Dev Samaj College for Women

IQAC (Internal Quality Assurance Cell)

DESIGN DOCUMENT

Framework for seeking 360^0 Feedback

Submitted to:
IQAC
DevSamaj 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.

Thetable 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
Mrs.Navdeep Kaur	IQAC Chairperson	
Mrs.Leena Kakkar	Convener-Feedback Analysis Cell	
Dr.Anju Bala	Joint Convener-Feedback Analysis Cell	
Dr.Bhumida Sharma	Member- Arts Department	
Dr.Nishant Juneja	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 2019-2020

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 2019-20, total number of students were =**2286**Therefore **N=2286,** Taking the confidence level of 95 %, e = 5% (error tolerance)

So $n=2286 \div (1+2286\ (0.05)^2)$

n=2286/6.72, Therefore n=340

Therefore, minimum 340 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 (2019-2020)

	Completely agree	Agree	Partially agree	Don't agree	Completely disagree	weighted Score	Weighted Mean Score
Catering to Individual Learning needs	20	18	16	18	28	284	2.84
Experiential Learning	60	20	9	8	3	426	4.26
Generating Value	62	19	5	9	5	424	4.24
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	25	20	20	20	15	320	3.2
Overall student satisfaction	65	21	5	6	3	439	4.39
Pace of learning	58	25	5	6	6	423	4.23
Syllabus Design	19	22	20	30	9	312	3.12
Syllabus Relevance	60	22	5	8	5	424	4.24

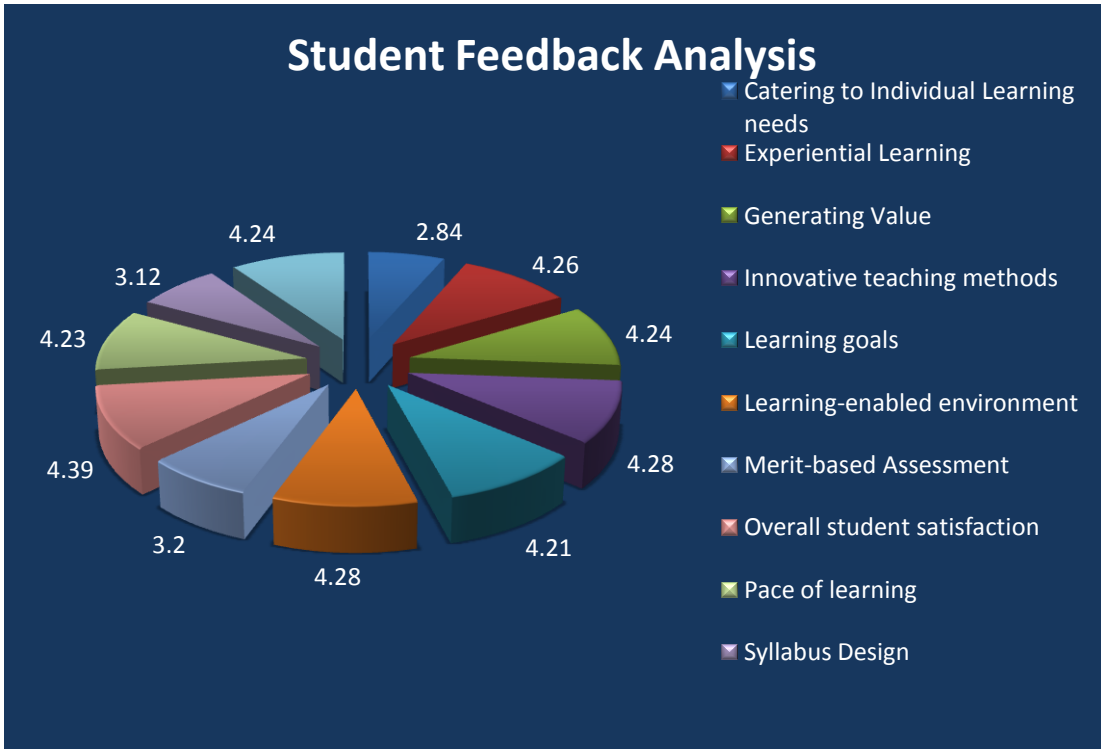

Fig.1Weighted Mean Score of Students' Feedback

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 foroverall student satisfaction, Innovative teaching methods and Learning enabled environment. 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 in the matter of catering to individual learning needs. The reason for the deficiency on this front is due to the size of the general classes and voluminous syllabi that does not permit much time to cater to individual learning needs.

Attributes	Weighted Mean Score	Action taken
Catering to Individual Learning Needs	2.84	Catering to Individual Learning Needs, Merit-Based Assessment and syllabusdesign, 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. • Students had the feeling that they should be assessed on the basis of integrated understanding and logical reasoning of the subject taught to them. But as assessment criteria is formulated by the university so college has no right to change it. • The students expressed their dissatisfaction regarding the syllabus design. 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, and 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	4.26	
Generating Value	4.24	
Innovative Teaching Methods	4.28	
Learning Goals	4.21	
Learning-Enabled Environment	4.28	
Merit-Based Assessment	3.2	
Overall Student Satisfaction	4.39	
Pace of Learning	4.23	
Syllabus Design	3.12	
Syllabus Relevance	4.24	

Other Suggestions from the students	**Action Taken**
Faculty members should pay special attention to slow learners	College authorities have already adopted a system to conduct remedial classes to improve the level of slow learners.
The focus of the curriculum should be on inculcating skills as well as developing 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 and other competitive exams must be included. The syllabus should be designed after taking into account the pattern of competitive exams	This was a valid point raised by the students. But since the framing of syllabus falls under the jurisdiction of the Board of Studies, Panjab University, Chandigarh, so the matter will be forwarded to the Board of Studies.
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 is given to the written exam and 20% to the internal assessment by Punjab University, Chandigarh, so the matter will be forwarded to the University officials.
There should be more facilities to create learning oriented environment.	To create learning oriented environment, institution invests huge amount of money every year. We have digital library to ease the concept of learning. The institution

	subscribes to various journals to develop the critical thinking and research aptitude of the students.
Syllabus should be revised, restructured and redesigned as per the latest global requirements to keep pace with the modern fast changing world.	As designing and implementing syllabus is the prerogative of BOS, the suggestions were forwarded to Board of Studies, Punjab University, and Chandigarh for their kind consideration.
There should be the overhauling of teaching learning methods so to make teaching learning impressive and effective as per the requirements of digital natives of modern times.	The institution is already among the first few colleges of the country to have introduced smart classrooms to make teaching learning technologically sound and not based on conventional chalk and talk method only.

HOD **Principal**

P.G. DEPARTMENT OF COMMERCE

Table-2 Student's Feedback Analysis (2019-2020)

	Completely agree	Agree	Partially agree	Don't agree	Completely disagree	weighted Score	Weighted Mean Score
Catering to Individual Learning needs	55	34	5	4	2	436	4.36
Experiential Learning	50	28	10	9	3	413	4.13
Generating Value	55	33	5	4	3	433	4.33
Innovative teaching methods	56	33	4	5	2	436	4.36
Learning goals	22	20	20	23	15	311	3.11
Learning-enabled environment	55	33	3	4	5	429	4.29
Merit-based Assessment	60	28	5	4	3	438	4.38
Overall student satisfaction	60	26	6	5	3	435	4.35
Pace of learning	61	26	6	4	3	438	4.38
Syllabus Design	25	18	20	27	10	321	3.21
Syllabus Relevance	60	28	5	4	3	438	4.38

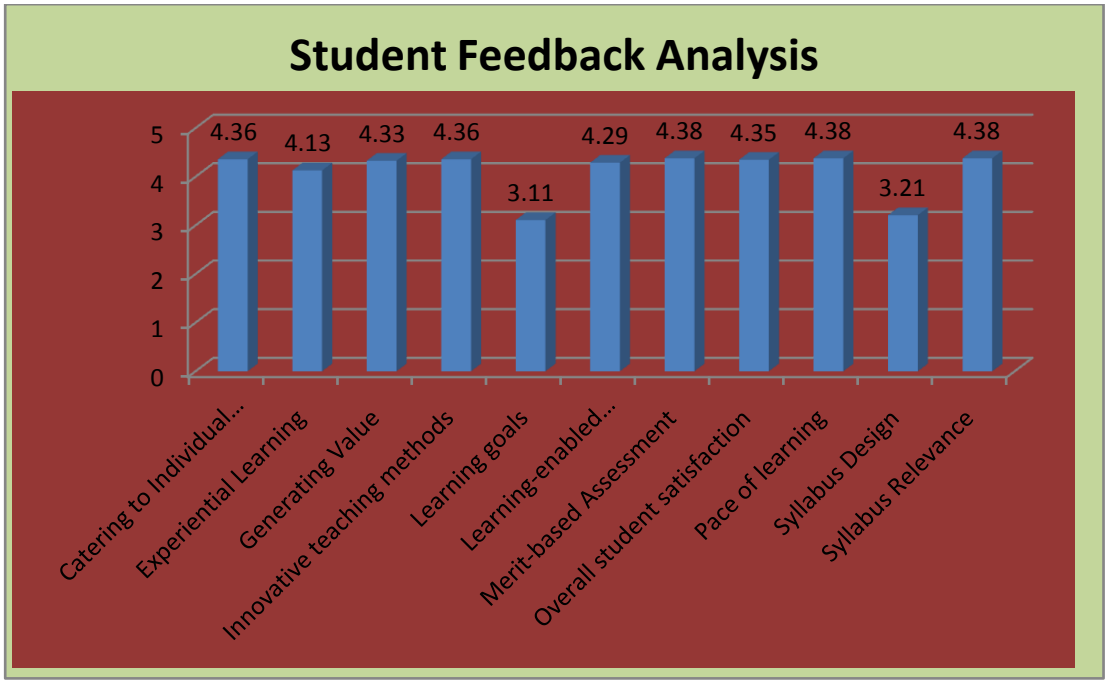

Fig.2Weighted Mean Score of Students' Feedback

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 Merit Based Assessment 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 Learning Goals and designing of syllabus.

Attributes	Weighted Mean Score	Action taken
Catering to Individual Learning Needs	4.36	Learning Goals and Syllabus Design are the major areas of concern of the students. Matter is forwarded to the university authorities for further consideration and the designing of syllabus falls under the jurisdiction of the Board of Studies, Panjab University,Chandigarh. The college does not have any role in it.
Experiential Learning	4.13	
Generating Value	4.33	
Innovative Teaching Methods	4.36	
Learning Goals	3.11	
Learning-Enabled Environment	4.29	
Merit-Based Assessment	4.38	
Overall Student Satisfaction	4.35	
Pace of Learning	4.38	
Syllabus Design	3.21	
Syllabus Relevance	4.38	

Other suggestions from the students	**Action taken**
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.
More focus should be introduced on experiential learning methodology to connect the concept with desired outcome.	Faculty members recommended making and recording observations of the students and suggesting possible improvements to inculcate learning through experimentation.
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.	Time to time meetings was organized in which all the educators were guided to make their lectures effective enough to ignite the innate capabilities of the students.
Students need to go on at their own pace for learning process	Different assignments with varied problems are given to students to construct an argument, which would serve them well in the future.

HOD

Navdeep Kaur

Principal

P.G. DEPARTMENT OF SCIENCE

Table-3 Student Feedback Analysis (2019-2020)

	Completely agree	Agree	Partially 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	435	4.35
Innovative teaching methods	60	29	5	4	2	441	4.41
Learning goals	67	25	4	2	2	453	4.53
Learning-enabled environment	64	23	7	4	2	443	4.43
Merit-based Assessment	22	18	26	20	14	314	3.14
Overall student satisfaction	45	38	4	10	3	412	4.12
Pace of learning	55	27	7	6	5	421	4.21
Syllabus Design	25	22	23	20	10	332	3.32
Syllabus Relevance	23	32	16	3	26	323	3.23

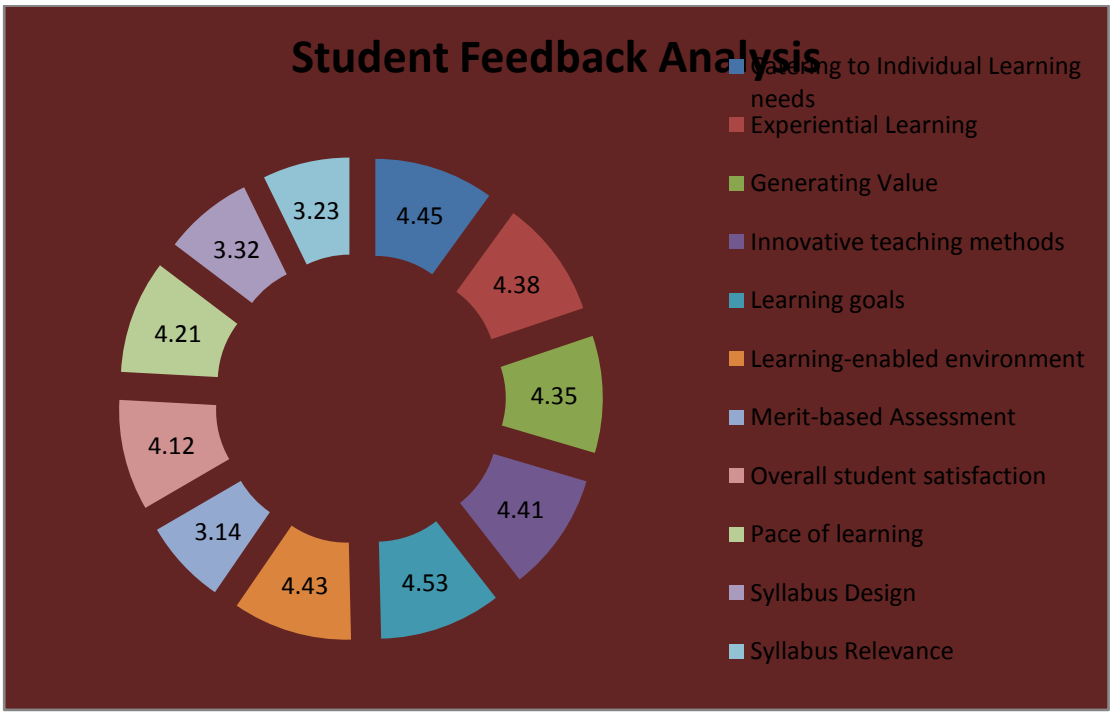

Fig.3Weighted Mean Score of Student's Feedback

Based on the above Table-3 and the Fig.-3 it is evident that on all parameters the weighted mean score of student responses have been above 4.1, which means that they are completely agree with the curriculum aspects. The highest mean score was for (i) Learning Goals and (ii) Catering to Individual Learning needs. All the parameters have a mean score above 4, which means the students are completely satisfied with the curriculum implementation except Merit-based Assessment, designing of syllabus and syllabus relevance. The report is transferred to the IQAC for further discussions and deliberations.

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 is bound 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	4.35	
Innovative Teaching Methods	4.41	
Learning Goals	4.53	
Learning-Enabled Environment	4.43	
Merit-Based Assessment	3.14	
Overall Student Satisfaction	4.12	
Pace of Learning	4.21	
Syllabus Design	3.32	
Syllabus Relevance	3.23	

Other suggestions from the students	Action taken
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.
There should be more opportunities to facilitate learning enabled environment	Beyond academic books there is availability of journals concerned to every subject to develop critical thinking and research attitude. To enhance learning enabled environment institution invest huge amount of money to create digital library for students to provide instant access to educational content.
Students should be assessed on the basis of integrated understanding and logical reasoning of the subject taught to them	College is bound to follow the assessment criteria formulated by Panjab University.
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.
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 institute recommend to opt add on courses such as communicative English, Web designing, interior designing and many more along with academic course which help in strengthen their personality in a broad spectrum.
Institution should arrange guidance classes to prepare the students for competitive examination.	Each department is practising UGC/NET classes to guide the post graduate science students which help in cracking exam.
Necessity of Developing, monitoring and reporting on individual learning goals and targets	The institute introduce 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 set.
Students need to go on at their own pace for	Every week assignments with varied problems are

learning process	given to students to construct an argument, which would serve them well in the future.
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 chisel learning through experimentation.

HOD **Principal**

P.G. DEPARTMENT OF COMPUTER SCIENCE

Table-4 Student Feedback Analysis (2019-2020)

	Completely agree	Agree	Partially agree	Don't agree	Completely disagree	weighted Score	Weighted Mean Score
Catering to Individual Learning needs	30	9	3	4	4	207	4.14
Experiential Learning	30	9	4	4	3	209	4.18
Generating Value	30	9	4	5	2	210	4.2
Innovative teaching methods	35	8	3	2	2	222	4.44
Learning goals	20	8	10	8	4	182	3.64
Learning-enabled environment	31	11	3	3	2	216	4.32
Merit-based Assessment	30	7	6	4	3	207	4.14
Overall student satisfaction	32	8	4	4	2	214	4.28
Pace of learning	31	7	6	3	3	210	4.2
Syllabus Design	27	8	7	4	4	200	4
Syllabus Relevance	22	8	10	5	5	187	3.74

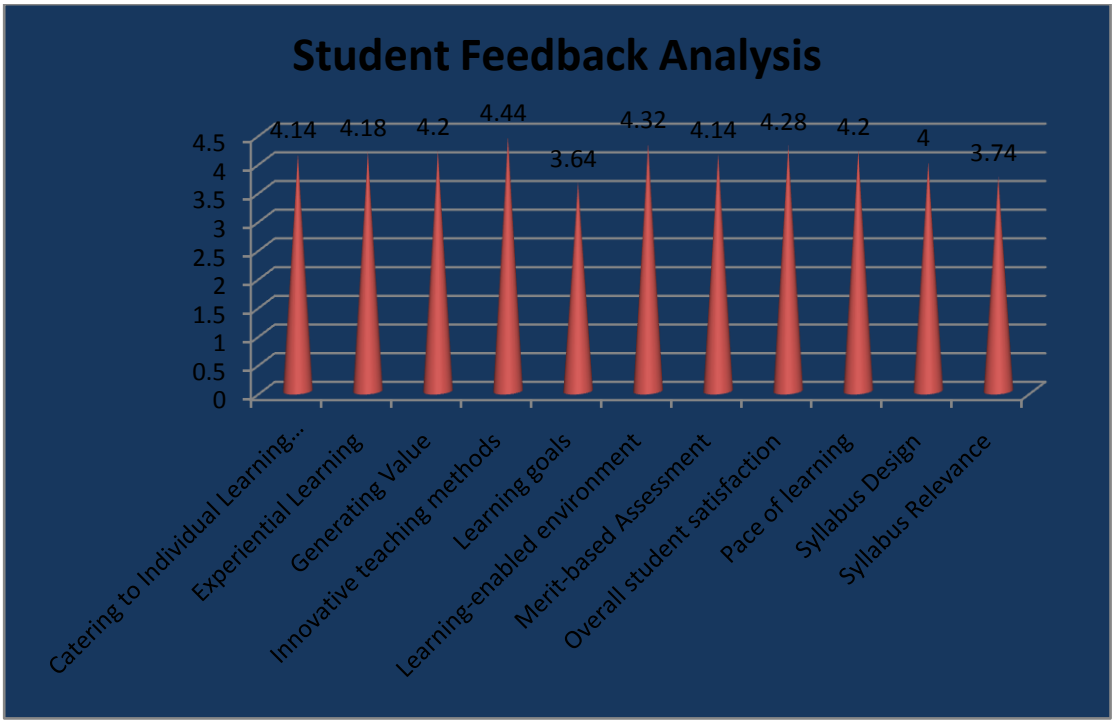

Fig. 4Weighted Mean Score of Students' Feedback

Based on the above **Table-4** and the **Fig.-4** it is evident that on all parameters the weighted mean score of student responses have been above 4.1, which means that they are completely agree with the curriculum aspects. The highest mean score was for (i)Innovative teaching methods and (ii) Learning-enabled environment. All the parameters have a mean score above 4, which means the students are completely satisfied with the curriculum implementation except Learning goal and Syllabus relevance. The report is transferred to the IQAC for further discussions and deliberations.

Attributes	Weighted Mean Score	Action taken
Catering to Individual Learning needs	4.14	Learning goal and Syllabus relevance are the major area of concern of the students. The college is bound 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	4.18	
Generating Value	4.2	
Innovative teaching methods	4.44	
Learning goals	3.64	
Learning-enabled environment	4.32	
Merit-based Assessment	4.14	
Overall student satisfaction	4.28	
Pace of learning	4.2	
Syllabus Design	4	
Syllabus Relevance	3.74	

Other suggestions from the students	Action taken
As more job opportunities are there for students who are completing certification courses like MOOCS NPTEL certifications. These courses can be made compulsory in final year.	Matter forwarded to the higher authorities
Students should focus on what they are supposed to learning.	As the learning goals are explicit, so decisions on where to focus effort and illuminate what they are to take from a given task, will guide students to focus on learning.
Modern topics that are relevant to real life situations and goals should be cover in Curriculum	Proposal will be forwarded to Board of Studies, Panjab University, and Chandigarh
Students should have options to select subjects according to their interest.	The concern of the students will be forwarded to the college faculty members who represent Board of Studies, Panjab University, Chandigarh.
Curriculum addresses issues like Gender, Environment, Sustainability, Human Values and Professional Ethics	Proposal will be forwarded to Board of Studies, Panjab University, and Chandigarh
There should be more use of digital platforms.	Google Class room and moodle are being used by faculty in terms of enhancing digital platforms usage.
There should be more industry interaction.	Guest lectures from experts were organised from different software companies.

HOD **Principal**

P.G DEPARTMENT OF VOCATIONAL COURSES

Table-5 Student Feedback Analysis (2019-2020)

	Completely agree	Agree	Partially agree	Don't agree	Completely disagree	weighted Score	Weighted Mean Score
Catering to Individual Learning needs	31	11	3	3	2	207	4.32
Experiential Learning	30	7	6	4	3	209	4.14
Generating Value	32	8	4	4	2	210	4.28
Innovative teaching methods	35	8	3	2	2	222	4.44
Learning goals	20	8	10	8	4	182	3.64
Learning-enabled environment	30	9	3	4	4	216	4.14
Merit-based Assessment	30	9	4	4	3	207	4.18
Overall student satisfaction	30	9	4	5	2	214	4.2
Pace of learning	31	7	6	3	3	210	4.2
Syllabus Design	22	8	10	5	5	200	3.74
Syllabus Relevance	27	8	7	4	4	187	4

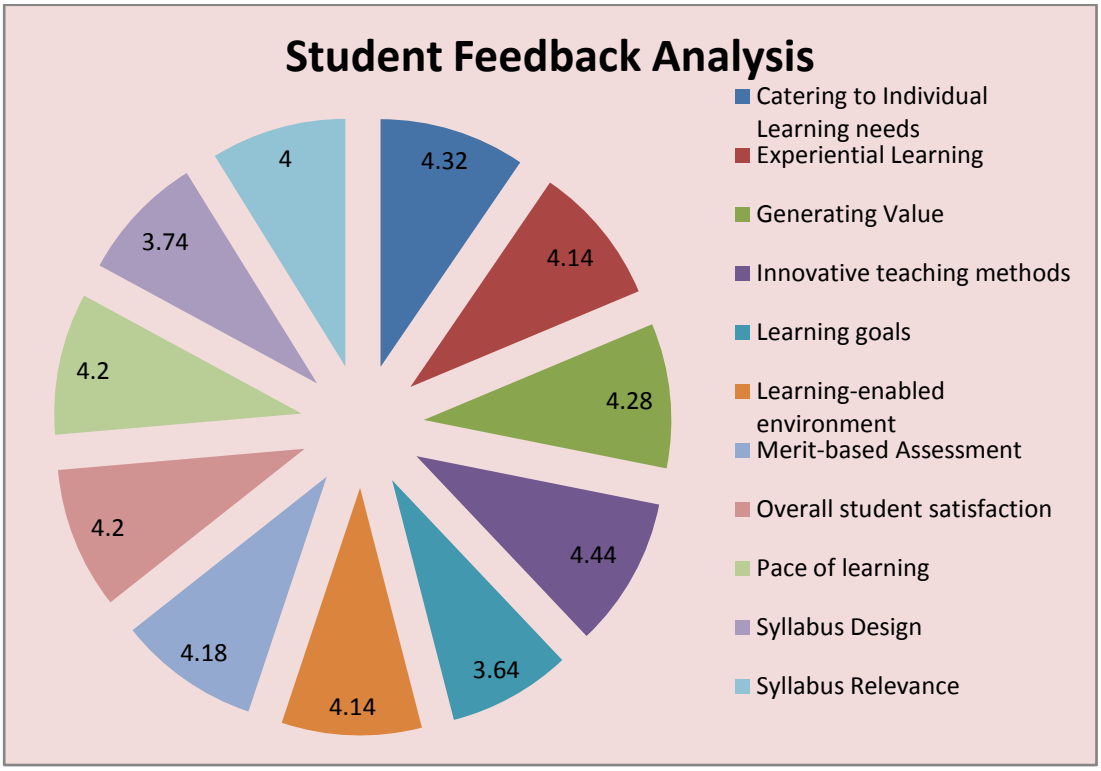

Fig. 5 Weighted Mean Score of Students' Feedback

During study it has been found from the Fig.-5 that on all parameters the weighted mean score of student's responses have been above 4, which means that they completely agree with all the aspects. The highest mean score was for (i)Innovative teaching methods (ii) Learning-enabled environment. All the parameters have a mean score above 4, which means a high level of student's satisfaction, except learning goals. The report was handed-over to the IQAC for further discussions and deliberations.

Attributes	Weighted Mean Score	Action taken
Catering to Individual Learning Needs	4.32	Learning goals and syllabus design are the major area of concern of the students. So, keeping in mind new
Experiential Learning	4.14	
Generating Value	4.28	

Innovative Teaching Methods	4.44	methods like project based learning, teaching through smart boards etc. have been introduced.
Learning Goals	3.64	
Learning-Enabled Environment	4.14	
Merit-Based Assessment	4.18	
Overall Student Satisfaction	4.2	
Pace of Learning	4.2	
Syllabus Design	3.74	
Syllabus Relevance	4	

Other Suggestions from students	Action taken
The College should promote student exchange, internship programs for providing new opportunities to students.	The suggestion has been passed onto the college authorities for necessary action.
Online educational resources should be available and accessible in the library.	The facility has already been provided in the library.
There should be separate placement cell for skilled courses.	The suggestion has been passed onto the college authorities for necessary action.
Various learning material should be incorporated.	Various learning material have already been incorporated.
Creation of an academic culture in which all students and staff are expected to deploy higher order thinking skills.	The suggestion has been passed onto the college authorities for necessary action.
There should be curriculum governance, supervision and monitoring.	Curriculum has been designed by Panjab University, Chandigarh and the needful will be done after consulting the university authorities.
Refining and extending data analysis in order to inform and complement effective and meaningful learning and teaching practices.	Curriculum has been designed by Panjab University, Chandigarh and the needful will be done after consulting the university authorities.
The institute/ teachers should use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.	Various students centric teaching methods will be incorporated.
Efforts should made by the institute/ teachers to inculcate life skills and employability skills to make students ready for the world of work.	Guest lectures are already being taken for life skills and employability skills

Vandana

HOD

Navdeep Kaur

Principal

Table 6-Overall Student Feedback Analysis(2019-2020)

Attributes	Arts	Commerce	Science	Computer Science	Vocational Courses
Catering to Individual Learning Needs	2.84	4.36	4.45	4.14	4.32
Experiential Learning	4.26	4.13	4.38	4.18	4.14
Generating Value	4.24	4.33	4.35	4.2	4.28
Innovative Teaching Methods	4.28	4.36	4.41	4.44	4.44
Learning Goals	4.21	3.11	4.53	3.64	3.64
Learning-Enabled Environment	4.28	4.29	4.43	4.32	4.14
Merit-Based Assessment	3.2	4.38	3.14	4.14	4.18
Overall Student Satisfaction	4.39	4.35	4.12	4.28	4.2
Pace of Learning	4.23	4.38	4.21	4.2	4.2
Syllabus Design	3.12	3.21	3.32	4	3.74
Syllabus Relevance	4.24	4.38	3.23	3.74	4

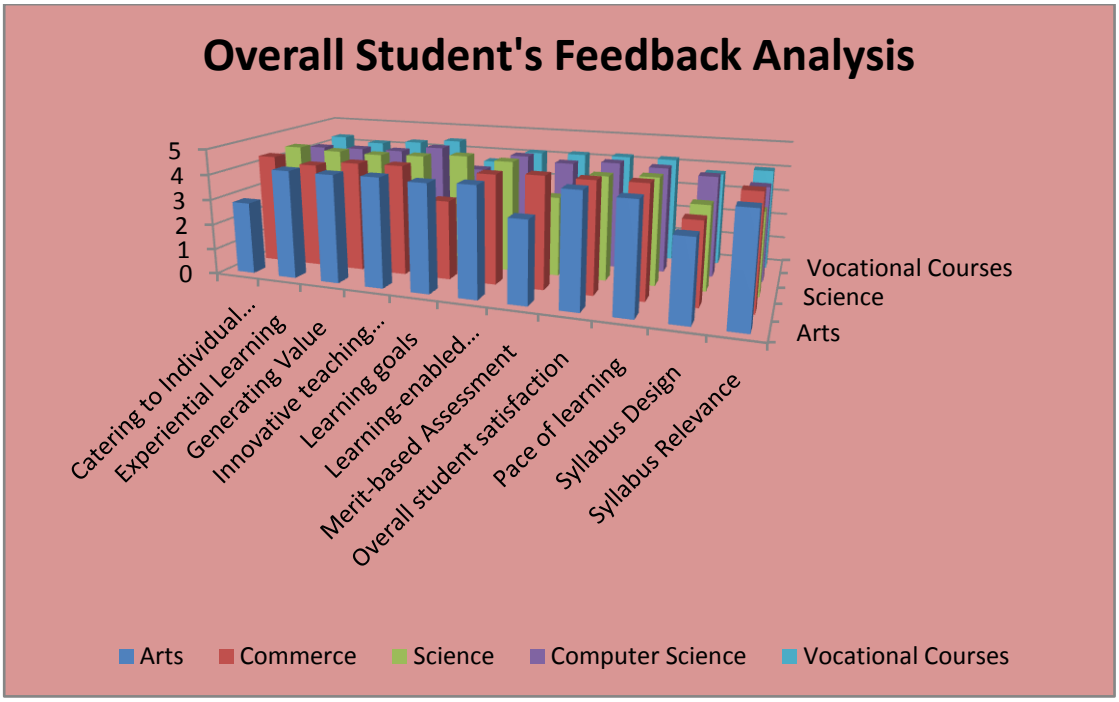

Fig. 6 Weighted Mean Score of Overall Students' Feedback

The above figure 6 depicts the overall students' feedback analysis for the year 2019-20. 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 computer Science followed by the Learning Goals except Science and Arts Department whereas factors based on learning &values and innovative teaching methods 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 2019-2020

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 curriculumis 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 118 faculty members filled the questionnaire.

P.G. DEPARTMENT OF ARTS

Table-7 Faculty Feedback Analysis (2019-2020)

	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	weighted Score	Weighted Mean Score
Faculty Engagement & Inclusivity	14	9	11	8	3	158	3.51
Resources, Tools & Support	22	11	5	5	2	181	4.02
Faculty Self-Development	28	10	2	3	2	194	4.31
Innovative Teaching Methods	28	9	3	5	0	195	4.33
Working Towards Academic Excellence	25	12	5	2	1	193	4.29
Culture - Growth Mindset	20	9	13	2	1	180	4.00
Cross-Pollination of Ideas, Thoughts & Methods	29	8	3	3	2	194	4.31
Syllabus Relevance &Holisticity	28	13	2	1	1	201	4.47
Pace of Teaching & Learning	12	10	9	6	8	147	3.27
Curriculum: Flexibility, Accuracy & Quality	12	9	13	8	3	154	3.42
Merit-Based Assessment	28	11	2	2	2	196	4.36
Student Centricity	30	8	3	3	1	198	4.40

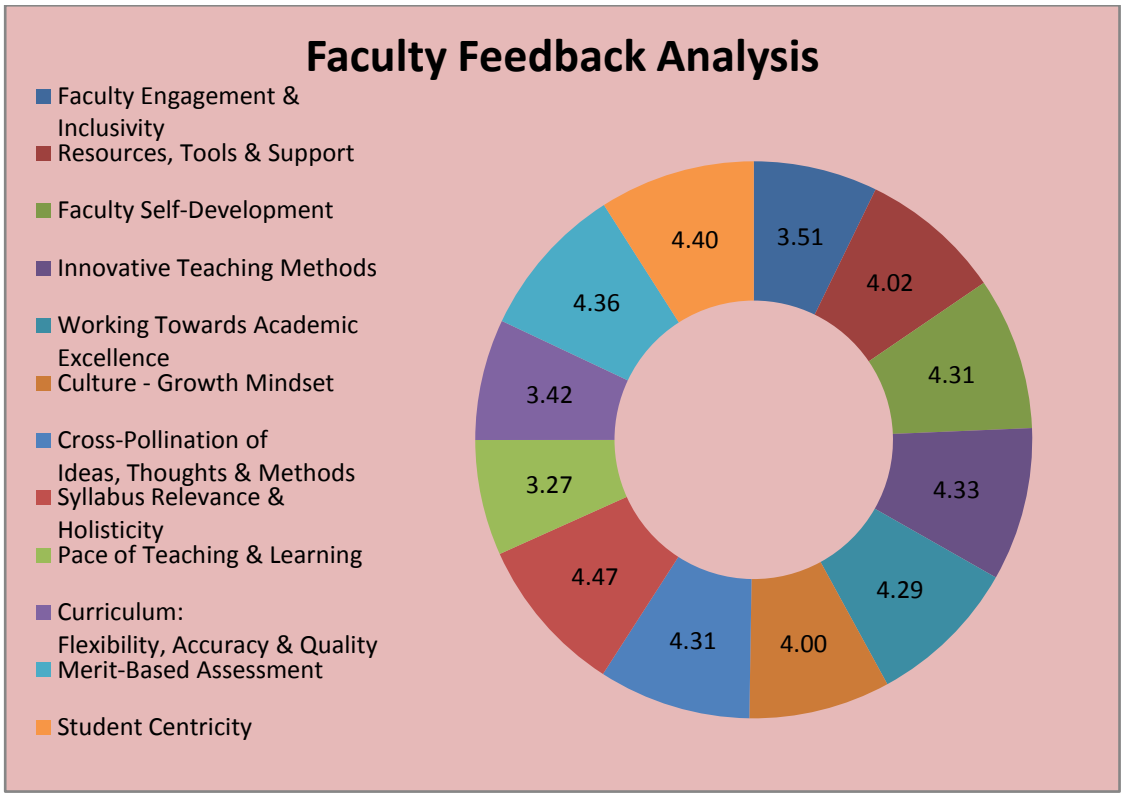

Fig.7 Weighted Mean Score of Faculty Feedback

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 has been quite heartening i.e. above 4.2, which means that they are quite satisfied with the tools, resources, latest technology, support and encouragement DSCW provides for the efficacy of learning and teaching within the college. The highest mean score was for Syllabus relevance and holisticity. The faculty showed their dissatisfaction regarding the pace of teaching and learning but institution is helpless in that matter because the framing of syllabus does not fall under the domain of the institution but the university. The

syllabus is quite voluminous and in addition to that , time has to be devoted towards co-curricular and extra-curricular activities and semester system further makes the things complicated. The report is forwarded to the IQAC for further discussions and deliberations.

Attributes	Weighted Mean Score	Action taken
Faculty Engagement & Inclusivity	3.51	Faculty Engagement & Inclusivity, Pace of Teaching & Learning, Curriculum: Flexibility, Accuracy & Quality 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	4.02	
Faculty Self-Development	4.31	
Innovative Teaching Methods	4.33	
Working Towards Academic Excellence	4.29	
Culture - Growth Mindset	4.00	
Cross-Pollination of Ideas, Thoughts & Methods	4.31	
Syllabus Relevance &Holisticity	4.47	
Pace of Teaching & Learning	3.27	
Curriculum: Flexibility, Accuracy & Quality	3.42	
Merit-Based Assessment	4.36	
Student Centricity	4.40	

Suggestions from the Faculty	Actions Taken
DSCW always focuses on providing the latest technology, tools and support to its faculty members. This college is one of the pioneers in the country to have introduced smart classrooms to make teaching learning technology based. So this area does not require any drastic changes.	Faculty members of the college are always motivated to go an extra mile to keep themselves updated and at the same time to meet the expectations of the students.
The faculty members should be given platform to get the latest knowledge through FDPs, Refreshers and workshops so that they are able to develop E-content because in the present times Blended Learning is becoming the need of the hour.	Already so many visiting faculty members from various streams visit this college and enrich the knowledge of the teachers during seminars and workshops. So only the frequency was to be enhanced.
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 curriculum should be vocational in nature and ensure the involvement of even the back benchers and motivate them to think and act smartly	College ensures that every department and every faculty member should prepare an academic planner. It is prepared as per the requirements of reforms in teaching learning methods.
The faculty members should be more particular about managing pace between teaching and learning so that the holistic development of the learners is ensured.	The faculty members are directed to prepare the necessary lesson plans involving various teaching methodologies. They are further instructed to give more time to the students in order to manage pace between teaching and learning.
The college is already focussing on student	The suggestions were discussed in the College

centric approach so that they are able to survive in the competitive world by being more confident, focussed and ready to face the challenges. But still the pulse of the changing times must be understood. So more efforts should be directed in this direction.	Council and it was decided to take necessary actions to implement the suggestions to the extent they are viable.
The teachers should always develop new skills to make the learning more interesting through online updates. New technology should be adopted for the better understanding of ideas and thoughts	The college is already motivating the faculty members 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.
Syllabus should be revised and redesigned to prepare the modern day students for more advanced courses and competitive exams. More emphasis should be on skill building and developing the critical and analytical 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.

HOD **Principal**

P.G. DEPARTMENT OF COMMERCE

Table 8: Faculty Feedback Analysis (2019-2020)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Faculty Engagement & Inclusivity	1	0	2	2	3	18	2.25
Resources, Tools & Support	6	1	1	0	0	37	4.63
Faculty Self-Development	6	1	1	0	0	37	4.63
Innovative Teaching Methods	7	1	0	0	0	39	4.88
Working Towards Academic Excellence	8	0	0	0	0	40	5.00
Culture - Growth Mindset	6	1	1	0	0	37	4.63
Cross-Pollination of Ideas, Thoughts & Methods	6	1	1	0	0	37	4.63
Syllabus Relevance &Holisticity	4	0	1	2	1	28	3.50
Pace of Teaching & Learning	6	1	1	0	0	37	4.63
Curriculum: Flexibility, Accuracy & Quality	3	2	2	1	0	31	3.88
Merit-Based Assessment	7	1	0	0	0	39	4.88
Student Centricity	6	1	1	0	0	37	4.63

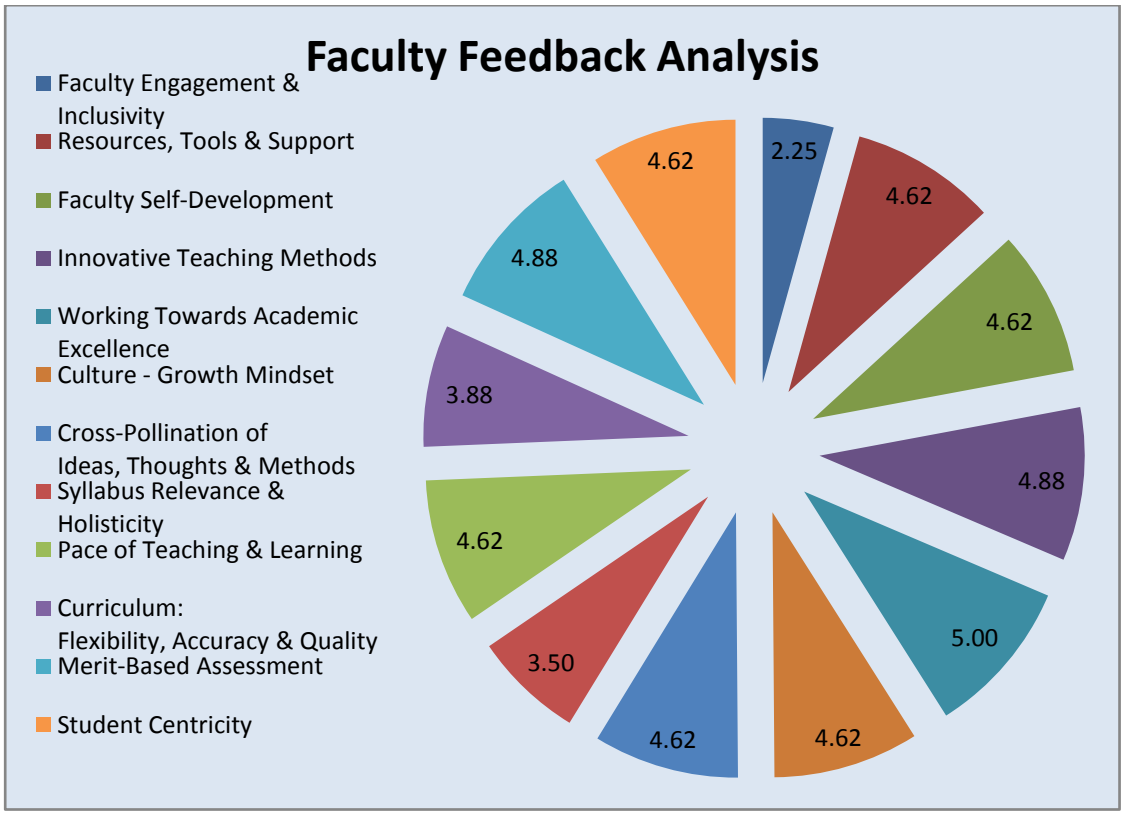

Fig 8: Weighted Mean Score of Faculty's Feedback

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)Innovative Teaching Methods. These three parameters have a mean score 4.5, 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	2.25	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	4.63	
Faculty self-development	4.63	
Innovative teaching methods	4.88	
Working towards Academic Excellence	5.00	
Culture - Growth mindset	4.63	
Cross-pollination of Ideas, thoughts & methods	4.63	
Syllabus relevance &holisticity	3.50	
Pace of teaching & learning	4.63	
Curriculum: flexibility, accuracy & quality	3.88	
Merit-based Assessment	4.88	
Student centricity	4.63	

Other suggestions from the faculty	Action taken
To enhance and improve the concept of online/E-Learning, at least one certificate from NPTEL / SWAYAM should be made mandatory for the students during the three year degree programme. .	The matter is forwarded to higher authorities.
Some new subjects, related to the field of commerce and management like International Trade / International Business should be introduced at UG level.	The college will send this proposal to P.U.Chd for their perusal as syllabus sketching is done by the respective Board of Studies
The syllabus of some subjects must be revised in order to emphasise more on practical knowledge rather than only theoretical. The subjects like Banking and Issues in Indian commerce must be revised with inclusion of real-time software and technology used in banking sector.	As the syllabus is being designed by the Board of Studies ,Punjab University,the college does not have any say in this.Still the suggestion will be sent to the respective Board of Studies for their perusal and futher action. .
The present University's assessment system (University Examination) is mainly based on the subjectivity/subjective examination system. There must be some scope of objectivity (Multiple Choice Question) at the graduation level so that the students can learn the concept of Multiple Choice Questions and this will also help them to prepare themselves for the competitive exams.	The formulation of the Examination criterion is with the Examination Board of P.U.Chd. The suggestion of reformation will be sent to the P.U.for further action.
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.
Holisticity of the syllabus should be need based, meet contemporary requirements and in tune with the various competitive exams.	The framing of syllabus falls under the jurisdiction of the Board of Studies P.U.Chd.The college does not have any role in it. The proposal will be forwarded to P.U.for processing.
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.

HOD **Principal**

P.G DEPARTMENT OF SCIENCE

Table-9 Faculty Feedback Analysis (2019-2020)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Faculty engagement & inclusivity	10	5	2	2	17	97	2.69
Resources, tools & support	30	2	2	1	1	167	4.64
Faculty self-development	23	8	5	0	0	162	4.50
Innovative teaching methods	21	7	5	1	2	152	4.22
Working towards Academic Excellence	22	6	3	2	3	150	4.17
Culture - Growth mindset	23	3	5	3	2	150	4.17
Cross-pollination of Ideas, thoughts & methods	21	8	5	1	1	155	4.31
Syllabus relevance &holisticity	10	13	5	4	4	129	3.58
Pace of teaching & learning	21	10	3	1	1	157	4.36
Curriculum: flexibility, accuracy & quality	14	10	2	5	5	131	3.64
Merit-based Assessment	15	10	5	4	2	140	3.89
Student centricity	13	8	4	5	6	125	3.47

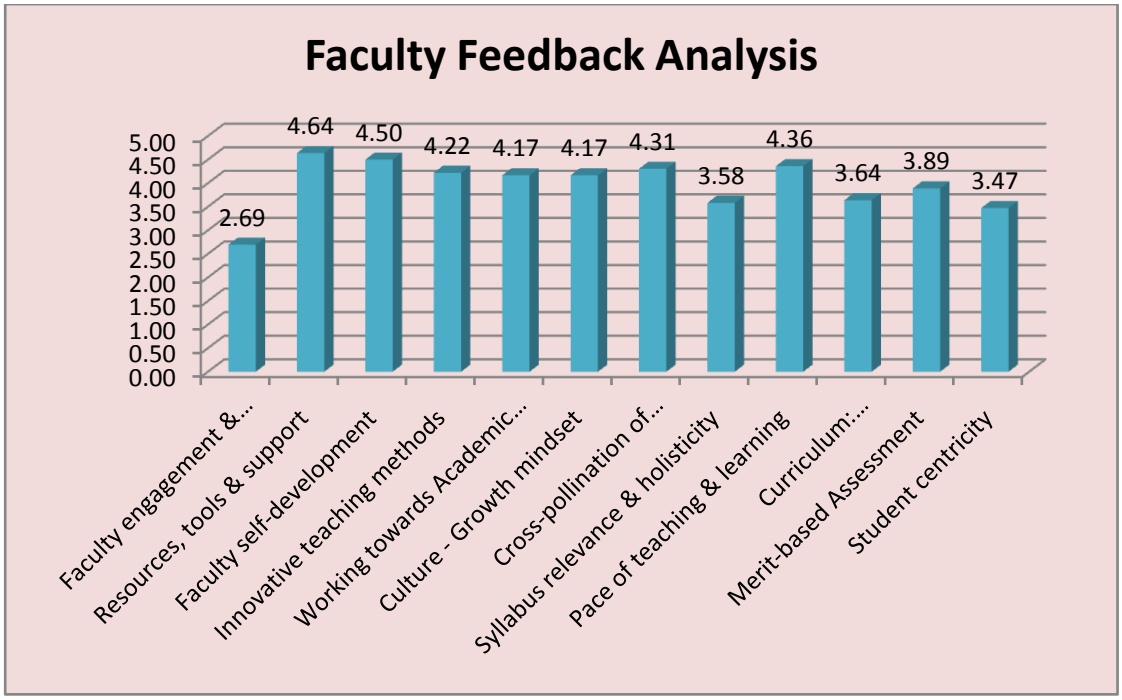

Fig.9 Weighted Mean Score of Faculty's Feedback

It is evident from table 9, that the weighted mean score of faculty responses on most of the parameters is above 4.1. It has been observed from the faculty feedback analysis that there are few factors must be considered for necessary actions (i) Curriculum should be in accordance to 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 a judicious vision to global problems. (iii) Students should be assessed on the basis of their skills, knowledge and other such parameters in addition to their score-card. (iv)There is a need of adapting more effective strategy for student centricity.

Attributes	Weighted Mean Score	Action taken
Faculty engagement & inclusivity	2.69	Overall response in most of the parameters is above 4.1. The major concern is about Faculty engagement & inclusivity and 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 will be informed to IQAC & concerned college authorities so that college can pay more attention on knowing each student as individual, analyzing their needs, goals and aspirations, scanning environmental needs in terms of employability, entrepreneurship and effective citizenship.
Resources, tools & support	4.64	
Faculty self-development	4.50	
Innovative teaching methods	4.22	
Working towards Academic Excellence	4.17	
Culture - Growth mindset	4.17	
Cross-pollination of Ideas, thoughts & methods	4.31	
Syllabus relevance &holisticity	3.58	
Pace of teaching & learning	4.36	
Curriculum: flexibility, accuracy & quality	3.64	
Merit-based Assessment	3.89	
Student centricity	3.47	

Other suggestions from the Faculty	Action taken
Inclusion of new activities in the curriculum so as to enable the students more employable.	The suggestions were discussed in the college council and it was decided to focus on vocational courses and add on courses along with academic courses.
By fostering the knowledge of modern technologies available in the market, the teachers can help out students to overcome the problem of syllabus irrelevance and holisticity.	Suggestions were forwarded to the Board of studies, Panjab University, Chandigarh for necessary action.
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.
Students must be made aware about the opportunities for Service Industries.	The institution frequently conducts placement drives so as to enable the students to have interaction with the renowned industrialists.
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 or tools in their teaching contexts and reflect on how these impact their students' learning
Innovative teaching strategies can be incorporated to make more effective teaching learning process.	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 in under an hour.	Number of invited talks, seminars, workshops has become random feature of DSCW to take necessary actions and implementation of ideas of experts.
Student's centricity should be more focussed for development of the whole student and encompassing social, cultural and professional aspects of the student's landscape.	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.
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.
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 assign more time keeping activities 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 (2019-2020)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Faculty engagement & inclusivity	2	2	6	0	0	36	3.60
Resources, tools & support	7	2	1	0	0	46	4.60
Faculty self-development	6	2	0	1	1	41	4.10
Innovative teaching methods	8	1	1	0	0	47	4.70
Working towards Academic Excellence	7	1	1	1	0	44	4.40
Culture - Growth mindset	6	2	1	1	0	43	4.30
Cross-pollination of Ideas, thoughts & methods	7	1	1	1	0	44	4.40
Syllabus relevance &holisticity	4	1	1	2	2	33	3.30
Pace of teaching & learning	8	1	1	0	0	47	4.70
Curriculum: flexibility, accuracy & quality	2	2	4	2	0	34	3.40
Merit-based Assessment	6	3	1	0	0	45	4.50
Student centricity	6	1	0	2	1	39	3.90

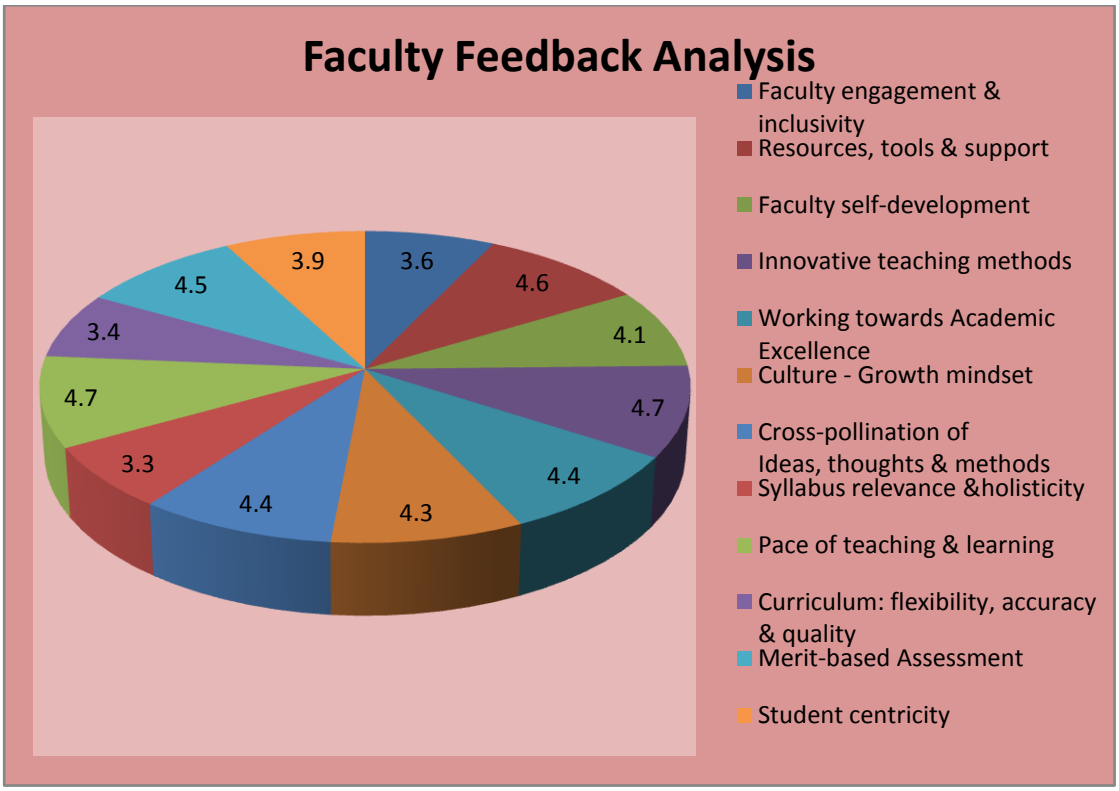

Fig.-10Weighted Mean Score of Faculty Feedback

Based on the above **Table-10** and the **Fig.-10** and the Figure it is evident that on all parameters the weighted mean score of faculty responses have been above 4.16, which means that they are completely agree with the curriculum aspects. The highest mean score was for (i) Innovative teaching methods (ii) Pace of teaching & learning. All the parameters have a mean score above 4, which mean the faculty is completely satisfied with the curriculum implementation except Syllabus relevance & holist city, Curriculum: flexibility, accuracy &quality ,Student Centricity and Faculty engagement & inclusivity. The report is transferred to the IQAC for

further discussions and deliberations.

Attributes	Weighted Mean Score	Action taken
Faculty engagement & inclusivity	3.60	The major concern is about Syllabus relevance &holisticity, Student Centricity,Curriculum: flexibility, accuracy & qualityand Faculty engagement & inclusivity rest above score is 4.16. The College and Department have no authority to change the Syllabus of the university but Department will forward the proposal to Board of Studies Members, of the Panjab University, Chandigarh for kind Consideration.
Resources, tools & support	4.60	
Faculty self-development	4.10	
Innovative teaching methods	4.70	
Working towards Academic Excellence	4.40	
Culture - Growth mindset	4.30	
Cross-pollination of Ideas, thoughts & methods	4.40	
Syllabus relevance &holisticity	3.30	
Pace of teaching & learning	4.70	
Curriculum: flexibility, accuracy & quality	3.40	
Merit-based Assessment	4.50	
Student centricity	3.90	

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 faculties.
Curriculum should be based on skill employed practices instead of rote 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 their notice.
To bridge curriculum gap Content beyond syllabus topic should be cover.	Most of the faculty members have added the content beyond syllabus topics in teaching plan and conducted.

HOD **Principal**

P.G. DEPARTMENT OF VOCATIONAL COURSES

Table 11- Faculty Feedback Analysis Report (2019-2020)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Faculty engagement & inclusivity	12	2	5	0	0	83	4.37
Resources, tools & support	10	8	1	0	0	85	4.47
Faculty self-development	11	6	2	0	0	85	4.47
Innovative teaching methods	12	6	1	0	0	87	4.58
Working towards Academic Excellence	11	5	1	1	1	81	4.26
Culture - Growth mindset	9	4	2	3	1	74	3.89
Cross-pollination of Ideas, thoughts & methods	10	6	1	1	1	80	4.21
Syllabus relevance &holisticity	8	5	1	3	2	71	3.74
Pace of teaching & learning	8	6	1	2	2	73	3.84
Curriculum: flexibility, accuracy & quality	9	6	2	2	0	79	4.16
Merit-based Assessment	8	7	1	2	1	76	4.00
Student centricity	9	6	1	2	1	77	4.05

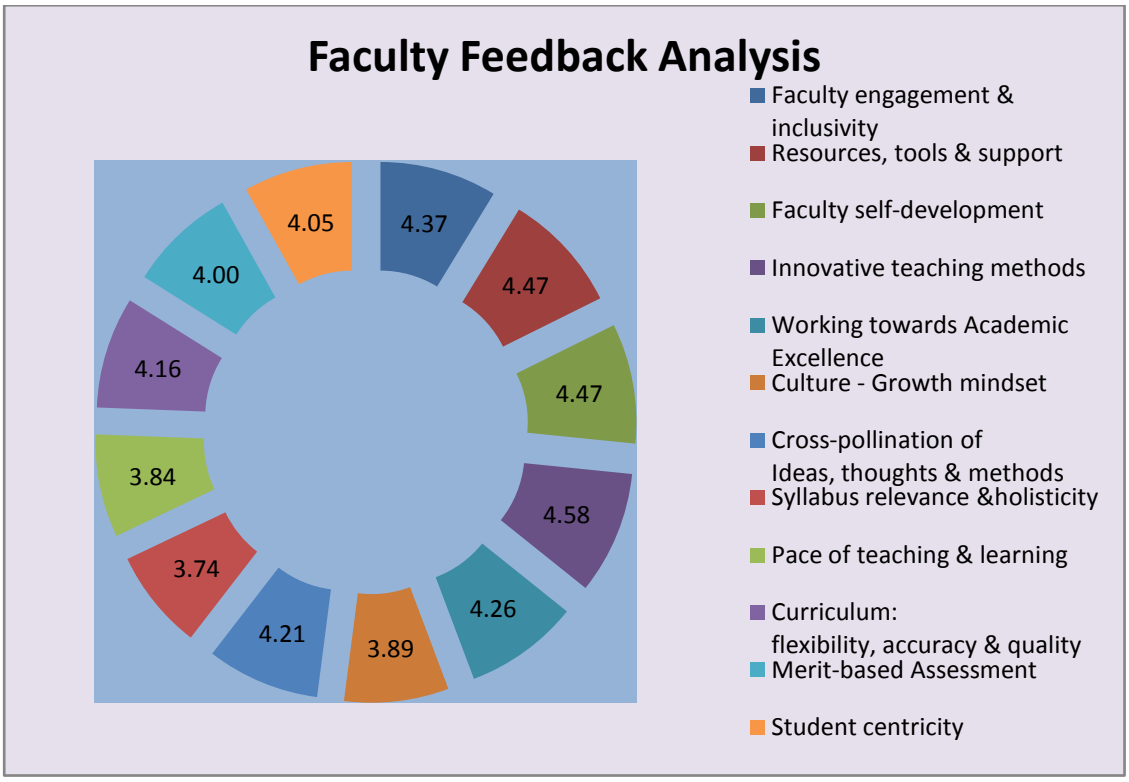

Fig.11 Weighted mean score of Faculty Feedback

Based on the above Fig.-11 it is evident that almost on all parameters the weighted mean score of teachers responses isabove 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.

Attributes	Weighted Mean Score	Action taken
Faculty engagement & inclusivity	4.37	Syllabus relevance &holisticity and pace of teaching & learning are found 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	4.47	
Faculty self-development	4.47	
Innovative teaching methods	4.58	
Working towards Academic Excellence	4.26	
Culture - Growth mind-set	3.89	
Cross-pollination of Ideas, thoughts & methods	4.21	
Syllabus relevance &holisticity	3.74	
Pace of teaching & learning	3.84	
Curriculum: flexibility, accuracy & quality	4.16	
Merit-based Assessment	4.00	
Student centricity	4.05	

Other suggestions from the faculty	Action taken
UGC NET examination should be introduced in skilled courses.	A reminder has been sent to UGC requesting the same for the courses where post-graduation is relevant.
Faculty members wanted to join Orientation program/refresher course.	With the introduction of online Orientation program/refresher course, conducive environment was generated for teachers' to join various FIPs, Refresher courses and FDPs.
Attempt should be made to improve upon the students with poor communication skills.	The college authorities allowed special classes in communicative English on the principle of equity.
Assessment should be based on practical knowledge not the rote learning.	The college authorities have announced the internal exams and tests to be based on in-depth understanding.
More workshops should be organised for improving the Life skills of the students keeping in view the present stress levels.	College organised a number of workshops on life skills.
Critical thinking skills and interpersonal skills should be emphasized.	College authorities have assigned this responsibility to the mentors.
Some steps should be taken to avoid working from the scratch with students from diverse backgrounds.	Bridge course is made compulsory for all students.
Assessment should be based oncomprehensive 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	College adopted Dulchike village for enhancing skill set of residents of this area.
Free education to needy students.	As per previous practice of the college the fees of needy students was arranged from "Poor fund".

Since the modern generation is techno-savythey tend to irk in conventional classes.	Use of ICT is not optional but mandatory.
Being skill based subject, students suffer a lot if any of their classes gets missed.	College has started the practice of uploading youtube videos of all lectures that can be assessed by students anytime anywhere.
There should be an option of revision of the lecture recorded in the smart classroom by the students.	Consent has been granted for the same.
College must organise workshops on ICT for keeping teachers abreast with technology.	A number of workshops corresponding to same were held.
Teachers should be allowed to continue their education further.	Many teachers have been allowed to continue their Ph.D. Teachers were encouraged to join MOOCs.
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.

Vandana

HOD

Navdeep Kaur

Principal

Table 12- Overall Faculty Feedback Analysis

Attributes	Arts	Commerce	Science	Computer Science	Vocational Courses
Faculty engagement & inclusivity	3.5	2.3	2.7	3.6	4.4
Resources, tools & support	4.0	4.6	4.6	4.6	4.5
Faculty self-development	4.3	4.6	4.5	4.1	4.5
Innovative teaching methods	4.3	4.9	4.2	4.7	4.6
Working towards Academic Excellence	4.3	5.0	4.2	4.4	4.3
Culture - Growth mindset	4.0	4.6	4.2	4.3	3.9
Cross-pollination of Ideas, thoughts & methods	4.3	4.6	4.3	4.4	4.2
Syllabus relevance &holisticity	4.5	3.5	3.6	3.3	3.7
Pace of teaching & learning	3.3	4.6	4.4	4.7	3.8
Curriculum: flexibility, accuracy & quality	3.4	3.9	3.6	3.4	4.2
Merit-based Assessment	4.4	4.9	3.9	4.5	4.0
Student centricity	4.4	4.6	3.5	3.9	4.1

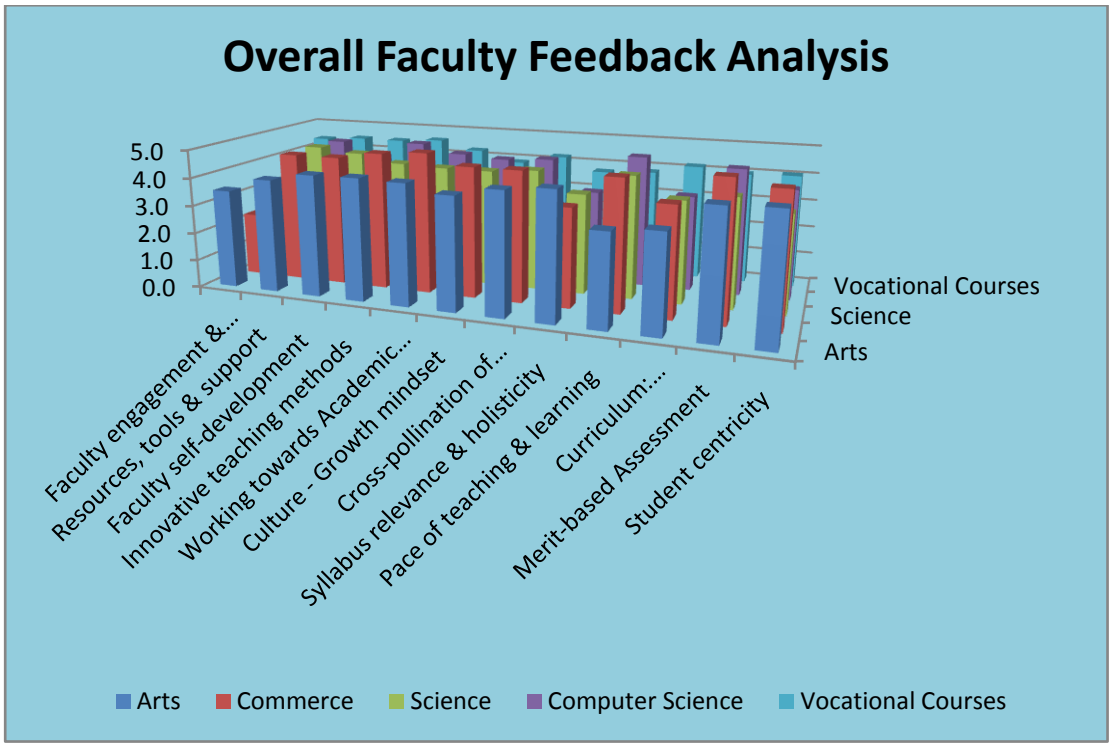

Fig 12: Weighted mean score of Overall Faculty Feedback

The overall Faculty Feedback Analysis for the year 2019-20 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 Arts followed by the Faculty Engagement and Inclusivity in all the departments except Vocational Courses. 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 except Curriculum Flexibility, Accuracy and Quality and Student Centricity in few of the departments. These results are forwarded to the higher authorities for further consideration.

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

ALUMNI FEEDBACK ANALYSIS REPORT
SESSION 2019-2020

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 (2019-2020)

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	4.16
Well-rounded Personality Development	9	5	4	6	1	90	3.6
Communicating Effectively	14	6	1	2	2	103	4.12
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	16	5	2	1	1	109	4.36
Syllabus Relevance	15	5	2	1	2	105	4.2

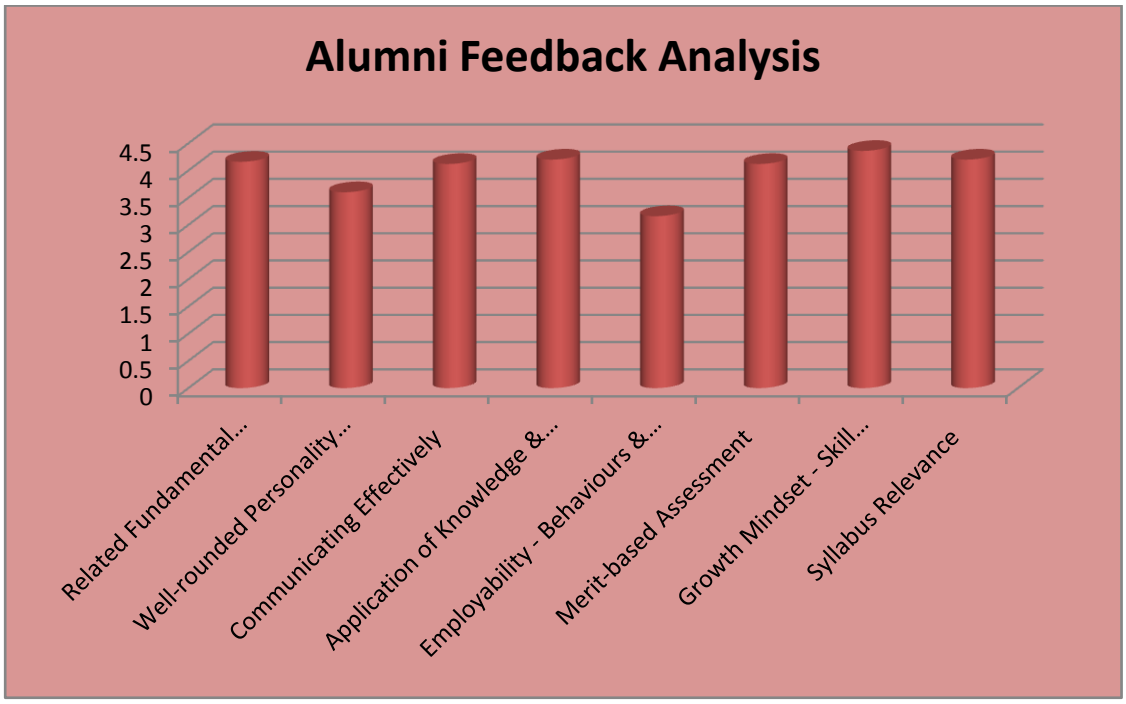

Fig.13 Weighted Mean Score of Alumni Feedback

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 alsoshowed their dissatisfactionregarding the employability behaviours and skills.

Alumni' Feedback Analysis Report

Attributes	Weighted Mean Score	Action taken
Related fundamental knowledge	4.16	Well-rounded personality development and Employability- behaviour &skills were found to be the major areas of concern of the Alumni. The suggestions were appreciated and noted for forwarding to the Head of the Institution and Board of Studies of PU ,Chd. .
Well-rounded personality development	3.6	
Communicating effectively	4.12	
Application of knowledge & skills acquired	4.2	
Employability - behaviours & skills	3.16	
Merit-based Assessment	4.12	
Growth mindset - skill assessment	4.36	
Syllabus Relevance	4.2	

Other suggestions from the Alumni	Action Taken
There should be more personality development workshops to prepare the future global leaders who should have positive outlook.	Already so many workshops are held during the year to groom the overall personality of our students.
There should be the inclusion of lectures from experts in various fields to prepare the learners for basic life skills.	This practice is already in vogue. Guest lectures on life skills / soft skills by the experts are organized quite frequently.
Syllabus should be designed as per the need of the market and it must provide hands on experience of various things. It should also include the interviews, internships etc..	The suggestions were appreciated and noted for forwarding to the board of studies of PU , Chd.
More thrust should be on effective communication skills to shine in the chosen field	Language proficiency workshops and lectures are held from time to time to enable listeners to learn the Five C's of Effective Communications- Clarity, Consistency, Creativity, Content and Connections.
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.
Research Orientation Programs should be organised to help students develop critical and analytical abilities.	Lectures and training programs are organised to introduce the students to the area of research and to develop skills to write research paper.
The alumni suggested to impart education that should be inter- disciplinary	Institution has already evolved methods to make students understand the basic concepts of different fields.
The alumni suggested to fill the gap 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.
Summer and winter trainings should be a part of the degree programme to equip the students with the tools for tackling with the local and global problems	The college authorities noted this suggestion and proposed to send it to PU, 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 stressed 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 PU, Chd. as this area regarding the framing of the syllabus comes under the preview of the higher authorities

HOD **Principal**

P.G. DEPARTMENT OF COMMERCE

Table-14 Alumni Feedback Analysis (2019-2020)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Related fundamental knowledge	20	4	1	0	0	119	4.76
Well-rounded personality development	17	5	2	1	0	113	4.52
Communicating effectively	14	3	3	4	1	100	4
Application of knowledge & skills acquired	12	8	1	2	2	101	4.04
Employability - behaviours & skills	11	8	1	3	2	98	3.92
Merit-based Assessment	9	9	2	2	3	94	3.76
Growth mindset - skill assessment	14	7	3	1	0	109	4.36
Syllabus Relevance	19	3	1	1	1	113	4.52

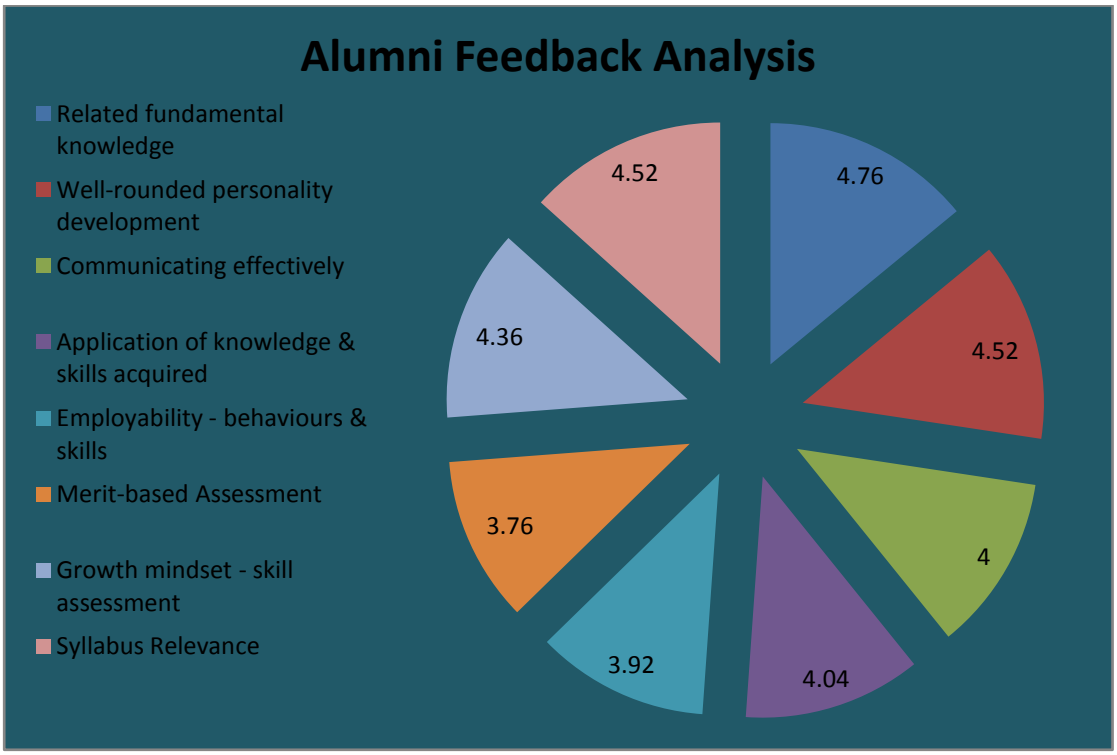

Fig.14 Weighted Mean Score of Alumni's Feedback

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 exceptEmployability - Behaviours & Skillsand Merit based Assessment.

Attributes	Weighted Mean Score	Action taken
Related fundamental knowledge	4.76	Employability - behaviours & skillsand Merit based assessment are the major areas of concern of the alumni. The suggestions were appreciated and institute is working to strengthen the placement cell.For merit based assessment the matter will be submitted to Panjab University, Chandigarh.
Well-rounded personality development	4.52	
Communicating effectively	4	
Application of knowledge & skills acquired	4.04	
Employability - behaviours & skills	3.92	
Merit-based Assessment	3.76	
Growth mindset - skill assessment	4.36	
Syllabus Relevance	4.52	

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.
There should be the inclusion of lectures from experts in various fields to prepare the learners for basic life skills.	This practice is already in vogue. Guest lectures on life skills / soft skills by the experts are organized quite frequently.
Syllabus should be designed as per the need of the market and it must provide hands on experience of various things. It should also include the interviews, internships etc.	The suggestions were appreciated and noted for forwarding to the board of studies of PU , Chd.
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 P.U., Chd. as this area regarding the framing of the syllabus comes under the preview of the higher authorities
Assessment should be on the basis of integrated and overall learning of the students.	College is bound to follow the assessment criteria formulated by Panjab University, Chandigarh.
Research Orientation Programs should be organised to help students develop critical and analytical abilities.	Lectures and training programs are organised to introduce the students to the area of research and to develop skills to write research paper.

HOD **Principal**

P.G.DEPARTMENT OF SCIENCE

Table-15 Alumni Feedback Analysis (2019-2020)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Related fundamental knowledge	18	4	1	1	1	112	4.48
Well-rounded personality development	13	7	2	1	2	103	4.12
Communicating effectively	15	7	2	0	1	110	4.4
Application of knowledge & skills acquired	15	5	1	2	2	104	4.16
Employability - behaviours & skills	9	7	4	3	2	93	3.72
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	14	6	2	1	2	104	4.16

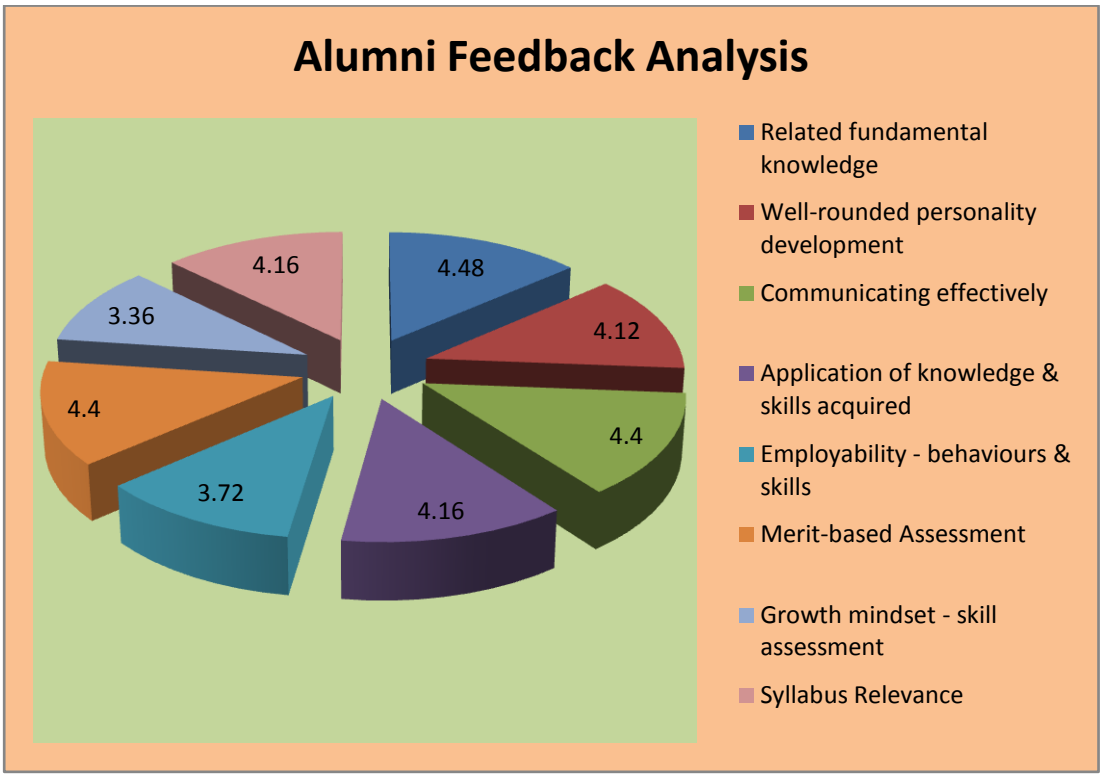

Fig.15 Weighted Mean Score of Alumni Feedback

From above analysis, it is clear that skill gap is probably the one biggest problem alumni is facing today which leads to millions of graduates but very low employment. This gap occurs due to the initiation of new technologies and digitalization. The gap can also indicate a need forchanging the recruitment methodologies, establish a career development platform, packages to encourage worker engagement. The other challenge faced by alumni is lack of growth mindset which leads to internalizing failure.

Attributes	Weighted Mean Score	Action taken
Related fundamental knowledge	4.48	The major concern is about Growth mind set - skill assessment and employability-behaviour & skills. The concerns will be
Well-rounded personality development	4.12	

Communicating effectively	4.4	forwarded to IQAC for organizing more invited talks by expertise to self-regulate and manage the thoughts and actions of students to drive them towards successful results.
Application of knowledge & skills acquired	4.16	
Employability - behaviours & skills	3.72	
Merit-based Assessment	4.40	
Growth mindset - skill assessment	3.36	
Syllabus Relevance	4.16	

Other suggestions from the Alumni	Action taken
To encapsulate the purpose of the course grounding in the basics and fundamental knowledge of a subject.	Syllabus related suggestions will be forwarded to Board of Studies, Panjab University, and Chandigarh for their kind consideration.
There is dire need of involving alumni through social media resources like Twitter, Linkedin etc.	As alumni are a valuable asset and resource when it comes to fundraising, recruitment, and retention. A solid alumni engagement campaign can have concrete and significant benefits. In consideration to demand of alumni institution form blog of each department to connect with former students.
Syllabus should be amended as per the requirement of Industry/Academia to meet employment based needs.	Any suggestion regarding relevance of syllabus will be forwarded to Board of Studies, Panjab University, Chandigarh for their kind consideration. Associate Teachers of DSCW, who has been selected as a member of Board of studies also sent their recommendations for the amendment of syllabi as per need of the hour.
Apart from good educational credentials there is a necessity to develop all rounded personality.	Large number of guest lectures and seminars are organized to cultivate the eagerness and inquisitiveness to integrate academic learning with personal improvement and individual growth.
According to alumni there must be autosuggestion in practice in which individuals guide their own thoughts and grievances.	Institution introduce autosuggestion box in each block, so that students can put their suggestion, thoughts, grievances to cure troubles of students and extend the domain of thinking.
There is a dire need of initiation of new technologies and digitalization.	Faculty of the Institution worked day and night for latest projects and got grants from different agencies to buy new softwares and advance equipments to update laboratories as per need of the hour.
To organize Research Orientation Program which can facilitates the students in grasping a systematic methodology for research.	Random lectures on research methodology are organized to introduce the basic concept of research.

To create multiple situations or problems that are very different on the surface but that all draw on the same knowledge i.e. to enhance mind-set skill assessment.	Class tests, Assignments, multiple questions exams, quiz competitions are randomly conducted to equip the skill of application of concept.
Assessment should 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.

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	9	5	5	3	3	89	3.56
Well-rounded personality development	18	4	2	1	0	114	4.56
Communicating effectively	12	7	3	2	1	102	4.08
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	20	4	1	0	0	119	4.76
Growth mind-set - skill assessment	16	5	3	1	0	111	4.44
Syllabus Relevance	19	3	1	1	1	113	4.52

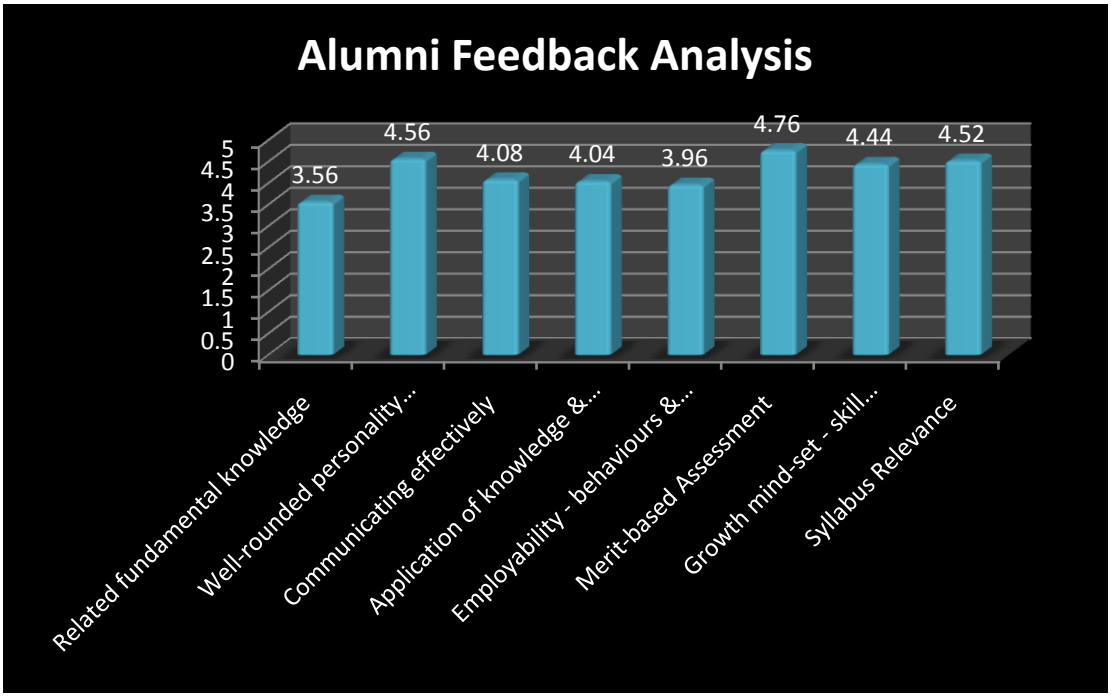

Fig.16 Weighted Mean Score of Alumni Feedback

Based on the above **Table-16** it is evident that on all parameters the weighted mean score of alumni responses have been above 4.1, which means that they are completely agree with the curriculum aspects. The highest mean score was for (i)Related fundamental knowledge (ii)Application of knowledge & skills acquired. All the parameters have a mean score above 4, which means they are completely satisfied with the exceptEmployability - 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	3.56	Employability - behaviours &skills and Related fundamental knowledge 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 towards successful results.
Well-rounded personality development	4.56	
Communicating effectively	4.08	
Application of knowledge & skills acquired	4.04	
Employability - behaviours & skills	3.96	
Merit-based Assessment	4.76	
Growth mindset - skill assessment	4.44	
Syllabus Relevance	4.52	

Other suggestions from the Employer	Action taken
Skill development courses should be included 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.
Python Programming, Block Chain Technology and many other technologies are widely being used by Industries. So, these type of technologies should be taught during training to improve employability.	Proposal will be forwarded to Board of Studies, Panjab University, and Chandigarh
There should be more emphasis on communication skills, problem solving attitude and analytical abilities.	To enhance the skills of students, Different Enrichment programmes are being organised by department.
Students should 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.
Organizations can assess individuals and departments' weaknesses then identify areas which may require additional training and support.	Time to Time feedback from individuals and departments is collected.

HOD **Principal**

P.G.DEPARTMENT OF VOCATIONAL COURSES

Table-17 Alumni Feedback Analysis(2019-2020)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Related fundamental knowledge	20	2	2	1	0	116	4.64
Well-rounded personality development	8	6	1	5	5	82	3.28
Communicating effectively	10	10	5	0	0	105	4.20
Application of knowledge & skills acquired	12	6	4	2	1	101	4.04
Employability - behaviours & skills	13	5	2	4	1	100	4.00
Merit-based Assessment	20	4	1	0	0	119	4.76
Growth mindset - skill assessment	13	8	2	2	0	107	4.28
Syllabus Relevance	12	8	4	1	0	106	4.24

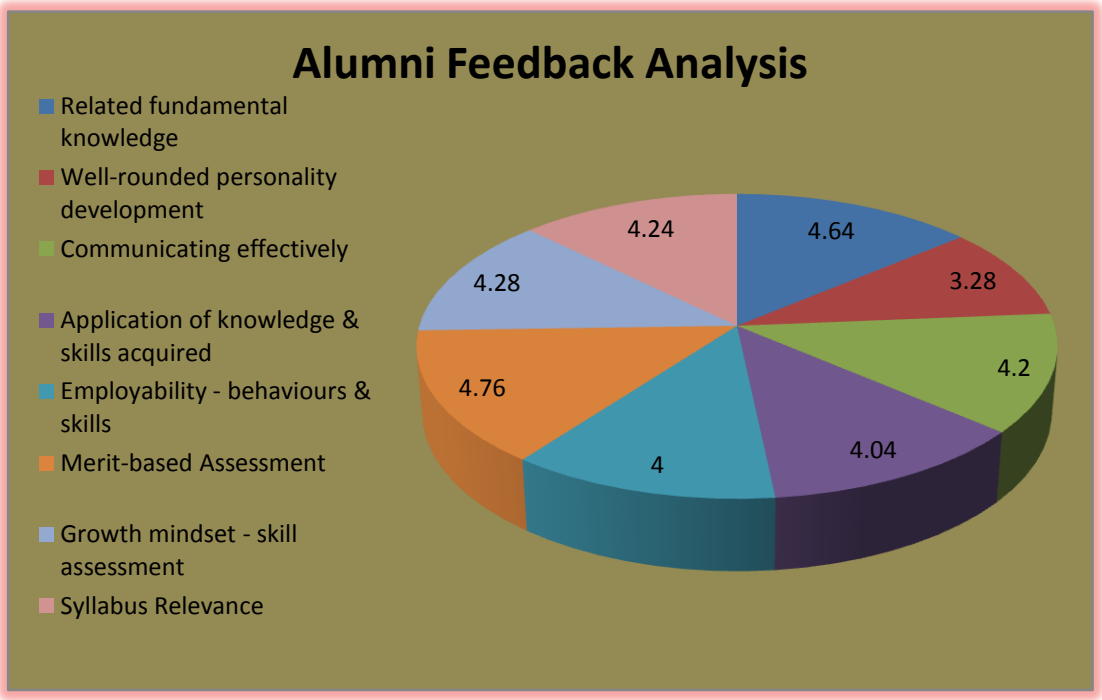

Fig.17 Weighted Mean Score of Alumni's Feedback

Based on the above fig 17 it has been found it is evident that for all parameters the weighted mean score of alumni responses have been above 4, which means that they completely agree with all the aspects. The highest mean score was for (i) Merit-based Assessment (ii) Related fundamental knowledge. All the parameters have a mean score above 4, which means a high level of alumni's satisfaction, except for well-rounded personality development. The report was handed-over to the IQAC for further discussions and deliberations.

Attributes	Weighted Mean Score	Action taken
Related fundamental knowledge	4.64	Well-rounded personality development is the area of concern. Efforts will be made to improve the overall

Well-rounded personality development	3.28	personality of the students.
Communicating effectively	4.20	
Application of knowledge & skills acquired	4.04	
Employability - behaviours & skills	4.00	
Merit-based Assessment	4.76	
Growth mindset - skill assessment	4.28	
Syllabus Relevance	4.24	

Other Suggestions from Alumni's	Action Taken
The curriculum should include preparation for competitive exams.	The suggestion has been passed to Panjab university, Chandigarh as the curriculum has been designed by the university.
The curriculum should include hands on practice as per the various hospital installed software.	The software functioning is dealt with during the training programme.
The syllabus should include critical thinking.	The suggestion has been passed to Panjab university, Chandigarh as the curriculum has been designed by the university.
Students should also be assessed based on their internship performance.	The summer training program is being assessed.
Student should be prepared for public relations.	It is taken care during the internship.
More number of visits should be conducted.	The suggestion has been passed to the college authorities.
The syllabus should include more of human resources and medical laws.	The suggestion has been passed to Panjab university, Chandigarh as the curriculum has been designed by the university.
The students should be trained both for verbal and written communication skills.	Classes are being taken separately for communication skills.
The analytical and technical skills should arm the students to work in team and independently.	Group discussions and teamwork are encouraged for this.
Personality development and image consultancy should also be given adequate importance.	Various interdepartmental seminars are held on personality development.

Vandana

HOD

Navdeep Kaur

Principal

Table 18- Overall Alumni Feedback Analysis (2019-2020)

Attributes	Arts	Commerce	Science	Computer Science	Vocational Courses
Related fundamental knowledge	4.16	4.76	4.48	3.56	4.64
Well-rounded personality development	3.6	4.52	4.12	4.56	3.28
Communicating effectively	4.12	4	4.4	4.08	4.2
Application of knowledge & skills acquired	4.2	4.04	4.16	4.04	4.04
Employability - behaviours & skills	3.16	3.92	3.72	3.96	4
Merit-based Assessment	4.12	3.76	4.4	4.76	4.76
Growth mindset - skill assessment	4.36	4.36	3.36	4.44	4.28
Syllabus Relevance	4.2	4.52	4.16	4.52	4.24

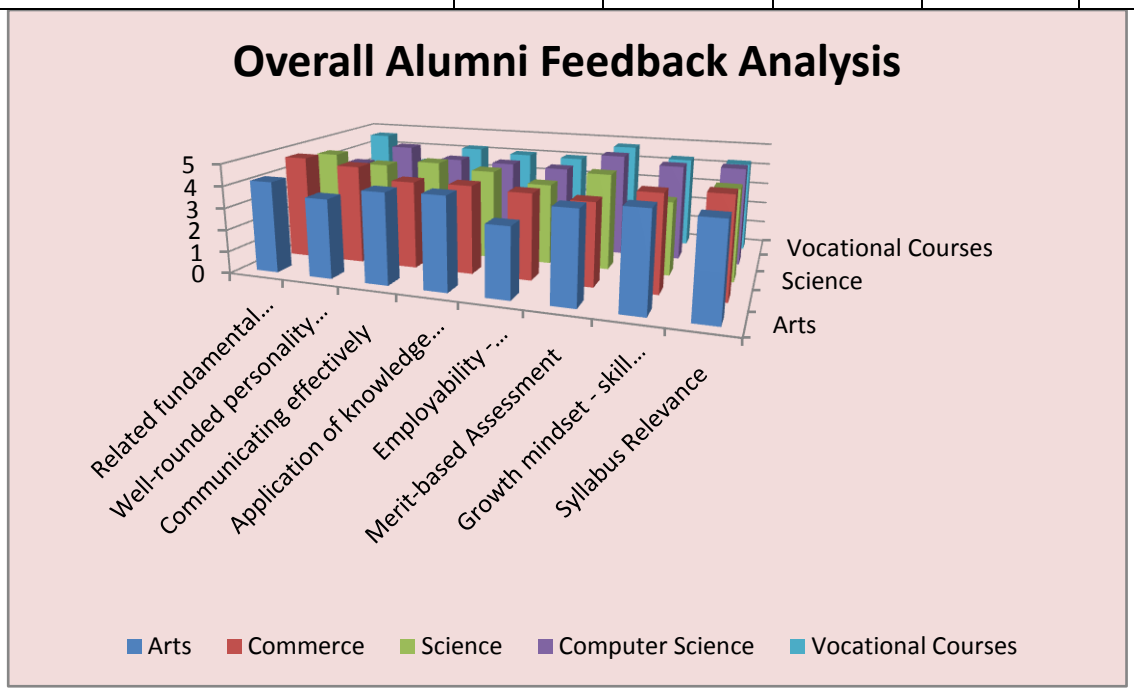

Fig.18 Weighted Mean Score of Overall Alumni's Feedback

The above table-18 explains the overall alumni's feedback analysis for the year 2019-2020. 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 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 except few departments. The analysis output is forwarded to the higher authorities for further consideration.

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

INDUSTRY PARTNER FEEDBACK ANALYSIS REPORT
SESSION 2019-2020

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

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 (2019-2020)

Attributes	Completely agree	Agree	Somewhat agree	Don't agree	Completely disagree	Weighted Score	Weighted Mean Score
Related Fundamental Knowledge	7	2	1	0	0	46	4.6
Well-rounded Personality Development	6	2	1	1	0	43	4.3
Communicating Effectively	5	2	2	1	0	41	4.1
Application of Knowledge & Skills Acquired	7	1	1	1	0	44	4.4
Employability - Behaviours & Skills	3	3	2	1	1	36	3.6
Merit-based Assessment	5	1	1	2	1	37	3.7
Growth Mind-set - Skill Assessment	5	2	2	1	0	41	4.1

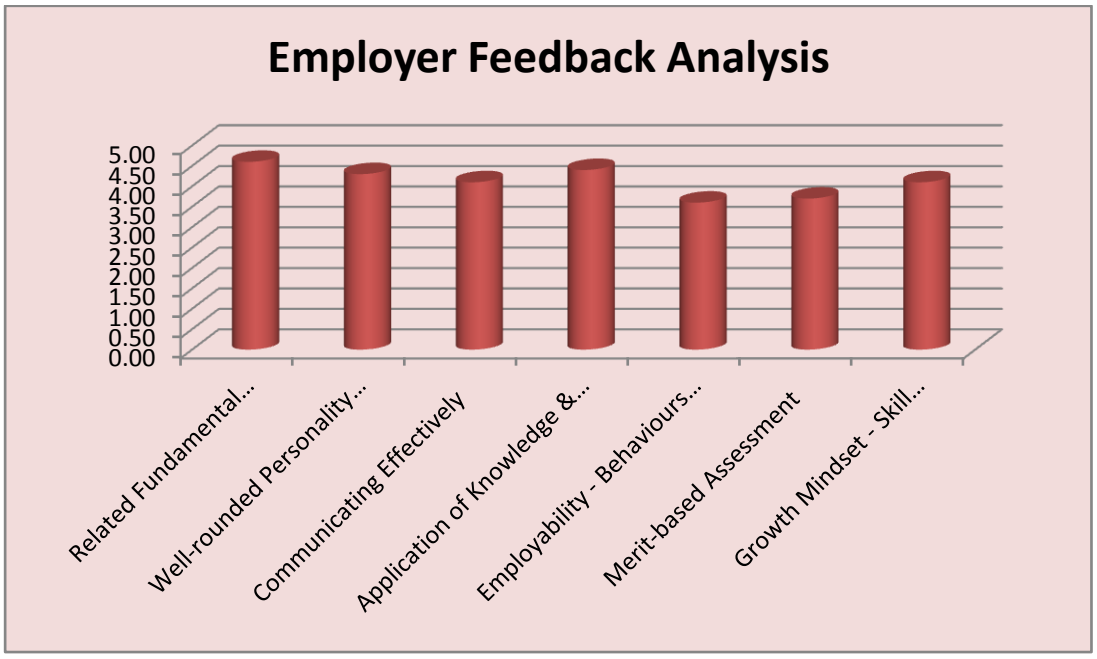

Fig.19 Weighted Mean Score of Employers' Feedback

Based on the above **Table-16** it is evident that on all parameters the weighted mean score of alumni responses have been above 4.1, which means that they are completely agree with the curriculum aspects. The highest mean score was for (i)Related fundamental knowledge (ii)Application of knowledge & skills acquired. All the parameters have a mean score above 4, which means they are completely satisfied with the exceptEmployability - behaviours & skills and Merit based assessment. The report is transferred to the IQAC for further discussions and deliberations.

Employer's Feedback Analysis Report

Attributes	Weighted Mean Score	Action taken
Related fundamental knowledge	4.6	Employability - behaviours &skills and Merit based assessment are the major areas of concern of the Employer and following actions were taken. The concerns will be forwarded to IQAC for
Well-rounded personality development	4.3	
Communicating effectively	4.1	

Application of knowledge & skills acquired	4.4	organizing more invited talks by expertise to self-regulate and manage the thoughts and actions of students to drive them towards successful results.
Employability - behaviours & skills	3.6	
Merit-based Assessment	3.7	
Growth mindset - skill assessment	4.1	

Other suggestions from the Employer	Action taken
Skill development courses should be included 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.
Python Programming, Block Chain Technology and many other technologies are widely being used by Industries. So, these type of technologies should be taught during training to improve employability.	Proposal will be forwarded to Board of Studies, Panjab University, and Chandigarh
There should be more emphasis on communication skills, problem solving attitude and analytical abilities.	To enhance the skills of students, Different Enrichment programmes are being organised by department.
Students should 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.
Organizations can assess individuals and departments' weaknesses then identify areas which may require additional training and support.	Time to Time feedback from individuals and departments is collected.

HOD **Principal**

P.G.DEPARTMENT OF VOCATIONAL COURSES

Table-20 Employer Feedback Analysis (2019-2020)

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	4.49
Well-rounded Personality Development	54	10	4	1	1	270	3.86
Communicating Effectively	45	17	5	1	2	312	4.46
Application of Knowledge & Skills Acquired	30	10	20	8	2	268	3.83
Employability - Behaviours & Skills	33	27	6	2	2	297	4.24
Merit-based Assessment	30	12	20	4	4	306	4.37
Growth Mindset - Skill Assessment	44	13	10	1	2	306	4.37

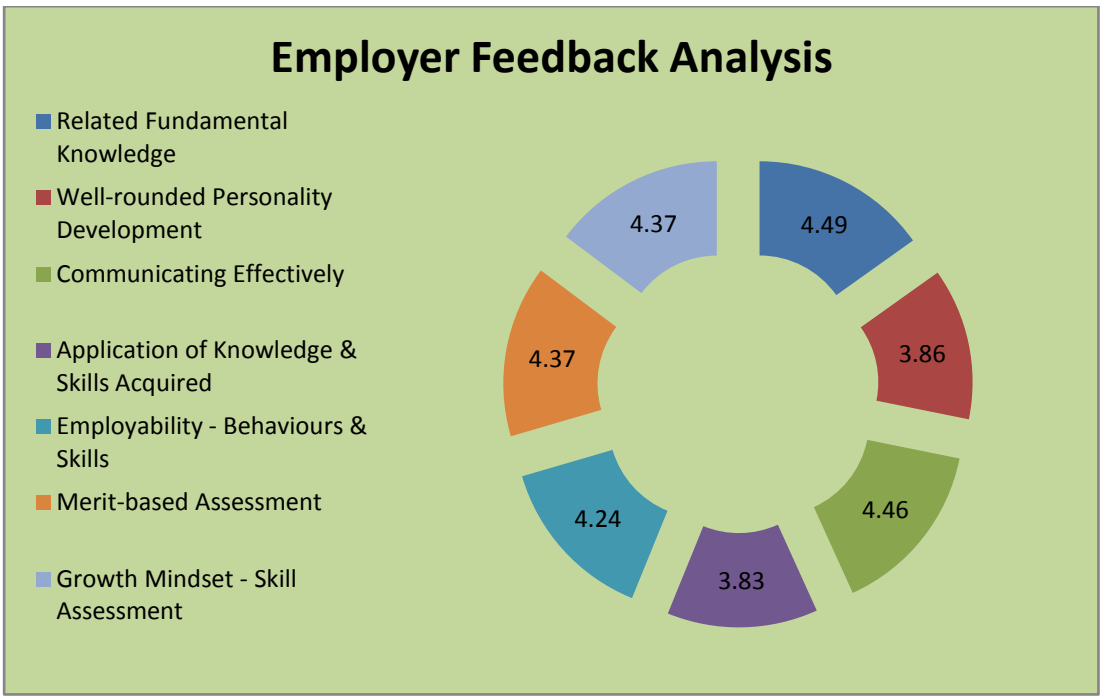

Fig.20 Weighted Mean Score of Employers' Feedback

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 forrelated 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 Well-rounded personality development.

Attributes	Weighted Mean Score	Action taken
Related Fundamental Knowledge	4.49	Well-rounded personality development and application of knowledge & skills acquired are major areas of concerns of the employer. The professional standards should define the learning
Well-rounded Personality Development	3.86	
Communicating Effectively	4.46	

Application of Knowledge & Skills Acquired	3.83	outcomes with main emphasis on attitudes and transferable skills.
Employability - Behaviours & Skills	4.24	
Merit-based Assessment	4.37	
Growth Mind-set - Skill Assessment	4.37	

Other Suggestions from the employers	Action taken
Vocationalisation of education is the dire need of the times. Skill based learningshould be linked with initial education and learning outcomes for each courses.	Already vocational courses are designed and executed by the institute to make the education skill –oriented.
There should be more opportunities for students to learn and embrace emerging technologies.	The institute always focuses on providing the latest technology and tools to the faculty and students. Smart class rooms and subject related softwares have introduced to make teaching learning technology based.
More emphasis should be given on work experience and internships to explore their skills .	Institution has already designed the curriculum in this way so that at the end of every semester 4-6 weeks internship is compulsory.
Students should modify their resume to each job description and include certifications, side projects, statistics, soft and analyticalskills,	The institution has already designed the curriculum in this way that research soft and technical skills assigned to the students of last semester, so that students well trained for the employment.
There should be more co-ordination between technical and soft skills.	Professional standards are confirmed by government and contain national level requirements for professional knowledge, skills and competences for each course..
This is the need of the hour that students should have expertise for each critical skill set.	Hand on practise is provided to students to build the confidence.
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.

Vandana

HOD

Navdeep Kaur

Principal

Table 21- Overall Industry Partners Feedback Analysis (2019-2020)

Attributes	Computers	Vocational Courses
Related fundamental knowledge	4.6	4.5
Well-rounded personality development	4.3	3.9
Communicating effectively	4.1	4.5
Application of knowledge & skills acquired	4.4	3.8
Employability - behaviours & skills	3.6	4.2
Merit-based Assessment	3.7	4.4
Growth mind-set - skill assessment	4.1	4.4

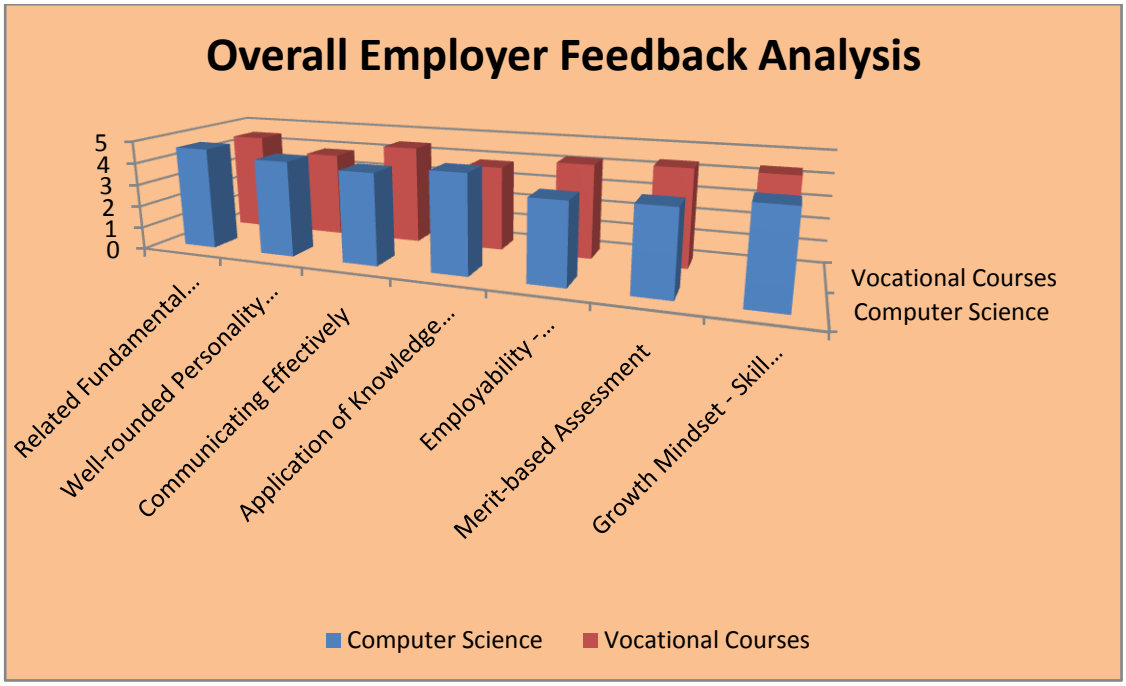

Fig.21 Weighted Mean Score of Overall Employers' Feedback

The table-21 interprets the view point of industry partners regarding curriculum for the year 2019-2020 of Computer Science and Vocational Courses. From the table, it can be described that industries are found more satisfied with Related Fundamental Knowledge and Communicating Effectively whereas rest of the factors were found area of concern in either case. 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 yourhonest & 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					

S.no.	Statement	5	4	3	2	1
	the Course of Study.					
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:**