

**DOMBIVLI SHIKSHAN PRASARAK MANDAL'S**

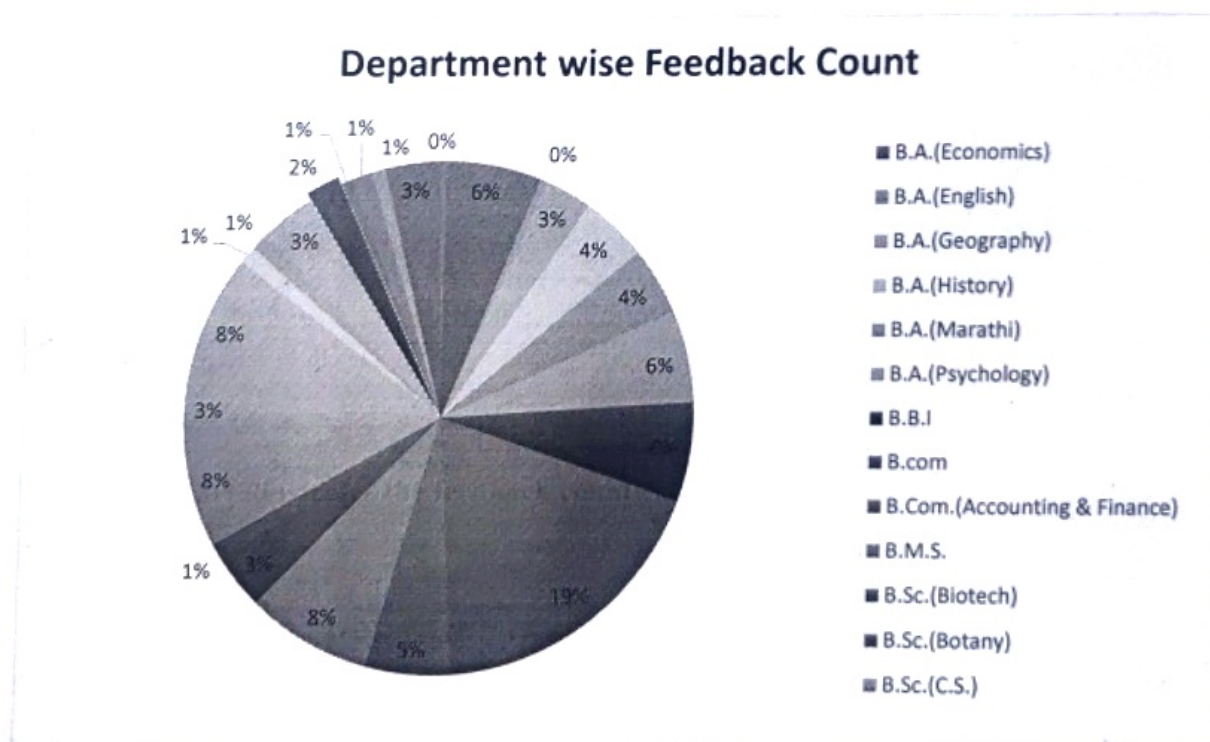
**K. V. PENDHARKAR COLLEGE OF ARTS, SCIENCE AND COMMERCE**

**(AUTONOMOUS) DOMBIVLI (E)**

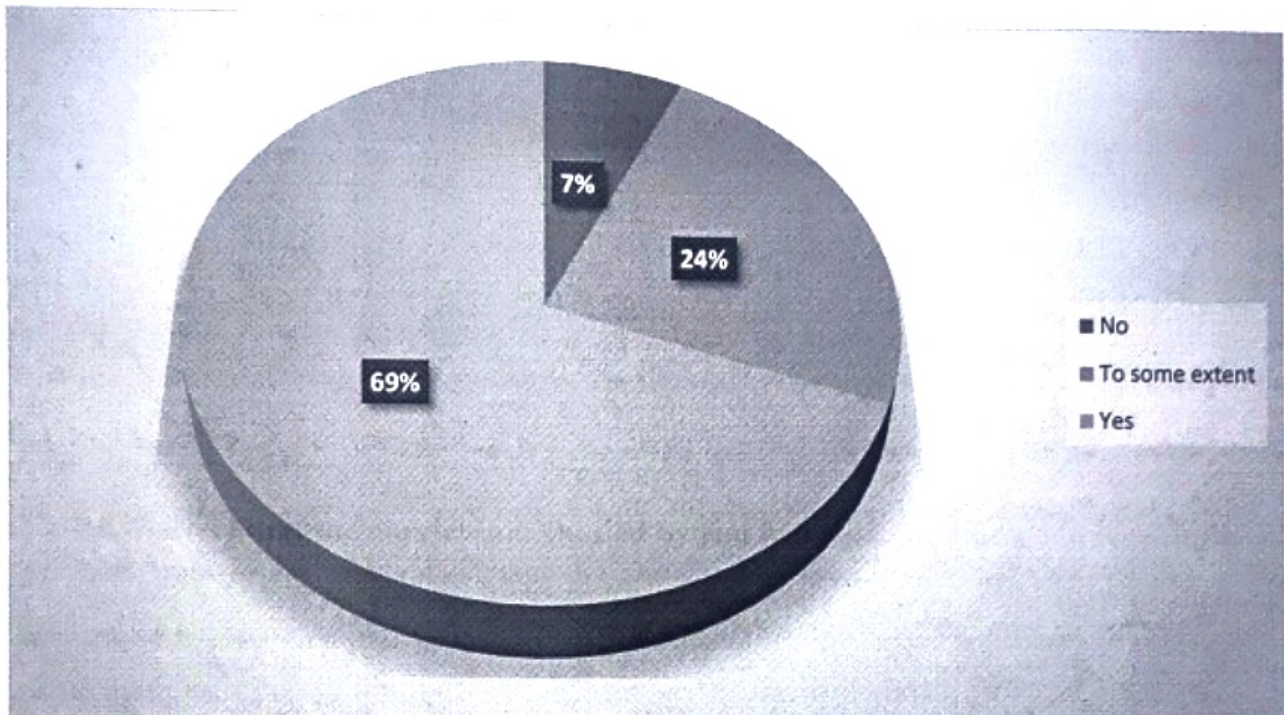
**Report of Student's Feedback on the Curriculum (2023-24)**

The IQAC of the college carried out a Student Feedback survey during the academic year 2023-24. The survey primarily focused on gathering students' perspectives regarding the curriculum's relevance to both further studies and job opportunities. Additionally, it aimed to assess any attitudinal and behavioural shifts among the students. Below is the analysis of the data obtained from the survey.

**The pie chart illustrates the feedback count categorized by department.**

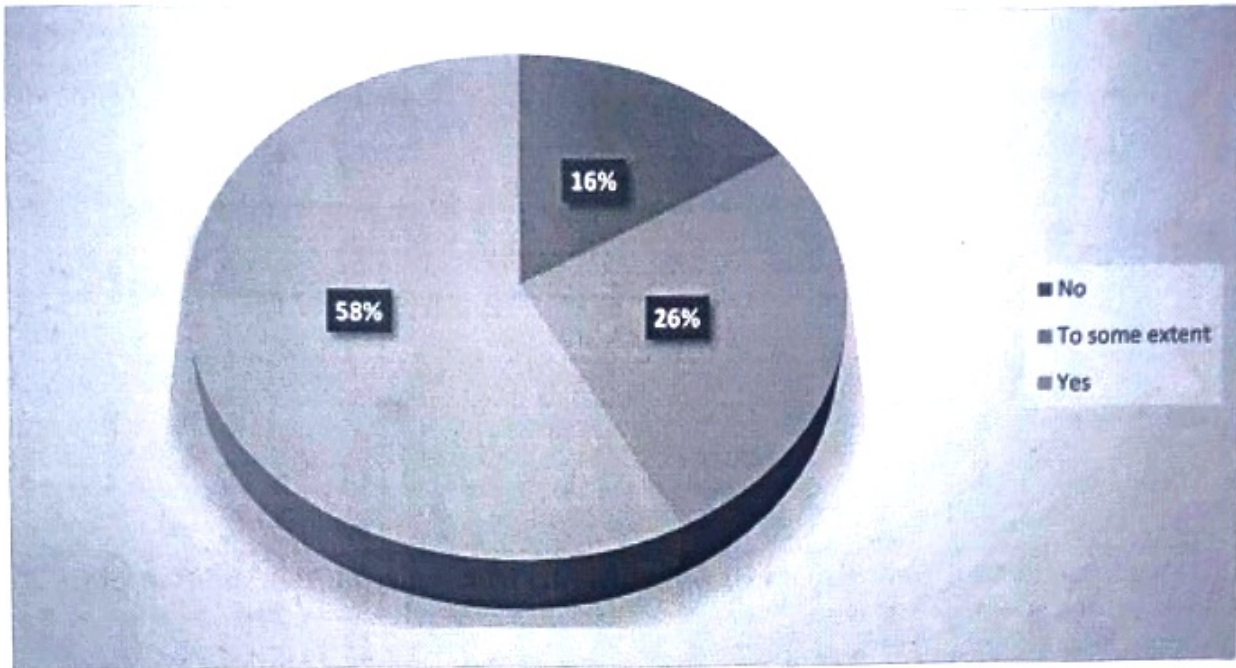


**Q.2 Do you feel that the curriculum studied by you will help you pursue higher studies?**



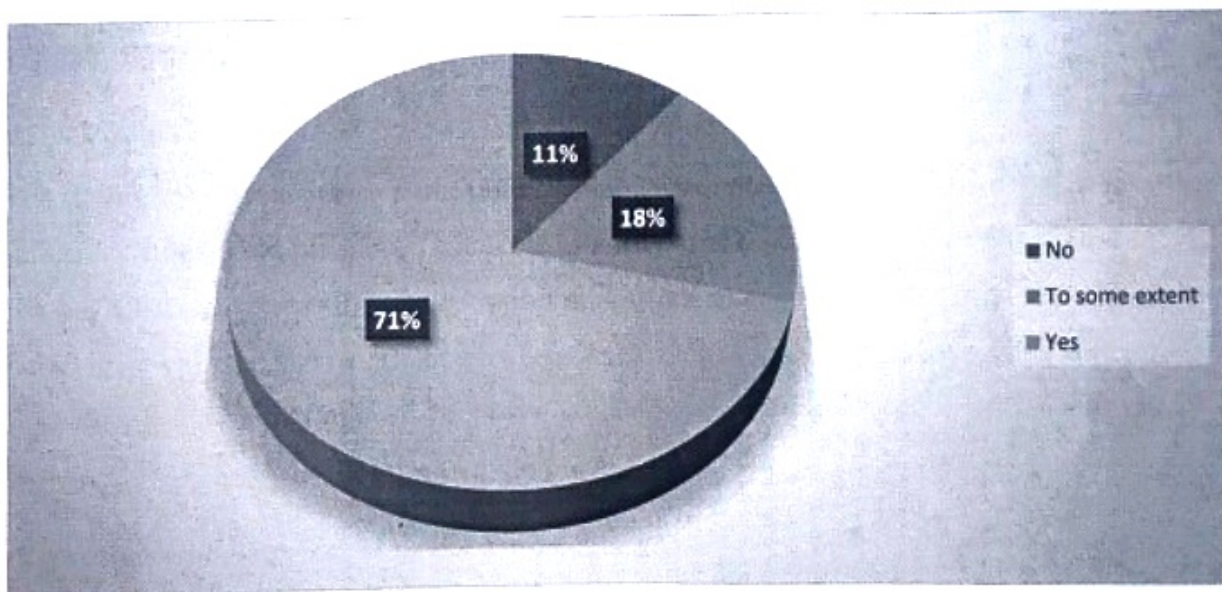
The analysis reveals a prevailing sentiment among students regarding the curriculum's relevance to pursuing higher studies, with a significant majority (69%) expressing confidence in its suitability for this purpose. Furthermore, a notable portion (24%) acknowledges its potential to some extent, indicating a widespread recognition of the curriculum's role in preparing students for further academic pursuits. This collective perception underscores the perceived value of the curriculum in laying a foundation for advanced education, reflecting its importance in shaping students' academic aspirations and pathways..

**Q.3 Do you think that the concerned curriculum will enhance your job opportunities?**



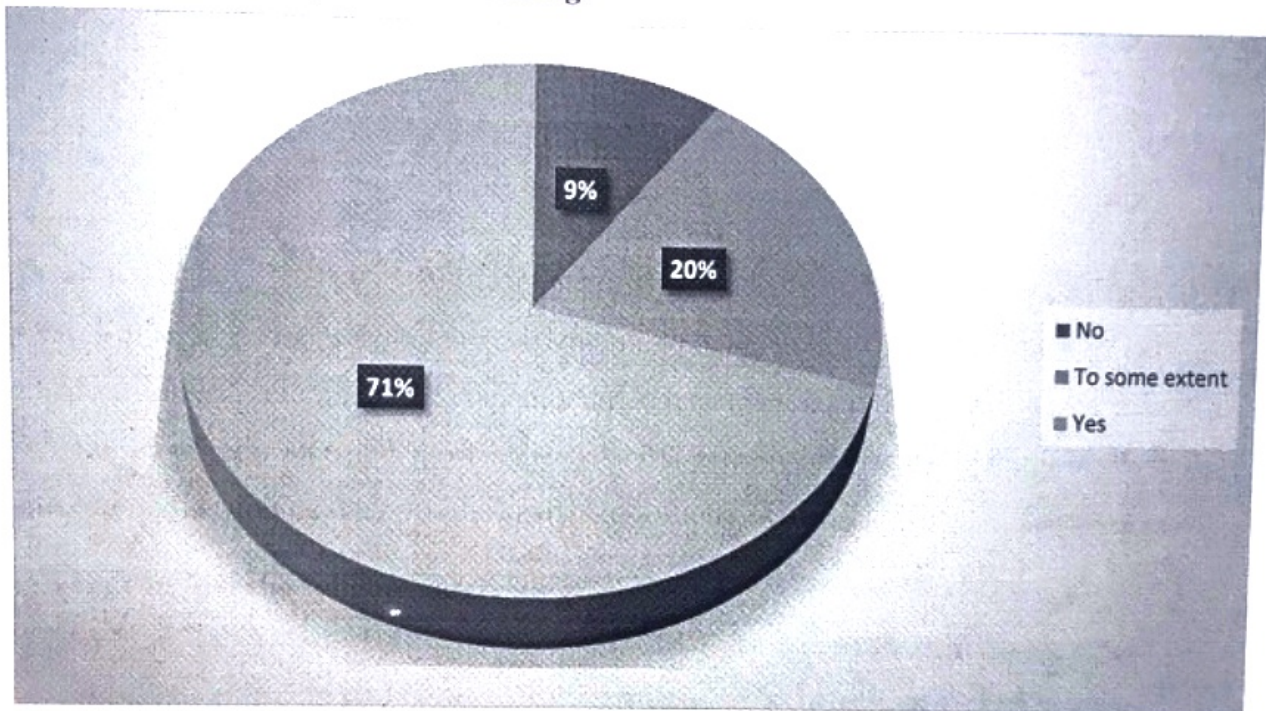
The analysis presents a mixed perspective among students regarding the potential of the curriculum to improve job opportunities. While 58% express optimism about its capacity to enhance employment prospects, a notable minority (16%) holds a contrary view. This divergence suggests varying perceptions among students regarding the curriculum's ability to equip them with the skills and knowledge sought after by employers. Addressing concerns raised by the dissenting minority could be crucial in ensuring that the curriculum adequately prepares all students for the competitive job market.

**Q.4 Is the syllabus relevant to the present time?**



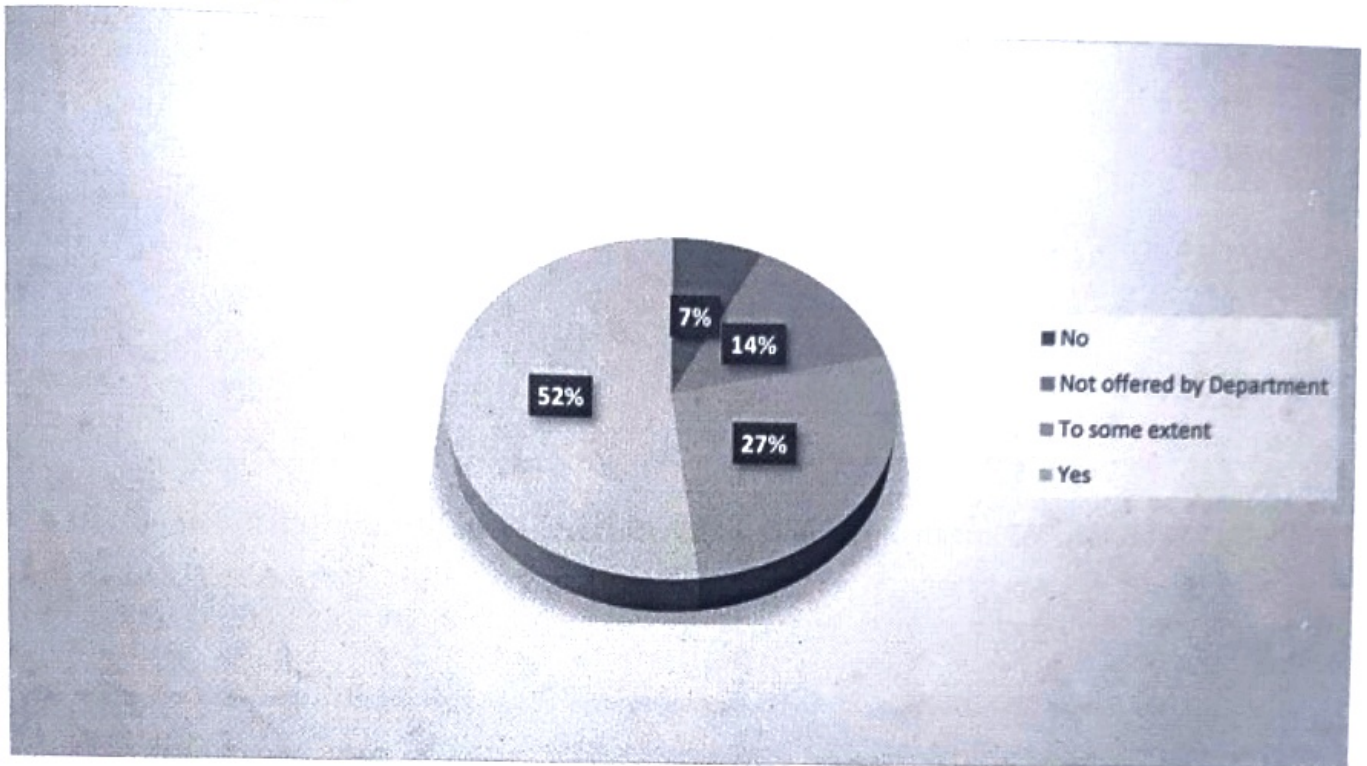
The analysis indicates that a significant majority of students find the syllabus pertinent to the present time. This suggests that the curriculum likely integrates current knowledge, skills, and perspectives, catering to the contemporary educational landscape. Such widespread recognition of relevance underscores the syllabus's effectiveness in meeting the needs of students and equipping them for the challenges of today's world.

**Q.5 Do you find the syllabus interesting?**



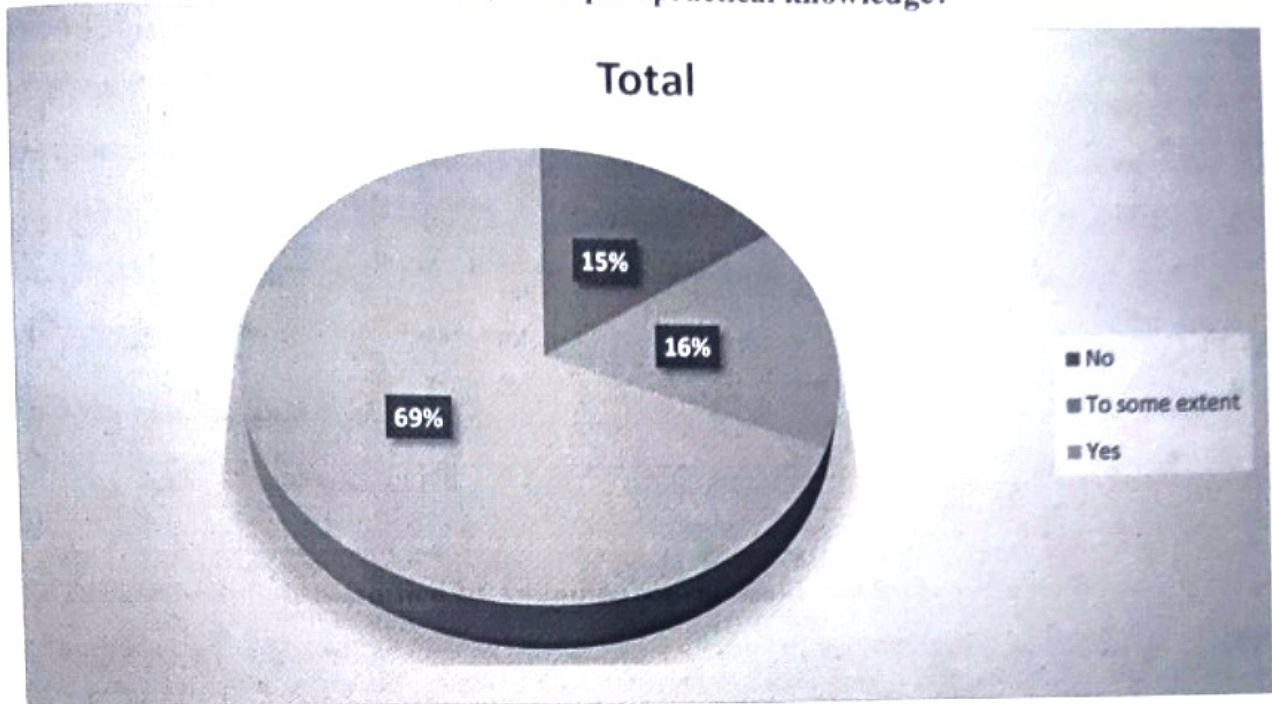
With a significant majority of students finding the syllabus interesting, coupled with a notable minority expressing partial interest, it indicates a generally positive reception. This suggests that the curriculum likely incorporates engaging content or teaching methods, resonating with students' interests and aspirations

**Q.6 Do you feel that the certificate courses offered by your department are useful for better career prospects?**



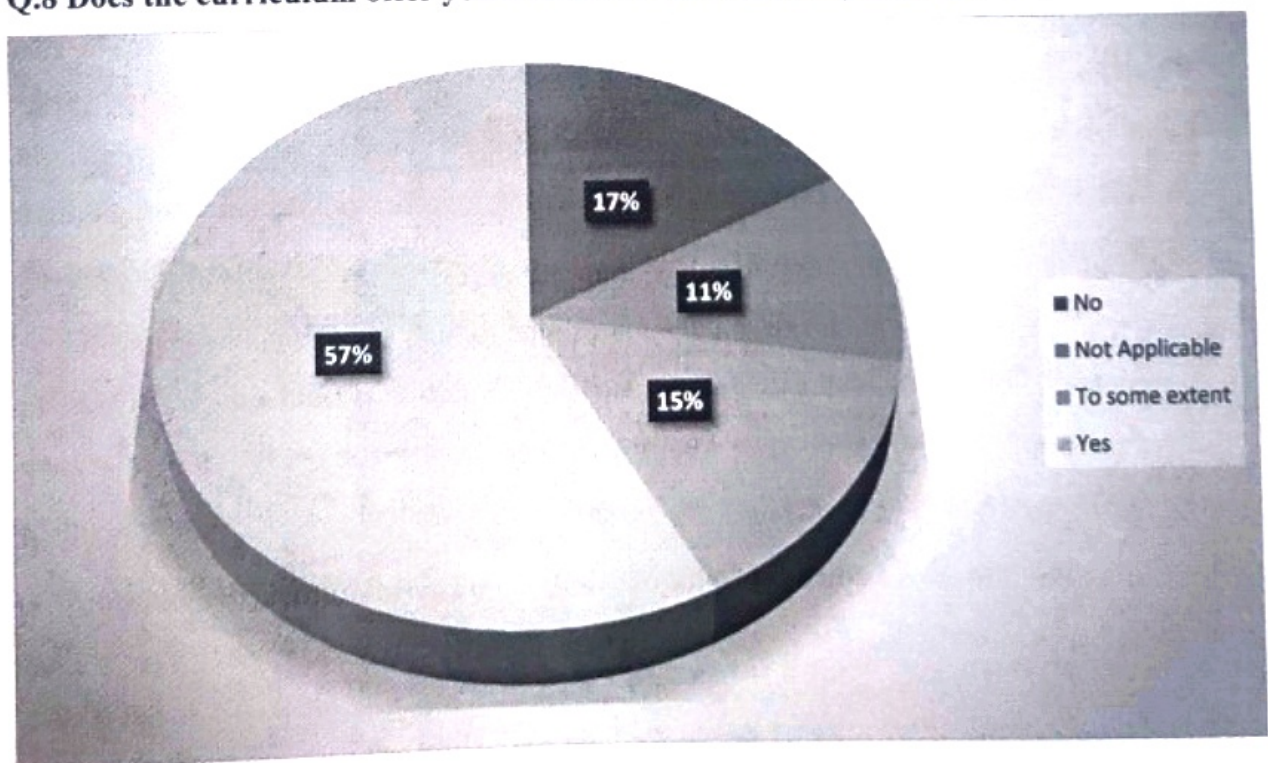
With 52% of students affirming the usefulness of certificate courses for enhancing career prospects, it suggests a significant portion acknowledges their value in professional development. Additionally, 27% expressing partial interest indicates a moderate level of recognition regarding their potential benefits. This mixed response highlights the perceived relevance of such courses, with a notable proportion acknowledging their potential to contribute positively to career advancement, albeit with varying degrees of conviction.

**Q.7 Does the syllabus studied by you impart practical knowledge?**



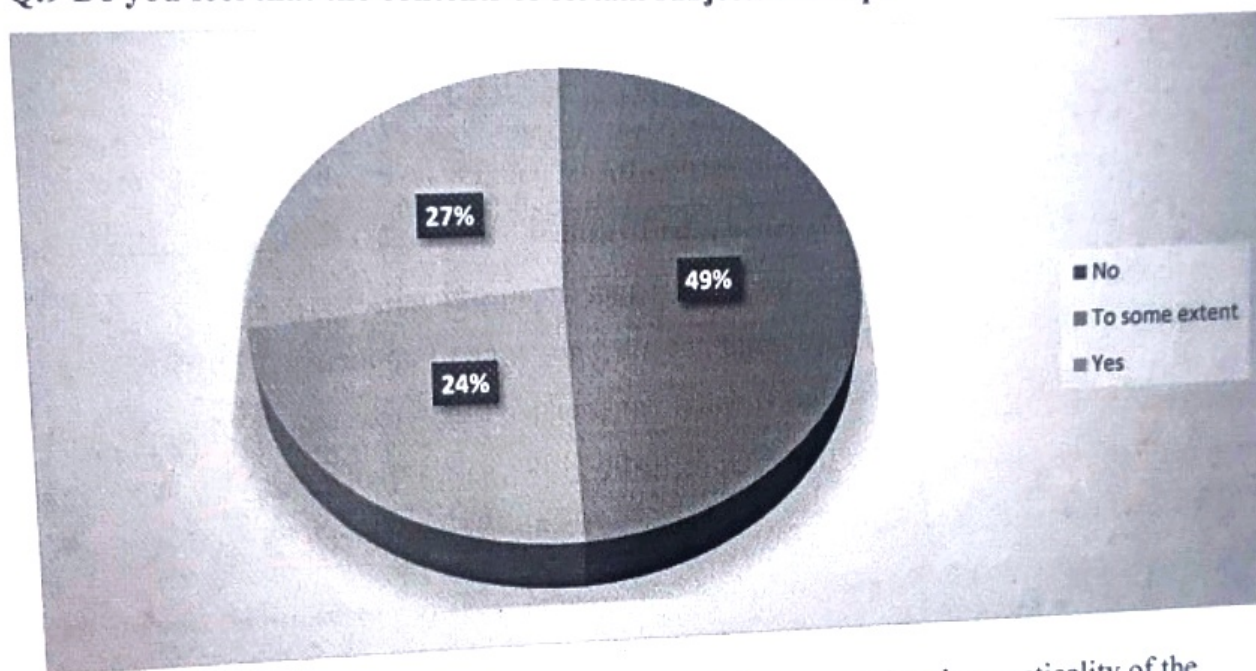
The analysis indicates a strong consensus among students that the studied syllabus effectively imparts practical knowledge. Additionally, a notable portion acknowledges its practical value, albeit with varying degrees of conviction. This suggests that the curriculum is largely successful in translating theoretical concepts into practical applications, enhancing students' readiness for real-world challenges in their academic pursuits and beyond.

**Q.8 Does the curriculum offer you a choice to select the subjects as per your interest?**



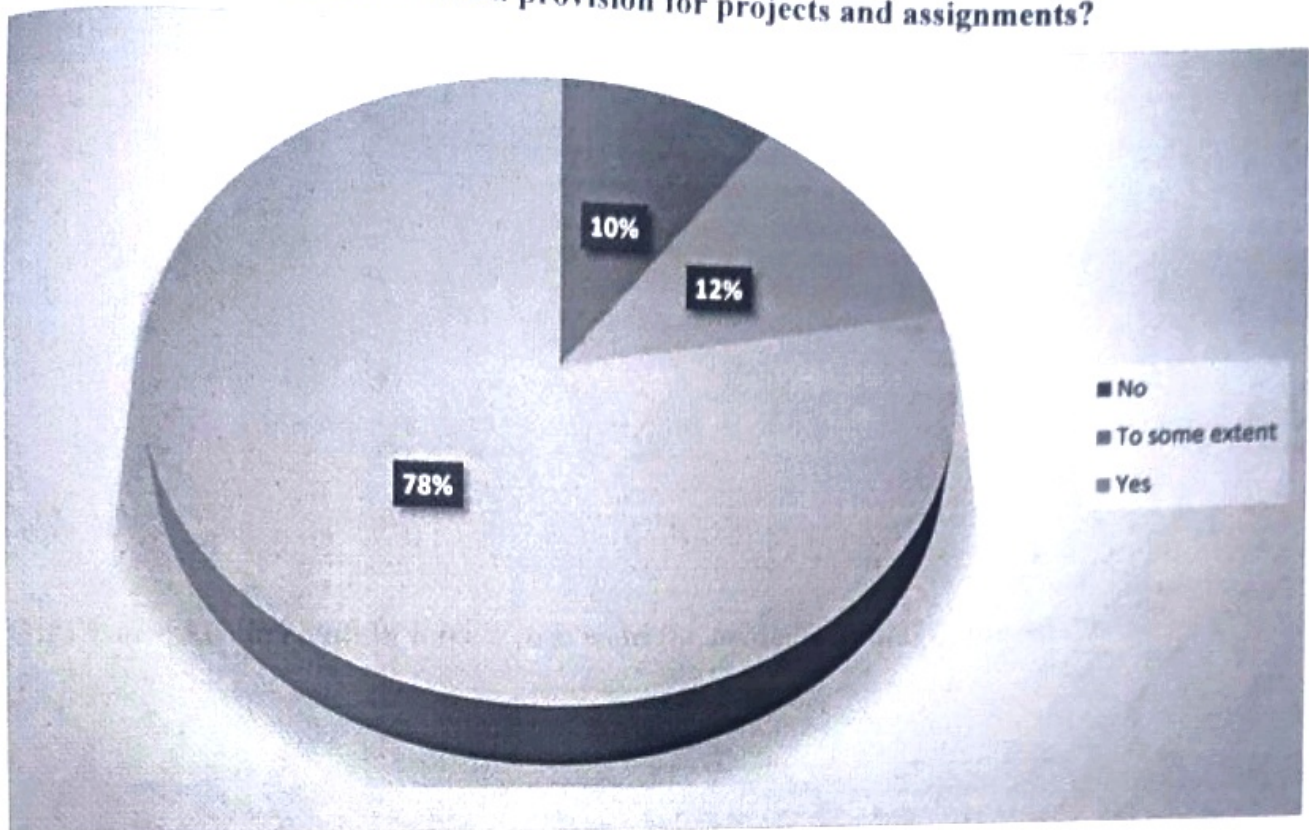
The analysis reveals that 57% of students affirm that the syllabus imparts practical knowledge, indicating a significant majority find it beneficial in real-world application. Conversely, 17% express disagreement, suggesting a minority perceive a lack of practical relevance in the curriculum. Despite some dissent, the substantial proportion of students acknowledging its practical value suggests the syllabus generally succeeds in bridging theoretical concepts with practical skills, albeit with room for improvement to address concerns raised by the dissenting minority.

**Q.9 Do you feel that the contents of certain subjects overlap?**



The analysis indicates contrasting views among students regarding the practicality of the studied syllabus. While a minority (27%) perceive it as effective in imparting practical knowledge, a larger portion (49%) expresses dissatisfaction, suggesting a prevalent belief in its inadequacy in bridging theoretical learning with practical skills. This disparity highlights the need for a comprehensive review of the curriculum to address concerns and enhance its relevance in preparing students for real-world challenges.

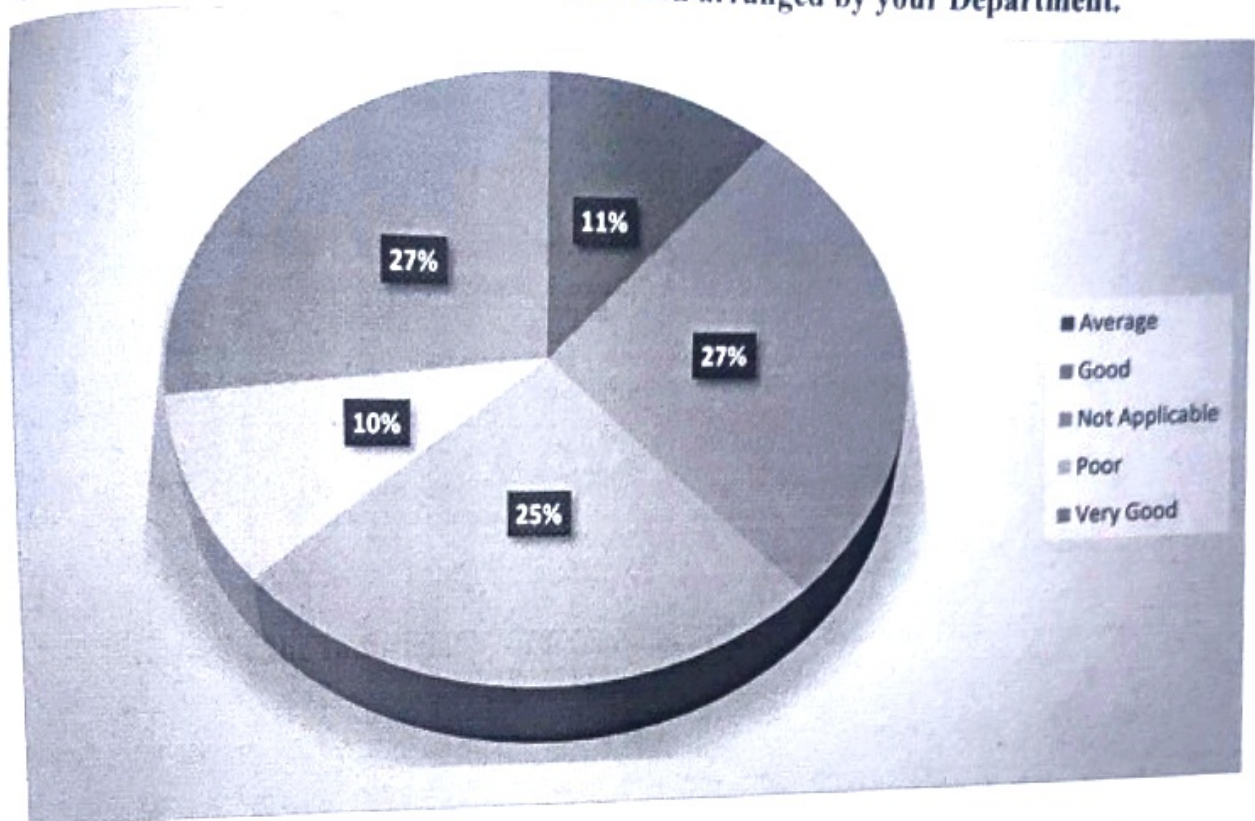
**Q.11 Does the curriculum have a provision for projects and assignments?**



The analysis indicates a resounding affirmation from 78% of students regarding the practical knowledge imparted by the studied syllabus. Such overwhelming agreement underscores the curriculum's success in translating theoretical concepts into practical skills essential for real-world application. However, the dissenting minority of 10% suggests some students perceive a gap in the syllabus's ability to bridge theory with practicality, signaling a need for further evaluation and potential improvements to ensure comprehensive learning experiences for all students.

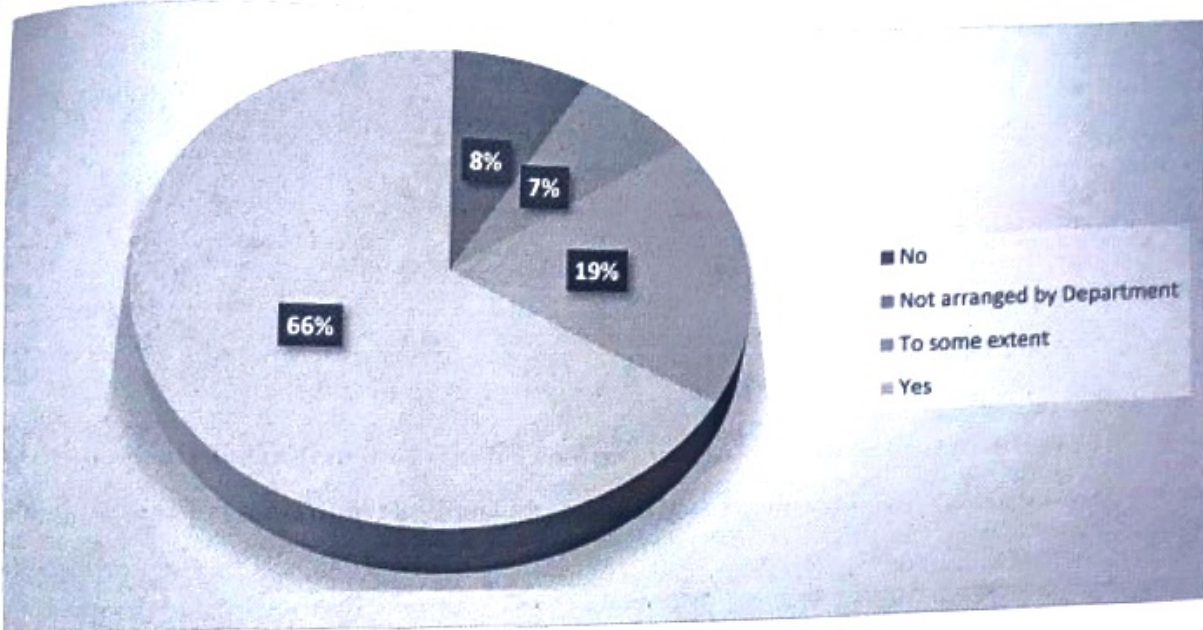


**Q.12 Please rate the Industrial Visit/Excursion arranged by your Department.**



The analysis demonstrates a balanced response from students regarding the Industrial Visit/Excursion facilitated by the Department, with 27% rating it as "very good" and an equal percentage rating it as "good." This indicates a generally positive perception of the excursion, with a notable portion expressing satisfaction with the experience. Such feedback suggests that the visit likely provided valuable insights, engaging activities, and meaningful interactions, contributing to a well-received and enriching educational opportunity for participants.

**Q.13 Co-Curricular activities(Guest Lectures, Workshops, Debates, Quiz Contests, Power Point Presentations) arranged by your department enable overall personality development.**



The analysis highlights a strong consensus among students, with 66% affirming that the Co-Curricular activities arranged by the Department contribute significantly to overall personality development. Such a high approval rate suggests that these activities play a vital role in enhancing various facets of students' personalities, including communication skills, critical thinking abilities, and confidence levels. The positive feedback indicates that initiatives like guest lectures, workshops, debates, quiz contests, and presentations provide valuable opportunities for holistic growth, fostering well-rounded individuals prepared for future challenges and opportunities

*Suman Satyarum*  
09/05/24  
**Dr. Suman Satyarum**  
IQAC Co-ordinator

*K.R. Jagdeo*  
09/05/2024  
**Prof. (Dr.) K.R. Jagdeo**  
I/c Principal

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DSPM's K.V. Pendharkar College  
Dombivli



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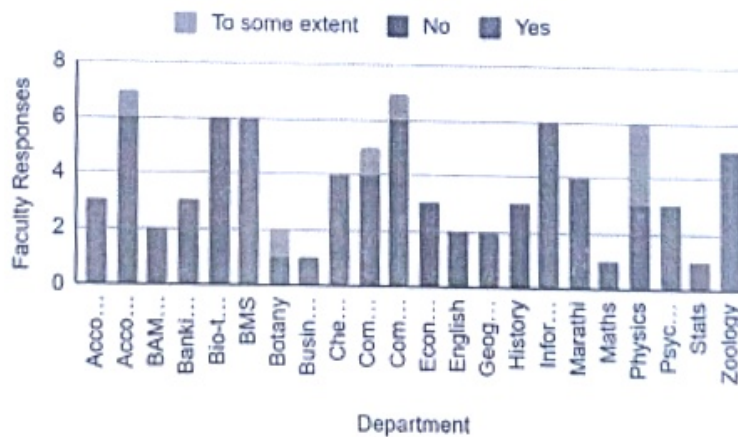
**Report of Teacher's Feedback on the curriculum (2023-24)**

The IQAC of the college conducted the Teacher's Feedback on the curriculum in the year 2023-24. The survey was mainly conducted considering teachers' overview on the curriculum & subject relevance to pursue higher studies, job opportunities. It also accounts for students attitudinal & behavioural changes.

Following is the analysis of the data received from the teachers:

1. Do you feel the curriculum taught by you, will help the students to pursue higher studies?

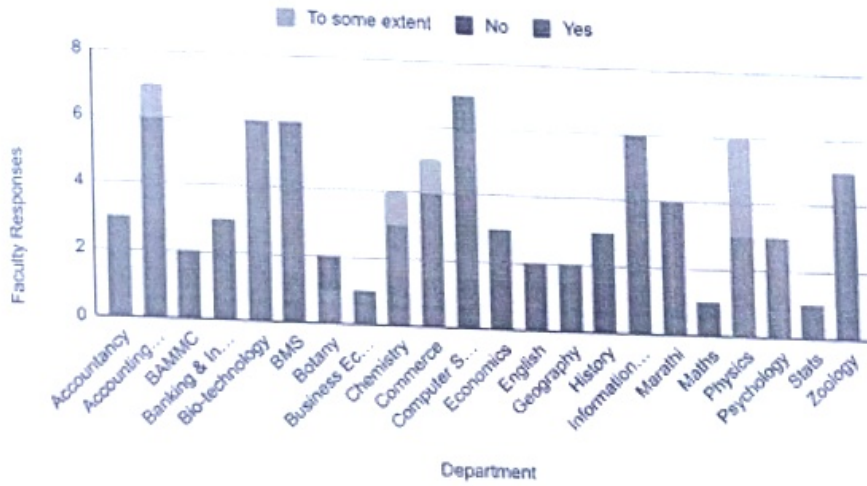
Yes, No and To some extent



About 80% of the teachers believe that the curricular taught by them helps students to pursue higher studies.

2. Do you think that the concerned curriculum will enhance the job opportunities of the students?

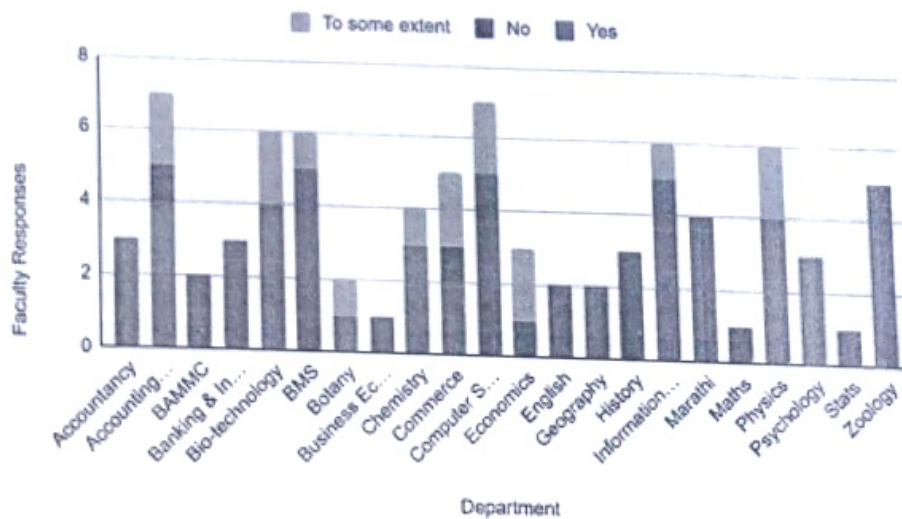
Yes, No and To some extent



From the analysis it is clear that the concerned curriculum enhances the job opportunities of the students.

3. Does the prescribed curriculum give rise to attitudinal and behavioral changes among the students?

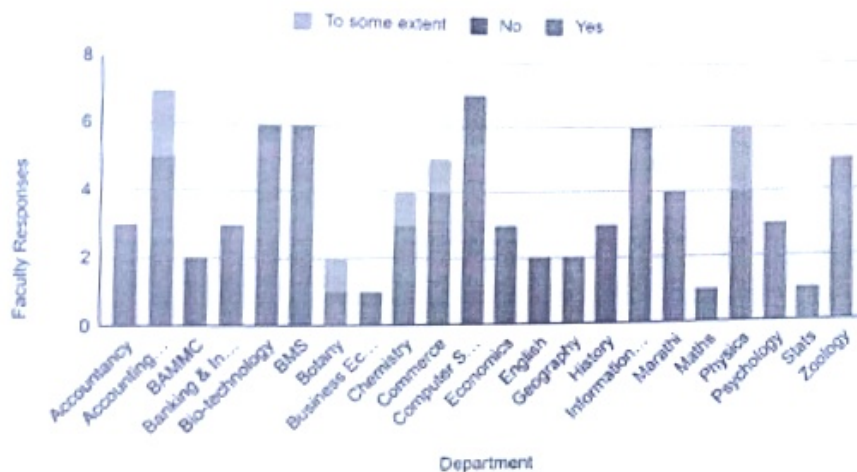
Yes, No and To some extent



As a result of interdisciplinary approach of NEP 2020 in the academic year 23-24 in the curriculum, there is a positive change in students behaviour. They are more eager to learn new subjects in new way with new policy.

4. Is the syllabus of the subjects taught by you, relevant & updated?

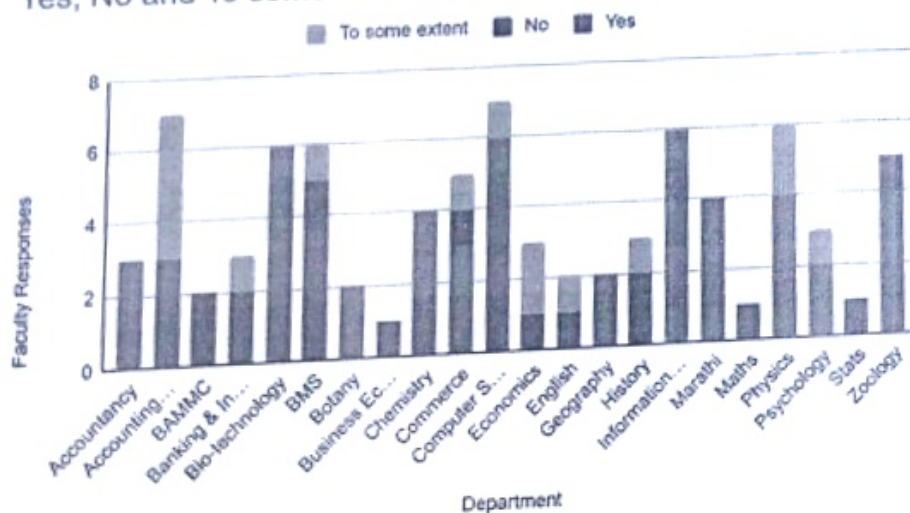
Yes, No and To some extent



Graphical analysis shows the subject taught in all the programmes are relevant, up to date & have skill enhancing approach.

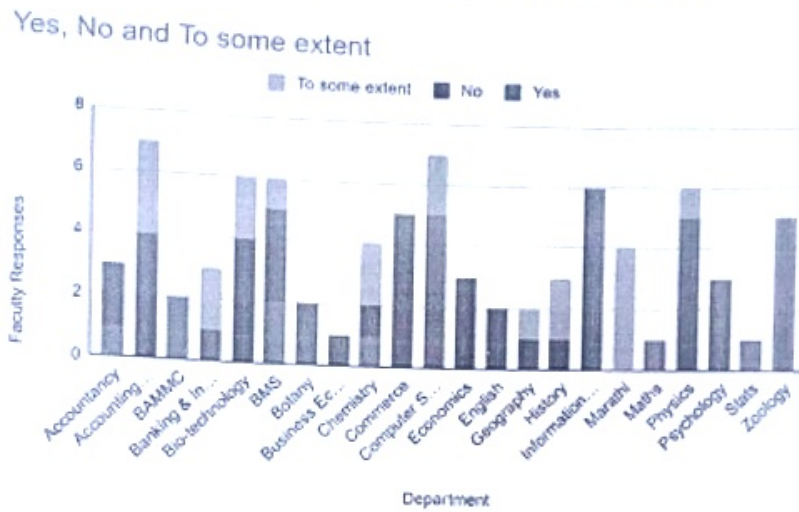
5. Does the syllabus of the subjects taught by you, provide practical knowledge to the students?

Yes, No and To some extent



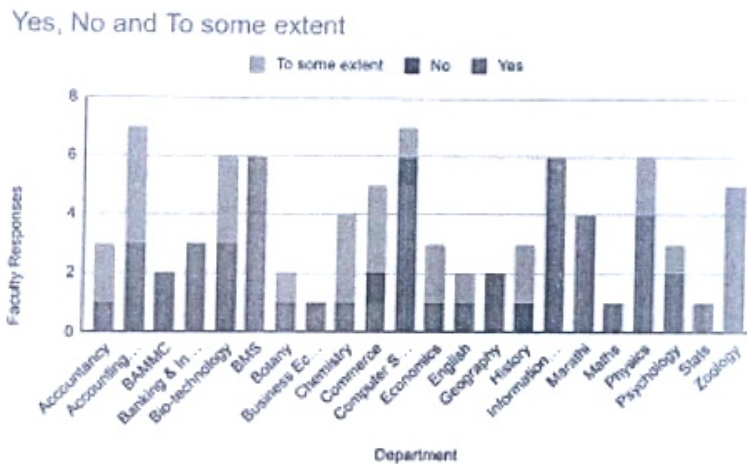
The teaching pattern includes many activities such as seminars, presentations, workshops, hands-on training etc. It merges all practical knowledge of the subject in a best way to be implemented by students to make their future bright.

6. Do you feel that the contents of the subjects taught by you overlap?



While framing the syllabus, the major concern is to inculcate skill based topics, job orienting subjects & entrepreneurial approach among the students. Hence, there is minimum overlapping between some of the topics.

7. Do you feel NEP curriculum ( F.Y UG & PG - Part-I) is up-to-date, need based and application oriented?



New Education Policy 2020 has implemented in the academic year 23-24 in the curriculum of F.Y UG & PG - Part-I. The interdisciplinary approach provides an opportunity to all the learners to make a progress in their life through a diversifying curriculum & education policy.

Dr. Suman Satyaram

IQAC Co-ordinator



Prof. (Dr.) K. R. Jagdeo

I/C Principal

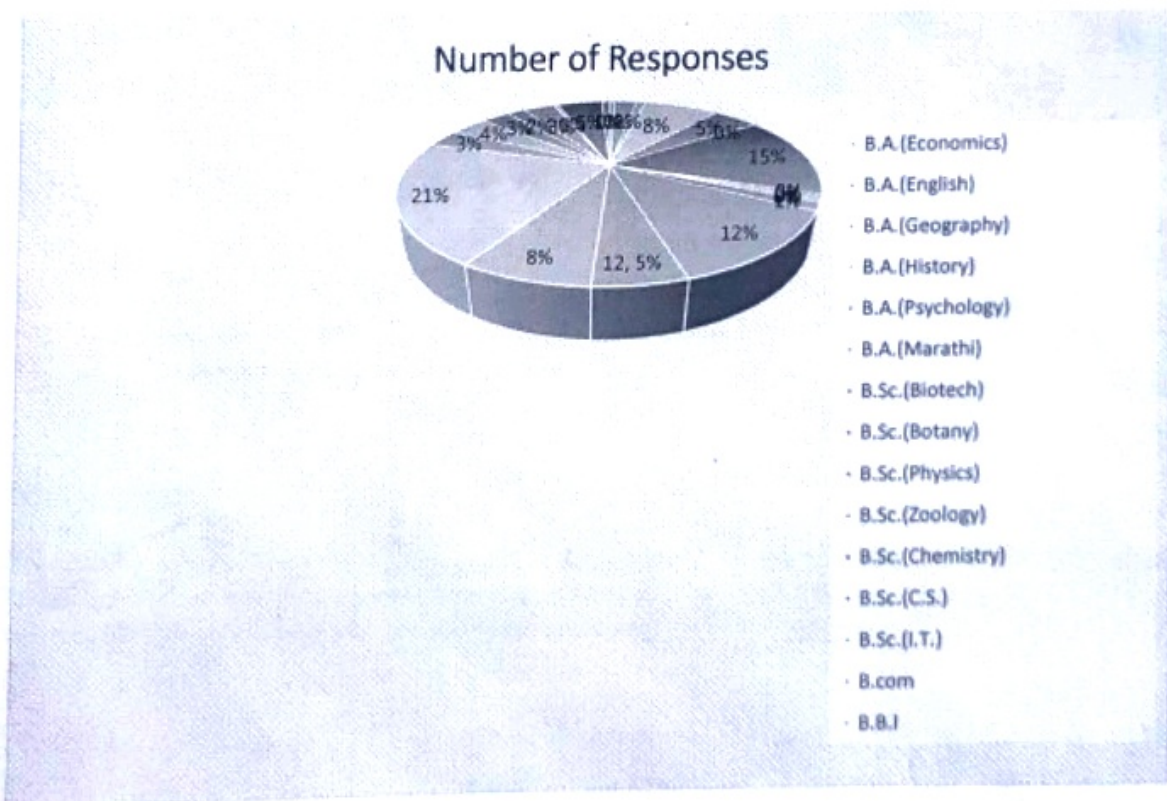
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Dombivli

**Dombivli Shikshan Prasarak Mandal's**  
**K.V. Pendharkar College of Arts, Science & Commerce, Dombivli (E)**  
**(Autonomous)**

**Report on Analysis of Alumni Feedback 2023-2024**

The IQAC of the college carried out an Alumni Feedback survey during the academic year 2023-24. The survey primarily focused on gathering perspectives of the passed out students' regarding the curriculum's relevance to both further studies and job opportunities. Additionally, it aimed to assess any attitudinal and behavioral shifts among the students. Below is the analysis of the data obtained from the survey.

**Question 01.** Please select your specialization at the Graduation/Post Graduation programme

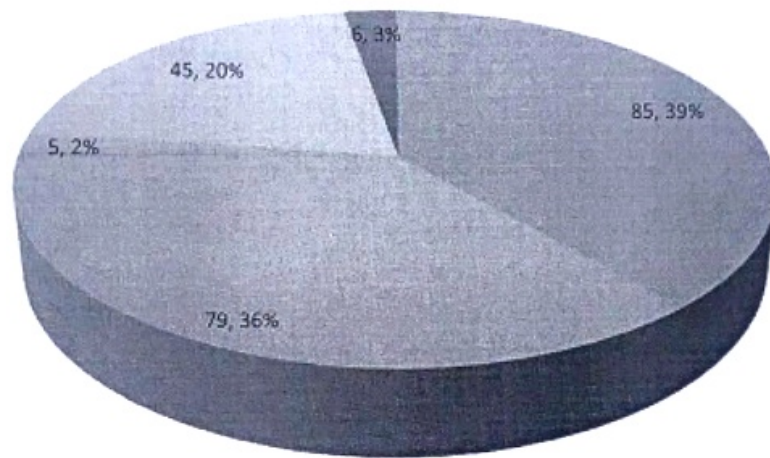


**Interpretation:**

In Alumni's feedback, this analysis shows the different specializations at graduation and post-graduation programme.

**Question 02.** Kindly update us regarding your current status.

**Current Status**



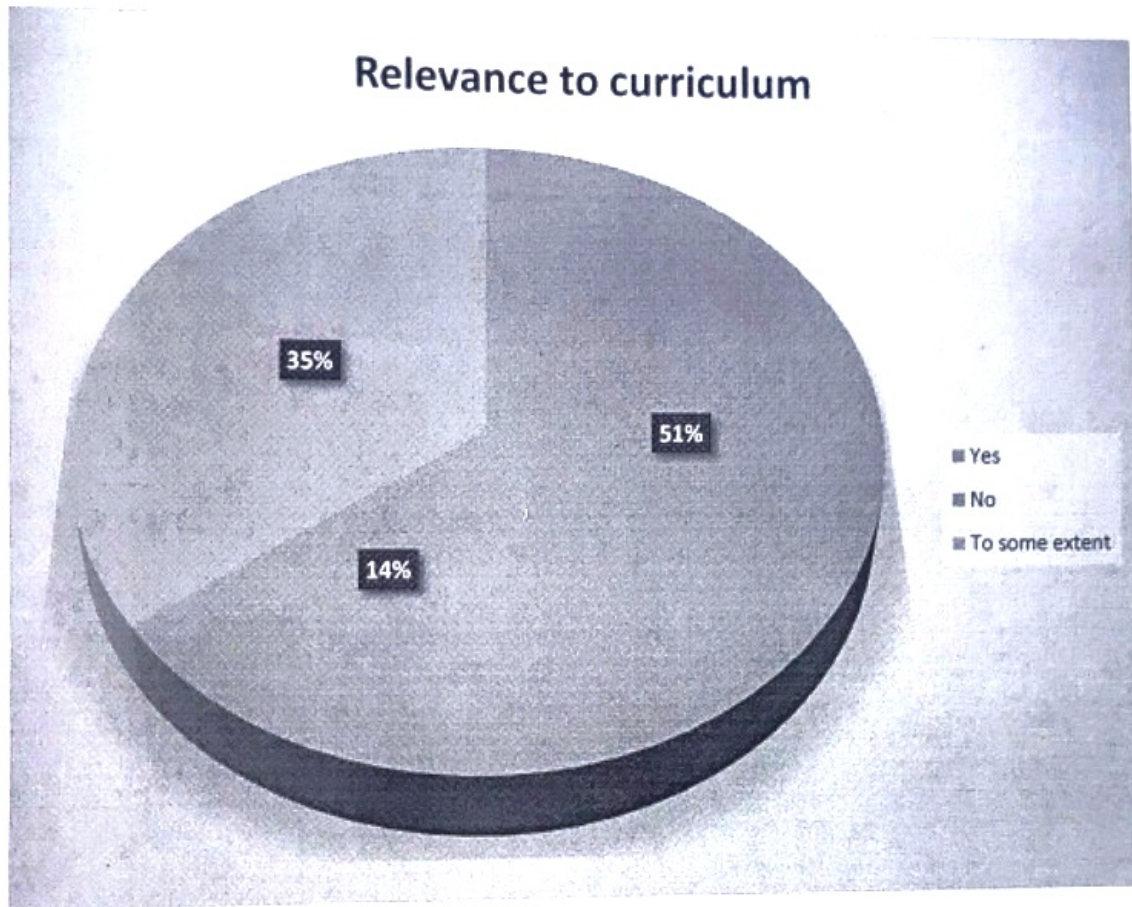
- Employed
- Pursuing Higher/Professional Education
- Running a Business
- Searching for a Job
- Self-Employed

**Interpretation:**

The above analysis shows the current status of the alumni's, 38% are employed, 35% are pursuing higher education and professional degrees, around 205 are still hunting jobs whereas 2% are running their own business and are self-employed.



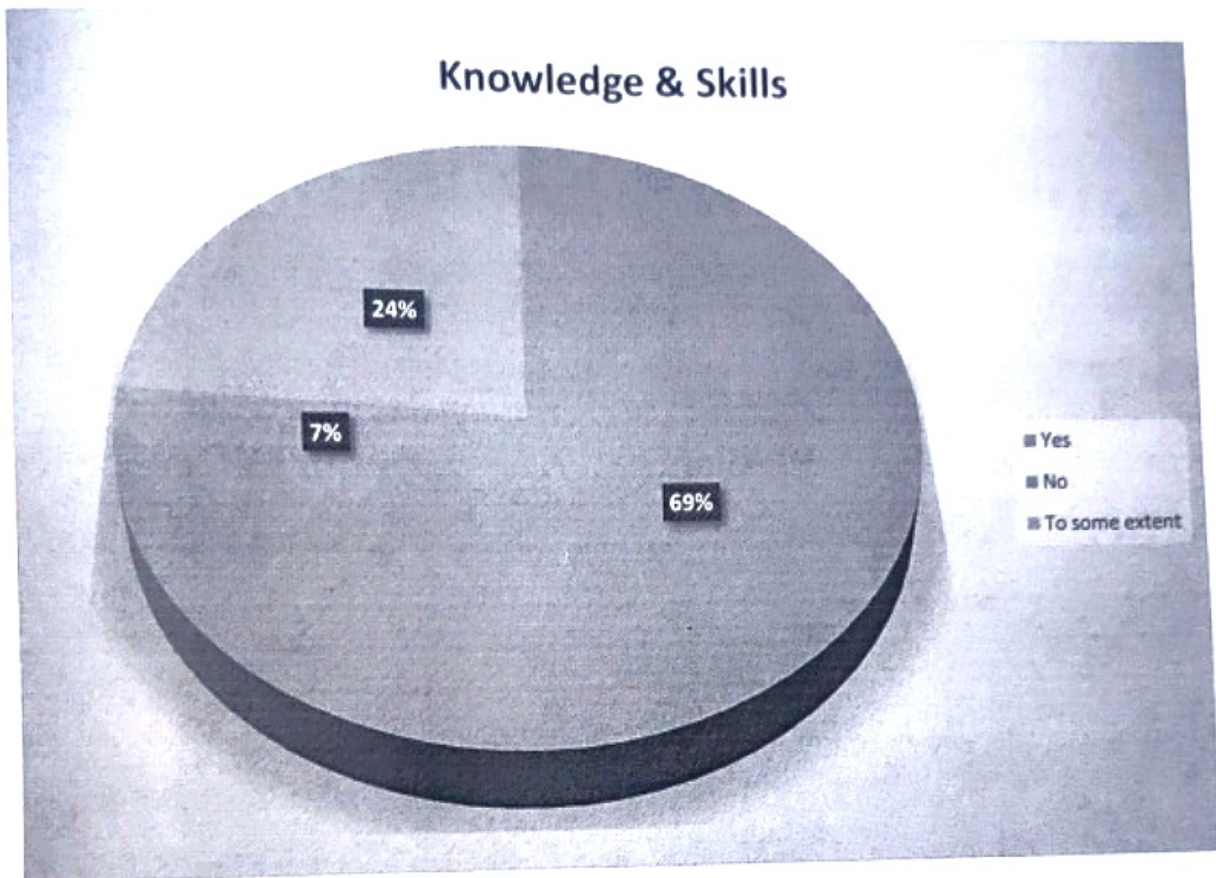
Question 03. Do you think that the curriculum which you had during your graduation/post-graduation has provided you with the knowledge & skills necessary to get employed/Self-employed or start own business?



**Interpretation:**

This analysis shows the relevance of the curriculum that the students have learnt in their graduation/ post-graduation programme with the knowledge and skills required to get employed/ Self-employed or start own business. Around 14% thinks the curriculum isn't relevant, 35% thinks it was relevant to some extent, whereas 51% alumni's think its relevant while getting the employment.

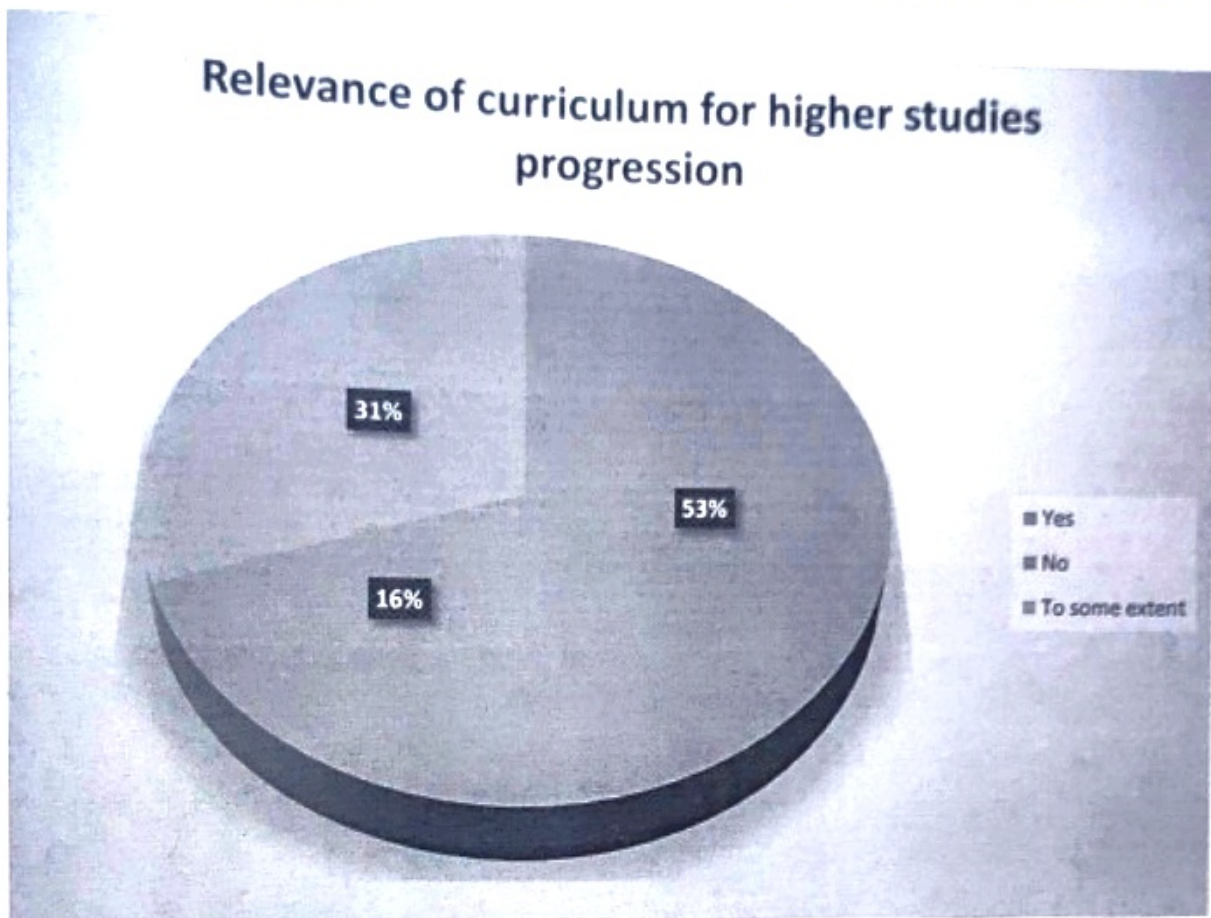
Question 04. Do you feel that the curriculum you studied is helpful in progression to higher studies?



**Interpretation:**

This analysis shows whether the curriculum learned during the graduation/ post-graduation has provided is helpful in progression to higher studies. 24% thought it was somewhat helpful to them, 7% wasn't helpful and 69% thought it was helpful to them.

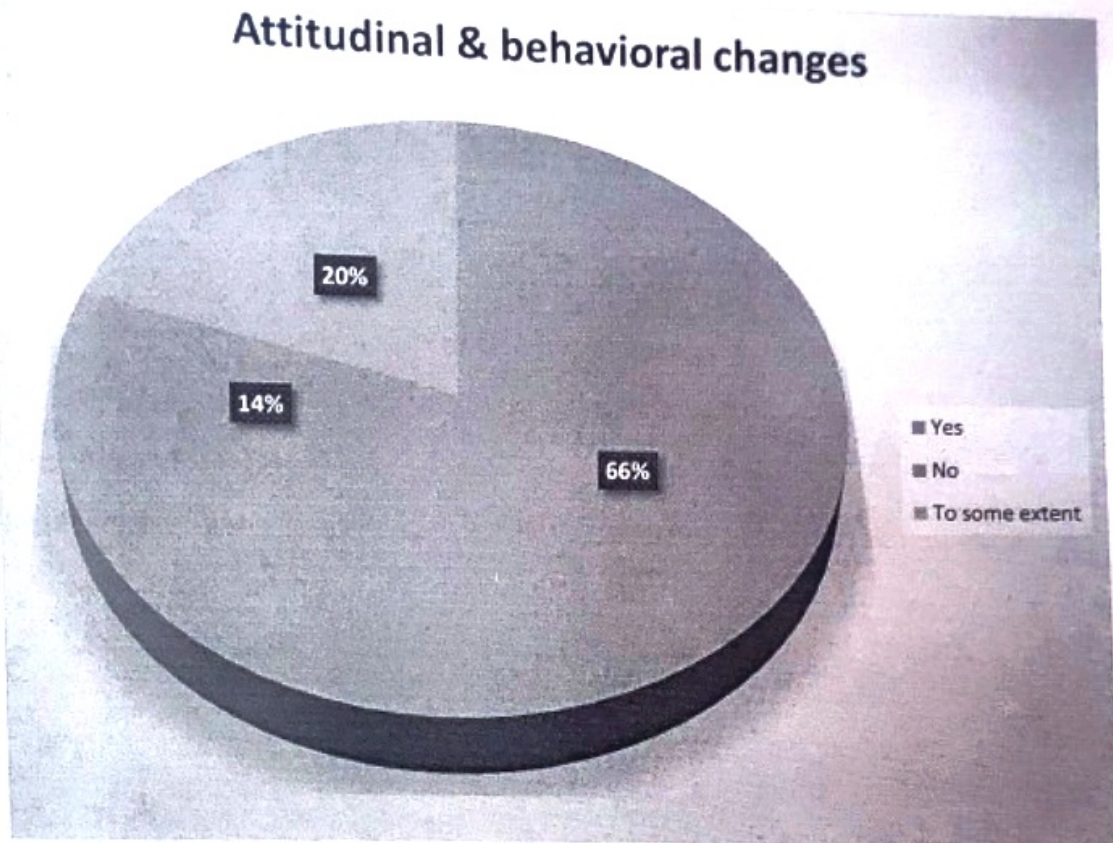
Question 05. Were the knowledge & skills acquired through the curriculum useful to you while working on the job?



**Interpretation:**

This analysis shows whether the knowledge and skills acquired through the curriculum had benefitted during employment. 16% thinks the curriculum wasn't relevant, 31% thinks to some extent it was relevant, whereas 53% thinks the curriculum was completely relevant for progression of higher studies.

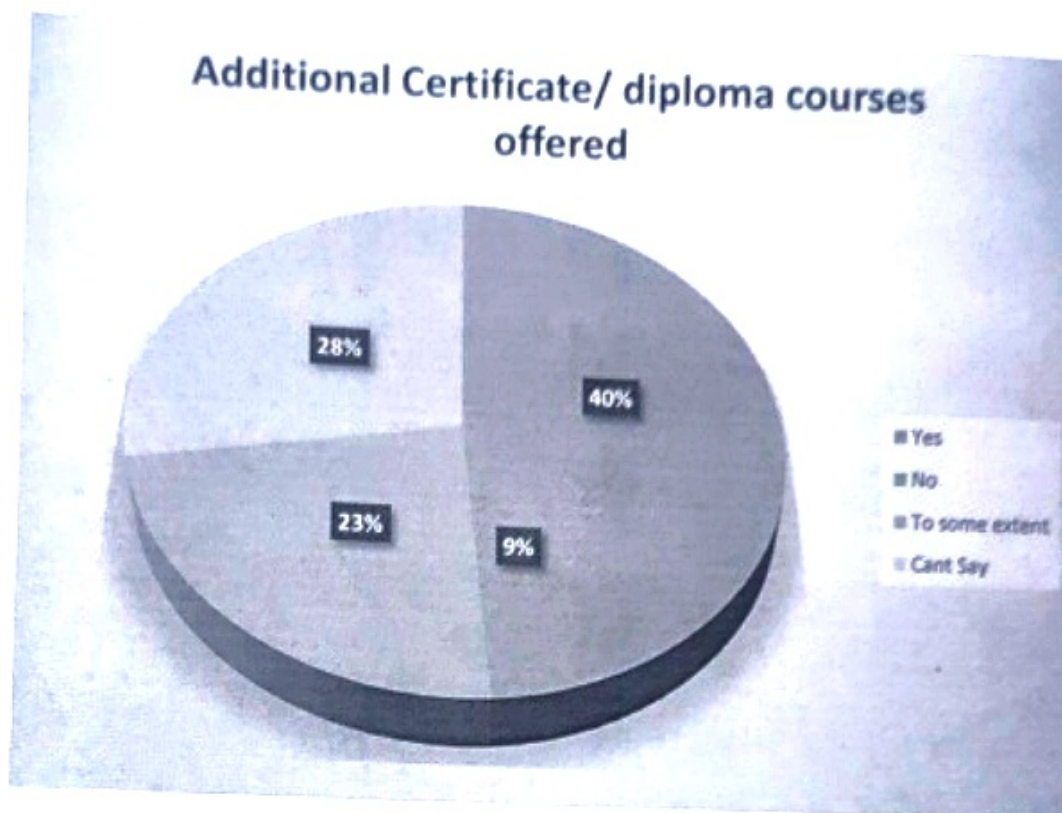
Question 06. Did the graduation/post-graduation programme bring about any attitudinal and behavioral change in you?



**Interpretation:**

The analysis shows whether there was any attitudinal or behavioral changes that the students have faced during the graduation/ post-graduation programme. Round 66% alumni's thought that the programme has brought the change in them, 14% thinks it has not affected them whereas it has affected to some extent to 20% of the alumni's.

Question 07. Do you feel that certificate/ diploma courses offered by the college in addition to the curriculum lead to better career prospects?



**Interpretation:**

This analysis shows the perception of the alumni's with respect to the certified courses/ diploma courses offered by the college, and whether these courses lead them to better career prospects. 28% were not sure, 9% did not agree whereas 40% thought that these courses might lead them to a better career prospect.

**Dr. Suman Satyarum**  
IQAC Co – Ordinator

**Prof. (Dr.) K. R. Jagdeo**  
I/c Principal



**I/C Principal**  
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Dombivli

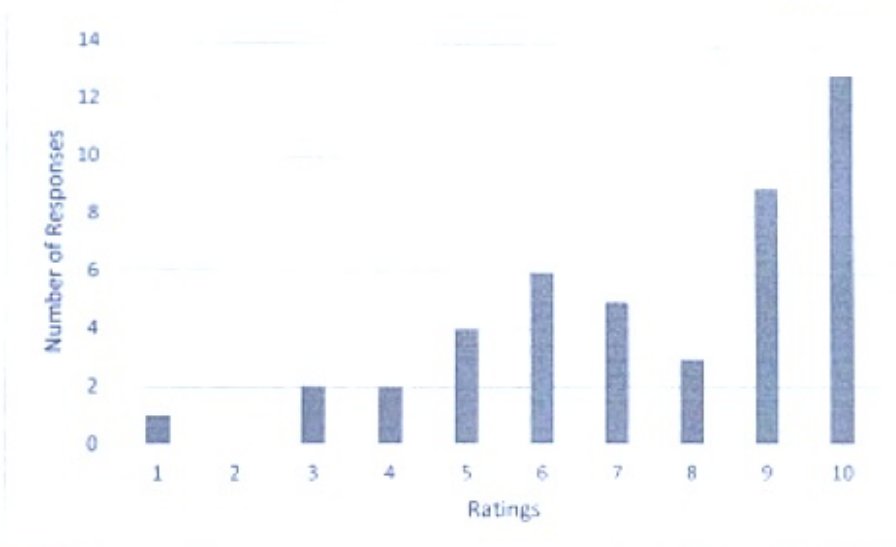
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**(AUTONOMOUS), DOMBIVLI**

**INDUSTRY EXPERT FEEDBACK ANALYSIS (2023-24)**

The IQAC of the college conducted the Industry Expert's Feedback on the curriculum in the year 2023-23. The survey was mainly conducted considering Industry Expert's overview on the curriculum and subject relevance to pursue higher studies and job opportunities.

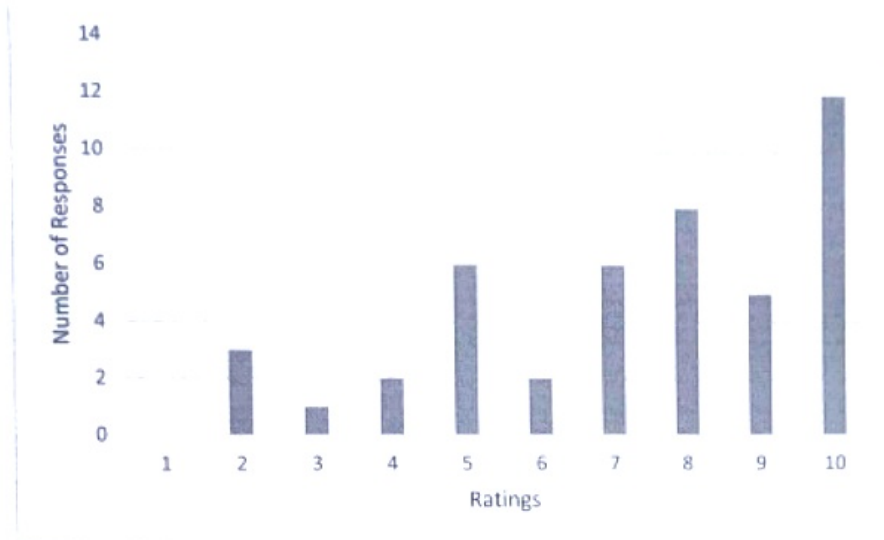
Following is the analysis of the data received from the Industry Experts:

**Q.1 Do you think that the concerned curriculum will help in providing the students with the knowledge & skills necessary to work in your organization? To what extent on a scale of one to ten (Considering one as the lowest scale & ten on highest side)?**



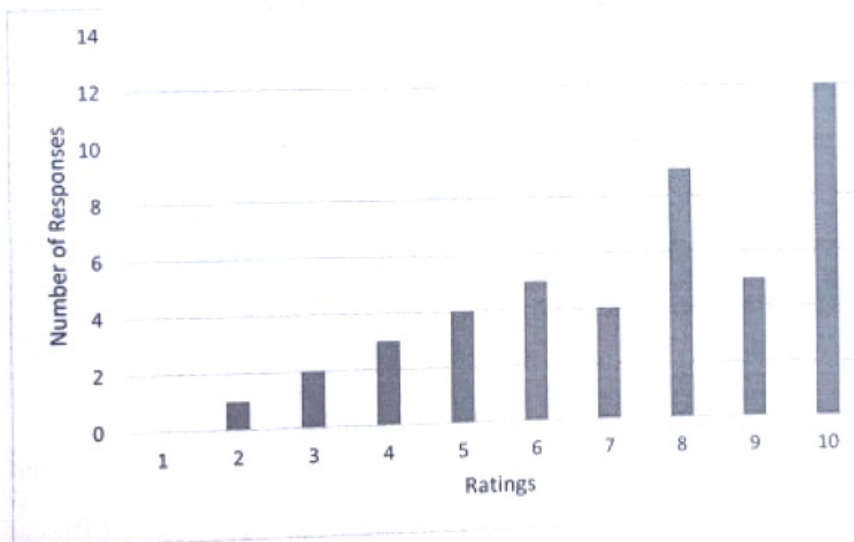
From the above analysis it can be observed that there is fluctuation in the ratings but overall it can be seen that there increase in the rating scale. It means the curriculum that is provided to the students helps them with enhancing their knowledge and skills necessary to work in various organisation.

**Q.2 Is the syllabus relevant? To what extent on a scale of one to ten ? ( Considering one as the lowest scale & ten on highest side).**



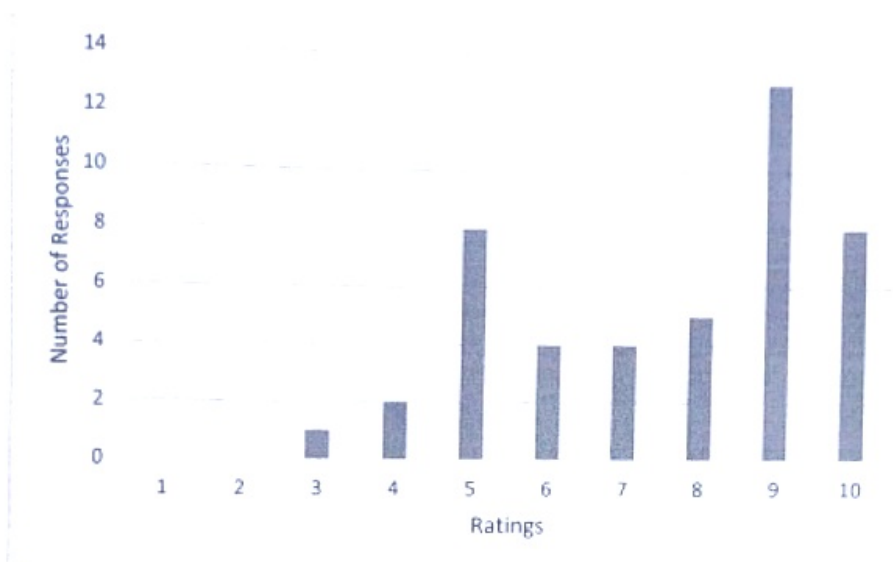
Above pie diagram shows that there is a steady increase except few fluctuations in the ratings. As per the feedback received from various industry expert for the above question it is clearly understood that the syllabus which is adopted for the students in their curriculum is relevant.

**Q.3 Does the syllabus have practical utility? To what extent on a scale of one to ten? ( Considering one as the lowest scale & ten on highest side)**



The above analysis indicates that major ratings are received for scale 10 which shows that syllabus which is applied in the curriculum is having practical. Very less ratings are for low scale.

**Q.4 Do you feel that the present syllabus will enhance interpersonal skills of the students? To what extent on a scale of one to ten? ( Considering one as the lowest scale & ten on highest side).**



The above pie diagram gives equal percentage of responses for scale 5 and scale 10 whereas highest percentage of responses were received for scale 9. This shows that the present syllabus will help our students to enhance their interpersonal skills.

**Q.5 According to you, which skills are necessary to make students employable and job-ready?**


Department	Suggestions
B.A&F	<ul style="list-style-type: none"> <li>• Communication, Understanding about what they have did, team work, finding solutions to the problems which they face.</li> </ul>
B.A.(Geography)	<ul style="list-style-type: none"> <li>• Vocabulary skill, another Computer courses, personality development</li> <li>• Knowledge of Tourism Industry like preparing the Itinerary for various destination, M.S. Office Knowledge, Good command on English</li> <li>• Internship every organisation</li> <li>• Research Skills, Practical Skills</li> <li>• For tourism and travel industry geographical information of destinations are required to know better knowledge about the places and the weather conditions for travel</li> </ul>
B.Com	<ul style="list-style-type: none"> <li>• Practical Exposure and self confidence</li> <li>• Internship in Listed Companies.</li> <li>• Practical approach towards working.</li> <li>• Good communication skills, esentation skills, Interpersonal Skills, People Management, Technical Skills- Word, Advanced Excel,</li> </ul>




	Powerpoint, Tally, ERP
B.M.S.	<ul style="list-style-type: none"> <li>• brush up communication, learn Excel and be a good listener</li> <li>• Having strong logical reasoning command to solve attitudes and entrance round...aware of the today's market requirement.....should b updated on current market skills communication and last good academic record</li> </ul>
B.Sc.(Biotech)	<ul style="list-style-type: none"> <li>• Diploma/certificate course in clinical research/clinical data management. This must include theoretical knowledge as well as practical assessments. This will assist freshers in getting employed as clinical research associate, site coordinator, clinical data manager/associate/analyst/scientist/ specialist. Also, industries are now looking for candidates with more technical skills. To meet these requirements, at fresher's level, Microsoft office applications/ Microsoft office Suite/ Microsoft office 365 can be a better option. Tools like Microsoft power apps, power automate and others can be widely used for multiple domain applications and generation of automated workflows. For those having keen interest in programming/technical skills, I will suggest to have knowledge of Python and R. SQL is must, as it serves as back-end in clinical databases. Also, low-code-no-code skills like Power BI, Tableau, Advanced Excel can be very much helpful. There might be several other courses like Pharmacovigilance, Quality control, Quality assurance, biostatistics, sas programming, regulatory affairs. However, from employment perspective the liquidity for these job roles is relatively very less. Even sas programming is also getting replaced with R programming. A person having Domain knowledge + Practical applications + Excel skills + SQL + Hands-on Microsoft office applications + Python/R/Power BI/ Tableau (non-mandatory) have high chance of getting employed in today's competitive job-market.</li> <li>• Basic applications, Good Laboratory Practice (GLP) and Safety in Lab</li> <li>• Need to emphasize more on developing analytical skills and soft skills for statistical data analysis and management.</li> <li>• Clear understanding of chemistry fundamentals and good practical hand.</li> </ul>
B.Sc.(I.T.)	<ul style="list-style-type: none"> <li>• Deep technical skills in Artificial Intelligence and data Science</li> <li>• Practical skills as per industry standards</li> <li>• Framework technologies like DotNet, Angular, React, Java. Cloud techniques like AWS, Azure. Database techniques like SQL, PostgreSQL, ClickHouse. Over all of these strong OOPs concept.</li> </ul>
B.Sc.(Zoology)	<ul style="list-style-type: none"> <li>• Communication skills and confidentiality</li> <li>• Practical skills, more indepth knowledge, course related field and career</li> </ul>
BAMMC	<ul style="list-style-type: none"> <li>• Event management, hospitality, public speaking and getting mastered in the sector they feel they will continue their future.</li> </ul>
M.A.(Psychology)	<ul style="list-style-type: none"> <li>• Empathy, Process skills, therapy practice</li> <li>• Dedication, Problem Solving, Time management, Flexibility</li> <li>• Microskills required for counseling: Empathy, Paraphrasing, reflecting, Questioning, Active listening, efficient communication, assertiveness</li> </ul>

M.Sc.(Chemistry)

- Clear understanding of chemistry fundamentals and practical skills developed during college laboratory practices. Experience gained during project work / industrial visit or inplant training.

  
09/05/24  
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IQAC Co-ordinator

  
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I/c Principal



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