

Jesus and Mary College

University of Delhi
Chanakyapuri, New Delhi - 110021

Accredited by NAAC with A+ Grade



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STAKEHOLDERS FEEDBACK REPORT

2021-22

Feedback Forms:

Name of Document	Link to Document
Students Feedback Form	https://docs.google.com/forms/d/1FUHI62RQynLtV5PI0xaUWNN9B24Tnr7ITZpXe2D2SwQ/viewform?ts=5d1ee854&edit_requested=true
Teachers' Feedback to the College	https://docs.google.com/forms/d/e/1FAIpQLSf8kuiiVP3AozhRq0T_Sv8JBPEnJ62IGBRmpsIkhePbYztBjw/viewform
Alumni Feedback Form	https://docs.google.com/forms/d/e/1FAIpQLSeunYsEjXn_4LFjXCr_uBdP_TDFqfUggjejjR_rmV893ectIeA/viewform
Employer Feedback Form	https://docs.google.com/forms/d/e/1FAIpQLSegiE6FoxwyPWbZ2y_mM10h1c-h7H0g-IXXlJPZpGSdUkMQsdg/viewform



STUDENT FEEDBACK FOR FACULTY AND COLLEGE

FEEDBACK REPORT

Insights:

I. Faculty Performance:

A detailed report has been sent to all the Departments of the College regarding this section.

II. Syllabus, its Transaction and the Institution:

1. On a scale of 1-5, 1 being 'Not Relevant', and 5 being 'Very Relevant', how is the syllabus that you are studying relevant to fulfilment of your career and personal goals?

5.7% of respondents rated the relevance of the syllabus to fulfillment of career and personal goals as '1' and '2'.

16.7% of respondents rated the relevance of the syllabus to fulfillment of career and personal goals as '3'.

77.6 % of respondents rated the relevance of the syllabus to fulfillment of career and personal goals as '4' and '5'.

2. Any feedback that you would want to give with regards to the syllabi?

Summary of Responses:

The following major points can be gleaned from the collation of the responses above:

- A good proportion of responses have expressed their satisfaction with the current pedagogical environment and learning opportunities that the college provides. They have appreciated the interdisciplinary approach that the college and its faculty adopt.

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- Some students have requested for more field experiences, hands-on learning, skill development, and more professionally oriented programmes given the dynamic needs of the job market.
 - A few respondents have requested for enhancement of placement opportunities and guidance on future career options to aid field selection.
3. **83.7 %** of respondents graded the academic environment of the college as ‘excellent’, and “very good”, **13.6%** of the respondents graded the academic environment of the college as “good”, and **2.7 %** of the respondents graded the academic environment of the college as “average”.
 4. **95.2 %** of respondents stated that classes “always” and “often” happened regularly in college, while **4%** of respondents stated that classes “sometimes” happened regularly in college, and **0.8%** of respondents stated that classes “rarely” happened regularly in college.
 5. **54.3%** of respondents stated that “yes” the library was well-stocked with primary and secondary study material for students, while **9.9 %** of respondents stated that “no” the library was not well-stocked with primary and secondary study material for students, and **35.8%** of respondents belonged to the “maybe” and “cannot say” categories.
 6. **76%** of respondents stated that “yes” college provided ample co-curricular opportunities for holistic development, while **5%** of respondents stated that “no” the college did not provide ample co-curricular opportunities for holistic development, and **19%** of respondents belonged to the “maybe” and “cannot say” categories.
 7. **61%** of respondents stated that “yes” the department assembly provides an effective platform to inculcate team spirit and a sense of belonging, while **10.2 %** of respondents stated that “no” the department assembly did not provide an effective platform to inculcate team spirit and a sense of belonging, and **28.7%** of respondents belonged to the “maybe” and “cannot say” categories.

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8. **69.2 %** of respondents stated that “yes” the administrative staff is transparent in their conduct and helpful to students, while **6.9%** of respondents stated that “no” the administrative staff was not transparent in their conduct and helpful to students, and **23.9 %** of respondents belonged to the “maybe” and “cannot say” categories.

9. **81.5 %** of respondents stated that classrooms and basic amenities are “always” and “often” regularly cleaned and well-maintained in college, while **13 %** of respondents stated that classrooms and basic amenities are “sometimes” regularly cleaned and well-maintained in college, and **5.5 %** of respondents stated that classrooms and basic amenities are “rarely” regularly cleaned and well-maintained in college.

10. **12.1 %** of respondents stated that “yes” they had experienced institutional discrimination at JMC, while **79.8 %** of respondents stated that “no” they had not experienced institutional discrimination at JMC, and **8.1 %** of respondents belonged to the “cannot say” category.

11. **49.4%** of respondents stated that “yes” they thought JMC had an effective grievance redressal mechanism in place for students, while **8.5 %** of respondents stated that “no” they did not think that JMC had an effective grievance redressal mechanism in place for students, and **42.2%** of respondents were “not aware” if JMC had an effective grievance redressal mechanism in place for students.

12. **78%** of respondents stated that “yes” they were satisfied with the safety frameworks for students within the college premises, while **5.1%** of respondents stated that “no” they were not satisfied with the safety frameworks for students within the college premises, and **16.9 %** respondents were “not aware” of safety frameworks for students within the college premises.

13. Suggest some steps that can be implemented by the college to enhance the overall learning experience of the students.

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Summary of Responses:

The responses received from the students can be broadly divided across the following categories:

- A majority of responses have expressed their satisfaction with the measures adopted by the college to enhance the pedagogical environment and ensure that it is in sync with the global standards.
- A few responses have requested for a greater integration of technology in the curriculum to make learning experience of students more comprehensive and nuanced.
- Testing of creative and analytical acumen in assessments would enhance the teaching-learning process.
- Some students have expressed a desire for frequent career counselling sessions so that they have more knowledge about their post-collegiate professional options.





TEACHERS' FEEDBACK FOR COLLEGE

FEEDBACK REPORT

I. Syllabus and ICT Support

1. On a scale of 1-5, 1 being 'Not Relevant; and 5 being 'Very Relevant,' rate the relevance of the current syllabus of the course(s) to contemporary trends in the discipline.

40% of respondents rated the relevance of the current syllabus of the course(s) to contemporary trends in the discipline as '5'.

55.8% of respondents rated the relevance of the current syllabus of the course(s) to contemporary trends in the discipline as '4'.

8.8% of respondents rated the relevance of the current syllabus of the course(s) to contemporary trends in the discipline as '3'.

2. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

- Many respondents have expressed that since the syllabus has been recently changed with LOCF in 2019, it responds to the contemporary trends in the discipline and the curriculum attempts to utilise the skills of the students to meet the dynamic requirements of the job market.
- The interdisciplinary nature of the syllabus gives a lot of scope for a nuanced approach to class room teaching and makes the learning environment more enjoyable.
- A few respondents feel that there is still some scope for incorporation of higher order learning in curriculum, compulsory internships and research based projects



3. 77% of respondents stated that 'Yes', the syllabus responds to the emerging research and practical application needs of the field, 9.7% respondents stated that 'No' the syllabus does not respond to the emerging research and practical application needs of the field, while 13.3% of respondents stated that they 'Cannot Say' whether the syllabus responds to the emerging research and practical application needs of the field.

4. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' rate the contribution of the ICT (Information and Communications Technology) facilities in JMC in creating a technologically upgraded pedagogical environment.

25.7% of respondents rated the contribution of the ICT (Information and Communications Technology) facilities in JMC in creating a technologically upgraded pedagogical environment as '5'.

39.8% of respondents rated the contribution of the ICT (Information and Communications Technology) facilities in JMC in creating a technologically upgraded pedagogical environment as '4'.

27.4% of respondents rated the contribution of the ICT (Information and Communications Technology) facilities in JMC in creating a technologically upgraded pedagogical environment as '3'.

5.3% of respondents rated the contribution of the ICT (Information and Communications Technology) facilities in JMC in creating a technologically upgraded pedagogical environment as '2'.

1.8% of respondents rated the contribution of the ICT (Information and Communications Technology) facilities in JMC in creating a technologically upgraded pedagogical environment as '1'.

5. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

Majority of respondents have expressed their satisfaction with the college's performance in creating a technologically advanced learning environment.



6. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied' rate the college's efforts to prepare the teaching staff to utilize the technological framework.

36.3% of respondents rated the college's efforts to prepare the teaching staff to utilize the technological framework as '5'.

43.4% of respondents rated the college's efforts to prepare the teaching staff to utilize the technological framework as '4'.

14.2 % of respondents rated the college's efforts to prepare the teaching staff to utilize the technological framework as '3'.

5.3 %of respondents rated the college's efforts to prepare the teaching staff to utilize the technological framework as '2'.

0.9 % of respondents rated the college's efforts to prepare the teaching staff to utilize the technological framework as '1'.

7. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

- Most of the respondents strongly feel that the IT Team of the college is very attentive to the needs of the teachers and technical assistance is easily accessible.
- A few respondents feel that though Workshops and FDPs have been conceptualized from time to time to train faculty members in ICT usage, but their frequency could be increased and more follow up sessions could be organized so that faculty members can reformulated their teaching methodologies accordingly.

8. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied' rate the availability of primary and secondary online and physical study material for students and teachers in the college library.

20.4% of respondents rated the availability of primary and secondary online and physical study material for students and teachers in the college library as '5'.



48.7% of respondents rated the availability of primary and secondary online and physical study material for students and teachers in the college library as '4'.

28.3% of respondents rated the availability of primary and secondary online and physical study material for students and teachers in the college library as '3'.

0.9% of respondents rated the availability of primary and secondary online and physical study material for students and teachers in the college library as '2'.

1.8% of respondents rated the availability of primary and secondary online and physical study material for students and teachers in the college library as '1'.

9. The respondents gave the following reasons for the aforementioned rating:

Summary of responses

- Most of the respondents have expressed satisfaction with the availability of primary and secondary online and physical study material for students and teachers in the college library and feel that the College library is well stocked and regularly updated.
- A good proportion of respondents find the library staff to be very helpful and cooperative in procuring new, relevant books and catalogues.
- Some of the respondents have suggested that the library should give a training workshop to the students and teachers so that they can easily navigate through digital material and access relevant journals.

II. Professional Environment

10. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied' rate the conduct of the JMC leadership with regard to transparency and support.

63.7% of respondents rated the conduct of the JMC leadership with regard to transparency and support as '5'.



29.2% of respondents rated the conduct of the JMC leadership with regard to transparency and support as '4'.

5.3 % of respondents rated the conduct of the JMC leadership with regard to transparency and support as '3'.

1.8 % of respondents rated the conduct of the JMC leadership with regard to transparency and support as '2'.

11. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

- Most of the respondents are fairly satisfied with the conduct of JMC leadership with regard to transparency and support and believe that the atmosphere is very teacher-friendly and allows sufficient space to discuss their issues.
- A few members have expressed concern about efficiency but by and large there seems to be a consensus that the leadership is approachable and practices a policy of compassion, empathy and transparency.

12. 5.7% of the respondents stated that 'Yes' they have faced institutional discrimination at JMC, while 88.5% stated that 'No' they have not faced any institutional discrimination. The remaining 5.8% of respondents stated that they 'Cannot Say.'

13. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied' rate the grievance redressal mechanism for members of the teaching community at JMC.

46.9% of respondents rated the grievance redressal mechanism for members of the teaching community at JMC as '5'.

31% of respondents rated the grievance redressal mechanism for members of the teaching community at JMC as '4'.



16.8 % of respondents rated the grievance redressal mechanism for members of the teaching community at JMC as '3'.

3.5 % of respondents rated the grievance redressal mechanism for members of the teaching community at JMC as '2'.

1.8 % of respondents rated the grievance redressal mechanism for members of the teaching community at JMC as '1'.

14. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

- Majority of the respondents have expressed satisfaction with the way grievances are dealt with and have commended the functioning of Internal Complaints Committee for timely resolution of problems.
- Some of the respondents have expressed their inability to comment on this owing to their lack of firsthand experience with the grievance redressal mechanisms in the college.
- A few respondents have requested for improvement in the way grievance redressal bodies operate in the college.

15. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' rate the efficiency and behaviour of the employees of the administrative department in their dealing with teachers and students.

69.9 % of respondents rated the efficiency and behaviour of the employees of the administrative department in their dealing with teachers and students as '5'.

25.7% of respondents rated the efficiency and behaviour of the employees of the administrative department in their dealing with teachers and students as '4'.

2.7% of respondents rated the efficiency and behaviour of the employees of the administrative department in their dealing with teachers and students as '3'.



1.8 % of respondents rated the efficiency and behaviour of the employees of the administrative department in their dealing with teachers and students as '2'.

16. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

- Most of the respondents are satisfied with the demeanor of the administrative staff and find them helpful, courteous and cooperative.
- Most of the respondents have found their social transactions with the employees of the administrative department to be pleasant, productive and prompt.

17. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' rate the efficiency and behaviour of the employees of the accounts department in their dealings with teachers and students:

69% of respondents rated the efficiency and behaviour of the employees of the accounts department in their dealings with teachers and students as '5'.

27.4% of respondents rated the efficiency and behaviour of the employees of the accounts department in their dealings with teachers and students as '4'.

9.7% of respondents rated the efficiency and behaviour of the employees of the accounts department in their dealings with teachers and students as '3'.

1.8% of respondents rated the efficiency and behaviour of the employees of the accounts department in their dealings with teachers and students as '2'.

18. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

Most of the respondents are favourably predisposed towards the employees of the accounts department and have not experienced any problems per se in their dealings with them.



19. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' rate the inclusion of divergent opinions in various institutional bodies like Governing Body, Staff Council and Staff Association.

45.1 % of respondents rated the inclusion of divergent opinions in various institutional bodies like Governing Body, Staff Council and Staff Association as '5'.

42.5 % of respondents rated the inclusion of divergent opinions in various institutional bodies like Governing Body, Staff Council and Staff Association as '4'.

10.6 % of respondents rated the inclusion of divergent opinions in various institutional bodies like Governing Body, Staff Council and Staff Association as '3'.

0.9 % of respondents rated the inclusion of divergent opinions in various institutional bodies like Governing Body, Staff Council and Staff Association as '2'.

0.9 % of respondents rated the inclusion of divergent opinions in various institutional bodies like Governing Body, Staff Council and Staff Association as '1'.

20. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

- Most of the respondents believe that the institutional bodies are very accommodative of a variety of opinions and decision making is usually done after long deliberations in a democratic manner.
- A few respondents have stated that diverse opinions are permitted to be expressed but are sometimes not taken into cognizance while making decisions.

III. Academic and Research Environment

21. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' rate the quality of 'job satisfaction' offered by JMC.

54.9% of respondents rated the quality of 'job satisfaction' offered by JMC as '5'.

38.9% of respondents rated the quality of 'job satisfaction' offered by JMC as '4'.



4.4 % of respondents rated the quality of 'job satisfaction' offered by JMC as '3'.

1.8% of respondents rated the quality of 'job satisfaction' offered by JMC as '2'.

22. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

- Most of the respondents have expressed satisfaction with the work profile, reward structure and culture of the organization.
- Most of the respondents also think that the social climate of the college enables a healthy teaching-learning process that significantly contributes to job satisfaction.
- It has also been foregrounded in the responses that the college has always supported the rights of the young staff and should continue to maintain that legacy by protecting their interests.

23. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' rate the 'Opportunities for Personal and Professional Growth' at JMC.

40.4% of respondents rated the 'Opportunities for Personal and Professional Growth' at JMC as '5'.

39.5% of respondents rated the 'Opportunities for Personal and Professional Growth' at JMC as '4'.

14% of respondents rated the 'Opportunities for Personal and Professional Growth' at JMC as '3'.

4.4% of respondents rated the 'Opportunities for Personal and Professional Growth' at JMC as '2'.

1.8% of respondents rated the 'Opportunities for Personal and Professional Growth' at JMC as '1'.



24. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

- Most of the responses have expressed satisfaction with the availability of options for professional growth given the constraints of college teaching.
- A few respondents have requested for improvements like the establishment of Research Centre in the college.

25. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' rate the 'Academic Freedom' available in the college.

57.5% of respondents rated the 'Academic Freedom' available in the college as '5'.

30.1% of respondents rated the 'Academic Freedom' available in the college as '4'.

11.5% of respondents rated the 'Academic Freedom' available in the college as '3'.

0.9% of respondents rated the 'Academic Freedom' available in the college as '2'.

26. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

- Most of the respondents have expressed contentment with the availability of academic freedom and feel that they are able to innovate within the framework of prescribed syllabus and organize events for enhancing the process of learning.
- Most of the respondents believe that they have sufficient freedom to re-orient their pedagogical tools in the interest of students.

27. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' rate the 'Departmental Environment' at JMC.

59.3% of respondents rated the 'Departmental Environment' at JMC as '5'.

29.2% of respondents rated the 'Departmental Environment' at JMC as '4'.



7.1% of respondents rated the 'Departmental Environment' at JMC as '3'.

3.5% of respondents rated the 'Departmental Environment' at JMC as '2'.

0.9% of respondents rated the 'Departmental Environment' at JMC as '1'.

28. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

- A vast majority of responses have expressed that the Departmental Environment is congenial and participative and colleagues share a good rapport with each other.
- Diverse perspectives are respected and difference of opinion is resolved in an amicable manner by adhering to professional ethics and values.

29. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' rate the 'Workload' that is taught.

67.3% of respondents rated the 'Workload' that is taught as '5'.

25.7% of respondents rated the 'Workload' that is taught as '4'.

6.2% of respondents rated the 'Workload' that is taught as '3'.

0.9% of respondents rated the 'Workload' that is taught as '2'.

30. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

A vast majority of respondents have expressed that the workload is as per UGC norms, preferences in terms of papers are respected, and they feel contented with the papers that they are assigned to teach.



31. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' rate the kind of 'Timetables' that are created here.

57.5% of respondents rated the kind of 'Timetables' that are created here as '5'.

31% of respondents rated the kind of 'Timetables' that are created here as '4'.

8.8% of respondents rated the kind of 'Timetables' that are created here as '3'.

1.8% of respondents rated the kind of 'Timetables' that are created here as '2'.

0.9% of respondents rated the kind of 'Timetables' that are created here as '1'.

32. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

- Most of the respondents feel that their slot preferences are given due consideration by the time table committee and have expressed satisfaction with the timetable that they are assigned to teach.
- While most responses are of the opinion that timetables are student and teacher friendly, a few responses have specified that long-gaps in between lectures are an issue at times.

33. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' rate the kind of 'Conferences and Faculty Development Programmes' that are organized in the College.

28.1% of respondents rated the kind of 'Conferences and Faculty Development Programmes' that are organized in the College as '5'.

43.9% of respondents rated the kind of 'Conferences and Faculty Development Programmes' that are organized in the College as '4'.

21.9% of respondents rated the kind of 'Conferences and Faculty Development Programmes' that are organized in the College as '3'.



4.4% of respondents rated the kind of 'Conferences and Faculty Development Programmes' that are organized in the College as '2'.

1.8% of respondents rated the kind of 'Conferences and Faculty Development Programmes' that are organized in the College as '1'.

34. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

- Most of the respondents have expressed satisfaction with the kind of conferences and FDPs that are organized by the college and have found them relevant and beneficial for their academic growth.
- A few responses have highlighted a need to increase the frequency of these conferences and FDPs.

35. 45.1% of Teachers stated that 'Yes' they have filled the downloadable Self-Assessment Form for Teachers (PDF) available on the JMC Website, while 54.9% of Teachers stated that 'No' they have not filled the form on the website.

36. 56.7% of Teachers stated that 'Yes' filling the Self-Assessment Form aided their professional growth as an educator, 5% stated that 'No' the form did not aid their professional growth while 38.3% stated that they 'cannot say.'

37. The respondents gave the following suggestions for the college to encourage and facilitate research-oriented projects by teachers:

Summary of Responses

The requisite ICT and physical infrastructure must be made available for the teachers to carry out their work efficiently. Following this, suggestions like conducting more workshops, seminars, and conferences to widen the field for teachers to contribute,



creating an administratively amenable environment (reorienting workloads, giving duty leave, facilitating research grants) to ensure research does not get completely sidelined by teaching, allowing for a collaborative space wherein young teachers can learn from the experience of the senior teachers etc. have also been offered as potentially enabling research methodologies.

38. The respondents stated that that they needed support in the following ways from the institution to fulfil their professional goals:

Summary of Responses

- Some of the respondents have highlighted the need for providing Duty Leaves to teachers for attending conferences and FDPs for upgradation of their knowledge base.
- Apart from this, some of the respondents have requested for more research opportunities and better infrastructural facilities like faculty reading room with computer and printer.

IV. Infrastructural Factors

39. On a scale of 1 to 5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied' rate the landscaping of the college premises.

87.6% of respondents rated the landscaping of the college premises as '5'.

10.6% of respondents rated the landscaping of the college premises as '4'.

1.8% of respondents rated the landscaping of the college premises as '3'.

40. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

Most of the responses have highlighted that the landscaping of the college is very aesthetically done and creates a congenial environment for teaching-learning process.

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41. **84.1%** of respondents stated that 'Yes' JMC's infrastructure is inclusive and responds to the needs of different stakeholders, **3.5%** of respondents stated that 'No', JMC's infrastructure is not inclusive and does not respond to the needs of different stakeholders while **12.4%** of respondents stated that they 'Cannot Say.'

42. **94.7%** respondents stated that 'Yes' the college is safe for students and faculty, **1.3%** of respondents stated that 'No', it is not a safe space while **4%** of respondents stated that they 'Cannot Say' whether the college is a safe space for students and faculty.

43. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied' rate the hygiene and cleanliness of the classrooms and basic amenities in the college.

48.2 % of respondents rated the hygiene and cleanliness of the classrooms and basic amenities in the college as '5'.

35.1% of respondents rated the hygiene and cleanliness of the classrooms and basic amenities in the college as '4'.

11.4% of respondents rated the hygiene and cleanliness of the classrooms and basic amenities in the college as '3'.

4.4% of respondents rated the hygiene and cleanliness of the classrooms and basic amenities in the college as '2'.

0.9% of respondents rated the hygiene and cleanliness of the classrooms and basic amenities in the college as '1'.

44. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

A vast majority of the responses have expressed their satisfaction with the hygiene and cleanliness of the classroom and availability of basic amenities in the college premises.



45. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied' rate the lifts and fire security management within the College premises.

58.8% of respondents rated the lifts and fire security management within the College premises as '5'.

28.1% of respondents rated the lifts and fire security management within the College premises as '4'.

8.8% of respondents rated the lifts and fire security management within the College premises as '3'.

3.5% of respondents rated the lifts and fire security management within the College premises as '2'.

0.9% of respondents rated the lifts and fire security management within the College premises as '1'.

46. The respondents gave the following reasons for the aforementioned rating:

Summary of Responses

A good majority of responses have expressed satisfaction with the existing condition of lifts and fire security management within the college premises while others have requested for lift operators.

47. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied' rate the food quality and hygiene standard maintained by the canteen at JMC.

24.6% of respondents rated the food quality and hygiene standard maintained by the canteen at JMC as '5'.

31.6% of respondents rated the food quality and hygiene standard maintained by the canteen at JMC as '4'.

29.8% of respondents rated the food quality and hygiene standard maintained by the canteen at JMC as '3'.

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9.6% of respondents rated the food quality and hygiene standard maintained by the canteen at JMC as '2'.

4.4% of respondents rated the food quality and hygiene standard maintained by the canteen at JMC as '1'.

48. The respondents gave the following reasons for the aforementioned rating:

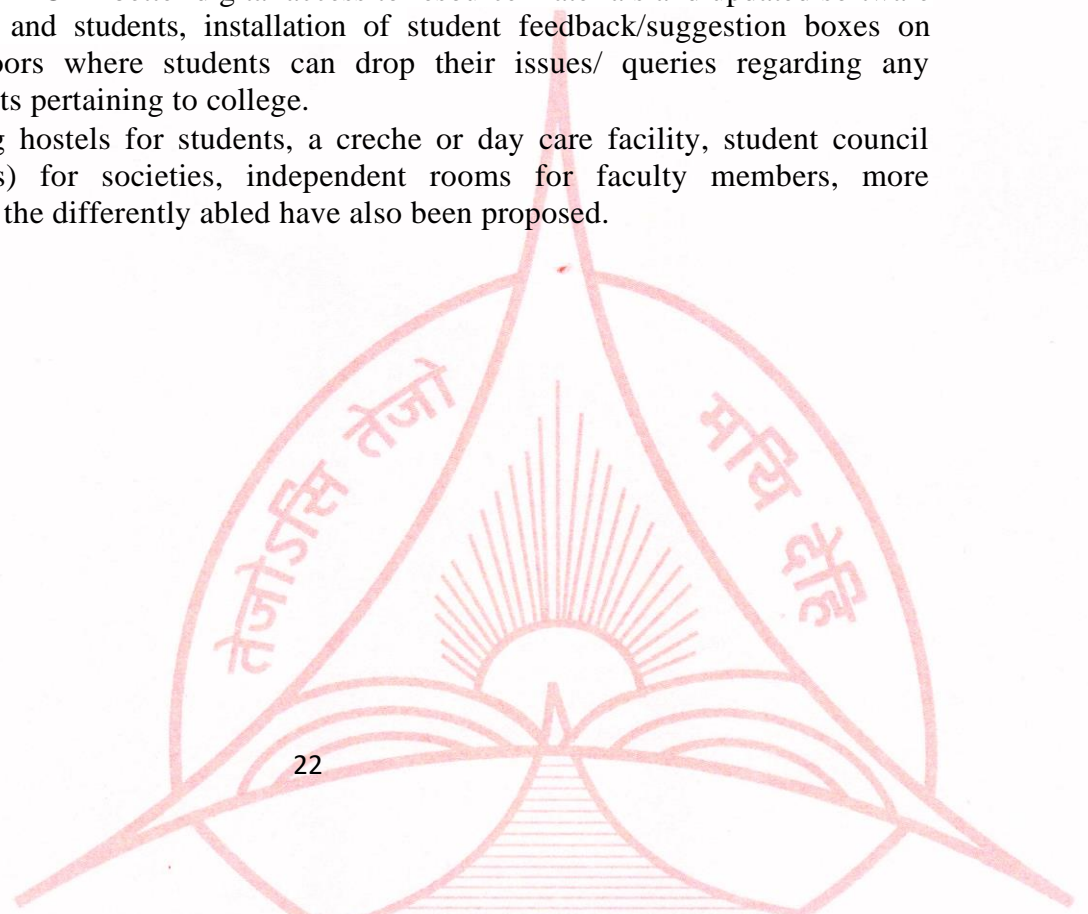
Summary of Responses

Some of the respondents have expressed their satisfaction with the hygiene and food quality maintained by the college canteen while others feel that there is a need to upgrade and have requested for improvement.

49. The respondents gave the following suggestions for improvement in the college:

Summary of Responses

- Some of the respondents have requested support for more research opportunities, upgradation in ICT - better digital access to resource materials and updated software for teachers and students, installation of student feedback/suggestion boxes on different floors where students can drop their issues/ queries regarding any improvements pertaining to college.
- Establishing hostels for students, a creche or day care facility, student council room/room(s) for societies, independent rooms for faculty members, more facilities for the differently abled have also been proposed.





ALUMNI'S FEEDBACK FOR COLLEGE AND INSTITUTION

FEEDBACK REPORT

I. Impact of Syllabus and its Transaction on Post-College Experience

1. **11.5%** of respondents stated that 'Yes,' they have attended alumni events at the college since they graduated, while **87.8%** of respondents stated that 'No,' they have not attended any alumni events at the college after their graduation.
2. **78.6%** of respondents stated that 'Yes', the college administration has been helpful in educational dealings post their graduation, while **7%** of respondents stated that 'No,' the college administration has not been helpful, and **14.5%** of respondents belonged to the 'Cannot Say' category.
3. **87%** of respondents stated that 'Yes', the college has positively contributed to their personal and professional growth, while **3%** of the respondents stated that 'No' the college did not have any such bearing on their personal and professional trajectory. **10 %** of respondents stated that 'Maybe' the college has contributed to their overall growth.
4. **52.6%** of respondents rated the relevance of the syllabi offered at college as 'Excellent' (32.8%) and 'Very Good' (19.8%) for their current job profile, while **28.2%** of respondents rated the relevance as 'Good', and **19.1%** of respondents rated the relevance as 'Average.'
5. **89.3%** of respondents stated that 'Yes' the college has provided them with a good foundation to cultivate leadership qualities and a sense of social responsibility, while **2.3%** of respondents stated that 'No', the college has not provided them with such a foundation, and **8.4%** of respondents belonged to the 'Cannot Say' category.

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6. **89.3%** of respondents stated that 'Yes', the college has inculcated a sense of community in them, while **3%** of the respondents stated that 'No', the college has not done that. **7.6%** of respondents stated that they 'Cannot Say' whether the college has inculcated any sense of community in them.

7. Suggestions for the college for strengthening the alumni network:

Summary of Responses:

- A vast majority of the suggestions are oriented towards organizing more alumni meetings and maintaining a strong alumni database where the JMC graduates can keep updating their social and professional profiles and stay connected with the college.
- Some responses have highlighted a need for the college to keep a track of the career graphs of the alumni so that it could collaborate with them to conceptualize sessions and workshops on different subjects to help students cultivate their innate potential and channelize it in the right direction.
- Given the power of social media, one suggestion has emphasized a need to harness the popularity of digital platforms and come up with interesting programmes that can help the alumni to bond with each other.

II. College Experience

8. **91.6%** of respondents stated that 'Yes' the college provided a stimulating academic environment for them during their period of undergraduate study, while **1.3%** of respondents stated that 'No', the college did not provide them with any such environment. **7.1%** of respondents stated that they 'Cannot Say' whether the college provided them with a stimulating environment during their period of undergraduate study.
9. **58.8 %** of respondents stated that the syllabus at the college 'Always' (20.6%) and 'Often' (38.2%) bridged the gap between theoretical knowledge and its practical application, while **41.2%** of respondents were divided across the 'Sometimes' (35.9%) and 'Rarely' (5.3 %) categories.

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10. **81.7%** of respondents stated that 'Yes', the college provided enough opportunities for pursuing extracurricular interests, while **9.9 %** of respondents stated 'No', the college did not offer such opportunities, and **8.4 %** of respondents stated that they 'Cannot Say' whether the college provided enough opportunities for pursuing extracurricular interests.

11. **18.3 %** of respondents stated that 'Yes', the placement cell of the college provided them with sufficient on-campus placement opportunities and career guidance, while **40.5 %** of respondents stated that 'No.' the college did not provide them with sufficient opportunities and career guidance. **41.3 %** of respondents were divided across the 'Maybe' and 'Cannot Say' categories.

12. Suggestions for measures that can be implemented by the college to enhance the learning experience of students for their holistic development:

Summary of Responses:

- A major proportion of suggestion is premised upon re-working the existing teaching methodologies and incorporating more practical exposure and hands-on experience in the curriculum so that students are ready to face the challenges of the job market.
- Another set of suggestions is oriented towards holding more workshops, field trips, pre-placement training, good internship opportunities, foreign exchange programmes for a holistic development of students.



EMPLOYER FEEDBACK FOR COLLEGE

FEEDBACK REPORT

Insights:

1. How satisfied are you with the student's work performance in each of these areas (Please mark the candidate as 'Excellent', 'Very Good', 'Good', 'Average', or 'Poor')

Communication Skills

50% of the respondents rated the JMC students' communication skills as 'excellent' while the other 50% rated the JMC students' communication skills as 'average'.

Contribution in Development of Organization

50% of the respondents rated the JMC students' contribution in development of organization as 'very good' while the other 50% rated the JMC students' contribution in development of organization as 'average'.

Leadership Qualities

50% of the respondents rated the JMC students' leadership qualities as 'very good', while the other 50% of the respondents rated the JMC students' leadership qualities as 'poor'.

Initiative, Drive and Independent Thinking

All of the respondents rated the JMC students' initiative, drive and independent thinking as 'good' and 'average'.

Developing Practical Solutions to Workplace Problems

50% of the respondents rated the JMC students' ability to develop practical solutions to workplace problems as 'good' while the other 50% of the respondents rated the JMC students' ability to develop practical solutions to workplace problems as 'average'.

Teamwork

All of the respondents rated the JMC students' teamwork as either 'good' or 'average'.

Planning and Organization Skills

All of the respondents rated the JMC students' planning and organization skills as either 'good' or 'average'.

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Willingness to Learn and Explore New Opportunities

All of the respondents rated the JMC students' willingness to learn and explore new opportunities as either 'very good' or 'good'.

Punctuality

50% of the respondents rated the JMC students' punctuality as 'excellent' while the other 50% of the respondents rated the JMC students' punctuality as 'average'.

2. Are there any specific comments that you would like to make regarding the academic training, syllabus, practical exposure, and hands-on experience of the JMC students?

Summary of Responses:

Respondents suggested an increased social media presence of the Placement Cell of the college so as to help both recruiters and students to make a more informed choice.

3. Would you prefer to recruit more JMC students in the future?

All respondents stated that they would prefer to recruit more JMC students in the future.

