

1.4.1 & 1.4.2

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

(Supporting Document)

Analysis of the Responses to the Feedback Form on:

- a) Syllabus and its Transaction**
- b) Course Outcome and Programme Outcome**

The institution carried out a survey on i) different aspects of the syllabus and its transaction and ii) Course Outcome and Programme Outcome for the period 2022-23 among key stakeholders in the year 2022-23.

These included the following:

- A) Faculty**, all faculty were invited to participate in the survey of whom 43 responded
- B) Alumni**, about four hundred former students who had passed out in the year 2022 were invited to participate in the survey of which 31 responded
- C) Employers**, companies /organizations that have been recruiting regularly from college in the period 2022-23 were sent feedback forms, out of which 3 participated in the survey
- D) Students**, a survey has been conducted in the period 2022-23, the detailed results of which can be found on the following links:

2022-23: 1247 students were invited to participate in the survey out of which 820 students responded.

Link of Student Satisfaction Survey from college website

<https://docs.ststephens.edu/IQAC/2022-23/STUDENT-SATISFACTION-SURVEY-RESPONSES-2022-23.pdf>

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

Alumni Feedback

Total number of respondents: 31

Figure 1. To what extent did your college program contribute to? - 31 responses

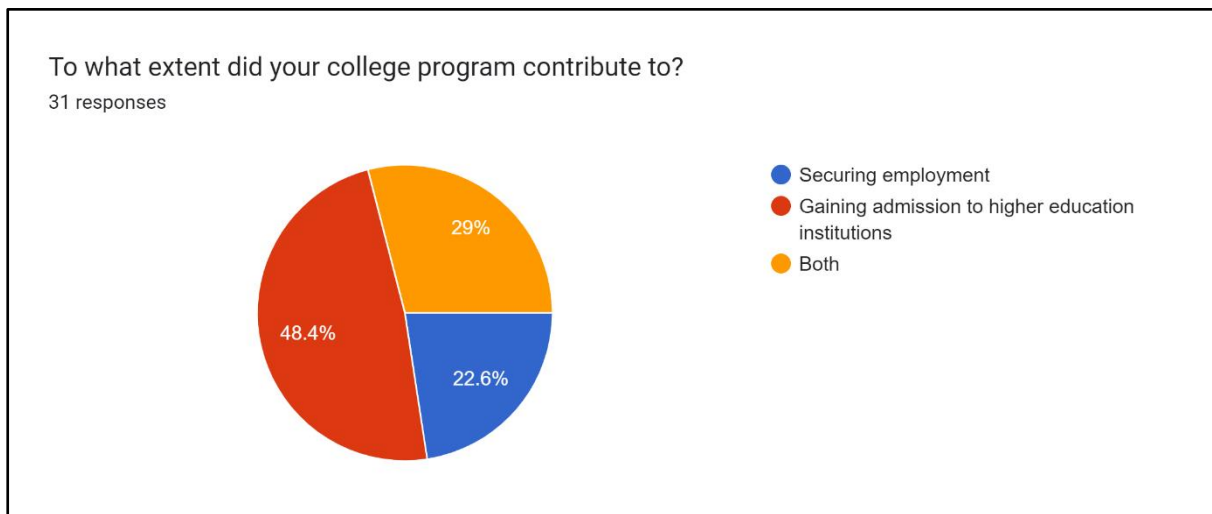


Figure 2. Did your course work/teaching-learning process help in developing (tick the relevant options) – 31 responses

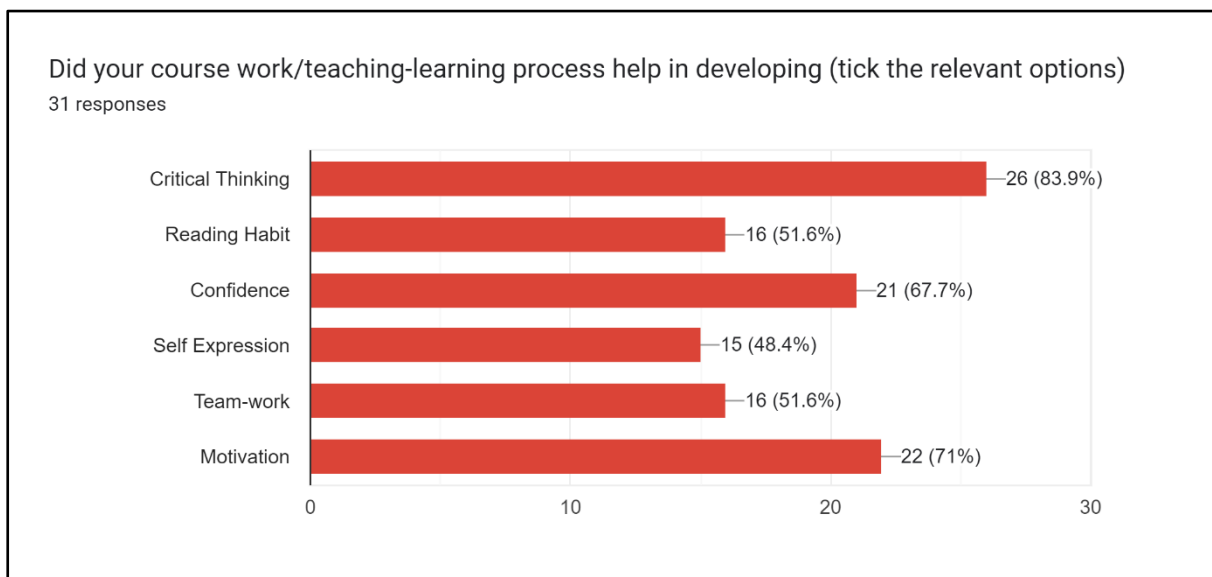
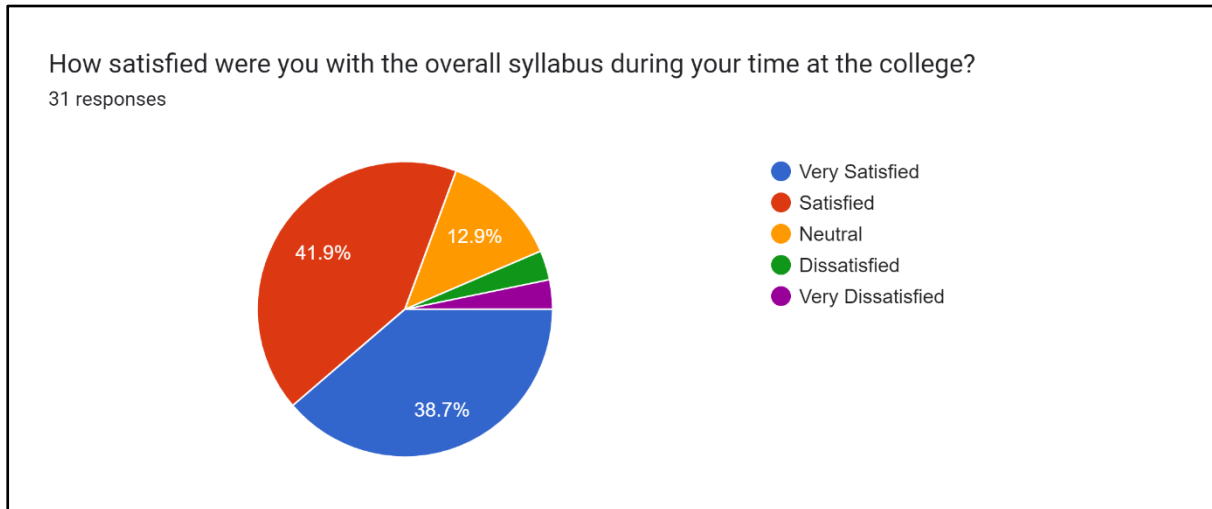


Figure 3. How satisfied were you with the overall syllabus during your time at the college? – 31 responses



Question 1. Were there any specific courses or subjects you found particularly valuable during your time at the college? Please specify: - 17 responses

Were there any specific courses or subjects you found particularly valuable during your time at the college? Please specify:
17 responses

N.A

Calculus, MV Calculus, Linear Programming Problem, Probability and Statistics, Mathematical finance

Text and Performance (GE course in English)

All courses and labs in Computational Physics and the Advanced Mathematical Physics electives were especially valuable.

Probability and Statistics

Mathematical Finance was one which was very valuable for me since it is closely connected to the real financial world

Rise of Modern West part 1 and 2 , History of Modern China, All of Medieval India were taught brilliantly.

Art of Balanced Living

computational physics courses with python
NA
econometrics, financial economics, indian economy, micro, macroecon, probability and stats
Problem solving using Computer, Probability and Statistics, Data Structures.
I really enjoyed Statistics, taught by Ms Poonam Kalra
Real Analysis, Understanding Ambedkar, Media and Communication, Complex Analysis, Group Theory, Bio Mathematics, Game Theory
Use of softwares like LaTeX , Wolfram Cloud , Mathematica , Overleaf , Ms Excel (for solving linear programming in SEC optional has provided a valuable bridge between theoretical knowledge and practical application in SEC optionals.

SEC classes- for introducing me to non course subjects and syllabi
Nutrition and sports during my final year Budgeting and fiscal management during my second year

Question 2: Were there any specific courses or subjects that you believe need improvement? Please specify: - 14 responses

Were there any specific courses or subjects that you believe need improvement? Please specify: 14 responses
NA
N.A
Complex Analysis, Ring Theory
Eighteenth Century in India (Semester 4 in History Major)
The syllabus and approach towards teaching some conventional subjects need improvement such as Analog and Digital Electronics, Thermodynamics, Optics. Since the content of these subjects per se is not directly relevant, the emphasis should be on the principles and techniques
Political Science Elective(Gandhi, Ambedkar etc.) could have been much better.
FY courses should have more take home assessments. All lab Work should involve python/excel for storing data and visualization.

I strongly believe courses in computer need some radical changes. They are very outdated. They should not only update the syllabus but also starting some industry projects.

LAE

The computer science courses for B.Sc. Programme need a lot of improvement.

1. The courses on Ordinary and Partial Differential Equations require a lot more computing resources and time (in particular we do need regular and prolonged access to software capable of handling PDE's)
2. Probability and Statistics as a course is weirdly a mix of theory and application. It isn't a full course on probability theory, but it does not provide enough application
3. Discrete mathematics as an option should not be offered against probability. Every DSE should be a choice between one applied and one pure subject. Seems more flexible that way.
4. We should replace the course on metric space with a course on topology. It seems to be an internationally required course for any graduate work in mathematics.

I found all the courses and subjects engaging and well-structured. My experience was very positive, and I wouldn't change anything.

None

Question 3: Do you have any suggestions for improving the syllabus?- 12 responses

Do you have any suggestions for improving the syllabus?

12 responses

N.A

It should be more interactive than mere theory

It could be more interacting.

Special Relativity should cover a larger part of the syllabus in Mechanics.

We have to choose 2/3 electives in third year so virtually there is not much choice.

AI/ML can be a good elective course.

I also think the core Mathematical Physics courses should be done as early as possible.

Core physics subject can include an additional component of their application in one current research area (this can be optional?)

The lab experiments can be better integrated with the ongoing theory syllabus. Most of the time they are out of sync and students find it hard to understand whats going on in the lab.

Add more Data science courses for those who wants to further go deep in that field

Yes, The 2nd year students have too much on their plates , 5 Subjects , 20 assignments , could be distributed evenly in 1st and 2nd year.

SY is too hectic and it would be better to spread it between 2nd,3rd,4th and 5th semesters.

NA

Syllabus should include modern tech and could have different paths. Instead of just pure theory syllabus it should be more practical with some complex and ungraded problems

It would be great if the course was more industry focused, pertaining to the requirements of the industry. Also, there should be a final year research project or undergraduate thesis because this is the requirement for many Master's degree programme. The lack of an undergraduate thesis or research project leaves many students at a disadvantage over students of engineering colleges for who it is compulsory to work on an undergraduate thesis.

Not really, most of my courses were taught supremely well. SEC's were given a lot of importance, but I feel like Latex and HTML should have been a GE instead, and numerical methods would have been much more valuable as a course. It would also help in the next semester when we did R and CAS. Like wise some of the choices offered for the DSE's made it impossible to get into a field that I wanted to study (discrete mathematics).

The option of writing a dissertation should also be at least mentioned to students (like the history and BA programmes offer their students) so that at least a student has the option to gain some in depth research experience as part of their course, rather than rely on fellowships that go above and beyond.

Heard that the new syllabus has come up , but I believe the syllabus at our time was good enough so it should be brought back in action.

Question 4: Is there anything else you would like to share about your experience with the syllabus? – 9 responses

Is there anything else you would like to share about your experience with the syllabus?

9 responses

NA

The college gave me the best foothold i could have to attempt doing a masters in pure mathematics. That being said, I think it is a common experience for those pursuing this field abroad, that we have found ourselves struggling compared to our peers internationally because of the way our syllabus was constructed. We know a little bit about every area of mathematics, but things like fourier analysis, lebesgue integration, measure theory, topology are sometimes expected as prerequisites for core courses here (especially the last two). The pandemic did affect my experience with the syllabus, but I think it a universal truth that everyone's education suffered, and our professors hands were tied. Personally it helped to engage with non-mathematical/non-STEM courses but making it a requirement for students to choose a GE not from their faculty (non-science, non-humanities, non-commerce) seems a little bit harsh.

N.A

Because the syllabus is large, it is seen very commonly that professors take more than the allotted time for the initial part of the syllabus and then rush (or skip) the latter parts. This can be partly solved by giving the students some parts to study on their own and only take doubts from such topics rather than full lectures.

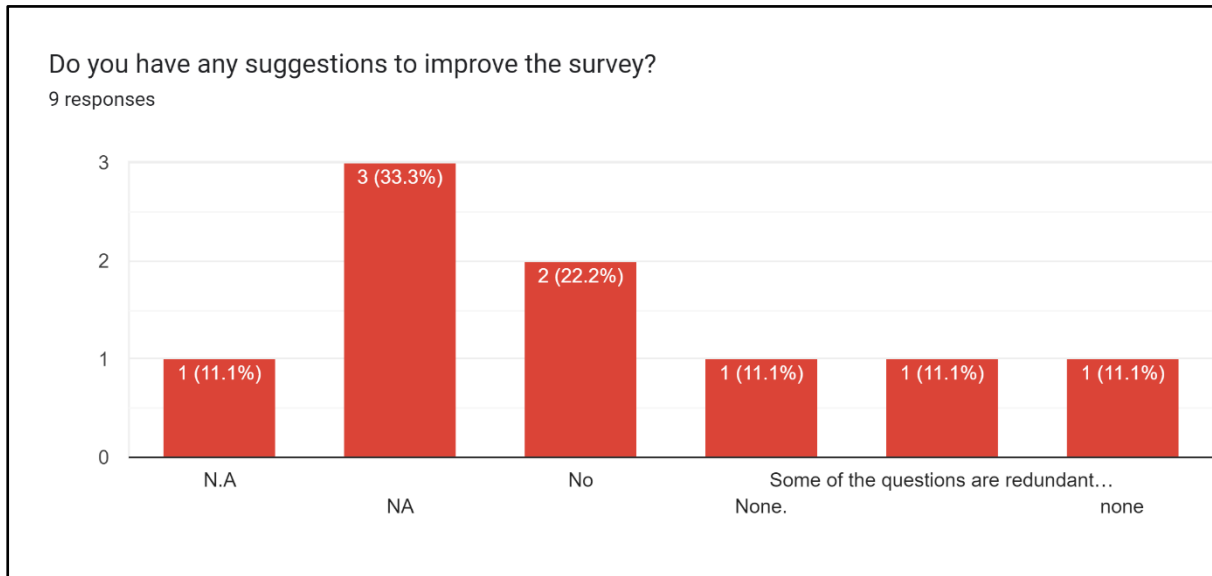
There should be some graded group assignments for theory as well. Tutorial sessions for every course that focus on problem solving

It covered almost everything and gave an all round knowledge that is really helping in my Masters.

My undergraduate degree has left me with very limited opportunities for higher education. I dont have enough credits in either of the three subjects: Computer Science, Mathematics, and Physics. I also don't have an undergraduate research project. This has left me with limited opportunities for higher education.

I was able to get the job I have currently because I took the effort to upskill on my own, and my undergraduate degree did not contribute to it at all.

Figure 4: Do you have any suggestions to improve the survey? - 9 responses



Faculty Feedback

Total number of respondents: 43

Figure 1. Faculty Participation in the survey by Designation- 43 Responses

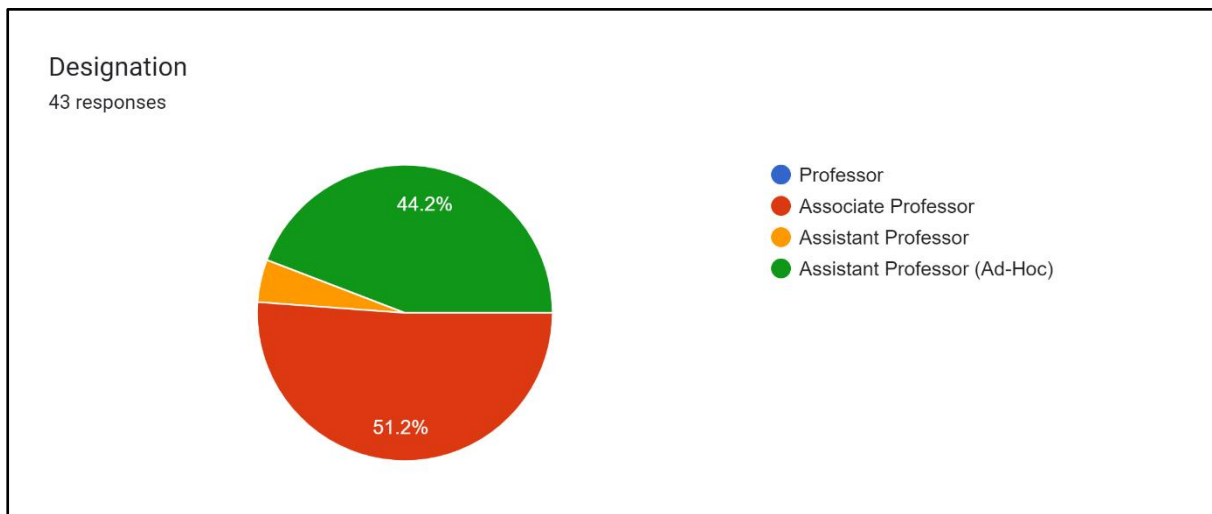
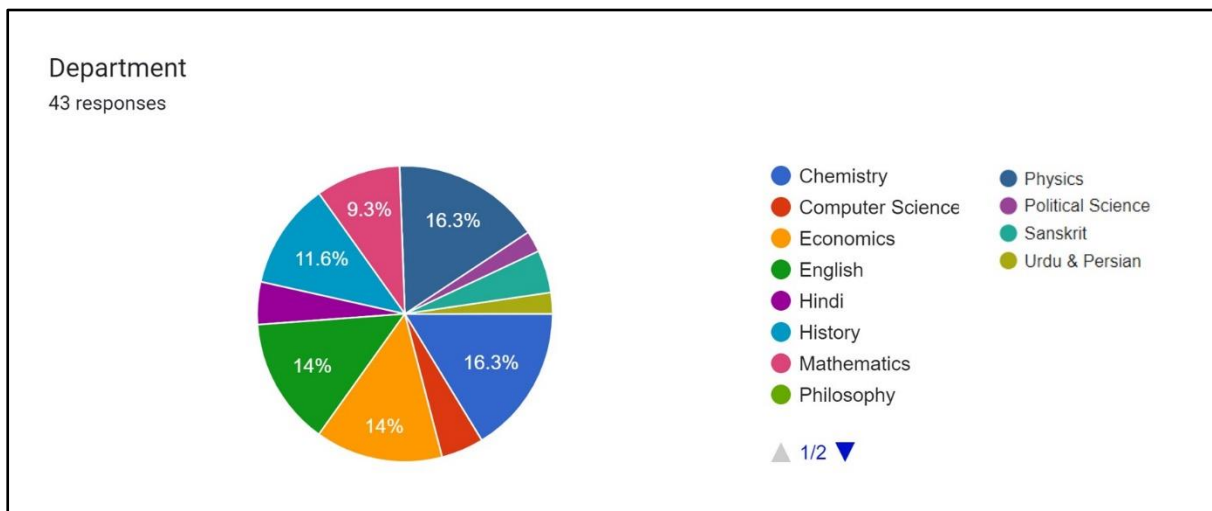


Figure 2. Faculty Participation in the survey by Departments- 43 Responses



Question 1. Which courses have you taught in the academic year 2022-23? - 43 responses

Which courses have you taught in the academic year 2022-23?

43 responses

Introductory Mathematical Methods for Economics, Introductory Microeconomics, Introductory Macroeconomics, Principles of Macroeconomics-I, Principles of Microeconomics-I, and Intermediate Mathematical Methods for Economics.

Law and Economics. Intermediate Macroeconomics II , Statistical Methods fir Economics, pPrinciples of Economics

Rise of Modern West I and II, Delhi through the Ages

SEC: Green Methods in Chemistry

DSE: polymer chemistry practical

AEC: Environmental science- theory into practice- I

DSE: Gaseous and liquid state Practical

DSE: Molecular modeling practical

PHYSICAL CHEMISTRY-IV: Conductance & Chemical Kinetics

PHYSICAL CHEMISTRY-IV: Conductance & Chemical Kinetics practical

DSE: Inorganic Materials of Industrial Importance

Physical chemistry-V: Quantum Chemistry & Spectroscopy Practical

DSE: Green chemistry

DSE: Chemistry of d-Block Elements, Quantum Chemistry and Spectroscopy

Solutions, Phase Equilibrium, Conductance, Electrochemistry and Functional Group Organic Chemistry-II

DSE: Organometallics, Bioinorganic Chemistry, Polynuclear Hydrocarbons and UV, IR Spectroscopy

DSE-1 (i) : Numerical Analysis (including practicals)

GE-3 Differential equations

SEC: Statistics with R

NUMERICAL METHODS

GENERAL MATHEMATICS II

IT SKILLS AND DATA ANALYSIS- I -SEC

1. DSC 1: Atomic Structure & Chemical Bonding 2. DSE: Inorganic Materials of Industrial Importance 3. Organometallics, Bioinorganic Chemistry, Polynuclear Hydrocarbons and UV, IR Spectroscopy (Section A- Inorganic Chemistry) 4. Chemistry of s- and p-Block

Elements, States of Matter and Chemical Kinetics (Section A- Inorganic Chemistry)
AEC Urdu A, Urdu B, Urdu C, GE Faiz, Iqbal, SEC, Translation
Thermal Physics (Theory), Heat and thermodynamics lab, Digital Electronics lab, Technical Drawing Theory and lab, Electrical Circuits Lab, Electromagnetic Theory(theory +lab), elements of modern physics lab
Ist, IInd and IIIrd year B.Sc. (P) Computer Science
B. Sc. Honours Chemistry Semesters I, Semester IV, V, VI and B. Sc. Prog. Physical Sciences Semesters IV and V
1. Digital Systems and Applications (B.Sc.(H)Physics, 2yr, 3rd Sem) 2. Analog Systems and Applications (B.Sc.(H)Physics, 2yr, 3rd Sem)
B.Sc Mathematician III Group Theory II, Ring Theory and Linear Algebra II, BSc Mathematics II Ring Theory and Linear Algebra I, B.Sc. Program II, Algebra.

B.Sc (Hons) Chemistry Sem I, II and III
Complex Analysis B.Sc(H) Physics II year, Linear Algebra and Tensor Analysis B.Sc.(H) Physics III year, B.Sc.(H) Physics II year Thermal Physics Lab, B.Sc.(H) Physics Solid State Physics Lab B.Sc.(H) Physics, Electromagnetic Theory Lab, B.Sc(Prog) II year Optics Lab, B.Sc.(H) Physics Modern Physics Lab
Sanskrit Linguistics, Indian social institutions and polity, Fundamentals of Ayurveda, Administration in Kautilya's Arthashastra, Theatre and dramaturgy in Sanskrit
1. History of India (1700-1950)-BAp IV sem.
2.Cultural Transformations in Early Modern Europe BAp VI sem.
3. History of India (700-1200) History Hons. III sem.
4. History of India (1200-1500) BAp Minor III sem
5. History of Europe -Middle Ages to Renaissance BAp V sem

6. Museum and Museology- SEC I sem

SEC: Pharmaceutical Chemistry 32173909
CC XI: Organic Chemistry-IV Biomolecules 32171501
DSE 2: Green Chemistry 32177908
CC IX Organic Chemistry-III: Heterocyclic Chemistry 32171402
SEC 2 Chemistry of Cosmetics & Perfumes 32173910
CC XIV Organic Chemistry V: Spectroscopy 32171602
DSE Polymer Chemistry 32177906

1. C++ Programming for Mathematics (Core)
2. Computer Algebra Systems (SEC)
3. Numerical Methods (GE)
4. Partial Differential Equations (Core) Practicals
5. Linear Algebra (GE)

Bsc Hons Chemistry II year- d and f block elements
BSc Hons Chemistry III year - DSE- Analytical Chemistry

LOCF- CBCS

Development Economics I & II to BA Economics honours semester V & VI. BA program minor : Introductory Microeconomics, Introductory Macroeconomics

Intermediate Macroeconomics I (Core for Honours), Indian Economy I (GE), Indian Economy II (Core for Honours), Basic Statistics for Economics (for BAP with Economics as Major)

Indian Economy, Econometrics, Statistics

- 1) Quantum Chemistry and Spectroscopy (DSC in Sem V)
- 2) NCC-I as VAC in semester I
- 3) Molecular Modelling and Drug Design (DSE in Sem VI)
- 4) NCC-II as VAC in semester II
- 5) Cheminformatics as SEC in Semester IV

Sahitya sanskriti aur cinema
Hindi ka vaishvik paridrashya

Hindi oupcharik lekhan Social media aur blog lekhan Srijnatmak lekhan ke aayam
Indian Government and Politics; Comparative Government and Politics; Themes in Comparative Political Theory; Understanding Globalization; Politics of Globalization; and Ideas in Indian Political Thought
Quantum mechanics and numerical analysis
BSc(prog),2nd Yr DSE,NEP BSc(PS)3rd Yr, Core, CBCS
B.Sc (Hons), B.Sc(Prog)
DSE: Literature and Caste DSE: Nineteenth Century European Realism Core English: English Language Through Literature SEC: Film Studies (BAP)
British Literature 18th Century -Core SEC 2: Literature in Social Spaces Literature and Cinema -DSE Speculative Fiction and Detective Literature -DSE DCC: World Literatures 16th and 17th Century Drama – BAP Major
International trade, environmental economics, introductory microeconomics and introductory macroeconomics.
Classical Sanskrit Literature (Poetry) Self Management in the Gita Sanskrit and World literature Vedic Literature Indian System of Logic and Debate Indian Ontology and Epistemology
Hindi Gadya Ka Uddabhava Aur Vikas - Hindi A (MIL Hindi LOCF For 4th Semester) Hindi Cinema Aur Uska Adhavavan (GE Hindi LOCF For 6th Semester)

<p>Hindi Bhasha Sampreshan Aur Sanchar (AEC Hindi A UGCF For 1st and 2nd Semester) Hindi Oupcharik Lekhan (AEC Hindi B UGCF For 1st and 2nd Semester) Rachnatmak Lekhan (SEC Hindi UGCF For 1st Semester) Srijnatmak Lekhan Ke Aayam (SEC Hindi UGCF For 2nd Semester) Hindi Bhasha Aur Sahitya (GE Hindi A UGCF For 1st Semester) Patkatha Evam Sanvad Lekhan (GE Hindi UGCF For 2nd Semester)</p>
<p>Bsc. (H) Physics I year Electricity and Magnetism Semester II</p>
<p>History of the United States of America: Independence to Civil War</p>
<p>July 2022-Dec 2022 III BA (H): British Literature Early Twentieth Century III BA (H): Women's Writing III BA (P) GE: Cinematic Adaptations of Literary Texts January 2023-June 2023 II BA (H): British Literature Nineteenth Century II BA(H) SEC : Literature in Cross Cultural Encounters</p>
<p>III BA (H) Literary Theory</p>
<p>'History of India III (750-1200 CE)' - LOCF 'Making of Post-Colonial India' - LOCF 'History of the USA: Independence to Civil War' - LOCF 'History of the USA: Reconstruction to New Age Politics' - FYUGP 'History of India VI (c. 1740s to 1857)' - LOCF 'Making of Contemporary India (1950-1990s) - LOCF' 'Reading the Archive' - FYUGP</p>
<p>Mathematical Physics-II NEP (Theory), Solid-State Physics lab, Thermal lab, Digital Electronics lab, Nanomaterials and Applications CBCS (Theory and Lab), Electromagnetic Theory lab</p>
<p>British Literature: The Early 20th Century Nineteenth Century European Realism Applied Gender Studies: Media Literacies (SEC) Popular Literature European Classical Literature</p>

British Romantic Literature
Modern European Drama
Contemporary India Women and Empowerment (GE)
British Poetry and Drama 14th to 17th Century

English Third Year: Modern Indian Writings in English; BAP Third Year: Detective Fiction; VAC Reading
Indian Fiction in English

Odd semester

1. SEC-Transportation and Network Flow Problems (B.Sc(Prog) 5th sem)
2. GE- Fundamentals of Calculus (B.Sc(H) Phy and B.Sc(H) Chem 1st sem)
3. SEC- Statistics with R (1st Sem all courses)

Even Semester

1. Partial Differential equations (B.Sc(H) Maths 4th sem)
2. Calculus (B.Sc(H) Mathematics 2nd sem)
3. GE- Analytic Geometry (2nd Sem B.Sc(H) Phy and Chem)
4. SEC- Computer Algebra system and Related Software (B.Sc(H) Maths 4th Sem)

Postcolonial Literatures, Partition Literature, Modern Indian Writings in English Translation, Communication
in Everyday Life, Victorian Literature, Introduction to Literary Studies, Literature and Caste

American Literature
Comic Books and Graphic Novels
Speculative Fiction
Literature and Cinema
18th Century British Literature
Eighteenth Century Literature
Individual and Society
Literature and Human Rights
Introduction to Literary Studies

Question 2. For which of these courses, did you participate in making of the syllabus? Please enlist them.- 43 responses

For which of these courses, did you participate in making of the syllabus? Please enlist them.

43 responses

None

NA

None.

All of them and many more as a member of Committee of Courses.

All 3

1. DSC 1: Atomic Structure & Chemical Bonding 2. DSE: Inorganic Materials of Industrial Importance

ALL of above, and the course for Urdu Honors and BA Programme

N.A.

Not applicable

No

NA

Development Economics I & II to BA Economics honours semester V & VI. BA program minor : Introductory Microeconomics, Introductory Macroeconomics

Participated in the course meetings for Indian Economy I (GE), Indian Economy II (Core for Honours), Basic Statistics for Economics (for BAP with Economics as Major)

All

Molecular Modelling and Drug Design

No

BSc(Prog),2nd yr, DSE, PYTHON PROGRAMMING FOR DATA HANDLING

I did not participate in making the syllabus for any of them.

I was the over all convenor for all BA Hons. Course
I was the Convenor for Sanskrit and World Literature

Solid State Physics -DSEs and GE, Nano Science-DSEs and GEs and Physics of Material- DSEs and GEs

I did not participate in the making of the syllabus for this course.

None for CBCS
Nanoscience (NEP)

The syllabus is designed and prescribed at the University level. I have supplemented the syllabi of all courses with additional reading material for students.

Question 3. How many of these syllabi covered the topics essential to the subject that they were dealing with? Please enlist them. – 43 Responses

How many of these syllabi covered the topics essential to the subject that they were dealing with?
Please enlist them.

43 responses

All

NA

All of them.]

All covered the topics essential

All 3

1. DSC 1: Atomic Structure & Chemical Bonding 2. DSE: Inorganic Materials of Industrial Importance

Almost all these syllabi covered the topics essential to the subject.

Though, I didn't participated in the syllabus making but the syllabi of the above courses covers the fundamentals. It will prepare the student to predict the working of digital and analog systems.

Group Theory II, Ring Theory and Linear Algebra I and II, Algebra.
All of them
70%
Question not clear
History of USSR, History of India VIII, Culture and Everyday Life and HOI VI. Europe from 7th to the 16th century.
Development Economics I & II to BA Economics honours semester V & VI. BA program minor : Introductory Microeconomics, Introductory Macroeconomics
All of them.
All

Hindi oupcharik lekhan Sahitya sanskriti aur cinema Social media aur blog lekhan Srijnatmak lekhan ke aayam
Indian Government and Politics; Comparative Government and Politics; Themes in Comparative Political Theory; Understanding Globalization; Politics of Globalization; and Ideas in Indian Political Thought
One
Python libraries and data Types Control Structures Conditional statements Tkinter
The syllabus of all the papers were fairly good in covering all of the major themes that were required for a proper understanding of the paper, although the syllabus of papers such as 'film studies' and 'literature in social spaces' could be improved, particularly the latter.

Nearly all
All of these.
They did cover the topics.
All of them except Literary Theory
All of the syllabi covered topics essential to the subject that they were dealing with.
All. However, some courses have only canonical texts and topics and they should include texts and topics that are at the margins too.
The most poorly designed course was the VAC, Reading Indian Fiction in English. It had one translation of a Bangla novel written in 1882 and another English novel by an Indian writer and a third text of commentary on the form of the novel by E. M. Forster. The components of the course pulled the attention of the students in completely different directions. There was no possibility of building any coherent argument at all.

GE- Fundamentals of Calculus (B.Sc(H) Phy and B.Sc(H) Chem 1st sem) Partial Differential equations (B.Sc(H) Maths 4th sem) GE- Analytic Geometry (2nd Sem B.Sc(H) Phy and Chem)
Most of them
American Literature Speculative Fiction Comic Books and Graphic Novels

Question 4. In which of the courses, do you think the topics can be added? please list the courses and the topics to be added.- 43 responses

In which of the courses, do you think the topics can be added? please list the courses and the topics to be added.

43 responses

NA

None

None as per the given time frame

None. There is enough course material for the length of the course.

Rise of Modern West II, the American Revolution

The syllabus seems fine with respect to the number of theory and practical classes assigned to them.

In AEC Urdu C, we can add the alphabets and basics of Urdu.

No courses

Not applicable

The course is self-sufficient and covers enough of the fundamentals that can be covered in the given time. Given the content and time for the course it is not possible to add anything in the present form. But advance papers can be taught as DSE to go further.

Theatre and dramaturgy - classical dance forms in India
These courses need more specific topics -

Indian social institutions and polity
Sanskrit linguistics
Administration in Kautilya's Arthashastra

Museums and Museology SEC I sem- Some sections on the concepts of Museology and Preservation can be included, along with a focus on Museums and their social role.

History of Europe Middle Ages to Renaissance BAp Vth sem- this course is supposed to be an introduction to European history for the BAp students. It starts from the 8th century, without any context/ background of earlier developments in European history. There should be a unit which summarise key historical processes of the earlier period.

No need to add. Its already more than enough as far as semester system is concerned.
History of India VI and VIII, History of USSR. Sports and Environmental History.
The courses need to be part of an integrated set of courses ie not created individually but in tandem with the other courses so any duplication is reduced and no relevant topic should be left out.
None.
Quantum Chemistry and Spectroscopy 1) Chemical Bonding 2) Configuration Interaction 3) LCAO MO treatment of H ₂ ⁺ , H ₂ , H ₂ O, BeH ₂ & CO ₂
Molecular Modelling 1) Docking project in practicals 2) Screening 3) Analysis of proteins

Srijnatmak lekhan ke aayam - Some literature text should be included.
Numerical analysis
Nil
The syllabus of the paper 'literature in social spaces' needs some improvement. It comprises of articles that try to address the issue of how literary concepts are relevant in the world around us but the choice of essays and articles leave much room for improvement. It needs to have more literature based texts rather than articles from websites or newspapers.
Unable to answer
Sanskrit and World literature - current and trends in last fifty years must be included.
Topics can be subtracted due to time constraint

Literary Theory: Large gaps in the paper and the texts are not properly representative of what the paper tries to achieve. A segment on Structuralism should be added. Some of the readings could be replaced.

1. A section of the evolution of the institution of archive can be added for the paper 'Reading the Archive'.

2. 'Making of Contemporary' can have a section on human rights.

There is scope for addition in all courses, especially topics/texts/perspectives that are non-canonical or marginalised.

I think readings need to be replaced, not added.

Course: Calculus (B.Sc(H) Mathematics 2nd sem)
Topics could be added: conic sections

Victorian Literature (two or three short stories, poems and two novels, instead of three novels and three poems.

suggestive readings need to be more complimentary and topic aligned.

Individual and Society

Question 5. For which of these courses, do you think the topics to be dropped? please list the courses and the topics. 43 responses

For which of these courses, do you think the topics to be dropped? please list the courses and the topics.

43 responses

None

NA

None. All the topics are essential.

NONE

The syllabus seems fine with respect to the number of theory and practical classes assigned to them.

There are as many as 14 lessons in AEC Urdu C, we can drop at least 6 from the list.

No courses

Not applicable

In Analog Systems and Applications course, The H-Parameter approach must be dropped as it is obsolete.

Indian social institutions and polity course is NOT SUITABLE FOR the students if FIRST YEAR.

In the course on Medieval Europe (BAp Vth sem)- there are seperate units and sections on Medieval Church, role of Clergy, Papacy and Monasticism. They can be included in one section. Instead a section on early history of Christianity which should be included.

Some topics/chapters were deleted from C++ Programming for Mathematics paper after an online meeting held among the teachers of DU teaching this paper which includes:

1. Chapter 12 Polynomials
2. Chapter 13 Using Other Packages
3. Section 14.8 Visualization

Topics should be reduced since the teaching time has been reduced from 5 lectures a week to only 3 per week.

None.

None

Social media aur blog lekhan - Blog lekhan should be dropped from one unit. It is mentioned in both units of syllabus.

Numerical Analysis

No topics to be dropped

For literature and social spaces, the units on leadership need improvement. The syllabus needs to be reworked on the whole.

Sanskrit and world literature - lists of India European and Sanskrit words need not be mugged up.

All courses are fine they should continue.

Soli State Physics

Topics need not be dropped

None of the topics need to be dropped.

The suggested readings for some of the papers need to be updated every now and then, in keeping with current academic research and concerns, and in line with the larger scheme/learning outcome of each course.
In some papers, the suggested readings are either too many or non-complementary. This makes syllabus completion a challenge. There should be a greater amount of correlation between the core texts and the suggested readings so that they complement each other.

Most courses are too ambitious and do a great disservice to the student. They are not designed to be taught over 12 weeks but much longer. Instead of adding topics, the courses need severe editing.

Courses- SEC- Statistics with R
Topics could be dropped- different statistical tests which students are not aware of being in the 1st sem. Also, it should be basic course and they have included advanced stuff also for beginners.

1)Victorian Literature(one novel to be drooped and two or three short stories to be added)
2) Literature and caste. the number of texts are higher and cannot be completed in one sem. a couple of short stories and poems to be dropped.

None.

Figure 3. How satisfied are you with the clarity and organization of the syllabus? - 43 responses

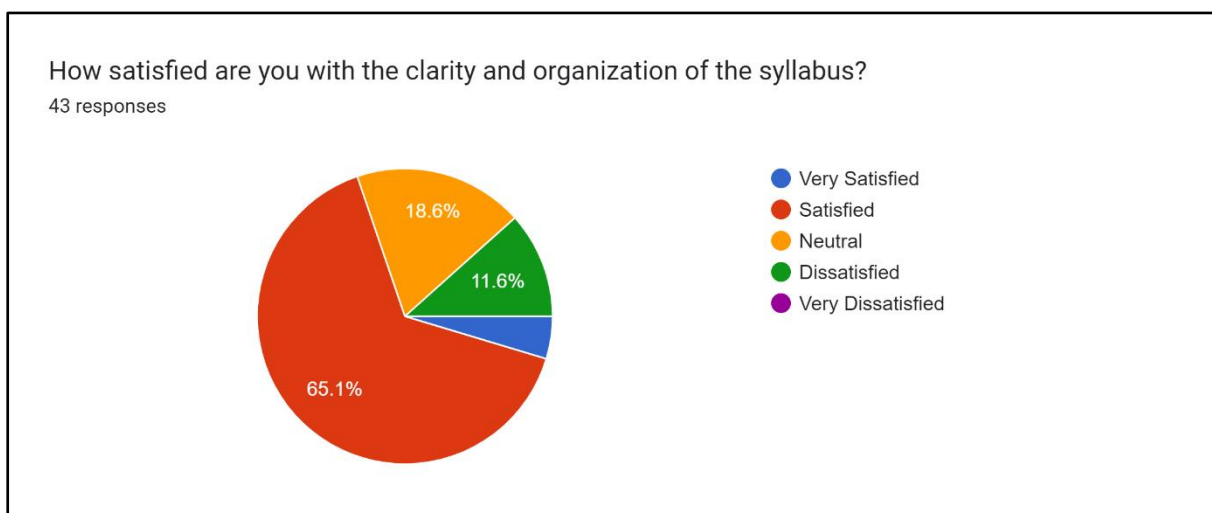


Figure 4. Were the learning outcomes clearly defined in the syllabus? - 43 responses

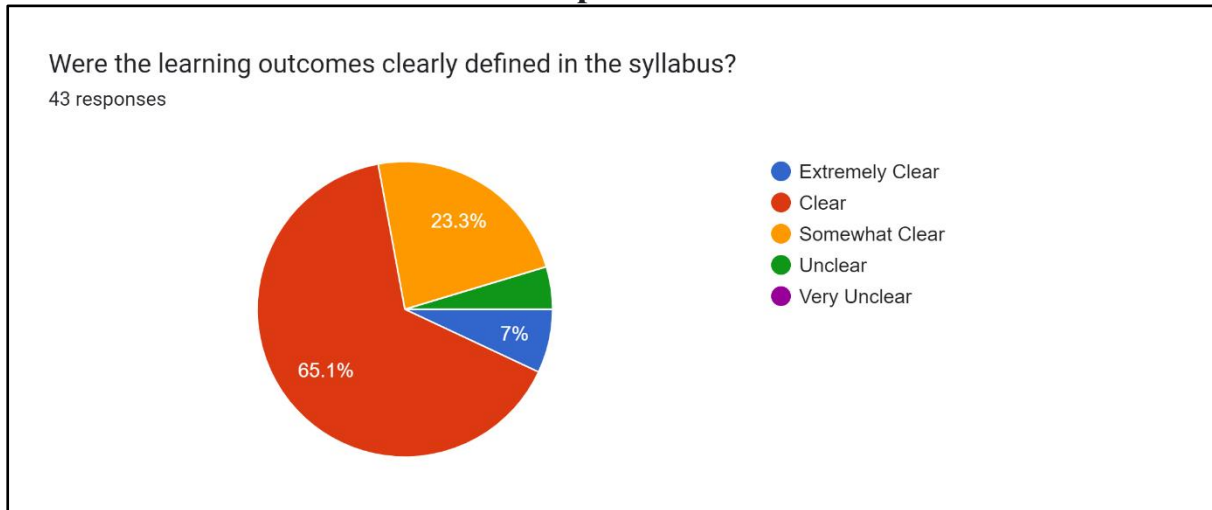
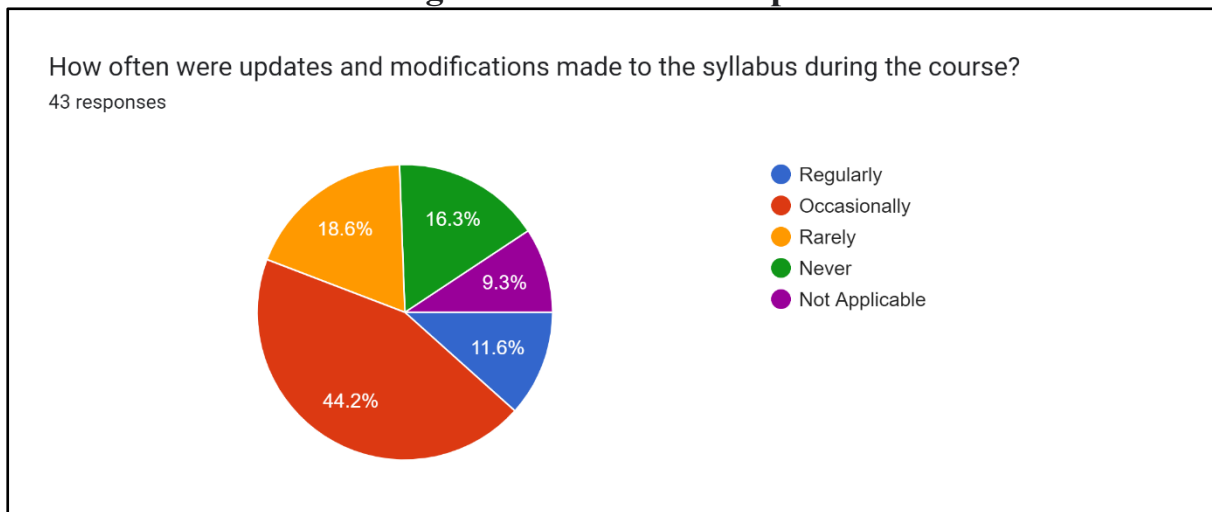


Figure 5. How often were updates and modifications made to the syllabus during the course? - 43 responses



Question 6. What changes would you like to see in the way the syllabi are made in the University? - 43 responses

What changes would you like to see in the way the syllabi are made in the University?

43 responses

NA

More participation by teachers actually teaching the courses.

Should be more participatory.

Teachers should make their own syllabus

Emphasize the real-world applications of the course material. Consider incorporating student input and feedback in the syllabus creation process.

The papers with chemistry labs for 2 hours are very difficult to deal with in terms of time constraint to do practical exercises. At least three hours should be assigned for conducting any Chemistry Practical class.

University must create syllabi committees to work in a workshop mode. Committees must have a convenor, who will be responsible to a particular area of syllabi.

none

It should be more analytical and practical based

I would like that courses will be framed keeping in mind the employability of students and requirements of the industry. The members involved in syllabus making must be aware of the current trends and topics and progressive.

For the NEP courses the syllabi are a cut and paste job.

Regular updation based on feedback from teachers

More stakeholders to be involved, one should take feedback from all teachers from different colleges teaching the subject before finalising the syllabus.

Serious deep research to make the syllabus is need of the hour. I Highly recommend this. Additionally serious and knowledgeable faculty needs to be added in syllabus making process.

There should be more time devoted to the making and implementation of such changes. The university should regularly take feedback from those teaching at the undergraduate levels. The teachers should be given the new syllabus at least a month before the semester begins!

Chemistry practical classes should be allotted for a minimum time period of 3 hours.

Suggestions sent by the college teachers should be considered because they are the ones teaching these papers for long and therefore are better judge.

More participation of faculty

More participation of faculty members is required from colleges.

Continue the current system of meetings with all teachers.

More participation of college faculty, inclusion of some research papers.

The courses have too emphasis on non core disciplines.

Greater participation from regular faculty needs to be there from faculty members from all colleges under Delhi University for a particular course.

The literature of regional languages should be the part of Hindi literature papers for comparative study. Contemporary poet and storytellers should be included in syllabus.

Updated reading list

Innovative part should be taken care given the changes in technology

Regular feedback is a must.

None

The syllabus needs to be more inter-disciplinary in its orientation.

More regular. More concerned about the parity between number of lectures and topics to be covered

More time should be given

Comparison with syllabi of leading Indian and foreign universities will be necessary

I would like to see the qualitative syllabi . For example Hindi must be in literary forms in GEs in every semester and fundamental Hindi in AECs papers.

They should be shorter

The syllabus for this course is quite alright. Time is a matter of great concern. It is not enough to complete the syllabus with its many and varied demands of Continuous Assessment and Internal Assessment. Repeat tests have to be held due to the casual attitude of the students who do not turn up for tests on the scheduled date.

- Greater faculty involvement and participation in the design and revision of syllabi is necessary.
 - Syllabi ought to be constructed slowly and with proper deliberation and consultation.
 - Regular feedback and consultation with teachers teaching the courses, will enable important modifications as and when required, especially during this transitional phase.
 - The suggested readings for some of the papers need to be updated every now and then, in keeping with current academic research and concerns, and in line with the larger scheme/learning outcome of each course.
- the suggested readings are either too many or tangential. This makes syllabus completion a challenge.

Greater participation of teachers from Colleges.

Syllabus should be prepared keeping the length of the semester in mind. It should align more properly with the academic calendar. The process should involve consultation with or participation of teachers.

They need to involve academics who are experts in the particular sub-disciplines.

Course should be designed in a way that it could be finished in the given time period.

Greater faculty involvement and participation in the design and revision of syllabi is necessary. Syllabi ought to be constructed slowly and with deliberation and consultation. Feedback may be sought at regular intervals rather than at either the beginning or end of the semester/academic year. Regular feedback and consultation with teachers teaching the courses, will enable important modifications as and when required, especially during this transitional phase. In some cases, the syllabi are mostly composed of canonical texts and readings. While this is necessary, more contemporary/marginalised texts/texts and readings from the 'margins' need to be incorporated.

The suggested readings for some of the papers need to be updated every now and then, in keeping with current academic research and concerns, and in line with the larger scheme/learning outcome of each course. The push towards inter-and-trans-disciplinarity should be matched by providing the student adequate grounding in the discipline of their choice. This may be reflected in the selection of texts, suggested modes of thinking and engagement. In some papers, the suggested readings are either too many or non-complementary. This makes syllabus completion a challenge. There should be a greater amount of correlation between the core texts and the suggested readings so that they complement each other.

A shift away from canonical texts.

Figure 6. Were the assessment methods (exams, assignments, projects) aligned with the syllabus content? - 43 responses

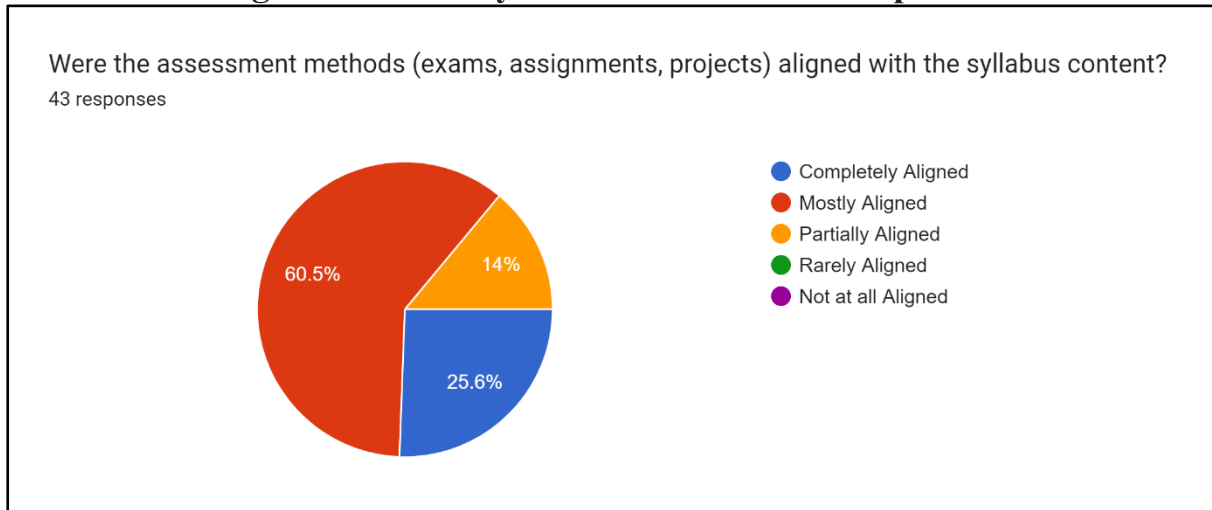


Figure 7. Did the syllabus include recommended or additional resources for students to enhance their understanding of the topics? - 43 responses

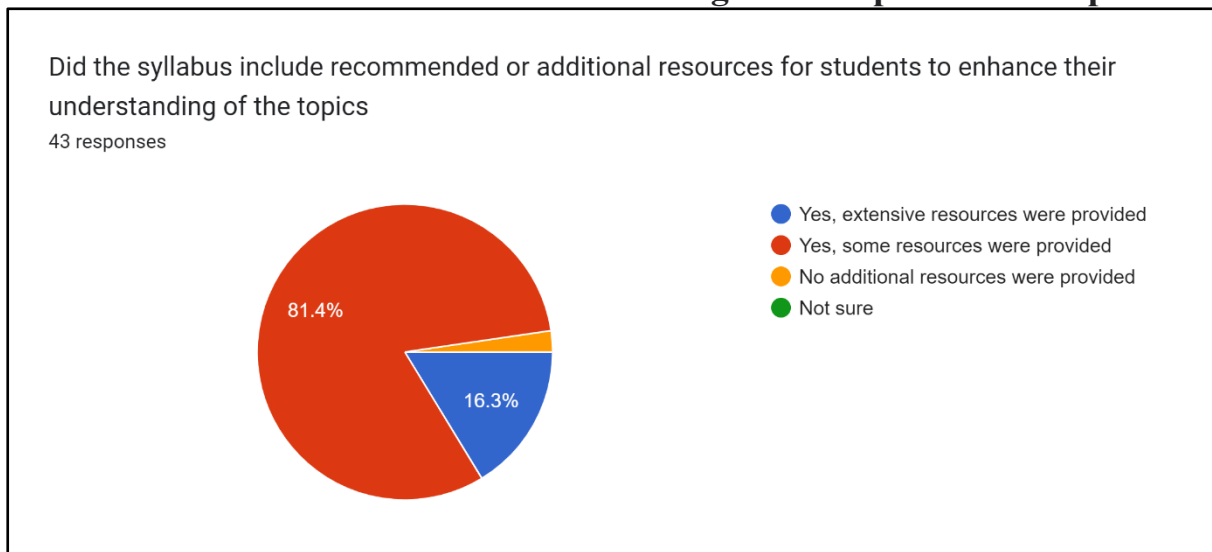


Figure 8. How would you rate the overall effectiveness of the syllabus in facilitating student learning? - 43 responses

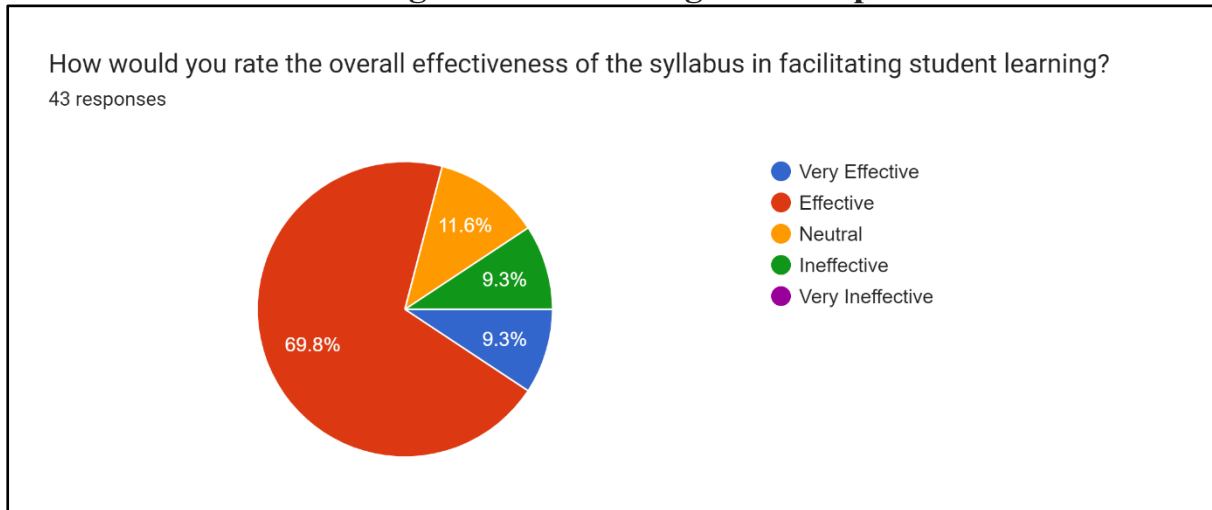


Figure 9. Were you able to complete all the syllabus content within the allocated time frame for the course? - 43 responses

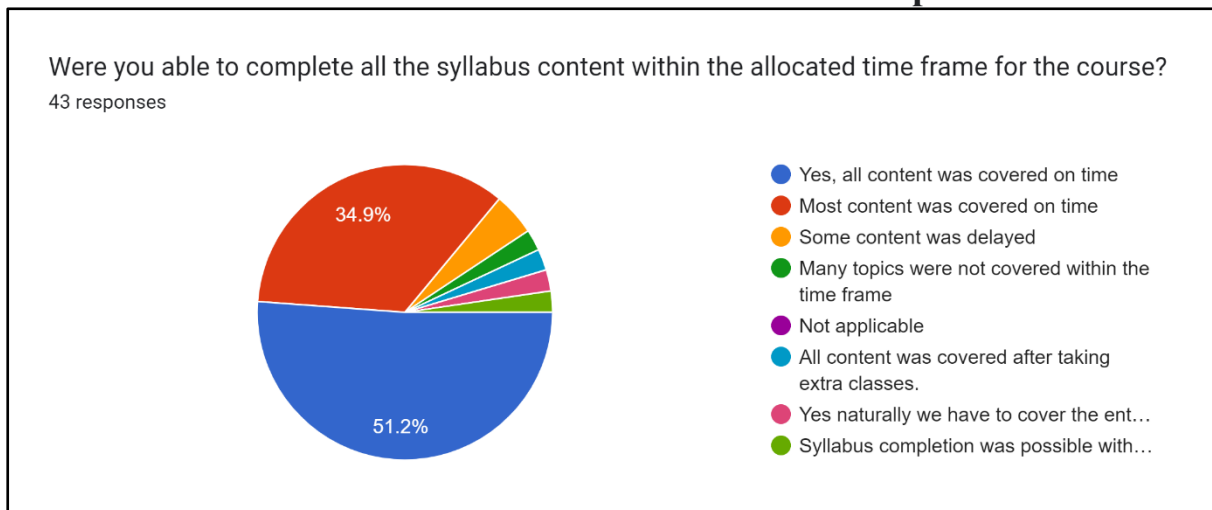


Figure 10. Is there a mechanism for providing feedback on the various aspects of the syllabus? - 43 responses

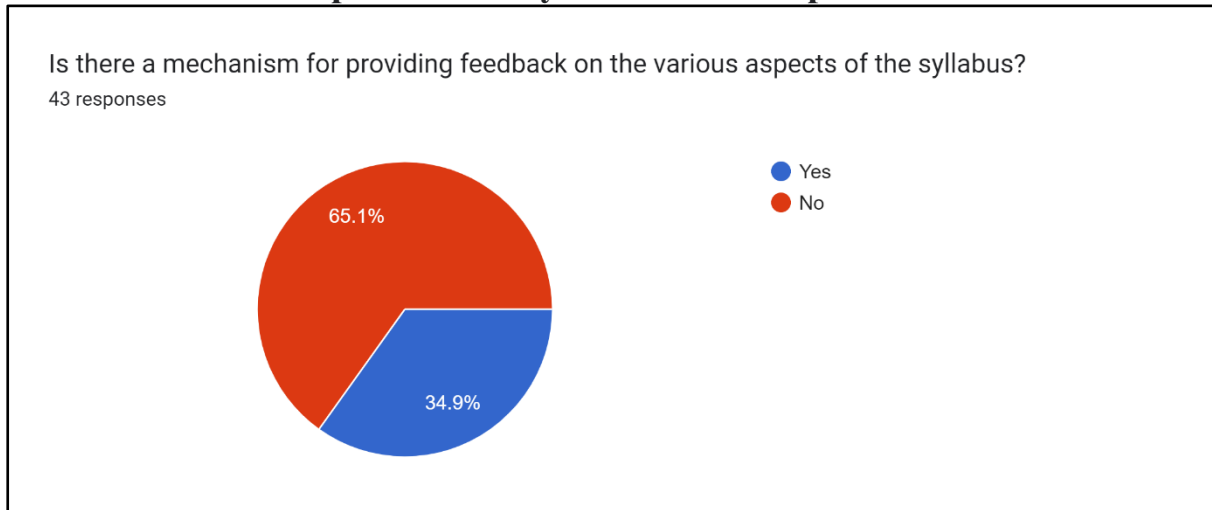


Figure 11. What would you like to suggest regarding the syllabus design and implementation? - 43 responses

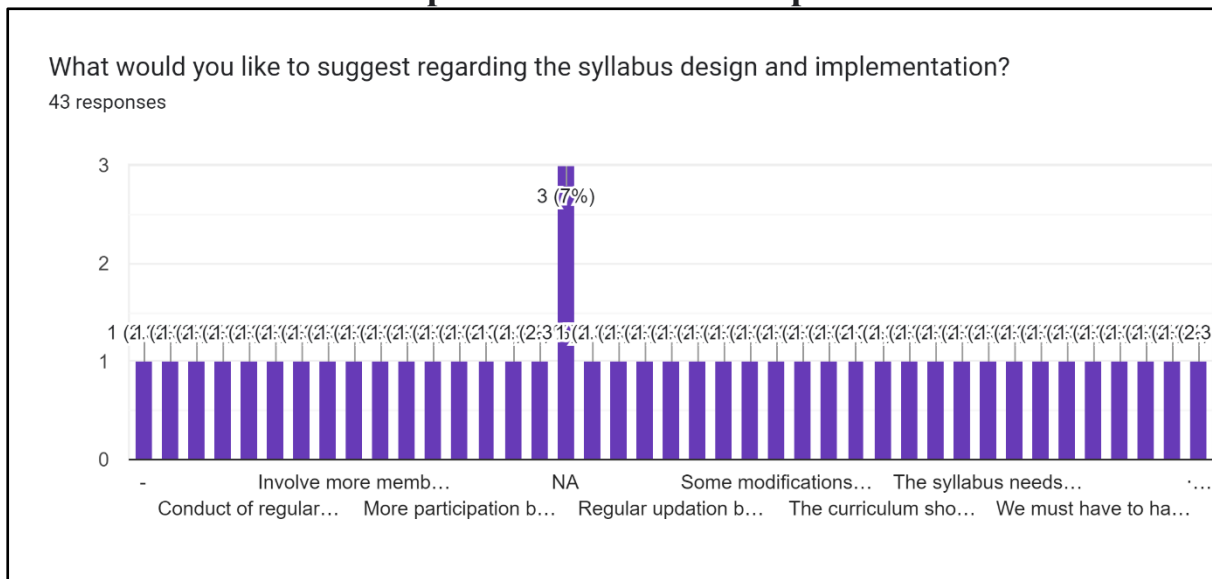


Figure 12. Does the syllabus of any of the courses that you teach include the following aspects? - 40 responses

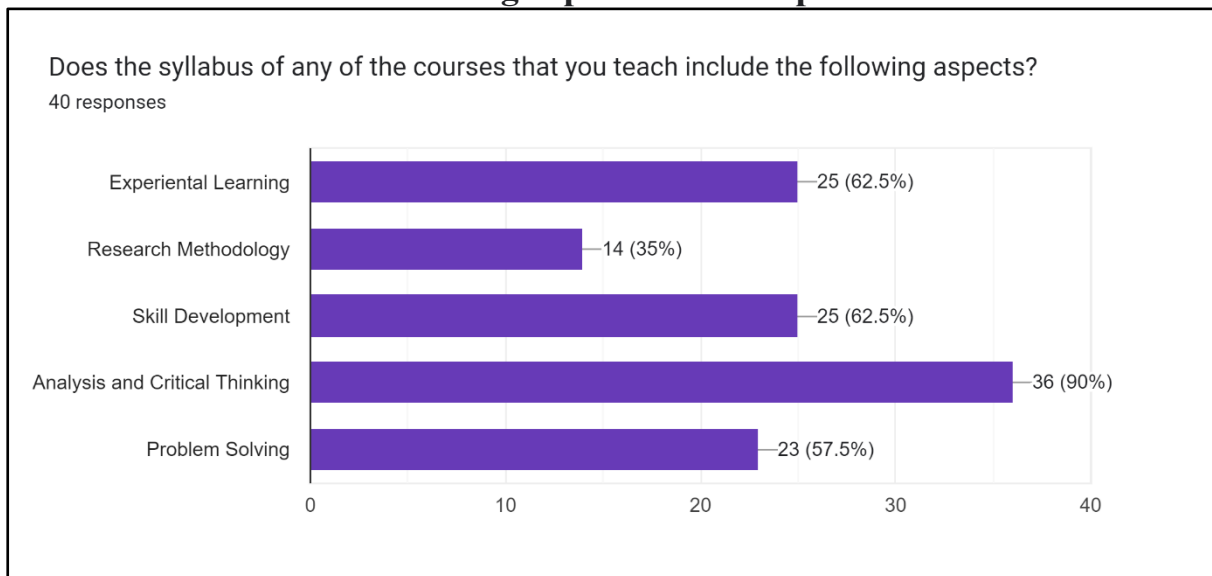
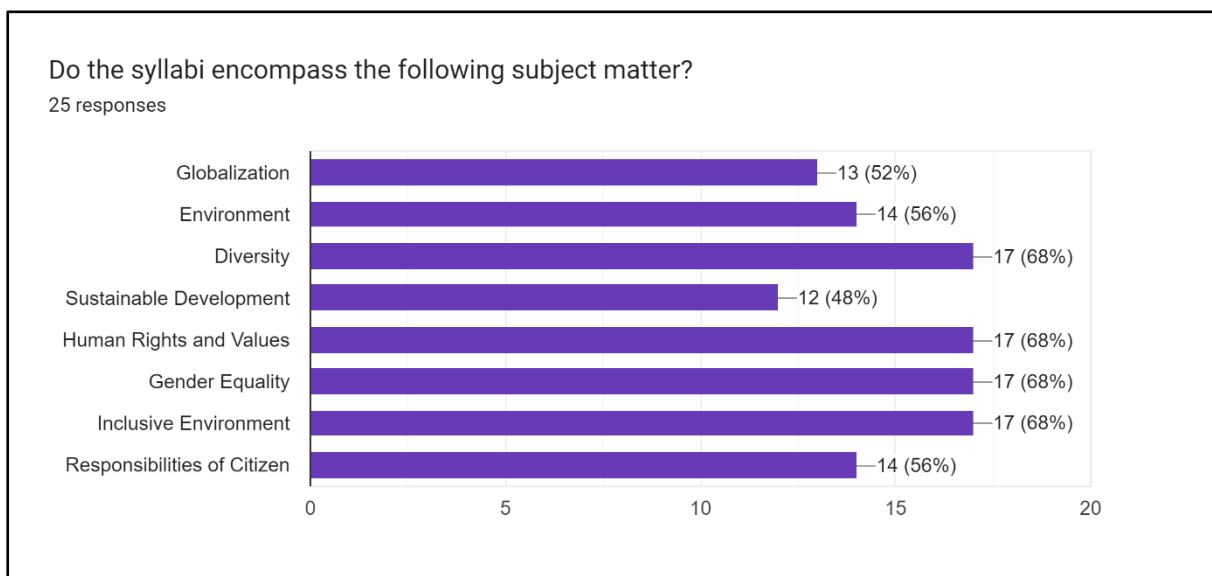


Figure 13. Do the syllabi encompass the following subject matter? - 25 responses



Question 7. Which of the syllabi of the courses that you teach are in line with the current trends in academia? - 43 responses

Which of the syllabi of the courses that you teach are in line with the current trends in academia?

43 responses

All

All of them.

All 3

Mostly

Most of them

All syllabi are in line with the current trends.

All

None. The course covers the very basics.

NA

Sanskrit Linguistics, Indian social institutions and polity, Fundamentals of Ayurveda, Administration in Kautilya's Arthashastra

Most of the History of India courses.

SEC 2 Chemistry of Cosmetics & Perfumes 32173910
DSE Polymer Chemistry 32177906
SEC: Pharmaceutical Chemistry 32173909
CC XI: Organic Chemistry-IV Biomolecules(MP) 32171501
CC-IX Lab Organic Chemistry-III: Heterocyclic Chemistry 32171402

Linear Algebra
Numerical Methods
Partial Differential Equations

Very few

Syllabi of all courses includes some current trends.

- 1) Quantum Chemistry and Spectroscopy
- 2) Molecular Modelling and Drug Design

Bhasha aur samaj, Hindi bhasha aur taknik, social media aur blog lekhan.

Indian Government and Politics; Comparative Government and Politics; Themes in Comparative Political Theory; Understanding Globalization; Politics of Globalization; and Ideas in Indian Political Thought; Women and Politics In India

Quantum mechanics and numerical analysis

Most of the courses included some parts of current research in the area.

Syllabus is good
Delivery needs to be streamlined to make it more analytical.

Hindi Cinema Aur Uska Adhyayan , Patkatha Evam Sanvad Lekhan And Oupcharik Hindi Lekhan.

Astronomy

This course is.

- III BA (H): British Literature Early Twentieth Century
- III BA (H): Women's Writing
- III BA (P) GE: Cinematic Adaptations of Literary Texts
- II BA (H): British Literature Nineteenth Century

'Reading the Archive' has a syllabus that is in line with current trends in academic including digital humanities.

Traditional courses and canonical texts can be supplemented by more contemporary courses.

All of them are 'trendy' but not in a very sensible way.

GE papers

Literature and Caste, Postcolonial Literatures, and Modern Indian Writing in English Translation

Speculative Fiction.

Question 8. Which of the syllabi of the courses that you teach are not in line with the current trends in academia? - 43 responses

Which of the syllabi of the courses that you teach are not in line with the current trends in academia?

43 responses

None

NA

None.

GENERAL MATHEMATICS II

NO Any

Not applicable

All. The course covers the very basics.

All

None

Many of the European history courses, Museums (SEC)

C++ Programming for Mathematics
Computer Algebra Systems

Most of them

Not applicable

Syllabi of all courses includes some current trends.

Hindi Bhasha evam sahitya paper's syllabus is outdated. We must add stories and poems which have spirit to challenge today's problems.

Some of the suggested readings of papers such as '19th century European realism' can be updated.

Hindi Cinema Aur Uska Adhyayan , Patkatha Evam Sanvad Lekhan And Oupcharik Hindi Lekhan.

Electromagnetic Theory
N.A.
Literary Theory
The papers on American history.
None.
-
Victorian literature

Figure 14. Do you think that the curriculum is sufficiently oriented towards employability? - 43 responses

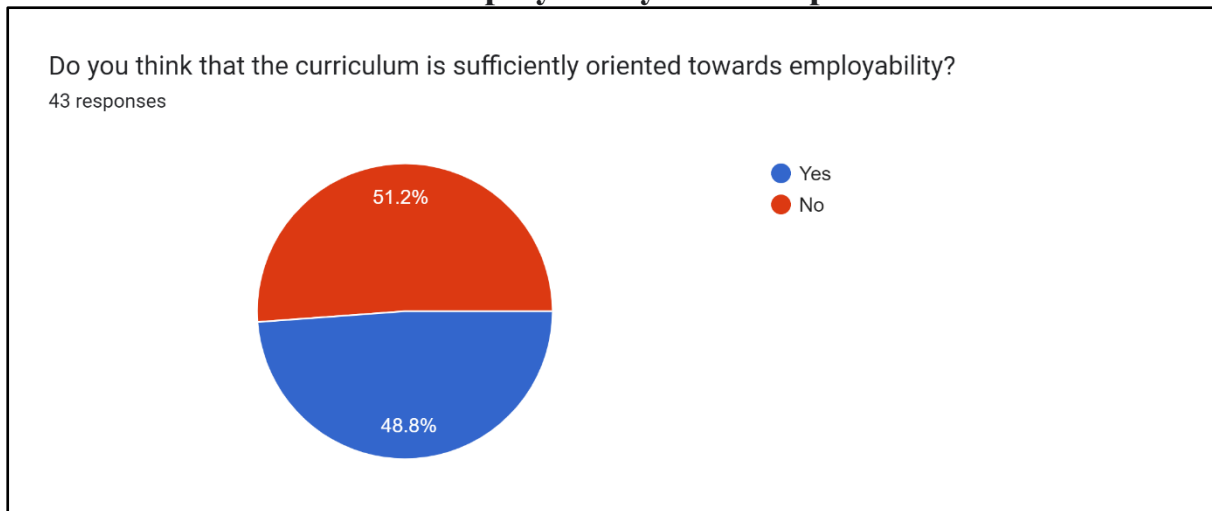


Figure 15. Do the syllabi of the courses provide adequate opportunities to innovate or add while teaching? - 43 responses

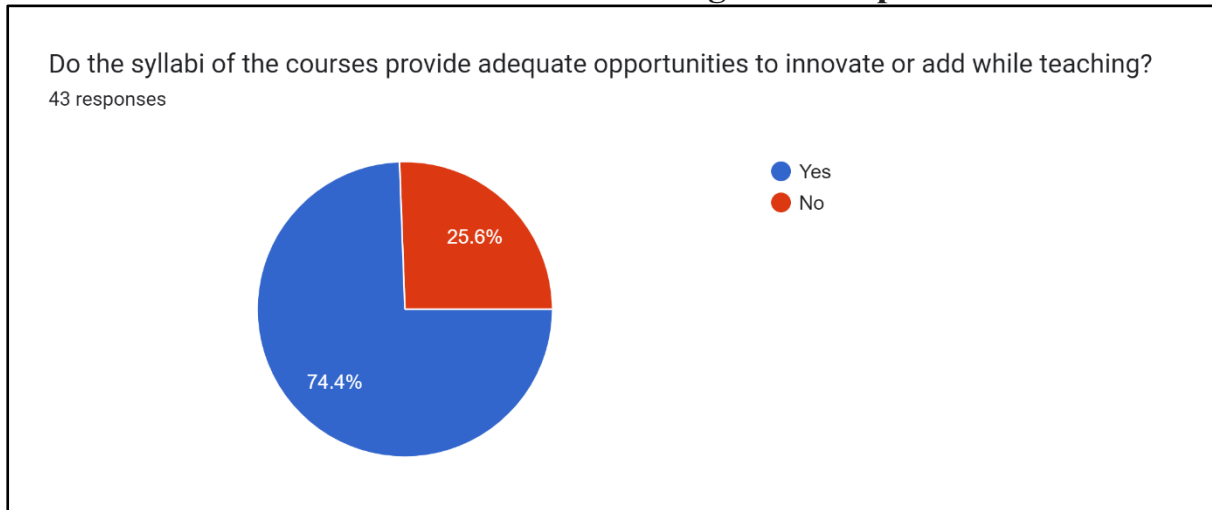


Figure 16. Please rate the reading material prescribed for the syllabus on a scale 1 to 5 - 43 responses

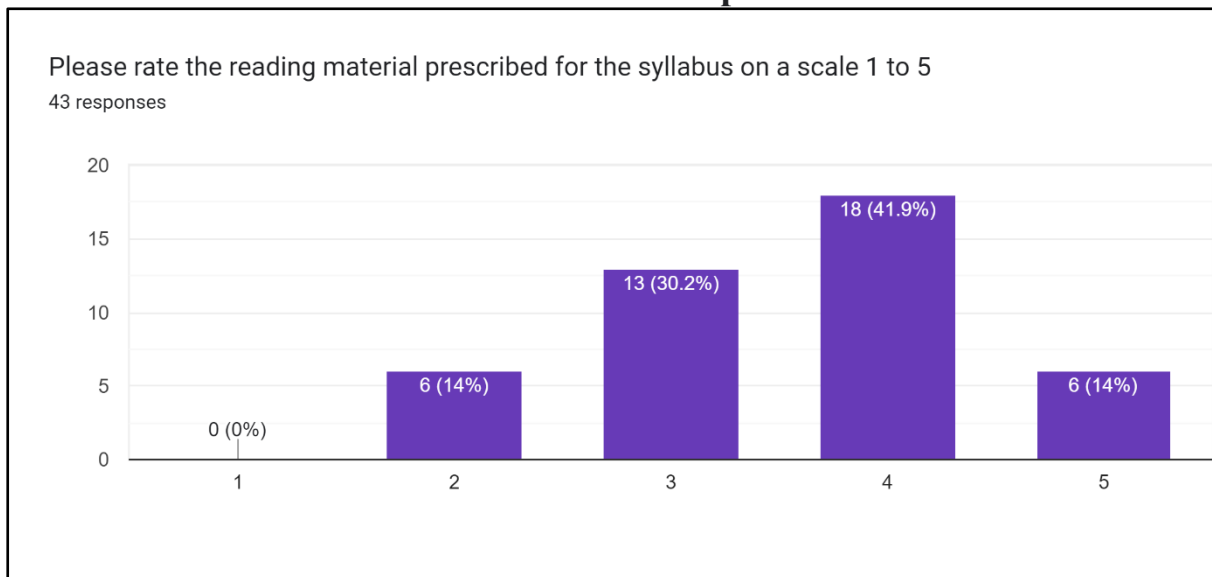


Figure 17. Do the students feel the need to go beyond the syllabus? - 43 responses

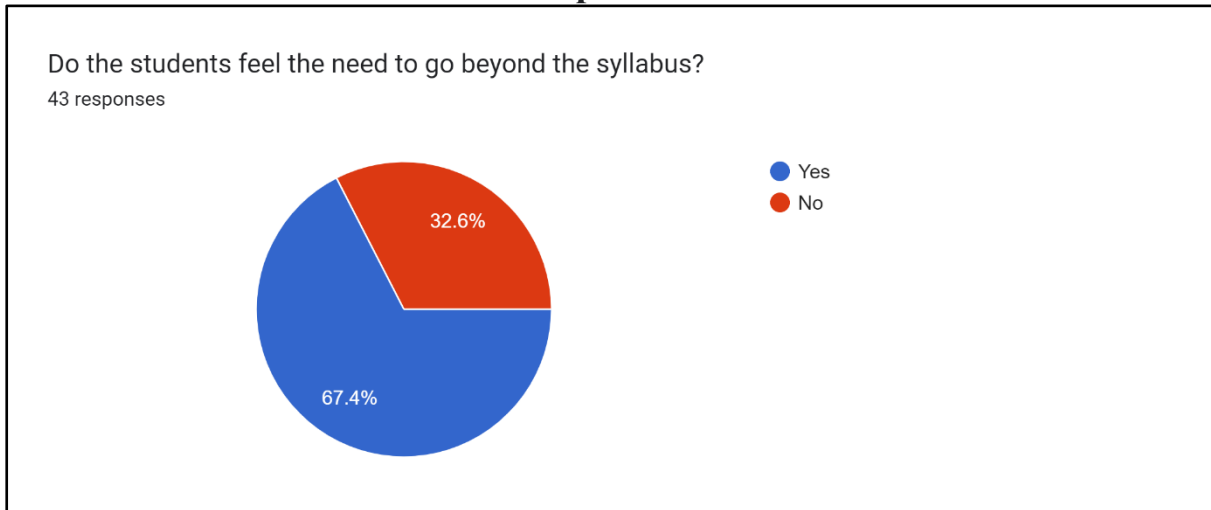


Figure 18. Do you suggest readings beyond what is there in the syllabus? - 43 responses

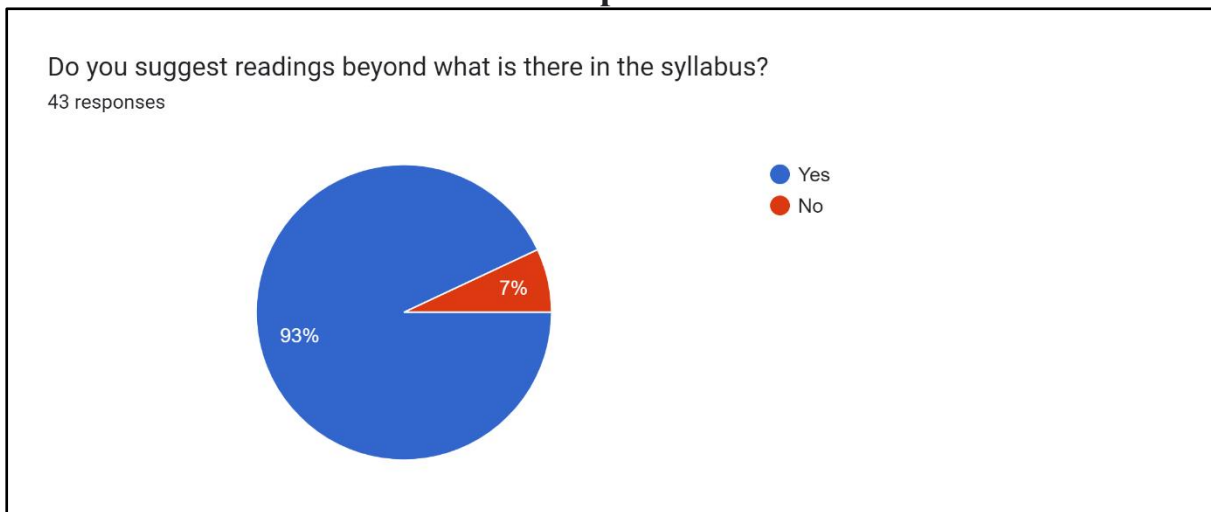
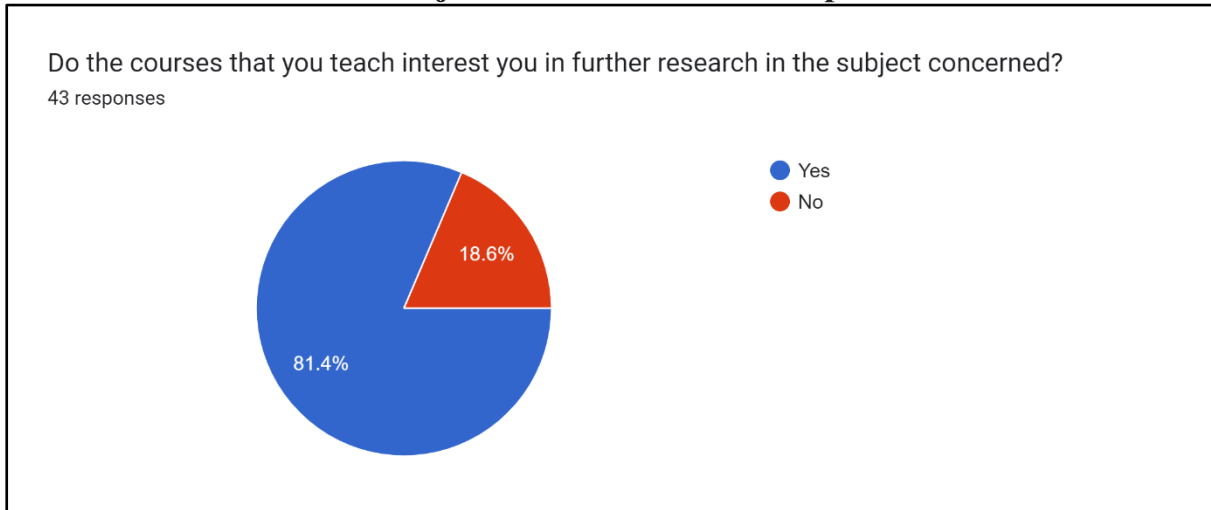


Figure 19. Do the courses that you teach interest you in further research in the subject concerned? - 43 responses



Question 9. Do you have any suggestions to improve the survey? - 26 responses

Do you have any suggestions to improve the survey?
26 responses

- None
- NA
- Make it shorter.
- Teachers should be allowed to make their own syllabus
- Thanks
- no
- There should be more options in some of the questions
- The survey didn't asked about Laboratory work. It didn't ask whether the experiments are in line with the current trends in academia. It didn't ask whether the instrumental facility and electronics are in line with the current trends etc.. etc...

No
Please do it regularly.
Make it shorter
None.
We can give an option for any additional informational to be added which makes the form more open ended. Also the point which asks if curriculum is sufficiently oriented towards employability is very difficult to answer as a yes and no question for social sciences especially for History, Political Science, English etc.
Thank you.
none at the moment.
No suggestions.

none
More answer options may be required
Feedback may be sought at regular intervals rather than at either the beginning or end of the semester/academic year. Regular feedback and consultation with teachers teaching the courses, will enable important modifications as and when required, especially during this transitional phase.
Most of this survey would function better if we were allowed detailed responses, rather than objective or multiple choice answers.
-
For some of the questions for which specific options are provided, a message box could also be provided so that teachers can supplement their selections with specific references to their papers/provide additional information and also highlight some concerns or themes/topics that may not be a part of the options provided. In addition to individual feedbacks, Department level feedbacks can also be sought at regular intervals.

Student Satisfaction Survey

Total number of respondents (Final Year UG students): 820
Total number of UG students: 1247
% of response: 65.8%

Figure 1. What percentage of the syllabus was covered in the class?

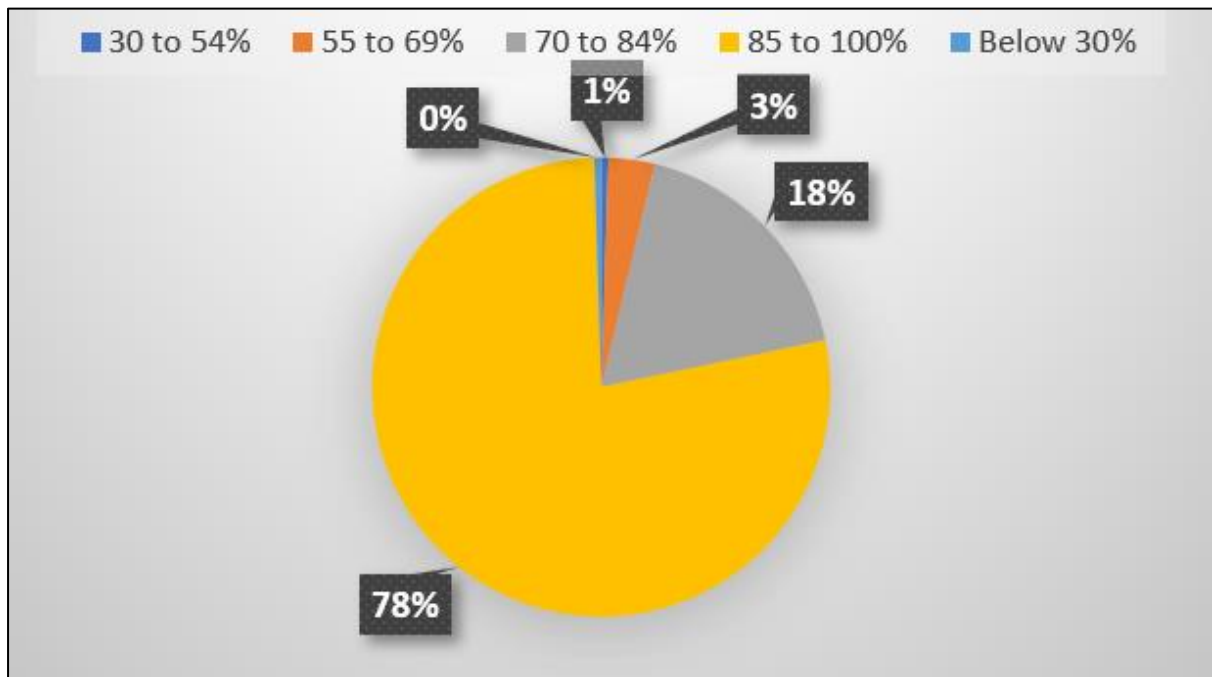


Figure 2. The teachers come prepared for the class....

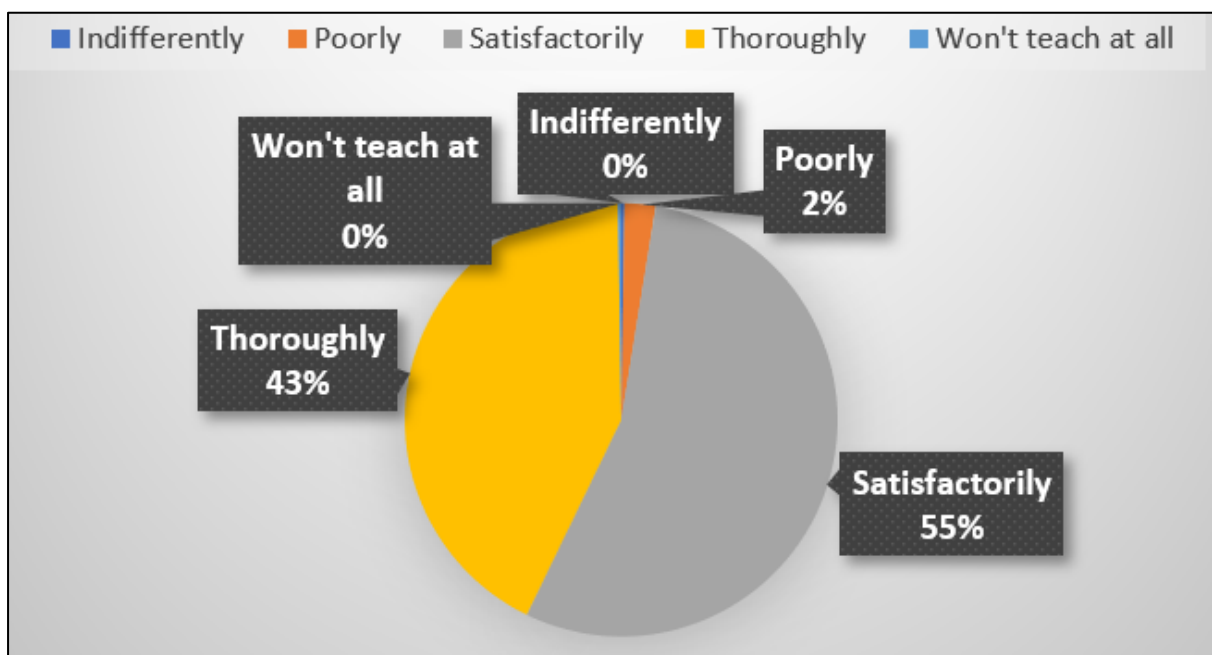


Figure 3. How well were the teachers able to communicate?

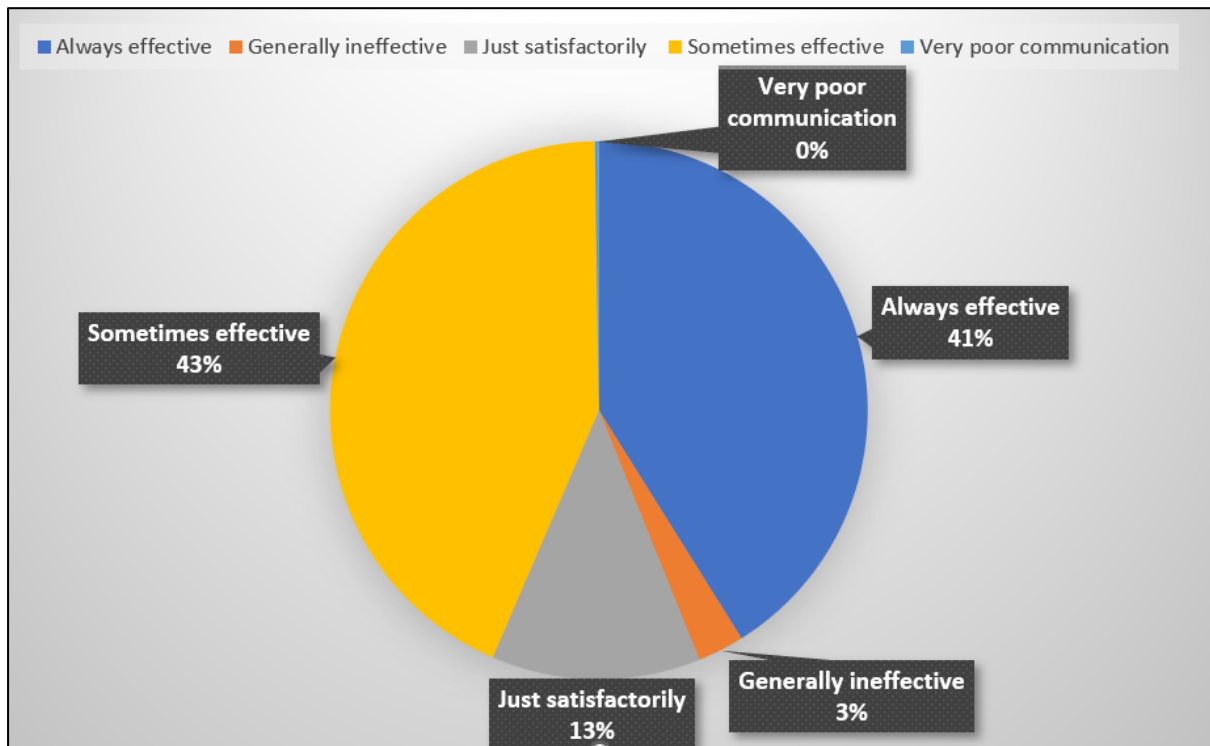


Figure 4. The teachers' approach to teaching can be best described as:

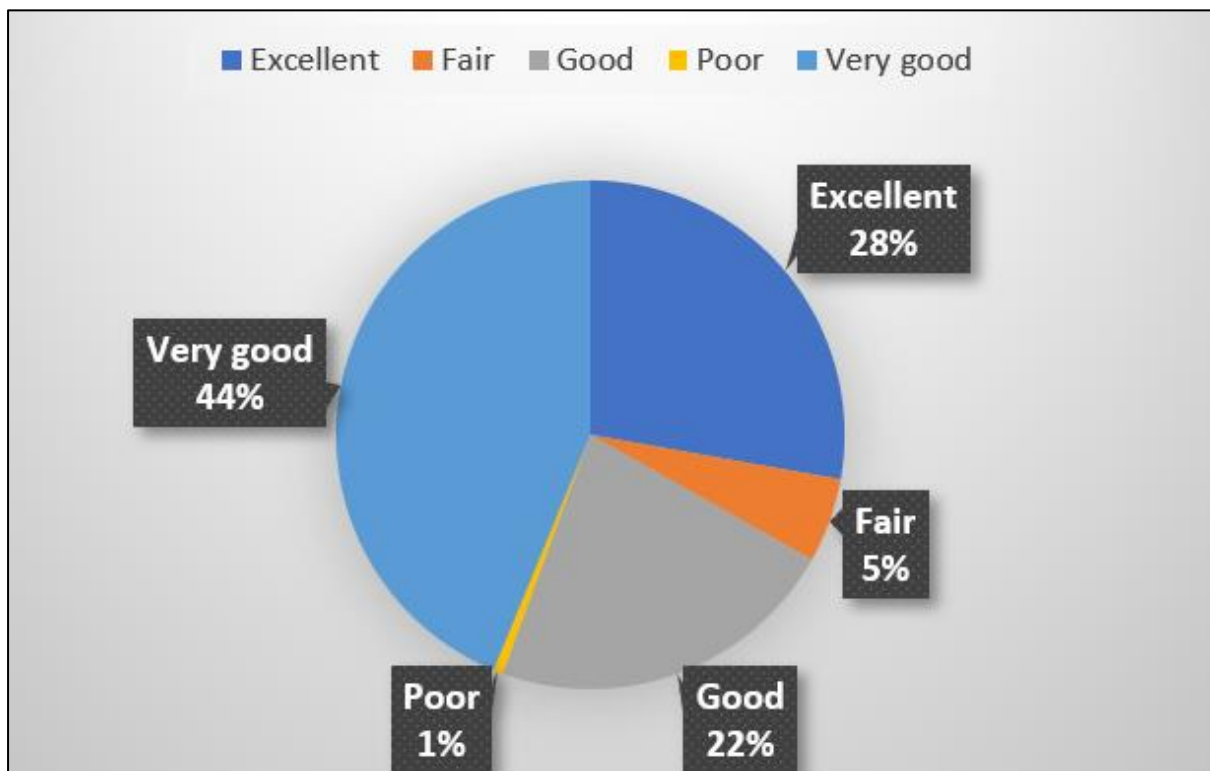


Figure 5. What was the level of fairness in the internal evaluation by the teachers?

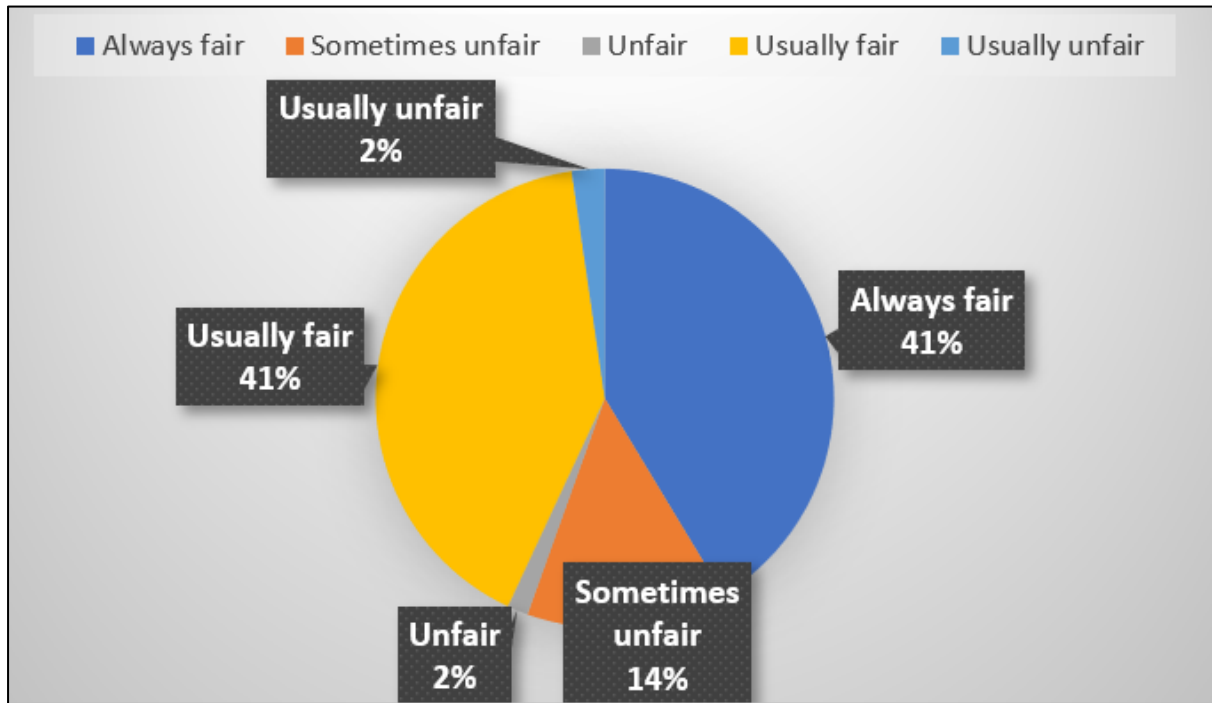


Figure 6. Was your performance in assignments discussed with you?

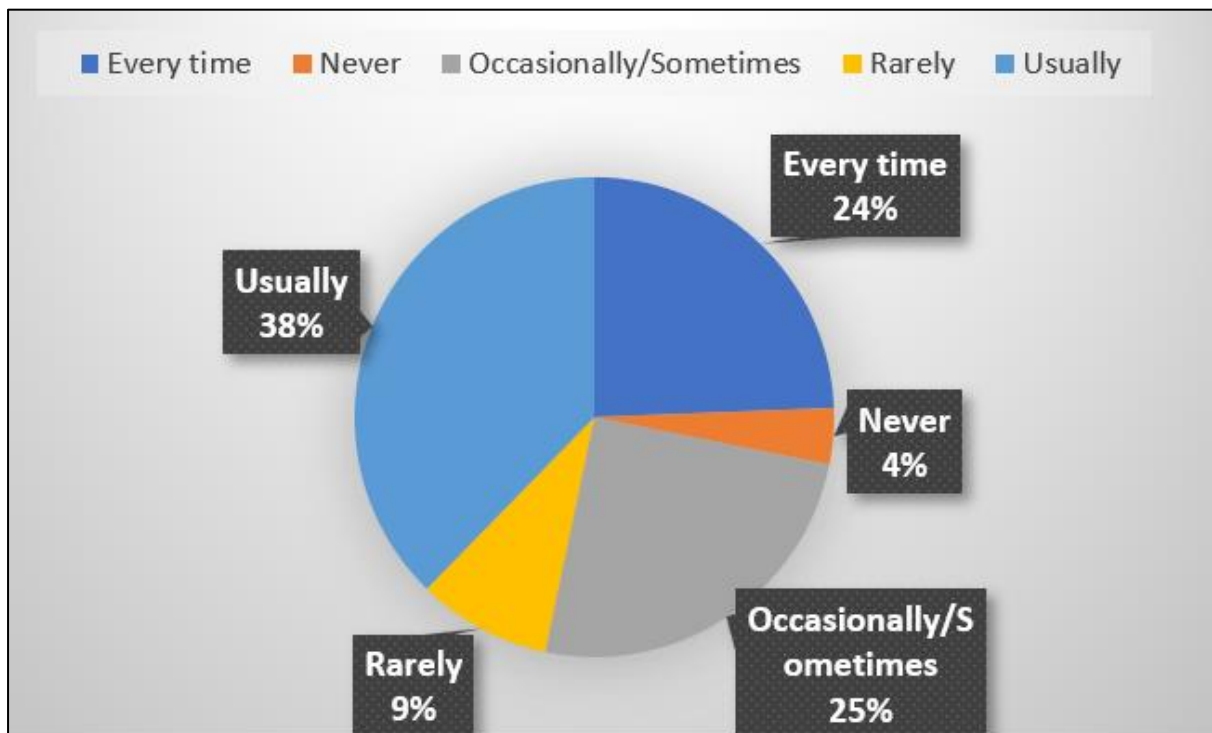


Figure 7. Does the College take interest in promoting internship, student exchange programs and field visit opportunities for students?

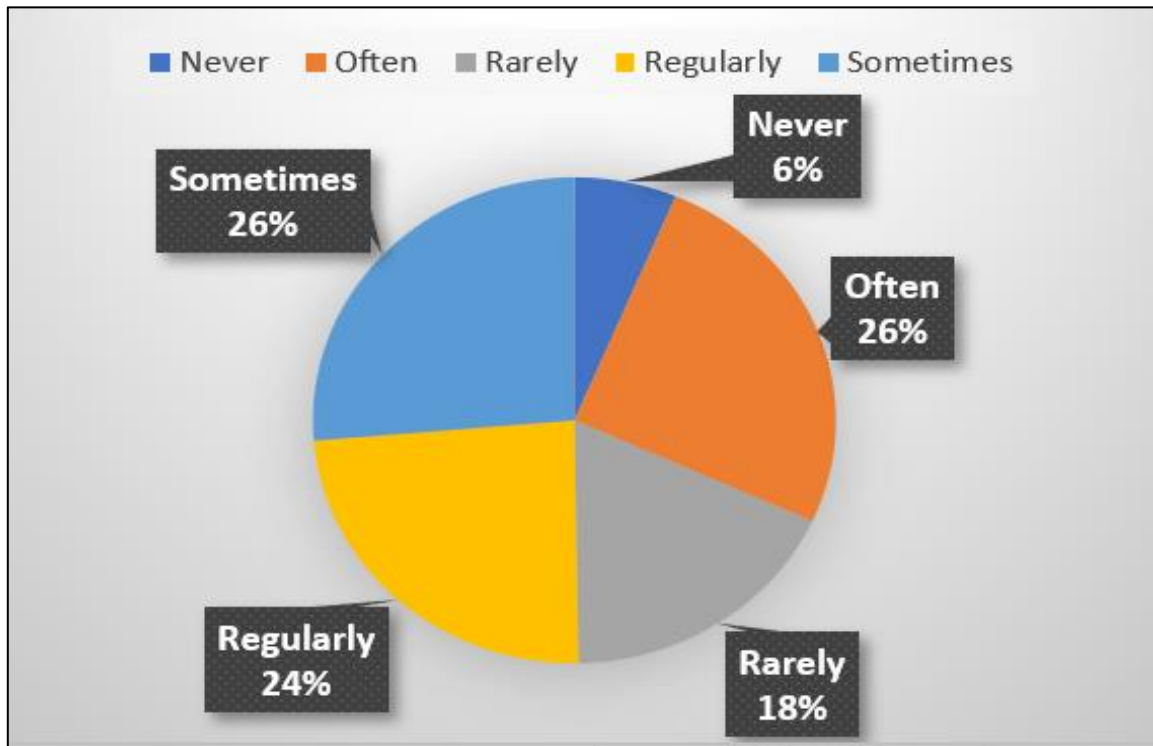


Figure 8. The teaching and mentoring process in your College facilitates you in cognitive, social and emotional growth.

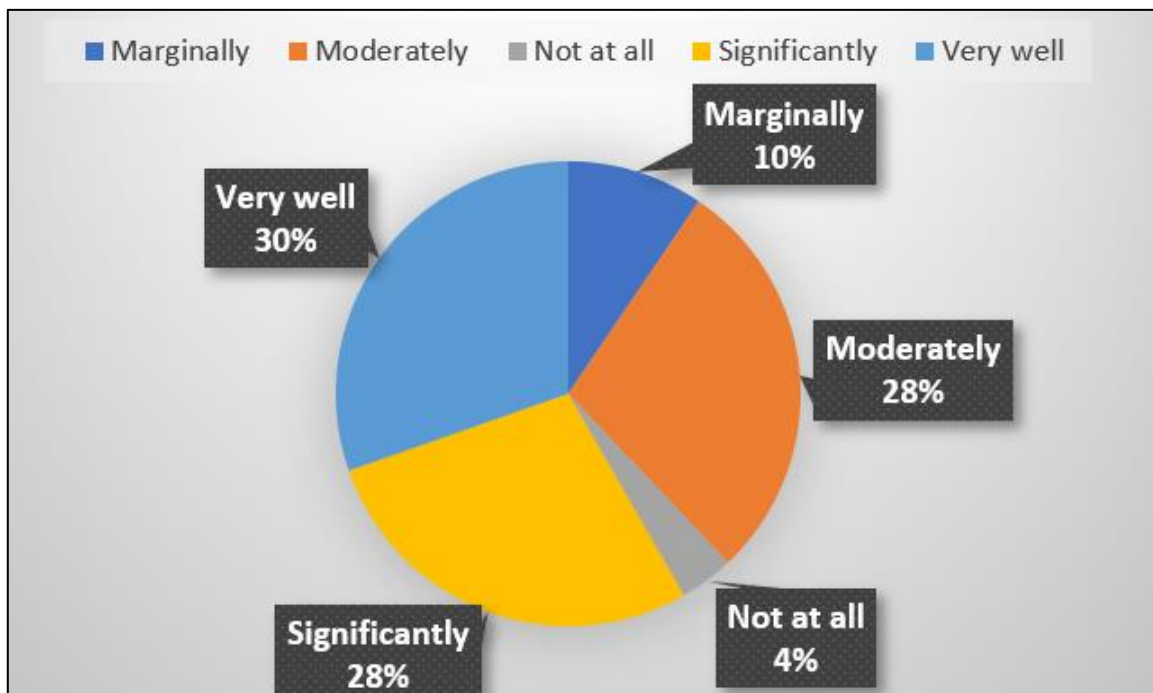


Figure 9. The College provides you the opportunities to learn and grow.

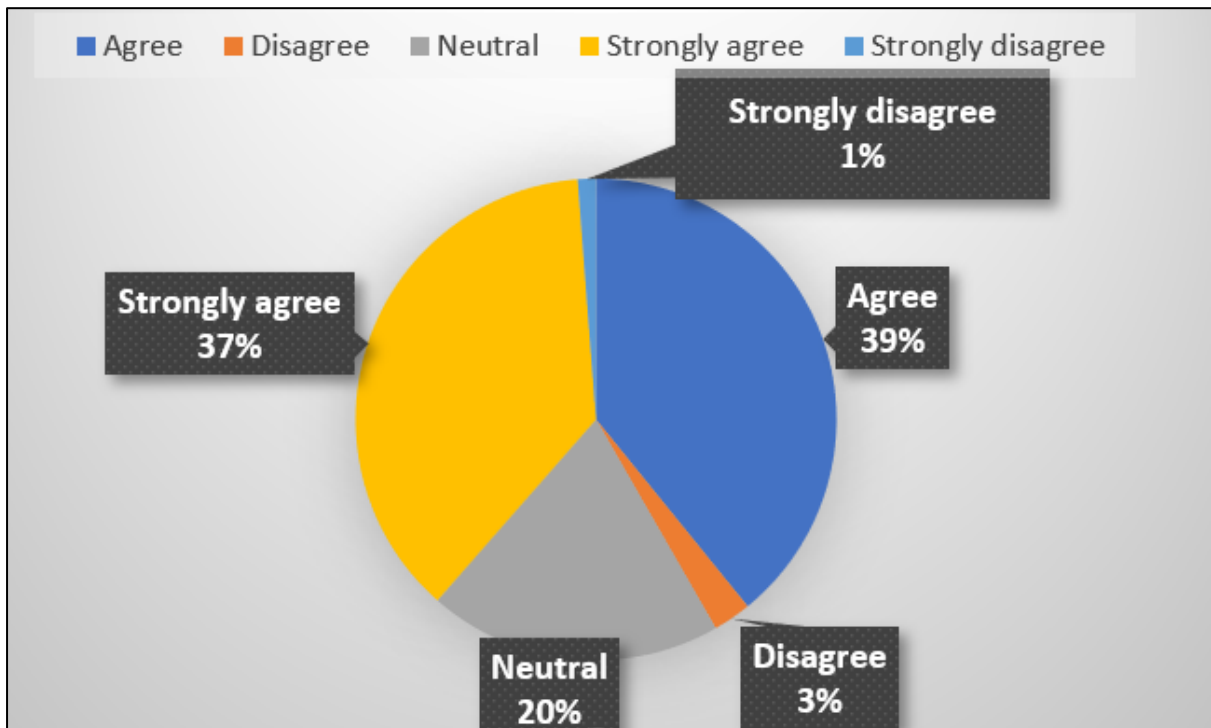


Figure 10. The teachers inform you about your expected competencies, course outcomes and programme outcomes.

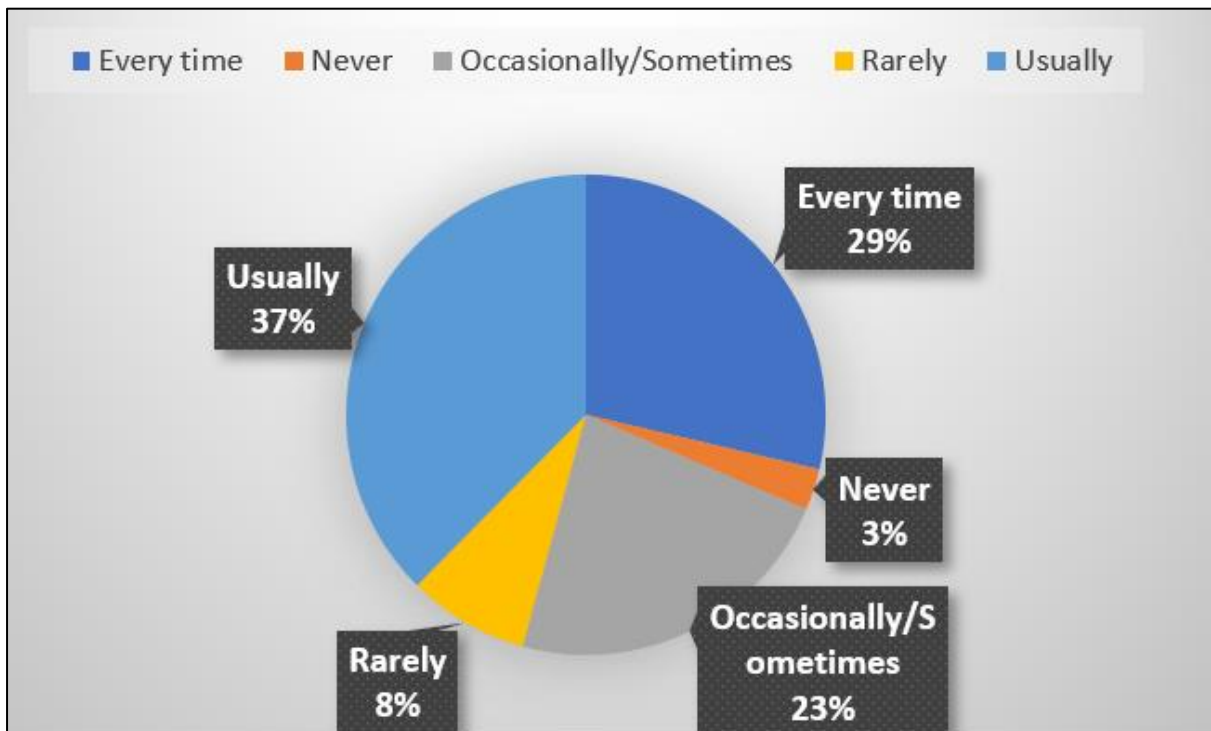


Figure 11. Your mentors do a necessary follow up with a task assigned to you.

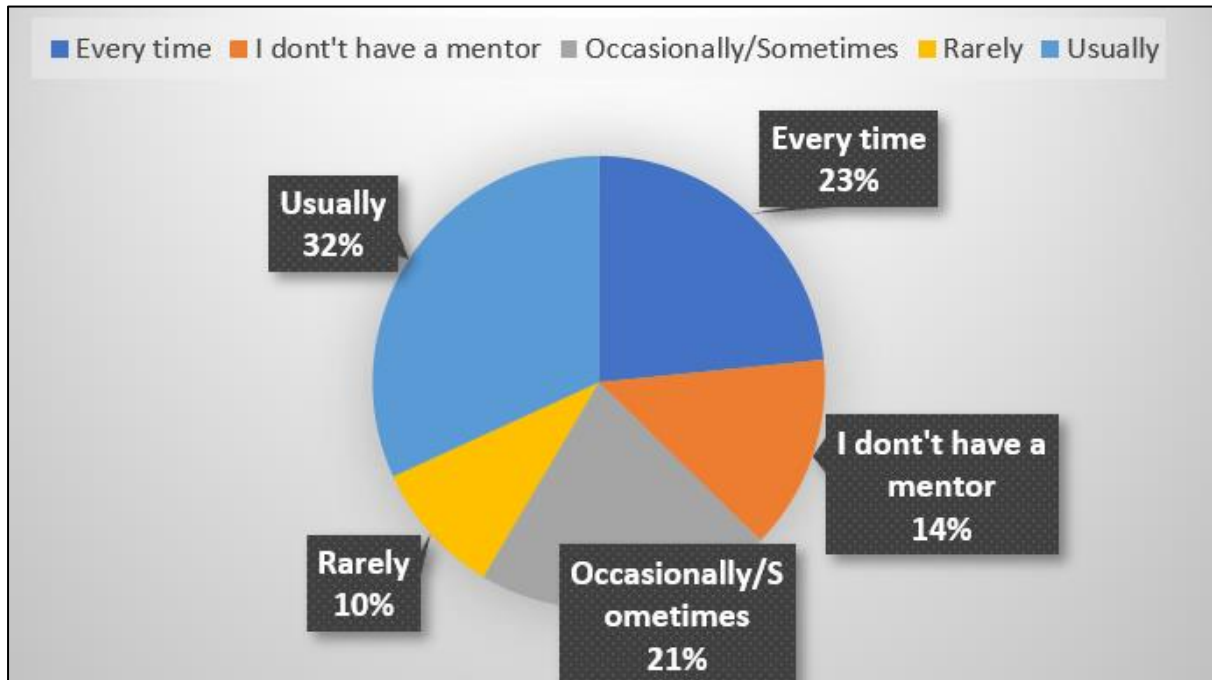


Figure 12. The teachers illustrate concepts through examples and applications.

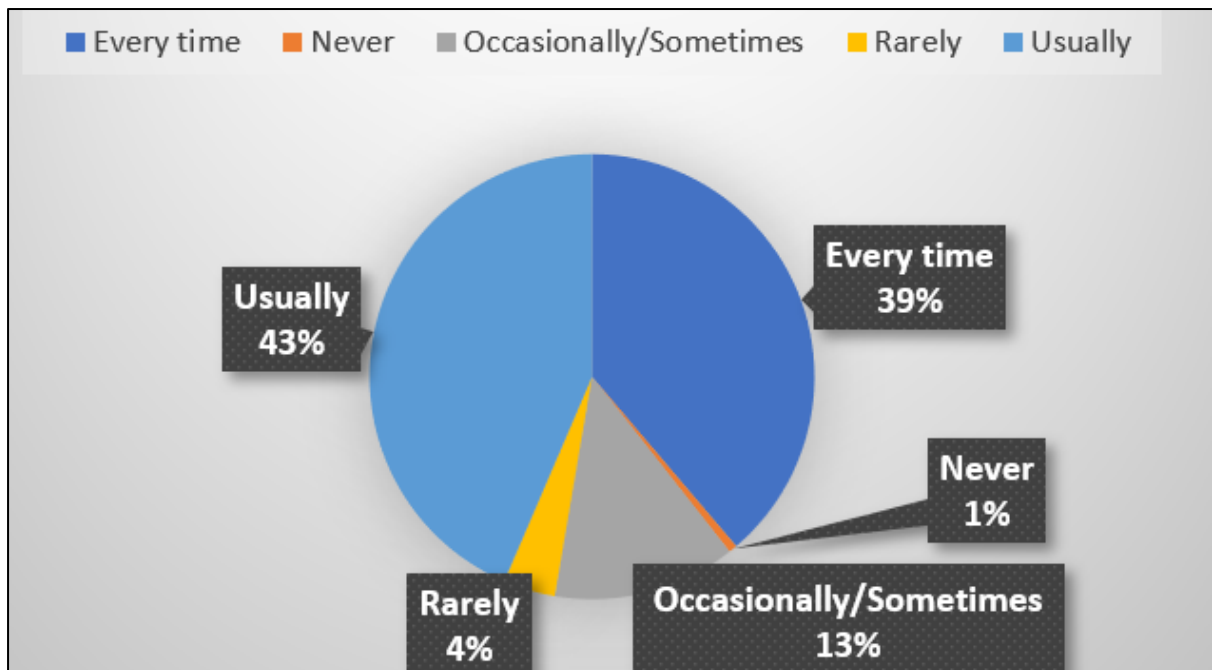


Figure 13. The teachers identify your strength and encourage you by providing right level of challenges.

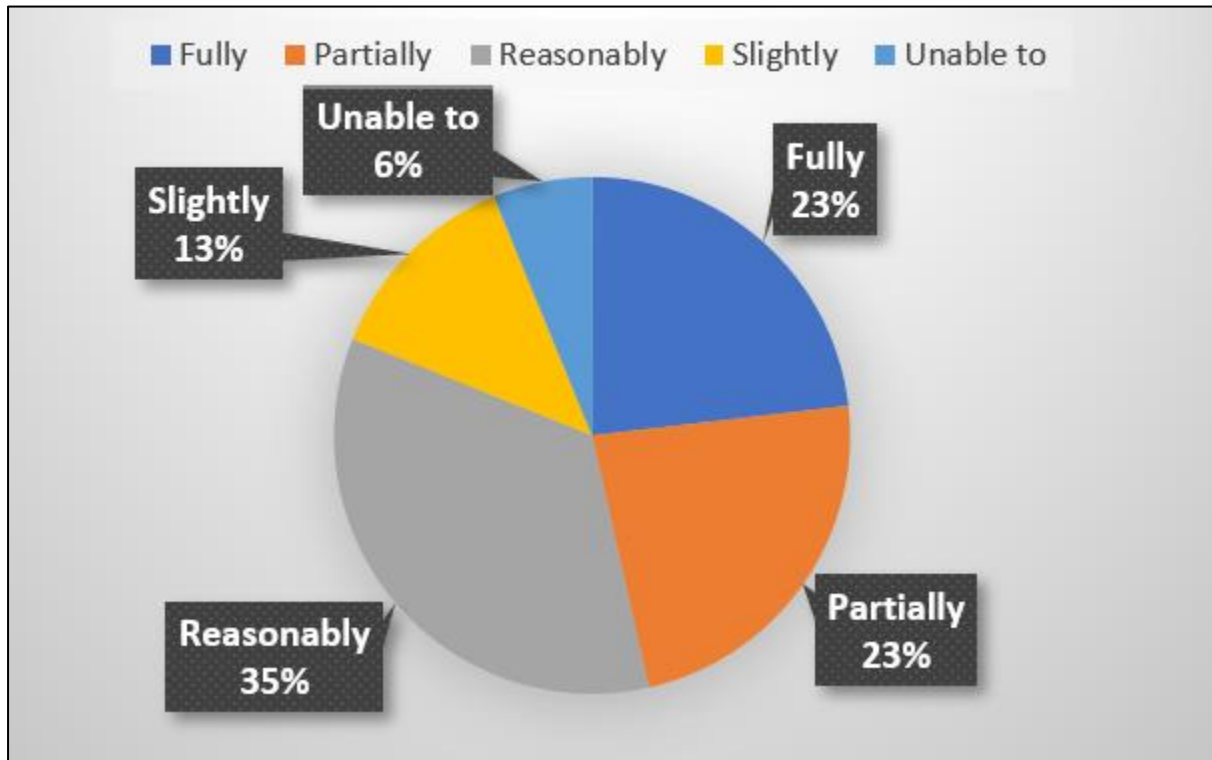


Figure 14. The teachers are able to identify your weakness and help you overcome them.

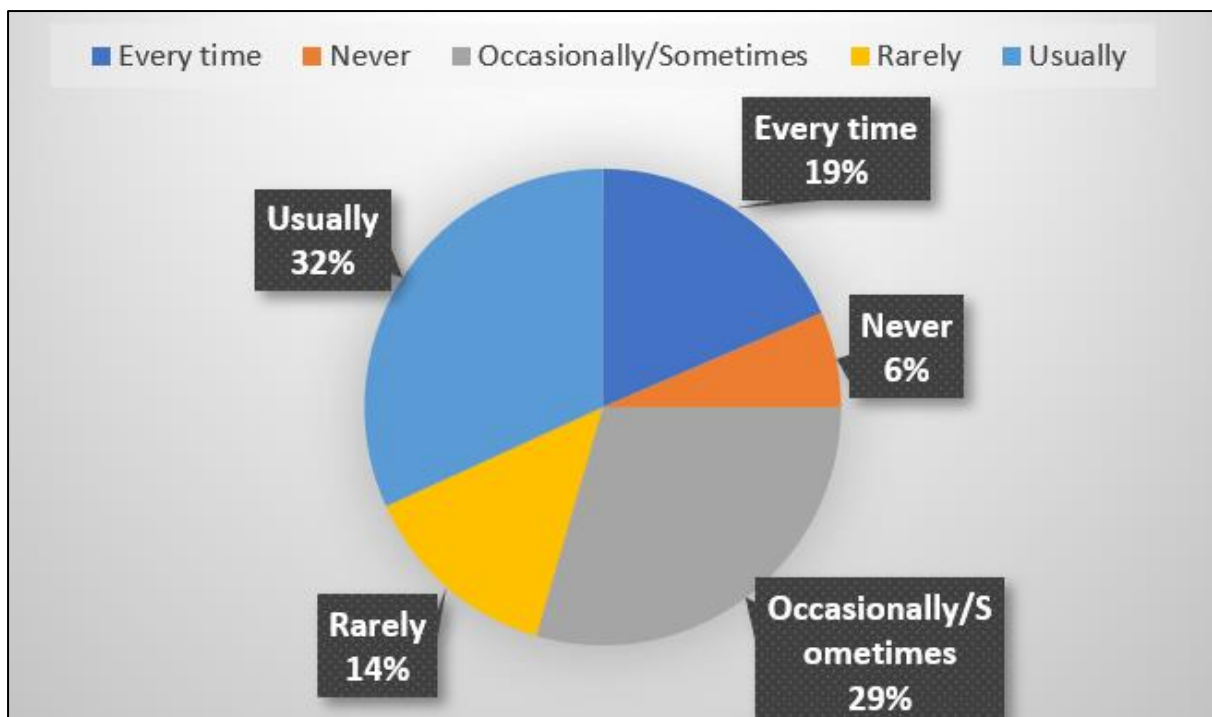


Figure 15. The College makes effort to engage students in mentoring, review and continuous quality improvement of teaching learning process.

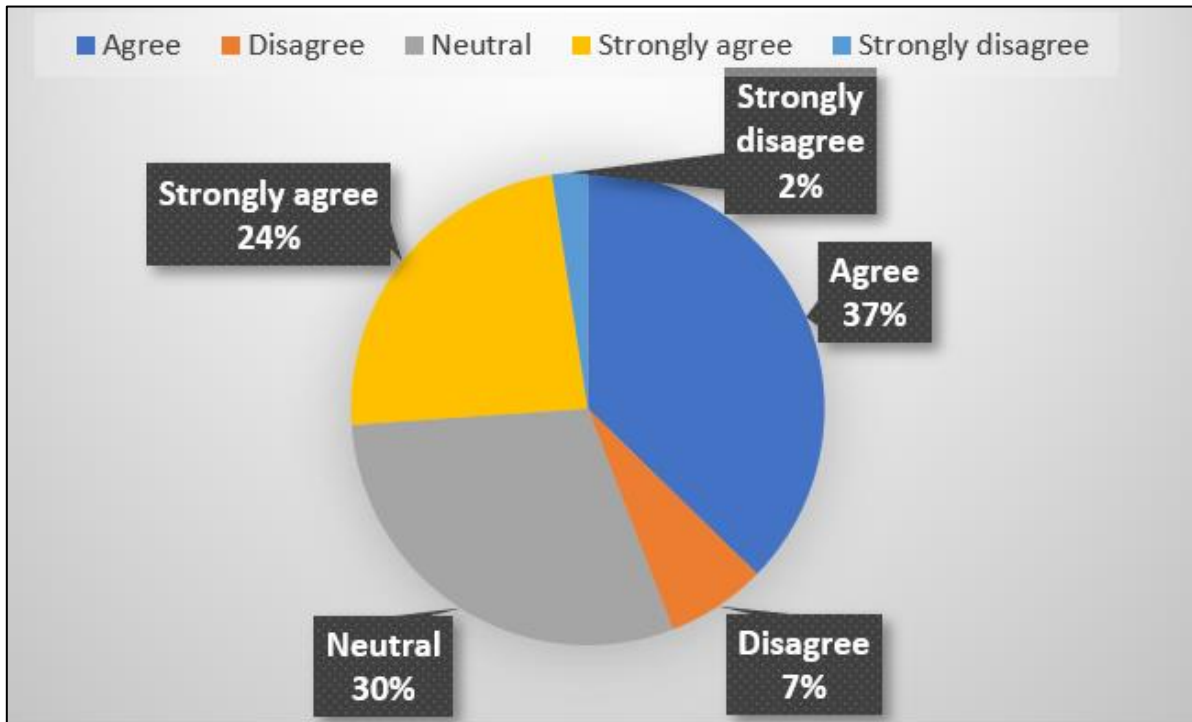


Figure 16. The teachers use student centric methods such as experiential learning, participative learning and problem solving methodologies for enhancing learning experience.

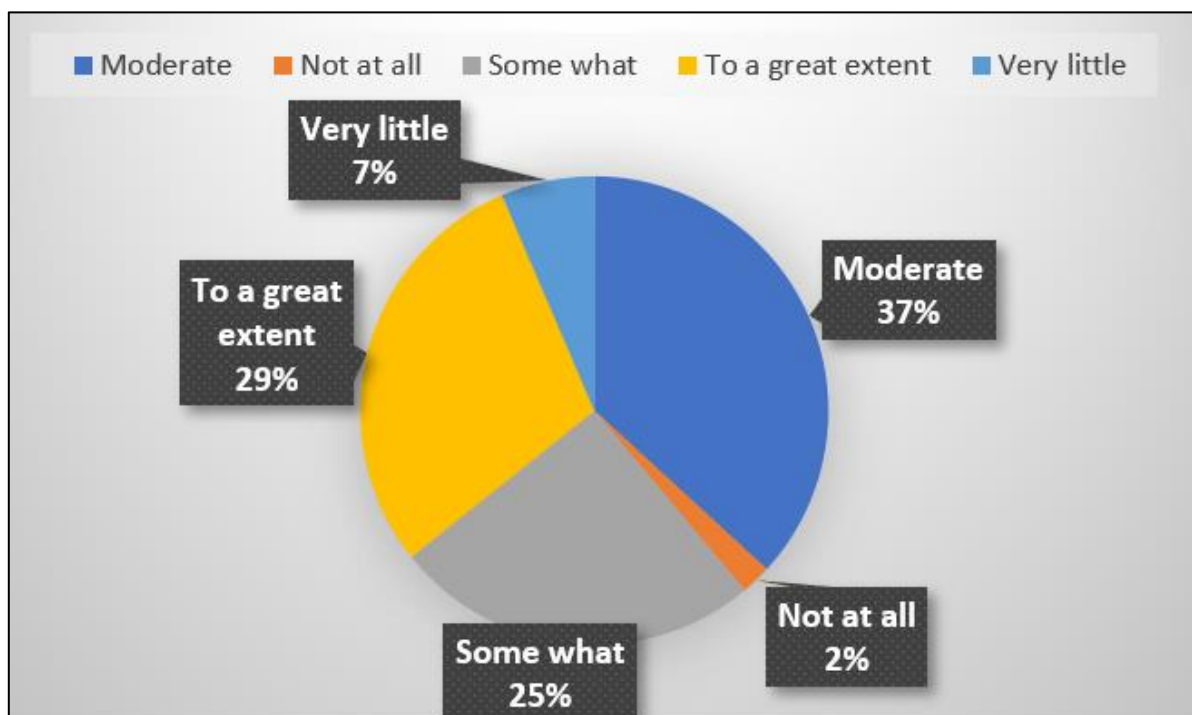


Figure 17. The teachers encourage you to participate in extracurricular activities.

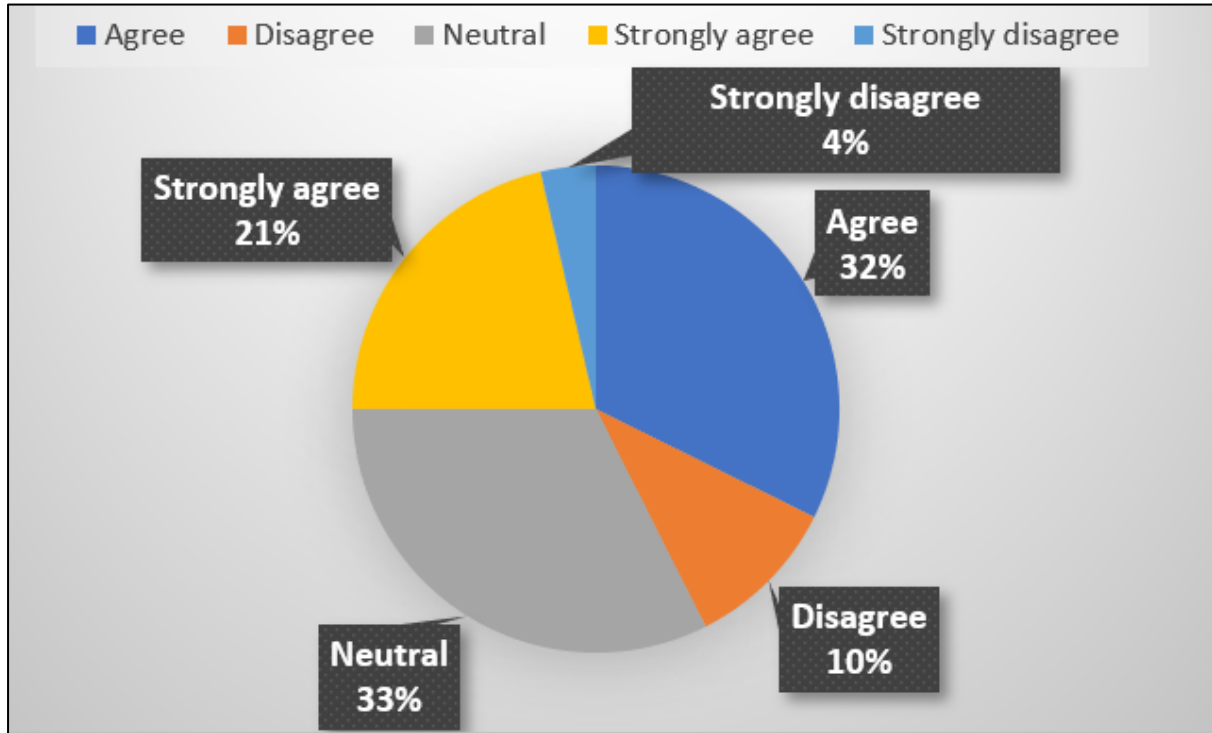


Figure 18. The efforts are made by the College to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

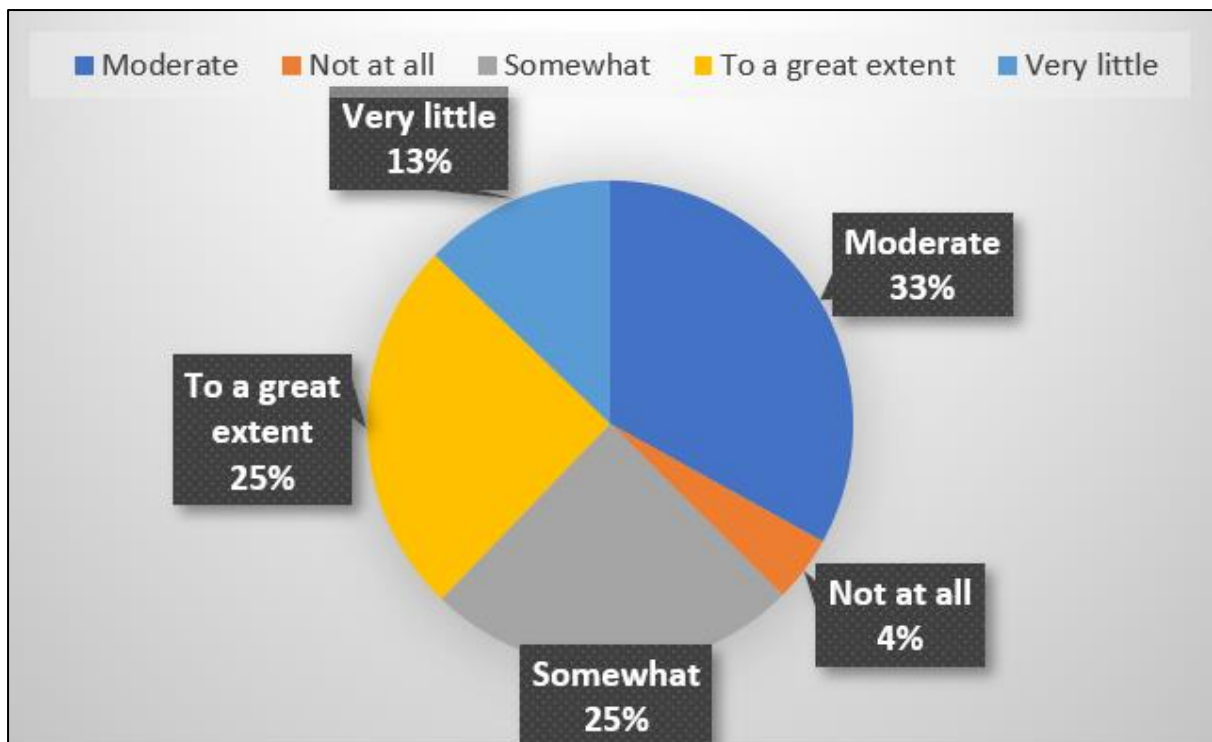


Figure 19. What percentage of teachers use projectors, multimedia etc. while teaching?

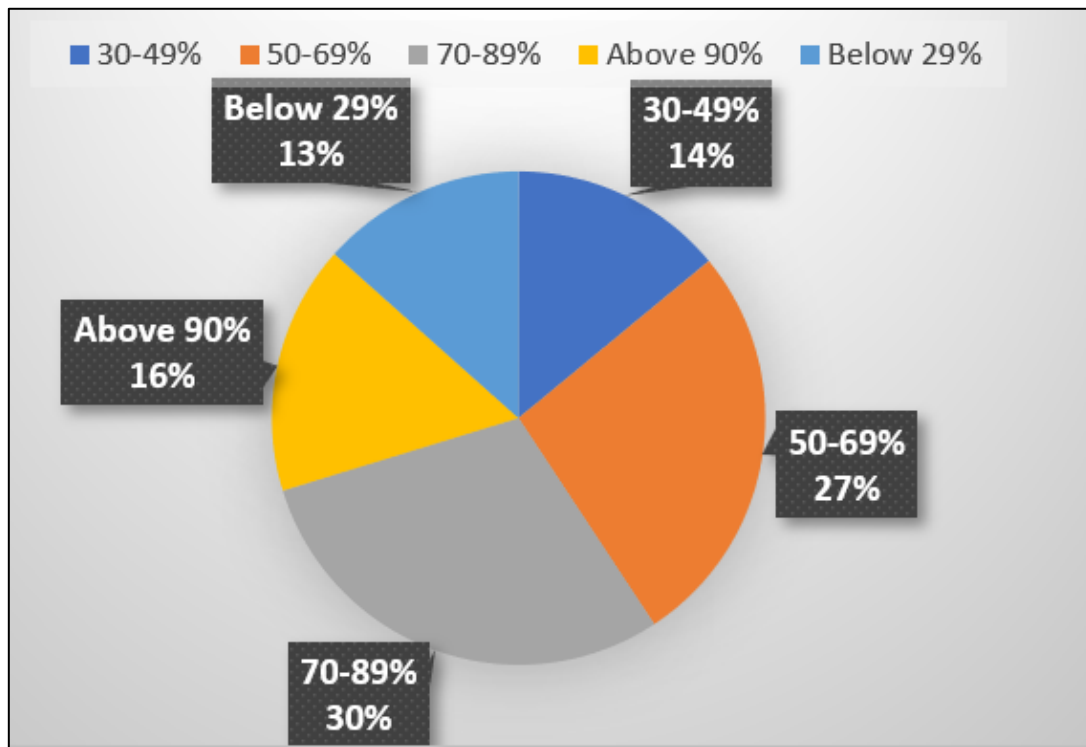


Figure 20. The overall Teaching-Learning process in the College is very good.

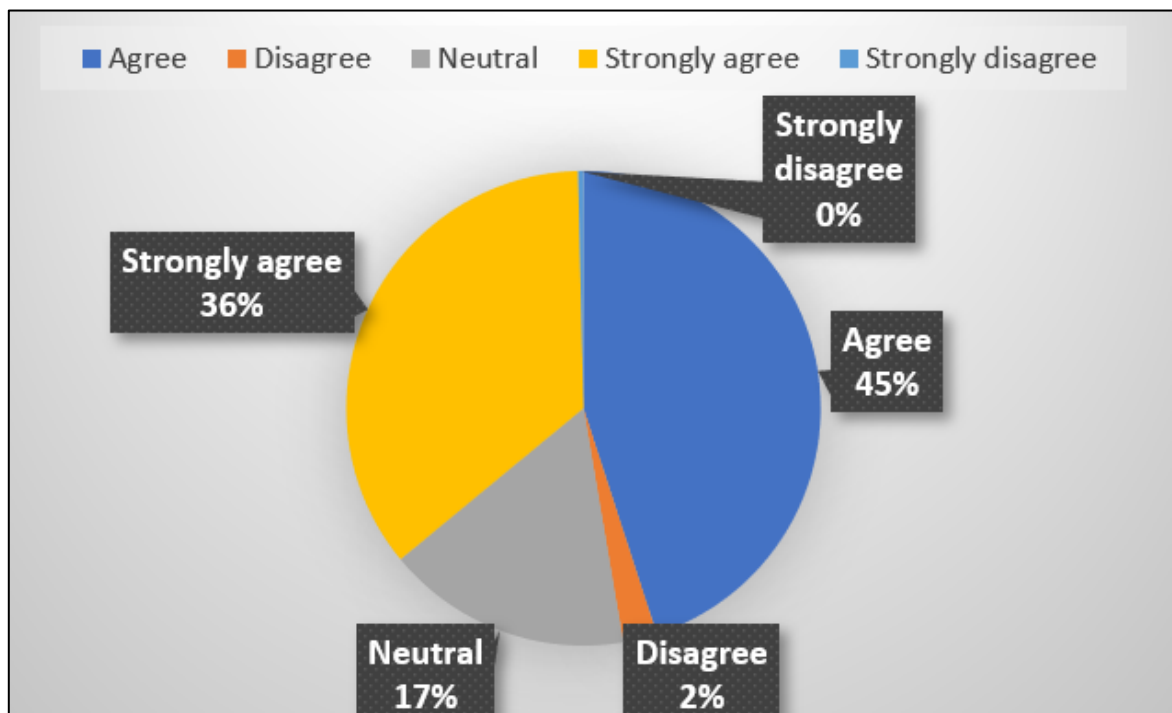
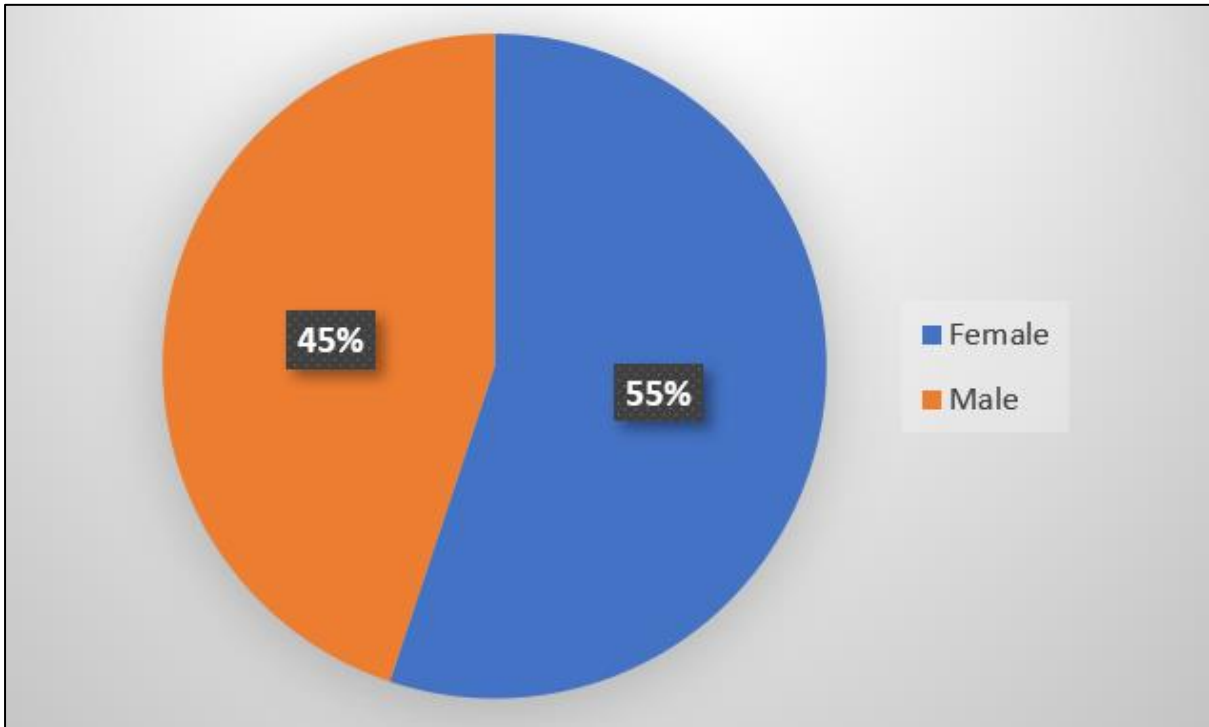


Figure 21. Gender-wise division of the respondents in the survey.



Employer's Feedback

Total number of respondents: 3

Figure 1. Which programs did you hire the students from? - 3 responses

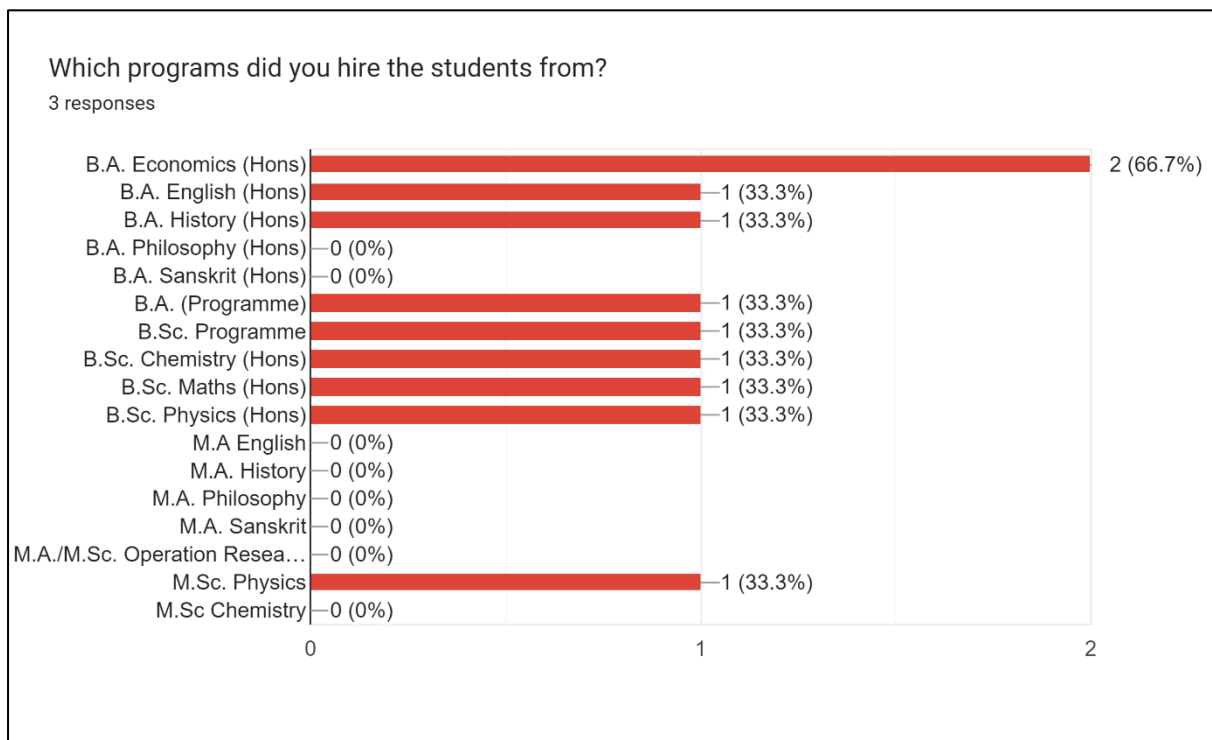


Figure 2. How well did our students you employed through the placement cell meet your expectations? – 3 responses

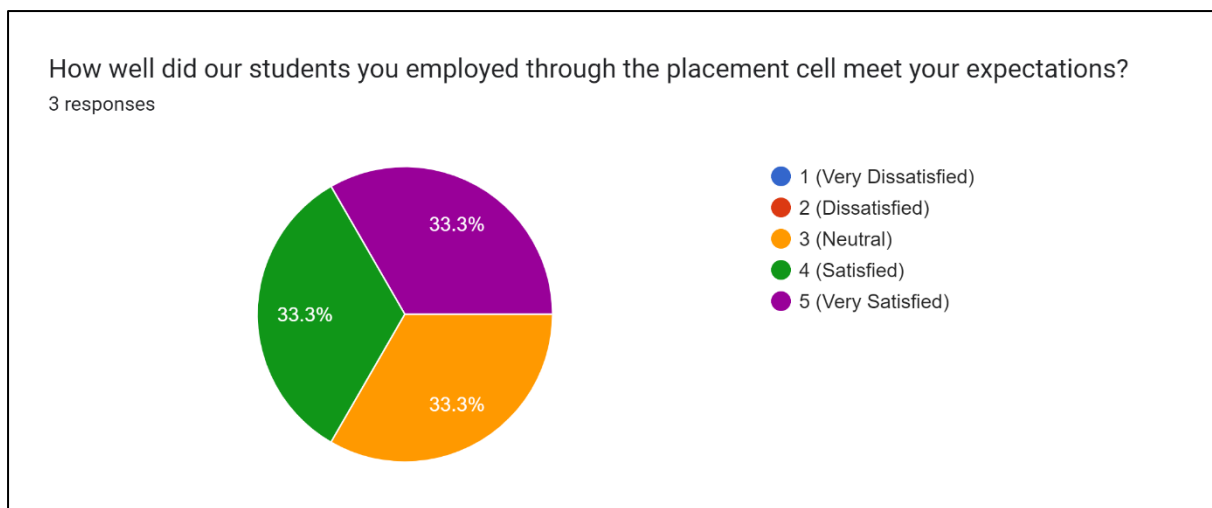


Figure 3. Were the students adequately prepared in terms of technical knowledge and skills relevant to your industry? - 3 responses

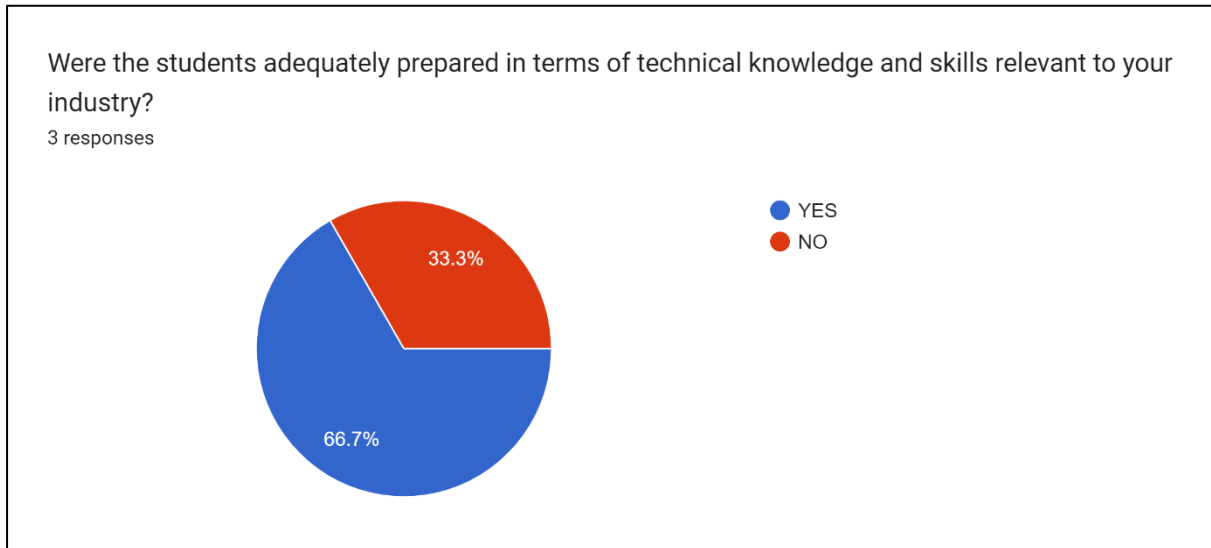


Figure 4. Were the students proficient in soft skills such as communication, teamwork, and problem-solving? - 3 responses

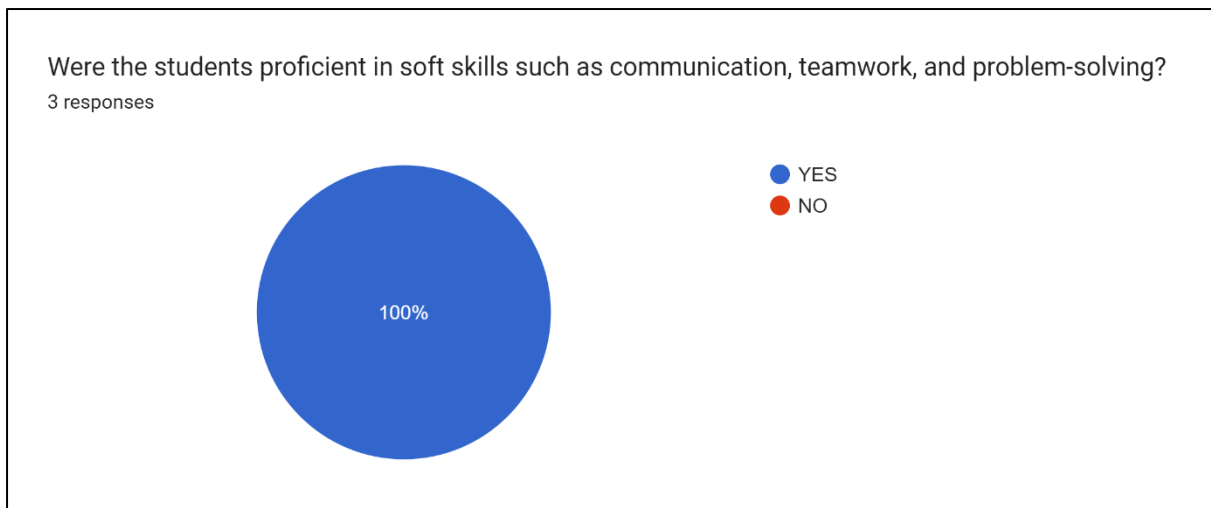


Figure 5. In your opinion, how well does our syllabus align with the needs of your industry? - 3 responses

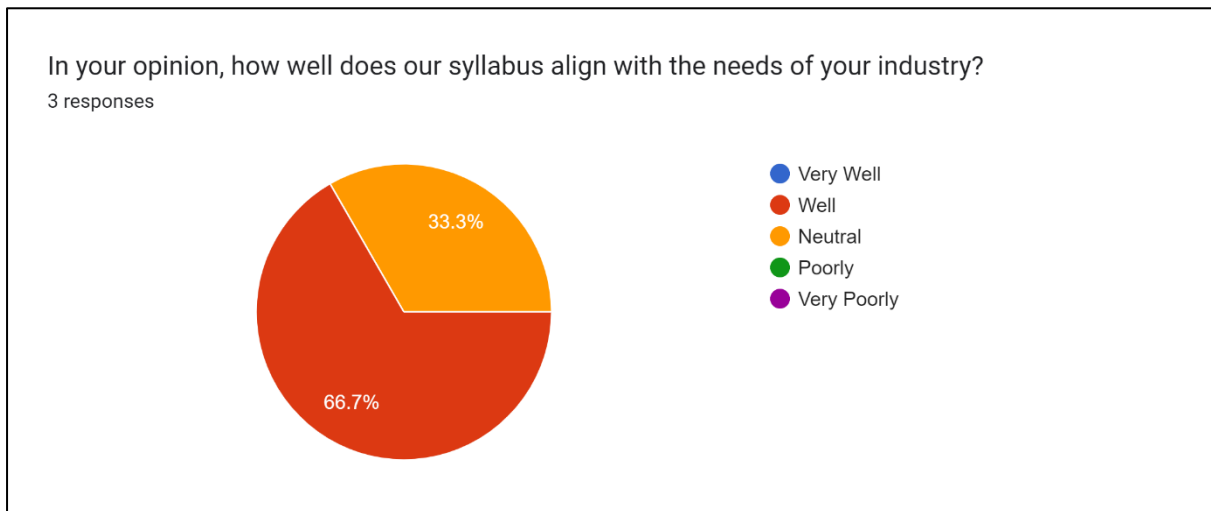


Figure 6. Do you feel that our syllabus adequately covers emerging trends and technologies in your field? - 3 responses

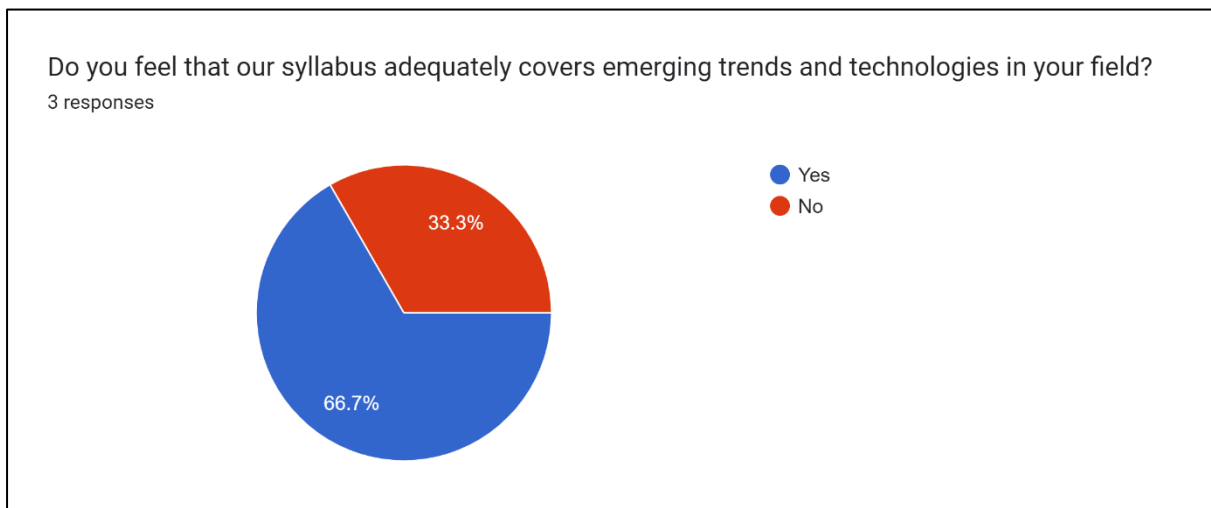


Figure 7. Were there any specific areas where you felt the syllabus was lacking or needed improvement? - 3 responses

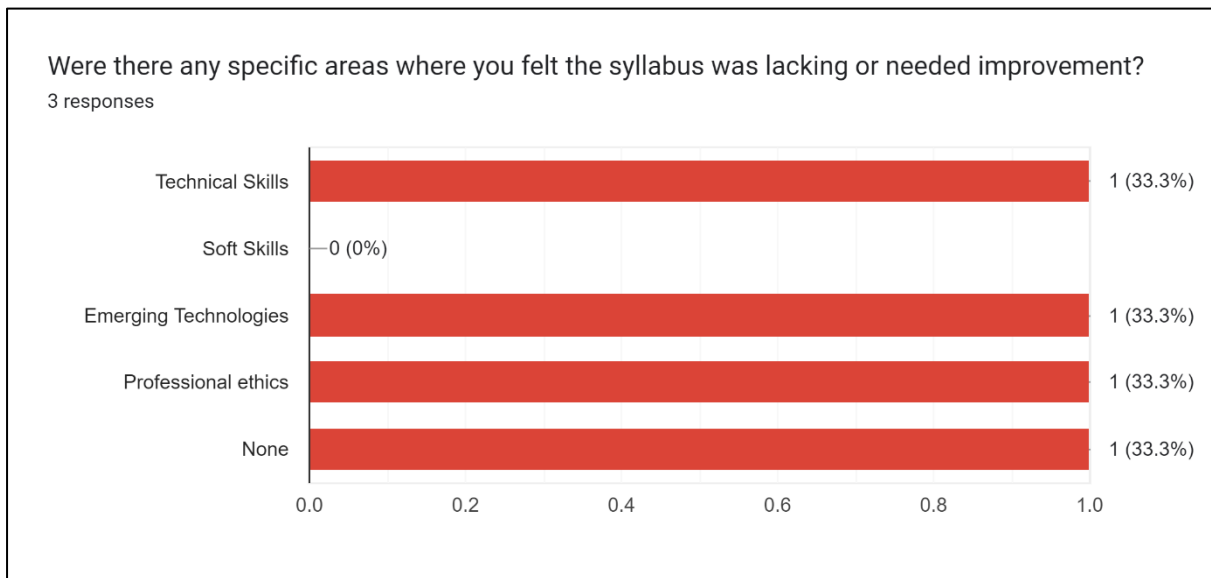


Figure 8. Had the students undergone for internships or practical training as part of their education? If so, were these experiences valuable in preparing them for your organization? - 3 responses



Figure 9. Did the students have a good understanding of real-world applications of the concepts they learned in the classroom? - 3 responses

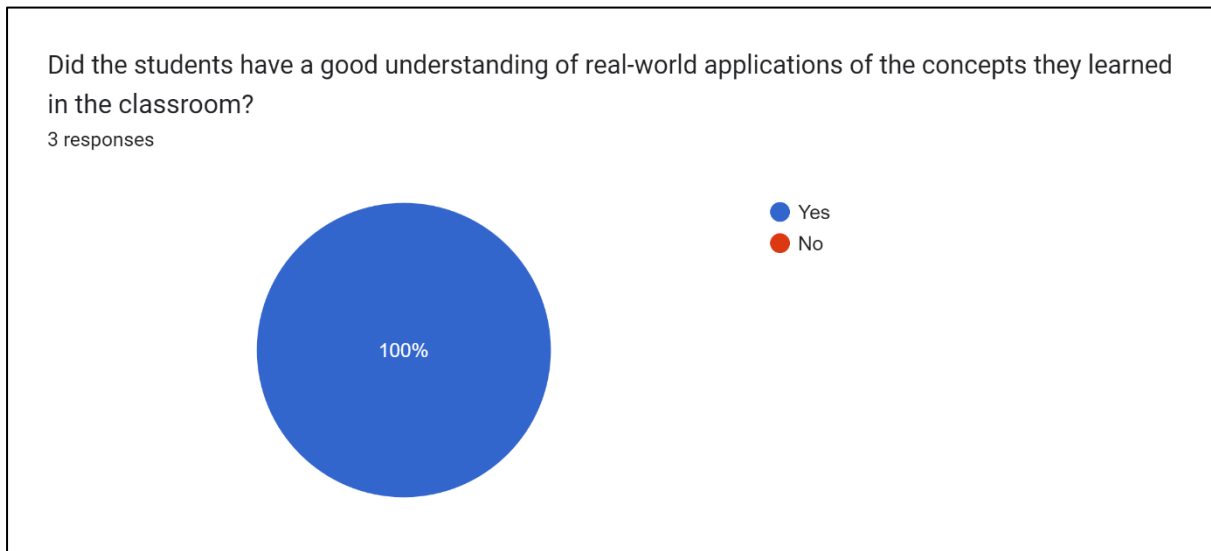


Figure 10. What do you believe are the strengths of our students you've hired from our placement cell? - 3 responses

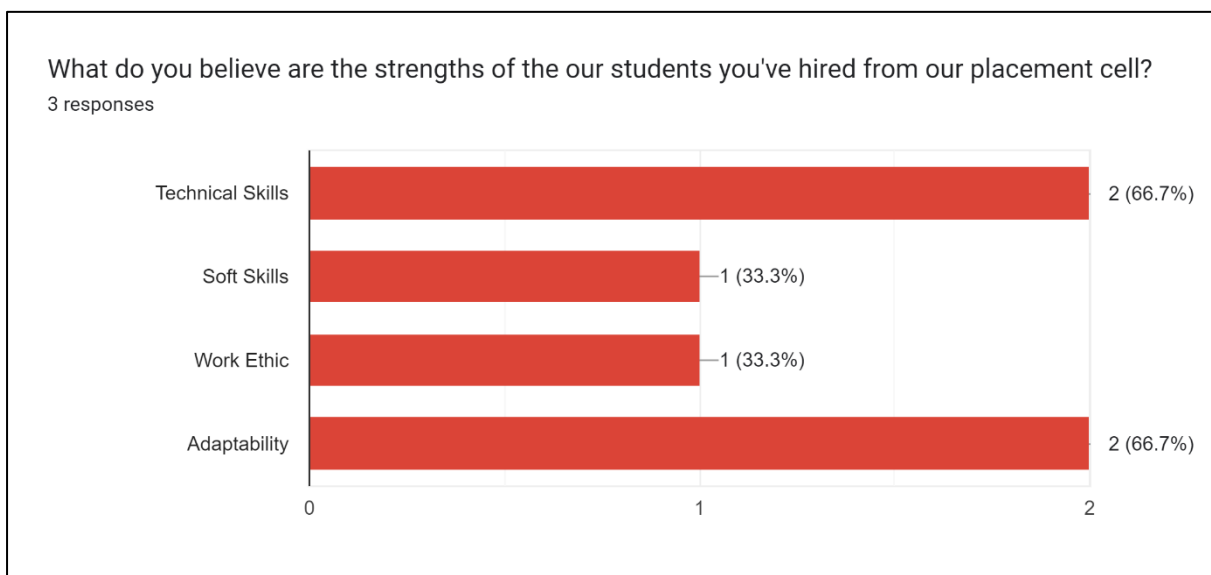


Figure 11. Are there areas where you think our course could improve to better prepare students for careers in your industry? - 3 responses

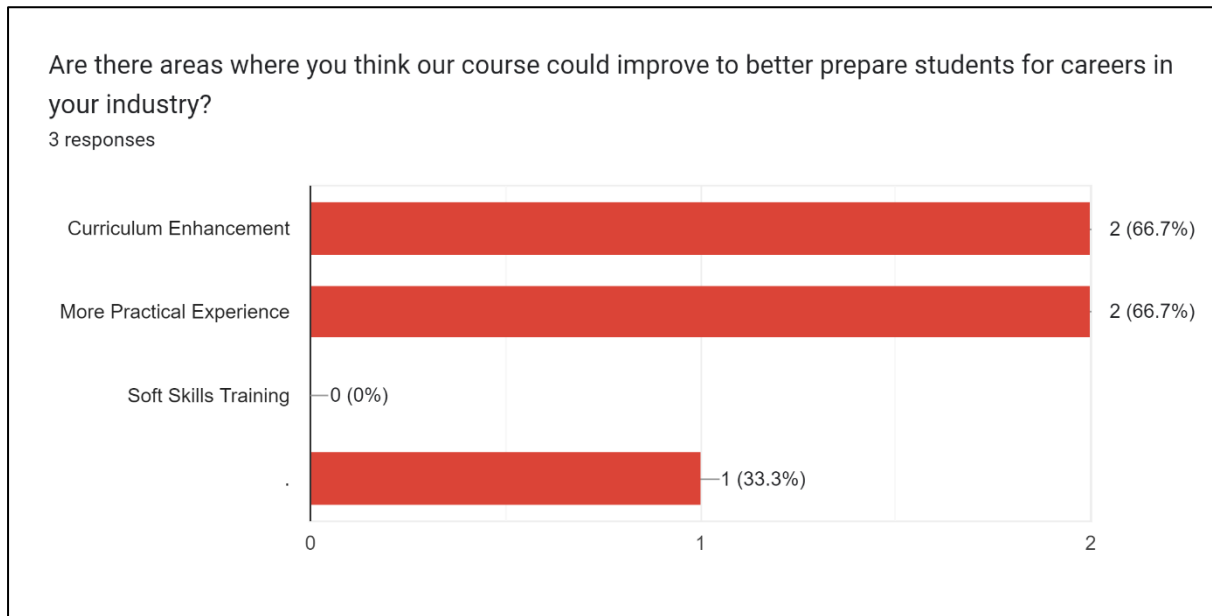
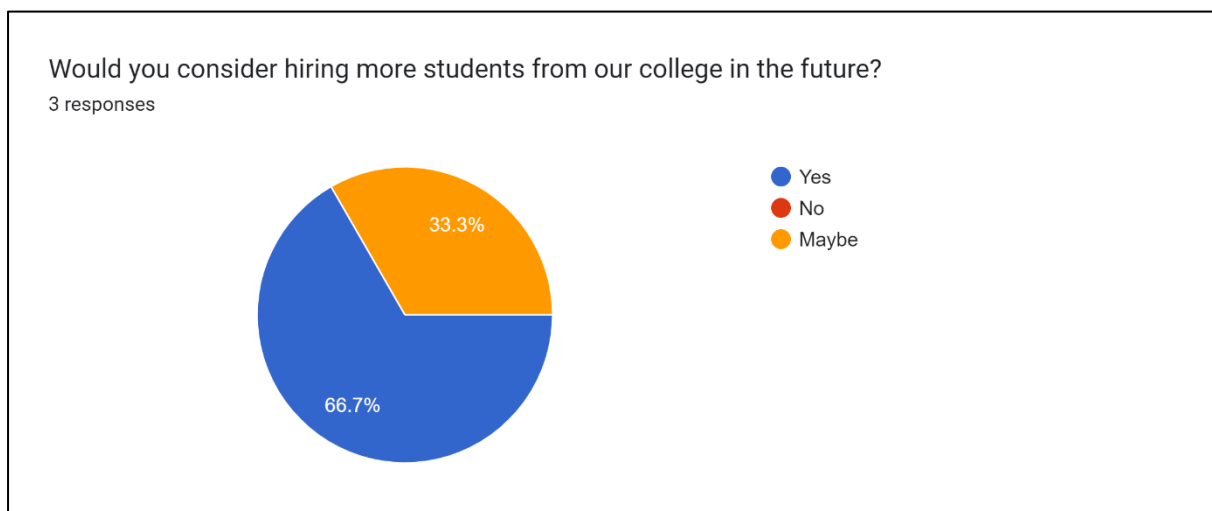


Figure 12. Would you consider hiring more students from our college in the future? - 3 responses



Responses cannot be edited

Alumni Feedback Form on Syllabus

St. Stephen's College, Delhi

* Indicates required question

Thank you for taking the time to provide us with your valuable feedback on the syllabus. Your input is essential in helping us improve the educational experience for current and future students.

Alumni Information:

Name *

Graduation Year *

2022

Degree Earned *

- B.A. Economics (Hons)
- B.A. English (Hons)
- B.A. History (Hons)
- B.A. Philosophy (Hons)
- B.A. Sanskrit (Hons)
- B.A. (Programme)

-
- B.Sc. Maths (Hons)
 - B.Sc. Physics (Hons)
 - M.A English
 - M.A. History
 - M.A. Philosophy
 - M.A. Sanskrit
 - M.A./M.Sc. Operational Research
 - M.Sc. Physics
 - M.Sc. Chemistry
 - Other: _____

Present Employment/ Position and Designation *

Apprentice Leader - Mu Sigma

Name and Contact Number of Company/ Institute

Mu Sigma Business Solutions Pvt Ltd

Email Id *

Curriculum Feedback:

To what extent did your college program contribute to? *

- Securing employment
- Gaining admission to higher education institutions
- Both

Did your course work/teaching-learning process help in developing (tick the relevant options) *

- Critical Thinking
- Reading Habit
- Confidence
- Self Expression
- Team-work
- Motivation

How satisfied were you with the overall syllabus during your time at the college? *

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

Were there any specific courses or subjects you found particularly valuable during your time at the college? Please specify:

Calculus, MV Calculus, Linear Programming Problem, Probability and Statistics, Mathematical finance

Were there any specific courses or subjects that you believe need improvement? Please specify:

Complex Analysis, Ring Theory

Additional Comments:

Do you have any suggestions for improving the syllabus?

It should be more interactive than mere theory

Is there anything else you would like to share about your experience with the syllabus?

NA

Do you have any suggestions to improve the survey?

NA

Submitted 12/13/23, 11:02 PM

Responses cannot be edited

Faculty Feedback Form on Syllabus

St. Stephen's College, Delhi

* Indicates required question

Thank you for participating in this feedback survey. Your input is valuable in improving the quality of the undergraduate syllabus. Please take a few minutes to share your thoughts and suggestions.

Full Name *

Designation *

- Professor
- Associate Professor
- Assistant Professor
- Assistant Professor (Ad-Hoc)

Department *

- Chemistry
- Computer Science
- Economics

- English
- Hindi
- History
- Mathematics
- Philosophy
- Physical Education
- Physics
- Political Science
- Sanskrit
- Urdu & Persian

Which courses have you taught in the academic year 2022-23? *

1. DSC 1: Atomic Structure & Chemical Bonding 2. DSE: Inorganic Materials of Industrial Importance 3. Organometallics, Bioinorganic Chemistry, Polynuclear Hydrocarbons and UV, IR Spectroscopy (Section A- Inorganic Chemistry) 4. Chemistry of s- and p-Block Elements, States of Matter and Chemical Kinetics (Section A- Inorganic Chemistry)

For which of these courses, did you participate in making of the syllabus? Please enlist them. *

1. DSC 1: Atomic Structure & Chemical Bonding 2. DSE: Inorganic Materials of Industrial Importance

How many of these syllabi covered the topics essential to the subject that they were dealing with? *
Please enlist them.

1. DSC 1: Atomic Structure & Chemical Bonding 2. DSE: Inorganic Materials of Industrial Importance

In which of the courses, do you think the topics can be added? please list the courses and the topics *
to be added.

The syllabus seems fine with respect to the number of theory and practical classes assigned to them. _____

For which of these courses, do you think the topics to be dropped? please list the courses and the *
topics.

The syllabus seems fine with respect to the number of theory and practical classes assigned to them. _____

How satisfied are you with the clarity and organization of the syllabus? *

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

Were the learning outcomes clearly defined in the syllabus? *

- Extremely Clear
- Clear
- Somewhat Clear
- Unclear
- Very Unclear

How often were updates and modifications made to the syllabus during the course? *

- Regularly
- Occasionally
- Rarely
- Never
- Not Applicable

What changes would you like to see in the way the syllabi are made in the University? *

The papers with chemistry labs for 2 hours are very difficult to deal with in terms of time constraint to do practical exercises. At least three hours should be assigned for conducting any Chemistry Practical class.

Were the assessment methods (exams, assignments, projects) aligned with the syllabus content? *

- Completely Aligned
- Mostly Aligned
- Partially Aligned
- Rarely Aligned
- Not at all Aligned

Did the syllabus include recommended or additional resources for students to enhance their understanding of the topics *

- Yes, extensive resources were provided
- Yes, some resources were provided

No additional resources were provided

Not sure

How would you rate the overall effectiveness of the syllabus in facilitating student learning? *

Very Effective

Effective

Neutral

Ineffective

Very Ineffective

Other: _____

Were you able to complete all the syllabus content within the allocated time frame for the course? *

Yes, all content was covered on time

Most content was covered on time

Some content was delayed

Many topics were not covered within the time frame

Not applicable

Other: _____

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

Yes

No

What would you like to suggest regarding the syllabus design and implementation? *

NA

Does the syllabus of any of the courses that you teach include the following aspects?

- Experiential Learning
- Research Methodology
- Skill Development
- Analysis and Critical Thinking
- Problem Solving

Do the syllabi encompass the following subject matter?

- Globalization
- Environment
- Diversity
- Sustainable Development
- Human Rights and Values
- Gender Equality
- Inclusive Environment
- Responsibilities of Citizen

Which of the syllabi of the courses that you teach are in line with the current trends in academia? *

Most of them

Which of the syllabi of the courses that you teach are not in line with the current trends in academia? *

NA

Do you think that the curriculum is sufficiently oriented towards employability? *

Yes

No

Do the syllabi of the courses provide adequate opportunities to innovate or add while teaching? *

Yes

No

Please rate the reading material prescribed for the syllabus on a scale 1 to 5 *

1

2

3

4

5

Do the students feel the need to go beyond the syllabus? *

Yes

No

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

Yes

No

Do the courses that you teach interest you in further research in the subject concerned? *

Yes

No

Do you have any suggestions to improve the survey?

None

Submitted 12/11/23, 10:49 PM



(<https://apf.ststephens.edu/>)

Student Satisfaction Survey on Teaching Learning Process 2022-2023

PRINT THIS PAGE

Student Details

Student's Name*

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

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

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

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

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

- d. Indifferently
- e. Won't teach at all

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

- a. Always effective
- b. Sometimes effective
- c. Just satisfactorily
- d. Generally ineffective
- e. Very poor communication

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

- a. Excellent
- b. Very good
- c. Good
- d. Fair
- e. Poor

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

- a. Always fair
- b. Usually fair
- c. Sometimes unfair
- d. Usually unfair
- e. Unfair

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

- a. Every time
- b. Usually
- c. Occasionally/Sometimes
- d. Rarely
- e. Never

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

- a. Regularly
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

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

- a. Significantly
- b. Very well
- c. Moderately
- d. Marginally
- e. Not at all

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

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree

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

a. Every time

b. Usually

c. Occasionally/Sometimes

d. Rarely

e. Never

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

a. Every time

b. Usually

c. Occasionally/Sometimes

d. Rarely

e. I don't have a mentor

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

a. Every time

b. Usually

c. Occasionally/Sometimes

d. Rarely

e. Never

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

a. Fully

b. Reasonably

c. Partially

d. Slightly

e. Unable to

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

a. Every time

b. Usually

c. Occasionally/Sometimes

d. Rarely

e. Never

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

a. Strongly agree

b. Agree

- c. Neutral
- d. Disagree
- e. Strongly disagree

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

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

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

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

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

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

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

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

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

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

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

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

Observations/Suggestions 1

I'm a student who doesn't have a lot of friends in class so I sometimes feel scared to talk About things in class so I'd like teachers to pick out such students and talk to them personally.

Observations/Suggestions 2

Some teachers deliver the lectures which usually seem like a monologue so maybe interactive sessions would be a good idea.

Observations/Suggestions 3

More thorough discussions would be nice.

Give your feedback/suggestions for improving this survey.

Give your feedback/suggestions for improving this survey.

I love this college and all the faculty members,that's all. thank you!!

Form submitted on: 17-12-2023 00:27:15

For reporting any technical problem please contact at it@ststephens.edu
(<mailto:it@ststephens.edu>)

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Employer's Feedback Form on Syllabus

St. Stephen's College, Delhi

Section 1: Employer Information

Description (optional)

Company Name *

Short answer text

Email Id *

Short answer text

Phone Number

Short answer text

Your position/title: *

CEO/President

HR Manager

Department Head

Other: _____

How many students from St. Stephen's College have you employed through our Placement Cell so far? *

20+ _____

Which programs did you hire the students from?

B.A. Economics (Hons)

B.A. English (Hons)

B.A. History (Hons)

B.A. Philosophy (Hons)

B.A. Sanskrit (Hons)

B.A. (Programme)

B.Sc. Programme

B.Sc. Chemistry (Hons)

B.Sc. Maths (Hons)

B.Sc. Physics (Hons)

M.A English

- M.A. History
- M.A. Philosophy
- M.A. Sanskrit
- M.A./M.Sc. Operation Research
- M.Sc. Physics
- M.Sc Chemistry
- Other: _____

Section 2: Student Preparation

How well did our students you employed through the placement cell meet your expectations? *

- 1 (Very Dissatisfied)
- 2 (Dissatisfied)
- 3 (Neutral)
- 4 (Satisfied)
- 5 (Very Satisfied)

Were the students adequately prepared in terms of technical knowledge and skills relevant to your industry? *

- YES
- NO

Were the students proficient in soft skills such as communication, teamwork, and problem-solving? *

YES

NO

Section 3: Syllabus and Training

In your opinion, how well does our syllabus align with the needs of your industry? *

Very Well

Well

Neutral

Poorly

Very Poorly

Do you feel that our syllabus adequately covers emerging trends and technologies in your field? *

Yes

No

Were there any specific areas where you felt the syllabus was lacking or needed improvement? *

Technical Skills

Soft Skills

Emerging Technologies

Professional ethics

Other: _____

Section 4: Practical Experience

Had the students undergone for internships or practical training as part of their education? If so, were these experiences valuable in preparing them for your organization? *

Yes, Valuable

Yes, but Not Valuable

No

Did the students have a good understanding of real-world applications of the concepts they learned in the classroom? *

Yes

No

Section 5: Overall Feedback

What do you believe are the strengths of the our students you've hired from our placement cell? *

Technical Skills

Soft Skills

Work Ethic

Adaptability

Other: _____

Are there areas where you think our course could improve to better prepare students for careers in your industry? *

Curriculum Enhancement

More Practical Experience

Soft Skills Training

Other: _____

Would you consider hiring more students from our college in the future? *

Yes

No

Maybe

Section 6: Additional Comments

Do you have any additional comments, suggestions, or feedback about our syllabus, placement process, or students you'd like to share?

Do you have any suggestions to improve the survey?

Thank you for taking the time to complete this questionnaire. Your feedback is invaluable in helping us enhance our curriculum and improve the overall quality of our graduates. Your insights will contribute to the success of our placement program.