

**SIR VITHALDAS THACKERSEY
COLLEGE OF HOME SCIENCE
(AUTONOMOUS)**

SNDT WOMEN'S UNIVERSITY, JUHU



**ACTION TAKEN REPORT OF CURRICULAR
FEEDBACK A.Y. 2020-2021**

DEPARTMENT OF FOOD, NUTRITION AND DIETETICS - 49.3.1.6

FND Agenda Item No.6

Any other Matter

Information:

Dr Nigudkar shared with the members that as part of the AQAR requirement the college collects Curricular feedback from all the stakeholders. Based on the feedback, action to be taken is decided and finally it is documented in the form of a 'report on Action taken'. The feedback and action report were shared with the members. The summary of the same is appended below:

Feedback from the stakeholders (Students, Alumni, Teachers) on the curriculum for Food, Nutrition and Dietetics:

1. Most of the stakeholders agreed or strongly agreed with the following statements
 - The curriculum content includes latest advancements and updates as per the need of industry
 - The curriculum provides opportunity for conducting research and project related activities, opportunities for out of classroom learning
 - The Program outcome, Program Specific Outcome, Course Outcomes are clearly understood by me
 - The Course outcomes were clear in fulfilment of learning objectives and needs
 - Curriculum provides scope to develop Problem solving skills, employable and entrepreneurship skills, creativity, ability to innovate, develop Human values, scope for teamwork
 - The curriculum is of relevance at the Local, regional, national and global level and addresses gender issues, issues related to gender, environment and sustainability.
 - Overall curriculum is appropriate to meet the needs of the students
2. Areas that need more focus, as approximately 20-25% students and alumni gave a neutral response are
 - Curriculum provided with hands on training, practical and fieldwork, opportunities to participate in internship, field visits
 - Curriculum is relevant to the global standards and industry requirements.
 - Recommended letters and guidance provided by teachers after completion of graduation
3. Based on the feedback the **Action Taken** is appended below
 - **Area of Focus : Curriculum provided with hands-on training, practical and field work which would help in employability. (Q. 8)**
 - **Curriculum provides opportunities for students to participate in internship, student exchange and field visit. (Q. 9)**

Action Taken : The matter was discussed in the department meeting and it was concluded that limited opportunities were provided for hands-on training in the academic year 2020-21 as the teaching was completely on-

line. However, in the current academic year when the teaching is offline, field visits and laboratory training, on the job internship training will be provided to the students.

- **Area of Focus : Overall curriculum is relevant to the global standards and industry requirements (Q. 24)**

Action Taken:

- Regular phase wise revision of courses is being considered at every Board of Studies meeting and Academic Council meetings keeping in mind the changing needs of industry as well as global and regional standards.
- Student are oriented in the following timelines throughout the semester
 - Commencement of the semester
 - During the semester regarding coursework
 - End of the semesterabout the course outcome and salient aspects of the course such as ‘what are the key global standards?’ and ‘what is expected of them as per industry requirements?’
- **Area of focus: Recommendation letters and guidance provided by the teachers after completion of graduation (Q. 28.)**
- **Action taken** - Students are informed well in advance that they must approach the teachers for LORs immediately once they pass out. In addition, during the Career Guidance program, students must be informed that LORs are most relevant for students applying for Foreign Universities and they must apply for the same at the end of the last semester.

Resolution

It was resolved in the 49th Academic council meeting of Sir Vithaldas Thackersey College of Home Science (Autonomous), S. N. D, T. Women’s University, Mumbai, held on Tuesday, 4th January, 2022 that based on the feedback the action taken and implemented by the department be accepted and passed.

The Action Taken that was accepted was :

- Regular phase wise revision of courses is being considered at every Board of Studies meeting and Academic Council meetings keeping in mind the changing needs of industry as well as global and regional standards.
- Students to be oriented periodically about the course and learning outcomes
- Students to be informed well in advance that they must approach the teachers for LORs immediately once they pass out.

HD-BOS Agenda Item No.6

Any other Matter

Information:

Ms. Jain shared with the members that as part of the AQAR requirement the college undertakes Curricular feedback from all the stakeholders. The feedback and action report was shared with the members.

Action taken report of Curricular Feedback AY 2020-21

for Human Development Department

Action Taken for Curricular Feedback from Parents

Parent's feedback is collected and Analysed and shared with faculty. Based on responses below mentioned are the areas of focus selected for taking appropriate action:

1. **Area of Focus :** The program is based on the comfort of your ward in coping with the workload. (Q. 13)

Action Taken: The matter was discussed in depth in the department meeting. It was concluded that

- When assigning curricular activities, the department staff ensures that the workload is staggered and students are oriented in the first session of the course work.
- In department orientation the nature of work was discussed with parents

2. **Area of Focus :** Would you like to be a member of the Parent-Teacher Association? (Q.22)

Action Taken: The matter was discussed in depth in the department meeting. It was concluded that

- Google meets could be organized for interacting with parents
- Convenience of parents for individual session will be considered

Action Taken for Curricular Feedback from Alumni

Alumni's feedback is collected and Analysed and shared with faculty. Based on responses below mentioned are the areas of focus selected for taking appropriate action:

1. **Area of Focus :** You are able to plan and implement remedial sessions for children with learning disability (Q 27)

Action Taken:The matter was discussed in depth in the department meeting. It was concluded that

- Department would provide more experience of remedial teaching for Learning disability in classroom practical
- Workshop on phonics would be planned to boost the students confidence in conducting remedial sessions

Resolution

It was resolved in the 49th Academic Council meeting of Sir VithaldasThackersey College of Home Science (Autonomous), S. N. D. T. Women's University, Mumbai, held on Tuesday, 4th January, 2022, that the suggestions, along with the recommendations of the members of BOS held on 13th December, 2021, be accepted and approved.

The accepted suggestions were

- When assigning curricular activities, the department staff ensures that the workload is staggered and students are oriented in the first session of the course work.
- In department orientation the nature of work was discussed with parents
- Google meets could be organized for interacting with parents
- Convenience of parents for individual session will be considered
- Department would provide more experience of remedial teaching for Learning disability in classroom practical
- Workshop on phonics would be planned to boost the students confidence in conducting remedial sessions

DEPARTMENT OF TEXTILE AND APPAREL DESIGNING - 49.3.3.6

TAD-BOS Agenda Item No.6

Any other Matter

Action Taken for Curricular Feedback from Students

Student's feedback is collected, analyzed and shared with faculty. Based on responses below mentioned are the areas of focus selected for taking appropriate action:

1. **Area of Focus : The curriculum content includes latest advancements and updates as per the need of industry (Q. 1)**

Action Taken: Subjects were reviewed with Board of Study members, course content was revised and approved in Academic Council meeting 49.3.3.

Subjects reviewed were

- Fabric Manufacturing (Theory and Practical)
- Textile Wet Processing (Theory and Practical)
- Soft Furnishing (Practical)

2. **Area of Focus : The curriculum provides opportunities for conducting research and project related activities. (Q.2)**
Provides scope for acquiring employable and entrepreneurship skills (Q14)

Action Taken: The matter was discussed in depth in the department meeting. It was concluded that along with explanation of the Program outcomes, Program Specific Outcome and Course Outcomes to the students, the opportunities of research, employability and entrepreneurial skill development within subjects especially in the third year would be reiterated by the course teachers.

Orientation of students for selection of DSE subjects would also be done keeping in mind the aspects of research, employability and entrepreneurial skill development.

3. **Area of Focus : The Program outcome, Program Specific Outcome, Course Outcome are clearly understood by me (Q.5)**
Program outcome, Program Specific Outcome, Course Outcome are displayed on website (Q.4)

Action Taken: The matter was discussed in depth in the department meeting. It was concluded that after the HOD of the department has explained the Program outcomes during orientation each teacher will explain, emphasize and display on google meet the Program outcome, Program Specific Outcome and Course Outcomes to the students at multiple levels ie

- Beginning of the course

- Beginning of a topic
- End of the course

This will help a teacher to check students' perception of the outcomes and clarify doubts.

4. Area of Focus : Curriculum provides opportunity to students for developing Problem Solving Skills (Q.10)

Action Taken: The matter was discussed in depth in the department BOS meeting, and further taken to the AC meeting of 49.3.3. It was concluded that the initiation of PAL program and offering of challenging topics and guidance of department mentors will help in identifying projects to inculcate Problem solving skills in the students.

5. Area of Focus : Appropriate weightage given to skill development and entrepreneurship in the curriculum (Q.15)

Appropriate weightage given to development of gender, human values, environment and sustainability and professional ethics to meet local, national, regional and global needs in the curriculum

(Q.16, 17, 18, 19, 20, 21, 22, 21 & 25)

Action Taken: The matter was discussed in depth in the department and revision of the courses was undertaken to further strengthen the above mentioned skills based on student feedback at the BOS meeting and further taken to the 48th and 49th AC meeting.

Action Taken for Curricular Feedback from Parents

Teacher's feedback is collected, analyzed and shared with faculty. Based on responses below mentioned are the areas of focus selected for taking appropriate action:

1. **Area of Focus : Appropriate weightage given to theory and practical in curriculum (Q. 2)**

The program is based on the comfort of your ward in coping with the workload. (Q13)

Action Taken: The matter was discussed in depth in the department and it was decided that we would relook weightage given to theory and practical in curriculum.

Simultaneously students and parents would also be oriented for the increased weightage given to practical's due to the nature of the course where hands-on designing skills need to be developed.

2. **Area of Focus: Curriculum encourages development of entrepreneurial skills (Q. 4)**

Action Taken: The matter was discussed in depth in the department and courses and projects would be identified where further development of entrepreneurial skills could be strengthened.

Example: The subject 'Textile Wet Processing' was discussed in depth in the BOS meeting and in AC 49.3.3. for development of entrepreneurial skills. Identification of more such subjects in the third year will be undertaken in the next BOS meeting.

Action Taken for Curricular Feedback from Alumni

Alumni's feedback is collected, analyzed and shared with faculty. Based on responses below mentioned are the areas of focus selected for taking appropriate action:

1. **Area of Focus: Curriculum provided with hands-on training, practical and field work which helped in employability. (Q.6)**
Curriculum Included project/dissertation/internship training/field visit which provided opportunities for real-life experiential Learning. (Q.7)

Action Taken: As the lockdown reduces the students will be provided with hands on training, practical and field work which will help them in employability, project/

dissertation/ internship training/ field visit which will provide them opportunities for real-life experiential Learning

2. **Area of Focus :** Recommendation letters and Guidance provided by your teachers after completion of Graduation (Q.28)

Action Taken: The recommendation letters and guidance are provided to the students immediately as and when they ask for it, efforts will be taken to reduce the time required for the same.

3. **Area of Focus :** Overall rating of the program (Q.28)

Action Taken: Changes will be made in the syllabus keeping in mind the feedback received.

Action Taken for Curricular Feedback from Employers

Employer's feedback is collected, analyzed and shared with faculty. Based on responses below mentioned are the areas of focus selected for taking appropriate action:

01. **Area of Focus :** The curriculum includes knowledge and skills required for the job Market. (Q.5)

Action Taken - Subjects were systematically reviewed with Board of Study members, course content was revised and approved in Academic Council meeting 49.3.3.

02. **Area of Focus :** Curriculum Includes project/dissertation/internship training/field visit which provided opportunities for real-life experiential Learning. (Q.6)

Action Taken - As soon as the lockdown reduces the students will be provided with hands on training, practical and field work which will help them in employability, project/dissertation/internship training/field visit which will provide them opportunities for real-life experiential Learning

- 03. Area of Focus : The curriculum Incorporates computer skills and other soft skills needed for employment. (Q.7)**

Action Taken - Due to the pandemic practical hands-on learning was restricted and to overcome this department has introduced 2 value added computer courses which are Adobe Photoshop and Corel Draw. These courses are open to even the alumni in order to update the skills

- 04. Area of Focus : Appropriate weightage given to Creativity and ability to innovate in the curriculum (Q.9)**

- 05. Appropriate weightage given to provides scope for acquiring employable and entrepreneurship skills (Q.12)**

Action Taken - The students will be oriented and motivated to select subjects, courses related to creativity & Innovation.

Each Faculty will be orienting the students while delivering the lectures regarding the entrepreneurship and employment opportunities related to the subject

- 06. Area of Focus : Leadership quality(Ability to take initiative, be proactive and manage) (Q.10)**

Action Taken - All the students will be given an opportunity to enhance their leadership skills on a rotation basis through the assignments given to them.

- 07. Area of Focus: Appropriate weightage given to Gender, Professional Ethics to innovate in the curriculum (Q.13, 16)**

Action Taken - It was discussed and each faculty will be sensitively focusing on gender equality, professional ethics, aspect during delivering their lectures throughout the course.

08. Area of Focus: Appropriate weightage given to Local, National, Regional, Global in the curriculum (Q.17, 18, 19, 20)

Action Taken - The matter was discussed in depth in the department and revision of the courses was undertaken to further strengthen the above mentioned skills based on student feedback at the BOS meeting and further taken to the 48th and 49th AC meeting.

09. Area of Focus: Overall curriculum is appropriate to meet the needs of the students (Q.21)

Overall curriculum is relevant to the global standards and industry requirements (Q.22)

Action Taken - Based on the feedback, Subjects were reviewed with Board of Study members, course content was revised and approved in Academic Council meeting 49.3.3.

DEPARTMENT OF RESOURCE MANAGEMENT - 49.3.4.7

RM Agenda 7 : Any other matter

Information: Analyze the Curricular Feedback of stakeholders and present the action taken report. The feedback was taken from various stakeholders - Students, Parents, Alumni and Employees. Detailed analysis was carried out and action planned as per the outcome.

The Action taken report is appended below for both the specializations of the Department:

- Interior Design and Resource Management
- Hospitality and Tourism Management

Student's feedback was collected, analyzed and shared with faculty. Based on responses below mentioned are the areas of focus selected for taking appropriate action:

Interior Design and Resource Management

Students Feedback

1. The students feedback received has been positive towards curriculum. 45% have strongly agreed that the latest advancements as per the need of the industry has been included in the curriculum. There were neutral responses from 5 - 43% (Q. No.1 - 23) of the students who were neutral towards the feedback related to curriculum advancements.
2. Very few students (Less than 7%) of the total data collected disagreed/ strongly disagreed that the present curriculum was inadequate on gender issues (Q.No.16). Less than 4% of respondents felt that the curriculum was not clear in fulfilment of learning objectives/ needs (Q.No.6), lacked latest advancements in terms of employability (Q.No.8), field visit and internship experience (Q.No.9), inadequate towards local, national and global perspectives (Q.No.20, 21, 22, 23) and creativity to innovate (Q. No.11).
3. All the students (100%) felt that the overall curriculum was relevant to the global standards and industry requirements (Q.No.25) and 83% students felt that the overall curriculum was appropriate to meet the needs of the students (Q.No.24).

Hospitality and Tourism Management

Students Feedback

1. The students feedback received has been very positive towards curriculum and majority have strongly agreed that the latest advancements as per the

need of the industry has been included. The students agreed that research-based activity and projects have been integrated in the curriculum for overall development (Q. No. 1 & 2, Q. 5& 7). Around 80% agreed that the curriculum gives appropriate weightage to (Q.14) skill development , entrepreneurship (Q. 14) . The students have agreed that qualities like team work (Q. 13), leadership (Q. 12), creativity and ability to innovate(Q.11) have been enhanced in the learning Process. Around 8% of the students have strongly disagreed on the same personality quality enhancement.

Justification:

Though students were virtually connected for assignments and projects, the interaction and interpersonal skill development was restricted due to lockdown and lack of face to face interaction.

2. Around 8% of students disagreed that the PO program outcome, PSO program specific outcome, CO Course Outcome are displayed on websites , and the course outcomes were not clear in fulfillment of learning objectives and needs.
3. Another 20% of students were uncertain if the curriculum meets with needs of gender, environment and stability and regional and global needs of the industry.

Action Taken

- Subjects were reviewed with Board of Study members (dated May 18, 2021 & Dec 11, 2021), course content was revised and approved in the Academic Council meeting to highlight the subject relevance in terms of employability, sustainability, gender, local, national and global perspectives. The third year subjects are under review in the forthcoming BOS.
- Additionally, due to the pandemic and lockdown the batch of 2020 - 2021 had a different teaching learning experience and the industry linkage and experiential learning was limited.
- The feedback was shared with department teachers and were oriented to introduce Program outcomes during orientation and each teacher would explain the Program outcome, Program Specific Outcome and Course Outcomes to the students at multiple levels in the ongoing term. This will help a teacher to check students' perception of the outcomes and clarify doubts.

- In addition the staff members were advised to orient the students and describe their course in relevance to -
 - ❖ ethics, gender, environmental sustainability,
 - ❖ entrepreneurial opportunities,
 - ❖ relevance with global, national, regional and local standards
 - ❖ employability opportunities the course offered

Department Feedback

- It was observed that the questions are overlapping creating ambiguity. Also different responses are observed for similar criteria questions due to repetition. (Q.No. 1&7, 8&9, 14&15, 23 &25, 25&1)
- There were multiple responses of a few students in the data sheet. We can restrict the number of responses per student to one entry only.
- There could be a different feedback for SYBSc and TYBSc students as they would not be in a position to comment on the curriculum having global perspective, employment and entrepreneurship opportunities.

Alumni Feedback

Approximately 1/3rd alumni responded that they were unsure if the curriculum provided hands-on training, practical and field work and included project/dissertation/internship training/field visit which provided opportunities for real-life experiential Learning. Approximately another 1/5th alumni could neither agree nor disagree if the curriculum had scope for acquiring employable and entrepreneurship skills, concepts of human values, environment and sustainability along with meeting regional and global standards and industry requirements. However, 85% of alumni responded that the course outcomes were clear in fulfilment of learning objectives and needs. 80% alumni also overall curriculum is appropriate to meet the needs of the students.

Justification

- Due to the pandemic and lockdown field work was not possible due to restrictions. A complete revised internship program was planned for the entire batch to maintain uniformity in assessment. For example, for IDRM students a series of webinars for soft skills, portfolio presentations and corporate etiquettes were planned. The students submitted a digital portfolio of their assignments, created a database of architects and interior designers with their profiles. For HTM students, apart from the series of webinars on soft skills and corporate etiquettes each student attended subject related webinars (8 nos) approved by mentors and submitted reports. In addition they presented survey based group projects and assignments.

- In addition due to the pandemic the department was unable to organise the annual exhibition - NIRMITI which forms an integral part of the students experiential learning.

DEPARTMENT OF MASS COMMUNICATION AND EXTENSION - 49.3.5.6

MCE Dept.Any other Matter

Information:

Ms Banerjee shared with the members that as part of the AQAR requirement the college collects Curricular feedback from all the stakeholders. Based on the feedback, action to be taken is decided and finally it is documented in the form of a 'report on Action taken'. The feedback and action report were shared with the members. The summary of the same is appended below:

Feedback from the stakeholders (Students, Alumni, Teachers) on the curriculum for the department of Mass Communication and Extension.

1. Most of the stakeholders agreed or strongly agreed with the following statements

- The curriculum content includes latest advancements and updates as per the need of industry.
- Program outcome, Program Specific Outcome, Course Outcome are displayed
- on website
- Curriculum provided with hands on training, practical and field work which would help in employability
- Curriculum provides scope to develop teamwork.
- Appropriate weightage given to skill development and entrepreneurship in the curriculum
- Gender, environment and sustainability are covered in the curriculum

Most of the Alumni agreed or strongly agreed with the following statements

- The curriculum content included latest advancements and updates as per the need of industry
- The curriculum provided opportunities for out of classroom learning (guest lectures, seminars, workshop, value added programs, conferences, competitions)
- PO, PSO, CO are displayed on website
- The Course Outcomes were clear in fulfilment of learning objectives and needs
- Curriculum Included project/dissertation/internship training/field visit which provided opportunities for real-life experiential Learning.
- Problem solving skills

- Creativity and ability to innovate
- Leadership quality(Ability to take initiative, be proactive and manage) Teamwork
- Scope for acquiring employable and entrepreneurship skills
- Appropriate weightage given to skill development and entrepreneurship in the curriculum
- Gender, Human values, Environment and Sustainability and Professional ethics are included in the curriculum
- The Program led to clear understanding of issues related to society, environment, health and education.
- Training in Mass Media skills and processes linked to Photography, Sound Reproduction, Film Making and Advertising has been useful at the workplace.
- The program led to inculcate skills to critically evaluate the nature and content of Mass Media
- The program built the ability to apply your knowledge in mainstream/ alternative media to bring about social change and reach the unreached.
- Recommendation letters and Guidance provided by your teachers after completion of graduation

2. Areas that need more focus, as approximately 30%- 40% students and alumni gave a Neutral/Disagree/Strongly disagree responses are

- The curriculum provides opportunity for conducting research and project related activities, opportunities for out of classroom learning
- Leadership quality(Ability to take initiative, be proactive and manage)
- Overall curriculum is relevant to the global standards and industry requirements
- Curriculum provided with hands on training, practical and field work which helped in employability
- Overall curriculum is relevant to the global standards and industry requirements
- Overall rating of the programme

3. Based on the feedback the Action Taken is appended below

- **Area of Focus:** The curriculum provides opportunity for conducting research and project related activities, opportunities for out of classroom learning (Point # 2 in Students' feedback).

Action Taken :The matter was discussed in the department meeting and it was concluded that limited opportunities were provided for hands-on training in the academic year 2020-21 as the teaching was completely on-line. However, in the current academic year when the teaching is offline, field visits and out of classroom training and research opportunities would be ensured for the students.

- **Area of Focus :** Leadership quality(Ability to take initiative, be proactive and manage

Action Taken: The Department felt that the high percentage of students feeling neutral on the above criterion could be the result of only a few, i.e. CRs, GRs and SRs getting the leadership roles. It was decided to encourage more students to take up leadership roles in the different subjects.

- **Area of Focus :** Overall curriculum is relevant to the global standards and industry requirements (Point #25 in Students' feedback)

Action Taken: The department teachers agreed that though the curriculum of the department was at par with any of the institutes nationally and internationally a repeated mention and reference to that was necessary to ensure that the students comprehend it.

- **Area of focus:** Curriculum provided with hands on training, practical and field work which helped in employability (Point #6 in Alumni Feedback)

Action taken - The department felt that a thorough review of the existing training initiatives would be done and points sought from the industry employing the students to ensure that the students are industry ready when they graduate.

- **Area of focus:** Overall curriculum is relevant to the global standards and industry requirements. (Point #23 in Alumni Feedback)

Action taken - The feedback of the alumni revealed that the curriculum should be reviewed as per the global standards and industry requirements.

- **Area of focus:** Overall rating of the programme (Point #29 in Alumni Feedback)

Action taken ; The department felt that a meeting with the alumni would be initiated to understand their perception about the Department in detail and efforts would be made to improve the overall ratings of the department.

Resolution

It was resolved in the 49th Academic council meeting of Sir VithaldasThackersey College of Home Science (Autonomous), S. N. D, T. Women's University, Mumbai, held on Tuesday, 4th January, 2022 that based on the feedback the action taken and implemented by the department be accepted and passed.

The Action Taken that was accepted was :

- The students are provided hands-on training in field visits and out of classroom training and research opportunities.

- To encourage more students to take up leadership roles in the different subjects.
- To make the curriculum as per the global standards and industry requirements and make the students aware of this strength of the curriculum.
- To engage with alumni and understand their perception about the Department and make efforts to improve its overall ratings.

SELF FINANCE DEPARTMENT

Feedback was collectively obtained from the students as stakeholders from all the Specializations of the Sir Vithaldas Thackersey College of Home Science (Autonomous). An online questionnaire was administered via the MIS system. It covered all the questions with respect to all the components of curriculum development and outcomes. The respondents were expected to rate the components based on a five-point Likert scale ranging from Strongly agree, Agree, Neutral, Disagree and Strongly disagree. A total of 76 responses obtained were collected from two Masters' programs of the Self Finance department and analysed accordingly. The findings were as follows:

**Report and Analysis of Students' Feedback of the Curriculum -
M.Sc. Specialized Dietetics FY**

Number of feedback forms received - 44

Student Feedback:

1. A total of 44 responses were collected from the First year's students of the Master in Specialised Dietetics program of the Self Finance department.
2. Overall, the feedback of the curriculum was positive.
3. Almost 70% of the students agreed that the curriculum of the course was useful in acquiring knowledge, concepts, vocational skills, analytical abilities and broadening perspectives. More than 69% students agreed that the curriculum has prospects for higher education and employability. Approximately 72% of students confirmed that the curriculum gives scope for internship/ training/ research. However, 35% of students have mentioned that prescribed books and reference materials are not available in the library. Another 34% of students mentioned that they did not receive feedback on assignments and projects feedback on time.
4. Around 20.47% mentioned that the assessment and evaluation pattern are not explained clearly. 34% of the respondents were unsure that the syllabus helps develop theory and practical knowledge.

Justification:

1. Due to the pandemic, the reference books and library facility were not available for students use.
2. Though students were virtually connected for assignments and projects, the interaction and interpersonal skill development was restricted due to lockdown and lack of face to face interaction

Action Taken:

- 1.The College ensured that the classes continued in the online mode and introduced the online platform for the same.
3. The research work and the internship were completed online, and the college faculty and the organizations were very cooperative in helping students complete the online internship and research project.

M.Sc. Specialized Dietetics SY

Students feedback:

- 1.A total of 27 responses were collected from the Second year's students of the Master in Specialised Dietetics program of the Self Finance department. Overall, the feedback of the curriculum was positive.

2. Approximately 92% students have mentioned that the syllabus is need based and is suitable to the Program, the aims and objectives of the syllabi are well defined and clear for all the courses.
3. Almost 84% of the students agreed that the curriculum of the course was useful in acquiring knowledge, concepts, vocational skills, analytical abilities and broadening perspectives.
4. Another 92% students agreed that the curriculum has prospects for higher education and employability.
5. Approximately 80% of students confirmed that the curriculum gives scope for internship/ training/ research.
6. However, 43% of students are neutral that prescribed books and reference materials are available in the library.
7. Another 22% students neither agreed nor disagreed if they received feedback on assignments and projects feedback on time. Around 20.47% were unsure if the assessment and evaluation pattern were explained clearly.

Justification:

1. Due to the pandemic, the reference books and library facility were not available for students use.
2. Though students were virtually connected for assignments and projects, the interaction and interpersonal skill development was restricted due to lockdown and lack of face to face interaction

Action Taken:

1. The College ensured that the classes continued in the online mode and introduced the online platform for the same.
3. The research work and the internship were completed online, and the college faculty and the organizations were very cooperative in helping students complete the online internship and research project.
4. Faculty were advised to conduct classes online.

M. Design (Fashion Design)

Student's Feedback:

1. A total of 5 responses were collected from the students of the Master in Fashion Design program of the Self Finance department.
2. Overall, the feedback of the curriculum was positive.
3. Approximately 60% students have mentioned that the syllabus is need based and helps develop theory and practical knowledge (Q 1 to 4)

4. About 40% agreed that the curriculum gives scope for internship/ training/ research and curriculum is useful in terms of knowledge, concepts, vocational skills, analytical abilities and broadening perspectives (Q 5 to 8)
5. Another 60% students agreed that the curriculum has prospects for higher education and employability (Q. 9)
6. About 80% of students are neutral that prescribed books and reference materials are available in the library (Q.10)
7. About 60% students agreed that they received feedback of assignments and projects feedback on time and mentioned that they were aware of the assessment and evaluation pattern as it was explained clearly (Q 12-13)
8. Approximately 60% agreed that the curriculum supports project-based learning (Q 14).
9. About 20% mentioned that the syllabus needs to be made more concrete for development of skills and employment. It was also stated by 20% that the assignment feedback was not provided.

Justification:

1. Though students were virtually connected for assignments and projects, the interaction and interpersonal skill development was restricted due to lockdown and lack of face to face interaction.
2. Most of the courses are practical and garment pattern and construction had to be practiced. The students were unable to use the laboratory as a lockdown was imposed.
3. As there was a lockdown, physical library facilities were not able to be used.

ACTION TAKEN

- Due to the pandemic and lockdown the batch of 2020 - 2021 had a different teaching learning experience and the use of physical facilities was limited. The faculty devoted time and provided individual attention to students for the practical classes.
- Online orientation for library usage and online resources password and website was created for each student and shared.
- Exam pattern orientation and mock examination was also conducted for the effective process of evaluation and students attended these sessions
- Faculty were advised to orient the students about the objectives and outcome of the courses
- Faculty were advised to provide feedback for improvisation of students work

Report and Analysis of Alumni's Feedback of Curriculum 2020-2021

Feedback was collectively obtained from the alumni as stakeholders from all the Specializations of the Sir Vithaldas Thackersey College of Home Science (Autonomous). An online questionnaire was administered via the MIS system. It

covered all the questions with respect to all the components of curriculum development and outcomes. The respondents were expected to rate the components based on a five-point Likert scale ranging from Strongly agree, Agree, Neutral, Disagree and Strongly disagree. A total of 23 responses obtained were collected from two Masters' programs of the Self Finance department and analysed accordingly. The findings were as follows:

M.Sc. Specialized Dietetics - Alumni

Student Feedback:

1 A total of 19 responses were collected from the alumni of the Master in Specialised Dietetics program of the Self Finance department.

2. More than 78% of alumni mentioned that the syllabus has good balance between theory and application and the curriculum ensures overall development of students.

3. More than 68% syllabus matches with the existing needs of employment.

4. 36.85% of alumni were uncertain that the expectations were met by the educational experience from the program and enough opportunity provided for creativity and intellectual stimulation.

5. 31.58% of the syllabus are unsure matches with the existing needs of employment.

6. Approximately 62% alumni agreed that the syllabus adequately covers contemporary topics/ global issues.

Justification:

The student alumni were the batch whose classes had to be discontinued due to National lockdown imposed on the onset of pandemic.

This could have led to the stress for the completion and job placement/ employability as all organizations were affected by the lockdown and the subsequent effects of the first wave of the pandemic.

Action Taken:

The College ensured that the classes continued in the online mode and introduced the online platform for the same.

The research work and the internship were completed online, and the college faculty and the organizations were very cooperative in helping students complete the online internship and research project.

M. Design (Fashion Design) - Alumni

Number of feedback forms received - 4

Students Feedback:

1. A total of 4 responses were obtained from the alumni of the Master in Fashion Design program of the Self Finance department.

2. 75% responses were neutral regarding the syllabus and whether it has good balance between theory and application and they had neutral responses regarding curriculum and its role in overall development of students.

3. Three out of four of respondents mentioned that the expectations were not met by the educational experience from the program. In addition, it was mentioned that the courses are not well structured and not placed for a visible improvement in performance. They also disagreed with the quality of instructions on the courses.

4. Majority of alumni gave a neutral response regarding the support from syllabus in promoting lifelong learning and ethical practices. They were also unsure about research and development opportunities as a UG /PG student and of knowledge gained in practical classes in laboratories. Two out of four alumni disagreed regarding the internship arrangement by the department and two were neutral about the same.

Justification:

The students were enrolled in the M. Design Course as the first batch of students and the syllabus was structured to impart a blend of practical and theory for design courses. The students were guided by the faculty and expert faculty for the design component of the program. As the students were from textiles background, the adaptation to the program is structured for the students to develop creativity and innovation for the design skills.

Though some of the statements have neutral responses and for the employability, lifelong learning, the students were given a choice to choose their area for design development, craft design, garment construction and display and Internship.

The students who have been placed in the areas of internship have been inducted in the same organization and these companies have been very appreciative of the program and the skills of our students. They have offered placement for the current batch of students as well.

The students were taken on visits, field trips and stayed with the artisans for the craft design development. The students were encouraged to participate in a lot of competitions and have won awards in Competition for research and fashion design competitions.

Action taken:

1. The students' classes have been structured by the faculty now
2. The infrastructure - lab and the required facility for the design process has been developed very well by the college for students use.
3. The faculty have been advised to guide the students for the practical and theory classes and also arrange expert lectures and visits.

Report and Analysis of Employer's Feedback of Curriculum 2020-2021

Feedback was collectively obtained from the employers as stakeholders from all the Specializations of the Sir Vithaldas Thackersey College of Home Science (Autonomous). An online questionnaire was administered via the MIS system. It covered all the questions with respect to all the components of curriculum development and outcomes. The respondents were expected to rate the components based on a five-point Likert scale ranging from Strongly agree, Agree, Neutral, Disagree and Strongly disagree. A total of 4 responses obtained were collected from two Masters' programs of the Self Finance department and analysed accordingly. The findings were as follows:

M.Sc. Specialized Dietetics

Number of feedback forms received - 3

Employers Feedback:

1. A total of 3 responses was obtained from the Employers as stakeholders of the Master in Specialised Dietetics program of the Self Finance department.
2. All the employers stated that the curriculum included/incorporated latest advancements in the subjects and agreed that the curriculum enabled students with leadership qualities and they can take initiative, be proactive and manage tasks well.
3. Most of the employers agreed that the curriculum incorporated appropriate weightage to hands-on practical/skill development and included aspects of innovation and creativity in course content.
4. Only one employer out of three disagreed about weightage being given to entrepreneurship/vocational training by the scope of curriculum

Justification:

The Program has the opportunity for the students to be self employed as a freelance or work with organizations of the nutrition and dietetics field. As the students want to take experience in the clinical setting first before the onset of being an entrepreneur and self-employed.

Action Taken:

1. The EIP Cell of the college has promoted the development of entrepreneurial mindset in students as well by organizing various lectures and by the alumni entrepreneurs as well.

M. Design (Fashion Design) - Employer

Number of feedback forms received - 1

Employer response: One response was obtained from the employer as a stakeholder of the Master in Fashion Design program of the Self Finance department. The employer has agreed with the overall curriculum and considered it appropriate as

the student was able to apply the knowledge gained at the workplace. In addition, the employer has agreed that curriculum included appropriate weightage to theoretical knowledge/employability and enabled hands-on practical/skill development. Thus, the curriculum enables students with leadership qualities and they can take initiative, be proactive and manage tasks well.

The employer was neutral and stated that the curriculum may have contents of latest advancements and may have aspects of innovation and creativity in course content. In addition, the employer was neutral about the weightage being given to entrepreneurship/vocational training as per the scope of curriculum.

Action Taken:

1. The EIP Cell of the college has promoted the development of entrepreneurial mindset in students as well by organizing various lectures and by the alumni entrepreneurs as well.

Report and Analysis of Teacher's Feedback of Curriculum 2020-2021

Feedback was collectively obtained from the teachers as stakeholders from all the Specializations of the Sir Vithaldas Thackersey College of Home Science (Autonomous). An online questionnaire was administered via the MIS system. It covered all the questions with respect to all the components of curriculum development and outcomes. The respondents were expected to rate the components based on a five-point Likert scale ranging from Strongly agree, Agree, Neutral, Disagree and Strongly disagree. A total of 11 responses obtained were collected from two Masters' programs of the Self Finance department and analysed accordingly. The findings were as follows:

M.Sc. Specialized Dietetics - Teachers

Teachers Feedback:

1. A total of 5 responses were obtained from the Teachers as stakeholders of the Master in Specialised Dietetics program of the Self Finance departments.
2. Almost all the teachers strongly agreed that the overall curriculum is appropriate to meet the needs of the students and all the teachers agreed that the overall curriculum is relevant to the global standards and industry requirements.
3. 20% of the respondents were uncertain if the curriculum provides opportunities for conducting research and project related activities and is balanced with regard to the practical knowledge.
4. 40% of teachers were unsure if the curriculum focused on the gender aspects, whereas 20% were unsure if the curriculum included aspects of global and national needs and focused on environment and sustainability. They were also

unsure if appropriate focus is provided to skill development and entrepreneurship in the curriculum.

5. All the teachers strongly agreed that the opinion of the faculty members is taken into account during curriculum revision.
6. Majority have strongly agreed that the curriculum focuses on meeting the relevance of learning outcomes to course objectives and the course outcomes were clear in fulfilment of learning objectives and needs.
7. In addition, they strongly agreed that the curriculum provides hands-on training, practical and field work which would help in employability.

Action Taken:

1. More opportunities for students to explore entrepreneurial ventures can be included in the projects, assignments etc.

M. Design (Fashion Design) - Teachers

Teachers Feedback:

1. A total of 6 responses were obtained from the Teachers as stakeholders of the Master in Fashion Design program of the Self Finance department.
2. Almost all the teachers strongly agreed that the overall curriculum is appropriate to meet the needs of the students and all the teachers agreed that the overall curriculum is relevant to the global standards and industry requirements.
3. Half of the teachers were unsure if the curriculum content includes latest advancements and updates as per the need of industry and were uncertain if the opinion of the faculty members is taken into account during curriculum revision. Additionally, they were unsure if the curriculum provided hands-on training, practical and field work which would help in employability.
4. In addition, 33.34% were neutral if the curriculum provides opportunity for students to participate in internship, student exchange, field visits and includes aspects of regional needs and has scope of development of professional ethics amongst the students.
5. Nearly all of them agreed and mentioned that the course specific outcomes are shared at the commencement of the course and the learning outcomes were relevant to course objectives.
6. Nearly all agreed that appropriate focus is provided to skill development and entrepreneurship in the curriculum.

Justification:

The experts and teachers have been included in the syllabus and curriculum development and appropriate revisions and updates have been included in the teaching plan. The teachers have been able to guide the students in the practical classes online during the pandemic and have been able to include the necessary pedagogy for the teaching learning.

Action taken:

1. virtual field visits were conducted for the students
2. Internships were also done online during the pandemic and students were given options for the structured internship and industry project.

Sir Vithaldas Thackersey College of Home Science (Autonomous)