

**SIR VITHALDAS THACKERSEY COLLEGE
OF HOME SCIENCE**

(EMPOWERED AUTONOMOUS STATUS)

SNDT WOMEN'S UNIVERSITY, JUHU



**ACTION TAKEN REPORT OF
CURRICULAR FEEDBACK A.Y. 2024-2025**

DEPARTMENT OF FOOD, NUTRITION AND DIETETICS – 56.3.1.6

Agenda 6-

Review of Curricular Feedback A.Y from important stakeholders students, alumni, teachers and employers.

Information/Discussion:

The Board reviewed the curricular feedback received from key stakeholders-students, teachers, alumni, and employers. It was noted that the Food, Nutrition & Dietetics curriculum is appreciated by more than 85-90% of respondents, who highlighted its strong academic foundation, ethical orientation, and balanced theory-practical approach supporting employability and professionalism.

Alumni and employers affirmed that graduates are industry-ready, adaptable, and demonstrate high ethical standards.

Suggestions for improvement (approximately 10%) were related to pedagogical delivery, with emphasis on increasing field exposure, digital integration, and interdisciplinary learning opportunities. Members agreed that the current curriculum is future-oriented and requires only minor refinements to further enhance satisfaction.

BOS Agenda Item No.6 FND Resolution:

It was resolved that the curricular feedback of the A.Y. be accepted, and that minor improvements focusing on field exposure, digital integration, and interdisciplinary learning be incorporated into the upcoming revisions, with the aim of further enhancing overall stakeholder satisfaction beyond 95%.

DEPARTMENT OF HUMAN DEVELOPMENT-56.3.2

To share the feedback report of stakeholders for AY-2024-25, for the specialisation of Developmental Counselling and Early Childhood Care & Education

Information:

Ms. Jain shared the stakeholders feedback with the members.

Strengths-The curriculum is largely effective and well received across stakeholder groups, with strong alignment to core academic foundations and contemporary child development models. Students demonstrate solid conceptual understanding, particularly in developmental psychology, communication, and early childhood education theory.

Alumni feedback confirms that the program builds strong professional values, reflective practice habits, and ethical foundations, contributing to positive career readiness and adaptability. Teachers acknowledge the curriculum's relevance and its structured progression of competencies, noting that it provides a meaningful balance between foundational knowledge and emerging educational perspectives.

Concerns- Better delivery exposure, technology integration, and real-world industry linkage very of applied and practical components. Increased hands-on

Teachers recommend deeper industry collaboration and research exposure.

Alumni call for stronger global benchmarking and advanced skill pathways.

Conclusion-Overall, the curriculum is academically strong and values-driven, but the execution of practical learning, internship supervision, and technical skill scaffolding requires strengthening to ensure consistently industry-ready graduates

Semester I and II

Strengths

Strong conceptual clarity in Communication Skills, Child Health & Nutrition, and Development & Guidance during Early Years.

High satisfaction with Child Development and Inclusive education modules.

Weakness

Neuropsychology: Limited translation of abstract theory to real-world understanding.

Computer Applications: Weakness in basic digital tool proficiency

Appreciation of Indian Knowledge Systems: Perceived as abstract and disconnected

Yoga: Limited experiential practice.

Digital Photography and Voice Culture: Lack of practical engagement.
Environmental Studies: Poor support for technical components like carbon accounting.

Conclusion-

Need for early practical exposure and scaffolding workshops
Applied learning requires stronger scaffolding and clarity on theory-practical weightage

Semester III and IV

Strengths

Strong conceptual understanding in Aids for Curriculum and Gender Responsive Communication.
Cognitive and family-focused modules well-received.

Weakness

Psychology: Difficulty in applied understanding.
Nutrition and Food Production: Shortage of lab infrastructure
Art & Design: Dissatisfaction due to limited hands-on practice.
Positive Psychology: Low engagement and weak experiential component.
Professional Communication: Lacking structured assessment and confidence-building

Conclusion-

Revamp practical hours; improve art, nutrition, and applied psychology modules
Applied learning requires stronger scaffolding and clarity on theory-practical weightage
Introduce experiential labs, communication simulations, and feedback sessions
Cross-cutting Issues
Practical workload overload and poor scheduling
Insufficient reflective learning and formative feedback.

Semester V and VI

Strengths

Strong conceptual grounding in Guidance & Counselling theory.
Cognitive and family focused modules well received.

Weakness

Preschool Education, Counselling, and Therapeutic Recreation practicals need better supervision and structure.

Conclusion-

Revamp practical hours; improve art, nutrition, and applied psychology modules
Applied learning requires stronger scaffolding and clarity on theory-practical weightage
Introduce experiential labs, communication simulations, and feedback sessions

Cross-cutting Issues

Inadequate faculty-student supervision ratios during fieldwork.

Insufficient reflective learning and formative feedback.

Recommendations and Action Points

1. Conduct early-semester skill workshops for all practical subjects.
2. Replace end-term heavy submissions with micro-practical assessments.
3. Clarify theory/practical ratio at the start of each elective.
4. Maintain 1:10 faculty-to-student ratio in practicum supervision.
5. Revise abstract modules (IKS, Yoga, Positive Psychology) with modern, applied approaches.
6. Enhance employer collaboration for live projects and placement readiness.
7. Create faculty-Industry co-creation cell for ongoing curriculum Integration

Discussion in AC:

The members felt that there were specific suggestions by stakeholders that needed to be considered. However, these should be incorporated as and when possible. The department may consider the same in view of the overall department and college goals.

Resolution of HD BOS Agenda No. 56.3.2

It was resolved in the 56th Academic Council meeting of Sir Vithaldas Thackersey College of Home Science (Empowered Autonomous Status), S. N. D. T. Women's University, Mumbai, held on, 02 and 03rd December, 2025, that the course feedback report of stakeholders for AY 2024-25. for the specialisation of Developmental Counselling and Early Childhood Care & Education, by the Department of Human Development along with the recommendations of the members of Board of Studies in the meeting held on 08th November, 2025, be approved and accepted.

DEPARTMENT OF TEXTILE AND APPAREL DESIGNING 56.3.3

Agenda No.4:

To share the feedback report of stakeholders for Academic Year 2024-25 for the Department of Textile and Fashion Designing.

Information:

Dr. Tuishyan shared the stakeholders feedback with the members

Semester 1

Strengths:

Strong foundation in communication skills, textile basics, and introductory fashion theory.
-High participation and engagement in socio-emotional learning and creative assignments.

Areas of Improvement: Eco-textiles and Fundamentals of Textiles require greater emphasis on application and analysis.

Fashion Illustration and Croquis Drawing need focused studio practice and visual proportion training.

Conclusion: Excellent theoretical grounding; adding structured studio clinics and demonstration labs will improve applied learning.

Semester 2

Strengths:

-Strong creative output in Traditional Textiles, Fashion Drawing, and Indian Embroidery courses.
Good understanding of cultural heritage and sustainability integration.

Areas of Improvement:

Carbon Accounting and Environmental GIS concepts need more applied sessions.

Yoga and value-based modules require better experiential learning methods.

Conclusion: Students show creativity and awareness; integrating tool-based labs and reflection modules will enhance skill depth.

Semester 3

Strengths:

Good grasp of marketing, merchandising, and interpersonal communication concepts.

- Ethical and professional behavior well instilled across practical coursework.

Areas of Improvement:

Pattern Making and Garment Construction require better accuracy and advanced finishing practice.

Counselling Skills and Voice Culture need more in-person workshops and guided feedback.

Conclusion: Strong theoretical clarity; introducing feedback-driven practical sessions will strengthen technical proficiency.

Semester 4

Strengths:

High engagement in digital design and computer-aided fashion applications. Conceptual clarity in sustainable design and global market understanding.

Areas of Improvement:

Supply Chain Management requires more real-world Industry exposure and field-based case studies.

-CAD and digital portfolio creation need structured, stepwise learning and continuous assessment.

Conclusion: Balanced academic semester; practical exposure and real-life case applications will build industry readiness.

Semester 5

Strengths:

Students display creativity and leadership in Export Merchandising and Fashion Forecasting. Strong aesthetic sensibility and project-based application across design labs.

Areas of Improvement:

Eco-friendly Textile processes and digital design tools require advanced demonstration sessions. Costing and sourcing aspects in Export Merchandising need live simulation exercises.

Conclusion: High creative and entrepreneurial potential; technical costing practice will ensure professional preparedness.

Semester 6

Strengths:

Students exhibit maturity in Textile Testing, Draping, and Grading techniques. Strong commitment to professional ethics and quality standards in final portfolios.

Areas of Improvement:

Research Methods and Academic Writing need structured guidance for analysis.

Internship structure and assessment parameters require standardization and formal review sessions.

Conclusion: Graduates demonstrate employability; refining research training and portfolio review mechanisms will boost outcomes

Recommendation is Action points

1. Implement focused mentoring and corrective feedback for Fashion Illustration, Pattern Making, Garment Construction, CAD, and Digital Portfolio development.
2. Strengthen Application-Based Learning in carbon accounting, Band small projects on eco-textiles.
3. Enhance Industry Exposure Experiential and Organizing regular industry visits, expert talks. Export Merchandising.
4. Strengthen Research Methods and Academic Writing by conducting structured workshops on research design etc.

5. Enhance employer readiness by collaborating with the industry

Discussion in AC:

The members observed that the feedback was well presented and clearly highlighted specific suggestions received from stakeholders. It was agreed that these suggestions may be incorporated wherever feasible, keeping in view the overall goals and objectives of the department and the institute.

Sir Vithaldas Thackersey College of Home Science (Empowered Autonomous Status)

DEPARTMENT OF RESOURCE MANAGEMENT- 56.3.4

Information and Discussion in AC:

Ms. Chetna Raje shared the Curriculum Feedback Analysis in this agenda. The curricular feedback is an important data which gives the insight to the students' perspective of the curriculum. This includes suggestions, opinions and grievances related to various courses, teaching methodology and assessment. It helps the faculty reflect on the curriculum design. and also teaching practices. The feedback for both specializations was discussed separately.

a) Hospitality & Tourism Management program -

The feedback collected from students, teachers, alumni, and employers across the Hospitality & Tourism Management program reflects a high level of satisfaction and confidence in the curriculum's relevance, academic rigor, and employability orientation. Across all stakeholder categories, more than 85-90% respondents' express agreement with curriculum quality, practical exposure, and holistic student development.

The curriculum is widely recognized as industry-aligned, ethically grounded, and pedagogically sound. The remaining 10-15% of partially agreed responses serve as constructive indicators for refining delivery, especially in digital skill integration, quantitative reasoning, and field-based application. Overall, the program maintains a robust academic design, strong faculty commitment, and a clear reputation for producing creative, competent, and responsible hospitality professionals.

b) Interior Designing & Resource Management.

The feedback collected from students, teachers, alumni, and employers across the Interior Designing & Resource Management program reflects a high level of satisfaction and confidence in the curriculum's relevance, academic rigor, and employability orientation. Across all stakeholder categories, more than 80-85% respondents' express agreement with curriculum quality, practical exposure, and holistic student development.

The curriculum is widely recognized as industry-aligned, ethically grounded, and pedagogically sound. The remaining 10-15% of 'partially agree' responses are constructive Indicators for refining course delivery, especially in digital skill integration, research methods, and industry exposure. Overall, the program maintains a robust academic design, strong faculty commitment, and a clear reputation for producing creative, competent, and responsible interior design professionals.

The concern over enrollment and student engagement was also discussed during the curricular feedback.

Ms. Raje shared the valuable inputs given by the members of the Board of Studies.

- Increase Publicity - Social Media by students through Instagram or FB.
- Alumni could be roped in for publicity.
- Placement can be emphasized and showcased on website and social media.

- Showcasing placement is important.
- Refresh the testimonials with Senior as well as recent alumni.
- For Hospitality and Tourism Management -
- MOU with Hotels.

Students placed in the Front Office are face of the college are like ambassadors of college. They should have intensive training.

There were no comments from the board members.

Resolution of RM AC Agenda No. 4:

It was resolved in the 56th Academic Council meeting of Sir Vithaldas Thackersey College of Home Science (Empowered Autonomous Status), S N.D.T. Women's University, Mumbai, held on Tuesday, 02 and 03 December, 2025, that the changes that the feedback shared by the students would be addressed and all the relevant concerns would be resolved. The suggestions given by the experts regarding student engagement would be implemented in the coming academic term.

DEPARTMENT OF MEDIA COMMUNICATION AND DEVELOPMENT – 56.3.5

Agenda of 54th Academic Council Meeting for the Academic Year 2023-2024
Any Other Matter

Information: Ms. Vipra Banerjee shared with the members that as part of the AQAR requirement the college undertakes Curricular feedback from all the stakeholders. The feedback and action report were shared with the members.

Action Taken for Curricular Feedback from Students

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

1. Area of Focus: The Course Outcomes were clear in fulfillment of learning objectives and needs. (FY Students)

Feedback received: Strongly Agree- 20%, Partially Agree-70%, Disagree-10% The department received positive feedback regarding the curriculum due to timely updating of its syllabus. However, the department needs to develop and focus on the changing nature of marketing and digital media.

Action Taken: We have got very positive feedback in all respects. But because the syllabus is new and there are a lot of changes due to NEP 2020 implementation. It's decided that we will look into the Learning outcomes and rewrite it. Also, we will consider the students point of view by taking their inputs

2. Area of focus: You were able to cope with completion of assignments and projects during the Academic year

Feedback received: Strongly Agree- 0%, Agree-28.5%, Disagree-71%

Action Taken: SYs Students are having the complaint of overburdening with assignments. After discussing with the students, we came to know that all the teachers give assignments during the same time. We have requested teachers to plan their assignments in advance and mention it in their teaching plan. Also, HOD will personally keep track of assignments on the google platform of the classroom. We have also requested all the teachers to use google classroom for accepting their assignments

3. Area of focus: Problem solving skills

Feedback received by industry: Agree- 0, Partially Agree-50%, Disagree-50% After interacting with the experts personally we got to know that students have to be more aware about the work culture of the industry. Also, they are not aware about contemporary happenings and latest developments in the media.

Action Taken: We are encouraging students to read newspapers daily to improve their awareness about the latest happenings. Also, we are planning to have more visiting faculties from the industry to interact with the students and sensitize them about the work culture in the industry.

4. Area of focus: Leadership quality (Ability to take initiative, be proactive and manage)

Feedback received by industry: Strongly Agree- 0, Agree-50%, Disagree-50% **Action Taken:** We are going to redesign the subject of Leadership in the second year. We have already taken the inputs from the industry experts and will implement the changed syllabus

from next year. Also, we are planning to have special leadership workshops for the students.

5. Area of Focus: Scope for acquiring employable and entrepreneurship skills Feedback received by industry: Strongly Agree- 0, Agree-50%, Disagree-50% Being an autonomous college, we are

trying our best to integrate all the latest technologies and content in the syllabus. But we can also look at the syllabus and content of foreign universities and make the syllabus more contemporary. As Per NEP 2020 we have tried our best to make the syllabus skill base

Action Taken: While redesigning the syllabus department will also study the content of foreign renowned universities. Also, the department will seek help from the alumni who had studied abroad or have been working abroad to develop the syllabus. We are planning to get more computers and software so that students can get hands-on experience. We are also planning more field visits and industry interaction.

Resolution

It was resolved in the 54th Academic council meeting of Sir Vithaldas Thackersey College of Home Science (Empowered Autonomous Status), S. N. D. T. Women's University, Mumbai, held that based on the feedback the action taken and implemented by the Department of Media communication and Development be accepted and passed.