SNDT Women's University

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NAAC -SSR

CRITERION I

1.4.1.5: Feedback with its analysis and action taken report

INDEX

1. STAKEHOLDERS' FEEDBACK REPORT

The feedback on curriculum has been a routine practice of Internal Quality Assurance Cell (IQAC), S.N.D.T. Women's University, Mumbai. The feedback is the important component of any system for its improvement. The various stakeholders perceive the systems as per the experiences and reflect on the contribution of the system for the development of an individual in specific and society in general. Considering the importance of feedback in improvising the processes, the feedback on curriculum, its composition and the choices / experiences designed has been collected from students, teachers, employers and alumni through the structured questionnaires. This collected data is further analyzed to understand not only their perceptions about the curriculum but also to identify the gaps in their expectations from the various programs offered by the university and actual outcomes. This also helps in the revision of curriculum, to link with the industries and to bridge the gap between the economy and education.

2. STUDENTS FEEDBACK ON CURRICULUM

Students of today hold the key to the future of the country. Therefore, it is of utmost importance to directly involve students in order to understand their viewpoints on curricular experiences, its relevance and its role in enhancing the required knowledge-base and skills that fulfills the demands of the economy. Therefore, students' feedback on curriculum was thoroughly collected with the help of a structured questionnaire method. Feedback forms were made available in English and Marathi versions. This helped in understanding their views about the curricular experiences they have undergone and to take up their views ahead in the process of syllabus revision.

TABLE 1

LINK OF STUDENTS' FEEDBACK ON CURRICULUM

Sr. No.	Academic Year	Total Respondents	Students' Feedback
1	2018-19	959	Well structured printed forms
2	2019-20	652	Well structured printed forms
3	2020-21	2002	**https://forms.gle/Qy7F6wTiNcxthSth7**
4	2021-22	1328	**https://forms.gle/k3SCKDuqwaTRn6NF7**
5	2022-23	1495	**https://forms.gle/LgQHoUsAcY9vQZGv7**

TABLE 2

STUDENTS' FEEDBACK FROM ACADEMIC YEAR 2018-19 TO 2022-23

Sr. No.	Name of the Department and Institutions	Percentage of Respondents to total students				
		2018-19	2019-20	2020-21	2021-22	2022-23
1	C.U. Shah College of Pharmacy, Santacruz, Mumbai	34.44	9.41	63.69	50.26	63.98
2	Department of Commerce, Churchgate, Mumbai	33.33	22.22	55.36	25.81	56.41
3	Department of Commerce, Pune	27.50	22.22	56.90	16.30	90.74
4	Department of Communications and Media studies, Pune	58.82	46.67	89.66	50.00	80.00
5	Department of Computer Science, Santacruz, Mumbai	25.97	13.77	52.26	19.09	38.62
6	Department of Drawing and Painting, Churchgate, Mumbai	19.23	52.17	31.82	0.00	19.23
7	Department of Drawing and Painting, Pune	33.33	71.43	58.82	41.18	70.00
8	Department of Economics, Churchgate, Mumbai	32.35	12.12	45.54	41.59	49.53
9	Department of Economics, Pune	27.78	46.15	100.00	94.12	42.11
10	Department of Education Management, Santacruz, Mumbai	16.67	43.75	48.57	38.46	69.23

11	Department of Education, Churchgate, Mumbai	66.67	43.48	78.18	47.56	6.25
12	Department of Educational Technology, Juhu, Mumbai	36.36	36.36	37.04	60.87	54.55
13	Department of English, Churchgate, Mumbai	32.31	21.92	78.18	24.53	62.75
14	Department of Extension and Communication	38.46	26.67	53.85	29.73	25.93
15	Department of Food Science and Nutrition, Juhu, Mumbai	31.63	37.01	44.86	0.98	53.54
16	Department of Geography, Pune	32.26	34.48	70.27	69.70	84.00
17	Department of Gujrati, Churchgate, Mumbai	36.84	50.00	96.15	70.59	66.67
18	Department of Hindi, Churchgate, Mumbai	33.33	42.11	68.75	53.13	40.00
19	Department of Hindi, Pune	33.33	42.11	86.67	47.37	100.00
20	Department of History, Churchgate, Mumbai	41.38	28.57	77.19	54.72	81.82
21	Department of Human Development, Juhu, Mumbai	36.00	34.62	82.76	14.71	82.98
22	Department of Lifelong Learning and Extension, Mumbai	31.82	46.67	41.67	90.91	1.82
23	Department of Marathi, Churchgate, Mumbai	50.00	37.93	58.62	42.86	70.59
24	Department of Marathi, Pune	62.5	58.33	43.75	26.32	86.96
25	Department of Music, Churchgate, Mumbai	50.00	46.15	71.15	0.00	19.51
26	Department of Music, Pune	47.50	61.36	69.23	100.00	97.96
27	Department of Political Science, Churchgate, Mumbai	53.13	19.44	86.49	14.63	57.58
28	Department of Psychology, Churchgate, Mumbai	26.80	10.83	32.67	0.66	44.67
29	Department of Psychology, Pune	27.27	38.64	53.33	17.78	91.11
30	Department of Resource Management, Juhu, Mumbai	41.18	50.00	63.16	61.54	88.89
31	Department of Sanskrit, Churchgate, Mumbai	53.85	47.83	46.43	0.00	80.95
32	Department of Social Work, Churchgate, Mumbai	39.34	24.36	20.31	37.31	16.25

33	Department of Sociology, Churchgate, Mumbai	58.00	20.63	85.07	9.68	56.86
34	Department of Special Education, Santacruz, Mumbai	50.00	20.41	71.08	37.76	11.29
35	Department of Textile Science and Apparel Design, Juhu, Mumbai	67.74	28.21	93.18	17.39	55.17
36	Jankidevi Bajaj Institute of Management Studies, Pune	00.00	36.84	39.39	14.55	8.14
37	Jankidevi Bajaj Institute of Management Studies, Santacruz, Mumbai	26.97	35.14	44.68	5.49	43.93
38	Law School, Santacruz, Mumbai	15.88	6.08	44.97	29.06	20.13
39	Leelabai Thackersey College of Nursing, Churchgate, Mumbai	12.69	9.36	51.58	61.50	12.89
40	Maharshi Karve Model College for Women, Shrivardhan	29.81	26.25	63.16	4.41	42.65
41	Research Centre for Women's Studies, Juhu, Mumbai	31.25	31.25	60.00	61.54	66.67
42	S.H.P.T. College of Science, Santacruz, Mumbai	34.07	19.15	34.41	42.27	44.12
43	S.H.P.T. School of Library Science, Churchgate, Mumbai	43.48	37.04	52.00	61.11	61.54
44	SNDTWU Centre for Vocational and Technical Education, Santacruz	33.81	7.25	38.48	39.00	56.70
45	Usha Mittal Institute of Technology, Santacruz, Mumbai	12.98	2.58	34.84	21.78	16.41

2.1 ANALYSIS OF STUDENTS' FEEDBACK (Academic Year 2018-19 to 2022-23)

The data has been collected from students enrolled for various programs with SNDT Women's University and analysed in a systematic manner. The rating points from strongly disagree to strongly agree are classified into five categories namely Poor, Average, Good, Very Good and Excellent for further understanding of students' views.

Analysis of feedback received from students of different departments during the academic year 2018-19 to 2022-23 is presented in table 3 and is also graphically represented in the figure numbers 1 to 5.

TABLE 3

STUDENTS' FEEDBACK ANALYSIS

(ACADEMIC YEAR 2018-19 TO 2022-23)

Year	Questions Rating	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
2018-19	Poor	3.86	4.69	2.61	3.44	5.42	3.65	3.34	3.55
	Average	9.91	7.40	7.40	8.65	7.30	8.34	8.34	5.11
	Good	30.03	29.20	25.86	28.15	24.71	30.55	25.65	25.65
	Very Good	35.77	38.58	37.12	37.85	44.11	39.71	39.94	40.88
	Excellent	20.44	20.13	27.0	21.90	18.46	17.73	22.73	24.82
2019-20	Poor	4.91	5.83	2.91	3.83	5.98	4.75	3.22	3.83
	Average	7.82	7.67	7.21	8.13	6.75	7.36	8.59	5.67
	Good	27.30	26.23	23.16	24.85	20.71	27.30	22.70	22.24
	Very Good	36.66	37.12	36.96	38.96	47.24	41.10	40.64	41.87
	Excellent	23.31	23.16	29.75	24.23	19.33	19.48	24.85	26.38
2020-21	Poor	2.35	3.69	1.55	2.49	6.33	3.44	2.88	2.84
	Average	4.24	7.09	3.74	6.98	6.83	7.24	5.79	4.89
	Good	21.36	22.11	14.07	20.35	20.95	24.65	19.86	15.82
	Very Good	35.53	32.63	31.49	33.62	29.28	30.34	33.83	29.24
	Excellent	36.53	34.48	49.15	36.56	36.61	34.33	37.67	47.21
2021-22	Poor	7.0	8.13	5.95	6.63	11.52	8.13	5.65	6.25
	Average	7.68	11.67	6.55	9.49	9.41	10.09	10.17	6.40
	Good	23.27	24.70	18.07	24.62	24.62	29.22	22.59	20.56
	Very Good	31.55	29.89	31.63	29.82	28.09	26.66	31.93	32.53
	Excellent	30.50	25.60	37.80	29.44	26.36	25.90	29.67	34.26
2022-23	Poor	5.28	7.51	2.54	6.1	4.88	3.88	3.28	3.55
	Average	10.21	10.33	7.29	13.03	8.29	10.97	8.96	6.29
	Good	27.11	26.76	22.54	24.65	24.68	31.04	23.75	24.48
	Very Good	29.58	32.28	36.19	30.75	41.00	36.92	40.87	41.67
	Excellent	27.82	23.12	31.44	25.47	21.14	17.19	23.14	24.01

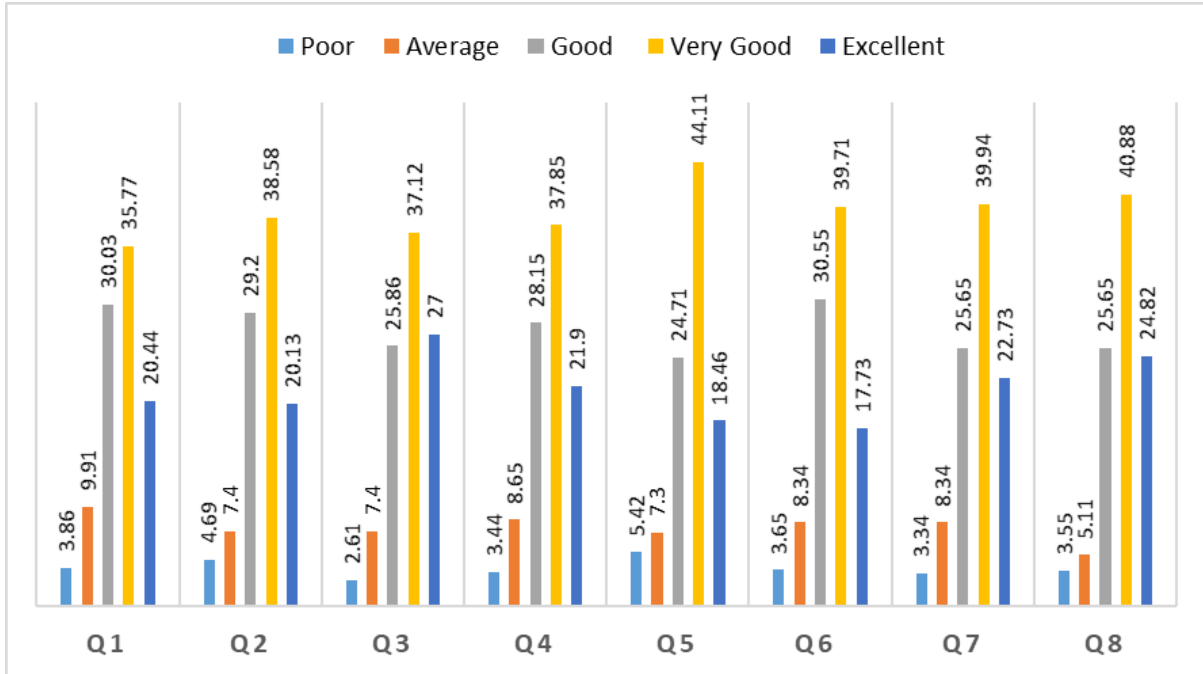**FIGURE 1: STUDENTS' FEEDBACK FOR THE ACADEMIC YEAR 2018-19**

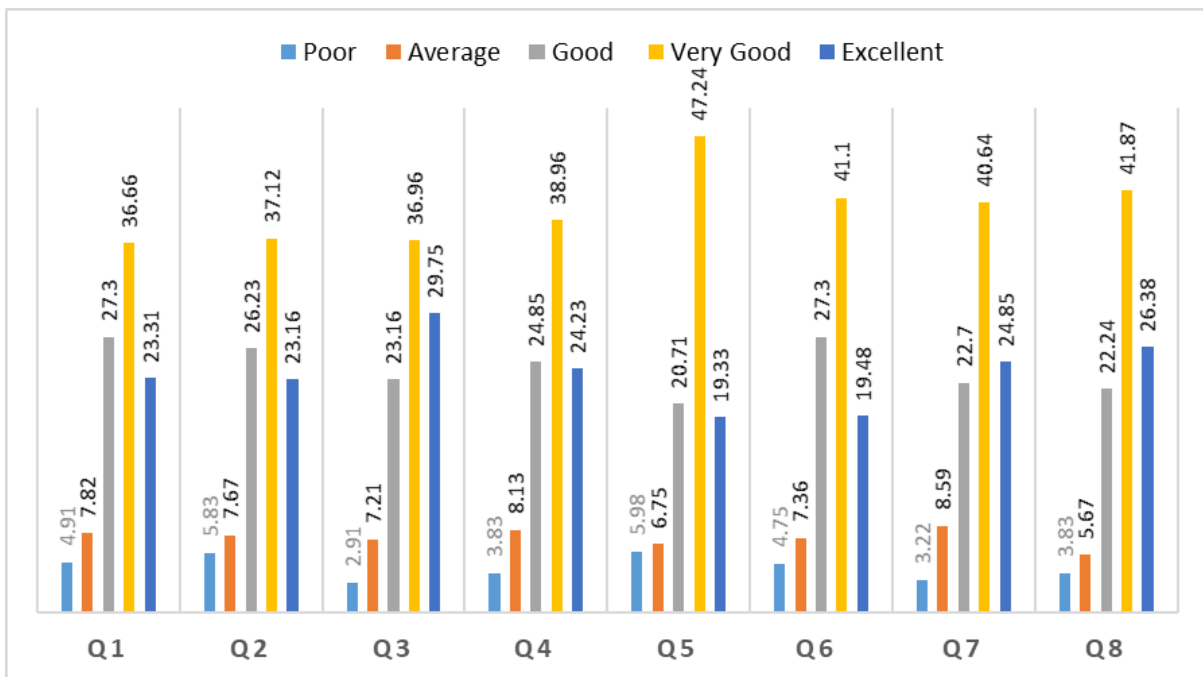**FIGURE 2: STUDENTS' FEEDBACK FOR THE ACADEMIC YEAR 2019-20**

FIGURE 3: STUDENTS' FEEDBACK FOR THE ACADEMIC YEAR 2020-21
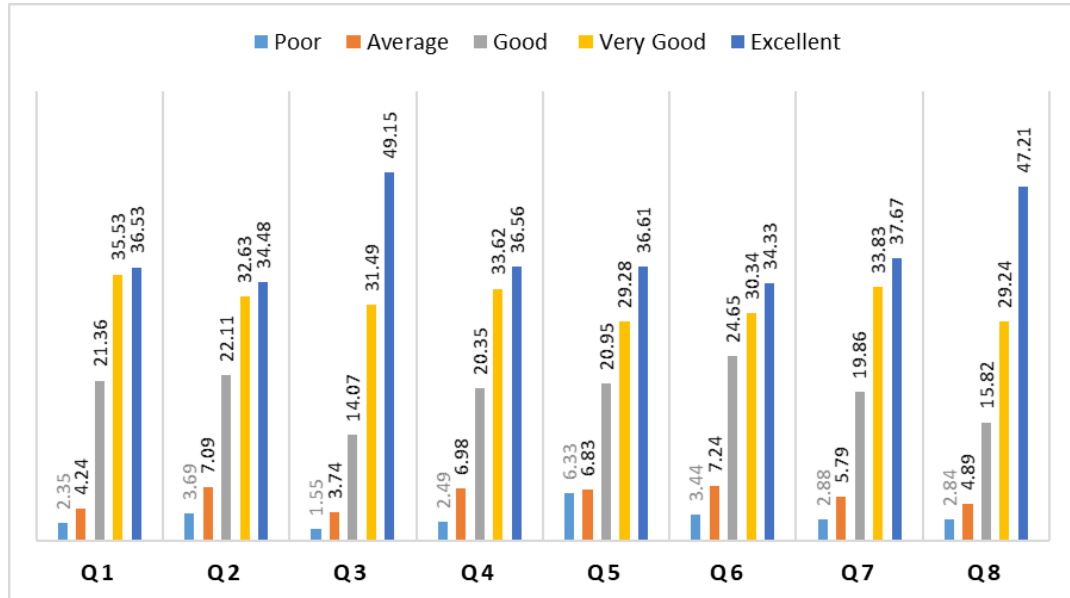

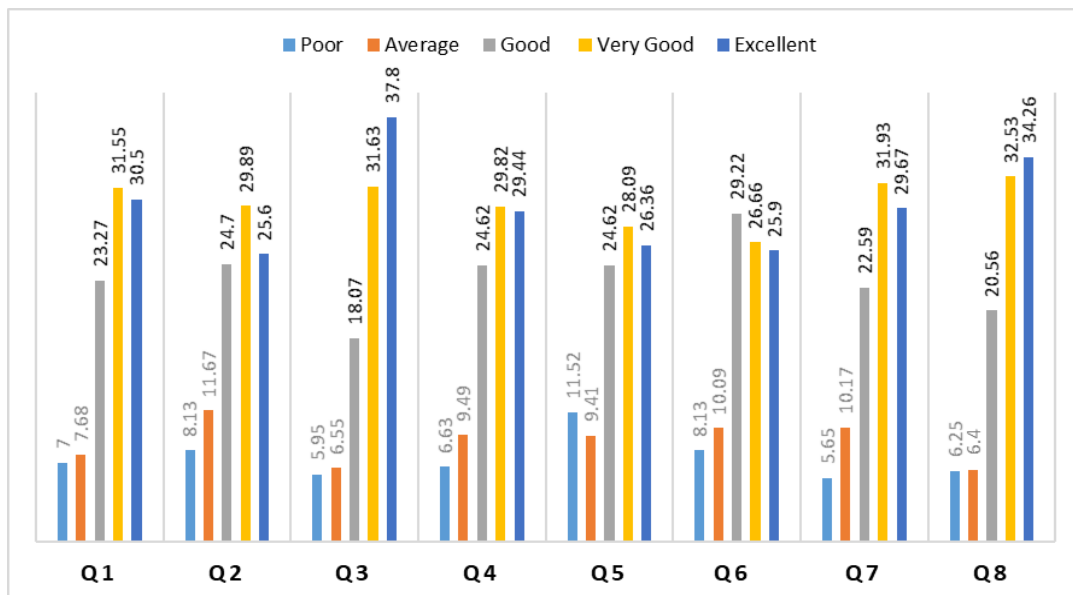**FIGURE 4: STUDENTS' FEEDBACK FOR THE ACADEMIC YEAR 2021-22**

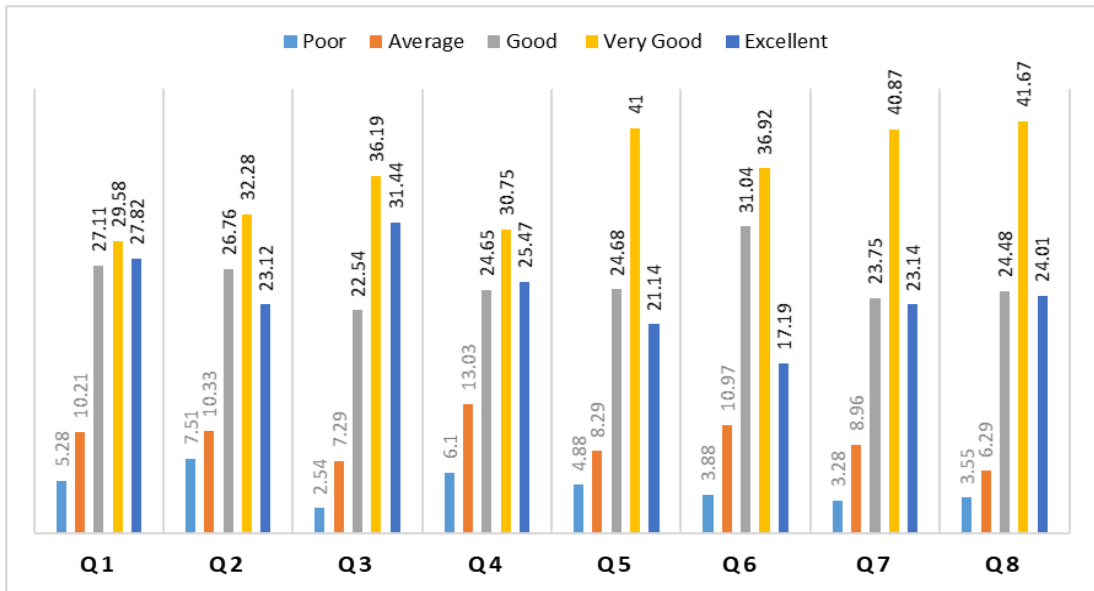**FIGURE 5: STUDENTS' FEEDBACK FOR THE ACADEMIC YEAR 2022-23**

Table 3 indicates that more than 50% students from the 2018-19 batch expressed that the curriculum is well organized and easy to follow, develop knowledge base, build confidence for task completion, develop skills for getting jobs and skills to work as professionals.

In the academic year 2019-20, 65% students perceive that the syllabus helps in creating a strong knowledge base and the syllabus helps to acquire all required skills to work as professionals. 68% students believe that the curriculum designed develops confidence to complete tasks independently and 60% students mentioned that the syllabus provides sufficient choices in selecting courses. 63% students opine that the syllabus focuses on employability skills.

81% opined that the curriculum helps in developing a strong knowledge base. 76% of students from 2020-21 found that the syllabus develops confidence to complete tasks, 72 percent perceives that the curriculum is well organized and develops all required skills to work as a professional. 65 % students express that they have enough choices in selecting the courses. On the other hand, only 65% believe that the curriculum helps in developing entrepreneurship skills, skills required for getting jobs.

It is seen from the table that 69% students from 2021-22 strongly agree on the contribution of the curriculum in developing a strong knowledge base and only 67% mention that the curriculum develops confidence to complete tasks independently. More than 60 % students from 2022-23 batch indicated that the curriculum develops knowledge base, builds confidence for task completion and develops skills for getting jobs.

3. TEACHERS' FEEDBACK ON CURRICULUM

Teacher is the key component in designing and implementing curriculum. Feedbacks of Teachers on curriculum design and reframe are collected through the well-structured printed form and google form during the period 2018-19 to 2022-23 from all university departments which includes a detailed analysis of responses to individual questions. A Likert scale ranging from 1 represents 'Strongly Disagree', 2 represents 'Disagree', 3 represents 'Neutral', 4 represents 'Agree' and 5 indicates 'Strongly Agree'. The teachers' extent of agreement on the process of curriculum revision is reflected in table no. 5 to 9.

TABLE 4

TEACHERS' FEEDBACK ON CURRICULUM (2018-19 TO 2022-23)

Sr. No.	Academic Year	Total Respondents	Link of Teachers' Feedback
1	2018-19	92	Well Structured Printed Form
2	2019-20	69	Well Structured Printed Form
3	2020-21	170	**https://forms.gle/4P5W6Zzt7bBWqqNw6**
4	2021-22	224	**https://forms.gle/iuejbGQnvj8Gc8aRA**
5	2022-23	195	**https://forms.gle/R53DK7ytPbAaDB9F7**

3.1. ANALYSIS OF TEACHERS' FEEDBACK

TABLE 5

TEACHERS' FEEDBACK FOR THE YEAR 2018-19

Q. No.	Questions	Respondents	Rating				
			1	2	3	4	5
2	The curriculum of your Department has been updated from time to time.	Count	20	13	16	26	17
		Percent	**21.74**	**14.13**	**17.39**	**28.26**	**18.48**
3	I am given enough freedom to contribute my ideas on curriculum design and development.	Count	14	20	22	19	17
		Percent	**15.22**	**21.17**	**23.91**	**20.65**	**18.48**
4		Count	7	19	25	28	13

			1	2	3	4	5
	Board of Studies (BOS) ensures that up to date and the relevant courses are being offered.	**Percent**	**7.61**	**20.65**	**27.17**	**30.43**	**14.13**
5	Representation from the corporate / Industry sector in BOS is helpful in designing and improving the courses.	Count	11	13	7	42	19
		Percent	**11.96**	**14.13**	**7.61**	**45.65**	**20.65**
6	Employability & Cross-cutting issues (Professional Ethics, Gender, Human Values, Environment and Sustainability) are reflected in the curriculum.	Count	8	14	29	27	14
		Percent	**8.70**	**15.22**	**31.52**	**29.35**	**15.22**
7	Adequate Infrastructure is available in the University for the Curriculum transactions in different modes (face to face/blended/online).	Count	12	22	35	09	14.0
		Percent	**13.04**	**23.91**	**38.04**	**9.78**	**15.22**
8	The System followed by the University for the design and development of the curriculum is effective.	Count	00	03	06	31	52
		Percent	**00**	**3.26**	**6.52**	**33.70**	**56.52**
9	Faculty Orientations programs for the introduction of the new Syllabus are organized.	Count	04	03	13	42	30
		Percent	**4.35**	**3.26**	**14.13**	**45.65**	**32.61**
10	The books/journals etc. Prescribed/ listed as reference materials in the new syllabus are available in the library.	Count	13	25	23	15	16
		Percent	**14.13**	**27.17**	**25.00**	**16.30**	**17.39**
11	Freedom is given in adopting new techniques/ strategies of testing and assessment of students.	Count	09	11	12	41	19
		Percent	**9.78**	**11.96**	**13.04**	**44.57**	**20.65**

TABLE 6

TEACHERS' FEEDBACK FOR THE YEAR 2019-20

Q. No.	Questions	Respondents	Academic Year 2019-20				
			1	2	3	4	5
2	The curriculum of your Department has been updated from time to time.	Count	01	01	05	11	51
		Percent	**1.45**	**1.45**	**7.25**	**15.94**	**73.91**
3	I am given enough freedom to contribute my ideas on curriculum design and development.	Count	03	01	04	11	50
		Percent	**4.35**	**1.45**	**5.80**	**15.94**	**72.46**
4		Count	00	01	06	16	46

	Board of Studies (BOS) ensures that up to date and the relevant courses are being offered.	**Percent**	**00**	**1.45**	**8.70**	**23.19**	**66.67**
5	Representation from the corporate / Industry sector in BOS is helpful in designing and improving the courses.	Count	01	00	08	23	37
		Percent	**1.45**	**00**	**11.59**	**33.33**	**53.62**
6	Employability & Cross-cutting issues (Professional Ethics, Gender, Human Values, Environment and Sustainability) are reflected in the curriculum.	Count	01	01	06	22	39
		Percent	**1.45**	**1.45**	**8.70**	**31.88**	**56.52**
7	Adequate Infrastructure is available in the University for the Curriculum transactions in different modes (face to face/blended/online).	Count	02	01	23	12	31
		Percent	**2.9**	**1.45**	**33.33**	**17.39**	**44.93**
8	The System followed by the University for the design and development of the curriculum is effective.	Count	01	01	09	19	39
		Percent	**1.45**	**1.45**	**13.04**	**27.54**	**56.52**
9	Faculty Orientations programs for the introduction of the new Syllabus are organized.	Count	04	08	19	19	19
		Percent	**5.80**	**11.59**	**27.54**	**27.54**	**27.54**
10	The books/journals etc. Prescribed/ listed as reference materials in the new syllabus are available in the library.	Count	01	01	06	34	27
		Percent	**1.45**	**1.45**	**8.70**	**49.28**	**39.13**
11	Freedom is given in adopting new techniques/ strategies of testing and assessment of students.	Count	01	00	044	12	52
		Percent	**1.45**	**00**	**5.80**	**17.39**	**75.36**

TABLE 7

TEACHERS' FEEDBACK FOR THE YEAR 2020-21

Q. No.	Questions	Respondents	Rating				
			1	2	3	4	5
2.	The curriculum of your Department has been updated from time to time.	Count	5	4	11	44	106
		Percent	**2.94**	**2.35**	**6.47**	**25.88**	**62.35**
3.	I am given enough freedom to contribute my ideas on curriculum design and development.	Count	04	08	13	30	115
		Percent	**2.35**	**4.71**	**7.65**	**17.65**	**67.65**

No.		Type	1	2	3	4	5
4.	Board of Studies (BOS) ensures that up to date and the relevant courses are being offered.	Count	01	06	11	42	110
		Percent	**0.59**	**3.53**	**6.47**	**24.71**	**64.71**
5.	Representation from the corporate / Industry sector in BOS is helpful in designing and improving the courses.	Count	03	03	19	55	90
		Percent	**1.76**	**1.76**	**11.18**	**32.35**	**52.94**
6.	Employability & Cross-cutting issues (Professional Ethics, Gender, Human Values, Environment and Sustainability) are reflected in the curriculum.	Count	1	4	16	42	107
		Percent	**0.59**	**2.35**	**9.41**	**24.71**	**62.94**
7.	Adequate Infrastructure is available in the University for the Curriculum transactions in different modes (face to face/blended/online).	Count	05	12	35	55	63
		Percent	**2.94**	**7.06**	**20.59**	**32.35**	**37.06**
8.	The System followed by the University for the design and development of the curriculum is effective.	Count	02	02	15	50	101
		Percent	**1.18**	**1.18**	**8.82**	**29.41**	**59.41**
9.	Faculty Orientations programs for the introduction of the new Syllabus are organized.	Count	11	11	31	55	62
		Percent	**6.47**	**6.47**	**18.24**	**32.35**	**36.47**
10.	The books/journals etc. Prescribed/ listed as reference materials in the new syllabus are available in the library.	Count	02	06	20	68	74
		Percent	**1.18**	**3.53**	**11.76**	**40.0**	**43.53**
11.	Freedom is given in adopting new techniques/ strategies of testing and assessment of students.	Count	05	00	12	29	124
		Percent	**2.94**	**00**	**7.06**	**17.06**	**72.94**

TABLE 8
TEACHERS' FEEDBACK FOR THE YEAR 2021-22

Q. No.	Questions	Respondents	Rating				
			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	147
		Percent	**5.78**	**1.33**	**8.00**	**19.11**	**65.78**

No.		Questions	Respondents					
4.	Board of Studies (BOS) ensures that up to date and the relevant courses are 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**	**4.00**	**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 development of the curriculum is effective.		Count	4	17	37	56	111
			Percent	**1.78**	**7.56**	**16.44**	**24.89**	**49.33**
9.	Faculty Orientations programs for the introduction of the new Syllabus are organized.		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	40	152
			Percent	**1.79**	**2.23**	**10.27**	**17.86**	**67.86**

TABLE 9

TEACHERS' FEEDBACK FOR THE YEAR 2022-23

Q. No.	Questions	Respondents	Rating				
			1	2	3	4	5
2.	The curriculum of your Department has been updated from time to time.	Count	9	3	21	63	99
		Percent	**4.62**	**1.54**	**10.77**	**32.31**	**50.77**
3.	I am given enough freedom to contribute my ideas on curriculum design and development.	Count	07	07	16	49	116
		Percent	**3.59**	**3.59**	**8.21**	**25.13**	**59.49**

4.	Board of Studies (BOS) ensures that up to date and the relevant courses are being offered.	Count	04	06	15	63	107
		Percent	2.05	3.08	7.69	32.31	54.87
5.	Representation from the corporate / Industry sector in BOS is helpful in designing and improving the courses.	Count	03	13	25	60	94
		Percent	1.54	6.67	12.82	30.77	48.21
6.	Employability & Cross-cutting issues (Professional Ethics, Gender, Human Values, Environment and Sustainability) are reflected in the curriculum.	Count	5	5	18	74	93
		Percent	2.56	2.56	9.23	37.95	47.69
7.	Adequate Infrastructure is available in the University for the Curriculum transactions in different modes (face to face/blended/online).	Count	05	07	28	72	83
		Percent	2.56	3.59	14.36	36.92	42.56
8..	The System followed by the University for the design and development of the curriculum is effective.	Count	03	04	25	68	95
		Percent	1.54	2.05	12.82	34.87	48.72
9	Faculty Orientations programs for the introduction of the new Syllabus are organized.	Count	13	11	37	74	60
		Percent	6.67	5.64	18.97	37.95	30.77
10.	The books/journals etc. Prescribed/ listed as reference materials in the new syllabus are available in the library.	Count	05	08	18	77	84
		Percent	2.56	4.10	9.23	39.49	44.62
11.	Freedom is given in adopting new techniques/ strategies of testing and assessment of students.	Count	05	05	11	54	120
		Percent	2.56	2.56	5.64	27.69	61.54

(Likert scale '1' denoting 'Strongly Disagree' and '5' denoting 'Strongly Agree')

3.2. TEACHERS' FEEDBACK GRAPHICAL PRESENTATION

FIGURE 6 :TEACHERS' FEEDBACK IN THE ACADEMIC YEAR 2018-19
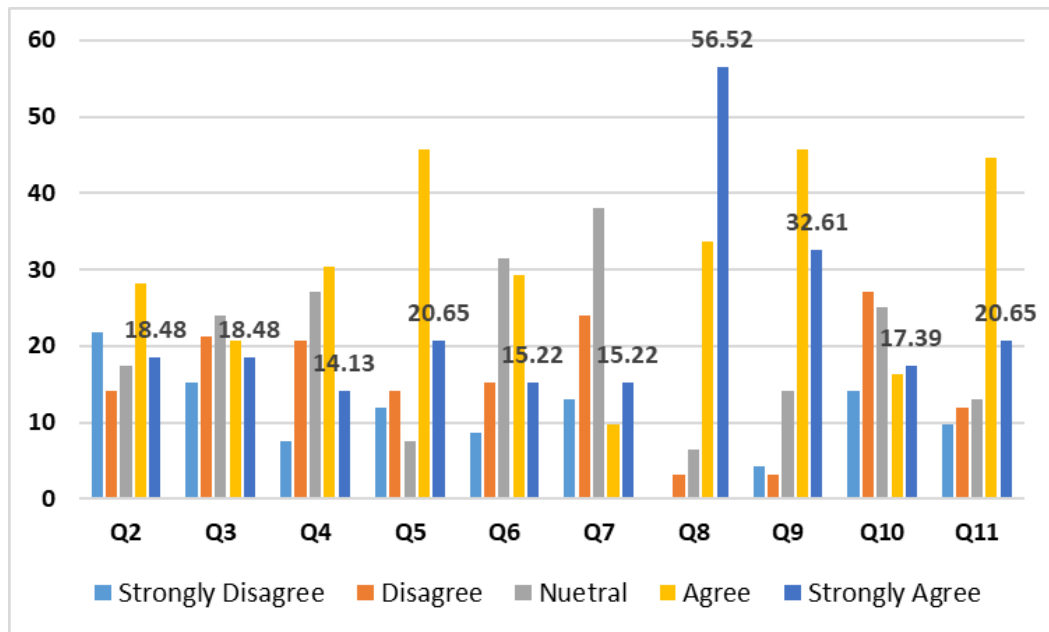
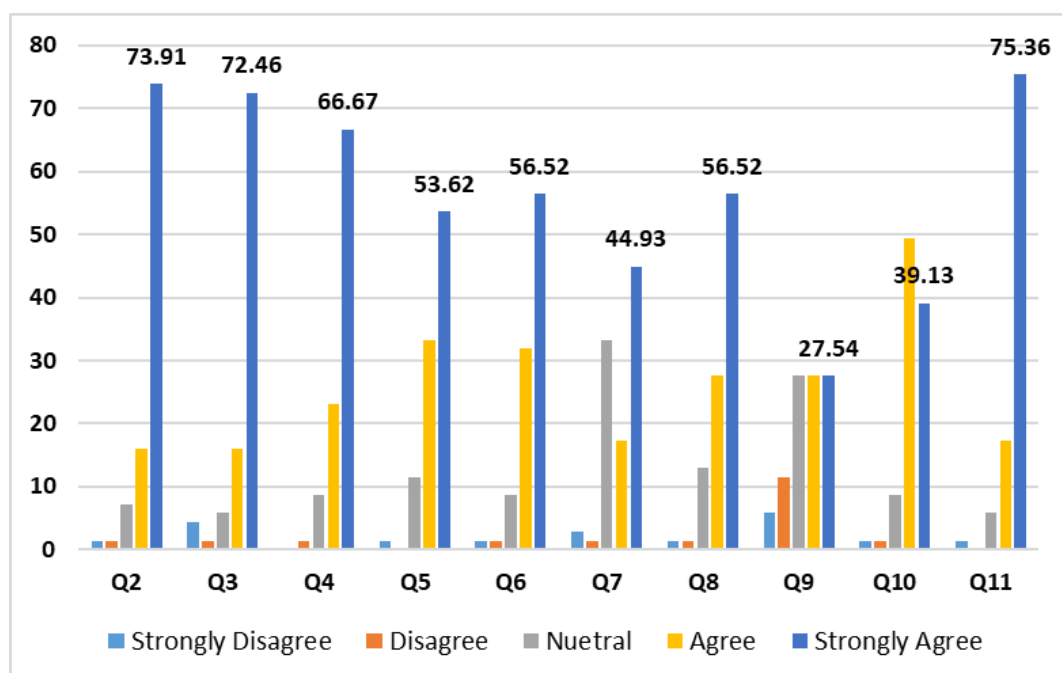**FIGURE 7 :TEACHERS' FEEDBACK IN THE ACADEMIC YEAR 2019-20**

FIGURE 7 :TEACHERS' FEEDBACK IN THE ACADEMIC YEAR 2020-21
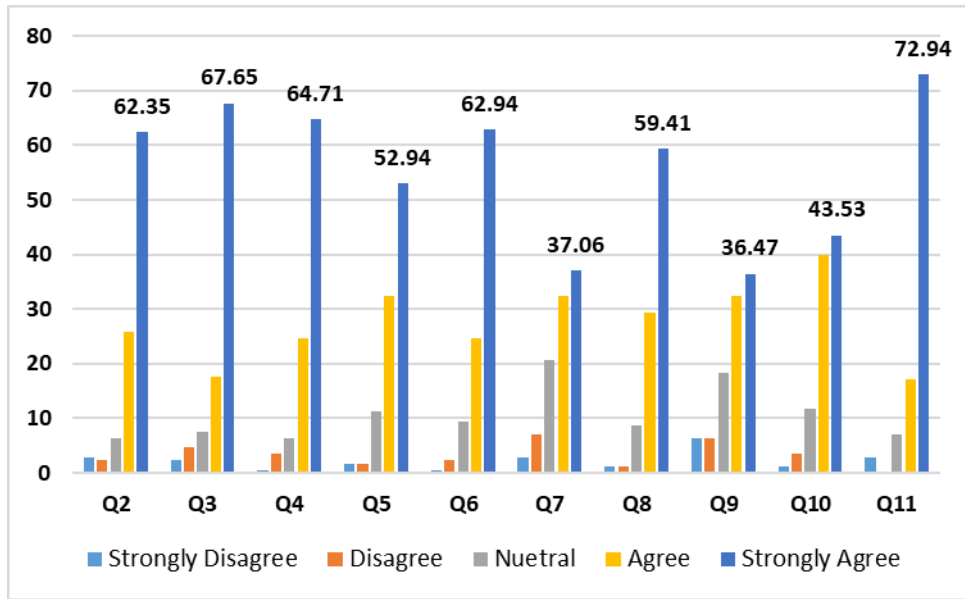

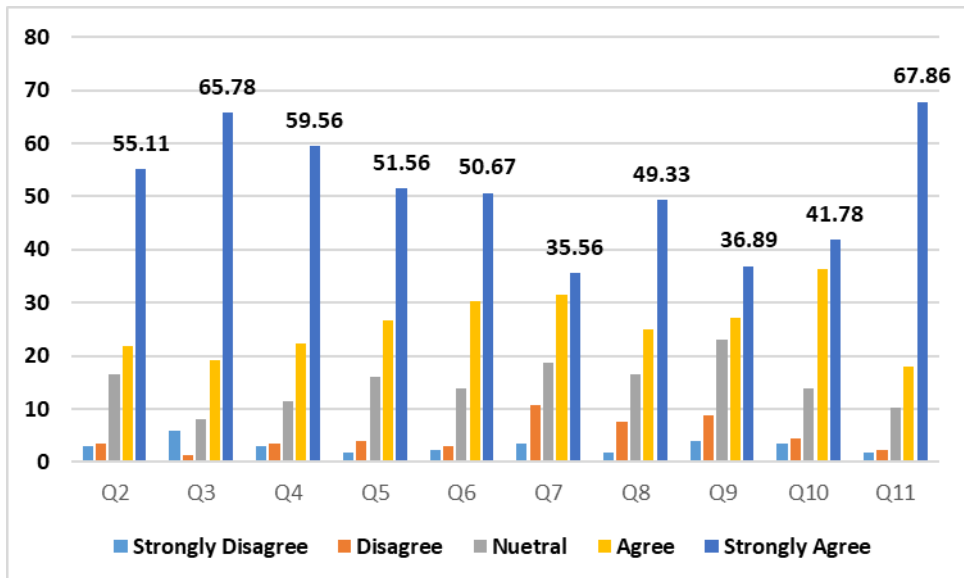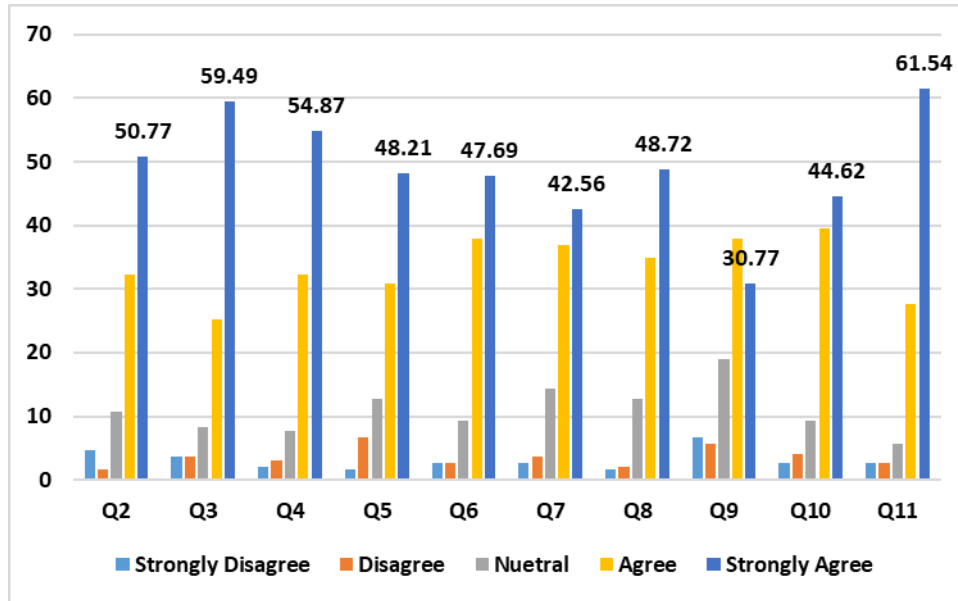**FIGURE 8 :TEACHERS' FEEDBACK IN ACADEMIC YEAR 2021-22**

FIGURE 9 :TEACHERS FEEDBACK IN ACADEMIC YEAR 2022-23

The analyzed data indicated that the teachers' views on the process of syllabus revision and the spaces created for their contribution in the process of syllabus revision. It is seen that the process of syllabus revision is as per the university act and the teachers can contribute their ideas in framing the syllabus. The board of studies, board of deans ensures the processes of syllabus framing, revision is taken place in a prescribed manner. The members of BOS and committee members of autonomy are reflected in the context of various techniques and strategies and their ideas are also taken into consideration while designing curriculum. They expect that the orientation programs must be organized for teachers to discuss the new changes as they have to transact the curriculum. Different strategies and their innovative suggestions are also taken into account while developing and designing the curriculum.

In 2018-19, Approximately 90 percent respondents agree that the system followed by the university for the designs and development of the curriculum is effective. More than 65 percent of respondents express that the representation from the corporate or industry sector in BoS has been helpful in designing and improving

the courses and faculty orientation programmes are well organized. 65 percent of respondents agree that there is freedom in adopting new techniques or strategies of testing and assessment.

According to the teachers feedback analysis of 2019-20, approximately 80 percent respondent strongly agrees that the curriculum has been updated from time to time. More than 70 percent respondents strongly agree that they have been given Freedom for adopting new techniques/ strategies of testing and assessment of students, also enough freedom to contribute ideas on curriculum designs and development, and BoS ensures that upto-date and relevant courses are offered. In terms of the organization of faculty orientation programs for the introduction of new syllabus, less than 30 percent of respondents strongly agree.

As per the teachers' feedback of 2020-21, it is observed that approximately 85 percent of respondents strongly agree that they have been given Freedom for adopting new techniques/ strategies of testing and assessment of students. It is observed that the teacher strongly agrees more than 80 percent regarding all the questions except Q7 and Q9.

The teachers' data of 2021-22 indicates that the majority of teachers (86 %) agree that enough freedom is provided in contributing their ideas in curriculum design & development. 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. As per 77 percent teachers respondents expressed that the curriculum of the 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. 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 of Faculty members expressed that the organization of orientations

programs for the introduction of the new Syllabus is the requirement in this academic year.

As per the feedback analysis of 2022-23, 80 to 90 percent of teachers agree with all the feedback questions except Q9 about the faculty orientation programmes that are organized for introduction of new syllabus.

4. EMPLOYERS FEEDBACK ON CURRICULUM

The analysis of employers' feedback has been assessed on the basis of total responses of employers from the Academic Year 2018-19 to 2022-23. All responses were collected with the help of a well-structured questionnaire. These responses were analyzed in the context of the status of Theoretical knowledge, its application, Ability to work in a team, Creativity, Willingness to learn new skills, Sincerity and Integrity etc. Four-point rating scale has been used in which '1' denotes 'Average' and '4' denotes 'Excellent' which is shown in the following table.

4.2. EMPLOYERS FEEDBACK ANALYSIS FROM 2018-19 TO 2022-23

TABLE 10 : Employers Feedback

Academic Year 2018-19				
Sr. No.	Particulars	Average	Good	Excellent
Q2.a	Theoretical knowledge	8.92	36.94	54.14
Q2.b	Application of knowledge	6.37	42.67	50.96
Q2.c	Ability to work in a team	5.10	36.3	58.60
Q2.d	Creativity	7.64	42.04	50.32
Q2.e	Willingness to learn new skill	9.38	37.12	53.50
Q2.f	Sincerity	5.10	30.58	64.33
Q2.g	Integrity	5.10	35.67	59.24
Academic Year 2019-20				
Sr. No.	Particulars	Average	Good	Excellent
Q2.a	Theoretical knowledge	4.92	42.62	52.46
Q2.b	Application of knowledge	1.64	39.35	59.02
Q2.c	Ability to work in a team	8.20	39.34	52.46
Q2.d	Creativity	1.64	31.14	67.21
Q2.e	Willingness to learn new skill	4.92	31.15	63.93
Q2.f	Sincerity	3.28	34.42	62.30
Q2.g	Integrity	4.92	42.62	52.46
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
Academic Year 2022-23				
Sr. No.	Particulars	Average	Good	Excellent
Q2.a	Theoretical knowledge	7.35	30.88	61.76
Q2.b	Application of knowledge	10.29	26.47	63.24
Q2.c	Ability to work in a team	8.82	35.29	55.88
Q2.d	Creativity	10.29	30.88	58.82
Q2.e	Willingness to learn new skill	10.29	39.71	50.00
Q2.f	Sincerity	5.88	33.82	60.29
Q2.g	Integrity	7.35	26.47	66.18

FIGURE 11 : EMPLOYERS FEEDBACK IN ACADEMIC YEAR 2018-19
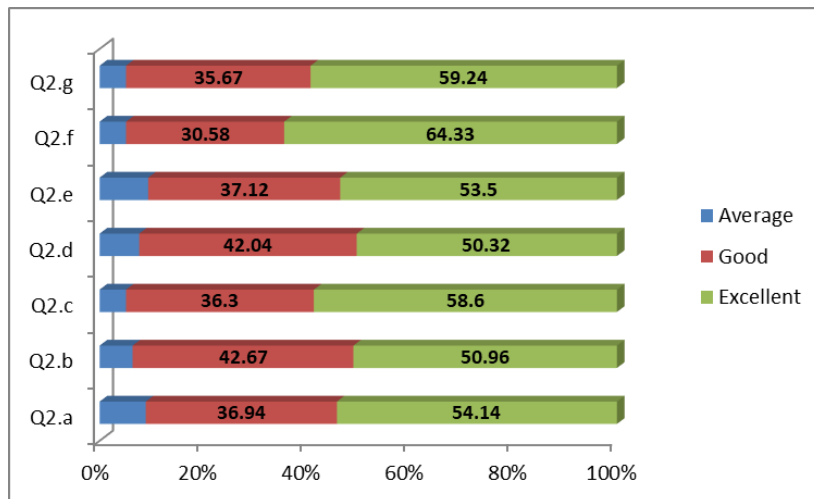
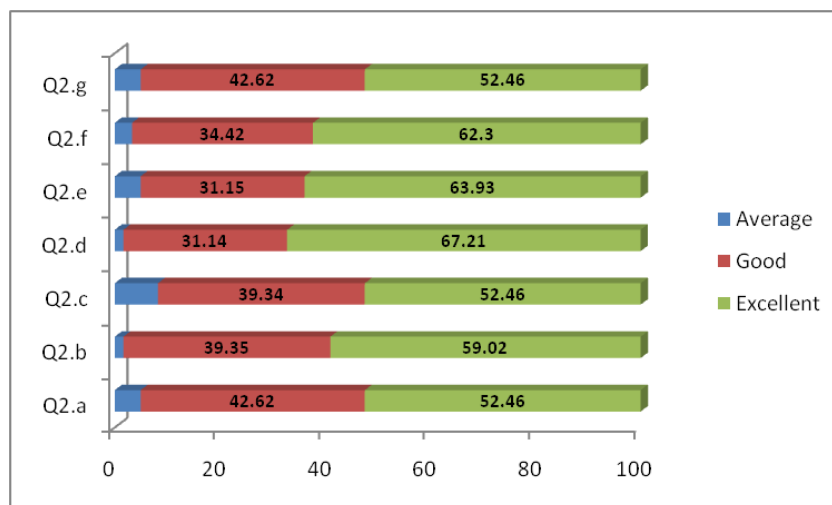**FIGURE 11 : EMPLOYERS FEEDBACK IN ACADEMIC YEAR 2019-20**

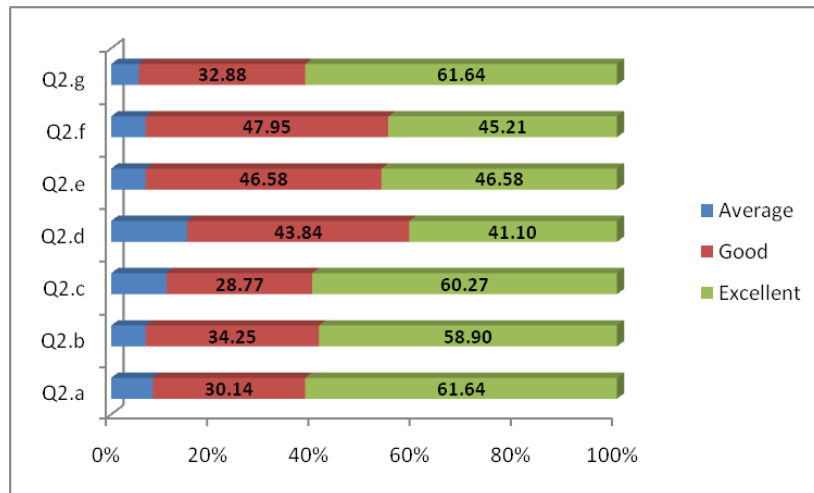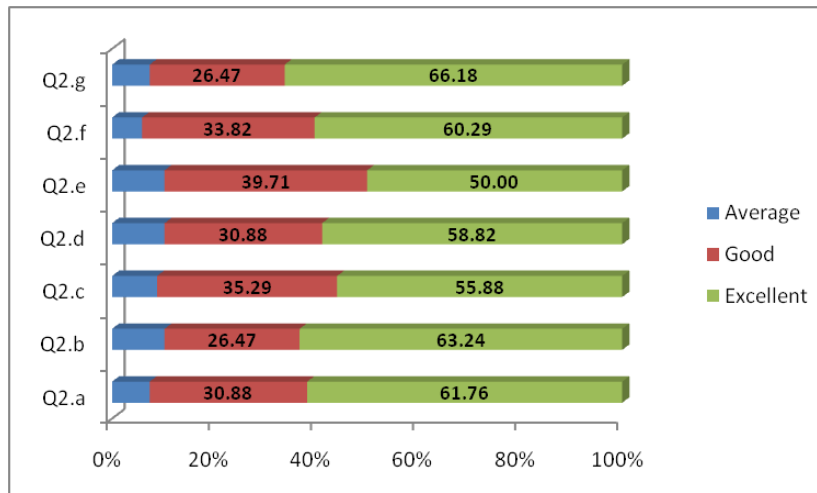**FIGURE 12 : EMPLOYERS FEEDBACK IN ACADEMIC YEAR 2021-22**

FIGURE 13: EMPLOYERS FEEDBACK IN ACADEMIC YEAR 2022-23

In the academic year 2018-19, according to employers feedback, our students demonstrated 50 to 60 percent in terms of theoretical knowledge, application knowledge, ability to work in a team, Integrity among the students, creativity and willingness to learn new skills whereas the percentage of sincerity of the students was above 60 percent. In 2019-20, the percentage of creativity, willingness to learn new skills and sincerity of the students was greater than 60 percent.

The academic year 2021-22 was the Pandemic period so that the Creativity, Willingness to learn new skill, Sincerity and integrity among the students measured below 50 percent and at the same time more than 60 percent employers expressed

that the alumni had more than 60 percent students had the ability to work in a team, integrity and theoretical knowledge the percentage. Theoretical knowledge, application of knowledge, sincerity and integrity were observed between 60 to 70 percent whereas the ability to work, creativity and willingness to learn new skills remained between 50 to 60 percent among the students.

5. ALUMNI FEEDBACK

Alumni Feedback was gathered with the help of well-structured printed questionnaires in the 2018-19, -2019-20 , 2020-21 academic year whereas the google forms were applied during the academic year 2021-22 and 2022-23.

TABLE 11

LINK OF ALUMNI FEEDBACK ON CURRICULUM

Sr. No.	Academic Year	No of Respondents	Alumni Feedback
1	2018-19	366	Well-structured printed forms
2	2019-20	358	Well-structured printed forms
3	2020-21	380	https://forms.gle/Ci4oZGpFJGK7ERM88
4	2021-22	249	https://forms.gle/StS5D8LBpsnnakPeA
5	2022-23	410	https://forms.gle/3RAts4ZFTJK4HrGf9

5.1 Alumni Feedback Analysis

TABLE NO. 12
ALUMNI FEEDBACK IN ACADEMIC YEAR 2018-19

Academic Year	Ques.	Count/ Percentage	Poor	Average	Good	Very Good	Excellent
2018-19	Q2.a	Count	11	14	71	149	121
		Percentage	**3.01**	**3.83**	**19.40**	**40.71**	**33.06**
	Q2.b	Count	18	27	77	132	112
		Percentage	**4.92**	**7.38**	**21.04**	**36.07**	**30.60**
	Q2.c	Count	25	39	84	165	53
		Percentage	**6.83**	**10.66**	**22.95**	**45.08**	**14.48**
	Q2.d	Count	10	18	76	151	111
		Percentage	**2.73**	**4.92**	**20.77**	**41.26**	**30.33**
	Q2.e	Count	21	23	67	135	120

		Percentage	5.74	6.28	18.31	36.89	32.79
		Count	24	30	61	103	148
	Q2.f	Percentage	6.56	8.20	16.67	28.14	40.44
		Count	13	22	75	164	92
	Q2.g	Percentage	3.55	6.01	20.49	44.81	25.14

TABLE NO. 13

ALUMNI FEEDBACK IN ACADEMIC YEAR 2019-20

Academic Year	Ques.	Count/ Percentage	Poor	Average	Good	Very Good	Excellent
2019-20	**Q2.a**	Count	11	15	69	137	126
		Percentage	3.07	4.19	19.27	38.27	35.20
	Q2.b	Count	17	31	65	127	118
		Percentage	4.75	8.66	18.16	35.47	32.96
	Q2.c	Count	25	35	85	149	61
		Percentage	6.98	9.78	23.74	41.62	17.88
	Q2.d	Count	13	21	79	137	108
		Percentage	3.63	5.87	22.07	38.27	30.17
	Q2.e	Count	19	24	69	123	123
		Percentage	5.31	6.70	19.27	34.36	34.36
	Q2.f	Count	25	28	62	107	136
		Percentage	6.98	7.82	17.32	29.89	37.99
	Q2.g	Count	19	22	79	147	91
		Percentage	5.31	6.15	22.07	41.06	25.42

TABLE NO. 14

ALUMNI FEEDBACK IN ACADEMIC YEAR 2020-21

Academic Year	Ques.	Count/ Percentage	Poor	Satis-factory	Good	Very Good	NA
2020-21	**Q2.a**	Count	01	35	135	209	01
		Percentage	0.26	9.19	35.43	54.86	0.26

Q2.b	Count	02	67	142	147	23
	Percentage	**0.52**	**17.59**	**37.27**	**38.58**	**6.04**
Q2.c	Count	13	103	148	78	39
	Percentage	**3.41**	**27.03**	**38.85**	**20.47**	**10.24**
Q2.d	Count	06	45	130	194	06
	Percentage	**1.57**	**11.81**	**34.12**	**50.92**	**1.57**
Q2.e	Count	15	56	147	138	25
	Percentage	**3.94**	**14.70**	**38.58**	**36.22**	**6.56**
Q2.f	Count	10	89	126	98	58
	Percentage	**2.62**	**23.36**	**33.07**	**25.72**	**15.22**
Q2.g	Count	06	27	123	214	11
	Percentage	**1.57**	**7.09**	**32.28**	**56.17**	**2.89**

TABLE NO. 15

ALUMNI FEEDBACK IN ACADEMIC YEAR 2021-22

Academic Year	Q	Count/ Percentage	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2021-22	Q1	Count	12	12	39	91	95
		Percentage	**4.82**	**4.82**	**15.66**	**36.55**	**38.15**
	Q2	Count	15	17	43	87	87
		Percentage	**6.02**	**6.83**	**17.27**	**34.94**	**37.94**
	Q3	Count	12	27	55	84	71
		Percentage	**4.82**	**10.84**	**22.09**	**33.73**	**28.51**
	Q4	Count	14	15	46	87	87
		Percentage	**5.62**	**6.02**	**18.47**	**34.94**	**34.94**
	Q5	Count	18	21	62	79	69
		Percentage	**7.23**	**8.43**	**24.90**	**31.73**	**27.11**
	Q6	Count	16	07	44	70	112
		Percentage	**6.43**	**2.81**	**17.67**	**28.11**	**44.98**

TABLE NO. 16

ALUMNI FEEDBACK IN ACADEMIC YEAR 2022-23

Academic Year	Ques	Count/ Percentage	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2022-23	Q1	Count	11	15	73	185	126
		Percentage	**2.68**	**3.66**	**17.80**	**45.12**	**30.73**
	Q2	Count	10	19	66	154	161
		Percentage	**2.44**	**4.63**	**16.10**	**37.56**	**39.27**
	Q3	Count	14	18	83	181	114
		Percentage	**3.41**	**4.39**	**20.24**	**44.15**	**27.80**
	Q4	Count	13	21	84	166	126
		Percentage	**3.17**	**5.12**	**20.49**	**40.49**	**30.73**
	Q5	Count	19	24	74	151	142
		Percentage	**4.63**	**5.85**	**18.05**	**36.83**	**34.63**
	Q6	Count	15	14	62	132	187
		Percentage	**3.66**	**3.41**	**15.12**	**32.20**	**45.61**

Alumni feedback analysis is shown in the table no. 16. The Majority of alumni (92%) mentioned that the curriculum provides opportunity for the choices in selecting subjects. More than 85 % alumni think that the curriculum they experienced is updated. On an average 88 % alumni perceived that the contents are updated, well organised and better suited for achieving employment. Besides research and internship help in enriching knowledge & skills that suits the profession.

5.1. ALUMNI FEEDBACK GRAPHICAL PRESENTATION

FIGURE 14 :ALUMNI FEEDBACK IN ACADEMIC YEAR 2018-19
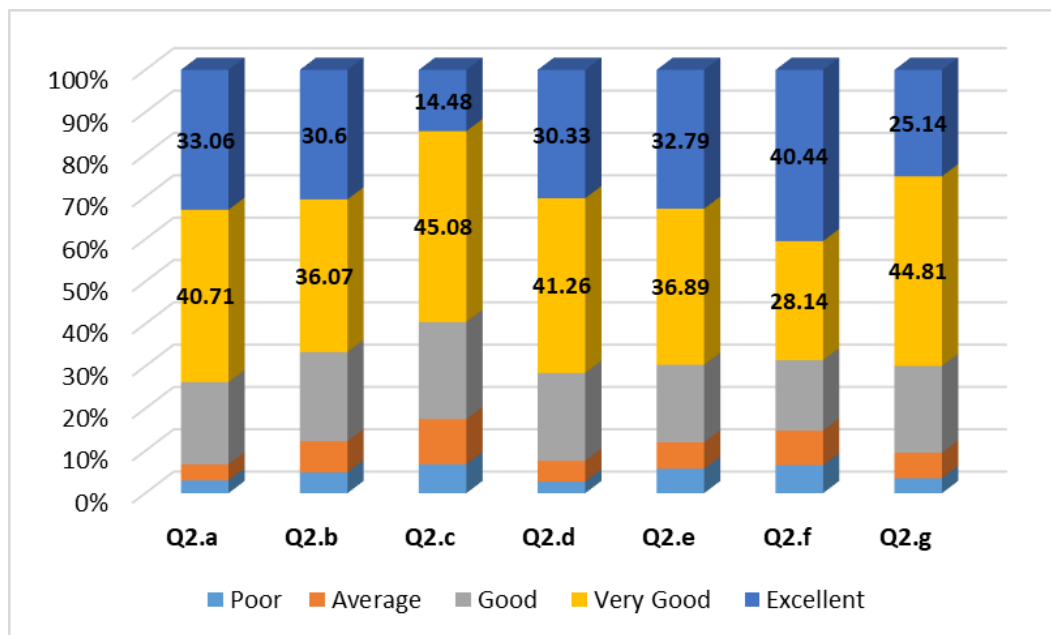
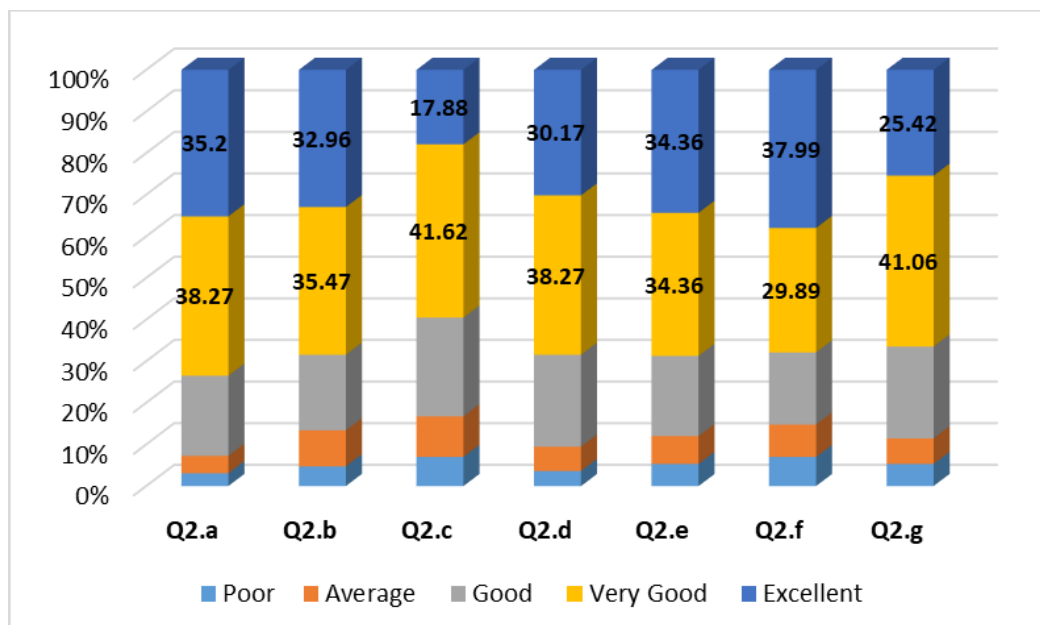### FIGURE 15 :ALUMNI FEEDBACK IN ACADEMIC YEAR 2019-20

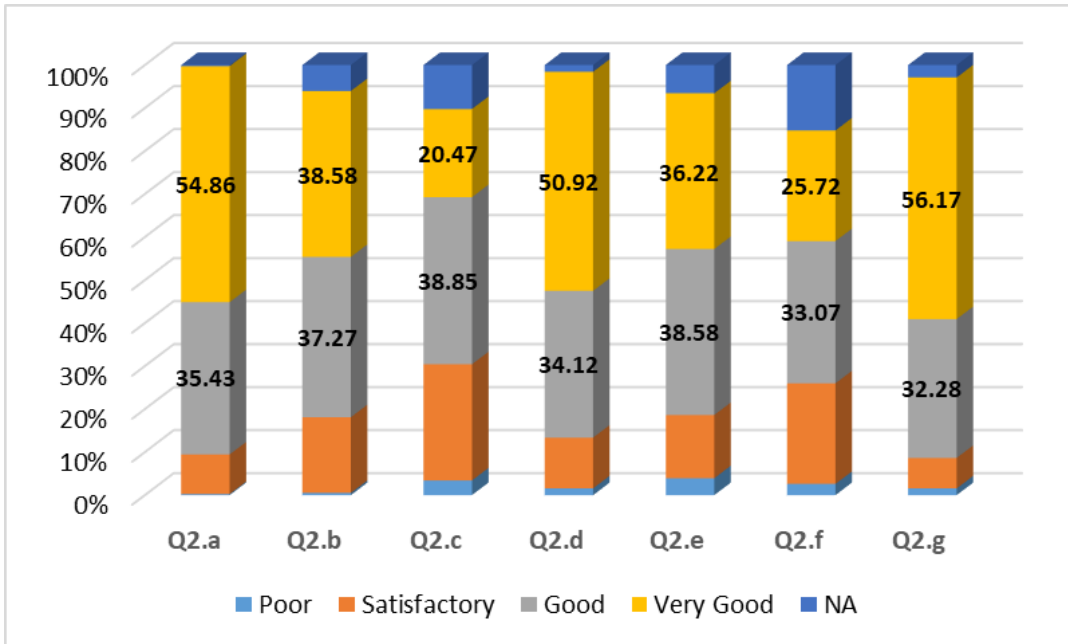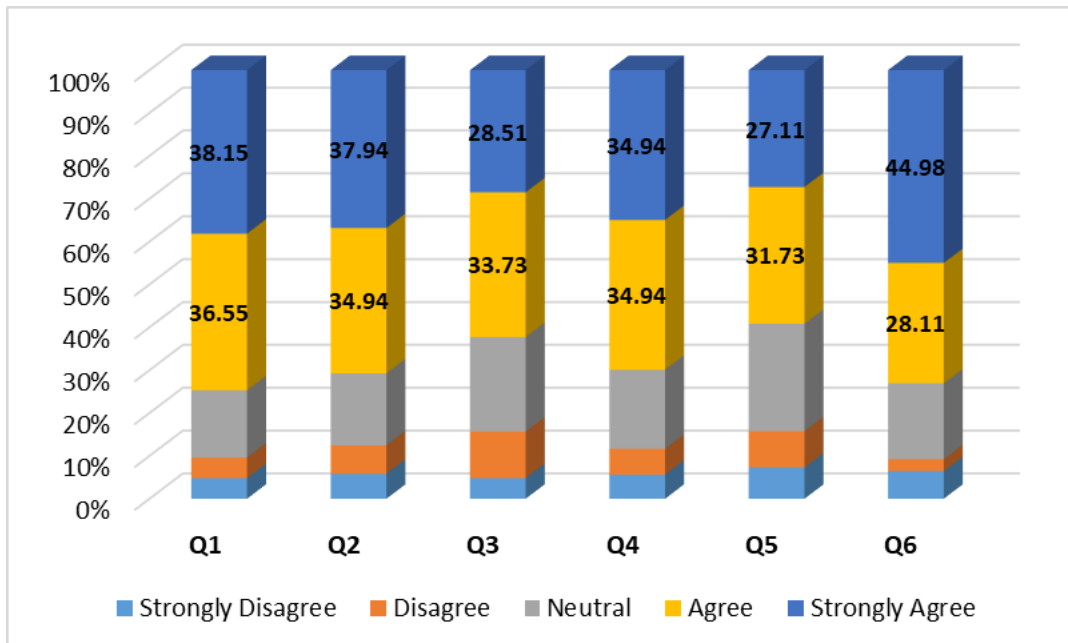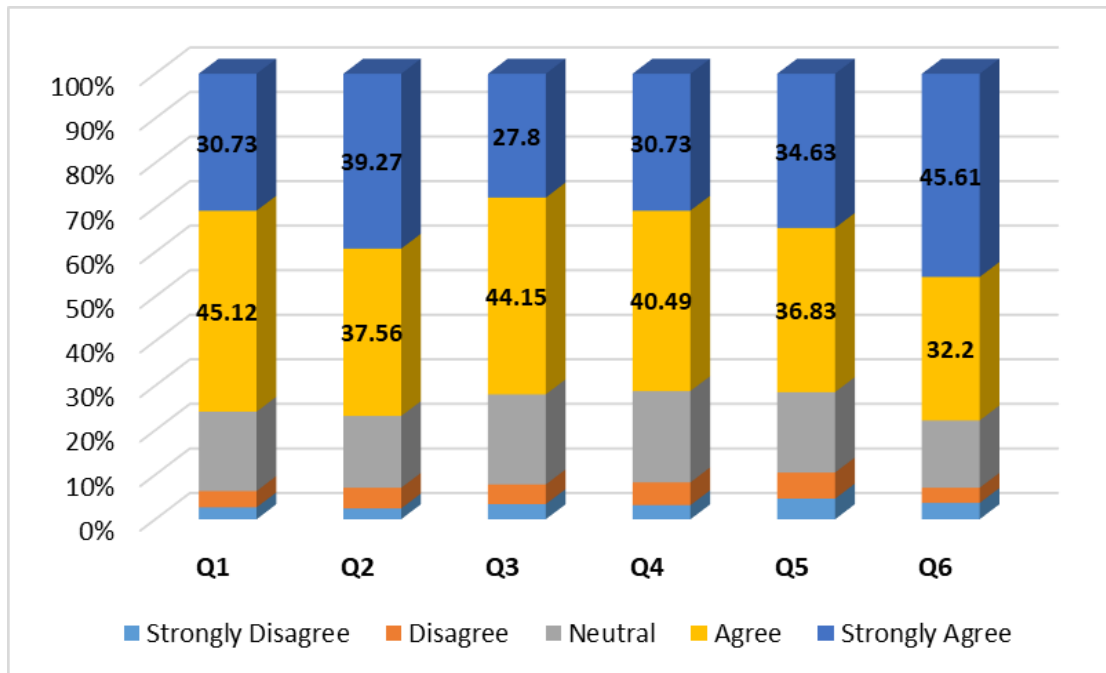**FIGURE 16 :ALUMNI FEEDBACK IN ACADEMIC YEAR 2020-21**

Poor ■ Satisfactory ■ Good ■ Very Good ■ NA

FIGURE 17 :ALUMNI FEEDBACK IN ACADEMIC YEAR 2021-22

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

FIGURE 18 :ALUMNI FEEDBACK IN ACADEMIC YEAR 2022-23

Figure no. 17 to 21 depict the Alumni feedback analysis from academic year 2018-19 to 2022-23. In 2018-19, more than 70 % alumni respondents agree for the quality of education, guidance and counselling and security of the students while about 60% to 70% responded positively to the other questions. In the year 2019-20, the alumni respondents feedback reflects that they acknowledge the Quality of education, library facility, guidance and counselling and security of students and computer, internet facility and hostel facility are at par.

In the academic year 2021-22, more than 70 percent alumni strongly agree that the curriculum contents more relevant and interesting subjects, also the order of content are well organized and updated. 73 percent respondents agree that research and internships help in enriching knowledges skills whereas less than 65 percent respondents agree to that current curriculum is more supportive for achieving employment and they have sufficient choice in selecting courses.

In the academic year 2022-23, approximately 75 percent of alumni respondents express that the content of the curriculum is well organized having more relevant and interesting subjects.

1.4.2 ACTION TAKEN REPORT ON STUDENTS, TEACHERS, EMPLOYERS AND ALUMNAE FEEDBACK

1. ACTION TAKEN ON STUDENTS FEEDBACK:

At SNDT Women's University, a well-structured and comprehensive feedback system mechanism for curriculum development is in place wherein we gather insights from all key stakeholders, including students, teachers, alumnae and employers. This ensures the continuous improvement of the curricula and its relevance to societal and professional needs.

ACADEMIC YEAR 2018-19

Curriculum revisions have been regularly undertaken to align with the current development and other changes in the respective fields. Few progammes such as B. Voc. (Interior Design, Fashion Design) B. Tech (Computer Engineering, Data Science), MBA were initiated in the academic year 2018-2019 to expand the possibilities of employment. The syllabi of M.M.S., M.B.A. with specialization in Human Resource Management, Marketing and Finance, M.Sc. (e-learning) were revised as per the feedback from the students. Choice Based Credit System (CBCS) has been an integral part of many curricula which ensures the facilitation of a multidisciplinary approach.

ACADEMIC YEAR 2019-20

In 2019-20, the syllabi of B.Voc. (Fashion, Interior, Jewellery Design), M.A. Hindi, M.A. Marathi, and MVA and M.A. in Women's Studies were revised. M.M.S., M.B.A. with specialization in HR, Marketing and Finance, BAFI, and a few B.Tech. programmes were updated as per the feedback of the students.

ACADEMIC YEAR 2020-21

During the Covid-19 pandemic period, our University supported student learning by offering free online courses in a variety of subjects through the Coursera platform. Additionally, students were trained in online tools such as Google applications and Open Access resources. To further enhance their knowledge, we also introduced several certificate courses in online format, ensuring students could remain updated with the current changes in their respective fields.

ACADEMIC YEAR 2021-22

In 2021-22, University introduced new value-added courses in Hindi Songs, Natya Sangeet, Semi-Classical Music, and Harmonium Playing in addition to Swar Sadhana, Natyageet, and Abhang Singing Workshops. Existing courses such as Early Childhood Care, Interior Designing and Textile/Fashion Designing, Jewellery Design, language skills, computer basics, and environmental studies etc. also continued. Online E-literature and database orientation programmes have been organized for postgraduate and PhD students.

 ACADEMIC YEAR 2022-23

For enhancing the spirit of NEP-2020 the centres like CHETNA and Bhartiya Gyan Sanskrit evam Yog Kendra were established by the Universty. These centres introduced courses such as Integration of 21st- century skills into teaching-learning, Cyber safety-protecting yourself in the digital world, Yoga.

2. ACTION TAKEN AS PER THE TEACHERS' FEEDBACK ON CURRICULUM:

The experts from the industries are the members of the BOS whose inputs help in designing the curricula and making it more relevant in the context of industry demands. Various Boards of Studies (BOS) are formulated to accommodate views and suggestions of all the teachers. The syllabi are further discussed in the faculty and board of deans before it is recommended to the academic council. Teachers' ideas about improving the various curricula revision and its effective transaction, using the latest IT infrastructure is considered by the university.

ACADEMIC YEAR 2018-19

Alongwith M.A. (e-learning), as per the feedback of teachers M.Sc. (e-learning) was introduced in 2018. University has taken action to provide the Internet facility with high speed for the faculties and students which helps in effective teaching-learning. Besides this Faculty Development Programme on ICT tools were also organized for the faculty members.

Academic Year 2019-20

IQAC organized orientation programmes for all the departments to create awareness among teachers and students about NEP-2020. Workshops were conducted for designing outcome based syllabus. Following this, syllabi covering major, minor, elective, skill-based, and IKS courses at undergraduate and postgraduate levels were initiated. During the COVID-19 pandemic, IQAC collaborated with the Department of Educational Technology to equip teachers with ICT skills for online teaching. Workshops and webinars included topics like SWAYAM MOOCs, data analysis with Excel and SPSS, open educational resources, creative thinking, and ICT tools for online learning under TLC, MHRD.

ACADEMIC YEAR 2020-21

The IQAC, in collaboration with the Department of Educational Technology, conducted orientation programmes, workshops, training courses, and Faculty Development Programmes (FDPs) for teachers through online mode during the COVID-19 pandemic to facilitate smooth online teaching. FDP on Moodle Learning Management System, a workshop on "Research in the Changing Landscape of the Education System," and an online professional development Master Course on "Universal Design for Learning" course conducted for teachers in the academic year 2020-21.

ACADEMIC YEAR 2021-22

All the departments under IQAC participated in orientation programmes to introduce the new syllabus as per NEP-2020. In 2021-22, several add-on courses were also introduced. To manage the short term, value added courses, SNDTWU started the CHETNA Centre, and updated Academic Credit Banks. SNDTWU held an AICTE-sponsored online training programmes on "Natural Language Processing with Google AI and Dialog Flow." Additionally, workshops on research related to NEP 2020 were organized by the university and IQAC for the teachers.

ACADEMIC YEAR 2022-23

As a result of regular feedback from teaching faculty the university authorities conducted meetings with the BoS Chairpersons, Principals, and HoDs to align the NEP 2020 curriculum. All PG programs were revised, and the UG and PG course structures were approved by the Academic Council. In line with NEP 2020, all programs include Major (Core), Major (Elective), Minor Stream, OJT, Open Elective, and Indian Knowledge Skill (IKS) courses.

On the demand of faculty members, the Library Science Department and BMK-Knowledge Resource Centre conducted orientation programmes for faculty members and students on

data sources and their application in professional activities. Additionally, the Educational Technology Department offers a national-level online faculty development program on Interactive ICT-Integrated Learning in light of NEP 2020.

3.ACTION TAKEN ON ALUMNAE FEEDBACK

The alumnae have been giving valuable suggestions for syllabi improvement and the enhancement of both departmental and university standards which have been promptly considered.

ACADEMIC YEAR 2018-19

alumnae feedback regarding internet connectivity, installation of CCTV cameras and additional physical security on campus were responded promptly by the university authorities. Improvements were also made to the library and computer facilities to better support students' academic needs. The Department of Commerce organized a Financial Fest to enhance practical financial literacy in collaboration with alumnae.

ACADEMIC YEAR 2019-20

In 2019-20, special training programme, Guest Lectures of the eminent resource persons, workshops on Preparation for Competitive Exams and innovative programs like management games etc. were organized by various Departments based on the ideas of alumnae reflected in feedback.

ACADEMIC YEAR 2020-21

Departments invited alumnae to interact with the current students on a virtual platform where they actively participated in various activities of the departments. This helped students to overcome the Covid-19 anxiety and keep themselves abreast with the current situation. Special programmes and lecture series were organised online by departments of Music,

Psychology and Food Science and Nutrition to help students and teachers overcome the effects of COVID-19.

ACADEMIC YEAR 2021-22.

The valuable suggestions of alumnae for improvement of the standard of instruction, guidance-counseling, infrastructure and student safety were accepted for the department's and the university's improvement. Alumnae are welcome in every department to actively participate in a wide range of departmental activities.

ACADEMIC YEAR 2022-23

While upgrading the curricula, the efforts are taken to include skill based courses through visits to different places such as industry, School, NGO, Research Institutes, Laboratories, Edu-tours etc.. It ensures the understanding of the functioning of workplaces and enhances the possibilities of employment readiness. The University always takes initiative to keep the campuses and canteen facilities hygienic. Well-equipped gym facilities are also available in all the campuses.