





## Academic Session: 2016-17

**Feedback on the Syllabus/Curriculum at the institution from  
the following stakeholders**

- 1) Students**
- 2) Teachers**
- 3) Employers**
- 4) Alumni**
- 5) Parents**



**Student Feedback Collected**  
**Course: B.A. (Program)**  
**Year: 2016-17**

 **SLC(University of Delhi)**  
**Shyam Lal College** 

**Feedback form on Syllabus/Curriculum**

Academic Year: 2016-17  
Course : B.A.(P)

**Personal Information:**

Name of the Student : *Charu Chauhan*  
Year : I  II  III   
Roll No : *1218*  
Gender : Male  Female

**Choose appropriate option against each question**  
1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
1. The syllabus/curriculum prescribed fulfills the learning objectives			<input checked="" type="checkbox"/>
2. The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement.			<input checked="" type="checkbox"/>
3. The syllabus/curriculum design enhances employability.	<input checked="" type="checkbox"/>		
4. The syllabus/curriculum prepares the students for higher education in their respective fields.	<input checked="" type="checkbox"/>		







5. The GE syllabus/curriculum opens multiple options for higher education in their respective fields.		✓	
6. The SEC syllabus/curriculum enhances the skill set of the students	✓		
7. The syllabus/curriculum develops the research aptitude among the students.			✓
8. Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	✓		
9. Do the teachers encourage experiential learning in the syllabus/curriculum?			✓
10. Do your teachers encourage for summer training/field work related to your syllabus/curriculum?			✓
11. Is your college providing value Add-on course relevant to your syllabus/curriculum?			✓
12. The prescribed syllabus/curriculum provides adequate hands on experience.			✓





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Feedback for Syllabus/Curriculum 2016-17

Department of Commerce



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Feedback form on Syllabus/Curriculum

Academic Year: 2016-17

Course: Commerce B. Com \_\_\_\_\_ . B. Com (Hons.)

**Personal Information:**

Name of the Student : Shelley Gupta  
Year : I \_\_\_\_\_ II  III \_\_\_\_\_  
Roll No : 4902  
Gender : Male \_\_\_\_\_ Female

Choose appropriate option against each question  
1= Satisfied, 2=Neutral, 3=Dissatisfied

Question	1	2	3
The syllabus/curriculum prescribed fulfills the learning objectives		<input checked="" type="checkbox"/>	
The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement.		<input checked="" type="checkbox"/>	
The syllabus/curriculum design enhances employability.	<input checked="" type="checkbox"/>		
The syllabus/curriculum prepares the students for higher education in their respective fields.	<input checked="" type="checkbox"/>		

Principal,  
Shyam Lal College,  
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Shahdara, Delhi-110 031

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The GE syllabus/curriculum opens multiple options for higher education in their respective fields.			✓
The SEC syllabus/curriculum enhances the skill set of the students		✓	
The syllabus/curriculum develops the research aptitude among the students.		✓	
Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?			✓
Do the teachers encourage experiential learning in the syllabus/curriculum?	✓		
Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	✓		
Is your college providing value Add-on course relevant to your syllabus/curriculum?			✓
The prescribed syllabus/curriculum provides adequate hands on experience.			✓
Relevance of the practicals prescribed in the syllabus/curriculum of the course.	✓		
The Syllabus/Curriculum is designed to bridge the gap between theory and practicals.	✓		

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Feedback for Syllabus/Curriculum 2016-17

Department of Economics



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Feedback form on Syllabus/Curriculum

Academic Year: 2016-17

Course: Economics

**Personal Information:**

Name of the Student : SAMIL VARANG  
Year : I \_\_\_\_\_ II \_\_\_\_\_ III   
Roll No : 621  
Gender : Male \_\_\_\_\_ Female

Choose appropriate option against each question  
1= Satisfied, 2=Neutral, 3=Dissatisfied

Question	1	2	3
The syllabus/curriculum prescribed fulfills the learning objectives	<input checked="" type="checkbox"/>		
The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement.			<input checked="" type="checkbox"/>
The syllabus/curriculum design enhances employability.			<input checked="" type="checkbox"/>
The syllabus/curriculum prepares the students for higher education in their respective fields.			<input checked="" type="checkbox"/>

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*Alu*

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The GE syllabus/curriculum opens multiple options for higher education in their respective fields.		✓	
The SEC syllabus/curriculum enhances the skill set of the students		✓	
The syllabus/curriculum develops the research aptitude among the students.			✓
Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?			✓
Do the teachers encourage experiential learning in the syllabus/curriculum?			✓
Do your teachers encourage for summer training/field work related to your syllabus/curriculum?			✓
Is your college providing value Add-on course relevant to your syllabus/curriculum?			✓
The prescribed syllabus/curriculum provides adequate hands on experience.			✓
Relevance of the practicals prescribed in the syllabus/curriculum of the course.	✓		
The Syllabus/Curriculum is designed to bridge the gap between theory and practicals.	✓		

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**हिन्दी विभाग**  
**साल:2016-17**

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पाठ्यक्रम/पाठ्यचर्या संबंधी फीडबैक फॉर्म  
Feedback form on Syllabus/Curriculum

अकादमिक वर्ष : 2016-17

पाठ्यक्रम : B.A. Hons (Hindi)

व्यक्तिगत सूचना :

विद्यार्थी का नाम : RITU

वर्ष : I/प्रथम      II/द्वितीय      III/तृतीय

अनुक्रमांक : 0527

लिंग : पुरुष      महिला

सभी सवालों के लिए उचित विकल्प चुनें  
1= सहमत 2= पक्का नहीं कह सकते, 3=असहमत

प्रश्न	1	2	3
निर्धारित पाठ्यक्रम/पाठ्यचर्या शिक्षण के लक्ष्यों को पूरा करता है	/		
निर्धारित पाठ्यक्रम/पाठ्यचर्या विद्यार्थी को प्रवेश नियोजन करने के हिसाब में			/

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प्रासंगिक समुचित कौशल प्रदान करता है.			
पाठ्यक्रम/पाठ्यचर्या का स्वरूप रोजगार की संभावना को बढ़ाता है.			/
पाठ्यक्रम/पाठ्यचर्या विद्यार्थियों को संबंधित क्षेत्रों में उच्च शिक्षा के लिए तैयार करता है.	/		
जेनरिक या ऐच्छिक पाठ्यक्रम/ पाठ्यचर्या संबंधित क्षेत्रों में उच्च शिक्षा के अनेक विकल्पों के मार्ग खोलता है.			/
विषय आधारित ऐच्छिक पाठ्यक्रम/पाठ्यचर्या (SEC) विद्यार्थियों के कौशल सेट को संबंधित करता है.			/
पाठ्यक्रम/पाठ्यचर्या विद्यार्थियों में शोध अभियोग्यता का विकास करता है.	/		
क्या पाठ्यक्रम/पाठ्यचर्या के शिक्षण संबंधी परिणाम (आउटकम) को हासिल करने में शिक्षक विद्यार्थियों की मदद करते हैं?	/		
क्या शिक्षक पाठ्यक्रम/पाठ्यचर्या में अनुभव से सीखने (experiential learning) को प्रोत्साहित करते हैं?			/
क्या शिक्षक आपके पाठ्यक्रम/पाठ्यचर्या से संबंधित गौणकालीन ट्रेनिंग/ फील्ड वर्क के लिए प्रोत्साहित करते हैं?		/	
क्या आपका महाविद्यालय आपके पाठ्यक्रम/पाठ्यचर्या के लिए प्रासंगिक मूल्य-संबंधक पाठ्यक्रम (value Add-on course) की व्यवस्था कर रहा है?	/		
निर्धारित पाठ्यक्रम/पाठ्यचर्या समुचित प्रायोगिक अनुभव प्रदान करता है?			/

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DEPARTMENT OF ENGLISH  
Year: 2016-17

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Feedback form on Syllabus/Curriculum

Academic Year: 2016-17  
Course : B.A. Hons (English)

Personal Information:

Name of the Student : Pragati Solanki  
Year : I                      II ✓                      III  
Roll No : 3027  
Gender : Male                      Female ✓

Choose appropriate option against each question  
1= Satisfied, 2=Neutral, 3=Dissatisfied

Question	1	2	3
The syllabus/curriculum prescribed fulfills the learning objectives			✓
The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement.	✓		
The syllabus/curriculum design enhances employability.			✓
The syllabus/curriculum prepares the students for higher education in their respective fields.	✓		
The Cur. syllabus curriculum opens multiple options for higher education in their respective fields.			✓

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The SEC syllabus/curriculum enhances the skill set of the students	✓		
The syllabus/curriculum develops the research aptitude among the students.	✓		
Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	✓		
Do the teachers encourage experiential learning in the syllabus/curriculum?			✓
Do your teachers encourage for summer training/field work related to your syllabus/curriculum?			✓
Is your college providing value Add-on course relevant to your syllabus/curriculum?			✓
The prescribed syllabus/curriculum provides adequate hands on experience.	✓		

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Course: Pol. Science (Hons)

Syllabus/ Curriculum Feedback 2016-17



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Shyam Lal College



Feedback form on Syllabus/Curriculum

Academic Year: 2016-17

Course : Pol. Science

Personal Information:

Name of the Student : AKASH TILATIYA  
Year : I  II  III   
Roll No : 1019  
Gender : Male  Female

Choose appropriate option against each question  
1= Agree, 2=Neutral, 3=Disagree

Question	1	2	3
1) The syllabus/curriculum prescribed fulfills the learning objectives		<input checked="" type="checkbox"/>	
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement.		<input checked="" type="checkbox"/>	
3) The syllabus/curriculum design enhances employability.	<input checked="" type="checkbox"/>		



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4) The syllabus/curriculum prepares the students for higher education in their respective fields.	✓		
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields.	✓		
6) The SEC syllabus/curriculum enhances the skill set of the students	✓		
7) The syllabus/curriculum develops the research aptitude among the students.		✓	
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?			✓
9) Do the teachers encourage experiential learning in the syllabus/curriculum?			✓
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?		✓	
11) Is your college providing value Add-on course relevant to your syllabus/curriculum?			✓
12) The prescribed syllabus/curriculum provides adequate hands on experience.			✓





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Course: History (Hons)  
Syllabus/ Curriculum Feedback 2016-17



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Feedback form on Syllabus/Curriculum

Academic Year: 2016-17

Course : History

Personal Information:

Name of the Student : SHIVAM SINGH  
Year : I  II  III   
Roll No : 845  
Gender : Male  Female

Choose appropriate option against each question  
1= Satisfied, 2=Neutral, 3=Dissatisfied

Question	1	2	3
The syllabus/curriculum prescribed fulfills the learning objectives		<input checked="" type="checkbox"/>	
The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement.		<input checked="" type="checkbox"/>	
The syllabus/curriculum design enhances employability.	<input checked="" type="checkbox"/>		
The syllabus/curriculum prepares the students for higher education in their respective fields.	<input checked="" type="checkbox"/>		
The GE syllabus/curriculum opens multiple options for higher education in their respective fields.	<input checked="" type="checkbox"/>		

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The SEC syllabus/curriculum enhances the skill set of the students	✓		
The syllabus/curriculum develops the research aptitude among the students.		✓	
Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?		✓	
Do the teachers encourage experiential learning in the syllabus/curriculum?	✓		
Do your teachers encourage for summer training/field work related to your syllabus/curriculum?		✓	
Is your college providing value Add-on course relevant to your syllabus/curriculum?	✓		
The prescribed syllabus/curriculum provides adequate hands on experience.	✓		

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(दिल्ली विश्वविद्यालय)

Course: B.Sc. Physical Science (Chemistry)  
2016-17



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Feedback form on Syllabus/Curriculum

Academic Year: 2016-17

Course : B.sc Physical Sciences (Chemistry)

Personal Information:

Name of the Student : Ni KHIL Tya shi  
Year : I II  III  
Roll No : 5259  
Gender : Male  Female

Choose appropriate option against each question  
1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
The syllabus/curriculum prescribed fulfills the learning objectives	<input checked="" type="checkbox"/>		
The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement.	<input checked="" type="checkbox"/>		
The syllabus/curriculum design enhances employability.			<input checked="" type="checkbox"/>
The syllabus/curriculum prepares the students for higher education in their respective fields.	<input checked="" type="checkbox"/>		

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The SEC syllabus/curriculum enhances the skill set of the students	✓		
The syllabus/curriculum develops the research aptitude among the students.	✓		
Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?			✓
Do the teachers encourage experiential learning in the syllabus/curriculum?	✓		
Do your teachers encourage for summer training/field work related to your syllabus/curriculum?			✓
Is your college providing value Add-on course relevant to your syllabus/curriculum?		✓	
The prescribed syllabus/curriculum provides adequate hands on experience.		✓	
Relevance of the practical's prescribed in the syllabus/curriculum of the course	✓		
The Syllabus/Curriculum is designed to bridge the gap between theory and practical's.		✓	

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Course: B.Sc. Physical Science (Computer)  
2016-17



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Shyam Lal College



Feedback form on Syllabus/Curriculum

Academic Year: 2016-17

Course : B.sc Physical Sciences (Computers)

Personal Information:

Name of the Student : Ankita Jain  
Year : I II III ✓  
Roll No : 9208  
Gender : Male Female ✓

Choose appropriate option against each question  
1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
The syllabus/curriculum prescribed fulfills the learning objectives	✓		
The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement.	✓		
The syllabus/curriculum design enhances employability.		✓	
The syllabus/curriculum prepares the students for higher education in their respective fields.		✓	

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The SEC syllabus/curriculum enhances the skill set of the students	✓		
The syllabus/curriculum develops the research aptitude among the students.	✓		
Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	✓		
Do the teachers encourage experiential learning in the syllabus/curriculum?	✓		
Do your teachers encourage for summer training/field work related to your syllabus/curriculum?		✓	
Is your college providing value Add-on course relevant to your syllabus/curriculum?			✓
The prescribed syllabus/curriculum provides adequate hands on experience.			✓
Relevance of the practical's prescribed in the syllabus/curriculum of the course	✓		
The Syllabus/Curriculum is designed to bridge the gap between theory and practical's.			✓







Course: B.Sc. Physical Science (Electronics)  
2016-17



SLC(University of Delhi)  
Shyam Lal College



Feedback form on Syllabus/Curriculum

Academic Year: 2016-17

Course : B.sc Physical Sciences (Electronics)

Personal Information:

Name of the Student : Akash Sharma  
Year : I                      II ✓                      III  
Roll No : 5286  
Gender : Male ✓                      Female

Choose appropriate option against each question  
1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
The syllabus/curriculum prescribed fulfills the learning objectives.	✓		
The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement.			✓
The syllabus/curriculum design enhances employability.			✓
The syllabus/curriculum prepares the students for higher education in their respective fields.	✓		

Principal,  
Shyam Lal College,  
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Shahdara, Delhi-110 030

AK



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The SEC syllabus/curriculum enhances the skill set of the students	✓		
The syllabus/curriculum develops the research aptitude among the students.	✓		
Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?			✓
Do the teachers encourage experiential learning in the syllabus/curriculum?			✓
Do your teachers encourage for summer training/field work related to your syllabus/curriculum?			✓
Is your college providing value Add-on course relevant to your syllabus/curriculum?			✓
The prescribed syllabus/curriculum provides adequate hands on experience.	✓		
Relevance of the practical's prescribed in the syllabus/curriculum of the course	✓		
The Syllabus/Curriculum is designed to bridge the gap between theory and practical's.	✓		

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Student Feedback Analysis 2016-17

SLC (University of Delhi)  
Shyam Lal College

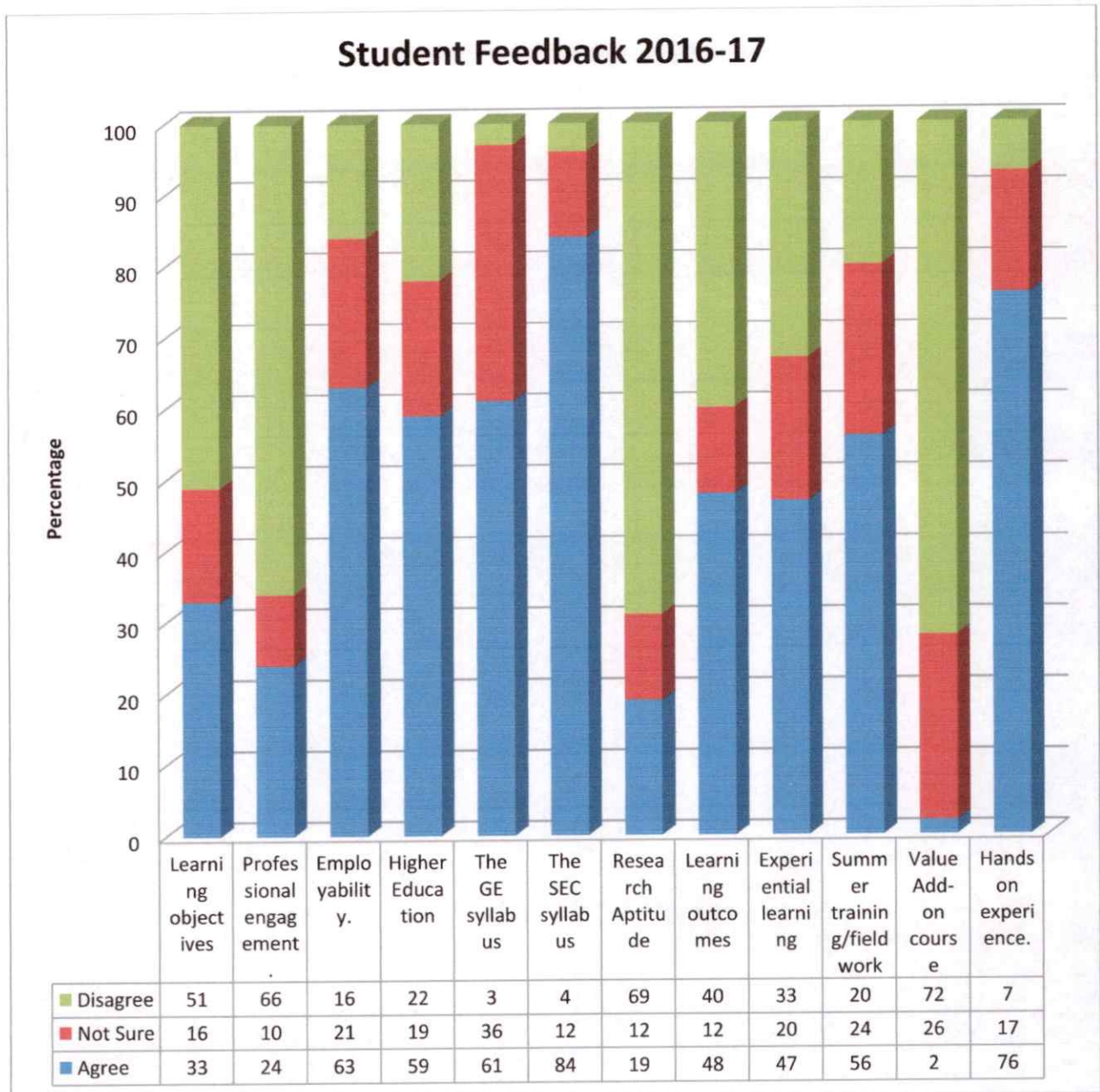


श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

B.A. (Program) 2016-17

**Analysis**

In order to gauge the perception of students regarding **Syllabus/Curriculum** for the academic session 2016-17, a questionnaire with twelve parameters was circulated. The data set comprises of representative and convenience sampling. The 3-point Likert scale measured the responses as Agree=1, Not Sure=2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.



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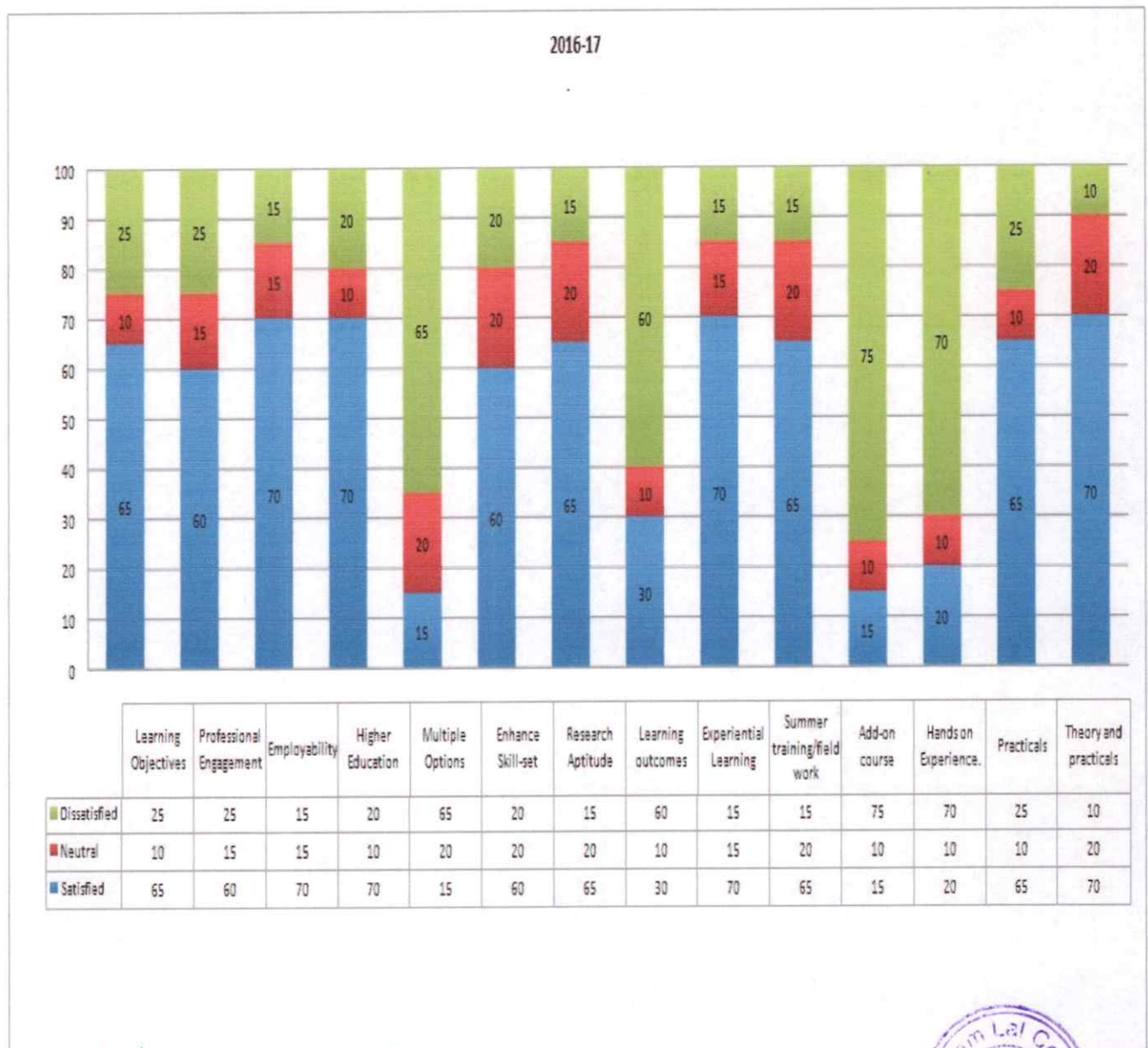




Department of Commerce

Analysis

In order to gauge the perception of students regarding **Syllabus/Curriculum** for the academic session 2016-17, a questionnaire with fourteen parameters was circulated. The data set comprises of representative and convenience sampling. The 3-point likert scale measured the responses as Satisfied=1, Neutral-2, or Dissatisfied=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.



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Department of Economics

Analysis

In order to gauge the perception of students regarding **Syllabus/Curriculum** for the academic session 2016-17, a questionnaire with fourteen parameters was circulated. The data set comprises of representative and convenience sampling. The 3-point likert scale measured the responses as Satisfied=1, Neutral-2, or Dissatisfied=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.



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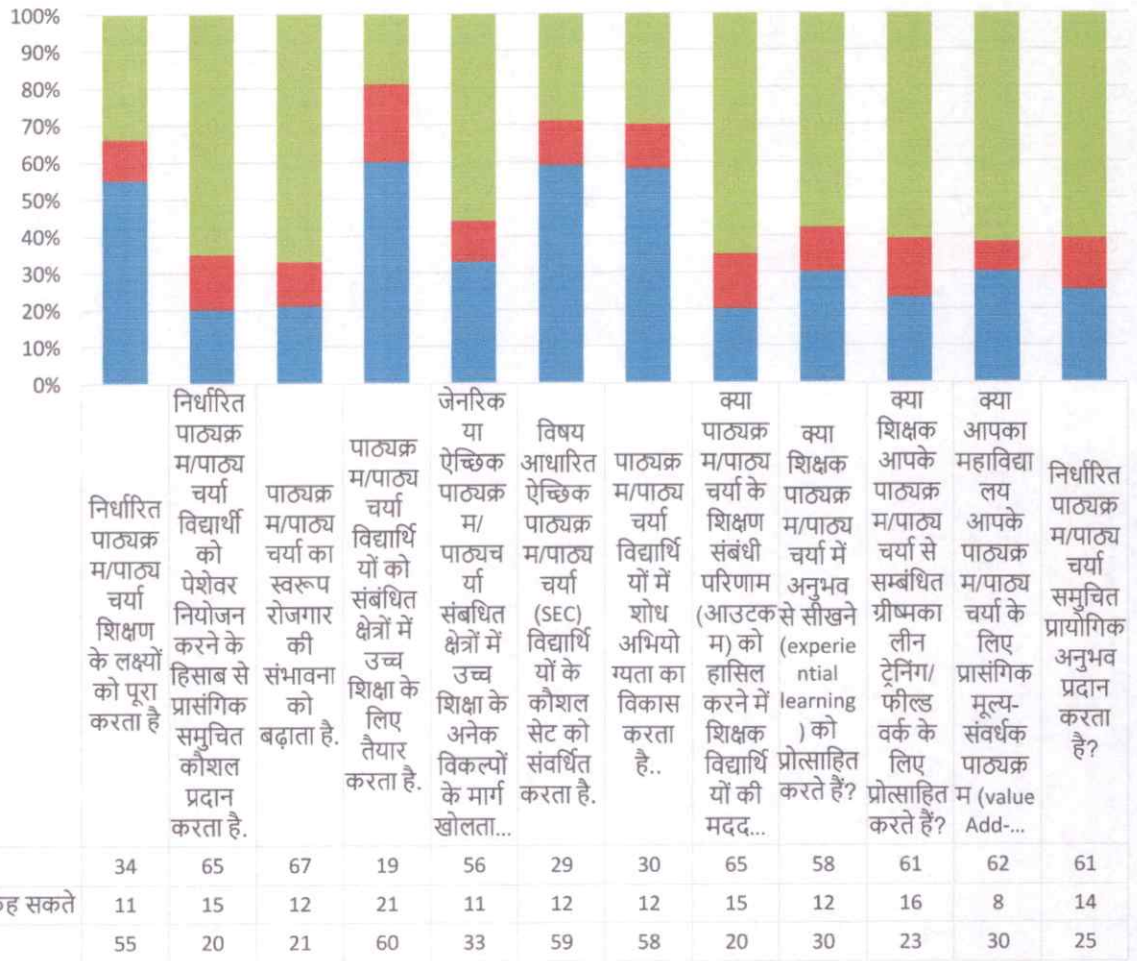


## हिन्दी विभाग साल:2016-17

### विश्लेषण:

शैक्षणिक सत्र 2016-17 के लिए पाठ्यक्रम / पाठ्यक्रम के बारे में छात्रों की धारणा का आकलन करने के लिए, बारह मापदंडों के साथ एक प्रश्नावली परिचालित की गई थी। डेटा सेट में प्रतिनिधि और सुविधा नमूनाकरण शामिल हैं। 3-बिंदु लायकर्ट पैमाने ने सहमत = 1, पक्का नहीं कह सकते -2, असहमत = 3 के रूप में प्रतिक्रियाओं को मापा। नीचे दिया गया ग्राफ संबंधित पैरामीटरों के विरुद्ध दिए गए पैमाने पर देखी गई प्रतिक्रियाओं को दर्शाता है।

2016-17



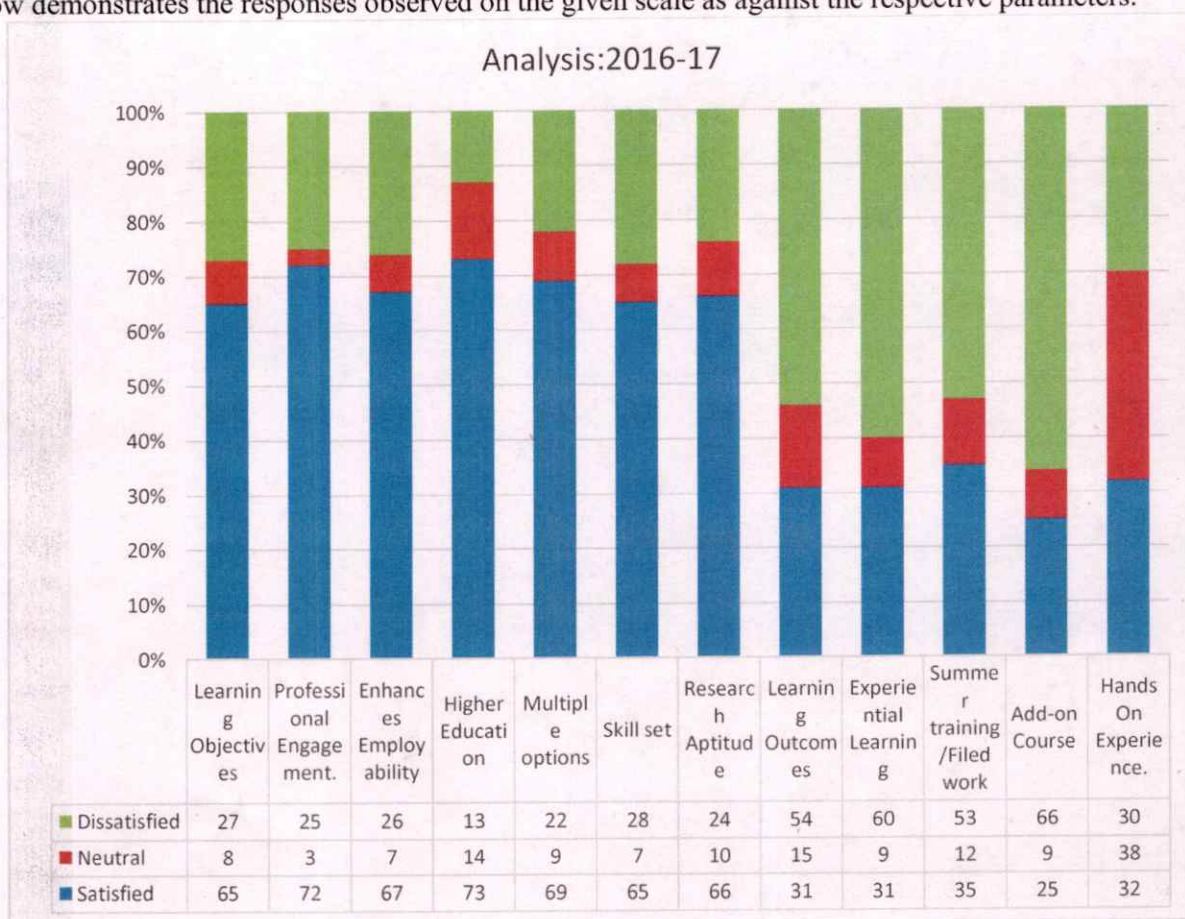




DEPARTMENT OF ENGLISH  
Year: 2016-17

**Analysis**

In order to gauge the perception of students regarding **Syllabus/Curriculum** for the academic session 2016-17, a questionnaire with twelve parameters was circulated. The data set comprises of representative and convenience sampling. The 3-point Likert scale measured the responses as Satisfied=1, Neutral=2, or Dissatisfied=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.



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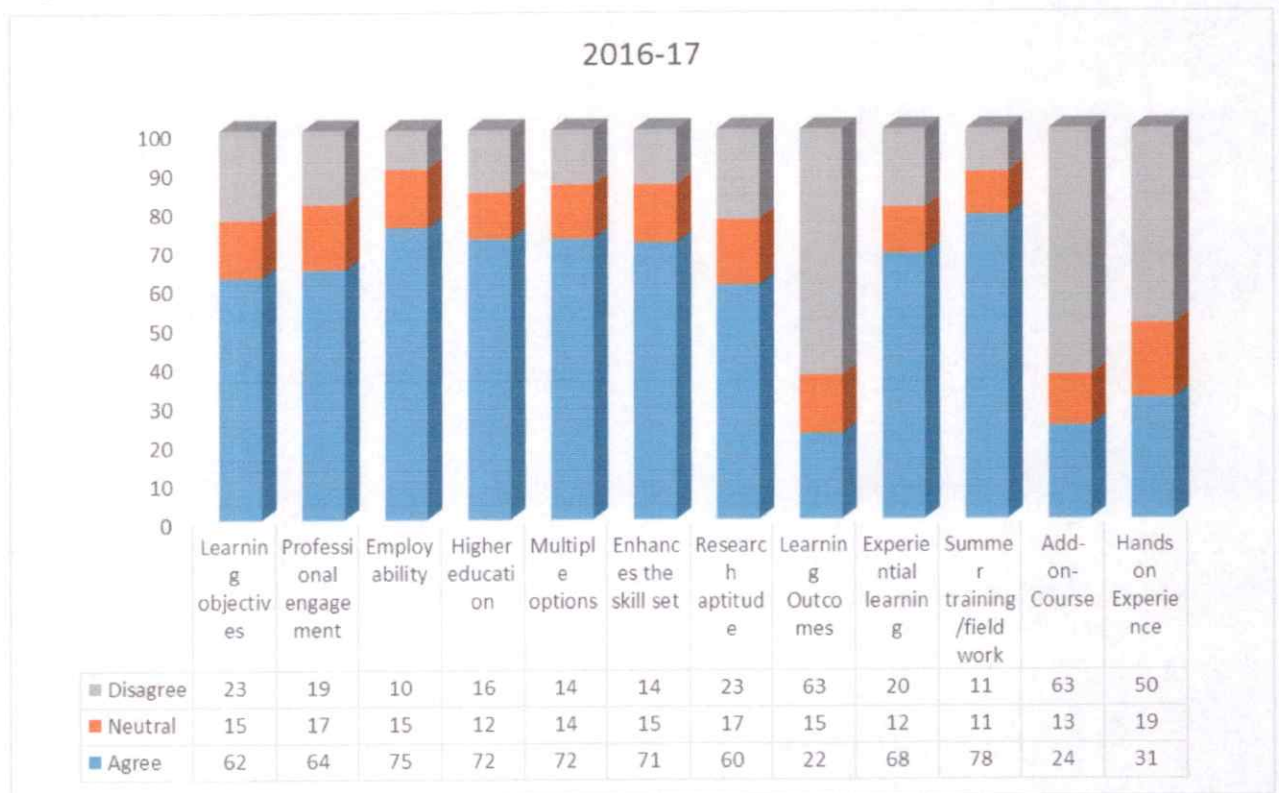




**Course: Pol. Science (Hons)**  
**Syllabus/ Curriculum Feedback 2016-17**

**Analysis**

In order to find out the perception of students regarding **Syllabus/Curriculum** for the academic session 2016-17, a questionnaire with twelve parameters was distributed. The data set comprises of representative and convenience sampling. The 3-point likert scale measured the responses as Agree=1, Neutral=2 and Disagree=3. The Graph shows the responses observed on the given scale as against the respective parameters.



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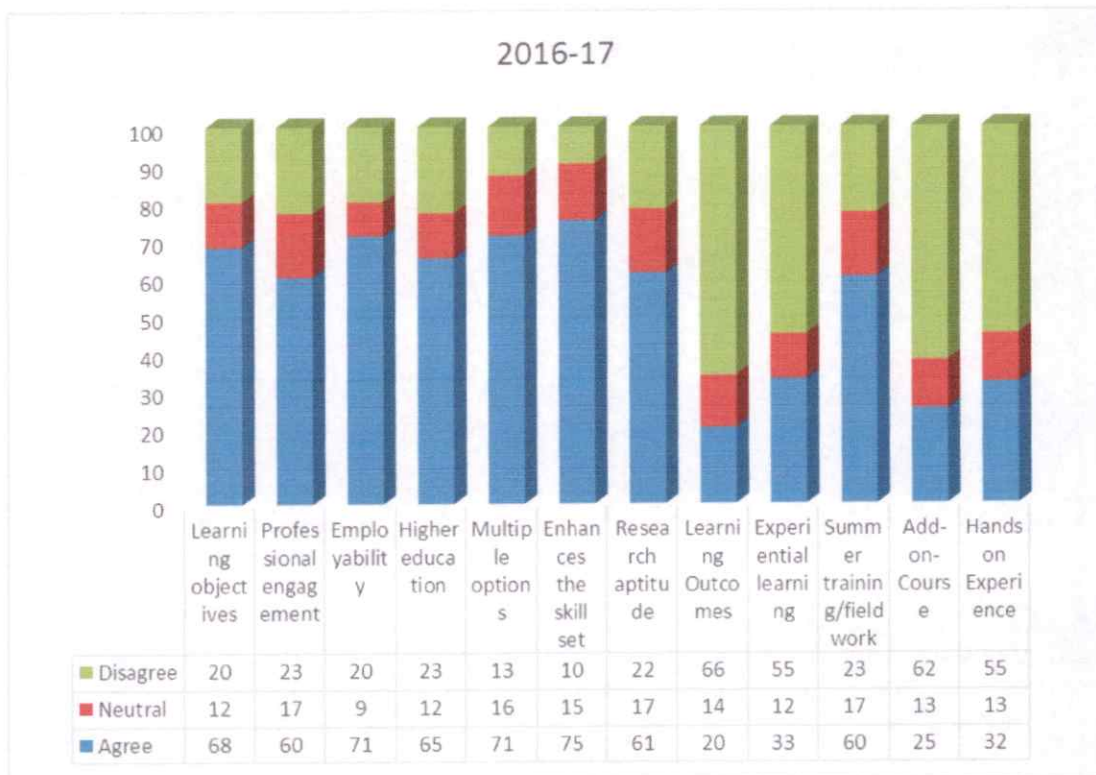


Course: History (Hons)

Syllabus/ Curriculum Feedback 2016-17

Analysis

In order to find out the perception of students regarding **Syllabus/Curriculum** for the academic session 2016-17, a questionnaire with twelve parameters was distributed. The data set comprises of representative and convenience sampling. The 3-point likert scale measured the responses as Agree=1, Neutral=2 and Disagree=3. The Graph shows the responses observed on the given scale as against the respective parameters.



Principal,  
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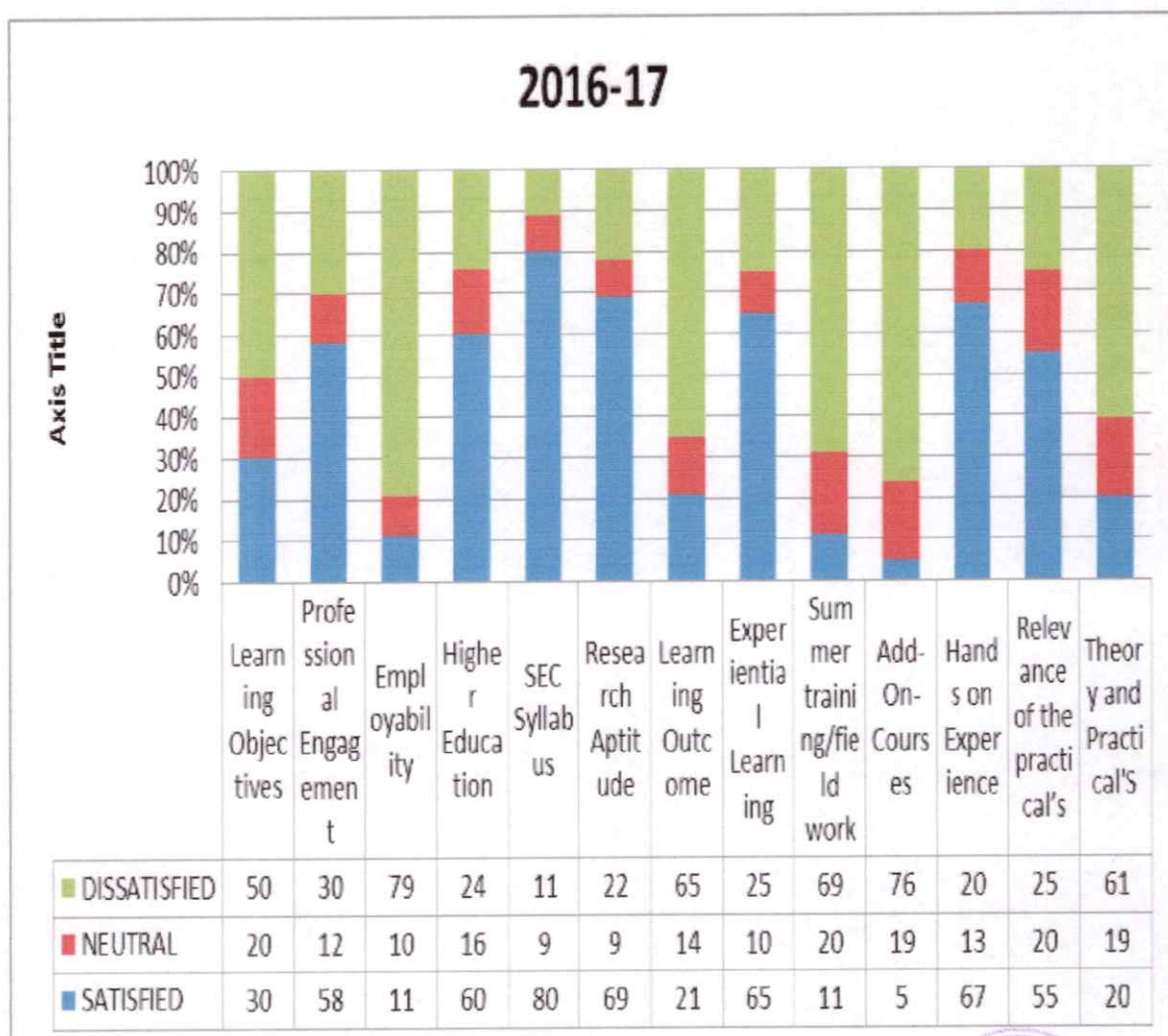




**Course: B.Sc. Physical Science (Chemistry)  
2016-17**

In order to gauge the perception of students regarding Syllabus/Curriculum for the academic session 2016-17, a questionnaire with thirteen parameters was circulated. The data set comprises of representative and convenience sampling. The 3-point Likert scale measured the responses as Agree=1, Not Sure-2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.

**Analysis**



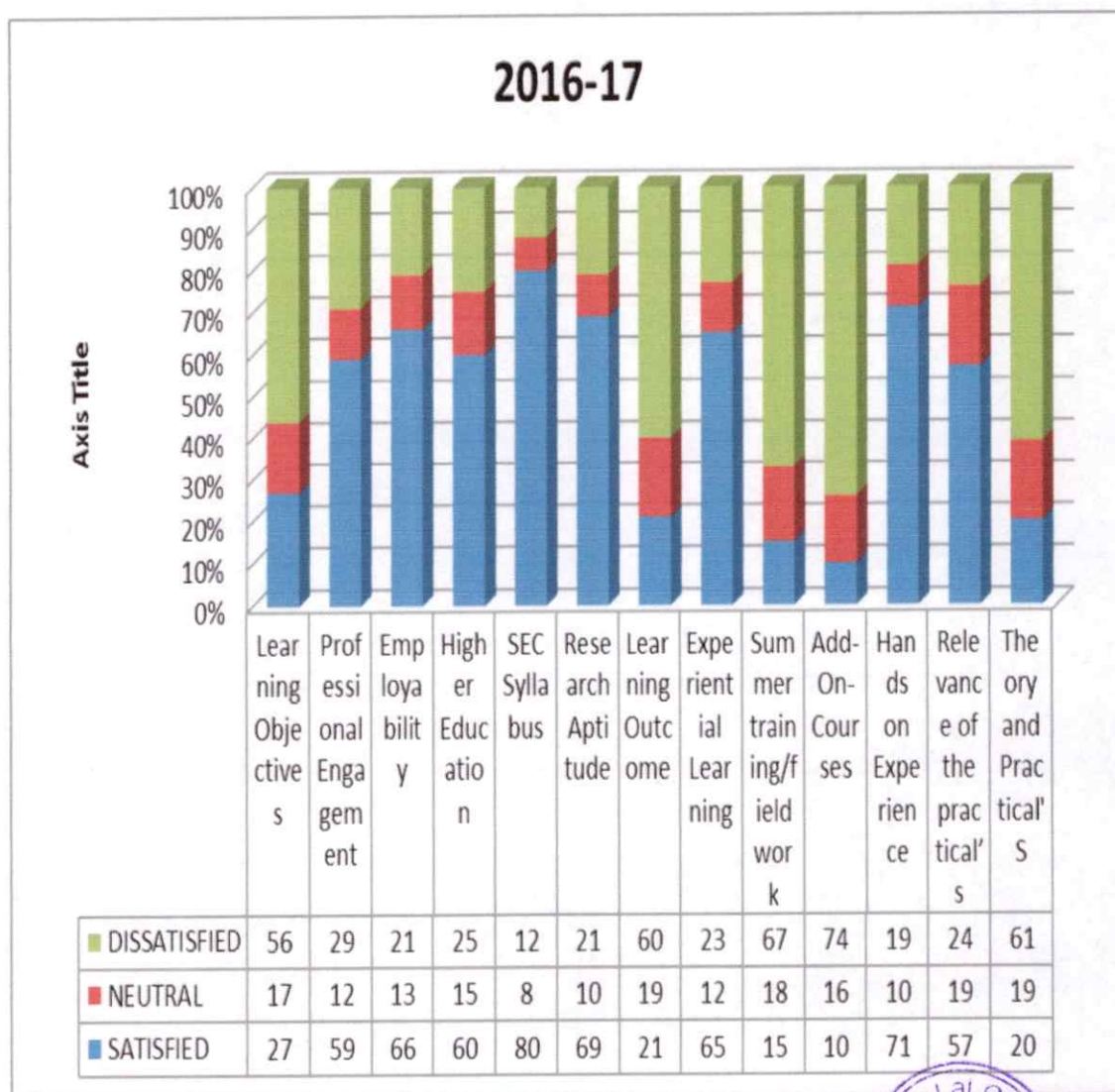




**Course: B.Sc. Physical Science (Computer)  
2016-17**

In order to gauge the perception of students regarding Syllabus/Curriculum for the academic session 2016-17, a questionnaire with thirteen parameters was circulated. The data set comprises of representative and convenience sampling. The 3-point Likert scale measured the responses as Agree=1, Not Sure=2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.

**Analysis**



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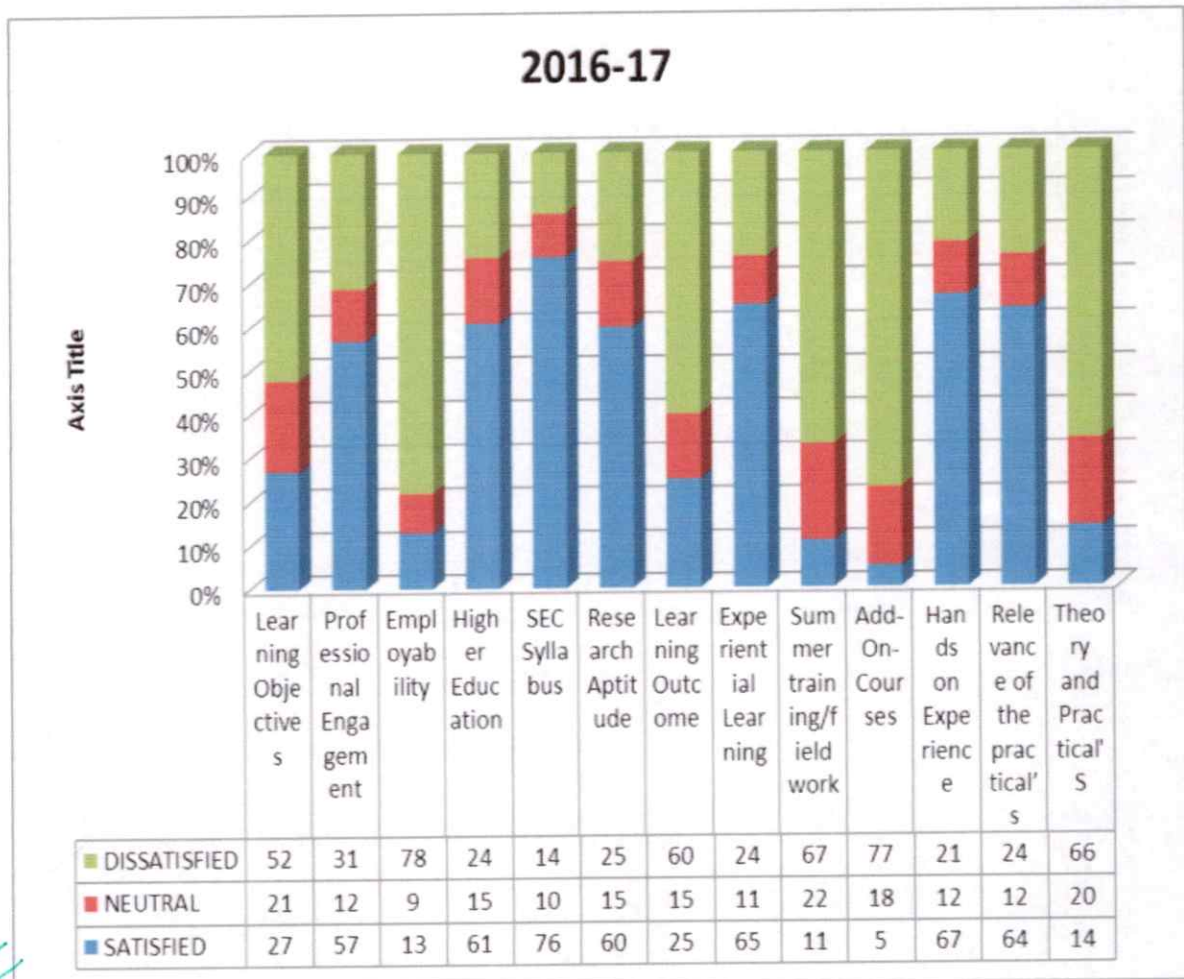




Course: B.Sc. Physical Science (Electronics)  
2016-17

In order to gauge the perception of students regarding Syllabus/Curriculum for the academic session 2016-17, a questionnaire with thirteen parameters was circulated. The data set comprises of representative and convenience sampling. The 3-point Likert scale measured the responses as Agree=1, Not Sure=2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.

Analysis



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# Action Taken on Student Feedback

SLC (University of Delhi)  
Shyam Lal College



श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

## Action Taken Report B.A.(Program) 2016-17

This section presents the action taken to resolve the issues identified from Syllabus/Curriculum feedback questionnaire.

### Issues/Problem Areas reported

1. The syllabus/curriculum prescribed fulfills the learning objectives
2. The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement.
3. The syllabus/curriculum develops the research aptitude among the students.
4. Is your college providing value Add-on course relevant to your syllabus/curriculum?

### Issues resolved/Action Taken

1. The syllabus/curriculum prescribed fulfills the learning objectives: The department organizes orientation, tutorials, project, brainstorming sessions for the students so that they can be aware with the learning objectives. Department ensures Learning objectives based project work.
2. The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement: The theoretical based curriculum limits the scope. To ensure these types of skills in students, the college organizes various talks, seminars, conferences and also industry visits.
3. The syllabus/curriculum develops the research aptitude among the students: The College has started add-on course on Research Analytics so that apart from the curriculum, students can engage into such type of academic courses.
4. Is your college providing value Add-on course relevant to your syllabus/curriculum: The College has started add-on courses relevant to Stock Market, Yoga and Research Analytics and planning to introduce more such courses.

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Shyam Lal College



श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

Faculty Feedback 2016-7  
Department of Commerce



SLC(University of Delhi)  
Shyam Lal College



Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2016-17

**Personal Information**

Name of the Faculty : Ms. Swati

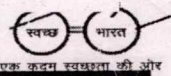
Department : Commerce

Gender : Female

Choose appropriate option against each question  
1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
The syllabus fulfills the learning objectives.	✓		
The syllabus bridges the gap between industry and academia.	✓		
The syllabus is locally rooted and globally relevant.	✓		
The syllabus contributes towards subject enrichment.	✓		
Teachers are involved in the designing of curriculum.			✓
The syllabus is periodically revised.		✓	
The syllabus is skill-based and enhances employability of the students.	✓		
The syllabus has practical components.		✓	

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The syllabus develops research aptitude among students.	✓		
The syllabus balances the theory and practical components.	✓		
The syllabus can be completed within the prescribed time frame.		✓	

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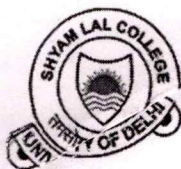


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(दिल्ली विश्वविद्यालय)

Department of Economics  
Faculty Feedback 2016-17



SLC(University of Delhi)  
Shyam Lal College



Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2016-17

**Personal Information**

Name of the Faculty : Dr. Supriti Mishra  
Department : Economics  
Gender : Female

Choose appropriate option against each question  
1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
The syllabus fulfills the learning objectives.		✓	
The syllabus bridges the gap between industry and academia.	✓		
The syllabus is locally rooted and globally relevant.	✓		
The syllabus contributes towards subject enrichment.	✓		
Teachers are involved in the designing of curriculum.	✓		
The syllabus is periodically revised.			✓
The syllabus is skill-based and enhances employability of the students.	✓		
The syllabus has practical components.	✓		

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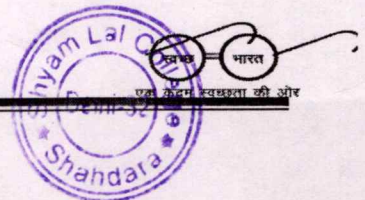
श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

The syllabus develops research aptitude among students.		✓	
The syllabus can be completed within the prescribed time frame.	✓		

Principal,  
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Action Taken in response to Feedback collected from Teachers  
Department of Hindi  
Year:2016-17

SLC(University of Delhi)  
Shyam Lal College

Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2016-17

**Personal Information**  
Name of the Faculty : Dr. Prabhat Sharma  
Department : Hindi  
Gender : Male

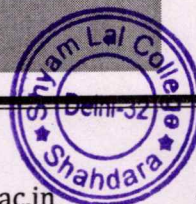
Choose appropriate option against each question  
1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
The syllabus fulfills the learning objectives.	✓		
The syllabus bridges the gap between industry and academia.			✓
The syllabus is locally rooted and globally relevant.	✓		
The syllabus contributes towards subject enrichment.	✓		
Teachers are involved in the designing of curriculum.	✓		
The syllabus is periodically revised.	✓		
The syllabus is skill-based and enhances employability of the students.	✓		
The syllabus has practical components.	✓		

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श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

The syllabus develops research aptitude among students.	<input checked="" type="checkbox"/>		
The syllabus can be completed within the prescribed time frame.	<input checked="" type="checkbox"/>		

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Shahdara, Delhi - 110032

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**Action Taken in response to Feedback collected from Teachers  
Department of English  
Year: 2016-17**

SLC(University of Delhi)  
Shyam Lal College

Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2016-17

**Personal Information**  
Name of the Faculty : Dr. Kusha Tiwari  
Department : English  
Gender : Female

Choose appropriate option against each question  
1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
The syllabus fulfills the learning objectives.	✓		
The syllabus bridges the gap between industry and academia.			✓
The syllabus is locally rooted and globally relevant.	✓		
The syllabus contributes towards subject enrichment.	✓		
Teachers are involved in the designing of curriculum.	✓		
The syllabus is periodically revised.	✓		
The syllabus is skill-based and enhances employability of the students.	✓		
The syllabus has practical components.	✓		

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The syllabus develops research aptitude among students.			✓
The syllabus can be completed within the prescribed time frame.	✓		

Principal,  
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(दिल्ली विश्वविद्यालय)

Department: Physics  
2016-17



SLC(University of Delhi)  
Shyam Lal College



Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2016-17

**Personal Information**

Name of the Faculty : Dr. Anita

Department : Physics

Gender : Female

Choose appropriate option against each question  
1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
The syllabus fulfills the learning objectives.	✓		
The syllabus bridges the gap between industry and academia.	✓		
The syllabus is locally rooted and globally relevant.	✓		
The syllabus contributes towards subject enrichment.	✓		
Teachers are involved in the designing of curriculum.			✓
The syllabus is periodically revised.	✓		
The syllabus is skill-based and enhances employability of the students.	✓		
The syllabus has practical components.	✓		

Principal,  
Shyam Lal College,  
(University of Delhi)  
Shahdara, Delhi-110 032

*AS*

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Shyam Lal College



श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

The syllabus develops research aptitude among students.	✓		
The syllabus balances the theory and practical components.	✓		
The syllabus can be completed within the prescribed time frame.	✓		

Principal,  
Shyam Lal College,  
(University of Delhi)  
Shahdara, Delhi-110 032

*AS*



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श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

Department: Chemistry  
2016-17



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Shyam Lal College



Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2016-17

**Personal Information**

Name of the Faculty : Dr. Reeta Sharma  
Department : Chemistry  
Gender : Female

Choose appropriate option against each question  
1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
The syllabus fulfills the learning objectives.		✓	
The syllabus bridges the gap between industry and academia.	✓		
The syllabus is locally rooted and globally relevant.	✓		
The syllabus contributes towards subject enrichment.	✓		
Teachers are involved in the designing of curriculum.	✓		
The syllabus is periodically revised.	✓		
The syllabus is skill-based and enhances employability of the students.		✓	
The syllabus has practical components.	✓		

Principal,  
Shyam Lal College,  
(University of Delhi)  
Shahdara, Delhi-110 031

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श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

The syllabus develops research aptitude among students.	✓		
The syllabus balances the theory and practical components.	✓		
The syllabus can be completed within the prescribed time frame.	✓		

Principal,  
Shyam Lal College,  
(University of Delhi)  
Shahdara, Delhi-110 039

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श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

Department: Mathematics & Computer Science  
2016-17



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Shyam Lal College



Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2016-17

**Personal Information**

Name of the Faculty : Mr. Balram Kindra  
Department : Mathematics  
Gender : Male

Choose appropriate option against each question  
1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
The syllabus fulfills the learning objectives.	✓		
The syllabus bridges the gap between industry and academia.	✓		
The syllabus is locally rooted and globally relevant.	✓		
The syllabus contributes towards subject enrichment.	✓		
Teachers are involved in the designing of curriculum.	✓		
The syllabus is periodically revised.	✓		
The syllabus is skill-based and enhances employability of the students.	✓		
The syllabus has practical components.	✓		

Principal,  
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(दिल्ली विश्वविद्यालय)

The syllabus develops research aptitude among students.	✓		
The syllabus balances the theory and practical components.	✓		
The syllabus can be completed within the prescribed time frame .	✓		

Principal,  
Shyam Lal College,  
(University of Delhi)  
Shahdara, Delhi-110 030

*(Handwritten signature)*

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श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

Department: Botany  
2016-17



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Shyam Lal College



Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2016-17

**Personal Information**

Name of the Faculty : Dr. Suanina Zutshi

Department : Botany

Gender : Female

Choose appropriate option against each question  
1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
The syllabus fulfills the learning objectives.	/		
The syllabus bridges the gap between industry and academia.	/		
The syllabus is locally rooted and globally relevant.		/	
The syllabus contributes towards subject enrichment.	/		
Teachers are involved in the designing of curriculum.		/	
The syllabus is periodically revised.		/	
The syllabus is skill-based and enhances employability of the students.		/	
The syllabus has practical components.	/		

Principal,  
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The syllabus develops research aptitude among students.	/		
The syllabus balances the theory and practical components.	/		
The syllabus can be completed within the prescribed time frame .	/		

Principal,  
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(University of Delhi)  
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श्याम लाल कॉलेज  
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Department: Physical Education  
2016-17



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Shyam Lal College



Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2016-17

**Personal Information**

Name of the Faculty : Mr. Virender Singh Jaggi

Department : Physical Education

Gender : Male

Choose appropriate option against each question  
1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
The syllabus fulfills the learning objectives.	/		
The syllabus bridges the gap between industry and academia.	/		
The syllabus is locally rooted and globally relevant.	/		
The syllabus contributes towards subject enrichment.	/		
Teachers are involved in the designing of curriculum.	/		
The syllabus is periodically revised.	/		
The syllabus is skill-based and enhances employability of the students.	/		
The syllabus has practical components.	/		

Principal,  
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(University of Delhi)  
Shahdara, Delhi-110 038

At

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The syllabus develops research aptitude among students.	/		
The syllabus balances the theory and practical components.	/		
The syllabus can be completed within the prescribed time frame .	/		

Principal,  
Shyam Lal College,  
(University of Delhi)  
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Department of History  
Faculty Feedback 2016-17



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Shyam Lal College



Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2016-17

**Personal Information**

Name of the Faculty : Mr. Pankaj Kr. Chaudhary

Department : History

Gender : Male

Choose appropriate option against each question  
1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
The syllabus fulfills the learning objectives.	✓		
The syllabus bridges the gap between industry and academia.	✓		
The syllabus is locally rooted and globally relevant.	✓		
The syllabus contributes towards subject enrichment.			✓
Teachers are involved in the designing of curriculum.	✓		
The syllabus is periodically revised.			✓
The syllabus is skill-based and enhances employability of the students.	✓		
The syllabus has practical components.	✓		





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(दिल्ली विश्वविद्यालय)

The syllabus develops research aptitude among students.	<input checked="" type="checkbox"/>		
The syllabus can be completed within the prescribed time frame.	<input checked="" type="checkbox"/>		

Principal,  
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(University of Delhi)  
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Department of Pol. Science  
Faculty Feedback 2016-17



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Shyam Lal College



Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2016-17

Personal Information

Name of the Faculty : Dr. Neena Shireesh  
Department : Pol. Science  
Gender : Female

Choose appropriate option against each question  
1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
The syllabus fulfills the learning objectives.			✓
The syllabus bridges the gap between industry and academia.	✓		
The syllabus is locally rooted and globally relevant.		✓	
The syllabus contributes towards subject enrichment.	✓		
Teachers are involved in the designing of curriculum.	✓		
The syllabus is periodically revised.	✓		
The syllabus is skill-based and enhances employability of the students.			✓
The syllabus has practical components.	✓		

Principal,  
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(University of Delhi)  
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श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

The syllabus develops research aptitude among students.			✓
The syllabus can be completed within the prescribed time frame.	✓		

Principal,  
Shyam Lal College,  
(University of Delhi)

Shahdara, Delhi-110 032

HC

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**Action Taken in response to Feedback collected for Syllabus/Curriculum  
Department of Commerce  
2016-17**

This section presents the action taken to resolve the issues identified from Syllabus/Curriculum feedback questionnaire.

**Issues/Problem Areas reported**

1. GE syllabus/curriculum opens multiple options for higher education in respective fields.
2. Teachers help the students achieve learning outcomes of the syllabus/curriculum.
3. College providing value Add-on course relevant syllabus/curriculum
4. The prescribed syllabus/curriculum provides adequate hands on experience.

**Issues resolved/Action Taken**

1. **GE syllabus/curriculum opens multiple options for higher education:** With right counselling and mentoring, the students are guided to select the most suitable GE subject that will help them in choosing the best course for their higher education. Since, commerce is a standard skill based course, the students do not opt for humanities and science for higher education.
2. **Learning Outcomes of syllabus/curriculum:** Students are made aware about the learning outcomes on orientation day and during regular class/tutorial interactions. Teaching plans are uploaded on college website to apprise students about subject specific learning outcomes. Thereafter, students are engaged in course outcomes based projects and assignments. Also, learning based continuous evaluation in undertaken to assess the real attainment of outcomes.
3. **Add-on course relevant syllabus/curriculum:** In addition to existing add-on courses on “research analytics”, “yoga” and “spoken English”, the College has proposed to start new add-on courses, including one in Stock trading offered by BSE.
4. **Hands on Training for Academic Enhancement (Software, simulation etc.):** For Academic Enhancement regular hands on practices sessions are offered on Software like TALLY, E-filing, MS office, HTML.

Principal,  
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(दिल्ली विश्वविद्यालय)

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Action Taken in response to Feedback collected for Syllabus/Curriculum

Economics 2016-17

This section presents the action taken to resolve the issues identified from Syllabus/Curriculum feedback questionnaire.

**Issues/Problem Areas reported**

1. Teachers help the students achieve learning outcomes of the syllabus/curriculum.
2. Teachers encourage for summer training/field work related to your syllabus/curriculum.
3. College providing value Add-on course relevant syllabus/curriculum
4. The prescribed syllabus/curriculum provides adequate hands on experience.

**Issues resolved/Action Taken**

1. **Learning Outcomes of syllabus/curriculum:** Teachers help students achieve learning outcomes of the syllabus/curriculum by informing them about the same on orientation day and during regular class interactions. Teachers plan course outcomes based projects and assignments and engage students in them.
2. **Teachers encourage for summer training/field work:** To resolve this issue, Teachers engage students in innovative assignments/ projects. In addition to this students are provided with direct opportunities to be associated with Projects, sponsored by University of Delhi.
3. **Add-on course relevant syllabus/curriculum:** The College has introduced add-on course on research analytics which has been very beneficial to economics students. Apart from this, the Economics Department has conducted workshops on SPSS and Stata and workshop on R.
4. **Hands on Training for Academic Enhancement (Software, simulation etc.)** – The current syllabus has limited scope for hands-on experience. There is provision for one Project paper, but so far it is on paper. On one occasion, the college pursued its efforts to conduct that project paper, but was denied by the university.

Principal,  
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Shahdara, Delhi-110 032

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दिल्ली विश्वविद्यालय  
एक कदम सत्यता की ओर



## हिन्दी विभाग

### ACTION TAKEN REPORT (कार्यवाई रिपोर्ट)

साल:2016-17

यह अनुभाग पाठ्यक्रम/पाठ्यचर्या प्रतिक्रिया प्रश्नावली से पहचाने गए मुद्दों को हल करने के लिए की गई कार्रवाई को प्रस्तुत करता है

### समस्याएं/समस्या क्षेत्रों की रिपोर्ट

- 1) निर्धारित पाठ्यक्रम/पाठ्यचर्या विद्यार्थी को पेशेवर नियोजन करने के हिसाब से प्रासंगिक समुचित कौशल प्रदान करता है।
- 2) पाठ्यक्रम/पाठ्यचर्या का स्वरूप रोजगार की संभावना को बढ़ाता है।
- 3) जेनरिक या ऐच्छिक पाठ्यक्रम/ पाठ्यचर्या संबंधित क्षेत्रों में उच्च शिक्षा के अनेक विकल्पों के मार्ग खोलता है। क्या जीई (GE) पाठ्यक्रम/पाठ्यचर्या संबंधित क्षेत्र में उच्च शिक्षा के लिए कई विकल्प खोलते हैं।
- 4) क्या पाठ्यक्रम/पाठ्यचर्या के शिक्षण संबंधी परिणाम (आउटकम) को हासिल करने में शिक्षक विद्यार्थियों की मदद करते हैं?
- 5) क्या शिक्षक पाठ्यक्रम/पाठ्यचर्या में अनुभव से सीखने (experiential learning) को प्रोत्साहित करते हैं?
- 6) क्या आपके शिक्षक आपके पाठ्यक्रम/पाठ्यचर्या से संबंधित ग्रीष्मकालीन प्रशिक्षण/क्षेत्रीय कार्य के लिए प्रोत्साहित करते हैं?
- 7) क्या आपका महाविद्यालय आपके पाठ्यक्रम/पाठ्यचर्या के लिए प्रासंगिक मूल्य-संवर्धक पाठ्यक्रम (value Add-on course) की व्यवस्था कर रहा है?
- 8) निर्धारित पाठ्यक्रम/पाठ्यचर्या समुचित प्रायोगिक अनुभव प्रदान करता है?

### मुद्दों का समाधान/ की गई कार्रवाई

1. हिंदी साहित्य मूल रूप से एक सिद्धांत आधारित पाठ्यक्रम है, इसके बावजूद विषय आधारित कौशल संवर्धक ऐच्छिक पाठ्यक्रमों, मसलन विज्ञापन और हिंदी, कंप्यूटर और हिंदी भाषा, सोशल मीडिया, अनुवाद कौशल, कार्यालयी हिंदी, सोशल मीडिया, कंप्यूटर और हिंदी जैसे विषय छात्रों में पर्याप्त कौशल का विकास करते हैं। इसके आधार वे आगे विज्ञापन जगत, कम्प्यूटर और भाषा सम्बन्धी क्षेत्र, सोशल मीडिया, अनुवाद, पत्रकारिता जैसे क्षेत्रों में आगे बढ़ सकते हैं। इसके अलावा हिंदी भाषा स्वतः एक कौशल है, जिसका विकास इस पाठ्यक्रम के दौरान होता है। अच्छी हिंदी प्रकाशन, पत्रकारिता, कंटेंट राइटिंग, विज्ञापन लेखन, टीवी-फिल्म लेखन जनसंपर्क, अनुवादक, पटकथा लेखक, सोशल मीडिया मैनेजमेंट, शिक्षक, अभिनेता, समाचारवाचन आदि क्षेत्रों में करियर के लिए प्राथमिक शर्त है।

2. हिंदी ऑनर्स मूल रूप से एक सिद्धांत आधारित पाठ्यक्रम है, मगर इसमें विषय आधारित कौशल संवर्धक ऐच्छिक पाठ्यक्रम, मसलन विज्ञापन और हिंदी, कंप्यूटर और हिंदी भाषा, सोशल मीडिया, अनुवाद कौशल, कार्यालयी हिंदी, पटकथा तथा संवाद लेखन, हिन्दी सिनेमा और उसका अध्ययन, विज्ञापन और हिन्दी, सोशल मीडिया, आदि रोजगारपरक पेपर भी शामिल हैं। ये पेपर छात्रों में पर्याप्त कौशल का विकास करते हैं। इसके आधार वे आगे विज्ञापन जगत, कम्प्यूटर और भाषा सम्बन्धी क्षेत्र, सोशल मीडिया, अनुवाद, पत्रकारिता, विज्ञापन, जनसंपर्क, प्रकाशन जैसे क्षेत्रों में आगे बढ़ सकते हैं। पाठ्यक्रम उच्च शिक्षा में जाने का मार्ग भी प्रशस्त करता है।

3. हिंदी ऑनर्स के तहत जेनरिक पाठ्यक्रम के अंतर्गत हिंदी सिनेमा और उसका अध्ययन, पटकथा तथा संवाद लेखन, हिंदी में व्यावहारिक अनुवाद और हिंदी का वैश्विक परिदृश्य पेपर प्रदान किये जा रहे हैं। सिनेमा का पेपर इतर अनुशासन के छात्रों के लिए विजुअल आर्ट्स, फिल्म अध्ययन के क्षेत्र में उच्च शिक्षा के लिए प्रेरित करता है। इसी तरह से अनुवाद :

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व्यवहार और सिद्धांत अनुवाद के क्षेत्र में आगे के अध्ययन का मार्ग तैयार करता है। इसके अलावा प्रथम चार सेमेस्टर में हिंदी जेनरिक का अध्ययन हिन्दी विषय से उच्च शिक्षा पूरी करने का विकल्प तैयार करता है।

4. छात्रों को शिक्षण लक्ष्यों से परिचित कराने के लिए शिक्षण योजनाएं (टीचिंग प्लान) वेबसाइट पर अपलोड की जाती हैं। छात्रों को अभिविन्यास और ट्यूटोरियल के दौरान सीखने के परिणामों के बारे में अधिक जागरूक किया जाता है और सीखने के आधार पर उनका निरंतर मूल्यांकन किया जाता है।

5. यह एक सिद्धांत आधारित पाठ्यक्रम है और इसमें पाठ्यक्रम के एक भाग के रूप में कोई व्यावहारिक विषय नहीं है, लेकिन शिक्षक अभी भी छात्रों को वास्तविक जीवन की स्थितियों में AECC पढ़ाते समय संलग्न करने का प्रयास करते हैं और वीडियो शेरिंग, प्रस्तुतियों और छात्र विकास कार्यक्रमों के माध्यम से कौशल आधारित पेपरों को पढ़ाया जाता है।

6. चूंकि यह एक सिद्धांत आधारित पाठ्यक्रम है, ग्रीष्मकालीन प्रशिक्षण/क्षेत्रीय कार्य की गुंजाइश सीमित है। छात्रों को पुस्तकालयों का दौरा करने के लिए प्रोत्साहित किया जाता है और वीडियो/दृश्यों/ ध्वनियों आदि के माध्यम से पाठ्यक्रम से संबंधित विषयों के बारे में परिचित कराया जाता है।

7. कॉलेज का उद्देश्य आने वाले वर्षों में विभिन्न भाषाओं में एड-ऑन पाठ्यक्रम शुरू करना है। पिछले वर्षों में कॉलेज ने कई एड-ऑन पाठ्यक्रम शुरू किये हैं। हिंदी विभाग के अंतर्गत भी पत्रकारिता तथा अनुवाद जैसे एड-ऑन कोर्स शुरू करने की कोशिश की जा रही है।

8. हिंदी साहित्य मूल रूप से एक सिद्धांत आधारित पाठ्यक्रम है, इसके बावजूद विषय आधारित कौशल संवर्धक तथा ऐच्छिक पाठ्यक्रमों मसलन विज्ञापन और हिंदी, कंप्यूटर और हिंदी भाषा, सोशल मीडिया, अनुवाद कौशल, कार्यालयी हिंदी, सोशल मीडिया, कंप्यूटर और हिंदी जैसे पाठ्यक्रमों में छात्रों को पर्याप्त व्यावहारिक अनुभव प्रदान करने की गुंजाइश है। इसके अलावा कोश विज्ञान : शब्दकोश और विश्वकोश, रंगमंच जैसे विषय आधारित ऐच्छिक पाठ्यक्रमों में भी छात्रों को व्यावहारिक अनुभव प्रदान करने की संभावना है। नाटक एवं रंगमंच सरीखे विषयों के लिए हम विद्यार्थियों को नाट्य मंचन देखने और दिल्ली के प्रेक्षागृहों में मंचित हो रहे नाटकों को देखने के लिए प्रेरित करते हैं और फिर उस अनुभव पर कक्षा में विस्तृत चर्चा करते हैं।

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**Action Taken Report**  
**DEPARTMENT OF ENGLISH**  
**Year: 2016-17**

This section presents the action taken to resolve the issues identified from Syllabus/Curriculum feedback questionnaire.

**Issues/Problem Areas reported**

1. Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?
2. Do the teachers encourage experiential learning in the syllabus/curriculum?
3. Do your teachers encourage for summer training/field work related to your syllabus/curriculum?
4. Is your college providing value Add-on course relevant to your syllabus/curriculum?
5. The prescribed syllabus/curriculum provides adequate hands on experience.

**Issues resolved/Action Taken**

1. **Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?**  
Teaching plans are uploaded on the website, students are made more aware about learning outcomes during orientation and tutorials, Learning based continuous evaluation is undertaken.
2. **Do the teachers encourage experiential learning in the syllabus/curriculum?**- It is a theory based syllabus and doesn't have any practical as a part of the curriculum but the teachers still try to engage students in real life situations while teaching AECC and Skill based papers through video sharing, presentations and Student Development Programs.
3. **Do your teachers encourage for summer training/field work related to your syllabus/curriculum?**-Since this is a theory based course, the scope for summer training/field work is limited. The students are encouraged to visit Libraries and are even familiarized about the past eras and times through videos/visuals, etc.
4. **Is your college providing value Add-on course relevant to your syllabus/curriculum?** - The College aims to introduce Add-on courses in different languages in coming years.
5. **The prescribed syllabus/curriculum provides adequate hands on experience.** - Since this is a theory based course, the scope for providing adequate hands-on experience is somewhat limited. We encourage students to visit Libraries and provide them access to material that can apprise them about past eras and literature.

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Course: Pol. Science (Hons)

Syllabus/ Curriculum Feedback 2016-17

Action Taken in response to Feedback Collected for Syllabus / Curriculum

**Issues/Problem Areas reported**

1. Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?
2. Is your college providing value Add-on course relevant to your syllabus/curriculum?
3. The prescribed syllabus/curriculum provides adequate hands on experience.

**Issues resolved/Action Taken**

1. **Learning Outcomes of syllabus/curriculum:** The students are encouraged to read the main text to understand the basic concepts of Political Science. The students are required to attend lecture and make presentation and submit assignments and projects etc. The papers taught for the BA (Hons) students are theoretical in nature. It consists mostly of lectures, assignments, presentations, and some field study/trip etc. The Teacher of the Department also take extra class/remedial classes to complete the syllabus and achieve learning outcomes.
2. **Add-on course:** The College is providing value added courses to overall skill building of students to make them future ready which the students are taking advantage of. The value added courses offered by the college is of direct relevance for the students even though they do not directly cater to the syllabus offered by the department.
3. **Hands on experience:** The syllabus is more theoretical so, hands on experience is limited.

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Course: History (Hons)

Syllabus/ Curriculum Feedback 2016-17

Action Taken in response to Feedback Collected for Syllabus / Curriculum

Issues/Problem Areas reported

1. Teachers help the students achieve learning outcomes of the syllabus/curriculum.
2. Teachers encourage experiential learning in the syllabus/curriculum.
3. College providing value Add-on course relevant to your syllabus/curriculum.
4. The prescribed syllabus/curriculum provides adequate hands on experience.

Issues resolved/Action Taken

1. **Learning Outcomes of syllabus/curriculum:** Students are made aware about the learning outcomes through projects, class discussions, brainstorming sessions. The Teachers also take extra class/remedial classes to complete the syllabus and achieve learning outcomes.
2. **Experiential learning in the syllabus/curriculum:** To enhance the learning skills among the students teachers assign some projects, take students for field study and organize academic activities such as seminars, debates, essay writing and quizzes.

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Course: B.Sc. Physical Science (Chemistry)  
2016-17

Action Taken Report

Chemistry (Phy. Science)  
2016-17

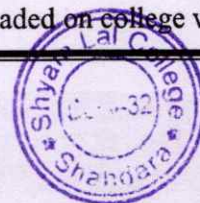
This section presents the action taken to resolve the issues identified from Syllabus/Curriculum feedback questionnaire.

**Issues/Problem Areas reported**

1. The prescribed Syllabus/curriculum fulfills the learning objectives.
2. The prescribed Syllabus/curriculum is designed to bridge the gap between theory and practical's.
3. College providing value Add-on course relevant syllabus/curriculum.
4. The prescribed syllabus/curriculum design enhances employability.
5. Teachers help the students to achieve learning outcomes of the syllabus/ curriculum.
6. The teachers encourage for summer training/field work related to your syllabus/curriculum?

**Issues resolved/Action Taken**

1. **Learning objectives of syllabus/curriculum:** Our College focused on resolving the problem by appropriating the assessments process that was based on concepts and skills that would help students to achieve the learning objectives. To ensure effective achievement, students are made aware about the learning objectives through orientation, teaching plan which are uploaded regularly on the website, projects work, class discussion, tutorials and learning based continuous evaluation through which students get familiar with the syllabus.
2. **Gap between theory and Practical's:** To address this issue, teachers try to blend the traditional way of teaching with real-life situations through video sharing, presentation etc.
3. **Add-on course relevant syllabus/curriculum:** The College aims to introduce Add-on-courses in different languages in the coming years so that students can choose subjects of their area of interest.
4. **Syllabus/curriculum design enhances employability:** Problem was identified in Physical sciences (Chemistry), but with the right counselling and mentoring, the students were guided to pursue out of the box thinking by conducting various awareness programs, workshops and career-related seminars for Science students. Apart from that Add on courses are going to introduce in the coming academic year.
5. **Learning outcomes of the syllabus/ curriculum:** Students are made aware about the learning outcome on orientation day and during regular classes. Teaching plans are uploaded on college website





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to inform students about subject specific learning outcomes. Teachers also try to address this issue by encouraging students to develop critical and analytical skills through rigorous mentoring and tutoring.

6. **Encouragement of summer training/field work related to your syllabus/curriculum:** To address this issue students are made aware of the academic projects which are very important through classroom teaching, tutorials interaction. Students were also engaged in course outcome-based projects and assignments.

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Course: B.Sc. Physical Science (Computer)  
2016-17

Action Taken Report  
Computer (Phy. sciences)  
2016-17

This section presents the action taken to resolve the issues identified from Syllabus/Curriculum feedback questionnaire.

**Issues/Problem Areas reported**

1. The prescribed Syllabus/curriculum fulfills the learning objectives.
2. The prescribed Syllabus/curriculum is designed to bridge the gap between theory and practical's.
3. College providing value Add-on course relevant syllabus/curriculum
4. Teachers help the students to achieve learning outcomes of the syllabus/ curriculum
5. The teachers encourage for summer training/field work related to your syllabus/curriculum?

**Issues resolved/Action Taken**

1. **Learning objectives of syllabus/curriculum:** Our College focused on resolving the problem by appropriating the assessments process that was based on concepts and skills that would help students to achieve the learning objectives. To ensure effective achievement, students are made aware about the learning objectives through orientation, teaching plan which are uploaded regularly on the website, projects work, class discussion, tutorials and learning based continuous evaluation through which students get familiar with the syllabus.
2. **Gap between theory and practical's.** : To address this issue, teachers try to blend the traditional way of teaching with real-life situations through video sharing, presentation etc.
3. **Add-on course relevant syllabus/curriculum:** The College aims to introduce Add-on-courses in different languages in coming years so that students can choose subjects of their area of interest.
4. **Learning outcomes of the syllabus/ curriculum:** Students are made aware about the learning outcome on orientation day and during regular classes. Teaching plans are uploaded on college website to inform students about subject specific learning outcomes. Teachers also try to address this issue by encouraging students to develop critical and analytical skills through rigorous mentoring and tutoring.

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5. **Encouragement of summer training/field work related to your syllabus/curriculum:** To address this issue students are made aware of the academic projects which are very important through classroom teaching, tutorials interaction. Students were also engaged in course outcome-based projects and assignments.

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Course: B.Sc. Physical Science (Electronics)  
2016-17

Action Taken Report  
Electronics (Phy. Science)  
2016-17

This section presents the action taken to resolve the issues identified from Syllabus/Curriculum feedback questionnaire.

**Issues/Problem Areas reported**

1. The prescribed Syllabus/curriculum fulfills the learning objectives.
2. The prescribed Syllabus/curriculum is designed to bridge the gap between theory and practical's.
3. College providing value Add-on course relevant syllabus/curriculum
4. The prescribed syllabus/curriculum design enhances employability
5. Teachers help the students to achieve learning outcomes of the syllabus/ curriculum
6. The teachers encourage for summer training/field work related to your syllabus/curriculum?

**Issues resolved/Action Taken**

1. **Learning objectives of syllabus/curriculum:** Our College focused on resolving the problem by appropriating the assessments process that was based on concepts and skills that would help students to achieve the learning objectives. To ensure effective achievement, students are made aware about the learning objectives through orientation, teaching plan which are uploaded regularly on the website, projects work, class discussion, tutorials and learning based continuous evaluation through which students get familiar with the syllabus.
2. **Gap between theory and Practical's:** To address this issue, teachers try to blend the traditional way of teaching with real-life situations through video sharing, presentation etc.
3. **Add-on course relevant syllabus/curriculum:** The College aims to introduce Add-on-courses in different languages in the coming years so that students can choose subjects of their area of interest.
4. **Syllabus/curriculum design enhances employability:** Problem was identified in Physical sciences (Electronics), but with the right counselling and mentoring, the students were guided to pursue out of the box thinking by conducting various awareness programs, workshops and career-related seminars

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for Science students. Apart from that Add on courses are going to introduce in the coming academic year.

- 5. Learning outcomes of the syllabus/ curriculum:** Students are made aware about the learning outcome on orientation day and during regular classes. Teaching plans are uploaded on college website to inform students about subject specific learning outcomes. Teachers also try to address this issue by encouraging students to develop critical and analytical skills through rigorous mentoring and tutoring.
- 6. Encouragement of summer training/field work related to your syllabus/curriculum:** To address this issue students are made aware of the academic projects which are very important through classroom teaching, tutorials interaction. Students were also engaged in course outcome-based projects and assignments.

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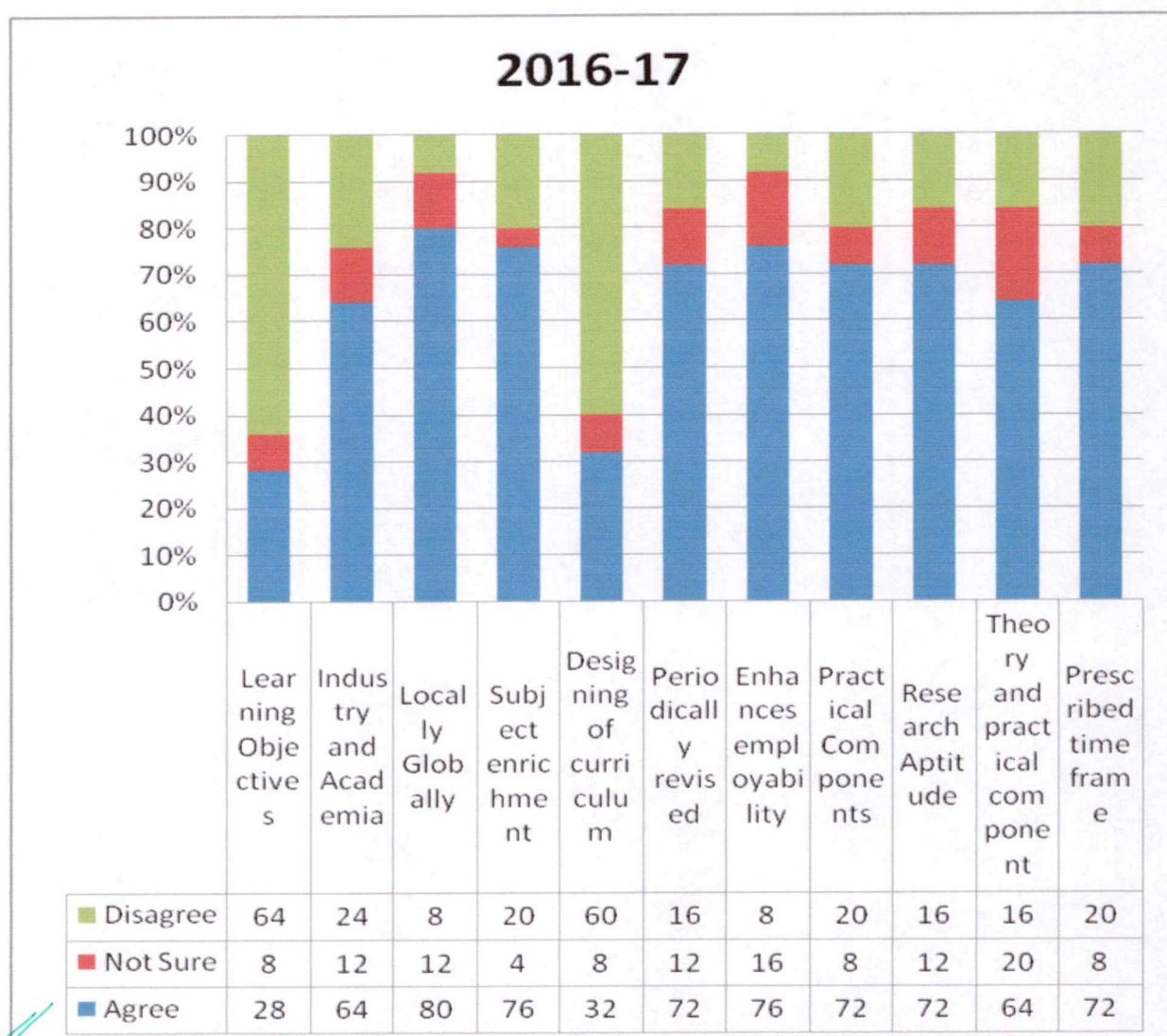




**Faculty Feedback 2016-17**  
**Department of Commerce**

**Analysis**

In order to gauge the perception of Faculty members for the academic session 2016-17, a questionnaire with eleven parameters regarding syllabus/ curriculum was circulated. The data set comprises of representative and convenience sampling. The 3-point likert scale measured the responses as Agree=1, Not Sure=2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.



Principal,  
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(University of Delhi)  
Shahdara, Delhi-110 032

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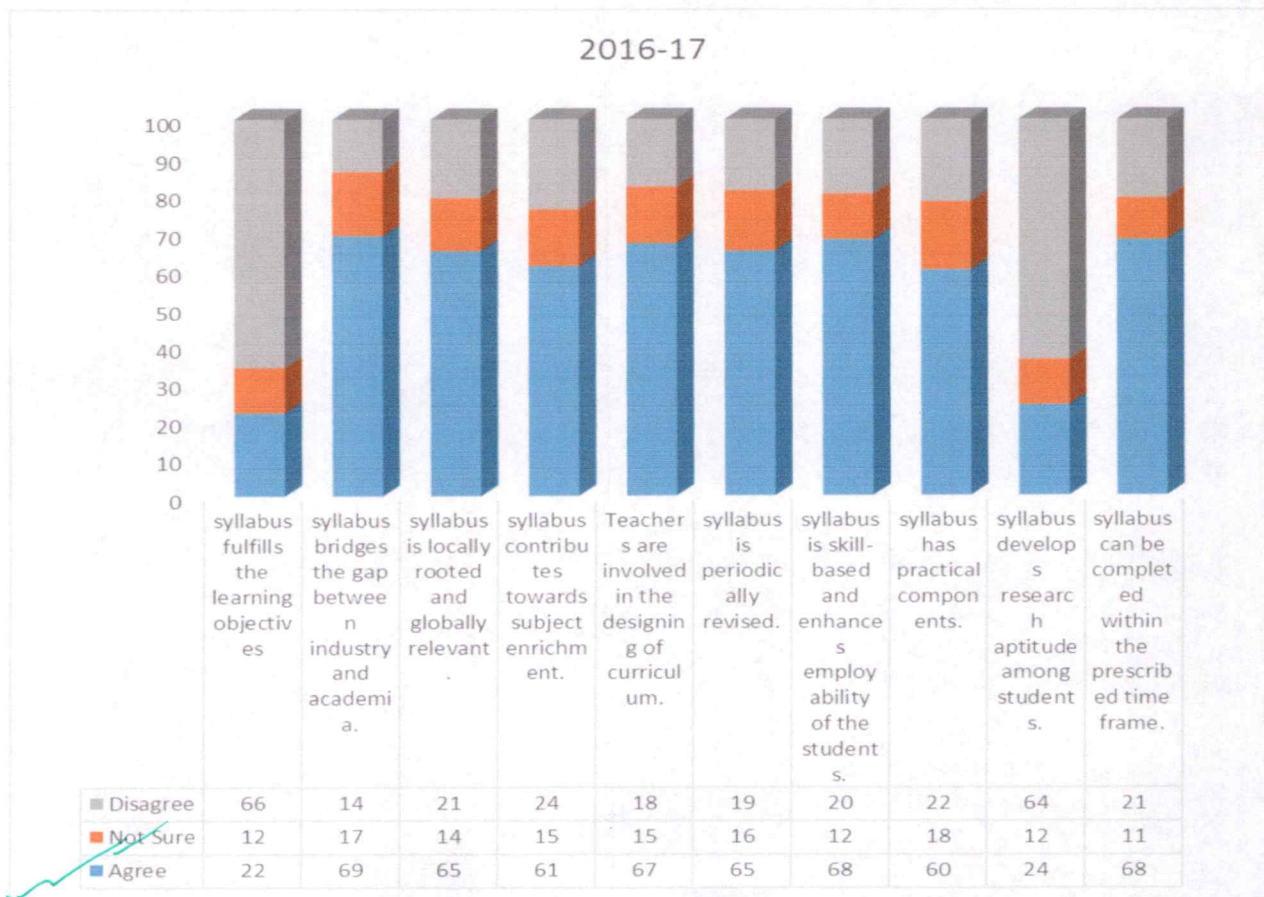




**Department of Economics  
Faculty Feedback 2016-17**

**Analysis:**

In order to gauge the perception of teachers for the academic session 2016-17, a questionnaire with ten parameters was circulated. The data set comprises of representative and convenience sampling. The 3-point Likert scale measured the responses as Agree=1, Not sure=2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.



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(University of Delhi)  
Shahdara, Delhi-110 030

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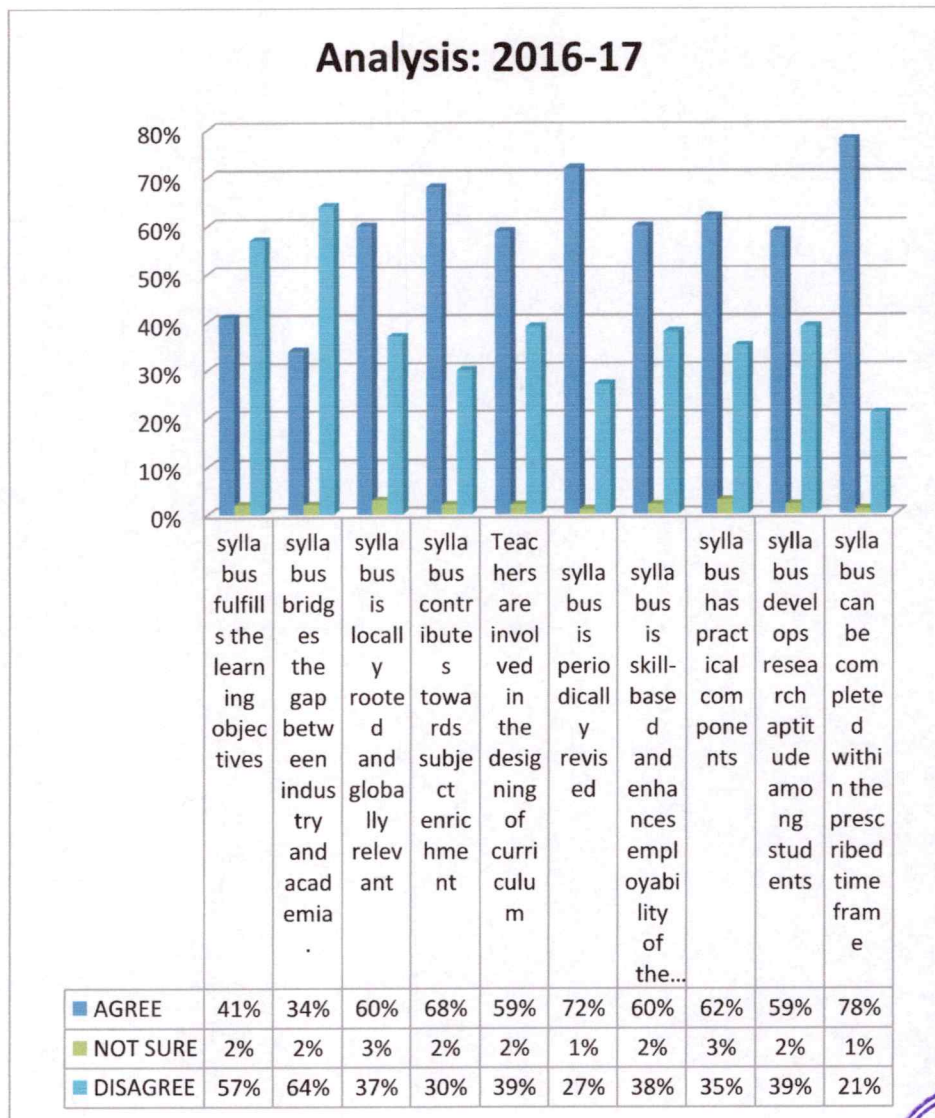




Department of Hindi  
Year: 2016-17

**Analysis:**

In order to gauge the perception of teachers for the academic session 2016-17, a questionnaire with ten parameters was circulated. The data set comprises of representative and convenience sampling. The 3-point Likert scale measured the responses as Agree=1, Not sure=2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.



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Principal,  
Shyam Lal College,  
(University of Delhi)  
Shahdara, Delhi-110 032

*Signature*

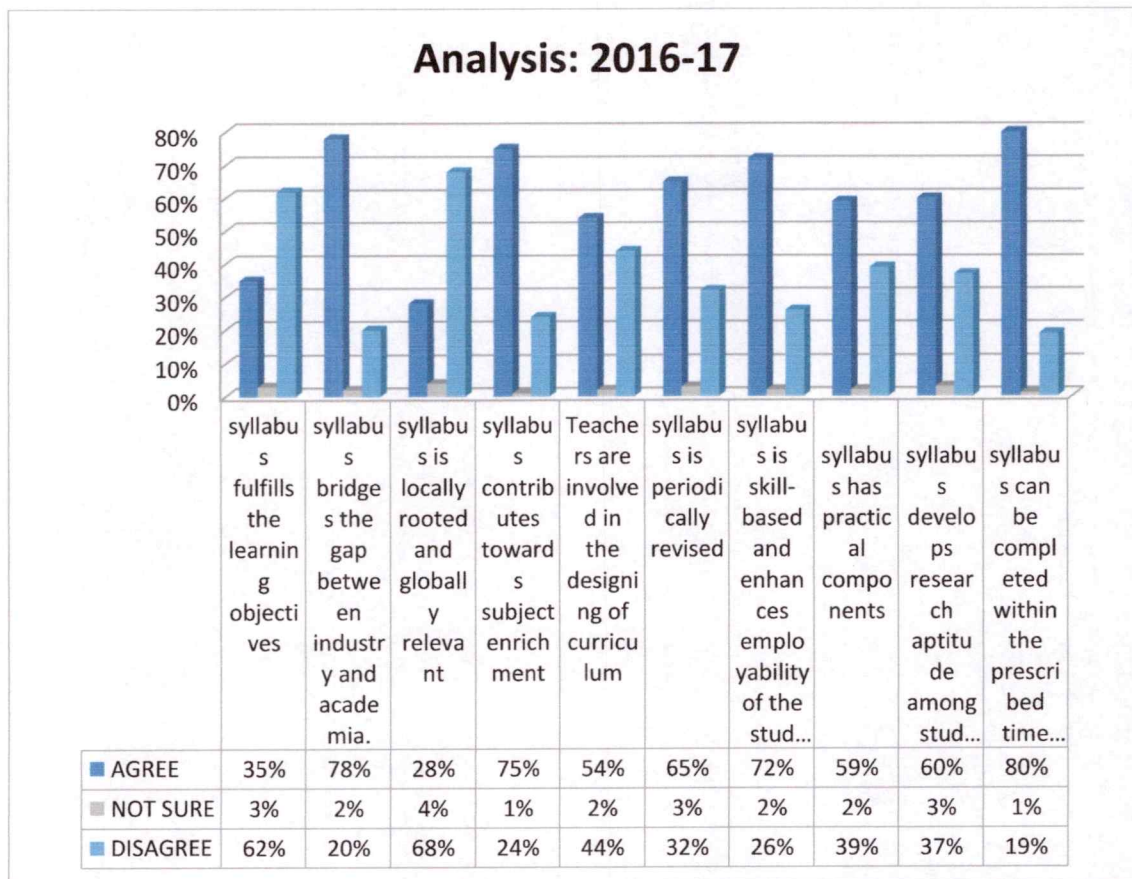




Department of English  
Year: 2016-17

**Analysis:**

In order to gauge the perception of teachers for the academic session 2016-17, a questionnaire with ten parameters was circulated. The data set comprises of representative and convenience sampling. The 3-point Likert scale measured the responses as Agree=1, Not sure=2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.



Principal,  
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(University of Delhi)  
Shahdara, Delhi-110 030



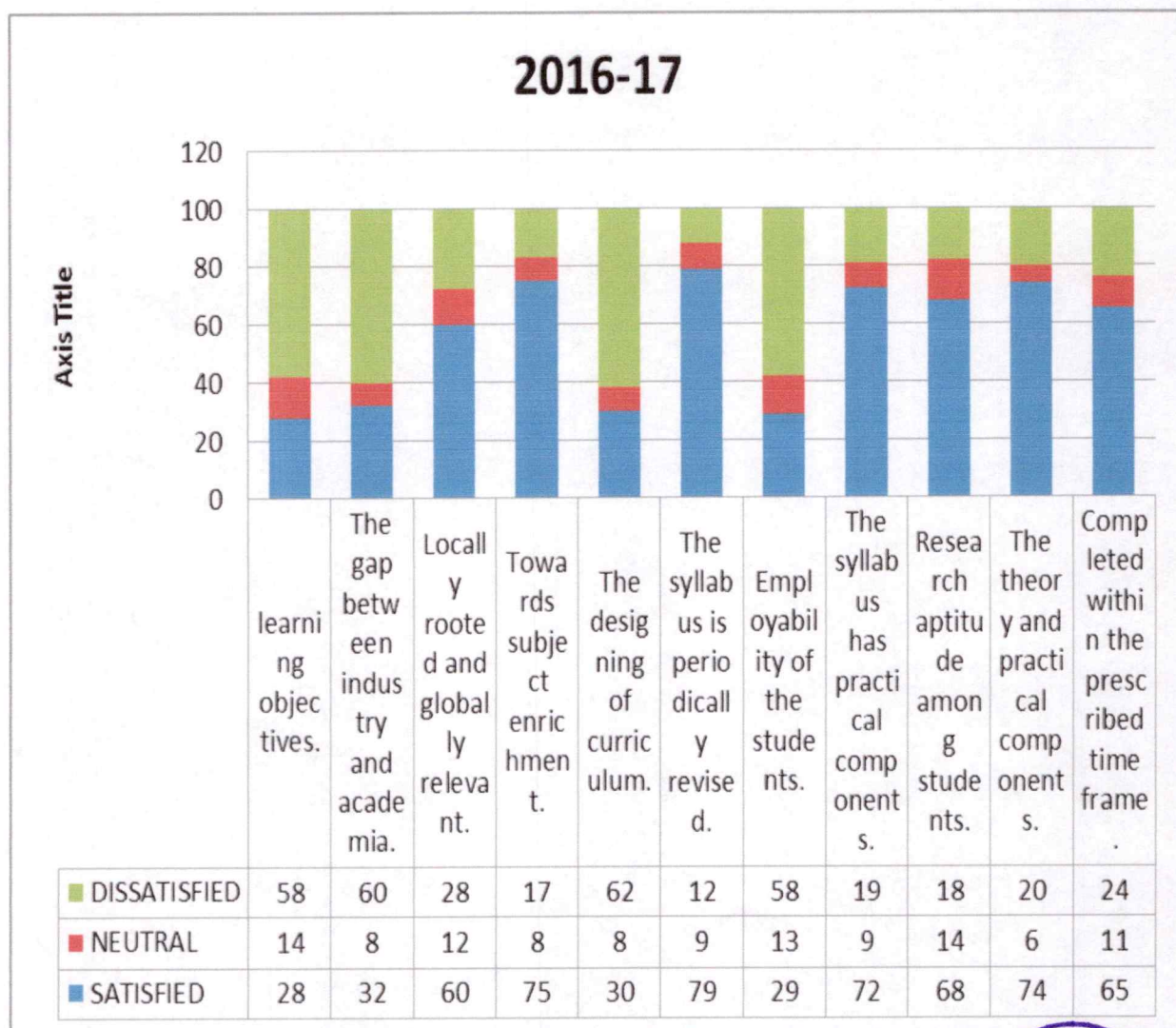




**Department: Physics**  
**2016-17**

In order to gauge the perception of faculty members for the academic session 2016-17, a questionnaire with eleven parameters regarding syllabus/ curriculum was circulated. The data set comprises representative and convenience sampling. The 3-point likert scale measured the responses as Agree=1, Not Sure=2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.

**Analysis**



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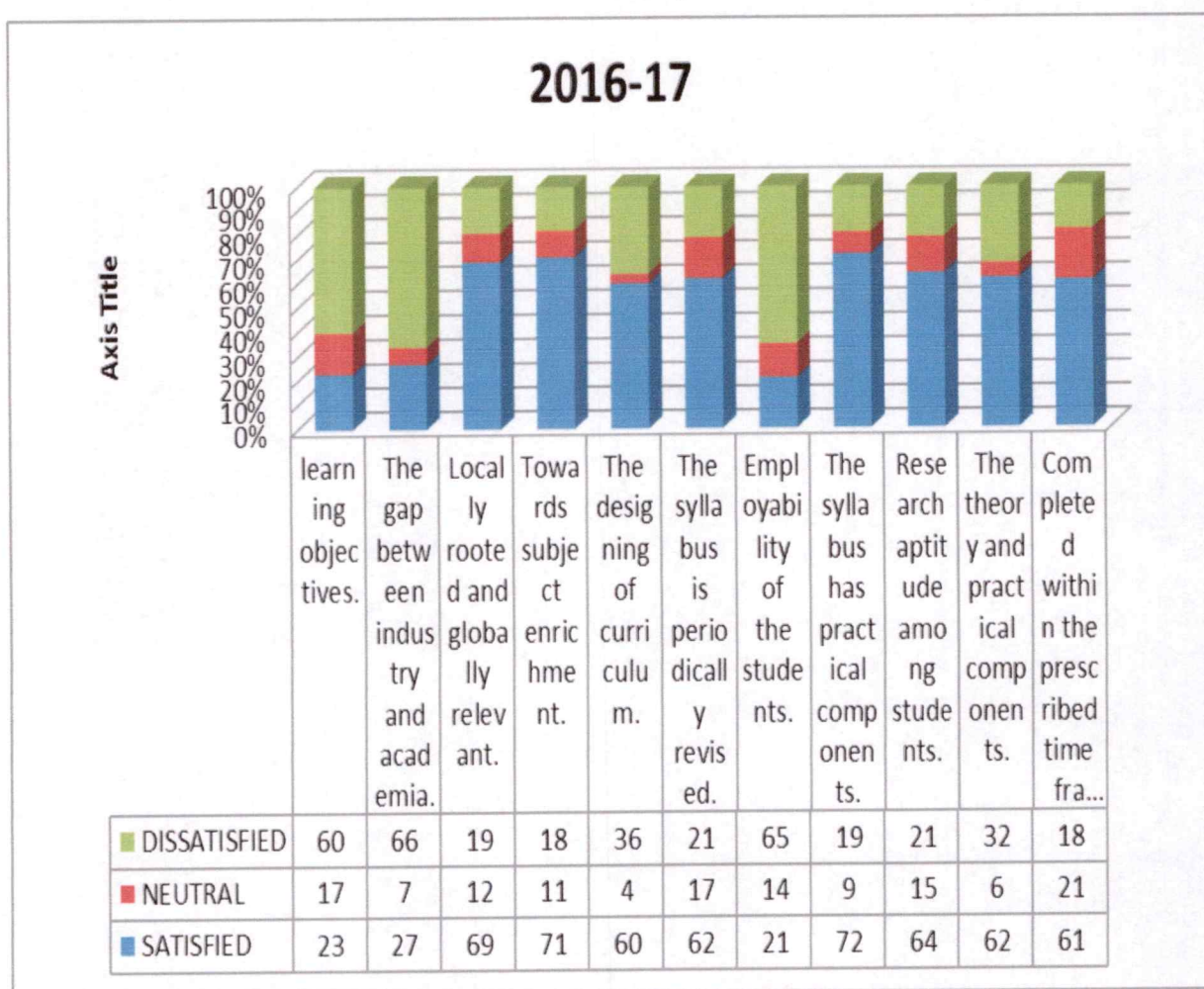




**Department: Chemistry**  
**2016-17**

In order to gauge the perception of faculty members for the academic session 2016-17, a questionnaire with eleven parameters regarding syllabus/ curriculum was circulated. The data set comprises representative and convenience sampling. The 3-point likert scale measured the responses as Agree=1, Not Sure=2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.

**Analysis**



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Principal,  
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(University of Delhi)  
Shahdara, Delhi-110 032

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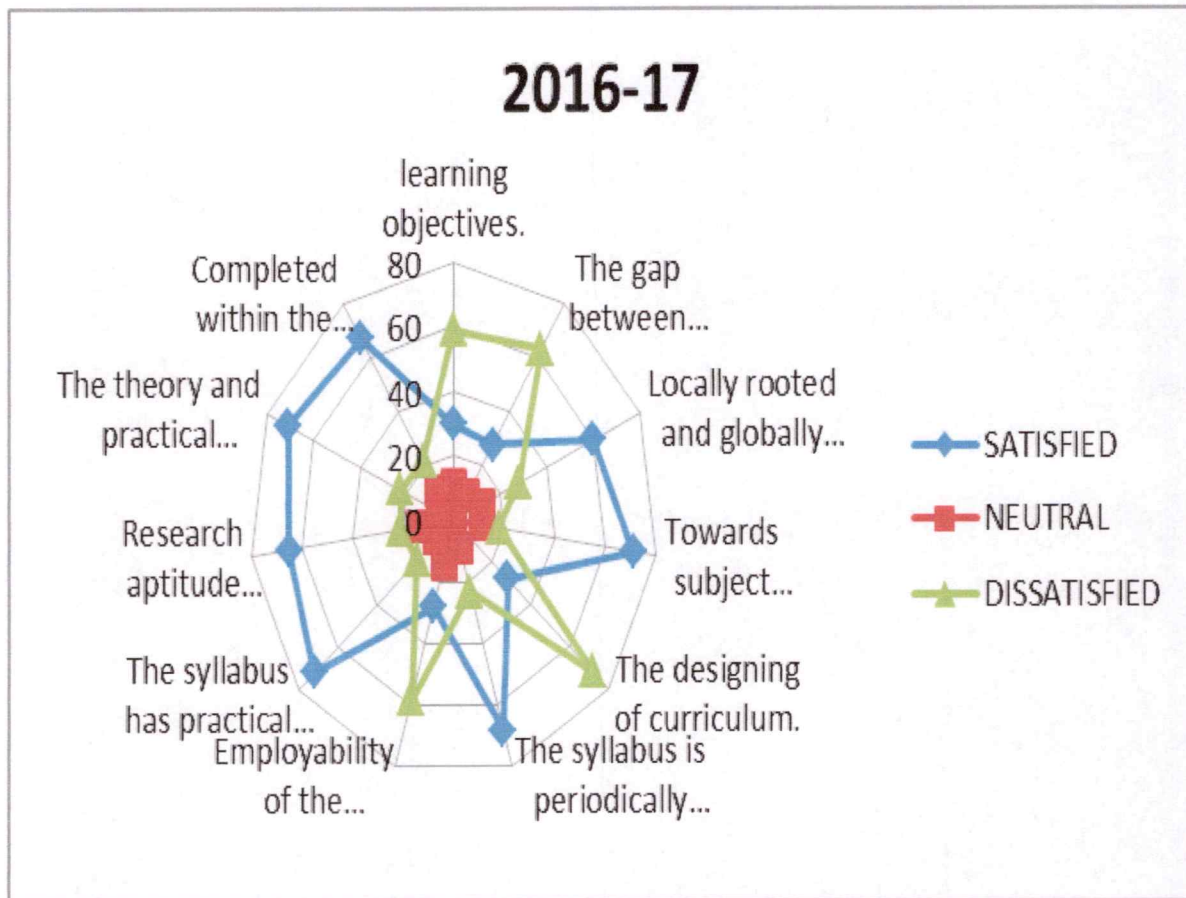




Department: Mathematics & Computer Science  
2016-17

In order to gauge the perception of faculty members for the academic session 2016-17, a questionnaire with eleven parameters regarding syllabus/ curriculum was circulated. The data set comprises representative and convenience sampling. The 3-point likert scale measured the responses as Agree=1, Not Sure=2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.

Analysis



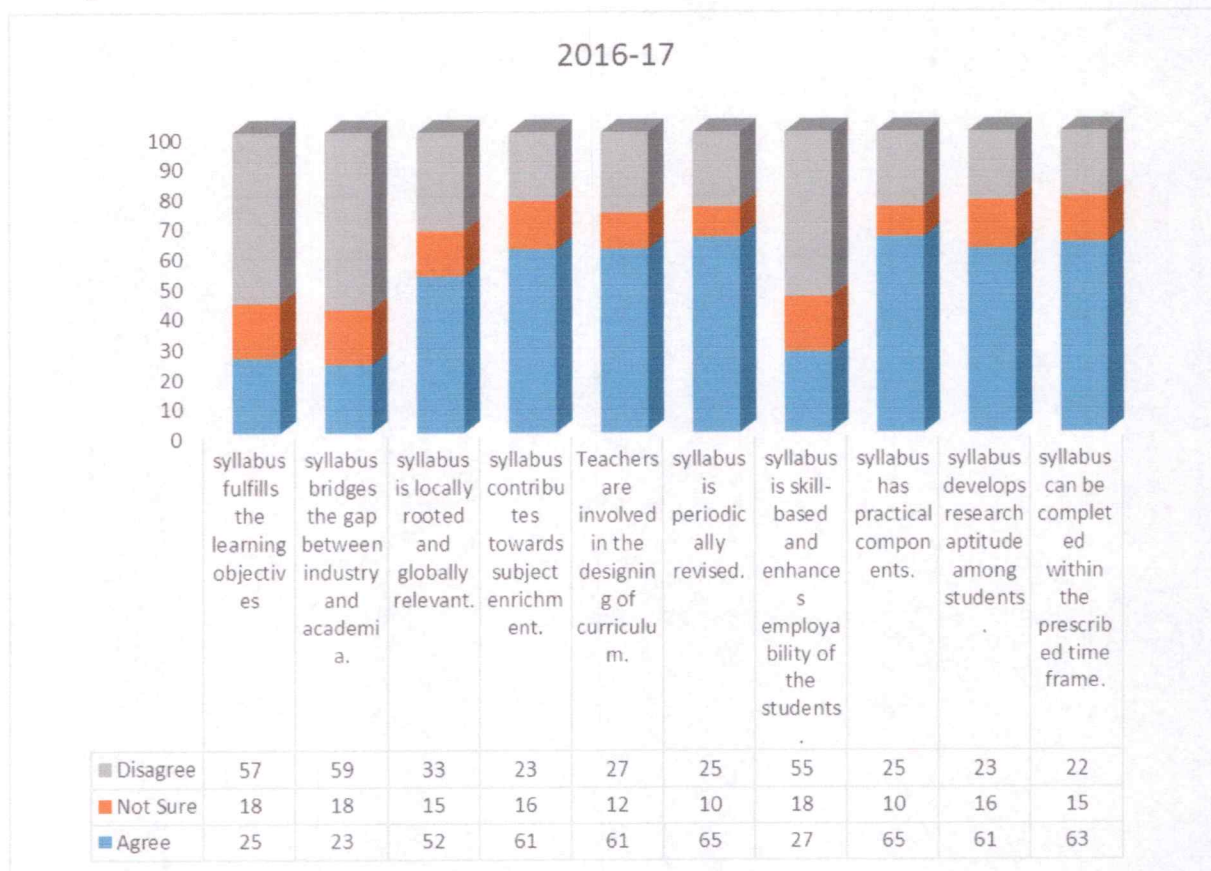




**Department of History  
Faculty Feedback 2016-17**

**Analysis:**

In order to gauge the perception of teachers for the academic session 2016-17, a questionnaire with ten parameters was circulated. The data set comprises of representative and convenience sampling. The 3-point Likert scale measured the responses as Agree=1, Not sure=2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.



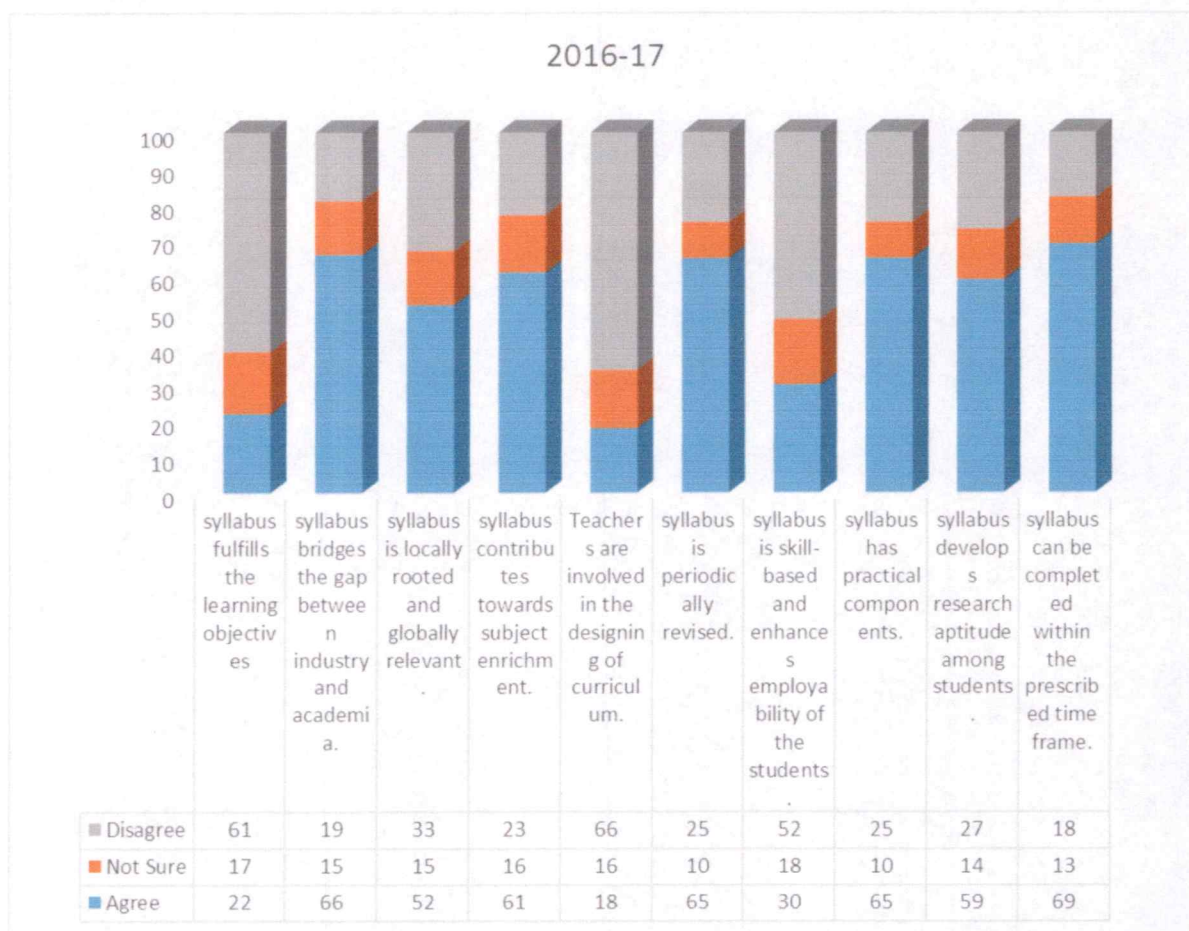




**Department of Pol. Science  
Faculty Feedback 2016-17**

**Analysis:**

In order to gauge the perception of teachers for the academic session 2016-17, a questionnaire with ten parameters was circulated. The data set comprises of representative and convenience sampling. The 3-point Likert scale measured the responses as Agree=1, Not sure=2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.



Principal,  
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*AS*

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**Action Taken Report Faculty Feedback 2016-17  
Department of Commerce**

**Action Taken in response to Feedback collected from Faculty of Department of Commerce For  
Academic session 2016-17.**

This section presents the action taken to resolve the issues identified from faculty feedback questionnaire.

**Issues/ Problem Areas reported**

1. The syllabus fulfills the learning objectives.
2. Teachers are involved in the designing of curriculum.

**Issues Resolved/Action Taken**

1. The concern regarding syllabus not sufficiently fulfilling the learning objectives was brought to the notice of parent department at University of Delhi.
2. All the teachers are not involved in curriculum designing. Permanent appointments have been stalled for a long time in D.U. Thus, there is faculty crunch in all colleges of University of Delhi.



Principal,  
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## ACTION TAKEN REPORT

Department of English  
Year: 2016-17

### Issues/ Problem Areas reported

1. The syllabus fulfills the learning objectives.
2. The syllabus is locally rooted and globally relevant.

### Issues Resolved/Action Taken

1. The concern regarding syllabus not sufficiently fulfilling the learning objectives was brought to the notice of Department of English, University of Delhi.
2. The syllabus is globally relevant as it exposes the students to the literature around the world but isn't locally rooted. Suggestions have been offered to the University and UGC.

Principal,  
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Department: Physics  
2016-17

Action Taken Report  
Physics  
2016-17

**Issues/Problem Areas reported**

1. The syllabus fulfills the learning objectives
2. The syllabus bridges the gap between industry and academia
3. Teachers are involved in the designing of curriculum
4. The syllabus is skill-based and enhances employability of the students:

**Issues resolved/Action Taken**

1. **Learning objectives of syllabus/curriculum:** Certain reforms were suggested by the College to the University based on informal feedback of students and teachers understanding of the curriculum. In order to achieve learning objectives, the course design should grant greater degree of flexibility to the colleges. Besides, the syllabus/curriculum revision will help in better fulfillment of learning objective.
2. **The syllabus bridges the gap between industry and academia:** The College has proposed to introduce centres which would bridge the gap between the industry and academia. Some of the proposed centres like Centre for Industrial Interaction, Innovation Council and Skill Development Cell along with other centres would cater to the professional needs/demands of the students. These centres would particularly focus on outreach as far as possible in order to fulfill the objective of syllabus.
3. **Teachers are involved in the designing of curriculum:** This issue is mainly because permanent appointments have been stalled for a long period of time in D.U. Thus, there is faculty crunch in all colleges of University of Delhi.
4. **The syllabus is skill-based and enhances employability of the students:** This concern was brought to notice to the Physics Department at University of Delhi. The shortcomings in the syllabus were proposed to be settled by the introducing add-on courses, Skill Development Cell and Placement Cell in order to enhance the employability of the students. Also, teachers were requested to guide the





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students to think out of the box by conducting various awareness programs, workshops and career-oriented seminars for science students.

*Principal,*  
Shyam Lal College,  
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*[Signature]*

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Department: Chemistry  
2016-17

Action Taken Report  
Chemistry  
2016-17

This section presents the action taken to resolve the issues identified from Syllabus/Curriculum feedback questionnaire.

**Issues/Problem Areas reported**

1. The syllabus fulfills the learning objectives
2. The syllabus bridges the gap between industry and academia
3. The syllabus is skill-based and enhances employability of the students:

**Issues resolved/Action Taken**

1. **Learning objectives of syllabus/Curriculum:** Certain reforms were suggested by the College to the University based on informal feedback of students and teachers understanding of the curriculum. In order to achieve learning objectives, the course design should grant greater degree of flexibility to the colleges. Besides, the syllabus/curriculum revision will help in better fulfillment of learning objective.
2. **The syllabus bridges the gap between industry and academia:** The College has proposed to introduce centres which would bridge the gap between the industry and academia. Some of the proposed centres like Centre for Industrial Interaction, Innovation Council and Skill Development Cell along with other centres would cater to the professional needs/demands of the students. These centres would particularly focus on outreach as far as possible in order to fulfill the objective of syllabus.
3. **The syllabus is skill-based and enhances employability of the students:** This concern was brought to notice to the Chemistry Department at University of Delhi. The shortcomings in the syllabus were proposed to be settled by the introducing add-on courses, Skill Development Cell and Placement Cell in order to enhance the employability of the students. Also, teachers were requested to guide the students to think out of the box by conducting various awareness programs, workshops and career-oriented seminars for science students.

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Department: Mathematics & Computer Science  
2016-17

Action Taken Report  
Mathematics and Computer Science  
2016-17

This section presents the action taken to resolve the issues identified from Syllabus/Curriculum feedback questionnaire.

**Issues/Problem Areas reported**

1. The syllabus fulfills the learning objectives
2. The syllabus bridges the gap between industry and academia
3. Teachers are involved in the designing of curriculum
4. The syllabus is skill-based and enhances employability of the students:

**Issues resolved/Action Taken**

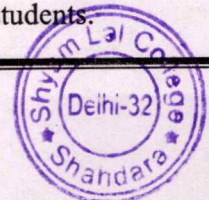
1. **Learning objectives of syllabus/curriculum:** The issue regarding the syllabus was not adequate that satisfied the learning objectives of the students and brought to the notice to concern department at University of Delhi.
2. **The syllabus bridges the gap between industry and academia:** Due to lack of industry orientated curriculum, bridging of gap was a problem. Even the system still follows examination based evaluation process. Due to the insufficient training, students' career goals and objectives did not get fulfilled. This can be effectively managed by making more industry oriented curriculum.
3. **Teachers are involved in the designing of curriculum:** This issue is mainly because permanent appointments have been stalled for a long period of time in Delhi University. Thus, there is faculty crunch in all colleges of Delhi University.
4. **The syllabus is skill-based and enhances employability of the students:** This issue was because of lacking of skill based syllabus that reduces the employability opportunities for the students. However, this concern was brought to notice to the parent department, University of Delhi. Also, teachers try to address this issue by promoting out of box thinking among students. At college level various awareness programs, workshops and career-related seminars were conducted for students.

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Department: Botany  
2016-17

Action Taken Report  
Botany  
2016-17

This section presents the action taken to resolve the issues identified from Syllabus/Curriculum feedback questionnaire.

**Issues/Problem Areas reported**

No issue received

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Department: Physical Education  
2016-17  
Action Taken Report  
Physical Education  
2016-17

This section presents the action taken to resolve the issues identified from Syllabus/Curriculum feedback questionnaire.

**Issues/Problem Areas reported**

No issue received

  
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Department of History  
Faculty Feedback 2016-17

**Action Taken in response to Feedback collected from Faculty of Department of History For Academic session 2016-17.**

This section presents the action taken to resolve the issues identified from Syllabus/Curriculum faculty feedback questionnaire.

**Issues/ Problem Areas reported**

1. The syllabus fulfills the learning objectives.
2. The syllabus bridges the gap between industry and academia.
3. The syllabus is skill-based and enhances employability of the student.

**Issues Resolved/Action Taken**

1. The concern regarding syllabus not sufficiently fulfilling the learning objectives was brought to the notice of parent department at University. Consequently, the course syllabus was modified to fulfill the learning objectives more effectively.
2. The syllabus needs to be made a little more industry specific and the suggestions have been offered for the same.
3. Teachers are motivating students to participate in seminars, workshops and student's development programme through which they got information about current employment opportunities.

Principal,  
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(University of Delhi)  
Shahdara, Delhi-110 038

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Department of Pol. Science  
Faculty Feedback 2016-17

**Action Taken in response to Feedback collected from Faculty of Department of Pol. Science For Academic session 2016-17.**

This section presents the action taken to resolve the issues identified from Syllabus/Curriculum faculty feedback questionnaire.

**Issues/ Problem Areas reported**

**2016-17**

1. The syllabus fulfills the learning objectives
2. The syllabus is skill-based and enhances employability of the student.
3. Teachers are involved in the designing of curriculum

**Issues Resolved/Action Taken**

1. The concern regarding syllabus not sufficiently fulfilling the learning objectives was brought to the notice of parent department at University of Delhi.
2. The syllabus of this course has very well designed that enhance employability and teachers are motivating students to participate in seminars, workshops and student's development programme through which they got information about current employment opportunities.
3. This issue is mainly because many of the teachers of English Department are not involved in curriculum designing. The permanent appointments have been stalled in University of Delhi for a long time. Thus, there is faculty crunch in all the colleges of Delhi University.

Principal,  
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Employers' Feedback 2016-17



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Employer Feedback

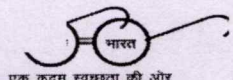
Academic Year: 2016-17

Personal Information

Name of the Employer: Deepak Nadav, ITwings Infosystem Pvt.  
Address of the company: Tower A, Pioneer Urban Square, A-309 Golf Course  
Ext Rd, Sector 62, Gurgaon - 12203  
Email: deepkyca@gmail.com  
Mobile No.: 9999 651332

Choose appropriate option against each question  
1= Agree, 2=Neutral, 3=Need More Improvement

Question	1	2	3
1. The curriculum followed by the institution is relevant and at par with the expectation of the recruiter.	✓		
2. The revisions in the curriculum are according to the needs of the industry.	✓		
3. The curriculum develops logical ability in the students.	✓		
4. The specialized subjects of the curriculum develop aptitude skills in the students.	✓		
5. The course curriculum develops soft skills among the students.	✓		
6. The graduate students of the college are trained with the up to date domain knowledge.	✓		
7. The curriculum and co-curricular participation equip the	✓		



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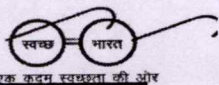
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graduates of the college with interpersonal skills required for the industry.			
8. The curriculum of the institution inculcates ethics and moral values in the outgoing students.	✓		
9. The employee has made an impact in the organization/industry he/she is working in.	✓		

Principal,  
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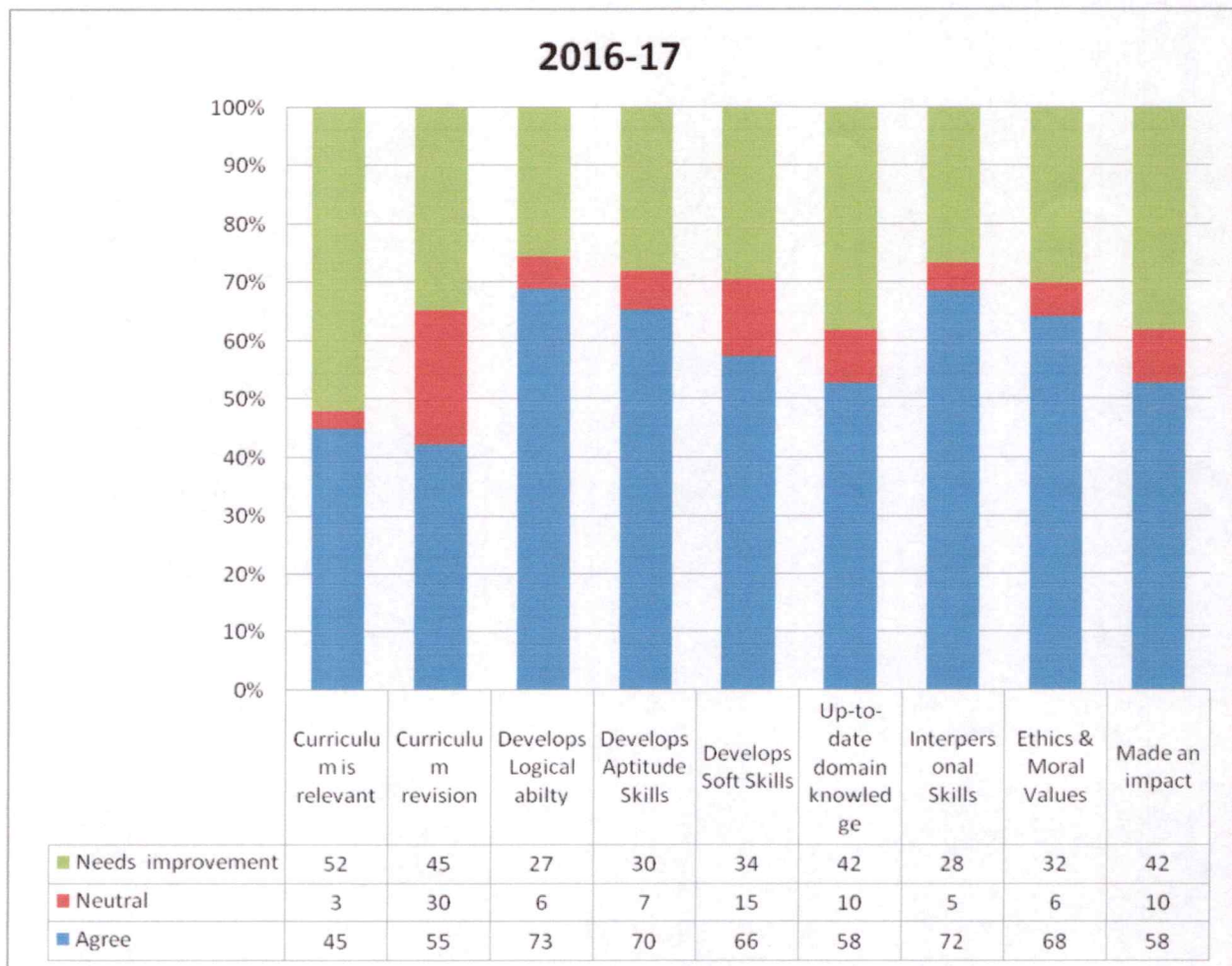
एक कदम स्वच्छता की ओर



**Employers' Feedback  
2016-17**

**Analysis Report**

In order to gauge the perception of employers regarding their employee (who are past students of the College), a questionnaire with nine parameters was circulated. Total no. of forms analyzed are 13. The data set comprises of representative and convenience sampling. The 3-point likert scale measured the responses as Agree=1, Neutral=2, or Need more improvement=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.



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**Action Taken Report  
Employers Feedback during 2016-17**

This section presents the action taken to resolve the issues identified from Employer feedback questionnaire.

**Issues/Problem Areas reported**

1. The curriculum followed by the institution is relevant and at par with the expectation of the recruiter.
2. The revisions in the curriculum are according to the needs of the industry.

**Issues resolved/Action Taken**

1. The College follows the U.G.C Curriculum framework and Delhi University approved syllabus. The teachers from the colleges involved in syllabus revision regularly give their feedback in syllabus forming committees.
2. The College follows the U.G.C Curriculum framework and Delhi University approved syllabus. The teachers from the colleges involved in syllabus revision regularly give their feedback in syllabus forming committees. The committees take the suggestion into consideration while revising curriculum.

Principal,  
Shyam Lal College,  
(University of Delhi)  
Shahdara, Delhi-110 033

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Course: B.A.PROG  
Alumni Feedback 2016-17



SLC(University of Delhi)  
Shyam Lal College



Alumni Feedback Form

Academic Year: 2016-17

Course: B.A. Prog

Personal Information:

Name of the Student : ROHIT KUMAR  
Year of graduating : 2014 - 15  
Gender :  Male  Female

Choose appropriate option against each question  
1= Agree, 2=Neutral, 3=Disagree

Question	1	2	3
1. The syllabus fulfilled the learning objectives.	<input checked="" type="checkbox"/>		
2. The Syllabus empowered you with adequate skills relevant for professional engagement.	<input checked="" type="checkbox"/>		
3. The syllabus enhanced your employability.	<input checked="" type="checkbox"/>		
4. The syllabus of your course prepared you for higher education in the respective field.	<input checked="" type="checkbox"/>		
5. The GE syllabus, you studied, opened multiple options for higher education.	<input checked="" type="checkbox"/>		
6. The SEC syllabus enhanced your skill set.		<input checked="" type="checkbox"/>	
7. The syllabus developed your research aptitude.			<input checked="" type="checkbox"/>

Principal,  
Shyam Lal College,  
(University of Delhi)  
Shahdara, Delhi-110 032

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(दिल्ली विश्वविद्यालय)

8. The syllabus offered opportunity for summer training/field work related to curriculum.		✓	
9. The syllabus contributed towards subject enrichment.	✓		
10. The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.			✓

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(University of Delhi)  
Shahdara, Delhi-110032

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Alumni Feedback Form 2016-17

Department of Commerce



SLC(University of Delhi)  
Shyam Lal College



Alumni Feedback Form

Academic Year: 2016-17

Course: Commerce

**Personal Information:**

Name of the Student : Roney Tomar  
Year of graduating : 2016  
Gender : Male  Female

Choose appropriate option against each question  
1= Agree, 2=Neutral, 3=Disagree

Question	1	2	3
1. The syllabus fulfilled the learning objectives.			<input checked="" type="checkbox"/>
2. The Syllabus empowered you with adequate skills relevant for professional engagement.			<input checked="" type="checkbox"/>
3. The syllabus enhanced your employability.	<input checked="" type="checkbox"/>		
4. The syllabus of your course prepared you for higher education in the respective field.	<input checked="" type="checkbox"/>		
5. The GE syllabus, you studied, opened multiple options for higher education.			<input checked="" type="checkbox"/>
6. The SEC syllabus enhanced your skill set.			<input checked="" type="checkbox"/>
7. The syllabus developed your research aptitude.	<input checked="" type="checkbox"/>		
8. The syllabus offered opportunity for summer training/field			<input checked="" type="checkbox"/>

Principal,  
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(University of Delhi)  
Shahdara, Delhi-110 030

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एक कदम सशक्तता की ओर



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(दिल्ली विश्वविद्यालय)

7. The syllabus developed your research aptitude.	✓		
8. The syllabus offered opportunity for summer training/field work related to curriculum.	✓		
9. The syllabus contributed towards subject enrichment.		✓	
10. The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.			✓

  
Principal,  
Shyam Lal College,  
(University of Delhi)  
Shahdara, Delhi-110 039

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स्वच्छ भारत  
एक कदम स्वच्छता की ओर



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श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

Alumni Feedback Form 2016-17  
Department of Economics



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Shyam Lal College



Alumni Feedback Form

Academic Year: 2016-17

Course: Economics

Personal Information:

Name of the Student : R. Divya  
Year of graduating : 2016  
Gender : Male \_\_\_\_\_ Female

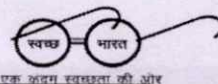
Choose appropriate option against each question  
1= Agree, 2=Neutral, 3=Disagree

Question	1	2	3
1. The syllabus fulfilled the learning objectives.	<input checked="" type="checkbox"/>		
2. The Syllabus empowered you with adequate skills relevant for professional engagement.	<input checked="" type="checkbox"/>		
3. The syllabus enhanced your employability.			<input checked="" type="checkbox"/>
4. The syllabus of your course prepared you for higher education in the respective field.		<input checked="" type="checkbox"/>	
5. The GE syllabus, you studied, opened multiple options for higher education.	<input checked="" type="checkbox"/>		
6. The SEC syllabus enhanced your skill set.		<input checked="" type="checkbox"/>	
7. The syllabus developed your research aptitude.			<input checked="" type="checkbox"/>

Principal,  
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(University of Delhi)  
Shahdara, Delhi-110 038

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(दिल्ली विश्वविद्यालय)

8. The syllabus offered opportunity for summer training/field work related to curriculum.	✓		
9. The syllabus contributed towards subject enrichment.	✓		
10. The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.			✓

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**ALUMNI FEEDBACK**  
**DEPARTMENT OF ENGLISH**  
**Year: 2016-17**

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Alumni Feedback Form  
Academic Year: 2016-17  
Course: B.A. Hons (English)

Personal Information:

Name of the Student : Richa Khurana  
Year of graduating : 2015-16  
Gender : Male \_\_\_\_\_ Female

Choose appropriate option against each question  
1= Agree, 2=Neutral, 3=Disagree

Question	1	2	3
1. The syllabus fulfilled the learning objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The Syllabus empowered you with adequate skills relevant for professional engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The syllabus enhanced your employability.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The syllabus of your course prepared you for higher education in the respective field.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The GE syllabus, you studied, opened multiple options for higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. The SEC syllabus enhanced your skill set.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Principal,  
Shyam Lal College,  
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7. The syllabus developed your research aptitude.			/
8. The syllabus offered opportunity for summer training/field work related to curriculum.	/		
9. The syllabus contributed towards subject enrichment.	/		
10. The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	/		

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*Handwritten signature*





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Course: History (Hons)  
Alumni Feedback 2016-17



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Shyam Lal College



Alumni Feedback Form

Academic Year: 2016-17

Course: History

Personal Information:

Name of the Student : Rahul Pandey  
Year of graduating : 2015-16  
Gender : Male  Female

Choose appropriate option against each question  
1= Agree, 2=Neutral, 3=Disagree

Question	1	2	3
1. The syllabus fulfilled the learning objectives.	<input checked="" type="checkbox"/>		
2. The Syllabus empowered you with adequate skills relevant for professional engagement.	<input checked="" type="checkbox"/>		
3. The syllabus enhanced your employability.	<input checked="" type="checkbox"/>		
4. The syllabus of your course prepared you for higher education in the respective field.	<input checked="" type="checkbox"/>		
5. The GE syllabus, you studied, opened multiple options for higher education.	<input checked="" type="checkbox"/>		
6. The SEC syllabus enhanced your skill set.	<input checked="" type="checkbox"/>		

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7. The syllabus developed your research aptitude.	✓		
8. The syllabus offered opportunity for summer training/field work related to curriculum.	✓		
9. The syllabus contributed towards subject enrichment.	✓		
10. The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	✓		

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(दिल्ली विश्वविद्यालय)

Course: Pol. Science (Hons)  
Alumni Feedback 2016-17



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Alumni Feedback Form

Academic Year: 2016-17

Course: Pol. Science

**Personal Information:**

Name of the Student : Rahul  
Year of graduating : 2015-16  
Gender : Male  Female

Choose appropriate option against each question  
1= Agree, 2=Neutral, 3=Disagree

Question	1	2	3
1. The syllabus fulfilled the learning objectives.	<input checked="" type="checkbox"/>		
2. The Syllabus empowered you with adequate skills relevant for professional engagement.	<input checked="" type="checkbox"/>		
3. The syllabus enhanced your employability.	<input checked="" type="checkbox"/>		
4. The syllabus of your course prepared you for higher education in the respective field.	<input checked="" type="checkbox"/>		
5. The GE syllabus, you studied, opened multiple options for higher education.	<input checked="" type="checkbox"/>		
6. The SEC syllabus enhanced your skill set.	<input checked="" type="checkbox"/>		
7. The syllabus developed your research aptitude.	<input checked="" type="checkbox"/>		
8. The syllabus offered opportunity for summer training/field	<input checked="" type="checkbox"/>		

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work related to curriculum.	<input checked="" type="checkbox"/>		
9. The syllabus contributed towards subject enrichment.	<input checked="" type="checkbox"/>		
10. The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	<input checked="" type="checkbox"/>		

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हिन्दी विभाग  
साल:2016-17

12




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एलुमनाई फीडबैक फॉर्म

अकादमिक सत्र : 2016-17

पाठ्यक्रम : बीए. प्रतिष्ठा (हिंदी)



व्यक्तिगत जानकारी :

विद्यार्थी का नाम	: Kiran Rani
स्नातक पूर्ण करने का वर्ष	: 2015-16
लिंग	: पुरुष <input checked="" type="checkbox"/> महिला <input type="checkbox"/>

सभी सवालों के लिए उचित विकल्प चुनें  
1= सहमत 2= न सहमत, न असहमत 3=असहमत

प्रश्न	1	2	3
1. पाठ्यक्रम ने शिक्षण लक्ष्यों को पूरा किया.			<input checked="" type="checkbox"/>
2. पाठ्यक्रम ने आपको पेशेवर रूप से नियुक्त किये जाने लायक कौशल से लैस किया.	<input checked="" type="checkbox"/>		
3. पाठ्यक्रम ने आपके रोजगार पाने की संभावना को बढ़ाया.			<input checked="" type="checkbox"/>

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Shahdara, Delhi-110 038







4. आपके विषय के पाठ्यक्रम ने आपको सम्बद्ध क्षेत्र में उच्च शिक्षा के लिए तैयार किया.			✓
5. जेनरल इलेक्टिक (सामान्य ऐच्छिक) पाठ्यक्रम ने उच्च शिक्षा के कई मार्ग खोले.		✓	
6. कौशल संवर्धक पाठ्यक्रम ने आपके कौशल सेट में वृद्धि की.			✓
7. पाठ्यक्रम ने आपकी शोध अभियोग्यता को बढ़ाने का काम किया.	✓		
8. पाठ्यक्रम ने पाठ्यचर्या से सम्बंधित क्षेत्र में ग्रीष्म प्रशिक्षण/ क्षेत्र कार्य (समर ट्रेनिंग/फील्ड वर्क) के मौके उपलब्ध कराये.	✓		
9. पाठ्यक्रम ने विषय ज्ञान को समृद्ध करने की दिशा में भूमिका निभाई.	✓		
10. अकादमिक पाठ्यक्रम के अलावा संस्थान में होनेवाली पाठ्यक्रम सहवर्ती एवं पाठ्येतर गतिविधियों ने पेशेवर जगत में सफल होने में आपकी मदद की.	✓		





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श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

Course: B.Sc. Physical Science (Chemistry)  
2016-17



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Shyam Lal College



**Alumni Feedback Form**

Academic Year: 2016-17

Course: B. Sc. Physical Sciences (Chemistry)

**Personal Information :**

Name of the Student : Renu  
Year of graduating : 2016  
Gender : Male \_\_\_\_\_ Female

Choose appropriate option against each question  
1= Agree, 2=Neutral, 3=Disagree

Question	1	2	3
1. The syllabus fulfilled the learning objectives.	<input checked="" type="checkbox"/>		
2. The Syllabus empowered you with adequate skills relevant for professional engagement.		<input checked="" type="checkbox"/>	
3. The syllabus enhanced your employability.			<input checked="" type="checkbox"/>
4. The syllabus of your course prepared you for higher education in the respective field.	<input checked="" type="checkbox"/>		
5. The GE syllabus, you studied, opened multiple options for higher education.		<input checked="" type="checkbox"/>	
6. The SEC syllabus enhanced your skill set.	<input checked="" type="checkbox"/>		

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Principal,  
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श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

7. The syllabus developed your research aptitude.	✓		
8. The syllabus offered opportunity for summer training/field work related to curriculum.			✓
9. The syllabus contributed towards subject enrichment.	✓		
10. The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.			✓

Principal,  
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श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)


Course: B.Sc. Physical Science (Computer Science)  
2016-17

(2)



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**Shyam Lal College**

**Alumni Feedback Form**  
Academic Year: 2016-17  
Course: B. Sc. Physical Sciences (Computer Science)



**Personal Information :**

Name of the Student : Kusilla Gupta

Year of graduating : 2016

Gender : Male \_\_\_\_\_ Female

**Choose appropriate option against each question**  
1= Agree, 2=Neutral, 3=Disagree

Question	1	2	3
1. The syllabus fulfilled the learning objectives.			✓
2. The Syllabus empowered you with adequate skills relevant for professional engagement.	✓		
3. The syllabus enhanced your employability.	✓		
4. The syllabus of your course prepared you for higher education in the respective field.	✓		
5. The GE syllabus, you studied, opened multiple options for higher education.	✓		
6. The SEC syllabus enhanced your skill set.			✓

Principal,  
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(दिल्ली विश्वविद्यालय)

7. The syllabus developed your research aptitude.		✓	
8. The syllabus offered opportunity for summer training/field work related to curriculum.		✓	
9. The syllabus contributed towards subject enrichment.	✓		
10. The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.			✓

Principal,  
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श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

Course: B.Sc. Physical Science (Electronics)  
2016-17



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**Alumni Feedback Form**

Academic Year: 2016-17

Course: B. Sc. Physical Sciences (Electronics)

**Personal Information :**

Name of the Student : Pooja Nezi  
Year of graduating : 2016  
Gender : Male \_\_\_\_\_ Female

Choose appropriate option against each question  
1= Agree, 2=Neutral, 3=Disagree

Question	1	2	3
1. The syllabus fulfilled the learning objectives.	<input checked="" type="checkbox"/>		
2. The Syllabus empowered you with adequate skills relevant for professional engagement.	<input checked="" type="checkbox"/>		
3. The syllabus enhanced your employability.		<input checked="" type="checkbox"/>	
4. The syllabus of your course prepared you for higher education in the respective field.	<input checked="" type="checkbox"/>		
5. The GE syllabus, you studied, opened multiple options for higher education.	<input checked="" type="checkbox"/>		
6. The SEC syllabus enhanced your skill set.			<input checked="" type="checkbox"/>

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7. The syllabus developed your research aptitude.			✓
8. The syllabus offered opportunity for summer training/field work related to curriculum.			✓
9. The syllabus contributed towards subject enrichment.		✓	
10. The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.			✓

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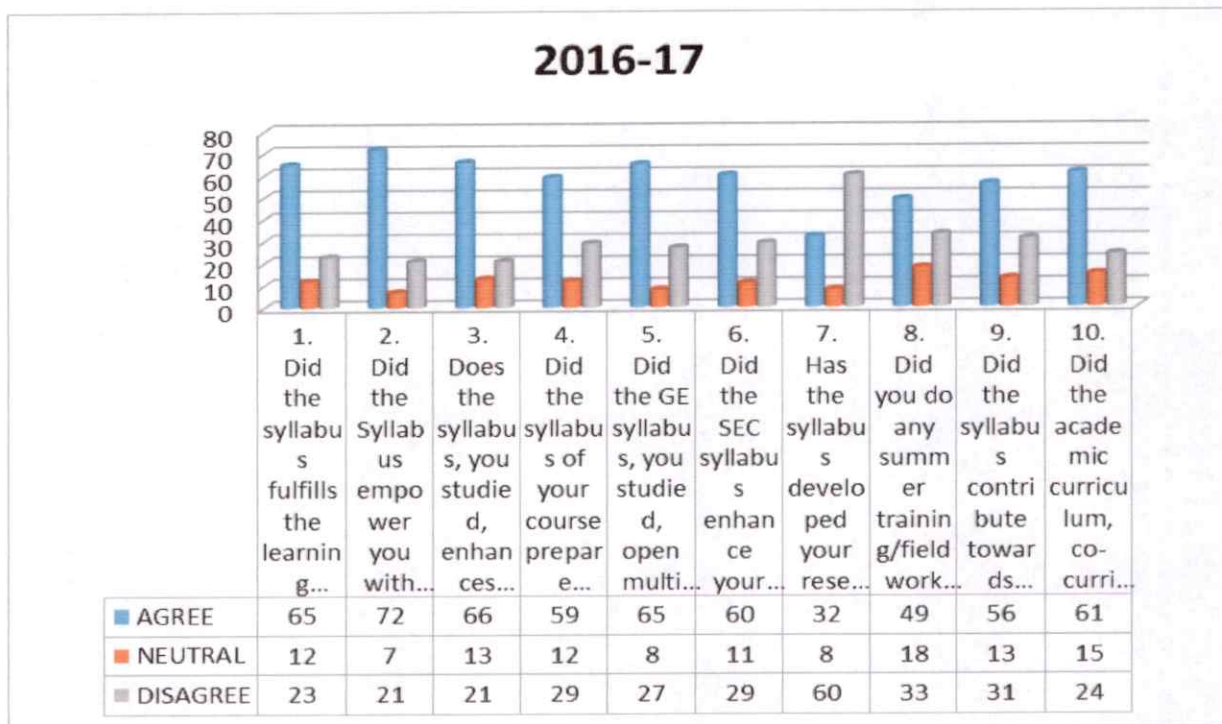




Course: Course: B.A.PROG  
Alumni Feedback 2016-17

**Analysis**

In order to examine the perception of alumni for the academic session 2016-17, a questionnaire with ten parameters was distributed. The data set comprises of representative and convenience sampling. The 3-point likert scale measured the responses as Agree=1, Neutral=2 and Disagree=3. The Graph below exhibits the responses observed on the given scale as against the respective parameters.



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*Signature*

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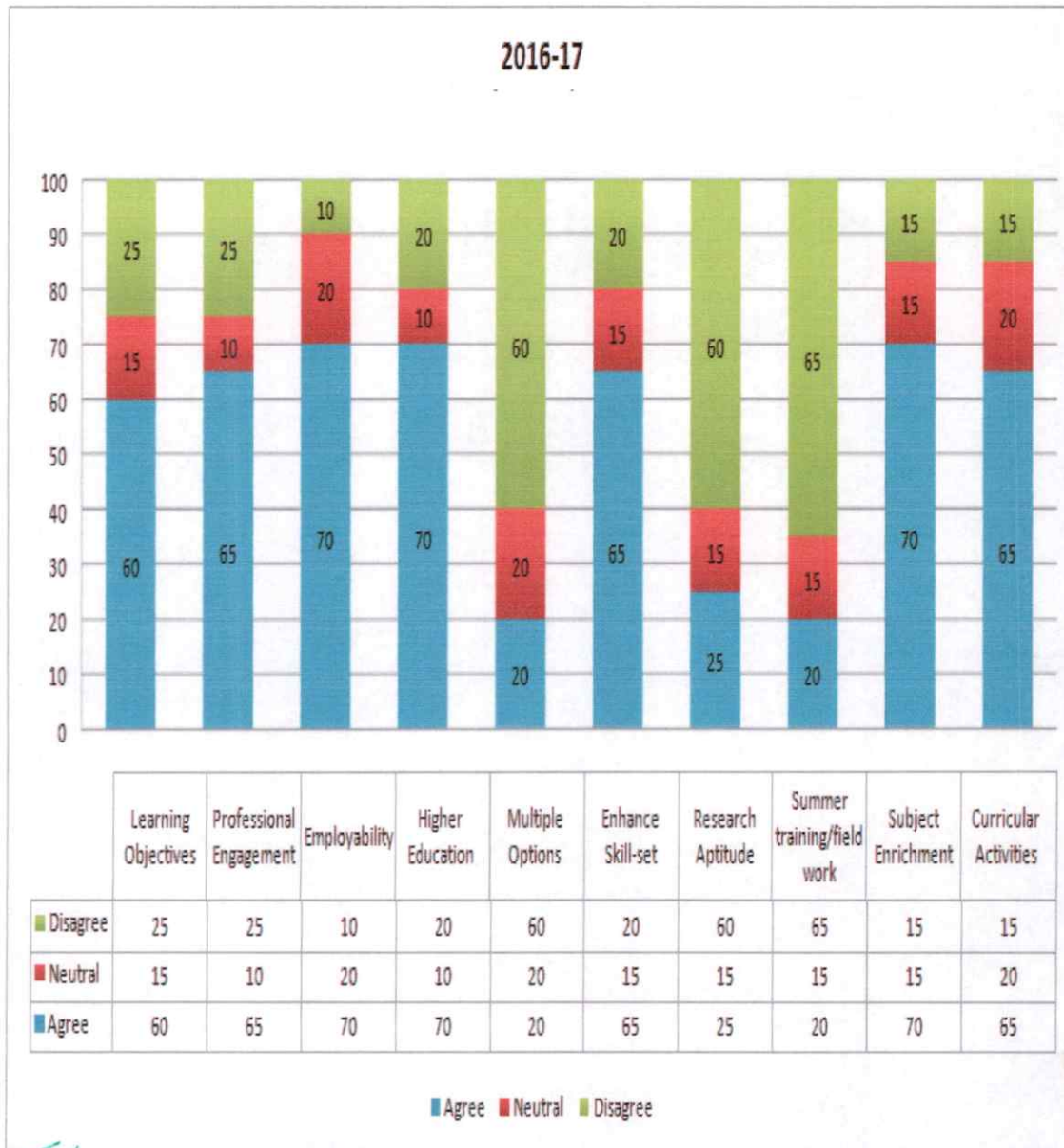


Alumni Feedback Form 2016-17

Department of Commerce

**Analysis**

In order to gauge the perception of Alumni for the academic session 2016-17, a questionnaire with ten parameters was circulated. The data set comprises of representative and convenience sampling. The 3-point likert scale measured the responses as Agree=1, Neutral=2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.



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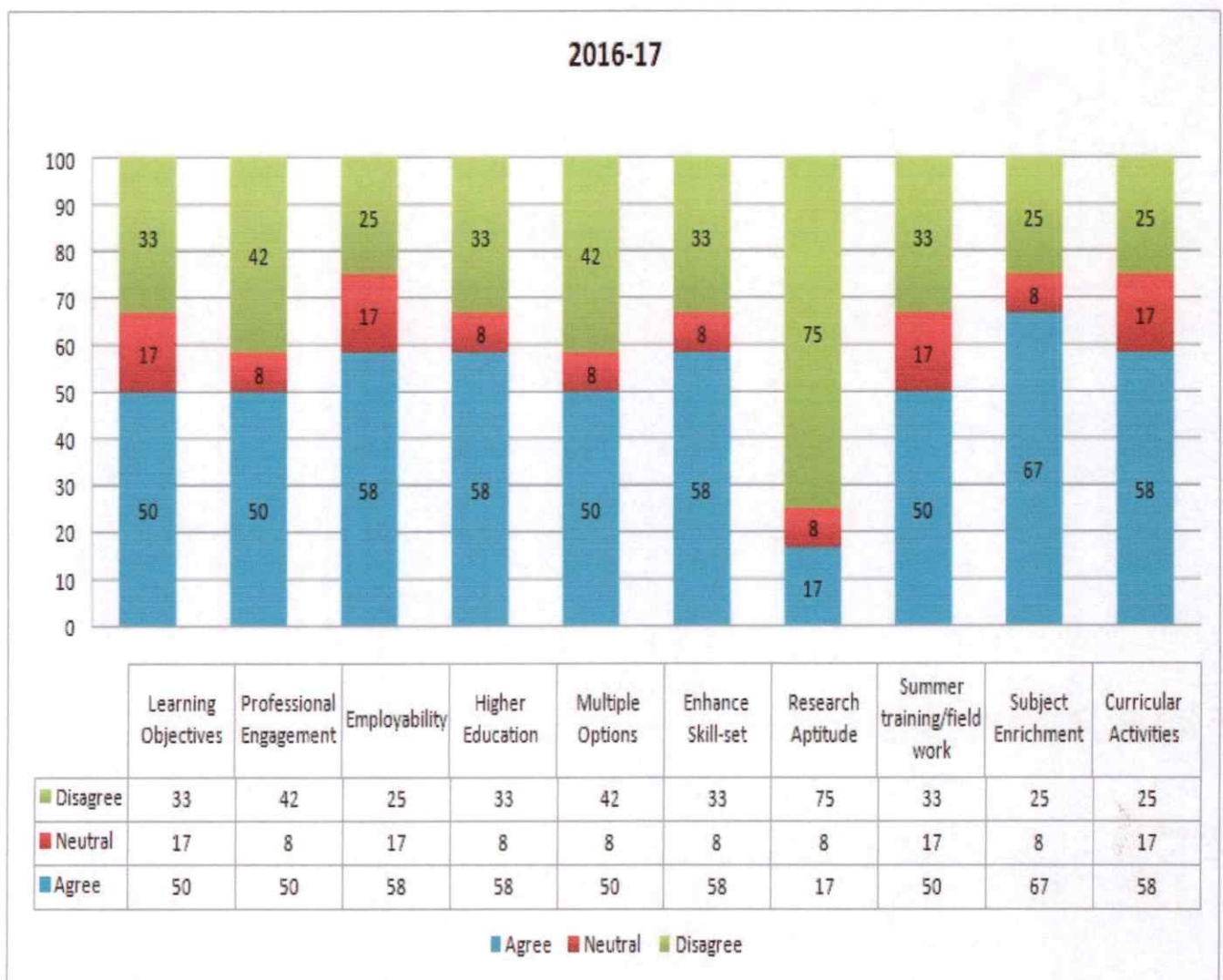


Alumni Feedback Form 2016-17

Department of Economics

Analysis

In order to gauge the perception of Alumni for the academic session 2016-17, a questionnaire with ten parameters was circulated. The data set comprises of representative and convenience sampling. The 3-point likert scale measured the responses as Agree=1, Neutral=2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.



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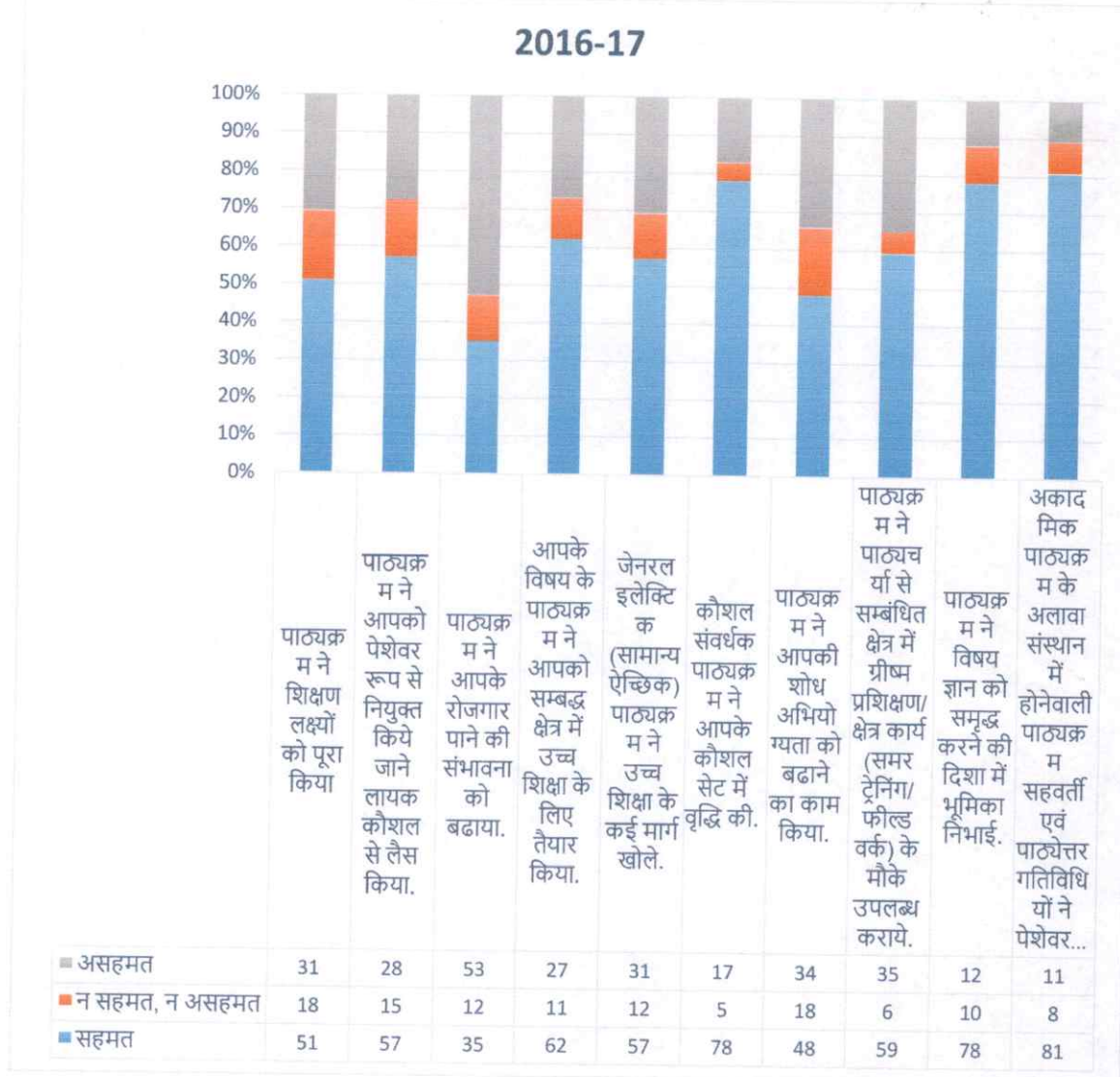




हिन्दी विभाग  
साल:2016-17

**विश्लेषण:**

शैक्षणिक सत्र 2016-17 के लिए पूर्व छात्रों की धारणा का आकलन करने के लिए, दस मापदंडों के साथ एक प्रश्नावली परिचालित की गई थी। डेटा सेट में प्रतिनिधि और सुविधा नमूनाकरण शामिल हैं। 3-बिंदु लायकर्ट पैमाने ने प्रतिक्रियाओं को सहमत = 1, न सहमत, न असहमत -2, या असहमत = 3 के रूप में मापा। नीचे दिया गया ग्राफ संबंधित पैरामीटरों के विरुद्ध दिए गए पैमाने पर देखी गई प्रतिक्रियाओं को दर्शाता है।





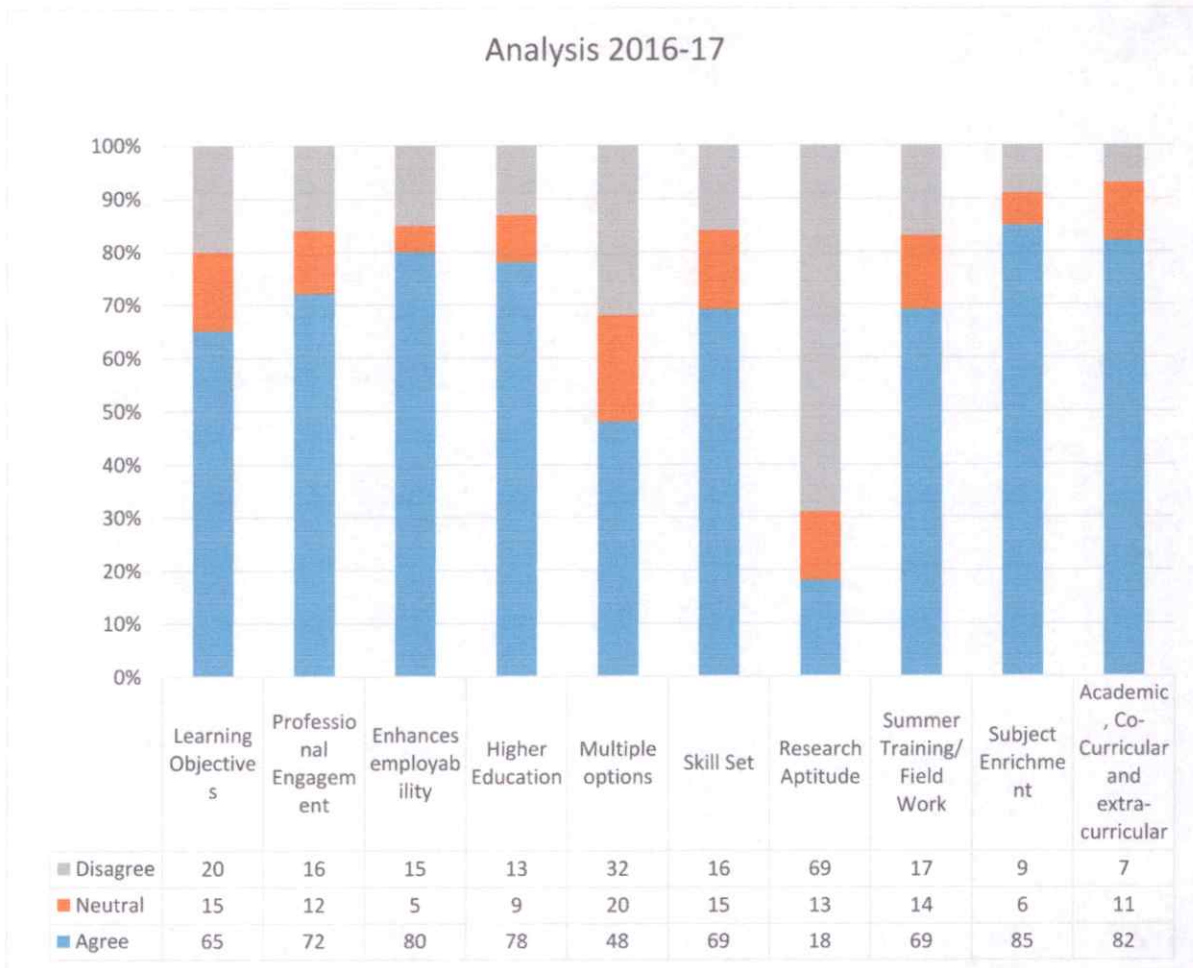


**DEPARTMENT OF ENGLISH**

**Year: 2016-17**

**Analysis:**

In order to gauge the perception of alumni for the academic session 2016-17, a questionnaire with ten parameters was circulated. The data set comprises of representative and convenience sampling. The 3-point Likert scale measured the responses as Agree=1, Neutral=2, or disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.



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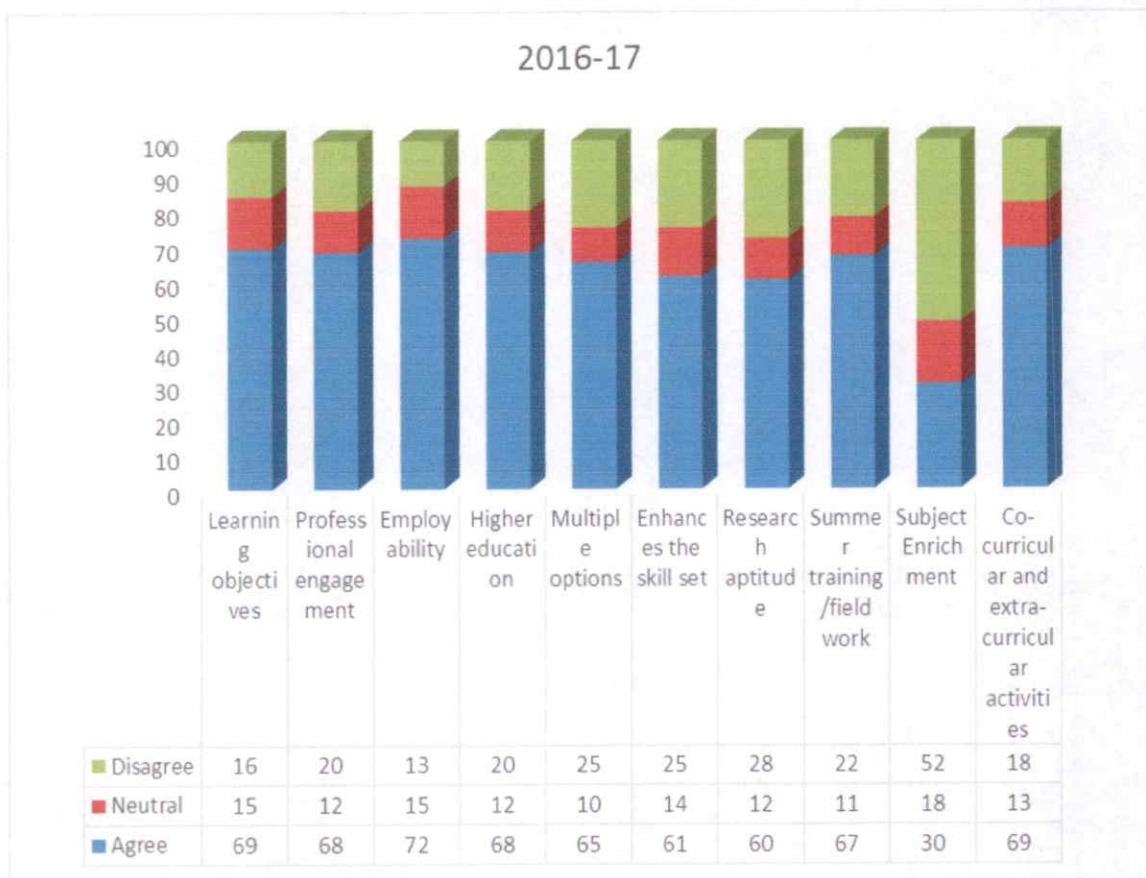




Course: Pol. Science (Hons)  
Alumni Feedback 2016-17

**Analysis**

In order to examine the perception of alumni for the academic session 2016-17, a questionnaire with ten parameters was distributed. The data set comprises of representative and convenience sampling. The 3-point likert scale measured the responses as Agree=1, Neutral=2 and Disagree=3. The Graph below exhibits the responses observed on the given scale as against the respective parameters.



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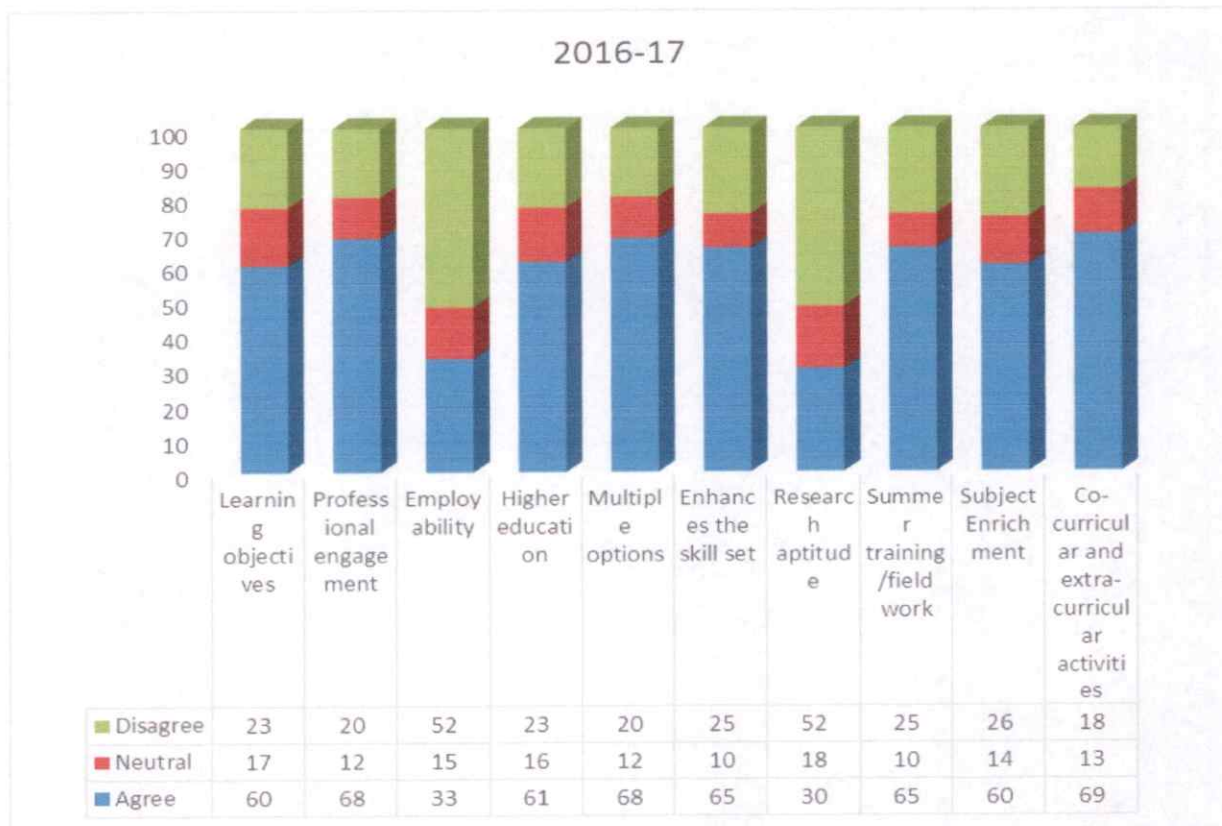


Course: History (Hons)

Alumni Feedback 2016-17

Analysis

In order to examine the perception of alumni for the academic session 2016-17, a questionnaire with ten parameters was distributed. The data set comprises of representative and convenience sampling. The 3-point likert scale measured the responses as Agree=1, Neutral=2 and Disagree=3. The Graph below exhibits the responses observed on the given scale as against the respective parameters.



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Principal,  
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*Al*



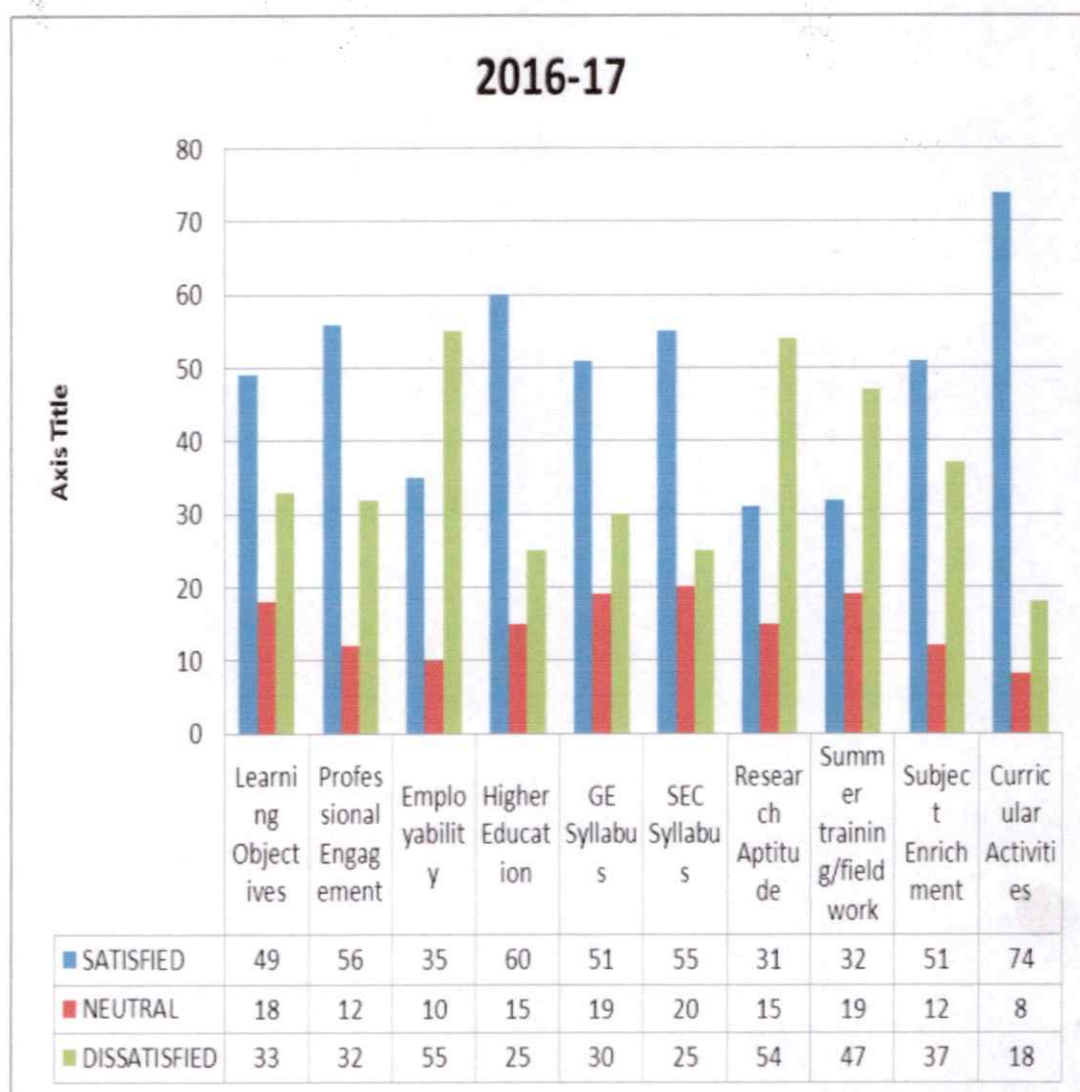




**Course: B.Sc. Physical Science (Chemistry)**  
**2016-17**

In order to gauge the perception of Alumni for the academic session 2016-17, a questionnaire with ten parameters was circulated. The data set comprises representative and convenience sampling. The 3-point likert scale measured the responses as Agree=1, Neutral=2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.

**Analysis**



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Principal,  
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*AA*



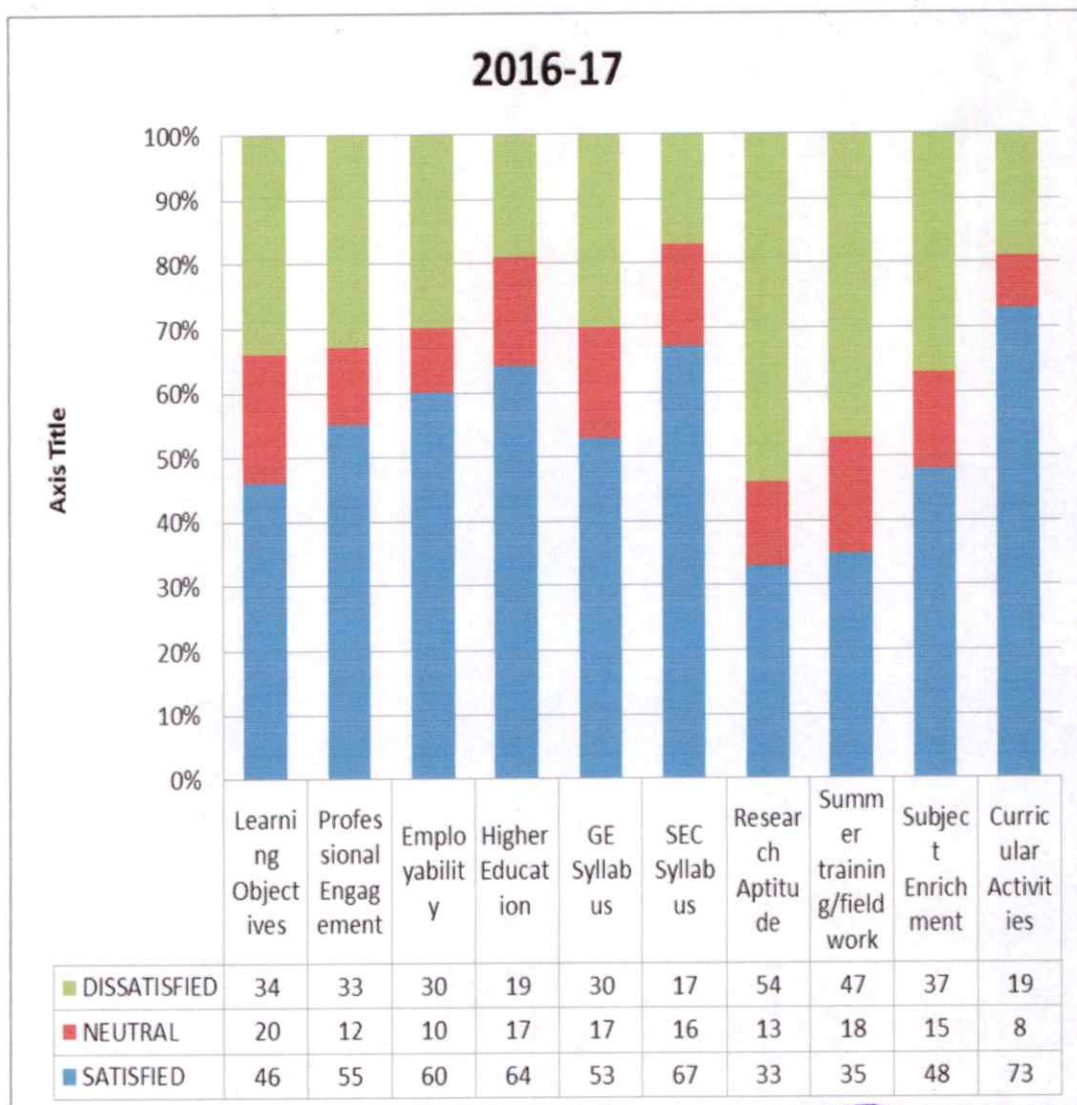




**Course: B.Sc. Physical Science (Computer Science)  
2016-17**

In order to gauge the perception of Alumni for the academic session 2016-17, a questionnaire with ten parameters was circulated. The data set comprises representative and convenience sampling. The 3-point likert scale measured the responses as Agree=1, Neutral=2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.

**Analysis**



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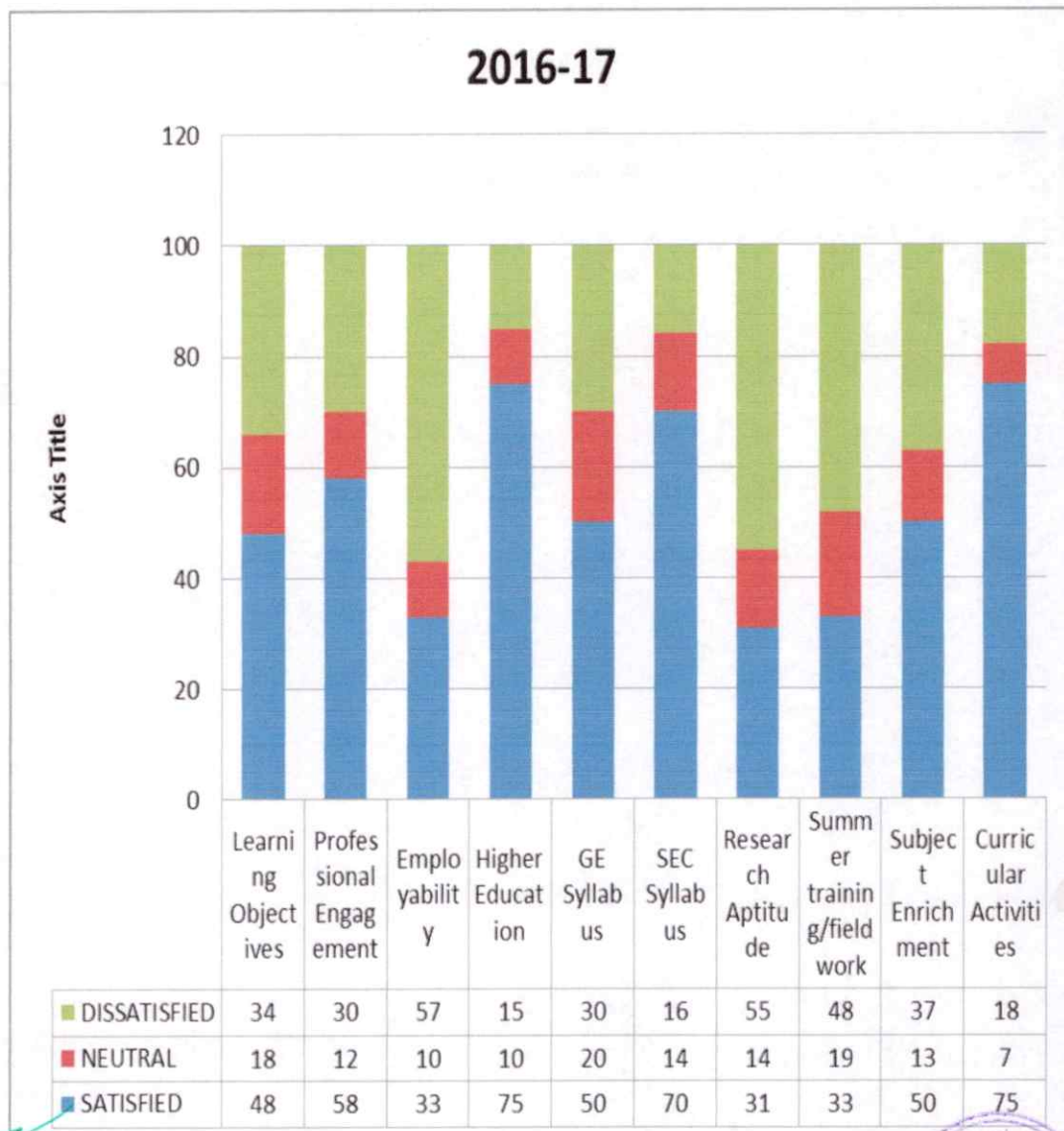




**Course: B.Sc. Physical Science (Electronics)  
2016-17**

In order to gauge the perception of Alumni for the academic session 2016-17, a questionnaire with ten parameters was circulated. The data set comprises representative and convenience sampling. The 3-point likert scale measured the responses as Agree=1, Neutral=2, or Disagree=3. The Graph below demonstrates the responses observed on the given scale as against the respective parameters.

**Analysis**



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Course: Course: B.A.PROG

Alumni Feedback 2016-17

**Action Taken Report**

**Issues/Problem Areas reported**

1. Has the syllabus developed your research aptitude?

**Issues Resolved/Action Taken**

1. The course attempts to develop the research aptitude of the students to some extent but it does not offer any opportunity to work on the quantitative aspects of research.

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**Action Taken in response to Feedback collected from Alumni  
Commerce  
2016-17**

This section presents the action taken to resolve the issues identified from alumni feedback questionnaire.

**Issues/ Problem Areas reported**

1. GE syllabus, you studied, open multiple options for higher education.
2. The syllabus developed your research aptitude.
3. Summer training/field work.

**Issues Resolved/Action Taken**

1. Bachelors of Commerce syllabus offers students multiple options to pursue higher education. In particular, Generic Elective (GE) allows students to study a wide variety of interdisciplinary subjects. Teachers regularly apprise students about the merit of each paper and its higher education prospects. However it's up to the students to take full advantage of the knowledge base established through varied subjects taught to them.
2. The commerce syllabus develops research aptitude of the students to some extent. Additionally, Teachers try to address this issue by encouraging students to take up research and by involving them in various projects.
3. Summer training/field work: To address this concern, College's Training & Placement cell regularly invites companies offering internship opportunities to the students. Industrial visits/field trips are also organized to familiarize the students with various aspects of corporate culture. Sincere attempts are made to supplement theoretical knowledge with practical training.

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Action Taken Report Alumni Feedback

Department of Economics

2016-17


This section presents the action taken to resolve the issues identified from alumni feedback questionnaire.

**Issues/ Problem Areas reported**

The syllabus developed research aptitude.

**Issues Resolved/Action Taken**

The syllabus for Economics has inherent aspects indicating research. Yet, there is need for more specific papers in curriculum to further strengthen the research aptitude of students in the long run. Teachers try to address this issue by engaging students in various projects and research based assignments.

  
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हिन्दी विभाग  
पूर्व छात्रों की प्रतिक्रिया की गई कार्रवाई रिपोर्ट  
साल:2016-17

यह अनुभाग प्रतिक्रिया प्रश्नावली से पहचानी गई समस्याओं को हल करने के लिए की गई कार्रवाई प्रस्तुत करता है।

समस्याओं / समस्या क्षेत्रों की सूचना दी  
पाठ्यक्रम ने आपके रोजगार पाने की संभावना को बढ़ाया।

समस्याओं का समाधान / की गई कार्रवाई

हिंदी ऑनर्स मूल रूप से एक सिद्धांत-आधारित पाठ्यक्रम है, लेकिन इसमें विषय-आधारित कौशल बढ़ाने वाले स्वैच्छिक पाठ्यक्रम भी शामिल हैं, जैसे विज्ञापन और हिंदी, कंप्यूटर और हिंदी भाषाएं, सोशल मीडिया, अनुवाद कौशल, कार्यालय हिंदी, स्क्रिप्टिंग और संवाद लेखन, हिंदी सिनेमा और इसके अध्ययन, विज्ञापन और हिंदी, सोशल मीडिया, आदि। ये पेपर छात्रों में पर्याप्त कौशल विकसित करते हैं। इसके आधार पर वे विज्ञापन, कंप्यूटर और भाषा क्षेत्र, सोशल मीडिया, अनुवाद, पत्रकारिता, विज्ञापन, जनसंपर्क, प्रकाशन जैसे क्षेत्रों में आगे बढ़ सकते हैं। पाठ्यक्रम उच्च शिक्षा में जाने का मार्ग भी प्रशस्त करता है।

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Shyam Lal College



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(दिल्ली विश्वविद्यालय)

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**ACTION TAKEN REPORT**  
**DEPARTMENT OF ENGLISH**

**Year: 2016-17**

This section presents the action taken to resolve the issues identified from feedback questionnaire.  
**Issues/ Problem Areas reported**

1. Has the syllabus developed your research aptitude?

**Issues Resolved/Action Taken**

1. The course attempts to enhance and generate interest in the field of literature but it does not offer any opportunity to work on the quantitative research skills of the students.

  
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Course: Pol. Science (Hons)

Alumni Feedback 2016-17

**Action Taken Report**

**Issues/Problem Areas reported**

1. Did the syllabus contributed towards subject enrichment.

**Issues resolved/Action Taken**

1. The syllabus of political science is very well designed and students are introduced to the nuances of each subject in detail in their classes. It helps student to know the political system of the country and how it operate in real setting. The students are encouraged to read the main text to understand the basic concepts of Political Science. The students are required to attend lecture and make presentation and submit assignments and projects etc.

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*AS*

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Course: History (Hons)

Alumni Feedback 2016-17

**Action Taken Report**

**Issues/Problem Areas reported**

1. Has the syllabus enhanced your employability?
2. Has the syllabus developed your research aptitude?

**Issues resolved/Action Taken**

1. The syllabus of this course has very well designed that enhance employability and teachers are providing counselling regularly. College is also organizing seminars, workshops, and student's development programme for providing information about current employment opportunities.
2. The course attempts to develop the research aptitude of the students to make them future ready which the students are taking advantage to some extent but it does not offer any opportunity to work on the quantitative aspects of research.

  
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Course: B.Sc. Physical Science (Chemistry)  
2016-17

Action Taken Report  
Chemistry (Phy. Science)  
2016-17

This section presents the action taken to resolve the issues identified from Syllabus/Curriculum feedback questionnaire.

**Issues/Problem Areas reported**

1. Does the syllabus, you studied, enhance employability?
2. Has the syllabus developed your Research aptitude?
3. Did you do any summer training/field work related to your syllabus?

**Issues resolved/Action Taken**

1. **Does the syllabus, you studied, enhance employability?** This problem was resolved with the right counseling and mentoring, the students were guided to think out of the box by conducting various awareness programs, workshops and career-related seminars for science students. Apart from that add-on courses were also introduced.
2. **Has the syllabus developed your research aptitude?** Students are encouraged to develop research aptitude by organizing various workshops, seminars and projects to give them first-hand experience and develop their creative/critical thinking and problem solving.
3. **Did you do any summer training/field work related to your syllabus?** This issue was identified among Physical science students. To resolve this, they were engaged in learning outcome based projects and assignments.

APZ







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Course: B.Sc. Physical Science (Computer Science)  
2016-17

Action Taken Report  
Computer (Phy. Science)  
2016-17

This section presents the action taken to resolve the issues identified from Syllabus/Curriculum feedback questionnaire.

**Issues/Problem Areas reported**

1. Has the syllabus developed your Research aptitude?
2. Did you do any summer training/field work related to your syllabus?

**Issues resolved/Action Taken**

1. **Has the syllabus developed your research aptitude?** Students are encouraged to develop research aptitude by organizing various workshops, seminars and projects to give them first-hand experience and develop their creative thinking and problem solving.
2. **Did you do any summer training/field work related to your syllabus?** This issue was identified among Physical science students. To resolve this they were engaged in course outcome based projects and assignments.

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Action Taken Report  
Course: B.Sc. Physical Science (Electronics)  
2016-17

This section presents the action taken to resolve the issues identified from Syllabus/Curriculum feedback questionnaire.

**Issues/Problem Areas reported**

1. Does the syllabus, you studied, enhance employability?
2. Has the syllabus developed your Research aptitude?
3. Did you do any summer training/field work related to your syllabus?

**Issues resolved/Action Taken**

1. **Does the syllabus, you studied, enhance employability?** This problem was resolved with the right counseling and mentoring, the students were guided to think out of the box by conducting various awareness programs, workshops and career-related seminars for science students. Apart from that add-on courses were also introduced.
2. **Has the syllabus developed your research aptitude?** Students are encouraged to develop research aptitude, various workshops and Seminars were conducted to give them first-hand experience, thinking of educational and career goals which develop them a sense of responsibility and independence as research.
3. **Did you do any summer training/field work related to your syllabus?** Problem in Physical Sciences and students are made aware about the academic projects which are very important through class room teaching, tutorials interaction. Students were also engaged in learning outcome based projects and assignments.







# SLC(University of Delhi) Shyam Lal College



## Parents Feedback form on Syllabus/Curriculum

Academic Year: 2016-17

Name of the Ward : Deepak  
Course in which your ward is enrolled : B.Com (H) 3rd year  
Gender : Male  Female

Choose appropriate option against each question  
1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
Are you satisfied with the growth of your ward in terms of curriculum	<input checked="" type="checkbox"/>		
Did the syllabus of your ward prepare him/her for higher education in their respective field?	<input checked="" type="checkbox"/>		
Does the syllabus/curriculum enhance employability of your ward?		<input checked="" type="checkbox"/>	
Has the syllabus developed the research aptitude of your ward?		<input checked="" type="checkbox"/>	
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	<input checked="" type="checkbox"/>		



Principal,  
Shyam Lal College,  
(University of Delhi)  
Shahdara, Delhi-110 033





# SLC(University of Delhi) Shyam Lal College



## Parents Feedback form on Syllabus/Curriculum Academic Year: 2016-17

Name of the Ward : *Sneh Lata*  
 Course in which your ward is enrolled : *History (H), 3<sup>rd</sup> year*  
 Gender : **Male**  **Female**

**Choose appropriate option against each question**  
**1= Agree, 2=Not sure, 3=Disagree**

Question	1	2	3
Are you satisfied with the growth of your ward in terms of curriculum		<input checked="" type="checkbox"/>	
Did the syllabus of your ward prepare him/her for higher education in their respective field?	<input checked="" type="checkbox"/>		
Does the syllabus/curriculum enhance employability of your ward?	<input checked="" type="checkbox"/>		
Has the syllabus developed the research aptitude of your ward?		<input checked="" type="checkbox"/>	
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	<input checked="" type="checkbox"/>		



*[Signature]*  
 Principal,  
 Shyam Lal College,  
 (University of Delhi)  
 Shahdara, Delhi-110 038





# SLC(University of Delhi) Shyam Lal College



## Parents Feedback form on Syllabus/Curriculum Academic Year: 2016-17

Name of the Ward : Vishal Maurya  
 Course in which your ward is enrolled : B.Sc C.Phy. Sci. with electronics 2nd year  
 Gender : Male Female

Choose appropriate option against each question  
 1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
Are you satisfied with the growth of your ward in terms of curriculum	✓		
Did the syllabus of your ward prepare him/her for higher education in their respective field?	✓		
Does the syllabus/curriculum enhance employability of your ward?	✓		
Has the syllabus developed the research aptitude of your ward?	✓		
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	✓		



Principal,  
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*As*





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## Parents Feedback form on Syllabus/Curriculum Academic Year: 2016-17

Name of the Ward Sivran Babuta  
 Course in which your ward is enrolled : Pol science (H) III yr  
 Gender F : Male Female ✓

Choose appropriate option against each question  
 1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
Are you satisfied with the growth of your ward in terms of curriculum	✓		
Did the syllabus of your ward prepare him/her for higher education in their respective field?	✓		
Does the syllabus/curriculum enhance employability of your ward?	✓		
Has the syllabus developed the research aptitude of your ward?	✓		
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	✓		



*[Signature]*  
 Principal,  
 Shyam Lal College:  
 University of Delhi  
 Shahdara, Delhi-110 055  
*[Signature]*





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## Parents Feedback form on Syllabus/Curriculum

Academic Year: 2016-17

Name of the Ward : Amogh Aggarwal  
 Course in which your ward is enrolled : B. Com (P) III<sup>rd</sup> year  
 Gender : Male Female

Choose appropriate option against each question  
 1= Agree, 2=Not sure, 3=Disagree

Question	1	2	3
Are you satisfied with the growth of your ward in terms of curriculum	✓		
Did the syllabus of your ward prepare him/her for higher education in their respective field?	✓		
Does the syllabus/curriculum enhance employability of your ward?		✓	
Has the syllabus developed the research aptitude of your ward?	✓		
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	✓		



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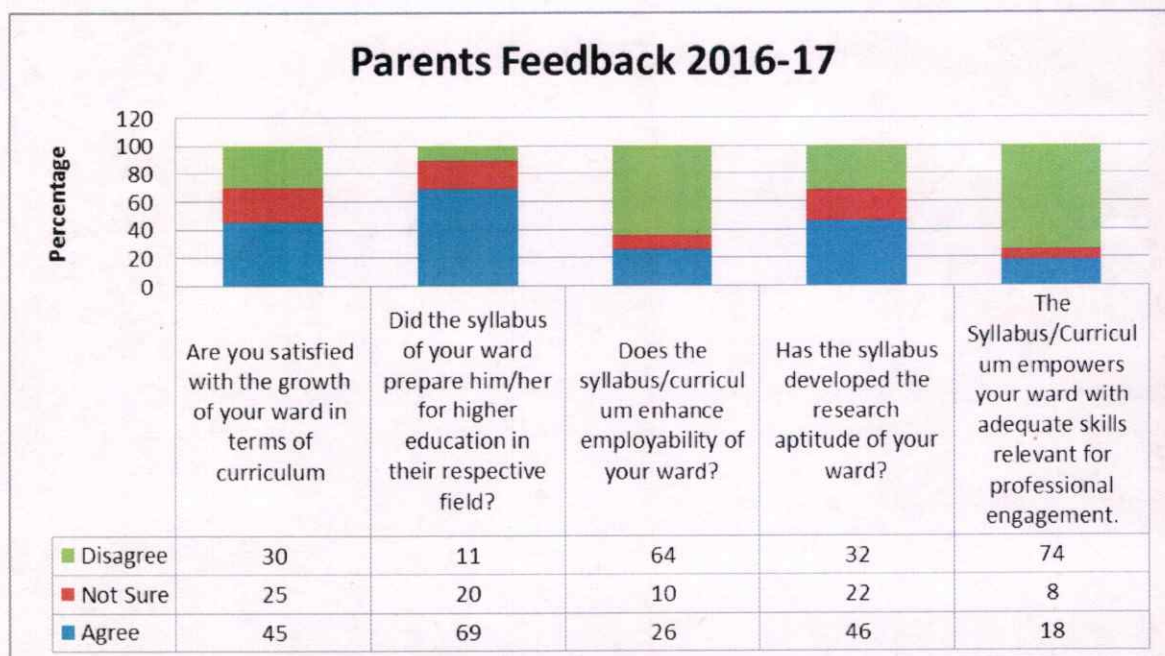


## Parents Feedback Analysis on Syllabus/ Curriculum 2016-17

### Syllabus/ Curriculum Feedback 2016-17

#### Analysis

In order to find out the perception of parents regarding **Syllabus/Curriculum** for the academic session 2016-17, a questionnaire with five parameters was distributed. The data set comprises of representative and convenience sampling. The 3-point likert scale measured the responses as Agree=1, Not Sure=2 and Disagree=3. The Graph shows the responses observed on the given scale as against the respective parameters.



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## Parents Feedback on Syllabus/ Curriculum 2016-17

### Action Taken in response to Parents Feedback Collected on Syllabus / Curriculum

#### Issues/Problem Areas reported

1. Syllabus/curriculum enhances employability of the ward.
2. The Syllabus/Curriculum empowers with adequate skills relevant for professional engagement.

#### Issues resolved/Action Taken

1. **Syllabus/curriculum enhance employability of the ward:** Problem was identified and with the right counseling and mentoring, the students were guided to pursue out of the box thinking by conducting various awareness programs, workshops and career-related seminars for all students. Apart from that many Add on courses are introduced.
2. **The Syllabus/Curriculum empowers with adequate skills relevant for professional engagement:** The theoretical based curriculum limits the scope. To ensure these types of skills in students, the college organizes various talks, seminars, conferences and also industry visits.



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