

(दिल्ली विश्वविद्यालय)/(University Of Delhi) सर गंगा राम अस्पताल मार्ग, नई दिल्ली-110060 Sir Ganga Ram Hospital Marg, New Delhi-110060

दूरभाष/Tel. : 49876630, ई-मेल/E-mail : jdmcollege@hotmail.com, वेबसाइट/Website : http://jdm.du.ac.in

आइ एस ओ 21001 : 2018 व आइ एस ओ 9001 : 2015 प्रमाणित एवं NAAC प्रत्यायित A+ महाविद्यालय An ISO 21001 : 2018 and ISO 9001 : 2015 Certified and NAAC Accredited 'A+' College

#### Janki Devi Memorial College Stakeholders Feedback 2024-25

#### **Departmental Feedback Analysis and Action Taken Report**

Department	
<u>Commerce</u>	
<b>Economics</b>	
<b>English</b>	
<u>EVS</u>	
<b>HDFE</b>	
Hindi	
B.A Programme	
History History	
<b>Mathematics</b>	
Music	
Philosophy	
Physical Education	
Political Science	
Sanskrit	
Sociology	
	Economics English EVS  HDFE Hindi B.A Programme History Mathematics Music Philosophy Physical Education Political Science Sanskrit



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### Commerce Department Analysis and Action Taken Report 2024-25



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#### JANKI DEVI MEMORIAL COLLEGE

# Students' Feedback Analysis 2024-2025

**Department: Commerce** 

Sl. No.	Questions	SCORE OUT OF 4	No. of responses less than minimum critical value (less than 1)	Analysis
Section	n-2: Teaching Learning	Total no. of	responses: 320	
16	How much of the syllabus was covered in class?/ कक्षा में कितना पाठ्यक्रम पूर्ण कराया गया ?	3.5	3	Area of Appreciatio n
17	How well were teachers prepared for the classes?/ शिक्षक कक्षाओं में शिक्षण के लिए कितने तैयार थे?	2.9	2	Area of Good Performance
18	How do you assess the communication skills of the teachers?/ आप शिक्षकों के संचार कौशल का आकलन कैसे करते हैं?	2.9	5	Area of Good Performance
19	The teacher's approach to teaching can best be described as/ शिक्षण के प्रति शिक्षक के दृष्टिकोण को) वर्णित किया जा सकता है	2.8	3	Area of Good Performance
20	How will you rate the fairness of the internal evaluation (IA/CA) process by the teachers?/ आप शिक्षकों द्वारा आंतरिक मूल्यांकन (आईए/सीए) प्रक्रिया की निष्पक्षता को कैसे रेट करेंगे?	2.6	9	Area of Concern



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21	How frequently have the teachers discussed your performance in tests/assignments with you, either in class or individually?/ शिक्षकों ने आपके साथ टेस्ट/असाइनमेंट में आपके प्रदर्शन पर कितनी बार चर्चा की है, कक्षा में या व्यक्तिगत रूप से?	2.7	14	Area of Concern
22	Does the college promote internship, student exchange, field visit opportunities for students?/ क्या कॉलेज इंटर्नशिप को बढ़ावा देता है, छात्र आदान-प्रदान, छात्रों के लिए फील्ड विज़िट के अवसर?	2.6	9	Area of Concern
23	Does the teaching and mentoring process in the college help you in cognitive, social and emotional growth?/ क्या महाविद्यालय में शिक्षण और सलाह प्रक्रिया आपको संज्ञानात्मक में मदद करती है, सामाजिक और भावनात्मक विकास?	2.6	8	Area of Concern
24	Does the institution provide multiple opportunities to learn and grow for the students?/ क्या संस्थान छात्रों के लिए सीखने और बढ़ने के कई अवसर प्रदान करता है?	2.9	5	Area of Good Performance
25	Do the teachers provide information regarding your expected competencies, course outcomes and programme outcomes?/ क्या शिक्षक आपकी अपेक्षित दक्षताओं, पाठ्यक्रम के परिणाम और कार्यक्रम के परिणाम के बारे में जानकारी प्रदान करते हैं?	2.8	8	Area of Good Performance
26	Do your teachers conduct adequate follow-up for an assigned task with you?/ क्या आपके शिक्षक आपके साथ किसी सौंपे गए कार्य के लिए पर्याप्त अनुवर्ती कार्रवाई करते हैं?	2.9	5	Area of Good Performance
27	Do the teachers illustrate the concepts through examples and applications?/ क्या शिक्षक उदाहरणों और अनुप्रयोगों के माध्यम से अवधारणाओं को स्पष्ट करते हैं?	3.1	3	Area of Good Performance
28	Do you think that the teachers identify your strengths and provide the right level of challenges?/	2.6	17	Area of Concern



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	क्या आपको लगता है कि शिक्षक आपकी सामर्थ्य की पहचान करते हैं और चुनौतियों के सही स्तर प्रदान करते हैं?			
29	Do you think that the teachers are able to Identify your weaknesses and help you to overcome them?/ क्या आपको लगता है कि शिक्षक आपकी कमजोरियों को पहचानने और उन्हें दूर करने में आपकी मदद करने में सक्षम हैं?	2.5	21	Area of Concern
30	Do you think that the efforts are made to engage students in the monitoring, review and improvement of the teaching learning process?/ क्या आपको लगता है कि छात्रों को निगरानी, शिक्षण अधिगम प्रक्रिया की समीक्षा और सुधार में शामिल करने के प्रयास किए जाते हैं?	2.7	7	Area of Concern
31	Do you think that the teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing the learning experiences?/ क्या आपको लगता है कि शिक्षक छात्र केंद्रित तरीकों का उपयोग करते हैं, जैसे कि अनुभवात्मक अधिगम, सीखने के अनुभवों को बढ़ाने के लिए सहभागी अधिगम और समस्या समाधान कार्यप्रणाली?	2.7	8	Area of Concern
32	Do your teachers encourage you to participate in extracurricular activities?/ क्या आपके शिक्षक आपको पाठ्येतर गतिविधियों में भाग लेने के लिए प्रोत्साहित करते हैं	2.7	6	Area of Concern
33	Do you think that the college/teachers try to inculcate soft skills, life skills and employability skills to help you later in life?/ क्या आपको लगता है कि महाविद्यालय /शिक्षक जीवन में बाद में आपकी मदद करने के लिए सॉफ्ट स्किल्स, जीवन कौशल और रोजगार क्षमता कौशल विकसित करने की कोशिश करते हैं?	2.7	9	Area of Concern
34	What percentage of teachers use ICT tools such as LCD projector, Smart Boards, Multimedia, etc. while teaching?/ कितने प्रतिशत शिक्षक पढ़ाते समय आईसीटी टूल जैसे	2.7	14	Area of Concern



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	एलसीडी प्रोजेक्टर, स्मार्ट बोर्ड, मल्टीमीडिया आदि का उपयोग करते हैं?			
35	The overall quality of teaching-learning process in JDMC is:/ जे. डी. एम. सी. में शिक्षण-अधिगम प्रक्रिया की समग्र गुणवत्ता :	2.9	3	Area of Good Performance
	Section-3: Contribution/Relevance	of Curriculun	n to	1
37	Applicability of concepts/ अवधारणाओं की प्रयोज्यता,	2.8	1	Area of Good Performance
38	Developing or enhancing Entrepreneurial initiatives or Research aptitude/ उद्यमशीलता पहल या अनुसंधान	2.5	10	Area of Concern
39	Developing skill set/ योग्यता विकसित करना या बढ़ाना, कौशल सेट विकसित करना	2.6	5	Area of Concern
40	Adding values and ethics/ मूल्यों और नैतिकता को जोड़न	2.7	4	Area of Concern
41	Enhancing analytical and critical thinking/ विश्लेषणात्मक और आलोचनात्मक सोच को बढ़ाना	2.5	7	Area of Concern
42	Preparation for higher studies/employment/ उच्च शिक्षा/रोजगार के लिए तैयारी	2.5	6	Area of Concern
Section	n-5: Student Support			
58	Usefulness of Orientation Programme of the College and Department/ कॉलेज और विभाग के अभिविन्यास कार्यक्रम की उपयोगिता	2.7	7	Area of Concern
63	Mentor- Mentee system/ मेंटर-मेंटी सिस्टम	2.5	11	Area of Concern
65	Functioning of Student Faculty Meetings/ छात्र संकाय बैठकों का संचालन	2.6	7	Area of Concern



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#### Parents feedback analysis

2024-25

**Department: Commerce** 

**Total Responses: 170** 

	1 otai Responses: 1/0		No. of response	
S. No	Issues	Avg Score (out of 4)	s with less than min critical value (1)	Analysis
4	Teaching-learning process of the college / महाविद्यालय की शिक्षण- अधिगम प्रक्रिया	2.7	3	Area of Concern
9	Academic environment of the college / महाविद्यालय में शैक्षणिक वातावरण	2.9	2	Area of Good Performance
10	Co-curricular and Extra-curricular opportunities provided by the college / महाविद्यालय में सह- पाठ्यचर्या और पाठ्येतर अवसर प्रदान किये जाते हैं ।	2.8	1	Area of Good Performance
11	Contribution of the college to confidence building and personality development of your ward is: / आपके वार्ड (बच्चा)के आत्मविश्वास निर्माण और व्यक्तित्व विकास में महाविद्यालय का योगदान :	2.8	2	Area of Good Performance
12	Contribution of the college towards skill enhancement of your ward is: / आपके बच्चे के कौशल विकास में महाविद्यालय का योगदान है :	2.7	3	Area of Concern
13	How approachable are the college authorities ? / महाविद्यालय - अधिकारी आपके लिए कितने सुलभ हैं?	2.6	2	Area of Concern
16	How do you rate the mentoring provided to your ward? / आप अपने बच्चे को प्रदान की गई सलाह ( परामर्श ) का मूल्यांकन कैसे करते हैं?	2.7	2	Area of Concern



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#### JANKI DEVI MEMORIAL COLLEGE

#### Alumni feedback analysis

2024-25

**Department: Commerce** 

**Total Responses:133** 

Ques No	Issues	Avg Score (out of 4)	No. of response s with less than min critical value (<1)	Analysis
1	Faculty/संकाय	2.7	4	Area of Concern
5	Extra-curricular Activities / पाठ्येत्तर गतिविधियां	2.9	0	Area of Good Performance
8	Grievance Handling / शिकायत निवारण प्रणाली	2.5	5	Area of Concern
14	JDMC's Mentorship Program / जे डी एम एस का मेंटरशिप कार्यक्रम:	2.7	1	Area of Concern
15	Rate the efforts made by the college to connect with you / आपसे जुड़ने के लिए महाविद्यालय द्वारा किये गये प्रयासों का मूल्यांकन करें।	2.7	0	Area of Concern



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**Action Taken Report Department: Commerce** 



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Stakeholder and Ques No.	Question	Average SCORE OUT OF 4	No. of responses < MCV (=0)	Root Cause	Action taken/ planned	Responsibility
Alumni 1	Faculty/संकाय	2.7	4	Although alumni engagement events are organized regularly, the participation rate has remained lower than expected.	To strengthen alumni relations, the department hosted a formal alumni meet and dinner at a five-star venue and expanded outreach efforts through enhanced information and communication campaigns.	College and Alumni Committee
Alumni 8	Grievance Handling / शिकायत निवारण प्रणाली	2.5	5	Student participation in grievance-handling meetings has been limited, resulting in lower visibility of the mechanism.	A comprehensive grievance redressal mechanism has been established in alignment with institutional policy. Students can now submit grievances online, through registers placed at designated points, or during student—faculty committee meetings held at regular intervals. Concerns are addressed promptly to ensure transparency and accountability.	Student Faculty Committee Grievance Redressal Committees



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	Teaching- learning process of the college / महाविद्यालय की			Parents may not be fully aware of the strengths of the college's teaching—learning practices, even though students themselves have	The college and department continuously work to enhance the teaching—learning process. Recently, pedagogy workshops were conducted across departments, including Commerce. The positive student feedback affirms the	
	शिक्षण- अधिगम			expressed	effectiveness of these	Department and
Parent 4	प्रक्रिया	2.7	3	satisfaction.	initiatives.	College
Parent 12	Contribution of the college towards skill enhancement of your ward is: / आपके बच्चे के कौशल विकास में महाविद्यालय का योगदान है:	2.7	3	Parents may not always receive comprehensive feedback from their wards regarding the college's initiatives in skill building and personality development.	The Department of Commerce conducts multiple sessions on personality development and soft skills, along with specialized workshops and add-on courses. Additionally, numerous societies and clubs provide platforms for students' holistic growth. The Entrepreneurship Cell and Incubation Centre further support students in developing entrepreneurial skills and exploring venture creation.	The faculty members of the Department.
G. 1 . 20	How will you	2.6		Limited feedback on	To ensure transparency,	Internal
Student 20	rate the fairness	2.6	9	assessments	faculty members now share	Assessment



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ev (I. pr te शि मूल् प्राः	f the internal valuation [A/CA] rocess by the eachers?/आप ाक्षकों द्वारा आंतरिक ल्यांकन (आईए/सीए) क्रिया की निष्पक्षता ों कैसे रेट करेंगे?			sometimes leaves students uncertain about the basis of their evaluation.	detailed information on marks obtained in assignments, tests, and projects at regular intervals. Teachers are encouraged to use rubrics and maintain records of each student's performance. Furthermore, internal assessment question papers are moderated by faculty peers to uphold fairness.	Moderation Committee in the Department
ha te di pe te ts ei or in क्ष- टेस् आ	low frequently ave the eachers iscussed your erformance in ests/assignmen s with you, ither in class r individually?/शि कों ने आपके साथ स्ट/असाइनमेंट में ापके प्रवर्शन पर कतनी बार चर्चा की है, क्षा में या व्यक्तिगत प से?	2.7	14	Student participation and engagement in this area have been relatively limited.	Although teachers make efforts to discuss the performance of the students in class or in tutorials however irregular students miss out on it due to absenteeism. However, the department faculty members will further make efforts to give students individual feedback in tutorials for their tests / assignments.	faculty members



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Student 22	Does the college promote internship, student exchange, field visit opportunities for students?/क्या कॉलेज इंटर्निशप को बढ़ावा देता है, छात्र आदान-प्रदान, छात्रों के लिए फील्ड विजिट के अवसर?	2.6	9	Lack of sufficient time slots, resources and students availability for such programs	The Department organized several sessions during the academic year 2024–25 to promote internships and field visits. While student exchange programs could not be initiated in the current session, greater efforts are planned for the upcoming year. In addition, the Department provides attendance relaxation of up to eight weeks for students engaged in internships.	Association and COC of JDM
Student 29	Do you think that the teachers are able to Identify your weaknesses and help you to overcome them?/क्या आपको लगता है कि शिक्षक आपकी कमजोरियों को पहचानने और उन्हें दूर	2.5	21	Student participation and engagement in this area has been relatively limited.	Faculty members of the Department of Commerce conduct remedial classes, in addition to regular lectures, to support students in addressing their academic challenges. Moreover, during continuous assessments in tutorials, students receive guidance on strategies to improve their performance.	There is college committee for remedial classes as well as individual faculty members of the Department take care of it.



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	करने में आपकी मदद					
	करने में सक्षम हैं?					
	Do you think					
	that the efforts					
	are made to				T1. D	
	engage				The Department has actively	
	students in the				involved students in	
	monitoring,				reviewing the teaching-	
	review and				learning process through	
	improvement				student-faculty meetings and	
	of the teaching				one-on-one classroom	
	learning				discussions. In addition, the	
	_				Department of Commerce	
	process?/ क्या आपको लगता है कि				organized a pedagogy	
					workshop across various	
	छात्रों को निगरानी,				subjects, inviting experts and	
	शिक्षण अधिगम प्रक्रिया				professors from the	
	की समीक्षा और सुधार			Improvements in	University of Delhi and	
	में शामिल करने के			teaching learning	affiliated colleges to share	Department and
Student 30	प्रयास किए जाते हैं?	2.7	7	wherever required	best practices.	Faculty
Student 30	Do you think	2.1	/	wherever required	Teachers regularly integrate	Tacuity
	that the					
					real-life examples into	
	teachers use			Curriculum design	classroom teaching to	
	student centric			and time constraint	enhance conceptual	
	methods, such			may lead to passive	understanding. They also	
	as experiential				adopt interactive pedagogical	
	learning,			learning rather than	methods, continually	
	participative			problem solving	enriched through	
Student 31	learning and	2.7	8	approach.	participation in workshops	The Department



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	problem				and faculty development	
	solving				programs.	
	methodologies					
	for enhancing					
	the learning					
	experiences?/					
	क्या आपको लगता है					
	कि शिक्षक छात्र केंद्रित					
	तरीकों का उपयोग करते					
	हैं, जैसे कि					
	अनुभवात्मक अधिगम,					
	सीखने के अनुभवों को					
	बढ़ाने के लिए सहभागी					
	अधिगम और समस्या					
	समाधान कार्यप्रणाली?					
				Since some students	Faculty members are	
				miss regular classes	regularly informed about	
				due to their	students participating in	
	Do your			involvement in	extracurricular activities.	
	teachers			extracurricular	Convenors provide	
	encourage you			activities and	attendance proformas to	
	to participate in			subsequently require	ensure that students do not	
	extracurricular			compensatory	face academic disadvantages,	
	activities?/क्या			attendance, this	and teachers extend support	
	आपके शिक्षक आपको			occasionally affects	in completing any missed	
	पाठ्येतर गतिविधियों में			their academic	internal assessments. A large	
	भाग लेने के लिए			progress. To maintain	number of Commerce	Commerce
Student 32	प्रोत्साहित करते हैं	2.7	6	a balance between	students actively contribute	Faculty



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_			academics and extracurricular participation, teachers sometimes exercise caution in encouraging extensive involvement.	to various societies and clubs of the college.	
Do you think that the college/teache s try to inculcate soft skills, life skill and employability skills to help you later in life?/क्या आपको लगता है कि महाविद्यालय /शिक्षक जीवन में बाद में आप मदद करने के लिए सॉफ्ट स्किल्स, जीवन कौशल और रोजगार क्षमता कौशल विकसि करने की कोशिश करते हैं?	S S	9	Student participation in career counselling seminars and workshops has been comparatively limited.	The Department of Commerce, in collaboration with the Career Opportunity Cell, regularly organizes workshops and seminars on career guidance. Students are encouraged to seek career- related advice from their teachers and mentors. The Career Opportunity Cell also provides structured support in career counselling, resume building, and interview preparation, while actively hosting job fairs and placement drives with reputed organizations.	The Department of Commerce and Career Opportunity Cell of the college



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Student 34	What percentage of teachers use ICT tools such as LCD projector, Smart Boards, Multimedia, etc. while teaching?/कितने प्रतिशत शिक्षक पढ़ाते समय आईसीटी टूल जैसे एलसीडी प्रोजेक्टर, स्मार्ट बोर्ड, मल्टीमीडिया आदि का उपयोग करते हैं?	2.7	14	The integration of ICT tools in teaching is an ongoing process. While many classrooms are already equipped, full adoption has been gradual due to variations in infrastructure availability and faculty adaptation	The College is consistently upgrading its ICT infrastructure, with additional classrooms now equipped with Smart Boards and LCD projectors. A new facility, 'Lab 4,' has been established near the library to specifically support the practical classes of Commerce students. To strengthen faculty proficiency, the College organizes regular workshops and hands-on training sessions, including modules on ICT applications such as MS Excel for creating pivot charts and graphs.	The ICT Committee and Building and maintenance committee
Student 38	Developing or enhancing Entrepreneurial initiatives or Research aptitude/उद्यमशील ता पहल या अनुसंधान	2.5	10	Lack of participation by students in several workshops/seminars organized for career guidance	The College has established a Research Centre, Entrepreneurship Cell, and Incubation Program to provide opportunities for fostering entrepreneurial initiatives and research aptitude. From Semester 7 onward, students will receive further training to strengthen	Research Centre Entrepreneurshi p cell and Incubation Program besides the faculty of department



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					their research skills through both theoretical instruction and practical application.	
	Developing skill set/योग्यता विकसित करना या बढ़ाना, कौशल सेट			Lack of participation by students in several workshops/seminars organized on this	The Department has conducted a range of programs and workshops to strengthen diverse skill sets, including soft skills and IT competencies. Efforts are also underway to expand these initiatives through collaborations with other centres of the College and	Faculty and various clubs/
Student 39	विकसित करना	2.6	5	topic.	the University	societies
Student 40	Adding values and ethics/ मूल्यों और नैतिकता को जोड़न	2.7	4	Student participation and engagement in this area has been relatively limited.	To promote values and ethics, the College has a dedicated centre called <i>Chetna</i> . In addition, faculty members of the Department have initiated programs such as <i>GirlUP Nitara</i> and other outreach activities to further instill ethical and social awareness among students.	Faculty and various clubs/ societies
Student 41	Enhancing analytical and critical thinking/विश्लेषणा त्मक और	2.5	7	Curriculum design and time constraint may lead to passive learning rather than	Teachers regularly integrate real-life examples into classroom teaching to enhance conceptual understanding and employ	The Departmental association as well as career



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आलोचनात्मक सोच को बढ़ाना			problem solving approach.	interactive pedagogical methods refined through workshops and faculty development programs. The Department of Commerce also organizes pedagogy workshops across subjects to promote innovative teaching practices.	opportunity cell of the college are regularly organising quizzes, workshops, competitions etc. to enhance analytical thinking of
Preparation for higher studies/employ ment/उच्च शिक्षा/रोजगार के लिए तैयारी	2.5	6	Lack of participation by students in several workshops/seminars organized for career guidance.	In addition to offering career counselling and mentoring sessions, faculty members actively participate in the placement cell, which has organized initiatives such as 'Job Mela' and placement drives with reputed companies like Ernst & Young, Flordaniel, and others. The Department of Commerce, in collaboration with the college's Career Opportunity Cell, conducts various workshops and seminars to provide career guidance. Students are also	Career opportunity cell and Department of Commerce



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					encouraged to consult their teachers and mentors	
					regarding career-related	
					concerns.  We have further refined the	
					orientation program by	
					conducting separate sessions	
	Usefulness of				for elective courses, GE,	
	Orientation				SEC, and VAC courses for	
	Programme of				B.Com and B.Com (H)	
	the College and			Poor attendance and	students in designated rooms,	
	Department/ कॉलेज और विभाग के			lack of interest in	making the sessions more informative and beneficial	
	अभिविन्यास कार्यक्रम			orientation		The Department
Student 58	की उपयोगिता	2.7	7	programs	for new students joining the department.	of commerce
Student 36	in stanta	2.1	/	programs	A student-faculty committee,	of commerce
					including class	
					representatives, the Teacher-	
					in-Charge, and senior and	
					junior faculty, meets monthly	Department of
					to address student concerns	Commerce and
					related to academics,	IQAC cell of
				Poor attendance in	infrastructure, facilities, or	the college are
				mentor mentee	other matters. The Teacher-	concerned with
	Mantan			meets. Students do	in-Charge takes departmental	
G. 1	Mentor-			not communicate	action or refers issues to	proper functioning of
Student 63,	Mentee				college authorities as needed.	functioning of
Alumni 14,	system/मेंटर-मेंटी सिस्टम	2.5	1.1	issues faced by	To ensure effectiveness,	the mentor-
Parents 16	।सस्टम	2.5	11	them	faculty actively encourage	mentee system



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					student participation, as attendance has traditionally been low.	
	Functioning of Student Faculty Meetings/ छात्र संकाय बैठकों का			Lack of interest and attendance of students	The student-faculty committee, comprising class representatives, the Teacher-in-Charge, and senior and junior faculty, meets monthly to address student concerns related to academics, infrastructure, and facilities. The Teacher-in-Charge takes departmental action or refers issues to college authorities. Faculty actively encourage student participation to	Student Faculty
Student 65	सचालन	2.6	7	in these meetings	ensure effective functioning.	Committee



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आइ एस ओ 21001 : 2018 व आइ एस ओ 9001 : 2015 प्रमाणित एवं NAAC प्रत्यायित A+ महाविद्यालय An ISO 21001 : 2018 and ISO 9001 : 2015 Certified and NAAC Accredited 'A+' College

### Economics Department Analysis and Action Taken Report 2024-25



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#### JANKI DEVI MEMORIAL COLLEGE

# Students' Feedback Analysis 2024-2025

**Department: Economics** 

Q. No.	Questions	SCORE OUT OF 4	No. of responses less than minimum critical value (less than 1)	Analysis
Section-	2: Teaching Learning	Total no.	of responses: 94	
16.	How much of the syllabus was covered in class?/ कक्षा में कितना पाठ्यक्रम पूर्ण कराया गया ?	3.6	1	Area of Appreciation
17.	How well were teachers prepared for the classes?/ शिक्षक कक्षाओं में शिक्षण के लिए कितने तैयार थे?	2.9	1	Area of Good performance
18.	How do you assess the communication skills of the teachers?/ आप शिक्षकों के संचार कौशल का आकलन कैसे करते हैं?	3.0	2	Area of Good performance
19.	The teacher's approach to teaching can best be described as/	2.8	0	Area of Good performance



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20.	शिक्षण के प्रति शिक्षक के दृष्टिकोण को वर्णित किया जा सकता है How will you rate the fairness of the internal evaluation (IA/CA) process by the	2.8	1	Area of Good performance
	teachers?/ आप शिक्षकों द्वारा आंतरिक मूल्यांकन (आईए/सीए) प्रक्रिया की निष्पक्षता को कैसे रेट करेंगे?			
21.	How frequently have the teachers discussed your performance in tests/assignments with you, either in class or individually?/ शिक्षकों ने आपके साथ टेस्ट/असाइनमेंट में आपके प्रदर्शन पर कितनी बार चर्चा की है, कक्षा में या व्यक्तिगत रूप से?	2.9	2	Area of Good performance
22.	Does the college promote field visit opportunities for students?/ क्या कॉलेज इंटर्निशिप को बढ़ावा देता है, छात्र आदान-प्रदान, छात्रों के लिए फील्ड विज़िट के अवसर?	2.3	7	Area of Concern
23.	Does the teaching and mentoring process in the college help you in cognitive, social and emotional growth?/ क्या महाविद्यालय में शिक्षण और सलाह प्रक्रिया आपको संज्ञानात्मक में मदद करती है, सामाजिक और भावनात्मक विकास?	2.7	5	Area of Concern



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24.	Does the institution provide multiple opportunities to learn and grow for the students?/ क्या संस्थान छात्रों के लिए सीखने और बढ़ने के कई अवसर प्रदान करता है?	2.8	2	Area of Good performance
25.	Do the teachers provide information regarding your expected competencies, course outcomes and programme outcomes?/ क्या शिक्षक आपकी अपेक्षित दक्षताओं, पाठ्यक्रम के परिणाम और कार्यक्रम के परिणाम के बारे में जानकारी प्रदान करते हैं?	2.9	3	Area of Good performance
26.	Do your teachers conduct adequate follow- up for an assigned task with you?/ क्या आपके शिक्षक आपके साथ किसी सौंपे गए कार्य के लिए पर्याप्त अनुवर्ती कार्रवाई करते हैं?	3.1	2	Area of Good performance
27.	Do the teachers illustrate the concepts through examples and applications?/ क्या शिक्षक उदाहरणों और अनुप्रयोगों के माध्यम से अवधारणाओं को स्पष्ट करते हैं?	3.1	1	Area of Good performance
28.	Do you think that the teachers identify your strengths and provide the right level of challenges?/ क्या आपको लगता है कि शिक्षक आपकी सामर्थ्य की पहचान करते हैं और चुनौतियों के सही स्तर प्रदान करते हैं?	2.8	1	Area of Good performance



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	T		T	
29.	Do you think that the teachers are able to Identify your weaknesses and help you to overcome them?/ क्या आपको लगता है कि शिक्षक आपकी कमजोरियों को पहचानने और उन्हें दूर करने में आपकी मदद करने में सक्षम हैं?	2.6	2	Area of concern
30.	Do you think that the efforts are made to engage students in the monitoring, review and improvement of the teaching learning process?/ क्या आपको लगता है कि छात्रों को निगरानी, शिक्षण अधिगम प्रक्रिया की समीक्षा और सुधार में शामिल करने के प्रयास किए जाते हैं?	2.8	1	Area of Good performance
31.	Do you think that the teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing the learning experiences?/ क्या आपको लगता है कि शिक्षक छात्र केंद्रित तरीकों का उपयोग करते हैं, जैसे कि अनुभवात्मक अधिगम, सीखने के अनुभवों को बढ़ाने के लिए सहभागी अधिगम और समस्या समाधान कार्यप्रणाली?	2.8	1	Area of Good performance
32.	Do your teachers encourage you to participate in extracurricular activities?/	2.9	0	Area of Good performance



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बया आपके शिक्षक आपको पाठ्येतर गितिविधियों में भाग लेने के लिए प्रोत्साहित करते हैं   33. Do you think that the college/teachers try to inculcate soft skills, life skills and employability skills to help you later in life?/		Address State Control			
to inculcate soft skills, life skills and employability skills to help you later in life?/ क्या आपको लगता है कि महाविद्यालय /शिक्षक जीवन में बाद में आपको मदद करने के लिए सॉफ्ट स्किल्स, जीवन कौशल और रोजगार क्षमता कौशल विकसित करने की कोशिश करते हैं?  34. What percentage of teachers use ICT tools such as LCD projector, Smart Boards, Multimedia, etc. while teaching?/ कितने प्रतिशत शिक्षक पढ़ाते समय आईसीटी दूल जैसे एलसीडी प्रोजेक्टर, स्मार्ट बोर्ड, मल्टीमीडिया आदि का उपयोग करते हैं?  35. The overall quality of teaching-learning process in JDMC is:/ जे. डी. एम. सी. में शिक्षण-अधिगम प्रक्रिया की समग्र गुणवत्ता :  Section-3: Contribution/Relevance of Curriculum to  37. Applicability of concepts/  2.7 2 Area of Concern		गतिविधियों में भाग लेने के लिए प्रोत्साहित करते			
such as LCD projector, Smart Boards, Multimedia, etc. while teaching?/ कितने प्रतिशत शिक्षक पढ़ाते समय आईसीटी दूल जैसे एलसीडी प्रोजेक्टर, स्मार्ट बोर्ड, मल्टीमीडिया आदि का उपयोग करते हैं?  35. The overall quality of teaching-learning process in JDMC is:/ जे. डी. एम. सी. में शिक्षण-अधिगम प्रक्रिया की समग्र गुणवत्ता :  Section-3: Contribution/Relevance of Curriculum to  37. Applicability of concepts/  2.7 2 Area of Concern	33.	to inculcate soft skills, life skills and employability skills to help you later in life?/ क्या आपको लगता है कि महाविद्यालय /शिक्षक जीवन में बाद में आपकी मदद करने के लिए सॉफ्ट स्किल्स, जीवन कौशल और रोजगार क्षमता कौशल विकसित करने की कोशिश	2.9	2	
process in JDMC is:/ जे. डी. एम. सी. में शिक्षण-अधिगम प्रक्रिया की समग्र गुणवत्ता :  Section-3: Contribution/Relevance of Curriculum to  37. Applicability of concepts/  2.7 2 Area of Concern	34.	such as LCD projector, Smart Boards, Multimedia, etc. while teaching?/ कितने प्रतिशत शिक्षक पढ़ाते समय आईसीटी टूल जैसे एलसीडी प्रोजेक्टर, स्मार्ट बोर्ड,	2.9	5	
37. Applicability of concepts/ 2.7 2 Area of Concern	35.	process in JDMC is:/ जे. डी. एम. सी. में शिक्षण-अधिगम प्रक्रिया की	2.8	1	
	Section-3	3: Contribution/Relevance of Curriculum to	1		
	37.		2.7	2	Area of Concern



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	1	T	1	# # # # # # # # # # # # # # # # # # #
38.	Developing or enhancing Entrepreneurial initiatives or Research aptitude/ उद्यमशीलता पहल या अनुसंधान	2.5	3	Area of Concern
39.	Developing skill set/ योग्यता विकसित करना या बढ़ाना, कौशल सेट विकसित करना	2.5	1	Area of Concern
40.	Adding values and ethics/ मूल्यों और नैतिकता को जोड़न	2.6	1	Area of Concern
41.	Enhancing analytical and critical thinking/ विश्लेषणात्मक और आलोचनात्मक सोच को बढ़ाना	2.6	1	Area of Concern
42.	Preparation for higher studies/employment/ उच्च शिक्षा/रोजगार के लिए तैयारी	2.5	2	Area of Concern
Section-	5: Student Support			
58.	Usefulness of Orientation Programme of the College and Department/ कॉलेज और विभाग के अभिविन्यास कार्यक्रम की उपयोगिता	2.8	2	Area of Good performance



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63.	Mentor- Mentee system/	2.5	5	Area of Concern
	मेंटर-मेंटी सिस्टम			
65.	Functioning of Student Faculty Meetings/ ন্তার	2.6	3	Area of Concern
	संकाय बैठकों का संचालन			



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#### JANKI DEVI MEMORIAL COLLEGE

### Parents feedback analysis 2024-25

**Department: Economics** 

**Total Responses: 40** 

Q. No	Issues	Avg Score (out of 4)	No. of responses with less than min critical value (1)	Analysis
4	Teaching-learning process of the college / महाविद्यालय की शिक्षण- अधिगम प्रक्रिया	2.5	1	Area of Concern
9	Academic environment of the college / महाविद्यालय में शैक्षणिक वातावरण	2.9	0	Area of Good performance
10	Co-curricular and Extra-curricular opportunities provided by the college / महाविद्यालय में सह- पाठ्यचर्या और पाठ्येतर अवसर प्रदान किये जाते हैं।	2.7	1	Area of Concern
11	Contribution of the college to confidence building and personality development of your ward is: / आपके वार्ड (बच्चा)के आत्मविश्वास निर्माण और व्यक्तित्व विकास में महाविद्यालय का योगदान :	2.7	2	Area of Concern
12	Contribution of the college towards skill enhancement of your ward is: / आपके बच्चे के कौशल विकास में महाविद्यालय का योगदान है :	2.6	2	Area of Concern
13	How approachable are the college authorities?/ महाविद्यालय – अधिकारी आपके लिए कितने सुलभ हैं?	2.7	0	Area of Concern
16	How do you rate the mentoring provided to your ward? / आप अपने बच्चे को प्रदान की गई सलाह ( परामर्श ) का मूल्यांकन कैसे करते हैं?	2.8	0	Area of Good Performance



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#### JANKI DEVI MEMORIAL COLLEGE

# Alumni Feedback Analysis 2024-2025

**Department: Economics** 

**Total Responses: 29** 

Q No	Issues	Avg Score (out of 4)	No. of responses with less than min critical value (<1)	Analysis
1	Faculty/संकाय	2.7	0	Area of Concern
5	Extra-curricular Activities / पाठ्येत्तर गतिविधियां	2.6	0	Area of Concern
8	Grievance Handling / शिकायत निवारण प्रणाली	2.3	2	Area of Concern
14	JDMC's Mentorship Program / जे डी एम एस का मेंटरशिप कार्यक्रम:	2.4	2	Area of Concern
	Rate the efforts made by the college to connect with you / आपसे जुड़ने के लिए महाविद्यालय द्वारा किये गये			
15	प्रयासों का मूल्यांकन करें।	2.7	1	Area of Concern



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# **Action Taken Report Economics**



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Stakeholder and Ques No.	Question	Average SCORE OUT OF 4	No. of responses < MCV (=0)	Root Cause	Action taken/ planned	Responsibility
Students, Q22	Does the college promote field visit opportunities for students	2.3	7	Clash of academic calendars limiting scheduling of visits  Insufficient prioritization of field visits in departmental planning.	A field trip to 'Amrit Udyan' was organized in 2024–25. Faculty members have been sensitized, and the department will prioritize more meaningful field visits in upcoming sessions.	Department



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Students, Q23	Does the teaching and mentoring process in the college help you in cognitive, social and emotional growth	2.7	5	Reduced interaction hours because of lower course credits.  High student-teacher ratio reduces individual attention.  Excessive engagement with IA/CA components restricting broader interaction.  Student reluctance to actively seek faculty guidance.	Tutorials and contact periods provide students with opportunities for interaction.  JDMC runs a Mentor— Mentee system where each student is assigned a faculty mentor. Students can meet mentors during mentoring periods or connect via WhatsApp for guidance.  Students may also approach a trained counsellor for specialized support.	Teachers Students
Students, Q. 29	Do you think that the teachers are able to identify your weaknesses	2.6	2	Limited interaction opportunities between teachers and students.	Teachers assess student learning levels and provide tailored support.	Teachers Students



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	and help you to overcome them			High student–teacher ratio reducing individual attention.	Students have the options to meet - Teachers in their contact periods Mentors on need basis/ mentoring periods. Remedial classes are held each semester to address weak areas.  Students are encouraged to actively utilize the platforms provided.	
Students, Q. 37	Contribution/Relevance of curriculum to Applicability of concepts	2.7	2	Curriculum tilt towards theory over practical application.	Curriculum has a mix of courses that focus on theoretical concepts and those with a focus on practical application. Students may find former kind of courses with limited	Department



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					practical relevance.  Teachers have been advised to connect theory with realworld applications and use illustrations for clarity.	
Students, Q. 38	Developing or enhancing Entrepreneurial initiatives or Research aptitude	2,5	3	Limited student awareness and participation in available opportunities.	Multiple opportunities are available, such as: -Add-on courses -Entrepreneurship Cell -The Research Centre of the college provides funds for faculty projects as well as student projects. It has its students' wing- KHOJ that promotes research culture among students.  The department also organizes annual Research Methodology workshops to build research acumen.	Department



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Students, Q. 39 Parents, Q12	Developing skill set	2.5	1	Limited student awareness and participation in available opportunities.	Both the department and college provide several opportunities, including: - SEC courses - Entrepreneurship Cell - The Research Centre with students' wing KHOJ - 40+ societies/clubs	Department Students
Students, Q. 40	Adding values and ethics	2.6	1	Misinterpretation of survey question by some students.  Low student engagement in ethics/values-oriented societies.	- NEP curriculum has VAC - Also college has Centre for Universal Values and Ethics and societies like Chetna that hold several sessions to strengthen ethical values among students.  Students are encouraged to participate actively in these events, with timely information shared by the department.	Students



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Students, Q. 41	Enhancing analytical and critical thinking	2.6	1	Heavy coursework and IA/CA workload restricting time for deeper analysis.	Curriculum has several courses that enhance analytical and critical thinking. Teachers are encouraged to foster scientific temper and critical inquiry among students.	Department
Students, Q. 42	Preparation for higher studies/employment	2.5	2	Low student participation in available activities.  Inadequate student awareness of available resources and opportunities.	'PRATIBHA' provides training for competitive exam preparation.  Multiple career counseling and guidance platforms are available through: -COC -Departments -Societies/clubs/ Centres  Students should proactively use these opportunities, and the department will ensure timely dissemination of	Department Students



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					information.	
Students, Q. 63 Alumni, Q14	Student support to Mentor- Mentee system	2.5	5	Heavier curriculum reducing time for mentorship sessions.  Low student motivation despite reminders for mentorship sessions.	Regular Mentor–Mentee sessions are conducted in collaboration with IQAC. Faculty remain in touch with mentees via WhatsApp groups. Students can reach out to mentors as needed, beyond designated sessions.	Department Students
Students, Q. 65 Alumni, Q8	Functioning of Student Faculty Meetings/ Grievance handling	2.6	3	Minimal student engagement in faculty-student forums.	Monthly Student–Faculty Meetings (SFMs) allow representatives to raise concerns with faculty and administration, ensuring timely resolution. Department and administration try their best to resolve the issues at the earliest.	Department



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Parents, Q4	Teaching-learning process of the college	2.5	1	Bulky curriculum with pressure for timely completion limiting reflective learning.  Higher course load per semester adding to pressure.  Elaborate IA/CA components increasing workload.	Teachers employ student-centric pedagogies and ICT tools to keep learning engaging. Teachers will continue innovating pedagogies and streamlining IA/CA for improved learning experiences.	Department
Parents, Q10 Alumni, Q5	Co-curricular and Extracurricular opportunities provided by the college	2.7	1	Students face time constraints due to increased course load.	The college offers 30+ societies and clubs for student participation.  The department association also provides ample opportunities for involvement.  Students should be proactive, as details of	Department Students



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					activities and competitions are regularly shared.	
Parents, Q11	Contribution of the college to confidence building and personality development of your ward is	2.7	2	Heavy academic load restricting participation in personality development activities.	The college's 30+ societies and clubs offer students leadership and participation opportunities in events and competitions. The department association further offers leadership roles and participation in departmental and intercollege events. Information on events is shared with students via Whatsapp groups.  Students are encouraged to make effective use of the multiple platforms available.	Department Students
Parents, Q13	How approachable are the college authorities?	2.7	0	Insufficient communication of information to parents.	College administration follows an open-door policy and values parent feedback.	Administration



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					Parents are invited to participate in mentoring sessions organized at the college level.  The department periodically holds parent interactions for feedback and concerns.	
Alumni , Q1	Faculty	2.7	0	Pressure of completing bulky curriculum alongside elaborate IA/CA assessments.	The department faculty is young, dynamic, and committed to delivering quality education. Teachers have been advised to allow time for reflection and streamline IA/CA processes.	Department
Alumni, Q15	Rate the efforts made by the college to connect with you	2.7	1	Limited initiatives by Alumni Association to connect with graduates.	The department hosts annual Alumni Talks, inviting graduates to share career insights with students.	Alumni Association



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# English Department Analysis and Action Taken Report 2024-25



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#### JANKI DEVI MEMORIAL COLLEGE

# **Students' Feedback Analysis**

#### 2024-2025

## **Department: English**

Sl. No.	Questions	SCORE OUT OF 4	No. of responses less than minimum critical value (less than 1)	Analysis
Section	n-2: Teaching Learning	Total no. of r	esponses: 117	ı
16	How much of the syllabus was covered in class?/ कक्षा में कितना पाठ्यक्रम पूर्ण कराया गया ?	3.6	0	
17	How well were teachers prepared for the classes?/ शिक्षक कक्षाओं में शिक्षण के लिए कितने तैयार थे?	3.2	0	
18	How do you assess the communication skills of the teachers?/ आप शिक्षकों के संचार कौशल का आकलन कैसे करते हैं?	3.2	2	
19	The teacher's approach to teaching can best be described as/ शिक्षण के प्रति शिक्षक के दृष्टिकोण को) वर्णित किया जा सकता है	3.1	0	
20	How will you rate the fairness of the internal evaluation (IA/CA) process by the teachers?/ आप शिक्षकों द्वारा आंतरिक मूल्यांकन (आईए/सीए) प्रक्रिया की निष्पक्षता को कैसे रेट करेंगे?	2.4	6	
21	How frequently have the teachers discussed your performance in tests/assignments with you, either in class or individually?/ शिक्षकों ने आपके साथ टेस्ट/असाइनमेंट में आपके प्रदर्शन पर कितनी बार चर्चा की है, कक्षा में या व्यक्तिगत रूप से?	2.5	5	



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22	Does the college promote internship, student exchange, field visit opportunities for students?/ क्या कॉलेज इंटर्नशिप को बढ़ावा देता है, छात्र आदान-प्रदान, छात्रों के लिए फील्ड विज़िट के अवसर?	2.5	3	
23	Does the teaching and mentoring process in the college help you in cognitive, social and emotional growth?/ क्या महाविद्यालय में शिक्षण और सलाह प्रक्रिया आपको संज्ञानात्मक में मदद करती है, सामाजिक और भावनात्मक विकास?	2.6	4	
24	Does the institution provide multiple opportunities to learn and grow for the students?/ क्या संस्थान छात्रों के लिए सीखने और बढ़ने के कई अवसर प्रदान करता है?	3.0	3	
25	Do the teachers provide information regarding your expected competencies, course outcomes and programme outcomes?/ क्या शिक्षक आपकी अपेक्षित दक्षताओं, पाठ्यक्रम के परिणाम और कार्यक्रम के परिणाम के बारे में जानकारी प्रदान करते हैं?	2.9	0	
26	Do your teachers conduct adequate follow-up for an assigned task with you?/ क्या आपके शिक्षक आपके साथ किसी सौंपे गए कार्य के लिए पर्याप्त अनुवर्ती कार्रवाई करते हैं?	2.9	2	
27	Do the teachers illustrate the concepts through examples and applications?/ क्या शिक्षक उदाहरणों और अनुप्रयोगों के माध्यम से अवधारणाओं को स्पष्ट करते हैं?	3.3	0	
28	Do you think that the teachers identify your strengths and provide the right level of challenges?/ क्या आपको लगता है कि शिक्षक आपकी सामर्थ्य की पहचान करते हैं और चुनौतियों के सही स्तर प्रदान करते हैं?	2.8	6	



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29	Do you think that the teachers are able to Identify your weaknesses and help you to overcome them?/ क्या आपको लगता है कि शिक्षक आपकी कमजोरियों को पहचानने और उन्हें दूर करने में आपकी मदद करने में सक्षम हैं?	2.6	7	
30	Do you think that the efforts are made to engage students in the monitoring, review and improvement of the teaching learning process?/ क्या आपको लगता है कि छात्रों को निगरानी, शिक्षण अधिगम प्रक्रिया की समीक्षा और सुधार में शामिल करने के प्रयास किए जाते हैं?	2.8	6	
31	Do you think that the teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing the learning experiences?/ क्या आपको लगता है कि शिक्षक छात्र केंद्रित तरीकों का उपयोग करते हैं, जैसे कि अनुभवात्मक अधिगम, सीखने के अनुभवों को बढ़ाने के लिए सहभागी अधिगम और समस्या समाधान कार्यप्रणाली?	2.9	2	
32	Do your teachers encourage you to participate in extracurricular activities?/ क्या आपके शिक्षक आपको पाठ्येतर गतिविधियों में भाग लेने के लिए प्रोत्साहित करते हैं	2.6	7	
33	Do you think that the college/teachers try to inculcate soft skills, life skills and employability skills to help you later in life?/ क्या आपको लगता है कि महाविद्यालय /शिक्षक जीवन में बाद में आपकी मदद करने के लिए सॉफ्ट स्किल्स, जीवन कौशल और रोजगार क्षमता कौशल विकसित करने की कोशिश करते हैं?	2.8	3	
34	What percentage of teachers use ICT tools such as LCD projector, Smart Boards, Multimedia, etc. while teaching?/ कितने प्रतिशत शिक्षक पढ़ाते समय आईसीटी टूल जैसे	2.0	18	



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	एलसीडी प्रोजेक्टर, स्मार्ट बोर्ड, मल्टीमीडिया आदि का उपयोग करते हैं?			
	The overall quality of teaching-learning process in JDMC is:/ जे. डी. एम. सी. में शिक्षण-अधिगम प्रक्रिया की समग्र	3.0	0	
35	गुणवत्ता :			
Section	1-3: Contribution/Relevance of Curriculum to			
37	Applicability of concepts/ अवधारणाओं की प्रयोज्यता,	2.7	2	
38	Developing or enhancing Entrepreneurial initiatives or Research aptitude/ उद्यमशीलता पहल या अनुसंधान	2.4	4	
39	Developing skill set/ योग्यता विकसित करना या बढ़ाना, कौशल सेट विकसित करना	2.5	4	
	Adding values and ethics/	2.6	4	
40	मूल्यों और नैतिकता को जोड़न			
41	Enhancing analytical and critical thinking/ विश्लेषणात्मक और आलोचनात्मक सोच को बढ़ाना	2.7	2	
42	Preparation for higher studies/employment/ उच्च शिक्षा/रोजगार के लिए तैयारी	2.4	7	
	4: College ructure			
51.	Language Labs/	2.5	6	Area of
	भाषा प्रयोगशाला			Concern
Section	1-5: Student Support			
58	Usefulness of Orientation Programme of the College and Department/	2.8	2	



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	कॉलेज और विभाग के अभिविन्यास कार्यक्रम की उपयोगिता			
63	Mentor- Mentee system/ मेंटर-मेंटी सिस्टम	2.5	2	
65	Functioning of Student Faculty Meetings/ छात्र संकाय बैठकों का संचालन	2.6	2	

#### JANKI DEVI MEMORIAL COLLEGE

## Parents feedback analysis

2024-25

**Department: English** 

**Total Responses: 58** 

S. No	Issues	Avg Score (out of 4)	No. of response s with less than min critical value (1)	Analysis
4	Teaching-learning process of the college / महाविद्यालय की शिक्षण- अधिगम प्रक्रिया	2.7	0	
9	Academic environment of the college / महाविद्यालय में शैक्षणिक वातावरण	2.8	0	
10	Co-curricular and Extra-curricular opportunities provided by the college / महाविद्यालय में सह- पाठ्यचर्या और पाठ्येतर अवसर प्रदान किये जाते हैं।	2.7	1	
11	Contribution of the college to confidence building and personality development of your ward is: / आपके वार्ड (बच्चा)के आत्मविश्वास निर्माण और व्यक्तित्व विकास में महाविद्यालय का योगदान :	2.5	3	



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12	Contribution of the college towards skill enhancement of your ward is: / आपके बच्चे के कौशल विकास में महाविद्यालय का योगदान है :	2.5	3	
13	How approachable are the college authorities ? / महाविद्यालय - अधिकारी आपके लिए कितने सुलभ हैं?	2.6	3	
16	How do you rate the mentoring provided to your ward? / आप अपने बच्चे को प्रदान की गई सलाह ( परामर्श ) का मूल्यांकन कैसे करते हैं?	2.5	1	

#### ANKI DEVI MEMORIAL COLLEGE

## Alumni feedback analysis

2024-25

**Department: English** 

**Total Responses: 42** 

Ques No	Issues	Avg Score (out of 4)	No. of response s with less than min critical value (<1)	Analysis
1	Faculty/संकाय	2.5	3	
5	Extra-curricular Activities / पाठ्येत्तर गतिविधियां	2.5	2	
8	Grievance Handling / शिकायत निवारण प्रणाली	2.4	1	
14	JDMC's Mentorship Program / जे डी एम एस का मेंटरशिप कार्यक्रम:	2.5	2	
1	Rate the efforts made by the college to connect with you / आपसे जुड़ने के लिए महाविद्यालय द्वारा किये गये प्रयासों का मूल्यांकन करें।	2.0		
15		2.8	3	



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# English Department Analysis and Action Taken Report 2024-25



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## ATR, 2024-25 Department: English

Stakeholder and Ques No.	Question	Average SCORE OUT OF 4	No. of responses < MCV (=0)	Root Cause	Action taken/ planned	Responsibility
Students Q.3	How will you rate your knowledge of IT tools after studying Skill Enhancement Courses (SEC)?/ कौशल विकास पाठ्यक्रमों का अध्ययन करने के बाद आप आईटी टूल्स के बारे में अपने ज्ञान को कैसे आंकेंगे?	2.1	8	SEC courses are designed by the University. Since NEP is still in its early years, the effectiveness of these courses is yet to be fully evaluated. Students often make uninformed choices regarding SECs.	Multiple orientation sessions are conducted to guide students in making informed SEC choices.	Admin



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Students Q.4	How do you rate the role of Value Addition Courses (VAC) in shaping your personality and making you a well-rounded individual?/ आप अपने व्यक्तित्व को आकार देने और आपको एक सुव्यवस्थित व्यक्ति बनाने में मूल्य संवर्धन पाठ्यक्रम (वीएसी) की भूमिका को कैसे आंकते हैं?	2.3	4	VAC courses are University-framed and, being new under NEP, their outcomes are still evolving. Students often lack clarity about their role in personality development.	Students are encouraged to attend all semester-beginning orientations to better understand VAC objectives.	University of Delhi
Students Q.7	How will you rate the choices provided to you for various NEP Courses?/ विभिन्न एनईपी पाठ्यक्रमों के लिए आपको दिए गए विकल्पों को आप कैसे रेट करेंगे?	2.2	9	While ample choices are provided, many students remain unaware due to irregular attendance in orientations.	Orientation platforms like Deeksharambh, NEP Implementation Committee sessions, and English Department Association briefings ensure students are better informed.	Admin and Department



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Students Q.18	How will you rate the fairness of the internal evaluation (IA/CA) process by the teachers?/ आप शिक्षकों द्वारा आंतरिक मूल्यांकन (आईए/सीए) प्रक्रिया की निष्पक्षता को कैसे रेट करेंगे?	2.4	6	Students are unclear about NEP rubrics. Frequent last-minute changes from the University in SEC and VAC evaluations also created confusion. Students' absenteeism further limited understanding.	Faculty share detailed assessment plans and rubrics at the start of each session and encourage open discussion of marks with students.	Faculty Members
Students Q.19	How frequently have the teachers discussed your performance in tests/assignments with you, either in class or individually?/ शिक्षकों ने आपके साथ टेस्ट/असाइनमेंट में आपके प्रदर्शन पर कितनी बार चर्चा की	2.5	5	Faculty are willing to discuss performance, but irregular student attendance hinders consistent feedback.	Faculty remain accessible and continue to provide opportunities for academic discussions.	Faculty Members



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	है, कक्षा में या व्यक्तिगत रूप से?					
Students Q.20	Does the college promote internship, student exchange, field visit opportunities for students?/ क्या कॉलेज इंटर्नशिप को बढ़ावा देता है, छात्र आदान-प्रदान, छात्रों के लिए फील्ड विजिट के अवसर?	2.5	3	Field visits are less central to the discipline, and student participation in internships has been low.	Field visit opportunities are being explored further, and students are encouraged to proactively seek internships through the College's COC.	COC and Faculty Members
Students Q.21	Does the teaching and mentoring	2.6	4	Mentoring sessions are held regularly but suffer	Efforts are being made to increase student awareness and	Faculty Members



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	process in the college help you in cognitive, social and emotional growth?/ क्या महाविद्यालय में शिक्षण और सलाह प्रक्रिया आपको संज्ञानात्मक में मदद करती है, सामाजिक और भावनात्मक विकास?			from poor student attendance.	participation in mentoring sessions.	
Students Q.27 Alumni Q1	Do you think that the teachers are able to Identify your weaknesses and help you to overcome them?/ क्या आपको लगता है कि शिक्षक आपकी कमजोरियों को पहचानने और उन्हें दूर	2.6	7	Faculty guidance is available, but limited personalized engagement due to large class sizes.	Mentoring sessions are designed to provide individualized support and guidance.	Faculty Members



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	करने में आपकी मदद करने में सक्षम हैं?					
Students Q.30	Do your teachers encourage you to participate in extracurricular activities?/ क्या आपके शिक्षक आपको पाठ्येतर गतिविधियों में भाग लेने के लिए प्रोत्साहित करते हैं	2.6	7	The College has a lot of Societies that they can be part of and students are always encouraged to participate. Opportunities exist, but some students underutilize them.	Faculty encourage students to actively join societies and extracurricular activities.	Faculty members
Students Q.32	What percentage of teachers use ICT tools such as LCD projector, Smart Boards, Multimedia, etc. while teaching?/	1.2	18	ICT usage varies depending on course requirements, leading to student perception of limited use.	Faculty employ ICT tools wherever relevant to enhance classroom learning.	Faculty Members



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Students Q.35	Applicability of concepts/ अवधारणाओं की प्रयोज्यता,	2.7	2	Theoretical focus in some papers leads to perceived lack of applicability.	Faculty ensure discussions connect classroom learning with broader themes and applications.	Faculty Members
Students Q.36	Developing or enhancing Entrepreneurial initiatives or Research aptitude/ उद्यमशीलता पहल या अनुसंधान	2.4	5	Entrepreneurship is not a core requirement of the discipline. Research opportunities exist but are underutilized.	The department collaborates with the Research Centre to promote student research culture.	Faculty Members
Students Q.37	Developing skill set/ योग्यता विकसित करना या बढ़ाना, कौशल सेट विकसित करना	2.5	4	Students lack clarity about SEC requirements and expected outcomes.	Students are guided to choose SEC papers strategically, with English Department courses focusing on communication skills.	



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Students Q.38	Adding values and ethics/ मूल्यों और नैतिकता को जोड़न	2.6	4	Limited student awareness of college societies and VAC courses that focus on values.	Students are oriented through departmental and college sessions to encourage participation.	Faculty Members
Students Q.39	Enhancing analytical and critical thinking/ विश्ठेषणात्मक और आलोचनात्मक सोच को बढ़ाना	2.7	2	Students need more structured opportunities to practice critical thinking and are encouraged accordingly.	Students need more structured opportunities to practice critical thinking.	Faculty Members
Students Q.40	Preparation for higher studies/employment/ उच्च शिक्षा/रोजगार के लिए तैयारी	2.4	7	Students are informed of opportunities but show limited participation in placements and seminars.	College, COC, and the department regularly organize counselling sessions and recruitment drives.	Faculty Members



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Students Q.49	Language Labs/ भाषा प्रयोगशाला	2.5	6	Students lack clarity about lab's purpose and efficacy.	Faculty schedule mandatory sessions in the Language Lab for hands-on exposure.	Faculty Members and Admin
Students Q.50	Recording Studio/ रिकॉर्डिंग स्टूडियो	2.4	3	Students are often unaware of the recording studio's availability.	Awareness initiatives are planned to promote its use.	Faculty Members and Admin
Students Q.61	Mentor- Mentee system/ मेंटर-मेंटी सिस्टम	2.6	2	Despite repeated invitations, students show limited initiative to attend.	Mentor–Mentee sessions are organized each semester with IQAC; faculty maintain contact through WhatsApp and email.	Faculty Members



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Students Q.63	Functioning of Student Faculty Meetings/ छात्र संकाय बैठकों का संचालन	2.6	2	Students underutilize opportunities despite regular meetings.	Monthly SFMs provide a platform for feedback and issue resolution.	Faculty Members
Students Q.64	How will you rate the research opportunities provided by the college?/ आप कॉलेज द्वारा प्रदान किए जाने वाले शोध अवसरों को कैसे मूल्यांकित करेंगे?	2.7	1	Research Centre and Khoj provide funding and engagement, but many student projects lack continuity.	Department collaborates with Research Centre to promote sustained student research.	aculty Members and Research Centre
Alumni Q.7	Placement and Internship Opportunities / प्लेसमेंट और इंटर्निशिप के अवसर	2.1	4	Field visits are less central to the discipline, and student participation in internships has been low.	Field visit opportunities are being explored further, and students are encouraged to proactively seek	



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					internships through the College's COC.	
Parents Q1	Please rate the College website / कृपया महाविद्यालय की वेबसाइट को रेटिंग दें।	2.5	2	Parents underutilize the regularly updated website.	Parents will be encouraged to access the website more frequently.	
Parents Q2	Please rate the orientation/mentoring sessions held for parents. / कृपया महाविद्यालय द्वारा अभिभावकों के लिए कराये गये अभिविन्यास तथा परामर्श सत्र को रेटिंग दें।	2.4	5	Many parents do not attend the orientation and mentoring sessions.	Parents will be encouraged to attend these sessions.	



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## **Environmental Sciences**



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# Stakeholders' Feedback and Action Taken

Department of Environmental Studies (2024–25)						
Stakeholder	Feedback	<b>Action Taken</b>				
Students	<ul> <li>Need for outdoor classes and minor experiments.</li> <li>More practical sessions should be included.</li> <li>Field trips should be organized.</li> </ul>	<ul> <li>Outdoor classes are conducted using campus facilities.</li> <li>Guest teachers have been appointed to increase efficiency.</li> <li>Field trips are planned at regular intervals.</li> </ul>				
	• Need for an Environmental Lab to conduct experiments.	•Proposal for Environmental Lab supported by administration.				
Teachers	• Faculty training opportunities through TLC and other universities.	• Faculty encouraged to attend training programs; proposal supported by college.				
	• Integration of online learning in the curriculum.	• Faculty undergoing FDPs and refresher courses to develop MOOCs.				
Alumni	• Field visit opportunities for students should be enhanced.	• Mandatory field visits are included in EVS curriculum.				
Employers	• Introduction of add- on/outreach courses.	• Add-on course planned in collaboration with doctors at Sir Ganga Ram Hospital.				
Parents	• Need for stronger student mentoring.	• Faculty conducting mentor—mentee sessions; remedial classes and project-based learning encouraged.				



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# **Human Development and Family Empowerment**



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## Stakeholders' Feedback and Action Taken

Stakeholder	Feedback	Action Taken
Students	Need for career guidance sessions.  More revision and doubt-clearing classes. Courses to enhance employability skills.	Organized career counselling workshops with alumni and guest speakers. Career options and application processes are regularly discussed in classes and mentoring sessions. Conducted revision and remedial classes after syllabus completion; peer mentoring encouraged. Introduced add-on courses and facilitated internships to strengthen employability skills.
Teachers	Curriculum should foster research interest. Greater integration of ICT in teaching. Need for more practical exposure through fieldwork, visits, projects, and internships.	Integrated research components in core courses; students involved in data collection, analysis, and research projects. Adopted diverse ICT tools (e.g., Google Classroom, Zoom, smart boards, online quizzes, recordings). Provided hands-on learning via internships, field visits, community outreach, and projects.
Alumni	More internship opportunities. Increased use of ICT in curriculum delivery.	Offered multiple internships across sectors; students encouraged to participate through notices and groups. Used varied ICT tools such as presentations, videos, Jamboard, and e-recordings.
Employers	Students show honesty, communication skills, and willingness to take responsibility. Need to further strengthen	Teaching methods enhanced to build leadership and responsibility through presentations, internships, and event coordination.



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	hard skills and innovative thinking. Positive student performance in placement drives.	Conducted workshops and 30-hour add-on courses to improve technical skills and innovation.  Organized webinars on interview skills, resume writing, and placement preparation.
Parents	Assignment workload feels pressuring. College environment should be more lively. Greater focus needed on personality development and communication skills.	Guided students in structured writing and time management; assignments reviewed individually with scope for improvement. Organized departmental and college-level activities; updates shared through notices, groups, and website. Conducted workshops, seminars, internships, and events to build personality and communication skills. Students are encouraged to stay attentive to regular updates.



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## Hindi



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#### JANKI DEVI MEMORIAL COLLEGE

## **Students' Feedback Analysis**

2024-2025

Department: Hindi					
Sl. No.	Questions	SCO RE OUT OF 4	No. of responses less than minimum critical value (less than 1)	Analysis	
Section-	2: Teaching Learning	Total	no. of responses: 61		
16.	How much of the syllabus was covered in class?/ कक्षा में कितना पाठ्यक्रम पूर्ण कराया गया ?	3.7	0	Area of Appreciation.	
17.	How well were teachers prepared for the classes?/ शिक्षक कक्षाओं में शिक्षण के लिए कितने तैयार थे?	3.3	0	Area of Appreciation.	
18.	How do you assess the communication skills of the teachers?/ आप शिक्षकों के संचार कौशल का आकलन कैसे करते हैं?	3.2	0	Area of Appreciation.	
19.	The teacher's approach to teaching can best be described as/	3.1	0	Area of Good Performance .	



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	शिक्षण के प्रति शिक्षक के दृष्टिकोण को वर्णित किया जा सकता है			
20.	How will you rate the fairness of the internal evaluation (IA/CA) process by the teachers?/ आप शिक्षकों द्वारा आंतरिक मूल्यांकन (आईए/सीए) प्रक्रिया की निष्पक्षता को कैसे रेट करेंगे?	2.8	1	Area of Good performance.
21.	How frequently have the teachers discussed your performance in tests/assignments with you, either in class or individually?/ शिक्षकों ने आपके साथ टेस्ट/असाइनमेंट में आपके प्रदर्शन पर कितनी बार चर्चा की है, कक्षा में या व्यक्तिगत रूप से?	3.5	0	Area of Appreciation.
22.	Does the college promote field visit opportunities for students?/ क्या कॉलेज इंटर्नशिप को बढ़ावा देता है, छात्र आदान-प्रदान, छात्रों के लिए फील्ड विज़िट के अवसर?	3.1	0	Area of Good Performance
23.	Does the teaching and mentoring process in the college help you in cognitive, social and emotional growth?/ क्या महाविद्यालय में शिक्षण और सलाह प्रक्रिया आपको संज्ञानात्मक में	3.2	0	Area of Appreciation.



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	मदद करती है, सामाजिक और भावनात्मक विकास?			
24.	Does the institution provide multiple opportunities to learn and grow for the students?/ क्या संस्थान छात्रों के लिए सीखने और बढ़ने के कई अवसर प्रदान करता है?	3.4	0	Area of Appreciation.
25.	Do the teachers provide information regarding your expected competencies, course outcomes and programme outcomes?/ क्या शिक्षक आपकी अपेक्षित दक्षताओं, पाठ्यक्रम के परिणाम और कार्यक्रम के परिणाम के बारे में जानकारी प्रदान करते हैं?	3.3	0	Area of Appreciation.
26.	Do your teachers conduct adequate follow-up for an assigned task with you?/ क्या आपके शिक्षक आपके साथ किसी सौंपे गए कार्य के लिए पर्याप्त अनुवर्ती कार्रवाई करते हैं?	3.3	0	Area of Appreciation.
27.	Do the teachers illustrate the concepts through examples and applications?/ क्या शिक्षक उदाहरणों और अनुप्रयोगों के माध्यम से अवधारणाओं को स्पष्ट करते हैं?	3.6	0	Area of Appreciation.



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28.	Do you think that the teachers identify your strengths and provide the right level of challenges?/ क्या आपको लगता है कि शिक्षक आपकी सामर्थ्य की पहचान करते हैं और चुनौतियों के सही स्तर प्रदान करते हैं?	3.4	0	Area of Appreciation.
29.	Do you think that the teachers are able to Identify your weaknesses and help you to overcome them?/ क्या आपको लगता है कि शिक्षक आपकी कमजोरियों को पहचानने और उन्हें दूर करने में आपकी मदद करने में सक्षम हैं?	3.4	0	Area of Appreciation.
30.	Do you think that the efforts are made to engage students in the monitoring, review and improvement of the teaching learning process?/ क्या आपको लगता है कि छात्रों को निगरानी, शिक्षण अधिगम प्रक्रिया की समीक्षा और सुधार में शामिल करने के प्रयास किए जाते हैं?	3.4	0	Area of Appreciation.
31.	Do you think that the teachers use student centric methods, such as experiential learning, participative learning and problem solving	3.2	0	Area of Appreciation.



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	methodologies for enhancing the learning experiences?/ क्या आपको लगता है कि शिक्षक छात्र केंद्रित तरीकों का उपयोग करते हैं, जैसे कि अनुभवात्मक अधिगम, सीखने के अनुभवों को बढ़ाने के लिए सहभागी अधिगम और समस्या समाधान कार्यप्रणाली?			
32.	Do your teachers encourage you to participate in extracurricular activities?/ क्या आपके शिक्षक आपको पाठ्येतर गतिविधियों में भाग लेने के लिए प्रोत्साहित करते हैं	3.3	0	Area of Appreciation.
33.	Do you think that the college/teachers try to inculcate soft skills, life skills and employability skills to help you later in life?/ क्या आपको लगता है कि महाविद्यालय /शिक्षक जीवन में बाद में आपकी मदद करने के लिए सॉफ्ट स्किल्स, जीवन कौशल और रोजगार क्षमता कौशल विकसित करने की कोशिश करते हैं?	3.4	0	Area of Appreciation.
34.	What percentage of teachers use ICT tools such as LCD projector, Smart Boards, Multimedia, etc. while teaching?/	2.4	5	Area of Concern.



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	कितने प्रतिशत शिक्षक पढ़ाते समय आईसीटी टूल जैसे एलसीडी प्रोजेक्टर, स्मार्ट बोर्ड, मल्टीमीडिया आदि का उपयोग करते हैं?			
35.	The overall quality of teaching- learning process in JDMC is:/ जे. डी. एम. सी. में शिक्षण-अधिगम प्रक्रिया की समग्र गुणवत्ता :	3.2	0	Area of Appreciation.
Section-	3: Contribution/Relevance of Curri	culum 1	to	
37.	Applicability of concepts/ अवधारणाओं की प्रयोज्यता,	3.0	0	Area of Good Perfoemance
38.	Developing or enhancing Entrepreneurial initiatives or Research aptitude/ उद्यमशीलता पहल या अनुसंधान	3.0	0	Area of Good Performance.
39.	Developing skill set/ योग्यता विकसित करना या बढ़ाना, कौशल सेट विकसित करना	2.9	0	Area of Good Performance.
40.	Adding values and ethics/ मूल्यों और नैतिकता को जोड़न	3.0	0	Area of Good Performance.



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41.	Enhancing analytical and critical thinking/ विश्लेषणात्मक और आलोचनात्मक सोच को बढ़ाना	3.0	0	Area of Good Performance.
42.	Preparation for higher studies/employment/ उच्च शिक्षा/रोजगार के लिए तैयारी	2.9	1	Area of Good Performance.
	ı 4: College ructure			
51.	Language Labs/ भाषा प्रयोगशाला (ONLY for Language departments) NA for other departments	2.9	1	Area of Good Performance
Section	n-5: Student Support			
58.	Usefulness of Orientation Programme of the College and Department/ कॉलेज और विभाग के अभिविन्यास कार्यक्रम की उपयोगिता	3.1	0	Area of Good Performance.
63.	Mentor- Mentee system/ मेंटर-मेंटी सिस्टम	2.8	2	Area of Good Performance.
65.	Functioning of Student Faculty Meetings/ छात्र संकाय बैठकों का संचालन	3.0	0	Area of Good Performance.



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#### JANKI DEVI MEMORIAL COLLEGE

## Parents feedback analysis 2024-25

#### **Department: Hindi**

**Total Responses: 41** 

S. No	Issues	Avg Score (out of 4)	No. of responses with less than min critical value (1)	Analysis
4	Teaching-learning process of the college / महाविद्यालय की शिक्षण- अधिगम प्रक्रिया	3.1	1	Area of good performance
9	Academic environment of the college / महाविद्यालय में शैक्षणिक वातावरण	3.2	0	Area of appreciation
10	Co-curricular and Extra-curricular opportunities provided by the college / महाविद्यालय में सह- पाठ्यचर्या और पाठ्येतर अवसर प्रदान किये जाते हैं।	3.3	0	Area of appreciation
11	Contribution of the college to confidence building and personality development of your ward is: / आपके वार्ड (बच्चा)के आत्मविश्वास निर्माण और व्यक्तित्व विकास में महाविद्यालय का योगदान :	3.3	0	Area of appreciation
12	Contribution of the college towards skill enhancement of your ward is: / आपके बच्चे के कौशल विकास में महाविद्यालय का योगदान है :	3.1	0	Area of good performance
13	How approachable are the college authorities?/ महाविद्यालय – अधिकारी आपके लिए कितने सुलभ हैं?	3.2	0	Area of appreciation
16	How do you rate the mentoring provided to your ward? / आप अपने बच्चे को प्रदान की गई सलाह ( परामर्श ) का मूल्यांकन कैसे करते हैं?	3.3	0	Area of appreciation



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#### JANKI DEVI MEMORIAL COLLEGE

## Alumni Feedback Analysis 2024-2025

**Department: Hindi** 

**Total Responses: 38** 

S No	Issues	Avg Score (out of 4)	No. of responses with less than min critical value (<1)	Analysis
1	Faculty/संकाय	2.8	4	Area of Good performance
5	Extra-curricular Activities / पाठ्येत्तर गतिविधियां	3.2	2	Area of Appreciation
8	Grievance Handling / शिकायत निवारण प्रणाली	2.6	2	Area of Concern
14	JDMC's Mentorship Program / जे डी एम एस का मेंटरशिप कार्यक्रम:	2.9	6	Area of Good performance
	Rate the efforts made by the college to connect with you / आपसे जुड़ने के लिए महाविद्यालय द्वारा किये गये			
15	प्रयासों का मूल्यांकन करें।	3	4	Area of Good performance



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### **Hindi Department:**

**Action Taken Report** 



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Stakeholder and Ques No.	Question	Average SCORE OUT OF 4	No. of responses < MCV (=0)	Root Cause	Action taken/ planned	Responsibility
STUDENT Q.NO.34	What percentage of teachers use ICT tools such as LCD projector, Smart Boards, Multimedia, etc. while teaching?/ कितने प्रतिशत शिक्षक पढ़ाते समय आईसीटी टूल जैसे एलसीडी प्रोजेक्टर, स्मार्ट बोर्ड, मल्टीमीडिया आदि का उपयोग करते हैं?	2.4	5	Limited availability of ICT facilities across classes; not all papers offered require ICT integration	Classes will be held in smart projector rooms, and relevant topics will be identified for ICT integration where usage is limited.	Department and college



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### B.A Programme Analysis and Action Taken Report 2024-25



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### JANKI DEVI MEMORIAL COLLEGE Students? Feedback Analysis

## Students' Feedback Analysis 2024-2025

**Department: B.A Programme** 

Sl. No.	Questions	SCORE OUT OF 4	No. of responses less than minimum critical value (less than 1)	Analysis
Section-	2: Teaching Learning	Total no.	of responses: 218	
16.	How much of the syllabus was covered in class?/ कक्षा में कितना पाठ्यक्रम पूर्ण कराया गया ?	3.6	2	Area of Appreciation
17.	How well were teachers prepared for the classes?/ शिक्षक कक्षाओं में शिक्षण के लिए कितने तैयार थे?	3.1	0	Area of Good performance
18.	How do you assess the communication skills of the teachers?/ आप शिक्षकों के संचार कौशल का आकलन कैसे करते हैं?	3.1	1	Area of Good performance
19.	The teacher's approach to teaching can best be described as/ शिक्षण के प्रति शिक्षक के दृष्टिकोण को वर्णित किया जा सकता है	3.0	1	Area of Good performance
20.	How will you rate the fairness of the internal evaluation (IA/CA) process by the teachers?/ आप शिक्षकों द्वारा आंतरिक मूल्यांकन (आईए/सीए) प्रक्रिया की निष्पक्षता को कैसे रेट करेंगे?	2.8	8	Area of Good Performance



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21.	How frequently have the teachers discussed your performance in tests/assignments with you, either in class or individually?/ शिक्षकों ने आपके साथ टेस्ट/असाइनमेंट में आपके प्रदर्शन पर कितनी बार चर्चा की है, कक्षा में या व्यक्तिगत रूप से?	3	3	Area of Good performance
22.	Does the college promote field visit opportunities for students?/ क्या कॉलेज इंटर्नशिप को बढ़ावा देता है, छात्र आदान-प्रदान, छात्रों के लिए फील्ड विज़िट के अवसर?	2.8	8	Area of Good Performance
23.	Does the teaching and mentoring process in the college help you in cognitive, social and emotional growth?/ क्या महाविद्यालय में शिक्षण और सलाह प्रक्रिया आपको संज्ञानात्मक में मदद करती है, सामाजिक और भावनात्मक विकास?	2.9	9	Area of Good performance
24.	Does the institution provide multiple opportunities to learn and grow for the students?/ क्या संस्थान छात्रों के लिए सीखने और बढ़ने के कई अवसर प्रदान करता है?	3.2	3	Area of Appreciation
25.	Do the teachers provide information regarding your expected competencies, course outcomes and programme outcomes?/ क्या शिक्षक आपकी अपेक्षित दक्षताओं, पाठ्यक्रम के परिणाम और कार्यक्रम के परिणाम के बारे में जानकारी प्रदान करते हैं?	3.0	5	Area of Good performance
26.	Do your teachers conduct adequate follow- up for an assigned task with you?/	3.1	5	Area of Good performance



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	क्या आपके शिक्षक आपके साथ किसी सौंपे गए कार्य के लिए पर्याप्त अनुवर्ती कार्रवाई करते हैं?			
27.	Do the teachers illustrate the concepts through examples and applications?/ क्या शिक्षक उदाहरणों और अनुप्रयोगों के माध्यम से अवधारणाओं को स्पष्ट करते हैं?	3.3	2	Area of Appreciation
28.	Do you think that the teachers identify your strengths and provide the right level of challenges?/ क्या आपको लगता है कि शिक्षक आपकी सामर्थ्य की पहचान करते हैं और चुनौतियों के सही स्तर प्रदान करते हैं?	2.9	5	Area of Good performance
29.	Do you think that the teachers are able to Identify your weaknesses and help you to overcome them?/ क्या आपको लगता है कि शिक्षक आपकी कमजोरियों को पहचानने और उन्हें दूर करने में आपकी मदद करने में सक्षम हैं?	2.7	10	Area of Concern
30.	Do you think that the efforts are made to engage students in the monitoring, review and improvement of the teaching learning process?/ क्या आपको लगता है कि छात्रों को निगरानी, शिक्षण अधिगम प्रक्रिया की समीक्षा और सुधार में शामिल करने के प्रयास किए जाते हैं?	2.9	3	Area of Good performance
31.	Do you think that the teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing the learning experiences?/	2.9	4	Area of Good performance



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	क्या आपको लगता है कि शिक्षक छात्र केंद्रित तरीकों का उपयोग करते हैं, जैसे कि अनुभवात्मक अधिगम, सीखने के अनुभवों को बढ़ाने के लिए सहभागी अधिगम और समस्या समाधान कार्यप्रणाली?			
32.	Do your teachers encourage you to participate in extracurricular activities?/ क्या आपके शिक्षक आपको पाठ्येतर गतिविधियों में भाग लेने के लिए प्रोत्साहित करते हैं	3.0	6	Area of Good performance
33.	Do you think that the college/teachers try to inculcate soft skills, life skills and employability skills to help you later in life?/ क्या आपको लगता है कि महाविद्यालय /शिक्षक जीवन में बाद में आपकी मदद करने के लिए सॉफ्ट स्किल्स, जीवन कौशल और रोजगार क्षमता कौशल विकसित करने की कोशिश करते हैं?	3.0	5	Area of Good performance
34.	What percentage of teachers use ICT tools such as LCD projector, Smart Boards, Multimedia, etc. while teaching?/ कितने प्रतिशत शिक्षक पढ़ाते समय आईसीटी टूल जैसे एलसीडी प्रोजेक्टर, स्मार्ट बोर्ड, मल्टीमीडिया आदि का उपयोग करते हैं?	2.2	38	Area of Concern
35.	The overall quality of the teaching-learning process in JDMC is:/ जे. डी. एम. सी. में शिक्षण-अधिगम प्रक्रिया की समग्र गुणवत्ता :	3	3	Area of Good performance



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		1		
37.	Applicability of concepts/ अवधारणाओं की प्रयोज्यता,	2.9	0	Area of Good performance
38.	Developing or enhancing Entrepreneurial initiatives or Research aptitude/ उद्यमशीलता पहल या अनुसंधान	2.5	8	Area of Concern
39.	Developing skill set/ योग्यता विकसित करना या बढ़ाना, कौशल सेट विकसित करना	2.7	4	Area of Concern
40.	Adding values and ethics/ मूल्यों और नैतिकता को जोड़न	2.9	2	Area of Good performance
41.	Enhancing analytical and critical thinking/ विश्लेषणात्मक और आलोचनात्मक सोच को बढ़ाना	2.8	2	Area of Good performance
42.	Preparation for higher studies/employment/ उच्च शिक्षा/रोजगार के लिए तैयारी	2.7	5	Area of Concern
Section	n-5: Student Support			
58.	Usefulness of Orientation Programme of the College and Department/ कॉलेज और विभाग के अभिविन्यास कार्यक्रम की उपयोगिता	2.9	4	Area of Good performance
63.	Mentor- Mentee system/ मेंटर-मेंटी सिस्टम	2.5	15	Area of Concern
65.	Functioning of Student Faculty Meetings/ छात्र संकाय बैठकों का संचालन	2.7	3	Area of Concern



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# **B.A Programme Action Taken Report**



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Stakehol der and Ques No.	Question	Avera ge SCOR E OUT OF 4	No. of respon ses < MCV (=0)	Root Cause	Action taken/ planned	Responsibi lity
Students 20	How will you rate the process of internal evaluation (IA/CA) by faculty?	2.72	8	Lack of clarity about the process of evaluation.	Faculty need to be sensitised about making the process of internal evaluation fair and to share the rubric of evaluation with the students at the beginning of each term.	Faculty
Students 22	Does the college promote field visit opportuniti es to students?	2.74	8	Field trips are required for some disciplines , but it may be a problem to organise field visits for all courses	Faculty can be asked to make more effort to arrange field visits, wherever possible	Faculty



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		1	1			
Students 29	Do you think teachers are able to identify your weakness and help you overcome that?	2.73	10	It is difficult for faculty to manage this due to very large class size and student absenteeis m also plays a role in this problem.	Encouraging students to proactively contact faculty to resolve their difficulties.	Logistics and infrastructur e
Students 34	Usage of ICT in class	2.15	38	Nature of the course and limited number of classroom s with smart boards	More rooms with smart boards may be useful. Faculty to be encouraged to use ICT tools in class more often.	Infrastructur e and faculty
Students 38	Developing entrepreneu rial initiatives and research aptitude	2.53	8	This is a discipline specific issue to some extent	JDMC has extremely active Research and Entrepreneur ship Cells to encourage these skills. However, this information could be disseminated more effectively	College and NAAC Team



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						.:
					among	
					students.	
Students 39	Developing skill set	2.7	4	Due to faculty and infrastruct ural issues, a limited number of options can be offered in this field	In addition to an active entrepreneur ship cell, JDMC's Skill Developmen t Cell will also become operational from this year to enhance students' skills.	Centre of Skill Enhancemen t
Students 42	Preparation s for higher studies and employme nt	2.73	5	Busy	JDMC has an active Career Counselling Cell, but we can encourage students to engage with it more actively. In addition to this, departments can organise session to educate students about the future possibilities available	Centre for Skill Enhancemen
42	nt	2.73	5	timetables	available after	t



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					completing that course.	
Students 51	Language Lab	2.42	5	Absence of student participati on is the root cause of this complaint.	There are some technical issues in the software of the language labs that need to be taken care of immediately. Some faculty members of English department take their students to mandatory visits of the Language Labs. This could be followed by all the faculty members of language departments.	Faculty & ICT staff
Students 63	Mentor- mentee system	2.46	15	Lack of student interest in this process. Many of them do not attend mentormentee sessions.	More active participation in this process needs to be undertaken by faculty as well as students.  Very often, students	Students and faculty



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					don't turn up for mentor- mentee	12
					sessions.	
					BA Prg. Has a very active student- faculty committee.	
					Students' issues are undertaken with immediacy.	
					However, BA Prg. Committee can only request the	
				As BA Prg	T-i-Cs of departments in case of students'	
				is not a departmen t, the complaints	complaints against faculty members. If no viable	
				of faculty can only be directed to the concerned	steps are taken by the departments and faculty about the	
				departmen ts and only they can act to deal with the	issues, the BA Prg. Student- faculty	
Students 65	Student- faculty	2.69	3	issues more effectively	Committee has limited space to work these	College
65	committee	2.69	3	•	issues out.	College



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			1			);
					The college can create a formal system to deal with this situation.	
Parents	How approachab le are the college authorities?	2.78	2	To be dealt with by the college authorities	NA	College
Alumni 1	Faculty	2.8	1	It is not clear if this complaint is about a specific faculty member or a general one.	Faculty need to be informed about these concerns, so that this issue can be rectified.	faculty
Alumni 8	Grievance handling	2.5	5			College
Alumni 14	Mentorship programme	2.7	5	To a large extent, this is an issue related to lack of student participati on as regular mentormentee	More active participation of students and faculty needs to be encouraged.	College



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				sessions are held in the college.		
Alumni 15	Efforts of the college to connect with you	2.7	2	Could be individual-specific.	The process of alumni participation could be made more efficient.	Alumni Association



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#### JANKI DEVI MEMORIAL COLLEGE

## Students' Feedback Analysis 2024-2025

**Department: History** 

Sl. No.	Questions	SCORE OUT OF 4	No. of responses less than minimum critical value (less than 1)	Analysis
Section-	2: Teaching Learning	Total no.	of responses	: 67
16.	How much of the syllabus was covered in class?/ कक्षा में कितना पाठ्यक्रम पूर्ण कराया गया ?	3.2	0	Area of Appreciation
17.	How well were teachers prepared for the classes?/ शिक्षक कक्षाओं में शिक्षण के लिए कितने तैयार थे?	3.0	1	Area of Good Performance
18.	How do you assess the communication skills of the teachers?/ आप शिक्षकों के संचार कौशल का आकलन कैसे करते हैं?	3.1	0	Area of Good Performance



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19.	The teacher's approach to teaching can best be described as/ शिक्षण के प्रति शिक्षक के दृष्टिकोण को) वर्णित किया जा सकता है	3.0	0	Area of Good Performance
20.	How will you rate the fairness of the internal evaluation (IA/CA) process by the teachers?/ आप शिक्षकों द्वारा आंतरिक मूल्यांकन (आईए/सीए) प्रक्रिया की निष्पक्षता को कैसे रेट करेंगे?	2.4	5	Area of Concern
21.	How frequently have the teachers discussed your performance in tests/assignments with you, either in class or individually?/ शिक्षकों ने आपके साथ टेस्ट/असाइनमेंट में आपके प्रदर्शन पर कितनी बार चर्चा की है, कक्षा में या व्यक्तिगत रूप से?	2.6	4	Area of Concern
22.	Does the college promote field visit opportunities for students?/ क्या कॉलेज इंटर्निशिप को बढ़ावा देता है, छात्र आदान-प्रदान, छात्रों के लिए फील्ड विज़िट के अवसर?	2.8	1	Area of Good performance
23.	Does the teaching and mentoring process in the college help you in cognitive, social and emotional growth?/	2.7	2	Area of Concern



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	क्या महाविद्यालय में शिक्षण और सलाह प्रक्रिया आपको संज्ञानात्मक में मदद करती है, सामाजिक और भावनात्मक विकास?			
24.	Does the institution provide multiple opportunities to learn and grow for the students?/ क्या संस्थान छात्रों के लिए सीखने और बढ़ने के कई अवसर प्रदान करता है?	3.1	1	Area of Good Performance
25.	Do the teachers provide information regarding your expected competencies, course outcomes and programme outcomes?/ क्या शिक्षक आपकी अपेक्षित दक्षताओं, पाठ्यक्रम के परिणाम और कार्यक्रम के परिणाम के बारे में जानकारी प्रदान करते हैं?	2.9	1	Area of good performance
26.	Do your teachers conduct adequate follow- up for an assigned task with you?/ क्या आपके शिक्षक आपके साथ किसी सौंपे गए कार्य के लिए पर्याप्त अनुवर्ती कार्रवाई करते हैं?	2.9	1	Area of good performance
27.	Do the teachers illustrate the concepts through examples and applications?/ क्या शिक्षक उदाहरणों और अनुप्रयोगों के माध्यम से अवधारणाओं को स्पष्ट करते हैं?	3.1	0	Area of Good Performance
28.	Do you think that the teachers identify your strengths and provide the right level of challenges?/	2.8	2	Area of Good performance



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	क्या आपको लगता है कि शिक्षक आपकी सामर्थ्य की पहचान करते हैं और चुनौतियों के सही स्तर प्रदान करते हैं?			
29.	Do you think that the teachers are able to Identify your weaknesses and help you to overcome them?/ क्या आपको लगता है कि शिक्षक आपकी कमजोरियों को पहचानने और उन्हें दूर करने में आपकी मदद करने में सक्षम हैं?	2.6	4	Area of Concern
30.	Do you think that the efforts are made to engage students in the monitoring, review and improvement of the teaching learning process?/ क्या आपको लगता है कि छात्रों को निगरानी, शिक्षण अधिगम प्रक्रिया की समीक्षा और सुधार में शामिल करने के प्रयास किए जाते हैं?	2.8	2	Area of Good performance
31.	Do you think that the teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing the learning experiences?/ क्या आपको लगता है कि शिक्षक छात्र केंद्रित तरीकों का उपयोग करते हैं, जैसे कि अनुभवात्मक अधिगम, सीखने के अनुभवों को बढ़ाने के लिए सहभागी अधिगम और समस्या समाधान कार्यप्रणाली?	2.9	1	Area of Good performance



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32.	Do your teachers encourage you to participate in extracurricular activities?/ क्या आपके शिक्षक आपको पाठ्येतर गतिविधियों में भाग लेने के लिए प्रोत्साहित करते हैं	2.7	3	Area of Concern
33.	Do you think that the college/teachers try to inculcate soft skills, life skills and employability skills to help you later in life?/ क्या आपको लगता है कि महाविद्यालय /शिक्षक जीवन में बाद में आपकी मदद करने के लिए सॉफ्ट स्किल्स, जीवन कौशल और रोजगार क्षमता कौशल विकसित करने की कोशिश करते हैं?	2.8	2	Area of Good performance
34.	What percentage of teachers use ICT tools such as LCD projector, Smart Boards, Multimedia, etc. while teaching?/ कितने प्रतिशत शिक्षक पढ़ाते समय आईसीटी टूल जैसे एलसीडी प्रोजेक्टर, स्मार्ट बोर्ड, मल्टीमीडिया आदि का उपयोग करते हैं?	2.4	4	Area of Concern
35.	The overall quality of teaching-learning process in JDMC is:/ जे. डी. एम. सी. में शिक्षण-अधिगम प्रक्रिया की समग्र गुणवत्ता :	2.9	1	Area of Good performance
Section-3	3: Contribution/Relevance of Curriculum to	)		
37.	Applicability of concepts/ अवधारणाओं की प्रयोज्यता,	2.7	0	Area of Concern



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38.	Developing or enhancing Entrepreneurial initiatives or Research aptitude/ उद्यमशीलता पहल या अनुसंधान	2.3	2	Area of Concern
39.	Developing skill set/ योग्यता विकसित करना या बढ़ाना, कौशल सेट विकसित करना	2.4	0	Area of Concern
40.	Adding values and ethics/ मूल्यों और नैतिकता को जोड़न	2.5	1	Area of Concern
41.	Enhancing analytical and critical thinking/ विश्लेषणात्मक और आलोचनात्मक सोच को बढ़ाना	2.5	1	Area of Concern
42.	Preparation for higher studies/employment/ उच्च शिक्षा/रोजगार के लिए तैयारी	2.5	1	Area of Concern
Section-	5: Student Support			
58.	Usefulness of Orientation Programme of the College and Department/ कॉलेज और विभाग के अभिविन्यास कार्यक्रम की उपयोगिता	2.7	1	Area of Concern
63.	Mentor- Mentee system/ मेंटर-मेंटी सिस्टम	2.4	2	Area of Concern
65.	Functioning of Student Faculty Meetings/ छात्र संकाय बैठकों का संचालन	2.4	3	Area of Concern



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#### JANKI DEVI MEMORIAL COLLEGE

## Parents feedback analysis 2024-25

**Department: History** 

**Total Responses: 35** 

	Total Responses: 35							
S. No	Issues	Avg Score (out of 4)	No. of responses with less than min critical value (1)	Analysis				
4	Teaching-learning process of the college / महाविद्यालय की शिक्षण- अधिगम प्रक्रिया	2.7	1	Area of Concern				
9	Academic environment of the college / महाविद्यालय में शैक्षणिक वातावरण	2.8	0	Area of Good performance				
10	Co-curricular and Extra-curricular opportunities provided by the college / महाविद्यालय में सह- पाठ्यचर्या और पाठ्येतर अवसर प्रदान किये जाते हैं।	2.6	1	Area of Concern				
11	Contribution of the college to confidence building and personality development of your ward is: / आपके वार्ड (बच्चा)के आत्मविश्वास निर्माण और व्यक्तित्व विकास में महाविद्यालय का योगदान :	2.5	1	Area of Concern				
12	Contribution of the college towards skill enhancement of your ward is: / आपके बच्चे के कौशल विकास में महाविद्यालय का योगदान है :	2.3	1	Area of Concern				
13	How approachable are the college authorities?/ महाविद्यालय – अधिकारी आपके लिए कितने सुलभ हैं?	2.3	0	Area of Concern				
16	How do you rate the mentoring provided to your ward? / आप अपने बच्चे को प्रदान की गई सलाह ( परामर्श ) का मूल्यांकन कैसे करते हैं?	2.6	0	Area of Concern				



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#### JANKI DEVI MEMORIAL COLLEGE

## Alumni Feedback Analysis 2024-2025

**Department: History** 

**Total Responses: 32** 

S No	Issues	Avg Score (out of 4)	No. of responses with less than min critical value (<1)	Analysis
1	Faculty/संकाय	2.6	1	Area of Concern
5	Extra-curricular Activities / पाठ्येत्तर गतिविधियां	2.4	0	Area of Concern
8	Grievance Handling / शिकायत निवारण प्रणाली	2.4	0	Area of Concern
14	JDMC's Mentorship Program / जे डी एम एस का मेंटरशिप कार्यक्रम:	2.5	1	Area of Concern
	Rate the efforts made by the college to connect with you / आपसे जुड़ने के लिए महाविद्यालय द्वारा किये गये			
15	प्रयासों का मूल्यांकन करें।	2.7	1	Area of Concern



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#### **ACTION TAKEN REPORT**



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Stakeholder and Ques No.	Question	Average SCORE OUT OF 4	No. of responses < MCV (=0)	Root Cause	Action taken/ planned	Responsibility
Q 20 Student	How will you rate the fairness of the internal evaluation (IA/CA) process by the teachers?	2.4	5	Absenteeism of students and failure to comply with multiple IA/CA deadlines, burden of IA and CA on students which they have pointed out in classroom.	Department communicates evaluation rubrics clearly and follows a uniform system. Teachers are encouraged to hold more discussions on IA/CA requirements. An IA/CA moderation committee reviews feedback to ensure fairness and transparency.	Teachers Students
Q 21 Student		2.6	4	Limited performance discussions mainly due to irregular	Teachers provide performance-related	Teachers Students



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	How frequently have the teachers discussed your performance in tests/assignments with you, either in class or individually?/			attendance, reducing teacher–student interaction.	discussions during tutorials, with efforts to expand opportunities for individual guidance.	
Q 23 Student	Does the teaching and mentoring process in the college help you in cognitive, social and emotional growth?/	2.7	2	Limited participation in mentor–mentee sessions reduces effectiveness.	Mentor-mentee lists now align students with subject teachers to build stronger rapport. Teachers encourage students to use these sessions for academic, social, and emotional support.	Students Teachers
Q 29 Student	Do you think that the teachers are able to Identify your weaknesses and help you to overcome them?	2.6	4	Non-participation and absenteeism hinder teachers from identifying weaknesses effectively.	Teachers provide feedback on assignments/tests and address learning gaps during tutorials.	Teachers Students



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						Curriculum
Q 32 Student	Do your teachers encourage you to participate in extracurricular activities?	2.7	3	Participation in extracurricular activities varies due to individual interest and time availability.	Teachers continue to motivate students to participate in departmental and college-level activities.	Teachers Students
Q 34 Student	What percentage of teachers use ICT tools such as LCD projector, Smart Boards, Multimedia, etc. while teaching?	2.4	4	Limited ICT integration due to infrastructure constraints—only one smartboard room available for multiple sections.	One smartboard classroom allotted, with each section receiving weekly access. College has assured more smartboard-enabled classrooms.	Teachers  Administration
Q 37 Student	Applicability of concepts	2.7	0	History being largely theoretical makes direct applicability less evident.	Teachers emphasize relevance of concepts to research, heritage, governance, and civil services.	Teachers



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Q 38 Student	Developing or enhancing Entrepreneurial initiatives or Research aptitude	2.3	2	Entrepreneurial and research aptitude development is not part of the formal History curriculum.	Research-oriented initiatives introduced last year will be expanded further with the addition of the 4th year under NEP.	Curriculum
Q 39 Student	Developing skill set	2.4	0	Skill development depends on SEC courses and related options that students choose.	Department will offer more add-on courses, identify relevant SEC papers, and organize skill-development workshops and career counselling sessions.	Curriculum  Teachers
Q 40 Student	Adding values and ethics	2.5	1	Value education is covered through specific VACs; awareness among students is uneven.	Students are guided to choose from multiple VAC courses addressing values and ethics.	Curriculum Teachers



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Q 41 Student	Enhancing analytical and critical thinking	2.5	1	Some students show limited engagement with assignments designed to develop critical thinking.	Teachers continue to use assignments to enhance analytical and critical skills.	Students Teachers
Q 42 Student	Preparation for higher studies, employment	2.5	1	Lower ratings came mainly from first- year students who have limited career exposure; seniors rated higher.	Career counselling and awareness sessions are being conducted for all years to better inform students about higher studies and employment pathways.	Curriculum  Teachers  Students
Q 58 Student	Usefulness of Orientation Programme of the College and Department	2.7	1	Orientation sessions focus more on general introduction than career/skill pathways.	Future orientations will include alumni talks and clearer guidance on academics and career opportunities.	Students Teachers
Q 63 Student	Mentor- Mentee system	2.4	2	Group mentoring sessions sometimes discourage open sharing; many	Teachers will use break hours for individual mentoring on request.	Teachers Students



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				students prefer one- to-one discussions.	Regular feedback will guide topics for mentee sessions.	
Q 65 Student	Functioning of Student Faculty Meetings	2.4	3	Student–faculty meetings affected by disagreements during CR/union elections.	Teachers have been sensitized to handle student feedback constructively and ensure smoother functioning of meetings.	Teachers Students
Q 4 Parents	Teaching-learning process of the college	2.7	1	Parents rely mainly on their ward's perspective and may not have direct awareness of academic processes.	Department plans to create structured communication channels with parents.	Teachers Students
Q 10 Parents	Co-curricular and Extra-curricular opportunities provided by the college	2.6	1	Parents may not be fully aware of the wide range of co-	Events will be highlighted during parent meetings and communications; societies and departments will continue organizing activities.	Teachers Students College



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				/extracurricular activities.		
Q 11 Parents	Contribution of the college to confidence building and personality development of your ward is:	2.5	1	Parents may not directly observe college's role in confidence-building, relying mainly on student feedback.	Students are encouraged to engage in presentations, seminars, and society activities that build confidence and personality	Teachers Students College
Q 12 Parents	Contribution of the college towards skill enhancement of your ward is?	2.3	1	Limited awareness among parents about SEC, VAC, and add- on courses offered for skill development.	Students are guided to take up these courses along with departmental/college workshops and activities.	Teachers Students Curriculum



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Q 13 Parents	How approachable are the college authorities? /	2.3	0	Parents have fewer direct interactions with authorities.	College ensures accessibility via scheduled meetings, orientation sessions, and open communication channels.	Administration Teachers Studnets
Q 16 Parents	How do you rate the mentoring provided to your ward?	2.6	0	Parents may not have direct visibility of mentoring initiatives.	Mentor-mentee sessions are held regularly, with stronger feedback mechanisms to improve effectiveness.	Teachers Students
Q 1 Alumni	Faculty	2.6	1	Faculty interaction reduces after graduation, limiting updated perspectives.	Department continues to engage alumni through seminars, lectures, and networking events.	Teachers
Q 5 Alumni	Extra-curricular Activities	2.4	0	Alumni experience with extracurriculars varies depending on their involvement during college.	Department and societies will highlight achievements and encourage alumni to mentor current students.	Teachers Students College



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Q 8 Alumni	Grievance Handling	2.4	0	Alumni may not be fully aware of structured grievance mechanisms postgraduation.	College will share details of grievance committees during alumni meets and through communications.	Teachers Students College
Q 14 Alumni	JDMC's Mentorship Program	2.5	1	Alumni involvement in mentorship initiatives remains limited.	Department will explore expanding mentorship with alumni support and encourage more structured engagement.	Teachers Students
Q 15 Alumni	Rate the efforts made by the college to connect with you	2.7	1	Alumni connection has been largely event-based rather than continuous.	Alumni network to be strengthened through newsletters, social media updates, and annual alumni meets.	College Teachers Students



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# **Mathematics**



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#### JANKI DEVI MEMORIAL COLLEGE

# Students' Feedback Analysis 2024-2025

**Department: Mathematics** 

Sl. No.	Questions	SCORE OUT OF 4	No. of responses less than minimum critical value (less than 1)	Analysis
Section-2	2: Teaching Learning	Total no.	of responses: 179	)
16.	How much of the syllabus was covered in class?/ कक्षा में कितना पाठ्यक्रम पूर्ण कराया गया ?	3.7	0	Area of Appreciation
17.	How well were teachers prepared for the classes?/ शिक्षक कक्षाओं में शिक्षण के लिए कितने तैयार थे?	3.3	0	Area of Appreciation
18.	How do you assess the communication skills of the teachers?/ आप शिक्षकों के संचार कौशल का आकलन कैसे करते हैं?	3.3	0	Area of Appreciation



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19.	The teacher's approach to teaching can best be described as/ शिक्षण के प्रति शिक्षक के दृष्टिकोण को) वर्णित किया जा सकता है	3.1	0	Area of Good Performance
20.	How will you rate the fairness of the internal evaluation (IA/CA) process by the teachers?/ आप शिक्षकों द्वारा आंतरिक मूल्यांकन (आईए/सीए) प्रक्रिया की निष्पक्षता को कैसे रेट करेंगे?	2.9	6	Area of Good Performance
21.	How frequently have the teachers discussed your performance in tests/assignments with you, either in class or individually?/ शिक्षकों ने आपके साथ टेस्ट/असाइनमेंट में आपके प्रदर्शन पर कितनी बार चर्चा की है, कक्षा में या व्यक्तिगत रूप से?	3.0	4	Area of Good Performance
22.	Does the college promote field visit opportunities for students?/ क्या कॉलेज इंटर्निशिप को बढ़ावा देता है, छात्र आदान-प्रदान, छात्रों के लिए फील्ड विज़िट के अवसर?	2.7	4	Area of Concern
23.	Does the teaching and mentoring process in the college help you in cognitive, social and emotional growth?/	3.0	3	Area of Good Performance



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24.	क्या महाविद्यालय में शिक्षण और सलाह प्रक्रिया आपको संज्ञानात्मक में मदद करती है, सामाजिक और भावनात्मक विकास? Does the institution provide multiple	3.2	0	Area of
	opportunities to learn and grow for the students?/ क्या संस्थान छात्रों के लिए सीखने और बढ़ने के कई अवसर प्रदान करता है?			Appreciation
25.	Do the teachers provide information regarding your expected competencies, course outcomes and programme outcomes?/ क्या शिक्षक आपकी अपेक्षित दक्षताओं, पाठ्यक्रम के परिणाम और कार्यक्रम के परिणाम के बारे में जानकारी प्रदान करते हैं?	3.2	2	Area of Appreciation
26.	Do your teachers conduct adequate follow- up for an assigned task with you?/ क्या आपके शिक्षक आपके साथ किसी सौंपे गए कार्य के लिए पर्याप्त अनुवर्ती कार्रवाई करते हैं?	3.2	1	Area of Appreciation
27.	Do the teachers illustrate the concepts through examples and applications?/ क्या शिक्षक उदाहरणों और अनुप्रयोगों के माध्यम से अवधारणाओं को स्पष्ट करते हैं?	3.3	0	Area of Appreciation



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28.	Do you think that the teachers identify your strengths and provide the right level of challenges?/ क्या आपको लगता है कि शिक्षक आपकी सामर्थ्य की पहचान करते हैं और चुनौतियों के सही स्तर प्रदान करते हैं?	3.0	2	Area of Good Performance
29.	Do you think that the teachers are able to Identify your weaknesses and help you to overcome them?/ क्या आपको लगता है कि शिक्षक आपकी कमजोरियों को पहचानने और उन्हें दूर करने में आपकी मदद करने में सक्षम हैं?	2.9	5	Area of Good Performance
30.	Do you think that the efforts are made to engage students in the monitoring, review and improvement of the teaching learning process?/ क्या आपको लगता है कि छात्रों को निगरानी, शिक्षण अधिगम प्रक्रिया की समीक्षा और सुधार में शामिल करने के प्रयास किए जाते हैं?	3.0	1	Area of Good Performance
31.	Do you think that the teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing the learning experiences?/ क्या आपको लगता है कि शिक्षक छात्र केंद्रित तरीकों का उपयोग करते हैं, जैसे कि अनुभवात्मक अधिगम, सीखने के अनुभवों को	3.1	1	Area of Good Performance



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	बढ़ाने के लिए सहभागी अधिगम और समस्या समाधान कार्यप्रणाली?			
32.	Do your teachers encourage you to participate in extracurricular activities?/ क्या आपके शिक्षक आपको पाठ्येतर गतिविधियों में भाग लेने के लिए प्रोत्साहित करते हैं	3.0	4	Area of Good Performance
33.	Do you think that the college/teachers try to inculcate soft skills, life skills and employability skills to help you later in life?/ क्या आपको लगता है कि महाविद्यालय /शिक्षक जीवन में बाद में आपकी मदद करने के लिए सॉफ्ट स्किल्स, जीवन कौशल और रोजगार क्षमता कौशल विकसित करने की कोशिश करते हैं?	3.0	1	Area of Good Performance
34.	What percentage of teachers use ICT tools such as LCD projector, Smart Boards, Multimedia, etc. while teaching?/ कितने प्रतिशत शिक्षक पढ़ाते समय आईसीटी टूल जैसे एलसीडी प्रोजेक्टर, स्मार्ट बोर्ड, मल्टीमीडिया आदि का उपयोग करते हैं?	3.2	3	Area of Appreciation
35.	The overall quality of teaching-learning process in JDMC is:/	3.2	0	Area of Appreciation



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	जे. डी. एम. सी. में शिक्षण-अधिगम प्रक्रिया की समग्र गुणवत्ता :			
Section	-3: Contribution/Relevance of Curriculum to			
37.	Applicability of concepts/ अवधारणाओं की प्रयोज्यता,	3.1	1	Area of Good Performance
38.	Developing or enhancing Entrepreneurial initiatives or Research aptitude/ उद्यमशीलता पहल या अनुसंधान	2.8	3	Area of Good Performance
39.	Developing skill set/ योग्यता विकसित करना या बढ़ाना, कौशल सेट विकसित करना	2.9	1	Area of Good Performance
40.	Adding values and ethics/ मूल्यों और नैतिकता को जोड़न	3.0	1	Area of Good Performance
41.	Enhancing analytical and critical thinking/ विश्लेषणात्मक और आलोचनात्मक सोच को बढ़ाना	2.9	3	Area of Good Performance
42.	Preparation for higher studies/employment/ उच्च शिक्षा/रोजगार के लिए तैयारी	2.8	1	Area of Good Performance



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Section-5	: Student Support			
58.	Usefulness of Orientation Programme of the College and Department/ कॉलेज और विभाग के अभिविन्यास कार्यक्रम की उपयोगिता	3.0	0	Area of Good Performance
63.	Mentor- Mentee system/ मेंटर-मेंटी सिस्टम	3.0	1	Area of Good Performance
65.	Functioning of Student Faculty Meetings/ छात्र संकाय बैठकों का संचालन	2.8	0	Area of Good Performance



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#### JANKI DEVI MEMORIAL COLLEGE

# Parents feedback analysis

2024-25

**Department: Mathematics** 

**Total Responses: 93** 

S. No	Issues	Avg Score (out of 4)	No. of responses with less than min critical value (1)	Analysis
4	Teaching-learning process of the college / महाविद्यालय की शिक्षण- अधिगम प्रक्रिया	2.9	0	Area of Good Performance
9	Academic environment of the college / महाविद्यालय में शैक्षणिक वातावरण	3.0	0	Area of Good Performance
10	Co-curricular and Extra-curricular opportunities provided by the college / महाविद्यालय में सह- पाठ्यचर्या और पाठ्येतर अवसर प्रदान किये जाते हैं।	2.9	0	Area of Good Performance
11	Contribution of the college to confidence building and personality development of your ward is: / आपके वार्ड (बच्चा)के आत्मविश्वास निर्माण और व्यक्तित्व विकास में महाविद्यालय का योगदान :	2.9	0	Area of Good Performance
12	Contribution of the college towards skill enhancement of your ward is: / आपके बच्चे के कौशल विकास में महाविद्यालय का योगदान है :	2.8	0	Area of Good Performance



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13	How approachable are the college authorities?/ महाविद्यालय – अधिकारी आपके लिए कितने सुलभ हैं?	2.8	Area of Good Performance
16	How do you rate the mentoring provided to your ward? / आप अपने बच्चे को प्रदान की गई सलाह ( परामर्श ) का मूल्यांकन कैसे करते हैं?	3.0	Area of Good Performance



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#### JANKI DEVI MEMORIAL COLLEGE

# Alumni Feedback Analysis 2024-2025

**Department: Mathematics** 

**Total Responses: 46** 

S No	Issues	Avg Score (out of 4)	No. of responses with less than min critical value (<1)	Analysis
1	Faculty/संकाय	3.1	0	Area of Good performance
5	Extra-curricular Activities / पाठयेत्तर गतिविधियां	3.2	0	Area of Appreciation
8	Grievance Handling / शिकायत निवारण प्रणाली	2.7	0	Area of Concern
14	JDMC's Mentorship Program / जे डी एम एस का मेंटरशिप कार्यक्रम:	3.0	0	Area of Good performance
15	Rate the efforts made by the college to connect with you / आपसे जुड़ने के लिए महाविद्यालय द्वारा किये गये प्रयासों का मूल्यांकन करें।	3.1	0	Area of Good performance



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# **Action Taken Report**



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Stakeholde r and Ques No.	Question	Averag e SCORE OUT OF 4	No. of response s < MCV (=0)	Root Cause	Action taken/ planned	Responsibility
Alumni Q No. 8	Grievance Handling	2.7	0	Limited awareness among alumni about available grievance redressal channels.	Alumni are informed about the JDMC Alumnae Association's Facebook page, WhatsApp group, and dedicated email ID, which serve as official platforms for queries and grievance redressal.	JDMC Alumnae Association
Student Q No. 22	Does the college promote field visit opportunities for students?	2.7	4	Students are not fully aware of existing field visit and educational	Students were taken on an educational trip as part of their EVS curriculum. The department will continue to plan such visits and ensure timely	Department/College



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		trip opportunities.	communication so that students are better informed.	
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# **MUSIC**



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# Stakeholders' Feedback and Action Taken

#### **Department of Music (2024–25)**

Janki Devi Memorial College (University of Delhi)

Stakeholder	r Feedback	Action Taken
Students	<ul> <li>Need for focused training to complement traditional methods.</li> <li>Demand for better econtent delivery.</li> </ul>	<ul> <li>Organized webinars on soft skills, Intellectual Property Rights, Research Methodology, Gender Equity, and Career Counselling to support holistic development.</li> <li>Provided e-content (links, PDFs, audio, and video) through WhatsApp groups.</li> <li>Conducted remedial classes for students needing extra help.</li> </ul>
Teachers	<ul> <li>Integration of new technology to enhance the teaching-learning experience.</li> <li>More mentoring sessions for tailored student guidance.</li> </ul>	<ul> <li>Introduced smart TVs in classrooms to access online music resources and enrich pedagogy.</li> <li>Conducted mentoring sessions covering career planning, exam readiness, personal issues, and mental health.</li> </ul>
Alumni	• Opportunities to stay engaged with the department and contribute meaningfully.	<ul> <li>Invited alumni to perform at college events to foster interaction with current students.</li> <li>Engaged alumni as resource persons for an add-on course on harmonium playing, providing financial support, confidence-building, and learning benefits.</li> </ul>
Employers	• Emphasis on developing professional skills and workplace readiness.	• Facilitated student participation in university/college societies and organizations to build hard and soft skills, preparing them for future careers.
Parents	• Greater focus on holistic development beyond academics.	• Organized personality development sessions, extracurricular activities, expert talks, and value-based learning programs to broaden student exposure.



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**Philosophy** 



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#### JANKI DEVI MEMORIAL COLLEGE

# Students' Feedback Analysis 2024-2025

**Department: Philosophy** 

Sl. No.	Questions	SCORE OUT OF 4	No. of responses less than minimum critical value (less than 1)	Analysis
Section-	2: Teaching Learning	Total no.	of responses: 47	
16.	How much of the syllabus was covered in class?/ कक्षा में कितना पाठ्यक्रम पूर्ण कराया गया ?	3.5	0	Area of Apprecia tion
17.	How well were teachers prepared for the classes?/ शिक्षक कक्षाओं में शिक्षण के लिए कितने तैयार थे?	3.2	0	Area of Apprecia tion
18.	How do you assess the communication skills of the teachers?/ आप शिक्षकों के संचार कौशल का आकलन कैसे करते हैं?	3.3	0	Area of Apprecia tion



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19.	The teacher's approach to teaching can best be described as/ शिक्षण के प्रति शिक्षक के दृष्टिकोण को) वर्णित किया जा सकता है	3.1	0	Area of Good performa nce
20.	How will you rate the fairness of the internal evaluation (IA/CA) process by the teachers?/ आप शिक्षकों द्वारा आंतरिक मूल्यांकन (आईए/सीए) प्रक्रिया की निष्पक्षता को कैसे रेट करेंगे?	2.7	1	Area of Concern
21.	How frequently have the teachers discussed your performance in tests/assignments with you, either in class or individually?/ शिक्षकों ने आपके साथ टेस्ट/असाइनमेंट में आपके प्रदर्शन पर कितनी बार चर्चा की है, कक्षा में या व्यक्तिगत रूप से?	2.8	1	Area of Good performa nce
22.	Does the college promote field visit opportunities for students?/ क्या कॉलेज इंटर्निशिप को बढ़ावा देता है, छात्र आदान-प्रदान, छात्रों के लिए फील्ड विज़िट के अवसर?	2.3	01	Area of Concern
23.	Does the teaching and mentoring process in the college help you in cognitive, social and emotional growth?/	2.6	02	Area of Concern



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	क्या महाविद्यालय में शिक्षण और सलाह प्रक्रिया आपको संज्ञानात्मक में मदद करती है, सामाजिक और भावनात्मक विकास?			
24.	Does the institution provide multiple opportunities to learn and grow for the students?/ क्या संस्थान छात्रों के लिए सीखने और बढ़ने के कई अवसर प्रदान करता है?	2.8	01	Area of Good performa nce
25.	Do the teachers provide information regarding your expected competencies, course outcomes and programme outcomes?/ क्या शिक्षक आपकी अपेक्षित दक्षताओं, पाठ्यक्रम के परिणाम और कार्यक्रम के परिणाम के बारे में जानकारी प्रदान करते हैं?	3.0	02	Area of Good performa nce
26.	Do your teachers conduct adequate follow- up for an assigned task with you?/ क्या आपके शिक्षक आपके साथ किसी सौंपे गए कार्य के लिए पर्याप्त अनुवर्ती कार्रवाई करते हैं?	3.0	01	Area of Good performa nce
27.	Do the teachers illustrate the concepts through examples and applications?/ क्या शिक्षक उदाहरणों और अनुप्रयोगों के माध्यम से अवधारणाओं को स्पष्ट करते हैं?	3.3	0	Area of Apprecia tion
28.	Do you think that the teachers identify your strengths and provide the right level of challenges?/	2.9	02	Area of Good performa



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29.	क्या आपको लगता है कि शिक्षक आपकी सामर्थ्य की पहचान करते हैं और चुनौतियों के सही स्तर प्रदान करते हैं?  Do you think that the teachers are able to Identify your weaknesses and help you to overcome them?/  क्या आपको लगता है कि शिक्षक आपकी कमजोरियों को पहचानने और उन्हें दूर करने में आपकी मदद करने में सक्षम हैं?	2.6	04	Area of Concern
30.	Do you think that the efforts are made to engage students in the monitoring, review and improvement of the teaching learning process?/ क्या आपको लगता है कि छात्रों को निगरानी, शिक्षण अधिगम प्रक्रिया की समीक्षा और सुधार में शामिल करने के प्रयास किए जाते हैं?	2.8	0	Area of Good performa nce
31.	Do you think that the teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing the learning experiences?/ क्या आपको लगता है कि शिक्षक छात्र केंद्रित तरीकों का उपयोग करते हैं, जैसे कि अनुभवात्मक अधिगम, सीखने के अनुभवों को बढ़ाने के लिए सहभागी अधिगम और समस्या समाधान कार्यप्रणाली?	2.9	0	Area of Good performa nce



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32.	Do your teachers encourage you to participate in extracurricular activities?/ क्या आपके शिक्षक आपको पाठ्येतर गतिविधियों में भाग लेने के लिए प्रोत्साहित करते हैं	2.7	01	Area of Concern
33.	Do you think that the college/teachers try to inculcate soft skills, life skills and employability skills to help you later in life?/ क्या आपको लगता है कि महाविद्यालय /शिक्षक जीवन में बाद में आपकी मदद करने के लिए सॉफ्ट स्किल्स, जीवन कौशल और रोजगार क्षमता कौशल विकसित करने की कोशिश करते हैं?	2.9	03	Area of Good performa nce
34.	What percentage of teachers use ICT tools such as LCD projector, Smart Boards, Multimedia, etc. while teaching?/ कितने प्रतिशत शिक्षक पढ़ाते समय आईसीटी टूल जैसे एलसीडी प्रोजेक्टर, स्मार्ट बोर्ड, मल्टीमीडिया आदि का उपयोग करते हैं?	2.4	04	Area of Concern
35.	The overall quality of teaching-learning process in JDMC is:/ जे. डी. एम. सी. में शिक्षण-अधिगम प्रक्रिया की समग्र गुणवत्ता :	3.0	0	Area of Good performa nce
Section-3	: Contribution/Relevance of Curriculum to			
37.	Applicability of concepts/	2.9	0	Area of



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	अवधारणाओं की प्रयोज्यता,			Good performa nce
38.	Developing or enhancing Entrepreneurial initiatives or Research aptitude/ उद्यमशीलता पहल या अनुसंधान	2.7	01	Area of Concern
39.	Developing skill set/ योग्यता विकसित करना या बढ़ाना, कौशल सेट विकसित करना	2.5	0	Area of Concern
40.	Adding values and ethics/ मूल्यों और नैतिकता को जोड़न	2.9	01	Area of Good performa nce
41.	Enhancing analytical and critical thinking/ विश्लेषणात्मक और आलोचनात्मक सोच को बढ़ाना	2.8	01	Area of Good performa nce
42.	Preparation for higher studies/employment/ उच्च शिक्षा/रोजगार के लिए तैयारी	2.6	02	Area of Concern
Section-	5: Student Support			
58.	Usefulness of Orientation Programme of the College and Department/ कॉलेज और विभाग के अभिविन्यास कार्यक्रम की उपयोगिता	2.5	02	Area of Concern



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63.	Mentor- Mentee system/ मेंटर-मेंटी सिस्टम	2.5	01	Area of Concern
65.	Functioning of Student Faculty Meetings/ छात्र संकाय बैठकों का संचालन	2.4	01	Area of Concern



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#### JANKI DEVI MEMORIAL COLLEGE

# Parents feedback analysis

2024-25

**Department: Philosophy** 

**Total Responses: 26** 

S. No	Issues	Avg Score (out of 4)	No. of responses with less than min critical value (1)	Analysis
4	Teaching-learning process of the college / महाविद्यालय की शिक्षण- अधिगम प्रक्रिया	2.8	0	Area of Good performance
9	Academic environment of the college / महाविद्यालय में शैक्षणिक वातावरण	2.8	0	Area of Good performance
10	Co-curricular and Extra-curricular opportunities provided by the college / महाविद्यालय में सह- पाठ्यचर्या और पाठ्येतर अवसर प्रदान किये जाते हैं।	2.8	0	Area of Good performance
11	Contribution of the college to confidence building and personality development of your ward is: / आपके वार्ड (बच्चा)के आत्मविश्वास निर्माण और व्यक्तित्व विकास में महाविद्यालय का योगदान :	2.8	0	Area of Good performance
12	Contribution of the college towards skill enhancement of your ward is: / आपके बच्चे के कौशल विकास में महाविद्यालय का योगदान है :	2.8	0	Area of Good performance
13	How approachable are the college authorities?/ महाविद्यालय – अधिकारी आपके लिए कितने सुलभ हैं?	2.6	0	Area of Concern



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	How do you rate the mentoring provided to your ward? / आप अपने बच्चे को प्रदान की गई		1	
16	सलाह ( परामर्श ) का मूल्यांकन कैसे करते हैं?	2.1		Area of Concern



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#### JANKI DEVI MEMORIAL COLLEGE

# Alumni Feedback Analysis 2024-2025

**Department: Philosophy** 

**Total Responses: 17** 

S No	Issues	Avg Score (out of 4)	No. of responses with less than min critical value (<1)	Analysis
1	Faculty/संकाय	2.7	0	Area of Concern
5	Extra-curricular Activities / पाठ्येत्तर गतिविधियां	2.9	0	Area of Good performance
8	Grievance Handling / शिकायत निवारण प्रणाली	2.8	0	Area of Good performance
14	JDMC's Mentorship Program / जे डी एम एस का मेंटरशिप कार्यक्रम:	3.1	0	Area of Good performance
	Rate the efforts made by the college to connect with you / आपसे जुड़ने के लिए महाविद्यालय द्वारा किये गये			
15	प्रयासों का मूल्यांकन करें।	3.1	0	Area of Good performance



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# **Action Taken Report**



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Stakeholder and Ques No.	Question	Averag e SCORE OUT OF 4	No. of responses < MCV (=0)	Root Cause	Action taken/ planned	Responsibil ity
01	Faculty/संकाय	2.7	1	Some absentee students were unable to evaluate faculty effectively.	Faculty continue to create more opportunities for interaction in classes to ensure greater engagement and feedback.	Students faculty
13	How approachable are the college authorities?/ महाविद्यालय — अधिकारी आपके लिए कितने सुलभ हैं?	2.6	0	Limited awareness among students about certain administrative processes.	During student– faculty meetings, students are oriented about relevant administrative functions to improve awareness.	Faculty



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16	How do you rate the mentoring provided to your ward? / आप अपने बच्चे को प्रदान की गई सलाह (परामर्श) का मूल्यांकन कैसे करते हैं?	2.7	01	Low attendance in mentoring sessions reduces effectiveness.	Students will be informed of the importance of mentoring sessions, and teachers will encourage greater participation	Faculty
20	How will you rate the fairness of the internal evaluation (IA/CA) process by the teachers?/ आप शिक्षकों द्वारा आंतरिक मूल्यांकन (आईए/सीए) प्रक्रिया की निष्पक्षता को कैसे रेट करेंगे?	2.7	01	Delayed or last-minute assignment submissions affect student perception of evaluation.	Students are being reminded to submit work on time, and faculty will continue to follow transparent evaluation practices.	Students Faculty
22	Does the college promote field visit	2.3	01	Philosophy does not have fieldwork integrated into its curriculum.	The department will arrange field visits whenever feasible to	Faculty



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	opportunities for students?/ क्या कॉलेज इंटर्नशिप को बढ़ावा देता है, छात्र आदान-प्रदान, छात्रों के लिए फील्ड विज़िट के अवसर?				enhance learning experiences.	
23	Does the teaching and mentoring process in the college help you in cognitive, social and emotional growth?/ क्या महाविद्यालय में शिक्षण और सलाह प्रक्रिया आपको संज्ञानात्मक में मदद करती है, सामाजिक और भावनात्मक विकास?	2.6	02	Some students attend irregularly and focus mainly on competitive exams rather than coursework.	Teachers will guide students to focus on the objectives of the course while balancing preparation for competitive exams.	Students Faculty
29	Do you think that the teachers are able to Identify your	2.6	04	Irregular attendance and inattentiveness hinder	Teachers will make additional efforts through tutorials and	Faculty Students



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	weaknesses and help you to overcome them?/ क्या आपको लगता है कि शिक्षक आपकी कमजोरियों को पहचानने और उन्हें दूर करने में आपकी मदद करने में सक्षम हैं?			identification of student challenges.	feedback to identify weaknesses and provide support.	
32	Do your teachers encourage you to participate in extracurricular activities?/ क्या आपके शिक्षक आपको पाठ्येतर गतिविधयों में भाग लेने के लिए प्रोत्साहित करते हैं	2.7	01	Students prioritize competitive exam preparation over extracurriculars.	Students will receive more orientation and encouragement to participate in extracurricular and departmental activities.	Faculty
34	What percentage of teachers use ICT tools such as LCD projector, Smart	2.4	04	Some papers are entirely theoretical, limiting ICT integration.	Faculty will be encouraged to incorporate ICT tools more frequently to	NEP Guidelines Faculty



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	Boards, Multimedia, etc. while teaching?/ कितने प्रतिशत शिक्षक पढ़ाते समय आईसीटी टूल जैसे एलसीडी प्रोजेक्टर, स्मार्ट बोर्ड, मल्टीमीडिया आदि का उपयोग करते हैं?				enrich the teaching process.	
38	Developing or enhancing Entrepreneurial initiatives or Research aptitude/ उद्यमशीलता पहल या अनुसंधान	2.7	01	Many students are not inclined towards research activities.	Students will be motivated to engage with research, and faculty will highlight the value of research skills.	Students
39	Developing skill set/ योग्यता विकसित करना या बढ़ाना, कौशल सेट विकसित करना	2.5	0	Students often do not focus on developing critical thinking skills.	Faculty will emphasize the importance of critical thinking through	faculty



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					classroom activities and assignments.	
42	Preparation for higher studies/employment/ उच्च शिक्षा/रोजगार के लिए तैयारी	2.6	02	Philosophy as a discipline has fewer direct employability pathways, leading to lower perception.	Students will be encouraged to explore allied career avenues, with guidance provided through counselling and workshops.	Faculty
58	Usefulness of Orientation Programme of the College and Department/ कॉलेज और विभाग के अभिविन्यास कार्यक्रम की उपयोगिता	2.5	02	Some students miss orientation due to late admissions.	Separate orientation sessions will be organized for late entrants to ensure inclusivity.	Admin



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63	Mentor- Mentee system/ मेंटर-मेंटी सिस्टम	2.5	01	Some students do not attend scheduled mentor–mentee meetings.	Students will be encouraged to attend regularly, and faculty will provide flexibility where required.	Faculty
65	Functioning of Student Faculty Meetings/ छात्र संकाय बैठकों का संचालन	2.4	01	Participation is affected as some students do not attend these meetings.	Students will be motivated to participate actively and express their views during such meetings.	Faculty



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## **Physical Education**



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#### Stakeholders' Feedback and Action Taken

Department of Physical Education (2024–25)

Janki Devi Memorial College (University of Delhi)

Stakeholder	Feedback	Action Taken
Students	<ul> <li>Need for psychological, physical, and mental health support.</li> </ul>	• Established the Students Service Center (2023) for psychological screening, counselling, and health support (in-person/online/phone).
	<ul> <li>Opportunities for personality development, leadership, and problem-solving.</li> </ul>	• Formed the Adventure Club to promote leadership, resilience, and conservation awareness; organized various trips.
	<ul> <li>More participation in competitive sports at various levels.</li> <li>Greater mass participation in physical activities.</li> </ul>	<ul> <li>Expanded NSO programs         <ul> <li>including tournaments, camps, and selection trials at inter-department inter-college, university, state, and national levels.</li> <li>Organized fitness programs, yoga, aerobics, self-defense, remedial classes, and add-on courses for mass participation.</li> </ul> </li> </ul>
	Career counselling and professional preparation.	<ul> <li>Conducted career development programs (referee clinics, coaching certifications, advanced sports courses, counselling sessions).</li> <li>Used projectors, digital media, and sports films for motivational and skill-based learning. Faculty trained regularly in ICT; IQAC/ICT Committees organize training sessions.</li> </ul>
	Wider use of ICT in teaching and training of faculty members.	Introduced innovative pedagogical approaches with



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	online applications for classroom
	and field learning.
Exposure to innovative teaching     motheds and applications	• Designed research projects to
methods and applications.	<ul> <li>Designed research projects to train students in research tools and</li> </ul>
	methodologies.
	_
. Love by a control of the control o	Provided timely evaluation and
<ul> <li>Involvement in research projects.</li> </ul>	constructive feedback on tests/assignments; collected
projects.	student feedback.
	<ul> <li>Used bilingual teaching and</li> </ul>
Constanting for the start	remedial classes for students
<ul> <li>Constructive feedback on tests/assignments.</li> </ul>	balancing academics with NCC/NSS/sports.
tests/ assignments.	NCC/N33/3ports.
	• Implemented Delhi University
	curriculum (NEP) updates
	promptly.
	Strengthened mentorship
	through faculty, mentors,
	coordinators, and team captains.
Curriculum-related	<ul> <li>Invited alumni to share career experiences and guidance.</li> </ul>
improvements.	experiences and galacinee.
	<ul> <li>Organized seminars/webinars on</li> </ul>
	contemporary issues, skill-building,
<ul> <li>Career guidance from senior alumni.</li> </ul>	efficiency, and time management.
	Collaborated with the Library
	Committee to regularly update
	Physical Education resources.
• Platforms to develop innovative	
ideas.	
Improved library resources.	



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### **Political Science**



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#### JANKI DEVI MEMORIAL COLLEGE

## Students' Feedback Analysis 2024-2025

**Department: Political Science** 

Sl. No.	Questions	SCOR E OUT OF 4	No. of responses less than minimum critical value (less than 1)	Analysis
Section-2: Teaching Learning		Total no	. of responses: 226	
16.	How much of the syllabus was covered in class?/ कक्षा में कितना पाठ्यक्रम पूर्ण कराया गया ?	3.8	0	Area of Appreciation
17.	How well were teachers prepared for the classes?/ शिक्षक कक्षाओं में शिक्षण के लिए कितने तैयार थे?	3.4	0	Area of Appreciation
18.	How do you assess the communication skills of the teachers?/ आप शिक्षकों के संचार कौशल का आकलन कैसे करते हैं?	3.3	0	Area of Appreciation
19.	The teacher's approach to teaching can best be described as/ शिक्षण के प्रति शिक्षक के दृष्टिकोण को वर्णित किया जा सकता है	3.2	0	Area of Appreciation



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				N
20.	How will you rate the fairness of the internal evaluation (IA/CA) process by the teachers?/ आप शिक्षकों द्वारा आंतरिक मूल्यांकन (आईए/सीए) प्रक्रिया की निष्पक्षता को कैसे रेट करेंगे?	2.5	1	Area of Concern
21.	How frequently have the teachers discussed your performance in tests/assignments with you, either in class or individually?/ शिक्षकों ने आपके साथ टेस्ट/असाइनमेंट में आपके प्रदर्शन पर कितनी बार चर्चा की है, कक्षा में या व्यक्तिगत रूप से?	3.2	1	Area of Appreciation
22.	Does the college promote field visit opportunities for students?/ क्या कॉलेज इंटर्नशिप को बढ़ावा देता है, छात्र आदान-प्रदान, छात्रों के लिए फील्ड विजिट के अवसर?	2.8	0	Area of Good Performance
23.	Does the teaching and mentoring process in the college help you in cognitive, social and emotional growth?/ क्या महाविद्यालय में शिक्षण और सलाह प्रक्रिया आपको संज्ञानात्मक में मदद करती है, सामाजिक और भावनात्मक विकास?	3.1	0	Area of Good Performance
24.	Does the institution provide multiple opportunities to learn and grow for the students?/ क्या संस्थान छात्रों के लिए सीखने और बढ़ने के कई अवसर प्रदान करता है?	3.2	0	Area of Appreciation



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25.	Do the teachers provide information regarding your expected competencies, course outcomes and programme outcomes?/ क्या शिक्षक आपकी अपेक्षित दक्षताओं, पाठ्यक्रम के परिणाम और कार्यक्रम के परिणाम के बारे में जानकारी प्रदान करते हैं?	3.3	1	Area of Appreciation
26.	Do your teachers conduct adequate follow-up for an assigned task with you?/ क्या आपके शिक्षक आपके साथ किसी सौंपे गए कार्य के लिए पर्याप्त अनुवर्ती कार्रवाई करते हैं?	3.3	1	Area of Appreciation
27.	Do the teachers illustrate the concepts through examples and applications?/ क्या शिक्षक उदाहरणों और अनुप्रयोगों के माध्यम से अवधारणाओं को स्पष्ट करते हैं?	3.6	0	Area of Appreciation
28.	Do you think that the teachers identify your strengths and provide the right level of challenges?/ क्या आपको लगता है कि शिक्षक आपकी सामर्थ्य की पहचान करते हैं और चुनौतियों के सही स्तर प्रदान करते हैं?	3.0	1	Area of Good Performance
29.	Do you think that the teachers are able to Identify your weaknesses and help you to overcome them?/ क्या आपको लगता है कि शिक्षक आपकी कमजोरियों को पहचानने और उन्हें दूर करने में आपकी मदद करने में सक्षम हैं?	2.9	2	Area of Good Performance



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30.	Do you think that the efforts are made to engage students in the monitoring, review and improvement of the teaching learning process?/ क्या आपको लगता है कि छात्रों को निगरानी, शिक्षण अधिगम प्रक्रिया की समीक्षा और सुधार में शामिल करने के प्रयास किए जाते हैं?	3.2	1	Area of Appreciation
31.	Do you think that the teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing the learning experiences?/ क्या आपको लगता है कि शिक्षक छात्र केंद्रित तरीकों का उपयोग करते हैं, जैसे कि अनुभवात्मक अधिगम, सीखने के अनुभवों को बढ़ाने के लिए सहभागी अधिगम और समस्या समाधान कार्यप्रणाली?	3.1	1	Area of Good Performance
32.	Do your teachers encourage you to participate in extracurricular activities?/ क्या आपके शिक्षक आपको पाठ्येतर गतिविधियों में भाग लेने के लिए प्रोत्साहित करते हैं	3.1	2	Area of Good Performance
33.	Do you think that the college/teachers try to inculcate soft skills, life skills and employability skills to help you later in life?/ क्या आपको लगता है कि महाविद्यालय /शिक्षक जीवन में बाद में आपकी मदद करने के लिए सॉफ्ट स्किल्स, जीवन कौशल और रोजगार क्षमता कौशल विकसित करने की कोशिश करते हैं?	3.1	0	Area of Good Performance



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		Г		
34.	What percentage of teachers use ICT tools such as LCD projector, Smart Boards, Multimedia, etc. while teaching?/	2.9	2	Area of Good Performance
	कितने प्रतिशत शिक्षक पढ़ाते समय आईसीटी टूल जैसे एलसीडी			
	प्रोजेक्टर, स्मार्ट बोर्ड, मल्टीमीडिया आदि का उपयोग करते हैं?			
35.	The overall quality of teaching-learning process in JDMC is:/	3.3	0	Area of Appreciation
	जे. डी. एम. सी. में शिक्षण-अधिगम प्रक्रिया की समग्र गुणवत्ता :			
Section	1-3: Contribution/Relevance of Curriculum t	0		
37.	Applicability of concepts/	3.1	0	Area of Good
	अवधारणाओं की प्रयोज्यता,			Performance
38.	Developing or enhancing Entrepreneurial	2.8	1	Area of Good
	initiatives or Research aptitude/			Performance
	उद्यमशीलता पहल या अनुसंधान			
39.	Developing skill set/	2.7	0	Area of Concern
	योग्यता विकसित करना या बढ़ाना, कौशल सेट विकसित करना			
40.	Adding values and ethics/	2.9	0	Area of Good
	मूल्यों और नैतिकता को जोड़न			Performance
41.	Enhancing analytical and critical thinking/	2.9	0	Area of Good
				Performance



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	विश्लेषणात्मक और आलोचनात्मक सोच को बढ़ाना			
42.	Preparation for higher studies/employment/ उच्च शिक्षा/रोजगार के लिए तैयारी	2.8	1	Area of Good Performance
Section	n-5: Student Support			
58.	Usefulness of Orientation Programme of the College and Department/ कॉलेज और विभाग के अभिविन्यास कार्यक्रम की उपयोगिता	3.1	0	Area of Good Performance
63.	Mentor- Mentee system/ मेंटर-मेंटी सिस्टम	2.9	0	Area of Good Performance
65.	Functioning of Student Faculty Meetings/ छात्र संकाय बैठकों का संचालन	2.8	0	Area of Good Performance

JANKI DEVI MEMORIAL COLLEGE					
Parents feedback analysis					
	2024-25				
	Department: Political Science				
		<b>Total Responses: 133</b>			
S. No	S. No Issues    Avg Score				



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				38
	Teaching-learning process of the college / महाविद्यालय की शिक्षण- अधिगम प्रक्रिया		0	Area of Concern
4	न्तापचारात्र पर्या सावाण- जापरान प्राप्रस्या	2.6		
		2.9	1	Area of Good
	Academic environment of the college / महाविद्यालय में शैक्षणिक वातावरण			performance
9				1
10	Co-curricular and Extra-curricular opportunities provided by the college / महाविद्यालय में सह- पाठ्यचर्या और पाठ्येतर अवसर प्रदान किये जाते हैं।	2.7	2	Area of Concern
10				
	Contribution of the college to confidence building and personality development of your ward is: / आपके वार्ड (बच्चा)के आत्मविश्वास निर्माण और व्यक्तित्व विकास में	2.6	2	Area of Concern
11	महाविद्यालय का योगदान :			
12	Contribution of the college towards skill enhancement of your ward is: / आपके बच्चे के कौशल विकास में महाविद्यालय का योगदान है :	2.5	1	Area of Concern
13	How approachable are the college authorities?/ महाविद्यालय – अधिकारी आपके लिए कितने सुलभ हैं?	2.6	1	Area of Concern
16	How do you rate the mentoring provided to your ward? / आप अपने बच्चे को प्रदान की गई सलाह ( परामर्श ) का मूल्यांकन कैसे करते हैं?	2.6	0	Area of Concern



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#### JANKI DEVI MEMORIAL COLLEGE

# Alumni Feedback Analysis 2024-2025

**Department: Political Science** 

**Total Responses: 81** 

		1	1	
S No	Issues	Avg Score (out of 4)	No. of responses with less than min critical value (<1)	Analysis
1	Faculty/संकाय	2.8	2	Area of Good Performance
5	Extra-curricular Activities / पाठ्येत्तर गतिविधियां	2.9	1	Area of Good Performance
8	Grievance Handling / शिकायत निवारण प्रणाली	2.5	3	Area of Concern
14	JDMC's Mentorship Program / जे डी एम एस का मेंटरशिप कार्यक्रम:	2.7	1	Area of Concern
	Rate the efforts made by the college to connect with you / आपसे जुड़ने के लिए महाविद्यालय द्वारा किये गये			
15	प्रयासों का मूल्यांकन करें।	2.7	1	Area of Concern



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## **Action Taken Report**

Stakeholder and Ques No.	Question	Averag e SCOR E OUT OF 4	No. of responses < MCV (=0)	Root Cause	Action taken/ planned	Respons ibility
Student 20	How will you rate the fairness of the internal evaluation (IA/CA) process by the teachers?	2.4	9	Students may not have been fully familiar with the evaluation rubrics for assignments and tests. Additionally, the new IA/CA structure under the NEP may have	Faculty members will develop, share, and explain evaluation rubrics prior to setting assignments. Detailed comments and feedback will be provided on evaluated work, and opportunities for	Faculty and admin



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				caused some confusion.	revision will be introduced. Students will also be encouraged to discuss their concerns regarding IA/CA with their respective course teachers.	
Student 21	How frequently have the teachers discussed your performance in tests/assignments with you, either in class or individually?	2.6	8	Under UGCF, students are enrolled in more courses and tutorial sizes have increased, reducing opportunities for one-on-one discussions of performance.	Students will be encouraged to raise concerns with teachers during assembly breaks or contact periods. Faculty will also provide model assignments and general feedback to support learning.	Faculty and admin



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Student 22	Does the college promote field visit opportunities for students?	2.7	7	Time constraints often make it challenging for students to participate in field trips, which may have led to missed opportunities.	Under the UGCF, SEC and VAC courses offer scope for field visits. Faculty members will be encouraged to explore and plan such opportunities to enhance experiential learning.	Faculty and admin
Student 28	Do you think that the teachers identify your strengths and provide the right level of challenges?	2.7	5	Limited opportunities for one-on-one interactions, due to large class sizes and multiple courses under UGCF, may affect timely feedback on student strengths.	Students will be encouraged to meet teachers during assembly breaks or contact periods. Model assignments and general feedback will also be shared.	Faculty and admin



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Student 29	Do you think that the teachers are able to Identify your weaknesses and help you to overcome them?	2.5	14	Limited one-on-one interaction due to large tutorial classes and multiple UGCF courses may hinder timely identification of student weaknesses.	Students will be encouraged to use assembly breaks and contact periods for individual guidance. Teachers will motivate students to proactively discuss academic challenges beyond regular classes.	Faculty and admin
Student 34	What percentage of teachers use ICT tools such as LCD projector, Smart Boards, Multimedia, etc. while teaching?	2.2	23	Students may not always be fully aware of the extent of ICT usage in classrooms, as integration varies across courses.	Faculty will be encouraged to enhance ICT use in teaching. Skill development workshops and training will be organized to further strengthen ICT-based pedagogy.	Faculty and admin



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Student 37	Applicability of concepts	2.6	3	Students may find it challenging to connect political science concepts with real-life applications.	Pedagogy workshops will be organized for faculty to enhance teaching delivery and promote applied learning approaches.	Faculty and admin
Student 38	Developing or enhancing Entrepreneurial initiatives or Research aptitude	2.3	7	Students may not be fully aware of opportunities offered by KHoj, E- Cell, Incubation Centre, Enactus, and the Career Opportunity Cell.	Activities of these cells and societies will be given greater visibility on campus. Students will be encouraged to participate actively. Under UGCF, research and entrepreneurship are integral in the fourth year.	Faculty and admin



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Student 39	Developing skill set	2.4	7	Some students may not select SECs designed to build specific skills and may not fully utilize opportunities offered by E-Cell, Incubation Centre, Enactus, or the Career Opportunity Cell.	Activities of these cells will be widely publicized, and students will be encouraged to participate. Under UGCF, research and entrepreneurship are built into the curriculum in the fourth year.	Faculty and admin
Student 40	Adding values and ethics	2.6	2	Students may not fully grasp the ethical dimensions of courses such as Political Theory/Philosophy and VACs.	Under UGCF, VACs are designed to enhance ethical understanding, while Political Theory and Philosophy courses broaden moral horizons. Students will be encouraged to make the best use of these opportunities.	Faculty and admin



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Student 41	Enhancing analytical and critical thinking	2.5	5	Students may not regularly refer to the original or primary texts prescribed in the syllabus.	Teachers will encourage students to engage with primary readings. Special sessions will be organized to orient students toward critical and analytical reading.	Faculty and admin
Student 42	Preparation for higher studies/employme nt	2.5	9	Students may not be fully aware of the opportunities provided by E-Cell, Incubation Centre, Enactus, Career Opportunity Cell, PRATIBHA, Add-on Courses, and mentoring classes.	Activities of these units will be given greater visibility on campus. Students will be encouraged to participate actively. Under UGCF, research and entrepreneurship are embedded in the fourth year.	Faculty and admin



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Student 58	Usefulness of Orientation Programme of the College and Department	2.7	3	Some students may not have attended the orientation programmes organized by the college, departments, or societies.	At the start of each session, IQAC organizes multiple orientation programmes. Greater publicity will be ensured so that all students receive this information.	Faculty and admin
Student 63	Mentor- Mentee system	2.5	5	The mentor— mentee system may not always address the specific academic and career needs of students.	The system will be streamlined to ensure one-on-one attention. Workshops will be organized for teachers to share and adopt effective mentoring practices.	Faculty and admin
Student 65	Functioning of Student Faculty Meetings	2.6	6	Meetings may not fully address student concerns, as only class	CRs will be encouraged to consult classmates before meetings and bring	Faculty and admin



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				representatives (CRs) typically participate.	consolidated feedback to ensure all concerns are addressed with faculty and administration.	
Parents 4	Teaching-learning process of the college	2.6	Nill	Some parents may feel expectations are not fully met. Changes under UGCF and irregular student attendance may have influenced perceptions.	Parents' representatives in IQAC will be consulted regularly, and their feedback will be incorporated to strengthen the teaching-learning process.	Faculty and admin
Parents	Co-curricular and Extra-curricular opportunities provided by the college	2.7	2	Students may not always participate in the many opportunities available.	The college offers 40+ clubs and societies, excellent sports facilities, and a safe campus. These opportunities will be more prominently	Faculty and admin



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					highlighted during IQAC orientation sessions for parents and students.	
Parents 11	Contribution of the college to confidence building and personality development of your ward is:	2.6	2	Students may not be fully utilizing co-curricular and extra-curricular opportunities that build confidence and personality.	The college will continue to promote such activities through departments, clubs, and societies. Parents will be encouraged to motivate their wards to participate actively.	Faculty and admin
Parents 12	Contribution of the college towards skill enhancement of your ward is:	2.5	1	Some students may not choose SECs aligned with their skill needs or fully utilize opportunities from E-Cell, Incubation Centre, Enactus, or the	These activities will be highlighted during parent orientation. Parents will be encouraged to support their wards in making use of such opportunities. Under UGCF,	Faculty and admin



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				Career Opportunity Cell.	research and entrepreneurship are integral in the fourth year.	
Parents 13	How approachable are the college authorities?	2.6	1	A few parents may have faced challenges in reaching out to college authorities due to unforeseen conditions.	he college follows an open-door policy. The Principal, TIC/HoD, and staff are approachable, and contact details are available on the website for raising concerns.	Faculty and admin
Parents 16	How do you rate the mentoring provided to your ward?	2.6	0	Some parents may have reservations about the effectiveness of the mentoring process.	The mentor-mentee system will be further strengthened to better support students.	Faculty and admin



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Alumni 8	Grievance Handling	2.5	3	Alumni may not be fully aware of the channels available for addressing grievances.	IQAC and the JDMC Alumni Association include alumni as members. This forum will be used to gather concerns and strengthen grievance mechanisms.	Faculty and admin
Alumni 14	JDMC's Mentorship Program	2.7	1	Alumni involvement in mentoring current students may not be fully sufficient.	The JDMC Alumni Association will streamline the mentoring programme to provide stronger guidance and inspiration to students.	Faculty and admin
Alumni 15	Rate the efforts made by the college to connect with you	2.7	1	Alumni may feel that current efforts to maintain	The College administration and departments, in coordination with the	Faculty and admin



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alumni.
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#### JANKI DEVI MEMORIAL COLLEGE

# Students' Feedback Analysis 2024-2025

**Department: Sanskrit** 

Sl. No.	Questions	SCORE OUT OF 4	No. of responses less than minimum critical value (less than 1)	Analysis
Section-	2: Teaching Learning	Total no.	of responses	: 21
16.	How much of the syllabus was covered in class? कक्षा में कितना पाठ्यक्रम पूर्ण कराया गया ?	3.6	0	Area of Appreciation
17.	How well were teachers prepared for the classes?  शिक्षक कक्षाओं में शिक्षण के लिए कितने तैयार थे?	3.2	0	Area of Good Performance
18.	How do you assess the communication skills of the teachers? आप शिक्षकों के संचार कौशल का आकलन कैसे करते हैं?	3.1	0	Area of Good Performance



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20.	The teacher's approach to teaching can best be described as/ शिक्षण के प्रति शिक्षक के दृष्टिकोण को वर्णित किया जा सकता है  How will you rate the fairness of the internal evaluation (IA/CA) process by the teachers?  आप शिक्षकों द्वारा आंतरिक मूल्यांकन (आईए/सीए) प्रक्रिया की निष्पक्षता को कैसे रेट करेंगे?	2.4	2	Area of Good Performance  Area of Concern
21.	How frequently have the teachers discussed your performance in tests/assignments with you, either in class or individually?  शिक्षकों ने आपके साथ टेस्ट/असाइनमेंट में आपके प्रदर्शन पर कितनी बार चर्चा की है, कक्षा में या व्यक्तिगत रूप से?	3.3	0	Area of Appreciation
22.	Does the college promote field visit opportunities for students? क्या कॉलेज इंटर्निशिप को बढ़ावा देता है, छात्र आदान- प्रदान, छात्रों के लिए फील्ड विजिट के अवसर?	2.7	1	Area of Concern
23.	Does the teaching and mentoring process in the college help you in cognitive, social and emotional growth? क्या महाविद्यालय में शिक्षण और सलाह प्रक्रिया आपको संज्ञानात्मक में मदद करती है, सामाजिक और भावनात्मक विकास?	3.2	0	Area of Good Performance



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24.	Does the institution provide multiple opportunities to learn and grow for the students?  क्या संस्थान छात्रों के लिए सीखने और बढ़ने के कई अवसर प्रदान करता है?	3.3	0	Area of Appreciation
25.	Do the teachers provide information regarding your expected competencies, course outcomes and programme outcomes?  क्या शिक्षक आपकी अपेक्षित दक्षताओं, पाठ्यक्रम के परिणाम और कार्यक्रम के परिणाम के बारे में जानकारी प्रदान करते हैं?	3.4	0	Area of Appreciation
26.	Do your teachers conduct adequate follow-up for an assigned task with you? क्या आपके शिक्षक आपके साथ किसी सौंपे गए कार्य के लिए पर्याप्त अनुवर्ती कार्रवाई करते हैं?	3.1	0	Area of Good Performance
27.	Do the teachers illustrate the concepts through examples and applications? क्या शिक्षक उदाहरणों और अनुप्रयोगों के माध्यम से अवधारणाओं को स्पष्ट करते हैं?	3.3	0	Area of Appreciation
28.	Do you think that the teachers identify your strengths and provide the right level of challenges? क्या आपको लगता है कि शिक्षक आपकी सामर्थ्य की पहचान करते हैं और चुनौतियों के सही स्तर प्रदान करते हैं?	3.1	0	Area of Good Performance



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29.	Do you think that the teachers are able to Identify your weaknesses and help you to overcome them?  क्या आपको लगता है कि शिक्षक आपकी कमजोरियों को पहचानने और उन्हें दूर करने में आपकी मदद करने में सक्षम हैं?	3.1	0	Area of Good Performance
30.	Do you think that the efforts are made to engage students in the monitoring, review and improvement of the teaching learning process?  क्या आपको लगता है कि छात्रों को निगरानी, शिक्षण अधिगम प्रक्रिया की समीक्षा और सुधार में शामिल करने के प्रयास किए जाते हैं?	3.3	0	Area of Appreciation
31.	Do you think that the teachers use student centric methods, such as experiential learning, participative learning and Problem solving methodologies for enhancing the learning experiences?  क्या आपको लगता है कि शिक्षक छात्र केंद्रित तरीकों का उपयोग करते हैं, जैसे कि अनुभवात्मक अधिगम, सीखने के अनुभवों को बढ़ाने के लिए सहभागी अधिगम और समस्या समाधान कार्यप्रणाली?	3.2	0	Area of Good Performance
32.	Do your teachers encourage you to participate in extracurricular activities? क्या आपके शिक्षक आपको पाठ्येतर गतिविधियों में भाग लेने के लिए प्रोत्साहित करते हैं	3.3	0	Area of Appreciation



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33.	Do you think that the college/teachers try to inculcate soft skills, life skills and employability skills to help you later in life?  क्या आपको लगता है कि महाविद्यालय /शिक्षक जीवन में बाद में आपकी मदद करने के लिए सॉफ्ट स्किल्स, जीवन कौशल और रोजगार क्षमता कौशल विकसित करने की कोशिश करते हैं?	3.1	0	Area of Good Performance
34.	What percentage of teachers use ICT tools such as LCD projector, Smart Boards, Multimedia, etc. while teaching?  कितने प्रतिशत शिक्षक पढ़ाते समय आईसीटी टूल जैसे एलसीडी प्रोजेक्टर, स्मार्ट बोर्ड, मल्टीमीडिया आदि का उपयोग करते हैं?	2.4	2	Area of Concern
35.	The overall quality of teaching-learning process in JDMC is:/ जे. डी. एम. सी. में शिक्षण-अधिगम प्रक्रिया की समग्र गुणवत्ता:	3.4	0	Area of Appreciation
Section-3	: Contribution/Relevance of Curriculum to	)		
37.	Applicability of concepts/ अवधारणाओं की प्रयोज्यता,	3.1	0	Area of Good Performance
38.	Developing or enhancing Entrepreneurial initiatives or Research aptitude/ उद्यमशीलता पहल या अनुसंधान	3.1	0	Area of Good Performance



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39.	Developing skill set/ योग्यता विकसित करना या बढ़ाना, कौशल सेट विकसित करना	3.1	0	Area of Good Performance
40.	Adding values and ethics/ मूल्यों और नैतिकता को जोड़न	3.4	0	Area of Appreciation
41.	Enhancing analytical and critical thinking/ विश्लेषणात्मक और आलोचनात्मक सोच को बढ़ाना	3.1	0	Area of Good Performance
42.	Preparation for higher studies/employment/ उच्च शिक्षा/रोजगार के लिए तैयारी	3.0	0	Area of Good Performance
Section Infrasti	4: College ructure			
51.	Language Labs/ भाषा प्रयोगशाला (ONLY for Language departments) NA for other departments	2.6	3	Area of Concern
Section	-5: Student Support			
58.	Usefulness of Orientation Programme of the College and Department/ कॉलेज और विभाग के अभिविन्यास कार्यक्रम की उपयोगिता	3.0	1	Area of Good Performance



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63.	Mentor- Mentee system/	2.7	1	Area of Concern
	मेंटर-मेंटी सिस्टम			
65.	Functioning of Student Faculty Meetings/ छात्र संकाय बैठकों का संचालन	2.9	1	Area of Good Performance



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#### JANKI DEVI MEMORIAL COLLEGE

### Parents feedback analysis

2024-25

**Department: Sanskrit** 

**Total Responses: 14** 

S. No	Issues	Avg Score (out of 4)	No. of responses with less than min critical value (1)	Analysis
4	Teaching-learning process of the college / महाविद्यालय की शिक्षण- अधिगम प्रक्रिया	3.0	0	Area of Good Performance
9	Academic environment of the college / महाविद्यालय में शैक्षणिक वातावरण	3.3	0	Area of Appreciation
10	Co-curricular and Extra-curricular opportunities provided by the college / महाविद्यालय में सह- पाठ्यचर्या और पाठ्येतर अवसर प्रदान किये जाते हैं ।	3.1	0	Area of Good Performance
11	Contribution of the college to confidence building and personality development of your ward is: / आपके वार्ड (बच्चा)के आत्मविश्वास निर्माण और व्यक्तित्व विकास में महाविद्यालय का योगदान:	2.9	0	Area of Good Performance
12	Contribution of the college towards skill enhancement of your ward is: / आपके बच्चे के कौशल विकास में महाविद्यालय का योगदान है:	2.9	0	Area of Good Performance
13	How approachable are the college authorities? महाविद्यालय – अधिकारी आपके लिए कितने सुलभ हैं?	3.0	0	Area of Good Performance
16	How do you rate the mentoring provided to your ward? / आप अपने बच्चे को प्रदान की गई सलाह (परामर्श) का मूल्यांकन कैसे करते हैं?	2.7	0	Area of Concern



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#### JANKI DEVI MEMORIAL COLLEGE

# Alumni Feedback Analysis 2024-2025

**Department: Sanskrit** 

**Total Responses: 21** 

S No	Issues	Avg Score (out of 4)	No. of responses with less than min critical value (<1)	Analysis
1	Faculty/संकाय	2.5	1	Area of Concern
5	Extra-curricular Activities / पाठ्येत्तर गतिविधियां	3.1	0	Area of Good Performance
8	Grievance Handling / शिकायत निवारण प्रणाली	2.7	0	Area of Concern
14	JDMC's Mentorship Program / जे डी एम एस का मेंटरशिप कार्यक्रम:	3.0	0	Area of Good Performance
15	Rate the efforts made by the college to connect with you / आपसे जुड़ने के लिए महाविद्यालय द्वारा किये गये प्रयासों का मूल्यांकन करें।	2.8	0	Area of Good Performance



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**ACTION TAKEN REPORT** 



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Stakeholder and Ques No.	Question	Average SCORE OUT OF 4	No. of responses < MCV (=0)	Root Cause	Action taken/ planned	Responsibilit y
Parents QNO-16	How do you rate the mentoring provided to your ward? /	2.7	0	Limited mentor—parent interaction and insufficient updates on student progress.	Mentors will periodically contact parents to share academic and personal updates of students.	Department and College
Students Q.NO-20	How will you rate the fairness of	2.4	2	Lack of clarity and inconsistency in internal	IA/CA guidelines, rubrics, and evaluated	Subject teachers will



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	the internal evaluation (IA/CA) process by the teachers?			evaluation criteria and feedback.	scripts are frequently discussed with students	ensure fair evaluation.
Students Q.NO 22	Does the college promote field visit opportunitie s for students?	2.7	1	Few subjects include field components; most courses are text-based with limited practical exposure.	The department will identify suitable subjects for field visits, plan more such activities, and inform students well in advance	Subject teachers and Event Coordinator will plan visits.
Student Q.NO34	What percentage of teachers use ICT	2.4	2	Text-heavy curriculum limits the scope	Teachers will integrate ICT by using Smart Boards, videos, and	Individual teachers will



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	tools such as LCD projector, Smart Boards, Multimedia, etc. while teaching?			of ICT integration.	digital resources where relevant, particularly in grammar and Vedic mathematics.	integrate ICT tools.
QNO51	Language Labs/	2.6	3	Existing language lab software is not user-friendly, reducing student engagement.	Feedback has been shared with the vendor; training sessions will be organized to improve usability.	Language Lab In charge and IT support team will coordinate improvemen ts.



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Students QNO 63	Mentor- Mentee system/	2.7	1	Low student participation in mentor-mentee sessions despite regular scheduling.	Four sessions are conducted each semester; attending students receive career guidance, personal support, and academic advice.	Department and college.
Alumni 1	Faculty	2.5	1	Limited engagement with faculty after graduation and weak alumni–faculty interaction.	Faculty maintain alumni connections through webinars, WhatsApp groups, and alumni meets for academic and career guidance.	Department Faculty and Alumni association also conduct session for them.



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Alumni 8	Grievance Handling /	2.7	1	Absence of a structured channel for alumni grievance redressal.	Alongside existing grievance mechanisms, a dedicated alumni response system will be established for better communicatio n and resolution.	College Grievance Handling Committee
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**Sociology** 



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#### JANKI DEVI MEMORIAL COLLEGE

# Students' Feedback Analysis 2024-2025

	Department: Sociology							
Sl. No.	Questions	SCOR E OUT OF 4	No. of responses less than minimum critical value (less than 1)	Analysis				
Section-	2: Teaching Learning	Total no	o. of responses: 65					
16.	How much of the syllabus was covered in class?/ कक्षा में कितना पाठ्यक्रम पूर्ण कराया गया ?	3.8	0	Area of Appreciation				
17.	How well were teachers prepared for the classes?/ शिक्षक कक्षाओं में शिक्षण के लिए कितने तैयार थे?	3.4	0	Area of Appreciation				
18.	How do you assess the communication skills of the teachers?/ आप शिक्षकों के संचार कौशल का आकलन कैसे करते हैं?	3.3	0	Area of Appreciation				
19.	The teacher's approach to teaching can best be described as/	3.2	0	Area of Appreciation				



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	शिक्षण के प्रति शिक्षक के दृष्टिकोण को वर्णित किया जा सकता है			
20.	How will you rate the fairness of the internal evaluation (IA/CA) process by the teachers?/ आप शिक्षकों द्वारा आंतरिक मूल्यांकन (आईए/सीए) प्रक्रिया की निष्पक्षता को कैसे रेट करेंगे?	2.5	1	Area of Concern
21.	How frequently have the teachers discussed your performance in tests/assignments with you, either in class or individually?/ शिक्षकों ने आपके साथ टेस्ट/असाइनमेंट में आपके प्रदर्शन पर कितनी बार चर्चा की है, कक्षा में या व्यक्तिगत रूप से?	3.2	1	Area of Appreciation
22.	Does the college promote field visit opportunities for students?/ क्या कॉलेज इंटर्नशिप को बढ़ावा देता है, छात्र आदान-प्रदान, छात्रों के लिए फील्ड विज़िट के अवसर?	2.8	0	Area of Good Performance
23.	Does the teaching and mentoring process in the college help you in cognitive, social and emotional growth?/ क्या महाविद्यालय में शिक्षण और सलाह प्रक्रिया आपको संज्ञानात्मक में मदद करती है, सामाजिक और भावनात्मक विकास?	3.1	0	Area of Good Performance



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24.	Does the institution provide multiple opportunities to learn and grow for the students?/ क्या संस्थान छात्रों के लिए सीखने और बढ़ने के कई अवसर प्रदान करता है?	3.2	0	Area of Appreciation
25.	Do the teachers provide information regarding your expected competencies, course outcomes and programme outcomes?/ क्या शिक्षक आपकी अपेक्षित दक्षताओं, पाठ्यक्रम के परिणाम और कार्यक्रम के परिणाम के बारे में जानकारी प्रदान करते हैं?	3.3	1	Area of Appreciation
26.	Do your teachers conduct adequate follow- up for an assigned task with you?/ क्या आपके शिक्षक आपके साथ किसी सौंपे गए कार्य के लिए पर्याप्त अनुवर्ती कार्रवाई करते हैं?	3.3	1	Area of Appreciation
27.	Do the teachers illustrate the concepts through examples and applications?/ क्या शिक्षक उदाहरणों और अनुप्रयोगों के माध्यम से अवधारणाओं को स्पष्ट करते हैं?	3.6	0	Area of Appreciation
28.	Do you think that the teachers identify your strengths and provide the right level of challenges?/	3.0	1	Area of Good Performance



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	क्या आपको लगता है कि शिक्षक आपकी सामर्थ्य की पहचान करते हैं और चुनौतियों के सही स्तर प्रदान करते हैं?			
29.	Do you think that the teachers are able to Identify your weaknesses and help you to overcome them?/ क्या आपको लगता है कि शिक्षक आपकी कमजोरियों को पहचानने और उन्हें दूर करने में आपकी मदद करने में सक्षम हैं?	2.9	2	Area of Good Performance
30.	Do you think that the efforts are made to engage students in the monitoring, review and improvement of the teaching learning process?/ क्या आपको लगता है कि छात्रों को निगरानी, शिक्षण अधिगम प्रक्रिया की समीक्षा और सुधार में शामिल करने के प्रयास किए जाते हैं?	3.2	1	Area of Appreciation
31.	Do you think that the teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing the learning experiences?/ क्या आपको लगता है कि शिक्षक छात्र केंद्रित तरीकों का उपयोग करते हैं, जैसे कि अनुभवात्मक अधिगम, सीखने के अनुभवों को बढ़ाने के लिए सहभागी अधिगम और समस्या समाधान कार्यप्रणाली?	3.1	1	Area of Good Performance



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32.	Do your teachers encourage you to participate in extracurricular activities?/ क्या आपके शिक्षक आपको पाठ्येतर गतिविधियों में भाग लेने के लिए प्रोत्साहित करते हैं	3.1	2	Area of Good Performance
33.	Do you think that the college/teachers try to inculcate soft skills, life skills and employability skills to help you later in life?/ क्या आपको लगता है कि महाविद्यालय /शिक्षक जीवन में बाद में आपकी मदद करने के लिए सॉफ्ट स्किल्स, जीवन कौशल और रोजगार क्षमता कौशल विकसित करने की कोशिश करते हैं?	3.1	0	Area of Good Performance
34.	What percentage of teachers use ICT tools such as LCD projector, Smart Boards, Multimedia, etc. while teaching?/ कितने प्रतिशत शिक्षक पढ़ाते समय आईसीटी टूल जैसे एलसीडी प्रोजेक्टर, स्मार्ट बोर्ड, मल्टीमीडिया आदि का उपयोग करते हैं?	2.9	2	Area of Good Performance
35.	The overall quality of teaching-learning process in JDMC is:/ जे. डी. एम. सी. में शिक्षण-अधिगम प्रक्रिया की समग्र गुणवत्ता :	3.3	0	Area of Appreciation



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37.	Applicability of concepts/ अवधारणाओं की प्रयोज्यता,	3.1	0	Area of Good Performance
38.	Developing or enhancing Entrepreneurial initiatives or Research aptitude/ उद्यमशीलता पहल या अनुसंधान	2.8	1	Area of Good Performance
39.	Developing skill set/ योग्यता विकसित करना या बढ़ाना, कौशल सेट विकसित करना	2.7	0	Area of Concern
40.	Adding values and ethics/ मूल्यों और नैतिकता को जोड़न	2.9	0	Area of Good Performance
41.	Enhancing analytical and critical thinking/ विश्लेषणात्मक और आलोचनात्मक सोच को बढ़ाना	2.9	0	Area of Good Performance
42.	Preparation for higher studies/employment/ उच्च शिक्षा/रोजगार के लिए तैयारी	2.8	1	Area of Good Performance
Section-	-5: Student Support			
58.	Usefulness of Orientation Programme of the College and Department/	3.1	0	Area of Good Performance



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	कॉलेज और विभाग के अभिविन्यास कार्यक्रम की उपयोगिता			
63.	Mentor- Mentee system/ मेंटर-मेंटी सिस्टम	2.9	0	Area of Good Performance
65.	Functioning of Student Faculty Meetings/ छात्र संकाय बैठकों का संचालन	2.8	0	Area of Good Performance



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#### JANKI DEVI MEMORIAL COLLEGE

#### Parents feedback analysis

2024-2025

**Department: Sociology** 

**Total Responses: 55** 

S. No	Issues	Avg Score (out of 4)	No. of responses with less than min critical value (1)	Analysis	
4	Teaching-learning process of the college / महाविद्यालय की शिक्षण- अधिगम प्रक्रिया	2.8		Area of Good Performance	
9	Academic environment of the college / महाविद्यालय में शैक्षणिक वातावरण	3	0	Area of Good Performance	
10	Co-curricular and Extra- curricular opportunities provided by the college / महाविद्यालय में सह- पाठ्यचर्या और पाठ्येतर अवसर प्रदान किये जाते हैं।	2.8	0	Area of Good Performance	
11	Contribution of the college to confidence building and personality development of your ward is: / आपके वार्ड (बच्चा)के आत्मविश्वास निर्माण और व्यक्तित्व विकास में महाविद्यालय का योगदान :	2.7	1	Area of Concern	
12	Contribution of the college towards skill enhancement of your ward is: / आपके बच्चे के कौशल विकास में महाविद्यालय का योगदान है :	2.7	1	Area of Concern	



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13	How approachable are the college authorities?/ महाविद्यालय – अधिकारी आपके लिए कितने सुलभ हैं?	2.6	3	Area of Concern
16	How do you rate the mentoring provided to your ward? / आप अपने बच्चे को प्रदान की गई सलाह (परामर्श) का मूल्यांकन कैसे करते हैं?	2.9	0	Area of Good Performance

#### JANKI DEVI MEMORIAL COLLEGE

# Alumni Feedback Analysis 2024-2025

**Department: Sociology** 

**Total Responses: 45** 

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S No	Issues	Avg Score (out of 4)	No. of responses with less than min critical value (<1)	Analysis
1	Faculty/संकाय	2.8	0	Area of Good Performance
5	Extra-curricular Activities / पाठयेत्तर गतिविधियां	2.8	1	Area of Good Performance
8	Grievance Handling / शिकायत निवारण प्रणाली	2.6	1	Area of Concern
14	JDMC's Mentorship	2.8	0	Area of Good



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	Program / जे डी एम एस का मेंटरशिप कार्यक्रम:			Performance
15	Rate the efforts made by the college to connect with you / आपसे जुड़ने के लिए महाविद्यालय द्वारा किये गये प्रयासों का मूल्यांकन करें।	2.8	0	Area of Good Performance



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## **Action Taken report**

Stakeholder and Ques No.	Question	Average SCORE OUT OF 4	No. of responses < MCV (=0)	Root Cause	Action taken/ planned	Responsibility
Student 20	How will you rate the fairness of the internal evaluation (IA/CA) process by the teachers?/ आप शिक्षकों द्वारा आंतरिक मूल्यांकन (आईए/सीए) प्रक्रिया की निष्पक्षता को कैसे रेट करेंगे?	2.5	1	Students may lack full clarity on evaluation rubrics. The new IA/CA structure under NEP has also created confusion.	Teachers will share rubrics before assignments, add detailed feedback on evaluated work, and allow students to redo tasks. Multiple tests and assignments will be scheduled to give students more chances for improvement.	Faculty members and Admin



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Student 39	Developing skill set/ योग्यता विकसित करना या बढ़ाना, कौशल सेट विकसित करना	2.7	0	Students often do not select appropriate SEC papers, showing limited interest in non-disciplinary courses. Lack of infrastructure further restricts hands-on training opportunities.	The Department will organize practical workshops and ensure SEC papers with employment relevance are offered.	Faculty members and Admin
Parents 11	Contribution of the college to confidence building and personality development of your ward is: / आपके वार्ड (बच्चा)के आत्मविश्वास निर्माण और व्यक्तित्व विकास में महाविद्यालय का योगदान:	2.7	1	Irregular attendance limits student participation in special programmes meant for holistic development.	The Department will arrange workshops, interactive sessions, and counselling with experts to enhance student confidence and personality	Faculty members and Admin



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Parents 12	Contribution of the college towards skill enhancement of your ward is:	2.7	1	Students may not select SEC papers aligned with their interests and abilities.	The Department will conduct workshops, industry interactions, and hands-on training sessions to improve skill development.	Faculty members and Admin
Parents 13	How approachable are the college authorities?/ महाविद्यालय — अधिकारी आपके लिए कितने सुलभ हैं?	2.6	3	Students sometimes miss office timings or approach the wrong authority.	Information about office timings and concerned officers will be communicated during SFMs.	Faculty members and Admin
Alumni 8	Grievance Handling / शिकायत निवारण प्रणाली	2.6	1	Students lack awareness of proper grievance redressal channels.	Grievance redressal procedures will be clearly explained during SFMs and Orientation programmes.	Faculty members and Admin

Ms. Sonia Convenor Feedback Committee Prof Payal Nagpal IQAC Coordinator

Dr Shilpa Chaudhary Prof Ruby Bhardwaj ISO Systems Coordinators Prof Swati Pal Principal