SNDT College of Home Science, Karve Road, Pune, 411038

Criterion- I

1.4.2 Feedback collected, analyzed and action taken and feedback available on website

SNDT College of Home Science, Pune

Student Feedback 2023-2024

Table 1: Student Feedback for Various Programs with Percentage

Program	Count of Respondents	Percentage (%)
B.Sc. FSQC	10	15.2%
B.Sc. HD	10	15.2%
B.Sc. HECS	1	1.5%
B.Sc. ISD/RM	4	6.1%
B.Sc. ND	27	40.9%
M.Sc. CND	8	12.1%
M.Sc. NFP	12	18.2%
Total	**72**	**100%**

The table presents the feedback distribution across various programs, with the total number of respondents being 72. The B.Sc. ND program, with 27 respondents, represents the largest group, accounting for 40.9% of the total feedback. This is followed by the B.Sc. FSQC and B.Sc. HD programs, each with 10 respondents (15.2%). The M.Sc. NFP program received feedback from 12 students (18.2%), while the M.Sc. CND program had 8 respondents (12.1%). The B.Sc. ISD/RM program, with 4 respondents (6.1%), and the B.Sc. HECS program, with just 1 respondent (1.5%), received lower levels of feedback. Overall, the feedback is mostly concentrated in larger programs such as B.Sc. ND, while smaller programs like B.Sc. HECS and B.Sc. ISD/RM had comparatively fewer responses.

Table 2: Clarity of Course Objectives and Learning Outcomes

Response	Number of Respondents	Percentage (%)
Strongly Disagree (1)	1	1.4%
Neutral (3)	16	22.2%

Response	Number of Respondents	Percentage (%)
Agree (4)	41	56.9%
Strongly Agree (5)	14	19.4%

The feedback from 72 students regarding the clarity of course objectives and learning outcomes shows a positive trend overall. A substantial 56.9% of students agreed that the course objectives and learning outcomes are clearly stated, with 19.4% strongly agreeing. This indicates that the majority of students find the course expectations to be well-defined and easily understood.

However, 22.2% of respondents were neutral on the matter, suggesting that while some students may feel the objectives and outcomes are somewhat clear, others may have doubts or need further clarification. Only 1 student (1.4%) strongly disagreed, which represents a very small minority. Most students perceive the course objectives and learning outcomes to be clearly stated, though there is a small portion who may benefit from more explicit communication. Providing additional resources or sessions to further clarify objectives could help address these concerns.

Table 3: Alignment of the Curriculum with Contemporary Industry and Societal Needs

Response	Number of Respondents	Percentage (%)
Not at all Relevant (1)	2	2.8%
Somewhat Relevant (2)	10	13.9%
Quite Relevant (3)	20	27.8%
Relevant (4)	34	47.2%
Highly Relevant (5)	5	6.9%

The feedback from 72 students regarding the alignment of the curriculum with contemporary industry and societal needs demonstrates generally positive responses. The majority, 47.2%, believe the curriculum is "Relevant," and 27.8% rated it as "Quite Relevant," indicating that a significant portion of students feel the curriculum meets the evolving demands of the industry and society.

Additionally, 6.9% of students consider the curriculum to be "Highly Relevant," suggesting a smaller but still notable group of students feel that the program aligns very well with current trends. On the other hand, 13.9% rated the curriculum as "Somewhat Relevant," which indicates that a few students perceive some gaps in alignment, while 2 students (2.8%) believe the curriculum is "Not at all Relevant" to contemporary industry and societal needs. Majority of students feel the curriculum is relevant to contemporary needs, with a smaller number indicating room for improvement. Strengthening the curriculum's responsiveness to industry trends and societal changes could further enhance its alignment with real-world requirements.

**Diagram 1: Adequacy and Relevance of Prescribed Textbooks and Reference Materials**
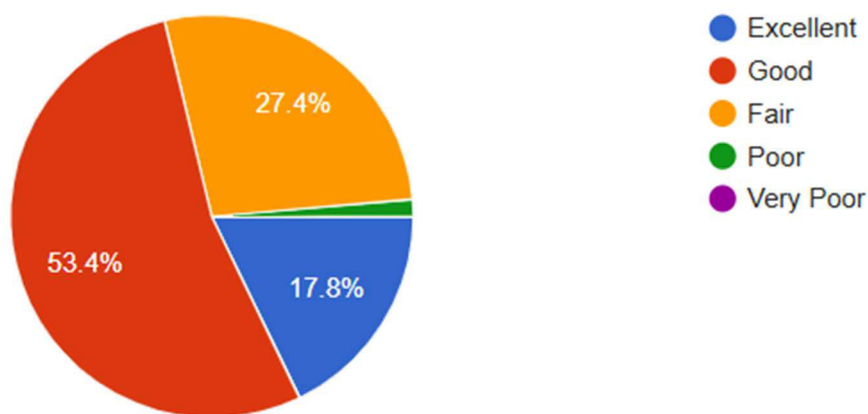
The feedback from 73 students regarding the adequacy and relevance of prescribed textbooks and reference materials indicates that the majority of students find the resources to be satisfactory. A significant 53.4% of students rated the materials as "Good," and 17.8% rated them as "Excellent," suggesting that the textbooks and reference materials are generally considered appropriate and useful for the course.

However, 27.4% of students rated the materials as "Fair," indicating that some students feel that the resources could be improved or better aligned with the course content. Only 1 student (1.4%) rated the materials as "Poor," and no students rated them as "Very Poor," which is a positive sign that most students find the prescribed resources to be adequate.

In conclusion, while the majority of students are satisfied with the textbooks and reference materials, there is a small group that believes improvements could be made. Ensuring that the materials are continually updated and closely tied to course objectives could help address the concerns of the students who rated the resources as "Fair."

Diagram 2: Inclusion of Emerging Topics and Technological Advancements in the Curriculum
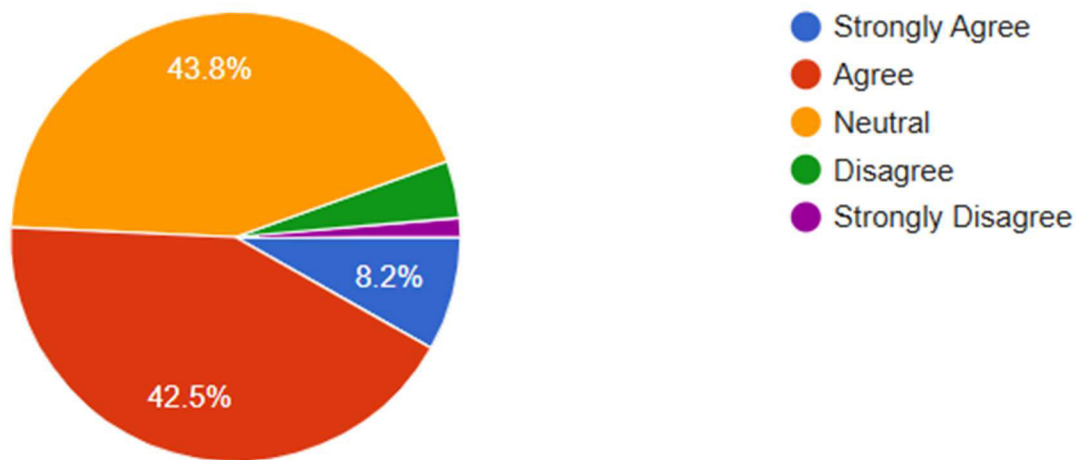
The feedback from 73 students regarding the inclusion of emerging topics and technological advancements in the curriculum shows a varied range of opinions. A significant 43.8% of students agreed that emerging topics and technological advancements are included in the curriculum, with 8.2% strongly agreeing. This suggests that many students perceive the curriculum as being fairly current and responsive to the latest developments in the field.

However, 42.5% of students were neutral, indicating that they feel the curriculum may only partially address emerging topics or technological advancements, or that they have not observed clear evidence of their inclusion. A smaller proportion of students (4.1%) disagreed, and only 1 student (1.4%) strongly disagreed, indicating that the majority of students do see some form of inclusion, though there is room for improvement in making these topics more evident. Enhancing the visibility and depth of these topics within the curriculum could better address the concerns of the students who rated the inclusion as "Neutral" or lower.

Diagram 3: Structure and Organization of Lectures
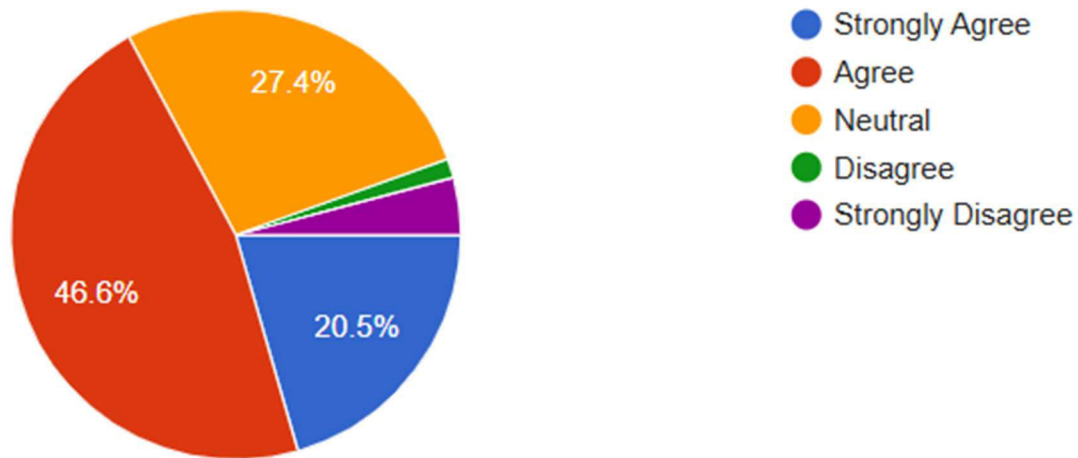
The feedback from 73 students regarding the structure and organization of lectures shows generally positive responses, with most students finding the lectures well-structured. A substantial 46.6% of students agreed that the lectures are organized effectively, and 20.5% strongly agreed. This suggests that a majority of students are satisfied with the delivery and clarity of the lecture content. However, 27.4% of students were neutral, indicating that while many find the lectures well-structured, others may feel that improvements could be made in how the content is organized. Only a small percentage, 1.4%, disagreed, and 4.1% strongly disagreed, reflecting a relatively minor group of students who may feel the lectures could benefit from better organization or clarity. Continuous feedback and refinement of teaching methods could help address the concerns of the few students who rated the lectures as less organized.

Table 4: Encouragement for Active Participation During Classes

Response	Number of Respondents	Percentage (%)
Always	34	46.6%
Often	23	31.5%
Sometimes	13	17.8%
Rarely	2	2.7%

Response	Number of Respondents	Percentage (%)
Never	1	1.4%

The feedback from 73 students on whether they are encouraged to actively participate during classes indicates a generally positive response. A substantial 46.6% of students reported that they are "Always" encouraged to participate, and 31.5% said they are encouraged "Often." This suggests that a large portion of students feel they have opportunities for active engagement in the classroom.

Additionally, 17.8% of students indicated that they are encouraged "Sometimes," implying that while participation may occur occasionally, it may not be consistent across all classes. Only 2 students (2.7%) reported being encouraged "Rarely," and 1 student (1.4%) stated that they are never encouraged to participate, showing that active participation is a common practice but not universally experienced by all. Many students feel they are given ample opportunities to participate during classes. However, a small percentage indicated less encouragement, suggesting that further efforts to increase student engagement could benefit those who feel less encouraged. Encouraging a more consistent approach to fostering participation could enhance the overall classroom experience.

Table 5: Effectiveness of Diverse Teaching Methods

Response	Number of Respondents	Percentage (%)
Highly Effective	8	11%
Very Effective	17	16.4%
Effective	34	46.6%
Moderately Effective	12	23.3%
Ineffective	2	2.7%

The feedback from 73 students regarding the effectiveness of diverse teaching methods reveals an overall positive perception. A majority of students, 46.6%, found the teaching methods to be "Effective," and 16.4% considered them "Very Effective." Additionally, 11% of students felt the methods used were "Highly Effective," indicating that a significant portion of students appreciate the varied teaching strategies employed.

6

However, 23.3% of students rated the teaching methods as "Moderately Effective," suggesting that while they see some benefit in diverse methods, improvements could still be made. A small group, 2 students (2.7%), considered the methods to be "Ineffective," implying that there may be specific instances where the diversity of teaching methods does not meet their learning needs. Addressing the concerns of the few students who rated the methods lower could enhance the overall teaching approach, ensuring a more engaging and impactful learning environment for all.

Table 6: Incorporation of Experiential Learning (Fieldwork, Internships, Projects)

Response	Number of Respondents	Percentage (%)
Excellent	7	9.6%
Very Satisfactory	15	19.2%
Satisfactory	37	50.7%
Needs Improvement	14	20.5%
Poor	0	0%

The feedback from 73 students regarding the incorporation of experiential learning (such as fieldwork, internships, and projects) reveals a generally favorable response, with 50.7% of students rating it as "Satisfactory." This indicates that half of the students find the experiential learning opportunities to meet their expectations. In addition, 19.2% of students rated these opportunities as "Very Satisfactory," and 9.6% rated them as "Excellent," suggesting that a portion of students has had highly positive experiences with experiential learning components.

However, 20.5% of students feel that experiential learning "Needs Improvement," indicating that there is a significant portion of students who believe there are areas for growth, perhaps in terms of opportunities, guidance, or the depth of the learning experiences. Importantly, no students rated the experiential learning opportunities as "Poor," suggesting that the majority of students find value in them, but there is room for refinement. Most students view the incorporation of experiential learning as satisfactory or better, there is still room for enhancement. Addressing the concerns of the students who believe improvements are needed could further enrich the learning experience and provide more meaningful opportunities for hands-on learning.

7

Table 7: Design of Assignments and Project Works to Enhance Critical Thinking and Problem-Solving Skills

Response	Number of Respondents	Percentage (%)
Strongly Agree	13	17.8%
Agree	38	52.1%
Neutral	19	26%
Disagree	2	2.7%
Strongly Disagree	1	1.4%

The feedback from 73 students regarding the design of assignments and project work to enhance critical thinking and problem-solving skills indicates a positive perception. Over half of the students, 52.1%, agreed that assignments and projects are designed to foster these essential skills, and 17.8% strongly agreed. This suggests that the majority of students recognize the value of these academic tasks in developing their critical thinking and problem-solving abilities.

However, 26% of students were neutral, which indicates that while they may acknowledge some benefit, they may not find the assignments and projects to be highly focused on these skills, or they may not have noticed a clear impact on their cognitive development. A smaller group, 2.7%, disagreed, and 1.4% strongly disagreed, suggesting that while the majority of students see value in these academic activities, there is a small portion who do not feel that assignments and projects effectively enhance these skills. Nevertheless, addressing the concerns of the few students who rated the assignments lower could help further refine the design of these tasks, making them even more impactful in fostering these important competencies.

Table 8: Faculty's Subject Knowledge and Expertise

Response	Number of Respondents	Percentage (%)
Excellent	18	24.7%

Response	Number of Respondents	Percentage (%)
Very Satisfactory	23	39.7%
Satisfactory	29	31.5%
Need Improvement	2	2.7%
Poor	1	1.4%

The feedback from 73 students regarding the faculty's subject knowledge and expertise reflects a generally positive assessment. A significant portion of students, 39.7%, rated the faculty's knowledge as "Very Satisfactory," and 24.7% rated it as "Excellent," showing that many students have a high regard for their instructors' expertise in the subject matter.

In addition, 31.5% of students found the faculty's subject knowledge to be "Satisfactory," suggesting that while students generally perceive the knowledge level to be good, there is some room for improvement. A small percentage, 2.7%, felt that the faculty's knowledge "Needs Improvement," and 1.4% rated it as "Poor," indicating that these concerns are limited to only a few students. However, there are small percentages of students who feel that improvement is needed. Ensuring that all faculty members maintain or enhance their subject mastery could help further elevate the overall academic experience for students.

**Table 9: Faculty Approachability and Willingness to Provide Academic Guidance**

Response	Number of Respondents	Percentage (%)
Always	10	13.7%
Often	25	34.2%
Sometimes	30	41.1%
Rarely	5	6.8%
Not at All	3	4.1%

The feedback from 73 students regarding faculty approachability and willingness to provide academic guidance indicates that a majority feel positively about their faculty's accessibility. A total of 13.7% of students stated that faculty are "Always" approachable, and 34.2% indicated

they are "Often" willing to provide academic support, suggesting that these students have frequent access to guidance when needed.

Additionally, 41.1% of students indicated that faculty are "Sometimes" approachable, which implies that, while guidance is available at times, it may not be consistently accessible to all students. Only 6.8% of students reported that faculty are "Rarely" approachable, and a small 4.1% indicated that faculty are "Not at All" approachable, reflecting a smaller group of students who feel less supported in this regard. However, for the small number of students who have less favourable perceptions, efforts could be made to improve faculty accessibility, ensuring that academic support is available to all students when needed.

Diagram 3: Faculty's Use of ICT Tools Effectively During Teaching
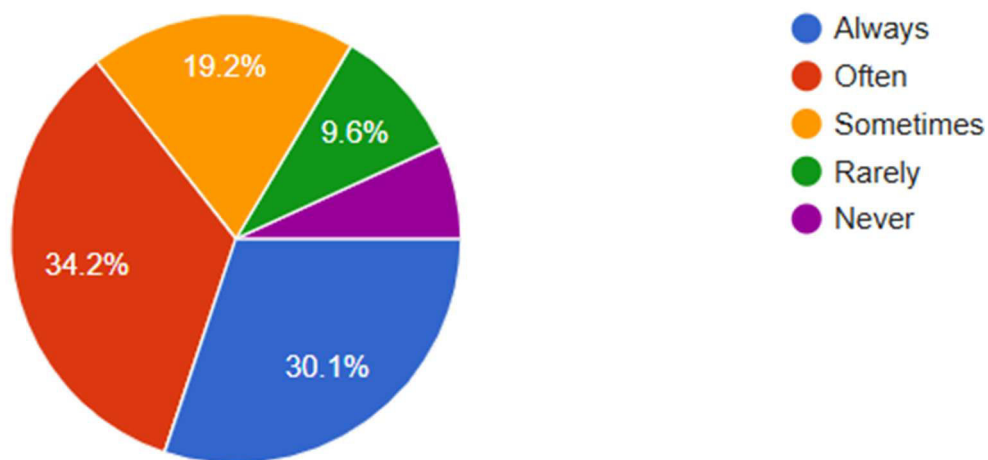
The feedback from 73 students regarding the faculty's use of ICT tools during teaching reflects a diverse range of experiences. A small percentage of students (9.6%) reported that faculty "Always" use ICT tools effectively, while 19.2% stated that faculty "Often" use them, indicating that a portion of students regularly benefits from the integration of technology in the classroom.

However, a larger portion of students, 34.2%, noted that ICT tools are used "Sometimes," suggesting that the use of technology may not be consistently integrated into all lessons. There are still some students (30.1%) who feel that ICT tools are used "Rarely," and 6.8% reported

that they are not used at all, indicating that a significant number of students perceive the use of ICT as insufficient or inconsistent. The effective use of ICT tools in teaching, a substantial portion feels that this integration could be more consistent. Improving the regular use of ICT tools in teaching could enhance the learning experience for all students, making lessons more interactive and engaging.

Table 10: Effectiveness of Faculty Members in Clarifying Doubts and Queries

Response	Number of Respondents	Percentage (%)
Highly Effective	15	20.5%
Very Effective	29	39.7%
Effective	21	28.8%
Moderately Effective	7	9.6%
Ineffective	1	1.4%

The feedback from 73 students regarding the faculty members' effectiveness in clarifying doubts and queries reveals positive responses overall. A significant 39.7% of students rated the faculty as "Very Effective," and 20.5% rated them as "Highly Effective," indicating that a majority of students find the faculty proficient in addressing their academic concerns.

Additionally, 28.8% of students rated the faculty as "Effective," showing that while the faculty generally meets expectations, there is room for further improvement. A smaller percentage of students, 9.6%, rated the faculty as "Moderately Effective," and only 1.4% found them "Ineffective," suggesting that dissatisfaction is minimal but notable.

**Table 11: Cleanliness, Safety, and Learning-Conducive Environment of the Campus**

Response	Number of Respondents	Percentage (%)
Excellent	15	20.5%
Very Satisfactory	19	26.0%
Satisfactory	25	34.2%

Response	Number of Respondents	Percentage (%)
Needs Improvement	12	16.4%
Poor	2	2.7%

The survey results from 73 students regarding the campus environment's cleanliness, safety, and conduciveness to learning suggest varied perceptions. A combined 46.5% of students rated the campus as "Excellent" or "Very Satisfactory," indicating that nearly half of the respondents are highly satisfied with the campus environment.

A notable 34.2% rated the environment as "Satisfactory," showing that the campus meets their basic expectations but may not exceed them. However, 16.4% of respondents felt that the campus environment "Needs Improvement," and 2.7% rated it as "Poor," highlighting concerns about specific areas where the campus may fall short. Student's view the campus environment positively, efforts to address the concerns of those who find it lacking could further enhance satisfaction. Focused improvements in cleanliness, safety measures, and learning facilities could significantly contribute to creating a more conducive environment for all students.

**Diagram 4: Accessibility of Student Support Service**
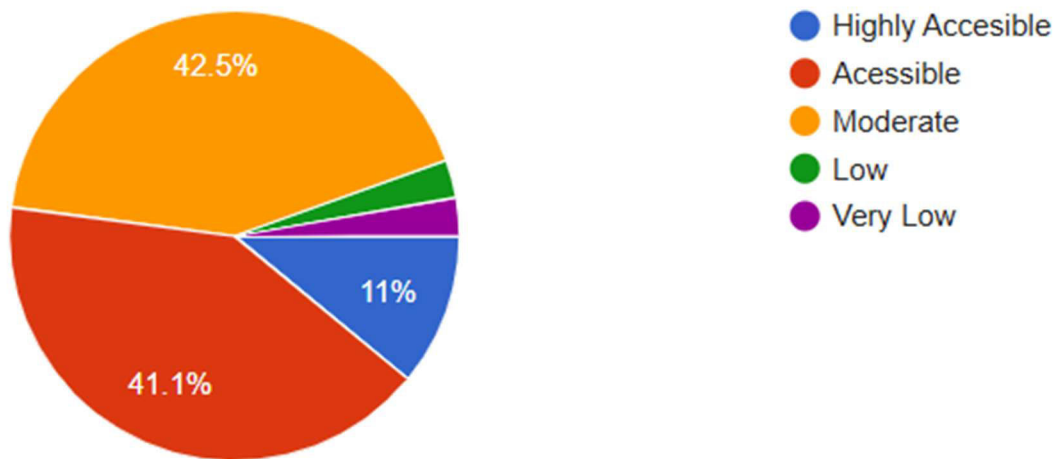
The feedback from 73 students about the accessibility of student support services reflects a spectrum of experiences. A total of 53.5% of students rated the services as "Highly Accessible"

or "Accessible," suggesting that more than half of the respondents find the support services to be generally available and adequate for their needs.

On the other hand, 41.1% of students rated the accessibility as "Moderate," indicating that while services are available, there might be room for improved responsiveness or reach. A small percentage of respondents, 5.4%, rated the services as "Low" or "Very Low," signaling potential gaps that might hinder effective support for all students.

Diagram 4:Fairness and Transparency of Assessment Methods
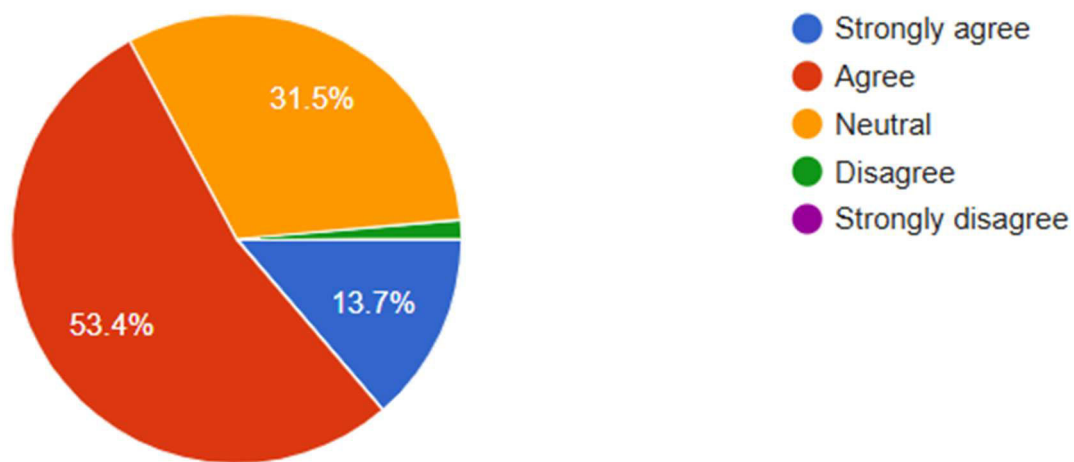
The survey of 73 students on the fairness and transparency of assessment methods highlights a largely positive sentiment. A combined 67.1% of respondents either "Strongly Agree" or "Agree" that the methods are fair and transparent, reflecting the institution's efforts in maintaining assessment integrity. However, 31.5% of students remain "Neutral," suggesting that a significant proportion either lacks clarity about the assessment methods or has mixed feelings about their implementation. Only 1.4% of respondents expressed dissatisfaction, and no one "Strongly Disagree," indicating minimal discontent. Assessment methods as fair and transparent, there is a need to enhance communication and provide more clarity about evaluation processes to address neutral perspectives and further improve confidence in the system. The feedback from 73 students regarding the timeliness of results and feedback for internal assessments shows a predominantly positive trend. A significant 71.2% of respondents indicated that results and feedback are provided "Always" or "Often," reflecting the institution's commitment to prompt evaluation.

Meanwhile, 26.0% of students selected "Sometimes," suggesting occasional delays in feedback or variability across assessments. Only 2.7% of respondents rated the timeliness as "Rarely," Regular communication and adherence to deadlines might further improve perceptions in this area.

Table 12: Effectiveness of Continuous Internal Evaluation (CIE) Processes

Response	Number of Respondents	Percentage (%)
Highly Effective	10	13.7%
Very Effective	9	12.3%
Effective	29	39.7%
Moderately Effective	24	32.9%
Not Implemented	1	1.4%

The feedback from 73 students on the effectiveness of Continuous Internal Evaluation (CIE) processes indicates that the majority of respondents, 65.7%, find the implementation to be "Effective" or better, highlighting the institution's efforts to ensure the efficiency of the evaluation system.

A significant proportion, 32.9%, rated the processes as "Moderately Effective," suggesting that while the processes are functional, there may be areas for improvement to enhance their effectiveness. Only 1.4% of respondents indicated that CIE processes are "Not Implemented," reflecting isolated concerns rather than a widespread issue. Data suggests that the CIE processes are largely effective, but addressing areas of moderate effectiveness could further streamline the system. Providing clearer guidelines, ensuring consistent application across departments, and gathering regular feedback could help improve overall satisfaction and confidence in the CIE system.

SNDT College of Home Science, Pune

Faculty Feedback 2023-2024

### Table 1: Alignment of Curriculum with Current Industry, Societal, and Academic Standards (N=22)

Response of faculties	Number of Respondents	Percentage (%)
Strongly Agree	7	31.8%
Agree	9	40.9%
Neutral	3	13.6%
Disagree	2	9.1%
Strongly Disagree	1	4.5%

The feedback from 22 faculty members of SNDT College of Home Science regarding the alignment of the curriculum with current industry, societal, and academic standards reveals insightful trends. A significant portion, 72.7%, comprising 31.8% who strongly agree and 40.9% who agree, perceive the curriculum as well-aligned with contemporary standards. This suggests that the curriculum effectively integrates industry relevance, societal expectations, and academic benchmarks, reflecting overall satisfaction among the faculty.

However, 13.6% of respondents expressed a neutral stance, indicating either uncertainty about the curriculum's alignment or a lack of strong opinion. Additionally, 13.6% of faculty members provided negative feedback, with 9.1% disagreeing and 4.5% strongly disagreeing. These responses highlight the need for addressing specific gaps in the curriculum, possibly through incorporating faculty feedback, updating content, or improving the communication of its objectives and relevance.

In summary, while the majority of faculty members view the curriculum positively, the presence of neutral and negative feedback underscores areas for potential enhancement. Conducting regular reviews, fostering dialogue among stakeholders, and aligning with evolving industry and societal standards will ensure the curriculum remains effective and impactful.

Diagram 1: Does the curriculum provide adequate opportunities for interdisciplinary learning
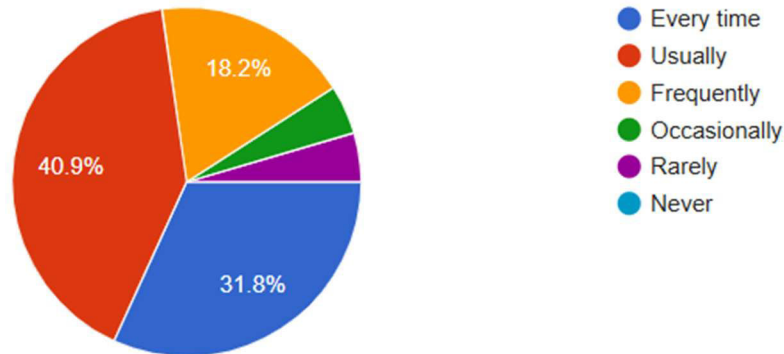
The feedback on whether the curriculum provides adequate opportunities for interdisciplinary learning reveals a distribution of perspectives among the faculty of SNDT College of Home Science. A significant majority, comprising 72.7%, indicated positive responses, with 31.8% stating that interdisciplinary learning is "Usually" integrated and 40.9% noting it is incorporated "Frequently." These responses suggest that the curriculum is generally well-structured to encourage interdisciplinary engagement, fostering connections across diverse fields of study.

However, a smaller proportion of faculty expressed less frequent integration of interdisciplinary opportunities. About 18.2% noted that such opportunities occur only "Occasionally," while the remaining percentage reported them as "Rarely" present. These insights indicate that while the curriculum is perceived as broadly supportive of interdisciplinary learning, there is room for improvement in ensuring consistent and robust opportunities across all courses and programs.

View the curriculum as providing adequate interdisciplinary learning opportunities, the variability in responses highlights areas where additional efforts could enhance inclusivity and frequency. Emphasizing collaborative projects, interdisciplinary modules, and faculty training in integrative teaching approaches could strengthen the curriculum further and ensure it meets diverse educational needs effectively.

Table 2: Inclusion of Emerging Topics and Technological Advancements in the Curriculum

Response	Number of Respondents	Percentage (%)
Highly Extensively	6	27.3%
Extensively	8	36.4%
Moderately	5	22.7%
Minimally	2	9.1%
Not at all	1	4.5%

The responses from 22 faculty members of SNDT College of Home Science regarding the inclusion of emerging topics and technological advancements in the curriculum provide valuable insights. A significant portion, 63.7%, including 27.3% who responded "Highly Extensively" and 36.4% who responded "Extensively," indicates that the curriculum largely integrates contemporary topics and technological advancements. This reflects an acknowledgment of the curriculum's relevance to current trends and its effort to stay updated with advancements in various fields.

On the other hand, 22.7% of the faculty rated the inclusion as "Moderate," suggesting that while some elements of emerging topics are present, there is potential for enhancement. Furthermore, 13.6% of the responses, divided between "Minimally" (9.1%) and "Not at all" (4.5%), indicate gaps in addressing technological advancements and emerging topics. These findings underscore the need for targeted updates in specific areas to bridge these gaps.

Majority of faculty view the curriculum as effectively incorporating emerging topics and technologies, the presence of moderate and negative responses highlights areas for growth. Incorporating regular reviews, fostering industry-academia collaborations, and adopting innovative teaching methods can ensure the curriculum remains dynamic and aligned with global advancements.

Table 3 : Availability of Resources and Teaching Aids for Effective Teaching

Response	Number of Respondents	Percentage (%)
Highly Adequate	7	31.8%
Adequate	8	36.4%
Moderately Adequate	4	18.2%
Inadequate	2	9.1%
Highly Inadequate	1	4.5%

The responses from 22 faculty members of SNDT College of Home Science regarding the availability of resources and teaching aids to facilitate effective teaching reveal varied perceptions. A significant proportion, 68.2%, comprising 31.8% who found the resources "Highly Adequate" and 36.4% who rated them as "Adequate," indicates overall satisfaction with the availability of teaching aids and resources. This suggests that the institution provides a robust infrastructure to support effective teaching practices.

However, 18.2% of respondents considered the resources "Moderately Adequate," indicating room for improvement in some areas. Furthermore, 13.6% of the faculty members rated the resources as either "Inadequate" (9.1%) or "Highly Inadequate" (4.5%), highlighting gaps that could hinder the teaching process. These responses suggest that while the overall provision is satisfactory, specific areas may require targeted enhancements, such as updated equipment, access to digital tools, or additional teaching aids.

Majority of faculty members view the resources and teaching aids as adequate or highly adequate, the presence of moderate and negative feedback underscores the need for continuous improvement. Regular assessment of resource adequacy, integrating feedback from faculty, and ensuring timely upgrades can help maintain and enhance the quality of teaching support provided by the institution.

Table 4: Effectiveness of Institutional Support for ICT-Based Teaching Methods

Response	Number of Respondents	Percentage (%)
Very Effectively	8	36.4%
Effectively	7	31.8%
Moderately Effectively	4	18.2%
Ineffectively	2	9.1%
Very Ineffectively	1	4.5%

The responses from 22 faculty members of SNDT College of Home Science regarding the institution's support for ICT-based teaching methods highlight varying levels of effectiveness. A majority, 68.2%, comprising 36.4% who found the support "Very Effective" and 31.8% who rated it as "Effective," suggests that the institution is making commendable efforts to integrate and facilitate ICT-based teaching methods. This reflects a commitment to modernizing education and enhancing teaching quality through technology.

Nevertheless, 18.2% of respondents rated the support as "Moderately Effective," indicating that while ICT integration is present, there are areas for further development. Additionally, 13.6% of the faculty reported dissatisfaction, with 9.1% rating the support as "Ineffective" and 4.5% as "Very Ineffective." These responses point to potential shortcomings, such as limited access to ICT tools, inadequate training for faculty, or insufficient technical support.

Faculty to perceive the institution as effectively supporting ICT-based teaching methods, the presence of moderate and negative feedback suggests a need for continuous improvement. Regular evaluations, investment in advanced ICT infrastructure, and faculty training programs can help ensure that ICT-based teaching methods are optimally supported and utilized.

Table 5: Encouragement for Student Participation and Engagement in the Teaching-Learning Process

Response	Number of Respondents	Percentage (%)
Highly Encouraged	9	40.9%

Response	Number of Respondents	Percentage (%)
Encouraged	8	36.4%
Moderately Encouraged	4	18.2%
Rarely Encouraged	1	4.5%
Not at all Encouraged	0	0%

The responses from 22 faculty members of SNDT College of Home Science regarding whether students are encouraged to actively participate and engage in the teaching-learning process suggest a positive trend. A significant 77.3% of faculty members indicated that students are either "Highly Encouraged" (40.9%) or "Encouraged" (36.4%) to actively engage in learning. This reflects a strong institutional focus on fostering student participation, which is essential for deeper learning and student-centered teaching approaches.

However, 18.2% of the faculty rated student encouragement as "Moderately Encouraged," indicating that while participation is encouraged to some extent, there may be areas where student engagement could be further enhanced. Only one faculty member (4.5%) indicated that students are "Rarely Encouraged" to participate, which suggests that, in general, most faculty make active efforts to engage students in the learning process.

Faculty view student participation and engagement as a priority within the teaching-learning process. However, the presence of moderate feedback highlights the potential for enhancing these efforts. Strategies such as interactive teaching methods, collaborative learning, and more opportunities for student-led discussions could help further boost engagement and participation across all learning environments.

Diagram 2: Access to Professional Development Programs and Workshops for Enhancing Teaching Methodologies
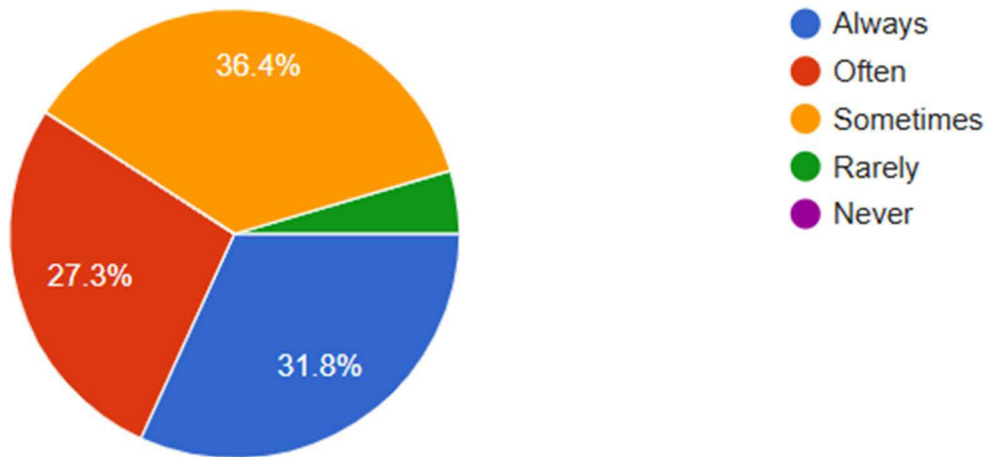
The responses from 22 faculty members of SNDT College of Home Science regarding access to professional development programs and workshops to enhance teaching methodologies indicate a positive outlook. A significant portion, 63.7%, reported that they have access to these programs either "Always" (36.4%) or "Often" (27.3%), highlighting a strong institutional commitment to supporting faculty growth and improvement in teaching methodologies.

However, 31.8% of faculty members stated that they have access to such programs "Sometimes," indicating that professional development opportunities are available, but not consistently. Only one faculty member (4.5%) reported "Rarely" having access to professional development programs, and none indicated that they have "Never" had access. The presence of "Sometimes" and "Rarely" responses suggests that while there are opportunities, more frequent and consistent access to these programs could further improve faculty development and teaching practices. Regular workshops, targeted training, and increased focus on innovative teaching strategies can help sustain and elevate the overall teaching quality.

Diagram 3: Satisfaction with Institutional Support for Teaching and Research Activities
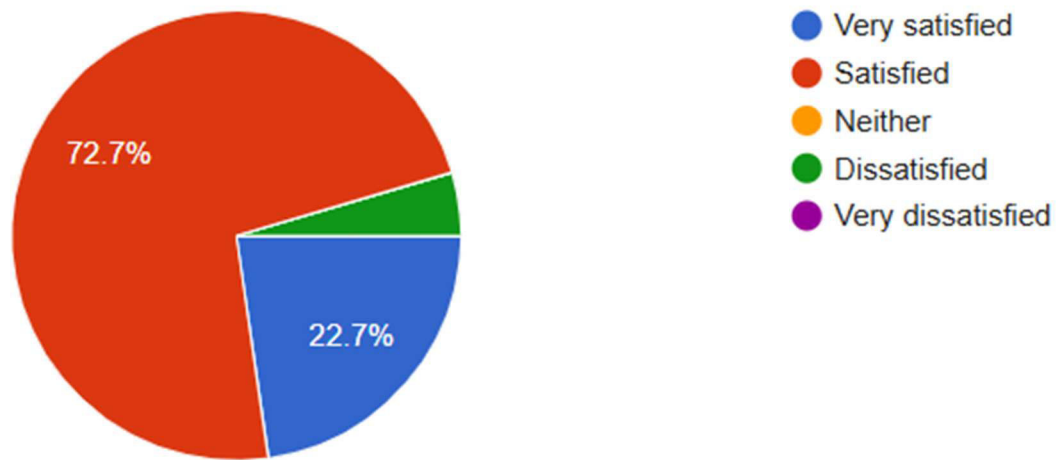
The responses from 22 faculty members of SNDT College of Home Science regarding their satisfaction with the institutional support for teaching and research activities indicate a high level of contentment. A significant majority, 72.7%, expressed being "Satisfied," and 22.7% reported being "Very Satisfied," reflecting strong approval of the institution's efforts to support both teaching and research initiatives. This suggests that the resources, infrastructure, and policies in place are largely meeting the needs of the faculty in these areas.

However, there is some room for improvement, as 4.5% of respondents reported being "Dissatisfied" with the support provided. This indicates that while the overall satisfaction level is high, there may be specific aspects of support that require attention, such as funding, resources, or administrative assistance. Interestingly, no faculty members indicated dissatisfaction to the point of being "Very Dissatisfied," nor was there any neutral response ("Neither"). To maintain this positive trend, the institution could further address the specific concerns of the dissatisfied faculty and ensure that support remains strong and continuous in both teaching and research domains.

Diagram 3: Effectiveness of the Continuous Internal Evaluation (CIE) System
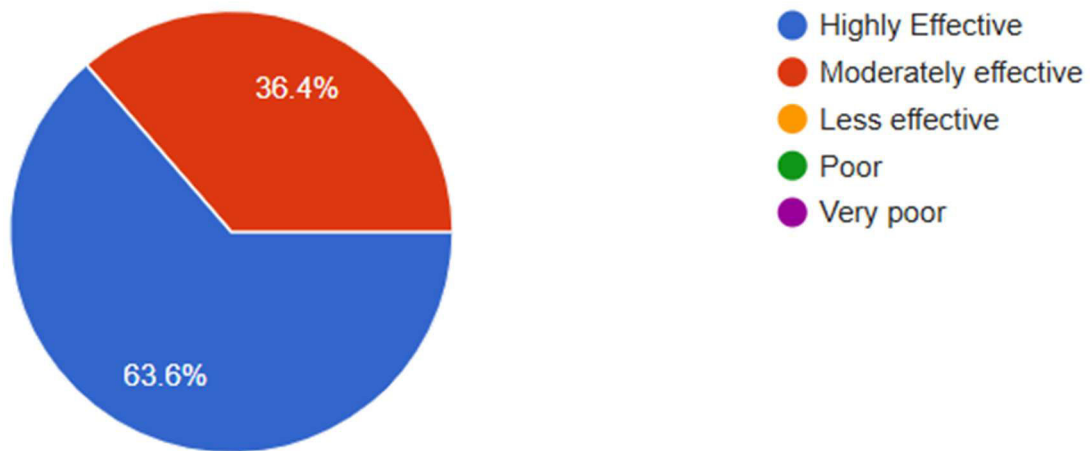
The responses from 22 faculty members of SNDT College of Home Science regarding the effectiveness of the Continuous Internal Evaluation (CIE) system suggest a generally positive view, with areas for improvement. A strong 36.4% of respondents rated the CIE system as "Highly Effective," and 45.5% considered it "Moderately Effective," indicating that a majority of faculty believe the system is functioning well and supports continuous assessment of student progress. However, there is a notable proportion (13.6%) who found the CIE system to be "Less Effective," suggesting that, while the system is operational, there may be limitations or inconsistencies in its implementation. Additionally, 4.5% of faculty members rated the system as "Poor," indicating that improvements are needed to make the CIE process more efficient and impactful. Fortunately, no respondents reported the system as "Very Poor," suggesting that while there are areas for enhancement, the system is not completely failing. Regular feedback from faculty, ongoing assessments, and adjustments to the evaluation processes could help address these concerns and further improve the effectiveness of CIE in assessing student.

Table 6: Transparency and Fairness of Assessment Procedures

Response	Number of Respondents	Percentage (%)
Strongly Agree	13	59.1%
Agree	8	36.4%

Response	Number of Respondents	Percentage (%)
Neutral	1	4.5%
Disagree	0	0%
Strongly Disagree	0	0%

The responses from 22 faculty members of SNDT College of Home Science regarding the transparency and fairness of the assessment procedures suggest a strong level of confidence in the system. A significant majority, 59.1%, "Strongly Agree" and 36.4% "Agree" that the assessment procedures are both transparent and fair. This reflects a high level of satisfaction with the assessment practices in place, indicating that faculty members believe the system is equitable and open. A small percentage, 4.5%, responded with "Neutral," suggesting either uncertainty or indifference regarding the transparency and fairness of the assessment procedures. Importantly, no respondents disagreed or strongly disagreed, which signifies a positive overall perception of fairness in the assessment process. The absence of negative responses further emphasizes that the assessment system is generally well-regarded. To maintain this positive perception, continuous monitoring and clear communication regarding the assessment criteria and processes will ensure that faculty and students remain confident in the system.

Table 6: Rating of the Institution's Mechanisms for Addressing Grievances Related to Evaluation Processes

Response	Number of Respondents	Percentage (%)
Excellent	8	36.4%
Good	12	54.5%
Moderate	2	9.1%
Poor	0	0%
Very Poor	0	0%

The responses from 22 faculty members of SNDT College of Home Science regarding the institution's mechanisms for addressing grievances related to evaluation processes indicate overall satisfaction. A significant 54.5% of faculty members rated the grievance redressal

mechanisms as "Good," and 36.4% rated them as "Excellent." This shows that the majority of faculty believe the institution is effective in handling grievances related to evaluation, providing a sense of trust and reliability in the system. However, 9.1% of respondents rated the mechanisms as "Moderate," suggesting that while grievance procedures exist, there may be areas for improvement, such as efficiency or accessibility. Notably, no faculty members indicated that the mechanisms are "Poor" or "Very Poor," which is a positive indicator that, overall, the system is functioning well. Continued efforts to maintain transparency, improve response times, and ensure fairness in the process can further enhance faculty and student confidence in these systems.

Diagram 4: Effectiveness of the Continuous Internal Evaluation (CIE) System
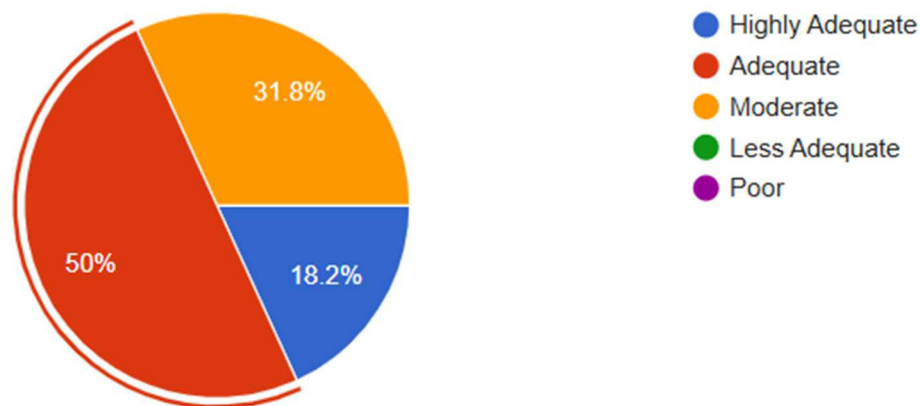
The responses from 22 faculty members of SNDT College of Home Science regarding the adequacy of resources and facilities to support research activities reveal a generally positive outlook. Half of the respondents (50%) rated the resources and facilities as "Adequate," indicating that the institution provides sufficient support for research activities. Additionally, 18.2% of faculty members considered the resources to be "Highly Adequate," reflecting satisfaction with the support provided for research endeavors.

On the other hand, 31.8% of respondents rated the resources and facilities as "Moderate," suggesting that while support is available, there are areas where improvements could be made, such as access to more advanced equipment, research funding, or specialized facilities. Importantly, none of the respondents rated the resources as "Less Adequate" or "Poor," indicating that the research facilities are not completely lacking.

SNDT College of Home Science, Pune

Alumni Feedback 2023-2024

Diagram 1: Relevance of Curriculum in Preparing for Professional Career
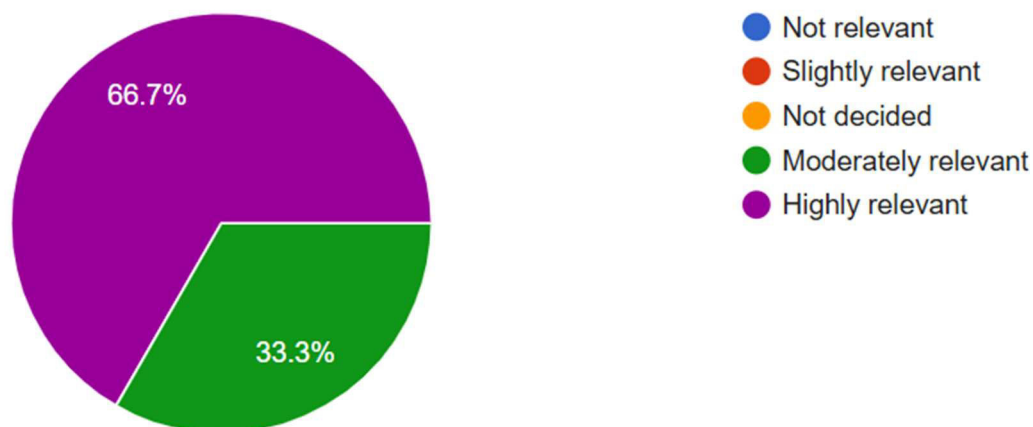
Among the 9 respondents, a significant majority (66.7%) found the curriculum "Highly relevant" in preparing them for their professional careers. This indicates that the course content aligns well with industry requirements and equips students with practical skills for the workplace.

Meanwhile, 33.3% rated the curriculum as "Moderately relevant," suggesting there is still some room for enhancement to meet professional demands more effectively. Notably, none of the respondents considered the curriculum irrelevant, undecided, or slightly relevant, reflecting strong overall satisfaction with the program's ability to prepare students for their careers.

Diagram 2: Inclusion of Practical Components and Hands-On Experiences
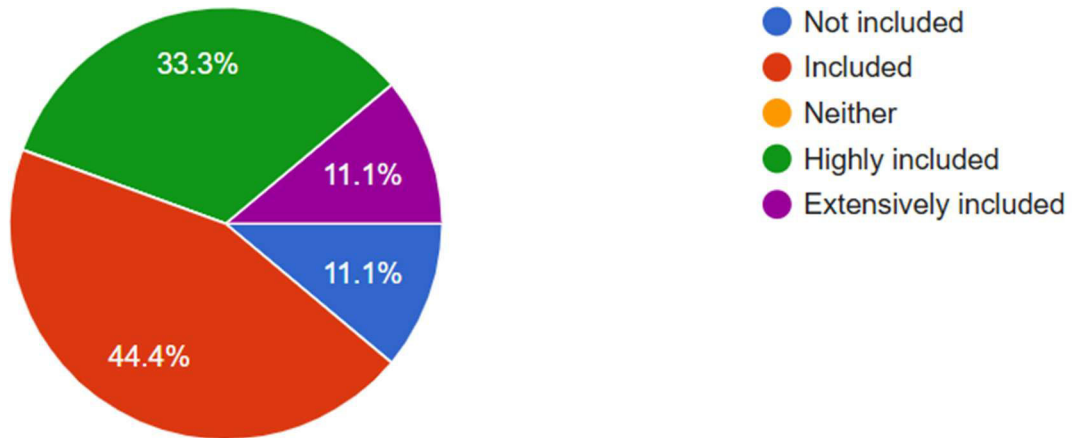
Feedback from 9 respondents on the adequacy of practical components and hands-on experiences in their program reveals diverse perceptions. A majority (44.4%) noted that these components were "Included," and 33.3% found them "Highly included," underscoring the program's emphasis on experiential learning.

Additionally, 11.1% of respondents rated the inclusion as "Extensively included," reflecting positive sentiments regarding certain program aspects. However, an equal proportion (11.1%) indicated that practical components were "Not included," suggesting potential gaps in specific areas. The program generally provides hands-on experiences, efforts should be directed toward standardizing practical opportunities across all modules. Enhanced integration of experiential learning elements, such as internships, projects, and lab work, could further elevate the program's impact and relevance for students.

Diagram 3: Overall Quality of Teaching and Learning at the Institution
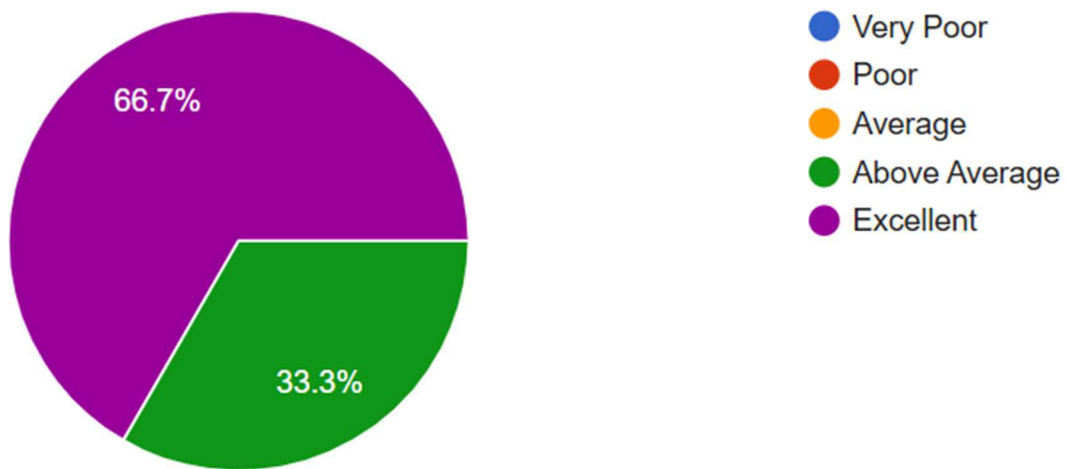
The feedback from 9 respondents regarding the overall quality of teaching and learning at the institution is overwhelmingly positive. A majority of 66.7% rated it as "Excellent," while 33.3% rated it as "Above Average." This suggests a high level of satisfaction with the teaching methods, faculty expertise, and overall learning environment provided by the institution. None of the respondents rated the quality as "Poor," "Very Poor," or "Average," indicating that there are no major concerns regarding the overall quality of the educational experience.

Diagram 4: Interdisciplinary topics and emerging areas effectively covered during your studies
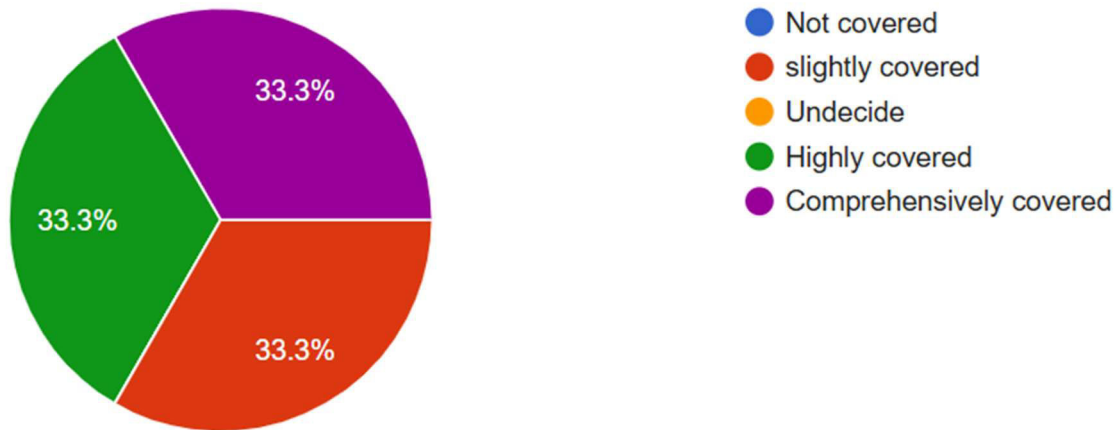
The feedback regarding the coverage of specific topics or areas reveals a mixed but balanced perception among respondents. One-third (33.3%) of the respondents felt that the topics were "Slightly covered," while another third felt that the topics were "Highly covered" or "Comprehensively covered." This suggests that, for some students, the coverage of topics met or exceeded expectations, while for others, there might be a perception of limited depth or breadth.

None of the respondents felt that the topics were "Not covered" or left undecided, which is a positive sign in terms of the curriculum's inclusion of important areas. However, there is an opportunity to ensure that the depth of coverage is consistent across all subjects to meet varying student needs and expectations.

Diagram 5: College's Equipping for Higher Education or Specialized Training
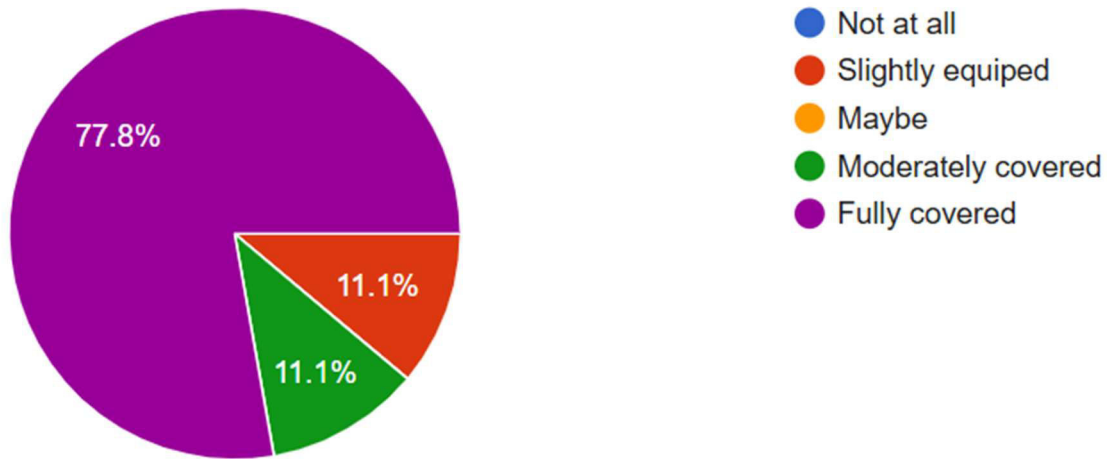
Feedback from the 9 respondents regarding how well the college equipped them with the skills to pursue higher education or specialized training reveals a strong positive perception. A significant 88.9% of respondents feel that the college "Fully covered" the necessary skills, indicating that they were adequately prepared for further studies or professional development.

Only 11.1% of the respondents felt that they were "Slightly equipped," suggesting that there may be room for improvement for a small subset of students, but this is a relatively minor concern in comparison to the overall satisfaction. To further enhance this preparation, the institution could seek to refine and expand support for those who feel slightly underprepared.

Diagram 6: Satisfaction with Infrastructure and Facilities (Laboratories, Library, ICT Tools)
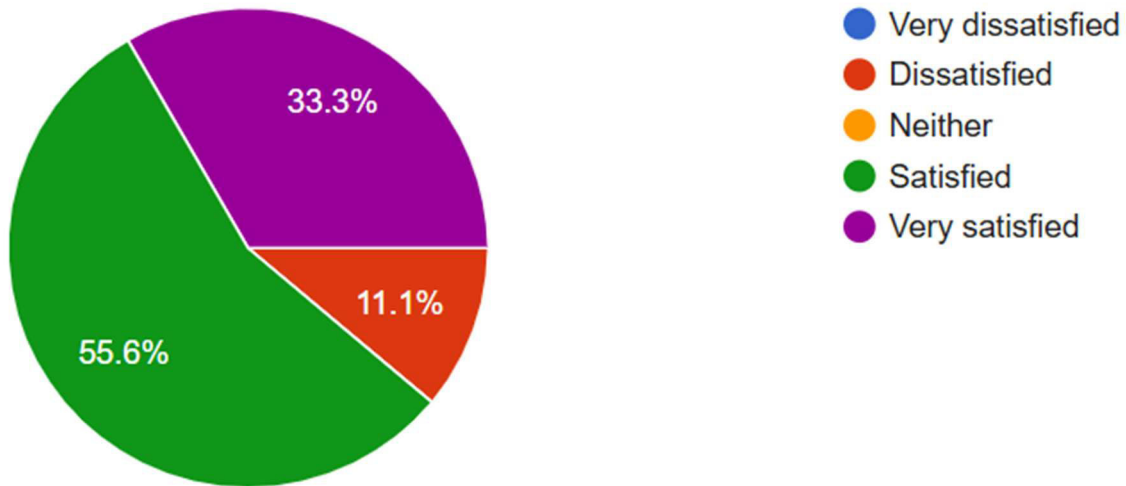

The feedback on satisfaction with the infrastructure and facilities, including laboratories, library, and ICT tools, is largely positive. A total of 55.6% of respondents are "Satisfied," and 33.3% are "Very satisfied," which indicates a high level of contentment with the facilities provided by the institution. This suggests that the infrastructure and resources are generally considered adequate and effective in supporting student learning. Only 11.1% of respondents expressed dissatisfaction, indicating a minor concern about the facilities, but the lack of "Very dissatisfied" or "Neither" responses suggests that these issues are not widespread. The institution may consider addressing the concerns of the dissatisfied student to ensure a fully positive experience.

Diagram 7: Availability and Accessibility of Study Resources
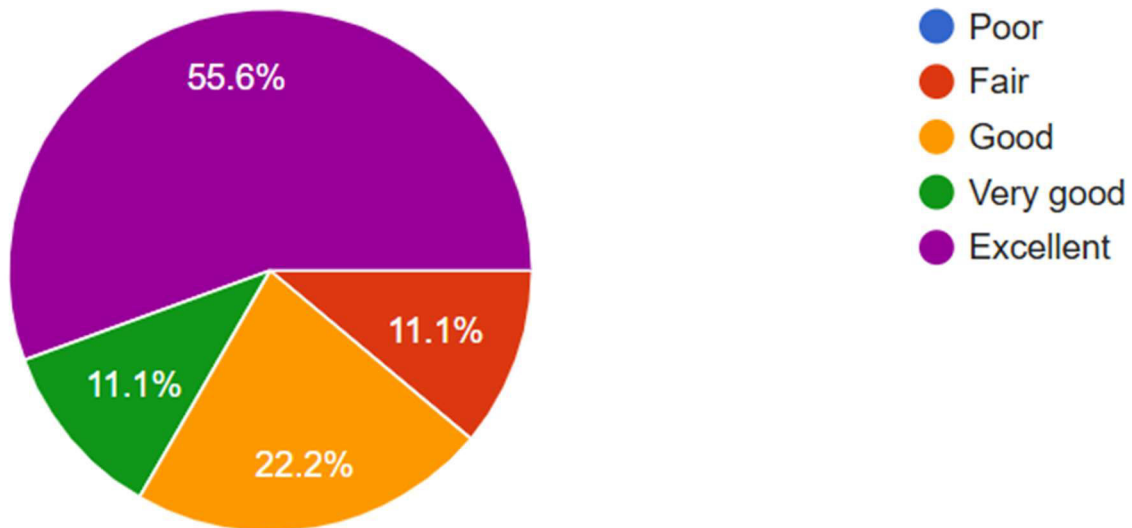
The feedback regarding the availability and accessibility of study resources is overwhelmingly positive. A significant 55.6% of respondents rated the resources as "Excellent," and 22.2% rated them as "Good," highlighting the overall satisfaction with the study materials and support offered by the institution. Additionally, 11.1% of respondents rated the resources as "Very good," and another 11.1% as "Fair." While these ratings still suggest satisfaction, the "Fair" rating may reflect minor areas of improvement in the accessibility or availability of certain resources. Importantly, no respondents felt that the resources were "Poor," which indicates that any challenges faced were likely minimal. Students find the study resources to be highly accessible and adequate, though addressing the concerns of the few who rated the resources as "Fair" could further improve the experience for all students.

Diagram 8: Guidance for Career Planning and Job Placements
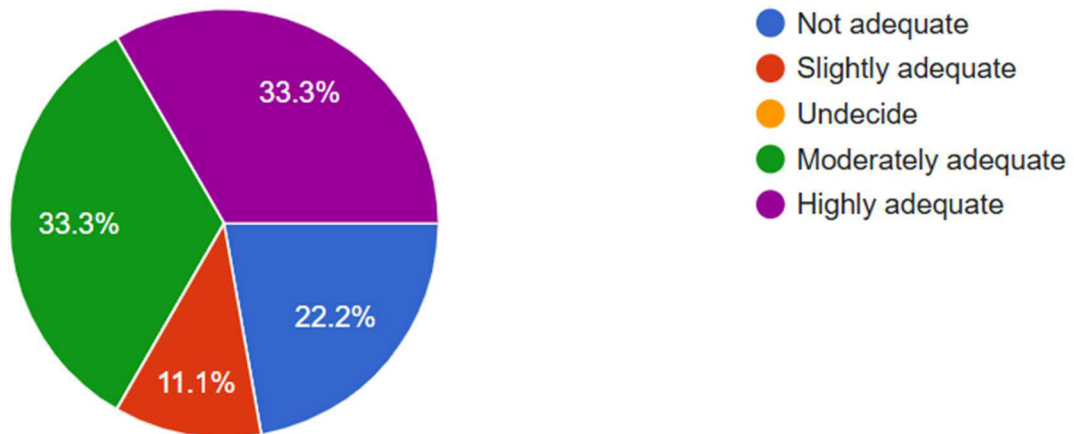
The feedback regarding career planning and job placement guidance provided by the institution reveals a mixed response. While 33.3% of respondents rated the guidance as "Moderately adequate," and another 33.3% rated it as "Highly adequate," there is still a significant portion of students (22.2%) who found the guidance "Not adequate" and 11.1% who rated it "Slightly adequate."

This suggests that while the majority of students find the career guidance and job placement services helpful, there is room for improvement to make these services more universally effective and accessible. Addressing the concerns of the students who felt the guidance was insufficient could enhance the overall satisfaction and ensure that all students receive the necessary support in their career planning.

Diagram 9: Emphasis on Developing Communication, Leadership, and Interpersonal Skills
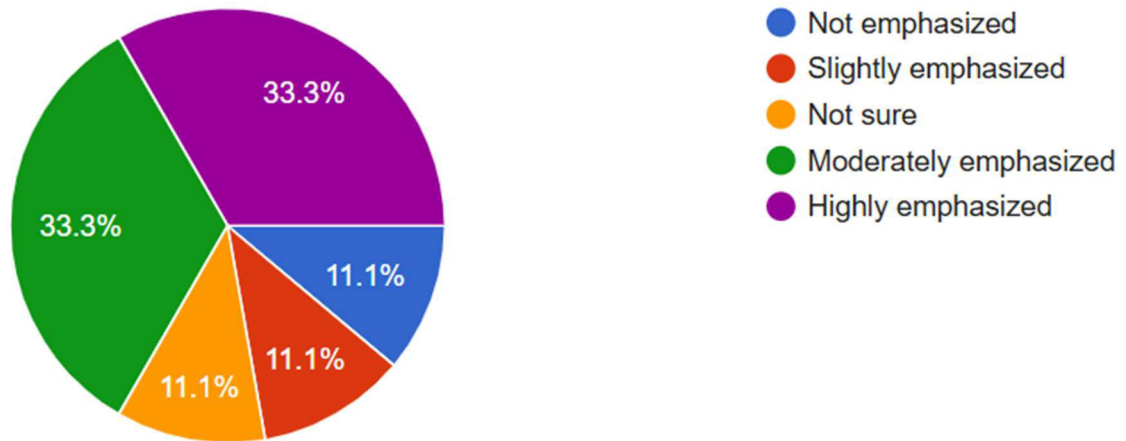
The feedback regarding the emphasis on developing communication, leadership, and interpersonal skills during the program shows a varied perspective. While 33.3% of respondents rated the emphasis as "Moderately emphasized," and another 33.3% rated it as "Highly emphasized," there is still a portion of students (22.2%) who felt that the emphasis was either "Not emphasized" (11.1%) or "Slightly emphasized" (11.1%).

This indicates that while a substantial number of students found the development of these crucial skills to be a key part of their learning, others feel there could be more focus in this area. The responses suggest an opportunity for the institution to consider increasing its focus on communication, leadership, and interpersonal skills, ensuring these competencies are consistently integrated into the curriculum.

Diagram 10: Satisfaction with Opportunities for Internships and Real-World Exposure
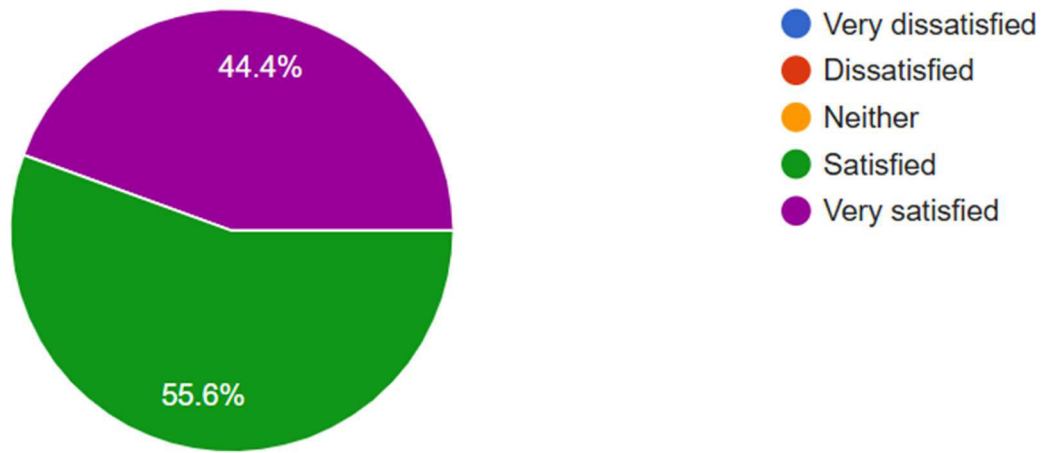
The responses regarding satisfaction with the opportunities for internships and real-world exposure indicate that the majority of students (100%) were satisfied with these opportunities. Specifically, 55.6% of respondents were "Satisfied" and 44.4% were "Very satisfied." Notably, no respondents reported dissatisfaction or indifference, which suggests that the institution is successfully providing valuable experiential learning opportunities that meet students' expectations.

However, further improvements could be made to ensure that all students have equal access to such opportunities, possibly by increasing the variety or number of available internships, to continue enhancing the quality of real-world exposure provided.

Diagram 11: Preparation for the Competitive Job Market or Entrepreneurship
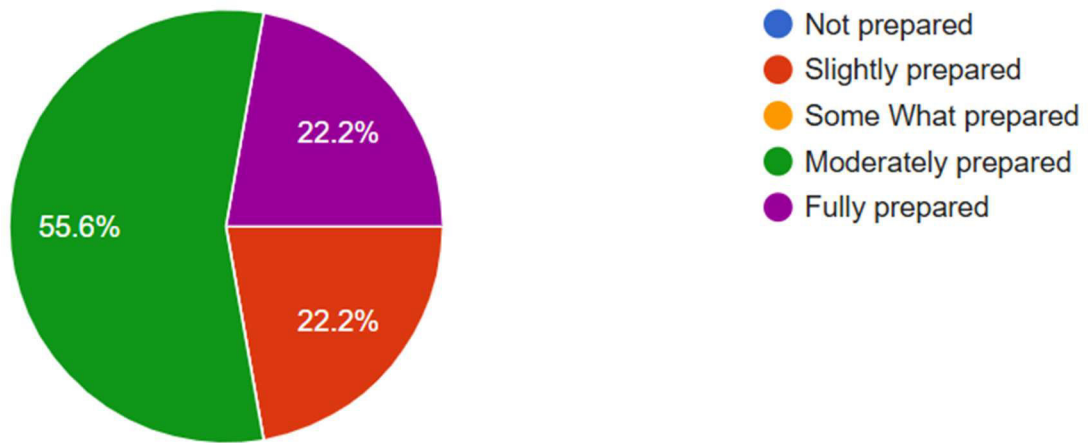
The responses regarding how well the education at SNDT College prepared students for the competitive job market or entrepreneurship reveal a generally positive outcome. The majority of respondents (55.6%) felt "Fully prepared," while 22.2% felt "Moderately prepared" and another 22.2% were "Slightly prepared." There were no responses indicating that students felt "Not prepared" or "Somewhat prepared."

This suggests that SNDT College's education system is largely effective in preparing students for career opportunities and entrepreneurial ventures. However, there may still be room for improvement, especially for those who felt "Slightly" or "Moderately" prepared. Strengthening specific career-oriented programs or offering more practical skills training could help in further bridging any gaps.