



## Academic Session: 2017-18

**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 2017-18  
B.A.(Prog)

SLC(University of Delhi)  
Shyam Lal College

Feedback form on Syllabus/Curriculum

Academic Year: 2017-18  
Course : B.A.(P)

Personal Information:

Name of the Student : Anjul Singh  
Year : I II III ✓  
Roll No : 4082  
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	✓		
2. The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement.			✓
3. The syllabus/curriculum design enhances employability.			✓
4. The syllabus/curriculum prepares the students for higher education in their respective fields.	✓		

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

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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.	✓		

Principal,  
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Shahdara, Delhi-110 031

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Feedback for Syllabus/Curriculum 2017-18  
Department of Commerce



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Shyam Lal College



Feedback form on Syllabus/Curriculum

Academic Year: 2017-18

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

Personal Information:

Name of the Student : Shubham Rana  
Year : I  II  III   
Roll No : 1567  
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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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 2017-18

Department of Economics



SLC(University of Delhi)  
Shyam Lal College



Feedback form on Syllabus/Curriculum

Academic Year: 2017-18

Course: Economics

**Personal Information:**

Name of the Student : Atul  
Year : I \_\_\_\_\_ II \_\_\_\_\_ III   
Roll No : 3460  
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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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:2017-18

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

अकादमिक वर्ष : 2017-18

पाठ्यक्रम : B.A. Hons (Hindi)

व्यक्तिगत सूचना :

विद्यार्थी का नाम : *Samra Parveen*

वर्ष : I/प्रथम  II/द्वितीय  III/तृतीय

अनुक्रमांक : *6346*

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 तथ्यों को पूरा करता है			<input checked="" type="checkbox"/>
निर्धारित पाठ्यक्रम/पाठ्यचर्या विद्यार्थी को पेशेवर निकोत्रन करने के लिए आवश्यक नैतिक/व्यवहारिक मूल्यों को प्रदान करता है			<input checked="" type="checkbox"/>

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पाठ्यक्रम/पाठ्यचर्या का स्वरूप रोजगार की संभावना को बढ़ाता है.	✓		
पाठ्यक्रम/पाठ्यचर्या विद्यार्थियों को संबंधित क्षेत्रों में उच्च शिक्षा के लिए तैयार करता है.	✓		
अंतर्राष्ट्रीय या वैश्विक पाठ्यक्रम/ पाठ्यचर्या संबंधित क्षेत्रों में उच्च शिक्षा के अनेक विकल्पों के मार्ग खोलता है.		✓	
विषय आधारित पंचदशक पाठ्यक्रम/पाठ्यचर्या (SEC) विद्यार्थियों के कौशल सेट को मंचान करता है.			✓
पाठ्यक्रम/पाठ्यचर्या विद्यार्थियों में शीघ्र अभियोग्यता का विकास करता है..	✓		
क्या पाठ्यक्रम/पाठ्यचर्या के शिक्षण संबंधी परिणाम (आउटपुट) को ट्रामिन 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 में सम्बंधित प्रौद्योगिकीय ट्रेनिंग/ फील्ड वर्क के लिए प्रोत्साहित करते हैं?	✓		
क्या आपका महाविद्यालय आपके पाठ्यक्रम/पाठ्यचर्या के लिए प्रासंगिक मूल्य-सम्बंधक पाठ्यक्रम (value Add-on course) की व्यवस्था कर रहा है?	✓		
निर्धारित पाठ्यक्रम/पाठ्यचर्या सम्बंधित प्रत्यानिक अनुभव प्रदान करता है?		✓	

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DEPARTMENT OF ENGLISH  
Year: 2017-18

SLC(University of Delhi)  
Shyam Lal College

Feedback form on Syllabus/Curriculum

Academic Year: 2017-18  
Course : B.A. Hons (English)

Personal Information:

Name of the Student : SHAILA  
Year : I II III ✓  
Roll No : 3047  
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 GIL syllabus/curriculum opens multiple options for higher			✓

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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.	✓		

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Course: Pol. Science (Hons)

Syllabus/ Curriculum Feedback 2017-18



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Shyam Lal College



Feedback form on Syllabus/Curriculum

Academic Year: 2017-18

Course : Pol. Science

Personal Information:

Name of the Student : SHIVAM

Year : I  II  III

Roll No : 7225

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.				✓

*Handwritten signature*





Course: History (Hons)  
Syllabus/ Curriculum Feedback 2017-18



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Shyam Lal College



Feedback form on Syllabus/Curriculum

Academic Year: 2017-18

Course : History

Personal Information:

Name of the Student : SAMRIDHI DWIVEDI

Year : I  II  III

Roll No : 6910

Gender : Male  Female

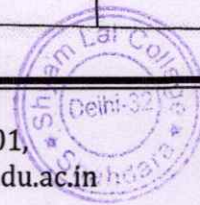
Choose appropriate option against each question  
1= Satisfied, 2=Neutral, 3=Dissatisfied

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"/>		

Principal,  
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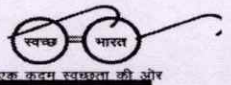


The SEC syllabus/curriculum enhances the skill set of the students	✓		
The syllabus/curriculum develops the research aptitude among the students.			✓
Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?			✓
Do the teachers encourage experiential learning in the syllabus/curriculum?			✓
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.			✓

Principal,  
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*AS*

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Course: B.Sc. Physical Science (Chemistry)  
2017-18



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Shyam Lal College



Feedback form on Syllabus/Curriculum

Academic Year: 2017-18

Course : B.sc Physical Sciences (Chemistry)

Personal Information:

Name of the Student : Payal Bhatnagar  
Year : I  II  III   
Roll No : 9443  
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)  
2017-18

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

**Feedback form on Syllabus/Curriculum**

Academic Year: 2017-18  
Course : B.sc Physical Sciences (Computers)

**Personal Information:**

Name of the Student : *Jyoti*  
Year : I  II  III   
Roll No : *9063*  
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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(दिल्ली विश्वविद्यालय)

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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Shahdara, Delhi-110 032

*AA*

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SLC (University of Delhi)  
Shyam Lal College



श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

Course: B.Sc. Physical Science (Electronics)  
2017-18

SLC(University of Delhi)  
Shyam Lal College

Feedback form on Syllabus/Curriculum

Academic Year: 2017-18  
Course : B.sc Physical Sciences (Electronics)

**Personal Information:**

Name of the Student : Aayashi sikar  
Year : I                      II                      III ✓  
Roll No : 8271  
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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Shahdara, Delhi-110 036

*AS*

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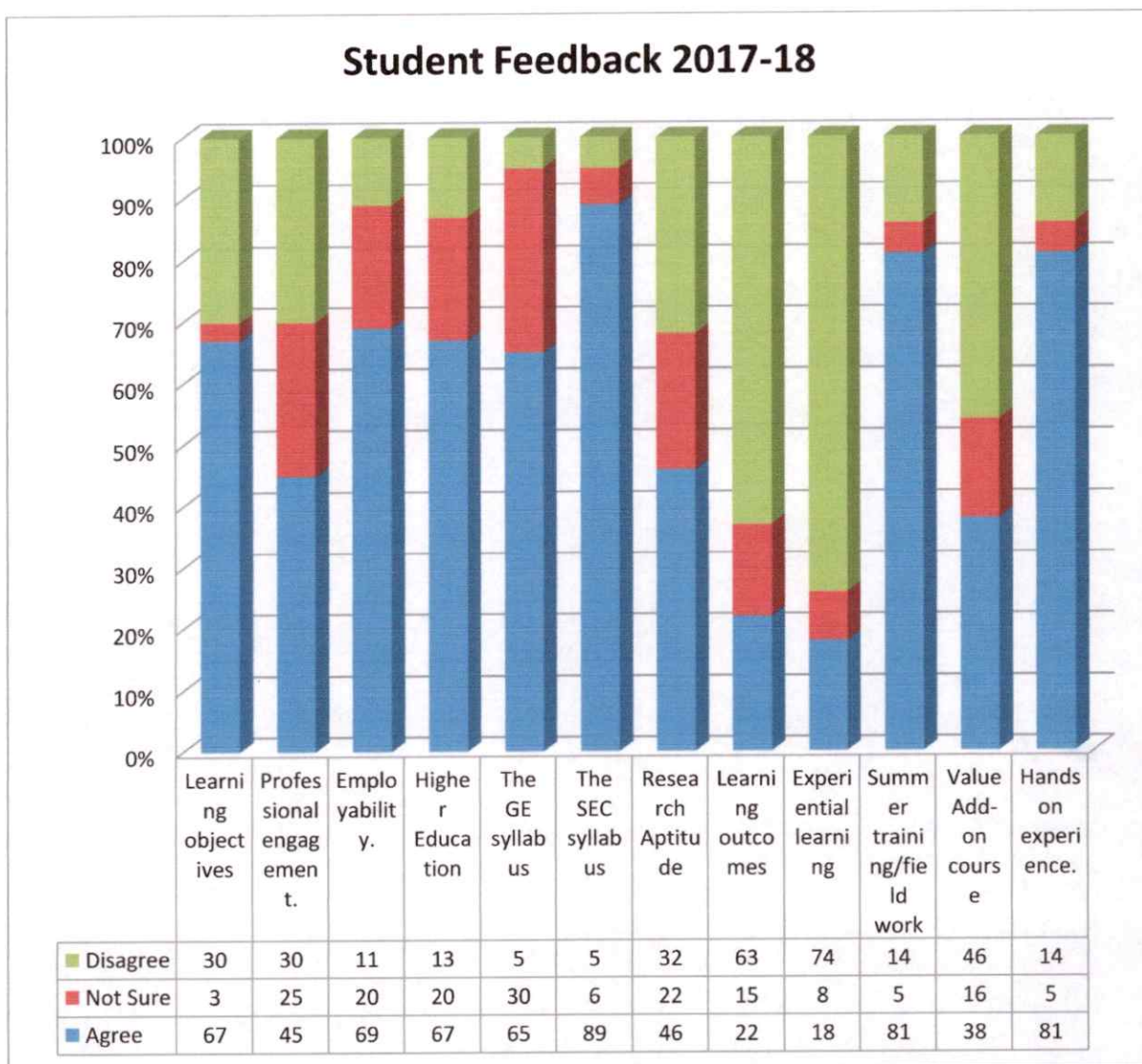
The SEC syllabus/curriculum enhances the skill set of the students	✓		
The syllabus/curriculum develops the research aptitude among the students.			✓
Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?		✓	
Do the teachers encourage experiential learning in the syllabus/curriculum?	✓		
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.	✓		





**Analysis**

In order to gauge the perception of students regarding **Syllabus/Curriculum** for the academic session 2017-18, 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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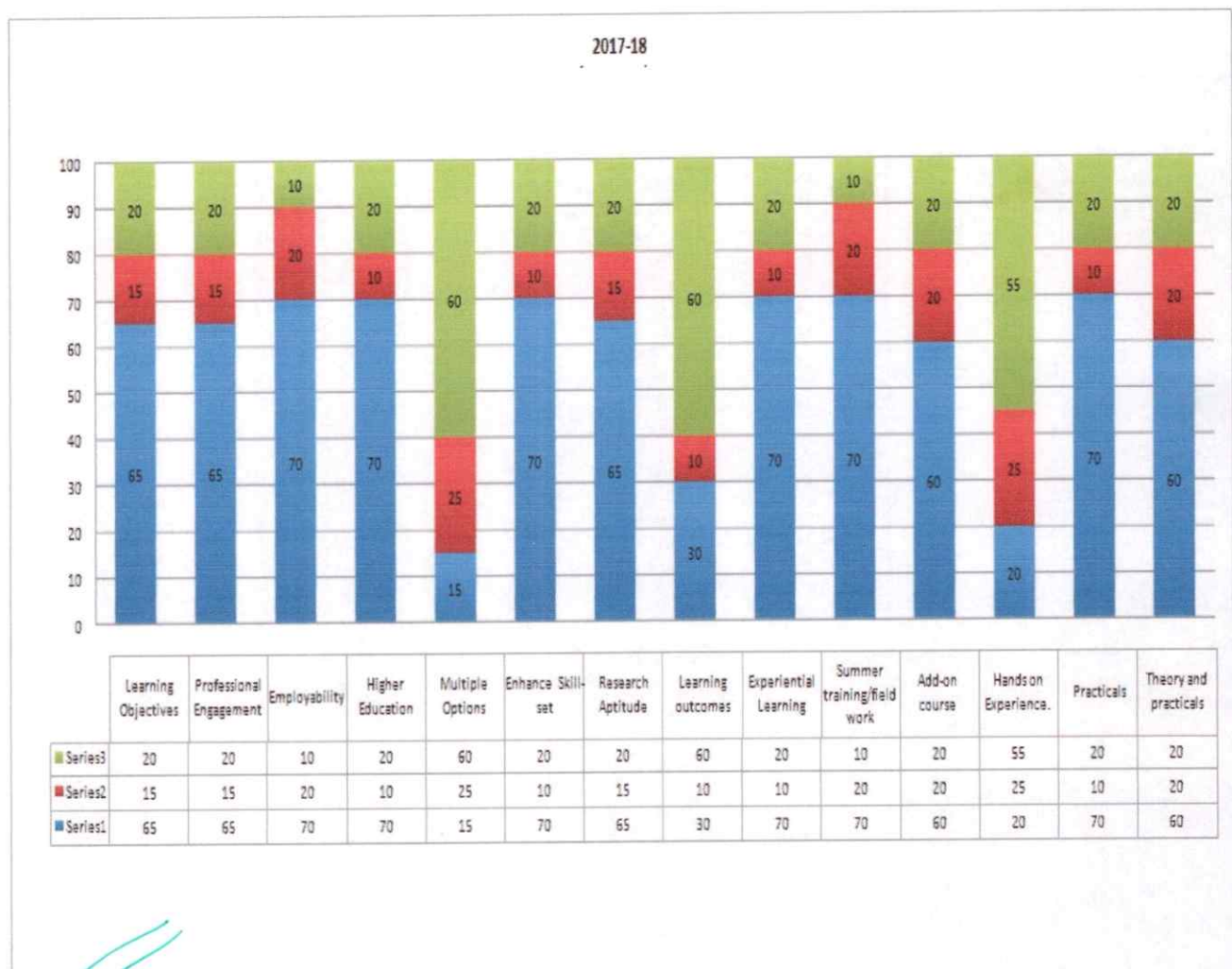




Department of Commerce

**Analysis**

In order to gauge the perception of students regarding **Syllabus/Curriculum** for the academic session 2017-18, 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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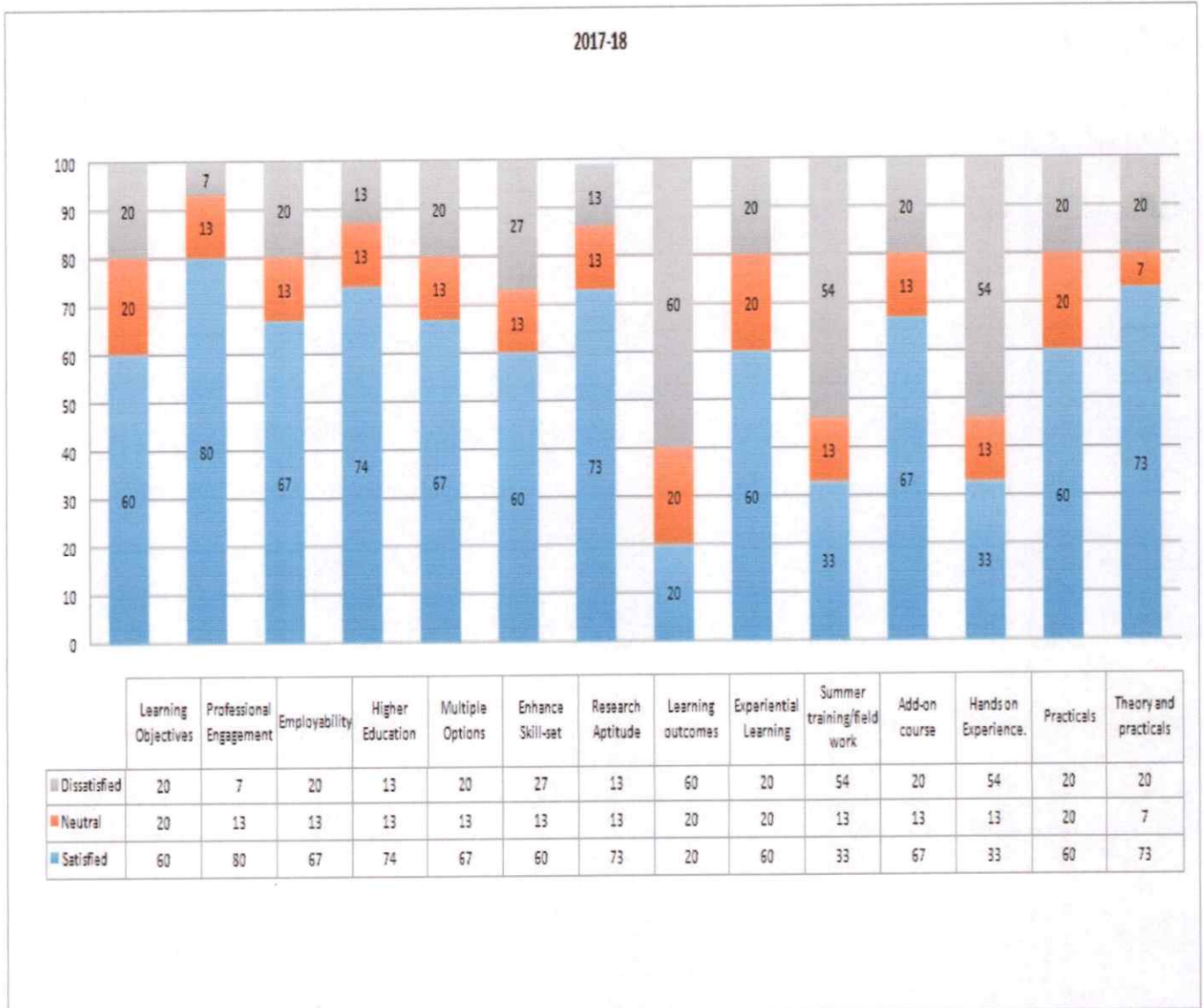




Department of Economics

**Analysis**

In order to gauge the perception of students regarding **Syllabus/Curriculum** for the academic session 2017-18, 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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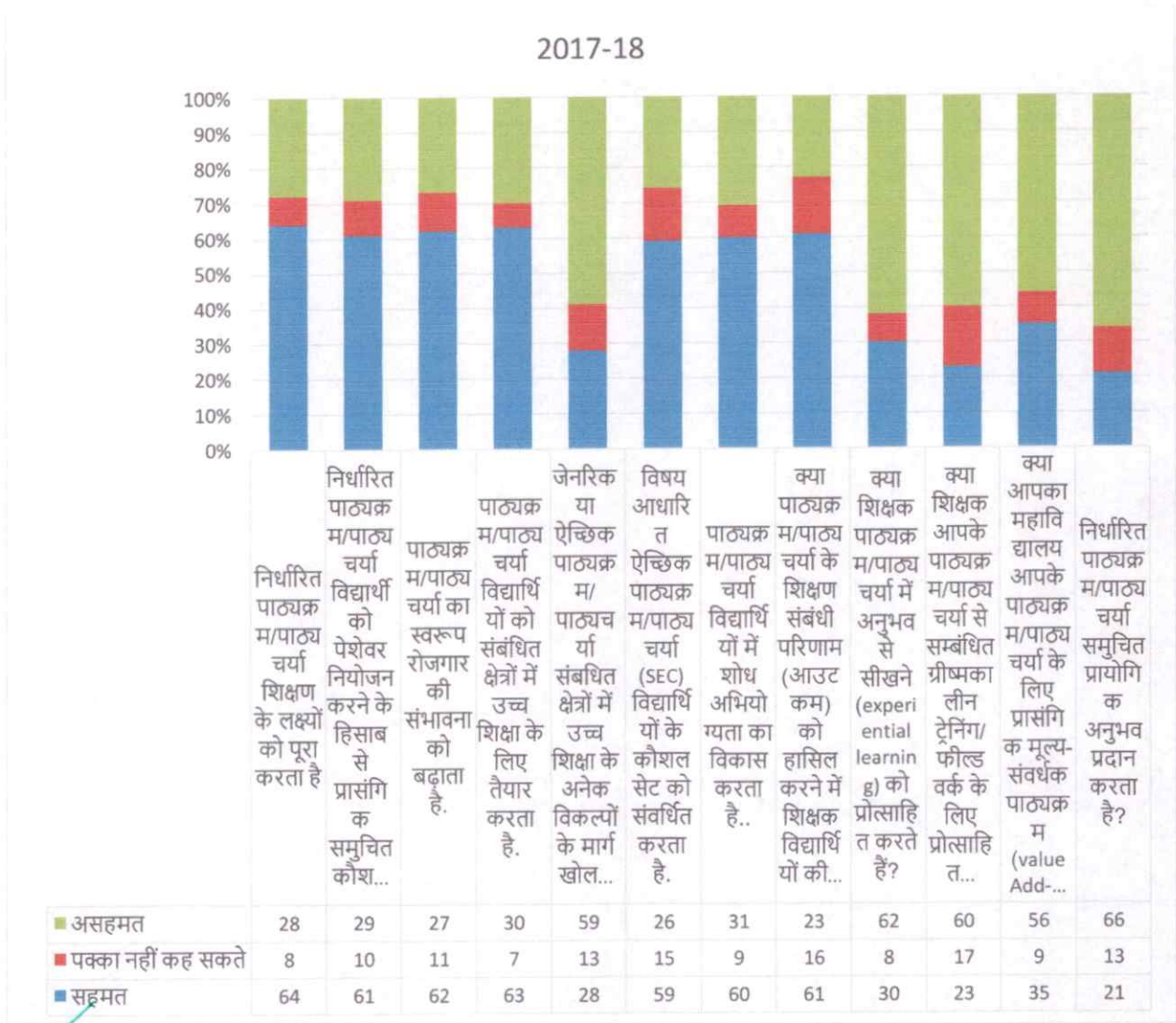


## हिन्दी विभाग

साल:2017-18

### विश्लेषण:

शैक्षणिक सत्र 2017-18 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।



Principal

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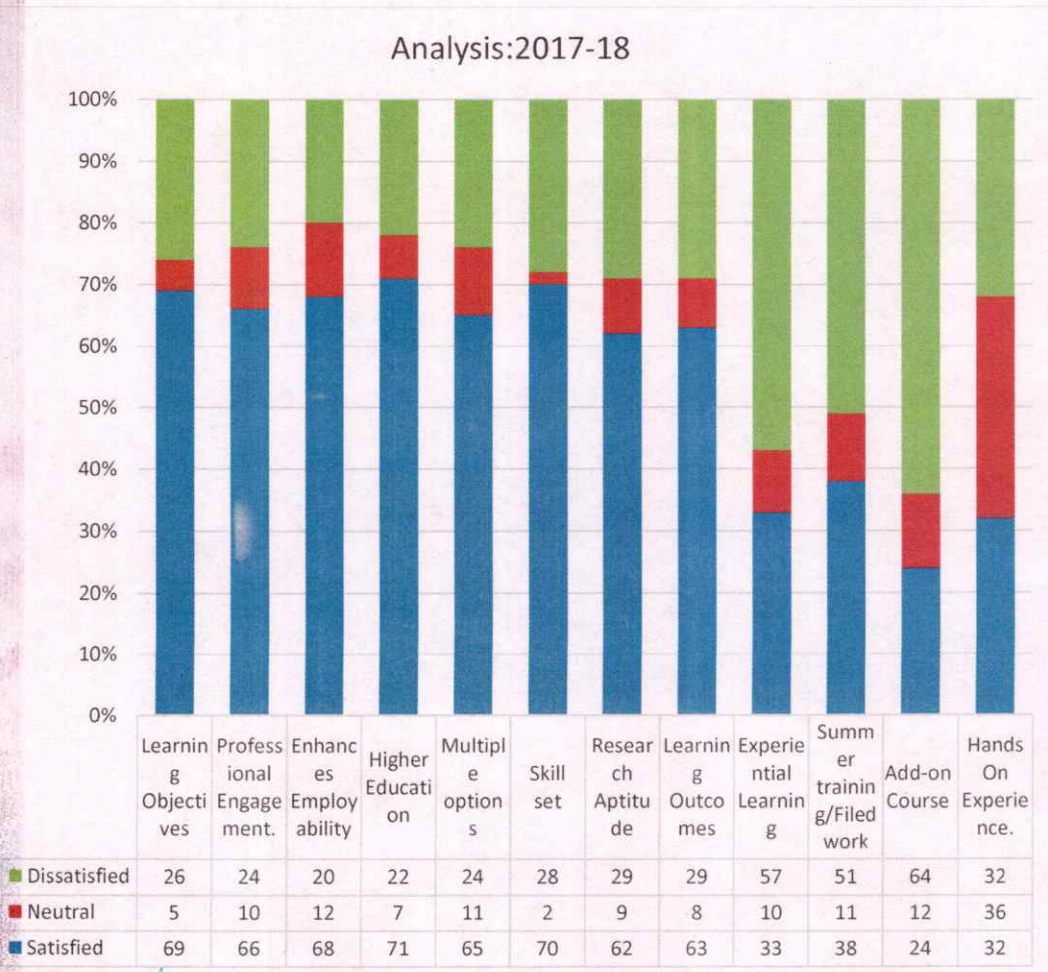




**DEPARTMENT OF ENGLISH**  
**Year: 2017-18**

**Analysis**

In order to gauge the perception of students regarding **Syllabus/Curriculum** for the academic session 2017-18, 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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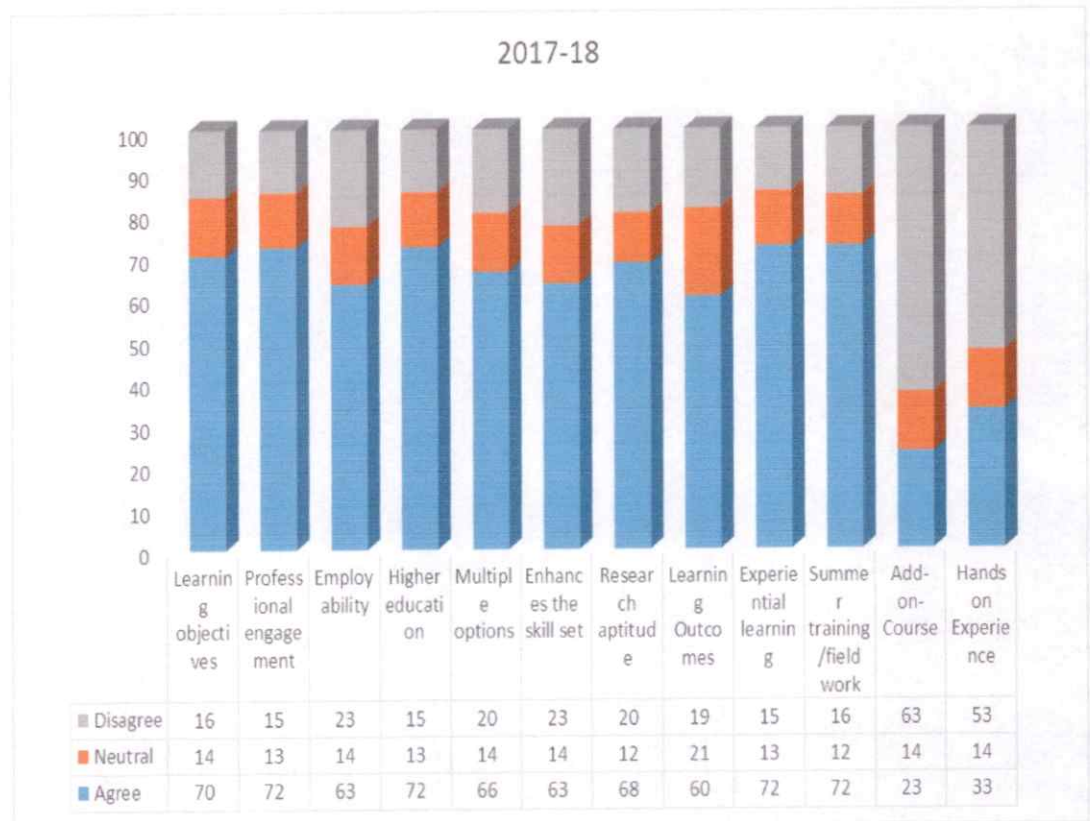




Course: Pol. Science (Hons)  
Syllabus/ Curriculum Feedback 2017-18

Analysis

In order to find out the perception of students regarding **Syllabus/Curriculum** for the academic session 2017-18, 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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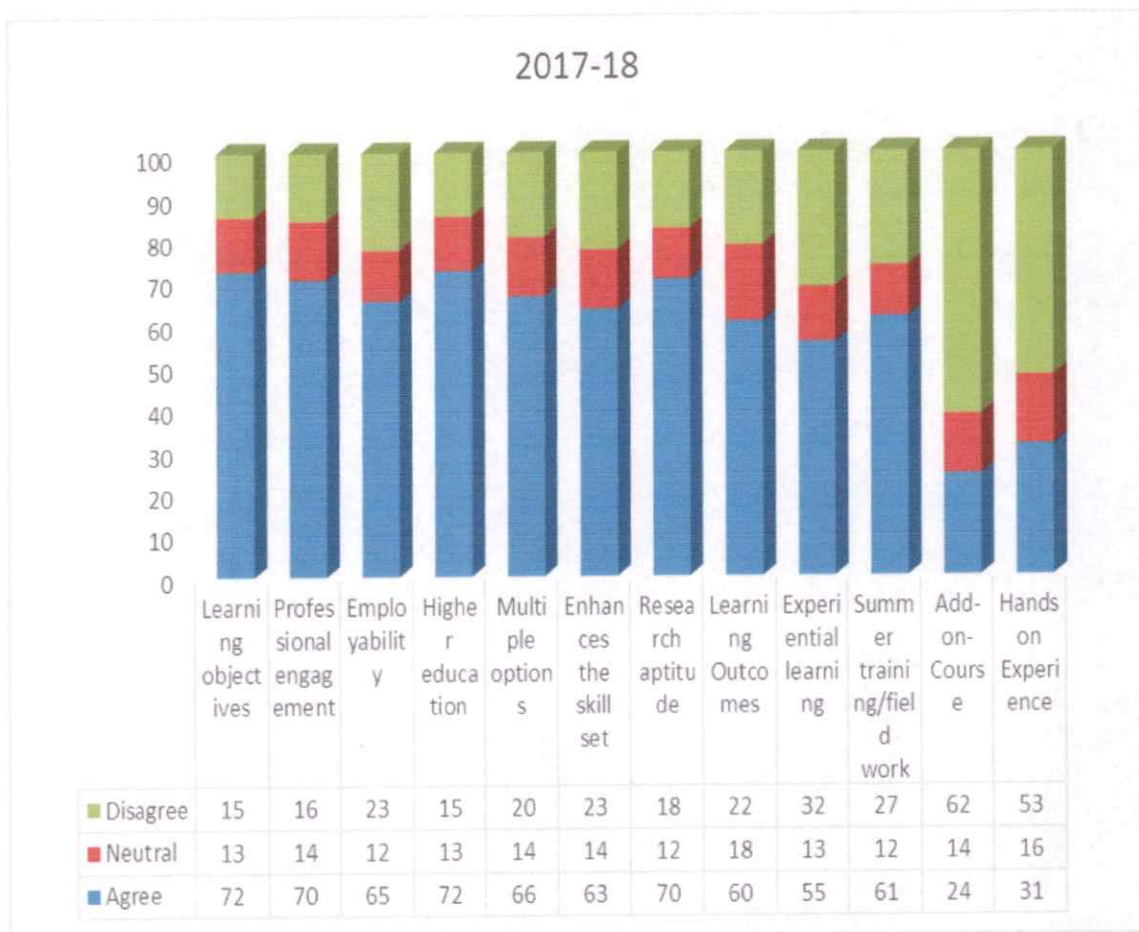




**Course: History (Hons)**  
**Syllabus/ Curriculum Feedback 2017-18**

**Analysis**

In order to find out the perception of students regarding **Syllabus/Curriculum** for the academic session 2017-18, 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 below exhibits the responses observed on the given scale as against the respective parameters.



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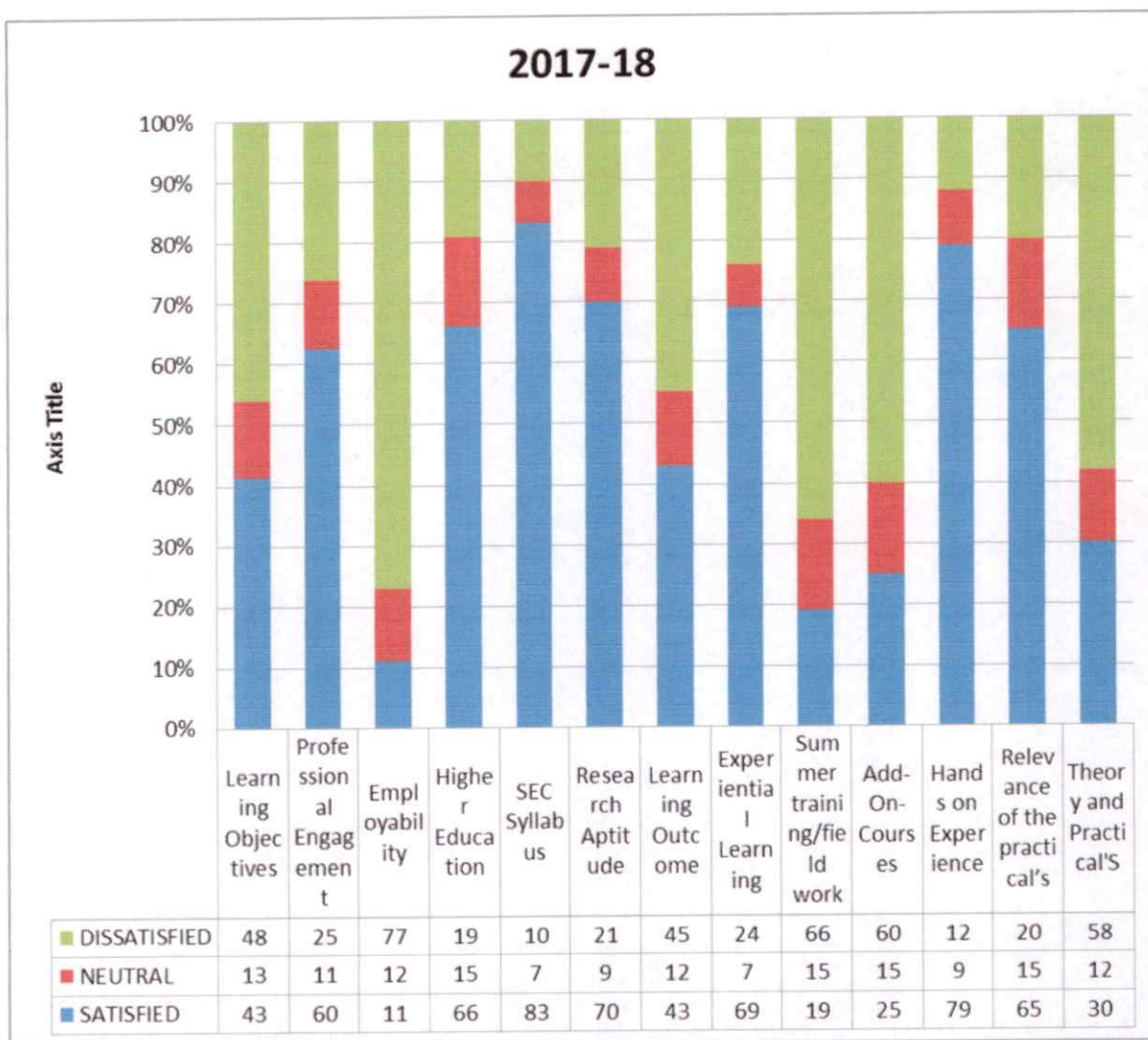




**Course: B.Sc. Physical Science (Chemistry)  
2017-18**

In order to gauge the perception of students regarding Syllabus/Curriculum for the academic session 2017-18, 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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Principal,  
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(University of Delhi)  
Shahdara, Delhi-110 036

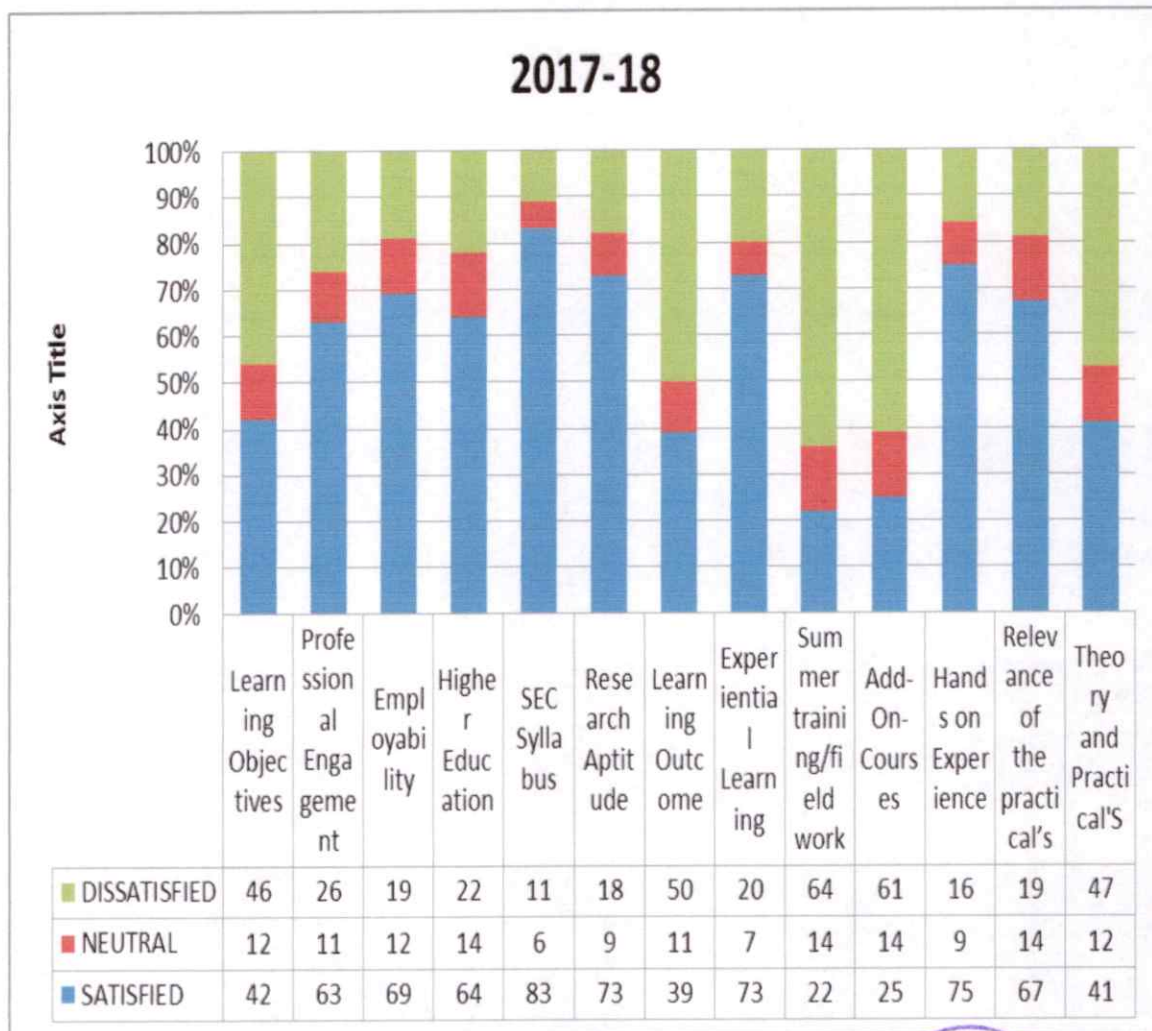
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**Course: B.Sc. Physical Science (Computer)  
2017-18**

In order to gauge the perception of students regarding Syllabus/Curriculum for the academic session 2017-18, 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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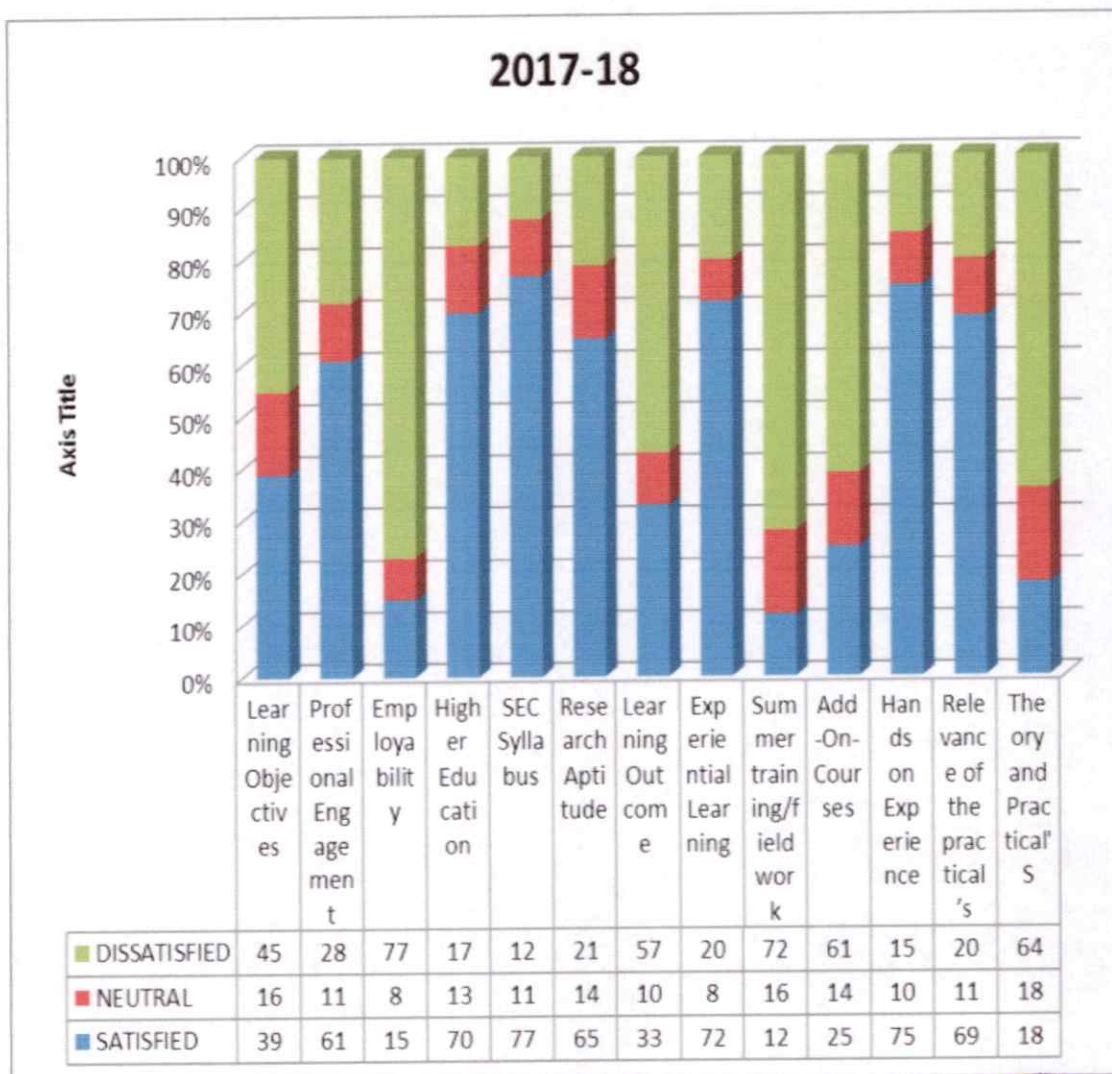
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Course: B.Sc. Physical Science (Electronics)  
2017-18

In order to gauge the perception of students regarding Syllabus/Curriculum for the academic session 2017-18, 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  
2017-18  
B.A. (Prog)**

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. Is your college providing value Add-on course relevant to your syllabus/curriculum?

**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?-** Though the focus of Curriculum is on theoretical understanding and doesn't incorporate practical training, the faculty constantly endeavors to engage students with real life practical applications. It is achieved through participative learning; problem based teaching and flipped classrooms and blended learning and Student Development Programs.
3. **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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**Action Taken in response to Feedback collected for Syllabus/Curriculum  
Commerce  
2017-18**

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. 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 opt for 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 go 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 is undertaken to assess the real attainment of outcomes.

**3. 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 word, HTML.

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**Action Taken in response to Feedback collected for Syllabus/Curriculum  
Department of Economics  
2017-18**

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. The prescribed syllabus/curriculum provides adequate hands on experience.

**Issues resolved/Action Taken**

1. **Learning Outcomes of syllabus/curriculum:** Students are informed about learning outcomes of their syllabus/curriculum on orientation day and also during regular class interactions. To ensure effective achievement of learning outcomes, teachers plan course outcomes based projects and assignments for students.
2. **Teachers encourage for summer training/field work:** To address this issue, audio-video medium is used by teachers to supplement theoretical knowledge. In addition to this, students are provided with direct opportunities participate in Innovation Projects, sponsored by University of Delhi.
3. **Hands on Training for Academic Enhancement (Software, simulation etc.):** The current syllabus has limited scope for hands-on experience. This has been brought to the notice of parent department, University of Delhi. However, economics department tries to resolve this by organizing workshops and hands on practices sessions on various softwares.

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## हिन्दी विभाग

ACTION TAKEN REPORT (कार्यवाई रिपोर्ट)

साल: 2017-18

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

### समस्याएं/समस्या क्षेत्रों की रिपोर्ट

1. जेनरिक या ऐच्छिक पाठ्यक्रम/ पाठ्यचर्या संबंधित क्षेत्रों में उच्च शिक्षा के अनेक विकल्पों के मार्ग खोलता है।
2. क्या शिक्षक पाठ्यक्रम/पाठ्यचर्या में अनुभव से सीखने (experiential learning) को प्रोत्साहित करते हैं?
3. क्या आपके शिक्षक आपके पाठ्यक्रम/पाठ्यचर्या से संबंधित ग्रीष्मकालीन प्रशिक्षण/क्षेत्रीय कार्य के लिए प्रोत्साहित करते हैं?
4. क्या आपका महाविद्यालय आपके पाठ्यक्रम/पाठ्यचर्या के लिए प्रासंगिक मूल्य-संवर्धक पाठ्यक्रम (value Add-on course) की व्यवस्था कर रहा है?
5. निर्धारित पाठ्यक्रम/पाठ्यचर्या समुचित प्रायोगिक अनुभव प्रदान करता है?

### मुद्दों का समाधान/ की गई कार्यवाई

1. 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 : 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।
2. 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।
3. 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।
4. 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।





5. 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।



## DEPARTMENT OF ENGLISH

## Action Taken

2017-18

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

**Issues/Problem Areas reported**

1. Do the teachers encourage experiential learning in the syllabus/curriculum?
2. Do your teachers encourage for summer training/field work related to your syllabus/curriculum?
3. Is your 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. **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.
2. **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.
3. **Is your college providing value Add-on course relevant to your syllabus/curriculum?**- The College aims to introduce more Add-on courses in different languages from 2018-19 onwards.
4. **The prescribed syllabus/curriculum provides adequate hands on experience-** The course is theory based which does not have any hands-on experience component rather the focus is on developing critical and analytical skills in students through intensive teaching, tutoring and mentoring.

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Course: Pol. Science (Hons)

Syllabus/ Curriculum Feedback 2017-18

Action Taken in response to Feedback Collected for Syllabus / Curriculum

**Issues/Problem Areas reported**

1. Is your college providing value Add-on course relevant to your syllabus/curriculum?
2. The prescribed syllabus/curriculum provides adequate hands on experience.

**Issues resolved/Action Taken**

1. **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.
2. **Hands on experience:** The papers taught in the department are mostly theoretical in nature. Therefore, the scope of hands on experience is limited.

Principal

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Course: History (Hons)

Syllabus/ Curriculum Feedback 2017-18

Action Taken in response to Feedback Collected for Syllabus / Curriculum

**Issues/Problem Areas reported**

1. College providing value Add-on course relevant to your syllabus/curriculum.
2. The prescribed syllabus/curriculum provides adequate hands on experience.

**Issues resolved/Action Taken**

1. **Add-on course:** By discussing the importance of foreign languages discussed with them since certificate Programme in Tourism became more valuable.
2. **Hands on experience:** The papers taught in the department are mostly theoretical in nature. Therefore, the scope of hands on experience is limited.

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Course: B.Sc. Physical Science (Chemistry)  
2017-18

Action Taken Report  
Chemistry (Phy. Science)  
2017-18

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 practicals:** 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 more Add-on-Courses in different languages from 2018-19 onwards.
4. **Syllabus/curriculum design enhances employability:** For employability up-gradation skill-based papers were introduced which help students to work in diversified fields.
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)  
2017-18

Action Taken Report  
Computer (Phy. sciences)  
2017-18

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:** Problem persists but 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 more Add-on-courses in different languages from 2018-19 onwards.
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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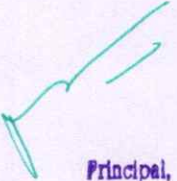
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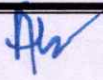
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5. **Encouragement of summer training/field work related to your syllabus/curriculum:** To address this issue students are made aware of the academic projects which are very important through classroom teaching, tutorials interaction. Students were also engaged in course outcome-based projects and assignments.

1.

  
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Course: B.Sc. Physical Science (Electronics)  
2017-18

Action Taken Report  
Electronics (Phy. Science)  
2017-18

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 practicals:** 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 more Add-on-Courses in different languages from 2018-19 onwards.
4. **Syllabus/curriculum design enhances employability:** For employability up-gradation skill-based papers were introduced which help students to work in a diversified field.

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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 2017-8  
Department of Commerce



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Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2017-18

**Personal Information**

Name of the Faculty : Dr. Shaista Sami  
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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Department of Economics  
Faculty Feedback 2017-18



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Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2017-18

Personal Information

Name of the Faculty : Dr. Bharat Bhushan  
Department : Economics  
Gender : Male

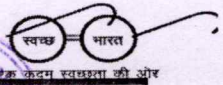
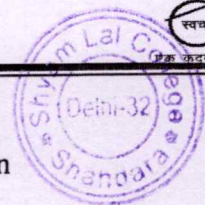
Choose appropriate option against each question  
1= Agree, 2=Not sure, 3=Disagree

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

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Department of Hindi  
Year: 2017-18

SLC(University of Delhi)  
Shyam Lal College

Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2017-18

**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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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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**FACULTY FEEDBACK**  
**DEPARTMENT OF ENGLISH**  
**2017-18**

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

**Faculty Feedback form**  
**on Syllabus/Curriculum**  
**Academic Year: 2017-18**

**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.	✓		

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Shahdara, Delhi-110 032

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Department: Physics  
2017-18



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Shyam Lal College



Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2017-18

**Personal Information**

Name of the Faculty : Dr. Sunny Aggarwal

Department : Physics

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.	✓		
The syllabus balances the theory and practical components.	✓		
The syllabus can be completed within the prescribed time frame.	✓		

Principal,  
Shyam Lal College  
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Department: Chemistry  
2017-18



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Faculty Feedback form  
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Academic Year: 2017-18

**Personal Information**

Name of the Faculty : Dr. Sanjay Kumar

Department : Chemistry

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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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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Department: Mathematics & Computer Science  
2017-18



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Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2017-18

**Personal Information**

Name of the Faculty : Dr. Seema Guglani

Department : Mathematics

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.	✓		

Principal,  
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Department: Botany  
2017-18



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Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2017-18

**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.	✓		

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(दिल्ली विश्वविद्यालय)

The syllabus has practical components.	✓		
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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श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

Department: Physical Education  
2017-18



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Shyam Lal College



Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2017-18

**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.	/		



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

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श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

Department of History  
Faculty Feedback 2017-18



SLC(University of Delhi)  
Shyam Lal College



Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2017-18

**Personal Information**

Name of the Faculty : Dr. Gayatri Chaturvedi

Department : History

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.	✓		

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श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

Department of Pol. Science  
Faculty Feedback 2017-18



SLC(University of Delhi)  
Shyam Lal College



Faculty Feedback form  
on Syllabus/Curriculum  
Academic Year: 2017-18

**Personal Information**

Name of the Faculty : Dr. Anil Thakur  
Department : Pol. Science  
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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The syllabus develops research aptitude among students.	✓		
The syllabus can be completed within the prescribed time frame.	✓		

Principal,  
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(University of Delhi)  
Shahdara, Delhi-110 037

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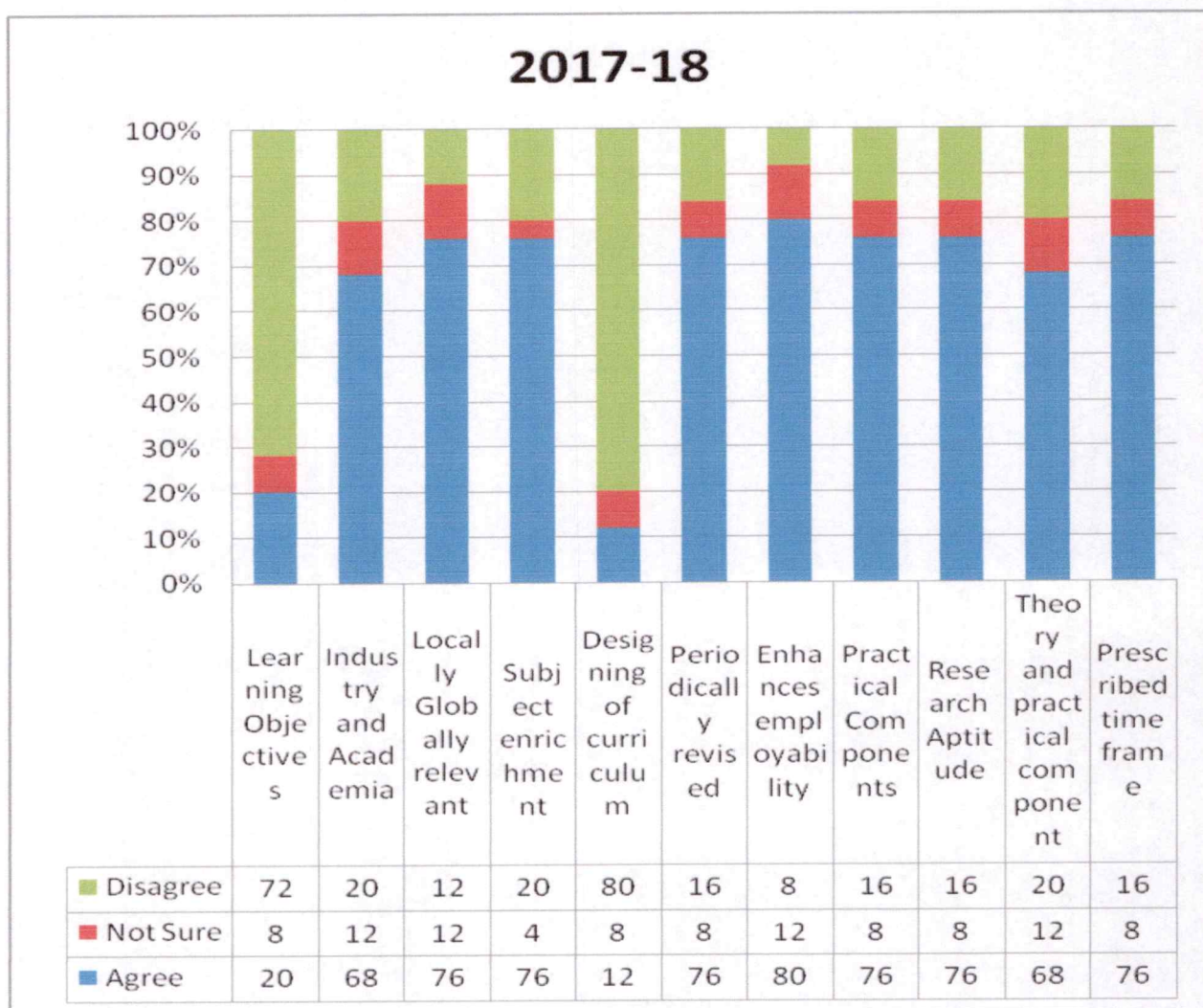




**Faculty Feedback 2017-18**  
**Department of Commerce**

**Analysis**

In order to gauge the perception of Faculty members for the academic session 2017-18, 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.



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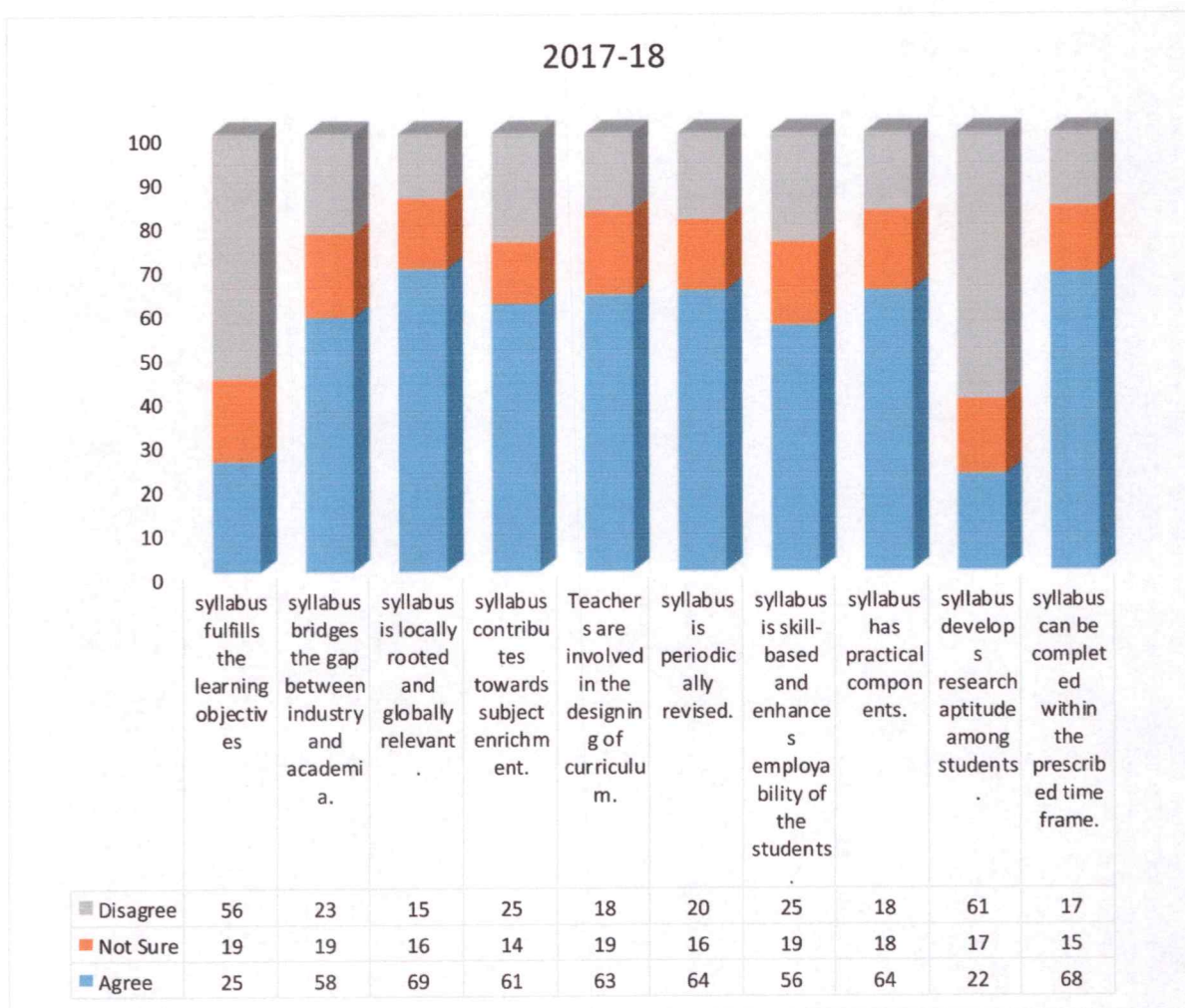




**Department of Economics  
Faculty Feedback 2017-18**

**Analysis:**

In order to gauge the perception of teachers for the academic session 2017-18, 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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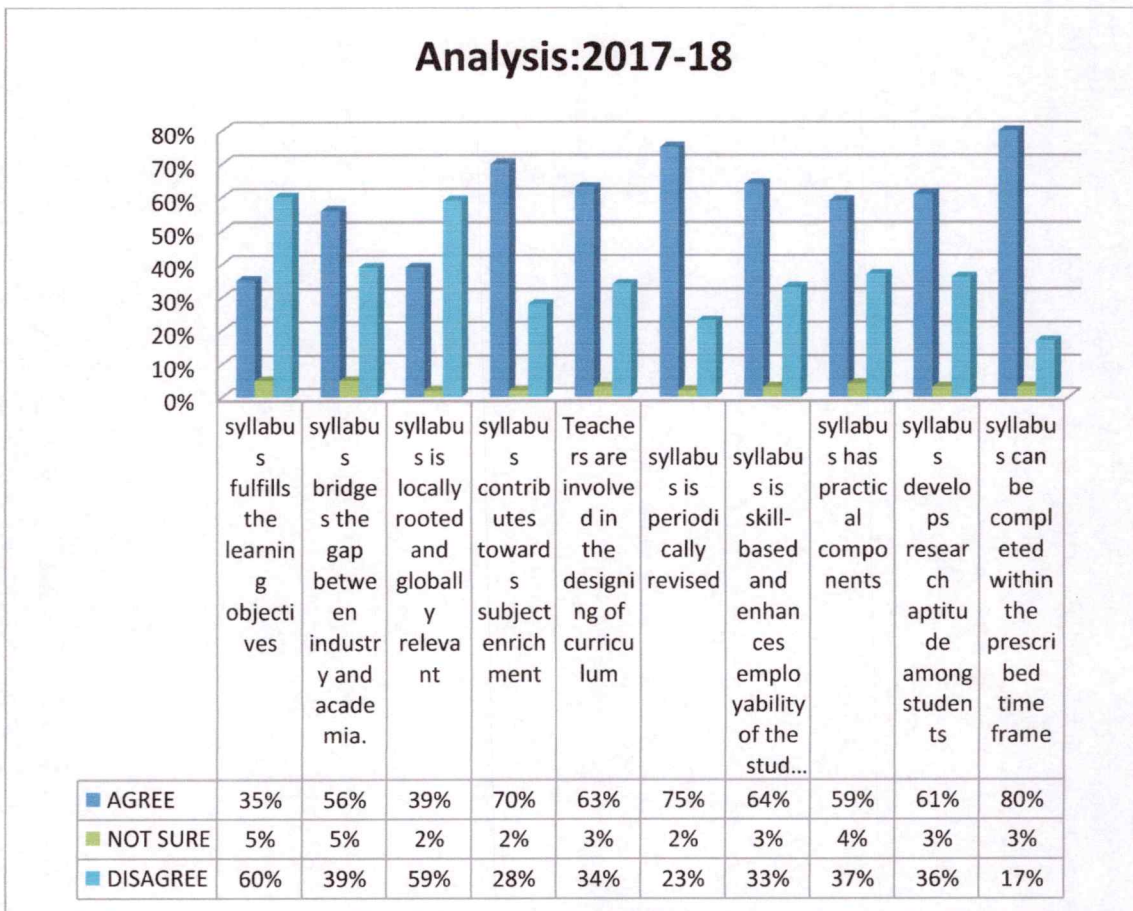
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Department of Hindi  
Year: 2017-18

**Analysis:**

In order to gauge the perception of teachers for the academic session 2017-18, 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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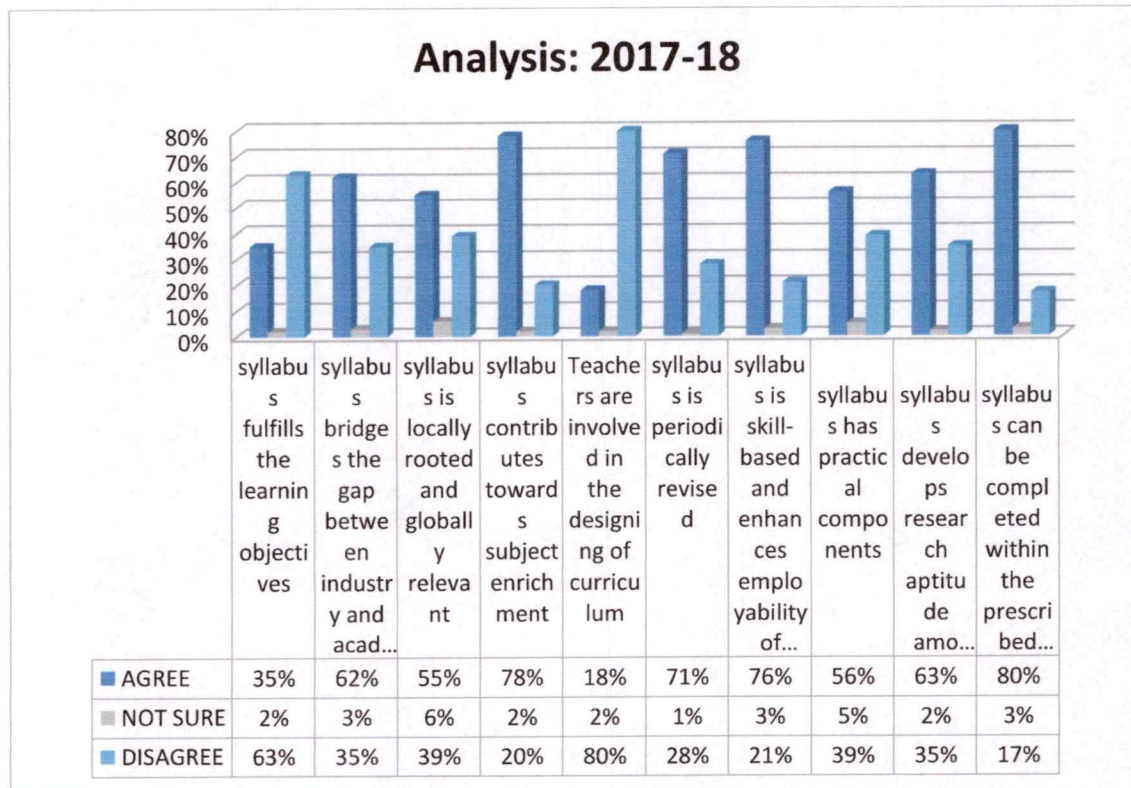


**DEPARTMENT OF ENGLISH**

**Year: 2017-18**

**Analysis:**

In order to gauge the perception of teachers for the academic session 2017-18, 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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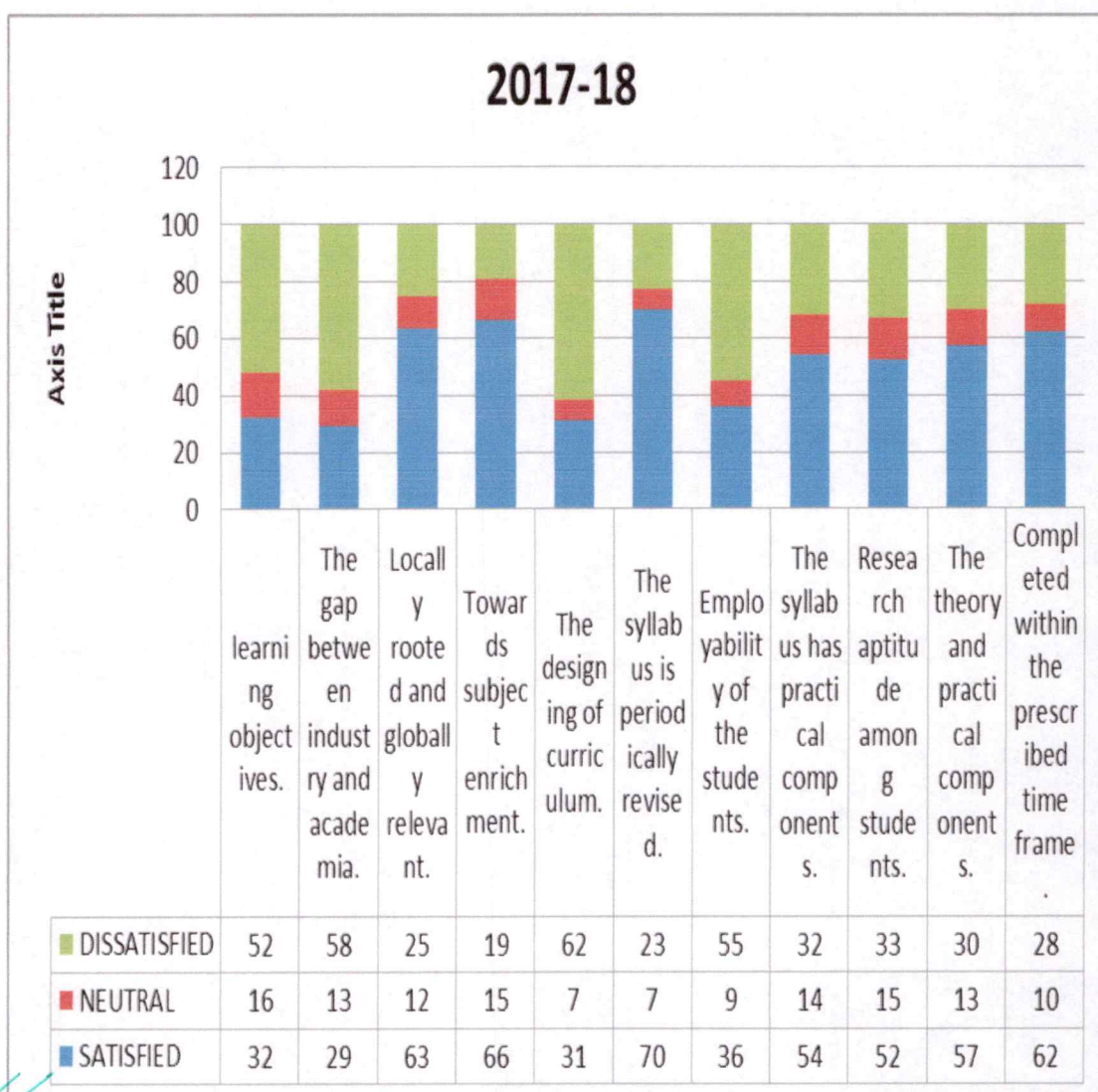




Department: Physics  
2017-18

In order to gauge the perception of faculty members for the academic session 2017-18, 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



Principal,  
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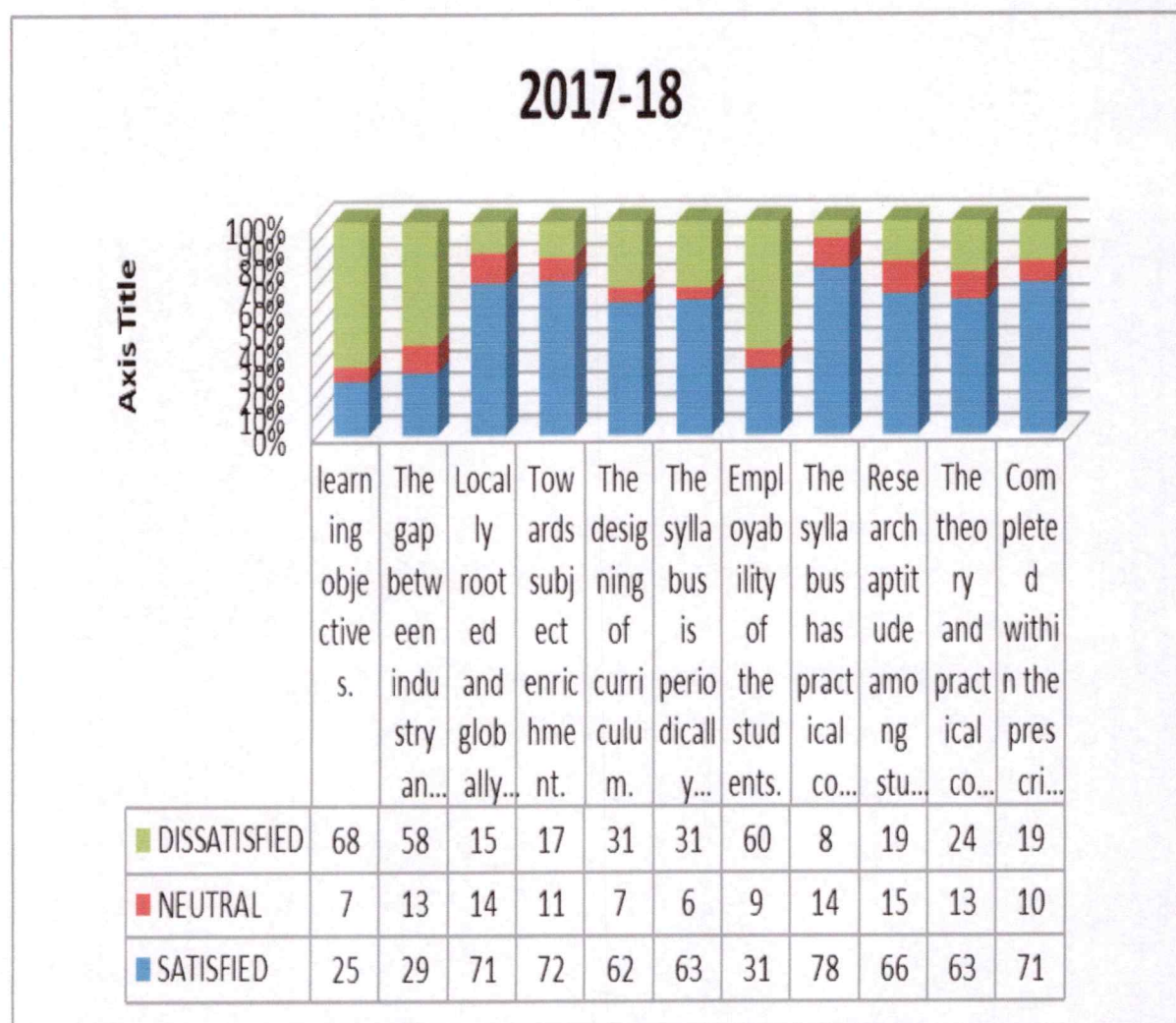




**Department: Chemistry  
2017-18**

In order to gauge the perception of faculty members for the academic session 2017-18, 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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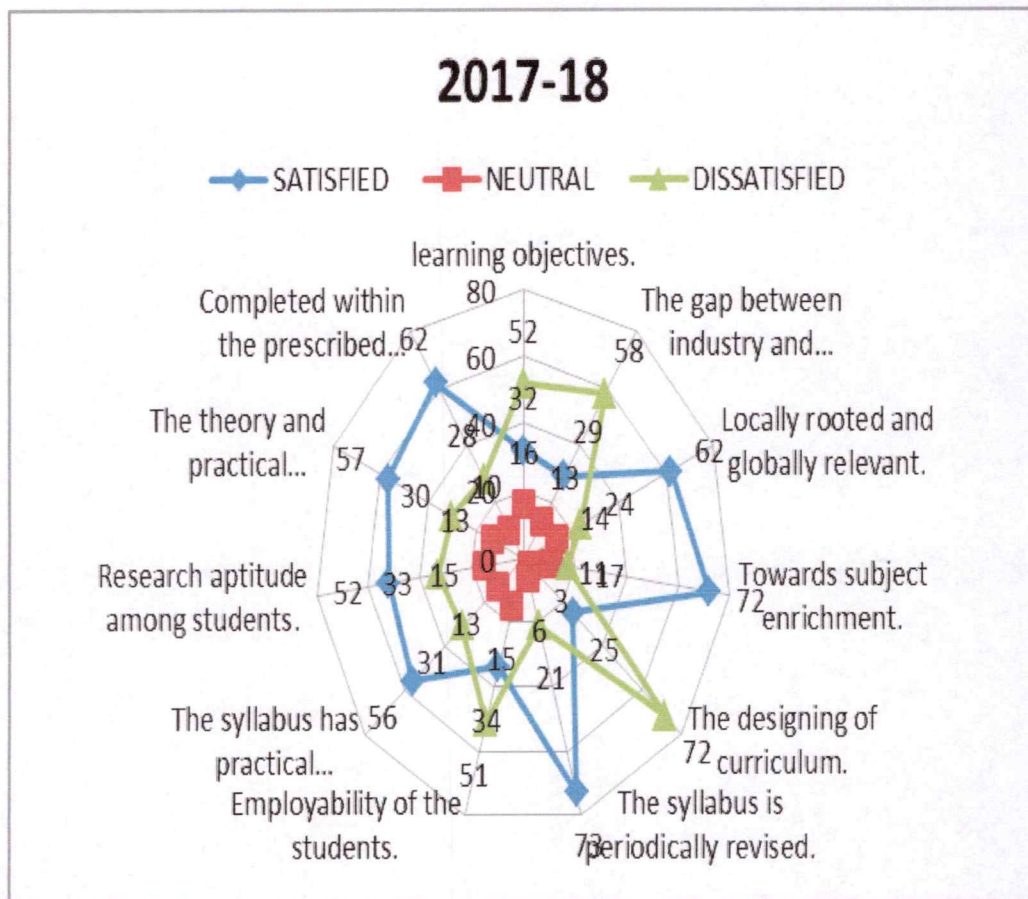




Department: Mathematics & Computer Science  
2017-18

In order to gauge the perception of faculty members for the academic session 2017-18, 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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Shahdara, Delhi-110 038

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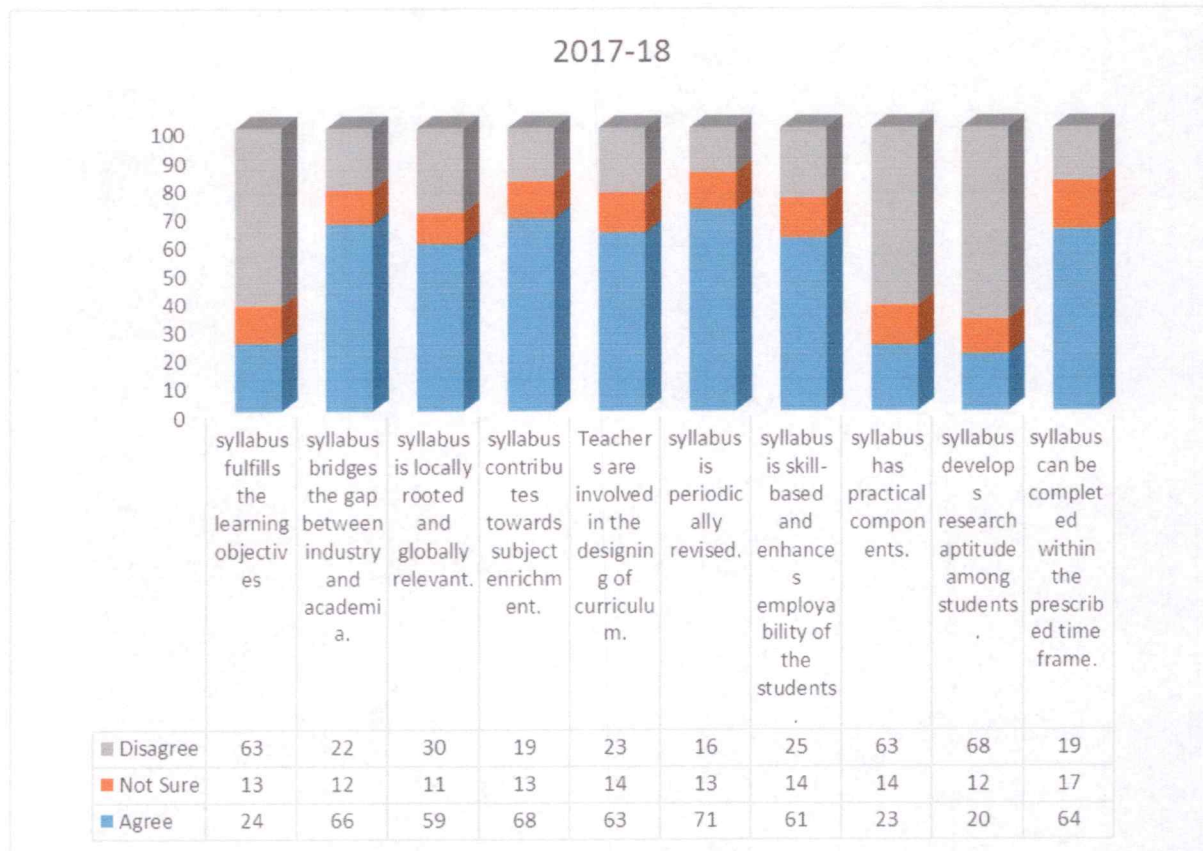
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**Department of History  
Faculty Feedback 2017-18**

**Analysis:**

In order to gauge the perception of teachers for the academic session 2017-18, 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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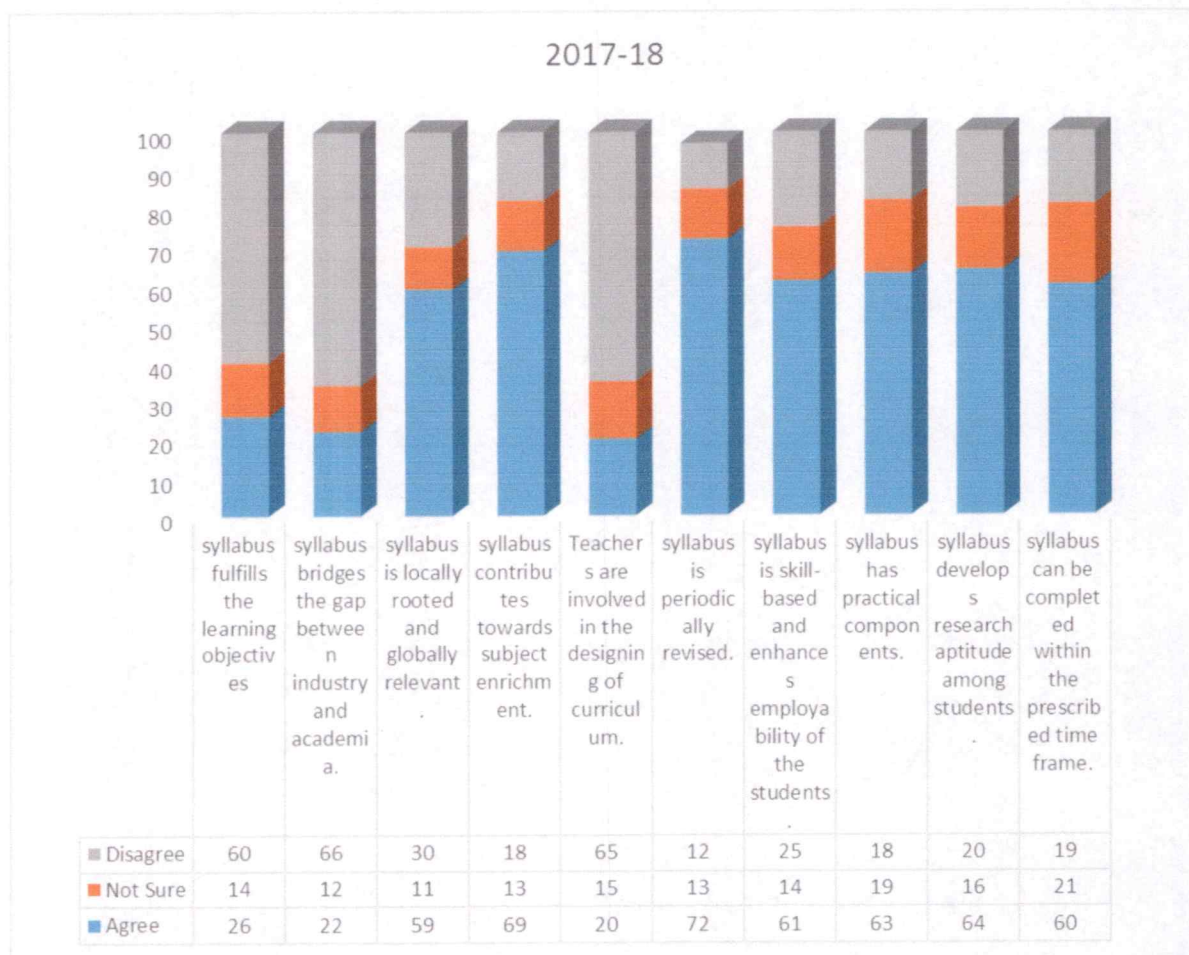




**Department of Pol. Science  
Faculty Feedback 2017-18**

**Analysis:**

In order to gauge the perception of teachers for the academic session 2017-18, 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-110 030



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**Action Taken Report Faculty Feedback 2017-18**  
**Department of Commerce**

**Action Taken in response to Feedback collected from Faculty of Department of Commerce For Academic session 2017-18.**


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. 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. Consequently, the course syllabus was modified to fulfill the learning objectives more effectively.
2. All the teachers are not involved in designing of curriculum. Permanent appointments have been stalled for a long time in D.U. Thus, there is faculty crunch in all colleges of University of Delhi.

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



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Department of Economics  
Faculty of Feedback 2017-18

**Action Taken in response to Feedback collected from Faculty of Department of Economics For Academic session 2017-18.**

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 develops research aptitude among students

**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. Faculty members try to address this issue by encouraging students to take up research projects. At college level also, students are offered the opportunity to be a part of multidisciplinary innovation projects.

Principal,  
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(University of Delhi)  
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Department of Hindi  
Year: 2017-18

**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 Hindi, University of Delhi.
2. The Syllabus undoubtedly is locally rooted but globally irrelevant in the light of less relevance of the language offshore. Suggestions have been offered to the University and UGC.

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**ACTION TAKEN REPORT**  
**DEPARTMENT OF ENGLISH**  
**Year:2017-18**

**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 Department of English, University of Delhi.
2. 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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Department: Physics  
2017-18

Action Taken Report  
Physics  
2017-18

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:** 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. Consequently, the students are made aware about the learning objectives through orientation, projects work, class room discussion, and tutorials. Teaching plans are uploaded regularly on the website to apprise students about subject specific learning objectives and also learning based continuous evaluation is undertaken through which students get familiar with the syllabus.
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.

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- 
3. **Teachers are involved in the designing of curriculum:** All the teachers are not involved in 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:** For employability up-gradation skill-based papers were introduced which met the need of the students and help them to work in diversified fields.

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Department: Chemistry  
2017-18

Action Taken Report  
Chemistry  
2017-18

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. Consequently, the students are made aware about the learning objectives through orientation, projects work, class room discussion, and tutorials. Teaching plans are uploaded regularly on the website to apprise students about subject specific learning objectives and also learning based continuous evaluation is undertaken through which students get familiar with the syllabus.

- 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:** For enhancing employability, up-gradation, skill-based syllabus was introduced which met the requirement of the students and help them to work in diversified fields.





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Department: Mathematics & Computer Science  
2017-18

Action Taken Report  
Mathematics and Computer Science  
2017-18

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 concern regarding the syllabus not sufficiently fulfilling the learning objectives of the students and brought to the notice to concerned Department, University of Delhi. However, students are made aware about the learning objectives through discussion and tutorials. Teaching plans are uploaded regularly on the website to apprise students about subject specific learning objectives.
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. Even at college level the faculty guides the students with the right counselling and mentoring. This gap can be filled by making curriculum industry oriented.



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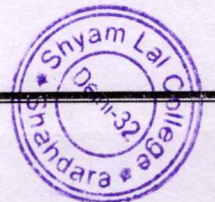
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- 
- 3. Teachers are involved in the designing of curriculum:** This issue is mainly because permanent appointments have been stalled for a long period of time in Delhi University. Thus, there is faculty crunch in all colleges of Delhi University.
  - 4. The syllabus is skill-based and enhances employability of the students:** For employability up-gradation skill-based papers were introduced which met the needs of the students and help them to work in diversified fields and also think them critically and help them to get aware of job industry.

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Department: Botany

2017-18

Action Taken Report

Botany

2017-18

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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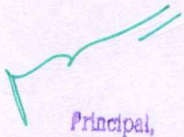
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Department: Physical Education  
2017-18  
Action Taken Report  
Physical Education  
2017-18

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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**ACTION TAKEN REPORT**  
**DEPARTMENT OF ENGLISH**  
**Year:2017-18**

**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 Department of English, University of Delhi.
2. 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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**Department of History  
Faculty Feedback 2017-18**

**Action Taken in response to Feedback collected from Faculty of Department of History For Academic session 2017-18.**

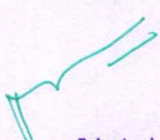
This section presents the action taken to resolve the issues identified from Syllabus/Curriculum faculty feedback questionnaire.

**Issues/ Problem Areas reported**

1. The syllabus fulfills the learning objectives
2. The syllabus has practical components.
3. The syllabus develops research aptitude among students.

**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 needs to be made a little more practical and the suggestions have been offered for the same.
3. Faculty members try to address this issue by encouraging students to take up research projects. At college level also, students are offered the opportunity to be a part of multidisciplinary innovation projects.

  
Principal,  
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Department of Pol. Science  
Faculty Feedback 2017-18

**Action Taken in response to Feedback collected from Faculty of Department of Pol. Science For Academic session 2017-18.**

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. 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. As the developing nature of industry and changes in the market going on, it has become imperative to ascertain how best the academic curriculum can address various requirements and demands of the dynamic industry. Faculty members suggested that curriculum is revised regularly and is developed in accordance with industry needs.
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.

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Employers' Feedback 2017-18



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Employer Feedback

Academic Year: 2017-18

Personal Information

Name of the Employer: Apurvash Sinha  
Address of the company: Shashtri Park, IT Park  
Email: sinhalal@elbos.co.uk  
Mobile No.: 8804567890

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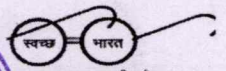
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graduates of the college with interpersonal skills required for the industry.			
8. The curriculum of the institution inculcates ethics and moral values in the outgoing students.	✓		
9. The employee has made an impact in the organization/industry he/she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

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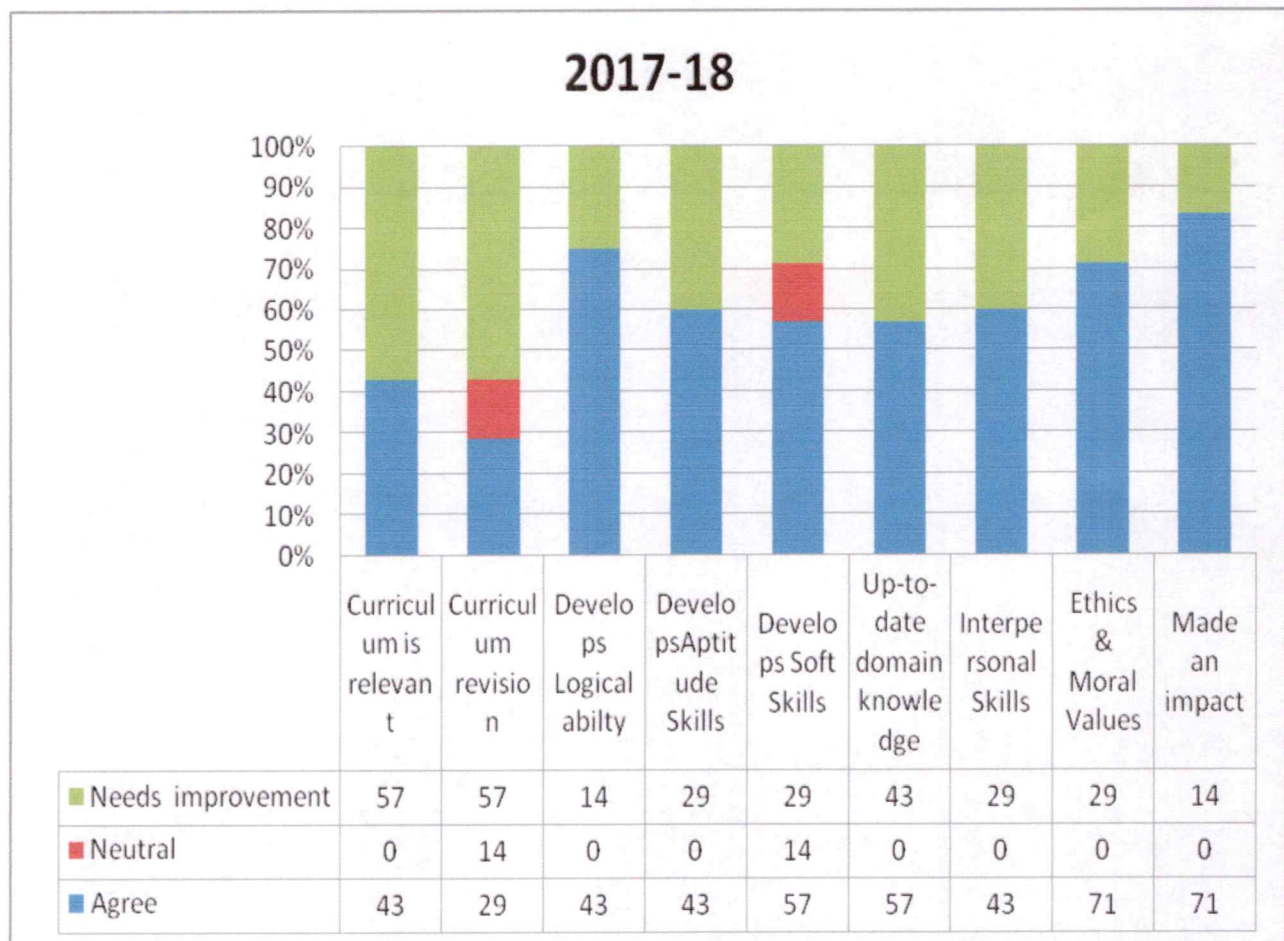
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### Employer Feedback for 2017-18

#### 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 7. 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 2017-18**


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

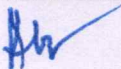
**Issues/Problem Areas reported**

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.

  
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Course: B.A.PROG  
Alumni Feedback 2017-18



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Alumni Feedback Form

Academic Year: 2017-18

Course: B.A. Prog

Personal Information:

Name of the Student : Shalu  
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"/>		

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
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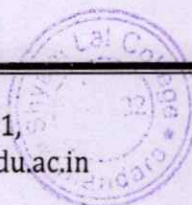


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8. The syllabus offered opportunity for summer training/field work related to curriculum.			✓
9. The syllabus contributed towards subject enrichment.			✓✓
10. The academic curriculum, co-curricular and extra-curricular activities of the institution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

  
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Alumni Feedback Form 2017-18  
Department of Commerce



SLC(University of Delhi)  
Shyam Lal College



Alumni Feedback Form  
Academic Year: 2017-18  
Course: Commerce

**Personal Information:**

Name of the Student : Kirti Vashne  
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 er.gagement.	<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"/>	

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एक कदम स्वच्छता की ओर

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6. The SEC syllabus enhanced your skill set.	✓		
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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श्याम लाल कॉलेज  
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Alumni Feedback Form 2017-18  
Department of Economics



SLC(University of Delhi)  
Shyam Lal College



Alumni Feedback Form  
Academic Year: 2017-18  
Course: Economics

**Personal Information:**

Name of the Student : SURBHI CHAHAL.  
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"/>		

Principal,  
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*AW*

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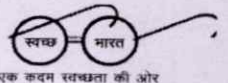
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The syllabus developed your research aptitude.	✓		
The syllabus offered opportunity for summer training/field work related to curriculum.	✓		
9. The syllabus contributed towards subject enrichment.		✓	
10. The academic curriculum, co-curricular and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

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Department English (2017-18)

5

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

**Alumni Feedback Form**  
Academic Year: 2017-18  
Course: B.A. Hons (English)

**Personal Information:**

Name of the Student : Amreen

Year of graduating : 2017-18

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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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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श्याम लाल कॉलेज  
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Course: History (Hons)  
Alumni Feedback 2017-18



SLC(University of Delhi)  
Shyam Lal College



Alumni Feedback Form

Academic Year: 2017-18

Course: History

**Personal Information:**

Name of the Student : NIKHIL GUPTA  
Year of graduating : 2016-2017  
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.			
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: Pol. Science (Hons)  
Alumni Feedback 2017-18



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Shyam Lal College



Alumni Feedback Form  
Academic Year: 2017-18  
Course: Pol. Science

Personal Information:

Name of the Student : Arun Kumar  
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.			✓
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.		✓	
7. The syllabus developed your research aptitude.			✓
8. The syllabus offered opportunity for summer training/field work related		✓	

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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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हिन्दी विभाग  
साल: 2017-18

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एलुमनाई फीडबैक फॉर्म  
अकादमिक सत्र : 2017-18  
पाठ्यक्रम : बीए. प्रतिष्ठा (हिंदी)

व्यक्तिगत जानकारी :

विद्यार्थी का नाम	: JYOTI SONI
स्नातक पूर्ण करने का वर्ष	: 2015-16
लिंग	: पुरुष _____ महिला <u>F</u>

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.	✓		
2. पाठ्यक्रम ने आपको पेशेवर रूप से नियुक्त किये जाने लायक कौशल से लैस किया.	✓		
3. पाठ्यक्रम ने आपके रोजगार पाने की संभावना को बढ़ाया.	✓		

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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 गतिविधियां 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)  
2017-18



SLC(University of Delhi)  
Shyam Lal College



Alumni Feedback Form

Academic Year: 2017-18

Course: B. Sc. Physical Sciences (Chemistry)

Personal Information :  
Name of the Student : Roopa Maurya  
Year of graduating : 2017  
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"/>	<input checked="" type="checkbox"/>	
5. The GE syllabus, you studied, opened multiple options for higher education.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
6. The SEC syllabus enhanced your skill set.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

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)  
2017-18



SLC(University of Delhi)  
Shyam Lal College



Alumni Feedback Form

Academic Year: 2017-18

Course: B. Sc. Physical Sciences (Computer Science)

Personal Information :

Name of the Student : Aditi Bansal  
Year of graduating : 2017  
Gender : Male \_\_\_\_\_ Female

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

Question	1	2	3
2. 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"/>		

Principal,  
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Shahdara, Delhi-110 030

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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.		✓	

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श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

Course: B.Sc. Physical Science (Electronics)  
2017-18



SLC(University of Delhi)  
Shyam Lal College



Alumni Feedback Form

Academic Year: 2017-18

Course: B. Sc. Physical Sciences (Electronics)

Personal Information :

Name of the Student : Anjali  
Year of graduating : 2017  
Gender : Male \_\_\_\_\_ Female

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

Question	1	2	3
12. 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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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.			✓

*[Handwritten Signature]*

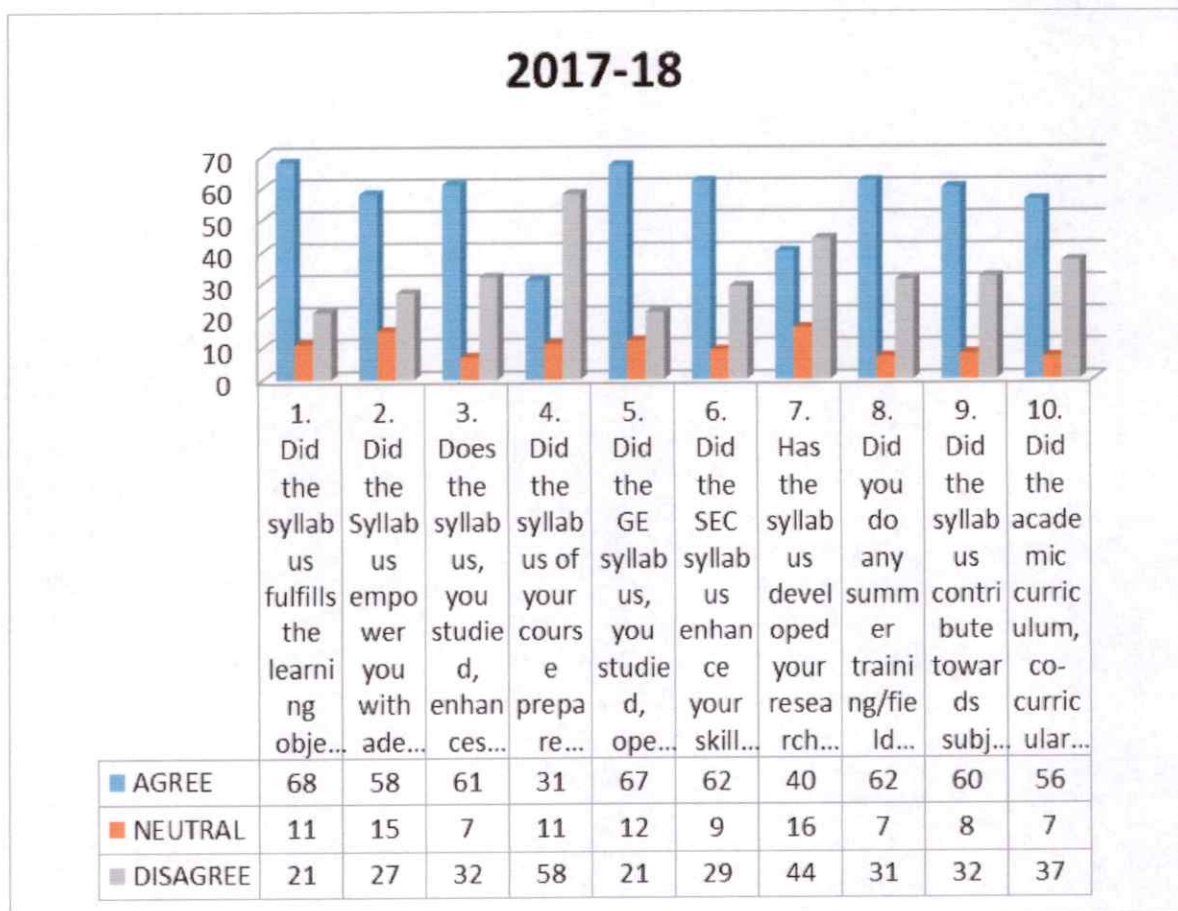




**Course: Course: B.A.PROG**  
**Alumni Feedback 2017-18**

**Analysis**

In order to examine the perception of alumni for the academic session 2017-18, 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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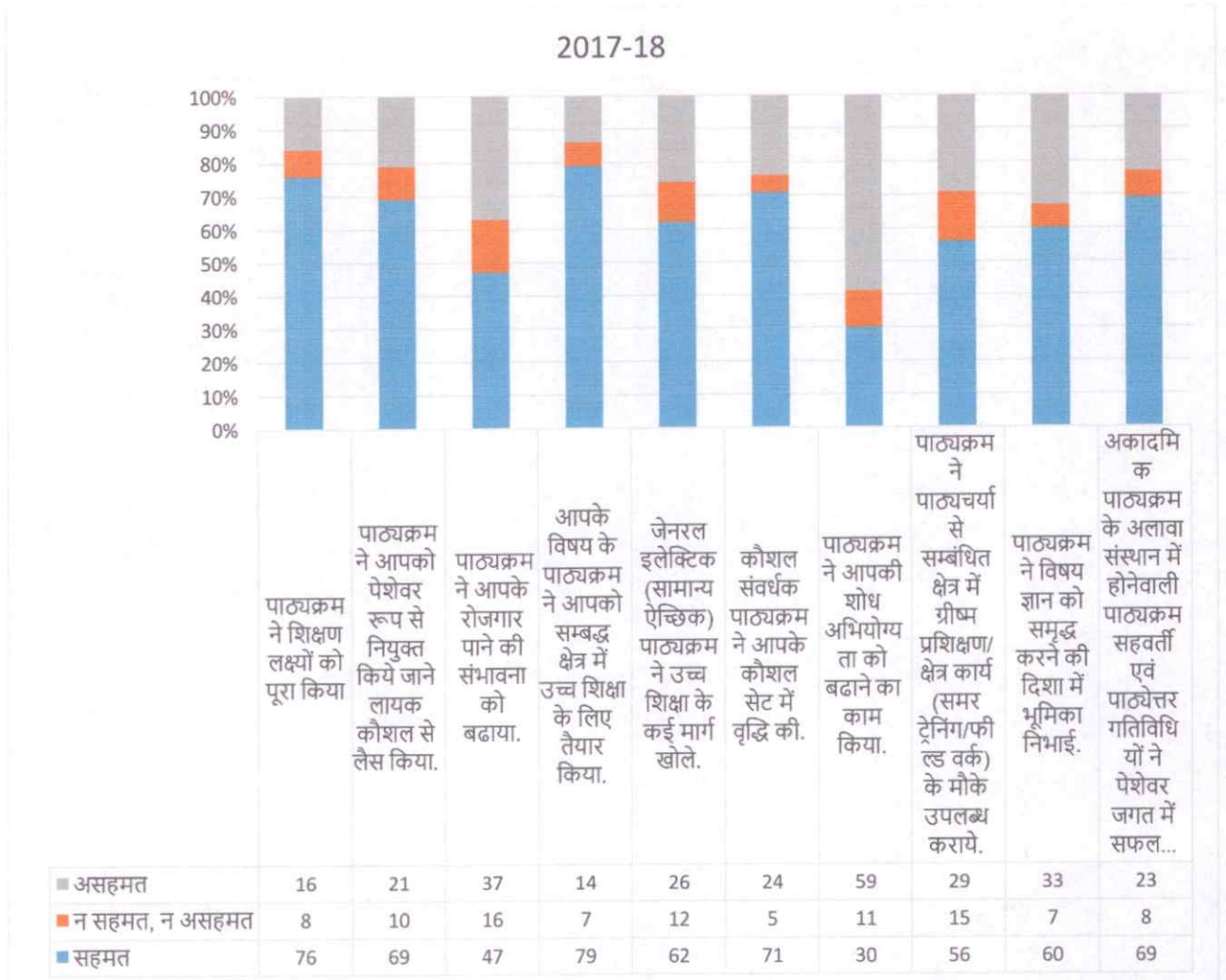
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हिन्दी विभाग  
साल: 2017-18

**विश्लेषण:**

शैक्षणिक सत्र 2017-18 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।



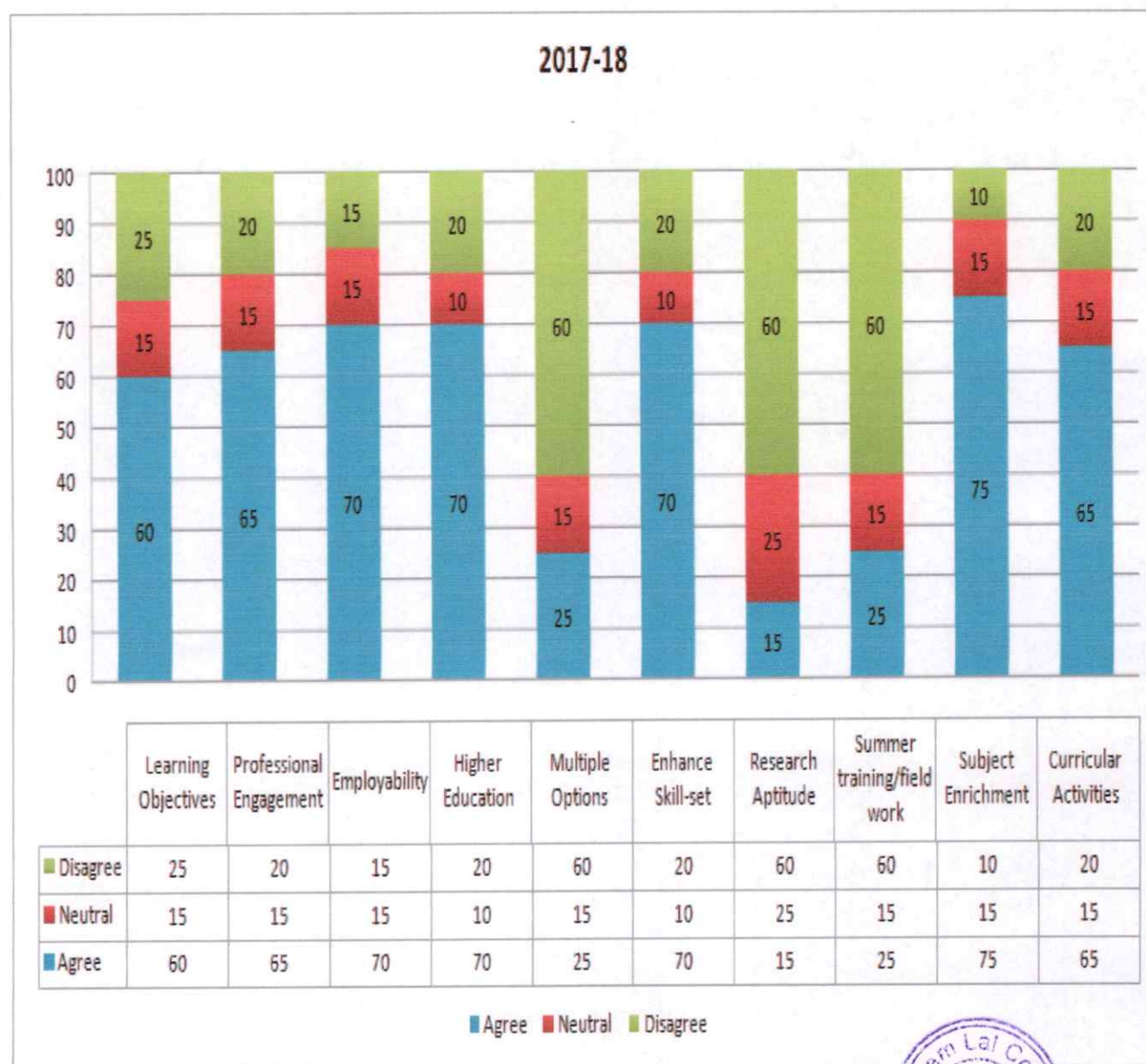


Alumni Feedback Form 2017-18

Department of Commerce

**Analysis**

In order to gauge the perception of Alumni for the academic session 2017-18, 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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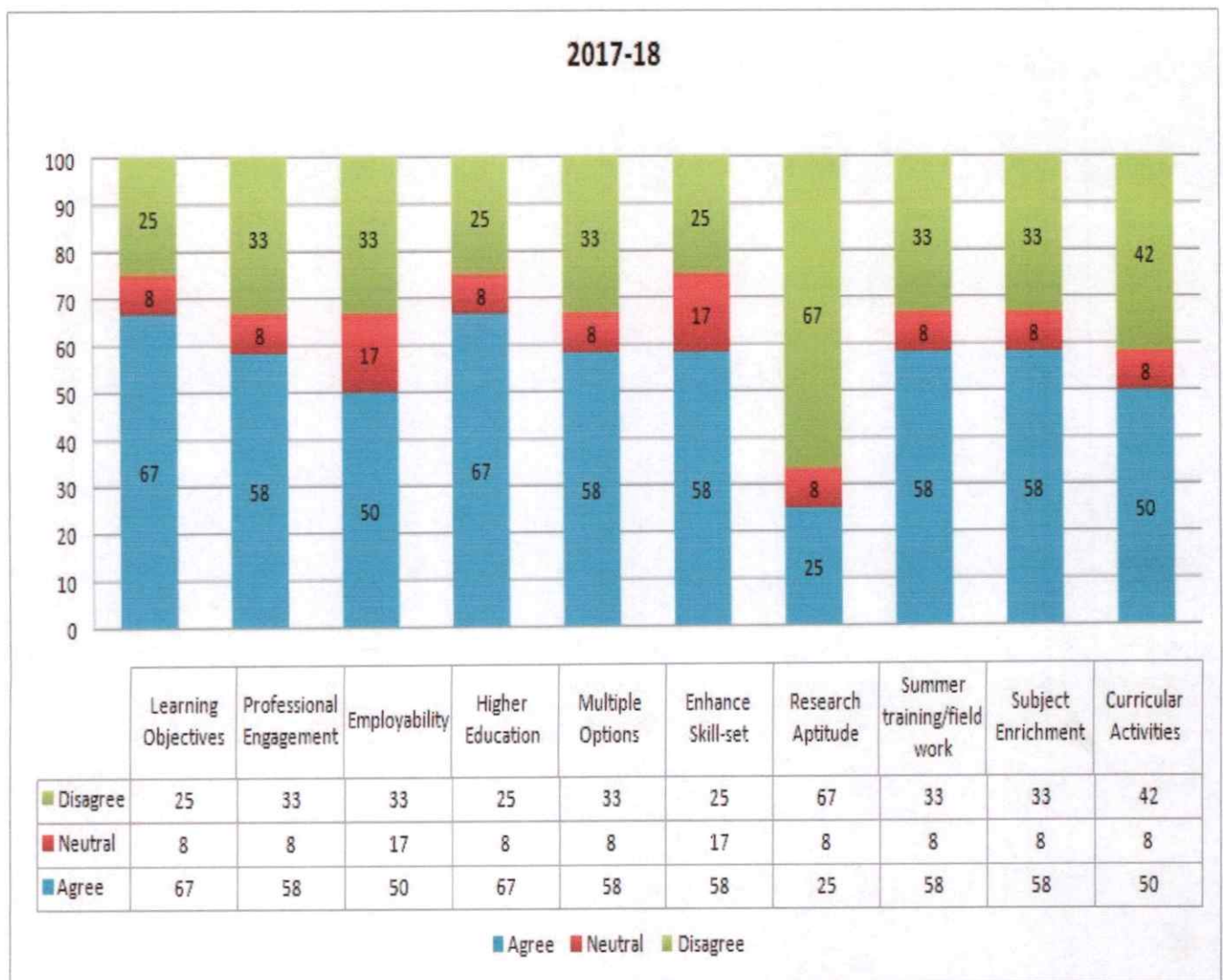


Alumni Feedback Form 2017-18

Department of Economics

Analysis

In order to gauge the perception of Alumni for the academic session 2017-18, 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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स्वच्छ भारत  
एक कदम स्वच्छता की ओर



Course: History (Hons)

Alumni Feedback 2017-18

**Analysis**

In order to examine the perception of alumni for the academic session 2017-18, 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.



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

*AK*

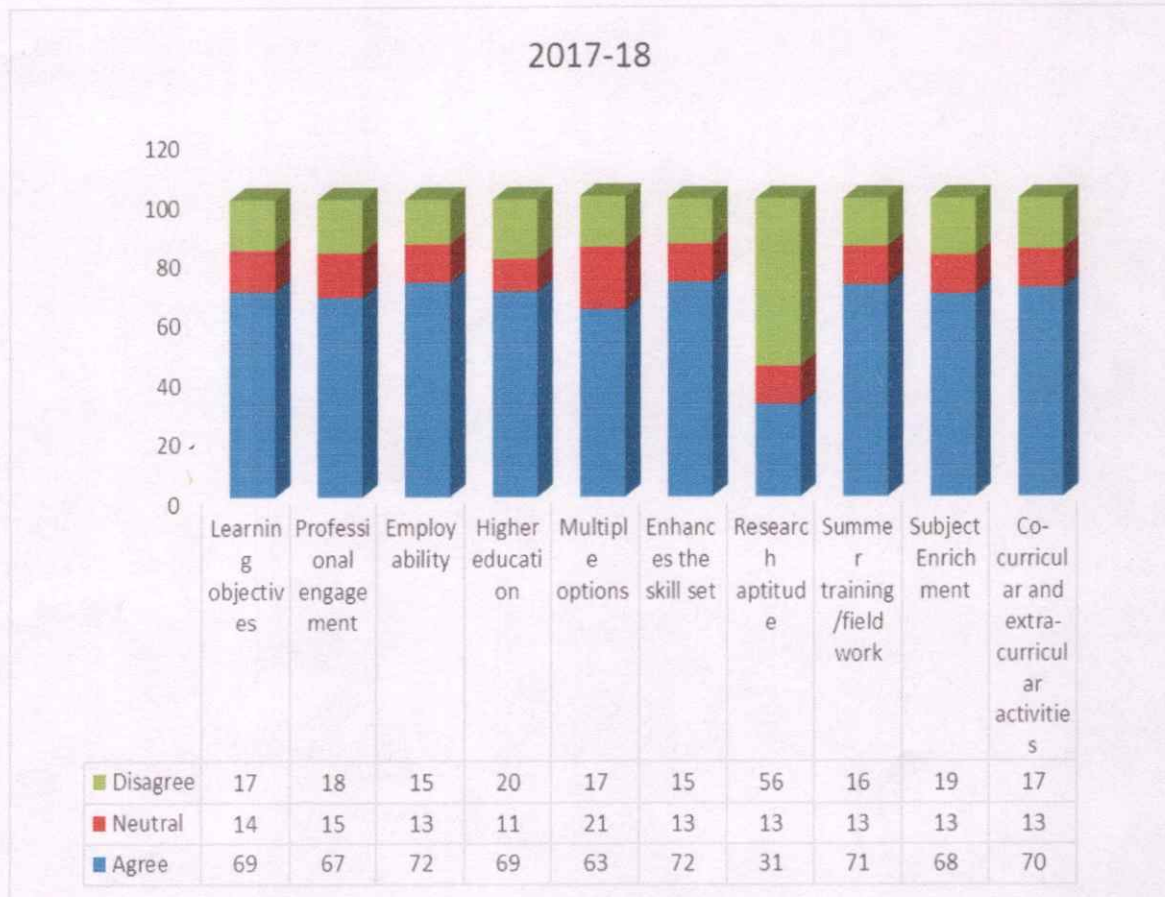




Course: Pol. Science (Hons)  
Alumni Feedback 2017-18

**Analysis**

In order to examine the perception of alumni for the academic session 2017-18, 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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(University of Delhi)  
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*Handwritten signature*

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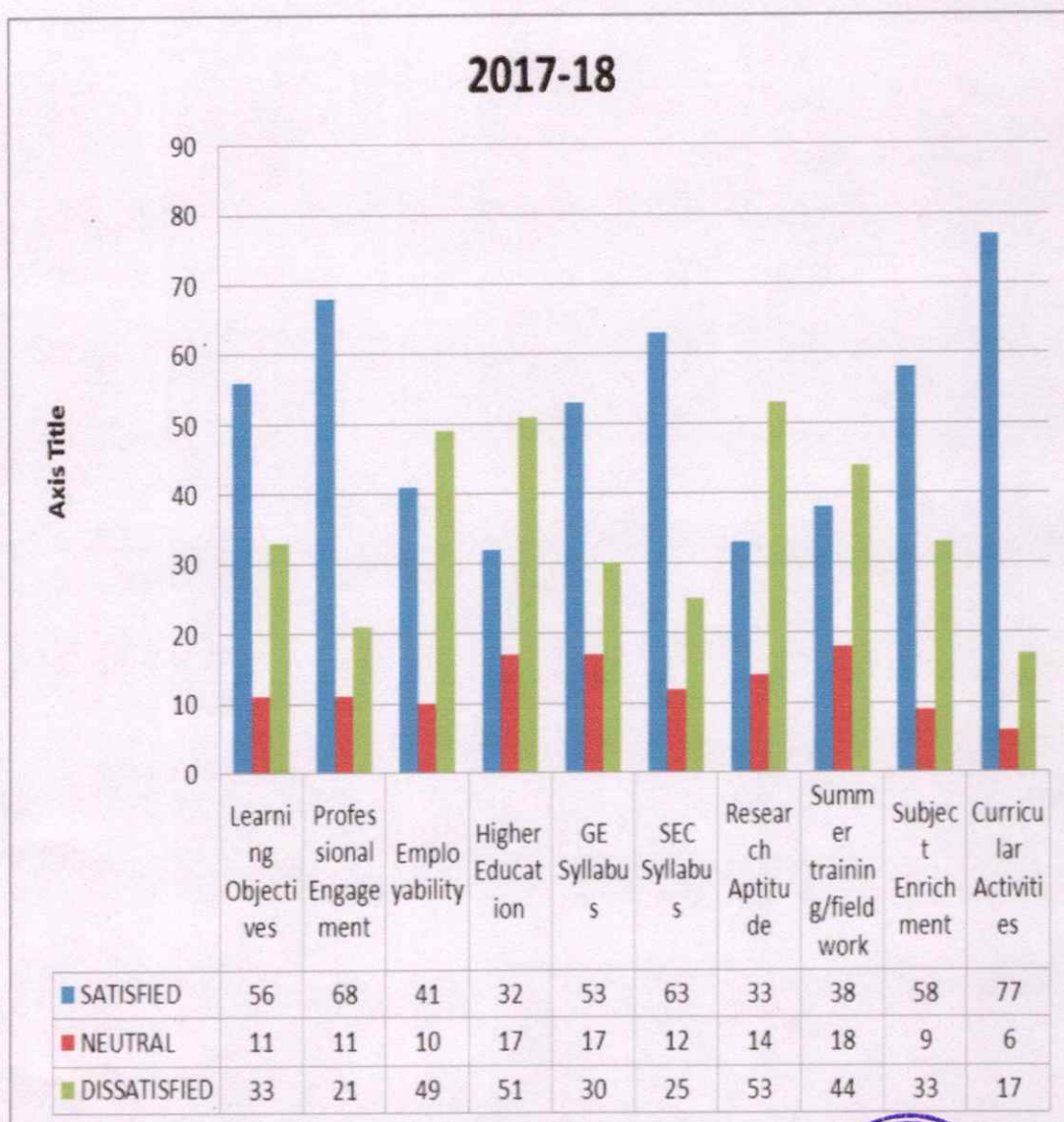




**Course: B.Sc. Physical Science (Chemistry)  
2017-18**

In order to gauge the perception of Alumni for the academic session 2017-18, 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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*AG*

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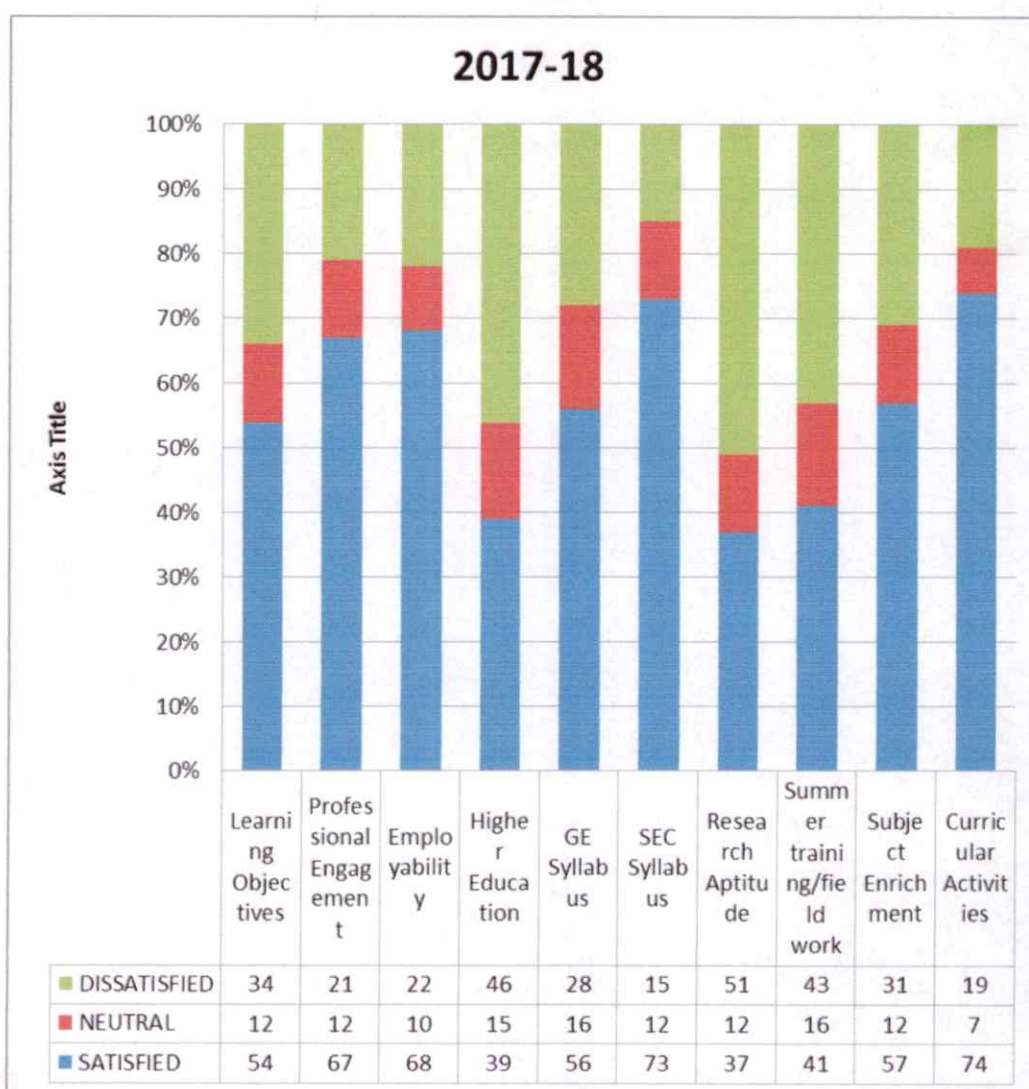




**Course: B.Sc. Physical Science (Computer Science)  
2017-18**

In order to gauge the perception of Alumni for the academic session 2017-18, 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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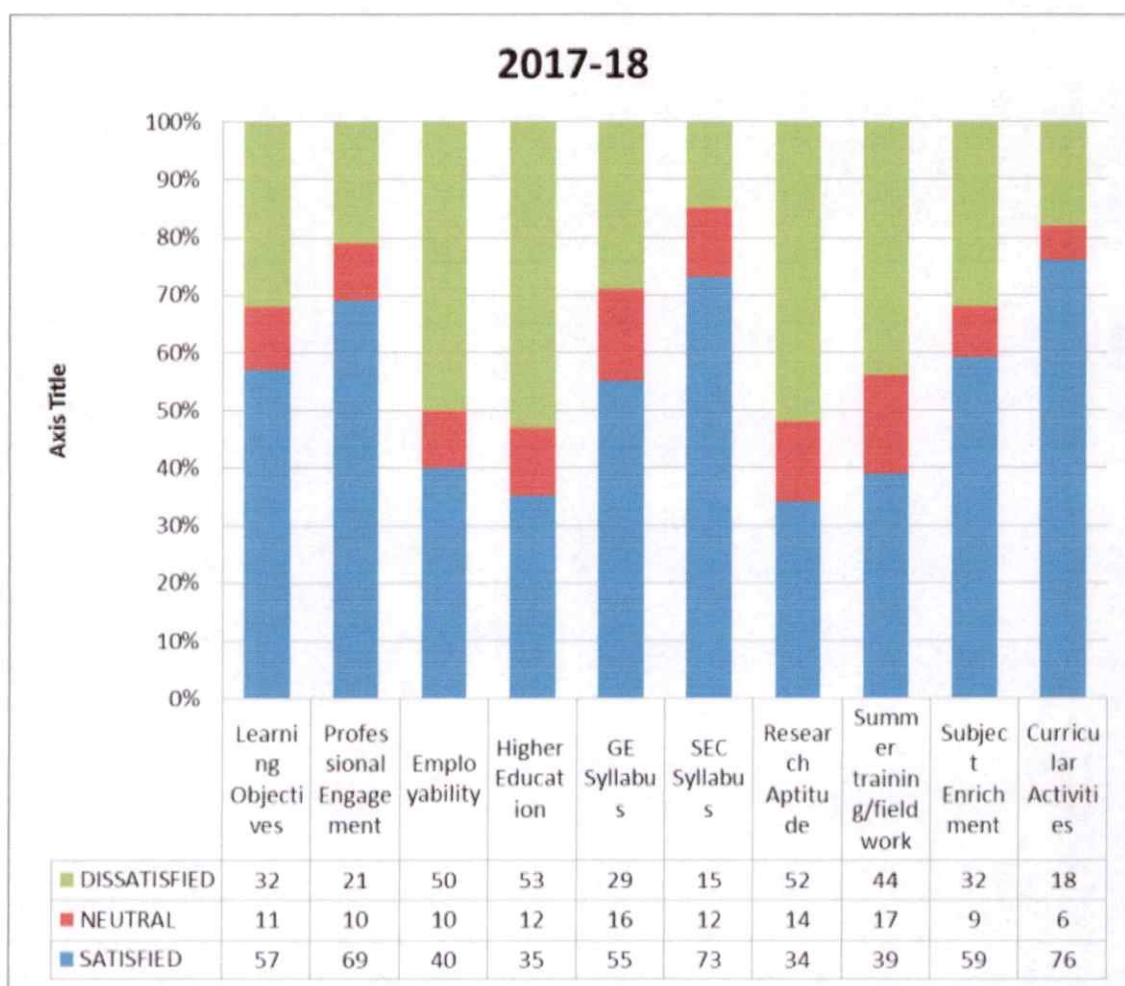




**Course: B.Sc. Physical Science (Electronics)  
2017-18**

In order to gauge the perception of Alumni for the academic session 2017-18, 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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*AP*

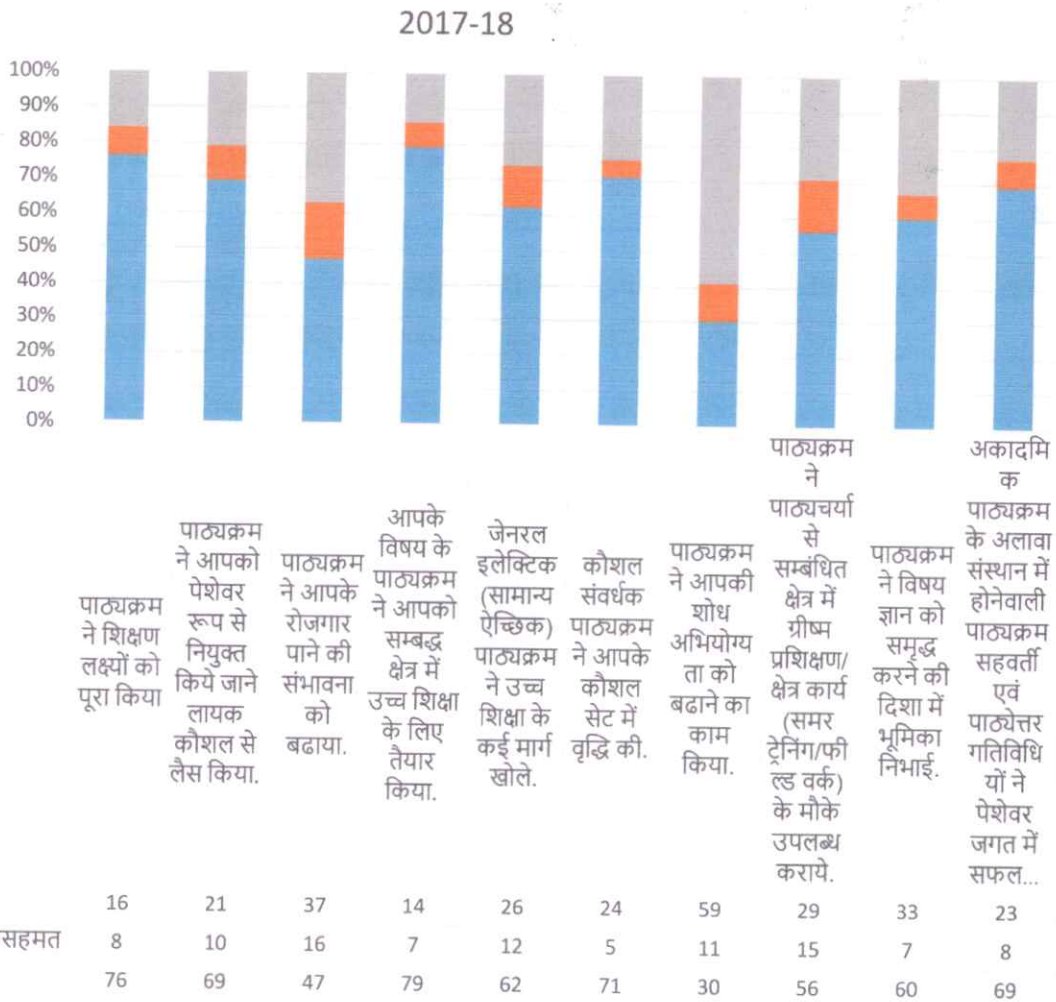
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हिन्दी विभाग  
साल: 2017-18

**विश्लेषण:**

शैक्षणिक सत्र 2017-18 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।



■ असहमत	16	21	37	14	26	24	59	29	33	23
■ न सहमत, न असहमत	8	10	16	7	12	5	11	15	7	8
■ सहमत	76	69	47	79	62	71	30	56	60	69

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*AB*

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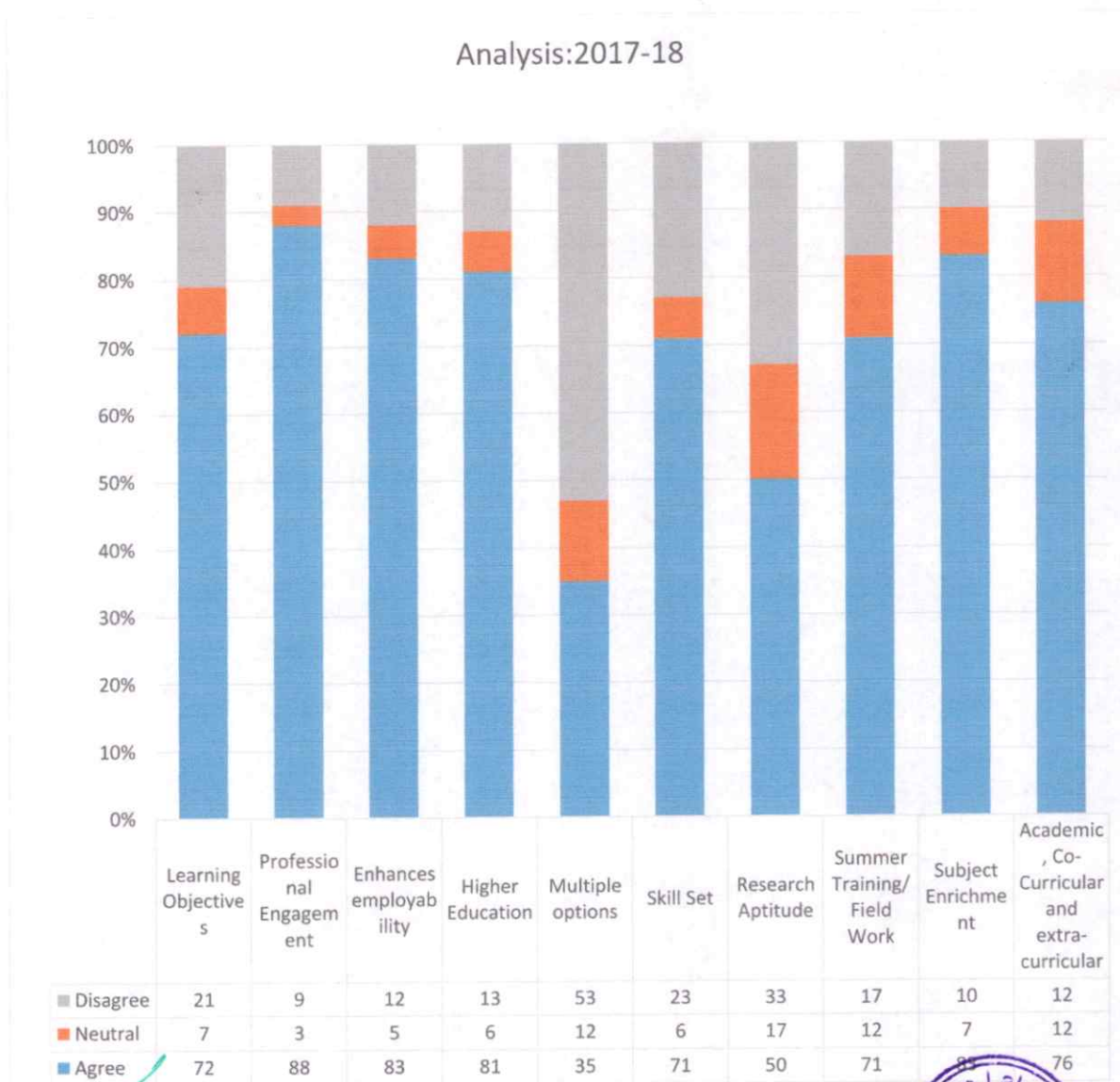


**DEPARTMENT OF ENGLISH**

**Year: 2017-18**

**Analysis:**

In order to gauge the perception of alumni for the academic session 2017-18, 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: Course: B.A.PROG

Alumni Feedback 2017-18

**Action Taken Report**

**Issues/ Problem Areas reported**

1. Did the syllabus of your course prepare you for higher education in the respective field?

**Issues Resolved/Action Taken**

1. B.A. Prog course' syllabus makes students eligible to pursue higher education in various fields of social sciences. It's up to the students to take full advantage of the knowledge base established through varied subjects taught to them. Students are always counselled in the classes so that they can chalk out plans for higher education and accordingly focus on respective subjects.

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*AS*



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हिन्दी विभाग  
पूर्व छात्रों की प्रतिक्रिया की गई कार्रवाई रिपोर्ट  
साल: 2017-18

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 आपकी शोध अभियोग्यता को बढ़ाने का काम किया।

समस्याओं का समाधान / की गई कार्रवाई  
पाठ्यक्रम बढ़ाने और साहित्य के क्षेत्र में रुचि पैदा करने का प्रयास करता है, लेकिन यह छात्रों के मात्रात्मक अनुसंधान कौशल पर काम करने का कोई अवसर प्रदान नहीं करता है।

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**Action Taken in response to Feedback collected from Alumni  
Department of Commerce  
2017-18**

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. Did you do any summer training/field work related to your syllabus?

**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.







**Action Taken Report Alumni Feedback**  
**Department of Economics**  
**2017-18**

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

**Issues/ Problem Areas reported**

Has the syllabus developed your research aptitude?

**Issues Resolved/Action Taken**

To strengthen the research aptitude among economic students, the syllabus for Economics needs to be revamped with introduction more research specific papers. Teachers try to address this issue by engaging students in various projects and research based assignments.

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Course: History (Hons)

Alumni Feedback 2017-18

**Action Taken Report**

**Issues/Problem Areas reported**

1. Has the syllabus enhanced your employability?

**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.

Principal,  
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Course: Pol. Science (Hons)

Alumni Feedback 2017-18

**Action Taken Report**

**Issues/Problem Areas reported**

1. The syllabus developed your research aptitude.

**Issues resolved/Action Taken**

1. This course tries to develop the research aptitude of the students as overall skill building to make them future ready to some extent by some projects and assignments. But syllabus does not offer any opportunity to work on the quantitative aspects of research.

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Course: B.Sc. Physical Science (Chemistry)  
2017-18

Action Taken Report  
Chemistry (Phy. Science)  
2017-18

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 the syllabus of your course prepare you for higher education in the respective field?
4. Did you do any summer training/field work related to your syllabus?

**Issues resolved/Action Taken**

1. **Does the syllabus, you studied, enhance employability?** For employability up gradation skill based papers were introduced which help students to work on diversified field.
2. **Has the syllabus developed your Research aptitude?** Skilled oriented papers were introduced which help students to think critically and scientifically. Teachers try to address this issue by engaging students in various projects and research based assignments.
3. **Did the syllabus of your course prepare you for higher education in the respective field?** This issue was reported by Physical sciences students in order to resolve this they were familiarized with the options for higher education and competitive exams and how undergraduate syllabus helps them.
4. **Did you do any summer training/field work related to your syllabus?** This is a consistent problem in Physical sciences but 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.

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Course: B.Sc. Physical Science (Computer Science)  
2017-18

Action Taken Report  
Computer (Phy. Science)  
2017-18

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 the syllabus of your course prepare you for higher education in the respective field?
3. Did you do any summer training/field work related to your syllabus?

**Issues resolved/Action Taken**

1. **Has the syllabus developed your Research aptitude?** Skilled oriented papers were introduced which help students to think critically and scientifically.
2. **Did the syllabus of your course prepare you for higher education in the respective field?** This issue was reported by Physical Sciences students in order to resolve this they were familiarized with the options for higher education and competitive exams and how undergraduate syllabus helps them.
3. **Did you do any summer training/field work related to your syllabus?** This is a consistent Problem in Physical sciences but students are made aware about the academic projects which are very important through class room teaching, tutorials interaction. Students were also engaged in course outcome based projects and assignments.

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Course: B.Sc. Physical Science (Electronics)  
2017-18

Action Taken Report  
B.Sc. Physical Science (Electronics)  
2017-18

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 the syllabus of your course prepare you for higher education in the respective field?
4. Did you do any summer training/field work related to your syllabus?

**Issues resolved/Action Taken**

1. **Does the syllabus, you studied, enhance employability?** For employability up gradation skill based Papers were introduced which help students to work on diversified field.
2. **Has the syllabus developed your Research aptitude?** Skilled oriented papers were introduced which help students to think critically and scientifically.
3. **Did the syllabus of your course prepare you for higher education in the respective field?** This issue was reported by Physical sciences students in order to resolve this they were familiarized with the options for higher education and competitive exams and how undergraduate syllabus helps them.
4. **Did you do any summer training/field work related to your syllabus?** This is a Consistent Problem in Physical sciences but 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.



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Shyam Lal College



श्याम लाल कॉलेज  
(दिल्ली विश्वविद्यालय)

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**DEPARTMENT OF ENGLISH  
ACTION TAKEN REPORT  
Year: 2017-18**

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

**Issues/ Problem Areas reported**

1. Did the GE syllabus, you studied, open multiple options for higher education?

**Issues Resolved/Action Taken**

1. The course provides a multi-disciplinary experience to the students by means of GE papers but students generally prefer to go for higher studies in their respective field only.

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Shahdara, Delhi-110 032

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# SLC(University of Delhi) Shyam Lal College



## Parents Feedback form on Syllabus/Curriculum Academic Year: 2017-18

Name of the Ward : Dimple  
 Course in which your ward is enrolled : BSc. (Computer Science) 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the syllabus of your ward prepare him/her for higher education in their respective field?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does the syllabus/curriculum enhance employability of your ward?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has the syllabus developed the research aptitude of your ward?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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





# SLC(University of Delhi) Shyam Lal College



## Parents Feedback form on Syllabus/Curriculum Academic Year: 2017-18

Name of the Ward : *Ritika Aggarwal*  
 Course in which your ward is enrolled : *B.A (H) Economics, 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.	✓		



*[Signature]*  
 Principal,  
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*[Signature]*



# SLC(University of Delhi) Shyam Lal College



## Parents Feedback form on Syllabus/Curriculum

Academic Year: 2017-18

Name of the Ward : साशीव यादव  
Course in which your ward is enrolled : बी.एड. प्रोग्राम (तृतीय वर्ष)  
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-110 088



# SLC(University of Delhi) Shyam Lal College



## Parents Feedback form on Syllabus/Curriculum Academic Year: 2017-18

Name of the Ward : *Kanika Sharma*  
Course in which your ward is enrolled : *B.A. Eng (H) II<sup>nd</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"/>	



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Principal,  
Shyam Lal College,  
(University of Delhi)  
Shahdara, Delhi-110 088  
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# SLC(University of Delhi) Shyam Lal College



## Parents Feedback form on Syllabus/Curriculum Academic Year: 2017-18

Name of the Ward : SHIKHA KUMARI  
 Course in which your ward is enrolled : B.A. ECO (H) III  
 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-110 033  
*[Signature]*

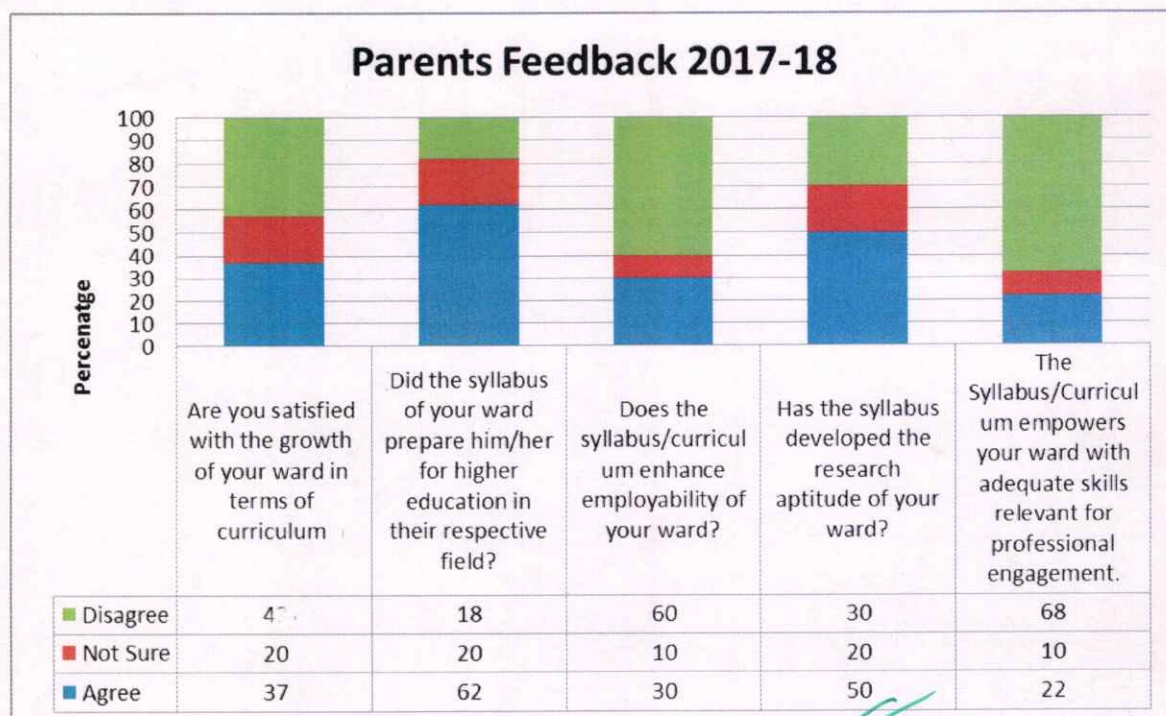


## Parents Feedback Analysis on Syllabus/ Curriculum 2017-18

### Syllabus/ Curriculum Feedback 2017-18

#### Analysis

In order to find out the perception of parents regarding **Syllabus/Curriculum** for the academic session 2017-18, 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 2017-18

### 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.



Principal,  
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