

# **SNDT Women's University**

Shreemati Nathibai Damodar Thackersey Women's University



**NAAC–DVV**

**CRITERION I**

## **1.4.1: Feedback Analysis & Action Taken Report (Academic Year 2018-19 to 2022-23)**

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## **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. 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 fulfill 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 Hindi 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 syllabi revision. In the academic year 2018-19 and 2019-20, students from all the departments of SNDT Women's University had provided feedback on the printed questionnaire forms whereas due to Covid-19, online questionnaire forms were circulated in 2020-21 and this online practice was continued for the Academic Year

2021-22 and 2022-23. The sample filled forms are also inserted in this analysis report. Table 1 depicts the offline and online feedback responses from the students of academic year 2018-19 to 2022-23.

### Students' Feedback form for the Academic Year 2018-19



**SNDT WOMEN'S UNIVERSITY, MUMBAI**  
**STUDENTS' FEEDBACK QUESTIONNAIRE ON CURRICULUM DESIGN AND REVIEW**  
**Academic Year 2018-19**

I. Name of the Department /College /Institute: Commerce


II. Year : 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> Sem : I /II/ III/ IV /V /VI


III. Campus : Churchgate/ Juhu /Pune /Shrivardhan


Enter your response by using tick mark (✓).  
Rating Scale is 1- Poor, 2- Average, 3 -Good, 4-Very Good & 5- Excellent

Q.No	Particulars	1	2	3	4	5
1.	The curriculum and syllabus are well organized and easy to follow.				✓	
2.	Syllabus provide sufficient choices in selecting courses (Elective Subjects).			✓		
3.	Syllabus helps to create knowledge base.			✓		
4.	The syllabus focuses on employability skills.			✓		
5.	Our syllabus develops the skills required for getting jobs.			✓		
6.	Our syllabus is designed to encourage entrepreneurship skills.			✓		
7.	Our syllabus helps to acquire all required skills to work as professional.			✓		
8.	Our syllabus develops confidence to complete task independently.			✓		

No suggestions



  
Respondent's Signature

  
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## Students' Feedback form for the Academic Year 2019-20



Questionnaire No

**SNDT WOMEN'S UNIVERSITY, MUMBAI**  
**STUDENTS FEEDBACK QUESTIONNAIRE ON CURRICULUM DESIGN AND REVIEW**  
**ACADEMIC YEAR 2019-20**

- I. Name of the Department /College /Institute: ECONOMICS
- II. Year : 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> Sem : I /II/ III/ IV /V /VI
- III. Campus : Churchgate/ Juhu /Pune /Shrivardhan

Enter your response by using tick mark (✓). Rating Scale is 1- Poor, 2-Average, 3-Good, 4-Very Good and 5-Excellent						
Q.No.	Particulars	1	2	3	4	5
1.	The curriculum and syllabus are well organized and easy to follow.			✓		
2.	Syllabus provide sufficient choices in selecting courses (Elective Subjects).			✓		
3.	Syllabus helps to create knowledge base.			✓		
4.	The syllabus focuses on employability skills.				✓	
5.	Our syllabus develops the skills required for getting jobs.				✓	
6.	Our syllabus is designed to encourage entrepreneurship skills.			✓		
7.	Our syllabus helps to acquire all required skills to work as professional.				✓	
8.	Our syllabus develops confidence to complete task independently.			✓		

Any Suggestion :



  
Respondent's Signature

  
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## Students' Feedback form for the Academic Year 2020-21 to 2022-23

### 2020-21 Year: S.N.D.T. Women's University: 1.4.1 Students Feedback Form on Curriculum Design

Students are requested to give the Feedback. This survey is for the Curriculum (Syllabus of your programme) followed in your Institutions/ College/Department at the S N D T Women's University, Mumbai. Read it carefully and submit your response. Your responses are highly appreciated.  
Rating Scale is 1- Strongly Disagree, 2- Disagree, 3-Neutral, 4 - Agree, 5- Strongly Agree

Email \*

theresa.thomas1996@gmail.com

Choose your Department/College/Institute. \*

S.N.D.T.Women's University Law School

1) The curriculum and syllabus are well organized and easy to follow. पाठ्यक्रम अच्छी तरह से व्यवस्थित और पालन करने में आसान हैं। \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

  
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2) Syllabus provide sufficient choices in selecting courses (Elective Subjects). वैकल्पिक विषय के चयन में पाठ्यक्रम पर्याप्त विकल्प प्रदान करता है। \*

1 2 3 4 5  
Strongly Disagree ☐ ☐ ☐ ☒ ☐ Strongly Agree

3) Syllabus helps to create knowledge base. पाठ्यक्रम ज्ञान का आधार बनाने में मदद करता है। \*

1 2 3 4 5  
Strongly Disagree ☐ ☐ ☐ ☒ ☐ Strongly Agree

4) The syllabus focuses on employability skills. पाठ्यक्रम रोजगार योग्यता कौशल पर केंद्रित है। \*

1 2 3 4 5  
Strongly Disagree ☐ ☐ ☐ ☒ ☐ Strongly Agree

5) Our syllabus develops the skills required for getting jobs. हमारा पाठ्यक्रम नौकरी पाने के लिए आवश्यक कौशल विकसित करता है। \*

1 2 3 4 5  
Strongly Agree ☐ ☐ ☐ ☒ ☐ Strongly Disagree

  
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6) Our syllabus is designed to encourage entrepreneurship skills . हमारे पाठ्यक्रम को उद्यमिता कौशल को प्रोत्साहित करने के लिए तैयार किया गया है। \*

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☒ ☐ Strongly Agree

7) Our syllabus helps to acquire all required skills to work as professional. हमारा पाठ्यक्रम पेशेवर / व्यावसायिक रूप में काम करने के लिए सभी आवश्यक कौशल हासिल करने में मदद करता है। \*

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☒ ☐ Strongly Agree

8) Our syllabus develops confidence to complete task independently. हमारा पाठ्यक्रम स्वतंत्र रूप से कार्य को पूरा करने के लिए आत्मविश्वास विकसित करता है। \*

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☒ ☐ Strongly Agree

This form was created inside of SNDT Women's University.

Google Forms

**TABLE 1**

**STUDENTS' FEEDBACK ON CURRICULUM**

Sr. No.	Academic Year	Total Respondents	Students' Feedback
1	2018-19	959	Structured Questionnaire (printed forms)
2	2019-20	652	Structured Questionnaire (printed forms)
3	2020-21	2002	<a href="https://forms.gle/Qy7F6wTiNcxthSth7">https://forms.gle/Qy7F6wTiNcxthSth7</a>
4	2021-22	1328	<a href="https://forms.gle/k3SCKDuqwaTRn6NF7">https://forms.gle/k3SCKDuqwaTRn6NF7</a>
5	2022-23	1495	<a href="https://forms.gle/LgQHoUsAcY9vQZGv7">https://forms.gle/LgQHoUsAcY9vQZGv7</a>

**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)

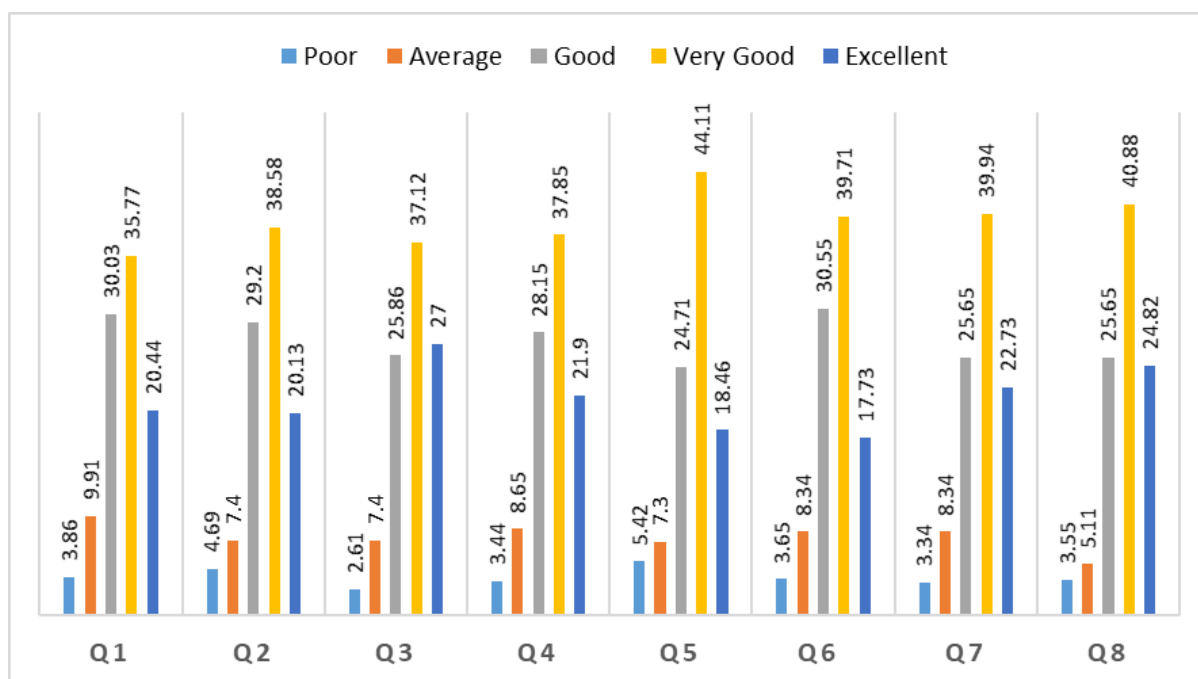
The data have been collected from students enrolled for various programs with SNDT Women's University and analysed in a systematic manner. The rating points from 1 to 5 indicates the quantum from poor to excellent. Analysis of feedback received from students of different departments during the academic 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 (2018-19 TO 2022-23)**

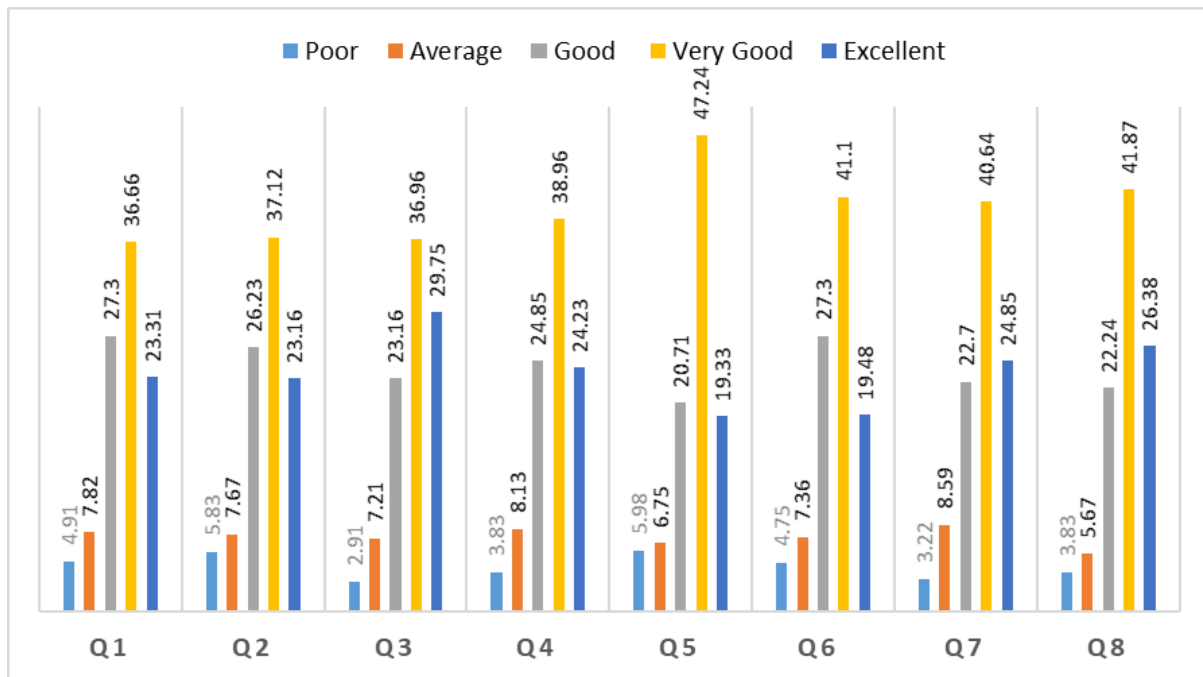
Year	Questions Rating	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
<b>2018-19</b>	<b>Poor</b>	3.86	4.69	2.61	3.44	5.42	3.65	3.34	3.55
	<b>Average</b>	9.91	7.40	7.40	8.65	7.30	8.34	8.34	5.11
	<b>Good</b>	30.03	29.20	25.86	28.15	24.71	30.55	25.65	25.65
	<b>Very Good</b>	35.77	38.58	37.12	37.85	44.11	39.71	39.94	40.88
	<b>Excellent</b>	20.44	20.13	27.0	21.90	18.46	17.73	22.73	24.82
<b>2019-20</b>	<b>Poor</b>	4.91	5.83	2.91	3.83	5.98	4.75	3.22	3.83
	<b>Average</b>	7.82	7.67	7.21	8.13	6.75	7.36	8.59	5.67
	<b>Good</b>	27.30	26.23	23.16	24.85	20.71	27.30	22.70	22.24
	<b>Very Good</b>	36.66	37.12	36.96	38.96	47.24	41.10	40.64	41.87
	<b>Excellent</b>	23.31	23.16	29.75	24.23	19.33	19.48	24.85	26.38

<b>2020-21</b>	<b>Poor</b>	2.35	3.69	1.55	2.49	6.33	3.44	2.88	2.84
	<b>Average</b>	4.24	7.09	3.74	6.98	6.83	7.24	5.79	4.89
	<b>Good</b>	21.36	22.11	14.07	20.35	20.95	24.65	19.86	15.82
	<b>Very Good</b>	35.53	32.63	31.49	33.62	29.28	30.34	33.83	29.24
	<b>Excellent</b>	36.53	34.48	49.15	36.56	36.61	34.33	37.67	47.21
<b>2021-22</b>	<b>Poor</b>	7.0	8.13	5.95	6.63	11.52	8.13	5.65	6.25
	<b>Average</b>	7.68	11.67	6.55	9.49	9.41	10.09	10.17	6.40
	<b>Good</b>	23.27	24.70	18.07	24.62	24.62	29.22	22.59	20.56
	<b>Very Good</b>	31.55	29.89	31.63	29.82	28.09	26.66	31.93	32.53
	<b>Excellent</b>	30.50	25.60	37.80	29.44	26.36	25.90	29.67	34.26
<b>2022-23</b>	<b>Poor</b>	5.28	7.51	2.54	6.1	4.88	3.88	3.28	3.55
	<b>Average</b>	10.21	10.33	7.29	13.03	8.29	10.97	8.96	6.29
	<b>Good</b>	27.11	26.76	22.54	24.65	24.68	31.04	23.75	24.48
	<b>Very Good</b>	29.58	32.28	36.19	30.75	41.00	36.92	40.87	41.67
	<b>Excellent</b>	27.82	23.12	31.44	25.47	21.14	17.19	23.14	24.01

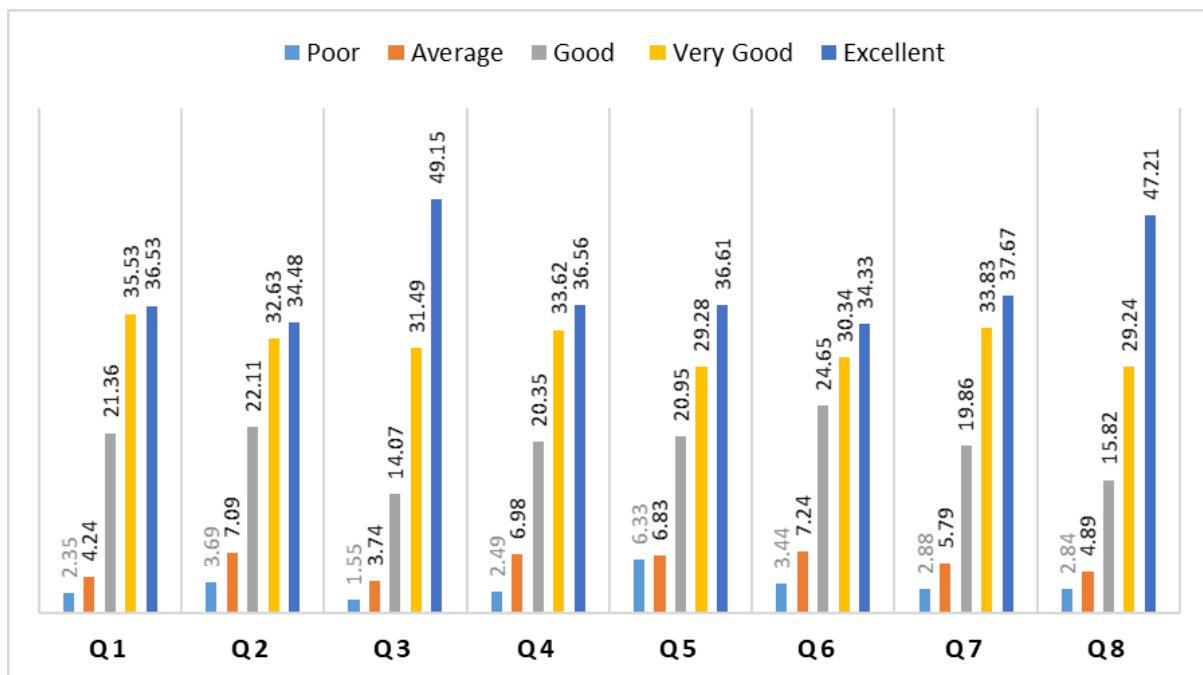
**FIGURE 1: STUDENTS' FEEDBACK FOR THE ACADEMIC YEAR 2018-19**



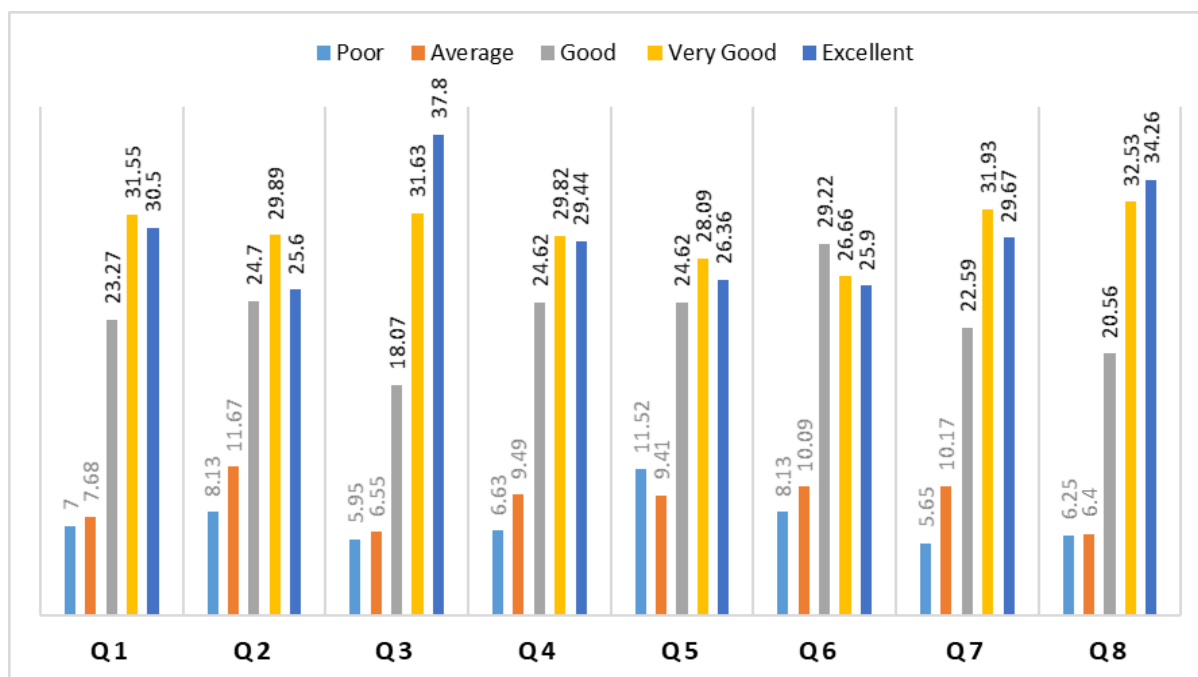
**FIGURE 2: STUDENTS' FEEDBACK FOR THE ACADEMIC YEAR 2019-20**



**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**

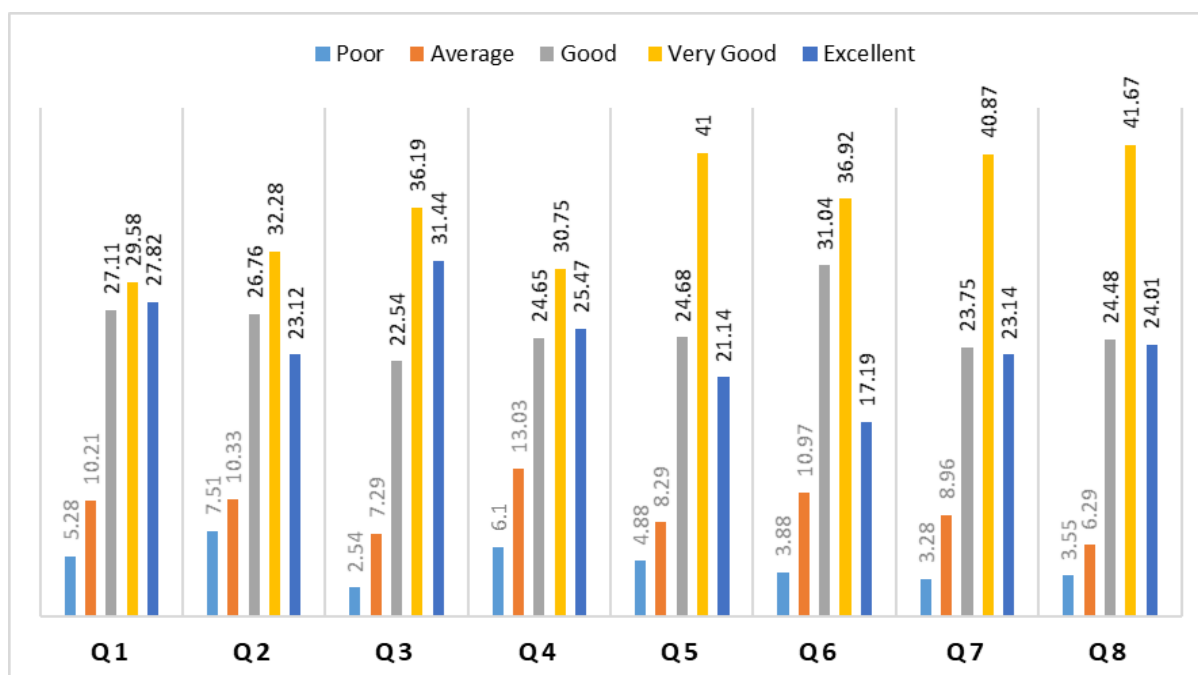


Table 3 indicates that more than 50 percent students from the 2018-19 batch expressed that the curriculum is well organized and easy to follow, develop knowledge base, build confidence for task completion, develop skills for getting jobs and skills to work as professionals.

In the academic year 2019-20, there are 65 percent students who perceived that the syllabi help in creating a strong knowledge base and help to acquire all required skills to work as professionals. 68 percent students believe that the curriculum designed develops confidence to complete tasks independently and 60 percent students mentioned that the syllabi provide sufficient choices in selecting courses. 63 percent students opine that the syllabi focuses on employability skills.

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

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



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### 3. TEACHERS' FEEDBACK ON CURRICULUM

Teacher is the key component in designing and implementing curriculum. Feedback of teachers' from all university departments on curriculum design and revision are collected through the structured questionnaire and google form during the period 2018-19 to 2022-23. Further detailed analysis of responses as per each questions is carried out. However, in response to the Covid-19 pandemic, the university shifted to online questionnaire forms in the 2020-21 academic year. This online feedback collection method was continued in the academic year 2021-22 and 2022-23. Table 4 below illustrates the transition from offline to online feedback forms spanning the years 2018-19 to 2022-23.

In this feedback questionnaire, Question 1 gathers general information about the teacher, while Q 2 to Q 11 focuses on aspects of curriculum design and revision. 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. Additionally, this analysis report includes sample filled forms to provide insight into the feedback received.

**TABLE 4**

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

Sr. No.	Academic Year	Total Respondents	Teachers' Feedback
1	2018-19	92	Structured Questionnaire (Printed Form)
2	2019-20	69	Structured Questionnaire (Printed Form)
3	2020-21	170	<a href="https://forms.gle/4P5W6Zzt7bBWqgNw6">https://forms.gle/4P5W6Zzt7bBWqgNw6</a>
4	2021-22	224	<a href="https://forms.gle/iuejbGQnvj8Gc8aRA">https://forms.gle/iuejbGQnvj8Gc8aRA</a>
5	2022-23	195	<a href="https://forms.gle/R53DK7ytPbAaDB9F7">https://forms.gle/R53DK7ytPbAaDB9F7</a>

# Teachers' Feedback form for the Academic Year 2018-19 & 2019-20



## TEACHERS FEEDBACK QUESTIONNAIRE ON CURRICULUM DESIGN AND REVIEW ACADEMIC YEAR 2018-19

### Q1. General Information :

- I) Faculty : Dr Manisha Ghalage  
 II) Name of Department/Institutes/College: English  
 III) Name of the Programme : MA English  
 IV) Campus : Churchgate / Juhu / Pune / Shriyadhan

Rating Scale is 1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree & 5 -Strongly Agree						
Sr. No.	Particular	1	2	3	4	5
2.	The curriculum of your Department has been updated from time to time.					✓
3.	I am given enough freedom to contribute my ideas on curriculum design and development.					✓
4.	Board of Studies (BOS) ensures that up to date and the relevant courses is being offered.					✓
5.	Representation from the corporate / Industry sector in BOS is helpful in designing and improving the courses.					✓
6.	Employability & Cross-cutting issues ( Professional Ethics ,Gender, Human Values , Environment and Sustainability ) are reflected in the curriculum.					✓
7.	Adequate Infrastructure is available in the University for the Curriculum transactions in different modes(face to face/blended/online).	✓				
8.	The System followed by the University for the design and development of the curriculum is effective.			✓		
9.	Faculty Orientations programs for the introduction of the new Syllabus is organised.					✓
10.	The books/journals etc. Prescribed/ listed as reference materials in the new syllabus are available in the library.					✓
11.	Freedom is given in adopting new techniques/ strategies of testing and assessment of students.					✓
Any Other remarks on the curriculum formulation/ implementation at the University, please specify.						

Any Suggestion -

*Dr Manisha Ghalage*  
Respondent's Signature

*G. J.*  
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SNDT Women's University  
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## Teachers' Feedback form for the Academic Year 2020-21 to 2022-23

### S.N.D.T. Women's University-Teachers Feedback (Academic Year 2020-21)

Teachers are requested to give Feedback for the Academic Year 2020-21. This survey is for the Curriculum followed in your Department at the University.

Email \*

jyotitt1@gmail.com

Name of the Faculty

Dr. Jyoti Thakur

Name of Department/Institutes/College \*

Department of Commerce, Mumbai

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

18

  
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Q.2. The curriculum of your Department has been updated from time to time. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

Q.3. I am given enough freedom to contribute my ideas on curriculum design and development. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

Q.4. Board of Studies (BOS) ensures that up to date and the relevant courses is being offered. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

Q.5. Representation from the corporate / Industry sector in BOS is helpful in designing and improving the courses. \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

  
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<p>Q.6.. Employability &amp; Cross-cutting issues ( Professional Ethics ,Gender, Human Values ,Environment and Sustainability ) are reflected in the curriculum. *</p>						
	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree
<p>Q.7. Adequate Infrastructure is available in the University for the Curriculum transactions in different modes(face to face/blended/online). *</p>						
	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree
<p>Q.8 The System followed by the University for the design and development of the curriculum is effective. *</p>						
	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree
<p>Q.9. Faculty Orientations programs for the introduction of the new Syllabus is organised. *</p>						
	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

  
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Q.10. The books/journals etc. Prescribed/ listed as reference materials in the new syllabus are available in the library. \*

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☒ ☐ Strongly Agree

Q.11 Freedom is given in adopting new techniques/ strategies of testing and assessment of students. \*

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☒ Strongly Agree

Q.12. Any Other remarks on the curriculum formulation/ implementation at the University, please specify.

Curriculum is to be developed in every 3years and it is to be strictly followed. Optional papers should not be offered to the courses like Internship and masters dissemination.

This form was created inside of SNTD Women's University.

Google Forms

### 3.1. ANALYSIS OF TEACHERS' FEEDBACK

The analyzed data indicated that the teachers' views on the process of syllabi revision and the spaces created for their contribution in the process of syllabi revision. At the university level the committees such as board of studies, faculty, board of deans, academic council are formulated as per the Maharashtra State Public University act-2016. The Board of studies are mainly responsible for initiating the process of syllabi revision or introduction of new programme. The board of studies includes teachers, subject experts and people from industry that ensures the inputs from people with different perspectives. The designed curriculum then discussed in concerned faculty and finally it is presented in academic council for approval. The members of BOS suggest various techniques and strategies for curriculum enhancement. The rating point 1 indicates strongly disagree to 5 with strongly agree.

**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	Board of Studies (BOS) ensures that up to date and the relevant courses are being offered.	Count	7	19	25	28	13
		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 Syllabi 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 syllabi 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	Board of Studies (BOS) ensures that up to date and the relevant courses are being offered.	Count	00	01	06	16	46
		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 Syllabi 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 syllabi 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
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 Syllabi 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 syllabi 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
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 Syllabi 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 syllabi 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

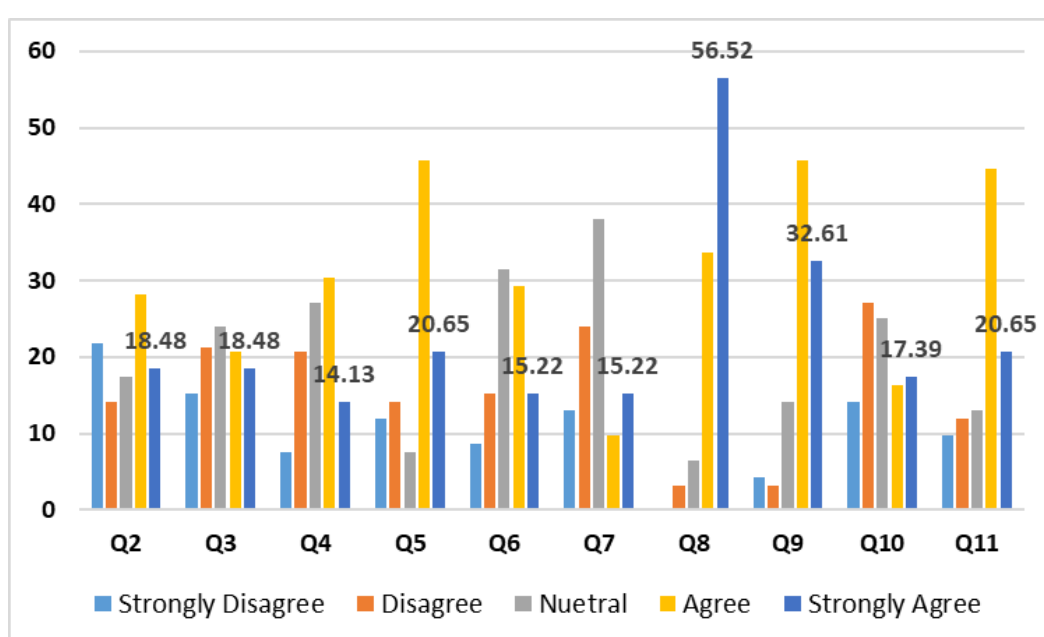
**TABLE 9**  
**TEACHERS' FEEDBACK FOR ACADEMIC YEAR 2022-23**

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 Syllabi 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 syllabi 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

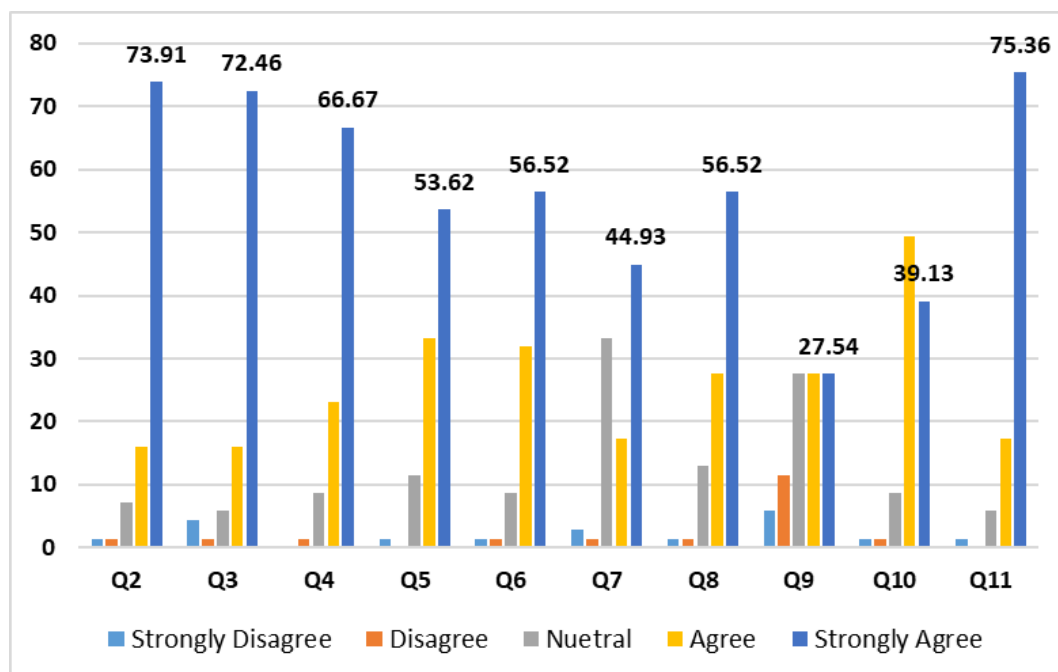
The figure numbers 6 to 10 indicate the graphical representation of question-wise analysis of teachers' responses. In 2018-19, approximately 90 percent respondents agree that the system followed by the university for the designs and development of the curriculum is effective. More than 65 percent of respondents express that the representation from the corporate or industry sector on BoS has been helpful in designing and improving the courses and mentioned that the 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 of students.

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 they get enough freedom to contribute ideas on curriculum designs and development that is further discussed in board of studies and get incorporated if require. In terms of the organization of faculty orientation programs for the introduction of new syllabi, only less than 30 percent of respondents strongly agree.

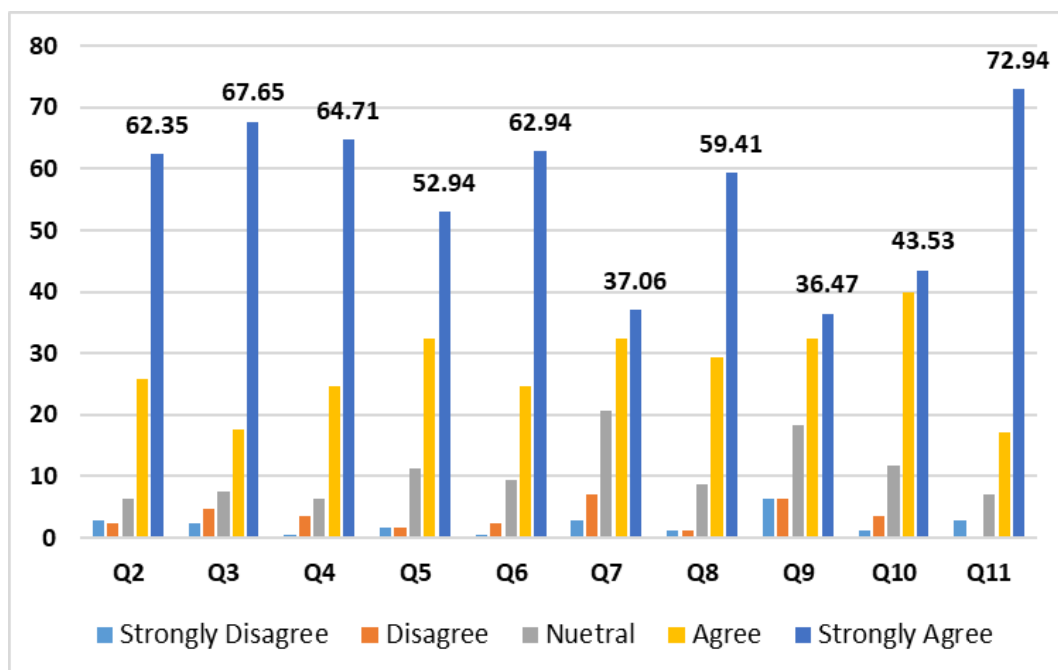
**FIGURE 6: TEACHERS' FEEDBACK FOR ACADEMIC YEAR 2018-19**



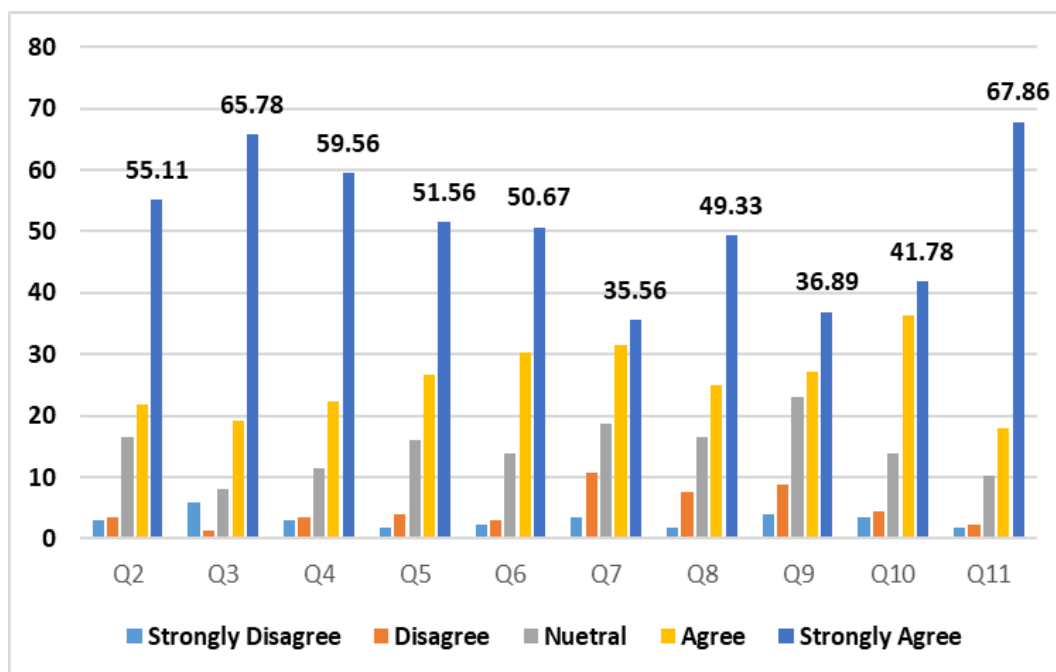
**FIGURE 7: TEACHERS' FEEDBACK FOR ACADEMIC YEAR 2019-20**



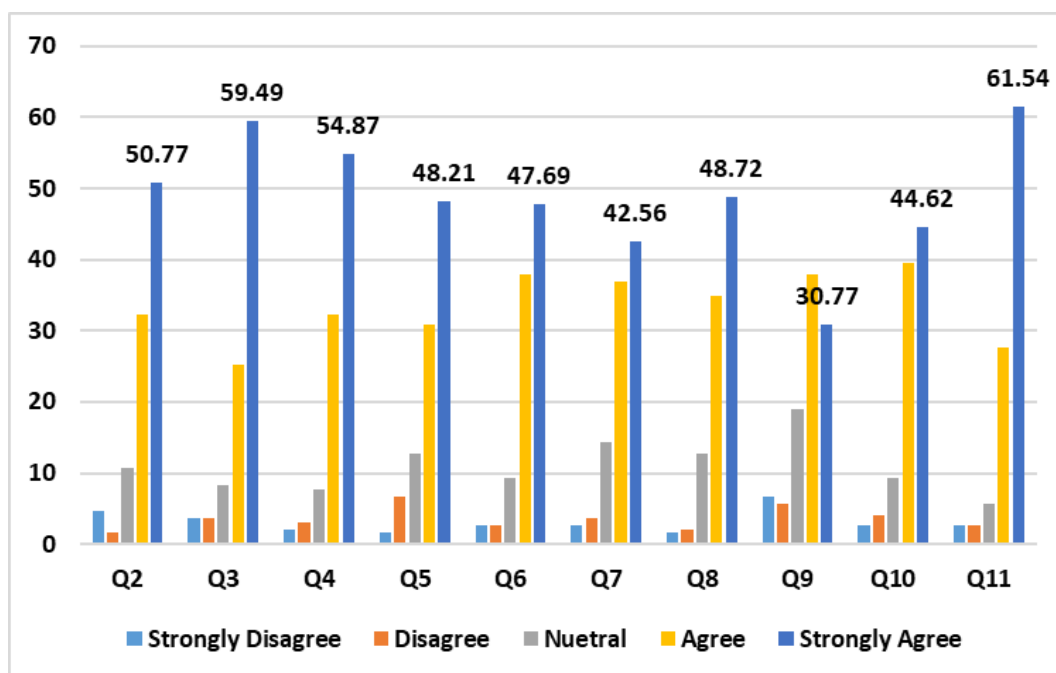
**FIGURE 8: TEACHERS' FEEDBACK FOR ACADEMIC YEAR 2020-21**



**FIGURE 9: TEACHERS' FEEDBACK FOR ACADEMIC YEAR 2021-22**



**FIGURE 10: TEACHERS' FEEDBACK FOR ACADEMIC YEAR 2022-23**



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 teachers are expecting proper infrastructural facilities and orientation for revised syllabus.

The teachers' data of 2021-22 indicates that the majority of teachers (86 percent) agree that enough freedom is provided in contributing their ideas in curriculum design & development. More than 80 percent 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 related to these issues are available in the library. There are 77 percent respondents who expressed that the curriculum of the programme has been updated from time to time.

There are 75 percent teachers who believe that the system followed by the University for the design and development of the curriculum is effective. However, 67 percent 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 syllabi is the requirement in this academic year.

As per the feedback analysis of 2022-23, there are 80 to 90 percent of teachers agree that the curriculum is updated regularly with consideration of feedback of stakeholders However they felt that the faculty orientation programmes that are organized for introduction of new syllabi.



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#### **4. EMPLOYERS' FEEDBACK ON CURRICULUM**

Employer feedback is key to aligning curricula with industry needs and preparing students for the workforce. It helps identify skills gaps and emerging trends, ensuring programs stay relevant and up to date. Employers ensure students gain the technical and soft skills needed in the workplace and validate learning outcomes. They also guide the inclusion of practical experiences, like internships, to provide real-world exposure. Regular feedback allows institutions to adapt curricula to technological advancements and job market changes. This continuous input supports curriculum improvements, enhancing graduate employability. Ultimately, this alignment helps students transition more smoothly into their careers.

Feedbacks of employers on curriculum design and reframe are collected from all the departments of Churchgate campus, Juhu campus and Pune campus. It is in both form of structured printed form and google forms for all the academic year. The sample filled forms of employers' feedback are given below.

  
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## Filled Employers Feedback form for the Academic Year 2018-19 & 2019-20



Questionnaire No

**SNDT WOMEN'S UNIVERSITY, MUMBAI**

### EMPLOYERS FEEDBACK QUESTIONNAIRE ON CURRICULUM DESIGN AND REVIEW

**ACADEMIC YEAR 2018-19**

We are extremely thankful for creating employment opportunities for candidates of SNDT Women's University. We request to fill in this feedback form to enable us to keep improvising on different parameters and fulfil the requirement of the industry. Your cooperation is highly appreciated.

Year : 2021-22, 22-23  
 Name of the Organization : Dept. of Lifelong Learning & Ext.  
 Address of the Organization : Kave Road, Pune 411038.  
 Your name : Mansi Kulkarni  
 Your Designation : Assistant professor

Q.1 How long is SNDTWU alumna working in this organization?

- a. Less than 6 months
- b. More than 6 months but less than one year
- ☒ c. Between one and two years
- d. More than two years

Q.2 How would you rate her on the following aspects?

Sr. No.	Particulars	Excellent	Good	Average	Poor
i.	Theoretical knowledge	<input checked="" type="checkbox"/>			
ii.	Application of knowledge	<input checked="" type="checkbox"/>			
iii.	Ability to work in a team	<input checked="" type="checkbox"/>			
iv.	Creativity		<input checked="" type="checkbox"/>		
v.	Willingness to learn new skill	<input checked="" type="checkbox"/>			
vi.	Sincerity	<input checked="" type="checkbox"/>			
vii.	Integrity	<input checked="" type="checkbox"/>			

Q.3 Would you like to appoint alumni of SNDT Women's University in future?

- ☒ a. Yes
- b. No
- c. May be

Please write your comments if any (e.g. regarding this employee or else regarding a few more skills you want us to incorporate in our programmes.)

smt. Mansi Kulkarni active and take initiative in various programmes & activities.



*(Signature)*  
 Respondent's Signature

Assistant Professor  
 Dept. of Lifelong Learning and Extension,  
 Pune Sub-Centre,  
 SNDT Women's University, Pune-411038.

*(Signature)*  
 Registrar  
 SNDT Women's University  
 Mumbai - 20.

## Filled Employers Feedback form for the Academic Year 2021-22 to 2022-23

### SNDT Women's University, Mumbai Employers Feedback , From Academic Year 2018-19 to 2022-23

We are extremely thankful for creating employment opportunities for candidates of SNDT Women's University. We request to fill in this feedback form to enable us to keep improvising on different parameters and fulfill the requirement of the industry. Your cooperation is highly appreciated.

In which year did you complete your Post Graduation ? \*

- ☐ 2018-19
- ☐ 2019-20
- ☒ 2020-21
- ☐ 2021-22
- ☐ 2022-23
- ☐ 2023-24

Name of the Organisation where the Alumni is working now. \*

SNDT Arts & Commerce Junior College for Women,

Address of the Organisation \*

Karve Road, Pune 38

  
Registrar  
SNDT Women's University  
Mumbai - 20.

Name of the SNTD alumni appointed in your organization : \*

Prajakta Balasaheb Gade

Designation of appointed SNTD alumni : \*

Teacher

Q.1 How long is SNTDWU alumni working in this organisation? \*

- ☐ Less than 6 months
- ☐ More than 6 months but less than one year
- ☐ Between one and two years
- ☒ More than two years

  
Registrar  
SNTD Women's University  
Mumbai - 20.

Q.2 How would you rate her on the following aspects? \*

	Excellent	Good	Average	Poor
Theoretical knowledge	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application of knowledge	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work in a team	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willingness to learn new skill	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sincerity	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrity	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q.3 Would you like to appoint alumni of SNDT Women's University in future? \*

☒ Yes

☐ No

☐ Maybe

Please send us your comments if any (e.g. regarding this employee or else regarding a few more skills you want us to incorporate in our programmes.)

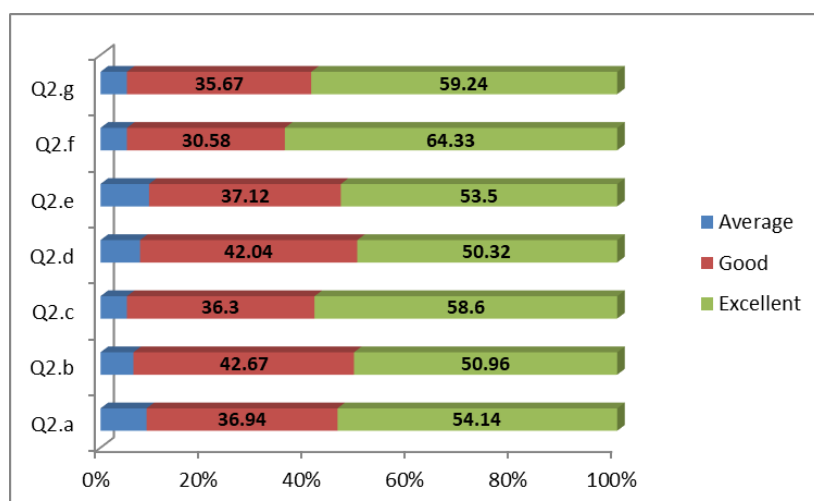
#### 4.1. ANALYSIS OF EMPLOYERS' FEEDBACK

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.

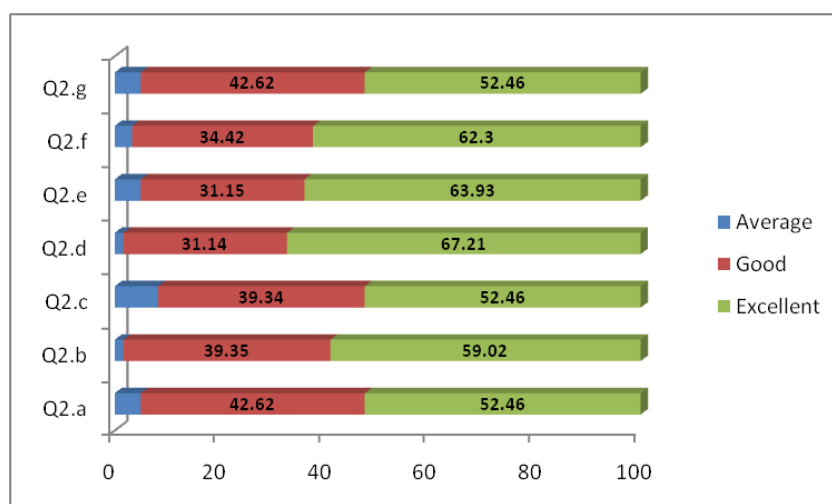
**TABLE 10****Employers' Feedback For the Academic Year 2018-19 to 2022-23**

<b>Academic Year 2018-19</b>				
<b>Sr. No.</b>	<b>Particulars</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
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
<b>Academic Year 2019-20</b>				
<b>Sr. No.</b>	<b>Particulars</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
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
<b>Academic Year 2021-22</b>				
<b>Sr. No.</b>	<b>Particulars</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
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
<b>Academic Year 2022-23</b>				
<b>Sr. No.</b>	<b>Particulars</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
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

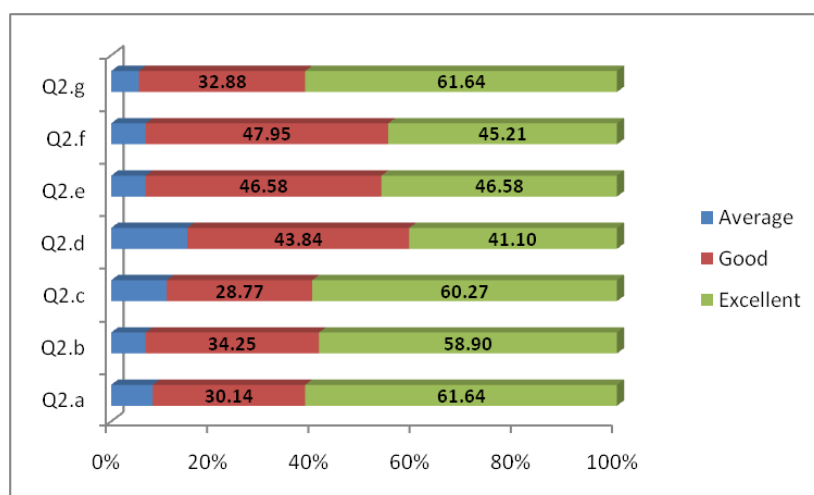
**FIGURE 11: EMPLOYERS' FEEDBACK FOR ACADEMIC YEAR 2018-19**



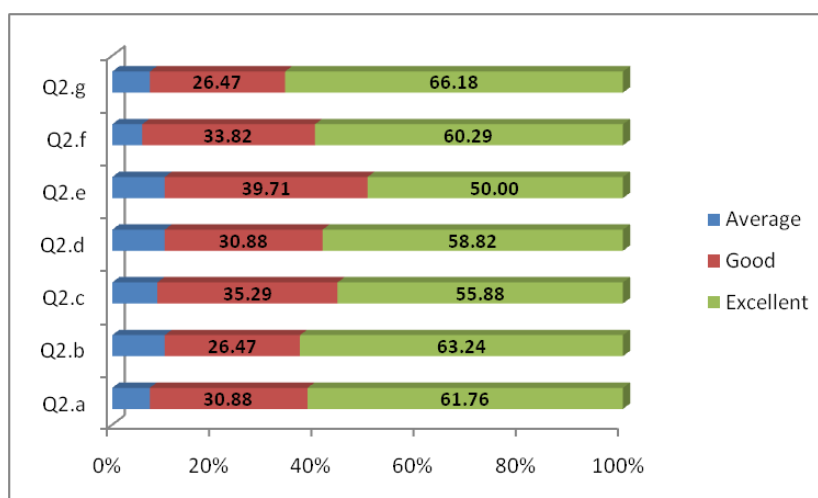
**FIGURE 12: EMPLOYERS FEEDBACK FOR ACADEMIC YEAR 2019-20**



**FIGURE 13: EMPLOYERS' FEEDBACK FOR ACADEMIC YEAR 2021-22**



**FIGURE 14: EMPLOYERS FEEDBACK FOR 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 2020-21 was Covid-19 pandemic period therefore there was hardly any employment. However in 2021-22 the employer mentioned that our students' willingness to learn new skill, sincerity and integrity among the students measured below 50 percent. At the same time more than 60 percent employers expressed that our students have the ability to work in a team, integrity and theoretical knowledge. In the AY 2022-23, 60 to 70 percent of employer opined that the students' exhibit theoretical knowledge, application of knowledge, sincerity and integrity, whereas the ability to work in team, creativity and willingness to learn new skills is observed by 50 to 60 percent employers.

## 5. ALUMNI FEEDBACK ON CURRICULUM

Alumni feedback was collected with through structured questionnaire in printed form for 2018-19, 2019-20, whereas the google forms were used during the academic year 2020-21, 2021-22 and 2022-23. Year-wise feedback and responses received from the alumni is given in the table no. 11. Additionally, sample filled forms of alumni feedback on the curriculum are included in this analysis report.

### Alumni Feedback form for the Academic Year 2018-19 & 2019-20

  
**SNDT WOMEN'S UNIVERSITY, MUMBAI**  
**ALUMNI FEEDBACK QUESTIONNAIRE FOR THE ACADEMIC YEAR 2018-19**

**Q1. General Information**

SNDTWU Alumna's name : Prajakta Mestry

Name of the Department : Dept of Drawing & Painting



Name of the Programme : M. V. A

Campus : Churchgate / Juhu / Pune / Shrivardhan

Please rate us on the following parameters.

Sr. No.	Particulars	Poor	Average	Good	Very Good	Excellent
Q2.a	Quality of education				✓	
Q2.b	Library facility					✓
Q2.c	Canteen					✓
Q2.d	Guidance & Counselling				✓	
Q2.e	Computer & Internet				✓	
Q2.f	Hostel facilities		✓			
Q2.g	Security of the student					✓

Please give your valuable suggestions for improvement of the institution

  
  
Respondent's Signature

## Alumni Feedback form for the Academic Year 2020-21

### 2020-21 Year : SNDTWU Alumni Feedback Form

We sincerely appreciate your patronage. In order to keep improvising, your feedback is precious. Kindly spare a few minutes and fill up this form

हम आपके समर्थन की तहे दिल से सराहना करते हैं। सुधार करते रहने के लिए, आपकी प्रतिक्रिया अनमोल है। कृपया कुछ मिनट का समय दें और इस फॉर्म को भरें।

Email \*

roseferns1986@gmail.com

Name of the ward \*

Rhea Fernandes

Name of the course completed (for eg. M.A. Marathi, M.A. Geography, M.Sc. Textile Science & Apparel Design etc.)/आपके पाल्य द्वारा पूरा किए गए पाठ्यक्रम का नाम (उदाहरण के लिए एम.ए. मराठी, एम.ए. भूगोल, एमएससी. कपड़ा विज्ञान और परिधान डिजाइन आदि) \*

M.A. eLearning

Your Name and Surname \*

Rosalina Fernandes

  
Registrar  
SNDT Women's University  
Mumbai - 20.

Phone number \*

9820181144

Q.1 Please specify reason/s for choosing this course. कृपया इस पाठ्यक्रम को चुनने का कारण बताएं। \*

- ☐ Vicinity and location आस-पास और स्थान
- ☐ Good job prospects नौकरी की अच्छी संभावनाएं
- ☐ Feel secure being Women's University महिला विश्वविद्यालय होने के नाते सुरक्षित महसूस करें
- ☐ Reputation of institution संस्था की प्रतिष्ठा
- ☐ Reasonable & affordable fee उचित और किफायती शुल्क
- ☐ Infrastructure आधारभूत संरचना
- ☐ Other: \_\_\_\_\_

Q.2 Please rate us on the following parameters. कृपया हमें निम्नलिखित मापदंडों पर रेट करें। \*

	Very good/बहुत अच्छा	Good/अच्छा	Satisfactory/संतोषजनक	Poor/खराब	Not applicable/लागू नहीं
Quality of education शिक्षा की गुणवत्ता	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library facility पुस्तकालय की सुविधा	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Canteen जलपान गृह	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
curriculum is updated.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer & Internet कंप्यूटर और इंटरनेट	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hostel facilities छात्रावास की सुविधा	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security of the student छात्र की सुरक्षा	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q.3 To what extent are you satisfied with the examination system? आप परीक्षा प्रणाली से किस हद तक संतुष्ट हैं? \*

- ☒ To a large extent/काफी हद तक
- ☐ To some extent/कुछ हद तक
- ☐ Not at all/बिल्कुल नहीं

  
 Registrar  
 SNDT Women's University  
 Mumbai - 20.

Q.4 Please give your valuable suggestions for improvement of the institution संस्था के सुधार के लिए कृपया अपने बहुमूल्य सुझाव दें

Campus is beautiful. A physical visit to the Campus could be arranged for parents and they could be shown around the campus and the various departments.

This form was created inside of SNTD Women's University.

Google Forms

[https://docs.google.com/forms/d/1L8GU\\_0uyzHnaBmkrkplJHnZaFy6DFTx6J0bPyO2JqL8/edit?pli=1#response=ACYDBNICFIRIs8EGDwsNgTd\\_tJNIP...](https://docs.google.com/forms/d/1L8GU_0uyzHnaBmkrkplJHnZaFy6DFTx6J0bPyO2JqL8/edit?pli=1#response=ACYDBNICFIRIs8EGDwsNgTd_tJNIP...) 4/4

  
Registrar  
SNTD Women's University  
Mumbai - 20.

## Alumni Feedback form for the Academic Year 2021-22 & 2022-23

### S.N.D.T. Women's University Alumni Feedback Form on Curriculum Design

Dear Alumni,

Thanks for choosing SNDT Women's University for your Higher Education. We would like to know your feedback regarding the curriculum (Syllabus and all academic related activities) you have experienced. Kindly read the statements and provide the ratings for the various aspects. Your responses are highly appreciated.

**Rating Scale is 1- Strongly Disagree, 2- Disagree, 3-Neutral, 4 - Agree , 5- Strongly Agree**

Email \*

mrunal.bade@gmail.com

Name of the Alumni \*

Mrunal Bhopalbade

In which year did you complete your Post Graduation ? \*

☒ Academic Year 2021-22

Present Address \*

240/A/9391kannamwar nagar-2 Vikhroli east

<https://docs.google.com/forms/d/1vz5zYI8BRD9RqmQMQ3i6JtDBv29N7uW8mxbVf30DQg8/edit#response=ACYDBNikbGF9qpBiZcigp1rJ9QV5dmJX...> 1/4

  
Registrar  
SNDT Women's University  
Mumbai - 20.

Mobile Number \*

9820942950

In which Campus did you complete your post graduation ? \*

☒ Churchgate Campus☐ Pune Campus☐ Juhu Campus☐ Shrivardhan Campus

Name of the Department \*

Maharshi Karve Model College for Women, Shrivardhan

Name of the Programme \*

M.Sc. (Nursing)

1)Curriculum contains more relevant and interesting subjects. \*

पाठ्यचर्या में अधिक प्रासंगिक और रोचक विषय होते हैं

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

2) The order of the units/ content are well-organized. इकाइयों/सामग्री का क्रम सुव्यवस्थित है। \*

Strongly Disagree      1      2      3      4      5      Strongly Agree

☐      ☐      ☐      ☒      ☐

3) Curriculum provide sufficient choice in selecting courses.  
पाठ्यचर्या पाठ्यक्रमों के चयन में पर्याप्त विकल्प प्रदान करती है। \*

Strongly Disagree      1      2      3      4      5      Strongly Agree

☐      ☐      ☐      ☐      ☒

4) Curriculum is updated. पाठ्यक्रम अद्यतन है। \*

Strongly Disagree      1      2      3      4      5      Strongly Agree

☐      ☐      ☐      ☒      ☐

5) The curriculum is better suited for achieving employment.  
रोजगार प्राप्त करने के लिए पाठ्यक्रम बेहतर अनुकूल है। \*

Strongly Agree      1      2      3      4      5      Strongly Disagree

☐      ☐      ☐      ☒      ☐

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

अनुसंधान और इंटरनशिप ज्ञान और कौशल को समृद्ध करने में मदद करते हैं जो नौकरी/पेशे में लागू हो सकते हैं।

Strongly Disagree      1      2      3      4      5      Strongly Agree

☐      ☐      ☐      ☐      ☒

Any Suggestion would you like to provide for curriculum improvement :

College is fully updated with all requirement

This form was created inside of SNTD Women's University.

Google Forms

<https://docs.google.com/forms/d/1vz5zYI8BRD9RqmQM3i6JtDBv29N7uW8mxvVf30DQg8/edit#response=ACYDBNikbGF9qpBiZcigp1rJ9QV5dmJX...> 4/4

  
Registrar  
SNTD Women's University  
Mumbai - 20.

**TABLE 11****ALUMNI FEEDBACK ON CURRICULUM**

Sr. No	Academic Year	No of Respondents	Alumni Feedback
1	2018-19	366	Structured Questionnaire (printed forms)
2	2019-20	358	Structured Questionnaire (printed forms)
3	2020-21	380	<a href="https://forms.gle/Ci4oZGpFJGK7ERM88">https://forms.gle/Ci4oZGpFJGK7ERM88</a>
4	2021-22	249	<a href="https://forms.gle/StS5D8LBpsnnakPeA">https://forms.gle/StS5D8LBpsnnakPeA</a>
5	2022-23	410	<a href="https://forms.gle/3RAts4ZFTJK4HrGf9">https://forms.gle/3RAts4ZFTJK4HrGf9</a>

**5.1 ANALYSIS OF ALUMNI FEEDBACK**

During the academic years 2018-19 and 2019-20, alumni from different departments of SNDT Women's University provided feedback on printed questionnaire forms. However, in response to the Covid-19 pandemic, the university transitioned to online questionnaires in the 2020-21 academic year, a practice that continued through the 2021-22 and 2022-23 academic years.

Table no. 12 to 16 depict the Alumni feedback analysis from academic year 2018-19 to 2022-23. In 2018-19, more than 70 percent alumni respondents agree for the good quality of education, guidance and counselling and security of the students while about 60 to 70 percent responded positively to the availability of learning resources in the knowledge centers. 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.

**TABLE NO. 12****ALUMNI FEEDBACK FOR ACADEMIC YEAR 2018-19**

<b>Ques.</b>	<b>Count/ Percentage</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
<b>Q2.a</b>	Count	11	14	71	149	121
	<b>Percentage</b>	<b>3.01</b>	<b>3.83</b>	<b>19.40</b>	<b>40.71</b>	<b>33.06</b>
<b>Q2.b</b>	Count	18	27	77	132	112
	<b>Percentage</b>	<b>4.92</b>	<b>7.38</b>	<b>21.04</b>	<b>36.07</b>	<b>30.60</b>
<b>Q2.c</b>	Count	25	39	84	165	53
	<b>Percentage</b>	<b>6.83</b>	<b>10.66</b>	<b>22.95</b>	<b>45.08</b>	<b>14.48</b>
<b>Q2.d</b>	Count	10	18	76	151	111
	<b>Percentage</b>	<b>2.73</b>	<b>4.92</b>	<b>20.77</b>	<b>41.26</b>	<b>30.33</b>
<b>Q2.e</b>	Count	21	23	67	135	120
	<b>Percentage</b>	<b>5.74</b>	<b>6.28</b>	<b>18.31</b>	<b>36.89</b>	<b>32.79</b>
<b>Q2.f</b>	Count	24	30	61	103	148
	<b>Percentage</b>	<b>6.56</b>	<b>8.20</b>	<b>16.67</b>	<b>28.14</b>	<b>40.44</b>
<b>Q2.g</b>	Count	13	22	75	164	92
	<b>Percentage</b>	<b>3.55</b>	<b>6.01</b>	<b>20.49</b>	<b>44.81</b>	<b>25.14</b>

**TABLE NO. 13****ALUMNI FEEDBACK FOR ACADEMIC YEAR 2019-20**

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

**TABLE NO. 14**  
**ALUMNI FEEDBACK FOR ACADEMIC YEAR 2020-21**

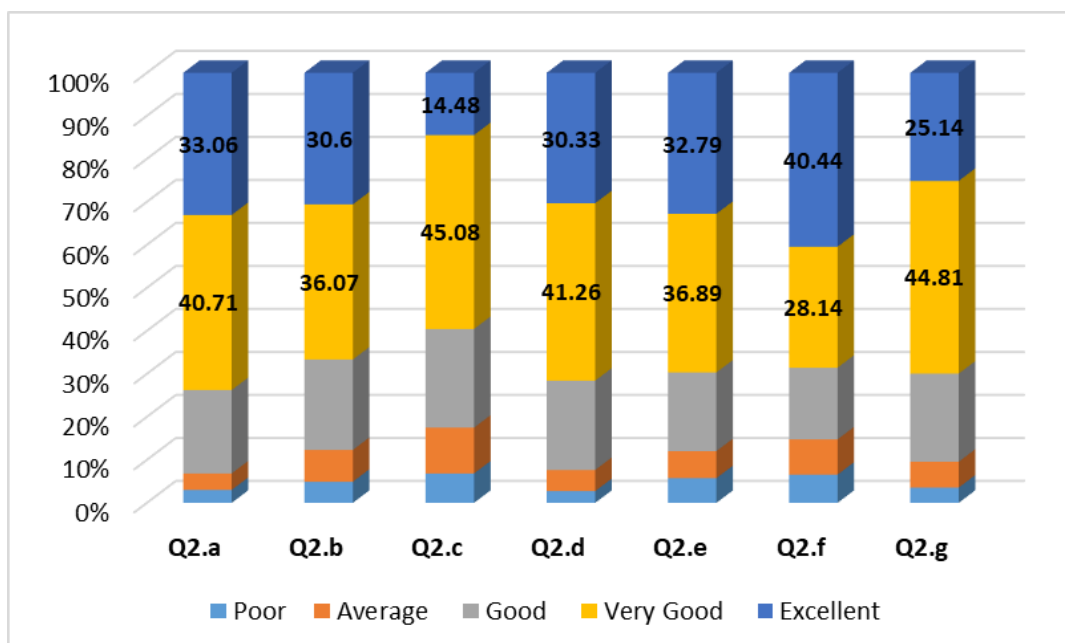
Ques.	Count/ Percentage	Poor	Satisfactory	Good	Very Good	NA
Q2.a	Count	01	35	135	209	01
	Percentage	0.26	9.19	35.43	54.86	0.26
Q2.b	Count	02	67	142	147	23
	Percentage	0.52	17.59	37.27	38.58	6.04
Q2.c	Count	13	103	148	78	39
	Percentage	3.41	27.03	38.85	20.47	10.24
Q2.d	Count	06	45	130	194	06
	Percentage	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 FOR ACADEMIC YEAR 2021-22**

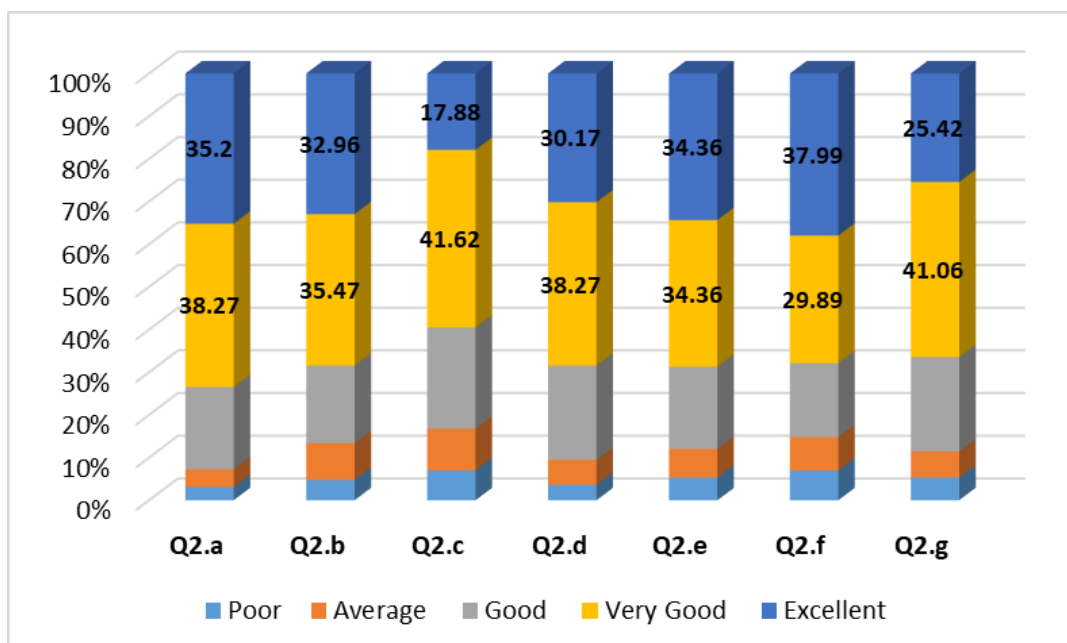
Q	Count/ Percentage	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q1	Count	12	12	39	91	95
	Percentage	4.82	4.82	15.66	36.55	38.15
Q2	Count	15	17	43	87	87
	Percentage	6.02	6.83	17.27	34.94	37.94
Q3	Count	12	27	55	84	71
	Percentage	4.82	10.84	22.09	33.73	28.51
Q4	Count	14	15	46	87	87
	Percentage	5.62	6.02	18.47	34.94	34.94
Q5	Count	18	21	62	79	69
	Percentage	7.23		.90	31.73	27.11
Q6	Count	16		4	70	112
	Percentage	6.43		.67	28.11	44.98

**TABLE NO. 16****ALUMNI FEEDBACK FOR ACADEMIC YEAR 2022-23**

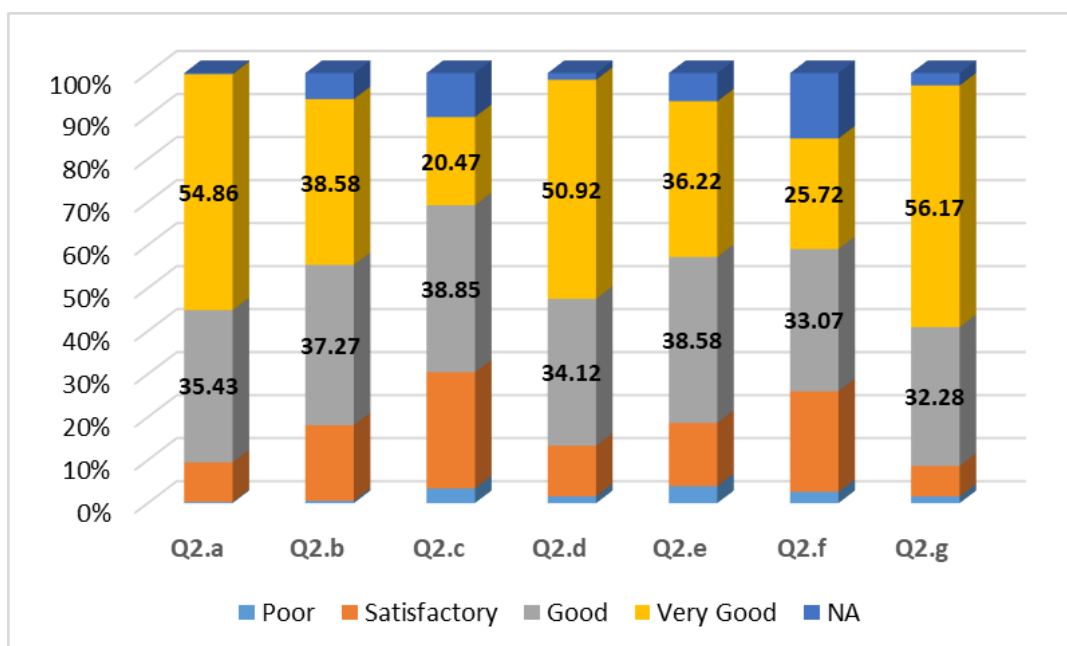
Q	Count/ Percentage	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q1	Count	11	15	73	185	126
	Percentage	<b>2.68</b>	<b>3.66</b>	<b>17.80</b>	<b>45.12</b>	<b>30.73</b>
Q2	Count	10	19	66	154	161
	Percentage	<b>2.44</b>	<b>4.63</b>	<b>16.10</b>	<b>37.56</b>	<b>39.27</b>
Q3	Count	14	18	83	181	114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

**FIGURE 15: ALUMNI FEEDBACK FOR ACADEMIC YEAR 2018-19**

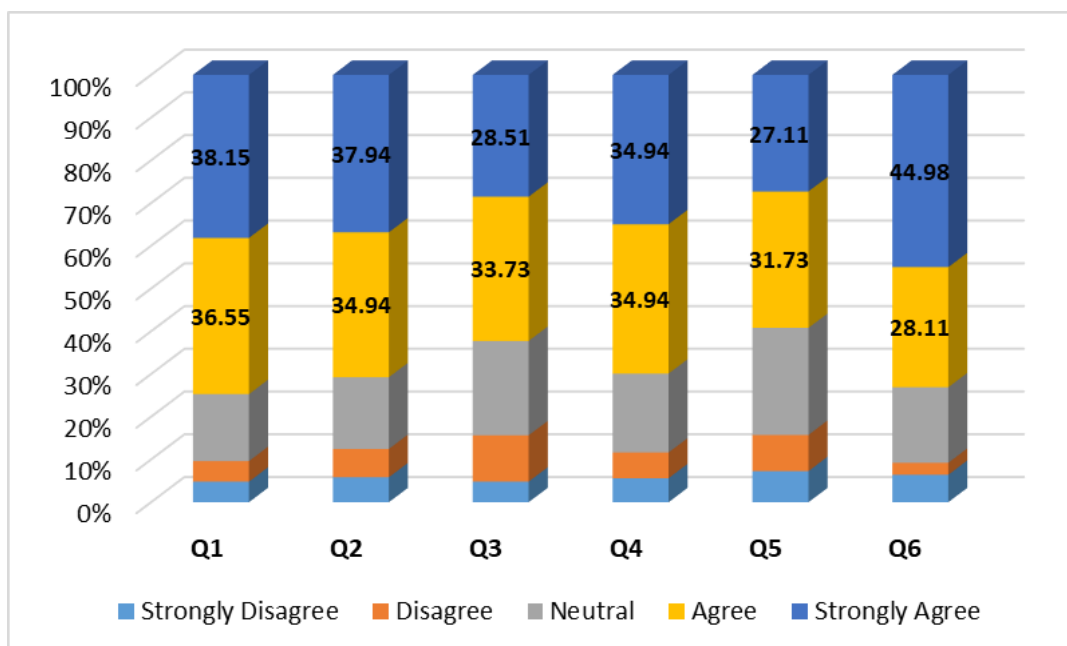
**FIGURE 16: ALUMNI FEEDBACK IN ACADEMIC YEAR 2019-20**



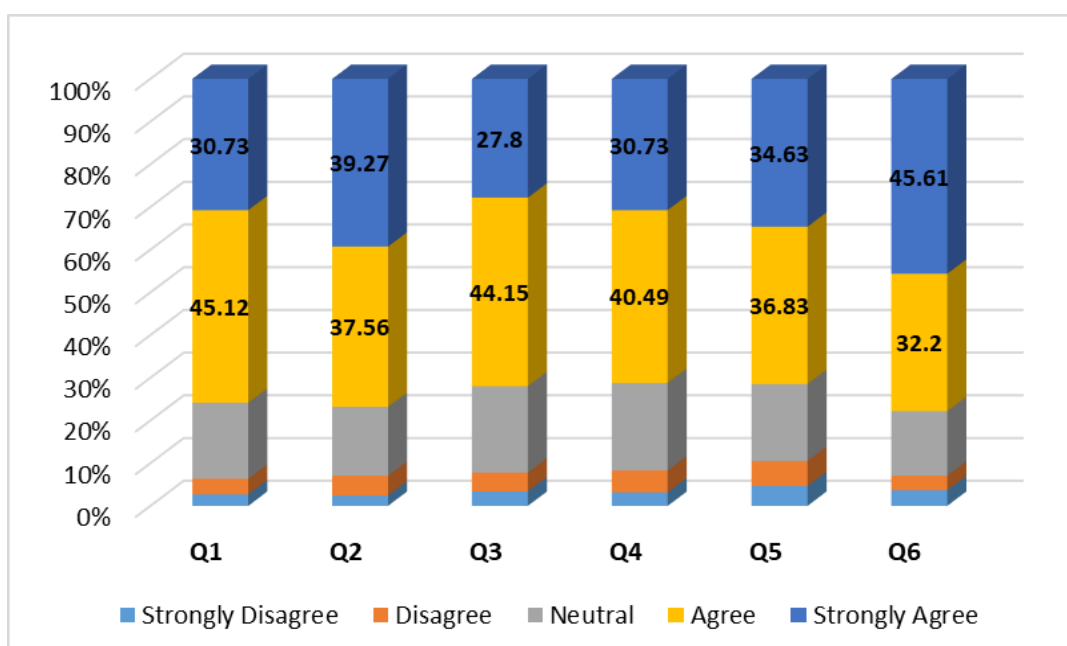
**FIGURE 17: ALUMNI FEEDBACK IN ACADEMIC YEAR 2020-21**



**FIGURE 18: ALUMNI FEEDBACK IN ACADEMIC YEAR 2021-22**



**FIGURE 19: ALUMNI FEEDBACK IN ACADEMIC YEAR 2022-23**



In the academic year 2021-22, more than 70 percent alumni strongly agree that the curriculum contents more relevant and interesting subjects, also the contents are well organized and updated. 73 percent respondents agree that research and internships help in enriching knowledge, 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.

## **6. ACTION TAKEN REPORT ON STAKEHOLDERS' FEEDBACK**

Action taken report outlines the strategies designed and implemented to respond to the feedback received from key stakeholders; including students, teachers, employers, and alumni. All stakeholder feedback have been analyzed to identify strengths and areas for improvement in curriculum design, development, revision, curriculum transaction and resources for the effective implementation of the curriculum. Based on this feedback, specific changes have been made from time to time to enhance the quality and relevance of programs. These actions include expanding the learning spaces for the students through the arrangements of various activities within the curriculum. The programmes are revised with equipping teachers for improving teaching practices, strengthening industry partnerships through internships and collaborative projects, and enhancing student support services etc. Keeping in mind the vision of empowering women through education, all the programs upgraded by the members thereby reviewing the needs of the economy and aligning the content to appropriate knowledge, skills sets and values. This ensures the possibilities of employment opportunity and the overall development of an individual. This report depict year-wise action taken on the stakeholders' feedback for the continuous improvement, transparency, and maintaining strong relationships with our stakeholders.

## **6.1. ACTION TAKEN ON STUDENTS' FEEDBACK**

The data have been collected from students' every year that help us to understand their perceptions about the curriculum and also expectations from the programme they enrolled for. The expectations and actual performance of curriculum provides the discrepancies that can be considered for the improvement of curriculum and facilitate the process of syllabi revision or modification so that it is more relevant and updated. The year-wise action taken is given in further paragraphs.

### **ACADEMIC YEAR 2018-19**

Curriculum revisions have been regularly undertaken to align with the current development and other changes in the respective fields. Few programmes 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 with consideration of 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.

The Department of Commerce organized a Financial Fest to develop the management skills, personality enhancement, financial skills and abilities of the students. Programmes like management film festival, management games, business and financial quiz, competitions included in the three days event conducted in the Pune campus provide learning opportunities with enjoyment.

This year, various departments offered Value Added Certificate Courses in Biodiversity Conservation, Early Childhood Care, Basics of Film making, and Model Making. Students successfully completed these courses, gaining valuable knowledge and practical skills in their area of interest and chosen fields.

### **ACADEMIC YEAR 2019-20**

In 2019-20, the syllabi of B.Voc. (Jewellery Design), M.A. Hindi, M.A. Marathi, MVA M.A. in Women's Studies, M.A.(Music) were revised. Under faculty of science and technology B.Tech. (Computer science and technology) , B.Tech (Electronics and communication), B.Tech (Electronics & IT) , MCA and M.Sc.(Computer science) programmes were updated. Value Added Certificate Courses were offered across various departments this year. The courses such as Data Analysis using Excel and SPSS, Diploma in Early Childhood Care and Education, Holistic Development of a Child, Soft Skills, Data Presentation in Geography and Shadow Teaching enhanced the professional skills of students. Additionally, technical courses like Android Development, AWS, Big Data, Computer Networking, Internet of Things, Data Analysis using Excel and R, and PHP and MySQL, Interior Designing and Design Skill Enhancement, Digital Marketing were offered that provides diverse opportunities to enhance and develop new skill set and knowledge.

### **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.

The various programmes under the faculty of humanities were revised. It includes Post graduate programme of English, Hindi, Gujarati, Marathi, Sanskrit, History, Political Science, Sociology and MSW. Under faculty of commerce and Management BAFI is revised. In the faculty of interdisciplinary studies B.Ed. programme is revised.

### **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. These courses boost the students' interest in music. Besides this, 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 Ph.D. students so that they upgrade their information.

### **ACADEMIC YEAR 2022-23**

For enhancing the spirit of NEP-2020 the centers like CHETNA and Bhartiya Gyan Sanskrit Evm Yog Kendra were established by the University. These centers introduced courses such as Integration of 21st- century skills into teaching-learning, Cyber safety-protecting yourself in the digital world, Yoga for well-being of students. These courses are offered in online mode and thus opted by the students from the affiliated colleges too.

In the academic year 2022-23, students actively participated in and successfully completed Value Added Certificate Courses offered by different departments. These courses included Design and Development of PowerPoint Presentations, Fundamentals of Knowledge Management, CVAD, Spoken Sanskrit, Blockchain, and Early Childhood Care.

### **6.2 ACTION TAKEN ON TEACHERS' FEEDBACK**

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.

Teachers' 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.

### **ACADEMIC YEAR 2018-19**

Along with M.A. (e-learning), as per the feedback of members of board of studies and 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**

Teachers' training play significant role in enhancing quality of teaching learning process. Under Pandit Madan Mohan Malviya National Mission on Teachers' and Teaching( PMMMNMTT), MHRD's One week National Workshops on "Learning Management System through online mode", and "ICT Tools in Learning" were organized by Teaching Learning Centre, Department of Educational Technology SNDT Women's University for faculty members to enhance their ICT integrated pedagogies so as to apply these techniques in teaching learning.

During the COVID-19 pandemic, IQAC collaborated with the Department of Educational Technology to equip teachers with ICT skills for online teaching. Webinars on Bloom's taxonomy, Action research, Outcome Based Education, ICT integrated Pedagogy etc. were organized for the faculty members.

Short term course on "ICT Tools for Online Learning" was conducted for the teachers and it covered the collaborative task on google tools, online brainstorming, online concept mapping, mind mapping, e-Quiz, Google forms for Quiz, Image editing and Infographic Design, Screencasting , interactive videos of HP5 plug in etc. ICT tools and its application in teaching learning. Through these sessions, teachers gain confidence to handle the teaching learning effectively during pandemic.

SNDT University also offered online training for teachers on using Google Classroom. The sessions covered setting up virtual classrooms, sharing content, distributing and collecting assignments, grading, and communicating with students and parents to support effective remote teaching.

The Electronics and Communication Department at UMIT organized short-term courses on Block chain and its Applications, as well as Python and Engineering Applications, with the goal of equipping participants with cutting-edge knowledge and hands-on experience in these emerging fields. These courses aimed to provide faculty members and students with a deeper understanding of the latest technological advancements and practical skills needed to excel in the rapidly evolving sectors of block chain technology and programming for engineering solutions.

### **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. During Covid-19 pandemic, the examination section organized workshops for teachers for creation of question papers in a software. The handholding of teachers is ensured therefore teachers successfully developed question papers and translated it in different languages.

## **ACADEMIC YEAR 2021-22**

IQAC organized orientation programmes for faculty members to create awareness among teachers and students about NEP-2020. Workshops were conducted for designing outcome based syllabi. Following this, designing of syllabi covering major, minor, elective, skill-based, and IKS courses as per NEP-2020 for undergraduate and postgraduate levels were initiated.

All the departments under IQAC participated in orientation programmes to introduce the new syllabi as per NEP-2020. In 2021-22, to manage the short term, value added courses, SNDTWU started the CHETNA Centre, and updated Academic Bank of Credit. The examination section conducted orientation programmes for ABC ID for teaching and non-teaching members. 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 Heads to align the NEP 2020 curriculum. All PG programs were revised as per NEP-2020, and the UG programme 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 offered a national-level online faculty development program on Interactive ICT-Integrated Learning in light of NEP 2020.

Teachers' 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.

The university has always been committed for encouraging its faculty members to adopt new techniques and methods in their respective fields. To support this, it provides financial assistance, including funding for research and covering registration fees for workshops, conferences, and other professional development opportunities. This initiative ensures that faculty members have access to the latest advancements in their disciplines, helping them stay at the forefront of academic and teaching innovations.

### **6.3 ACTION TAKEN ON EMPLOYERS' FEEDBACK**

In response to employer feedback, the departments introduced new skill-based add-on courses for students in all academic years to enhance their skills, improve employability, and foster entrepreneurship. Students are encouraged to register for a variety of online, credit-based courses to enhance their skills in areas such as communication, writing, Excel for business, professional English (both in-person and online), business skills, sustainable tourism, environmental health, graphic design, and other technology-focused, skill-building courses through the Coursera platform. Additionally, students are urged to actively participate in seminars and workshops to showcase their research skills. The university has expanded its resources by developing online reference zones and journals, databases in the central library. Furthermore, students are encouraged to gain knowledge in recent technologies, particularly through online courses in Remote Sensing (RS) and Geographic Information Systems (GIS), offered from 2019-20 to 2021-22.

#### **6.4 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 organized 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 departments' 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.

## **7. OVERVIEW**

The feedback received from various stakeholders at S.N.D.T. Women's University including students, teachers, employers, and alumni, intends to understand the perceptions of stakeholders about curriculum effectiveness and relevance. Students' feedback for academic years (2018-23) reveals that the majority perceive the curriculum as well-organized, fostering a strong knowledge base, skills for professional tasks, and employability. Teachers report positively on their involvement in curriculum design, with increasing freedom for adopting innovative teaching methods, though they emphasize the need for better infrastructure and faculty orientation. Employers highlight the importance of alignment of the curriculum with industry demands, noting that students' skills, such as teamwork and creativity, are areas for improvement. Alumni feedback shows general satisfaction with the curriculum's relevance and organization, with increasing recognition of research and internships contributing to skill development. The feedback collected from these stakeholders provides insights into the university's strengths and areas for improvement, guiding curriculum revisions to bridge gaps between educational outcomes and industry expectations.

It provides directions for the actions taken that include regular curriculum revisions, introduction of value-added courses, and faculty development programs. Students' feedback has led to new courses, skill-based training, and enhanced learning

environments. Teachers' feedback has led to ICT tool training and faculty development workshops. Employers' feedback has resulted in the introduction of skill-building courses and online resources to improve employability. Alumnae feedback has contributed to improvements in infrastructural facilities that facilitates the implementation of innovative pedagogies. The university's initiatives are aligned with the vision of empowering women and promoting employability through education.



Registrar  
SNDT Women's University  
Mumbai - 20.