SNDT Women's University

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NAAC – AQAR

2021-22

CRITERION I

SUPPORTING DOCUMENTS

for

1.4.2 - Feedback processes of the institution may be classified as Follows

Index for
Supporting Document

1.4.2 - Feedback processes of the institution may be classified as Follows:

STAKEHOLDERS' FEEDBACK REPORT

Women's University in Mumbai's Internal Quality Assurance Cell (IQAC) has made curriculum feedback a regular practise. The different stakeholders evaluate the system's contribution to the advancement of a person specifically and of society generally based on their experiences and perceptions of the system. Given the significance of feedback in process improvement, well- structured questionnaires have been used to get input from students, teachers, graduates, and employers on the curriculum, its composition, and the choices/experiences designed. In addition to understanding their opinions of the curriculum, this data is further analysed to find discrepancies between their expectations and actual results from the university's numerous programmes. Additionally, this aids in curriculum development, establishing connections with businesses, and bridging the gap between business and education.

1. **Analysis of FEEDBACK FROM STUDENTS FOR THE YEAR 2021-22**

Students feedback is collected through Google Forms to provide feedback on the curriculum. A Comprehensive analysis of all the questions is depicted through tables and diagrams. Access the feedback form through the following link :

Students' feedback link - https://forms.gle/k3SCKDuqwaTRn6NF7

Table 1
Department /Institute wise Students Feedback

Sr. No.	Name of the Department and Institutions	Total Respondents	Percentage of Respondents
1	C. U. Shah College of Pharmacy, Santacruz	97	50.26
2	SNDTWU Centre for Vocational and Technical Education, Santacruz	115	39.00
3	Department of Commerce, Churchgate	16	25.81
4	Department of Commerce, Pune	15	16.30

5	Department of Communications and Media studies	14	50.00
6	Department of Computer Science	42	19.09
7	Department of Drawing and Painting, Churchgate	0	0.00
8	Department of Drawing and Painting	7	41.18
9	Department of Economics, Churchgate	47	41.59
10	Department of Economics, Pune	16	94.12
11	Department of Education Management, Santacruz	9	38.46
12	Department of Education	1	47.56
13	Department of Educational Technology, Juhu	14	60.87
14	Department of English	12	24.53
15	Department of Extension and Communication	11	29.73
16	Department of Food Science and Nutrition, Juhu	1	0.98
17	Department of Geography	23	69.70
18	Department of Gujrati, Churchgate	24	70.59
19	Department of Hindi, Churchgate	17	53.13
20	Department of Hindi, Pune	5	47.37
21	Department of History, Churchgate	28	54.72
22	Department of Human Development, Juhu	10	14.71
23	Department of Lifelong Learning and Extension, Mumbai	33	30.00
24	Department of Marathi, Churchgate	9	42.86
25	Department of Marathi, Pune	5	26.32
26	Department of Music, Churchgate	0	0.00
27	Department of Music, Pune	60	100.00
28	Department of Political Science, Churchgate	6	14.63

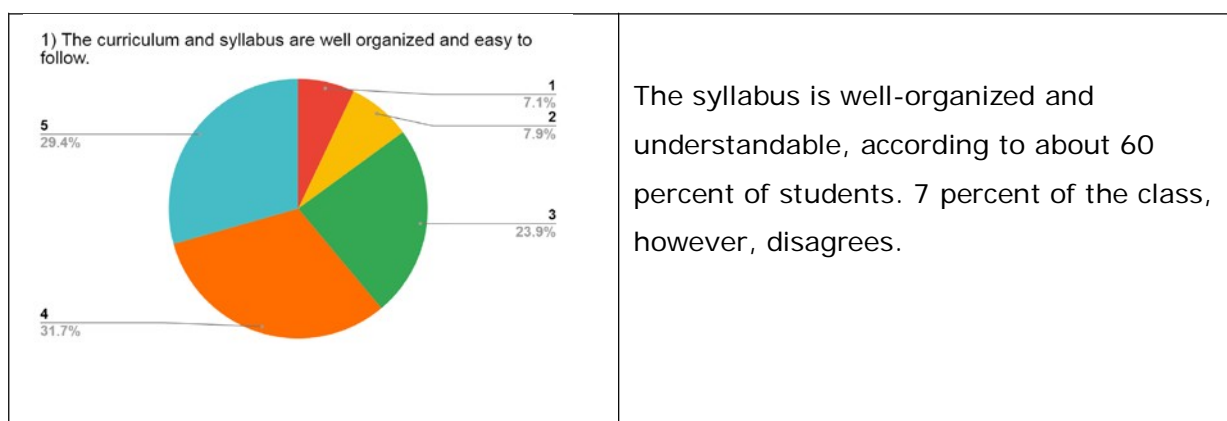| 29	Department of Psychology, Churchgate	1	0.66
30	Department of Psychology, Pune	8	17.78
31	Department of Resource Management, Juhu	16	61.54
32	Department of Sanskrit, Churchgate	0	0.00
33	Department of Social Work, Churchgate	25	38.81
34	Department of Sociology, Churchgate	6	9.68
35	Department of Special Education, Santacruz	37	37.76
36	Department of Textile Science and Apparel Design, Juhu	8	17.39
37	Jankidevi Bajaj Institute of Management Studies, Santacruz	8	15.38
38	Jankidevi Bajaj Institute of Management Studies, Pune	5	5.49
39	Law School, Santacruz	99	21.75
40	Leelabai Thackersey College of Nursing, Churchgate	137	70.56
41	Maharshi Karve Model College for Women	3	4.41
42	Research Centre for Womens Studies, Juhu	8	61.54
43	S.H.P.T. College of Science, Santacruz	41	42.27
44	S.H.P.T. School of Information and Library Science, Churchgate	11	61.11
45	Usha Mittal Institute of Technology, Santacruz	212	21.48

1.1 Analysis of Students Feedback :

The feedback received from total 1328 students from various programs for the year 2021-22. Question-wise feedback of total respondents is shown in the following table. The five point likert scale is applied here to analyse students perception regarding the curriculum in which Likert scale '1' denotes 'Disagree' and '5' denotes 'Strongly Agree'.
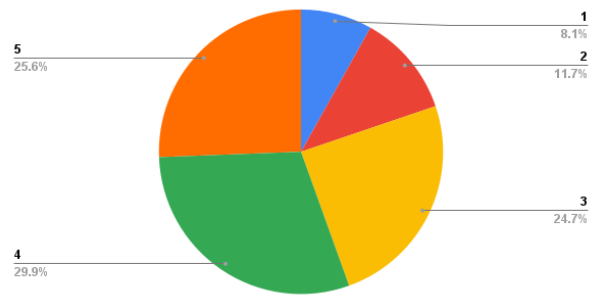
TABLE 2

Students' Feedback Analysis for the Academic Year 2021-22

Sr. No.	Questions	Questions Rating		
		Disagree	Agree	Strongly Agree
1	The curriculum and syllabus are well organized and easy to follow.	7.00	30.95	62.05
2	Syllabus provide sufficient choices in selecting courses (Elective Subjects).	8.13	36.37	55.50
3	Syllabus helps to create knowledge base.	5.95	24.62	69.43
4	The syllabus focuses on employability skills.	6.63	34.11	59.26
5	Our syllabus develops the skills required for getting jobs.	11.52	34.04	54.44
6	Our syllabus is designed to encourage entrepreneurship skills.	8.13	39.11	52.56
7	Our syllabus helps to acquire all required skills to work as professional.	5.65	32.76	61.60
8	Our syllabus develops confidence to complete task independently.	6.25	26.96	66.79

1) The curriculum and syllabus are well organized and easy to follow.
1 7.1%
2 7.9%
3 23.9%
4 31.7%
5 29.4%

The syllabus is well-organized and understandable, according to about 60 percent of students. 7 percent of the class, however, disagrees.
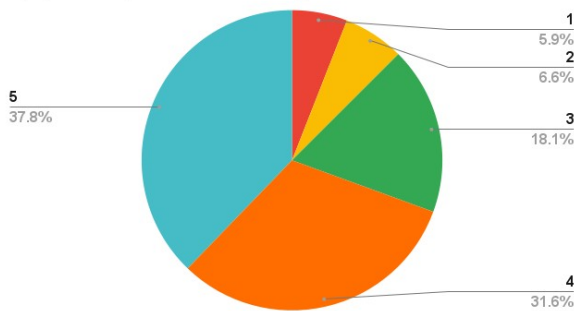
According to 73 percent of respondents, there are sufficient choices in elective subjects.

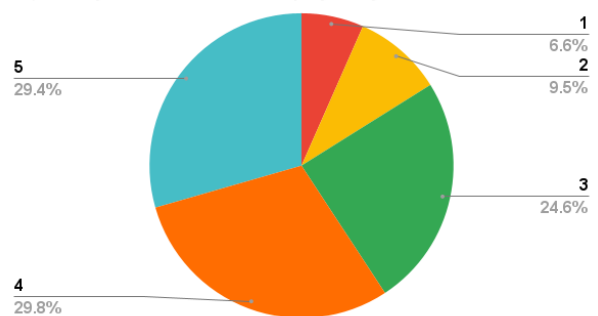2) Syllabus provide sufficient choices in selecting courses (Elective Subjects).

1
8.1%

2
11.7%

3
24.7%

4
29.9%

5
25.6%

3) Syllabus helps to create knowledge base.


1
5.9%

2
6.6%

3
18.1%

4
31.6%

5
37.8%

69 percent of students agreed that the curriculum of the various programmes help in constructing a knowledge base and only 6 percent respondents disagree with it.

59 percent of respondents agree that the syllabus of the various courses intends to develop various skills required for employability.

4) The syllabus focuses on employability skills.

1
6.6%

2
9.5%

3
24.6%

4
29.8%

5
29.4%

5) Our syllabus develops the skills required for getting jobs.

1
11.5%

2
9.4%

3
24.6%

4
28.1%

5
26.4%
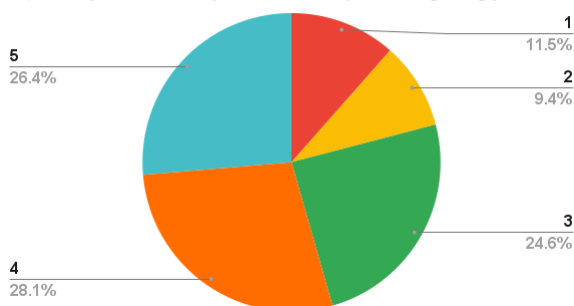
Only 54 percent of students are of the opinion that the syllabus contributes to the development of various skills among them.
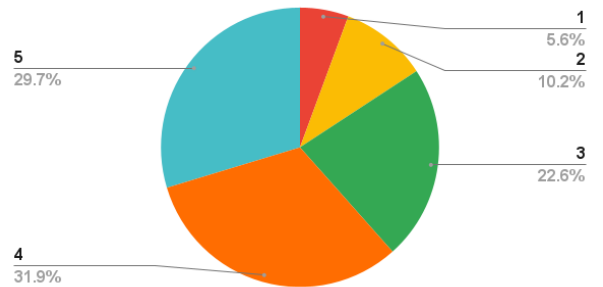
It is observed that 52 percent of learners believe that the syllabus encourages their entrepreneurship skills and 8 percent students are not agree with it.

6) Our syllabus is designed to encourage entrepreneurship skills
.

- 1: 8.1%
- 2: 10.1%
- 3: 29.2%
- 4: 26.7%
- 5: 25.9%
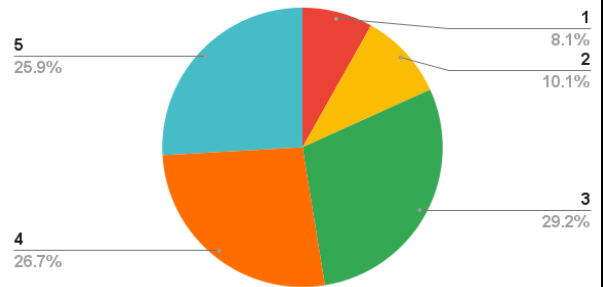
More than 61 percent of students agree and are sure that through the syllabus they are able to acquire various skills which are essential for the professional, whereas approximately 6 percent of students strongly disagree with it.

7) Our syllabus helps to acquire all required skills to work as professional.

- 1: 5.6%
- 2: 10.2%
- 3: 22.6%
- 4: 31.9%
- 5: 29.7%

8) Our syllabus develops confidence to complete task independently.

- 1: 6.3%
- 2: 6.4%
- 3: 20.6%
- 4: 32.5%
- 5: 34.3%
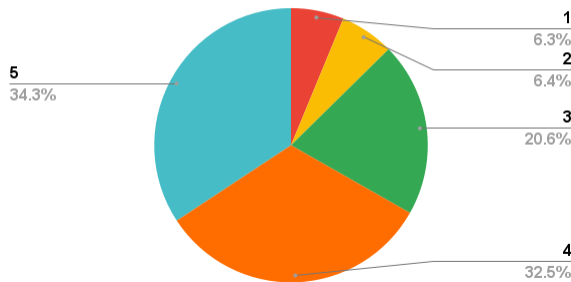
A majority of over 65 percent of students believe that the syllabus enhances their confidence and empowers them to accomplish tasks successfully and independently. Conversely, fewer than 7 percent of students disagree with this perspective.

Fig. 1: Students Feedback on Curriculum
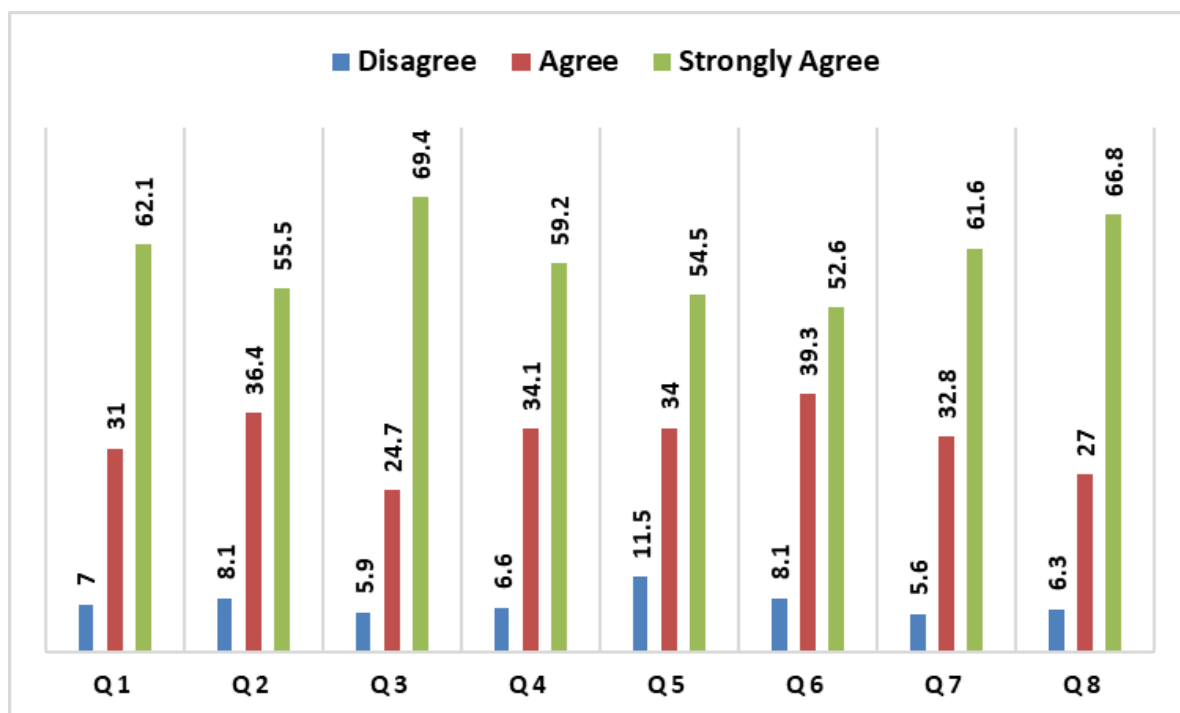
Sr. No.	Name of the Department and Institutions	Total Respondents
1	C.U. Shah College of Pharmacy, Santacruz	01
2	SNDTWU Centre for Vocational and Technical Education, Santacruz	74
3	Department of Commerce, Churchgate	01
4	Department of Commerce, Pune	04
5	Department of Communications and Media studies	04
6	Department of Computer Science, Juhu	01
7	Department of Drawing and Painting, Churchgate	01
8	Department of Drawing and Painting	01
9	Department of Economics, Churchgate	07
10	Department of Economics	05

11	Department of Education Management, Santacruz	01
12	Department of Education, Churchgate	04
13	Department of Educational Technology, Juhu	10
14	Department of English, Churchgate	03
15	Department of Extension and Communication	02
16	Department of Food Science and Nutrition, Juhu	00
17	Department of Geography, Pune	05
18	Department of Gujrati, Churchgate	04
19	Department of Hindi, Churchgate	02
20	Department of Hindi, Pune	01
21	Department of History, Churchgate	04
22	Department of Human Development, Juhu	02
23	Department of Lifelong Learning and Extension, Mumbai	02
24	Department of Marathi, Churchgate	03
25	Department of Marathi Pune	01
26	Department of Music, Churchgate	03
27	Department of Music, Pune	02
28	Department of Political Science, Churchgate	00
29	Department of Psychology, Churchgate	03
30	Department of Psychology, Pune	02
31	Department of Resource Management, Juhu	02
32	Department of Sanskrit, Churchgate	00
33	Department of Social Work, Churchgate	05

34	Department of Sociology, Churchgate	02
35	Department of Special Education, Santacruz	02
36	Department of Textile Science and Apparel Design, Juhu	11
37	Jankidevi Bajaj Institute of Management Studies, Santacruz	03
38	Jankidevi Bajaj Institute of Management Studies, Pune	03
39	Law School, Santacruz	22
40	Leelabai Thackersey College of Nursing, Churchgate	08
41	Maharshi Karve Model College for Women	00
42	Research Centre for Women's Studies, Juhu	01
43	S.H.P.T. College of Science, Santacruz	01
44	S.H.P.T. School of Information and Library Science, Churchgate	03
45	Usha Mittal Institute of Technology, Santacruz	09

2.1   **Analysis of Teachers' feedback :**

A systematic analysis of Teachers' Feedback on the curriculum is conducted here, with a focus on individual questions. A Likert scale ranging from 1 represents 'Unsatisfactory, 2 represents 'Needs Improvement', 3 represents 'Satisfactory', 4 represents 'Good' and 5 indicates 'Excellent' which is applied from the Q. 2 to Q. 11. The results are tabulated in Table 4 and visualized using multiple bar graphs.

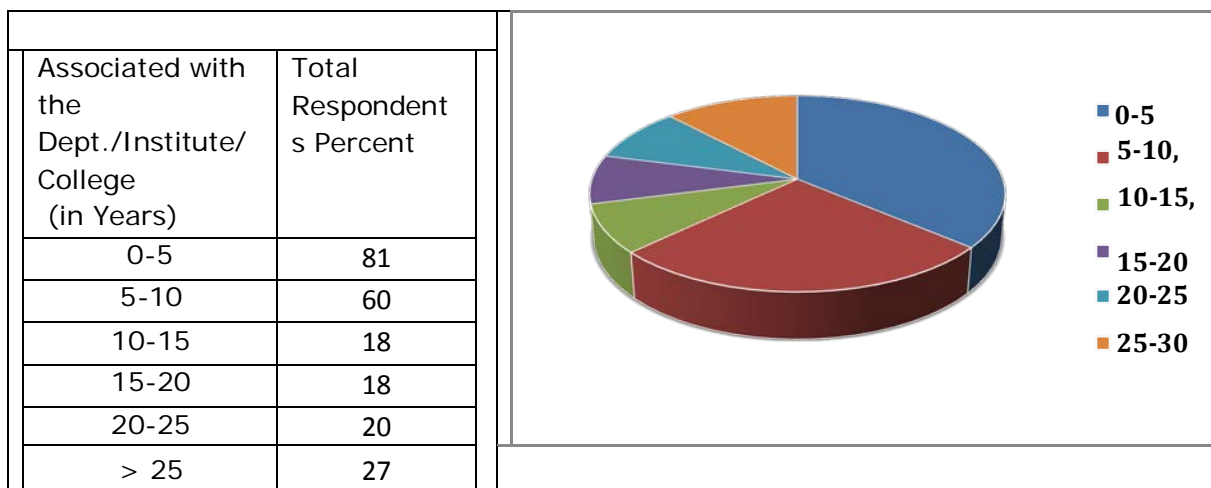Q.1.How long (in years) have you been associated with the Department/ Institute/College?

Associated with the Dept./Institute/College (in Years)	Total Respondents Percent
0-5	81
5-10	60
10-15	18
15-20	18
20-25	20
> 25	27

TABLE 4

Analysis of Department / Institute-wise Teachers feedback on the Curriculum

Q. o.	Questions	Respondents	Preferences				
			1	2	3	4	5
2	The curriculum of your Department has been updated from time to time.	Count	7	8	37	49	123
		Percent	3.11	3.56	16.44	21.78	55.11
3	I am given enough freedom to contribute my ideas on curriculum design and development.	Count	13	3	18	43	148
		Percent	5.78	1.33	8.00	19.11	65.78
4	Board of Studies (BOS) ensures that up to date and the relevant courses is being offered.	Count	7	8	26	50	133
		Percent	3.11	3.56	11.56	22.22	59.56
5	Representation from the corporate / Industry sector in BOS is helpful in designing and improving the courses.	Count	4	9	36	60	116
		Percent	1.78	4.0	16.0	26.67	51.56
6	Employability & Cross-cutting issues (Professional Ethics, Gender, Human Values, Environment and Sustainability) are reflected in the curriculum.	Count	5	7	31	68	114
		Percent	2.22	3.11	13.78	30.22	50.67
7	Adequate Infrastructure is available in the University for the Curriculum transactions in different modes (face to face/blended/online).	Count	8	24	42	71	80
		Percent	3.56	10.67	18.67	31.56	35.56
8	The System followed by the University for the design and	Count	4	17	37	56	111

	development of the curriculum is effective.	Percent	1.78	7.56	16.44	24.89	49.33
9	Faculty Orientations programs for the introduction of the new Syllabus is organised.	Count	9	20	52	61	83
		Percent	4.0	8.89	23.11	27.11	36.89
10	The books/journals etc. Prescribed/ listed as reference materials in the new syllabus are available in the library.	Count	8	10	31	82	94
		Percent	3.56	4.44	13.78	36.44	41.78
11	Freedom is given in adopting new techniques/ strategies of testing and assessment of students.	Count	4	5	23	41	152
		Percent	1.79	2.23	10.27	17.86	67.86

Fig 2 : Teachers' feedback for the year 2021-22
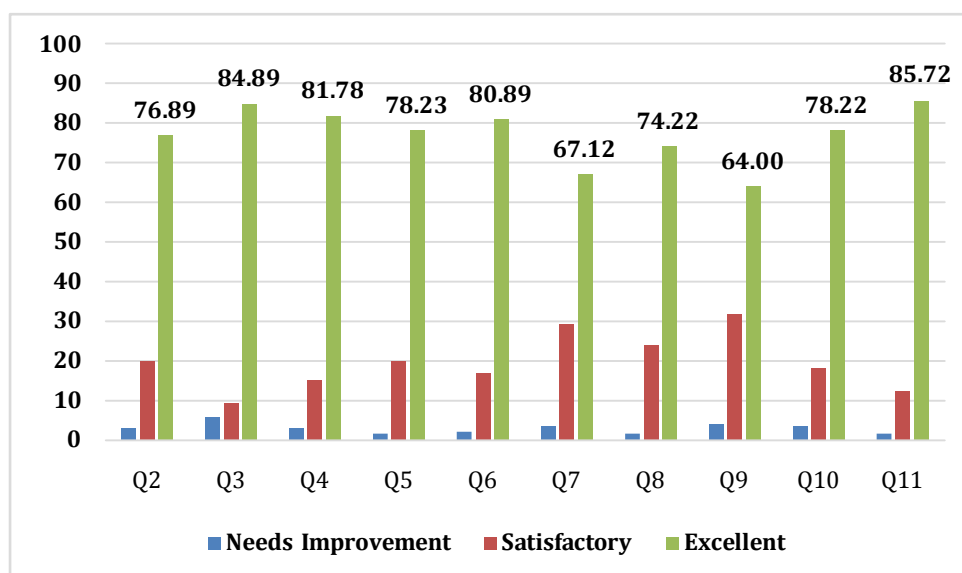
The teachers' data indicates that majority of teachers (85 %) agree that the enough freedom is provided in contributing their ideas in curriculum design & development. As per 77 percent teachers respondents expressed that the curriculum of Department has been updated from time to time.

There are 75 % teachers who believe that the system followed by the University for the design and development of the curriculum is effective. More than 80 % teachers think that the employability & Cross-cutting issues (Professional Ethics, Gender, Human Values, Environment and Sustainability) are reflected in the curriculum and the related books/journals etc.

However, 67% teachers mentioned that there is a need for the adequate Infrastructure for the Curriculum transactions in different modes (face to face/blended/online). 63 percent Faculty members expressed that the organization of orientations programs for the introduction of the new Syllabus is the requirement in this academic year.

3. Employers Feedback on Curriculum Design

The employers feedback questionnaire is designed to gather insights from the employers regarding alumni who are active in various professional domains. Question no. 2 includes multiple aspects such as the application of knowledge, ability to work in a team, creativity, sincerity and integrity etc. For all these questions, Likert scale rating is used here in which '1' denotes ' average' and '3' signifies 'Excellent'.

Analysis of Employers Feedback on Curriculum Design

In this year total 73 employers feedback on the curriculum design are collected through well-designed form. The analysis of employers feedback is as shown in the table no. 14 and represented with the graphical form.

TABLE 5

Employers Feedback For the Academic Year 2021-22

Academic Year 2021-22				
Sr. No.	Particulars	Average	Good	Excellent
Q2.a	Theoretical knowledge	8.22	30.14	61.64
Q2.b	Application of knowledge	6.85	34.25	58.90
Q2.c	Ability to work in a team	10.96	28.77	60.27
Q2.d	Creativity	15.07	43.84	41.10
Q2.e	Willingness to learn new skill	6.85	46.58	46.58
Q2.f	Sincerity	6.85	47.95	45.21

| Q2.g | Integrity | 5.48 | 32.88 | 61.64 |

Fig 3: Employers Feedback Analysis for the Year 2021-22
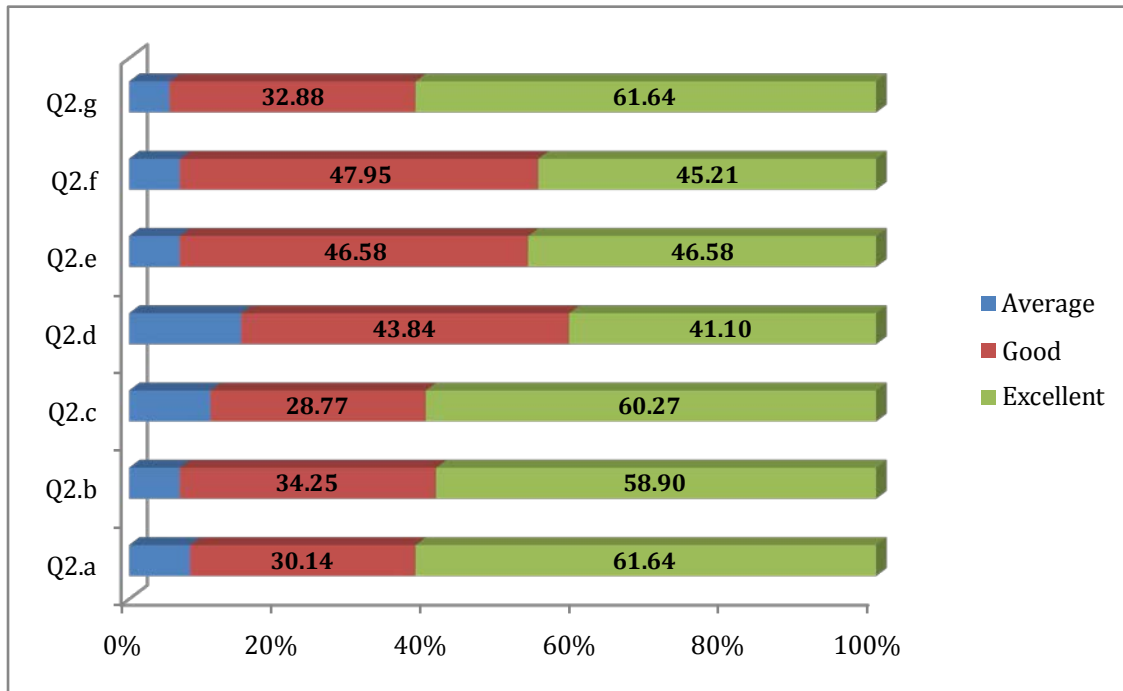
As per the feedback of the employers, it is also observed that the theoretical knowledge, ability to work in a team and Integrity among the students ranges above 60 percent whereas Sincerity and willingness to learn new skill, creativity ranges 40 to 50 percent.

4. Department /Institute wise Alumni Feedback

Alumni Feedback on Curriculum was conducted online using google forms.

Link of Alumni feedback form is : https://forms.gle/StS5D8LBpsnnakPeA

Total **249** Alumni feedback are represented in the tabular and graphical forms.

TABLE 6

ALUMNI FEEDBACK ON CURRICULUM

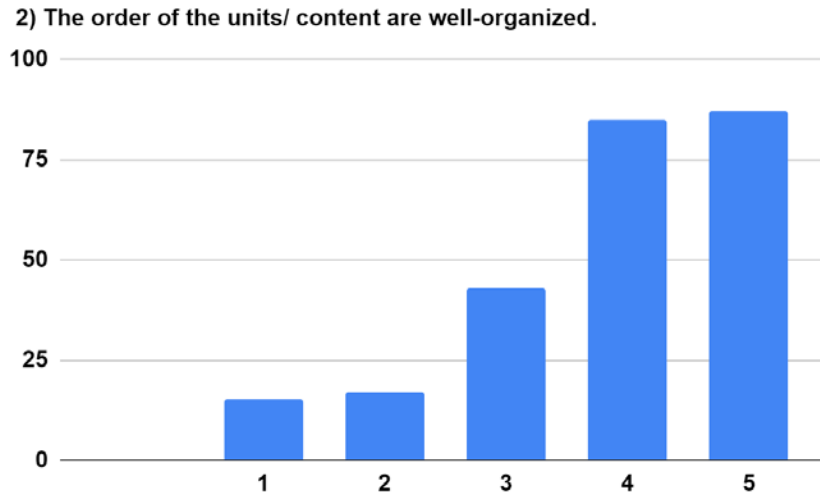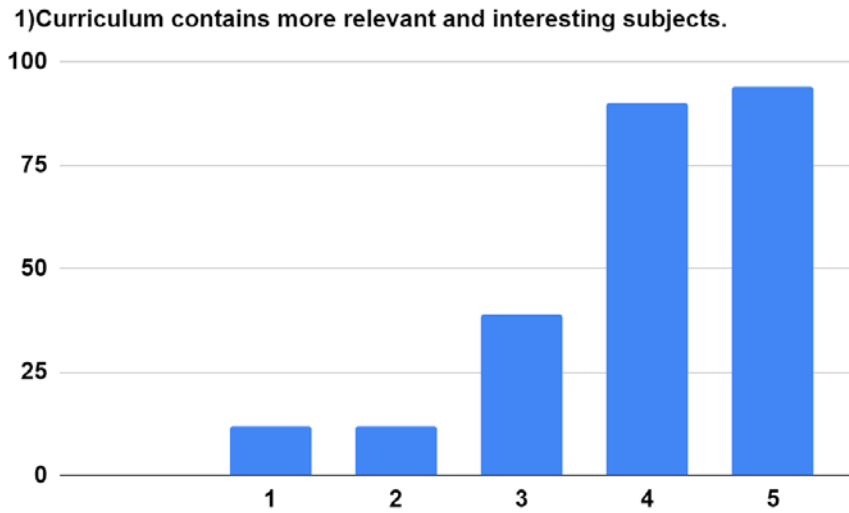| Sr. No.	Name of the Department and Institutions	Total Respondents

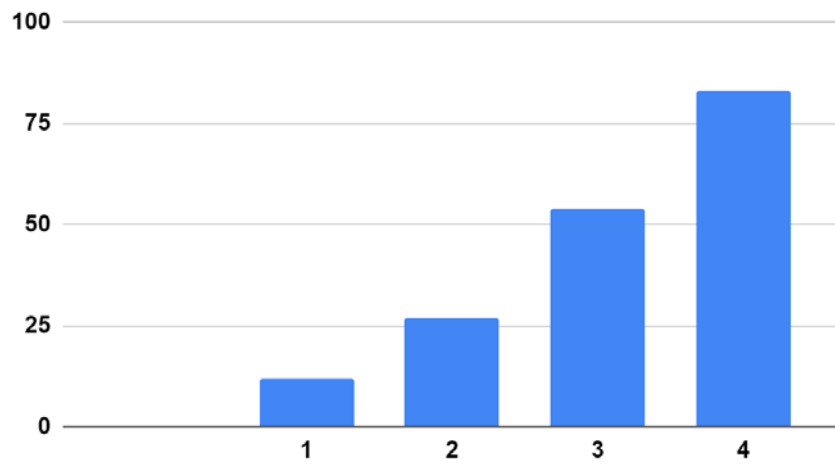|		
1	C.U. Shah College of Pharmacy, Juhu	37
2	Department of Commerce, Churchgate	20
3	Department of Commerce, Pune	09
4	Department of Computer Science, Juhu	02
5	Department of Drawing and Painting, Pune	04
6	Department of Economics, Churchgate	02
7	Department of Economics, Pune	04
8	Department of Education Management, Juhu	03
9	Department of Educational Technology, Juhu	07
10	Department of English, Churchgate	04
11	Department of Geography, Pune	04
12	Department of Gujrati, Churchgate	13
13	Department of Hindi, Churchgate	04
14	Department of History, Churchgate	02
15	Department of Human Development, Juhu	15
16	Department of Lifelong Learning, Churchgate	02
17	Department of Marathi, Churchgate	02
18	Department of Marathi, Pune	06
19	Department of Music, Churchgate	20
20	Department of Political Science, Churchgate	05
21	Department of Psychology, Churchgate	18
22	Department of Resource Management, Juhu	03
23	Department of Sociology, Churchgate	06
24	Department of Special Education, Juhu	10
25	Department of Textile Science and Apparel Design, Juhu	01
26	Law School, Juhu	17
27	Leelabai Thackersey College of Nursing, Churchgate	10

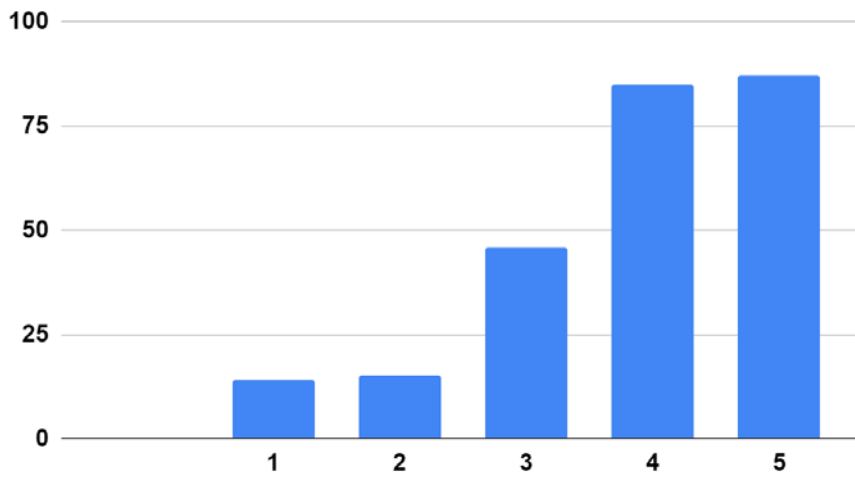| 28 | Maharshi Karve Model College for Women, Shrivardhan | 01 |
| 29 | SNDTWU Centre for Vocational and Technical Education, Juhu | 18 |

Alumni Feedback Analysis

Fig 4: Alumni Feedback Analysis for the Year 2021-22

1)Curriculum contains more relevant and interesting subjects.

2) The order of the units/ content are well-organized.
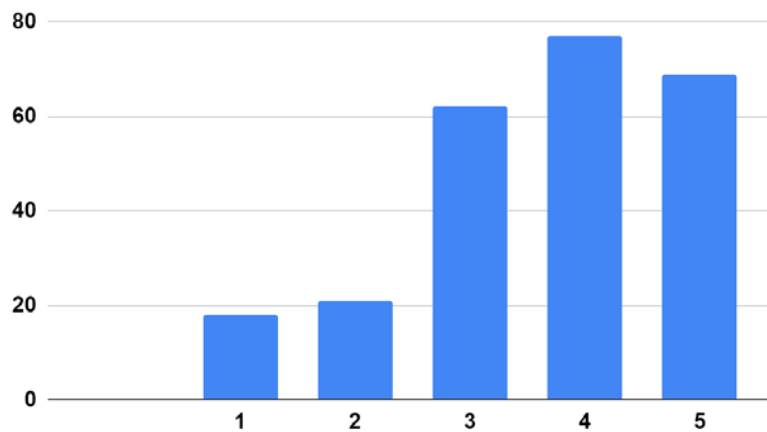
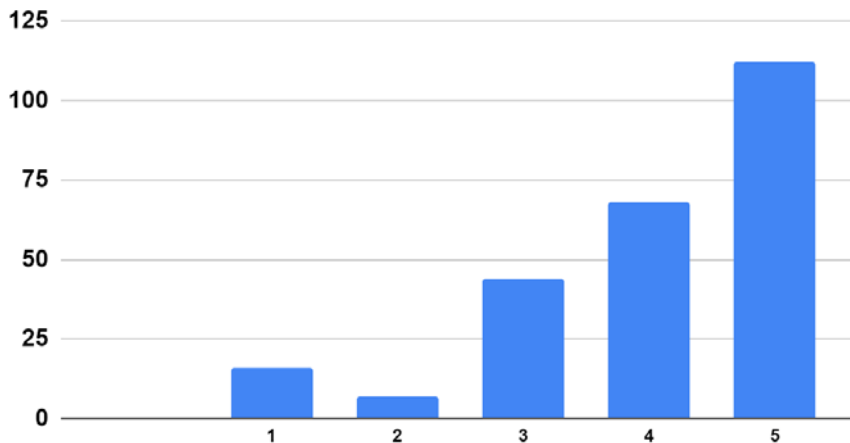## 3) Curriculum provide sufficient choice in selecting courses.

4) Curriculum is updated.

5) The curriculum is better suited for achieving employment.

6)Research and internships help in enriching knowledge and skills that can be applicable in the job/ profession.

1.4.2 Action Taken on Students, Teachers, Employers and Alumni Feedback

Action Taken on Students Feedback

I) Choice Based Credit System (CBCS)/elective course system has been implemented during the year

II) The curriculum feedback from students was examined to determine the necessary modifications to the curriculum.

III) Students' opinions, thoughts, and suggestions regarding the curriculum were discussed in the teachers' meeting and any necessary revisions were communicated to the members of the Boards of Studies.

IV) The curriculum of M.Com. programme under the Faculty of Commerce and Management was revised with 20 percent in the year 2021. In the Faculty of Interdisciplinary the syllabus of Post graduate programme M. L. I. Sc. are revised in the year 2021.

In the academic year 2020-21, the syllabus structural framing work has been carried out and approved which reflected in the successful implementation in the year of 2021-22 by various Faculties and Departments.

Department of Lifelong Learning and Extension, Pune introduced various value added courses such as Certificate Course in Light Vocal Music, Advance Certificate Course in Light Vocal Music, Dilpoma (I) Course in Light Vocal Music and Diploma (II) Course in Light Vocal Music for the term of one year. Some of the courses were introduced for the period of 5 months i.e. Post Diploma Workshop in Light Vocal Music, Sur Tal Workshop in Music, Abhang Singing 4 Credit Course , Hindi Songs 4 Credit Course , Natya Sangeet 4 Credit Course , Semi Classical Music 4 Credit Course, Harmonium Playing 4 Credit course , Swar Sadhana Workshop , Abhang Singing Advance Workshop, Natyageet Workshop and Hindi Songs Advance Workshop.

The department of B. Voc Jewellery Design has provided three different value added courses for the period of 45 hours for the enhancement of Language Skills,Basic Computer skills, Environmental studies.

Diploma in Early Childhood Care and Education (One Year) , Diploma in Interior Designing (Two Years), Diploma in Textile and Fashion Designing (Two Years) value added courses innovatively introduced in the academic year 2021-22.

Action Taken on Teachers Feedback :

To ensure that curriculum modifications and relevant curriculum revision and updates are well-informed and effective, the Board of Studies consistently reviewed teachers' feedback during meetings.

Employability and cross-cutting concerns were given more attention, and as a result, the curriculum now includes at least one or two elective and Choice Based Credit System subjects.

The concerned department and IQAC Department jointly organised at least one orientation programme for the introduction of the new syllabus.

SNDTWU has introduced CHETNA Centre as a platform for various new credit courses as a facility for the students to add on and update their credit courses in their respective Academic Credit Banks. Different add-on courses were introduced with the syllabi in the academic year 2021-22.

Action taken on Employers Feedback

Employers appreciated theoretical knowledge and ability to work in a team. As a result, employers visits were organized for further association with SNDT Women's University through the placement camp and MOU etc.

Action taken on Alumni Feedback

The university has innovatively taken action plan on the advice given by alumni for improvement of the standard of instruction, guidance and counselling, infrastructure and student safety. The valuable suggestions of alumni were accepted for the department's and the university's improvement. Alumni are welcome to actively participate in a wide range of departmental activities.