

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.
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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' mindspace 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.