KHALSA COLLEGE FOR WOMEN AMRITSAR

1.4 Feedback System
(2021-2022)

Khalsa College for Women, Amritsar

Criteria No: 1.4.1

1.4.1: Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website. <u>Yes</u>.

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Action Taken Report Link

https://kcwasr.org/pdf/website%20%20action%20taken%20report%20ATR.pdf

Khalsa College for Women, Amritsar

Feedback Forms

Online Feedback Form Links

Student's Feedback Form

https://docs.google.com/forms/d/e/1FAIpQLSeNhFVlrlTOAmKrfv3K4KYYzZh8SK4pUngJF7_hXKmGkGIInA/viewform?usp=sf_link

Alumni's Feedback Form

https://docs.google.com/forms/d/e/1FAIpQLSe9paYtY57Sv3P04QynRzrvTst7yw0M2XhAi-EWEcN2avH9dg/viewform?usp=sf_link

Faculty's Feedback Form

https://docs.google.com/forms/d/e/1FAIpQLScjxZlnoFoSXhY9b8GFc_5ojMalwPCrIOj_PvxR3zAXNsfCeQ/viewform?usp=sf_link

Parent's Feedback Form

https://docs.google.com/forms/d/e/1FAIpQLSdmPuUqbQtjR8FzI5KQgkvnKXwlhzkC2L2CCKOX5HZeAk10lQ/viewform?usp=sf_link

Employer's Feedback Form

https://docs.google.com/forms/d/e/1FAIpQLSc8_eNNnk3SbcMeg9PgJxIvmivCrmUWm-dufVs88LZdOWv-cw/viewform?usp=sf_link

Student's Feedback Forms

Khalsa College for Women, Amritsar
GT Road, Amritsar

Student's Feedback Form (2021-22)

Name of the Student... Navreen Kaur
Roll No.....22962
Class/Semester... BSC [IT] - Ist sem
Department... Computer Science
Session..2021-22

Tick option the appropriate

S. No.	Parameters	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum enhances the knowledge, skills and competencies of the students	✓				
2.	Academic flexibility in the curriculum provided you the opportunity to pursue your interest by choosing from a vast number of options	✓				
3.	The syllabus is designed to enhance the employability skills of the students	✓				
4.	The course contents sensitized you towards issues like gender equality, environment and sustainability, ethics and values etc.		✓			
5.	The curriculum is up-to-date, needs-based, and relevant to real-life situations.		✓			
6.	ICT and various other teaching aids are used extensively to cover the syllabus		✓			
7.	The whole syllabus is completed in the allotted time period.		✓			
8.	Adequate books, relevant material and online resources are available in the library for the topics mentioned in the curriculum	✓				
9.	Equal weightage is given to theory and practical course content.			✓		

Khalsa College for Women, Amritsar
GT Road, Amritsar

Student's Feedback Form (2021-22)

Name of the Student.. Megha Sharma
Roll No... 22965
Class/Semester.. BSC IT | Sem I
Department... Computer Science
Session. 2021 - 22

Tick option the appropriate

S. No.	Parameters	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum enhances the knowledge, skills and competencies of the students	✓				
2.	Academic flexibility in the curriculum provided you the opportunity to pursue your interest by choosing from a vast number of options		✓			
3.	The syllabus is designed to enhance the employability skills of the students		✓			
4.	The course contents sensitized you towards issues like gender equality, environment and sustainability, ethics and values etc.	✓				
5.	The curriculum is up-to-date, needs-based, and relevant to real-life situations.	✓				
6.	ICT and various other teaching aids are used extensively to cover the syllabus			✓		
7.	The whole syllabus is completed in the allotted time period.			✓		
8.	Adequate books, relevant material and online resources are available in the library for the topics mentioned in the curriculum	✓				
9.	Equal weightage is given to theory and practical course content.		✓			

Alumni's Feedback Forms

Khalsa College for Women, Amritsar
GT Road, Amritsar

Alumni's Feedback Form (2021-22)

Full name of the Alumni..Jasmeet Kaur
Date of birth.11-09-2000
Year of degree obtained 2020-21..................
Present organisation..Doing PTE..................

Tick the appropriate option

S. No.	Parameters	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum contributed immensely towards your overall improvement.	✓				
2.	The curriculum equipped me with sufficient theoretical and practical knowledge in my field of expertise.	✓				
3.	The knowledge acquired in course curriculum can be effectively applied at your work place/real life situations		✓			
4.	The program curriculum provided environment for exposure to IT skills.		✓			
5.	I was mentored while I was an on-going student and even after post-qualification.		✓			
6.	The curriculum has inculcated research aptitude in you.	✓				
7.	The college encourages students to participate in extracurricular activities.			✓		

Khalsa College for Women, Amritsar
GT Road, Amritsar

Alumni's Feedback Form (2021-22)

Full name of the Alumni...Mantaj Kaur.....
Date of birth..15 Sep, 2001
Year of degree obtained...2020.......................
Present organisation...

Tick the appropriate option

S. No.	Parameters	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum contributed immensely towards your overall improvement.	✓				
2.	The curriculum equipped me with sufficient theoretical and practical knowledge in my field of expertise.	✓				
3.	The knowledge acquired in course curriculum can be effectively applied at your work place/real life situations		✓			
4.	The program curriculum provided environment for exposure to IT skills.		✓			
5.	I was mentored while I was an on-going student and even after post-qualification.		✓			
6.	The curriculum has inculcated research aptitude in you.	✓				
7.	The college encourages students to participate in extracurricular activities.			✓		

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Faculty's Feedback Forms

Khalsa College for Women, Amritsar
GT Road, Amritsar

Faculty's Feedback Form (2021-22)

Faculty Name......... Dr. Mandeep Kaur Gulati..........................
Designation and Department ... Assistant Professor..., Computer Science
Address and Mobile no... HNo. 115, Lane No 4, Model Town..., ASR........
Working at KCW since...... 2007..........

Tick the appropriate option

S. No.	Parameters	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum aids in the acquisition of theoretical as well as practical knowledge.	✓				
2.	The curriculum is designed in such a way that it covers all of the relevant topics for the assigned subject.		✓			
3.	The curriculum is covered effectively in the allotted time period.	✓				
4.	In the current global scenario, the syllabus is suitable to bridge the gap between academics and industry/employers.	✓				
5.	The course content is evenly distributed in all the units.			✓		
6.	Recent advancements are frequently upgraded and added in the curriculum.			✓		
7.	The college library has sufficient books and reference materials for the topics included mentioned in the programme.	✓				

Khalsa College for Women, Amritsar
GT Road, Amritsar

Faculty's Feedback Form (2021-22)

Faculty Name...... Dr. Rakesh Kumar
Designation and Department ...... Asst. Prof in PG Deptt of Comp Scien
Address and Mobile no...... 84270-77447
Working at KCW since...... 2006

Tick the appropriate option

S. No.	Parameters	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum aids in the acquisition of theoretical as well as practical knowledge.	✓				
2.	The curriculum is designed in such a way that it covers all of the relevant topics for the assigned subject.		✓			
3.	The curriculum is covered effectively in the allotted time period.		✓			
4.	In the current global scenario, the syllabus is suitable to bridge the gap between academics and industry/employers.	✓				
5.	The course content is evenly distributed in all the units.		✓			
6.	Recent advancements are frequently upgraded and added in the curriculum.		✓			
7.	The college library has sufficient books and reference materials for the topics included mentioned in the programme.			✓		

Rakesh Kumar

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Parent's Feedback Forms

Khalsa College for Women, Amritsar
GT Road, Amritsar

Parent's Feedback Form (2021-22)

Full name of the Student. Megha Sharma

Class/Semester. BSc. IT | Sem Ist.

Roll No. 22965

Session. 2021-22

Father's Name. Mr. Pawan kumar

Mother's Name. Mrs. Anu Sharma

Tick the appropriate option

S. No.	Parameters	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum being taught is relevant to the modern times and employability.	✓				
2.	The availability of reference material and books related to the curriculum being taught is sufficient in college library.		✓			
3.	The curriculum has been designed in such a way that your ward is comfortable coping with the workload of the college.		✓			
4.	The college provides excellent counselling and guidance to the students.	✓				
5.	The college has a sufficient number of curriculum based e-resources.			✓		
6.	There is enhancement in soft skills, knowledge, moral code, integrity in your ward while studying in college.		✓			
7.	The overall ambiance of the college is excellent.		✓			
8.	The college makes considerable efforts for the holistic growth of the students.	✓				

Khalsa College for Women, Amritsar
GT Road, Amritsar

Parent's Feedback Form (2021-22)

Full name of the Student..Vanshika...........
Class/Semester...Bsc IT / Ist sem.
Roll No..22955........................
Session.2021.-.22....
Father's Name..Mr. Neeraj Kumar.......
Mother's Name...Pooja...............

Tick the appropriate option

S. No.	Parameters	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum being taught is relevant to the modern times and employability.	✓				
2.	The availability of reference material and books related to the curriculum being taught is sufficient in college library.		✓			
3.	The curriculum has been designed in such a way that your ward is comfortable coping with the workload of the college.	✓				
4.	The college provides excellent counselling and guidance to the students.	✓				
5.	The college has a sufficient number of curriculum based e-resources.		✓			
6.	There is enhancement in soft skills, knowledge, moral code, integrity in your ward while studying in college.			✓		
7.	The overall ambiance of the college is excellent.		✓			
8.	The college makes considerable efforts for the holistic growth of the students.			✓		

Employer's Feedback Forms

Khalsa College for Women, Amritsar
GT Road, Amritsar

Employer Feedback Form (2021-22)

Name........Sanjay...Dogra....................................
Designation........Owner.....................................
Company/Business..........Dogra...Saloon,..................
Address and Mobile no.- 8437757919....................

Tick the appropriate option

S. No.	Parameters	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum is designed in such a way that it covers all of the relevant topics to meet industry standards.	✓				
2.	The curriculum encourages students to use workplace equipment.	✓				
3.	The curriculum enhances technical skills of college students.		✓			
4.	The curriculum focuses on ability to solve work place problems		✓			
5.	The curriculum promotes the use of workplace equipment	✓				
6.	The syllabus is adequate to develop the soft skills required to link the gap between academia and industry/employers in the current global scenario.			✓		
7.	The college provides excellent facilities for internet access.	✓				

Aarti Dogra

Khalsa College for Women, Amritsar
GT Road, Amritsar

Employer Feedback Form (2021-22)

Name...... Shweta

Designation......... Owner

Company/Business...... Waves Hair & Beauty Salon

Address and Mobile no.... Shaktinagar, Amritsar 9217577177

Tick the appropriate option

S. No.	Parameters	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The curriculum is designed in such a way that it covers all of the relevant topics to meet industry standards.		✓			
2.	The curriculum encourages students to use workplace equipment.			✓		
3.	The curriculum enhances technical skills of college students.			✓		
4.	The curriculum focuses on ability to solve work place problems	✓				
5.	The curriculum promotes the use of workplace equipment		✓			
6.	The syllabus is adequate to develop the soft skills required to link the gap between academia and industry/employers in the current global scenario.	✓				
7.	The college provides excellent facilities for internet access.		✓			

Shweta

Khalsa College for Women, Amritsar

Feedback Analysis
2021-22

Report on Analysis of Student's Feedback
(2021-22)

The Internal Quality Assurance Cell (IQAC) of the college has been focusing on quality improvement through structured feedback from students, which gives vital information for improving the curriculum. The formal feedback of the college students was taken for specific parameters, focusing the course content. Feedback from students allows them the opportunity to comment on various aspects of curriculum. This provides useful suggestions for improving the curriculum, which can be conveyed to the university via various faculty members who serve on the Board of Studies. The data is examined, and the suggestions are considered before being presented to the academic head at the semester end meeting for discussion and possible implementation into the institution's future development.

Result of Analysis of Student's Feedback (2021-22)

The feedback from students on design and review of curriculum was obtained through Structured Questionnaire which included 8 questions on various aspects.

A five point Likert scale has been used with weights assigned from 1 to 5 to different levels as follows:

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

The Range of each order or level is determined by the following formula:
(Highest point in Likert Scale- Lowest point in Likert Scale)/ Number of Levels Used
Therefore,   Range= (5-1)/5=4/5=**0.8**
Hence,
Range for '**Strongly Disagree**' is   **1.0 to 1.8**
Range for '**Disagree**' is   **1.8 to 2.6**
Range for '**Neutra**l' is   **2.6 to 3.4**
Range for '**Agree**' is   **3.4 to 4.2**
Range for '**Strongly Agree**' is   **4.2 to 5.0**

Data Analysis and Interpretation
Following is the tabular analysis of each question showing number of students' responses on five point Likert scale, percentage of students' responses, weighted score and weighted mean score of each question.

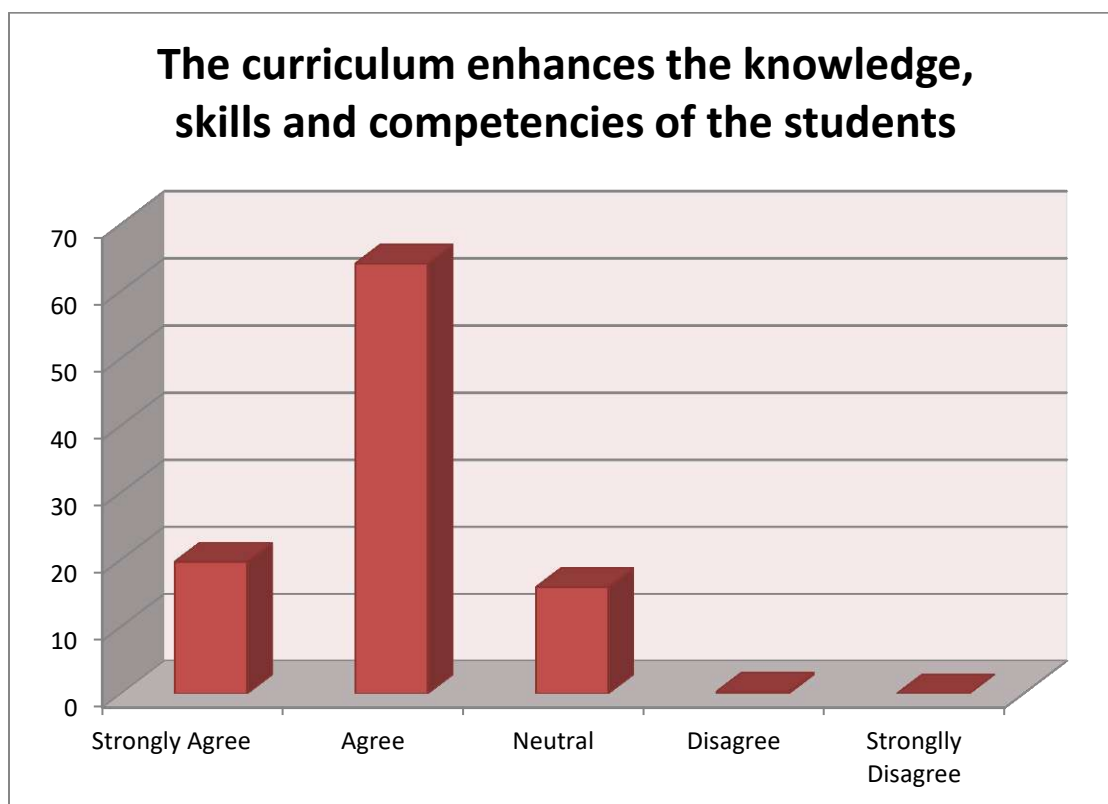**Question No (1): The curriculum enhances the knowledge, skills and competencies of the students.**

Table 1: Responses on the curriculum enhances the knowledge, skills and competencies of the students.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Students	67	218	54	1	0	340
Percentage	19.70	64.11	15.88	0.29	0	100.00
Weighted Score	335	872	162	2	0	1371
Weighted Mean Score						**4.03**

Table 1 shows that out of 340 students surveyed, 67 i.e. 19.70% of students strongly agree that the curriculum enhances the knowledge, skills and competencies of the students, 218 i.e. 64.11% of students agree for the same, 54 i.e. 15.88% of students' views are neutral, 1 i.e. 0.29% of students disagree and none of students strongly disagree that the curriculum enhances the knowledge, skills and competencies of the students.

The results to Question 1 are presented below in diagram as shown in Fig.1.

Fig.1. Percentage of responses on the curriculum enhances the knowledge, skills and competencies of the students.

Here, it is also observed that Weighted Mean Score of Question No. 1 is 4.03 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it can be concluded that there is agreement among students that the curriculum enhances the knowledge, skills and competencies of the students.
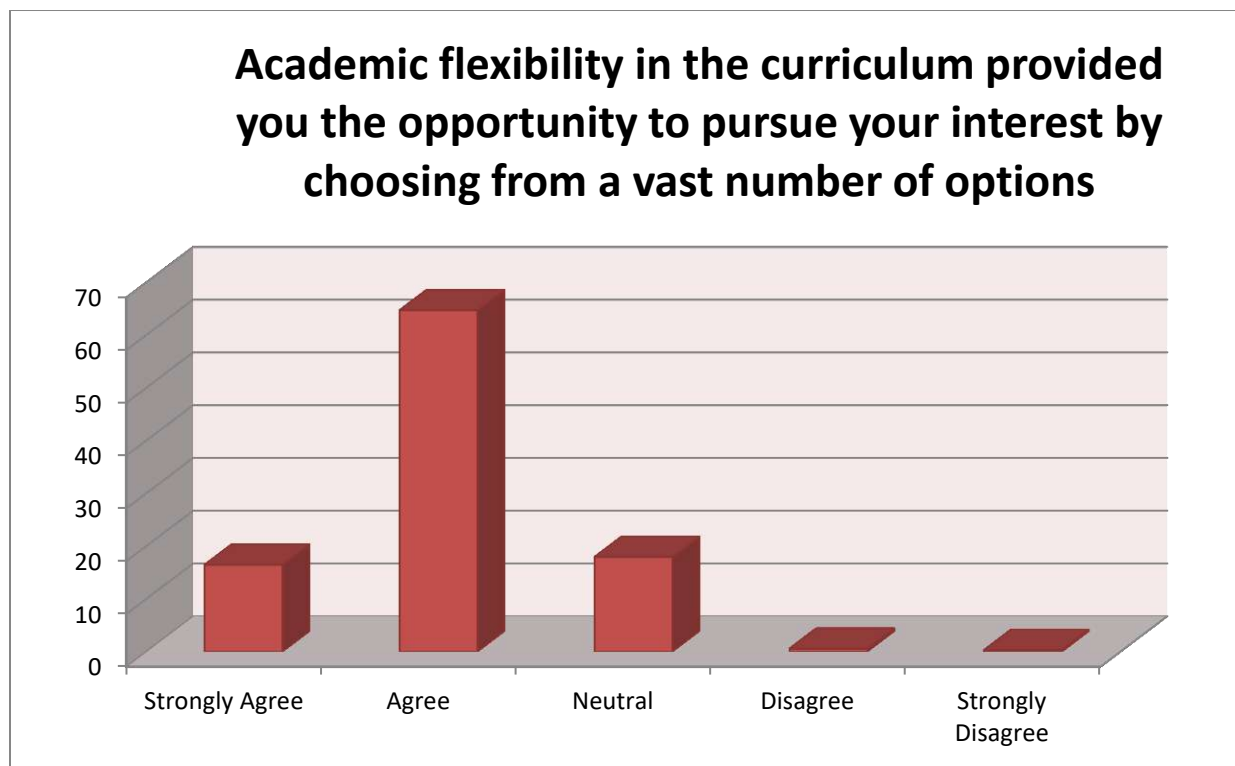
Question No (2): Academic flexibility in the curriculum provided you the opportunity to pursue your interest by choosing from a vast number of options.

Table 2: Responses on academic flexibility in the curriculum provided you the opportunity to pursue your interest by choosing from a vast number of options.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Students	56	220	61	2	1	340
Percentage	16.47	64.70	17.94	0.58	0.29	100.00
Weighted Score	280	880	17.94	4	1	1348
Weighted Mean Score						**3.96**

Table 2 shows that out of 340 students surveyed, 56 i.e. 16.47% of students strongly agree that academic flexibility in the curriculum provided you the opportunity to pursue your interest by choosing from a vast number of options, 220 i.e. 64.70% of students agree for the same, 61 i.e. 17.94% of students' views are neutral, 2 i.e.0.58% of students disagree and 1 i.e. 0.29% of students strongly disagree that academic flexibility in the curriculum provided you the opportunity to pursue your interest by choosing from a vast number of options.

The results to Question 2 are presented below in diagram as shown in Fig.2.

Fig.2. Percentage of responses on academic flexibility in the curriculum provided you the opportunity to pursue your interest by choosing from a vast number of options

Weighted Mean Score of Question No. 2 is 3.96 which fall in the Likert range of 'Agree' and

hence it can be concluded that the students agree that academic flexibility in the curriculum provided them the opportunity to pursue your interest by choosing from a vast number of options.
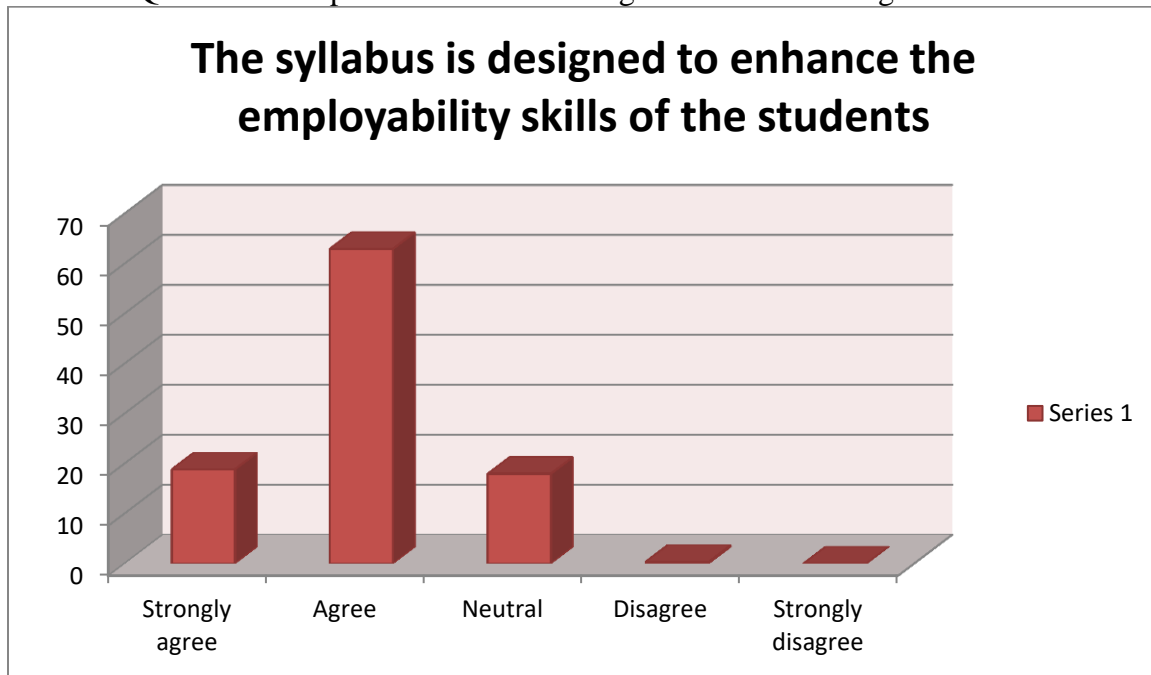
Question No (3): The syllabus is designed to enhance the employability skills of the students.

Table 3: Responses on the syllabus is designed to enhance the employability skills of the students

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Students	64	214	61	1	0	340
Percentage	18.82	62.94	17.94	0.29	0	100.00
Weighted Score	320	856	183	2	0	1361
Weighted Mean Score						**4.00**

Table 3 shows that out of 340 students surveyed, 64 i.e. 18.82% of students strongly agree that the syllabus is designed to enhance the employability skills of the students, 214 i.e. 62.94% of students agree for the same, 61 i.e. 17.94% of students' views are neutral, 1 i.e. 0.29% of students disagree and none of students strongly disagree that the syllabus is designed to enhance the employability skills of the students.

The results to Question 3 are presented below in diagram as shown in Fig.3.

Fig.3. Percentage of responses on the syllabus is designed to enhance the employability skills of the students

Weighted Mean Score of Question No. 3 is 4.00 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that the syllabus is designed to enhance the employability skills of the students

Question No (4): The course contents sensitized you towards issues like gender equality, environment and sustainability, ethics and values etc.

Table 4: Responses on the course contents sensitized you towards issues like gender equality, environment and sustainability, ethics and values etc.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Students	54	216	67	2	1	340
Percentage	15.88	63.50	19.70	0.58	0.29	100.00
Weighted Score	270	864	201	4	1	1340
Weighted Mean Score						**3.94**

Table 4 shows that out of 340 students surveyed, 54 i.e. 15.88% of students strongly agree that the course contents sensitized you towards issues like gender equality, environment and sustainability, ethics and values etc. 216 i.e. 63.50% of students agree for the same, 67 i.e. 19.70% of students' views are neutral, 2 i.e. 0.58% of students disagree and 1 i.e. 0.29% of students strongly disagree that the course contents sensitized you towards issues like gender equality, environment and sustainability, ethics and values etc. The results to Question 4 are presented below in diagram as shown in Fig.4.
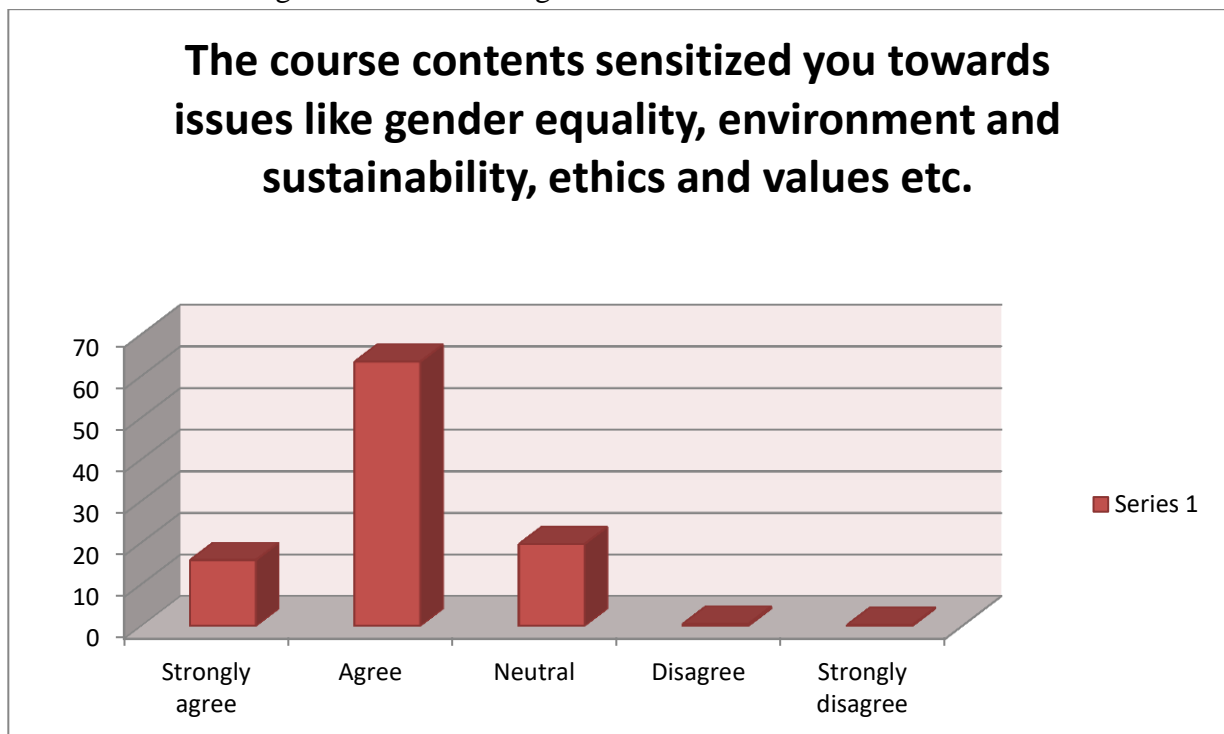

Fig.4. Percentage of responses on the course contents sensitized you towards issues like gender equality, environment and sustainability, ethics and values etc.

Weighted Mean Score of Question No. 4 is 3.94 which lies between the Likert range of 3.4 to 4.2

i.e. range for 'Agree'. So, it is clear that the course contents sensitized you towards issues like gender equality, environment and sustainability, ethics and values etc.

Question No (5): The curriculum is up-to-date, needs-based, and relevant to real-life situations.

Table 5: Responses on the curriculum is up-to-date, needs-based, and relevant to real-life situations.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Students	51	220	65	2	2	340
Percentage	15.00	64.70	19.11	0.58	0.58	100
Weighted Score	255	880	195	4	2	1336
Weighted Mean Score						**3.92**

Table 5 shows that out of 340 students surveyed, 51 i.e. 15.00% of students strongly agree that the curriculum is up-to-date, needs-based, and relevant to real-life situations, 220 i.e. 64.70% of students agree for the same, 65 i.e. 19.11% of students' views are neutral, 2 i.e. 0.58% of students disagree and 2 i.e. 0.58% of the students strongly disagree that the curriculum is up-to-date, needs-based, and relevant to real-life situations

The results to Question 5 are presented below in diagram as shown in Fig.5.
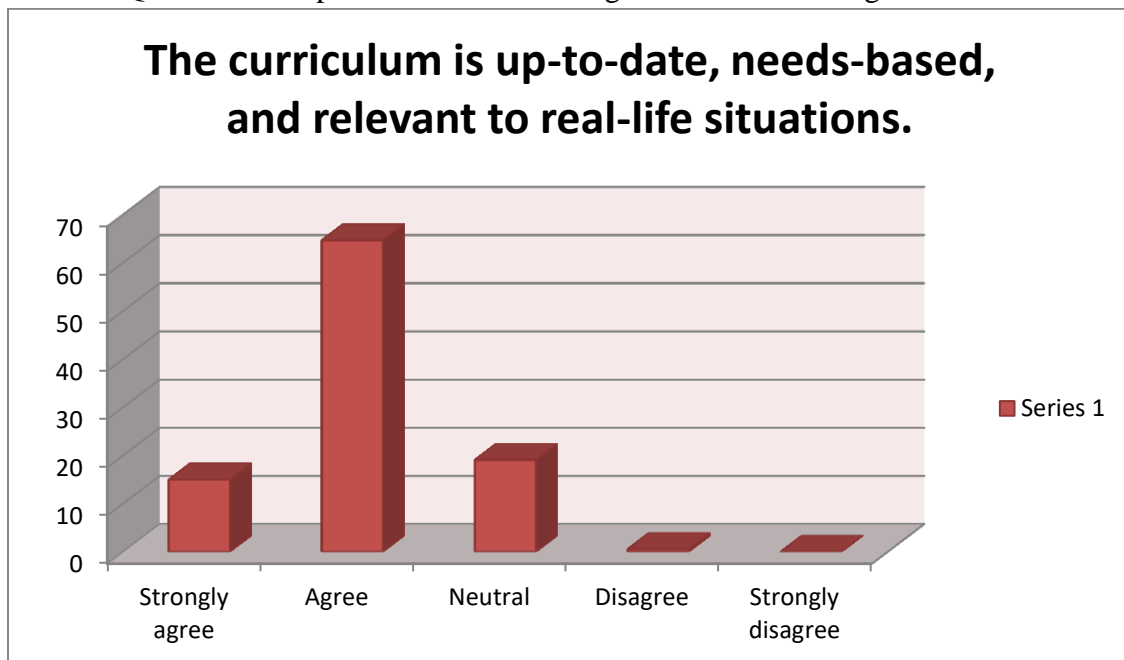

Fig.5. Percentage of responses on the curriculum is up-to-date, needs-based, and relevant to real-life situations.

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Weighted Mean Score of Question No. 5 is 3.92 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that the curriculum is up-to-date, needs-based, and relevant to real-life situations.

Question No (6): ICT and various other teaching aids are used extensively to cover the syllabus

Table 6: Responses on ICT and various other teaching aids are used extensively to cover the syllabus

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Students	67	223	48	2	0	340
Percentage	19.70	65.58	14.11	0.58	0	100
Weighted Score	335	892	144	4	0	1375
Weighted Mean Score						**4.04**

Table 6 shows that out of 340 students surveyed, 67 i.e. 19.70% of students strongly agree that ICT and various other teaching aids are used extensively to cover the syllabus, 223 i.e. 65.58% of students agree for the same, 48 i.e. 14.11% of students' views are neutral, 2 i.e. 0.58% disagree and none of the students strongly disagree that ICT and various other teaching aids are used extensively to cover the syllabus, The results to Question 6 are presented below in diagram as shown in Fig.6.
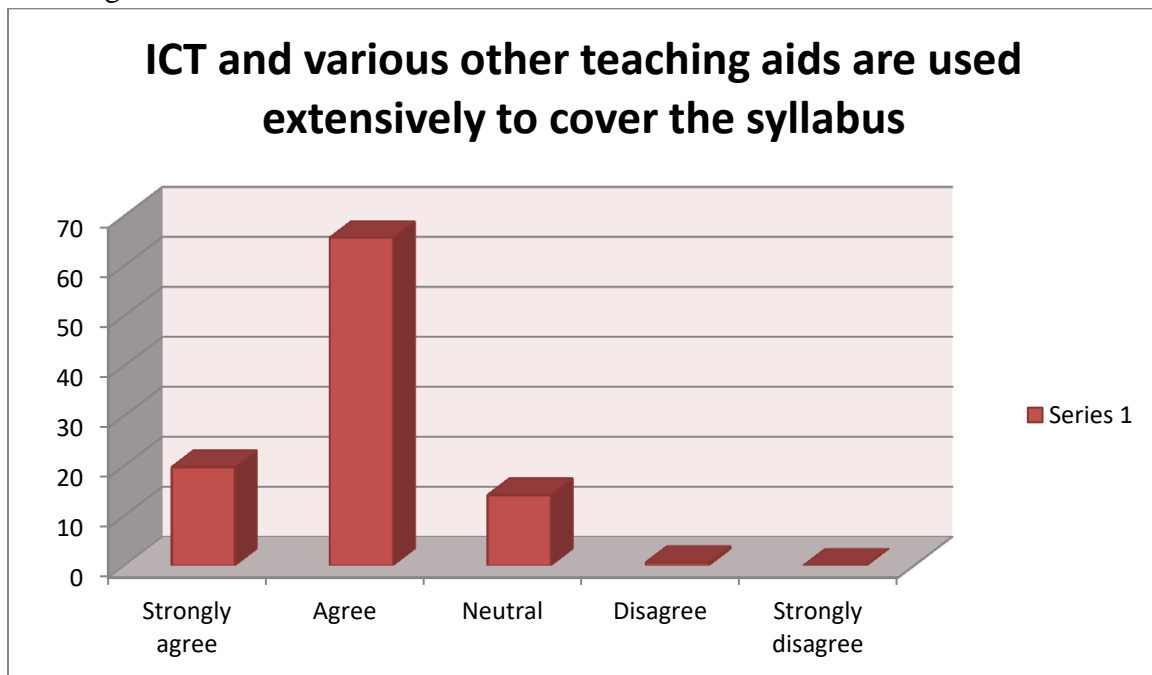

Fig.6. Percentage of responses on the ICT and various other teaching aids are used extensively to cover the syllabus
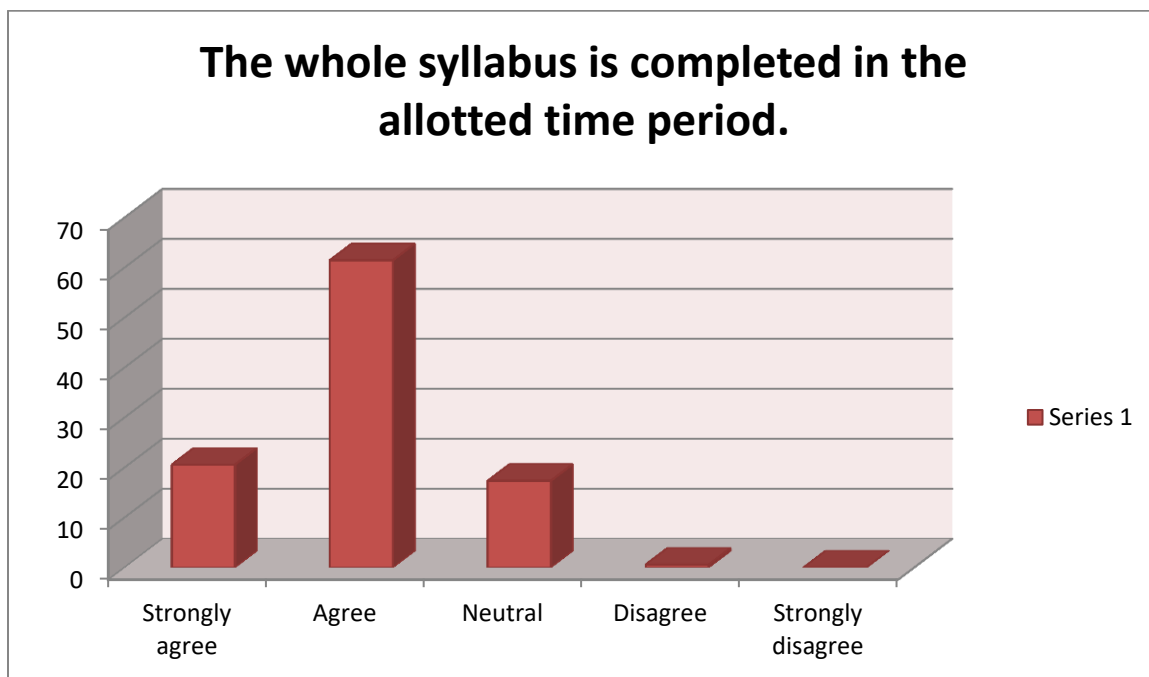
Weighted Mean Score of Question No. 6 is 4.04 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that ICT and various other teaching aids are used extensively to cover the syllabus

Question No (7): The whole syllabus is completed in the allotted time period.

Table 7: Responses on the whole syllabus is completed in the allotted time period.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Students	70	209	59	2	0	340
Percentage	20.58	61.47	17.35	0.58	0	100.00
Weighted Score	350	836	177	4	0	1367
Weighted Mean Score						**4.02**

Table 7 shows that out of 340 students surveyed, 70 i.e. 20.58% of students strongly agree that the whole syllabus is completed in the allotted time period., 209 i.e. 61.47% of students agree for the same, 58 i.e. 17.35% of student's views are neutral, 2 i.e. 0.58 students disagree and none of the students strongly disagree that the whole syllabus is completed in the allotted time period..The results to Question 8 are presented below in diagram as shown in Fig.7.

Fig.7. Percentage of responses on the whole syllabus is completed in the allotted time period.
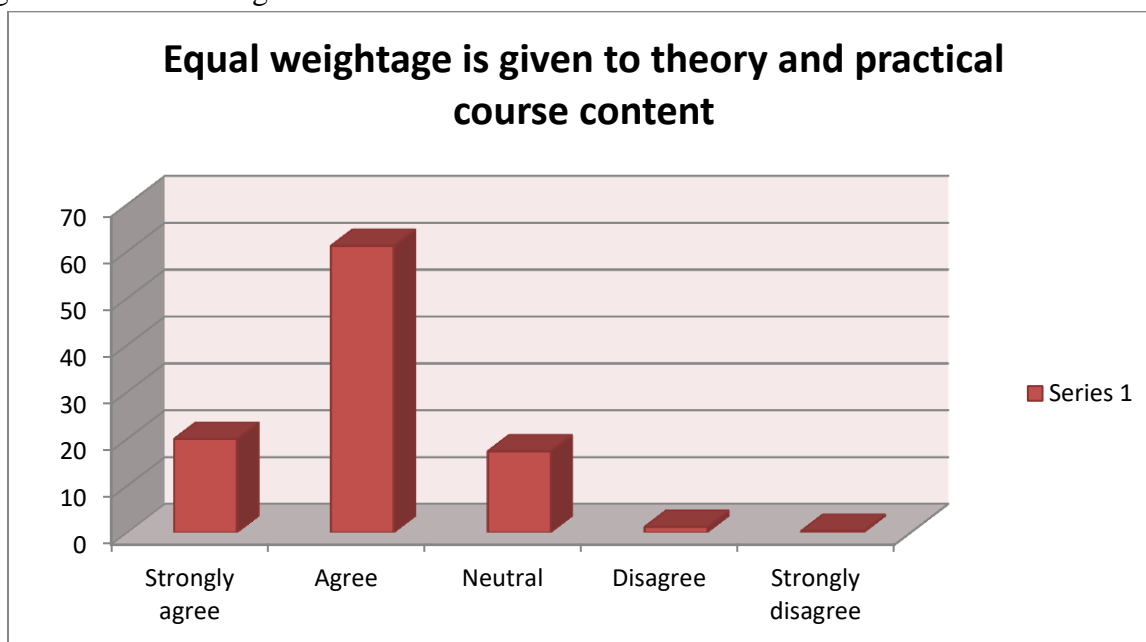
Weighted Mean Score of Question No. 7 is 4.02 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that the whole syllabus is completed in the allotted time period.

Question No (8): Adequate books, relevant material and online resources are available in the library for the topics mentioned in the curriculum

Table 8: Responses on adequate books, relevant material and online resources are available in the library for the topics mentioned in the curriculum

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Students	68	208	59	4	1	340
Percentage	20.00	61.17	17.35	1.17	0.29	100.00
Weighted Score	340	832	177	8	1	1358
Weighted Mean Score						**3.99**

Table 8 shows that out of 340 students surveyed, 68 i.e. 20.00% of students strongly agree that adequate books, relevant material and online resources are available in the library for the topics mentioned in the curriculum, 208 i.e. 61.17% of students agree for the same, 59 i.e. 17.35% of student's views are neutral, 4 i.e. 1.17% students disagree and 1 i.e. 0.29% students strongly disagree that adequate books, relevant material and online resources are available in the library for the topics mentioned in the curriculum.The results to Question 8 are presented below in diagram as shown in Fig.8.

Fig.8. Percentage of responses adequate books, relevant material and online resources are available in the library for the topics mentioned in the curriculum

Weighted Mean Score of Question No. 8 is 3.99 which lies between the Likert range of 3.4 to 4.2
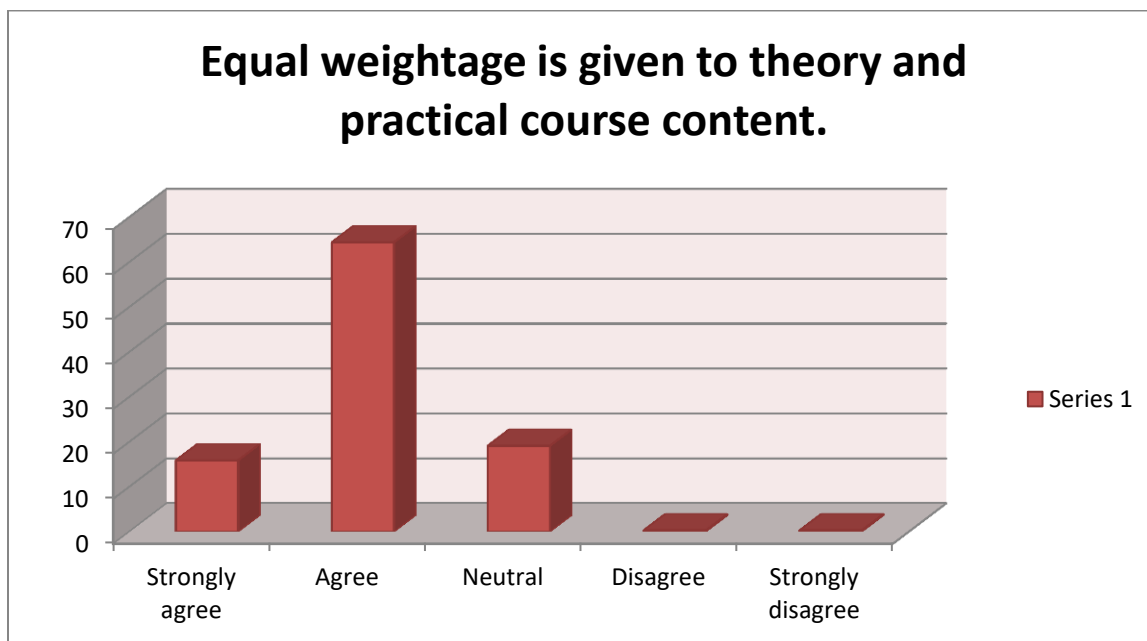
i.e. range for 'Agree'. So, it is clear that adequate books, relevant material and online resources are available in the library for the topics mentioned in the curriculum.

Question No (9): Equal weightage is given to theory and practical course content.

Table 9: Responses on Equal weightage is given to theory and practical course content.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Students	54	219	65	1	1	340
Percentage	15.88	64.41	19.11	0.29	0.29	100.00
Weighted Score	270	876	195	2	2	1194
Weighted Mean Score						**3.95**

Table 9 shows that out of 340 students surveyed, 54 i.e. 15.88% of students strongly agree that Equal weightage is given to theory and practical course content, 219 i.e. 64.41% of students agree for the same, 65 i.e. 19.11% of student's views are neutral, 1 i.e. 0.29% students disagree and 1 i.e. 0.29% students strongly disagree that Equal weightage is given to theory and practical course content. The results to Question 9 are presented below in diagram as shown in Fig.9.

Fig.9. Percentage of responses on equal weightage
*is given to theory and practical course content.*

Weighted Mean Score of Question No. 8 is 3.95 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that Equal weightage is given to theory and practical course content.

Conclusion

Following table and diagram present Weighted Mean Score on various questions:

Table 10: Weighted Mean Score of questions

S. No.	Parameters	Weighted Mean Score
1.	The curriculum enhances the knowledge, skills and competencies of the students	4.03
2.	Academic flexibility in the curriculum provided you the opportunity to pursue your interest by choosing from a vast number of options	3.96
3.	The syllabus is designed to enhance the employability skills of the students	4.00
4.	The course contents sensitized you towards issues like gender equality, environment and sustainability, ethics and values etc.	3.94
5.	The curriculum is up-to-date, needs-based, and relevant to real-life situations.	3.92
6.	ICT and various other teaching aids are used extensively to cover the syllabus	4.04
7.	The whole syllabus is completed in the allotted time period.	4.02
8.	Sufficient books, relevant material and online resources are available in the library for the topics mentioned in the curriculum	3.99
9.	Equal weightage is given to theory and practical course content.	3.95
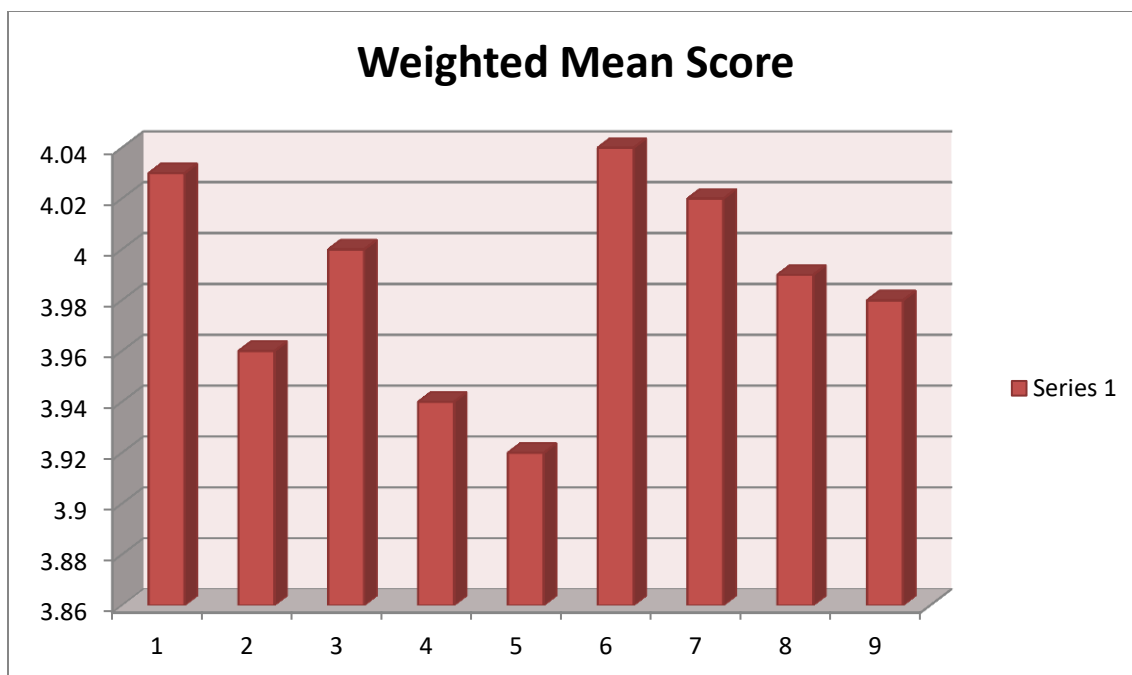
Fig.10. Weighted Mean Score

Table 10 and Fig 10 show that the average of Weighted Mean Score of all questions related to curriculum is 3.98 which lies between Likert range of 3.4 to 4.2, that is, the range for 'Agree', from which it can be concluded that on an average students agree that the curriculum, content and syllabus designed by the University and its future prospects are adequate, updated and relevant to present employment scenario and enhance their knowledge and skills.

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Report on Analysis of Alumni's Feedback
(2021-22)

The feedback from Alumni on design and review of curriculum was obtained through Structured Questionnaire which included 6 questions on various aspects. It aimed for responses on adequateness of courses curriculum, sufficiency of syllabus content in context of current professional standards and the role of curriculum in inculcating research aptitude in the former students. The feedback from alumni feedback is considered as a major resource for the holistic development of an institution.

A five point Likert scale has been used with weights assigned from 1 to 5 to different levels as follows:
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

The Range of each order or level is determined by the following formula:
(Highest point in Likert Scale- Lowest point in Likert Scale)/ Number of Levels Used Therefore,
Range= (5-1)/5=4/5=0.8
Hence,

|	
Range for '**Strongly Disagree**' is	**1.0 to 1.8**
Range for '**Disagree**' is	**1.8 to 2.6**
Range for '**Neutra**l' is	**2.6 to 3.4**
Range for '**Agree**' is	**3.4 to 4.2**
Range for '**Strongly Agree**' is	**4.2 to 5.0**

Data Analysis and Interpretation
Following is the tabular analysis of each question showing number of Alumni responses on five point Likert scale, percentage of Alumni responses, weighted score and weighted mean score of each question.

Question No (1): The curriculum contributed immensely towards your overall improvement.

Table 1: Responses on the curriculum contributed immensely towards your overall improvement.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Alumni	51	102	45	2	0	200
Percentage	25.50	51.00	22.50	1.00	0	100.00
Weighted Score	255	408	135	4	0	802
Weighted Mean Score						**4.01**

Table 1 shows that out of 200 Alumni surveyed, 51 i.e. 25.50% of Alumni strongly agree that the The curriculum contributed immensely towards your overall improvement, 102 i.e. 51.00% of Alumni agree for the same, 45 i.e. 22.50% of Alumni' views are neutral, 2 i.e. 1% of Alumni disagree and none of Alumni strongly disagree that the curriculum contributed immensely towards your overall improvement, The results to Question 1 are presented below in diagram as shown in Fig.1.
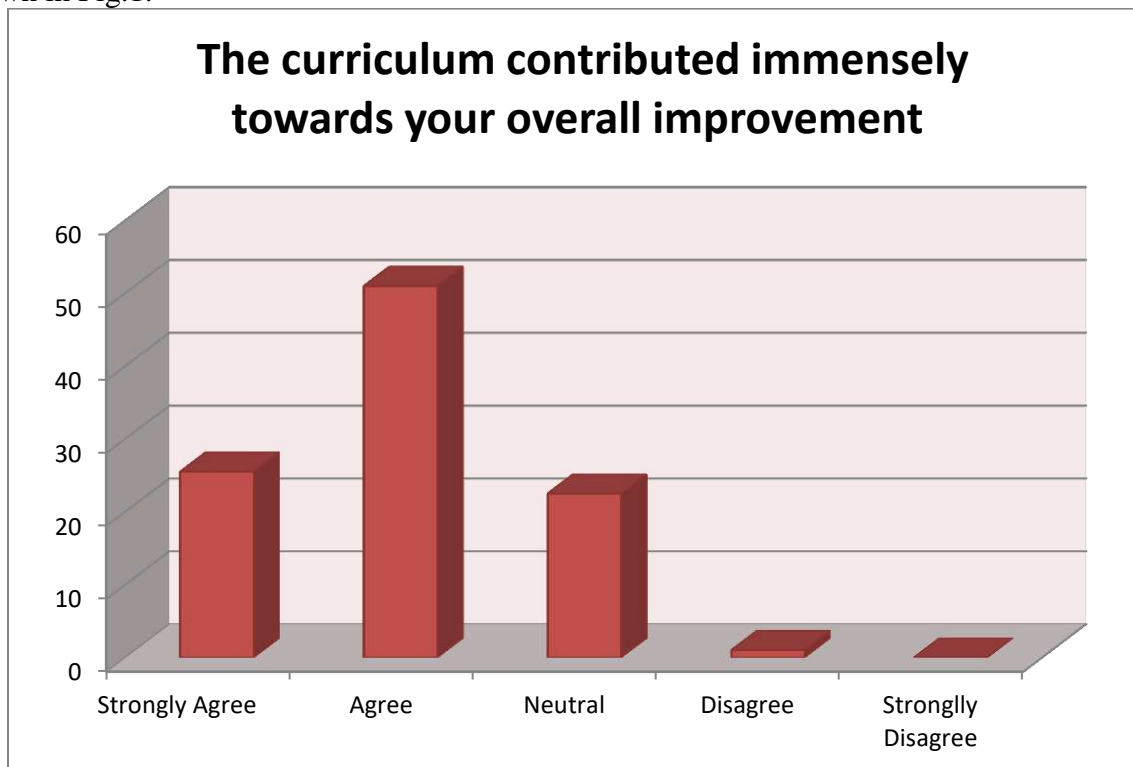
Fig.1. Percentage of responses on the curriculum contributed immensely towards your overall improvement

Here, it is also observed that Weighted Mean Score of Question No. 1 is 4.01 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it can be concluded that there is agreement among Alumni that the The curriculum contributed immensely towards your overall improvement.

Question No (2): The curriculum equipped me with sufficient theoretical and practical knowledge in my field of expertise.

Table 2: Responses on the curriculum contributed immensely towards your overall improvement.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Alumni	62	99	36	2	1	200
Percentage	31.00	49.50	18.00	1.00	0.50	100.00
Weighted Score	310	396	108	4	1	819
Weighted Mean Score						**4.09**

Table 2 shows that out of 200 alumni surveyed, 62 i.e. 31.00% of alumni strongly agree that the curriculum equipped me with sufficient theoretical and practical knowledge in my field of expertise, 99 i.e. 49.50% of alumni agree for the same, 36 i.e. 18.00% of alumni' vie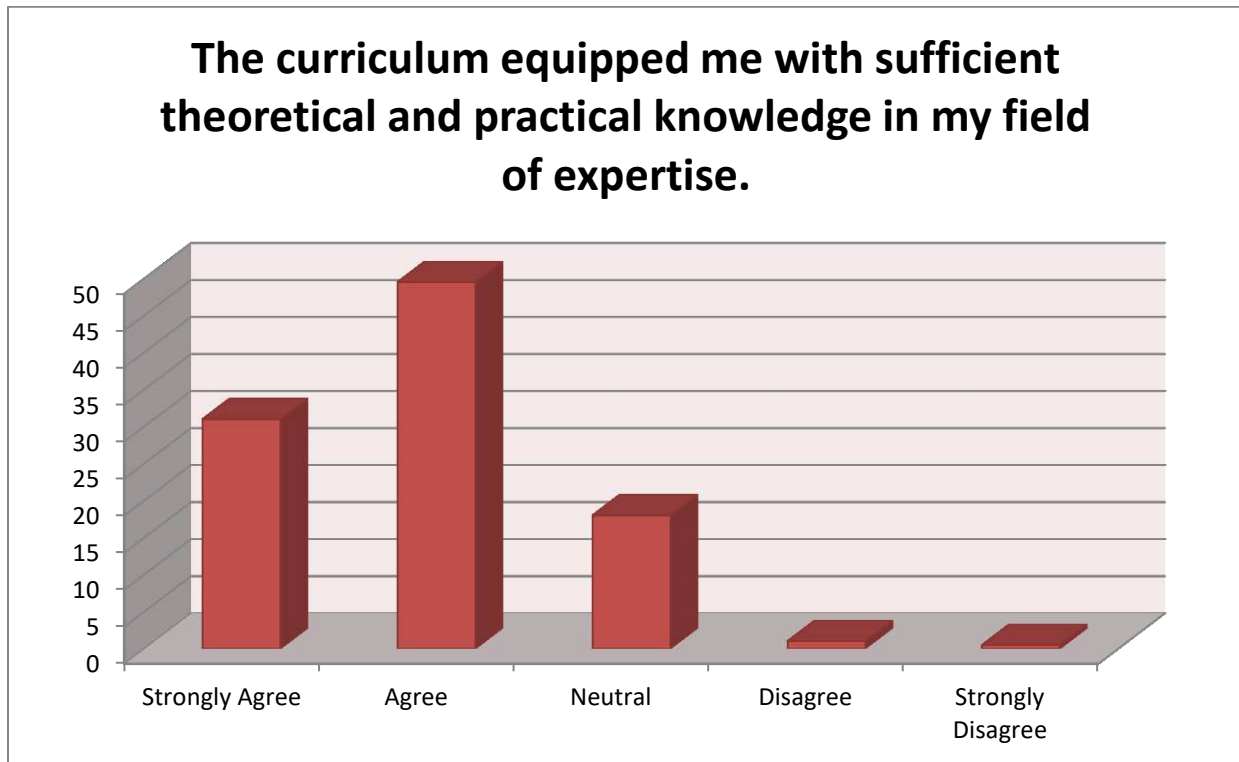ws are neutral, 2 i.e.1.00% of alumni disagree and 1 i.e. .50% of alumni strongly disagree the curriculum equipped me with sufficient theoretical and practical knowledge in my field of expertise.

The results to Question 2 are presented below in diagram as shown in Fig.2.

Fig.2. Percentage of responses the curriculum equipped me
with sufficient theoretical and practical knowledge in my field of expertise.

Weighted Mean Score of Question No. 2 is 4.09 which fall in the Likert range of 'Agree' and hence it can be concluded that the Alumni agree that the curriculum equipped me with sufficient theoretical and practical knowledge in my field of expertise.
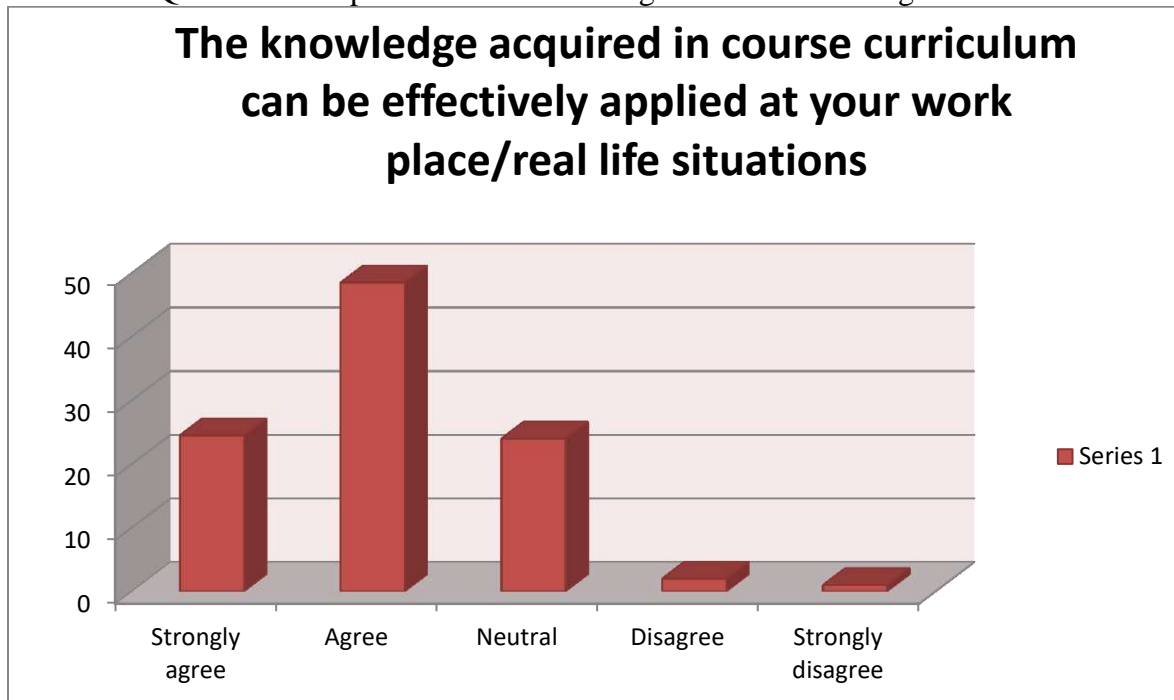
Question No (3): The knowledge acquired in course curriculum can be effectively applied at your work place/real life situations.

Table 3: Responses on the knowledge acquired in course curriculum can be effectively applied at your work place/real life situations.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Alumni	49	97	48	4	2	200
Percentage	24.50	48.50	24.00	2.00	1.00	100.00
Weighted Score	245	388	144	8	2	787
Weighted Mean Score						**3.93**

Table 3 shows that out of 300 alumni surveyed, 49 i.e. 24.50% of alumni strongly agree the knowledge acquired in course curriculum can be effectively applied at your work place/real life situations., 97 i.e. 48.50% of alumni agree for the same, 48 i.e. 24.00% of alumni views are neutral, 4 i.e. 2.00% of alumni disagree and 2 i.e. 1.00% of alumni strongly disagree that the knowledge acquired in course curriculum can be effectively applied at your work place/real life situations.

The results to Question 3 are presented below in diagram as shown in Fig.3.

Fig.3. Percentage of responses the knowledge acquired in course curriculum can be effectively applied at your work place/real life situations.

Weighted Mean Score of Question No. 3 is 3.93 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that the knowledge acquired in course curriculum can be effectively applied at your work place/real life situations.
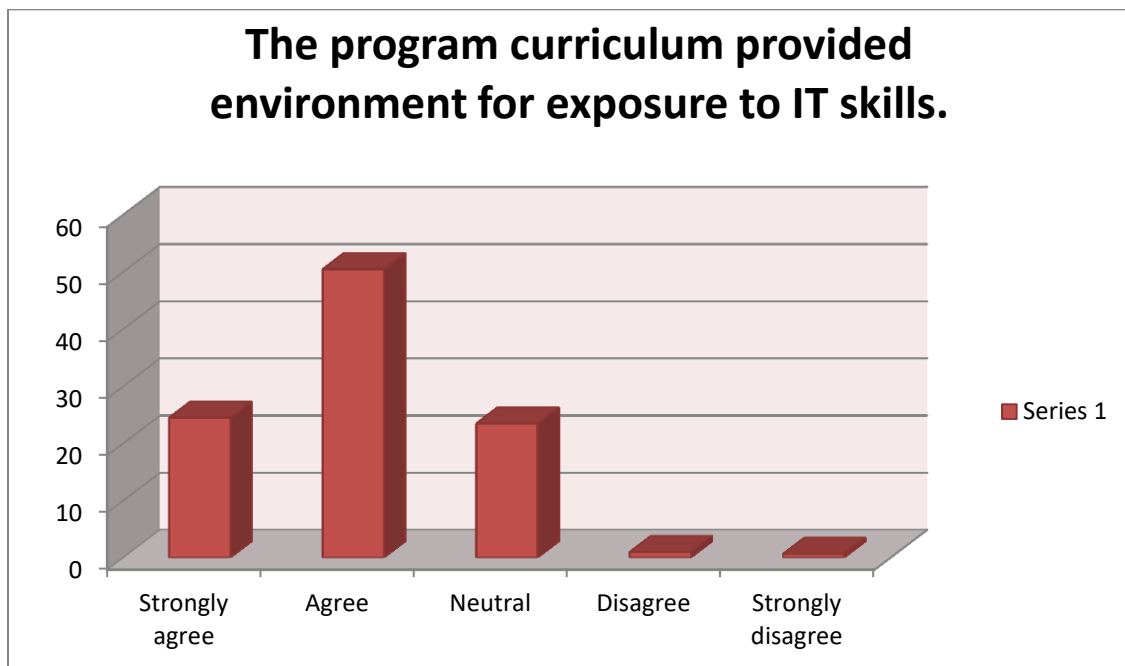
Question No (4): The program curriculum provided environment for exposure to IT skills.

Table 4: Responses on the program curriculum provided environment for exposure to IT skills.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Alumni	49	101	47	2	1	200
Percentage	24.50	50.50	23.50	1.00	0.50	100.00
Weighted Score	245	404	141	4	1	795
Weighted Mean Score						**3.97**

Table 4 shows that out of 200 alumni surveyed, 49 i.e. 24.50% of alumni strongly agree that the program curriculum provided environment for exposure to it skills, 101 i.e. 50.50% of alumni agree for the same, 47 i.e. 23.50% of alumni' views are neutral, 2 i.e. 1.00% of alumni disagree and 1 i.e. 0.50% of alumni strongly disagree that the program curriculum provided environment for exposure to it skills.

The results to Question 4 are presented below in diagram as shown in Fig.4.

Fig.4. Percentage of responses program curriculum provided environment for exposure to IT skills.

Weighted Mean Score of Question No. 4 is 3.97 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that program curriculum provided environment for exposure to IT skills.

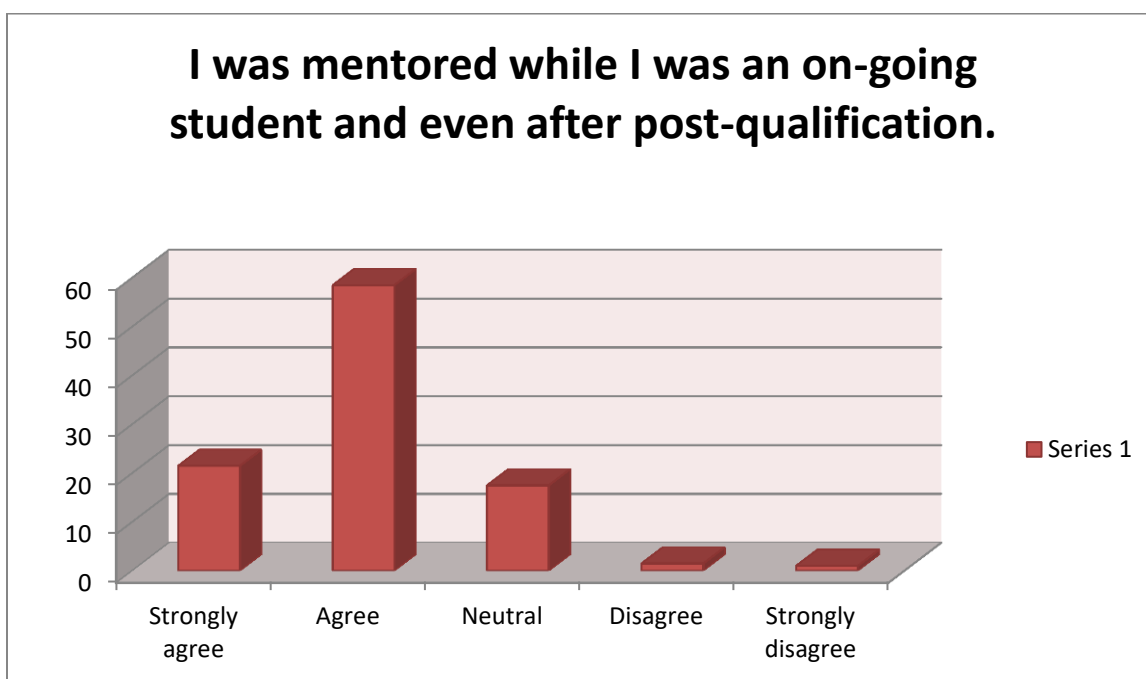**Question No (5): I was mentored while I was an on-going student and even after post-qualification.**
Table 5: Responses on I was mentored while I was an on-going student and even after post-qualification

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Alumni	43	117	35	3	2	200
Percentage	21.50	58.50	17.50	1.50	1.00	100
Weighted Score	215	468	115	6	2	806
Weighted Mean Score						4.03

Table 5 shows that out of 200 alumni surveyed, 43 i.e. 21.50% of alumni strongly agree that they were mentored while they were on-going student and even after post-qualification, 117 i.e. 58.50% of alumni agree for the same, 35 i.e. 17.50% of alumni' views are neutral, 3 i.e. 1.50% of alumni disagree and 2 i.e. 1.00% of the alumni strongly disagree they were mentored they were on-going student and even after post-qualification.

The results to Question 5 are presented below in diagram as shown in Fig.5.

Fig.5. Percentage of responses on I was mentored while
I was an on-going student and even after post-qualification

Weighted Mean Score of Question No. 5 is 4.03 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that alumni were mentored while they were on-going student and even after post-qualification.

Question No (6): The curriculum has inculcated research aptitude in you.

Table 6: Responses on the curriculum has inculcated research aptitude in you.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Alumni	41	116	35	4	4	200
Percentage	20.50	58.00	17.50	2.00	2.00	100
Weighted Score	205	464	105	8	4	786
Weighted Mean Score						3.93

Table 6 shows that out of 200 alumni surveyed, 41 i.e. 20.50% of alumni strongly agree that the curriculum has inculcated research aptitude in them, 116 i.e. 58.00% of alumni agree for the same, 35 i.e. 17.50% of alumni' views are neutral, 4 i.e. 2.00% disagree and 4 i.e. 2.00% of the alumni strongly disagree that the curriculum has inculcated research aptitude in them.

The results to Question 6 are presented below in diagram as shown in Fig.6.
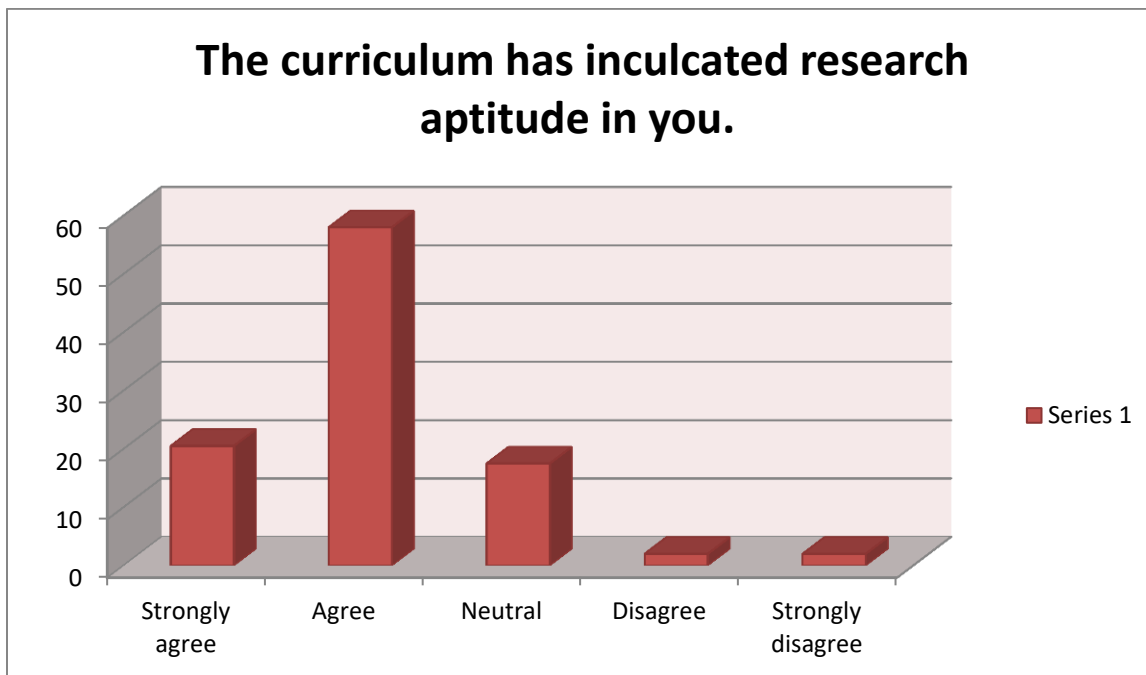
Fig.6. Percentage of responses on the curriculum has inculcated research aptitude in you

Weighted Mean Score of Question No. 6 is 3.93 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear the curriculum has inculcated research aptitude in the alumni.

Question No (7): The College encourages students to participate in extracurricular activities.

Table 7: Responses on the college encourages students to participate in extracurricular activities..

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Alumni	62	99	36	2	1	200
Percentage	31.00	49.50	18.00	1.00	0.50	100.00
Weighted Score	310	396	108	4	1	819
Weighted Mean Score						4.09

Table 7 shows that out of 200 alumni surveyed, 62 i.e. 31.00% of alumni strongly agree that the college encourages students to participate in extracurricular activities, 99 i.e. 49.50% of alumni agree for the same, 36 i.e. 18.00% of alumni' views are neutral, 2 i.e.1.00% of alumni disagree and 1 i.e. .50% of alumni strongly disagree the college encourages students to participate in extracurricular activities.

The results to Question 7 are presented below in diagram as shown in Fig.7.

Fig.7. Percentage of responses the college encourages students
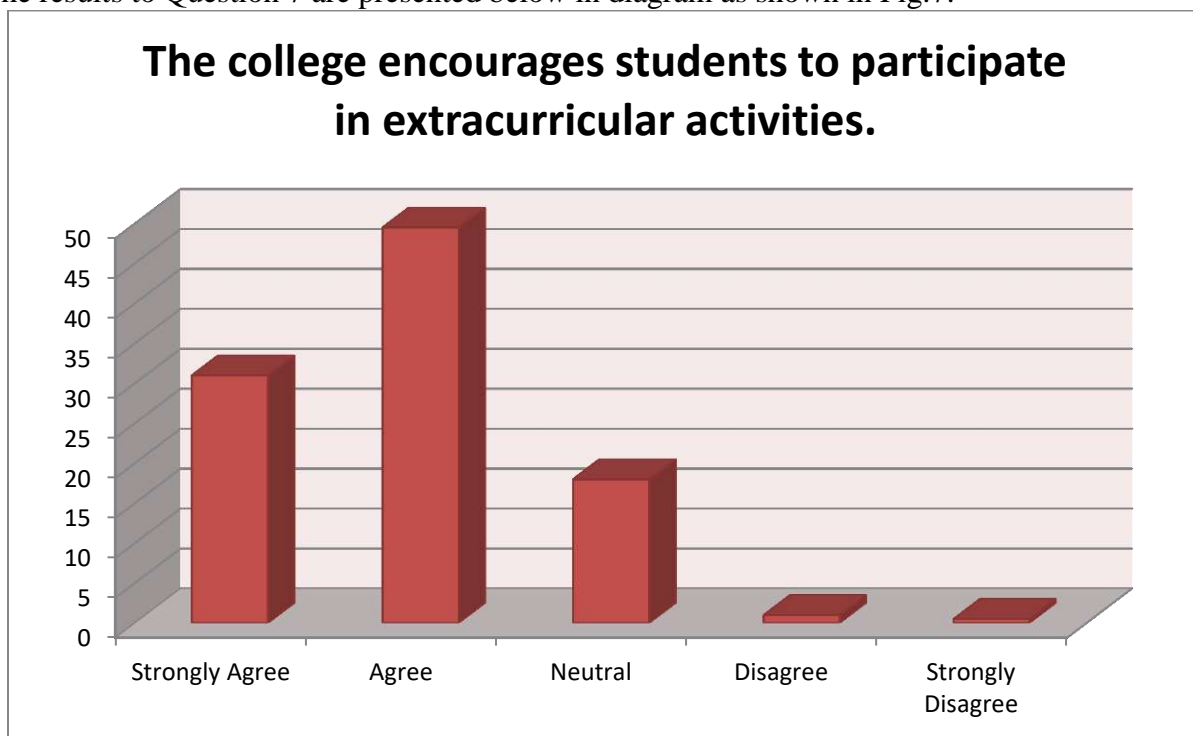*to participate in extracurricular activities.*

Weighted Mean Score of Question No. 2 is 4.09 which fall in the Likert range of 'Agree' and hence it can be concluded that the Alumni agree that the college encourages students to participate in extracurricular activities.

Conclusion

Following table and diagram present Weighted Mean Score on various questions:
Table 8: Weighted Mean Score of questions

S. No.	Parameters	Weighted Mean Score
1.	The curriculum contributed immensely towards your overall improvement.	4.01
2.	The curriculum equipped me with sufficient theoretical and practical knowledge in my field of expertise.	4.09
3.	The knowledge acquired in course curriculum can be effectively applied at your work place/real life situations	3.93
4.	The program curriculum provided environment for exposure to IT skills.	3.97
5.	I was mentored while I was an on-going student and even after post-qualification.	4.03
6.	The curriculum has inculcated research aptitude in you.	3.93
7.	The college encourages students to participate in extracurricular activities.	4.09

Fig.8. Weighted Mean Score

Table 8 and Fig 8 show that the average of Weighted Mean Score of all questions related to curriculum is 3.99 which lies between Likert range of 3.4 to 4.2, that is, the range for 'Agree', from which it can be concluded that on an average the majority of the alumni are happy with the curriculum. During the alumni meet they admitted that they are proud to be a part of this institution and they agreed that they would recommend their friends and relatives to enroll in this institution.

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Report on Analysis of Faculty's Feedback
(2021-22)

The feedback from faculty on design and review of curriculum was obtained through Structured Questionnaire which included 7 questions on various aspects. The feedbacks were collected and collated in the institute level and important suggestions / comments / remarks given by the faculty members are considered for enhancing the curriculum, syllabi and other services offered in the Institute.

A five point Likert scale has been used with weights assigned from 1 to 5 to different levels as follows:
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

The Range of each order or level is determined by the following formula:
(Highest point in Likert Scale- Lowest point in Likert Scale)/ Number of Levels Used
Therefore, Range= (5-1)/5=4/5=**0.8.** Hence,

Range for '**Strongly Disagree**' is   **1.0 to 1.8**
Range for '**Disagree**' is   **1.8 to 2.6**
Range for '**Neutra**l' is   **2.6 to 3.4**
Range for '**Agree**' is   **3.4 to 4.2**
Range for '**Strongly Agree**' is   **4.2 to 5.0**

Data Analysis and Interpretation
Following is the tabular analysis of each question showing number of faculty' responses on five point Likert scale, percentage of faculty' responses, weighted score and weighted mean score of each question.

Question No (1): The curriculum aids in the acquisition of theoretical as well as practical knowledge
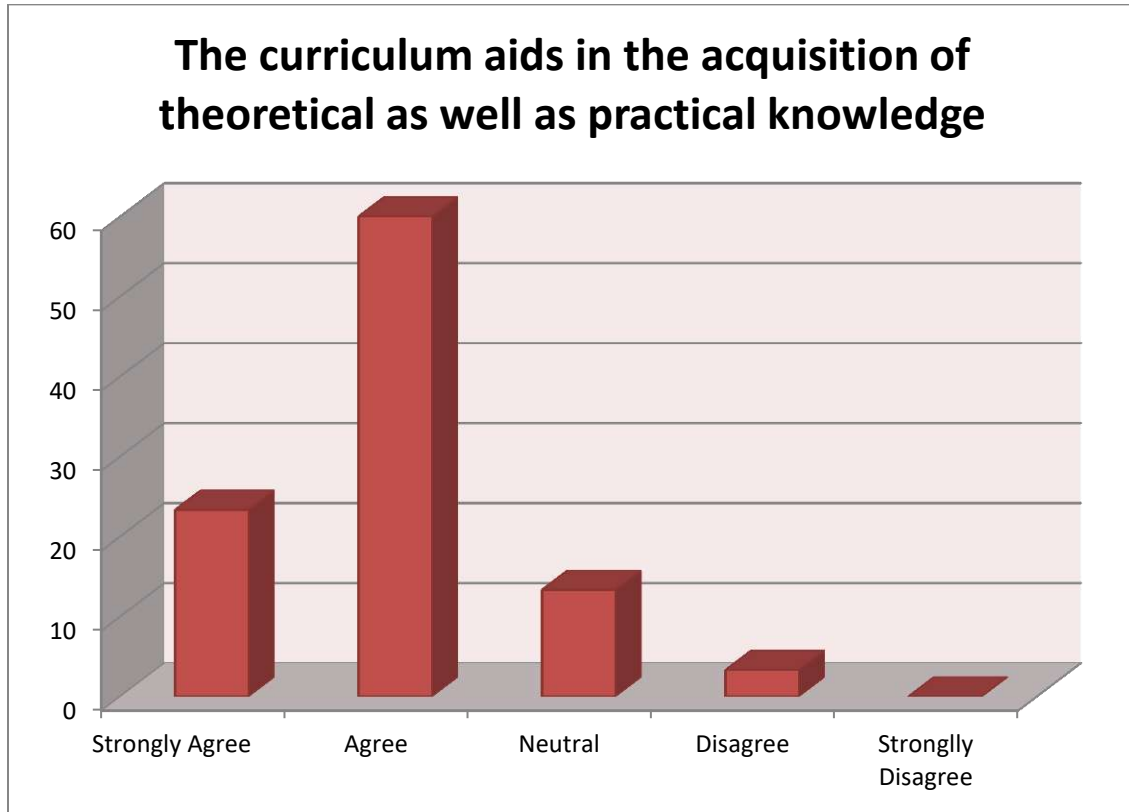
Table 1: Responses on the curriculum aids in the acquisition of theoretical as well as practical knowledge

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Faculty	9	20	6	1	0	36
Percentage	25.00	55.55	16.66	2.77	0	100.00
Weighted Score	45	80	18	2	0	145
Weighted Mean Score						**4.02**

Table 1 shows that out of 36 faculty surveyed, 9 i.e. 25.00% of faculty strongly agree that the

curriculum aids in the acquisition of theoretical as well as practical knowledge, 20 i.e. 55.55% of faculty agree for the same, 6 i.e. 16.66% of faculty' views are neutral, 1 i.e. 2.77 % of faculty disagree and none of faculty strongly disagree that the curriculum aids in the acquisition of theoretical as well as practical knowledge.

The results to Question 1 are presented below in diagram as shown in Fig.1.

Fig.1. Percentage of responses on the curriculum aids in the acquisition of theoretical as well as practical knowledge

Here, it is also observed that Weighted Mean Score of Question No. 1 is 4.03 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it can be concluded that there is agreement among faculty that the curriculum aids in the acquisition of theoretical as well as practical knowledge
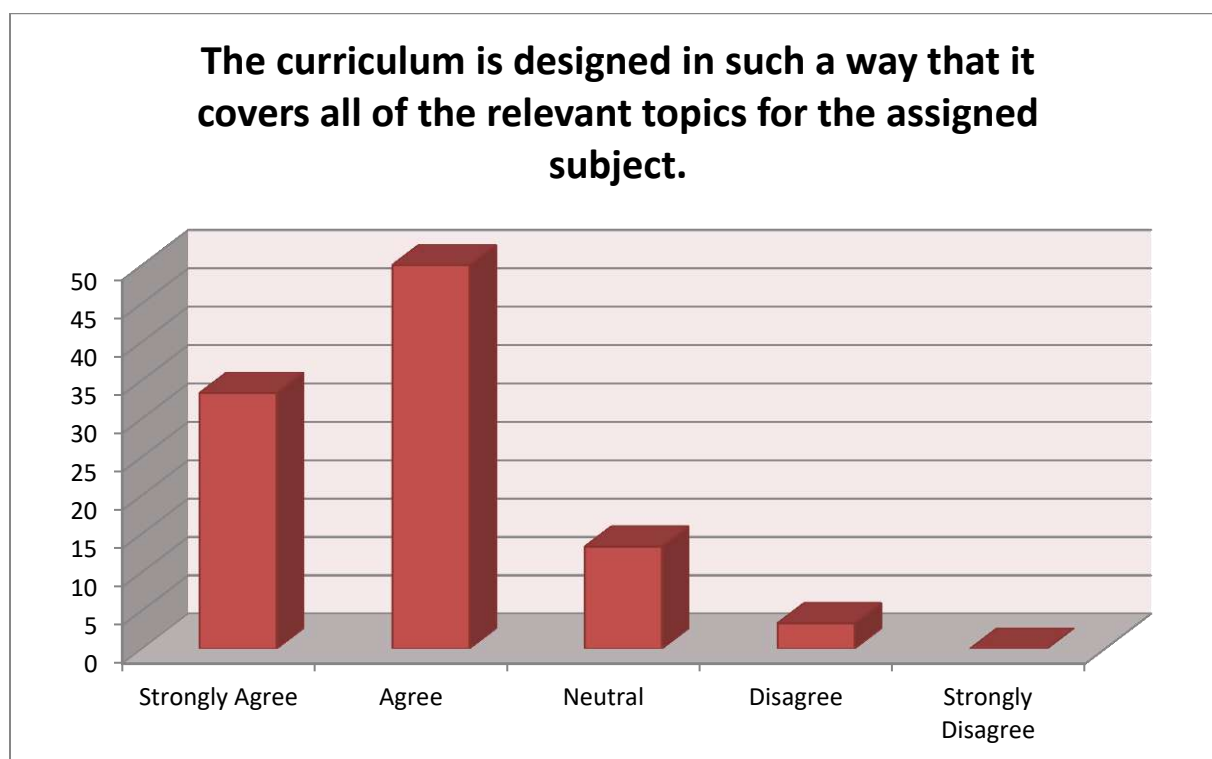
Question No (2): The curriculum is designed in such a way that it covers all of the relevant topics for the assigned subject.

Table 2: Responses on the curriculum is designed in such a way that it covers all of the relevant topics for the assigned subject.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Faculty	11	16	8	1	0	36
Percentage	30.55	44.44	22.22	02.77	0	100.00
Weighted Score	55	64	24	2	0	145
Weighted Mean Score						**4.02**

Table 2 shows that out of 36 faculty members surveyed, 11 i.e. 30.55 of faculty strongly agree that, the curriculum is designed in such a way that it covers all of the relevant topics for the assigned subject, 16 i.e. 44.44% of faculty agree for the same, 8 i.e.22.22% of faculty' views are neutral, 1 i.e. 2.77% of faculty disagree and none of faculty strongly disagree the curriculum is designed in such a way that it covers all of the relevant topics for the assigned subject.

The results to Question 2 are presented below in diagram as shown in Fig.2.

Fig.2. Percentage of responses on the curriculum is designed in such a way that it covers all of the relevant topics for the assigned subject.

Weighted Mean Score of Question No. 2 is 4.02 which fall in the Likert range of 'Agree' and hence it can be concluded that the faculty agree that the curriculum is designed in such a way that it covers all of the relevant topics for the assigned subject.
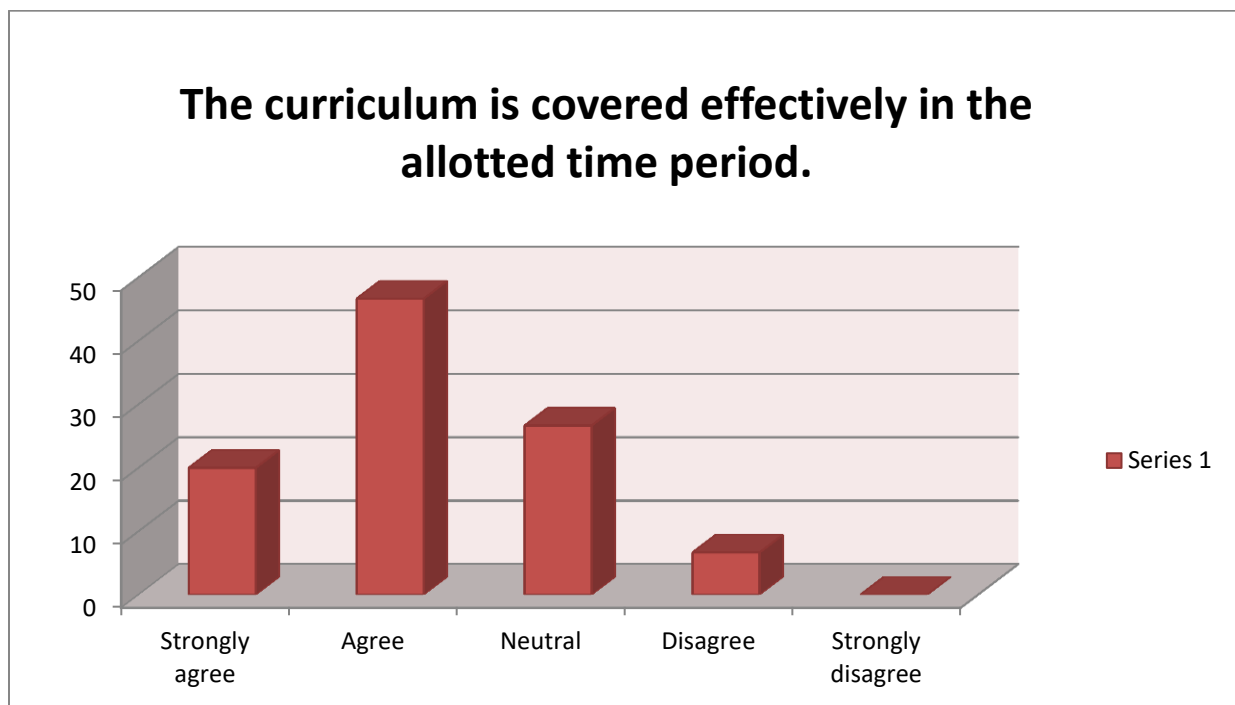
Question No (3): The curriculum is covered effectively in the allotted time period.

Table 3: Responses on the curriculum is covered effectively in the allotted time period.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Faculty	10	16	8	2	0	36
Percentage	27.77	44.44	22.22	5.55	0	100.00
Weighted Score	50	64	24	4	0	142
Weighted Mean Score						**3.94**

Table 3 shows that out of 36 faculty surveyed, 10 i.e. 27.77% of faculty strongly agree that the curriculum is covered effectively in the allotted time period., 16 i.e. 44.44% of faculty agree for the same, 8 i.e. 22.22% of faculty' views are neutral, 2 i.e. 5.55% of faculty disagree and none of faculty strongly disagree that the curriculum is covered effectively in the allotted time period.

The results to Question 3 are presented below in diagram as shown in Fig.3.

Fig.3. Percentage of responses on the curriculum is covered effectively in the allotted time period

Weighted Mean Score of Question No. 3 is 3.94 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that the curriculum is covered effectively in the allotted time period

Question No (4): In the current global scenario, the syllabus is suitable to bridge the gap between academics and industry/employers.

Table 4: Responses on In the current global scenario, the syllabus is suitable to bridge the gap between academics and industry/employers.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Faculty	9	15	11	1	0	36
Percentage	25.00	41.66	30.55	2.77	0	100.00
Weighted Score	45	60	33	2	0	140
Weighted Mean Score						3.88

Table 4 shows that out of 36 faculty surveyed, 9 i.e. 25.00% of faculty strongly agree that In the current global scenario, the syllabus is suitable to bridge the gap between academics and industry/employers, 15 i.e.41.66% of faculty agree for the same, 11 i.e. 30.55% of faculty' views are neutral, 1 i.e. 2.77% of faculty disagree and None of faculty strongly disagree that In the current global scenario, the syllabus is suitable to bridge the gap between academics and industry/employers.

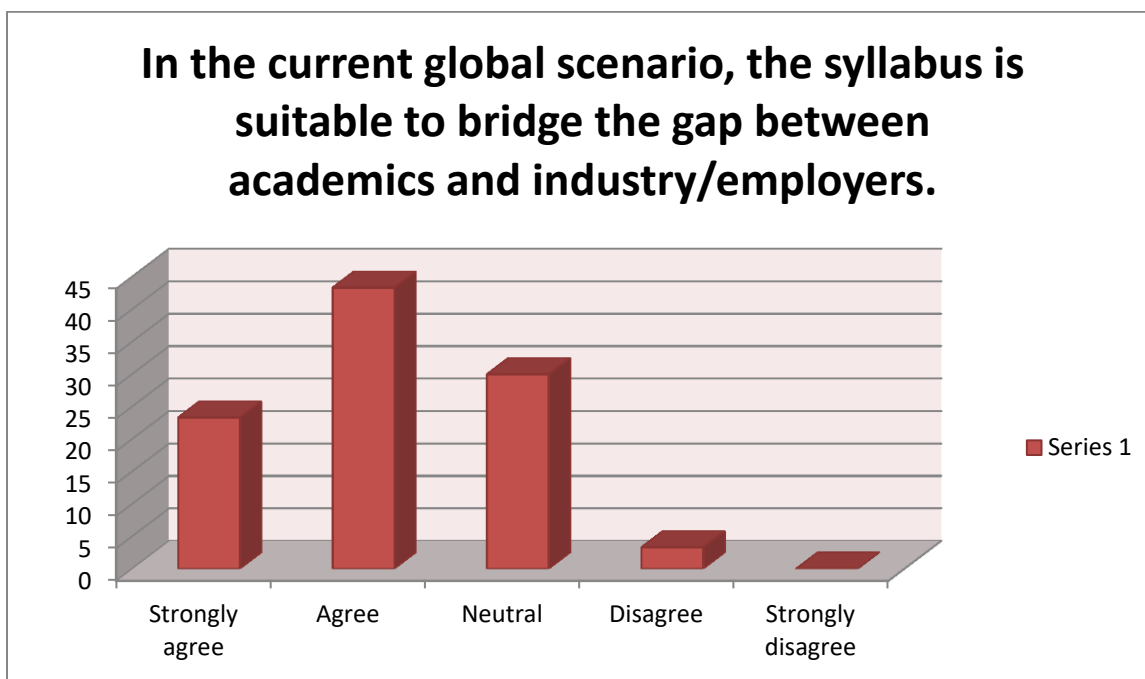The results to Question 4 are presented below in diagram as shown in Fig.4.

Fig.4. Percentage of responses on the course content is evenly distributed in all the units

Weighted Mean Score of Question No. 4 is 3.88 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that in the current global scenario, the syllabus is suitable to bridge the gap between academics and industry/employers.

Question No (5): The course content is evenly distributed in all the units.

Table 5: Responses on the course content is evenly distributed in all the units

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Faculty	9	20	5	1	1	36
Percentage	25.00	55.55	13.88	2.77	2.77	100
Weighted Score	45	80	15	2	1	143
Weighted Mean Score						**3.97**

Table 5 shows that out of 36 faculty surveyed, 9 i.e. 25.00% of faculty strongly agree that the course content is evenly distributed in all the units, 20 i.e. 55.55% of faculty agree for the same, 5 i.e. 13.88% of faculty' views are neutral, 1 i.e. 2.77% of faculty disagree and 1 i.e. 2.77% of the course content is evenly distributed in all the units

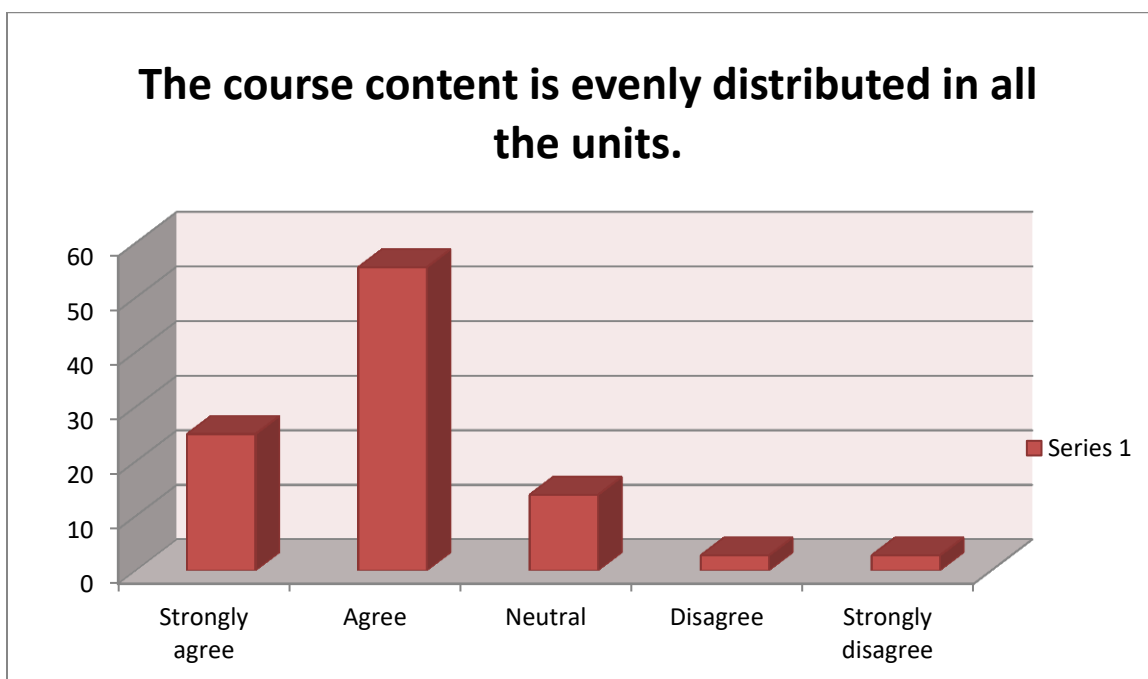The results to Question 5 are presented below in diagram as shown in Fig.5.

Fig.5. Percentage of responses on the course content is evenly distributed in all the units.

Weighted Mean Score of Question No. 5 is 3.97 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that course content is evenly distributed in all the units

Question No (6): Recent advancements are frequently upgraded and added in the curriculum.

Table 6: Responses on the recent advancements are frequently upgraded and added in the curriculum.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Faculty	10	13	10	2	1	36
Percentage	27.77	36.11	27.77	5.55	2.77	100
Weighted Score	50	52	30	4	1	137
Weighted Mean Score						**3.80**

Table 6 shows that out of 36 faculty surveyed, 10 i.e. 27.77% of faculty strongly agree that the recent advancements are frequently upgraded and added in the curriculum., 13 i.e. 36.11% of faculty agree for the same, 10 i.e. 27.77% of faculty' views are neutral, 2 i.e. 5.55% disagree and 1 i.e. 2.77 of the faculty strongly disagree that the recent advancements are frequently upgraded and added in the curriculum.

The results to Question 6 are presented below in diagram as shown in Fig.6.
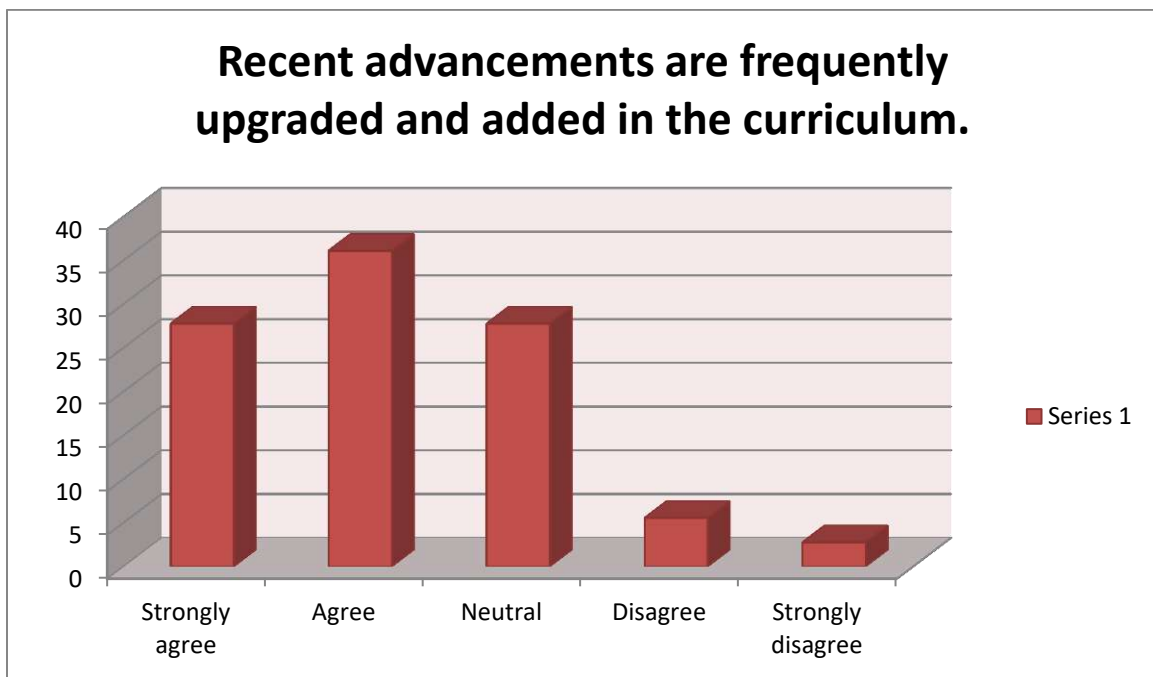

Fig.6. Percentage of responses on the recent advancements are frequently upgraded and added in the curriculum.
.

Weighted Mean Score of Question No. 6 is 3.80 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear the recent advancements are frequently upgraded and added in the curriculum.

Question No (7): The college library has sufficient books and reference materials for the topics included mentioned in the programme

Table 7: Responses on the college library has sufficient books and reference materials for the topics included mentioned in the programme.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Faculty	8	16	11	1	0	36
Percentage	22.22	44.44	30.55	2.77	0	100.00
Weighted Score	40	64	33	2	0	139
Weighted Mean Score						**3.86**

Table 7 shows that out of 36 faculty surveyed, 8 i.e. 22.22% of faculty strongly agree that The college library has sufficient books and reference materials for the topics included mentioned in the programme, 16 i.e. 44.44% of faculty agree for the same, 11 i.e. 30.55% of student's views are neutral, 1 i.e. 2.70% faculty disagree and none of the faculty strongly disagree that the college library has sufficient books and reference materials for the topics included mentioned in the programme.

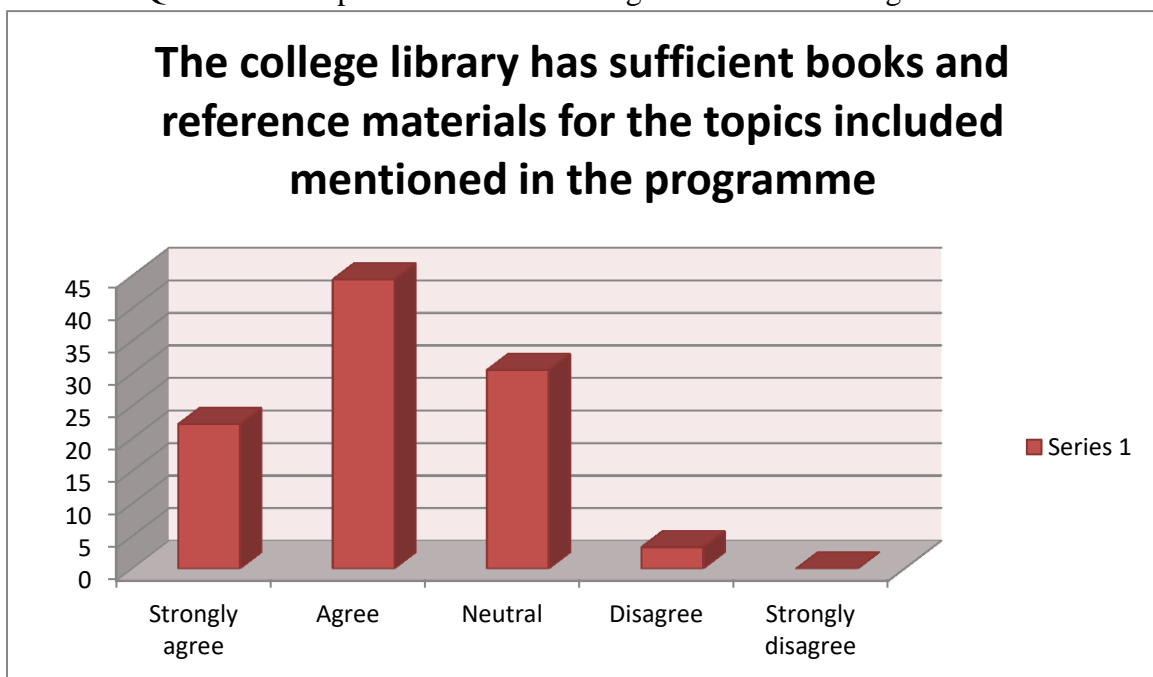The results to Question 7 are presented below in diagram as shown in Fig.7.

Fig.7. Percentage of responses on the college library has sufficient books and reference materials for the topics included mentioned in the programme.

Weighted Mean Score of Question No. 7 is 3.86 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that the college library has sufficient books and reference materials for the topics included mentioned in the programme.

Conclusion

Following table and diagram present Weighted Mean Score on various questions:

Table 8: Weighted Mean Score of questions

S. No.	Parameters	Weighted Mean Score
1.	The curriculum aids in the acquisition of theoretical as well as practical knowledge.	4.02
2.	The curriculum is designed in such a way that it covers all of the relevant topics for the assigned subject.	4.02
3.	The curriculum is covered effectively in the allotted time period.	3.94
4.	In the current global scenario, the syllabus is suitable to bridge the gap between academics and industry/employers.	3.88
5.	The course content is evenly distributed in all the units.	3.97
6.	Recent advancements are frequently upgraded and added in the curriculum.	3.80
7.	The college library has sufficient books and reference materials for the topics included mentioned in the programme.	3.86

Fig.8. Weighted Mean Score

Table 8 and Fig 8 show that the average of Weighted Mean Score of all questions related to curriculum is 3.92 which lies between Likert range of 3.4 to 4.2, that is, the range for 'Agree', from which it can be concluded that on an average faculty member agree that the curriculum, content and syllabus designed by the University and its future prospects are adequate, updated and Recent advancements are frequently upgraded and added in the curriculum. In the current global scenario, the syllabus is suitable to bridge the gap between academics and industry/employers.

Principal
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Report on Analysis of Parent's Feedback (2021-22)

The Internal Quality Assurance Cell (IQAC) of the college has been focusing on quality improvement through structured feedback from parents, which gives vital information for improving the curriculum. The formal feedback of the college parents was taken for specific parameters focusing the course content. Feedback from parents allows them the opportunity to comment on various aspects of curriculum. This provides useful suggestions for improving the curriculum, which can be conveyed to the university via various faculty members who serve on the Board of Studies. The data is examined, and the suggestions are considered before being presented to the academic head at the semester end meeting for discussion and possible implementation into the institution's future development.

Result of Analysis of Parent's Feedback (2020-21)

The feedback from parents on design and review of curriculum was obtained through Structured Questionnaire which included 8 questions on various aspects.

A five point Likert scale has been used with weights assigned from 1 to 5 to different levels as follows:
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

The Range of each order or level is determined by the following formula:

(Highest point in Likert Scale- Lowest point in Likert Scale)/ Number of Levels Used
Therefore, Range= (5-1)/5=4/5=**0.8**
Hence,

Range for '**Strongly Disagree**' is   **1.0 to 1.8**
Range for '**Disagree**' is   **1.8 to 2.6**
Range for '**Neutral**' is   **2.6 to 3.4**
Range for '**Agree**' is   **3.4 to 4.2**
Range for '**Strongly Agree**' is   **4.2 to 5.0**

Data Analysis and Interpretation
Following is the tabular analysis of each question showing number of parent responses on five point Likert scale, percentage of parent responses, weighted score and weighted mean score of each question.

Question No (1): The curriculum being taught is relevant to the modern times and employability.

Table 1: Responses on the curriculum being taught is relevant to the modern times and employability.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Parents	52	203	44	1	0	300
Percentage	17.33	67.66	14.66	0.33	0	100.00
Weighted Score	260	812	132	2	0	1206
Weighted Mean Score						**4.02**

Table 1 shows that out of 300 parents surveyed, 52 i.e. 17,33% of parents strongly agree that the curriculum being taught is relevant to the modern times and employability, 44 i.e. 14.66% of parent views are neutral, 1 i.e. 0.33% of parents disagree and none of parents strongly disagree that the curriculum being taught is relevant to the modern times and employability. The results to Question 1 are presented below in diagram as shown in Fig.1.
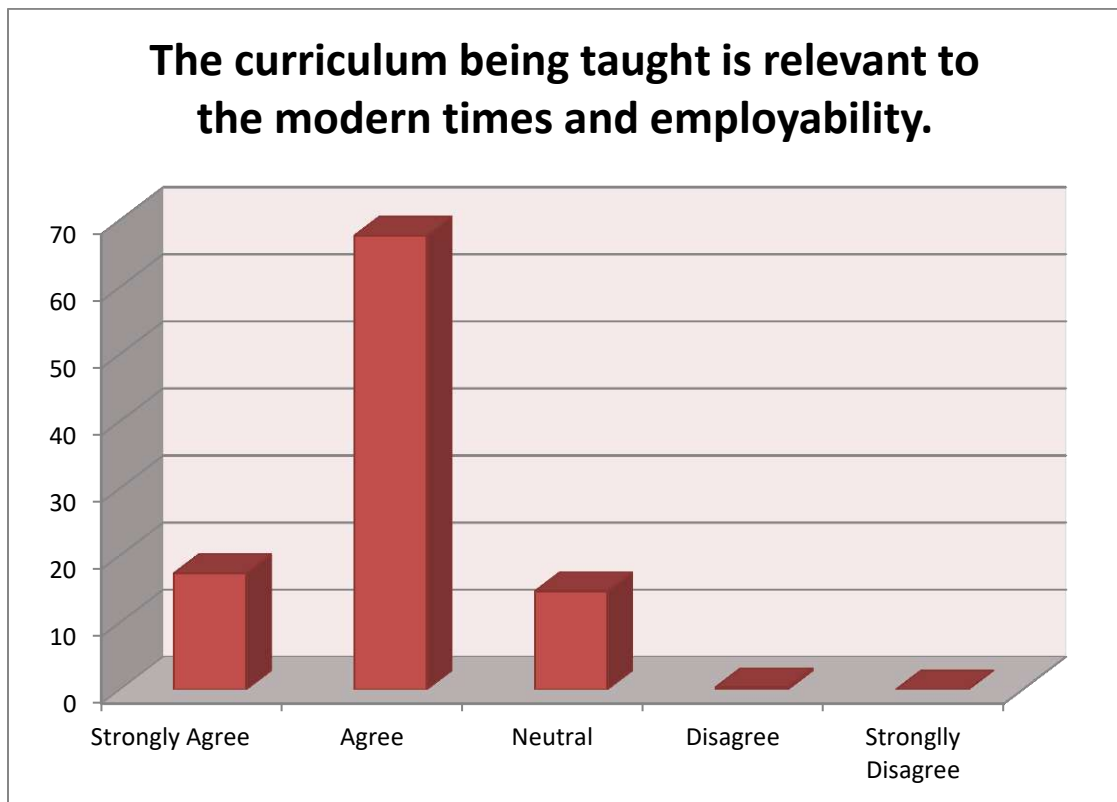
Fig.1. Percentage of responses on the curriculum being taught is relevant to the modern times and employability.

Here, it is also observed that Weighted Mean Score of Question No. 1 is 4.02 which lies between

the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it can be concluded that there is agreement among parents that the curriculum being taught is relevant to the modern times and employability.

Question No (2): The availability of reference material and books related to the curriculum being taught is sufficient in college library.

Table 2: Responses on the availability of reference material and books related to the curriculum being taught is sufficient in college library.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Parents	46	197	54	2	1	300
Percentage	15.30	65.66	18.00	0.66	0.33	100.00
Weighted Score	230	788	162	4	1	1185
Weighted Mean Score						**3.95**

Table 2 shows that out of 300 parents surveyed, 46 i.e. 15.30% of parents strongly agree that, the availability of reference material and books related to the curriculum being taught is sufficient in college library. 197 i.e. 65.66% of parents agree for the same, 54 i.e. 18% of parent views are neutral, 2 i.e.0.66% of parents disagree and 1 i.e. 0.33% of parents strongly disagree that the availability of reference material and books related to the curriculum being taught is sufficient in college library.The results to Question 2 are presented below in diagram as shown in Fig.2.
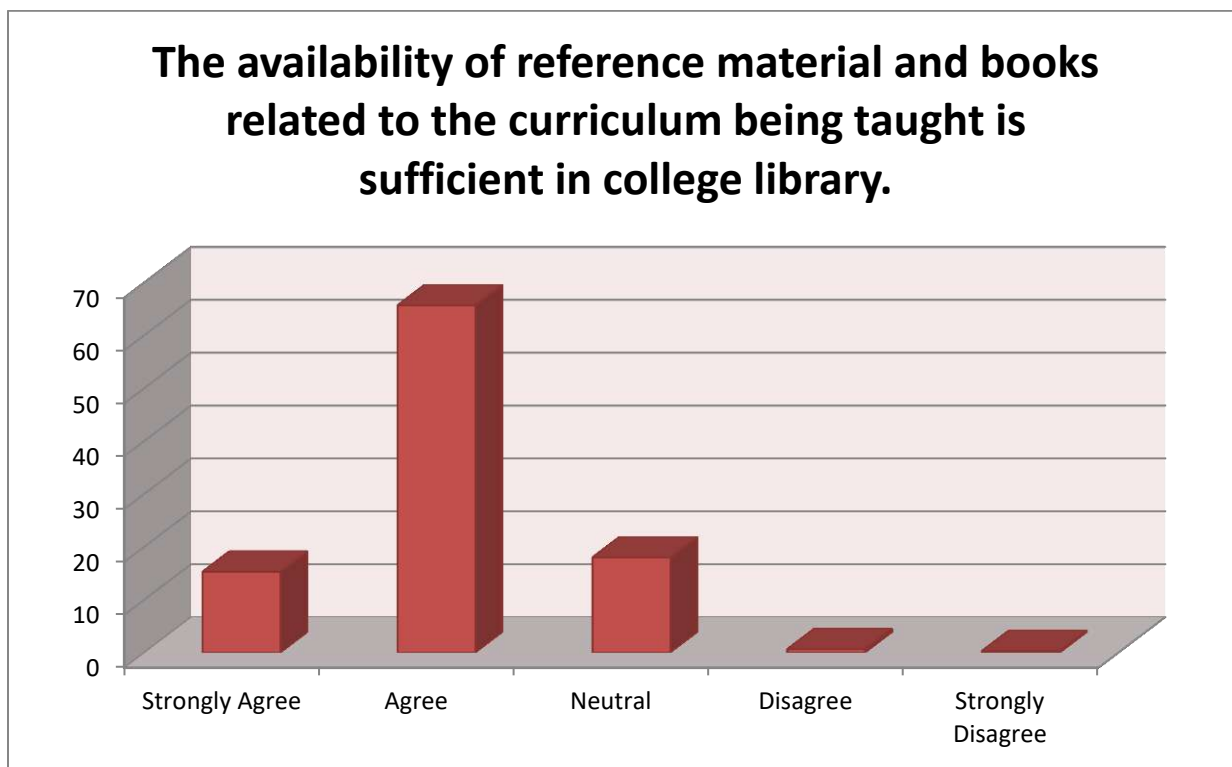
Fig.2. Percentage of responses on the availability of reference material and books related to the curriculum being taught is sufficient in college library.

Weighted Mean Score of Question No. 2 is 3.95 which fall in the Likert range of 'Agree' and hence it can be concluded that the availability of reference material and books related to the curriculum being taught is sufficient in college library.

Question No (3): The curriculum has been designed in such a way that your ward is comfortable coping with the workload of the college.

Table 3: Responses on the curriculum has been designed in such a way that your ward is comfortable coping with the workload of the college.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Parents	53	198	48	1	0	300
Percentage	17.66	66.00	16.00	0.33	0	100.00
Weighted Score	265	792	144	2	0	1203
Weighted Mean Score						**4.01**

Table 3 shows that out of 300 parents surveyed, 53 i.e. 17.66% of parents strongly agree that the curriculum has been designed in such a way that your ward is comfortable coping with the workload of the college, 198 i.e. 66% of parents agree for the same, 48 i.e. 16% of parent views are neutral, 1 i.e. 0.33% of parents disagree and none of parents strongly disagree that the curriculum has been designed in such a way that your ward is comfortable coping with the workload of the college. The results to Question 3 are presented below in diagram as shown in Fig.3.
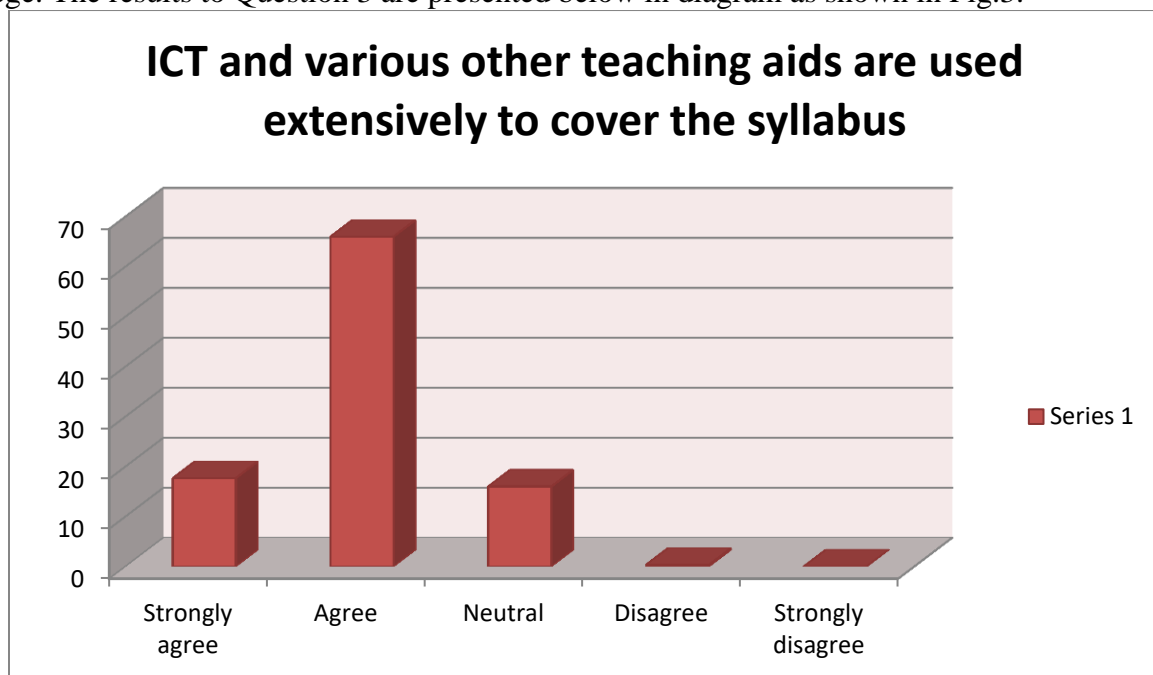

Fig.3. Percentage of responses on the curriculum has been designed in such a way that your ward is comfortable coping with the workload of the college

Weighted Mean Score of Question No. 3 is 3.83 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that the curriculum has been designed in such a way that your

ward is comfortable coping with the workload of the college.
Question No (4): The College provides excellent counseling and guidance to the students.

Table 4: Responses on the college provides excellent counseling and guidance to the students.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Parents	49	201	47	2	1	300
Percentage	16.33	67.00	15.66	0.66	0.33	100.00
Weighted Score	245	804	141	4	1	1195
Weighted Mean Score						**3.98**

Table 4 shows that out of 300 parents surveyed, 49 i.e. 16.33% of parents strongly agree that The college provides excellent counselling and guidance to the students, 201 i.e. 67.00% of parents agree for the same, 47 i.e. 15.66% of parent views are neutral, 2 i.e 0.66% of parents disagree and 1 i.e. 0.33% of parents strongly disagree that the college provides excellent counselling and guidance to the students. The results to Question 4 are presented below in diagram as shown in Fig.4.
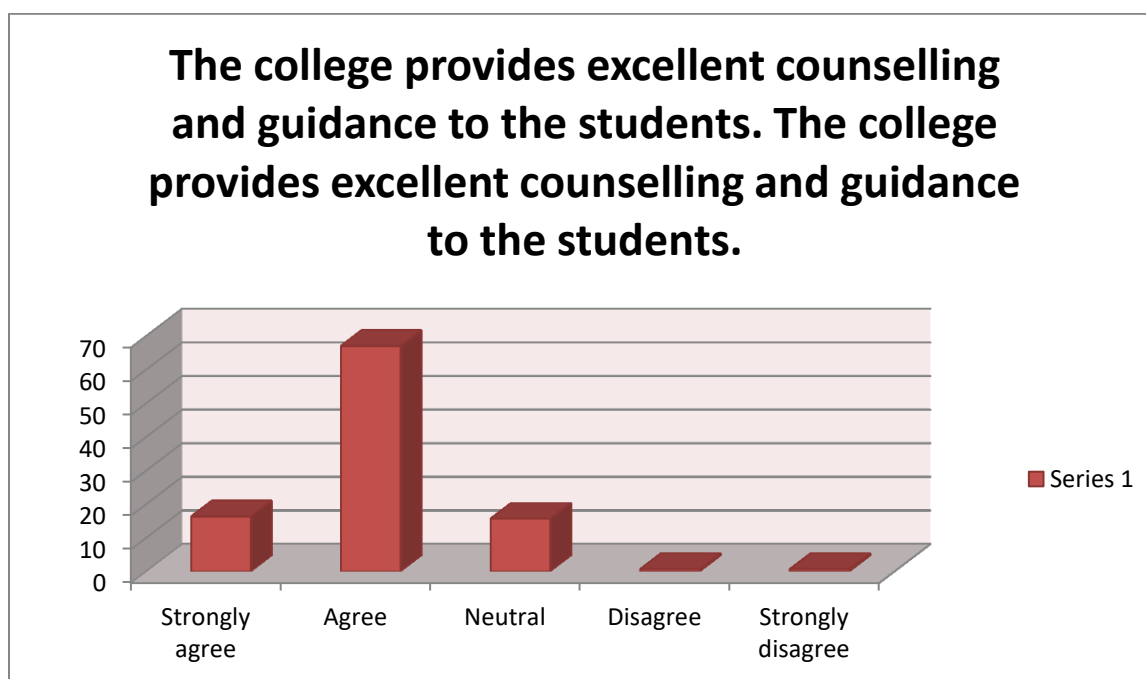

Fig.4. Percentage of responses on the college provides excellent counselling and guidance to the students.
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Weighted Mean Score of Question No. 4 is 3.98 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that the college provides excellent counselling and guidance to the students.
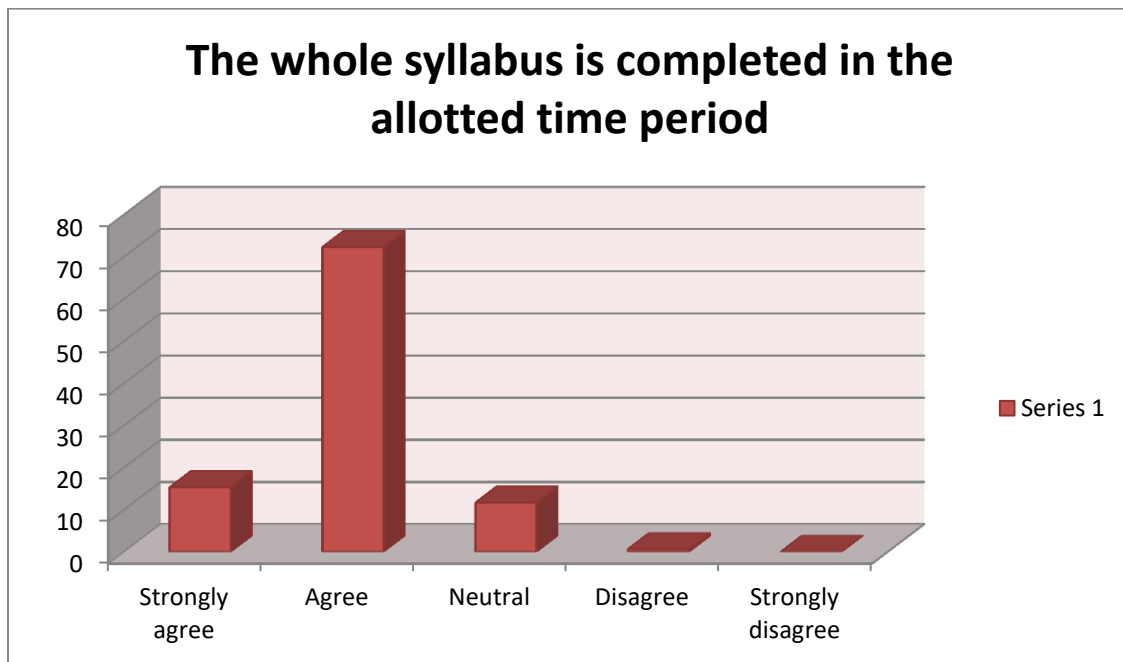
Question No (5): The College has a sufficient number of curriculum based e-resources.

Table 5: Responses on the college has a sufficient number of curriculum based e-resources.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Parents	46	217	35	2	0	300
Percentage	15.33	72.33	11.66	0.66	0	100
Weighted Score	230	868	105	4	0	1207
Weighted Mean Score						**4.02**

Table 5 shows that out of 300 parents surveyed, 46 i.e. 15.33% of parents strongly agree that the college has a sufficient number of curriculum based e-resources., 217 i.e. 72.33% of parents agree for the same, 35 i.e. 11.66% of parent views are neutral, 2 i.e. 0.66% of parents disagree and none of the parents strongly disagree that The college has a sufficient number of curriculum based e-resources.

The results to Question 5 are presented below in diagram as shown in Fig.5.

Fig.5. Percentage of responses on the college has a
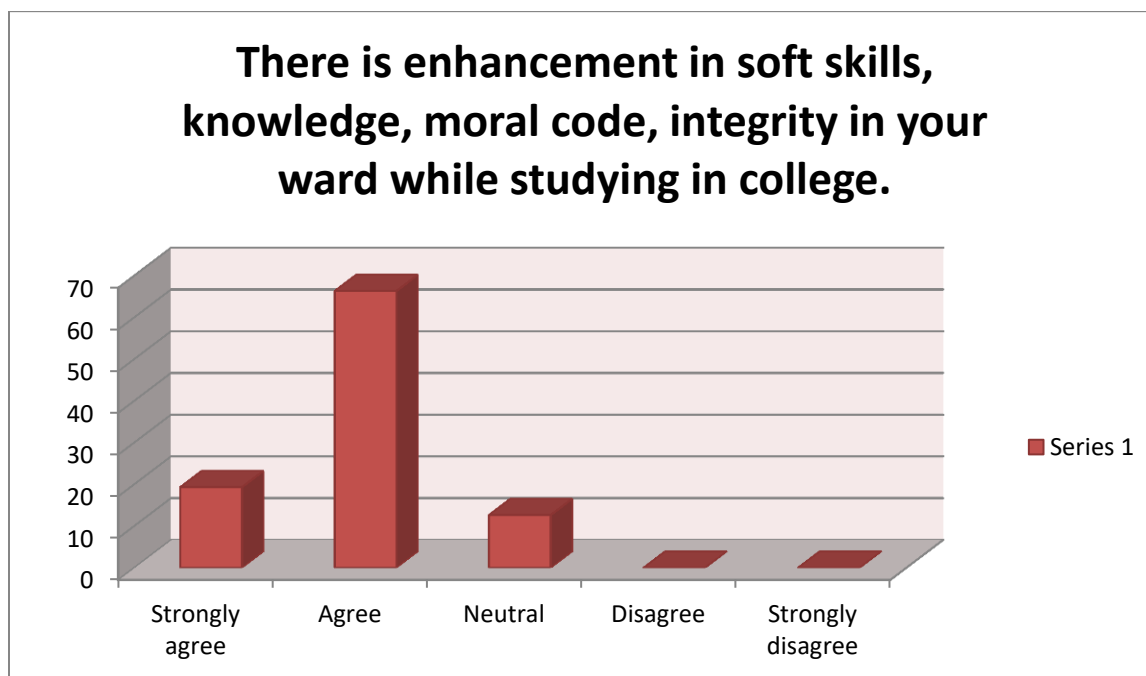*sufficient number of curriculum based e-resources.*

Weighted Mean Score of Question No. 5 is 4.02 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that the college has a sufficient number of curriculum based e-resources.

Question No (6): There is enhancement in soft skills, knowledge, moral code, integrity in your ward while studying in college.

Table 6: Responses on the there is enhancement in soft skills, knowledge, moral code, integrity in your ward while studying in college.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Parents	58	202	38	2	0	300
Percentage	19.33	66.33	12.66	0.66	0	100
Weighted Score	298	808	114	4	0	1224
Weighted Mean Score						4.08

Table 6 shows that out of 300 parents surveyed, 58 i.e. 19.33% of parents strongly agree that There is enhancement in soft skills, knowledge, moral code, integrity in your ward while studying in college., 202 i.e. 66.33% of parents agree for the same, 38 i.e. 12.66% of parent views are neutral, 2 i.e. 0.66% disagree and none of the parents strongly disagree that there is enhancement in soft skills, knowledge, moral code, integrity in your ward while studying in college., The results to Question 6 are presented below in diagram as shown in Fig.6.

Fig.6. Percentage of responses on the Electives offered in the curriculum are supportive to the core papers

Weighted Mean Score of Question No. 6 is 4.08 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that there is enhancement in soft skills,

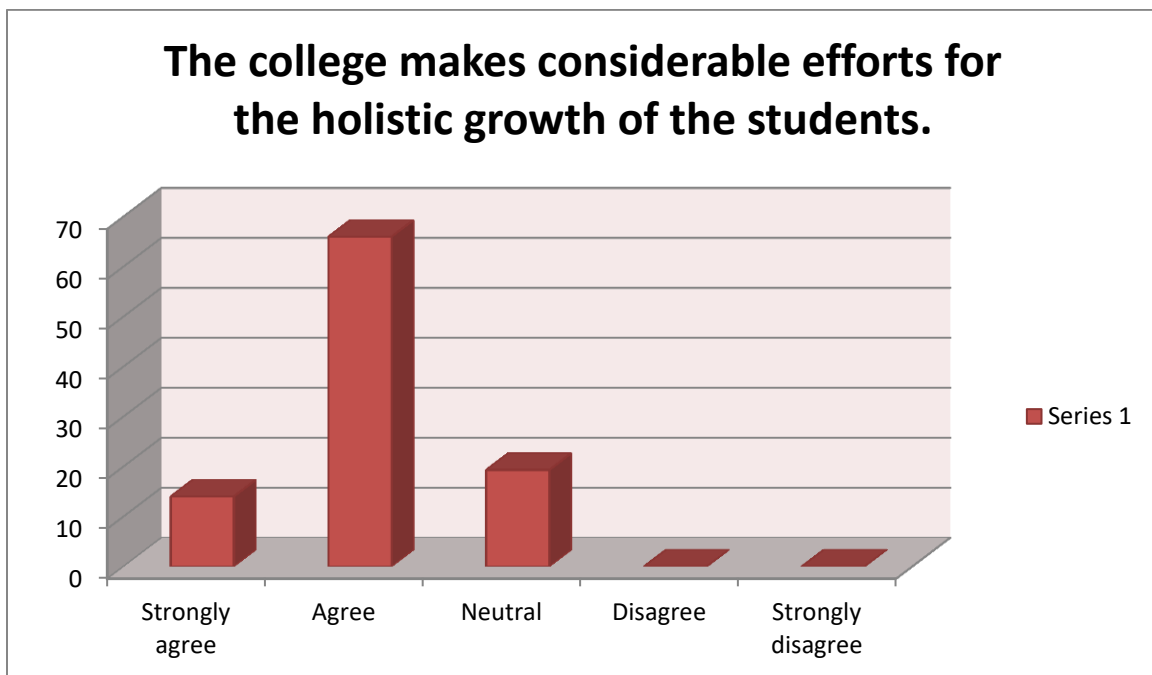knowledge, moral code, integrity in your ward while studying in college.

Question No (7): The College makes considerable efforts for the holistic growth of the students.

Table 7: Responses on the college makes considerable efforts for the holistic growth of the students.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Parents	42	198	58	2	0	300
Percentage	14.00	66.00	19.33	0.66	0	100.00
Weighted Score	245	804	141	4	0	1194
Weighted Mean Score						**3.98**

Table 7 shows that out of 300 parents surveyed, 42 i.e. 14.00% of parents strongly agree that the college makes considerable efforts for the holistic growth of the students, 198 i.e. 66.00% of parents agree for the same, 58 i.e. 19.33% of parent's views are neutral, 2 i.e. 0.66 parents disagree and none of the parents strongly disagree that the college makes considerable efforts for the holistic growth of the students.

The results to Question 7 are presented below in diagram as shown in Fig.7.

Fig.7. Percentage of responses on the college makes considerable efforts for the holistic growth of the students.

Weighted Mean Score of Question No. 7 is 3.98 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that the college makes considerable efforts for the holistic growth of the students.

Question No (8): The College makes considerable efforts for the holistic growth of the students

Table 8: Responses on the college makes considerable efforts for the holistic growth of the students

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Parents	46	217	35	2	0	300
Percentage	15.33	72.33	11.66	0.66	0	100
Weighted Score	230	868	105	4	0	1207
Weighted Mean Score						**4.02**

Table 8 shows that out of 300 parents surveyed, 46 i.e. 15.33% of parents strongly agree that the The college makes considerable efforts for the holistic growth of the students, 217 i.e. 72.33% of parents agree for the same, 35 i.e. 11.66% of parent views are neutral, 2 i.e. 0.66% of parents disagree and none of the parents strongly disagree that the college makes considerable efforts for the holistic growth of the students.

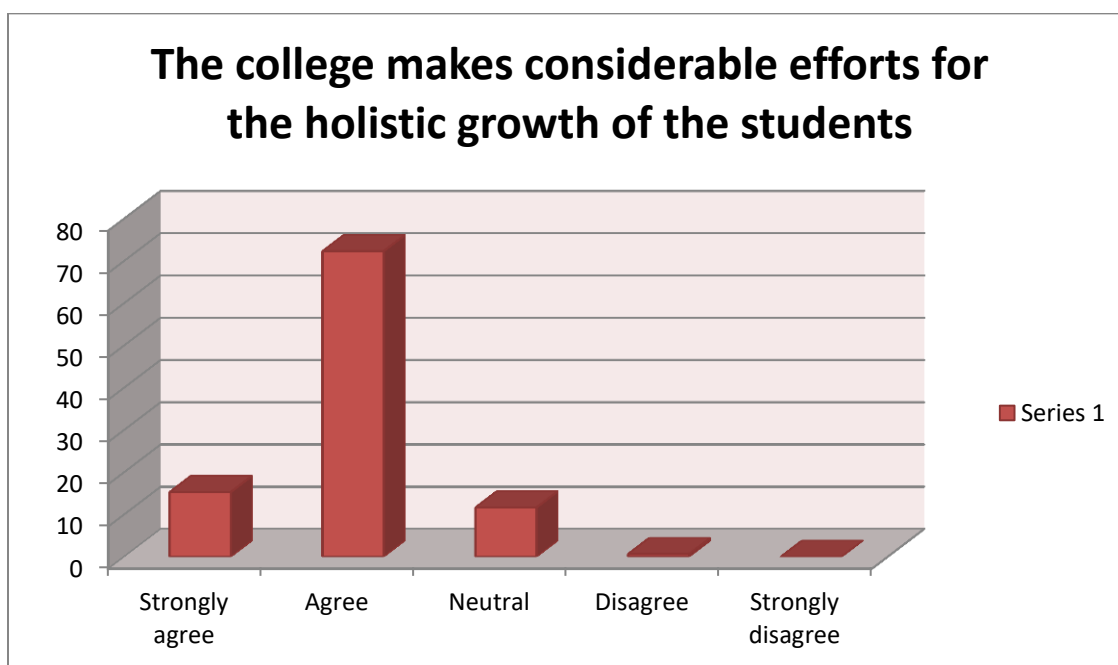The results to Question 8 are presented below in diagram as shown in Fig. 8.

Fig.5. Percentage of responses on the college makes considerable efforts

Weighted Mean Score of Question No. 8 is 4.02 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that the college makes considerable efforts for the holistic growth of the students.

Conclusion

Following table and diagram present Weighted Mean Score on various questions:

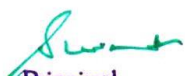Table 9: Weighted Mean Score of questions

S. No.	Parameters	Weighted Mean Score
1.	The curriculum being taught is relevant to the modern times and employability.	4.02
2.	The availability of reference material and books related to the curriculum being taught is sufficient in college library.	3.95
3.	The curriculum has been designed in such a way that your ward is comfortable coping with the workload of the college.	4.01
4.	The college provides excellent counselling and guidance to the students.	3.98
5.	The college has a sufficient number of curriculum based e-resources.	4.02
6.	There is enhancement in soft skills, knowledge, moral code, integrity in your ward while studying in college.	4.08
7.	The overall ambiance of the college is excellent.	3.98
8.	The college makes considerable efforts for the holistic growth of the students.	4.02

Fig.9. Weighted Mean Score

Table 9 and Fig 9 show that the average of Weighted Mean Score of all questions related to curriculum is 4.007 which lies between Likert range of 3.4 to 4.2, that is, the range for 'Agree', from which it can be concluded that on an average parents agree that the curriculum, content and syllabus designed by the University and its future prospects are adequate, updated and relevant to present employment scenario and enhance their knowledge and skills.

Principal
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Report on Analysis of Employer's Feedback
(2021-22)

The feedback from Employer on design and review of curriculum was obtained through Structured Questionnaire which included 6 questions on various aspects. It targeted issues like necessity of additions and deletions in the curriculum in connection with theory and practical parts of the syllabus. The responses were also taken from them about the weightage of the syllabus in terms of marks distribution

A five point Likert scale has been used with weights assigned from 1 to 5 to different levels as follows:
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

The Range of each order or level is determined by the following formula:
(Highest point in Likert Scale- Lowest point in Likert Scale)/ Number of Levels Used
Therefore,   Range= (5-1)/5=4/5=**0.8**
Hence,

Range for '**Strongly Disagree**' is   **1.0 to 1.8**
Range for '**Disagree**' is   **1.8 to 2.6**
Range for '**Neutra**l' is   **2.6 to 3.4**
Range for '**Agree**' is   **3.4 to 4.2**
Range for '**Strongly Agree**' is   **4.2 to 5.0**

Data Analysis and Interpretation

Following is the tabular analysis of each question showing number of Employer' responses on five point Likert scale, percentage of Employer' responses, weighted score and weighted mean score of each question.

Question No (1): The curriculum is designed in such a way that it covers all of the relevant topics to meet industry standards.

Table 1: Responses on the design of the curriculum is designed in such a way that it covers all of the relevant topics to meet industry standards.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Employer	2	2	1	1	0	6
Percentage	33.33	33.33	16.66	16.66	0	100.00
Weighted Score	10	8	3	2	0	23
Weighted Mean Score						**3.83**

Table 1 shows that out of 6 employer surveyed, 2 i.e. 33.33% of employer strongly agree that the curriculum is designed in such a way that it covers all of the relevant topics to meet industry standards., 2 i.e. 33.33% of employer agree for the same, 1 i.e. 16.66% of employer' views are neutral, 1 i.e.16.66 % of employer disagree and none of employer strongly disagree that the curriculum is designed in such a way that it covers all of the relevant topics to meet industry standards.The results to Question 1 are presented below in diagram as shown in Fig.1.
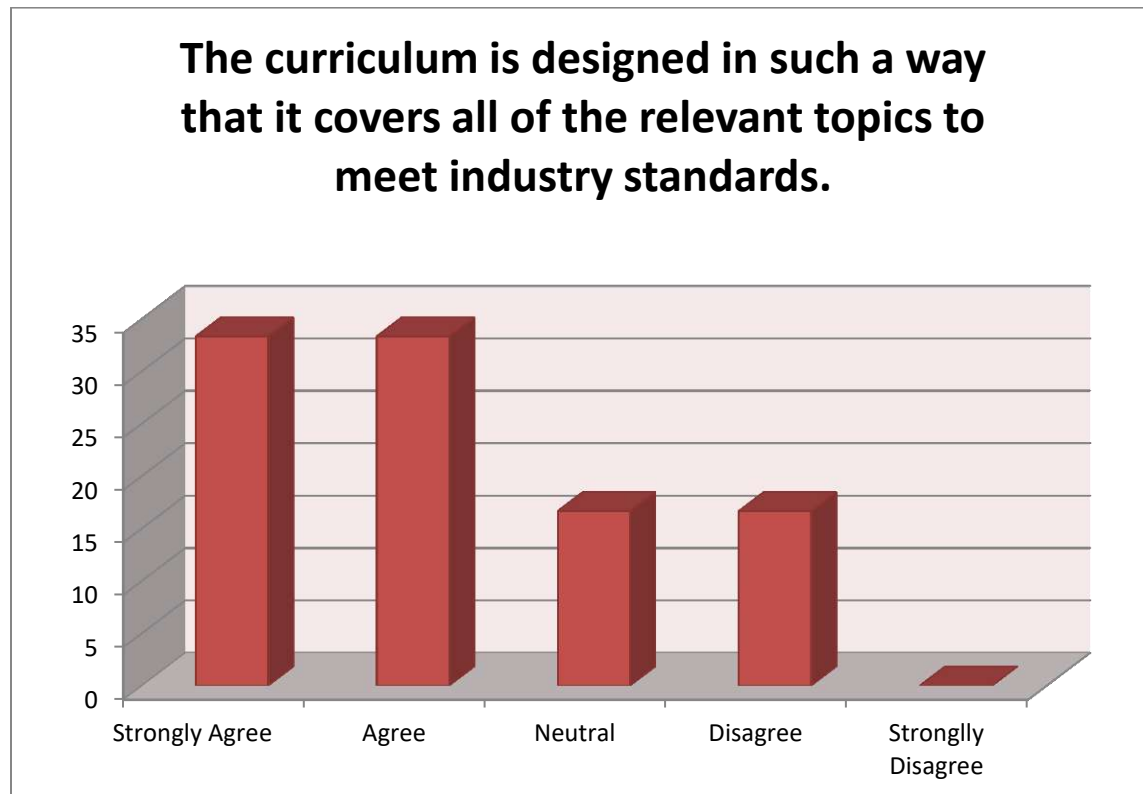
Fig.1. Percentage of responses on the design of the curriculum is designed
in such a way that it covers all of the relevant topics to meet industry standards.

Here, it is also observed that Weighted Mean Score of Question No. 1 is 3.83 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it can be concluded that the design of the curriculum is appropriate to cover all the relevant topics required to meet industry standards.

Question No (2): The curriculum encourages students to use workplace equipment.

Table 2: Responses on the curriculum encourages students to use workplace equipment.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Employer	2	1	3	1	0	6
Percentage	33.33	50.00	13.33	3.33	0	100.00
Weighted Score	10	4	6	2	0	22
Weighted Mean Score						**4.13**

Table 2 shows that out of 6 Employer surveyed, 2 i.e. 33.33% of Employers strongly agree that the curriculum encourages students to use workplace equipment, 1 i.e. 50.00% of Employer agree for the same, 3 i.e. 13.33% of Employer' views are neutral, 1 i.e.3.33% of Employer disagree and none of Employer strongly disagree the curriculum encourages students to use workplace equipment.

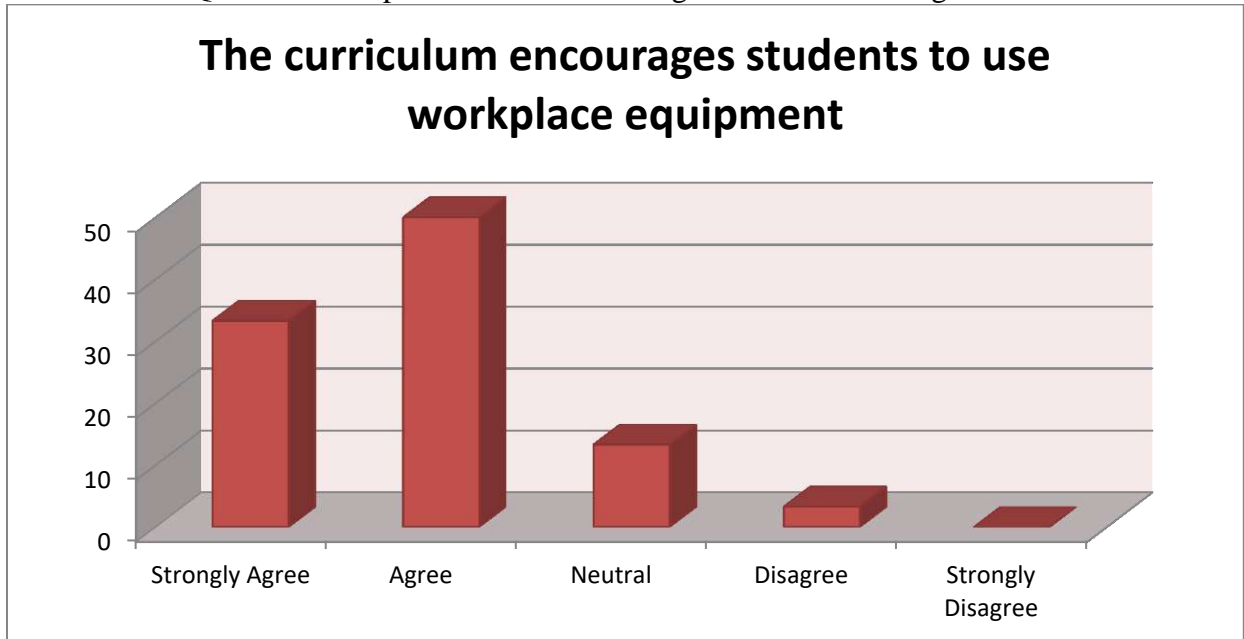The results to Question 2 are presented below in diagram as shown in Fig.2.

Fig.2. Percentage of responses the curriculum encourages students to use workplace equipment

Weighted Mean Score of Question No. 2 is 4.13 which fall in the Likert range of 'Agree' and hence it can be concluded that the Employers agree that the curriculum encourages students to use workplace equipment

Question No (3): The curriculum enhances technical skills of college students.

Table 3: Responses on the curriculum enhances technical skills of college students.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Employer	2	2	2	0	0	6
Percentage	33.33	33.33	33.33	0	0	100.00
Weighted Score	10	8	6	0	0	24
Weighted Mean Score						**4.0**

Table 3 shows that out of 6 Employer surveyed, 2 i.e. 33.33% of Employer strongly agree the curriculum enhances technical skills of college students, 2 i.e. 33.33% of Employer agree for the same, 2 i.e. 33.33% of Employer' views are neutral, none of Employer disagree or strongly disagree that the curriculum enhances technical skills of college students.

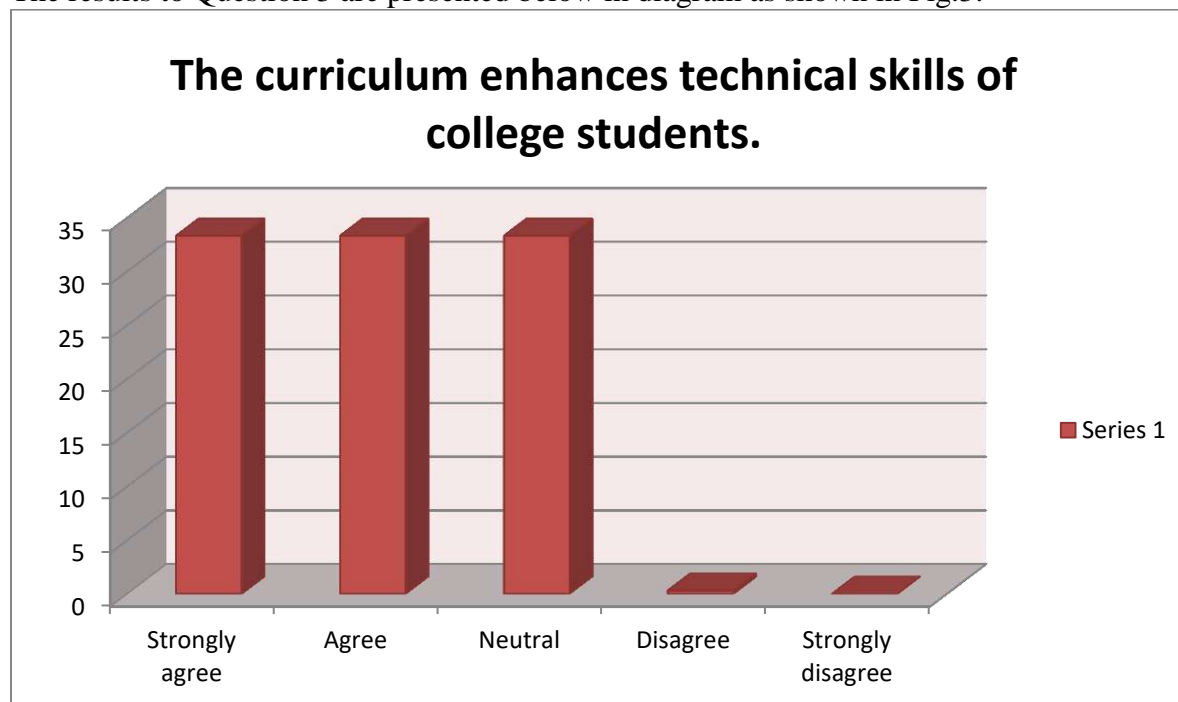The results to Question 3 are presented below in diagram as shown in Fig.3.

The curriculum enhances technical skills of college students.

Fig.3. Percentage of responses the curriculum enhances technical skills of college students.

Weighted Mean Score of Question No. 3 is 4.0 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that the curriculum enhances the ability to access, evaluate and synthesize information
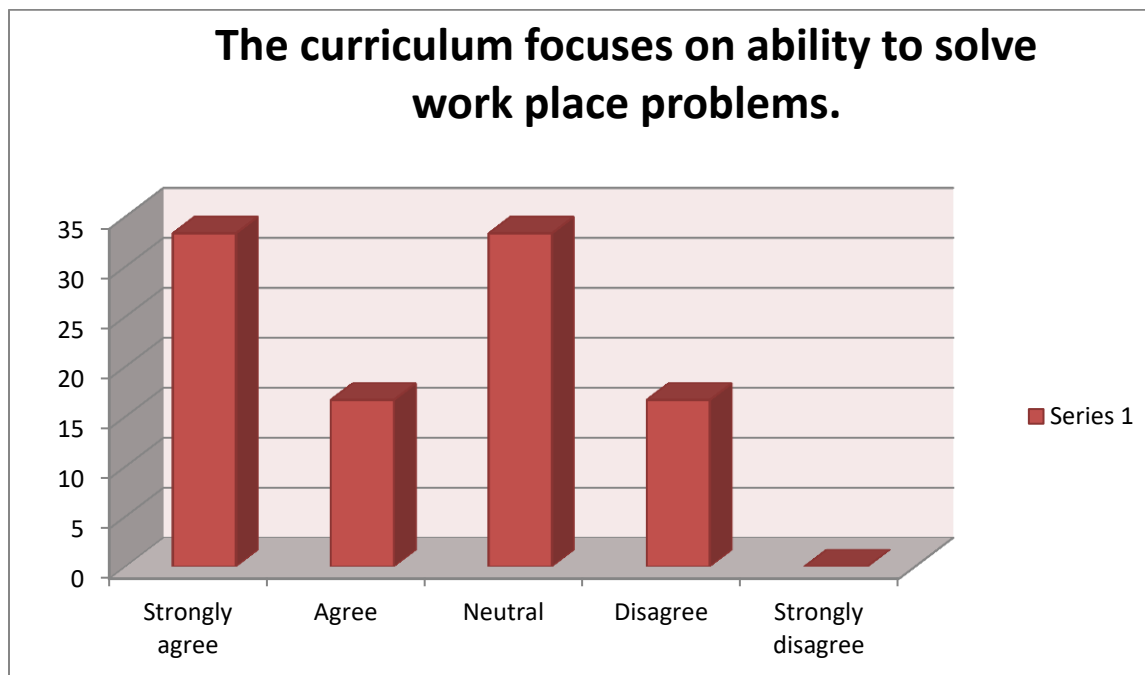
Question No (4): The curriculum focuses on ability to solve work place problems.

Table 4: Responses on the curriculum enhances technical skills of college students.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Employer	2	1	2	1		6
Percentage	33.33	16.66	33.33	16.66	0	100.00
Weighted Score	10	4	6	2	0	22
Weighted Mean Score						**3.66**

Table 4 shows that out of 6 employer surveyed, 2 i.e. 33.33% of employer strongly agree that the curriculum focuses on ability to solve work place problems, 1 i.e. 16.66% of employer agree for the same, 2 i.e. 33.33% of employer' views are neutral, 1 i.e. 16.66% of employer disagree and none of the employers strongly disagree that the curriculum focuses on ability to solve work place problems

The results to Question 4 are presented below in diagram as shown in Fig.4.

Fig.4. Percentage of responses on the curriculum focuses
on ability to solve work place problems

Weighted Mean Score of Question No. 4 is 3.66 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that the curriculum focuses on ability to solve work place problems
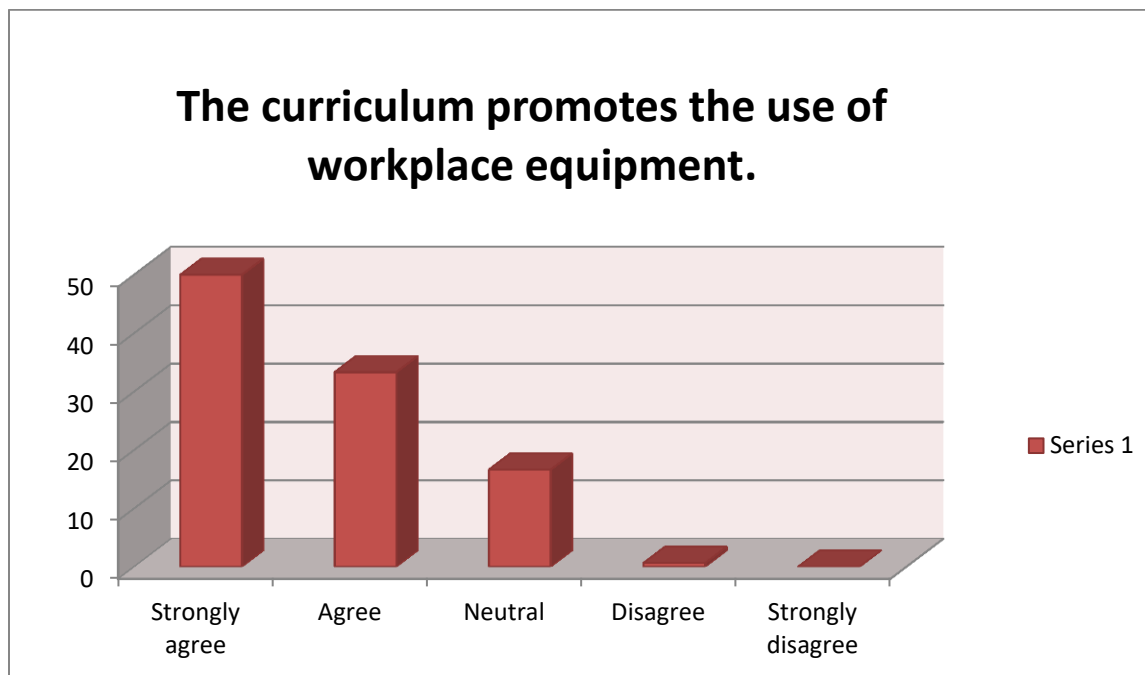
Question No (5): The curriculum promotes the use of workplace equipment.

Table 5: Responses on the curriculum promotes the use of workplace equipment.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Employer	2	3	1	0	0	6
Percentage	33.33	50.00	16.66	0	0	100.00
Weighted Score	10	12	3	0	0	25
Weighted Mean Score						**4.16**

Table 5 shows that out of 6 employer surveyed, 2 i.e. 33.33% of employer strongly agree that the curriculum promotes the use of workplace equipment, 3 i.e. 50.00% of employer agree for the same, 1 i.e. 16.66% of employer' view are neutral, and none of the employers disagree or strongly disagree the curriculum promotes the use of workplace equipment.

The results to Question 5 are presented below in diagram as shown in Fig.5.

*Fig.5. Percentage of responses on the curriculum
promotes the use of workplace equipment*

Weighted Mean Score of Question No. 5 is 4.16 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that the curriculum promotes the use of workplace equipment.

Question No (6): The syllabus is adequate to develop the soft skills required to link the gap between academia and industry/employers in the current global scenario.

Table 6: Responses on the syllabus is adequate to develop the soft skills required to link the gap between academia and industry/employers in the current global scenario.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Employer	2	2	1	0	1	6
Percentage	33.33	33.33	16.66	0	16.66	100.00
Weighted Score	10	8	3	0	2	22
Weighted Mean Score						**3.66**

Table 6 shows that out of 6 employer surveyed, 2 i.e. 33.33% of employer strongly agree that the syllabus is adequate to develop the soft skills required to link the gap between academia and industry/employers in the current global scenario., 2 i.e. 33.33% of employer agree for the same, 1 i.e. 16.66% of employer's view are neutral, none of the employers disagree and 1 i.e. 16.66% of employer's strongly disagree the syllabus is adequate to develop the soft skills required to link the gap between academia and industry/employers in the current global scenario.

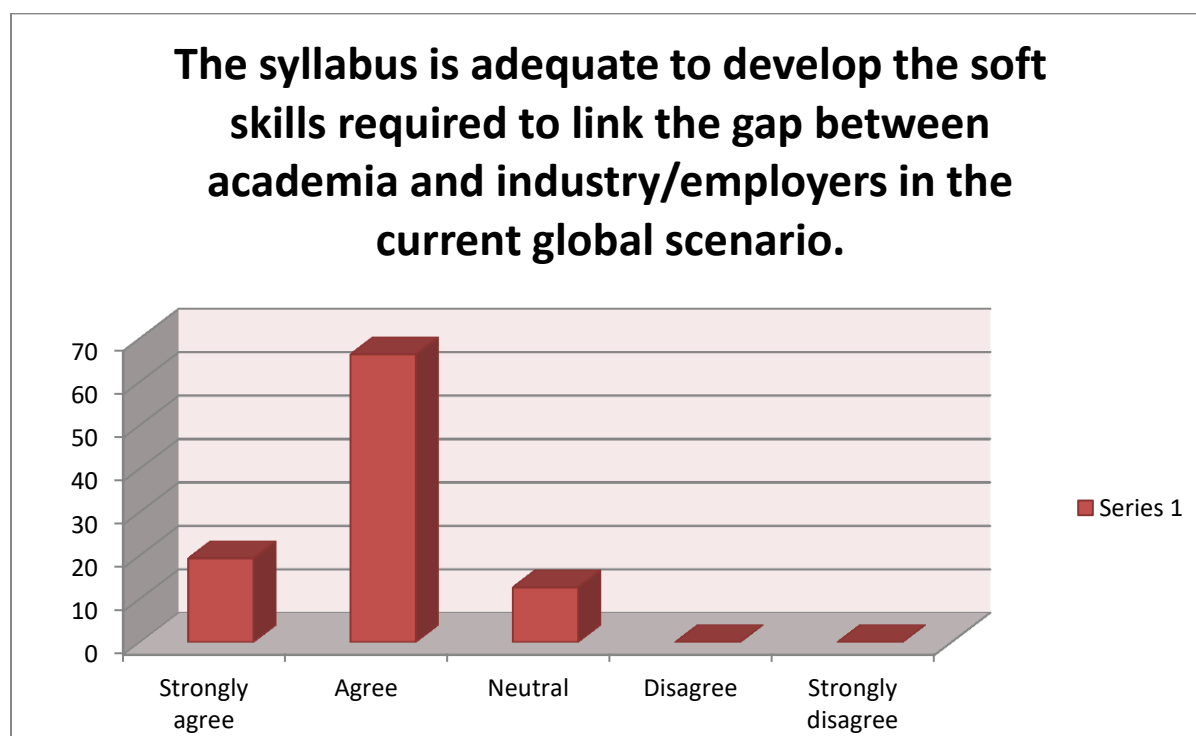The results to Question 6 are presented below in diagram as shown in Fig.6.

Fig.6. *Percentage of responses on the curriculum promotes the use of workplace equipment.*

Weighted Mean Score of Question No. 6 is 3.66 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear the syllabus is adequate to develop the soft skills required to link the gap between academia and industry/employers in the current global scenario.

Question No (7): The College provides excellent facilities for internet access.
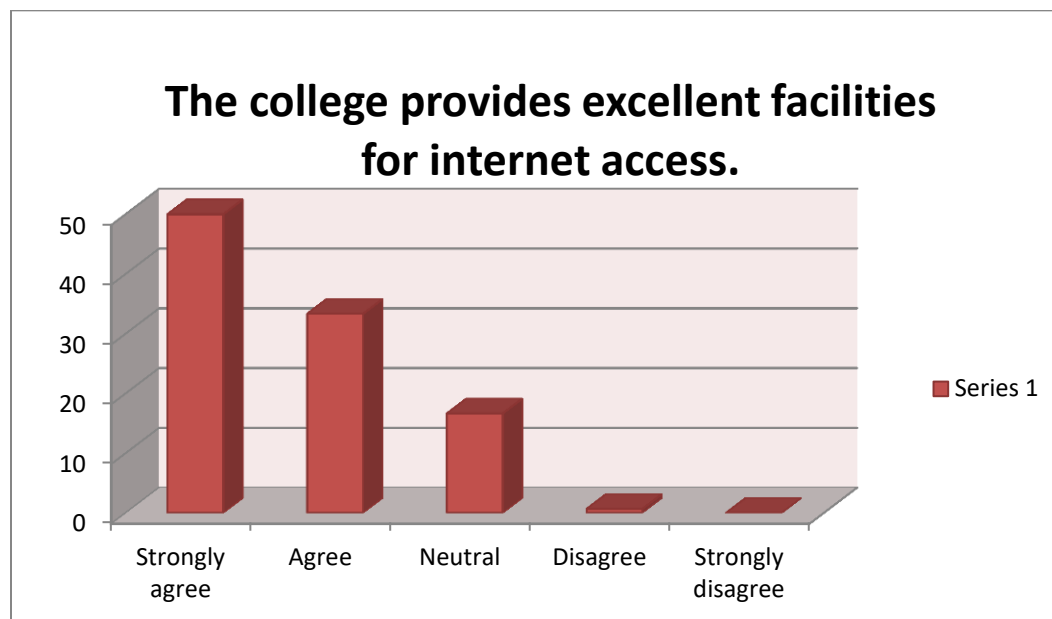
Table 7: Responses on the college provides excellent facilities for internet access.

Responses	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Total
Number of Employer	2	3	1	0	0	6
Percentage	33.33	50.00	16.66	0	0	100.00
Weighted Score	10	12	3	0	0	25
Weighted Mean Score						**4.16**

Table 7 shows that out of 6 employer surveyed, 2 i.e. 33.33% of employer strongly agree that the college provides excellent facilities for internet access, 3 i.e. 50.00% of employer agree for the same, 1 i.e. 16.66% of employer' view are neutral, and none of the employers disagree or strongly disagree the college provides excellent facilities for internet access.

The results to Question 7 are presented below in diagram as shown in Fig.5.

The college provides excellent facilities for internet access.

Fig.7. Percentage of responses on the curriculum
promotes the use of workplace equipment

Weighted Mean Score of Question No. 5 is 4.16 which lies between the Likert range of 3.4 to 4.2 i.e. range for 'Agree'. So, it is clear that the college provides excellent facilities for internet access.

Conclusion

Following table and diagram present Weighted Mean Score on various questions:

Table 8: Weighted Mean Score of questions

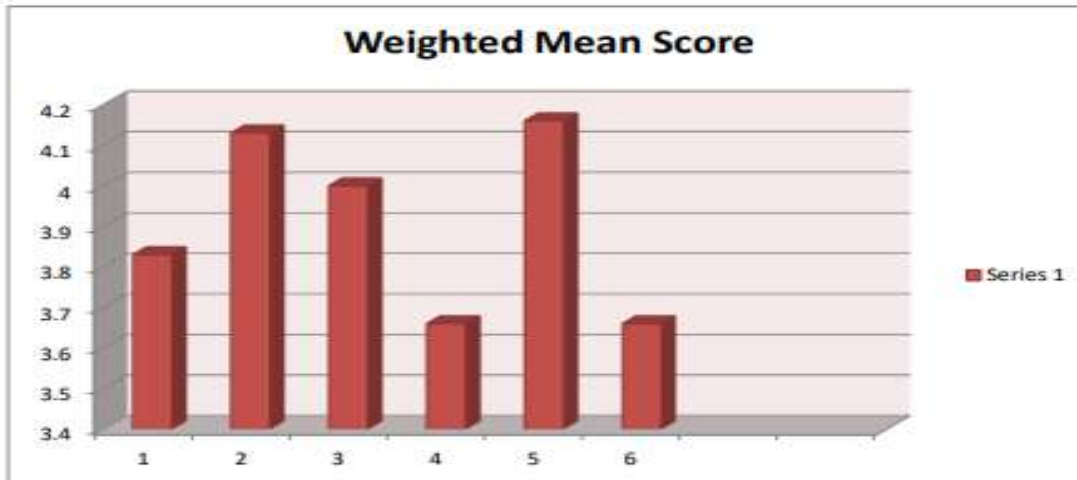| S. No.	Parameters	Weighted Mean Score
1.	The design of the curriculum is appropriate to cover all the relevant topics required to meet industry standards.	3.83
2.	The syllabus is adequate to develop the soft skills required to link the gap between academia and industry/employers in the current global scenario.	4.13
3.	The curriculum enhances the ability to access, evaluate and synthesize information	4.0
4.	The curriculum enhances technical skills of college students.	3.66
5.	The curriculum focuses on ability to solve work place problems	4.16
6.	The curriculum promotes the use of workplace equipment	3.66
7.	The college provides excellent facilities for internet access.	4.16

Weighted Mean Score

Fig 8. Weighted Mean Score

Table 8 and Fig 8 shows that the average of Weighted Mean Score of all questions related curriculum is 3.94 which lies between Likert range of 3.4 to 4.2, that is, the range for 'Agre from which it can be concluded that on an average employers agree that the curriculum enhanc the ability to access, evaluate and synthesize information, the curriculum focuses on ability solve work place problems and the design of the curriculum is appropriate to cover all t relevant topics required to meet industry standards.

Principal
Khalsa College for Women,
Amritsar

Khalsa College for Women, Amritsar

Action Taken Report
2021-22

Areas of Concern Identified By the Stakeholders

Based on their low Likert Scale Weighted Mean Score, some stakeholders felt that the following factors should be taken into account when suggesting curriculum updates/modifications and preparation of action taken report.

Major areas of concern identified by students:

- The curriculum is up-to-date, needs-based, and relevant to real-life situations with weighted mean score on five point Likert Scale Weighted Mean score **3.92**
- The course contents sensitized you towards issues like gender equality, environment and sustainability, ethics and values etc. with weighted mean score on five point Likert Scale Weighted Mean score **3.94**
- Equal weightage is given to theory and practical course content with weighted mean score on five point Likert Scale Weighted Mean score **3.95**

Major areas of concern identified by alumni:

- The knowledge acquired in course curriculum can be effectively applied at your work place/real life situations with weighted mean score **3.93**
- The program curriculum provided environment for exposure to IT skills situations with weighted mean score **3.97**
- The curriculum has inculcated research aptitude in you with weighted mean score **3.93**

Major areas of concern identified by parents:

- The availability of reference material and books related to the curriculum being taught is sufficient in college library with weighted mean score **3.95**
- The college provides excellent counseling and guidance to the students with weighted mean score **3.98**

Major areas of concern identified by faculty:

- In the current global scenario, the syllabus is suitable to bridge the gap between academics and industry/employers with weighted mean score of **3.88**
- The college library has sufficient books and reference materials for the topics included mentioned in the programme with weighted mean score of **3.86**

Major areas of concern identified by employer:

- The design of the curriculum is appropriate to cover all the relevant topics required to meet industry standards with weighted means score **3.83**
- The curriculum enhances technical skills of college students with weighted means score **3.66**

Meeting Notice

KHALSA COLLEGE FOR WOMEN, AMRITSAR

ਖ਼ਾਲਸਾ ਕਾਲਜ ਫ਼ਾਰ ਵਿਮਨ, ਅੰਮ੍ਰਿਤਸਰ

Re-Accredited "A" Grade by NAAC

Affiliated with GNDU, Amritsar & Recognised by UGC under Section 2(F) & 12(B)

Ref No. : ....

Date : 15/7/2022

Dr. (Mrs.) Surinder Kaur
Principal

Notice

This is to inform members of academic council, all HODs and IQAC Committee to attend the meeting on 19/7/2022 in the office of undersigned at 2.20PM to discuss the stakeholder's feedback analysis and finalizing Action Taken Report (2021-22).

Principal
Khalsa College for Women,
Amritsar

I.   Members of Academic Council

II. All HODS

III. IQAC Committee members

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+91-183-5050431-32

✉ kcw_asr@yahoo.co.in

🌐 www.kcwasr.org

Minutes of Meeting

KHALSA COLLEGE FOR WOMEN, AMRITSAR

ਖ਼ਾਲਸਾ ਕਾਲਜ ਫ਼ਾਰ ਵਿਮੈਨ, ਅੰਮ੍ਰਿਤਸਰ

Re-Accredited "A" Grade by NAAC

Affiliated with GNDU, Amritsar & Recognised by UGC under Section 2(F) & 12(B)

Ref No. : ....

Dr. (Mrs.) Surinder Kaur
Principal

Date : 19/7/2022

Minutes of Meeting

The meeting held on 19/07/2022 at 2.20 P.M. in the office of Principal Khalsa College for Women, Amritsar:

The following members were present:

- Dr. Jitender Kaur   HOD Music
- Ms. Ravinder Kaur   HOD Punjabi
- Ms. Chanchal Bala   HOD Hindi
- Ms Manbir Kaur   HOD Science
- S. Manjit Singh   HOD Computer Science
- Dr. Suman Nayyar   HOD Commerce
- Ms. Sharina   HOD Fashion Designing
- Ms. Saman Gill   HOD English
- Dr. Jaswinder Singh   HOD Economics

The Feedback Analysis Report 2021-2022 was presented to the Academic Council as per the agenda for approval. In the meeting, the Academic Council has comprehensively analyzed and discussed the data received from the IQAC regarding the feedback from various stakeholders. The 'self-assessment Method' has been used to reflect on the various processes of the Department. Various decisions were taken with an aim to improve the academic activities of the institute and actions to be taken were suggested as detailed in Action taken report. We are cognizant of our strengths and shall work to address the challenges that lie ahead.

Principal
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Amritsar

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🌐 www.kcwasr.org

PG Department of Computer Science
Action Taken Report

Feedback on the curriculum was sought and received from the major stakeholders, such as students, teachers, parents, employers, and alumni. The spectrum of parameters used to obtain the feedback was chosen carefully so that an analysis of the same would reveal the strengths of the curriculum, which could be built upon, and the weaknesses, for which remedial measures could be instituted. The parameters chosen allowed both the generic and discipline-specific characteristics of the curriculum to be assessed..

Action taken on feedback

- The course contents of different programmes were reviewed in terms of their update status and relevant changes in the curriculum were suggested to make it up-to-date, needs-based, and relevant to real-life situations. It was decided that the various faculty members who serve on the Board of Studies will forward the following suggestions to the University Authorities:

    i. In the Syllabus of MSc IT-I Subject: Advanced Computer Organization and Architecture, the Last unit Structures and Algorithms for Array Processors is not in continuity and it should be placed after Parallel Computer Structures: Pipeline Computers, Array Computers, and Multiprocessor Systems to make the syllabus more synchronized.
    ii. The first two parts of the syllabus should be combined as a unit to make it look more coherent.
    iii. When the annual examination system of MSc IT was converted in semester based system, MSc CS I syllabus of the same subject was decreased by 30 percent but the syllabus of MSc IT Advanced Computer Architecture, was not modified and reduces, which always puts extra burden on the students
    iv. In the syllabus of BSc IT IV, Subject: Internet Applications, Section C, HTML is wrongly typed as FFTML, Which makes the topic ambiguous and should be corrected as soon as possible.
    v. The same topic of HTML is present in syllabus of same class BSc IT 4 in the subject of Java and Web Designing as last topic, which makes it redundant.
    vi. The same Topic of HTML is present in syllabus of same class BSc IT 4 in the subject of Web Technologies as second topic Markup Languages, which makes it even more redundant. The subject of HTML should be taught as a whole as one subject to make it more coherent and non-redundant.

- The suggestions were conveyed to the university through the BOS members for modifications in course content to balance the weightage of theory and practical,

- It was decided by the College management to continue offering Skill Based Certificate Course in IT Enabled services, under Jagat Guru Nanak Dev Open University, Patiala.

- The syllabus of new Add-on certificate course in Computer Fundamentals and already offered certificate course in Web Designing was designed/updated to make it more needs-based, and relevant to real-life situations.

- A large number of projects and workshops were scheduled to encourage students to actively participate in opportunities to learn through doing, allowing them to apply their theoretical knowledge to practical endeavors in a variety of settings both inside and outside the classroom.

- Practices for experiential learning were integrated into routine teaching.

- Students will be provided more coherent recorded lessons and PDFs of textual reading material as per their needs.

- Various competitions including presentation and designing were scheduled and promoted, including the participation in various competitions/workshops/webinars organized by IIC,MIC, MHRD Govt of India like Smart India Hackathon, Toycathon, Innovation Competitions etc. to inculcate critical thinking and research aptitude in students.

Principal
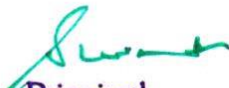Khalsa College for Women,
Amritsar

PG Department of Commerce
Action Taken Report

Feedback on the curriculum was sought and received from the major stakeholders, such as students, teachers, parents, employers, and alumni. The spectrum of parameters used to obtain the feedback was chosen carefully so that an analysis of the same would reveal the strengths of the curriculum, which could be built upon, and the weaknesses, for which remedial measures could be instituted. The parameters chosen allowed both the generic and discipline-specific characteristics of the curriculum to be assessed.

Action taken on feedback

- The course contents of different programmes were reviewed in terms of their update status and relevant changes in the curriculum were suggested to make it up-to-date, needs-based, and relevant to real-life situations. It was decided that the various faculty members who serve on the Board of Studies will forward the following suggestions to the University Authorities:

  i. B.Com (1st Semester)
     Subject: Financial Accounting
     ✓ Voyage accounts should be removed from the syllabus, as in majority of the national and international institutes of repute, this is already removed.
     ✓ IFRS and Ind AS should be included in the syllabus.
  ii. BBA (1st Semester)
     Subject: Basic Accounting
     The whole cycle of accounting i.e. Journal, Ledger, Subsidiary Books, Trial Balance, etc should be taught and evaluated through the use of Tally only.
     Final Accounts can be incorporated in the second semester.
  iii. B.VOC (1st Semester)
     Subject: Inventory and event management.
     BVoc syllabus needs to be organised topic wise and with more clarity.
  iv. B.Com (3rd Semester)
     Subject: Financial Management
     Practical orientation using proper software and hands on demonstration must be included in Financial management syllabus.
  v. B.Com Hons (5th Semester)
     Subject: Banking and Financial System
     Syllabus needs to be revisited to reduce the content.
     Focus on practical working should be provided.
  vi. M.Com (3rd Semester)
     Subject: Contemporary Accounting
     Contemporary Accounting should be replaced with any other subject from M. Com 3rd syllabus as it us repetition.

- It was decided by the College management to continue offering Skill Based Certificate Courses in GST Applications and Certificate Course in Entrepreneurship, Creativity and Innovations in Business, Jagat Guru Nanak Dev Open University, Patiala.

- The syllabus of Add-on certificate course course in Banking Services and certificate course in Taxation Laws were updated to make them more needs-based, and relevant to real-life situations.

- A large number of projects and workshops were scheduled to encourage students to actively participate in opportunities to learn through doing, allowing them to apply their theoretical knowledge to practical endeavors in a variety of settings both inside and outside the classroom.

- Practices for experiential learning were integrated into routine teaching.

- Students will be provided more coherent recorded lessons and PDFs of textual reading material as per their needs.

- The university will be communicated to modify the curriculum so that it effectively integrates cross-cutting issues relevant to sensitize students towards issues like gender equality, environment and sustainability, ethics and values etc.

- Various competitions including presentation and designing were scheduled and promoted, including the participation in various competitions/workshops/webinars organized by IIC, MIC, MHRD Govt . of India.

Principal
Khalsa College for Women,
Amritsar

PG Department of Fashion Designing
Action Taken Report

Feedback on the curriculum was sought and received from the major stakeholders, such as students, teachers, parents, employers, and alumni. The spectrum of parameters used to obtain the feedback was chosen carefully so that an analysis of the same would reveal the strengths of the curriculum, which could be built upon, and the weaknesses, for which remedial measures could be instituted. The parameters chosen allowed both the generic and discipline-specific characteristics of the curriculum to be assessed.

Action taken on feedback

- The course contents of different programmes were reviewed in terms of their update status and relevant changes in the curriculum were suggested to make it up-to-date, needs-based, and relevant to real-life situations. It was decided that the various faculty members who serve on the Board of Studies will forward the following suggestions to the University Authorities:

   i. In BSc. (Fashion Designing) (Semester-VI) subject :COMPUTER AIDED DESIGNING, New Latest updated CAD Professional software should be introduced for embroidery, weaving, printing and knitting to cover the relevant topics required to meet industry standards

   ii. In MSc IV Syllabus, only Research Project should be there rest of the subject content should be divided in previous semesters.

   iii. Suggestions for all of the curricula of Fashion Designing(for all classes):

   ✓ The latest innovations in the fashion and textile industries should be introduced, like newly created fibers and fabrics.
   ✓ Famous fashion designers and their creations should be taught to students to improve their designing skills. Smart clothing in stitching should be introduced.
   ✓ The design of the curriculum is appropriate to cover all the relevant topics required to meet industry standards.
   ✓ For modifications in course content to balance the weightage of theory and practical, the suggestions were conveyed to the university through the BOS members.

- The syllabus of Add-on course in Cosmetology, Dress Designing and Recycling and Up-cycling of Garments were updated to make them more needs-based, and relevant to real-life situations.

- A large number of projects and workshops were scheduled to encourage students to actively participate in opportunities to learn through doing, allowing them to apply their theoretical knowledge to practical endeavors in a variety of settings both inside and outside the classroom.

- Practices for experiential learning were integrated into routine teaching.

- Various competitions including presentation and designing were scheduled and promoted, including the participation in various competitions/workshops/webinars organized by IIC,MIC, MHRD Govt of India.

- Students will be provided more coherent recorded lessons and PDFs of textual reading material as per their needs.

- Industrial visits are scheduled to percolate the knowledge of industrial environment which in turn helps to bridge the gap between academics and industry/employers

- Hands-on training on various advance technologies which are currently used by the society will be organized to enhances technical skills of college students

- Placement cell will provide more elaborative career guidance to the student to help them achieve their goals.

Principal
Khalsa College for Women,
Amritsar

PG Department of Punjabi
Action Taken Report

Feedback on the curriculum was sought and received from the major stakeholders, such as students, teachers, parents, employers, and alumni. The spectrum of parameters used to obtain the feedback was chosen carefully so that an analysis of the same would reveal the strengths of the curriculum, which could be built upon, and the weaknesses, for which remedial measures could be instituted. The parameters chosen allowed both the generic and discipline-specific characteristics of the curriculum to be assessed.

Action taken on feedback

- The course contents of different programmes were reviewed in terms of their update status and relevant changes in the curriculum were suggested to make it up-to-date, needs-based, and relevant to real-life situations. It was decided that the various faculty members who serve on the Board of Studies will forward the following suggestions to the University Authorities:

- Various competitions including presentation, designing and creative writing were scheduled and promoted.

- Students will be provided more coherent recorded lessons and PDFs of textual reading material as per their needs.

- Large number of Seminars and Lectures were scheduled to sensitize students towards issues like gender equality, environment and sustainability, ethics and values etc

- It was decided to procure almost all of the resource materials required in the library. The number of books and reference material in library were increased.

- Placement cell will provide more elaborative career guidance to the student to help them achieve their goals.
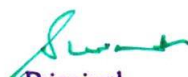
Principal
Khalsa College for Women,
Amritsar

Department of Science
Action Taken Report

Feedback on the curriculum was sought and received from the major stakeholders, such as students, teachers, parents, employers, and alumni. The spectrum of parameters used to obtain the feedback was chosen carefully so that an analysis of the same would reveal the strengths of the curriculum, which could be built upon, and the weaknesses, for which remedial measures could be instituted. The parameters chosen allowed both the generic and discipline-specific characteristics of the curriculum to be assessed.

Action taken on feedback

- The course contents of different programmes were reviewed in terms of their update status and relevant changes in the curriculum were suggested to make it up-to-date, needs-based, and relevant to real-life situations. The knowledge acquired in course curriculum should be effectively applied at work place/real life situations It was decided that the various faculty members who serve on the Board of Studies will forward the following suggestion to the University Authorities:

  i. In BSc Non-Medical Sem V, Subject: Physics, Kirchhoff's voltage and current laws are officially not in the syllabus of Physics (Electronics), However they are required to be taught in the class so it must be included in the syllabus.
  ii. Equal weightage is given to theory and practical course content in all the subjects.

- Students will be provided more coherent recorded lessons and PDFs of textual reading material as per their needs.

- It was decided to procure almost all of the resource materials required in the library. The number of books and reference material in library were increased.

- Various competitions including presentation and designing were scheduled and promoted, including the participation in various competitions/workshops/webinars organized by IIC, MIC, MHRD Govt of India like Smart India Hackathon, Toycathon, and Innovation Competitions etc. to inculcate critical thinking and research aptitude in students.

Principal
Khalsa College for Women,
Amritsar

Department of History
Action Taken Report

Feedback on the curriculum was sought and received from the major stakeholders, such as students, teachers, parents, employers, and alumni. The spectrum of parameters used to obtain the feedback was chosen carefully so that an analysis of the same would reveal the strengths of the curriculum, which could be built upon, and the weaknesses, for which remedial measures could be instituted. The parameters chosen allowed both the generic and discipline-specific characteristics of the curriculum to be assessed.

Action taken on feedback

- The course contents of different programmes were reviewed in terms of their update status and relevant changes in the curriculum were suggested to make it up-to-date, needs-based, and relevant to real-life situations. It was decided that the various faculty members who serve on the Board of Studies will forward the following suggestion to the University Authorities:

    i. In BA- History semester 2 syllabus, section B - the topic khilji and Tughlaq dynasty should be separated and in section C the topic - establishment under akbar and expansion and decline under Akbar's successor should be separate. This will reduce the burden on students to gain knowledge.
    ii. Rather than assessing students on 100 marks exams 20 marks or certain portion should be given to assess them on the basis of their assignments or research work.

- Students will be provided more coherent recorded lessons and PDFs of textual reading material as per their needs.

- It was decided to procure almost all of the resource materials required in the library. The number of books and reference material in library were increased.

Principal
Khalsa College for Women,
Amritsar

Department of Sociology
Action Taken Report

Feedback on the curriculum was sought and received from the major stakeholders, such as students, teachers, parents, employers, and alumni. The spectrum of parameters used to obtain the feedback was chosen carefully so that an analysis of the same would reveal the strengths of the curriculum, which could be built upon, and the weaknesses, for which remedial measures could be instituted. The parameters chosen allowed both the generic and discipline-specific characteristics of the curriculum to be assessed.

Action taken on feedback

- The course contents of different programmes were reviewed in terms of their update status and relevant changes in the curriculum were suggested to make it up-to-date, needs-based, and relevant to real-life situations. It was decided that the various faculty members who serve on the Board of Studies will forward the following suggestion to the University Authorities:

Classes: BA I, II, III

i. The theoretical paper of sociology should be of 80 marks and rest 20 marks should be confined for an assignment or any short research as per their syllabus.
ii. Some recent topics regarding latest laws formulated by the legislation especially for women should be added in BA sem 3 syllabus.
iii. Some important concepts required in Masters of sociology should be added in BA syllabus.

- Students will be provided more coherent recorded lessons and PDFs of textual reading material as per their needs.

- It was decided to procure almost all of the resource materials required in the library. The number of books and reference material in library were increased.

Principal
Khalsa College for Women,
Amritsar

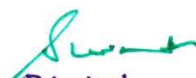# Department of English
Action Taken Report

Feedback on the curriculum was sought and received from the major stakeholders, such as students, teachers, parents, employers, and alumni. The spectrum of parameters used to obtain the feedback was chosen carefully so that an analysis of the same would reveal the strengths of the curriculum, which could be built upon, and the weaknesses, for which remedial measures could be instituted. The parameters chosen allowed both the generic and discipline-specific characteristics of the curriculum to be assessed.

Action taken on feedback

- The course contents of different programmes were reviewed in terms of their update status and relevant changes in the curriculum were suggested to make it up-to-date, needs-based, and relevant to real-life situations. It was decided that the various faculty members who serve on the Board of Studies will forward the following suggestion to the University Authorities:

Classes: BA I, II, III

i. Modification should be done in English syllabus to promote inclusiveness, diversity and harmony.
ii. Incorporate extra topics on soft skills in the curriculum.

- To organize more co-curricular and extra-curricular activities as they encourage students in multiple ways to strengthen the learning process through dramatization of texts, film screenings, organizing talks by eminent scholars, discussions, debates, presentations.

- To organize ENGLISH FEST every year as regular feature of the Department.

- Students will be provided more coherent recorded lessons and PDFs of textual reading material as per their needs.

Principal
Khalsa College for Women,
Amritsar

Department of Hindi
Action Taken Report

Feedback on the curriculum was sought and received from the major stakeholders, such as students, teachers, parents, employers, and alumni. The spectrum of parameters used to obtain the feedback was chosen carefully so that an analysis of the same would reveal the strengths of the curriculum, which could be built upon, and the weaknesses, for which remedial measures could be instituted. The parameters chosen allowed both the generic and discipline-specific characteristics of the curriculum to be assessed.

Action taken on feedback

- The course contents of different programmes were reviewed in terms of their update status and relevant changes in the curriculum were suggested to make it up-to-date, needs-based, and relevant to real-life situations. It was decided that the various faculty members who serve on the Board of Studies will forward the following suggestion to the University Authorities:

i. Hindi should be incorporated as compulsory subject in all the graduation classes.

ii. The university will be communicated to modify the curriculum so that it effectively integrates cross-cutting issues relevant to sensitize students towards issues like gender equality, environment and sustainability, ethics and values etc.

- Students will be provided more coherent recorded lessons and PDFs of textual reading material as per their needs.

- It was decided to procure almost all of the resource materials required in the library. The number of books and reference material in library were increased.

Principal
Khalsa College for Women,
Amritsar

PG Department of Economics
Action Taken Report

Feedback on the curriculum was sought and received from the major stakeholders, such as students, teachers, parents, employers, and alumni. The spectrum of parameters used to obtain the feedback was chosen carefully so that an analysis of the same would reveal the strengths of the curriculum, which could be built upon, and the weaknesses, for which remedial measures could be instituted. The parameters chosen allowed both the generic and discipline-specific characteristics of the curriculum to be assessed.

Action taken on feedback

- The course contents of different programmes were reviewed in terms of their update status and relevant changes in the curriculum were suggested to make it up-to-date, needs-based, and relevant to real-life situations. It was decided that the various faculty members who serve on the Board of Studies will forward the following suggestion to the University Authorities:

  i.   There should be practical use of statistical software like SPSS , Eviews, R Programming in Quantitative Techniques of all semesters.
  ii. The syllabus of Indian Economy in III sem need to be revised in accordance with the changing policy paradigm.
  iii. Theories of Public expenditure and Taxes suggested to be included in the subject of economics sem IV.
  iv. Research oriented topics need to be introduced.

- Students will be provided more coherent recorded lessons and PDFs of textual reading material as per their needs.

- It was decided to procure almost all of the resource materials required in the library. The number of books and reference material in library were increased.

- The university will be communicated to modify the curriculum so that it effectively integrates cross-cutting issues relevant to sensitize students towards issues like gender equality, environment and sustainability, ethics and values etc.

Principal
Khalsa College for Women,
Amritsar

Department of Fine Arts
Action Taken Report

Feedback on the curriculum was sought and received from the major stakeholders, such as students, teachers, parents, employers, and alumni. The spectrum of parameters used to obtain the feedback was chosen carefully so that an analysis of the same would reveal the strengths of the curriculum, which could be built upon, and the weaknesses, for which remedial measures could be instituted. The parameters chosen allowed both the generic and discipline-specific characteristics of the curriculum to be assessed.

Action taken on feedback

- The syllabus of Add-on course in Certificate Course in Fabric Painting was updated to make them more needs-based, and relevant to real-life situations.

- Students will be provided more coherent recorded lessons and PDFs of textual reading material as per their needs.

- It was decided to procure almost all of the resource materials required in the library. The number of books and reference material in library were increased.

Principal
Khalsa College for Women,
Amritsar

Department of Physical Education
Action Taken Report

Feedback on the curriculum was sought and received from the major stakeholders, such as students, teachers, parents, employers, and alumni. The spectrum of parameters used to obtain the feedback was chosen carefully so that an analysis of the same would reveal the strengths of the curriculum, which could be built upon, and the weaknesses, for which remedial measures could be instituted. The parameters chosen allowed both the generic and discipline-specific characteristics of the curriculum to be assessed.

Action taken on feedback

The course contents of different programmes were reviewed in terms of their update status and relevant changes in the curriculum were suggested to make it up-to-date, needs-based, and relevant to real-life situations. It was decided that the various faculty members who serve on the Board of Studies will forward the following suggestion to the University Authorities

- It was decided by the College management to continue offering Skill Based Certificate Course in Yoga, with updated syllabus.

- Students will be provided more coherent recorded lessons and PDFs of textual reading material as per their needs.

- It was decided to procure almost all of the resource materials required in the library. The number of books and reference material in library were increased.
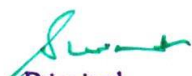
Principal
Khalsa College for Women,
Amritsar

Department of Home Science
Action Taken Report

Feedback on the curriculum was sought and received from the major stakeholders, such as students, teachers, parents, employers, and alumni. The spectrum of parameters used to obtain the feedback was chosen carefully so that an analysis of the same would reveal the strengths of the curriculum, which could be built upon, and the weaknesses, for which remedial measures could be instituted. The parameters chosen allowed both the generic and discipline-specific characteristics of the curriculum to be assessed.

Action taken on feedback

The course contents of different programmes were reviewed in terms of their update status and relevant changes in the curriculum were suggested to make it up-to-date, needs-based, and relevant to real-life situations. It was decided that the various faculty members who serve on the Board of Studies will forward the following suggestion to the University Authorities

   i.   To add internship in the final year of the course.
  ii.   Add a part of basics of human psychology also as dietetics is all about changing behaviour.

- Students will be provided more coherent recorded lessons and PDFs of textual reading material as per their needs.

- It was decided to procure almost all of the resource materials required in the library. The number of books and reference material in library were increased.

- It was decided by the College management to continue offering Skill Based Certificate Course in Food Preservation, under Jagat Guru Nanak Dev Open University, Patiala

Principal
Khalsa College for Women,
Amritsar

Suggestions for Improvement in Curriculum communicated to the affiliating University through BOS/Faculty Members

Curriculum: Suggestions for Improvement

The course contents of different programmes were reviewed in terms of their update status and relevant changes in the curriculum were suggested to make it up-to-date, needs-based, and relevant to real-life situations. For modifications in course content to balance the weightage of theory and practical, all the suggestions will be conveyed to the university through the BOS/Department Faculty members. The following errors and suggestions were collected and compiled by the feedback committee and approved by Academic Council.

PG Department of Computer Science

1. In the Syllabus of MSc IT-I Subject: Advanced Computer Organization and Architecture, the Last unit Structures and Algorithms for Array Processors is not in continuity and it should be placed after Parallel Computer Structures: Pipeline Computers, Array Computers, and Multiprocessor Systems to make the syllabus more synchronized.

> 5
> M.Sc. (IT) (Semester-I)
>
> **MIT-103**
> **Advanced Computer Organization and Architecture**
>
> Time: 3 Hrs.   M. Marks : 100
>
> **Note:**
>   (i) The paper setter is required to set eight questions in all and the candidates will be required to attempt any five questions out of these eight questions. All questions will carry equal marks.
>
>   (ii) The student can use only Non-programmable & Non-storage type calculator.
>
> Paradigms of Computing: Synchronous – Vector/Array, SIMD, Systolic
>
> Asynchronous – MIMD, reduction Paradigm, Hardware taxanomy: Flynn's classification, Software taxanomy: Kung's taxanomy, SPMD.
>
> Abstract Parallel Computational Models: Combinational circuits, Sorting Network, PRAM Models, Interconnection RAMs.
>
> Parallelism in Uniprocessor Systems: Trends in parallel processing, Basic Uniprocessor Architecture, Parallel Processing Mechanism.
>
> Parallel Computer Structures: Pipeline Computers, Array Computers, Multiprocessor Systems
>
> Architectural Classification Schemes: Multiplicity of Instruction-Data Streams, Serial versus Parallel Processing, Parallelism versus Pipelining
>
> Pipelining : An overlapped Parallelism, Principles of Linear Pipelining, Classification of Pipeline Processors, General Pipelines and Reservation Tables
>
> Principles of Designing Pipelined Processors: Instruction Prefetch and Branch Handling, Data Buffering and Busing Structures, Internal Forwarding and Register Tagging, Hazard Detection and Resolution
>
> Superscalar and Superpipeline Design: Superscalar Pipeline Design, Superpipelined Design
>
> Structures and Algorithms for Array Processors: SIMD Array Processors, SIMD Computer Organizations, Masking and Data Routing Mechanisms, Inter-PE Communications
>
> **References:**
> Computer Architecture and Parallel Processing, Faye A. Briggs, McGraw-Hill International Editions, 2003
> Computer Systems Organization & Architecture, John d. Carpinelli, Addison Wesley, 2002

2. The first two parts of the syllabus should be combined as a unit to make it look more coherent.

3. When the annual examination system of MSc IT was converted in semester based system, MSc CS I syllabus of the same subject was decreased by 30 percent but the syllabus of MSc IT Advanced Computer Architecture, was not modified and reduces, which always puts extra burden on the students

4. In the syllabus of BSc IT IV, Subject: Internet Applications, Section C, HTML is wrongly types as FFTML, Which makes the topic ambiguous and should be corrected as soon as possible.

<div align="center">

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B.Sc. (Information Technology) Semester – IV

Paper – II: Internet Applications

</div>

Time: 3 Hours   **M. Marks: 75**

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.
The student can use only Non–programmable & Non–storage type Calculator.

<div align="center">

Section A

</div>

Introduction : About internet and its working, business use of internet, services effect by internet, evaluation of Internet, Internet Service Provider (ISP) windows environment for dial up networking (connecting to internet), audio on internet, internet addressing (DNS) and IP addresses.

<div align="center">

Section B

</div>

E–Mail Basic Introduction, advantage and disadvantage, structure of an email message, working of e–mail (sending and receiving messages), managing email (creating new folder, deleting messages, forwarding messages, filtering messages, implementation of outlook express.

<div align="center">

Section C

</div>

Internet protocol Introduction, tile transfer protocol (FTP), Gopher, Telnet, other protocols like HTTP and TCP/IP.

WWW introduction, working of WWW, Web browsing (opening, viewing, saving and printing a web page and bookmark), web designing using FFTML, DTTML with programming techniques.

<div align="center">

Section D

</div>

Search engine: About search engine, component of search engine, working of search engine, difference between search engine and web directory.

Internet and extranet: Introduction, application of intranet, business value of intranet, working of intranet, role of extranet, working of extranet, difference between intranet and extranet.

5. Identical Topic of HTML is present in syllabus of same class BSc IT 4 in the subject of Java and Web Designing as last topic, which makes it redundant.

B.Sc. (Information Technology) Semester – IV

Paper – III: Java & Web Designing

Time: 3 Hours   **Max. Marks: 75**

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.
The student can use only Non–programmable & Non–storage type Calculator.

Section A
Introduction to Concepts of Programming: Object Orientation Concepts, Platform, Independence & Cross Platform Computing.

Section B
Introduction to Java: Control Statements, Operators Data Types.

Section C
Introduction to OOPS: Classes & Methods, constructors, Inheritance & Polymorphism. Packages & Interfaces, Multithreading in Java, Exception Handling, String handling in Java & Input/Output in Java

Section D
Introduction to Web Designing through HTML

References:

1. "Java–The Complete Reference", Hurbert Schildt, Tata MacGraw Hill.
2. "Introduction to Java Programming", Y. Daniel Mliang, Pearsons Publications.
3. "Beginning Web Programming with HTML, XHTML, and CSS", Jon Duckett, John Wiley & Sons, 06 Aug. 2004.
4. "HTML & XHTML: The Complete Reference", Thomas A. Powell, McGraw-Hill.

6. The similar Topic of HTML is present in syllabus of same class BSc IT 4 in the subject of Web Technologies as second topic Markup Languages, which makes it even more redundant. The subject of HTML should be taught as a whole as one subject to make it more coherent and non-redundant.

Paper IV: WEB TECHNOLOGIES

Time: 3 Hrs.   **M. Marks: 75**

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.
The student can use only Non–programmable & Non–storage type Calculator.

Section A

Web Essentials, Markup languages, CSS
Basics of Client side programming, Java script language, java script objects, host objects, Browsers and DOM

Section B

Basics of Server side programming, Java servlets
ASP/JSP, Basics of ASP/JSP objects, simple ASP and JSP pages

Representing Web data, Data base connectivity, JDBC

Section C

Introduction to PHP, basics, PHP File handling, file upload, cookies, error handling, PHP MySQL introduction

Middleware technologies, Ecommerce architecture and technologies, Ajax, Advanced web technologies and tools

Section D

Case Studies: PHP and MySQL case studies.

References:

1. Jeffery C Jackson, "Web Technology- A Computer Science perspective", Pearson Education, 2007.

2. Chris Bates, "Web Programming- Building Internet Applications", Wiley India, 2006.

3. Achyut S Godbole and Atul Kahate, "Web technologies", Tata McGraw Hill.

PG Department of Fashion Designing

1. In BSc. (Fashion Designing) (Semester-VI) subject :COMPUTER AIDED DESIGNING, New Latest updated CAD Professional software should be introduced for embroidery, weaving, printing and knitting

BSC. (FASHION DESIGNING) (SEMESTER-VI) (FOR COLLEGES)

PAPER-III :COMPUTER AIDED DESIGNING
(PRACTICAL)

Time: 3 Hrs.   Max. Marks: 75

Instructions for the Examiners/Paper Setters:

Set any 4 questions out of which students have to attempt 3 questions of 25 marks each.

Part –A

Adobe Photoshop
- Introduction to Photoshop
- Opening, closing and saving a file
- Tool Box
- Importing, Exporting and printing a document
- Color Palettes
- All menus

Part-B
Designing outfits on the following themes using both softwares that is Corel and Photoshop

- Season/Casual wear
- Party wear
- Sportswear/ Uniform(School)
- Draping simulation of any 2 designs

2. In MSc IV Syllabus, only Research Project should be there rest of the subject content should be divided in previous semesters.

4

M.Sc. Fashion Designing & Merchandising (Semester System)

Semester-IV

Scheme of Studies & Examination

Paper	Subject	Theory	Practical	No. of Periods Per Week	Duration of exam	Total Marks
I	Portfolio Development	-	Pr	2 x 4	3 Hrs	100
II	Product Development-Workshop	-	Pr	2 x 5	5Hrs	150 (75+75)
III	Fashion Merchandising and Retailing	Th	-	4	3 Hrs.	100
IV	Textile Chemistry	-	Pr	2 x 2	3 Hrs.	75
V	Communication Skills in English	Th	Pr	6	3 Hrs.	75 (50+25)
VI	Exhibition / Fashion Show / Display	-	-		-	50
					Total Marks:550	

3. Suggestions for all of the curricula of Fashion Designing(for all classes)

- The latest innovations in the fashion and textile industries should be introduced, like newly created fibers and fabrics.
- Famous fashion designers and their creations should be taught to students to improve their designing skills. Smart clothing in stitching should be introduced.

PG Department of Commerce

B.Com (1st Semester)
Subject: Financial Accounting
1) Voyage accounts should be removed from the syllabus, as in majority of the national and international institutes of repute, this is already removed.
2) IFRS and Ind AS should be included in the syllabus.

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B.COM (PASS & HONS.) (SEMESTER-I)

BCG–103: FINANCIAL ACCOUNTING

Time: 3 Hours   Max. Marks: 50

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION-A

Introduction –Nature of financial Accounting–scope–objects–limitations–Accountingconcepts and conventions

Conceptual Frame Work for preparation and presentation of financial statements– Capital,Revenue and deferred revenue expenditure – Capital and revenue receipts

SECTION-B
Final Accounts of Sole Proprietor
Voyage Accounts– Meaning, accounting treatment in case of complete voyage & incompletevoyage.

SECTION-C

Joint Venture – Meaning, types, determination of profits under different methods.
Consignment Accounts–Meaning, features,consignee'scommission, account sales, distinctionbetween joint venture & consignment, accounting treatment in the books of consignor & consignee

SECTION-D
Departmental Accounts – Meaning–Objects–Advantages–Accounting procedure–Allocation of expenses and incomes – Interdepartmental transfers – Provision for unrealized profit.
Branch Accounts –Features–Objects–Types of branches–Dependent branches–AccountSystems – Stock and Debtors System –Independent branch –Features – Preparation of Consolidated Profit and Loss Account and Balance sheet

Suggested Readings:
1. Maheshwari, S.N. and Maheshwari, S.K, "*Financial Accounting*", 2009, Vikas Publishing House, New Delhi.
2. Narayanswami, R., "*Financial Accounting: A Managerial Perspective*", 3rd
3. Edition, 2008, Prentice Hall of India, New Delhi.
4. Mukherjee, A. and Hanif, M., "*Financial Accounting*", 1st Edition, 2003, Tata McGraw Hill.
5. Ramchandran, N. and Kakani, R.K., "*Financial Accounting for Management*", 2nd Edition, 2007, Tata McGraw Hill.

Note: Latest edition of text book may be used.

BBA (1ˢᵗ Semester)
Subject: Basic Accounting
1) The whole cycle of accounting i.e. Journal, Ledger, Subsidiary Books, Trial Balance, etc should be taught and evaluated through the use of Tally only.
2) Final Accounts can be incorporated in the second semester.

Bachelor of Business Administration (Semester-I)

BBA-103:   BASIC ACCOUNTING

Time : 3 Hours   M. Marks : 50

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION A
Introduction: Financial Accounting-Definition and Scope, Objectives of Financial Accounting, Accounting v/s Book Keeping, Terms used in accounting, Users of Accounting Information and Limitations of Financial Accounting.   **Conceptual Frame work:** Accounting Concepts, Principles and Conventions, Accounting Standards-Concept, Objectives, Benefits, Brief review of Accounting Standards in India, Accounting Policies, Accounting as a measurement discipline.   **Recording of Transactions:** Accounting Process/Cycle, Journal.
SECTION B
Subsidiary Books, Ledger, Cash Book, Trial Balance, Bank Reconciliation Statement.   **Depreciation:** Meaning, need & importance of depreciation, methods of charging depreciation (WDV & SLM).
SECTION C
Final Accounts: Meaning of Financial Statements, Usefullness of Financial Statements, Elements of Financial Statements, Preparation of Trading and Profit & Loss Account and Balance Sheet without Adjustments.   **Final Accounts with Adjustments** : Treatment of Some Items which may be Direct Items, Indirect Items, Incomes and Expenses, Treatment of Items of Adjustment Appearing Outside the Trial Balance, Treatment of Items of Adjustment Appearing Inside the Trial Balance.
SECTION D
Introduction to Company Final Accounts: Important provisions of Companies Act, 2013 in respect of preparation of final accounts of a company. Understanding the Annual Report of a Company.   **Computerised Accounting:** Computers and its application in accounting. Accounting software package (Tally)

B.VOC (1ˢᵗ Semester)
Subject: Inventory and event management.
1) BVoc syllabus needs to be organised topic wise and with more clarity.

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Bachelor of Vocation (B.Voc.)
Retail Management & IT (Semester-I)

BVC-103: INVENTORY AND EVENT MANAGEMENT

Time: 3Hrs   Max Marks: 50

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Section-A

Describe the Sources of Merchandising, Various Sources of Merchandising in Retailing; Describe the job ride of a merchandiser and responsibilities of the same. Functions of Merchandising Division, Negotiation with Vendor, Various tips for art of successful negotiation with the vendor in merchandising, ethical and legal issues in buying merchandising

Section-B

Identify Counterfeit and grey market merchandising, Differentiate between counterfeit and grey market.
Planning of merchandise, appreciate the pricing the merchandise, identify the methods of merchandise control, Functions, Principles and Techniques of visual merchandising. Evaluate the impact of display of merchandise. Methods of merchandise control

Section-C

Identify the types of retail goods, Process of goods management, types of material handling equipment, various delivery procedures, problems associated with retail transport, Checking of stock levels in retail store, factors affecting demand for stock, identify the types of material handling equipment.

Section-D

Event Management; Planning and designing event, Describing the manpower requirements for the event, Describe the work formulated for execution of the event, Various records that are maintained for monitoring event, Contents of feedback form, Legal and Statutory aspects relating to the event management, risks and contingencies likely to arise during the event. Steps in the execution of the events, Public Relations required in event management, different media requirements for public relations. Choice of Media Selection.

B.Com (3ʳᵈ Semester)
Subject: Financial Management
1) Practical orientation using proper software and hands on demonstration must be included in Financial management syllabus.

B.COM (PASS & HONS.) (SEMESTER-III)

BCG 305: FINANCIAL MANAGEMENT

Time: 3 Hours   Max. Marks: 50

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION-A
Time Value of Money: Compounding and Discounting techniques–Concepts of Annuity and Perpetuity. Risk–return relationship

Sources of Finance and Cost of Capital–Different sources of finance; long term and Short termsources

Cost of capital: concept, relevance of cost of capital, specific costs and weighted average cost, rationale of after tax weighted average cost of capital, marginal cost of capital

SECTION-B
Leverage and Capital Structure Theories–Leverage–Business Risk and Financial Risk–Operating and financial leverage, Trading on Equity
Capital Structure Decisions –Capital structure patterns, Designing optimum capital structure, Constraints, Various capital structure theories.

SECTION-C
Working Capital Management –Introduction; Meaning and Concept of Working Capital; Management of Working Capital and Issues in Working Capital; Estimating Working Capital Needs; Operating or Working Capital Cycle. Various sources of finance to meet working capital requirements Financing current assets: Strategies of financing (Matching, Conservative, and Aggressive policies)
Bank financing: recommendations of Tandon committee and Chore committee Management of components of working capital (an introduction only)

SECTION-D
Capital Expenditure Decisions:
Purpose, Objectives & Process, Understanding different types of projects, Techniques of Decision making. Methods of Capital Budgeting – Traditional and Modern (Elementary Level).
Dividend Decisions–Meaning, Nature and Types of Dividend Some dividend policies and formulating a dividend policy . Dividend Theories: Walter's Model, Gordon's Model, Modigliani and Miller: Irrelevancy Theory (Introductory Level)

Suggested Readings:
1. Khan and Jain, *"Financial Management"*,2007, TMH
2. Home, Van, *"Financial Management & Policy"*, 2002, Pearson
3. Sharan, *"Fundamentals of Financial Management"*,2008,Pearson
4. Banerjee, B, *"Financial Policy & Management Accounting"*, 2005, PHI
5. Chandra, P., *"Financial Management"*,2010, TMH

B.Com Hons (5th Semester)
Subject: Banking and Financial System
1) Syllabus needs to be revisited to reduce the content.
2) Focus on practical working should be provided.

B.COM (PASS & HONS.) (SEMESTER-VI)

Group–I: BANKING
Paper–I: BANKING AND FINANCIAL SYSTEM

Time: 3 Hours   Max. Marks: 50

Note: The question paper covering the entire course shall be divided into three sections asfollows:

SectionA: It will have question No.1 consisting of 12 very short answer questions from the entire syllabus with answer to each question up to five lines in length.Students will attempt 10 questions. Each question will carry one mark; the total weightage being 10 marks.

SectionB: It will consist of essay type/numerical questions up to five pages in length.   Four questions numbering 2, 3, 4 and 5 will be set by the examiner from Part-I of the syllabus. The candidates will be required to attempt any two questions. Each question will carry10 marks. The total weightage of this section shall be 20 marks.

SectionC: It will consist of essay type/numerical questions with answer to each question up to five pages in length. Four, questions numbering 6, 7, 8 and 9 will be set by the examiner from Part–II of the syllabus. The candidates will be required to attempt any two questions. Each question will carry10 marks. The total weightage of the section shall be 20 marks.

PART–I

Financial Economics: Fundamental Concepts – money, money supply, money creation.

Overview of the Financial System: Nature, significance, structure: Financial Institutions,financial markets and financial services.

Modern Commercial Banking: Role and functions of banks, structure of banking in India,regulatory framework. Opening of accounts for various types of customers – minors – joint account holders – HUF – firms – companies – trusts – societies – Govt. and public bodies Importance of Anti Money Laundering.

Banker–Customer relations – Know your Customer (KYC) guidelines–Different Deposit Products – services rendered by Banks, Ancillary Services: Remittances, Safe Deposit lockers etc – Mandate and Power of attorney.

PART – II

Payment and Collection of Cheque – Duties and Responsibilities of Paying and Collecting, Banker–protection available to paying and collecting banker under NI Act – endorsements – forged instruments – bouncing of cheques and their implications.

Principles of Lending – various credit Products / Facilities – working capital and term loans – Credit Appraisal Techniques – Approach to lending; – credit management – credit monitoring – Different types of documents; Documentation Procedures; Securities – Different modes of charging – types of collaterals and their characteristics.

Priority Sector Lending – sectors – targets – issues / problems – recent developments – Financial Inclusion.

Credit Cards / Home Loans / Personal Loans / Consumer Loans–Brief outline of procedures and practices.

Suggested Readings:

1. Paul and Suresh, *"Management of Banking and Financial Services"*, 2007,   Pearson Education.
2. Sunderam and Varshney, *"Banking Theory Law and Practices"*, 2004, Sultan Chand and Sons Publisher.
3. Varshney, P.N, *"Banking Law and Practice"*, 2012, Sultan Chand and Sons
4. Desai, Vasant, "Banks and institutional management", 2008, Himalaya Publications.
5. Gurusamy, S., *"Banking Theory: Law and Practice"*, 2009, Tata McGraw Hill

M.Com (3rd Semester)
Subject: Contemporary Accounting
Contemporary Accounting should be replaced with any other subject from M. Com 3rd syllabus as it us repetition.

MASTER OF COMMERCE (SEMESTER – III)

GROUP 'A': ACCOUNTING & FINANCE
MC – 312: CONTEMPORARY ACCOUNTING

Time: 3 Hours   Max. Marks: 100

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION-A
- Emergence of contemporary issues in accounting – influence of other disciplines on accounting and changing environment.

- Human Resource Accounting: Meaning and Scope, Human Resource Cost Accounting – Capitalization, Write off and Amortization Procedure. Human Resource Valuation Accounting – Appraisal of Various Human Resource Valuation Models. Use of Human Resource Accounting in Managerial Decisions. Human Resource Accounting in India.

SECTION-B
- Price Level Accounting – Methods, Utility and Corporate Practices

- Corporate Social Reporting: Areas of Corporate Social Performance, Approaches to Corporate Social Accounting and Reporting. Corporate Social Reporting in India.

- Corporate Reporting: Concept of Disclosure in relation to Published Accounts, Issues in Corporate Disclosure, Corporate Disclosure Environment, Conceptual framework of corporate reporting.

SECTION-C
- Recent Trends in the Presentation of Published Accounts.

- Reporting by Diversified Companies

- Value Added Reporting: Preparation and Disclosure of Value Added Statements, Economic Value Added, EVA Disclosure in India.

Department of Hindi

Hindi should be incorporated as compulsory subject in all the graduation classes.

Department of History

1. In BA- History semester 2 syllabus, section B - the topic khilji and Tughlaq dynasty should be separated and in section C the topic - establishment under akbar and expansion and decline under Akbar's successor should be separate. This will reduce the burden on students to gain knowledge.

3

B.A./B.Sc. (Semester System) (12+3 System of Education) *(Semester–II) (Batch 2022-25)*
(Faculty of Arts & Social Sciences)

SEMESTER–II

HISTORY

HISTORY OF INDIA (C. 1000–A.D.1707)

Time: 3 Hours   Max. Marks: 100

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION–A

1. **The Conquests of the Ghaznavis and Ghauris:** Invasions of Mahmud Ghaznavi; their effects, Battles of Muhammad Ghauri, Causes of the success of the Turks.

2. **Establishment of the Sultanate of Delhi:** Political and military development under Qutabuddin Aibak, Iltutmish and his successors; Consolidation of the Sultanate under Balban and the Mongol invasions.

SECTION–B

3. **The Khiljis:** Emergence of the Khiljis under Jalaluddin and Alauddin Khilji; Alauddin's conquests, the Mongol invasions; Treatment of the nobility; Land revenue reforms; Economic reforms.**The Tughlaqs:** Muhammad–bin–Tughlaq; His experiments; Causes of disaffection and revolts; Feroze Tughlaq; Administrative and economic policies and their effects; Taimur's Invasions.

4. **The Vijaynagar Kingdom:** Establishment and expansion; Polity, Economy and Administration; Art and Architecture.

SECTION–C

5. **Mughal–Afghan Struggle (1526–1556):** Advent of the Mughals under Babur; Battle of Panipat and its aftermath; Battle of Kanwaha, Battles of Humayun; expansion of the Afghan power under Sher Shah Suri, Administrative reforms; return of Humayun.

6. **Re–establishment and expansion of the Mughal Empire under Akbar:** Conquests, extent of empire, Religious policy, Rajput policy. **Expansion and Decline under Akbar's Successors :** Jahangir and Mewar; North–western campaigns; Extension of influence over the Deccan; Conquest of Ahmednagar by Shah Jahan; Rise of Aurangzeb to power.

2. Rather than assessing students on 100 marks exams 20 marks or certain portion should be given to assess them on the basis of their assignments or research work.

Department of Science

1. In BSc Non-Medical Sem V, Subject: Physics, Kirchhoff's voltage and current laws are officially not in the syllabus of Physics (Electronics), However they are required to be taught in the class so it must be included in the syllabus.

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B.A./B.Sc. (Semester System) *(12+3 System of Education) (Semester–V)*
(Faculty of Sciences)

SEMESTER–V
PHYSICS

PAPER–B
ELECTRONICS
(THEORY)

Time: 3 Hours   Marks: 35
Total Teaching Hrs: 45(3h/week)
Pass Marks: 35%

Instructions for the Paper Setters:

There will be five sections. Section A will consist of seven short answer type questions covering the whole syllabus and is compulsory. Sections B, C, D and E will consist of two questions each. The candidates are required to attempt one from each section. All questions carry equal marks.

UNIT–I

Concepts of current and voltage sources, p-n junction, Biasing of diode, V-I characteristics, Zener diode, Rectification: half wave, full wave rectifiers and bridge rectifiers, Efficiency, Ripple factor, Qualitative ideas of filter circuits (LC and ∩ filters), Photonic devices (solar cell, photodiode and LED).

UNIT–II

Junction transistor : Structure and working relation between different currents in transistors, Sign conventions, Amplifying action, Different configurations of a transistor and their comparison, CB and CE characteristics, Structure and characteristics of JEFT, Transistor biasing and stabilization of operating point, Voltage divider biasing circuit.

UNIT–III

Working of CE amplifier, Amplifier analysis using h-parameters, Equivalent circuits, Determination of current gain, Power gain, Input impedance, FET amplifier and its voltage gain, Feed back in amplifiers, Different types, Voltage gain, Advantage of negative feed back, Emitter follower as negative feed back circuit.

UNIT–IV

Barkausen criterion of sustained oscillations, LC oscillator (tuned collector, tuned base Hartley), RC oscillators, phase shift and Wein bridge.

Books Suggested:

1. Basic Electronics and Linear Circuits by N.N. Bhargave, D.C. Kulshreshtha and S.C. Gupta.
2. Foundations of Electronics by D. Chatophadhyay, P.C. Rakshit, B. Saha and N.N. Purkit.
3. Basic Electronics by D.C. Tayal (Himalaya Pub.)

2. The curriculum of the course of BVoc. Nutrition and Diet Planning must be updated to cover all the relevant topics required to meet industry standards by introducing new topics or merging its curriculum with some other course with advanced topics.
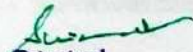
Department of Punjabi

ਕਲਾਸ	ਵਿਸ਼ਾ	ਸੁਝਾਅ
ਬੀ.ਏ./ਬੀ.ਐਸਸੀ/ਬੀ.ਕਾਮ / ਬੀ.ਬੀ.ਏ. ਸਮੈਸਟਰ ਪਹਿਲਾ	ਲਾਜ਼ਮੀ ਪੰਜਾਬੀ	ਸੈਕਸ਼ਨ-ਬੀ ਪੁਸਤਕ – ਸੰਸਾਰ ਦੀਆਂ ਪ੍ਰਸਿੱਧ ਹਸਤੀਆਂ (ਸੰਪਾ. ਪ੍ਰਿੰ. ਤੇਜਾ ਸਿੰਘ, ਹਰਨਾਮ ਸਿੰਘ ਸ਼ਾਨ) ਇਸ ਪੁਸਤਕ ਵਿਚ ਦਰਜ ਜੀਵਨੀਆਂ ਵਿਚ ਸੋਧ ਦੀ ਲੋੜ ਹੈ। ਵੇਰਵਿਆਂ ਵਿਚ ਕਈ ਗਲਤੀਆਂ ਹਨ।
ਬੀ.ਐਸਸੀ. (ਫੈਸ਼ਨ ਡਿਜ਼ਾਇਨਿੰਗ) / (ਆਈ.ਟੀ.), ਬੀ.ਸੀ.ਏ., ਬੀ.ਕਾਮ. (ਔਫ.ਔਸ) / ਬੀ.ਵਾਕ. (ਔਫ.ਔਸ.ਜੀ)/ ਬੀ.ਵਾਕ.(ਔਨ. ਐਂਡ ਡੀ ਪੀ) ਸਮੈਸਟਰ ਪਹਿਲਾ	ਲਾਜ਼ਮੀ ਪੰਜਾਬੀ	ਸੈਕਸ਼ਨ-ਏ ਸਰਵੋਤਮ ਪੰਜਾਬੀ ਸਾਹਿਤ (ਸੰਪਾ. ਡਾ. ਰਮਿੰਦਰ ਕੌਰ, ਡਾ. ਮੇਘਾ ਸਲਵਾਨ) ਇਸ ਪੁਸਤਕ ਵਿਚਲਾ ਸਿਲੇਬਸ ਭਾਵ ਵੰਨਗੀਆਂ (ਕਹਾਣੀ, ਕਵਿਤਾ, ਨਿਬੰਧ, ਰੇਖਾ ਚਿਤਰ) ਵਿਚਲਾ ਭਾਗ ਬਹੁਤ ਜ਼ਿਆਦਾ ਹੈ। ਪ੍ਰੋਫੈਸ਼ਨਲ ਕਲਾਸਾਂ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਇਹ ਸਿਲੇਬਲ ਬਹੁਤ ਜ਼ਿਆਦਾ ਹੈ। ਵਿਧਾਵਾਂ ਬੇਸ਼ੱਕ ਰਹਿਣ ਦਿੱਤੀਆਂ ਜਾਣ, ਪਰ ਗਿਣਤੀ ਘੱਟ ਕਰ ਦਿੱਤੀ ਜਾਵੇ। ਸੈਕਸ਼ਨ-ਬੀ ਇਤਿਹਾਸਕ ਯਾਦਾਂ (ਸ.ਸ. ਅਮੋਲ) ਉਪਰੋਕਤ ਪੁਸਤਕ ਵਿਚਲੇ ਲੇਖ ਬੋਝਲ ਕਿਸਮ ਦੇ ਹਨ। ਵਿਦਿਆਰਥੀ ਇਸ ਵਿਚ ਦਿਲਚਸਪੀ ਨਹੀਂ ਲੈਂਦੇ। ਇਸ ਦੀ ਥਾਂ ਕੋਈ ਹੋਰ ਵਾਰਤਕ ਪੁਸਤਕ ਸਿਲੇਬਸ ਵਿਚ ਲਗਾਈ ਜਾਵੇ।
ਬੀ.ਏ./ਬੀ.ਐਸਸੀ/ਬੀ.ਕਾਮ / ਬੀ.ਬੀ.ਏ. ਸਮੈਸਟਰ ਚੌਥਾ	ਲਾਜ਼ਮੀ ਪੰਜਾਬੀ	ਸੈਕਸ਼ਨ-ਏ ਮੇਰੀ ਜੀਵਨ ਗਾਥਾ (ਸਵੈ-ਜੀਵਨੀ) – ਡਾ. ਦੀਵਾਨ ਸਿੰਘ ਇਹ ਸਵੈ-ਜੀਵਨੀ ਬੋਝਲ ਕਿਸਮ ਦੀ ਹੈ। ਆਕਾਰ ਪੱਖੋਂ ਵੀ ਲੰਮੇਰੀ ਰਚਨਾ ਹੈ। ਦੁਹਰਾਉ ਮੁਲਕ ਪ੍ਰਵਿਰਤੀ ਦੀ ਧਾਰਨੀ ਹੈ। ਇਸ ਤੇ ਗੌਰ ਕੀਤਾ ਜਾਵੇ।

Department of Sociology

Classes: BA I, II, III

- The theoretical paper of sociology should be of 80 marks and rest 20 marks should be confined for an assignment or any short research as per their syllabus.
- Some recent topics regarding latest laws formulated by the legislation especially for women should be added in BA sem 3 syllabus.
- Some important concepts required in Masters of sociology should be added in BA syllabus.

Principal
Khalsa College for Women,
Amritsar

Document showing the communication with the affiliating University for the Feedback provided

Letter to BOS Member

KHALSA COLLEGE FOR WOMEN, AMRITSAR

ਖ਼ਾਲਸਾ ਕਾਲਜ ਫ਼ਾਰ ਵਿਮਨ, ਅੰਮ੍ਰਿਤਸਰ

Re-Accredited "A" Grade by NAAC

Affiliated with GNDU, Amritsar & Recognised by UGC under Section 2(F) & 12(B)

Ref No. : ....

Date : 26/7/2022

Dr. (Mrs.) Surinder Kaur
Principal
(M) 98147-90220

Mrs. Nikita
Member (Board of Studies – Sociology)
Guru Nanak Dev University,
Amritsar.

Subject: Regarding request for modification of curriculum.

Madam,

I hope you will be joyful in your life and that the letter will find you in the pink of health. The Academic Council of our College has approved and finalized some suggestions and modifications to the curriculum of the course according to the feedback received by different stakeholders, specified as below:

Classes: BA I, II, III

- The theoretical paper of sociology should be of 80 marks and rest 20 marks should be confined for an assignment or any short research as per their syllabus.
- Some recent topics regarding latest laws formulated by the legislation especially for women should be added in BA semester III syllabus.
- Some important concepts prerequisite in Masters of sociology should be added in BA syllabus.

Please forward the suggestions to the appropriate university officials for changes to the curriculum in order to keep students up to date on current teachings and genres.

Thank you.

Principal
Khalsa College for Women,
Amritsar

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List of BOS/Faculty Member of University Departments to whom the suggestions were communicated.

List of BOS/Faculty Member from the other College

Name participated	Name of the body in which full time teacher
Ms Nitika (Assistant Professor in Sociology SR Govt. College Amritsar)	Member Board of Studies of Sociology

List of BOS/Faculty Member from the College

Name	Name of the body in which full time teacher participated
Dr. Jitender Kaur	Member Board of Studies of Arts
Ms. Manbir Kaur	Member Board of Studies of Maths
Dr. Chanchal Bala	Member of Faculty of Languages
Ms. Pritika	Member Faculty of Engineering & Technology
Dr. Suman Nayyar	Member Faculty of Economics & Business
Dr. Ritu Dhawan	Member Board of Studies University Business School GNDU Amritsar
Ms. Sharina Mahajan	Board of Studies in PG Department of Fashion Designing

Action taken by the affiliating university on the feedback

Courses Merged

The curriculum of the course of B.Voc. Nutrition and Diet Planning is merged with the curriculum of B.Voc Nutrition and Dietetics. Letter/document by GNDU regarding the above specified modification is as follows:

ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ
(ਇਕੱਤਰਤਾਵਾਂ ਸ਼ਾਖਾ)

New Courses

1. Pre Ph.D (Social Work)
2. B.Sc. (Hons.) Early Childhood Care and Education (CBEGS)
3. Diploma Course in Chinese (Part-time)
4. Diploma in Software Development and programming (For Colleges)
5. B.Voc. Banking Insurance & Retailing (For Colleges)
6. M.Com. Business Innovation (For Colleges)
7. Certificate Course in Accounting and Taxation (Six Month)
8. M.Sc. (Sports Nutrition) (CBEGS)
9. B.Sc. (Hons.) Dietetics and Nutrition (CBEGS)
10. PG Diploma in (Artificial Intelligence in Agriculture) (CBEGS)
11. M.Sc. Apparel & Textiles (GNDU Campus)
12. B.Voc. Food Processing (For Colleges)
13. M.Sc. Microbiology (FYIC) (USHS) (CBEGS) (GNDU Campus)
14. M.Sc. Botany (FYIC) (USHS) (CBEGS) (GNDU Campus)
15. PG Diploma in Bioinformatics (For Colleges)

Merge Course

	Previous	New
1.	1. B.Voc. Fashion Technology 2. B.Voc. Fashion Technology & Apparel Designing 3. B.Voc. Fashion Designing & Product 4. B.Voc. Fashion Designing	B.Voc. Fashion Technology
2.	1. B.Voc. Beauty & Fitness 2. B.Voc. Cosmetology & Wellness 3. B.Voc. Beauty & Wellness 4. B.Voc. Beauty Culture & Cosmetology	B.Voc. Beauty Culture & Cosmetology
3.	1. B.Voc. Nutrition & Diet Planning 2. B.Voc. Nutrition & Dietetics	B.Voc. Nutrition & Dietetics
4.	B.Voc. Journalism and Mass communication	
5.	B.Voc. Photography and Journalism	B.Voc. Journalism and media
6.	B.Voc. Radio and TV Producation	
7.	B.Voc. Media and Communication	

This course merger will make the curriculum more relevant to current scenario and to cover more advanced topics required to meet industry standards.

Principal
Khalsa College for Women,
Amritsar

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