

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 2023-24 among key stakeholders in the year 2023-24.

These included the following:

A) Faculty, all faculty were invited to participate in the survey of whom 39 responded

B) Alumni, about four hundred former students who had passed out in the year 2023 were invited to participate in the survey of which 47 responded

C) Employers, companies /organizations that have been recruiting regularly from college in the period 2022-23 were sent feedback forms, out of which 4 participated in the survey

D) Students, a survey has been conducted in the period 2023-24, the detailed results of which can be found on the following links:

2023-24: 1280 students were invited to participate in the survey out of which 660 students responded.

Link of Student Satisfaction Survey from college website

<https://docs.ststephens.edu/IQAC/2023-24/STUDENT%20SATISFACTION%20SURVEY%20REPORT%202023-24.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.

Faculty Feedback

Total number of respondents: 39

Figure 1. Faculty Participation in the survey by Designation- 39 Responses

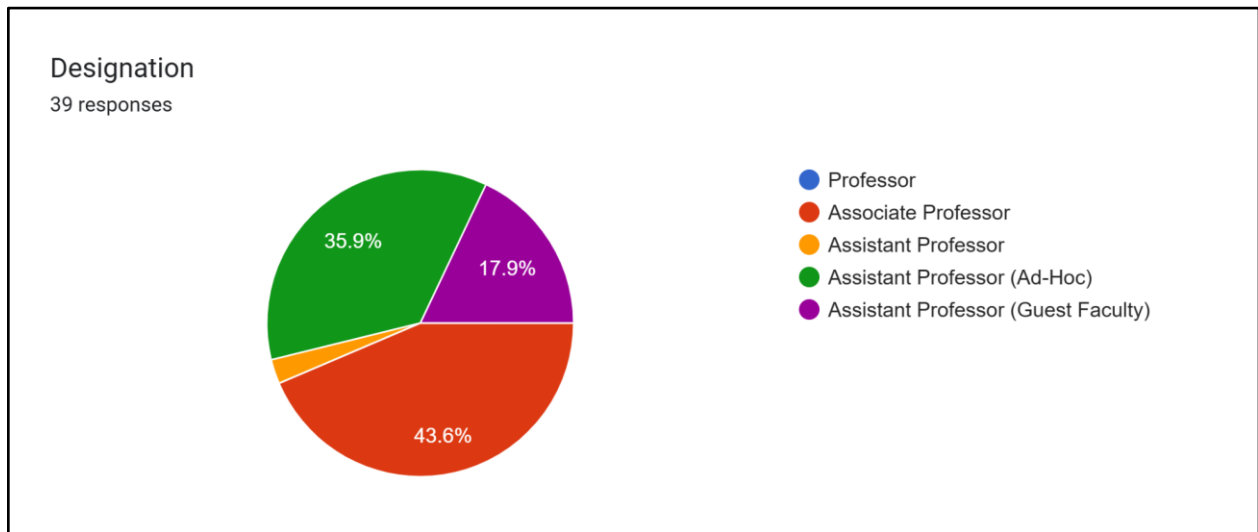
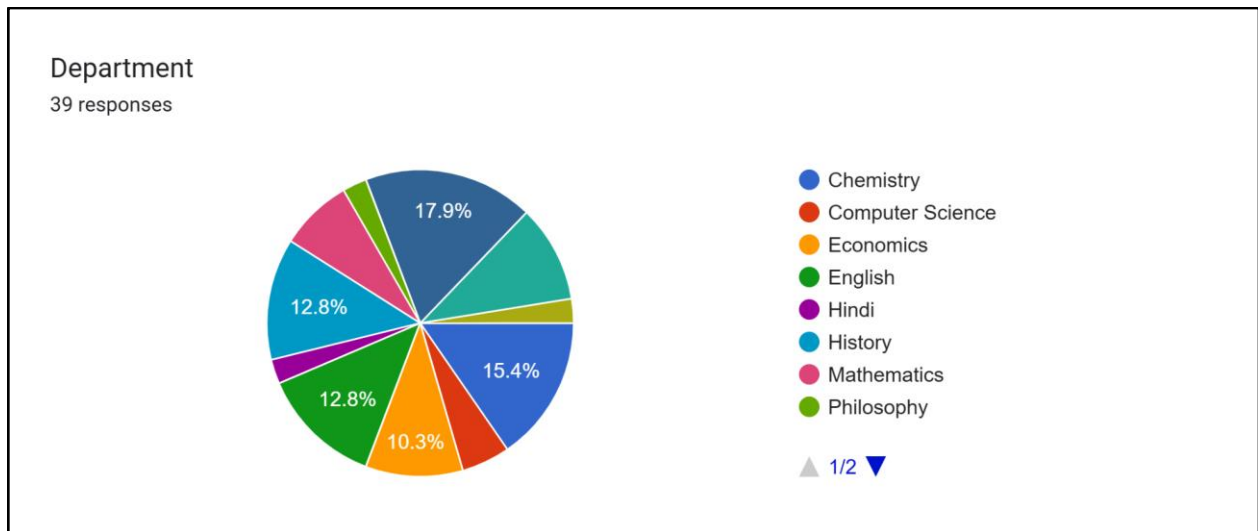


Figure 2. Faculty Participation in the survey by Departments- 39 Responses



Question 1. Which courses have you taught in the academic year 2023- 24? - 39 responses

Which courses have you taught in the academic year 2023-24?

39 responses

B.A.(H) DSC - Rise of Modern West-I, B.A.(H) DSC- Rise of Modern West-II, B.A. Multidisciplinary (Major)- Ancient Societies, SEC- Traditional Indian Gastronomy

B.Sc Hons Chemistry I,II,III year

Nuclear and Particle Physics, MP3 Computational Lab, Mechanics Lab Hons, Mechanics Lab Prog, Astronomy and Astrophysics, ECA Lab, Advanced Spreadsheet (SEC)

Sanskrit epics
Culture and society AEC
Sanskrit linguistics
Modren sanskrit literature
Sanskrit grammar
Introduction to advance sanskrit neeti literature

Second year History Hons- History of India III-750-1200
Second year BAp Minor- History of India 1200-1500
First year SEC- Museums and Museology

Which courses have you taught in the academic year 2023-24?

39 responses

Second year History Hons- History of India 1200-1500
Second year BAp Major- History of India 1500-1700
Second year BAp Major- Cultural Transformations in Early Modern Europe II
First year SEC- Fundamentals of Manuscriptology

History of India I & II (History Hons) and History of India I & II (BA Prog, Major and Minor)

chemical thermodynamics and its applications (practical and theory)
Science and society
Molecular modelling (practical)
Electrochemical cells, chemical kinetics and catalysis
Nanoscale Materials and Their Applications (practical)
Gaseous and liquid state (practical and theory)
Chemical equilibrium, ionic equilibrium, conductance and solid state (theory and practical)
Green Chemistry (theory)
Quantum chemistry and spectroscopy (practical)

Law and economics, introductory Macroeconomics, intermediate microeconomics, introductory

Which courses have you taught in the academic year 2023-24?

39 responses

Women in Indian History, Medieval Societies: Global Perspectives, Delhi Through the Ages

History of modern China (1840-1850s) History of modern Japan (1840-1950s) in semesters III, V and semesters IV and VI respectively

Environmental economics, international trade, eco development and planning in india-2

B.A. Honours Sanskrit

British Literature: The Early 20th Century, Nineteenth Century European Realism, Applied Gender Studies: Media Literacies, Ecology and Literature, Social and Emotional Learning, Indian Classical Literature, Introduction to Literary Studies, Modern European Drama, 14th to 17th Century English Poetry, Reading Indian Fiction in English, English Fluency, Individual and Society

Probability and Statistics (2352011103)/ Discrete Mathematics (2352012303)/ Mathematical Finance (32357614)/ Probability and Statistics (42357602)

GE URDU, AEC Urdu, GE Persian

Group Theory II, Algebra, Ring Theory and Linear Algebra II, Abstract Algebra

DSC: Romantic Literature, GE : English Language Through Literature-II, DSC : Indian Writing in English, DSC : Indian Writing in English (Major), GE : Individual and Society

Digital and Analogue Electronics and Instrumentation (BSc(P) V Semester) and Physics of the Earth (VI Semester, DSE BSc (H))

BA program Semester I: Introductory Microeconomics- Minor, BA (Hons) Economics Semester V: Development Economics - I, BA (Hons) Economics Semester VI: Development Economics - II, BA program semester II: Intermediate Macroeconomics I: Foundations of Aggregate Income Determination.

Greek Philosophy, Philosophy Politics Economics (GE), Feminism, Truth Functional Logic, Formal Logic, Social and Political Philosophy (BAP Minor), Social and Political Philosophy (BAH), Information Ethics (GE)

Indian Writings in English Translation, Postcolonial Literatures, World Literature

Theatre and dramaturgy in Sanskrit

Which courses have you taught in the academic year 2023-24?

39 responses

Yoga:Philosophy and Practice
Sanskrit Linguistics
Indian social institutions and polity
Art of balanced living
Modern Sanskrit Literature
Yoga in Practice

GE-Hindi Bhasha Sahitya Hindi A
GE-Hindi Gadya Ka Udadabhava Aur Vikas Hindi A
GE-Hindi Gadya Ka Udadabhava Aur Vikas Hindi B
GE-Hindi Patkataka Lekhan
GE-Blog Lekhan
SEC-Rangmanch
VAC-Sahitya Sanskriti Aur Cinema
AEC-Hindi Bhasha Sanpreshan Aur Sanchar - Hindi-A
AEC-Oupcharik Hindi Lekhan - Hindi B
AEC-Vyavharik Hindi - Hindi -A
AEC-Jansanchar Aur Rachnatmak Lekhan - Hindi B
AEC- Anivrya Hindi Pathykram -Hindi E

GE: Elements of real Analysis
BSc Hons Chemistry (UGCF), SEM 1, 2, 3 BSc Hons Chemistry (LOCF), SEM V & VI BSc Prog. with Chemistry, Sem VI
Ecology and Literature, Literature and Cinema, Major: Romantic Literature, Graphic Narratives, 16th and 17th Century English Drama (Major), Business Communication, Comic books and graphic novels, speculative fiction.
1. Mathematical Physics-III Sem-III 2. Nanomaterials and Applications Sem-VI 3. Dissertation
Generic Elective, VAC and SEC
Indian Classical Literature, Introduction to Literary Studies, Literary Criticism, 16th and 17th Century Drama, Eighteenth Century Literature, Creative Writing, Literature of the Indian Diaspora and English Language through Literature- I
B.A. Honors, BA Programme and B.Sc. (Programme)

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

None
NA
N/A
None.
All of them.
None of the courses
1. Solid State Physics, B.Sc.(H) Physics 3rd year (CBCS) and associated Lab 2. Solid State Physics, B.Sc.(H) Physics 2nd year (NEP) and associated Lab 3. Analog Electronics, B.Sc.(H) Physics 2nd year (NEP) and associated Lab 4. Thermal Physics lab, B.Sc.(H) Physics 2nd year (NEP)
Convenor - ALL BA Hons. Papers -

Actively involved with - Sanskrit Epics, Indian Social Institutions and Polity, Sanskrit and World Literature
Nil
Attended course meetings held at the university department for the following courses: B.A. (Hons) Economics II Year- Intermediate Macroeconomics I; B.A. (Hons) Economics II Year- Intermediate Macroeconomics II; B.A. (Hons) Economics III Year- Indian Economy II; GE II Year- Education and Development; GE I Year- Principles of Microeconomics I
N.A.
NIL
No
None, though I was consulted for the reading list of History of India II (History Hons)

Law and economics
All of them
All course of AEC Urdu and GE Urdu and Discipline Urdu.
None.
Neither
BSc Hons Chemistry (UGCF), SEM 1, 2, 3
Nanomaterials paper for NEP
Not participated

Question 3. How many of these syllabi covered the topics essential to the subject that they were dealing with? Please enlist them. – 39 Responses.

All
All of them.
NA
All
Both Solid State Physics and Analog Electronics papers covers important topics which are relevant to the subject.
Most of them
The syllabus of all the courses covered topics essential to the subject that they were dealing with. The list is as follows: B.A. (Hons) Economics II Year- Intermediate Macroeconomics I; B.A. (Hons) Economics II Year- Intermediate Macroeconomics II; B.A. (Hons) Economics III Year- Indian Economy II; GE II Year- Education and Development; GE I Year- Principles of Microeconomics I

All
All of them.
NA
All
Both Solid State Physics and Analog Electronics papers covers important topics which are relevant to the subject.
Most of them
The syllabus of all the courses covered topics essential to the subject that they were dealing with. The list is as follows: B.A. (Hons) Economics II Year- Intermediate Macroeconomics I; B.A. (Hons) Economics II Year- Intermediate Macroeconomics II; B.A. (Hons) Economics III Year- Indian Economy II; GE II Year- Education and Development; GE I Year- Principles of Microeconomics I

Science and society

Molecular modelling (practical)

Electrochemical cells, chemical kinetics and catalysis

Nanoscale Materials and Their Applications (practical)

Gaseous and liquid state (practical and theory)

Chemical equilibrium, ionic equilibrium, conductance and solid state (theory and practical)

Green Chemistry (theory)

Quantum chemistry and spectroscopy (practical)

Women in Indian History, Delhi Through the Ages

All of them

AEC Sanskrit C - Introduction to Sanskrit Language.

DSC-1 - Applied Sanskrit

Discrete Mathematics (2352012303)/ Mathematical Finance (32357614)/ Probability and Statistics (42357602)

All these syllabi covered the topics essential to the subject.

Both syllabi are outdated, and too simple for Honours and BSc(P) students.

Introductory Microeconomics- Minor, Development Economics - I, Development Economics - II, Intermediate Macroeconomics I: Foundations of Aggregate Income Determination.

All of the courses -- Indian Writings in English Translation, Postcolonial Literatures, World Literature -- covered the subject adequately.

Syllabus of Sanskrit is subject to the standard of the Students that College receive Every year.

So according to that it covers almost all topics.

All topics were covered

Most of the syllabi, especially for papers such as romantic literature and 16th and 17th Century English Drama and speculative fiction, to name a few, covered the essential ideas and themes necessary to

understand the texts in the course.

All of the 3 courses

Close

Three hours a week not good for anything; and 7 courses is completely unmanageable and pointless

Almost all the papers cover all the essential topics of their respective subject(s).

Except the SEC courses, all the core and DSE papers included topics essential to the study of the period/
theme of the course.

Second year History Hons- History of India III-750-1200

Second year BAp Minor- History of India 1200-1500

Second year History Hons- History of India 1200-1500

Second year BAp Major- History of India 1500-1700

Second year BAp Major- Cultural Transformations in Early Modern Europe II

Three hours a week not good for anything; and 7 courses is completely unmanageable and pointless

Nuclear and Particle Physics, MP3 Computational Lab, Mechanics Lab Hons, Mechanics Lab Prog,
Astronomy and Astrophysics, ECA Lab, Advanced Spreadsheet (SEC)

Both syllabi are outdated, and too simple for Honours and BSc(P) students.

Introductory Microeconomics- Minor, Development Economics - I, Development Economics - II,
Intermediate Macroeconomics I: Foundations of Aggregate Income Determination.

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. - 39

NA

None

Diploma Level Sanskrit papers for 2nd year AEC students

Many of the DSC papers

Given the number of lectures per week to these courses addition is not a possibility.

None for now.

I think the topics covered in the syllabus for all the above mentioned courses are appropriate given the time available.

All topics were fully covered

In AEC Urdu C and GE Elementary Urdu, there is a need to add the learning of Urdu alphabets.

This possibility is there in every syllabus of Sanskrit language.

VAC: Yoga: Philosophy and practice.

1. Please remove the Practical component from this syllabus. As it's not possible to do Any kind of Yoga at 12:30 pm or 2:00 pm after having lunch
Instead of this increase the syllabus a bit as we have
One whole semester to teach. We can easily teach 15 Sutras of Patanjali

2. Introduction to Sanskrit Poetics

Please increase the syllabus. It's short for honors class

3. Acting skill in Sanskrit Dramaturgy
& Script writing skill in Sanskrit

Please note that these two courses are not made with proper contemplation. Please reconsider these

courses. As no Student is interested in these kind of topics.

They are adequate

No suggestion - course designed recently

topics can be added to courses related to languages

1. Pre-Historic societies can be added to the syllabus for B.A. (Major)- Ancient Societies.
2. S.E.C. on Traditional Indian Gastronomy can be divided into Ancient, Medieval and modern periods to get a better sense of the food practices across different periods of Indian history.

As per given time, no need to add extra topics
Electrical circuits lab may have one or two more experiments

With the number of credits and class distribution, the topics included seem to be fine.

I feel that the syllabus of certain VAC and SEC papers, such as Ecology and Literature and Business Communication could be improved and made more structured, with more texts that are relevant to the objectives of the course.

None.

The courses should have less content, not more. They are too ambitious

None

Too much syllabus already

In the Semester II BA Prog course, the emphasis is on political history (which is outdated), and there is no mention of Islam.

Social and Political Philosophy- After Rawls, the students would benefit from reading Robert Nozick. In the section on social contract, they have added only Locke, but it is necessary to read Hobbes and Rousseau along with this.

None of them.

Women in Indian History, Delhi Through the Ages

The SEC course on Manuscriptology should, in my opinion, include topics like- a critical analysis of different kinds of Historical Sources and a discussion on what is meant by Historical Methods, as a necessary prelude to study manuscripts. Some recent readings should be included as the reading list is very basic and outdated.

Social and Emotional Learning: suggested readings and activities can be added

Creative Writing and English Language through Literature- I (Creative writing needs a good book,. Now teachers have to also design the curriculum as we go on). Literary Criticism can have German idealism.

NIL

Physics of the Earth, which is a DSE course for Physics Honours course should include more of theoretical topics related to the (i) figure of the Earth, (ii) propagation of seismic waves, (iii) and geomagnetism. A lot

of mathematical physics students learn in mathematical physics courses is applied in these topics, so students can get a chance to appreciate how the mathematical physics they learn is applied to real physics problems.

No additional topics are needed.

Question 5. For which of these courses, do you think the topics to be dropped? please list the courses and the topics.39 responses

NA
None
AEC Sanskrit C - Culture and Society
The Thermal Physics lab associated with the paper should be dropped as it is next to impossible for students to complete any experiment in 2 hours. Also, it is very difficult for the faculty member to complete the theory, given the topics, in 3 hours per week
None for now.
I think the topics covered in the syllabus for all the above mentioned courses are appropriate given the time available.
All topics are required
Probability and Statistics (2352011103)- Sampling Distribution and Correlation/ Regression

There is a need to drop a few chapters in Urdu C I semester syllabus.

SEC : Statistics with R (UPC: 2926001005) A few statistical tests, time series analysis could be dropped.

Mentioned above.

Nothing needs to be dropped

Nil

N.A.

N/A

None.

All the courses I taught should have less content, not more. They are too ambitious

The topics are fine in general, but the syllabus is vast in the the courses which are fine.

Social and Political Philosophy (BAH) The paper on Hannah Arendt can be dropped.

None of them.

none

None

Indian Classical Literature (Reduce some portions from The Mahabharata), Introduction to Literary Studies (Critical readings on Poetry and Drama), 16th and 17th Century Drama (The Rover can go, provided we add a paper there), Eighteenth Century Literature (Two books of Gulliver's Travels)

NIL

No topics need to be dropped.

Figure 3. How satisfied are you with the clarity and organization of the syllabus? - 39 responses?

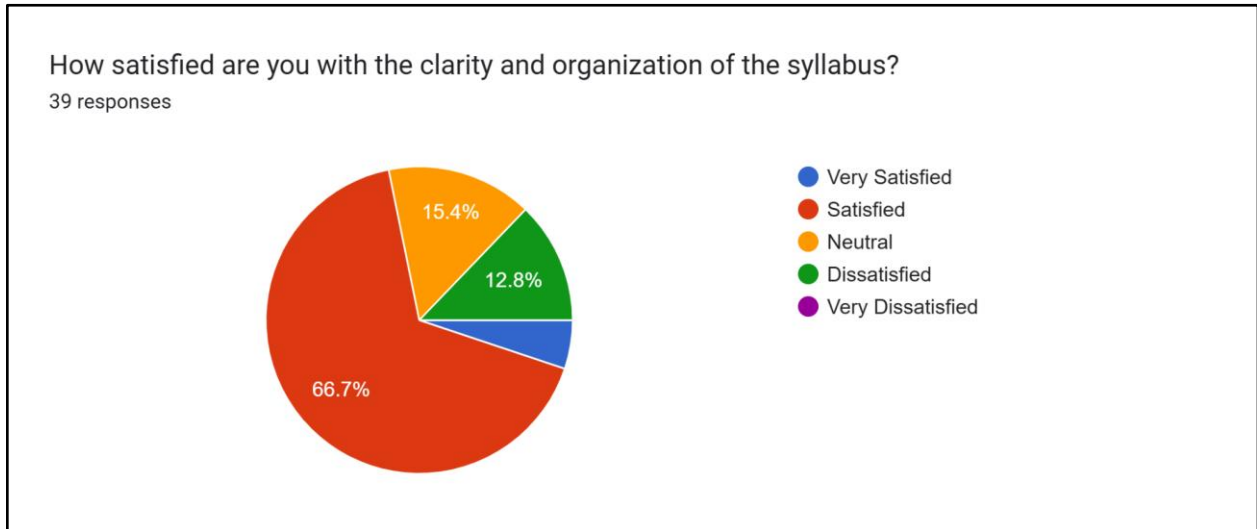


Figure 4. Were the learning outcomes clearly defined in the syllabus? - 39 responses

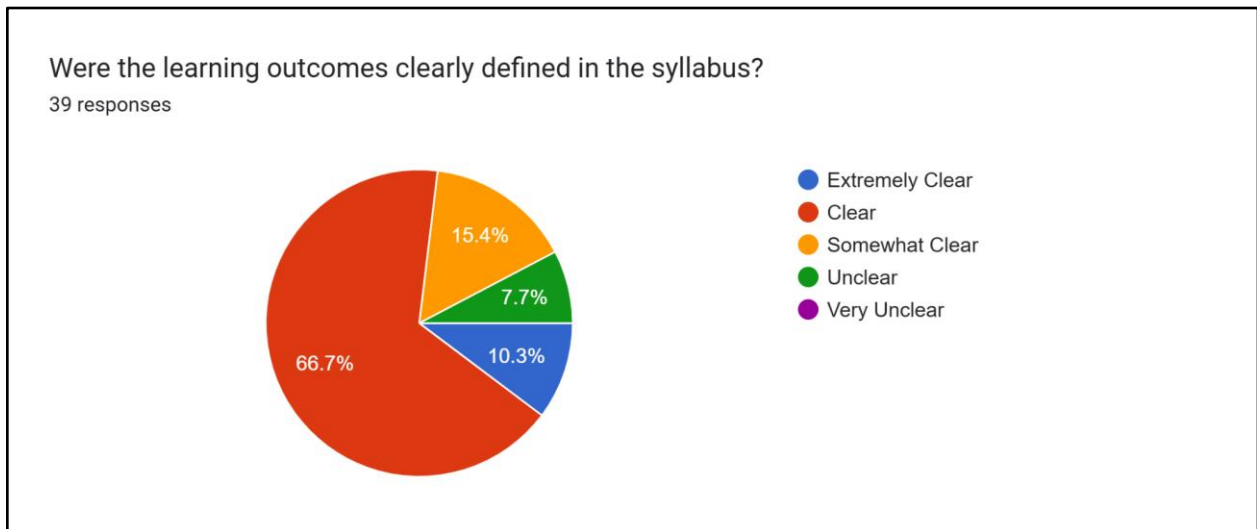
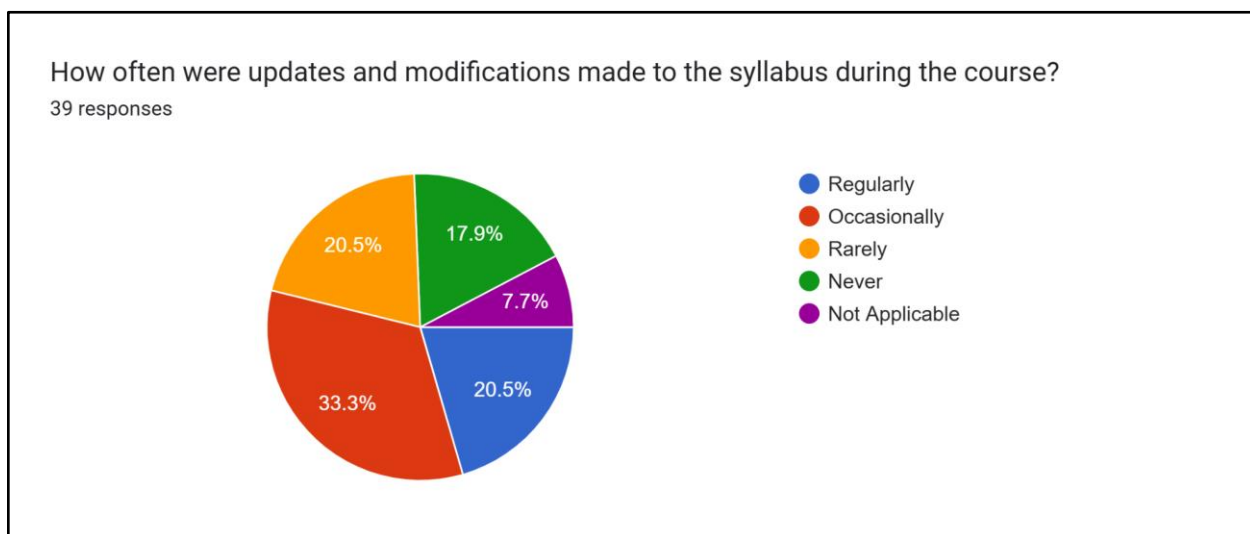


Figure 5. How often were updates and modifications made to the syllabus during the course?



Question 6. What changes would you like to see in the way the syllabi are made in the University? - 39 responses

NA
Proper feedback from the students as well as the faculties to be taken. Learning Outcomes should be mentioned clearly. Papers should be Introduced only after thorough research
Chemistry Honours DSC Theory should be of three hours and Practicals of four hours.
Deliberation and Transparency should be there in making the basic structure or skeletal of the course.
None for now.
More participation of and regular incorporation of feedback from faculty teaching in various colleges as they are more in touch with the realities of the classroom setting at the college level.
Syllabus are well designed
It will be much better if time constraints are considered ... instead of too many topics less are included and

are done in detail

University must constitute a committee to design the syllabi. The committee may be headed by Heads of respective departments. But there must be a system to work in workshop mode and they must have a at least six months time to deliberate in detail before finalizing the syllabi.

More time frame bound syllabi

Syllabus are not being made with thorough research and contemplation. Syllabus require thorough re construction by Highly learned and deserving candidates.

More time and participation is required

Give more time - don't rush

No changes are required

Give more time - don't rush

No changes are required

Syllabus making should involve more teachers in the process and hold workshops for new papers well in time so that everyone is abreast with the new courses.

More faculty members should be involved

I would prefer a more consultative process where inputs of teachers teaching the courses are taken so that the real and practical problems and challenges in teaching certain papers can be identified.

More participation by all stakeholders

We would like the university to seek curriculum feedback from department heads of at least five different colleges before implementing the curriculum, and if any changes are suggested, that should be implement.

I don't think syllabi should be made in the University, individual teachers should design courses.

They should be designed with a semester in mind. The courses are too ambitious.

None

More time needed to teach this material.

Better awareness of the syllabus makers of the materials covered in the readings being prescribed

The BA Prog courses should be updated in the way the Honours courses are.

1. The syllabi should be allocated at least three hours per week. This would allow continuity in teaching and cohesivity of the various topics in the syllabi.
2. The syllabi should not just to give a cursory information about a topic, but a little detailed analysis of the topics covered.
3. We need to focus on covering important topics required for higher education.
4. we should try to cover the topics qualitatively rather than in terms of quantity.
5. The distribution of laboratory and theoretical components in Physics papers is essential, so the course should be structured to allow students to complete experiments in a single session. This will ensure that

the syllabus is covered effectively, with appropriate content. Ideally, each physics lab should last three hours.

More contemporary commentaries on canonical texts should be included.

To involve more teachers more proactively

More participation by teachers who actually teach the courses.

The readings need to be made more up to date

for physical chemistry 2 hours practical is not sufficient it should be 3 hours.

The teachers and subject experts need to have a more active role in the making of the DU syllabi, along

with ample time given to them to deliberate and discuss the essential themes and readings for a paper. The SEC papers are meant for 'experiential learning', but the syllabus for most of them hardly considers this aspect.
Syllabi should be designed according to the time constraints of the semester system.
More classes and less courses with less internal assessments, some courses need to reduce course materials and some really need to add stuff (There is nothing in there)
No changes
Already answered above, with regard to syllabi deficiencies.
No change.

Figure 6. Were the assessment methods (exams, assignments, projects) aligned with the syllabus content? - 39 responses

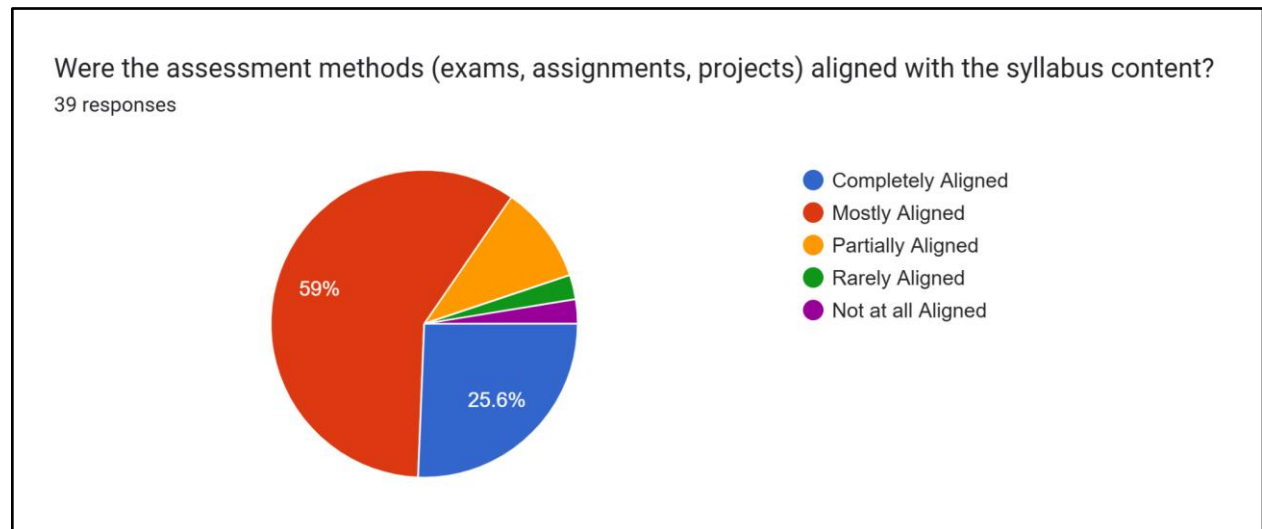


Figure 7. Did the syllabus include recommended or additional resources for students to enhance their understanding of the topics? - 39 responses

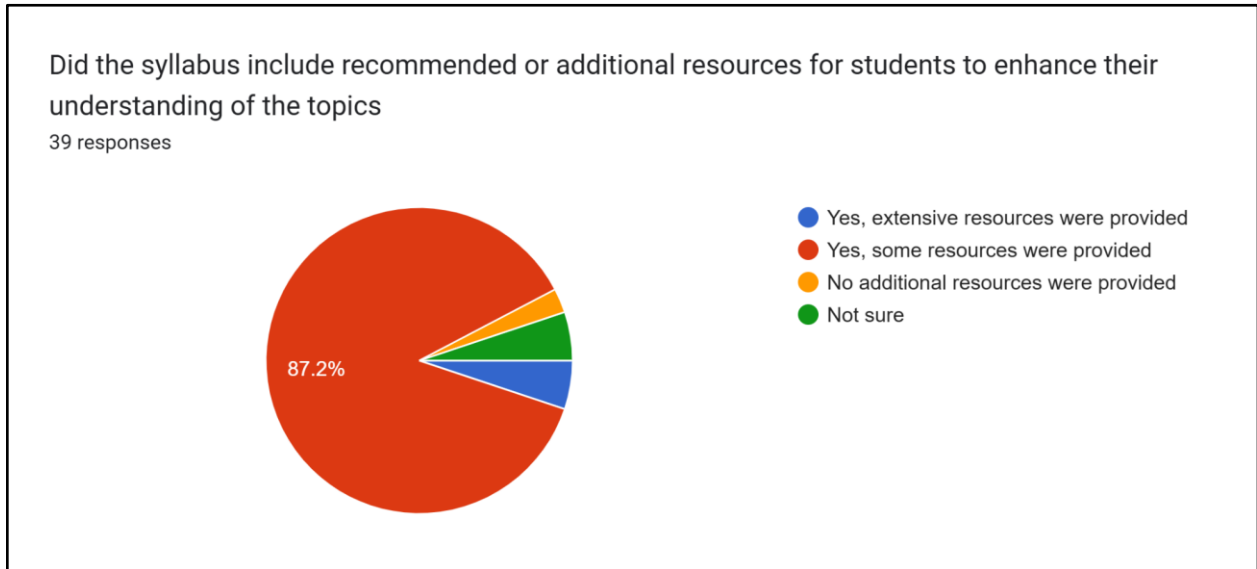


Figure 8. How would you rate the overall effectiveness of the syllabus in facilitating student learning? - 39 responses

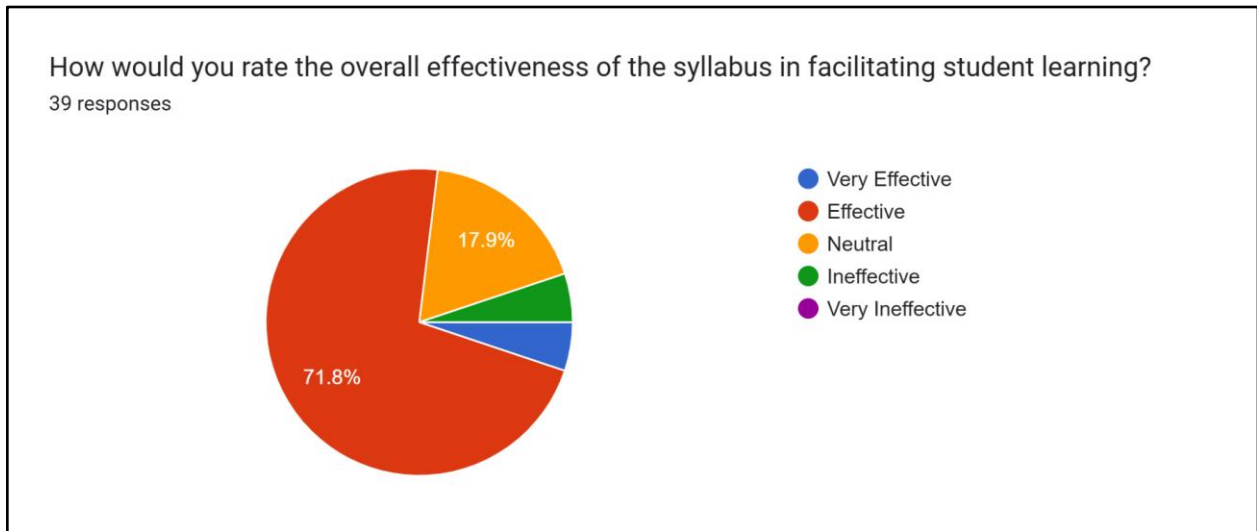


Figure 9. Were you able to complete all the syllabus content within the allocated time frame for the course? - 39 responses

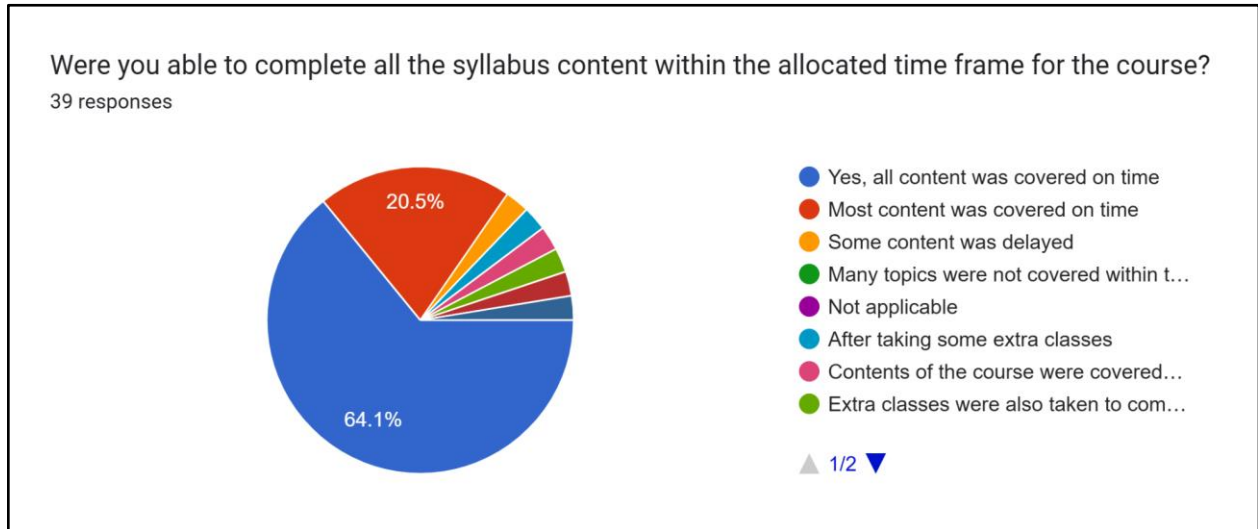


Figure 10. Is there a mechanism for providing feedback on the various aspects of the syllabus? - 39 responses

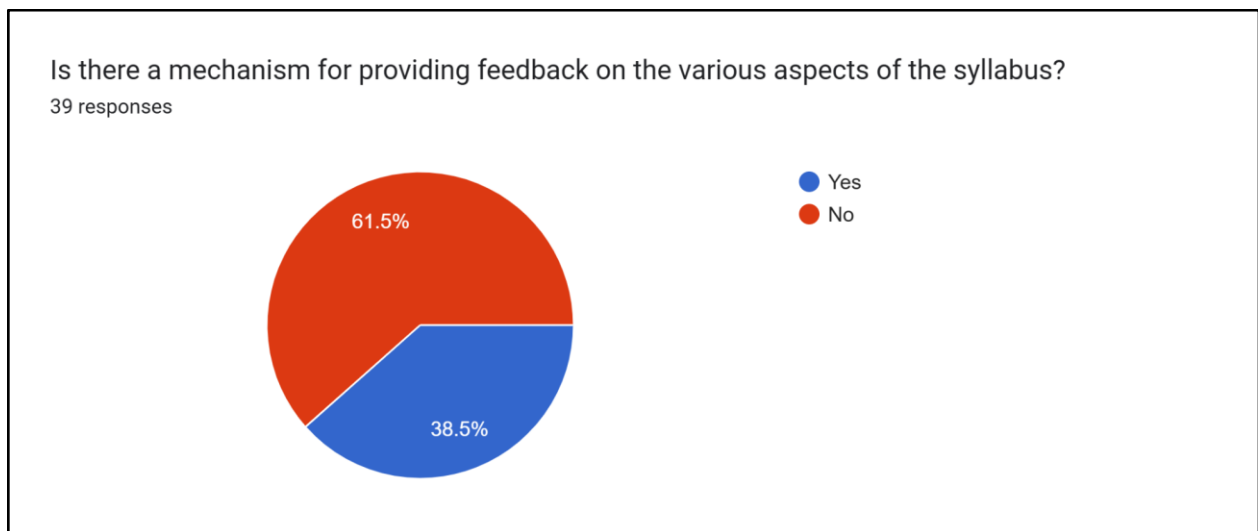


Figure 11. What would you like to suggest regarding the syllabus design and implementation? - 39 responses

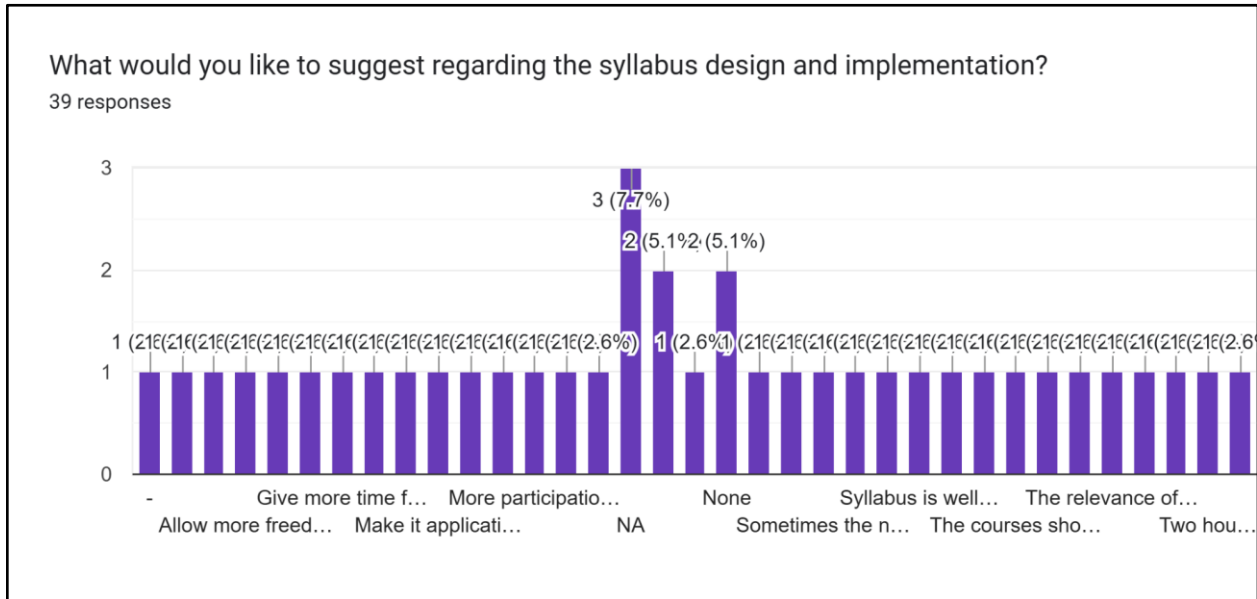


Figure 12. Does the syllabus of any of the courses that you teach include the following aspects? - 36 responses

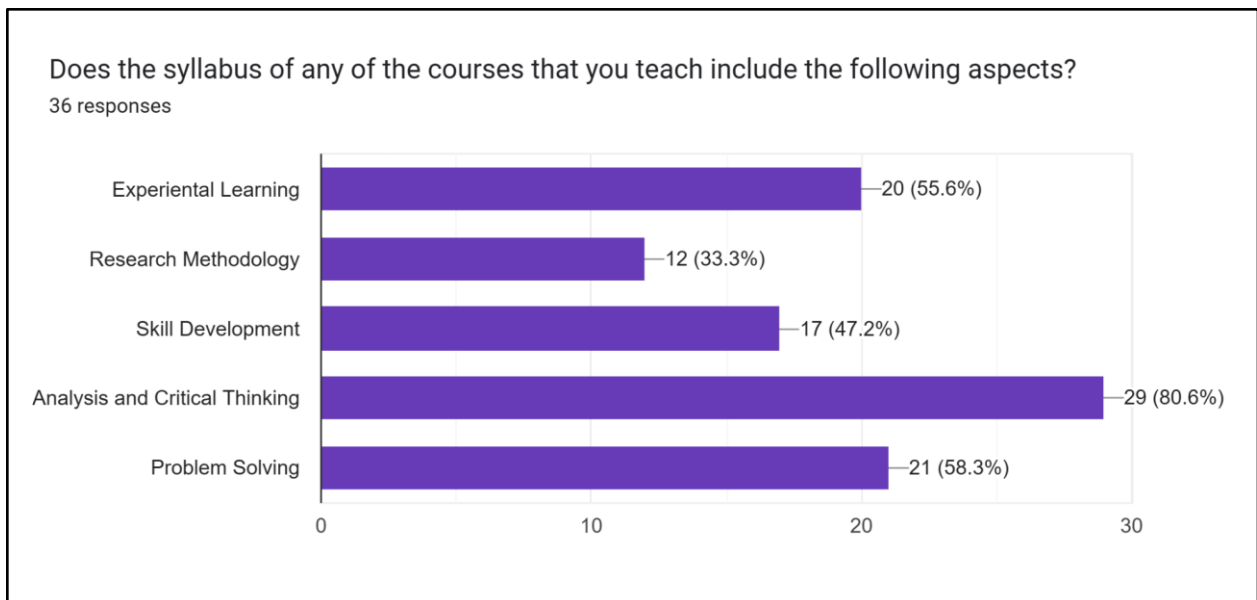
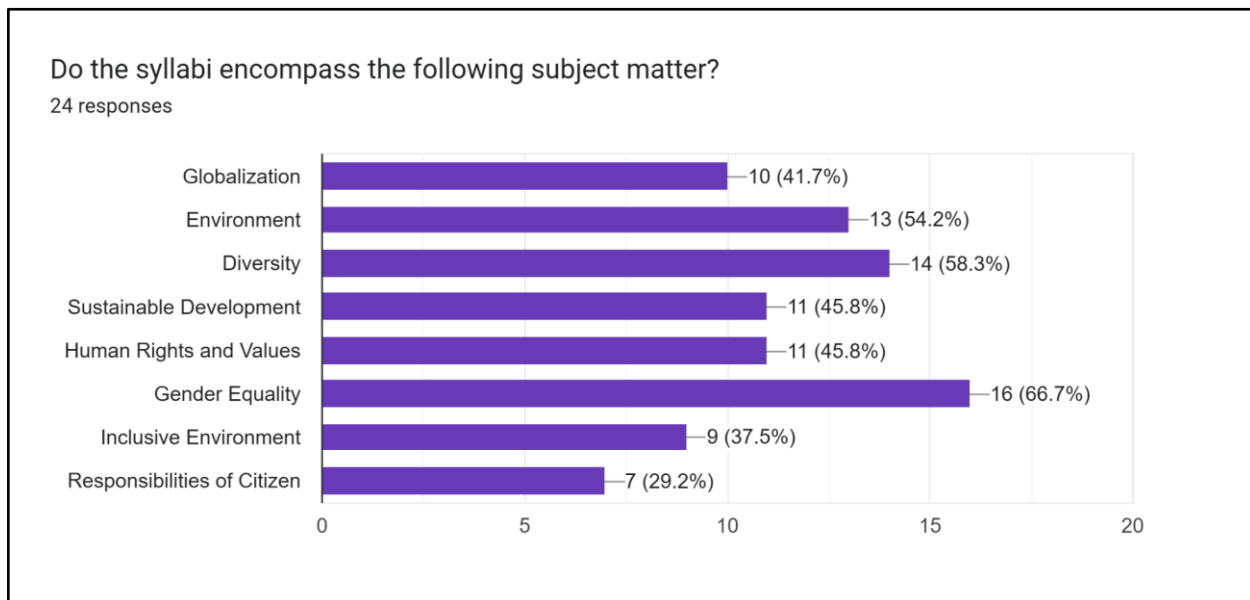


Figure 13. Do the syllabi encompass the following subject matter? - 24 responses



Question 7. Which of the syllabi of the courses that you teach are in line with the current trends in academia? - 39 responses

All

Culture and society

Critical Survey of Shastric Literature

All DSC papers

Both Solid State Physics and Analog Electronics are important subjects for the course.

All of them.

These were mostly core papers including topics which are a part of any foundation course in economics. Hence for all of the courses, the syllabus was mostly in line with current trends in academia.

All of the above mentioned courses

Mathematical Finance (32357614)/ Probability and Statistics (42357602)
Almost All.
Almost all courses mentioned above
Sanskrit Linguistics.
History of modern China UGCF semester III AND History of modern Japan UGCF semester IV
Indian Social Institutions and Polity , Sanskrit and World Literature
Environmental sciences

Indian Social Institutions and Polity , Sanskrit and World Literature
Environmental sciences
Rise of Modern West-I, Rise of Modern West-II.
Mostly
I am not sure.
Organometallics and Bioinorganic chemistry
GE-Hindi Bhasha Sahitya Hindi A GE-Hindi Gadya Ka Udadabhava Aur Vikas Hindi A GE-Hindi Gadya Ka Udadabhava Aur Vikas Hindi B GE-Hindi Patkataka Lekhan
Not sure what 'current trends in academia' means. They are in line with current governmental standards.

All of them are in line with current trends in academia
Yes
The Honours courses are fine.
Nanomaterials and applications
Information Ethics
The courses provide basic mathematical tools for many current research topics
All of them.
Women in Indian History
chemical thermodynamics and its applications (practical and theory)

Women in Indian History
chemical thermodynamics and its applications (practical and theory) Science and society Molecular modelling (practical) Electrochemical cells, chemical kinetics and catalysis Nanoscale Materials and Their Applications (practical) Gaseous and liquid state (practical and theory) Chemical equilibrium, ionic equilibrium, conductance and solid state (theory and practical) Green Chemistry (theory) Quantum chemistry and spectroscopy (practical)
Some of our core courses on History of India include relevant portions on Gender and Environment histories, along with a critical focus on the history of history writing itself.
All
Creative Writing (I customize it through tutorials)

Nuclear and Particle Physics, MP3 Computational Lab, Astronomy and Astrophysics, Advanced Spreadsheet (SEC)

None

All.

Question 8. Which of the syllabi of the courses that you teach are not in line with the current trends in academia? - 39 responses

None

NA

None

none

N/A

None.

None.

There is no course that is not in line

Mathematical Finance (32357614)/ Probability and Statistics (42357602)

No One
-
All the Yoga courses are designed in such a way that no one can practice them.
the syllabi is according to current trend
SEC- Traditional Indian Gastronomy.
I am not sure.
Not sure what 'current trends in academia' means. They are in line with current governmental standards.
As mentioned above, the BA Prog courses are not.
Mathematical Physics-III

Mathematical Physics-III
The courses provide basic mathematical tools for many current research topics.
None of them.
Medieval Societies: Global Perspectives
SEC course on Manuscripts seems to be a bit outdated, in terms of current historiographical interventions.
Eighteenth Century
Mechanics Lab Hons, ECA Lab

Figure 14. Do you think that the curriculum is sufficiently oriented towards employability? - 39 responses

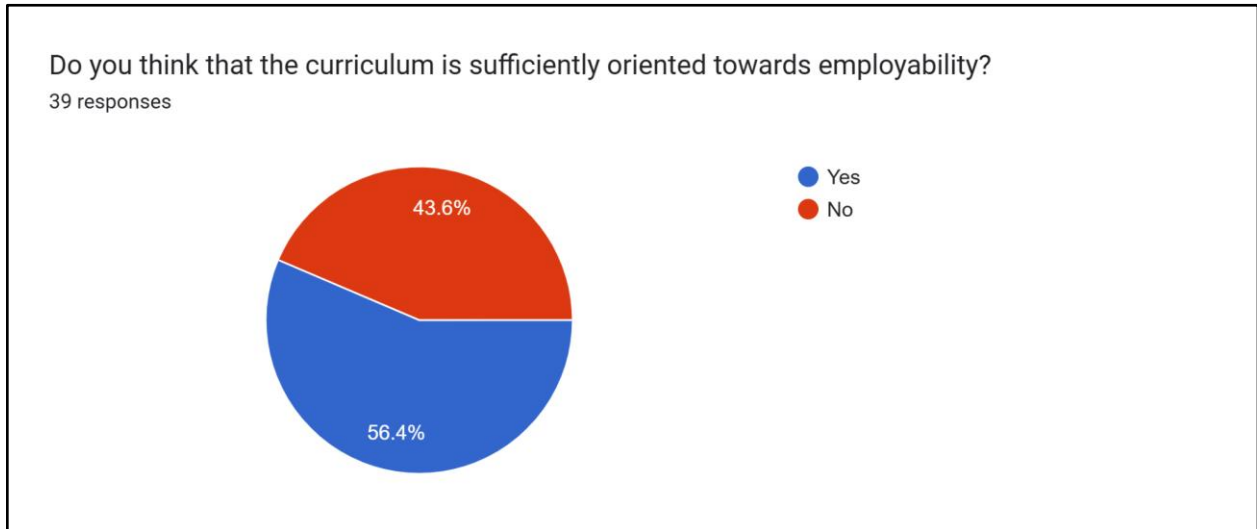


Figure 15. Do the syllabi of the courses provide adequate opportunities to innovate or add while teaching? - 39 responses

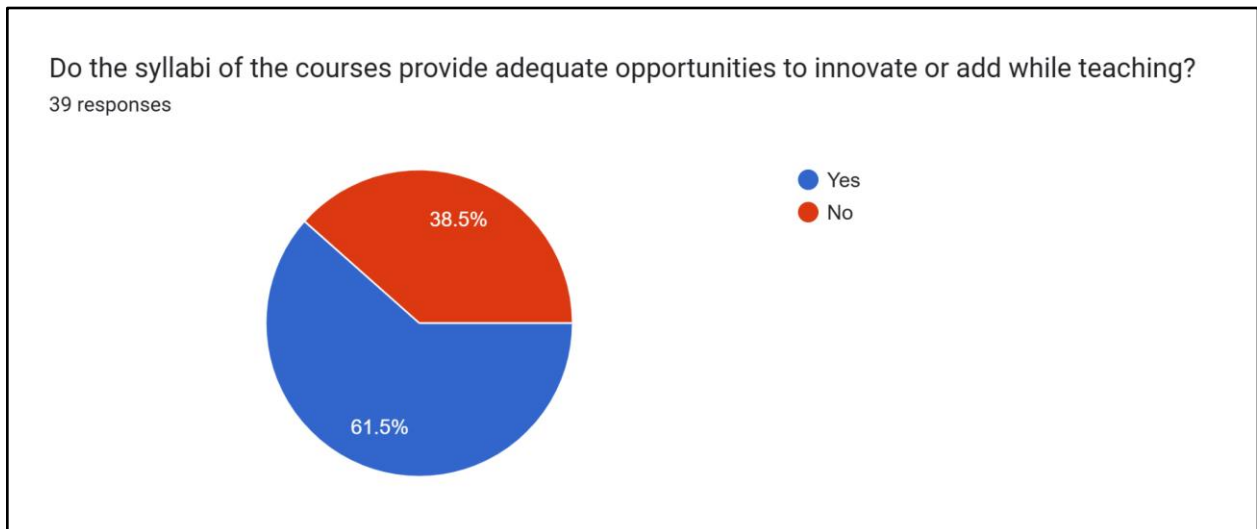


Figure 16. Please rate the reading material prescribed for the syllabus on a scale 1 to 5 - 39 responses

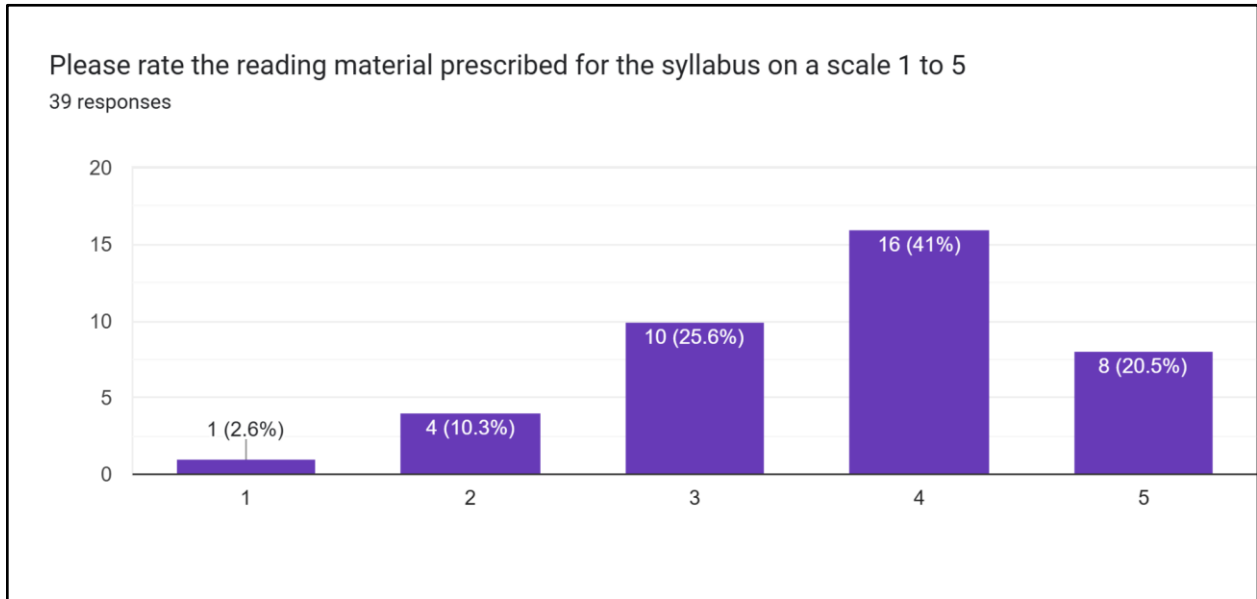


Figure 17. Do the students feel the need to go beyond the syllabus? - 39 responses

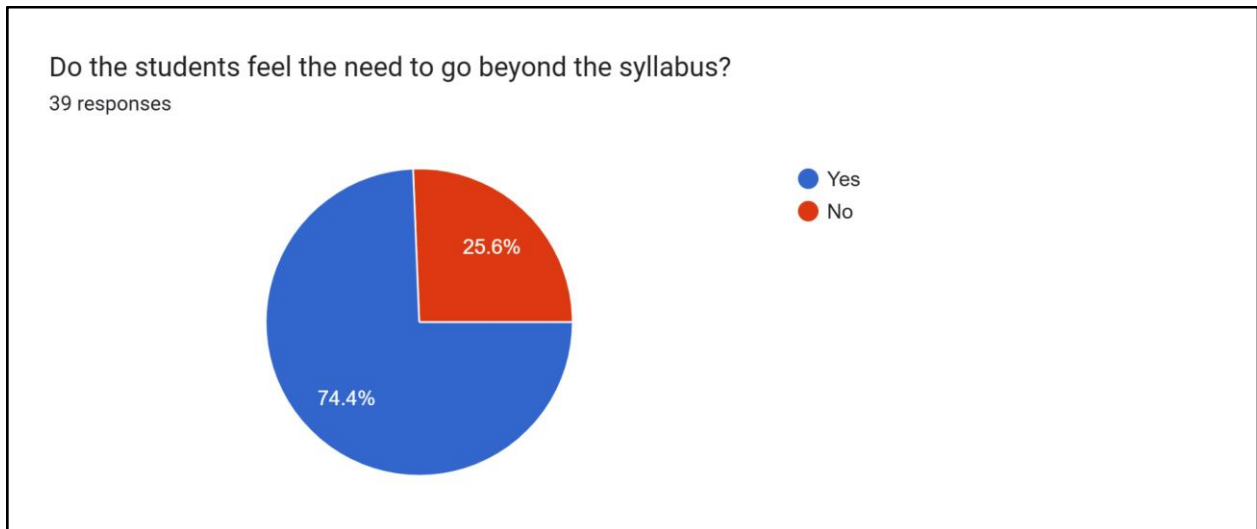


Figure 18. Do you suggest readings beyond what is there in the syllabus? - 39 responses

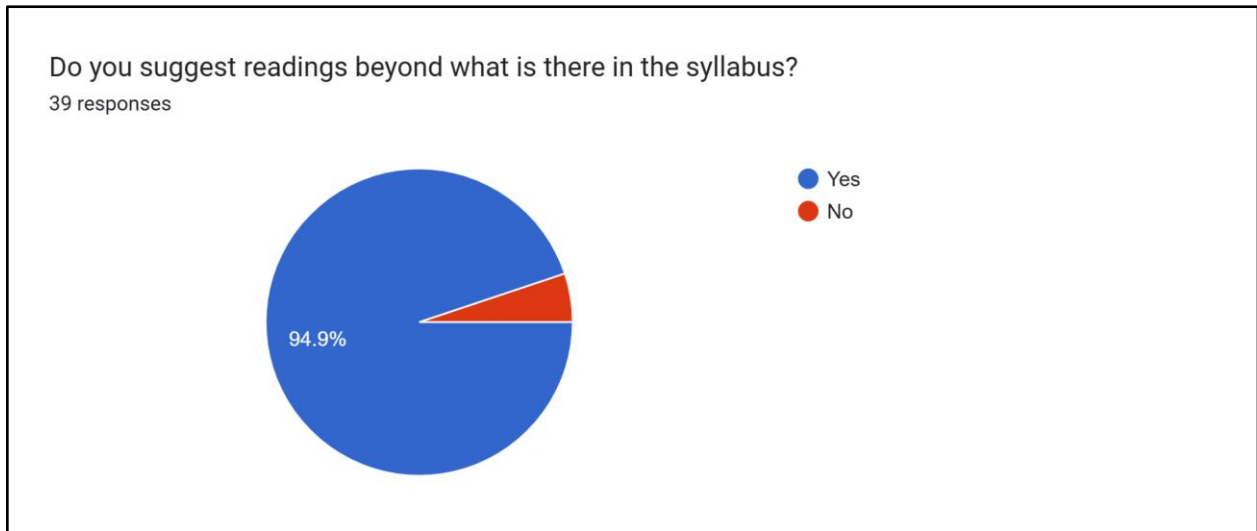
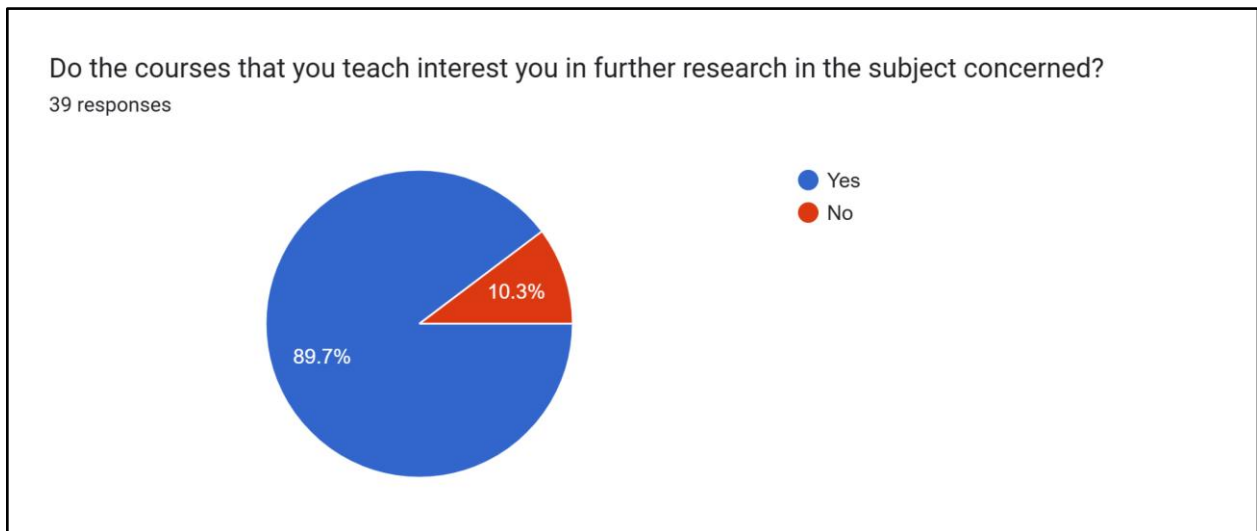


Figure 19. Do the courses that you teach interest you in further research in the subject concerned? - 39 responses



Question 9. Do you have any suggestions to improve the survey? - 25 responses

No

NA

None

It's tough to list all papers being taught for two semesters. Some more options should be there in some of the questions. Yes or No are extremes and not applicable to all the students.

None, for now.

Some of the questions mentioned above could be asked paper wise, as the responses could differ from paper to paper. So the form could have a different section for every paper taught, apart from a general overall section. Thank you.

NO Any

NO

Every year this survey is conducted and ask the same questions but we see no changes in syllabus or in any other pertaining matter. Things remain same.
SEC and AEC courses needs a review by scholars. They are distracting students rather than making them focused.

Add a segment course as spiritual course.
I can be helpful in this regard. Thank you

None

Thank You

Nil

Some questions need to be individualized for specific papers, as the answer's differ depending on the syllabus of that particular paper.

Thank you!

I think yes/no questions should also have an option of maybe, or not sure, or something along those lines.

More open ended questions are needed. For instance, after 'yes/no', a 'why' column in for example "Do the syllabi of the courses provide adequate opportunities to innovate or add while teaching?". I have answered no, but that is not because the syllabus content is poor per se, but rather because of intense time constraints. (But it really depends on what the survey aims at.)

Be more consultative and sincere about the class room work. Stop pointless clerical work for teachers.

A question can be added about the final semester examination conducted by the university. Question papers are predictable, do not require any problem solving ability, and encourage rote learning.
Another question can be asked about internal assessment.
The question about environment, gender, etc, is not applicable for science courses.
Put 'required answer' condition only on personal details.

No suggestions.

Alumni Feedback

Total number of respondents: 47

Figure 1. To what extent did your college program contribute to? - 47 responses

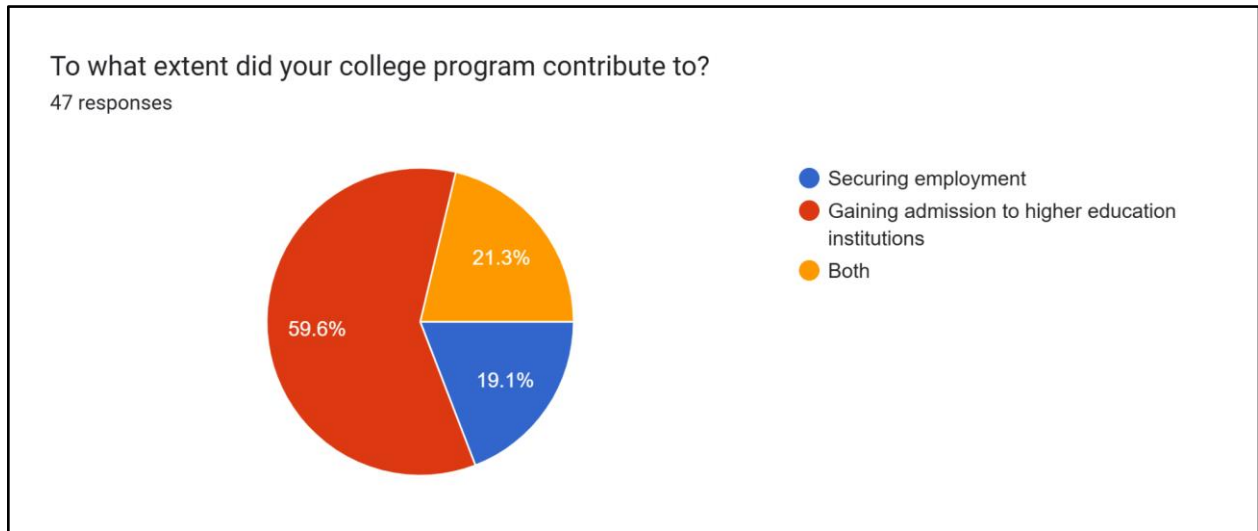


Figure 2. Did your course work/teaching-learning process help in developing (tick the relevant options) – 47 responses

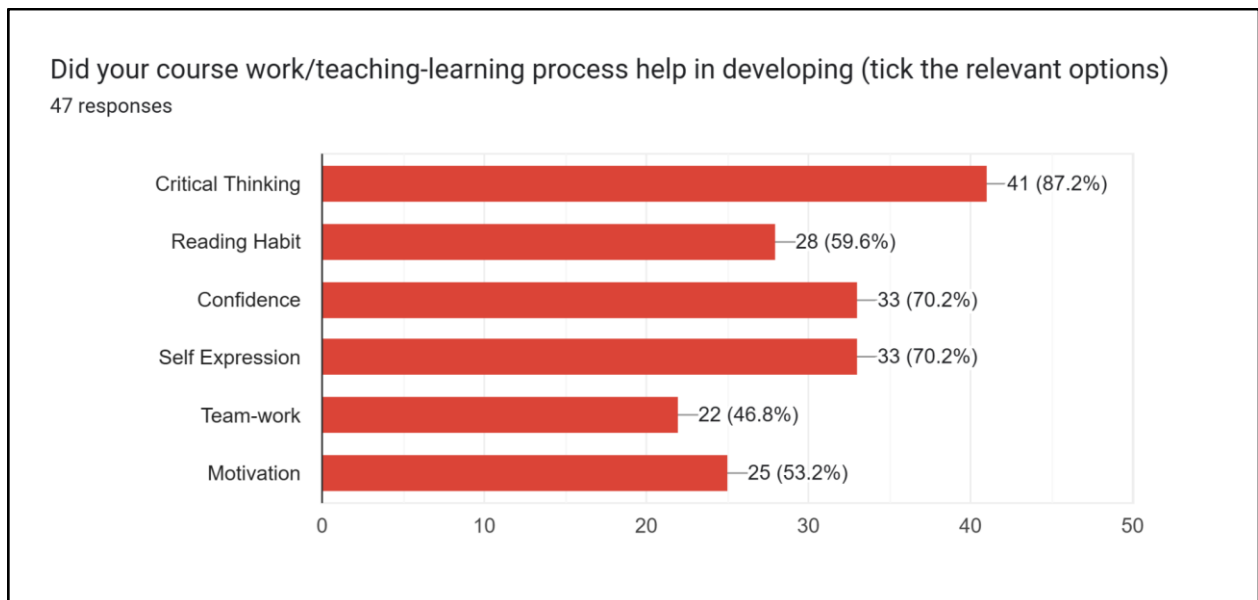
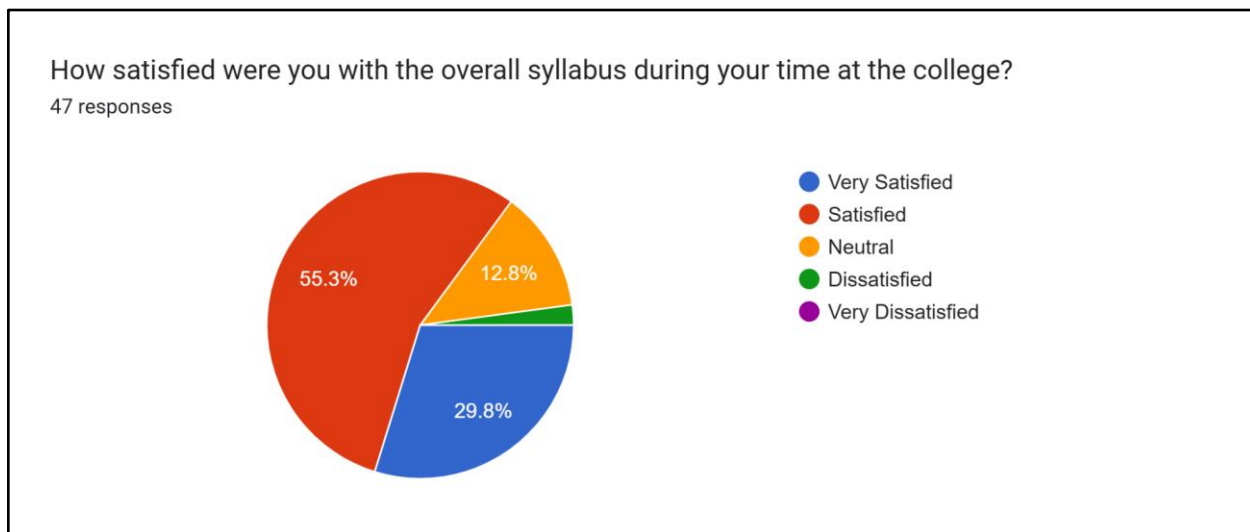


Figure 3. How satisfied were you with the overall syllabus during your time at the college? – 47 responses



Question 1. Were there any specific courses or subjects you found particularly valuable during your time at the college? Please specify: - 27 responses

N/A
Econometrics & Law and Econ.
History of India 3, Rise of the Modern west, History of the USSR
all the three Organic, inorganic and physical chemistry course was great to give good chemistry background.
Macroeconomics, General Mathematics
Literature and Cinema
Overall history course
AECC English

Linear algebra, quantum chemistry and spectroscopy

Analytical Chemistry, Green Chemistry

Electromagnetism course by Dr Sangeeta Sethi in 2nd semester

For me, English discipline (my major) helped me a lot to develop critical thinking. But this had more to do with my professors than the discipline itself. It prepared me better for academia.

Feminism Course in Philosophy

Literature and Caste in the fifth semester was really interesting. 'The Shadow Lines' by Amitav Ghosh taught in the second semester was by far my favourite book.

The general elective courses on Mathematics- titled General Mathematics 1 and General Mathematics 2 were very useful as I am currently pursuing my higher studies in Economics.

Core papers: HOI-3, HOI-4, HOI-5, HOI-7 (Excellent papers for those interested in Medieval Indian History).
DSE: History of Modern China and Modern Japan.
Generic Electives offered by the Department of English: Culture and Theory, Comic Books and Graphic Novels.

Algebra (and theoretical subjects)

Political science

General Mathematics, Microeconomics, Macroeconomics, Introduction to International Relations

DSE Green Chemistry and Molecular Modelling and Drug Design.
GE PE:Aerobics

Molecular Modelling and Drug Design
Cheminformatics

Modern Indian Writing in Translation and Post colonial literatures

History of India II was very valuable in learning to think about source material and its biases.

Question 2: Were there any specific courses or subjects that you believe need improvement? Please specify: - 17 responses

No
The DSE and SEC subjects can be improved as usually that has a lot of impact on the specialization field we choose further for research.
British Literature
Organic chemistry
N/A
Astronomy and astrophysics in sem 6 Waves and oscillations in sem 4
The syllabus for B. A programme could be a little for extensive especially for English.
None

At the same time, we expected that there could have been more options to choose from the Elective papers. English electives could be improvised. Sometimes, the English electives were repetitive so our choices were often made curtailed. Additionally, very few electives had practical assessments. Most of it was theory based. Having electives that can be practically assessed or have some practical element in them could be aimed for improvement.
N. A
Political Science curriculum definitely needs to be contemporary and relevant. It was highly outdated and complex.
European History papers in general were rather dull mostly owing to the jargon heavy writings we were expected to read as part of the syllabus. Furthermore, there was a dearth of enquiries regarding the historical trends of gender and sexuality in many of these western history papers meanwhile the same wasn't the case with Indian history papers.
Economics, General Mathematics (GE) and certain political science courses.

Literature and Cinema,needs to be encompassing,very narrow syllabus
The survey courses for world history (SoFo, RMW, HME) are too broad and thematic to provide a learning that can be retained conceptually.

Question 3: Do you have any suggestions for improving the syllabus?- 13 responses

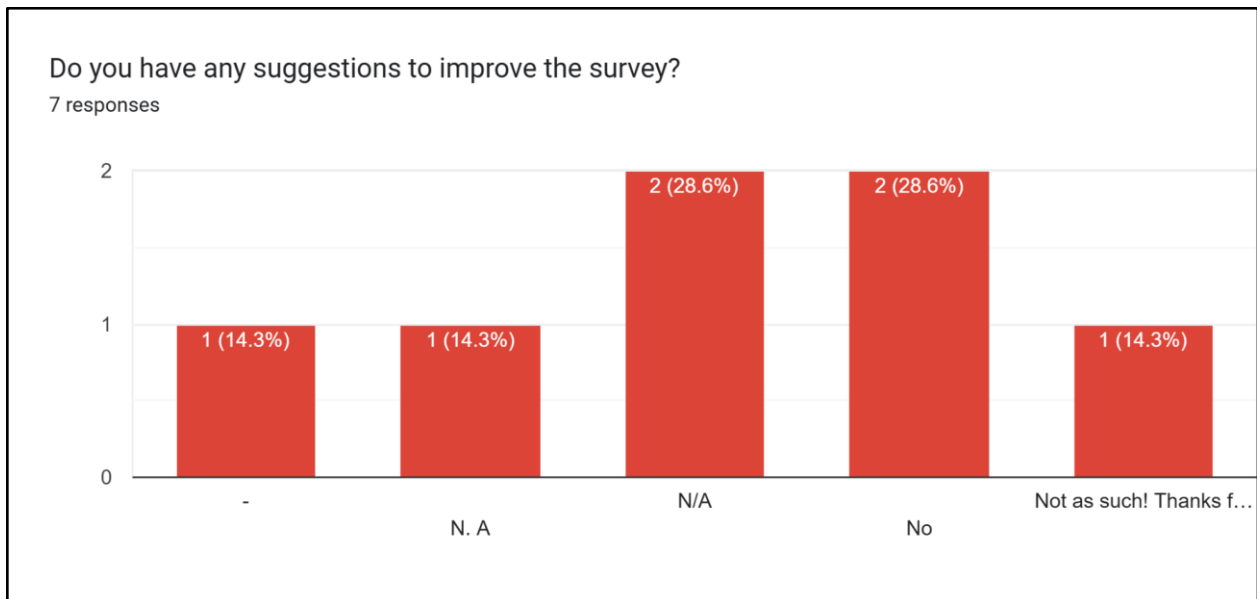
Coding courses should be introduced.
Include Mandatory summer Internships for Bsc Students
N/A
More topics should be added in bsc p course and also an increase in difficulty level.
Add more readings.
NA
Integrate more activities to enhance the academic experience such as museum walks, historical site visits etc.
Including digital humanities: Add courses on digital tools for historical research such as GIS mapping, data visualisation etc.

Include community outreach programme
In my opinion, electives around Gender Studies electives must be incorporated in at least one or two semesters. There could be a focus on literature courses as well that aim to encompass literature readings for students who could not opt for English core.
N. A
Perhaps, a new revised roster of Discipline Specific Electives.
1.Economics curriculum in BA programme needs to be revised to better prepare students to handle the rigour of postgraduate economics in case they choose to do so. 2. General Mathematics I and II offered as Generic Electives should focus more on applied math useful for social sciences such as calculus and linear algebra. 3. The reading lists in the Political Science curriculum need to be updated to include more contemporary literature on the subject, including non academic material such as magazine and newspaper articles. Furthermore, sometimes the readings are hardly related to the subtopic for which it is meant.
More emphasis on presentations and real time applications

Question 4: Is there anything else you would like to share about your experience with the syllabus? – 10 responses

N/A
No
I often felt like the syllabus did not cover a lot of very important portions which are foundational in Humanities.
It was satisfactory overall!
N. A
The syllabus did have it's highs and it's lows. However, continuous improvement of the curriculum will surely reap dividends in the future.
-
The syllabus feels cramped because of the time crunch,spreading it out would do wonders

Figure 4: Do you have any suggestions to improve the survey? - 7 responses



Employer's Feedback

Total number of respondents: 4

Figure 1. How many students from St. Stephen's College have you employed through our Placement Cell so far?



Figure 2. Which programs did you hire the students from?

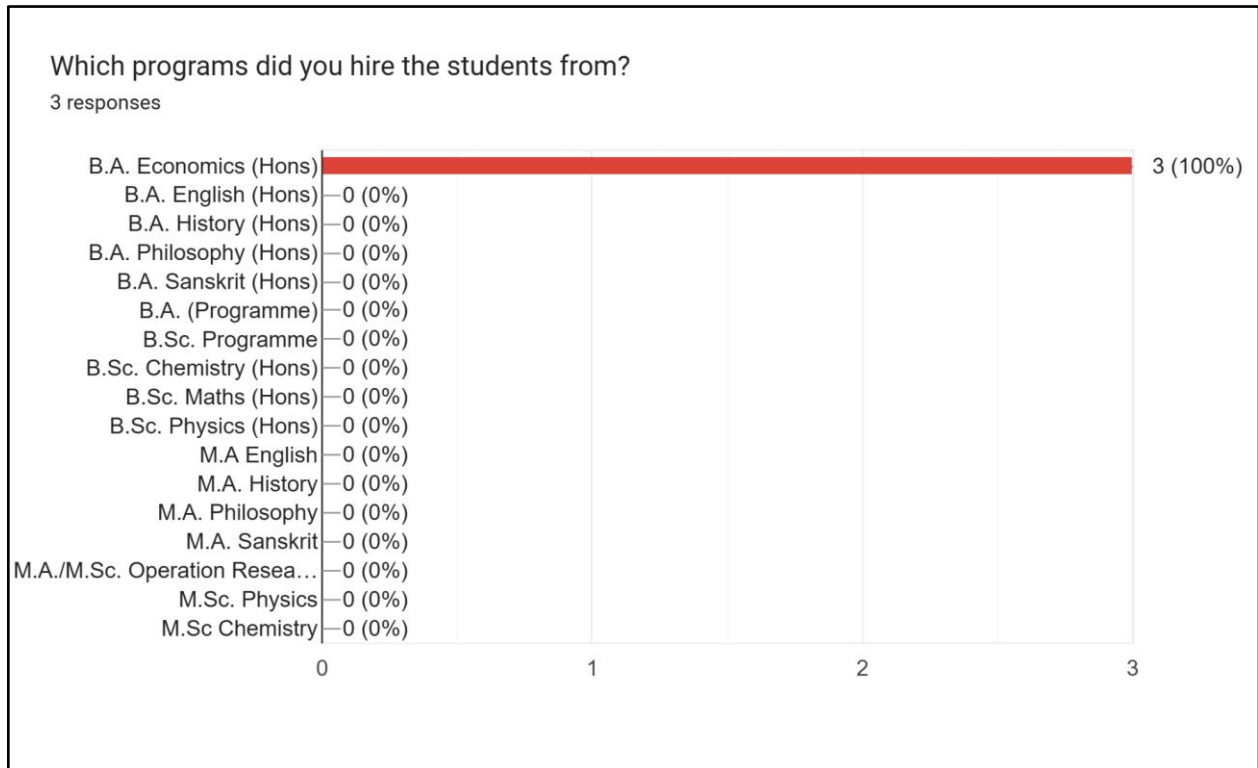


Figure 3. How well did our students you employed through the placement cell meet your expectations? – 4 responses

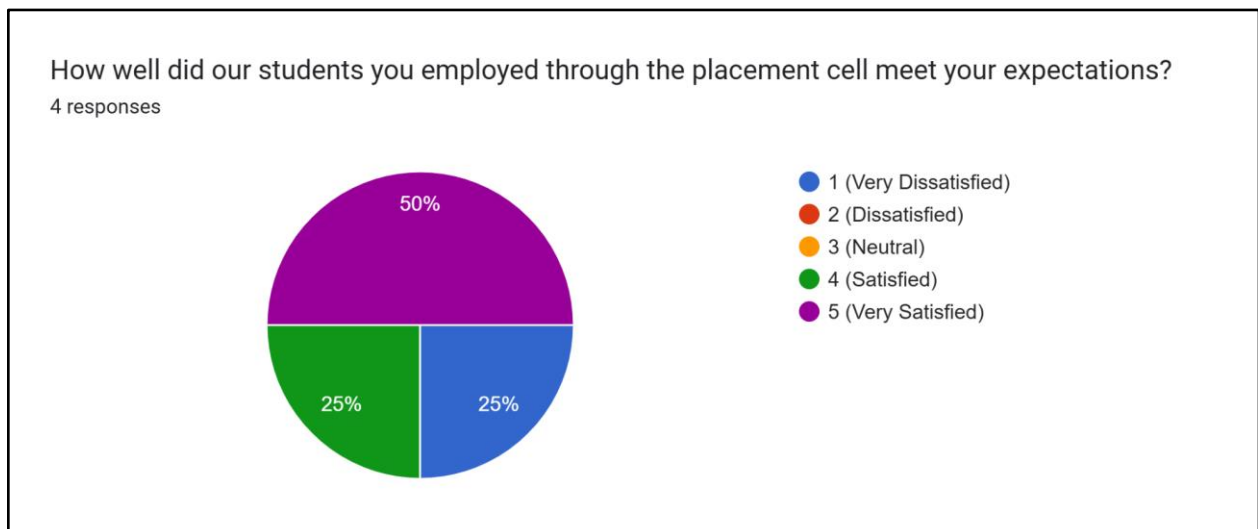


Figure 4. Were the students adequately prepared in terms of technical knowledge and skills relevant to your industry?

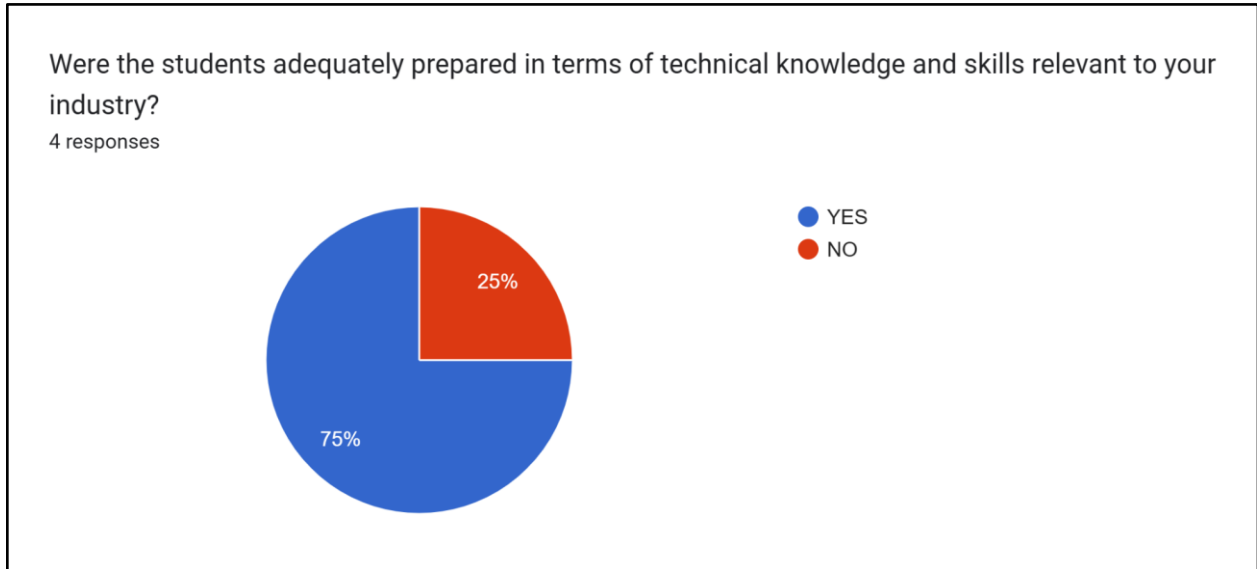


Figure 5. Were the students proficient in soft skills such as communication, teamwork, and problem-solving?

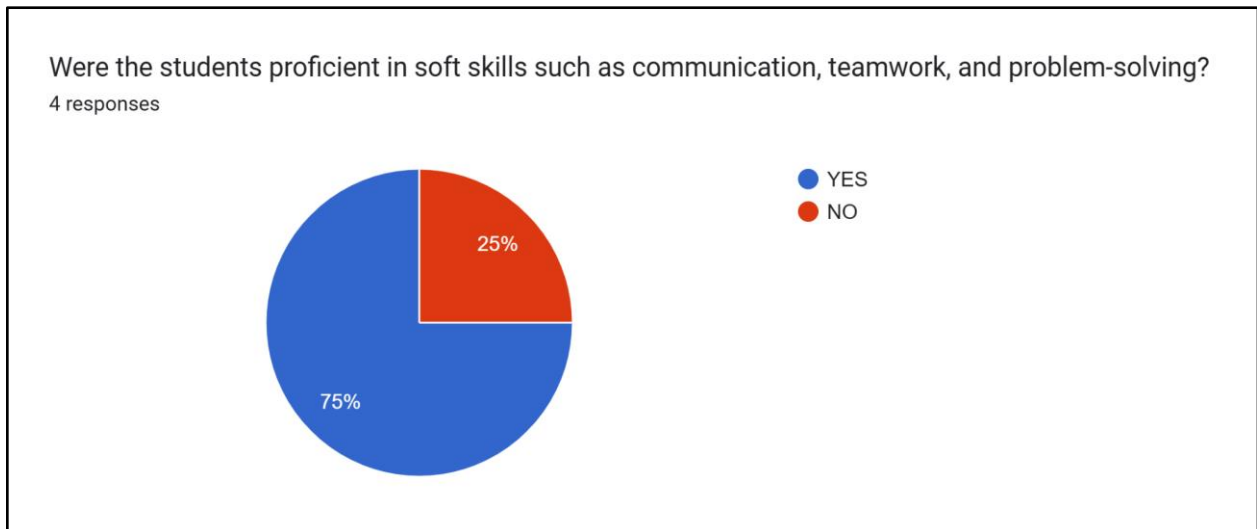


Figure 6. In your opinion, how well does our syllabus align with the needs of your industry?

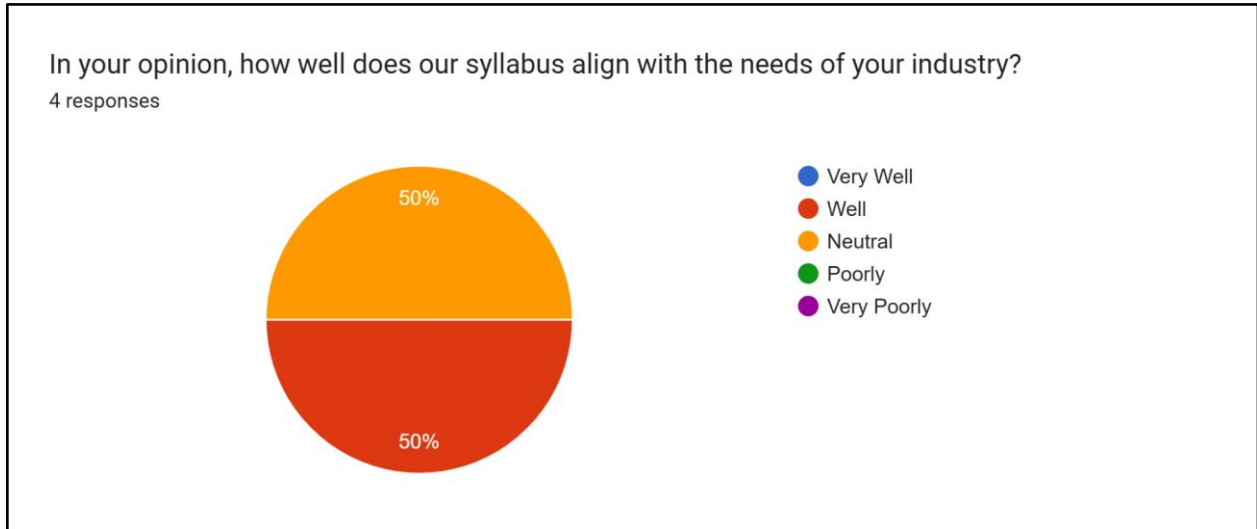


Figure 7. Do you feel that our syllabus adequately covers emerging trends and technologies in your field?

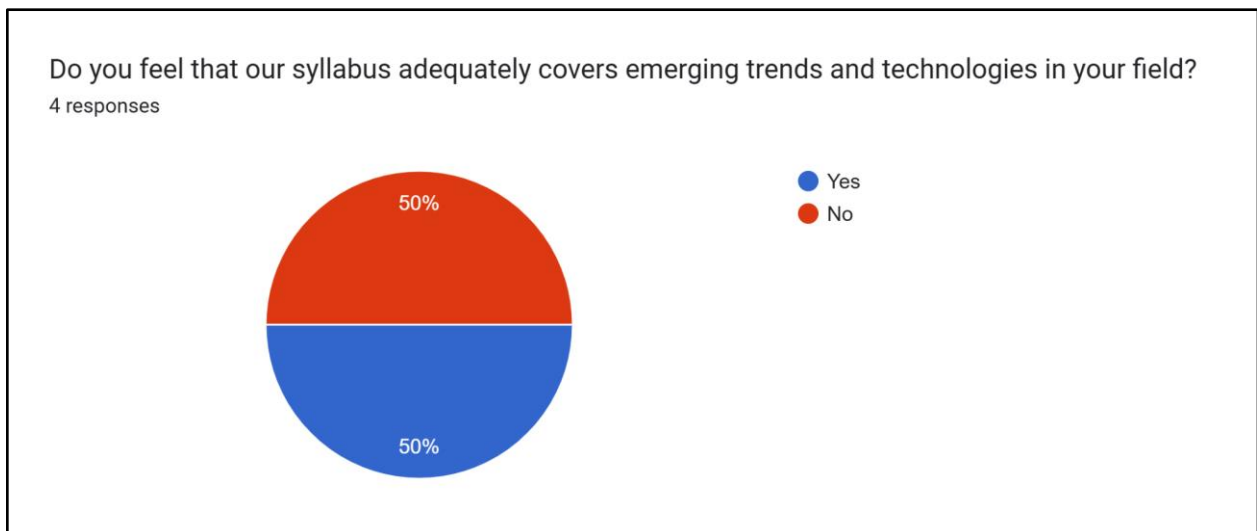


Figure 8. Were there any specific areas where you felt the syllabus was lacking or needed improvement?

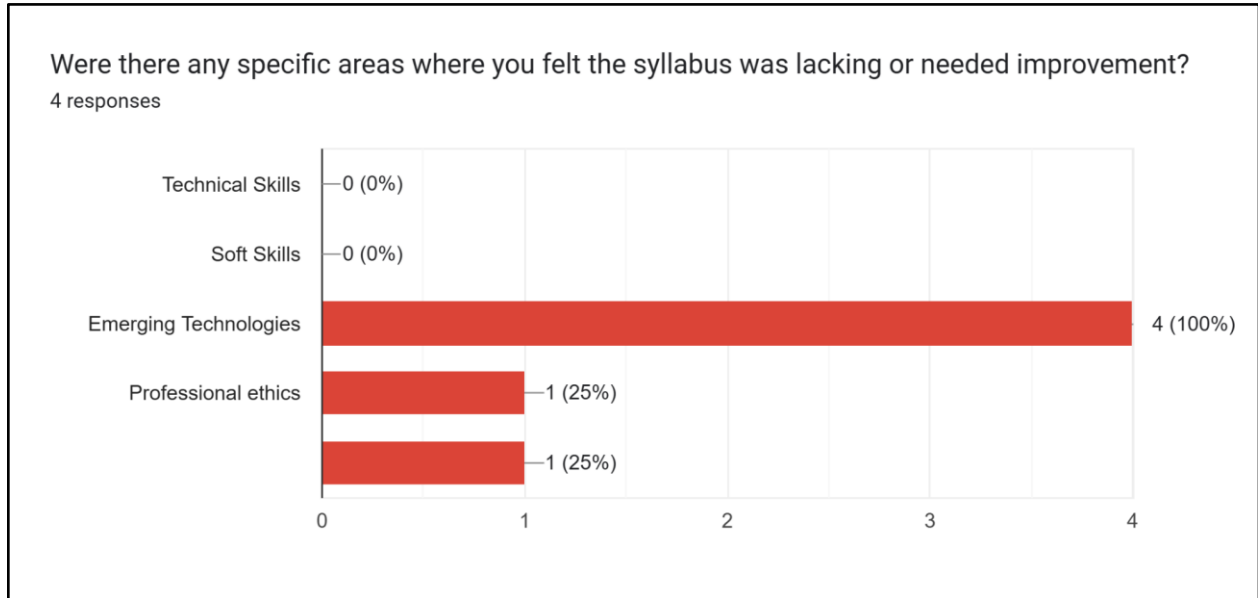


Figure 9. Had the students undergone for internships or practical training as part of their education? If so, were these experiences valuable in preparing them for your organization?



Figure 10. Did the students have a good understanding of real-world applications of the concepts they learned in the classroom?

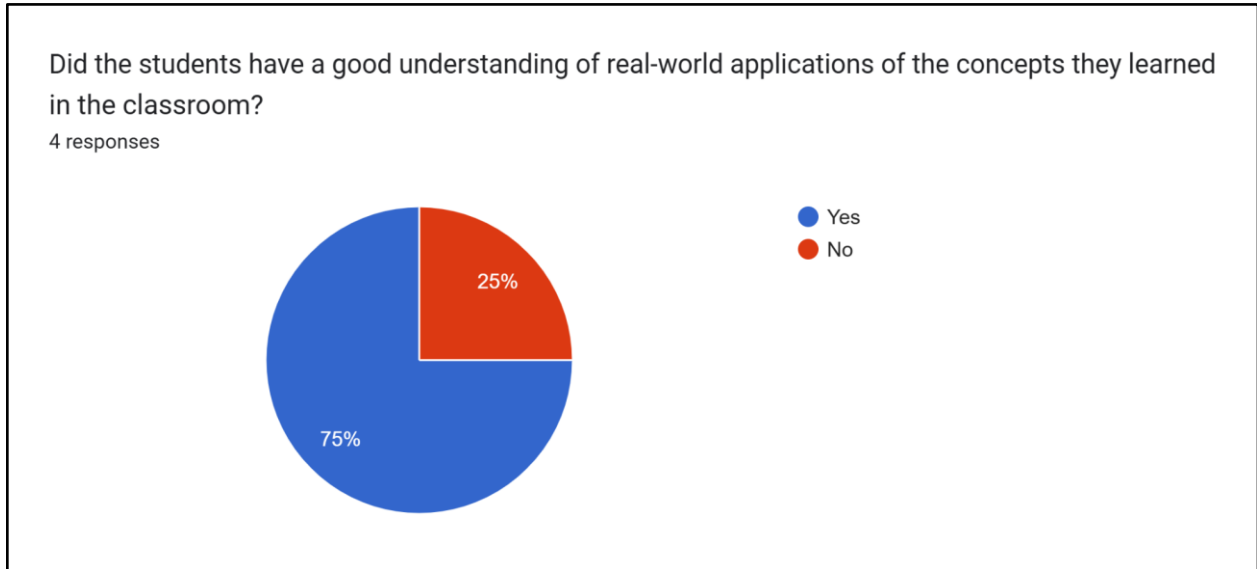


Figure 11. What do you believe are the strengths of our students you've hired from our placement cell?

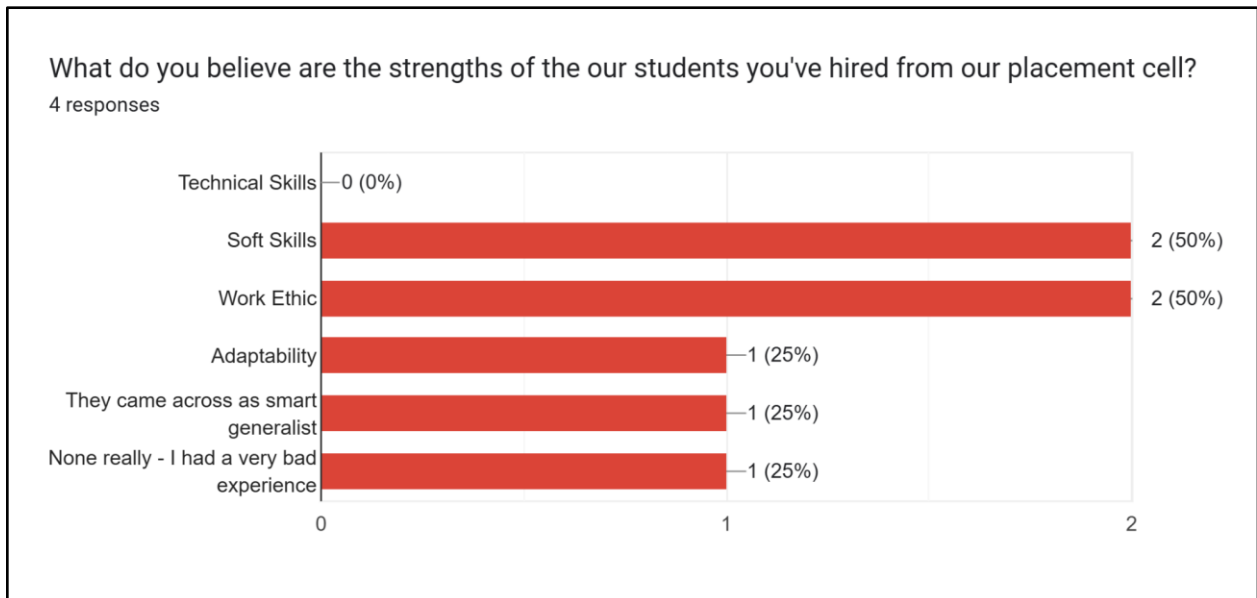


Figure 12. Are there areas where you think our course could improve to better prepare students for careers in your industry?

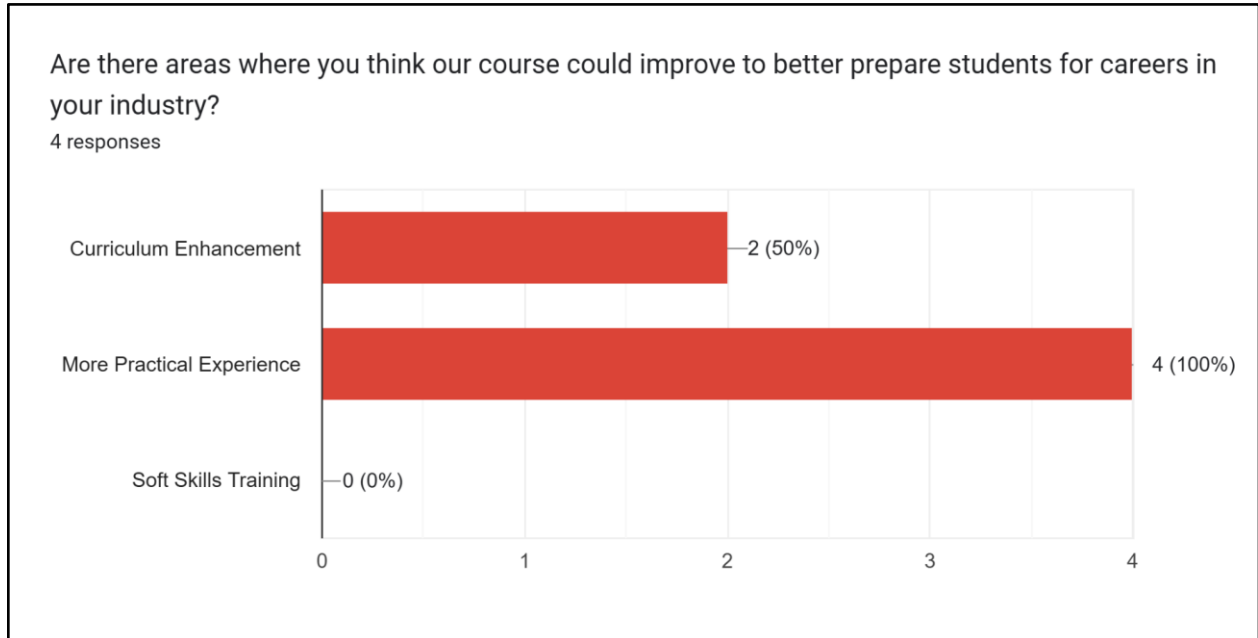
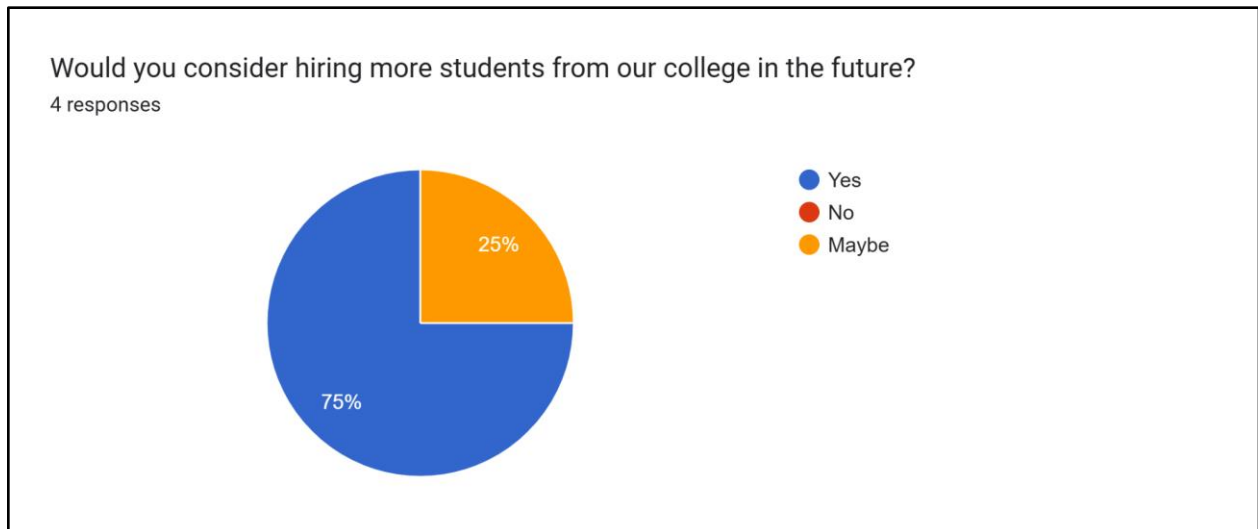


Figure 13. Would you consider hiring more students from our college in the future?



STUDENT SATISFACTION SURVEY RESPONSES 2023-24

Total No. of Students in 2023-24 = 1280
Total No. of Responses Received = 660
% of Respondents: 51.56%

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

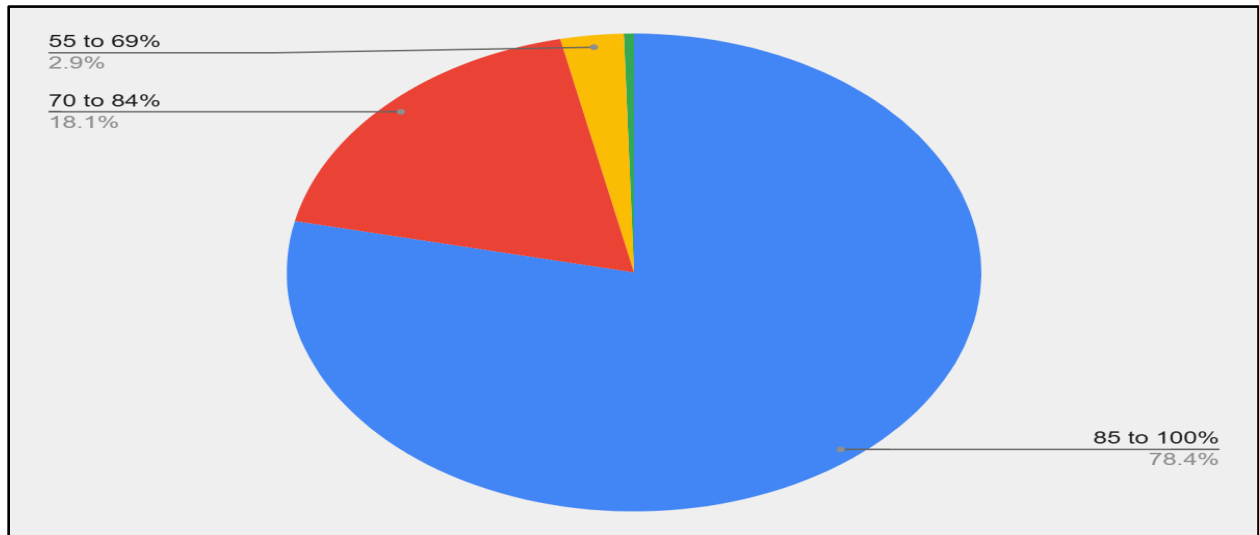


Figure 2. The teachers come prepared for the class...

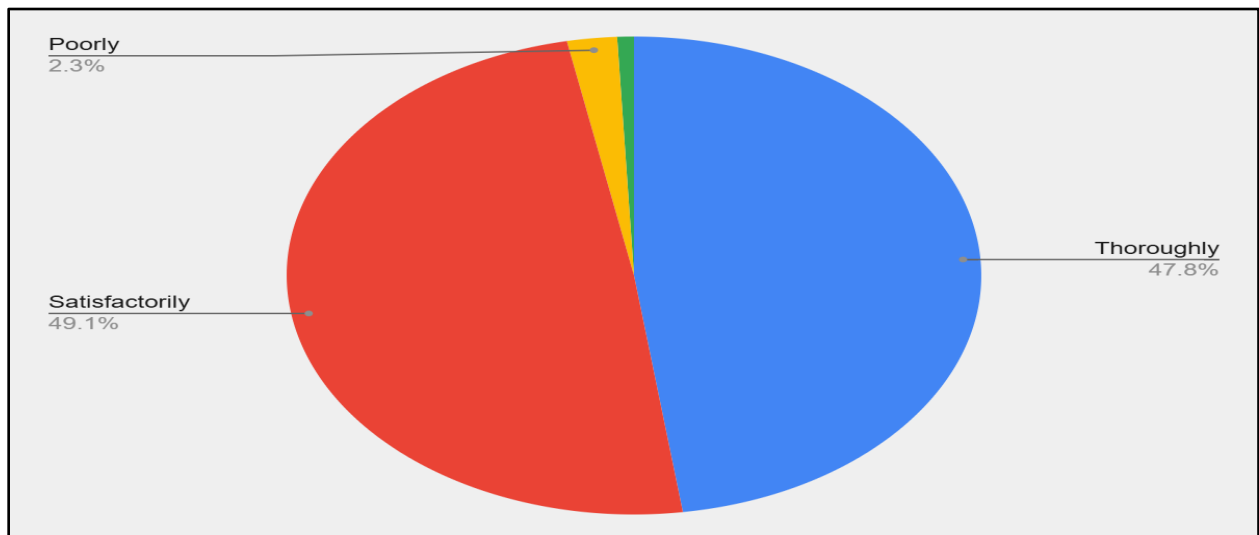


Figure 3. How well were the teachers able to communicate?

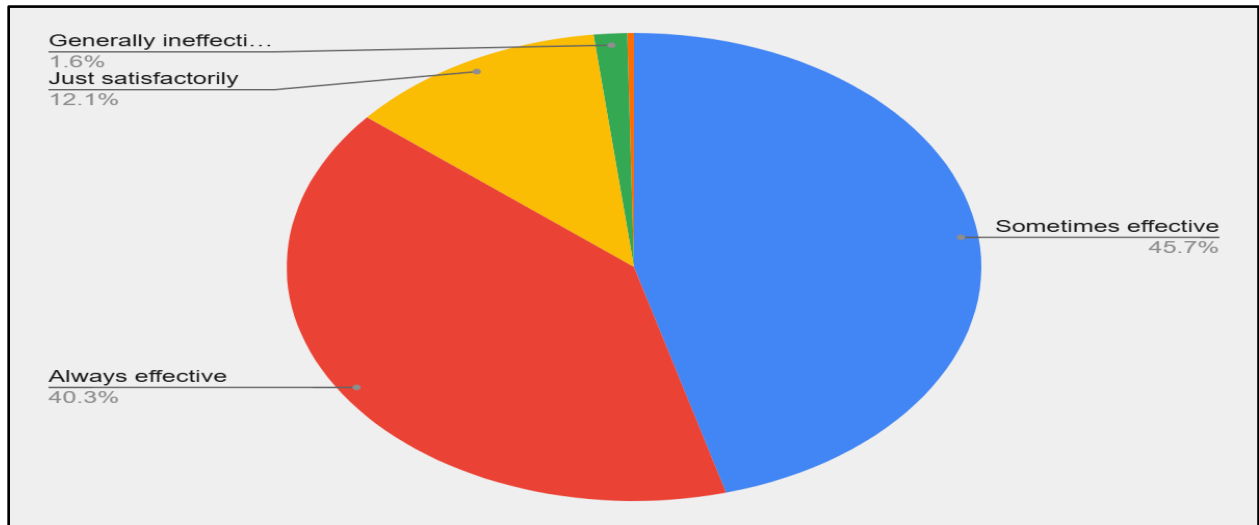


Figure 4. The teachers' approach to teaching can be best described as:

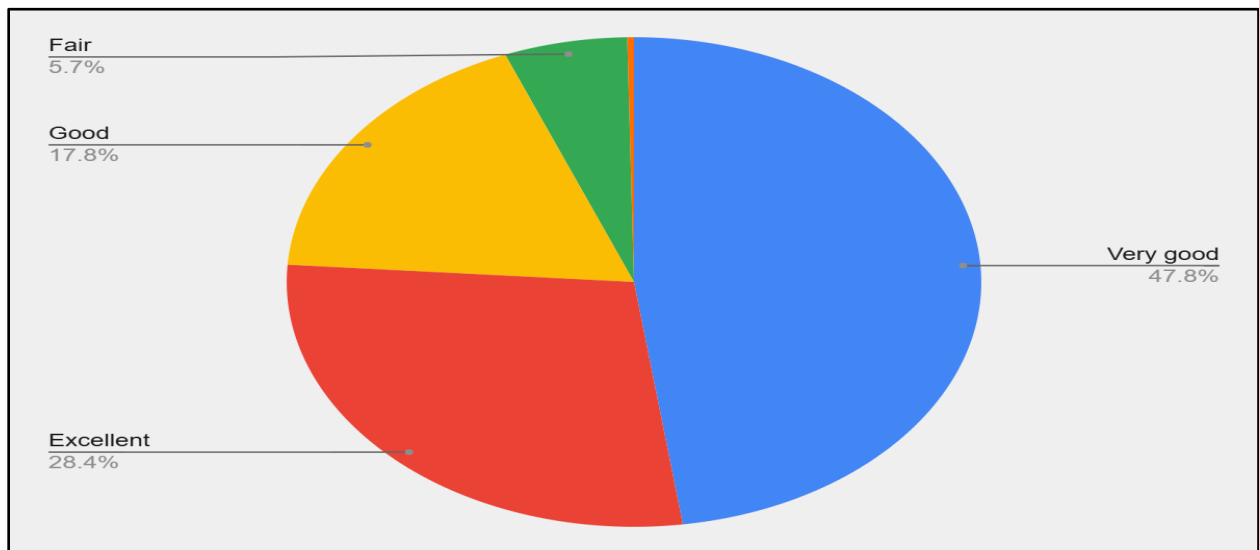


Figure 5. What was the level of fairness in the internal evaluation by the teachers?

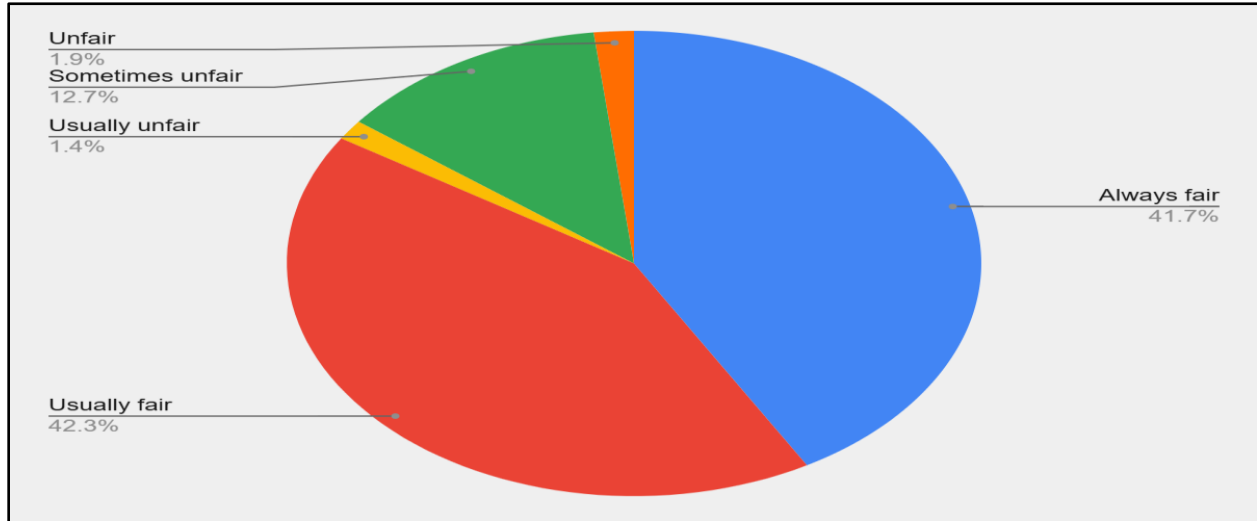


Figure 6. Was your performance in assignments discussed with you?

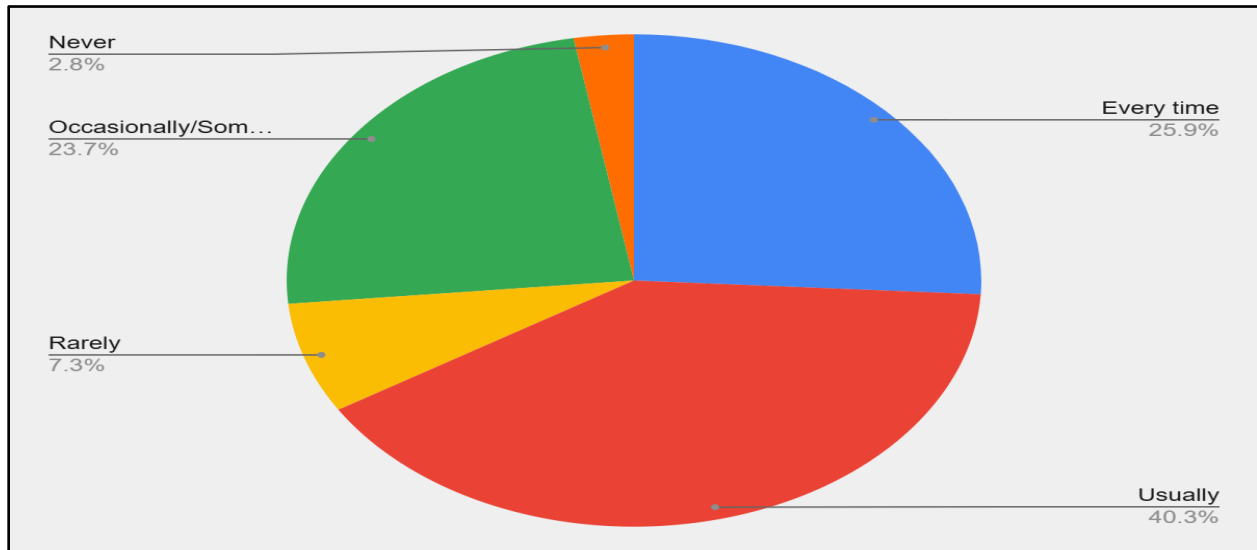


Figure 7. Does the College take interest in promoting internship, student exchange programs and field visit opportunities for students?

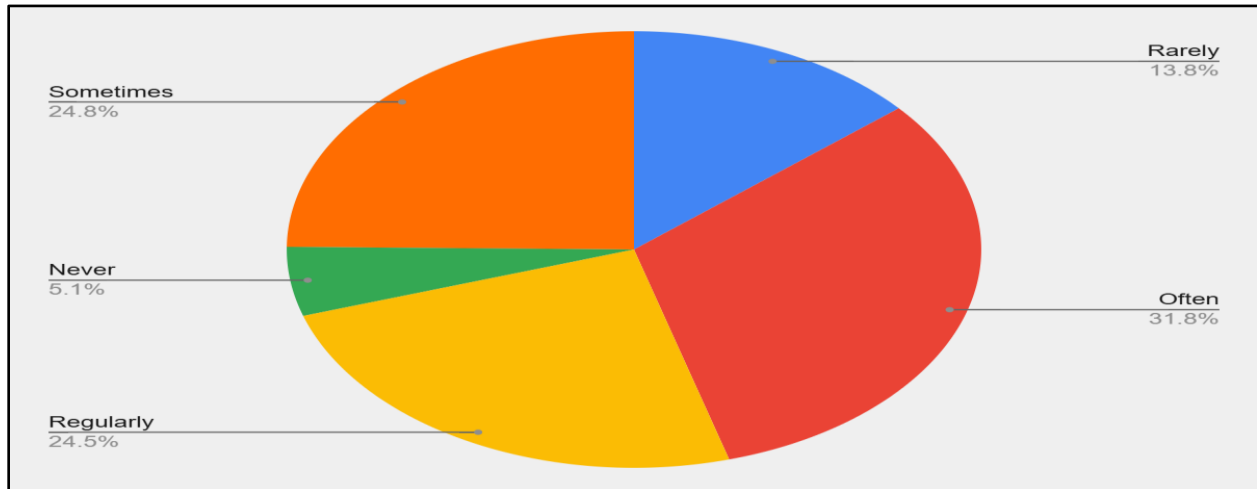


Figure 8. The teaching and mentoring process in your college facilitates you in cognitive, social and emotional growth.

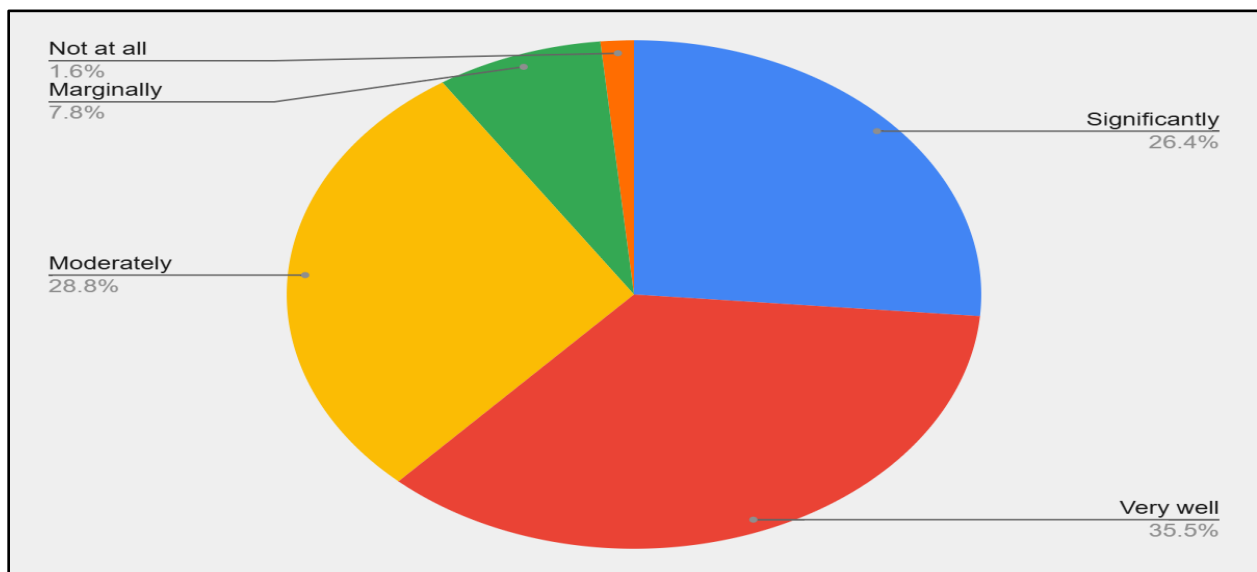


Figure 9. The College provides you the opportunities to learn and grow.

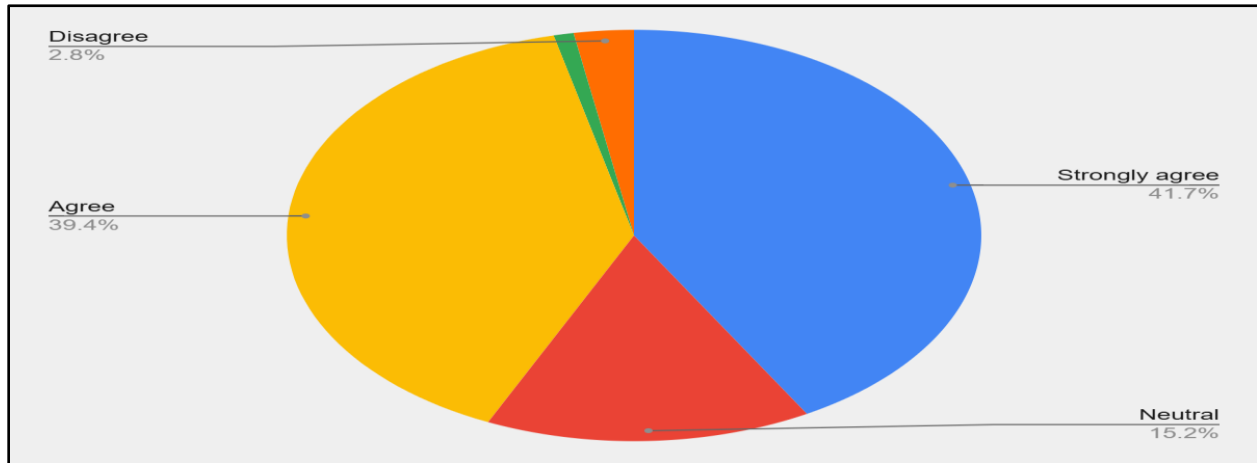


Figure 10. The teachers inform you about your expected competencies, course outcomes and programme outcomes.

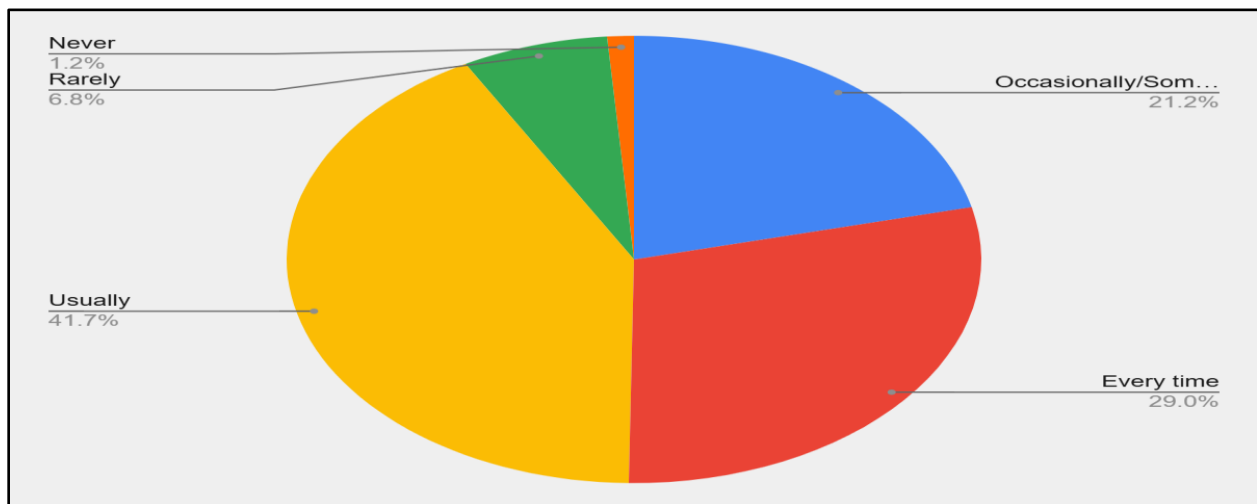


Figure 11. Your mentors do a necessary follow up with a task assigned to you.

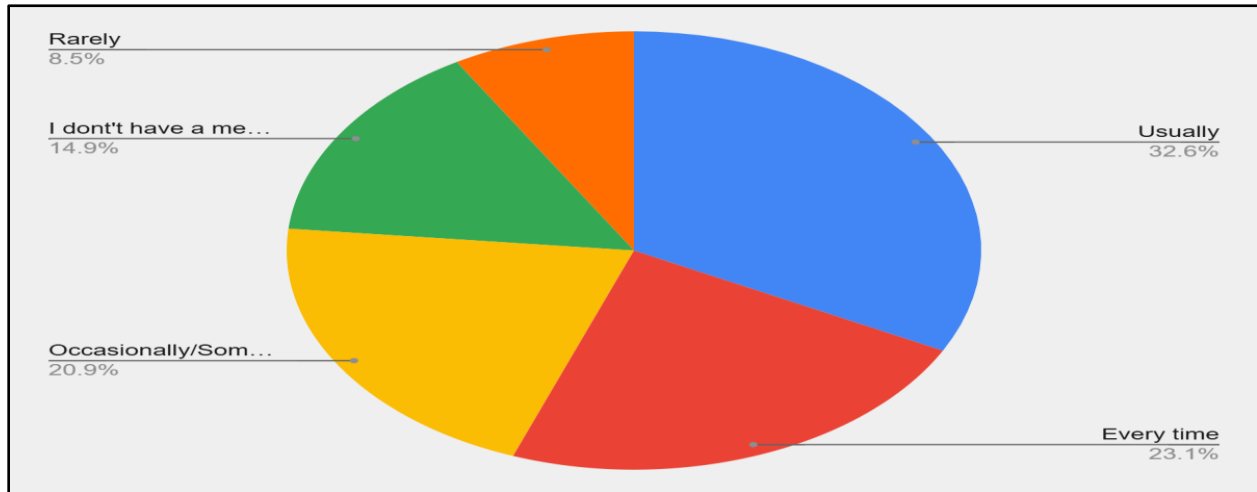


Figure 12. The teachers illustrate concepts through examples and applications.

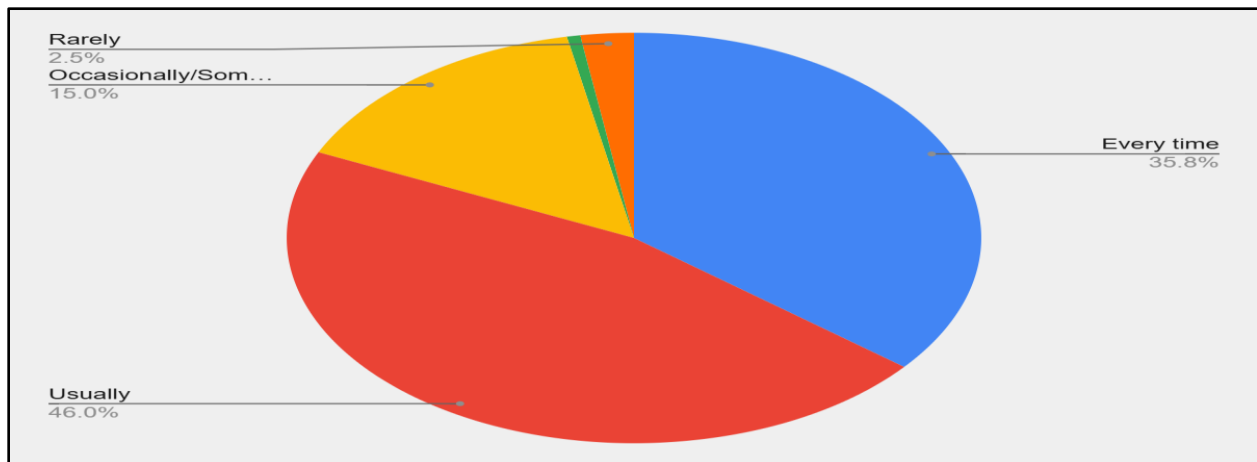


Figure 13. The teachers identify your strength and encourage you by providing right level of challenges.

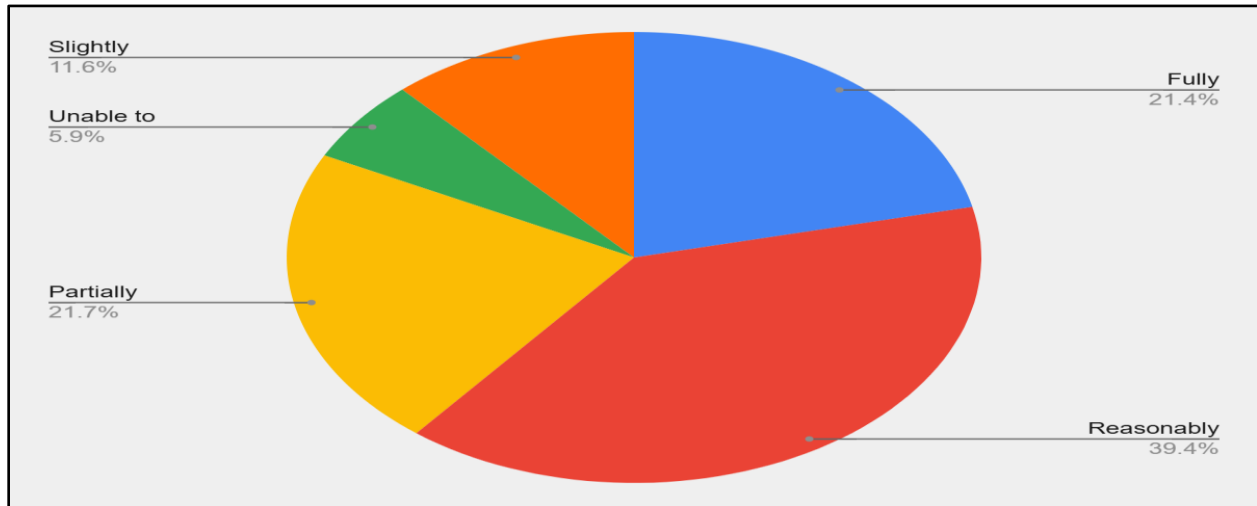


Figure 14. The teachers are able to identify your weaknesses and help you overcome them.

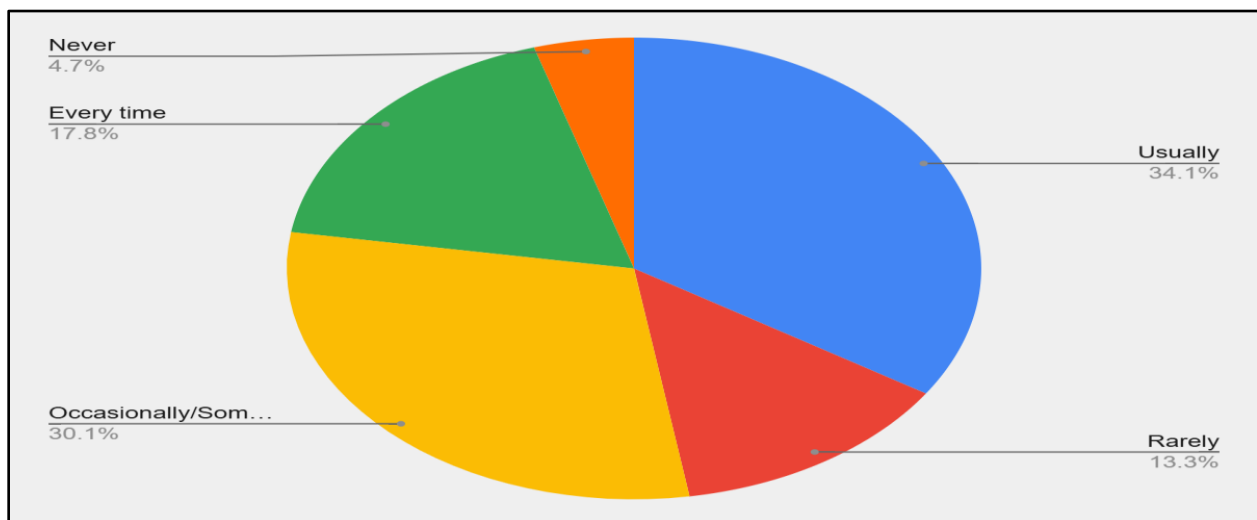


Figure 15. The College makes an effort to engage students in mentoring, review and continuous quality improvement of the teaching learning process.

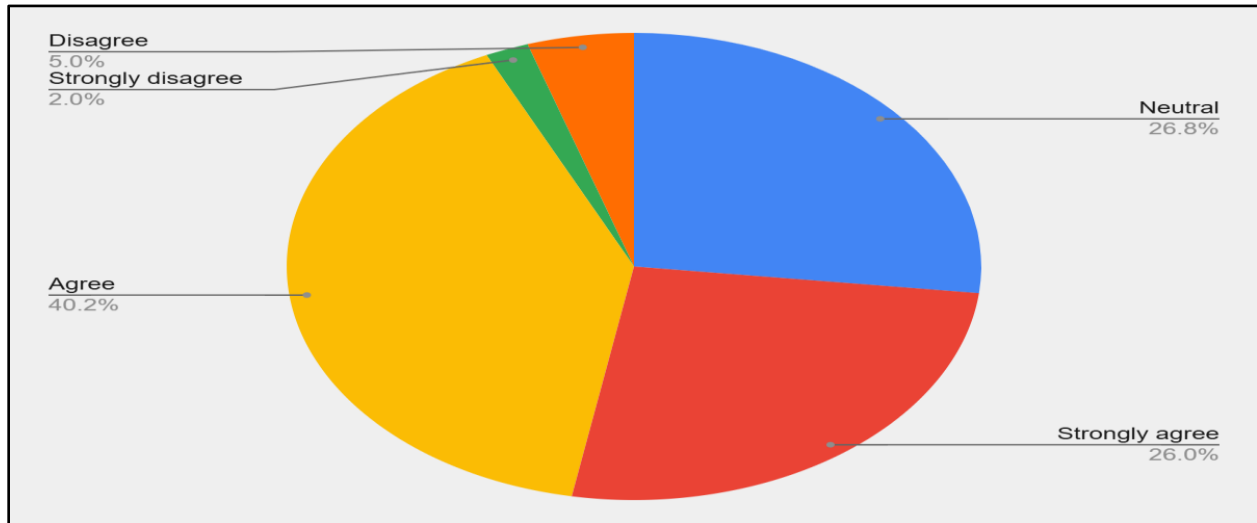


Figure 16. The teachers use student centric methods such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experience.

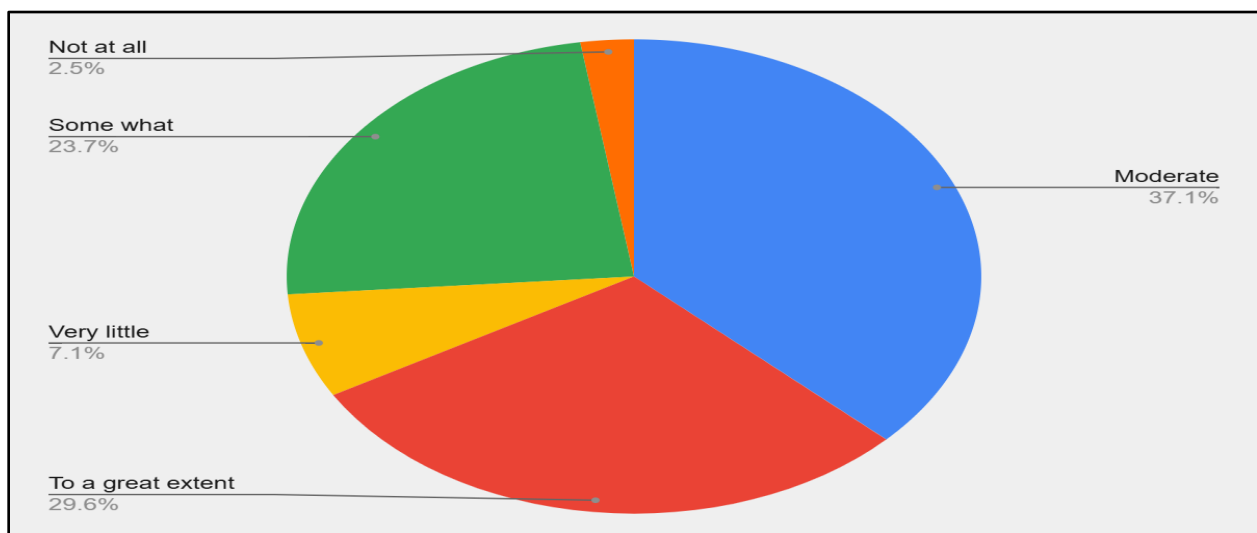


Figure 17. The teachers encourage you to participate in extracurricular activities.

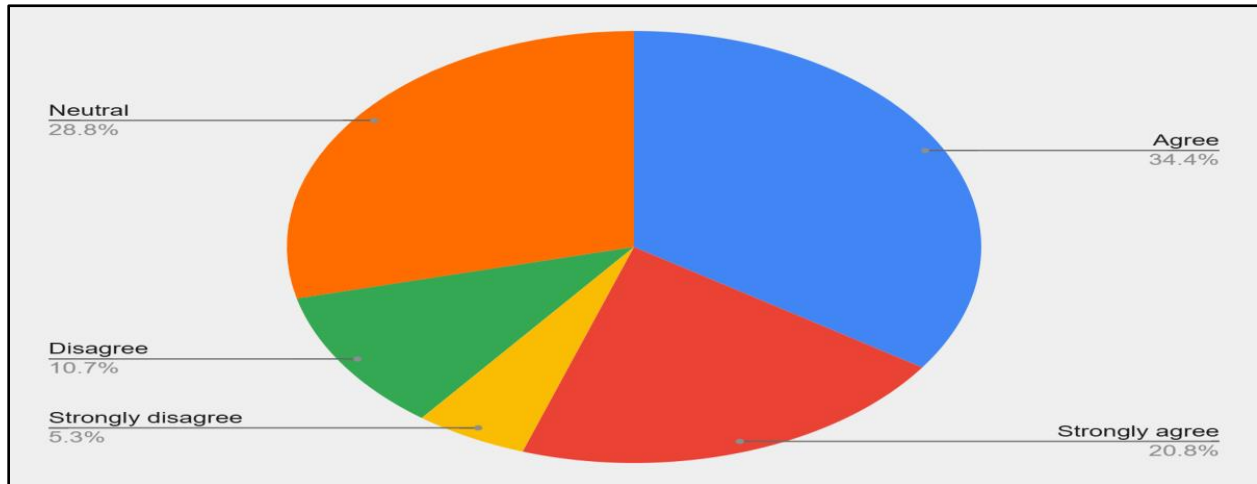


Figure 18. The efforts are made by the college to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

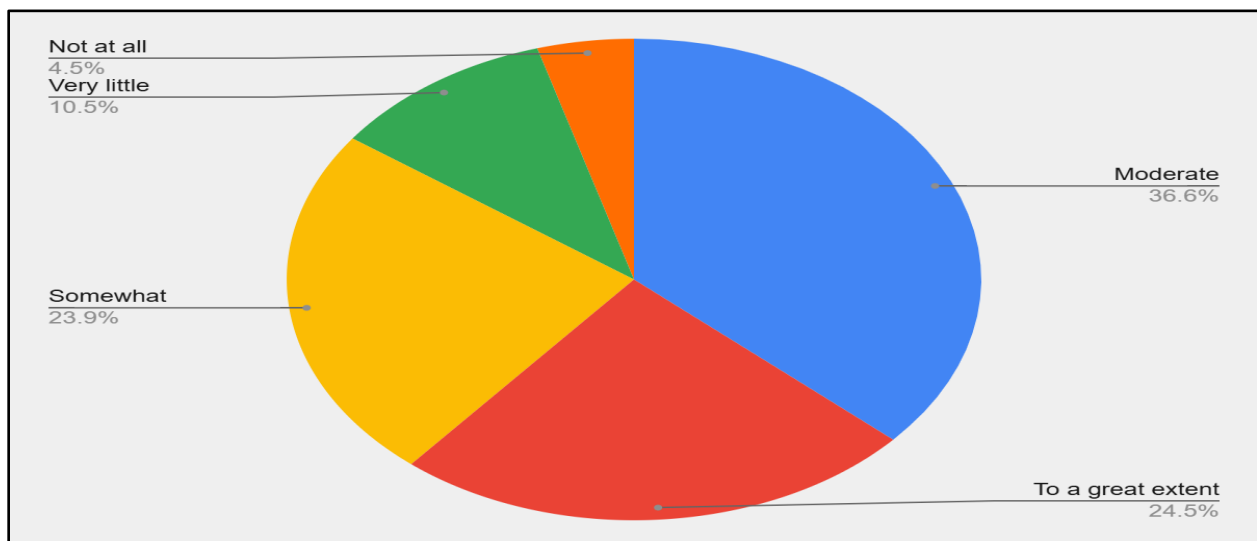


Figure 19. What percentage of teachers use projectors, multimedia etc. while teaching?

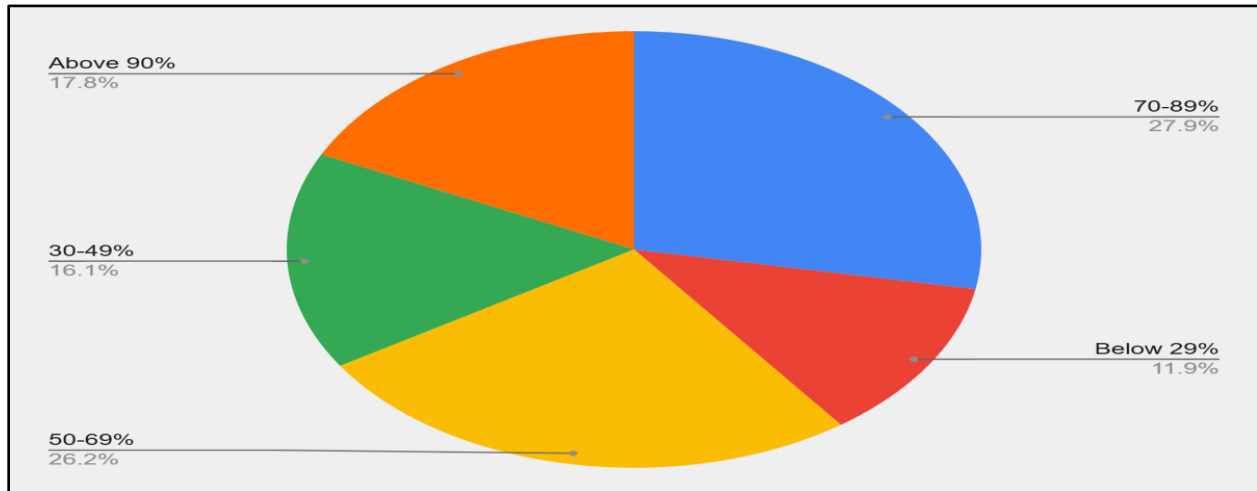


Figure 20. The overall Teaching-Learning process in the college is very good.

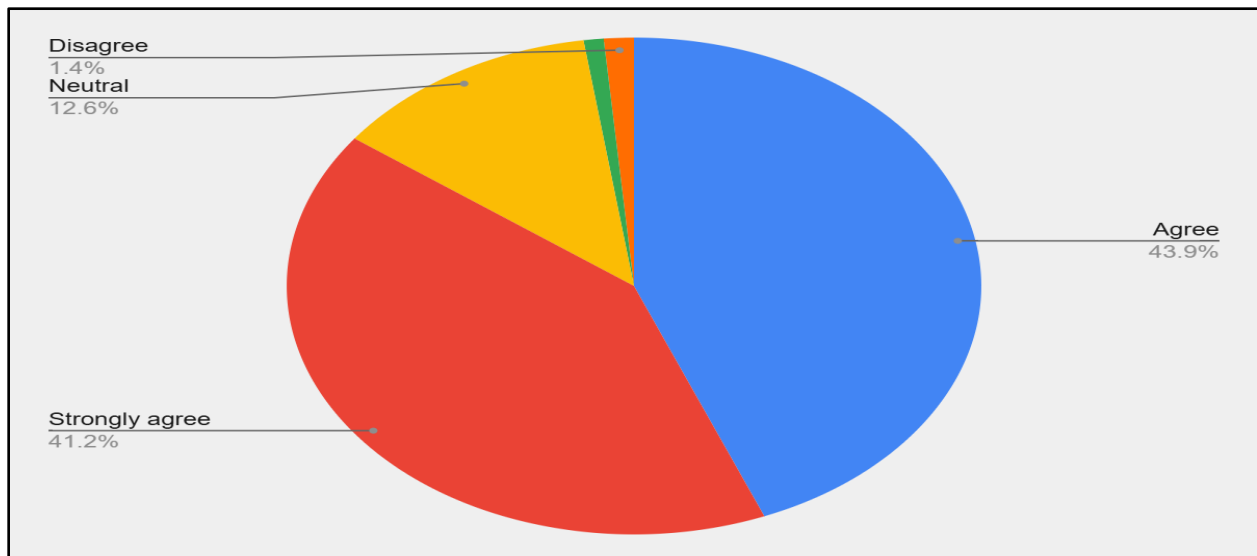
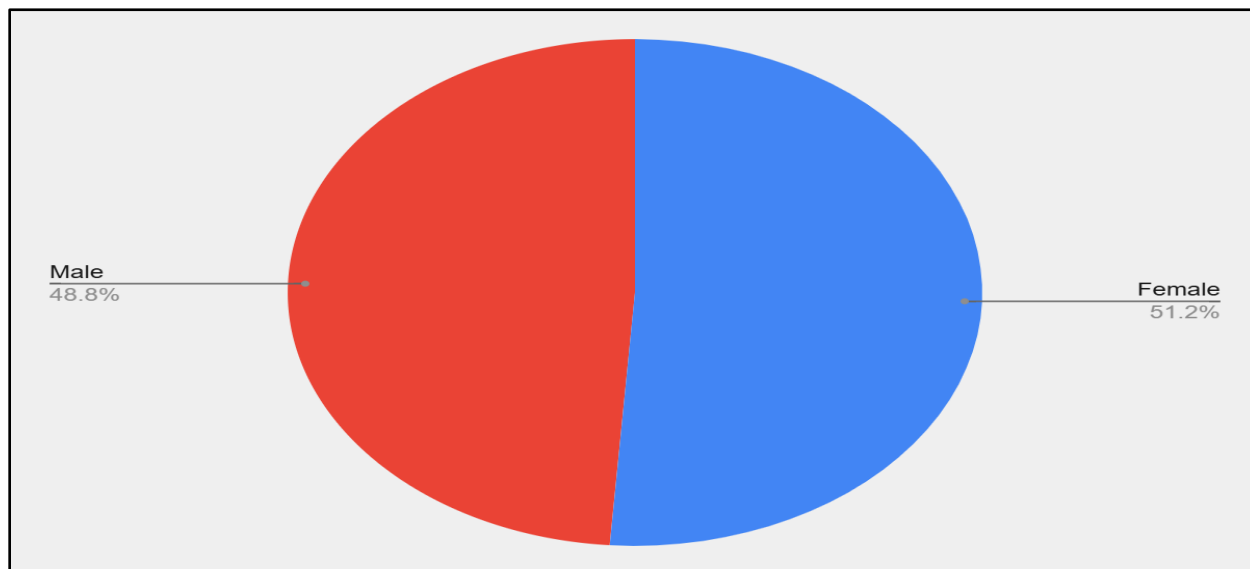


Figure 21. Gender-wise division of the respondents in the survey.



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)
- Assistant Professor (Guest Faculty)

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 2023-24? *

Introductory Microeconomics, Introductory Macroeconomics, Introductory Mathematical Methods for Economics, Intermediate Microeconomics I, Intermediate Mathematical Methods for Economics, Financial Modelling with Excel.

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

All of them.

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

All of them.

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

None of them. _____

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

None of 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? *

More participation by teachers who actually teach the courses.

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

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? *

Would like this survey to be designed better. Every question can't be mandatory.

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? *

All of them.

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

None of them.

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?

Submitted 9/22/24, 2:49 PM

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 *

2024

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. 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. Operational Research
- M.Sc. Physics
- M.Sc. Chemistry
- Other:

Present Employment/ Position and Designation * ⋮

Short answer text
.....

Name and Contact Number of Company/ Institute

Short answer text
.....

Email Id *

Short answer text
.....

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:

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

Additional Comments:

Do you have any suggestions for improving the syllabus?

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

Do you have any suggestions to improve the survey?

Responses cannot be edited

Employer's Feedback Form on Syllabus 2023-24

St. Stephen's College, Delhi

* Indicates required question

Section 1: Employer Information

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: Head- Talent Acquisition

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

2

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: They came across as smart generalist

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.

Submitted 2/11/24, 11:16 AM



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



Student Satisfaction Survey on Teaching Learning Process 2023-2024

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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

Observations/Suggestions 2

Observations/Suggestions 3

Give your feedback/suggestions for improving this survey.

Give your feedback/suggestions for improving this survey.

The Learning Experience has Been great so far , The teachers explain everything in great detail and make it easier to understand any Complicated topic with the help of practical examples. Apart From it , they also encourage students to give their best in life and excel in other fields as well.This type of Survey provides a great way to students to share their experiences and a brilliant tool to get to know about the opinion of students. However there can be some questions asking for the rating on a scale

Form submitted on: 07-10-2024 21:37:51

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