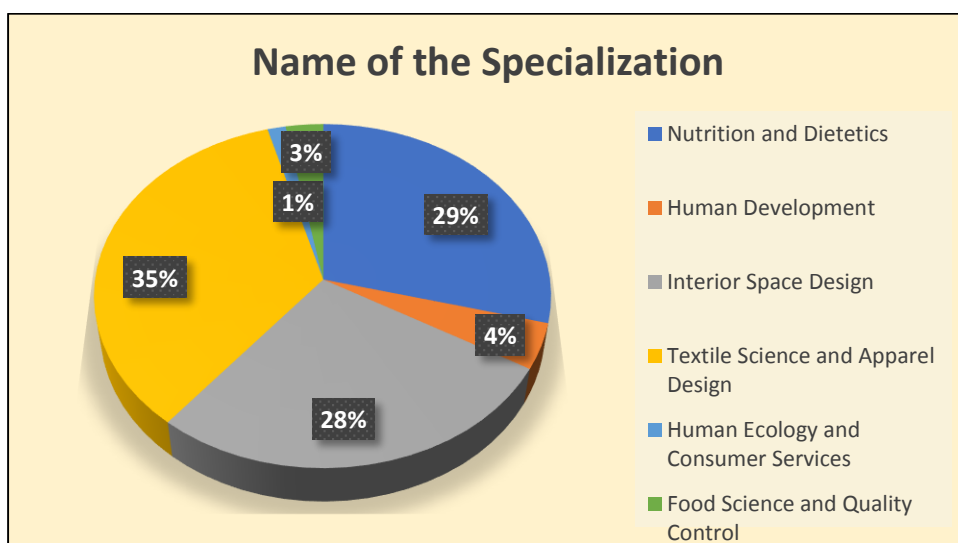


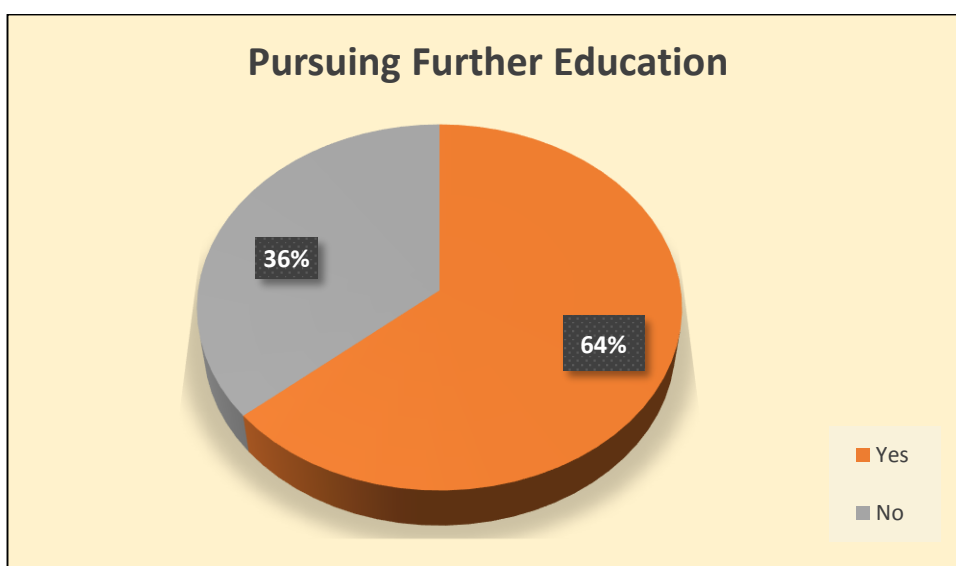
### 1.4.2 Analysis of Alumni Feedback form on Curriculum

Home Science course offers various specializations namely Nutrition and Dietetics, Human Development, Interior Space Design, Textile Science and Apparel Design, Human Ecology and Consumer Services and Food Science and Quality Control.

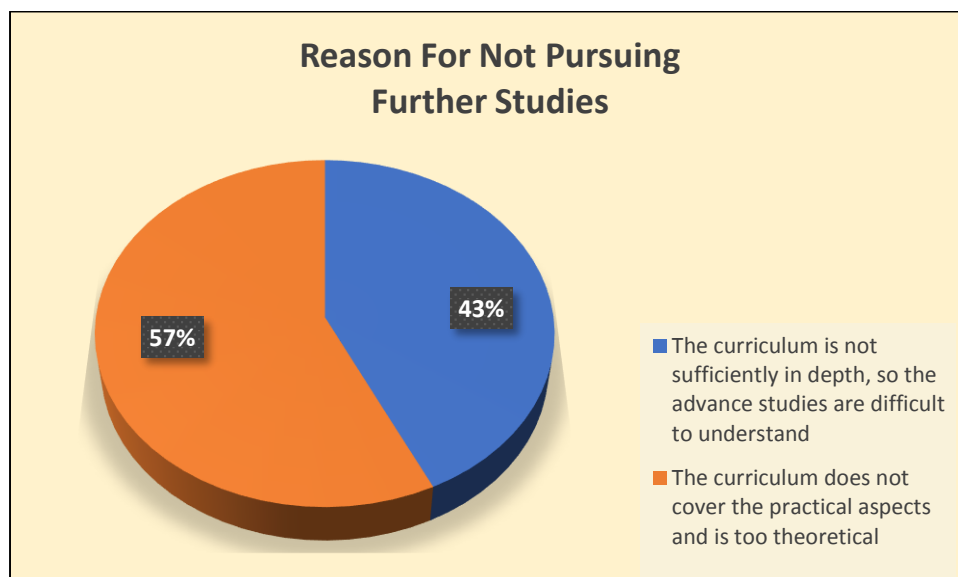
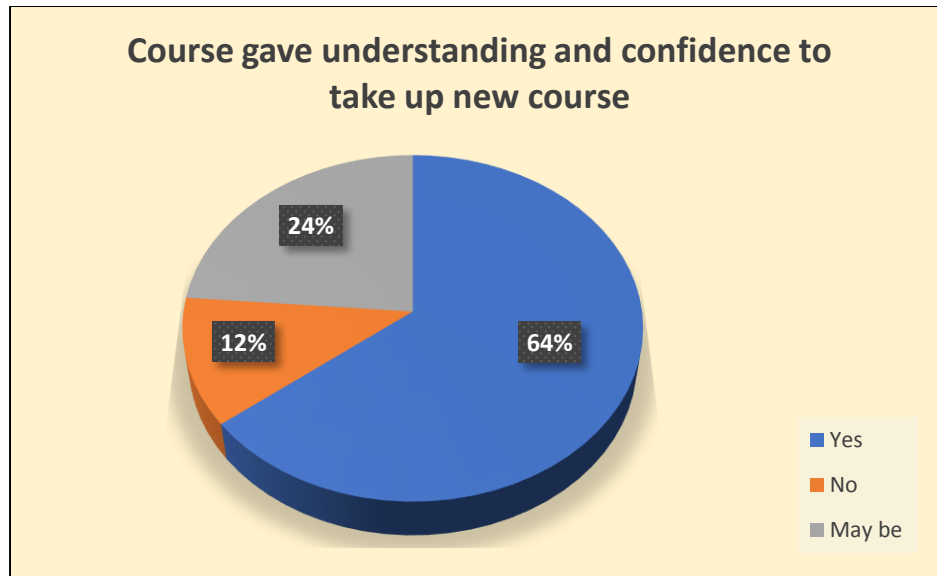
A feedback was taken from the alumni of all the specializations. Out of the total feedback forms received from the alumni, 3% were from Nutrition and Dietetics, 4 % from Human Development, 28% from Interior Space Design, 35% from Textile Science and Apparel Design, 29% from Human Ecology and Consumer Services and 1% from Food Science and Quality Control.



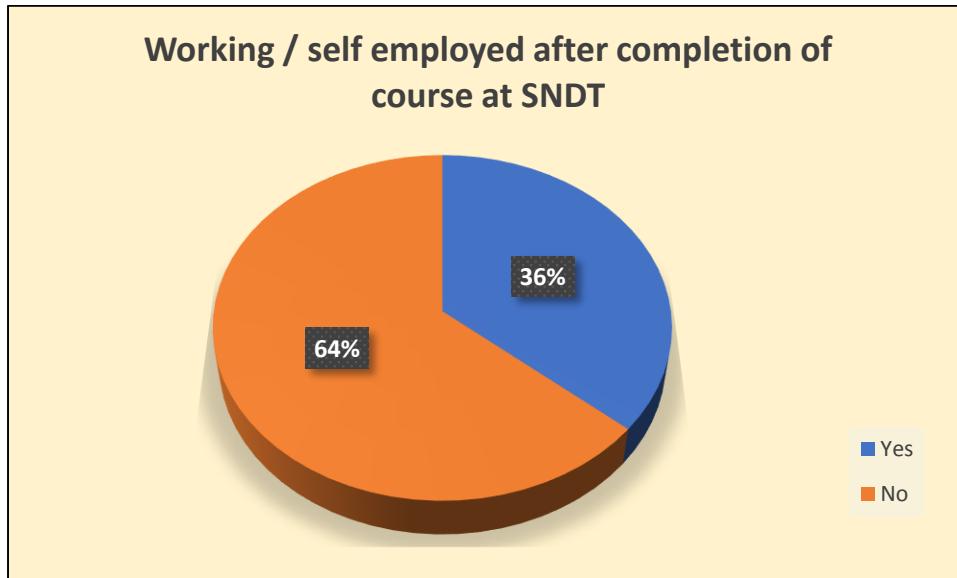
Out of the total responses received 64 % alumni reported that they were pursuing higher education in their respective field of specialization.



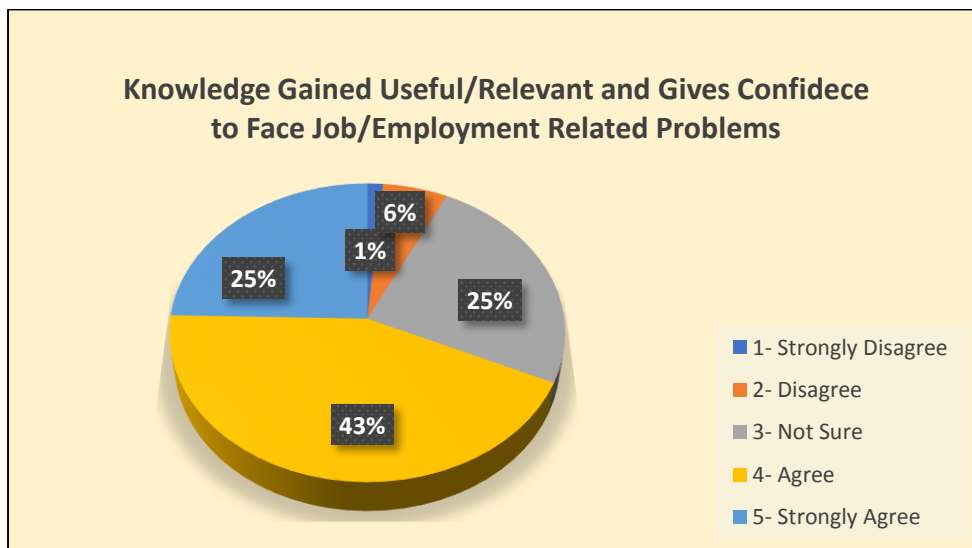
In response to the question asked to those who are pursuing further education, whether the course they completed in SNTD gave them enough understanding and confidence to take up the new course they are pursuing, 64 % responded positively 12% responded negatively and 24 % were not sure about it.



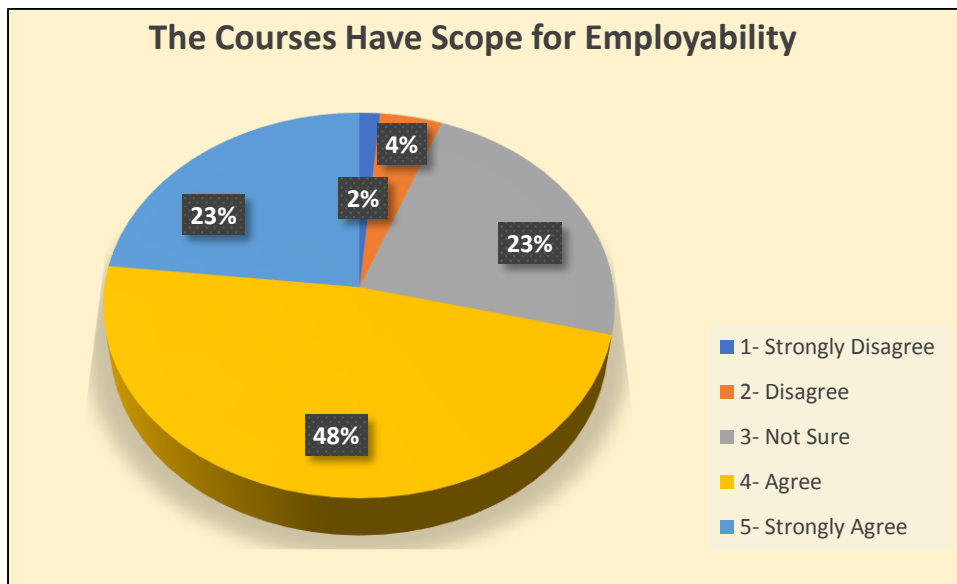
Out of the total alumni interviewed, 64 % reported that they have taken up jobs in their respective field of study and 36% reported that they are self-employed after completion of their course at SNTD.



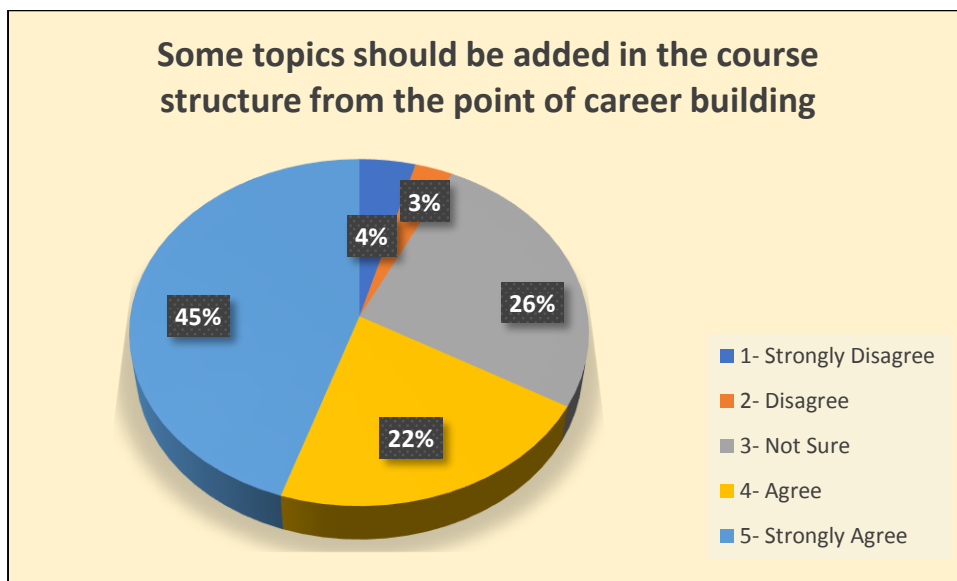
Out of the total alumni who responded that have either taken up jobs or are self-employed, 43% stated that the knowledge gained through the course was useful, relevant and gave them confidence to face the problems related to job or in their self-employment. Whereas 25% were not sure and 7% of the alumni disagreed to this statement.



In response to the question whether the courses included in the degree program have scope for employability, 71% alumni responded positively 23% were not sure and 6% responded negatively.



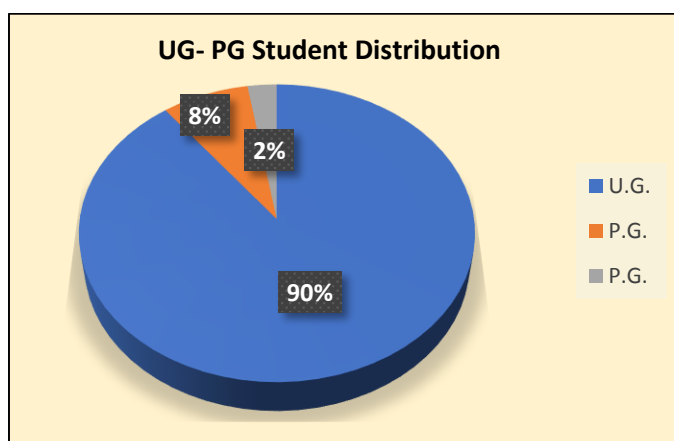
Out of the total alumni interviewed, 67% felt that some topics should be added in the course structure from the point of career building, 26% were not sure about this and 7 % felt that there is no need to add any topics to the present course.



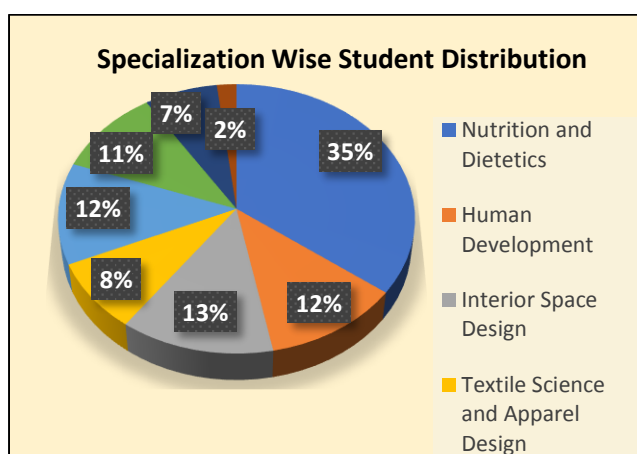
## Analysis of Student Feedback Form on Curriculum

Feedback on the curriculum was collected from the final year undergraduate and postgraduate students of the academic Year 2020-21. The students were asked questions on various aspects like whether the curriculum was up to date, the suitability of the courses in career building, whether the students felt a lot of pressure in coping up with the curriculum etc.

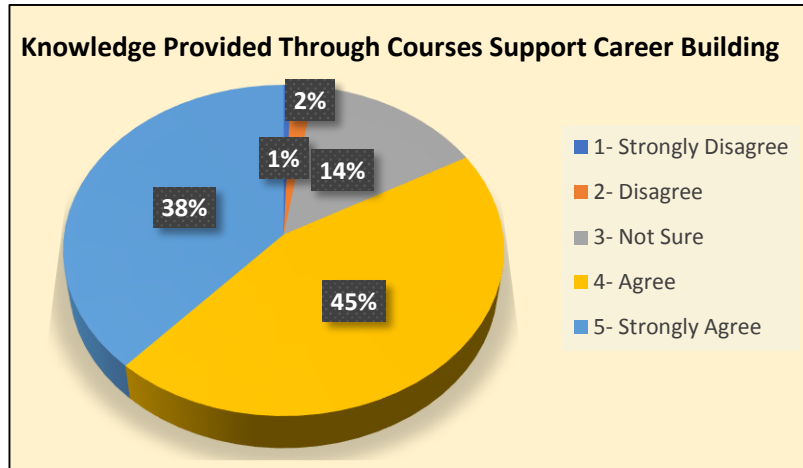
The feedback form was filled in by 154 outgoing students of SNDT College of Home Science, Pune of which, 90% students were from U.G. Courses, 8% were from P.G. degree course and 2% were from PG Diploma course.



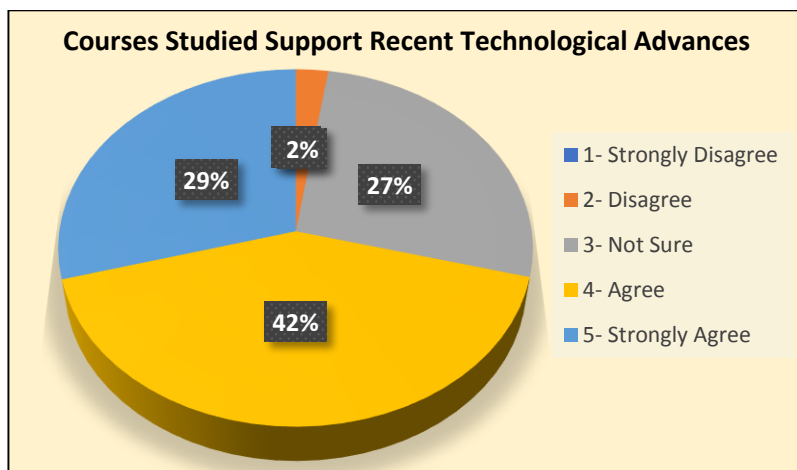
Out of the 154 responses, 35% responses were received from the students of Nutrition and Dietetics specialisation, 12% from Human Development, 13% Interior Space Design, 8% from Textile Science and Apparel Design, 12% from Human Ecology and Consumer Services, 11% from Food Science and Quality Control, 7% from M. Sc. In Nutrition and Food Processing and 2% from P G Diploma in Dietetics.



When the students were asked whether the knowledge provided by the courses supported career building, 14% of the respondents were not sure while around 3% of students disagreed. More than 75% respondents believed that the courses supported their career building, out of which 38% students strongly affirmed with the state.

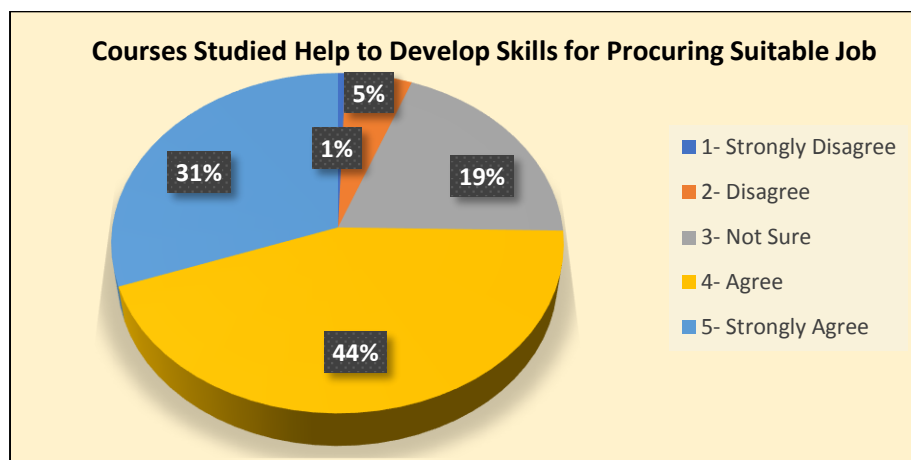


In response to the statement on whether the courses studied supported the recent technological advancements none of the students strongly disagreed, 2% students disagreed, 27% students were not sure about the same. 42% of students agreed while 29% students strongly felt that courses supported the technological advancements in their respective specialisations.



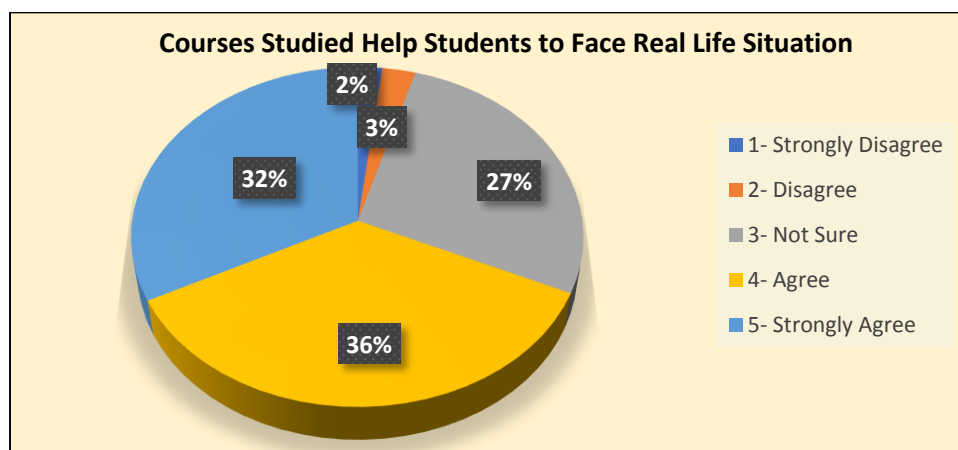
The Home Science curriculum is skill oriented and gives a lot of practical exposure and experience. On completion of the course the students are expected to adapt well in the job situations due to the practical components, which are the integral part of the courses offered by all specializations. Hence, a feedback to know if the offered courses and the skill sets therein make the students feel that it would help them in procuring a job. The responses revealed that 1% students strongly disagree with this while 5% students disagreed. 19% of students were unsure. However, 44% of students agreed that the courses gave them the required skills which would help in procuring the jobs in future and 31% students strongly agreed with this.

It can thus be concluded that most of the students feel that courses studied, help to develop necessary skills for procuring a suitable job in the chosen specialisation.

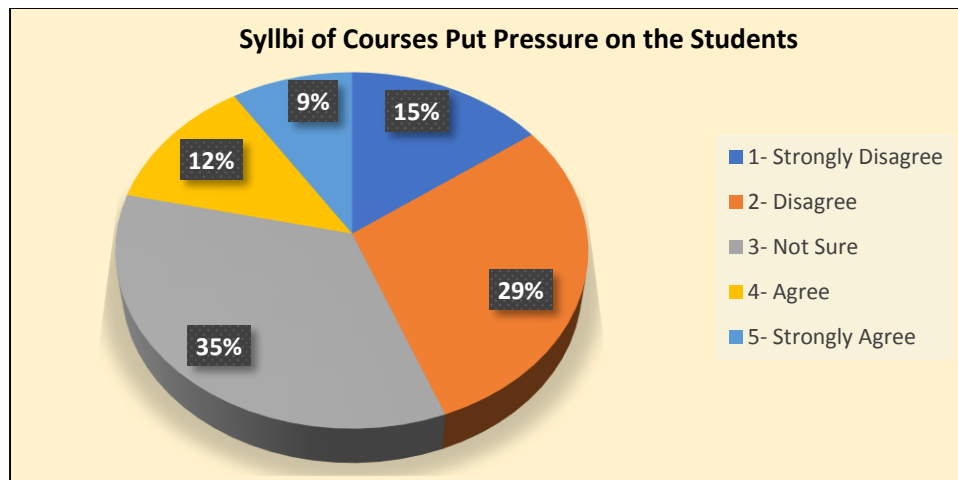


In an effort to find out whether the courses taught would help the students to face real life situations it was indicated by 3% students that they strongly disagreed with this statement, 2% students disagreed and 27% students were not sure about this. However, 36% and 32% students agreed and strongly agreed respectively.

Thus, it can be stated that most of the students are of the opinion that the courses taught would help to face real life situations.



Responses were sought from the students to know whether they felt that the syllabi of various courses they studied were intense to put a pressure on the students. 15% of students strongly disagreed with this and 29% of students disagreed. 34% were not sure about this while almost 21% students felt that the syllabus put a pressure on them. However, it can be stated that most of the students do not feel that the syllabi of the courses studied put too much pressure on them.



One of the questions asked to the students was if the **Courses that were taught would help to face real life situations?**

The responses were received from the final year Undergraduate and postgraduate students. Most of the students i.e. **72.07 % (n= 111) responded as 'Yes'**, courses would help to face real life situations.

However, the remaining were not too sure and felt more practical training was required.

This Academic Year (AY 2020-21), due to COVID 19 pandemic, the college was closed. The students did not attend any theory or practical classes physically. The syllabus was completed virtually through the online mode. Students had to complete their internships also on an online mode. Hence some of the students did feel and reported that since everything was conducted online, they were not too very confident to face the real life situations, if they took up a job.

This was attributed more to the inability of the students to attend the practical classes due to the lockdown situation which kept them away from the practical exposure and the experience therein, than the curriculum.

**The students were also asked if they would like to suggest if any topic should be included in the curriculum.**

Around 38 students out of 154 who respondents did not specify any particular suggestion, the rest did respond as per their specialization. The respondents belonged to various specializations of Home Science, and hence the suggestions varied as per their specialty. For instance, TSAD students wanted some more garments to be included in the practical



curriculum while HD major students suggested that like sex Education, Equality need to be a part of the curriculum.

However, due to the COVID 19 pandemic situation, since the practical courses were conducted virtually, the remaining students felt a need to have practical experience in the laboratory more than any specific topic.

In response to the question that If students would like to suggest any topic/ subject to be removed from the curriculum?, the students responded that they did not feel so.

### **Analysis of Feedback Forms Received from the Subject Teachers**

All the permanent, consolidated and visiting faculty members teaching various subjects in different specializations were asked to fill in a feedback form on curriculum. Feedback received from the teachers of all the departments of UG and PG courses revealed that some subject specific modifications are required and expected in some of the subjects from the point of view for giving additional inputs for career development.

The suggestions regarding such expected modifications include the following:

- Syllabus of some subjects need to modified and made interesting for the students.
- There should be inclusion of recent topics, new and advanced techniques, common methods useful for rural as well urban areas, more of practical/field work, application type activities, new laws and acts, use of computerized testing equipment, industrial machines and software

SNDT college of Home Science is a constituent college that offers the curriculum passed in the BOS of various specializations of Home Science which is shared to the college. The suggestions received from the teachers through this feedback form were discussed to the BOS members. Also, based on the above suggestions received from the teachers, various workshops and webinars were arranged for the students to bridge in the gap between the current syllabus and expectations.