



DELHI INSTITUTE OF ADVANCED STUDIES

Plot No. 6, Sector-25, Rohini, Delhi-110085
 Re-Accredited with 'A' Grade by NAAC
 (Approved by AICTE & Affiliated with GGSIP University for B.Com(H), BBA, MBA & MBA (FM) Programmes)
 (An ISO 9001:2015 Certified Institution)



FACULTY FEEDBACK

Faculty members play a pivotal role in fostering academic excellence and contribute significantly to the intellectual, professional, and personal development of students. Beyond traditional classroom teaching, they actively engage in research, academic mentoring, curriculum development, professional development, and institutional initiatives, thereby contributing to a vibrant, innovative, and dynamic academic ecosystem.

The Institute encourages faculty members to actively contribute to digital and online education by developing high-quality online learning content and serving as course coordinators for SWAYAM courses offered through the GGSIPU Online Centre for Distance and Online Education (CDOE). Such opportunities enable faculty to expand their academic outreach, leverage digital pedagogies, and contribute to flexible and technology-enabled learning. Faculty members are also encouraged to integrate online resources and contemporary digital tools into their teaching practices to enhance student engagement and learning outcomes.

The University has constituted a Curriculum Development Committee involving faculty members. Faculty participation in syllabus design, review, and revision ensures that academic programmes remain relevant, contemporary, and aligned with emerging industry requirements, professional expectations, and evolving academic standards. Their inputs help strengthen the integration of practical knowledge, emerging technologies, and industry-oriented skills within the curriculum. Faculty members receive strong institutional support for effective teaching and professional growth, including access to modern teaching aids, digital resources, and educational technologies that facilitate innovative and effective classroom delivery. The Institute encourages continuous professional development through participation in Faculty Development Programmes (FDPs), seminars, conferences, workshops, webinars, and other academic enrichment activities, both as participants and as resource persons or organizers. These opportunities enable faculty members to remain updated with emerging developments in their respective disciplines and adopt contemporary teaching-learning practices.

In addition to academic support, the Institute provides a well-maintained and conducive physical infrastructure, including fully equipped classrooms, dedicated faculty cubicles, clean and hygienic restrooms, and safe drinking-water facilities. These provisions create a comfortable, secure, and productive work environment, enabling faculty members to discharge their teaching, research, mentoring, and institutional responsibilities effectively.

Overall, the Institute's emphasis on faculty participation, digital learning, curriculum development, continuous professional development, and supportive infrastructure reflects its commitment to empowering faculty members and strengthening the quality and effectiveness of the teaching-learning process.



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ACTION TAKEN

The Institute has undertaken focused measures to strengthen faculty development and enhance the quality of teaching and learning. Faculty members are encouraged to develop online learning content and serve as Course Coordinators for SWAYAM courses offered through GGSIPU Online CDOE, which has enhanced their digital competencies and strengthened the availability of technology-enabled learning resources. Faculty participation in curriculum development and revision has been strengthened to ensure greater alignment with emerging industry requirements and academic standards, thereby improving the relevance and contemporary nature of academic programmes. The provision of modern teaching aids, ICT-enabled facilities, and digital resources has enabled faculty to adopt more innovative, interactive, and student-centric teaching practices. Regular encouragement and support for participation in FDPs, seminars, conferences, workshops, and webinars have enhanced faculty knowledge, professional competencies, and exposure to emerging developments in their disciplines. Continuous maintenance of well-equipped classrooms, dedicated faculty cubicles, hygienic restrooms, and safe drinking-water facilities has provided a comfortable and conducive work environment, supporting faculty productivity and effective academic engagement. Collectively, these actions have resulted in enhanced faculty capabilities, greater adoption of digital and innovative pedagogies, more responsive curricula, and an improved teaching-learning environment.



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ANALYSIS OF EMPLOYERS' FEEDBACK (STUDENTS')

Employer feedback was collected from organizations including CITI Corp, Ameriprise Financial, JLL, and AXA XL regarding the performance of placed students and the Institute's efforts to bridge the industry-academia gap. Employers appreciated DIAS's structured academic programmes, soft-skills training, career counselling, and professional placement processes. They particularly highlighted students' communication skills, confidence, career clarity, adaptability, discipline, teamwork, and positive attitude. Based on this feedback, the Institute has further strengthened industry-oriented training, soft-skills development, career counselling, interview preparation, and placement readiness initiatives, while continuing to enhance coordination and communication with recruiters. The Placement Cell has also used employer inputs to align recruitment preparation more closely with workplace expectations. These actions have contributed to improved student employability, workplace readiness, professional skills, and industry preparedness, while strengthening employer confidence in DIAS students and promoting stronger and more meaningful industry-academia linkages.

ACTION TAKEN REPORT:

Employer feedback was collected from CITI Corp, Ameriprise Financial, JLL, and AXA XL regarding students' performance and industry readiness. Based on the feedback, the Institute strengthened soft-skills training, communication and interview preparation, career counselling, and placement readiness activities. Employer inputs are used to identify skill gaps and refine training interventions. The impact is monitored through student participation, employer feedback, recruitment outcomes, and placement performance. Positive feedback on students' communication, confidence, adaptability, teamwork, and professional conduct indicates improved workplace readiness and stronger industry-academia alignment.