

Curriculum Feedback
Academic Session: 2023-24

Feedback on the Syllabus/Curriculum at the institution from the following stakeholders:

- 1) Students**
- 2) Teachers**
- 3) Employers**
- 4) Alumni**
- 5) Parents**

Students Feedback Report 2023-24

B.Sc. (H) Mathematics

In order to record the students' feedback regarding the curriculum of the academic session 2023-24, a questionnaire with 14 parameters was circulated. A dataset of **36** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives*, *empowering learners with adequate skills*, *employability*, *higher education*, *skill enhancement*, *research aptitude*, *learning outcomes*, *experiential learning*, *summer training/field work*, *value Add-on course*, *bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfils the learning objectives	83.33	11.11	5.56	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	66.67	27.78	5.56	100
3) The syllabus/curriculum design enhances employability	58.33	36.11	5.56	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	97.22	2.78	0	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	80.56	19.44	0	100
6) The SEC syllabus/curriculum enhances the skill set of the students	86.11	11.11	2.78	100
7) The syllabus/curriculum develops the research aptitude among the students	75	19.44	5.56	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	77.78	13.89	8.33	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	80.56	13.89	5.56	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	63.89	25	11.11	100
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	83.33	11.11	5.56	100
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	66.67	30.56	2.78	100
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	83.33	16.67	0	100
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	75	16.67	8.33	100

Students' Curriculum response on a 3-point scale (in percentage)

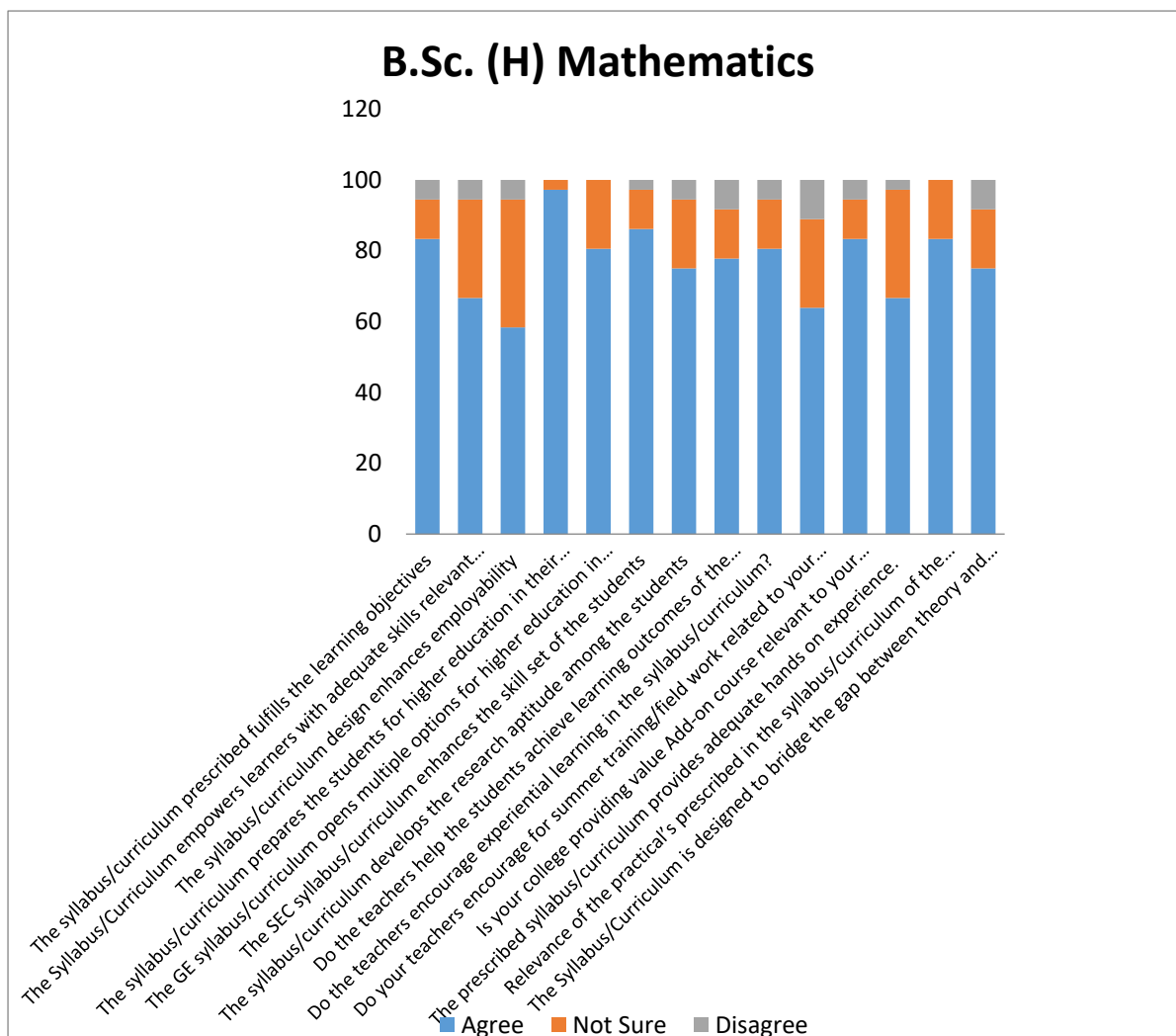


Figure: Students' Curriculum response on a 3-point scale (in percentage)

With this Student Curriculum feedback, the following observations have been highlighted:

1. 97.22% students of B.Sc. (H) Mathematics responded that the syllabus/curriculum prepares them for the higher education.
2. 80.56% of students agreed that Professors support experiential learning in the curriculum/syllabus.
3. In comparison to the 11.11% who disagreed and the rest 25.00% who were unsure and 63.89% of respondents agreed that they are encouraged by their teachers to participate in summer internships or other fieldwork linked to their curriculum/syllabus.
4. 19.44% students were not sure and 5.56% disagreed that syllabus/curriculum develops the research aptitude while rest agreed.

Action Taken

The respondents expressed uncertainty regarding the employability of students, so the College further intends to expand the range of Add on courses and Skill Enhancement courses under the NEP from the academic session 2024-25 which have mitigated this uncertainty a little bit. Additionally, addressing the issue, the college has promoted providing mentoring, counselling, and guidance about career opportunities and higher education prospects.

This year, the college and the University of Delhi have furthered the culture of Internship during the semester breaks. This will provide students with practical experience and close the gap between their academic studies and the demands of industry.

B.Sc. (H) Chemistry

In order to record the students' feedback regarding the curriculum of the academic session 2023-24, a questionnaire with 14 parameters was circulated. A dataset of **21** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives*, *empowering learners with adequate skills*, *employability*, *higher education*, *skill enhancement*, *research aptitude*, *learning outcomes*, *experiential learning*, *summer training/field work*, *value Add-on course*, *bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfils the learning objectives	80.95	9.52	9.52	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	71.43	23.81	4.76	100
3) The syllabus/curriculum design enhances employability	52.38	23.81	23.81	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	85.71	9.52	4.76	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	85.71	14.29	0	100
6) The SEC syllabus/curriculum enhances the skill set of the students	90.48	14.29	0	100
7) The syllabus/curriculum develops the research aptitude among the students	66.67	23.81	9.52	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	95.24	0	4.76	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	85.71	4.76	9.52	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	80.95	9.52	9.52	100
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	71.43	14.29	14.29	100
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	52.38	28.57	19.05	100
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	77.78	22.22	0	100
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	73.68	21.05	5.26	100

Table: Students' Curriculum response on a 3-point scale (in percentage)

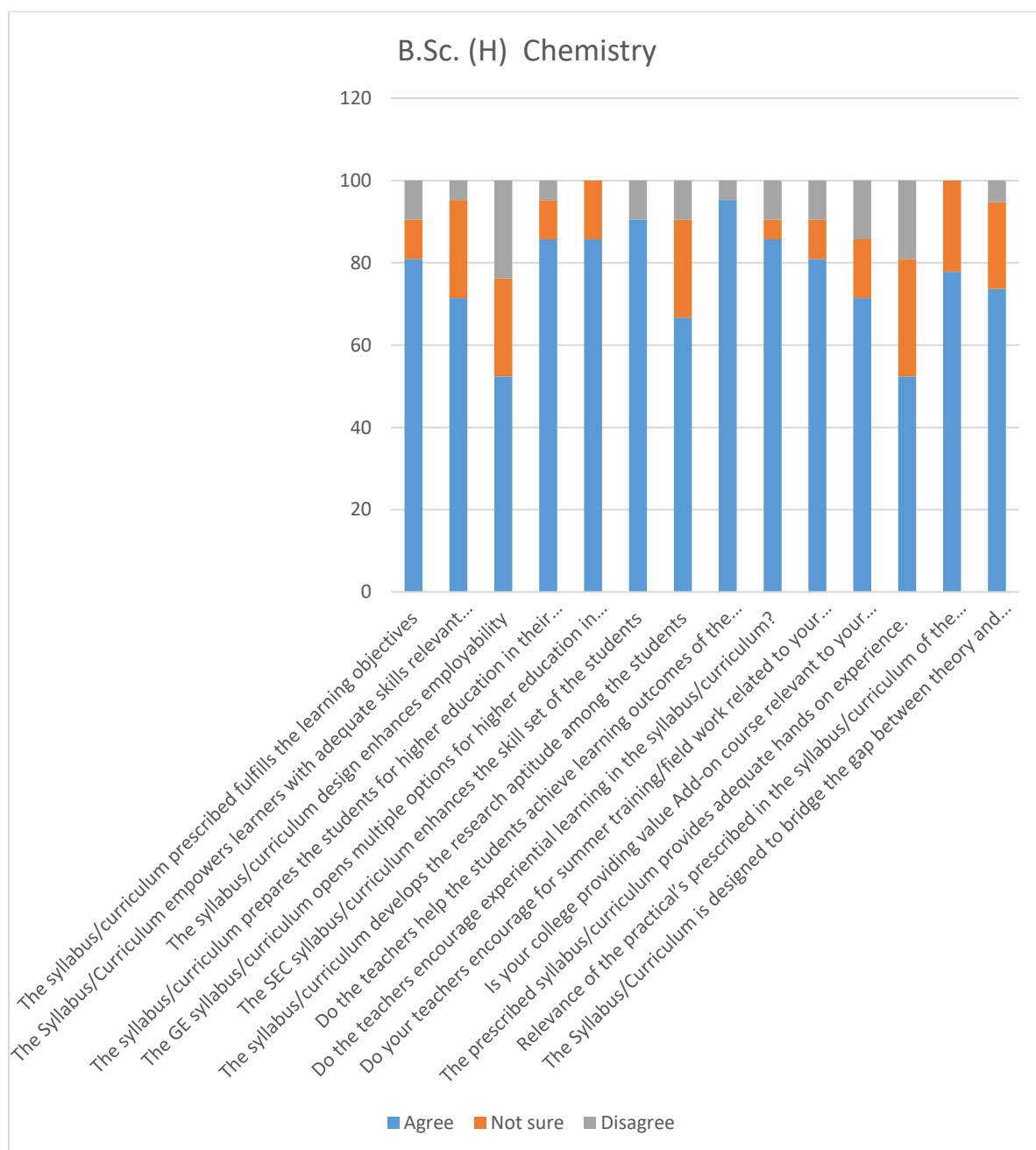


Figure: Students' Curriculum response on a 3-point scale (in percentage)

With this Student Curriculum feedback, the following observations have been highlighted:

1. When asked if the teachers help them achieve learning outcomes of the syllabus or curriculum, 95.24% of B.Sc. (H) Chemistry students agreed with the claim.
2. 85.71% of students say that the course material/curriculum adequately qualifies them for further study in their chosen disciplines whereas only 4.76% disagreed and 9.52% were unsure.
3. The majority of respondents, 90.48% agreed that the SEC syllabus and curriculum improves students' skill sets, while 14.29% were unsure and none disagreed.
4. 85.71% students responded that the syllabus/curriculum prepares them for the higher education, while 9.52% were unsure and 4.76% disagreed.
5. Only 52.38% students agreed that the syllabus/curriculum design enhances employability, while 23.81% were unsure and 23.81% disagreed.
6. 52.38% students agreed that the prescribed curriculum provides them adequate hands on experience, while 28.57 are neutral and 19.05% do not agree.

Action Taken

Students have expressed uncertainty regarding their employability, which has been tackled through the implementation of NEP 2020 at the University of Delhi. The College has further introduced a range of Value added courses and Skill Enhancement courses under the NEP, starting from the academic session 2024-25, and plans to introduce more courses that align with the current market demand.

To further address the issue, the college has promoted providing mentoring, counselling, and guidance about career opportunities and higher education prospects. Moreover, students are eager to enhance their learning experience by participating in additional Value Addition courses, prompting the College to plan the introduction of several new Add-on courses.

This year, the college and the University of Delhi have furthered the culture of Internship during the semester breaks. This will offer students practical experience and narrow the gap between their academic studies and the demands of industry.

B.Sc. with Physical Science (Computer Science)

In order to record the students' feedback regarding the curriculum of the academic session 2023-24, a questionnaire with 14 parameters was circulated. A dataset of **60** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives*, *empowering learners with adequate skills*, *employability*, *higher education*, *skill enhancement*, *research aptitude*, *learning outcomes*, *experiential learning*, *summer training/field work*, *value Add-on course*, *bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfils the learning objectives	75	16.67	8.33	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	56.67	23.33	20	100
3) The syllabus/curriculum design enhances employability	58.33	28.33	13.33	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	80	13.33	6.67	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	76.67	18.33	5	100
6) The SEC syllabus/curriculum enhances the skill set of the students	73.33	13.33	13.33	100
7) The syllabus/curriculum develops the research aptitude among the students	61.67	25	13.33	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	85	10	5	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	76.67	16.67	6.67	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	63.33	18.33	18.33	100
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	80	11.67	8.33	100
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	60	28.33	11.67	100
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	72.41	18.97	8.62	100
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	70.69	22.41	6.9	100

Table: Students' Curriculum response on a 3-point scale (in percentage)

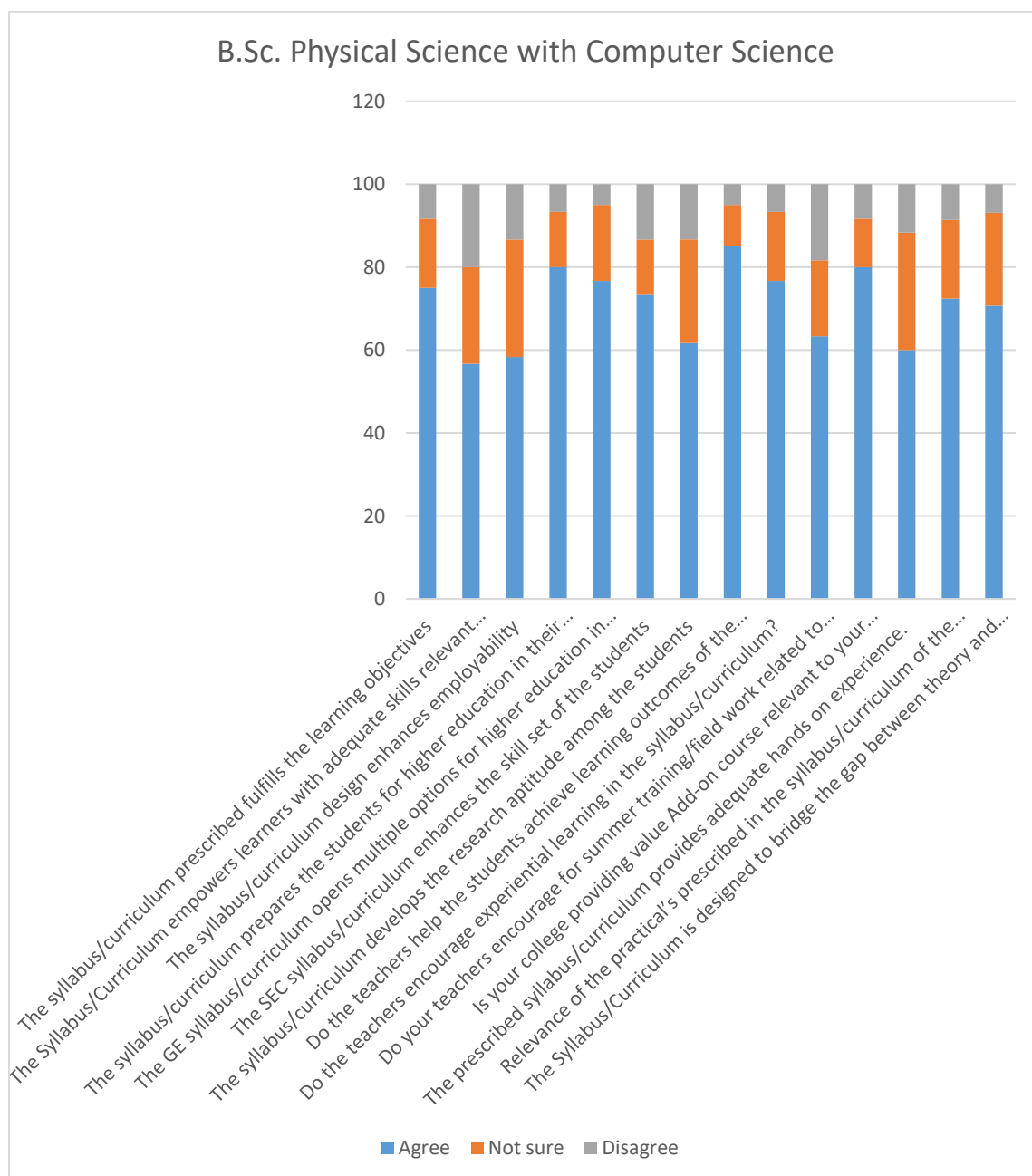


Figure: Students' Curriculum response on a 3-point scale (in percentage)

With this Student Curriculum feedback, the following observations have been highlighted:

1. 85% of respondents agreed that instructors assist students in achieving the learning objectives of the syllabus or curriculum.
2. 80% of respondents were pleased with the value addition relevancy of the syllabus.
3. About 28.33% of respondents were unsure about the syllabus/curriculum's capacity to improve employability, while 13.33% disagreed.
4. 76.67% students agreed that the GE syllabus/curriculum opens multiple options for higher education in their respective fields, whereas 18.33% were not sure.
5. 63.33% students agreed that their teachers encourage them for summer training/field work related to curriculum, while 18.33% disagreed.

Action Taken

In alignment with NEP, the undergraduate course of B.Sc. in Physical Science (Computer Science) has been revised to incorporate more experiential learning opportunities for students in upcoming sessions. The transition to online learning has limited the acquisition of practical skills due to the lack of physical classroom interaction.

Addressing the uncertain employability of students will be further facilitated through the implementation of NEP 2020 at the University of Delhi. The College further intends to expand the range of Skill Enhancement courses under the NEP from the academic session 2024-25, alongside mentoring and counselling to guide students regarding career prospects and higher education possibilities. Additionally, introducing research opportunities at the undergraduate level will make the course more application-based and enhance students' research aptitude, providing aspiring students with the option to pursue such opportunities under the NEP framework.

This year, the college and the University of Delhi have furthered the culture of summer Internship programme during the semester breaks. This will offer students practical training and narrow the gap between their academic studies and the demands of industry.

B.Sc. With Physical Science (Chemistry)

In order to record the students' feedback regarding the curriculum of the academic session 2023-24, a questionnaire with 14 parameters was circulated. A dataset of **60** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives, empowering learners with adequate skills, employability, higher education, skill enhancement, research aptitude, learning outcomes, experiential learning, summer training/field work, value Add-on course, bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfills the learning objectives	81.67	15	3.33	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	58.33	30	11.67	100
3) The syllabus/curriculum design enhances employability	53.33	35	11.37	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	76.67	16.67	6.67	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	73.33	16.67	10	100
6) The SEC syllabus/curriculum enhances the skill set of the students	68.33	15	16.67	100
7) The syllabus/curriculum develops the research aptitude among the students	56.67	30	13.33	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	75	18.33	6.67	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	75	15	10	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	51.67	20	28.33	100
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	75	18.33	6.67	100
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	70	25	5	100
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	76.27	15.25	8.47	100
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	76.27	18.64	5.08	100

Table: Students' Curriculum response on a 3-point scale (in percentage)

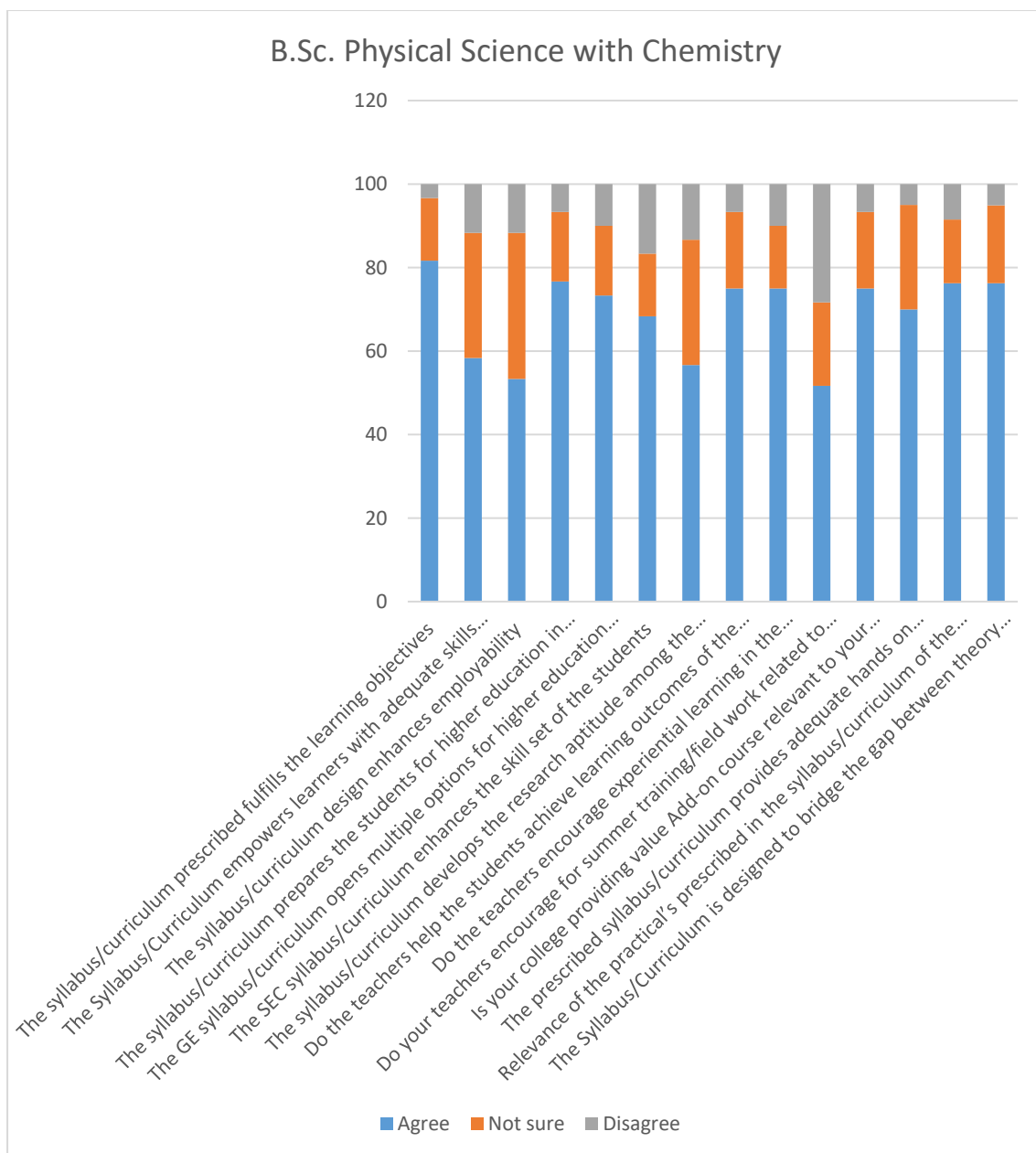


Figure: Students' Curriculum response on a 3-point scale (in percentage)

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) 81.67% concur that the prescribed syllabus/curriculum fulfils the learning objectives.
- 2) 76.67% indicated that the syllabus/curriculum prepares them for higher education in their respective fields
- 3) 76.27% of respondents believed that the curriculum's design bridges the gap between theory and practical, while 18.64% were doubtful.
- 4) 75% of respondents agreed that the instructors encourage learning in the curriculum.
- 5) 51.67% students agreed that their instructors encourage them for training/field work related to curriculum, while 28.33% disagree and 20% being unsure.

Action Taken

Students have expressed uncertainty regarding their employability, which has been tackled through the implementation of NEP 2020 at the University of Delhi. The College has partnered with several organisations to offer training and experience. From the academic session 2024-25, the institution plans to provide a more variety of Skill Enhancement courses through further implementation of NEP, along with mentorship and counselling to help students with job prospects and higher education options. The introduction of research possibilities at the undergraduate level will also increase students' research aptitude and make the course more application-based, giving prospective students the choice to pursue such opportunities within the NEP framework.

This year, University of Delhi has furthered the culture of Internship and short projects during the semester breaks. This will offer students practical experience and training that will help narrow the gap between their academic studies and the demands of industry and magnifies the employment opportunities.

B.Sc. With Physical Science (Electronics)

In order to record the students' feedback regarding the curriculum of the academic session 2023-24, a questionnaire with 14 parameters was circulated. A dataset of **35** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives, empowering learners with adequate skills, employability, higher education, skill enhancement, research aptitude, learning outcomes, experiential learning, summer training/field work, value Add-on course, bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfils the learning objectives	68.57	22.86	8.57	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	54.29	31.43	14.29	100
3) The syllabus/curriculum design enhances employability	45.71	37.14	17.14	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	65.71	25.71	8.57	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	85.71	11.43	2.86	100
6) The SEC syllabus/curriculum enhances the skill set of the students	74.29	20	5.71	100
7) The syllabus/curriculum develops the research aptitude among the students	54.29	28.57	17.14	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	80	17.14	2.86	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	74.29	17.14	8.57	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	51.43	20	28.57	100
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	62.86	14.29	22.86	100
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	51.43	28.57	20	100
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	71.43	22.86	5.71	100
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	77.14	14.29	8.57	100

Table: Students' Curriculum response on a 3-point scale (in percentage)

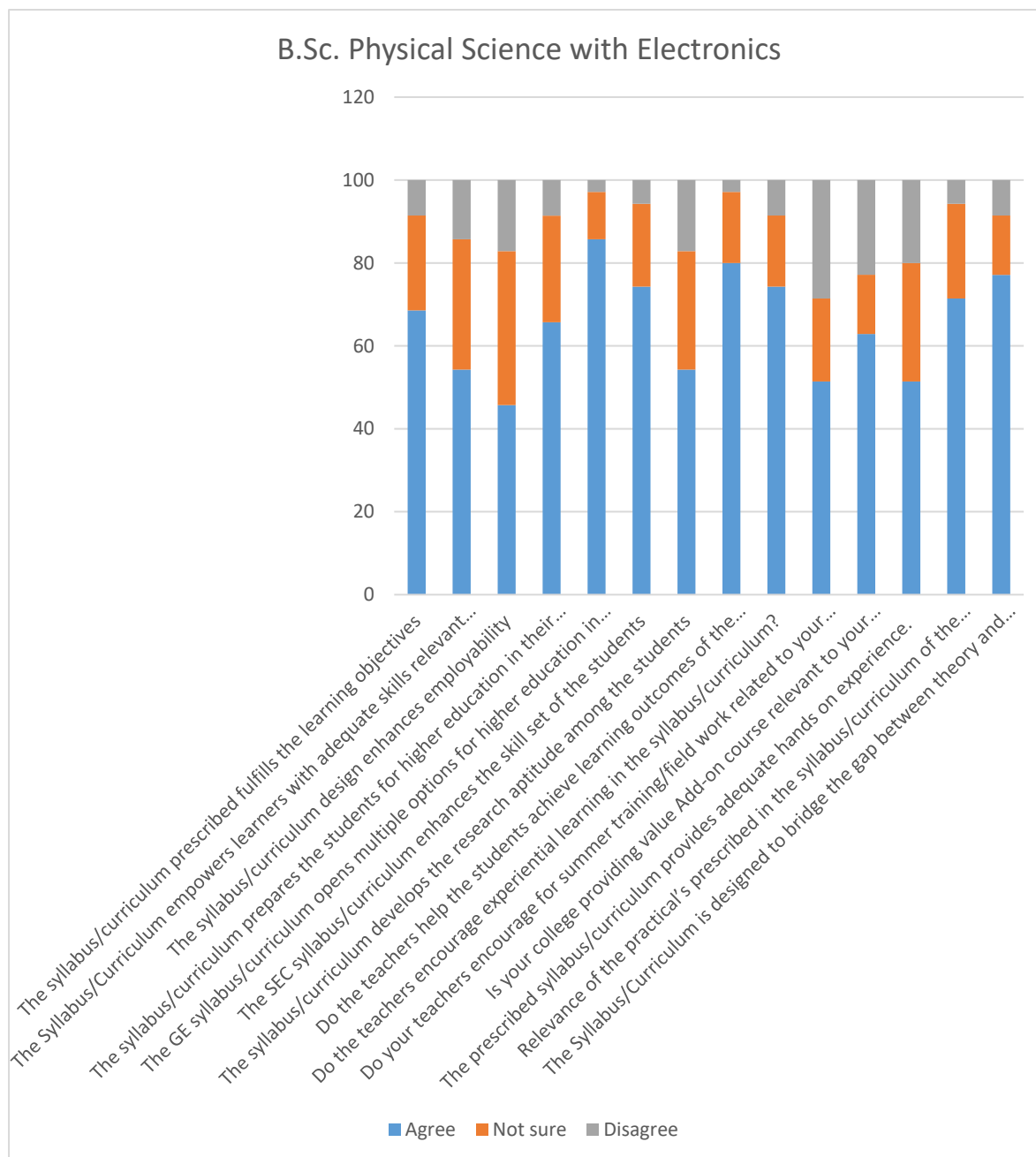


Figure: Students' Curriculum response on a 3-point scale (in percentage)

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) The students appreciate that the teachers help the students achieve learning outcomes of the syllabus/curriculum. This has been reflected explicitly by their response where 80.00% of them agree to the same.
- 2) The respondents seem to be convinced that the syllabus/curriculum fulfils the learning objectives. Some 68.57% students agree for the same.
- 3) On the contrary, 74.29% of respondents have approved of experiential learning with the existing curriculum.
- 4) In terms of whether the syllabus and curriculum design bridges the gap between theory and practical, 77.14% agreed and 14.29% disagreed.
- 5) 51.43% students agreed that their instructors encourage them for training/field work related to curriculum, while 28.57% disagreed.

Action Taken

Students have expressed uncertainty regarding their employability, which has been tackled through the implementation of NEP 2020 at the University of Delhi. The College has partnered with several organisations to offer training and experience. The introduction of research possibilities at the undergraduate level will also increase students' research aptitude and make the course more application-based, giving prospective students the choice to pursue such opportunities within the NEP framework.

This year, the college and the University of Delhi have furthered the culture of Internship programmes during the semester breaks in order to get training/field work experience. This will offer students practical experience and narrow the gap between their academic studies and the demands of industry.

B.Com. (P)

In order to record the students' feedback regarding the curriculum of the academic session 2023-24, a questionnaire with 14 parameters was circulated. A dataset of **72** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives, empowering learners with adequate skills, employability, higher education, skill enhancement, research aptitude, learning outcomes, experiential learning, summer training/field work, value Add-on course, bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfils the learning objectives	76.39	19.44	4.17	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	59.72	26.39	13.89	100
3) The syllabus/curriculum design enhances employability	55.56	25	19.44	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	81.94	9.72	8.33	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	66.67	18.06	15.28	100
6) The SEC syllabus/curriculum enhances the skill set of the students	75	13.89	11.11	100
7) The syllabus/curriculum develops the research aptitude among the students	68.06	22.22	9.72	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	77.78	11.11	11.11	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	77.78	11.11	11.11	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	43.06	26.39	30.56	100
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	68.06	22.22	9.72	100
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	58.33	26.39	15.28	100
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	65.71	18.57	15.71	100
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	62.5	22.22	15.28	100

Table: Students' Curriculum response on a 3-point scale (in percentage)

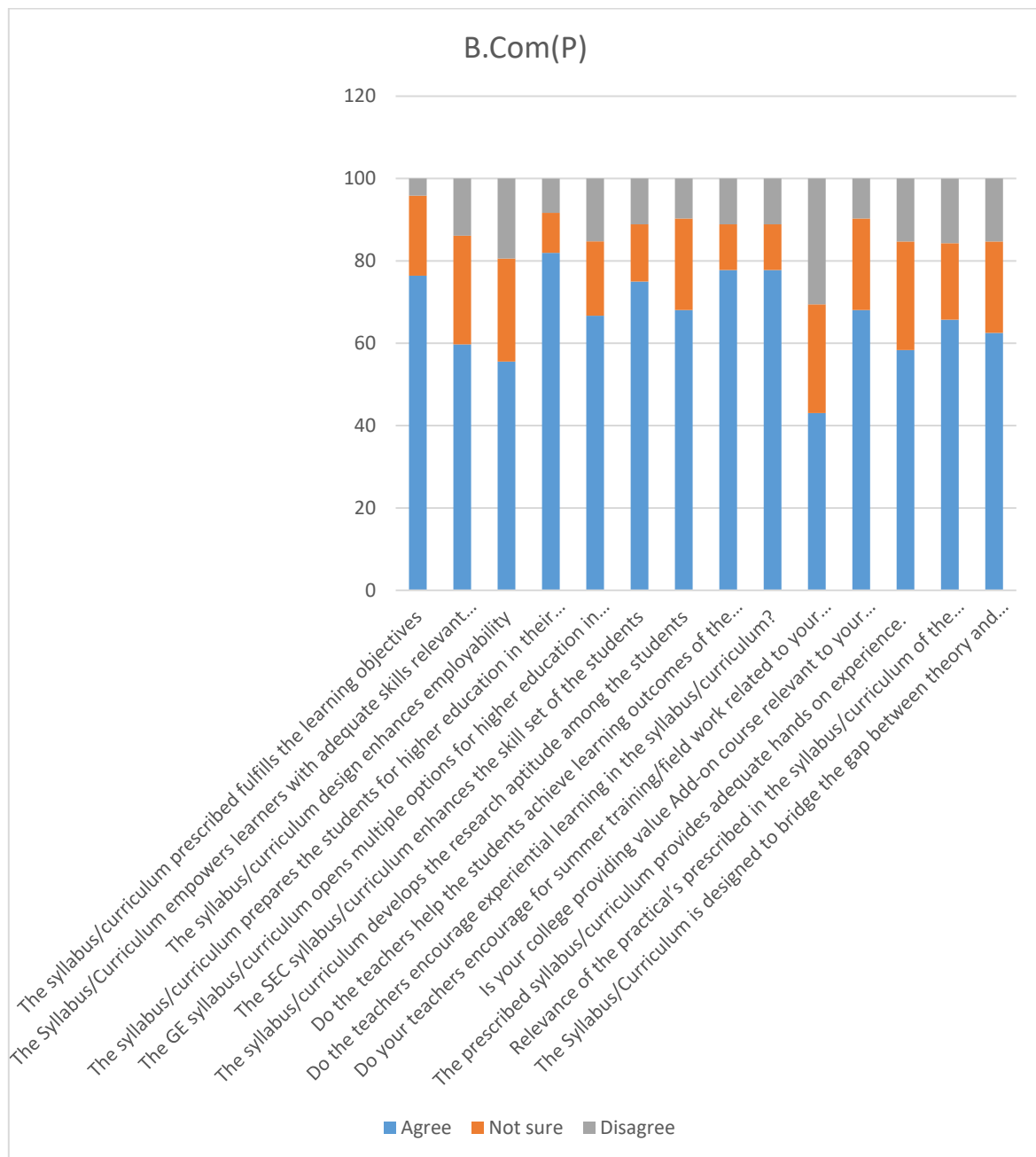


Figure: Students' Curriculum response on a 3-point scale (in percentage)

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) When inquired if the syllabus/curriculum fulfils the learning objectives, the 76.39% of students of B. Com. (P) are convinced by the statement.
- 2) The students firmly agree, with 75% of them responding in the direction, that SEC curriculum enhances the skill set of the students.
- 3) However, 26.39% of respondents are uncertain if the Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement.
- 4) The students appreciate that the teachers help the students achieve learning outcomes of the syllabus/curriculum. This has been reflected explicitly by their response where 77.78% of them agree to the same.
- 5) 43.06% students agreed that their instructors encourage them for training/field work related to curriculum, while 30.56% disagree.

Action Taken

The undergraduate courses of Commerce are looking forward to exploring more of skill set to serve the industry demands. Hence, College is planning to offer more Skill based courses and Value-Addition courses under the NEP to complement their learnings. This year, University of Delhi has furthered the culture of Internship during the semester breaks. This will offer students practical experience and narrow the gap between their academic studies and the demands of industry.

This year, the college and the University of Delhi have furthered the culture of Internship programmes during the semester breaks in order to get training/field work experience. This will offer students practical experience and narrow the gap between their academic studies and the demands of industry.

B.Com (Hons)

In order to record the students' feedback regarding the curriculum of the academic session 2023-24, a questionnaire with 14 parameters was circulated. A dataset of **49** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives, empowering learners with adequate skills, employability, higher education, skill enhancement, research aptitude, learning outcomes, experiential learning, summer training/field work, value Add-on course, bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfills the learning objectives	85.71	10.2	4.08	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	65.31	22.45	12.24	100
3) The syllabus/curriculum design enhances employability	59.18	34.69	6.12	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	87.76	12.24	0	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	85.71	10.2	4.08	100
6) The SEC syllabus/curriculum enhances the skill set of the students	75.51	12.24	12.24	100
7) The syllabus/curriculum develops the research aptitude among the students	63.27	30.61	6.12	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	87.76	10.2	2.04	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	75.51	18.37	6.12	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	57.14	20.41	22.45	100
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	77.55	20.41	2.04	100
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	67.35	26.53	6.12	100
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	75.51	14.29	10.2	100
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	70.83	22.92	6.25	100

Table: Students' Curriculum response on a 3-point scale (in percentage)

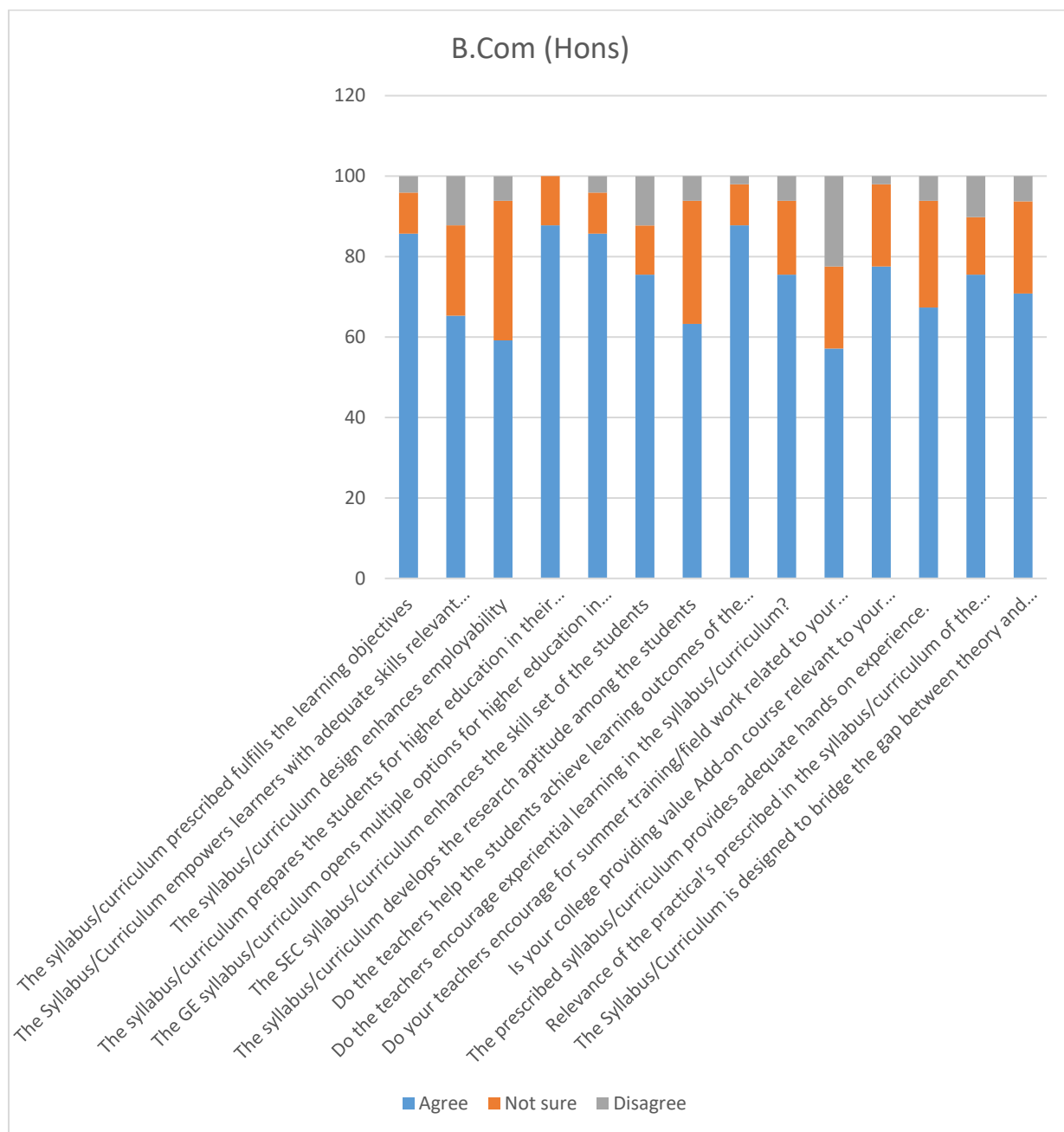


Figure: Students' Curriculum response on a 3-point scale (in percentage)

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) When inquired if the syllabus/curriculum fulfils the learning objectives, the 85.71% of students of B. Com.(H) are convinced by the statement.
- 2) The students firmly agree with 77.55% of them responding in the direction, that the College providing value Add-on course relevant to your syllabus/curriculum.
- 3) 87.76% students strongly agree that the syllabus/curriculum prepares the students for higher education.
- 4) However, the students are slightly sceptical that the syllabus/curriculum enhances employability among the students. This can be witnessed by the response of 34.69% saying “Not Sure” about employability enhancement by curriculum.
- 5) 57.14% students agreed that their instructors encourage them for training/field work related to curriculum, while 22.45% disagreed.

Action Taken

The undergraduate courses of Commerce are looking forward to exploring more of skill set to serve the industry demands. Hence, College is planning to offer more Skill based courses and Value-Addition courses under the NEP to complement their learnings. This year, the college and the University of Delhi have furthered the culture of Internship during the semester breaks in order to provide training or field work experience. This will offer students practical experience and narrow the gap between their academic studies and the demands of industry.

B.A. (Prog.)

In order to record the students' feedback regarding the curriculum of the academic session 2023-24, a questionnaire with 14 parameters was circulated. A dataset of **89** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives, empowering learners with adequate skills, employability, higher education, skill enhancement, research aptitude, learning outcomes, experiential learning, summer training/field work, value Add-on course, bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfills the learning objectives	77.53	15.73	6.74	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	60.67	21.35	17.98	100
3) The syllabus/curriculum design enhances employability	47.19	34.83	17.98	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	73.03	17.98	8.99	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	51.69	26.97	21.35	100
6) The SEC syllabus/curriculum enhances the skill set of the students	70.79	16.85	12.36	100
7) The syllabus/curriculum develops the research aptitude among the students	60.67	19.1	13.48	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	78.65	6.74	14.61	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	64.04	17.98	17.89	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	52.81	21.35	25.84	67.42
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	67.42	19.1	13.48	100
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	58.43	29.21	12.36	100
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	69.41	14.12	16.47	100
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	63.22	21.84	14.94	100

Table: Students' Curriculum response on a 3-point scale (in percentage)

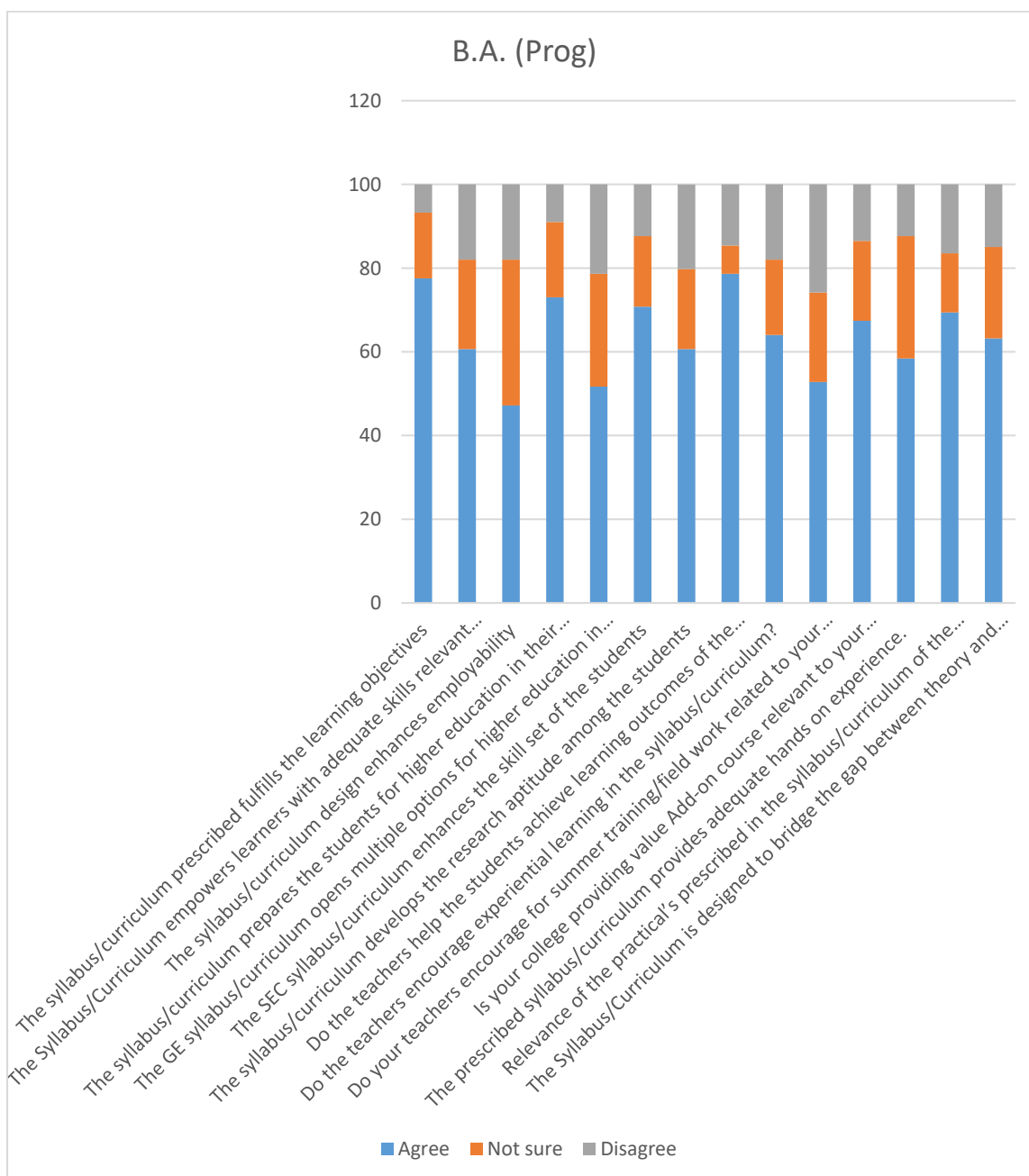


Figure: Students' Curriculum response on a 3-point scale (in percentage)

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) The students appreciate that the teachers help the students achieve learning outcomes of the syllabus/curriculum. This has been reflected explicitly by their response where 78.65% of them agree to the same
- 2) When asked if the SEC curriculum/syllabus has improved the pupils' skill set, 70.79% nodded in agreement.
- 3) The assertion that the syllabus or curriculum recommended satisfies the learning goals has received support from over 77.53% of respondents.
- 4) The respondents seem to be convinced that the syllabus/curriculum prepares the students for higher education in their respective fields. Some 73.03% students agree for the same.
- 5) 52.81% students agreed that their instructors encourage them for training/field work related to curriculum, while 25.84% disagreed.

Action Taken

NEP 2020 has been implemented at the University of Delhi in response to students' stated concerns about their employability. The College further intends to expand the range of Skill Enhancement courses under the NEP from the academic session 2024-25. It also has plans to offer more courses in response to market demand. Mentoring and counselling services are offered to students to help them learn about job options and the possibility of advancing their education to a higher level in order to further address the issue. The institution has planned the launch of a number of new Add-on courses as a result of the students' eagerness to improve their educational experience by taking additional Value Addition courses.

This year, the college and the University of Delhi have furthered the culture of Internship programmes during the semester breaks in order to get training/field work experience. This will provide students real-world experience and bridge the gap between what they learn in school and what employers want. This will offer students practical experience and narrow the gap between their academic studies and the demands of industry.

B.A. (H) Pol. Science

In order to record the students' feedback regarding the curriculum of the academic session 2023-24, a questionnaire with 14 parameters was circulated. A dataset of **39** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives, empowering learners with adequate skills, employability, higher education, skill enhancement, research aptitude, learning outcomes, experiential learning, summer training/field work, value Add-on course, bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfills the learning objectives	82.05	15.38	2.56	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	74.36	12.82	12.82	100
3) The syllabus/curriculum design enhances employability	41.03	38.46	20.51	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	84.62	5.13	10.26	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	66.67	28.21	5.13	100
6) The SEC syllabus/curriculum enhances the skill set of the students	69.23	17.95	12.82	100
7) The syllabus/curriculum develops the research aptitude among the students	69.23	17.95	12.82	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	79.49	5.13	15.38	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	66.67	17.95	15.38	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	51.28	25.64	23.08	67.42
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	64.1	17.95	17.95	100
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	61.54	30.77	7.69	100
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	63.16	26.32	10.53	100
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	63.16	21.05	15.79	100

Table: Students' Curriculum response on a 3-point scale (in percentage)

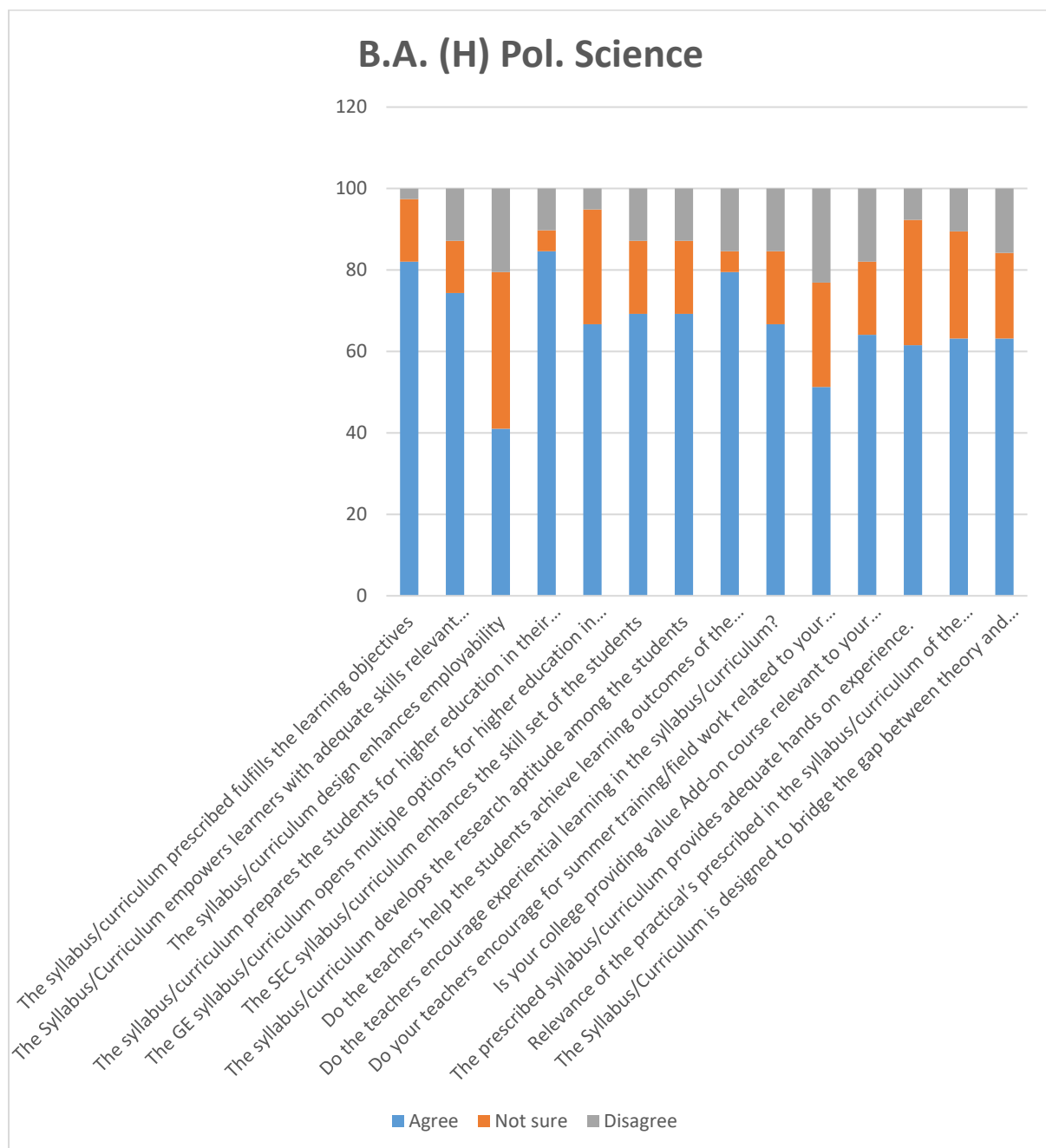


Figure: Students' Curriculum response on a 3-point scale (in percentage)

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) The assertion that the syllabus or curriculum recommended satisfies the learning goals has received support from over 82.05% of respondents.
- 2) The respondents seem to be convinced that the syllabus/curriculum prepares the students for higher education in their respective fields. 84.62% students agreed.
- 3) The students appreciate that the teachers help the students achieve learning outcomes of the syllabus/curriculum. This has been reflected explicitly by their response where 79.49% of them agree to the same.
- 4) 74.36% students agreed that the curriculum empowers learners with adequate skills relevant for professional engagement.
- 5) 51.28% students agreed that their instructors encourage them for training/field work related to curriculum, while 23.08% disagreed

Action Taken

NEP 2020 has been implemented at the University of Delhi in response to students' stated concerns about their employability. The College further intends to expand the range of Skill Enhancement courses under the NEP from the academic session 2024-25. It also has plans to offer more courses in response to market demand. Mentoring and counselling services are offered to students to help them learn about job options and the possibility of advancing their education to a higher level in order to further address the issue. The institution has planned the launch of a number of new Add-on courses as a result of the students' eagerness to improve their educational experience by taking additional Value Addition courses.

The culture of Internship has been made a preferable mode of learning among students in order to provide training or field work experience. It has been promoted under NEP as well. This will provide students real-world experience and bridge the gap between what they learn in school and what employers want.

B.A. (H) History

In order to record the students' feedback regarding the curriculum of the academic session 2023-24, a questionnaire with 14 parameters was circulated. A dataset of **46** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives, empowering learners with adequate skills, employability, higher education, skill enhancement, research aptitude, learning outcomes, experiential learning, summer training/field work, value Add-on course, bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfills the learning objectives	95.65	4.35	0	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	78.26	17.39	4.35	100
3) The syllabus/curriculum design enhances employability	67.39	26.09	6.52	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	91.3	6.52	2.17	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	84.78	10.87	4.35	100
6) The SEC syllabus/curriculum enhances the skill set of the students	86.96	6.52	6.52	100
7) The syllabus/curriculum develops the research aptitude among the students	82.61	10.87	6.52	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	91.3	4.35	4.35	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	86.96	6.52	6.52	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	67.39	8.7	23.91	100
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	91.3	4.35	4.35	100
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	84.78	10.87	4.35	100
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	77.78	15.56	6.67	100
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	86.96	8.7	4.35	100

Table: Students' Curriculum response on a 3-point scale (in percentage)

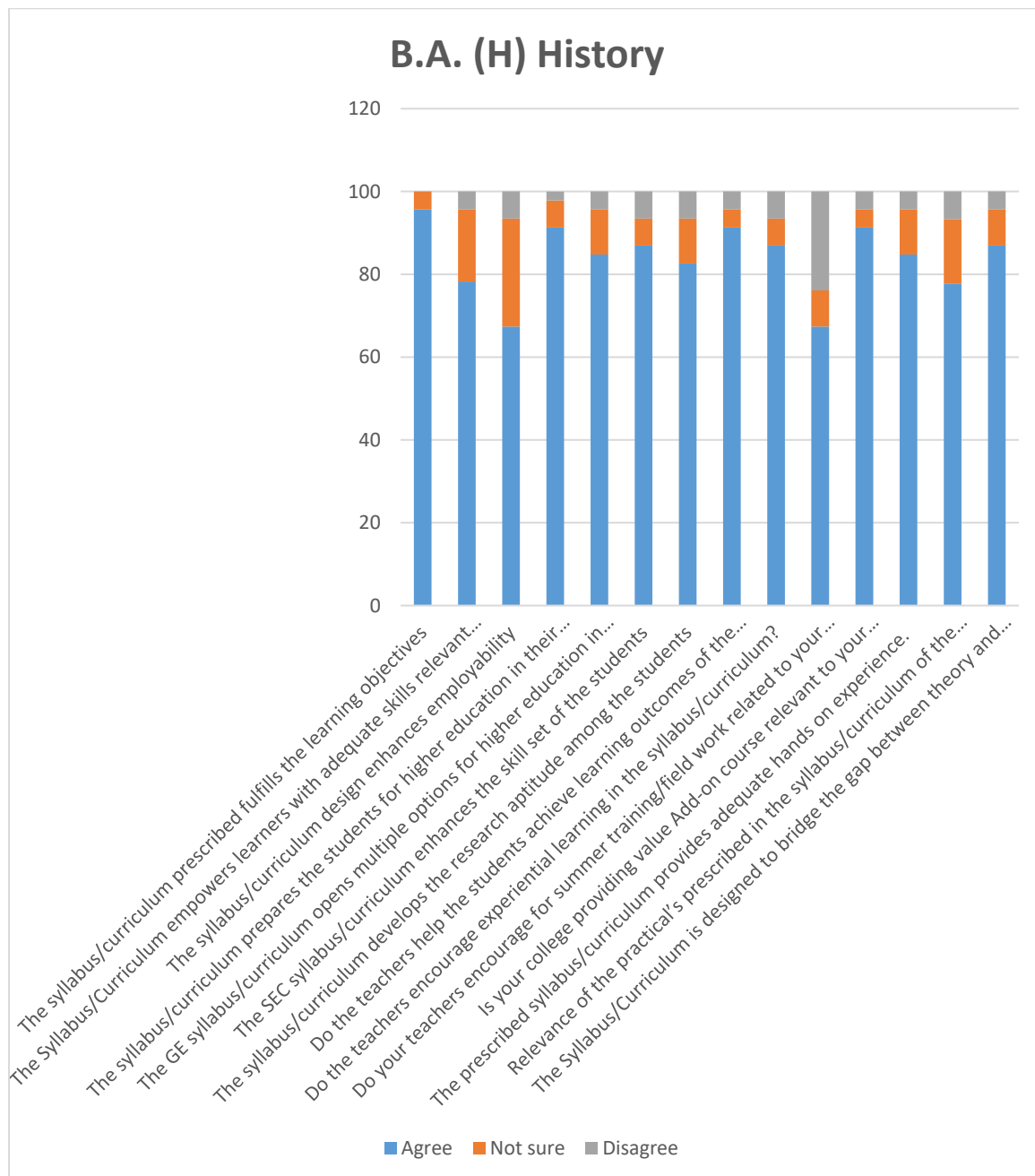


Figure: Students' Curriculum response on a 3-point scale (in percentage)

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) When inquired if the syllabus/curriculum fulfils the learning objectives, the 95.65% of students of B.A.(H) History are convinced by the statement.
- 2) The students appreciate that the teachers help the students achieve learning outcomes of the syllabus/curriculum. This has been reflected explicitly by their response where 91.30% of them agree to the same.
- 3) The respondents seem to be convinced that the syllabus/curriculum prepares the students for higher education in their respective fields. 91.3% students have agreed.
- 4) The students firmly agree with 91.30% of them responding in the direction, that the College providing value Add-on course relevant to your syllabus/curriculum.
- 5) 67.39% students agreed that their instructors encourage them for training/field work related to curriculum, while 23.91% disagreed

Action Taken

The implementation of NEP 2020 at the University of Delhi can solve the students' expressed concerns about their employability. The College further intends to expand the range of Skill Enhancement courses under the NEP from the academic session 2024-25, which has somewhat reduced this uncertainty. Offering mentorship, counselling, and advice regarding job choices and futures in higher education may also be part of the solution to the problem. The culture of Internship has been made a preferable mode of learning among students to gets hands on training or field work experience. It has been promoted under NEP as well. This will provide students real-world experience and bridge the gap between what they learn in school and what employers want

B.A. (H) Hindi

In order to record the students' feedback regarding the curriculum of the academic session 2023-24, a questionnaire with 14 parameters was circulated. A dataset of **26** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives, empowering learners with adequate skills, employability, higher education, skill enhancement, research aptitude, learning outcomes, experiential learning, summer training/field work, value Add-on course, bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfills the learning objectives	88	12	0	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	88	8	4	100
3) The syllabus/curriculum design enhances employability	68	28	4	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	84	16	0	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	84	16	0	100
6) The SEC syllabus/curriculum enhances the skill set of the students	92	8	0	100
7) The syllabus/curriculum develops the research aptitude among the students	80	16	4	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	80	4	16	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	80	4	16	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	60	20	20	100
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	72	24	4	100
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	72	24	4	100
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	79.17	16.67	4.17	100
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	75	12.5	12.5	100

Table: Students' Curriculum response on a 3-point scale (in percentage)

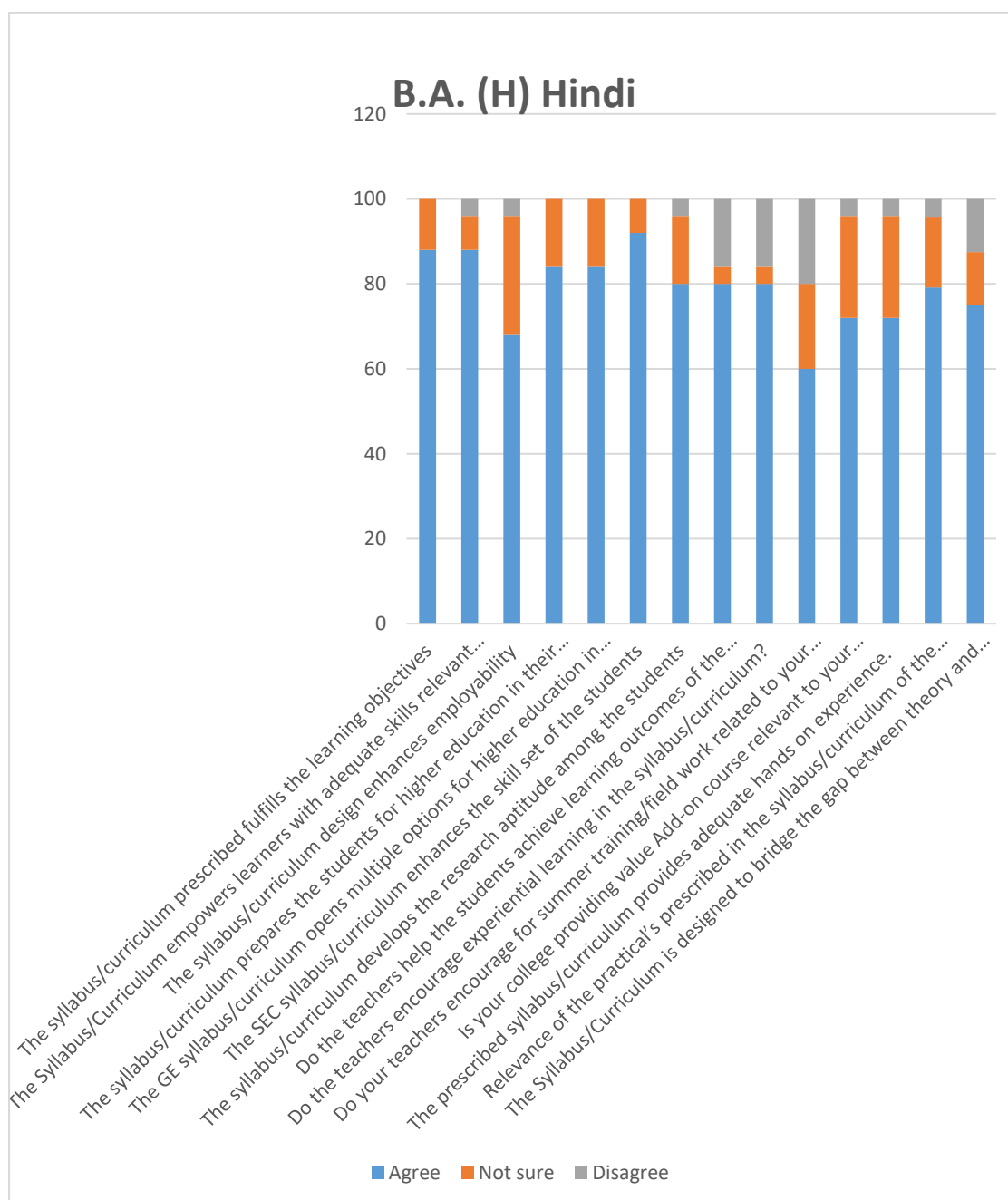


Figure: Students' Curriculum response on a 3-point scale (in percentage)

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) When inquired if the syllabus/curriculum fulfils the learning objectives, the 88% of students are convinced.
- 2) When asked if the SEC curriculum/syllabus enhances the pupils' skill set, 92% of them agreed.
- 3) The respondents seem to be convinced that the syllabus/curriculum prepares the students for higher education in their respective fields. 84% students have agreed.
- 4) 80% students agreed that the curriculum helps them develop the research aptitude.
- 5) 60% students agreed that their instructors encourage them for training/field work related to curriculum, while 20% disagreed

Action Taken

The implementation of NEP 2020 at the University of Delhi can solve the students' expressed concerns about their employability. The College further intends to expand the range of Skill Enhancement courses under the NEP from the academic session 2024-25, which has somewhat reduced this uncertainty. Offering mentorship, counselling, and advice regarding job choices and futures in higher education may also be part of the solution to the problem.

The culture of Internship has been made a preferable mode of learning among students. The college and the University of Delhi have furthered the culture of Internship programmes during the semester breaks in order to help students get training/field work experience. This will provide students real-world experience and bridge the gap between what they learn in school and what employers want.

B.A. (H) English

In order to record the students' feedback regarding the curriculum of the academic session 2023-24, a questionnaire with 14 parameters was circulated. A dataset of **32** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives*, *empowering learners with adequate skills*, *employability*, *higher education*, *skill enhancement*, *research aptitude*, *learning outcomes*, *experiential learning*, *summer training/field work*, *value Add-on course*, *bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfills the learning objectives	65.63	28.13	6.25	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	62.5	25	12.5	100
3) The syllabus/curriculum design enhances employability	40.63	28.13	31.25	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	84.38	12.5	3.13	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	90.63	3.13	6.25	100
6) The SEC syllabus/curriculum enhances the skill set of the students	65.63	18.75	15.63	100
7) The syllabus/curriculum develops the research aptitude among the students	59.38	31.25	9.38	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	75	12.5	12.5	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	53.13	28.13	18.75	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	37.5	25	37.5	67.42
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	65.63	18.75	15.63	100
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	56.25	28.13	15.63	100
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	59.38	28.13	12.5	100
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	59.38	25	15.63	100

Table: Students' Curriculum response on a 3-point scale (in percentage)

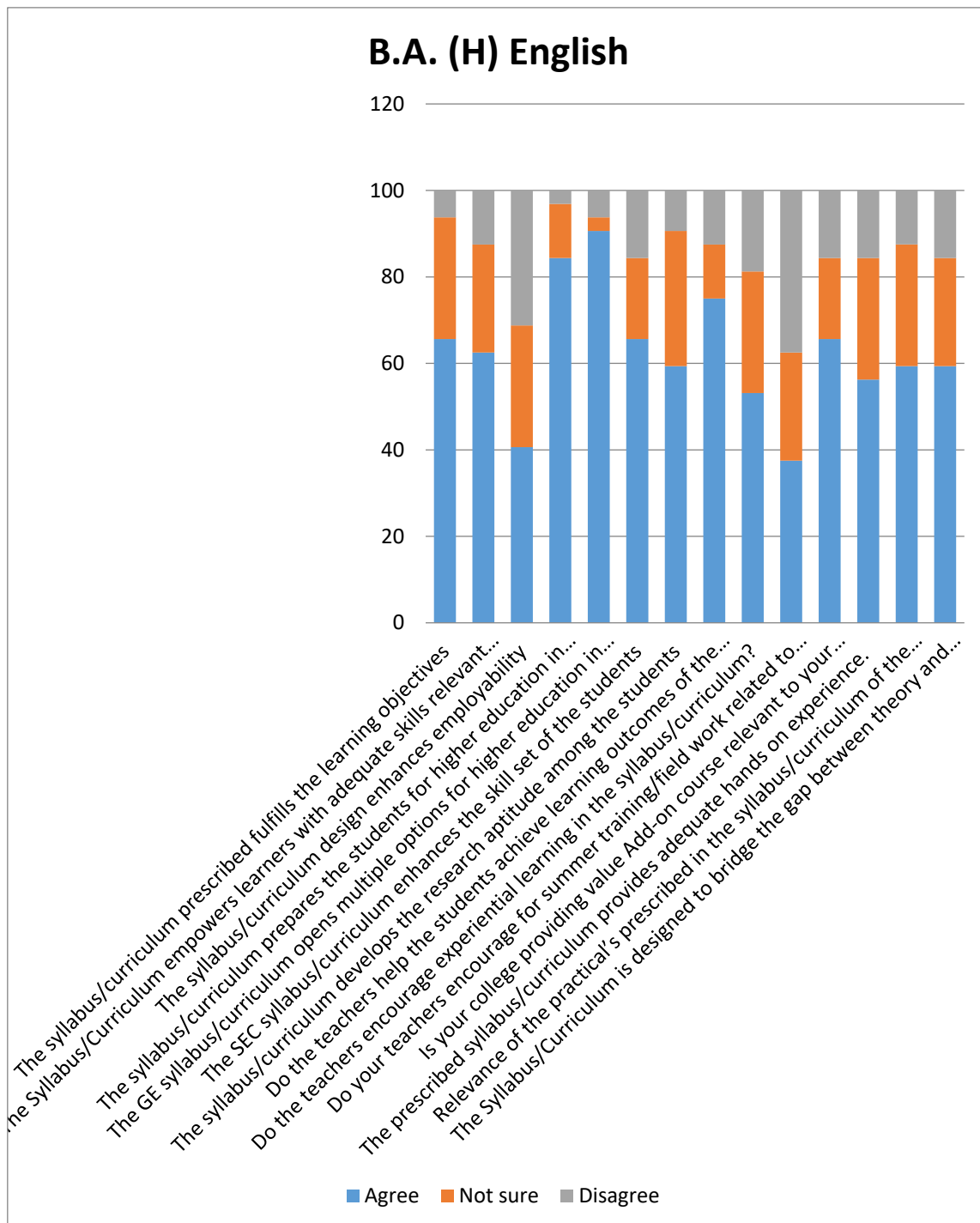


Figure: Students' Curriculum response on a 3-point scale (in percentage)

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) 90.63% students agreed that the GE syllabus opens multiple options for higher education in their respective fields.
- 2) 75.00% of respondents are approving of the statement that the teachers help them in achieving the learning objectives of the syllabus/curriculum.
- 3) 84.38% students agreed that the syllabus/curriculum prepares them for higher education in their respective fields.
- 4) 40.63% agreed that the curriculum enhances employability whereas 31.25% disagreed.

Action Taken

At the University of Delhi, NEP 2020 has been put into place in response to students' expressed worries regarding their employability. The university already provided a range of Skill Enhancement courses under the NEP as of the academic year 2024–2025. To meet demand from the market, it also intends to provide more courses. In order to help students learn about career alternatives and the potential for furthering their education to a higher degree in order to solve the issue, mentoring and counselling services are made available to them. Due to the students' desire to enhance their educational experience by enrolling in extra Value Addition courses, the school has planned the introduction of a few new Addon courses.

The culture of Internship has been made a preferable mode of learning among students. It has been promoted under NEP as well. This will provide students real-world experience and bridge the gap between what they learn in school and what employers want.

B.A. (H) Economics

In order to record the students' feedback regarding the curriculum of the academic session 2023-24, a questionnaire with 14 parameters was circulated. A dataset of **43** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The Variables like *learning objectives*, *empowering learners with adequate skills*, *employability*, *higher education*, *skill enhancement*, *research aptitude*, *learning outcomes*, *experiential learning*, *summer training/field work*, *value Add-on course*, *bridging the gap between theory and practical* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/Disagreeing to the 14 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The syllabus/curriculum prescribed fulfills the learning objectives	67.44	25.58	6.98	100
2) The Syllabus/Curriculum empowers learners with adequate skills relevant for professional engagement	46.51	30.23	23.26	100
3) The syllabus/curriculum design enhances employability	27.91	44.19	27.91	100
4) The syllabus/curriculum prepares the students for higher education in their respective fields	69.77	23.26	6.98	100
5) The GE syllabus/curriculum opens multiple options for higher education in their respective fields	69.77	25.58	4.65	100
6) The SEC syllabus/curriculum enhances the skill set of the students	62.79	20.93	16.28	100
7) The syllabus/curriculum develops the research aptitude among the students	53.49	27.91	18.6	100
8) Do the teachers help the students achieve learning outcomes of the syllabus/curriculum?	62.79	18.6	18.6	100
9) Do the teachers encourage experiential learning in the syllabus/curriculum?	46.51	20.93	32.56	100
10) Do your teachers encourage for summer training/field work related to your syllabus/curriculum?	39.53	34.88	25.58	67.42
11) Is your College providing value Add-on course relevant to your syllabus/curriculum?	62.79	20.93	16.28	100
12) The prescribed syllabus/curriculum provides adequate hands-on experience.	41.86	39.53	18.6	100
13) Relevance of the practical prescribed in the syllabus/curriculum of the course	50	33.33	16.67	100
14) The Syllabus/Curriculum is designed to bridge the gap between theory and practical.	38.1	33.33	28.57	100

Table: Students' Curriculum response on a 3-point scale (in percentage)

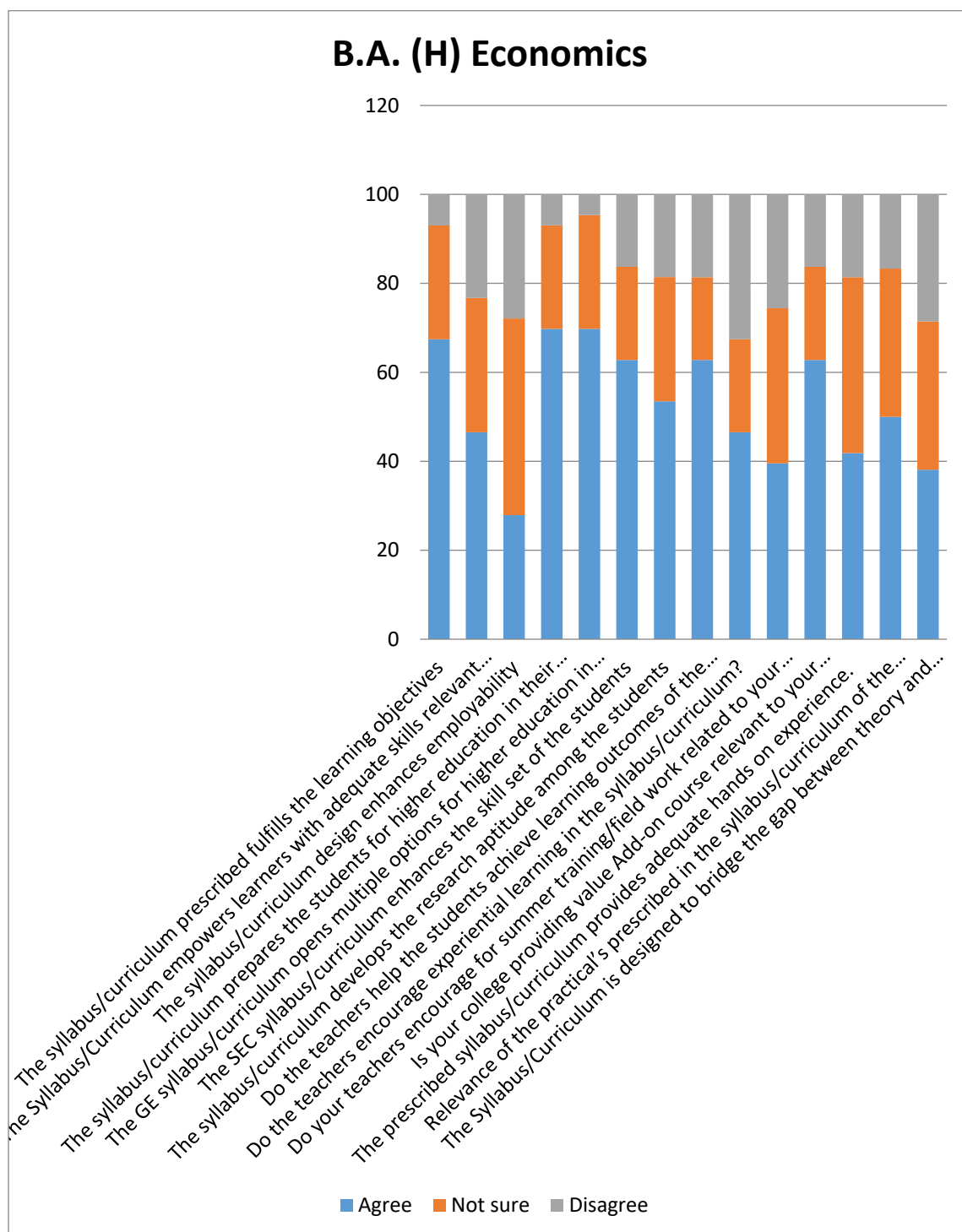


Figure: Students' Curriculum response on a 3-point scale (in percentage)

With this Student Curriculum feedback, the following observations have been highlighted:

- 1) When inquired if the syllabus/curriculum fulfils the learning objectives, the 67.44% of students were convinced.
- 2) When asked if GE curriculum/syllabus opens multiple options for higher education in their respective fields, 69.77% of them agreed.
- 3) The respondents seem to be convinced that the syllabus/curriculum prepares the students for higher education in their respective fields. 69.77% students have agreed.
- 4) 46.51% students agreed that the teachers encourage experiential learning in the syllabus/curriculum whereas 32.56% disagreed.

Action Taken

The implementation of NEP 2020 at the University of Delhi can solve the students' expressed concerns about their employability. The College further intends to expand the range of Skill Enhancement courses under the NEP from the academic session 2024-25, which has somewhat reduced this uncertainty. Offering mentorship, counselling, and advice regarding job choices and futures in higher education may also be part of the solution to the problem.

The culture of Internship has been made a preferable mode of learning among students. It has been promoted under NEP as well. This will provide students real-world experience and bridge the gap between what they learn in school and what employers want.

Teachers' Feedback Report

2023-24

Department of Commerce

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of **28** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

	Agree	Not Sure	Disagr ee	Total
The syllabus fulfils the learning objectives.	97.5	0	2.5	100
The syllabus bridges the gap between industry and academia.	75	20	5	100
The syllabus is locally rooted and globally relevant.	72.5	25	2.5	100
The syllabus contributes towards subject enrichment.	92.5	5	2.5	100
Teachers are involved in the designing of curriculum.	80	17.5	2.5	100
The syllabus is periodically revised.	82.5	17.5	0	100
The syllabus is skill-based and enhances employability of the students.	77.5	22.5	0	100
The syllabus has practical components.	95	5	0	100
The syllabus develops research aptitude among students.	65	30	5	100
The syllabus balances the theory and practical components.	92.5	5	2.5	100
The syllabus can be completed within the prescribed time frame.	80	15	5	100

Table: Teachers' response on a 3-point scale (in percentage)

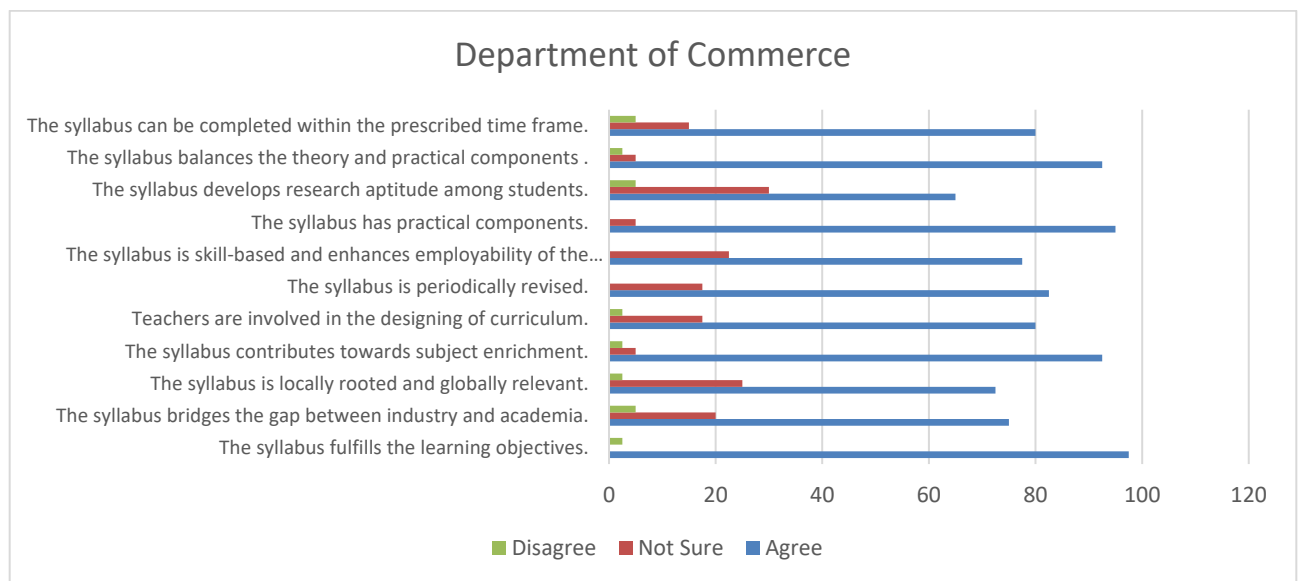


Figure: Teachers' response on a 3-point scale (in percentage)

With this Teacher's Curriculum feedback, the following observations have been highlighted:

1. 97.5% of respondents agree that the syllabus fulfills the learning objectives, with only 2.5% disagreeing.
2. 75% feel the syllabus bridges the gap between industry and academia, though 20% are unsure, indicating some uncertainty about its industry relevance.
3. 72.5% believe the syllabus is locally rooted and globally relevant, but 25% are unsure, suggesting some may question its international relevance.
4. 77.5% of respondents agree the syllabus enhances employability and is skill-based, while 22.5% are uncertain, showing potential room for improvement in these areas.
5. Practical components are well regarded by 95%, but only 65% agree the syllabus develops research aptitude, with 30% uncertain, indicating a possible need to strengthen research-related content.

Action Taken

The *employability* of the students would be further addressed with the implementation of NEP 2020 in University of Delhi. The College would be offering a variety of Skill Enhancement courses and *Value-added courses* under NEP. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression. Besides, the *Research Aptitude* of the students would be further developed by offering the same under the NEP wherein the aspiring students may opt for these opportunities. It can also be further addressed with mentoring and counselling about the career opportunities and options of higher education progress

Department of Botany

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 2 responses have been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

	Agree	Not Sure	Disagr ee	Total
The syllabus fulfils the learning objectives.	100	0	0	100
The syllabus bridges the gap between industry and academia.	100	0	0	100
The syllabus is locally rooted and globally relevant.	100	0	0	100
The syllabus contributes towards subject enrichment.	100	0	0	100
Teachers are involved in the designing of curriculum.	100	0	0	100
The syllabus is periodically revised.	100	0	0	100
The syllabus is skill-based and enhances employability of the students.	100	0	0	100
The syllabus has practical components.	100	0	0	100
The syllabus develops research aptitude among students.	100	0	0	100
The syllabus balances the theory and practical components.	100	0	0	100
The syllabus can be completed within the prescribed time frame.	100	0	0	100

Table: Teachers' response on a 3-point scale (in percentage)

With this Teacher's Curriculum feedback, the following observations have been highlighted:

1. All respondents unanimously agree (100%) that the syllabus fulfills the learning objectives, demonstrating a clear alignment with educational goals.
2. There is unanimous agreement (100%) that the syllabus bridges the gap between industry and academia, suggesting strong industry relevance.
3. Every respondent (100%) feels that the syllabus is locally rooted and globally relevant, indicating broad acceptance of its global applicability.
4. 100% of participants agree that the syllabus enhances employability, develops research aptitude, and balances both theory and practical components, reflecting strong support for its comprehensive structure.
5. No respondent expressed uncertainty or disagreement on any aspect of the syllabus, indicating full satisfaction across all parameters, from curriculum design to completion within the prescribed time frame.

Department of Chemistry

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of **15** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

	Agree	Not Sure	Disagr ee	Total
The syllabus fulfils the learning objectives.	100	0	0	100
The syllabus bridges the gap between industry and academia.	86.67	6.67	6.67	100
The syllabus is locally rooted and globally relevant.	80	20	0	100
The syllabus contributes towards subject enrichment.	100	0	0	100
Teachers are involved in the designing of curriculum.	80	6.67	13.33	100
The syllabus is periodically revised.	100	0	0	100
The syllabus is skill-based and enhances employability of the students.	93.33	0	6.67	100
The syllabus has practical components.	93.33	6.67	0	100
The syllabus develops research aptitude among students.	86.67	6.67	6.67	100.
The syllabus balances the theory and practical components.	80	6.67	13.33	100
The syllabus can be completed within the prescribed time frame.	80	13.33	6.67	100

Table: Teachers' response on a 3-point scale (in percentage)

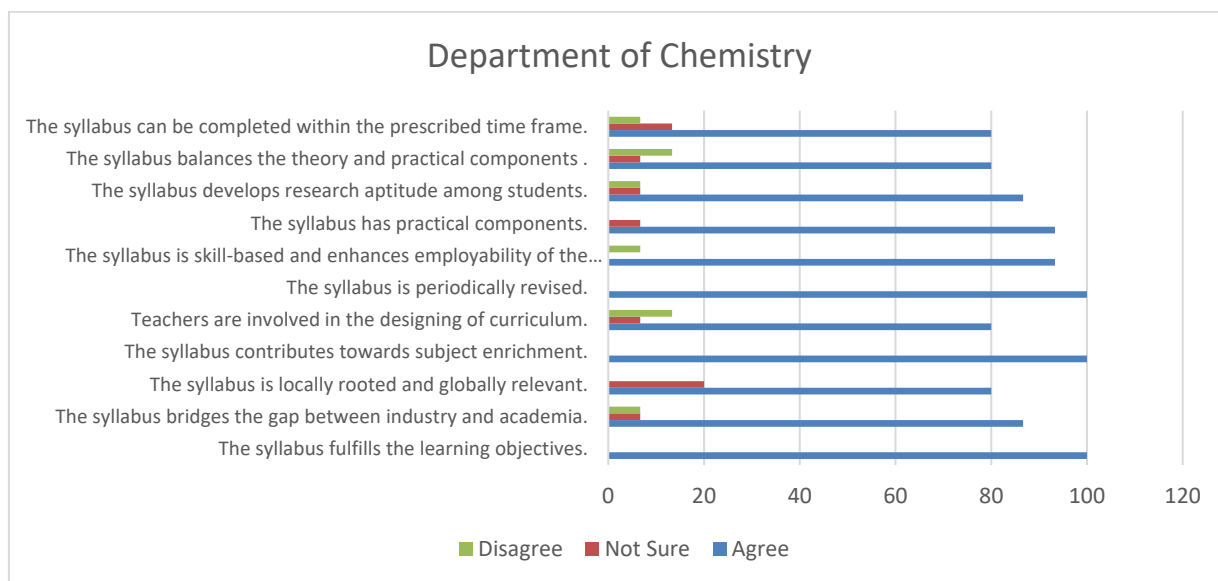


Figure: Teachers' response on a 3-point scale (in percentage)

With this Teacher's Curriculum feedback, the following observations have been highlighted:

1. All respondents agree (100%) that the syllabus fulfills the learning objectives and contributes towards subject enrichment, showcasing strong alignment with educational goals.
2. 86.67% feel the syllabus bridges the gap between industry and academia, but 6.67% are unsure and another 6.67% disagree, indicating some concerns about its industry relevance.
3. 80% of respondents believe the syllabus is locally rooted and globally relevant, while 20% remain unsure, suggesting some uncertainty about its global applicability.
4. 80% agree that teachers are involved in curriculum design, but 13.33% disagree, highlighting a potential gap in faculty participation. Similarly, 80% feel the syllabus balances theory and practical components, while 13.33% disagree, signaling possible concerns about this balance.
5. Practical components are well received, with 93.33% agreeing, but 6.67% are unsure. Likewise, 86.67% agree that the syllabus develops research aptitude, though 6.67% express uncertainty and 6.67% disagree, suggesting room for improvement in fostering research skills.

Action Taken

The *employability* and *research aptitude* have been an indefinite domain of these respondents. These variables would be further addressed with the implementation of NEP 2020 in University of Delhi. The College would be offering multiple Skill Enhancement courses under NEP. The undergraduate course could be made more application based by inducing the Research at UG level. So, the *Research Aptitude* of the students would be further developed by offering the same under the NEP wherein the aspiring students may opt for these opportunities. It can also be further addressed with mentoring and counselling about the career opportunities and options of higher education progress.

Department of Computer Science

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 5 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

	Agree	Not Sure	Disagr ee	Total
The syllabus fulfils the learning objectives.	100	0	0	100
The syllabus bridges the gap between industry and academia.	100	0	0	100
The syllabus is locally rooted and globally relevant.	80	20	0	100
The syllabus contributes towards subject enrichment.	100	0	0	100
Teachers are involved in the designing of curriculum.	100	0	0	100
The syllabus is periodically revised.	100	0	0	100
The syllabus is skill-based and enhances employability of the students.	100	0	0	100
The syllabus has practical components.	100	0	0	100
The syllabus develops research aptitude among students.	100	0	0	100
The syllabus balances the theory and practical components.	100	0	0	100
The syllabus can be completed within the prescribed time frame.	100	0	0	100

Table: Teachers' response on a 3-point scale (in percentage)

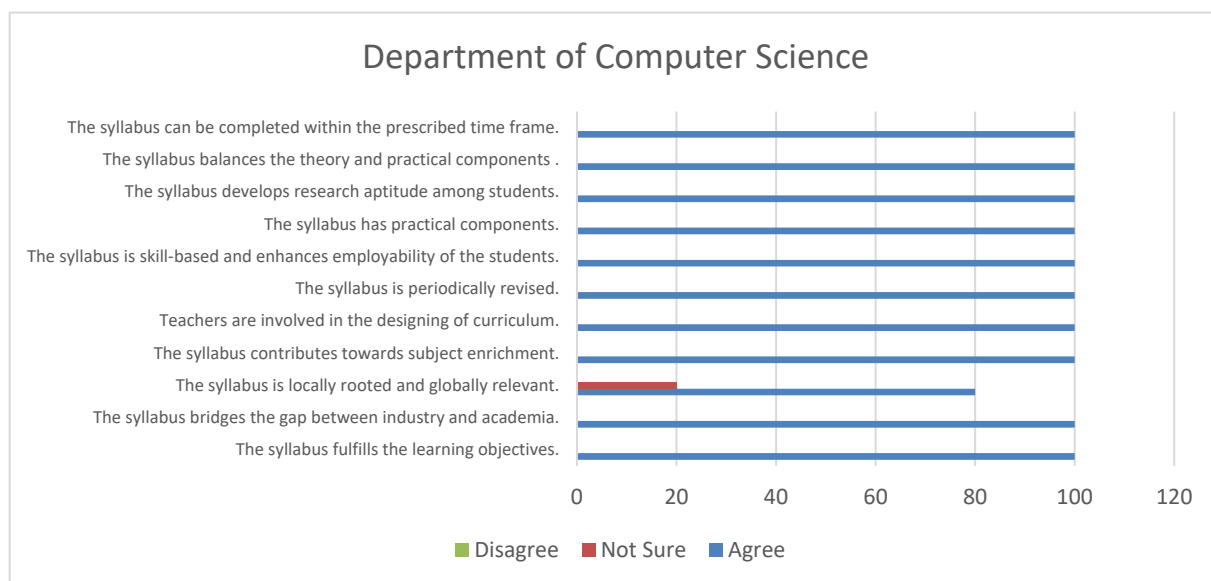


Figure: Teachers’ response on a 3-point scale (in percentage)

With this Teacher's Curriculum feedback, the following observations have been highlighted:

1. For most criteria, there is unanimous agreement (100%) across the respondents, indicating high satisfaction with the syllabus fulfilling the learning objectives, bridging the gap between industry and academia, contributing to subject enrichment, teacher involvement, periodic revisions, employability, practical components, and research aptitude development, balance of theory and practice, and timely completion.
2. The only area with slight uncertainty is whether the syllabus is locally rooted and globally relevant. While 80% agree, 20% of respondents are unsure, suggesting some may question the syllabus's global applicability despite strong local relevance.

Action Taken

The outcomes may be visible with the successful implementation of NEP. The College would be revising the syllabus and offering many application-based courses under NEP.

Department of Economics

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of **11** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

	Agree	Not Sure	Disagr ee	Total
The syllabus fulfils the learning objectives.	90.91	0	9.09	100
The syllabus bridges the gap between industry and academia.	72.73	18.18	9.09	100
The syllabus is locally rooted and globally relevant.	90.91	0	9.09	100
The syllabus contributes towards subject enrichment.	90.91	9.09	0	100
Teachers are involved in the designing of curriculum.	100	0	0	100
The syllabus is periodically revised.	90.91	9.09	0	100
The syllabus is skill-based and enhances employability of the students.	72.73	18.18	9.09	100
The syllabus has practical components.	81.82	0	18.18	100
The syllabus develops research aptitude among students.	72.73	18.18	9.09	100
The syllabus balances the theory and practical components.	72.73	27.27	0	100
The syllabus can be completed within the prescribed time frame.	81.82	18.18	0	100

Table: Teachers' response on a 3-point scale (in percentage)

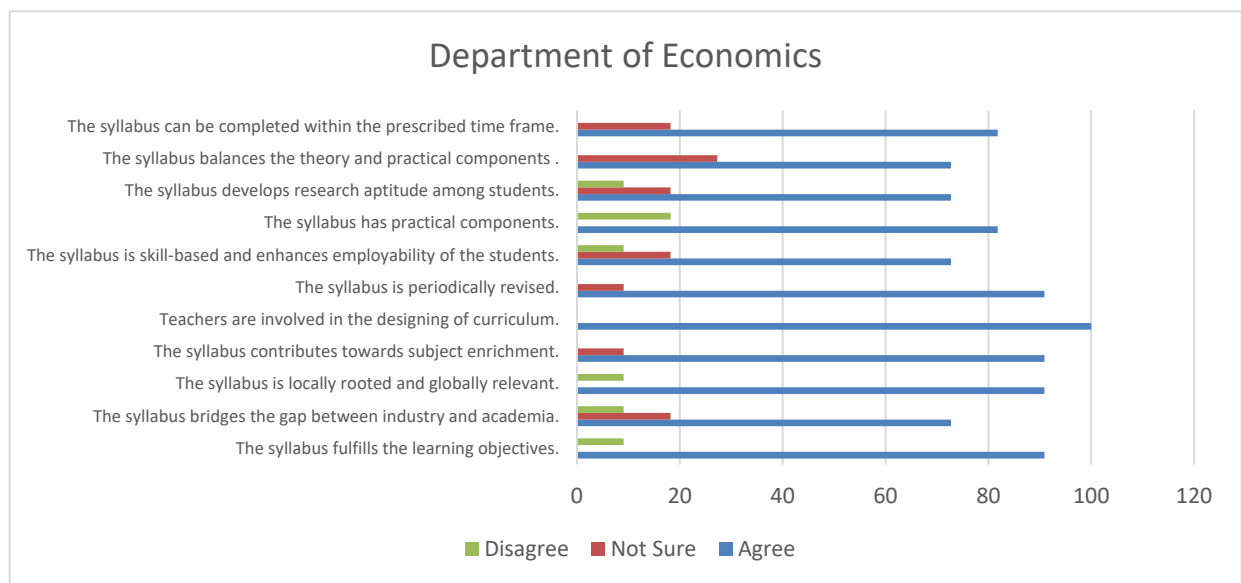


Figure: Teachers’ response on a 3-point scale (in percentage)

With this Teacher's Curriculum feedback, the following observations have been highlighted:

1. 90.91% of respondents agree that the syllabus fulfills the learning objectives, while 9.09% disagree, showing overall satisfaction but with some concerns.
2. 72.73% feel the syllabus bridges the gap between industry and academia, though 18.18% are unsure, and 9.09% disagree, indicating room for improvement in industry relevance.
3. 100% of respondents agree that teachers are involved in designing the curriculum, showing strong faculty engagement. However, only 72.73% agree that the syllabus is skill-based and enhances employability, with 18.18% uncertain and 9.09% disagreeing.
4. Practical components are seen positively by 81.82% of respondents, but 18.18% disagree, signaling a potential need for better integration of practical aspects.
5. 72.73% believe the syllabus balances theory and practice, while 27.27% are unsure, pointing to uncertainty about the curriculum's structure in this regard. Additionally, 81.82% agree that the syllabus can be completed within the prescribed time, with 18.18% unsure.

Action Taken

The UG level course could be made more application based by inducing the Research at graduation level. So, the **Research Aptitude** of the students would be further developed by offering the same under the NEP wherein the aspiring students may opt for these opportunities. The syllabus of undergraduate course has been further revised under NEP and made more application based by including a variety of subjects as **SEC, GE and VAC**. The outcomes may be visible with the successful implementation of NEP. The College would be offering many application-based courses under NEP.

Department of English

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of **12** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

	Agree	Not Sure	Disagr ee	Total
The syllabus fulfils the learning objectives.	91.67	8.33	0	100
The syllabus bridges the gap between industry and academia.	50	50	0	100
The syllabus is locally rooted and globally relevant.	100	0	0	100
The syllabus contributes towards subject enrichment.	83.33	0	16.67	100
Teachers are involved in the designing of curriculum.	50	50	0	100
The syllabus is periodically revised.	75	25	0	100
The syllabus is skill-based and enhances employability of the students.	75	25	0	100
The syllabus has practical components.	91.67	8.33	0	100
The syllabus develops research aptitude among students.	83.33	16.67	0	100
The syllabus balances the theory and practical components.	83.33	16.67	0	100
The syllabus can be completed within the prescribed time frame.	100	0	0	100

Table: Teachers' response on a 3-point scale (in percentage)

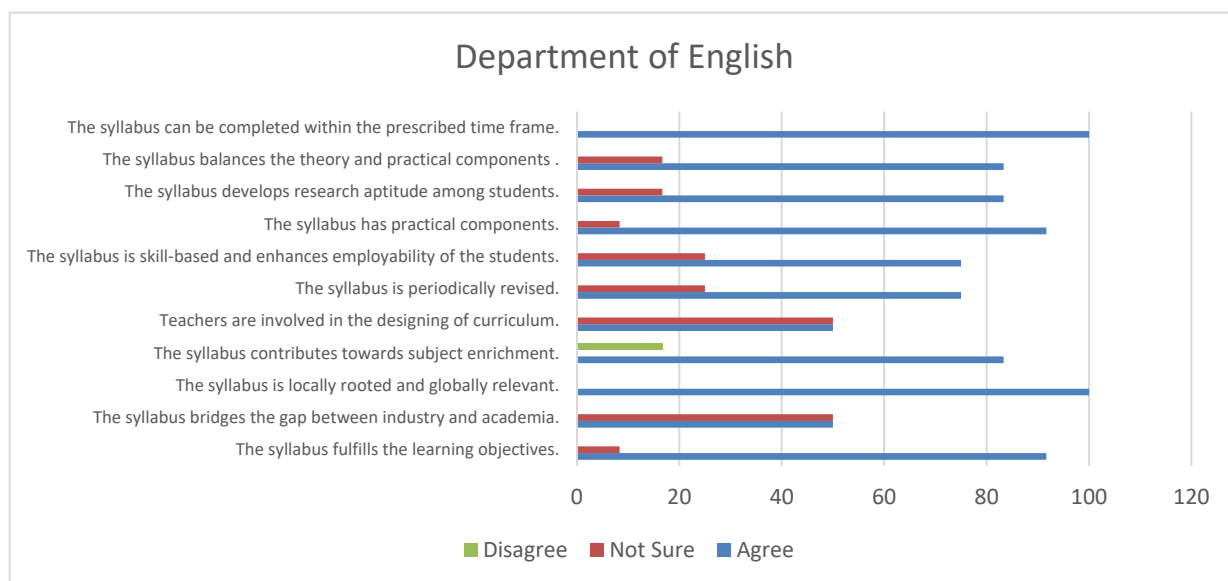


Figure: Teachers' response on a 3-point scale (in percentage)

With this Teacher's Curriculum feedback, the following observations have been highlighted:

1. Almost all teachers (91.67%) agree that the syllabus meets its learning objectives, with no disagreement.
2. While 50% agree that the syllabus bridges the gap between industry and academia, the other half are uncertain, suggesting potential improvements.
3. Teachers unanimously agree (100%) that the syllabus is locally rooted and globally relevant. Similarly, all teachers agree that the syllabus can be completed within the prescribed timeframe.
4. Most teachers (75%) feel that the syllabus is skill-based and enhances employability, while a majority (83.33%) also agree it contributes to research aptitude among students.
5. Half of the teachers (50%) are unsure about their involvement in curriculum design, while 75% agree that the syllabus is periodically revised.

Action Taken

The undergraduate course could be made more application based by inducing the Research at UG level. So, the ***Research Aptitude*** of the students would be further developed by offering the same under the NEP wherein the wishful students may opt for these opportunities. The issue of ***periodically revision*** of syllabus also further addressed in NEP by inducing updated courses (offering a variety of Value-Added Courses, Skill Enhancement Courses and Generic Elective) and revised the previous one.

Department of Hindi

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of **10** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

	Agree	Not Sure	Disagr ee	Total
The syllabus fulfils the learning objectives.	70	30	0	100
The syllabus bridges the gap between industry and academia.	40	30	30	100
The syllabus is locally rooted and globally relevant.	50	50	0	100
The syllabus contributes towards subject enrichment.	50	40	10	100
Teachers are involved in the designing of curriculum.	40	50	10	100
The syllabus is periodically revised.	80	10	10	100
The syllabus is skill-based and enhances employability of the students.	60	30	10	100
The syllabus has practical components.	50	20	30	100
The syllabus develops research aptitude among students.	60	30	10	100
The syllabus balances the theory and practical components.	60	30	10	100
The syllabus can be completed within the prescribed time frame.	90	0	10	100

Table: Teachers' response on a 3-point scale (in percentage)

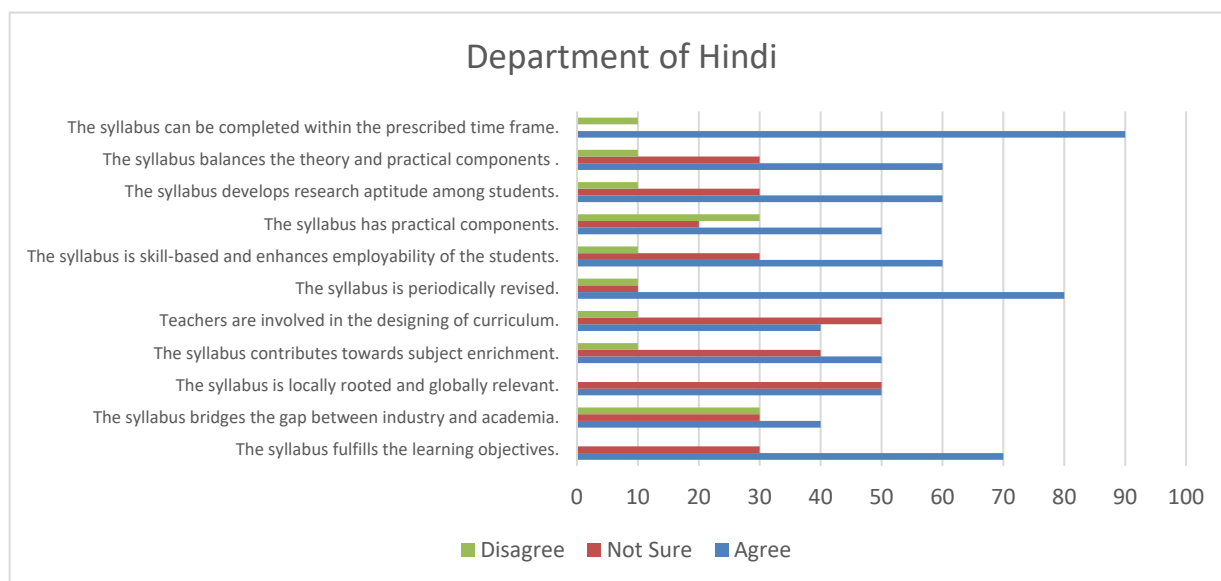


Figure: Teachers’ response on a 3-point scale (in percentage)

With this Teacher's Curriculum feedback, the following observations have been highlighted:

1. A strong majority (70%) believe the syllabus fulfills its learning objectives, with 30% unsure, and it is perceived as compliable within the prescribed timeframe (90% agree).
2. Opinions on bridging the gap between industry and academia are divided: 40% agree, while 30% are unsure and another 30% disagree.
3. Half of the teachers feel the syllabus is locally rooted and globally relevant, with the other half uncertain, and 50% believe it contributes to subject enrichment.
4. Teachers express concerns about their involvement in curriculum design (40% agree, 50% unsure), while 80% agree that the syllabus is periodically revised.
5. The syllabus is seen as skill-based and enhancing employability by 60% of teachers, with a similar percentage believing it develops research aptitude and balances theory and practical components.

Action Taken

The issue of *periodically revision* of syllabus also further addressed in NEP by inducing updated courses (offering a variety of Value-Added Courses, Skill Enhancement Courses and Generic Elective) and revised the previous one.

The undergraduate course could be made more *locally rooted* as NEP gave special focus on local languages and mode of study can also be chosen in local language by students. Also, with induction of NEP, more foreign Universities may be invited making the learning relatively more *globally relevant*. So, this step would surely be an impetus and willing students may opt for these opportunities.

Department of History

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 9 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

	Agree	Not Sure	Disagr ee	Total
The syllabus fulfils the learning objectives.	100	0	0	100
The syllabus bridges the gap between industry and academia.	77.78	22.22	0	100
The syllabus is locally rooted and globally relevant.	100	0	0	100
The syllabus contributes towards subject enrichment.	100	0	0	100
Teachers are involved in the designing of curriculum.	88.89	11.11	0	100
The syllabus is periodically revised.	88.89	11.11	0	100
The syllabus is skill-based and enhances employability of the students.	88.89	11.11	0	100
The syllabus has practical components.	77.78	22.22	0	100
The syllabus develops research aptitude among students.	88.89	11.11	0	100
The syllabus balances the theory and practical components.	100	0	0	100
The syllabus can be completed within the prescribed time frame.	88.89	11.11	0	100

Table: Teachers' response on a 3-point scale (in percentage)

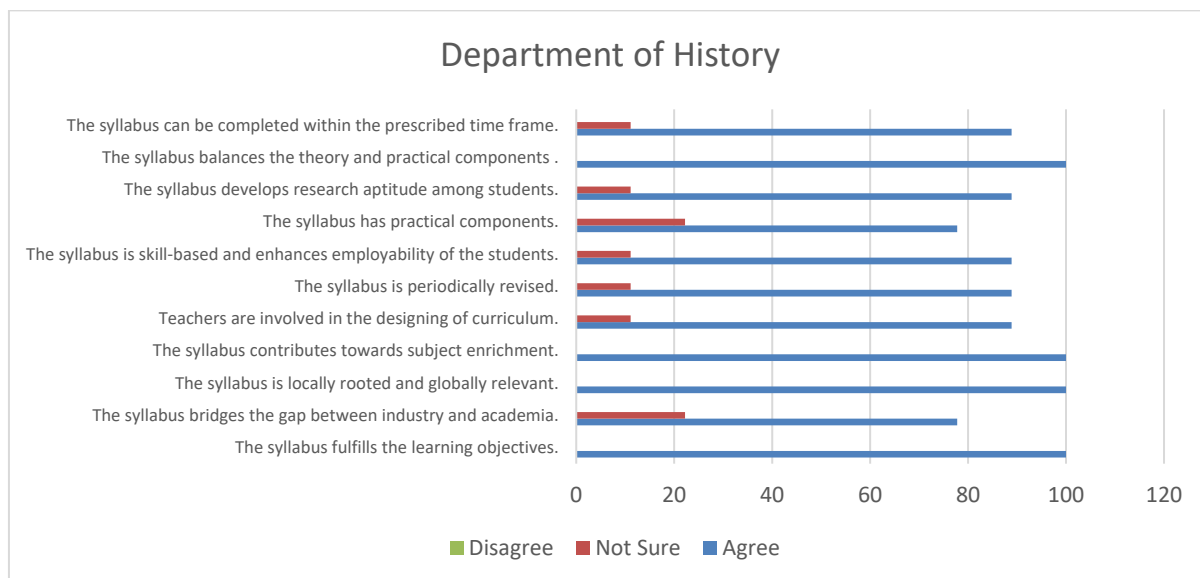


Figure: Teachers’ response on a 3-point scale (in percentage)

With this Teacher's Curriculum feedback, the following observations have been highlighted:

1. All teachers agree that the syllabus fulfills learning objectives, is locally rooted and globally relevant, contributes to subject enrichment, and balances theory and practical components.
2. A strong majority (77.78%) believe the syllabus bridges the gap between industry and academia, while 22.22% are unsure.
3. Most teachers (88.89%) feel involved in curriculum design and believe the syllabus is periodically revised, skill-based, and enhances employability.
4. The syllabus is perceived to have practical components by 77.78% of teachers, with 22.22% uncertain about this aspect.
5. Nearly all teachers (88.89%) agree that the syllabus can be completed within the prescribed timeframe, with only a small percentage unsure.

Action Taken

The *Practical Components* and *employability* of the students go hand in hand. These two parameters have been an ambiguous sphere of these respondents. It would be further addressed with the implementation of NEP 2020 in University of Delhi. The College would be offering a variety of Skill Enhancement courses under NEP. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression.

Further, the undergraduate course could be made more application based by inducing the Research at UG level. So, the *Research Aptitude* of the students would be further developed by offering the same under the NEP wherein the aspiring students may opt for these opportunities. It can also be further addressed with mentoring and counselling about the career opportunities and options of higher education progress.

Department of Mathematics

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 9 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

	Agree	Not Sure	Disagr ee	Total
The syllabus fulfils the learning objectives.	100	0	0	100
The syllabus bridges the gap between industry and academia.	83.33	16.67	0	100
The syllabus is locally rooted and globally relevant.	100	0	0	100
The syllabus contributes towards subject enrichment.	91.67	8.33	0	100
Teachers are involved in the designing of curriculum.	91.67	8.33	0	100
The syllabus is periodically revised.	91.67	8.33	0	100
The syllabus is skill-based and enhances employability of the students.	91.67	8.33	0	100
The syllabus has practical components.	100	0	0	100
The syllabus develops research aptitude among students.	75	25	0	100
The syllabus balances the theory and practical components.	91.67	8.33	0	100
The syllabus can be completed within the prescribed time frame.	83.33	16.67	0	100

Table: Teachers' response on a 3-point scale (in percentage)

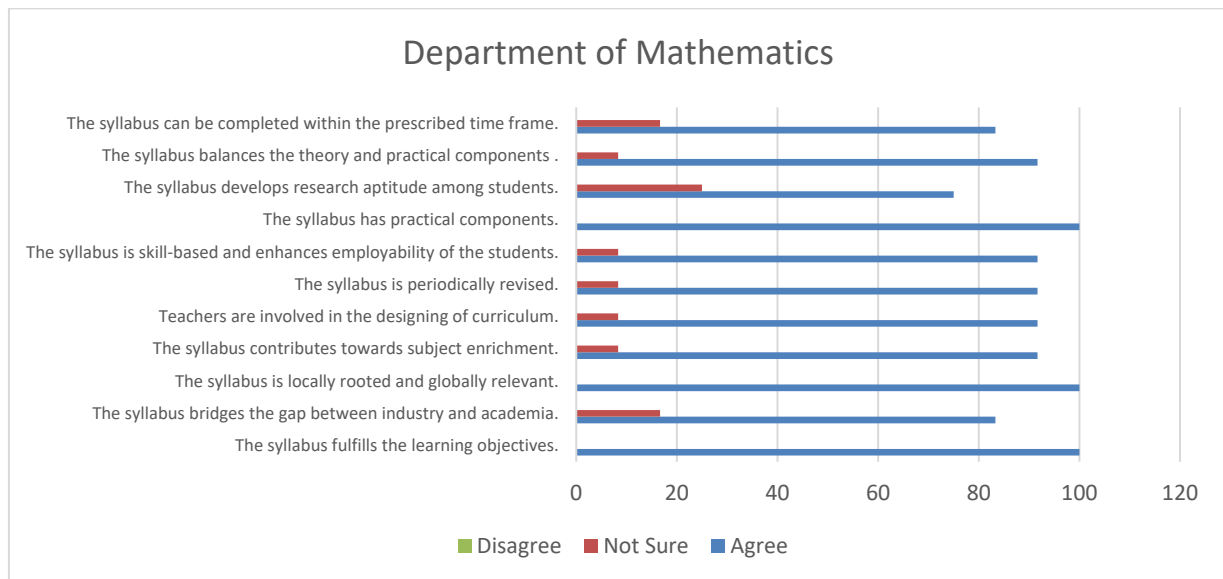


Figure: Teachers’ response on a 3-point scale (in percentage)

With this Teacher's Curriculum feedback, the following observations have been highlighted:

1. All teachers agree that the syllabus fulfills learning objectives, is locally rooted and globally relevant, and includes practical components.
2. A strong majority (83.33%) believe the syllabus bridges the gap between industry and academia, with 16.67% uncertain.
3. Most teachers (91.67%) agree that the syllabus contributes to subject enrichment, involves teachers in its design, is periodically revised, and enhances employability.
4. While 75% feel the syllabus develops research aptitude among students, 25% are unsure about this aspect.
5. Nearly all teachers (91.67%) agree that the syllabus balances theory and practical components, and 83.33% believe it can be completed within the prescribed timeframe, with some uncertainty remaining.

Action Taken

The domain of periodically revision of syllabus seems to be unclear for these respondents. It has been revised under NEP 2020 implemented in University of Delhi. The College would be offering a variety of Skill Enhancement courses under NEP.

Department of Physics

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of **12** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

	Agree	Not Sure	Disagr ee	Total
The syllabus fulfils the learning objectives.	100	0	0	100
The syllabus bridges the gap between industry and academia.	75	8.33	16.67	100
The syllabus is locally rooted and globally relevant.	58.33	25	16.67	100
The syllabus contributes towards subject enrichment.	100	0	0	100
Teachers are involved in the designing of curriculum.	75	25	0	100
The syllabus is periodically revised.	58.33	41.67	0	100
The syllabus is skill-based and enhances employability of the students.	75	16.67	8.33	100
The syllabus has practical components.	100	0	0	100
The syllabus develops research aptitude among students.	75	8.33	16.67	100
The syllabus balances the theory and practical components.	83.33	8.33	8.33	99.99
The syllabus can be completed within the prescribed time frame.	50	16.67	33.33	100

Table: Teachers' response on a 3-point scale (in percentage)

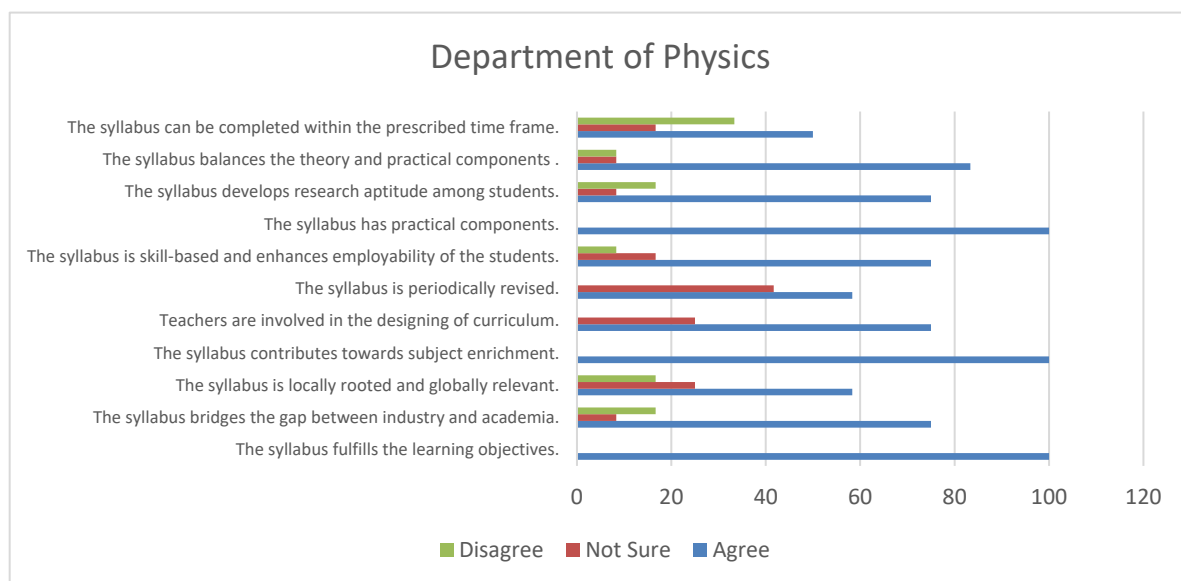


Figure: Teachers' response on a 3-point scale (in percentage)

With this Teacher's Curriculum feedback, the following observations have been highlighted:

1. All teachers agree that the syllabus fulfills learning objectives, contributes to subject enrichment, and includes practical components.
2. While 75% believe the syllabus bridges the gap between industry and academia, 16.67% disagree, indicating some concerns.
3. Only 58.33% feel the syllabus is locally rooted and globally relevant, with a significant portion (25%) uncertain.
4. A majority (75%) agree that teachers are involved in curriculum design, but only 58.33% think the syllabus is periodically revised.
5. While 75% believe the syllabus enhances employability and develops research aptitude, only 50% feel it can be completed within the prescribed timeframe, highlighting potential issues with time management.

Action Taken

The concern regarding whether syllabus is *locally rooted and globally relevant* would be addressed by made it more locally as NEP 2020 gave special focus on local languages and mode of study can also be chosen in local language by students. So, this step would be surely helpful and wishful students may opt for these opportunities that would made the course global relevant.

Department of Political Science

Teachers are the impetus of knowledge for the students in any academic institutions. Their involvement in curriculum, research and student learning is the primary source of learning for the students. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 11 parameters was circulated. A dataset of 6 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *gap between industry and academia*, *syllabus globally relevant*, *subject enrichment*, *Teachers' involvement in curriculum designing*, *syllabus revisions*, *skill-based and employability of the students*, *practical components*, *research aptitude*, *balances the theory and practical components etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 11 questions.

	Agree	Not Sure	Disagr ee	Total
The syllabus fulfils the learning objectives.	100	0	0	100
The syllabus bridges the gap between industry and academia.	66.67	33.33	0	100
The syllabus is locally rooted and globally relevant.	100	0	0	100
The syllabus contributes towards subject enrichment.	100	0	0	100
Teachers are involved in the designing of curriculum.	100	0	0	100
The syllabus is periodically revised.	83.33	16.67	0	100
The syllabus is skill-based and enhances employability of the students.	50	50	0	100
The syllabus has practical components.	100	0	0	100
The syllabus develops research aptitude among students.	83.33	16.67	0	100
The syllabus balances the theory and practical components.	100	0	0	100
The syllabus can be completed within the prescribed time frame.	100	0	0	100

Table: Teachers' response on a 3-point scale (in percentage)

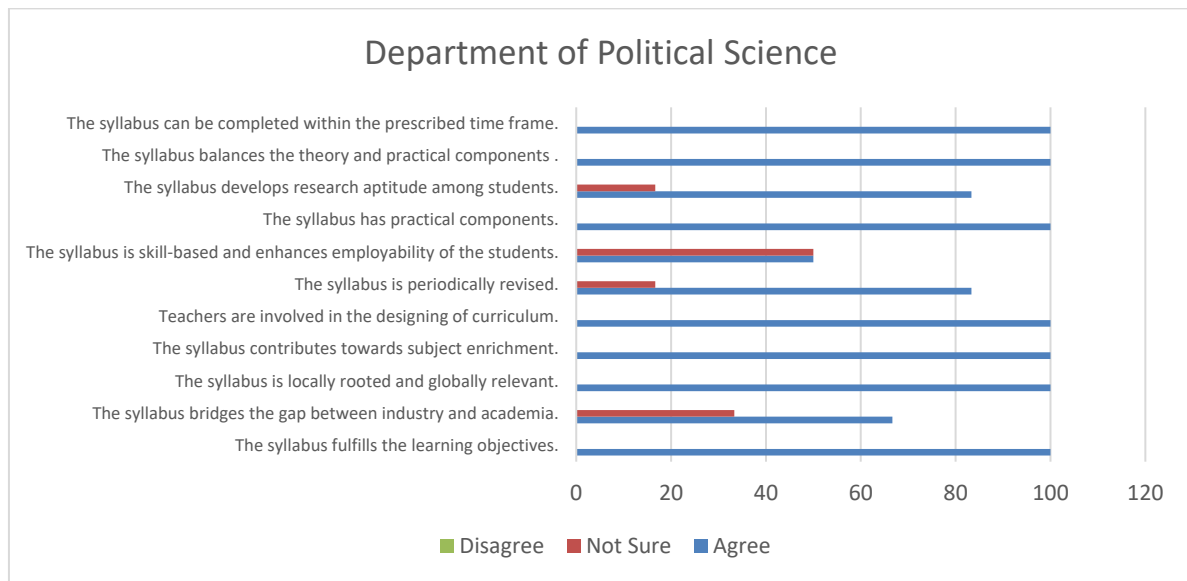


Figure: Teachers' response on a 3-point scale (in percentage)

With this Teacher's Curriculum feedback, the following observations have been highlighted:

1. All teachers agree that the syllabus fulfills learning objectives, is locally rooted and globally relevant, contributes to subject enrichment, includes practical components, and balances theory and practical elements.
2. While 66.67% believe the syllabus bridges the gap between industry and academia, 33.33% are unsure, indicating some concerns in this area.P
3. A strong majority (100%) agree that teachers are involved in curriculum design, which reflects a high level of engagement.
4. Although 83.33% think the syllabus is periodically revised, there's still some uncertainty (16.67%).
5. Only 50% of teachers feel the syllabus is skill-based and enhances employability, highlighting a potential gap that may need to be addressed.

Action Taken

The graduation course could be made more application based by inducing the Research at UG level. So, the **Research Aptitude** of the students would be further developed by offering the same under the NEP wherein the aspiring students may opt for these opportunities. The other issue was also addressed by making the course more **locally rooted** as NEP gave special focus on local languages and mode of study can also be chosen in local language by students. So, this step would surely be helpful and wishful students may opt for these opportunities.

Employers' Feedback Report 2023-24

The Graduate students of the College look forward to employment. The College as well takes care of Employers' expectation to meet industry set-up. Hence, feedback has been gathered from the Students' Employers regarding the curriculum of the academic session 2023-24, a questionnaire with 08 parameters was circulated. A dataset of **14** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The variables like *relevance of curriculum*, *logical ability*, *aptitude skills*, *soft skills*, *training*, *interpersonal skills*, *ethics and moral values* etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 08 questions.

Variables	Agree	Not Sure	Disagree	Total
1) The curriculum followed by the institution is relevant and at par with the expectation of the recruiter.	78.57	14.29	7.14	100
2) The curriculum develops logical ability in the students.	57.14	35.71	7.14	100
3) The specialized subjects of the curriculum develop aptitude skills in the students.	42.86	50.00	7.14	100
4) The course curriculum develops soft skills among the students.	42.86	35.71	21.43	100
5) The graduate students of the college are trained with the up to date domain knowledge.	28.57	35.71	35.71	100
6) The curriculum and co-curricular participation equip the graduates of the college with interpersonal skills required for the industry.	35.71	50.00	14.29	100
7) The curriculum of the institution inculcates ethics and moral values in the outgoing students.	57.14	21.43	21.43	100
8) The employee has made an impact in the organization/industry he/she is working in.	50.00	42.86	7.14	100

Table: Employers' response on a 3-point scale (in percentage)

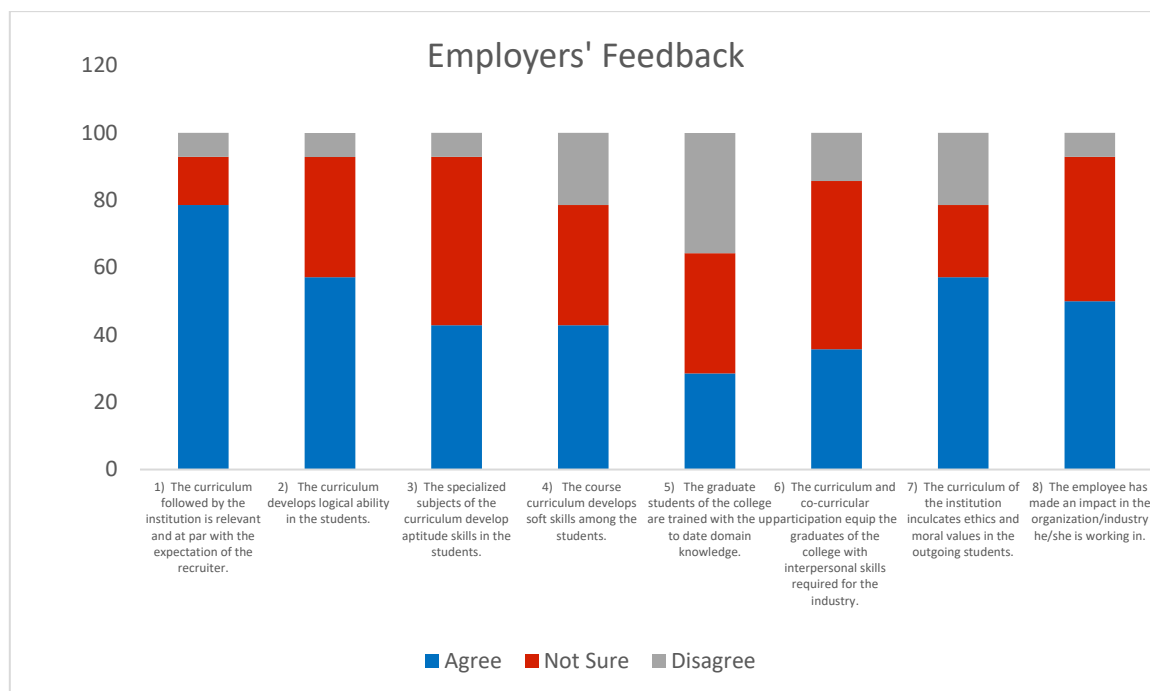


Figure: Employers' response on a 3-point scale (in percentage)

With this Employers' feedback, the following observations have been highlighted:

- 1) When the Employers of the former students were asked if the College has met the *expectations of the recruiter* 78.57% employers endorsed the statement. However, 14.29% were neutral to respond.
- 2) 57.14% employers endorse that the curriculum of the institution *develops logical ability* and inculcates *ethics and moral values* in the outgoing students.
- 3) Further, the employers believe that the course curriculum develops *soft skills* among the students. This has been reassured by 42.86% respondents affirmatively.
- 4) Some 35.71% employers agreed that the curriculum and co-curricular participation equip the graduates of the college with *interpersonal skills* required for the industry.
- 5) When employers were asked if the College graduates are *trained* with the up-to-date domain knowledge, 28.57% agreed, 35.71% disagreed and around 35.71% are uncertain.

Action Taken

The *interpersonal skills* of the students have been an uncertain/not so favourable domain of these respondents. When the entire teaching learning shifted to online mode, there was a little diminished exposure for students in practical work/field work, hands-on experience and one-to-one communication. This issue would automatically be resolved as the physical classes and interactions have resumed. It would be further addressed with the implementation of NEP 2020 in University of Delhi.

The College has begun offering more of options for *Skill Enhancement courses* to address the *practical training* of the students and further ensure an up-to-date domain knowledge among the students from the academic session 2024-25. The issue can be further addressed with mentoring and counselling about the career opportunities and possibilities of higher education progression.

Alumni Feedback Report 2023-24

B.A. (H) Economics

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of **41** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *adequate skills*, *employability*, *preparedness for higher education*, *multiple options for higher education*, *research aptitude*, *summer training/field work*, *subject enrichment etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions.

Variables	Agree	Disagree	Neutral	Not Applicable	Total
1) The syllabus fulfilled the learning objectives.	65.85	4.88	29.27	0	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	53.66	4.88	41.46	0	100.00
3) The syllabus enhanced your employability.	53.66	9.76	36.59	0	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	58.54	9.76	31.71	0	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	53.66	2.44	36.59	7.32	100.00
6) The SEC syllabus enhanced your skill set.	51.22	0	36.59	12.2	100.00
7) The syllabus developed your research aptitude.	51.22	4.88	43.9	0	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	41.46	14.63	43.9	0	100.00
9) The syllabus contributed towards subject enrichment.	56.1	9.76	34.15	0	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	53.66	12.2	34.15	0	100.00

Table: Alumni response on a 3-point scale (in percentage)

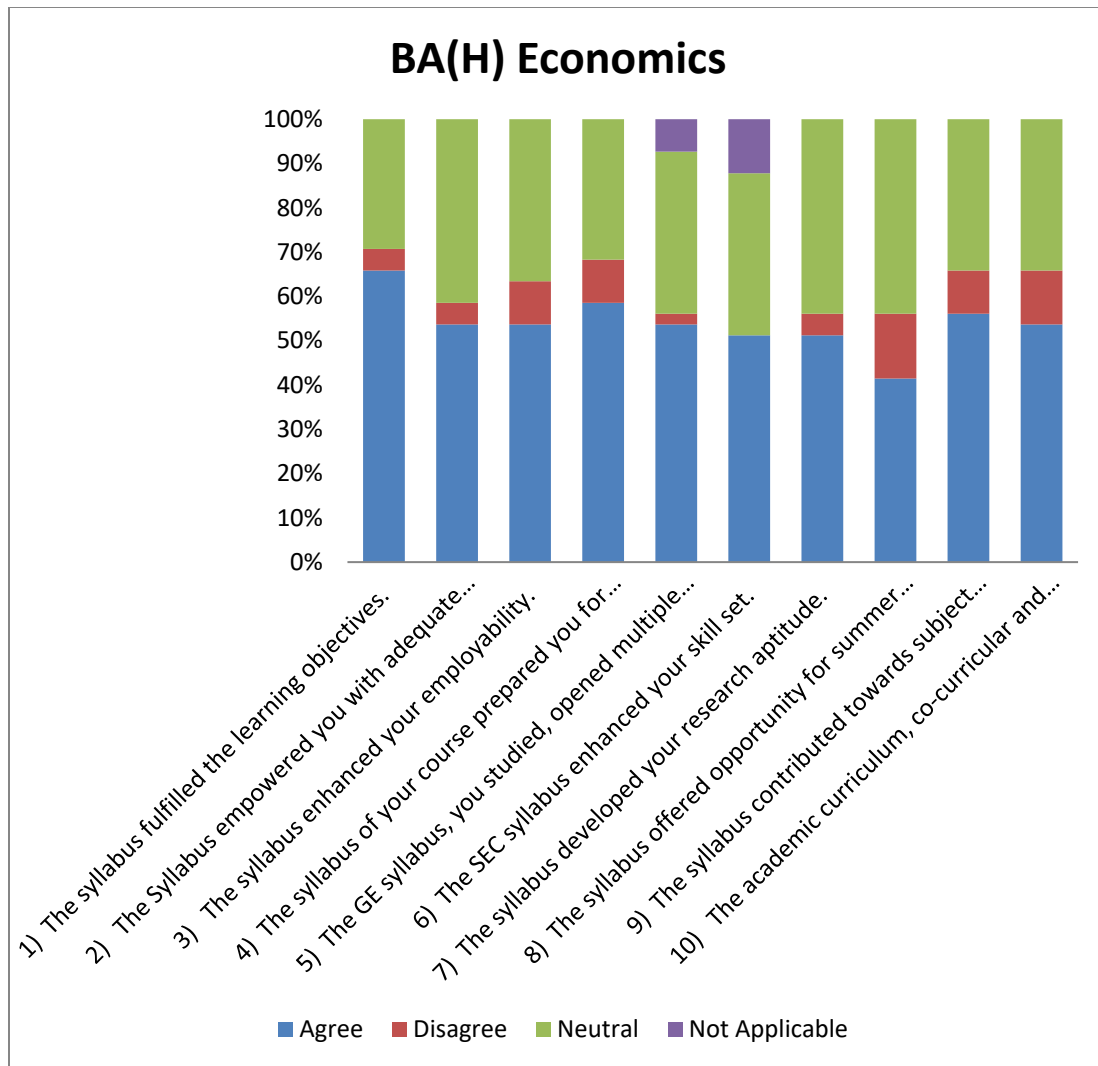


Figure: Alumni response on a 3-point scale (in percentage)

With this Alumni feedback, the following observations have been highlighted:

- 1) A substantial number of respondents, 65.85% agree that the syllabus effectively fulfills the intended learning objectives. 29.27% of respondents express a neutral stance on this matter.
- 2) Respondents' opinions are varied. Approximately 53.66% agree that the syllabus empowers them with adequate skills for professional engagement and 4.88% disagree with this statement.
- 3) 53.66% of respondents agree that the syllabus enhances their employability. 36.59% are neutral on this aspect, while 9.76% disagree.
- 4) 53.66% agree that the syllabus prepares them for higher education in their respective field. 31.71% bear an indifferent response and 9.76% disagree.
- 5) A majority 53.66% of respondents agree that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 36.59% are neutral on this matter, while 2.44% disagree.
- 6) A majority 53.66% agree that the academic curriculum, co-curricular and extra-curricular activities of the institution helped them to succeed in professional world. 12.22% disagree while 34.15% holds a neutral stance.
- 7) Only 41.46% agree that the syllabus offered opportunity for summer training related to curriculum and 14.63% disagree.

Action Taken

With the advent of NEP, a relatively greater number of *Generic Elective papers have been offered* by the college in this session and even more would be offered in upcoming sessions. This would explore more avenues for students opening multiple options for higher education ahead.

Besides, the College is offering a variety of *Skill* Enhancement courses. The issue can be further addressed with mentoring and counseling about the career opportunities and

possibilities of higher education progression. Also, with the long-lasting suspension owing to Pandemic, there has been a crisis in the number of *summer training/field work* activities related to curriculum too. The college and the University of Delhi have started to offer summer internships and summer training/field work activities related to curriculum.

B.A. (H) English

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of **47** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives*, *adequate skills*, *employability*, *preparedness for higher education*, *multiple options for higher education*, *research aptitude*, *summer training/field work*, *subject enrichment etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions.

Variables	Agree	Disagree	Neutral	Not Applicable	Total
1) The syllabus fulfilled the learning objectives.	76.6	6.38	17.02	0	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	72.34	10.64	17.02	0	100.00
3) The syllabus enhanced your employability.	63.83	8.51	27.66	0	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	70.21	4.26	25.53	0	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	59.57	4.26	34.04	2.13	100.00
6) The SEC syllabus enhanced your skill set.	63.83	6.38	25.53	4.26	100.00
7) The syllabus developed your research aptitude.	70.21	4.26	25.53	0	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	59.57	8.51	31.91	0	100.00
9) The syllabus contributed towards subject enrichment.	70.21	2.13	27.66	0	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	68.09	6.38	25.53	0	100.00

Table: Alumni response on a 3-point scale (in percentage)

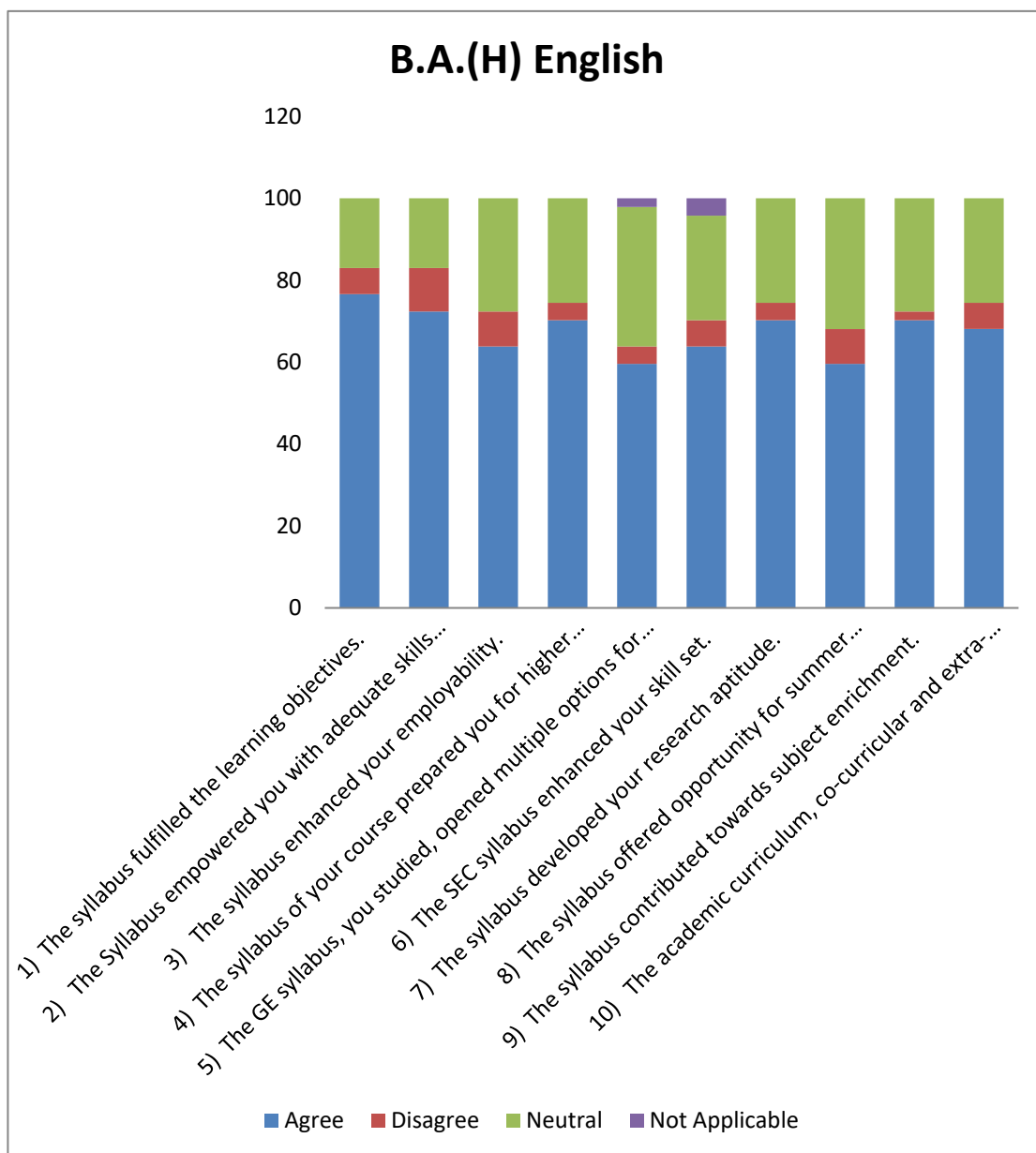


Figure: Alumni response on a 3-point scale (in percentage)

With this Alumni feedback, the following observations have been highlighted:

- 1) A good majority of 76.6% agree that the syllabus effectively fulfills the learning objectives. 17.02% respondents express a neutral stance on this matter.
- 2) A sizeable portion, 63.83% agree that the syllabus enhances their employability. 27.66% respondents are neutral on this matter, and 8.51% disagree.
- 3) A substantial majority (70.21%) agree that the syllabus prepares them for higher education in their respective field and only 4.26% disagree.
- 4) Opinions are divided, with 59.27% agreeing that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. A smaller proportion (34.04%) is neutral on this aspect, while 4.26% disagree.
- 5) A majority, 63.83% agree that the SEC syllabus enhances their skill set. A quarter respondents 25.53% hold a neutral stance, and 6.38% disagree.
- 6) 70.21% respondents agree that the syllabus develops their research aptitude. 25.53% of them are neutral on this aspect, while just 4.26% disagree.
- 7) 72.34% respondents agree that the syllabus empowers them with adequate skills for professional engagement. 17.02% hold a neutral stance, while 10.64% disagree.

Action Taken:

With the advent of NEP, relatively a greater number of *Generic Elective* papers have been offered in this session and even more will be offered in upcoming sessions. This would explore more avenues for students opening multiple options for higher education ahead. Besides, the College is offering a variety of *Skill* Enhancement courses under the UGCF. With more skill enhancement courses the students will acquire adequate skills relevant for professional engagement. Further, under NEP curriculum, Research at UG level has been introduced. So, the *Research Aptitude* of the students would be further developed by offering the same under the NEP wherein the aspiring students may opt for these opportunities.

B.A. (H) Hindi

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of **28** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives, adequate skills, employability, preparedness for higher education, multiple options for higher education, research aptitude, summer training/field work, subject enrichment etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions.

Variables	Agree	Disagree	Neutral	Not Applicable	Total
1) The syllabus fulfilled the learning objectives.	89.29	0	10.71	0	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	78.57	0	21.43	0	100.00
3) The syllabus enhanced your employability.	96.43	0	3.57	0	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	92.86	0	7.14	0	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	92.86	0	7.14	0	100.00
6) The SEC syllabus enhanced your skillset.	85.71	3.57	10.71	0	100.00
7) The syllabus developed your research aptitude.	92.86	0	7.14	0	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	85.71	0	14.29	0	100.00
9) The syllabus contributed toward subject enrichment.	89.29	0	10.71	0	100.00
10) The academic curriculum, co- curricular and extra-curricular activities of the institution helped you to succeed in professional world.	89.29	0	10.71	0	100.00

Table: Alumni response on a 3-point scale (in percentage)

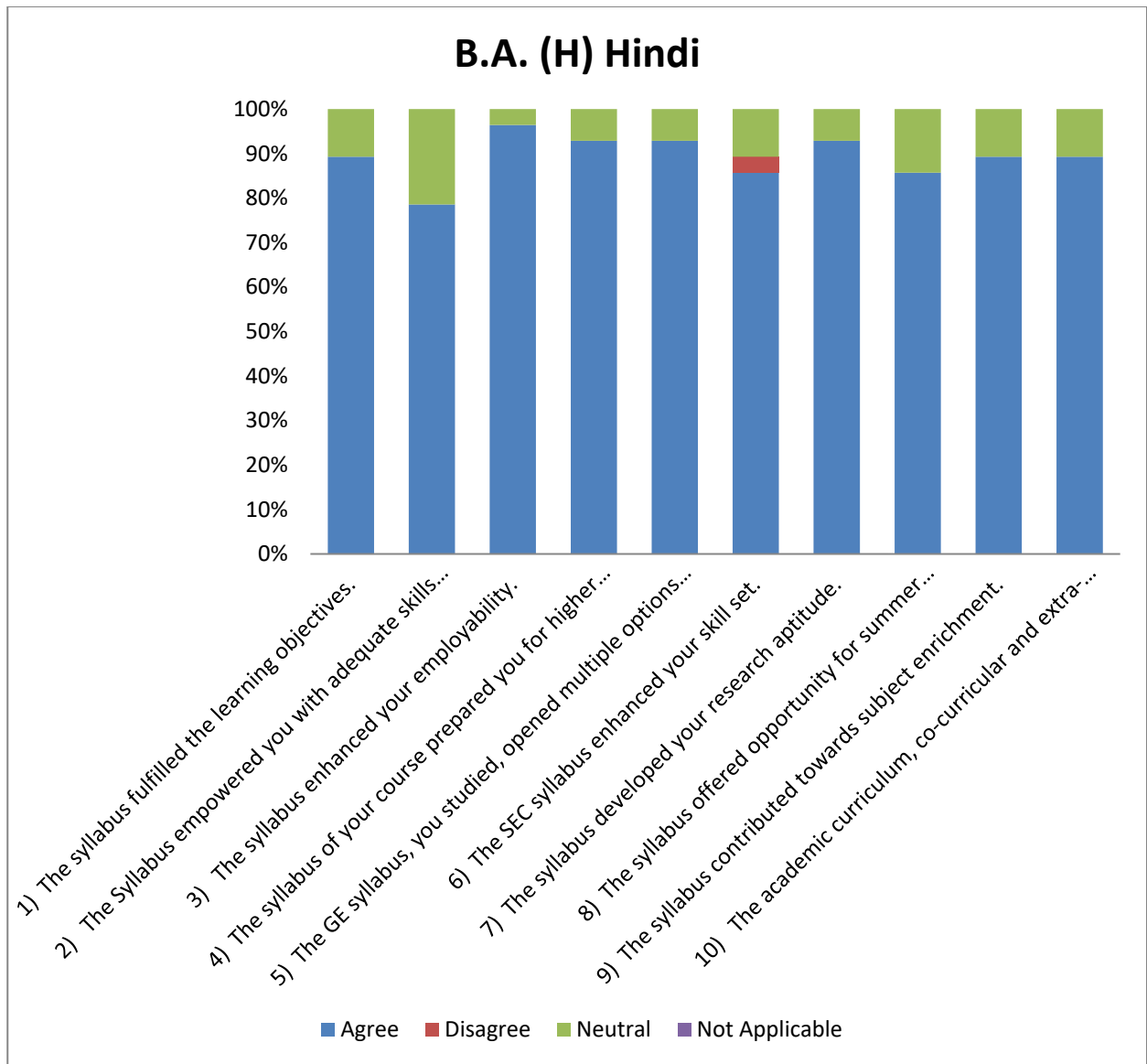


Figure: Alumni response on a 3-point scale (in percentage)

With this Alumni feedback, the following observations have been highlighted:

- 1) A substantial majority, 96.43% of respondents agree that the syllabus enhances their employability. 3.57% are neutral on this matter, and none disagree.
- 2) A substantial majority, 92.86% agree that the syllabus prepares them for higher education in their respective field and 7.14% are neutral on this matter.
- 3) 92.86% agree that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 7.14% bear an indifferent response.
- 4) A good majority of respondents, 85.71% agree that the SEC syllabus enhances their skill set. 3.57% disagree, and 10.71% are neutral on this matter.
- 5) 92.86% respondents agree that the syllabus develops their research aptitude 7.14% have shown an indifferent response.
- 6) 89.29% agree that the syllabus offers an opportunity for summer training or field work related to the curriculum.

Action Taken:

With the advent of NEP, a relatively greater number of *Generic Elective papers and Skill Enhancement courses* are being offered in this upcoming session and even more will be offered in upcoming session. This would explore more avenues for students opening multiple options for professional engagement. The College has partnered with several organisations to offer training and experience. Besides, the College and the University of Delhi have furthered the culture of Internship during the semester breaks. This will provide students with practical experience and close the gap between their academic studies and the demands of industry. Further, more skill enhancement courses are being offered by college to help students enhance their skills which will in turn help them in professional challenges.

B. A. (H) History

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of **40** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as *Agree*, *Not Sure* and *Disagree*. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like *learning objectives, adequate skills, employability, preparedness for higher education, multiple options for higher education, research aptitude, summer training/field work, subject enrichment etc.* have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions.

Variables	Agree	Disagree	Neutral	Not Applicable	Total
1) The syllabus fulfilled the learning objectives.	72.5	2.5	25	0	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	72.5	7.5	20	0	100.00
3) The syllabus enhanced your employability.	57.5	12.5	30	0	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	85.0	7.5	7.5	0	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	60.0	12.5	25.0	2.5	100.00
6) The SEC syllabus enhanced your skill set.	72.5	2.5	22.5	2.5	100.00
7) The syllabus developed your research aptitude.	65.0	7.5	27.5	0	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	57.5	25	17.5	0	100.00
9) The syllabus contributed towards subject enrichment.	82.5	2.5	15.0	9	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	72.5	12.5	15.0	0	100.00

Table: Alumni response on a 3-point scale (in percentage)

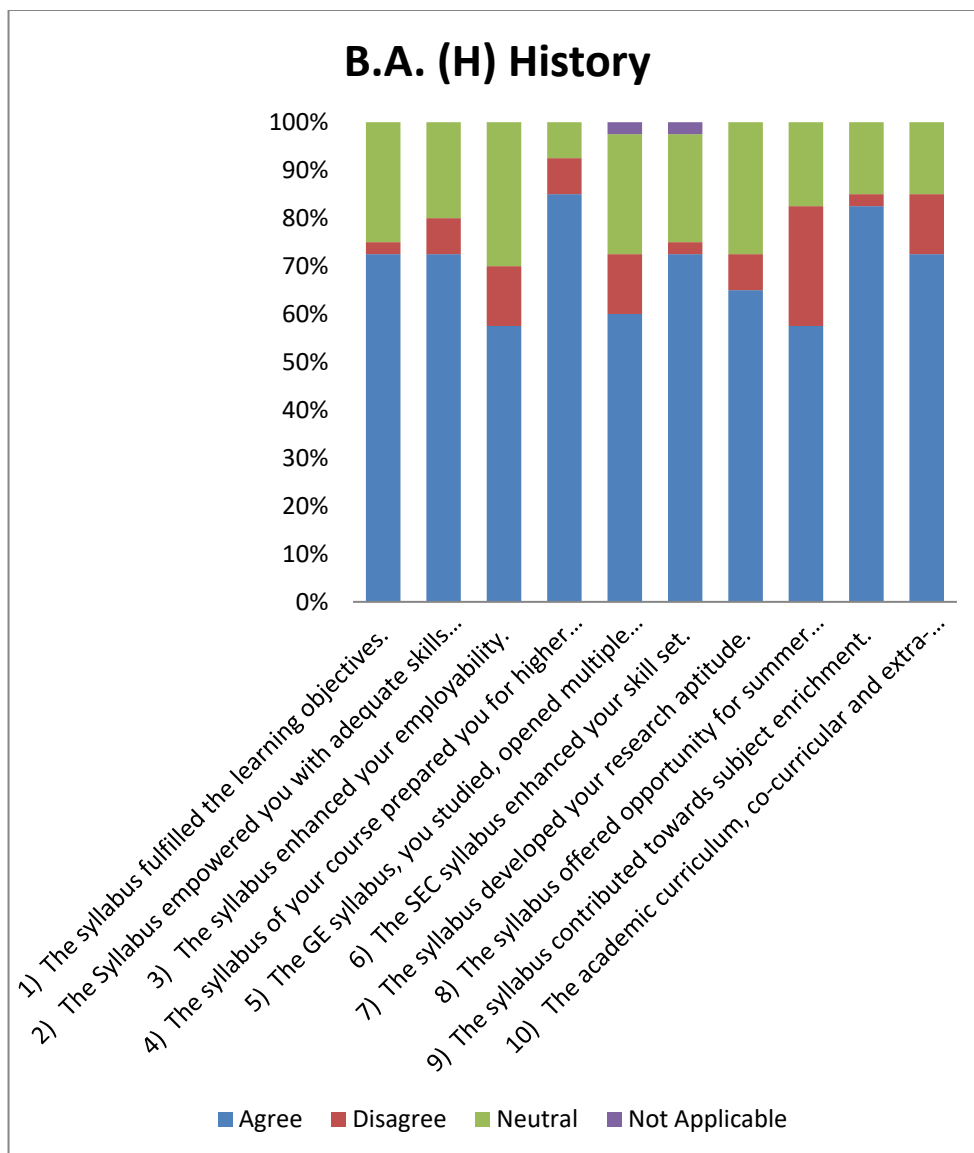


Figure: Alumni response on a 3-point scale (in percentage)

With this Alumni feedback, the following observations have been highlighted:

- 1) A majority, 72.5% of respondents agree that the syllabus effectively fulfills the intended learning objectives. 25% have shown an indifferent response, and 2.5% disagree.
- 2) A significant majority, 72.5% agree that the syllabus empowers them with adequate skills for professional engagement. 20% bear an indifferent response, while 7.5% disagree.
- 3) More than half (57.5%) of respondents agree that the syllabus enhances their employability. 30% are neutral on this matter, and 12.5% disagree.
- 4) A substantial majority 85% agree that the syllabus prepares them for higher education in their respective field and 7.5% disagree.
- 5) Opinions are mixed, with 60% agreeing that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 2.5% find it not applicable, and 12.5% disagree.
- 6) A majority (72.5%) of respondents agree that the SEC syllabus enhances their skill set. 22.5% bear an indifferent response, 2.5% find it not applicable, and 2.5% disagree.

Action Taken:

With the advent of NEP, a relatively greater number of *Generic Elective papers have been offered* in this session. This would explore more avenues for students opening multiple options for higher education ahead. Besides, the College is offering a variety of *Skill Enhancement* courses under the NEP and even more will be introduced in upcoming sessions. The issue can be further addressed with mentoring and counseling about the career opportunities and possibilities of higher education progression.

B.A. (Program)

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of **117** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like learning objectives, adequate skills, employability, preparedness for higher education, multiple options for higher education, research aptitude, summer training/field work, subject enrichment etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions.

Variables	Agree	Disagree	Neutral	Not Applicable	Total
1) The syllabus fulfilled the learning objectives.	71.79	2.56	25.64	0	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	64.96	8.55	26.5	0	100.00
3) The syllabus enhanced your employability.	63.25	13.68	23.08	0	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	80.34	2.56	17.09	0	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	67.52	5.13	22.22	5.13	100.00
6) The SEC syllabus enhanced your skill set.	67.52	4.27	26.5	1.71	100.00
7) The syllabus developed your research aptitude.	68.38	5.98	25.64	0	100.00
8) The syllabus offered opportunity for summer Training /field work related to curriculum.	53.85	17.95	28.21	0	100.00
9) The syllabus contributed towards subject enrichment.	70.94	6.84	22.22	0	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	68.38	7.69	23.93	0	100.00

Table: Alumni response on a 3-point scale (in percentage)

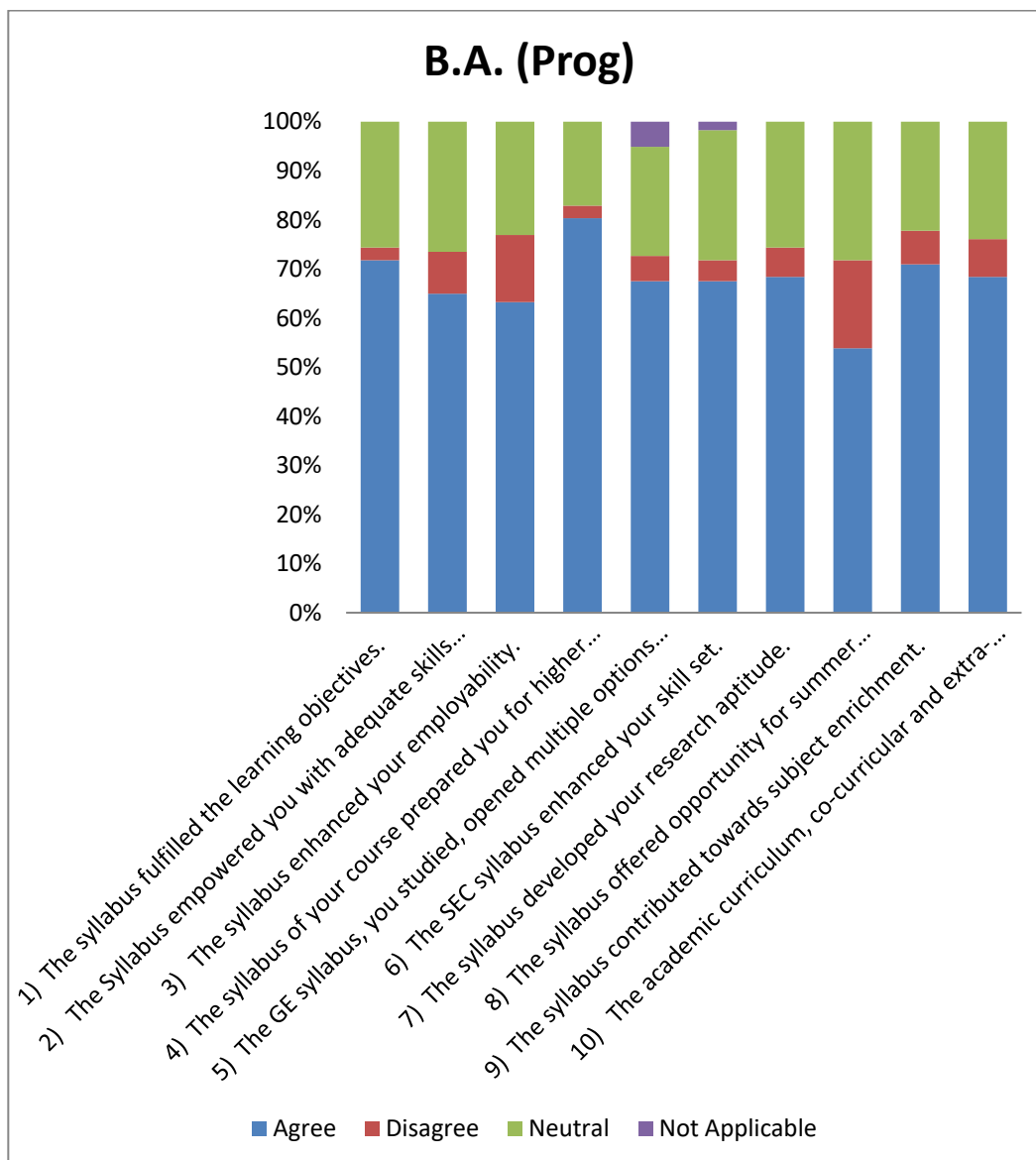


Figure: Alumni response on a 3-point scale (in percentage)

With this Alumni feedback, the following observations have been highlighted:

- 1) A significant majority, 71.79% of respondents agree that the syllabus effectively fulfills the intended learning objectives. 25.64% have shown a neutral response, and 2.56% disagree.
- 2) A significant majority, 64.96% agree that the syllabus empowers them with adequate skills for professional engagement while only 8.55% disagree.
- 3) Approximately 63.25% of respondents agree that the syllabus enhances their employability. A notable proportion, 23.08% is neutral on this matter, and 13.68% disagree.
- 4) A substantial majority, 80.34% agree that the syllabus prepares them for higher education in their respective field. 17.09% bear an indifferent response and 2.56% disagree.
- 5) Opinions are varied, with 67.52% agreeing that the Generic Elective (GE) syllabus they studied opened multiple options for higher education and 5.13% disagree.
- 6) Opinions are varied, with 53.85% agreeing that the academic curriculum offered opportunity for summer training/field work related to curriculum. 28.21% hold a neutral stance and 17.95% disagree.

Action Taken:

With the advent of NEP, a relatively greater number of *Generic Elective papers have been offered* in this session. This would explore more avenues for students opening multiple options for higher education ahead. The College has partnered with several organisations to offer training and experience. Besides, the College and the University of Delhi have furthered the culture of Internship and training programmes during the semester breaks. This will provide students with practical experience and close the gap between their academic studies and the demands of industry.

B.A. (H) Political Science

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of **43** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like learning objectives, adequate skills, employability, preparedness for higher education, multiple options for higher education, research aptitude, summer training/field work, subject enrichment etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions.

Variables	Agree	Disagree	Neutral	Not Applicable	Total
1) The syllabus fulfilled the learning objectives.	72.09	0	27.91	0	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	60.47	6.98	32.56	0	100.00
3) The syllabus enhanced your employability.	41.86	11.63	46.51	0	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	76.74	0	23.26	0	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	51.16	9.3	37.21	0	100.00
6) The SEC syllabus enhanced your skill set.	46.51	11.63	41.86	0	100.00
7) The syllabus developed your research aptitude.	53.49	4.65	41.86	0	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	41.86	25.58	32.56	0	100.00
9) The syllabus contributed towards subject enrichment.	72.09	4.65	23.26	0	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	51.16	6.98	41.86	0	100.00

Table: Alumni response on a 3-point scale (in percentage)

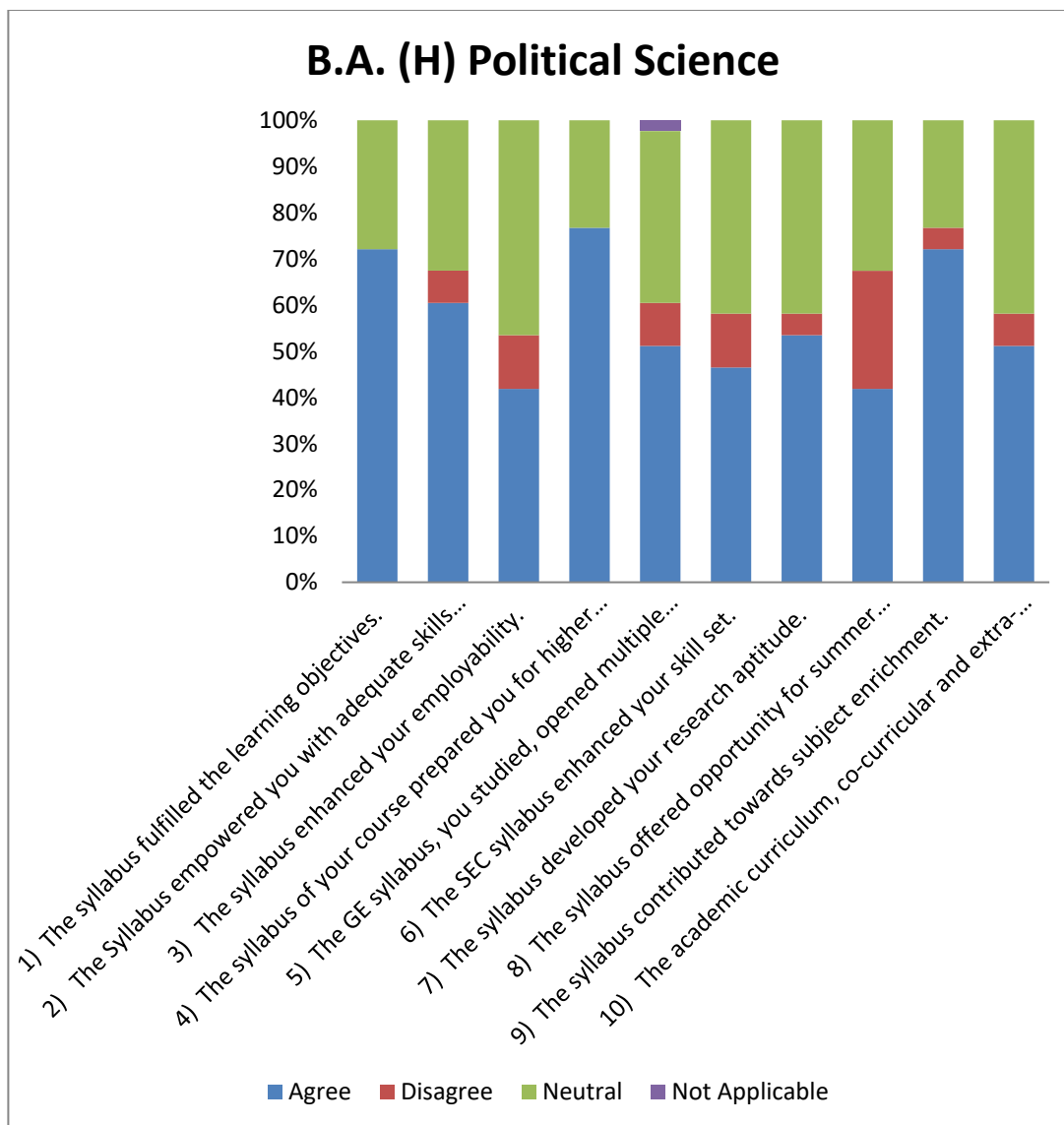


Figure: Alumni response on a 3-point scale (in percentage)

With this Alumni feedback, the following observations have been highlighted:

- 1) A significant majority, 72.09% of respondents agree that the syllabus effectively fulfills the intended learning objectives. 27.91% express a neutral stance.
- 2) A majority, 60.47% agree that the syllabus empowers them with adequate skills for professional engagement. 32.56% bear an indifferent response, while 6.98% disagree.
- 3) A substantial majority, 76.74% agree that the syllabus prepares them for higher education in their respective field and 23.26% showed neutral response.
- 4) Opinions are varied, with 51.16% agreeing that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 2.33% find it not applicable, and 9.3% disagree.
- 5) Enhancement of Skill Set (SEC Syllabus): Only 46.51% of respondents agree that the SEC syllabus enhances their skill set. 41.86% bear an indifferent response, 11.63% disagree.
- 6) 41.86% agreed that the syllabus offered opportunity for summer training/field work related to curriculum whereas 25.58% disagreed.

Action Taken:

The College is offering a variety of *Skill Enhancement courses (SEC)* under the NEP. The issue can be further addressed with mentoring and counseling about the career opportunities and possibilities of higher education progression. Further, the undergraduate course has been made more application based by inducing the Research at UG level. So, the *Research Aptitude* of the students would be further developed. The College has also partnered with several organisations to offer training and experience. Besides, the College and the University of Delhi have furthered the culture of Internship and training programmes during the semester breaks. This will provide students with practical experience and close the gap between their academic studies and the demands of industry.

B.Com. (Prog.)

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of **112** responses of B.Com. (Prog.) respectively has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like learning objectives, adequate skills, employability, preparedness for higher education, multiple options for higher education, research aptitude, summer training/field work, subject enrichment etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions.

Variables	Agree	Disagree	Neutral	Not Applicable	Total
1) The syllabus fulfilled the learning objectives.	79.46	2.68	17.86	0	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	73.21	5.36	21.43	0	100.00
3) The syllabus enhanced your employability.	69.64	5.36	25	0	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	83.04	1.79	15.18	0	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	71.43	3.57	21.43	3.57	100.00
6) The SEC syllabus enhanced your skill set.	70.54	1.79	25.89	1.79	100.00
7) The syllabus developed your research aptitude.	70.54	3.57	25.89	0	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	62.5	3.57	33.93	0	100.00
9) The syllabus contributed towards subject enrichment.	75.89	0.89	23.21	0	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	68.75	1.79	29.46	0	100.00

Table: Alumni response on a 3-point scale (in percentage)

B.Com. (Prog.)

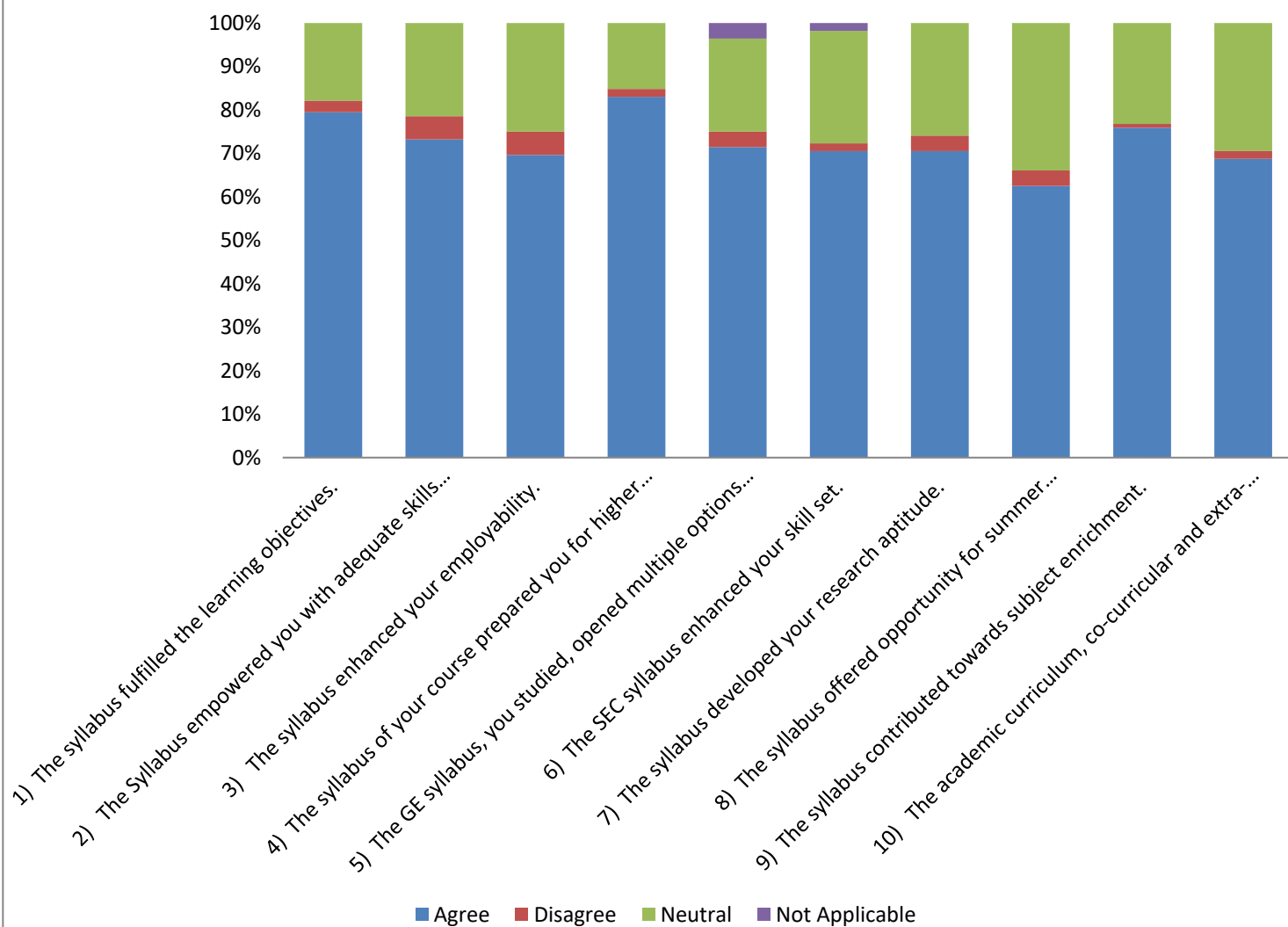


Figure: Alumni response on a 3-point scale (in percentage)

With this Alumni feedback, the following observations have been highlighted:

- 1) A majority, 79.46% of respondents agree that the syllabus effectively fulfills the intended learning objectives. 17.86% express a neutral stance.
- 2) Opinions are somewhat divided, with 73.21% agreeing that the syllabus empowers them with adequate skills for professional engagement. 21.43% hold a neutral stance, and 5.36% disagree.
- 3) Approximately 69.64% of respondents agree that the syllabus enhances their employability. A quarter 25% are neutral on this matter and 5.36% disagree.
- 4) A substantial majority 83.04% agree that the syllabus prepares them for higher education in their respective field and 1.79% disagree.
- 5) 71.43% agree that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 21.43% bear an indifferent response, 3.57% find it not applicable, and 3.57% disagree.
- 6) 70.54% agree that the Skill development courses (SEC) syllabus they studied enhanced their skill set. 21.43% bear an indifferent response, 3.57% find it not applicable, and 3.57% disagree.

Action Taken:

The College is offering a variety of *Skill Enhancement courses(SEC)* under the NEP. The issue can be further addressed with mentoring and counseling about the career opportunities and possibilities of higher education progression. Besides, with the long-lasting suspension owing to Pandemic, there has been a crisis in the number of *co-curricular and extra-curricular activities* too. In the upcoming sessions, the usual number of co-curricular and extra-curricular activities would be resumed for learning under the real-time scenario.

B.Com. (Hons.)

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of **125** responses of B.Com. (Hons.) respectively has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like learning objectives, adequate skills, employability, preparedness for higher education, multiple options for higher education, research aptitude, summer training/field work, subject enrichment etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions.

Variables	Agree	Disagree	Neutral	Not Applicable	Total
1) The syllabus fulfilled the learning objectives.	80.8	3.2	16	0	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	69.6	5.6	24.8	0	100.00
3) The syllabus enhanced your employability.	68	8	24	0	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	76.8	4.8	18.4	0	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	64.8	7.2	26.4	1.6	100.00
6) The SEC syllabus enhanced your skill set.	67.2	8	21.6	3.2	100.00
7) The syllabus developed your research aptitude.	73.6	7.2	19.2	0	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	69.6	8.8	21.6	0	100.00
9) The syllabus contributed towards subject enrichment.	76.8	4	19.2	0	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	71.2	6.4	22.4	0	100.00

Table: Alumni response on a 3-point scale (in percentage)

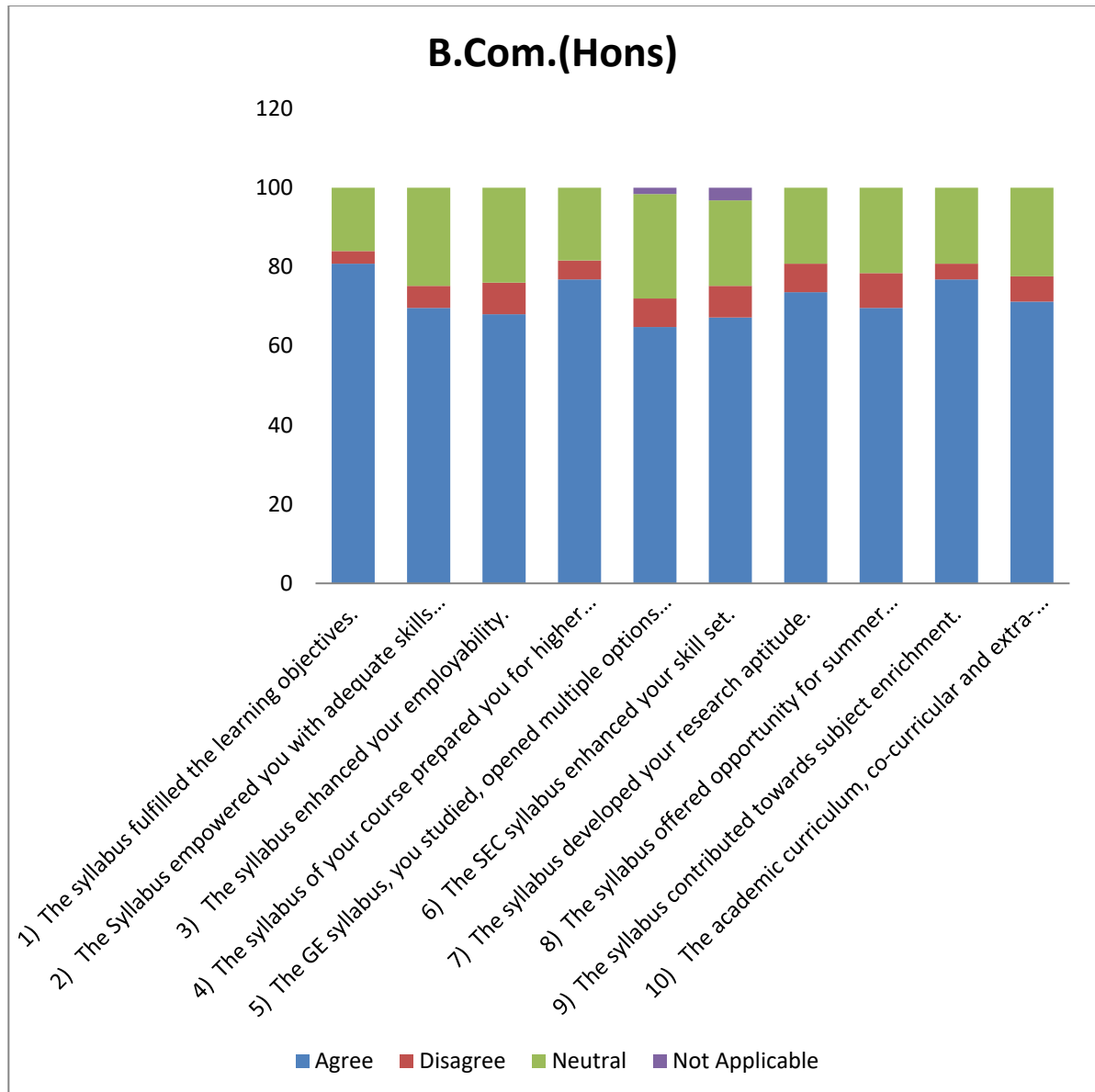


Figure: Alumni response on a 3-point scale (in percentage)

With this Alumni feedback, the following observations have been highlighted:

- 1) A majority, 80.8% of respondents agree that the syllabus effectively fulfills the intended learning objectives. 16% express a neutral stance.
- 2) Opinions are somewhat divided, with 69.6% agreeing that the syllabus empowers them with adequate skills for professional engagement. 24.8% hold a neutral stance, and 5.6% disagree.
- 3) Approximately 68% of respondents agree that the syllabus enhances their employability. Almost a quarter 24% are neutral on this matter and 8% disagree.
- 4) A substantial majority 76.8% agree that the syllabus prepares them for higher education in their respective field, 4.8% disagree and 18.4% hold a neutral stance.
- 5) 73.6% agree that the syllabus they studied developed their research aptitude. 19.2% bear an indifferent response, and 7.2 % disagree.
- 6) 76.8% agree that the syllabus they studied contributed towards subject enrichment. 21.6% bear an indifferent response, and 8.8 % disagree.
- 7) 64.8% agree that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 26.4% bear an indifferent response, 1.6% find it not applicable, and 7.2% disagree.

Action Taken:

The College is offering a variety of *Skill Enhancement courses (SEC)* under the NEP. The issue can be further addressed with mentoring and counseling about the career opportunities and possibilities of higher education progression. The College has also partnered with several organisations to offer training and experience. Besides, the College and the University of Delhi have furthered the culture of Internship and training programmes during the semester breaks. This will provide students with practical experience and close the gap between their academic studies and the demands of industry.

B.Sc. Physical Science (Chemistry)

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of **66** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like learning objectives, adequate skills, employability, preparedness for higher education, multiple options for higher education, research aptitude, summer training/field work, subject enrichment etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions

Variables	Agree	Disagree	Neutral	Not Applicable	Total
1) The syllabus fulfilled the learning objectives.	89.39	0	10.61	0	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	80.3	1.52	18.18	0	100.00
3) The syllabus enhanced your employability.	68.18	1.52	30.3	0	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	84.85	0	15.15	0	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	75.76	4.55	18.18	1.52	100.00
6) The SEC syllabus enhanced your skill set.	71.21	0	28.79	0	100.00
7) The syllabus developed your research aptitude.	72.73	1.52	25.76	0	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	72.73	3.03	24.24	0	100.00
9) The syllabus contributed towards subject enrichment.	84.85	0	15.15	0	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	75.76	1.52	22.73	0	100.00

Table: Alumni response on a 3-point scale (in percentage)

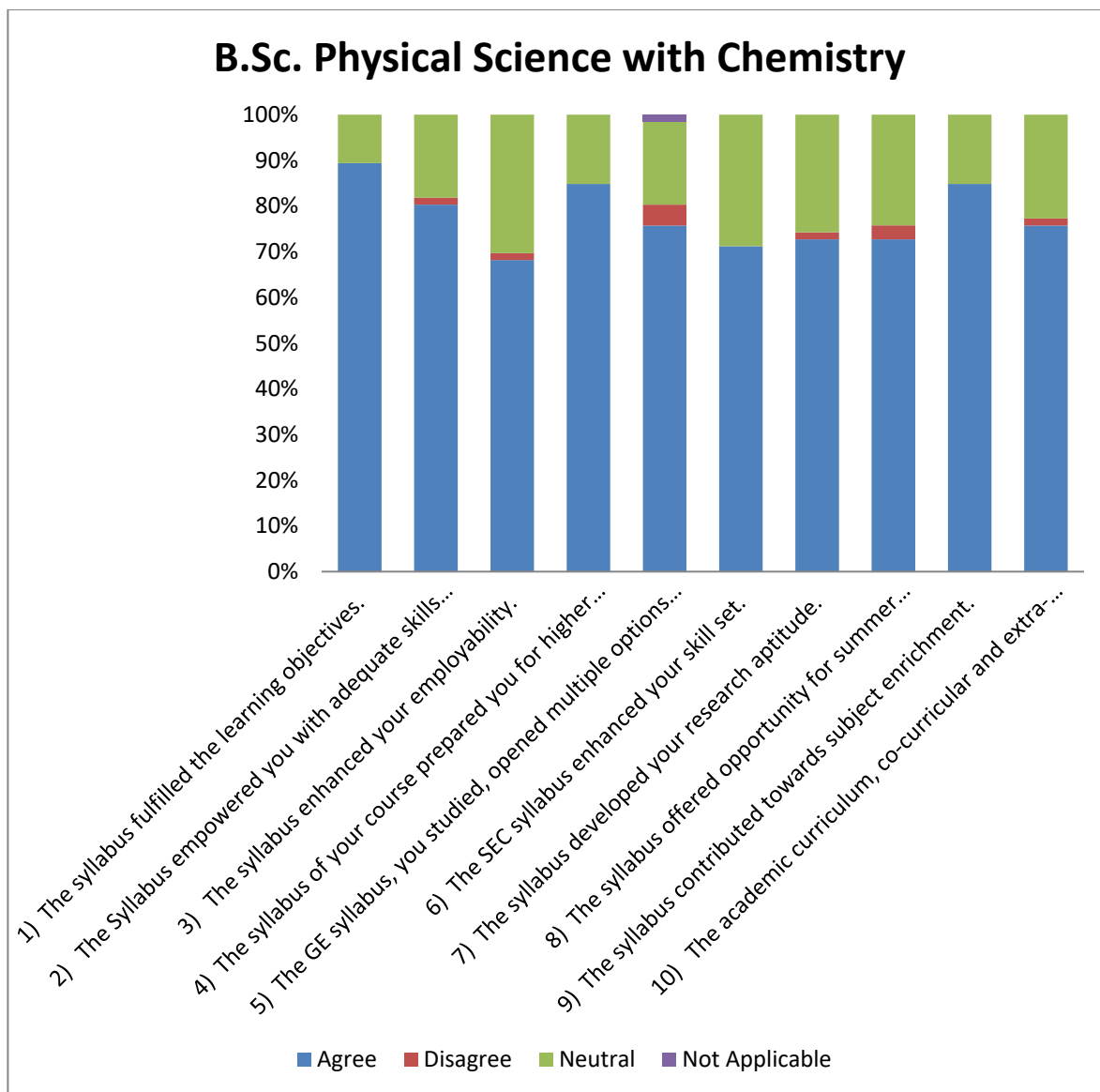


Figure: Alumni response on a 3-point scale (in percentage)

With this Alumni feedback, the following observations have been highlighted:

- 1) A majority, 89.39% of respondents agree that the syllabus effectively fulfills the intended learning objectives. 10.61% have shown an indifferent response.
- 2) A significant majority, 80.3% agree that the syllabus empowers them with adequate skills for professional engagement. 18.18% hold a neutral stance, and 1.52% disagree.
- 3) 68.18% of respondents agree that the syllabus enhances their employability. A notable proportion, 30.3% are neutral on this matter, and 1.52% disagree.
- 4) A majority, 84.85% agree that the syllabus prepares them for higher education in their respective field and 15.15% feel neutral about it.
- 5) Opinions are somewhat divided, with 75.76% agreeing that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 18.18% bear an indifferent response, 1.52% find it not applicable and 4.55% disagree.
- 6) A significant majority, 71.21% of respondents agree that the SEC syllabus enhances their skill set. 28.79% hold a neutral stance.

Action Taken:

With the long-lasting suspension owing to Pandemic, there has been a crisis in the number of *co-curricular and extra-curricular activities* too. In the upcoming sessions, the usual number of co-curricular and extra-curricular activities would be resumed for learning under the real-time scenario. With the advent of NEP, a relatively greater number of *Generic Elective papers and skill enhancement papers are being offered* in this session. This would explore more avenues for students opening multiple options for higher education ahead. The College has also partnered with several organisations to offer training and experience. Besides, the College and the University of Delhi have furthered the culture of Internship and training programmes during the semester breaks. This will provide students with practical experience and close the gap between their academic studies and the demands of industry.

B.Sc. Physical Science (Computer Science)

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of **32** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like learning objectives, adequate skills, employability, preparedness for higher education, multiple options for higher education, research aptitude, summer training/field work, subject enrichment etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions.

Variable s	Agree	Disagree	Neutral	Not Applicable	Total
1) The syllabus fulfilled the learning objectives.	75	3.13	21.88	0	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	78.13	3.13	18.75	0	100.00
3) The syllabus enhanced your employability.	78.13	6.25	15.63	0	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	81.25	3.13	15.63	0	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	71.88	0	21.88	6.25	100.00
6) The SEC syllabus enhanced your skill set.	68.75	6.25	21.88	3.13	100.00
7) The syllabus developed your research aptitude.	81.25	3.13	15.63	0	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	78.13	12.5	9.38	0	100.00
9) The syllabus contributed towards subject enrichment.	78.13	3.13	18.75	0	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	78.13	6.25	15.63	0	100.00

Table: Alumni response on a 3-point scale (in percentage)

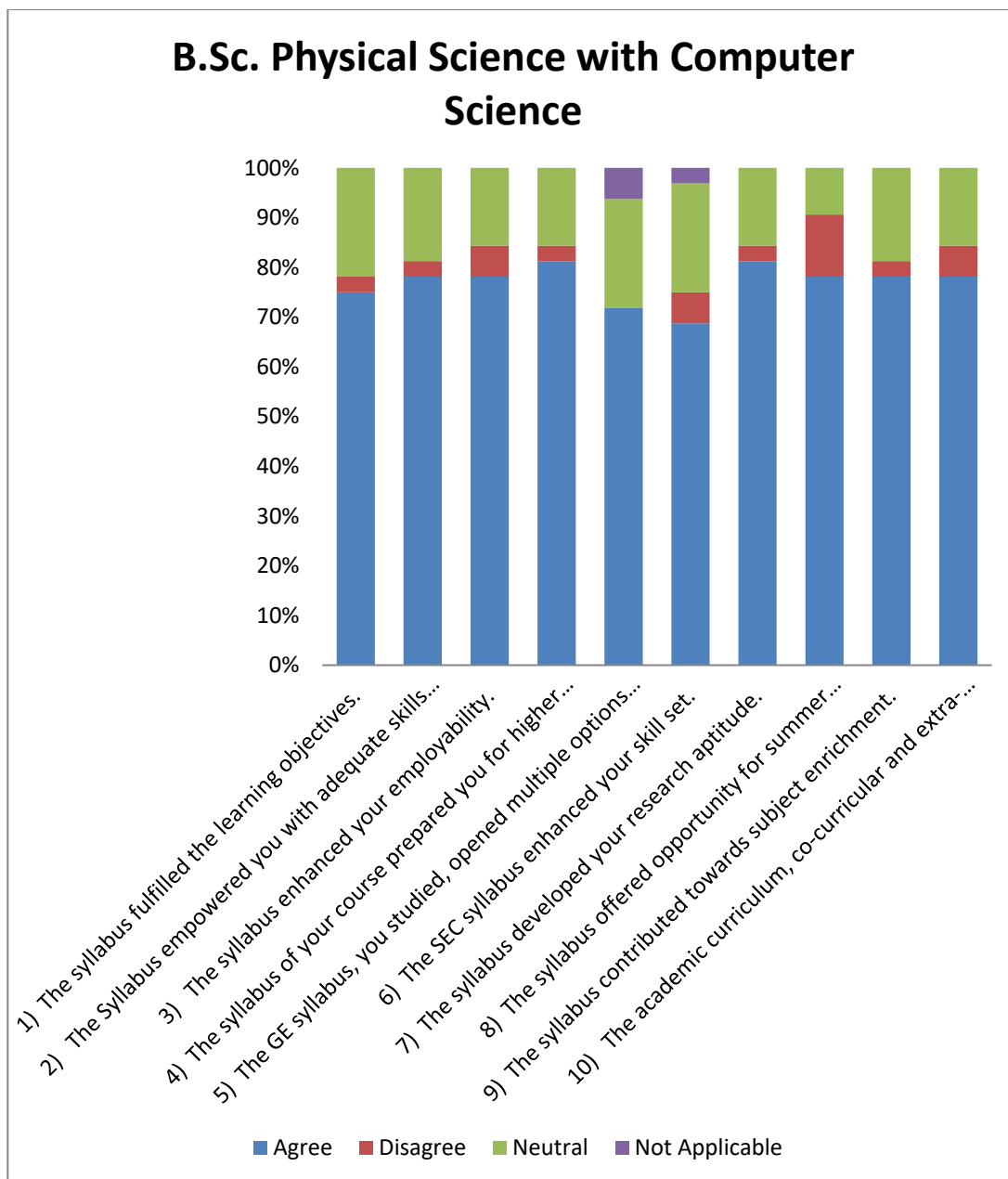


Figure: Alumni response on a 3-point scale (in percentage)

With this Alumni feedback, the following observations have been highlighted:

- 1) A majority, 75.00% agree that the syllabus prepares them for higher education in their respective field. 21.88% bear an indifferent response and 3.13% disagree.
- 2) A majority 78.13% of respondents agree that the syllabus empowered their skill set relevant for professional engagement. 3.13 % disagree and 18.75% hold neutral stance.
- 3) 81.25% agree that the syllabus prepared them for higher education in their respective fields, 15.63% hold a neutral stance and 3.13% disagree.
- 4) Opinions are somewhat divided, with 71.88% agreeing that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 21.88% hold a neutral stance, and 6.25% find this not applicable.
- 5) A majority 68.75% of respondents agree that the SEC syllabus enhances their skill set and 10.00% disagree.
- 6) 81.25% agree that the syllabus develops their research aptitude. 15.63% bear an indifferent response, and 3.13% disagree.
- 7) Opinions are divided, with 78.13% agreeing that the syllabus offers an opportunity for summer training or field work related to the curriculum. A small proportion 15.63% holds a neutral stance, and 3.13% disagree.

Action Taken:

With the advent of NEP, a relatively greater number of *Generic Elective papers have been offered* in this session. This would explore more avenues for students opening multiple options for higher education ahead. The College would be offering a variety of *Skill Enhancement* courses under the NEP. The issue can be further addressed with mentoring and counseling about the career opportunities and possibilities of higher education progression.

With the long-lasting suspension owing to Pandemic, there has been a crisis in the number of *summer trainings/field works* too. In the upcoming sessions, the usual number of summer training and field work would be resumed for learning under the real-time scenario.

B.Sc. Physical Science (Electronics)

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of **24** responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like learning objectives, adequate skills, employability, preparedness for higher education, multiple options for higher education, research aptitude, summer training/field work, subject enrichment etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions.

Variable s	Agree	Disagree	Neutral	Not Applicable	Total
1) The syllabus fulfilled the learning objectives.	83.33	0	16.67	0	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	75	4.17	20.83	0	100.00
3) The syllabus enhanced your employability.	58.33	8.33	33.33	0	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	75	0	25	0	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	79.17	4.17	12.5	4.17	100.00
6) The SEC syllabus enhanced your skill set.	83.33	0	16.67	0	100.00
7) The syllabus developed your research aptitude.	66.67	0	33.33	0	100.00
8) The syllabus offered opportunity for summer training/field work related to curriculum.	66.67	4.17	29.17	0	100.00
9) The syllabus contributed towards subject enrichment.	79.17	0	20.83	0	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	79.17	0	20.83	0	100.00

Table: Alumni response on a 3-point scale (in percentage)

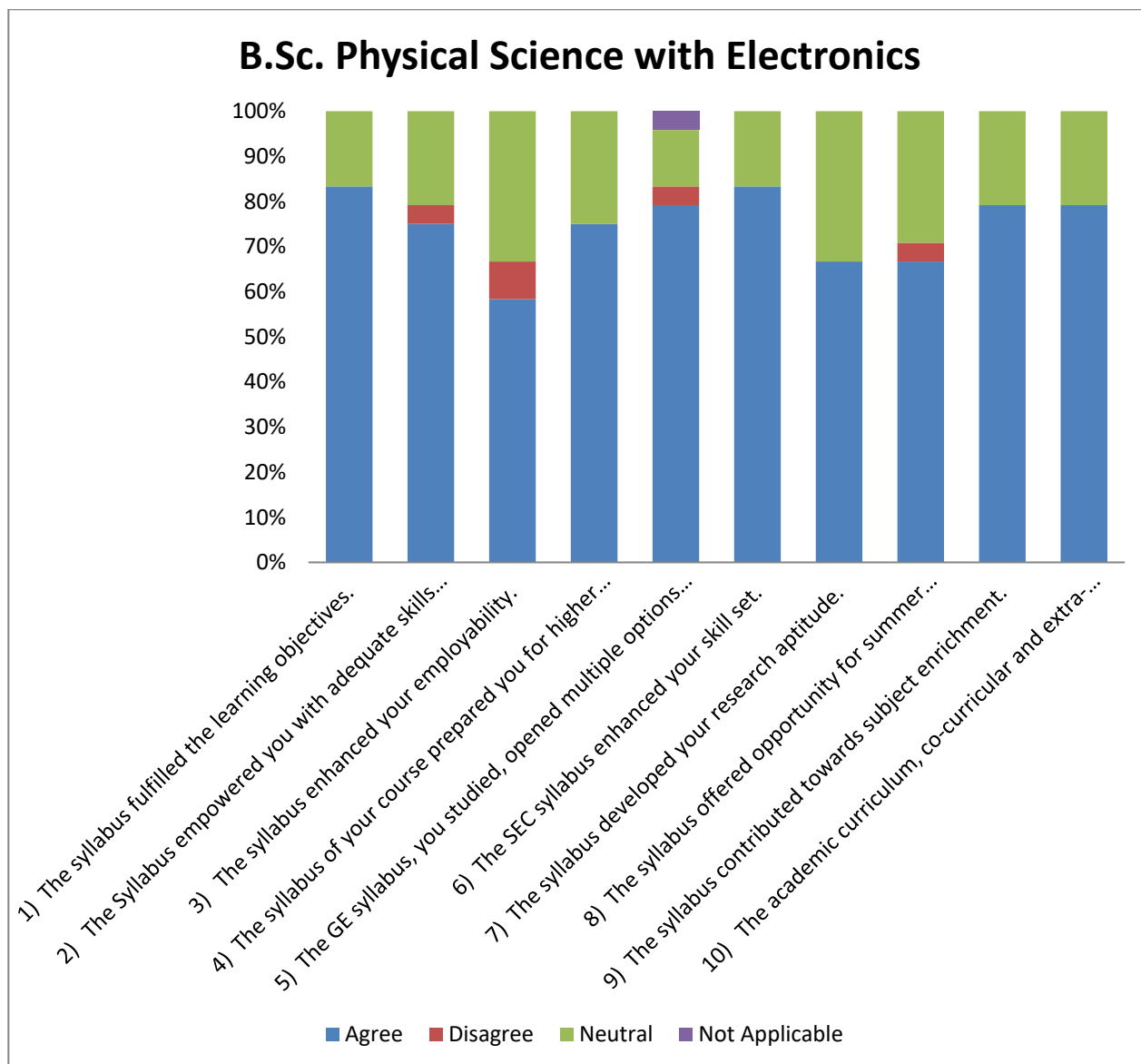


Figure: Alumni response on a 3-point scale (in percentage)

With this Alumni feedback, the following observations have been highlighted:

- 1) A majority, 83.33% of respondents agree that the syllabus effectively fulfills the intended learning objectives. A small proportion, 16.67% have shown an indifferent response.
- 2) 75% of respondents agree that the syllabus empowers them with adequate skills for professional engagement. 20.83% bear an indifferent response, and 4.17% disagree.
- 3) Opinions are divided, with 58.33% agreeing that the syllabus enhances their employability. A considerable proportion 33.33% holds a neutral stance and 8.33% disagree.
- 4) A majority, 75% agree that the syllabus prepares them for higher education in their respective field and 25% have neutral thinking.
- 5) Opinions are somewhat divided, with 79.17% agreeing that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. 12.5% bear an indifferent response, 4.17% find it not applicable, and an equal proportion 4.17% disagree.
- 6) 79.17% respondents agree that the syllabus contributed towards subject enrichment; however 20.83% of them hold a neutral ground in this regard.
- 7) 79.17% of respondents agree that the academic curriculum, co-curricular and extra-curricular activities of the institution helped them to succeed in professional world; however 20.83% of them hold a neutral ground in this regard.

Action Taken:

With the advent of NEP, relatively a greater number of *Generic Elective papers have been offered* in this session. This would explore more avenues for students opening multiple options for higher education ahead. The College is offering a variety of *Skill* Enhancement courses under the NEP. The issue can be further addressed with mentoring and counseling about the career opportunities and possibilities of higher education progression. The College has also partnered with several organisations to offer training and experience. Besides, the College and the University of Delhi have furthered the culture of Internship and training programmes during the semester breaks. This will provide students with practical experience and close the gap between their academic studies and the demands of industry.

B.Sc. (H) Chemistry

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of 7 responses has been gathered from representative and convenience sampling. The three-point Likert scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like learning objectives, adequate skills, employability, preparedness for higher education, multiple options for higher education, research aptitude, summer training/field work, subject enrichment etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions.

Variables	Agree	Disagree	Neutral	Not Applicable	Total
1) The syllabus fulfilled the learning objectives.	85.71	0	14.29	0	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	71.43	0	28.57	0	100.00
3) The syllabus enhanced your employability.	85.71	0	14.29	0	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	85.71	0	14.29	0	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	71.43	0	14.29	14.29	100.00
6) The SEC syllabus enhanced your skill set.	85.71	0	28.57	0	100.00
7) The syllabus developed your research aptitude.	71.43	0	28.57	0	100.00
8) The syllabus offered opportunity for summer training/fieldwork related to curriculum.	71.43	0	28.57	0	100.00
9) The syllabus contributed towards subject enrichment.	71.43	0	28.57	0	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	71.43	0	28.57	0	100.00

Table: Alumni response on a 3-point scale (in percentage)

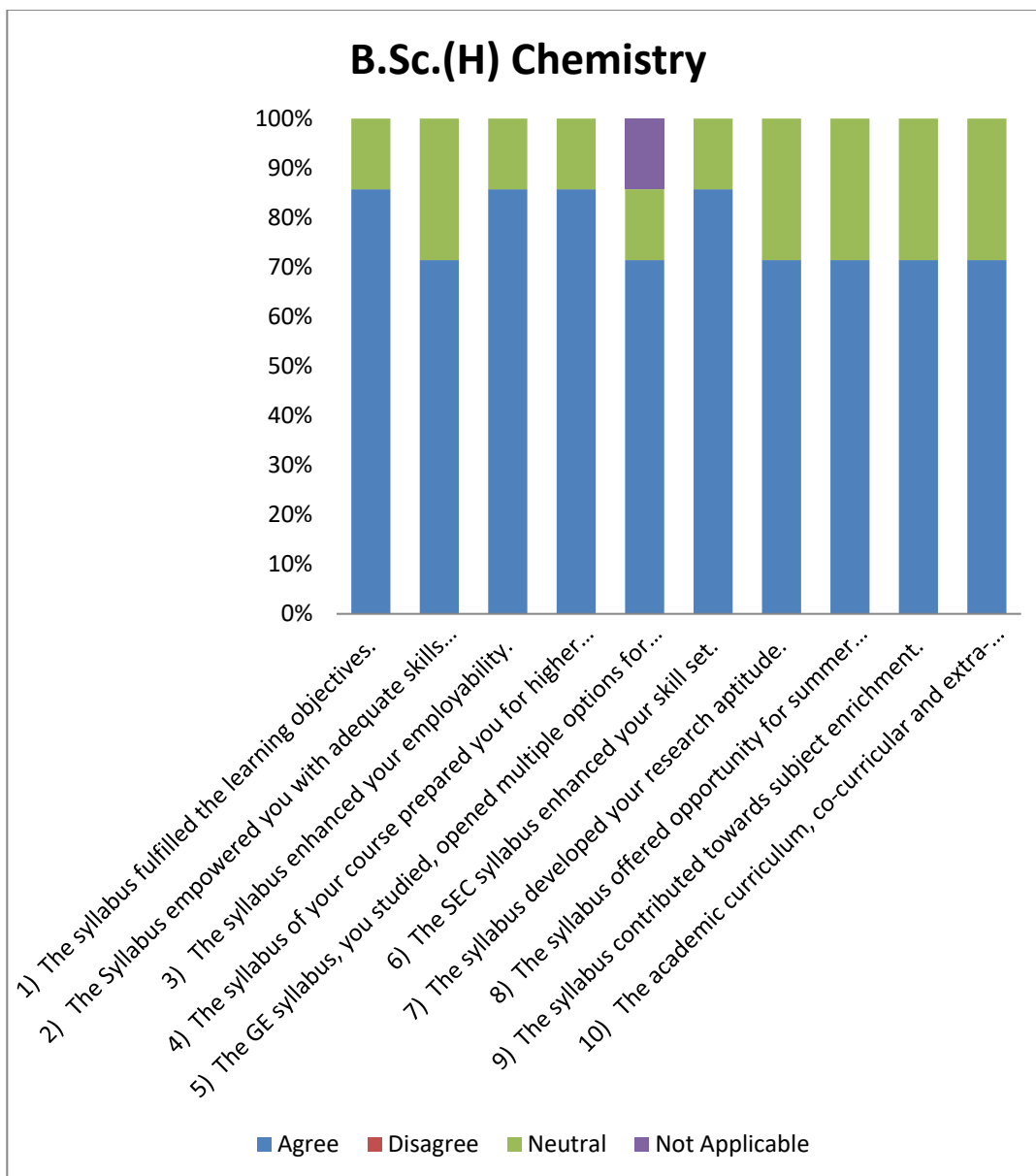


Figure: Alumni response on a 3-point scale (in percentage)

With this Alumni feedback, the following observations have been highlighted:

- 1) A majority, 85.71% of respondents agree that the syllabus effectively fulfills the intended learning objectives. A small proportion, 14.29% have shown an indifferent response.
- 2) 71.43% of respondents agree that the syllabus empowers them with adequate skills for professional engagement. 28.57% bear an indifferent response.
- 3) 85.71% agree that the syllabus enhances their employability. A small proportion of 14.29% holds a neutral stance.
- 4) A majority, 85.71% agree that syllabus of course prepared them for higher education in the respective field. 14.29% hold a neutral stance.
- 5) A significant majority, 85.71% of respondents agree that the SEC syllabus enhances their skill set. 14.29% bear an indifferent response, and an equal proportion 14.29% finds it not applicable.

Action Taken:

With the advent of NEP, a relatively greater number of *Generic Elective papers have been offered* in this session. This would explore more avenues for students opening multiple options for higher education ahead.

The College is offering a variety of *Skill* Enhancement courses under the NEP. The issue can be further addressed with mentoring and counseling about the career opportunities and possibilities of higher education progression. The College has also partnered with several organisations to offer training and experience. Besides, the College and the University of Delhi have furthered the culture of Internship and training programmes during the semester breaks. This will provide students with practical experience and close the gap between their academic studies and the demands of industry.

B.Sc. (H) Mathematics

Alumni are the quintessential asset of any institution. They are the pride of an Academic Institution. Their feedback responses have been quantified in this report. In order to record the alumni feedback regarding the College, a questionnaire with 10 parameters was circulated. A dataset of **23** responses has been gathered from representative and convenience sampling. The three-point like scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective parameter.

The concern areas like learning objectives, adequate skills, employability, preparedness for higher education, multiple options for higher education, research aptitude, summer training/field work, subject enrichment etc. have been tabulated with the respective percentage of respondents as Agreeing, not sure/ Disagreeing to the 10 questions.

Variables	Agree	Disagree	Neutral	Not Applicable	Total
1) The syllabus fulfilled the learning objectives.	73.91	4.35	21.74	0	100.00
2) The Syllabus empowered you with adequate skills relevant for professional engagement.	78.26	4.35	17.39	0	100.00
3) The syllabus enhanced your employability.	69.57	4.35	26.09	0	100.00
4) The syllabus of your course prepared you for higher education in the respective field.	73.91	4.35	21.74	0	100.00
5) The GE syllabus, you studied, opened multiple options for higher education.	78.26	4.35	13.04	4.35	100.00
6) The SEC syllabus enhanced your skill set.	73.91	0	26.09	0	100.00
7) The syllabus developed your research aptitude.	73.91	0	26.09	0	100.00
8) The syllabus offered opportunity for summer training/ field work related to curriculum.	69.57	13.04	17.39	0	100.00
9) The syllabus contributed towards subject enrichment.	78.26	8.7	13.04	0	100.00
10) The academic curriculum, co-curricular and extra-curricular activities of the institution helped you to succeed in professional world.	73.91	13.04	13.04	0	100.00

Table: Alumni response on a 3-point scale (in percentage)

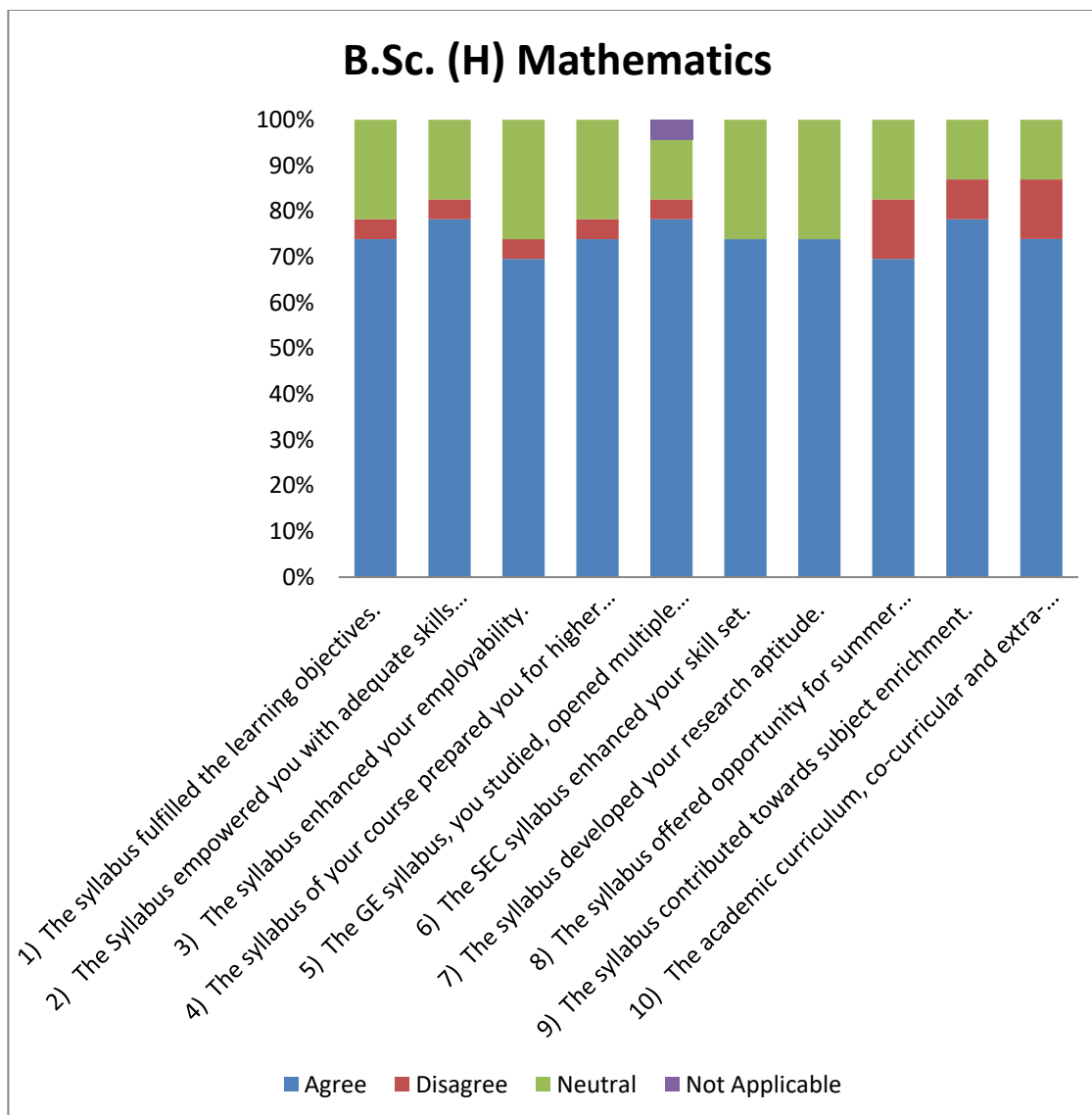


Figure: Alumni response on a 3-point scale (in percentage)

With this Alumni feedback, the following observations have been highlighted:

- 1) A majority 78.26% agree that the Generic Elective (GE) syllabus they studied opened multiple options for higher education. About 13.04% hold a neutral stance, and 4.35% disagree, 4.35 find it not applicable.
- 2) Opinions vary, with approximately 73.91% agreeing that the SEC syllabus enhanced their skill set. Around 26.09% bear an indifferent response.
- 3) About 78.26% agree that the syllabus developed their research aptitude. 26.09% hold a neutral stance.
- 4) 73.91% agree that the syllabus contributed towards subject enrichment. About 26.09% bear an indifferent response.
- 5) 78.26% agree that the syllabus empowered them with adequate skills relevant for professional engagement and 4.35% disagree, 17.39% hold a neutral stance.
- 6) 73.91% agree that the academic curriculum, co-curricular and extra- curricular activities of the institution helped them to succeed in professional world while 13.04% disagree.

Action Taken:

With the advent of NEP, a relatively greater number of *Generic Elective papers have been offered* in this session. This would explore more avenues for students opening multiple options for higher education ahead. Besides, the College would be offering a variety of *Skill* Enhancement courses under the NEP. The issue can be further addressed with mentoring and counseling about the career opportunities and possibilities of higher education progression. Further, the undergraduate course could be made more application based by inducing the Research at UG level. So, the *Research Aptitude* of the students would be further developed by offering the same under the NEP wherein the aspiring students may opt for these opportunities.

PARENTS FEEDBACK REPORT

2023-24

B.A. (Hons.) Economics

Parents of the students are always keen to know the learning outcomes and learning experiences of their ward. The College collects the Parents' Feedback regarding syllabus of the academic sessions. A questionnaire with six parameters was circulated. A dataset of 28 responses (16 Males', 12 Females' parents) has been gathered from representative and convenience sampling. The three-point like scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective variables.

	Agree	Not Sure	Disagree	Total
Are you satisfied with the growth of your ward in terms of curriculum	64.29	10.71	25	100
Did the syllabus of your ward prepare him/her for higher education in their respective field?	71.43	21.43	7.14	100
Does the syllabus/curriculum enhance employability of your ward?	42.86	28.57	28.57	100
Has the syllabus developed the research aptitude of your ward?	50	35.71	14.29	100
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	57.14	28.57	14.29	100
Does the syllabus/curriculum develop the research aptitude of your ward?	53.57	32.14	14.29	100

Table: Parents' response on a 3-point scale (in percentage)

Based on the feedback collected from parents, the following observations can be made:

1. A majority (64.29%) of parents are satisfied with their ward's growth in terms of curriculum, though 25% express dissatisfaction.
2. The syllabus is considered effective for preparing students for higher education by 71.43% of parents, while only a small fraction (7.14%) disagree.
3. Concerns emerge regarding employability, as only 42.86% of parents agree that the curriculum enhances employability, with a significant portion (28.57%) expressing doubts or disagreement.
4. The development of research aptitude and professional skills is viewed positively by more than half of parents, with 50-57% agreeing, though about a third remain unsure.

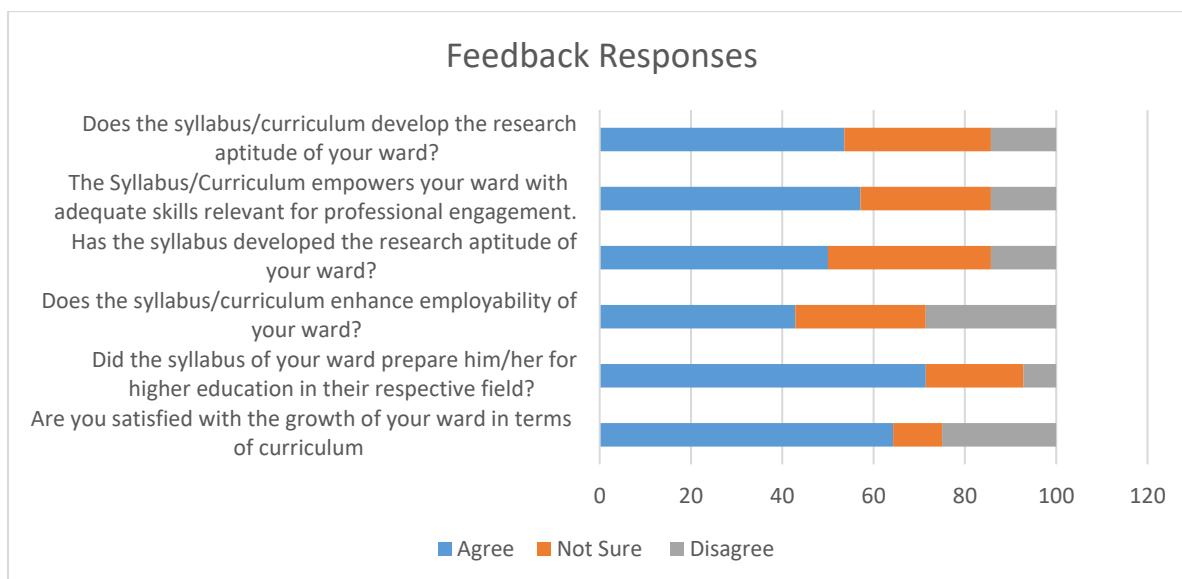


Figure: Parent's responses on 3-point Likert scale (in percentage)

Action Taken:

- With the introduction of the NEP (National Education Policy), the College will offer more Generic Elective papers in the upcoming session, providing students with a wider range of choices for future higher education. Skill Enhancement courses will also be available, equipping students with relevant competencies.
- To address concerns about employability, the College will enhance mentoring and coaching on job alternatives and higher education advancement options. Additionally, recognizing student demand for more comprehensive learning, the College plans to introduce a variety of new Value Addition and Add-on courses to enrich their educational experience.

B.A. (Hons.) English

Parents of the students are always keen to know the learning outcomes and learning experiences of their ward. The College collects the Parents' Feedback regarding syllabus of the academic sessions. A questionnaire with six parameters was circulated. A dataset of 20 responses (9 Males', 11 Females' parents) has been gathered from representative and convenience sampling. The three-point like scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective variables.

	Agree	Not Sure	Disagre e	Total
Are you satisfied with the growth of your ward in terms of curriculum	75	15	10	100
Did the syllabus of your ward prepare him/her for higher education in their respective field?	75	20	5	100
Does the syllabus/curriculum enhance employability of your ward?	65	30	5	100
Has the syllabus developed the research aptitude of your ward?	75	20	5	100
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	75	15	10	100
Does the syllabus/curriculum develop the research aptitude of your ward?	70	20	10	100

Table: Parents' response on a 3-point scale (in percentage)

Based on the feedback from parents, the findings are as follows:

1. The majority of parents (75%) are satisfied with the curriculum's contribution to their ward's growth, while only 10% express dissatisfaction.
2. A strong majority (75%) believe that the syllabus prepares students for higher education, with minimal disagreement (5%).
3. Most parents (65%) agree that the curriculum enhances employability, though 30% are unsure.
4. The curriculum is viewed positively in terms of developing research aptitude and professional skills, with around 70-75% agreeing, though a smaller proportion (10-20%) are either unsure or disagree.

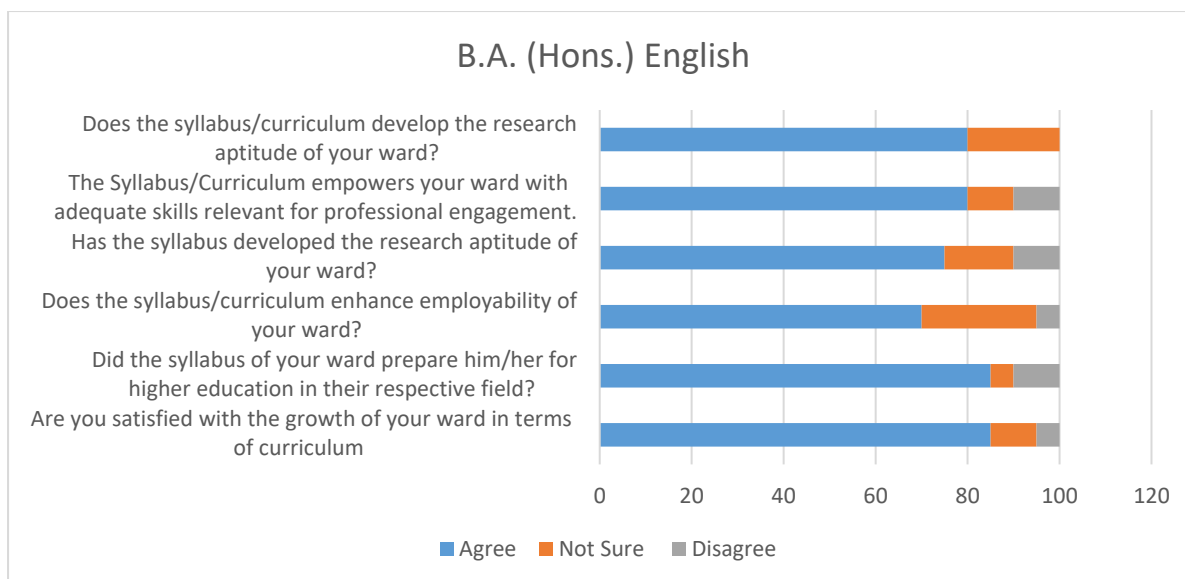


Figure: Parent's responses on 3-point Likert scale (in percentage)

Action Taken

- In response to concerns about employability, the University of Delhi has implemented NEP 2020, offering a variety of Skill Enhancement courses since the 2022-23 academic year. To align with market demands, the university plans to introduce additional courses. Mentoring and counselling services are provided to guide students on career options and opportunities for higher education.
- Recognizing students' interest in enhancing their learning experience, the university has also planned to introduce new Add-on and Value Addition courses. Additionally, the university has strengthened its internship program during semester breaks, giving students practical experience to bridge the gap between academic learning and employer expectations.

B.A. (Hons.) Hindi

Parents of the students are always keen to know the learning outcomes and learning experiences of their ward. The College collects the Parents' Feedback regarding syllabus of the academic sessions. A questionnaire with six parameters was circulated. A dataset of 20 responses (9 Males', 11 Females' parents) has been gathered from representative and convenience sampling. The three-point like scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective variables.

	Agree (%)	Not Sure (%)	Disagree (%)	Total (%)
Are you satisfied with the growth of your ward in terms of curriculum	85	10	5	100
Did the syllabus of your ward prepare him/her for higher education in their respective field?	85	5	10	100
Does the syllabus/curriculum enhance employability of your ward?	70	25	5	100
Has the syllabus developed the research aptitude of your ward?	75	15	10	100
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	80	10	10	100
Does the syllabus/curriculum develop the research aptitude of your ward?	80	20	0	100

Table: Parents' response on a 3-point scale (in percentage)

Based on the feedback provided by parents, the following insights can be drawn:

1. A strong majority (85%) of parents are satisfied with their ward's growth through the curriculum, while only 5% are dissatisfied.
2. The syllabus is deemed effective for preparing students for higher education by 85% of parents, although 10% express disagreement.
3. While 70% of parents believe the curriculum enhances employability, a notable 25% are unsure.
4. Research aptitude development and the acquisition of professional skills are positively viewed by most parents, with 75-80% agreeing, though around 10-15% remain uncertain or disagree.

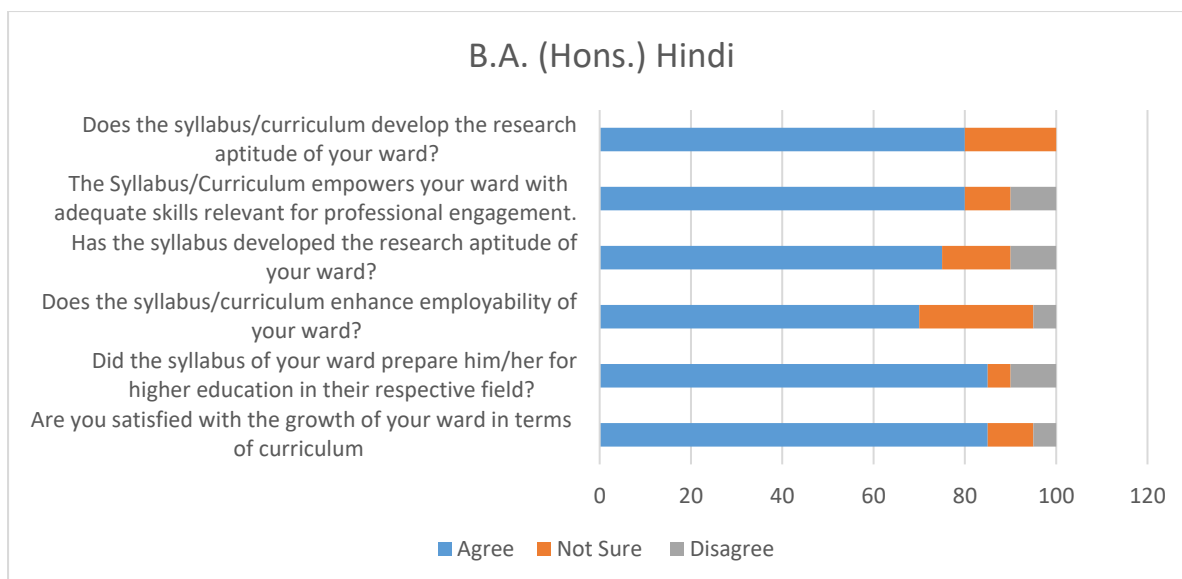


Figure: Parent's responses on 3-point Likert scale (in percentage)

Action Taken:

- In response to concerns regarding employability, the University of Delhi implemented NEP 2020 and has been offering various Skill Enhancement courses since the 2022–2023 academic session. To meet evolving market demands, the institution plans to introduce more such courses. Mentoring and counselling services are available to guide students on job opportunities and pathways for further education.
- To enhance the educational experience, the university has also planned the introduction of new Add-on and Value Addition courses, addressing students' interest in supplementary learning. Additionally, the university has promoted internships during semester breaks, providing students with practical experience that bridges the gap between academic knowledge and industry requirements.

B.A. (Hons.) History

Parents of the students are always keen to know the learning outcomes and learning experiences of their ward. The College collects the Parents' Feedback regarding syllabus of the academic sessions. A questionnaire with six parameters was circulated. A dataset of 21 responses (9 Males', 12 Females' parents) has been gathered from representative and convenience sampling. The three-point like scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective variables.

	Agree (%)	Not Sure (%)	Disagree (%)	Total (%)
Are you satisfied with the growth of your ward in terms of curriculum	90.48	9.52	0	100
Did the syllabus of your ward prepare him/her for higher education in their respective field?	85.72	9.52	4.76	100
Does the syllabus/curriculum enhance employability of your ward?	71.43	9.52	19.05	100
Has the syllabus developed the research aptitude of your ward?	76.19	14.29	9.52	100
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	71.43	19.05	9.52	100
Does the syllabus/curriculum develop the research aptitude of your ward?	80.95	14.29	4.76	100

Table: Parents' response on a 3-point scale (in percentage)

Based on the feedback, the following interpretations can be made:

1. A very high percentage of parents (90.48%) are satisfied with their ward's growth through the curriculum, with no disagreements.
2. Most parents (85.72%) feel the syllabus prepares students well for higher education, though a small minority (4.76%) disagree.
3. While 71.43% agree that the curriculum enhances employability, 19.05% express dissatisfaction.
4. The development of research aptitude and relevant professional skills is positively viewed by the majority (71-80%), though some uncertainty remains, with up to 19.05% unsure about skill enhancement and research aptitude development.

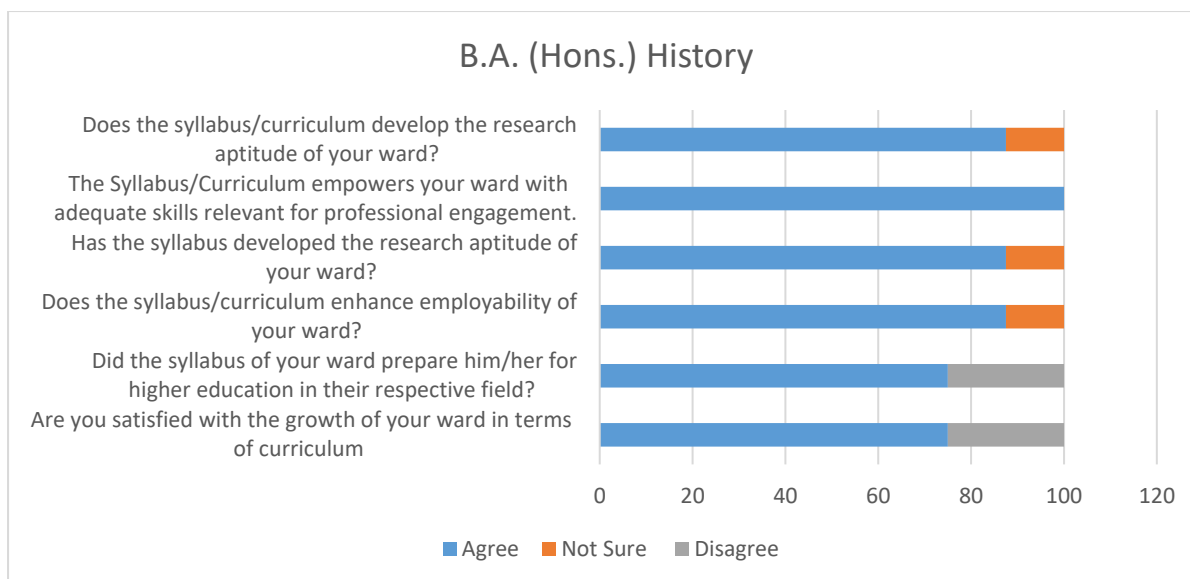


Figure: Parent's responses on 3-point Likert scale (in percentage)

Action Taken:

- To address employability concerns, the University of Delhi has implemented NEP 2020, offering a variety of Skill Enhancement courses. This initiative has reduced uncertainty among students and parents regarding the curriculum's ability to enhance employability. In addition, the university has expanded mentorship, counselling, and career guidance services to help students explore job options and higher education pathways.
- Furthermore, the university has strengthened its focus on internships during semester breaks, providing students with practical, real-world experience to bridge the gap between academic learning and industry demands.

B.A. (Hons.) Political Science

Parents of the students are always keen to know the learning outcomes and learning experiences of their ward. The College collects the Parents' Feedback regarding syllabus of the academic sessions. A questionnaire with six parameters was circulated. A dataset of 19 responses (10 Males', 9 Females' parents) has been gathered from representative and convenience sampling. The three-point like scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective variables.

	Agree (%)	Not Sure (%)	Disagree (%)	Total (%)
Are you satisfied with the growth of your ward in terms of curriculum	78.95	5.26	15.79	100
Did the syllabus of your ward prepare him/her for higher education in their respective field?	63.16	31.58	5.26	100
Does the syllabus/curriculum enhance employability of your ward?	63.16	31.58	5.26	100
Has the syllabus developed the research aptitude of your ward?	63.16	31.58	5.26	100
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	47.37	36.84	15.79	100
Does the syllabus/curriculum develop the research aptitude of your ward?	63.16	26.32	10.52	100

Table: Parents' response on a 3-point scale (in percentage)

Based on the feedback, the following key insights emerge:

1. While a majority of parents (78.95%) are satisfied with their ward's growth through the curriculum, 15.79% express dissatisfaction.
2. The syllabus is perceived as preparing students for higher education by 63.16% of parents, though a significant portion (31.58%) are unsure.
3. Similarly, 63.16% agree that the curriculum enhances employability and research aptitude, with a notable 31.58% uncertain on both counts.
4. The development of professional skills raises concerns, as only 47.37% agree, with 36.84% unsure and 15.79% disagreeing.

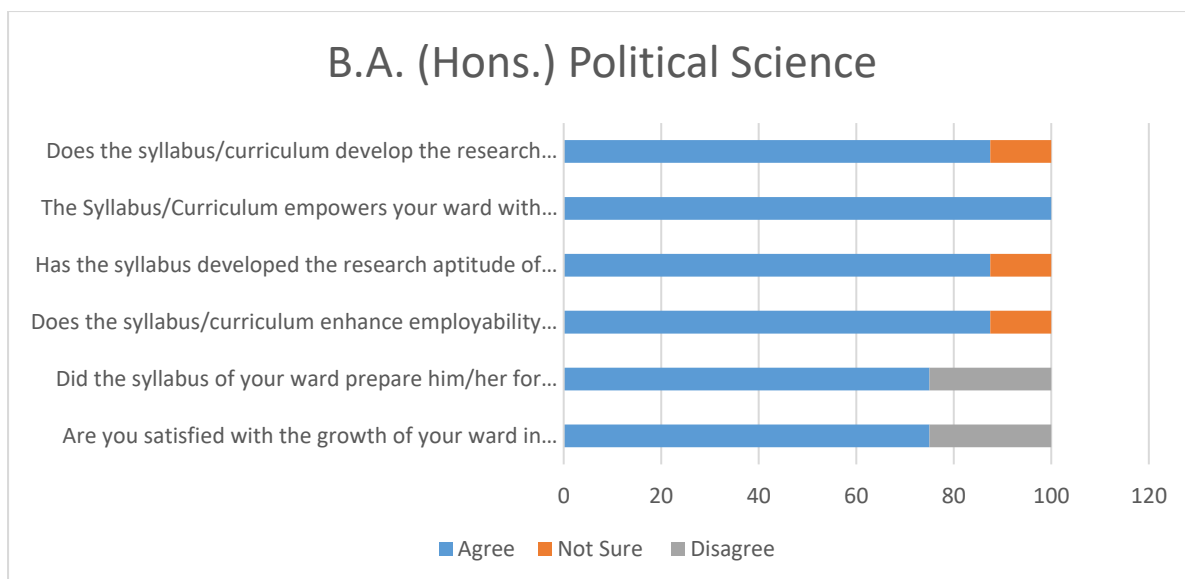


Figure: Parent’s responses on 3-point Likert scale (in percentage)

Action Taken:

- To enhance students' educational experience, the college plans to introduce additional Skill Enhancement Courses (SEC) in response to their feedback. The university already offers a variety of SECs under the NEP, with plans to expand these offerings to meet market demand.
- Additionally, the University of Delhi has strengthened its internship programs during semester breaks. These internships provide students with practical experience, helping bridge the gap between academic learning and the skills required by employers. This initiative aims to address employability concerns and prepare students more effectively for the job market.

B.A. (Prog.)

Parents of the students are always keen to know the learning outcomes and learning experiences of their ward. The College collects the Parents' Feedback regarding syllabus of the academic sessions. A questionnaire with six parameters was circulated. A dataset of 42 responses (24 Males', 18 Females' parents) has been gathered from representative and convenience sampling. The three-point like scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective variables.

	Agree (%)	Not Sure (%)	Disagree (%)	Total (%)
Are you satisfied with the growth of your ward in terms of curriculum	78.57	10.71	10.72	100
Did the syllabus of your ward prepare him/her for higher education in their respective field?	67.86	10.71	21.43	100
Does the syllabus/curriculum enhance employability of your ward?	53.57	25	21.43	100
Has the syllabus developed the research aptitude of your ward?	64.29	17.86	17.85	100
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	53.57	21.43	25	100
Does the syllabus/curriculum develop the research aptitude of your ward?	50	35.71	14.29	100

Table: Parents' response on a 3-point scale (in percentage)

Based on the feedback, the following points can be highlighted:

1. A majority of parents (78.57%) are satisfied with their ward's growth through the curriculum, although 10.72% are dissatisfied.
2. The syllabus is considered to adequately prepare students for higher education by 67.86% of parents, with a significant portion (21.43%) expressing disagreement.
3. Employability enhancement is viewed positively by 53.57% of parents, but 21.43% are not convinced, and 25% remain unsure.
4. The curriculum's role in developing research aptitude and providing relevant professional skills is acknowledged by about 50-64% of parents, though there is notable uncertainty and some disagreement (17.85-35.71%).

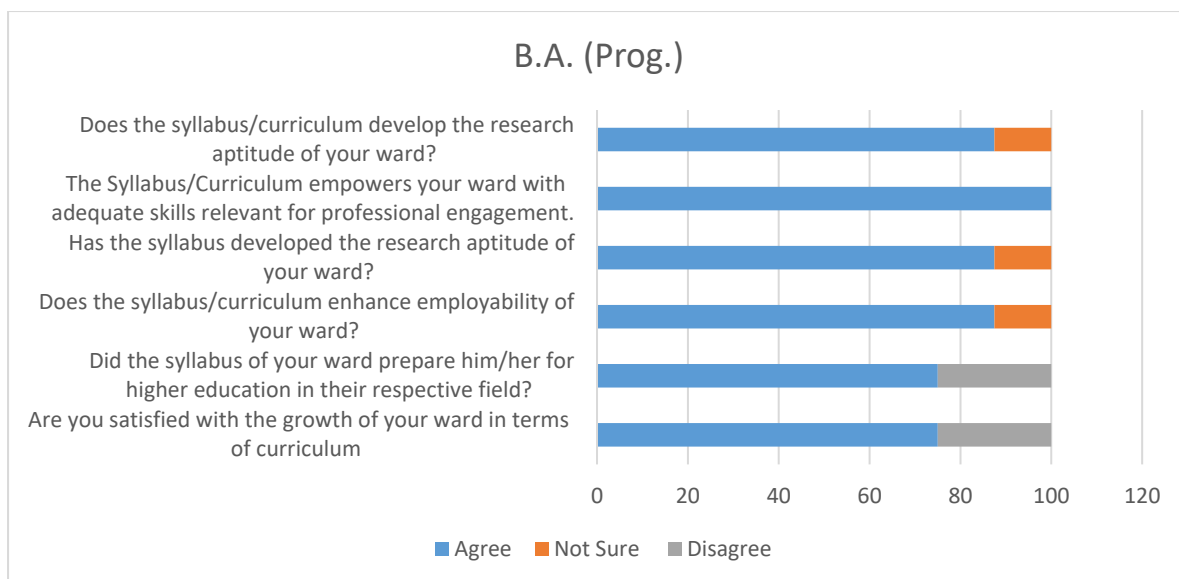


Figure: Parent's responses on 3-point Likert scale (in percentage)

Action Taken:

- To address students' concerns about employability, the University of Delhi has implemented NEP 2020, offering a range of Skill Enhancement courses. The university plans to introduce additional courses to meet market demands. Mentoring and counselling services are available to guide students on job options and advanced education opportunities.
- In response to students' interest in enriching their educational experience, the university is also launching new Add-on courses. Furthermore, the university has enhanced its internship program during semester breaks to provide students with practical experience and better align their academic learning with industry requirements.

B.Com.

Parents of the students are always keen to know the learning outcomes and learning experiences of their ward. The College collects the Parents' Feedback regarding syllabus of the academic sessions. A questionnaire with six parameters was circulated. A dataset of 27 responses (18 Males', 9 Females' parents) has been gathered from representative and convenience sampling. The three-point like scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective variables.

	Agree (%)	Not Sure (%)	Disagree (%)	Total (%)
Are you satisfied with the growth of your ward in terms of curriculum	89.29	7.14	3.57	100
Did the syllabus of your ward prepare him/her for higher education in their respective field?	82.14	10.72	7.14	100
Does the syllabus/curriculum enhance employability of your ward?	53.57	35.72	10.71	100
Has the syllabus developed the research aptitude of your ward?	82.14	14.29	3.57	100
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	78.57	17.86	3.57	100
Does the syllabus/curriculum develop the research aptitude of your ward?	71.43	25	3.57	100

Table: Parents' response on a 3-point scale (in percentage)

Based on the feedback, the following insights can be made:

1. A strong majority of parents (89.29%) are satisfied with their ward's growth through the curriculum, with only 3.57% expressing dissatisfaction.
2. The syllabus is considered effective in preparing students for higher education by 82.14% of parents, although 7.14% disagree.
3. The curriculum's impact on enhancing employability is acknowledged by 53.57% of parents, but a significant 35.72% are unsure, indicating room for improvement in this area.
4. Most parents feel the curriculum effectively develops research aptitude (82.14%) and provides adequate skills for professional engagement (78.57%). However, there is still a notable portion (14.29% and 17.86%, respectively) who are unsure or dissatisfied with these aspects.

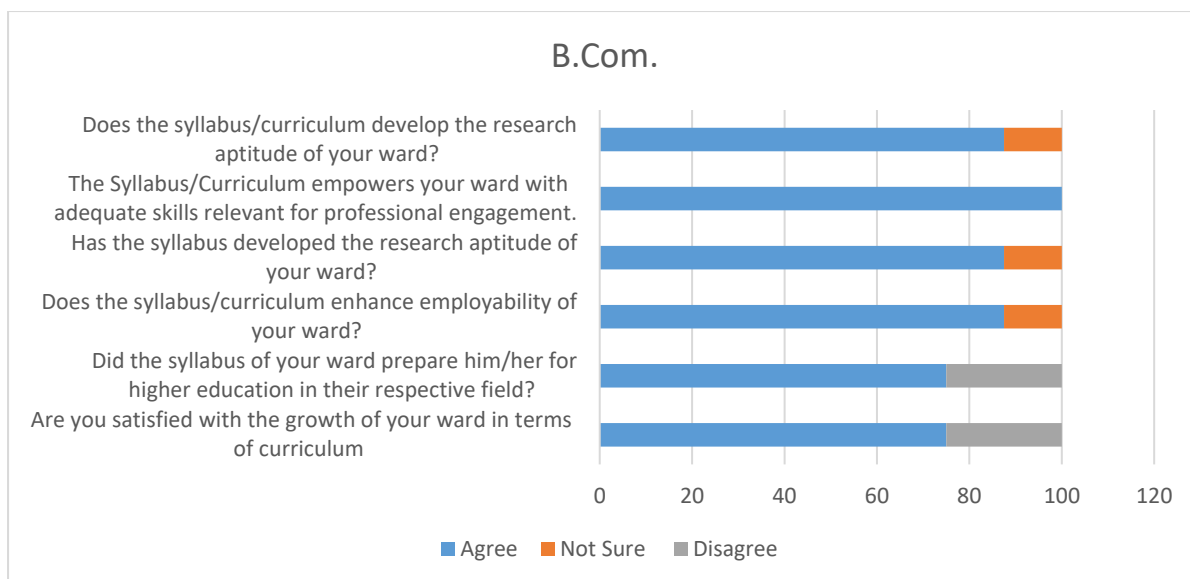


Figure: Parent's responses on 3-point Likert scale (in percentage)

Action Taken:

- **Expansion of Skill-Based and Value-Addition Courses:** The college plans to introduce more Skill-Based and Value-Addition courses under NEP to better align with industry demands and complement students' learning.
- **Enhanced Internship Opportunities:** The University is promoting internships during semester breaks to provide students with practical experience and bridge the gap between academic studies and industry requirements.
- **Increased Focus on Research at the Undergraduate Level:** To further develop students' research aptitude, the university is considering incorporating more research opportunities into undergraduate courses under NEP, allowing students to engage in application-based research projects.

B.Com. (Hons.)

Parents of the students are always keen to know the learning outcomes and learning experiences of their ward. The College collects the Parents' Feedback regarding syllabus of the academic sessions. A questionnaire with six parameters was circulated. A dataset of 20 responses (10 Males', 10 Females' parents) has been gathered from representative and convenience sampling. The three-point like scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective variables.

	Agree (%)	Not Sure (%)	Disagree (%)	Total (%)
Are you satisfied with the growth of your ward in terms of curriculum	85	15	0	100
Did the syllabus of your ward prepare him/her for higher education in their respective field?	80	15	5	100
Does the syllabus/curriculum enhance employability of your ward?	75	15	10	100
Has the syllabus developed the research aptitude of your ward?	70	25	5	100
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	85	10	5	100
Does the syllabus/curriculum develop the research aptitude of your ward?	75	15	10	100

Table: Parents' response on a 3-point scale (in percentage)

Based on the feedback, the following insights can be made:

1. A significant majority of parents are satisfied with the curriculum's contribution to their ward's growth (64.29%) and believe it adequately prepares their ward for higher education (71.43%).
2. Parents are more divided on the curriculum's role in enhancing employability, with only 42.86% agreeing it improves job readiness, while 28.57% disagree, indicating some concerns about its effectiveness in this area.
3. There is a moderate level of confidence among parents that the syllabus helps develop their ward's research aptitude, with 50% and 53.57% agreeing on this aspect, suggesting that this is a relatively positive outcome.
4. A majority of parents (57.14%) feel the curriculum equips their ward with relevant professional skills, though 28.57% are unsure, reflecting a general satisfaction but also some uncertainty about how well the curriculum translates into practical skills.

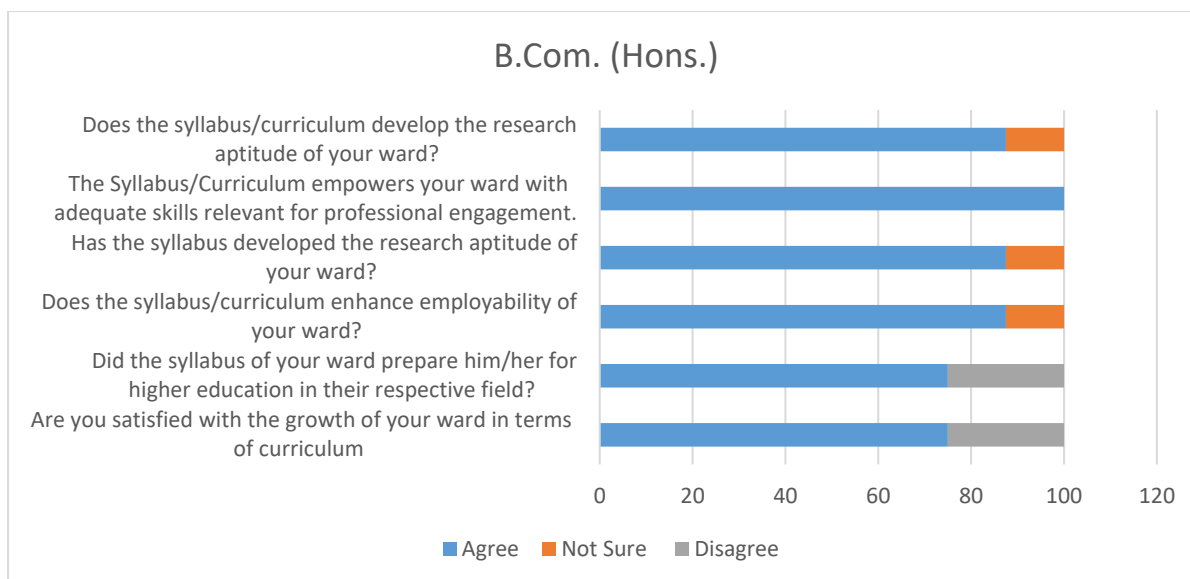


Figure: Parent's responses on 3-point Likert scale (in percentage)

Action Taken:

Action Taken:

- **Expansion of Skill-Based and Value-Addition Courses:** The college plans to introduce more Skill-Based and Value-Addition courses under NEP to better align with industry demands and complement students' learning.
- **Enhanced Internship Opportunities:** The University is promoting internships during semester breaks to provide students with practical experience and bridge the gap between academic studies and industry requirements.
- **Increased Focus on Research at the Undergraduate Level:** To further develop students' research aptitude, the university is considering incorporating more research opportunities into undergraduate courses under NEP, allowing students to engage in application-based research projects.

B.Sc. Physical Science (Chemistry)

Parents of the students are always keen to know the learning outcomes and learning experiences of their ward. The College collects the Parents' Feedback regarding syllabus of the academic sessions. A questionnaire with six parameters was circulated. A dataset of 38 responses (21 Males', 17 Females' parents) has been gathered from representative and convenience sampling. The three-point like scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective variables.

	Agree (%)	Not Sure (%)	Disagree (%)	Total (%)
Are you satisfied with the growth of your ward in terms of curriculum	64.29	28.57	7.14	100
Did the syllabus of your ward prepare him/her for higher education in their respective field?	78.57	3.57	17.86	100
Does the syllabus/curriculum enhance employability of your ward?	60.71	21.43	17.86	100
Has the syllabus developed the research aptitude of your ward?	53.57	35.71	10.71	100
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	57.14	32.14	10.71	100
Does the syllabus/curriculum develop the research aptitude of your ward?	46.43	46.43	7.14	100

Table: Parents' response on a 3-point scale (in percentage)

Based on the feedback, the following insights can be made:

1. Most parents are satisfied with their ward's curriculum growth (64.29%) and believe the syllabus adequately prepares them for higher education (78.57%).
2. A majority of parents (60.71%) think the curriculum enhances their ward's employability, though there is still some concern, with 21.43% unsure about its impact.
3. Parents have mixed views on the curriculum's role in developing research aptitude. The percentage of parents agreeing is somewhat lower for this aspect (53.57% and 46.43% in the two questions), indicating some uncertainty or varied experiences in this area.
4. Over half of the parents (57.14%) feel the curriculum provides their ward with relevant professional skills, but a notable portion (32.14%) remains unsure, suggesting that while there is general satisfaction, there is also a need for clearer communication or improvements in this area.

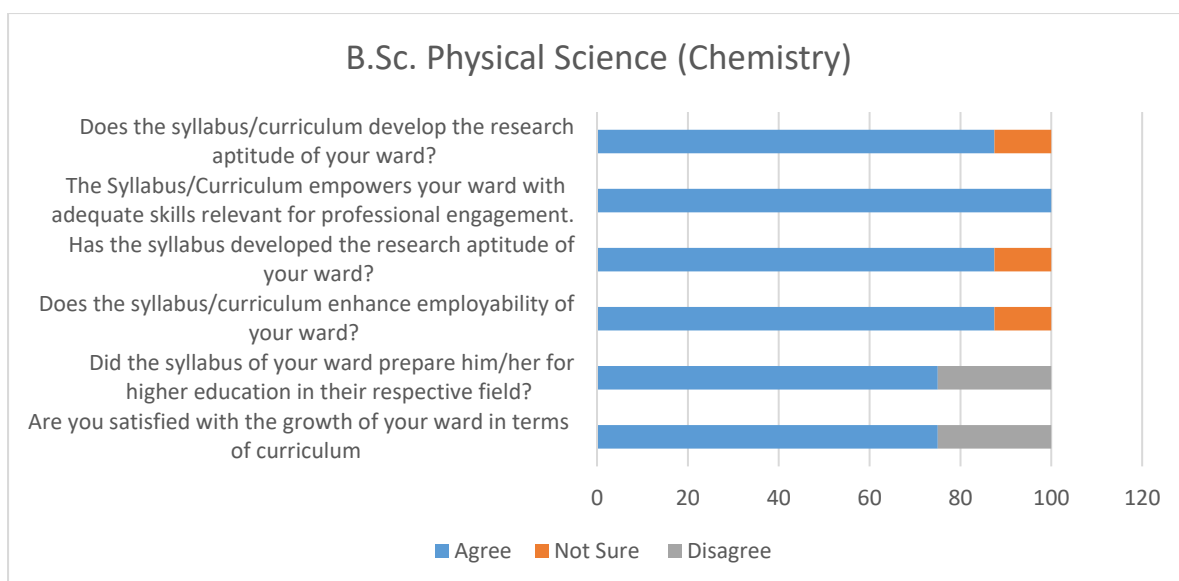


Figure: Parent's responses on 3-point Likert scale (in percentage)

Action Taken:

- In response to the feedback, the B.Sc. course with a focus on Physical Science (Electronics) has been revised to incorporate more experiential learning opportunities. This change aligns with the National Education Policy (NEP) and aims to enhance practical application and research opportunities at the undergraduate level. By introducing research possibilities, the revised curriculum seeks to improve students' research aptitude and better prepare them for future academic or professional pursuits.
- The University of Delhi has expanded its internship programs to include opportunities during semester breaks. This initiative is designed to provide students with practical experience, bridging the gap between their academic learning and industry demands. By integrating internships more deeply into the academic calendar, the university aims to better equip students with real-world skills and enhance their employability.

B.Sc. Physical Science (Computer Science)

Parents of the students are always keen to know the learning outcomes and learning experiences of their ward. The College collects the Parents' Feedback regarding syllabus of the academic sessions. A questionnaire with six parameters was circulated. A dataset of 42 responses (38 Males', 4 Females' parents) has been gathered from representative and convenience sampling. The three-point like scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective variables.

	Agree (%)	Not Sure (%)	Disagree (%)	Total (%)
Are you satisfied with the growth of your ward in terms of curriculum	75	14.29	10.71	100
Did the syllabus of your ward prepare him/her for higher education in their respective field?	75	14.29	10.71	100
Does the syllabus/curriculum enhance employability of your ward?	71.43	14.29	14.28	100
Has the syllabus developed the research aptitude of your ward?	64.29	10.71	25	100
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	78.57	14.29	7.14	100
Does the syllabus/curriculum develop the research aptitude of your ward?	71.43	10.71	17.86	100

Table: Parents' response on a 3-point scale (in percentage)

Based on the feedback, the following insights can be made:

1. A strong majority of parents are satisfied with their ward's curriculum growth (75%) and believe the syllabus effectively prepares them for higher education (75%).
2. The majority of parents (71.43%) feel that the curriculum enhances their ward's employability, though 14.29% are uncertain, indicating general approval but some room for improvement.
3. There is a positive perception regarding the curriculum's role in developing research aptitude, with 64.29% agreeing and 71.43% in the second question, although 25% and 17.86% respectively disagree, suggesting variability in how well the syllabus fosters research skills.
4. Most parents (78.57%) believe the curriculum equips their ward with adequate professional skills, indicating strong approval of its relevance for professional engagement, with only a small percentage disagreeing (7.14%).

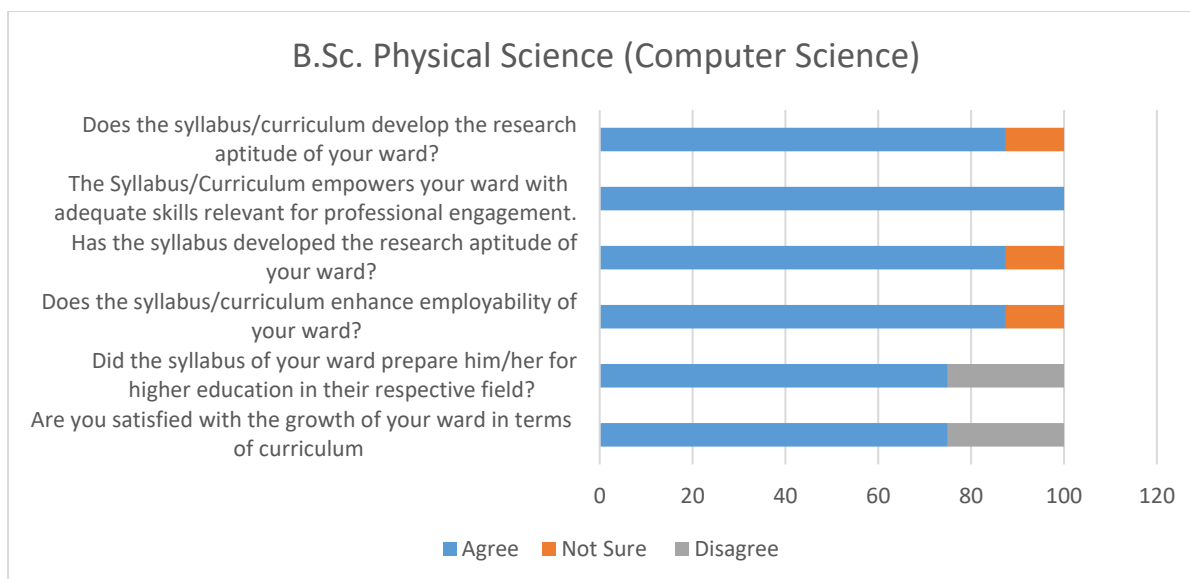


Figure: Parent's responses on 3-point Likert scale (in percentage)

Action Taken:

- The B.Sc. in Physical Science (Computer Science) course has been updated to include more experiential learning opportunities, addressing the shift towards online learning which had previously limited practical skill acquisition. This revision is in line with the National Education Policy (NEP) and aims to enhance students' hands-on experience and application-based learning.
- To tackle concerns about employability, the University of Delhi will implement a range of Skill Enhancement courses. Additionally, the college will provide mentoring and counselling services to support students in navigating career prospects and higher education options.
- The curriculum will now offer more research opportunities at the undergraduate level. This change aims to make the course more application-based and improve students' research aptitude, aligning with NEP guidelines and providing students with valuable research experience.
- The University of Delhi has increased the focus on internships during semester breaks. This initiative is designed to give students practical experience and better align their academic learning with industry requirements, thereby enhancing their employability and bridging the gap between academic studies and real-world demands.

B.Sc. Physical Science (Electronics)

Parents of the students are always keen to know the learning outcomes and learning experiences of their ward. The College collects the Parents' Feedback regarding syllabus of the academic sessions. A questionnaire with six parameters was circulated. A dataset of 28 responses (16 Males', 12 Females' parents) has been gathered from representative and convenience sampling. The three-point like scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective variables.

	Agree (%)	Not Sure (%)	Disagree (%)	Total (%)
Are you satisfied with the growth of your ward in terms of curriculum	66.67	27.78	5.55	100
Did the syllabus of your ward prepare him/her for higher education in their respective field?	77.78	11.11	11.11	100
Does the syllabus/curriculum enhance employability of your ward?	55.56	27.78	16.66	100
Has the syllabus developed the research aptitude of your ward?	61.11	27.78	11.11	100
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	61.11	16.67	22.22	100
Does the syllabus/curriculum develop the research aptitude of your ward?	55.56	22.22	22.22	100

Table: Parents' response on a 3-point scale (in percentage)

Based on the feedback, the following insights can be made:

1. A majority of parents are satisfied with their ward's curriculum growth (66.67%) and believe it effectively prepares students for higher education (77.78%).
2. The curriculum's impact on employability is seen positively by 55.56% of parents, though there is a notable percentage (27.78%) who are unsure, indicating some uncertainty about how well the curriculum enhances job readiness.
3. Parents generally feel that the syllabus contributes to developing research aptitude, with 61.11% agreeing in one question and 55.56% in the other. However, there remains some uncertainty or dissatisfaction, as indicated by 27.78% being unsure in both cases.
4. The curriculum is perceived to provide adequate professional skills by 61.11% of parents, although 22.22% disagree, suggesting that while the majority find it effective, there is significant room for improvement in how well the curriculum prepares students for professional engagement.

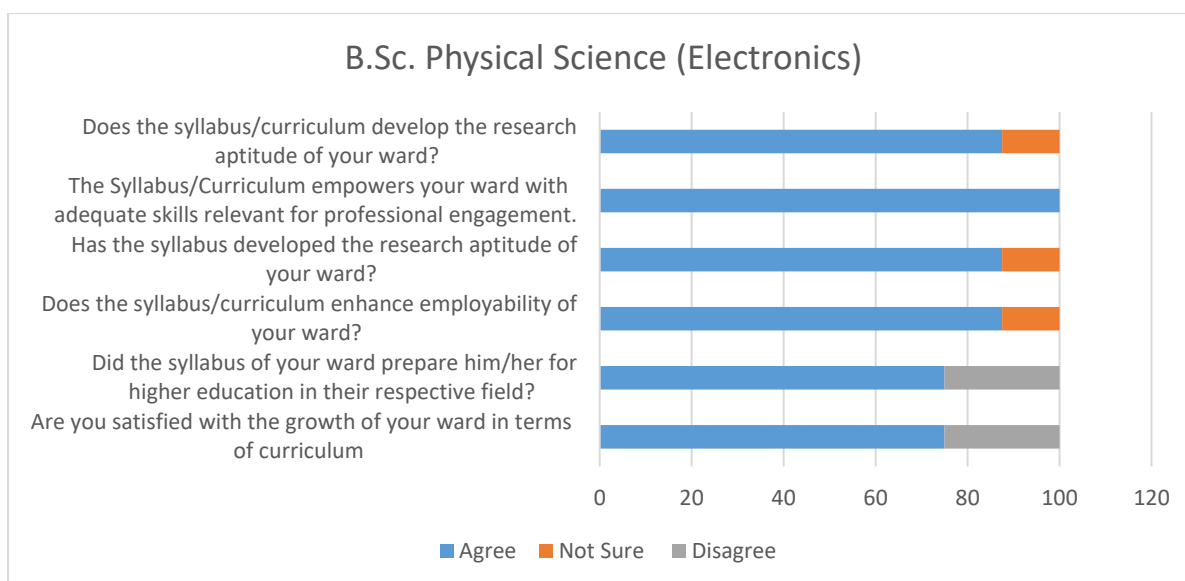


Figure: Parent's responses on 3-point Likert scale (in percentage)

Action Taken:

- The B.Sc. in Physical Science (Chemical) program has been revised to enhance practical training and hands-on experience. This change aligns with NEP guidelines and aims to provide students with more real-world application opportunities in preparation for future sessions. The college has also partnered with various organizations to facilitate this practical training.
- Starting from the academic session 2023-24, the college will offer a range of Skill Enhancement courses under the NEP framework. Additionally, mentorship and counselling services will be introduced to assist students with career guidance and higher education planning, addressing the concerns about employability and job prospects.
- The updated curriculum will include new research opportunities at the undergraduate level, aiming to enhance students' research aptitude and make the course more application-based. This initiative will provide students with the option to engage in research activities as part of their academic experience.
- The University of Delhi has increased its focus on internships during semester breaks to provide students with practical experience. This expansion aims to bridge the gap between academic learning and industry requirements, helping students gain valuable real-world experience and improve their employability.

B.Sc. (Hons.) Chemistry

	Agree (%)	Not Sure (%)	Disagree (%)	Total (%)
Are you satisfied with the growth of your ward in terms of curriculum	75	0	25	100
Did the syllabus of your ward prepare him/her for higher education in their respective field?	75	0	25	100
Does the syllabus/curriculum enhance employability of your ward?	87.5	12.5	0	100
Has the syllabus developed the research aptitude of your ward?	87.5	12.5	0	100
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	100	0	0	100
Does the syllabus/curriculum develop the research aptitude of your ward?	87.5	12.5	0	100

Table: Parents' response on a 3-point scale (in percentage)

Based on the feedback, the following insights can be made:

1. All surveyed parents are satisfied with their ward's curriculum growth (75%) and believe it effectively prepares them for higher education (75%), with no parents expressing dissatisfaction.
2. A high percentage of parents (87.5%) feel that the curriculum enhances their ward's employability, reflecting strong approval in this area, with no dissenting views.
3. Parents are very positive about the curriculum's role in developing research aptitude, with 87.5% agreeing, indicating strong support for this aspect of the syllabus.
4. Every parent (100%) feels that the curriculum empowers their ward with adequate skills relevant for professional engagement, showing unanimous approval of the curriculum's effectiveness in preparing students for the professional world.

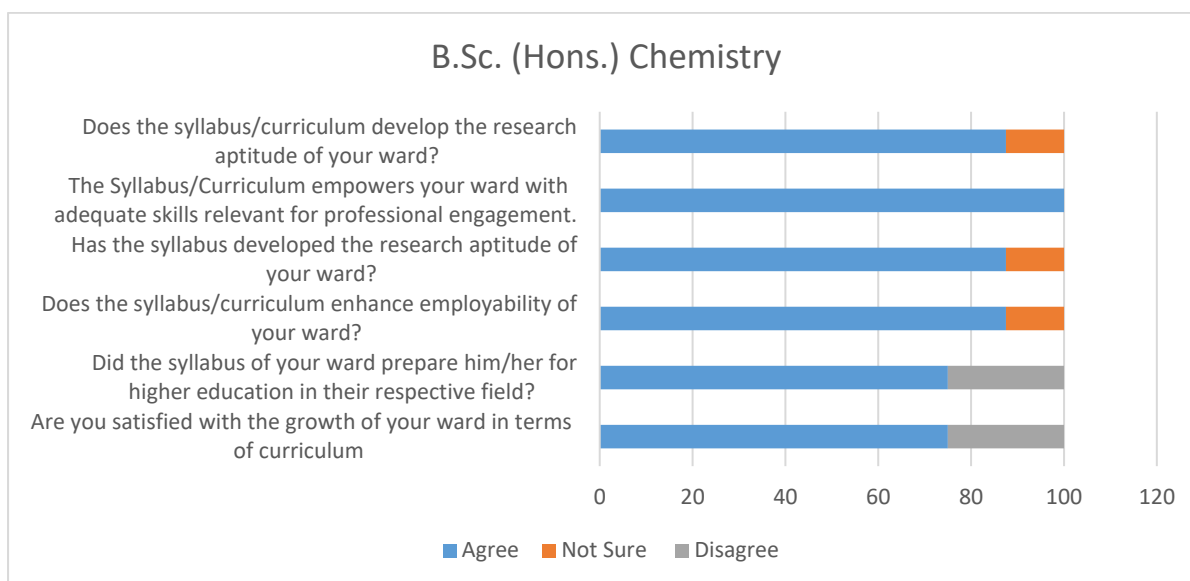


Figure: Parent's responses on 3-point Likert scale (in percentage)

Action Taken:

Action Taken:

- To further enhance employability, the college will introduce a variety of Skill Enhancement courses aligned with industry demands, as outlined by the New Education Policy (NEP). These courses aim to equip students with new skills relevant to current job market needs, thereby deepening their employability.
- The development of students' research aptitude will be strengthened through opportunities provided by the NEP in the fourth year of their graduation. Aspiring students will have the option to engage in research activities, enhancing their skills and preparing them for advanced academic or professional pursuits.

B.Sc. (Hons.) Mathematics

Parents of the students are always keen to know the learning outcomes and learning experiences of their ward. The College collects the Parents' Feedback regarding syllabus of the academic sessions. A questionnaire with six parameters was circulated. A dataset of 28 responses (16 Males', 12 Females' parents) has been gathered from representative and convenience sampling. The three-point like scale has measured the responses as Agree, Not Sure and Disagree. The tabular representation of the responses has been quantified below as against the respective variables.

	Agree (%)	Not Sure (%)	Disagree (%)	Total (%)
Are you satisfied with the growth of your ward in terms of curriculum	70	15	15	100
Did the syllabus of your ward prepare him/her for higher education in their respective field?	85	10	5	100
Does the syllabus/curriculum enhance employability of your ward?	50	40	10	100
Has the syllabus developed the research aptitude of your ward?	80	15	5	100
The Syllabus/Curriculum empowers your ward with adequate skills relevant for professional engagement.	75	20	5	100
Does the syllabus/curriculum develop the research aptitude of your ward?	85	10	5	100

Table: Parents' response on a 3-point scale (in percentage)

Based on the feedback, the following insights can be made:

1. A strong majority of parents are satisfied with their ward's curriculum growth (70%) and believe it effectively prepares them for higher education (85%). This indicates general approval of the curriculum's role in both personal development and academic preparedness.
2. The curriculum's impact on employability is viewed less favourably, with only 50% of parents agreeing that it enhances employability. A significant portion (40%) remains unsure, reflecting some uncertainty about the curriculum's effectiveness in meeting industry demands.
3. The curriculum is positively perceived in terms of developing research aptitude, with 80% of parents agreeing in one question and 85% in the other. This suggests strong approval of the curriculum's role in fostering research skills.
4. Most parents (75%) believe the curriculum provides adequate skills relevant for professional engagement. However, 20% are unsure, indicating that while there is broad approval, there is still some uncertainty about the curriculum's effectiveness in preparing students for the professional world.

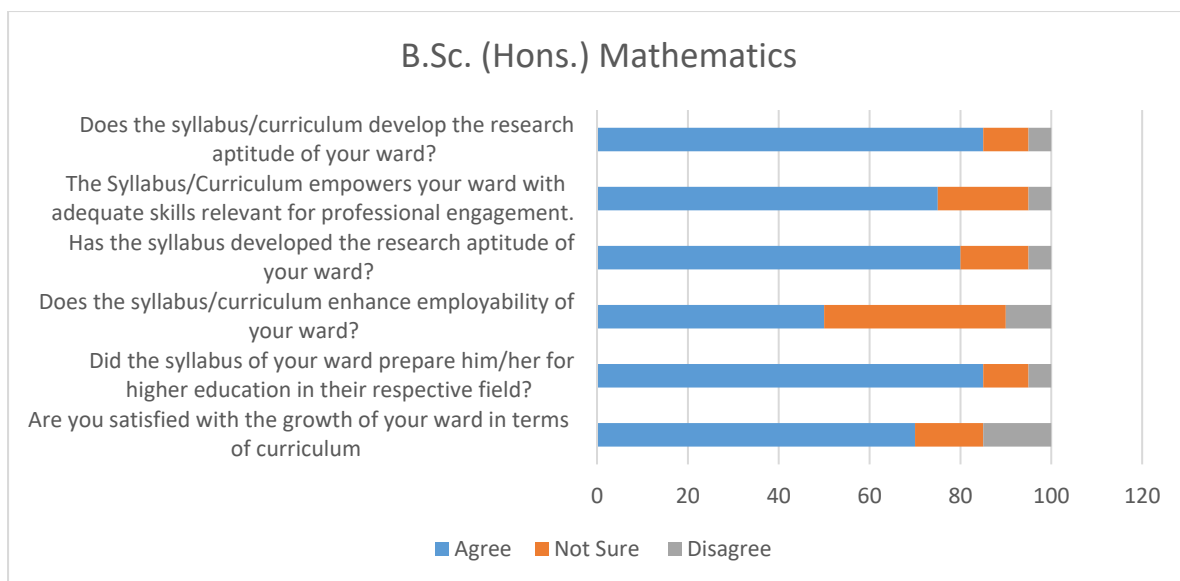


Figure: Parent's responses on 3-point Likert scale (in percentage)

Action Taken:

- To improve employability, the college will expand the offering of Skill Enhancement courses under the New Education Policy (NEP). These courses will focus on equipping students with new industry-relevant skills, aligning their learning with current job market demands.
- The college will introduce additional opportunities for students to further develop their skillset through Add-on courses. These will be part of the NEP framework and will aim to empower students with practical, job-oriented skills, ensuring they are well-prepared for professional engagement.