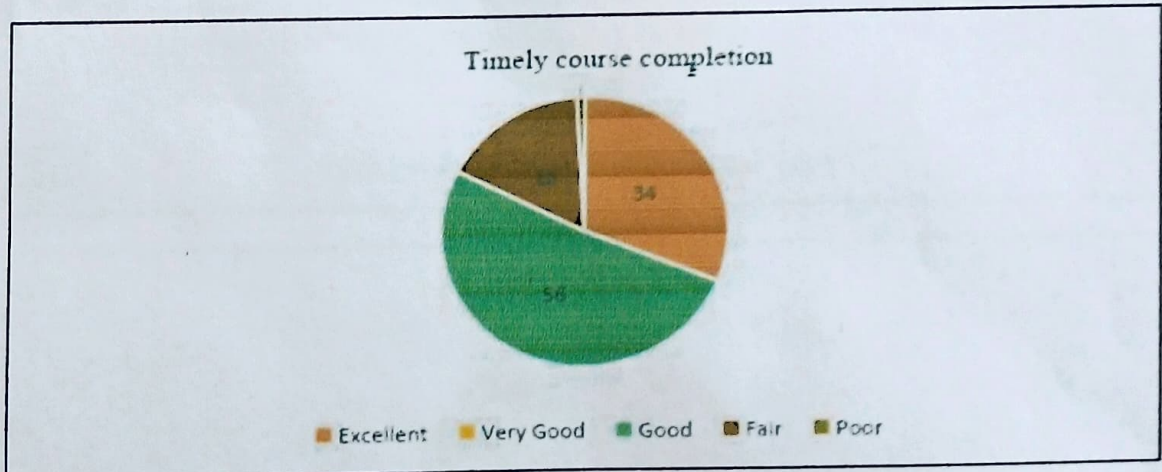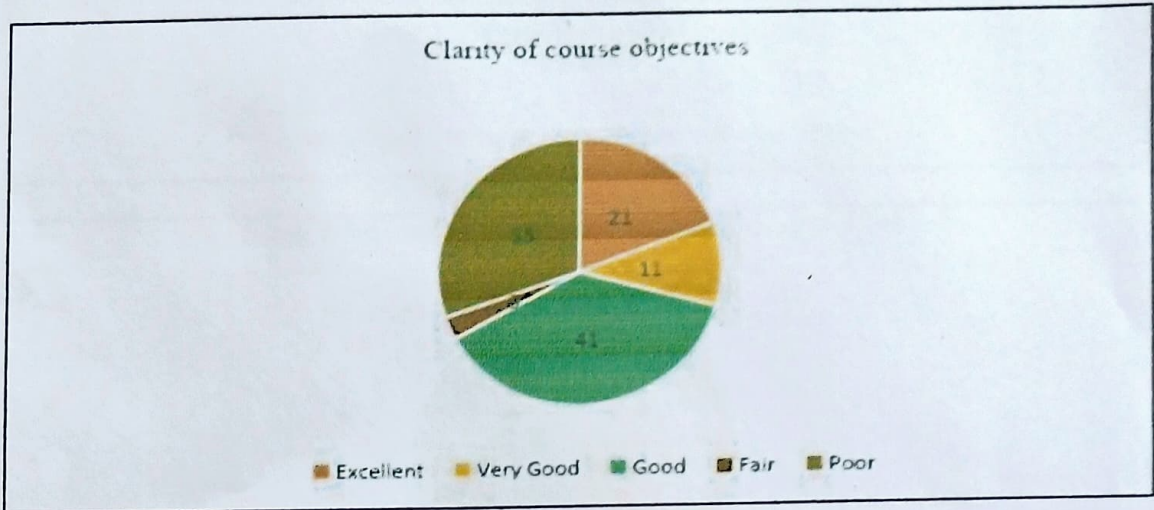# Department wise Action Taken Report on Feedback (2021-2022)

B.A. (Prog.)

Feedback was collected from various stakeholders. Data was received and analyzed 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

21
11
41

Excellent · Very Good · Good · Fair · Poor

Timely course completion

34
56

Excellent · Very Good · Good · Fair · Poor

कार्यकारी/स्थानापन्न प्राचार्या/Actg./Offg. Principal
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(दिल्ली विश्वविद्यालय)/(University of Delhi)
विवेक विहार, दिल्ली-95/Vivek Vihar, Delhi-95

Curriculum balances theoretical and practical knowledge
2
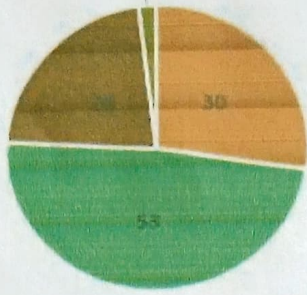
Excellent ■ Very Good ■ Good ■ Fair ■ Poor

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

कार्यकारी/स्थानापन्न प्राचार्या/Actg./Offg. Principal
विवेकानंद महाविद्यालय/Vivekananda College
(दिल्ली विश्वविद्यालय)/(University of Delhi)
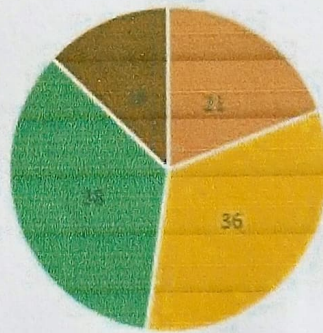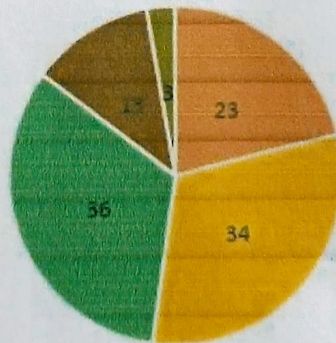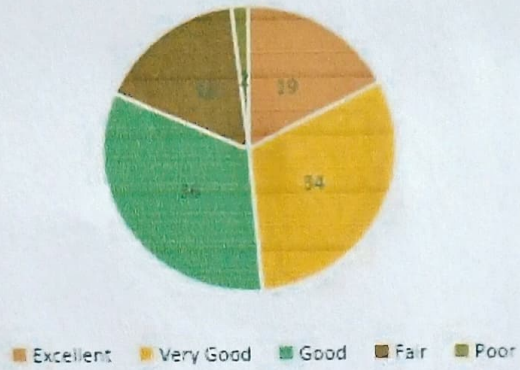विवेक विहार, दिल्ली-95/Vivek Vihar, Delhi-95

Relevance of course content to real life
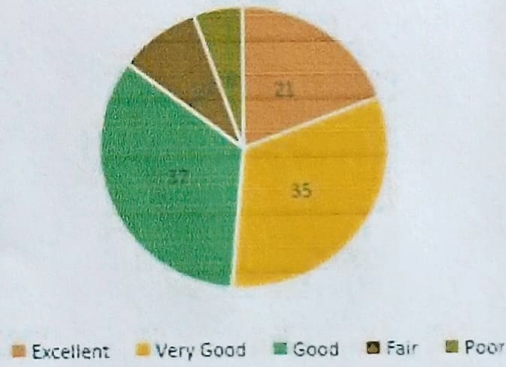
Excellent · Very Good · Good · Fair · Poor

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

Adequacy of suggested references

Excellent ■ Very Good ■ Good ■ Fair ■ Poor
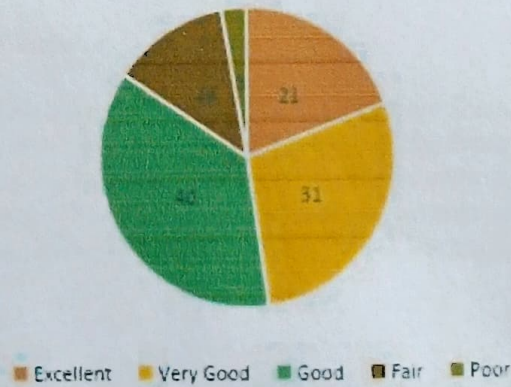
Curriculum has the potential for self learning

Excellent ■ Very Good ■ Good ■ Fair ■ Poor
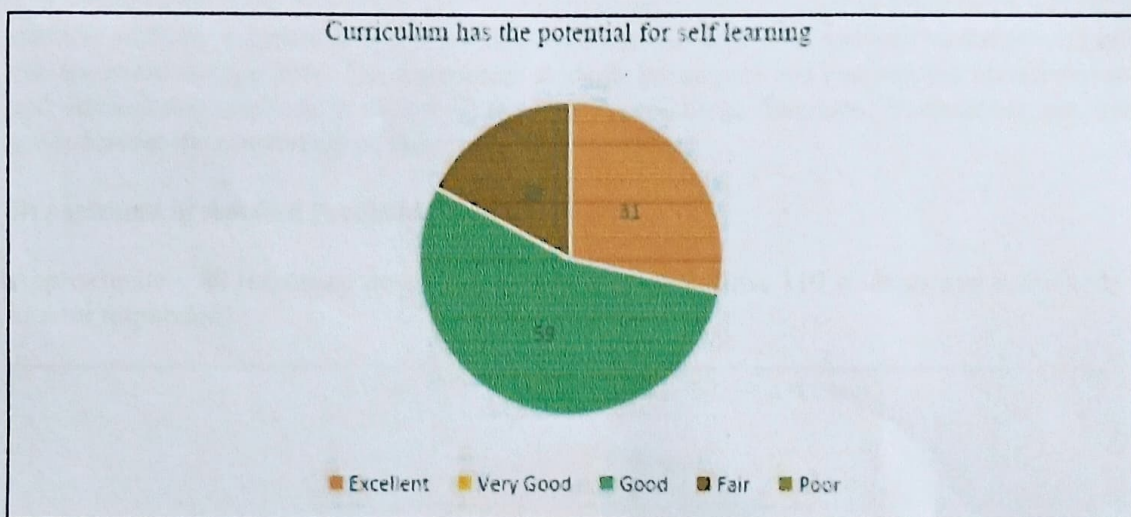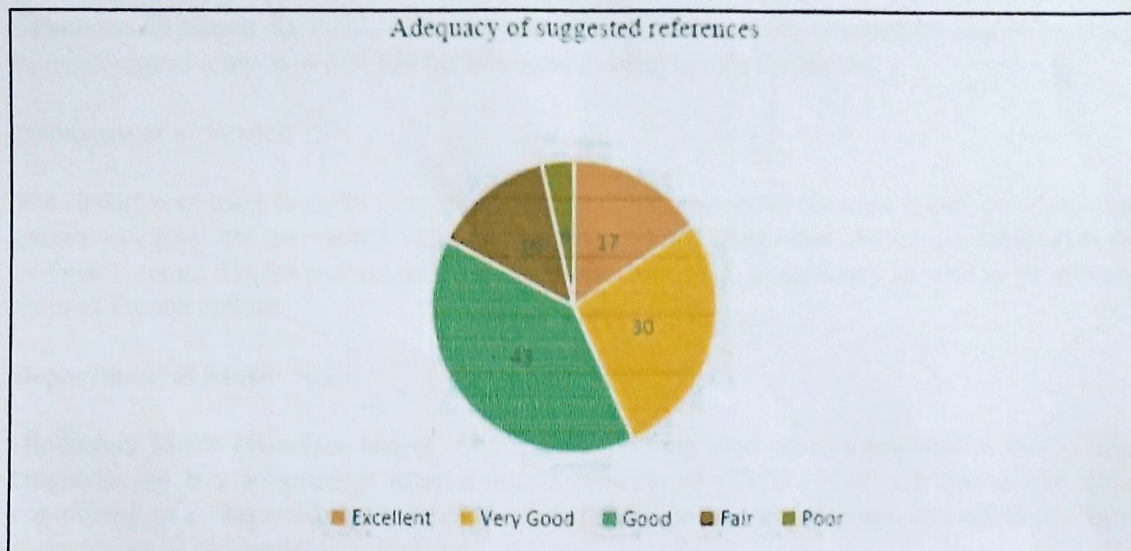
The action taken by various (B.A. Prog.) departments for holistic learning are as follows:

Department of Computer Science

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.

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

Department of French

The department tried to make language learning more interactive through inclusion of language games, role play, etc. to practice language skills acquired during class. Authentic documents such as French songs, French poems were used to teach grammar, vocabulary as well as to introduce them to French culture.

Department of Music

Hindustani Music (vocal) is one of the popular and very well received discipline course being taught in the BA programme 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 the 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 (Hons. Course)

Approximately 40 responses were obtained (the department has 110 students and 8 teachers; 11 alumni responded)
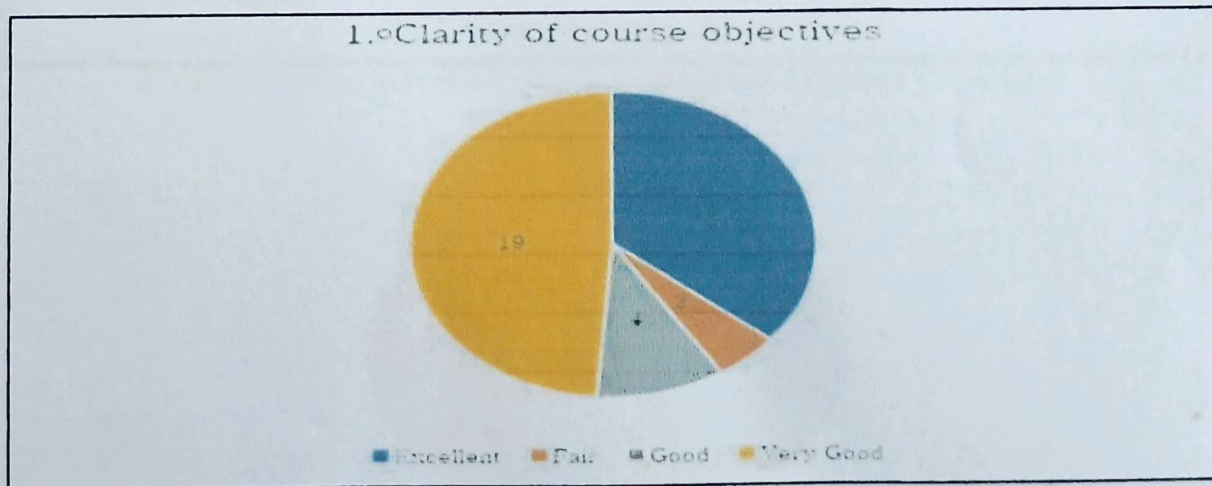
1. Clarity of course objectives

Excellent · Fair · Good · Very Good

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(दिल्ली विश्वविद्यालय)/(University of Delhi)
विवेक विहार, दिल्ली-95/Vivek Vihar, Delhi-95

2. Timely course completion
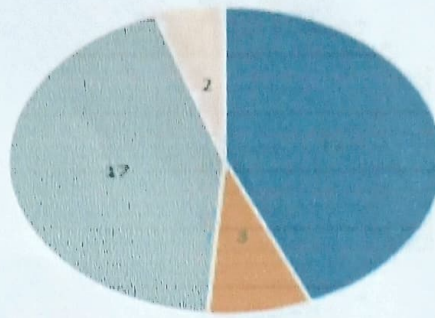
Legend: ■ Excellent ■ Fair ■ Good ■ Poor

3. Curriculum balances theoretical and practical knowledge

Legend: ■ Excellent ■ Fair ■ Good

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

Legend: ■ Excellent ■ Fair ■ Good ■ Very Good

कार्यकारी/स्थानापन्न प्राचार्य/Actg./Offg. Principal
विवेकानंद महाविद्यालय/Vivekananda College
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विवेक विहार, दिल्ली-95/Vivek Vihar, Delhi-95

5. Depth of course content
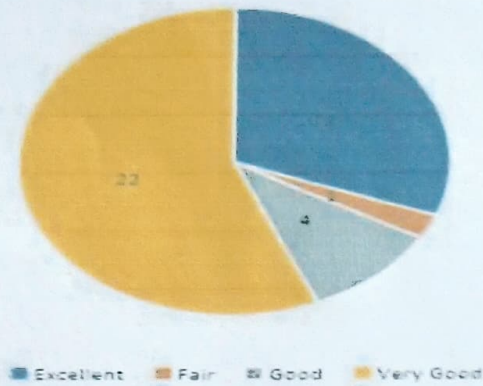
Excellent ■ Fair ■ Good ■ Very Good

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

8. Ability of the course to foster higher learning

Excellent ■ Fair ■ Good ■ Very good

9. Adequacy of suggested references

■ Excellent ■ Fair ■ Good ■ Very Good

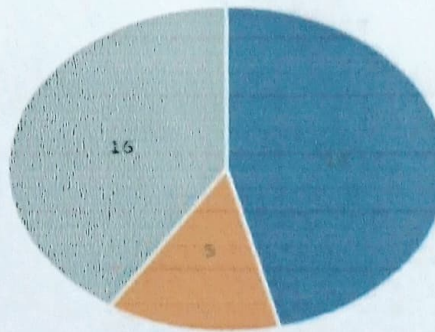## 10. Curriculum has the potential for self learning

■ Excellent ■ Fair ■ Good ■ Poor
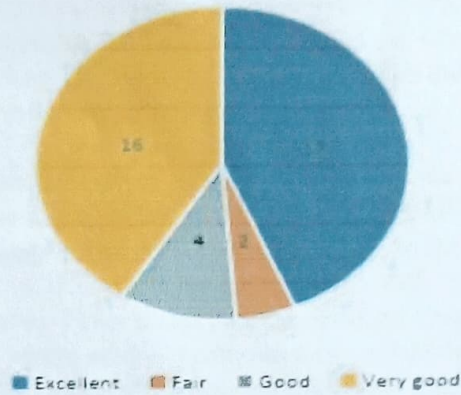
कार्यकारी/स्थापापन्न प्राचार्या/Actg./Offg. Principal
विवेकानंद महाविद्यालय/Vivekananda College
(दिल्ली विश्वविद्यालय)/(University of Delhi)
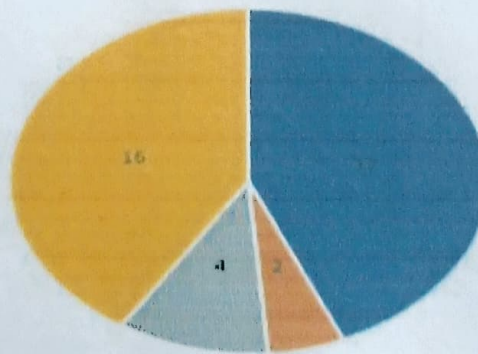विवेक विहार, दिल्ली-95/Vivek Vihar, Delhi-95

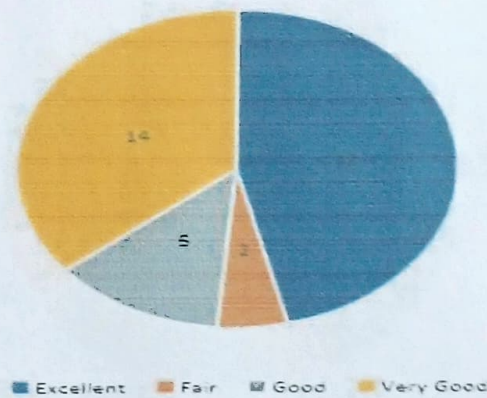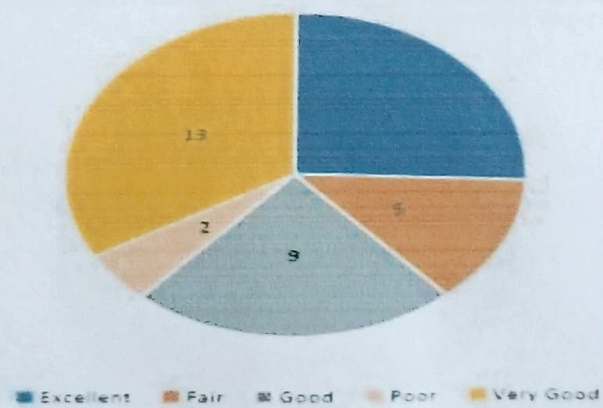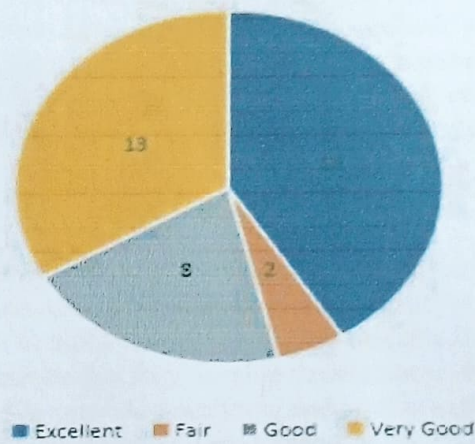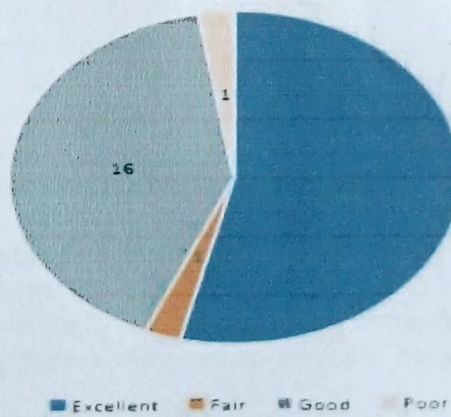The students' responses are mostly positive especially on dimensions like: 'Clarity of course objectives', 'Timely course completion', 'Extent to which the course generates interest in subject area', 'Depth of course content', 'Relevance of course content to real life', 'Ability of the course to foster higher learning', and 'Adequacy of suggested references'. One or two students have given a 'poor' response on 'Timely course completion', 'Curriculum has the potential for self-learning', and 'Methods of assessment of student performance'

Action for improvement: The teachers try to adhere to the academic calendar and ensure that all students and teachers follow deadlines. While making the current NEP syllabus, college teachers will give this feedback to the Department of Psychology, DU so that the syllabus is not overly demanding. The teachers should make classes more interactive by focussing on open-ended questions, discussions and debates. There needs to be a focus on students' needs and interests as well, so projects and practicals where students can design a part of their practicum or do projects should be encouraged. This will ensure a learning environment that is student-centred. We can also encourage students to participate in setting at least some assignments that motivate them to seek their own answers. Using classroom project and audio-visual media should also make classes more interesting and encourage self-learning. Methods of assessment for practicum can be made more satisfying for students if they are continuously given feedback about their performance. To make it more related to real life, teachers should encourage internships, projects, experiential exercises, field visits and workshops. Although they are being carried on even now in the department, more attention needs to be paid to these teaching methodologies.

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 and to ensure 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 programmes 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 higher 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 the needs of students from diverse backgrounds effectively;
- Being an off-campus college, companies are less willing 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 analyzes the feedback received from various stakeholders. The department also accommodates the needs of all students with thorough talks on current topics, interactive sessions, seminars, workshops, and training programmes for all the students wherein the slow learners are paid special attention. Moreover, mentor groups are also formed where each student is assisted by their respective mentor. The teachers of the Department will continue to guide and supervise the efforts of student office bearers of the department society. Thus, in the 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 specializations 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; for example, every session, we advertise for enrolment in these. However, due to the pandemic, such courses could not take flight. We plan to re-introduce the same in the near future.

Opportunities: The department organizes 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 analyzed the feedback received from various stakeholders. It was decided to organize meaningful activities with a greater degree of enthusiasm in the upcoming academic year, provide more attention to those students who need help, and continue mentoring, especially in light of the switching back from online to offline teaching. The teachers of the department will continue to guide and supervise the efforts of student office bearers. These student office bearers are provided certificates of appreciation 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.

Department of Hindi

Hindi Department has planned to discuss their difficulties in departmental meetings from time to time. 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 process. For Faculty improvement we have planned an intra/inter-departmental lecture series to improve domain knowledge.
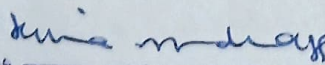
Department of History

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 feels that this may be a problem for many others who perhaps did not send their response. The department will hold special lecture/lectures in the beginning of each semester to clarify it for those who do not understand how this course will benefit them.
2. Timely course completion: All students except one reported 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 contemporary society with the past and make correct choices in the 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 their course of study.
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 History with our everyday life.
7. Methods of assessment of student performance: We received varied response from 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 the 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. 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 to be addressed 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 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 counselling 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.
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 got 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 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 programme, generate interest in subject area, combine relevance of programme content to real life, and encourage self-learning process.
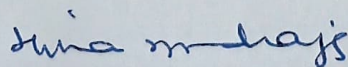Ans: The curriculum is framed in such a manner that theory and practicals are in synchronization with each other. For various papers, students are provided opportunity for field visits. Students are encouraged from time to time to participate in webinars, seminars, competitive events, etc. Students are prompted to organize their own events such as bakery stalls and events such as "Navrachna" organized by Miracle Managers. Students are given assignments, quizzes, google forms and e-activities based on theory and practicals.
iv) Track of alumni network and student engagement.
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 a one-to-one basis and are also encouraged by hand holding among peer groups. The lectures delivered in class are

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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. 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, NGOs 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.

Department of Mathematics

The Department of Mathematics has analyzed 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 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. Based on feedback given by the students, it was also decided to make mathematical problems more practical-based so that a balance can be created between theoretical and practical skills. To track alumni network and student engagement after graduation, the department has already started creating an alumni information database. We are aware of our strength and will try to overcome the obstacles that lie 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 is 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 organized 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 students' development after graduation.

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

Department of Sanskrit

SWOC Analysis related to curriculum.

Strengths- The 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 of ancient Indian heritage.
2. Curriculum provides fruitful exposure to the realm of Ayurveda, 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 in which students may feel part of the 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 concerns to achieve global sustainable development goals.
5. Students should be trained to critically engage with the text, to question assumptions and form independent opinions.
6. We, as teachers will play the role of facilitator or interface between text and real-life with the help of reflective and constructive pedagogy.
7. Verbal presentations would be made a regular feature which might go a long way assuaging inhibitions and hiccups of students in expressing themselves.