



STAKEHOLDERS FEEDBACK REPORT

2022-23

Student Feedback For Faculty And College Feedback Report

Insights:

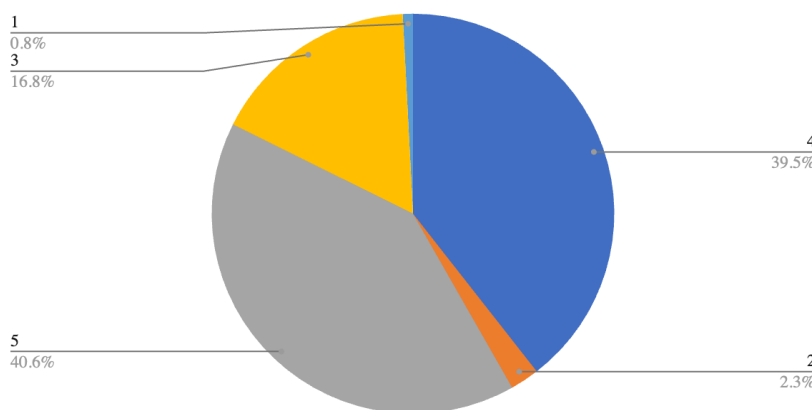
I. Faculty Performance:

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

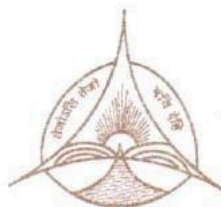
II. Syllabus, its Transaction and the Institution:

1. On being asked to 'quantify how the syllabus being studied is relevant to the fulfillment of their career and personal goals', the students gave a positive response, indicating that majority of the students felt that the syllabus was highly relevant and fulfilling.

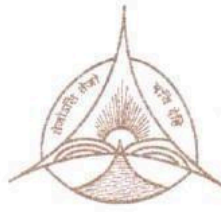
On a scale of 1-5, 1 being 'Not Relevant', and 5 being 'Very Relevant', how is the syllabus that you are studying relevant to fulfillment of y...



80.1 % of respondents rated the relevance of the syllabus to fulfillment of career and personal goals as '4' and '5', indicating highly relevant and fulfilling. **16.8%** of respondents rated the relevance of the syllabus to fulfillment of career and personal goals as '3', indicating moderately relevant and 3. Few students indicated the scope for improvement (**0.8% and 2.3%** of respondents rated the relevance of the syllabus to fulfillment of career and personal goals as '1' and '2' respectively.)

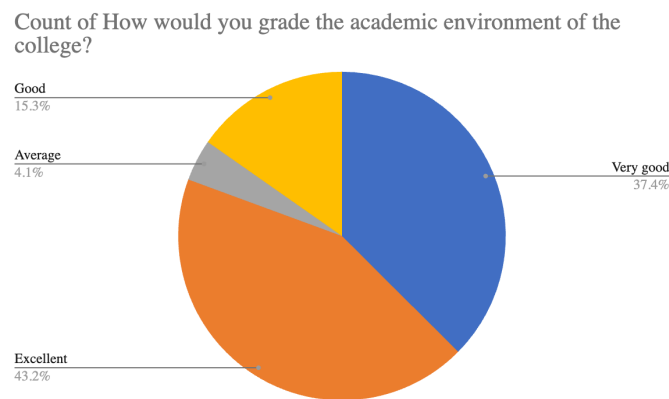


2. When the students were asked for their feedback regarding the syllabi, the data provided by them were collected and analyzed. The following details were inferred from them :
- The majority of students expressed satisfaction with the syllabus, describing it as interesting, informative, and well-structured.
 - Teachers were commended for ensuring the timely completion of the syllabus, with a focus on understanding all concepts.
 - Students acknowledged the alignment of the syllabus with their career goals, particularly for those preparing for competitive exams such as UPSC.
 - Positive feedback was given regarding the syllabus providing practical skills, accompanied by requests for more real-life applications for each topic.
 - Some students highlighted the usefulness of the syllabus in gaining insights into life and human resource management.
 - The structure of the syllabus was positively recognized, guiding students effectively through the course.
 - Creative Writing and Programming with Python, were highly appreciated for being 'interesting and engaging'.
 - Students appreciated the holistic approach of the syllabus, covering a variety of relevant topics.
 - The use of technology, especially suggestions to integrate tools like Google Docs and Sheets for practical applications, was positively received.
 - Specific positive comments were made on topics like learning about creating stories and films, indicating the relevance of the content.
 - Beginner-friendly subjects, such as Python programming, received positive feedback for being well-structured.
 - Students acknowledged that the syllabus contributed to the fulfillment of both career and personal goals.
 - There was positive feedback on the inclusion of practical aspects, emphasizing the importance of application-based learning.
 - Teachers received appreciation for providing clear explanations, contributing to a

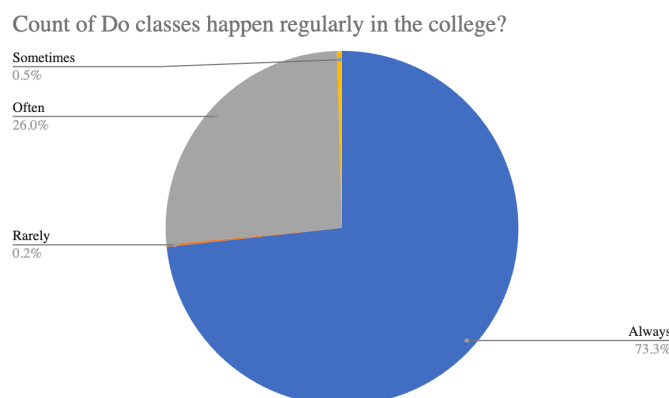


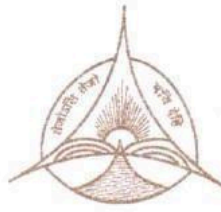
positive learning experience.

- o. These statements largely show the positive impact of the syllabi on the academic journey of students. Scope for improvement were also indicated.
3. While being asked about grading the academic environment of the college, the majority of respondents (80.6%) positively rated the academic environment of the college, with 15.3% grading it as "good" and only a few (4.1%) considering it "average."



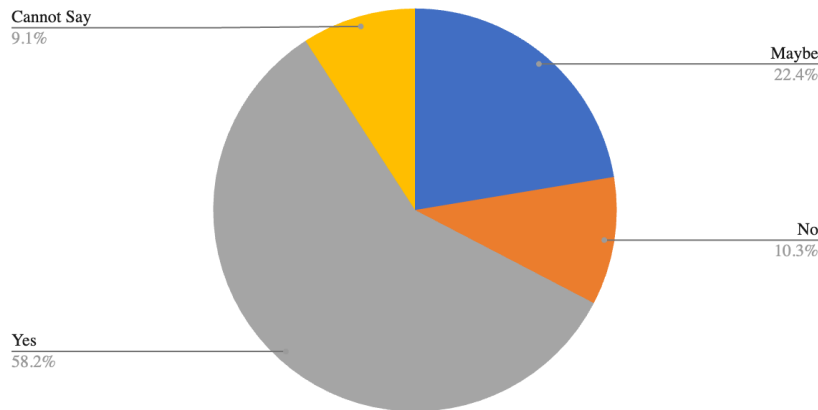
4. While being asked if classes take place regularly, the majority of respondents (99.3%) reported that classes in the college "always" or "often" occurred regularly, while a small percentage (0.5%) indicated that classes "sometimes" happened regularly, and an even smaller percentage (0.2%) mentioned that classes "rarely" occurred regularly.



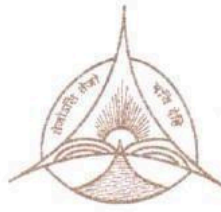


5. When asked about the state of the college library and if it was well-stocked with primary and secondary study materials for students, **58.2%** of respondents stated that “yes” the library was well-stocked with primary and secondary study material for students, while **10.3 %** of respondents stated that “no” the library was not well-stocked with primary and secondary study material for students, and **22.4% and 9.1%** of respondents belonged to the “maybe” and “cannot say” categories.

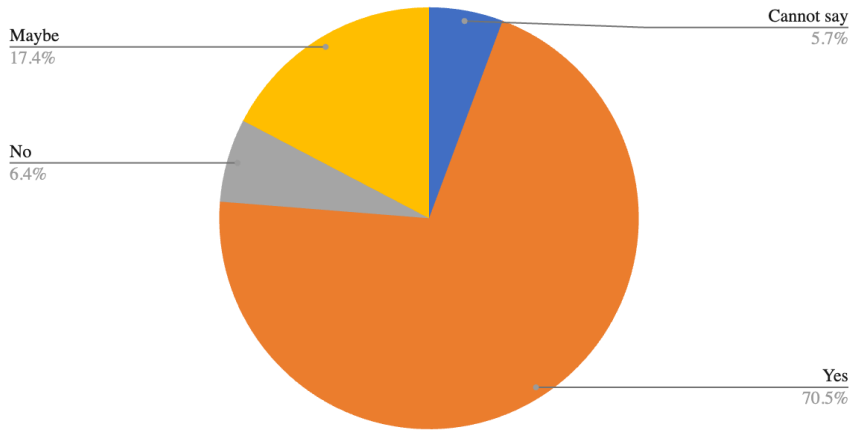
Count of Do you think the college library is well-stocked with primary and secondary study material for students?



6. When asked if college was able to provide ample opportunities for co-curricular and holistic development, a substantial majority of respondents (70.5%) acknowledged that the college indeed offered abundant co-curricular opportunities for holistic development, highlighting positive sentiments. Conversely, a small percentage (6.4%) expressed that college could further improve its co-curricular opportunities. Additionally, 17.4% and 5.7% of respondents fell into the "maybe" and "cannot say" categories, respectively.

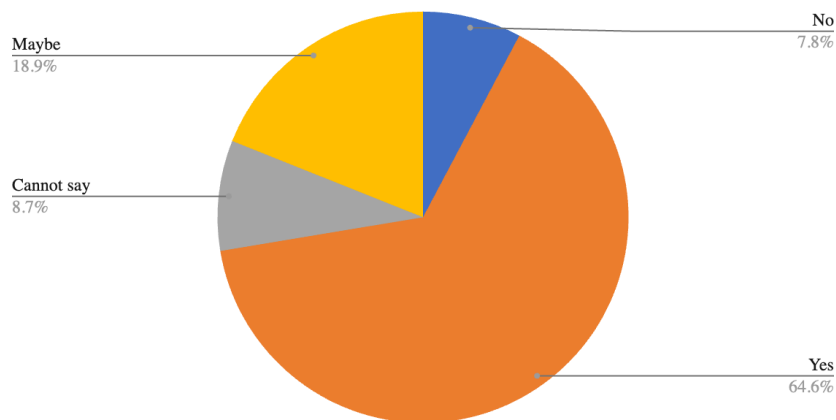


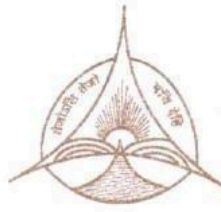
Count of Do you think the college provides ample co-curricular opportunities for holistic development?



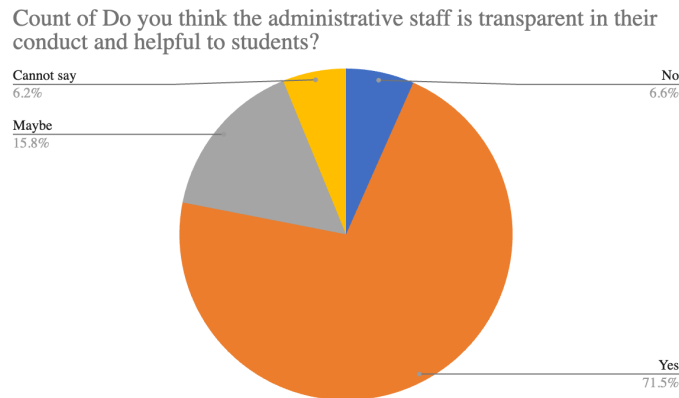
7. When students were asked if the department assembly provides an effective platform to inculcate team spirit and a sense of belonging, a notable majority of respondents (64.6%) affirmed that the department assembly serves as an effective platform for fostering team spirit and a sense of belonging, emphasizing positive perceptions. Conversely, a small percentage (7.8%) expressed a contrasting viewpoint, stating that the department assembly needs to improve in providing an effective platform for these purposes. Additionally, 27.6% of respondents fell into the "maybe" and "cannot say" categories.

Count of Do you think the department assembly provides an effective platform to inculcate team spirit and a sense of belonging ?

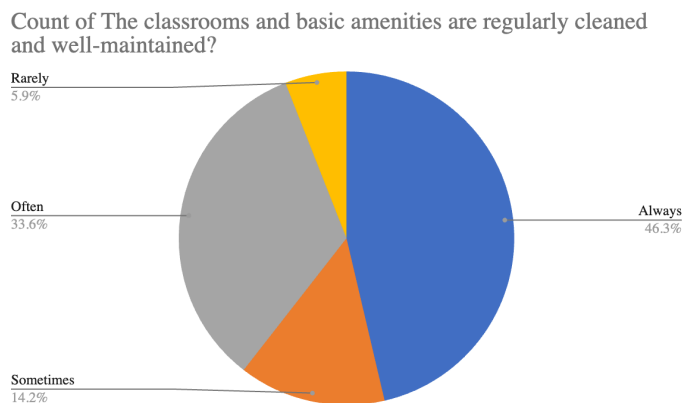


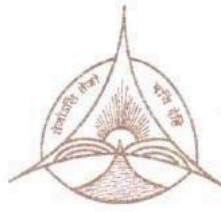


8. When asked if the administrative staff is transparent in their conduct and helpful to the students, a significant majority of respondents (71.5%) positively acknowledged that the administrative staff is transparent in their conduct and helpful to students, highlighting satisfaction with their assistance. In contrast, a minority (6.6%) indicated a perceived need for improvement. Additionally, 15.8% and 6.2% of respondents, responded neutrally with "maybe" and "cannot say" categories, respectively.



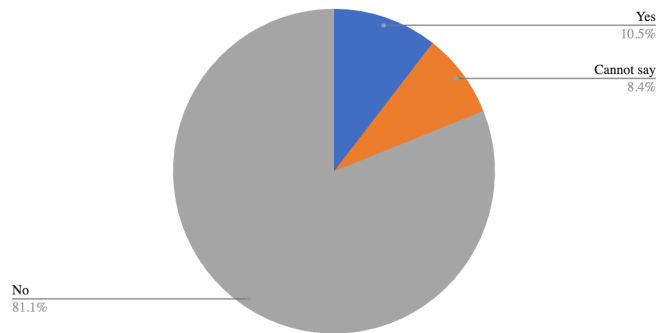
9. When asked if the classrooms and basic amenities are regularly cleaned and well maintained, a notable proportion of respondents (79.9%) indicated that classrooms and basic amenities in the college are "always" and "often" regularly cleaned and well-maintained, emphasizing positive feedback regarding cleanliness. However, a minority (14.2%) mentioned that these facilities are "sometimes" regularly cleaned and well-maintained, while a smaller percentage (5.9%) expressed concerns, stating that they are "rarely" in good condition.





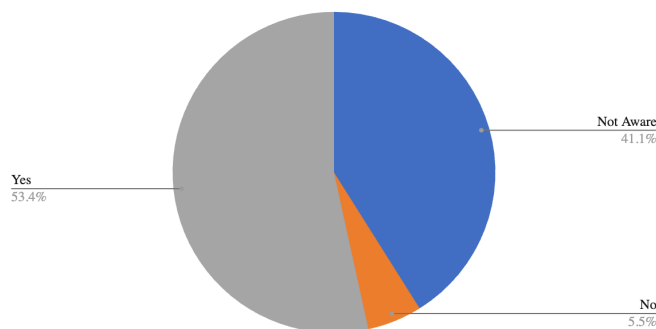
10. When asked if students had experienced institutional discrimination of any kind at JMC, An overwhelming majority of respondents (81.1%) reported that they had not experienced institutional discrimination at JMC, reflecting a positive sentiment regarding the absence of such issues. However, a minority (10.5%) has indicated need for improvement, while a small percentage (8.4%) fell into the "cannot say" category.

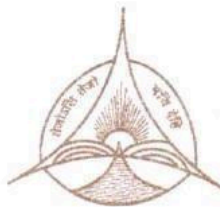
Count of Have you ever experienced institutional discrimination of any kind at JMC?



11. When asked if they think JMC has an effective grievance redressal mechanism in place for students, a significant majority of respondents (53.4%) expressed confidence in JMC's effective grievance redressal mechanism for students, indicating positive perceptions of the institution's ability to address concerns. However, a smaller percentage (5.5%) held the opinion that JMC needs to improve its grievance redressal mechanism. Additionally, 41.1% of respondents stated they were "not aware" if JMC had such a mechanism in place.

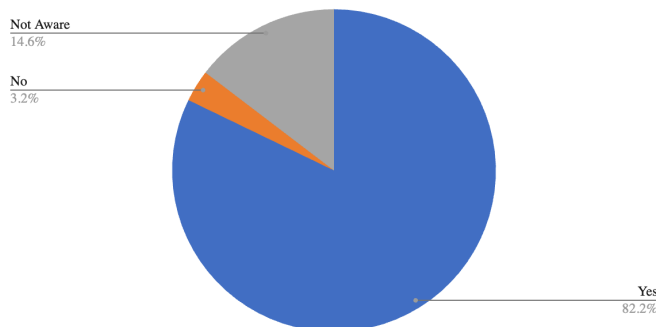
Count of Do you think JMC has an effective grievance redressal mechanism in place for students?





12. When asked if the students were satisfied with the safety frameworks for them within the college premises, an overwhelming majority of respondents (82.2%) expressed satisfaction with the safety frameworks for students within the college premises, highlighting positive sentiments regarding the security measures in place. A small percentage (3.2%) highlighted the scope for improvement with the safety frameworks, while 14.6% of respondents stated they were "not aware" of the safety frameworks for students within the college premises.

Count of Are you satisfied with the safety frameworks for students within the college premises?



13. When asked to suggest some steps that can be implemented by the college to enhance the overall learning experience of the students, the students provided detailed feedback, which suggested the following:

- An extension of library hours until 6 pm was proposed, recognizing the need for outstation students in PG accommodations to have extended study hours.
- The students had recommended creating a dedicated corner in the college library for students from diverse backgrounds, with an enriched collection of books related to the marginalized community, including classics.
- Students appreciated the availability of societies for personality improvement and suggested equipping every classroom with a projector for an enhanced learning experience.
- The students expressed the need for a faster resolution of queries and grievances, emphasizing the importance of a responsive administration.
- There was an advocacy for the appointment of more proficient and student-friendly

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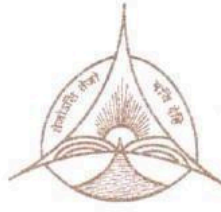
रा.मू.प्र.प. द्वारा 'ए+' ग्रेड मान्यता प्राप्त

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professors, aiming for a smoother academic experience.

- f. Concerns were raised about academic pressures hindering participation in societies and departmental activities, impacting holistic development.
- g. The need for more practical sessions and reduced academic demands was highlighted to allow students to engage in other activities and research.
- h. Suggestions were made for improvements such as better cleanliness, additional western toilet seats, and the elimination of discrimination among various departments.
- i. Proposals were put forward for better hygiene, including the installation of sanitary pad vending machines and improved restroom cleanliness.
- j. Students recommended an equal distribution of assignment weightage throughout the semester to alleviate the burden during exam periods.
- k. A request was made for fixing projectors for better utilization of online content and providing Wi-Fi access for educational purposes.
- l. Students expressed a preference for evenly spread-out classes throughout the week, avoiding double or consecutive lectures.
- m. Advocacy was made for inclusive society participation without the need for interviews, ensuring every student can join based on their interests.
- n. Students encouraged more co-curricular activities, providing students with opportunities to explore their interests and careers.
- o. Students proposed improvements in the feedback mechanism, allowing them to express positive views on specific teachers while addressing concerns about the overall college experience.
- p. Suggestions were made to expand the library collection, especially for UPSC CSE aspirants, and add more books in both English and Hindi.
- q. Advocacy was made for considerations for outstation students to ensure a more supportive learning environment.
- r. Proposals were put forward for the implementation of better mechanisms for the academic development of students.

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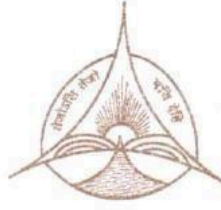
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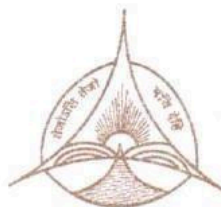
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- s. Students suggested steps for the development of those facing challenges in English speaking, emphasizing the need for support.
- t. A recommendation was made to add new computers or laptops in computer labs for an improved learning experience.

These statements reflect the constructive suggestions offered by the students to enhance their overall learning experience.

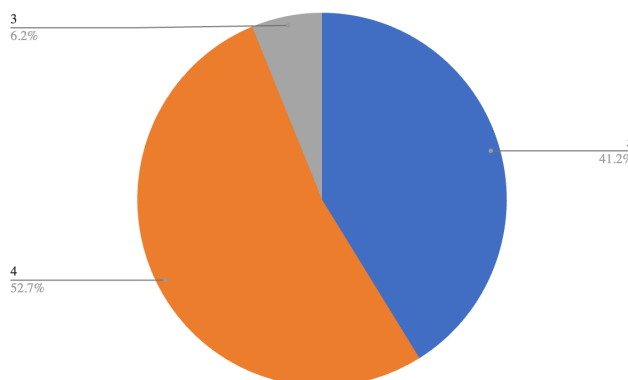


Teachers' Feedback For College

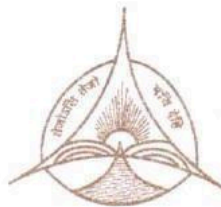
Feedback Report

I. Syllabus and ICT Support

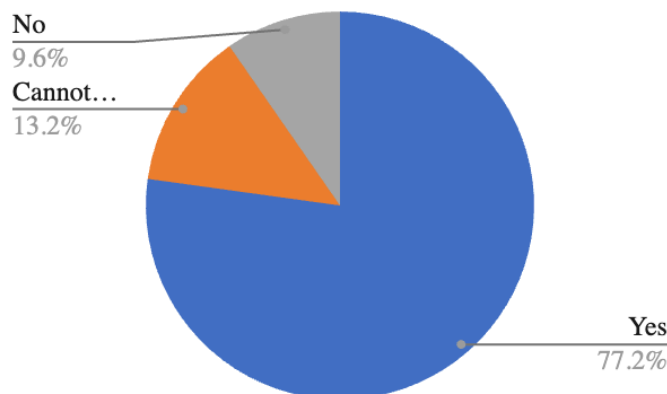
1. The students were asked to rate the relevance of the current syllabus of the course(s) to contemporary trends in the discipline on a scale of 1-5, 1 being 'Not Relevant; and 5 being 'Very Relevant,'. A substantial percentage of respondents (41.2%) rated the relevance of the current syllabus of the course(s) to contemporary trends in the discipline as the highest score, indicating a strong perception of alignment with current developments. Additionally, a majority (52.7%) gave a rating of '4', signifying a generally positive view of the syllabus's relevance. A smaller percentage (6.2%) rated the relevance as '3', suggesting a minor subset found it less aligned with contemporary trends.

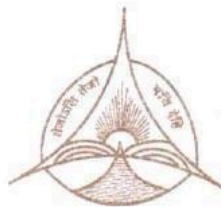


2. When asked about the reasons for the aforementioned rating, the following reasons for provide :
 - a. Teachers generally provided positive feedback regarding the relevance of the current syllabus to contemporary trends in their respective disciplines. Many emphasized the importance of regular revisions to align with the evolving business environment and technological advancements. Satisfaction was expressed with historical papers, underscoring their significance in understanding cultural evolution and international relations. Positive remarks focused on the syllabus incorporating practical aspects, linking to the real world, and providing a holistic learning experience for students.

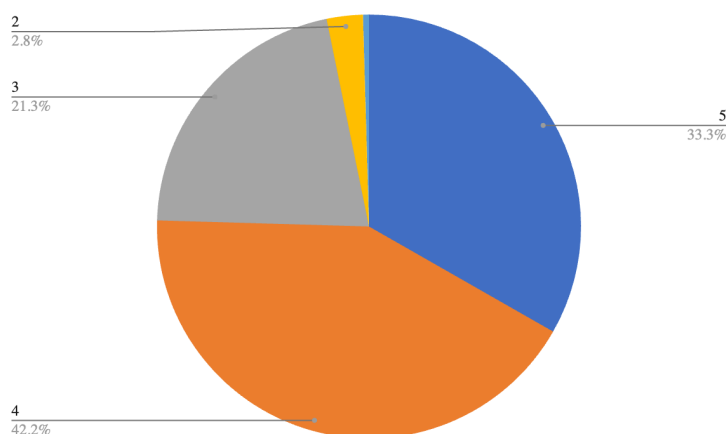


- b. Improvement suggestions included revising reading lists, incorporating works by contemporary scholars, and enhancing the application-oriented approach in certain courses. Calls for more diverse subjects and a market-oriented curriculum, especially in business-related courses, were noted. Some teachers advocated for greater flexibility in readings and pedagogy.
- c. While some acknowledged recent revisions and additions to the syllabi, others highlighted the need for further updates, particularly in areas like technology, neuropsychology, and contemporary social practices. Overall, the responses indicated a balance of satisfaction with the current syllabi and a recognition of the ongoing need for improvement to meet the dynamic needs of education and industry.
3. When teachers were asked if the syllabus responds to the emerging research and practical application needs of the field, a significant majority of respondents (77.2%) positively affirmed that the syllabus responds to the emerging research and practical application needs of the field, indicating a strong perception of alignment with current industry and research trends. A minority (9.6%) expressed a contrasting opinion, stating that the syllabus does not address these emerging needs. Additionally, 13.2% of respondents fell into the "Cannot Say" category regarding whether the syllabus responds to the emerging research and practical application needs of the field.

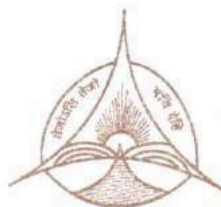




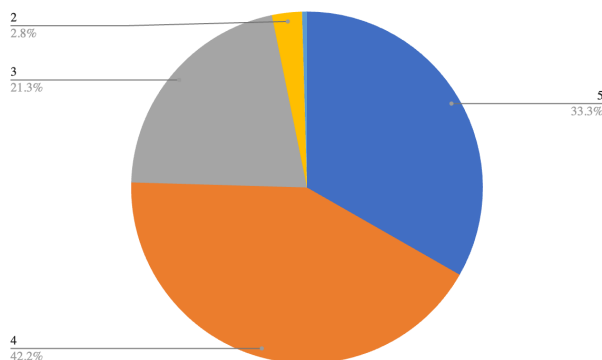
4. When asked to rate the contribution of the ICT (Information and Communications Technology) facilities in JMC in creating a technologically upgraded pedagogical environment on a scale of 1-5, a substantial portion of respondents (42.2%) gave a rating of '4' to the contribution of the ICT (Information and Communications Technology) facilities in JMC for creating a technologically upgraded pedagogical environment, indicating a positive perception of their impact. Additionally, 21.3% rated the contribution as '3', reflecting a moderate level of satisfaction. A smaller percentage (2.8%) rated it as '2', suggesting a minor subset expressed a less favorable opinion about the technological upgrade in the pedagogical environment.



5. Thus, the majority of teachers have expressed their satisfaction with the college's performance in creating a technologically advanced learning environment.
6. When asked to rate the college's efforts to prepare the teaching staff to utilize the technological framework on a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied', a significant percentage of respondents (45%) gave a top rating of '5' to the college's efforts in preparing the teaching staff to utilize the technological framework, indicating high satisfaction with these initiatives. Additionally, 42% rated these efforts as '4', suggesting a substantial majority had a positive view of the college's initiatives in this regard. A smaller percentage (10.3%) gave a rating of '3', indicating a moderate level of satisfaction, while only 2.6% rated the efforts as '2', representing a minor subset expressing a less favorable opinion about the college's preparation of teaching staff for

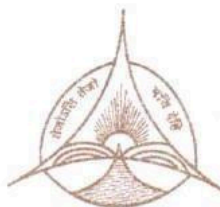


technological utilization.

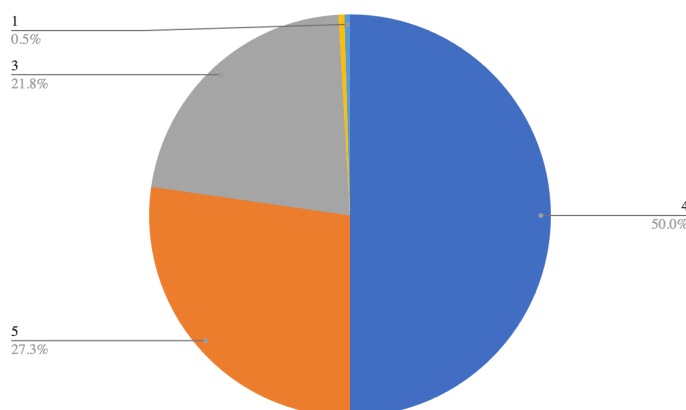


7. The respondents gave the following reasons for the aforementioned rating:

- Teachers acknowledge areas for improvement, including the need for more improvement in the library facilities.
- Positive feedback is given for workshops, training sessions, and Faculty Development Programs (FDPs), with teachers appreciating the efforts to keep them informed about technological advancements.
- There was a need for more seminars and workshops which was expressed, specifically focusing on research methodologies and technical skills enhancement.
- Commendation is expressed for the college's genuine attempts to enable faculty in effective ICT utilization, along with positive steps like regular initiatives and orientation programs.
- Varied opinions exist on training needs, while most teachers expressed satisfaction, others emphasize the need for more streamlined efforts and basic technology training, especially for older faculty members
- Some teachers feel well-supported in technological integration, while others highlight a need for skill training among certain faculty members regarding technology operations.
- Continuous efforts by the college to enhance technological know-how receive positive recognition, with a desire for more workshops to further improve skills.
- Specific suggestions include improving the Environmental Science Laboratory and enhancing printout facilities for research and development.



- i. Overall, the institution is positively recognized for continuous efforts in orienting faculty through webinars, workshops, and other initiatives.
8. When the teachers were asked to rate the availability of primary and secondary online and physical study material for students and teachers in the college library, on a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied', a notable percentage of respondents (27.3%) gave the highest rating of '5' to the availability of primary and secondary online and physical study material for students and teachers in the college library, indicating a high level of satisfaction. Additionally, a majority of respondents (50%) rated this availability as '4', suggesting a substantial positive sentiment towards the resources provided. A smaller percentage (21.8%) gave a rating of '3', indicating a moderate level of satisfaction, while only 0.5% rated the availability as '1', representing a very small subset expressing scope for improvement with the study material resources in the college library.



9. The teachers gave the following reasons for the aforementioned rating :
- The college library is well-regarded, offering a rich collection of both physical and online resources for students and faculty.
 - Opinions on online subscriptions vary, with some expressing satisfaction and others noting the need for improvements.
 - Overall, there is contentment with the ready access to teaching materials, although specific requests are made to enhance collections in certain subjects like Hindi.
 - Suggestions are made for better access to online journals, databases, and

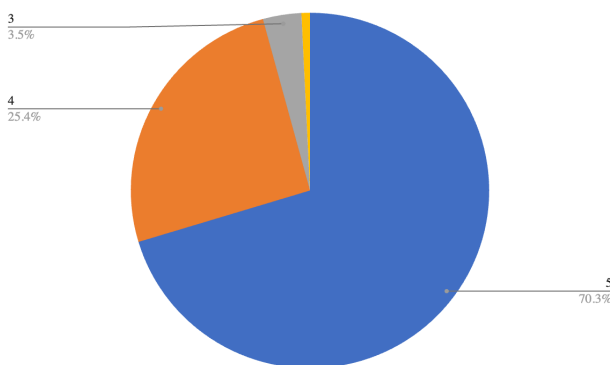


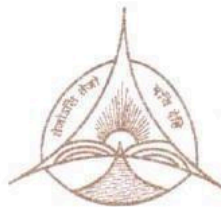
- e-resources, along with training workshops for students and faculty.
- e. Requests are made to add more online journals, software, and books to the library, addressing specific needs like Sage access and foreign language literature.
 - f. Usage of online resources is diverse, with some facing challenges and others expressing satisfaction, particularly with the continuous updates provided by the college.
 - g. The library staff receives positive feedback for their resourcefulness and supportiveness.
 - h. There is a positive outlook, anticipating continuous updates and access to additional journals, despite challenges in ordering limited foreign language books due to cost.

In essence, while there is general satisfaction with the library, there are targeted recommendations for improvements and additions to further enhance the overall learning experience.

II. Professional Environment

1. When asked to rate the conduct of the JMC leadership with regard to transparency and support on a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied', a significant majority of respondents (70.3%) gave the highest rating of '5' to the conduct of the JMC leadership regarding transparency and support, indicating a strong positive perception. Additionally, 25.4% rated the leadership's conduct as '4', reflecting a substantial portion with a positive view. A smaller percentage (3.5%) rated the conduct as '3', suggesting a minor subset expressed a moderate level of satisfaction.





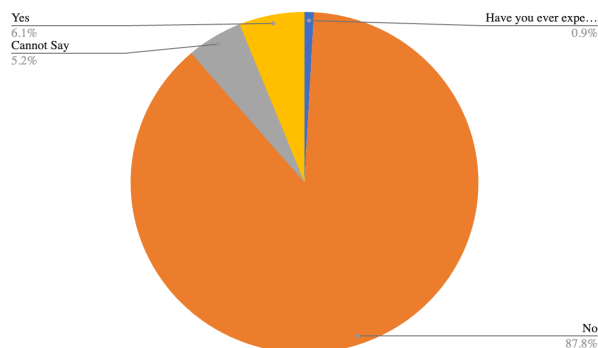
2. When asked for reasons for the aforementioned rating, it was found that:

- a. The majority of responses express positive views about the accessibility, transparency, and supportiveness of the college leadership, including the principal and senior staff.
- b. Specific commendations include the leadership being hardworking, transparent, goal-oriented, supportive, proactive, and empathetic.
- c. Faculty members appreciate the responsiveness of the administration to queries and concerns, highlighting the approachability and cooperation of authorities.
- d. Some concerns are raised regarding administrative workload and the need for better communication and flexibility, especially in the context of implementing the National Education Policy (NEP) and overlapping semesters.
- e. Transparency and support in administrative processes are seen as satisfactory overall, with a few specific suggestions for improvement, such as uniform application of rules and better communication on certain issues.
- f. The faculty generally feels informed and supported by the college leadership, fostering a professional and efficient working environment.

In summary, the responses indicate an overall positive perception of the college leadership, with a few specific areas identified for improvement in administrative processes and communication.

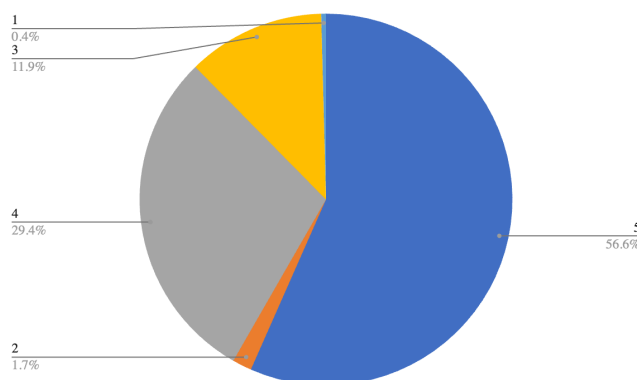
3. When asked if the teachers have faced institutional discrimination at JMC, a vast majority of respondents (87.8%) stated that they have not faced any institutional discrimination, indicating a high level of perceived fairness within the institution. In contrast, a small percentage (6.1%) affirmed need for improvement.

Additionally, 5.2% of respondents indicated uncertainty, stating that they 'Cannot Say' whether they have faced institutional discrimination.

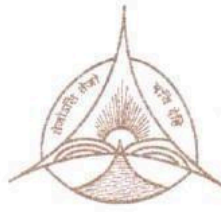




4. When asked to rate the grievance redressal mechanism for members of the teaching community at JMC on a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied', a substantial majority of respondents (56.6%) gave the highest rating of '5' to the grievance redressal mechanism for members of the teaching community at JMC, indicating a high level of satisfaction with the process. Additionally, (29.4%) rated the mechanism as '4', reflecting a significant positive sentiment. A smaller percentage (11.9%) gave a rating of '3', indicating a moderate level of satisfaction, while only 1.7% rated it as '2', and 0.4% rated it as '1', suggesting a minor subset expressing lower levels of satisfaction with the grievance redressal mechanism.



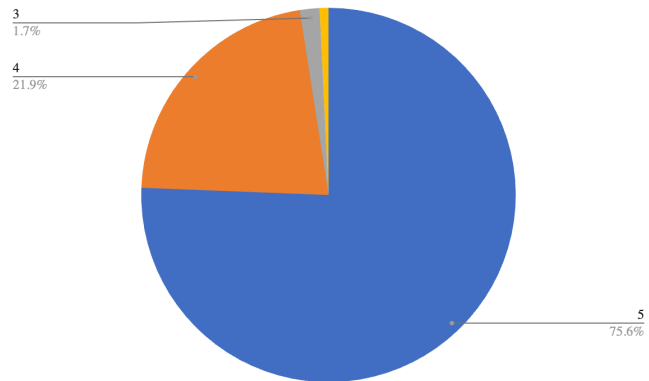
5. A summary of the responses indicate the following :
- Overall, the responses suggest a varied range of experiences with the grievance redressal system.
 - Some faculty members appreciate the prompt and effective handling of grievances, noting that the institution takes such matters seriously.
 - Positive feedback includes satisfaction with the quick response and empathy from the head of the institution, as well as the perception of a strong grievance cell.
 - A few respondents acknowledge the existence of a formal grievance redressal mechanism and express contentment with its functioning.
 - Alongside, there are recommended suggestions for improvements, such as the need for a more liberal and decentralized grievance system.



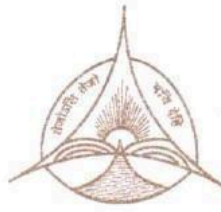
- f. Some respondents mention not having faced any problems or grievances, leading to a lack of personal experience with the redressal mechanism.
- g. Specific concerns are raised about the lack of certain statutory committees, potentially impacting the effectiveness of the grievance redressal process.
- h. The need for a proactive response to issues related to service conditions, promotions, and the dynamics of ad-hoc tenures is highlighted.
- i. The grievance cell's effectiveness is emphasized in handling complaints for both students and faculty.

In summary, while there are positive experiences with the grievance redressal system, there are also calls for improvement and considerations about the need for a more comprehensive and decentralized approach. The absence of personal grievances among some faculty members is notable, and the importance of addressing systemic issues, such as the formation of statutory committees, is highlighted.

6. When asked to rate the efficiency and behaviour of the employees of the administrative department in their dealing with teachers and students, on a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied', a significant majority of respondents (75.6%) gave the



highest rating of '5' to the efficiency and behavior of the employees in the administrative department in their dealings with teachers and students, indicating a high level of satisfaction. Additionally, 21.9% rated the efficiency and behavior as '4', reflecting a substantial positive sentiment. A smaller percentage (1.7%) gave a rating of '3', suggesting a minor subset expressing a moderate level of satisfaction with the efficiency and behavior of administrative department employees in their interactions with teachers and students.



7. A summary of the reasoning for the aforementioned rating indicated :

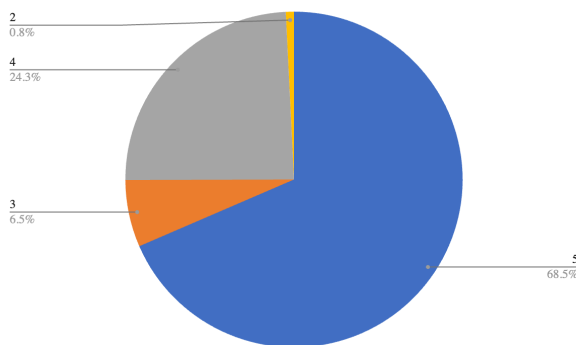
- a. The majority of responses express positive views toward the administrative staff, citing them as helpful, efficient, and cooperative.
- b. There are commendations for the cordial and respectful behavior of the administrative staff, both towards colleagues and students.
- c. Some respondents appreciate the professionalism of the administrative staff but note occasional delays in dealing with paperwork related to teaching staff, which is seen as undervaluing their contributions.
- d. A call for more support staff exclusively for meeting department needs is mentioned, indicating a desire for more resources to enhance administrative efficiency.
- e. There is acknowledgment of the challenges faced by the administrative department, such as staff shortages impacting their workload.
- f. Despite some critiques about efficiency, there is an overall positive sentiment, with terms like "courteous," "respectful," and "supportive" used to describe the administrative staff.
- g. The need for a more organic relationship between administrative staff, teachers, and students is highlighted in a few responses.
- h. While there are suggestions for improvements and critiques, the general tone is one of satisfaction and appreciation for the administrative staff's efforts.

In summary, the responses reflect a mix of positive feedback and constructive criticism, emphasizing the essential role played by the administrative staff while also acknowledging areas for potential improvement.

8. When asked to rate the efficiency and behaviour of the employees of the accounts department in their dealings with teachers and students on a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' a significant majority of respondents (68.5%) gave the highest rating of '5' to the efficiency and behavior of the employees in the accounts

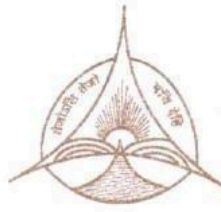


department in their dealings with teachers and students, indicating a high level of satisfaction. Additionally, 24.3% rated the efficiency and behavior as '4', reflecting a substantial positive sentiment. A smaller percentage (6.5%) gave a rating of '3', suggesting a minor subset expressing a moderate level of satisfaction, while only 0.8% rated it as '2', indicating a very small subset with a less favorable opinion about the efficiency and behavior of accounts department employees in their interactions with teachers and students.



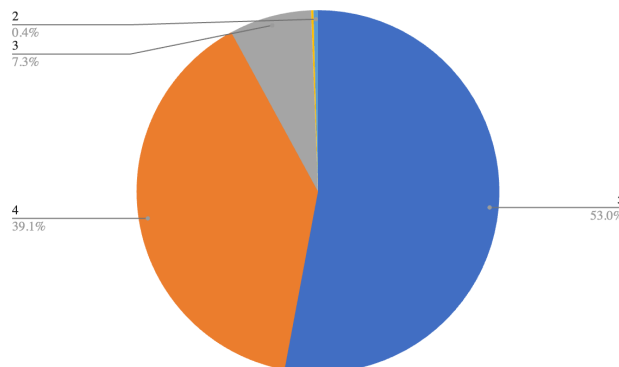
9. The summary of responses obtained as reasons for the aforementioned ratings indicate that:

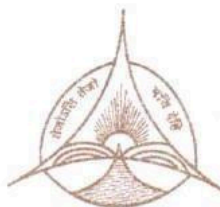
- Some teachers have observed situations that they believe leave room for improvement, indicating an awareness of areas that may need attention.
- Certain teachers express overall satisfaction, reporting no complaints and acknowledging the prompt and helpful nature of staff.
- Specific issues, such as unresolved Teaching Assistant matters and delays in correcting payslip details, are mentioned, signaling areas where improvements can be looked into.
- The cooperative and courteous behavior of administrative staff is positively acknowledged and appreciated.
- Teachers recognize the efficiency of the accounts department but raise concerns about adherence to deadlines and suggest the need for more approachability.
- Feedback suggests that the accounts staff should consider teachers' issues more, be more inviting, and address hindrances to improve overall functioning.



- g. Despite specific concerns, teachers express overall satisfaction with the operations of the accounts staff.
- h. Teachers acknowledge the supportive and helpful nature of the accounts department, highlighting their guidance, responsiveness, and professionalism.
- i. Challenges, such as staff shortages affecting digitization efforts and knowledge gaps in changing university rules, are highlighted.
- j. Teachers suggest improvements, such as addressing delays, preventing hindrances, and fostering a more inviting atmosphere in the workplace.
- k. The responses reflect a mix of positive feedback, specific issues, and suggestions for improvement, indicating a desire for ongoing enhancement in the accounts department's operations.

10. When asked to rate the inclusion of divergent opinions in various institutional bodies like Governing Body, Staff Council and Staff Association on a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' a majority of respondents (53%) provided the highest rating of '5' to the inclusion of divergent opinions in various institutional bodies like the Governing Body, Staff Council, and Staff Association, indicating a strong positive perception of the institution's commitment to diverse perspectives. Additionally, 39.1% rated this inclusion as '4', reflecting a substantial positive sentiment. A smaller percentage (7.3%) gave a rating of '3', suggesting a minor subset expressing a moderate level of satisfaction. Only 0.4% rated it as '2', indicating a very small subset with a less favorable opinion about the inclusion of divergent opinions in these institutional bodies.





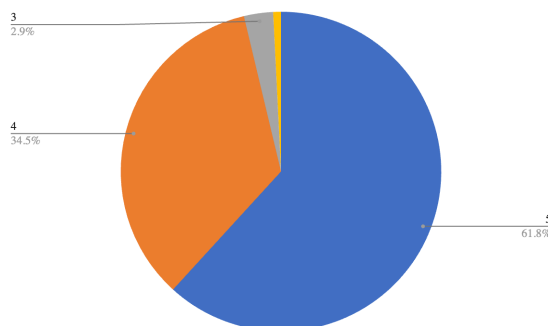
11. The reasons given by teachers for the aforementioned questions were analysed and the following themes were extracted:

- a. Over time, teachers have noticed limited opportunities for divergence, accompanied by a prevailing culture that sometimes leans towards ageism.
- b. Some teachers report a good experience and express a lack of contrasting experiences.
- c. A newly joined teacher mentions positive encounters with the Staff Association, highlighting its effectiveness in listening to and resolving problems promptly.
- d. The college is acknowledged for providing space for teachers to express their opinions openly and give feedback on various issues.
- e. Improvement is noted in teachers' voices becoming less subject to senior-junior hierarchies.
- f. Overall, teachers find the environment satisfactory and feel free to express their opinions.
- g. The staff association and staff council meetings are recognized as platforms where important matters are deliberated before decisions are made.
- h. Some teachers suggest the need for more comprehensive consultations before reaching conclusions.
- i. While the staff association is considered a collective of teachers and not an institutional body, it is acknowledged for its inclusion and receptiveness.
- j. Some teachers express concerns about the handling of divergent opinions, with a need for improvement in voicing views upfront.
- k. Divergent opinions are perceived positively, and there is acknowledgment of the prompt, efficient, and helpful nature of institutional bodies.
- l. The demand for sabbatical is mentioned as an area where satisfaction is lacking.
- m. Teachers highlight that various platforms allow everyone to speak, and institutional bodies are generally receptive to divergent opinions.
- n. The need for improvement in handling divergent opinions is recognized, suggesting a desire for more upfront expression.

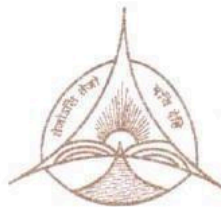


III. Academic and Research Environment

1. When asked to rate the quality of 'job satisfaction' offered by JMC, on a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' a majority of respondents (61.8%) provided the highest rating of '5' to the quality of 'job satisfaction' offered by JMC, indicating a strong positive perception of the job satisfaction provided by the institution. Additionally, 34.5% rated the quality of job satisfaction as '4', reflecting a substantial positive sentiment. A smaller percentage (2.9%) gave a rating of '3', suggesting a minor subset expressing a moderate level of satisfaction.

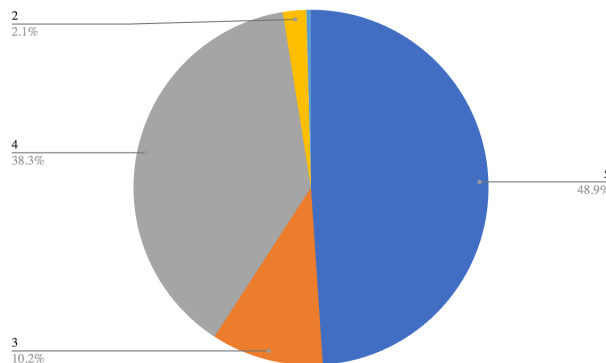


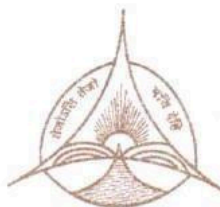
2. The respondents gave the following reasons for the aforementioned rating:
 - a. Teachers express enjoyment in coming to JMC every day, highlighting the secure and supportive environment, excellent experiences, and an amicable working atmosphere.
 - b. Some teachers mention past experiences where support for academic research overseas could have been appreciated. One teacher notes the difficulty in addressing organizational issues and suggests resolving them amicably.
 - c. Job security for adhoc faculty is a concern at the university level, but the work atmosphere is described as congenial, forward-looking, and flexible, with the leadership paying attention to teachers' needs.
 - d. Teachers appreciate the college's attention to personal and professional growth, expressing satisfaction with the working culture based on morals and values.
 - e. While there is satisfaction overall, some scope for improvement is stressed upon, such as the need for personal rooms, limitations on the number of students in a



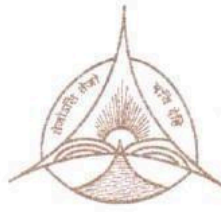
course, and issues related to ad-hoc faculty job security.

- f. Teachers generally enjoy their work, but some express concerns about continuous work without breaks, lack of freedom in choosing courses, and issues related to job security, feudalism, and professional ethics.
 - g. Good students, colleagues, and support from the management for organizing activities are highlighted as positive aspects, contributing to a supportive working environment.
 - h. The working environment is considered good, with opportunities for personal and professional growth, support from the management, and a focus on achieving new heights and providing quality teaching.
3. When asked to rate the 'Opportunities for Personal and Professional Growth' at JMC on a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' a significant portion of respondents (48.9%) provided the highest rating of '5' to the 'Opportunities for Personal and Professional Growth' at JMC, indicating a strong positive perception of the growth opportunities provided by the institution. Additionally, 38.3% rated these opportunities as '4', reflecting a substantial positive sentiment. A smaller percentage (10.2%) gave a rating of '3', suggesting a minor subset expressing a moderate level of satisfaction, while only 2.1% rated it as '2', indicating a very small subset with a less favorable opinion about the opportunities for personal and professional growth at JMC.

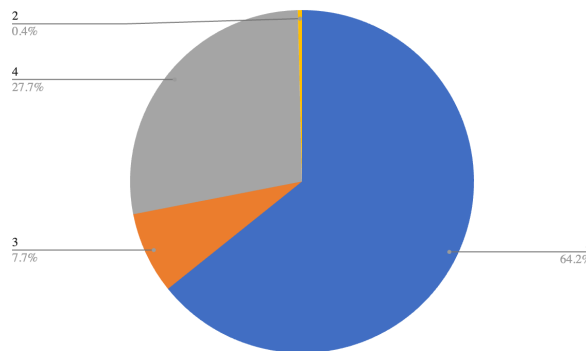




4. The respondents gave the following reasons for the aforementioned rating:
- Teachers at JMC appreciate the encouraging staff and congenial atmosphere with colleagues, fostering a positive ethos. Personal growth is acknowledged, but some express concerns about stunted professional growth due to limited duty leave for conferences. Opportunities for improvement are highlighted, such as more flexibility in timetables for Ph.D. students and increased reimbursement for attending professional development programs.
 - The overall satisfaction with the college's working ethics is noted, and teachers express contentment with the support provided for personal and professional development. The college organizes various events like FDPs, seminars, conferences, and workshops, providing opportunities for learning and growth.
 - However, challenges are mentioned, including busy schedules and limited time for research and publication. While there are opportunities for involvement in different committees and pursuing higher studies, some note the need for more accessible leave and funding for research or conference travel.
 - The inclusive work culture at JMC is appreciated, contributing to overall development as individuals take on various responsibilities. The college is seen as providing ample space for emerging personally and professionally.
 - Despite some limitations, teachers express satisfaction with the working environment, emphasizing encouragement, support, and opportunities for skill development. Some teachers mention pursuing Ph.D. while teaching at JMC, and there's a call for more organized conferences to further enhance professional growth.
 - In summary, while acknowledging the positive aspects of personal and professional growth at JMC, teachers suggest areas for improvement, including increased support for research, more flexibility, and enhanced opportunities for conferences and workshops.



5. When asked to rate the 'Academic Freedom' available in the college on a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' a significant majority of respondents (64.2%) provided the highest rating of '5' to the 'Academic Freedom' available in the college, indicating a strong positive perception of the freedom provided in academic pursuits. Additionally, 27.7% rated academic freedom as '4', reflecting a substantial positive sentiment. A smaller percentage (7.7%) gave a rating of '3', suggesting a minor subset expressing a moderate level of satisfaction. Only 0.4% rated it as '2', indicating a very small subset with a less favorable opinion about the academic freedom available in the college.



6. An analysis of the reasons given by the respondents for the aforementioned rating indicated that :
- 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.
7. When asked to rate the 'Departmental Environment' at JMC on a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' a majority of respondents (59.3%) gave the highest rating of '5' to the 'Departmental Environment' at JMC, indicating a strong positive perception of the environment within their respective departments. Additionally, 29.2% rated the departmental environment as '4', reflecting a substantial positive sentiment. A

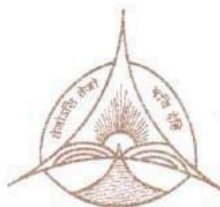


smaller percentage (7.1%) gave a rating of '3', suggesting a minor subset expressing a moderate level of satisfaction. Furthermore, 3.5% rated it as '2', indicating a small subset with a less favorable opinion, and only 0.9% rated it as '1', representing a very small subset expressing scope for improvement with the departmental environment at JMC.

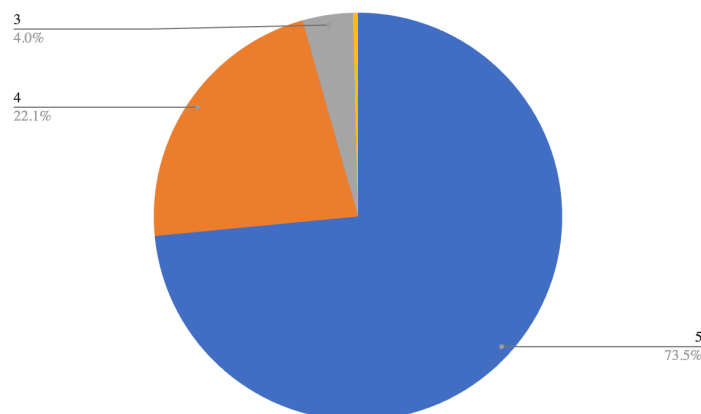
8. An analysis of the reasons given by the respondents for the aforementioned rating indicated that :
 - a. Teachers at JMC largely express a positive sentiment regarding academic freedom and autonomy in their teaching methodologies. The responses highlight a conducive environment that allows for flexibility and creativity in delivering content. Teachers appreciate the freedom to choose their teaching methods, design classes, and decide on the content delivery mode, including the use of various tools such as PowerPoint presentations and news articles.
 - b. There is a consensus among the teachers that they have not faced any interference in their teaching work. The feedback suggests that the institution encourages academic freedom, providing a space where educators can explore different approaches within the university's given framework.
 - c. The majority of teachers express satisfaction with the level of autonomy they enjoy while acknowledging that there might be some restrictions, particularly when considering experiences shared by older colleagues. They emphasize that they can conduct classes with their plans and methodologies without facing backlash, fostering a sense of accountability.

In summary, teachers at JMC appreciate the freedom granted to them in terms of teaching methods, content delivery, and overall academic endeavors. The positive responses indicate a supportive environment that allows educators to exercise their professional judgment and contribute to a vibrant academic atmosphere.

9. When asked to rate the 'Workload' that is taught in college on a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' a significant majority of respondents (73.5%) gave the highest rating of '5' to the 'Workload' that is taught, indicating a strong positive



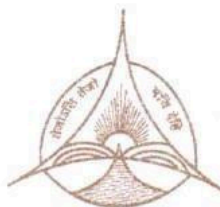
perception of the workload provided in their courses. Additionally, 22.1% rated the workload as '4', reflecting a substantial positive sentiment. A smaller percentage (4.0%) gave a rating of '3', suggesting a minor subset expressing a moderate level of satisfaction.



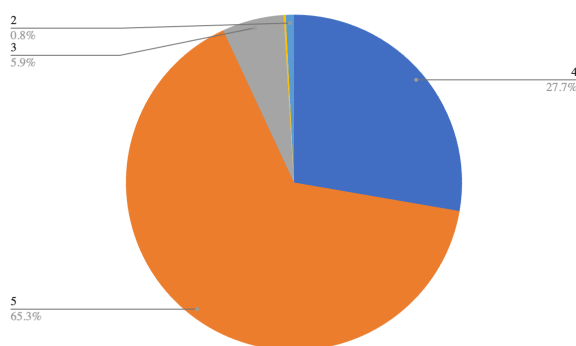
10. The respondents gave the following reasons for the aforementioned rating:

- Teachers at JMC generally express satisfaction with the workload distribution, indicating that it aligns with UGC and Delhi University norms. The responses highlight contentment with the allocation, considering everyone's expertise and convenience. Teachers feel that the workload is fair, transparent, and within capacity, adhering to university guidelines.
- Some specific considerations are mentioned, such as the unique workload requirements for the B.El.Ed course, which involves field experiences. Additionally, there is a mention of the importance of tutorials and the need to follow university norms for group size and frequency.
- While some teachers acknowledge that workload distribution is not uniform across all departments, the majority express contentment and satisfaction with the fairness and adherence to rules. Overall, the responses indicate that the workload at JMC is well-considered, adequately awarded, and allows individuals to function at their full capacity, contributing to a normative and satisfactory work environment.

11. When asked to rate the kind of 'Timetables' that are created here on a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' a majority of respondents (63.3%) gave

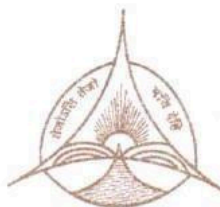


the highest rating of '5' to the kind of 'Timetables' created at the institution, indicating a strong positive perception of the scheduling process. Additionally, 27.7% rated the timetables as '4', reflecting a substantial positive sentiment. A smaller percentage (5.9%) gave a rating of '3', suggesting a minor subset expressing a moderate level of satisfaction. Only 0.8% rated it as '2', indicating a very small subset with a less favorable opinion about the kind of timetables created at the institution.



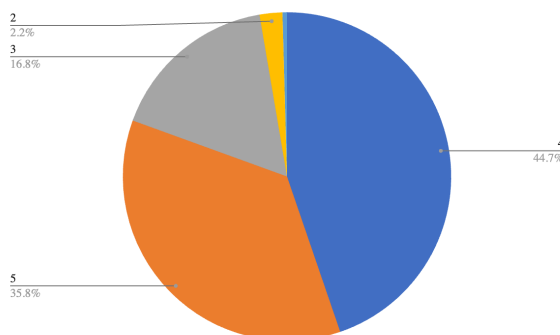
12. The respondents gave the following reasons for the aforementioned rating:

- a. Teachers at JMC generally express satisfaction with the timetabling process, noting improvements in the availability of rooms and the effective functioning of the TT committee. The responses emphasize that preferences are considered, and the timetables are flexible, personalized, and created after due consultation with all teachers in a department.
- b. Teachers appreciate the thoughtful consideration of both students' and teachers' interests by the TT committee. Some express gratitude for the assistance provided, especially for those pursuing Ph.D. The inclusion of teachers' preferences in the timetabling process is highlighted, contributing to a more satisfactory and accommodating schedule.
- c. The overall sentiment is positive, indicating that timetables are generally well-made, balanced between online and offline components, and considerate of faculty and student needs, while a few mention concerns about transparency or continuity. The responses suggest that the timetabling process at JMC is



characterized by careful allocation, parity, and an effort to factor in colleagues' preferences, contributing to a balanced and satisfactory outcome.

13. When asked to rate the kind of 'Conferences and Faculty Development Programmes' that are organized in the College on a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied,' a significant percentage of respondents (35.8%) gave the highest rating of '5' to the kind of 'Conferences and Faculty Development Programmes' organized in the college, indicating a positive perception of the quality of these events. Additionally, 44.7% rated these programmes as '4', reflecting a substantial positive sentiment. A smaller percentage (16.8%) gave a rating of '3', suggesting a minor subset expressing a moderate level of satisfaction. Only 2.2% rated it as '2', indicating a very small subset with a less favorable opinion about the kind of conferences and faculty development programmes organized in the college.



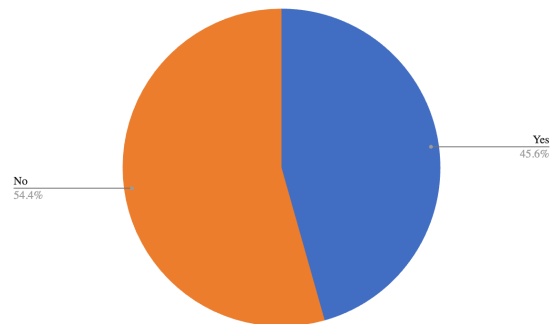
14. The respondents gave the following reasons for the aforementioned rating:

- The teachers express overall satisfaction with the encouragement and facilities provided for faculty development programs (FDPs), conferences, and seminars at JMC. While some suggest that more FDPs and conferences should be organized, others appreciate the quality and quantity of the events conducted by the college.
- Teachers acknowledge the importance of FDPs for acquiring the latest teaching skills and updating themselves academically. There are calls for a variety of programs in diverse areas and a desire for more spread-out, intensive training instead of the one or two-day format.

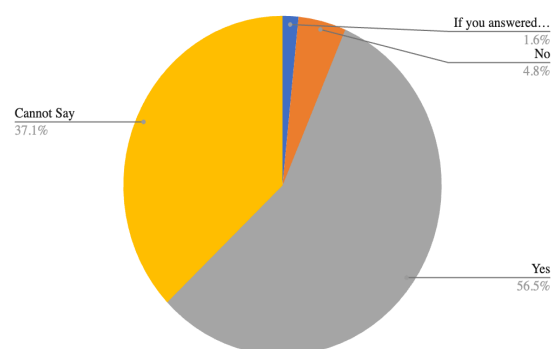


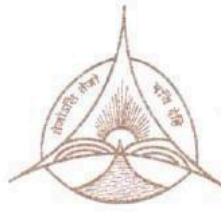
c. Some express contentment with the improvement in the quality of recent events, emphasizing the need to maintain this standard. Despite a few suggestions for improvement and variations in opinions about the frequency of programs, the overall sentiment indicates satisfaction with the academic events organized by the college.

15. On being asked if the teachers have filled in the downloadable Self-Assessment Form for Teachers (PDF) available on the JMC Website, a slight majority of teachers (54.4%) stated that they have not filled the form on the website, while 45.6% of teachers affirmed that they have completed the form.



16. When asked if filling the Self-Assessment Form aided their professional growth as an educator, a majority of teachers (56.5%) stated that filling the Self-Assessment Form aided their professional growth as educators. A small percentage (4.8%) indicated that the form did not contribute to their professional growth, while 37.1% stated that they 'cannot say' about its impact on their professional development.



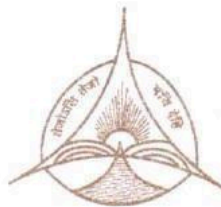


17. The respondents gave the following suggestions for the college to encourage and facilitate research-oriented projects by teachers:

- a. The teachers at the college provide a comprehensive set of recommendations to encourage and facilitate research-oriented projects. They suggest conducting workshops to sensitize faculty, increasing facilities, organizing talks by financing agencies, and providing sessions on research ethics and techniques.
- b. Teachers emphasize the importance of allowing leave for research, conducting courses and workshops for beginners, and fostering a research culture through seminars and journal publications.
- c. They recommend sharing information on research opportunities, collaborating with higher-standard institutions, and improving funding options. Suggestions include upgrading technological infrastructure, establishing reading rooms, and allocating specific funds for teacher-led projects.
- d. Teachers also stress the significance of interdisciplinary projects, faculty exchanges, and creating research cells. Overall, the recommendations aim to create a conducive environment, enhance awareness, and provide the necessary support for teachers to engage actively in research endeavors.

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

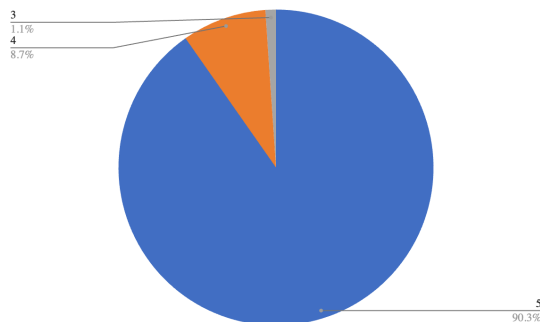
- a. Teachers express various needs and suggestions for additional support from the institution to fulfill their professional goals. Some seek encouragement, approval for sabbatical leaves, and a reduction in administrative burdens. Others emphasize the importance of academic leave, more research-oriented opportunities, and support for attending conferences or workshops. Suggestions include providing access to quality research and teaching materials, creating a conducive research environment, and fostering interdisciplinary projects. Teachers also highlight the need for improved ICT resources, collaborations with other institutes, and initiatives like research buddy systems and faculty seminars. Overall, the requests



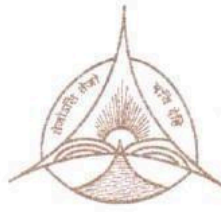
aim to enhance institutional support for teacher development, research, and a conducive work environment.

IV. Infrastructural Factors

1. When asked to rate the landscaping of the college premises on a scale of 1 to 5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied' an overwhelming majority of respondents (90.3%) gave the highest rating of '5' to the landscaping of the college premises, indicating a strong positive perception of the landscaping. Additionally, 8.7% rated the landscaping as '4', reflecting a smaller but still substantial positive sentiment. A very small percentage (1.1%) gave a rating of '3', suggesting a minor subset expressing a moderate level of satisfaction with the landscaping of the college premises.



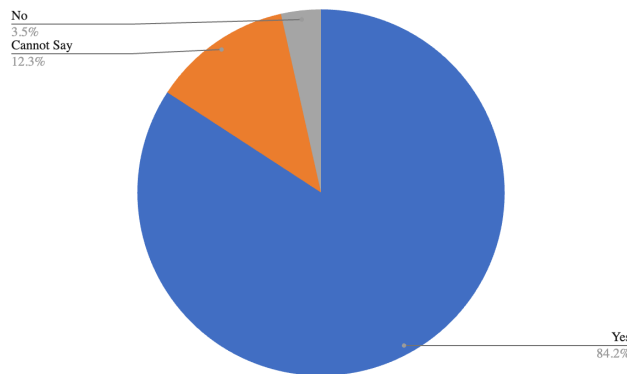
2. The respondents gave the following reasons for the aforementioned rating:
 - a. Teachers consistently praise the college campus, describing it as beautifully maintained, obviously beautiful with lush landscaping, and having a large parking area. The campus is deemed accessible, well-kept, and easy to navigate.
 - b. Some suggest the inclusion of a variety of herbal, medicinal, and edible plants to enhance the landscaping and introduce students to food-growing processes.
 - c. The infrastructure is recognized as well-maintained, spacious, and equipped with facilities such as clean toilets, canteen, and a playground. The campus is lauded for its cleanliness, aesthetic appeal, and peaceful atmosphere.
 - d. Teachers appreciate the college's beautiful architecture, excellent maintenance of lawns, and its overall contribution to academic, extracurricular, and interpersonal growth.



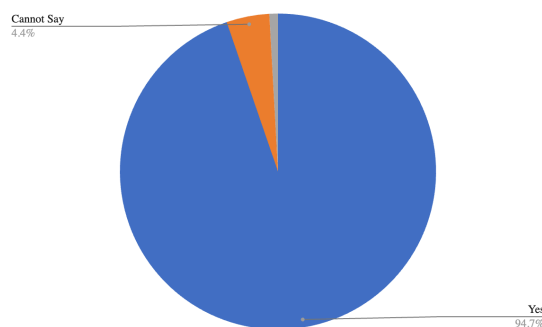
e. Some note its friendly accessibility for persons with disabilities.

Overall, the teachers hold the college campus in high regard, with positive comments emphasizing its beauty, cleanliness, and functionality..

3. When being asked if JMC's infrastructure is inclusive and responds to the needs of different stakeholders, a significant majority of respondents (84.2%) affirmed that JMC's infrastructure is inclusive and responds to the needs of different stakeholders. A small percentage (3.5%) stated that JMC's infrastructure is not inclusive and does not respond to the needs of different stakeholders. Additionally, 12.3% of respondents stated that they 'Cannot Say' regarding the inclusivity and responsiveness of JMC's infrastructure.

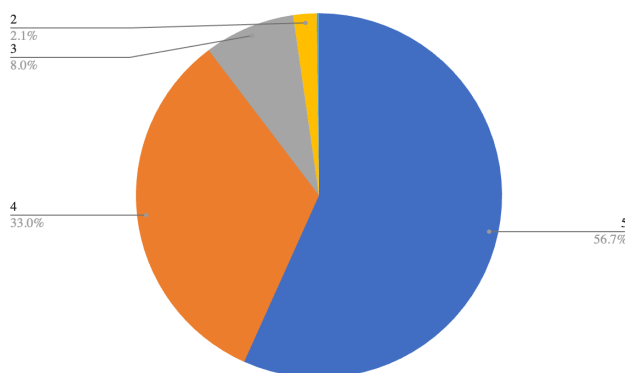


4. When they were asked if the college is safe for students and faculty, an overwhelming majority of respondents (94.7%) stated that the college is safe for students and faculty. A very small percentage (0.9%) expressed the opinion that it is not a safe space. Additionally, 4.4% of respondents stated that they 'Cannot Say' whether the college is a safe space for students and faculty.

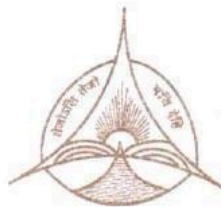




5. When being asked to rate the hygiene and cleanliness of the classrooms and basic amenities in the college, on a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied', a majority of respondents (56.5%) provided the highest rating of '5' to the hygiene and cleanliness of the classrooms and basic amenities in the college, indicating a strong positive perception of the cleanliness standards. Additionally, 33% rated the cleanliness as '4', reflecting a substantial positive sentiment. A smaller percentage (8%) gave a rating of '3', suggesting a minor subset expressing a moderate level of satisfaction. Only 2.1% rated it as '2', indicating a very small subset with a less favorable opinion about the hygiene and cleanliness of the classrooms and basic amenities in the college.

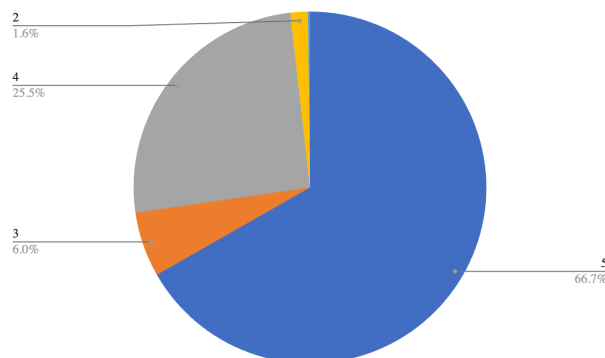


6. The respondents gave the following reasons for the aforementioned rating:
- Teachers have varying opinions on the cleanliness and hygiene of the college premises. While some praise the cleanliness, mentioning clean floors and effective staff work, others note areas that need improvement. Concerns raised include the occasional unavailability of soap in toilets, the need for thorough cleaning of teachers' staff room toilets, and a water crisis at times in the staffroom. Internet connectivity issues are highlighted as a concern by some teachers. Overall, opinions range from vastly improved cleanliness in recent times to areas that still need attention. Suggestions for improvement include regular cleaning of classes, washrooms, and water coolers, as well as addressing specific issues such as stinking student washrooms and ineffective projectors. Despite mixed feedback, some teachers describe the college as outstanding in maintaining cleanliness and hygiene, while others believe there is room for improvement, particularly in

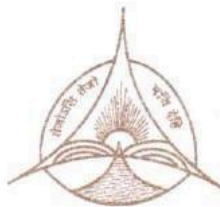


specific areas like the canteen and classrooms.

7. When being asked to rate the lifts and fire security management within the College premises on a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied' a significant majority of respondents (66.5%) provided the highest rating of '5' to the lifts and fire security management within the college premises, indicating a strong positive perception of the safety and security measures. Additionally, 25.5% rated these facilities as '4', reflecting a substantial positive sentiment. A smaller percentage (6.0%) gave a rating of '3', suggesting a minor subset expressing a moderate level of satisfaction. Only 1.6% rated it as '2', indicating a very small subset with a less favorable opinion about the lifts and fire security management within the college premises.

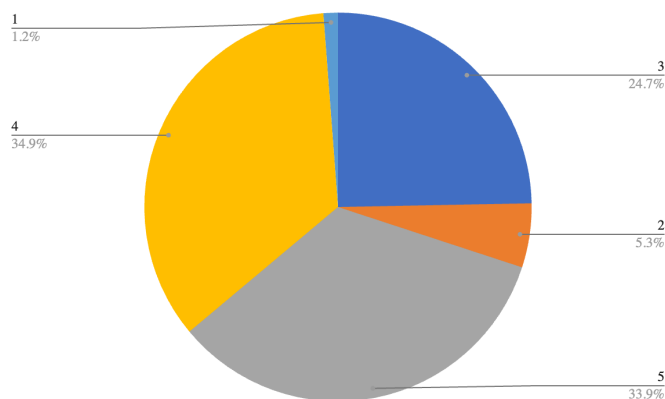


8. The respondents gave the following reasons for the aforementioned rating:
- Teachers' opinions on the functionality and maintenance of lifts in the college are diverse. While some commend the well-maintained and consistently functioning lifts, others advocate for the presence of lift operators and regular maintenance staff. A few teachers express either a lack of experience using the lifts or unawareness of the fire safety arrangements. Some highlight the necessity for additional lifts, particularly to accommodate students traveling to higher floors. Concerns are raised regarding clogged corridors and locked escape doors, posing potential challenges to fire safety.
 - Despite the varied feedback, many teachers express satisfaction with the lift facilities, emphasizing their functionality and maintenance. However, specific

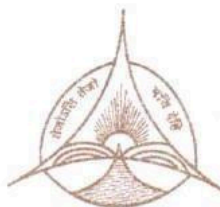


recommendations for improvement include advocating for regular drills for staff orientation and addressing waiting times, especially during peak usage times by students. In summary, the opinions reflect a mix of satisfaction with the existing lift facilities and suggestions for enhancements.

9. When asked to rate the food quality and hygiene standard maintained by the canteen at JMC on a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied', a notable percentage (33.9%) gave the highest rating of '5', indicating a strong positive perception of the food quality and hygiene standards. Additionally, 34.9% rated these standards as '4', reflecting a substantial positive sentiment. A considerable portion (24.7%) gave a rating of '3', suggesting a moderate level of satisfaction. However, a smaller percentage (5.3%) rated it as '2', indicating a subset with a less favorable opinion, and only 1.2% rated it as '1', representing a very small subset expressing scope for improvement with the food quality and hygiene standards maintained by the canteen at JMC.



10. The respondents gave the following reasons for the aforementioned rating:
- Teachers' opinions about the college canteen vary, with a particular focus on hygiene and food quality. Some teachers highlight the need for improvements in hygiene standards, while others find the cleanliness of the canteen to be satisfactory. Suggestions for introducing healthier options and diversifying the menu were put forward. Despite concerns, some teachers express satisfaction with the food quality, cleanliness, and staff behavior.



- b. Positive changes in the canteen are acknowledged by several teachers, noting improvements over time. However, some teachers have not extensively used the canteen facilities and, as a result, cannot provide detailed feedback. One teacher emphasizes the importance of regular checks on food quality, expressing a desire for consistent improvement.

In summary, the canteen receives mixed reviews from teachers, reflecting a range of opinions on food quality, and variety. The feedback suggests a potential scope for enhancement in various aspects of the canteen services.

11. The respondents gave the following suggestions for improvement in the college:
 - a. Teachers suggest improving the range and quality of food in the canteen.
 - b. Some teachers recommend making online materials more accessible, especially resources like JSTOR in the library.
 - c. There is a call for a greater focus on research-oriented activities, including projects, seminars, and workshops.
 - d. A need for improvement was suggested about hygiene in corridors and bathrooms.
 - e. Recommendations include addressing issues related to water supply systems, noise levels, and overall maintenance.
 - f. Teachers highlight the importance of better communication among faculty, staff, and leadership to enhance collaboration.
 - g. Suggestions are made for encouraging a more diverse student body, supporting students with disabilities, and introducing new courses.
 - h. There is a call for upgrading computer labs, providing better access to IT-related materials, and improving internet connectivity.
 - i. Teachers express a need for regular training, maintaining cleanliness through dedicated staff, and creating a more organized record-keeping system.
 - j. Recommendations include organizing more events, seminars, and conferences for increased student-faculty interaction.

जीसस एंड मेरी कॉलेज

दिल्ली विश्वविद्यालय

चाणक्यपुरी, नई दिल्ली-110021

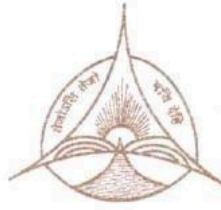
रा.मू.प्र.प. द्वारा 'ए+' ग्रेड मान्यता प्राप्त

Jesus and Mary College

University of Delhi

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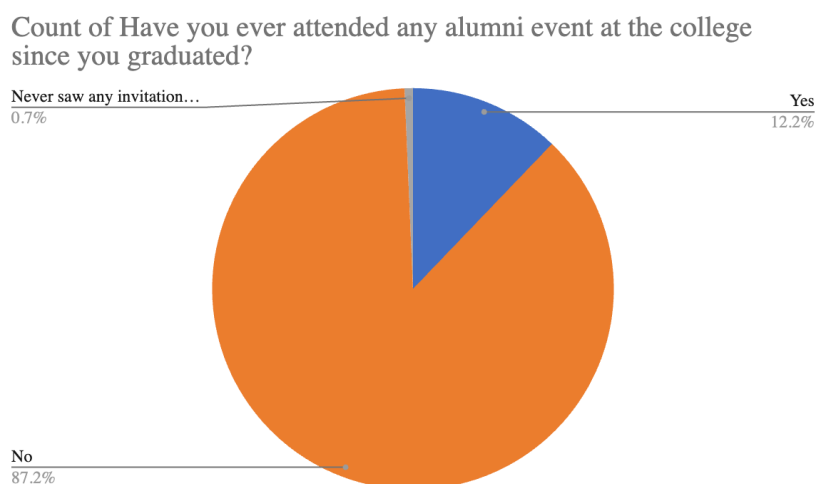
- k. Some teachers propose adding indoor plants for aesthetic appeal and highlight the need for a more spacious canteen.
- l. Suggestions involve separate entry gates for students and faculty and allocating dedicated rooms for societies like NSS and NCC.
- m. Proposals include regular fire safety drills and ensuring escape doors are not locked.
- n. Concerns are raised about the need for facilities like a creche for teachers with young children and the introduction of yoga programs for staff and students.
- o. Teachers emphasize the importance of well-maintained classrooms, proper desk arrangements, and the availability of resources like dusters.
- p. Recommendations include fostering a sense of community, recognizing the efforts of senior teachers, and implementing feedback mechanisms.
- q. Some teachers call for financial support for research-oriented projects and improvement in library resources.



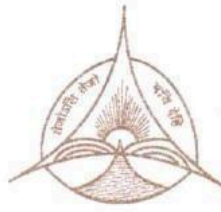
Alumni's Feedback For College And Institution Feedback Report

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

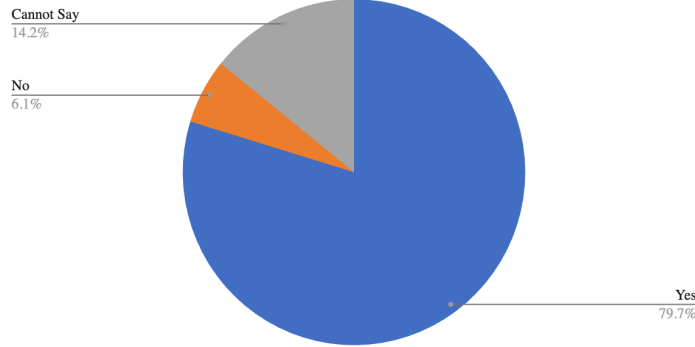
1. When inquired about their attendance at alumni events at the college since their graduation, 12.2% of respondents stated that they have actively attended alumni events at the college since their graduation, showcasing positive engagement and connection with the alma mater. However, there is a substantial opportunity for further improvement, as (87.2%) indicated that they have not participated in such events. This suggests a potential area for the college to enhance alumni involvement and strengthen the connection between the institution and its graduates.



2. When asked if the college administration has been helpful in the case of educational dealings post college, a significant majority of respondents (79.7%) expressed positive feedback by stating that the college administration has been helpful in educational dealings post their graduation. While a small percentage (6.1%) indicated that there is room for improvement, and 14.2% belonged to the 'Cannot Say' category, this overall reflects a largely positive sentiment toward the assistance provided by the college administration. There is an opportunity for further improvement based on the feedback from the respondents who identified room for enhancement.

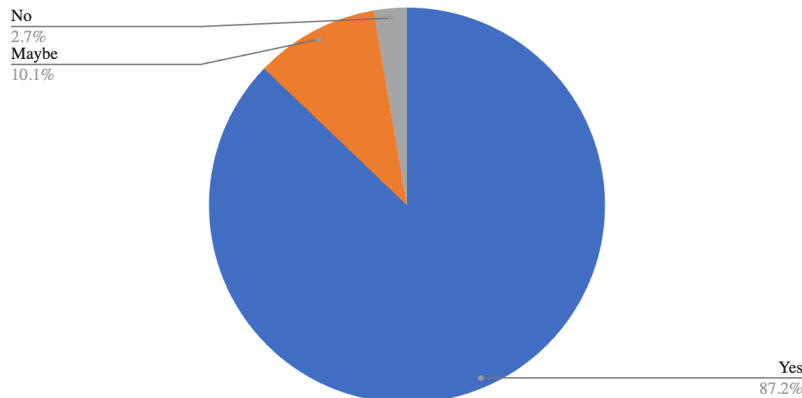


Count of Has the college administration been helpful in case of educational dealings post your graduation? (Eg. in matters of issua...

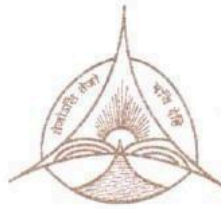


3. When asked if the college has positively contributed to the respondent's personal and professional growth, a substantial majority of respondents (87.2%) acknowledged that the college has played a positive role in their personal and professional growth, reflecting a strong endorsement of the institution's impact on their trajectories. While a small percentage (2.7%) expressed a contrasting sentiment, stating that the college did not contribute to their growth, there is a notable proportion (10.1%) in the 'Maybe' category, suggesting some uncertainty or nuanced views on the college's influence on their overall development.

Count of Has the college positively contributed to your personal and professional growth?

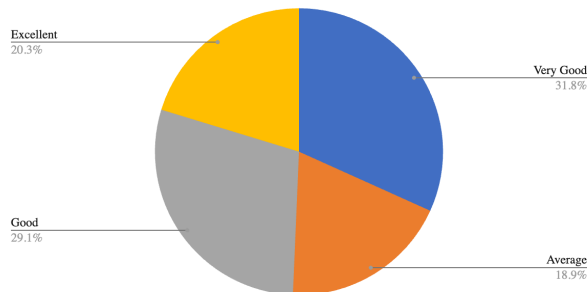


4. When asked to rate the relevance of the syllabi offered at the college for their current job profile, a majority of respondents (52.6%) rated the relevance of the syllabi offered at the college as 'Excellent' (20.3%) and 'Very Good' (31.8%) for their current job profile,



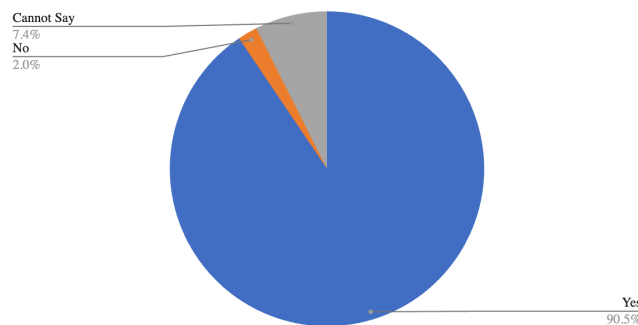
indicating a positive alignment between their academic experiences and professional requirements. Additionally, 29.1% of respondents rated the relevance as 'Good,' further emphasizing a favorable perception. While 18.9% of respondents rated the relevance as 'Average,' there is overall positive feedback regarding the syllabi's applicability to their current job profiles.

Count of How would you rate the relevance of the syllabi offered at the college for your current job profile?



5. When asked if the college has provided them with a good foundation to cultivate leadership qualities and a sense of social responsibility, an overwhelming majority of respondents (90.5%) affirmed that the college has effectively provided them with a strong foundation to cultivate leadership qualities and a sense of social responsibility. Only a small percentage (2.0%) expressed a contrasting sentiment, stating that the college did not contribute to such a foundation. Additionally, 7.4% of respondents belonged to the 'Cannot Say' category. Overall, the feedback suggests a highly positive perception of the college's impact on fostering leadership qualities and social responsibility among the respondents.

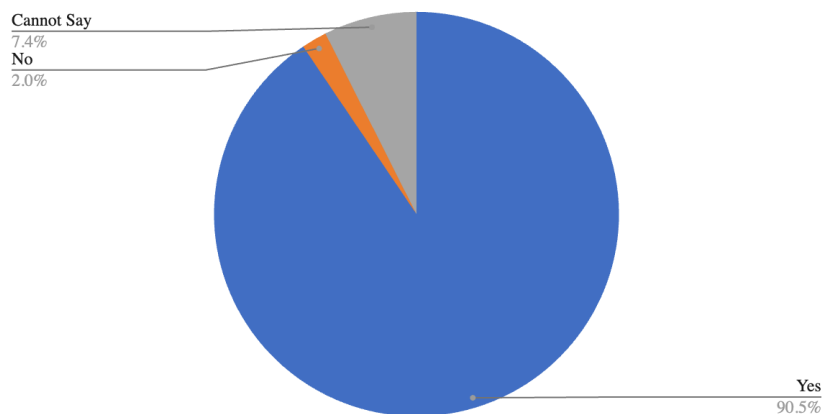
Count of Do you think the college has provided you with a good foundation to cultivate leadership qualities and a sense of social res...





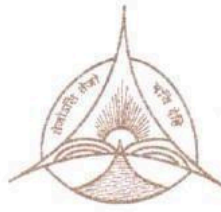
6. When asked if the college has provided them with a good foundation to cultivate leadership qualities and a sense of social responsibilities, a significant majority of respondents (90.5%) acknowledged that the college has successfully inculcated a sense of community in them, highlighting a positive impact on their sense of belonging and interconnectedness. Only a small percentage (2.0%) expressed a contrary view, stating that the college did not achieve this outcome. Additionally, 7.4% of respondents were in the 'Cannot Say' category, indicating a degree of uncertainty regarding the college's role in fostering a sense of community. Overall, the feedback suggests a strong positive influence on the sense of community among the majority of respondents.

Count of Do you think the college has provided you with a good foundation to cultivate leadership qualities and a sense of social res...



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

- The suggestions for strengthening the alumni network at Jesus and Mary College (JMC) encompass a variety of approaches. The emphasis is on creating practical means for alumni to connect, such as a link to locate and get in touch with old batchmates, considering surname changes after marriage.
- Social media groups, alumni events, and meet-and-greet sessions are recommended to facilitate ongoing communication and networking opportunities. Acknowledging the achievements of alumni through yearly contributions and



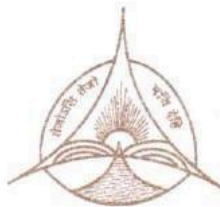
hosting regular alumni meets are proposed to celebrate and maintain connections.

- c. The importance of alumni associations, online platforms, and networking events is highlighted to foster a sense of community and provide opportunities for professional growth.
- d. Some suggestions also address concerns about administrative processes, emphasizing the need for sensitivity and improvement in document issuance.

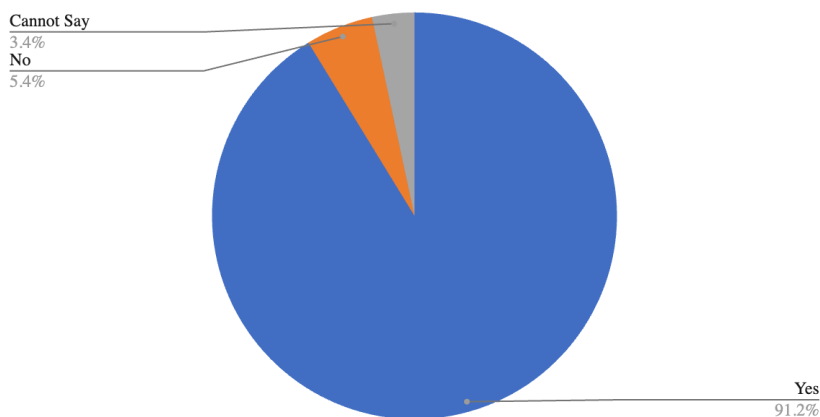
Overall, the recommendations underscore the significance of alumni involvement in college activities, creating a vibrant and supportive community for both current students and graduates.

II. College Experience

1. When asked if the college provided a stimulating academic environment for them during their period of undergraduate study, a significant majority of respondents (91.2%) affirmed that the college provided a stimulating academic environment for them during their period of undergraduate study, indicating a positive impact on their educational experience. A relatively small percentage (5.4%) expressed a contrary view, stating that the college did not offer such a stimulating environment. Additionally, 3.4% of respondents were in the 'Cannot Say' category, suggesting some uncertainty regarding their perception of the academic environment during their undergraduate study. Overall, the feedback highlights a strong positive sentiment toward the stimulating academic atmosphere provided by the college for the majority of respondents.

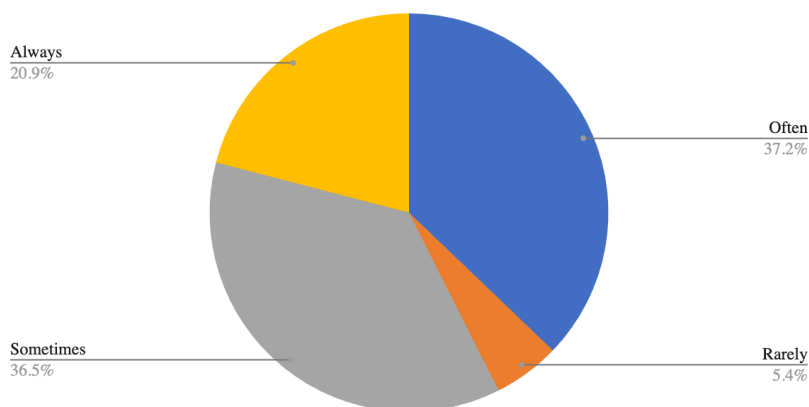


Count of Did the college provide a stimulating academic environment for you during your period of undergraduate study?

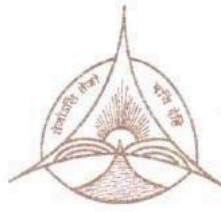


2. **20.9 % and 37.2%** of respondents stated that the syllabus at the college 'Always' and 'Often' bridged the gap between theoretical knowledge and its practical application, while **41.9%** of respondents were divided across the 'Sometimes' (36.5%) and 'Rarely' (5.4 %) categories.

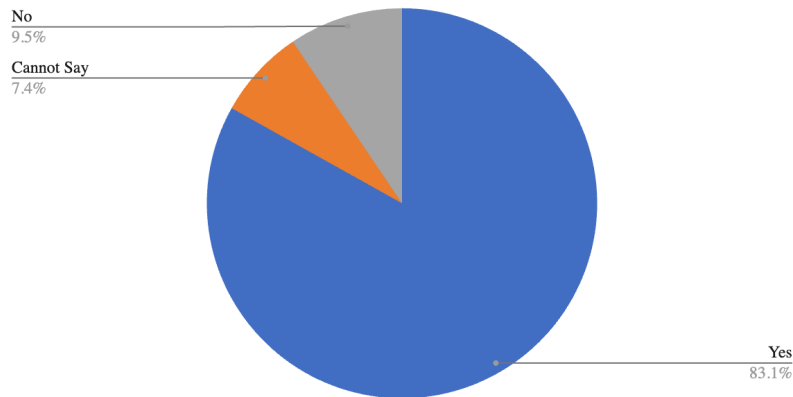
Count of Do you think the syllabus at the college bridged the gap between theoretical knowledge and its practical application?



3. **83.1%** of respondents stated that 'Yes', the college provided enough opportunities for pursuing extracurricular interests, while **9.5 %** of respondents stated 'No', the college did not offer such opportunities, and **7.4 %** of respondents stated that they 'Cannot Say' whether the college provided enough opportunities for pursuing extracurricular interests.

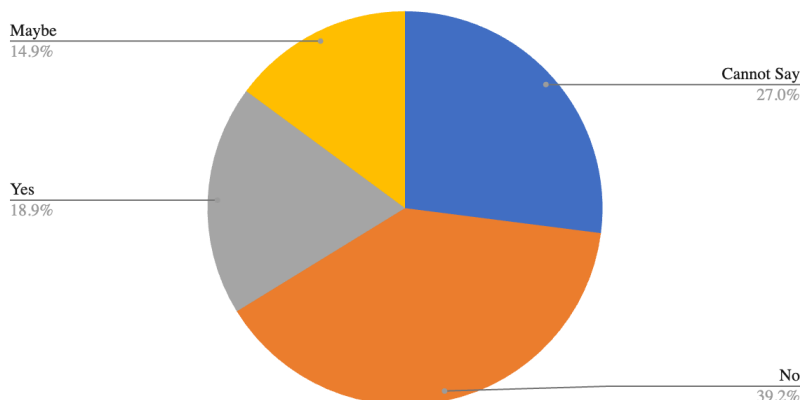


Count of Did the college provide enough opportunities for pursuing extracurricular interests?



4. **18.9 %** of respondents stated that 'Yes', the placement cell of the college provided them with sufficient on-campus placement opportunities and career guidance, while **39.2 %** of respondents stated that 'No.' the college did not provide them with sufficient opportunities and career guidance. **41.9 %** of respondents were divided across the 'Maybe' and 'Cannot Say' categories.

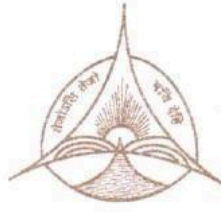
Count of Do you think the placement cell of the college provided you with sufficient on-campus placement opportunities and career guida...



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

Summary of Responses:

The responses from alumni regarding measures to enhance the learning experience and holistic development of students at Jesus and Mary College (JMC) vary in content.

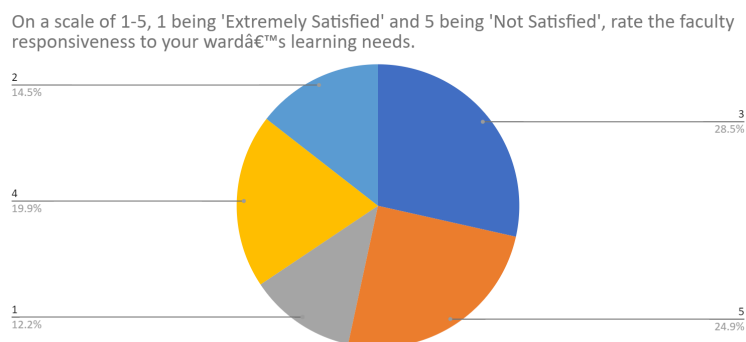


Some alumni express satisfaction with the current state of affairs, while others suggest improvements. The suggestions include incorporating more practical knowledge, organizing workshops, and encouraging more student-teacher interaction. Additionally, recommendations focus on enhancing the placement cell's effectiveness, providing career guidance, and introducing more internship opportunities. Several alumni emphasize the importance of bridging the gap between theory and practice, incorporating research-oriented assignments, and promoting a more inclusive and engaging academic environment. Overall, the alumni responses reflect diverse perspectives on how JMC can further contribute to the holistic development and learning experience of its students.

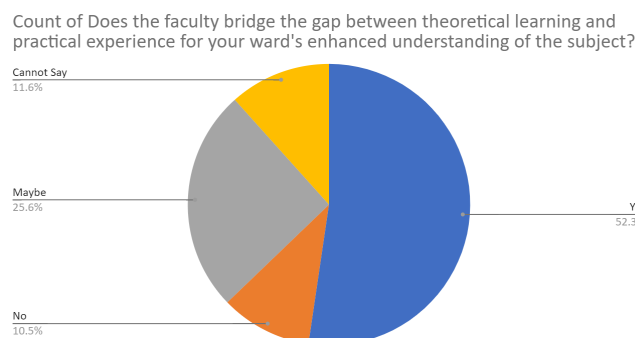


Parents's Feedback For College And Institution Feedback Report

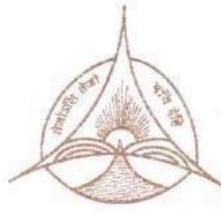
1. Of the 86 parents who took part in the survey, it is noteworthy that 12.2% expressed an exceptionally high level of satisfaction by assigning a rating of "1" to the question gauging faculty responsiveness to their wards' learning needs on a scale of 1 to 5. Another 14.5% conveyed a sense of satisfaction by choosing the score "2," indicating a somewhat positive perception. Additionally, 28.3% of the participating parents provided a neutral response, assigning a score of "3." Notably, the remaining percentage of parents expressed a scope for improvement with the faculties' responsiveness toward their wards



2. A majority (52.4%) of the participating parents indicated that faculty were able to successfully bridge the gap between theoretical learning and practical experience for their ward's enhanced understanding of the subject matter. Just about 10% of the respondents thought otherwise. About 33% of the parents took a middleground and responded with a 'maybe' and 'cannot say' to the question posed.

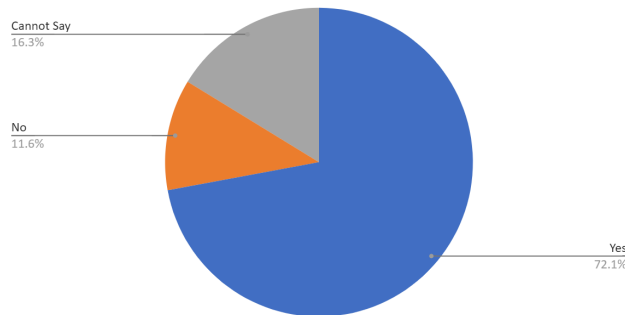


3. About 72% of the parents responded positively with the belief that the JMC faculty is motivated



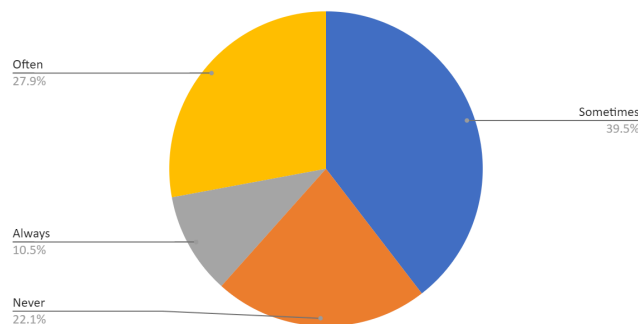
and engages with the students through diverse teaching methods. While, a small proportion of 11.6% of the parents said that faculty do not engage the students through diverse teaching methods. 16.3% of the parents could not comment in this regard.

Count of Does the faculty motivate and engage the student through diverse teaching methods?

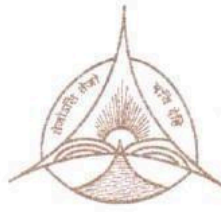


- 38.4% of the parents claimed that they “always” and “often” attended and took updates from PTSA representatives. About 39.5% of the parents responded with “sometimes” when asked about the frequency at which they attended meetings and took updates from representatives of PTSA, However, 22.1% of the parents stated that they “never” attend/take updates from representatives of the PTSA meetings.

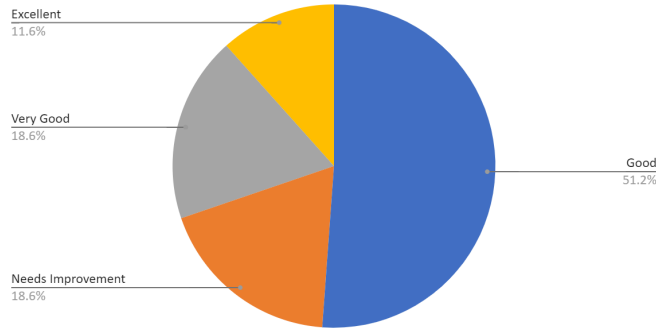
Count of How often do you attend/take updates from your representative of the PTSA Meetings?



- 11,6% of the respondent parents felt that the parent teachers’ Students’ Association (PTSA) was “excellent” in terms of its effectiveness, while 18.6% believed that the association was “Very Good”. About 51.2% of the parents felt that the PTSA was “Good”. A small percentage (18.6%) felt that the association needed improvement.

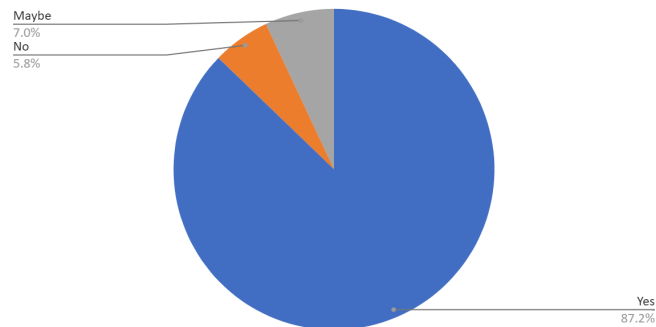


Count of How effective is the Parent Teachers' Students' Association (PTSA)?

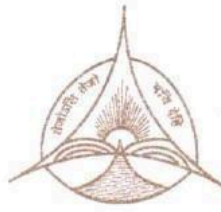


6. 87.2% parents responded with a “Yes” when asked whether the college offers a nurturing environment for its students, while 5.8% of the respondents said “No”. The remaining 7% of the parents took a middle ground in this regard and answered with a “maybe”.

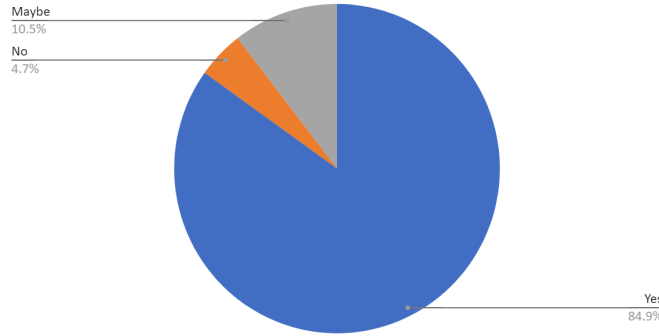
Count of Does the college offer a nurturing environment for its student?



7. 84.9% of the parents answered in affirmative to the question “whether the college inculcates a strong value system in its students”, about 4.7% of the parents answered the question with a “no”, while 10.5% of the parents answered with a “maybe”.

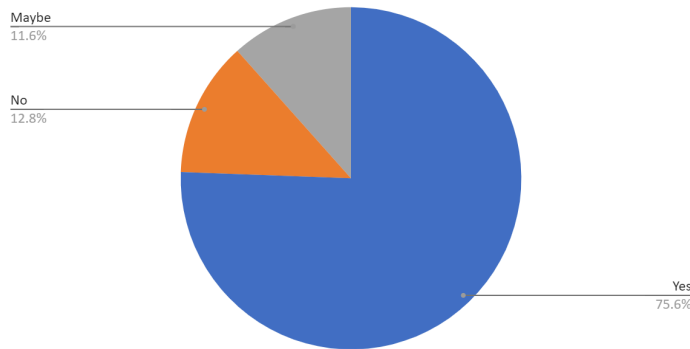


Count of Does the college inculcate a strong value system in its students?

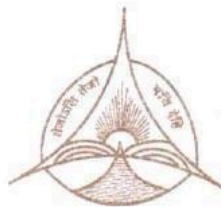


8. 75.6% of the parents answered “yes” to the question whether the college provides sufficient academic training to its students, while 12.8% of the parents answered with a “No”. About 11% of the parents were not sure if the college provided sufficient academic training to its students, and answered with a “maybe”.

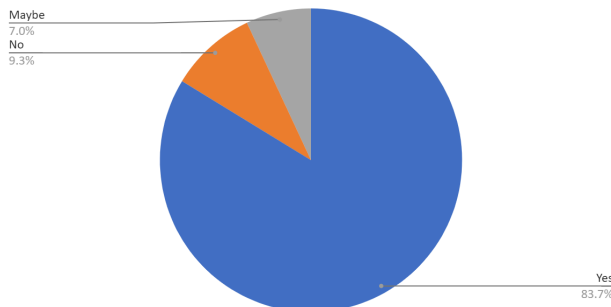
Count of Does the college provide sufficient academic training to its students?



9. 83.7% of the parents felt that the college offered a platform for extracurricular activities to the students, and responded with a “yes” to the question of “Does the college offer a platform for extracurricular activities to the students?”. 9.3% of the parents responded with a “no” and felt that the college does not offer a platform for extracurricular activities. 7% of the parents answered “maybe” and were not certain if the college offered a platform for extracurricular activities to the students.



Count of Does the college offer a platform for extracurricular activities to the students?

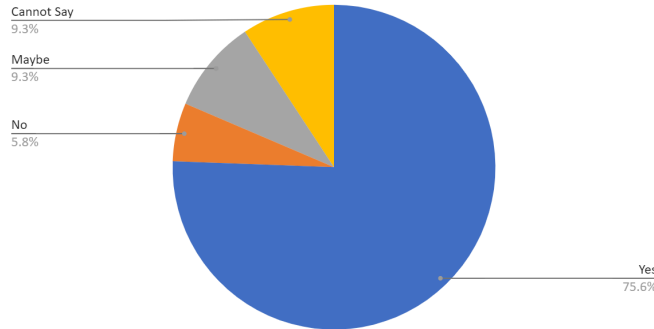


10. The responses regarding satisfaction with the college's infrastructure and educational environment reveal a mix of contentment and specific preferences. Many parent respondents expressed satisfaction with the canteen food and the availability of an auditorium, indicating the positive impact of these facilities. Additionally, the acknowledgment of well-maintained ICT facilities, including labs, computers, and projectors, underscores the importance of technological support in the institution. Classroom maintenance and safety mechanisms were also frequently cited as sources of satisfaction, emphasizing their role in shaping overall satisfaction. The behavior of the administrative staff emerged as a notable factor influencing respondents' contentment, showcasing the significance of interpersonal interactions in the college experience. Furthermore, the presence of sports infrastructure, grievance redressal frameworks, disaster management response, and the effectiveness of the placement cell were highlighted as other contributing elements to overall satisfaction. These responses collectively illustrate the multifaceted nature of the college experience, with a diverse array of factors influencing parents' perceptions of their wards' educational environment.

11. 75.6% of the parents answered "yes" stating that their ward experienced positive growth in personality during their college days. A minor fraction, specifically 5.8% of the parents, indicated that they perceived a lack of positive growth in their ward's personality throughout their college experience, as evident from their contrasting response. 9.3% of the parents responded with "maybe" and "can not say" respectively, indicating their lack of surety on whether or not their ward experienced positive growth in personality during their college days.

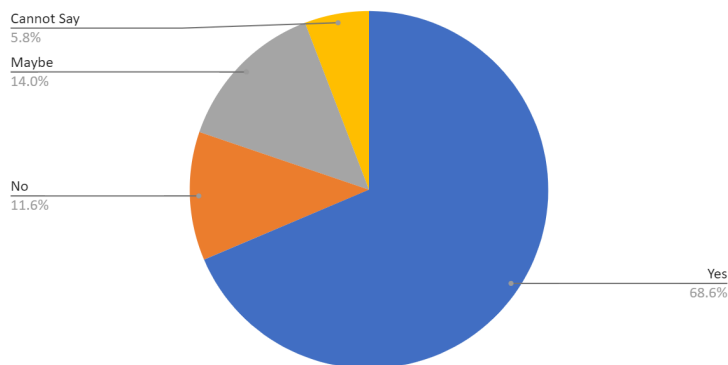


Count of Do you think your ward has experienced positive growth in personality during her college days?

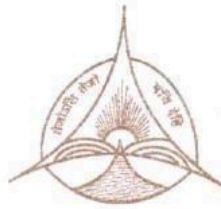


12. 68.6% of the parents answered “yes” when asked whether their expectations from the institution were adequately met, While 11.6% of the parents felt that their expectations from the institution were not adequately met. 14% and 5.8% of the parents responded with a “maybe’ and “cannot say” respectively, indicating their uncertainty with regard to whether their expectations from the institution were adequately met or not.

Count of Were your expectations from the institution adequately met?



13. Parents gave a range of feedback and suggestions regarding the college environment and facilities, including concerns about the maintenance of classrooms and washrooms, suggestions for improving infrastructure and canteen food, requests for more interactive and participative teaching methods, and the need for better communication between faculty and students. Some respondents express satisfaction with the college, while others offer specific recommendations such as organizing more activities in the Hindi department, providing mirrors in washrooms, focusing on practical learning, and addressing faculty responsiveness and behavior.

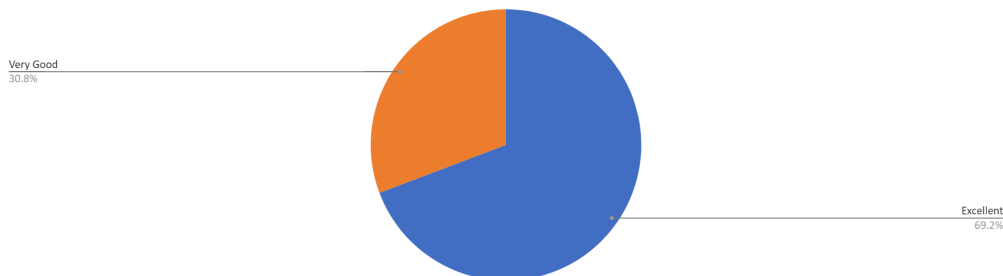


Employer's Feedback For College And Institution Feedback Report

Data was collected from the employer's who employed students from Jesus and Mary College. Various employers including Chet Ram Sharma College of Education Noida, Essence Global, MEC, Group, Directorate of Education, TheTeacherApp, Posterity Consulting, Accenture Solutions Pvt. Ltd., Mindhouse etc. participated in the survey.

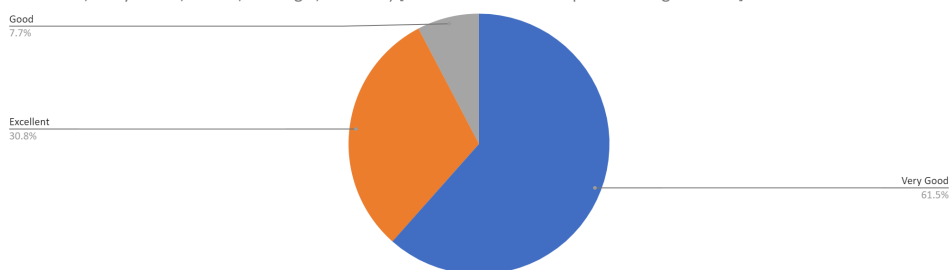
1. All employers had a positive feedback with respect to the employed graduate students' communication skills. It was noted that 69.2% of the employers considered that the employed students had "excellent communication skills, while, 30.8% of their employed students were observed to be "very good" in their communication skills by their employers.

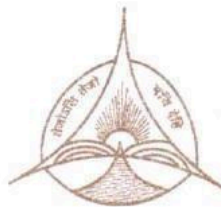
Count of How satisfied are you with the student's work performance in each of these areas (Please mark the candidate as 'Excellent', 'Very Good', 'Good', 'Average', or 'Poor') [Communication skills]



2. All employers indicated that the students contributed positively to the development of their organization. 92.3% of the employers indicated that students had 'excellent' and 'very good' contributions towards the development of their organization. The remaining 7.7% of the participating employers believed that the students employed from the institution were "good" towards contributing to the development of the organization.

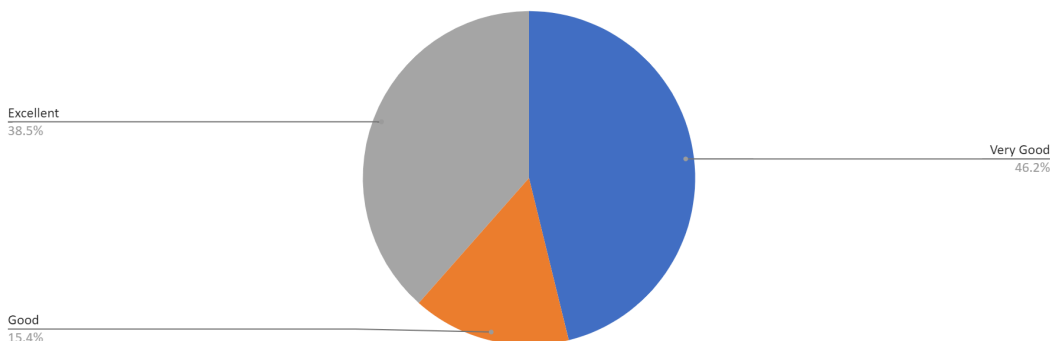
Count of How satisfied are you with the student's work performance in each of these areas (Please mark the candidate as 'Excellent', 'Very Good', 'Good', 'Average', or 'Poor') [Contribution in development of organization]





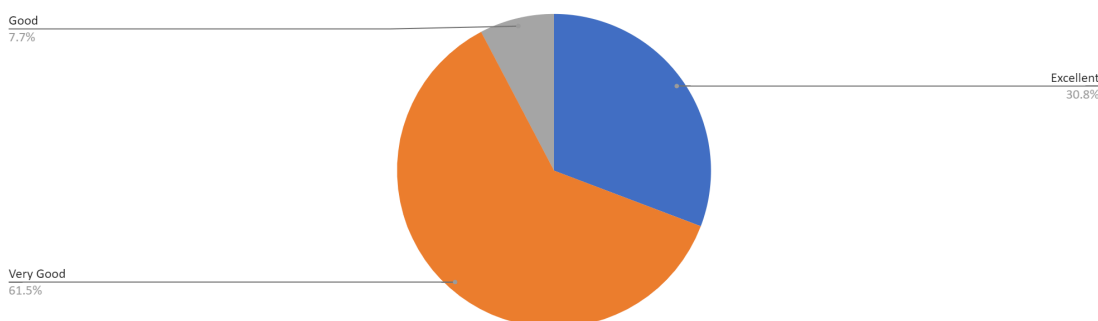
- When asked to rate the leadership qualities, 84.7% of the employers claimed that the employees from the institution displayed 'excellent' and 'very good' leadership qualities. 15.4% of the employers felt that the employees from the institution displayed "good" leadership qualities. Overall, all employers were satisfied with the leadership qualities displayed by employees within their work performance.

Count of 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') [Leadership qualities]



- 92.3% of the employers believed that their employees who graduated from the institution had "excellent" and "very good" initiative, drive and independent thinking. The remaining 7% of the employers felt that the students were "good" in terms of the initiative, drive and independent thinking that they displayed in work.

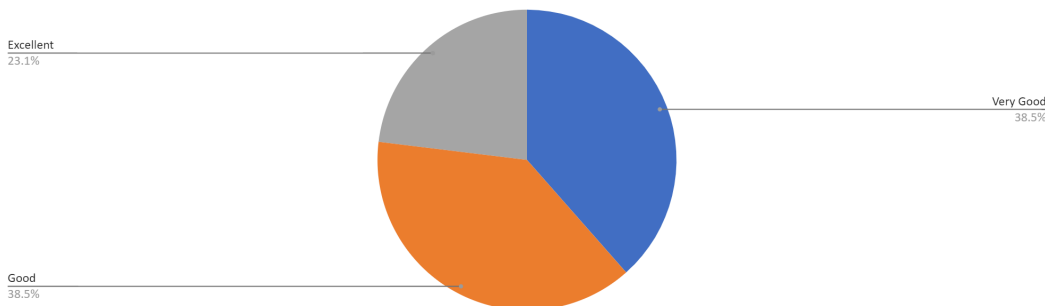
Count of How satisfied are you with the student's work performance in each of these areas (Please mark the candidate as 'Excellent', 'Very Good', 'Good', 'Average', or 'Poor') [Initiative, drive, and independent thinking]



- Overall, employers had a positive impression of the employees ability to develop practical solutions to workplace problems. 61.6% of the employers indicated that the graduates from this institution had "Excellent" and "very good" ability to develop practical solutions to workplace problems. 38.5% of the employers reported that students had "good" skills in terms of developing practical solutions to workplace issues, and thus contributing towards their institutions of work.

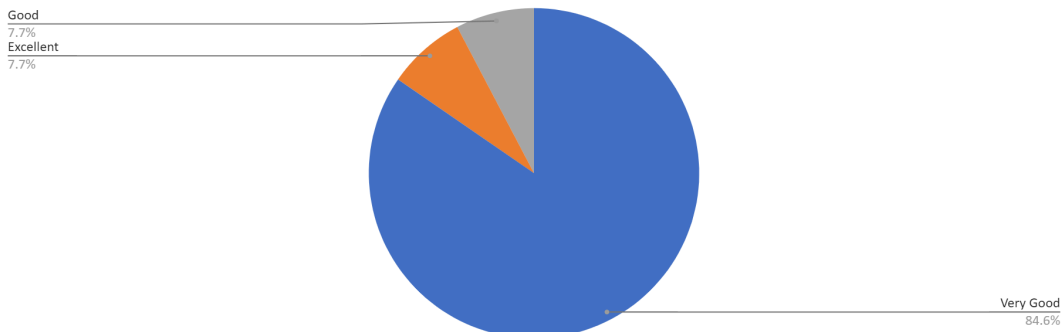


Count of How satisfied are you with the student's work performance in each of these areas (Please mark the candidate as 'Excellent', 'Very Good', 'Good', 'Average', or 'Poor') [Developing practical solutions to workplace problems]

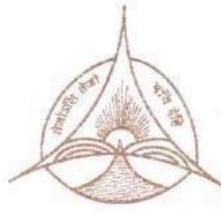


6. In terms of teamwork, though the majority of the employers had a positive impression of employees from the institution, a whopping 92.3% of the employers believed that their employees who graduated from this institution had “excellent” and “very good” teamwork skills, while, 7.7% found them to be “good” on the critical aspect of teamwork within work performances.

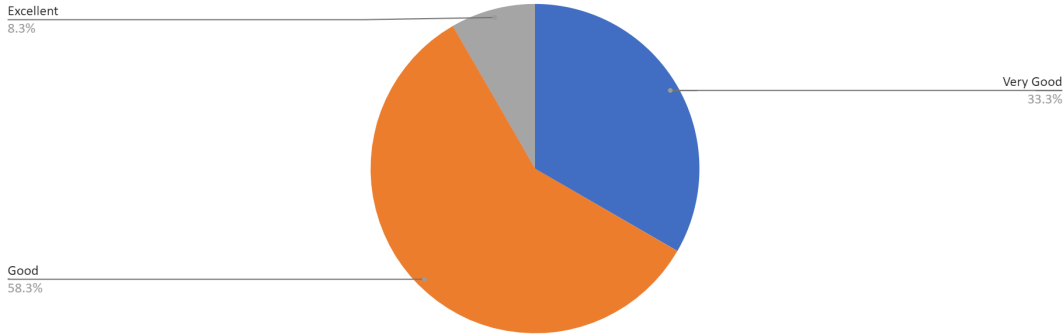
Count of How satisfied are you with the student's work performance in each of these areas (Please mark the candidate as 'Excellent', 'Very Good', 'Good', 'Average', or 'Poor') [Teamwork]



7. Overall, students fared well in the employers assessment of their planning and organization skills. Whereas, 58.3% of the employers felt that the student employees had “good” planning and organization skills, while, 33.3% of them believed that their planning and organization skills were “very good”. 8.3% of the employers observed exceptional planning and organizational skills among the employees and answered “excellent”, when asked about their satisfaction with the students work performance in the area of planning and organization skill.

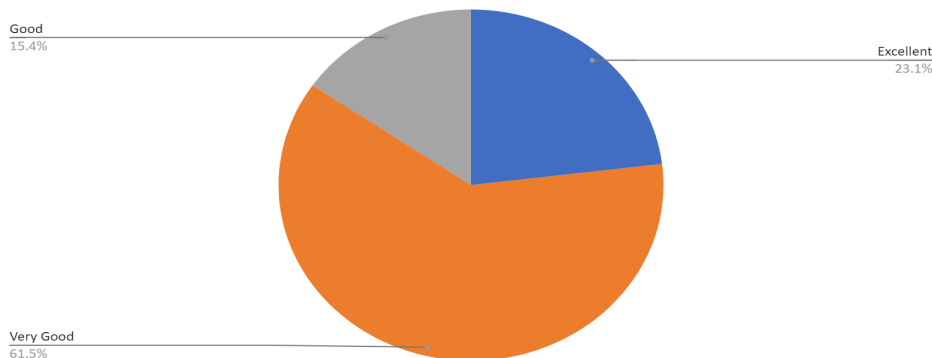


Count of How satisfied are you with the student's work performance in each of these areas (Please mark the candidate as 'Excellent', 'Very Good', 'Good', 'Average', or 'Poor') [Planning and organization skills]



8. On the aspect of satisfaction with the employed student on the aspect of willingness to learn and exploring new opportunities, 84.6 % of the employers observed the students to be “very good” and excellent in terms of their willingness to learn and explore new opportunities. The remaining 15.4% observed them to have markedly “good” willingness to learn and explore new opportunities, contributing towards the employers satisfaction with the work performance of the employed students.

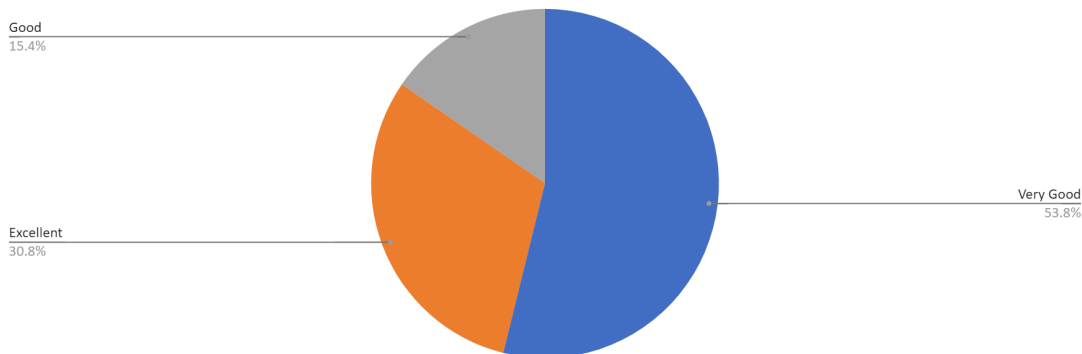
Count of How satisfied are you with the student's work performance in each of these areas (Please mark the candidate as 'Excellent', 'Very Good', 'Good', 'Average', or 'Poor') [Willingness to learn and explore new opportunities]



9. All the employers had a positive impression of the students' punctuality. 84.6% of the employers had a very positive impression of their students' punctuality, employers reported the students to have “very good” and “excellent” time management skills which reflected in their punctuality, and contributed towards their work performance. Of the remaining, 15.4% indicated them to have “good” punctuality.

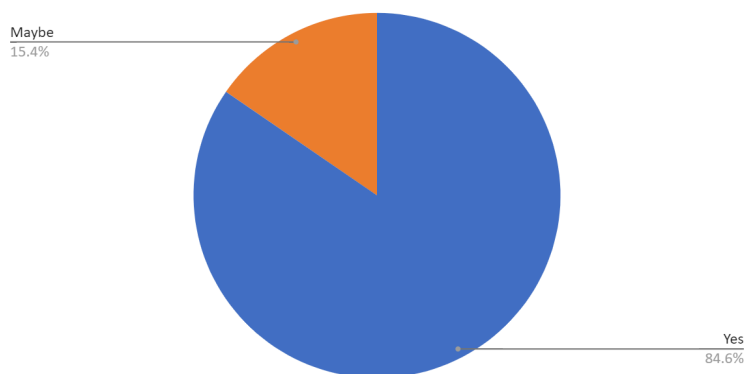


Count of How satisfied are you with the student's work performance in each of these areas (Please mark the candidate as 'Excellent', 'Very Good', 'Good', 'Average', or 'Poor') [Punctuality]



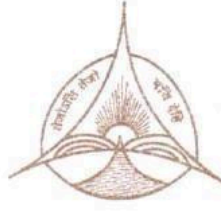
10. The employers had a positive outlook towards JMC students' academic training, syllabus, practical exposure, and hands-on experience. The feedback and comments included expressions like "Excellent work," "Awesome," and "Everything is perfect," indicating overall satisfaction with the academic training and experiences of the students. The suggestion for a course on time management, stress management, and practical workplace situations demonstrates a thoughtful consideration for students' holistic development. The comment about a confident and well-prepared teacher reflects positively on the teaching staff. The company suggests enhancements in the university's website, adjustment of class timings, and the allocation of full weekends to promote better mental health and job readiness among students.

Count of Would you prefer to recruit more JMC students in the future?



11. 84.6% of the employers were confident about recruiting more JMC students in the future, as their employees, as can be reflected in their response, "yes" to the question asking them their preference to recruit more JMC students in the future. 15.4% of the respondents responded with a

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“maybe” to whether they would prefer to recruit more JMC students in the future.