

## **Analysis of the Responses from Key Stakeholders to the Feedback Form on:**

### **a) Syllabus and its Transaction**

### **b) Course Outcome and Programme Outcome**

**The institution carried out a survey on i) different aspects of the syllabus and its transaction and ii) Course Outcome and Programme Outcome for the period 2016- 21 among key stakeholders in the year 2021-22. These included the following:**

A) **Faculty**, all faculty were invited to participate in the survey of whom 32 responded

B) **Alumni**, about hundred former students who had passed out in the period 2016-21 were invited to participate in the survey of which eight responded

C) **Employers**, thirty-eight companies /organizations that have been recruiting regularly from college in the period 2016- 21 were sent feedback forms, out of which 6 participated in the survey

D) **Students**, a survey was conducted in 2020-21, 434 students were invited to participate in the survey out of which 316 students responded.

The following is the information and analysis of the responses of the students, faculty, employers, and alumni.

The student responses were discussed in detail in the meeting of the IQAC held on the 30 June 2022. It was decided to forward the findings of all these surveys to the University of Delhi for necessary action on their part and to encourage a discussion on this in various fora in College.

Total number of respondents (Final Year UG students): 316

Total number of final year UG students: 434

% of response: 72.8%

Figure 1: How much syllabus was covered in the class?

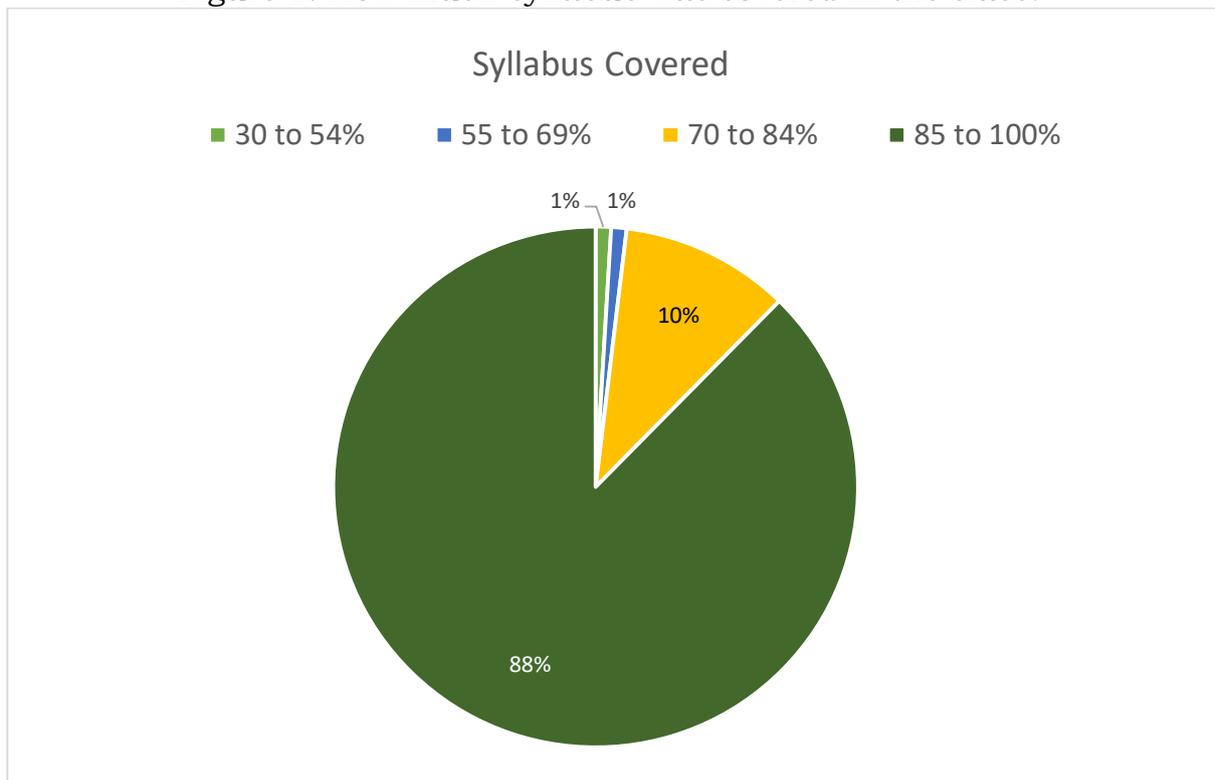


Figure 2: How well did the teachers prepare for the class?

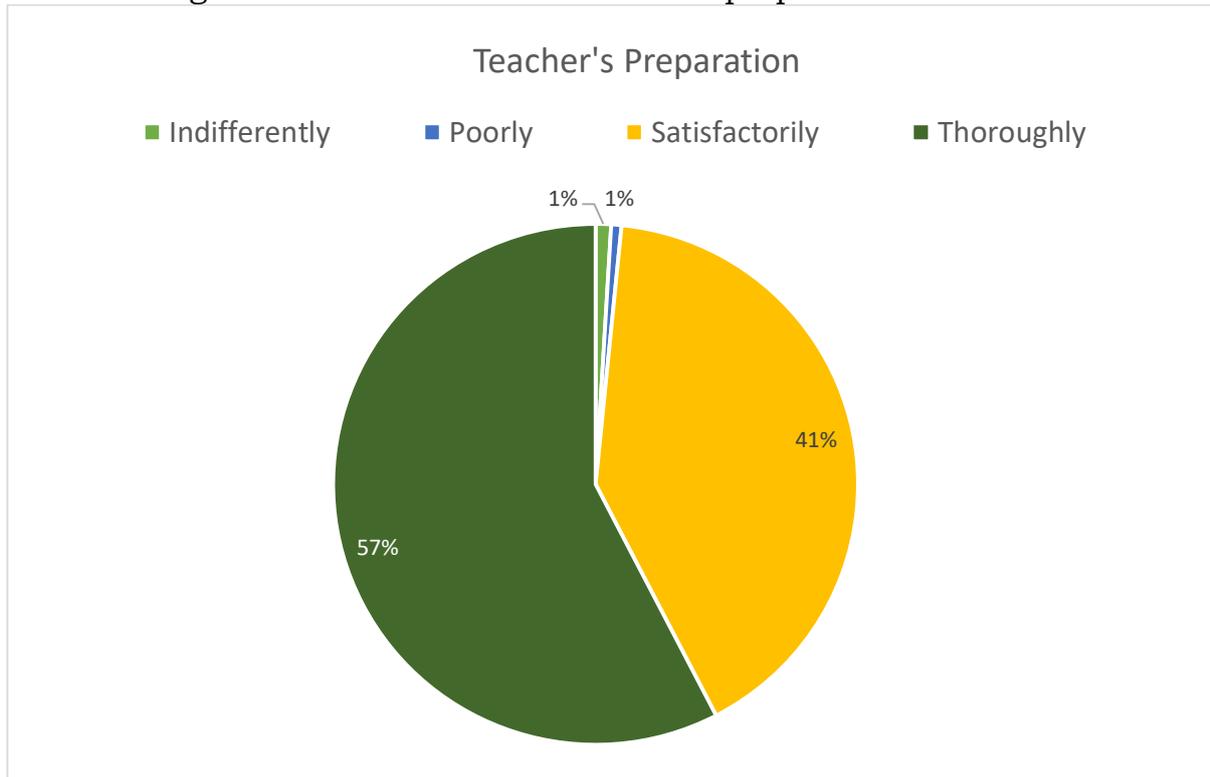


Figure 3: How well were the teachers able to communicate?

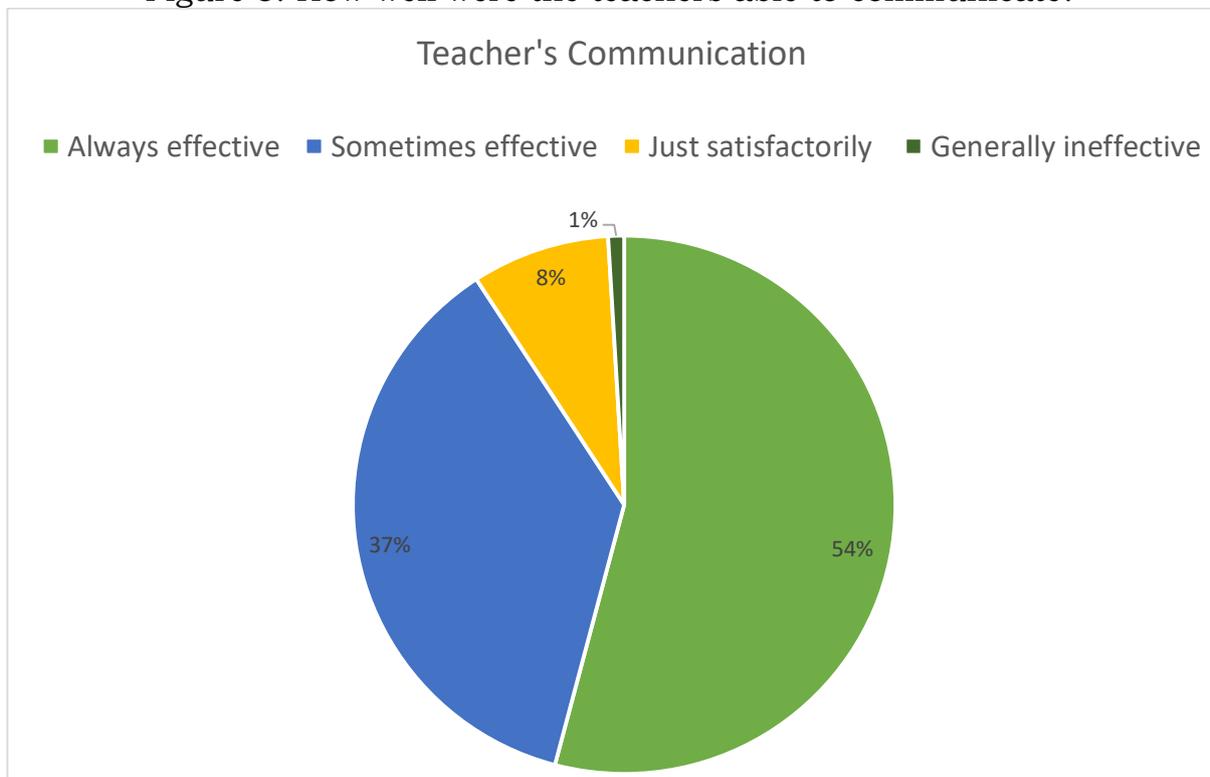


Figure 4: Teacher's approach to teaching can be best described as?

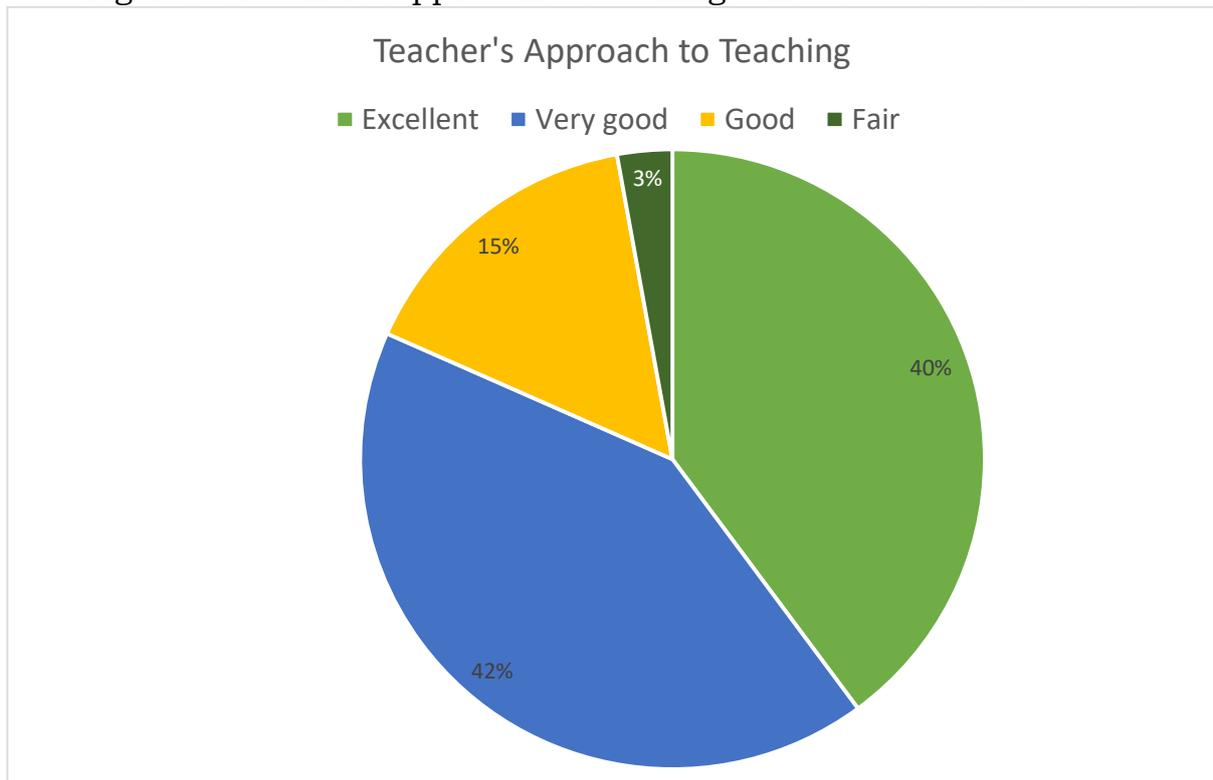


Figure 5: Fairness of Internal Evaluation process by teachers

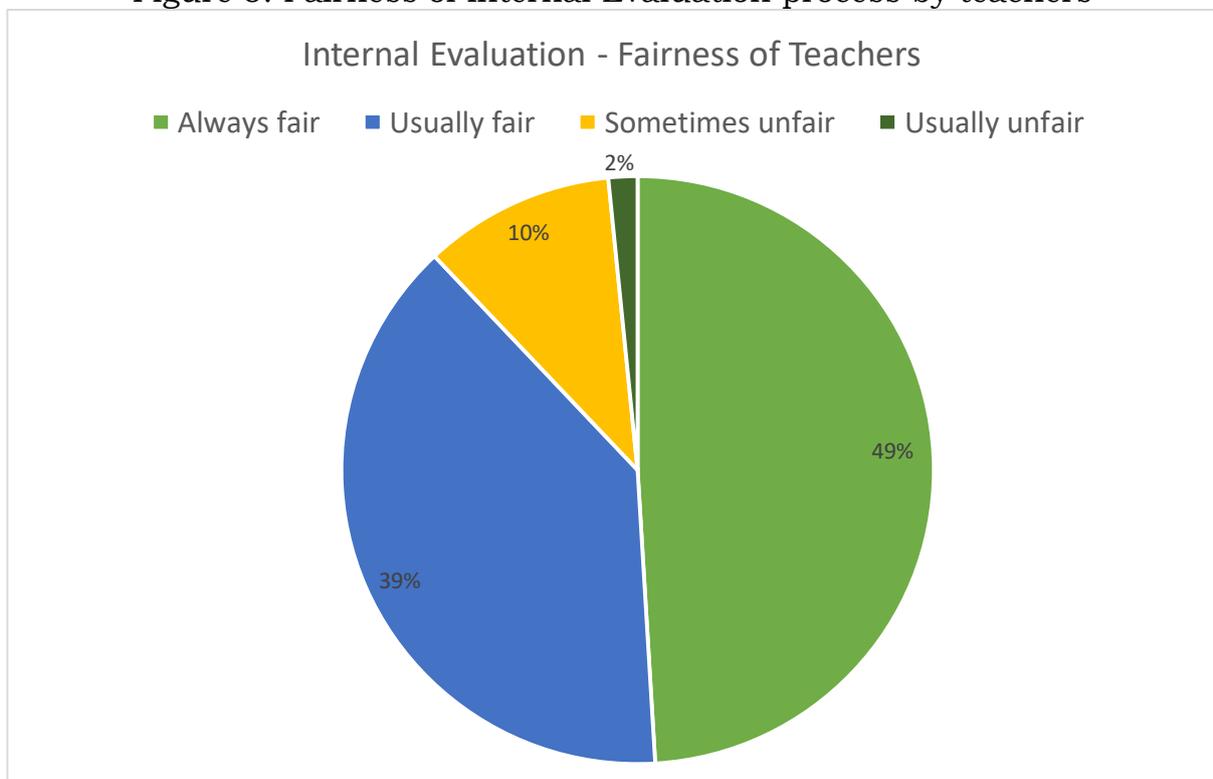


Figure 6: Was your performance in assignments discussed with you?

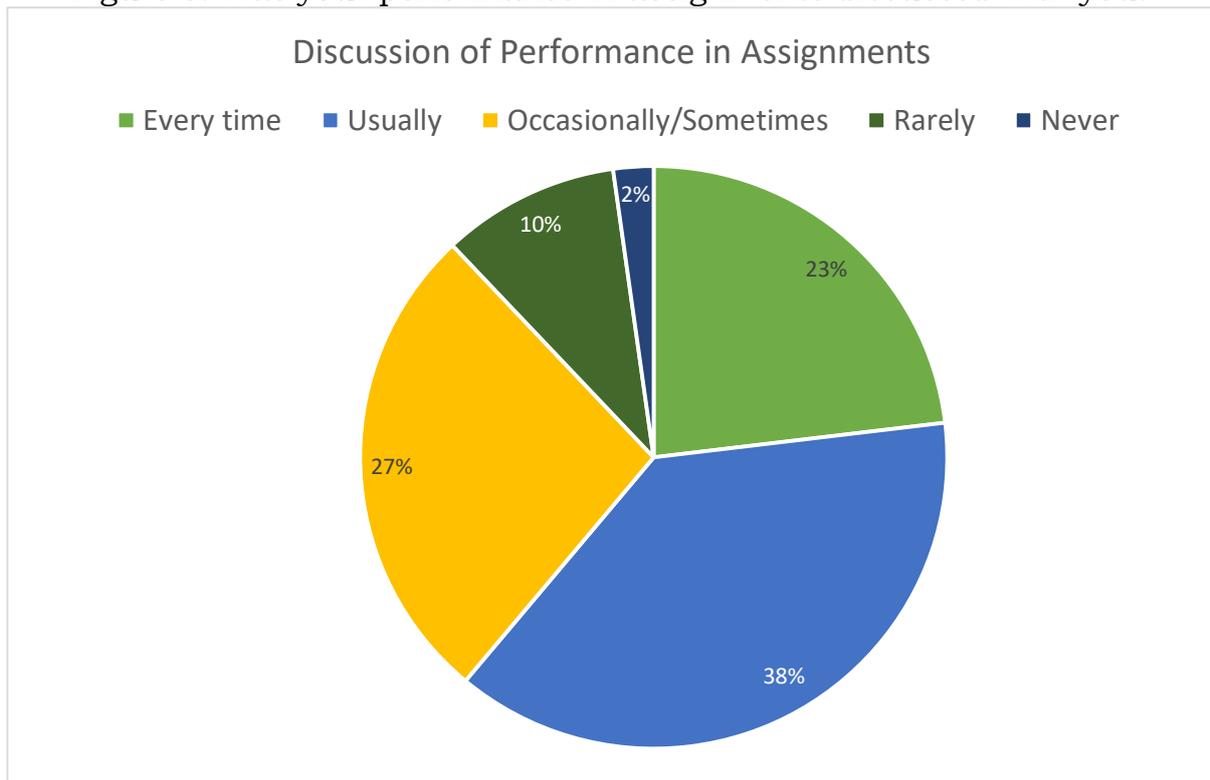


Figure 7: The institute takes interest in promoting internship, student exchange, field visit opportunities for students.

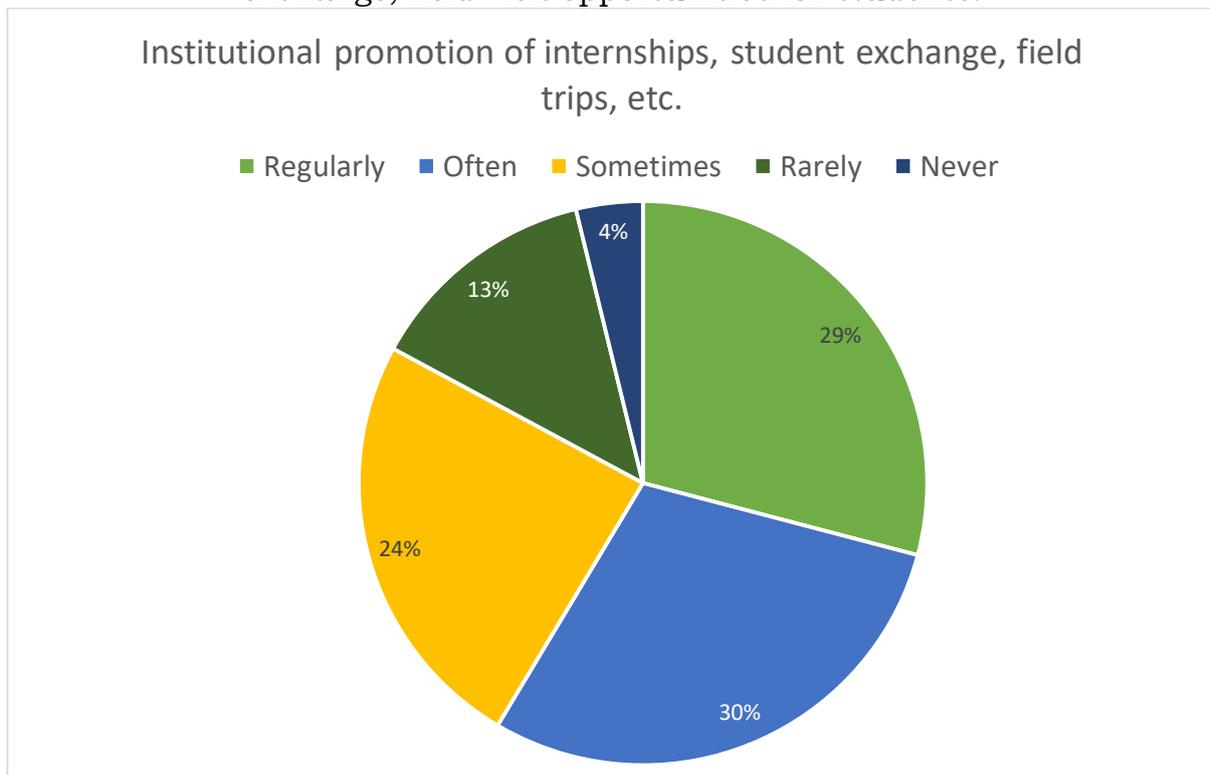


Figure 8: The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

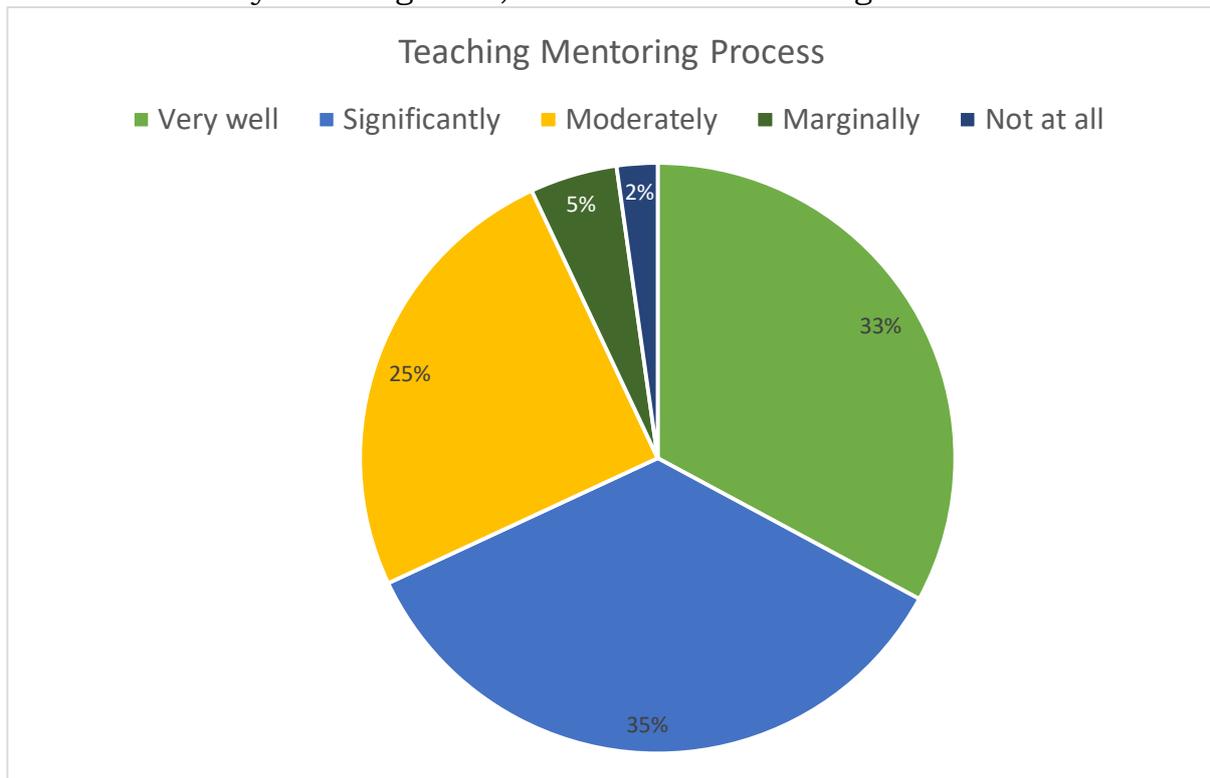


Figure 9: Institution provides opportunities to learn and grow

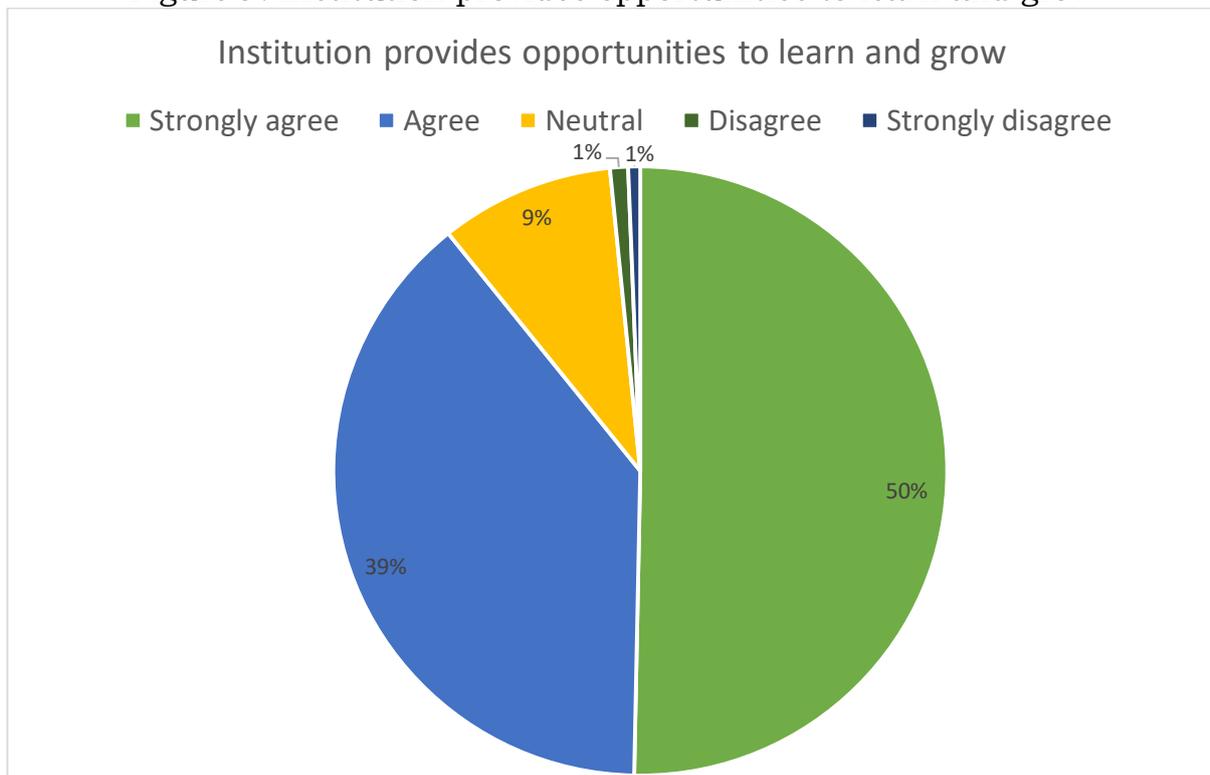


Figure 10: Teachers inform you about your expected competencies, course outcomes and programme outcomes.

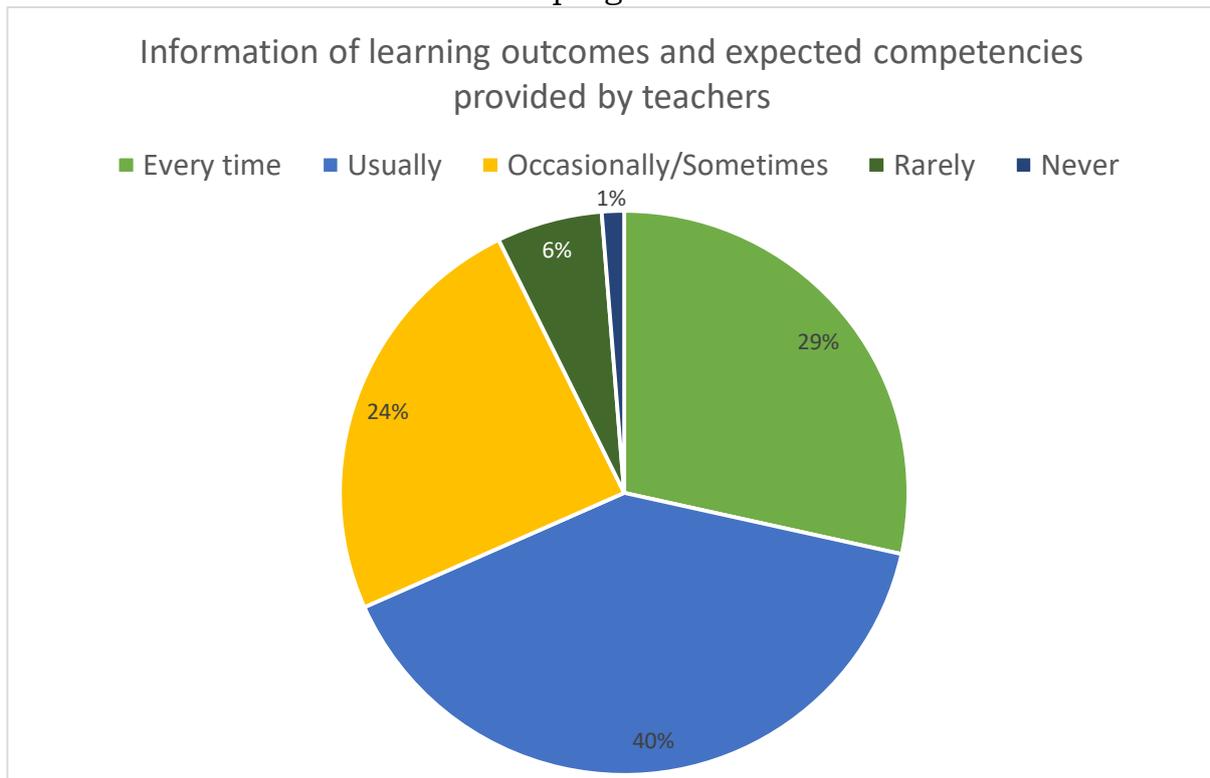


Figure 11: Your Mentor does a necessary follow up with a task assigned to you.

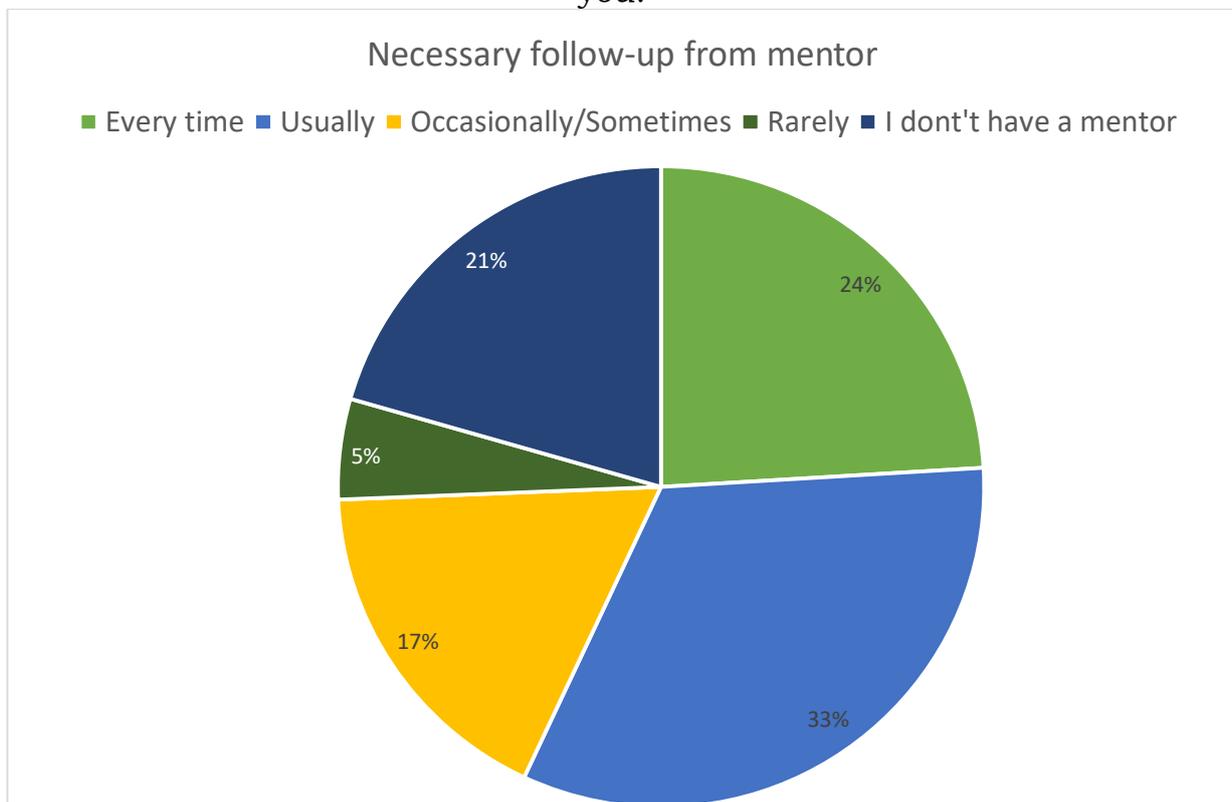


Figure 12: Teachers illustrates concepts through examples and applications.

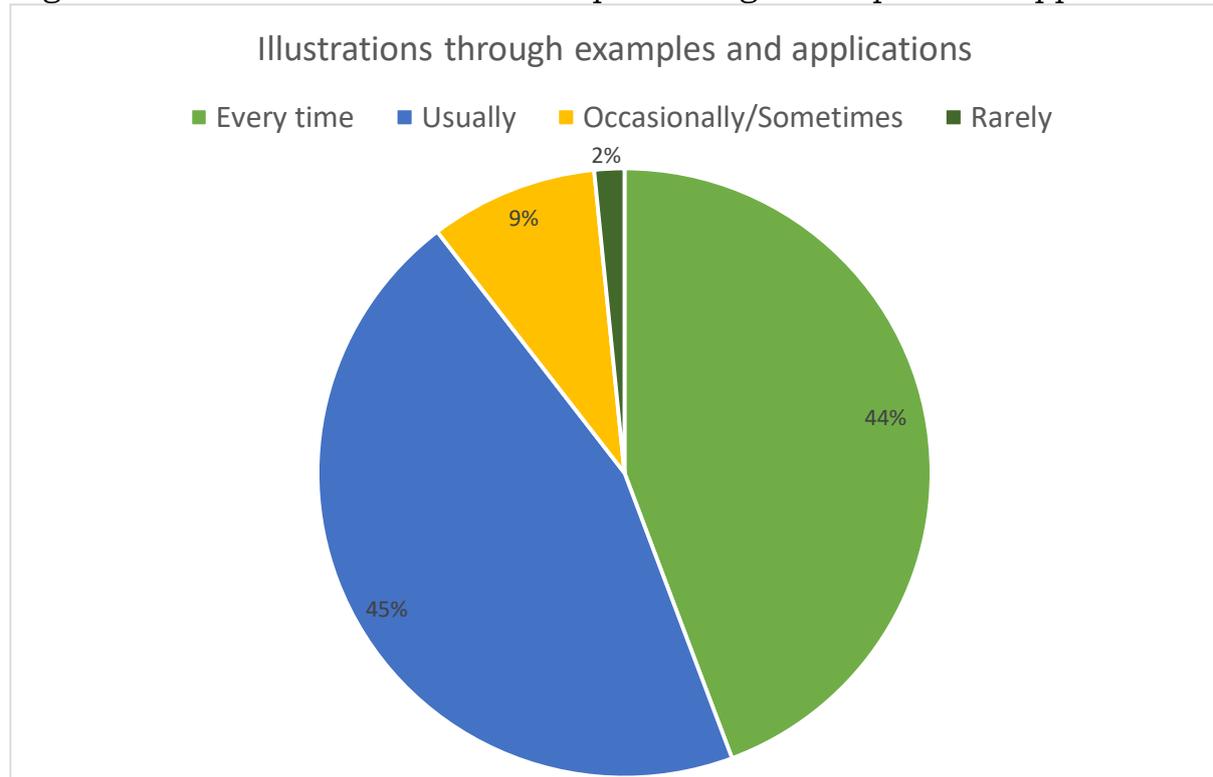


Figure 13: The teachers identify your strength and encourage you with providing right level of challenges.

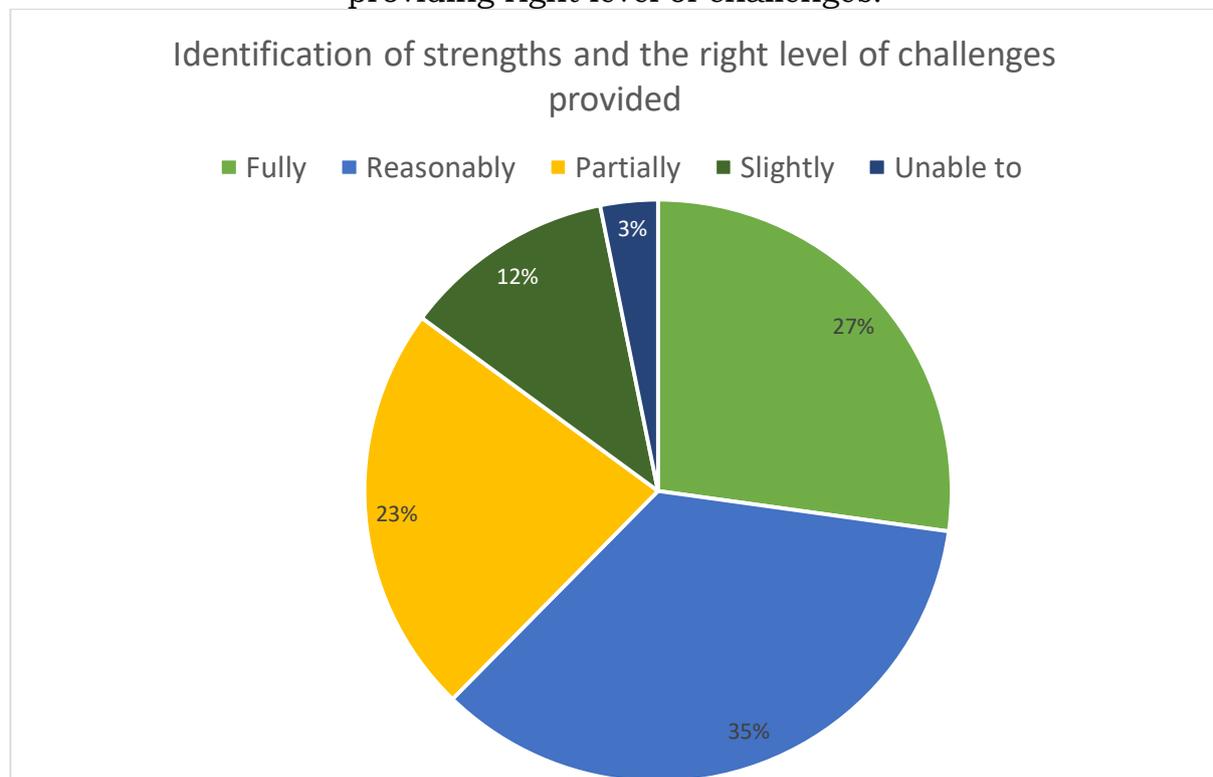


Figure 14: Teachers are able to identify your weakness and help you overcome them.

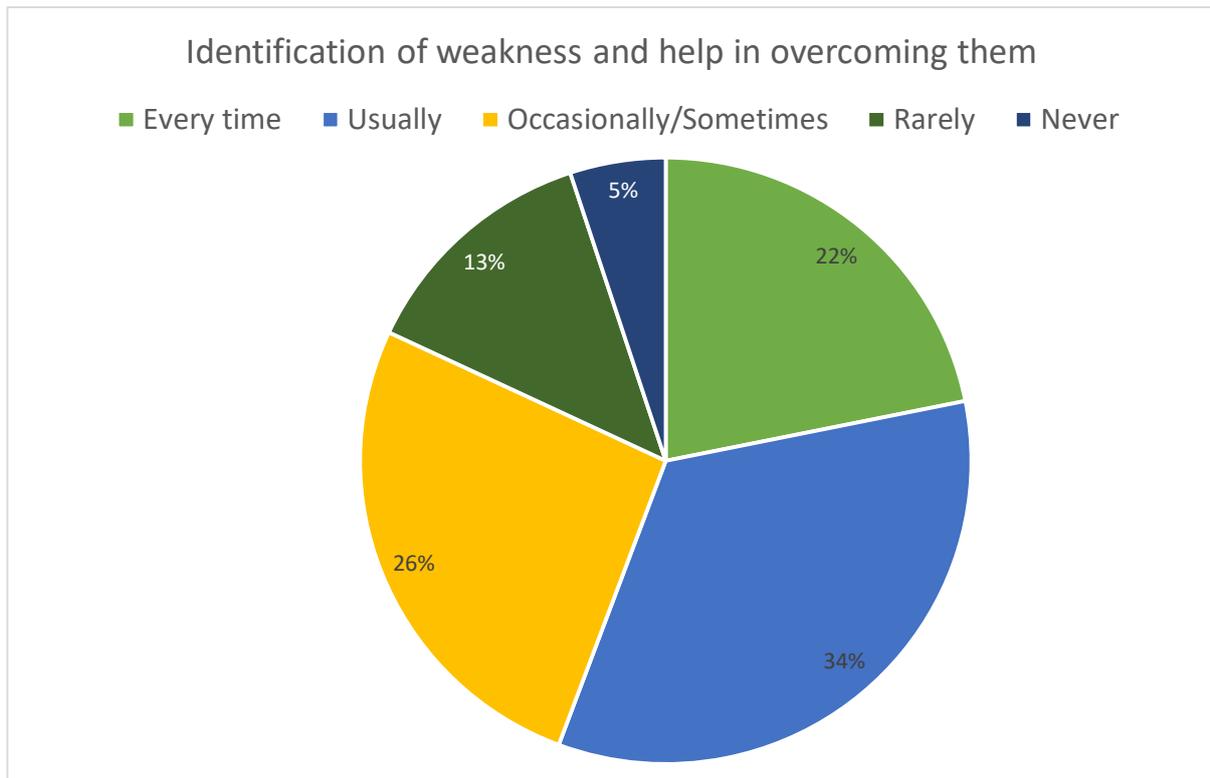


Figure 15: The Institution makes effort to engage students in mentoring, review and continuous quality improvement of teaching learning process.

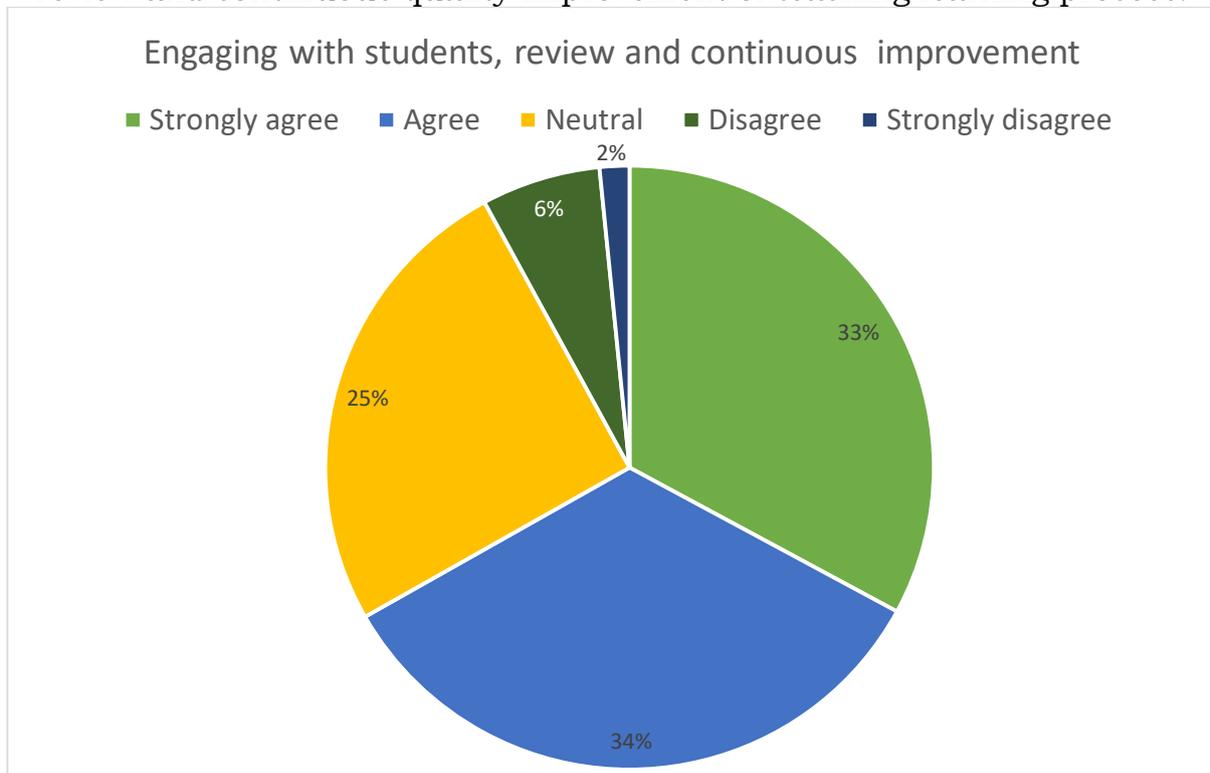


Figure 16: The institute/teachers use student centric methods such as experiential learning, participative learning and problem solving methodologies for enhancing learning experience.

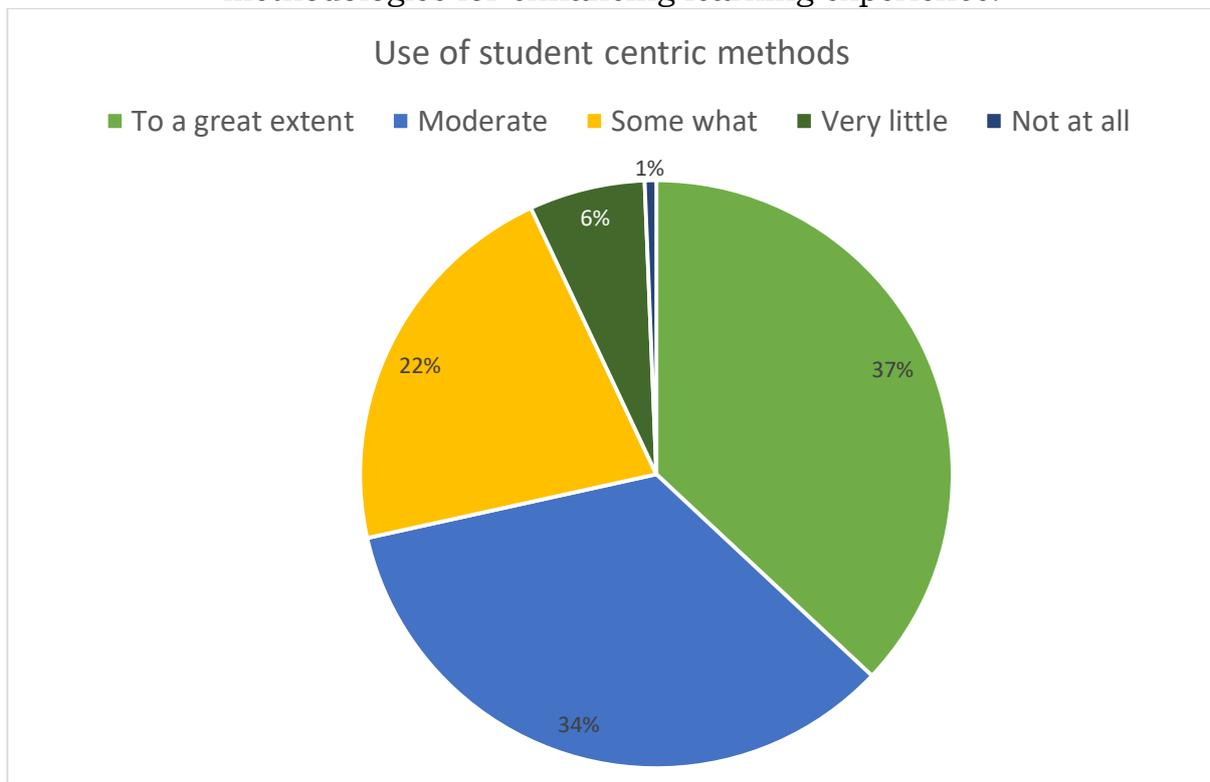


Figure 17: Teachers encourage you to participate in extracurricular activities.

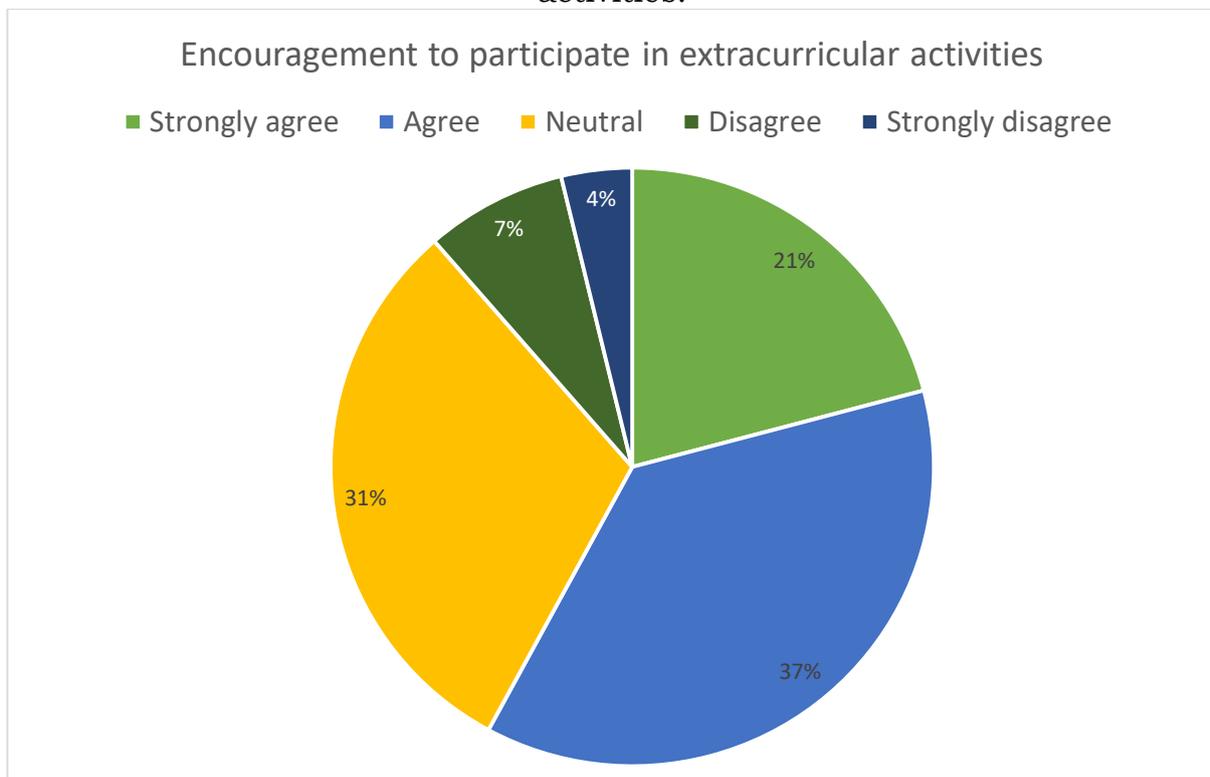


Figure 18: Efforts are made by the institute to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

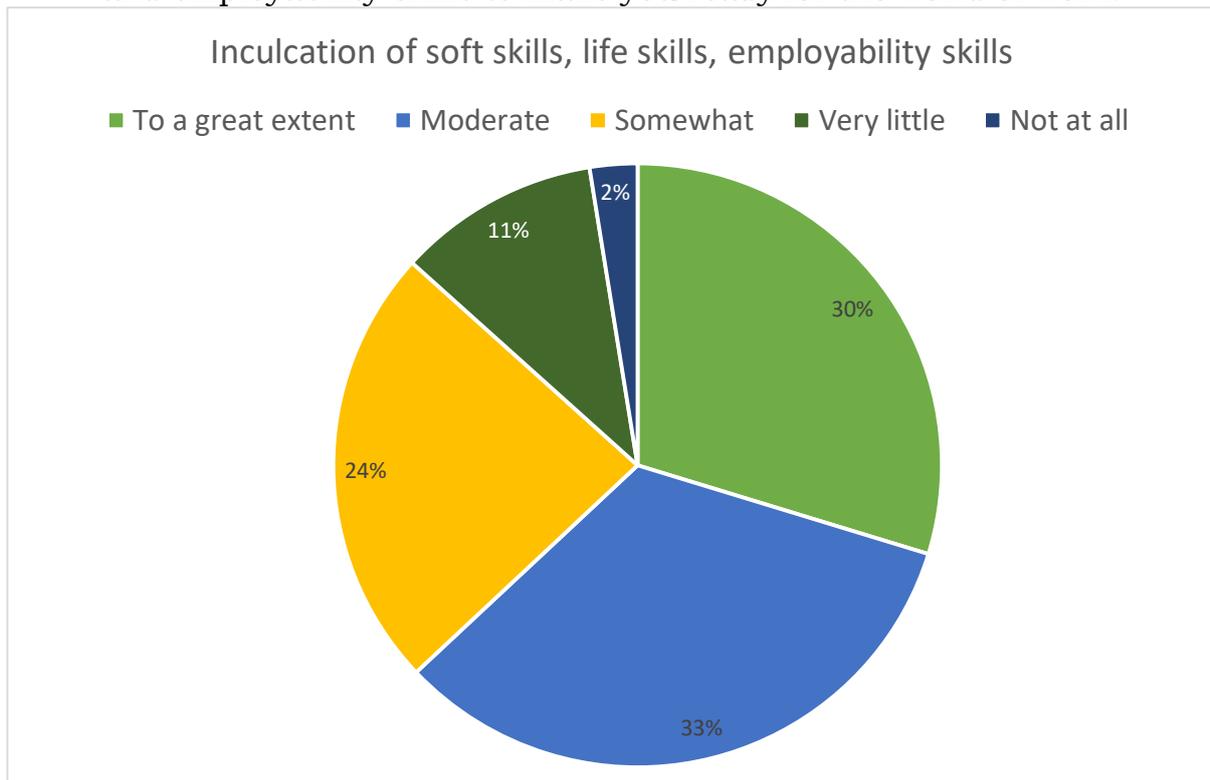


Figure 19: What percentage of teachers use projectors, multimedia etc. while teaching.

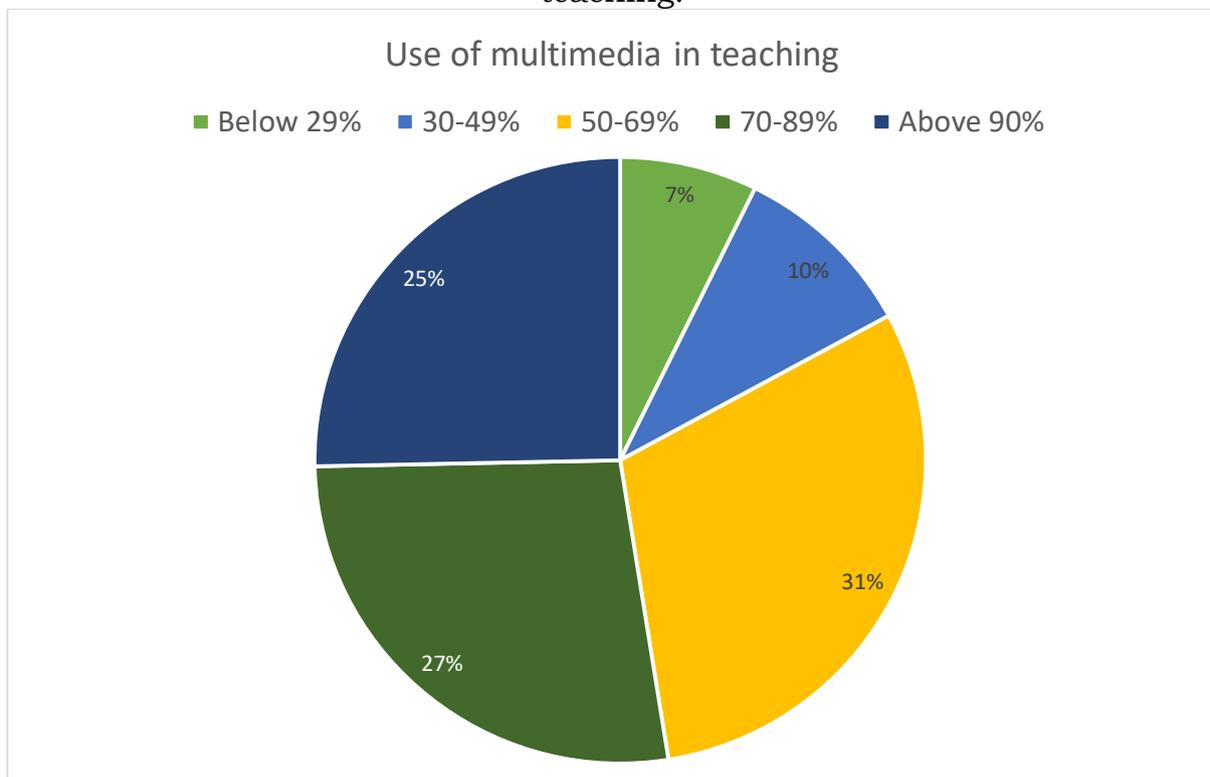
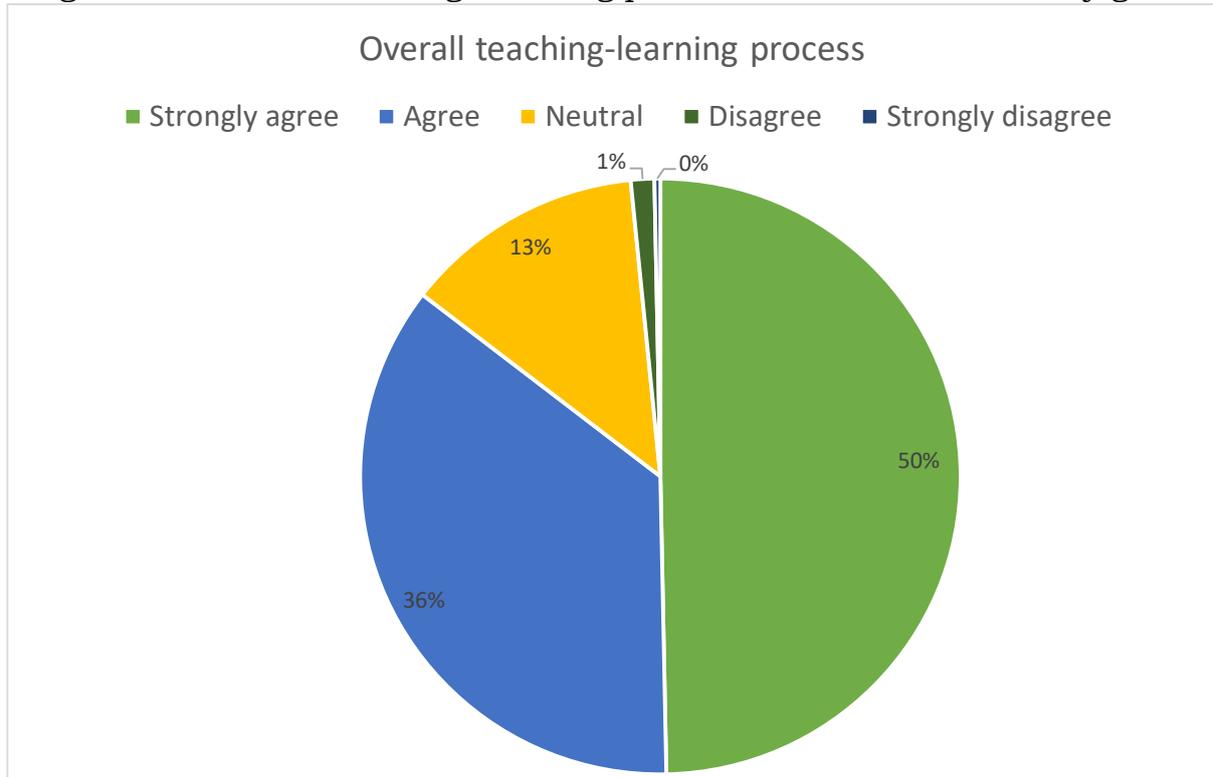


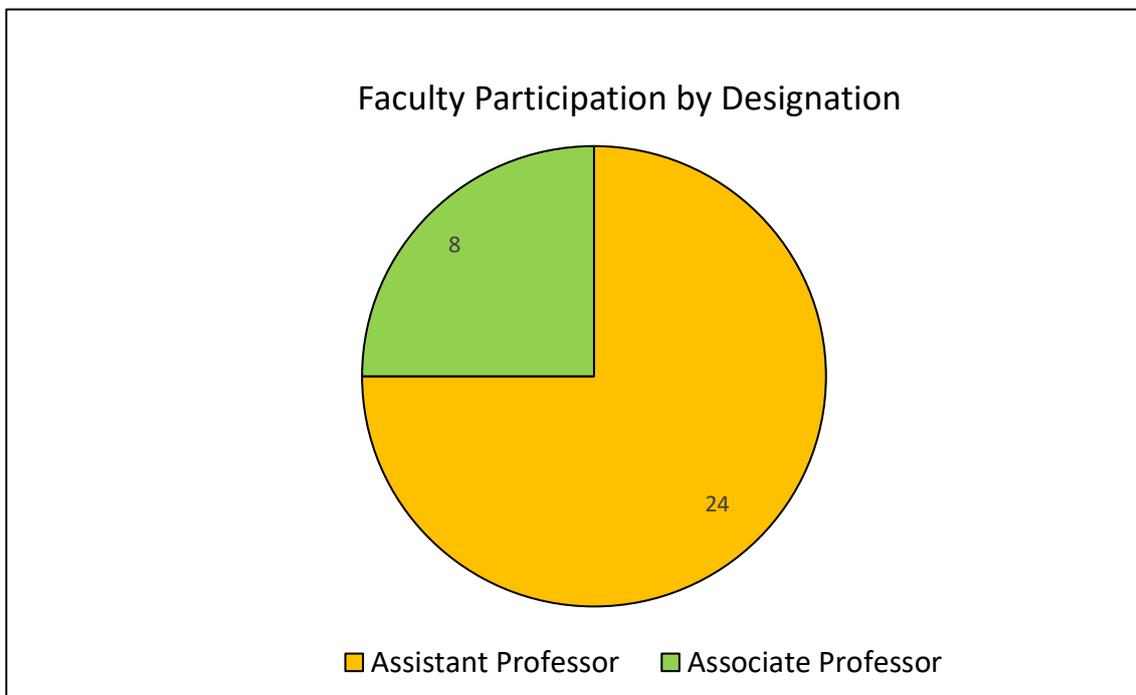
Figure 20: Overall Teaching-Learning process in the institute is very good.



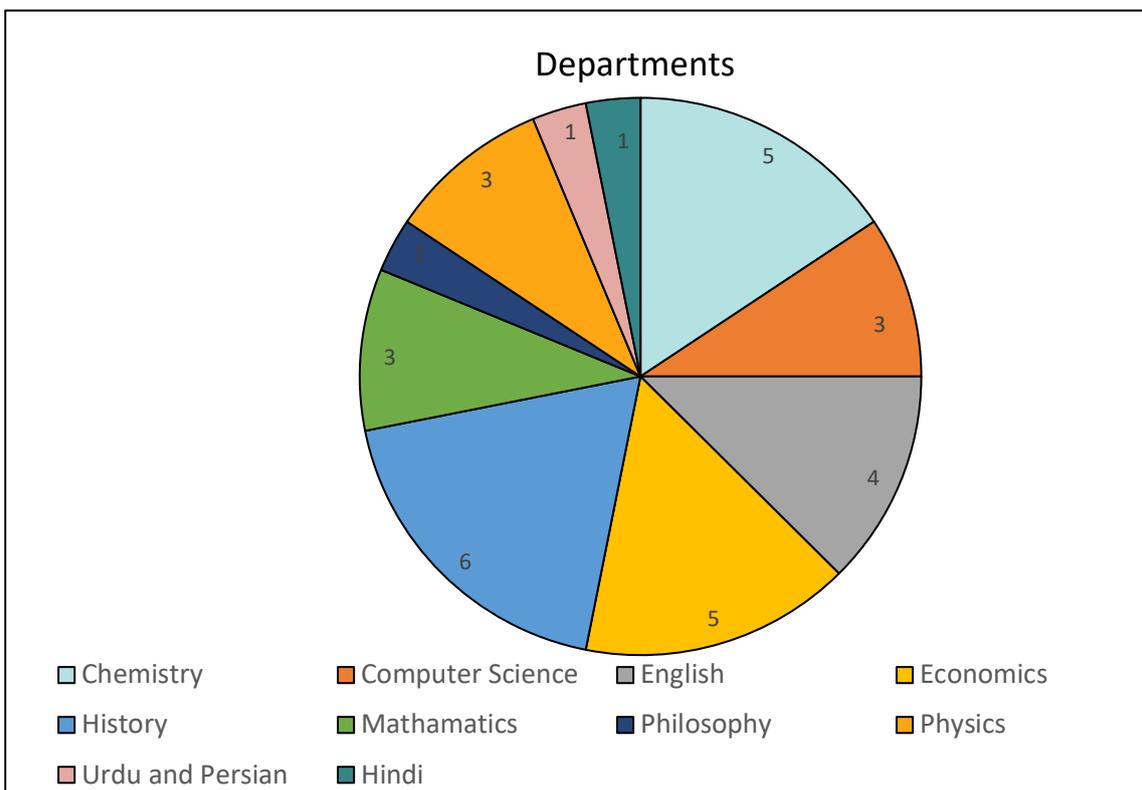
## Faculty Feedback

Total number of respondents: 32

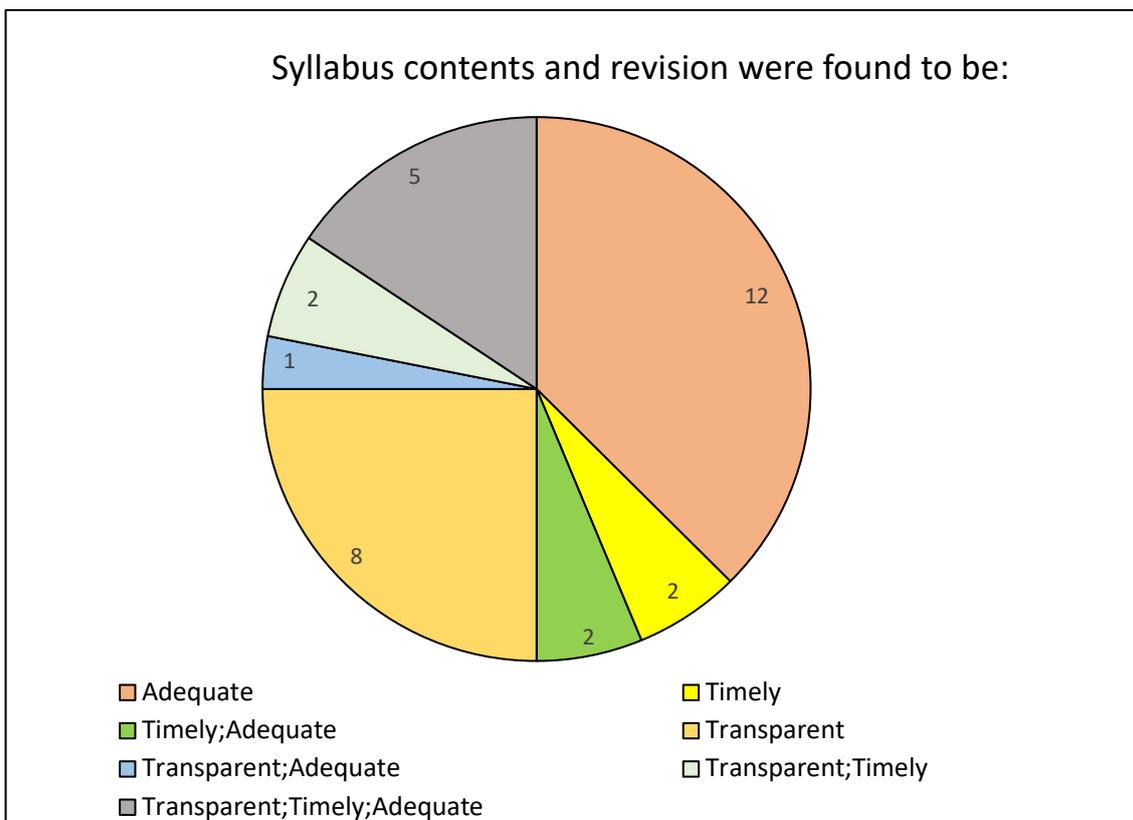
**Figure 1: Faculty Participation in the survey by Designation**



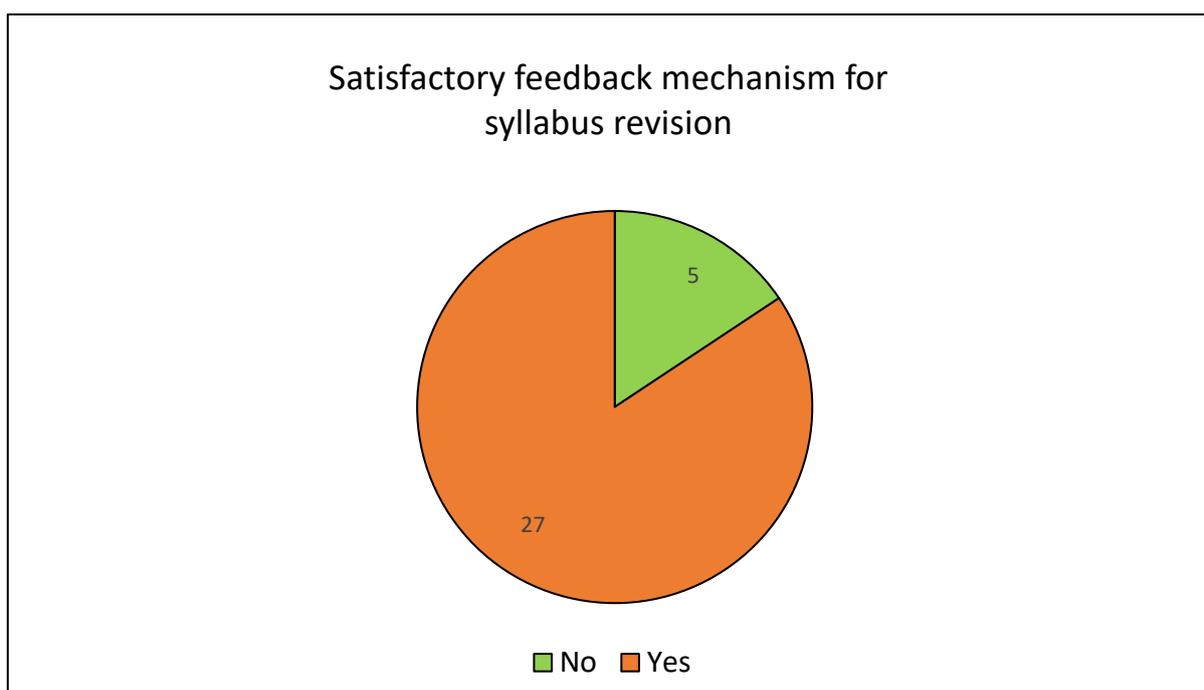
**Figure 2: Faculty Participation in the survey by Departments**



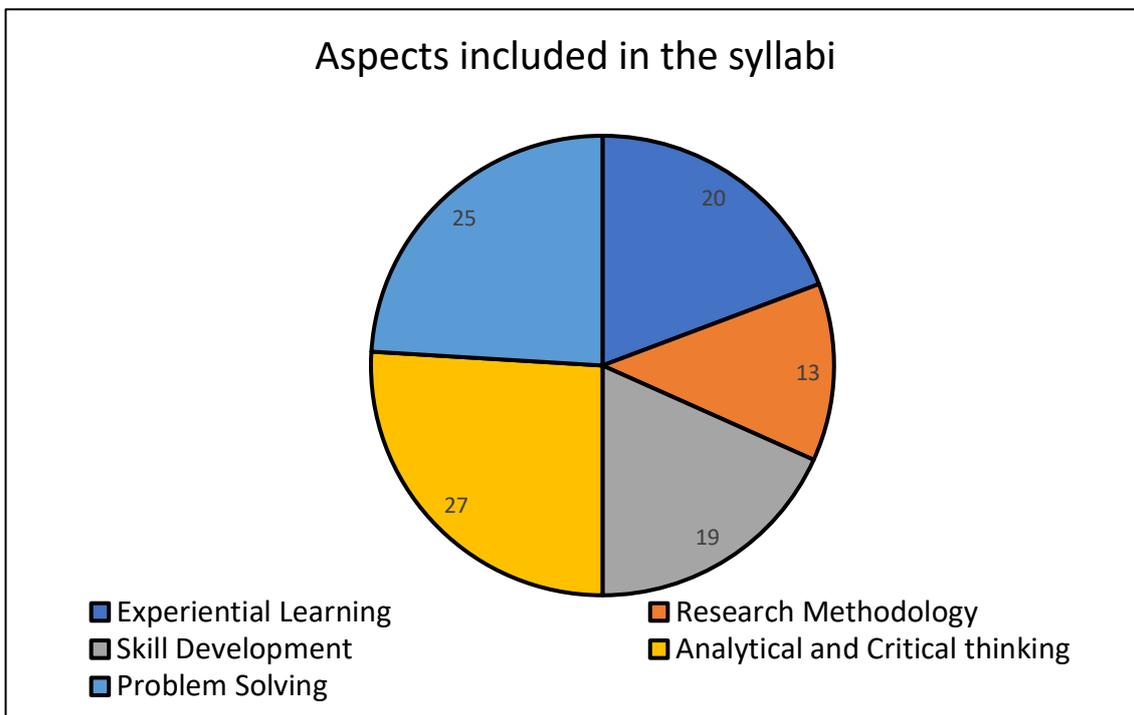
**Figure 3: The Making/Revision of the Syllabus is?**



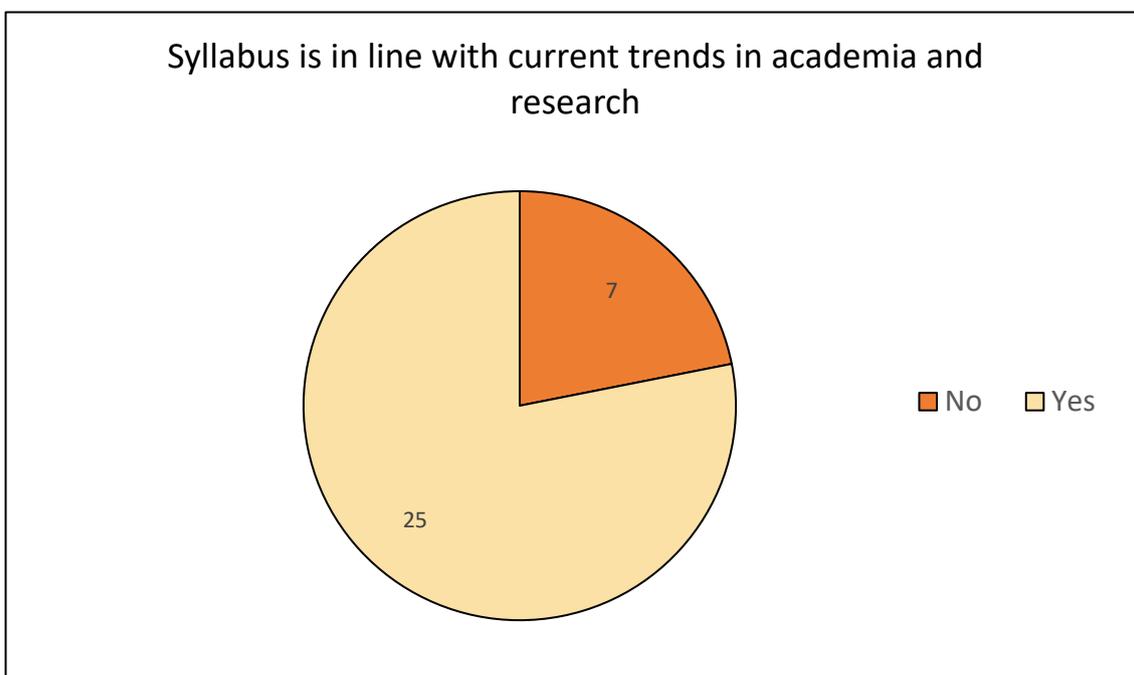
**Figure 4: Is there a mechanism for providing feedback on various aspects of syllabus during revision?**



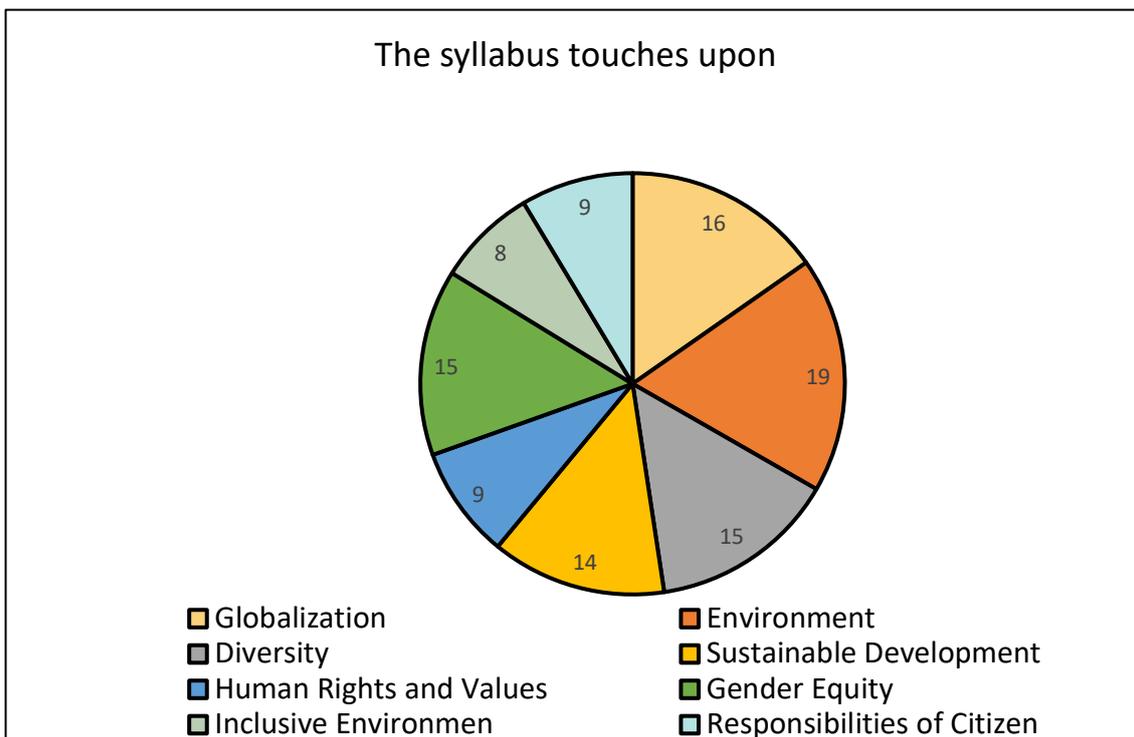
**Figure 5: Do the syllabi of the courses include the following aspects?**



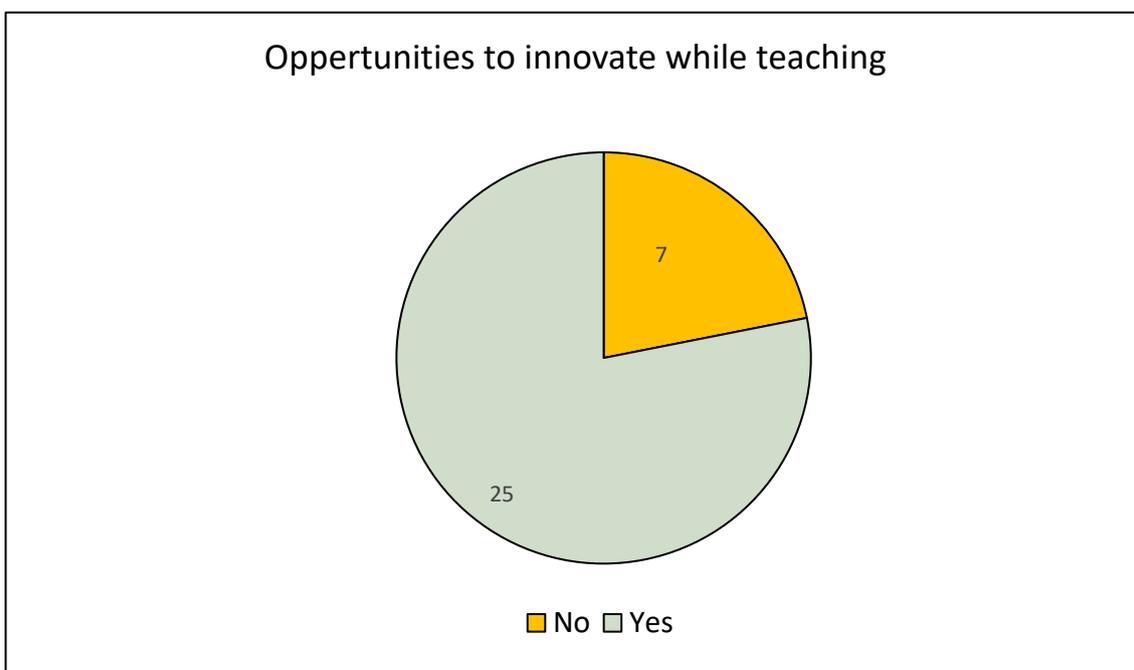
**Figure 6: Is your syllabus in line with current trends in academia and research?**



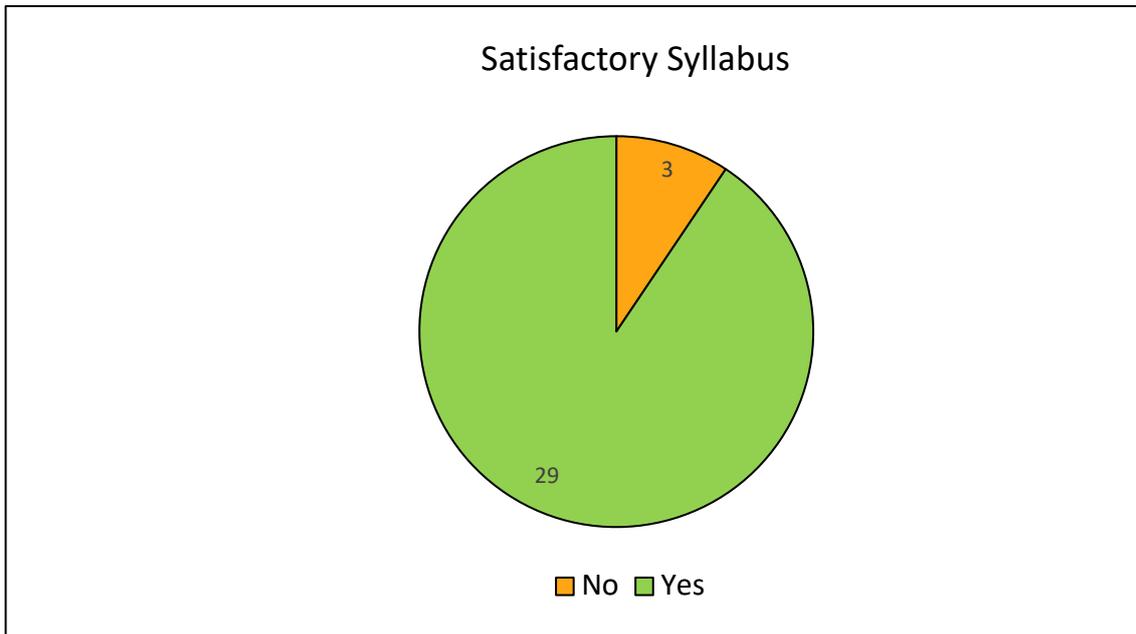
**Figure 7: Does the syllabus touch upon the following issues?**



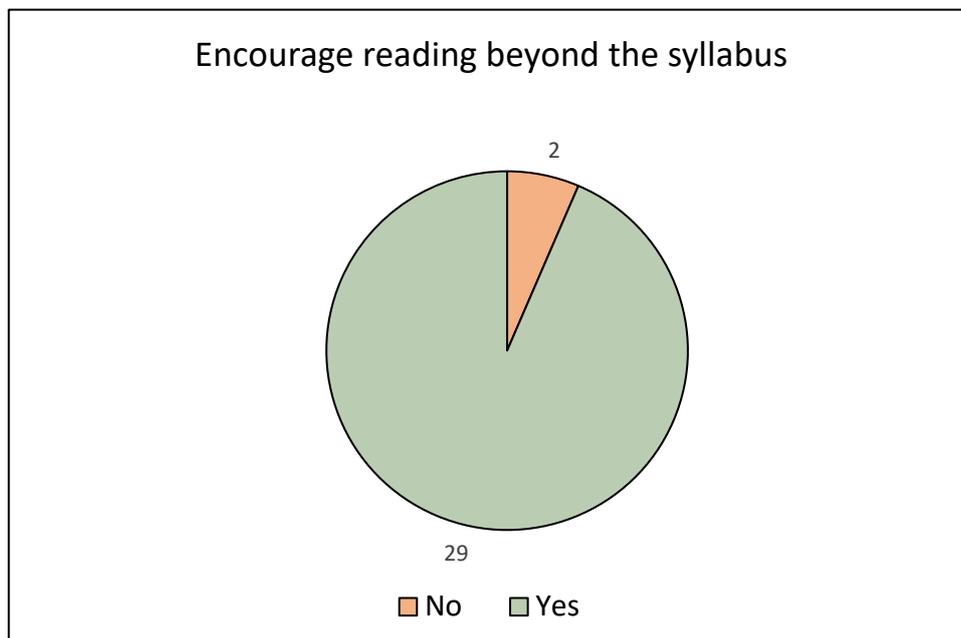
**Figure 8: Does the course structure provide opportunities to innovate and add while teaching?**



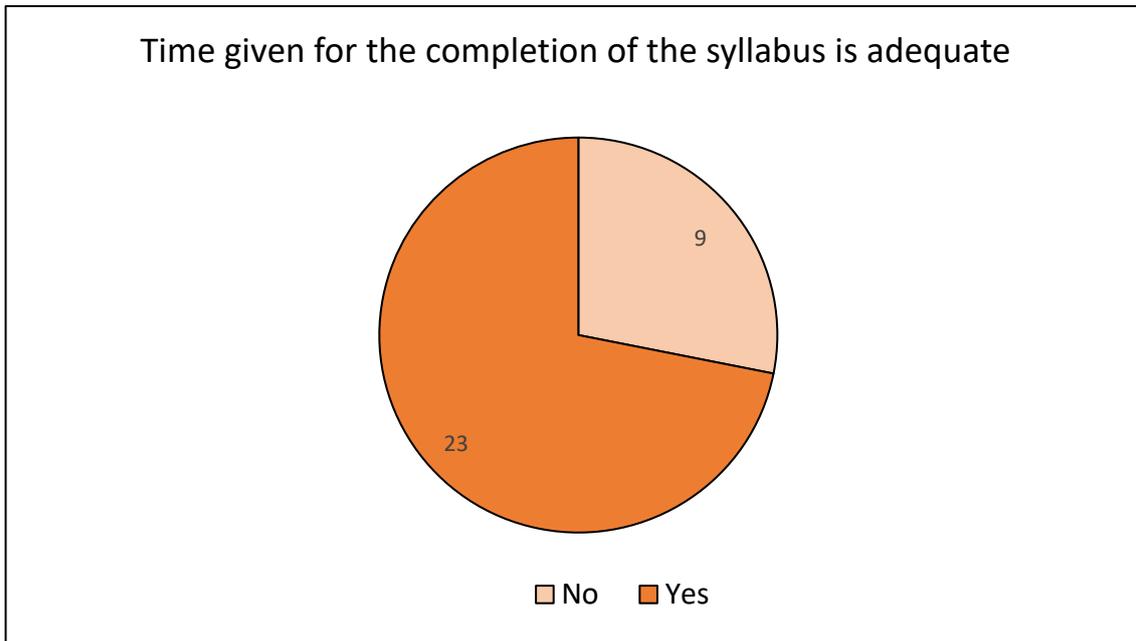
**Figure 9: Do students find the syllabus up to the requirement generally?**



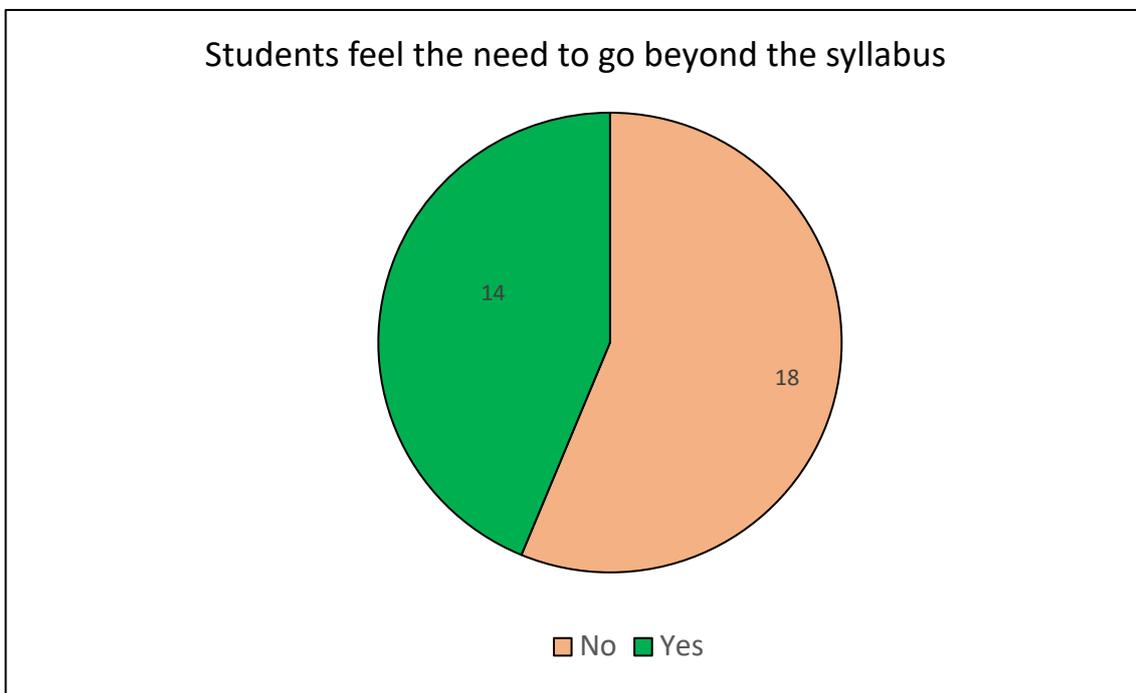
**Figure 10: Do you suggest readings beyond what is there in the syllabus?**



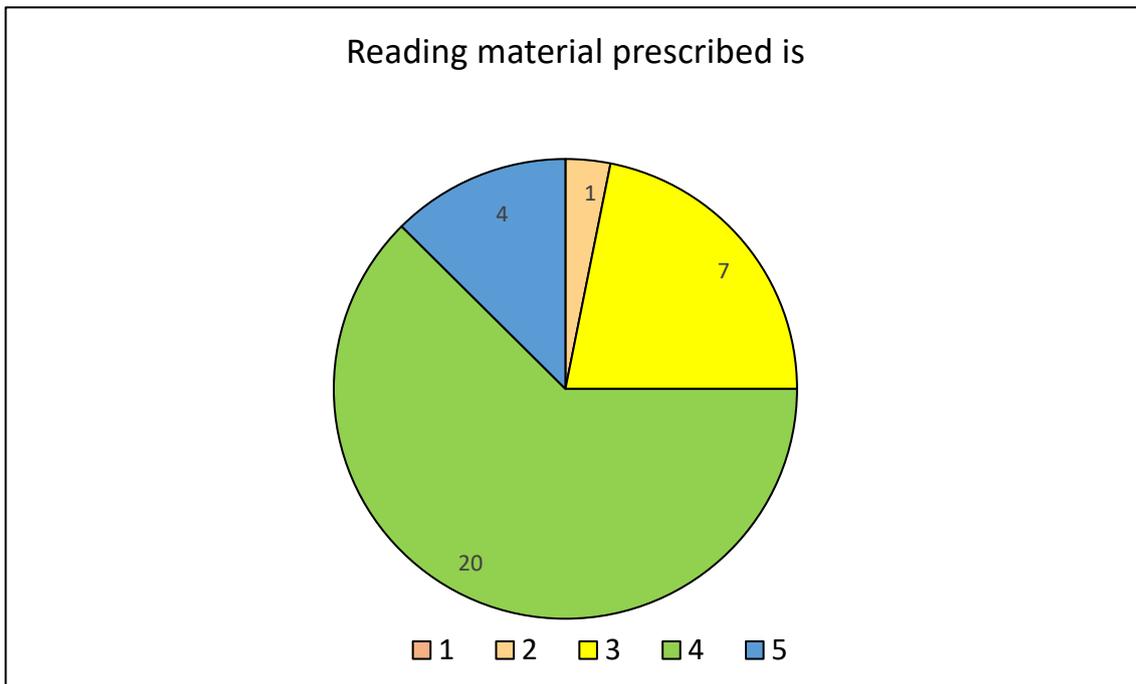
**Figure 11: Do you find the time given for the completion of the syllabus adequate?**



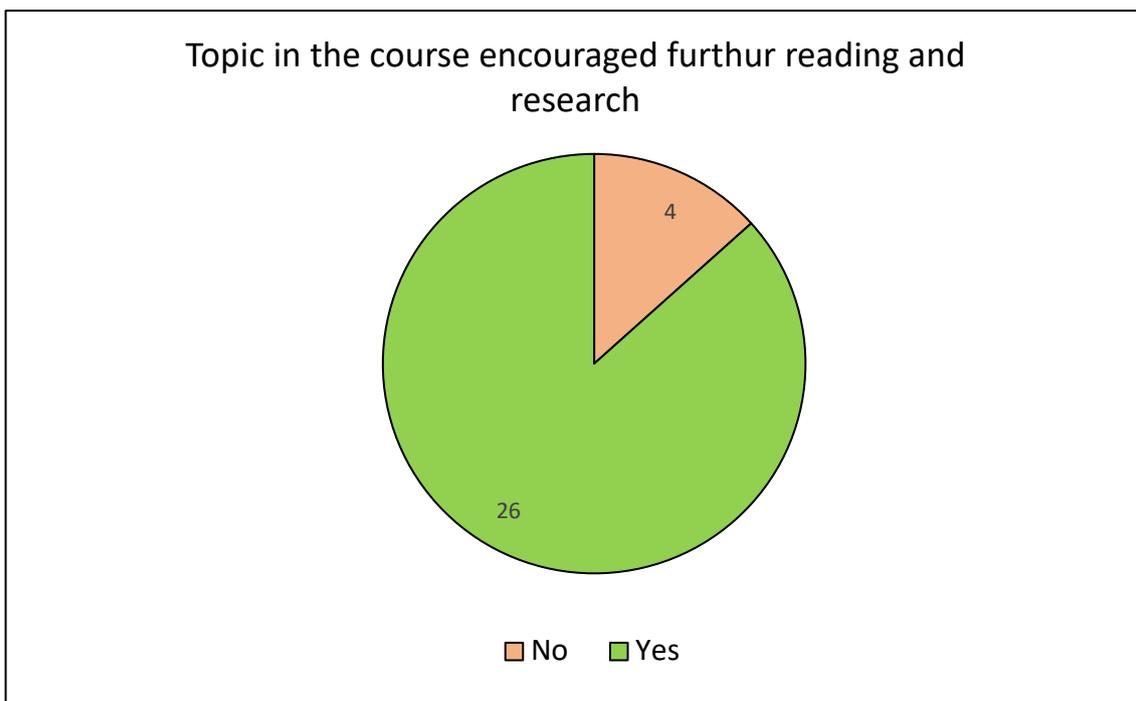
**Figure 12: Do the students feel the need to go beyond the syllabus?**



**Figure 13: Please rate the reading material prescribed for the syllabus on a scale of 1 to 5 (5 being the best)**



**Figure 14: Has any topic in your course encouraged you to further explore in terms of research?**



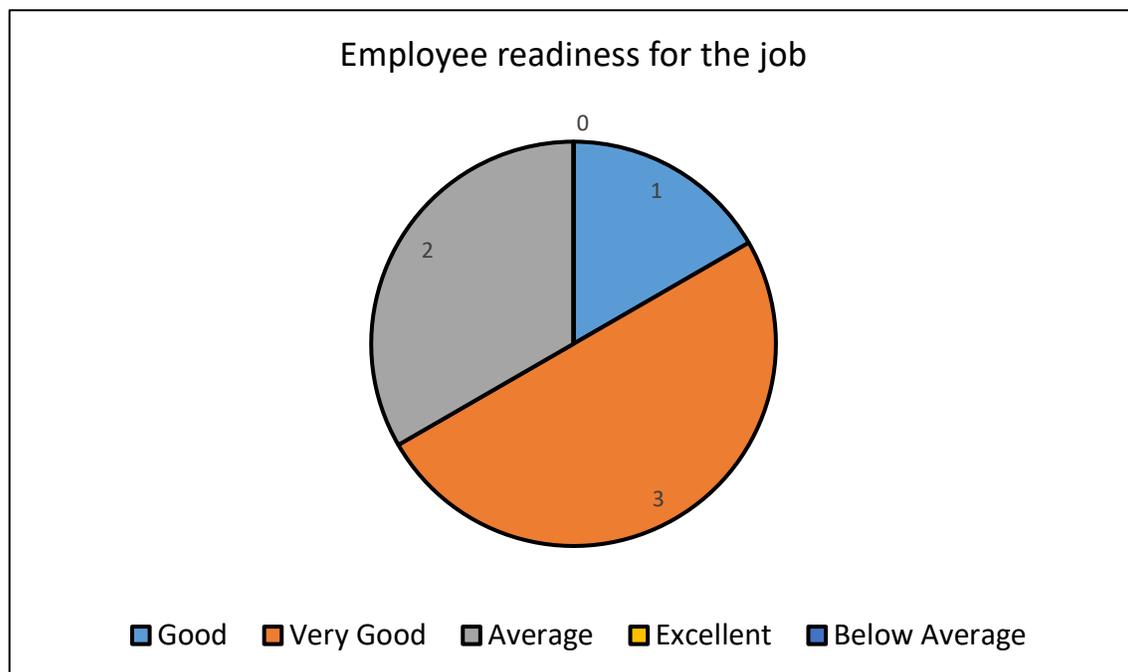
## Employer's Feedback

Total number of respondents: 6

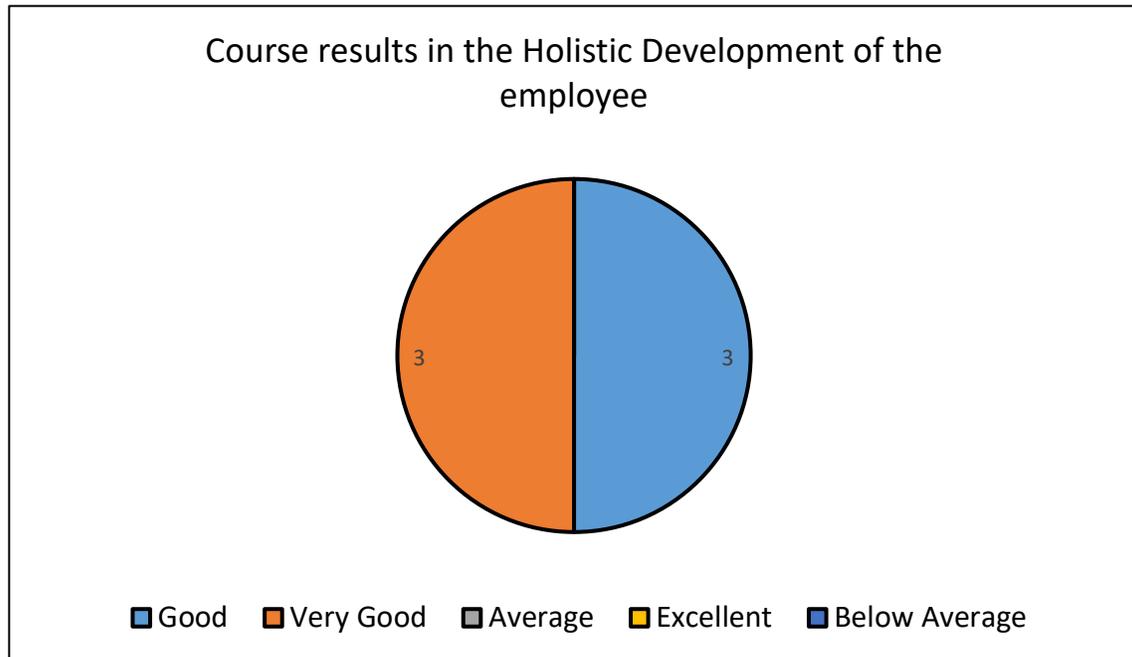
Question 1. - 5 responses

What are the qualities you look for in a candidate while hiring?
High motivation, good work ethic, maturity and personal initiative; Comfortable with unstructured problems , Ability to work collaboratively in a team environment, Effective oral and written communication skills in English – Empathy, adaptability and emotional intelligence. Strong attention to detail, with a quality-focused mindset – Self-discipline for planning and organizing tasks – Aptitude for analytical and quantitative problem-solving skills, with a creative outlook
Analytical skills, Communication skills, Behavioral aspects
Practical Problem Solving, Interpersonal Skills, Demonstrated Drive
Problem solving skills, communication, basic analytical abilities
Technical knowledge of all basic softwares

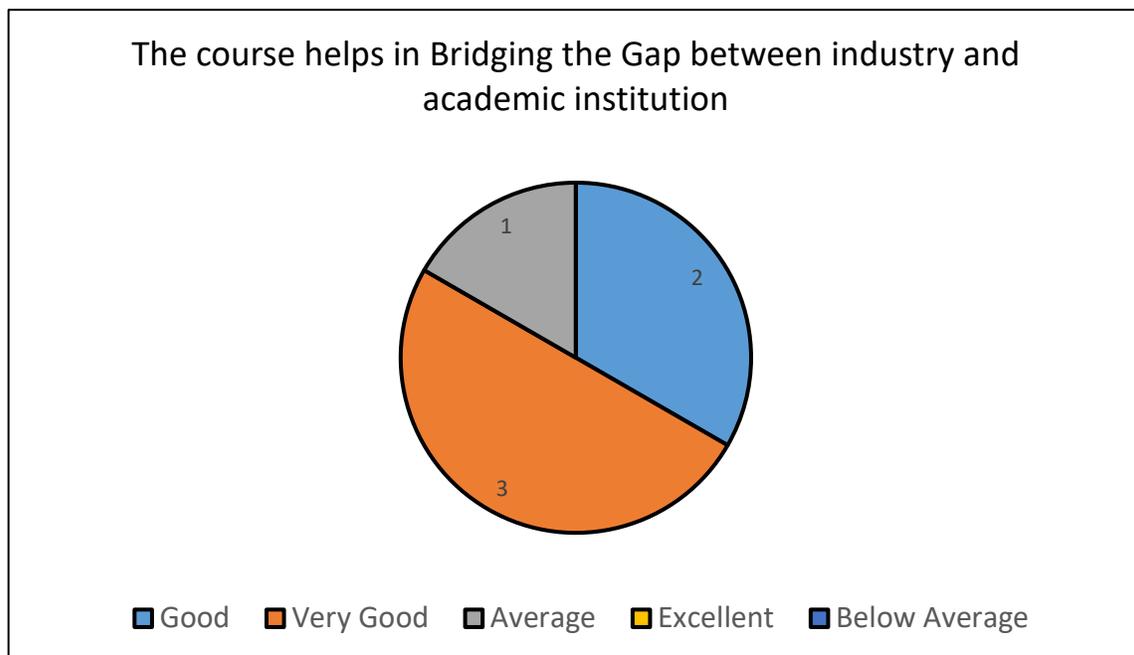
**Figure 1: The syllabus and the course makes the employee adequately ready for the job - 6 responses**



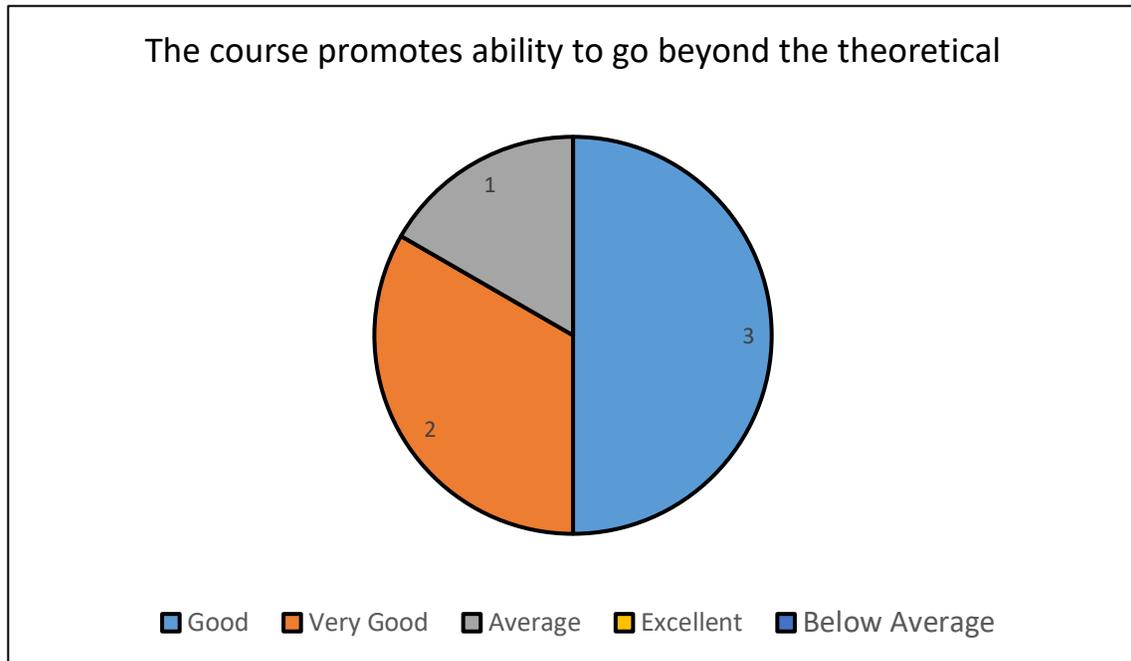
**Figure 2: Ability of the course to help in the holistic development of the employee**



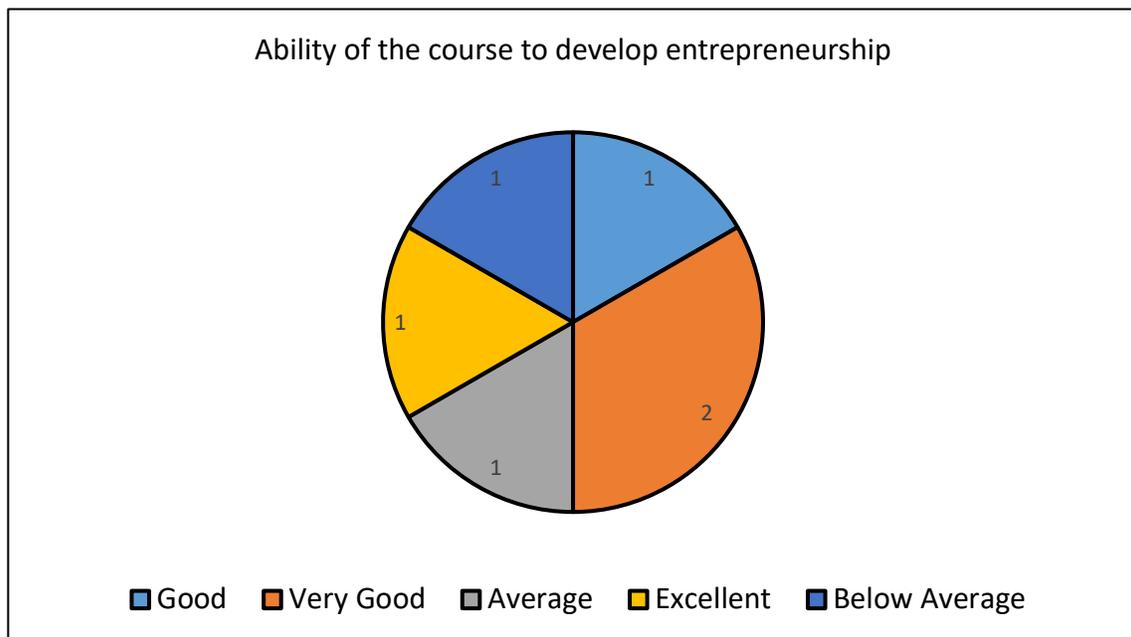
**Figure 3: Bridging the Gap between industry and academic institution**



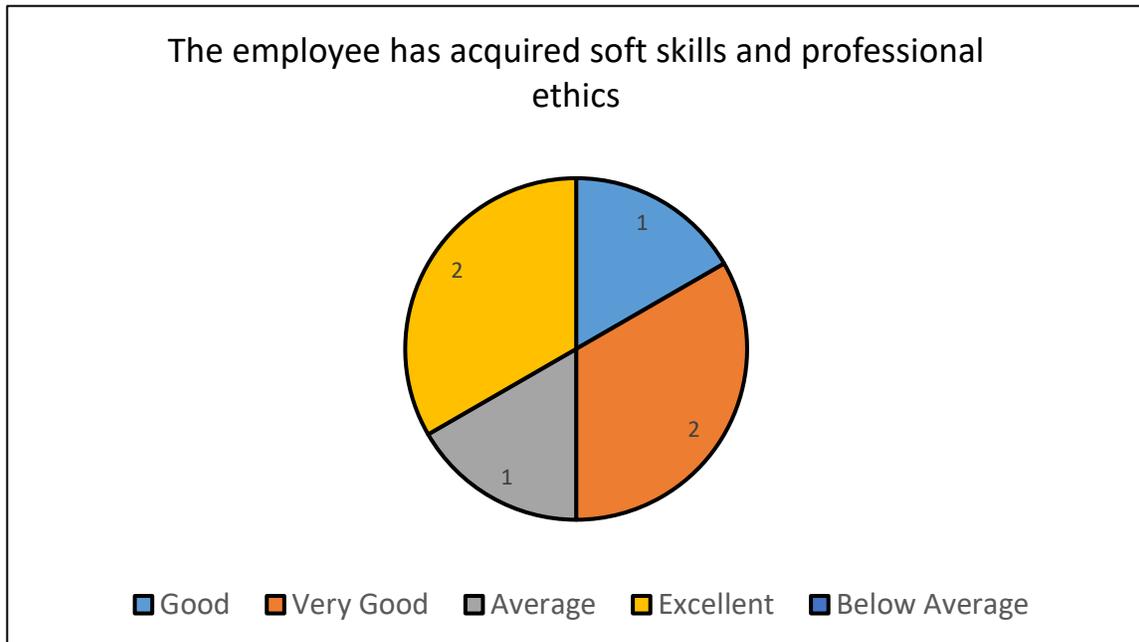
**Figure 4: Ability to go beyond the theoretical**



**Figure 5: Ability of the course to develop entrepreneurship**



**Figure 6: The employee has acquired soft skills and professional ethics**



**Figure 7: The course helped the employee to emerge as a responsible citizen with good morals and ethical values**

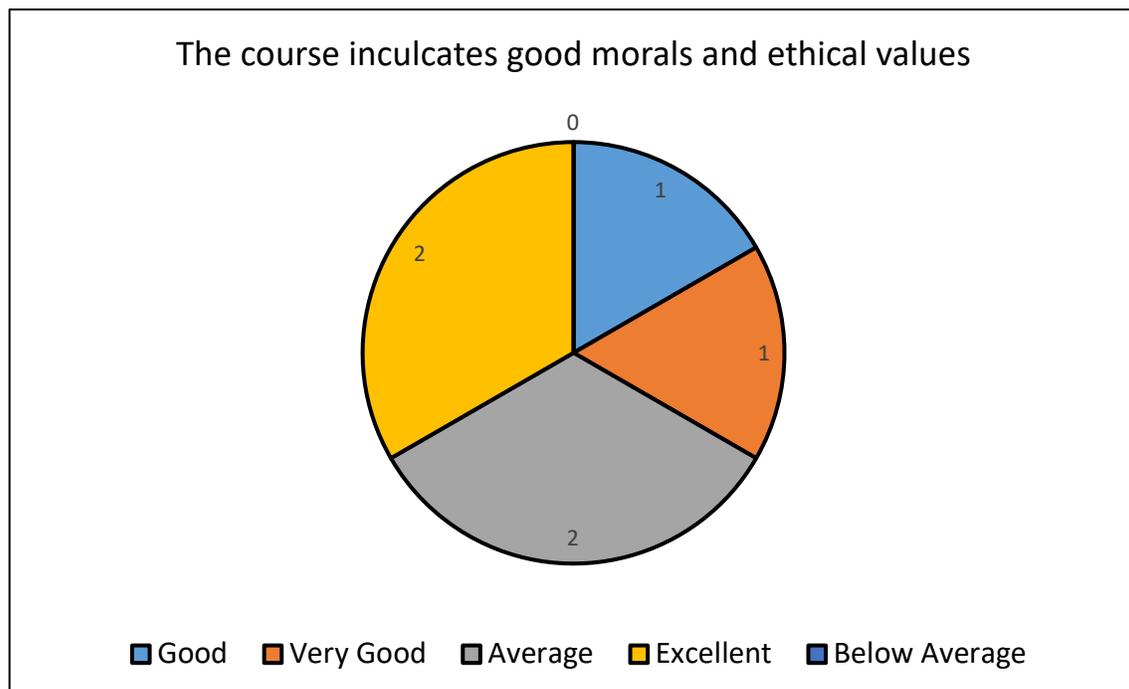
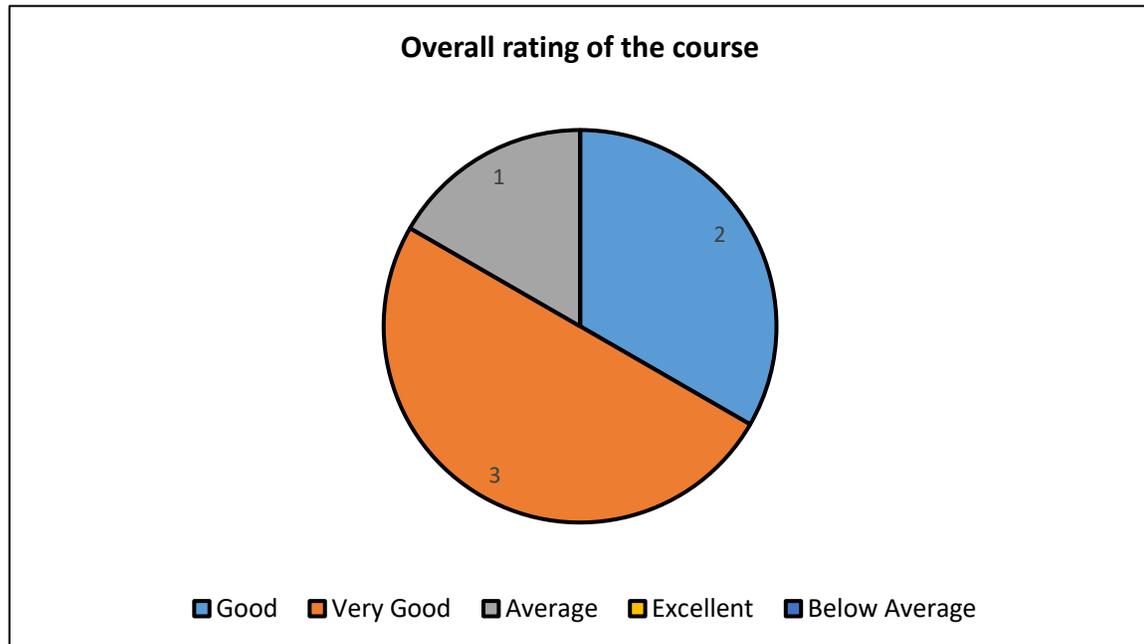


Figure 8: Overall rating of the course



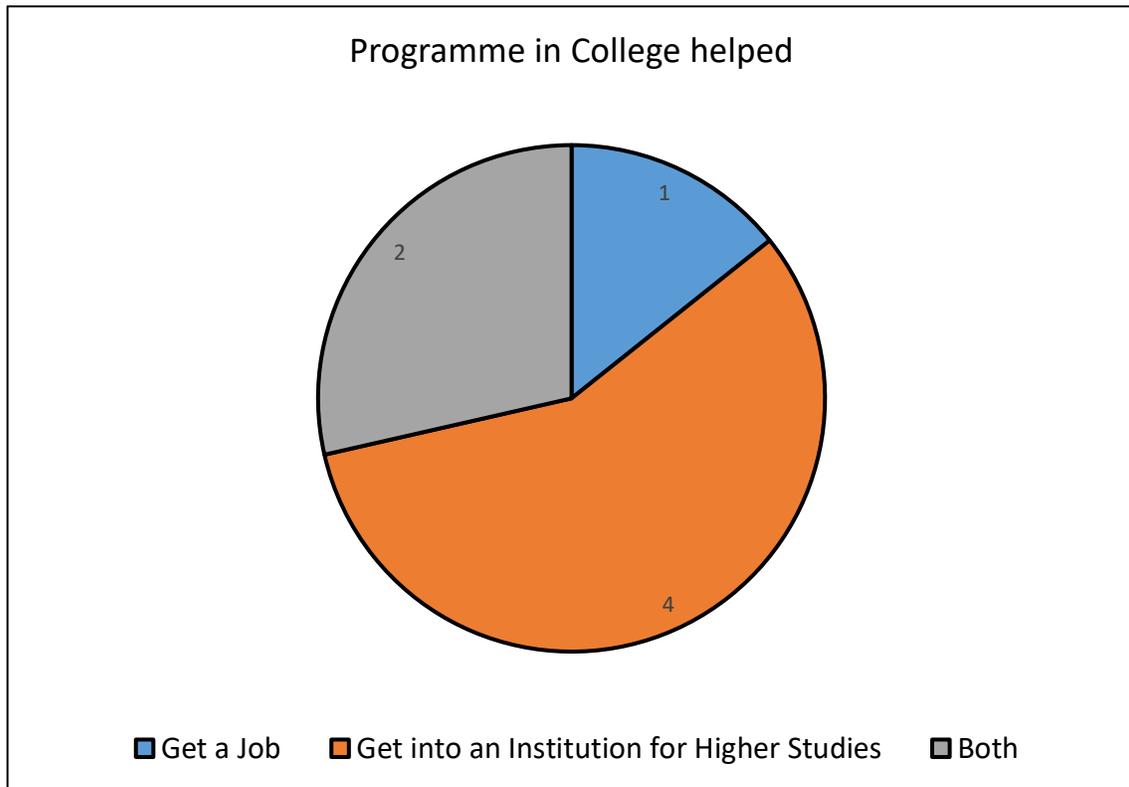
Question 2: - 3 responses

<b>Would you suggest any improvements in the employers feedback form on the syllabus?</b>
No everything was fine
More practical experience through internships and industry attachments
Poor response from the students' side after offer was sent. Please ensure stricter policies to prevent wastage of company time

## Alumni Feedback

Total number of respondents: 7

**Figure 1: Did your program in College help you? - 7 responses**



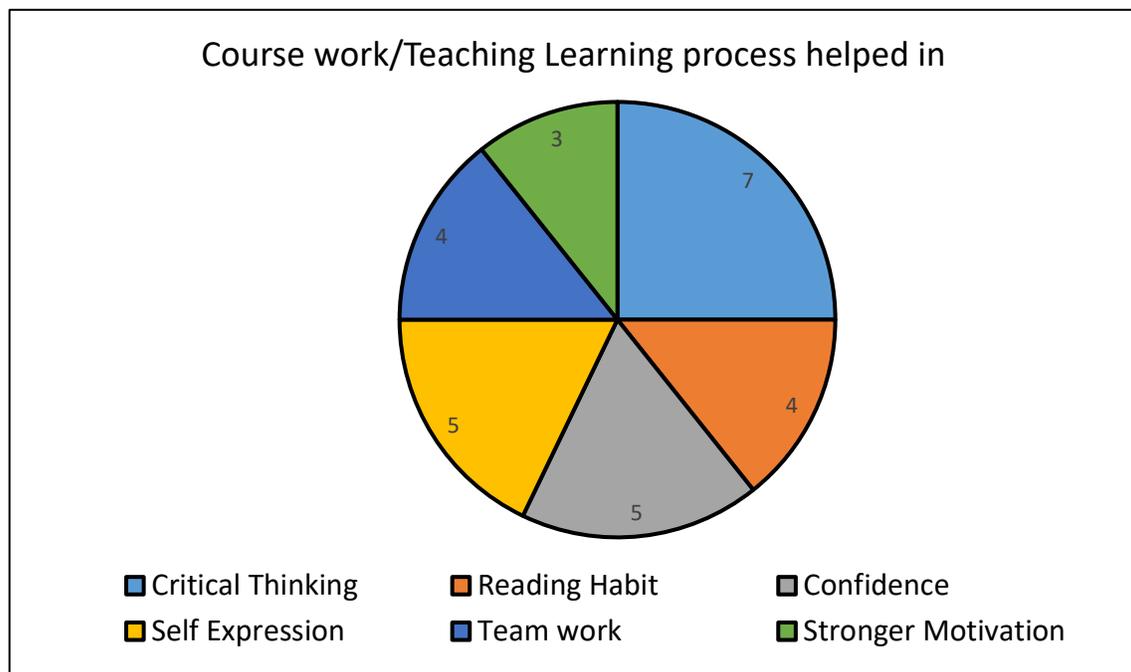
Question 2. – 4 responses

<b>Which specific part of your syllabus in graduation have been useful for your job or in post graduate studies?</b>
Mathematics
Post modern literature, American literature, Indian literature
Real Analysis and Economics (GE)
Art and film appreciation, Aesthetics, philosophy of religion and science & logic
The job is very different from the course undertaken in undergraduation.

**Figure 2: Did you find gaps in your syllabus? - 6 responses**



**Figure 3: Did your course work/ teaching- learning process help in developing:**  
(tick the relevant options) - 8 responses



Question 4. - 3 responses

<b>In this form for syllabus Feedback, kindly suggest ways to improve.</b>
All good
Limited options for the last question should have added a self prompt option .
The various ways adopted by teachers to make us understand the course work during COVID-19 is worth appreciating. I don't think anything extra could have been done to improve.