



**Delhi Metropolitan Education**  
Affiliated to GGSIP University, New Delhi & Approved by Bar Council of India



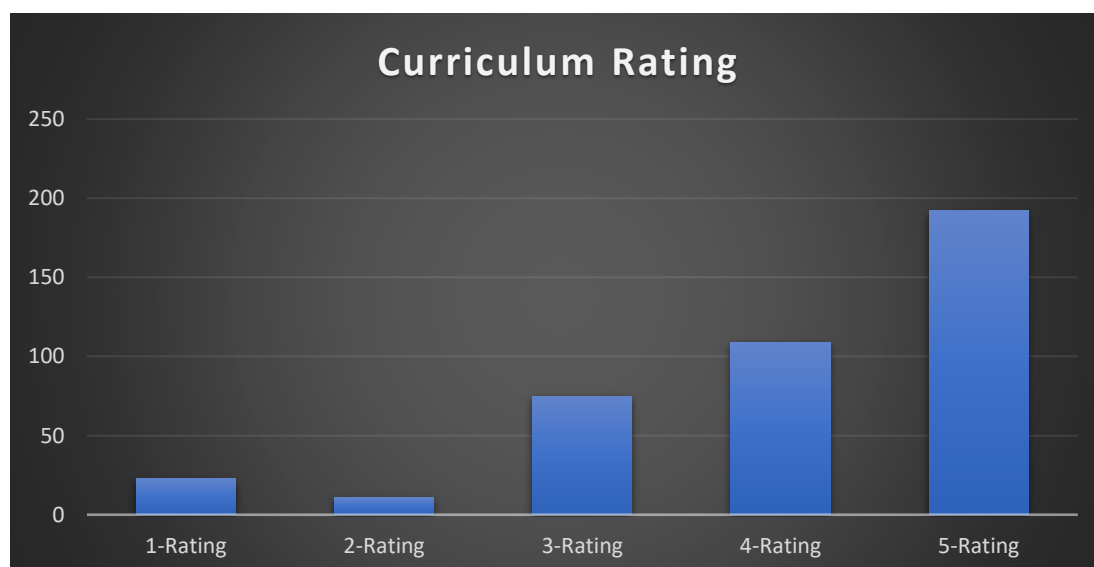
# **ALUMNI FEEDBACK REPORT 2023-24**

## BBA

### Rate the Syllabus Content and Quality

| Rating         | Frequency |
|----------------|-----------|
| 1-Rating       | 23        |
| 2-Rating       | 11        |
| 3-Rating       | 75        |
| 4-Rating       | 109       |
| 5-Rating       | 192       |
| Average Rating | 4         |

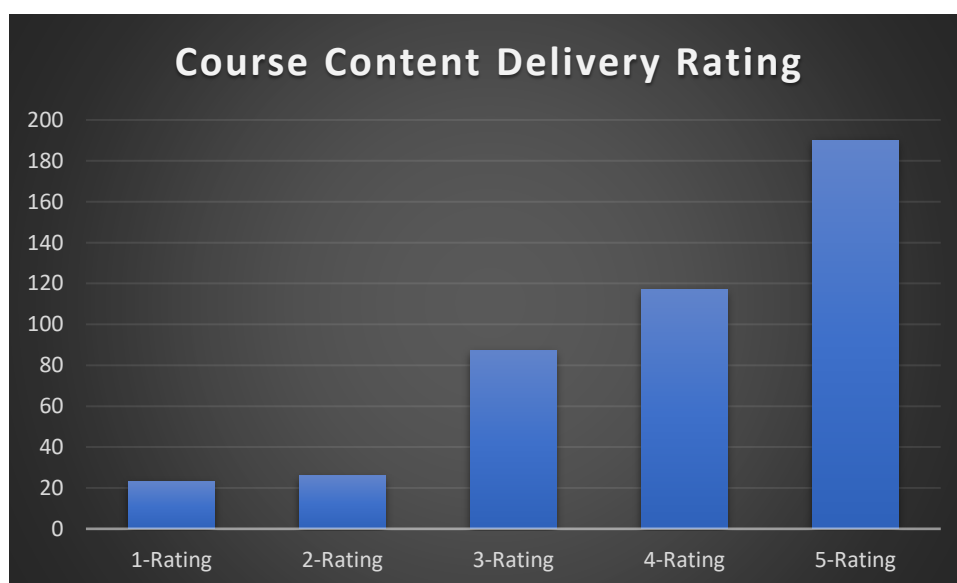
The curriculum prescribed for the degree at college garnered predominantly positive ratings, with a substantial number of students expressing satisfaction with it. While a small minority rated it lower, the majority deemed it effective, reflected in the higher frequency of 4 and 5 ratings. The curriculum's emphasis on relevant, up-to-date content, coupled with engaging teaching methods, likely contributed to its favorable reception. Overall, the average rating of 4 suggests that the majority of students found the curriculum to be well-designed and beneficial to their educational experience, affirming its quality and effectiveness in preparing them for their chosen field.



## Rating the course content delivery

| Rating         | Frequency |
|----------------|-----------|
| 1-Rating       | 23        |
| 2-Rating       | 26        |
| 3-Rating       | 87        |
| 4-Rating       | 117       |
| 5-Rating       | 190       |
| Average Rating | 4         |

The course content delivery has received a varied range of ratings, with the majority falling between 3 and 5. While there's a substantial number of participants giving higher ratings, with 4 and 5 being the most frequent, there are also a notable number of respondents who rated it as a 3. This suggests a generally positive perception of the delivery, indicating that a significant portion of the audience found it satisfactory or above. However, it's essential to consider the outliers represented by the smaller frequencies of 1 and 2 ratings, signaling room for improvement and potentially highlighting areas where the delivery could be enhanced to better meet the diverse needs and expectations of the participants. Overall, the average rating of 4 suggests that the majority of participants found the course content delivery to be effective and engaging.

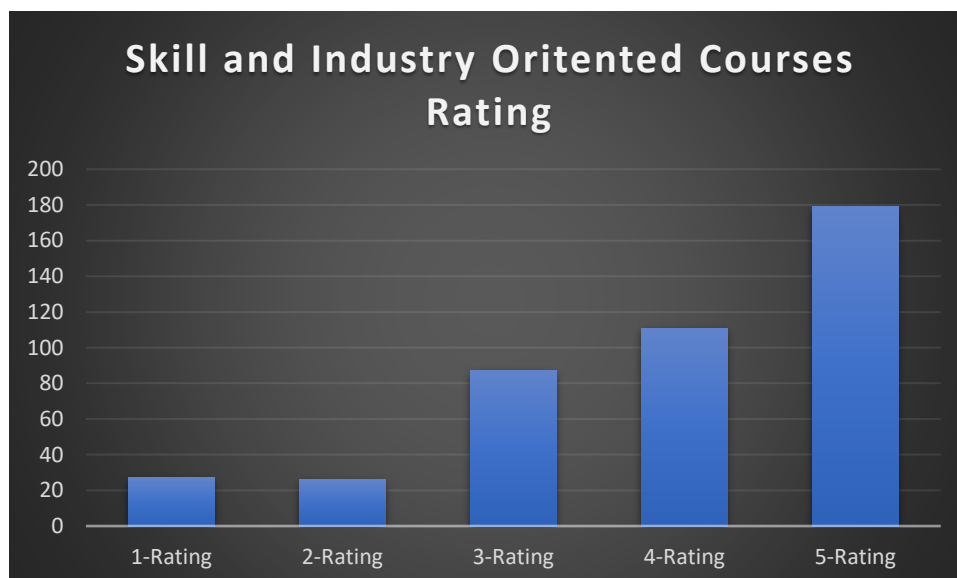




## Rating Contents of skills-related and Industry-Oriented Courses

| Rating            | Frequenc<br>y |
|-------------------|---------------|
| 1-Rating          | 27            |
| 2-Rating          | 26            |
| 3-Rating          | 87            |
| 4-Rating          | 111           |
| 5-Rating          | 179           |
| Average<br>Rating | 4             |

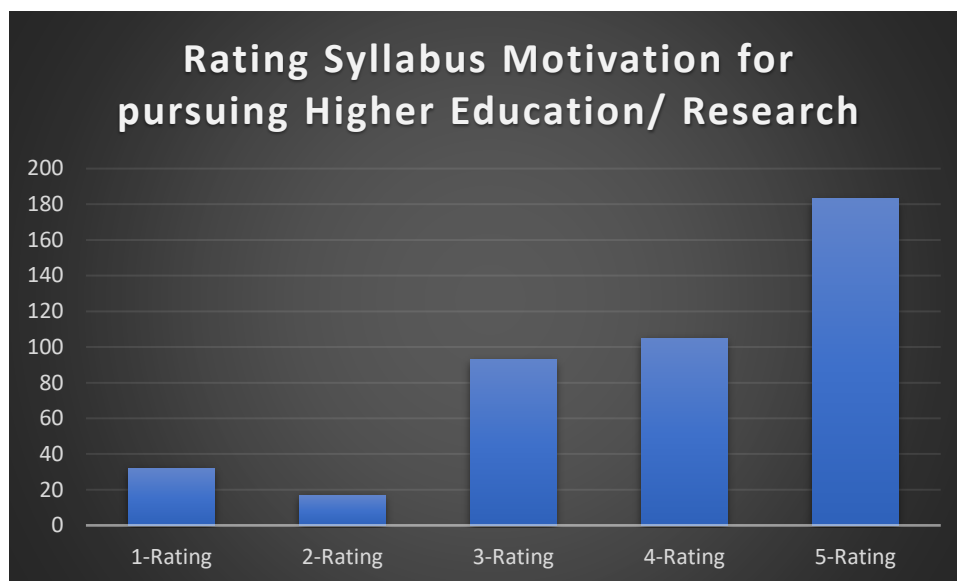
The ratings for skills-related and industry-oriented courses reflect a similar pattern to the general course content delivery, with the majority of respondents assigning ratings between 3 and 5. While there is a noticeable distribution towards higher ratings, particularly 4 and 5, there are also participants who rated the content lower, with frequencies of 1 and 2 indicating areas where improvement may be warranted. The average rating of 4 suggests an overall positive reception of the courses, indicating that a significant portion of the audience found the content relevant, informative, and beneficial to their skill development and industry knowledge. However, the presence of lower ratings underscores the importance of continually refining and updating course content to ensure it remains aligned with evolving industry standards and meets the diverse needs of learners.



#### Rating Motivation Created by the Syllabus for pursuing Higher Education / Research

| Rating         | Frequency |
|----------------|-----------|
| 1-Rating       | 32        |
| 2-Rating       | 17        |
| 3-Rating       | 93        |
| 4-Rating       | 105       |
| 5-Rating       | 183       |
| Average Rating | 4         |

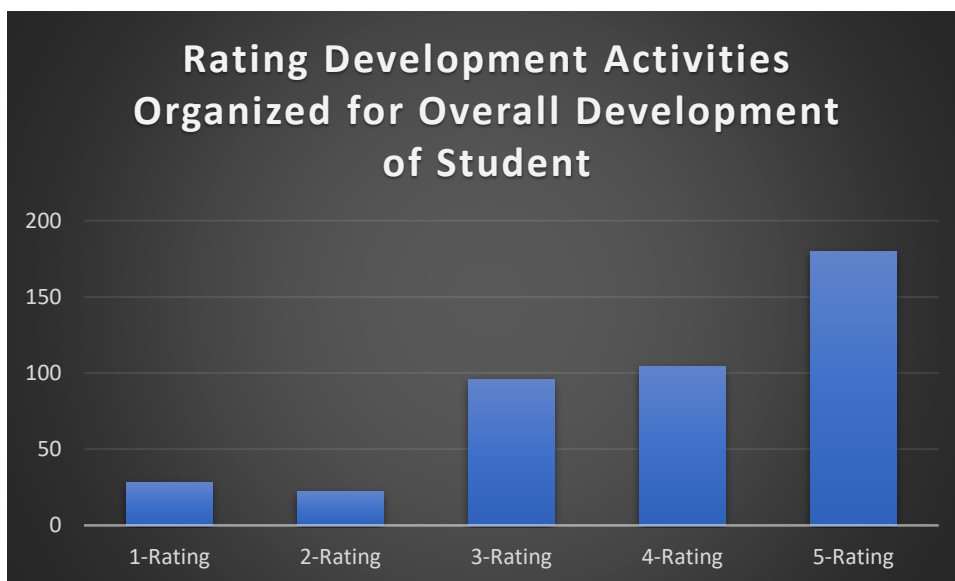
The ratings for the motivation created by the syllabus for pursuing higher education or research exhibit a similar trend to the previous sets, with a majority of respondents assigning ratings between 3 and 5. While there is a significant presence of higher ratings, particularly 4 and 5, there are also participants who rated the motivation lower, with frequencies of 1 and 2 indicating potential areas for enhancement. The average rating of 4 suggests an overall positive perception of the syllabus's ability to inspire and drive individuals towards higher education or research pursuits. This indicates that a substantial portion of the audience finds the syllabus engaging and conducive to fostering a desire for further academic and research endeavors. Nonetheless, the existence of lower ratings underscores the importance of continuously evaluating and refining syllabi to ensure they effectively cultivate motivation and meet the diverse aspirations of students and researchers.



### Rating Development Activities Organized by the college for your overall development of Student

| Rating            | Frequenc<br>y |
|-------------------|---------------|
| 1-Rating          | 28            |
| 2-Rating          | 22            |
| 3-Rating          | 96            |
| 4-Rating          | 104           |
| 5-Rating          | 180           |
| Average<br>Rating | 4             |

The ratings for development activities organized by the college for the overall development of students reveal a consistent trend with the previous sets, where the majority of respondents assigned ratings between 3 and 5. Although there is a prevalent presence of higher ratings, particularly 4 and 5, there are also participants who rated the development activities lower, as indicated by frequencies of 1 and 2, suggesting areas for potential improvement. The average rating of 4 suggests an overall positive perception of the effectiveness of these activities in fostering student growth and holistic development. It implies that a significant portion of the student body finds the organized activities beneficial and supportive of their personal and academic advancement. However, the presence of lower ratings indicates the need for ongoing evaluation and enhancement of the development activities to ensure they meet the diverse needs and aspirations of the student community.

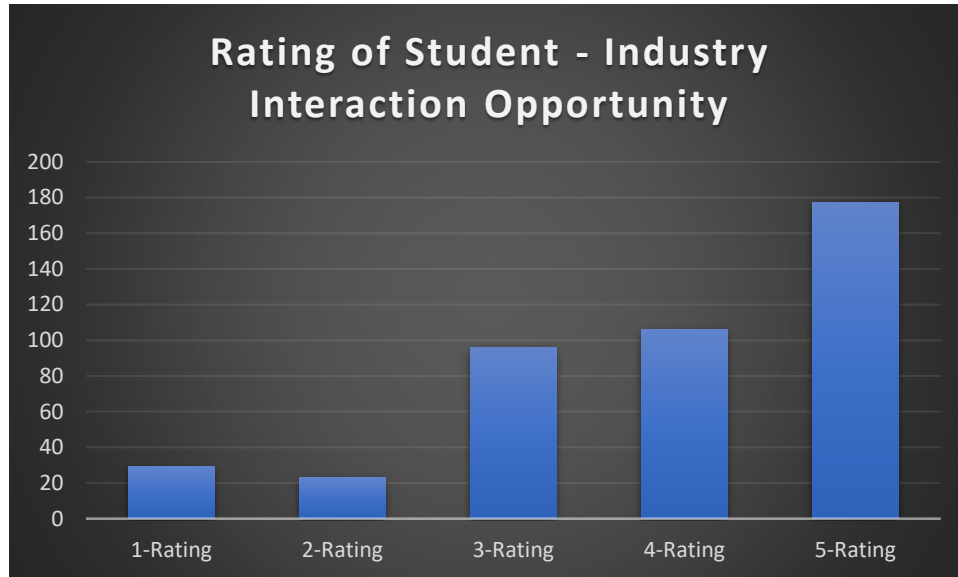


### Rating the Student Industry Interaction Provided by College

| Rating         | Frequency |
|----------------|-----------|
| 1-Rating       | 29        |
| 2-Rating       | 23        |
| 3-Rating       | 96        |
| 4-Rating       | 106       |
| 5-Rating       | 177       |
| Average Rating | 4         |

The ratings for the student-industry interaction provided by the college illustrate a consistent pattern, with the majority of respondents assigning ratings between 3 and 5. While there's a notable distribution towards higher ratings, particularly 4 and 5, there are also participants who rated the interaction lower, as evidenced by frequencies of 1 and 2, indicating potential areas for improvement. The average rating of 4 suggests an overall positive perception of the college's efforts in facilitating student-industry interaction, implying that a significant portion of the student body finds these interactions valuable and beneficial for their academic and professional development. However, the existence of lower ratings highlights the importance of continuous evaluation and enhancement of these interactions to ensure they effectively

bridge the gap between academia and industry, preparing students adequately for their future careers.



### Suggestion

College can take suggestion on topics before organizing guest lectures

College should have playground

Conduct more workshops regarding the industry opportunities

College should conduct more skill-based courses which has a demand in future.

College can align their teaching pedagogy with MBA like giving assignment more into groups rather than individual, 3-4 research paper so that students are prepared for higher education.



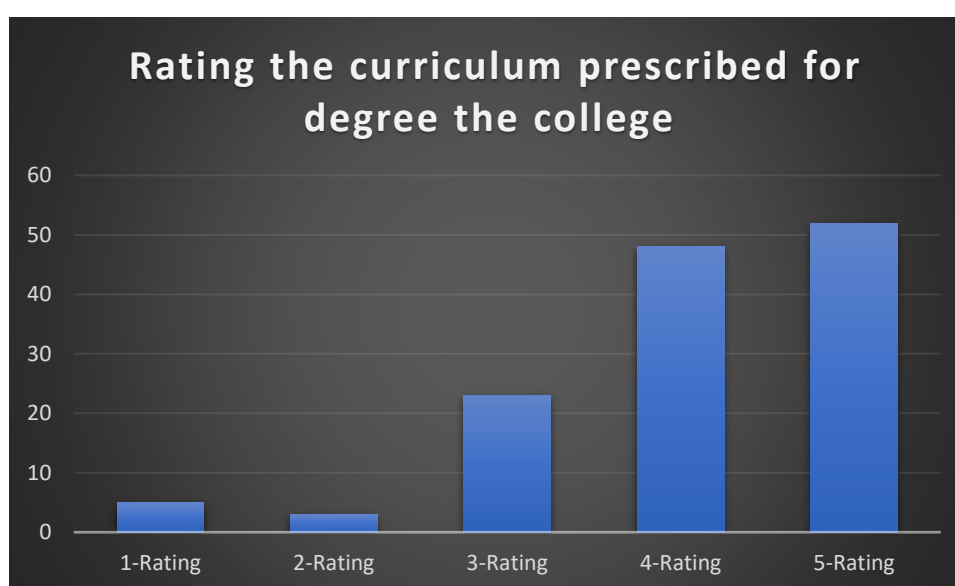


## **LAW**

**Rating the curriculum prescribed for your degree the college**

| Rating            | Frequenc<br>y |
|-------------------|---------------|
| 1-Rating          | 5             |
| 2-Rating          | 3             |
| 3-Rating          | 23            |
| 4-Rating          | 48            |
| 5-Rating          | 52            |
| Average<br>Rating | 4             |

The ratings for the curriculum prescribed for the degree offered by the college indicate a mixed reception among respondents. While there is a notable presence of higher ratings, particularly 4 and 5, with frequencies of 48 and 52 respectively, there are also participants who rated the curriculum lower, as evidenced by frequencies of 1 and 2, suggesting areas for improvement. The average rating of 4 suggests a generally positive perception of the prescribed curriculum, indicating that a significant portion of the student body finds it satisfactory and aligned with their educational needs and goals. However, the existence of lower ratings implies the necessity of further evaluation and potential adjustments to ensure the curriculum effectively meets the diverse learning requirements and expectations of students.

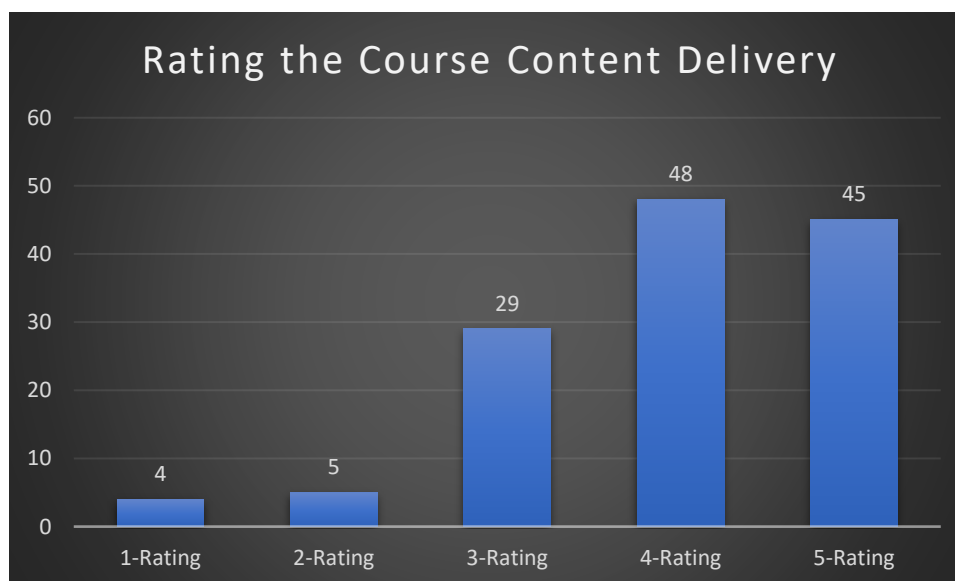


### Rating the course content delivery

| Rating            | Frequenc<br>y |
|-------------------|---------------|
| 1-Rating          | 4             |
| 2-Rating          | 5             |
| 3-Rating          | 29            |
| 4-Rating          | 48            |
| 5-Rating          | 45            |
| Average<br>Rating | 4             |

The ratings for the course content delivery showcase a diverse range of opinions among respondents. While there are noticeable frequencies of higher ratings, particularly 4 and 5,

with 48 and 45 respectively, there are also participants who rated the delivery lower, as indicated by frequencies of 1 and 2, suggesting areas for improvement. The average rating of 4 suggests a generally positive perception of the course content delivery, implying that a significant portion of the audience finds it satisfactory and effective in facilitating learning. However, the presence of lower ratings signals the importance of ongoing evaluation and refinement to ensure that the delivery methods align with the diverse learning styles and needs of students, thereby enhancing the overall educational experience.

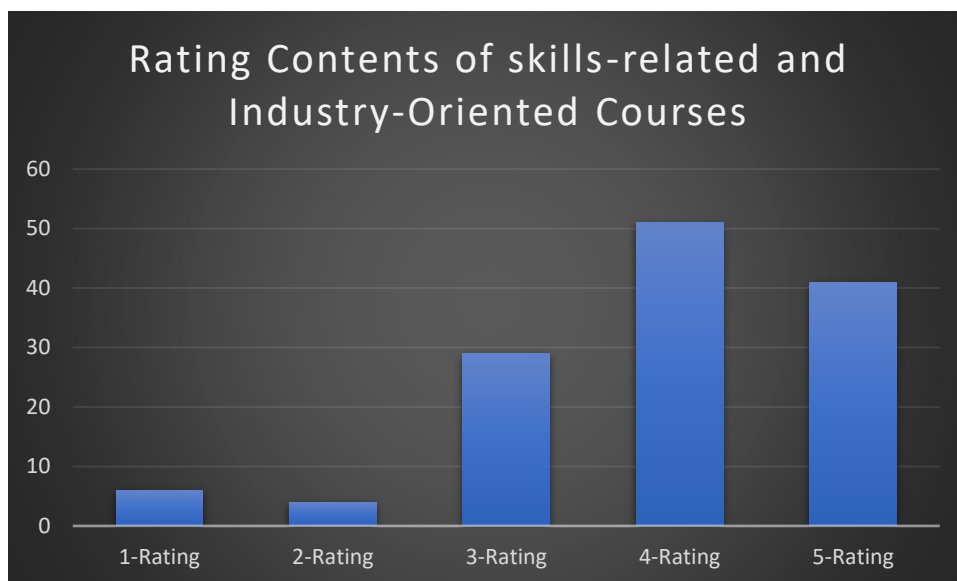


## Rating Contents of skills-related and Industry-Oriented Courses

| Rating            | Frequenc<br>y |
|-------------------|---------------|
| 1-Rating          | 6             |
| 2-Rating          | 4             |
| 3-Rating          | 29            |
| 4-Rating          | 51            |
| 5-Rating          | 41            |
| Average<br>Rating | 4             |

The ratings for skills-related and industry-oriented courses' content exhibit a varied range of opinions among respondents. While there are noticeable frequencies of higher ratings, particularly 4 and 5, with 51 and 41 respectively, there are also participants who rated the content lower, as indicated by frequencies of 1 and 2, suggesting areas for improvement.

The average rating of 4 suggests a generally positive perception of the content provided in these courses, implying that a significant portion of the audience finds it relevant and beneficial for skill development and industry knowledge. However, the presence of lower ratings underscores the importance of ongoing evaluation and enhancement to ensure that the content remains aligned with industry standards and effectively meets the evolving needs of learners.

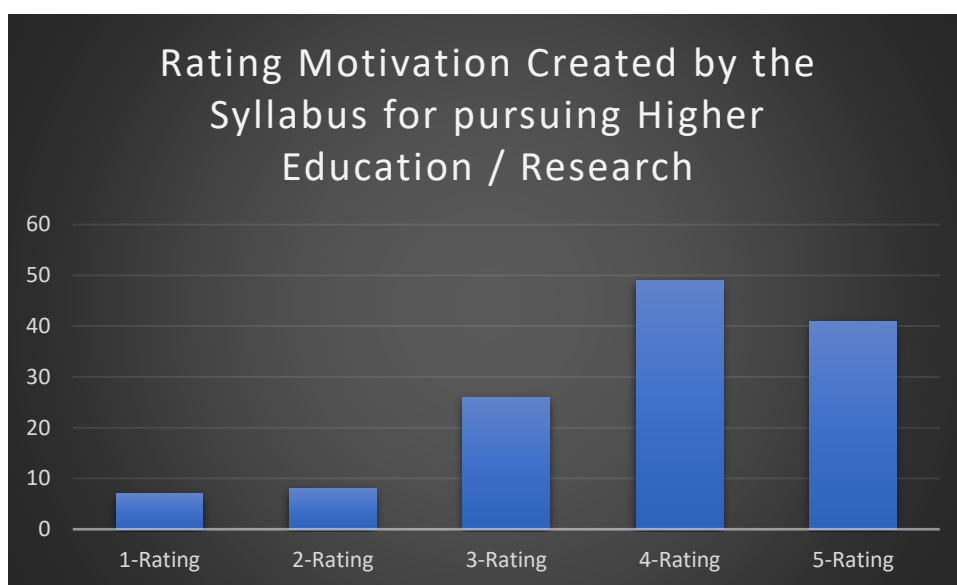


### Rating Motivation Created by the Syllabus for pursuing Higher Education / Research

| Rating         | Frequenc<br>y |
|----------------|---------------|
| 1-Rating       | 7             |
| 2-Rating       | 8             |
| 3-Rating       | 26            |
| 4-Rating       | 49            |
| 5-Rating       | 41            |
| Average Rating | 4             |

The ratings for the motivation created by the syllabus for pursuing higher education or research reveal a mixed reception among respondents. While there are frequencies of higher

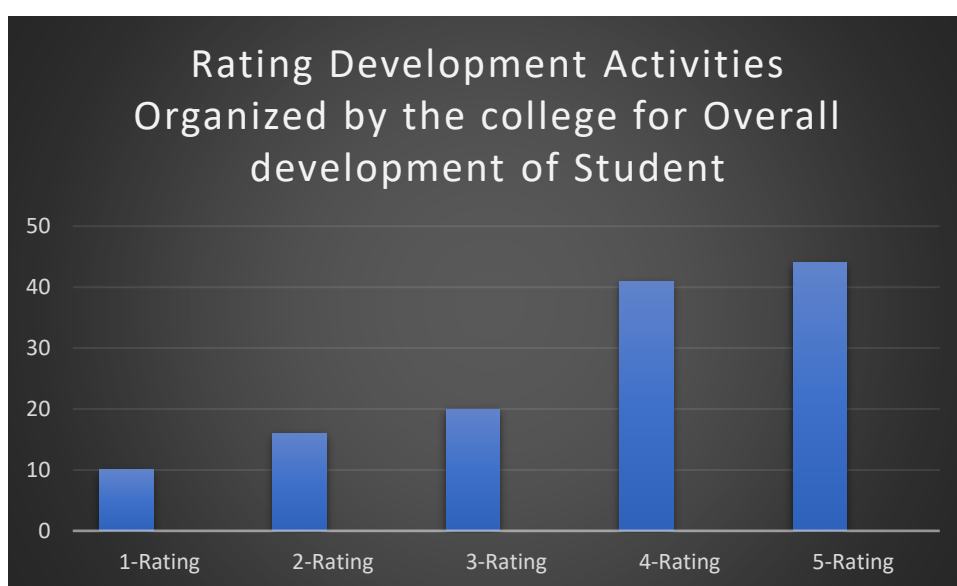
ratings, particularly 4 and 5, with 49 and 41 respectively, there are also participants who rated the motivation lower, as indicated by frequencies of 1 and 2, suggesting areas for improvement. The average rating of 4 suggests a moderate level of motivation instilled by the syllabus, indicating that a portion of the audience finds it effective in inspiring pursuit of higher education or research endeavors. However, the presence of lower ratings highlights the need for further evaluation and potential adjustments to ensure that the syllabus adequately stimulates and supports students' aspirations for academic and research pursuits.



## Rating Development Activities Organized by the college for your overall development of Student

| Rating            | Frequenc<br>y |
|-------------------|---------------|
| 1-Rating          | 10            |
| 2-Rating          | 16            |
| 3-Rating          | 20            |
| 4-Rating          | 41            |
| 5-Rating          | 44            |
| Average<br>Rating | 4             |

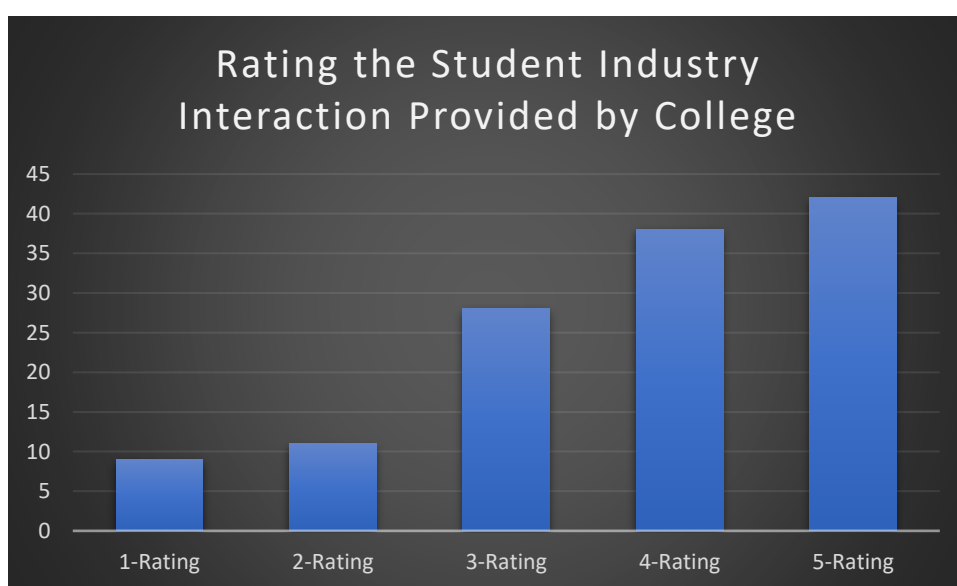
The ratings for development activities organized by the college for the overall development of students depict a somewhat varied perspective among respondents. While there are frequencies of higher ratings, particularly 4 and 5, with 41 and 44 respectively, there are also participants who rated the activities lower, as indicated by frequencies of 1 and 2, suggesting areas for improvement. The average rating of 4 suggests a moderately positive perception of the organized activities, implying that a portion of the student body finds them beneficial for their holistic development. However, the presence of lower ratings underscores the importance of further evaluation and enhancement to ensure that the development activities effectively cater to the diverse needs and aspirations of students, thereby enhancing their overall college experience and personal growth.



### Rating the Student Industry Interaction Provided by College

| Rating            | Frequenc<br>y |
|-------------------|---------------|
| 1-Rating          | 9             |
| 2-Rating          | 11            |
| 3-Rating          | 28            |
| 4-Rating          | 38            |
| 5-Rating          | 42            |
| Average<br>Rating | 4             |

The ratings for the student-industry interaction provided by the college reflect a mixed perspective among respondents. While there are frequencies of higher ratings, particularly 4 and 5, with 38 and 42 respectively, there are also participants who rated the interaction lower, as indicated by frequencies of 1 and 2, suggesting areas for improvement. The average rating of 4 suggests a moderately positive perception of the college's efforts in facilitating student-industry interaction, indicating that a portion of the student body finds these interactions beneficial for their professional development. However, the presence of lower ratings highlights the need for further evaluation and enhancement to ensure that the interactions effectively bridge the gap between academia and industry, thereby better preparing students for their future careers.



### Suggestion

1. Permanent classes for judiciary coaching.
2. To conduct more interactional activities.
3. Emphasis should be given on helping students in identifying their field of interest.



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## **BJMC**

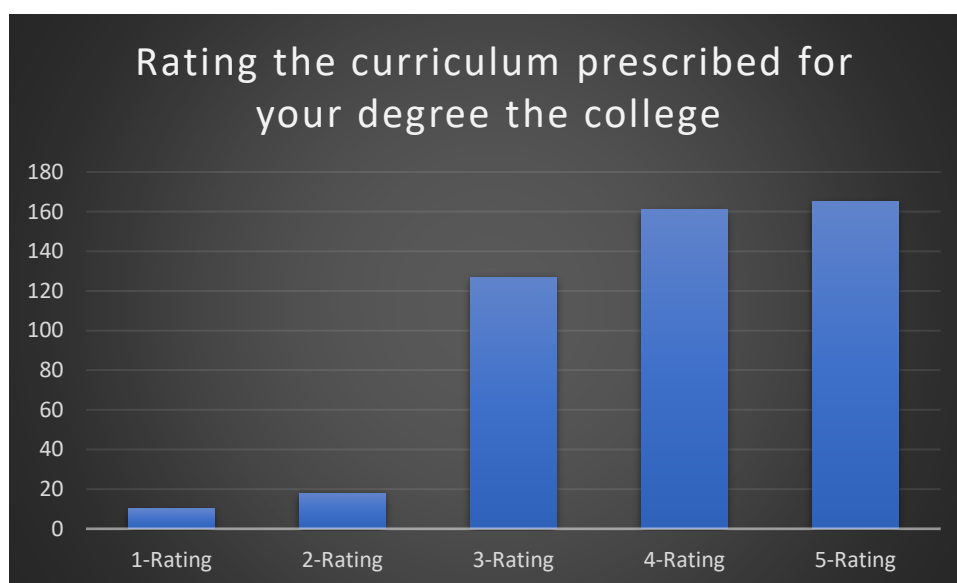
**Rating the curriculum prescribed for your degree the college**

| Rating   | Frequency |
|----------|-----------|
| 1-Rating | 10        |
| 2-Rating | 18        |



|                |     |
|----------------|-----|
| 3-Rating       | 127 |
| 4-Rating       | 161 |
| 5-Rating       | 165 |
| Average Rating | 4   |

The ratings for the curriculum prescribed for the degree offered by the college indicate a generally positive perception among respondents. While there are frequencies of higher ratings, particularly 4 and 5, with 161 and 165 respectively, there are also participants who rated the curriculum lower, as indicated by frequencies of 1 and 2, suggesting areas for improvement. The average rating of 4 suggests that the majority of the student body finds the prescribed curriculum satisfactory and aligned with their educational needs and goals. However, the presence of lower ratings underscores the importance of ongoing evaluation and potential adjustments to ensure that the curriculum effectively meets the diverse learning requirements and expectations of students.

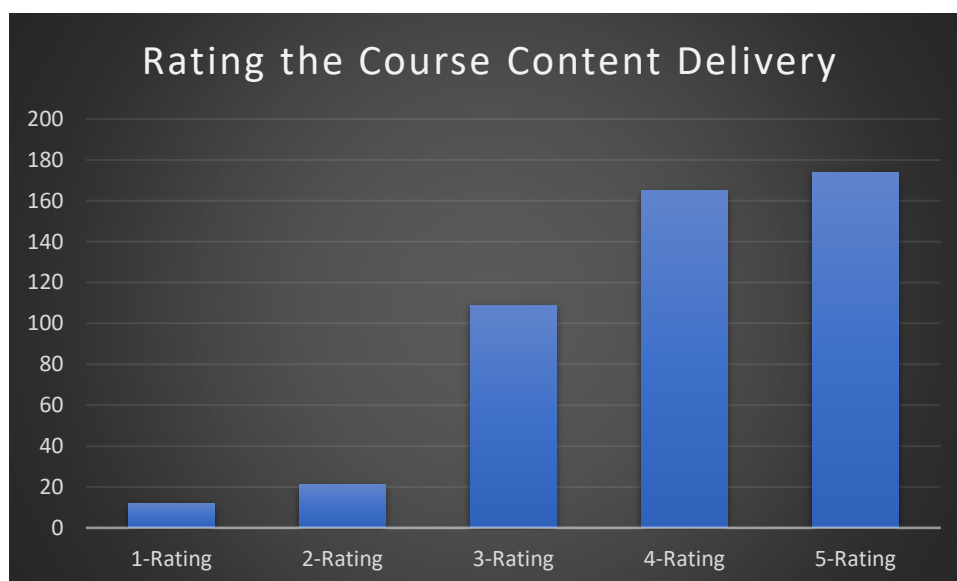


### Rating the course content delivery

| Rating   | Frequency |
|----------|-----------|
| 1-Rating | 12        |

|                |     |
|----------------|-----|
| 2-Rating       | 21  |
| 3-Rating       | 109 |
| 4-Rating       | 165 |
| 5-Rating       | 174 |
| Average Rating | 4   |

The ratings for the course content delivery reflect a generally positive perception among respondents. While there are frequencies of higher ratings, particularly 4 and 5, with 165 and 174 respectively, there are also participants who rated the delivery lower, as indicated by frequencies of 1 and 2, suggesting areas for improvement. The average rating of 4 suggests that the majority of the audience finds the course content delivery satisfactory and effective in facilitating learning. However, the presence of lower ratings indicates the importance of continuous evaluation and refinement to ensure that the delivery methods align with the diverse learning styles and needs of students, thereby enhancing the overall educational experience.

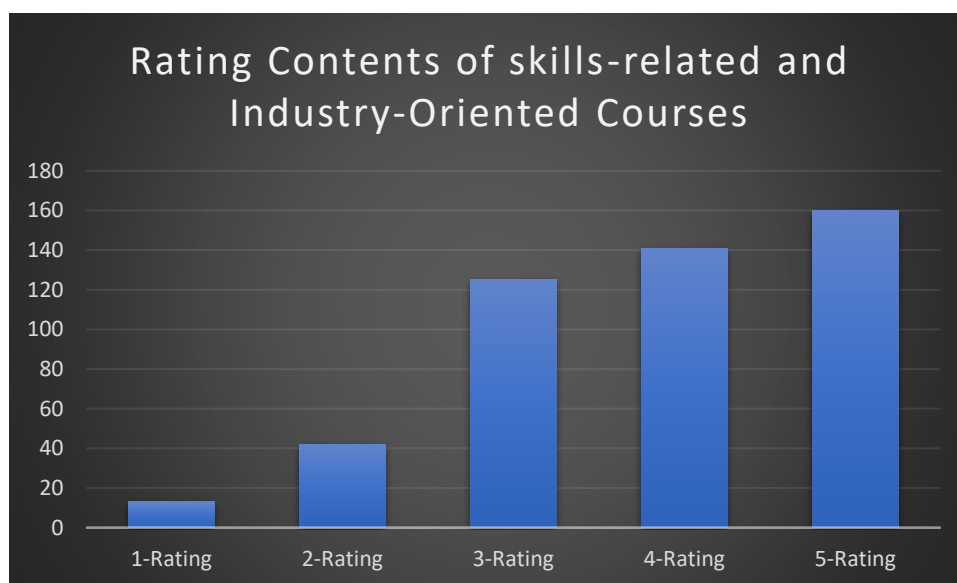


## Rating Contents of skills-related and Industry-Oriented Courses

| Rating | Frequency |
|--------|-----------|
|--------|-----------|

|                |     |
|----------------|-----|
| 1-Rating       | 13  |
| 2-Rating       | 42  |
| 3-Rating       | 125 |
| 4-Rating       | 141 |
| 5-Rating       | 160 |
| Average Rating | 4   |

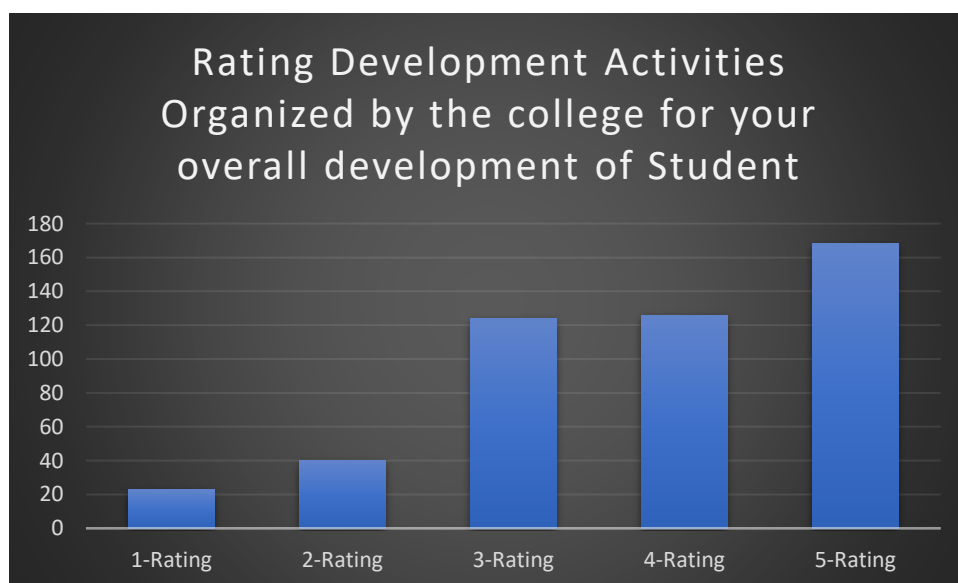
The ratings for skills-related and industry-oriented courses' content suggest a mixed reception among respondents. While there are frequencies of higher ratings, particularly 4 and 5, with 141 and 160 respectively, there are also notable frequencies of lower ratings, particularly 1 and 2, with 13 and 42 respectively. The average rating of 4 indicates a moderate level of satisfaction with the content provided in these courses, suggesting that a significant portion of the audience finds it relevant and beneficial for skill development and industry knowledge. However, the presence of lower ratings indicates areas for improvement, highlighting the importance of ongoing evaluation and adjustment to ensure that the content remains aligned with industry standards and effectively meets the evolving needs of learners.



**Rating Motivation Created by the Syllabus for pursuing Higher Education / Research**

| Rating         | Frequency |
|----------------|-----------|
| 1-Rating       | 23        |
| 2-Rating       | 40        |
| 3-Rating       | 124       |
| 4-Rating       | 126       |
| 5-Rating       | 168       |
| Average Rating | 4         |

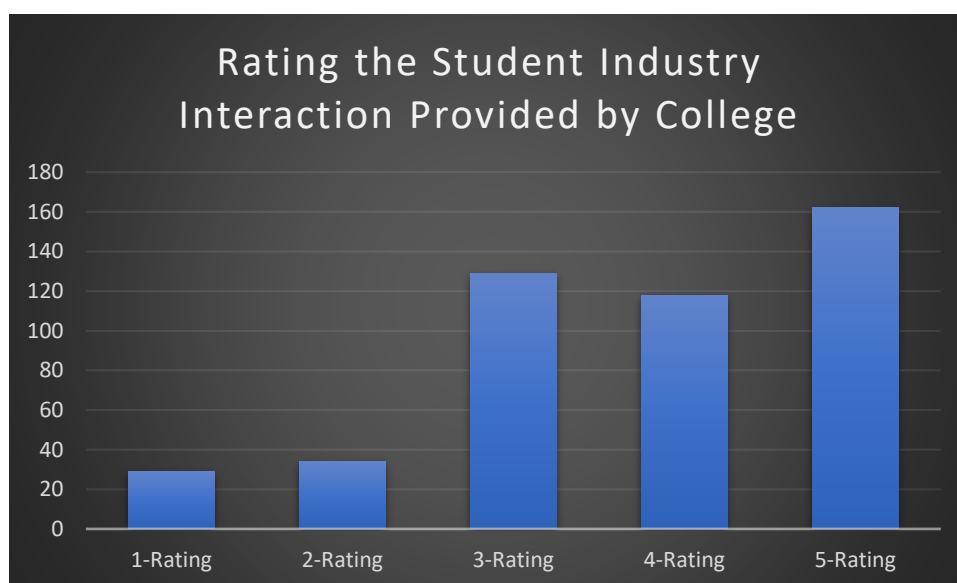
The ratings for the motivation created by the syllabus for pursuing higher education or research reflect a mixed reception among respondents. While there are notable frequencies of higher ratings, particularly 4 and 5, with 126 and 168 respectively, there are also significant frequencies of lower ratings, particularly 1 and 2, with 23 and 40 respectively. The average rating of 4 suggests a moderate level of motivation instilled by the syllabus, indicating that a substantial portion of the audience finds it effective in inspiring pursuit of higher education or research endeavors. However, the presence of lower ratings underscores the importance of further evaluation and potential adjustments to ensure that the syllabus adequately stimulates and supports students' aspirations for academic and research pursuits.



**Rating the Student Industry Interaction Provided by College**

| Rating         | Frequency |
|----------------|-----------|
| 1-Rating       | 29        |
| 2-Rating       | 34        |
| 3-Rating       | 129       |
| 4-Rating       | 118       |
| 5-Rating       | 162       |
| Average Rating | 4         |

The ratings for the student-industry interaction provided by the college reveal a generally positive perception among respondents. While there are frequencies of higher ratings, particularly 4 and 5, with 118 and 162 respectively, there are also significant frequencies of lower ratings, particularly 1 and 2, with 29 and 34 respectively. The average rating of 4 suggests that the majority of the student body finds the interaction beneficial and conducive to their professional development. However, the presence of lower ratings indicates areas for improvement, suggesting the need for further evaluation and enhancement to ensure that the interactions effectively bridge the gap between academia and industry, thereby better preparing students for their future careers.





### **Suggestion**

- Need a change in syllabus
- There should be greater focus on developing practical skills.
- There can be more societies with more circular activities.
- College should provide more focus towards digital marketing.
- Inclusion of media research society