

CURRICULUM FEEDBACK, EVALUTION AND ACTION TAKEN REPORT (2016-17)

Feedback and Evaluation: The initiative installing the process of a digitalised feedback via Google forms has completed and student feedback was taken in that feedback itself. This is in order to produce adequate feedback pertaining to the syllabus in terms of content, and application, so as to continuously monitor efficiency and effectiveness of the current syllabus and to provide direction for the future.

Feedback collection and analysis:

This has been completed for the following levels that have experienced the curriculum revision:

FYBSC

SYBSC

MSc I

The outcome of the feedback was positive with respect to content, organisation, clarity of objectives, relevance, applicability, learning outcomes and resources available, overall as well as pertaining to individual subjects.

The areas of concern were at the FY and SY levels, where apprehension on the vastness of the syllabus was expressed.

This has been shared with the IQAC as well as the Department heads and members.

Action taken: It has been resolved to address the suggestions in the coming year's treatment of the curriculum and has been recorded to be modified for the next revision.

CURRICULUM FEEDBACK, EVALUATION AND ACTION TAKEN REPORT (2017-18)

Feedback and Evaluation: The feedback system has been completely online. Feedback is being sought from all stakeholders- students, alumnae, parents and the industry, for evaluation pertaining to the syllabus in terms of content, and application, so as to continuously monitor efficiency and effectiveness of the current syllabus and to provide direction for the future.

Feedback of Curriculum – The Purpose:

For the year 2017-18, the feedback was taken from students of levels which had experienced a syllabus change, with the aim of obtaining areas where there may be a lacuna in the content, delivery of the application of the syllabus. This feedback will be used to make alterations in the teaching plan from the next academic year as well to design the next syllabus revision.

Feedback of Curriculum – The Process:

The feedback taken was completely online with the generation of Google forms with scope of generating both objective and subjective information, which was shared with the students. The analysis specifically in terms of the changes required was completed and shared with the Principal and Heads of Departments, so that changes can be planned in delivery from the next academic year.

The Analysis and action to be initiated

The feedback was largely positive across all levels where they reported being satisfied with the content and its transaction and applicability. The courses have been judged as being interactive, interesting and relevant with a balanced view point from the workload aspect for both theory and Practical. Syllabi have been perceived to cover the basics of the course, lending itself to discussion. Though for certain subjects the syllabi are large to be covered in a single semester, it has relevance to their careers and is also applicable to everyday life, further studies or entrepreneurial opportunities. The practical subjects prepare them to develop the necessary skills and also enable them to bring forth their creativity.

Largely across all sections students were happy with the content, the transaction as well as the workload. They also responded that resource materials are available for study purposes. The Post graduate students were largely satisfied with the focus on research and advanced concepts.

The inputs into entrepreneurship was appreciated at all levels.

The specific suggestions provided in addition to the general feedback have been reviewed in this section, which has been forwarded to the IQAC and the Heads of Departments and Faculty for further review.

The gist of suggestions and alterations is presented in this section which the College has taken up to be addressed, evaluated and /or modified if required and feasible.

These issues to be addressed in the coming years treatment of the curriculum and will be recorded to be modified for the next revision.

SYBSC – Specific Suggestions

1. Choices of streams from SY onwards
2. Incorporation of aspects of physiology and anatomy
3. Reducing the vastness and intensity of the course

TYBSc

Foods, Nutrition and Dietetics:

1. Request for addition of physiology in theory and baking techniques in Food production and service Practical.
2. More number of field visits
3. Inclusion of internship in the syllabus

Human Development:

1. Request for more experience in Human exceptionality practical

Textile and Human Development:

1. Fashion studies should be more elaborate and should have more topics
2. In pattern making practical, industry specific terms to be used.
3. World Historic Textiles was perceived to be extremely vast and should be divided accordingly so that the students do not stress and pressurize themselves

Community Resource Management:

1. Students found lesser applicability for the subject Household Appliances and suggested a more in-depth study on Ergonomics and Human Resource Management.
2. Increased internship period for Hospitality Specialisation
3. Better structure and time frame of the course.

MSc

MSc 1 Branch 1 A- Foods, Nutrition and Dietetics:

1. A more balanced workload.(This suggestion needs to be relooked at as the course began late in the academic year)
2. Suggestion for adding advanced concepts on a larger scale into the course

MSc 1 Sports Nutrition:

1. Increases inclusion of practical component.
2. Recent trends and concepts to be included in the transaction of the syllabus.
3. Research Methods and Statistics needs a detailed rendition so as to grasp the concepts and needs to be stepped up in difficulty level.

MSc 1 Foods Processing and Preservation:

1. All reference books should be available in the library
2. The workload was perceived to be high by a section of students
3. Addition of more analytical tests and provision of hands on trial to better instrumentation handling techniques.
4. Suggestion to simplify the subject of Food Informatics.

MSc 2 Branch 1 A – Foods, Nutrition and Dietetics:

1. Transaction of the Practical of Alternative Strategies can be spaced out through the year
2. Food technology can be more intensive
3. Better organisation of course content for Food Psychology

MSc 2 Branch 1 B – Food Processing and Preservation:

1. Supporting each theory paper with equivalent practical for better understanding
2. Inclusion of Microbiology Practical with greater detail
3. Increase availability of reference materials
4. Provision of Industrial visits.(Though this suggestion has come from the students ,when they were offered industrial visit ,this group opted not to participate)

MSc 2 Branch 1 C -Sports Nutrition:

1. The subject of Entrepreneurship was perceived to be very vast
2. More emphasis required in subjects of fitness and nutrition
3. Increased focus on counselling skills
4. Increased practical based knowledge
5. Improved transaction of the syllabus

MSc – Human Development (1 and 2 integrated feedback):

1. More balanced workload to be formulated

MSc – Textile and Fashion Technology:

The suggestion was to balance the workload by a small section of the respondents.

Action Taken Report:

A summary of the feedback was submitted to IQAC. It was resolved to share this information with the Department heads and the faculty, so that it could be evaluated for relevance and practicality and whatever was found useful to be incorporated into the next syllabus revision.

CURRICULUM FEEDBACK ANALYSIS REPORT 2018-19

A. REPORT OF THE CURRICULUM FEEDBACK FROM STUDENTS -2018-19.

Student feedback for the year 2018-19 has been largely positive. Students have appreciated inputs from the syllabus in terms of applicability and learning with respect to life, professional and community values and skills. High scores have been obtained with regard to points of relevance and applicability, with a few concerns raised on vastness and ease of completion.

Key and specific suggestions given by individual students (only those recommendations with respect to curriculum content have been used) are highlighted as follows:

FYBSc:

- Increased emphasis on practical required for the subjects of: Psychology of Clothing, Introduction to Tourism and Hospitality Industry and Practical in Kidswear.
- Syllabus of Basic Nutrition was found to be vast.
- Newer topics to be introduced to ESD

SYBSc: The overall feedback was good. Students were satisfied with the interaction and felt that the course was relevant for developing professional and life competencies especially for entrepreneurship opportunities.

- Syllabus content could be decreased and simplified for Traditional Textiles (with discussion of regional accessories), Foundation Course, Management and Ergonomics

TYBSc Foods, Nutrition and Dietetics: Students were in general satisfied with the curriculum.

Suggestions:

- Inclusion of Physiology as a course
- Making the practical on Entrepreneurship more related to the Field of specialization.

TYBSc Human Development: Students were in general satisfied with the curriculum.

Suggestions:

- Simplification of syllabus.

TYBSc Textile and Fashion Technology: Students were in general satisfied with the curriculum even though it was intensive.

Suggestions:

- Simplification of syllabus.

MSc 1 Foods, Nutrition and Dietetics:

Inclusion of content on Counseling and drugs-nutrient interaction in diseases

MSc II Foods, Nutrition and Dietetics:

- Inclusion of Physiology as a subject at the undergraduate level
- Internship to be extended to two months.
- Improved organization of the structure and content of the subject of Alternative strategies and Therapies for health.

MSc 1 Sports Nutrition:

- Elimination of overlapping of content in various subjects.

MSc 1 Food Processing and Preservation:

- Inclusion of more recent technologies

MSc 1 Human Development:

- Inclusion of topics like Neuro Linguistic Programming, REBT (in more detail) and neuroscience
- Practical in Early Childhood Education and internship experience can be intensified.

MSc 1 Human Development:

- Inclusion of more practical experience for Human Exceptionality

MSc 1 Textile and Fashion Technology:

Simplification of the syllabus of Textile and Fashion Illustration and Design Development.

- Incredible experience for Fashion Photography and Visual Merchandizing; can include more sessions on Fashion Photography and a session o Videography.

MSc II Textile and Fashion Technology:

- Simplification of Syllabus
- Increased emphasis on developing and creativity for Apparel Design and Draping

Post Graduate Diploma in Dietetics and Applied Nutrition:

- Simplification of the syllabus of Basic Nutrition and Clinical Nutrition.

B. REPORT OF CURRICULUM FEEDBACK FROM PARENTS - 2018-19.

Parent feedback was taken from parents of Alumna recently graduated (2017-18) as well as from classes graduating in 2018-19. The feedback has been largely positive, with good reports been generated in terms of curriculum structure and content as well as the applicability for employment. Parents are mostly pleased with the depth and width as well as the scope that the curriculum offers. One lacuna experienced is the limited number of responses from parents; a greater involvement of parents needs to be encouraged.

A summary of specific suggestions from parents of Alumna as well as the graduating students regarding the curriculum have been collated below:

TYBSc Foods, Nutrition and Dietetics:

- Inclusion of Physiology as a subject
- Simplification of Food Service Management and Entrepreneurship Practical

TYBSc Human Development:

- Inclusion of Practical Experience

TYBSc Textile and Fashion Technology:

- Simplification of practical

MSc Foods, Nutrition and Dietetics:

- Inclusion of Physiology as a topic

MSc Human Development:

- Increased focus on the subject of School Administration and Counselling

C. REPORT OF THE CURRICULUM FEEDBACK FROM ALUMNA - 2018-19.

Feedback specifically with regards curriculum was taken from the classes that graduated in the year 2107-18 both at the undergraduate and post graduate level. These is the first set of classes that graduated after experiencing the revised syllabus and who have had an opportunity to participate in further studies and/or has had an employment opportunity.

The feedback has been positive and alumna have stated that the curriculum has been structured well and is relevant and has applications for further studies as well as for employment. Some specific subjective feedback for courses from individual alumna have been reported below:

TYBSc Foods, Nutrition and Dietetics:

- Inclusion of Physiology in the course structure
- Inclusion of Microbiology practical
- More intensive inputs in Clinical Nutrition
- Internship to be included in the curriculum

TYBSc Human Development:

- Intensification of theoretical and practical content pertaining to Indian situations in Special Education, Counselling
- Introduction of internship into the curriculum
- Initiation of Masters course in Organisational Psychology and Life coaching

TYBSc Textile and Fashion Technology:

- Simplification of the syllabus
- More emphasis on students' originality and creativity
- Portfolio making to be part of the course structure

MSc Foods, Nutrition and Dietetics:

- Inclusion of Physiology
- Visits to hospitals

MSc Food Processing and Preservation:

- Intensification of theoretical and Practical inputs.

MSc Sports Nutrition:

- Intensification of theoretical and practical inputs
- Increased industrial exposure

MSc Human Development:

- Increased theoretical and practical inputs in School Administration, Counseling and Human Exceptionality

MSc Textile and Fashion Technology:

- Increased focus on recent and advanced software for greater industrial application

P.G. Diploma in Dietetics and Applied Nutrition:

- Intensification of theoretical and practical content.
- Syllabus revision to make it up to date

D. REPORT OF THE CURRICULUM FEEDBACK FROM TEACHERS -2018-19.

Feedback regarding curriculum was sought from each individual teacher for both theory and practical for each class. This was to address the teacher's perception of lacunae in the syllabus and the methods employed to tide them over as well as suggestions for the future. Many subjects were perceived to be adequate, therefore this feedback analysis reports only those subjects per class where scope for improvement has been perceived.

FYBSc Sem 1&2

Course	Changes required	Modifications done	Suggestions
--------	------------------	--------------------	-------------

Child Development	<ul style="list-style-type: none"> • Brief introduction to developmental, behavior problems in childhood, causes and management • Required • Can include role of parents, right ways of parenting more in detail in all stages of child development 	Suggested to the Members of Board of Studies	Need to devise teaching plans accordingly
Food Science	<ul style="list-style-type: none"> • Change in the number of credits and lecture. • Sensory and objective evaluation topic is missing • The practical component of this subject can be aligned with what is being taught in theory. More experiments on concepts covered in theory can be included. 	<ul style="list-style-type: none"> • Taking extra lectures, making it simple and concise, explaining applied aspects of sensory evaluation. • A mention of concepts not covered as well as information about advancements in the field has been shared with the students 	<ul style="list-style-type: none"> • explaining applied aspects of sensory Evaluation
Fibre to fabric	<ul style="list-style-type: none"> • Internal assessment. • Some percentage of total marks should be allotted for internal assessment. • Assignment/project work can be included • Personal exploration can be given some weightage. 	<ul style="list-style-type: none"> • Class test and quiz conducted in the class. • Motivated students to explore at their own level. 	Continue with class tests and quizzes. Motivate students for personal exploration.

Basic Nutrition	<ul style="list-style-type: none"> The syllabus is very vast and hence can be delivered in a more concise manner. Some parts of the topic on energy expenditure (Unit 1) can be simplified. A small part on health foods (Functional foods) can be included 	<ul style="list-style-type: none"> Students in class differed with respect to their grasping ability for this subject. They were encouraged to go through the notes shared at the end of each unit and approach the teacher in case of difficulties. Students were also divided into groups and asked to present certain topics in class 	
Psychology of Clothing	<ul style="list-style-type: none"> Internal assessment 2. Assignment/project can be incorporated. 3. Incorporation of recent studies. 	<ul style="list-style-type: none"> Encouraged role play 2. Recently published article shared with students 	
Pattern Drafting and Styling for Kidswear	<ul style="list-style-type: none"> Pattern drafting and garment construction. Stitching of Kidswear for girls in Sem I 		
Practical in Pattern drafting and garment construction	<ul style="list-style-type: none"> Pattern Drafting Garment construction and Styling for kidswear (Boys) Apron stitching not required 		

SYBSc Sem 3&4

Course	Changes required	Modifications done	Suggestions
--------	------------------	--------------------	-------------

Criterion 1: Curricular Aspects

Traditional Indian Textiles and Costumes	It's a holistic subject, hence no changes are required	The portion is vast, hence the subject is taught by showing many videos, pictures, showing actual traditional textiles.	
Pattern making, garment construction and styling for women's wear	<ul style="list-style-type: none"> • Some percentage of marks should be allotted for journal and garments. • Internal marks can be allotted for attendance and classwork • Only 2 garments are enough for one semester 	<ul style="list-style-type: none"> • Emphasis has been given to produce quality work and completion of journal. 	Motivate students to produce quality work

TYBSc Foods, Nutrition and Dietetics: Sem v and vi

Course	Changes required	Modifications done	Suggestions
Nutritional Biochemistry	Addition of Physiology Intensifying Clinical Biochemistry	<ul style="list-style-type: none"> • Teaching in a descriptive manner • Applying nutrition concepts with simplification of concepts where required. • Explaining concepts of Physiology where required. • Taking frequent class test to aid in continuous learning. 	Incorporation of the requirements at the next BOS level

Food Microbiology & Preservation	<ul style="list-style-type: none"> • Simplification of content • Conversion of the syllabus into 4 minutes • Assignments and visits could be included 	Tried to use videos and make the class interactive.	<ul style="list-style-type: none"> • Give assignments • Continue training in Microbiological techniques in JaiHind college
Human Nutrition- Macronutrients	<ul style="list-style-type: none"> • Introduce topics on Human body composition • Visits to institutions to observe measurement of energy requirements • Introduce basic concepts of Nutrition Research 	<ul style="list-style-type: none"> • Merged content on body composition relevantly with existing topics, explaining the concepts with the help of pictures. • Discuss the research relevantly & Invite sharing of information in Nutrition research from students. 	Will follow the above & invite experts for conducting special lectures.
Community Nutrition	<ul style="list-style-type: none"> • Inclusion of more recent global trends in nutrition and public health • More hands on training with regards to anthropometric measurements 	<ul style="list-style-type: none"> • Trying to cover recent trends in public health and nutrition by citing more examples, studies, showing videos related to the same 	
Human Nutrition- Micronutrients and Functional Foods.	<ul style="list-style-type: none"> • Need for Micronutrients in clinical conditions • Micronutrient supplements -need & concerns 	Sharing the evidence based information as applicable.	Expert sessions & providing appropriate references

TYBSc Human Development:

Course	Changes required	Modifications done	Suggestions
--------	------------------	--------------------	-------------

School Administration	Rectify overlaps with the subject of Curriculum Planning and Assessment		
Methods of Studying Human Behaviour and Development	Addition of topics pertaining to Bibliography Writing and Introduction of APA 6		

TYBSc Textile and fashion Technology:

Course	Changes required	Modifications done	Suggestions
Textile and Garment Processing Colouration and Finishing	One product to be made using a combination of traditional dyeing and printing method	Encouraged and teach the students to think of various techniques to create their own innovations	
Fashion Studies	<ul style="list-style-type: none"> • Some added terminologies to be incorporated in the syllabus • Fashion forecasting can be added • Brands and Designers can be added in the syllabus 	The above topics were highlighted during the due course of teaching	

Commercial Contemporary product/service development (practical)	Incorporation of ways of marketing the products can be incorporated Part A and B of the syllabus can be dealt with separately.		
Pattern making and garment construction-womens wear	<ul style="list-style-type: none"> • Elimination of Katori Choli • Inclusion of Design development for designing garments. • Styling can be incorporated. 	<ul style="list-style-type: none"> • Design development process was covered in brief. tudents did styling for fashion show. 	
Historic textiles	To cover costume and textile of country together rather than seperately in SEM 5 and 6		

TYBSc Community Resource Management:

Course	Changes required	Modifications done	Suggestions
Residential furnishings and Interior design	Deletion of repetitions from previous levels and addition of more details	New and recent trends in the industry highlighted Discussed topics not in syllabus but will help in career.	Give exercises which will allow them to observe interiors around them.

<p>Human Performance at Environment Extremes</p>	<ul style="list-style-type: none"> • Addition of practical component • Reducing the detailing as portion completion is challenging • Need for support by multiple industry visits. 	<p>Visits arranged to Central Labour Institute</p>	<ul style="list-style-type: none"> • Addition of a practical component of 3 periods contact time per week to enable effective dissemination of knowledge. • More visits of various category (manual, automated and semi-automated) can be added
<p>Brand and Retail Management</p>	<ul style="list-style-type: none"> • Introduce practical component. • Some credit for group discussion should be assigned. • More of interactive sessions through case studies. 		

Msc I Foods, Nutrition and Dietetics (Sem 1&2)

Course	Changes required	Modifications done	Suggestions
Food Science and Processing	Given the significance and the vastness of the subject it can be split over three semesters	Taken extra classes to do justice	Give self-study material for some important topics that are not included.
Principles of Food Science (practical)	<ul style="list-style-type: none"> • The duration of the practical should be increased (to at least 4 periods) • Deletion of topics that cannot be handled by the lab equipment 	<ul style="list-style-type: none"> • Taken extra classes as often as possible • Only a theoretical discussion is held on cheese. 	
Maternal and Child Nutrition	Nutritional & Health problems more relevant to Indian population could be mentioned in the syllabus.	Given additional information to the students by sharing links to relevant data related to statistics, status, research outcome	Using E learning and giving assignments as well as organizing sessions by resource persons
Adolescent, Adult and Geriatric Nutrition	Inclusion of information from the Indian Scenario	Shared information with regards to the Indian Scenario	Need to add diseases relevant to the Indian population in the next syllabus revision

Msc II Foods, Nutrition and Dietetics

Course	Changes required	Modifications done	Suggestions
--------	------------------	--------------------	-------------

Nutritional Epidemiology	<ul style="list-style-type: none"> An open ended topic on Outcome of latest studies, surveys and newer techniques or methods or studies used in Nutritional Epidemiology could be added. 	Shared links to relevant topics /research outcomes from time to time.	As mentioned earlier the topic could be added and students could be encouraged to work with Govt /NGOs for their assignments/projects
Public Health Nutrition	One open ended topic could be added - Recent relevant schemes & programmes initiated by Central.and State Govt.	shared links to latest programmes ,findings ,status available on some Public Health Nutrition related topics	Apart from the above , Resource Persons working in the relevant areas may be invited to share more information /experience about the topic
Clinical Nutrition and Therapeutic Dietetics	More collaboration with hospitals to study case studies better	<ul style="list-style-type: none"> Have discussed cases with students Have organised for attending RD case study presentations Used a plethora of online references to give updated knowledge 	Suggest case studies in hospital set up
Nutritional Therapeutics	Counseling can be added	Discussed in class	
Nutrition for Exercise and Fitness	<ul style="list-style-type: none"> Physiology of various exercises & their benefits Role of exercise in various clinical conditions Alternative strategies for fitness 	Class presentations & discussions.	Improve the syllabus Propose value added course in the institute

Msc I Food Processing and Preservation:

Course	Changes required	Modifications done	Suggestions
Food Science	Food Science behind each and every category of food can be covered in brief.	Would discuss the food science principles behind few categories of food while explaining Although, discussing all categories were not possible.	
Advances in Food Science	<ul style="list-style-type: none"> • Reorganization of contents in the units. Unit 1 and 3 have lesser weightage over unit 2. • Inclusion of topics pertaining to recent advances in food science as a part of the unit content. 	Introduced relevant topics supportive of the units as presentation themes for students.	Include research reading of advances in food science.
Food Quality Assurance	<ul style="list-style-type: none"> • In the unit 3 of the subject, schedule 4 of FSSAI can be dealt in detail. • Unit 1 can include a more detailed view on food quality assurance such as an introduction to statistical quality control 	As it was not possible to go through the entire schedule 4 of the Regulation, few sections were dealt in detail. Introduced the topic as an additional reading to the class.	

Msc II Food Processing and Preservation: Sem 3&4

Course	Changes required	Modifications done	Suggestions

Food Biotechnology	Applications ,an entire unit can be dedicated to applications		
--------------------	---	--	--

Msc I Sports Nutrition: Sem 1&2

Course	Changes required	Modifications done	Suggestions
Ergonomics	<ul style="list-style-type: none"> • Too vast • Too many topics crammed in one semester Suggested to split subject into two semesters or add a practical component for fitness assessments 	Just introduced the concepts rather cover them in detail	Split into 2 subjects if possible

Msc II Sports Nutrition: Sem 3&4

Course	Changes required	Modifications done	Suggestions
Endurance Sports	<ul style="list-style-type: none"> • Repetitions when learning different types of sports • More of practical knowledge is required for that can tie up with sports institutes 		

MSc I Human Development: Sem 1&2

Course	Changes required	Modifications done	Suggestions

Research in Early Childhood, School and Higher Education	<ul style="list-style-type: none"> • It should be more concise, it is too lengthy. • Group similar topics/ together and teach, to reduce the burden on the students • Make it more concise 	Group similar topics/ together and teach, to reduce the burden on the students.	Make it more concise
--	---	---	----------------------

Msc II Human Development: Sem 3&4

Course	Changes required	Modifications done	Suggestions
--------	------------------	--------------------	-------------

<p>Supervision and Administration of Child and Youth Community Based Service Agencies, Supervision and Administration of Adult Community Based Service Agencies.</p>	<ul style="list-style-type: none"> • This practical happens in conjunction with TYBSc practical where the MScs are trainee supervisors for TYBScs. • Most time of them and teacher in charge goes in correcting drafts and seeing to the execution, followed by feedback meetings. • I feel that there needs to be a separate time for the teacher and MSc supervisors where the teacher meets them separately and takes sessions and does exercises targeted towards enhancing supervisory skills. • Such period and content for the same is not mentioned on the syllabus. 		
<p>Advanced study of Psychological disorders</p>	<ul style="list-style-type: none"> • Some disorders overlap in unit 3 and 4, so those will be changed by including other relevant disorders needed to be studied. 	<p>Discuss different stuff under the similar disorders and try to give students different information and not repeat the matter.</p>	

Msc I Textile and Fashion Technology: Sem 1&2

Course	Changes required	Modifications done	Suggestions
--------	------------------	--------------------	-------------

Textile and Garment Finishing	Combine Unit 2 and 3 together and introduction of a new unit on sustainable finishes	Teaching sustainable finishes very briefly as recent advances	Will continue the same
Technical Textiles	<ul style="list-style-type: none"> The syllabus consisting of medical textiles is very vast- it can be reduced Reduction in Unit 1 content Clubbing certain topics in that unit together while teaching 	<p>Emphasis on the most important topics was given</p> <p>Highlighted the other topics- but didn't go in depth</p>	
Global marketing	Repetition of few topics in SEM I and II	Have suggested changes and brought to the notice to HOD	
Research methods and statistics -1	<ul style="list-style-type: none"> Research paradigms can be incorporated Procurement of funds for research work as topic can be included Reference and citation writing method can be incorporated. 	<p>Created awareness about some of the funding agencies</p> <p>Reference writing and citation method have explained in brief.</p>	Will continue transferring knowledge in brief whereas these topics require deeper understanding and practice.

Msc II Textile and Fashion Technology: Sem 3&4

Course	Changes required	Modifications done	Suggestions
--------	------------------	--------------------	-------------

Media and communication for textile and fashion	<ul style="list-style-type: none"> • Subtopics can be given in unit II • More addition in reference list can be made available • Little more detail can be given in all units 	<ul style="list-style-type: none"> • Formulated subtopics • Referred books and articles other than what is mentioned. 	<ul style="list-style-type: none"> • Prepare subtopics for clarity of main topic • Encourage students to read relevant articles
---	--	---	---

P. G. Diploma in Dietetics and Applied Nutrition: (Sem 1&2)

Course	Changes required	Modifications done	Suggestions
Foods and Dietetics	More of Dietetics needs to be involved, food Processing of various categories of food products, involving food chemistry	<ul style="list-style-type: none"> • Explaining them various categories of foods w.r.t FSSAi and teaching them the chemical changes that take place during processing. • The subject has very limited amount of Dietetics in it, Processing of various categories of food should be considered, food chemistry could be a part of it as well. • Explaining the FSSAi Regulations and the varied categories of foods that are present, and the changes in food chemical properties were explained along with food science wherever applicable. 	
Clinical Nutrition	Recent Aspen and Espen guidelines can be incorporated in the syllabus	For some topics like nutrition in surgery, made the students refer to the latest guidelines	

E. REPORT OF CURRICULUM FEEDBACK FROM EMPLOYERS 2018-19.

Department of Foods, Nutrition and Dietetics:

1. Inclusion of Pediatric Nutrition
2. More emphasis on counselling
3. Practical inputs of critical care
4. Improved Critical thinking skills, speaking and communication skills and standardization of recipes
5. Inclusion of more advancements in the curriculum

Department of Human Development:

1. Improved practical and hands on strategies
2. Increase in inputs in technological advancements

Department of Textile and Fashion Technology:

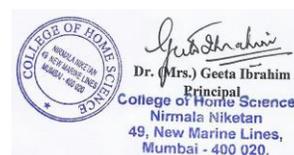
1. Improved practical and hands on strategies
2. Increase in inputs in technological advancements

Department of Community Resource Management:

It is an overall good feedback, with scope for improvement for technological inputs and advancements in the field.

College of Home Science, Nirmala Niketan 49, New Marine Lines, Mumbai 400020
Affiliated to University of Mumbai
NAAC Accredited 'A' Grade

Criterion 1: Curricular Aspects



Dr. (Mrs.) Geeta Ibrahim
Principal
College of Home Science
Nirmala Niketan
49, New Marine Lines,
Mumbai - 400 020.

College of Home Science, Nirmala Niketan 49, New Marine Lines, Mumbai 400020
Affiliated to University of Mumbai
NAAC Accredited 'A' Grade

Criterion 1: Curricular Aspects

