Dev Samaj College for Women

IQAC (Internal Quality Assurance Cell)

DESIGN DOCUMENT

Framework for seeking 360^0 Feedback

Submission Date:		**Document Users:**	
Submitted by:		**Reviewed by:**	
Approved by:		**Document Owner:**	IQAC

SUBMITTED TO:

DR. (MRS.) MADHU PRASHAR
PRINCIPAL,
DEV SAMAJ COLLEGE FOR WOMEN,
FEROZEPUR CITY

Statement of Purpose:

DSCW believes in developing, designing and deploying a student-centric academic & extra-curricular environment. To achieve this objective and keeping in mind our values of **being adaptive to change** and maintaining a spirit of **Continuous Improvement**, DSCW has deployed a 360^0 framework of feedback that it uses to gather viewpoints, opinions and objective suggestions from a wide range of stakeholders.

The Governing Body at DSCW is committed to evolving the College towards becoming *an Institution of Academic & Extra-curricular Excellence*. It believes the 360^0 Feedback Framework is the essential & true dip-stick test of the Academics, Co-curricular, Extra-curricular and Overall External Perception of the College. DSCW takes immediate and serious introspective corrective measures, derived from the analysis & learning of the feedback received.

This document is owned, designed and created by the **IQAC (Internal Quality Assurance Cell)** of DSCW. It is a carefully designed framework prescribed and described for all Users who intend to seek feedback from the various stakeholders of DSCW.

The table below describes the holistic design elements of this Framework used to seek 360^0 Feedback for DSCW.

#	Element Name	Description
A.	Range of Feedback Providers	1. Present students 2. Ex-students 3. Faculty & Teaching Staff 4. End Consumers e.g. potential & current employers (External)
B.	Modes of Feedback Delivery & Receipt	a. Hard Copy Form – handwritten response b. via e-mail: Electronic Survey Form c. DSCW Website Survey Form
C.	Types of Feedback	I. Internal • Quantitative II. External • Quantitative
D.	Key Functional Areas or Fields for which feedback is being sought	1. Curriculum, Syllabus & Unit Content 2. Overall Areas of Improvement towards Academic Excellence 3. External Perception – quality of output 4. External Perception – quality of curriculum
E.	Periodicity, frequency & timing	**See Appendix A below.** A detailed schedule of sending, receiving, analysing and reporting of this 360^0 Feedback is given in Section *'Prescribed Schedule'* below.
F.	Feedback Scoring Mechanism	**See Appendix B below.** The attached document provides the empirical rules and scoring mechanism for the various survey forms.
G.	Recommended Survey Questions in each Category	**See Appendix C, D, E & F below**

APPENDIX A: Prescribed Schedule

Group Types	Type	Mode	Frequency	Timing
Group A: 1. Present students	Internal	Hard copy	Annual	1 month before the end of the Academic session
Group B: 1. Alumni or ex-students	External	a. Web Form **b.** E-surveys **c.** Hard copy	Annual	1. End of FY or beginning of next FY 2. 1 month before end of Academic session **3.** As and when required
Group C: 1. Employers 2. Potential employers	External	a. Web Form b. E-surveys c. Hard copy	Annual	1. Real-time or **2.** Within 1 week of visit
Group D: 1. Teachers 2. Faculty	Internal	a. Web Form b. E-surveys c. Hard copy	Annual	1. 1 month before end of Academic Session 2. As and when required

Feed Back Analysis Cell

Name	Designation	Signature
Dr. Madhu Prashar	IQAC Chairperson	
Mrs.Leena Kakkar	Convener-Feedback Analysis Cell	
Dr.AnjuBala	Joint Convener-Feedback Analysis Cell	
Dr.Bhumida Sharma	Member- Arts Department	
Dr.NishantJuneja	Member- Science Department	
Mr.Sanjeev Kakkar	Member- Computer Science Department	
Mrs.Leena Kakkar	Member- Commerce Department	
Dr.Vandana Gupta	Member- B. Voc. Department	

APPENDIX B: Feedback Scoring Mechanism

STUDENTS FEEDBACK ANALYSIS REPORT
SESSION 2018-19

Feedback Methodology

Structure feedback is obtained from students on design and review of curriculum during mid of each semester. The data generated is compiled by the Head of the Department and shared with the concerned faculty. Feedback thus obtained is then statistically analysed, tabulated and reviewed. Suggestions and comments given by the students are also taken into account for future development and are forwarded to the Board of Studies of the University.

The feedback from students regarding curriculum is obtained through Structured Questionnaire which includes 11 questions on various aspects of curriculum. A five point Likert scale has been used with weights assigned from 1 to 5 to different responses as follows:

The Range of each order or level is determined by the following formula: (Highest point in Likert Scale-Lowest point in Likert Scale)/ Number of Levels Used

Therefore Range= (5-1)/5=4/5=0.8 Hence

Category	Weighted Score	Remarks
5	4.2 to 5.0	Completely agree
4	3.4 to 4.2	Agree
3	2.6 to 3.4	Somewhat Agree
2	1.8 to 2.6	Don't Agree
1	1.0 to 1.8	Completely Disagree

Data is collected with the help of stratified sampling technique. In order to determine that the sample is representative sample or not sample size adequacy test is performed.

Sample Size Adequacy Test

Slovin's test (1960) has been used to test the adequacy of sample size, which is as follows:

$n=N\div (1+Ne^2)$

Where n= Minimum Sample Size, N=Total Population, e = Error Tolerance Level

In 2018-19, total number of students were =**2394** Therefore **N=2394,** Taking the confidence level of 95 %, e = 5% (error tolerance)

So $n=2394 \div (1+2394\ (0.05)^2)$

n=2394/6.99, Therefore n=342

Therefore, minimum 342 students' feedbacks were required. Since we have received 400 students' feedback forms from different stream, so it satisfies sample size adequacy test and it is a representative sample.

P.G. DEPARTMENT OF ARTS

Table-1 Student's Feedback Analysis (2018-19)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Catering to Individual Learning Needs	22	20	28	12	18	316	3.16
Experiential Learning	62	20	8	9	3	435	4.35
Generating Value	60	21	9	5	5	426	4.26
Innovative Teaching Methods	61	23	5	5	6	428	4.28
Learning Goals	65	12	10	5	8	421	4.21
Learning-Enabled Environment	60	23	7	5	5	428	4.28
Merit-Based Assessment	58	25	5	6	6	423	4.23
Overall Student Satisfaction	60	26	6	5	3	435	4.35
Pace of Learning	25	20	18	22	15	318	3.18
Syllabus Design	23	18	20	30	9	316	3.16
Syllabus Relevance	60	22	5	8	5	424	4.24

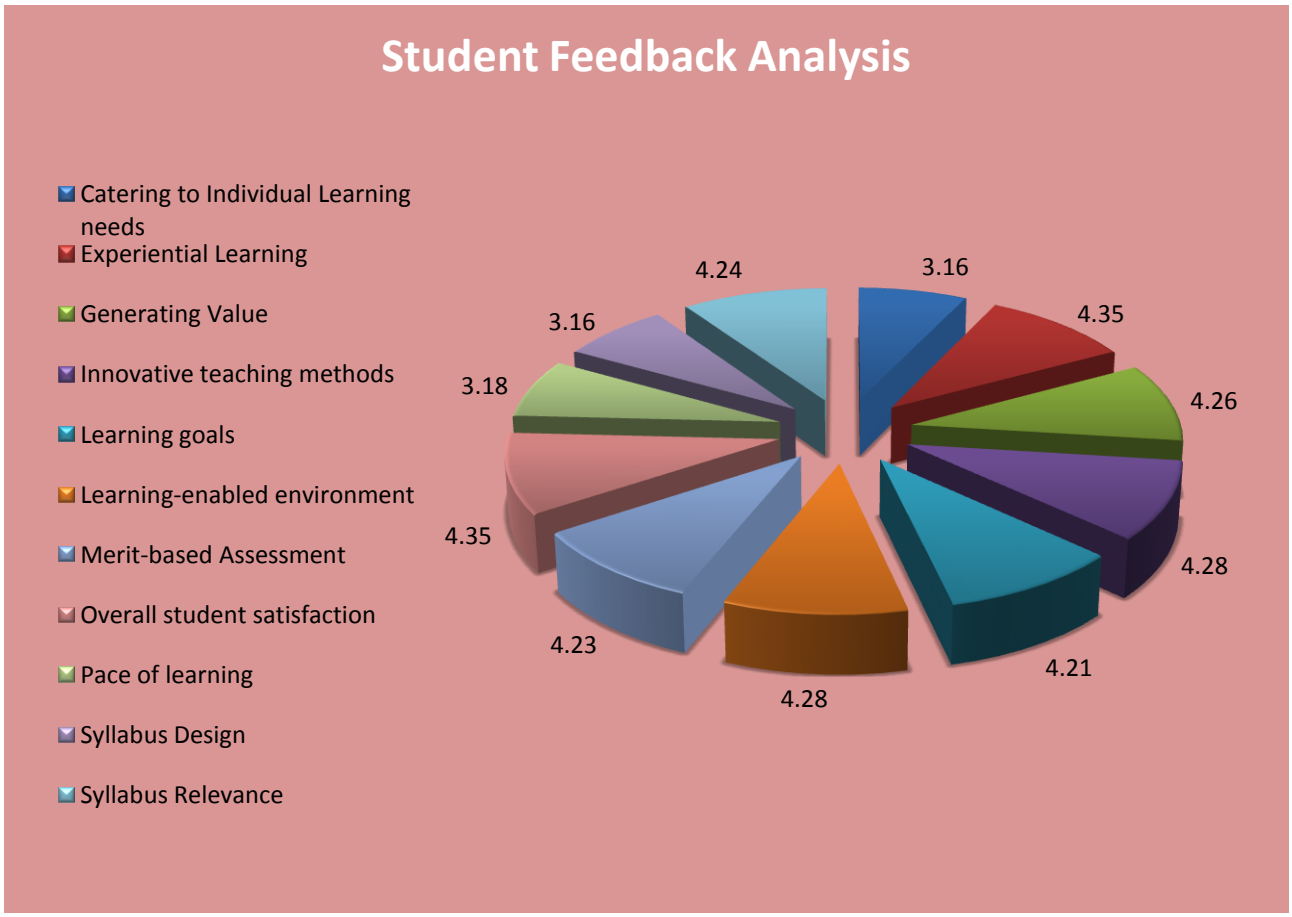

Fig.1Weighted Mean Score of Students' Feedback

Based on the above Table-1 and the Fig.-1 it is evident that on most of the parameters the weighted mean score of student responses have been above 4.2, which means that they are quite satisfied with the curriculum aspects. The highest mean score is forExperiential Learning and overall student satisfaction. Almost all the parameters have a mean score above 4.2, which means that the students have shown their complete satisfaction with the curriculum implementation, innovative methods, the guidance, mentorship, resources, study material provided and relevance of the syllabus. The students showed their dissatisfaction regarding the pace of learning because of the voluminous syllabi that caters less to Individual Learning needs and regarding the framing of

syllabus. The report is forwarded to the IQAC for further discussions and deliberations.

Attributes	Weighted Mean Score	Action taken
Catering to Individual Learning Needs	3.16	Syllabus design, pace of learning and attention to individual learning needs are the major areas of concern of the students. •It was decided that the solution of Catering to Individual Learning needs lies in having the option of Choice based curriculum. • The students expressed their dissatisfaction regarding not having enough time to prepare the voluminous syllabi within a limited time in each semester. The matter was brought to the notice of the Head of the Institution. The framing of syllabus falls under the jurisdiction of the Board of Studies, Panjab University, Chandigarh. So it was decided that the matters related to the framing of syllabus will be conveyed to Board of Studies, Panjab University
Experiential Learning	4.35	
Generating Value	4.26	
Innovative Teaching Methods	4.28	
Learning Goals	4.21	
Learning-Enabled Environment	4.28	
Merit-Based Assessment	4.23	
Overall Student Satisfaction	4.35	
Pace of Learning	3.18	
Syllabus Design	3.16	
Syllabus Relevance	4.24	

Other Suggestions from the students	**Action Taken**
The teaching methodology should be inclusive so that the needs of the students with different IQ levels can be served efficiently.	The matter was reported to the Head of the institute and all the teachers were directed to maintain the level of the class room lectures broad in orientation.
The course books for all the courses should opt for a more mixed approach in which traditional as well as holistic approach can be adopted.	The matter will be forwarded to the concerned Departmental authorities at the Panjab University to make necessary amendments in the course books.
The focus of the curriculum should be on inculcating skills resulting in language and communication proficiency.	The concern of the students for skill based learning was taken into consideration and the decision was taken to adopt the specific methodologies which can generate linguistic and communicative skills.
In the syllabus for Post Graduate classes, texts which are important from the point of view of UGC-NET must be included. The syllabus should be designed after considering the pattern of this competitive exam.	This was a valid point raised by the students. The framing of syllabus falls under the jurisdiction of the Board of Studies, Panjab University, Chandigarh, so the matter will be discussed by the member of Board of Studies in the coming meetings.
The assessment tools should be comprehensive enough to assess the four skills of the students i.e. Listening, Speaking, Reading and Writing.	As 80% weight age has been given to the written exam and 20% to the internal assessment by Punjab University, Chandigarh only, so the matter will be forwarded to the University officials.

HOD **Principal**

P.G. DEPARTMENT OF COMMERCE

Table-2 Student's Feedback Analysis (2018-19)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Catering to Individual Learning Needs	60	29	5	4	2	441	4.41
Experiential Learning	60	28	5	4	3	438	4.38
Generating Value	59	29	5	4	3	437	4.37
Innovative Teaching Methods	59	30	5	4	2	440	4.4
Learning Goals	60	28	5	4	3	438	4.38
Learning-Enabled Environment	61	27	5	4	3	439	4.39
Merit-Based Assessment	22	20	20	23	15	311	3.11
Overall Student Satisfaction	60	26	6	5	3	435	4.35
Pace of Learning	61	26	6	4	3	438	4.38
Syllabus Design	21	20	15	34	10	308	3.08
Syllabus Relevance	61	27	5	4	3	439	4.39

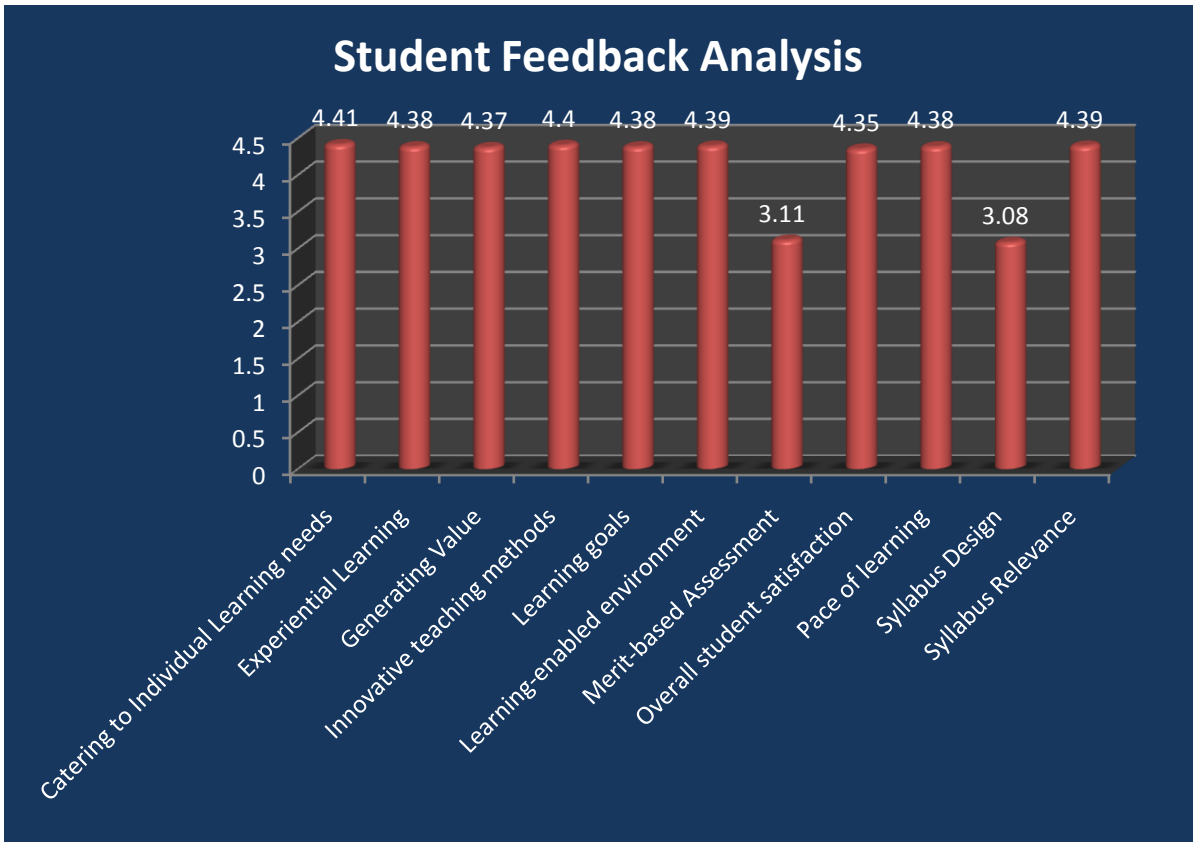

Fig.2Weighted Mean Score of Students' Feedback

Based on the above Table-2 and the Fig.-2 it is evident that almost on all parameters the weighted mean score of student responses have been above 4.2, which means they completely agree with the curriculum aspects. The highest mean score is for Catering to Individual Learning needs,Learning-enabled environment and Syllabus Relevance. All the parameters have a mean score above 4.2, which means that the students seems to be quite satisfied with the curriculum implementation except Merit-based Assessment and designing of syllabus.

Attributes	Weighted Mean Score	Action taken
Catering to Individual Learning Needs	4.41	Merit based assessment and designing of syllabus are the major areas of concern of the students. The framing of syllabus falls under the jurisdiction of the Board of Studies, Panjab University, Chandigarh. The college does not have any role in it. The proposal will be forwarded to Panjab University for processing.
Experiential Learning	4.38	
Generating Value	4.37	
Innovative Teaching Methods	4.4	
Learning Goals	4.38	
Learning-Enabled Environment	4.39	
Merit-Based Assessment	3.11	
Overall Student Satisfaction	4.35	
Pace of Learning	4.38	
Syllabus Design	3.08	
Syllabus Relevance	4.39	

Other suggestions from the students	Action taken
Students should be assessed on the basis of integrated understanding and logical reasoning of the subject taught to them.	As assessment criteria is formulated by the university so college has no right to change it.
Holisticity of the syllabus should be need based, meet contemporary requirements and is to be in tune with the various competitive exams.	The college will send this proposal to Panjab University, Chandigarh for their perusal as syllabus sketching is done by the respective Board of Studies.
Syllabus must be relevant to promote holistic development of the students and make them industry ready.	Matter forwarded to the higher authorities
The notion of the curriculum should be making the students more rounded with critical thinking skills, community awareness and problem solving skills.	The Head of the institute organized several meetings in which all the educators were guided to make their lectures effective enough to ignite the innate capabilities of the students.
The students expressed their utter satisfaction with the books and reading material provided in the library. As DSCW inculcates the inquisitiveness and the yearning to be provided with more, the students desired for more international journals and magazines	After consulting the matter with the authorities, the students were asked to give the titles of their desired material to the Librarian
Students need to go on at their own pace for learning process	Every week assignments with varied problems are given to students to construct an argument, which would serve them well in the future.

HOD

Principal

P.G. DEPARTMENT OF SCIENCE

Table-3 Student Feedback Analysis (2018-19)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Catering to Individual Learning needs	63	27	4	4	2	445	4.45
Experiential Learning	64	24	3	4	5	438	4.38
Generating Value	57	31	5	4	3	441	4.41
Innovative teaching methods	61	28	5	4	2	442	4.42
Learning goals	67	25	3	3	2	452	4.52
Learning-enabled environment	64	23	7	4	2	443	4.43
Merit-based Assessment	22	18	26	30	14	334	3.34
Overall student satisfaction	60	28	4	6	2	438	4.38
Pace of learning	55	27	7	6	5	421	4.21
Syllabus Design	25	22	23	20	10	332	3.32
Syllabus Relevance	32	23	15	4	26	331	3.31

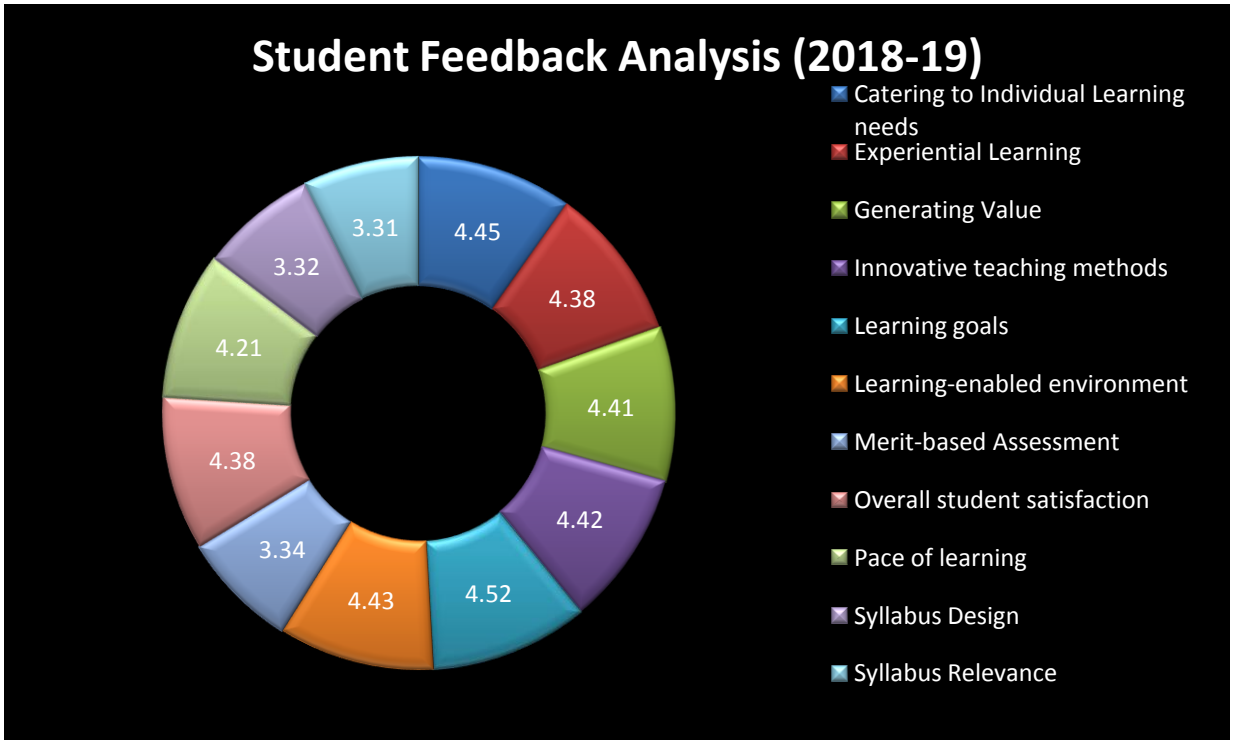

Fig.3Weighted Mean Score of Student's Feedback

It has been depicted in Table-3 as well as in Fig.-3 that almost on all parameters the weighted mean score of student responses is above 4.1, which means that they completely agree with the curriculum aspects. The highest mean score is for Learning Goals. Most of the parameters have a mean score above 4.2, which means the students are completely satisfied with the curriculum implementation except Merit-based Assessment, designing of syllabus and syllabus relevance.

Attributes	Weighted Mean Score	Action taken
Catering to Individual Learning Needs	4.45	Merit based assessment; designing of syllabus and its relevance are the major area of concern of the students. The college has to follow the syllabus designed by Panjab University, Chandigarh. Still, the concern of the students will be forwarded to the college faculty members who represent Board of Studies, Panjab University, Chandigarh.
Experiential Learning	4.38	
Generating Value	4.41	
Innovative Teaching Methods	4.42	
Learning Goals	4.52	
Learning-Enabled Environment	4.43	
Merit-Based Assessment	3.34	
Overall Student Satisfaction	4.38	
Pace of Learning	4.21	
Syllabus Design	3.32	
Syllabus Relevance	3.31	

Other suggestions from the students	Action taken
Students should be assessed on the basis of integrated understanding and logical reasoning of the subject taught to them	College is to follow the assessment criteria formulated by Panjab University. The matter will be forwarded to the respective board of studies.
To introduce more innovative methods to make teaching-learning process more effective	The institution opts many new strategies which are helpful for students to experience a deeper level of engagement and understanding. For instance institution introduces smart classrooms which transform the teaching experience into an interactive and collaborative experience.
Special attention should be given to slow learners	For slow learners each department with the help of college authorities conduct remedial classes to improve learning.
There should be more focus on experiential learning methodology to connect the concept with desired outcome.	Faculty members recommend students to make and record observations and suggest possible improvements to inculcate learning through experimentation. Random workshops and hands-on training programmes are conducted which result in deep impact to transform hypothesis into reality.
There should be more facilities to enhance learning enabled environment	To enhance learning enabled environment institution invest huge amount of money to create digital library for students to provide instant access to educational content. Moreover, beyond academic books there is availability of journals concerning every subject to develop critical thinking and research attitude.
Institution should prepare the students for competitive examination.	Each department is conducting UGC/NET classes to guide the Post Graduate Science students in cracking various competitive exams.
Necessity of Developing, monitoring and reporting on individual learning goals and targets	The institute introduces self-sponsored Minor Research Projects beyond the university curriculum. The process involves thinking about the effectiveness of the strategies used to achieve the

	learning goals that an individual sets.
Syllabus should be thoroughly revised and redesigned as per latest requirement of Industry/Academia	Syllabus related suggestions were forwarded to Board of Studies, Panjab University, Chandigarh for their kind consideration.

HOD **Principal**

P.G. DEPARTMENT OF COMPUTER SCIENCE

Table-4 Student Feedback Analysis (2018-19)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Catering to Individual Learning Needs	30	14	2	2	2	218	4.36
Experiential Learning	29	10	5	4	3	211	4.22
Generating Value	30	9	4	5	2	210	4.2
Innovative Teaching Methods	35	8	3	2	2	222	4.44
Learning Goals	30	7	6	4	3	207	4.14
Learning-Enabled Environment	31	11	3	3	2	216	4.32
Merit-Based Assessment	20	8	10	8	4	182	3.64
Overall Student Satisfaction	32	8	4	4	2	214	4.28
Pace of Learning	31	7	6	3	3	210	4.2
Syllabus Design	22	8	10	5	5	187	3.74
Syllabus Relevance	27	8	7	4	4	200	4

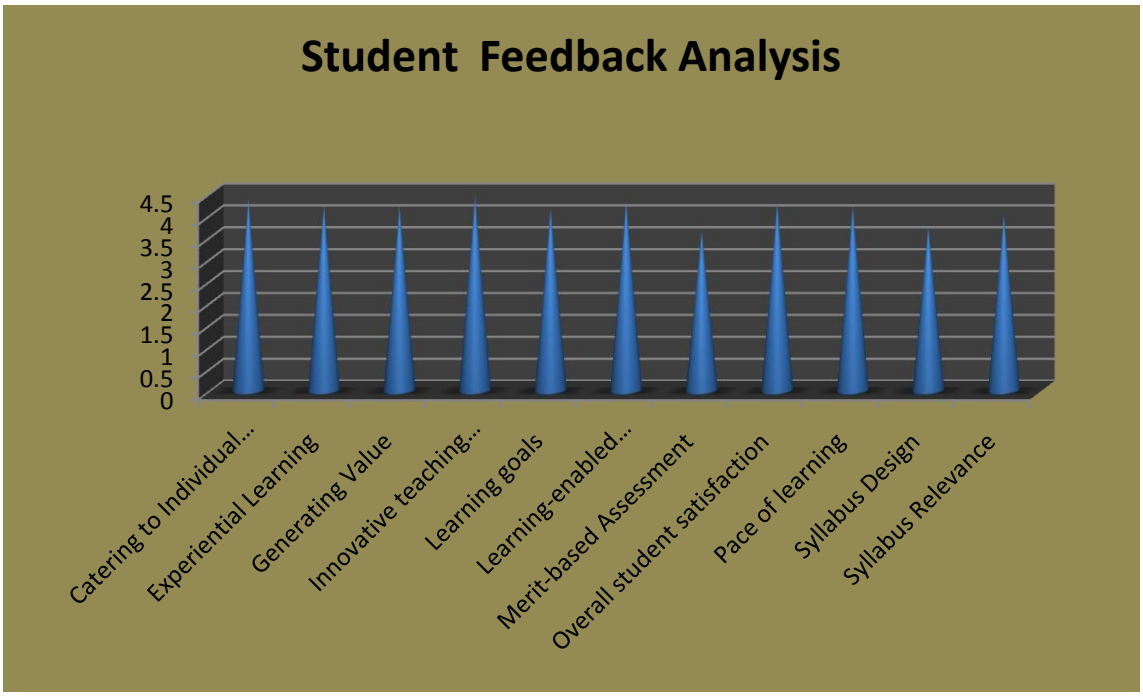

Fig. 4Weighted Mean Score of Students' Feedback

Based on the above **Fig.-4** it has been interpreted that almost on all parameters the weighted mean score of student responses is above 4.2, which means that they completely agree with the curriculum aspects. The highest mean score was for Innovative teaching methods. Most of the parameters have a mean score above 4, which means the students are completely satisfied with the curriculum implementation except Merit-based Assessment and designing of syllabus.

Attributes	Weighted Mean Score	Action taken
Catering to Individual Learning Needs	4.36	Merit based assessment and designing of syllabus are the major area of concern of the students.
Experiential Learning	4.22	

Generating Value	4.2	The college is bound to follow the syllabus designed by Panjab University, Chandigarh. Still, the concern of the students will be forwarded to the higher studies.
Innovative Teaching Methods	4.44	
Learning Goals	4.14	
Learning-Enabled Environment	4.32	
Merit-Based Assessment	3.64	
Overall Student Satisfaction	4.28	
Pace of Learning	4.2	
Syllabus Design	3.74	
Syllabus Relevance	4	

Other suggestions from the students	Action taken
Students should be assessed on the basis of integrated understanding and logical reasoning of the subject taught to them.	As assessment criteria is formulated by the university so college has no right to change it.
Syllabus must be relevant to promote holistic development that meets requirements of various competitive exams as well as that of the industry.	Syllabus related suggestions will be forwarded to Board of Studies, Panjab University, Chandigarh for their kind consideration.
Syllabus must be relevant to promote holistic development of the students and make them industry ready.	Matter forwarded to the higher authorities
Curriculum should cover modern Topics having relevance to real life situations, career wise and for the achievement of learning Outcomes.	Proposal will be forwarded to Board of Studies, Panjab University, Chandigarh
Students should have options to select subjects according to their interest.	Proposal will be forwarded to Board of Studies, Panjab University, Chandigarh
Syllabus should be thoroughly revised and redesigned as per latest requirement of Industry/Academia.	Proposal will be forwarded to Board of Studies, Panjab University, and Chandigarh

HOD **Principal**

P.G DEPARTMENT OF VOCATIONAL COURSES

Table-5 Student Feedback Analysis (2018-19)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Catering to Individual Learning Needs	120	60	21	2	3	206	4.12
Experiential Learning	90	84	21	4	2	201	4.02
Generating Value	115	76	21	2	1	215	4.3
Innovative Teaching Methods	75	64	33	14	1	187	3.74
Learning Goals	100	100	9	8	3	220	4.4
Learning-Enabled Environment	155	36	15	10	1	217	4.34
Merit-Based Assessment	145	32	12	6	6	201	4.02
Overall Student Satisfaction	140	56	9	4	3	212	4.24
Pace of Learning	125	52	21	4	3	205	4.1
Syllabus Design	135	60	12	2	3	212	4.24
Syllabus Relevance	130	56	15	4	3	208	4.16

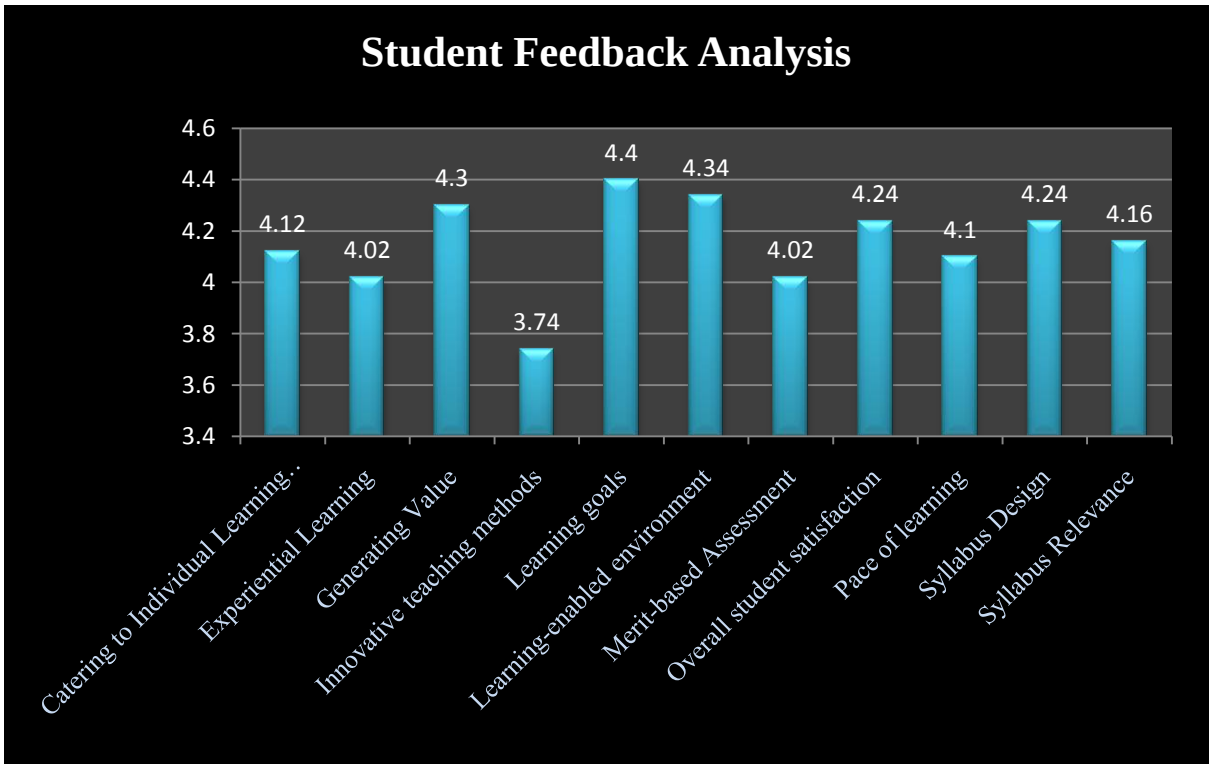

Fig. 5 Weighted Mean Score of Students' Feedback

During study it has been found from the Fig.-5 that on almost all parameters the weighted mean score of student responses is above 4.2, which means that they are completely agree with the curriculum aspects. The highest mean score is for Learning Goals and Learning-enabled environment. Most of the parameters have a mean score above 4, which means the students are completely satisfied with the curriculum implementation except Merit-based Assessment and designing of syllabus. The report is forwarded to the IQAC for further discussions and deliberations.

Attributes	Weighted Mean Score	Action taken
Catering to Individual Learning Needs	4.12	Innovative teaching method is the major area of concern of the students. So, keeping in mind new methods like project based learning, teaching through smart boards etc. have been introduced.
Experiential Learning	4.02	
Generating Value	4.3	
Innovative Teaching Methods	3.74	
Learning Goals	4.4	
Learning-Enabled Environment	4.34	
Merit-Based Assessment	4.02	
Overall Student Satisfaction	4.24	
Pace of Learning	4.1	
Syllabus Design	4.24	
Syllabus Relevance	4.16	

Other Suggestions from students	**Action taken**
Expanding the components of courses so that they cover a broader range of subject material.	Needful changes will be done as per the instructions given by Punjab University.
Students require a good balance of direct teaching and self-paced learning activities which engage students.	More number of assessments will be given.
There should be more focus on student engaging activities.	Students will be asked to deliver more number of presentations.
Assessment should be based on overall performance of students.	Assessment procedure made more transparent for the students by communicating the criterion of the assessment..
Along with the knowledge skills there must be attitude skills which will help students to define them in their professional life later..	To inculcate attitude skills in students the institution aspires to opt add on courses such as Web Designing, Interior Designing and many more along with academic course which will help in strengthening their personality in a broader spectrum
Students want regular visits to industry and opportunities to listen to industry experts as guest lecturers and thus to be well familiar with the up-to-date practices and technology.	Number of industrial visits has been increased.

Table 6-Overall Student Feedback Analysis(2018-19)

Attributes	Arts	Commerce	Science	Computer Science	Vocational Courses
Catering to Individual Learning Needs	3.16	4.41	4.45	4.36	4.12
Experiential Learning	4.35	4.38	4.38	4.22	4.02
Generating Value	4.26	4.37	4.41	4.2	4.3
Innovative Teaching Methods	4.28	4.4	4.42	4.44	3.74
Learning Goals	4.21	4.38	4.52	4.14	4.4
Learning-Enabled Environment	4.28	4.39	4.43	4.32	4.34
Merit-Based Assessment	4.23	3.11	3.34	3.64	4.02
Overall Student Satisfaction	4.35	4.35	4.38	4.28	4.24
Pace of Learning	3.18	4.38	4.21	4.2	4.1
Syllabus Design	3.16	3.08	3.32	3.74	4.24
Syllabus Relevance	4.24	4.39	3.31	4	4.16

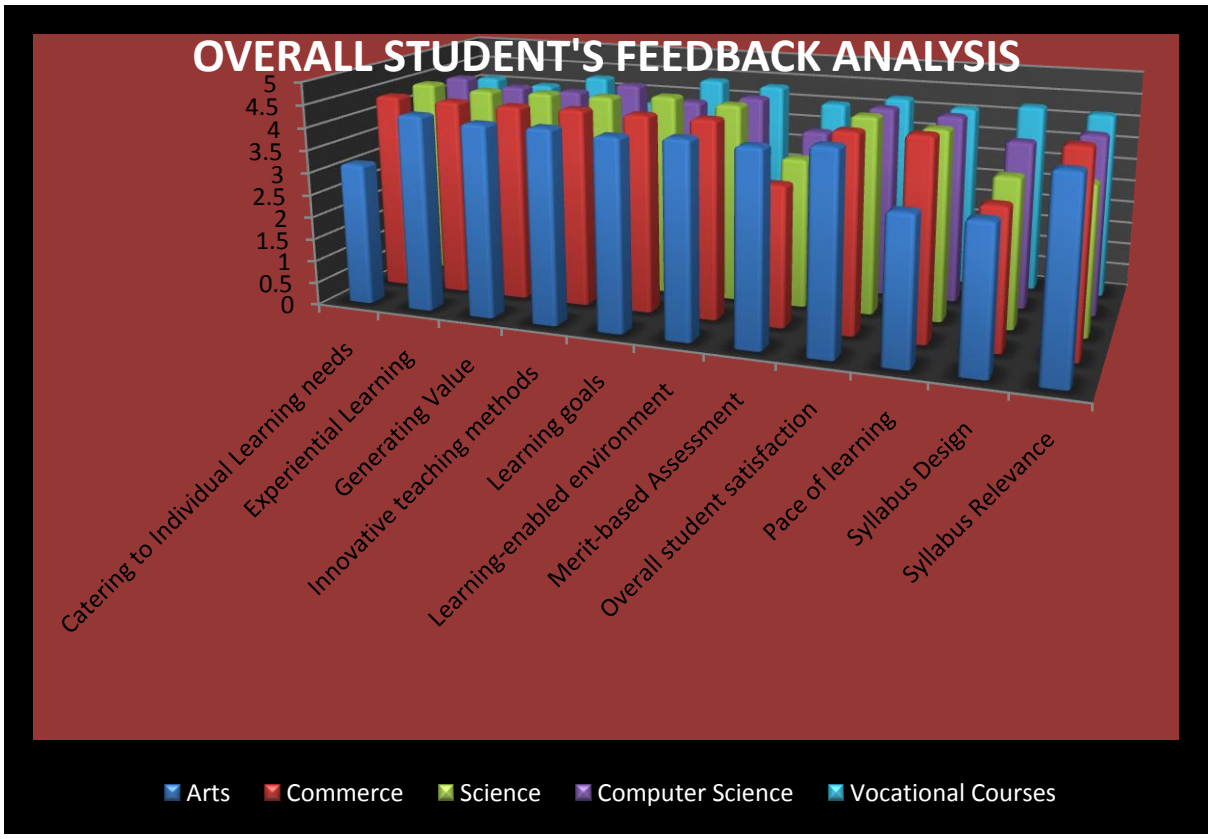

Fig. 6 Weighted Mean Score of Overall Students' Feedback

The above figure 6 depicts the overall students' feedback analysis for the year 2018-19. From the table, it can be interpreted that Syllabus Design is the most considerable factor having low weighted mean score in all the students from different department except vocational courses followed by the Merit Based Assessment whereas factors based on learning and values are found completely satisfied than others having higher weighted mean score i.e. above 4.2 in all the cases. These factors are forwarded to the higher authorities for further consideration.

Convener **Joint Convener** **Principal**

FACULTY FEEDBACK ANALYSIS REPORT
SESSION 2018-19

Feedback Methodology

Structure feedback is obtained from faculty on design and review of curriculum during mid of each semester. The data generated is compiled by the Head of the Departments and IQAC of college. Feedback thus obtained is then statistically analysed, tabulated and reviewed. Suggestions and comments given by the faculty are also taken into account for future development and forwarded to the Board of Studies of the University.

The feedback from faculty regarding curriculums obtained through Structured Questionnaire which includes 12 questions on various aspects of curriculum. A five point Likert scale has been used with weights assigned from 1 to 5 to different responses as follows:

The Range of each order or level is determined by the following formula: (Highest point in Likert Scale-Lowest point in Likert Scale)/ Number of Levels Used

Therefore Range= (5-1)/5=4/5=0.8 Hence

Category	Weighted Score	Remarks
5	4.2 to 5.0	Completely agree
4	3.4 to 4.2	Agree
3	2.6 to 3.4	Somewhat Agree
2	1.8 to 2.6	Don’t Agree
1	1.0 to 1.8	Completely Disagree

Data is collected from the faculty of respective departments and 129 faculty members filled the questionnaire.

P.G. DEPARTMENT OF ARTS

Table-7 Faculty Feedback Analysis (2018-19)

	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	weighted Score	Weighted Mean Score
Faculty Engagement & Inclusivity	30	12	5	3	1	220	4.31
Resources, Tools & Support	13	11	9	10	8	164	3.22
Faculty Self-Development	31	12	2	3	3	218	4.27
Innovative Teaching Methods	31	9	6	3	2	217	4.25
Working Towards Academic Excellence	31	11	4	3	2	219	4.29
Culture - Growth Mindset	32	10	4	3	2	220	4.31
Cross-Pollination Of Ideas, Thoughts & Methods	11	10	15	9	6	164	3.22
Syllabus Relevance &Holisticity	13	10	14	10	4	171	3.35
Pace of Teaching & Learning	14	10	12	6	9	167	3.27
Curriculum: Flexibility, Accuracy & Quality	30	15	3	2	1	224	4.39
Merit-Based Assessment	31	13	3	2	2	222	4.35
Student Centricity	30	12	5	3	1	220	4.31

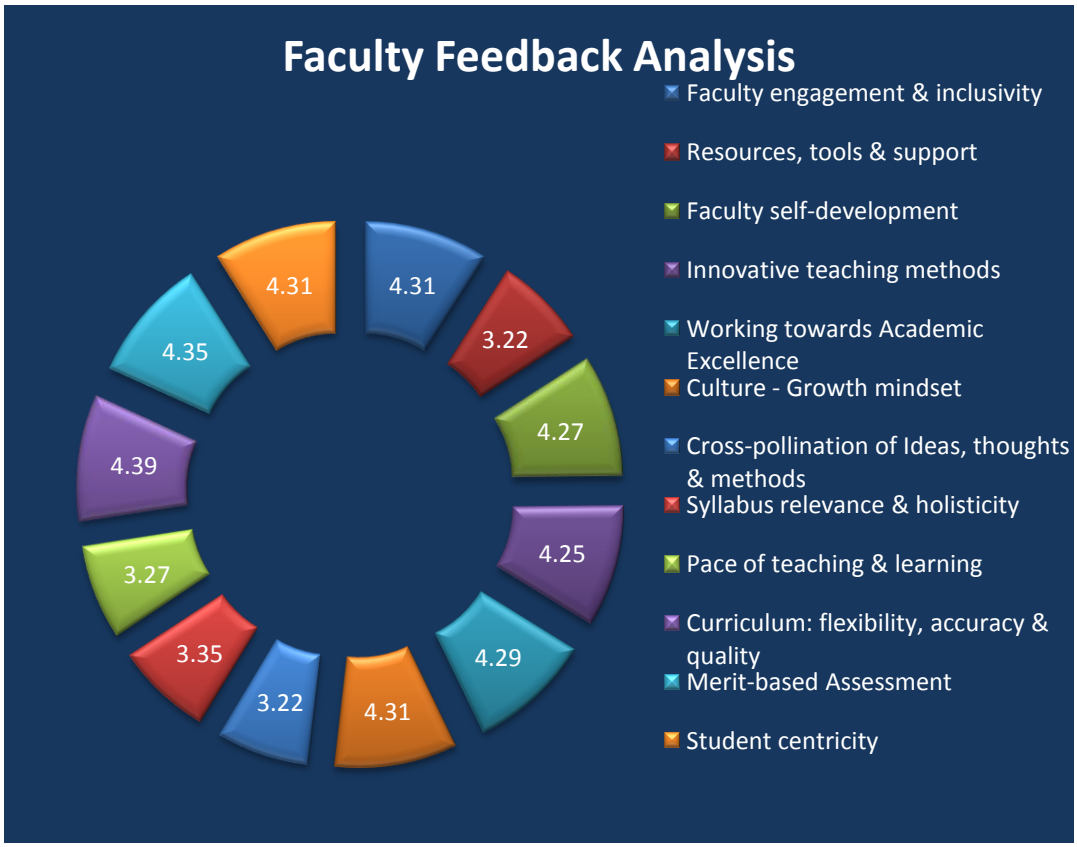

Fig.7 Weighted Mean Score of Facultys' Feedback

Based on the above Table-7 and the Fig.-7 it is evident that on most of the parameters the weighted mean score of the faculty responses have been above 4.2, which means that they are quite satisfied with the tools,

resources, latest technology, support and encouragement DSCW provides for enhancing the efficacy of learning and teaching within the college. The highest mean score was for Curriculum: Flexibility, Accuracy & Quality. The faculty showed their dissatisfaction regarding the pace of learning because of the voluminous syllabi and the framing of syllabus. The report is forwarded to the IQAC for further discussions and deliberations.

Attributes	Weighted Mean Score	Action taken
Faculty Engagement & Inclusivity	4.31	Pace of Teaching & Learning, Resources Tools & Support, Cross Pollination of Ideas and Syllabus Design were found to be the major areas of concern of the faculty. The suggestions were appreciated and noted for forwarding to the Board of Studies of PU , Chd. as the college does not play any role in the framing or designing of the syllabus
Resources, Tools & Support	3.22	
Faculty Self-Development	4.27	
Innovative Teaching Methods	4.25	
Working Towards Academic Excellence	4.29	
Culture - Growth Mindset	4.31	
Cross-Pollination of Ideas, Thoughts & Methods	3.22	
Syllabus Relevance &Holisticity	3.35	
Pace of Teaching & Learning	3.27	
Curriculum: Flexibility, Accuracy & Quality	4.39	
Merit-Based Assessment	4.35	
Student Centricity	4.31	

Other Suggestions From the Faculty	Actions Taken
Faculty members are already a part of the various important committees of the college like Admission Committee, Grievance Redressal Cell, Examination Committee, NSS, NCC etc. to give them a feel of being an important part of the decision making bodies. So no suggestions were given.	Such practices already exist. And the duties assigned to the members are shuffled so that everyone is able to learn about the ins and outs of every committee.
In DSCW, Fzr. there is always thrust on the use of latest technology. There are already smart classrooms in which education is imparted through Projectors. So this area does not require any drastic changes.	More and more teachers are always motivated to keep themselves updated to meet the expectations of the students. They continue to adopt digital classroom teaching modes.
The faculty members are already equipped with the latest facilities which help them to develop E-content. They are given platform to gain latest knowledge through FDPs.	The suggestions showed satisfaction and hence no action was needed
Teaching learning practices are undergoing paradigm shift. Need of the hour is that the teachers should incorporate latest technological tools which are already there in DSCW for the assistance of the teachers.	More and more workshops and seminars , FDPs are a part of the culture of DSCW. So only the continuity for the same was required.
The faculty should always have thirst for advanced knowledge about various subjects as it develops positivity which gets reflected in their classrooms. It helps in building up a culture of growth and advancement.	The suggestion was well taken and more workshops were organised for the help of the faculty.

Syllabus must be designed in such a manner that it prepares the students for more advanced courses and competitive exams. More emphasis should be on skill building and developing the critical thinking of the students	As college authorities have no direct role in syllabus designing ,the suggestion would be forwarded to the Board of Studies of P.U. Chd.
Due to semester system , the pace of teaching and learning gets hampered. No doubt , this scheme is a part of National education Policy but there should be a switch towards annual system for better results	Policy matters come under the purview of the university. So the proposal will be sent to the university.
The curriculum should be so designed that it involves the students and motivates them to be productive	Through the Academic planner of the college , it is already ensured that as per the requirements of reforms in teaching learning methods, there should be activity oriented sessions

HOD **Principal**

P.G. DEPARTMENT OF COMMERCE

Table 8: Faculty Feedback Analysis (2018-19)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Faculty Engagement & Inclusivity	0	0	3	4	2	19	2.1
Resources, Tools & Support	7	1	1	0	0	42	4.6
Faculty Self-Development	7	1	1	0	0	42	4.6
Innovative Teaching Methods	8	1	0	0	0	44	4.8
Working Towards Academic Excellence	9	0	0	0	0	45	5
Culture - Growth Mindset	7	1	1	0	0	42	4.6
Cross-Pollination of Ideas, Thoughts & Methods	7	1	1	0	0	42	4.6
Syllabus Relevance &Holisticity	4	1	1	2	1	32	3.5
Pace of Teaching & Learning	7	1	1	0	0	42	4.6
Curriculum: Flexibility, Accuracy & Quality	3	2	3	1	0	34	3.7
Merit-Based Assessment	9	0	0	0	0	45	5
Student Centricity	9	0	0	0	0	45	5

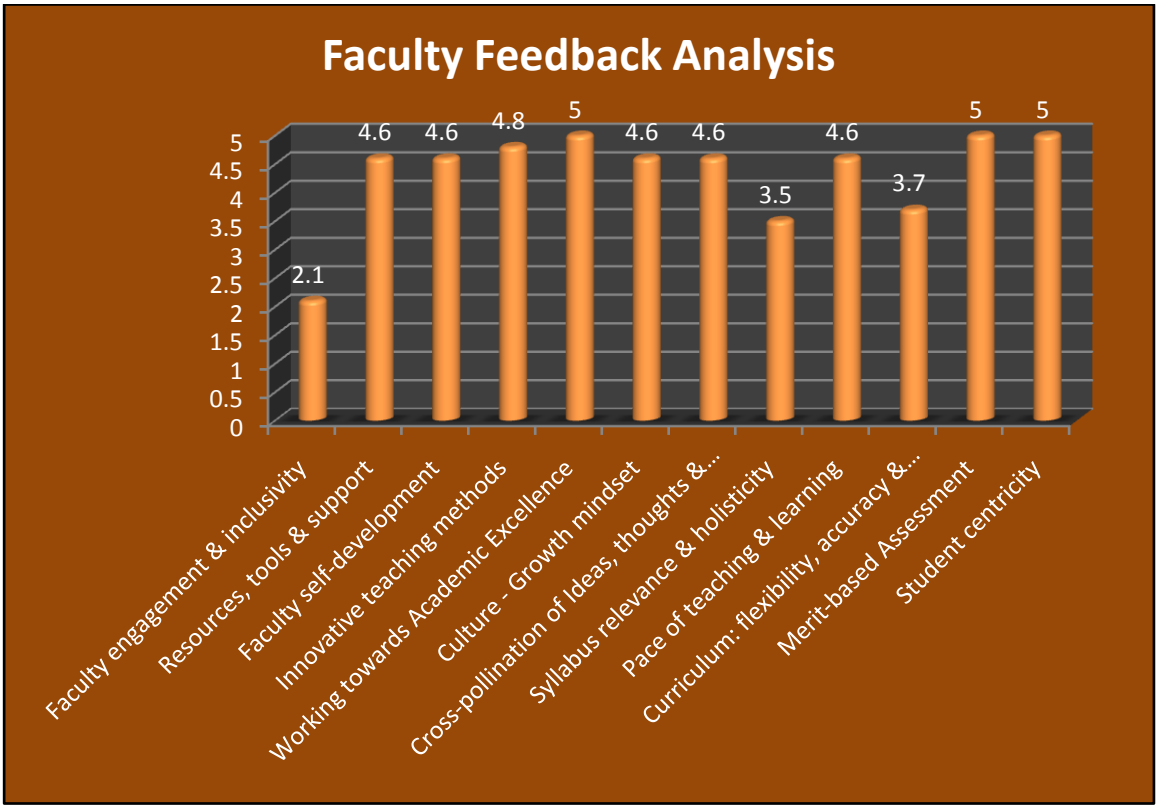

Fig 8: Weighted Mean Score of Faculty's Feedback

Figure 8 depicts that based on almost all parameters the weighted mean score of faculty responses is above 4.1, which means that they completely agree with the curriculum aspects. The high mean scores are for (i)Working towards Academic Excellence, (ii) Merit-based Assessment, (iii)Student centricity. These three parameters have a mean score 5, which means the faculty is completely satisfied with the curriculum implementation except Faculty engagement & inclusivity, Syllabus relevance &holisticityand Curriculum: flexibility, accuracy & quality.

Attributes	Weighted Mean Score	Action taken
Faculty engagement & inclusivity	2.1	Faculty engagement and inclusivity, Syllabus relevance &holisticityand Curriculum: flexibility, accuracy & quality are the major areas of concern of the faculty. Faculty or college have no authority to change the syllabus/curriculum according to their requirements, therefore the proposal will be forwarded to Panjab University for their kind consideration.
Resources, tools & support	4.6	
Faculty self-development	4.6	
Innovative teaching methods	4.8	
Working towards Academic Excellence	5	
Culture - Growth mindset	4.6	
Cross-pollination of Ideas, thoughts & methods	4.6	
Syllabus relevance &holisticity	3.5	
Pace of teaching & learning	4.6	
Curriculum: flexibility, accuracy & quality	3.7	
Merit-based Assessment	5	
Student centricity	5	

Other suggestions from the faculty	**Action taken**
To achieve the goal of academic excellence, feedbacks are necessary because they bring out mature ideas for positive future planning.	It is an ongoing practice in DSCW to get feedback for growth of the institution and academic field. So no particular action was required.
Grant of autonomy to college to bring relevance and flexibility according to requirement of the subject.	The matter will be forwarded to University to bring required changes to their notice.
The teachers should focus on making the learning more interesting through online updates. New technology should be adopted for the better understanding of ideas and thoughts	The college is already providing the best and the latest tools to cater to the demands of changing times. If we have to make the students understand the concepts quickly, we have to be tech savvy ourselves. So already practising.
Interdisciplinary areas to be included in teaching learning process.	Faculty members from different disciplines were invited to give knowledgeable lectures to students.
Curriculum should match international standards.	Books of foreign authors and international journals were added into library.
ICT should be the integral part of teaching learning process.	Proposal was accepted and smart class rooms were allotted to students to facilitate ICT in teaching learning process.
Focus on communication skills in every curriculum	Proposal was submitted to higher authorities and focus on improving communication skills

	was promoted through seminars and presentations by students.
Innovative curriculum and curriculum for different learning abilities.	The faculty members were imparted the duty to take care of different learning abilities and attend them according to requirements.

HOD **Principal**

P.G DEPARTMENT OF SCIENCE

Table-9 Faculty Feedback Analysis (2018-19)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Faculty engagement & inclusivity	37	5	2	1	1	214	4.65
Resources, tools & support	35	7	2	1	1	212	4.61
Faculty self-development	33	6	3	2	2	204	4.43
Innovative teaching methods	31	7	5	1	2	202	4.39
Working towards Academic Excellence	32	9	3	1	1	208	4.52
Culture - Growth mindset	33	5	4	2	2	203	4.41
Cross-pollination of Ideas, thoughts & methods	31	8	5	1	1	205	4.46
Syllabus relevance &holisticity	15	10	9	8	4	162	3.52
Pace of teaching & learning	31	10	3	1	1	207	4.50
Curriculum: flexibility, accuracy & quality	16	12	7	6	5	166	3.61
Merit-based Assessment	28	10	4	3	1	199	4.33
Student centricity	16	11	8	5	6	164	3.57

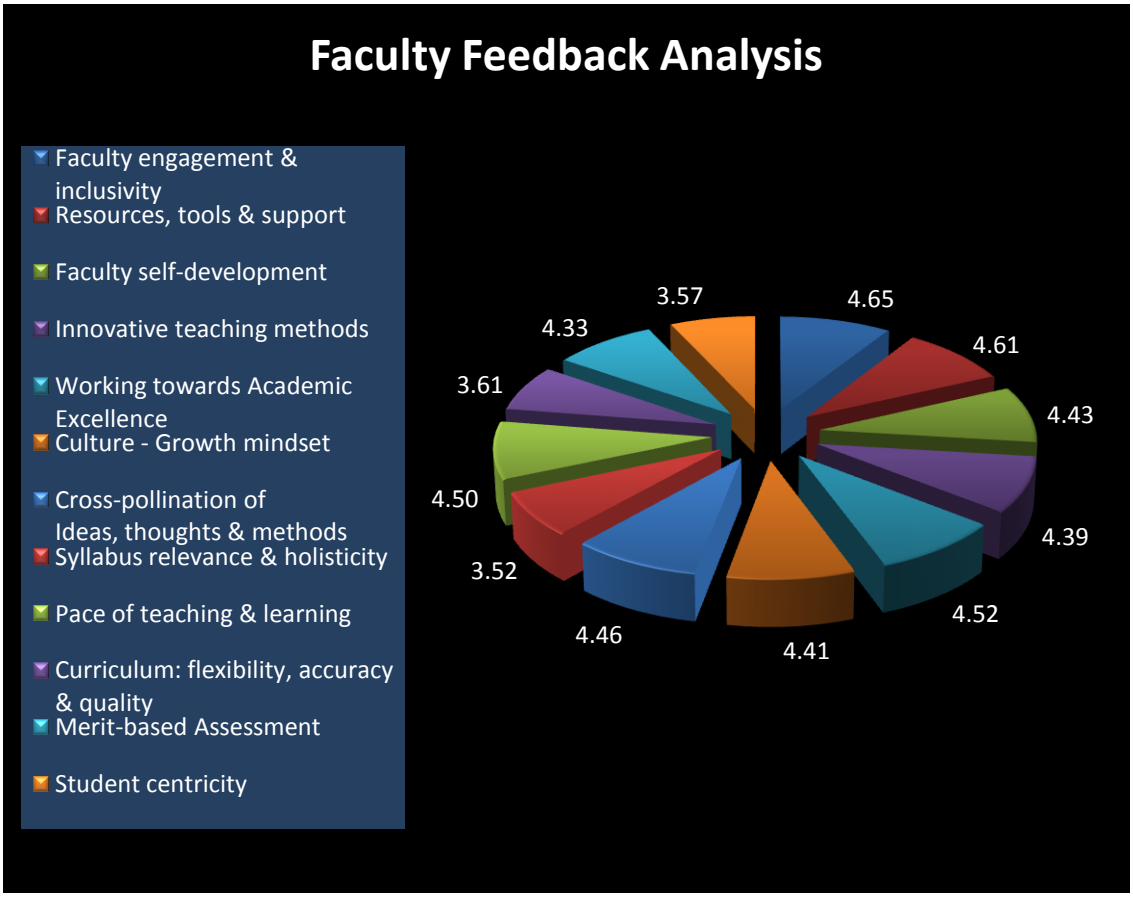

Fig.9 Weighted Mean Score of Faculty's Feedback

It is found from Fig-9 that the weighted mean score of Faculty responses on most of the parameters is above

4.2. It has been observed from the Faculty Feedback Analysis that there are only three factors taken into consideration (i) Curriculum should be in accordance with UGC/NET/GATE exam and must involve some research oriented programmes to develop skills for solving global problems (ii) Curriculum must be multidisciplinary in nature and should involve minor projects to sharpen the young minds and give them a judicious vision to global problems. (iii) There is a need of adapting more effective strategy for student centricity. The report is forwarded to the IQAC for further discussions and deliberations.

Attributes	Weighted Mean Score	Action taken
Faculty engagement & inclusivity	4.65	Overall response in most of the parameters is above 4.2. The major concern is about syllabus relevance &holisticity, curriculum flexibility and student centricity. DSCW understands that it is moral and social responsibility of the college to encourage students to be innovators and leaders of change. The suggestions regarding weaknesses in Student centricity will be informed to IQAC & concerned college authorities so that college can pay more attention on knowing each student individually, analysing their needs, goals and aspirations and scanning the environmental needs in terms of employability, entrepreneurship and effective citizenship.
Resources, tools & support	4.61	
Faculty self-development	4.43	
Innovative teaching methods	4.39	
Working towards Academic Excellence	4.52	
Culture - Growth mindset	4.41	
Cross-pollination of Ideas, thoughts & methods	4.46	
Syllabus relevance &holisticity	3.52	
Pace of teaching & learning	4.50	
Curriculum: flexibility, accuracy & quality	3.61	
Merit-based Assessment	4.33	
Student centricity	3.57	

Other suggestions from the Faculty	**Action taken**
Curriculum must be multidisciplinary. It should be based on skill employed practices instead of rot learning.	College is bound to follow the curriculum assessment formulated by Panjab University.
Syllabus must be relevant for fostering quality higher education.	Syllabus related suggestions will be forwarded to Board of Studies, Panjab University, Chandigarh for their kind consideration.

New activities to be included in the curriculum so as to enhance the employability of students.	The suggestions were discussed with the authorities and it was decided to focus on vocational courses and Add-on courses along with academic courses.
Lack of syllabus relevance and holisticity can be overcome by giving knowledge of new technologies in the market which will be useful for the students.	Suggestions were forwarded to the Board of Studies, Panjab University, Chandigarh for necessary action.
Students must be made aware about the opportunities in Service Industries.	The institution frequently conducts Placement Drives so as to enable the students to have interaction with the renowned industrialists.
Innovative teaching strategies can be incorporated to make teaching learning processmore effective.	Many new strategies have been opted by the institution to enhance the teaching learning experience of both teacher and the taught.
Cross pollination of ideas, thoughts and methods allows students to discover hundreds of ideas worth exploring.	Number of invited talks, seminars, workshops increased to make students more acquainted with the ideas of the experts.
Student centricity should be more focussed on the overalldevelopment of the student.	The suggestions were discussed in the College Council and it was decided to take necessary actions to implement the suggestions to the extent they are viable.
More faculty self-development programs should be organized so as to improve their academic scholarship and the skills as a teacher.	Teachers are encouraged to experiment with new ideas and tools in their teaching contexts and reflect on how these impact their students' learning
To engage learners effectively and maintain energy and focus, Teachers need to pay more attention to managing pace between teaching and learning.	Teachers are advised to make the necessary lesson plans considering various teaching methods and giving more time to the students in order to manage pace between teaching and learning.

HOD **Principal**

P.G DEPARTMENT OF COMPUTER SCIENCE

Table-10 Faculty Feedback Analysis (2018-19)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Faculty engagement & inclusivity	9	1	0	0	0	49	4.45
Resources, tools & support	10	0	0	0	0	50	4.55
Faculty self-development	6	2	0	1	1	41	3.73
Innovative teaching methods	8	1	1	0	0	47	4.27
Working towards Academic Excellence	7	1	1	1	0	44	4.00
Culture - Growth mindset	7	1	1	1	0	44	4.00
Cross-pollination of Ideas, thoughts & methods	8	1	0	1	0	46	4.18
Syllabus relevance &holisticity	4	1	1	2	2	33	3.00
Pace of teaching & learning	8	1	1	0	0	47	4.27
Curriculum: flexibility, accuracy & quality	3	1	3	2	1	33	3.00
Merit-based Assessment	6	3	1	0	0	45	4.09
Student centricity	7	0	0	2	1	40	3.64

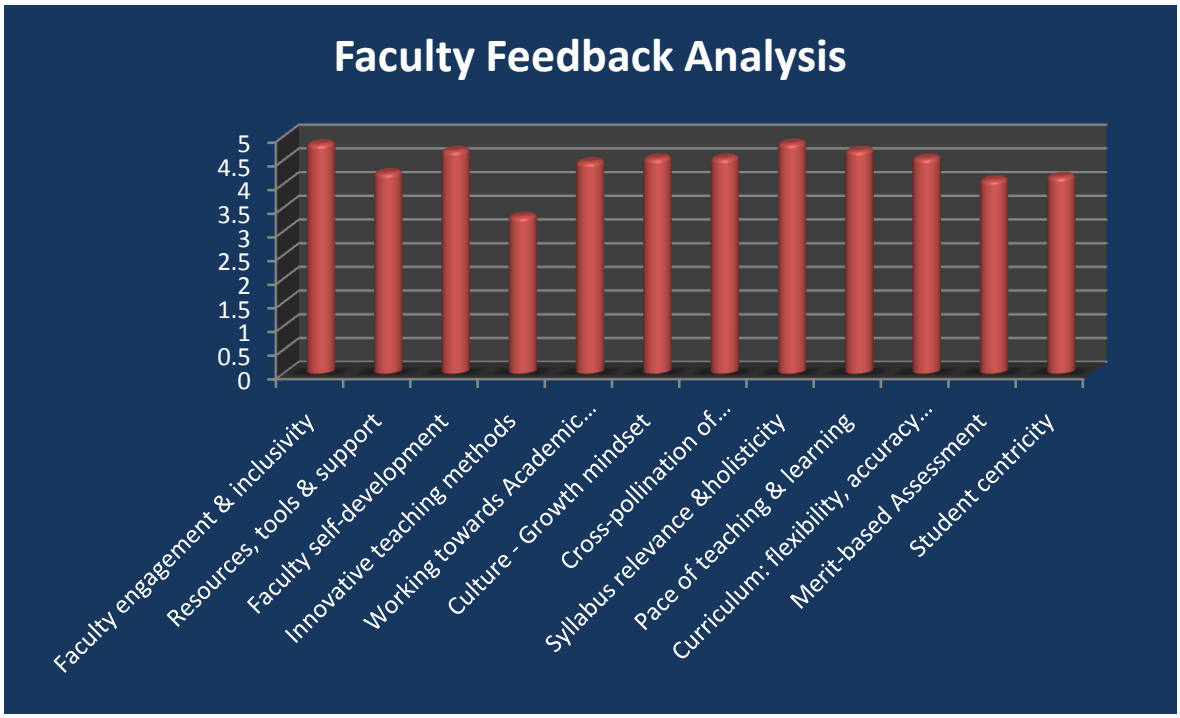

Fig.-10Weighted Mean Score of Faculty Feedback

It is evident from Fig-10 that almost on all parameters the weighted mean score of faculty responses is above 4.6, which means that they completely agree with the curriculum aspects. The highest mean score is for (i)Faculty engagement and inclusivity (ii) Resources, tools and support. Most of the parameters have a mean score above 4, which means the faculty is completely satisfied with the curriculum implementation except Syllabus relevance &holisticityand Curriculum: flexibility, accuracy & quality. The report is transferred to the IQAC for further discussions and deliberations.

ttributes	Weighted Mean Score	Action taken
Faculty engagement & inclusivity	4.45	The major concern is about syllabus relevance &holisticity and curriculum flexibility. The College and Department have no authority to change the Syllabus prescribed by the University but Department will forward the proposal to Board of Studies of the Panjab University, Chandigarh for their kind Consideration.
Resources, tools & support	4.55	
Faculty self-development	3.73	
Innovative teaching methods	4.27	
Working towards Academic Excellence	4.00	
Culture - Growth mindset	4.00	
Cross-pollination of Ideas, thoughts & methods	4.18	
Syllabus relevance &holisticity	3.00	
Pace of teaching & learning	4.27	
Curriculum: flexibility, accuracy & quality	3.00	
Merit-based Assessment	4.09	
Student centricity	3.64	

Other suggestions from the faculty	Action taken
To undertake more of research programs and to make the course research driven.	Faculty Development Programmes were organised for the faculty.
Curriculum must be multidisciplinary. It should be based on skill employed practices instead of rot learning.	The matter will be forwarded to University to bring required changes to the Curriculum.
Syllabus should be according to need of the industry and latest programming languages should be added in the syllabus.	Matter forwarded to the higher authorities
Computer Science is totally practical subject. So in last semester the live project and some research work must be included in the Curriculum.	Proposal will be forwarded to concerned authorities.
Syllabus must be relevant for fostering Quality Higher Education.	The matter will be forwarded to University to bring required changes.
To bridge curriculum gap, Content beyond syllabus topic should be covered.	Most of the faculty members have added the content beyond syllabus topics in their teaching plan.

HOD **Principal**

P.G. DEPARTMENT OF VOCATIONAL COURSES

Table 11- Faculty Feedback Analysis Report (2018-19)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Faculty engagement & inclusivity	11	2	0	0	0	63	4.84
Resources, tools & support	9	1	1	1	1	55	4.23
Faculty self-development	10	2	1	0	0	61	4.7
Innovative teaching methods	1	2	10	0	0	43	3.31
Working towards Academic Excellence	8	3	2	0	0	58	4.46
Culture - Growth mind-set	9	2	2	0	0	59	4.54
Cross-pollination of Ideas, thoughts & methods	10	1	1	1	0	59	4.54
Syllabus relevance & holisticity	11	2	0	0	0	63	4.85
Pace of teaching & learning	10	2	1	0	0	61	4.7
Curriculum: flexibility, accuracy & quality	9	2	2	0	0	59	4.54
Merit-based Assessment	7	3	1	1	1	53	4.08
Student centricity	6	4	2	1	0	54	4.15

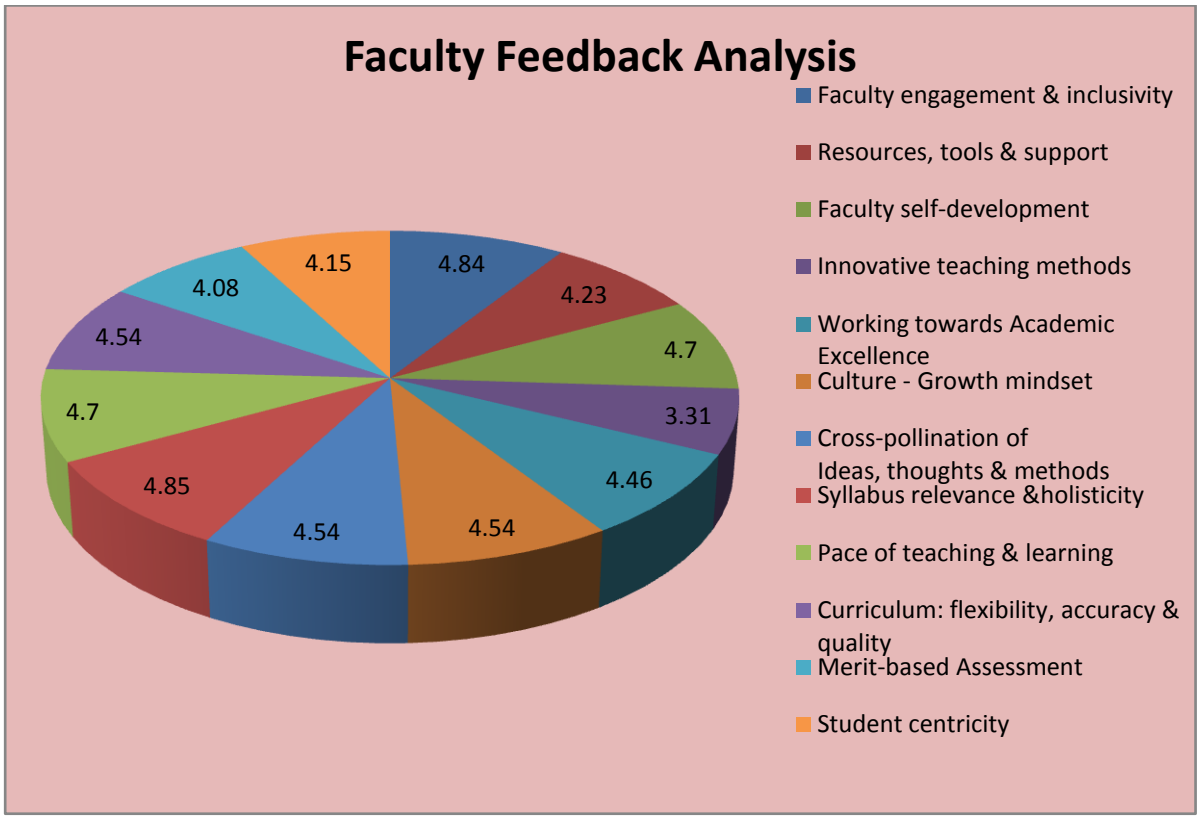

Fig.11 Weighted mean score of Faculty Feedback

Based on the above Fig.-11 it is evident that almost on all parameters the weighted mean score of teachers responses is above 4.2, which means that they completely agree with all the aspects. The highest mean score was for (i) Resources, tools & support and (ii) Working towards Academic Excellence. All the parameters have a mean score above 4, which means a high level of teacher's satisfaction, except Innovative teaching methods. The report was handed-over to the IQAC for further discussions and deliberations.

Attributes	Weighted Mean Score	Action taken
Faculty engagement & inclusivity	4.84	Innovations in teaching methods isfound to be the major area of concern of the faculty. The suggestions were appreciated and noted for forwarding to the higher authorities.
Resources, tools & support	4.23	
Faculty self-development	4.7	
Innovative teaching methods	3.31	
Working towards Academic Excellence	4.46	
Culture - Growth mind-set	4.54	
Cross-pollination of Ideas, thoughts & methods	4.54	
Syllabus relevance &holisticity	4.85	
Pace of teaching & learning	4.7	
Curriculum: flexibility, accuracy & quality	4.54	
Merit-based Assessment	4.08	
Student centricity	4.15	

Other suggestions from the faculty	Action taken
Syllabus of UGC NET examination should be introduced in skilled courses.	A letter has been sent to UGC requesting the same for the courses.
Attempt should be made to improve upon the students with poor communication skills.	The college authorities arranged special classes and workshops on Communicative English.
Talent shows must be organized to enhance the creativity of students.	Department level talent shows inculcated in the Plan of Action and were organised.
Publicity of courses in the far off villages and core border areas.	Mass counselling lectures.
Students should be assessed on the basis of integrated understanding and logical reasoning of the subject taught to them.	As assessment criteria is formulated by the university so college has no right to change it.
Promoting the thought of Women Education in surrounding backward villages.	Personal visit by teachers to remote areas of Ferozepur.

Table 12- Overall Faculty Feedback Analysis

Attributes	Arts	Commerce	Science	Computer Science	Vocational Courses
Faculty engagement & inclusivity	4.31	2.1	4.65	4.45	4.84
Resources, tools & support	3.22	4.6	4.61	4.55	4.23
Faculty self-development	4.27	4.6	4.43	3.73	4.7
Innovative teaching methods	4.25	4.8	4.39	4.27	3.31
Working towards Academic Excellence	4.29	5	4.52	4	4.46
Culture - Growth mind-set	4.31	4.6	4.41	4	4.54
Cross-pollination of Ideas, thoughts & methods	3.22	4.6	4.46	4.18	4.54
Syllabus relevance & holisticity	3.35	3.5	3.52	3	4.85
Pace of teaching & learning	3.27	4.6	4.5	4.27	4.7
Curriculum: flexibility, accuracy & quality	4.39	3.7	3.61	3	4.54

Merit-based Assessment	4.35	5	4.33	4.09	4.08
Student centricity	4.31	5	3.57	3.64	4.15

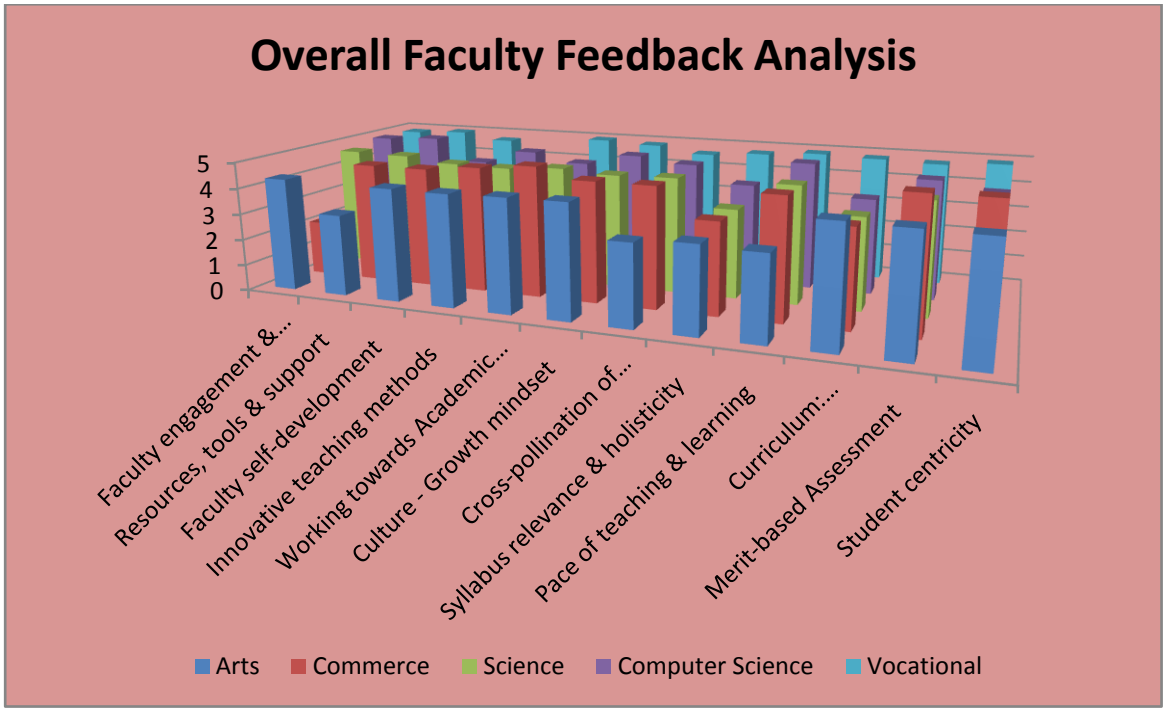

Fig 12: Weighted mean score of Overall Faculty Feedback

The overall Faculty Feedback Analysis for the year 2018-19 is shown in the table and figure-12 above. From the table, it can be interpreted that syllabus relevance and holisticity is the most considerable factor having the lowest weighted mean score in all the faculties from different department except Vocational Courses followed by the curriculum: flexibility, accuracy and quality in the faculty of three departments i.e. Commerce, Science and Computer Science whereas rest most of the factors of the analysis regarding curriculum from faculty point of view are found completely satisfied than others having higher weighted mean score i.e. above 4.2 in all the cases. These results are forwarded to the higher authorities for further consideration.

HOD **Principal**

ALUMNI FEEDBACK ANALYSIS REPORT
SESSION 2018-19

Feedback Methodology

Structure feedback is obtained from the alumni on design and review of curriculum during mid of each semester. The data generated is compiled by the Head of the Department and shared with concerned faculty. Feedback thus obtained is then statistically analysed ,tabulated and reviewed. Suggestions and comments given by the alumni are also taken into account for future development and forwarded to the Board of Studies of the University.

The feedback from former students on design and review of curriculum is obtained through Structured Questionnaire which includes 11 questions on various aspects of curriculum. A five point Likert scale has been used with weights assigned from 1 to 5 to different responses as follows:

The Range of each order or level is determined by the following formula: (Highest point in Likert Scale-Lowest point in Likert Scale)/ Number of Levels Used

Therefore Range= (5-1)/5=4/5=0.8 Hence

Category	Weighted Score	Remarks
5	4.2 to 5.0	Completely agree
4	3.4 to 4.2	Agree
3	2.6 to 3.4	Somewhat Agree
2	1.8 to 2.6	Don’t Agree
1	1.0 to 1.8	Completely Disagree

Data is collected with the help of convenience sampling technique. A total of 125 samples from alumni are taken for feedback.

P.G.DEPARTMENT OF ARTS

Table-13 Alumni Feedback Analysis (2018-19)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Related Fundamental Knowledge	15	5	1	2	2	104	4.36
Well-rounded Personality Development	15	4	4	1	1	107	4.2
Communicating Effectively	5	6	5	6	3	79	3.16
Application of Knowledge &Skills Acquired	16	4	1	2	2	105	4.2
Employability - Behaviours& Skills	5	6	5	6	3	79	3.16
Merit-based Assessment	14	6	1	2	2	103	4.12
Growth Mindset - Skill Assessment	17	4	2	1	1	110	4.4
Syllabus Relevance	15	5	2	1	2	105	4.2

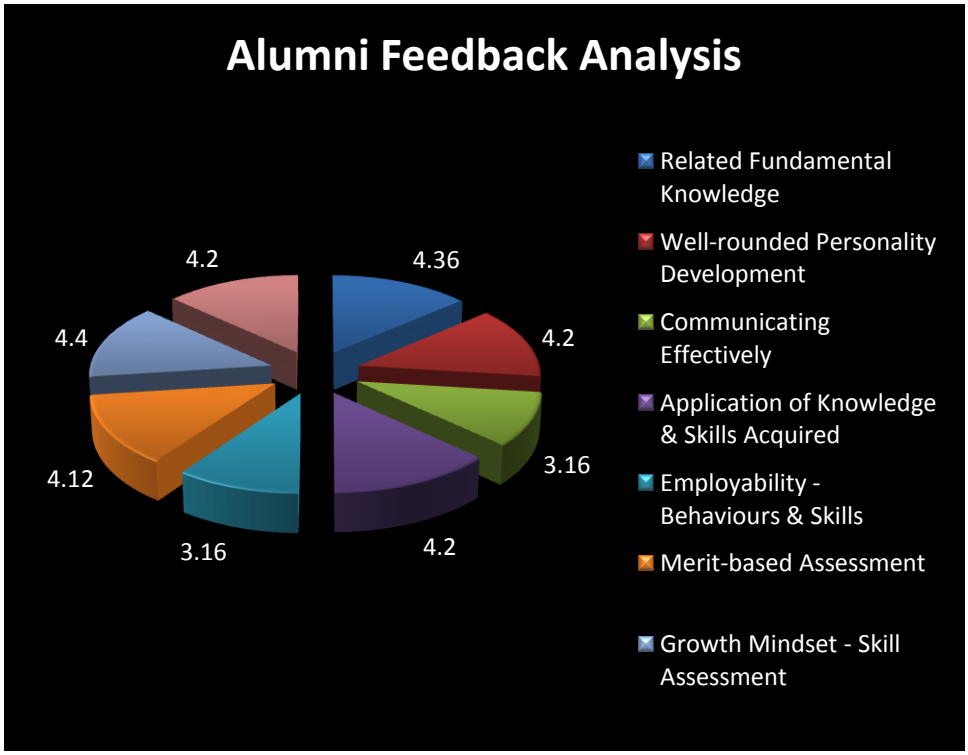

Fig.13 Weighted Mean Score of Alumni Feedback

From the above Fig.-13 it is evident that almost on most of the parameters, the weighted mean score of alumni responses is above 4.2, which means that they are quite satisfied with the knowledge and skills gained at DSCW. The highest mean score was for related fundamental knowledge(i). The alumni showed their complete satisfaction with the technology tools, learning Mediums and Techniques required for their well-rounded personality development. The alumni showed their dissatisfactionregarding the pace of learning because of the voluminous syllabi that caters less to Individual Learning needs and the framing of syllabus.

Attributes	Weighted Mean Score	Action taken
Related fundamental knowledge	4.36	Employability- behaviour &skill and communicating effectively were found to be the major areas of concern of the Alumni. The suggestions were appreciated and noted for forwarding to the Board of Studies of PU ,Chd. .
Well-rounded personality development	4.2	
Communicating effectively	3.17	
Application of knowledge & skills acquired	4.21	
Employability - behaviours & skills	3.18	

Merit-based Assessment	4.24	
Growth mind-set - skill assessment	4.35	

Other suggestions from the Alumni	Action Taken
Syllabus should be designed in such a manner that it must enhance the knowledge and perception of the students about the basic components of the topics in hand. It should include the interviews, internships etc. so that the students become capable of having a peep into the future careers or jobs into which they would be taking a plunge.	The suggestions were appreciated and noted for forwarding to the Board of Studies, P.U. , Chd.
The alumni suggested that students showed interest in learning concepts that are interdisciplinary in nature and are able to meet the requirements of competitive exams conducted by UGC or UPSC or State Boards.	Institution has already evolved methods to make students understand the basic concepts of different fields.
The old students of the college proposed that the model of education should be so framed and designed that the teachers feel comfortable in communicating those facts and figures even to the last learner in the class. They felt certain gaps between the syllabus that is designed for the holistic growth of the students and the demands of the market	The college authorities noted this suggestion and proposed to send it to PU, Chd. as this area regarding the framing of the syllabus comes under the preview of Board of Studies.
There should be the inclusion of summer and winter trainings so that the students get prepared to equip themselves with the tools for tackling with the local and global problems	The college authorities noted this suggestion and proposed to send it to P.U., Chd. as this area regarding the framing of the syllabus and adding the provision of such trainings comes under the preview of Board of Studies.
The students expressed that the ultimate purpose of education is to generate employment opportunities. In changing times syllabus should be in league with the syllabus of the advanced nations of the world.	Introducing change in the over -all pattern of education is a policy matter. The college authorities noted this suggestion and took the decision to communicate it to the VC of P.U., Chd. as this area regarding the framing of the syllabus comes under the preview of the higher authorities
The alumni felt that the students should be groomed to think creatively as well as differently. There should be stress on the holistic development of the students. Learners should be trained in reading , writing and speaking	Such practices are already a part of the teaching learning techniques. But the instructions were given to be more focussed towards these actual trainings.
The alumni were quite vocal about the inappropriateness of the syllabus in the 21st century. They wanted the syllabus to be such as can open new vistas for new age students who are the digital natives of technological world.	The college authorities noted this suggestion and took the decision to send it to P.U., Chd. as this area regarding the framing of the syllabus comes under the preview of Board of Studies.

HOD **PRINCIPAL**

P.G. DEPARTMENT OF COMMERCE

Table-14 Alumni Feedback Analysis (2018-19)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Related fundamental knowledge	22	2	1	0	0	121	4.84
Well-rounded personality development	19	3	2	1	0	115	4.6
Communicating effectively	15	5	3	1	1	107	4.28
Application of knowledge & skills acquired	13	6	2	2	2	101	4.04
Employability - behaviours & skills	12	7	1	3	2	99	3.96
Merit-based Assessment	10	8	2	2	3	95	3.8
Growth mindset - skill assessment	15	6	3	1	0	110	4.4
Syllabus Relevance	20	2	1	1	1	114	4.56

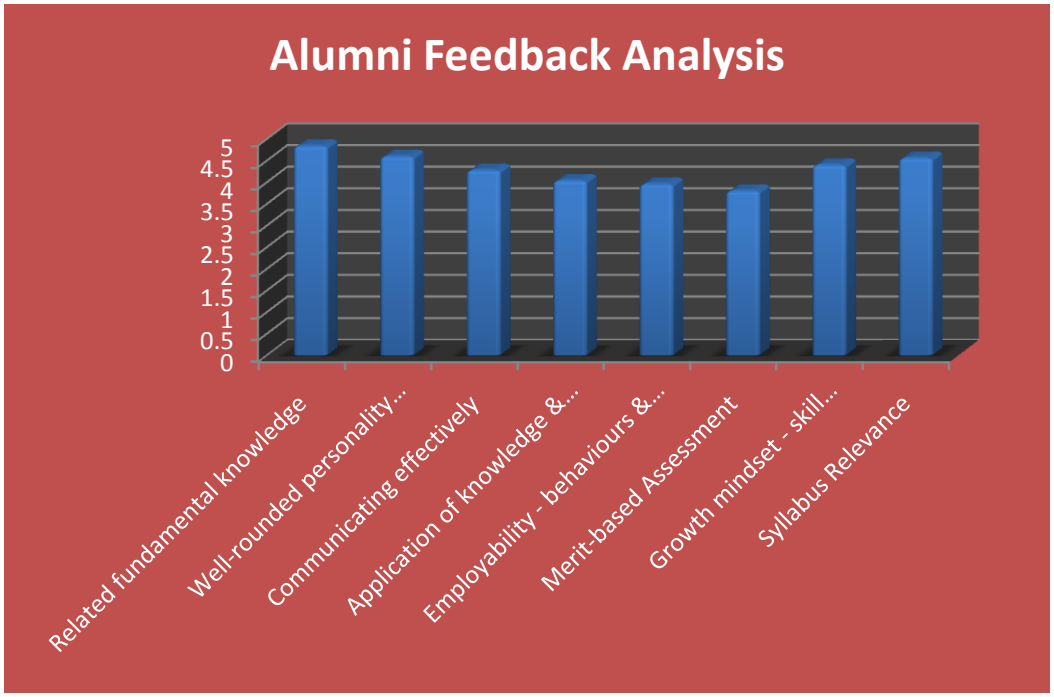

Fig.14 Weighted Mean Score of Alumni's Feedback

From the above Fig**.-14** it is depicted that almost on all parameters the weighted mean score of alumni responses is been above 4.2, which means that they completely agree with the curriculum aspects. The higher mean scores are for (i)Related fundamental knowledge and (ii)Well-rounded personality development. The parameters have a mean score above 4, which means the alumni are completely satisfied with the curriculum implementation except Employability - Behaviours & Skills and Merit based Assessment.

Alumni' Feedback Analysis Report

Attributes	Weighted Mean Score	Action taken
Related fundamental knowledge	4.84	Employability - behaviours & skills and Merit based assessment are the major areas of concern of the alumni. The suggestions were appreciated
Well-rounded personality	4.6	

development		and institute is working to strengthen the placement cell. For merit based assessment the matter will be submitted to Panjab University, Chandigarh.
Communicating effectively	4.28	
Application of knowledge &skills acquired	4.04	
Employability - behaviours & skills	3.96	
Merit-based Assessment	3.8	
Growth mindset - skill assessment	4.4	
Syllabus Relevance	4.56	

Other suggestions from the Alumni	Action taken
Students should be assessed on the basis of integrated understanding and logical reasoning of the subject taught to them.	As assessment criteria is formulated by the university so college has no right to change it.
Holisticity of the syllabus should be need-based, meet contemporary requirements and is to be in tune with the various competitive exams.	The college will send this proposal to Panjab University, Chandigarh for their perusal as syllabus sketching is done by the respective Board of Studies.
Syllabus must be relevant to promote holistic development of the students and make them industry ready.	Matter forwarded to the higher authorities
There should be regular personality development classes for the students to improve their behavioural skills.	To enhance the behavioural skills of the students an initiative has been taken by the department to organize Personality Development Workshops regularly.
There should be lectures from experts regarding basic life skills.	Guest lectures on life skills / soft skills by professionals are organized at regular intervals.
The students should participate more in the activities which can improve their speaking and intellectual skills, which will improve their capability as a person.	More emphasis on class-room activities like group discussions and brainstorming sessions.
Specialized classes focused on improving spoken English should be organized.	Spoken English classes were organized for the students of first year on regular basis.
The students must learn to establish their own business and the college should help in organizing event which encourage entrepreneurial development of the students	Inter-departmental activities like revenue generation through Hand Made Products and Best out of Waste were organized to enhance the revenue generation skills of the students.

The internal assessment is a matter of great importance for the students as it contributes to a big part of overall percentage of the students. The students suggested that the college must make this whole procedure more transparent.	The basic criterion of the assessment is decided by the University and college strictly adheres to the rules and guideline given by the university. Assessment procedure was made more transparent for the students by communicating the criterion of the assessment. The score of the respective class test and sessional were communicated regularly to the students so that they can calculate their assessment themselves.

HOD **Principal**

P.G.DEPARTMENT OF SCIENCE

Table-15 Alumni Feedback Analysis (2018-19)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Related fundamental knowledge	20	2	1	1	1	114	4.56
Well-rounded personality development	16	4	2	1	2	106	4.24
Communicating effectively	19	2	2	1	1	112	4.48
Application of knowledge & skills acquired	11	5	3	2	4	92	3.68
Employability - behaviours & skills	10	6	4	3	2	94	3.76
Merit-based Assessment	17	4	2	1	1	110	4.4
Growth mindset - skill assessment	9	4	4	3	5	84	3.36
Syllabus Relevance	15	5	2	1	2	105	4.2

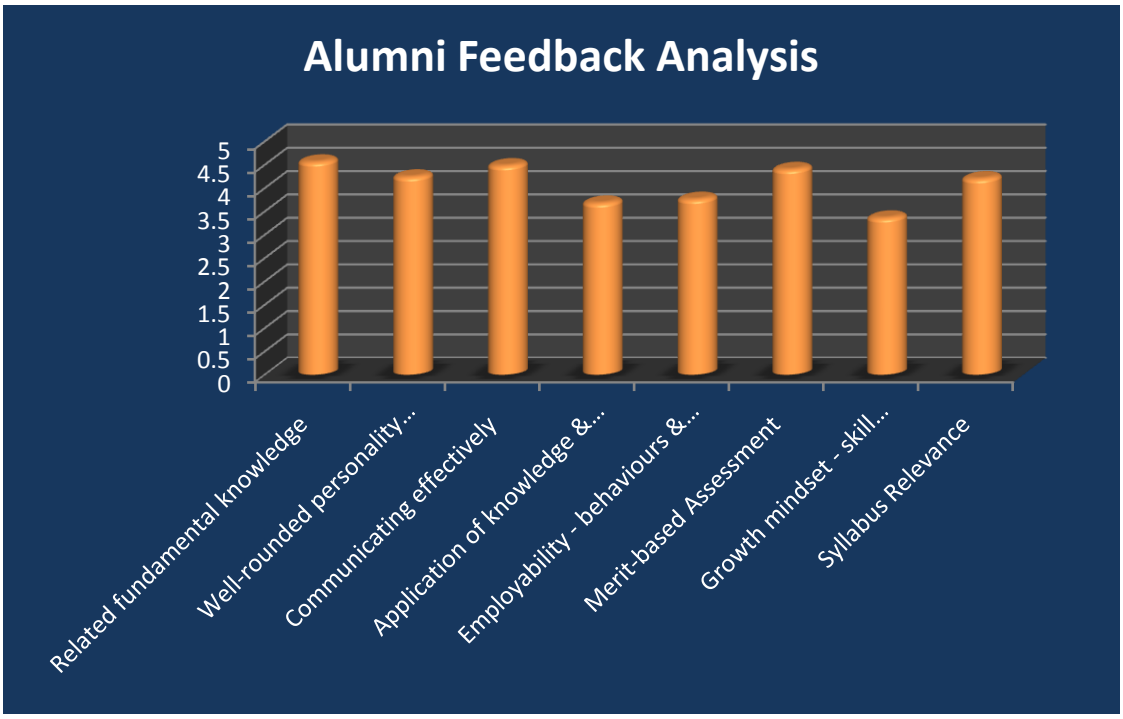

Fig.15 Weighted Mean Score of Alumni Feedback

From the above analysis it is clear that almoston all parameters the weighted mean score of alumni responses is above 4.2, which means that they completely agree with the curriculum aspects. The highest mean score was for Related fundamental knowledge followed by Communicating effectively.All the parameters have a mean score above 4.56, which means the alumni are completely satisfied with the curriculum implementation except Employability - behaviours & skills, Application of knowledge & skills acquired and Growth mindset - skill assessment.

Attributes	Weighted Mean Score	Action taken
Related fundamental knowledge	4.56	The major concern is about application of knowledge and skills acquired for employability and skill assessment. The other issue is the need of growth mind-set for overcoming challenges and achieving attainable goals in the workplace. The concerns will be forwarded to IQAC
Well-rounded personality development	4.24	
Communicating effectively	4.48	
Application of knowledge & skills acquired	3.68	
Employability - behaviours & skills	3.76	

Merit-based Assessment	4.40	for organizing more invited talks by expertise to self-regulate and manage the thoughts and actions of students to drive them towards successful results.
Growth mindset - skill assessment	3.36	
Syllabus Relevance	4.20	

Other suggestions from the Alumni	Action taken
To encapsulate the purpose of the course grounding in the basics and fundamental knowledge of a subject.	Though the teachers correlate the syllabus with maximum fundamental knowledge,Syllabus related suggestions will be forwarded to Board of Studies, Panjab University, Chandigarh for their kind consideration.
According to alumni there must be sessions in practice to encourage positive self-talk.	Each class has been divided into different groups and one faculty member has been assigned for each group, in which students discuss their problem with teacher and are given tips to develop positive mind set.
To develop all rounded personality apart from having good educational credentials.	Guest lectures and seminars are organized to cultivate the eagerness and inquisitiveness among students to learn individual skills. These sessions mainly focus on three major aspects of developing a personality -Looks, Actions and Words.
There should be more focus on effective Communication to broaden intellect and creative horizons.	Language proficiency lectures are held time to time to enable listeners to learn the Five C's of Effective Communications- Clarity, Consistency, Creativity, Content and Connections.
Necessity of Developing and monitoring knowledge &skillsto get hired and to succeed in the workplace	The institute organises workshops to strengthen critical thinking, problem solving abilities and to develop communication and presentation skills. Moreover, students are taught to learn the dynamics of analysis and interpretation through research
To focus on gaining employability behaviours & skills which can make students employable.	Random workshops and hands-on training programmes are conducted which help students to know and learn wide range of employability skills to complement and study job-specific skills.
Assessment should be on the basis of integrated understanding and logical reasoning of the subject taught	College is bound to follow the assessment criteria formulated by Panjab University, Chandigarh.
To create multiple situations or activities that seem very different on the surface but they all relate to mind-set skill assessment.	Class tests, Assignments, multiple questions exams, quiz competitions are randomly conducted to equip the students with the skills of application of the concerned concept.
Syllabus should be more relevant as per latest requirement of Industry/Academia.	Any suggestion regarding relevance of syllabus will be forwarded to Board of Studies, Panjab University, Chandigarh for their kind consideration.

To organizeDebates, Quiz Talent Hunt Competitions to improve the aptitude & soft-skills of students.	To help students to develop their debating, writing, painting skills etc., the institute organises workshops to strengthen the various dimensions of their learning identity.
To organize Research Orientation Program which can facilitates the students in grasping a systematic methodology for research.	Lectures and hand on training programs are organized to train students about working of instruments, to introduce them to research and to develop skills to write research paper.

HOD **Principal**

P.G. DEPARTMENT OF COMPUTER SCIENCES

Table-16 Alumni Feedback Analysis

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Related fundamental knowledge	22	2	1	0	0	121	4.84
Well-rounded personality development	19	3	2	1	0	115	4.6
Communicating effectively	15	5	3	1	1	107	4.28
Application of knowledge & skills acquired	13	6	2	2	2	101	4.04
Employability - behaviours & skills	12	7	1	3	2	99	3.96
Merit-based Assessment	10	8	2	2	3	95	3.8
Growth mindset - skill assessment	15	6	3	1	0	110	4.4
Syllabus Relevance	20	2	1	1	1	114	4.56

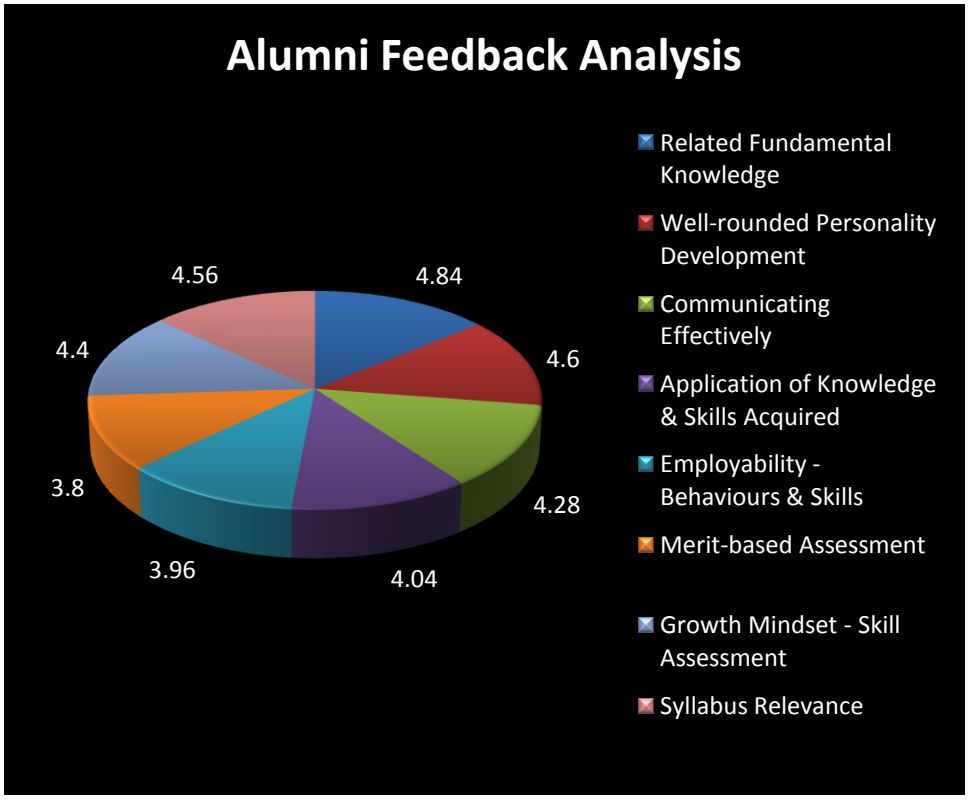

Fig.16 Weighted Mean Score of Alumni Feedback

It has been found in the Fig.-16 that almost on all parameters the weighted mean score of alumni responses is above 4.2, which means that they completely agree with the curriculum aspects. The highest mean score is for (i)Syllabus Relevanceand (ii) Related fundamental knowledge. Most of the parameters have a mean score above 4, which means the alumni are completely satisfied with the curriculum implementation except Employability - behaviours & skills and Merit based assessment. The report is transferred to the IQAC for further discussions and deliberations.

Attributes	Weighted Mean Score	Action taken
Related fundamental knowledge	4.64	Employability - behaviours & skillsand Merit based assessment are the major areas of concern of the alumni and following actions were taken. The concerns will be forwarded to IQAC for organizing more invited talks by experts to regulate and manage the thoughts and actions of the students and to drive them towards successful results.
Well-rounded personality development	4.72	
Communicating effectively	4.32	
Application of knowledge & skills acquired	4.2	
Employability - behaviours & skills	3.88	
Merit-based Assessment	3.72	
Growth mind-set - skill assessment	4.44	
Syllabus Relevance	4.48	

Other suggestions from the Alumni	Action taken
Personality development and Career counselling classes should be organised.	Guest lectures on life Skills / Soft Skills by professionals are organized at regular intervals.
Interdepartmental activities should be regularly organised for overall development and to enhance various skills among students.	Enrichment development programme with English department and Cosmetology Department were organized to enhance the skills of the students.
Students should be assessed on the basis of integrated understanding and logical reasoning of the subject taught to them.	The basic criterion of the assessment is decided by the University and college strictly adheres to the rules and guidelines given by the university.
Sessions on student's behavioural and skill development should be organised.	To enhance the behavioural skills of the students an initiative has been taken by the department to organize Personality Development Workshops regularly.
Assessment should be based on overall performance of students.	Assessment procedure was made more transparent for the students by communicating the criterion of the assessment.
Technology (ICT) should be integrated into curriculum that can impact learning in a positive way.	Smart Class Rooms and latest ICT tools are used by faculty to improve overall learning process.
Assessment criteria should be transparent for the students.	The score of the class tests and sessionals are communicated regularly to the students.

HOD **PRINCIPAL**

P.G.DEPARTMENT OF VOCATIONAL COURSES

Table-17 Alumni Feedback Analysis (2018-19)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Related fundamental knowledge	15	7	3	0	0	112	4.48
Well-rounded personality development	20	4	1	0	0	119	4.76
Communicating effectively	19	3	2	1	0	115	4.6
Application of knowledge & skills acquired	18	4	1	1	1	112	4.48
Employability - behaviours & skills	17	2	3	2	1	107	4.28
Merit-based Assessment	12	7	5	1	0	105	4.2
Growth mindset - skill assessment	10	3	2	5	5	83	3.32
Syllabus Relevance	20	3	2	0	0	118	4.72

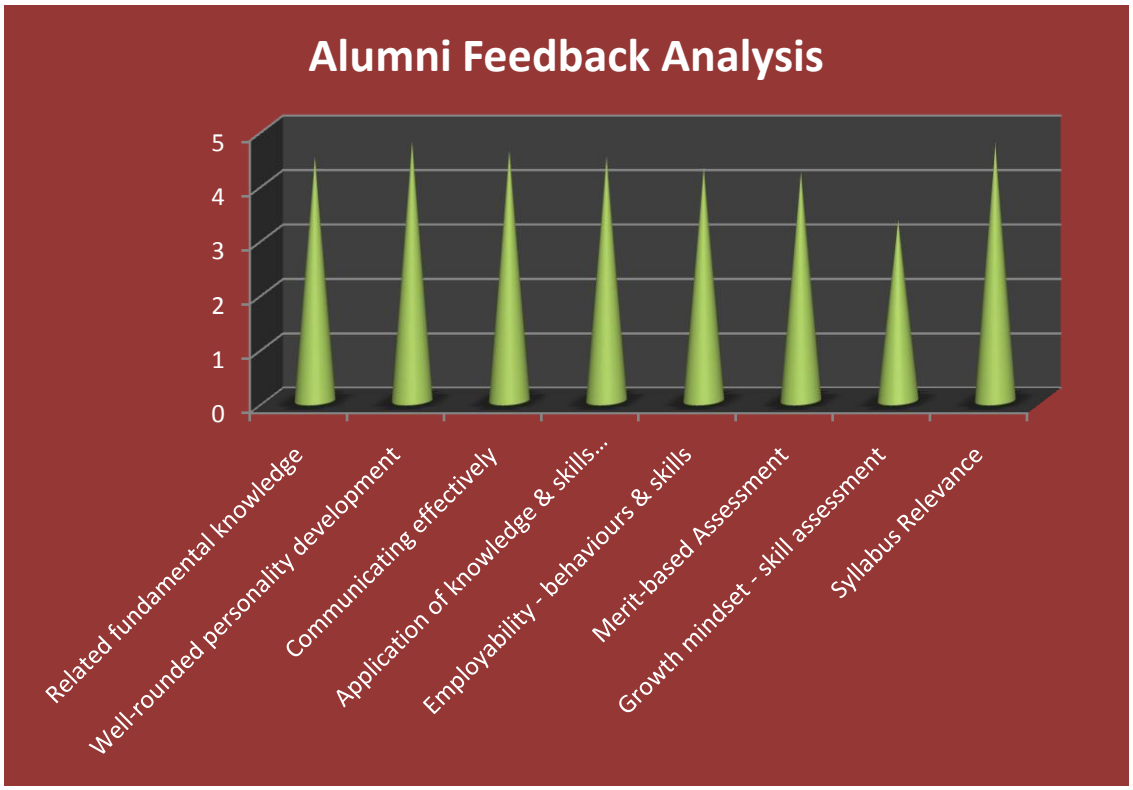

Fig.17 Weighted Mean Score of Alumni's Feedback

Based on the above fig 17 it has been found that almost on all parameters the weighted mean score of alumni responses isabove 4.2, which means that they completely agree with all the aspects. The highest mean score is for Well-rounded personality development followed bySyllabus Relevance. All the parameters have a mean score above 4, which means a high level of alumni's satisfaction, except Growth mind-set - skill assessment. The report was handed-over to the IQAC for further discussions and deliberations.

Attributes	Weighted Mean Score	Action taken
Related fundamental knowledge	4.48	Growth mind-set - skill assessment is the area of concern. Efforts will be made to cultivate stronger mind-set.
Well-rounded personality development	4.76	
Communicating effectively	4.6	
Application of knowledge & skills acquired	4.48	
Employability - behaviours & skills	4.28	
Merit-based Assessment	4.2	
Growth mindset - skill assessment	3.32	
Syllabus Relevance	4.72	

Other Suggestions from alumni	Action taken
Involving alumni on social media: This will help alumni feel appreciated, involved, and considered; therefore, they'll be more likely to engage and re tweet or share DSCW posts.	Institution has information and formed a Facebook page on which all the photos of every event taking place will be updated from time to time.
Involve alumni with research or any project being taken.	Institution will try to involve the interested alumni in the research fields.
Faculty could help alumni best by building up Knowledge Bank on the subject. This in return could be made available to the alumni, which they refer as and when they need to know something.	Suggestion has been passed onto the higher authorities for further action.
A predesigned webpage should be there on which the alumni can post topics, documents or other related information they come across in the industry.	Suggestion has been passed onto the higher authorities for further action.
The syllabus should include critical thinking.	Curriculum is prepared by the Punjab university. Suggestion will be passed on for further action.
The curriculum should include preparation for competitive exams.	Curriculum is prepared by the Punjab university. Suggestion will be passed on for further action.
Last semester should be completely marked for internship so that all students get one full semester for practical exposure.	Curriculum is prepared by the Punjab university. Suggestion will be passed on for further action.

Table 18- Overall Alumni Feedback Analysis (2018-19)

Attributes	Arts	Commerce	Science	Computer Science	Vocational Courses
Related fundamental knowledge	4.36	4.84	4.56	4.64	4.48
Well-rounded personality development	4.2	4.6	4.24	4.72	4.76
Communicating effectively	3.16	4.28	4.48	4.32	4.6
Application of knowledge & skills acquired	4.2	4.04	3.68	4.2	4.48

Employability - behaviours & skills	3.16	3.96	3.76	3.88	4.28
Merit-based Assessment	4.12	3.8	4.4	3.72	4.2
Growth mindset - skill assessment	4.4	4.4	3.36	4.44	3.32
Syllabus Relevance	4.2	4.56	4.2	4.48	4.72

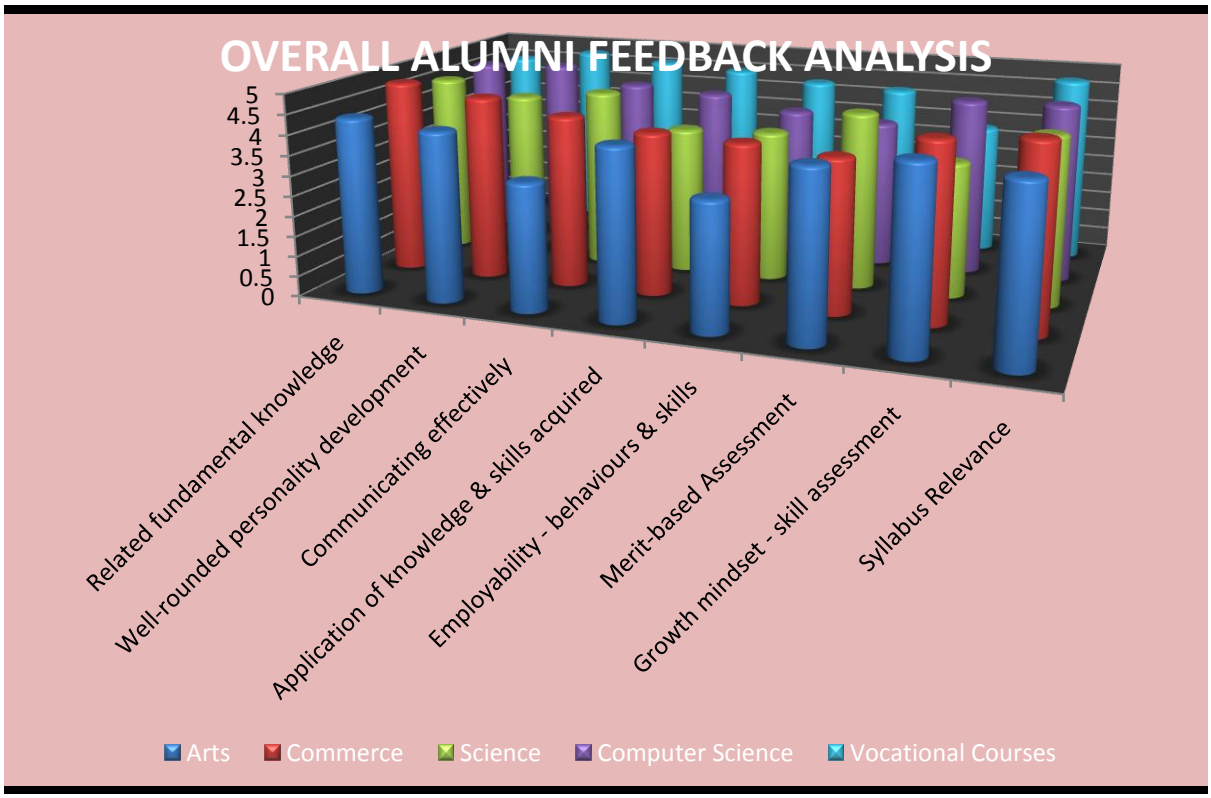

Fig.18 Weighted Mean Score of Overall Alumni's Feedback

The above table-18 explains the overall alumni's feedback analysis for the year 2018-19. From the table, it can be depicted that alumni are found more concerned about the employability behaviour and skills having low weighted mean score in all the stream's alumni except vocational courses followed by the merit based assessment and growth mind-set whereas rest of the factors of the analysis regarding curriculum from alumni point of view are found completely satisfactory having higher weighted mean score i.e. above 4 in all the cases. The analysis output is forwarded to the higher authorities for further consideration.

Convener **Joint Convener** **Principal**

INDUSTRY PARTNER FEEDBACK

ANALYSIS REPORT

SESSION 2018-19

Feedback Methodology

Structure feedback is obtained from the employees on design and review of curriculum during mid of each semester. The data generated is compiled by the Head of the Department and shared with concerned faculty. Feedback thus obtained is then statistically analysed, tabulated and reviewed. Suggestions and comments given by the employees are also taken into account for future development and forwarded to the Board of Studies of the University.

The feedback from employees on design and review of curriculum is obtained through Structured Questionnaire which includes 11 questions on various aspects of curriculum. A five point Likert scale has been used with weights assigned from 1 to 5 to different responses as follows:

The Range of each order or level is determined by the following formula: (Highest point in Likert Scale-Lowest point in Likert Scale)/ Number of Levels Used

Therefore Range= (5-1)/5=4/5=0.8 Hence

Category	Weighted Score	Remarks
5	4.2 to 5.0	Completely agree
4	3.4 to 4.2	Agree
3	2.6 to 3.4	Somewhat Agree
2	1.8 to 2.6	Don’t Agree
1	1.0 to 1.8	Completely Disagree

Data is collected as per the actual MOU signed with the industries and questionnaires are filled by the industry partners to know their requirement for the ready product. So, 80 number of questionnaire are filled by them.

P.G. DEPARTMENT OF COMPUTER SCIENCE

Table 19-EmployerFeedback Analysis (2018-19)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Related Fundamental Knowledge	8	1	1	0	0	47	4.7
Well-rounded Personality Development	8	1	0	1	0	46	4.6
Communicating Effectively	6	1	1	1	1	40	4
Application of Knowledge & Skills Acquired	5	1	1	2	1	37	3.7
Employability - Behaviours & Skills	4	3	1	1	1	38	3.8
Merit-based Assessment	7	1	1	1	0	44	4.4
Growth Mindset - Skill Assessment	6	1	2	1	0	42	4.2

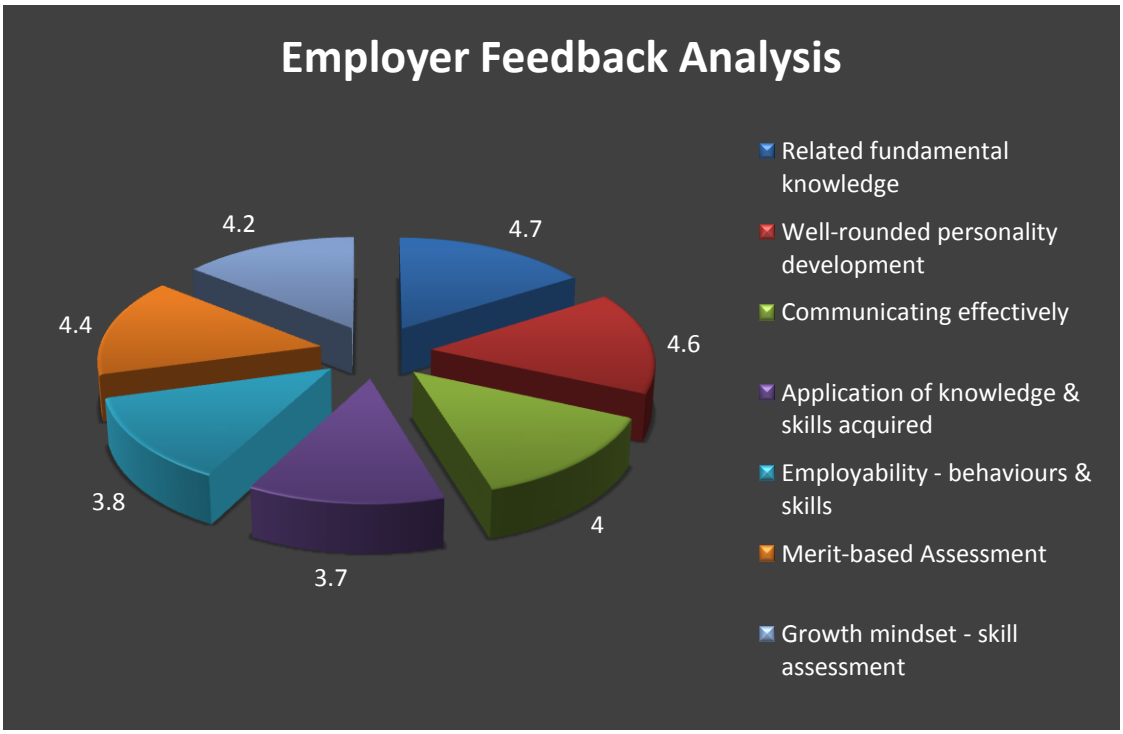

Fig.19 Weighted Mean Score of Employers' Feedback

Fig-19 interprets that almost on all parameters the weighted mean score of employers' responses is above 4.2, which means that they are completely agree with the curriculum aspects. The highest mean score is for (i)Well-rounded personality development and (ii) Related fundamental knowledge. All the parameters have a mean score above 4, which means the industry partners are completely satisfied with the curriculum implementation except Employability - behaviours & skills and Application of knowledge & skills acquired.

Attributes	Weighted Mean Score	Action taken
Related Fundamental Knowledge	4.7	Employability - behaviours &skills and Application of knowledge & skills acquired are the major areas of concern of the Employer and following actions were taken. The concerns will be forwarded to IQAC for organizing more invited talks by expertise to self-regulate and manage the thoughts and actions of students to drive them
Well-rounded Personality Development	4.6	
Communicating Effectively	4	
Application of Knowledge & Skills Acquired	3.7	
Employability - Behaviours & Skills	3.8	

Merit-based Assessment	4.4	towards successful results.
Growth Mindset - Skill Assessment	4.2	

Other suggestions from the Employer	Action taken
Skill development courses should be included so as to meet the requirement of the industry.	To enhance the skills of students, Skill development programmes like B.VOC Software Development, BVOC Fashion Designing etc. have been introduced.
To create multiple situations or organize activities that seem very different on the surface but that all draw on acquiring the same knowledge	Class tests, Assignments, multiple questions exams, quiz competitions are randomly conducted to equip the skill of application of concept.
Students should be made competent as per the need of the industry	To know the requirements for employability, MOU are signed with the industry for better industry-institute interaction.

HOD **Principal**

P.G.DEPARTMENT OF VOCATIONAL COURSES

Table-20 Employer Feedback Analysis (2018-19)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Related Fundamental Knowledge	50	10	5	4	1	314	4.54
Well-rounded Personality Development	33	27	6	2	2	297	4.27
Communicating Effectively	45	17	5	1	2	312	4.47
Application of Knowledge & Skills Acquired	30	10	20	8	2	268	3.94
Employability - Behaviours & Skills	30	12	20	4	4	270	3.91
Merit-based Assessment	54	10	4	1	1	325	4.66
Growth Mindset - Skill Assessment	44	13	10	1	2	306	4.39

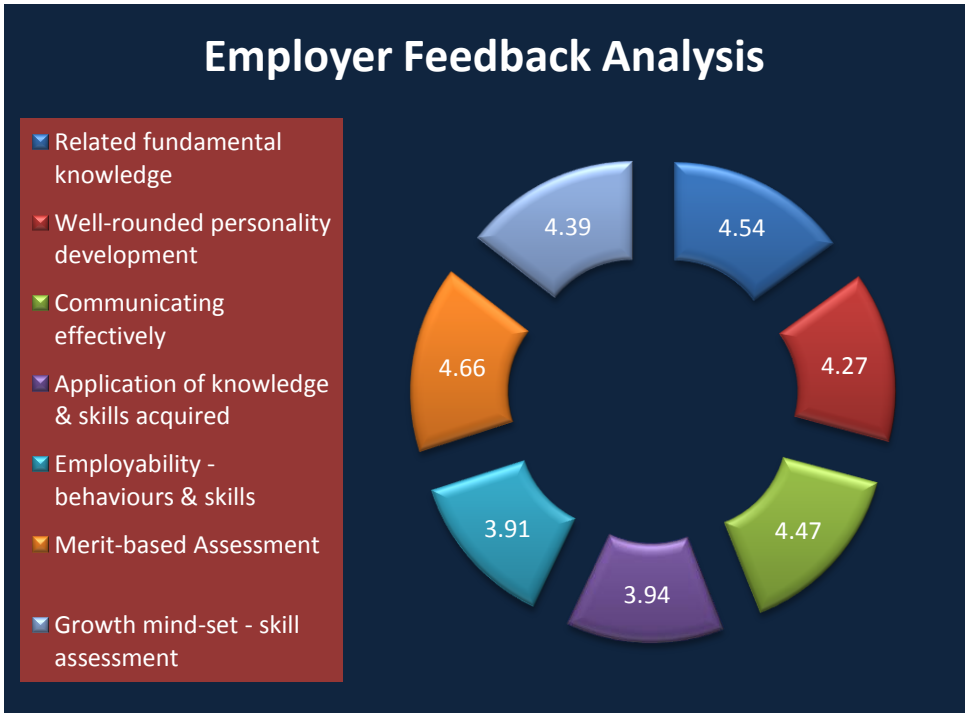

Fig.20 Weighted Mean Score of Employers' Feedback

It is indicated in the fig 20 that almost on all parameters the weighted mean score of employer's responses is above 4.2, which means that they completely agree with the above aspects. The highest mean score was for Merit-based Assessment followed by Related fundamental knowledge. All the parameters have a mean score above 4, which means the employers are completely satisfied with the following aspects except application of knowledge & skills acquired and employability behaviours & skills.

Attributes	Weighted Mean Score	Action taken
Related Fundamental Knowledge	4.54	Application of knowledge and skills acquired and Employability behaviours & skills are major areas of concerns of theemployer. The professional standards should define the learning outcomes with main emphasis on attitudes and transferable
Well-rounded Personality Development	4.27	
Communicating Effectively	4.47	
Application of Knowledge & Skills Acquired	3.94	

Employability - Behaviours & Skills	3.91	skills.
Merit-based Assessment	4.66	
Growth Mindset - Skill Assessment	4.39	

Other Suggestions from the employers	Action taken
The organization of practical placement, work based learning, distance education and other forms of further education of students should be linked with initial education and learning outcomes for each courses.	Institution has well established Placement Cell. The industry –institute interaction is designed to run for longer period, preparing the manpower of world class by inculcating the various skills required by the industry, thereby contributing to the economic and social development at large.
Students should demonstrate their willingness to learn, embrace emerging technology and to highlight their dedication to growth with concrete examples.	DSCW provides several platforms like Students, Central Association, Youth Club, Talent hunt Events to encourage students to exhibit their willingness as well as talents
Institution should give more emphasis on work experience and internships to explore their skills related to their course to the students.	Institution has already designed the curriculum in such a way that at the end of every semester 4-6 weeks internship is compulsory.
Students should maintain their resume to match each job description and include certifications, side projects, statistics, soft and technical skills, and level of expertise for each skill.	Curriculum covers research &statistical tools, soft and technical skills in the last semester, so that students are well trained for the employment.
Students should have expertise for each critical skill set.	Hand on practise is provided to students.
Education institutions and employers interaction should be more frequent for the development of the studies programs and practical skills.	Times to time urgent meetings with employers are arranged by higher authorities.
Skill based trainings should be emphasized.	It was decided that more emphasis would be given on practical sessions.
The specific learning outcomes of the individual education programme should be decided by each educational establishment together with the representatives of employers.	Curriculum is designed by university representatives in collaboration with industry partners.

Table 21- Overall Industry Partners Feedback Analysis (2018-19)

Attributes	Computers	Vocational Courses
Related fundamental knowledge	4.7	4.54
Well-rounded personality development	4.6	4.27
Communicating effectively	4	4.47
Application of knowledge & skills acquired	3.7	3.94
Employability - behaviours & skills	3.8	3.91

Merit-based Assessment	4.4	4.66
Growth mind-set - skill assessment	4.2	4.39

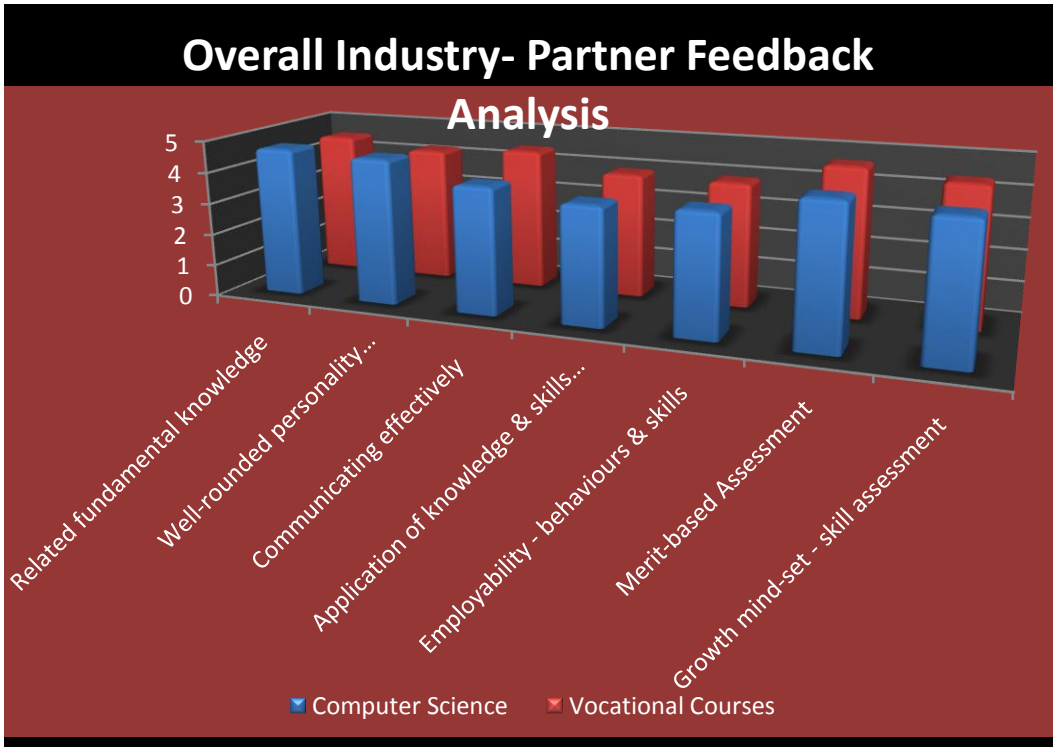

Fig.21 Weighted Mean Score of Overall Employers' Feedback

The table-21 interprets the view point of industry partners regarding curriculum for the year 2018-19 of Computer Science and Vocational Courses. From the table, it can be described that industries are found more concerned about the employability behaviour and application of knowledge and skills acquired with very low weighted mean score in both the streams i.e. Computer Science and Vocational Courses whereas rest of the factors of the analysis regarding curriculum from industry point of view are found completely satisfactory with their requirements having higher weighted mean score i.e. above 4.2 in all the studied points. The required feedback from industry partners is forwarded to the higher authorities so that they can do required changes in the syllabus to make it industry- relevant and to make the student ready for the industry.

Convener **Joint Convener** **Principal**

APPENDIX C: Group A

360^0 Feedback Survey Form

Audience Category: Group A - Current Students

Full Name:		Designation:	
Organisation:		Address (City):	
Course enrolled for:		Time of Submission:	
Year of Joining:		Class:	

Please read the following directions carefully before commencing:

1. This questionnaire is intended to provide all students with the opportunity to be part of the various Improvement Initiatives at DSCW.
2. We believe that as a student of this college, each individual holds valuable insights & views that will lead towards the overall betterment of the Institution.
3. Your feedback forms part of 100s of other surveys that are sent to various stakeholders periodically. The information and valuable feedback that you provide, is kept 100% confidential and will be analysed in unison with all other feedback providers.
4. The questions asked in this form have been designed with the purpose of understanding the level of contentment or discontentment with the Curriculum / Syllabus design & delivery. Please read the statements and assign a score as per your choice. DSCW is striving towards improving its Curriculum, Syllabus & Delivery Frameworks and your honest & candid feedback, will go a long way in helping us improve and excel.

   Please choose one score (between 1-5) that best describes your satisfaction or dissatisfaction levels.

Completely agree(5)	Agree(4)	Somewhat agree(3)	Don't agree(2)	Completely disagree(1)

S.no.	Statement	5	4	3	2	1
1.	The syllabus &curriculum delivered to me was designed **holistically** and was exhaustive. It meets my expectations of the course I enrolled for.					
2.	In addition to classroom lectures and notes, the Faculty & Teachers also guided me towards understanding - how to **apply the acquired knowledge** in real-world situations.					
3.	The course helped me to generate value and custom that are needed in present scenario to become a good citizen.					
4.	The Institution has deployed a variety of **different mediums (**e.g. Online, Field work, Workshops, Brainstorm sessions etc.), to effectively deliver the syllabus & curriculum to me. I came away with a much better understanding of the concepts than just the classic lecture medium.					
5.	The College & Faculty helped me understand the Outcome Based Approach to Learning. I clearly understood the Learning Objectives and Outcomes for each Unit/Subject.					
6.	The College & its Faculty, extensively use Technology tools & products (e.g. Software, Apps, PCs) to display content, distribute resources and as teaching mediums. I feel that I am part of a Progressive Technology driven Educational Institution.					
7.	The Allocation of Marks in the Tests & Exams, were in proportion and relevant to the focus drawn upon those specific concepts and units within the Course of Study.					

S.no.	Statement	5	4	3	2	1
8.	Are you overall satisfied with the learning environment of the DSCW?					
9.	The Teachers design &pace out the Subjects, Concepts and Units in a manner that allowed me the time to Learn, Understand & Imbibe. I am very satisfied with the pace of learning at DSCW.					
10.	The units within each subject of the prescribed syllabus & curriculum, were **relevant** to the Course. The unit **content & concepts**were in line with my expectations.					
11.	The subjects offered in the Course were relevant and suited to the chosen stream of Specialisation.					

Suggestions if any:

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Date : **Signature:**

APPENDIX D: Group B

360^0 Feedback Survey Form

Audience Category: Group B–Alumni or Ex-students

Full Name:		Designation:	
Organisation:		Address (City):	
Year of Joining:		Year of Passing:	
Time of Submission:		Stream	

Please read the following directions carefully before commencing:

1. This questionnaire is intended to provide all ex-students/ alumni with the opportunity to be part of the various Improvement Initiatives of their Alma Mater
2. We believe that as an ex-student of the college, each individual is a natural Brand ambassador of DSCW. Equipped with the knowledge & skills gained at DSCW, the Alumni have now experienced business/employment/services. They hold precious insights into 'how the real-world functions' and are in a position to provide valuable insights & views that will lead towards the overall betterment of the Institution.
3. Your feedback forms part of 100s of other surveys that are sent to Alumnae periodically. The information and valuable feedback that you provide, is kept 100% confidential and will be analysed in unison with all other feedback providers.
4. The questions asked in this form have been designed with the purpose of understanding the level of contentment or discontentment with the Curriculum / Syllabus design & delivery. Please read the statements and assign a score as per your choice. DSCW is striving towards improving its Curriculum, Syllabus & Delivery Frameworks and your honest & candid feedback, will go a long way in helping us improve and excel.

Please choose one score (between 1-5) that best describes your satisfaction or dissatisfaction levels.

Completely agree(5)	Agree(4)	Somewhat agree(3)	Don't agree(2)	Completely disagree(1)

S.no.	Statement	5	4	3	2	1
1.	The syllabus & curriculum delivered to me was designed **holistically** and was exhaustive. As an Alumna of DSCW, it meets my expectations of the course I enrolled for.					
2.	The unit **content & concepts** were in line with my expectations. It helped me to develop my personality from all the aspecgts					
3.	At present, the Institution has deployed a variety of **different mediums (**e.g. Online, Field work, Workshops, Brainstorm sessions etc.), to effectively deliver the syllabus & curriculum. With this diverse set of teaching mediums, students will gain a much better understanding of the concepts than just the classic lecture medium.					
4.	The Content supplied to me (books, digital sources and print resources) were relevant to the subject & concepts being taught. In hindsight, I felt fully **equipped with sufficient study material and resources**, to conduct my tests & exams efficiently.					
5.	As a student, in addition to classroom lectures and notes, the Faculty & Teachers also guided me towards understanding - how to **apply the acquired theoretical knowledge** in real-world situations so that I could become good employee or entrepreneur.					
6.	The Allocation of Marks in the Tests & Exams, are in proportion and relevant to the focus drawn upon those specific concepts and units within					

S.no.	Statement	5	4	3	2	1
	the Course of Study.					
7.	The Teachers & Faculty members are extremely knowledgeable and provide students with valuable insights that go beyond books. They are abreast of the latest trends and methods in their subject areas.					
8.	The Subjects offered in the Course were relevant and suited to the chosen stream of Specialisation. The Subjects and Course content gave me a significant advantage in my 'real-world' experiences.					

Suggestions if any:

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Date : **Signature:**

APPENDIX E: Group C

360^0 Feedback Survey Form

Audience Category: Group C–Employers / Potential Employers

Full Name:		Designation:	
Organisation:		Address (City):	

Please read the following directions carefully before commencing:

1. This questionnaire is intended to provide potential and existing employers and business owners with the opportunity to be part of the various Improvement Initiatives of DSCW
2. We believe that as a potential/current employer of DSCW, you are equipped with the knowledge & experience of working in close quarters with our students. Your real-world experiences put our students through the ultimate test of actual application of knowledge & skills acquired. Potential & current employers hold precious insights into 'how the real-world functions' and are in a position to provide valuable insights & views towards improving the teaching methods, curriculum and focus areas for students and lead towards the overall betterment of the Institution.
3. Your feedback forms part of 100s of other surveys that are sent periodically. The information and valuable feedback that you provide, is kept 100% confidential and will be analysed in unison with all other feedback providers.
4. The questions asked in this form have been designed with the purpose of understanding the level of contentment or discontentment with the Curriculum / Syllabus design & delivery. Please read the statements and assign a score as per your choice. DSCW is striving towards improving its Curriculum, Syllabus & Delivery Frameworks and your honest & candid feedback, will go a long way in helping us improve and excel.

Please choose one score (between 1-5) that best describes your satisfaction or dissatisfaction levels.

Completely agree(5)	Agree(4)	Somewhat agree(3)	Don't agree(2)	Completely disagree(1)

S.no.	Statement	5	4	3	2	1
1.	Students of DSCW display a good understanding of the fundamental knowledge required work. They possess sufficient knowledge levels to execute the tasks given to them.					
2.	Students of DSCW display respectful, professional, ethical and well-groomed behaviour that is conducive to the work environment and their colleagues.					
3.	Students of DSCW communicate in the tri-language model very effectively and are able to communicate effectively in a business environment.					
4.	Students of DSCW are able to add value to my business/organisation by drawing from their knowledge and applying those concepts acquired in their student years.					
5.	DSCW students who have been hired for specific technical skills, display a good fundamental understanding and knowledge of the subject. They are able to apply their knowledge while executing tasks assigned to them.					
6.	The Credit Based Assessment (CBA) is a good holistic scoring methodology. The CBA framework allows students to understand how					

S.no.	Statement	5	4	3	2	1
	their study, research, other extra-curricular activities & efforts would contribute positively towards their year-end CBA Score.					
7.	The Outcome Based Approach to Learning practiced by DSCW is beneficial to students in their work-life. The clarity of Outcome-based approaches allows students to clearly understand the application of their skills & knowledge at work.					

Suggestions if any:

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Date : **Signature**

APPENDIX F: Group D

360^0 Feedback Survey Form

Audience Category: Group D–Teachers & Faculty

Full Name:		Designation:	
Organisation:		Address (City):	
Department		Year of Joining:	

Please read the following directions carefully before commencing:

1. **Estimated Survey completion time:** 30 minutes
2. This questionnaire is intended to provide Teachers, College Faculty and visiting Academia with the opportunity to be part of the various Improvement Initiatives of DSCW
3. We believe that as a vital member and the driving force behind the Curriculum & Syllabus of DSCW, you are equipped with the knowledge & experience to make valuable suggestions to improve the Academic working of DSCW. Your real-time experience working with the students and in the college campus allows you the unique position of making critical suggestions for improvement
4. Your feedback forms part of 100s of other surveys that are sent to your Group (D) periodically. The information and valuable feedback that you provide, is kept 100% confidential and will be analysed in unison with all other feedback providers
5. The questions asked in this form have been designed with the purpose of understanding the level of contentment or discontentment with the Curriculum / Syllabus design & delivery. Please read the statements and assign a score as per your choice. DSCW is striving towards improving its Curriculum, Syllabus & Delivery Frameworks and your honest & candid feedback, will go a long way in helping us improve and excel.

Please choose one score (between 1-5) that best describes your satisfaction or dissatisfaction levels.

Completely agree(5)	Agree(4)	Somewhat agree(3)	Don't agree(2)	Completely disagree(1)

S.no.	Statement	5	4	3	2	1
1.	As part of the DSCW Teaching Community, I am engaged enough to take initiative in designing, reviewing and revising the curriculum/syllabus/units					
2.	For the specific subjects that I am responsible to teach, I have all the tools & resources required to deliver an effective learning experience to my students					
3.	I receive sufficient encouragement& support from the Institution for self-development in my chosen area of specialisation					
4.	DSCW deploys the latest technology (software, apps, hardware, tools etc.) for increasing the efficacy of Learning & Teaching within the College					
5.	As a Teacher/Faculty member, I have received the right number of opportunities to hone & improve my personal development as an Educator viz. mentor, speaker, organizer, host, presenter, committee member etc.					
6.	DSCW Values promote the holistic personality development of not only the students but even me as a Teacher/Faculty member. Skills					

S.no.	Statement	5	4	3	2	1
	&competencies viz. Being analytical, Problem-solving, Reasoning, Critical thinking etc. are sufficiently promoted and practiced at the workplace					
7.	In line with DSCW's commitment to Academic Excellence & Innovation, the College participates, organizes, promotes and hosts a sufficient number of events, seminars & workshops to allow the cross-pollination of ideas and educational frameworks					
8.	The Content & Syllabus that I teach at DSCW is in line with the Course/Subject/Unit I am specialising in. It is sufficient, relevant and comprehensive and in line with the desired Learning Outcomes & Objectives of the Course.					
9.	The Academic Curriculum and the Calendar prescribed by the College is practical and feasible. It allows me the flexibility and efficiency of delivering my course content in time and seamlessly					
10.	The prescribed Curriculum allows students the flexibility to choose from a wide variety of subjects/courses in their own and other areas of specialisation					
11.	The year-end/semester-end and other session-based exams, incorporate all critical concepts and units that are taught as part of the curriculum. The Exams are structured such that they allow an accurate assessment of the student's proficiency & capability in the subject.					
12.	Students are sufficiently exposed to best practices, latest methods & frameworks in their areas of specialisation – both internal and external knowledge share					

Suggestions if any:

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Date : **Signature:**