

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

SNDT WOMEN'S UNIVERSITY, JUHU



**Report and Analysis of Student's Feedback of Curriculum
2020-2021**

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 469 responses obtained were collected from various departments and analysed accordingly. The findings were as follows:

Report and Analysis of Students' Feedback of the Curriculum –

Department of Food, Nutrition and Dietetics

Number of feedback forms received - 128

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum content includes latest advancements and updates as per the need of industry	32(25%)	64(50%)	28(21.88%)	4(3.13%)	0
2.	The curriculum provides opportunity for the conducting research and project related activities.	43(33.59%)	71(55.47%)	12(9.38%)	2(1.56%)	0
3.	The curriculum provides opportunities for out of classroom learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions)	58(45.31%)	61(47.66%)	9(7.03%)	0	0

4.	Program outcome, Program Specific Outcome, Course Outcome are displayed on website	34(26.56%)	77(60.16%)	16(12.5%)	1(0.78%)	0
5.	The Program outcome, Program Specific Outcome, Course Outcomes are clearly understood by me	27(21.09%)	85(66.41%)	13(10.16%)	2(1.56%)	1(0.78%)
6.	The Course Outcomes were clear in fulfilment of learning objectives and needs	38(29.69%)	68(53.13%)	18(14.06%)	4(3.13%)	0
7.	The expected learning outcomes through the curriculum have professional relevance	44(34.38%)	61(47.66%)	20(15.63%)	3(2.34%)	0
8.	Curriculum provided with hands on training, practical and field work which would help in employability	25(19.53%)	58(45.31%)	37(28.91%)	8(6.25%)	0
9.	Curriculum provides opportunity for students to participate in internship, student exchange, field visit	29(22.66%)	57(44.53%)	32(25%)	7(5.47%)	3(2.34%)

10.	Problem solving skills	29(22.66%)	74(57.81%)	21(16.41%)	2(1.56%)	2(1.56%)
11.	Creativity and ability to innovate	30(23.44%)	71(55.47%)	24(18.75%)	1(0.78%)	2(1.56%)
12.	Leadership quality(Ability to take initiative, be proactive and manage)	38(29.69%)	73(57.03%)	15(11.72%)	2(1.56%)	0
13.	Promotes teamwork	52(40.63%)	66(51.56%)	8(6.25%)	1(0.78%)	1(0.78%)
14.	Provides scope for acquiring employable and entrepreneurship skills	33(25.78%)	80(62.5%)	14(10.94%)	1(0.78%)	0
15.	Appropriate weightage given to skill development and entrepreneurship in the curriculum	29(22.66%)	77(60.16%)	21(16.41%)	1(0.78%)	0
15.	Gender	34(26.56%)	59(46.09%)	23(17.97%)	11(8.59%)	1(0.78%)
16.	Human Values	30(23.44%)	70(54.69%)	13(10.16%)	13(10.16%)	2(1.56%)
17.	Environment and Sustainability	40(31.25%)	62(48.44%)	15(11.72%)	10(7.81%)	1(0.78%)
18.	Professional Ethics	41(32.03%)	63(49.22%)	12(9.38%)	11(8.59%)	1(0.78%)
19.	Local	32(25%)	76(59.38%)	19(14.84%)	1(0.78%)	0
20.	National	32(25%)	78(60.94%)	16(12.5%)	2(1.56%)	0
21.	Regional	26(20.31%)	75(58.59%)	23(17.97%)	3(2.34%)	1(0.78%)
22.	Global needs	27(21.09%)	75(58.59%)	24(18.75%)	2(1.56%)	0
23.	Overall curriculum is appropriate to meet the needs of the students	37(28.91%)	78(60.94%)	12(9.38%)	1(0.78%)	0

24.	Overall curriculum is relevant to the global standards and industry requirements	36(28.13%)	53(41.41%)	32(25%)	7(5.47%)	0
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Around 1/4th of the students were unsure whether curriculum provides opportunity for students to participate in internship, student exchange, field visit. 37% of students were unsure if the curriculum provided with hands on training, practical and field work which would help in employability. About 1/5th of student's responded that they were uncertain if the curriculum gave exposure to regional and global aspects as well as included opportunities for creativity and ability to innovate. Approximately 24% or more were uncertain if the curriculum has focus on the regional, global needs and problem solving skills needed to sustain in the industry and may not give appropriate weightage to skill development and entrepreneurship in the curriculum.

However, at the same time nearly 60% of the students agreed that the expected learning outcomes through the curriculum have professional relevance and the curriculum provided with hands on training, practical and field work which would help in employability

Report and Analysis of Students' Feedback of the Curriculum –

Department of Textile and Apparel Designing

Number of feedback forms received - 145

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum content includes latest advancements and updates as per the need of industry	28(19.31%)	78(53.79%)	37(25.52%)	1(0.69%)	1(0.69%)
2.	The curriculum provides opportunity for the conducting research and project related activities.	52(35.86%)	83(57.24%)	10(6.9%)	0	0
3.	The curriculum provides opportunities for out of classroom learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions)	45(31.03%)	83(57.24%)	15(10.34%)	2(1.38%)	0
4.	Program outcome, Program Specific Outcome, Course Outcome are displayed on website	25(17.24%)	103(71.03%)	17(11.72%)	0	0
5.	The Program outcome, Program Specific Outcome, Course Outcome are clearly understood by me	23(15.86%)	102(70.34%)	20(13.79%)	0	0

6.	The Course Outcomes were clear in fulfilment of learning objectives and needs	32(22.07%)	99(68.28%)	14(9.66%)	0	0
7.	The expected learning outcomes through the curriculum have professional relevance	26(17.93%)	103(71.03 %)	15(10.34%)	1(0.69%)	0
8.	Curriculum provided with hands on training, practical and field work which would help in employability	29(20%)	77(53.1%)	39(26.9%)	0	0
9.	Curriculum provides opportunity for students to participate in internship, field visit	29(20%)	84(57.93%)	27(18.62%)	5(3.45%)	0
10.	Problem solving skills	32(22.07%)	79(54.48%)	33(22.76%)	1(0.69%)	0
11.	Creativity and ability to innovate	51(35.17%)	83(57.24%)	11(7.59%)	0	0
12.	Leadership quality(Ability to take initiative, be proactive and manage)	43(29.66%)	85(58.62%)	17(11.72%)	0	0
13.	Promotes teamwork	70(48.28%)	68(46.9%)	7(4.83%)	0	0
14.	Provides scope for acquiring employable and entrepreneurship skills	36(24.83%)	88(60.69%)	18(12.41%)	3(2.07%)	0

15.	Appropriate weightage given to skill development and entrepreneurship in the curriculum	33(22.76%)	93(64.14%)	18(12.41%)	1(0.69%)	0
16.	Gender	27(18.62%)	89(61.38%)	17(11.72%)	11(7.59%)	1(0.69%)
17.	Human Values	40(27.59%)	86(59.31%)	11(7.59%)	8(5.52%)	0
18.	Environment and Sustainability	68(46.9%)	56(38.62%)	14(9.66%)	7(4.83%)	0
19.	Professional Ethics	42(28.97%)	79(54.48%)	20(13.79%)	4(2.76%)	0
20.	Local	31(21.38%)	94(64.83%)	18(12.41%)	1(0.69%)	1(0.69%)
21.	National	30(20.69%)	89(61.38%)	25(17.24%)	1(0.69%)	0
22.	Regional	30(20.69%)	93(64.14%)	20(13.79%)	2(1.38%)	0
23.	Global needs	30(20.69%)	97(66.9%)	16(11.03%)	2(1.38%)	0
24.	Overall curriculum is appropriate to meet the needs of the students	38(26.21%)	90(62.07%)	16(11.03%)	1(0.69%)	0
25.	Overall curriculum is relevant to the global standards and industry requirements	27(18.62%)	100(68.97%)	17(11.72%)	1(0.69%)	0

Almost 1/4th of the students were uncertain that the curriculum content includes latest advancements and updates as per the need of the industry and if the curriculum provided with hands on training, practical and field work which would help in employability. Nearly 60% of students agreed that the curriculum met the local, regional, national and global needs of the industry and also included concepts of gender, human values and professional ethics related concepts. Approximately 64% of students agreed that appropriate weightage is given to the skill development and entrepreneurship in the curriculum. More than 50% in addition agreed that the expected learning outcomes through the curriculum have professional relevance and it provides opportunity for students to participate in internship, field visit.

Report and Analysis of Students' Feedback of the Curriculum – Developmental Counselling

Number of feedback forms received - 36

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum content included latest advancements and updates as per the need of industry	13(36.11%)	20(55.56%)	3(8.33%)	0	0
2.	The curriculum provides opportunity for the conducting research and project related activities.	14(38.89%)	22(61.11%)	0	0	0
3.	The curriculum provides opportunities for out of class room learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions)	18(50%)	17(47.22%)	1(2.78%)	0	0
4.	Program outcome, Program Specific Outcome, Course Outcome are displayed on website	17(47.22%)	18(50%)	1(2.78%)	0	0
5.	The Program outcome, Program Specific Outcome, Course Outcome are clearly understood by me	14(38.89%)	18(50%)	4(11.11%)	0	0

6.	The Course Outcomes were clear in fulfilment of learning objectives and needs	15(41.67%)	19(52.78%)	2(5.56%)	0	0
7.	The expected learning outcomes through the curriculum have professional relevance.	13(36.11%)	21(58.33%)	2(5.56%)	0	0
8.	Curriculum provided with hands on training, practical and field work which would help in employability	18(50%)	14(38.89%)	4(11.11%)	0	0
9.	Curriculum provides opportunity for students to participate in internship, field visit	19(52.78%)	14(38.89%)	3(8.33%)	0	0
10.	Problem solving skills	19(52.78%)	16(44.44%)	1(2.78%)	0	0
11.	Creativity and ability to innovate	21(58.33%)	13(36.11%)	2(5.56%)	0	0
12.	Leadership quality(Ability to take initiative, be proactive and manage)	17(47.22%)	19(52.78%)	0	0	0
13.	Promotes team work	19(52.78%)	16(44.44%)	1(2.78%)	0	0
14.	Provides scope for acquiring employable and entrepreneurship skills	14(38.89%)	19(52.78%)	3(8.33%)	0	0

15.	Appropriate weightage given to skill development and entrepreneurship in the curriculum	11(30.56%)	21(58.33%)	4(11.11%)	0	0
16.	Gender	12(33.33%)	19(52.78%)	5(13.89%)	0	0
17.	Human Values	14(38.89%)	20(55.56%)	2(5.56%)	0	0
18.	Environment and Sustainability	16(44.44%)	18(50%)	2(5.56%)	0	0
19.	Professional Ethics	19(52.78%)	14(38.89%)	3(8.33%)	0	0
20.	Local	12(33.33%)	20(55.56%)	4(11.11%)	0	0
21.	National	10(27.78%)	21(58.33%)	5(13.89%)	0	0
22.	Regional	11(30.56%)	21(58.33%)	4(11.11%)	0	0
23.	Global needs	12(33.33%)	20(55.56%)	4(11.11%)	0	0
24.	Overall curriculum is appropriate to meet the needs of the students	17(47.22%)	18(50%)	1(2.78%)	0	0
25.	Overall curriculum is relevant to the global standards and industry requirements	16(44.44%)	18(50%)	2(5.56%)	0	0

Around 10% of students were unsure whether the curriculum addresses issues on gender, professional ethics, local, regional, national and global needs. Approximately half the students strongly agreed that curriculum provides opportunities for out of class room learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions), with hands on training, practical, field work which would help in employability and numerous opportunity for students to participate in internship, field visit. In addition, more than 50% alumni strongly agreed that the curriculum promotes creativity, ability to innovate and team work. More than 90% of students agreed that the curriculum content included latest advancements and updates as per the need of the industry and provides opportunity for the conducting research and project related activities.

Report and Analysis of Students' Feedback of the Curriculum – Early Childhood Care and Education

Number of feedback forms received - 28

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum content included latest advancements and updates as per the need of industry	18(64.29%)	10(35.71%)	0	0	0
2.	The curriculum provides opportunity for the conducting research and project related activities.	21(75%)	7(25%)	0	0	0
3.	The curriculum provides opportunities for out of class room learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions)	20(71.43%)	6(21.43%)	2(7.14%)	0	0
4.	Program outcome, Program Specific Outcome, Course Outcome are displayed on website	24(85.71%)	3(10.71%)	1(3.57%)	0	0
5.	The Program outcome, Program Specific Outcome, Course Outcome	22(78.57%)	5(17.86%)	1(3.57%)	0	0

	are clearly understood by me					
6.	The Course Outcomes were clear in fulfilment of learning objectives and needs	21(75%)	6(21.43%)	1(3.57%)	0	0
7.	The expected learning outcomes through the curriculum have professional relevance.	16(57.14%)	12(42.86%)	0	0	0
8.	Curriculum provided with hands on training, practical and field work which would help in employability	19(67.86%)	6(21.43%)	3(10.71%)	0	0
9.	Curriculum provides opportunity for students to participate in internship, field visit	21(75%)	6(21.43%)	1(3.57%)	0	0
10.	Problem solving skills	20(71.43%)	8(28.57%)	0	0	0
11.	Creativity and ability to innovate	23(82.14%)	5(17.86%)	0	0	0
12.	Leadership quality(Ability to take initiative, be proactive and manage)	18(64.29%)	10(35.71%)	0	0	0
13.	Promotes team work	21(75%)	7(25%)	0	0	0
14.	Provides scope for acquiring employable and	19(67.86%)	8(28.57%)	1(3.57%)	0	0

	entrepreneurship skills					
15.	Appropriate weightage given to skill development and entrepreneurship in the curriculum	18(64.29%)	9(32.14%)	1(3.57%)	0	0
16.	Gender	20(71.43%)	6(21.43%)	2(7.14%)	0	0
17.	Human Values	21(75%)	5(17.86%)	2(7.14%)	0	0
18.	Environment and Sustainability	17(60.71%)	9(32.14%)	2(7.14%)	0	0
19.	Professional Ethics	19(67.86%)	7(25%)	2(7.14%)	0	0
20.	Local	14(50%)	13(46.43%)	0	1(3.57%)	0
21.	National	15(53.57%)	12(42.86%)	1(3.57%)	0	0
22.	Regional	14(50%)	10(35.71%)	3(10.71%)	1(3.57%)	0
23.	Global needs	17(60.71%)	9(32.14%)	2(7.14%)	0	0
24.	Overall curriculum is appropriate to meet the needs of the students	20(71.43%)	8(28.57%)	0	0	0
25.	Overall curriculum is relevant to the global standards and industry requirements	20(71.43%)	7(25%)	1(3.57%)	0	0

Around 10% of students are unsure if the curriculum provided with hands on training, practical and field work which would help in employability. Whereas more than 65% students strongly agreed that the curriculum ensured that the students learnt the leadership quality, ability to take initiative, be proactive and manage and provides scope for acquiring employable and entrepreneurship skills. Another 65% students strongly agreed that the curriculum is balanced and appropriate weightage is given to skill development and entrepreneurship in the curriculum. More than 90% agree that the curriculum meets the standards of local, regional, national and global needs of the industry.

Report and Analysis of Students' Feedback of the Curriculum – Interior Design and Resource Management

Number of feedback forms received - 93

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum content included latest advancements and updates as per the need of industry.	23(24.73%)	56(60.22%)	12(12.9%)	2(2.15%)	0
2.	The curriculum provides opportunity for the conducting research and project related activities.	26(27.96%)	51(54.84%)	15(16.13%)	1(1.08%)	0
3.	The curriculum provides opportunities for out of class room learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions)	71(76.34%)	17(18.28%)	5(5.38%)	0	0
4.	Program outcome, Program Specific Outcome, Course Outcome are displayed on website	23(24.73%)	57(61.29%)	12(12.9%)	0	1(1.08%)
5.	The Program outcome, Program Specific Outcome, Course Outcome	25(26.88%)	54(58.06%)	12(12.9%)	2(2.15%)	0

	are clearly understood by me					
6.	The Course Outcomes were clear in fulfilment of learning objectives and needs	32(34.41%)	43(46.24%)	16(17.2%)	2(2.15%)	0
7.	The expected learning outcomes through the curriculum have professional relevance.	20(21.51%)	61(65.59%)	12(12.9%)	0	0
8.	Curriculum provided with hands on training, practical and field work which would help in employability	26(27.96%)	23(24.73%)	40(43.01%)	4(4.3%)	0
9.	Curriculum provides opportunity for students to participate in internship, field visit	42(45.16%)	26(27.96%)	21(22.58%)	4(4.3%)	0
10.	Problem solving skills	18(19.35%)	39(41.94%)	36(38.71%)	0	0
11.	Creativity and ability to innovate	41(44.09%)	42(45.16%)	8(8.6%)	0	2(2.15%)
12.	Leadership quality(Ability to take initiative, be proactive and manage)	26(27.96%)	55(59.14%)	11(11.83%)	1(1.08%)	0
13.	Promotes team work	31(33.33%)	56(60.22%)	6(6.45%)	0	0
14.	Provides scope for acquiring employable and	26(27.96%)	28(30.11%)	39(41.94%)	0	0

	entrepreneurship skills					
15.	Appropriate weightage given to skill development and entrepreneurship in the curriculum	21(22.58%)	61(65.59%)	11(11.83%)	0	0
16.	Gender	28(30.11%)	47(50.54%)	11(11.83%)	7(7.53%)	0
17.	Human Values	28(30.11%)	47(50.54%)	18(19.35%)	0	0
18.	Environment and Sustainability	27(29.03%)	51(54.84%)	15(16.13%)	0	0
19.	Professional Ethics	26(27.96%)	53(56.99%)	14(15.05%)	0	0
20.	Local	19(20.43%)	58(62.37%)	13(13.98%)	3(3.23%)	0
21.	National	14(15.05%)	54(58.06%)	21(22.58%)	4(4.3%)	0
22.	Regional	13(13.98%)	59(63.44%)	20(21.51%)	1(1.08%)	0
23.	Global needs	14(15.05%)	58(62.37%)	18(19.35%)	3(3.23%)	0
24.	Overall curriculum is appropriate to meet the needs of the students	21(22.58%)	56(60.22%)	16(17.2%)	0	0
25.	Overall curriculum is relevant to the global standards and industry requirements	19(20.43%)	58(62.37%)	0	0	0

More than 40% of students were uncertain if the curriculum provided with hands on training, practical and field work which would help in employability. 38% students couldn't confirm if the curriculum meets with the scope for acquiring employable and entrepreneurship skills. Another 41% were unsure if the course provides scope for acquiring employable and entrepreneurship skills. Almost 1/5th of the students were unsure, that the curriculum meets the standards of local, regional, national and global needs of the industry. However, around 4/5th of students did agree and confirmed that course provides opportunities for out of class room learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions). Additionally, almost all agreed that overall curriculum is relevant to the global standards and industry requirements.

Report and Analysis of Students' Feedback of the Curriculum – Hospitality and Tourism Management

Number of feedback forms received - 26

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum content included latest advancements and updates as per the need of industry.	9(34.62%)	17(65.38%)	0	0	0
2.	The curriculum provides opportunity for the conducting research and project related activities.	12(46.15%)	14(53.85%)	0	0	0
3.	The curriculum provides opportunities for out of class room learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions)	13(50%)	9(34.62%)	3(11.54%)	1(3.85%)	0
4.	Program outcome, Program Specific Outcome, Course Outcome are displayed on website	7(26.92%)	15(57.69%)	2(7.69%)	2(7.69%)	0
5.	The Program outcome, Program Specific Outcome, Course Outcome are clearly understood by me	11(42.31%)	13(50%)	2(7.69%)	0	0
6.	The Course Outcomes were clear in fulfilment of	5(19.23%)	18(69.23%)	0	2(7.69%)	1(3.85%)

	learning objectives and needs					
7.	The expected learning outcomes through the curriculum have professional relevance.	8(30.77%)	15(57.69%)	3(11.54%)	0	0
8.	Curriculum provided with hands on training, practical and field work which would help in employability	4(15.38%)	12(46.15%)	10(38.46%)	0	0
9.	Curriculum provides opportunity for students to participate in internship, field visit	7(26.92%)	12(46.15%)	6(23.08%)	1(3.85%)	0
10.	Problem solving skills	6(23.08%)	18(69.23%)	0	0	2(7.69%)
11.	Creativity and ability to innovate	12(46.15%)	11(42.31%)	3(11.54%)	0	0
12.	Leadership quality(Ability to take initiative, be proactive and manage)	9(34.62%)	14(53.85%)	1(3.85%)	0	2(7.69%)
13.	Promotes team work	16(61.54%)	6(23.08%)	2(7.69%)	0	2(7.69%)
14.	Provides scope for acquiring employable and entrepreneurship skills	8(30.77%)	16(61.54%)	2(7.69%)	0	0
15.	Appropriate weightage given to skill development and entrepreneurship in the curriculum	6(23.08%)	15(57.69%)	2(7.69%)	3(11.54%)	0
16.	Gender	4(15.38%)	17(65.38%)	5(19.23%)	0	0

17.	Human Values	8(30.77%)	16(61.54%)	2(7.69%)	0	0
18.	Environment and Sustainability	5(19.23%)	16(61.54%)	5(19.23%)	0	0
19.	Professional Ethics	7(26.92%)	16(61.54%)	1(3.85%)	2(7.69%)	0
20.	Local	4(15.38%)	19(73.08%)	1(3.85%)	2(7.69%)	0
21.	National	5(19.23%)	19(73.08%)	2(7.69%)	0	0
22.	Regional	2(7.69%)	19(73.08%)	5(19.23%)	0	0
23.	Global needs	3(11.54%)	16(61.54%)	5(19.23%)	2(7.69%)	0
24.	Overall curriculum is appropriate to meet the needs of the students	6(23.08%)	14(53.85%)	2(7.69%)	2(7.69%)	2(7.69%)
25.	Overall curriculum is relevant to the global standards and industry requirements	9(34.62%)	13(50%)	2(7.69%)	2(7.69%)	0

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

However, around 80% agreed that the curriculum gives appropriate weightage to skill development and entrepreneurship and provides opportunity for students to participate in internship, field visit. Approximately 50% strongly agreed that the curriculum provides opportunities for out of class room learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions. Nearly half of the students agreed that the overall curriculum is appropriate to meet the needs of the students.

Report and Analysis of Students' Feedback of the Curriculum –
Department of Mass Communication and Extension

Number of feedback forms received - 7

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum content included latest advancements and updates as per the need of industry	3(42.86%)	3(42.86%)	0	0	1(14.29%)
2.	The curriculum provides opportunity for the conducting research and project related activities.	2(28.57%)	3(42.86%)	2(28.57%)	0	0
3.	The curriculum provides opportunities for out of class room learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions)	3(42.86%)	1(14.29%)	1(14.29%)	2(28.57%)	0
4.	Program outcome, Program Specific Outcome, Course Outcome are displayed on website	2(28.57%)	4(57.14%)	1(14.29%)	0	0
5.	The Program outcome, Program Specific Outcome, Course Outcome are clearly understood by me	3(42.86%)	2(28.57%)	2(28.57%)	0	0
6.	The Course Outcomes were	3(42.86%)	2(28.57%)	2(28.57%)	0	0

	clear in fulfilment of learning objectives and needs					
7.	The expected learning outcomes through the curriculum have professional relevance.	3(42.86%)	2(28.57%)	2(28.57%)	0	0
8.	Curriculum provided with hands on training, practical and field work which would help in employability	3(42.86%)	2(28.57%)	1(14.29%)	1(14.29%)	0
9.	Curriculum provides opportunity for students to participate in internship, field visit	3(42.86%)	1(14.29%)	2(28.57%)	1(14.29%)	0
10.	Problem solving skills	2(28.57%)	3(42.86%)	2(28.57%)	0	0
11.	Creativity and ability to innovate	3(42.86%)	2(28.57%)	2(28.57%)	0	0
12.	Leadership quality(Ability to take initiative, be proactive and manage)	2(28.57%)	2(28.57%)	3(42.86%)	0	0
13.	Promotes team work	2(28.57%)	4(57.14%)	1(14.29%)	0	0
14.	Provides scope for acquiring employable and entrepreneurship skills	1(14.29%)	4(57.14%)	2(28.57%)	0	0
15.	Appropriate weightage given to skill development and	1(14.29%)	5(71.43%)	1(14.29%)	0	0

	entrepreneurship in the curriculum					
16.	Gender	2(28.57%)	3(42.86%)	1(14.29%)	1(14.29%)	0
17.	Human Values	2(28.57%)	3(42.86%)	2(28.57%)	0	0
18.	Environment and Sustainability	3(42.86%)	3(42.86%)	0	1(14.29%)	0
19.	Professional Ethics	3(42.86%)	2(28.57%)	0	2(28.57%)	0
20.	Local	3(42.86%)	1(14.29%)	1(14.29%)	2(28.57%)	0
21.	National	3(42.86%)	1(14.29%)	2(28.57%)	1(14.29%)	0
22.	Regional	2(28.57%)	2(28.57%)	2(28.57%)	1(14.29%)	0
23.	Global needs	2(28.57%)	1(14.29%)	2(28.57%)	2(28.57%)	0
24.	Overall curriculum is appropriate to meet the needs of the students	4(57.14%)	1(14.29%)	2(28.57%)	0	0
25.	Overall curriculum is relevant to the global standards and industry requirements	3(42.86%)	1(14.29%)	3(42.86%)	0	0

Approximately 28% students disagreed that the curriculum provides opportunities for out of class room learning guest lectures, seminars, workshops, value added programmes, conferences, competitions. Almost 15% of students disagreed that the curriculum meets the needs of local and global industry standards and misses professional ethics values. Another 28% students were unsure that the curriculum provides opportunity for students to participate in internship, field visit, and includes problem solving skills, promotes creativity and ability to innovate. Additionally, 42% of students responded that they were uncertain if the overall curriculum is relevant to the global standards and industry requirements and whether curriculum provides scope for acquiring employable and entrepreneurship skills.

Whereas another 42% strongly agreed that the PO program outcome, PSO program specific outcome, CO course outcome are clearly understood and the CO course outcomes were clear in fulfilment of learning objectives and needs. Additionally, 42% strongly agree that the expected learning outcomes through the curriculum have professional relevance.

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

SNDT WOMEN'S UNIVERSITY, JUHU



**Report and Analysis of Parent's Feedback of Curriculum
2020-2021**

Report and Analysis of Parent's Feedback of Curriculum-
Department of Food, Nutrition and Dietetics

Number of feedback forms received - 102

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Course content includes latest advancements and updates	24(23.53%)	66(64.71%)	11(10.78%)	0	1(0.98%)
2	Appropriate weightage given to theory and practical in curriculum	20(19.61%)	70(68.63%)	9(8.82%)	2(1.96%)	1(0.98%)
3	Curriculum emphasises development of communication skills	29(28.43%)	58(56.86%)	13(12.75%)	2(1.96%)	0
4	Curriculum encourages development of entrepreneurial skills	30(29.41%)	60(58.82%)	9(8.82%)	3(2.94%)	0
5	Curriculum includes human values and ethics.	22(21.57%)	54(52.94%)	23(22.55%)	3(2.94%)	0
6	Curriculum promotes awareness about sustainable environment.	23(22.55%)	61(59.8%)	16(15.69%)	2(1.96%)	0
7	Curriculum provides with hands on training, practical and field work which would help in employability	18(17.65%)	54(52.94%)	22(21.57%)	5(4.9%)	3(2.94%)

8	The Program helps to develop overall personality of students.	29(28.43%)	63(61.76%)	10(9.8%)	0	0
9	The program that your ward is undergoing is structured appropriately in terms of the load of the courses in different semesters.	21(20.59%)	61(59.8%)	14(13.73%)	3(2.94%)	3(2.94%)
10	The quality and relevance of the courses included into the semester are apt.	22(21.57%)	65(63.73%)	14(13.73%)	1(0.98%)	0
11	There is no bias in treatment of the students by the faculty irrespective of the background of the student that includes Gender, cast, community creed etc. in teaching and evaluation.	43(42.16%)	42(41.18%)	13(12.75%)	4(3.92%)	0
12	The ambience of the institute promotes effective delivery of the academic programs.	21(20.59%)	55(53.92%)	23(22.55%)	3(2.94%)	0
13	The program is based on the comfort of your ward in coping with the workload.	22(21.57%)	48(47.06%)	14(13.73%)	13(12.75%)	5(4.9%)
14	The quality of teaching in the	31(30.39%)	47(46.08%)	23(22.55%)	1(0.98%)	0

	institution is excellent.					
15	The program developed clear understanding of Fundamentals of Nutrition Science and Food Science in your ward.	40(39.22%)	53(51.96%)	8(7.84%)	1(0.98%)	0
16	Through the program your daughter attained ability to make right decisions about diet after completing graduation in Food, Nutrition and Dietetics	40(39.22%)	56(54.9%)	5(4.9%)	0	1(0.98%)
17	Your daughter is able to apply knowledge gained through the study of Food, Nutrition and Dietetics and to make right decisions in the Hospital/ clinical set ups	35(34.31%)	61(59.8%)	5(4.9%)	0	1(0.98%)
18	Your daughter is able to apply the knowledge gained through the study of Food, Nutrition and Dietetics for to food production and service	36(35.29%)	54(52.94%)	11(10.78%)	0	1(0.98%)
19	Overall curriculum is appropriate to meet the needs of the students	30(29.41%)	62(60.78%)	9(8.82%)	1(0.98%)	0

20	Overall curriculum is relevant to the global standards and industry requirements	25(24.51%)	55(53.92%)	19(18.63%)	2(1.96%)	1(0.98%)
21	As parents you can contribute to the institution	19(18.63%)	41(40.2%)	33(32.35%)	7(6.86%)	2(1.96%)
22	Would you like to be a member of Parent-Teacher Association?	10(9.8%)	16(15.69%)	40(39.22%)	25(24.51%)	11(10.78%)

About 35.29% of parents disagreed and felt no need to join the Parents-Teacher Association and 32.35% were unsure in their involvement institution needs. Around 17.65% parents disagreed regarding the comfort of their ward and felt the curriculum overburdened their ward. Around 90% parents agreed that the curriculum encourages development of entrepreneurial skills. Around 75% parents agreed that the curriculum promotes awareness about sustainable environment. About 90% of parents agreed overall curriculum is appropriate to meet the needs of the students. More than 60% agreed the program enabled development of entrepreneurial skills and focuses on core human values and ethics thereby improving their ward's personality.

Report and Analysis of Parent's Feedback of Curriculum

Department of Textile and Apparel Design

Number of feedback forms received - 135

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Course content includes latest advancements and updates	33(24.44%)	86(63.7%)	15(11.11%)	1(0.74%)	0
2	Appropriate weightage given to theory and practical in curriculum	43(31.85%)	72(53.33%)	19(14.07%)	1(0.74%)	0
3	Curriculum emphasises development of communication skills	46(34.07%)	83(61.48%)	6(4.44%)	0	0
4	Curriculum encourages development of entrepreneurial skills	39(28.89%)	73(54.07%)	20(14.81%)	3(2.22%)	0
5	Curriculum includes human values and ethics.	40(29.63%)	83(61.48%)	11(8.15%)	0	1(0.74%)
6	Curriculum promotes awareness about sustainable environment.	55(40.74%)	68(50.37%)	11(8.15%)	1(0.74%)	0
7	Curriculum provides with hands on training, practical and field work which would help in employability	35(25.93%)	81(60%)	17(12.59%)	2(1.48%)	0
8	The Program helps to develop overall personality of students.	46(34.07%)	72(53.33%)	16(11.85%)	1(0.74%)	0
9	The program that your ward is	27(20%)	90(66.67%)	17(12.59%)	1(0.74%)	0

	undergoing is structured appropriately in terms of the load of the courses in different semesters.					
10	The quality and relevance of the courses included into the semester are apt.	33(24.44%)	78(57.78%)	24(17.78%)	0	0
11	There is no bias in treatment of the students by the faculty irrespective of the background of the student that includes Gender, cast, community creed etc. in teaching and evaluation.	59(43.7%)	48(35.56%)	20(14.81%)	8(5.93%)	0
12	The ambience of the institute promotes effective delivery of the academic programs.	33(24.44%)	78(57.78%)	24(17.78%)	0	0
13	The program is based on the comfort of your ward in coping with the workload.	20(14.81%)	79(58.52%)	31(22.96%)	4(2.96%)	1(0.74%)
14	The quality of teaching in the institution is excellent.	47(34.81%)	71(52.59%)	14(10.37%)	3(2.22%)	0
15	Your daughter has developed skills in Fashion Designing and Product Development	63(46.67%)	62(45.93%)	9(6.67%)	1(0.74%)	0
16	The program has helped in the acquisition of knowledge in Fashion Retail and Visual	43(31.85%)	76(56.3%)	16(11.85%)	0	0

	Merchandising by your ward					
17	Your daughter has attained scientific knowledge in the manufacturing process of yarns, fabrics and garments.	47(34.81%)	74(54.81%)	8(5.93%)	6(4.44%)	0
18	The Program provided your daughter with understanding of quality control in the textiles and garment industry.	44(32.59%)	72(53.33%)	14(10.37%)	5(3.7%)	0
19	The program led to acquisition of the ability to appreciate the rich heritage of global traditional textile and embroidery by your daughter.	48(35.56%)	69(51.11%)	13(9.63%)	5(3.7%)	0
20	Overall curriculum is appropriate to meet the needs of the students	36(26.67%)	80(59.26%)	18(13.33%)	1(0.74%)	0
21	Overall curriculum is relevant to the global standards and industry requirements	30(22.22%)	87(64.44%)	17(12.59%)	1(0.74%)	0
22	As parents you can contribute to the institution	25(18.52%)	61(45.19%)	34(25.19%)	15(11.11%)	0
23	Would you like to be a member of Parent-Teacher Association?	28(20.74%)	16(11.85%)	44(32.59%)	40(29.63%)	7(5.19%)

More than 30% parents disagreed whereas 32.59 % of parents were unsure to be a member of the Parents-Teacher Association and 11.11% disagreed, whereas 25.19% were unable to decide whether they can involve towards institution needs. Around 22.9% parents were unable to give opinion regarding the comfort of their ward and felt the curriculum overburdened their ward. Almost 80% of parents agreed the quality and relevance of the

courses included into the semester are apt for their ward's development. About 88% felt that the program has helped their ward in the acquisition of knowledge in Fashion Retail and Visual Merchandising by your ward. 54.81% agreed that their ward attained scientific knowledge in the manufacturing process of yarns, fabrics and garments. About 85% parents acknowledged that the curriculum provides with hands on training, practical and field work which would help in employability.

Sir Vithaldas Thackersey College of Home Science (Autonomous)

Report and Analysis of Parent's Feedback of Curriculum –

Developmental Counselling

Number of feedback forms received - 20

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Course content includes latest advancements and updates	9(45%)	10(50%)	1(5%)	0	0
2	Appropriate weightage given to theory and practical in curriculum	9(45%)	9(45%)	2(10%)	0	0
3	Curriculum emphasises development of communication skills	9(45%)	9(45%)	2(10%)	0	0
4	Curriculum encourages development of entrepreneurial skills	8(40%)	11(55%)	1(5%)	0	0
5	Curriculum includes human values and ethics.	12(60%)	7(35%)	1(5%)	0	0
6	Curriculum promotes awareness about sustainable environment.	11(55%)	4(20%)	5(25%)	0	0
7	Curriculum provides with hands on training, practical and fieldwork which would help in employability	9(45%)	10(50%)	1(5%)	0	0
8	The Program helps to develop overall	10(50%)	8(40%)	2(10%)	0	0

	personality of students.					
9	The program that your ward is undergoing is structured appropriately in terms of the load of the courses in different semesters.	8(40%)	8(40%)	3(15%)	1(5%)	0
10	The quality and relevance of the courses included into the semester are apt.	9(45%)	9(45%)	2(10%)	0	0
11	There is no bias in treatment of the students by the faculty irrespective of the background of the student that includes Gender, cast, community creed etc. in teaching and evaluation.	6(30%)	7(35%)	7(35%)	0	0
12	The ambience of the institute promotes effective delivery of the academic programs.	8(40%)	12(60%)	0	0	0
13	The program is based on the comfort of your ward in coping with the workload.	3(15%)	10(50%)	7(35%)	0	0
14	The quality of teaching in the institution is excellent.	9(45%)	8(40%)	3(15%)	0	0
15	The Program developed your daughter's	11(55%)	9(45%)	0	0	0

	awareness of the developmental problems at different stages across the life span					
16	Through the Program, your daughter developed skills of helping children with developmental problems and learning difficulties.	10(50%)	10(50%)	0	0	0
17	Through the program your daughter acquired the ability to plan and implement developmental programs, including life-skills for children.	12(60%)	6(30%)	2(10%)	0	0
18	The Program developed your daughter's ability to plan and implement remedial sessions for children with learning disability.	11(55%)	7(35%)	2(10%)	0	0
19	Overall curriculum is appropriate to meet the needs of the students	8(40%)	11(55%)	1(5%)	0	0
20	Overall curriculum is relevant to the global standards and industry requirements	7(35%)	12(60%)	1(5%)	0	0
21	As parents you can contribute to the institution	5(25%)	9(45%)	6(30%)	0	0

22	Would you like to be a member of Parent-Teacher Association?	0	5(25%)	9(45%)	5(25%)	1(5%)
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30% of parents disagreed and felt no need to join the Parents-Teacher Association. Around 35% of the parents were unbiased regarding the comfort of their ward in coping with the workload of curriculum. About 30% of parents were not sure whether they could contribute in any manner to the institution. Around 75% parents agreed that the curriculum promotes awareness about sustainable environment. About 60% of parents strongly agreed the program enabled their ward to acquire the ability to plan and implement developmental programs, including life-skills for children and focuses on core human values and ethics thereby improving their ward's personality.

Sir Vithaldas Thackersey College of Home Science (Autonomous)

Report and Analysis of Parent's Feedback of Curriculum –

Early Childhood Care and Education

Number of feedback forms received - 14

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Course content includes latest advancements and updates	4(28.57%)	10(71.43%)	0	0	0
2	Appropriate weightage given to theory and practical in curriculum	6(42.86%)	8(57.14%)	0	0	0
3	Curriculum emphasises development of communication skills	11(78.57%)	3(21.43%)	0	0	0
4	Curriculum encourages development of entrepreneurial skills	6(42.86%)	8(57.14%)	0	0	0
5	Curriculum includes human values and ethics.	10(71.43%)	4(28.57%)	0	0	0
6	Curriculum promotes awareness about sustainable environment.	4(28.57%)	10(71.43%)	0	0	0
7	Curriculum provides with hands on training, practical and field work which would	10(71.43%)	4(28.57%)	0	0	0

	help in employability					
8	The Program helps to develop overall personality of students.	10(71.43%)	4(28.57%)	0	0	0
9	The program that your ward is undergoing is structured appropriately in terms of the load of the courses in different semesters.	5(35.71%)	6(42.86%)	3(21.43%)	0	0
10	The quality and relevance of the courses included into the semester are apt.	7(50%)	7(50%)	0	0	0
11	There is no bias in treatment of the students by the faculty irrespective of the background of the student that includes Gender, cast, community creed etc. in teaching and evaluation.	7(50%)	6(42.86%)	1(7.14%)	0	0
12	The ambience of the institute promotes effective delivery of the academic programs.	9(64.29%)	4(28.57%)	1(7.14%)	0	0
13	The program is based on the comfort of your	3(21.43%)	4(28.57%)	7(50%)	0	0

	ward in coping with the workload.					
14	The quality of teaching in the institution is excellent.	6(42.86%)	8(57.14%)	0	0	0
15	The Program developed your daughter's ability to identify the needs of infants and preschool children.	10(71.43%)	4(28.57%)	0	0	0
16	The Program developed your daughter's ability to plan and implement developmentally appropriate early childhood programs	9(64.29%)	5(35.71%)	0	0	0
17	The acquisition of skills for infant stimulation and preschool teaching through the program are apt for the career in ECCE.	12(85.71%)	2(14.29%)	0	0	0
18	The program developed your daughter's ability to plan and implement developmental programs for holistic development of children.	7(50%)	7(50%)	0	0	0
18	The program developed your	9(64.29%)	5(35.71%)	0	0	0

	daughter's skills in handling differently-abled children in early inclusive setups.					
20	Overall curriculum is appropriate to meet the needs of the students	9(64.29%)	5(35.71%)	0	0	0
21	Overall curriculum is relevant to the global standards and industry requirements	3(21.43%)	11(78.57%)	0	0	0
22	As parents you can contribute to the institution	2(14.29%)	7(50%)	5(35.71%)	0	0
23	Would you like to be a member of Parent-Teacher Association?	1(7.14%)	0	6(42.86%)	7(50%)	0

50% of parents didn't feel the need to join the Parents-Teacher Association. Half of the parents couldn't say anything regarding the comfort of their ward in coping with the workload of curriculum. Around 80% parents strongly agreed that the curriculum emphasizes the development of communication skills of their wards, and skills required for infant stimulation and preschool teaching through the program are apt for the career in ECCE. About 36% of parents were not sure whether they could contribute in any manner to the institution. About 71% of parents strongly gave opinion, that the curriculum focuses on core human values and ethics thereby improving their ward's personality.

Report and Analysis of Parent's Feedback of Curriculum –

Interior Design and Resource Management

Number of feedback forms received - 66

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Course content includes latest advancements and updates	17(25.76%)	36(54.55%)	12(18.18%)	1(1.52%)	0
2	Appropriate weightage given to theory and practical in curriculum	18(27.27%)	39(59.09%)	8(12.12%)	1(1.52%)	0
3	Curriculum emphasises development of communication skills	21(31.82%)	34(51.52%)	9(13.64%)	2(3.03%)	0
4	Curriculum encourages development of entrepreneurial skills	21(31.82%)	32(48.48%)	13(19.7%)	0	0
5	Curriculum includes human values and ethics.	18(27.27%)	36(54.55%)	12(18.18%)	0	0
6	Curriculum promotes awareness about sustainable environment.	16(24.24%)	34(51.52%)	14(21.21%)	2(3.03%)	0
7	Curriculum provides with hands on training, practical and field work which would	16(24.24%)	23(34.85%)	24(36.36%)	2(3.03%)	1(1.52%)

	help in employability					
8	The Program helps to develop overall personality of students.	19(28.79%)	35(53.03%)	11(16.67%)	1(1.52%)	0
9	The program that your ward is undergoing is structured appropriately in terms of the load of the courses in different semesters.	13(19.7%)	32(48.48%)	17(25.76%)	2(3.03%)	2(3.03%)
10.	The quality and relevance of the courses included into the semester are apt.	14(21.21%)	33(50%)	18(27.27%)	1(1.52%)	0
11.	There is no bias in treatment of the students by the faculty irrespective of the background of the student that includes Gender, cast, community creed etc. in teaching and evaluation.	22(33.33%)	35(53.03%)	9(13.64%)	0	0
12.	The ambience of the institute promotes effective delivery of the academic programs.	19(28.79%)	34(51.52%)	12(18.18%)	1(1.52%)	0
13.	The program is based on the comfort of your	15(22.73%)	28(42.42%)	21(31.82%)	1(1.52%)	1(1.52%)

	ward in coping with the workload.					
14.	The quality of teaching in the institution is excellent.	24(36.36%)	29(43.94%)	12(18.18%)	1(1.52%)	0
15.	The Program developed your daughters understanding of the technical aspects of Interior Designing.	22(33.33%)	36(54.55%)	7(10.61%)	1(1.52%)	0
16.	The program led to better understanding of your daughter about the broad range of careers in the field of Interior Designing with knowledge in allied fields	25(37.88%)	31(46.97%)	9(13.64%)	1(1.52%)	0
17.	The program induced enhancement in critical thinking ability of your daughter, with focus on global perspectives in Interior Designing through this program	19(28.79%)	35(53.03%)	10(15.15%)	2(3.03%)	0
18.	The program provided structured knowledge and understanding of material, new trends and	22(33.33%)	37(56.06%)	7(10.61%)	0	0

	technology in Interior Designing which will be beneficial for your daughter's career.					
19.	Overall curriculum is appropriate to meet the needs of the students	15(22.73%)	41(62.12%)	9(13.64%)	1(1.52%)	0
20.	Overall curriculum is relevant to the global standards and industry requirements	15(22.73%)	28(42.42%)	22(33.33%)	1(1.52%)	0
21.	As parents you can contribute to the institution	8(12.12%)	28(42.42%)	26(39.39%)	4(6.06%)	0
22.	Would you like to be a member of Parent-Teacher Association?	4(6.06%)	6(9.09%)	30(45.45%)	21(31.82%)	5(7.58%)

Around 33% were unsure whether overall curriculum is relevant to the global standards and industry requirements. About 39.4 % of parents disagreed to be a member of the Parents-Teacher Association and 40% were unable to decide whether they can involve towards institution needs. Almost 27% of parents were neutral regarding the quality and relevance of the courses included into the semester are apt for their ward's development. Around 36.36% parents didn't give any opinion whether the curriculum provides with hands on training, practical and field work which would help in employability. Approximately 20% of the parents couldn't give an opinion whether the curriculum includes latest advancement and updates, promotes awareness about sustainable environment, encourages development of entrepreneurial skills, and includes human values and ethics.

Report and Analysis of Parent's Feedback of Curriculum –

Hospitality and Tourism Management

Number of feedback forms received - 36

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Course content includes latest advancements and updates	12(33.33%)	19(52.78%)	5(13.89%)	0	0
2.	Appropriate weightage given to theory and practical in curriculum	17(47.22%)	13(36.11%)	5(13.89%)	1(2.78%)	0
3.	Curriculum emphasises development of communication skills	16(44.44%)	19(52.78%)	1(2.78%)	0	0
4.	Curriculum encourages development of entrepreneurial skills	11(30.56%)	18(50%)	7(19.44%)	0	0
5.	Curriculum includes human values and ethics.	11(30.56%)	17(47.22%)	7(19.44%)	1(2.78%)	0
6.	Curriculum promotes awareness about sustainable environment.	8(22.22%)	21(58.33%)	7(19.44%)	0	0
7.	Curriculum provides with hands on training, practical and field work which would	11(30.56%)	16(44.44%)	8(22.22%)	1(2.78%)	0

	help in employability					
15.	The Program helps to develop overall personality of students.	16(44.44%)	17(47.22%)	3(8.33%)	0	0
16.	The program that your ward is undergoing is structured appropriately in terms of the load of the courses in different semesters.	17(47.22%)	15(41.67%)	3(8.33%)	1(2.78%)	0
17.	The quality and relevance of the courses included into the semester are apt.	14(38.89%)	19(52.78%)	3(8.33%)	0	0
18.	There is no bias in treatment of the students by the faculty irrespective of the background of the student that includes Gender, cast, community creed etc. in teaching and evaluation.	13(36.11%)	17(47.22%)	6(16.67%)	0	0
19.	The ambience of the institute promotes effective delivery of the academic programs.	10(27.78%)	22(61.11%)	4(11.11%)	0	0
20.	The program is based on the comfort of your	7(19.44%)	16(44.44%)	12(33.33%)	1(2.78%)	0

	ward in coping with the workload.					
8.	The quality of teaching in the institution is excellent.	17(47.22%)	14(38.89%)	5(13.89%)	0	0
9.	The program developed your daughters understanding of the Hotel and Tourism sector.	21(58.33%)	15(41.67%)	0	0	0
10.	The program provided working knowledge to the students about the Hospitality and Tourism industry.	15(41.67%)	21(58.33%)	0	0	0
11.	Your daughter gained perspective through this program for Career in the Hospitality and Tourism industry	14(38.89%)	20(55.56%)	2(5.56%)	0	0
12.	The Program orients regarding the challenges of the Hospitality industry.	10(27.78%)	22(61.11%)	4(11.11%)	0	0
13.	Overall curriculum is appropriate to meet the needs of the students	10(27.78%)	18(50%)	6(16.67%)	2(5.56%)	0
14.	Overall curriculum is relevant to the global standards and industry requirements	7(19.44%)	22(61.11%)	5(13.89%)	2(5.56%)	0

21.	As parents you can contribute to the institution	6(16.67%)	15(41.67%)	13(36.11%)	1(2.78%)	1(2.78%)
22.	Would you like to be a member of Parent-Teacher Association?	1(2.78%)	2(5.56%)	19(52.78%)	12(33.33%)	2(5.56%)

About 39% of parents disagreed to be a member of the Parents-Teacher Association and 36.11% were unsure in their involvement institution needs. Around 11.11% parents didn't give any opinion whether the program orients their ward to face the challenges of the Hospitality industry. 22.22% of parents were unsure whether the curriculum provides hands on training regarding practical and field work which would help in employability.

Almost 33.33% parents were unbiased regarding the comfort of their ward and felt the curriculum overburdened their ward. However, 38.89% that their daughter gained perspective through this program for Career in the Hospitality and Tourism industry and more than 50% agreed that the curriculum included latest advancements and updates to keep up with the industry standards.

Sir Vithaldas Thackersey College of Home Science (Autonomous)

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

SNDT WOMEN'S UNIVERSITY, JUHU



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

Feedback was collectively obtained from the Alumni from all the Departments of 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 94 responses obtained from the alumni were collected and analysed accordingly. The findings were as follows:

Report and Analysis of Alumni's Feedback of Curriculum-

Department of Food, Nutrition and Dietetics

Number of feedback forms received - 45

Sr. No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The curriculum content included latest advancements and updates as per the need of industry.	19(42.22%)	18(40%)	7(15.56%)	1(2.22%)	0
2	The curriculum provided opportunities for out of class room learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions)	21(46.67%)	20(44.44%)	4(8.89%)	0	0
3	PO, PSO, CO are displayed on website	11(24.44%)	22(48.89%)	11(24.44%)	0	1(2.22%)
4	The Course Outcomes were clear in fulfilment of learning objectives and needs	15(33.33%)	25(55.56%)	4(8.89%)	0	1(2.22%)
5	The expected learning outcomes through the curriculum have professional relevance	17(37.78%)	21(46.67%)	6(13.33%)	1(2.22%)	0
6	Curriculum provided	13(28.89%)	19(42.22%)	9(20%)	2(4.44%)	2(4.44%)

	with hands on training, practical and field work which helped in employability					
7	Curriculum Included project/dissertation/internship training/field visit which provided opportunities for real-life experiential Learning.	13(28.89%)	15(33.33%)	14(31.11%)	1(2.22%)	2(4.44%)
8	Problem solving skills	17(37.78%)	19(42.22%)	8(17.78%)	1(2.22%)	0
9	Creativity and ability to innovate	15(33.33%)	25(55.56%)	4(8.89%)	1(2.22%)	0
10	Leadership quality(Ability to take initiative, be proactive and manage)	21(46.67%)	18(40%)	6(13.33%)	0	0
11	Teamwork	20(44.44%)	20(44.44%)	5(11.11%)	0	0
12	Scope for acquiring employable and entrepreneurship skills	15(33.33%)	17(37.78%)	11(24.44%)	0	2(4.44%)
13	Appropriate weightage given to skill development and entrepreneurship in the curriculum	15(33.33%)	26(57.78%)	3(6.67%)	1(2.22%)	0
14	Gender	14(31.11%)	21(46.67%)	10(22.22%)	0	0
15	Human Values	14(31.11%)	28(62.22%)	3(6.67%)	0	0
16	Environment and Sustainability	14(31.11%)	21(46.67%)	8(17.78%)	2(4.44%)	0
17	Professional Ethics	17(37.78%)	24(53.33%)	3(6.67%)	1(2.22%)	0
18	Local	11(24.44%)	25(55.56%)	8(17.78%)	1(2.22%)	0
19	National	12(26.67%)	26(57.78%)	6(13.33%)	0	1(2.22%)

20	Regional	12(26.67%)	24(53.33%)	7(15.56%)	1(2.22%)	1(2.22%)
21	Global needs	10(22.22%)	27(60%)	6(13.33%)	1(2.22%)	1(2.22%)
22	Overall curriculum is appropriate to meet the needs of the students	14(31.11%)	24(53.33%)	5(11.11%)	1(2.22%)	1(2.22%)
23	Overall curriculum is relevant to the global standards and industry requirements	12(26.67%)	24(53.33%)	8(17.78%)	0	1(2.22%)
24	The program developed clear understanding of Fundamentals of Nutrition Science and Food Science	16(35.56%)	24(53.33%)	5(11.11%)	0	0
25	Through the program you attained ability to make right decisions about diet after completing graduation in Food, Nutrition and Dietetics	17(37.78%)	26(57.78%)	2(4.44%)	0	0
26	You are able to apply knowledge gained through the study of Food, Nutrition and Dietetics and to make right decisions in clinical set ups	14(31.11%)	28(62.22%)	3(6.67%)	0	0
27	You are able to apply the knowledge gained through the study of Food, Nutrition and Dietetics to food production and service	13(28.89%)	23(51.11%)	8(17.78%)	1(2.22%)	0
28	Recommendation letters and Guidance provided by your teachers after completion of graduation	8(17.78%)	17(37.78%)	12(26.67%)	5(11.11%)	3(6.67%)

29	Overall rating of the programme	19(42.22%)	13(28.89%)	11(24.44 %)	2(4.44%)	0
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17.78% of alumni disagreed that they can conveniently receive recommendation letters and guidance provided by your teachers after completion of graduation. 17.78% are unsure whether they are able to apply the knowledge gained through the study of Food, Nutrition and Dietetics to food production and service. More than 60 % of the alumni agreed that course outcomes were clear in fulfilment of learning objectives and needs, included project/dissertation/internship training/field visit which provided opportunities for real-life experiential learning and leadership quality and provided with hands on training, practical and field work which helped in employability.

Additionally, 24.44% of alumni were unsure if curriculum had scope for acquiring employable and entrepreneurship skills. Another 24.44% were unsure that the program outcomes, program specific outcomes, course outcomes are displayed on website. However, nearly all the alumni agreed that the curriculum provided opportunities for out of class room learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions). At the same time nearly 90% agreed appropriate weightage was given to skill development and entrepreneurship in the curriculum.

Sir Vithaldas Thackersey College of Home Science (Autonomous)

Report and Analysis of Alumni's Feedback of Curriculum –

Department of Textile and Apparel Designing

Number of feedback forms received – 6

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum content included latest advancements and updates as per the need of industry	2(33.33%)	3(50%)	1(16.67%)	0	0
2.	The curriculum provided opportunities for out of class room learning (guest lectures, seminars, workshop, value added programs, conferences, competitions)	3(50%)	2(33.33%)	1(16.67%)	0	0
3.	PO, PSO, CO are displayed on website	3(50%)	2(33.33%)	1(16.67%)	0	0
4.	The Course Outcomes were clear in fulfilment of learning objectives and needs	3(50%)	2(33.33%)	1(16.67%)	0	0
5.	The expected learning outcomes through the curriculum have professional relevance	3(50%)	2(33.33%)	1(16.67%)	0	0
6.	Curriculum provided with hands on training, practical and field work which helped in employability	2(33.33%)	2(33.33%)	2(33.33%)	0	0

7.	Curriculum Included project/dissertation/ internship training/field visit which provided opportunities for real-life experiential Learning.	3(50%)	0	2(33.33%)	0	0
8.	Problem solving skills	3(50%)	3(50%)	0	0	0
9.	Creativity and ability to innovate	2(33.33%)	3(50%)	1(16.67%)	0	0
10.	Leadership quality(Ability to take initiative, be proactive and manage)	2(33.33%)	3(50%)	1(16.67%)	0	0
11.	Teamwork	3(50%)	2(33.33%)	1(16.67%)	0	0
12.	Scope for acquiring employable and entrepreneurship skills	2(33.33%)	2(33.33%)	1(16.67%)	1(16.67%)	0
13.	Appropriate weightage given to skill development and entrepreneurship in the curriculum	2(33.33%)	3(50%)	1(16.67%)	0	0
14.	Gender	2(33.33%)	4(66.67%)	0	0	0
15.	Human Values	2(33.33%)	3(50%)	1(16.67%)	0	0
16.	Environment and Sustainability	3(50%)	2(33.33%)	1(16.67%)	0	0
17.	Professional Ethics	2(33.33%)	3(50%)	1(16.67%)	0	0

18.	Local	2(33.33%)	3(50%)	1(16.67%)	0	0
19.	National	1(16.67%)	4(66.67%)	1(16.67%)	0	0
20.	Regional	2(33.33%)	2(33.33%)	1(16.67%)	0	0
21.	Global needs	2(33.33%)	4(66.67%)	0	0	0
22.	Overall curriculum is appropriate to meet the needs of the students	2(33.33%)	3(50%)	1(16.67%)	0	0
23.	Overall curriculum is relevant to the global standards and industry requirements	3(50%)	2(33.33%)	1(16.67%)	0	0
24.	The program developed appropriate skills developed in Fashion Designing and Product Development.	2(33.33%)	3(50%)	1(16.67%)	0	0
25.	The program led to acquisition of knowledge in Fashion Retail and Visual Merchandising.	2(33.33%)	3(50%)	1(16.67%)	0	0
26.	The program led to clear understanding of scientific knowledge in the manufacturing process of yarns, fabrics and garments.	2(33.33%)	3(50%)	1(16.67%)	0	0
27.	The program led to clear understanding of quality control in the textiles and garment industry.	2(33.33%)	3(50%)	1(16.67%)	0	0

28.	The program improved your ability to appreciate the rich heritage of traditional textile and embroideries of India.	2(33.33%)	3(50%)	1(16.67%)	0	0
	Recommendation letters and Guidance provided by your teachers after completion of graduation	2(33.33%)	2(33.33%)	2(33.33%)	0	0
	Overall rating of the program	3(50%)	1(16.67%)	2(33.33%)	0	0

33.33% of alumni responded that they were uncertain about receiving recommendation letters and guidance provided by your teachers after completion of graduation. 33.33% of the alumni mentioned that they were unsure if the curriculum provided with hands on training, practical and field work which helped in employability. Another 33.33% were uncertain whether the curriculum Included project/dissertation/internship training/field visit which provided opportunities for real-life experiential learning. Nearly 50% of the alumni strongly agreed the curriculum provided opportunities for out of class room learning (guest lectures, seminars, workshop, value added programs, conferences, competitions), program outcome, program specific outcome and course outcomes are displayed on website as well as the course outcomes were clear in fulfillment of learning objectives and needs.

Exactly half the respondents agreed that the curriculum content included problem solving skills, scope for creativity and ability to innovate and taught leadership qualities and latest advancements and updates as per the need of the industry. Additionally, half of the alumni gave feedback that the program led to clear understanding of scientific knowledge in the manufacturing process of yarns, fabrics and garments as well as the program led to clear understanding of quality control in the textiles and garment industry.

Report and Analysis of Alumni's Feedback of Curriculum – Developmental Counselling

No of feedback forms received - 5

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum content included latest advancements and updates as per the need of industry.	3(60%)	2(40%)	0	0	0
2.	The curriculum provided opportunities for out of classroom learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions)	3(60%)	2(40%)	0	0	0
3.	PO, PSO, CO are displayed on website	2(40%)	2(40%)	1(20%)	0	0
4.	The Course Outcomes were clear in fulfilment of learning objectives and needs	4(80%)	1(20%)	0	0	0
5.	The expected learning outcomes through the curriculum have professional relevance	3(60%)	2(40%)	0	0	0
6.	Curriculum provided with hands on training, practical and fieldwork which	3(60%)	2(40%)	0	0	0

	helped in employability					
7.	Curriculum Included project/dissertation/ internship training/field visit which provided opportunities for real-life experiential Learning.	4(80%)	1(20%)	0	0	0
8.	Problem solving skills	4(80%)	1(20%)	0	0	0
9.	Creativity and ability to innovate	5(100%)	0	0	0	0
10.	Leadership quality(Ability to take initiative, be proactive and manage)	4(80%)	1(20%)	0	0	0
11.	Teamwork	5(100%)	0	0	0	0
12.	Scope for acquiring employable and entrepreneurship skills	2(40%)	3(60%)	0	0	0
13.	Appropriate weightage given to skill development and entrepreneurship in the curriculum	4(80%)	1(20%)	0	0	0
14.	Gender	3(60%)	1(20%)	1(20%)	0	0
15.	Human Values	3(60%)	2(40%)	0	0	0
16.	Environment and Sustainability	3(60%)	2(40%)	0	0	0
17.	Professional Ethics	3(60%)	2(40%)	0	0	0
18.	Local	3(60%)	2(40%)	0	0	0
19.	National	2(40%)	3(60%)	0	0	0

20.	Regional	2(40%)	2(40%)	0	0	0
21.	Global needs	2(40%)	3(60%)	0	0	0
22.	Overall curriculum is appropriate to meet the needs of the students	3(60%)	2(40%)	0	0	0
23.	Overall curriculum is relevant to the global standards and industry requirements	2(40%)	3(60%)	0	0	0
24.	Your awareness of the developmental problems at different stages across the life span is useful at your workplace	2(40%)	3(60%)	0	0	0
25.	Your skills in helping children with developmental problems and learning difficulties	3(60%)	2(40%)	0	0	0
26.	You are able to plan and implement developmental programs, including life-skills for children	2(40%)	3(60%)	0	0	0
27.	You are able to plan and implement remedial sessions for children with learning disability	1(20%)	2(40%)	2(40%)	0	0
28.	Recommendation letters and Guidance provided by your teachers after	1(20%)	3(60%)	1(20%)	0	0

	completion of graduation					
29.	Overall rating of the programme	2(40%)	3(60%)	0	0	0

40% of alumni mentioned that they cannot say whether they are able to plan and implement remedial sessions for children with learning disability. 20% of alumni responded that they were uncertain about receiving recommendation letters and guidance provided by your teachers after completion of graduation. About 80% agreed that they are available that the program outcomes, program specific outcomes, course outcomes are displayed on website. All the alumni have strongly agreed that the curriculum enables them to creativity and ability to innovate and teamwork. Almost 4/5th of the alumni strongly agreed that the course outcomes were clear in fulfilment of learning objectives and needs, included project/dissertation/internship training/field visit which provided opportunities for real-life experiential learning and leadership quality.

Sir Vithaldas Thackersey College of Home Science

Report and Analysis of Alumni's Feedback of Curriculum – Interior Design and Resource Management

Number of feedback forms received - 20

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum content included latest advancements and updates as per the need of industry.	2(10%)	15(75%)	3(15%)	0	0
2.	The curriculum provided opportunities for out of classroom learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions)	1(5%)	19(95%)	0	0	0
3.	PO, PSO, CO are displayed on website	3(15%)	13(65%)	4(20%)	0	0
4.	The Course Outcomes were clear in fulfilment of learning objectives and needs	1(5%)	17(85%)	2(10%)	0	0
5.	The expected learning outcomes through the curriculum have professional relevance	1(5%)	15(75%)	3(15%)	1(5%)	0
6.	Curriculum provided with hands on training, practical	1(5%)	11(55%)	6(30%)	2(10%)	0

	and field work which helped in employability					
7.	Curriculum Included project/dissertation/ internship training/field visit which provided opportunities for real-life experiential Learning .	1(5%)	13(65%)	6(30%)	0	0
8.	Problem solving skills	3(15%)	15(75%)	2(10%)	0	0
9.	Creativity and ability to innovate	5(25%)	12(60%)	3(15%)	0	0
10.	Leadership quality(Ability to take initiative, be proactive and manage)	3(15%)	15(75%)	2(10%)	0	0
11.	Teamwork	6(30%)	12(60%)	2(10%)	0	0
12.	Scope for acquiring employable and entrepreneurship skills	2(10%)	13(65%)	5(25%)	0	0
13.	Appropriate weightage given to skill development and entrepreneurship in the curriculum	3(15%)	14(70%)	3(15%)	0	0
14.	Gender	1(5%)	14(70%)	3(15%)	2(10%)	0
15.	Human Values	4(20%)	12(60%)	4(20%)	0	0
16.	Environment and Sustainability	2(10%)	13(65%)	5(25%)	0	0
17.	Professional Ethics	2(10%)	15(75%)	2(10%)	1(5%)	0
18.	Local	3(15%)	14(70%)	3(15%)	0	0

19.	National	2(10%)	16(80%)	2(10%)	0	0
20.	Regional	2(10%)	14(70%)	4(20%)	0	0
	Global needs	4(20%)	12(60%)	4(20%)	0	0
21.	Overall curriculum is appropriate to meet the needs of the students	1(5%)	16(80%)	3(15%)	0	0
22.	Overall curriculum is relevant to the global standards and industry requirements	1(5%)	14(70%)	5(25%)	0	0
23.	The practical inputs on technical aspects like Services, Estimation etc. of Interior Design through this program have been useful.	3(15%)	15(75%)	2(10%)	0	0
24.	The program gave a perspective for a career as an Interior Designer.	3(15%)	15(75%)	2(10%)	0	0
25.	The program focused on critical appreciation of various Global perspectives of design.	1(5%)	15(75%)	4(20%)	0	0
26.	After completion of this program, there is improved understanding of materials, new trends and technology in Interior Designing.	2(10%)	11(55%)	7(35%)	0	0

27.	Recommendation letters and Guidance provided by your teachers after completion of graduation	3(15%)	12(60%)	4(20%)	0	1(5%)
28.	Overall rating of the programme	3(15%)	13(65%)	2(10%)	1(5%)	1(5%)

Nearly 35% alumni were uncertain after completion of this program, if there is any improved understanding of materials, new trends and technology in Interior Designing. Another 1/3rd approx. alumni responded that they were unsure if curriculum provided with 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.

Report and Analysis of Alumni's Feedback of Curriculum – Hospitality and Tourism Management

No of feedback forms received - 7

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum content included latest advancements and updates as per the need of industry.	2(28.57 %)	4(57.14 %)	1(14.29 %)	0	0
2.	The curriculum provided opportunities for out of class room learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions)	1(14.29 %)	5(71.43 %)	1(14.29 %)	0	0
3.	PO, PSO, CO are displayed on website	3(42.86 %)	4(57.14 %)	0	0	0
4.	The Course Outcomes were clear in fulfilment of learning objectives and needs	2(28.57 %)	5(71.43 %)	0	0	0
5.	The expected learning outcomes through the curriculum have professional relevance	2(28.57 %)	3(42.86 %)	2(28.57 %)	0	0
6.	Curriculum provided with hands on training, practical and field work which helped in employability	1(14.29 %)	4(57.14 %)	2(28.57 %)	0	0
7.	Curriculum Included project/dissertation/internship training/field visit which provided opportunities for	1(14.29 %)	5(71.43 %)	1(14.29 %)	0	0

	real-life experiential Learning .					
8.	Problem solving skills	2(28.57 %)	4(57.14 %)	1(14.29 %)	0	0
9.	Creativity and ability to innovate	3(42.86 %)	4(57.14 %)	0	0	0
10.	Leadership quality(Ability to take initiative, be proactive and manage)	3(42.86 %)	2(28.57 %)	2(28.57 %)	0	0
11.	Teamwork	4(57.14 %)	1(14.29 %)	2(28.57 %)	0	0
12.	Scope for acquiring employable and entrepreneurship skills	2(28.57 %)	2(28.57 %)	3(42.86 %)	0	0
13.	Appropriate weightage given to skill development and entrepreneurship in the curriculum	2(28.57 %)	5(71.43 %)	0	0	0
14.	Gender	2(28.57 %)	5(71.43 %)	0	0	0
15.	Human Values	2(28.57 %)	3(42.86 %)	2(28.57 %)	0	0
16.	Environment and Sustainability	2(28.57 %)	3(42.86 %)	2(28.57 %)	0	0
17.	Professional Ethics	2(28.57 %)	3(42.86 %)	2(28.57 %)	0	0
18.	Local	2(28.57 %)	5(71.43 %)	0	0	0
19.	National	2(28.57 %)	3(42.86 %)	2(28.57 %)	0	0
20.	Regional	2(28.57 %)	3(42.86 %)	2(28.57 %)	0	0

21.	Global needs	2(28.57 %)	5(71.43 %)	0	0	0
22.	Overall curriculum is appropriate to meet the needs of the students	3(42.86 %)	4(57.14 %)	0	0	0
23.	Overall curriculum is relevant to the global standards and industry requirements	2(28.57 %)	4(57.14 %)	1(14.29 %)	0	0
24.	You understood the Hospitality Industry through this program and it helped you at your workplace	2(28.57 %)	5(71.43 %)	0	0	0
25.	There is relevance of the Theory content to actual working of the Hotel and Tourism industry.	2(28.57 %)	3(42.86 %)	2(28.57 %)	0	0
26.	The Program gave you the perspective for higher education in the area of specialization from the program	2(28.57 %)	5(71.43 %)	0	0	0
27.	The insights given by the program to challenges in the Hospitality and Tourism Sector have been useful at workplace.	2(28.57 %)	2(28.57 %)	3(42.86 %)	0	0
28.	Recommendation letters and Guidance provided by your teachers after completion of graduation	1(14.29 %)	2(28.57 %)	2(28.57 %)	1(14.29 %)	1(14.29 %)
29.	Overall rating of the program	1(14.29 %)	2(28.57 %)	4(57.14 %)	0	0

42.86% of alumni were unsure that if there was scope for acquiring employable and entrepreneurship skills and the insights given by the program to challenges in the Hospitality and Tourism Sector will be useful at workplace. Another 28.57% alumni responded that they were unsure if the curriculum included concepts of human values, professional ethics, environment and sustainability along with national and regional relevance. have professional relevance. 28.57% of alumni were uncertain if there is relevance of the theory content to actual working of the Hotel and Tourism industry. In addition, 1/4th of alumni responded that they were unsure if they acquired leadership quality, teamwork and if curriculum provided with hands on training, practical and field work which helped in employability. On the other hand, almost 85% alumni agreed that curriculum included lots of project/dissertation/internship training/field visit which provided opportunities for real-life experiential learning. 71.43% responded that the curriculum provided opportunities for out of class room learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions).

Sir Vithaldas Thackersey College of Home Science (Autonomous)

**Report and Analysis of Alumni's Feedback of Curriculum –
Department of Mass Communication and Extension**

Number of feedback forms received - 11

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum content included latest advancements and updates as per the need of industry.	3(27.27%)	5(45.45%)	2(18.18%)	1(9.09%)	0
2.	The curriculum provided opportunities for out of class room learning (guest lectures, seminars, workshop, value added programs, conferences, competitions)	3(27.27%)	8(72.73%)	0	0	0
3.	PO, PSO, CO are displayed on website	4(36.36%)	5(45.45%)	2(18.18%)	0	0
4.	The Course Outcomes were clear in fulfilment of learning objectives and needs	3(27.27%)	6(54.55%)	2(18.18%)	0	0
5.	The expected learning outcomes through the curriculum have professional relevance	2(18.18%)	6(54.55%)	3(27.27%)	0	0
6.	Curriculum provided with hands on training, practical and field work which helped in employability	1(9.09%)	5(45.45%)	5(45.45%)	0	0

7.	Curriculum Included project/dissertation/ internship training/field visit which provided opportunities for real-life experiential Learning.	4(36.36%)	5(45.45%)	2(18.18%)	0	0
8.	Problem solving skills	4(36.36%)	6(54.55%)	1(9.09%)	0	0
9.	Creativity and ability to innovate	7(63.64%)	3(27.27%)	1(9.09%)	0	0
10.	Leadership quality(Ability to take initiative, be proactive and manage)	7(63.64%)	2(18.18%)	2(18.18%)	0	0
11.	Teamwork	5(45.45%)	6(54.55%)	0	0	0
12.	Scope for acquiring employable and entrepreneurship skills	4(36.36%)	6(54.55%)	1(9.09%)	0	0
13.	Appropriate weightage given to skill development and entrepreneurship in the curriculum	5(45.45%)	3(27.27%)	3(27.27%)	0	0
14.	Gender	0	9(81.82%)	0	2(18.18%)	0
15.	Human Values	2(18.18%)	7(63.64%)	2(18.18%)	0	0
16.	Environment and Sustainability	4(36.36%)	6(54.55%)	1(9.09%)	0	0

17.	Professional Ethics	2(18.18%)	9(81.82%)	0	0	0
18.	Local	4(36.36%)	4(36.36%)	3(27.27%)	0	0
19.	National	4(36.36%)	4(36.36%)	3(27.27%)	0	0
20.	Regional	4(36.36%)	5(45.45%)	2(18.18%)	0	0
21.	Global needs	3(27.27%)	4(36.36%)	4(36.36%)	0	0
22.	Overall curriculum is appropriate to meet the needs of the students	4(36.36%)	5(45.45%)	2(18.18%)	0	0
23.	Overall curriculum is relevant to the global standards and industry requirements	4(36.36%)	2(18.18%)	5(45.45%)	0	0
24.	The Program led to clear understanding of issues related to society, environment, health and education.	4(36.36%)	4(36.36%)	3(27.27%)	0	0
25.	Your training in Mass Media skills and processes linked to Photography, Sound Reproduction, Film Making and Advertising has been useful at workplace.	3(27.27%)	6(54.55%)	2(18.18%)	0	0
26.	The program led to inculcate skills to critically evaluate the nature and content of Mass Media.	6(54.55%)	4(36.36%)	1(9.09%)	0	0

27.	The program built the ability to apply your knowledge in mainstream/ alternative media to bring about social change and reach the unreached.	3(27.27%)	7(63.64%)	1(9.09%)	0	0
28.	Recommendation letters and Guidance provided by your teachers after completion of graduation	5(45.45%)	3(27.27%)	2(18.18%)	1(9.09%)	0
29.	Overall rating of the programme	3(27.27%)	2(18.18%)	6(54.55%)	0	0

Nearly 27.27% alumni were unsure if the program led to clear understanding of issues related to society, environment, health and education. Almost 36.36% are unsure if the curriculum meets the global needs and 45.45% mentioned if overall curriculum is relevant to the global standards and industry requirements. Another approximately 1/4th alumni were uncertain if the expected learning outcomes through the curriculum have professional relevance and appropriate weightage is given to skill development and entrepreneurship in the curriculum as well as included latest advancements and updates as per the need of industry. However nearly 80% agreed that the training in Mass Media skills and processes linked to Photography, Sound Reproduction, Film Making and Advertising has been useful at workplace.

**SIR VITHALDAS THACKERSEY COLLEGE
OF HOME SCIENCE (AUTONOMOUS)
SNDT WOMEN'S UNIVERSITY, JUHU**



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

Report and Analysis of Employer's Feedback of the Curriculum –

ALL SPECIALIZATIONS

Number of feedback forms received - 25

Sr. No.	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	The course objectives are well defined and the modules are logically structured.	6 (24 %)	16 (64 %)	3 (12 %)	0 (0 %)	0 (0 %)
2	The contents of the course are in conformity with the learning outcomes.	7 (28 %)	14 (56 %)	4 (16 %)	0 (0 %)	0 (0 %)
3	The expected learning outcomes through the curriculum have professional relevance	5 (20 %)	17 (68 %)	3 (12 %)	0 (0 %)	0 (0 %)
4	Emphasis is given on both fundamentals as well as latest developments in the curriculum.	5 (20 %)	17 (68 %)	3 (12 %)	0 (0 %)	0 (0 %)
5	The curriculum includes knowledge and skills required for the job market.	6 (24 %)	13 (52 %)	5 (20 %)	1 (4 %)	0 (0 %)
6	Curriculum Includes project/dissertation/ internship training/field visit which provided opportunities for real-life experiential Learning .	5 (20 %)	13 (52 %)	7 (28 %)	0 (0 %)	0 (0 %)
7	The curriculum Incorporates computer skills and other soft skills needed for employment.	3 (12 %)	16 (64 %)	6 (24 %)	0 (0 %)	0 (0 %)

8	Problem solving skills	1 (4 %)	20 (80 %)	3 (12 %)	1 (4 %)	0 (0 %)
9	Creativity and ability to innovate	3 (12 %)	17 (68 %)	4 (16 %)	1 (4 %)	0 (0 %)
10	Leadership quality(Ability to take initiative, be proactive and manage)	3 (12 %)	16 (64 %)	6 (24 %)	0 (0 %)	0 (0 %)
11	Promotes team work	7 (28 %)	15 (60 %)	3 (12 %)	0 (0 %)	0 (0 %)
12	Provides scope for acquiring employable and entrepreneurship skills	2 (8 %)	18 (72 %)	5 (20 %)	0 (0 %)	0 (0 %)
13	Gender	2 (8 %)	14 (56 %)	8 (32 %)	1 (4 %)	0 (0 %)
14	Human Values	5 (20 %)	16 (64 %)	4 (16 %)	0 (0 %)	0 (0 %)
15	Environment and Sustainability	7 (28%)	15 (60 %)	3 (12 %)	0 (0 %)	0 (0 %)
16	Professional Ethics	4 (16 %)	16 (64 %)	4 (16 %)	1 (4 %)	0 (0 %)
17	Local	3 (12 %)	16 (64 %)	6 (24 %)	0 (0 %)	0 (0 %)
18	National	4 (16 %)	16 (64 %)	5 (20 %)	0 (0 %)	0 (0 %)
19	Regional	4 (16 %)	14 (56 %)	7 (28 %)	0 (0 %)	0 (0 %)
20	Global needs	4 (16 %)	15 (60 %)	6 (24 %)	0 (0 %)	0 (0 %)
21	Overall curriculum is appropriate to meet the needs of the students	4 (16 %)	15 (60 %)	6 (24 %)	0 (0 %)	0 (0 %)
22	Overall curriculum is relevant to the global standards and industry requirements	7 (28 %)	12 (48 %)	6 (24 %)	0 (0 %)	0 (0 %)

Feedback was collectively obtained from the Employer's as stakeholders from all the Departments of 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 25 responses obtained were collected and analysed accordingly. The findings were as follows:

Approximately 28% of the employer are neutral about whether curriculum Includes project/dissertation/internship training/field visit which provided opportunities for real-life experiential learning. About 1/4th of employers responded that they were unsure whether curriculum provided local, regional and global exposure to the student. In addition, about quarter of them felt uncertain that the overall curriculum was appropriate to meet student's needs.

However, about 80% agreed that the curriculum provided apt problem solving skills to meet challenges. Approximately 68% employers gave response in agreement that the expected learning outcomes through the curriculum have professional relevance as well as emphasises is both fundamentals as well as latest developments enabling student for creativity and ability to innovate.

Sir Vithaldas Thackersey College of Home Science (Autonomous)

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

SNDT WOMEN'S UNIVERSITY, JUHU



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

Report and Analysis of Teacher's Feedback of Curriculum –

ALL SPECIALIZATIONS

Number of feedback forms received - 25

Feedback was collectively obtained from the teachers of all the Departments of 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 25 responses obtained were collected and analysed accordingly. The findings were as follows:

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Inclusions of latest advancement and updates – student's needs	16 (64%)	9 (36%)	0 (0%)	0 (0%)	0 (0%)
2	Includes latest advancements and updates as per the need of industry	10 (40 %)	14 (56 %)	1 (4 %)	0 (0%)	0 (0%)
3	Provides opportunity for the conducting research and project related activities.	17 (68 %)	7 (28 %)	1 (4 %)	0 (0%)	0 (0%)
4	Curriculum is balanced with regard to the theoretical knowledge	14 (56 %)	10 (40 %)	1 (4 %)	0 (0%)	0 (0%)
5	Curriculum is balanced with regard to the practical knowledge.	15 (60 %)	8 (32 %)	2 (8 %)	0 (0%)	0 (0%)
6	Opinion of the faculty members are taken in to account during curriculum revision.	18 (72 %)	6 (24 %)	1 (4 %)	0 (0%)	0 (0%)
7	Contents of the course are in conformity with the learning outcomes	14 (56 %)	10 (40 %)	1 (4 %)	0 (0%)	0 (0%)
8	Course specific outcomes are shared at the commencement of the course	17 (68 %)	7 (28 %)	1 (4 %)	0 (0%)	0 (0%)
9	Relevance of learning outcomes to course objectives	16 (64 %)	8 (32 %)	1 (4 %)	0 (0%)	0 (0%)
10	Course outcomes were clear in fulfilment of learning objectives and needs	15 (60 %)	9 (36 %)	1 (4 %)	0 (0%)	0 (0%)

11	Expected learning outcomes through the curriculum have professional relevance	13 (52 %)	10 (40 %)	2 (8 %)	0 (0%)	0 (0%)
12	Curriculum provides with hands on training, practical and field work which would help in employability	15 (60 %)	3 (36 %)	1 (4 %)	0 (0%)	0 (0%)
13	Curriculum provides opportunity for students to participate in internship, student exchange, field visit	16 (64 %)	7 (28 %)	1 (4 %)	0 (0%)	1 (4 %)
14	Appropriate focus is provided to skill development and entrepreneurship in the curriculum	11 (44 %)	12 (48 %)	2 (8 %)	0 (0%)	0 (0%)
15	Gender selected	13 (52 %)	8 (32 %)	1 (4 %)	0 (0%)	0 (0%)
16	Human Values	13 (52 %)	8 (32 %)	1 (4 %)	0 (0%)	0 (0%)
17	Environment and Sustainability	18 (72 %)	5 (20 %)	2 (8 %)	0 (0%)	0 (0%)
18	Professional Ethics	19 (76 %)	5 (20 %)	1 (4 %)	0 (0%)	0 (0%)
19	Local needs	15 (60 %)	8 (32 %)	2 (8 %)	0 (0%)	0 (0%)
20	National needs	12 (48 %)	10 (40 %)	3 (12 %)	0 (0%)	0 (0%)
21	Regional needs	12 (48 %)	11 (44 %)	2 (8 %)	0 (0%)	0 (0%)
22	Global needs	13 (52 %)	10 (40 %)	1 (4 %)	1 (4 %)	0 (0%)
23	Overall curriculum - Appropriate to meet the needs of the students	12 (48 %)	12 (48 %)	1 (4 %)	0 (0%)	0 (0%)
24	Overall curriculum - Relevant to the global standards and industry requirements	12 (48 %)	12 (48 %)	1 (4 %)	0 (0%)	0 (0%)

Nearly 1/6th of the teachers were neutral about the focus of curriculum into the gender and human values. Almost all the teachers responded that the curriculum included latest advancements, updates as per student's and industry needs. Additionally, all the teachers agreed that the curriculum included balance of both theoretical and practical knowledge and provides opportunity for the conducting research and project related activities. Almost 2/3rd strongly agreed that their opinions are taken in to account during curriculum revision. More than 80% agree that curriculum provides with hands on training, practical and field work which would help in employability as well as opportunity for students to participate in internship, student exchange, field visit.

SIR VITHALDAS THACKERSEY COLLEGE OF HOME SCIENCE (AUTONOMOUS)

SNDT WOMEN'S UNIVERSITY, JUHU



**Report and Analysis of Student's Feedback of Curriculum
2020-2021**

SELF FINANCE DEPARTMENT

Feedback was collectively obtained from the students as stakeholders from all the Self Finance Department 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' program 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

Sr. No .	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The Syllabus is suitable to the Program	13(29.55%)	29(50.64%)	0	1(2.28%)	1(2.28%)
2.	The Syllabus is need based	13(29.55%)	27(60.64%)	0	4(9.10%)	0
3.	Aims and objectives (Learning outcomes/ Course Outcomes) of the syllabi are well defined and clear for all the courses	13(29.55%)	27(60.64%)	0	4(9.10%)	0
4.	The syllabus helps develop theory and Practical knowledge	9(20.46%)	30(68.10%)	1(2.28%)	4(9.10%)	1(2.28%)
5.	The syllabus/ Courses generate interest in the subject area	13(29.55%)	27(61.37%)	0	3(6.82%)	1(2.28%)
6.	Offering of the courses in terms of their relevance to the specialization streams	15(34.1%)	21(34.64%)	1(2.28%)	3(6.82%)	0
7.	Usefulness of the course in terms of knowledge, concepts, vocational skills, analytical abilities and	11(25%)	30(67.46%)	0	3(6.82%)	0

	broadening perspectives					
8.	Curriculum has prospects for higher education/ employability	14(31.82%)	26(58.64%)	0	4(9.10%)	0
9.	The curriculum gives scope for internship/ training/ research	16(36.37%)	20(51.37%)		5(11.37%)	0
10.	Sufficient number of prescribed books and reference materials are available in the library	6(13.64%)	23(44.19%)	0	13(29.55%)	2(4.55%)
11.	Different techniques of teaching were used by instructors for teaching	8(18.19%)	31(69.82%)	0	5(11.37%)	0
12.	The assessment and evaluation pattern are clearly explained to students	9(20.46%)	26(58.64%)	0	8(18.19%)	1(2.28%)
13.	Assignments and projects feedback were provided on timely manner.	9(20.46%)	20(44.73%)	0	11(25%)	4(9.1%)
14.	Curriculum support for project-based learning	12(27.28%)	28(63.64%)	0	4(9.1%)	0

A total of 44 responses were collected from the First year's students of Master in Specialised Dietetics program of the Self Finance department. Overall, the feedback of the curriculum was positive.

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% 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% students mentioned that they did not receive feedback of assignments and projects feedback on time.

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.

M.Sc. Specialized Dietetics SY

Number of feedback forms received - 27

Sr. No.	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The Syllabus is suitable to the Program	12(44.45%)	13(48.15%)	2(7.41%)	0	0
2.	The Syllabus is need based	11(40.75%)	14(51.86%)	1(3.71%)	1(3.71%)	0
3.	Aims and objectives (Learning outcomes/ Course Outcomes) of the syllabi are well defined and clear for all the courses	12(44.45%)	13(48.15%)	1(3.71%)	1(3.71%)	0
4.	The syllabus helps develop theory and Practical knowledge	12(44.45%)	13(48.15%)	1(3.71%)	1(3.71%)	0
5.	The syllabus/ courses generate interest in the subject area	11(40.75%)	13(48.15%)	3(11.12%)	0	0
6.	Offering of the courses in terms of their relevance to the specialization streams	11(40.75%)	14(51.86%)	1(3.71%)	1(3.71%)	0

7.	Usefulness of the course in terms of knowledge, concepts, vocational skills, analytical abilities and broadening perspectives	9(33.34%)	14(51.86%)	3(11.12%)	1(3.71%)	0
8.	Curriculum has prospects for higher education/ employability	10(37.04%)	15(55.56%)	1(3.71%)	1(3.71%)	0
9.	The curriculum gives scope for internship/ training/ research	14(51.86%)	8(29.63%)	5(18.52%)	0	0
10.	Sufficient number of prescribed books and reference materials are available in the library	5(18.52%)	7(25.93%)	13(48.15%)	1(3.71%)	1(3.71%)
11.	Different techniques of teaching were used by instructors for teaching	8(29.63%)	16(59.26%)	2(7.41%)	1(3.71%)	0
12.	The assessment and evaluation pattern are clearly explained to students	8(29.63%)	13(48.15%)	5(18.52%)	1(3.71%)	0
13.	Assignments and projects feedback were provided on timely manner.	10(37.04%)	10(37.04%)	6(22.23%)	1(3.71%)	0
14.	Curriculum support for project-based learning	11(40.75%)	13(48.15%)	2(7.41%)	1(3.71%)	0

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

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. Another 92% students agreed that the curriculum has prospects for higher education and employability. Approximately 80% students confirmed that the curriculum gives scope for internship/ training/ research. However, 43% of students are neutral that prescribed books and reference materials are available in the library. Another 22% students neither agreed nor disagreed if they received feedback of assignments and projects feedback on time. Around 20.47% were unsure if the assessment and evaluation pattern are explained clearly.

Sir Vithaldas Thackersey College of Home Science (Autonomous)

M. Design (Fashion Design)

Number of feedback forms received – 5

Sr. No.	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	The Syllabus is suitable to the Program	0	2(40%)	2(40%)	0	1(20%)
2	The Syllabus is need based	0	3(60%)	1(20%)	0	1(20%)
3	Aims and objectives (Learning outcomes/ Course Outcomes) of the syllabi are well defined and clear for all the courses	1(20%)	2(40%)	1(20%)	1(20%)	0
4	The syllabus helps develop theory and Practical knowledge	0	3(60%)	1(20%)	0	1(20%)
5	The syllabus/ Courses generates interest in the subject area	0	2(40%)	2(40%)	1(20%)	0
6	Offering of the courses in terms of their relevance to the specialization streams	0	2(40%)	2(40%)	0	1(20%)
7	Usefulness of the course in terms of knowledge, concepts, vocational skills, analytical abilities and broadening perspectives	1(20%)	3(60%)	0	0	1(20%)
8	Curriculum has prospects for higher education/ employability	1(20%)	2(40%)	1(20%)	0	1(20%)
9	The curriculum gives scope for internship/ training/ research	0	3(60%)	1(20%)	0	1(20%)

10	Sufficient number of prescribed books and reference materials are available in the library	0	1(20%)	4(80%)	0	0
11	Different techniques of teaching were used by instructors for teaching	0	2(40%)	3(60%)	0	0
12	The assessment and evaluation pattern are clearly explained to students	0	3(60%)	2(40%)	0	0
13	Assignments and projects feedback were provided on timely manner.	0	3(60%)	1(20%)	0	1(20%)
14	Curriculum support for project-based learning	1(20%)	2(40%)	1(20%)	0	1(20%)

A total of 5 responses were collected from the students of Master in Fashion Design program of the Self Finance department. Overall, the feedback of the curriculum was positive.

Approximately 60% students have mentioned that the syllabus is need based and helps develop theory and practical knowledge. 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. Another 60% students agreed that the curriculum has prospects for higher education and employability. About 80% of students are neutral that prescribed books and reference materials are available in the library.

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. Approximately 60% agreed that curriculum supports project-based learning. About 20% mentioned that syllabus need to be made more concrete for development of skills and employment. It was also stated by 20% that the assignment feedback was not provided.

SIR VITHALDAS THACKERSEY COLLEGE OF HOME SCIENCE (AUTONOMOUS)

SNDT WOMEN'S UNIVERSITY, JUHU



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

Feedback was collectively obtained from the alumni as stakeholders from all the Self Finance Specializations Department 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' program of the Self Finance department and analysed accordingly. The findings were as follows:

M.Sc. Specialized Dietetics - Alumni

Number of feedback forms received - 19

Sr. No.	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The syllabus has good balance between theory and application	7(36.85%)	8(42.11%)	4(21.06%)	0	0
2.	The curriculum ensures overall development of student	7(36.85%)	8(42.11%)	4(21.06%)	0	0
3.	The curriculum has been helpful to you with your present status / employment / higher education	6(31.58%)	7(36.85%)	6(31.58%)	0	0
4.	Expectations were met by the educational experience from the program	6(31.58%)	5(26.32%)	7(36.85%)	1(5.27%)	0
5.	The quality of instructions on the courses	7(36.85%)	9(47.37%)	3(15.79%)	0	0
6.	Enough opportunity provided for creativity and intellectual stimulation	4(21.06%)	8(42.11%)	7(36.85%)	0	0
7.	The syllabus matches with the existing needs of employment	8(42.11%)	5(26.32%)	6(31.58%)	0	0

8.	The syllabus adequately covers the contemporary topics/ global issues	5(26.32%)	7(36.85%)	6(31.58%)	1(5.27%)	0
9.	The courses are well structured and placed in order for a visible improvement in performance	5(26.32%)	9(47.37%)	4(21.06%)	0	1(5.27)
10.	Support from syllabus in promoting lifelong learning and ethical practices	6(31.58%)	10(52.64%)	3(15.79%)	0	0
11.	Research and Development opportunities as a UG /PG student	6(31.58%)	7(36.85%)	5(26.32%)	1(5.27%)	0
12.	Knowledge gained in practical classes in laboratories	11(57.9%)	4(21.06%)	4(21.06%)	0	0
13.	Department Association activities /contests	9(47.37%)	1(5.27%)	9(47.37%)	0	0
14.	Awareness on Higher Education opportunities	1(5.27%)	4(21.06%)	12(63.16%)	2(10.53%)	0
15.	Internship arrangement by the Department	7(36.85%)	2(10.53%)	10(52.64%)	0	0
16.	The faculty exhibited professionalism and mentored the students when required.	15(78.95%)	0	4(21.06%)	0	0

A total of 19 responses were collected from the alumni of Master in Specialised Dietetics program of the Self Finance department. More than 78% of alumni mentioned that the syllabus has good balance between theory and application and the curriculum ensures overall development of student. More than 68% syllabus matches with the existing needs of employment.

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. 31.58% of the syllabus are unsure matches with the existing needs of employment. Approximately 62% alumni agreed that the syllabus adequately covers the contemporary topics/ global issues.

Sir Vithaldas Thackersey College of Home Science (Autonomous)

M. Design (Fashion Design) – Alumni

Number of feedback forms received – 4

Sr. No.	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The syllabus has good balance between theory and application	0	1(25%)	3(75%)	0	0
2.	The curriculum ensures overall development of student	0	1(25%)	3(75%)	0	0
3.	The curriculum has been helpful to you with your present status / employment / higher education	0	1(25%)	2(50%)	1(25%)	0
4.	Expectations were met by the educational experience from the program	0	1(25%)	0	3(75%)	0
5.	The quality of instructions on the courses	0	1(25%)	0	3(75%)	0
6.	Enough opportunity provided for creativity and intellectual stimulation	0	0	100	0	0
7.	The syllabus matches the existing needs of employment	0	1(25%)	2(50%)	1(25%)	0
8.	The syllabus adequately covers the contemporary topics/ global issues	1(25%)	0	1(25%)	2(50%)	0
9.	The courses are well structured and placed in	0	1(25%)	0	3(75%)	0

	order for a visible improvement in performance					
10.	Support from syllabus in promoting lifelong learning and ethical practices	0	1(25%)	3(75%)	0	0
11.	Research and Development opportunities as a UG /PG student	0	1(25%)	3(75%)	0	0
12.	Knowledge gained in practical classes in laboratories	0	1(25%)	3(75%)	0	0
13.	Department Association activities /contests	0	3(75%)	0	1(25%)	0
14.	Awareness on Higher Education opportunities	0	1(25%)	2(50%)	1(25%)	0
15.	Internship arrangement by the Department	0	0	2(50%)	2(50%)	0
16.	The faculty exhibited professionalism and mentored the students when required.	0	3(75%)	1(25%)	0	0

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

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

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.

Majority of alumni gave a neutral response regarding the support from syllabus in promoting lifelong learning and ethical practices was present. 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.

Sir Vithaldas Thackersey College of Home Science (Autonomous)

SIR VITHALDAS THACKERSEY COLLEGE OF HOME SCIENCE (AUTONOMOUS)

SNDT WOMEN'S UNIVERSITY, JUHU



**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 Self- Finance Department of 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' program of the Self Finance department and analysed accordingly. The findings were as follows:

M.Sc. Specialized Dietetics

Number of feedback forms received – 3

Sr. No.	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The extent to which the student was able to apply the knowledge gained at workplace	0	1(33.34%)	2(66.67%)	0	0
2.	Weightage given to theoretical knowledge/employability	0	1(33.34%)	2(66.67%)	0	0
3.	Weightage given to, hands-on practical/skill development	1(33.34%)	2(66.67%)	0	0	0
4.	Weightage given to entrepreneurship/vocational training	0	0	2(66.67%)	1(33.34%)	0
5.	Depth of course content for innovativeness and creativity	1(33.34%)	2(66.67%)	0	0	0
6.	Inclusion/Incorporation of latest advancements in the subject/updating of knowledge	0	3(100%)	0	0	0
7.	Leadership qualities (Ability to take initiative, be	0	3(100%)	0	0	0

	proactive and manage)					
8.	Overall rating	0	3(100%)	0	0	0

A total of 3 responses was obtained from the Employers as stakeholders of Master in Specialised Dietetics program of the Self Finance department.

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.

Most of the employers agreed that curriculum incorporated appropriate weightage to hands-on practical/skill development and included aspects of innovation and creativity in course content. Only one employer out of three disagreed about weightage being given to entrepreneurship/vocational training by the scope of curriculum

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M. Design (Fashion Design) – Employer

Number of feedback forms received – 1

Sr.No.	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	The extent to which the student was able to apply the knowledge gained at workplace	0	1	0	0	0
2	Weightage given to theoretical knowledge/employ ability	0	1	0	0	0
3	Weightage given to, hands-on practical/skill development	0	1	0	0	0
4	Weightage given to entrepreneurship/ vocational training	0	0	1	0	0
5	Depth of course content for innovativeness and creativity	0	0	1	0	0
6	Inclusion/Incorporation of latest advancements in the subject/updating of knowledge	0	0	1	0	0
7	Leadership qualities (Ability to take initiative, be proactive and manage)	0	1	0	0	0
8	Overall rating	0	1	0	0	0

One response was obtained from the employer as a stakeholder of Master in Fashion Design program of the Self Finance department. The employer has agreed with the overall curriculum and considered appropriate as the student was able to apply the knowledge gained at 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 enabled 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.

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SIR VITHALDAS THACKERSEY COLLEGE OF HOME SCIENCE (AUTONOMOUS)

SNDT WOMEN'S UNIVERSITY, JUHU



**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 Self-Finance Department of 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' program of the Self Finance department and analysed accordingly. The findings were as follows:

M.Sc. Specialized Dietetics - Teachers

Number of feedback forms received – 5

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The curriculum content includes latest advancements and updates as per the need of students	2(40%)	3(60%)	0	0	0
2	The curriculum content includes latest advancements and updates as per the need of industry	3(60%)	1(20%)	1(20%)	0	0
3	The curriculum provides opportunity for the conducting research and project related activities.	3(60%)	1(20%)	1(20%)	0	0
4	The curriculum is balanced with regard to the theoretical knowledge.	3(60%)	2(40%)	0	0	0
5	The curriculum is balanced with regard to the practical knowledge.	1(20%)	3(60%)	1(20%)	0	0

6	The opinion of the faculty members is taken in to account during curriculum revision.	5(100%)	0	0	0	0
7	The contents of the course are in conformity with the learning outcomes.	2(40%)	3(60%)	0	0	0
8	The course specific outcomes are shared at the commencement of the course	2(40%)	3(60%)	0	0	0
9	Relevance of learning outcomes to course objectives	4(80%)	1(20%)	0	0	0
10	The Course Outcomes were clear in fulfilment of learning objectives and needs	4(80%)	1(20%)	0	0	0
11	The expected learning outcomes through the curriculum have professional relevance	2(40%)	3(60%)	0	0	0
12	Curriculum provides with hands on training, practical and field work which would help in employability	4(80%)	1(20%)	0	0	0
13	Curriculum provides opportunity for students to participate in internship, student exchange, field visit	4(80%)	1(20%)	0	0	0
14	Appropriate focus is provided to skill development and entrepreneurship in the curriculum	2(40%)	2(40%)	1(20%)	0	0
15	1. Gender	1(20%)	2(40%)	2(40%)	0	0
16	2. Human Values	2(40%)	3(60%)	0	0	0

17	3. Environment and Sustainability	0	4(80%)	1(20%)	0	0
18	4. Professional Ethics	3(60%)	2(40%)	0	0	0
19	1. local needs	3(60%)	2(40%)	0	0	0
20	2. National needs	3(60%)	1(20%)	1(20%)	0	0
21	3. Regional needs	3(60%)	2(40%)	0	0	0
22	4. Global needs	2(40%)	2(40%)	1(20%)	0	0
23	Overall curriculum is appropriate to meet the needs of the students	3(60%)	2(40%)	0	0	0
24	Overall curriculum is relevant to the global standards and industry requirements	2(40%)	3(60%)	0	0	0

A total of 5 responses was obtained from the Teachers as stakeholders of Master in Specialised Dietetics program of the Self Finance departments. 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.

20% of the respondents were uncertain if the curriculum provides opportunity for the conducting research and project related activities and is balanced with regard to the practical knowledge. 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.

All the teachers strongly agreed that the opinion of the faculty members is taken in to account during curriculum revision.

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. In addition, they strongly agreed that curriculum provides with hands on training, practical and field work which would help in employability.

M. Design (Fashion Design) – Teachers

Number of feedback forms received – 6

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The curriculum content includes latest advancements and updates as per the need of students	1(16.67%)	2(33.34%)	1(16.67%)	2(33.34%)	0
2	The curriculum content includes latest advancements and updates as per the need of industry	1(16.67%)	2(33.34%)	3(50%)	0	0
3	The curriculum provides opportunity for the conducting research and project related activities.	4(66.67%)	2(33.34%)	0	0	0
4	The curriculum is balanced with regard to the theoretical knowledge.	1(16.67%)	2(33.34%)	2(33.34%)	1(16.67%)	0
5	The curriculum is balanced with regard to the practical knowledge.	2(33.34%)	66.67	0	0	0
6	The opinion of the faculty members is taken in to account during curriculum revision.	2(33.34%)	1(16.67%)	3(50%)	0	0
7	The contents of the course are in conformity with the learning outcomes.	1(16.67%)	4(66.67%)	1(16.67%)	0	0
8	The course specific outcomes are shared at the commencement of the course	3(50%)	3(50%)	0	0	0
9	Relevance of learning outcomes to course objectives	3(50%)	2(33.34%)	1(16.67%)	0	0

10	The Course Outcomes were clear in fulfilment of learning objectives and needs	1(16.67%)	5(83.34%)	0	0	0
11	The expected learning outcomes through the curriculum have professional relevance	1(16.67%)	5(83.34%)	0	0	0
12	Curriculum provides with hands on training, practical and field work which would help in employability	2(33.34%)	1(16.67%)	3(50%)	0	0
13	Curriculum provides opportunity for students to participate in internship, student exchange, field visit	2(33.34%)	2(33.34%)	2(33.34%)	0	0
14	Appropriate focus is provided to skill development and entrepreneurship in the curriculum	2(33.34%)	4(66.67%)	0	0	0
15	1. Gender	2(33.34%)	1(16.67%)	3(50%)	0	0
16	2. Human Values	3(50%)	2(33.34%)	1(16.67%)	0	0
17	3. Environment and Sustainability	3(50%)	2(33.34%)	1(16.67%)	0	0
18	4. Professional Ethics	3(50%)	1(16.67%)	2(33.34%)	0	0
19	1. local needs	2(33.34%)	3(50%)	1(16.67%)	0	0
20	2. National needs	2(33.34%)	3(50%)	1(16.67%)	0	0
21	3. Regional needs	2(33.34%)	2(33.34%)	2(33.34%)	0	0
22	4. Global needs	2(33.34%)	1(16.67%)	3(50%)	0	0
23	Overall curriculum is appropriate to meet the needs of the students	2(33.34%)	3(50%)	1(16.67%)	0	0
24	Overall curriculum is relevant to the global standards and industry requirements	2(33.34%)	3(50%)	1(16.67%)	0	0

A total of 6 responses was obtained from the Teachers as stakeholders of Master in Fashion Design program of the Self Finance department. 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.

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 in to account during curriculum revision. Additionally, they were unsure if the curriculum provided with hands on training, practical and field work which would help in employability.

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. 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. Nearly all agreed that appropriate focus is provided to skill development and entrepreneurship in the curriculum.

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