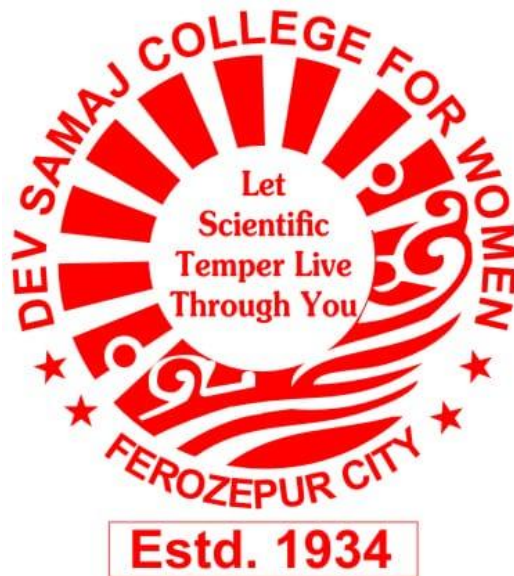


Dev Samaj College for Women

IQAC (Internal Quality Assurance Cell)

DESIGN DOCUMENT

Framework for seeking 360⁰ Feedback



Submitted to:

IQAC

DevSamaj College for Women

Ferozpur 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 360⁰ 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 360⁰ Feedback Framework is the essential & true dip-stick test of the Academics, Co-curricular, Extra-curricular and Overall External Perception of the College. DSCW takes immediate and serious introspective corrective measures, derived from the analysis & learning of the feedback received.

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





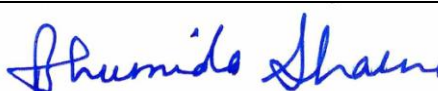




The table below describes the holistic design elements of this Framework used to seek 360⁰ Feedback for DSCW.

| # | Element Name | Description |
|----|---|---|
| A. | Range of Feedback Providers | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> a. Hard Copy Form – handwritten response b. via e-mail: Electronic Survey Form c. DSCW Website Survey Form |
| C. | Types of Feedback | <ol style="list-style-type: none"> I. Internal <ul style="list-style-type: none"> • Quantitative II. External <ul style="list-style-type: none"> • Quantitative |
| D. | Key Functional Areas or Fields for which feedback is being sought | <ol style="list-style-type: none"> 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 | <p>See Appendix A below. A detailed schedule of sending, receiving, analysing and reporting of this 360⁰ Feedback is given in Section '<i>Prescribed Schedule</i>' below.</p> |
| F. | Feedback Scoring Mechanism | <p>See Appendix B below. The attached document provides the empirical rules and scoring mechanism for the various survey forms.</p> |
| G. | Recommended Survey Questions in each Category | <p>See Appendix C, D, E & F below</p> |

APPENDIX A: Prescribed Schedule

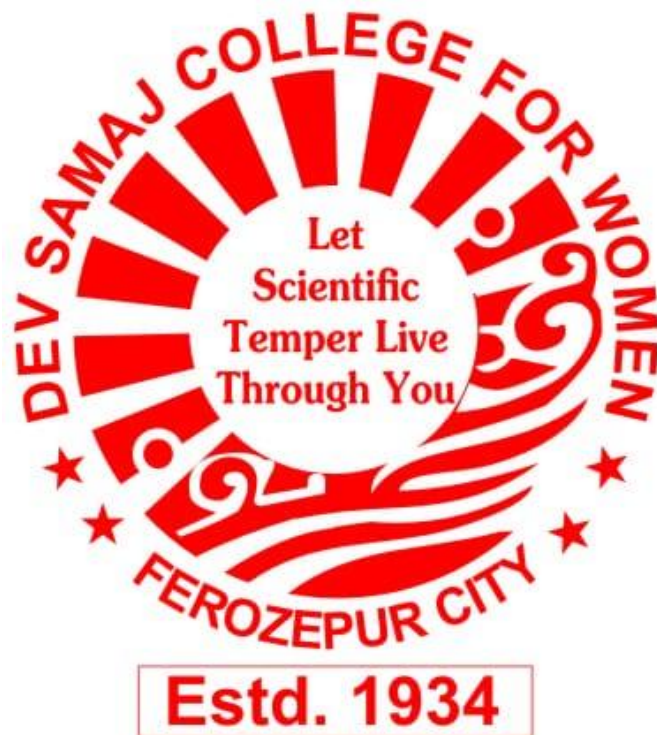
| Group Types | Type | Mode | Frequency | Timing |
|---|----------|---|-----------|--|
| Group A: 1. Present students | Internal | Hard copy | Annual | 1 month before the end of the Academic session |
| Group B: 1. Alumni or ex-students | External | a. Web Form b. E-surveys c. Hard copy | Annual | 1.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

Feed Back Analysis Cell

| Name | Designation | Signature |
|--------------------|---------------------------------------|---|
| Dr. Sangeeta | Chairperson |  |
| Dr. Nishant Juneja | IQAC Coordinator |  |
| Mrs. Leena Kakkar | Convener-Feedback Analysis Cell |  |
| Dr. Anju Bala | Joint Convener-Feedback Analysis Cell |  |
| Dr. Bhumida Sharma | Member- Arts Department |  |
| Dr. Manish Kumar | 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 2021-22



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 2021-22, total number of students were =**1706** Therefore **N=1706**, Taking the confidence level of 95 %, e = 5% (error tolerance)

$$\text{So } n = 1706 \div (1 + 1706 (0.05)^2)$$

$$n = 1706 / 5.27, \text{ Therefore } n = 324$$

Therefore, minimum 324 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 (2021-2022)

| | Completel y agree | Agree | Partiall y agree | Don't agree | Completel y disagree | weighted Score | Weighte d 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 |

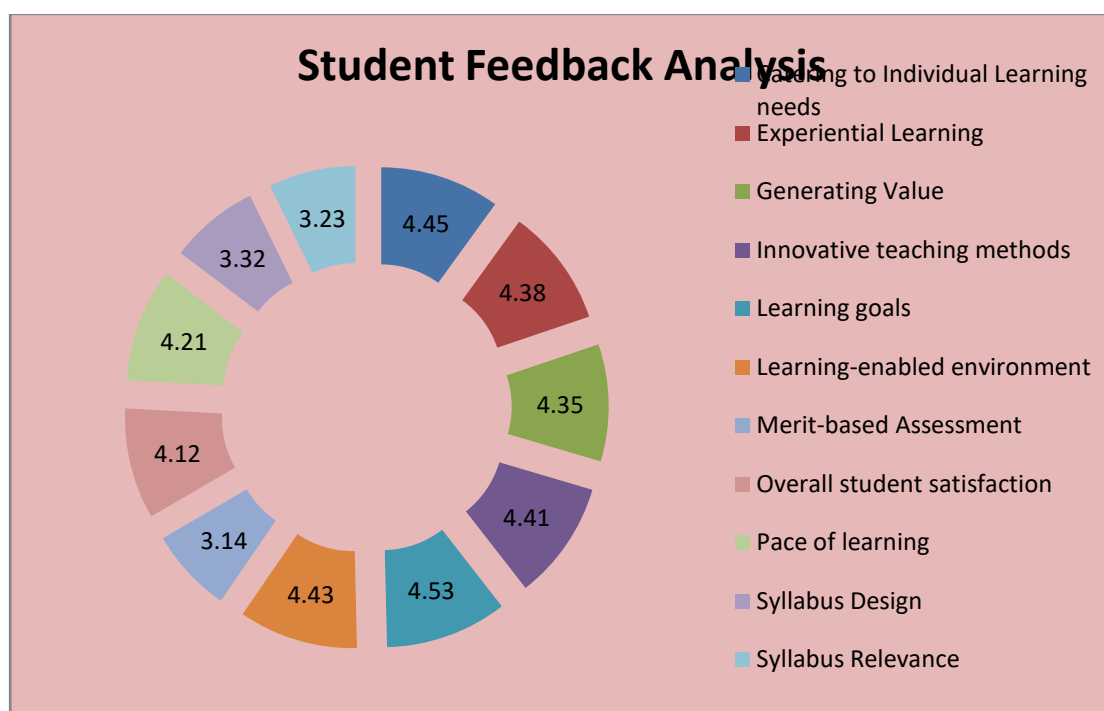


Fig.1 Weighted Mean Score of Student's Feedback

Based on the above Table-1 and the Fig.-1 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 | |

| Suggestions From the Students | Action Taken |
|---|--|
| Most of the students in DSCW are from rural background. Some of them have problem in understanding and using English language. Some students expressed that there should be extra English learning classes for the students who lack basic knowledge of English language. | This suggestion of the students was discussed and the decision was made that two extra classes in a weak would be taken to improve the knowledge of the students in English language. |
| The teaching should maintain a more collaborative approach between traditional learning methods through classroom teaching and modern methods of teaching through ICT. | After consulting the matter with the authorities it was decided that all the teachers would make full use of the technical tools and online sources along with traditional learning through classroom teaching. |
| The curriculum should equip the students with the skills required to use a language competently resulting in communication proficiency. | The concern of the students was taken into consideration and the decision was taken to adopt the specific methodologies to generate communicative skills. |
| The students of post graduation expressed desire for the preparation of the UGC-NET Paper I. The department was already guiding the students for Paper 2 and the students desired guideline classes for Paper 1 as well along with Paper 2. | As DSCW takes care of students in every aspect. This matter was discussed with the authorities and it was decided that the department would prepare the students for the UGC-NET Paper I along with Paper 2. |
| The weak students who can't keep pace with the normal students should be given special attention. | DSCW always takes care of its weak students through remedial classes. Despite this, the concern of the students was taken into consideration and the teachers took initiatives to raise the level of the weak students through more extra classes. |
| The ambitious students of the college suggested arranging more guidance classes for their career so that they can prepare themselves for the upcoming challenges in the future. | This was a very valid point raised by the students. DSCW is always concerned about the future of its students. So, this matter was into consideration and considerable action was taken. |

| | |
|--|---|
| The students expressed that there should be some more journals and magazines of international repute in the library. | This point was discussed with the authorities and students were asked to give the list of the journals and magazines which they want to be in library to the librarian. |
| To provide career guidance and expert talks by industrialists. | career guidance lectures are conducted and a lot of reading material on these areas is included in library .Expert guidance lectures are also conducted time to time on different topics to inculcate interest in subjects. |
| More Focus on inter-disciplinary activities of the courses. | Inter departmental research initiatives is encouraged by the teachers. |
| Teaching should focus more on practical aspects. Projects should be given more weightage as evaluation component | Students are always encouraged to take up research-based projects. Entrepreneurial skills of the students are encouraged by making them involved in hands-on activities. |
| Slow learners and advanced learners should be given more attention according to their needs. | Bridge Courses and skill-oriented courses have been introduced to bridge the knowledge gap and to make students more skilled |
| Subjects of theoretical background can be made more interactive with the help of increasing "Activity Based Learning " | To make a subject interesting faculty members are guided to incorporate various innovative methods in their teaching methodologies |


HOD


Principal

P.G. DEPARTMENT OF COMMERCE

Table-2 Student's Feedback Analysis (2021-2022)

| Attributes | Completely agree | Agree | Somewhat agree | Don't agree | Completely disagree | Weighted Score | Weighted Mean Score |
|---------------------------------------|------------------|-------|----------------|-------------|---------------------|----------------|---------------------|
| Catering to Individual Learning needs | 22 | 20 | 28 | 12 | 18 | 316 | 3.16 |
| Experiential Learning | 62 | 20 | 8 | 9 | 3 | 435 | 4.35 |
| Generating Value | 60 | 21 | 9 | 5 | 5 | 426 | 4.26 |
| Innovative teaching methods | 61 | 23 | 5 | 5 | 6 | 428 | 4.28 |
| Learning goals | 65 | 12 | 10 | 5 | 8 | 421 | 4.21 |
| Learning-enabled environment | 60 | 23 | 7 | 5 | 5 | 428 | 4.28 |
| Merit-based Assessment | 58 | 25 | 5 | 6 | 6 | 423 | 4.23 |
| Overall student satisfaction | 60 | 26 | 6 | 5 | 3 | 435 | 4.35 |
| Pace of learning | 25 | 20 | 18 | 22 | 15 | 318 | 3.18 |
| Syllabus Design | 23 | 18 | 20 | 30 | 9 | 316 | 3.16 |
| Syllabus Relevance | 60 | 22 | 5 | 8 | 5 | 424 | 4.24 |

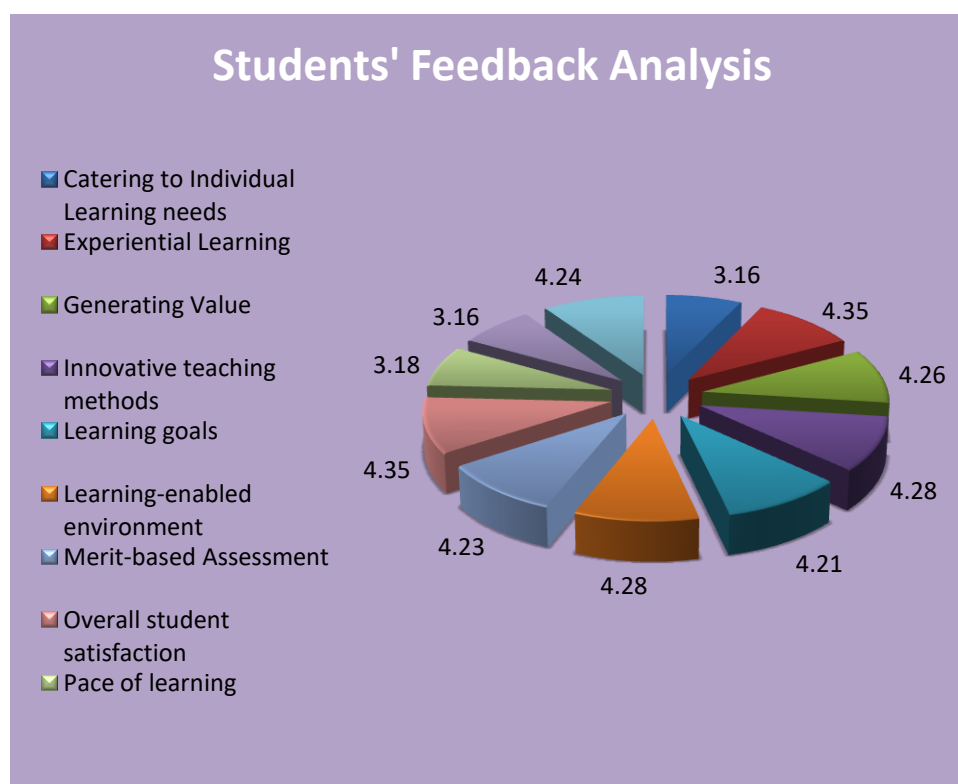


Fig.2 Weighted Mean Score of Student's Feedback

Based on the above Table-2 and the Fig.-2 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 was for (ii)Experiential Learning and overall student satisfaction (viii). Almost all the parameters have a mean score above 4, which means the students are completely satisfied with the curriculum implementation, innovative methods, the guidance, mentorship, resources, study material provided and relevance of the syllabus. The students showed their dissatisfaction regarding the pace of learning because of the voluminous syllabi that caters less to Individual Learning needs and regarding the framing of syllabus.

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

| Attributes | Weighted Mean Score | Action taken |
|---------------------------------------|---------------------|--|
| Catering to Individual Learning needs | 3.16 | <p>Syllabus design, pace of learning and attention to individual learning needs are the major area of concern of the students.</p> <ul style="list-style-type: none"> • It was decided that the solution of Catering to Individual Learning needs lies in having the option of Choice based curriculum. • The students expressed their dissatisfaction regarding not having enough time to prepare the voluminous syllabi within a limited time in each semester. The matter was brought to the notice of the Head of the Institution. The framing of syllabus falls under the jurisdiction of the Board of Studies, Panjab University, Chandigarh. So, it was decided that the matters related to the framing of syllabus will be conveyed to Board of Studies, Panjab University |
| Experiential Learning | 4.35 | |
| Generating Value | 4.26 | |
| Innovative teaching methods | 4.28 | |
| Learning goals | 4.21 | |
| Learning-enabled environment | 4.28 | |
| Merit-based Assessment | 4.23 | |
| Overall student satisfaction | 4.35 | |
| Pace of learning | 3.18 | |
| Syllabus Design | 3.16 | |
| Syllabus Relevance | 4.24 | |

| Other suggestions from the students | Action taken |
|--|---|
| Institution should arrange guidance classes to prepare the students for competitive examination. | The department is practising UGC/NET classes to guide the post graduate students which help in cracking exam. |
| 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. |
| 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


Principal

P.G. DEPARTMENT OF SCIENCE

Table-3 Student Feedback Analysis (2021-2022)

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

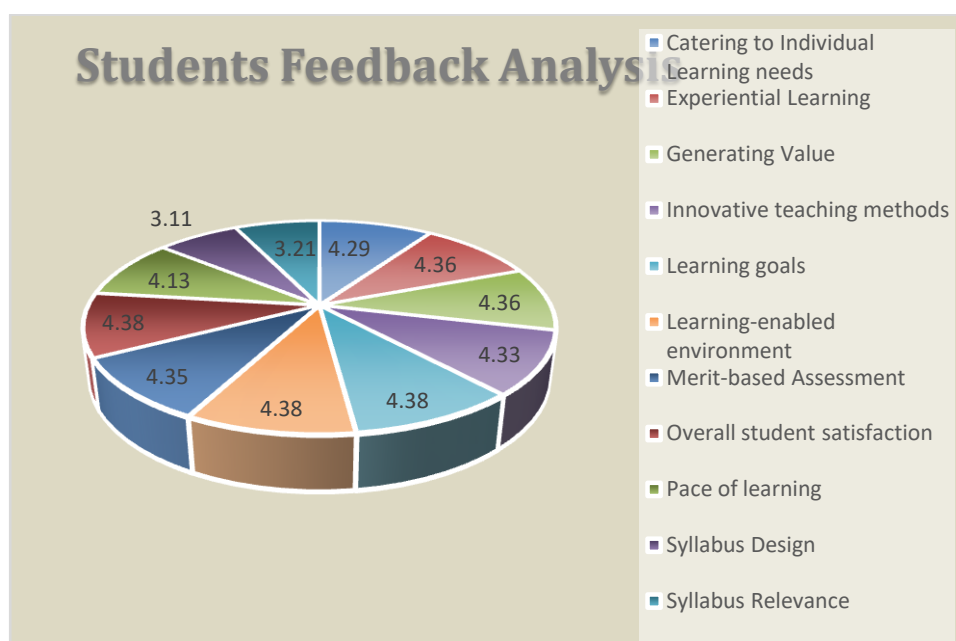


Fig.3 Weighted Mean Score of Students' Feedback

Based on the above Table-3 and the Fig.-3 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 learning goals and learning enabled environment etc. 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 syllabus relevance and designing of syllabus.

| Attributes | Weighted Mean Score | Action taken |
|---------------------------------------|---------------------|---|
| Catering to Individual Learning Needs | 4.29 | Syllabus Relevance and Syllabus Design are the major areas of concern of the students. Matter is forwarded to the university |
| Experiential Learning | 4.36 | |
| Generating Value | 4.36 | |
| Innovative Teaching Methods | 4.33 | |

| | | |
|------------------------------|------|--|
| Learning Goals | 4.38 | 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. |
| Learning-Enabled Environment | 4.38 | |
| Merit-Based Assessment | 4.35 | |
| Overall Student Satisfaction | 4.38 | |
| Pace of Learning | 4.13 | |
| Syllabus Design | 3.11 | |
| Syllabus Relevance | 3.21 | |

| Other suggestions from the students | Action taken |
|--|--|
| 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. |
| 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 learning process | Every week assignments with varied problems are given to students to construct an argument, which would serve them well in the future. |


HOD


Principal

P.G. DEPARTMENT OF COMPUTER SCIENCE

Table-4 Student Feedback Analysis (2021-2022)

| | 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 |

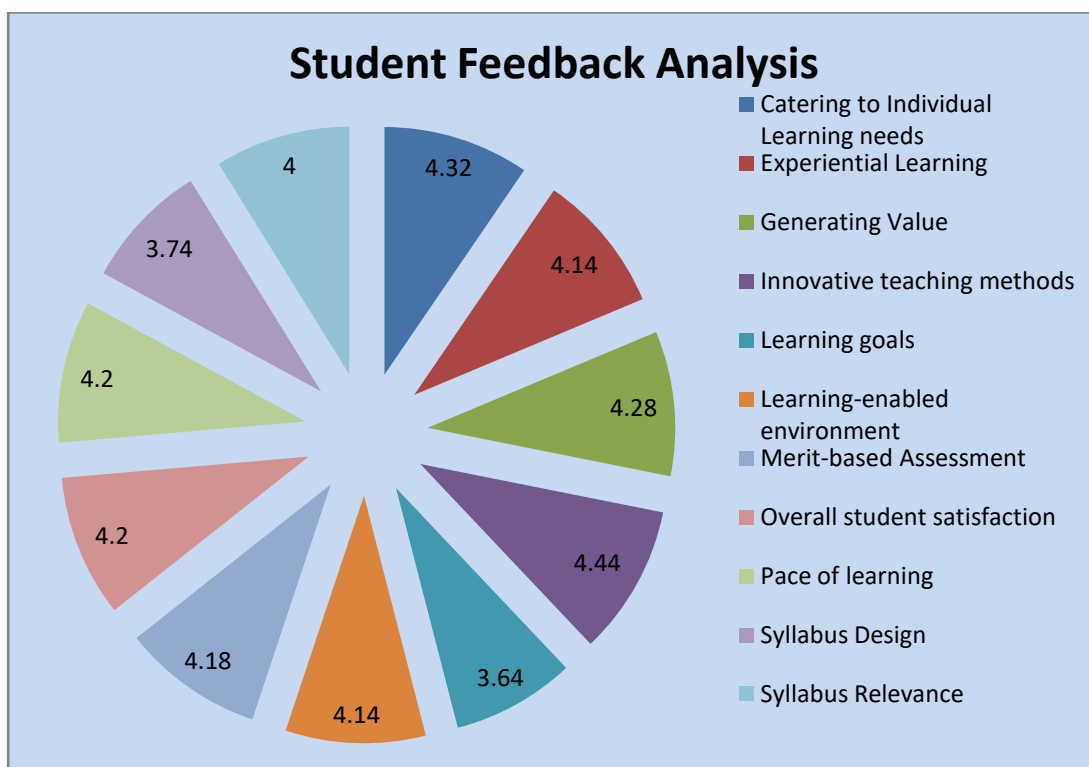


Fig. 4 Weighted Mean Score of Students' Feedback

During study it has been found from the Fig.-4 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 methods like project based learning, teaching through smart boards etc. have been introduced. |
| Experiential Learning | 4.14 | |
| Generating Value | 4.28 | |
| Innovative Teaching Methods | 4.44 | |
| 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 the students | Action Taken |
|--|---|
| Increase in the budget allocation for student's financial Aid Fund | Since the strength of students is increasing every year, there were more number of students who belong to the weaker sections of society. To provide financial support to the needy and deserving students, the budget allocation for student's financial aid fund has been amicably increased by the Management and Principal. |
| After covid-19 students have test anxiety because after such a long time they are doing offline exams. | When teacher give the test to the students, they often bunk the classes because they fear to get less marks in the test and due to the fear of punishment them. To solve this problem, teachers arranged interactive test. So, it will increase the knowledge regarding their syllabus and they would not run away from test. |
| Developing the good study habits | Students, in the present time after Covid 19 usually waste their time in watching Mobile phone. They do not do their studies. The department tried to make their lectures interactive and also suggested them time to time how to do their studies. |
| In the syllabus for Post Graduate classes, texts which are important from the point of view of UGC-NET must be included. The syllabus should be designed after considering the pattern of this competitive exam. | This was a valid point raised by the students. The framing of syllabus falls under the jurisdiction of the Board of Studies, Panjab University, Chandigarh, so the matter will be discussed by the member of Board of Studies in the coming meetings. |
| Syllabus must be relevant to promote holistic development of the students and make them industry ready. | Matter forwarded to the higher authorities |


HOD


Principal

P.G DEPARTMENT OF VOCATIONAL COURSES

Table-5 Student Feedback Analysis (2021-2022)

| | 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 |

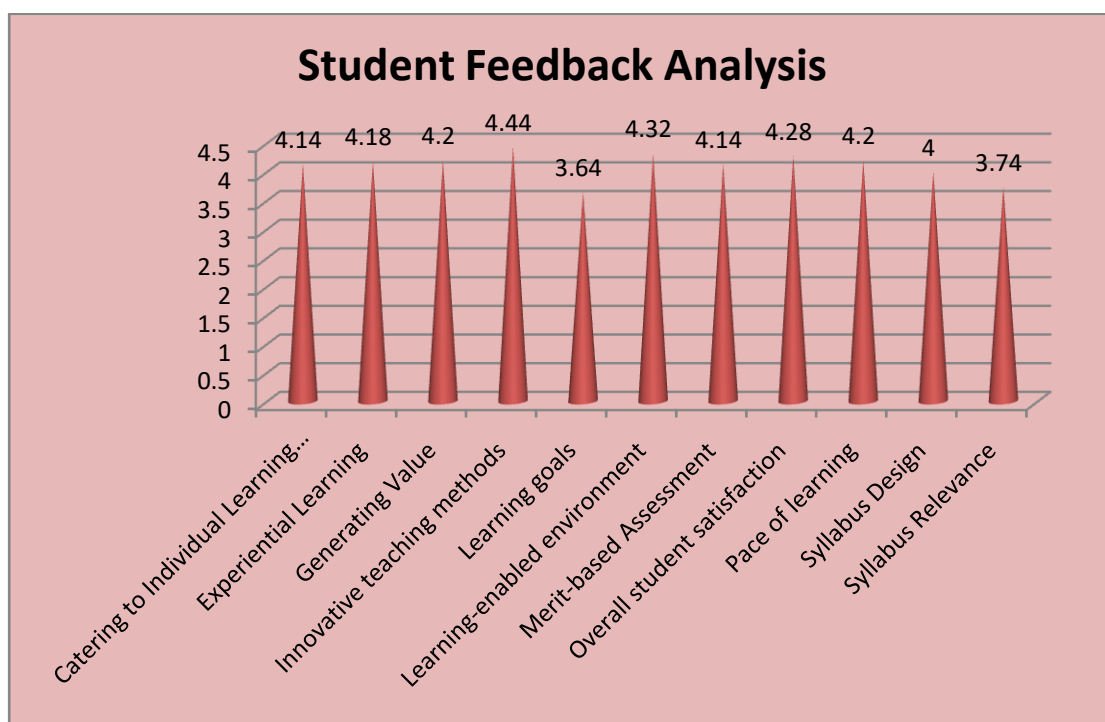


Fig. 5 Weighted Mean Score of Students' Feedback

Based on the above Table-5 and the Fig.-5 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 students | Action taken |
|---|---|
| The College should include content in the skilled curriculum beyond the topics. | The suggestion has been discussed with the college authorities and implemented also. |
| Students suggested the need for job-oriented courses, online training for facing interviews during online and offline campus selection. | Trainings and internships were offered for facing career advancements. |
| There should be separate online and offline query cell for skilled courses. | College reception number and some teacher in charges are always available offline and online to interact and to solve the queries. |
| Various online learning material should be incorporated. | Various online learning material have already been incorporated. |
| Provision of skilled courses option as an elective subject with conventional courses to high lighten the entrepreneurial skills | Various add on courses are already provided by the college authorities. |
| Online educational resources should be available and accessible in the library. | The facility has already been provided in the library. |
| There should be smarter learning environment and the curriculum should have more practical approach. | All the faculties are now using ICT to improve teaching learning purposes to create smart learning environment and skill building workshop conducted regularly. |
| There should be flexibility in the teaching hours so that working candidates can continue their studies beyond their working hours. | The suggestion has been already implemented. |


HOD


Principal

Table 6-Overall Student Feedback Analysis(2021-2022)

| Attributes | Arts | Commerce | Science | Computer Science | Vocational Courses |
|---------------------------------------|------|----------|---------|------------------|--------------------|
| Catering to Individual Learning Needs | 4.45 | 3.16 | 4.29 | 4.32 | 4.14 |
| Experiential Learning | 4.38 | 4.35 | 4.36 | 4.14 | 4.18 |
| Generating Value | 4.35 | 4.26 | 4.36 | 4.28 | 4.2 |
| Innovative Teaching Methods | 4.41 | 4.28 | 4.33 | 4.44 | 4.44 |
| Learning Goals | 4.53 | 4.21 | 4.38 | 3.64 | 3.64 |
| Learning-Enabled Environment | 4.43 | 4.28 | 4.38 | 4.14 | 4.32 |
| Merit-Based Assessment | 3.14 | 4.23 | 4.35 | 4.18 | 4.14 |
| Overall Student Satisfaction | 4.12 | 4.35 | 4.38 | 4.2 | 4.28 |
| Pace of Learning | 4.21 | 3.18 | 4.13 | 4.2 | 4.2 |
| Syllabus Design | 3.32 | 3.16 | 3.11 | 3.74 | 4 |
| Syllabus Relevance | 3.23 | 4.24 | 3.21 | 4 | 3.74 |

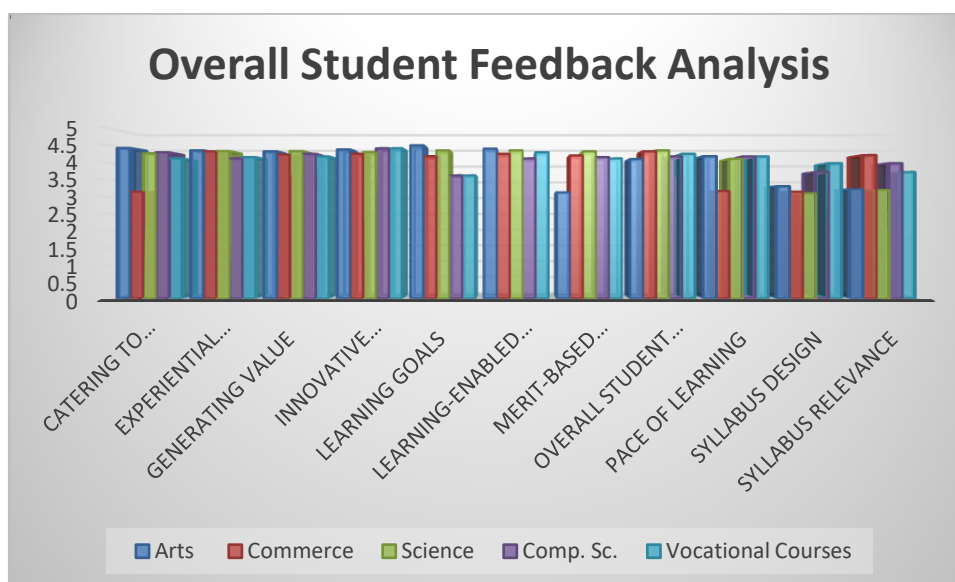


Fig. 6 Weighted Mean Score of Overall Students' Feedback

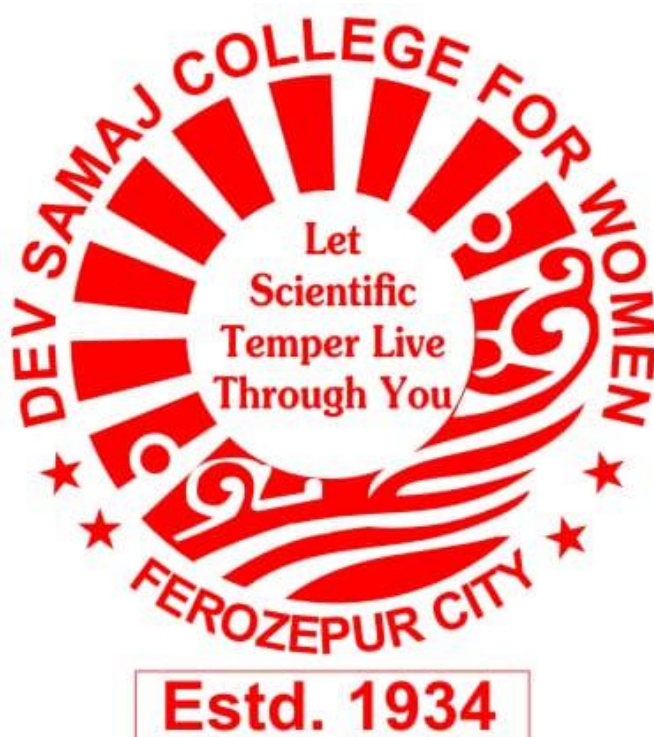
The above figure 6 depicts the overall students' feedback analysis for the year 2021-22. From the table, it can be interpreted that syllabus design is the most considerable factor having low weighted mean score in all the students from different department. whereas innovative teaching methods and generating values are found completely satisfied than others having higher weighted mean score. These factors are forwarded to the higher authorities for further consideration.


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FACULTY FEEDBACK ANALYSIS REPORT SESSION 2021-2022



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 curriculum is 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 91 faculty members filled the questionnaire.

P.G. DEPARTMENT OF ARTS

Table-7 Faculty Feedback Analysis (2021-2022)

| | Completel y agree | Agree | Somewha t agree | Don't agree | Completel y disagree | weighted Score | Weighte d Mean Score |
|--|----------------------|-------|--------------------|----------------|-------------------------|-------------------|----------------------------|
| Faculty Engagement & Inclusivity | 12 | 7 | 9 | 7 | 2 | 131 | 3.54 |
| Resources, Tools & Support | 20 | 9 | 3 | 4 | 1 | 154 | 4.16 |
| Faculty Self-Development | 26 | 8 | 0 | 2 | 1 | 167 | 4.51 |
| Innovative Teaching Methods | 26 | 7 | 1 | 3 | 0 | 167 | 4.51 |
| Working Towards Academic Excellence | 23 | 10 | 3 | 1 | 0 | 166 | 4.49 |
| Culture - Growth Mindset | 18 | 7 | 11 | 1 | 0 | 153 | 4.14 |
| Cross-Pollination of Ideas, Thoughts & Methods | 27 | 6 | 1 | 2 | 1 | 167 | 4.51 |
| Syllabus Relevance & Holisticity | 26 | 11 | 0 | 0 | 0 | 174 | 4.70 |
| Pace of Teaching & Learning | 10 | 8 | 7 | 5 | 7 | 120 | 3.24 |
| Curriculum: Flexibility, Accuracy & Quality | 10 | 7 | 11 | 7 | 2 | 127 | 3.43 |
| Merit-Based Assessment | 26 | 9 | 0 | 1 | 1 | 169 | 4.57 |
| Student Centricity | 28 | 6 | 1 | 2 | 0 | 171 | 4.62 |

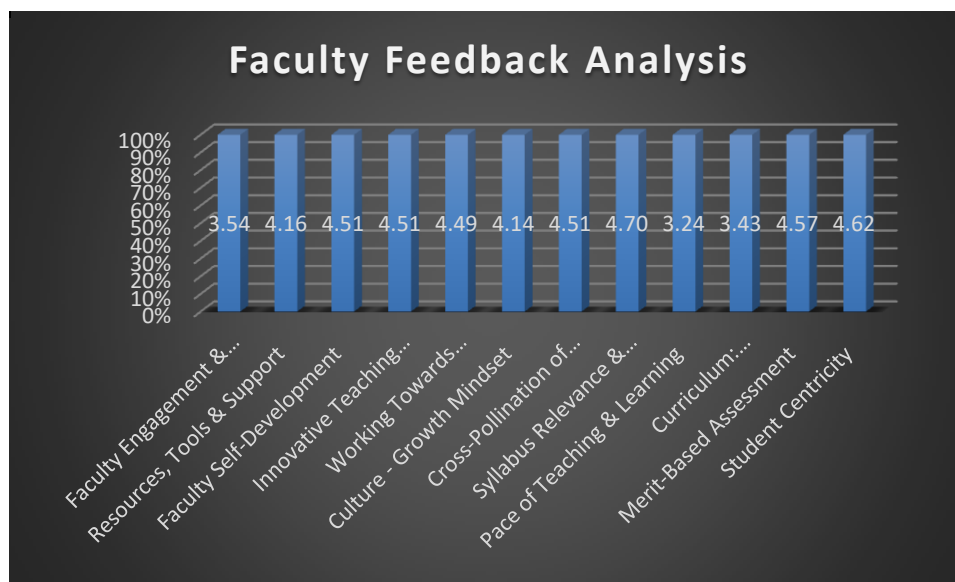


Fig.7 Weighted Mean Score of Faculty Feedback

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 | 3.54 | 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 | 4.16 | |
| Faculty Self-Development | 4.51 | |
| Innovative Teaching Methods | 4.51 | |
| Working Towards Academic Excellence | 4.49 | |
| Culture - Growth Mindset | 4.14 | |
| Cross-Pollination of Ideas, Thoughts & Methods | 4.51 | |
| Syllabus Relevance & Holisticity | 4.70 | |
| Pace of Teaching & Learning | 3.24 | |
| Curriculum: Flexibility, Accuracy & Quality | 3.43 | |
| Merit-Based Assessment | 4.57 | |
| Student Centricity | 4.62 | |

| Suggestions From the Faculty | Actions Taken |
|--|--|
| The pattern of semester exams does not focus on the overall development of the students. The evaluation of the students should focus on the overall development of the students. | The suggestion was noted and sent to the Board of Studies of Panjab University, Chandigarh. |
| DSCW is well equipped with technology. All the teachers should attend more seminars, workshops, FDPs etc. so that they can take full advantage of the technology installed in the college. | The point was noted by the authorities and the faculty members were encouraged to attend more and more seminars, workshops, FDPs etc. to become proficient in the use of technology. |
| The library of DSCW has vast amount of books. There should be more books for the preparation of competitive exam such as UGC NET, SSC, UPSC etc. | This point was highly appreciated by the authorities and considerable action was taken to arrange more books in the library. |
| The undergraduate students should be exposed to professional e.g. business internship, or study abroad. | The authority of the college noted the suggestion and took action to increase the exposure of the students. |
| All the teachers should promote classroom continuity by minimizing absences and providing high quality substitute when an absence is extremely necessary. | This point was appreciated by the authorities and called a meeting to encourage the teachers to minimize absences. |
| Syllabus should be designed to help the students in upcoming competitive exams such as UGC, UPSC, PPSC etc. | As college authorities have no direct role in syllabus designing, the suggestion was forwarded to the Board of Studies of Panjab University, Chandigarh. |
| Annual System should be introduced for the smooth pace of syllabi | The suggestion was forwarded to Panjab University, Chandigarh |

Shumita Shain
HOD

Panjabi
Principal

P.G. DEPARTMENT OF COMMERCE

Table 8: Faculty Feedback Analysis (2021-2022)

| Attributes | Completely agree | Agree | Somewhat agree | Don't agree | Completely disagree | Weighted Score | Weighted Mean Score |
|--|------------------|-------|----------------|-------------|---------------------|----------------|---------------------|
| Faculty Engagement & Inclusivity | 2 | 0 | 2 | 2 | 3 | 23 | 2.56 |
| Resources, Tools & Support | 7 | 1 | 1 | 0 | 0 | 42 | 4.67 |
| Faculty Self-Development | 7 | 1 | 1 | 0 | 0 | 42 | 4.67 |
| Innovative Teaching Methods | 8 | 1 | 0 | 0 | 0 | 44 | 4.89 |
| Working Towards Academic Excellence | 9 | 0 | 0 | 0 | 0 | 45 | 5.00 |
| Culture - Growth Mindset | 7 | 1 | 1 | 0 | 0 | 42 | 4.67 |
| Cross-Pollination of Ideas, Thoughts & Methods | 7 | 1 | 1 | 0 | 0 | 42 | 4.67 |
| Syllabus Relevance & Holisticity | 5 | 0 | 1 | 2 | 1 | 33 | 3.67 |
| Pace of Teaching & Learning | 7 | 1 | 1 | 0 | 0 | 42 | 4.67 |
| Curriculum: Flexibility, Accuracy & Quality | 4 | 2 | 2 | 1 | 0 | 36 | 4.00 |
| Merit-Based Assessment | 8 | 1 | 0 | 0 | 0 | 44 | 4.89 |
| Student Centricity | 7 | 1 | 1 | 0 | 0 | 42 | 4.67 |

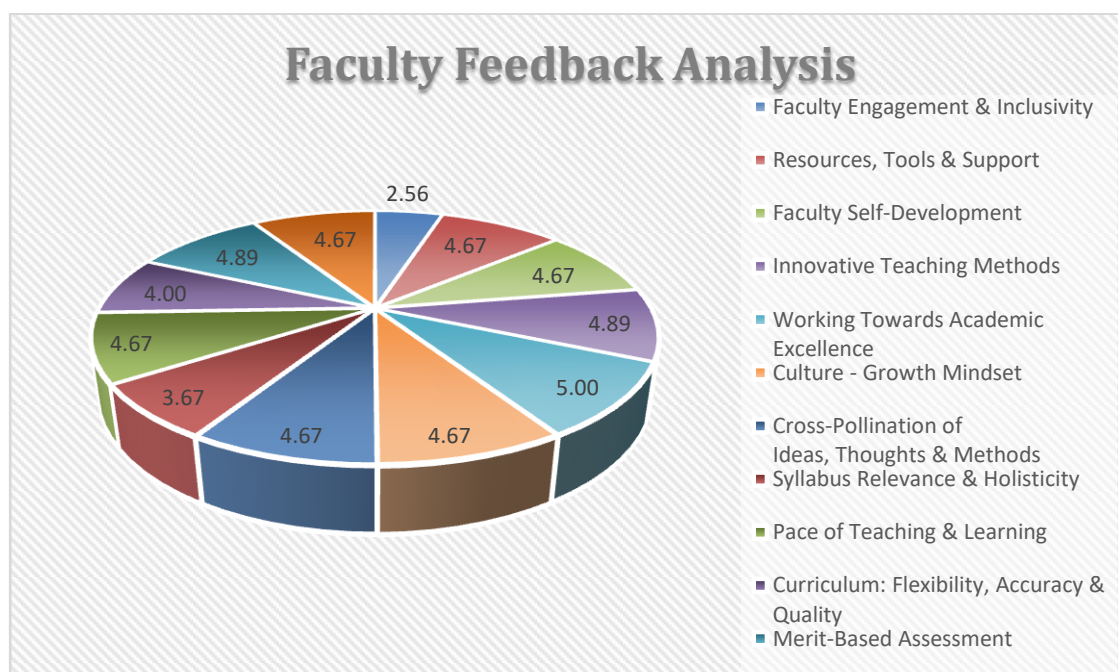


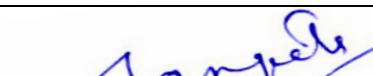
Fig 8: Weighted Mean Score of Faculty's Feedback

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 & holisticity and Curriculum: flexibility, accuracy & quality.

| Attributes | Weighted Mean Score | Action taken |
|--|---------------------|--|
| Faculty engagement & inclusivity | 2.56 | Faculty engagement and inclusivity, Syllabus relevance & holisticity and 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 | 4.67 | |
| Faculty self-development | 4.67 | |
| Innovative teaching methods | 4.89 | |
| Working towards Academic Excellence | 5.00 | |
| Culture - Growth mindset | 4.67 | |
| Cross-pollination of Ideas, thoughts & methods | 4.67 | |
| Syllabus relevance & holisticity | 3.67 | |
| Pace of teaching & learning | 4.67 | |
| Curriculum: flexibility, accuracy & quality | 4.00 | |
| Merit-based Assessment | 4.89 | |
| Student centricity | 4.67 | |

| 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 |
| Curriculum should match international standards. | Books of foreign authors and international journals were added into library. |
| 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 further action. |
| 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

DEPARTMENT OF SCIENCE

Table-9 Faculty Feedback Analysis (2021-2022)

| Attributes | Completely agree | Agree | Somewhat agree | Don't agree | Completely disagree | Weighted Score | Weighted Mean Score |
|--|------------------|-------|----------------|-------------|---------------------|----------------|---------------------|
| Faculty engagement & inclusivity | 4 | 3 | 0 | 1 | 16 | 50 | 2.08 |
| Resources, tools & support | 24 | 0 | 0 | 0 | 0 | 120 | 5.00 |
| Faculty self-development | 15 | 4 | 3 | 1 | 1 | 103 | 4.29 |
| Innovative teaching methods | 15 | 5 | 3 | 0 | 1 | 105 | 4.38 |
| Working towards Academic Excellence | 16 | 4 | 1 | 1 | 2 | 103 | 4.29 |
| Culture - Growth mindset | 17 | 1 | 3 | 2 | 1 | 103 | 4.29 |
| Cross-pollination of Ideas, thoughts & methods | 15 | 6 | 3 | 0 | 0 | 108 | 4.50 |
| Syllabus relevance & holisticity | 4 | 11 | 3 | 3 | 3 | 82 | 3.42 |
| Pace of teaching & learning | 15 | 8 | 1 | 0 | 0 | 110 | 4.58 |
| Curriculum: flexibility, accuracy & quality | 8 | 8 | 0 | 4 | 4 | 84 | 3.50 |
| Merit-based Assessment | 9 | 8 | 3 | 3 | 1 | 93 | 3.88 |
| Student centricity | 7 | 6 | 2 | 4 | 5 | 78 | 3.25 |

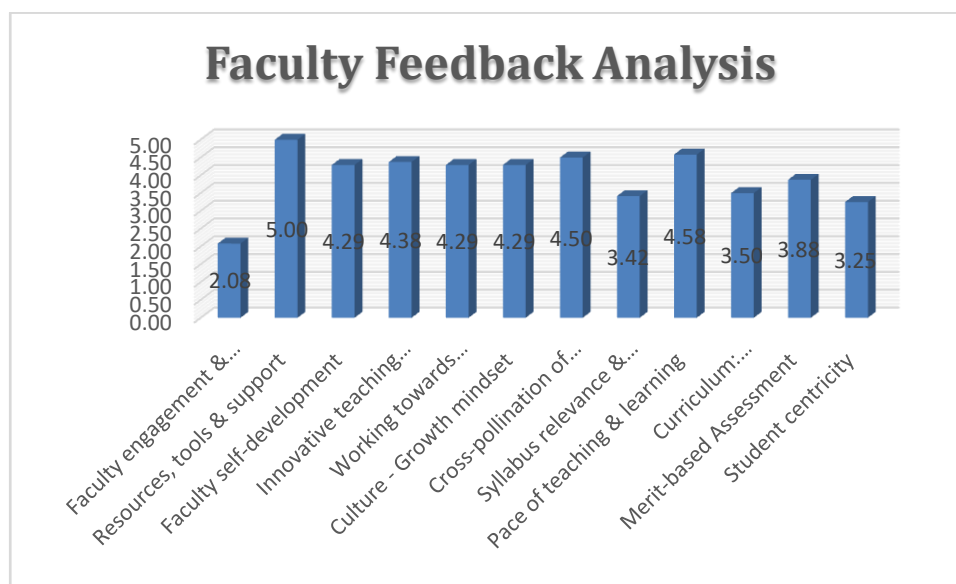


Fig.9 Weighted Mean Score of Faculty's Feedback

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 | 2.08 | Overall response in most of the parameters is above 4.1. The major concern is about Faculty engagement & inclusivity and syllabus relevance & holisticsity, 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 | 5.00 | |
| Faculty self-development | 4.29 | |
| Innovative teaching methods | 4.38 | |
| Working towards Academic Excellence | 4.29 | |
| Culture - Growth mindset | 4.29 | |
| Cross-pollination of Ideas, thoughts & methods | 4.50 | |
| Syllabus relevance & holisticsity | 3.42 | |
| Pace of teaching & learning | 4.58 | |
| Curriculum: flexibility, accuracy & quality | 3.50 | |
| Merit-based Assessment | 3.88 | |
| Student centricity | 3.25 | |

| Other suggestions from the Faculty | Action taken |
|--|--|
| Lack of syllabus relevance and holisticsity can be overcome by giving knowledge of new technologies in the market which will be useful for the students. | Suggestions were forwarded to the Board of studies, Panjab University, Chandigarh for necessary action. |
| New activities to be included in the curriculum so as to enhance the employability of students. | 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. |
| 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. |
| 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. |
| 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. |

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 (2021-2022)

| Attributes | Completely agree | Agree | Somewhat agree | Don't agree | Completely disagree | Weighted Score | Weighted Mean Score |
|--|------------------|-------|----------------|-------------|---------------------|----------------|---------------------|
| Faculty engagement & inclusivity | 0 | 2 | 6 | 0 | 0 | 26 | 3.25 |
| Resources, tools & support | 5 | 2 | 1 | 0 | 0 | 36 | 4.50 |
| Faculty self-development | 4 | 2 | 0 | 1 | 1 | 31 | 3.88 |
| Innovative teaching methods | 6 | 1 | 1 | 0 | 0 | 37 | 4.63 |
| Working towards Academic Excellence | 5 | 1 | 1 | 1 | 0 | 34 | 4.25 |
| Culture - Growth mindset | 4 | 2 | 1 | 1 | 0 | 33 | 4.13 |
| Cross-pollination of Ideas, thoughts & methods | 5 | 1 | 1 | 1 | 0 | 34 | 4.25 |
| Syllabus relevance &holisticity | 2 | 1 | 1 | 2 | 2 | 23 | 2.88 |
| Pace of teaching & learning | 6 | 1 | 1 | 0 | 0 | 37 | 4.63 |
| Curriculum: flexibility, accuracy & quality | 0 | 2 | 4 | 2 | 0 | 24 | 3.00 |
| Merit-based Assessment | 4 | 3 | 1 | 0 | 0 | 35 | 4.38 |
| Student centricity | 4 | 1 | 0 | 2 | 1 | 29 | 3.63 |

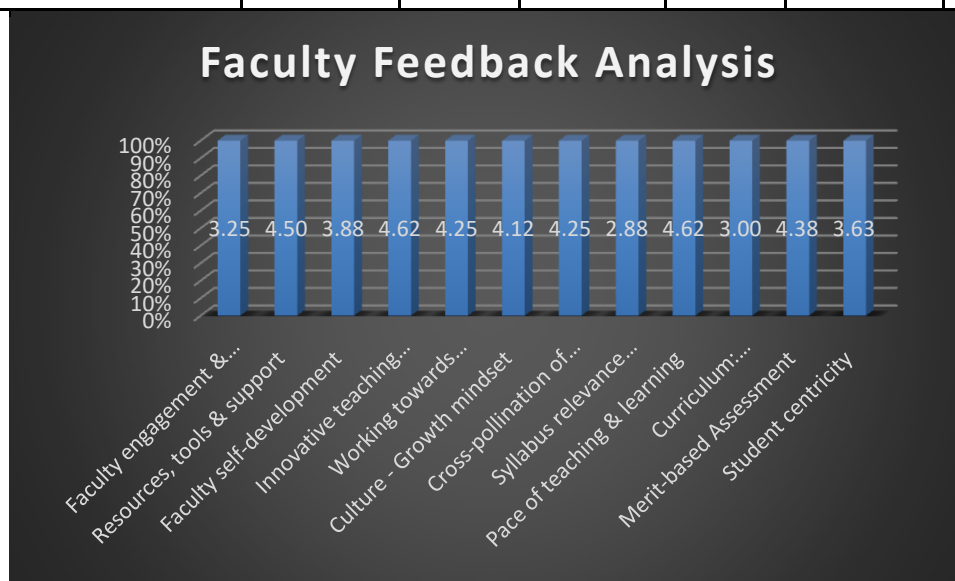


Fig.-10 Weighted Mean Score of Faculty Feedback

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 | 3.25 | The major concern is about Syllabus relevance &holisticity, Student Centricity, Curriculum: flexibility, accuracy & quality and 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 | 4.50 | |
| Faculty self-development | 3.88 | |
| Innovative teaching methods | 4.63 | |
| Working towards Academic Excellence | 4.25 | |
| Culture - Growth mindset | 4.13 | |
| Cross-pollination of Ideas, thoughts & methods | 4.25 | |
| Syllabus relevance &holisticity | 2.88 | |
| Pace of teaching & learning | 4.63 | |
| Curriculum: flexibility, accuracy & quality | 3.00 | |
| Merit-based Assessment | 4.38 | |
| Student centricity | 3.63 | |

| Other Suggestions From the Faculty | Actions Taken |
|--|---|
| Teachers should have the freedom to adopt innovative techniques/strategies of teaching such as seminar presentations, group discussions etc | The details of the feedback were received by the heads of Department and appropriate awareness was created. Teachers were encouraged to adopt more innovative techniques and strategies for teaching. |
| In DSCW, Fzr. there is always thrust on the use of latest technology. There are already smart classrooms in which education is imparted through Projectors. So this area does not require any drastic changes. | More and more teachers are always motivated to keep themselves updated to meet the expectations of the students. They continue to adopt digital classroom teaching modes. |
| Suggestion to promote work environment for team work. | The suggestions showed satisfaction and hence no action was needed |
| Teaching learning practices are undergoing paradigm shift. Need of the hour is that the teachers should incorporate latest technological tools which are already there in DSCW for the assistance of the teachers. | Formal instructions were circulated to all Departments through authority for addressing the issues suggested by the employers. Teachers were given instructions to ensure promotion of work environment in the form of team work. |
| More exposure to field visits in curriculum. | All the teachers were notified about the issue and they were encouraging to have more field visits as a part of their curriculum. |
| The Theory and Practical aspect should be balanced in all semesters of B.C.A. course. | This matter will be discussed by the member of Board of Studies in the coming meetings. |


HOD


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P.G. DEPARTMENT OF VOCATIONAL COURSES

Table 11- Faculty Feedback Analysis Report (2021-2022)

| Attributes | Completely agree | Agree | Somewhat agree | Don't agree | Completely disagree | Weighted Score | Weighted Mean Score |
|--|------------------|-------|----------------|-------------|---------------------|----------------|---------------------|
| Faculty engagement & inclusivity | 8 | 1 | 4 | 0 | 0 | 56 | 4.31 |
| Resources, tools & support | 6 | 7 | 0 | 0 | 0 | 58 | 4.46 |
| Faculty self-development | 7 | 5 | 1 | 0 | 0 | 58 | 4.46 |
| Innovative teaching methods | 8 | 5 | 0 | 0 | 0 | 60 | 4.62 |
| Working towards Academic Excellence | 7 | 4 | 0 | 1 | 1 | 54 | 4.15 |
| Culture - Growth mindset | 5 | 3 | 1 | 3 | 1 | 47 | 3.62 |
| Cross-pollination of Ideas, thoughts & methods | 6 | 5 | 0 | 1 | 1 | 53 | 4.08 |
| Syllabus relevance &holisticity | 4 | 4 | 0 | 3 | 2 | 44 | 3.38 |
| Pace of teaching & learning | 4 | 5 | 0 | 2 | 2 | 46 | 3.54 |
| Curriculum: flexibility, accuracy & quality | 5 | 5 | 1 | 2 | 0 | 52 | 4.00 |
| Merit-based Assessment | 4 | 6 | 0 | 2 | 1 | 49 | 3.77 |
| Student centricity | 5 | 5 | 0 | 2 | 1 | 50 | 3.85 |

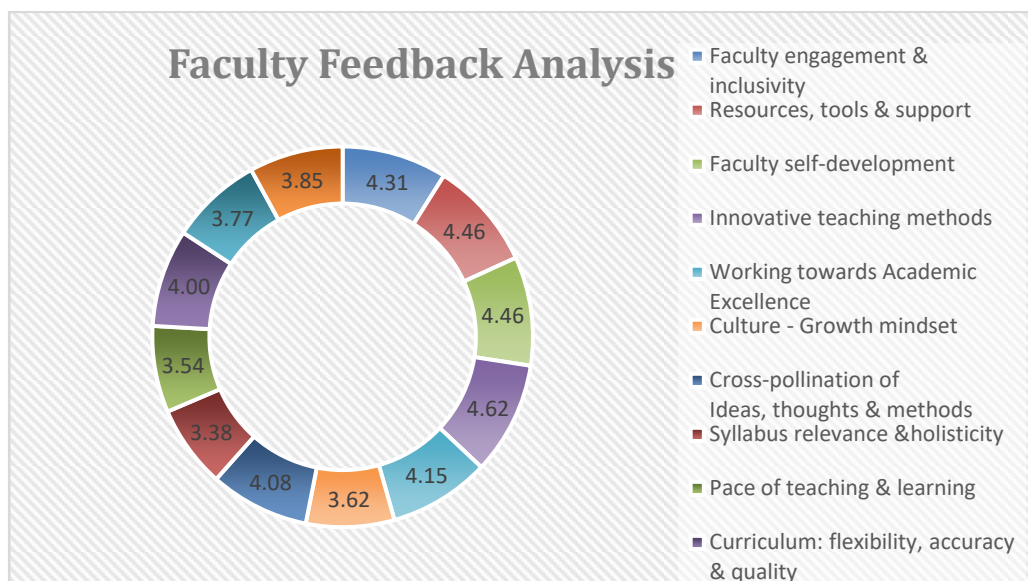


Fig.11 Weighted mean score of Faculty Feedback

Based on the above Fig.-11 it is evident that almost on all parameters the weighted mean score of teachers responses is above 4.2, which means that they completely agree with all the aspects. The highest mean score was for Innovative Teaching methods and Resources, tools & support. All the parameters have a mean score above 4, which means a high level of teacher's satisfaction.

| Attributes | Weighted Mean Score | Action taken |
|--|---------------------|--|
| Faculty engagement & inclusivity | 4.31 | 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 | 4.46 | |
| Faculty self-development | 4.46 | |
| Innovative teaching methods | 4.62 | |
| Working towards Academic Excellence | 4.15 | |
| Culture - Growth mind-set | 3.62 | |
| Cross-pollination of Ideas, thoughts & methods | 4.08 | |
| Syllabus relevance &holisticity | 3.38 | |
| Pace of teaching & learning | 3.54 | |
| Curriculum: flexibility, accuracy & quality | 4.00 | |
| Merit-based Assessment | 3.77 | |
| Student centricity | 3.85 | |

| Suggestions from faculty | Action taken |
|--|--|
| Awareness among every skill student especially final year student and research scholars to publish their articles, may be created | Online webinar on 'how to publish research articles' was organised by IQAC. |
| Provision to access online pallagrism software for research manuscript quality. | The campus had purchased the pallagrism software and all faculties member utilising the software in their research work. |
| To organise Online Faculty development programmes and refresher courses to enrich the learning experience. | Time to time online FDP's were organised for the faculty to improve their teaching and research skills. |
| Evaluation of departmental activities, action plan may be implemented with inputs from different field expert to improve the curriculum. | Online as well as Offline academic audit was conducted by the head of the faculty in charge in the department and inputs received were documented. |


HOD


Principal

Table 12- Overall Faculty Feedback Analysis

| Attributes | Arts | Commerce | Science | Computer Science | Vocational Courses |
|--|------|----------|---------|------------------|--------------------|
| Faculty engagement & inclusivity | 3.54 | 2.56 | 2.08 | 3.25 | 4.31 |
| Resources, tools & support | 4.16 | 4.67 | 5.00 | 4.50 | 4.46 |
| Faculty self-development | 4.51 | 4.67 | 4.29 | 3.88 | 4.46 |
| Innovative teaching methods | 4.51 | 4.89 | 4.38 | 4.63 | 4.62 |
| Working towards Academic Excellence | 4.49 | 5.00 | 4.29 | 4.25 | 4.15 |
| Culture - Growth mindset | 4.14 | 4.67 | 4.29 | 4.13 | 3.62 |
| Cross-pollination of Ideas, thoughts & methods | 4.51 | 4.67 | 4.50 | 4.25 | 4.08 |
| Syllabus relevance &holisticity | 4.70 | 3.67 | 3.42 | 2.88 | 3.38 |
| Pace of teaching & learning | 3.24 | 4.67 | 4.58 | 4.63 | 3.54 |
| Curriculum: flexibility, accuracy & quality | 3.43 | 4.00 | 3.50 | 3.00 | 4.00 |
| Merit-based Assessment | 4.57 | 4.89 | 3.88 | 4.38 | 3.77 |
| Student centricity | 4.62 | 4.67 | 3.25 | 3.63 | 3.85 |

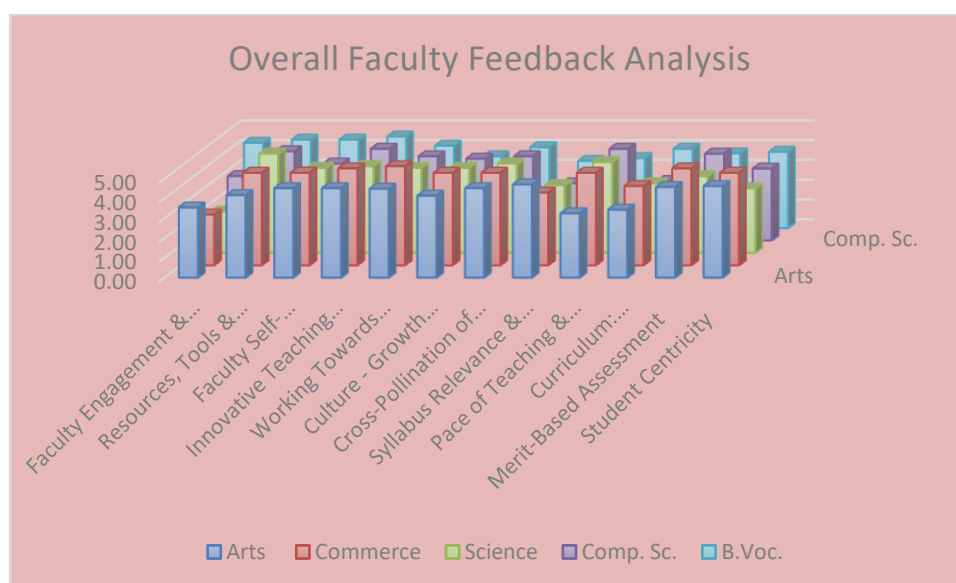




Fig 12: Weighted mean score of Overall Faculty Feedback

The overall Faculty Feedback Analysis for the year 2021-2022 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.



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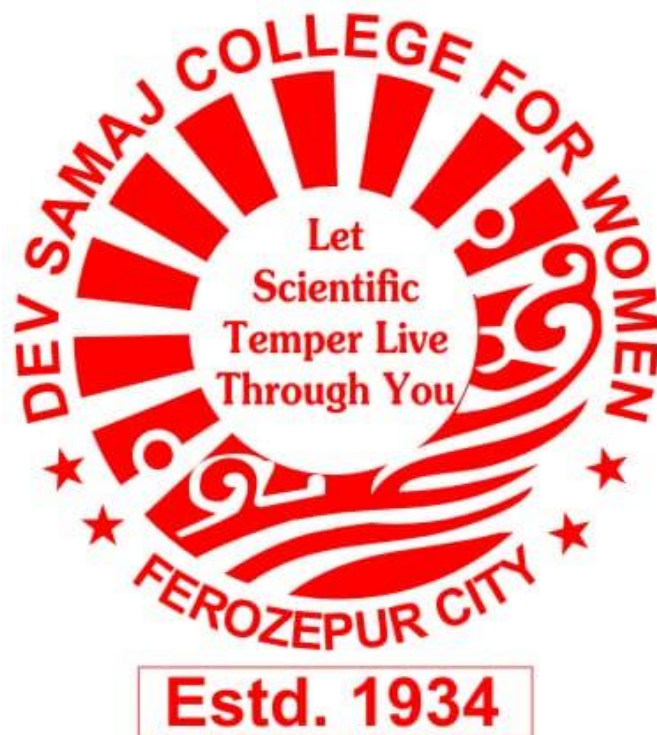


Principal

ALUMNI FEEDBACK ANALYSIS

REPORT

SESSION 2021-2022



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 (2021-2022)

| 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 |

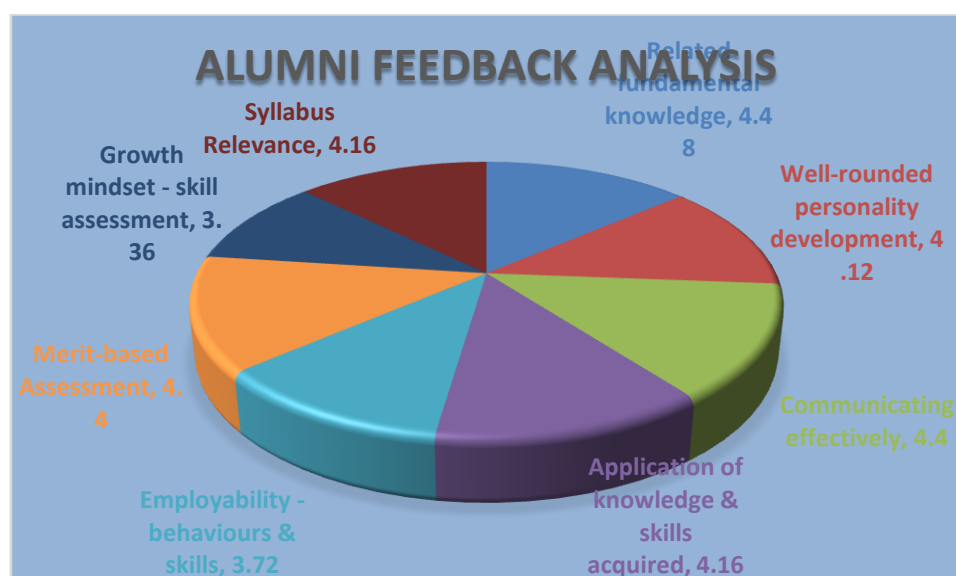


Fig.13 Weighted Mean Score of Alumni Feedback

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 also showed their dissatisfaction regarding the growth mindset.

Alumni' Feedback Analysis Report

| Attributes | Weighted Mean Score | Action taken |
|--|---------------------|---|
| Related fundamental knowledge | 4.48 | Growth mind set and well round personality development 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 | 4.12 | |
| Communicating effectively | 4.4 | |
| Application of knowledge & skills acquired | 4.16 | |
| Employability - behaviours & skills | 3.72 | |
| Merit-based Assessment | 4.4 | |
| Growth mindset - skill assessment | 3.36 | |
| Syllabus Relevance | 4.16 | |

| Suggestions From the Alumni | Action Taken |
|---|--|
| The prime focus of curriculum should on overall development of the students and must enhance the knowledge and perception of the students. | These valid points were highly praised and sent to the board of studies of Panjab University, Chandigarh. |
| The old students proposed that syllabus or curriculum is obsolete and stale. The curriculum needs to be progressive. | The college authorities noted this suggestion and sent it to Panjab University, Chandigarh because the framing of the syllabus comes under the preview of Board of Studies. |
| The syllabus should be designed to be helpful for the students in the competitive exams which they have to face in their future. | The authorities noted this suggestion and proposed to send it to the Board of Studies Panjab University, Chandigarh. |
| The classroom teaching provide the occasions for the development of interpersonal and cross-cultural competences. | The college authorities noted this suggestion and took a considerable action the improvement of interpersonal and cross-cultural competences in students. |
| The old students proposed that feedback from the students is essential for the further improvement of quality of teaching in the college. | This suggestion from the old students was highly appreciated by the authorities and it was decided that feedback from the students will be conducted from time to time. |
| The students expressed that the syllabus is not feeding the according to the need of the time. So some changes should be made in the syllabus according to need of the day. | The college authorities noted this suggestion and took the decision to communicate it to the VC of Panjab University, Chandigarh as this area regarding the framing of the syllabus comes under the preview of the higher authorities. |
| There should be much interaction between the faculty and the students. | Interactions of the faculty with the students were enhanced by emphasizing the importance of student learning and placing a high value on student input. |
| Syllabus should be designed in such a manner that it must enhance the knowledge | The suggestions were appreciated and noted for forwarding to the board of studies of PU , |

| | |
|--|--|
| and perception of the students about the basic components of the topics in hand. It should include the interviews, internships etc. so that the students become capable of having a peep into the future careers or jobs into which they would be venturing | Chd. |
| The syllabus should be interdisciplinary in nature and it must be able to meet the requirements of competitive exams conducted by UGC or UPSC or state boards | The suggestions were appreciated and noted for forwarding to the board of studies of PU , Chd. as the college is not autonomous and hence does not play any role in the framing or designing of the syllabus. |
| The old students of the college proposed that the model of education should be so framed and designed that the teachers feel comfortable in communicating those facts and figures even to the last learner in the class. They felt certain gaps between the syllabus that is designed for the holistic growth of the students and the demands of the market | The college authorities noted this suggestion and proposed to send it to PU, Chd. as this area regarding the framing of the syllabus comes under the preview of Board of Studies. |
| There should be the inclusion of summer and winter trainings so that the students get prepared to equip themselves with the tools for tackling with the local and global problems | The college authorities noted this suggestion and proposed to send it to 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 had a very viable suggestion to make. They expressed that the ultimate purpose of education is to generate employment opportunities. But here in India we are not introducing any drastic steps to overhaul the system of education that is still following the same traditions set by Macaulay in the previous century. In changing times syllabus should be in league with 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. |
| There was a proposal to allocate the marks for internal assessment according to the attendance and actual participation in the conferences and seminars and participation in sports, curricular, NSS, NCC etc. | This suggestion was already in practice but still new guidelines were issued by the principal to become more cautious in allocating the marks for assessment |
| The students felt that whatever they learnt, they could not utilise that knowledge properly. The reason being that in this small border town, there are fewer employment opportunities. So far as leaving one's place and exploring possibilities in the wider world are concerned, the girls felt family pressures, and conservative mindset of the patriarchal society hampering their growth. | This is really a regressive point for a small place like Ferozepur. For this , it was decided that local MLA should be approached to suggest him to introduce some innovative measures to focus on industrial houses. By creating congenial atmosphere in the district, industrialists could be attracted. |

Shumida Shain
HOD

Sanjay
Principal

P.G. DEPARTMENT OF COMMERCE

Table-14 Alumni's Feedback Analysis (2021-22)

| Attributes | Completely agree | Agree | Somewhat agree | Don't agree | Completely disagree | Weighted Score | Weighted Mean Score |
|--|------------------|-------|----------------|-------------|---------------------|----------------|---------------------|
| Related fundamental knowledge | 15 | 5 | 1 | 2 | 2 | 104 | 4.36 |
| Well-rounded personality development | 15 | 4 | 4 | 1 | 1 | 107 | 4.2 |
| Communicating effectively | 5 | 6 | 5 | 6 | 3 | 79 | 3.16 |
| Application of knowledge & skills acquired | 16 | 4 | 1 | 2 | 2 | 105 | 4.2 |
| Employability - behaviours & skills | 5 | 6 | 5 | 6 | 3 | 79 | 3.16 |
| Merit-based Assessment | 14 | 6 | 1 | 2 | 2 | 103 | 4.12 |
| Growth mindset - skill assessment | 17 | 4 | 2 | 1 | 1 | 110 | 4.4 |
| Syllabus Relevance | 15 | 5 | 2 | 1 | 2 | 105 | 4.2 |

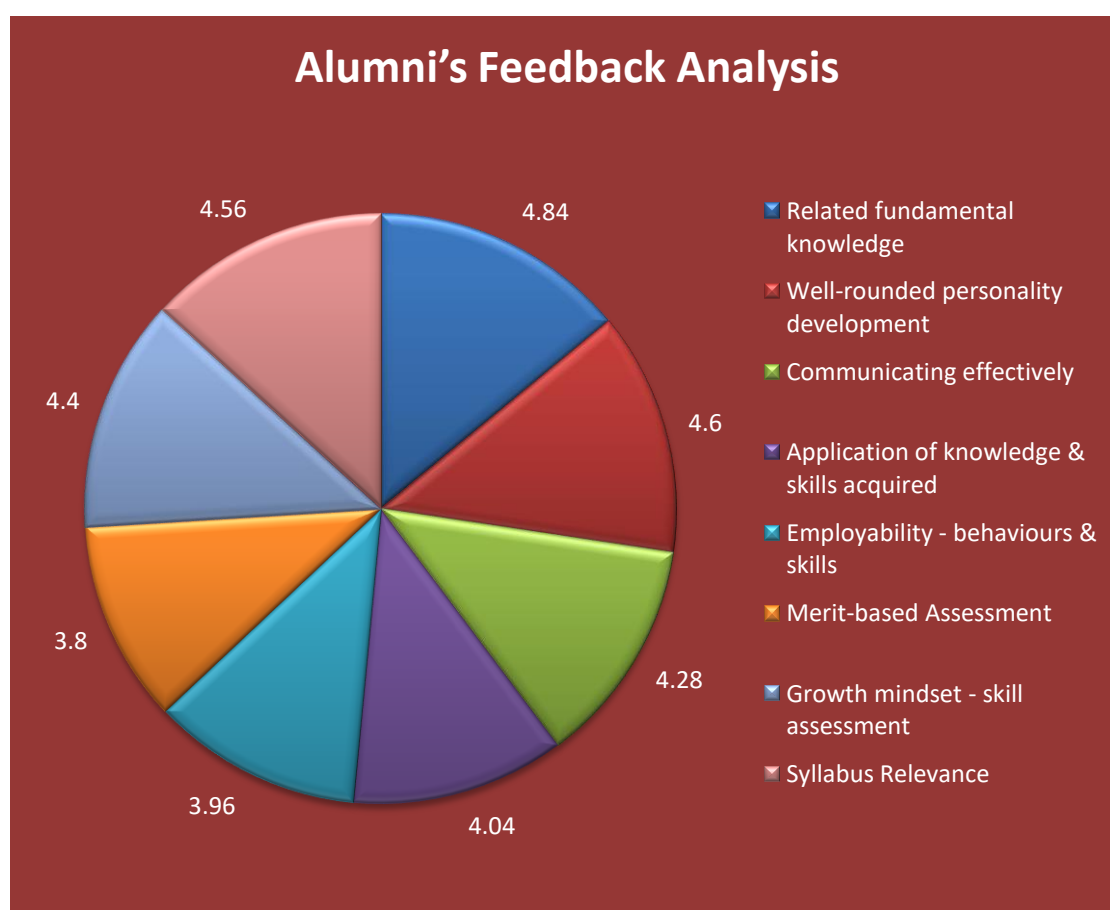


Fig.14 Weighted Mean Score of Alumni's Feedback

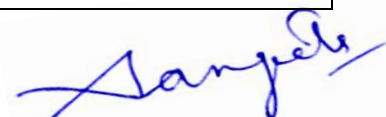
From the above Fig.-14 it is evident that on most of the parameters the weighted mean score of alumni responses have been above 4.2, which means that they are quite satisfied with the knowledge and skills gained at DSCW. The highest mean score was for related fundamental knowledge (i). The alumni showed their complete satisfaction with the technology tools, learning Mediums and Techniques required for their well-rounded personality development. The alumni showed their dissatisfaction regarding the pace of learning because of the voluminous syllabi that caters less to Individual Learning needs and the framing of syllabus.

| Attributes | Weighted Mean Score | Action taken |
|-------------------------------|---------------------|---|
| Related fundamental knowledge | 4.36 | Employability- behaviour & skill and communicating effectively were found to be |
| Well-rounded personality | 4.2 | |

| | | |
|--|------|---|
| development | | the major areas of concern of the Alumni. The suggestions were appreciated and noted for forwarding to the board of studies of PU, Chd. |
| Communicating effectively | 3.17 | |
| Application of knowledge & skills acquired | 4.21 | |
| Employability - behaviours & skills | 3.18 | |
| Merit-based Assessment | 4.24 | |
| Growth mind-set - skill assessment | 4.35 | |

| | |
|---|---|
| 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. |
| 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. |
| 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. |
| 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. |


HOD


Principal

P.G. DEPARTMENT OF SCIENCE

Table-15 Alumni Feedback Analysis (2021-2022)

| 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 |

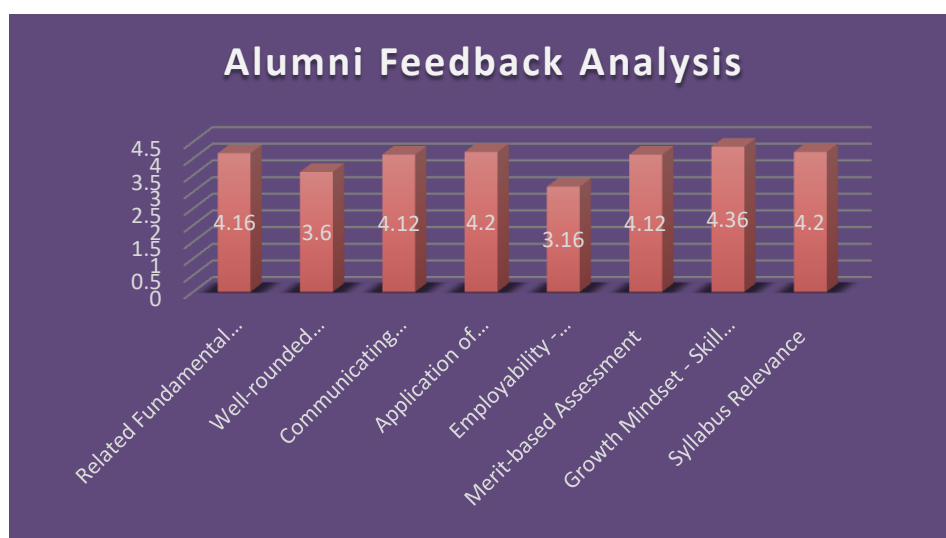


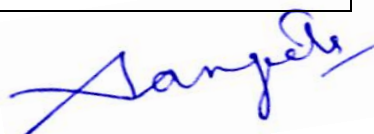
Fig.15 Weighted Mean Score of Alumni's Feedback

From the above Fig.-15 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 and merit based assessment. The parameters have a mean score above 4, which means the alumni are completely satisfied with the curriculum implementation except growth mindset and Employability - Behaviours & Skills.

| Attributes | Weighted Mean Score | Action taken |
|--|---------------------|--|
| Related fundamental knowledge | 4.16 | Growth mindset and Employability - behaviours & skills are the major areas of concern of the alumni. The suggestions were appreciated and institute is working to strengthen the placement cell. |
| 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 |
|--|---|
| Necessity of Developing and monitoring knowledge & skills to get hired and to succeed in the workplace | The institute organise workshops to strengthen critical thinking, problem solving abilities and to develop communication and presentation skills. Moreover, students are taught to learn the dynamics of analysis and interpretation through research |
| To create multiple situations or problems that are very different on the surface but that all draw on the same knowledge i.e. to enhance mindset skill assessment. | Class tests, Assignments, multiple questions exams, quiz competitions are randomly conducted to equip the skill of application of concept. |
| There should be more focus on effective Communication to broaden intellect and creative horizons. | Language proficiency lectures are held time to time to enable listeners to learn the Five C's of Effective Communications- Clarity, Consistency, Creativity, Content and Connections. |
| According to alumni there must be autosuggestion in practice to encourage positive self-talk. | Each class has been divided into different groups and one faculty member has been assigned for each group, in which students discuss their problem with teacher and give autosuggestion to develop positive mind set. |
| To organize debates, quiz, talent hunt competitions to improve the aptitude & soft-skills of students. | To help students to develop their debating, writing, painting skills etc., the institute organise workshops to strengthen dimensions of their learning identity. |
| To organize Research Orientation Program which can facilitates the students in grasping a systematic methodology for research. | Lectures and hand on training programs are organized to train students about working of instruments and to introduce students to research and to develop skills to write research paper. |
| Syllabus should be more relevant as per latest requirement of Industry/Academia. | Any suggestion regarding relevance of syllabus will be forwarded to Board of Studies, Panjab University, Chandigarh for their kind consideration. |


HOD


Principal

P.G. DEPARTMENT OF COMPUTER SCIENCES

Table-16 Alumni Feedback Analysis (2021-2022)

| 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 mindset - skill assessment | 16 | 5 | 3 | 1 | 0 | 111 | 4.44 |
| Syllabus Relevance | 19 | 3 | 1 | 1 | 1 | 113 | 4.52 |

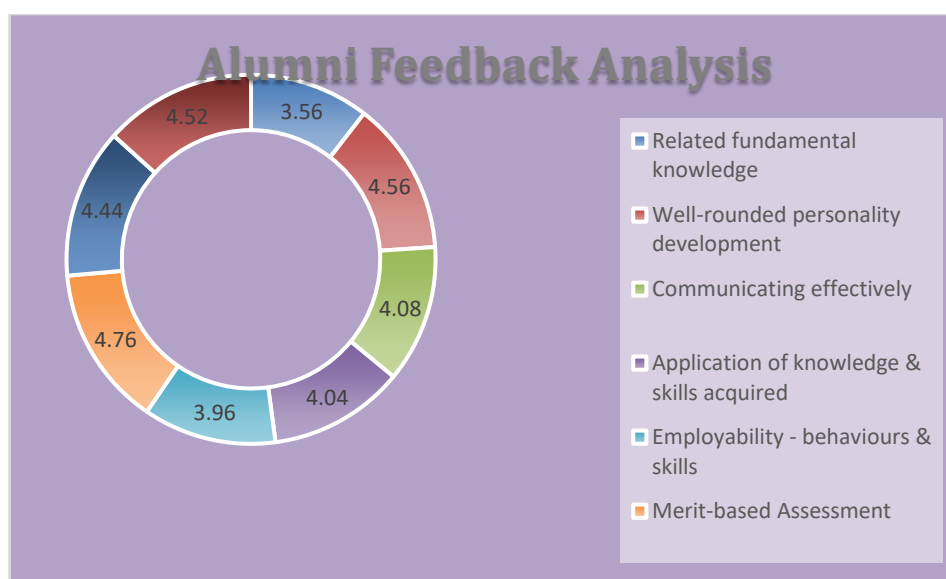


Fig.16 Weighted Mean Score of Alumni's Feedback

Based on the above fig 16 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)well-rounded personality development. All the parameters have a mean score above 4, which means a high level of alumni's satisfaction, except for Related fundamental knowledge. The report was handed-over to the IQAC for further discussions and deliberations.

| Attributes | Weighted Mean Score | Action taken |
|--------------------------------------|---------------------|--|
| Related fundamental knowledge | 3.56 | Related fundamental knowledge is the area of concern. Efforts will be made to improve the overall basic knowledge of the students. |
| 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 Alumni | Action taken |
|--|--|
| It has been proposed that the college should keep a track of the career trajectories of the alumni so that it could collaborate with them to organize sessions and workshops on various vocational issues. Another suggestion is to harness the influence of social media and organize interesting events that can help the alumni to foster a sense of belonging with the institution and the current students as well. | The institution has taken cognizance of these suggestions and they have been shared with the College Alumni Association and Website Committee. Alumni meetings are also held at the departmental level besides the College Alumni Meetings. The college is in the process to have an online database about alumni and their achievements which will be accessible to alumni and students of the college. |
| Organizing more workshops, field trips, pre-placement training, good internship opportunities, exchange programmes and cultivating a healthy student-teacher bond have been proposed to enhance the learning experience of students for their holistic development. | The institution has taken cognizance of this and these suggestions have been shared with the relevant authority for consideration and appropriate action. |
| The college provided enough opportunities for pursuing extracurricular interests. | The College is satisfied with its performance in this parameter and shall continue striving to incorporate innovative practices to enhance the holistic development of all students. |
| 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 college has provided them with a good foundation to cultivate leadership qualities and a sense of social responsibility. | The institution is satisfied with its performance in these parameters and shall work to consistently improve its performance percentages. |


HOD


Principal

P.G. DEPARTMENT OF VOCATIONAL COURSES

Table-17 Alumni Feedback Analysis

| Attributes | Completel y agree | Agree | Somewha t agree | Don't agree | Completel y disagree | Weighte d Score | Weighte d 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 |

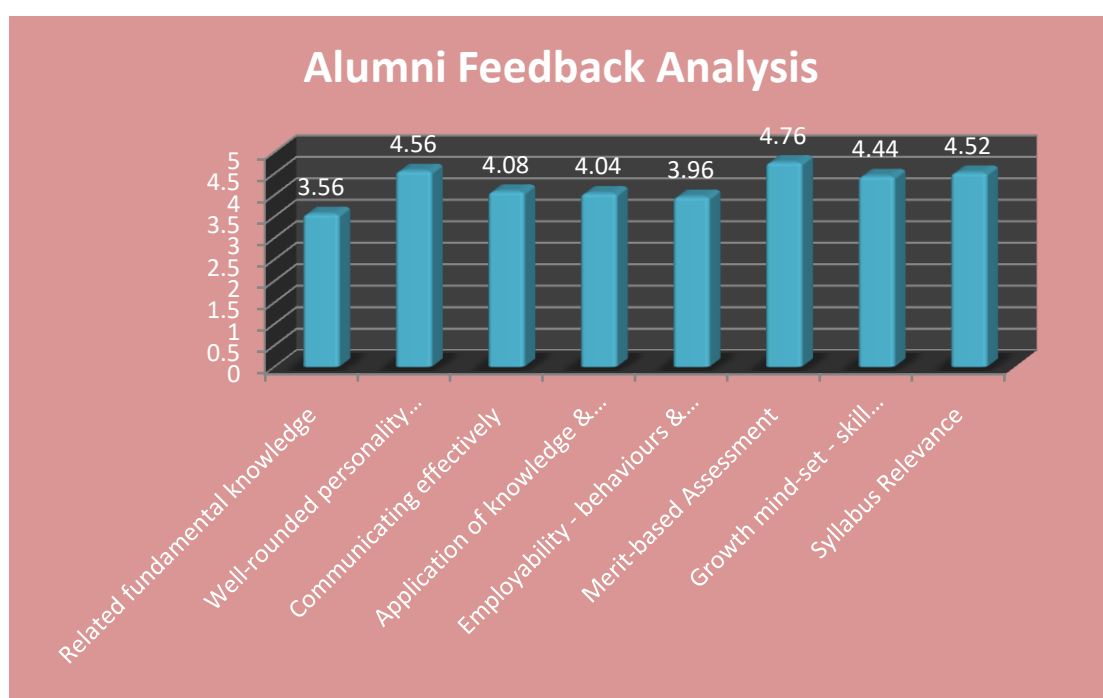


Fig.17 Weighted Mean Score of Alumni Feedback

Based on the above **Table-17** 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 | |

| Suggestions from Alumini | Action taken |
|---|---|
| To revise the content of the syllabus according to the needs of skill base industry. | BOS meetings were attended where suggestions were received regarding the skill curriculum from various panel members of different institutes. |
| Provision of online career counselling sessions for exit classes. | Career counselling workshops and guest lectures were organised by the college. |
| After the completion of skilled degree course, there should be a provision for online or offline training of three months to generate entrepreneurial skills. | In each year of Skilled courses curriculum, students undergo 4-6 weeks industrial training in their respective fields. |
| To organise alumini meet frequently | Every year college take initiative to organise alumini meet. |


HOD


Principal

Table 18- Overall Alumni Feedback Analysis (2021-2022)

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

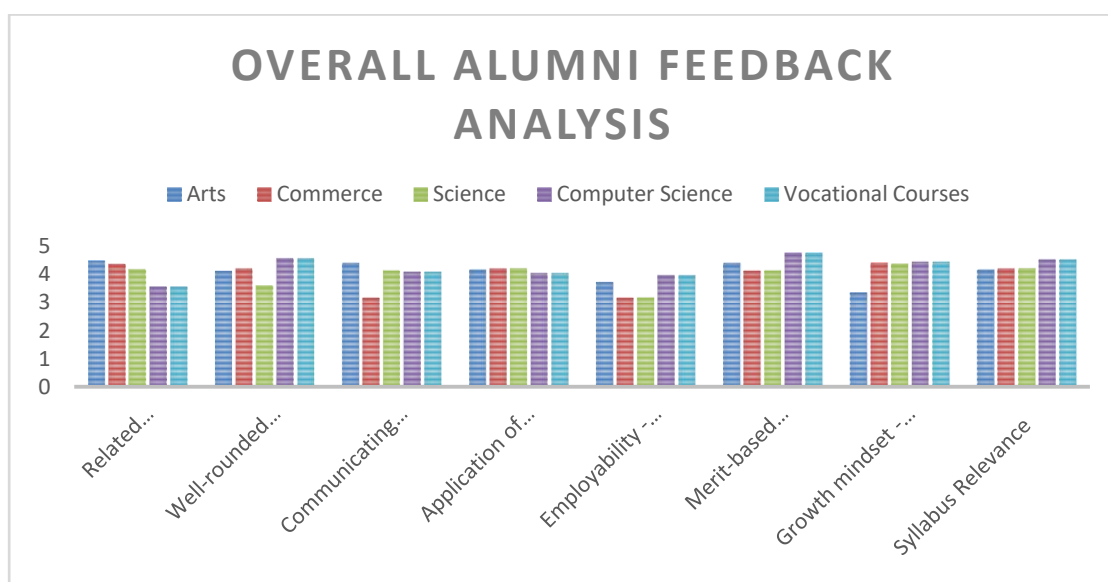


Fig.18 Weighted Mean Score of Overall Alumni's Feedback

The above table-18 explains the overall alumni's feedback analysis for the year 2021-2022. 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 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

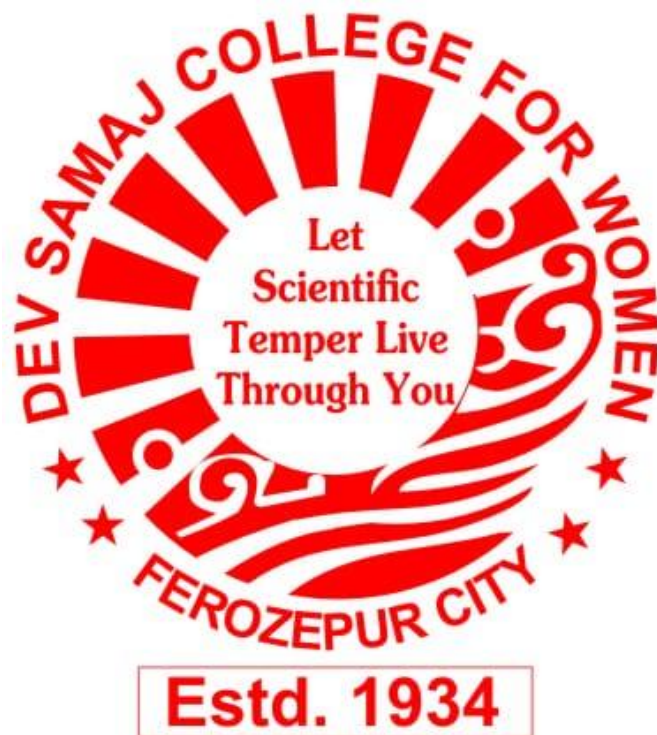

Joint Convener


Principal

INDUSTRY PARTNER FEEDBACK

ANALYSIS REPORT

SESSION 2021-2022



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 (2021-2022)

| Attributes | Completel y agree | Agree | Somewha t agree | Don't agree | Completel y disagree | Weighte d Score | Weighte d Mean Score |
|--|----------------------|-------|--------------------|----------------|-------------------------|--------------------|----------------------------|
| Related Fundamental Knowledge | 2 | 1 | 0 | 0 | 0 | 14 | 4.67 |
| Well-rounded Personality Development | 1 | 1 | 0 | 1 | 0 | 11 | 3.67 |
| Communicating Effectively | 0 | 1 | 1 | 1 | 0 | 9 | 3.00 |
| Application of Knowledge & Skills Acquired | 2 | 0 | 0 | 1 | 0 | 12 | 4.00 |
| Employability - Behaviours & Skills | 0 | 2 | 1 | 1 | 1 | 14 | 4.67 |
| Merit-based Assessment | 0 | 0 | 0 | 2 | 1 | 5 | 1.67 |
| Growth Mind-set - Skill Assessment | 0 | 1 | 1 | 1 | 0 | 9 | 3.00 |



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) Employability – Behaviour & skills. All the parameters have a mean score above 4, which means they are completely satisfied with the except 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 | 4.67 | Merit based assessment are the major areas of concern of the Employer and following actions were taken. The concern will be forwarded to IQAC |
| Well-rounded personality development | 3.67 | |
| Communicating effectively | 3.00 | |
| Application of knowledge & skills acquired | 4.00 | |
| Employability - behaviours & skills | 4.67 | |
| Merit-based Assessment | 1.67 | |
| Growth mindset - skill assessment | 3.00 | |

| Other suggestions from the Employer | Action taken |
|--|---|
| Students need to be more participative and work with teams more effectively. | Group Discussions, Workshops are conducted to improve student participating behaviour. |
| Students need to be aware of industry invited resource persons from industries exposure were made to address the students. | Experts from industrial companies are invited and conducted workshops, seminars. |
| Recruiter's suggested that the students intensive training on aptitude training was are be strong in their aptitude skill. | Special coaching conducted to develop aptitude skills. |
| 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. |
| Education institutions and employers interaction should be more frequent for the development of the studies programs and practical skills. | Times to time urgent meetings with employers are arranged by higher authorities. |
| Skill based trainings should be emphasized. | It was decided that more emphasis would be given on practical sessions. |


HOD


Principal

P.G. DEPARTMENT OF VOCATIONAL COURSES

Table-20 Employer Feedback Analysis (2021-2022)

| Attributes | Completely agree | Agree | Somewhat agree | Don't agree | Completely disagree | Weighted Score | Weighted Mean Score |
|--|------------------|-------|----------------|-------------|---------------------|----------------|---------------------|
| Related Fundamental Knowledge | 10 | 5 | 1 | 1 | 0 | 75 | 4.41 |
| Well-rounded Personality Development | 11 | 6 | 0 | 0 | 0 | 62 | 3.65 |
| Communicating Effectively | 8 | 2 | 3 | 1 | 3 | 62 | 3.65 |
| Application of Knowledge & Skills Acquired | 9 | 3 | 2 | 1 | 2 | 67 | 3.94 |
| Employability - Behaviours & Skills | 11 | 6 | 0 | 0 | 0 | 79 | 4.65 |
| Merit-based Assessment | 8 | 2 | 3 | 1 | 3 | 67 | 3.94 |
| Growth Mindset - Skill Assessment | 9 | 3 | 2 | 1 | 2 | 67 | 3.94 |

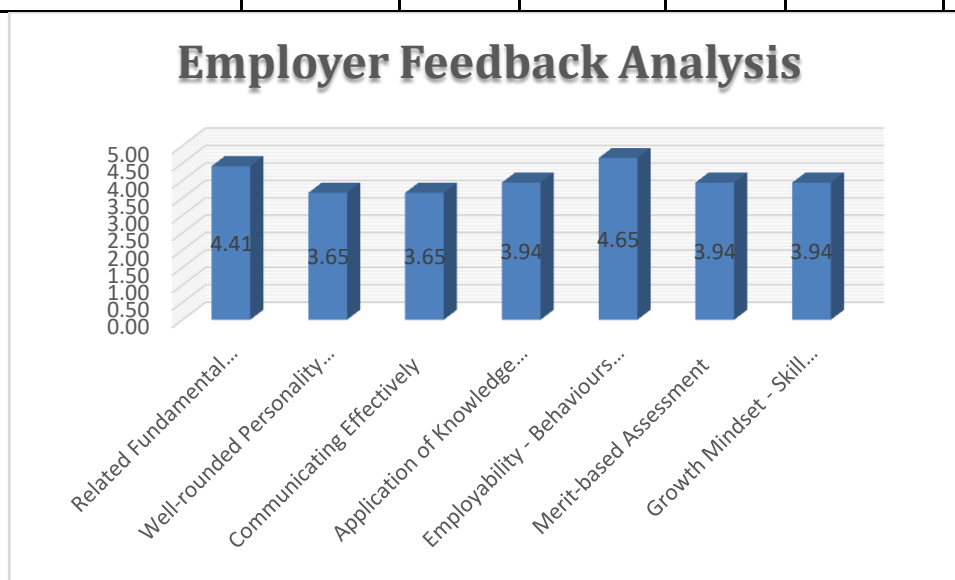


Fig.20 Weighted Mean Score of Employers' Feedback

It is indicated in the fig 20 that almost on all parameters the weighted mean score of employer's responses is above 4.2, which means that they completely agree with the above aspects. The highest mean score was for employability- Behaviours & skills and related fundamental knowledge. All the parameters have a mean score above 4, which means the employers are completely satisfied with the following aspects except well-rounded personality development and communicating effectively.

| Attributes | Weighted Mean Score | Action taken |
|--|---------------------|---|
| Related Fundamental Knowledge | 4.41 | Well-rounded personality development and communicating effectively are major areas of concerns of the employer. The professional standards should define the learning outcomes with main emphasis on attitudes and transferable skills. |
| Well-rounded Personality Development | 3.65 | |
| Communicating Effectively | 3.65 | |
| Application of Knowledge & Skills Acquired | 3.94 | |
| Employability - Behaviours & Skills | 4.65 | |

| | |
|------------------------------------|------|
| Merit-based Assessment | 3.94 |
| Growth Mind-set - Skill Assessment | 3.94 |

| Suggestions from industry partner | Action taken |
|---|--|
| Skill based training should be emphasised. | Time to time skill based training programmes were organised for the students by their respective skilled departments. |
| The specific learning outcomes of the Individual skilled educational programmes should be decided by each MOU linker for further requirement of the students. | Curriculum is designed by the University representatives in collaboration with industry partners. |
| Interaction in the form of guest lecture should be more frequent for the development of the study programme and practical skills. | Online Meetings and guest lectures were organised with the industry partners. |
| There should be mandate for all the industry partners to join the job fair to be organise by the institute for more recruiters. | College organised offline/ online job fairs so that maximum number of industry partners interacted with students for recruitments. |


HOD


Principal

Table 21- Overall Industry Partners Feedback Analysis (2021-2022)

| Attributes | Computers | Vocational Courses |
|--|-----------|--------------------|
| Related fundamental knowledge | 4.67 | 4.41 |
| Well-rounded personality development | 3.67 | 3.65 |
| Communicating effectively | 3.00 | 3.65 |
| Application of knowledge & skills acquired | 4.00 | 3.94 |
| Employability - behaviours & skills | 4.67 | 4.65 |
| Merit-based Assessment | 1.67 | 3.94 |
| Growth mind-set - skill assessment | 3.00 | 3.94 |

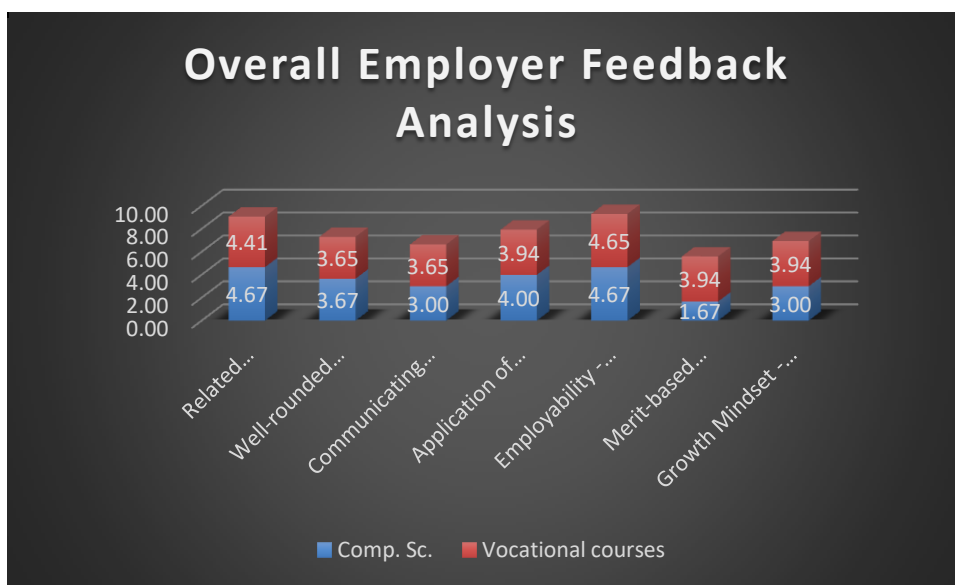



Fig.21 Weighted Mean Score of Overall Employers' Feedback

The table-21 interprets the view point of industry partners regarding curriculum for the year 2021-2022 of Computer Science and Vocational Courses. From the table, it can be described that industries are found more satisfied with related fundamental knowledge and employability - behaviours & skills 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

360⁰ Feedback Survey Form

Audience Category: Group A - Current Students

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

Please read the following directions carefully before commencing:

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

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

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

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

| 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:

Date :

Signature:

APPENDIX D: Group B

360^o 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 aspects | | | | | |
| 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:

Date :

Signature:

APPENDIX E: Group C

360° 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:

Date:

Signature

APPENDIX F: Group D

360° 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:

- Estimated Survey completion time:** 30 minutes
- 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
- 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
- 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
- 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 specializing 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 specialization | | | | | |
| 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 specialization – both internal and external knowledge share | | | | | |

Suggestions if any:

Date :

Signature: