



**SIR VITHALDASTHACKERSEY COLLEGE OF HOME SCIENCE  
(AUTONOMOUS), SNTD WOMEN'S UNIVERSITY, MUMBAI**

**ANALYSIS OF FEEDBACK FROM TEACHING FACULTY ON THE  
CURRICULAR ASPECTS**

**2014-2015**

**No of Feedback forms received: 42**

**Overall 70% gave an Excellent rating and 25% gave a Good rating**

**Mean Rating: 3.5 out of 4.0**

The planning of the new curriculum started with most of the teachers involved in planning for the curriculum to be implemented from 2016. The content that could be changed and new topics to be added were identified.

While half of the teachers rated the curriculum as 'Good' the other half rated it as 'Excellent'.

Nearly one fifth of the Teachers were of the opinion that more weightage could be given to entrepreneurship and employability by incorporating more advancements in the subject to meet the changing needs of the Industry and Society.

Serial #	Question	Excellent	Good	Average	Ratio Average
1	Relevance of curriculum to real life situations and local development needs	75%	20%	5%	0
2	The Course Objectives were clear, in fulfilment of learning objectives and needs	50%	45%	0	5%
3	Curriculum content exposed me to new knowledge and practices	70%	25%	5%	0
4	Coverage of Course work with adequate student time	45%	50%	5%	0
5	Weightage given to Projects	50%	40%	10%	0
6	Weightage given to practical and field work	75%	25%	0	0
7	Weightage given to skill development	65%	25%	10%	0
8	Weightage given to entrepreneurship	30%	55%	15%	0
9	Weightage given to Learning values (in terms of knowledge, concepts, practical skills, analytical abilities and broadening perspectives)	65%	30%	5%	0

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10	Inclusion/Incorporation of latest advancements in the subject	35%	50%	15%	0
11	Awareness of expected course outcomes	35%	50%	15%	0
12	Weightage given to employability	30%	50%	20%	0
13	Clarity and relevance of Reference material/study material	55%	40%	5%	0
14	Relevance and usefulness of Course content at workplace	50%	45%	0	5%
15	Curriculum promoted environmental awareness	50%	40%	5%	5%
16	Improved overall personality	60%	35%	5%	0
17	Overall rating of curriculum	70%	25%	5%	0

## ANALYSIS OF FEEDBACK FROM PARENTS ON THE CURRICULAR ASPECTS

2014-2015

**No of Feedback forms received: 19**

**Overall rating of the curriculum: 42% found it Excellent and 47% found it good.**

**Mean Rating: 3.13 out of 4.0**

Suitable design of curriculum to generate interest: 75% found it good and 25% found it average.

Curriculum promotes learning experience of the students: 50% found it good, 25% found it excellent and average each.

Curriculum has relevance to course outcomes/ learning values (in terms of concepts, practical skills, analytical abilities, focused approach and broadening perspectives): 25% found it excellent and good each and 50% found it average.

Weightage given to practical, projects and field work component: 75% found it excellent and 25% found it good.

Curriculum includes latest advancements in the subject: 75% found it good and 25% found it excellent. Importance given to employability, entrepreneurship and skill development: 50% found it good and 25% found it good and average each.

Promotion of an attitude for research: 75% found it good and 25% found it average.

Weightage given to skill/ vocational development: 75% found it good and 25% found it average. Applicability/ Relevance to real life situations and needs: 50% found it excellent and 25% found it good and average each.

Inculcation of moral values: 75% found it good and 25% found it average.

Incorporation of components for development (of leadership qualities, ability to manage, take up responsibility, decision making etc.): 75% found it good and 25% found it excellent.



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Serial #	Question	Percentage	Score	Weightage	Grade Average
1	Relevance of curriculum to real life situations and local development needs	26.32%	73.68%	0	0
2	The Course Objectives were clear, in fulfilment of leaning objectives and needs	31.58%	63.16%	5.26%	0
3	Curriculum content exposed me to new knowledge and practices	52.63%	31.58%	15.79%	0
4	Coverage of Course work with adequate student time	15.79%	73.68%	10.53%	0
5	Weightage given to Projects	31.58%	47.37%	21.05%	0
6	Weightage given to practical and field work	57.89%	21.05%	15.79%	5.26%
7	Weightage given to skill development	26.32%	57.89%	15.79%	0
8	Weightage given to entrepreneurship	15.79%	31.58%	52.63%	0
9	Weightage given to Learning values (in terms of knowledge, concepts, practical skills, analytical abilities and broadening perspectives)	42.11%	47.37%	5.26%	5.26%
10	Inclusion/Incorporation of latest advancements in the subject	15.79%	52.63%	26.32%	5.26%
11	Awareness of expected course outcomes	31.58%	57.89%	10.53%	0
12	Weightage given to employability	31.58%	26.32%	42.11%	0
13	Clarity and relevance of Reference material/study material	36.84%	52.63%	10.53%	0
14	Relevance and usefulness of Course content at workplace	31.58%	42.11%	26.32%	0
15	Curriculum promoted environmental awareness	5.26%	89.47%	5.26%	0
16	Improved overall personality	36.84%	57.89%	5.26%	0
17	Overall rating of curriculum	42.11%	47.37%	10.53%	0



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## ANALYSIS OF FEEDBACK ON CURRICULUM FROM ALUMNI

2014-2015

**Total number of Feedback forms received: 19**

**Overall rating of the curriculum: 42% found it Excellent and 47% found it good.**

**Mean rating on curriculum: 3.13**

Relevance of curriculum to real life situations and local development needs and the coverage of course work with adequate student time was rated 'Good' (73.68%) and 'Excellent' (15.79%).

95% of the Alumni opined that the curriculum promoted environmental awareness. More than half (52.63%) Clarity and relevance of reference material/study material.

Overall only a tenth of the Alumni found the curriculum average. Excellent (57.89%) rating and 'Good' (21.05%) rating was given to practical and field work.

There is a need to improve on employability, Weightage given to entrepreneurship and awareness of expected course outcomes.

Ser. no.	Description	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Relevance of curriculum to real life situations and local development needs	26.32%	73.68%	0	0
2	The Course Objectives were clear, in fulfilment of learning objectives and needs	31.58%	63.16%	5.26%	0
3	Curriculum content exposed me to new knowledge and practices	52.63%	31.58%	15.79%	0
4	Coverage of Course work with adequate student time	15.79%	73.68%	10.53%	0
5	Weightage given to Projects	31.58%	47.37%	21.05%	0
6	Weightage given to practical and field work	57.89%	21.05%	15.79%	5.26%
7	Weightage given to skill development	26.32%	57.89%	15.79%	0
8	Weightage given to entrepreneurship	15.79%	31.58%	52.63%	0
9	Weightage given to Learning values (in terms of knowledge, concepts, practical skills, analytical abilities and broadening perspectives)	42.11%	47.37%	5.26%	5.26%
10	Inclusion/Incorporation of latest advancements in the subject	15.79%	52.63%	26.32%	5.26%
11	Awareness of expected course outcomes	31.58%	57.89%	10.53%	0
12	Weightage given to employability	31.58%	26.32%	42.11%	0
13	Clarity and relevance of Reference material/study material	36.84%	52.63%	10.53%	0
14	Relevance and usefulness of Course content at workplace	31.58%	42.11%	26.32%	0



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15	Curriculum promoted environmental awareness	5.26%	89.47%	5.26%	0
16	Improved overall personality	36.84%	57.89%	5.26%	0
17	Overall rating of curriculum	42.11%	47.37%	10.53%	0

## ANALYSIS OF FEEDBACK ON CURRICULUM FROM EMPLOYERS

2014-2015

**Total No. of Feedback form received: 24**

**Overall rating on curriculum: 46% rated Excellent and 46% rated Good**

**Mean rating: 3.13 out of 4.0**

In all, 25% of the employers felt that more weightage be given to theoretical knowledge/employability and depth of course content for innovativeness and creativity.

Leadership qualities with adequate weightage given in the curriculum to learning values in terms of concepts, practical skills, analytical abilities and broadening perspectives.

Serial #	Question	Excellent	Good	Average	Poor/Average
1	Curriculum proved useful at workplace	46%	46%	8%	0%
2	Weightage given to theoretical knowledge/employability	33%	42%	25%	0%
3	Weightage given to, hands-on practical/skill development	50%	38%	13%	0%
4	Weightage given to entrepreneurship/vocational training	46%	33%	13%	8%
5	Depth of course content for innovativeness and creativity	38%	42%	21%	0%
6	Inclusion/Incorporation of latest advancements in the subject/updates of knowledge	33%	54%	8%	4%
7	Leadership qualities (Ability to take initiative, be proactive and manage)	46%	46%	4%	4%
8	Weightage given in the curriculum to learning values (in terms of concepts, practical skills, analytical abilities and broadening perspectives)	42%	42%	17%	0%
9	Overall rating on curriculum	46%	46%	8%	0%



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## MULTIDIMENSIONAL STUDENT FEEDBACK MECHANISM

The College was the first college of Home Science to get an autonomous status in Maharashtra. It is the only autonomous college of the SNDT Women's University. The responsibility of being autonomous lies in maintaining Academic Excellence and to devise a process to update constantly with the changing needs of the society. The focus of a progressive academic institution is to evolve at various levels based on the feedback of the students.

The multidimensional approach to student feedback was thus developed to capture student feedback during the entire tenure of the course work and the teaching learning process. The format of the feedback enabled students to be proactive partners such that the whole process was participatory. This mechanism facilitated eliciting sensitive responses in a confidential manner with regards to the curriculum effectiveness, evaluation process, time table, infrastructural facilities and administrative tasks of the college.

### 1. Student Feedback and Evaluation

The first layer relates to the Evaluation forms developed to obtain feedback at the entry level, midterm level and exit level. The entry level response gives an insight about the visibility of the institute, and students expectations in joining the course. Feedback is also obtained with regards to the effectiveness and completeness of the orientation programme. The Midterm evaluation is an insight into the teaching learning process, co-curricular activities and the infrastructural support services offered. The Exit level form provides an open-ended opportunity to reflect on the overall training and the industry friendly slant of the curriculum. It also enables them to freely express their feedback on the shortcomings in the curriculum, teaching learning process and the examination system. The forth coming suggestions for improvement are reviewed for consideration.

### 2. Teacher Assessment Questionnaire

The second layer of student feedback relates to the teaching faculty through well designed TAQ. All the teachers of the institute are assessed by the students at different levels for a variety of subjects each academic year. The student feedback has proved to be a source of self-analysis to the faculty. The teaching efficiency ratio and the scores under various heads is a clear insight to strengthen the teaching learning process. The institution maintains complete confidentiality with regards to the group of students evaluating and the feedback is also shared in person individually with each faculty.

### 3. Student Suggestion Box

The third layer of feedback is a freely accessible suggestion box in the student's common room. This facility provides the freedom and confidentiality to a student to share grievances and offer suggestions which could have been overlooked in the first two layers. The suggestion box is opened every fifteen days. The action taken report is displayed on the student notice board by the chairperson student welfare committee.

### 4. Class mentors and in-house Counsellor

The fourth layer relates to interaction with the mentors and in-house counselor. The strong mentor system and in-house counselor in the institution gives an opportunity to the students to



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discuss in person specific issues, concerns, personal family and financial problems, peer pressure and stress related issues. These feedbacks help the college provide a personal touch and identify specific needs of the students.

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