

Curriculum Feedback
Academic Session: 2021-22

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

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

Curriculum Feedback Report 2021-22

Maths (Hons)

In order to record the students' feedback regarding the curriculum of the academic session 2021-22, a questionnaire with 14 parameters was circulated. A dataset of 18 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives*, *empowering learners with adequate skills*, *employability*, *higher education*, *skill enhancement*, *research aptitude*, *learning outcomes*, *experiential learning*, *summer training/field work*, *value Add-on course*, *bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfills the learning objectives	77.78	16.67	5.56	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	77.78	11.11	11.11	100
3) The syllabus/curriculum design enhances employability	50.00	44.44	5.56	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	88.89	11.11	0.00	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	88.89	11.11	0.00	100
6) The SEC syllabus/curriculum enhances the skill set of the students	66.67	33.33	0.00	100
7) The syllabus/curriculum develops the research aptitude among the students	83.33	16.67	0.00	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	88.89	0.00	11.11	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	77.78	22.22	0.00	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	72.22	27.78	0.00	100
11) Is your college providing value Add-on course relevant to your syllabus/curriculum?	66.67	27.78	5.56	100
12) The prescribed syllabus/curriculum provides adequate hands on experience.	55.56	38.89	5.56	100
13) Relevance of the practical's prescribed in the syllabus/curriculum of the course	66.67	27.78	5.56	100
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical's.	83.33	16.67	0.00	100

Table: Students' Curriculum response on a 3-point scale (in percentage)

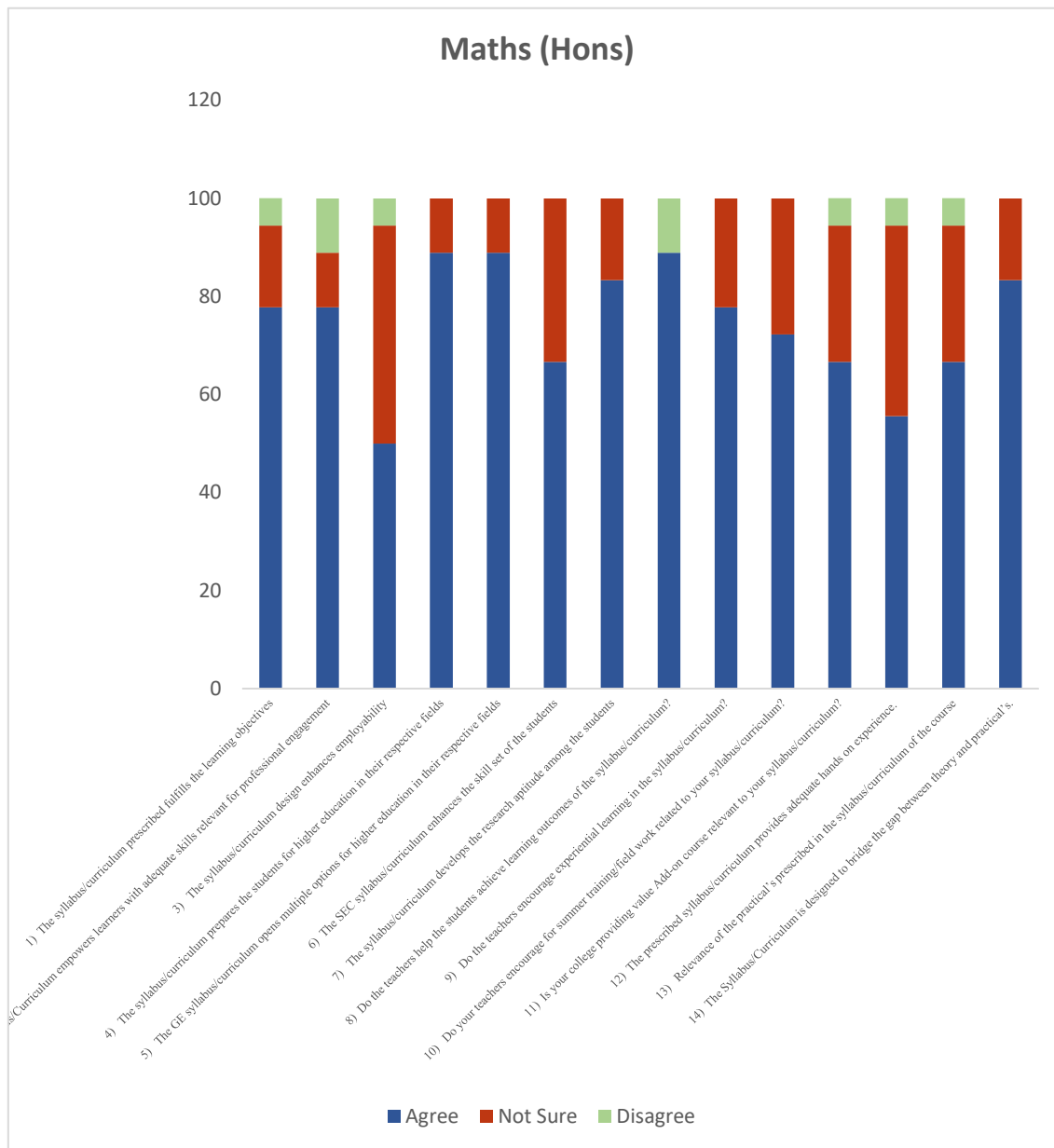


Figure : Students’ Curriculum response on a 3-point scale (in percentage)

Curriculum Feedback Report 2021-22

Maths (Hons)

Issues/Problem Areas Reported

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) When asked about GE syllabus, 88.89% Maths(Hons) students agreed that the **GE syllabus/curriculum** opens multiple options for higher education in their respective fields.
- 2) Around 83.33% students affirmed that the Maths(Hons) Syllabus/Curriculum is designed to bridge the gap between **theory and practical**.
- 3) Approximately, half of the respondents believe that the syllabus/curriculum design enhances **employability**.
- 4) When the students were asked whether the prescribed syllabus/curriculum provides adequate hands-on experience, 55.56% agreed, 38.89% were not sure and 5.56 % disagreed.

Action Taken

The **employability** of the students has been an uncertain domain of these respondents. It would be further addressed with the implementation of NEP 2020 in University of Delhi. The College would be offering a variety of **Skill** Enhancement courses under the UGCF

being introduced from academic session 2022-23. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression.

Due to Covid-19 Pandemic, the entire teaching learning shifted to online mode. Thus, there was a little diminished exposure for students in *practical work/field work* and adequate *hands-on experience*. This issue would automatically be resolved as the physical classes and interactions resumed.

Curriculum Feedback Report 2021-22

Chemistry (Hons)

In order to record the students' feedback regarding the curriculum of the academic session 2021-22, a questionnaire with 14 parameters was circulated. A dataset of 15 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives*, *empowering learners with adequate skills*, *employability*, *higher education*, *skill enhancement*, *research aptitude*, *learning outcomes*, *experiential learning*, *summer training/field work*, *value Add-on course*, *bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfills the learning objectives	93.33	0.00	6.67	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	73.33	6.67	20.00	100
3) The syllabus/curriculum design enhances employability	33.33	53.33	13.33	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	80.00	6.67	13.33	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	80.00	6.67	13.33	100
6) The SEC syllabus/curriculum enhances the skill set of the students	66.67	20.00	13.33	100
7) The syllabus/curriculum develops the research aptitude among the students	53.33	33.33	13.33	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	60.00	20.00	20.00	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	73.33	13.33	13.33	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	46.67	33.33	20.00	100
11) Is your college providing value Add-on course relevant to your syllabus/curriculum?	40.00	46.67	13.33	100
12) The prescribed syllabus/curriculum provides adequate hands on experience.	73.33	13.33	13.33	100
13) Relevance of the practical's prescribed in the syllabus/curriculum of the course	66.67	20.00	13.33	100
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical's.	60.00	26.67	13.33	100

Table: Students' Curriculum response on a 3-point scale (in percentage)

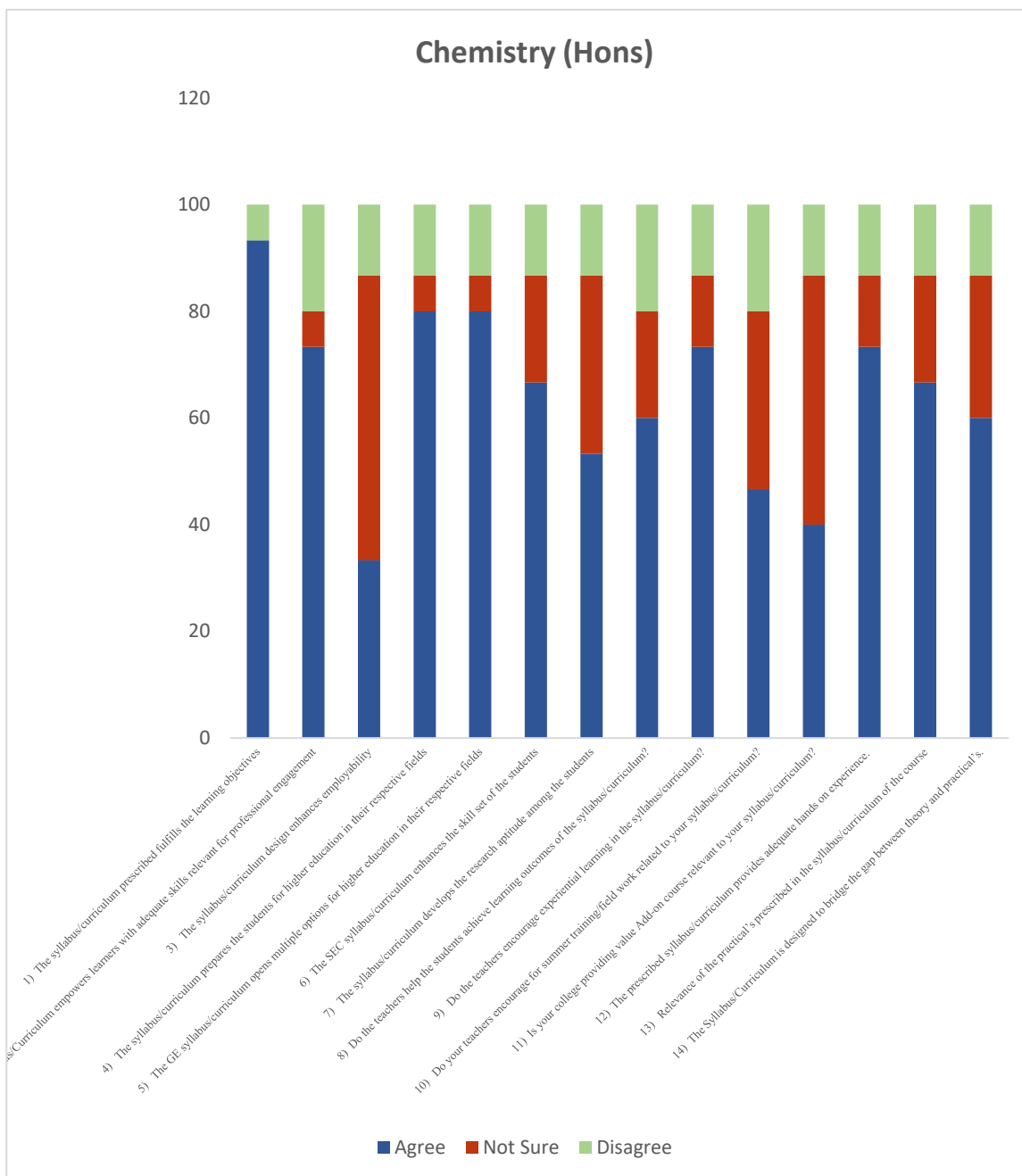


Figure : Students' Curriculum response on a 3-point scale (in percentage)

Curriculum Feedback Report 2021-22

Chemistry (Hons)

Issues/Problem Areas Reported

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) When inquired if the syllabus/curriculum fulfills the *learning objectives*, the 93.33% of students of Chemistry (Hons) are convinced by the statement.
- 2) Some 80.00% students state that the syllabus/curriculum prepares the students for *higher education* in their respective fields.
- 3) However, the students are slightly sceptical that the syllabus/curriculum develops the *research aptitude* among the students. This can be witnessed by the response of 33.33% saying “Not Sure” about *research aptitude* developed by curriculum.
- 4) Approximately, 33.33% of the respondents believe that the syllabus/curriculum design enhances *employability*. However, 53.33% of students are uncertain about the same.
- 5) Around 46.67% of respondents are quite uncertain if the college is providing *value Add-on course* relevant to their syllabus/curriculum.

Action Taken

The undergraduate course could be made more application based by inducing the Research at UG level. So, the *Research Aptitude* of the students would be further developed by offering the same under the NEP wherein the aspiring students may opt for

these opportunities. Further, the *employability* of the students has been an uncertain domain of these respondents. It would be further addressed with the implementation of NEP 2020 in University of Delhi. The College would be offering a variety of Skill Enhancement courses under the UGCF being introduced from academic session 2022-23. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression. Besides, since the students are keen to make best out of their learning experience, they are keen to have a handful of more Value Addition course. In the same direction, the College is planning to induce several new Add-on courses.

Curriculum Feedback Report 2021-22

B.Sc with Physical Science(Computer Science)

In order to record the students' feedback regarding the curriculum of the academic session 2021-22, a questionnaire with 14 parameters was circulated. A dataset of 20 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives*, *empowering learners with adequate skills*, *employability*, *higher education*, *skill enhancement*, *research aptitude*, *learning outcomes*, *experiential learning*, *summer training/field work*, *value Add-on course*, *bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfills the learning objectives	85.00	10.00	5.00	100.00
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	60.00	30.00	10.00	100.00
3) The syllabus/curriculum design enhances employability	55.00	35.00	10.00	100.00
4) The syllabus/curriculum prepares the students for higher education in their respective fields	70.00	25.00	5.00	100.00
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	90.00	5.00	5.00	100.00
6) The SEC syllabus/curriculum enhances the skill set of the students	70.00	25.00	5.00	100.00
7) The syllabus/curriculum develops the research aptitude among the students	55.00	40.00	5.00	100.00
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	95.00	5.00	0.00	100.00
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	40.00	50.00	10.00	100.00
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	80.00	5.00	15.00	100.00
11) Is your college providing value Add-on course relevant to your syllabus/curriculum?	80.00	20.00	0.00	100.00
12) The prescribed syllabus/curriculum provides adequate hands on experience.	60.00	40.00	0.00	100.00
13) Relevance of the practical's prescribed in the syllabus/curriculum of the course	50.00	45.00	5.00	100.00
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical's.	90.00	5.00	5.00	100.00

Table : Students' Curriculum response on a 3-point scale (in percentage)

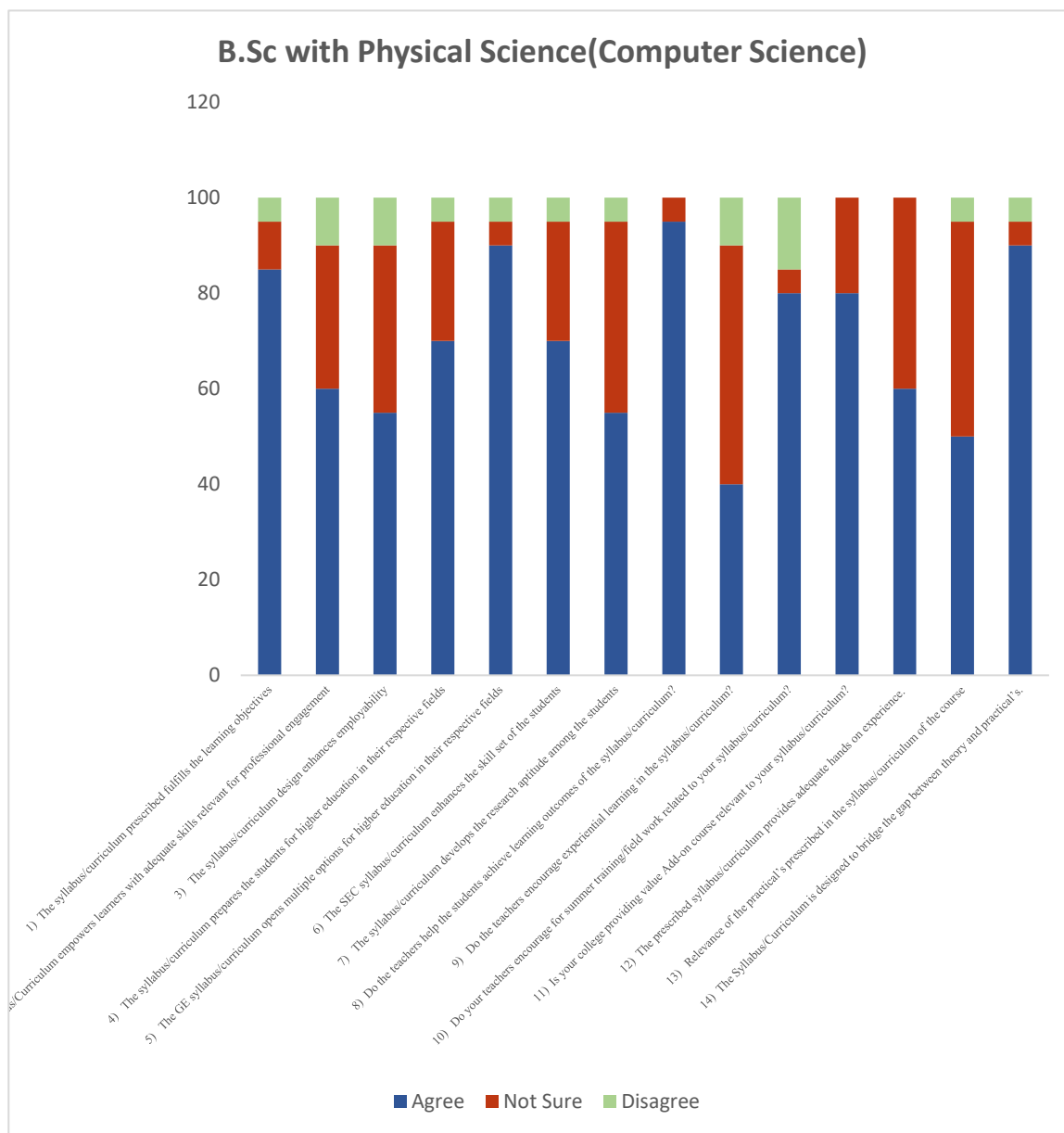


Figure : Students’ Curriculum response on a 3-point scale (in percentage)

Curriculum Feedback Report 2021-22

B.Sc with Physical Science(Computer Science)

Issues/Problem Areas Reported

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) 95.00% students have said that the teachers help them to achieve *learning outcomes* of the syllabus/curriculum.
- 2) Besides, when asked if the Syllabus/Curriculum is designed to bridge the gap between *theory and practical*, 90.00% of them responded in the positive direction.
- 3) On the contrary, 50.00% of respondents are perplexed that about *experiential learning* with the existing curriculum.
- 4) Approximately, 35.00% of the respondents are not sure whether that the syllabus/curriculum design enhances *employability*.
- 5) However, the students are slightly sceptical that the syllabus/curriculum develops the *research aptitude* among the students. This can be witnessed by the response of 40.00% saying “Not Sure” about *research aptitude* developed by curriculum.

Action Taken

The undergraduate course of B.Sc with Physical Science(Computer Science) has been revised in the spirit of NEP in order to induce more of *Experiential Learning* at the undergraduate level of students for the upcoming sessions. Since the College was earlier in Online mode of learning, the students could not learn many skills due to lack of

physical classroom interaction. Further, the **employability** of the students has been an uncertain domain of these respondents. It would be further addressed with the implementation of NEP 2020 in University of Delhi. The College would be offering a variety of **Skill** Enhancement courses under the UGCF being introduced from academic session 2022-23. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression. Also, the undergraduate course could be made more application based by inducing the Research at UG level. So, the **Research Aptitude** of the students would be further developed by offering the same under the NEP wherein the aspiring students may opt for these opportunities.

Curriculum Feedback Report 2021-22

B.Sc With Physical Science (Chemistry)

In order to record the students' feedback regarding the curriculum of the academic session 2021-22, a questionnaire with 14 parameters was circulated. A dataset of 24 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives*, *empowering learners with adequate skills*, *employability*, *higher education*, *skill enhancement*, *research aptitude*, *learning outcomes*, *experiential learning*, *summer training/field work*, *value Add-on course*, *bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfills the learning objectives	58.33	25.00	16.67	100.00
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	75.00	12.50	12.50	100.00
3) The syllabus/curriculum design enhances employability	45.83	41.67	12.50	100.00
4) The syllabus/curriculum prepares the students for higher education in their respective fields	62.50	20.83	16.67	100.00
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	58.33	25.00	16.67	100.00
6) The SEC syllabus/curriculum enhances the skill set of the students	41.67	41.67	16.67	100.00
7) The syllabus/curriculum develops the research aptitude among the students	66.67	16.67	16.67	100.00
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	66.67	25.00	8.33	100.00
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	41.67	45.83	12.50	100.00
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	54.17	37.50	8.33	100.00
11) Is your college providing value Add-on course relevant to your syllabus/curriculum?	58.33	37.50	4.17	100.00
12) The prescribed syllabus/curriculum provides adequate hands on experience.	58.33	33.33	8.33	100.00
13) Relevance of the practical's prescribed in the syllabus/curriculum of the course	58.33	33.33	8.33	100.00
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical's.	58.33	33.33	8.33	100.00

Table : Students' Curriculum response on a 3-point scale (in percentage)

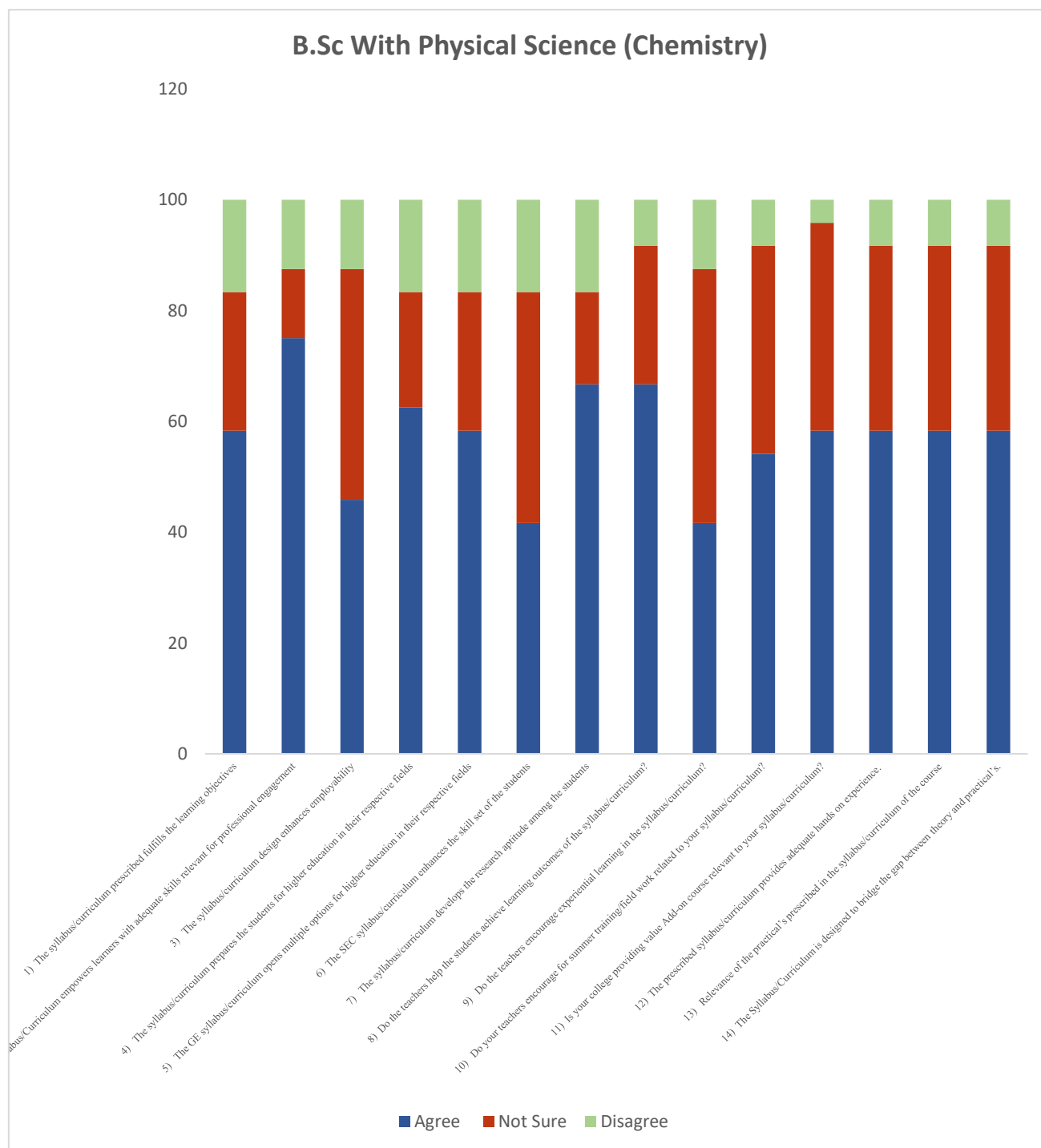


Figure : Students' Curriculum response on a 3-point scale (in percentage)

Curriculum Feedback Report 2021-22

B.Sc with Physical Science(Computer Science)

Issues/Problem Areas Reported

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) The students appreciate that the Syllabus/Curriculum empowers them with adequate *skills* relevant for *professional engagement*. This has been reflected explicitly by their response where 75.00% of them agree to the same.
- 2) The respondents seem to be convinced that the syllabus/curriculum prepares the students for *higher education* in their respective fields. Some 62.50% students agree for the same.
- 3) On the contrary, 45.83% of respondents are perplexed that about *experiential learning* with the existing curriculum.

Action Taken

The undergraduate course of B.Sc with Physical Science(chemistry) has been revised in the spirit of NEP in order to induce more of *Experiential Learning* at the undergraduate level of students for the upcoming sessions. Since the College was earlier in Online mode of learning, the students could not learn many skills due to lack of physical classroom interaction.

Curriculum Feedback Report 2021-22

B.Com

In order to record the students' feedback regarding the curriculum of the academic session 2021-22, a questionnaire with 14 parameters was circulated. A dataset of 35 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives*, *empowering learners with adequate skills*, *employability*, *higher education*, *skill enhancement*, *research aptitude*, *learning outcomes*, *experiential learning*, *summer training/field work*, *value Add-on course*, *bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	total
1) The syllabus/curriculum prescribed fulfills the learning objectives	77.14	14.29	8.57	100.00
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	57.14	40.00	2.86	100.00
3) The syllabus/curriculum design enhances employability	57.14	25.71	17.14	100.00
4) The syllabus/curriculum prepares the students for higher education in their respective fields	74.29	14.29	11.43	100.00
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	57.14	31.43	11.43	100.00
6) The SEC syllabus/curriculum enhances the skill set of the students	57.14	34.29	8.57	100.00
7) The syllabus/curriculum develops the research aptitude among the students	42.86	34.29	22.86	100.00
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	74.29	20.00	5.71	100.00
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	62.86	22.86	14.29	100.00
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	57.14	34.29	8.57	100.00
11) Is your college providing value Add-on course relevant to your syllabus/curriculum?	68.57	14.29	17.14	100.00
12) The prescribed syllabus/curriculum provides adequate hands on experience.	57.14	28.57	14.29	100.00
13) Relevance of the practical's prescribed in the syllabus/curriculum of the course	62.86	28.57	8.57	100.00
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical's.	68.57	20.00	11.43	100.00

Table : Students' Curriculum response on a 3-point scale (in percentage)

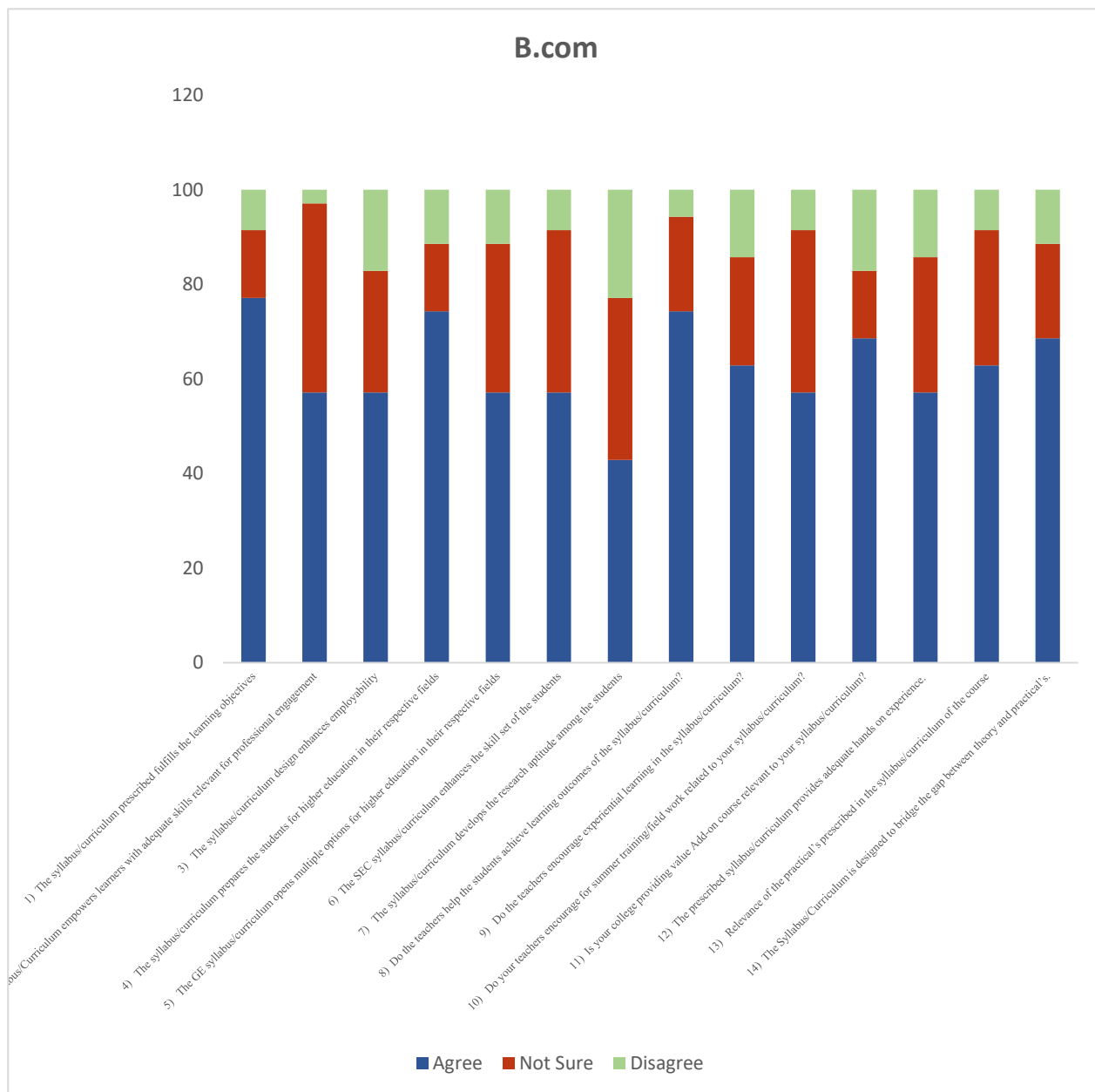


Figure : Students’ Curriculum response on a 3-point scale (in percentage)

Curriculum Feedback Report 2021-22

B.Com

Issues/Problem Areas Reported

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) When inquired if the syllabus/curriculum fulfills the *learning objectives*, the 77.14% of students of B.Com(H) and B.Com(P) are convinced by the statement.
- 2) The students firmly agree (with 74.29% of them responding in the direction) that the syllabus/curriculum prepares the students for *higher education* in their respective fields.
- 3) However, 40.00% of respondents are uncertain if the Syllabus/Curriculum empowers learners with adequate *skills* relevant for professional engagement.
- 4) However, the students are slightly sceptical that the syllabus/curriculum develops the *research aptitude* among the students. This can be witnessed by the response of 34.29% saying “Not Sure” about *research aptitude* developed by curriculum.

Action Taken

The undergraduate courses of Commerce are looking forward to explore more of *skill* set to serve the industry demands. Hence, College is planning to offer more *Skill based courses* and *Value-Addition courses* under UGCF to complement their learnings.

Besides, the undergraduate course could be made more application based by inducing the Research at UG level. So, the *Research Aptitude* of the students would be further developed by offering the same under the NEP wherein the aspiring students may opt for these opportunities.

Curriculum Feedback Report 2021-22

B.A (Prog)

In order to record the students' feedback regarding the curriculum of the academic session 2021-22, a questionnaire with 12 parameters was circulated. A dataset of 14 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives*, *empowering learners with adequate skills*, *employability*, *higher education*, *skill enhancement*, *research aptitude*, *learning outcomes*, *experiential learning*, *summer training/field work*, *value Add-on course*, *bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 12 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfills the learning objectives	85.71	14.29	0.00	100.00
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	78.57	21.43	0.00	100.00
3) The syllabus/curriculum design enhances employability	64.29	28.57	7.14	100.00
4) The syllabus/curriculum prepares the students for higher education in their respective fields	78.57	21.43	0.00	100.00
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	78.57	21.43	0.00	100.00
6) The SEC syllabus/curriculum enhances the skill set of the students	85.71	7.14	7.14	100.00
7) The syllabus/curriculum develops the research aptitude among the students	85.71	7.14	7.14	100.00
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	85.71	7.14	7.14	100.00
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	85.71	14.29	0.00	100.00
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	64.29	35.71	0.00	100.00
11) Is your college providing value Add-on course relevant to your syllabus/curriculum?	92.86	0.00	7.14	100.00
12) The prescribed syllabus/curriculum provides adequate hands on experience.	78.57	21.43	0.00	100.00

Table : Students' Curriculum response on a 3-point scale (in percentage)

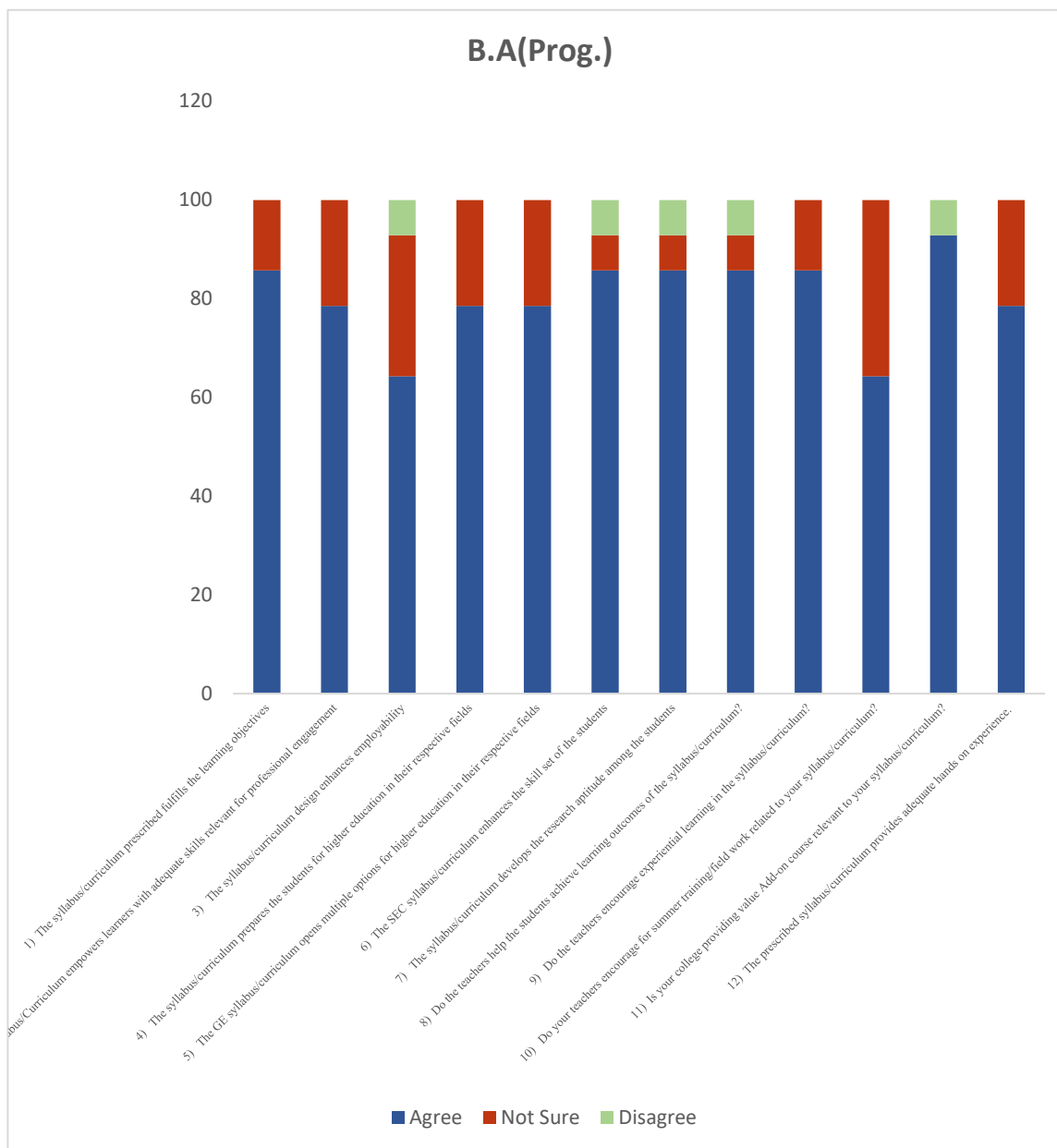


Figure : Students’ Curriculum response on a 3-point scale (in percentage)

Curriculum Feedback Report 2021-22

B.A(Prog)

Issues/Problem Areas Reported

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) B.A.(Prog) students are overwhelmed with the College providing *value Add-on course*. Around 92.86% students agreed to this parameter.
- 2) Over 85.71% respondents have favoured the statement that the syllabus/curriculum prescribed fulfills the *learning objectives*.
- 3) A similar proportion has also been responding advocating that the SEC syllabus/curriculum enhances the *research aptitude* and *skill set* of the students.
- 4) More than 85.71% students stated that *research aptitude* and *experiential learning* is inherently imbibed in the syllabus/curriculum.
- 5) Almost 35.71% respondents are confused to state if *summer training/field work* related to the syllabus/curriculum is encouraged.

Action Taken

With the long-lasting suspension owing to Pandemic, there has been a crisis in the number of *summer trainings/field works* too. In the upcoming sessions, the usual number of summer training and field work would be resumed for learning under the real-time scenario.

Curriculum Feedback Report 2021-22

B.A(hons) Pol. Science

In order to record the students' feedback regarding the curriculum of the academic session 2021-22, a questionnaire with 12 parameters was circulated. A dataset of 20 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives*, *empowering learners with adequate skills*, *employability*, *higher education*, *skill enhancement*, *research aptitude*, *learning outcomes*, *experiential learning*, *summer training/field work*, *value Add-on course*, *bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 12 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfills the learning objectives	100.00	0.00	0.00	100.00
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	95.00	5.00	0.00	100.00
3) The syllabus/curriculum design enhances employability	90.00	10.00	0.00	100.00
4) The syllabus/curriculum prepares the students for higher education in their respective fields	95.00	5.00	0.00	100.00
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	70.00	30.00	0.00	100.00
6) The SEC syllabus/curriculum enhances the skill set of the students	90.00	10.00	0.00	100.00
7) The syllabus/curriculum develops the research aptitude among the students	80.00	20.00	0.00	100.00
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	100.00	0.00	0.00	100.00
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	80.00	20.00	0.00	100.00
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	75.00	25.00	0.00	100.00
11) Is your college providing value Add-on course relevant to your syllabus/curriculum?	55.00	45.00	0.00	100.00
12) The prescribed syllabus/curriculum provides adequate hands on experience.	85.00	15.00	0.00	100.00

Table : Students' Curriculum response on a 3-point scale (in percentage)

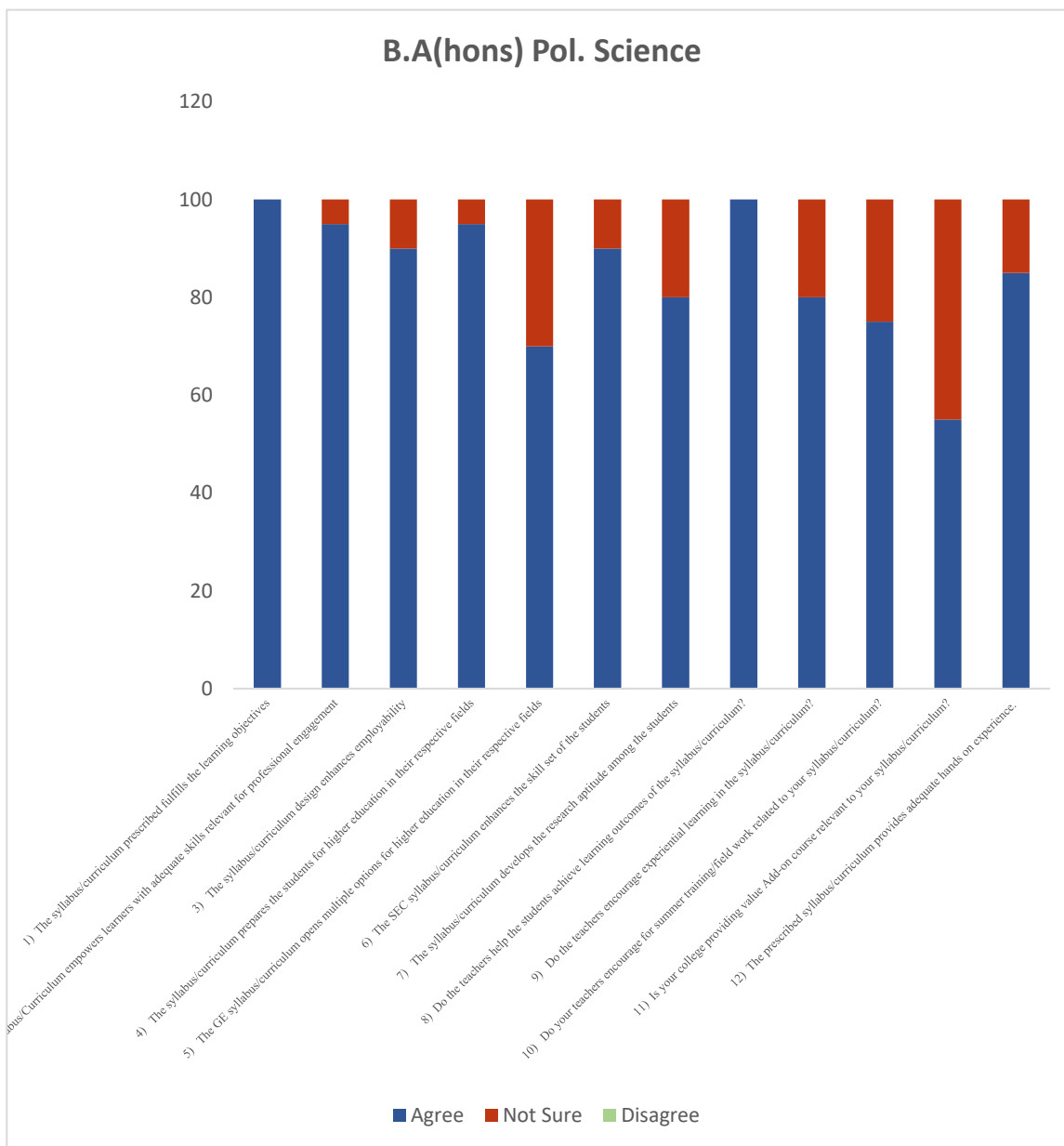


Figure : Students’ Curriculum response on a 3-point scale (in percentage)

Curriculum Feedback Report 2021-22

B.A(hons) Pol. Science

Issues/Problem Areas Reported

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) All the students affirmed that the *learning objectives* and *learning outcomes* have been achieved by the syllabus/curriculum.
- 2) 95.00% students endorsed the statement that the Syllabus/Curriculum empowers learners with adequate *skills* relevant for professional engagement.
- 3) Around 45.00% of respondents are quite uncertain if the college is providing *value Add-on course* relevant to their syllabus/curriculum.
- 4) 30.00% are seemingly confused that whether the GE syllabus/curriculum opens multiple options for *higher education* in their respective fields.

Action Taken

Since the students are keen to make best out of their learning experience, they are keen to have a handful of more *Value Addition course*. In the same direction, the College is planning to induce several new value Add-on courses.

Besides, with the advent of UGCF, relatively a greater number of *Generic Elective* paper would be opened up for the upcoming session. This would explore more avenues for students opening multiple options for higher education ahead.

Curriculum Feedback Report 2021-22

B.A(hons) History

In order to record the students' feedback regarding the curriculum of the academic session 2021-22, a questionnaire with 12 parameters was circulated. A dataset of 16 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives*, *empowering learners with adequate skills*, *employability*, *higher education*, *skill enhancement*, *research aptitude*, *learning outcomes*, *experiential learning*, *summer training/field work*, *value Add-on course*, *bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 12 questions.

Variables	Agree	NotSure	Disagree	Total
1) The syllabus/curriculum prescribed fulfills the learning objectives	93.75	0.00	6.25	100.00
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	68.75	31.25	0.00	100.00
3) The syllabus/curriculum design enhances employability	68.75	31.25	0.00	100.00
4) The syllabus/curriculum prepares the students for higher education in their respective fields	87.50	6.25	6.25	100.00
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	87.50	6.25	6.25	100.00
6) The SEC syllabus/curriculum enhances the skill set of the students	62.50	31.25	6.25	100.00
7) The syllabus/curriculum develops the research aptitude among the students	75.00	18.75	6.25	100.00
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	68.75	25.00	6.25	100.00
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	81.25	12.50	6.25	100.00
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	56.25	43.75	0.00	100.00
11) Is your college providing value Add-on course relevant to your syllabus/curriculum?	81.25	12.50	6.25	100.00
12) The prescribed syllabus/curriculum provides adequate hands on experience.	68.75	31.25	0.00	100.00

Table : Students' Curriculum response on a 3-point scale (in percentage)

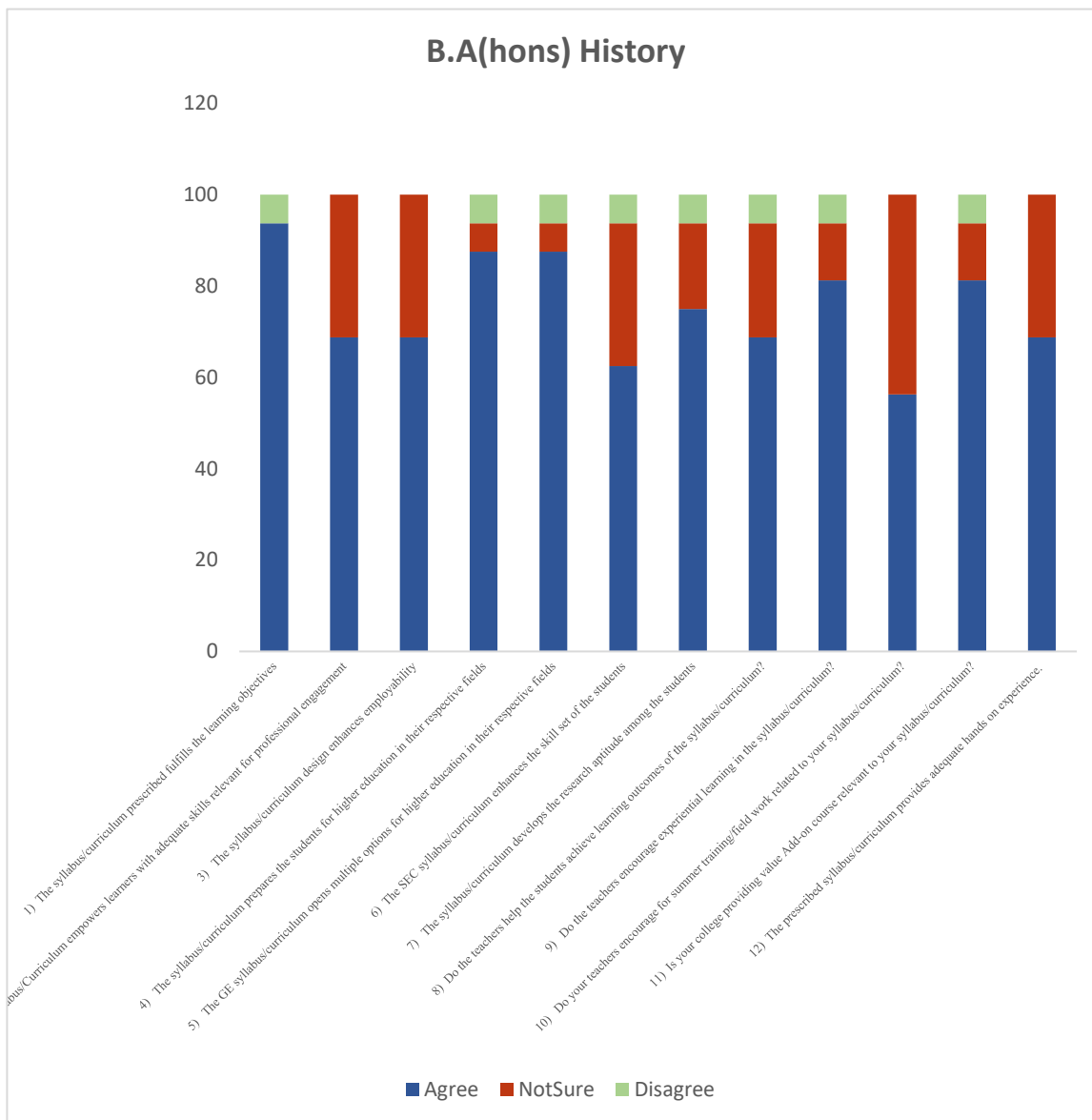


Figure : Students’ Curriculum response on a 3-point scale (in percentage)

Curriculum Feedback Report 2021-22

B.A(hons) History

Issues/Problem Areas Reported

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) When inquired if the syllabus/curriculum fulfills the *learning objectives*, the 93.75% of students of B.A(hons) History are convinced by the statement.
- 2) When enquired about the syllabus/curriculum, if it prepares the students for *higher education* in their respective fields, some 87.50% of them agreed to it.
- 3) 87.50% of students are affirmed that the *GE syllabus/curriculum* opens multiple options for higher education in their respective fields.
- 4) Almost 43.75% respondents are confused to state if *summer training/field work* related to the syllabus/curriculum is encouraged.

Action Taken

With the long-lasting suspension owing to Pandemic, there has been a crisis in the number of *summer trainings/field works* too. In the upcoming sessions, the usual number of summer training and field work would be resumed for learning under the real-time scenario.

Curriculum Feedback Report 2021-22

B.A(Hons) Hindi

In order to record the students' feedback regarding the curriculum of the academic session 2021-22, a questionnaire with 12 parameters was circulated. A dataset of 20 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives*, *empowering learners with adequate skills*, *employability*, *higher education*, *skill enhancement*, *research aptitude*, *learning outcomes*, *experiential learning*, *summer training/field work*, *value Add-on course*, *bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 12 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfills the learning objectives	100	0	0	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	70	30	0	100
3) The syllabus/curriculum design enhances employability	80	20	0	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	80	20	0	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	80	20	0	100
6) The SEC syllabus/curriculum enhances the skill set of the students	80	20	0	100
7) The syllabus/curriculum develops the research aptitude among the students	75	25	0	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	90	10	0	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	85	10	5	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	75	20	5	100
11) Is your college providing value Add-on course relevant to your syllabus/curriculum?	80	15	5	100
12) The prescribed syllabus/curriculum provides adequate hands on experience.	75	25	0	100

Table : Students' Curriculum response on a 3-point scale (in percentage)

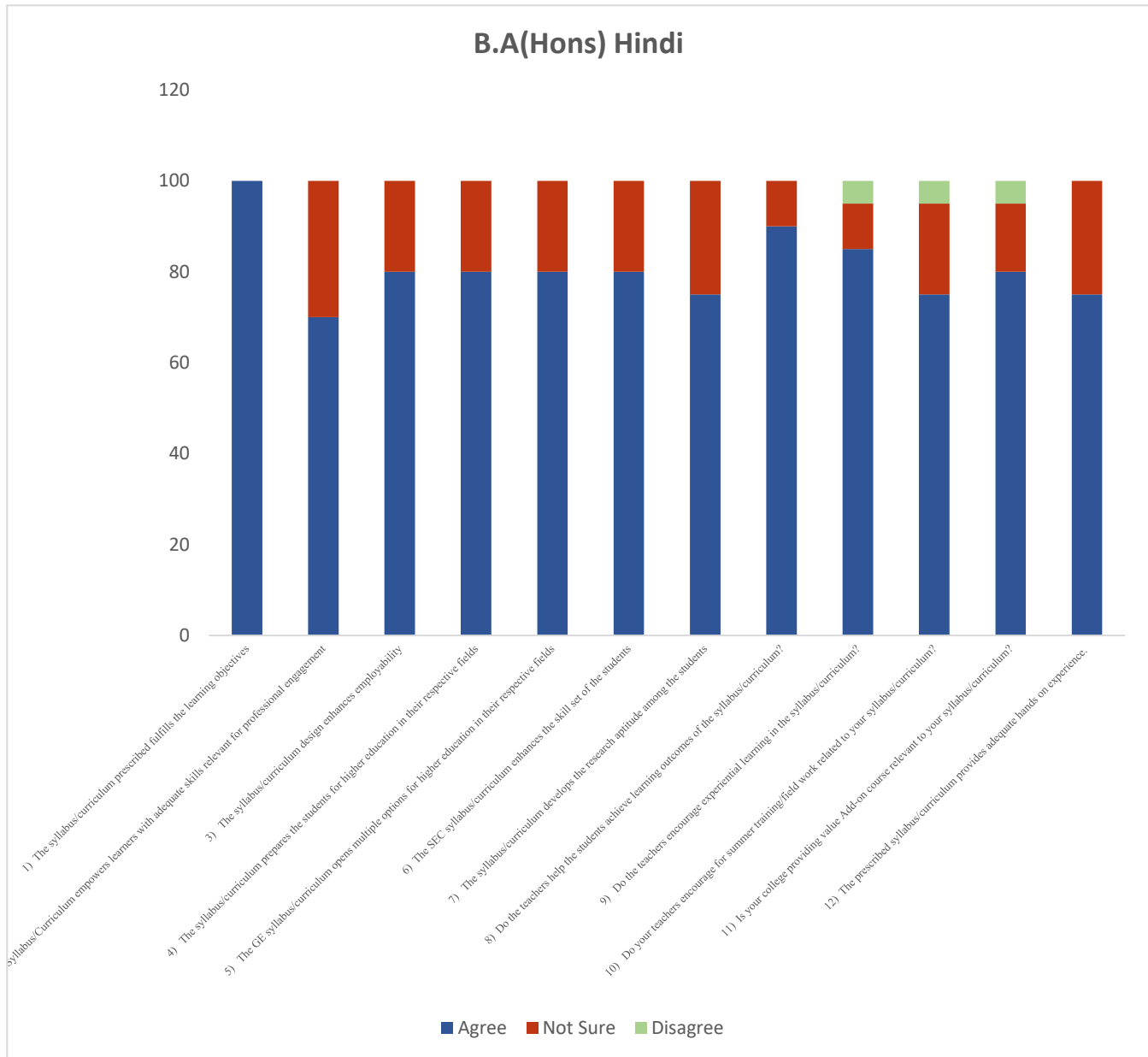


Figure : Students’ Curriculum response on a 3-point scale (in percentage)

Curriculum Feedback Report 2021-22

B.A(Hons) Hindi

Issues/Problem Areas Reported

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) All the students affirmed that the *learning objectives* and *learning outcomes* have been achieved by the syllabus/curriculum.
- 2) Out of all the respondents, 90.00% agreed that the teachers help the students achieve *learning outcomes* of the syllabus/curriculum.
- 3) The Syllabus/Curriculum empowers learners with adequate *skills* relevant for professional engagement. However, 30.00% of students are still ambiguous to agree the same.
- 4) The syllabus/curriculum develops the *research aptitude* among the students. As far as B.A(Hons) Hindi students are concerned, 25.00% of them are not certain for research aptitude.
- 5) The 25.00% students are uncertain and looking forward to adequate **hands on experience** in the prescribed syllabus/curriculum.

Action Taken

The College would be offering a variety of *Skill Enhancement courses* under the UGCF being introduced from academic session 2022-23. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression. The undergraduate course could be made more application based by inducing the Research at UG level. So, the *Research Aptitude* of the students would

be further developed by offering the same under the NEP wherein the aspiring students may opt for these opportunities. Besides, Due to Covid-19 Pandemic, the entire teaching learning shifted to online mode. Thus, there was a little diminished exposure for students for *practical work/field work*. This issue would automatically be resolved as the physical classes and interactions resumed.

Curriculum Feedback Report 2021-22

B.A(Hons) English

In order to record the students' feedback regarding the curriculum of the academic session 2021-22, a questionnaire with 12 parameters was circulated. A dataset of 25 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives*, *empowering learners with adequate skills*, *employability*, *higher education*, *skill enhancement*, *research aptitude*, *learning outcomes*, *experiential learning*, *summer training/field work*, *value Add-on course*, *bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 12 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfills the learning objectives	92	8	0	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	88	12	0	100
3) The syllabus/curriculum design enhances employability	68	28	4	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	100	0	0	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	84	16	0	100
6) The SEC syllabus/curriculum enhances the skill set of the students	56	40	4	100
7) The syllabus/curriculum develops the research aptitude among the students	72	28	0	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	88	12	0	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	80	16	4	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	72	16	12	100
11) Is your college providing value Add-on course relevant to your syllabus/curriculum?	56	32	12	100
12) The prescribed syllabus/curriculum provides adequate hands on experience.	64	32	4	100

Table : Students' Curriculum response on a 3-point scale (in percentage)

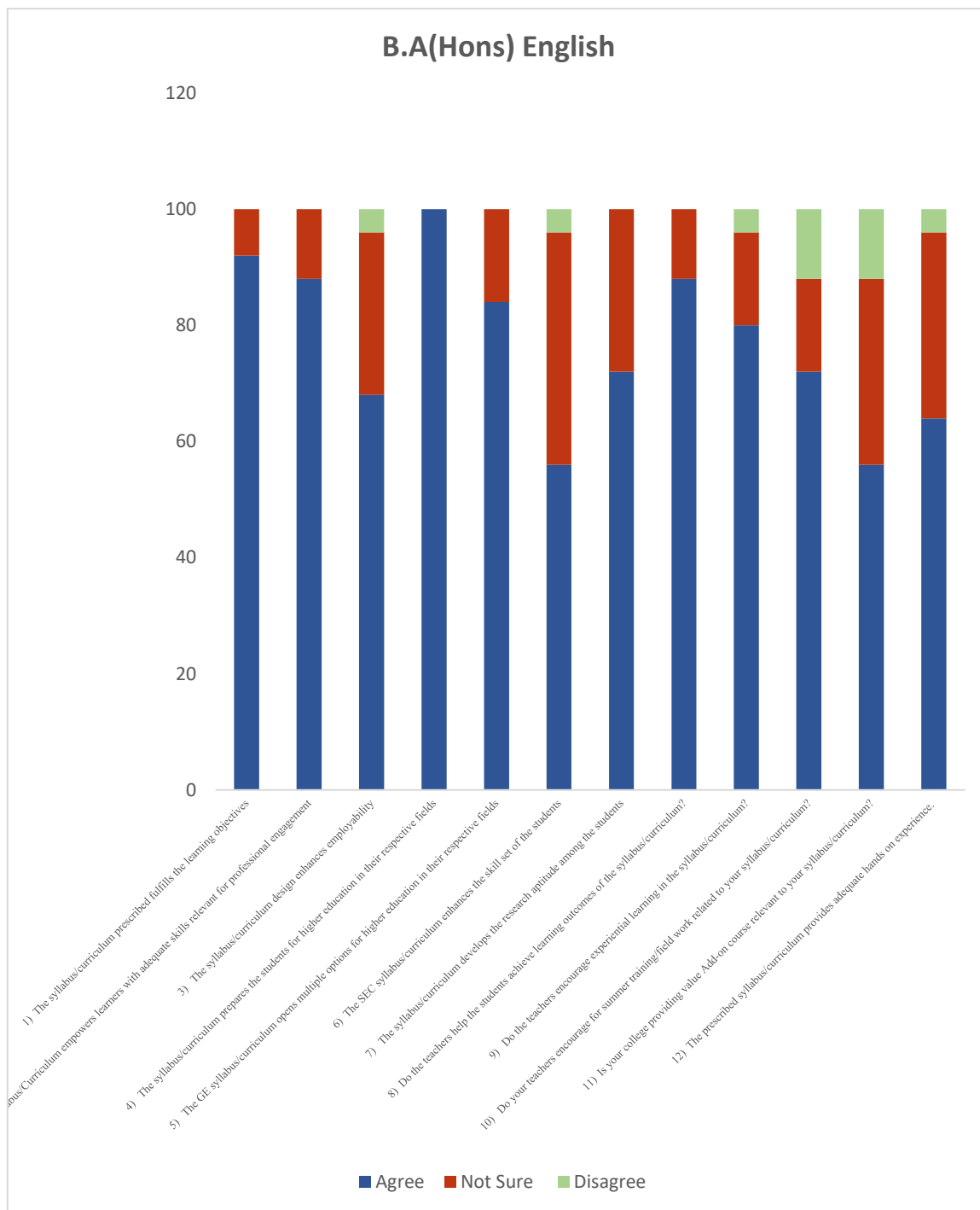


Figure : Students’ Curriculum response on a 3-point scale (in percentage)

Curriculum Feedback Report 2021-22

B.A(Hons) English

Issues/Problem Areas Reported

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) Around 92.00% of respondents are approving of the statement that the syllabus/curriculum prescribed fulfills the *learning objectives*.
- 2) Cent percent students approved of the statement that the syllabus/curriculum prepares the students for *higher education* in their respective fields.
- 3) Some 40.00% responses have been received with a baffled opinion that if SEC syllabus/curriculum enhances the *skill set* of the students or not.
- 4) When asked about the relevance of *value Add-on course* to the syllabus/curriculum, 32.00% of them are in a dilemma to agree.

Action Taken

Since the students are keen to make best out of their learning experience, they are keen to have a handful of more *Value Addition course*. In the same direction, the College is planning to induce several new Value Addition courses.

The College would be offering a variety of *Skill Enhancement courses* under the UGCF being introduced from academic session 2022-23. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression.

Curriculum Feedback Report 2021-22

B.A(H) Economics

In order to record the students' feedback regarding the curriculum of the academic session 2021-22, a questionnaire with 12 parameters was circulated. A dataset of 10 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives*, *empowering learners with adequate skills*, *employability*, *higher education*, *skill enhancement*, *research aptitude*, *learning outcomes*, *experiential learning*, *summer training/field work*, *value Add-on course*, *bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 12 questions.

Variables	Agree	Not Sure	Disagree	total
1) The syllabus/curriculum prescribed fulfills the learning objectives	70	30	0	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	50	30	20	100
3) The syllabus/curriculum design enhances employability	60	30	10	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	80	10	10	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	50	40	10	100
6) The SEC syllabus/curriculum enhances the skill set of the students	40	40	20	100
7) The syllabus/curriculum develops the research aptitude among the students	60	30	10	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	70	20	10	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	60	20	20	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	20	50	30	100
11) Is your college providing value Add-on course relevant to your syllabus/curriculum?	30	60	10	100
12) The prescribed syllabus/curriculum provides adequate hands on experience.	50	50	0	100

Table : Students' Curriculum response on a 3-point scale (in percentage)

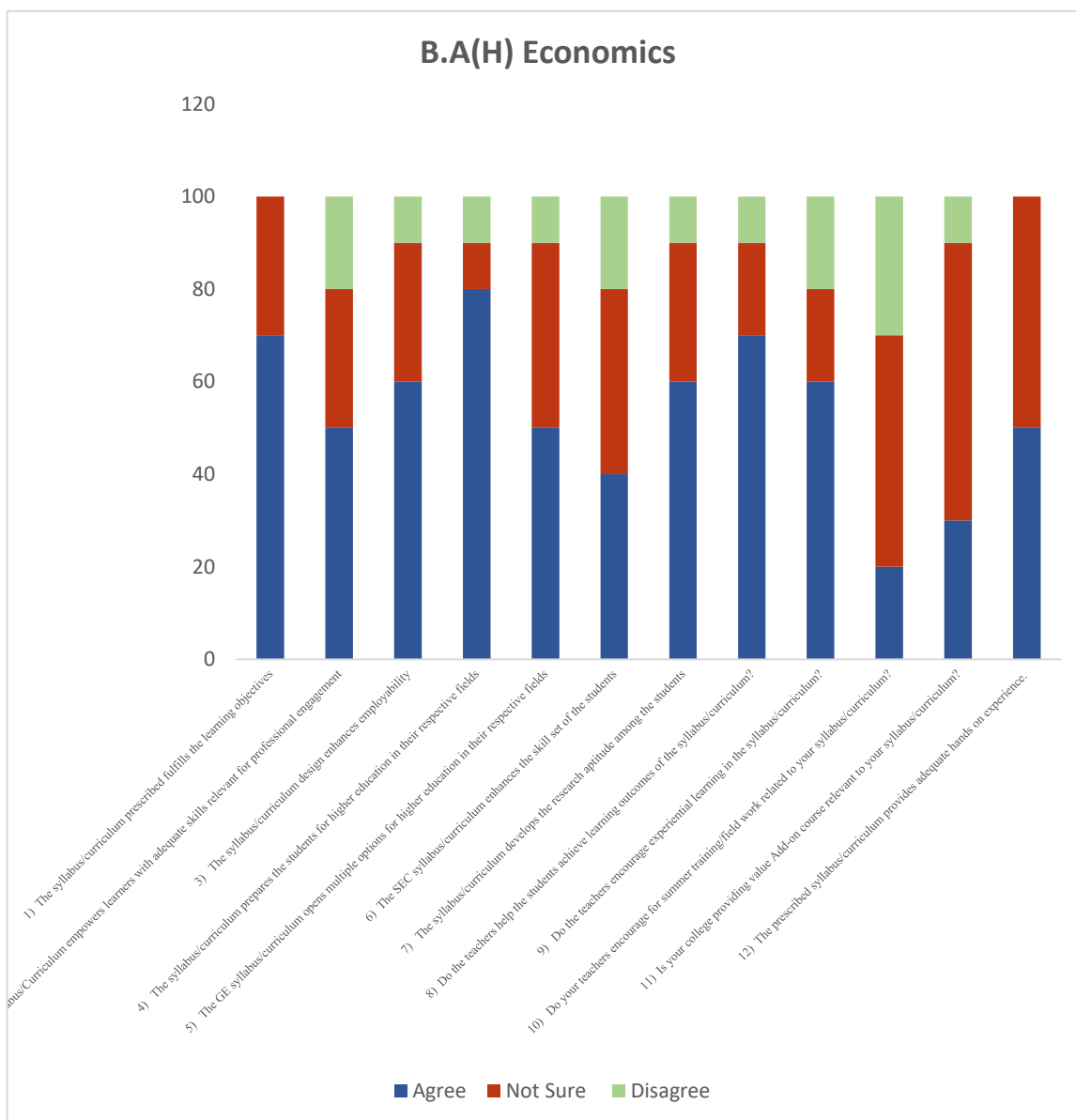


Figure : Students’ Curriculum response on a 3-point scale (in percentage)

Curriculum Feedback Report 2021-22

B.A(H) Economics

Issues/Problem Areas Reported

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) The strength of 70.00% of respondents settles for the statement that the syllabus/curriculum prescribed fulfills the *learning objectives*.
- 2) 80.00% of the B.A.(Hons) Economics students approved that the syllabus/curriculum prepares the students for *higher education* in their respective fields.
- 3) Some 70.00% of the respondents subscribed to that statement that the teachers help the students achieve *learning outcomes* of the syllabus/curriculum.
- 4) 40.00% of students are bewildered to the statement that whether GE syllabus/curriculum opens multiple options for *higher education* in their respective fields. Some 50.00% of the respondents firmly approve of the statement.
- 5) When asked about the SEC syllabus/curriculum, if it does enhance the *skill set* of the students, 40.00% agreed, 40.00% are not sure, 20.00% disagreed.
- 6) Approximately, 60.00% expressed their ambiguity about whether the *value Add-on courses* provided by the college is relevant to the syllabus/curriculum, 30.00% agreed, 60.00 are uncertain, 10.00 disagreed.

Action Taken

With the advent of UGCF, relatively a greater number of *Generic Elective* paper would be opened up for the upcoming session. This would explore more avenues for students

opening multiple options for higher education ahead. The College would be offering a variety of *Skill* Enhancement courses under the UGCF being introduced from academic session 2022-23. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression. Besides, Since the students are keen to make best out of their learning experience, they are keen to have a handful of more *Value Addition course*. In the same direction, the College is planning to induce several new Add-on courses.

Teachers' Feedback Report 2021-22

Commerce

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 18 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfills the learning objectives.	100.00	0.00	0.00	100.00
2) The syllabus bridges the gap between industry and academia.	94.44	5.56	0.00	100.00
3) The syllabus is locally rooted and globally relevant.	83.33	16.67	0.00	100.00
4) The syllabus contributes towards subject enrichment.	66.67	5.56	27.78	100.00
5) Teachers are involved in the designing of curriculum.	66.67	16.67	16.67	100.00
6) The syllabus is periodically revised.	72.22	0.00	27.78	100.00
7) The syllabus is skill-based and enhances employability of the students.	55.56	16.67	27.78	100.00
8) The syllabus has practical components.	83.33	16.67	0.00	100.00
9) The syllabus develops research aptitude among students.	44.44	11.11	44.44	100.00
10) The syllabus balances the theory and practical components.	66.67	33.33	0.00	100.00
11) The syllabus can be completed within the prescribed time frame.	94.44	5.56	0.00	100.00

Table: Teachers' response on a 3-point scale (in percentage)

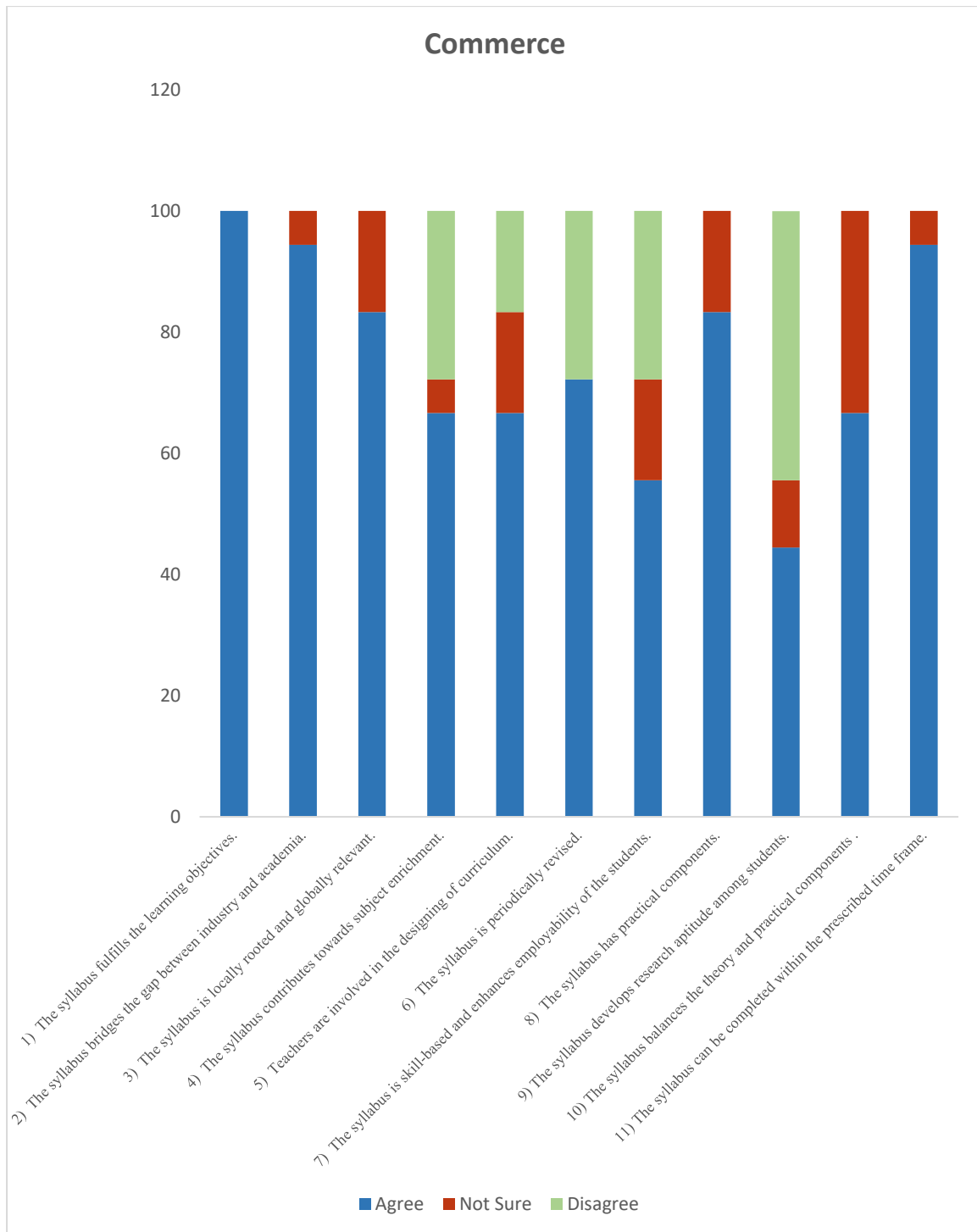


Figure : Teachers' response on a 3-point scale (in percentage)

Teachers' Feedback Report 2021-22

Commerce

Issues/Problem Areas Reported

With this Teacher's Curriculum feedback, the following observations have been highlighted:

- 1) When asked about whether the syllabus fulfills the *learning objectives*, 100.00 percent teachers approved of the statement.
- 2) Most of the Commerce faculty members (94.44%) agreed that the syllabus bridges the gap between *industry and academia*.
- 3) A similar response (94.44%) has been received stating that the syllabus can be completed within the prescribed *time frame*.
- 4) Approx 27.78% teachers in Commerce Department disapproved the statement that the syllabus develops *research aptitude* among students.
- 5) Around 27.78% faculty members disapprove to assent that the syllabus is skill-based and enhances *employability* of the students. Merely, 55.56% of Commerce respondents agree to the statement.

Action Taken

The *employability* of the students would be further addressed with the implementation of NEP 2020 in University of Delhi. The College would be offering a variety of Skill Enhancement courses and *Value-added courses* under the UGCF being introduced from academic session 2022-23. Since the College was earlier in Online mode of learning, the students could not learn many skills due to lack of

physical classroom interaction. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression. Besides, the *Research Aptitude* of the students would be further developed by offering the same under the NEP wherein the aspiring students may opt for these opportunities. It can also be further addressed with mentoring and counselling about the career opportunities and options of higher education progress.

Teachers' Feedback Report 2021-22

Botany

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 1 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfils the learning objectives.	100	0	0	100
2) The syllabus bridges the gap between industry and academia.	100	0	0	100
3) The syllabus is locally rooted and globally relevant.	0	100	0	100
4) The syllabus contributes towards subject enrichment.	100	0	0	100
5) Teachers are involved in the designing of curriculum.	100	0	0	100
6) The syllabus is periodically revised.	100	0	0	100
7) The syllabus is skill-based and enhances employability of the students.	100	0	0	100
8) The syllabus has practical components.	100	0	0	100
9) The syllabus develops research aptitude among students.	100	0	0	100
10) The syllabus balances the theory and practical components.	100	0	0	100
11) The syllabus can be completed within the prescribed time frame.	100	0	0	100

Table: Teachers' response on a 3-point scale (in percentage)

Teachers' Feedback Report 2021-22

Botany

Issues/Problem Areas Reported

With this Teacher's Curriculum feedback, the following observations have been highlighted:

- 1) When asked about whether the syllabus fulfills the learning objectives, 100 cent percent teachers approved of the statement.
- 2) All the Botany faculty members agreed that the syllabus bridges the gap between industry and academia.
- 3) 100 % of Botany faculty members agreed that the curriculum is skill-based, which increases students' employability.
- 4) When asked if the curriculum was locally rooted and internationally relevant, 100 percent of instructors were doubtful.

Teachers' Feedback Report 2021-22

Chemistry

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 5 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfills the learning objectives.	100	0	0	100
2) The syllabus bridges the gap between industry and academia.	80	20	0	100
3) The syllabus is locally rooted and globally relevant.	60	40	0	100
4) The syllabus contributes towards subject enrichment.	80	20	0	100
5) Teachers are involved in the designing of curriculum.	80	20	0	100
6) The syllabus is periodically revised.	80	20	0	100
7) The syllabus is skill-based and enhances employability of the students.	40	20	40	100
8) The syllabus has practical components.	100	0	0	100
9) The syllabus develops research aptitude among students.	40	40	20	100
10) The syllabus balances the theory and practical components.	80	20	0	100
11) The syllabus can be completed within the prescribed time frame.	100	0	0	100

Table: Teachers' response on a 3-point scale (in percentage)

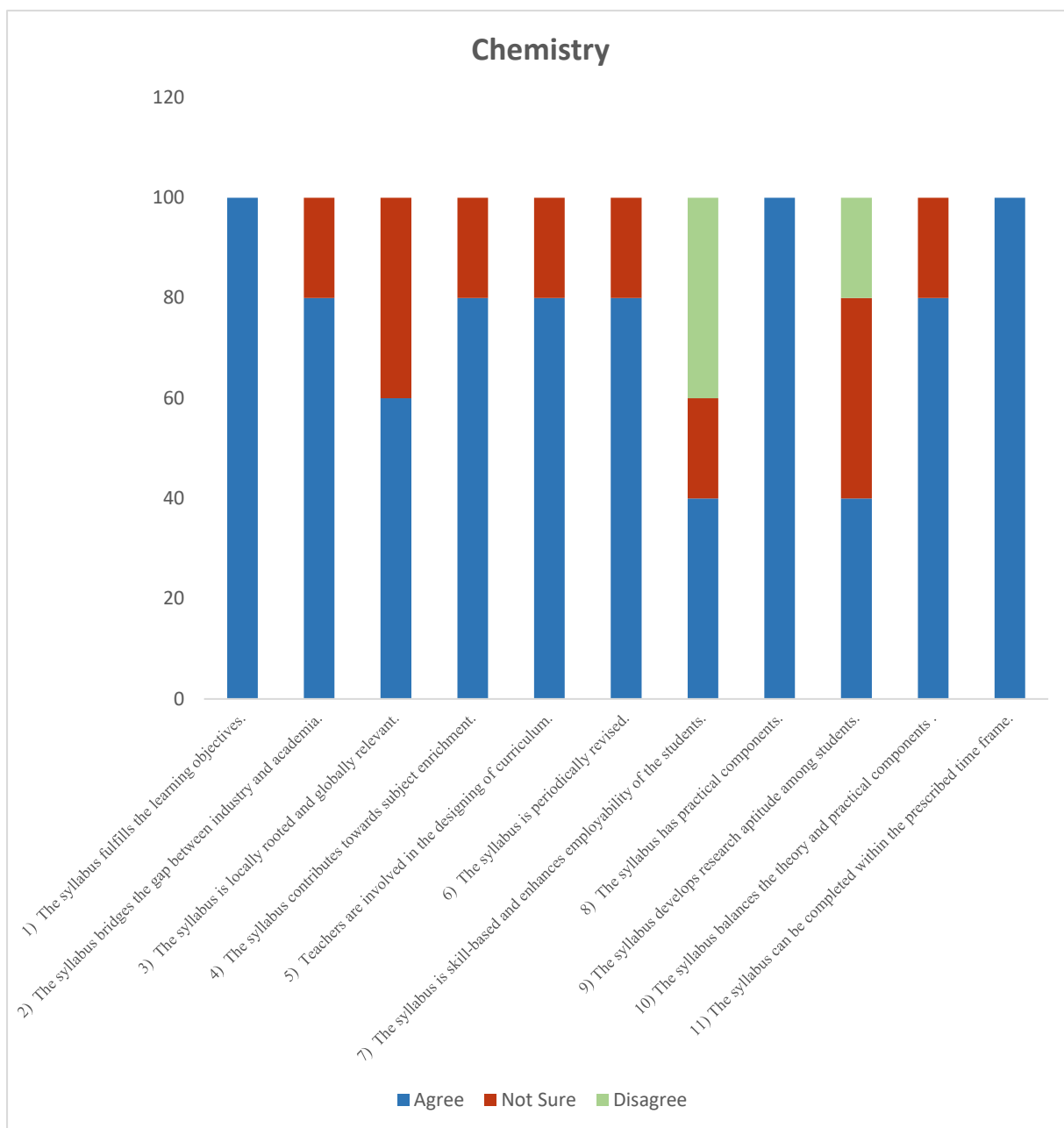


Figure : Teachers' response on a 3-point scale (in percentage)

Teachers' Feedback Report 2021-22

Chemistry

Issues/Problem Areas Reported

With this Teacher's Curriculum feedback, the following observations have been highlighted:

- 1) As far as learning objective is concerned (100%) teachers agreed that syllabus fulfills the *learning objectives*.
- 2) When asked about whether the syllabus fulfills the *practical components*, cent percent teachers approved of the statement.
- 3) All faculty members are agreed that the syllabus bridges the gap between *industry and academia*.
- 4) Most of the faculty members (80%) approved that the syllabus bridges the gap between *theory and practical component*.
- 5) Only 40% teachers disagree that syllabus is *skill-based and enhances employability* and 20% responses of faculty members find it ambiguous to approve the statement.
- 6) A similar response (40%) has been received stating that the syllabus develops *research aptitude* among students.

Action Taken

The *employability* and *research aptitude* have been an indefinite domain of these respondents. These variables would be further addressed with the implementation of NEP 2020 in University of Delhi. The College would be offering multiple Skill Enhancement courses under the UGCF being introduced from academic session

2022-23. The undergraduate course could be made more application based by inducing the Research at UG level. So, the *Research Aptitude* of the students would be further developed by offering the same under the NEP wherein the aspiring students may opt for these opportunities. It can also be further addressed with mentoring and counselling about the career opportunities and options of higher education progress.

Teachers' Feedback Report 2021-22

Computer Science

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 3 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfills the learning objectives.	100.00	0.00	0.00	100.00
2) The syllabus bridges the gap between industry and academia.	100.00	0.00	0.00	100.00
3) The syllabus is locally rooted and globally relevant.	66.67	33.33	0	100.00
4) The syllabus contributes towards subject enrichment.	100.00	0.00	0.00	100.00
5) Teachers are involved in the designing of curriculum.	66.67	0.00	33.33	100.00
6) The syllabus is periodically revised.	33.33	33.33	33.33	100.00
7) The syllabus is skill-based and enhances employability of the students.	100.00	0.00	0.00	100.00
8) The syllabus has practical components.	100.00	0.00	0.00	100.00
9) The syllabus develops research aptitude among students.	66.67	33.33	0.00	100.00
10) The syllabus balances the theory and practical components .	100.00	0.00	0.00	100.00
11) The syllabus can be completed within the prescribed time frame.	66.67	33.33	0.00	100.00

Table: Teachers' response on a 3-point scale (in percentage)

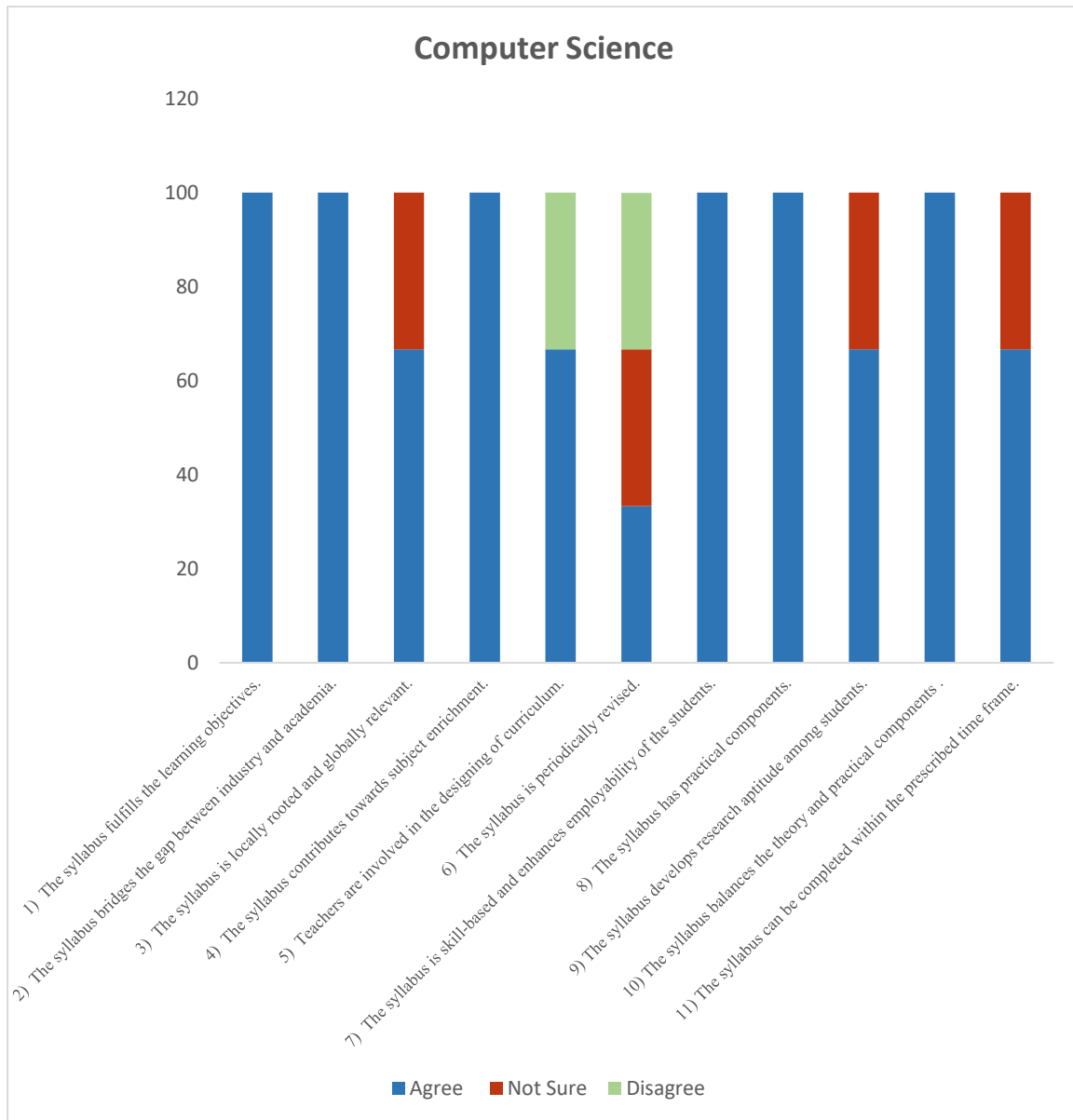


Figure : Teachers' response on a 3-point scale (in percentage)

Teachers' Feedback Report 2021-22

Computer Science

Issues/Problem Areas Reported

With this Teacher's Curriculum feedback, the following observations have been highlighted:

- 1) When asked about whether the syllabus fulfills the *learning objectives*, 100.00 percent teachers approved of the statement.
- 2) The syllabus, according to 100% of the Computer Science faculty members, bridges the gap between *industry and academia*.
- 3) Two-thirds of the teachers (66.67%) felt that the syllabus is both locally rooted and *globally relevant*, while the remainder (33.33%) were doubtful.
- 4) When questioned about *teacher engagement in curriculum designing*, 66.67% agreed that teachers are active in curriculum designing, while 33.33% disagreed.
- 5) Only one-third of the teachers in Computer Science Department (33.33%) defied that the syllabus is *periodically revised*, while the 33.33% were doubtful.

Action Taken

Since the College was earlier in Online mode of learning, the students could not learn many skills due to lack of physical classroom interaction. The outcomes may be visible with the successful implementation w.e.f. 2022-23 under NEP. The College would be offering many application-based courses under the UGCF being introduced from academic session 2022-23.

Teachers' Feedback Report 2021-22

Economics

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 5 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfills the learning objectives.	80	20	0	100
2) The syllabus bridges the gap between industry and academia.	80	20	0	100
3) The syllabus is locally rooted and globally relevant.	20	20	60	100
4) The syllabus contributes towards subject enrichment.	80	0	20	100
5) Teachers are involved in the designing of curriculum.	80	20	0	100
6) The syllabus is periodically revised.	60	20	20	100
7) The syllabus is skill-based and enhances employability of the students.	80	20	0	100
8) The syllabus has practical components.	60	40	0	100
9) The syllabus develops research aptitude among students.	40	0	60	100
10) The syllabus balances the theory and practical components.	60	20	20	100
11) The syllabus can be completed within the prescribed time frame.	100	0	0	100

Table: Teachers' response on a 3-point scale (in percentage)

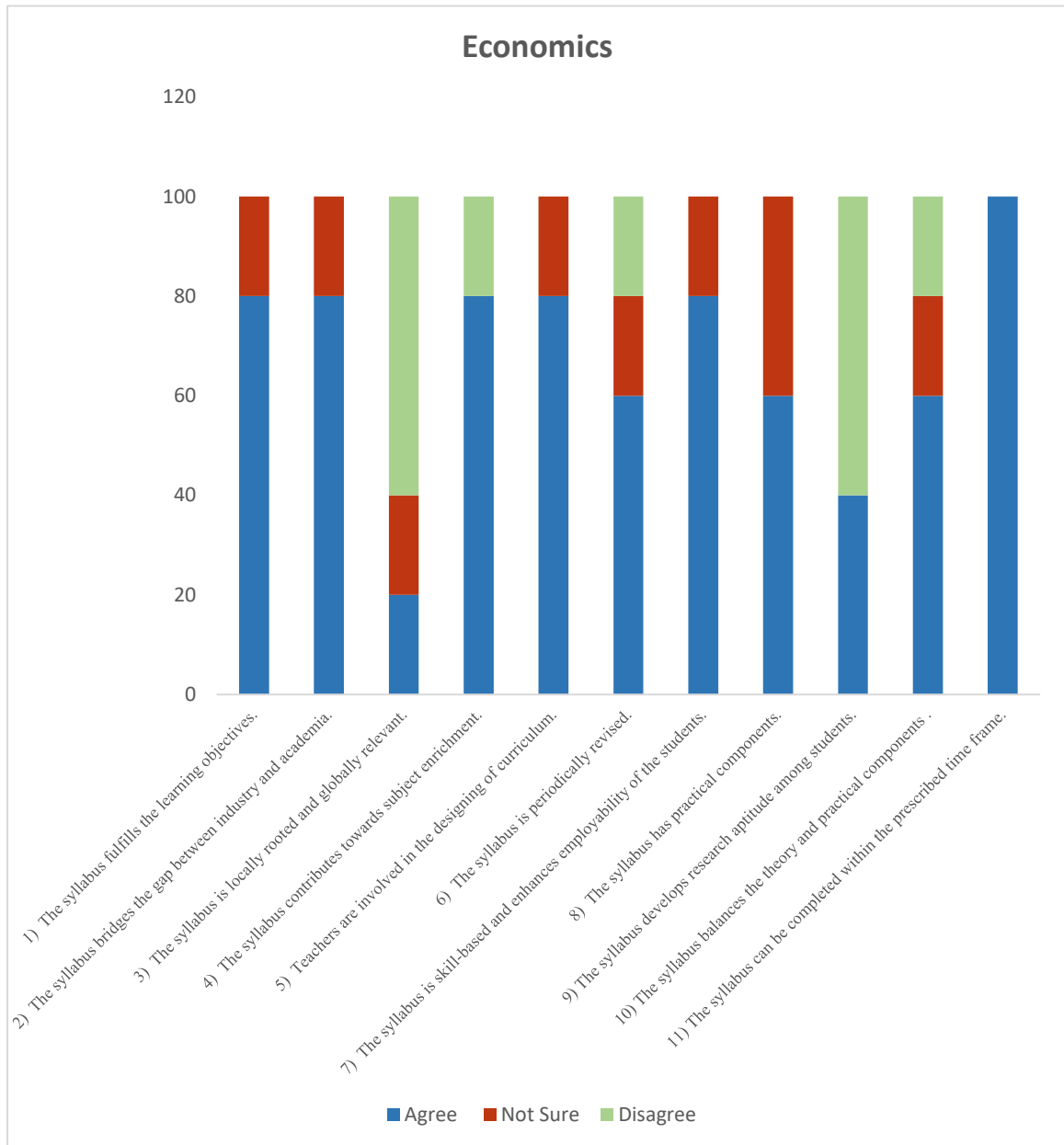


Figure : Teachers’ response on a 3-point scale (in percentage)

Teachers' Feedback Report 2021-22

Economics

Issues/Problem Areas Reported

With this Teacher's Curriculum feedback, the following observations have been highlighted:

- 1) All teachers agreed that the syllabus could be completed within the time limit specified.
- 2) Teachers are active in curriculum, according to 80% of teachers, while 20% are unclear.
- 3) 80% of Teachers believed that the curriculum bridged the gap between the *academic and industrial world* while 20% were unsure.
- 4) 60% teachers disagreed about the syllabus's capacity to promote students' *research aptitude*, while 40% agreed.
- 5) Besides, 60% respondents disagree that the syllabus is locally rooted and globally relevant.

Action Taken

The UG level course could be made more application based by inducing the Research at graduation level. So, the *Research Aptitude* of the students would be further developed by offering the same under the NEP wherein the aspiring students may opt for these opportunities. The syllabus of undergraduate course has been further revised under UGCF and made more application based by including a variety of subjects as *SEC, GE and VAC*. The outcomes may be visible with the successful implementation w.e.f. 2022-23 under NEP. The College would be offering many application-based courses under the UGCF being introduced from academic session 2022-23.

Teachers' Feedback Report 2021-22

English

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 5 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfills the learning objectives.	80	20	0	100
2) The syllabus bridges the gap between industry and academia.	60	20	20	100
3) The syllabus is locally rooted and globally relevant.	100	0	0	100
4) The syllabus contributes towards subject enrichment.	80	20	0	100
5) Teachers are involved in the designing of curriculum.	80	0	20	100
6) The syllabus is periodically revised.	60	20	20	100
7) The syllabus is skill-based and enhances employability of the students.	100	0	0	100
8) The syllabus has practical components.	100	0	0	100
9) The syllabus develops research aptitude among students.	40	20	40	100
10) The syllabus balances the theory and practical components .	80	20	0	100
11) The syllabus can be completed within the prescribed time frame.	100	0	0	100

Table: Teachers' response on a 3-point scale (in percentage)

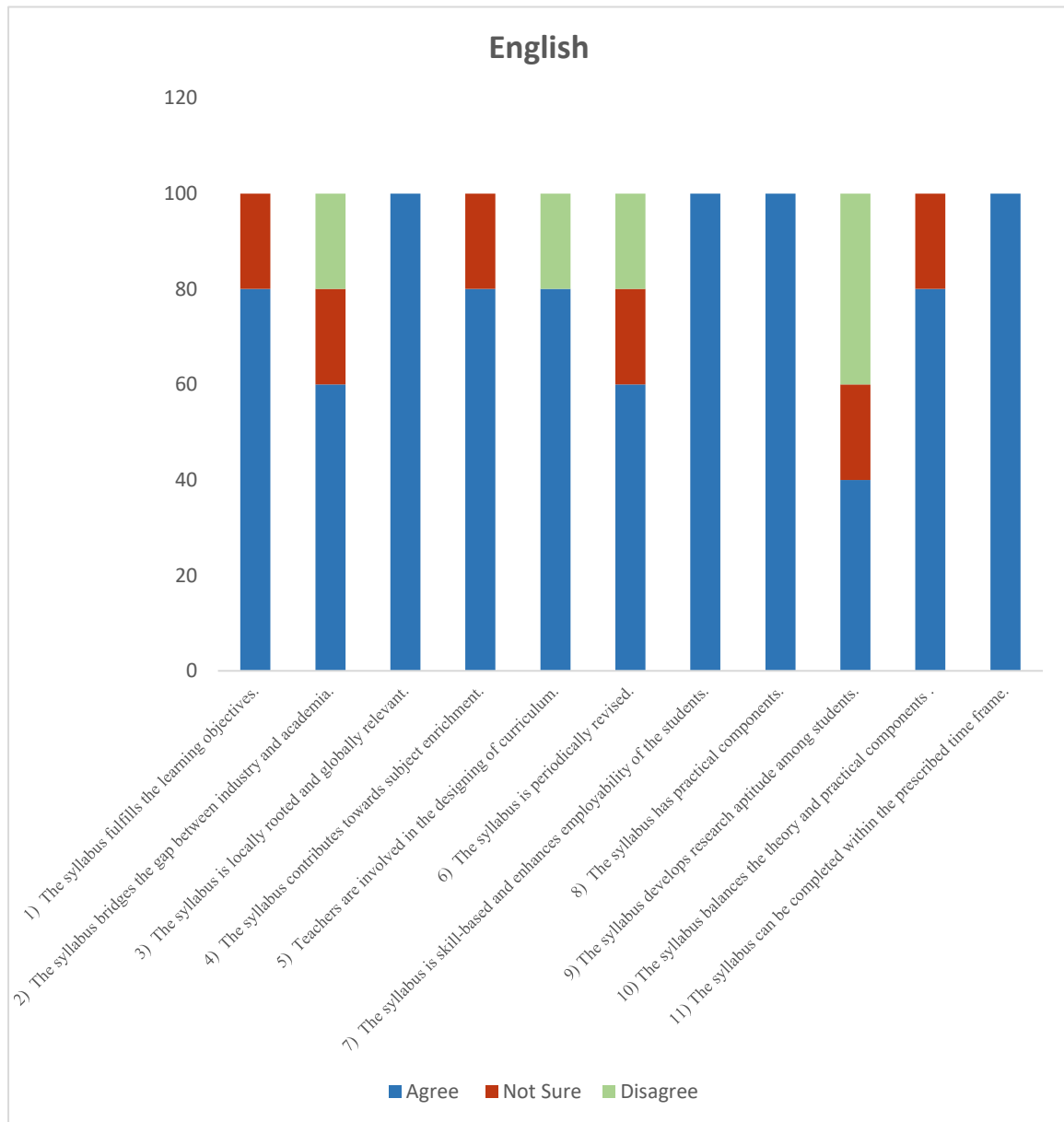


Figure : Teachers’ response on a 3-point scale (in percentage)

Teachers' Feedback Report 2021-22

English

Issues/Problem Areas Reported

With this Teacher's Curriculum feedback, the following observations have been highlighted:

- 1) All teachers felt that the curriculum is *skill-based* and improves students' employability.
- 2) All teachers agreed that the syllabus could be completed within the time limit specified.
- 3) All faculty members agreed that the curriculum is both *locally rooted and globally relevant*.
- 4) 20% of teachers were mystified about the syllabus' ability to improve Students' *research aptitude*, while 40% agreed and 40% disagreed.
- 5) 20% were doubtful, whereas 60% agreed that curriculum is altered on a regular basis.

Action Taken

The undergraduate course could be made more application based by inducing the Research at UG level. So, the *Research Aptitude* of the students would be further developed by offering the same under the NEP wherein the wishful students may opt for these opportunities. The issue of *periodically revision* of syllabus also further addressed in NEP by inducing updated courses (offering a variety of Value-Added Courses, Skill Enhancement Courses and Generic Elective) and revised the previous one.

Teachers' Feedback Report 2021-22

Hindi

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of **10** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfills the learning objectives.	80	20	0	100
2) The syllabus bridges the gap between industry and academia.	60	20	20	100
3) The syllabus is locally rooted and globally relevant.	40	40	20	100
4) The syllabus contributes towards subject enrichment.	80	20	0	100
5) Teachers are involved in the designing of curriculum.	70	0	30	100
6) The syllabus is periodically revised.	60	20	20	100
7) The syllabus is skill-based and enhances employability of the students.	60	20	20	100
8) The syllabus has practical components.	60	10	30	100
9) The syllabus develops research aptitude among students.	60	0	40	100
10) The syllabus balances the theory and practical components .	80	20	0	100
11) The syllabus can be completed within the prescribed time frame.	100	0	0	100

Table: Teachers' response on a 3-point scale (in percentage)

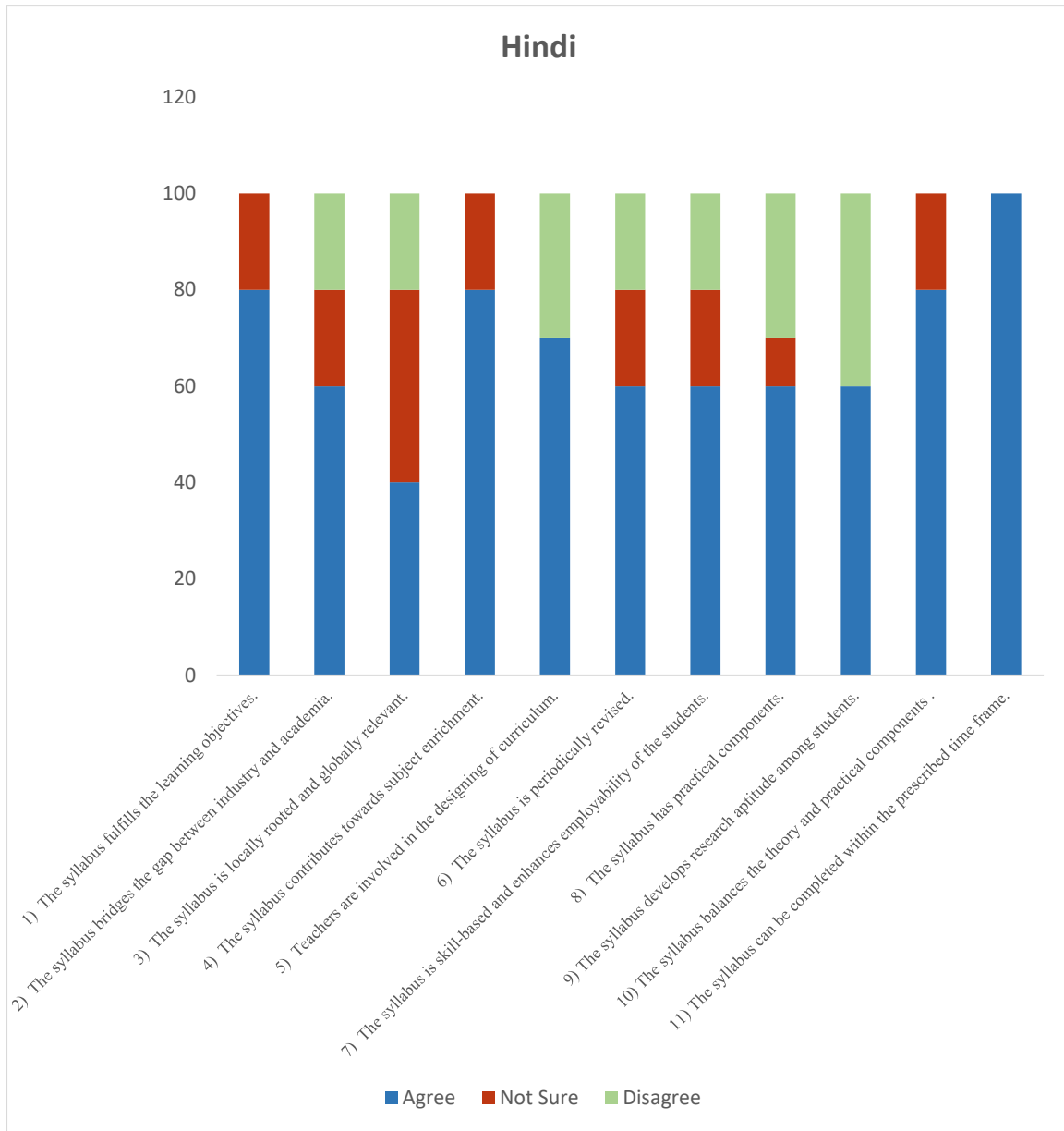


Figure : Teachers’ response on a 3-point scale (in percentage)

Teachers' Feedback Report 2021-22

Hindi

Issues/Problem Areas Reported

With this Teacher's Curriculum feedback, the following observations have been highlighted:

- 1) All teachers agreed that the syllabus could be completed within the time limit specified.
- 2) The majority of Hindi faculty members (80%) believed that the curriculum adds to *subject enrichment*.
- 3) 40% of teachers were perplexed about the syllabus being both *locally and globally relevant*, with 40% agreeing and 20% disagreeing.
- 4) 60% of Teachers agreed that the syllabus has practical components, whereas 30% disapproved.
- 5) 20% were doubtful, whereas 60% agreed that curriculum is altered on a regular basis.

Action Taken

The issue of *periodically revision* of syllabus also further addressed in NEP by inducing updated courses (offering a variety of Value-Added Courses, Skill Enhancement Courses and Generic Elective) and revised the previous one.

The undergraduate course could be made more *locally rooted* as NEP gave special focus on local languages and mode of study can also be chosen in local language by students. Also, with induction of NEP, more foreign Universities may be invited making the learning relatively more *Globally relevant*. So, this step would be surely an impetus and willing students may opt for these opportunities.

Teachers' Feedback Report 2021-22

History

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 3 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfills the learning objectives.	100.00	0.00	0.00	100.00
2) The syllabus bridges the gap between industry and academia.	66.67	33.33	0.00	100.00
3) The syllabus is locally rooted and globally relevant.	66.67	33.33	0.00	100.00
4) The syllabus contributes towards subject enrichment.	100.00	0.00	0.00	100.00
5) Teachers are involved in the designing of curriculum.	66.67	33.33	0.00	100.00
6) The syllabus is periodically revised.	66.67	33.33	0.00	100.00
7) The syllabus is skill-based and enhances employability of the students.	33.33	66.67	0.00	100.00
8) The syllabus has practical components.	66.67	33.33	0.00	100.00
9) The syllabus develops research aptitude among students.	33.33	33.33	33.33	100.00
10) The syllabus balances the theory and practical components.	33.33	66.67	0.00	100.00
11) The syllabus can be completed within the prescribed time frame.	100	0.00	0.00	100.00

Table: Teachers' response on a 3-point scale (in percentage)

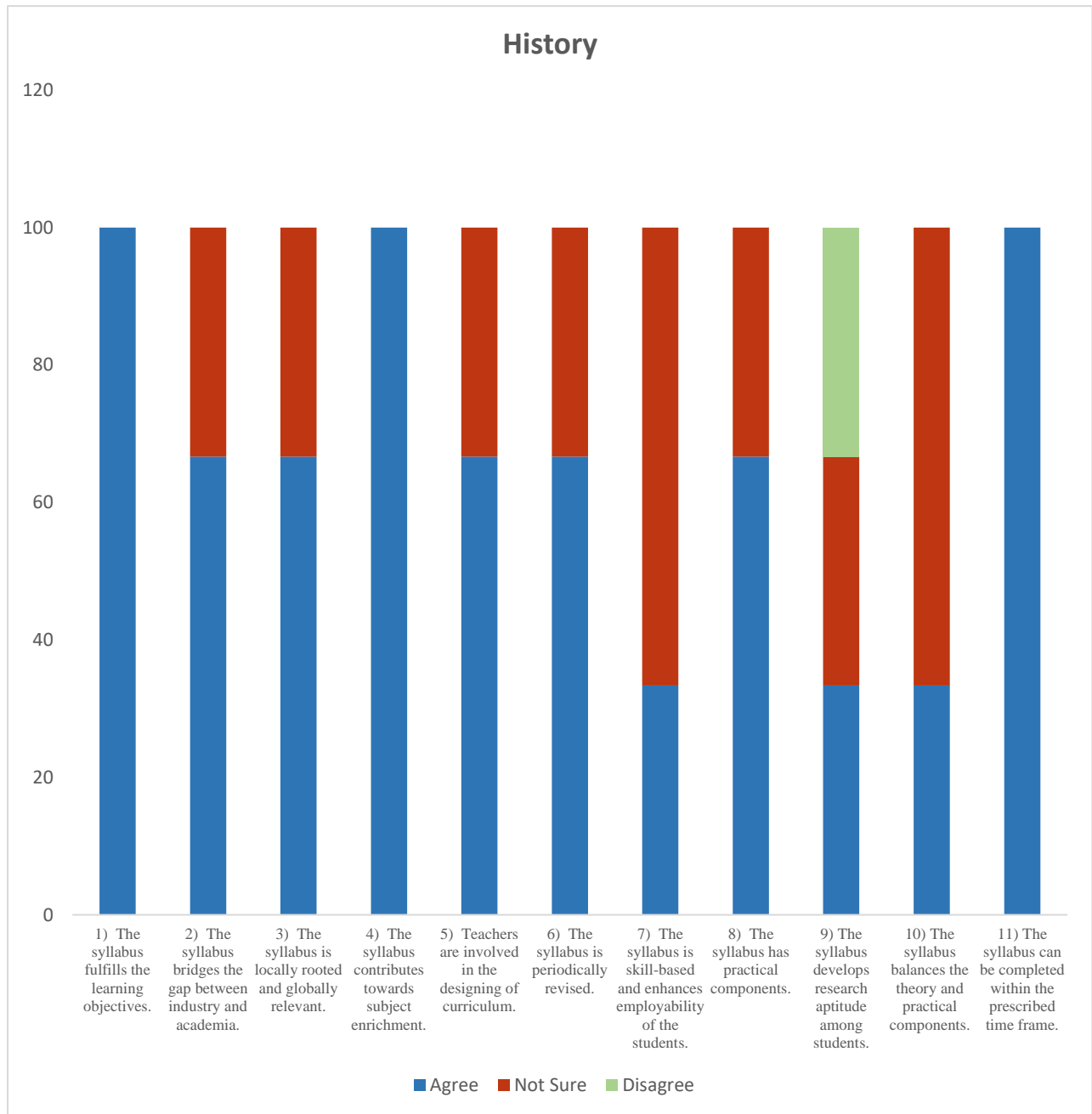


Figure : Teachers' response on a 3-point scale (in percentage)

Teachers' Feedback Report 2021-22

History

Issues/Problem Areas Reported

With this Teacher's Curriculum feedback, the following observations have been highlighted:

- 1) All Teachers agreed that the syllabus could be completed within the allotted time frame.
- 2) All Teachers agreed that the curriculum meets the *learning goals*.
- 3) All Teachers agreed that the programme helps to enhance the subject matter.
- 4) 66.67% of Teachers were unsure that the syllabus has practical components, whereas 33.33% agreed.
- 5) The respondents are equally divided on the opinion of whether the syllabus develops *research aptitude* among students.
- 6) 66.67% of teachers were confused about the syllabus's capacity to improve students' *employability*, while 33.33% agreed.

Action Taken

The *Practical Components* and *employability* of the students go hand in hand. These two parameters have been an ambiguous sphere of these respondents. It would be further addressed with the implementation of NEP 2020 in University of Delhi. The College would be offering a variety of Skill Enhancement courses under the UGCF being introduced from academic session 2022-23. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression.

Further, the undergraduate course could be made more application based by inducing the Research at UG level. So, the *Research Aptitude* of the students would be further developed by offering the same under the NEP wherein the aspiring students may opt for these opportunities. It can also be further addressed with mentoring and counselling about the career opportunities and options of higher education progress.

Teachers' Feedback Report 2021-22

Mathematics

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 7 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfills the learning objectives.	100.00	0.00	0.00	100.00
2) The syllabus bridges the gap between industry and academia.	85.71	14.29	0.00	100.00
3) The syllabus is locally rooted and globally relevant.	71.43	0.00	28.57	100.00
4) The syllabus contributes towards subject enrichment.	71.43	28.57	0.00	100.00
5) Teachers are involved in the designing of curriculum.	100.00	0.00	0.00	100.00
6) The syllabus is periodically revised.	42.86	14.28	42.86	100.00
7) The syllabus is skill-based and enhances employability of the students.	71.43	28.57	0.00	100.00
8) The syllabus has practical components.	85.71	14.29	0.00	100.00
9) The syllabus develops research aptitude among students.	85.71	14.29	0.00	100.00
10) The syllabus balances the theory and practical components .	100.00	0.00	0.00	100.00
11) The syllabus can be completed within the prescribed time frame.	100.00	0.00	0.00	100.00

Table: Teachers' response on a 3-point scale (in percentage)

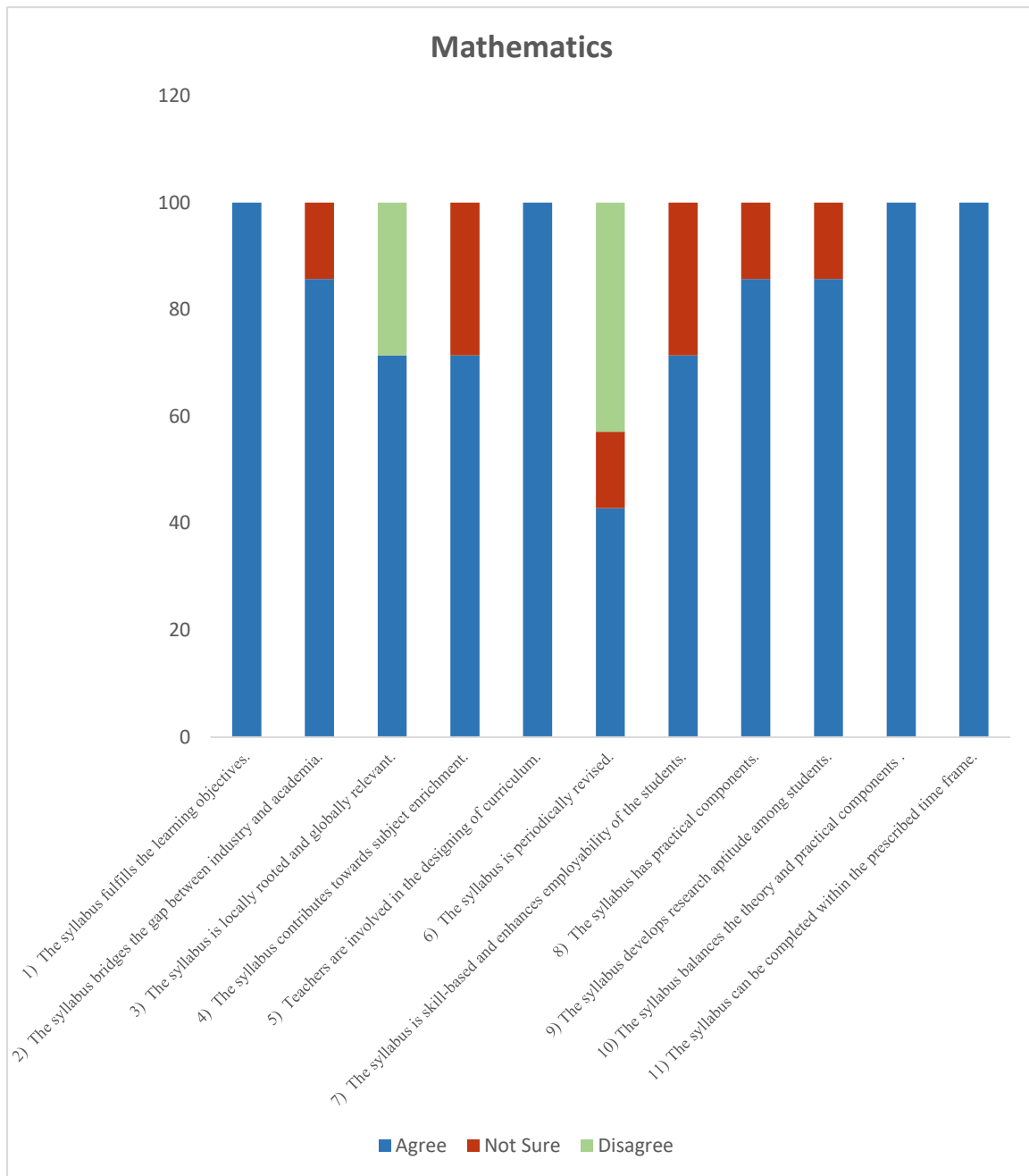


Figure : Teachers' response on a 3-point scale (in percentage)

Teachers' Feedback Report 2021-22

Mathematics

Issues/Problem Areas Reported

With this Teacher's Curriculum feedback, the following observations have been highlighted:

- 1) All Teachers agreed that all Teachers are involved in designing the curriculum.
- 2) All Teachers agreed that the syllabus balances theory and practical components.
- 3) 42.86% of Teachers disagreed that the syllabus is periodically revised while 42.86% agreed.
- 4) 71.83% agreed that the syllabus is locally rooted and globally relevant while 28.57% disagreed.

Action Taken

Since the College was earlier in Online mode of learning, the students could not learn many skills due to lack of physical classroom interaction. The domain of periodically revision of syllabus seems to be unclear for these respondents. It has been revised under NEP 2020 implemented in University of Delhi. The College would be offering a variety of Skill Enhancement courses under the UGCF being introduced from academic session 2022-23.

Teachers' Feedback Report 2021-22

Physical Education

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 1 response has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfills the learning objectives.	100	0	0	100
2) The syllabus bridges the gap between industry and academia.	0	100	0	100
3) The syllabus is locally rooted and globally relevant.	0	100	0	100
4) The syllabus contributes towards subject enrichment.	100	0	0	100
5) Teachers are involved in the designing of curriculum.	100	0	0	100
6) The syllabus is periodically revised.	0	0	100	100
7) The syllabus is skill-based and enhances employability of the students.	100	0	0	100
8) The syllabus has practical components.	100	0	0	100
9) The syllabus develops research aptitude among students.	0	0	100	100
10) The syllabus balances the theory and practical components .	100	0	0	100
11) The syllabus can be completed within the prescribed time frame.	100	0	0	100

Table: Teachers' response on a 3-point scale (in percentage)

Teachers' Feedback Report 2021-22

Physical Education

Issues/Problem Areas Reported

With this Teacher's Curriculum feedback, the following observations have been highlighted:

- 1) The teacher agreed that the syllabus is changed on a regular basis.
- 2) The teacher disagreed that the syllabus helps students improve research skills.
- 3) The Physical education faculty member agreed that the syllabus helps to deepen the topic.
- 4) The teacher agreed that the curriculum balances theory and practise.
- 5 The syllabus is both locally rooted and globally relevant, which perplexed the Teachers.

Teachers' Feedback Report 2021-22

Physics

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 13 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfills the learning objectives.	92.31	7.69	0.00	100.00
2) The syllabus bridges the gap between industry and academia.	76.92	23.08	0.00	100.00
3) The syllabus is locally rooted and globally relevant.	30.77	23.08	46.15	100.00
4) The syllabus contributes towards subject enrichment.	84.62	15.38	0.00	100.00
5) Teachers are involved in the designing of curriculum.	76.92	23.08	0.00	100.00
6) The syllabus is periodically revised.	61.54	7.69	30.7	100.00
7) The syllabus is skill-based and enhances employability of the students.	92.31	7.69	0.00	100.00
8) The syllabus has practical components.	92.31	7.69	0.00	100.00
9) The syllabus develops research aptitude among students.	84.62	15.38	0.00	100.00
10) The syllabus balances the theory and practical components.	92.31	7.69	0.00	100.00
11) The syllabus can be completed within the prescribed time frame.	84.62	7.69	7.69	100.00

Table: Teachers' response on a 3-point scale (in percentage)

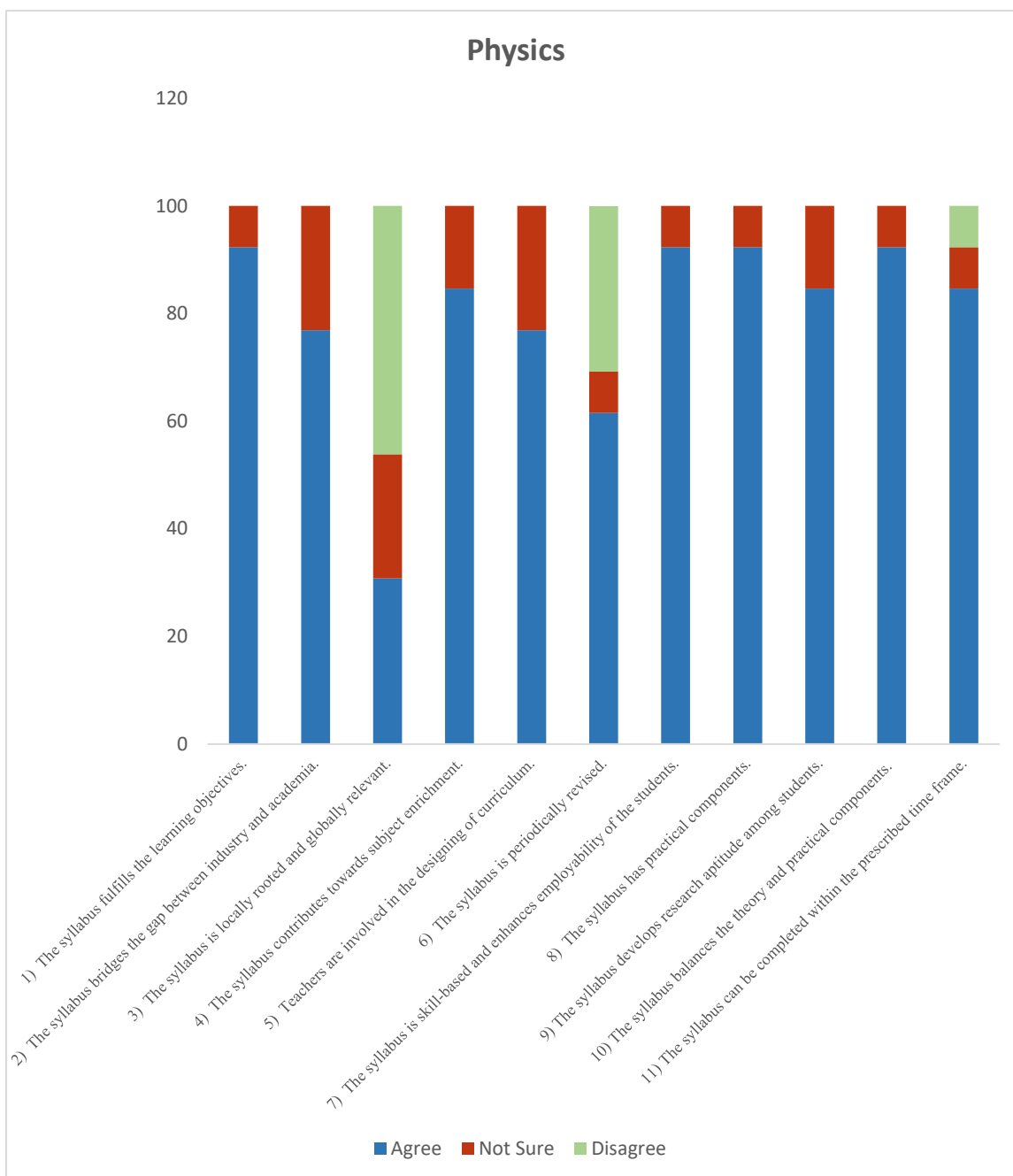


Figure : Teachers' response on a 3-point scale (in percentage)

Teachers' Feedback Report 2021-22

Physics

Issues/Problem Areas Reported

With this Teacher's Curriculum feedback, the following observations have been highlighted:

- 1) While 30.77% of Teachers agreed, 46.15% disagreed that the syllabus is *locally based and globally relevant*.
- 2) 30.7% of Teachers disagreed that the curriculum is changed on a regular basis. While 61.54% were in agreement.
- 3) 92.31% of Teachers agreed that the curriculum included practical components.
- 4) According to 92.31% of Teachers, the curriculum meets the *learning objectives*.
- 5) While 76.92% of Teachers felt that the curriculum bridges the gap between *industry and academia*, 23.08% disagreed.

Action Taken

The concern regarding whether syllabus is *locally rooted and globally relevant* would be addressed by made it more locally as NEP 2020 gave special focus on local languages and mode of study can also be chosen in local language by students. So, this step would be surely helpful and wishful students may opt for these opportunities that would made the course global relevant.

Teachers' Feedback Report 2021-22

Political Science

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 11 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfills the learning objectives.	100.00	0.00	0.00	100.00
2) The syllabus bridges the gap between industry and academia.	54.55	27.27	18.18	100.00
3) The syllabus is locally rooted and globally relevant.	45.45	27.27	27.27	100.00
4) The syllabus contributes towards subject enrichment.	100.00	0.00	0.00	100.00
5) Teachers are involved in the designing of curriculum.	90.91	9.09	0.00	100.00
6) The syllabus is periodically revised.	81.82	18.18	0.00	100.00
7) The syllabus is skill-based and enhances employability of the students.	72.73	27.27	0.00	100.00
8) The syllabus has practical components.	81.82	18.18	0.00	100.00
9) The syllabus develops research aptitude among students.	45.45	45.45	9.09	100.00
10) The syllabus balances the theory and practical components.	63.64	36.36	0.00	100.00
11) The syllabus can be completed within the prescribed time frame.	72.73	27.27	0.00	100.00

Table: Teachers' response on a 3-point scale (in percentage)

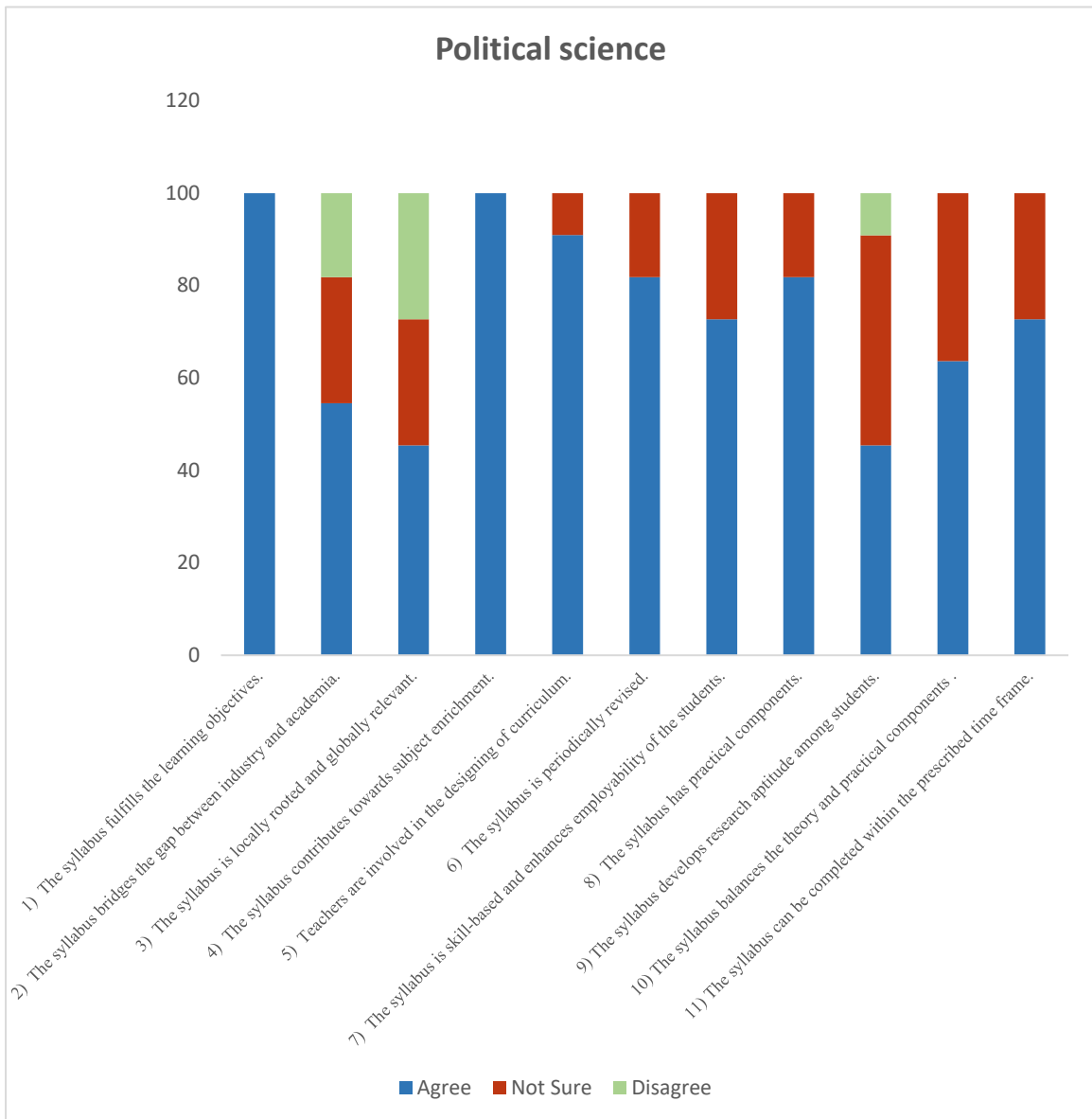


Figure : Teachers’ response on a 3-point scale (in percentage)

Teachers' Feedback Report 2021-22

Political Science

Issues/Problem Areas Reported

With this Teacher's Curriculum feedback, the following observations have been highlighted:

- 1) Every Faculty member agreed that the syllabus met the learning goals.
- 2) All of the Teachers agreed that the syllabus helps to deepen the topic.
- 3) Only 9.09% of students agreed that the curriculum increases *research ability*, while 45.45% disagreed and the remainder were bewildered.
- 4) Only 45.45% agreed that the curriculum is both *locally and globally relevant*, while 27.27% disagreed and the remainder were doubtful.
- 5) Only 36.36% disagreed with the statement that the curriculum balances *theory to practice*, while 63.64% agreed.

Action Taken

The graduation course could be made more application based by inducing the Research at UG level. So, the *Research Aptitude* of the students would be further developed by offering the same under the NEP wherein the aspiring students may opt for these opportunities. The other issue also addressed by making course more *locally rooted* as NEP gave special focus on local languages and mode of study can also be chosen in local language by students. So, this step would be surely helpful and wishful students may opt for these opportunities.

Employers' Report 2021-22

The Graduate students of the College look forward to employment. The College as well takes care of Employers' expectation to meet industry set-up. Hence, feedback has been gathered from the Students' Employers regarding the curriculum of the academic session 2021-22, a questionnaire with 08 parameters was circulated. A dataset of **13** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The variables like *relevance of curriculum*, *logical ability*, *aptitude skills*, *soft skills*, *training*, *interpersonal skills*, *ethics and moral values* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 08 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The curriculum followed by the institution is relevant and at par with the expectation of the recruiter.	61.54	23.08	15.38	100.00
2) The curriculum develops logical ability in the students.	76.92	15.38	7.69	100.00
3) The specialized subjects of the curriculum develop aptitude skills in the students.	69.23	15.38	15.38	100.00
4) The course curriculum develops soft skills among the students.	46.15	30.77	23.08	100.00
5) The graduate students of the college are trained with the up-to-date domain knowledge.	53.85	38.46	7.69	100.00
6) The curriculum and co-curricular participation equip the graduates of the college with interpersonal skills required for the industry.	30.77	53.85	15.38	100.00
7) The curriculum of the institution inculcates ethics and moral values in the outgoing students.	100.00	0.00	0.00	100.00
8) The employee has made an impact in the organization/industry he/she is working in.	92.31	0.00	7.69	100.00

Table: Employers' response on a 3-point scale (in percentage)

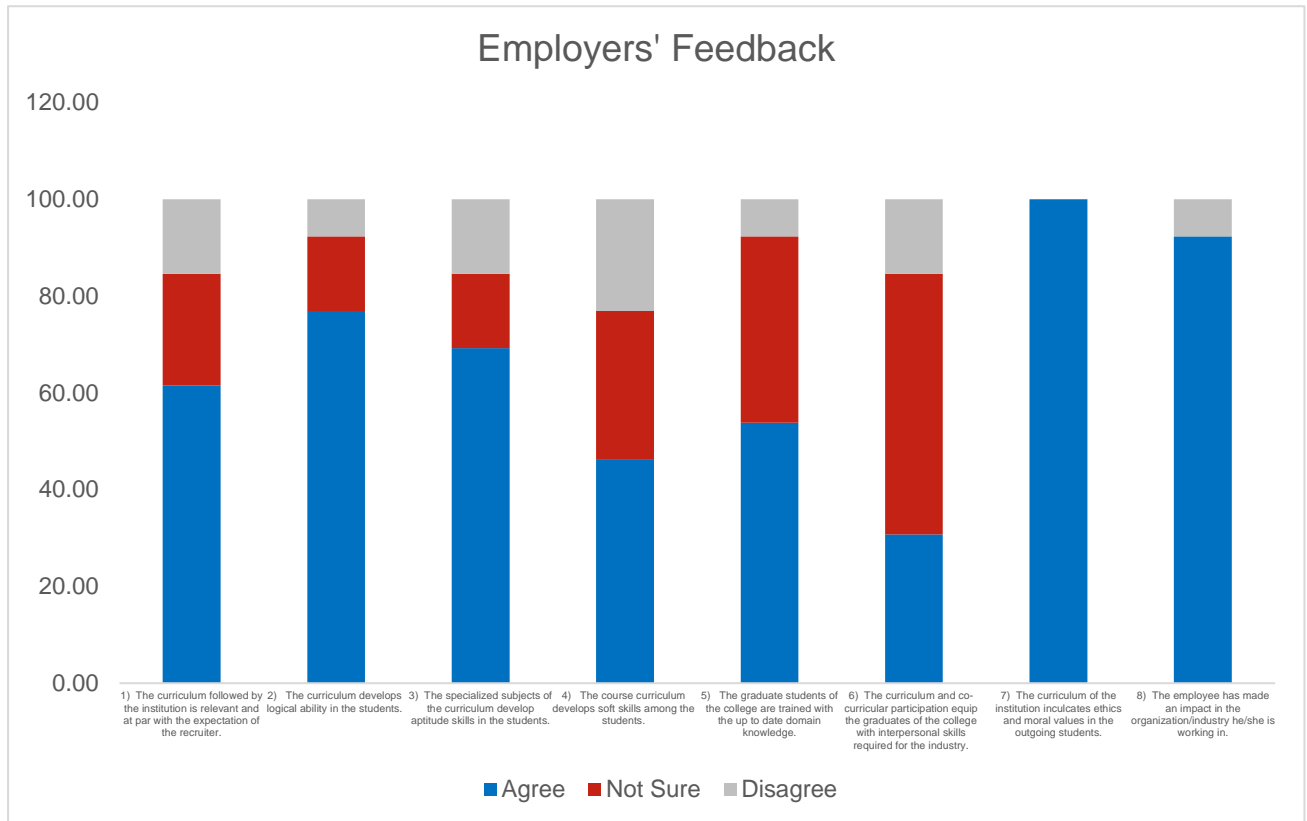


Figure: Employers' response on a 3-point scale (in percentage)

With this Employers' feedback, the following observations have been highlighted:

- 1) When the Employers of the former students were asked if the employee has made an *impact in the organization/industry* he/she is working in, 92.31% employers endorsed the statement.
- 2) 100% employers endorse that the curriculum of the institution inculcates *ethics and moral values* in the outgoing students.
- 3) Further, the employer believe that the course curriculum develops *soft skills* among the students. This has been reassured by the respondents when 46.15% agree, 30.77% are not sure and 23.08% disagree.
- 4) Some 30.77% agree, 53.85% are uncertain and 15.38% employers disagree that the curriculum and co-curricular participation equip the graduates of the college with *interpersonal skills* required for the industry.

Action Taken

The College would be offering a variety of *Skill Enhancement courses* under the UGCF being introduced from academic session 2022-23. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression.

The *interpersonal skills* of the students have been an uncertain/not so favourable domain of these respondents. Due to Covid-19 Pandemic, the entire teaching learning shifted to online mode. Thus, there was a little diminished exposure for students in practical work/field work, hands-on experience and one-to-one communication. This issue would automatically be resolved as the physical classes and interactions have resumed. It would be further addressed with the implementation of NEP 2020 in University of Delhi.



Alumni Feedback Report 2021-22

B.A(Hons) Economics

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of **20** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *adequate skills*, *employability*, *preparedness for higher education*, *multiple options for higher education*, *research aptitude*, *summer training/field work*, *subject enrichment etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions.



Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfilled the learning objectives.	95.00	5.00	0.00	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	95.00	5.00	0.00	100.00
3) The syllabus enhanced your employability.	60.00	40.00	0.00	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	65.00	30.00	5.00	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	40.00	55.00	5.00	100.00
6) The SEC syllabus enhanced your skill set.	45.00	50.00	5.00	100.00
7) The syllabus developed your research aptitude.	60.00	35.00	5.00	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	65.00	30.00	5.00	100.00
9) The syllabus contributed towards subject enrichment.	65.00	25.00	10.00	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	50.00	50.00	0.00	100.00

Table: Alumni response on a 3-point scale (in percentage)

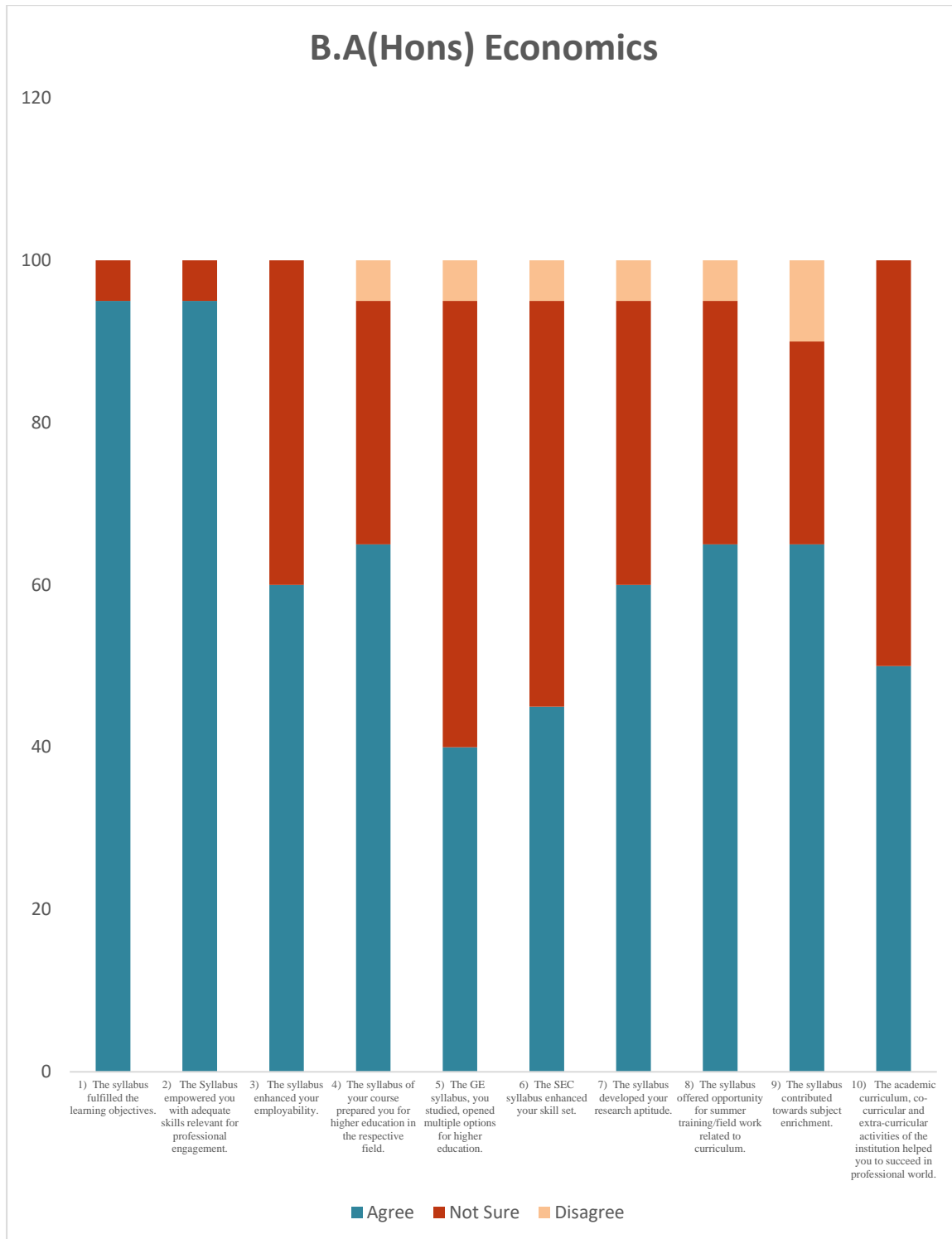


Figure: Alumni response on a 3-point scale (in percentage)



Alumni Feedback 2021-22
B.A(Hons) Economics

Issues/Problem Areas Reported

With this Alumni feedback, the following observations have been highlighted:

- 1) When questioned about the overall Syllabus, 95.00% of B.A(H) Economics students believed that it was *empowering* since it provided them with appropriate abilities relevant to their job.
- 2) 65.00% of students said that the syllabus provided opportunities for *summer training and/or fieldwork* connected to the programme.
- 3) 60.00% of respondents stated that the syllabus/curriculum design improved their *employability*.
- 4) When asked if the *GE* syllabus gave up various possibilities for further education, 55.00% were perplexed and 45.00% agreed.
- 5) Around half of the respondents are still uncertain if the *SEC* syllabus enhanced their skill set.
- 6) When asked if the institution's academic programme, *co-curricular and extra-curricular activities* helped them flourish in the professional sphere, pupils are divided in half.

Action Taken

With the advent of UGCF, relatively a greater number of *Generic Elective* paper would be opened up for the upcoming session. This would explore more avenues for students opening multiple options for higher education ahead.

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Besides, the College would be offering a variety of *Skill* Enhancement courses under the UGCF being introduced from academic session 2022-23. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression. Also, Also, with the long-lasting suspension owing to Pandemic, there has been a crisis in the number of *co-curricular and extra-curricular activities* too. In the upcoming sessions, the usual number of co-curricular and extra-curricular activities would be resumed for learning under the real-time scenario.



Alumni Feedback Report 2021-22

B.A(Hons) English

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of **20** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *adequate skills*, *employability*, *preparedness for higher education*, *multiple options for higher education*, *research aptitude*, *summer training/field work*, *subject enrichment etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions.



Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfilled the learning objectives.	95.00	5.00	0.00	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	100.00	0.00	0.00	100.00
3) The syllabus enhanced your employability.	80.00	20.00	0.00	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	65.00	35.00	0.00	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	40.00	60.00	0.00	100.00
6) The SEC syllabus enhanced your skill set.	35.00	60.00	5.00	100.00
7) The syllabus developed your research aptitude.	45.00	55.00	0.00	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	70.00	30.00	0.00	100.00
9) The syllabus contributed towards subject enrichment.	55.00	40.00	5.00	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	70.00	20.00	10.00	100.00

Table: Alumni response on a 3-point scale (in percentage)

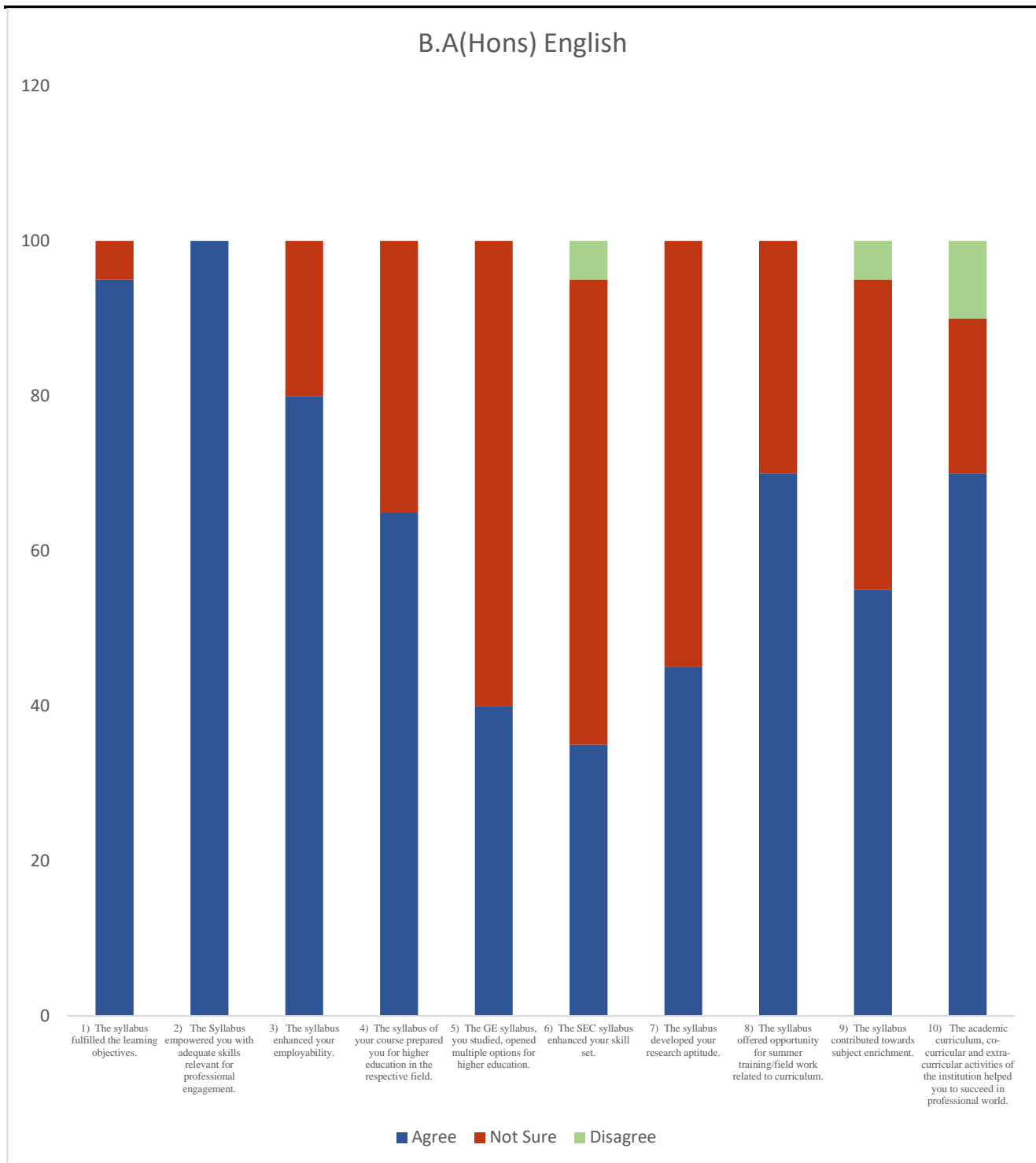


Figure: Alumni response on a 3-point scale (in percentage)



Alumni Feedback 2021-22
B.A(Hons) English

Issues/Problem Areas Reported

With this Alumni feedback, the following observations have been highlighted:

1. 95.00% of students said that the syllabus fulfils their *learning objectives*.
2. When questioned about the overall Syllabus, 100.00% of B.A(H) English students believed that it was *empowering* since it provided them with appropriate abilities relevant to their job.
3. When asked if the *GE* syllabus gave up various possibilities for further education, 60.00% were perplexed and 40.00% agreed.
4. 60.00% of students are unsure, whereas 35.00% believe the *SEC* syllabus enhanced your skill set.
5. With 45.00% respondents agreeing and 55.00% respondents ambiguous to the statement syllabus developed your *research aptitude*, leaves a vital avenue untapped.

Action Taken:

With the advent of UGCF, relatively a greater number of *Generic Elective* paper would be opened up for the upcoming session. This would explore more avenues for students opening multiple options for higher education ahead. Besides, the College would be offering a variety of *Skill* Enhancement courses under the UGCF being introduced from academic session 2022-23. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression. Further, the undergraduate course could be made more application based by inducing the Research at UG level. So, the *Research Aptitude* of the students would be

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further developed by offering the same under the NEP wherein the aspiring students may opt for these opportunities.



Alumni Feedback Report 2021-22

B.A(Hons) History

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of **20** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *adequate skills*, *employability*, *preparedness for higher education*, *multiple options for higher education*, *research aptitude*, *summer training/field work*, *subject enrichment etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions



Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfilled the learning objectives.	95.00	5.00	0.00	100
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	95.00	5.00	0.00	100
3) The syllabus enhanced your employability.	60.00	40.00	0.00	100
4) The syllabus of your course prepared you for higher education in the respective field.	60.00	40.00	0.00	100
5) The GE syllabus, you studied, opened multiple options for higher education.	40.00	55.00	5.00	100
6) The SEC syllabus enhanced your skill set.	50.00	45.00	5.00	100
7) The syllabus developed your research aptitude.	55.00	35.00	10.00	100
8) The syllabus offered opportunity for summer training/field work related to curriculum.	75.00	25.00	0.00	100
9) The syllabus contributed towards subject enrichment.	65.00	30.00	5.00	100
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	60.00	40.00	0.00	100

Table: Alumni response on a 3-point scale (in percentage)

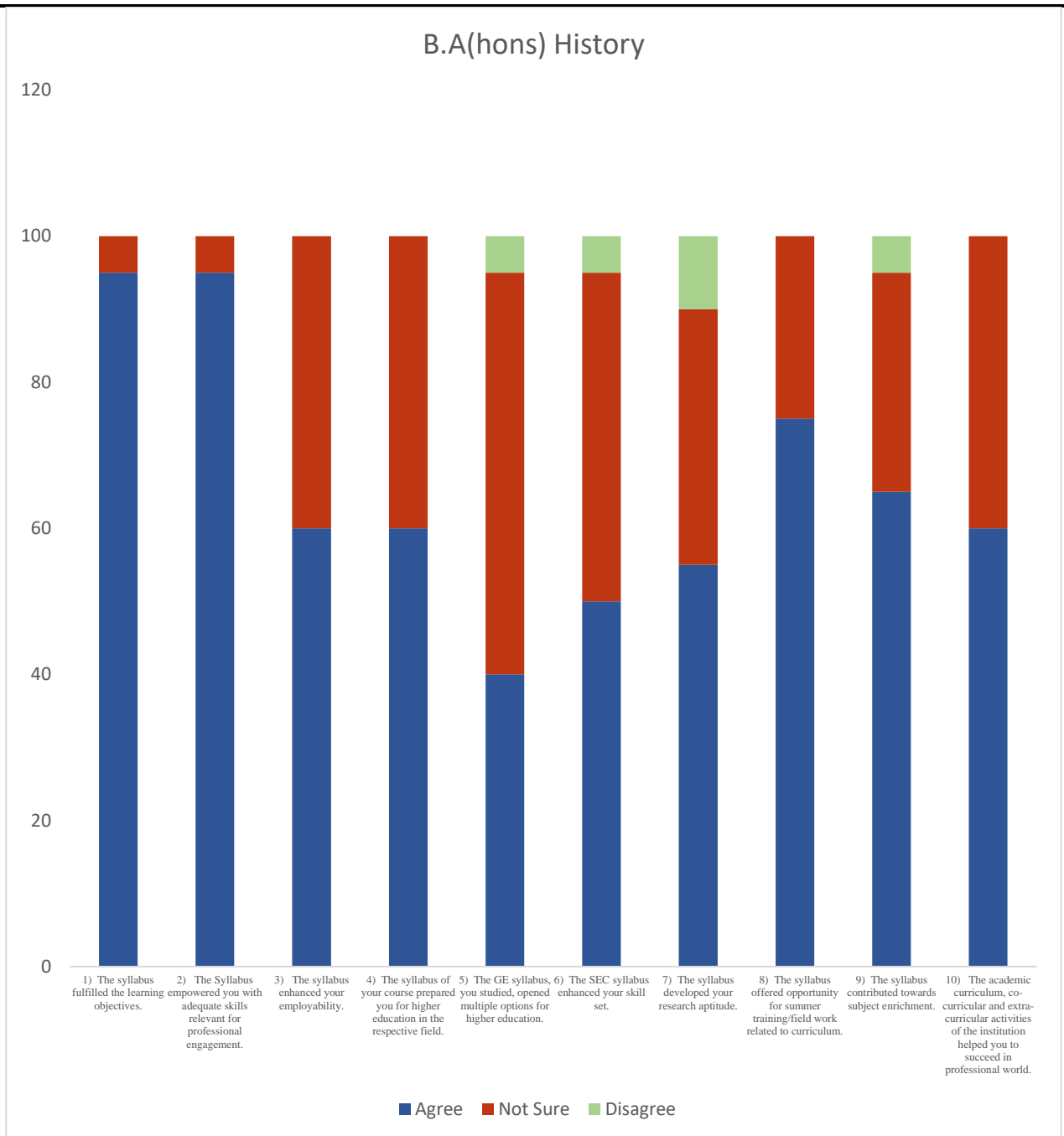


Figure: Alumni response on a 3-point scale (in percentage)



Alumni Feedback 2021-22
B.A(Hons) History

Issues/Problem Areas Reported

With this Alumni feedback, the following observations have been highlighted:

- 1) When questioned about the overall Syllabus, 95.00% of B.A(H) History students believed that it was *empowering* since it provided them with appropriate abilities relevant to their job.
- 2) 95.00% of students said that the syllabus fulfils their *learning objectives*.
- 3) 60.00% of respondents stated that the syllabus/curriculum design improved their *employability* while 40.00% of respondents are unsure.
- 4) When asked if the *GE* syllabus gave up various possibilities for further education, 55.00% were perplexed and 45.00% agreed.
- 5) 45.00% of students are unsure, whereas 50.00% believe the *SEC* syllabus enhanced your skill set.

Action Taken:

With the advent of UGCF, relatively a greater number of *Generic Elective* paper would be opened up for the upcoming session. This would explore more avenues for students opening multiple options for higher education ahead. Besides, the College would be offering a variety of *Skill* Enhancement courses under the UGCF being introduced from academic session 2022-23. The issue can be further addressed with mentoring and

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counselling about the career opportunities and possibilities of higher education progression.

Address: G.T. Road, Shahdara, Delhi - 110032
Phone: 011-22324086, Fax No. 011-22322201,
Email: slcm@shyamlal.du.ac.in Website: www.slc.du.ac.in





Alumni Feedback Report 2021-22

B. A(Hons) Political Science

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of **20** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter

The concern areas like *learning objectives*, *adequate skills*, *employability*, *preparedness for higher education*, *multiple options for higher education*, *research aptitude*, *summer training/field work*, *subject enrichment etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions



Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfilled the learning objectives.	100.00	0.00	0.00	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	85.00	15.00	0.00	100.00
3) The syllabus enhanced your employability.	85.00	10.00	5.00	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	45.00	50.00	5.00	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	35.00	60.00	5.00	100.00
6) The SEC syllabus enhanced your skill set.	30.00	60.00	10.00	100.00
7) The syllabus developed your research aptitude.	65.00	30.00	5.00	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	45.00	50.00	5.00	100.00
9) The syllabus contributed towards subject enrichment.	60.00	40.00	0.00	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	65.00	30.00	5.00	100.00

Table: Alumni response on a 3-point scale (in percentage)

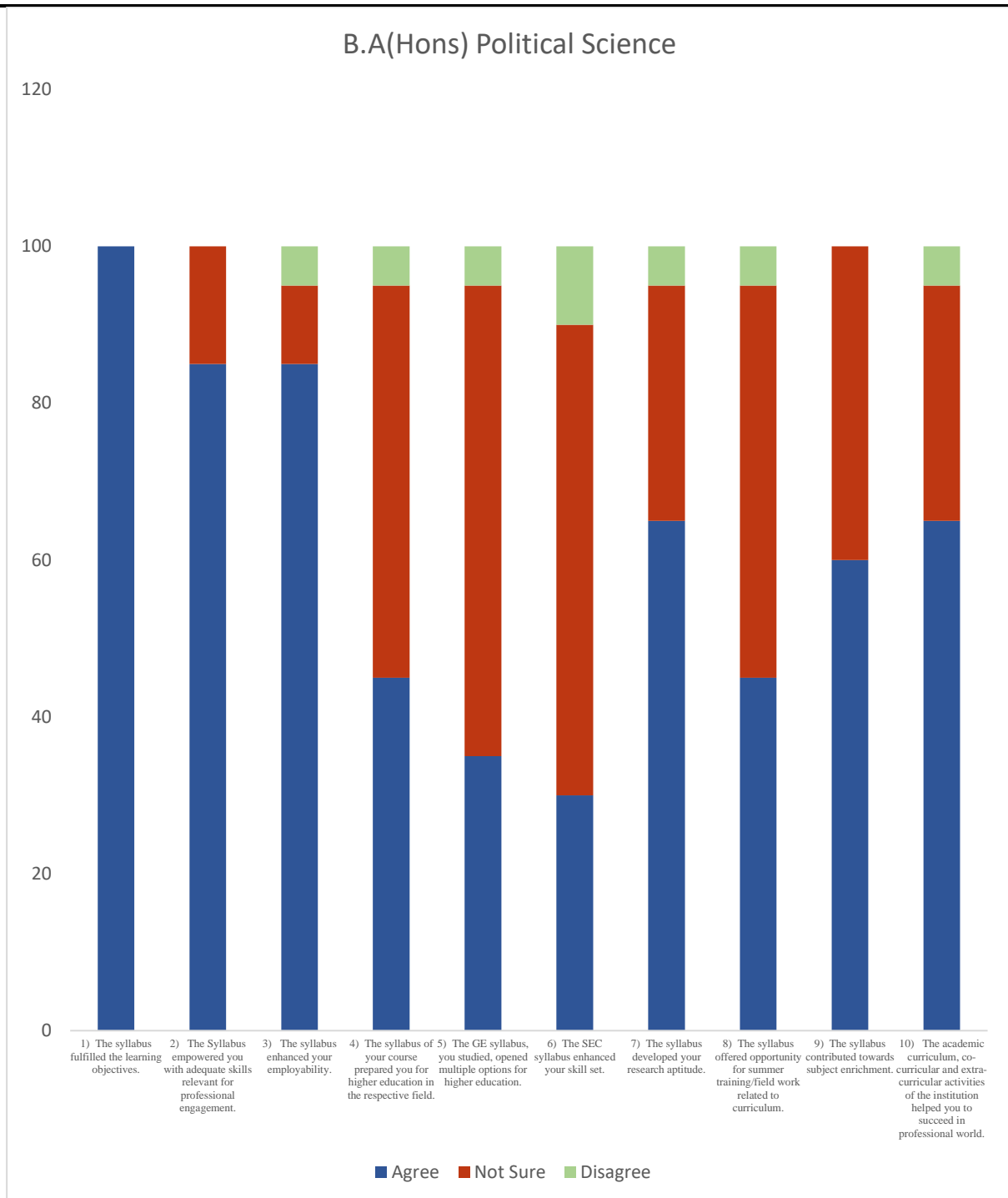


Figure: Alumni response on a 3-point scale (in percentage)



Alumni Feedback 2021-22
B. A(Hons) Political Science

Issues/Problem Areas Reported

With this Alumni feedback, the following observations have been highlighted:

- 1) 100.00% of students said that the syllabus fulfils their *learning objectives*.
- 2) Around 85.00% of respondents stated that the syllabus/curriculum design improved their *employability*.
- 3) 40.00% of students are unsure, whereas 60.00% firmly believe the syllabus led to *subject enrichment*.
- 4) When questioned about the overall Syllabus, 85.00% of B.A(H)Political Science students believed that it was *empowering* since it provided them with appropriate abilities relevant to their job.
- 5) When asked if the *GE* syllabus gave up various possibilities for further education, 60.00% were perplexed and 35.00% agreed.
- 6) 60.00% of students are unsure, whereas 30.00% believe the *SEC* syllabus enhanced your skill set.

Action Taken:

With the advent of UGCF, relatively a greater number of *Generic Elective* paper would be opened up for the upcoming session. This would explore more avenues for students opening multiple options for higher education ahead. Besides, the College would be offering a variety of *Skill* Enhancement courses under the UGCF being introduced from academic session 2022-23. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression.



Alumni Feedback Report 2021-22

B.A(Program)

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of 20 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like learning objectives, adequate skills, employability, preparedness for higher education, multiple options for higher education, research aptitude, summer training/field work, subject enrichment etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions



Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfilled the learning objectives.	95.00	0.00	5.00	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	90.00	5.00	5.00	100.00
3) The syllabus enhanced your employability.	65.00	35.00	0.00	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	45.00	45.00	10.00	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	35.00	60.00	5.00	100.00
6) The SEC syllabus enhanced your skill set.	55.00	40.00	5.00	100.00
7) The syllabus developed your research aptitude.	70.00	25.00	5.00	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	60.00	35.00	5.00	100.00
9) The syllabus contributed towards subject enrichment.	50.00	45.00	5.00	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	45.00	45.00	10.00	100.00

Table: Alumni response on a 3-point scale (in percentage)

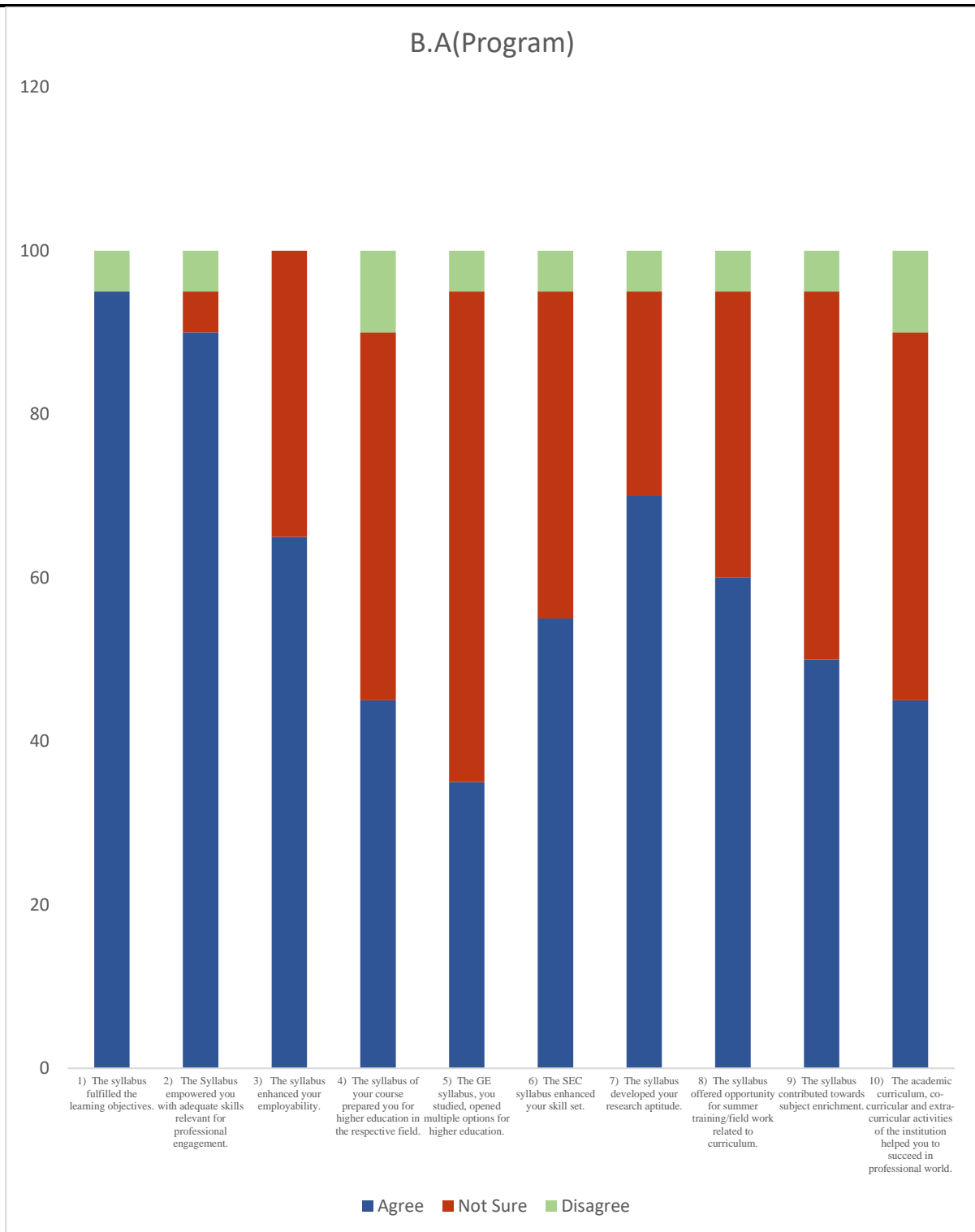


Figure: Alumni response on a 3-point scale (in percentage)



Alumni Feedback 2021-22
B.A(Program)

Issues/Problem Areas Reported

With this Alumni feedback, the following observations have been highlighted:

- 1) 95.00% of students said that the syllabus fulfils their *learning objectives*.
- 2) When questioned about the overall Syllabus, 90.00% of B.A(Program) students believed that it was *empowering* since it provided them with appropriate abilities relevant to their job.
- 3) When asked if the *GE* syllabus gave up various possibilities for further education, 60.00% were perplexed and 35.00% agreed.
- 4) When asked if the academic programme, *co-curricular and extra-curricular activities* at the university helped them thrive in the professional sector, 45.00% are unclear and 45.00% agreed.

Action Taken:

With the advent of UGCF, relatively a greater number of *Generic Elective* paper would be opened up for the upcoming session. This would explore more avenues for students opening multiple options for higher education ahead. Also, with the long-lasting suspension owing to Pandemic, there has been a crisis in the number of *co-curricular and extra-curricular activities* too. In the upcoming sessions, the usual number of co-curricular and extra-curricular activities would be resumed for learning under the real-time scenario.



Alumni Feedback Report 2021-22

B.A(Hons) Hindi

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of 20 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like learning objectives, adequate skills, employability, preparedness for higher education, multiple options for higher education, research aptitude, summer training/field work, subject enrichment etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions



Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfilled the learning objectives.	100.00	0.00	0.00	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	28.57	64.29	7.14	100.00
3) The syllabus enhanced your employability.	57.14	28.57	14.29	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	78.57	14.29	7.14	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	57.14	42.86	0.00	100.00
6) The SEC syllabus enhanced your skill set.	50.00	42.86	7.14	100.00
7) The syllabus developed your research aptitude.	35.71	50.00	14.29	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	50.00	35.71	14.29	100.00
9) The syllabus contributed towards subject enrichment.	64.29	35.71	0.00	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	78.57	21.43	0.00	100.00

Table: Alumni response on a 3-point scale (in percentage)

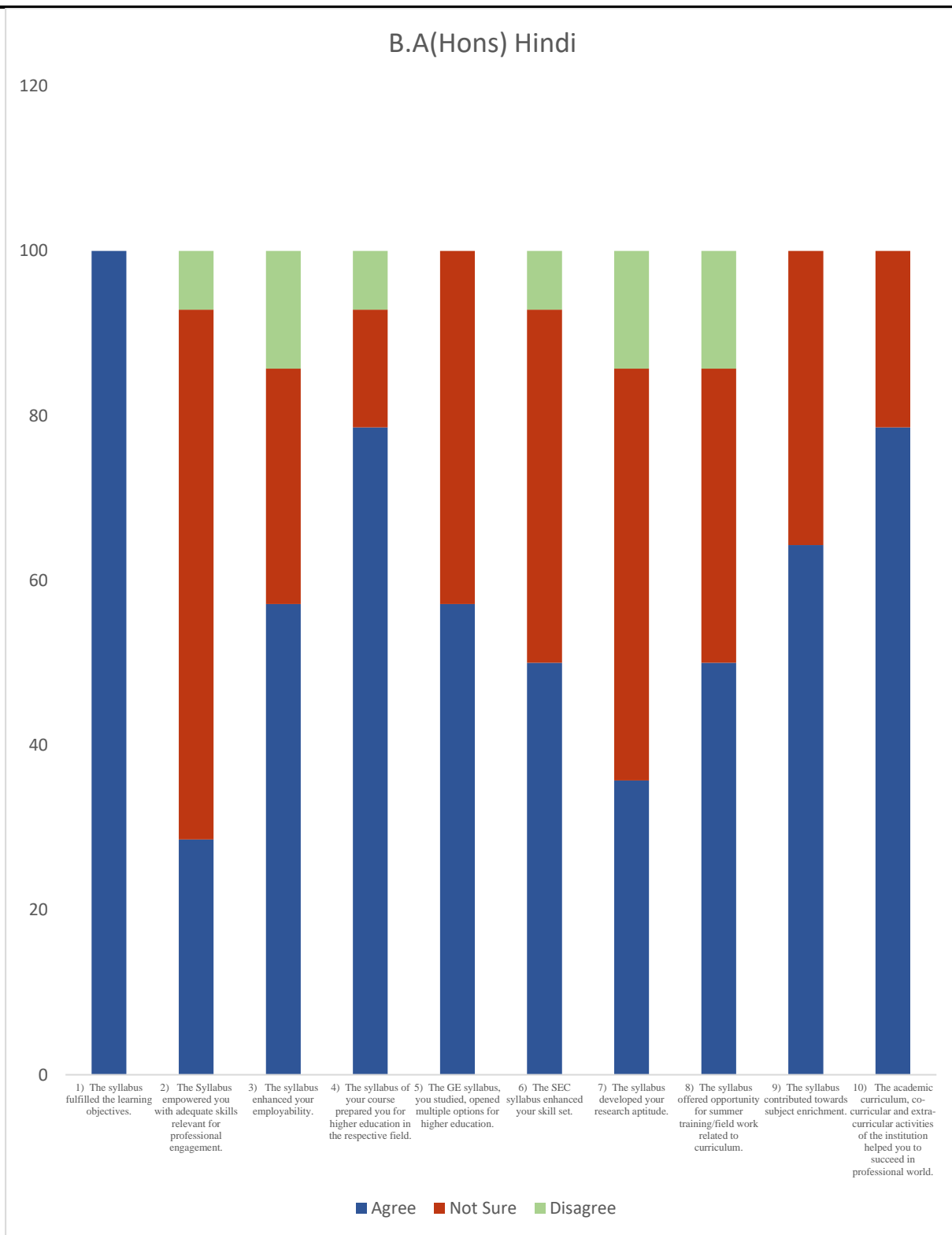


Figure: Alumni response on a 3-point scale (in percentage)



Alumni Feedback 2021-22
B.A(Hons) Hindi

Issues/Problem Areas Reported

With this Alumni feedback, the following observations have been highlighted:

- 1) 100.00% of students stated that the syllabus meets their *learning objectives*.
- 2) Around 78.57% respondents approve of the statement that the academic curriculum, co-curricular and extra-curricular activities of the institution helped them to succeed in professional world.
- 3) When asked about the entire syllabus, about 64.29% of B.A(H) Hindi students were unsure that it was *skillfully empowering* since it gave them with adequate talents related to their career, while merely 28.57% agreed.
- 4) 50.00% of respondents were doubtful whether their curriculum increased their *research aptitude*, whereas 35.71% agreed.

Action Taken:

The College would be offering a variety of *Skill Enhancement courses (SEC)* under the UGCF being introduced from academic session 2022-23. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression. Further, the undergraduate course could be made more application based by inducing the Research at UG level. So, the *Research Aptitude* of the students would be further developed by offering the same under the NEP wherein the aspiring students may opt for these opportunities.



Alumni Feedback Report 2021-22

B.Com & B.Com(Hons)

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of 19 & 1 responses of B.Com & B.Com(Hons) respectively has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like learning objectives, adequate skills, employability, preparedness for higher education, multiple options for higher education, research aptitude, summer training/field work, subject enrichment etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions



Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfilled the learning objectives.	100.00	0.00	0.00	100
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	75.00	25.00	0.00	100
3) The syllabus enhanced your employability.	70.00	30.00	0.00	100
4) The syllabus of your course prepared you for higher education in the respective field.	50.00	50.00	0.00	100
5) The GE syllabus, you studied, opened multiple options for higher education.	55.00	40.00	5.00	100
6) The SEC syllabus enhanced your skill set.	40.00	60.00	0.00	100
7) The syllabus developed your research aptitude.	65.00	30.00	5.00	100
8) The syllabus offered opportunity for summer training/field work related to curriculum.	65.00	35.00	0.00	100
9) The syllabus contributed towards subject enrichment.	55.00	35.00	10.00	100
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	45.00	40.00	15.00	100

Table: Alumni response on a 3-point scale (in percentage)

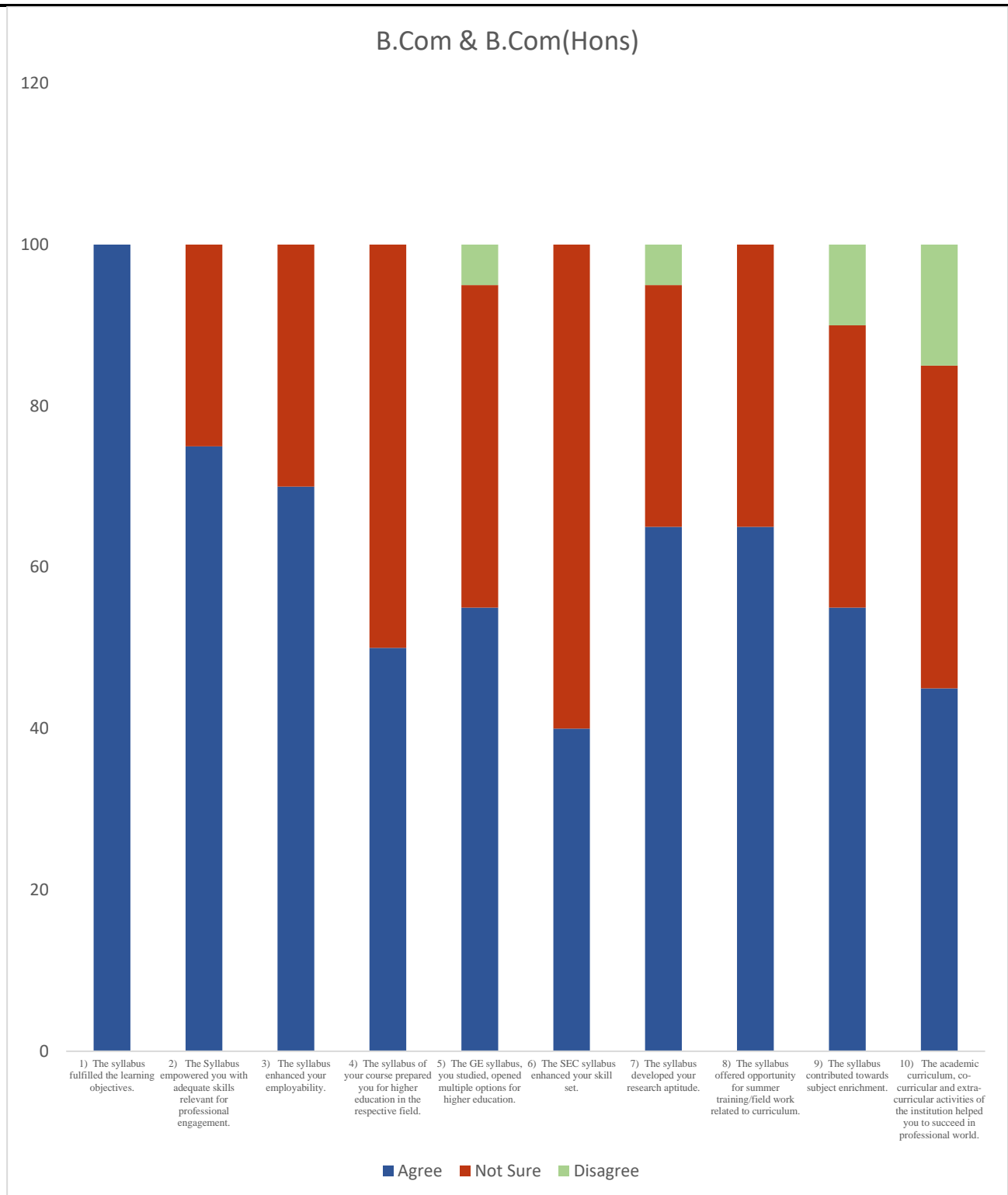


Figure: Alumni response on a 3-point scale (in percentage)

Alumni Feedback 2021-22
B.Com & B.Com(Hons)

Issues/Problem Areas Reported

With this Alumni feedback, the following observations have been highlighted:

- 1) 100.00% of students said the syllabus met their *learning objectives*.
- 2) When asked about the *entire syllabus*, about 75.00% of B. Com & B. Com (Hons) students were agreed that it was empowering since it gave them with adequate talents related to their career, while 25.00% are unsure.
- 3) 60.00% of students are unsure, whereas 40.00% believe the *SEC* syllabus enhanced your skill set.
- 4) When asked if the academic programme, *co-curricular and extra-curricular activities* at the College helped them thrive in the professional sector, 45.00% of respondent agreed and 40.00 % were unsure.

Action Taken:

The College would be offering a variety of *Skill Enhancement courses(SEC)* under the UGCF being introduced from academic session 2022-23. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression. Besides, with the long-lasting suspension owing to Pandemic, there has been a crisis in the number of *co-curricular and extra-curricular activities* too. In the upcoming sessions, the usual number of co-curricular and extra-curricular activities would be resumed for learning under the real-time scenario.



Alumni Feedback Report 2021-22

B.Sc Physical Science (Chemistry)

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of 20 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like learning objectives, adequate skills, employability, preparedness for higher education, multiple options for higher education, research aptitude, summer training/field work, subject enrichment etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions



Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfilled the learning objectives.	95.00	5.00	0.00	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	95.00	5.00	0.00	100.00
3) The syllabus enhanced your employability.	75.00	20.00	5.00	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	50.00	45.00	5.00	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	50.00	45.00	5.00	100.00
6) The SEC syllabus enhanced your skill set.	55.00	25.00	20.00	100.00
7) The syllabus developed your research aptitude.	55.00	45.00	0.00	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	70.00	30.00	0.00	100.00
9) The syllabus contributed towards subject enrichment.	55.00	35.00	10.00	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	40.00	45.00	15.00	100.00

Table: Alumni response on a 3-point scale (in percentage)

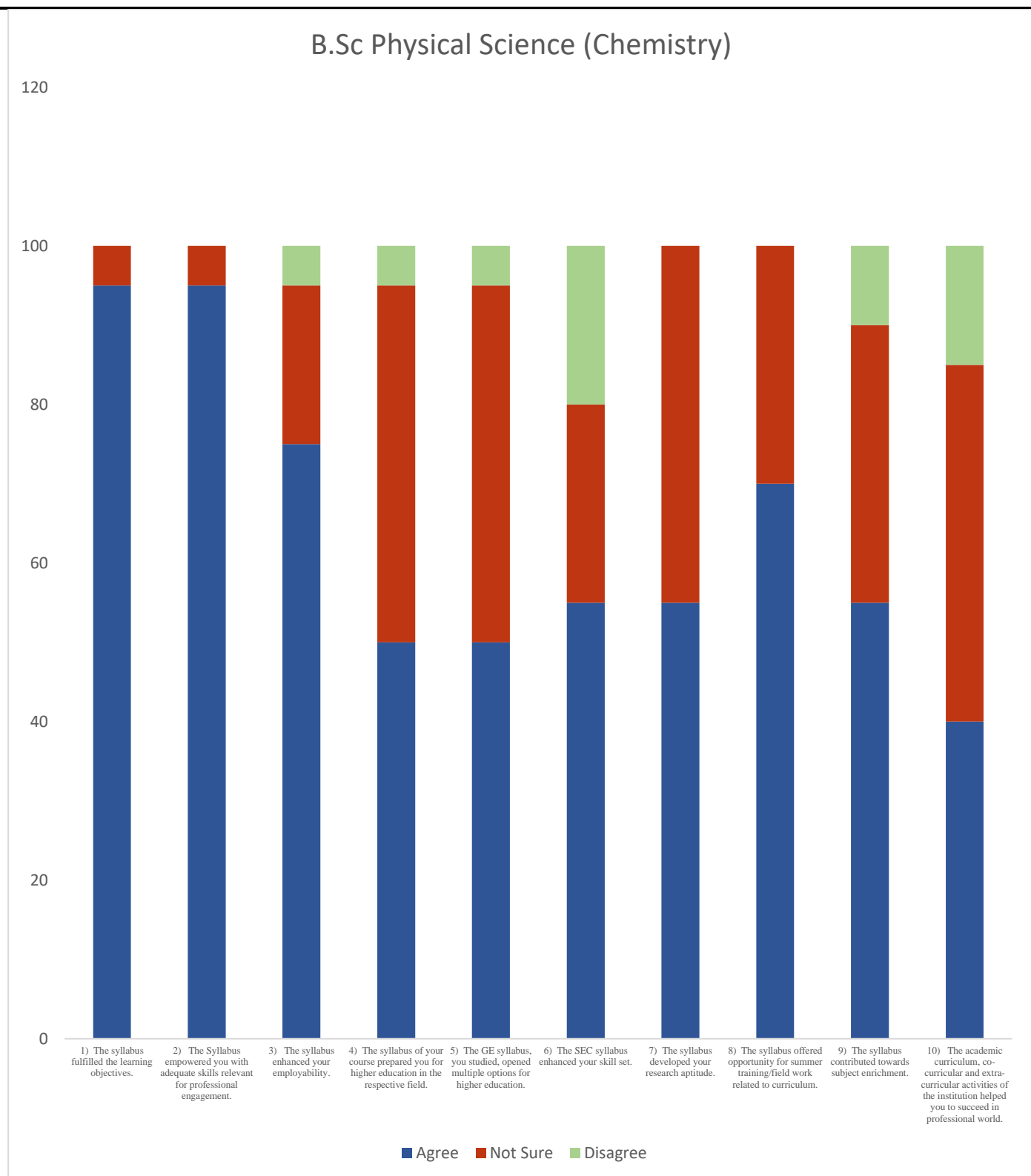


Figure: Alumni response on a 3-point scale (in percentage)



Alumni Feedback 2021-22
B.Sc Physical Science (Chemistry)
Issues/Problem Areas Reported

With this Alumni feedback, the following observations have been highlighted:

- 1) 95.00% of students said the syllabus met their *learning objectives*.
- 2) When questioned about the overall Syllabus, 95.00% of B.Sc. Physical Science (Chemistry) students believed that it was empowering since it provided them with appropriate abilities *relevant to their job*.
- 3) 75.00% of respondents stated that the syllabus/curriculum design improved their *employability*.
- 4) When asked if the academic programme, *co-curricular and extra-curricular activities* at the university helped them thrive in the professional sector, 45.00% are unclear and 40.00% agreed.
- 5) When asked if the **GE** syllabus gave up various possibilities for further education, 45.00% were perplexed and 50.00% agreed.

Action Taken:

With the long-lasting suspension owing to Pandemic, there has been a crisis in the number of *co-curricular and extra-curricular activities* too. In the upcoming sessions, the usual number of co-curricular and extra-curricular activities would be resumed for learning under the real-time scenario. With the advent of UGCF, relatively a greater number of *Generic Elective* paper would be opened up for the upcoming session. This would explore more avenues for students opening multiple options for higher education ahead.



Alumni Feedback Report 2021-22

B.Sc. Physical Science (Computer Science)

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of 20 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like learning objectives, adequate skills, employability, preparedness for higher education, multiple options for higher education, research aptitude, summer training/field work, subject enrichment etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions



Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfilled the learning objectives.	90.00	5.00	5.00	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	80.00	20.00	0.00	100.00
3) The syllabus enhanced your employability.	75.00	25.00	0.00	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	55.00	45.00	0.00	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	40.00	55.00	5.00	100.00
6) The SEC syllabus enhanced your skill set.	45.00	55.00	0.00	100.00
7) The syllabus developed your research aptitude.	65.00	35.00	0.00	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	45.00	50.00	5.00	100.00
9) The syllabus contributed towards subject enrichment.	50.00	35.00	15.00	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	55.00	45.00	0.00	100.00

Table: Alumni response on a 3-point scale (in percentage)

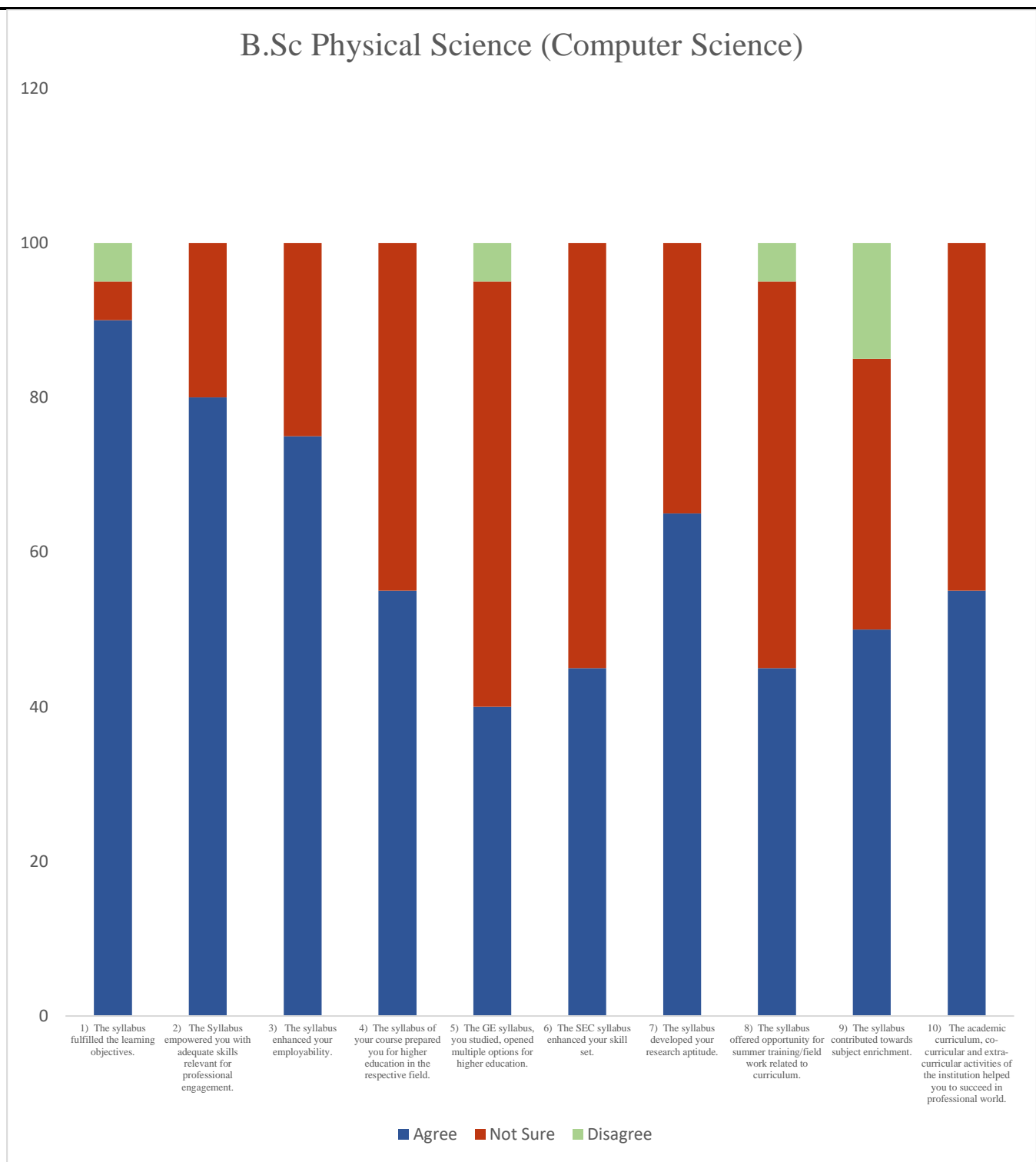


Figure: Alumni response on a 3-point scale (in percentage)



Alumni Feedback 2021-22
B.Sc Physical Science (Computer Science)

Issues/Problem Areas Reported

With this Alumni feedback, the following observations have been highlighted:

- 1) 90.00% of students said the syllabus met their *learning objectives*.
- 2) When questioned about the overall Syllabus, 80.00% of B.Sc. Physical Science (Computer Science) students believed that it was empowering since it provided them with appropriate abilities *relevant to their job*.
- 3) When asked if the **GE** syllabus gave up various possibilities for further education, 55.00% were perplexed and 40.00% agreed.
- 4) 55.00% of students are uncertain, whereas 45.00% believe the **SEC** syllabus enhanced your skill set.
- 5) 50.00% of students were doubtful whether the syllabus provided opportunities for *summer training/field work* connected to the programme, while 45.00% were certain.

Action Taken:

With the advent of UGCF, relatively a greater number of **Generic Elective** paper would be opened up for the upcoming session. This would explore more avenues for students opening multiple options for higher education ahead.

The College would be offering a variety of **Skill** Enhancement courses under the UGCF being introduced from academic session 2022-23. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression.

SLC (University of Delhi)
Shyam Lal College



श्याम लाल कॉलेज
(दिल्ली विश्वविद्यालय)

With the long-lasting suspension owing to Pandemic, there has been a crisis in the number of *summer trainings/field works* too. In the upcoming sessions, the usual number of summer training and field work would be resumed for learning under the real-time scenario.



Alumni Feedback Report 2021-22

B.Sc Physical Science (Electronics)

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of 20 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like learning objectives, adequate skills, employability, preparedness for higher education, multiple options for higher education, research aptitude, summer training/field work, subject enrichment etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions



Variables	Agree	Not Sure	Disagree	Total
1) The syllabus fulfilled the learning objectives.	95.00	5.00	0.00	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	90.00	10.00	0.00	100.00
3) The syllabus enhanced your employability.	65.00	30.00	5.00	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	60.00	25.00	15.00	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	35.00	50.00	15.00	100.00
6) The SEC syllabus enhanced your skill set.	45.00	50.00	5.00	100.00
7) The syllabus developed your research aptitude.	55.00	40.00	5.00	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	70.00	25.00	5.00	100.00
9) The syllabus contributed towards subject enrichment.	55.00	45.00	0.00	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	60.00	35.00	5.00	100.00

Table: Alumni response on a 3-point scale (in percentage)

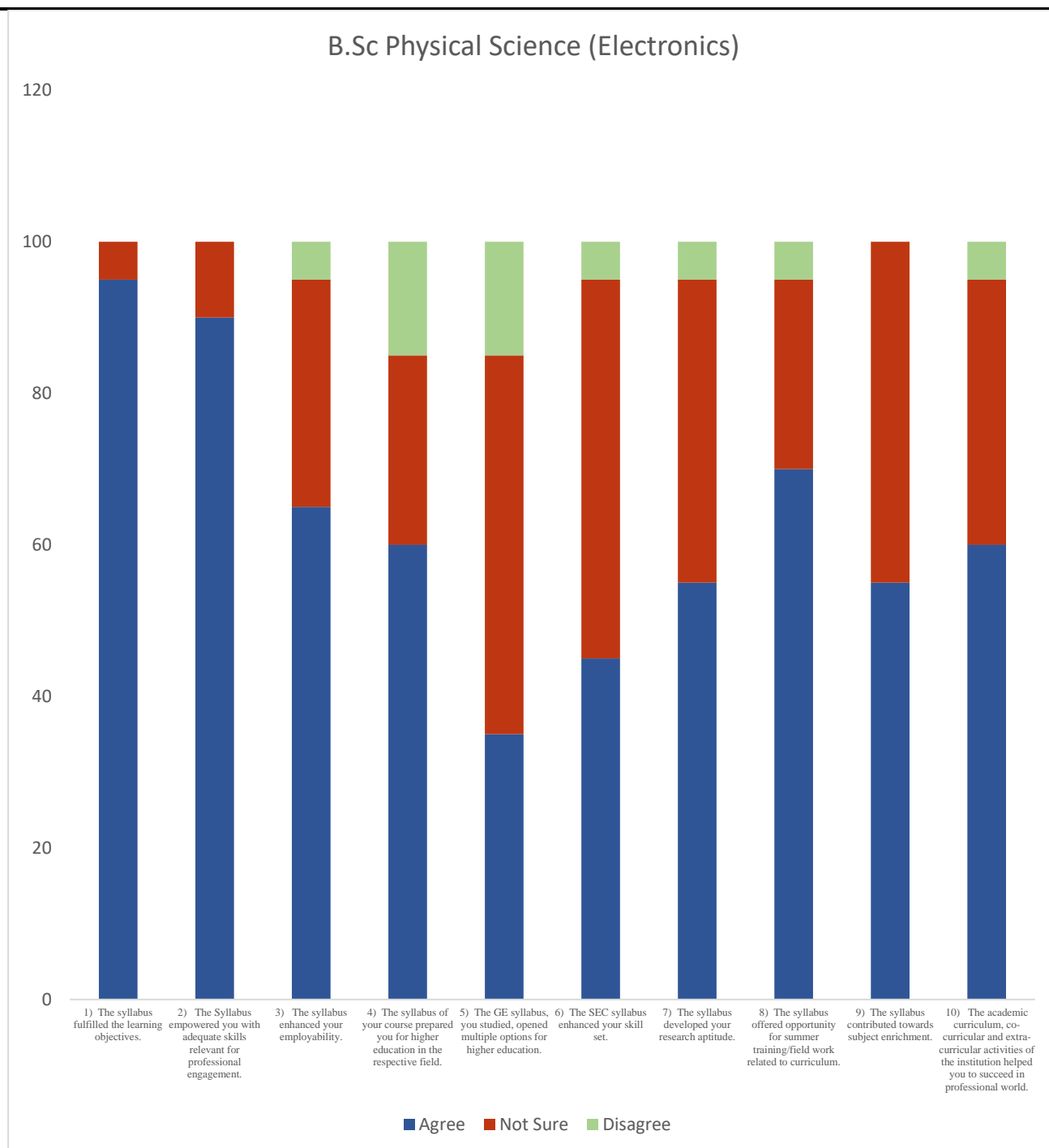


Figure: Alumni response on a 3-point scale (in percentage)



Alumni Feedback 2021-22
B.Sc Physical Science (Electronics)

Issues/Problem Areas Reported

With this Alumni feedback, the following observations have been highlighted:

- 1) 95.00% of students said the syllabus met their *learning objectives*
- 2) When questioned about the overall Syllabus, 90.00% of B.Sc. Physical Science (Electronics) students believed that it was empowering since it provided them with appropriate abilities *relevant to their job*.
- 3) When asked if the *GE syllabus* gave up various possibilities for further education, 50.00% were perplexed and 35.00% agreed.
- 4) 50.00% of students are uncertain, whereas 45.00% believe the SEC syllabus enhanced your *skill set*.

Action Taken:

With the advent of UGCF, relatively a greater number of *Generic Elective* paper would be opened up for the upcoming session. This would explore more avenues for students opening multiple options for higher education ahead.

The College would be offering a variety of *Skill* Enhancement courses under the UGCF being introduced from academic session 2022-23. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression.

PARENTS' FEEDBACK REPORT 2021-22

Parents of the students are always keen to know the learning outcomes and learning experiences of their ward. The College collects the Parents' Feedback regarding syllabus of the academic sessions. A questionnaire with six parameters was circulated. A dataset of **172** responses (*106 Males' and 66 Females' parents*) has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective variables.

Variables	Agree	Not Sure	Disagree	Total
1) Are you satisfied with the growth of your ward in terms of curriculum	77.33	19.19	3.49	100.00
2) Did the syllabus of your ward prepare him/her for higher education in their respective field?	75.00	20.93	4.07	100.00
3) Does the syllabus/curriculum enhance employability of your ward?	61.05	30.81	8.14	100.00
4) Has the syllabus developed the research aptitude of your ward?	69.19	25.00	5.81	100.00
5) The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	67.44	28.49	4.07	100.00
6) Does the syllabus/curriculum develop the research aptitude of your ward?	70.35	25.00	4.65	100.00

Table: Parents' response on a 3-point scale (in percentage)

With this Parents’ feedback, the following observations have been concluded:

- 1) The majority of parents have been delighted with the College’s contributions towards their wards’ learnings and curriculum content. Some **77.33% respondents** are satisfied with the growth of your ward in terms of curriculum at SLC.
- 2) Almost **three-fourth of parents** agree that the syllabus of their ward prepares them for higher education in their respective field. However, the parents are not so sure whether the syllabus/curriculum enhances **employability** and **research aptitude** of their ward or not. Approximately, **30.81%** and **25.00%** of them seem to be perplexed in this direction.

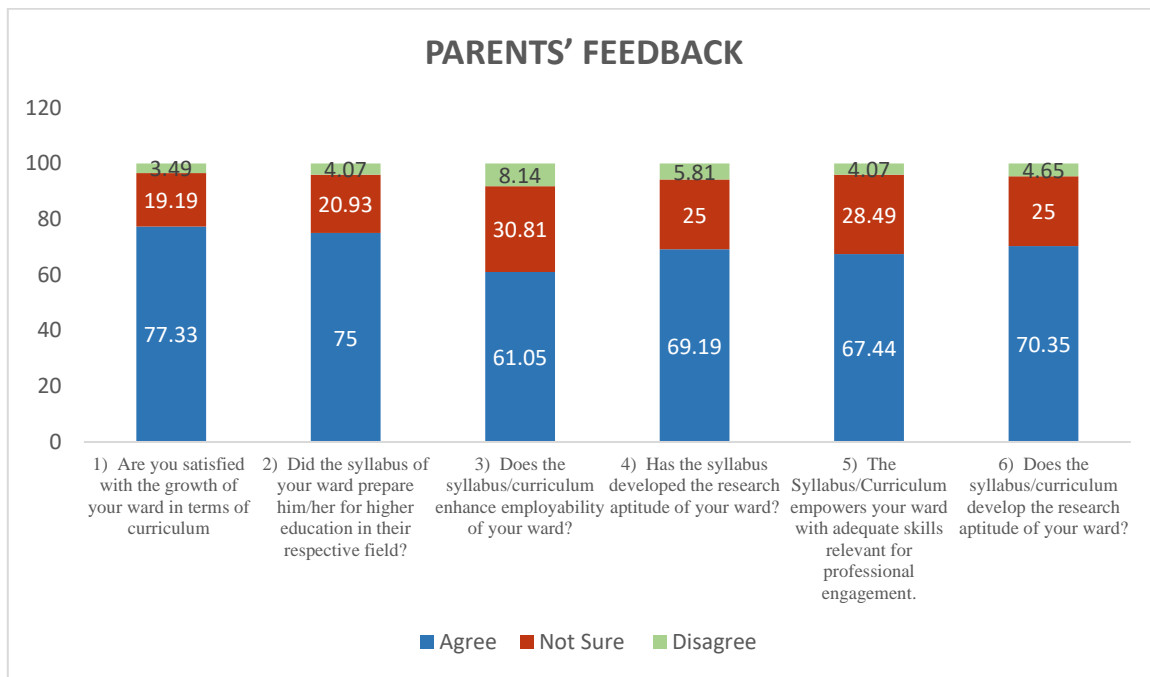


Figure : Parents’ response on a 3-point scale(in percentage)

Action Taken

- 1) The **employability** of the students would be deepened when the students would be learning new skills and learning as per industry demands. Hence, the College would be offering a variety of Skill Enhancement courses under the New Education Policy (NEP) to be implemented in the 2022-23 session.
- 2) The **Research Aptitude** of the students would be further developed as and when offered by the NEP in the fourth year of Graduation wherein the aspiring students may opt for these opportunities.