

**SIR VITHALDAS THACKERSEY COLLEGE
OF HOME SCIENCE**

(EMPOWERED AUTONOMOUS STATUS)

SNDT WOMEN'S UNIVERSITY, JUHU



**REPORT AND ANALYSIS OF
CURRICULAR FEEDBACK A.Y. 2024-2025**



Sir Vithaldas Thackersey College of Home Science
(Empowered Autonomous Status)
S.N.D.T. Women's University
Department of Food, Nutrition and Dietetics
Curriculum Feedback Analysis (2024-25)

Executive Summary

The **Food Nutrition & Dietetics curriculum** at Sir Vithaldas Thackersey College of Home Science (Empowered Autonomous Status) enjoys a deeply positive reception across all major stakeholder categories: students, teachers, alumni, and employers.

With **over 85–90% of all respondents expressing clear satisfaction**, the feedback confirms the curriculum's success in achieving **relevance, clarity, and excellent professional preparation**. Stakeholders uniformly praise the program for its strong academic core, ethical focus, and ability to foster **employability, teamwork, and creativity**. The message is clear: the curriculum is effective and consistently produces **industry-ready, ethically grounded graduates**.

Only a minimal number of respondents (around **10%**) suggested improvements, and these insights focus on **delivery enhancements** rather than flaws in the content. To push satisfaction past the **95%** mark, the program's refinement efforts will concentrate on improving the student experience through **enhanced field-based learning, greater digital integration, and expanded cross-disciplinary opportunities**.

Student Feedback Analysis

General Overview

Average “Agree” rate \approx 85–90 %; “Partially Agree” \approx 10–15 %. Students overwhelmingly value the course structure, sequencing, and clarity. They find the balance between theoretical learning and laboratory experience highly effective. Minor gaps noted (in biochemistry, sustainability, and select practical's) are technical—not conceptual—and represent opportunities to make already-good modules more engaging.



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Curriculum Feedback Analysis (2024-25)

Semester 1

Strengths

- *Basic Nutrition and Foundation of Food Production* deliver exceptional clarity, linking scientific principles with applied kitchen practice.
- *Fundamentals of Baking* rated as highly enjoyable and confidence-building.

Areas for Refinement

- *Biochemistry (Theory & Practical)* – students request visual aids for complex molecular topics.
- *NSS* – needs stronger experiential linkage to nutrition and wellness themes.

Cross-Cutting Notes

Students thrive in sensory and practical modules; hence, even technical sciences should be taught through *see–do–reflect* models.

Conclusion

Semester 1 demonstrates an excellent conceptual base; introducing visual simulations and structured reflection in science modules will make it outstanding.

Semester 2

Strengths

- High satisfaction in *Food Safety & Quality Control and Food Processing & Technology (Practical)*—clear evidence of learning transfer.
- *Yoga and Personal & Professional Relations* show perfect alignment between learning outcomes and personal development.



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Refinements

- *Voice Culture & Modulation, Appreciation of Indian Knowledge Systems, and Carbon Accounting* register >10 % partial-agree responses due to perceived abstraction.
- *Digital Photography* – students enjoy practice but seek more structured evaluation.

Cross-Cutting Themes

Integration between communication, sustainability, and science is needed.

Conclusion

Core food and nutrition modules remain the program's anchor; a gentle re-design of peripheral electives will raise coherence.

Semester 3

Strengths

- *Human Physiology, Methods of Nutritional Education, and Gender Responsive Communication* show high engagement and strong conceptual grasp.
- Students appreciate social relevance and participatory pedagogy.

Refinements

- *Nutritional Biochemistry* and *Fundamentals of Tourism* show lower applied confidence.
- Creative courses (*Art, Fashion, Tourism*) need more guided studio time.

Cross-Cutting Issues

Applied creativity and field exposure could deepen understanding.

Conclusion

Semester 3 solidifies theoretical strength; next step—convert knowledge into design thinking and field competence.



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Semester 4

Strengths

- *Basic Dietetics, Global Cuisine, and Diet Planning* display exceptional student confidence and readiness for clinical application.
- Students demonstrate maturity in linking nutrition science with cultural contexts.

Refinements

- *Macronutrients in Health & Disease* and *Quantity Food Production & Service* show ≈15 % partial-agree—students need more data interpretation and costing practice.

Cross-Cutting Issues

Applied analytics and quantitative reasoning can be reinforced through live projects.

Conclusion

A strong clinical foundation; augment operational realism via costing exercises and real-case diet planning.

Semester 5 & 6

Strengths

- *Micronutrients, Geriatric Nutrition, and Specialized Dietetics (Theory)* demonstrate exceptional conceptual clarity.
- Learners show confidence in integrating clinical reasoning with nutrition science.

Refinements

- *Public Health Nutrition (Practical)* and *Nutrition Counselling* require more field exposure.
- *Yoga & Ayurveda* integration should be deepened to build holistic health perspectives.



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Cross-Cutting Issues

Community engagement and interdisciplinary exposure are the next growth frontiers.

Conclusion

Students are theoretically excellent; scaling experiential immersion will ensure full professional readiness.

Courses with ≥ 10 % Partial-Agree (for fine-tuning)

- *Basics of Biochemistry (Theory & Practical)*
- *NSS*
- *Appreciation of Indian Knowledge System*
- *Voice Culture & Modulation*
- *Carbon Accounting*
- *Digital Photography*
- *Environmental Studies (technical components)*
- *Nutritional Biochemistry*
- *Art and Design, Fundamentals of Fashion, Tourism*
- *Macronutrients in Health & Disease*
- *Quantity Food Production & Service*
- *Public Health Nutrition (Practical)*
- *Nutrition Communication & Counselling*

These courses already perform well (>80 % agree); refinement should focus on enhancing clarity, visualization, and field relevance.



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Teacher Feedback Summary

Faculty sentiment is decisively positive. Nearly all items rate *Agree* or *Strongly Agree*, confirming that the curriculum is academically balanced, ethically anchored, and skill-oriented.

Highlights

- Teachers commend the **clear structure** and **balanced theory–practice ratio**.
- High praise for professional ethics, sustainability, and values integration.
- Strong endorsement for outcome-based education and coherence across semesters.

Constructive Enhancements

- Greater **industry linkage** with nutrition and food-tech sectors.
- More opportunities for **collaborative research** and international benchmarking.
- Enhanced inclusion of faculty feedback in periodic curriculum revisions.

Conclusion

Teachers validate the curriculum as robust and future-ready. Refinement now lies in expanding industry partnerships and research networks, not in redesigning core content.



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Curriculum Feedback Analysis (2024-25)

Employer Feedback Summary

Employers unanimously confirm that graduates are **employable, creative, and team-oriented**.

- 88.9 % rate interns as proficient in computer skills.
- 100 % affirm employability, teamwork, and creativity.
- Minor 11 % dissent concerns depth of “latest updates,” not competence.

Strengths

- Strong practical mindset and interpersonal adaptability.
- Consistent professionalism and reliability.

Areas for Growth

- Deeper exposure to current nutrition-technology interfaces and problem-solving autonomy.

Conclusion

Employers express high confidence in graduates' readiness. The focus should now move to advanced skills (data analytics, tech tools, client interaction) to reach excellence benchmarks.

Alumni Feedback Summary

Alumni provide the most affirming voice—over 90 % rate their program *Excellent, Very Good, or Good*.

Key Strengths

- Up-to-date curriculum aligned with industry needs (≈92 % agree/strongly agree).
- Excellent faculty guidance and sustained mentorship even post-graduation.
- Clear development of problem-solving, leadership, and teamwork skills.



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Curriculum Feedback Analysis (2024-25)

- 85 %+ acknowledge opportunities for internships, fieldwork, and real-life projects.
- Strong ethical grounding and human-values orientation.

Constructive Inputs

- Broader exposure to *global nutrition trends* and *entrepreneurship*.
- Periodic upskilling workshops for emerging technologies and research methods.

Conclusion

Alumni feedback solidifies external validation: the curriculum prepares students not just for employment but for lifelong professional growth.

Cross-Stakeholder Convergence

Across all groups, the consensus is that the curriculum:

1. Balances conceptual and practical learning.
2. Instils ethics, sustainability, and human values.
3. Develops employable, adaptable professionals.

The limited partial-agree feedback simply signals where **teaching–learning delivery** can catch up with curricular ambition.

Actionable Reinforcements

1. **Deepen experiential pedagogy** in Biochemistry, Voice Culture, and Carbon Accounting through demonstrations and applied simulations.
2. **Expand field & industry collaborations** for Microbiology, Processing, and Dietetics practical.
3. **Embed global perspectives**—comparative case studies and international benchmarks—to enhance cross-cultural competence.
4. **Promote faculty-industry research clusters** to keep content aligned with evolving food-tech frontiers.
5. **Institutionalize reflection and feedback loops** after each practicum.



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- 6. Optimize timetable and workload** to maintain student wellbeing without diluting rigor.
- 7. Leverage alumni as mentors** for career guidance and networking.

Overall Conclusion

The curriculum stands as a **well-designed, future-focused program** that integrates scientific knowledge, applied practice, and ethical development. Its high stakeholder approval confirms its effectiveness and reputation.

Minor refinements in applied modules and interdisciplinary exposure will not overhaul but **amplify** what already works—turning a strong program into a model of excellence within SNDT Women's University's autonomous framework.

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



Sir Vithaldas Thackersey College of Home Science
(Empowered Autonomous Status)
S.N.D.T. Women's University
Department of Textiles & Fashion Designing
Curriculum Feedback Analysis (2024-25)

Executive Summary

The curriculum across the Textile, Fashion, and Design programs has received highly positive responses from all stakeholders - students, teachers, employers, and alumni. Over 85% of the responses indicate that the curriculum is relevant, comprehensive, and meets its academic and professional learning outcomes. The remaining 15% of responses, categorized as 'Partially Agree', highlight areas for academic enhancement such as applied skill development, advanced digital proficiency, and stronger industry exposure. Overall, the curriculum is seen as balanced, modern, and aligned with current global and industry standards.

Student Feedback Analysis

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 Improvements:

- 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.



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Areas of Improvements:

- 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 Improvements:

- 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 Improvements:

- 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.



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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 Improvements:

- 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 Improvements:

- Research Methods and Academic Writing need structured guidance for analytical rigor.
- 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.

Courses Identified for Academic Refinement

- Eco-textiles / Sustainable Product Development
- Carbon Accounting and Environmental GIS
- Fashion Illustration and Croquis Drawing
- Pattern Making and Garment Construction
- Computer-Aided Fashion Designing and Digital Portfolio Creation
- Global Supply Chain Management and Export Merchandising
- Research Methods and Academic Writing



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Curriculum Feedback Analysis (2024-25)

- Counselling Skills and Voice Culture

Employer Feedback Summary

Employers express confidence in the professionalism, creativity, and teamwork of graduates. They highlight strong conceptual foundations, effective communication skills, and adaptability to work environments. Minor recommendations include increasing digital software competency, sustainability practices, and industry immersion experiences.

Alumni Feedback Summary

Alumni consistently describe the curriculum as relevant and career-oriented. They credit their professional readiness to the combination of theory and practical exposure during study. Minor suggestions include adding modules on international fashion trends and entrepreneurship.

Recommendations and Academic Action Points

1. Conduct intensive AV and CAD bootcamps at the start of Semesters 1 and 6.
2. Introduce micro-practicums for GIS, Carbon Accounting, and Export Costing applications.
3. Implement field-based learning modules for Supply Chain Management and Merchandising.
4. Standardize internship deliverables and integrate structured mentorship programs.
5. Establish Faculty-Industry partnership cells for technology and research-driven learning.

Overall Conclusion

The Textile, Fashion and Design program continue to reflect excellence in academic design and employability outcomes. With over 85% of stakeholders in strong agreement, the programs demonstrate contemporary relevance and rigorous academic quality. Enhancements should focus on applied digital learning, industry exposure, and research depth while maintaining the program's strong creative and ethical foundation.



Sir Vithaldas Thackersey College of Home Science
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S.N.D.T. Women's University
Department of Human Development
Curriculum Feedback Analysis (2024-25)

Executive Summary

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.

However, persistent weaknesses remain in the delivery of applied and practical components. Theory subjects are comprehensively taught, but students and employers both highlight insufficient hands-on exposure, technology integration, and real-world industry linkage. While employers recognize creativity and teamwork, they also flag inconsistency in workplace readiness. Teachers recommend deeper industry collaboration and research exposure. Alumni call for stronger global benchmarking and advanced skill pathways.

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



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Curriculum Feedback Analysis (2024-25)

Student Feedback Analysis

Semester 1

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

Weaknesses:

1. *Neuropsychology*: Limited translation of abstract theory to real-world understanding.
2. *Computer Applications*: Weakness in basic digital tool proficiency.
3. *NSS*: Poor engagement and unclear outcomes.

Cross-cutting Issues: Overemphasis on theory in practical modules; late commencement of labs.

Conclusion: Semester 1 shows a theory-heavy bias; immediate need for early practical exposure and scaffolding workshops.

Semester 2

Strengths: High satisfaction with child development and inclusive education modules.

Weaknesses:

1. *Appreciation of Indian Knowledge Systems*: Perceived as abstract and disconnected.
2. *Yoga*: Limited experiential practice.
3. *Digital Photography and Voice Culture*: Lack of practical engagement.
4. *Environmental Studies*: Poor support for technical components like carbon accounting.



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Cross-cutting Issues: Mismatch between practical course expectations and delivery.

Conclusion: Applied learning requires stronger scaffolding and clarity on theory-practical weightage.

Semester 3

Strengths: Strong conceptual understanding in Aids for Curriculum and Gender Responsive Communication.

Weaknesses:

1. Nutrition and Food Production: Shortage of lab infrastructure.
2. Psychology: Difficulty in applied understanding.
3. Art & Design: High dissatisfaction due to limited hands-on practice.

Cross-cutting Issues: Practical workload overload and poor scheduling.

Conclusion: Revamp practical hours; improve art, nutrition, and applied psychology modules.

Semester 4

Strengths: Cognitive and family-focused modules well-received.

Weaknesses:

1. Positive Psychology: Low engagement and weak experiential component.
2. Professional Communication: Lacking structured assessment and confidence-building.

Cross-cutting Issues: Insufficient reflective learning and formative feedback.



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Conclusion: Introduce experiential labs, communication simulations, and feedback sessions.

Semester 5 & 6

Strengths: Strong conceptual grounding in Guidance & Counselling theory.

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

Cross-cutting Issues: Inadequate faculty-student supervision ratios during fieldwork.

Conclusion: Enforce standard practicum guidelines and monitoring systems.

Courses Requiring Improvement (>10% Partially Agree)

- Neuropsychology
- Computer Applications for Learning Aids
- NSS
- Appreciation of Indian Knowledge Systems
- Yoga – A Way of Life
- Digital Photography
- Voice Culture & Modulation
- Environmental Studies / Carbon Accounting
- Fundamentals of Fashion & Fabric Craft
- Psychology
- Nutrition for Health Promotion
- Small Scale Food Production
- Foundation of Art and Design
- Positive Psychology
- Professional Communication
- Preschool Education (Practical)
- Guidance & Counselling (Practical)



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Teacher Feedback Summary

Teachers affirm that the curriculum is contemporary, balanced, and value-based. However, they emphasize the need for stronger industry collaborations, deeper faculty participation in curriculum design, and greater exposure to international educational practices.

Employer Feedback Summary

Employers appreciate graduates' creativity and teamwork but identify inconsistency in workplace readiness. A third of employers rated graduates as partially equipped with core skills, suggesting uneven preparation. Recommended actions include embedding employability skill training and internship readiness workshops.

Alumni Feedback Summary

Alumni validate the curriculum's relevance, applied learning focus, and internship quality. They suggest more global benchmarking, continuous upskilling, and exposure to current industry practices.

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.



Sir Vithaldas Thackersey College of Home Science
(Empowered Autonomous Status)
S.N.D.T. Women's University
Department of Resource Management
Curriculum Feedback Analysis (2024-25)

Executive Summary

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.

Student Feedback Analysis

All the courses where students responded with partially agree having **more than 15%** response rate are considered for areas of improvements.

Semester 1

Strengths:

- Strong understanding in Communication Skills and Sustainable Practices.
- Excellent engagement in Fundamentals of Space Design and Child Health & Nutrition.

Areas of Improvement:

- Rendering Techniques and Design Drawing Techniques need guided digital practice.
- Personal Finance and NSS require more contextual relevance.



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Conclusion:

Outstanding conceptual foundation; practical refinements through visualization and feedback can enhance performance.

Semester 2

Strengths:

- Excellent learning in Art, Design & Aesthetics and Yoga.
- Good grasp of Environmental Studies and Anthropometry & Furniture Design.

Areas of Improvement:

- Carbon Accounting and Counselling Skills need simplification and application-based teaching.
- Small Scale Food Production to include real-world costing exposure.

Conclusion: Strong creative base; enhance practical understanding through real-world examples.

Semester 3

Strengths:

- Excellent conceptual clarity in Ergonomics and Material Construction.
- Strong grasp of Residential Interior Services.

Areas of Improvement:

- Field Project on Materials & Finishes to include costing exercises.
- Soft Furnishing and Digital Photography need enhanced technical sessions.



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Conclusion: Solid technical base; applied learning through site visits and vendor interactions is recommended.

Semester 4

Strengths:

- High proficiency in AutoCAD and Environment Ergonomics.
- Strong visual creativity in Perspective & Presentation.

Areas of Improvement:

- Designing Large Residences and Management of Resources need advanced exposure to scaling and budgeting.

Conclusion: A transformative semester; greater integration with professional mentors can enhance skill maturity.

Semester 5

Strengths:

- Excellent outcomes in Landscape Design, Working Drawing, and Safety Practices.
- Creativity well-demonstrated through upcycling projects.

Areas of Improvement:

- Commercial Interior Design and Research Methods need better structural guidance.
- Industrial Visit documentation can be improved.

Conclusion: Academic maturity visible; industry collaboration and design-research integration will strengthen readiness.



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Semester 6

Strengths:

- High creativity in Set Design and strong confidence in Soft Skills and Project Management.
- Sound understanding of Global Interior Architecture trends.

Areas of Improvement:

- Professional Practice and Furniture Workshop require more structured supervision.
- Research and Trends in RM need better data analysis guidance.

Conclusion: Students display industry-ready attitude; enhanced client simulations will ensure seamless transition.

Courses Identified for Academic Refinement

- Rendering Techniques
- Design Drawing Techniques
- Personal Finance
- NSS
- Carbon Accounting
- Counselling Skills
- System Approaches to Health
- Small Scale Food Production
- Field Project on Materials & Finishes
- Voice Culture
- Soft Furnishing
- Digital Photography
- Designing Large Residences
- Residential Architecture



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- Management of Resources
- Commercial Interior Design
- Research Methods
- Disaster Management
- Industrial Visit
- Professional Practice
- Furniture Workshop
- Research & Trends in RM

Employer Feedback Summary

Employers rate IDRМ graduates as creative, employable, and adaptable. 94–100% agree that interns demonstrate problem-solving, analytical, and teamwork skills. 100% confirm employability, creativity, and innovation ability. Only 5.8% noted limited exposure to advanced software tools.

Overall, employers express high satisfaction with professionalism and recommend deepening software proficiency for competitiveness.

Alumni Feedback Summary

Alumni feedback validates the curriculum's contemporary relevance and ethical foundation. Over 75–85% agree the program meets national and global standards, and 83% acknowledge strong theory-practice alignment.

They highlight that the program fosters creativity, teamwork, leadership, and lifelong learning values. Minor inputs include the need for global exposure and continued industry-academia networking.



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Overall Conclusion

The Interior Design and Resource Management program demonstrates a clear success trajectory, achieving high stakeholder confidence and consistent professional preparedness. While already performing at over 85% satisfaction, refinement in applied learning and interdisciplinary exposure can enhance academic excellence.

Key focus areas include strengthening field integration, refining technical detailing, and promoting mentorship. The curriculum remains a progressive, future-ready model nurturing ethical, creative, and employable professionals.

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Department of Resource Management
Curriculum Feedback Analysis (2024-25)

Executive Summary

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 agree' 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.

Student Feedback Analysis

All the courses where students responded with partially agree having **more than 15%** response rate are considered for areas of improvements.

Semester 1

Strengths:

- Excellent performance in Communication Skills, Sustainable Living Practices, and Personal Finance.
- Strong conceptual understanding of hospitality foundations and ethics.

Areas of Improvement:



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- Housekeeping & Facility Management (Theory + Practical) requires stronger technical and procedural practice.
- Basics of Computer Applications should have increased focus on applied digital proficiency.

Conclusion: A solid foundation semester; strengthening hands-on digital and operational training will further elevate outcomes.

Semester 2

Strengths:

- High engagement in Environmental Studies, Yoga, and Indian Knowledge Systems.
- Enhanced cultural understanding and interdisciplinary learning.

Areas of Improvement:

- Small Scale Food Production and Foundations of Food Production need more demonstrations and costing practice.

Conclusion: Ethically and academically strong semester; practical exposure can make technical learning more applied.

Semester 3

Strengths:

- Students excel in Food & Beverage Services and Tourism Studies.
- Strong managerial awareness and adaptability.

Areas of Improvement:

- Food & Beverage Administration (Practical) should include costing and marketing linkage.



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- Field Project on Tourism & Hospitality requires deeper analytical documentation.

Conclusion: Strong conceptual development; industry-linked case studies will reinforce applied learning.

Semester 4

Strengths:

- Excellent learning in Travel Management and Itinerary Planning.
- High operational precision in Resource Management and Environmental Ergonomics.

Areas of Improvement:

- Management of Resources and Itinerary Planning (Practical) can strengthen analytical and costing components.

Conclusion: A critical bridge semester; integrating financial analytics will ensure decision-making confidence.

Semester 5

Strengths:

- Outstanding performance in Event Management, International Tourism, and HRM.
- Creative upcycling and sustainability showcased through applied projects.

Areas of Improvement:

- Commercial Interior Design and HRM should emphasize performance management and industry exposure.



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- Creative Up-scaling projects require entrepreneurial mentoring.

Conclusion: Managerially mature semester; expanding entrepreneurial modules will foster innovation and leadership.

Semester 6

Strengths:

- Excellent understanding in Itinerary Planning, Retail Management, and Food Production.
- Students demonstrate strong project management and professionalism.

Areas of Improvement:

- Research & Trends in RM and Retail Management (Practical) need improved data interpretation and creativity.
- Food Production can further integrate cultural and nutritional contexts.

Conclusion: Students are industry-ready; enhancing research and creative application will ensure global competitiveness.

Courses Identified for Academic Refinement

- Housekeeping & Facility Management (Theory + Practical)
- Basics of Computer Applications
- Small Scale Food Production
- Foundations of Food Production
- Food & Beverage Administration (Practical)
- Field Project on Tourism & Hospitality
- Fundamentals of Fashion
- Management of Resources
- Environmental Ergonomics
- Itinerary Planning (Practical)



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- Creative Up-scaling of Dry Waste
- Human Resource Management
- Tourism Resources of India
- Research & Trends in RM
- Retail Management (Practical)
- Food Production (Conceptual Integration)

Employer Feedback Summary

Employers unanimously affirm the competence and employability of HTM graduates. 100% confirm strong analytical, problem-solving, and teamwork skills. Graduates demonstrate high adaptability, communication, and discipline. Employers recommend deeper exposure to operational software and analytical tools for advanced performance.

Alumni Feedback Summary

Alumni feedback validates long-term academic and professional impact. 100% acknowledge the curriculum's relevance and employability focus. Graduates appreciate interdisciplinary learning, sustainability integration, and post-graduation faculty support. Minor inputs suggest stronger global exposure and enhanced theory-practice linkage in hospitality operations.

Overall Conclusion

The Hospitality and Tourism Management curriculum demonstrates consistent excellence, stakeholder trust, and strong employability orientation. The program effectively blends theoretical knowledge with practical expertise, supported by ethical grounding and sustainable values. While more than 85% of stakeholders express satisfaction, refinements in



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analytical training, applied exposure, and research practices will further strengthen global readiness.

Overall, the HTM program remains a future-ready model of quality education, fostering ethical, creative, and skilled professionals in the hospitality and tourism sector.

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Executive Summary

The curriculum is robust, well-sequenced and clearly valued by stakeholders. Overall agreement levels are high (most courses show ~80–90% “Agree”), indicating strong curriculum relevance, sound pedagogy and excellent learning outcomes across theory and practice. The smaller set of “Partially Agree” responses (the minority) point to opportunities for academic strengthening — mainly focused on applied labs, technical production skills, practical project execution, and a few specialist theory-to-practice conversions. These are refinements (not redesigns): implement targeted lab upgrades, scaffolded practicals, and short skill-bridging modules to lift these items into the main “Agree” band.

Student Feedback Analysis

Semester 1

Strengths:

- Strong conceptual foundations in communication, sociology, and media history.
- High linguistic confidence and writing quality in Communication Skills (English).

Areas of Improvements:

- Application of Audio-Visual aids in community outreach requires scaffolded practice.
- Light & Sound / Computer Applications labs need enhanced hands-on engagement.

Conclusion: Strong theory base; introduce short practical bootcamps for AV and digital tool proficiency.

Semester 2

Strengths:

- High performance in film appreciation, photography, art & design modules.
- Strong conceptual understanding of sustainability and environmental awareness.

Areas of Improvements:

- Carbon Accounting and Environmental GIS require more guided tool-based practice.
- Fundamentals of Fashion needs improved contextual linkage to design sustainability.



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Conclusion: Excellent creative literacy; reinforce environmental applications through field simulations.

Semester 3

Strengths:

- Maturity in Media & Cultural Studies and Extension Education.
- High ethics and reflective learning in Professional Relations.

Areas of Improvements:

- Marketing & Advertising application to campaigns requires structured workshops.
- Sound recording modules need additional supervised studio hours.

Conclusion: Strong interdisciplinary integration; operationalize learning with project-based labs.

Semester 4

Strengths:

- Effective understanding of PR, media management, and organizational communication.
- Excellent conceptual grounding in social responsibility and campaign planning.

Areas of Improvements:

- Management of Non-Profit Organizations requires case-based learning and simulation tasks.
- Media Management (Online) needs clearer practical use of digital learning platforms.

Conclusion: Professional readiness visible; integrate live briefs for nonprofit and digital campaign management.

Semester 5

Strengths:

- High achievement in Brand Building, Leadership Development, and Organizational Behaviour.
- Excellent teamwork and managerial capability.



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Areas of Improvements:

- Video Production practicals need enhanced project-based mentorship.
- Consumer Behaviour requires lab-based analytics and data interpretation exercises.

Conclusion: Strong leadership and creativity; pair with analytical reinforcement via production sprints.

Semester 6

Strengths:

- Editorial quality in writing and magazine production is excellent.
- Students demonstrate strong professional ethics and storytelling abilities.

Areas of Improvements:

- Video Editing (NLE tools) requires increased technical training.
- Media Buying & Selling needs quantitative budgeting and rate-card case studies.

Conclusion: Graduates display professional readiness; finalize readiness through advanced editing and budgeting labs.

Courses Identified for Academic Refinement

- Introduction to Media, Communication & Development – AV applications
- Light & Sound / Sound Recording Techniques
- Computer Applications in Communication
- Carbon Accounting & Environmental
- Fundamentals of Fashion
- Marketing & Advertising – consumer-decision applications
- Small Scale Food Production / Nutrition practicals
- Management of Non-Profit Organizations
- Media Management
- Video Production & Video Editing
- Consumer Behaviour – analytics modules
- Media Buying & Selling – budgeting & rate-card simulation



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Teacher Feedback Summary

Faculty feedback confirms the curriculum's balance between theoretical and practical learning. Teachers affirm the relevance of the content, its alignment with industry requirements, and the value-based pedagogy. Recommendations include stronger industry collaboration, research-driven projects, and cross-department practicals to ensure uniform skill exposure across cohorts.

Alumni Feedback Summary

Alumni express high satisfaction with the curriculum's relevance and its contribution to employability and social engagement. They highlight the effectiveness of fieldwork, internships, and communication-based coursework. Minor inputs suggest expanding international exposure and continuous upskilling through refresher workshops.

Recommendations and Academic Action Points

1. Introduce short practical bootcamps (AV tools, editing, digital media) at the beginning of Semesters 1 and 6.
2. Add micro-practicums in Carbon Accounting and Media Buying for hands-on application.
3. Ensure live briefs and NGO projects are integrated into NPO and PR courses for Semesters 3-4.
4. Create a mentorship program pairing students with industry professionals for Video Production & Editing.
5. Embed analytics mini-labs within Marketing, Consumer Behaviour, and Research courses.
6. Formalize a Faculty-Industry Collaboration Cell to co-develop technical modules and assessment rubrics.

Overall Conclusion

The Media, Communication & Development program demonstrates academic rigor, strong stakeholder confidence, and consistent student success. Over 85% of responses indicate high satisfaction, confirming curriculum effectiveness. Academic refinements will focus on deepening technical fluency, applied research, and industry-linked practice. The curriculum remains a dynamic, socially conscious, and future-ready model that nurtures creativity, ethics, and employability.