

**Curriculum Feedback**  
**Academic Session: 2022-23**

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

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

# Students' Curriculum Report

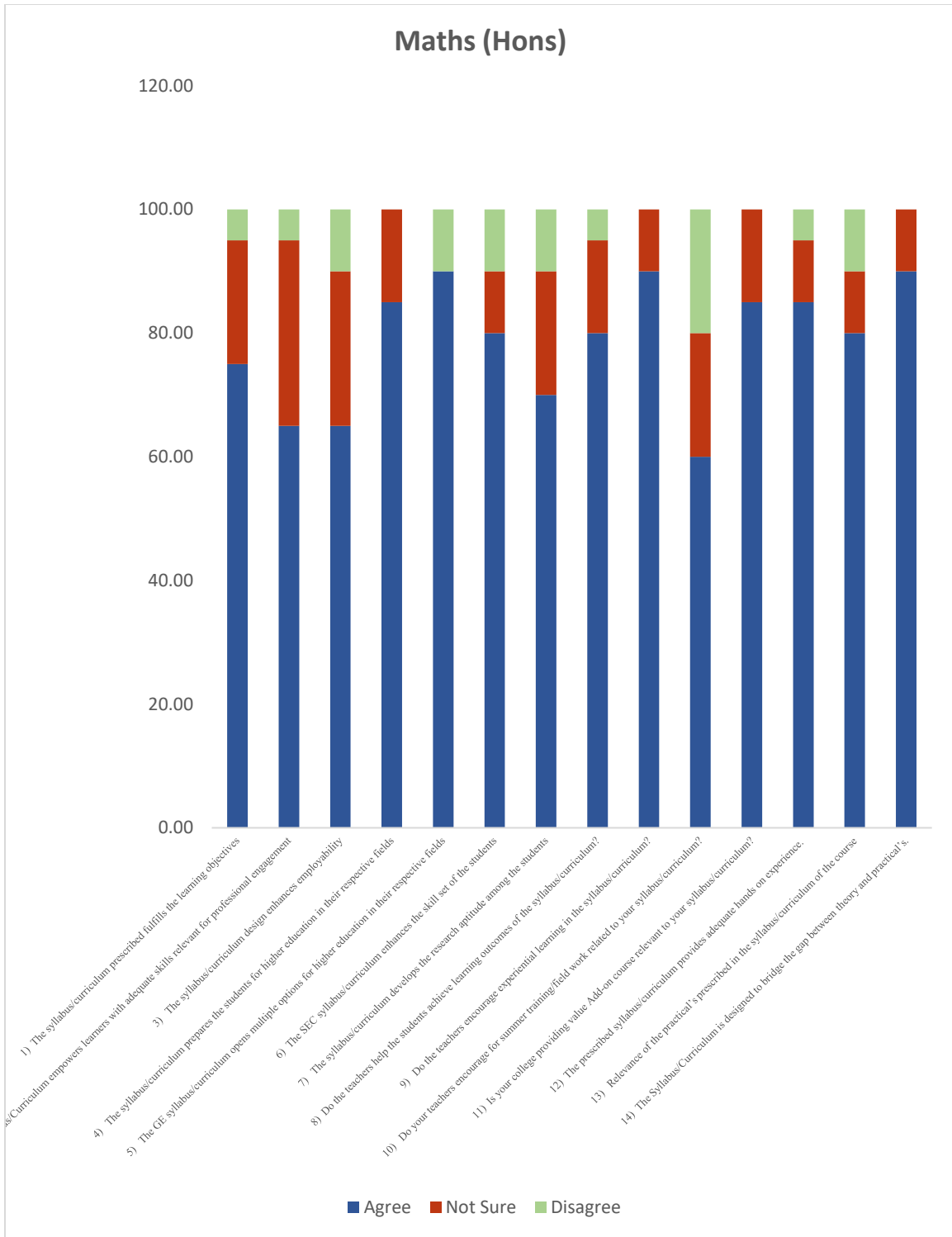
## 2022-23 Maths (Hons)

In order to record the students' feedback regarding the curriculum of the academic session 2022-23, 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus/curriculum prescribed fulfills the learning objectives	75.00	20.00	5.00	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	65.00	30.00	5.00	100
3) The syllabus/curriculum design enhances employability	65.00	25.00	10.00	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	85.00	15.00	0.00	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	90.00	0.00	10.00	100
6) The SEC syllabus/curriculum enhances the skill set of the students	80.00	10.00	10.00	100
7) The syllabus/curriculum develops the research aptitude among the students	70.00	20.00	10.00	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	80.00	15.00	5.00	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	90.00	10.00	0.00	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	60.00	20.00	20.00	100
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	85.00	15.00	0.00	100
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	85.00	10.00	5.00	100
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	80.00	10.00	10.00	100
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	90.00	10.00	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)**

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

1. When questioned about the GE curriculum, 90.00% of Maths (Hons) students concurred that it offers several opportunities for Higher education in their respective learnings.
2. 90% of students agreed that Professors support experiential learning in the curriculum as well as syllabus.
3. 90.00% responded to that the syllabus/curriculum aims to bridge the theoretical and practical barrier.
4. In comparison to the 20.00% who disagreed and the rest 20.00% who were unsure and 60.00% of instructors agreed that they should encourage students to participate in summer internships or other fieldwork linked to their curriculum or syllabi.
5. 25.00% Students were not Sure and 10.00% disagreed that the syllabus/curriculum design enhances employability while rest agreed.

### **Action Taken**

The respondents expressed uncertainty regarding the employability of students, so the College further intends to expand the range of Skill Enhancement courses under the NEP from the academic session 2023-24 which have mitigated this uncertainty a little bit. Additionally, addressing the issue can involve providing mentoring, counseling, and guidance about career opportunities and higher education prospects.

This year, University of Delhi has furthered the culture of Internship during the semester breaks. This will provide students with practical experience and close the gap between their academic studies and the demands of industry.

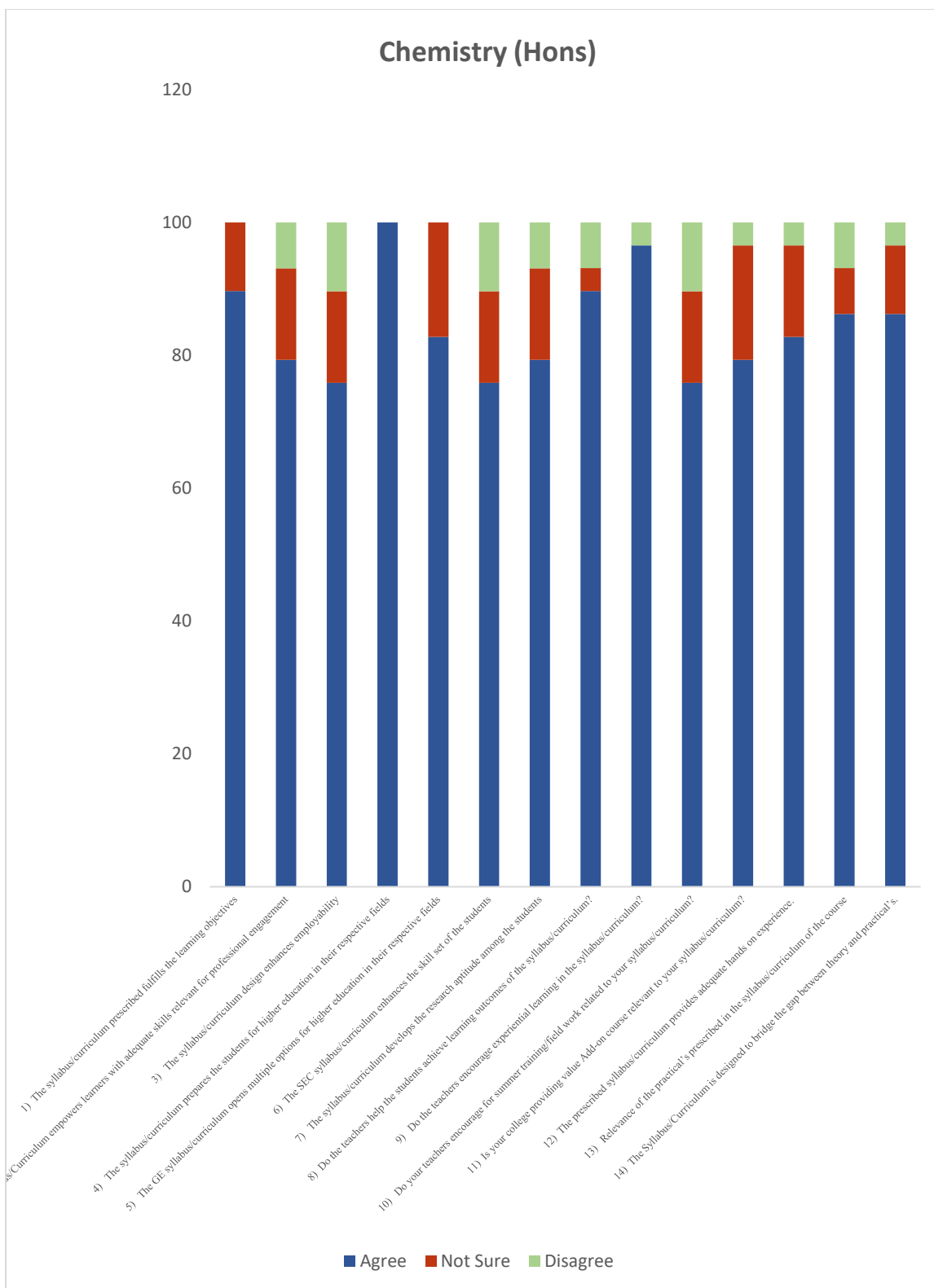
## Chemistry (Hons)

In order to record the students' feedback regarding the curriculum of the academic session 2022-23, a questionnaire with 14 parameters was circulated. A dataset of **29** 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus/curriculum prescribed fulfills the learning objectives	89.66	10.34	0.00	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	79.31	13.79	6.90	100
3) The syllabus/curriculum design enhances employability	75.86	13.79	10.34	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	100.00	0.00	0.00	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	82.76	17.24	0.00	100
6) The SEC syllabus/curriculum enhances the skill set of the students	75.86	13.79	10.34	100
7) The syllabus/curriculum develops the research aptitude among the students	79.31	13.79	6.90	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	89.66	3.45	6.90	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	96.55	0.00	3.45	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	75.86	13.79	10.34	100
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	79.31	17.24	3.45	100
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	82.76	13.79	3.45	100
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	86.21	6.90	6.90	100
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	86.21	10.34	3.45	100

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



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



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

- 1) When asked if the syllabus or curriculum satisfies the learning objectives, 89.66% of Chemistry (Hons) students agree with the claim.
- 2) Approximately 100% of students say that the course material/curriculum adequately qualifies them for further study in their chosen disciplines.
- 3) Nearly 75.86% of respondents said they thought the syllabus and curricular design improved employability. However, 10.34% and 13.79% of students are unsure and disagreeing about the same.
- 4) The majority of respondents (75.86%) agreed that the SEC syllabus and curriculum improves students' skill sets, while 13.79% were unsure and 10.34% disagreed.

### **Action Taken**

Students have expressed uncertainty regarding their employability, which has been tackled through the implementation of NEP 2020 at the University of Delhi. The College has further introduced a range of Skill Enhancement courses under the NEP, starting from the academic session 2022-23, and plans to introduce more courses that align with the current market demand. To further address the issue, mentoring and counseling services are provided to guide students about career opportunities and the potential for higher education advancement. Moreover, students are eager to enhance their learning experience by participating in additional Value Addition courses, prompting the College to plan the introduction of several new Add-on courses.

This year, University of Delhi has furthered the culture of Internship during the semester breaks. This will offer students practical experience and narrow the gap between their academic studies and the demands of industry.

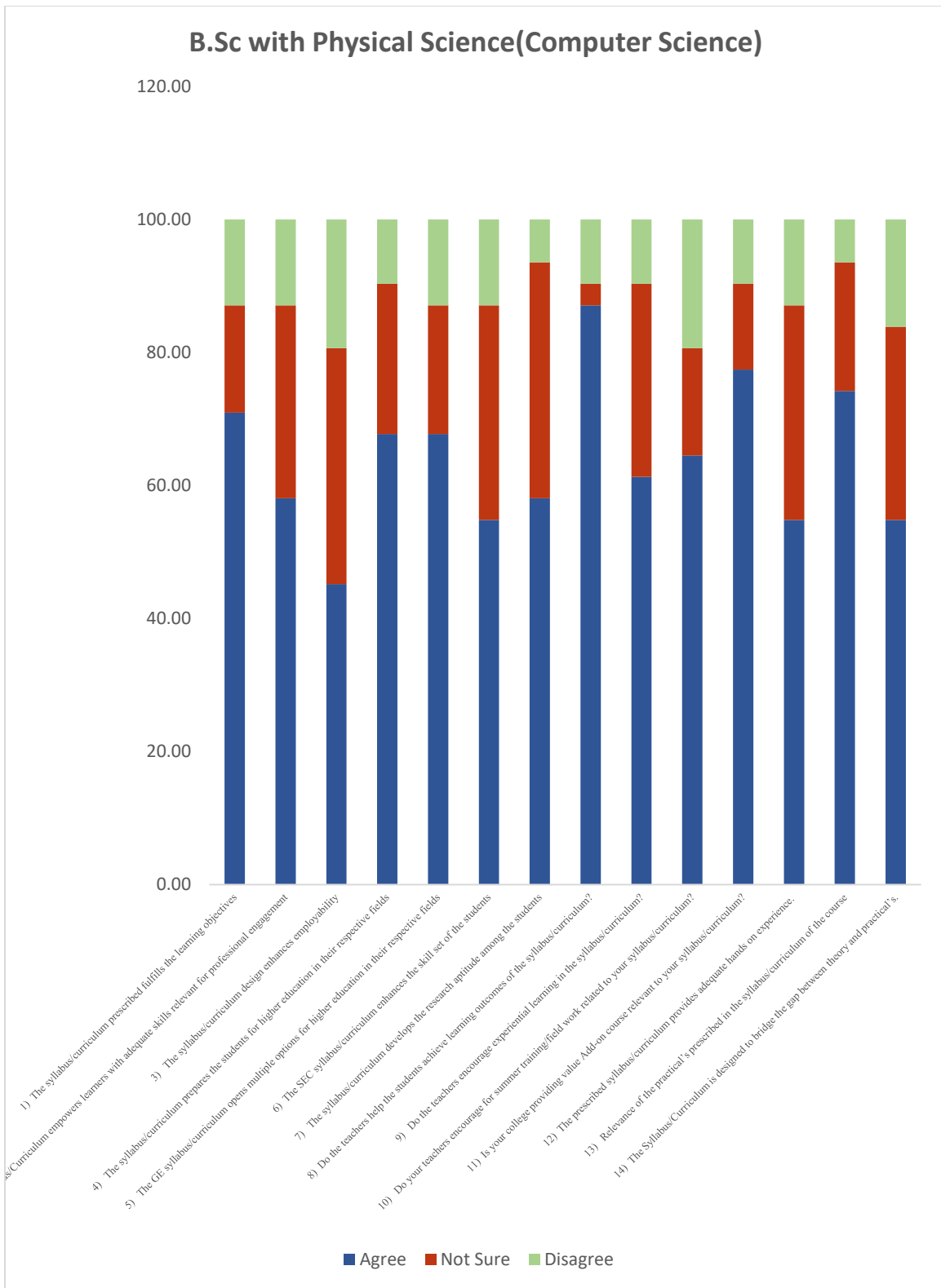
## **B.Sc with Physical Science (Computer Science)**

In order to record the students' feedback regarding the curriculum of the academic session 2022-23, a questionnaire with 14 parameters was circulated. A dataset of **31** 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus/curriculum prescribed fulfills the learning objectives	70.97	16.13	12.90	100.00
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	58.06	29.03	12.90	100.00
3) The syllabus/curriculum design enhances employability	45.16	35.48	19.35	100.00
4) The syllabus/curriculum prepares the students for higher education in their respective fields	67.74	22.58	9.68	100.00
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	67.74	19.35	12.90	100.00
6) The SEC syllabus/curriculum enhances the skill set of the students	54.84	32.26	12.90	100.00
7) The syllabus/curriculum develops the research aptitude among the students	58.06	35.48	6.45	100.00
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	87.10	3.23	9.68	100.00
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	61.29	29.03	9.68	100.00
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	64.52	16.13	19.35	100.00
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	77.42	12.90	9.68	100.00
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	54.84	32.26	12.90	100.00
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	74.19	19.35	6.45	100.00
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	54.84	29.03	16.13	100.00

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



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

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

- 1) 87.10% of respondents agreed that instructors assist students in achieving the learning objectives of the syllabus or curriculum.
- 2) 77.42% of respondents were pleased with the value addition relevancy of the syllabus.
- 3) About 35.48% of respondents were unsure about the syllabus/curriculum's capacity to improve employability, while 19.35% disagreed.
- 4) However, the students have some reservations about how well the curriculum and syllabus prepare them for conducting independent research. The response of 35.48% admitting they were "Not Sure" regarding the research aptitude created by the curriculum serves as evidence of the same.

**Action Taken**

In alignment with NEP, the undergraduate course of B.Sc in Physical Science (Computer Science) has been revised to incorporate more experiential learning opportunities for students in upcoming sessions. The transition to online learning has limited the acquisition of practical skills due to the lack of physical classroom interaction. Addressing the uncertain employability of students will be further facilitated through the implementation of NEP 2020 at the University of Delhi. The College further intends to expand the range of Skill Enhancement courses under the NEP from the academic session 2023-24, alongside mentoring and counseling to guide students regarding career prospects and higher education possibilities. Additionally, introducing research opportunities at the undergraduate level will make the course more application-based and enhance students' research aptitude, providing aspiring students with the option to pursue such opportunities under the NEP framework.

This year, University of Delhi has furthered the culture of Internship during the semester breaks. This will offer students practical experience and narrow the gap between their academic studies and the demands of industry.

## **B.Sc With Physical Science (Chemistry)**

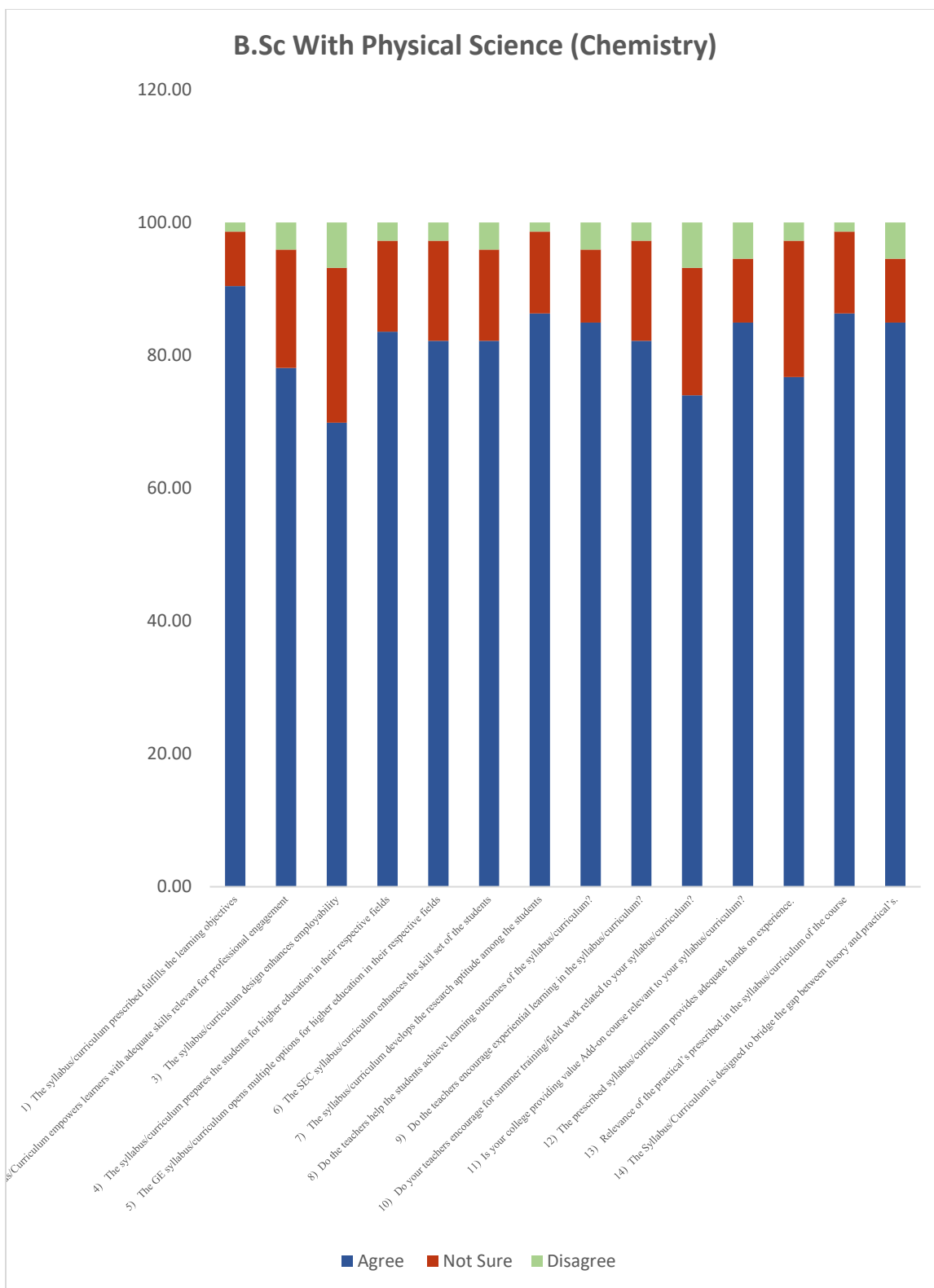
In order to record the students' feedback regarding the curriculum of the academic session 2022-23, a questionnaire with 14 parameters was circulated. A dataset of **73** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus/curriculum prescribed fulfills the learning objectives	90.41	8.22	1.37	100.00
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	78.08	17.81	4.11	100.00
3) The syllabus/curriculum design enhances employability	69.86	23.29	6.85	100.00
4) The syllabus/curriculum prepares the students for higher education in their respective fields	83.56	13.70	2.74	100.00
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	82.19	15.07	2.74	100.00
6) The SEC syllabus/curriculum enhances the skill set of the students	82.19	13.70	4.11	100.00
7) The syllabus/curriculum develops the research aptitude among the students	86.30	12.33	1.37	100.00
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	84.93	10.96	4.11	100.00
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	82.19	15.07	2.74	100.00
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	73.97	19.18	6.85	100.00
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	84.93	9.59	5.48	100.00
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	76.71	20.55	2.74	100.00
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	86.30	12.33	1.37	100.00
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	84.93	9.59	5.48	100.00

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





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

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

- 1) 90.41% concur that the prescribed syllabus/curriculum satisfies the learning goals.
- 2) 86.30% indicated that the practical exercise required by the course syllabus/curriculum was relevant.
- 3) Only 69.86% of respondents believed that the curriculum's design improves employability, while 23.29 percent were doubtful.
- 4) 19.18% of respondents weren't sure whether or not their lecturers encouraged fieldwork and summer training relevant to their syllabus or curriculum.

### **Action Taken**

Upkeeping with NEP, the undergraduate B.Sc with Physical Science (Chemistry) programme has been changed to give students more practical training and experience in preparation for the forthcoming sessions. The College has partnered with several organisations to offer training and experience. From the academic session 2023-24, the institution plans to provide a more variety of Skill Enhancement courses through further implementation of NEP, along with mentorship and counselling to help students with job prospects and higher education options. The introduction of research possibilities at the undergraduate level will also increase students' research aptitude and make the course more application-based, giving prospective students the choice to pursue such opportunities within the NEP framework.

This year, University of Delhi has furthered the culture of Internship during the semester breaks. This will offer students practical experience and narrow the gap between their academic studies and the demands of industry and magnifies the employment opportunities.

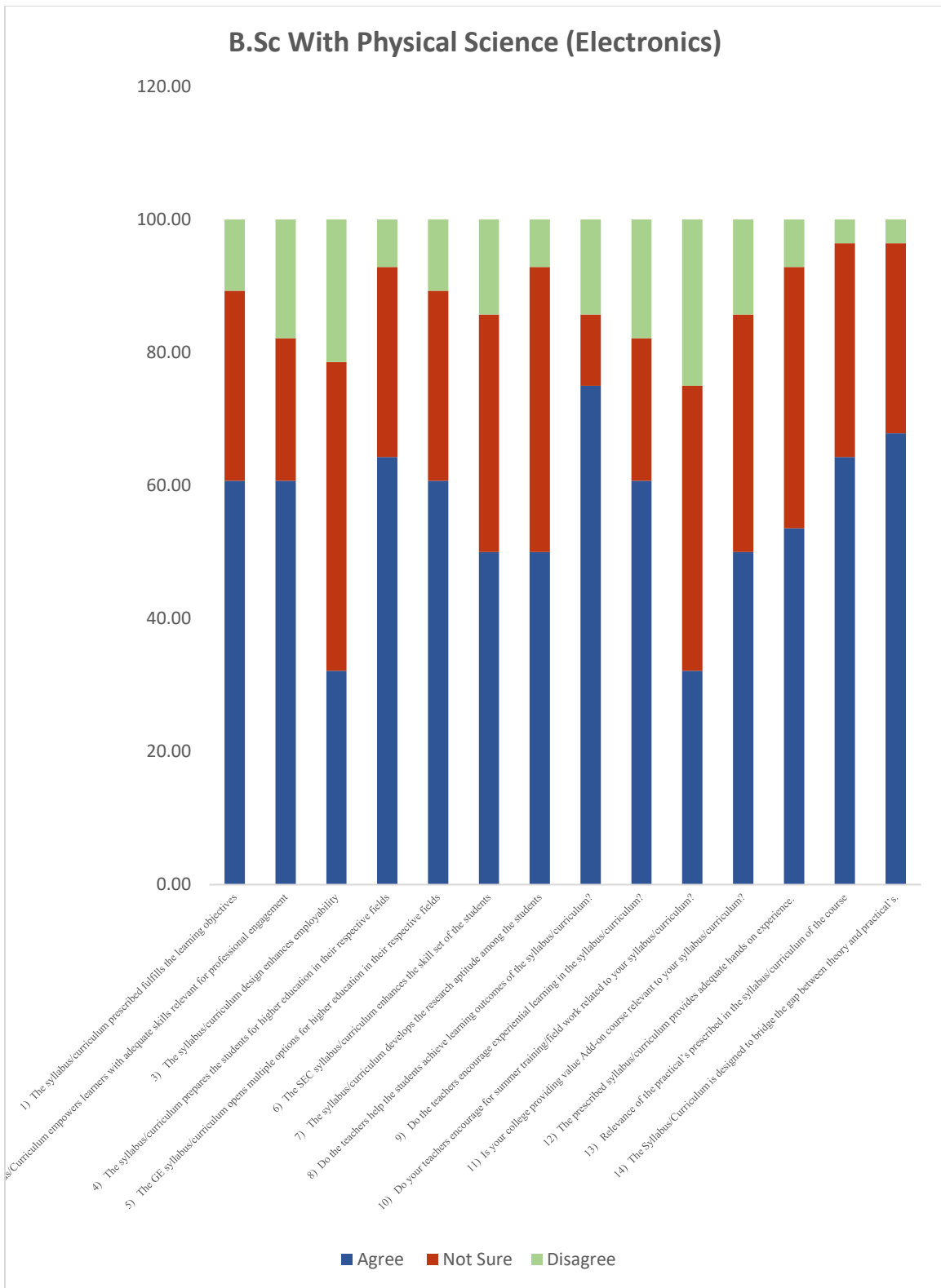
## **B.Sc With Physical Science (Electronics)**

In order to record the students' feedback regarding the curriculum of the academic session 2022-23, a questionnaire with 14 parameters was circulated. A dataset of **28** 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus/curriculum prescribed fulfills the learning objectives	60.71	28.57	10.71	100.00
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	60.71	21.43	17.86	100.00
3) The syllabus/curriculum design enhances employability	32.14	46.43	21.43	100.00
4) The syllabus/curriculum prepares the students for higher education in their respective fields	64.29	28.57	7.14	100.00
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	60.71	28.57	10.71	100.00
6) The SEC syllabus/curriculum enhances the skill set of the students	50.00	35.71	14.29	100.00
7) The syllabus/curriculum develops the research aptitude among the students	50.00	42.86	7.14	100.00
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	75.00	10.71	14.29	100.00
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	60.71	21.43	17.86	100.00
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	32.14	42.86	25.00	100.00
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	50.00	35.71	14.29	100.00
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	53.57	39.29	7.14	100.00
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	64.29	32.14	3.57	100.00
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	67.86	28.57	3.57	100.00

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



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

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

- 1) The students appreciate that the teachers help the students achieve learning outcomes of the syllabus/curriculum. 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 64.29% students agree for the same.
- 3) On the contrary, 60.71% of respondents are approved about *experiential learning* with the existing curriculum.
- 4) In terms of whether the syllabus and curriculum design improve employability, 46.43% were perplexed and 21.43% disagreed.

**Action Taken**

The undergraduate course of B.Sc. with Physical Science (Electronics) 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. The introduction of research possibilities at the undergraduate level will also increase students' research aptitude and make the course more application-based, giving prospective students the choice to pursue such opportunities within the NEP framework.

This year, University of Delhi has furthered the culture of Internship during the semester breaks. This will offer students practical experience and narrow the gap between their academic studies and the demands of industry.

## **B.Com**

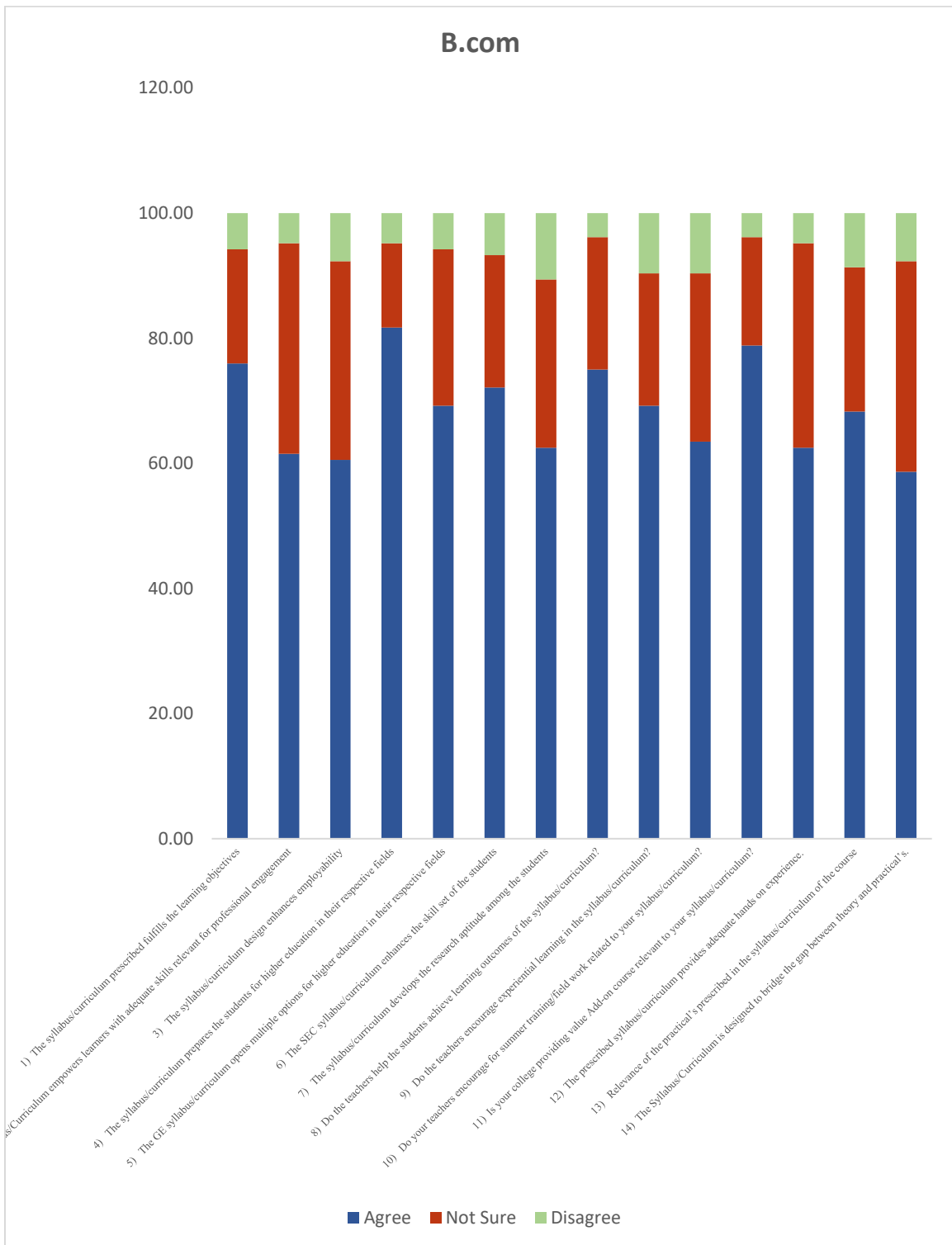
In order to record the students' feedback regarding the curriculum of the academic session 2022-23, a questionnaire with 14 parameters was circulated. A dataset of **104** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>total</b>
1) The syllabus/curriculum prescribed fulfills the learning objectives	75.96	18.27	5.77	100.00
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	61.54	33.65	4.81	100.00
3) The syllabus/curriculum design enhances employability	60.58	31.73	7.69	100.00
4) The syllabus/curriculum prepares the students for higher education in their respective fields	81.73	13.46	4.81	100.00
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	69.23	25.00	5.77	100.00
6) The SEC syllabus/curriculum enhances the skill set of the students	72.12	21.15	6.73	100.00
7) The syllabus/curriculum develops the research aptitude among the students	62.50	26.92	10.58	100.00
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	75.00	21.15	3.85	100.00
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	69.23	21.15	9.62	100.00
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	63.46	26.92	9.62	100.00
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	78.85	17.31	3.85	100.00
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	62.50	32.69	4.81	100.00
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	68.27	23.08	8.65	100.00
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	58.65	33.65	7.69	100.00

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





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

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

- 1) When inquired if the syllabus/curriculum fulfils the *learning objectives*, the 75.96% of students of B. Com(H) and B. Com(P) are convinced by the statement.
- 2) The students firmly agree (with 78.85% of them responding in the direction) that the College providing value Add-on course relevant to your syllabus/curriculum.
- 3) However, 33.65% 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 enhances employability among the students. This can be witnessed by the response of 31.73% saying “Not Sure” about *employability enhancement* by curriculum.

### **Action Taken**

The undergraduate courses of Commerce are looking forward to exploring more of *skill* set to serve the industry demands. Hence, College is planning to offer more *Skill based courses* and *Value-Addition courses* under the NEP to complement their learnings. This year, University of Delhi has furthered the culture of Internship during the semester breaks. This will offer students practical experience and narrow the gap between their academic studies and the demands of industry.

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.

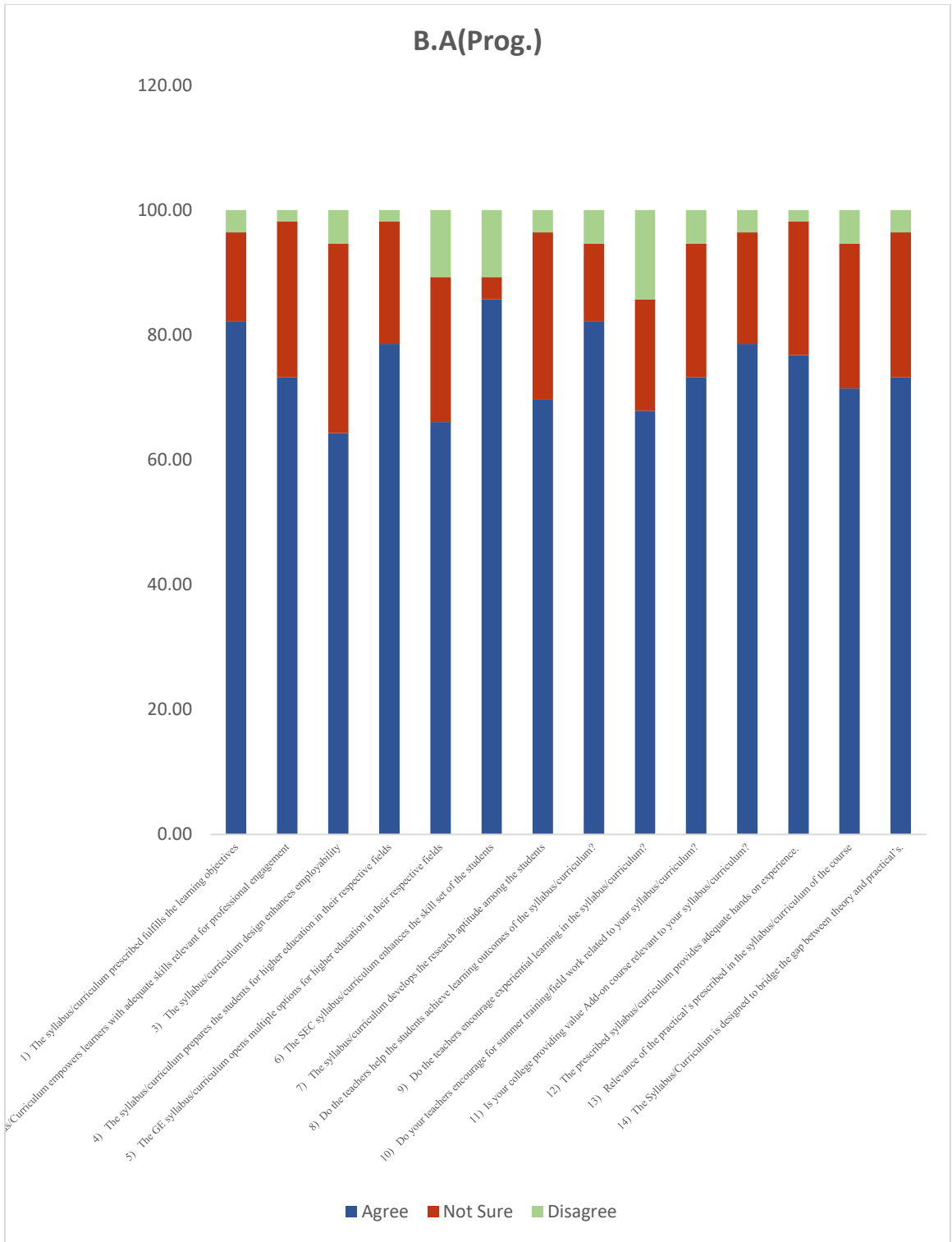
## **B.A(Prog)**

In order to record the students' feedback regarding the curriculum of the academic session 2022-23, a questionnaire with 14 parameters was circulated. A dataset of **56** 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus/curriculum prescribed fulfills the learning objectives	82.14	14.29	3.57	100.00
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	73.21	25.00	1.79	100.00
3) The syllabus/curriculum design enhances employability	64.29	30.36	5.36	100.00
4) The syllabus/curriculum prepares the students for higher education in their respective fields	78.57	19.64	1.79	100.00
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	66.07	23.21	10.71	100.00
6) The SEC syllabus/curriculum enhances the skill set of the students	85.71	3.57	10.71	100.00
7) The syllabus/curriculum develops the research aptitude among the students	69.64	26.79	3.57	100.00
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	82.14	12.50	5.36	100.00
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	67.86	17.86	14.29	100.00
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	73.21	21.43	5.36	100.00
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	78.57	17.86	3.57	100.00
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	76.79	21.43	1.79	100.00
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	71.43	23.21	5.36	100.00
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	73.21	23.21	3.57	100.00

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



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

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

- 1) When asked if the SEC curriculum/syllabus has improved the pupils' skill set, 85.71% nodded in agreement.
- 2) The assertion that the syllabus or curriculum recommended satisfies the learning goals has received support from over 82.14% of respondents.
- 3) Only 26.79% of students were certain that the syllabus or curriculum helped them become better researchers.
- 4) Nearly 30.36 percent of respondents are unsure whether the syllabus and curriculum design improves employability.

### **Action Taken**

NEP 2020 has been implemented at the University of Delhi in response to students' stated concerns about their employability. The College further intends to expand the range of Skill Enhancement courses under the NEP from the academic session 2023-24. It also has plans to offer more courses in response to market demand. Mentoring and counselling services are offered to students to help them learn about job options and the possibility of advancing their education to a higher level in order to further address the issue. The institution has planned the launch of a number of new Add-on courses as a result of the students' eagerness to improve their educational experience by taking additional Value Addition courses.

The culture of Internship has been made a preferable mode of learning among students. It has been promoted under NEP as well. This will provide students real-world experience and bridge the gap between what they learn in school and what employers want.

## **B.A(hons) Pol. Science**

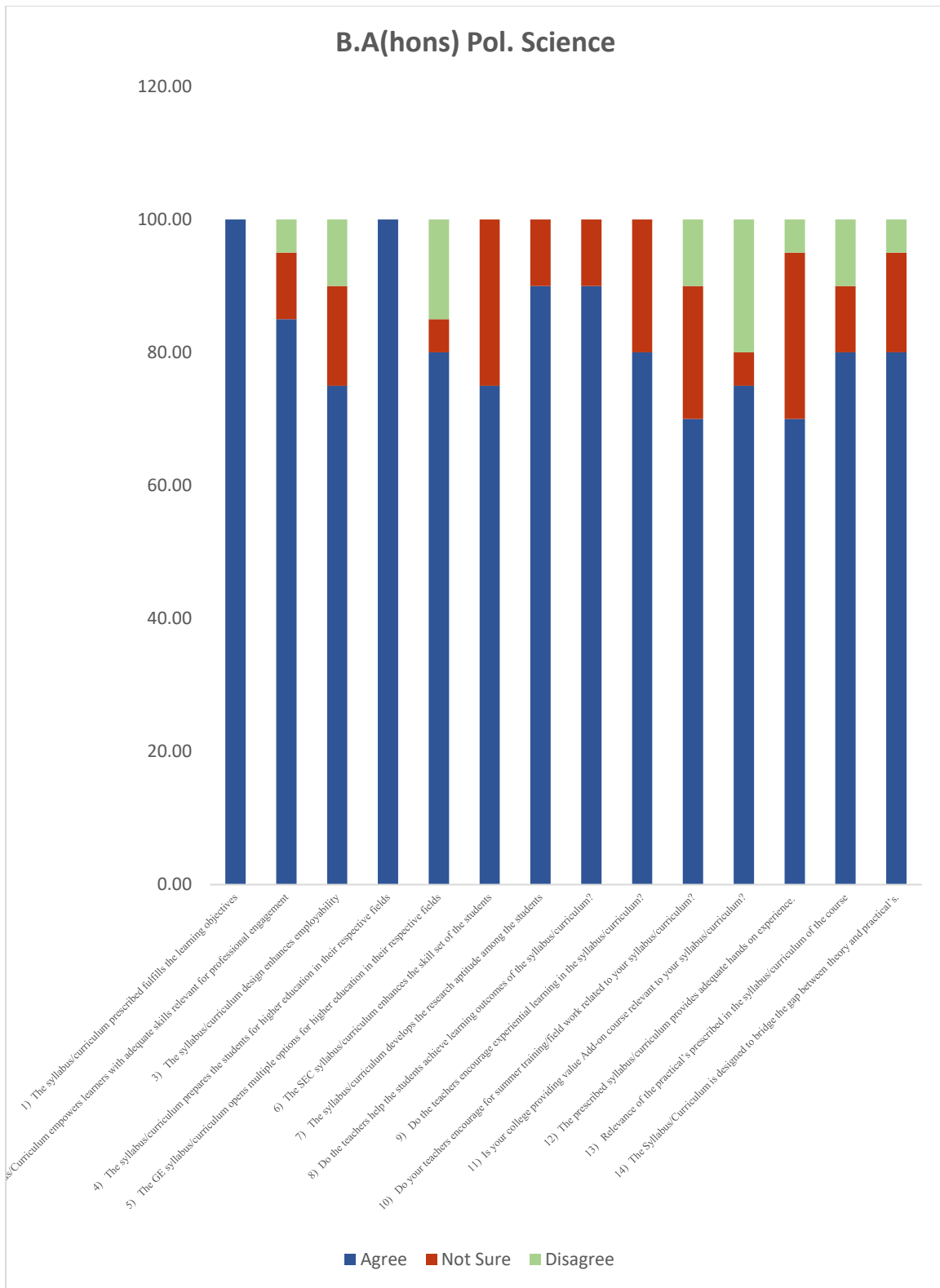
In order to record the students' feedback regarding the curriculum of the academic session 2022-23, a questionnaire with 14 parameters was circulated. A dataset of **20** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
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	85.00	10.00	5.00	100.00
3) The syllabus/curriculum design enhances employability	75.00	15.00	10.00	100.00
4) The syllabus/curriculum prepares the students for higher education in their respective fields	100.00	0.00	0.00	100.00
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	80.00	5.00	15.00	100.00
6) The SEC syllabus/curriculum enhances the skill set of the students	75.00	25.00	0.00	100.00
7) The syllabus/curriculum develops the research aptitude among the students	90.00	10.00	0.00	100.00
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	90.00	10.00	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?	70.00	20.00	10.00	100.00
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	75.00	5.00	20.00	100.00
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	70.00	25.00	5.00	100.00
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	80.00	10.00	10.00	100.00
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	80.00	15.00	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)**

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

- 1) Every student agreed that the syllabus and curriculum had succeeded in achieving the learning objectives and in preparing them for further education.
- 2) 90.00% of the students stated that the curriculum/syllabus helps them strengthen their research skills.
- 3) About 25.00% of respondents are unsure whether the College's SEC curriculum will improve their skill set.
- 4) 25.00% of students are perplexed about whether the recommended syllabus or programme offers sufficient hands-on experience.

### **Action Taken**

The students want a few more Skill Enchantment Courses since they want to get the most out of their educational experience. The College intends to introduce a number of new Skill Enchantment Courses (SEC) in the same direction. The College further intends to expand the range of Skill Enhancement courses under the NEP from the academic session 2023-24. In order to meet demand from the market, it also intends to provide more courses. This year, the culture of Internship has been made a preferable mode of learning among students. It has been promoted under NEP as well. Students will gain practical experience through this, bridging the knowledge gap between what they study in school and what businesses demand.

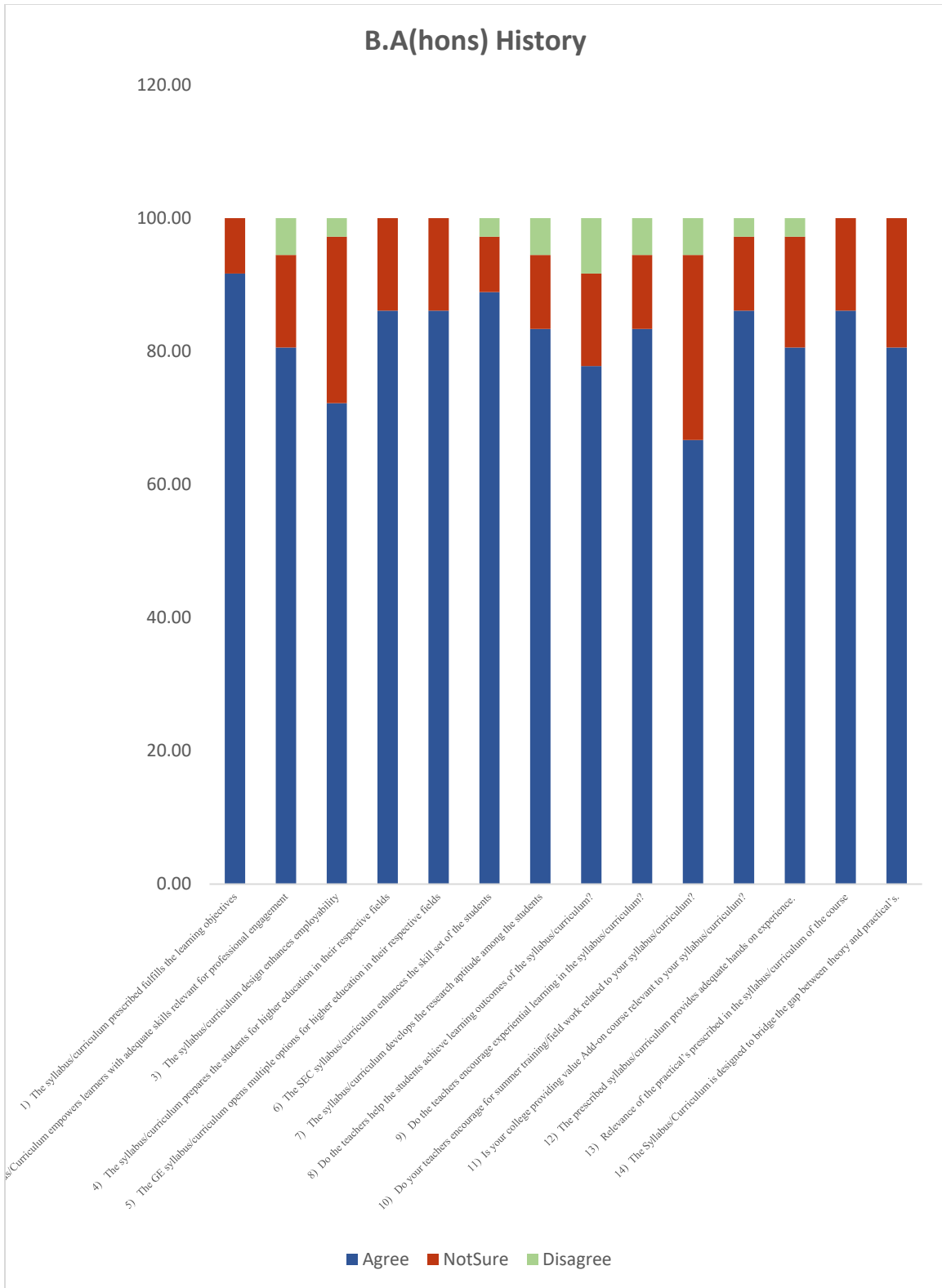
## **B.A(hons) History**

In order to record the students' feedback regarding the curriculum of the academic session 2022-23, a questionnaire with 14 parameters was circulated. A dataset of **36** 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus/curriculum prescribed fulfills the learning objectives	91.67	8.33	0.00	100.00
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	80.56	13.89	5.56	100.00
3) The syllabus/curriculum design enhances employability	72.22	25.00	2.78	100.00
4) The syllabus/curriculum prepares the students for higher education in their respective fields	86.11	13.89	0.00	100.00
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	86.11	13.89	0.00	100.00
6) The SEC syllabus/curriculum enhances the skill set of the students	88.89	8.33	2.78	100.00
7) The syllabus/curriculum develops the research aptitude among the students	83.33	11.11	5.56	100.00
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	77.78	13.89	8.33	100.00
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	83.33	11.11	5.56	100.00
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	66.67	27.78	5.56	100.00
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	86.11	11.11	2.78	100.00
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	80.56	16.67	2.78	100.00
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	86.11	13.89	0.00	100.00
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	80.56	19.44	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)**

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

- 1) When asked if the syllabus or curriculum satisfies the learning objectives, 91.67% of B.A. (hons) History students agree with the claim.
- 2) When asked if the syllabus and curriculum equip the students for further study in their specialised fields, around 86.11% of them said yes.
- 3) Nearly 25.00% of respondents are unsure whether the syllabus or curriculum is intended to improve employability.
- 4) Concerning the syllabus and curriculum's attempt to connect theory and practise, 19.44% of students expressed confusion.

### **Action Taken**

The implementation of NEP 2020 at the University of Delhi can solve the students' expressed concerns about their employability. The College further intends to expand the range of Skill Enhancement courses under the NEP from the academic session 2023-24, which has somewhat reduced this uncertainty. Offering mentorship, counselling, and advice regarding job choices and futures in higher education may also be part of the solution to the problem.

The culture of Internship has been made a preferable mode of learning among students. It has been promoted under NEP as well. This will provide students real-world experience and bridge the gap between what they learn in school and what employers want.

## **B.A(Hons) Hindi**

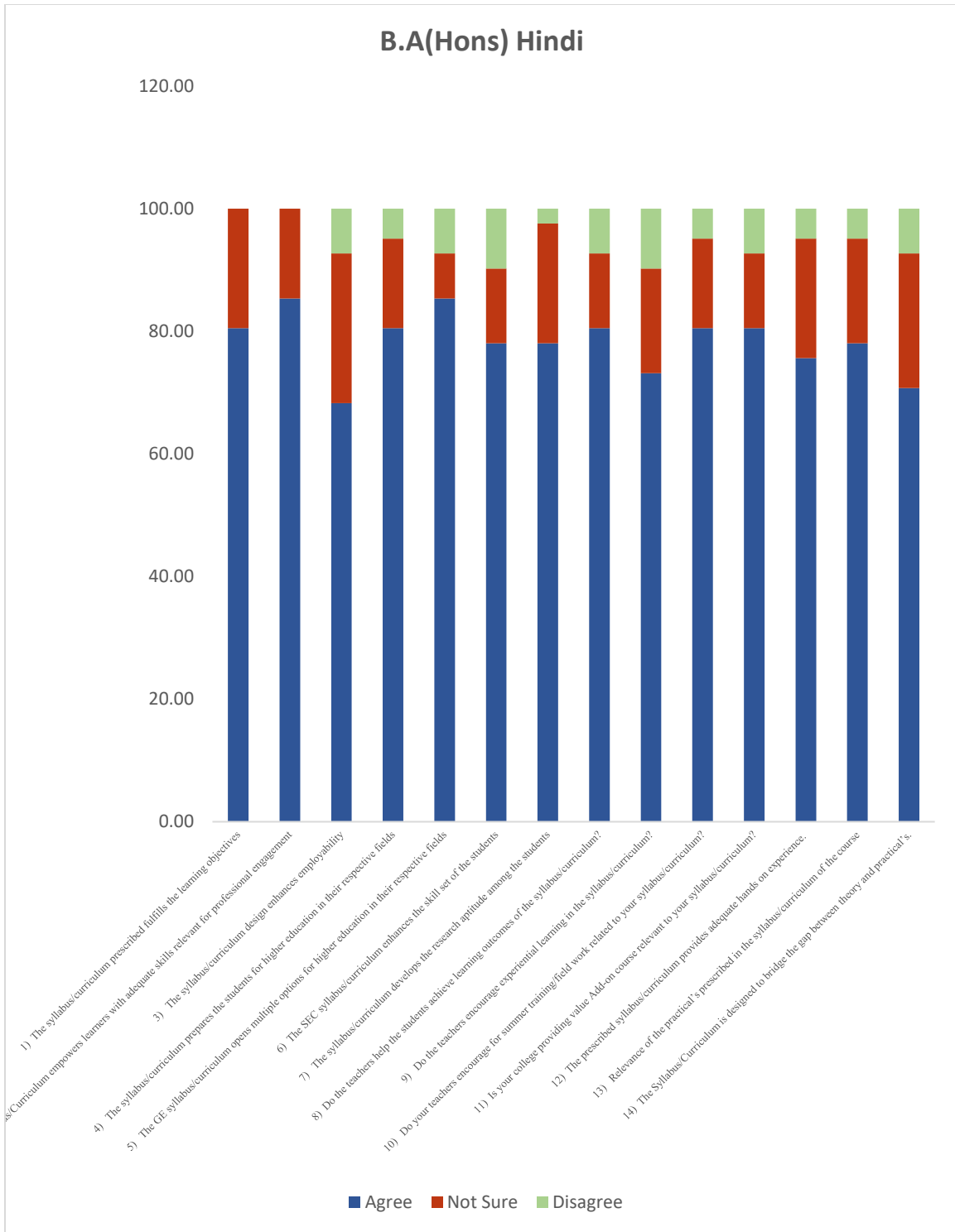
In order to record the students' feedback regarding the curriculum of the academic session 2022-23, a questionnaire with 14 parameters was circulated. A dataset of **41** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus/curriculum prescribed fulfills the learning objectives	80.49	19.51	0.00	100.00
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	85.37	14.63	0.00	100.00
3) The syllabus/curriculum design enhances employability	68.29	24.39	7.32	100.00
4) The syllabus/curriculum prepares the students for higher education in their respective fields	80.49	14.63	4.88	100.00
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	85.37	7.32	7.32	100.00
6) The SEC syllabus/curriculum enhances the skill set of the students	78.05	12.20	9.76	100.00
7) The syllabus/curriculum develops the research aptitude among the students	78.05	19.51	2.44	100.00
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	80.49	12.20	7.32	100.00
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	73.17	17.07	9.76	100.00
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	80.49	14.63	4.88	100.00
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	80.49	12.20	7.32	100.00
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	75.61	19.51	4.88	100.00
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	78.05	17.07	4.88	100.00
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	70.73	21.95	7.32	100.00

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





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

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

- 1) According to 85.37% of students, the syllabus curriculum equips students with the necessary abilities for engaging in the professional workforce.
- 2) 85.37% of students believed that the general education curriculum offers a variety of paths to further study in their chosen professions.
- 3) Almost 24.39 percent of those surveyed don't know whether the curriculum or syllabus is meant to increase employability.
- 4) When asked about the curriculum's and the syllabus's efforts to link theory and practice, 21.95% of students indicated bewilderment.

### **Action Taken**

NEP 2020 has been implemented at the University of Delhi in response to students' stated concerns about their employability. The College further intends to expand the range of Skill Enhancement courses under the NEP from the academic session 2023-24. It also has plans to offer more courses in response to market demand. Mentoring and counselling services are offered to students to help them learn about job options and the possibility of advancing their education to a higher level in order to further address the issue. The institution has planned the launch of a number of new Add-on courses as a result of the students' eagerness to improve their educational experience by taking additional Value Addition courses.

The culture of Internship has been made a preferable mode of learning among students. It has been promoted under NEP as well. This will provide students real-world experience and bridge the gap between what they learn in school and what employers want.

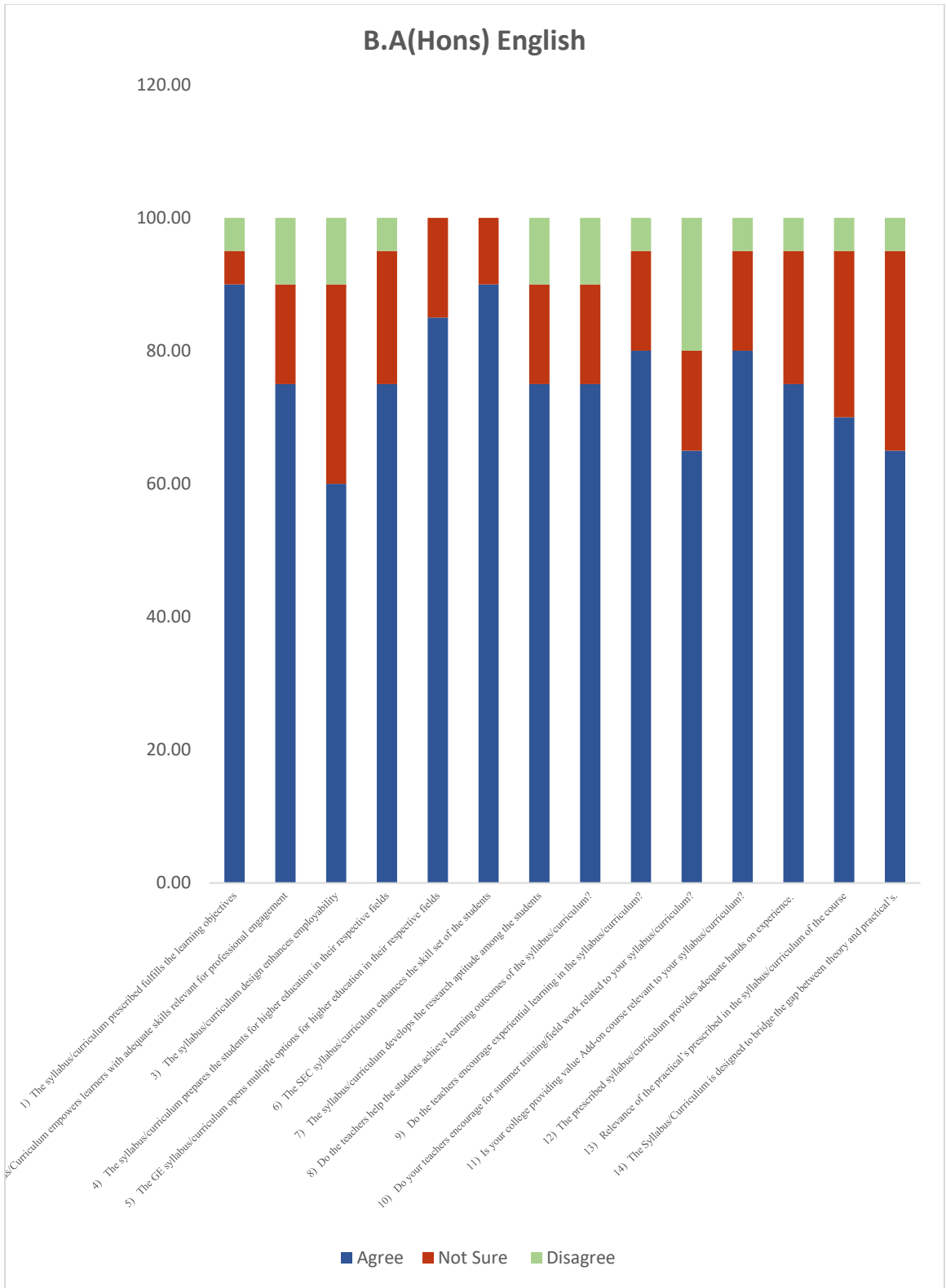
## **B.A(Hons) English**

In order to record the students' feedback regarding the curriculum of the academic session 2022-23, 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus/curriculum prescribed fulfills the learning objectives	90.00	5.00	5.00	100.00
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	75.00	15.00	10.00	100.00
3) The syllabus/curriculum design enhances employability	60.00	30.00	10.00	100.00
4) The syllabus/curriculum prepares the students for higher education in their respective fields	75.00	20.00	5.00	100.00
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	85.00	15.00	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	75.00	15.00	10.00	100.00
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	75.00	15.00	10.00	100.00
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	80.00	15.00	5.00	100.00
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	65.00	15.00	20.00	100.00
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	80.00	15.00	5.00	100.00
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	75.00	20.00	5.00	100.00
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	70.00	25.00	5.00	100.00
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	65.00	30.00	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)**

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

- 1) Around 90.00% of respondents are approving of the statement that the syllabus/curriculum prescribed fulfils the *learning objectives*.
- 2) 90.00% agreed the SEC syllabus/curriculum enhances their skill set.
- 3) 30.00% are not sure about Syllabus design enhances employability and to bridge the gap between theory and practical.

### **Action Taken**

At the University of Delhi, NEP 2020 has been put into place in response to students' expressed worries regarding their employability. The university already provided a range of Skill Enhancement courses under the NEP as of the academic year 2022–2023. To meet demand from the market, it also intends to provide more courses. In order to help students learn about career alternatives and the potential for furthering their education to a higher degree in order to solve the issue, mentoring and counselling services are made available to them. Due to the students' desire to enhance their educational experience by enrolling in extra Value Addition courses, the school has planned the introduction of a few new Add-on courses.

The culture of Internship has been made a preferable mode of learning among students. It has been promoted under NEP as well. This will provide students real-world experience and bridge the gap between what they learn in school and what employers want.

## **B.A(H) Economics**

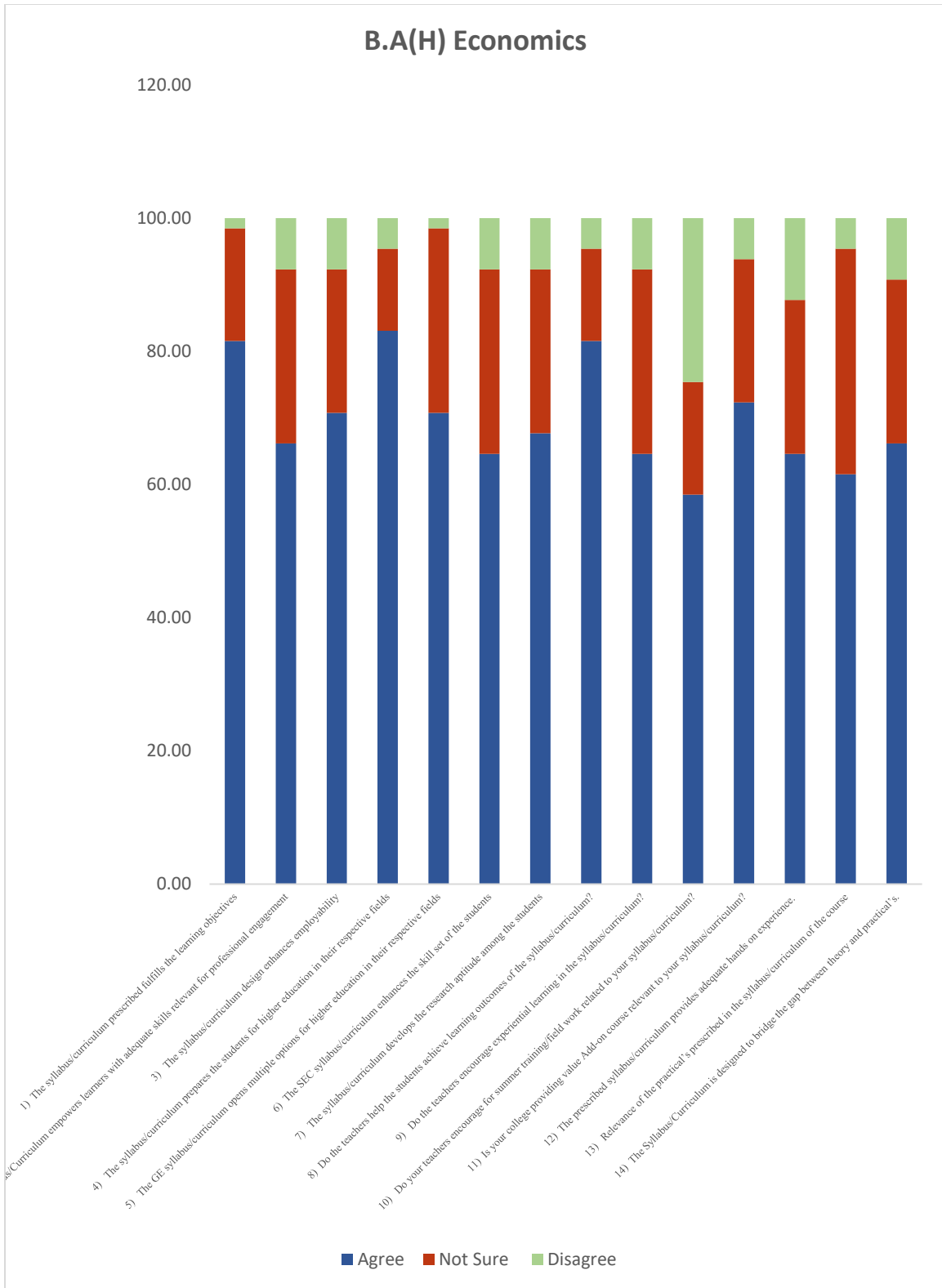
In order to record the students' feedback regarding the curriculum of the academic session 2022-23, a questionnaire with 14 parameters was circulated. A dataset of **65** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus/curriculum prescribed fulfills the learning objectives	81.54	16.92	1.54	100.00
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	66.15	26.15	7.69	100.00
3) The syllabus/curriculum design enhances employability	70.77	21.54	7.69	100.00
4) The syllabus/curriculum prepares the students for higher education in their respective fields	83.08	12.31	4.62	100.00
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	70.77	27.69	1.54	100.00
6) The SEC syllabus/curriculum enhances the skill set of the students	64.62	27.69	7.69	100.00
7) The syllabus/curriculum develops the research aptitude among the students	67.69	24.62	7.69	100.00
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	81.54	13.85	4.62	100.00
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	64.62	27.69	7.69	100.00
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	58.46	16.92	24.62	100.00
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	72.31	21.54	6.15	100.00
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	64.62	23.08	12.31	100.00
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	61.54	33.85	4.62	100.00
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	66.15	24.62	9.23	100.00

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





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

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

- 1) The strength of 81.54% of respondents settles for the statement that the syllabus/curriculum prescribed fulfils the *learning objectives*.
- 2) 83.08% of the B.A.(Hons) Economics students approved that the syllabus/curriculum prepares the students for *higher education* in their respective fields.
- 3) 33.85% were not sure about Relevance of the practical prescribed in the syllabus/curriculum of the course.
- 4) When asked about the SEC syllabus/curriculum, if it does enhance the *skill set* of the students, 64.62% agreed, 27.69% are not sure, 7.69% disagreed.

### **Action Taken**

With further implementation of NEP, comparatively more Generic Elective papers would be available for the following session. This would investigate more alternatives for students, providing them with a variety of future options for higher education. The College further intends to expand the range of Skill Enhancement courses under the NEP from the academic session 2023-24. Mentoring regarding job alternatives and advancement options in higher education can be used to further address the problem. Additionally, as the students want to get the most out of their education, they desire a few additional Value Addition courses. The College intends to introduce numerous more Add-on courses in the same approach.

# Teachers' Feedback Report 2022-23

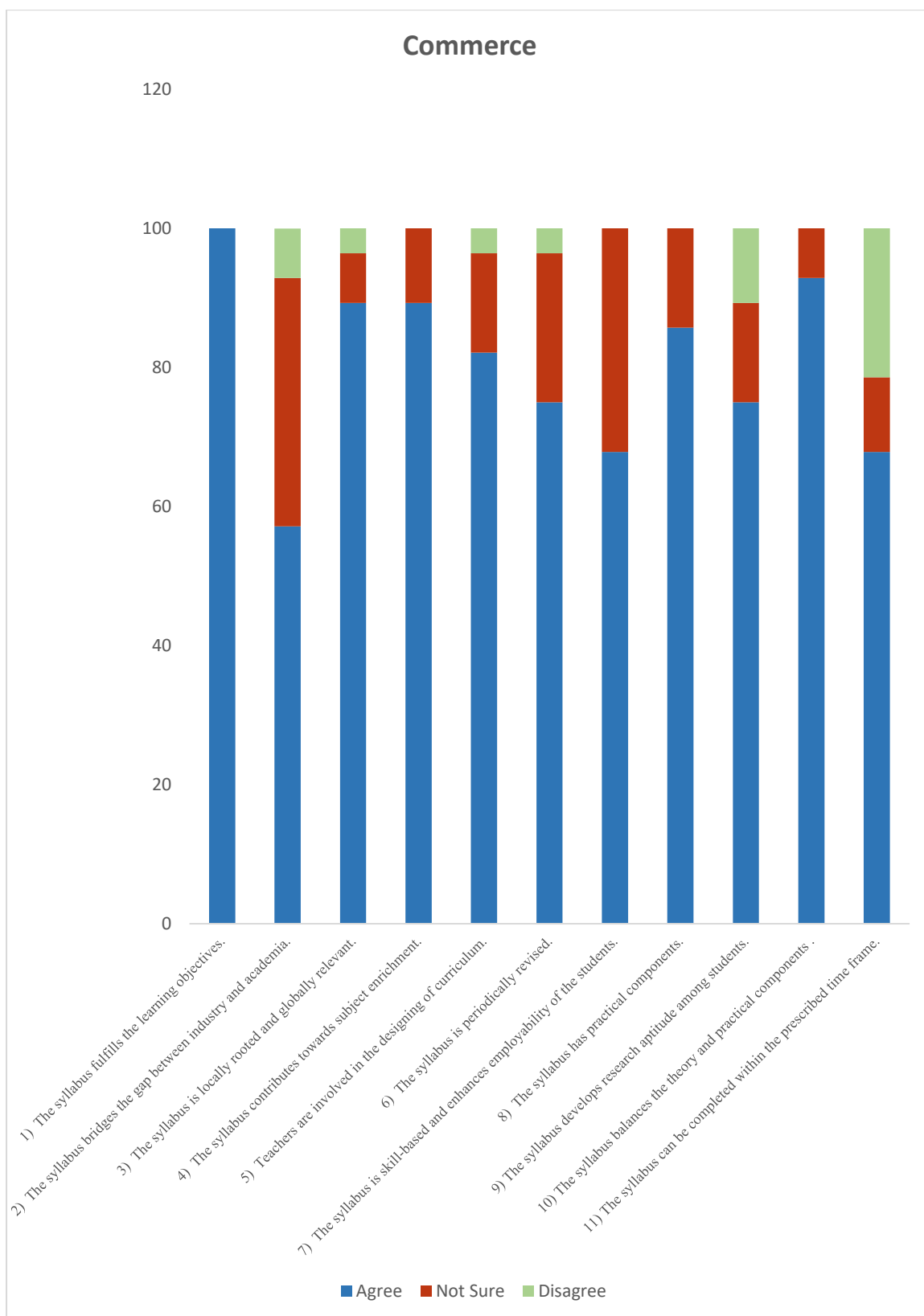
## Commerce

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 **28** 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.

<b>Variables</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfils the learning objectives.	100.00	0.00	0.00	100.00
2) The syllabus bridges the gap between industry and academia.	57.14	35.71	7.14	100.00
3) The syllabus is locally rooted and globally relevant.	89.29	7.14	3.57	100.00
4) The syllabus contributes towards subject enrichment.	89.29	10.71	0.00	100.00
5) Teachers are involved in the designing of curriculum.	82.14	14.29	3.57	100.00
6) The syllabus is periodically revised.	75.00	21.43	3.57	100.00
7) The syllabus is skill-based and enhances employability of the students.	67.86	32.14	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.	75.00	14.29	10.71	100.00
10) The syllabus balances the theory and practical components.	92.86	7.14	0.00	100.00
11) The syllabus can be completed within the prescribed time frame.	67.86	10.71	21.43	100.00

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



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

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

- 1) When asked if the syllabus satisfies the learning objectives, all of the teachers agreed with the claim.
- 2) The syllabus balances the conceptual and practical components, according to 92.86% of the teachers.
- 3) According to 89.29% of teachers, the curriculum helps to subject enrichment.
- 4) About 21.43% of the teachers in the commerce department don't think the syllabus can be finished in the allotted period.
- 5) Regarding the syllabus's ability to close the gap between industry and academia, around 35.71 percent of faculty members lacked confidence. Just 57.14% of teachers agreed with this assertion.

### **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 NEP. 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.

# 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 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfils 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.	100.00	0.00	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.	0.00	100.00	0.00	100.00
6) The syllabus is periodically revised.	100.00	0.00	0.00	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.	100.00	0.00	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)**



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

- 1) When asked about whether the syllabus fulfils the learning objectives, 100 cent 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) 100% of teachers were doubtful whether teachers are involved in the designing of curriculum.

## Chemistry

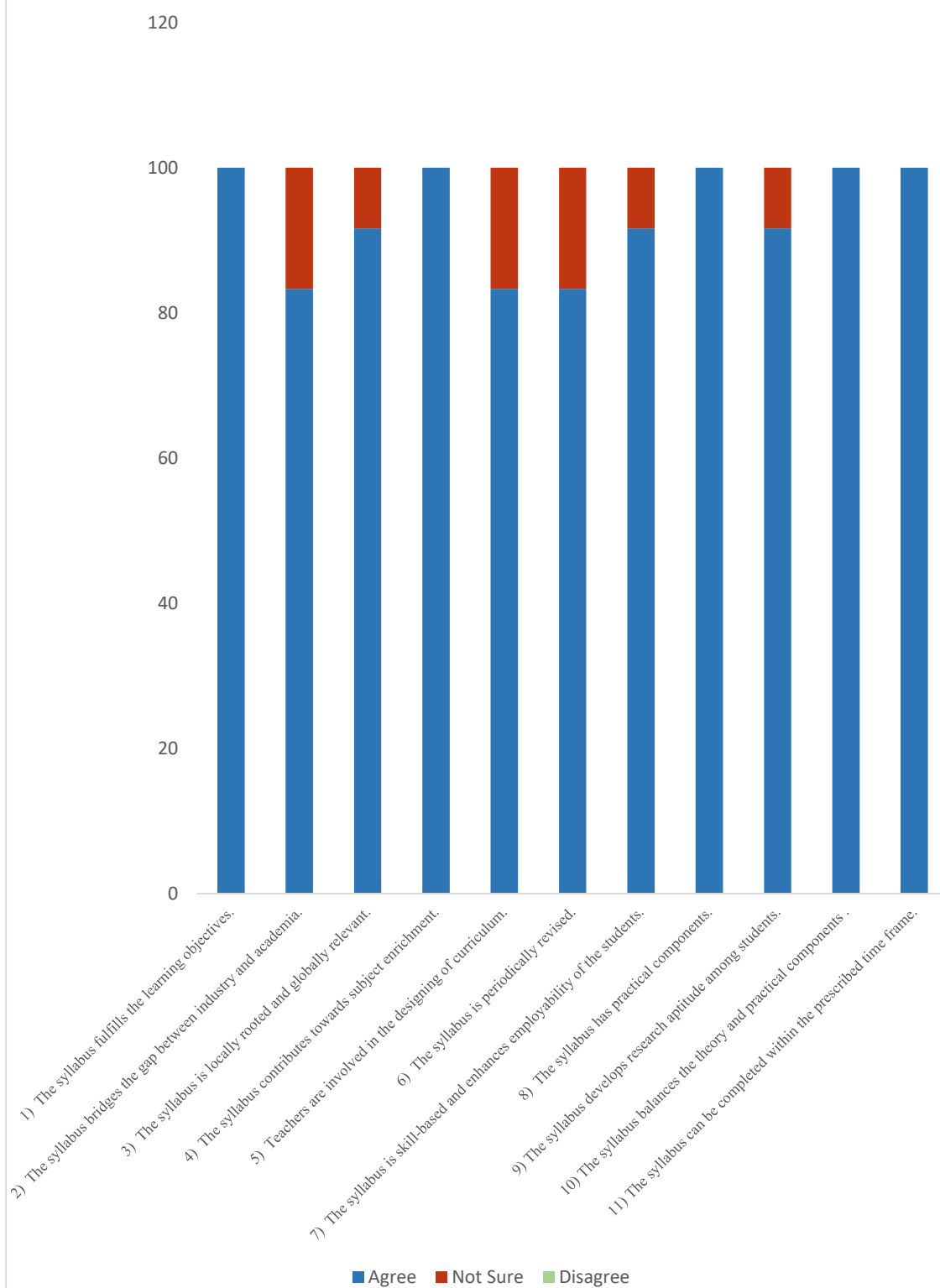
Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of **12** 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfils the learning objectives.	100.00	0.00	0.00	100.00
2) The syllabus bridges the gap between industry and academia.	83.33	16.67	0.00	100.00
3) The syllabus is locally rooted and globally relevant.	91.67	8.33	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.	83.33	16.67	0.00	100.00
6) The syllabus is periodically revised.	83.33	16.67	0.00	100.00
7) The syllabus is skill-based and enhances employability of the students.	91.67	8.33	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.	91.67	8.33	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.	83.33	16.67	0.00	100.00

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

## Chemistry



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 fulfils the *learning objectives*.
- 2) When asked about whether the syllabus fulfils the *practical components*, cent percent teachers approved of the statement.
- 3) All the faculty members approved that the syllabus bridges the gap between *theory and practical component*.
- 4) 16.67% of teachers were doubtful whether teachers are involved in the *designing of curriculum*.
- 5) 8.33% of teachers were not sure about the syllabus developing *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 NEP. 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.

# Computer Science

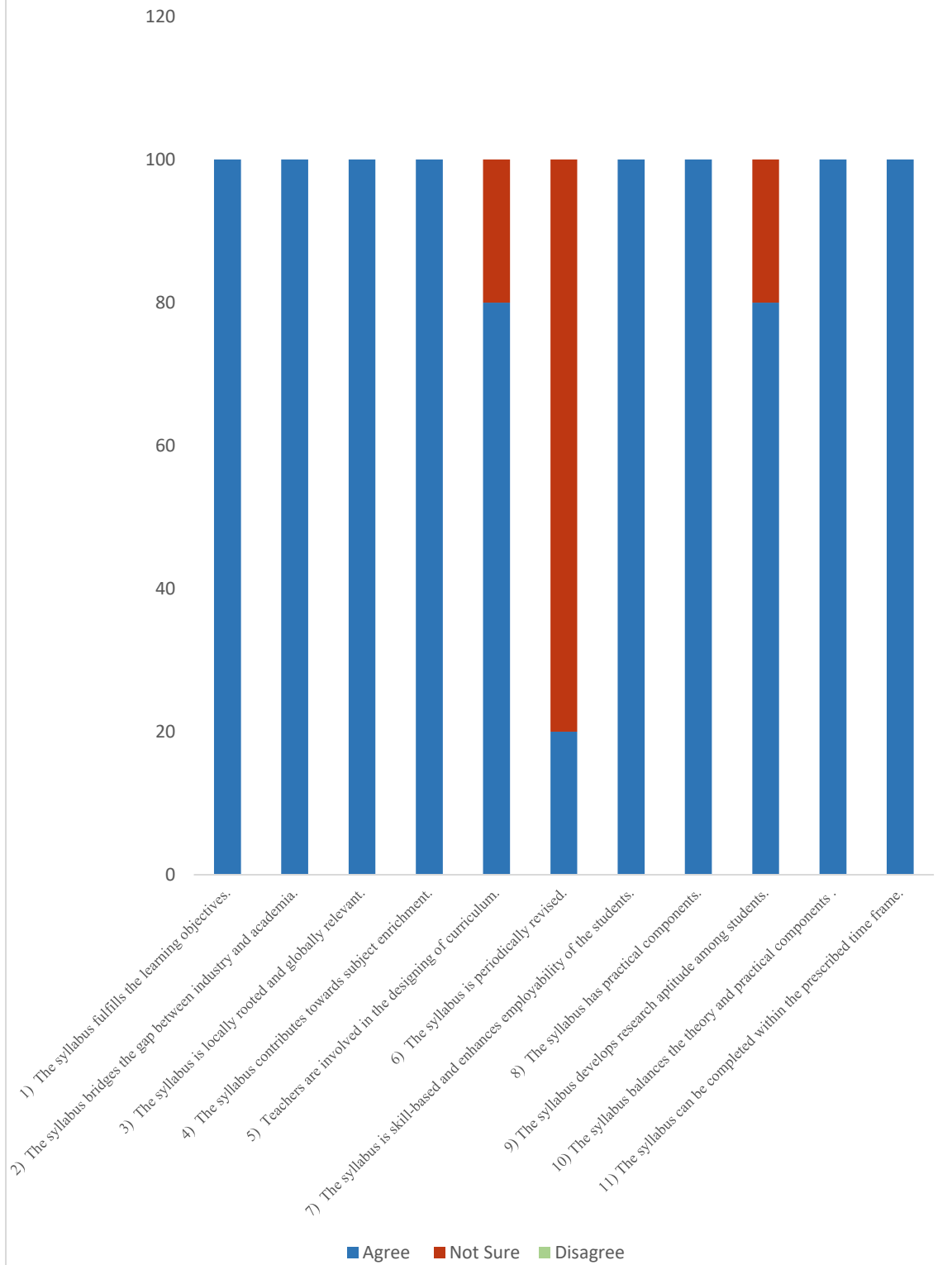
Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfils 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.	100.00	0.00	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.	80.00	20.00	0.00	100.00
6) The syllabus is periodically revised.	20.00	80.00	0.00	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.	80.00	20.00	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)**

## Computer Science





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

- 1) When asked about whether the syllabus fulfils 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) All the teachers felt that the syllabus is both locally rooted and *globally relevant*.
- 4) When questioned about *teacher engagement in curriculum designing*, 80.00% agreed that teachers are active in curriculum designing, while 20.00% were not sure.
- 5) Most of the teachers in the Computer Science Department (80.00%) were not sure that the syllabus is *periodically revised*, while 20.00% agreed.

### **Action Taken**

The outcomes may be visible with the successful implementation of NEP. The College would be revising the syllabus and offering many application-based courses under NEP.

## Economics

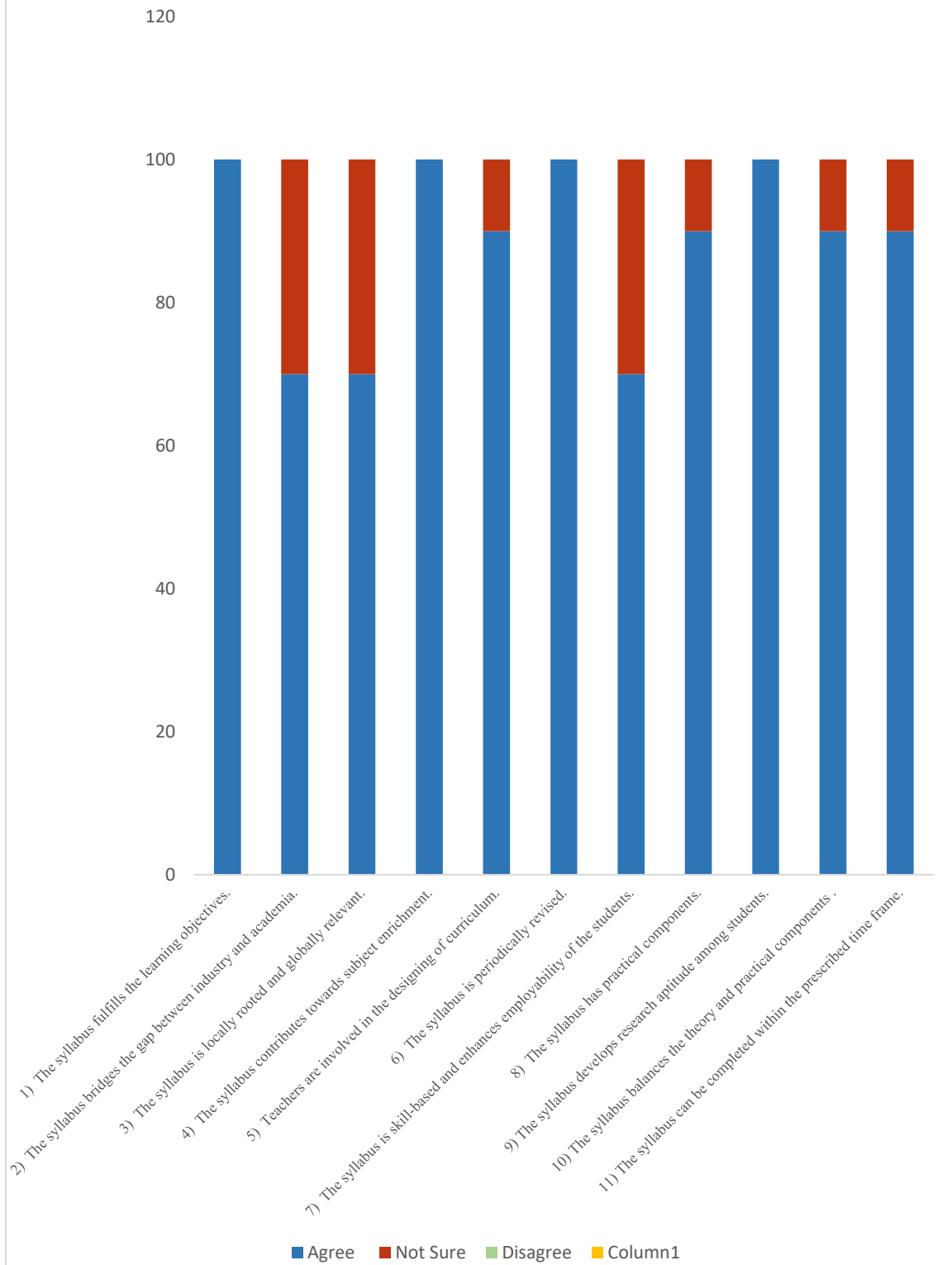
Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of **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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfils the learning objectives.	100.00	0.00	0.00	100.00
2) The syllabus bridges the gap between industry and academia.	70.00	30.00	0.00	100.00
3) The syllabus is locally rooted and globally relevant.	70.00	30.00	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.	90.00	10.00	0.00	100.00
6) The syllabus is periodically revised.	100.00	0.00	0.00	100.00
7) The syllabus is skill-based and enhances employability of the students.	70.00	30.00	0.00	100.00
8) The syllabus has practical components.	90.00	10.00	0.00	100.00
9) The syllabus develops research aptitude among students.	100.00	0.00	0.00	100.00
10) The syllabus balances the theory and practical components.	90.00	10.00	0.00	100.00
11) The syllabus can be completed within the prescribed time frame.	90.00	10.00	0.00	100.00

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

## Economics



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

- 1) Almost all the teachers (90.00%) agreed that the syllabus could be completed within the time limit specified.
- 2) Teachers are active in curriculum, according to 90.00% of teachers, while 10.00% are unclear.
- 3) 70.00% of Teachers believed that the curriculum bridged the gap between the *academic and industrial world* while 30.00% were unsure.
- 4) All the teachers agreed about the syllabus's capacity to promote students' *research aptitude*.
- 5) All the teachers agreed that the syllabus is *periodically revised*.

### **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 NEP 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 of NEP. The College would be offering many application-based courses under NEP.

## English

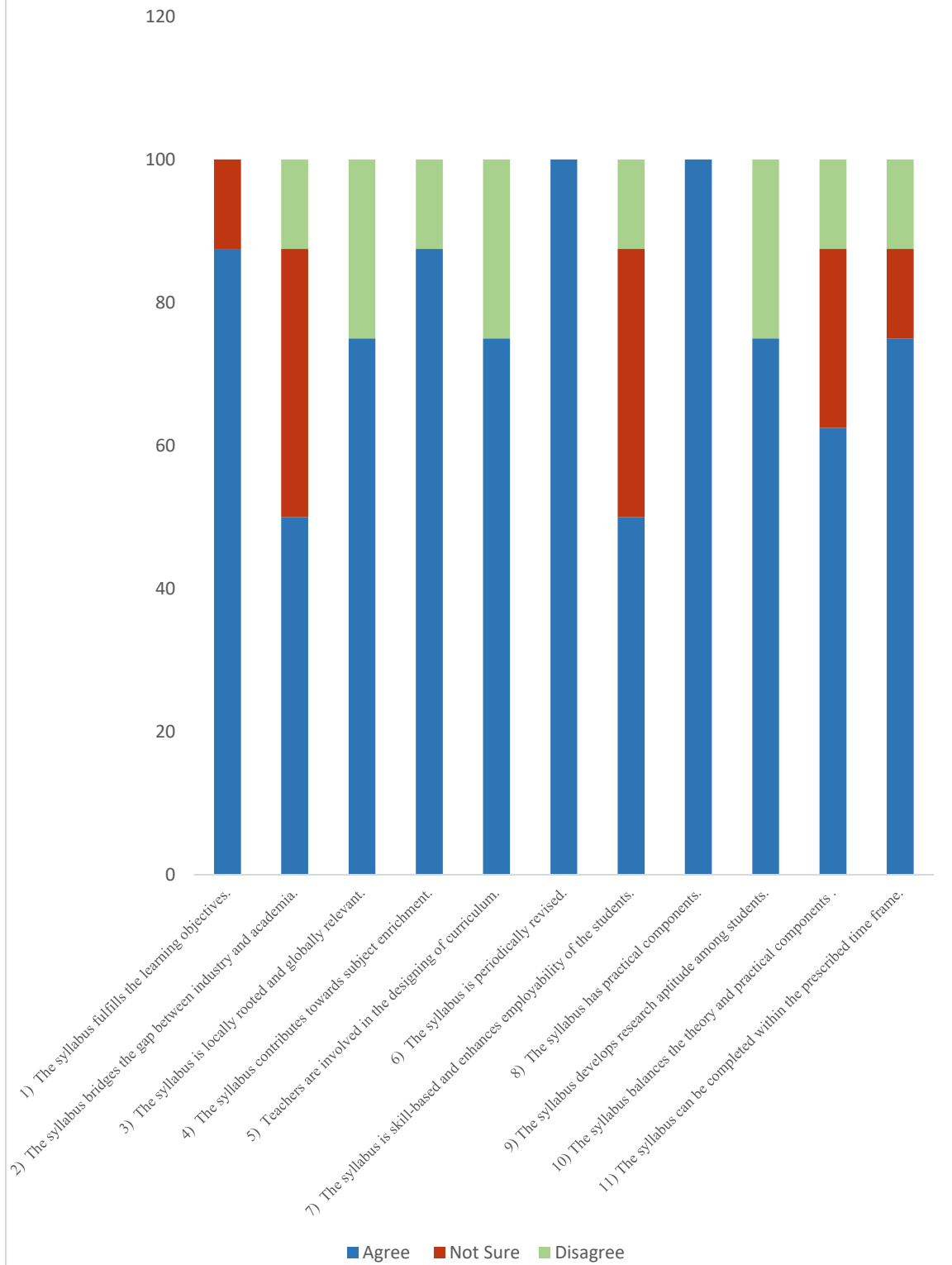
Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 8 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfils the learning objectives.	87.50	12.50	0.00	100.00
2) The syllabus bridges the gap between industry and academia.	50.00	37.50	12.50	100.00
3) The syllabus is locally rooted and globally relevant.	75.00	0.00	25.00	100.00
4) The syllabus contributes towards subject enrichment.	87.50	0.00	12.50	100.00
5) Teachers are involved in the designing of curriculum.	75.00	0.00	25.00	100.00
6) The syllabus is periodically revised.	100.00	0.00	0.00	100.00
7) The syllabus is skill-based and enhances employability of the students.	50.00	37.50	12.50	100.00
8) The syllabus has practical components.	100.00	0.00	0.00	100.00
9) The syllabus develops research aptitude among students.	75.00	0.00	25.00	100.00
10) The syllabus balances the theory and practical components.	62.50	25.00	12.50	100.00
11) The syllabus can be completed within the prescribed time frame.	75.00	12.50	12.50	100.00

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

## English





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

- 1) All teachers felt that the curriculum is *periodically revised* and *has practical components*.
- 2) 75.00% of teachers agreed that the syllabus could be completed within the time limit specified.
- 3) 75.00% of faculty members agreed that the curriculum is both *locally rooted and globally relevant*.
- 4) 75.00% of teachers agreed that the syllabus' ability to improve Students' *research aptitude*, while 25.00% disagreed.
- 5) 37.50% were confused about the syllabus being *skill-based and enhancing employability* of the students while 50.00% agreed and 12.50% disagreed.

### **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.

## Hindi

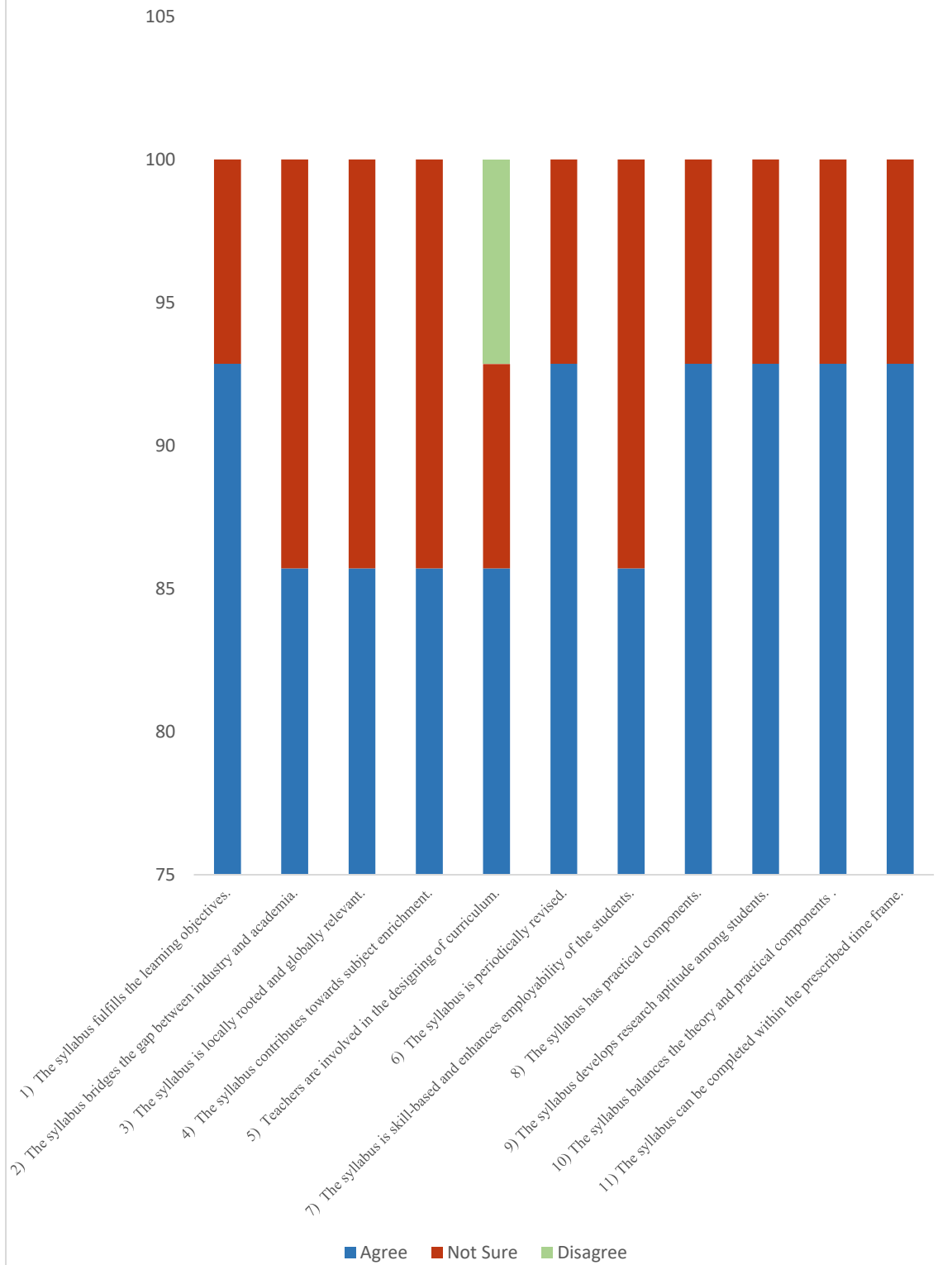
Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of **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 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfils the learning objectives.	92.86	7.14	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.	85.71	14.29	0.00	100.00
4) The syllabus contributes towards subject enrichment.	85.71	14.29	0.00	100.00
5) Teachers are involved in the designing of curriculum.	85.71	7.14	7.14	100.00
6) The syllabus is periodically revised.	92.86	7.14	0.00	100.00
7) The syllabus is skill-based and enhances employability of the students.	85.71	14.29	0.00	100.00
8) The syllabus has practical components.	92.86	7.14	0.00	100.00
9) The syllabus develops research aptitude among students.	92.86	7.14	0.00	100.00
10) The syllabus balances the theory and practical components.	92.86	7.14	0.00	100.00
11) The syllabus can be completed within the prescribed time frame.	92.86	7.14	0.00	100.00

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

## Hindi



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

- 1) 92.86% of teachers agreed that the syllabus could be completed within the time limit specified.
- 2) The majority of Hindi faculty members (85.71%) believed that the curriculum adds to *subject enrichment*.
- 3) 92.86% of teachers agreed that the syllabus fulfils the **learning objectives**.
- 4) 92.86% of Teachers agreed that the syllabus has practical components, whereas 7.14% disapproved.
- 5) 7.14% were doubtful, whereas 92.86% 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 surely be an impetus and willing students may opt for these opportunities.

## History

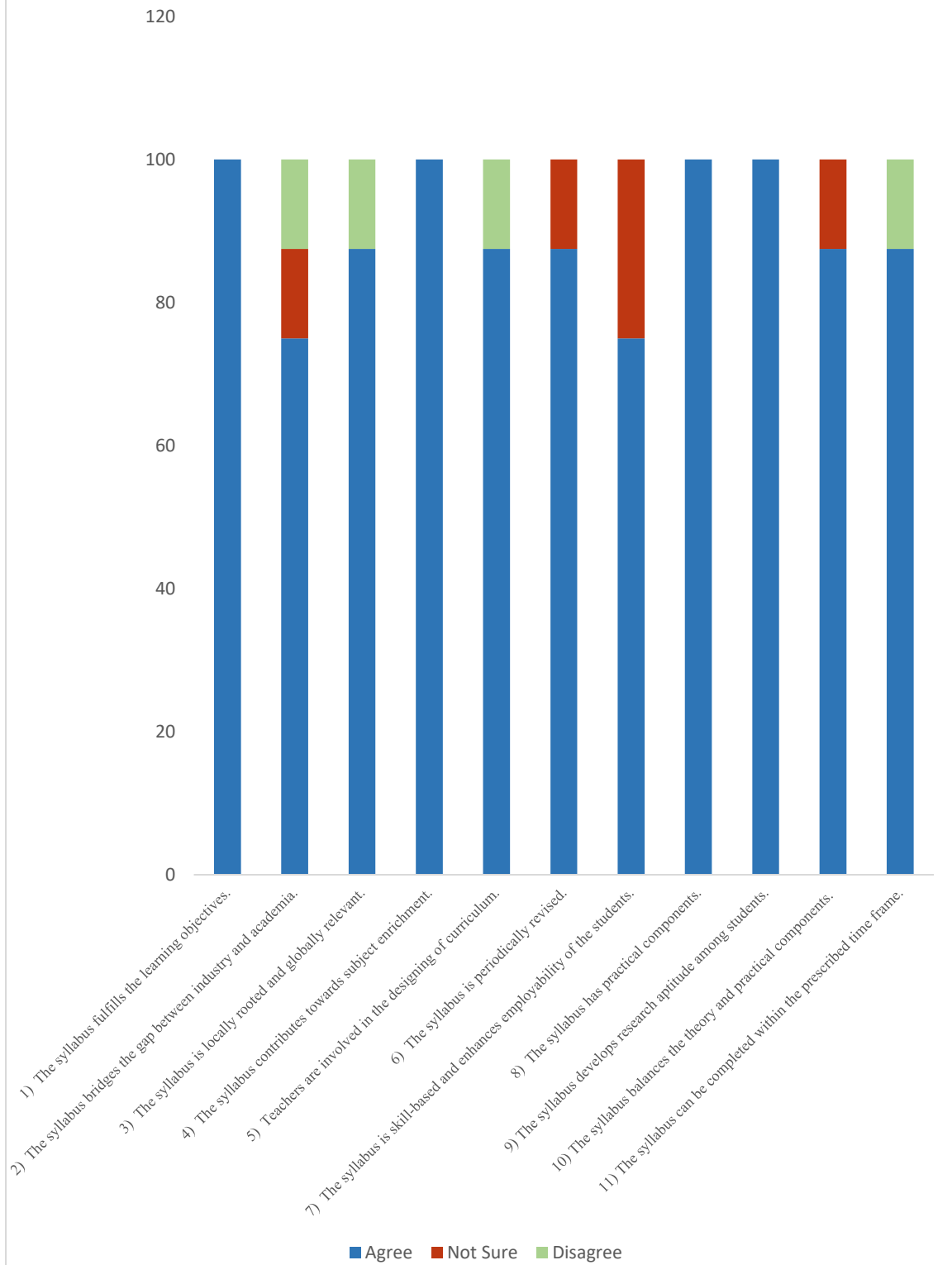
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The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfils the learning objectives.	100.00	0.00	0.00	100.00
2) The syllabus bridges the gap between industry and academia.	75.00	12.50	12.50	100.00
3) The syllabus is locally rooted and globally relevant.	87.50	0.00	12.50	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.	87.50	0.00	12.50	100.00
6) The syllabus is periodically revised.	87.50	12.50	0.00	100.00
7) The syllabus is skill-based and enhances employability of the students.	75.00	25.00	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.	100.00	0.00	0.00	100.00
10) The syllabus balances the theory and practical components.	87.50	12.50	0.00	100.00
11) The syllabus can be completed within the prescribed time frame.	87.50	0.00	12.50	100.00

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

## History





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

- 1) All Teachers agreed that the curriculum meets the *learning goals*.
- 2) All Teachers agreed that the programme helps to enhance the subject matter.
- 3) 87.50% Teachers agreed that the syllabus could be completed within the allotted time frame.
- 4) All Teachers agreed that the syllabus has practical components.
- 5) 25.00% of teachers were confused about the syllabus's capacity to improve students' *employability*, while 75.00% 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 NEP. 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.

## Mathematics

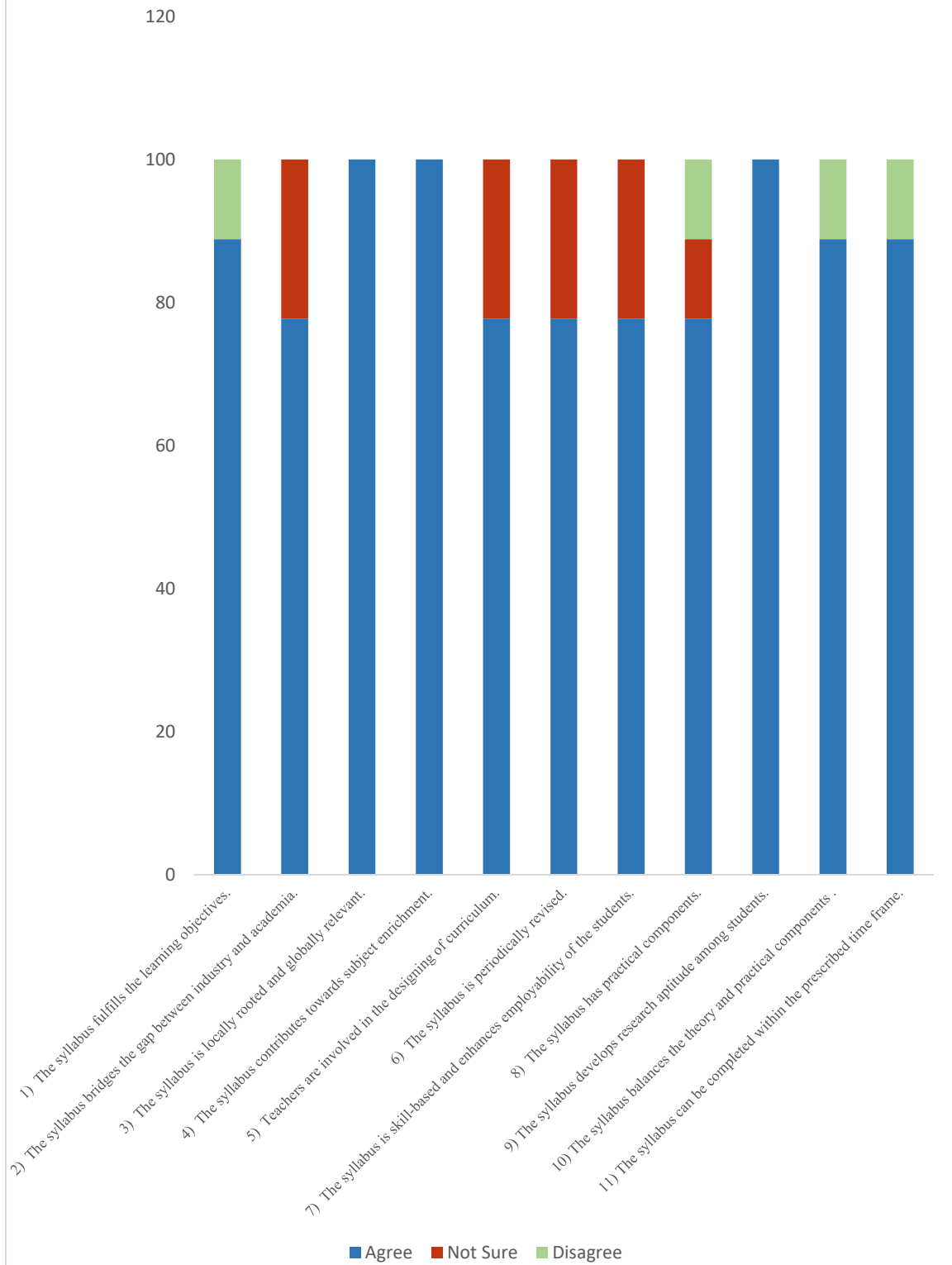
Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 9 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfils the learning objectives.	88.89	0.00	11.11	100.00
2) The syllabus bridges the gap between industry and academia.	77.78	22.22	0.00	100.00
3) The syllabus is locally rooted and globally relevant.	100.00	0.00	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.	77.78	22.22	0.00	100.00
6) The syllabus is periodically revised.	77.78	22.22	0.00	100.00
7) The syllabus is skill-based and enhances employability of the students.	77.78	22.22	0.00	100.00
8) The syllabus has practical components.	77.78	11.11	11.11	100.00
9) The syllabus develops research aptitude among students.	100.00	0.00	0.00	100.00
10) The syllabus balances the theory and practical components.	88.89	0.00	11.11	100.00
11) The syllabus can be completed within the prescribed time frame.	88.89	0.00	11.11	100.00

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

# Mathematics



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

- 1) A unanimous consensus (100%) among the teachers underscores the assertion that the syllabus maintains a strong connection to local contexts while simultaneously catering to global relevance.
- 2) The entirety of the participating teachers (100%) concurs on the syllabus contributing significantly to the enrichment of the subject matter it encompasses.
- 3) A notable fraction (77.78%) of teachers confirms their active involvement in the curriculum's design process. However, a minor proportion (22.22%) expresses uncertainty in this regard.
- 4) A similar proportion (77.78%) of teachers acknowledge the periodic revision of the syllabus to ensure its currency and effectiveness. A minority (22.22%) remains unsure about this matter.
- 5) A substantial majority (77.78%) of teachers concur that the syllabus is skill-oriented and significantly enhances the employability prospects of students, while a minor fraction (22.22%) holds a different perspective.

### **Action Taken**

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 NEP.

# 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfils the learning objectives.	100.00	0.00	0.00	100.00
2) The syllabus bridges the gap between industry and academia.	0.00	100.00	0.00	100.00
3) The syllabus is locally rooted and globally relevant.	100.00	0.00	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.	100.00	0.00	0.00	100.00
6) The syllabus is periodically revised.	100.00	0.00	0.00	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.	100.00	0.00	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)**

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

- 1) The data indicates unanimous agreement (100.00%) that the syllabus effectively fulfils the intended learning objectives.
- 2) Interestingly, a distinct pattern emerges where no respondents (0.00%) agree that the syllabus bridges the gap between industry and academia. Conversely, all respondents (100.00%) are uncertain about this bridging effect.
- 3) All respondents (100.00%) concur that the syllabus is rooted in local contexts while maintaining global relevance.
- 4) The entire respondent pool (100.00%) acknowledges that the syllabus significantly contributes to the enrichment of the subject matter.
- 5) All respondents (100.00%) confirm the active participation of teachers in the design of the curriculum.



## Physics

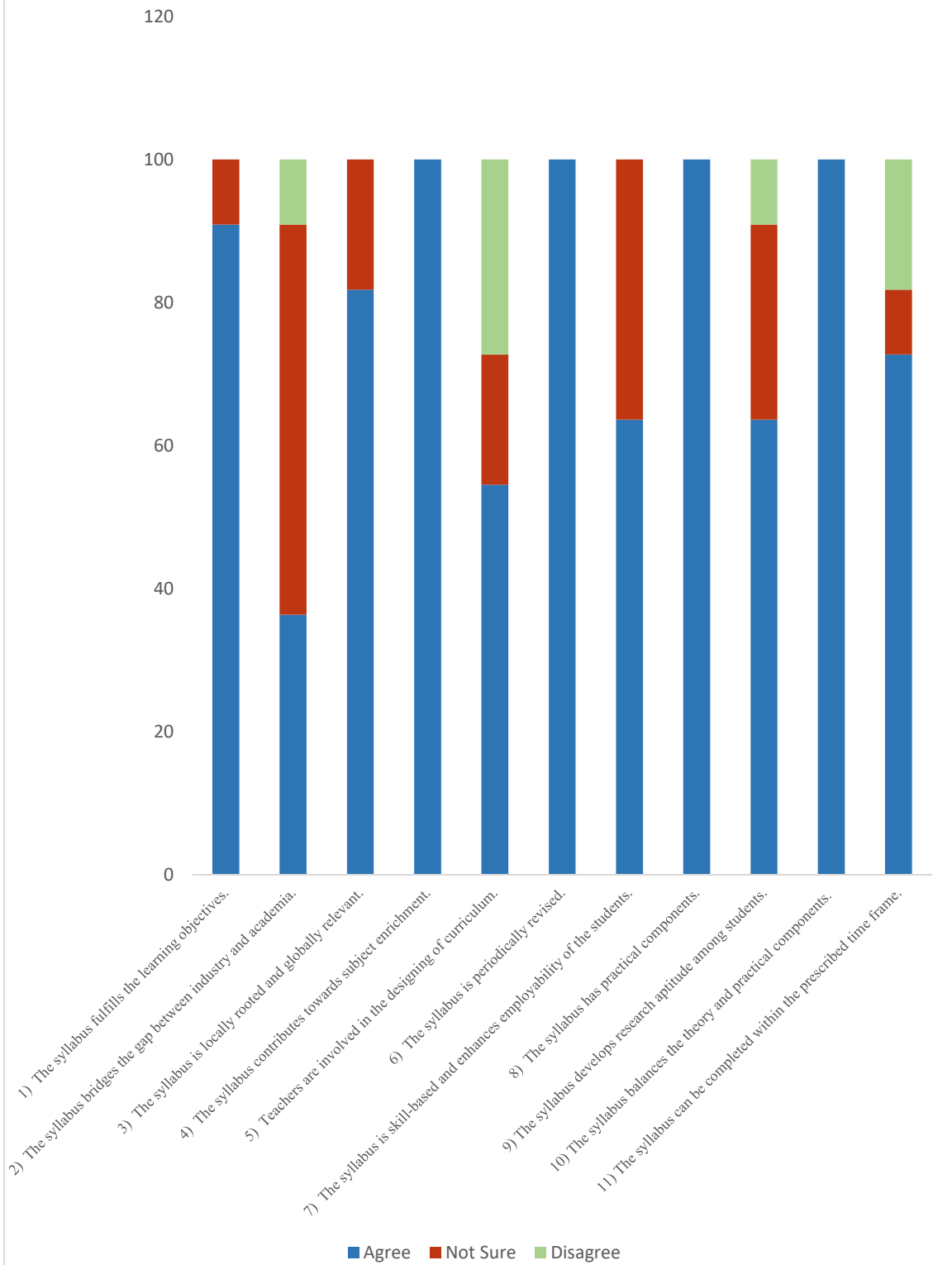
Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of **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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfils the learning objectives.	90.91	9.09	0.00	100.00
2) The syllabus bridges the gap between industry and academia.	36.36	54.55	9.09	100.00
3) The syllabus is locally rooted and globally relevant.	81.82	18.18	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.	54.55	18.18	27.27	100.00
6) The syllabus is periodically revised.	100.00	0.00	0.00	100.00
7) The syllabus is skill-based and enhances employability of the students.	63.64	36.36	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.	63.64	27.27	9.09	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.	72.73	9.09	18.18	100.00

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

# Physics



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

- 1) A significant majority (90.91%) of participants agree that the syllabus effectively fulfils the stipulated learning objectives. A minor fraction (9.09%) remains uncertain in this regard.
- 2) Responses indicate a diversity of opinions, with 36.36% agreeing that the syllabus bridges the gap between industry and academia. A larger portion (54.55%) expresses uncertainty about this bridging effect, while a smaller fraction (9.09%) disagrees.
- 3) A substantial majority (81.82%) of participants agree that the syllabus is grounded in local contexts while being globally relevant. A minority (18.18%) remains uncertain in this matter.
- 4) All participants (100.00%) concur that the syllabus contributes significantly to the enrichment of the subject matter.
- 5) A majority (63.64%) of participants agree that the syllabus is skill-oriented and enhances students' employability. The remaining participants (36.36%) express uncertainty regarding this aspect.

### **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.

## Political Science

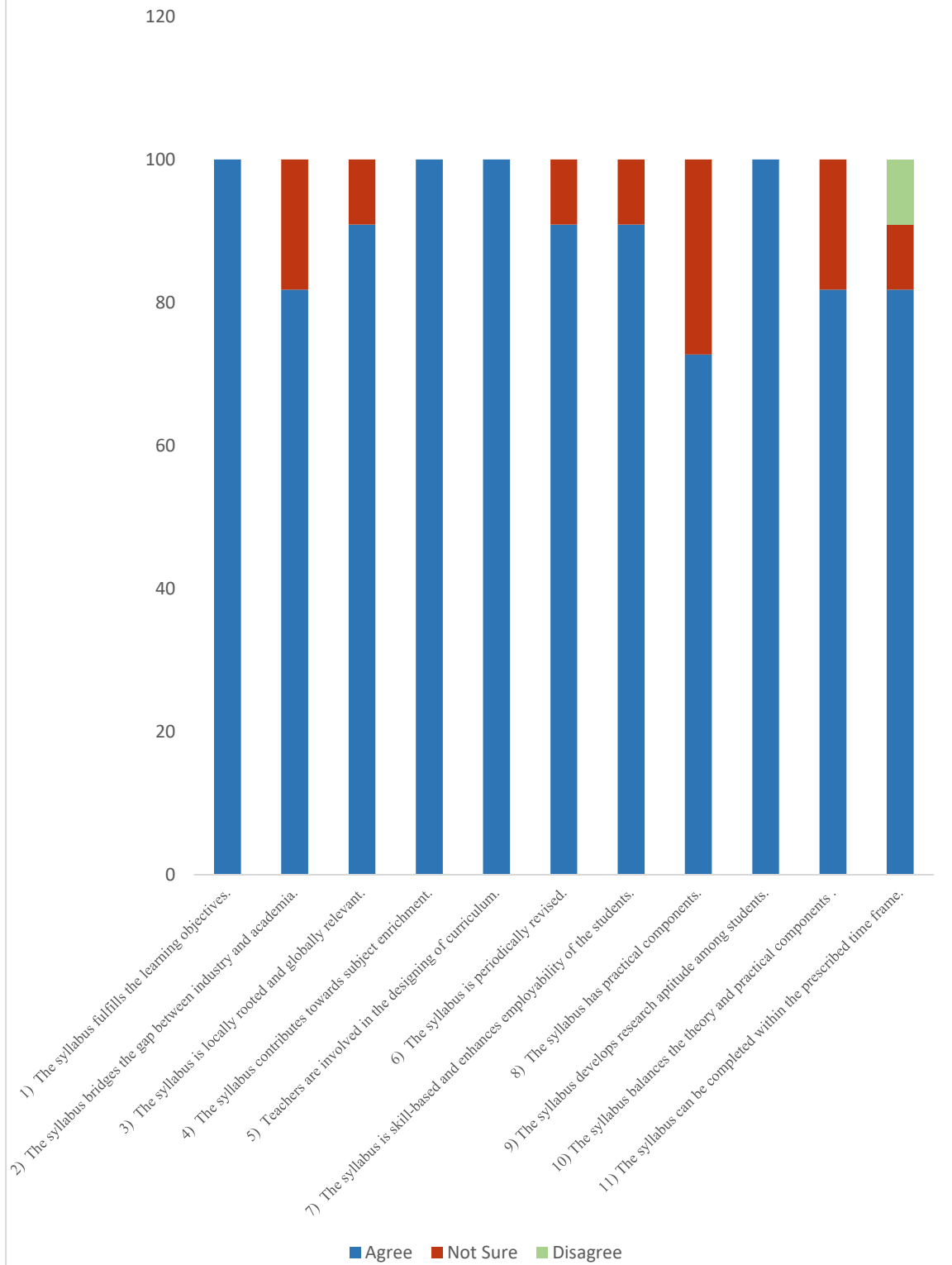
Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfils the learning objectives.	100.00	0.00	0.00	100.00
2) The syllabus bridges the gap between industry and academia.	81.82	18.18	0.00	100.00
3) The syllabus is locally rooted and globally relevant.	90.91	9.09	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.	100.00	0.00	0.00	100.00
6) The syllabus is periodically revised.	90.91	9.09	0.00	100.00
7) The syllabus is skill-based and enhances employability of the students.	90.91	9.09	0.00	100.00
8) The syllabus has practical components.	72.73	27.27	0.00	100.00
9) The syllabus develops research aptitude among students.	100.00	0.00	0.00	100.00
10) The syllabus balances the theory and practical components.	81.82	18.18	0.00	100.00
11) The syllabus can be completed within the prescribed time frame.	81.82	9.09	9.09	100.00

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

## Political science



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

- 1) The data shows unanimous agreement (100.00%) that the syllabus effectively fulfills the intended learning objectives.
- 2) A significant majority (81.82%) of respondents agree that the syllabus effectively bridges the gap between industry and academia. A smaller portion (18.18%) remains uncertain about this bridging effect.
- 3) A notable proportion (90.91%) of respondents agree that the syllabus maintains a balance between local relevance and global applicability. A minor fraction (9.09%) expresses uncertainty in this aspect.
- 4) A substantial majority (90.91%) of respondents agree that the syllabus is skill-oriented and enhances students' employability. A smaller proportion (9.09%) is uncertain regarding this aspect.

### **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 was also addressed by making the 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 surely be helpful and wishful students may opt for these opportunities.



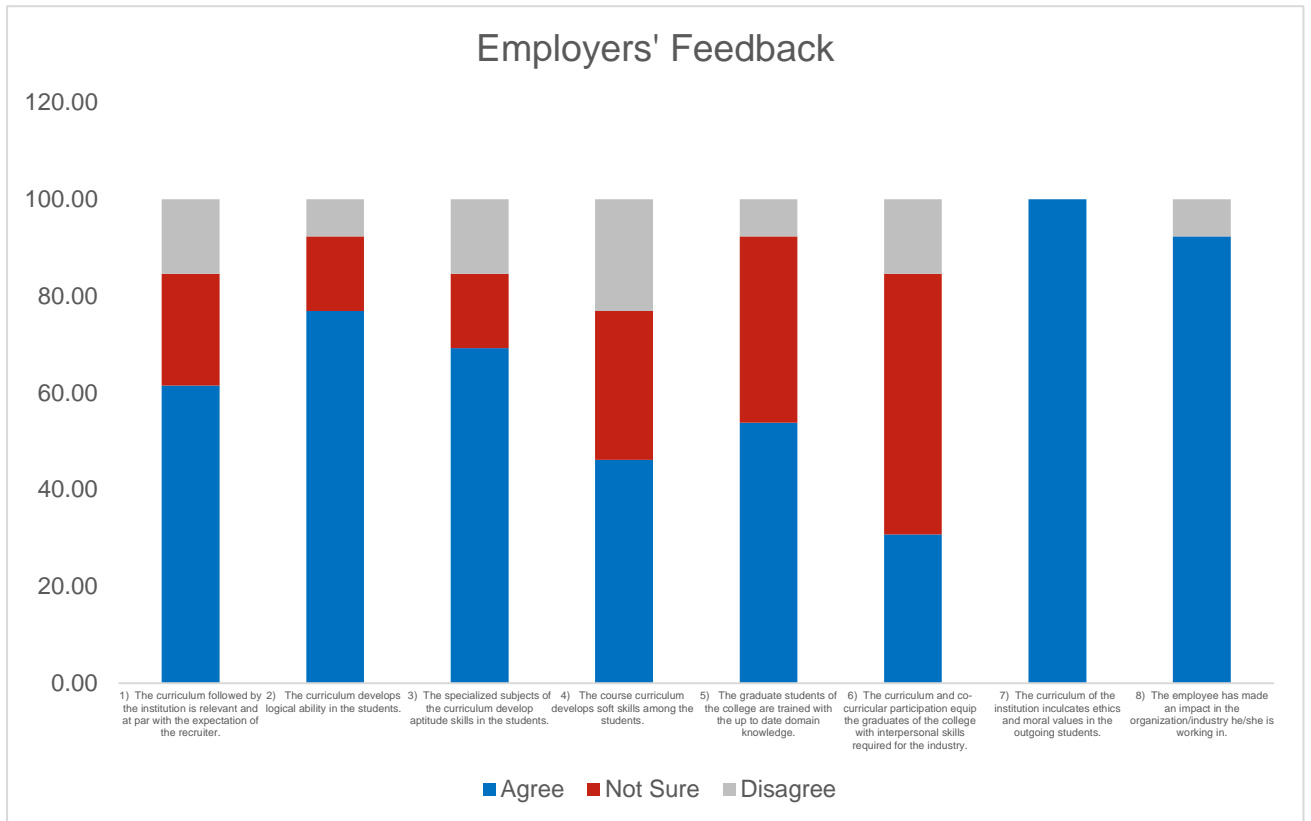
## **Employers' Report 2022-23**

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 2022-23, a questionnaire with 08 parameters was circulated. A dataset of **26** 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.

<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
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 *interpersonal skills* of the students have been an uncertain/not so favourable domain of these respondents. When the entire teaching learning shifted to online mode, 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.

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 Report 2022-23**

## **B.A(Hons) Economics**

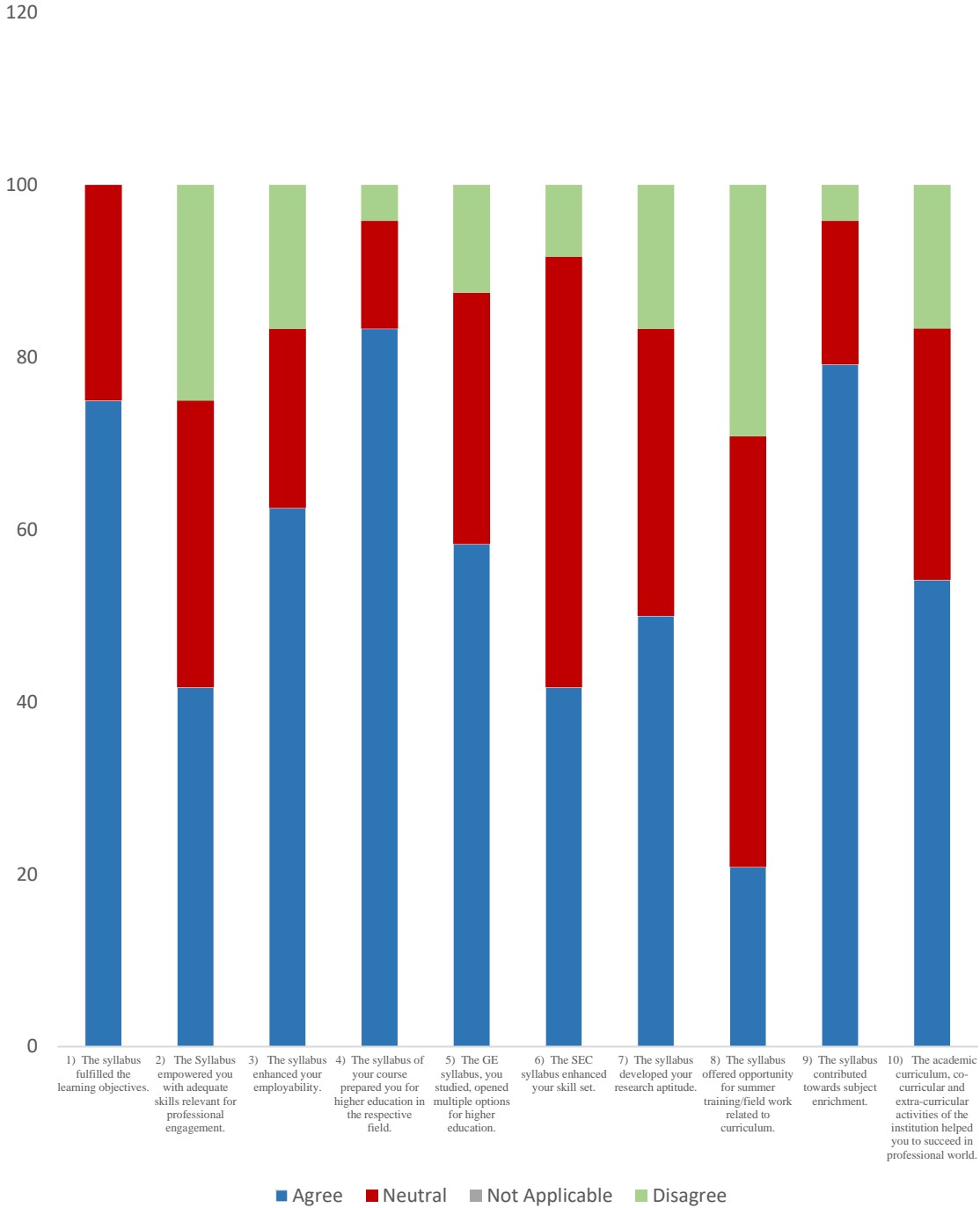
Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of **24** responses has been gathered from representative and convenience sampling. The three-point Like 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.

<b>Variables</b>	<b>Agree</b>	<b>Neutral</b>	<b>Not Applicable</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfilled the learning objectives.	75.00	25.00	0.00	0.00	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	41.67	33.33	0.00	25.00	100.00
3) The syllabus enhanced your employability.	62.50	20.83	0.00	16.67	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	83.33	12.50	0.00	4.17	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	58.33	29.17	0.00	12.50	100.00
6) The SEC syllabus enhanced your skill set.	41.67	50.00	0.00	8.33	100.00
7) The syllabus developed your research aptitude.	50.00	33.33	0.00	16.67	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	20.83	50.00	0.00	29.17	100.00
9) The syllabus contributed towards subject enrichment.	79.17	16.67	0.00	4.17	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	54.17	29.17	0.00	16.67	100.00

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

# B.A(Hons) Economics



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

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

- 1) A substantial majority (75.00%) of respondents agree that the syllabus effectively fulfils the intended learning objectives. A quarter (25.00%) of respondents express a neutral stance on this matter.
- 2) Respondents' opinions are varied. Approximately 41.67% agree that the syllabus empowers them with adequate skills for professional engagement and 25.00% disagree with this statement.
- 3) A significant majority (62.50%) of respondents agree that the syllabus enhances their employability. 20.83% are neutral on this aspect, while 16.67% disagree.
- 4) An overwhelming majority (83.33%) agree that the syllabus prepares them for higher education in their respective field. 12.50% bear an indifferent response, and 4.17% disagree.
- 5) A majority (58.33%) of respondents agree that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 29.17% are neutral on this matter, while 12.50% disagree.
- 6) Opinions are divided, with 41.67% agreeing that the SEC syllabus enhances their skill set. A massive portion (50.00%) holds a neutral stance, and 8.33% disagree.

**Action Taken**

With the advent of NEP, a relatively greater number of *Generic Elective papers would be offered* in 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 NEP being introduced from academic session 2023-24. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression. 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.

## **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 **28** responses has been gathered from representative and convenience sampling. The three-point Like 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.

<b>Variables</b>	<b>Agree</b>	<b>Neutral</b>	<b>Not Applicable</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfilled the learning objectives.	82.14	14.29	0.00	3.57	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	46.43	46.43	0.00	7.14	100.00
3) The syllabus enhanced your employability.	42.86	46.43	0.00	10.71	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	67.86	21.43	0.00	10.71	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	42.86	42.86	0.00	14.29	100.00
6) The SEC syllabus enhanced your skill set.	32.14	60.71	0.00	7.14	100.00
7) The syllabus developed your research aptitude.	42.86	42.86	0.00	14.29	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	21.43	25.00	0.00	53.57	100.00
9) The syllabus contributed towards subject enrichment.	78.57	14.29	0.00	7.14	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	57.14	28.57	0.00	14.29	100.00

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

## B.A(Hons) English

120

100

80

60

40

20

0

- 1) The syllabus fulfilled the learning objectives.
- 2) The Syllabus empowered you with adequate skills relevant for professional engagement.
- 3) The syllabus enhanced your employability.
- 4) The syllabus of your course prepared you for higher education in the respective field.
- 5) The GE syllabus, you studied, opened multiple options for higher education.
- 6) The SEC syllabus enhanced your skill set.
- 7) The syllabus developed your research aptitude.
- 8) The syllabus offered opportunity for summer training/field work related to curriculum.
- 9) The syllabus contributed towards subject enrichment.
- 10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.

■ Agree 
 ■ Neutral 
 ■ Not Applicable 
 ■ Disagree

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

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

- 1) Opinions are divided, with 46.43% agreeing that the syllabus empowers them with adequate skills for professional engagement. An equal proportion (46.43%) holds a neutral stance, while 7.14% disagree.
- 2) A sizeable portion (42.86%) agree that the syllabus enhances their employability. An almost equal fraction (46.43%) is neutral on this matter, and 10.71% disagree.
- 3) A substantial majority (67.86%) agree that the syllabus prepares them for higher education in their respective field and 10.71% disagree.
- 4) Opinions are divided, with 42.86% agreeing that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. An equal proportion (42.86%) is neutral on this aspect, while 14.29% disagree.
- 5) A minority (32.14%) agree that the SEC syllabus enhances their skill set. A huge portion (60.71%) holds a neutral stance, and 7.14% disagree.
- 6) Opinions are divided, with 42.86% agreeing that the syllabus develops their research aptitude. An equal proportion (42.86%) is neutral on this aspect, while 14.29% disagree.

**Action Taken:**

With the advent of NEP, relatively a greater number of *Generic Elective* papers would be offered in 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 2023-24. 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.

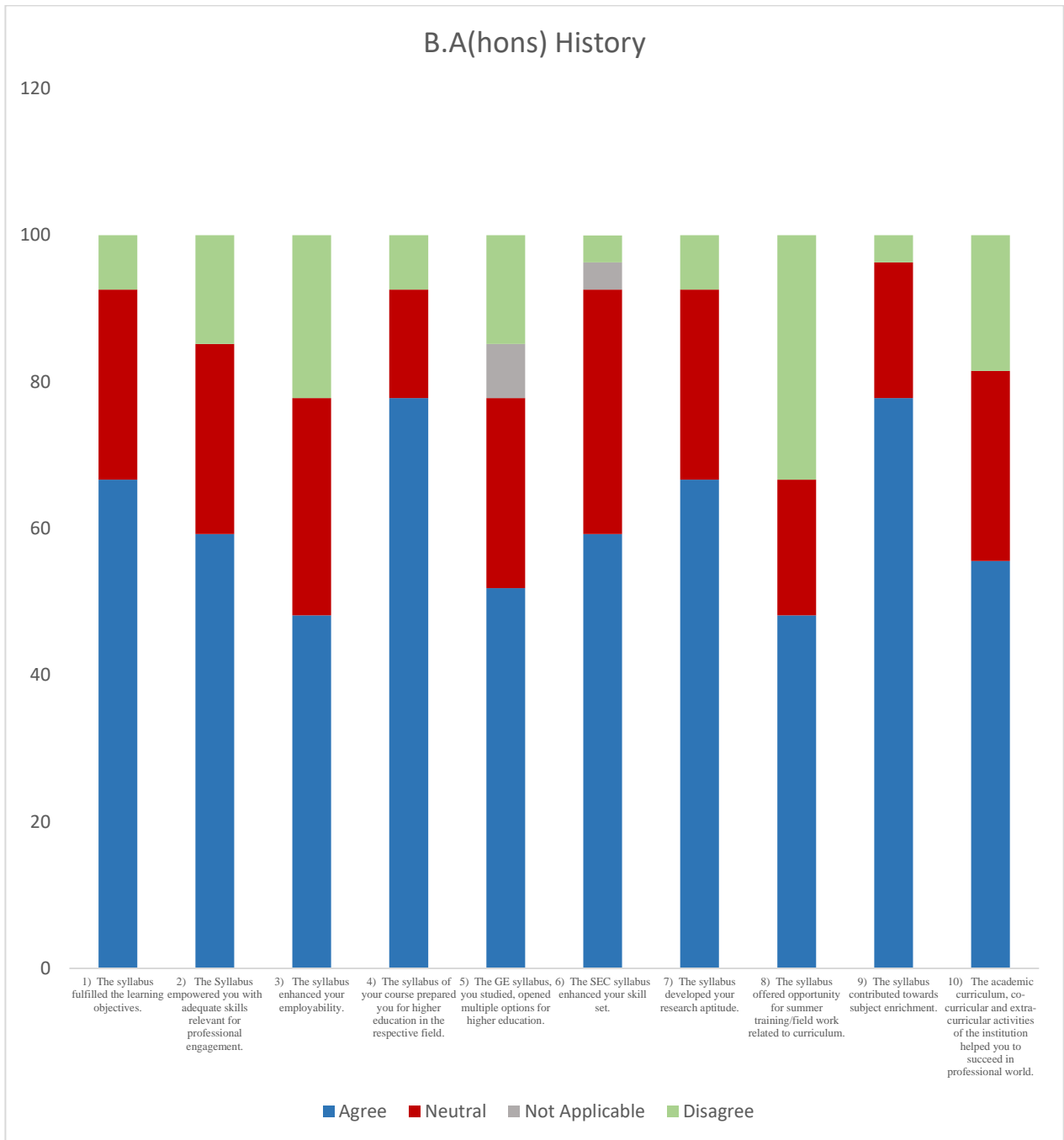
## **B.A(Hons) History**

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 **27** responses has been gathered from representative and convenience sampling. The three-point Like 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	Neutral	Not Applicable	Disagree	Total
1) The syllabus fulfilled the learning objectives.	66.67	25.93	0.00	7.41	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	59.26	25.93	0.00	14.81	100.00
3) The syllabus enhanced your employability.	48.15	29.63	0.00	22.22	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	77.78	14.81	0.00	7.41	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	51.85	25.93	7.41	14.81	100.00
6) The SEC syllabus enhanced your skill set.	59.26	33.33	3.70	3.70	100.00
7) The syllabus developed your research aptitude.	66.67	25.93	0.00	7.41	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	48.15	18.52	0.00	33.33	100.00
9) The syllabus contributed towards subject enrichment.	77.78	18.52	0.00	3.70	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	55.56	25.93	0.00	18.52	100.00

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



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



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

- 1) Approximately half (48.15%) of respondents agree that the syllabus enhances their employability. 29.63% are neutral on this matter, and 22.22% disagree.
- 2) A substantial majority (77.78%) agree that the syllabus prepares them for higher education in their respective field and 7.41% disagree.
- 3) Opinions are mixed, with 51.85% agreeing that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 25.93% bear an indifferent response, 7.41% find it not applicable, and 14.81% disagree.
- 4) A majority (59.26%) of respondents agree that the SEC syllabus enhances their skill set. 3.70% find it not applicable, and 3.70% disagree.
- 5) A majority (66.67%) agree that the syllabus develops their research aptitude. 25.93% have shown an indifferent response, and 7.41% disagree.
- 6) Approximately half (48.15%) agree that the syllabus offers an opportunity for summer training or field work related to the curriculum and 33.33% disagree.

**Action Taken:**

With the advent of NEP, a relatively greater number of *Generic Elective papers would be offered* in 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 NEP being introduced from academic session 2023-24. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression.

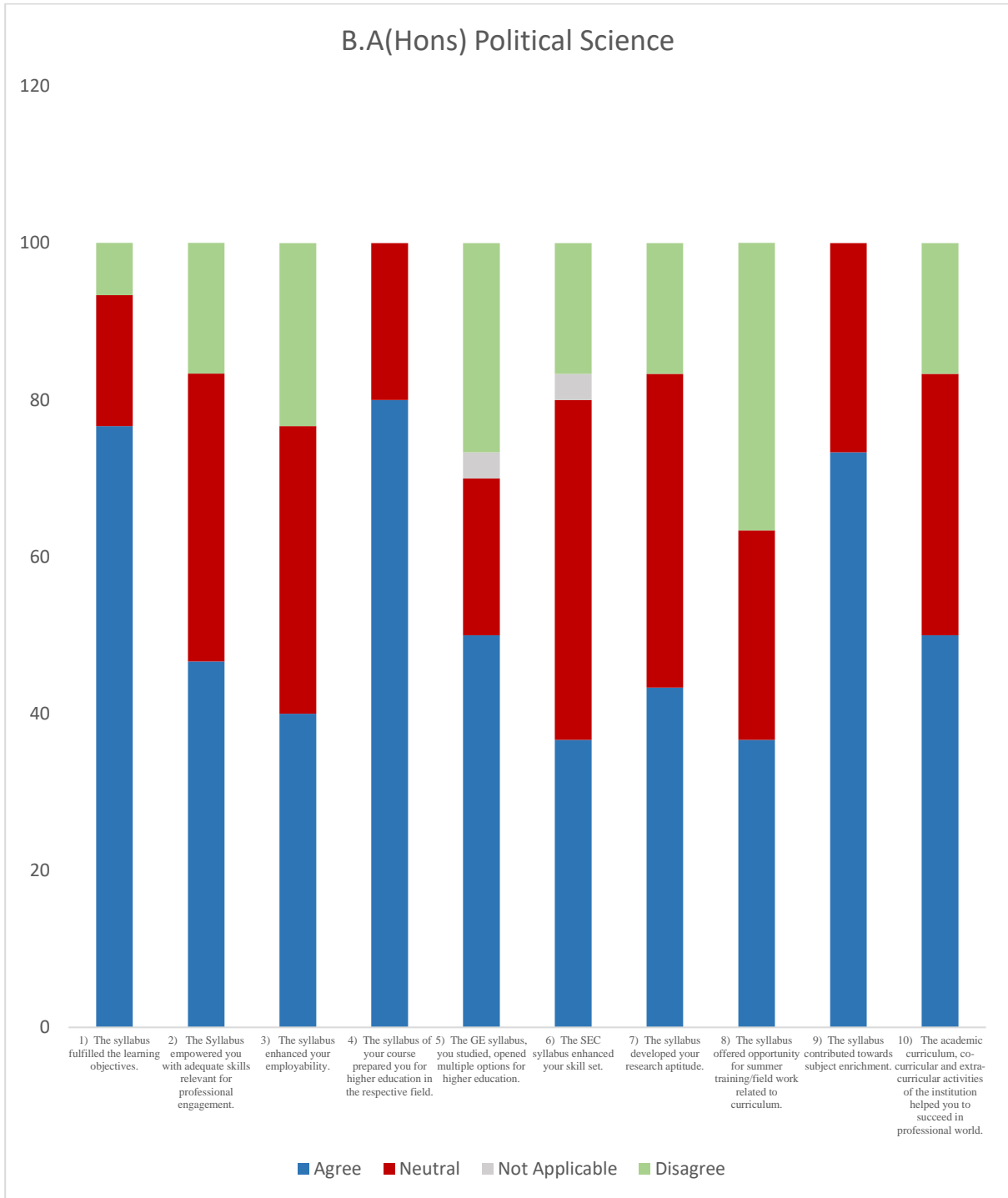
## **B. A(Hons) Political Science**

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 **30** responses has been gathered from representative and convenience sampling. The three-point Like 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.

<b>Variables</b>	<b>Agree</b>	<b>Neutral</b>	<b>Not Applicable</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfilled the learning objectives.	76.67	16.67	0.00	6.67	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	46.67	36.67	0.00	16.67	100.00
3) The syllabus enhanced your employability.	40.00	36.67	0.00	23.33	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	80.00	20.00	0.00	0.00	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	50.00	20.00	3.33	26.67	100.00
6) The SEC syllabus enhanced your skill set.	36.67	43.33	3.33	16.67	100.00
7) The syllabus developed your research aptitude.	43.33	40.00	0.00	16.67	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	36.67	26.67	0.00	36.67	100.00
9) The syllabus contributed towards subject enrichment.	73.33	26.67	0.00	0.00	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	50.00	33.33	0.00	16.67	100.00

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



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

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

- 1) A majority (66.67%) of respondents agree that the syllabus effectively fulfils the intended learning objectives. 25.93% have shown an indifferent response, and 7.41% disagree.
- 2) A significant majority (59.26%) agree that the syllabus empowers them with adequate skills for professional engagement. 25.93% bear an indifferent response, while 14.81% disagree.
- 3) Approximately half (48.15%) of respondents agree that the syllabus enhances their employability. 29.63% are neutral on this matter, and 22.22% disagree.
- 4) A substantial majority (77.78%) agree that the syllabus prepares them for higher education in their respective field and 7.41% disagree.
- 5) Opinions are mixed, with 51.85% agreeing that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 7.41% find it not applicable, and 14.81% disagree.
- 6) A majority (59.26%) of respondents agree that the SEC syllabus enhances their skill set. 33.33% bear an indifferent response, 3.70% find it not applicable, and 3.70% disagree.

**Action Taken:**

With the advent of NEP, a relatively greater number of *Generic Elective papers would be offered* in 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 NEP being introduced from academic session 2023-24. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression.

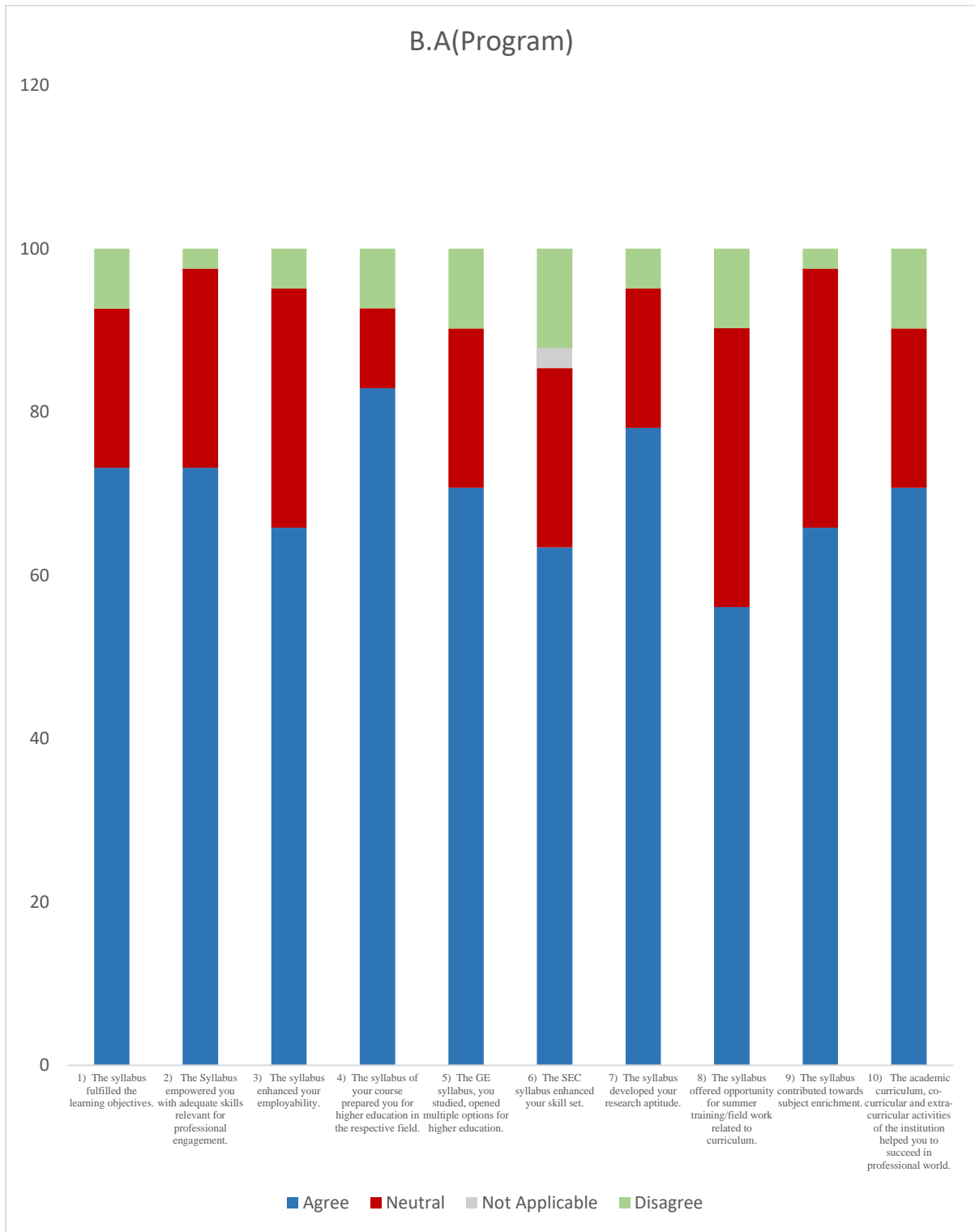
## **B.A(Program)**

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 41 responses has been gathered from representative and convenience sampling. The three-point Like 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.

<b>Variables</b>	<b>Agree</b>	<b>Neutral</b>	<b>Not Applicable</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfilled the learning objectives.	73.17	19.51	0.00	7.32	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	73.17	24.39	0.00	2.44	100.00
3) The syllabus enhanced your employability.	65.85	29.27	0.00	4.88	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	82.93	9.76	0.00	7.32	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	70.73	19.51	0.00	9.76	100.00
6) The SEC syllabus enhanced your skill set.	63.41	21.95	2.44	12.20	100.00
7) The syllabus developed your research aptitude.	78.05	17.07	0.00	4.88	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	56.10	34.15	0.00	9.76	100.00
9) The syllabus contributed towards subject enrichment.	65.85	31.71	0.00	2.44	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	70.73	19.51	0.00	9.76	100.00

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



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



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

- 1) A significant majority (73.17%) of respondents agree that the syllabus effectively fulfils the intended learning objectives. 19.51% have shown an indifferent response, and 7.32% disagree.
- 2) A significant majority (73.17%) agree that the syllabus empowers them with adequate skills for professional engagement. while only 2.44% disagree.
- 3) Approximately 65.85% of respondents agree that the syllabus enhances their employability. A notable proportion (29.27%) is neutral on this matter, and 4.88% disagree.
- 4) A substantial majority (82.93%) agree that the syllabus prepares them for higher education in their respective field. 9.76% bear an indifferent response, and 7.32% disagree.
- 5) Opinions are varied, with 70.73% agreeing that the Generic Elective (GE) syllabus they studied opened multiple options for higher education and 9.76% disagree.
- 6) Opinions are varied, with 70.73% agreeing that the academic curriculum, co-curricular, and extra-curricular activities of the institution helped them succeed in the professional world. 19.51% hold a neutral stance, and 9.76% disagree.

**Action Taken:**

With the advent of NEP, a relatively greater number of *Generic Elective papers would be offered* in 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.

## **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 23 responses has been gathered from representative and convenience sampling. The three-point Like 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.

<b>Variables</b>	<b>Agree</b>	<b>Neutral</b>	<b>Not Applicable</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfilled the learning objectives.	82.61	13.04	0.00	4.35	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	60.87	26.09	0.00	13.04	100.00
3) The syllabus enhanced your employability.	65.22	26.09	0.00	8.70	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	82.61	13.04	0.00	4.35	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	69.57	17.39	4.35	8.70	100.00
6) The SEC syllabus enhanced your skill set.	52.17	39.13	8.70	0.00	100.00
7) The syllabus developed your research aptitude.	73.91	21.74	0.00	4.35	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	39.13	21.74	0.00	39.13	100.00
9) The syllabus contributed towards subject enrichment.	60.87	39.13	0.00	0.00	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	60.87	21.74	0.00	17.39	100.00

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

## B.A(Hons) Hindi

120

100

80

60

40

20

0

- 1) The syllabus fulfilled the learning objectives.
- 2) The Syllabus empowered you with adequate skills relevant for professional engagement.
- 3) The syllabus enhanced your employability.
- 4) The syllabus of your course prepared you for higher education in the respective field.
- 5) The GE syllabus, you studied, opened multiple options for higher education.
- 6) The SEC syllabus enhanced your skill set.
- 7) The syllabus developed your research aptitude.
- 8) The syllabus offered opportunity for summer training/field work related to curriculum.
- 9) The syllabus contributed towards subject enrichment.
- 10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.

■ Agree   
 ■ Neutral   
 ■ Not Applicable   
 ■ Disagree

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

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

- 1) A significant majority (82.61%) of respondents agree that the syllabus effectively fulfils the intended learning objectives. 13.04% express a neutral stance, and 4.35% disagree.
- 2) A majority (60.87%) agree that the syllabus empowers them with adequate skills for professional engagement. 26.09% bear an indifferent response, while 13.04% disagree.
- 3) Approximately 65.22% of respondents agree that the syllabus enhances their employability. A notable proportion (26.09%) is neutral on this matter, and 8.70% disagree.
- 4) A substantial majority (82.61%) agree that the syllabus prepares them for higher education in their respective field and 4.35% disagree.
- 5) Opinions are varied, with 69.57% agreeing that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 4.35% find it not applicable, and 8.70% disagree.
- 6) Enhancement of Skill Set (SEC Syllabus): A majority (52.17%) of respondents agree that the SEC syllabus enhances their skill set. 39.13% bear an indifferent response, 8.70% find it not applicable.

**Action Taken:**

The College would be offering a variety of *Skill Enhancement courses (SEC)* under the NEP being introduced from academic session 2023-24. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education SEC 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.

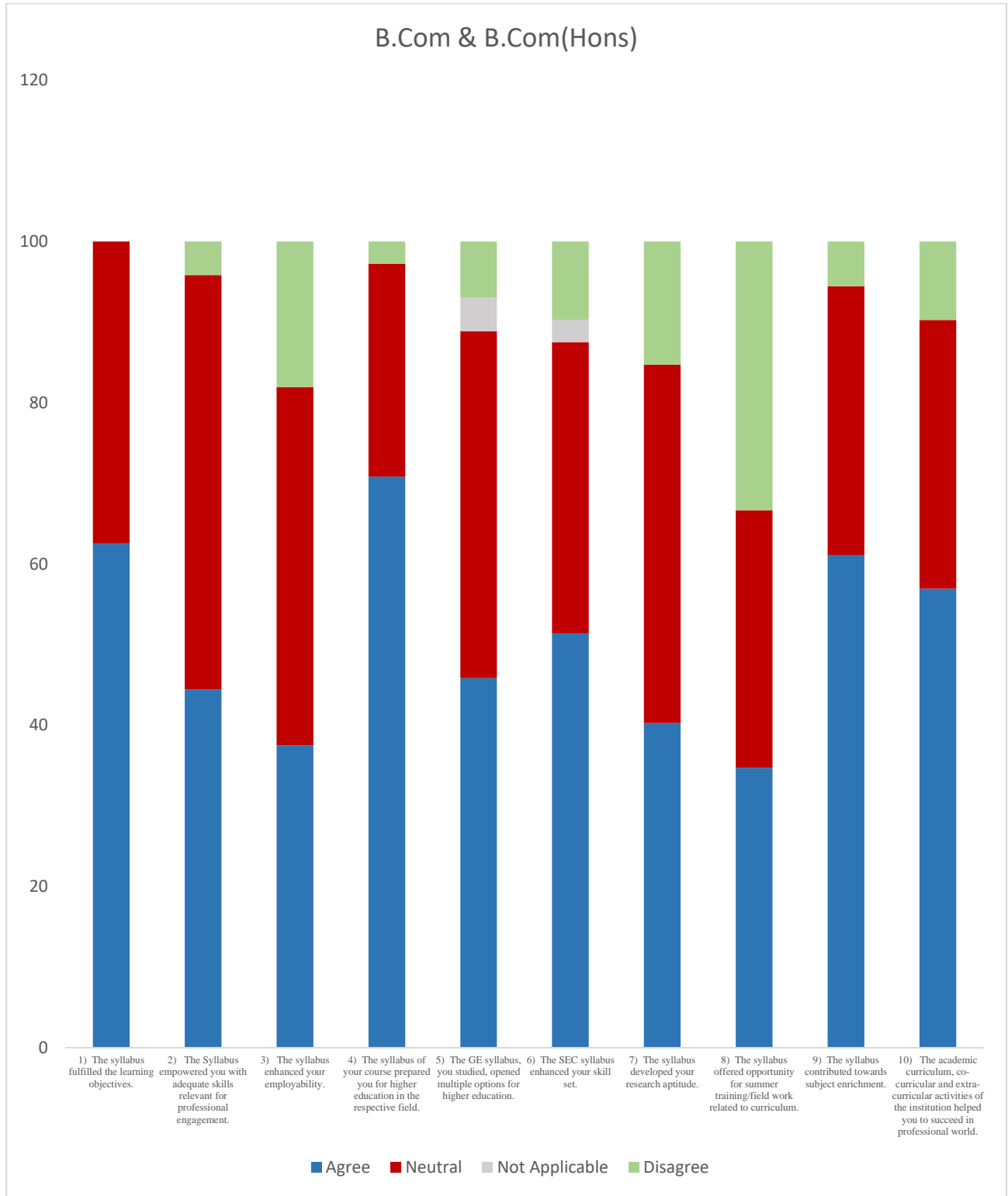
## **B.Com & B.Com (Hons)**

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 72 responses of B.Com & B.Com (Hons) respectively has been gathered from representative and convenience sampling. The three-point Like 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.

<b>Variables</b>	<b>Agree</b>	<b>Neutral</b>	<b>Not Applicable</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfilled the learning objectives.	62.50	37.50	0.00	0.00	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	44.44	51.39	0.00	4.17	100.00
3) The syllabus enhanced your employability.	37.50	44.44	0.00	18.06	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	70.83	26.39	0.00	2.78	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	45.83	43.06	4.17	6.94	100.00
6) The SEC syllabus enhanced your skill set.	51.39	36.11	2.78	9.72	100.00
7) The syllabus developed your research aptitude.	40.28	44.44	0.00	15.28	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	34.72	31.94	0.00	33.33	100.00
9) The syllabus contributed towards subject enrichment.	61.11	33.33	0.00	5.56	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	56.94	33.33	0.00	9.72	100.00

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



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



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

- 1) A majority (62.50%) of respondents agree that the syllabus effectively fulfils the intended learning objectives. 37.50% express a neutral stance.
- 2) Opinions are somewhat divided, with 44.44% agreeing that the syllabus empowers them with adequate skills for professional engagement. A slightly higher proportion (51.39%) hold a neutral stance, and 4.17% disagree.
- 3) Approximately 37.50% of respondents agree that the syllabus enhances their employability. A considerable proportion (44.44%) are neutral on this matter, and 18.06% disagree.
- 4) A substantial majority (70.83%) agree that the syllabus prepares them for higher education in their respective field and 2.78% disagree.
- 5) Opinions are somewhat divided, with 45.83% agreeing that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 43.06% bear an indifferent response, 4.17% find it not applicable, and 6.94% disagree.

**Action Taken:**

The College would be offering a variety of *Skill Enhancement courses(SEC)* under the NEP being introduced from academic session 2023-24. 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.

## **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 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 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

<b>Variables</b>	<b>Agree</b>	<b>Neutral</b>	<b>Not Applicable</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfilled the learning objectives.	72.00	28.00	0.00	0.00	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	64.00	28.00	0.00	8.00	100.00
3) The syllabus enhanced your employability.	52.00	32.00	0.00	16.00	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	56.00	40.00	0.00	4.00	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	56.00	32.00	12.00	0.00	100.00
6) The SEC syllabus enhanced your skill set.	52.00	40.00	8.00	0.00	100.00
7) The syllabus developed your research aptitude.	44.00	52.00	0.00	4.00	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	28.00	68.00	0.00	4.00	100.00
9) The syllabus contributed towards subject enrichment.	60.00	36.00	0.00	4.00	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	60.00	32.00	0.00	8.00	100.00

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

## B.Sc Physical Science (Chemistry)

120

100

80

60

40

20

0

- 1) The syllabus fulfilled the learning objectives.
- 2) The Syllabus empowered you with adequate skills relevant for professional engagement.
- 3) The syllabus enhanced your employability.
- 4) The syllabus of your course prepared you for higher education in the respective field.
- 5) The GE syllabus, you studied, opened multiple options for higher education.
- 6) The SEC syllabus enhanced your skill set.
- 7) The syllabus developed your research aptitude.
- 8) The syllabus offered opportunity for summer training/field work related to curriculum.
- 9) The syllabus contributed towards subject enrichment.
- 10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.

■ Agree ■ Neutral ■ Not Applicable ■ Disagree

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

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

- 1) A majority (72.00%) of respondents agree that the syllabus effectively fulfils the intended learning objectives. 28.00% have shown an indifferent response.
- 2) A significant majority (64.00%) agree that the syllabus empowers them with adequate skills for professional engagement. 28.00% hold a neutral stance, and 8.00% disagree.
- 3) Approximately 52.00% of respondents agree that the syllabus enhances their employability. A notable proportion (32.00%) are neutral on this matter, and 16.00% disagree.
- 4) A majority (56.00%) agree that the syllabus prepares them for higher education in their respective field and 4.00% disagree.
- 5) Opinions are somewhat divided, with 56.00% agreeing that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 32.00% bear an indifferent response, 12.00% find it not applicable.
- 6) A significant majority (52.00%) of respondents agree that the SEC syllabus enhances their skill set. 40.00% hold a neutral stance, 8.00% find it not applicable.

**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 NEP, a relatively greater number of *Generic Elective papers would be offered* in the upcoming session. This would explore more avenues for students opening multiple options for higher education ahead.

## **B.Sc. Physical Science (Computer Science)**

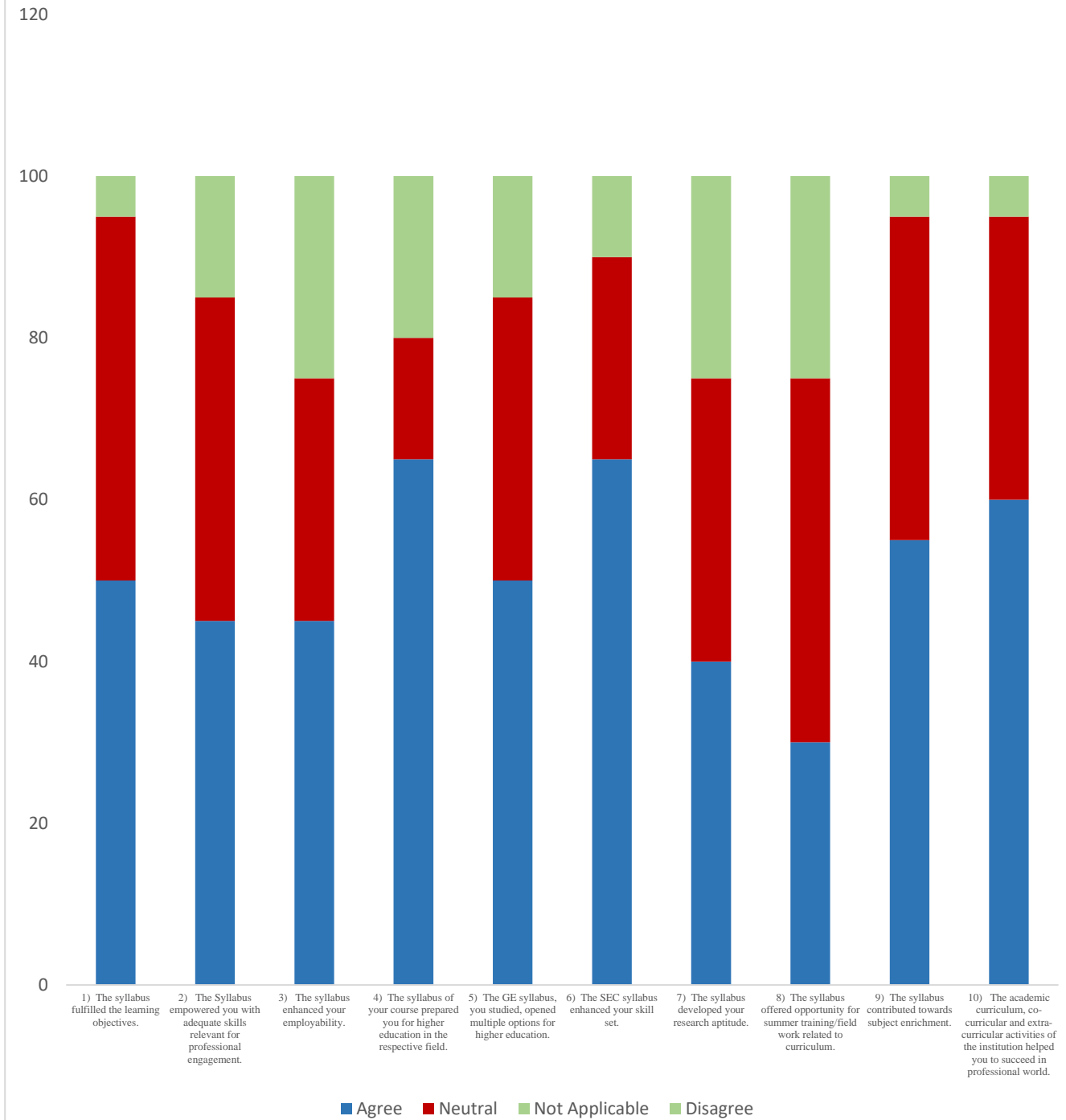
Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of 20 responses has been gathered from representative and convenience sampling. The three-point Like 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.

<b>Variables</b>	<b>Agree</b>	<b>Neutral</b>	<b>Not Applicable</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfilled the learning objectives.	50.00	45.00	0.00	5.00	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	45.00	40.00	0.00	15.00	100.00
3) The syllabus enhanced your employability.	45.00	30.00	0.00	25.00	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	65.00	15.00	0.00	20.00	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	50.00	35.00	0.00	15.00	100.00
6) The SEC syllabus enhanced your skill set.	65.00	25.00	0.00	10.00	100.00
7) The syllabus developed your research aptitude.	40.00	35.00	0.00	25.00	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	30.00	45.00	0.00	25.00	100.00
9) The syllabus contributed towards subject enrichment.	55.00	40.00	0.00	5.00	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	60.00	35.00	0.00	5.00	100.00

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

## B.Sc Physical Science (Computer Science)



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



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

- 1) A majority (65.00%) agree that the syllabus prepares them for higher education in their respective field. 15.00% bear an indifferent response, and 20.00% disagree.
- 2) Opinions are somewhat divided, with 50.00% agreeing that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 35.00% hold a neutral stance, and 15.00% disagree.
- 3) A majority (65.00%) of respondents agree that the SEC syllabus enhances their skill set and 10.00% disagree.
- 4) Opinions are somewhat divided, with 40.00% agreeing that the syllabus develops their research aptitude. 35.00% bear an indifferent response, and 25.00% disagree.
- 5) Opinions are divided, with 30.00% agreeing that the syllabus offers an opportunity for summer training or field work related to the curriculum. A considerable proportion (45.00%) hold a neutral stance, and 25.00% disagree.
- 6) A majority (55.00%) of respondents agree that the syllabus contributes to subject enrichment and 5.00% disagree.

**Action Taken:**

With the advent of NEP, a relatively greater number of *Generic Elective papers would be offered* in 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 NEP being introduced from academic session 2023-24. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression.

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.

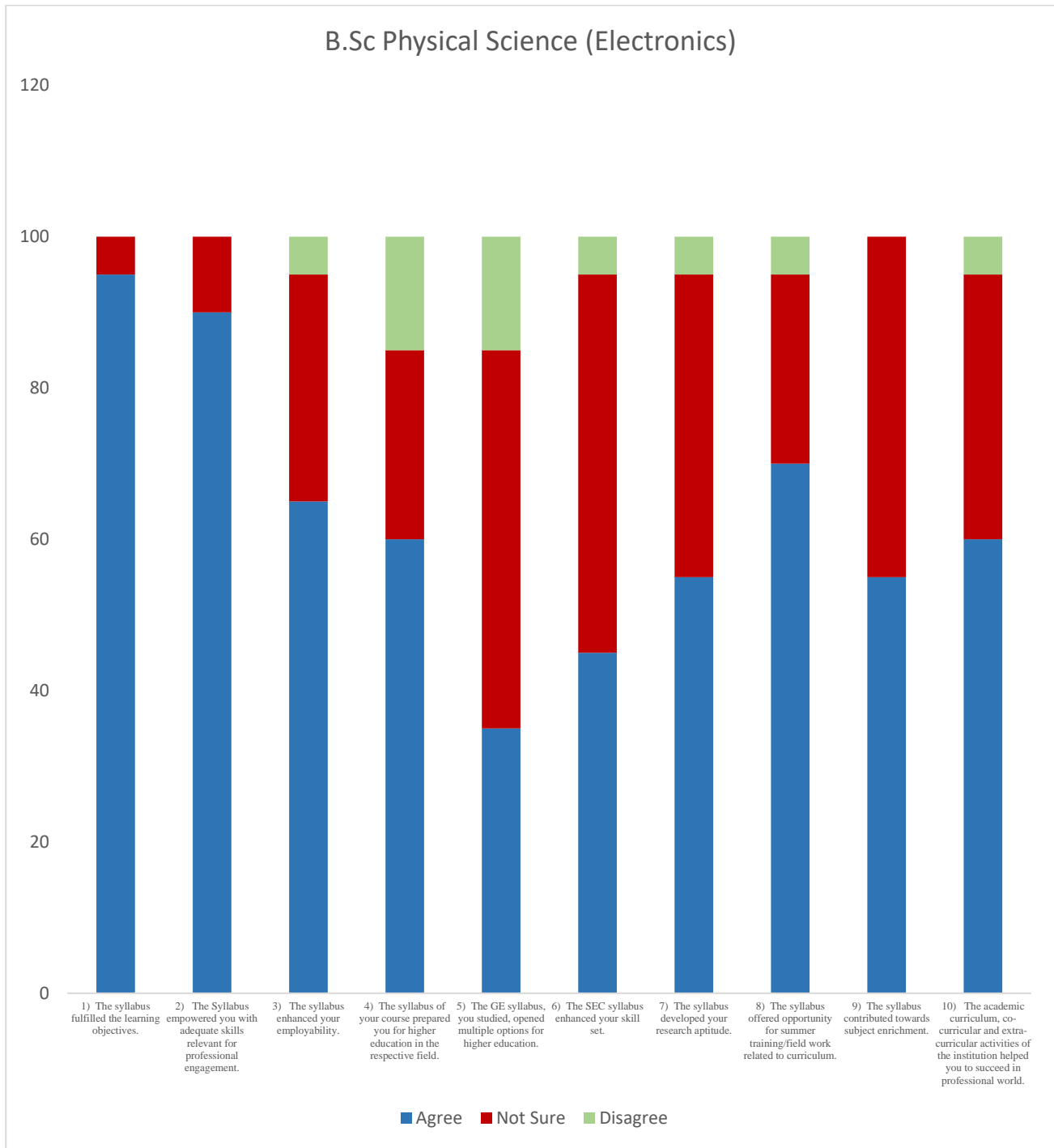
## **B.Sc Physical Science (Electronics)**

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 26 responses has been gathered from representative and convenience sampling. The three-point Like 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.

<b>Variables</b>	<b>Agree</b>	<b>Neutral</b>	<b>Not Applicable</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfilled the learning objectives.	73.08	7.69	0.00	19.23	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	53.85	23.08	0.00	23.08	100.00
3) The syllabus enhanced your employability.	34.62	46.15	0.00	19.23	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	65.38	15.38	0.00	19.23	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	57.69	19.23	11.54	11.54	100.00
6) The SEC syllabus enhanced your skill set.	61.54	15.38	11.54	11.54	100.00
7) The syllabus developed your research aptitude.	65.38	11.54	0.00	23.08	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	42.31	26.92	0.00	30.77	100.00
9) The syllabus contributed towards subject enrichment.	76.92	15.38	0.00	7.69	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	65.38	19.23	0.00	15.38	100.00

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



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

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

- 1) A majority (73.08%) of respondents agree that the syllabus effectively fulfils the intended learning objectives. A small proportion (7.69%) have shown an indifferent response, while 19.23% disagree.
- 2) Approximately 53.85% of respondents agree that the syllabus empowers them with adequate skills for professional engagement. 23.08% bear an indifferent response, and an equal proportion (23.08%) disagree.
- 3) Opinions are divided, with 34.62% agreeing that the syllabus enhances their employability. A considerable proportion (46.15%) hold a neutral stance, and 19.23% disagree.
- 4) A majority (65.38%) agree that the syllabus prepares them for higher education in their respective field and 19.23% disagree.
- 5) Opinions are somewhat divided, with 57.69% agreeing that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 19.23% bear an indifferent response, 11.54% find it not applicable, and an equal proportion (11.54%) disagree.

**Action Taken:**

With the advent of NEP, relatively a greater number of *Generic Elective papers would be offered* in 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 NEP being introduced from academic session 2023-24. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression.

## **Chemistry(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 12 responses has been gathered from representative and convenience sampling. The three-point like 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.

<b>Variables</b>	<b>Agree</b>	<b>Neutral</b>	<b>Not Applicable</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfilled the learning objectives.	91.67	8.33	0.00	0.00	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	66.67	16.67	0.00	16.67	100.00
3) The syllabus enhanced your employability.	41.67	58.33	0.00	0.00	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	91.67	8.33	0.00	0.00	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	75.00	16.67	8.33	0.00	100.00
6) The SEC syllabus enhanced your skill set.	83.33	8.33	8.33	0.00	100.00
7) The syllabus developed your research aptitude.	66.67	25.00	0.00	8.33	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	41.67	41.67	0.00	16.67	100.00
9) The syllabus contributed towards subject enrichment.	100.00	0.00	0.00	0.00	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	41.67	58.33	0.00	0.00	100.00

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

## Chemistry (Hons)

120.00

100.00

80.00

60.00

40.00

20.00

0.00

- 1) The syllabus fulfilled the learning objectives.
- 2) The Syllabus empowered you with adequate skills relevant for professional engagement.
- 3) The syllabus enhanced your employability.
- 4) The syllabus of your course prepared you for higher education in the respective field.
- 5) The GE syllabus, you studied, opened multiple options for higher education.
- 6) The SEC syllabus enhanced your skill set.
- 7) The syllabus developed your research aptitude.
- 8) The syllabus offered opportunity for summer training/field work related to curriculum.
- 9) The syllabus contributed towards subject enrichment.
- 10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.

■ Agree ■ Neutral ■ Not Applicable ■ Disagree

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



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

- 1) A majority (75.00%) agree that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 16.67% hold a neutral stance, and 8.33% find it not applicable.
- 2) A significant majority (83.33%) of respondents agree that the SEC syllabus enhances their skill set. 8.33% bear an indifferent response, and an equal proportion (8.33%) disagree.
- 3) Approximately 66.67% agree that the syllabus develops their research aptitude and 8.33% disagree.
- 4) Opinions are divided, with 41.67% agreeing that the syllabus offers an opportunity for summer training or field work related to the curriculum. An equal proportion (41.67%) bear an indifferent response, and 16.67% disagree.
- 5) A unanimous 100.00% of respondents agree that the syllabus contributes to subject enrichment.

**Action Taken:**

With the advent of NEP, a relatively greater number of *Generic Elective papers would be offered* in 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 NEP being introduced from academic session 2023-24. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression.

## **M.A(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 4 responses has been gathered from representative and convenience sampling. The three-point like 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.

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

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

## M.A(Hons)

120

100

80

60

40

20

0

- 1) The syllabus fulfilled the learning objectives.
- 2) The Syllabus empowered you with adequate skills relevant for professional engagement.
- 3) The syllabus enhanced your employability.
- 4) The syllabus of your course prepared you for higher education in the respective field.
- 5) The GE syllabus, you studied, opened multiple options for higher education.
- 6) The SEC syllabus enhanced your skill set.
- 7) The syllabus developed your research aptitude.
- 8) The syllabus offered opportunity for summer training/field work related to curriculum.
- 9) The syllabus contributed towards subject enrichment.
- 10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.

■ Agree   
 ■ Neutral   
 ■ Not Applicable   
 ■ Disagree

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

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

- 1) A majority (75.00%) agree that the syllabus of their course prepares them for higher education in the respective field.
- 2) A majority (75.00%) agree that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. The remaining 25.00% hold a neutral stance.
- 3) A majority (75.00%) agree that the SEC syllabus enhances their skill set. A minority (25.00%) disagree.
- 4) Opinions are evenly divided, with 50.00% of respondents agreeing that the syllabus developed their research aptitude. Another 25.00% bear an indifferent response, and the remaining 25.00% disagree.
- 5) Opinions vary, with 25.00% agreeing that the syllabus offered an opportunity for summer training or field work related to the curriculum. A majority (50.00%) hold a neutral stance, and 25.00% disagree.

**Action Taken:**

With the advent of NEP, a relatively greater number of *Generic Elective papers would be offered* in 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 NEP being introduced from academic session 2023-24. 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.

## **Maths(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 13 responses has been gathered from representative and convenience sampling. The three-point like 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.

<b>Variables</b>	<b>Agree</b>	<b>Neutral</b>	<b>Not Applicable</b>	<b>Disagree</b>	<b>Total</b>
1) The syllabus fulfilled the learning objectives.	61.54	30.77	0.00	7.69	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	53.85	30.77	0.00	15.38	100.00
3) The syllabus enhanced your employability.	38.46	30.77	0.00	30.77	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	53.85	38.46	0.00	7.69	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	69.23	23.08	7.69	0.00	100.00
6) The SEC syllabus enhanced your skill set.	53.85	23.08	15.38	7.69	100.00
7) The syllabus developed your research aptitude.	30.77	53.85	0.00	15.38	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	15.38	53.85	0.00	30.77	100.00
9) The syllabus contributed towards subject enrichment.	61.54	23.08	0.00	15.38	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	53.85	23.08	0.00	23.08	100.00

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

### Maths (Hons)

120

100

80

60

40

20

0

- 1) The syllabus fulfilled the learning objectives.
- 2) The Syllabus empowered you with adequate skills relevant for professional engagement.
- 3) The syllabus enhanced your employability.
- 4) The syllabus of your course prepared you for higher education in the respective field.
- 5) The GE syllabus, you studied, opened multiple options for higher education.
- 6) The SEC syllabus enhanced your skill set.
- 7) The syllabus developed your research aptitude.
- 8) The syllabus offered opportunity for summer training/field work related to curriculum.
- 9) The syllabus contributed towards subject enrichment.
- 10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.

■ Agree ■ Neutral ■ Not Applicable ■ Disagree

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



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

- 1) A majority (69.23%) agree that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. About 23.08% hold a neutral stance, and 7.69% disagree.
- 2) Opinions vary, with approximately 53.85% agreeing that the SEC syllabus enhanced their skill set. Around 23.08% bear an indifferent response, while 15.38% disagree, and 7.69% find it not applicable.
- 3) About 30.77% agree that the syllabus developed their research aptitude. A majority (53.85%) hold a neutral stance, and 15.38% disagree.
- 4) A smaller percentage (15.38%) agree that the syllabus offered an opportunity for summer training or field work related to the curriculum and 30.77% disagree.
- 5) Approximately 61.54% agree that the syllabus contributed towards subject enrichment. About 23.08% bear an indifferent response, while 15.38% disagree.

**Action Taken:**

With the advent of NEP, a relatively greater number of *Generic Elective papers would be offered* in 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 NEP being introduced from academic session 2023-24. 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.

## PARENTS' FEEDBACK REPORT 2022-23

### Maths (Hons)

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 23 responses (18 Males', 4 Females' parents) has been gathered from representative and convenience sampling. The three-point Like 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.

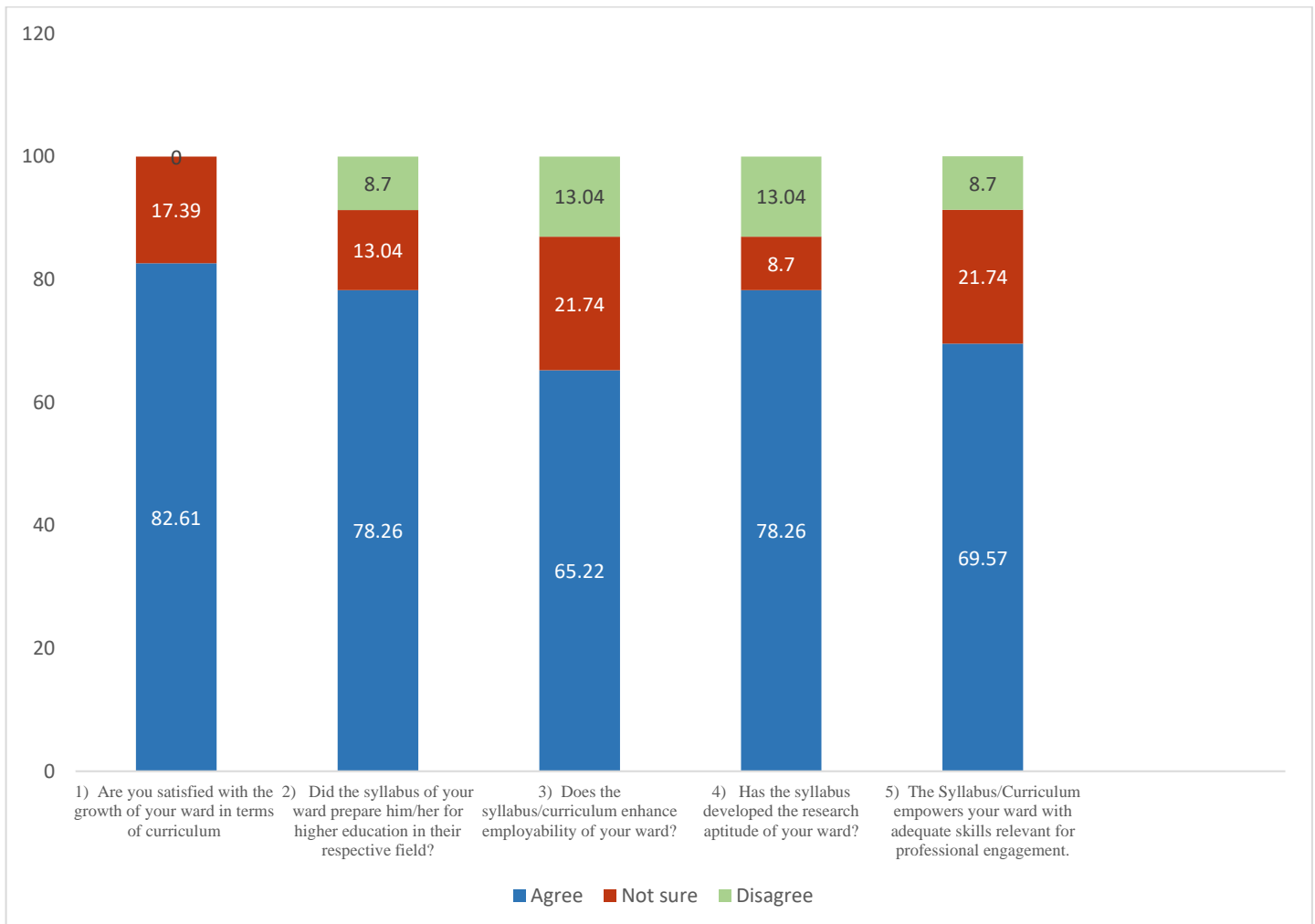
Variables	Agree	Not sure	Disagree	Total
1) Are you satisfied with the growth of your ward in terms of curriculum	82.61	17.39	0.00	100.00
2) Did the syllabus of your ward prepare him/her for higher education in their respective field?	78.26	13.04	8.70	100.00
3) Does the syllabus/curriculum enhance employability of your ward?	65.22	21.74	13.04	100.00
4) Has the syllabus developed the research aptitude of your ward?	78.26	8.70	13.04	100.00
5) The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	69.57	21.74	8.70	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 82.61% respondents are satisfied with the growth of your ward in terms of curriculum in Maths (Hons).

- 2) 78.26% agree both that the syllabus of their ward prepares them for higher education in their respective field and the syllabus/curriculum develop the research aptitude of their ward.
- 3) However, the parents are not so sure whether the syllabus/curriculum enhances employability and skills for professional engagement of their ward or not. Approximately, 21.74% 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 more options and opportunity of Skill Enhancement courses under the New Education Policy (NEP).

2) The skillset of the students would be further developed as and when offered by the NEP wherein the aspiring students may opt for these opportunities. The Syllabus/Curriculum would be more empowering with adequate skills such as Add-on courses meaningful for professional engagement.

## Chemistry (Hons)

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 32 responses (21 Males', 11 Females' parents) has been gathered from representative and convenience sampling. The three-point like 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.

<b>Variables</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Total</b>
<b>1) Are you satisfied with the growth of your ward in terms of curriculum</b>	87.50	6.25	6.25	100.00
<b>2) Did the syllabus of your ward prepare him/her for higher education in their respective field?</b>	90.63	6.25	3.13	100.00
<b>3) Does the syllabus/curriculum enhance employability of your ward?</b>	71.88	21.88	6.25	100.00
<b>4) Has the syllabus developed the research aptitude of your ward?</b>	75.00	18.75	6.25	100.00
<b>5) The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.</b>	71.88	18.75	9.38	100.00

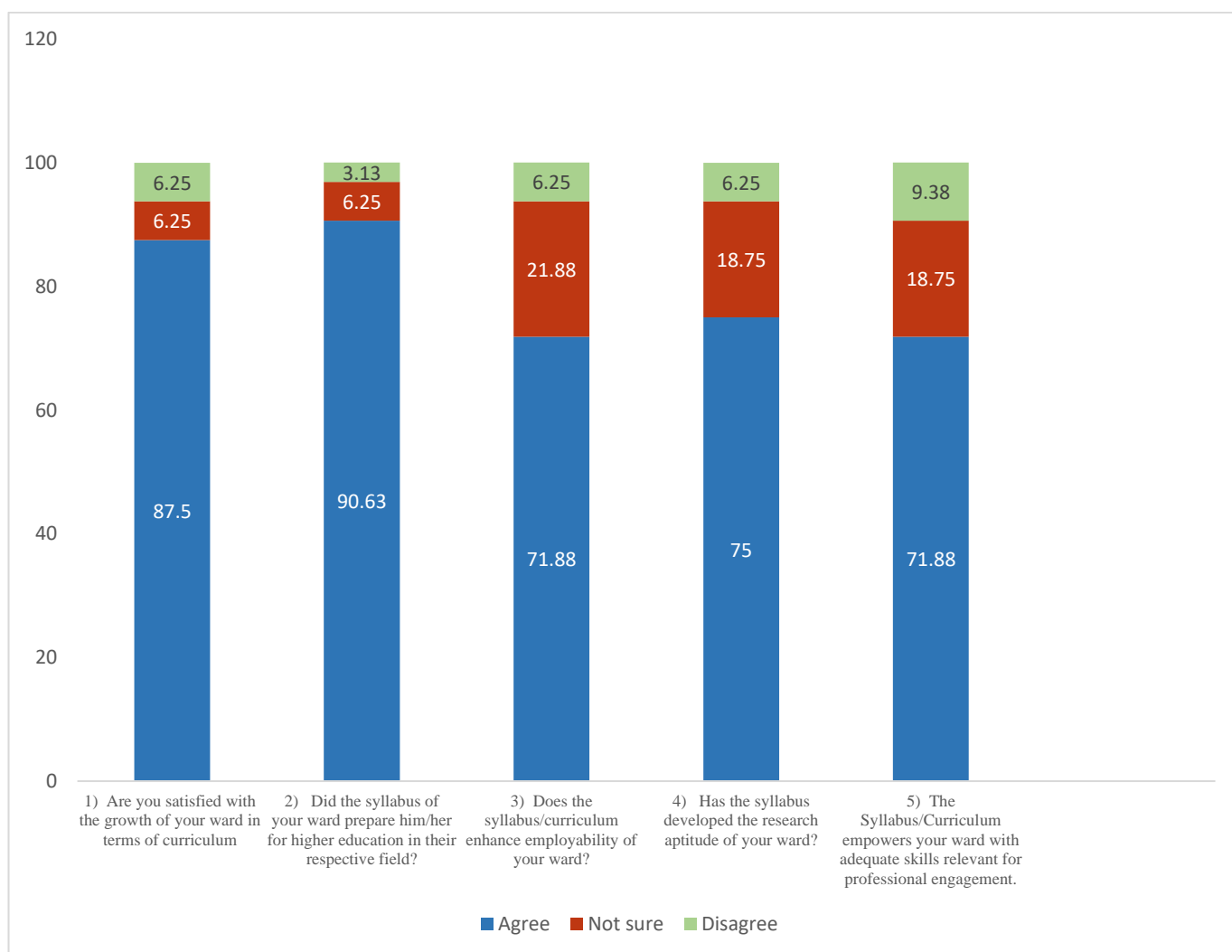
**Table: Parents' response on a 3-point scale (in percentage)**

**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 87.50%

respondents are satisfied with the growth of your ward in terms of curriculum in Chemistry (Hons).

- 2) About 90.63% parents agrees that the syllabus of their ward prepare him/her for higher education in their respective field.
- 3) However, the parents are not so sure whether the syllabus/curriculum enhances employability of their ward or not. Approximately, 21.88% 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).
- 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.

## **B.Sc. Physical Science (Electronics)**

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 29 responses (28 Males', 1 Females' parents) has been gathered from representative and convenience sampling. The three-point like 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.

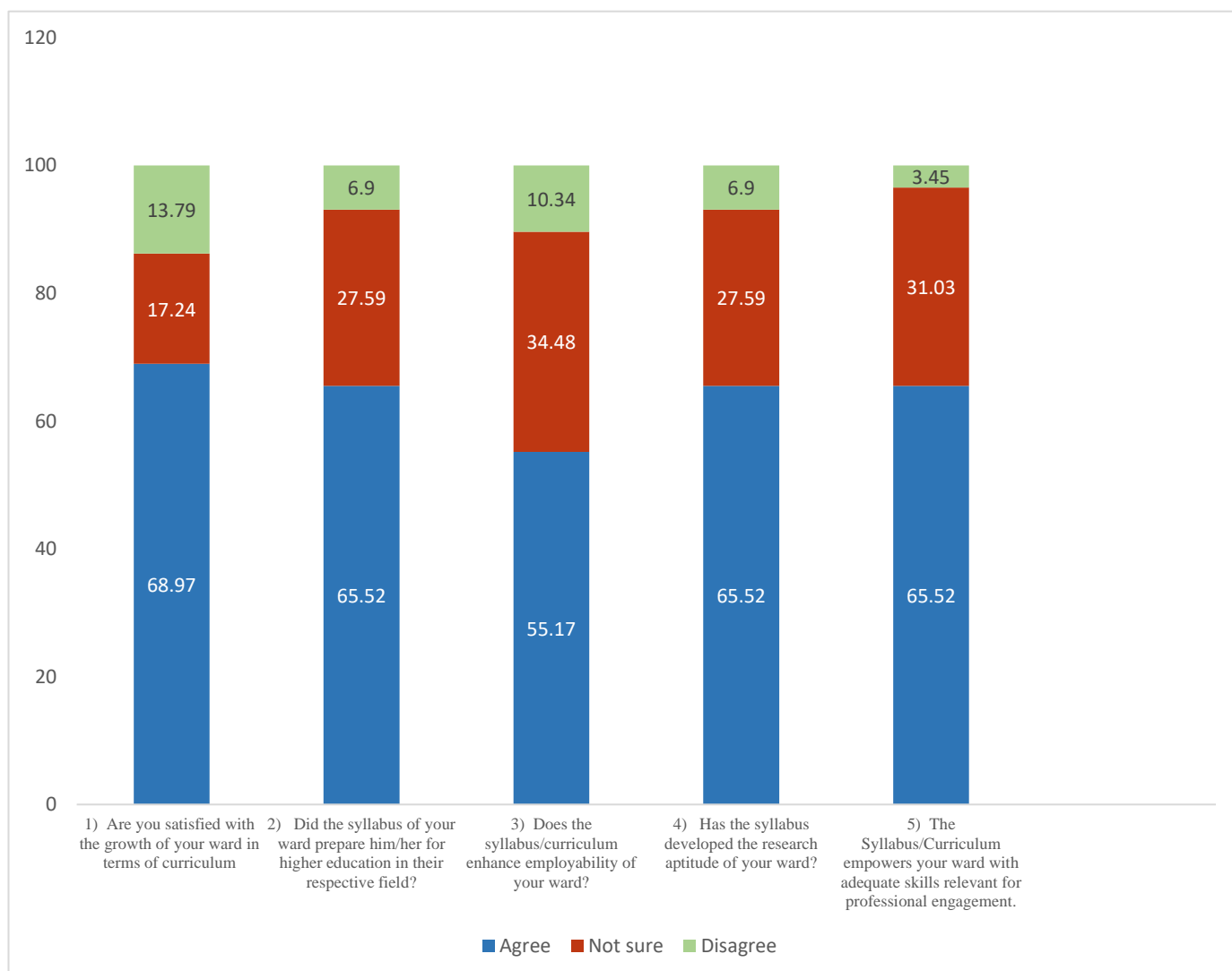
<b>Variables</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Total</b>
<b>1) Are you satisfied with the growth of your ward in terms of curriculum</b>	68.97	17.24	13.79	100.00
<b>2) Did the syllabus of your ward prepare him/her for higher education in their respective field?</b>	65.52	27.59	6.90	100.00
<b>3) Does the syllabus/curriculum enhance employability of your ward?</b>	55.17	34.48	10.34	100.00
<b>4) Has the syllabus developed the research aptitude of your ward?</b>	65.52	27.59	6.90	100.00
<b>5) The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.</b>	65.52	31.03	3.45	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 satisfied with the College's contributions towards their wards' learnings and curriculum content. Some 68.97% respondents are satisfied with the growth of your ward in terms of curriculum in B.Sc. Physical Science (Electronics)
- 2) About 65.52% parents agree that the syllabus of their ward prepare him/her for higher education in their respective field.
- 3) However, the parents are not so sure whether the syllabus/curriculum enhances employability and research aptitude of their ward or not. Approximately, 34.48% and 27.59% of them seem to be perplexed in this direction.



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

## **Action Taken**

The undergraduate course of B.Sc. with Physical Science (Electronics) has been revised in the spirit of NEP to induce more of Experiential Learning at the undergraduate level of students for the upcoming sessions. The introduction of research possibilities at the undergraduate level will also increase students' research aptitude and make the course more application-based, giving prospective students the choice to pursue such opportunities within the NEP framework.

This year, University of Delhi has furthered the culture of Internship during the semester breaks. This will provide students practical experience and close the gap between their academic studies the demands of industry.

## **B.Sc. Physical Science (Computer Science)**

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 24 responses (19 Males', 5 Females' parents) has been gathered from representative and convenience sampling. The three-point like 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.

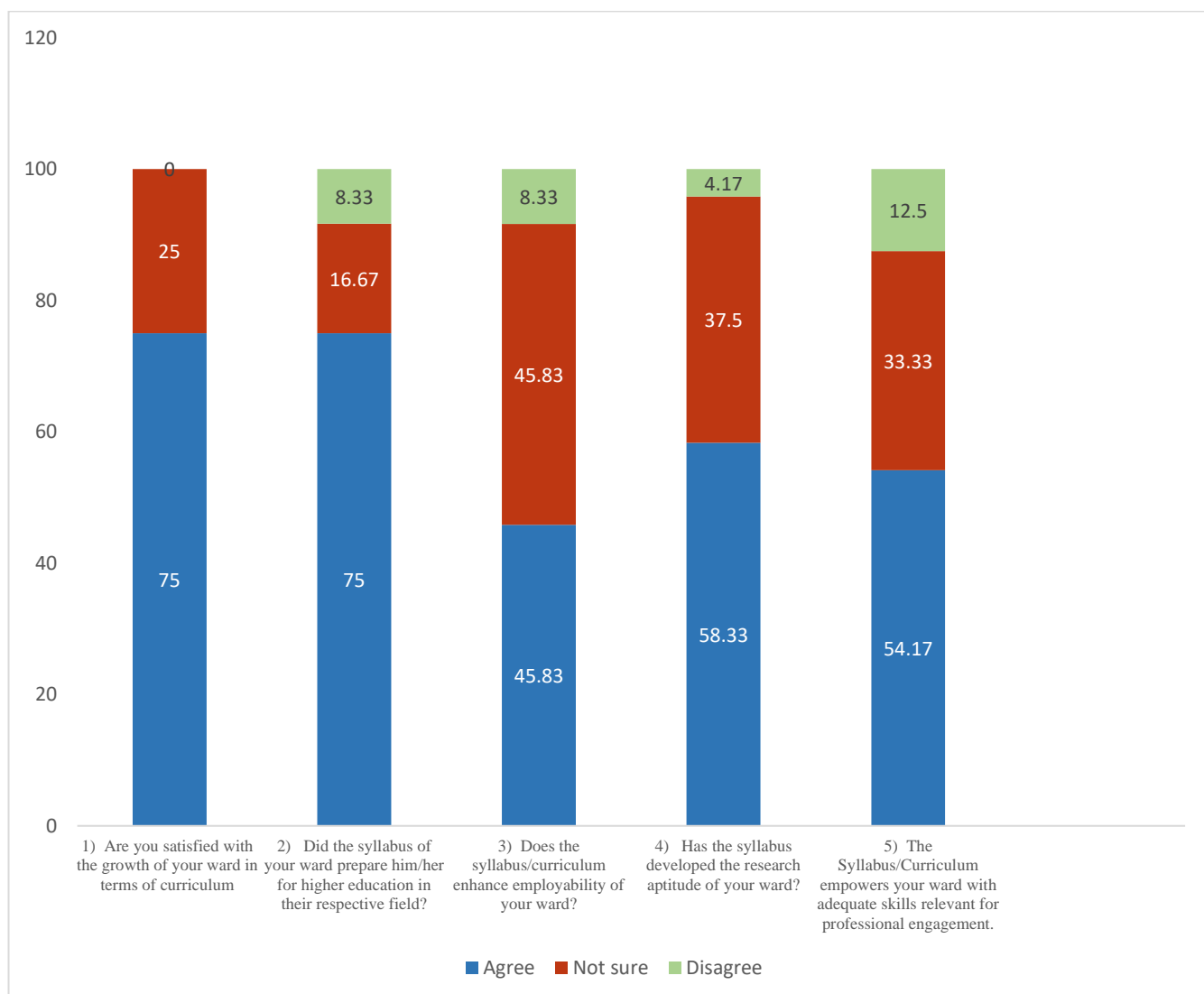
<b>Variable</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Total</b>
<b>1) Are you satisfied with the growth of your ward in terms of curriculum</b>	75.00	25.00	0.00	100.00
<b>2) Did the syllabus of your ward prepare him/her for higher education in their respective field?</b>	75.00	16.67	8.33	100.00
<b>3) Does the syllabus/curriculum enhance employability of your ward?</b>	45.83	45.83	8.33	100.00
<b>4) Has the syllabus developed the research aptitude of your ward?</b>	58.33	37.50	4.17	100.00
<b>5) The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.</b>	54.17	33.33	12.50	100.00

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

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

- 1) 75.00% of parents are happy with their ward's academic progress and 75.00% think that their ward's course work will prepare them for graduate school in their chosen career.
- 2) In terms of improving their wards' employability, around 45.83% were unsure.

3) 37.50% of respondents weren't certain that the curriculum has improved their ward's capacity for research.



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

**Action Taken: -**

In alignment with NEP, the undergraduate course of B.Sc. in Physical Science (Computer Science) has been revised to incorporate more experiential learning opportunities for students in upcoming sessions. The transition to online learning has

limited the acquisition of practical skills due to the lack of physical classroom interaction. Addressing the uncertain employability of students will be further facilitated through the implementation of NEP 2020 at the University of Delhi. The college intends to offer a wide range of Skill Enhancement courses under the NEP from the academic session 2023-24, alongside mentoring and counselling to guide students regarding career prospects and higher education possibilities. Additionally, introducing research opportunities at the undergraduate level will make the course more application-based and enhance students' research aptitude, providing aspiring students with the option to pursue such opportunities under the NEP framework.

This year, University of Delhi has furthered the culture of Internship during the semester breaks. This will provide students practical experience and close the gap between their academic studies and the demands of industry.

## B.Sc. Physical Science (Chemistry)

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 72 responses (48 Males', 23 Females' parents and 1 prefer not to say) has been gathered from representative and convenience sampling. The three-point like 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.

Variable	Agree	Not sure	Disagree	Total
1) Are you satisfied with the growth of your ward in terms of curriculum	80.56	16.67	2.78	100.00
2) Did the syllabus of your ward prepare him/her for higher education in their respective field?	80.56	18.06	1.39	100.00
3) Does the syllabus/curriculum enhance employability of your ward?	70.83	23.61	5.56	100.00
4) Has the syllabus developed the research aptitude of your ward?	72.22	22.22	5.56	100.00
5) The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	70.83	22.22	6.94	100.00

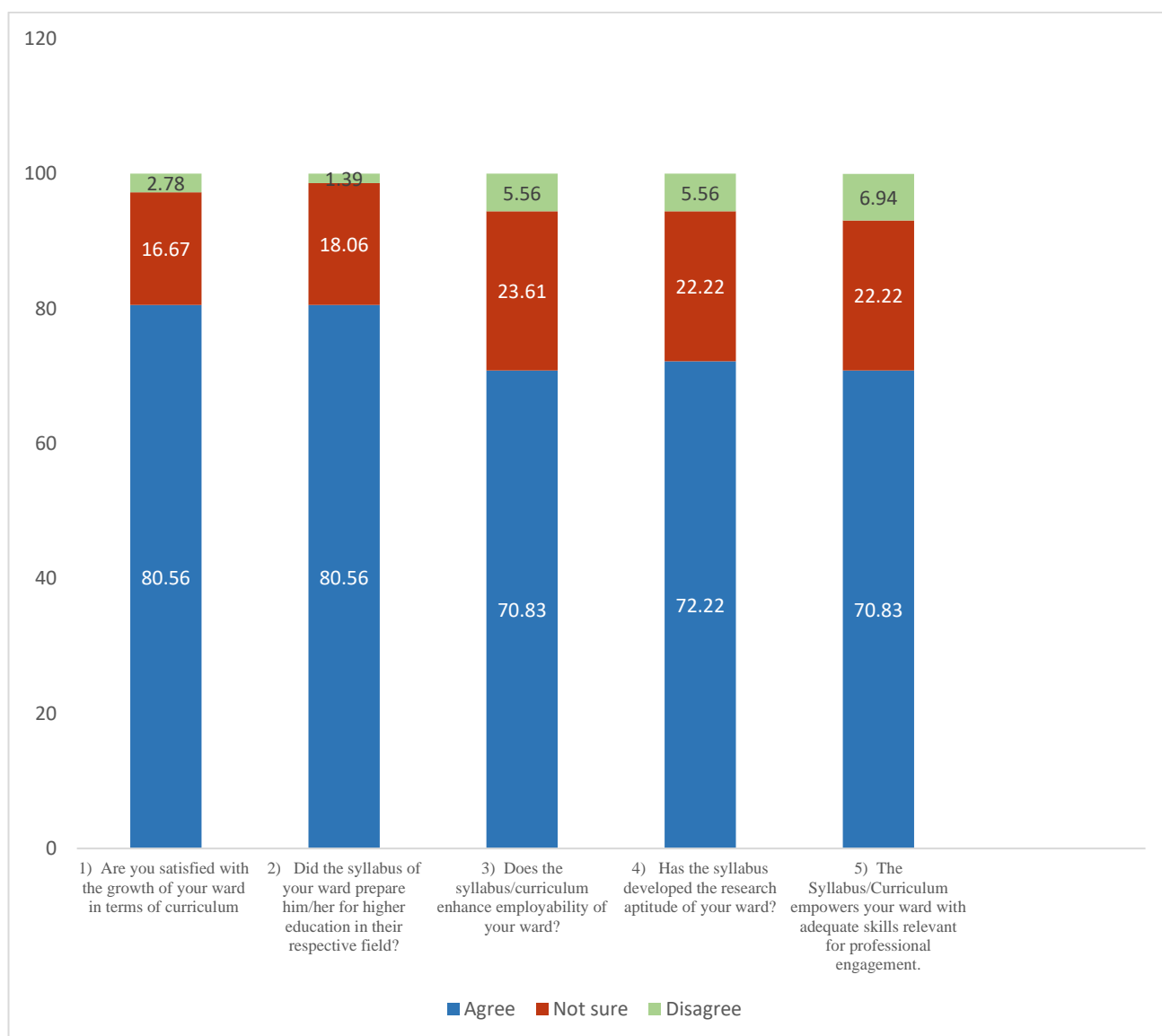
**Table: Parents' response on a 3-point scale (in percentage)**

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

1) 80.56% of parents are happy with their ward's academic progress and 80.56% think that their ward's course work will prepare them for graduate school in their chosen career.

2) Regarding increasing their wards' employability, about 23.61% of parents expressed uncertainty.

3) Of those surveyed, 22.22% were unsure as to whether the curriculum has increased their ward's potential for research.



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

**Action Taken: -**

In keeping with NEP, the undergraduate B.Sc. with Physical Science (chemical) programme has been changed to give students more practical training and experience in

preparation for the forthcoming sessions. College has partnered with several organisations to offer training and experience. From the academic session 2023-24, the institution plans to provide a variety of Skill Enhancement courses through the NEP, along with mentorship and counselling to help students with job prospects and higher education options. The introduction of research possibilities at the undergraduate level will also increase students' research aptitude and make the course more application-based, giving prospective students the choice to pursue such opportunities within the NEP framework.

This year, University of Delhi has furthered the culture of Internship during the semester breaks. This will provide students practical experience and close the gap between their academic studies and the demands of industry.



## B.Com

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 74 responses (50 Males', 24 Females' parents and 1 prefer not to say) has been gathered from representative and convenience sampling. The three-point like 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.

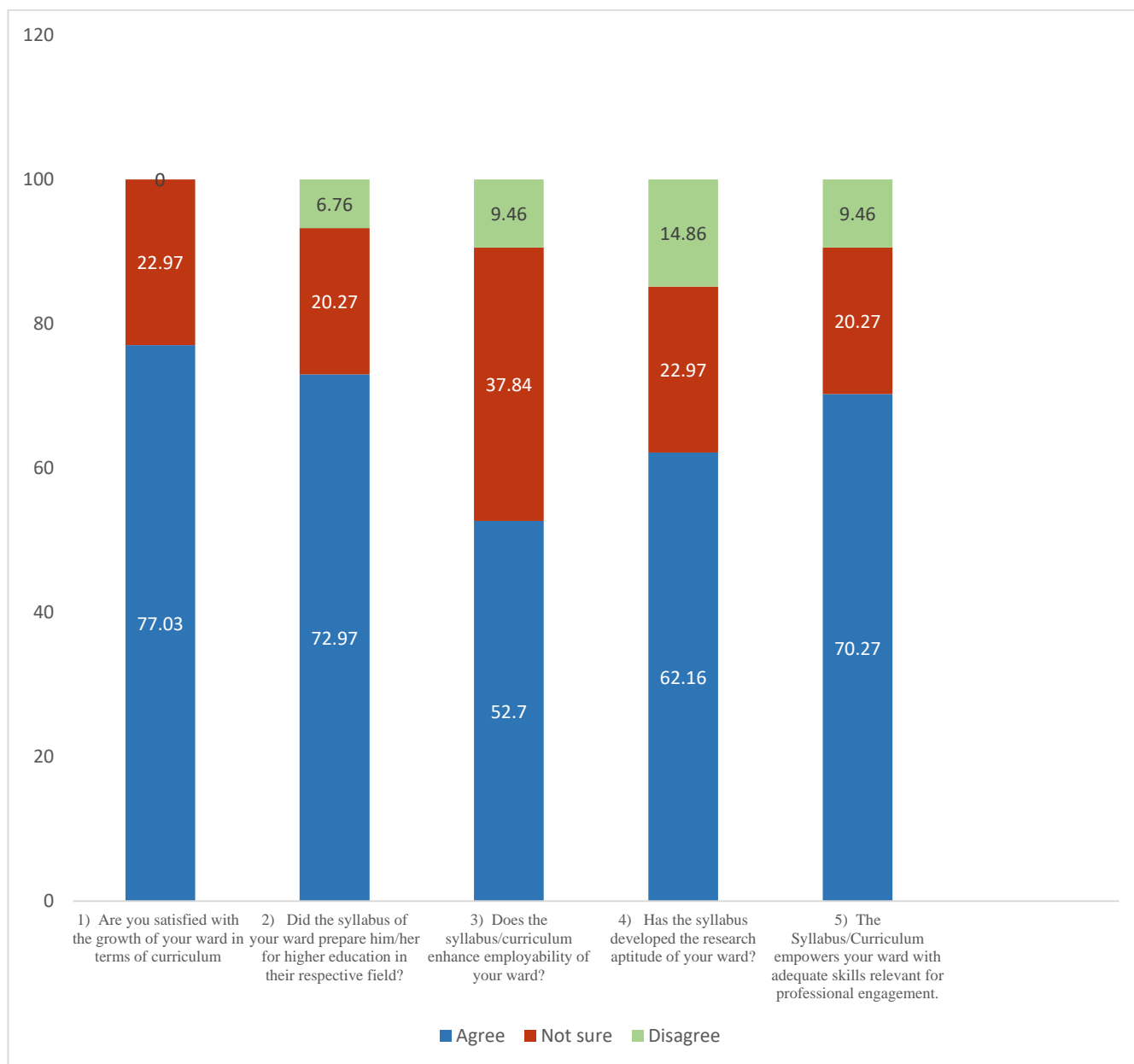
Variable	Agree	Not sure	Disagree	Total
1) Are you satisfied with the growth of your ward in terms of curriculum	77.03	22.97	0.00	100.00
2) Did the syllabus of your ward prepare him/her for higher education in their respective field?	72.97	20.27	6.76	100.00
3) Does the syllabus/curriculum enhance employability of your ward?	52.70	37.84	9.46	100.00
4) Has the syllabus developed the research aptitude of your ward?	62.16	22.97	14.86	100.00
5) The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	70.27	20.27	9.46	100.00

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

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

- 1) 77.03% of parents are happy with their ward's academic progress and 72.97% think that their ward's course work will prepare them for graduate school in their chosen career.
- 2) Regarding increasing their wards' employability, about 37.84% of parents expressed uncertainty.

3) Of those surveyed, 22.97% were unsure as to whether the curriculum has increased their ward's potential for research.



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

**Action Taken: -**

The undergraduate courses of Commerce are looking forward to exploring more of skill set to serve the industry demands. Hence, College is planning to offer more Skill based courses and Value-Addition courses under NEP to complement their learnings. This year, University of Delhi has furthered the culture of Internship during the semester breaks. This

will provide students practical experience and close the gap between their academic studies and the demands of industry.

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.

## B. A. (Prog)

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 48 responses (36 Males', 12 Females' parents) has been gathered from representative and convenience sampling. The three-point like 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.

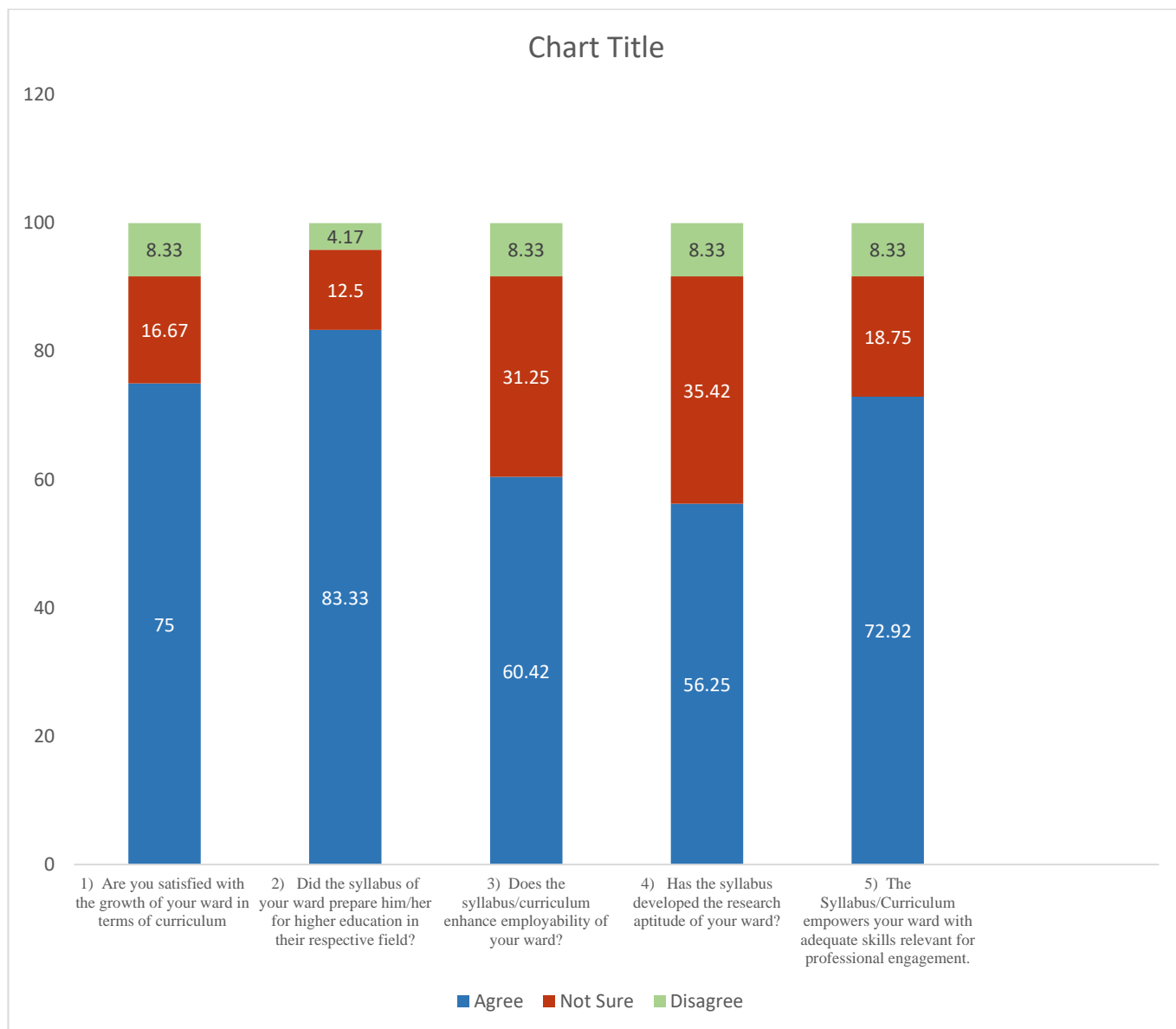
<b>Variables</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Total</b>
<b>1) Are you satisfied with the growth of your ward in terms of curriculum</b>	75.00	16.67	8.33	100.00
<b>2) Did the syllabus of your ward prepare him/her for higher education in their respective field?</b>	83.33	12.50	4.17	100.00
<b>3) Does the syllabus/curriculum enhance employability of your ward?</b>	60.42	31.25	8.33	100.00
<b>4) Has the syllabus developed the research aptitude of your ward?</b>	56.25	35.42	8.33	100.00
<b>5) The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.</b>	72.92	18.75	8.33	100.00

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

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

- 1) 75.00% of parents are happy with their ward's academic progress and 83.33% think that their ward's course work will prepare them for graduate school in their chosen career.
- 2) Regarding increasing their wards' employability, about 31.25% of parents expressed uncertainty.

3) Of those surveyed, 35.42% were unsure as to whether the curriculum has increased their ward's potential for research.



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

**Action Taken: -**

NEP 2020 has been implemented at the University of Delhi in response to students' stated concerns about their employability. Beginning with the academic session 2023-24, the institution already offered a variety of Skill Enhancement courses under the NEP. It also has plans to offer more courses in response to market demand. Mentoring and counselling

services are offered to students to help them learn about job options and the possibility of advancing their education to a higher level in order to further address the issue. The institution has planned the launch of a number of new Add-on courses as a result of the students' eagerness to improve their educational experience by taking additional Value Addition courses.

This year, University of Delhi has furthered the culture of Internship during the semester breaks. This will provide students real-world experience and bridge the gap between what they learn in school and what employers want.

## B. A. (Hons.) Pol. Science

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 21 responses (12 Males', 9 Females' parents) has been gathered from representative and convenience sampling. The three-point like 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.

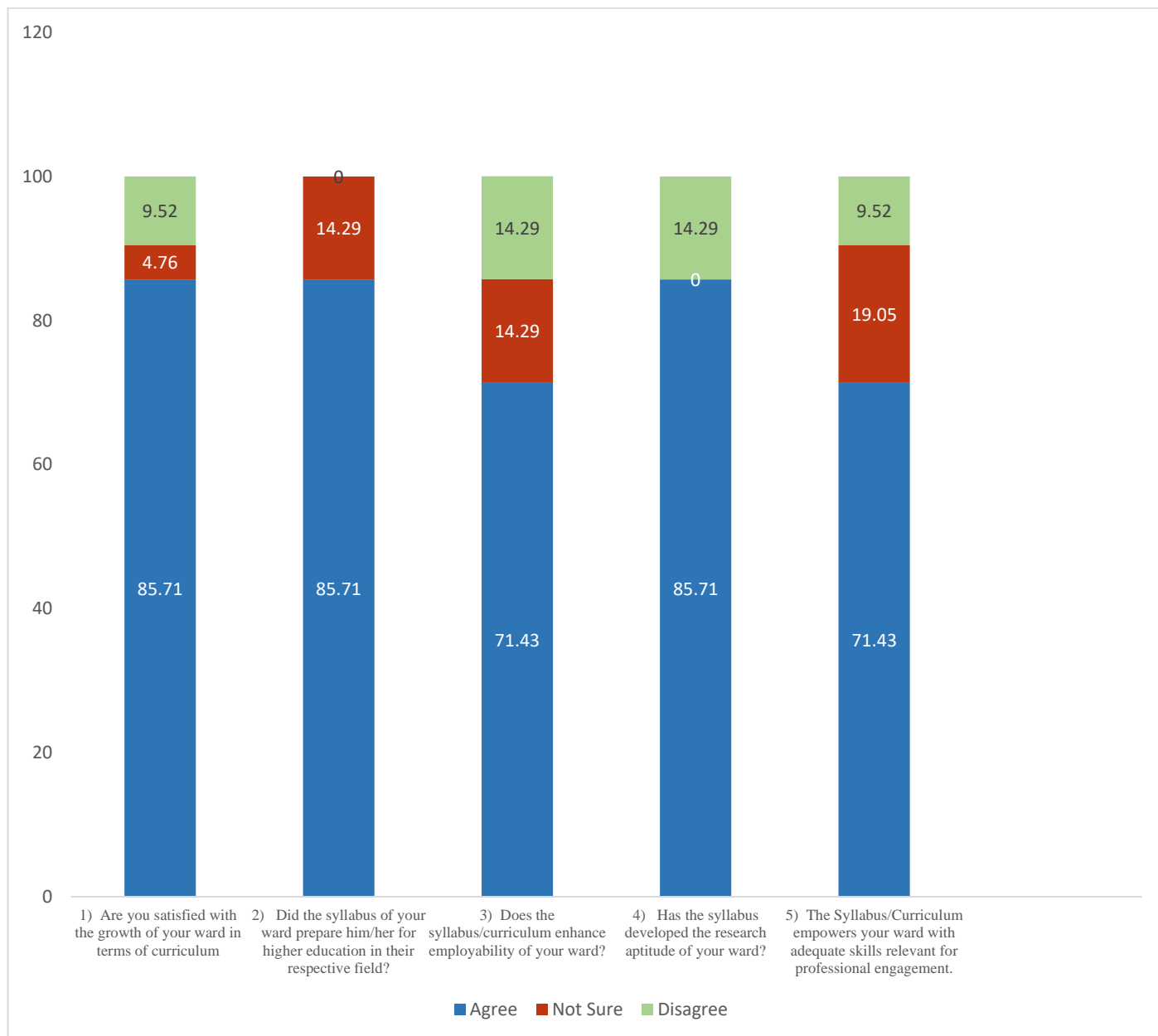
Variable	Agree	Not Sure	Disagree	Total
1) Are you satisfied with the growth of your ward in terms of curriculum	85.71	4.76	9.52	100.00
2) Did the syllabus of your ward prepare him/her for higher education in their respective field?	85.71	14.29	0.00	100.00
3) Does the syllabus/curriculum enhance employability of your ward?	71.43	14.29	14.29	100.00
4) Has the syllabus developed the research aptitude of your ward?	85.71	0.00	14.29	100.00
5) The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	71.43	19.05	9.52	100.00

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

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

- 1) 85.71% of parents are happy with their ward's academic progress and 85.71% think that their ward's course work will prepare them for graduate school in their chosen career.
- 2) Regarding increasing their wards' employability, about 14.29% of parents expressed uncertainty.

3) 19.05% of parents expressed uncertainty about whether the syllabus or curriculum equips their children with the necessary abilities for professional participation.



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

**Action Taken: -**

The students want a few more Skill Enchantment Courses since they want to get the most out of their educational experience. The College intends to introduce a number of new Skill Enchantment Courses (SEC) in the same direction. The university already provided a range of Skill Enhancement courses under the NEP as of the academic year 2023–24. In order to meet demand from the market, it also intends to provide more courses.



This year, University of Delhi has furthered the culture of Internship during the semester breaks. Students will gain practical experience through this, bridging the knowledge gap between what they study in school and what businesses demand.

## B. A. (Hons.) History

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 29 responses (16 Males', 12 Females' parents and 1 prefer not to say) has been gathered from representative and convenience sampling. The three-point like 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.

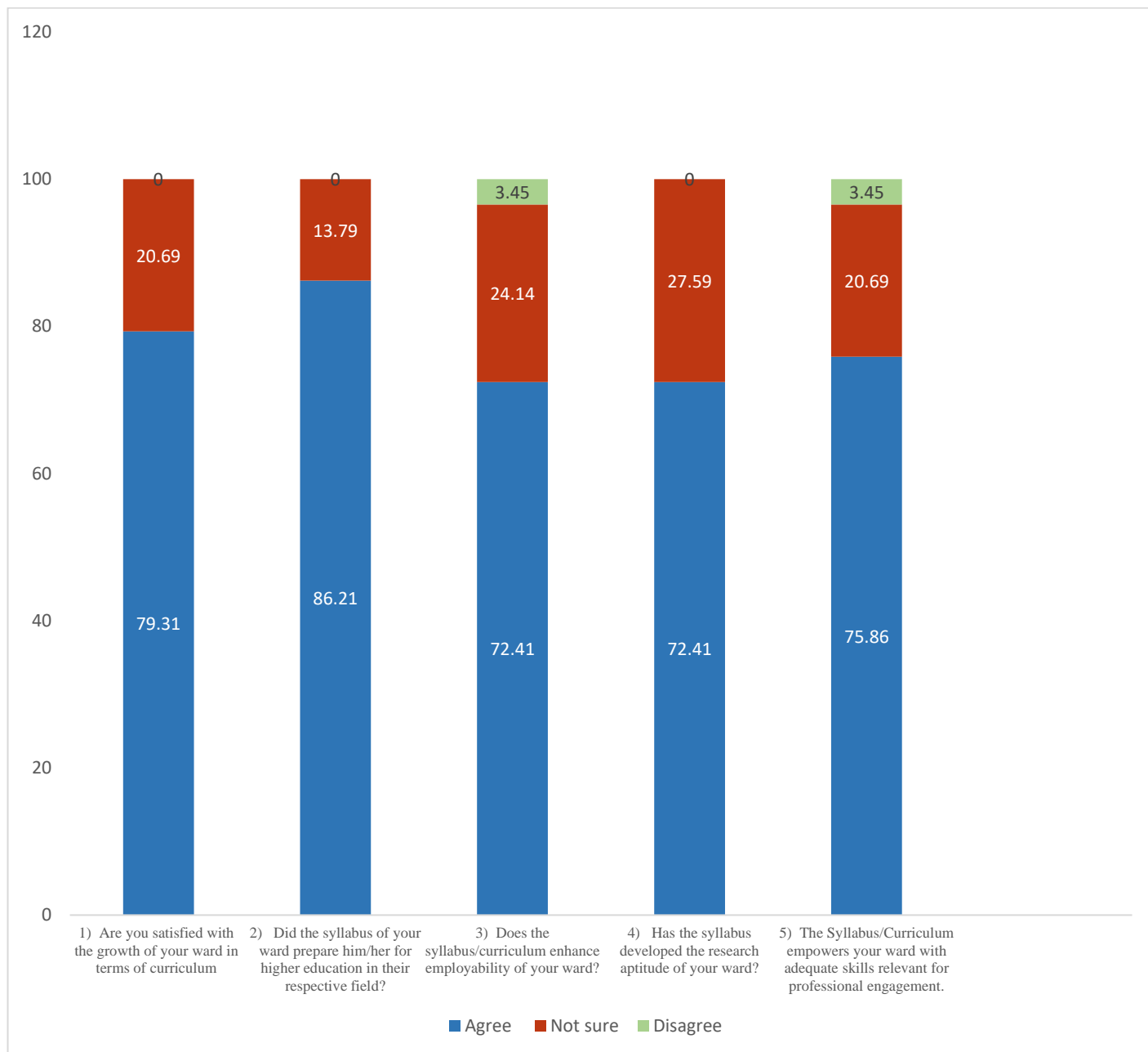
Variable	Agree	Not sure	Disagree	Total
1) Are you satisfied with the growth of your ward in terms of curriculum	79.31	20.69	0.00	100.00
2) Did the syllabus of your ward prepare him/her for higher education in their respective field?	86.21	13.79	0.00	100.00
3) Does the syllabus/curriculum enhance employability of your ward?	72.41	24.14	3.45	100.00
4) Has the syllabus developed the research aptitude of your ward?	72.41	27.59	0.00	100.00
5) The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	75.86	20.69	3.45	100.00

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

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

- 1) 79.31% of parents are happy with their ward's academic progress and 86.21% think that their ward's course work will prepare them for graduate school in their chosen career.
- 2) Regarding increasing their wards' employability, about 24.14% of parents expressed uncertainty.

3) Of those surveyed, 27.59% were unsure as to whether the curriculum has increased their ward's potential for research.



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

**Action Taken: -**

The implementation of NEP 2020 at the University of Delhi can solve the students' expressed concerns about their employability. Since the academic session 2023–24, the college has been providing a variety of Skill Enhancement courses through NEP, which has

somewhat reduced this uncertainty. Giving mentorship, counselling, and advice regarding job choices and futures in higher education may also be part of the solution to the problem.

This year, University of Delhi has furthered the culture of Internship during the semester breaks. This will provide students real-world experience and bridge the gap between what they learn in school and what employers want.

## B. A. (Hons.) Hindi

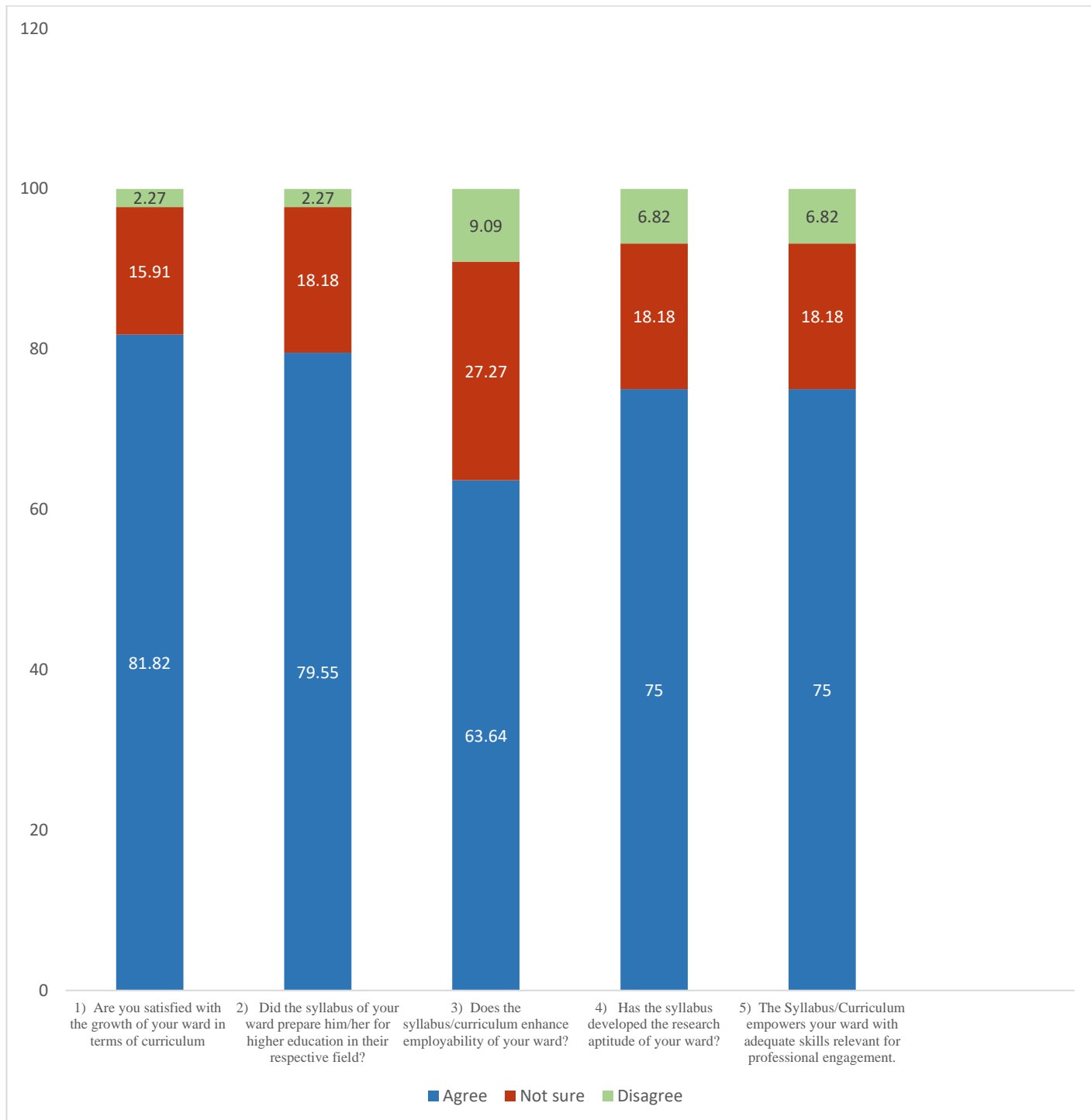
Parents of the students are always keen to know the learning outcomes and learning experiences of their ward. The College collects the Parents' Feedback regarding syllabus of the academic sessions. A questionnaire with six parameters was circulated. A dataset of 44 responses (24 Males', 20 Females' parents) has been gathered from representative and convenience sampling. The three-point like 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.

Variable	Agree	Not sure	Disagree	Total
1) Are you satisfied with the growth of your ward in terms of curriculum	81.82	15.91	2.27	100.00
2) Did the syllabus of your ward prepare him/her for higher education in their respective field?	79.55	18.18	2.27	100.00
3) Does the syllabus/curriculum enhance employability of your ward?	63.64	27.27	9.09	100.00
4) Has the syllabus developed the research aptitude of your ward?	75.00	18.18	6.82	100.00
5) The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	75.00	18.18	6.82	100.00

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

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

- 1) 81.82% of parents are happy with their ward's academic progress and 79.55% think that their ward's course work will prepare them for graduate school in their chosen career.
- 2) Regarding increasing their wards' employability, about 27.27% of parents expressed uncertainty.



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

**Action Taken: -**

NEP 2020 has been implemented at the University of Delhi in response to students' stated concerns about their employability. Beginning with the academic session 2022–2023, the institution already offered a variety of Skill Enhancement courses under the NEP. It also has plans to offer more courses in response to market demand. Mentoring and counselling

services are offered to students to help them learn about job options and the possibility of advancing their education to a higher level in order to further address the issue. The institution has planned the launch of a number of new Add-on courses as a result of the students' eagerness to improve their educational experience by taking additional Value Addition courses.

This year, University of Delhi has furthered the culture of Internship during the semester breaks. This will provide students real-world experience and bridge the gap between what they learn in school and what employers want.

## B. A. (Hons.) Economics

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 64 responses (42 Males', 22 Females' parents) has been gathered from representative and convenience sampling. The three-point like 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.

<b>Variable</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Total</b>
<b>1) Are you satisfied with the growth of your ward in terms of curriculum</b>	68.75	26.56	4.69	100
<b>2) Did the syllabus of your ward prepare him/her for higher education in their respective field?</b>	73.44	21.88	4.69	100
<b>3) Does the syllabus/curriculum enhance employability of your ward?</b>	62.50	28.13	9.38	100
<b>4) Has the syllabus developed the research aptitude of your ward?</b>	60.94	31.25	7.81	100
<b>5) The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.</b>	67.19	28.13	4.69	100

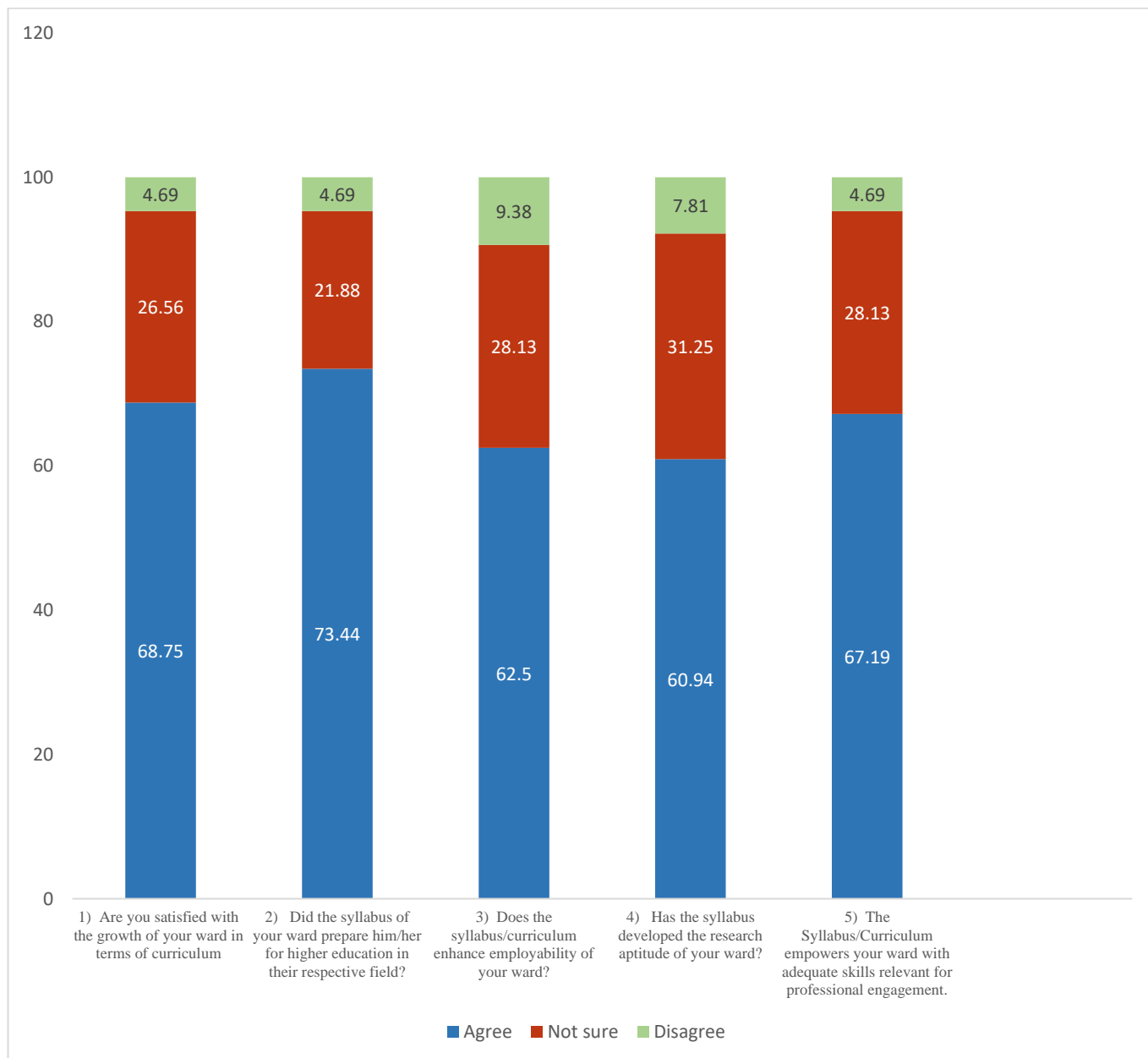
**Table: Parents' response on a 3-point scale (in percentage)**

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

- 1) 68.75% of parents are happy with their ward's academic progress and 73.44% think that their ward's course work will prepare them for graduate school in their chosen career.
- 2) Regarding increasing their wards' employability, about 28.13% of parents expressed uncertainty.



3) Of those surveyed, 31.25% were unsure as to whether the curriculum has increased their ward's potential for research.



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

**Action Taken: -**

With the introduction of NEP, comparatively more Generic Elective papers would be available for the following session. This would investigate more alternatives for students, providing them with a variety of future options for higher education. A range of Skill Enhancement courses would be available via the College under the NEP beginning with the 2023-24 academic year. Mentoring and coaching regarding job alternatives and

advancement options in higher education can be used to further address the problem. Additionally, as the students want to get the most out of their education, they desire a number of additional Value Addition courses. The College intends to introduce numerous more Add-on courses in the same approach.

## B. A. (Hons.) English

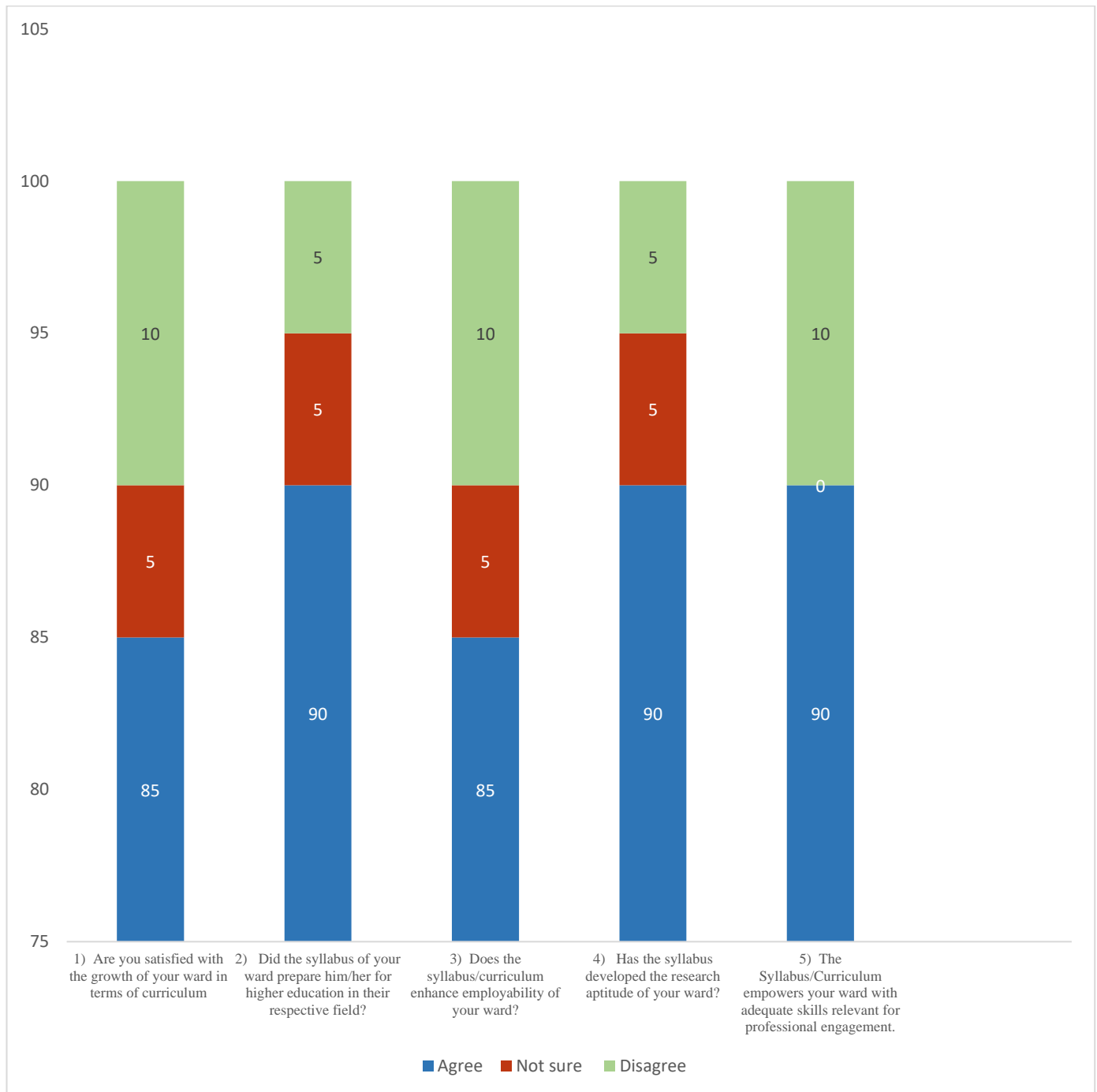
Parents of the students are always keen to know the learning outcomes and learning experiences of their ward. The College collects the Parents' Feedback regarding syllabus of the academic sessions. A questionnaire with six parameters was circulated. A dataset of 20 responses (8 Males', 12 Females' parents) has been gathered from representative and convenience sampling. The three-point like 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.

Variable	Agree	Not sure	Disagree	Total
1) Are you satisfied with the growth of your ward in terms of curriculum	85.00	5.00	10.00	100.00
2) Did the syllabus of your ward prepare him/her for higher education in their respective field?	90.00	5.00	5.00	100.00
3) Does the syllabus/curriculum enhance employability of your ward?	85.00	5.00	10.00	100.00
4) Has the syllabus developed the research aptitude of your ward?	90.00	5.00	5.00	100.00
5) The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	90.00	0.00	10.00	100.00

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

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

- 1) 85.00% of parents are happy with their ward's academic progress and 90.00% think that their ward's course work will prepare them for graduate school in their chosen career.
- 2) Regarding increasing their wards' employability, about 5.00% of parents expressed uncertainty.



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

**Action Taken: -**

At the University of Delhi, NEP 2020 has been put into place in response to students' expressed worries regarding their employability. The university already provided a range of Skill Enhancement courses under the NEP as of the academic year 2022-23. In order to meet demand from the market, it also intends to provide more courses. In order to help students learn about career alternatives and the potential for furthering their education to a

higher degree in order to solve the issue, mentoring and counselling services are made available to them. Due to the students' desire to enhance their educational experience by enrolling in extra Value Addition courses, the school has planned the introduction of a number of new Add-on courses.

This year, University of Delhi has furthered the culture of Internship during the semester breaks. This will provide students real-world experience and bridge the gap between what they learn in school and what employers want.