

STAKEHOLDERS FEEDBACK REPORT

(Updated till Academic Session 2020-2021)

Structured Feedback Forms:

Name of Document	Link to Document
Students Feedback Form	https://forms.gle/7ip91hsdZQZB87gn9
Teachers' Feedback to the College	https://forms.gle/9L6ckiAFzsUb7UfK6
Employer Feedback Form	https://forms.gle/vEWbGyUvcUfSgmNG7
Alumni Feedback Form	https://forms.gle/CDQQW1GZTnoXdPpt5



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FEEDBACK REPORT – STUDENT'S FEEDBACK FOR FACULTY AND COLLEGE

Insights:

I. Faculty Performance:

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

II. Syllabus, its Transaction and the Institution:

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

4.1% of respondents rated the relevance of the syllabus to fulfillment of career and personal goals as '1' and '2'.

15.6% of respondents rated the relevance of the syllabus to fulfillment of career and personal goals as '3'.

80.3% of respondents rated the relevance of the syllabus to fulfillment of career and personal goals as '4' and '5'.

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

Summary of Responses:

The following major points can be gleaned from the collation of 1918 responses above:

1. A request by students is the formulation of syllabi that bridges the gap between theory and praxis, offering opportunities for field experiences, hands-on learning, skill development, and more professionally oriented programmes like Data Analytics, programming languages, econometric analysis, etc. that shall enable them to participate

in the workplace. More placement opportunities and information on future career options to aid field selection were also requested.

2. Additionally, syllabus that incorporates greater choice across SECs, DSEs, GEs, and allows students to exchange Hindi and EVS type compulsory papers with foreign languages would be preferred.
3. Another insight that can be recuperated from the responses is the demand for a broader teaching pedagogy in sync with global standards that is customized to the individual needs of students with greater emphasis on discussion-based, well-paced teaching. Rethinking evaluation methods, formulating assignments and projects that test creative and analytical ability is the need of the hour. Readings and other study material should be compact and made accessible to students in an organized manner.
4. Annual review of syllabi, with constant updating of course material to match contemporary trends, subject material contextualized to the Indian framework, and a re-evaluation of paper sequencing across semesters, was also a much-voiced feedback. Moreover, students would like to be considered and included as decision-makers when syllabus is revised so that their needs are reflected in the final approved structure along with other stakeholders.
5. With reference to syllabus transaction, students would prefer being presented with multiple perspectives on a subject so that they may consider all possibilities before forming their own socio-political ideologies. Subjects like Psychology would specially benefit from broadening their approach to include socio-political viewpoints instead of purely medical ones. Furthermore, an intersectional approach to syllabus, with incorporation of history, historiography, mythmaking in relevant disciplines should be adopted.
6. Some students also highlighted the desire for more comprehensive and detailed engagement with certain topics and subjects, with training in writing research papers, so that they may prepare better for further specializations in the discipline.
7. Specifically keeping the pandemic in mind, students expressed dissatisfaction with the online mode of instruction, desiring for syllabus and consequently screen time to be reduced, classes to be made more engaging, notes and lecture recordings to be made available, and logistical issues faced by them to be acknowledged and addressed appropriately. Due to staggered semesters and other difficulties mentioned above, students wish for certain complex subjects like MME to either be simplified or timelines modified to aid their understanding in the virtual mode.

3. **84.1%** of respondents graded the academic environment of the college as 'excellent', and "very good", **13.2%** of the respondents graded the academic environment of the college as "good", and **2.7%** of the respondents graded the academic environment of the college as "average".
4. **95%** of respondents stated that classes "always" and "often" happened regularly in college, while **4.1%** of respondents stated that classes "sometimes" happened regularly in college, and **0.9%** of respondents stated that classes "rarely" happened regularly in college.
5. **53.5%** of respondents stated that "yes" the library was well-stocked with primary and secondary study material for students, while **10%** of respondents stated that "no" the library was not well-stocked with primary and secondary study material for students, and **36.5%** of respondents belonged to the "maybe" and "cannot say" categories.
6. **76.4%** of respondents stated that "yes" college provided ample co-curricular opportunities for holistic development, while **5.2%** of respondents stated that "no" the college did not provide ample co-curricular opportunities for holistic development, and **18.4%** of respondents belonged to the "maybe" and "cannot say" categories.
7. **60.6%** of respondents stated that "yes" the department assembly provides an effective platform to inculcate team spirit and a sense of belonging, while **10.8%** of respondents stated that "no" the department assembly did not provide an effective platform to inculcate team spirit and a sense of belonging, and **28.6%** of respondents belonged to the "maybe" and "cannot say" categories.
8. **68.8%** of respondents stated that "yes" the administrative staff is transparent in their conduct and helpful to students, while **7.1%** of respondents stated that "no" the administrative staff was not transparent in their conduct and helpful to students, and **24.1%** of respondents belonged to the "maybe" and "cannot say" categories.

9. 81.3% of respondents stated that classrooms and basic amenities are “always” and “often” regularly cleaned and well-maintained in college, while 13.1% of respondents stated that classrooms and basic amenities are “sometimes” regularly cleaned and well-maintained in college, and 5.5% of respondents stated that classrooms and basic amenities are “rarely” regularly cleaned and well-maintained in college.
10. 78.9% of respondents stated that “no” they had not experienced institutional discrimination at JMC, while 12.5% of respondents stated that “yes” they had experienced institutional discrimination at JMC, and 8.6% of respondents belonged to the “cannot say” category.
11. 49% of respondents stated that “yes” they thought JMC had an effective grievance redressal mechanism in place for students, while 8.4% of respondents stated that “no” they did not think that JMC had an effective grievance redressal mechanism in place for students, and 42.6% of respondents were “not aware” if JMC had an effective grievance redressal mechanism in place for students.
12. 77% of respondents stated that “yes” they were satisfied with the safety frameworks for students within the college premises, while 5.3% of respondents stated that “no” they were not satisfied with the safety frameworks for students within the college premises, and 17.6% respondents were “not aware” of safety frameworks for students within the college premises.
13. Suggest some steps that can be implemented by the college to enhance the overall learning experience of the students: (responses that are just dashes have not been included)

Summary of Responses:

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

A. Syllabus

- i. Sessions related to recent developments in the disciplinary field should be organized to enhance students' knowledge.
- ii. Compulsory Skill enhancement activities that may include training in dissertation writing, academic writing for students from social sciences.
- iii. Power point Presentations should be compulsorily included as part of assignments taken by teachers.
- iv. Greater number of doubt classes should be held to address lacks in the students' understanding.
- v. Issues relevant to the contemporary Indian context should be incorporated.
- vi. Instead of a single IA assessment, assessment of syllabi should be divided into smaller components of continuous evaluation.
- vii. B.Voc. needs more notes to be made available and a practical component should be included in the subject.
- viii. A larger number of DSE options should be offered.
- ix. History of Southern and other parts of India should be made a part of the curriculum.
- x. The AECC (English Communication) syllabus is limited and can be expanded to include a more diverse set of topics and examples.
- xi. The syllabus should be structured to international graduation standards so that it assists the students interested in higher education from abroad.
- xii. The syllabus for B. Com (H) and B.A Programme feels outdated and insufficient and could do with some modification.
- xiii. Electives in the third year should allow students to pick options which they can then use to form a bridge to the subject that they plan to pursue post their graduation.
- xiv. The syllabus should be oriented towards inclusivity, with space for marginalized voices and texts.

B. Infrastructure

- i. Many responses highlighted the need for cleaner washrooms with mirrors, sanitary napkin dispensers, regular drinking and bathroom water supply, installation of ACs, fixing of dysfunctional projectors, more fans and proper ventilation in classrooms.
- ii. There were demands for the existing medical room to be adequately equipped and functional for students throughout the day.
- iii. Lifts, that are not accessible to students otherwise, should be opened for use to them.
- iv. There were also calls for improvement in the quality and price of canteen food along with better crowd management there.

C. Library

- i. A frequent complaint is the students' consternation at not being allowed to take their own books, study material and water bottles into the library. They also want a re-evaluation of library rules regarding the issuing of books.

- ii. Along with secondary study material, all course books should be available in the library so that students may avail of them freely or cheaply. Economic concessions should be provided to students from disadvantaged backgrounds.
- iii. Materials can be made available online for books that are not available in the physical library.

D. Departmental Level

- i. A lot of students voiced the demand for more departmental trips and educational excursions so that learning may move beyond the confines of the classroom.
- ii. The department assemblies should also be improved.
- iii. Need for more inter-departmental collaborations was also voiced.

E. Student – Teacher Relationship

- i. Attendance relaxation and benefits should be given especially when students are bringing laurels to the college through their extra-curricular contributions.
- ii. Better dialogue between students, teachers, and administration should be initiated regarding attendance and other concerns. Putting up suggestion boxes, and holding face-to-face / General Body Meetings with students/Student Council would go a long way in addressing some of these concerns.
- iii. Technology should be incorporated more into syllabus transmission to make the lectures interactive and engaging. Mics should be provided to soft-spoken teachers so that pedagogy remains effective.
- iv. Opportunities for practical application and research, testing of creative and analytical abilities in assessments, would enhance the teaching-learning process.
- v. Too many strikes create an undue pressure to finish the syllabus in a shorter period of time.
- vi. Facilitate an atmosphere where students speak to other students to foster exposure to and acceptance of diverse viewpoints.
- vii. Teachers should be encouraged to accept online assignments and should strictly adhere to plagiarism checks so that students take assignments seriously and not necessarily as a copy-paste exercise that they think it to be in the present circumstances.
- viii. Reading weeks should be initiated across all departments to inculcate reading habits among students.

F. Relationship with Administration

- i. More support is needed from the college administration in the conduct of routine tasks as well as for specialized cases of documentation.
- ii. Timetables need to be better planned in some cases so that there are no long gaps between classes.

- iii. When the weather is good, classes can be taken in the grounds or other open areas to help declutter the students' mindscape and center their ideas.

G. Safety Mechanisms

- i. A large number of students desire the installation of CCTV cameras in the college premises to avoid theft and improve their sense of well-being.
- ii. College IDs should be checked more strictly at the gate especially during fest season to avoid any unforeseen circumstances.

H. Career Opportunities

- i. Better placements, greater internship opportunities, and more emphasis on research were recurring requests from students.
- ii. Students also wanted frequent career counselling sessions so that they have more knowledge about their post-collegiate professional options.
- iii. The number of student societies should be increased or audition processes modified so that more students are able to benefit from and participate in extra-curriculars.
- iv. Collaborations with reputed institutes and organizations should be facilitated to enhance professional opportunities.

I. Pandemic

- i. A few students articulated the demand for returning to offline classes.
- ii. Material referenced should be linked so that students can easily access the secondary material as well.
- iii. Difficulty in executing any kind of practical application of concepts was iterated due to the inability of leaving the house.



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FEEDBACK REPORT – TEACHERS' FEEDBACK FOR COLLEGE

I. Syllabus and ICT Support

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

35.4% of respondents rated the relevance of the current syllabus of the course(s) to contemporary trends in the discipline as '5'.

57% of respondents rated the relevance of the current syllabus of the course(s) to contemporary trends in the discipline as '4'.

7.6% of respondents rated the relevance of the current syllabus of the course(s) to contemporary trends in the discipline as '3'.

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

Summary of Responses

Most of the respondents think that the current syllabus of the course(s) is in sync with contemporary trends in the discipline and the curriculum aims at harnessing the skills of the students to meet the requirements of the job market. The interdisciplinary nature of the syllabus also provides the respondents with freedom to innovate within the framework of the course and widen the exposure of students. However, some respondents feel that though the syllabus has been updated, there is still scope for inclusion of higher order learning in curriculum and industry interaction and exposure in the form of compulsory internships and projects.

3. 81% of respondents stated that 'Yes' the syllabus responds to the emerging research and practical application needs of the field, 8.9% respondents stated that 'No' the syllabus does not respond to the emerging research and practical application needs of the field, while 10.1% of respondents stated that they 'Cannot Say' whether the syllabus responds to the emerging research and practical application needs of the field.



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

29.1% of respondents rated the contribution of the ICT (Information and Communications Technology) facilities in JMC in creating a technologically upgraded pedagogical environment as '5'.

39.2% of respondents rated the contribution of the ICT (Information and Communications Technology) facilities in JMC in creating a technologically upgraded pedagogical environment as '4'.

25.3% of respondents rated the contribution of the ICT (Information and Communications Technology) facilities in JMC in creating a technologically upgraded pedagogical environment as '3'.

3.8% of respondents rated the contribution of the ICT (Information and Communications Technology) facilities in JMC in creating a technologically upgraded pedagogical environment as '2'.

2.5% of respondents rated the contribution of the ICT (Information and Communications Technology) facilities in JMC in creating a technologically upgraded pedagogical environment as '1'.

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

Summary of Responses

Some respondents have expressed their satisfaction with the college's performance in creating a technologically upgraded pedagogical environment and feel that the recent shift to online mode of teaching and learning has been facilitated seamlessly by the ICT department. However, some respondents have highlighted that though projectors and laptops have been made available in the college, they often do not work properly and weak Wi-Fi connection remains a major concern. Lack of compatibility in the laptops of teachers and the ability of the projector to read it, often hinders teaching-learning process.

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

35.4% of respondents rated the college's efforts to prepare the teaching staff to utilize the technological framework as '5'.

44.3% of respondents rated the college's efforts to prepare the teaching staff to utilize the technological framework as '4'.

12.7% of respondents rated the college's efforts to prepare the teaching staff to utilize the technological framework as '3'.

6.3% of respondents rated the college's efforts to prepare the teaching staff to utilize the technological framework as '2'.

1.3% of respondents rated the college's efforts to prepare the teaching staff to utilize the technological framework as '1'.

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

Summary of Responses

Most of the respondents feel that the IT Team of the college is responsive and technical assistance is readily available. Workshops and FDPs have been organized from time to time to educate all faculty members in ICT usage (using the attendance portal, online teaching tools, Google Classroom etc.) but their frequency should be increased and more follow up sessions should be held so that teachers can stay updated and orient their pedagogical methodologies accordingly.

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

20.3% of respondents rated the availability of primary and secondary online and physical study material for students and teachers in the college library as '5'.

44.3% of respondents rated the availability of primary and secondary online and physical study material for students and teachers in the college library as '4'.

32.9% of respondents rated the availability of primary and secondary online and Physical study material for students and teachers in the college library as '3'.

1.3% of respondents rated the availability of primary and secondary online and physical study material for students and teachers in the college library as '2'.

1.3% of respondents rated the availability of primary and secondary online and physical study material for students and teachers in the college library as '1'.

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

Summary of responses

Most of the respondents have expressed satisfaction with the availability of primary and secondary online and physical study material for students and teachers in the college library and feel that the College library is well stocked and regularly updated. The library staff is also very cordial and cooperative in arranging for new, relevant books and catalogues in a fast and efficient manner. Some of the respondents have expressed concern about the availability of online study material and have requested that more online material should be made accessible.

II. Professional Environment

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

64.6% of respondents rated the conduct of the JMC leadership with regard to transparency and support as '5'.

29.1% of respondents rated the conduct of the JMC leadership with regard to transparency and support as '4'.

5.1% of respondents rated the conduct of the JMC leadership with regard to transparency and support as '3'.

1.3% of respondents rated the conduct of the JMC leadership with regard to transparency and support as '2'.

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

Summary of Responses

Most of the respondents are fairly satisfied with the conduct of JMC leadership with regard to transparency and support and believe that the atmosphere is conducive for continuous engagement on a variety of issues that concern the faculty members. A few members have expressed concern about efficiency but by and large there seems to be a consensus that the leadership is approachable and practices a policy of compassion and transparency.

12. 6.3% of the respondents stated that 'Yes' they have faced institutional discrimination at JMC, while 89.9% stated that 'No' they have not faced any institutional discrimination. The remaining 3.8% of respondents stated that they 'Cannot Say.'
13. On a scale of 1-5, 1 being 'Not Satisfied' and 5 being 'Very Satisfied' rate the grievance redressal mechanism for members of the teaching community at JMC.
- 46.8% of respondents rated the grievance redressal mechanism for members of the teaching community at JMC as '5'.
- 29.1% of respondents rated the grievance redressal mechanism for members of the teaching community at JMC as '4'.
- 20.3% of respondents rated the grievance redressal mechanism for members of the teaching community at JMC as '3'.
- 2.5% of respondents rated the grievance redressal mechanism for members of the teaching community at JMC as '2'.
- 1.3% of respondents rated the grievance redressal mechanism for members of the teaching community at JMC as '1'.

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

Summary of Responses

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

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

65.8 % of respondents rated the efficiency and behaviour of the employees of the administrative department in their dealing with teachers and students as '5'.

29.1 % of respondents rated the efficiency and behaviour of the employees of the administrative department in their dealing with teachers and students as '4'.

3.8% of respondents rated the efficiency and behaviour of the employees of the administrative department in their dealing with teachers and students as '3'.

1.3% of respondents rated the efficiency and behaviour of the employees of the administrative department in their dealing with teachers and students as '2'.

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

Summary of Responses

Most of the respondents are favourably predisposed towards the conduct of the administrative staff and find them helpful, courteous and cooperative. Most of the respondents have found their dealings with the employees of the administrative department to be pleasant, productive and prompt.

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

55.7% of respondents rated the efficiency and behaviour of the employees of the accounts department in their dealings with teachers and students as '5'.

30.4% of respondents rated the efficiency and behaviour of the employees of the accounts department in their dealings with teachers and students as '4'.

11.4% of respondents rated the efficiency and behaviour of the employees of the accounts department in their dealings with teachers and students as '3'.

2.5% of respondents rated the efficiency and behaviour of the employees of the accounts department in their dealings with teachers and students as '2'.

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

Summary of Responses

Most of the respondents have found the employees of the accounts department to be helpful, cooperative and approachable and have not experienced any problems per se in their dealings with them. A few responses have expressed a need for more transparency and efficiency.

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

49.4% of respondents rated the inclusion of divergent opinions in various institutional bodies like Governing Body, Staff Council and Staff Association as '5'.

43% of respondents rated the inclusion of divergent opinions in various institutional bodies like Governing Body, Staff Council and Staff Association as '4'.

6.3% of respondents rated the inclusion of divergent opinions in various institutional bodies like Governing Body, Staff Council and Staff Association as '3'.

1.3% of respondents rated the inclusion of divergent opinions in various institutional bodies like Governing Body, Staff Council and Staff Association as '1'.

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

Summary of Responses

Most of the respondents feel that the institutional bodies accommodate a variety of perspectives and decision making is generally done in a democratic manner. A few respondents have stated that divergent opinions are sometimes not factored in while making decisions.

III. Academic and Research Environment

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

57% of respondents rated the quality of 'job satisfaction' offered by JMC as '5'.

39.2% of respondents rated the quality of 'job satisfaction' offered by JMC as '4'.

3.8% of respondents rated the quality of 'job satisfaction' offered by JMC as '3'.

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

Summary of Responses

Contentment with the work profile, reward structure and culture of the organization, features prominently in this parameter. Most of the respondents feel that the congenial environment of the college enables a healthy teaching-learning process that significantly contributes to job satisfaction.

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

43% of respondents rated the 'Opportunities for Personal and Professional Growth' at JMC as '5'.

38% of respondents rated the 'Opportunities for Personal and Professional Growth' at JMC as '4'.

13.9% of respondents rated the 'Opportunities for Personal and Professional Growth' at JMC as '3'.

5.1% of respondents rated the 'Opportunities for Personal and Professional Growth' at JMC as '2'.

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

Summary of Responses

Most of the responses have expressed satisfaction with the availability of options for professional growth given the constraints of college teaching. Some respondents have requested for improvements with respect to sanctioned leaves and funding for research-oriented projects.

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

60.8% of respondents rated the 'Academic Freedom' available in the college as '5'.

29.1% of respondents rated the 'Academic Freedom' available in the college as '4'.

8.9% of respondents rated the 'Academic Freedom' available in the college as '3'.

1.3% of respondents rated the 'Academic Freedom' available in the college as '2'.

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

Summary of Responses

Most of the respondents have expressed satisfaction with the availability of academic freedom and feel that they are able to innovate within the framework of prescribed

syllabus and organize seminars, talks etc. Most of the respondents feel that there is considerable liberty to decide the pedagogical methods.

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

60.8% of respondents rated the 'Departmental Environment' at JMC as '5'.

30.4% of respondents rated the 'Departmental Environment' at JMC as '4'.

6.3% of respondents rated the 'Departmental Environment' at JMC as '3'.

2.5% of respondents rated the 'Departmental Environment' at JMC as '2'.

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

Summary of Responses

Most of the respondents have expressed that the Departmental Environment is supportive and democratic and colleagues share a good rapport that facilitates a conducive work culture. Difference of opinion is resolved in an amicable manner by adhering to professional ethics.

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

67.1% of respondents rated the 'Workload' that is taught as '5'.

25.3% of respondents rated the 'Workload' that is taught as '4'.

7.6% of respondents rated the 'Workload' that is taught as '3'.

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

Summary of Responses

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

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

60.8% of respondents rated the kind of 'Timetables' that are created here as '5'.

32.9% of respondents rated the kind of 'Timetables' that are created here as '4'.

6.3% of respondents rated the kind of 'Timetables' that are created here as '3'.

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

Summary of Responses

Most of the respondents feel that slot preferences are taken into consideration by the time table committee and have expressed satisfaction with the timetable that they are allotted to follow.

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

19% of respondents rated the kind of 'Conferences and Faculty Development Programmes' that are organized in the College as '5'.

51.9% of respondents rated the kind of 'Conferences and Faculty Development Programmes' that are organized in the College as '4'.

22.8% of respondents rated the kind of 'Conferences and Faculty Development Programmes' that are organized in the College as '3'.

3.8% of respondents rated the kind of 'Conferences and Faculty Development Programmes' that are organized in the College as '2'.

2.5% of respondents rated the kind of 'Conferences and Faculty Development Programmes' that are organized in the College as '1'.

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

Summary of Responses

Some of the respondents have expressed satisfaction with the kind of conferences and FDPs that are organized by the college and have found them relevant and beneficial for their academic growth. A need to increase the frequency of these conferences and FDPs and upgrade their academic quality has also been foregrounded.

- 35.** **50.6%** of Teachers stated that 'Yes' they have filled the downloadable Self-Assessment Form for Teachers (PDF) available on the JMC Website, while **49.4%** of Teachers stated that 'No' they have not filled the form on the website.

- 36.** **64.3%** of Teachers stated that 'Yes' filling the Self-Assessment Form aided their professional growth as an educator, **4.8%** stated that 'No' the form did not aid their professional growth while **31%** stated that they 'cannot say.'

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

Summary of Responses

The requisite ICT and physical infrastructure must be made available for the teachers to carry out their work efficiently. Following this, suggestions like conducting more workshops, seminars, and conferences to widen the field for teachers to contribute have been proposed. Creating an administratively amenable environment (reorienting workloads, giving duty leave, facilitating research grants) to ensure research does not get completely sidelined by teaching, has also been foregrounded.

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

Summary of Responses

Some of the respondents have highlighted the need for providing Duty Leaves to teachers for attending conferences and FDPs for upgradation of their knowledge base. Apart from this, some of the respondents have requested for more research opportunities and better infrastructural facilities like faculty reading room with computer and printer and less administrative work. Upgradation of the infrastructure for adventure activities such as ramp jumping, rock climbing etc. have also been foregrounded so that the NCC cadets are prepared well for competing for entry into the defense forces.

IV. Infrastructural Factors

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

89.9% of respondents rated the landscaping of the college premises as '5'.

10.1% of respondents rated the landscaping of the college premises as '4'.

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

Summary of Responses

Most of the responses have foregrounded that the landscaping of the college is very aesthetically done and creates a positive atmosphere for teaching-learning process.

41. 84.8% of respondents stated that 'Yes' JMC's infrastructure is inclusive and responds to the needs of different stakeholders, 3.8% of respondents stated that 'No', JMC's infrastructure is not inclusive and does not respond to the needs of different stakeholders while 11.4% of respondents stated that they 'Cannot Say.'

42. 94.9% respondents stated that 'Yes' the college is safe for students and faculty, 1.3% of respondents stated that 'No', it is not a safe space while 3.8% of respondents stated that they 'Cannot Say' whether the college is a safe space for students and faculty.

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

49.4% of respondents rated the hygiene and cleanliness of the classrooms and basic amenities in the college as '5'.

36.7% of respondents rated the hygiene and cleanliness of the classrooms and basic amenities in the college as '4'.

8.9% of respondents rated the hygiene and cleanliness of the classrooms and basic amenities in the college as '3'.

5.1% of respondents rated the hygiene and cleanliness of the classrooms and basic amenities in the college as '2'.

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

Summary of Responses

Some suggestions requested for cleaner classrooms and washrooms and stressed the need to address water supply issues.

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

60.8% of respondents rated the lifts and fire security management within the College premises as '5'.

27.8% of respondents rated the lifts and fire security management within the College premises as '4'.

10.1% of respondents rated the lifts and fire security management within the College premises as '3'.

1.3% of respondents rated the lifts and fire security management within the College premises as '2'.

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

Summary of Responses

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

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

24.1% of respondents rated the food quality and hygiene standard maintained by the canteen at JMC as '5'.

29.1% of respondents rated the food quality and hygiene standard maintained by the canteen at JMC as '4'.

32.9% of respondents rated the food quality and hygiene standard maintained by the canteen at JMC as '3'.

11.4% of respondents rated the food quality and hygiene standard maintained by the canteen at JMC as '2'.

2.5% of respondents rated the food quality and hygiene standard maintained by the canteen at JMC as '1'.

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

Summary of Responses

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

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

Summary of Responses

A vast majority of the suggestions have requested for infrastructural improvements to facilitate better teaching: cleaner washrooms, a better canteen. Some of the respondents have requested support for more research opportunities, upgradation in ICT - better digital access to resource materials and updated software for teachers and students, establishing hostels for students, a creche or day care facility, independent rooms for faculty members. Precipitated action of permanent appointments, which as a minority college can be pursued despite the overall delay of the process in DU and a conscious effort to admit more students with disabilities and students from economically vulnerable and socially marginalized groups have also been proposed.



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FEEDBACK REPORT – EMPLOYER FEEDBACK FOR JESUS AND MARY COLLEGE

Insights:

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

Communication Skills

All of the respondents rated the JMC students' communication skills as 'excellent' and 'very good'.

Contribution in Development of Organization

All of the respondents rated the JMC students' contribution in development of organization as 'excellent' and 'very good'.

Leadership Qualities

Some of the respondents rated the JMC students' leadership qualities as 'excellent'. Most of the respondents rated the JMC students' leadership qualities as 'very good' and 'good'.

Initiative, Drive and Independent Thinking

All of the respondents rated the JMC students' initiative, drive and independent thinking as 'excellent' and 'Very Good'.

Developing Practical Solutions to Workplace Problems

Some of the respondents rated the JMC students' ability to develop practical solutions to workplace problems as 'excellent'.

Most of the respondents rated the JMC students' ability to develop practical solutions to workplace problems as 'very good' and 'good'.

Teamwork

All of the respondents rated the JMC students' teamwork as 'excellent' and 'very good'.

Planning and Organization Skills

Some of the respondents rated the JMC students' planning and organization skills as 'excellent'.

Most of the respondents rated the JMC students' planning and organization skills as 'very good' and 'good'.



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Willingness to Learn and Explore New Opportunities

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

Punctuality

All of the respondents rated the JMC students' punctuality as 'excellent' and 'very good'.

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

Summary of Responses:

- Respondents praised the extensive and rigorous academic training provided by the syllabus, and the contribution of the college in empowering students to become confident and hardworking employees.
- In order to be better equipped to handle the diverse set of demands of a workplace, it was advised that the students be trained in time and stress management.
- The JMC candidates' proficiency in giving memorable interviews was praised.

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

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



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FEEDBACK REPORT – ALUMNI'S FEEDBACK FOR COLLEGE AND INSTITUTION

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

1. 22.5% of respondents stated that 'Yes,' they have attended alumni events at the college since they graduated, while 77.5% of respondents stated that 'No,' they have not attended any alumni events at the college after their graduation.
2. 70% of respondents stated that 'Yes', the college administration has been helpful in educational dealings post their graduation, while 5% of respondents stated that 'No,' the college administration has not been helpful, and 25% of respondents belonged to the 'Cannot Say' category.
3. 92.5% of respondents stated that 'Yes', the college has positively contributed to their personal and professional growth, while none of the respondents stated that 'No' the college did not have any such bearing on their personal and professional trajectory. 7.5% of respondents stated that 'Maybe' the college has contributed to their overall growth.
4. 70% of respondents rated the relevance of the syllabi offered at college as 'Excellent' (40%) and 'Very Good' (30%) for their current job profile, while 17.5% of respondents rated the relevance as 'Good', and 12.5% of respondents rated the relevance as 'Average.'
5. 95% of respondents stated that 'Yes' the college has provided them with a good foundation to cultivate leadership qualities and a sense of social responsibility, while 2.5% of respondents stated that 'No', the college has not provided them with such a foundation, and 2.5% of respondents belonged to the 'Cannot Say' category.



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6. 95% of respondents stated that 'Yes', the college has inculcated a sense of community in them, while of none of the respondents stated that 'No', the college has not done that. 5 % of respondents stated that they 'Cannot Say' whether the college has inculcated any sense of community in them.
7. Suggestions for the college for strengthening the alumni network:

Summary of Responses:

A significant proportion of the suggestions is geared towards having more alumni meetings and maintaining a robust alumni database where the JMC graduates can keep updating their achievements and stay in touch with the college. There is also a lot of emphasis on how the college should keep a track of the career trajectories of the alumni so that it could collaborate with them to organize sessions and workshops on various vocational issues to help students understand their potential, develop skills and find more opportunities. Another suggestion is to harness the influence of social media and organize interesting events that can help the alumni to foster a sense of belonging with the institution and the current students as well.

II. College Experience

8. 95% of respondents stated that 'Yes' the college provided a stimulating academic environment for them during their period of undergraduate study, while of none of respondents stated that 'No', the college did not provide them with any such environment, 5% of respondents stated that they 'Cannot Say' whether the college provided them with a stimulating environment during their period of undergraduate study.
9. 60% of respondents stated that the syllabus at the college 'Always' (37.5%) and 'Often' (22.5%) bridged the gap between theoretical knowledge and its practical application, while 40% of respondents were divided across the 'Sometimes' (30%) and 'Rarely' (10%) categories.

10. 85% of respondents stated that 'Yes', the college provided enough opportunities for pursuing extracurricular interests, while 2.5% of respondents stated 'No', the college did not offer such opportunities, and 12.5% of respondents stated that they 'Cannot Say' whether the college provided enough opportunities for pursuing extracurricular interests.
11. 40% of respondents stated that 'Yes', the placement cell of the college provided them with sufficient on-campus placement opportunities and career guidance, while 27.5% of respondents stated that 'No', the college did not provide them with sufficient opportunities and career guidance. 32.5 % of respondents were divided across the 'Maybe' and 'Cannot Say' categories.
12. Suggestions for measures that can be implemented by the college to enhance the learning experience of students for their holistic development:

Summary of Responses:

A major thrust of the suggestions is on re-orienting the existing pedagogy towards practical exposure and hands-on experience so that students are able to understand the real-world implications of theoretical knowledge and are equipped with the requisite skills for the job market. Organizing more workshops, field trips, pre-placement training, good internship opportunities, exchange programmes and cultivating a healthy student-teacher bond have been proposed.



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ACTION TAKEN REPORT (2020-2021)

A SUMMARY

- At Jesus and Mary College, a robust feedback system is employed to secure the holistic participation of various stakeholders such as students, teachers, parents, alumni, employers, non-teaching staff, etc. in the institutional processes. This fosters a spirit of transparency, communication, and inclusivity in all levels of functioning at the institution. The feedback is taken through forms designed specifically for this purpose and is easily accessible on the college website. This gives voice and freedom to various stakeholders as they express themselves anonymously. This data is compiled and analyzed and shared with each department and concerned individuals within the college for necessary action. The feedback thus obtained not only provides a foundation for evaluating the efficacy of our existing mechanisms but also aids in the development of innovative academic and extra-academic content. It helps in formulating strategies for prospective institutional development.
- An Internal Audit Report is given by IQAC to each department. Each department is also given a tool for self-reflection and taking suitable action collectively. Together this data gives all departments and concerned staff of college feedback to critically reflect on their practices and plan ahead. Institutionally, the Principal is always directly accessible to students. This ensures the redressal of grievances. When it comes to the formally collected feedback, the teaching body and the Principal together reflect and determine viable redressal mechanisms for each kind of stakeholder, instead of opting for a one-size-fits-all approach.
- A few examples of channeling feedback into constructive arenas are:
 - Sanitary napkin vending machines have been installed in washrooms
 - Information regarding new additions of books, subscriptions, and links to access e-resources is periodically shared with students and faculty. Details related to digital access to various resources are being shared with students regularly so that they have access to learning material
 - Organized Faculty Development Programmes for the up-gradation of the teaching and non-teaching staff
 - Carried out infrastructural refurbishments to improve the aesthetic and functional experience of the college for all stakeholders



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- Instituted counselling support to cater to the emotional well-being of our students
 - Students were made aware of several platforms available in college for redressal of grievances through the Student Council
 - Curated Life Skills workshops to equip students with techniques of self-preservation and enhancement.
 - Add on courses by professionals in the field also offered by the college to aid skill enhancement and bridge the gap between the world of work and academics
 - Organized multitudinous co-curricular activities to provide an avenue for the demonstration of extra-academic acumen and the honing of other skills like communication and leadership
 - Encouraged research-based projects for the intellectual stimulation of our teachers and students, etc.
- This approach synergistically supports the amalgamation of the interests of the key stakeholders as well as the Institution. Accountability is a key indicator in Jesus and Mary College's institutional vision of providing transformative education to young women.



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