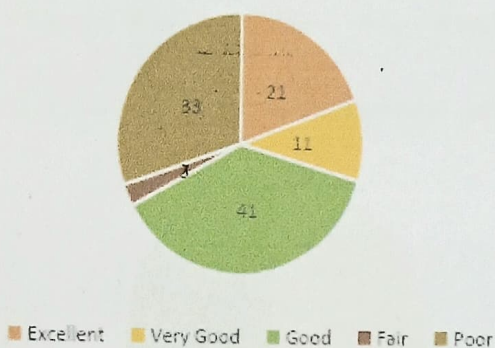


Department wise Action Taken Report on Feedback (2021-2022)

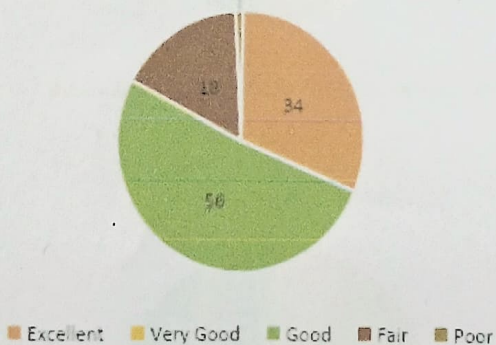
B.A. (Prog.)

Feedback was collected from various stakeholders. The data was received and analysed for 109 B.A. Prog. students. The results for various criteria are represented graphically. This course consists of various combinations and the feedback received indicates positive feedback on all criteria.

Clarity of course objectives



Timely course completion

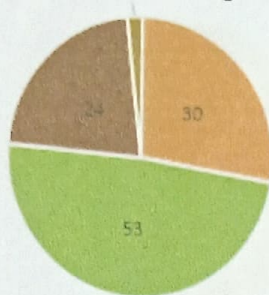


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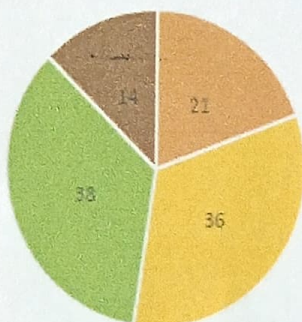
Curriculum balances theoretical and practical knowledge

2



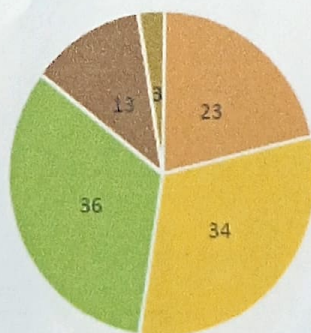
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Extent to which the course generates interest in subject area



Excellent Very Good Good Fair Poor

Depth of course content

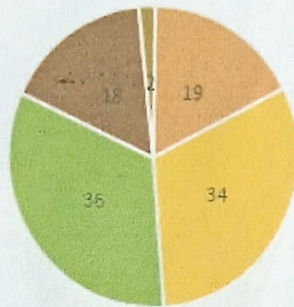


Excellent Very Good Good Fair Poor

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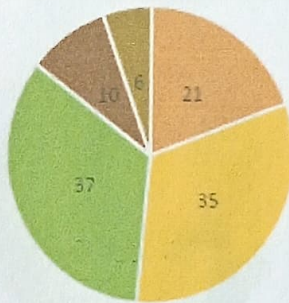
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Relevance of course content to real life



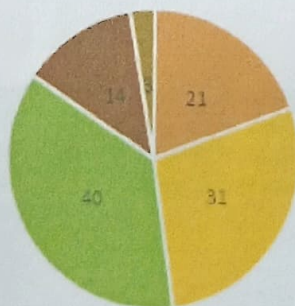
Excellent Very Good Good Fair Poor

Methods of assessment of student performance



Excellent Very Good Good Fair Poor

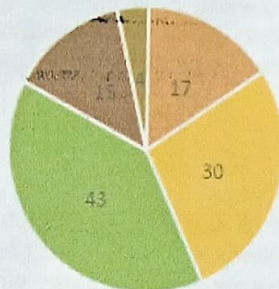
Ability of the course to foster higher learning



Excellent Very Good Good Fair Poor

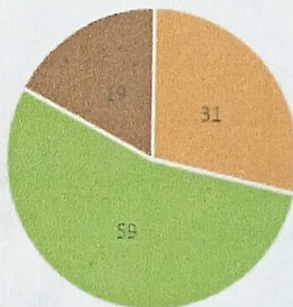
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Adequacy of suggested references



Excellent Very Good Good Fair Poor

Curriculum has the potential for self learning



Excellent Very Good Good Fair Poor

The action taken by various (B.A. Prog.) departments for holistic learning are as follows:

1. Computer Science Department

A technical society was formed by the Department of Computer Science at Vivekananda College to enhance the social, emotional, and intellectual working of the department. This society aims at providing new opportunities to the students in the field of information technology.

The Department of Computer Science organized various events and workshops to promote teamwork and collaboration, enhancing social and emotional learning.

2. Department of Economics

The department has taken several initiatives to promote holistic learning and combine theoretical aspects with practical learning. A webinar on 'Analysing the status of Ecotaxation in India' was conducted on

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March 30th, 2022. Such webinars help promote clarity of concepts and helps student to relate course content to real life for all round development of students.

3. Department of French

The department tried to make language learning more interactive through inclusion of language games, role play etc. for practicing language skills acquired during class. The usage authentic documents such as French songs, French poems was done to teach grammar, vocabulary as well as to introduce them to French culture.

4. Department of Music

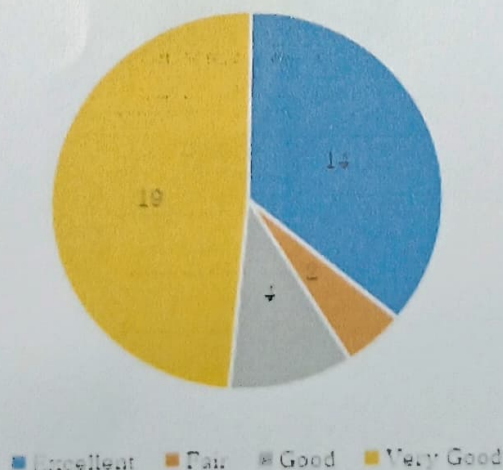
Hindustani Music(vocal) is one of the popular and very well received discipline course being taught in the BA program undergraduate subjects of CBCS. This is a specialized course comprising of a very well-balanced curriculum (based on the performance as well as theoretical components of this ancient classical art).

The Music Department conducted various programmes to enrich students' knowledge and subject specific skills by organizing online National webinars, lecture presentation/workshop and inter college music competition. The department students participate and perform invocation song and musical compositions in almost all the important College functions. Students are also being guided under the mentorship of their respective teachers.

Department of Applied Psychology

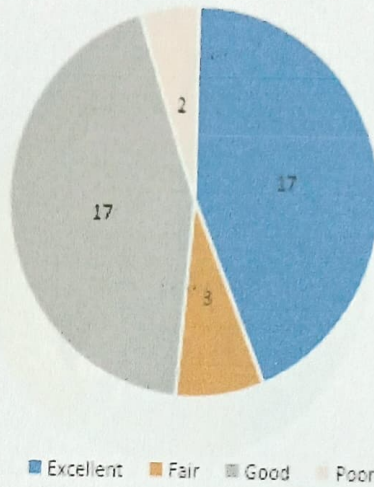
Approx. obtained 40 responses were obtained (department has 110 students and 8 teachers; 11 alumni responded)

1. Clarity of course objectives

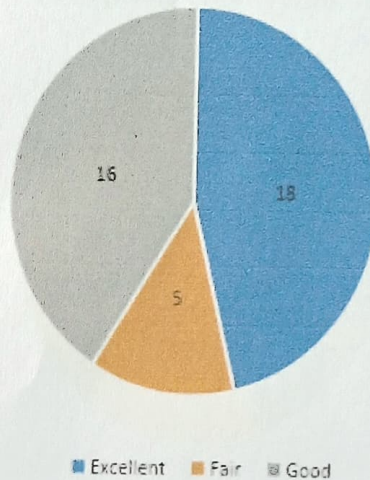


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2. Timely course completion

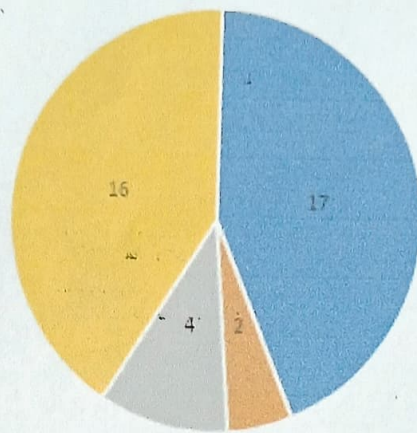


3. Curriculum balances theoretical and practical knowledge



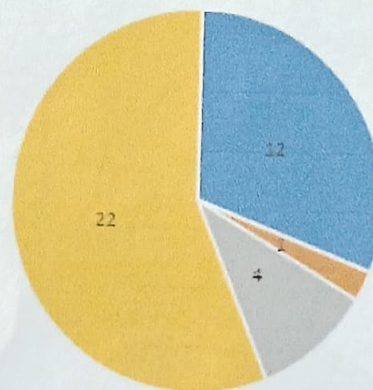
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4. Extent to which the course generates interest in subject area



■ Excellent ■ Fair ■ Good ■ Very Good

5. Depth of course content

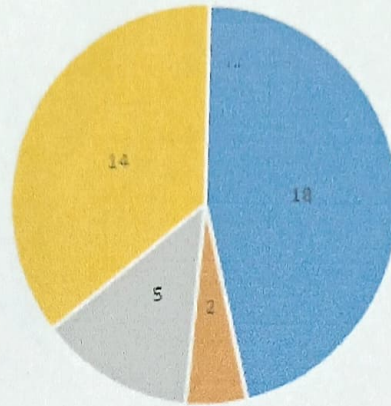


■ Excellent ■ Fair ■ Good ■ Very Good

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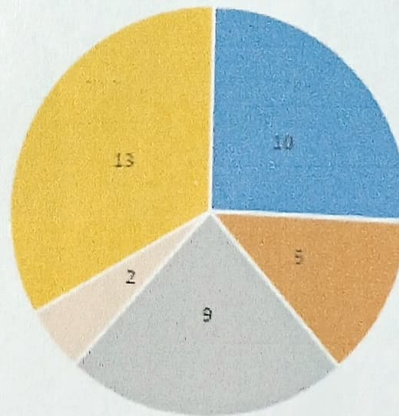
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6. Relevance of course content to real life



■ Excellent ■ Fair ■ Good ■ Very Good

7. Methods of assessment of student performance



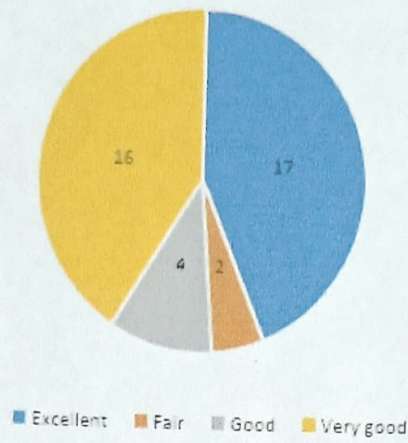
■ Excellent ■ Fair ■ Good ■ Poor ■ Very Good

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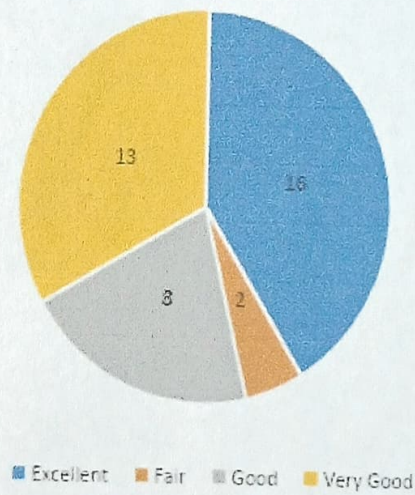
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8. Ability of the course to foster higher learning



9. Adequacy of suggested references



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Department of Commerce

The Department of Commerce is committed to impart holistic education by providing exposure to students in the latest trends in relevant branches of knowledge using technology, enabling them to face global challenges. Also, to motivate and prepare the students for positions of leadership in business organizations so that they develop the necessary skills, problem solving tools and professionalism. Moreover, to provide a nurturing and motivating environment to exploit the full potential of the students and empowering them to become socially responsible citizens.

Strengths:

- Largest strength of students;
- Qualified and Experienced faculty;
- Give practical exposure to encourage 'Learn by Doing';
- Value based Education through holistic development programme to sensitize the students to their changing roles in society;
- Active participation of students in extra and co-curricular activities.

Weakness:

- Large strength of students leading to high student-teacher ratio;
- Infrastructural Bottlenecks;
- Limited Financial Resources to be shared by all departments of the College;
- Balancing time among classes, extra and co- curricular activities and their preparation for professional exams.

Opportunities:

- Systematic Preservation of Project work and internship reports;
- Introducing need based and innovative Add- on or short term courses;
- Reviving ties with alumni;
- Inter-disciplinary focus in teaching and research;
- More effective use of technology in teaching- learning process.

Challenges:

- Meeting effectively the needs of students' from diverse backgrounds;
- Being an off-campus college, companies hesitate to visit for placements;
- Need to increase Lab facilities in response to increase in the computer based course structure of the syllabus;
- Need to increase industry interaction.

The Department assesses and analyse the feedback received from various stakeholders. The department also accommodates the needs of all students with through talks on current topics, interactive sessions, seminars, workshops, and training programs for all the students wherein the slow learners are paid special attention. Moreover, mentor groups are also formed where each

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student is assisted by their respective mentor. The teachers of the Department will continue to guide and supervise the efforts of student office bearers. Thus, in upcoming session, the Department will implement a number of measures and will continue to seek more improvement areas and excel as mentioned above.

Department of English

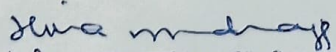
The Department of English has a systematic modus operandi wherein the student teacher dynamics evolve through an organic process of classroom discussions, series of consequential events, and extracurricular activities.

Strengths: The Department has a versatile pool of faculty members with specialisation in myriad areas of English language and literature. In addition, our pedagogy is student centric and inclusive.

Weakness/Challenges: The Department has been known to run purposeful add-on courses; like every session, we advertised for the same in the current session as well. However, due to the pandemic, such courses could not take flight. We plan to re-introduce the same, in near future.

Opportunities: The Department organises talks, seminars/webinars, writers' meet, book reading sessions, and film screenings etc., at regular intervals. It also publishes an annual newsletter viz. *Wordweaves* wherein the student coordinators work under the guided tutelage of the assigned teacher coordinator. Such opportunities help in broadening the horizon of our students.

The Department assessed and analysed the feedback received from various stakeholders. It was decided to organise meaningful activities with a greater degree of enthusiasm in the upcoming academic year, more attention will be provided to those students who need help, and mentoring will continue, especially in the wake of switching from online to offline teaching. The teachers of the Department will continue to guide and supervise the efforts of student office bearers. Besides, former student office bearers were provided certificates of appreciation, in the recent past to encourage them. Moreover, the teacher coordinator will guide the students to shape *Wordweaves*, which in turn would give wings to the creativity of the Department. In the upcoming session, we will work collectively and strive to achieve nothing but excellence.


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Department of Hindi

Hindi Department has planned to discuss the difficulties in Departmental meetings time to time with top priority. Students feedback has helped us to groom in past also. We are planning to have some remedial classes or special session for the weaker students. Course related activities are also in the process. For Faculty improvement we have planned a Interdepartmental lecture series to improve our domain knowledge.

Department of History

1. Clarity of course objectives : Most of the students had clear understanding of objectives. One student did not have any idea of the objectives. The Department sees it as problem of many other who perhaps did not send their response. The Department will be holding special lecture/lectures in the beginning of each semester to clarify it for those who do not understand how this course will be good for them.
2. Timely course completion: All students except one reported the timely completion of the syllabus.
3. Curriculum balances theoretical and practical knowledge: The response was good (From Excellent to Fair). The Department would still try to enable the students to connect the contemporary society with the past and make correct choices in future.
4. Extent to which the course generates interest in subject area: The feedback was very good. Teaching is a continuous process of learning also and the Department would ensure that the students become passionate about the Course.
5. Depth of course content: Most students found the course very good in terms of its depth.
6. Relevance of course content to real life: As 4-5 students did not find it relevant for their life, the Department would focus on relating the History with our everyday life.
7. Methods of assessment of student performance: We received varied response from 5 poor to fair, good, very good and excellent. The teachers will discuss with students about the changes they wanted in Evaluation and assessment methods. We will forward the response and suggestions to the History Department of University of Delhi.
8. Ability of the course to foster higher learning: Overall feedback was very good.
9. Adequacy of suggested references: The response reflected the individual capabilities of the students to go through all the references. Students find the references interesting also. The Hindi Medium students perhaps face the problems in reading all references in English language and they don't find them adequate. It is a genuine problem which needs address at different platforms.
10. Curriculum has the potential for self-learning: It was observed that only a few students found that they could read and learn at their own. Some could learn with little teaching and

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some needed lectures on all themes. We, as teachers, will take care of the differences in their ability to learn.

Department of Home Science and Food Technology

1. SWOC Analysis (Strengths, Weaknesses, Opportunities, Challenges) related to curriculum (Based on n=22 responses)

Strengths:

i) B.Sc. (Hons.) Home Science was started during the academic session 2020-2021. It is running successfully.

ii) The Department collaborated with:

Government Model College, Deithor, Assam

Sri Venkateshwara University, Tirupati

RC 2, IGNOU

Institute of Industrial Development (IID)


iii) The faculty provided academic support and counseling to students during COVID-19 pandemic.

iv) Department of Food Technology and Home Science offers courses which are industry specific and skill oriented. The students gain knowledge and skills to help them with food, apparel and resource management-based start-ups, jobs and higher education.

Weaknesses: None

Opportunities:

i) The laboratory is under renovation and is expected to get equipped as per needs of the UGCF 2022.


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ii) Interaction with experts from industry such as through various National Seminars organized by the Department.

iii) Our students are Student Editorial Board members for the Newsletter of AFST(I) Delhi Chapter.

iv) Interested students become members of Research & Innovation Club (R & I Club). They get sensitized towards basic principles of research / data collection and get involved in a study in collaboration with Regional Center 2, IGNOU during COVID Lockdown.

Challenges:

i) Access to e-resources during COVID 19 pandemic.

ii) Innovative measures for curriculum enrichment

Ans: Students are given hands on training via practical classes and para-academic activities. They are encouraged to undertake for field visits and engage in research activities, extension activities as well as short-term courses offered outside the college by various national organizations such as Food Safety and Standards Authority of India (FSSAI), IID, NGO's and other universities. Lectures are delivered in offline mode, online mode and remedial classes are also held. They are also given assignments, test, quizzes etc. from time to time for evaluation.

iii) Practices to promote clarity of course objectives, ensure detailed understanding of the program, generate interest in subject area, combine relevance of program content to real life, and encourage self-learning process.

Ans: The curriculum is framed such that theory and practicals are in synchronisation with each other. For various papers students are provided opportunity for field visits. Students are encouraged from time to time to participate in webinars, seminars, competitive events. Students are prompted to organize their own events such as bakery stalls and events such as "Navrachna" organized by Miracle Managers. Students are given assignments, quiz, google forms and e-activities based on theory and practicals.

iv) Track of alumni network and student engagement.

Sumia Madhwar
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Ans: An alumni register for record keeping has been maintained by the department. WhatsApp group for all the alumni groups of the department has been prepared and students are in continuous touch with the teachers.

v) Initiatives to inculcate life skills, soft skills, employability skills etc.



Ans: Students are mentored and counselled from time to time by teachers on one-to-one basis and are also encouraged by hand holding among peer groups. The lectures delivered in class are taught by citing real life examples. They are also taught skills like diet planning and nutritional assessment to make healthy food choices. Students are also imparted various employability skills: The students receive opportunity to prepare, pack and market bakery products (breads, biscuits, cakes, pizza bases etc.), preserves (jam, jellies, marmalades, pickles, chutneys etc.), beverages / concentrates (squashes, sherbets etc), dehydrated vegetables, crafted chocolate products etc. Skills like stitching, budgeting etc. are also taught. The students can utilize such skills in real life situations to open up their own boutiques, cafes, kiosks, food trucks etc. Students are also part of student editorial board of AFST(I)-Delhi Chapter.

vi) Measures to create a balance between theoretical and practical skills.

Ans: The lectures delivered in theory class are supplemented in the practical sessions by providing hands on training. Students are encouraged from time to time to engage in research activities, extension activities and short-term courses offered outside the college by various national organizations such as FSSAI, IID, NIFTEM etc., NGO's and Universities.

vii) Assessment measures for student performance.

Ans: Assessment is done as per DU norms. Continuous assessment based on test, quizzes, assignments and presentations such as preparation of audio-visual aids are being done for assessing student performance from time to time. Practical work is assessed on an on-going basis.


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Department of Mathematics

The Department of Mathematics has figured out and discussed the data received from IQAC on above-mentioned collective feedback measures parameters from students. Valuable ideas were considered, and suitable steps were taken to improve teaching methodology so that students could learn the applicability of course content to real-life situations. The Department of Mathematics conducted various talks to help the students to know about the career opportunities and efforts were also made to motivate the students to recognize the ability of the course to foster higher learning. On the basis of Feedback given by the students, it was also decided to make the mathematical problems more practical based so that a balance can be created between theoretical and practical skills. To track their alumni network and student engagement after graduation, Department has already started creating an alumni information database. We are aware of our strength and will try to overcome the obstacles that lay ahead.

Department of Political Science

The Department of Political Science has gone through the entire feedback of the students shared by IQAC. All the important suggestions, ideas have been considered. Our Department believes in the Gandhian concepts of 'Sarvodaya' and 'Antyodaya'. That's why the entire department is working hard to improve our teaching methodology to make the teaching learning process more fruitful for all the students. We always try to make students understand each and every concept of Political Science through lively examples. So that the students can understand the relationship between different theories of political science and politics. We have organised various debates, talks on a regular basis. We are trying to make students more rational, sensitive and confident. So that they can be employable. The Department has already built a network of alumni to track student's development after graduation.

We are aware of our strength and the department knows how to deal with the obstacles, mistakes.

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Department of Sanskrit

SWOC Analysis related to curriculum

Strengths- curriculum helps students to appreciate Sanskrit's relevance in today's world and also its relation with different branches of knowledge.

Weaknesses- existing curriculum doesn't address the issue of language and grammar learning in the early semesters of the coursework.

Opportunities-

1. Curriculum makes students aware with ancient Indian heritage.
2. Curriculum provides fruitful exposure to the realm of Aayurveda, Yoga, linguistics, prosody, epigraphy among others.

Challenges

1. Attracting more students to opt for Sanskrit.
2. Generating awareness regarding job-prospect of Sanskrit studies.
3. Creating conducive environment under which, students may feel part of mainstream.

Proposed measures and initiatives

1. In the first two semesters papers related to applied grammar should be introduced.
2. IT facility should be used in the classroom in certain papers.
3. Students should be encouraged to regularly visit the library; they should be made aware of online catalogue browsing.
4. Curriculum as well as teaching-learning process would reflect the concern to achieve Global sustainable development goals.
5. Students should be trained to critically engage with the text, to question assumptions and form their independent opinions.
6. We, as a teacher will play the role of facilitator or interface between text and real-life with the help of reflective and constructive pedagogy.
7. Verbal presentation would be made regular feature which might go a long way assuaging inhibitions and hiccups of students in expressing themselves.


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