1.4.1 & 1.4.2

Institution obtains feedback on the syllabus and its transaction at the institution from the stakeholders.

(Supporting Document)

Analysis of the Responses 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 has been conducted in the period 2018-19, 2019-20 and 2020-21, the detailed results of which can be found on the following links:

2020-21: 434 students were invited to participate in the survey out of which 316 students responded.
https://www.ststephens.edu/wp-content/uploads/2021/10/Student-Satisfaction- Survey-2020-21.pdf

2019-20: 408 students were invited to participate in the survey out of which 164 students responded.
https://www.ststephens.edu/wp-content/uploads/2021/01/2019-2020_Student-Satisfaction-Survey.pdf

2018-19: 449 students were invited to participate in the survey out of which 54 students responded.
https://www.ststephens.edu/wp-content/uploads/2020/06/Student_Satisfaction_Survey_Responses_2018-2019.pdf

The following is the information and analysis of the responses of the faculty, alumni and employers along with some sample forms as filled in by these stakeholders.

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.

Alumni Feedback

Total number of respondents: 7

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

Programme in College helped

- Get a Job
- Get into an Institution for Higher Studies
- Both
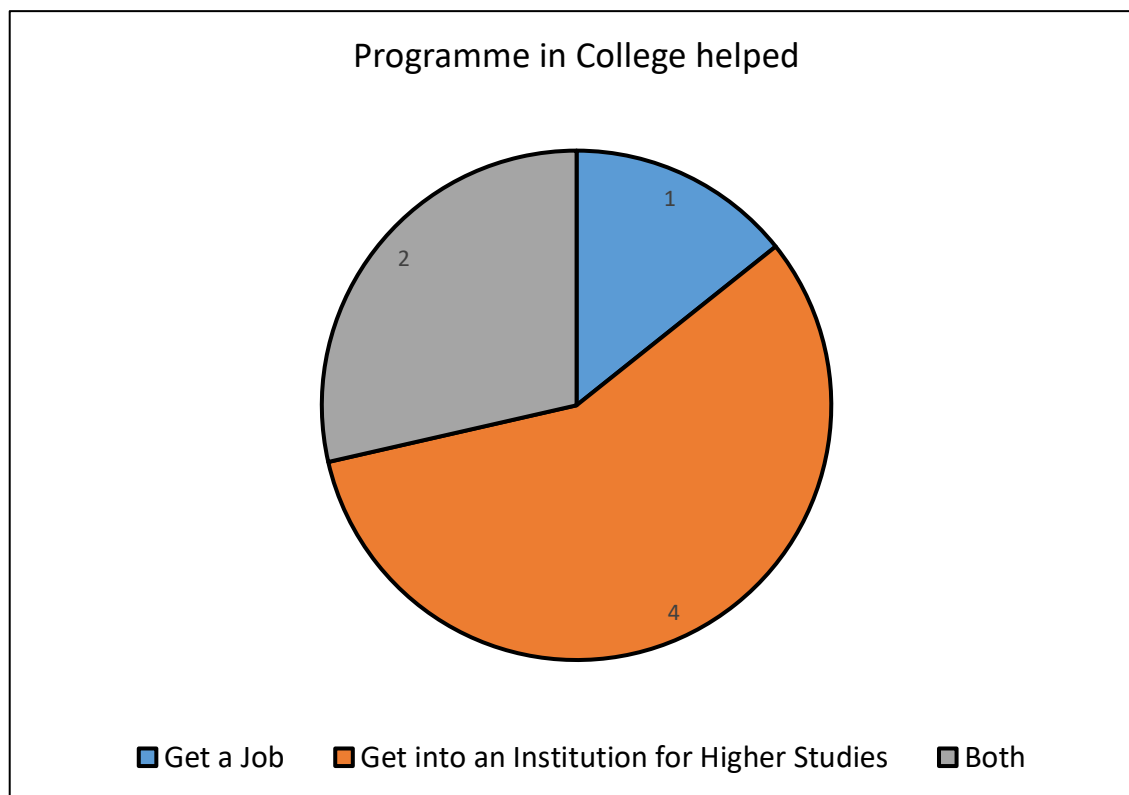
Question 2. – 4 responses

Which specific part of your syllabus in graduation have been useful for your job or in post graduate studies?
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.

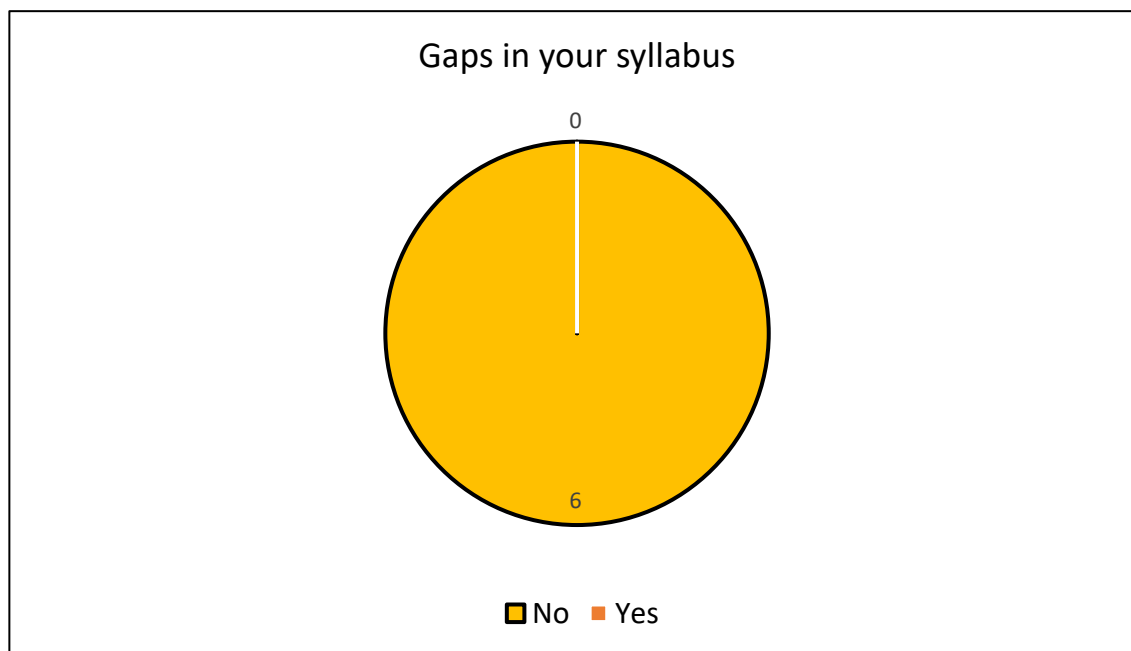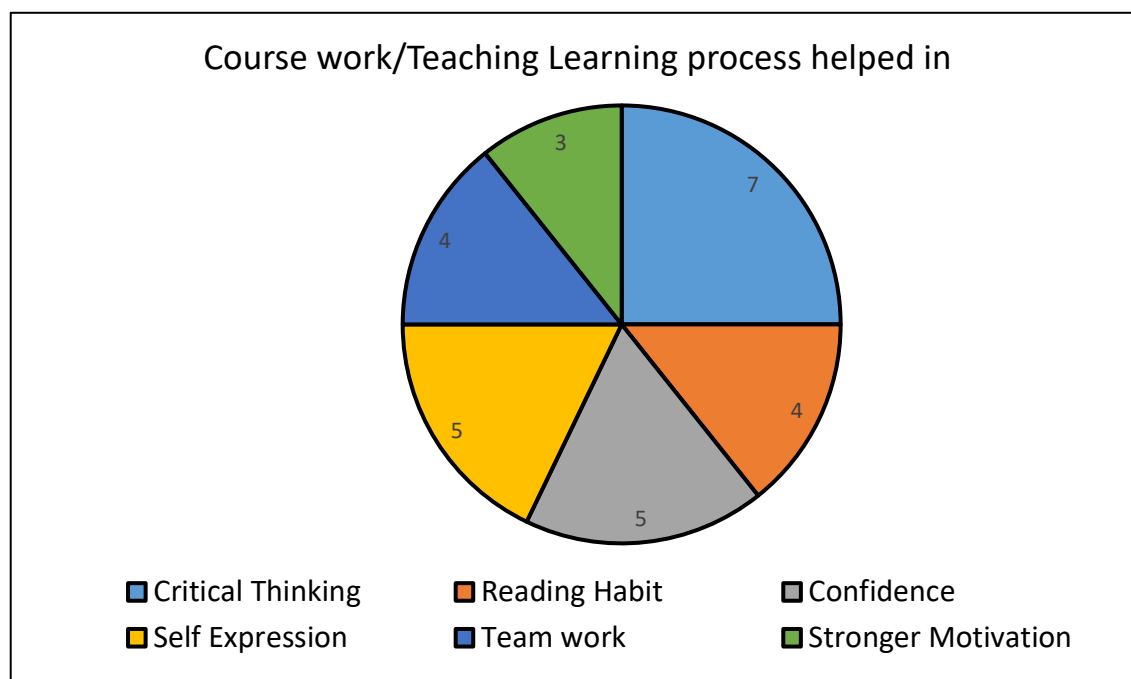**Figure 2: Did you find gaps in your syllabus?** - 6 responses

Gaps in your syllabus

0

6

■ No ■ Yes

Figure 3: Did your course work/ teaching- learning process help in developing:

(tick the relevant options) - 8 responses

Course work/Teaching Learning process helped in

3

7

4

4

5

5

■ Critical Thinking   ■ Reading Habit   ■ Confidence
■ Self Expression   ■ Team work   ■ Stronger Motivation

Question 4. - 3 responses

In this form for syllabus Feedback, kindly suggest ways to improve.
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.

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 â€¢ Empathy, adaptability and emotional intelligence. Strong attention to detail, with a quality-focused mindset â€¢ Self-discipline for planning and organizing tasks â€¢ 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

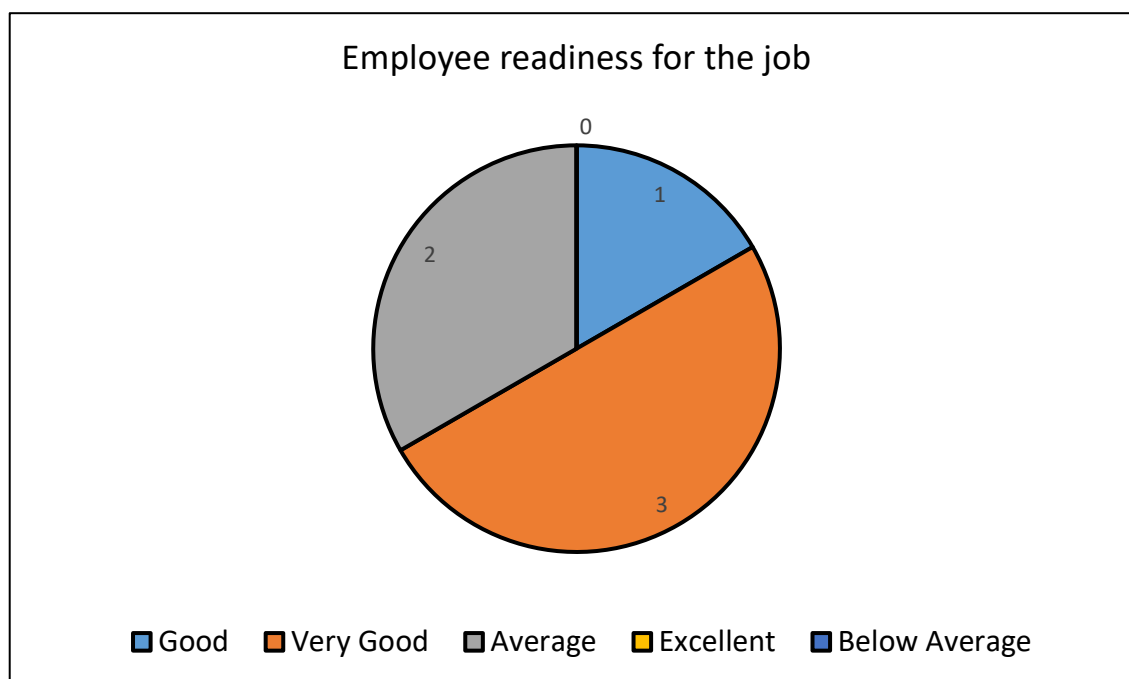**Figure 1:** **The syllabus and the course makes the employee adequately ready for the job - 6 responses**

Employee readiness for the job

Good   Very Good   Average   Excellent   Below Average

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

Course results in the Holistic Development of the employee

3   3

☐ Good   ☐ Very Good   ☐ Average   ☐ Excellent   ☐ Below Average
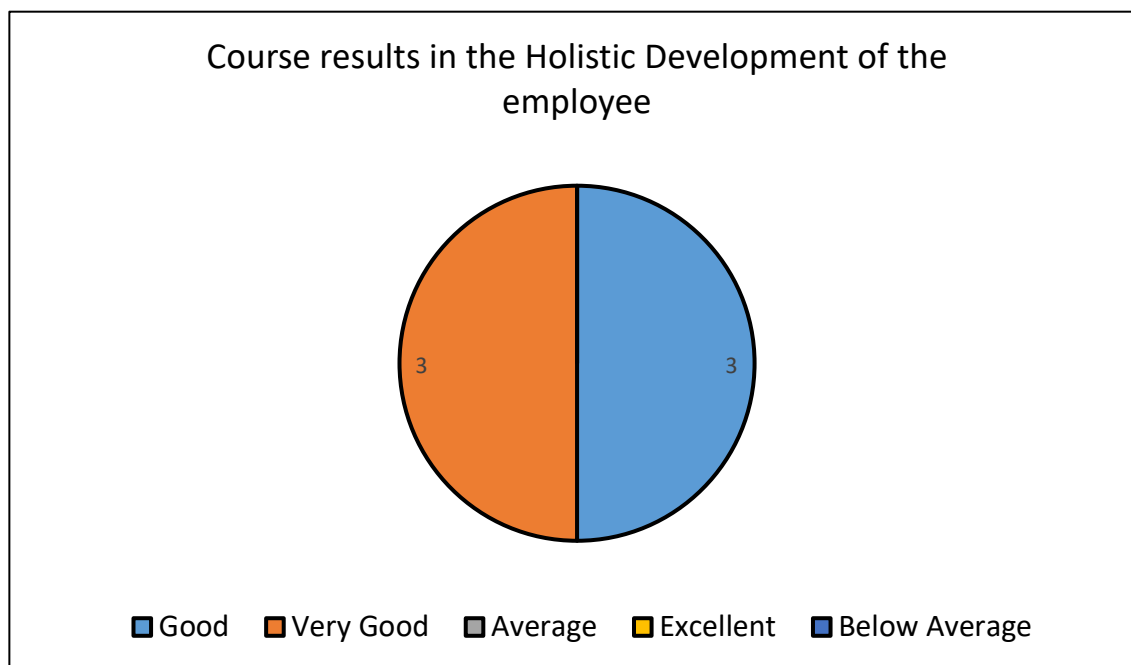
Figure 3: Bridging the Gap between industry and academic institution

The course helps in Bridging the Gap between industry and academic institution

1

2

3

☐ Good   ☐ Very Good   ☐ Average   ☐ Excellent   ☐ Below Average
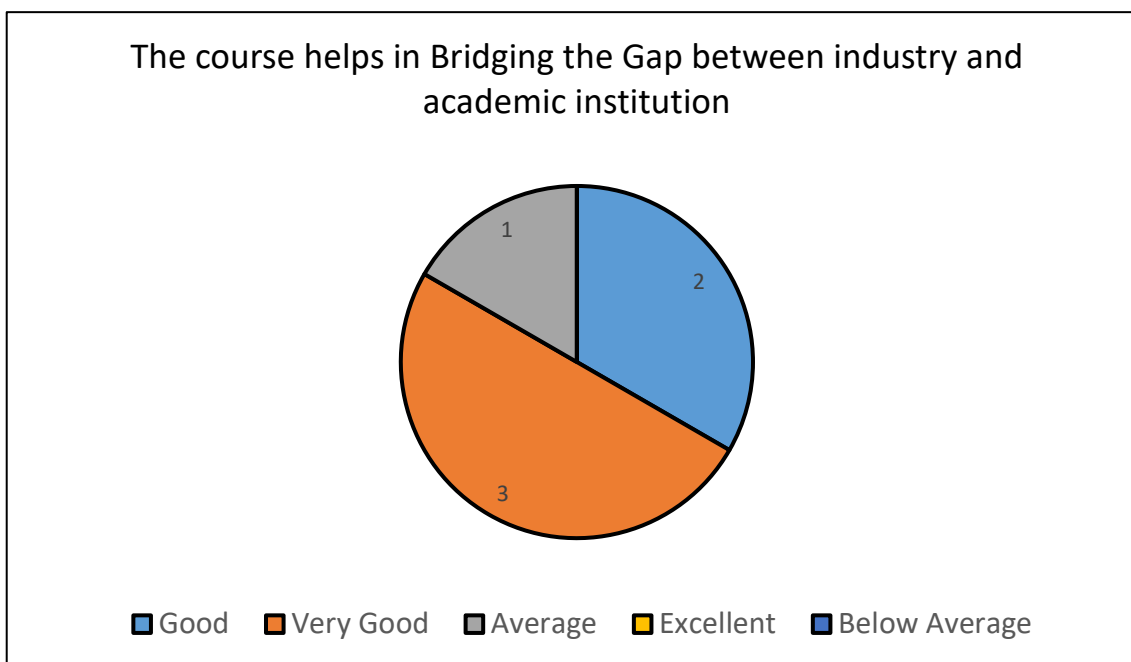
Figure 4: Ability to go beyond the theoretical

The course promotes ability to go beyond the theoretical

Legend: Good, Very Good, Average, Excellent, Below Average
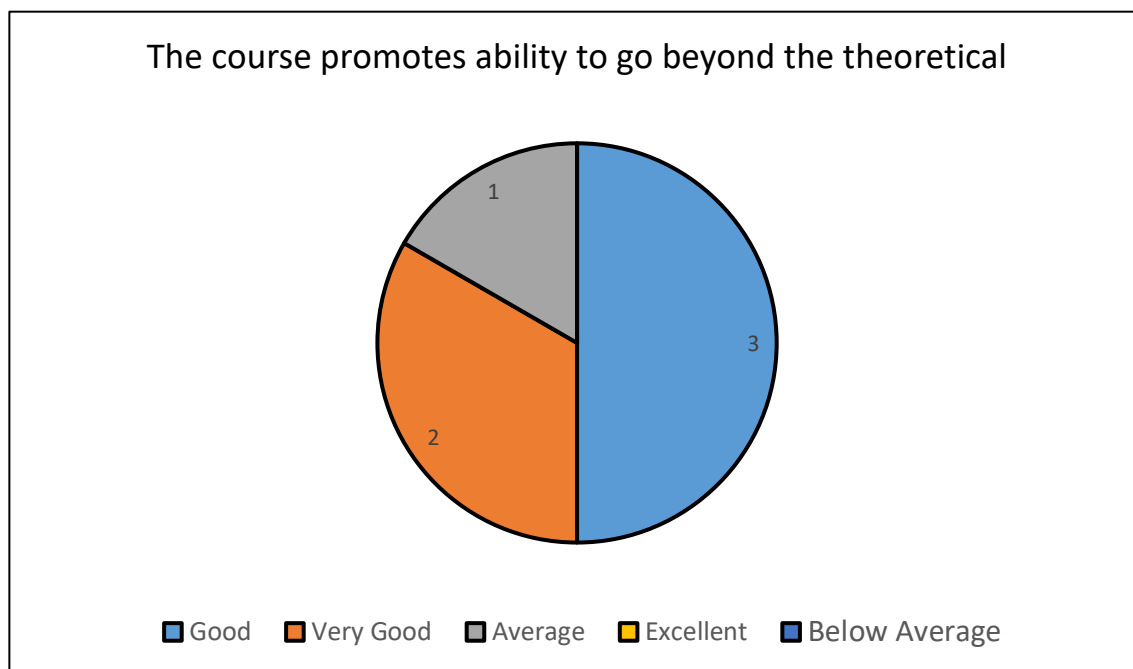
Figure 5: Ability of the course to develop entrepreneurship

Ability of the course to develop entrepreneurship

Legend: Good, Very Good, Average, Excellent, Below Average
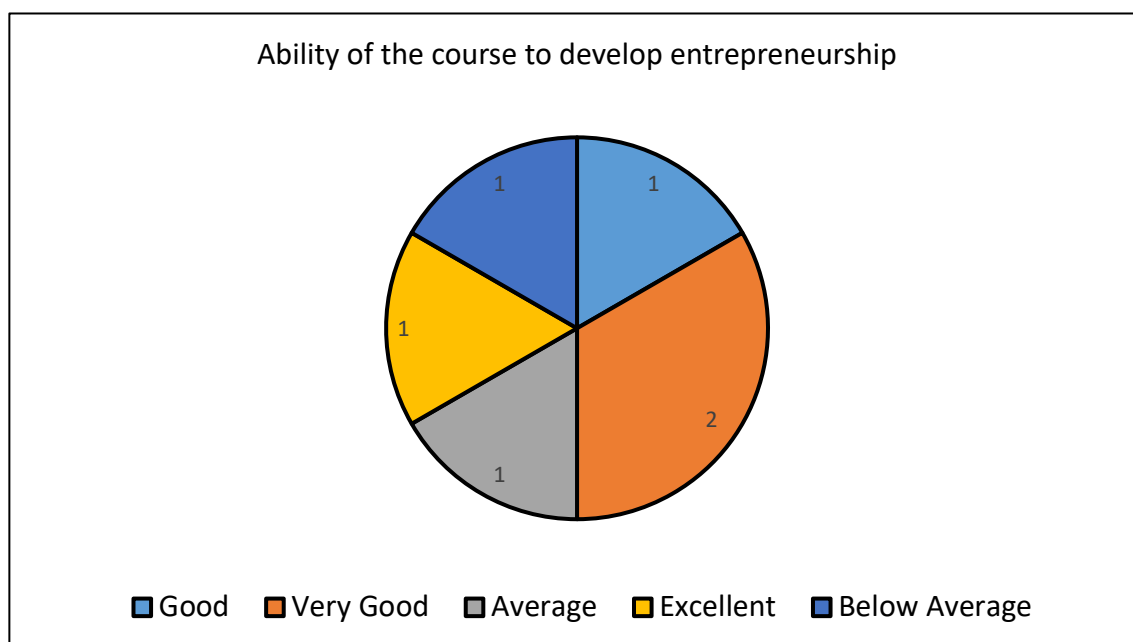
Figure 6: The employee has acquired soft skills and professional ethics

The employee has acquired soft skills and professional ethics

Good | Very Good | Average | Excellent | Below Average

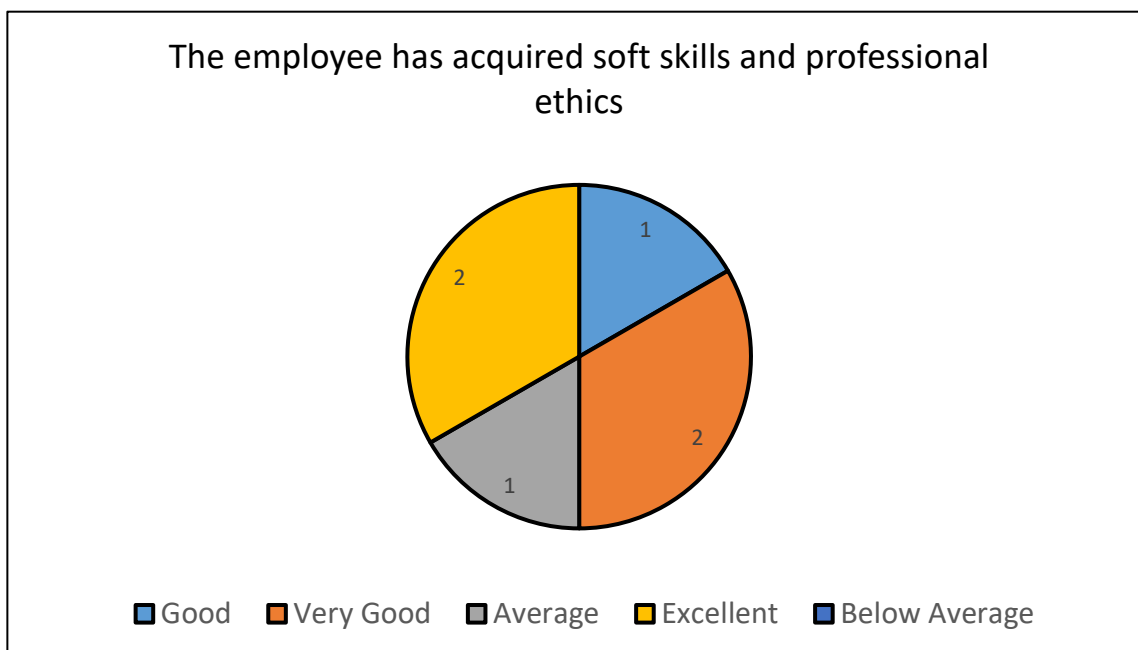**Figure 7: The course helped the employee to emerge as a responsible citizen with good morals and ethical values**

The course inculcates good morals and ethical values
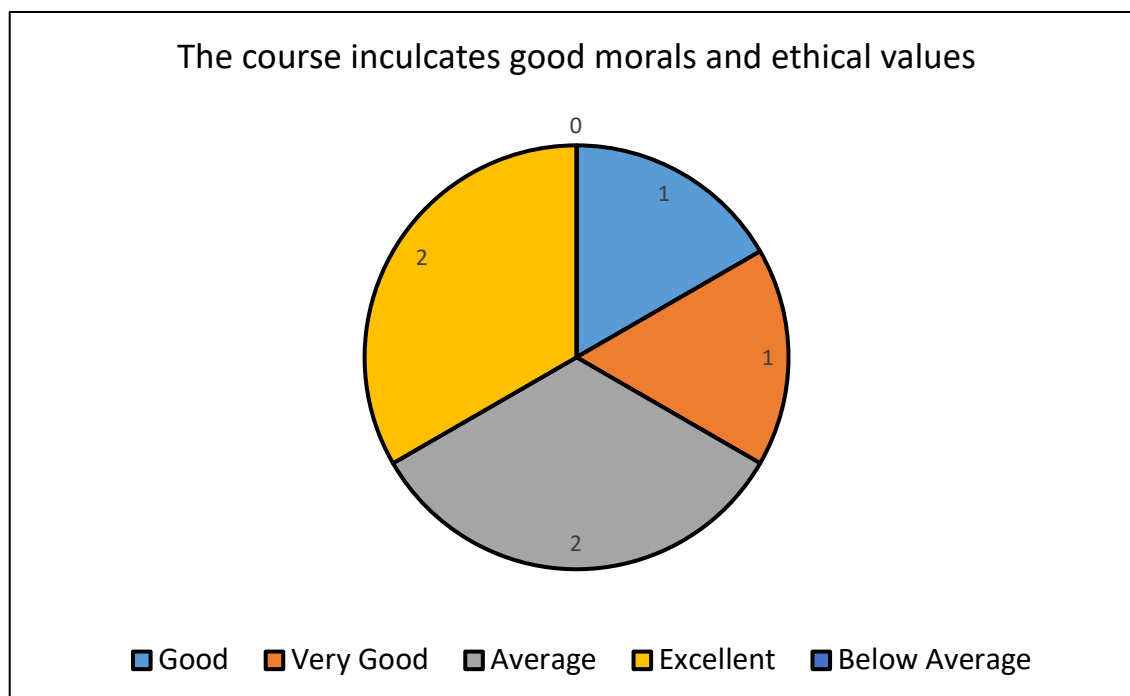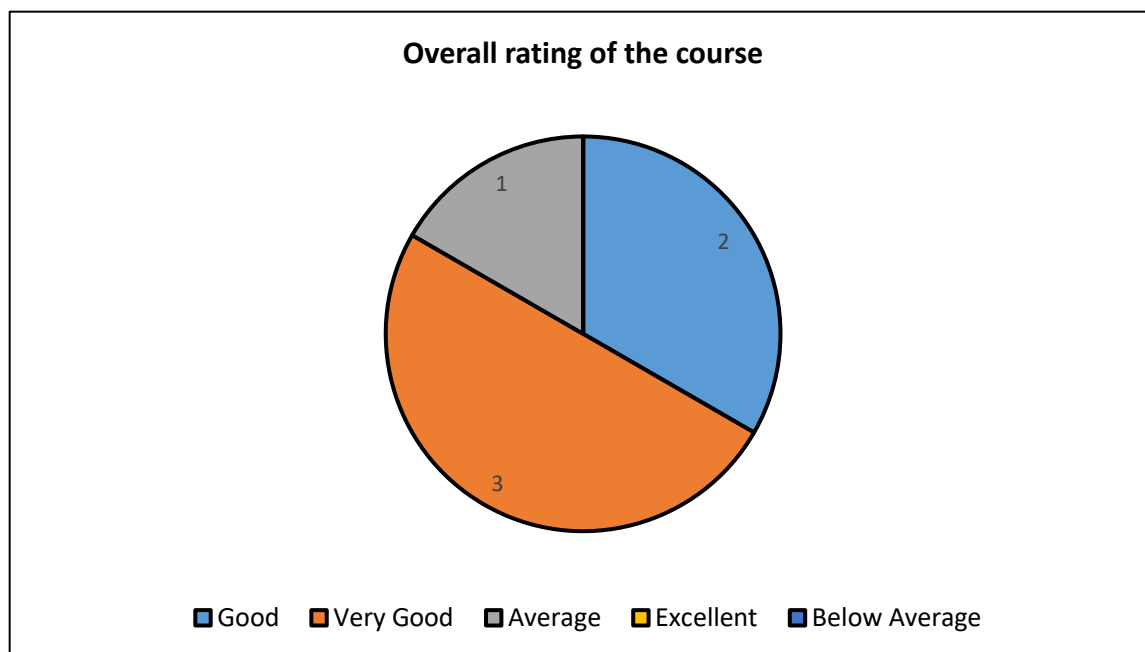

Good | Very Good | Average | Excellent | Below Average

Figure 8: Overall rating of the course

Overall rating of the course

Legend: Good — Very Good — Average — Excellent — Below Average

Question 2: - 3 responses

Would you suggest any improvements in the employers feedback form on the syllabus?
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

Faculty Feedback

Total number of respondents: 32
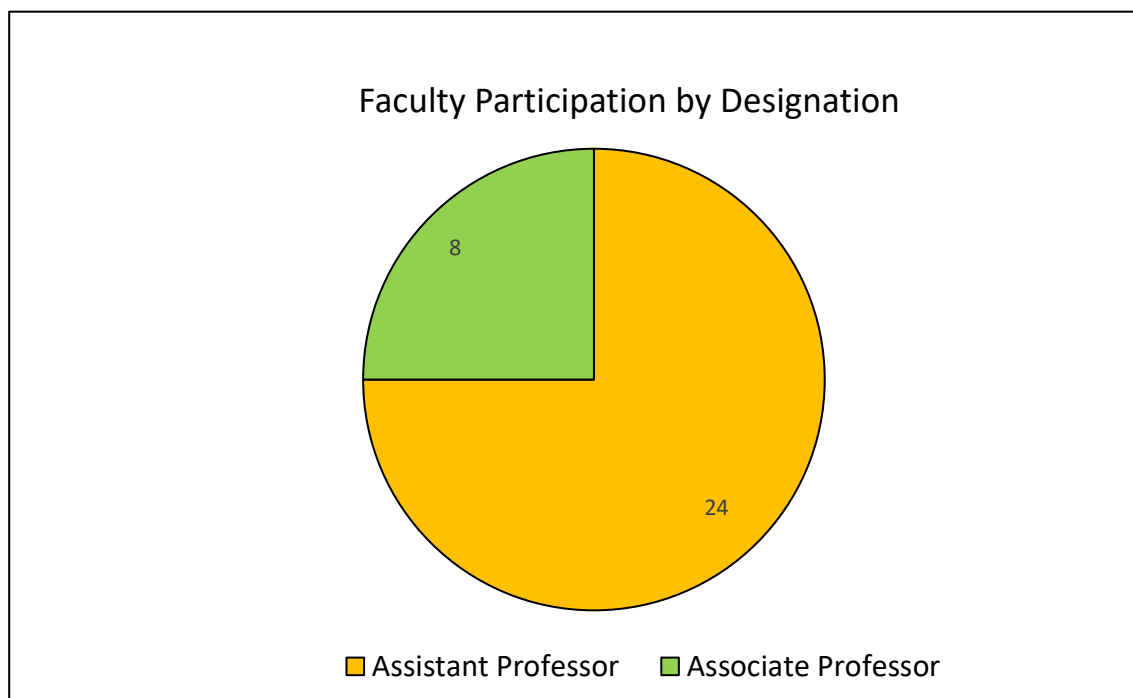
Figure 1: Faculty Participation in the survey by Designation

Faculty Participation by Designation

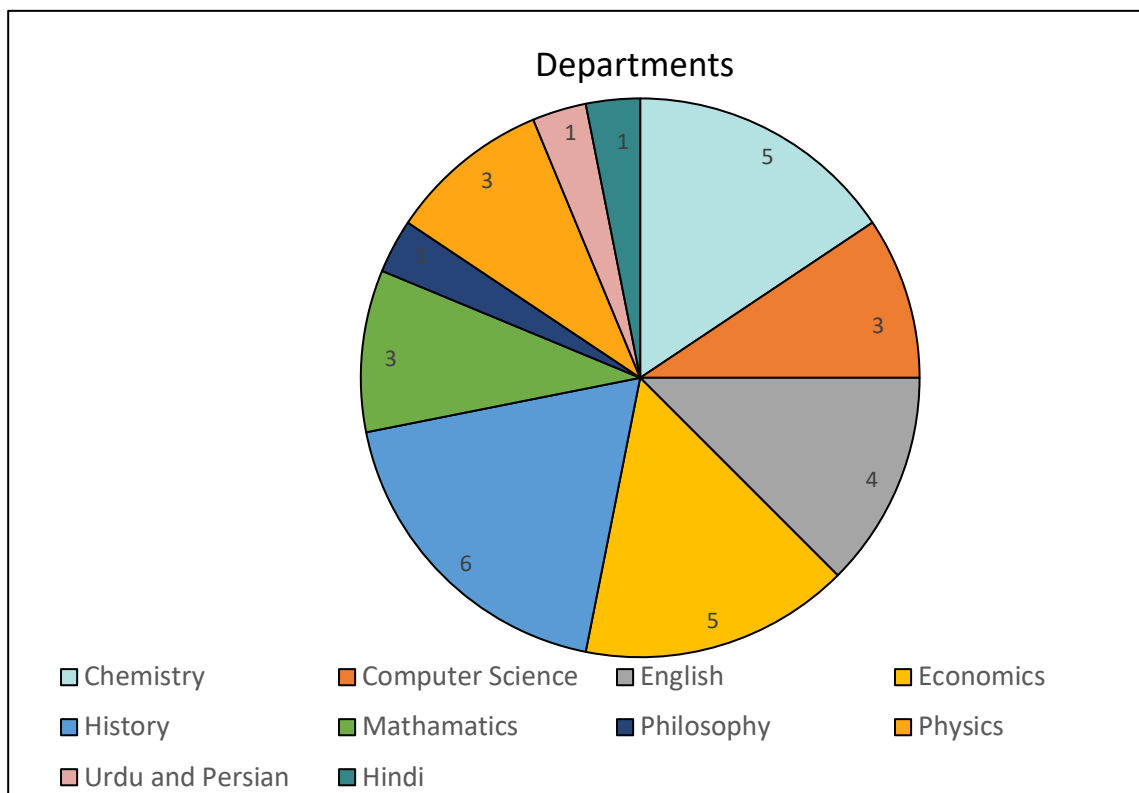| Assistant Professor | Associate Professor |

Figure 2: Faculty Participation in the survey by Departments

Departments

Chemistry	Computer Science	English	Economics
History	Mathamatics	Philosophy	Physics
Urdu and Persian	Hindi		

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

Syllabus contents and revision were found to be:

Legend:
- Adequate
- Timely
- Timely;Adequate
- Transparent
- Transparent;Adequate
- Transparent;Timely
- Transparent;Timely;Adequate
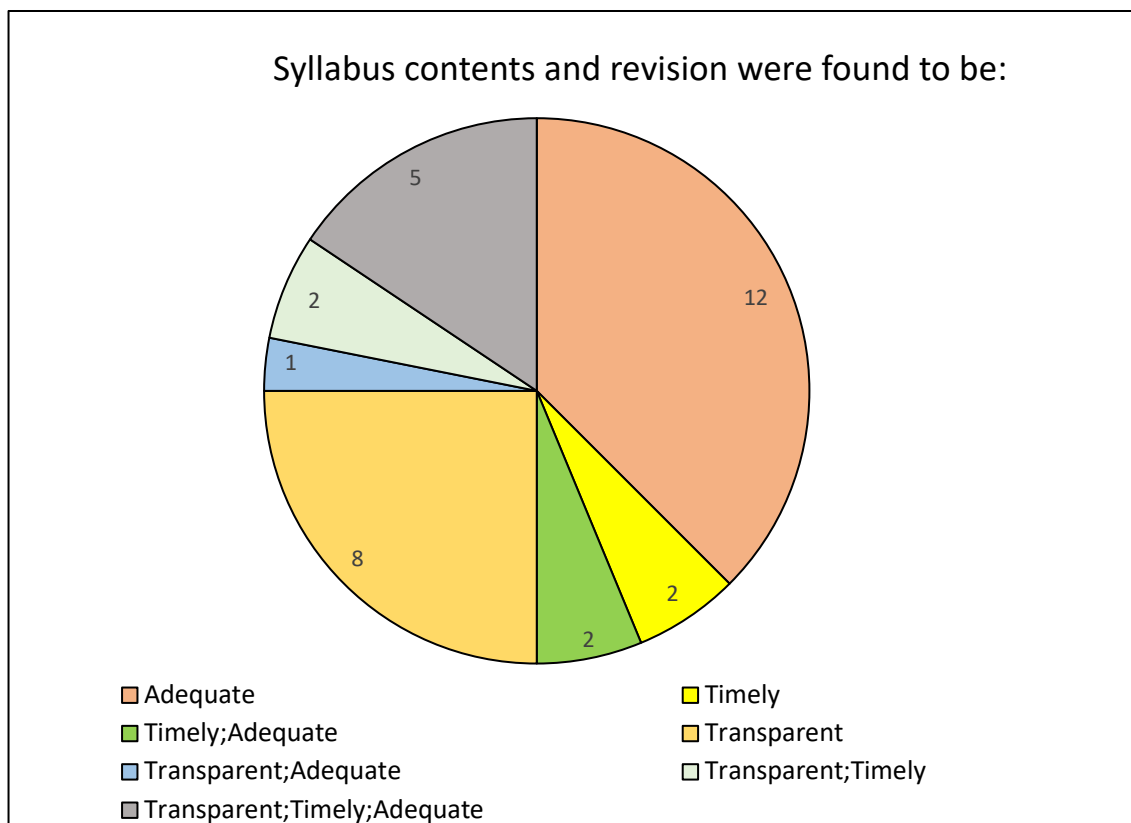
Figure 4: Is there a mechanism for providing feedback on various aspects of syllabus during revision?

Satisfactory feedback mechanism for syllabus revision

Legend:
- No
- Yes

2
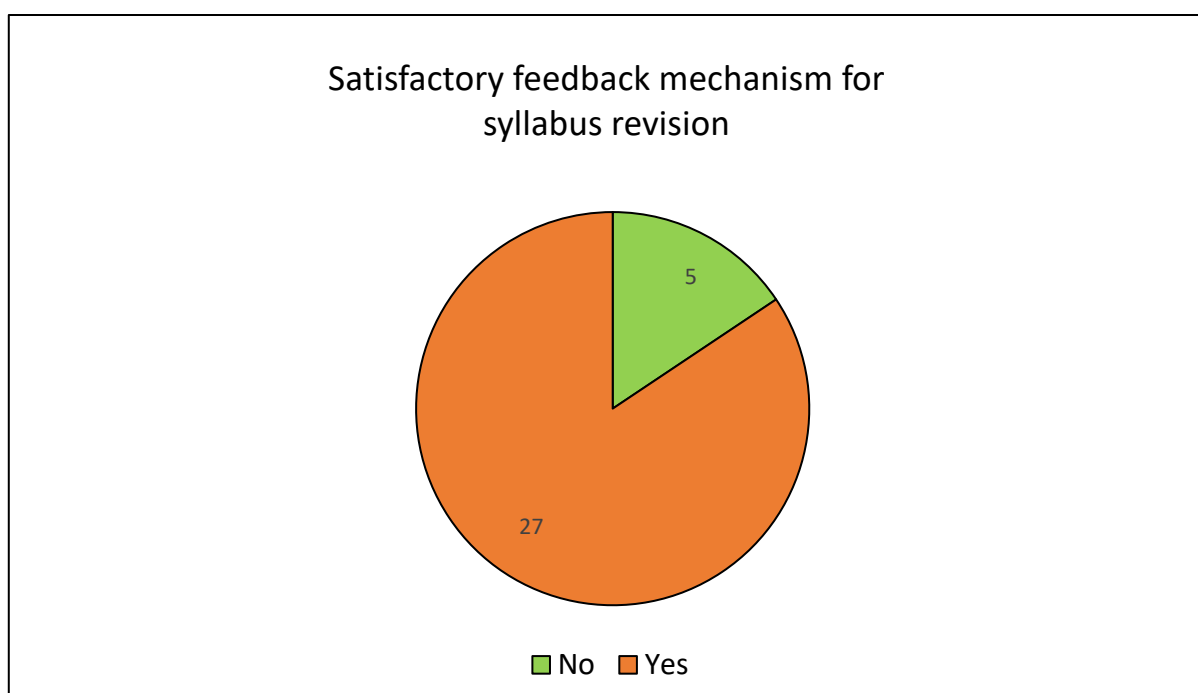
Figure 5: Do the syllabi of the courses include the following aspects?

Aspects included in the syllabi

Value	Category
20	(Experiential Learning)
13	(Research Methodology)
19	(Skill Development)
27	(Analytical and Critical thinking)
25	(Problem Solving)

Legend:
- ☐ Experiential Learning
- ☐ Research Methodology
- ☐ Skill Development
- ☐ Analytical and Critical thinking
- ☐ Problem Solving
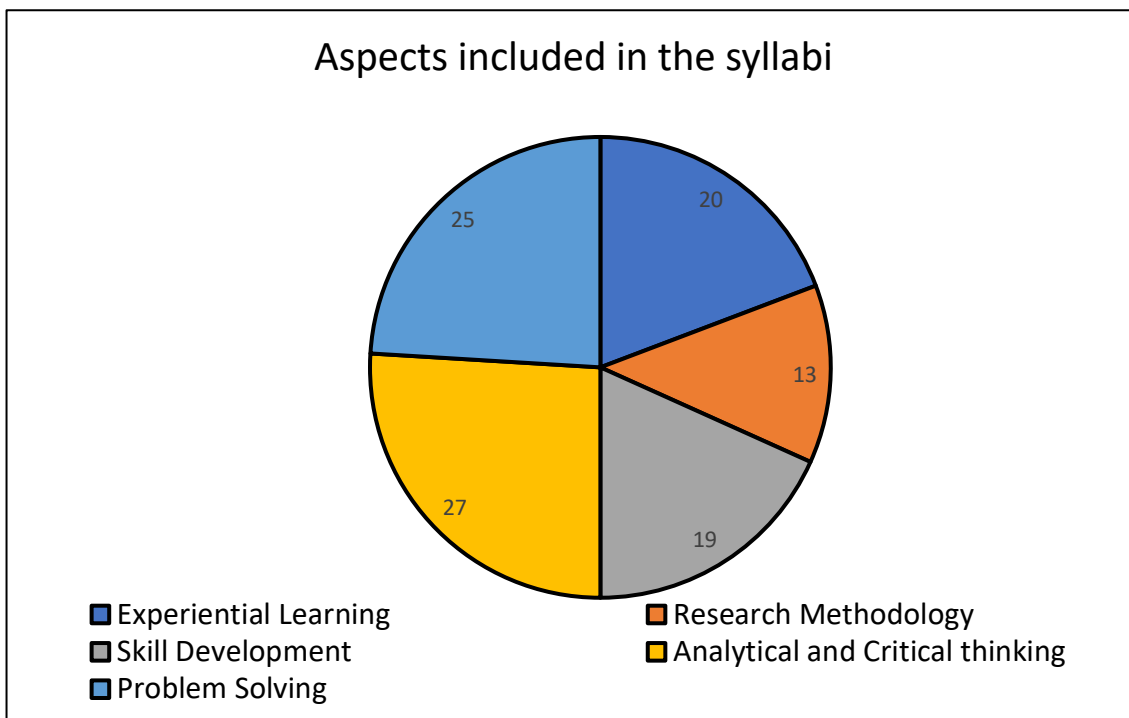
Figure 6: Is your syllabus in line with current trends in academia and research?

Syllabus is in line with current trends in academia and research

Value	Category
7	No
25	Yes

Legend:
- ☐ No
- ☐ Yes
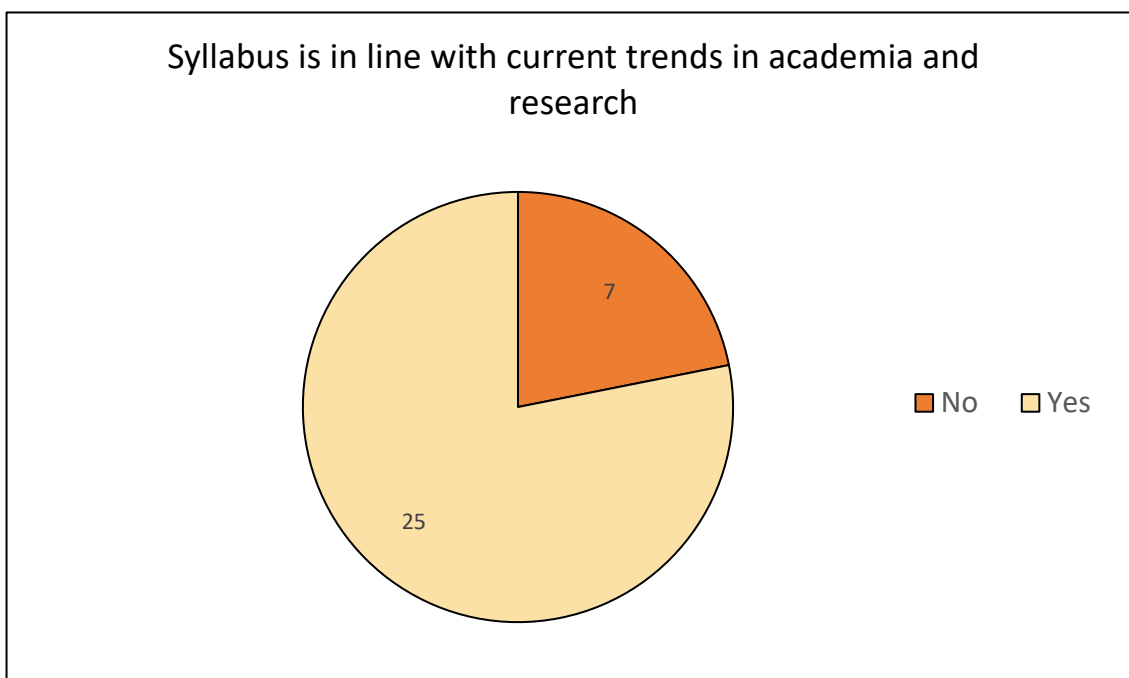
Figure 7: Does the syllabus touch upon the following issues?

The syllabus touches upon

- Globalization — 16
- Environment — 19
- Diversity — 15
- Sustainable Development — 14
- Human Rights and Values — 9
- Gender Equity — 15
- Inclusive Environmen — 8
- Responsibilities of Citizen — 9
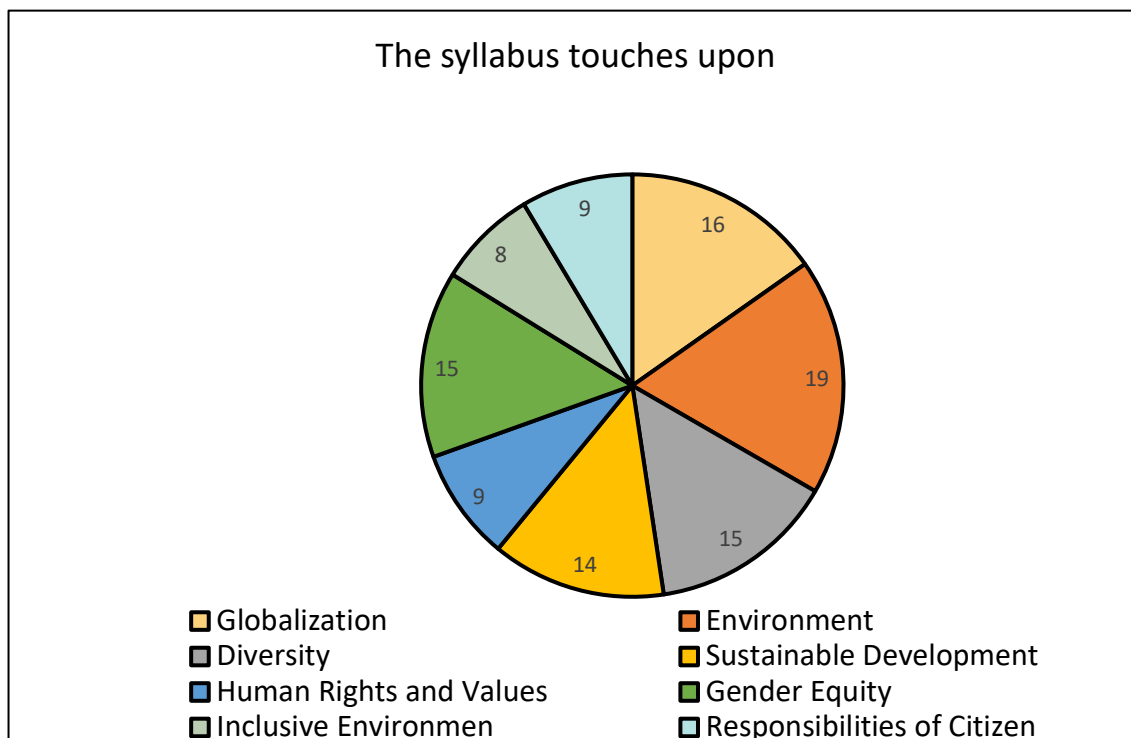
Figure 8: Does the course structure provide opportunities to innovate and add while teaching?

Oppertunities to innovate while teaching

- No — 7
- Yes — 25
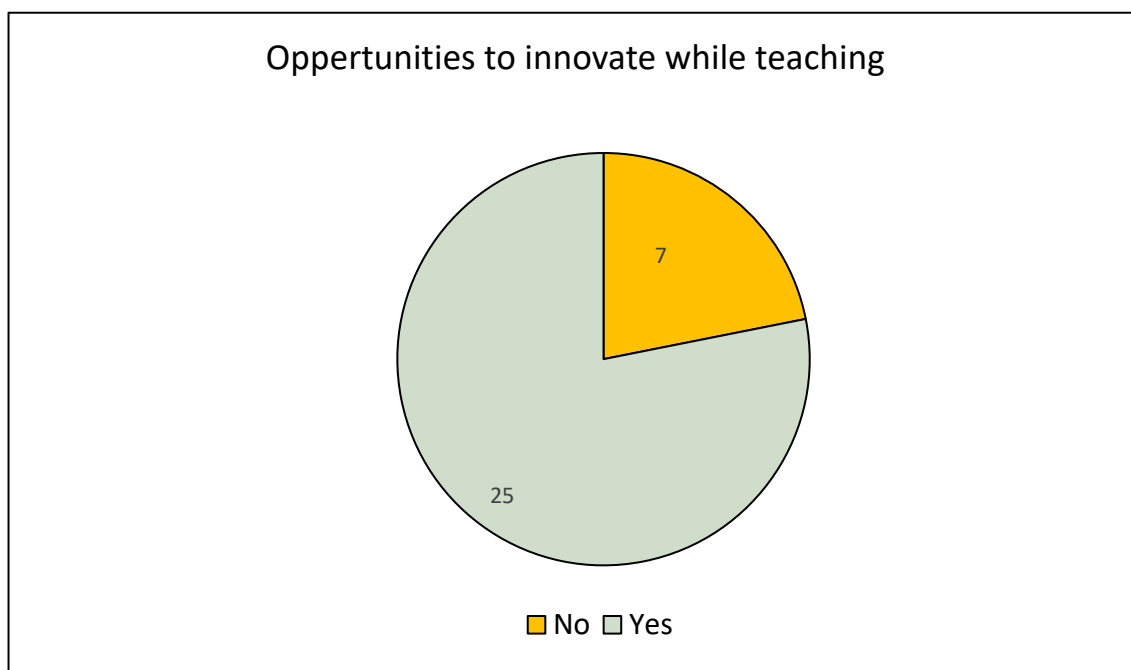
Figure 9: Do students find the syllabus up to the requirement generally?

Satisfactory Syllabus

3

29

No   Yes
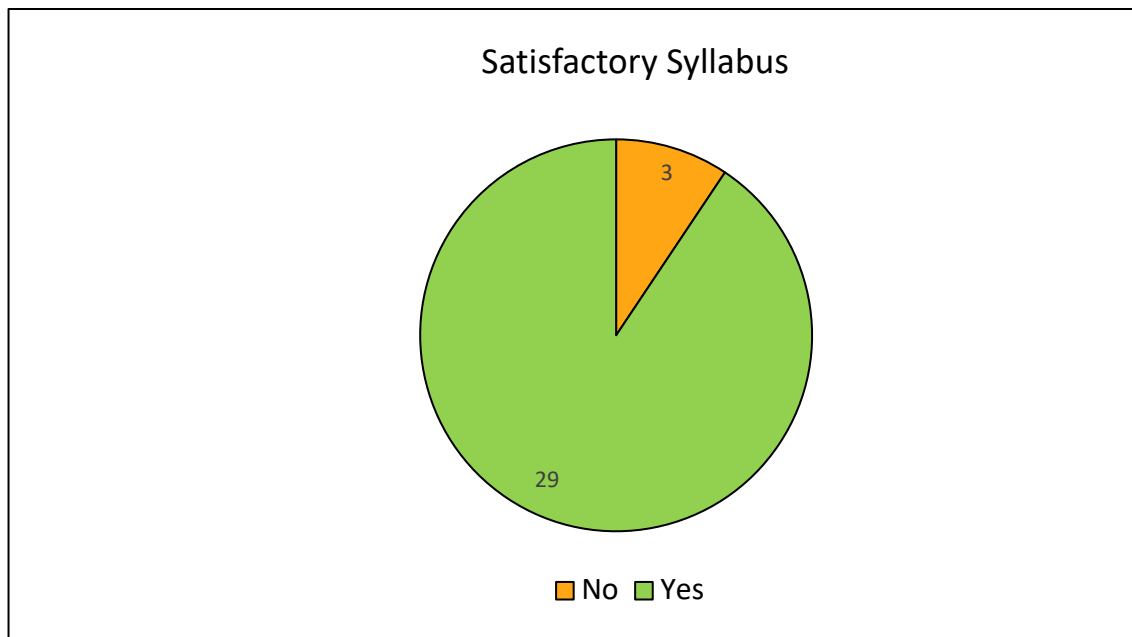
Figure 10: Do you suggest readings beyond what is there in the syllabus?

Encourage reading beyond the syllabus

2

29

No   Yes
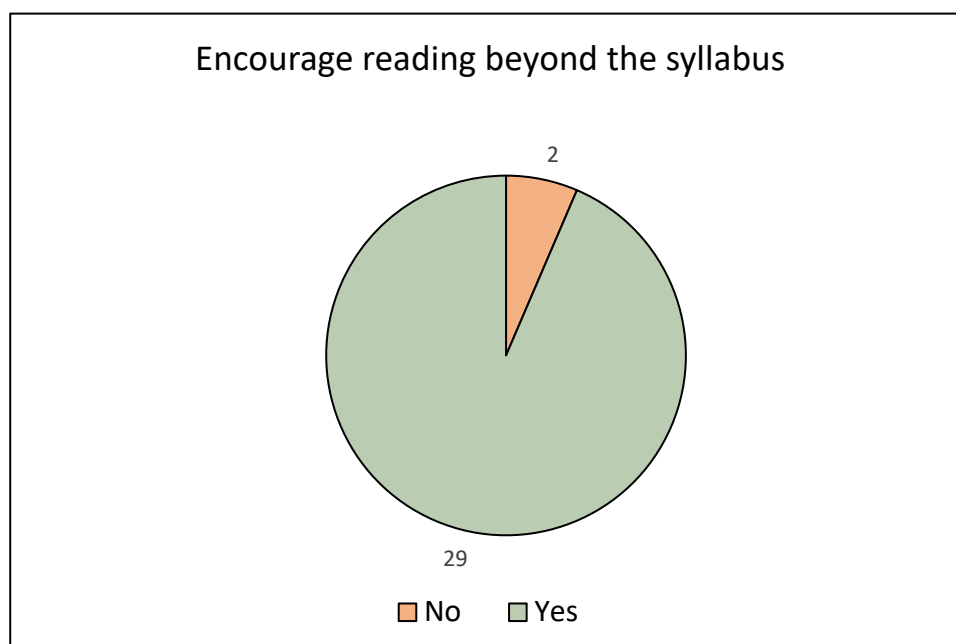
Figure 11: Do you find the time given for the completion of the syllabus adequate?

Time given for the completion of the syllabus is adequate

9

23

☐ No   ■ Yes

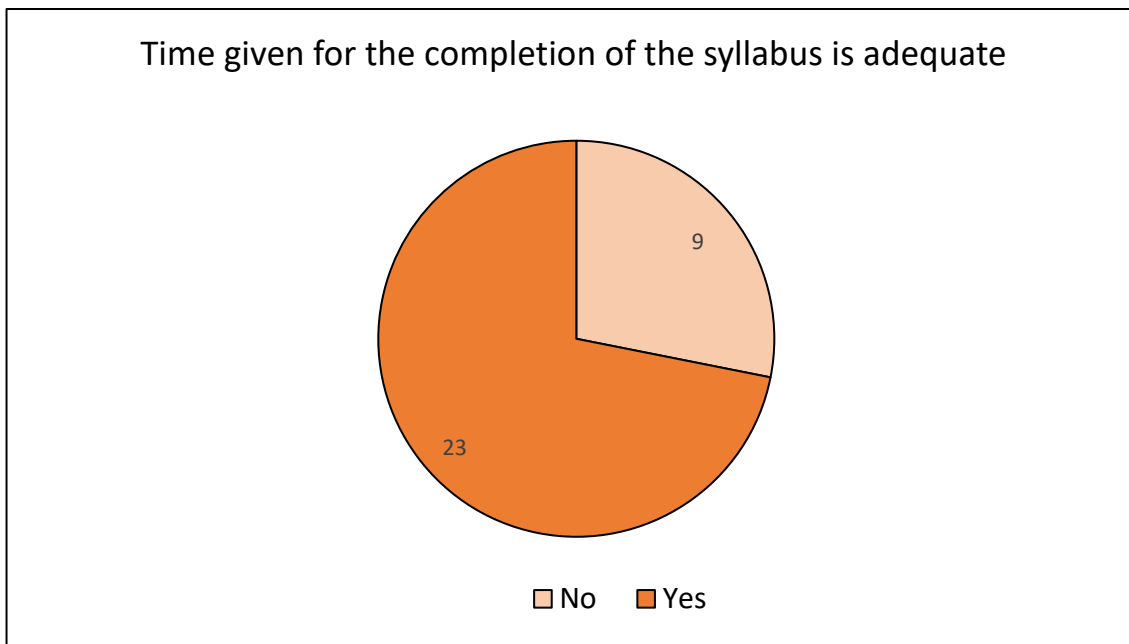**Figure 12: Do the students feel the need to go beyond the syllabus?**
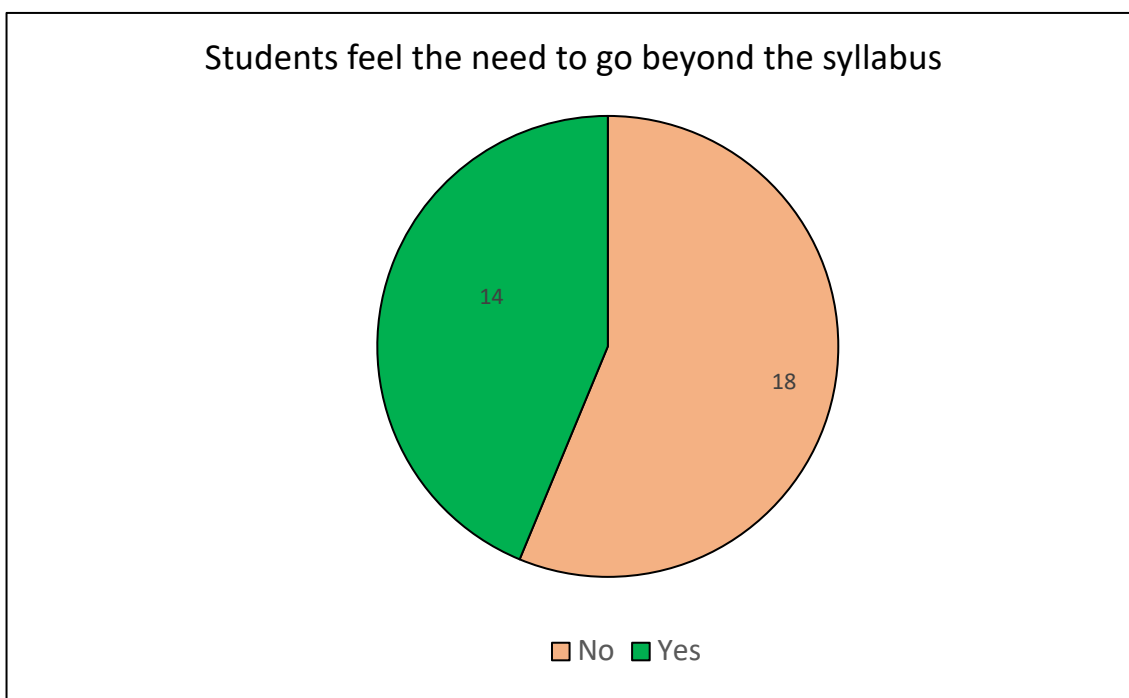
Students feel the need to go beyond the syllabus

14

18

☐ No   ■ Yes

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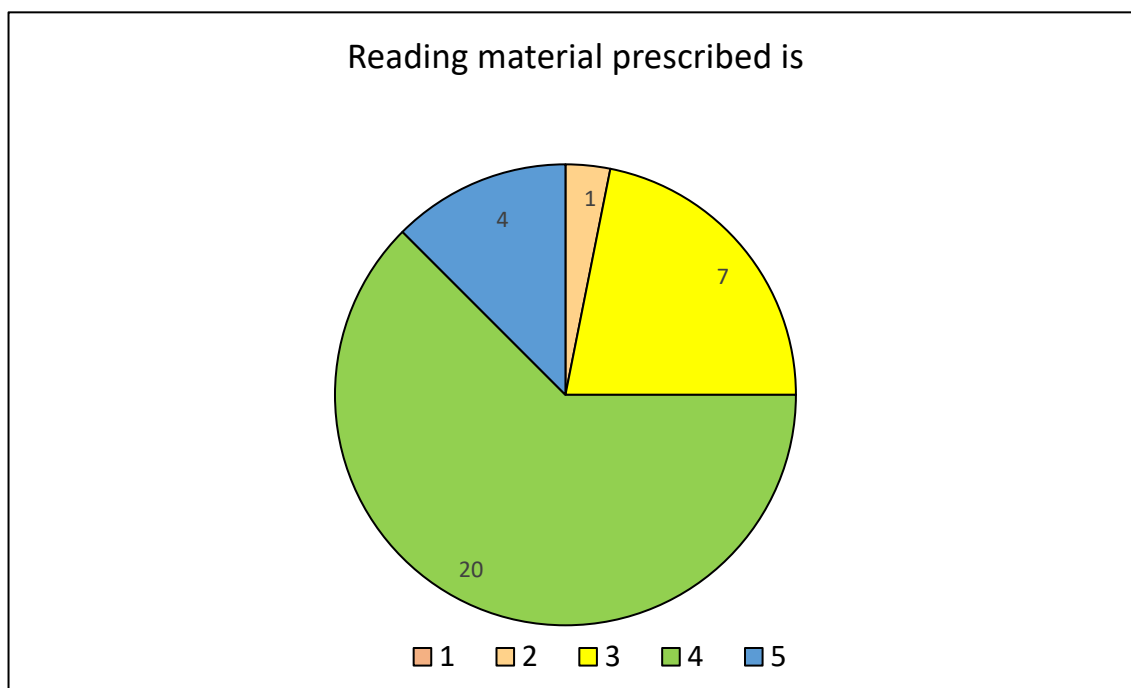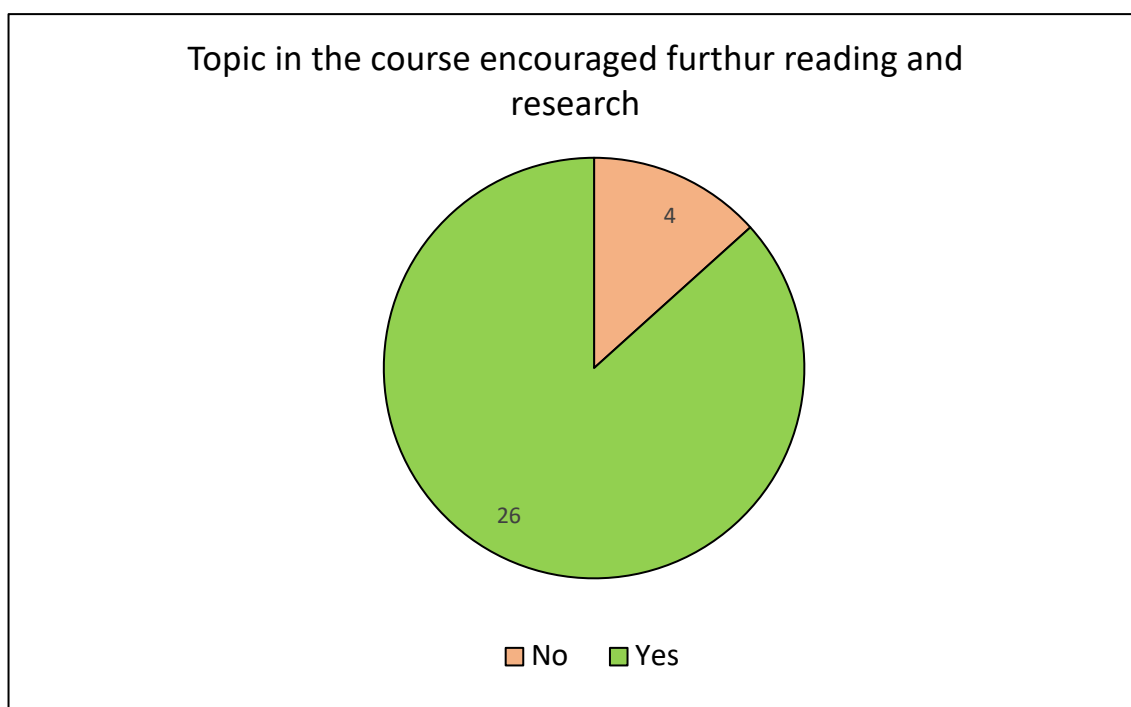
Reading material prescribed is

| 1 | 2 | 3 | 4 | 5 |

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

Topic in the course encouraged furthur reading and research

No Yes

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

Total number of final year UG students: 434

% of response: 72.8%

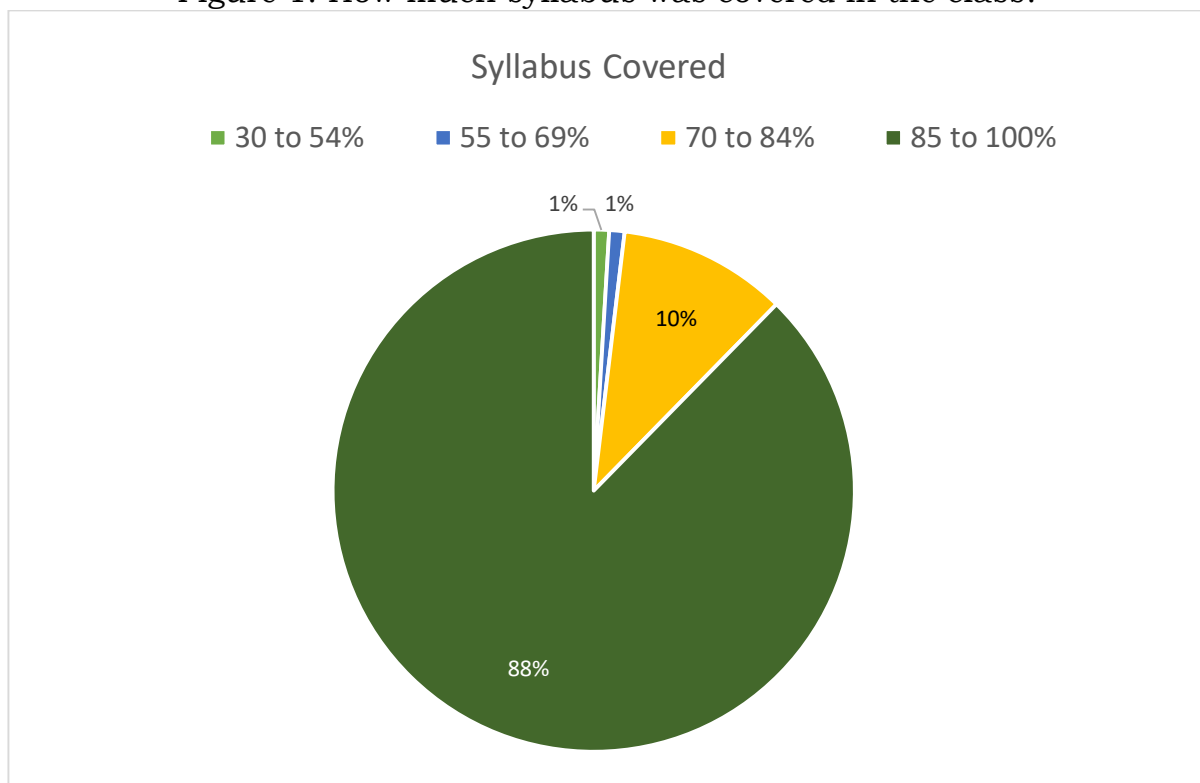Figure 1: How much syllabus was covered in the class?

Syllabus Covered

- 30 to 54%
- 55 to 69%
- 70 to 84%
- 85 to 100%

1% — 1%

10%

88%

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

Teacher's Preparation

Legend: ■ Indifferently ■ Poorly ■ Satisfactorily ■ Thoroughly

- 1%
- 1%
- 41%
- 57%
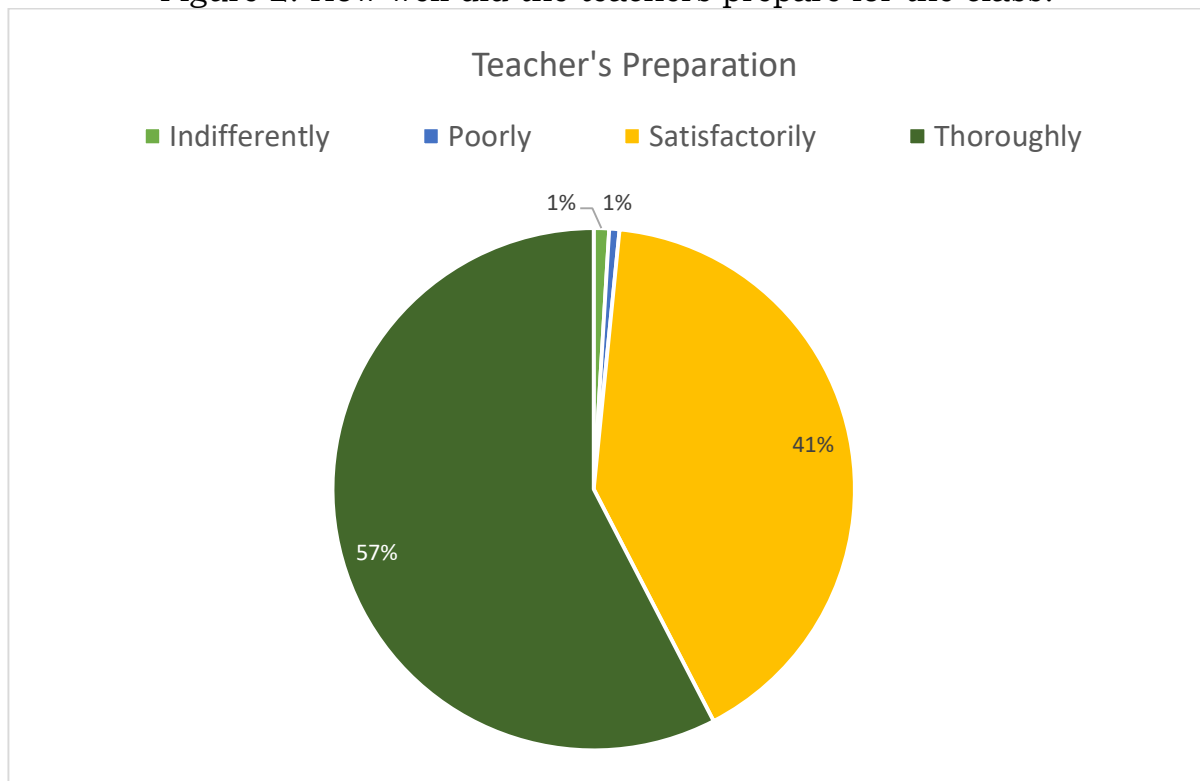
Figure 3: How well were the teachers able to communicate?

Teacher's Communication

Legend: ■ Always effective ■ Sometimes effective ■ Just satisfactorily ■ Generally ineffective

- 1%
- 8%
- 37%
- 54%
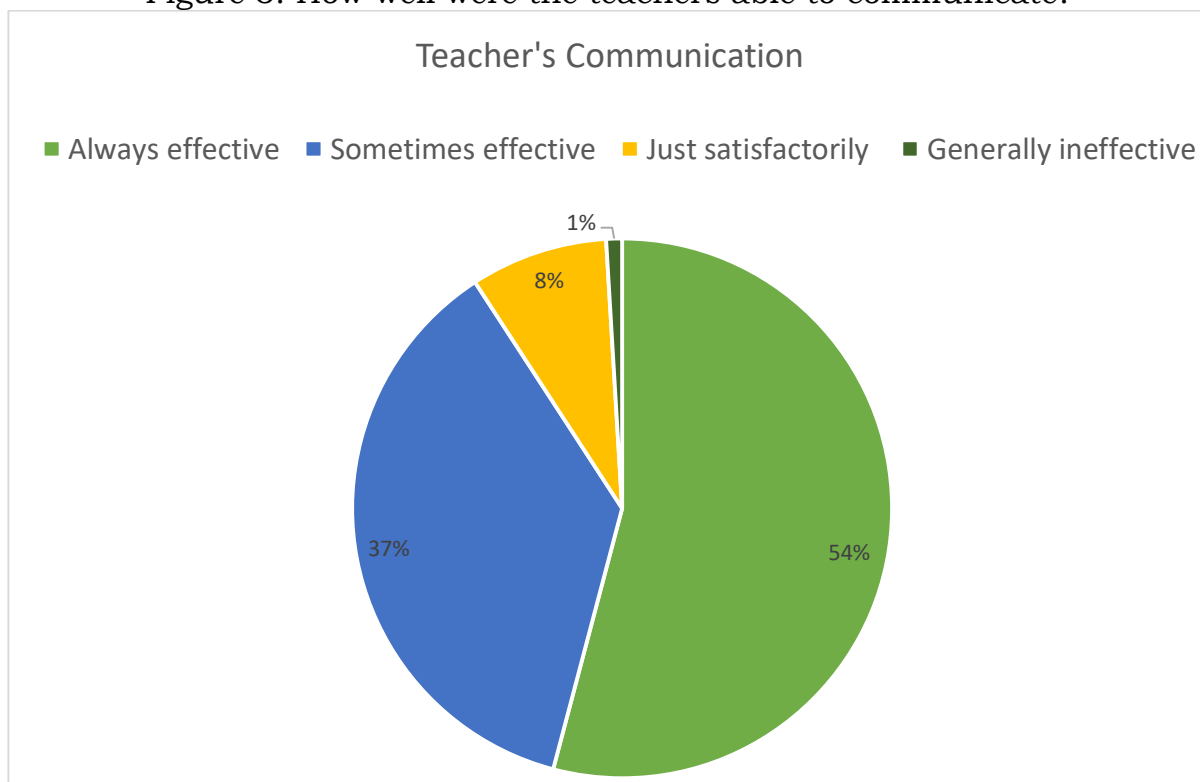
Figure 4: Teacher's approach to teaching can be best described as?

Teacher's Approach to Teaching

■ Excellent   ■ Very good   ■ Good   ■ Fair

- 3%
- 15%
- 40%
- 42%
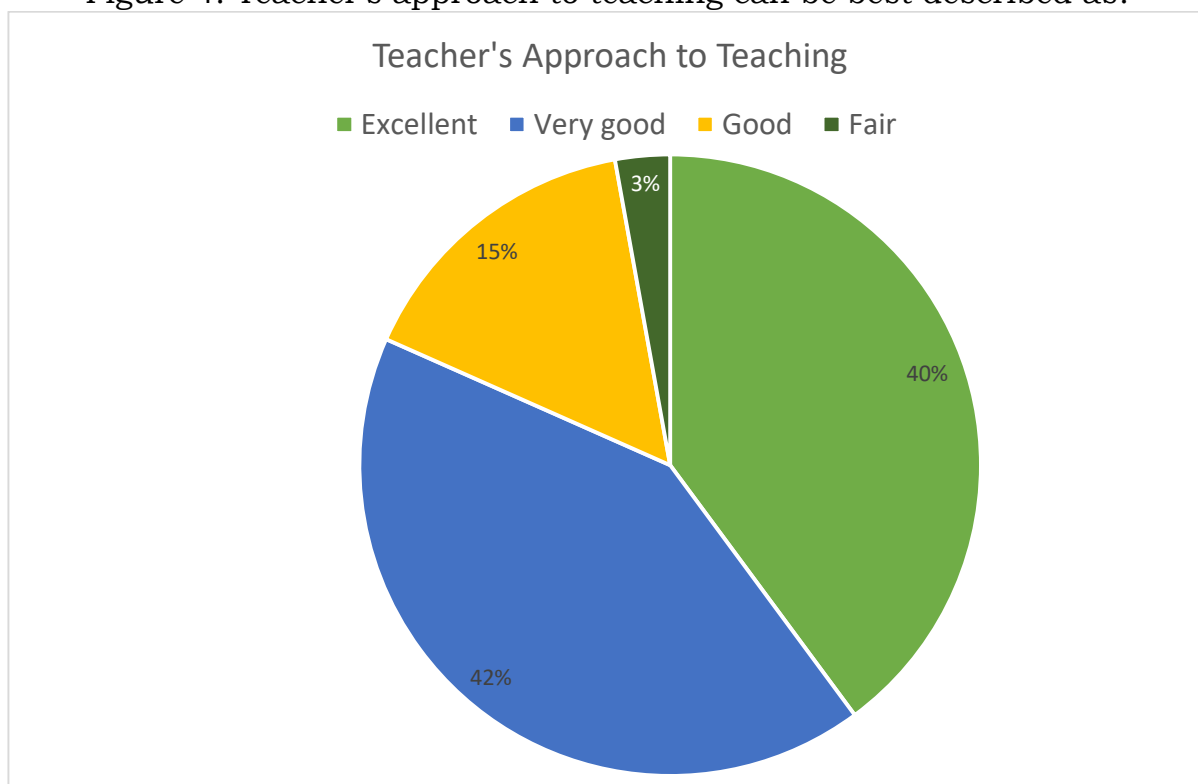
Figure 5: Fairness of Internal Evaluation process by teachers

Internal Evaluation - Fairness of Teachers

■ Always fair   ■ Usually fair   ■ Sometimes unfair   ■ Usually unfair

- 2%
- 10%
- 49%
- 39%
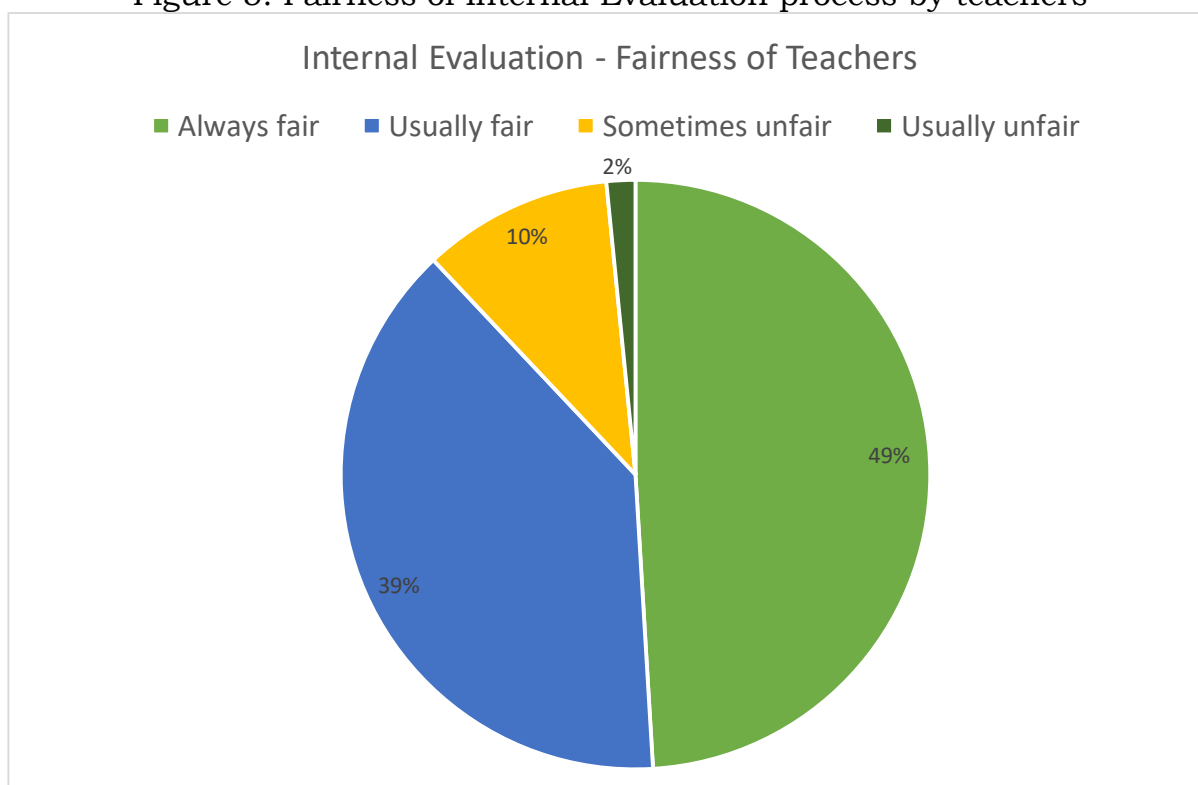
Figure 6: Was your performance in assignments discussed with you?

Discussion of Performance in Assignments

■ Every time ■ Usually ■ Occasionally/Sometimes ■ Rarely ■ Never

- 2%
- 10%
- 27%
- 23%
- 38%

Figure 7: The institute takes interest in promoting internship, student exchange, field visit opportunities for students.
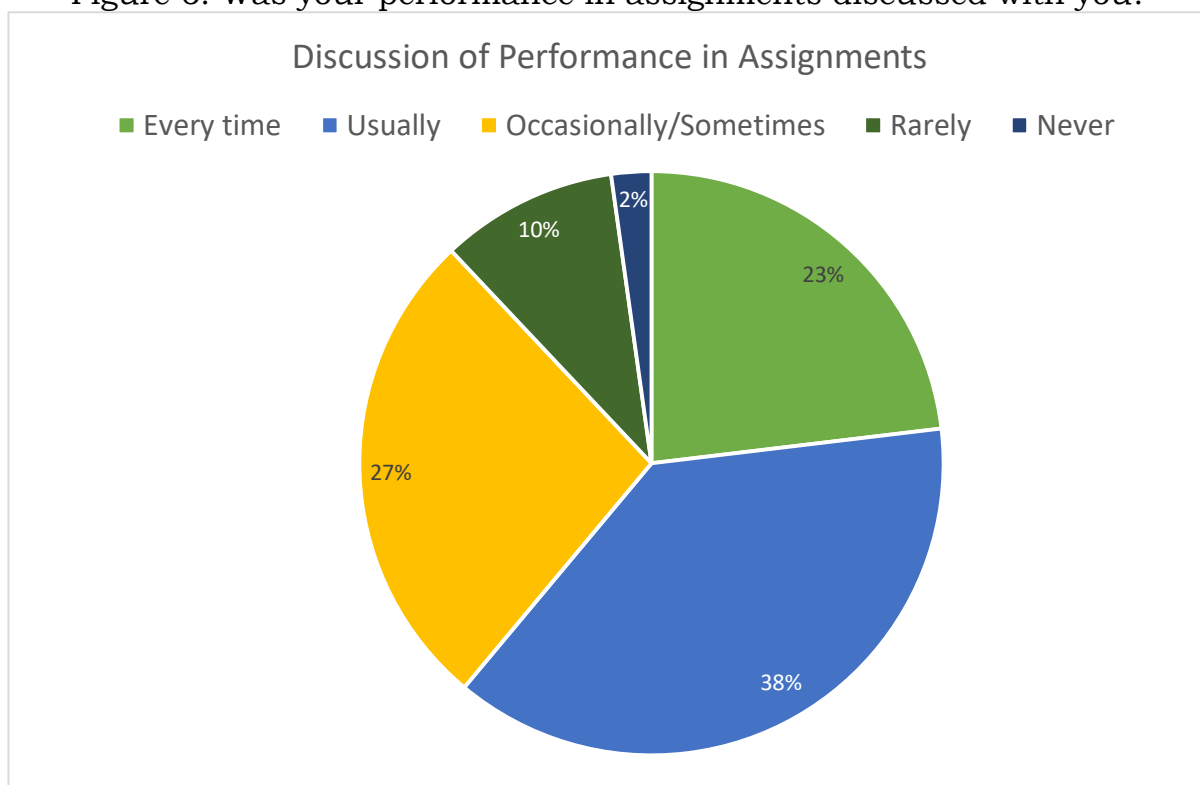
Institutional promotion of internships, student exchange, field trips, etc.

■ Regularly ■ Often ■ Sometimes ■ Rarely ■ Never

- 4%
- 13%
- 24%
- 29%
- 30%
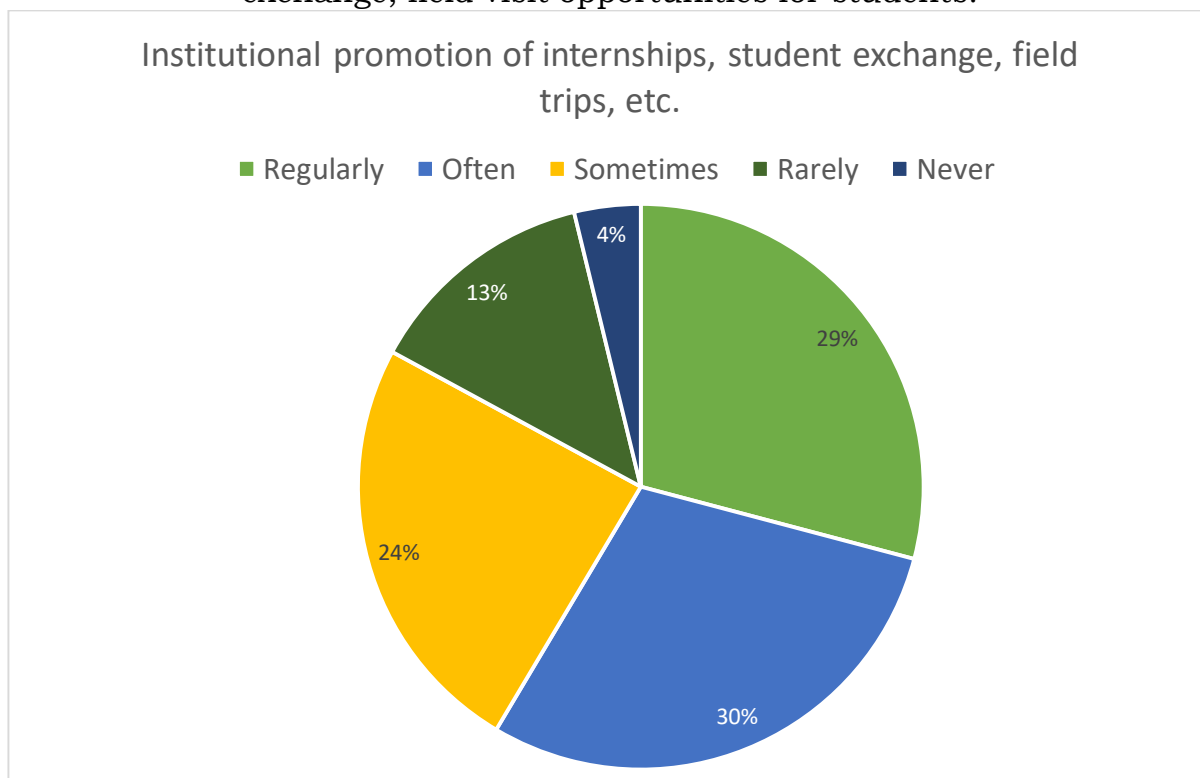
Figure 8: The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

Teaching Mentoring Process

■ Very well ■ Significantly ■ Moderately ■ Marginally ■ Not at all

- 33%
- 35%
- 25%
- 5%
- 2%
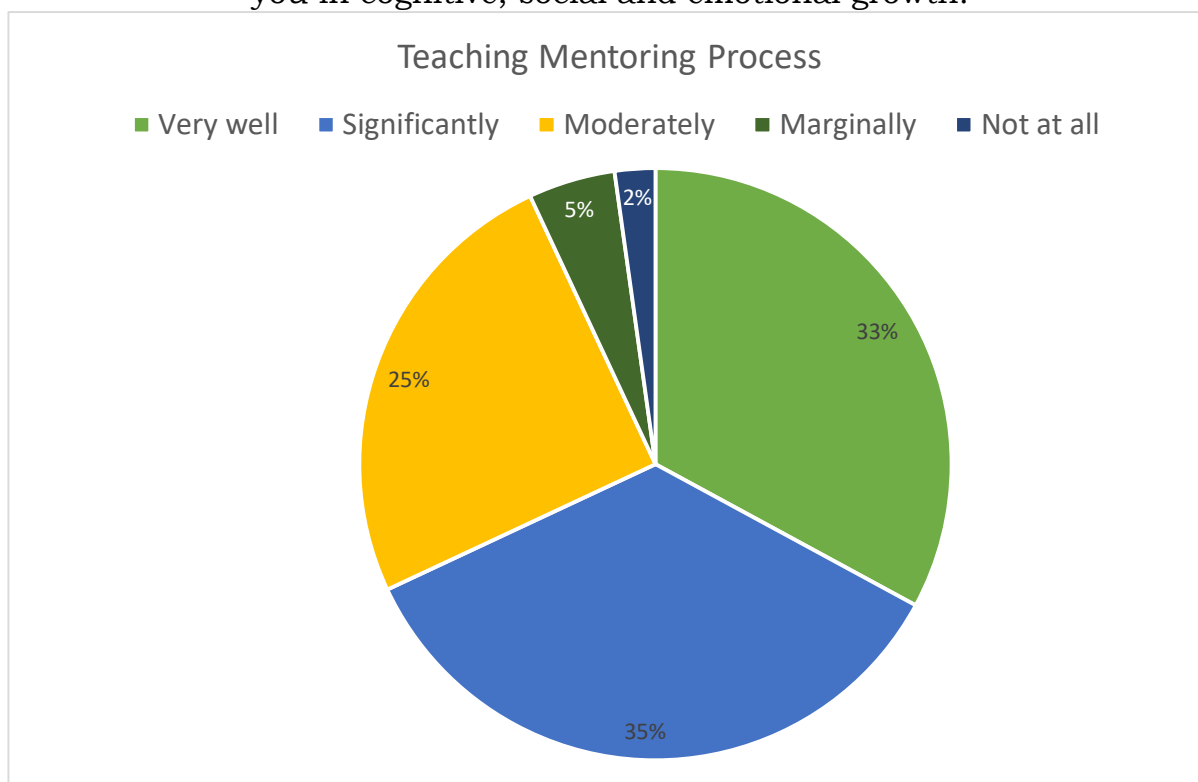
Figure 9: Institution provides opportunities to learn and grow
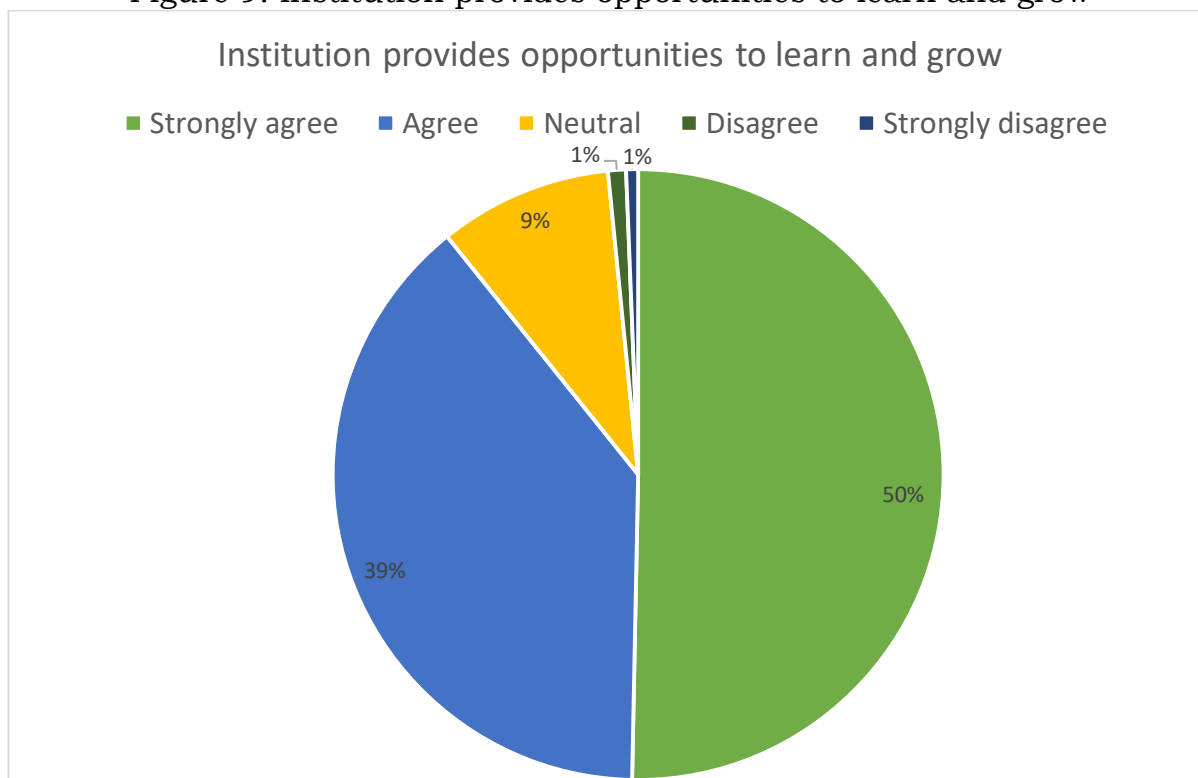
Institution provides opportunities to learn and grow

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

- 50%
- 39%
- 9%
- 1%
- 1%

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

Information of learning outcomes and expected competencies provided by teachers

■ Every time ■ Usually ■ Occasionally/Sometimes ■ Rarely ■ Never

- 1%
- 6%
- 29%
- 24%
- 40%
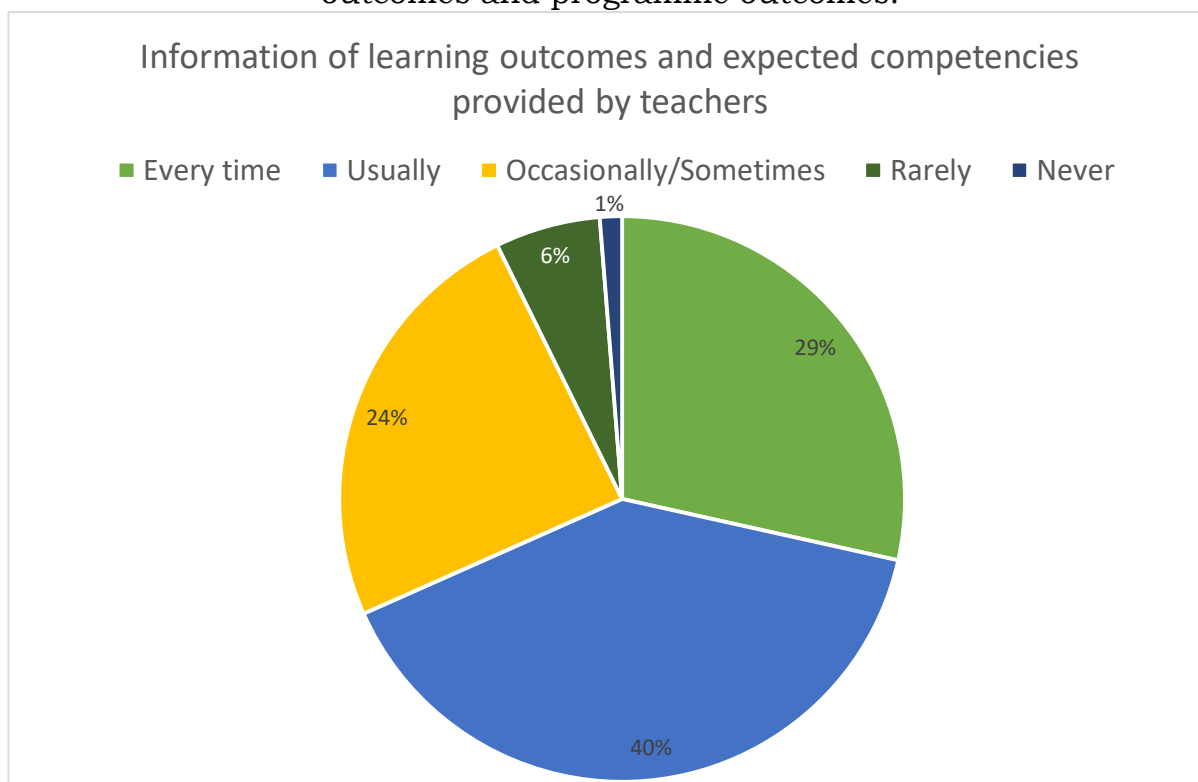
Figure 11: Your Mentor does a necessary follow up with a task assigned to you.

Necessary follow-up from mentor

■ Every time ■ Usually ■ Occasionally/Sometimes ■ Rarely ■ I dont't have a mentor

- 21%
- 24%
- 5%
- 17%
- 33%
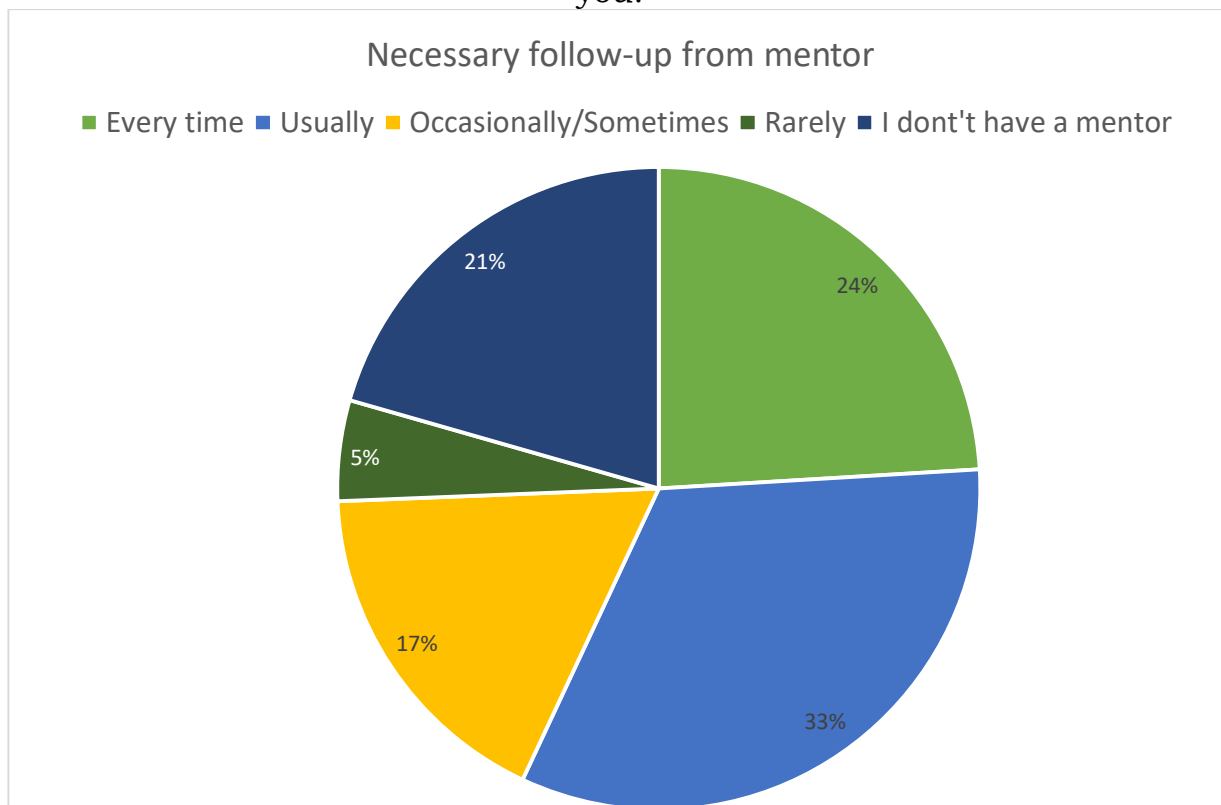
Figure 12: Teachers illustrates concepts through examples and applications.

Illustrations through examples and applications

- Every time
- Usually
- Occasionally/Sometimes
- Rarely

2%
9%
44%
45%

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

Identification of strengths and the right level of challenges
provided

- Fully
- Reasonably
- Partially
- Slightly
- Unable to

3%
12%
27%
23%
35%
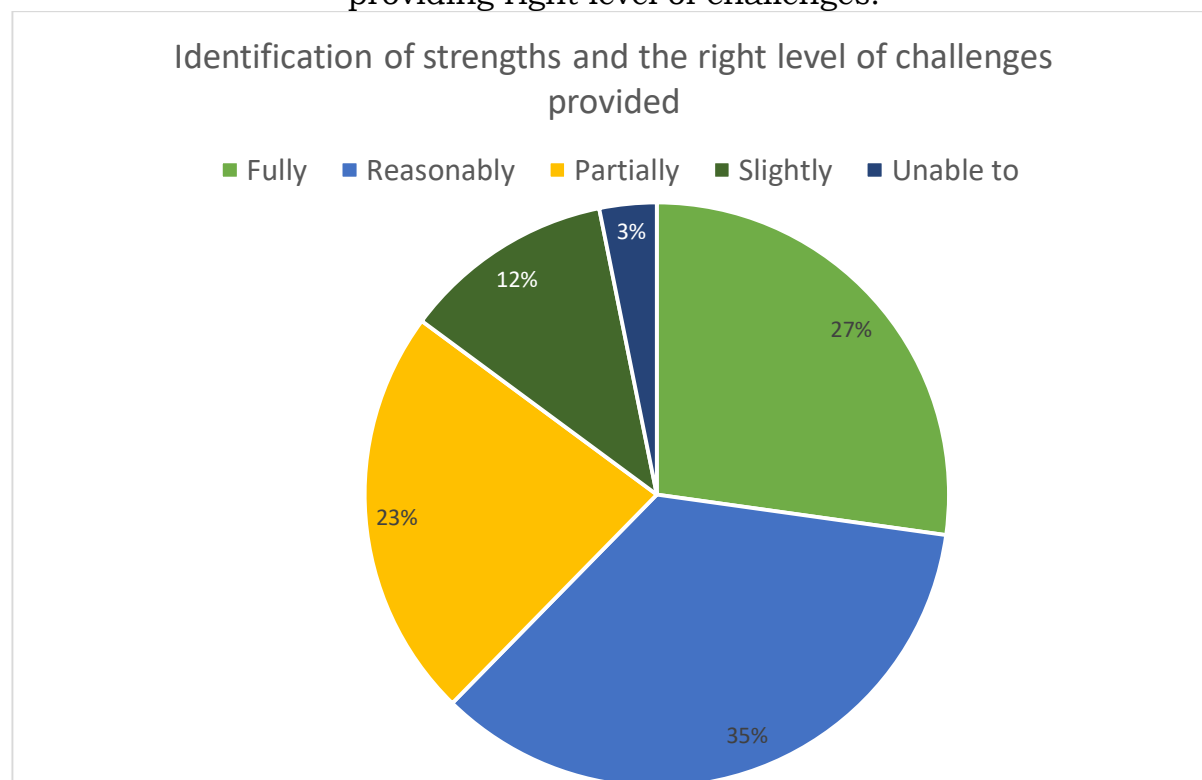
Figure 14: Teachers are able to identify your weakness and help you overcome them.
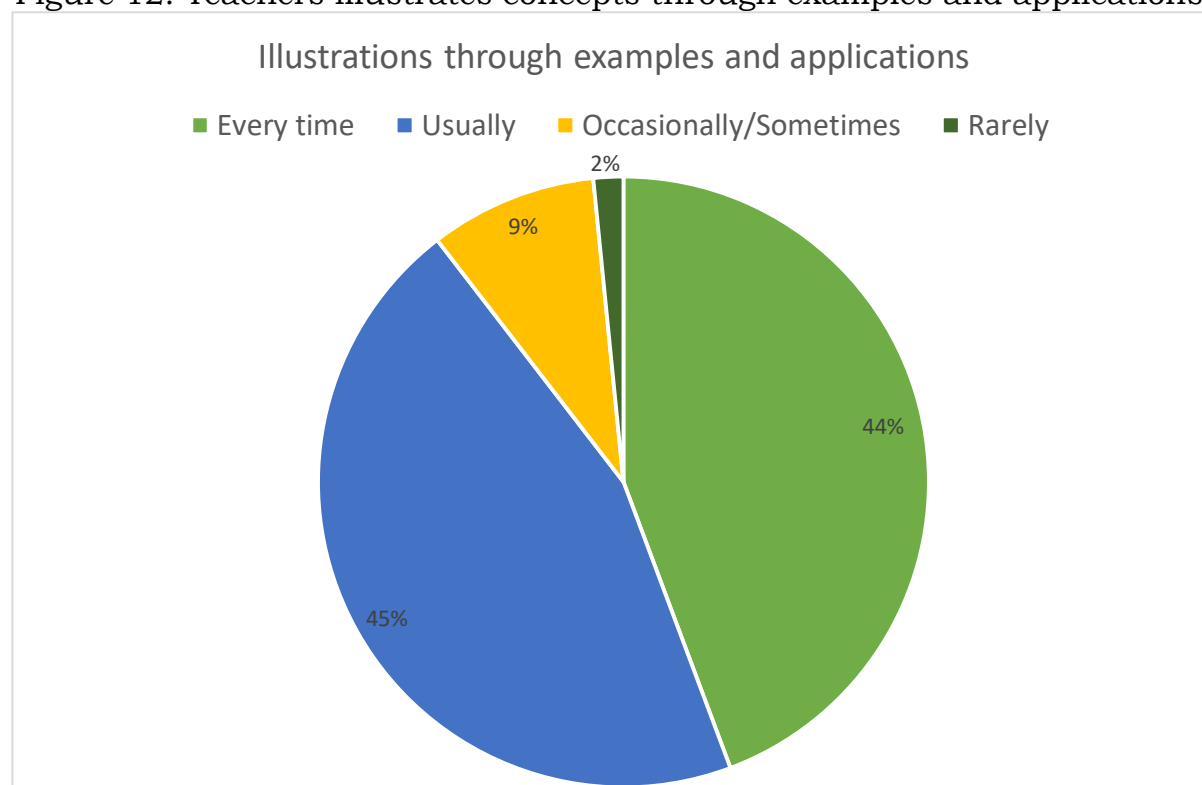

Identification of weakness and help in overcoming them

■ Every time ■ Usually ■ Occasionally/Sometimes ■ Rarely ■ Never
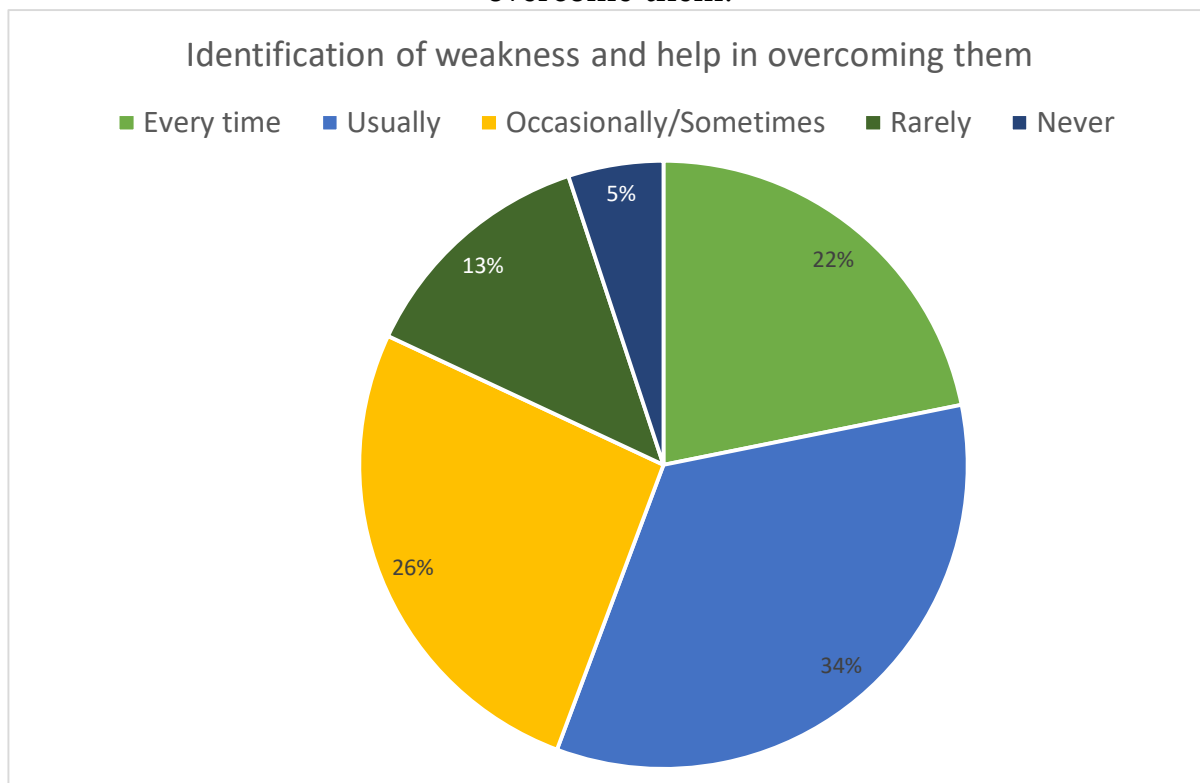
Figure 15: The Institution makes effort to engage students in mentoring, review and continuous quality improvement of teaching learning process.

Engaging with students, review and continuous improvement

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

Figure 16: The institute/teachers use student centric methods such as experiential learning, participative learning and problem solving methodologies for enhancing learning experience.
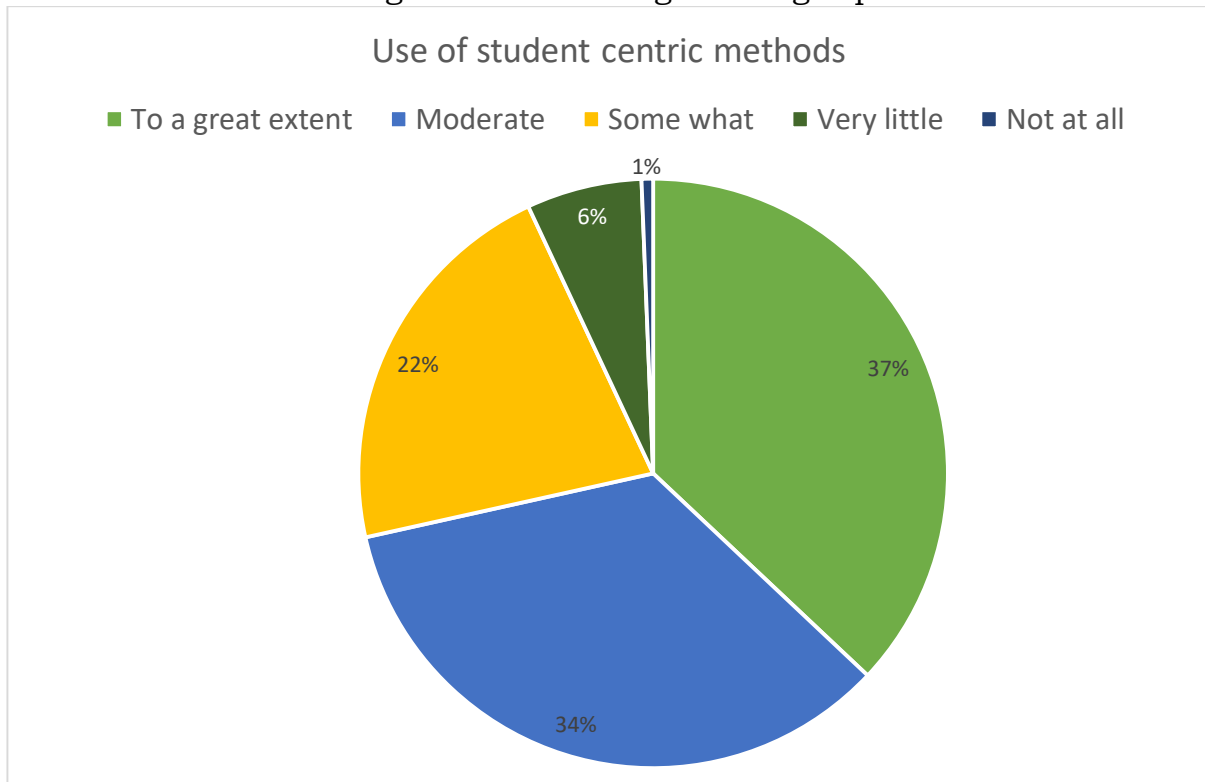
Figure 17: Teachers encourage you to participate in extracurricular activities.

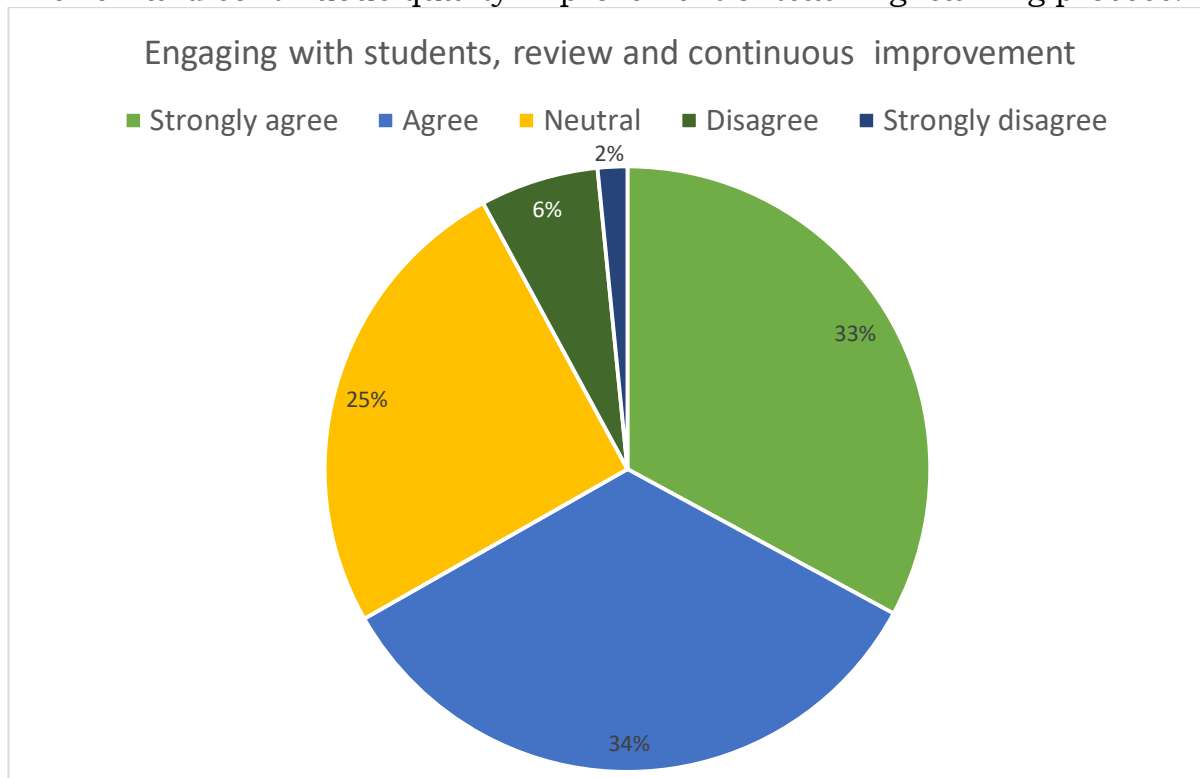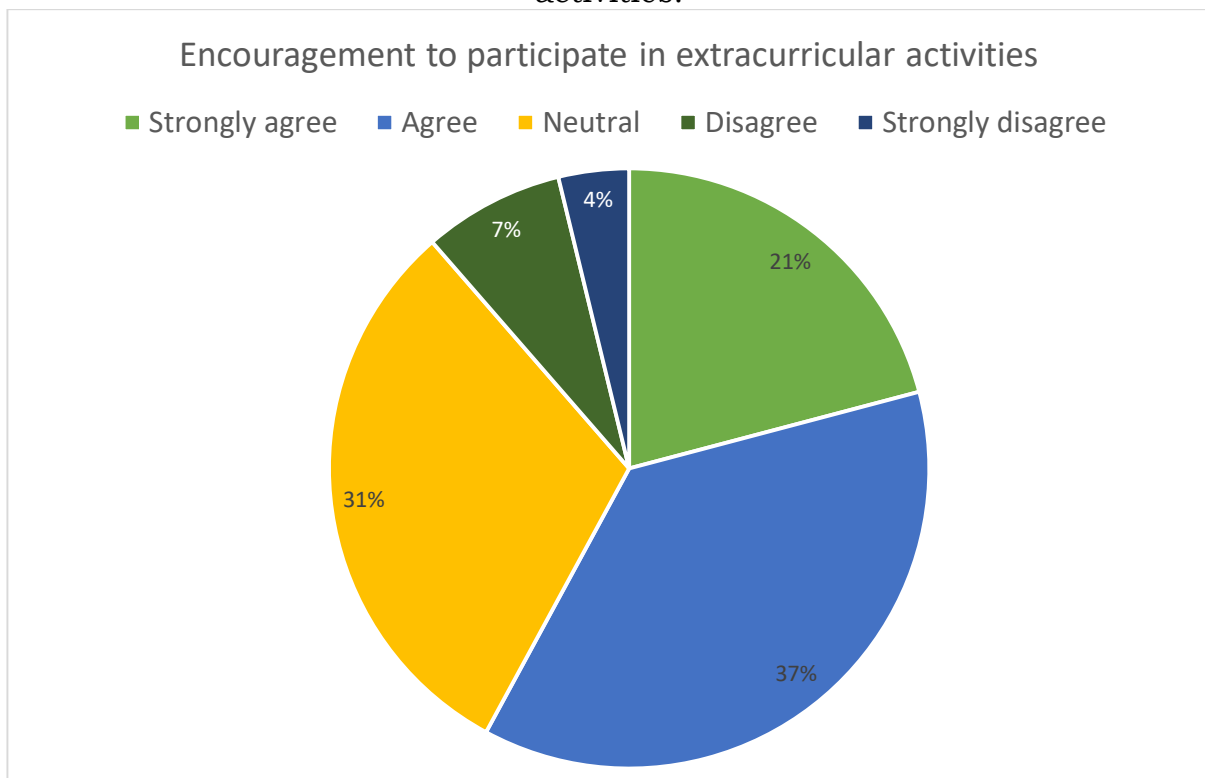Figure 18: Efforts are made by the institute to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

Inculcation of soft skills, life skills, employability skills

- To a great extent
- Moderate
- Somewhat
- Very little
- Not at all
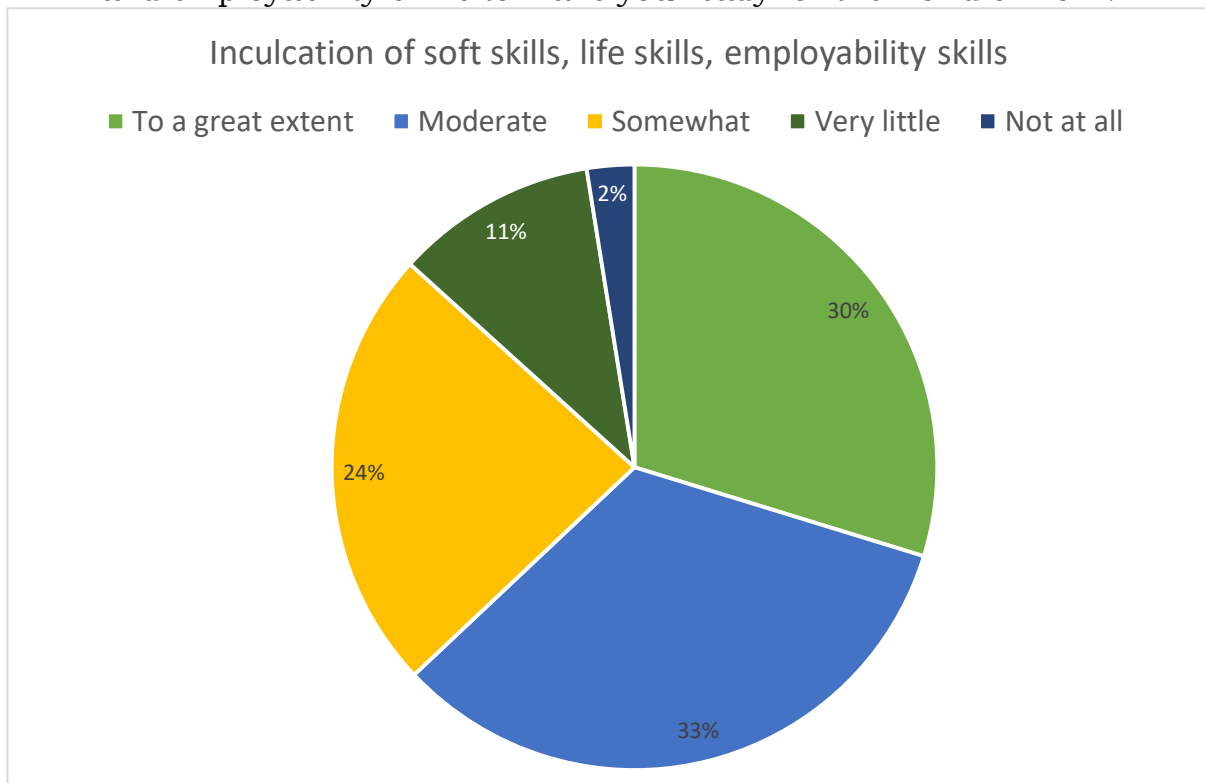
Figure 19: What percentage of teachers use projectors, multimedia etc. while teaching.

Use of multimedia in teaching

- Below 29%
- 30-49%
- 50-69%
- 70-89%
- Above 90%
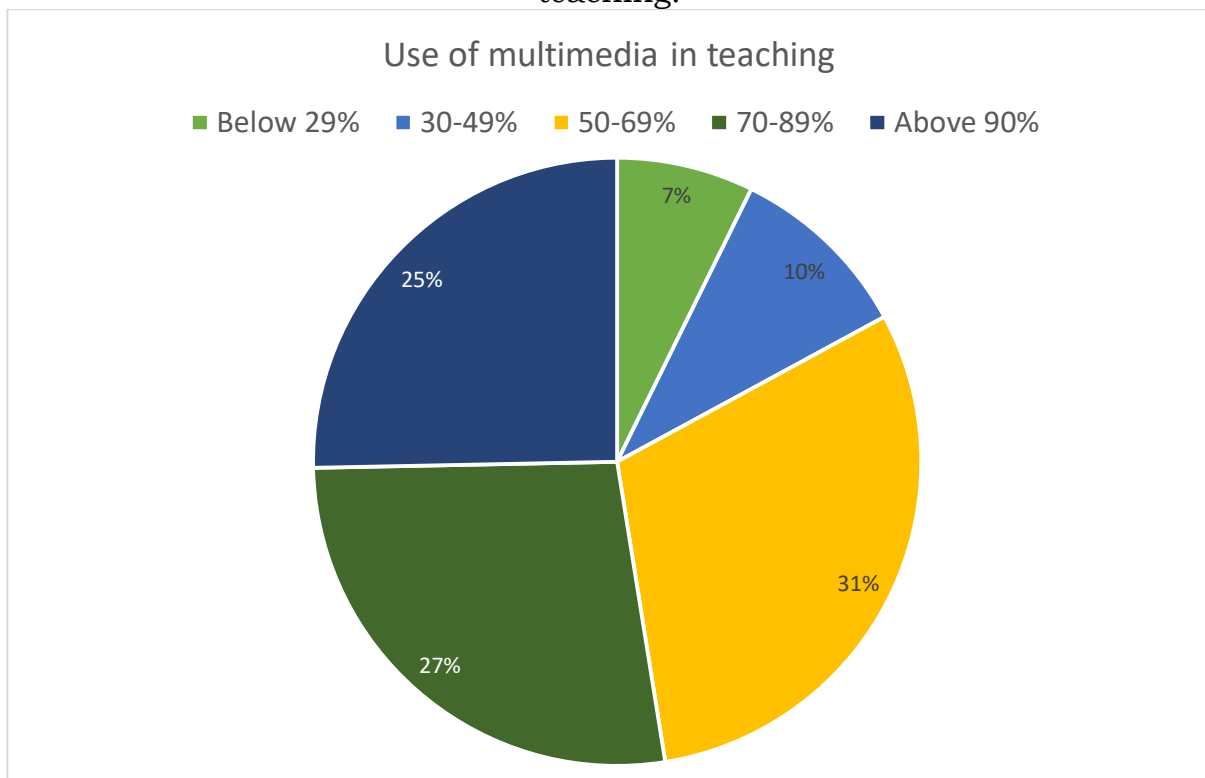
Figure 20: Overall Teaching-Learning process in the institute is very good.

Overall teaching-learning process

- Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

1% 0%
13%
50%
36%
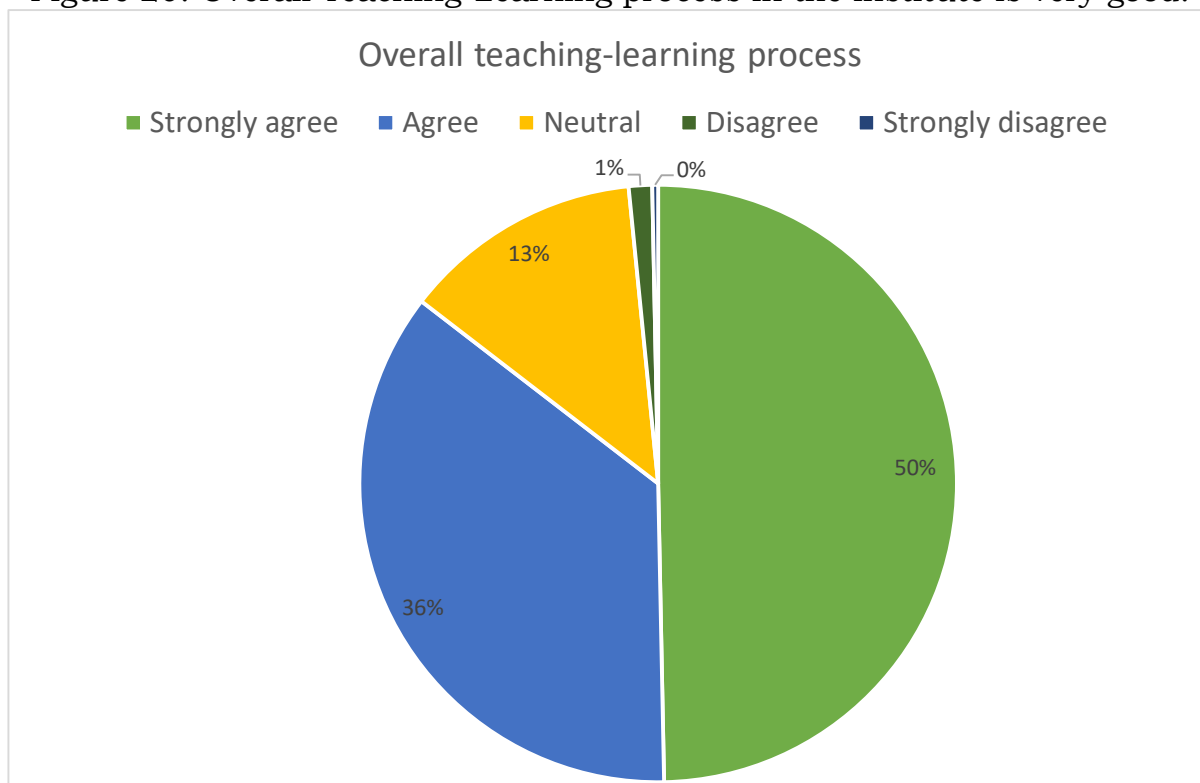
Name *

Designation *

Department *

Names of Courses Taught *

The making/ revision of the syllabus is *

- ☑ Transparent
- ☑ Timely
- ☑ Adequate

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

- ◉ Yes
- ○ No

Do the syllabi for your courses include the following aspects? (tick the relevant boxes even if one course has these aspects) *

☑ Experiential Learning

Responses cannot be edited

Employer's Feedback Form on Syllabus

St. Stephen's College, Delhi

* Required

Name of the Employer (Company/ individual) *

Email Address *

Phone Number
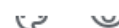
Which Programs did you hire the employees from? (for eg. BA Economics, BSc Physics etc.) *

Since when and how many times have you recruited from the College? *

We have been visiting the campus from last 3 campus seasons

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

The syllabus and the course makes the employee adequately ready for the job *

Responses cannot be edited

Alumni Feedback form on the Syllabus

For the alumni of St. Stephen's College

* Required

Name *

Program in Graduation and Years *

Present Employment/ Position and Designation *

Present Employment/ Position and Designation *

Name and contact number of Company/ Institution *
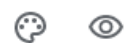
Email ID *

Mobile

Name and contact number of Company/ Institution *

Email ID *

Mobile

Student Satisfaction Survey on Teaching Learning Process 2020-2021

PRINT THIS PAGE

Student Details

Student's Name*

xxxxxxxxxxxxx xxxxxxxxxxx

College Reg. No. *

xxxxxxxxxx

Course*

xxxxxxxxxxxxxxxxx

Mobile *

xxxxxxxxxxxx

Email*

xxxxxxxxxxxxxxxxxxxxxxxxxxxx

Please complete the online student satisfaction survey regarding the teaching-learning process at our institution.

1) How much of the syllabus was covered in the class?*

- a. ◉ 85 to 100%
- b. ○ 70 to 84%
- c. ○ 55 to 69%
- d. ○ 30 to 54%
- e. ○ Below 30%

2) How well did the teachers prepare for the classes?*

- a. ◉ Thoroughly
- b. ○ Satisfactorily
- c. ○ Poorly

d. ○ Indifferently

e. ○ Won't teach at all

3) How well were the teachers able to communicate?*

a. ⦿ Always effective

b. ○ Sometimes effective

c. ○ Just satisfactorily

d. ○ Generally ineffective

e. ○ Very poor communication

4) The teacher's approach to teaching can best be described as*

a. ⦿ Excellent

b. ○ Very good

c. ○ Good

d. ○ Fair

e. ○ Poor

5) Fairness of the internal evaluation process by the teachers.*

a. ⦿ Always fair

b. ○ Usually fair

c. ○ Sometimes unfair

d. ○ Usually unfair

e. ○ Unfair

6) Was your performance in assignments discussed with you?*

a. ○ Every time

b. ⦿ Usually

c. ○ Occasionally/Sometimes

d. ○ Rarely

e. ○ Never

7) The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.*

a. ○ Regularly

b. ⦿ Often

c. ○ Sometimes

d. ○ Rarely

e. ○ Never

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

a. ○ Significantly

b. ⦿ Very well

c. ○ Moderately

d. ○ Marginally

e. ○ Not at all

9) The institution provides multiple opportunities to learn and grow.*

a. ⦿ Strongly agree

    b. ○ Agree

    c. ○ Neutral

    d. ○ Disagree

    e. ○ Strongly disagree

10) Teachers inform you about your expected competencies, course outcomes and programme outcomes.*

    a. ○ Every time

    b. ◉ Usually

    c. ○ Occasionally/Sometimes

    d. ○ Rarely

    e. ○ Never

11) Your mentor does a necessary follow-up with an assigned task to you.*

    a. ○ Every time

    b. ◉ Usually

    c. ○ Occasionally/Sometimes

    d. ○ Rarely

    e. ○ I dont't have a mentor

12) The teachers illustrate the concepts through examples and applications.*

    a. ○ Every time

    b. ◉ Usually

    c. ○ Occasionally/Sometimes

    d. ○ Rarely

    e. ○ Never

13) The teachers identify your strengths and encourage you by providing the right level of challenges.*

    a. ○ Fully

    b. ◉ Reasonably

    c. ○ Partially

    d. ○ Slightly

    e. ○ Unable to

14) Teachers are able to identify your weaknesses and help you to overcome them.*

    a. ○ Every time

    b. ◉ Usually

    c. ○ Occasionally/Sometimes

    d. ○ Rarely

    e. ○ Never

15) The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching-learning process.*

    a. ◉ Strongly agree

    b. ○ Agree

    c. ○ Neutral

    d. ○ Disagree

    e. ○ Strongly disagree

16) The institute/teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences*

    a. ⦿ To a great extent
    b. ◯ Moderate
    c. ◯ Some what
    d. ◯ Very little
    e. ◯ Not at all

17) Teachers encourage you to participate in extracurricular activities.*

    a. ⦿ Strongly agree
    b. ◯ Agree
    c. ◯ Neutral
    d. ◯ Disagree
    e. ◯ Strongly disagree

18) Efforts are made by the institute/teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.*

    a. ⦿ To a great extent
    b. ◯ Moderate
    c. ◯ Somewhat
    d. ◯ Very little
    e. ◯ Not at all

19) What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.*

    a. ◯ Above 90%
    b. ⦿ 70-89%
    c. ◯ 50-69%
    d. ◯ 30-49%
    e. ◯ Below 29%

20) The overall quality of teaching-learning process in your institute is very good.*

    a. ⦿ Strongly agree
    b. ◯ Agree
    c. ◯ Neutral
    d. ◯ Disagree
    e. ◯ Strongly disagree

Give three observations/suggestions to improve the overall teaching-learning experience in your institution.

(Please restrict the response to the teaching-learning process only)

Observations/Suggestions 1

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┌─────────────────────────────────────────────────┐
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Observations/Suggestions 2

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Observations/Suggestions 3

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Give your feedback/suggestions for improving this survey.

Give your feedback/suggestions for improving this survey.

This survey is very well satisfied its purpose. It may be more effective if number scale is used for every questions so that students could numbered his/her experiences out of 10.

Student Satisfaction Survey on Teaching Learning Process 2020-2021

PRINT THIS PAGE

Student Details

Student's Name*

xxxxxxxxxxxxx xxxxxxxxxx

College Reg. No. *

xxxxxxxxxxxxx

Course*

xxxxxxxxxxxxxxxxxxxx

Mobile *

xxxxxxxxxxx

Email*

xxxxxxxxxxxxxxxxxxxxxxxx

Please complete the online student satisfaction survey regarding the teaching-learning process at our institution.

1) How much of the syllabus was covered in the class?*

- a. ◉ 85 to 100%
- b. ○ 70 to 84%
- c. ○ 55 to 69%
- d. ○ 30 to 54%
- e. ○ Below 30%

2) How well did the teachers prepare for the classes?*

- a. ○ Thoroughly
- b. ◉ Satisfactorily
- c. ○ Poorly

d. ○ Indifferently

e. ○ Won't teach at all

3) How well were the teachers able to communicate?*

a. ○ Always effective

b. ◉ Sometimes effective

c. ○ Just satisfactorily

d. ○ Generally ineffective

e. ○ Very poor communication

4) The teacher's approach to teaching can best be described as*

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(Please restrict the response to the teaching-learning process only)

Observations/Suggestions 1

[   ]

Observations/Suggestions 2

[   ]

Observations/Suggestions 3

[   ]

Give your feedback/suggestions for improving this survey.

Give your feedback/suggestions for improving this survey.

[   ]