

REPORT OF FEEDBACK

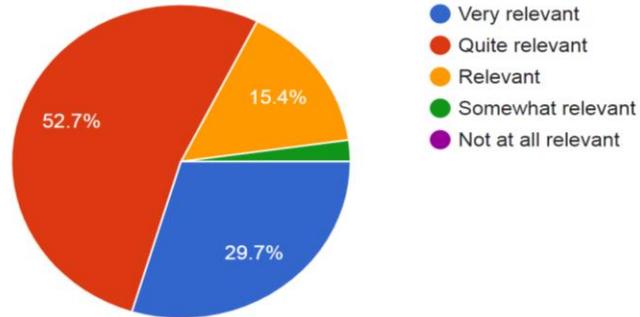
Report of feedback obtained from the following stakeholders:

- 1. Teachers**
- 2. Non-Teaching Staff**
- 3. Parents**
- 4. Alumni**
- 5. Employers**

ANALYSIS OF FACULTY SATISFACTION SURVEY

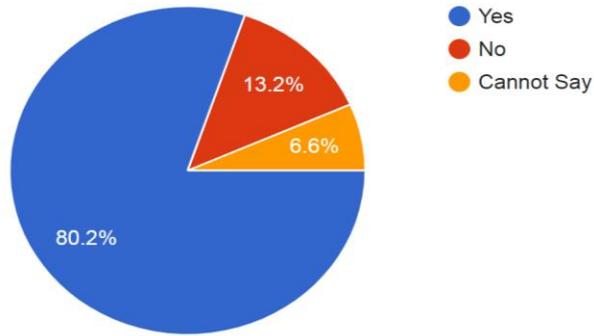
Relevance of the syllabus to contemporary trends in the discipline

(n=91)



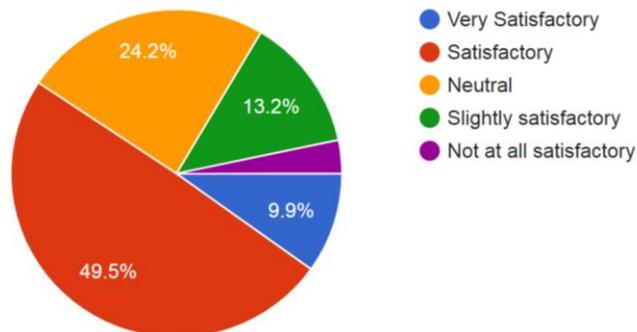
Suitability of curriculum to research and needs of the field

(n=91)



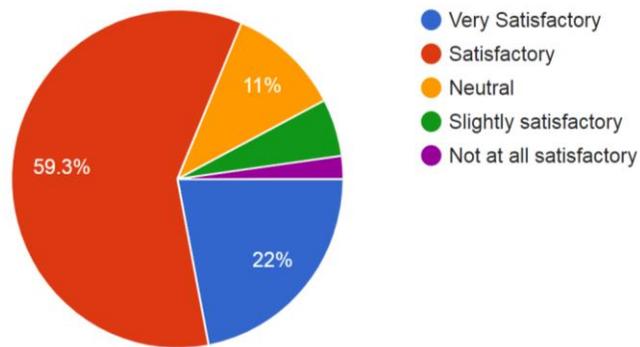
Availability of ICT facilities for pedagogy

(n=91)



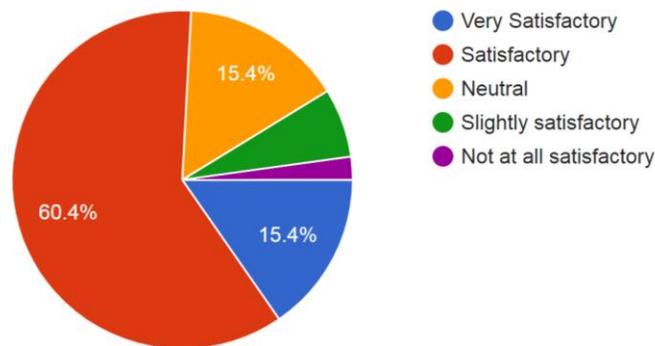
Institute's efforts to prepare the teaching staff to utilize the ICT, specifically during the pandemic

(n=91)



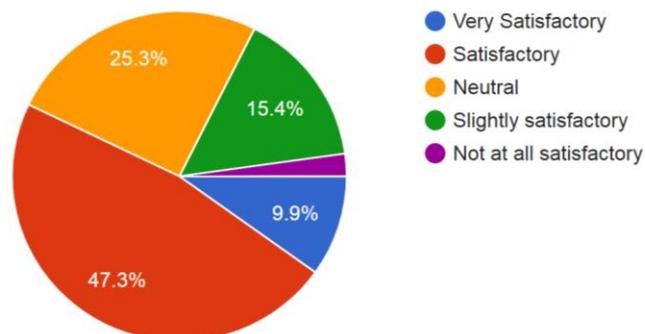
Availability of primary and secondary study material in the library

(n=91)



Availability of online materials and facilities through the library and website

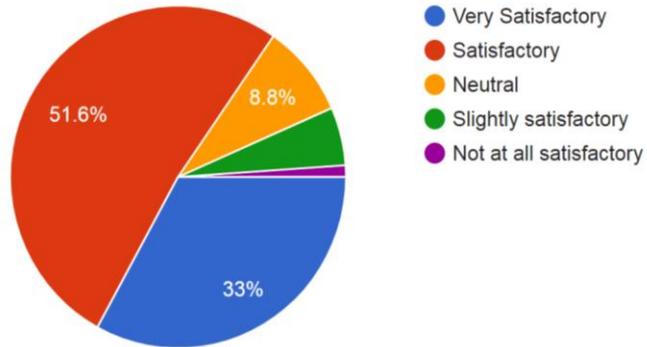
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ACADEMIC AND RESEARCH ENVIRONMENT

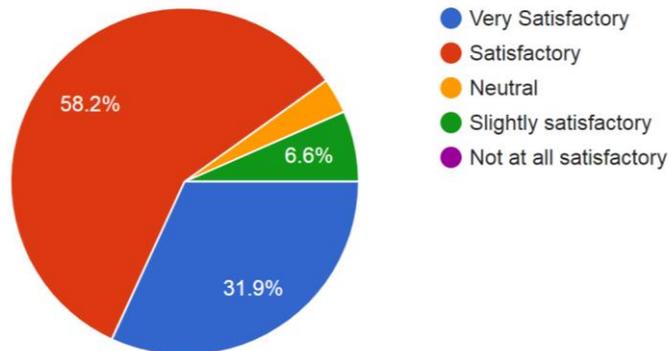
Academic and work culture at IHE

(n=91)



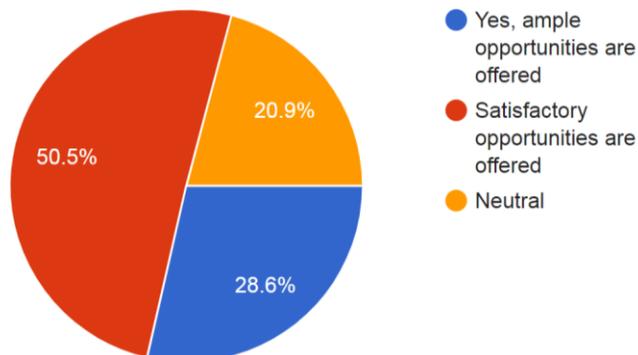
Quality of job satisfaction

(n=91)



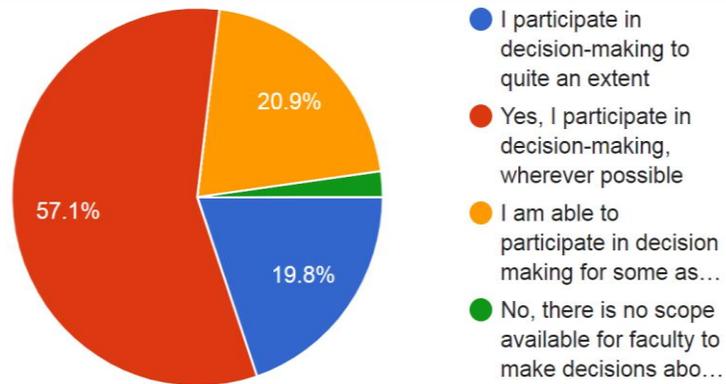
Opportunities for professional growth at IHE

(n=91)



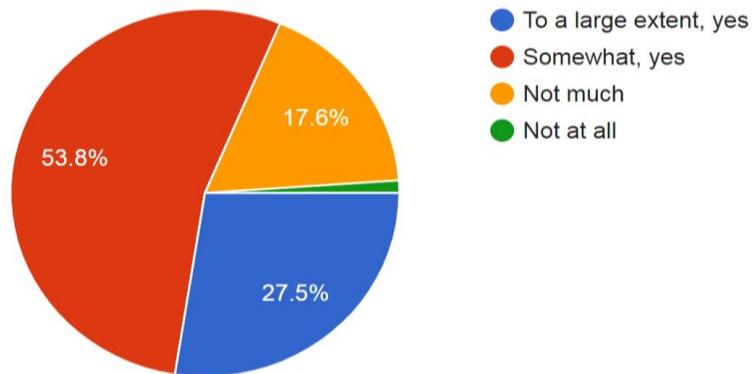
Freedom to make decisions about the curriculum, pedagogy and assessment

(n=91)



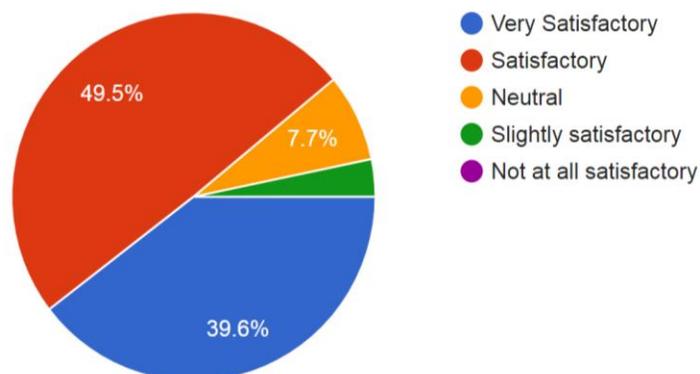
Academic autonomy

(n=91)



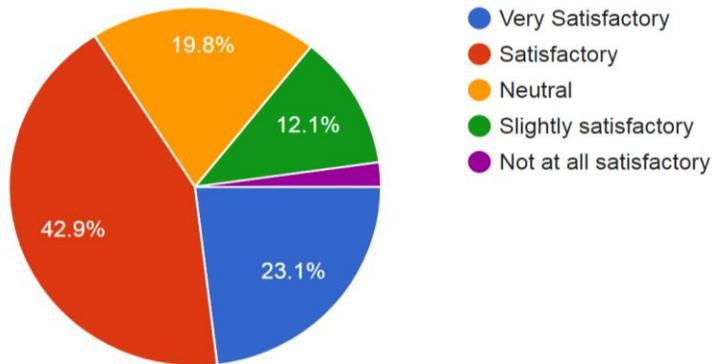
Working environment in the department(s)

(n=91)



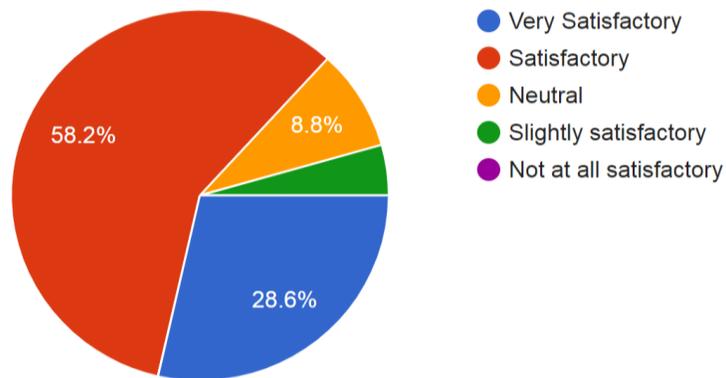
Satisfaction with the allocation of workload

(n=91)



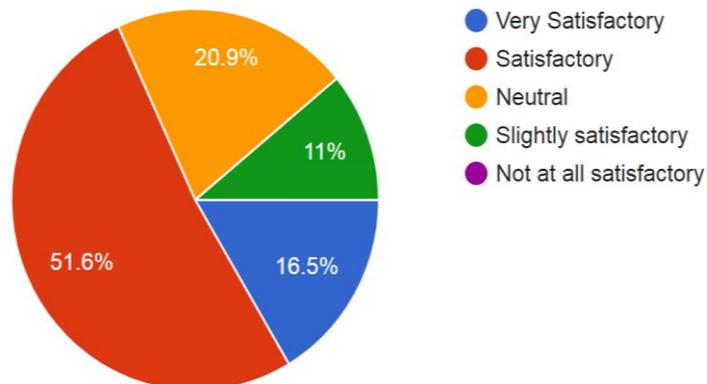
Satisfaction with the timetables

(n=91)



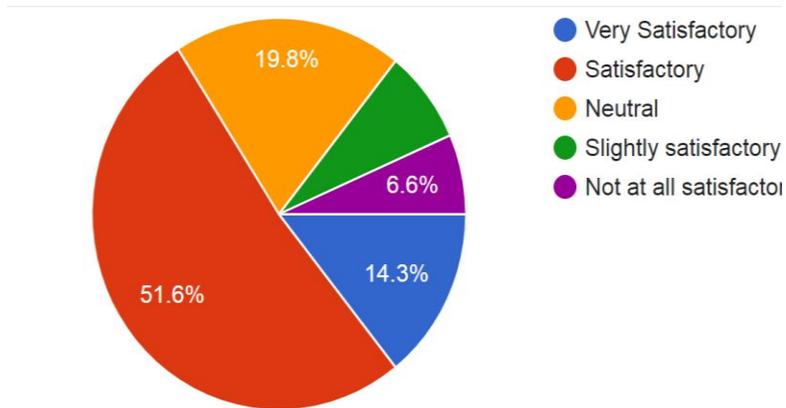
Satisfaction with opportunities towards Faculty Development Programmes & Conferences

(n=91)



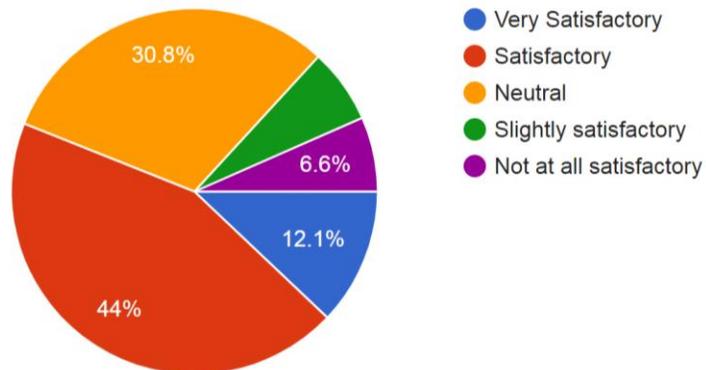
Research environment at the Institute

(n=91)



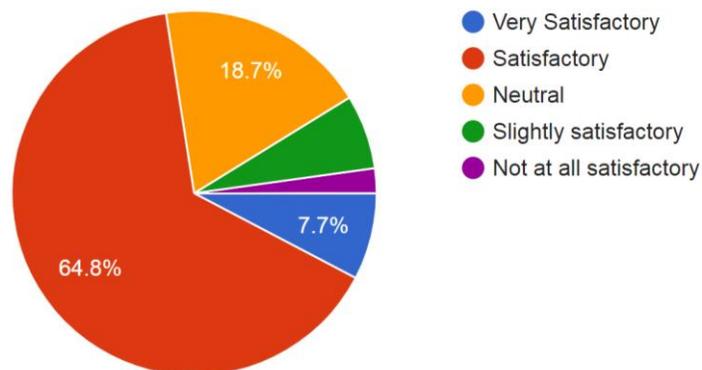
Opportunities to participate in the wider academic life

(n=91)



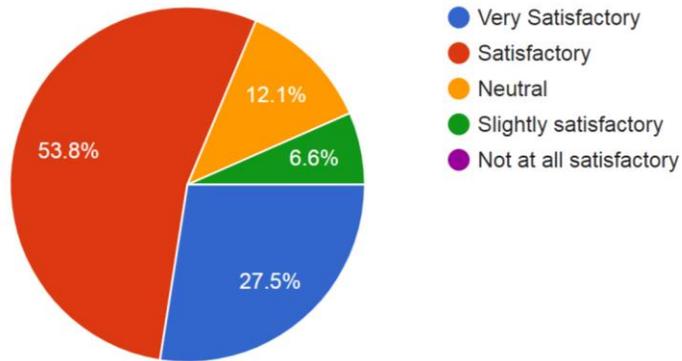
Inclusivity the college infrastructure towards the needs of different stakeholders

(n=91)



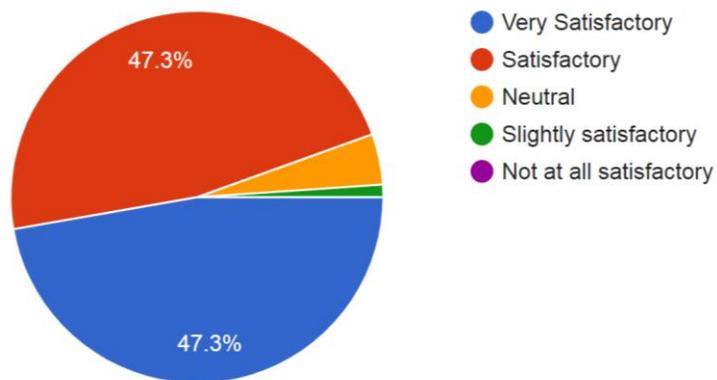
Landscaping of the college premises

(n=91)



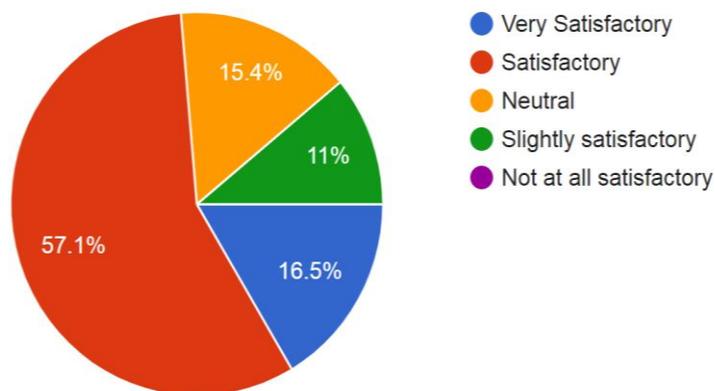
Safety of Institute for students and faculty

(n=91)



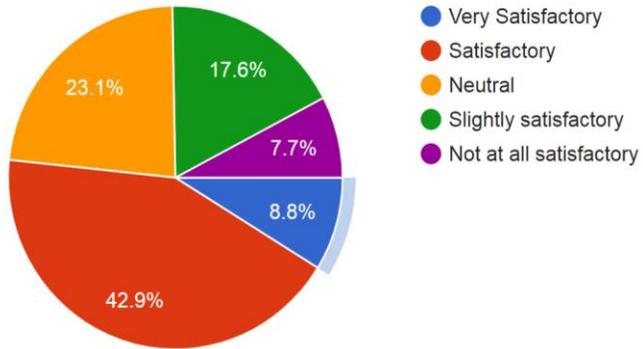
Cleanliness of the classrooms and basic amenities

(n=91)



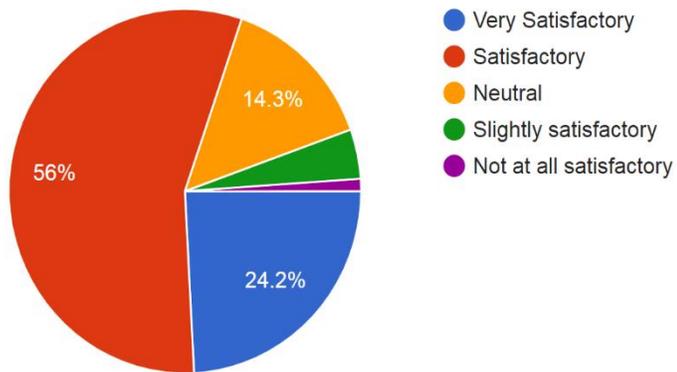
Cleanliness of the toilets

(n=91)



Accessibility, lift, fire fighting equipment & security management

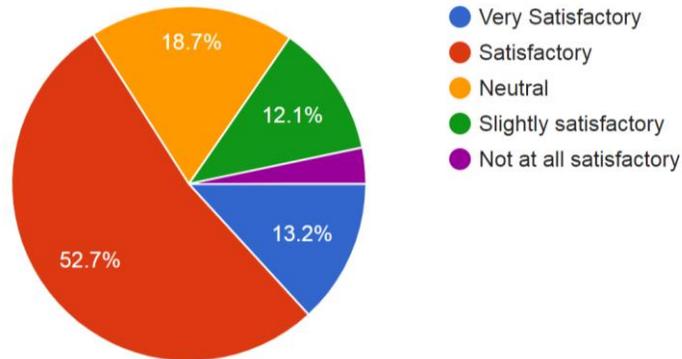
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INSTITUTIONAL GOVERNANCE

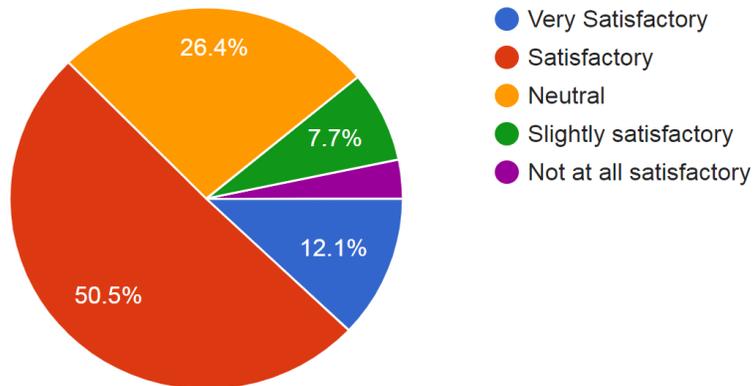
Flow of communication between faculty and administration

(n=91)



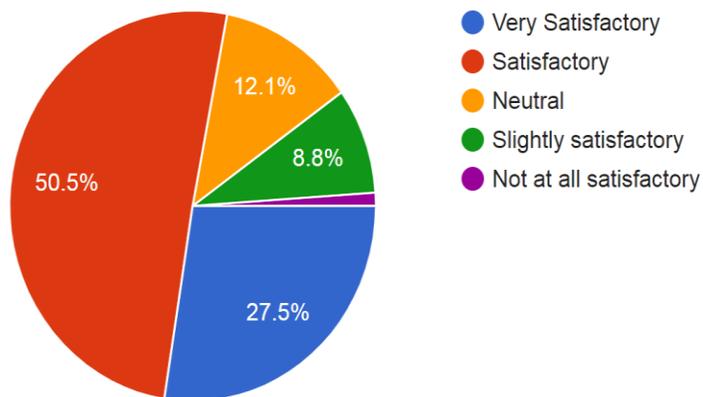
Grievance redressal mechanism

(n=91)



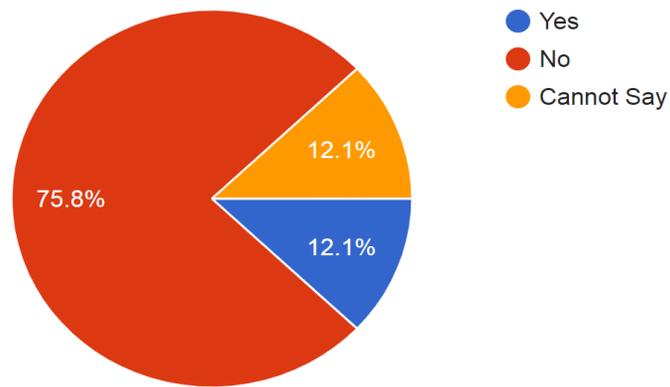
Satisfaction towards allocated Committee work

(n=91)



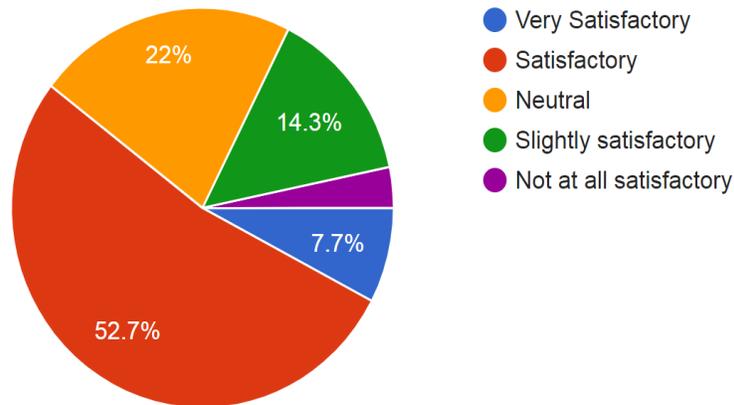
Prevalence of discrimination at the college

(n=91)



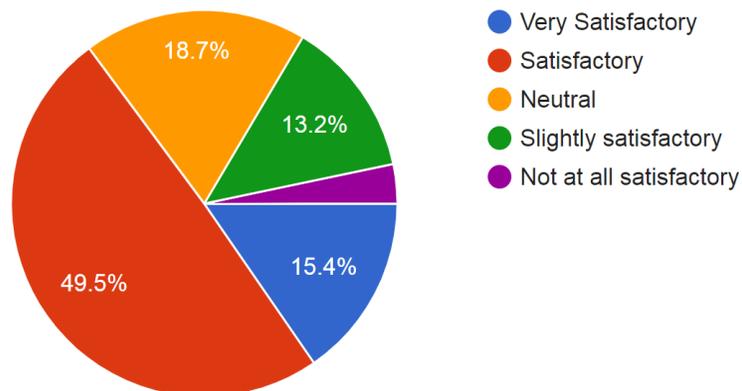
Work-ethics and behaviour of the administrative Department

(n=91)



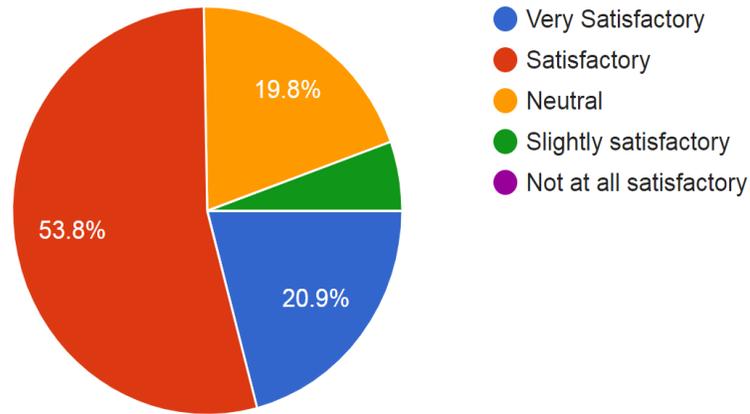
Efficiency and behaviour of the Accounts Department

(n=91)



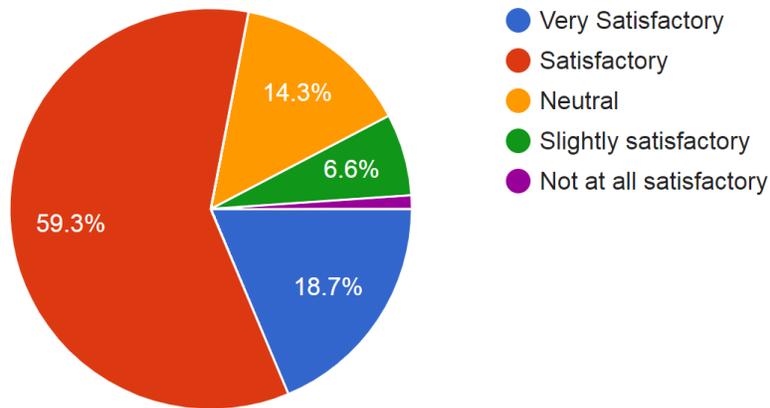
Inclusion of divergent opinions in institutional bodies

(n=91)



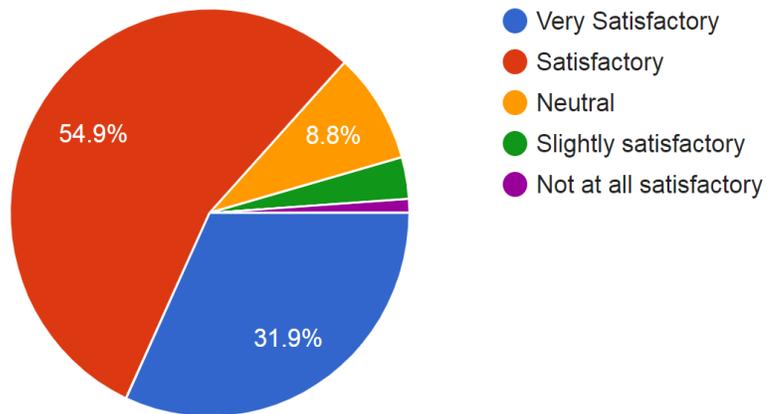
Institutional Leadership

(n=91)



Overall experience of working in college

(n=91)



Findings

Most faculty (84.6%) feel that the academic and work culture at the Institute is satisfactory or more than satisfactory. 88.1% faculty members say that the quality of job satisfaction at the Institute is high and most (79.1%) feel that the college provides ample opportunities for professional growth. 78% faculty members feel that they are able to make decisions about curriculum, pedagogy and assessment. Nearly one-third of the faculty (27.5%) feel that they have substantive academic autonomy, whereas half of the faculty members (53.8%) feel that the academic autonomy is somewhat there. 17.6% feel that there is not much academic autonomy. Most of the faculty (89%) feel that the working environment in the departments is conducive and supportive.

66% faculty are satisfied with the workload allotted at the Institute. About 20% have a neutral opinion about the workload. Most faculty (87%) feel that the distribution and allocation in timetables is satisfactory. 78% faculty members feel that the allocation of work in committees is satisfactory whereas 9% find it slightly satisfactory.

Regarding opportunities towards faculty development programmes, 68% of faculty members feel satisfied, 11% feel slightly satisfactory and 21% have a neutral opinion. Two-thirds (66%) of the faculty members feel that the research environment at the college is satisfactory whereas 7% believe it to be not at all satisfactory and 20% are neutral. About half the faculty (56%) feel that they are satisfied with the opportunities to participate in the wider academic life in the University and beyond whereas 7% found it to be not at all satisfactory. 31% have no opinion or are neutral to the subject.

72.5% of the faculty members believe that the college makes enough efforts to include and respond to the needs of different stakeholders in terms of infrastructure and facilities. In terms of accessibility, lift and security management, 80% faculty feel satisfied. Most faculty members (76%) feel that there is no prevalence of discrimination in the college whereas 12% feel that discrimination is prevalent. Inclusion of divergent opinions in Institutional bodies is found to be satisfactory by 75% of the respondents.

Most faculty members (81%) feel that the landscaping if the college premises are satisfactory, 12% are neutral and 7% are slightly satisfied. Almost all respondents (95%) feel that the Institute is safe for students as well as the faculty members. Three-fourths (74%) feel that the hygiene and cleanliness of the classrooms and basic amenities is satisfactory and 11% find it slightly satisfactory. 66% are satisfied with the hygiene and cleanliness of toilets, whereas 18% find it slightly satisfactory and 8% feel that it is not at all satisfactory.

Most faculty members (77%) say that the grievance redressal mechanisms at the Institute are appropriate, 8% are slightly satisfied and 26% are neutral on the subject. 60% of the respondents feel that the work-ethics and behaviour of the

administrative department is satisfactory, 22% have a neutral approach to the issue and 14% find it to be slightly satisfactory. 65% of the faculty feel that the efficiency and behaviour of the accounts department is satisfactory whereas 13% find it to be slightly satisfactory. In terms of flow of communication between faculty and administration, 66% feel satisfied. 19% have a neutral opinion and 12% feel slightly satisfied.

78% faculty members feel that the Institutional leadership in terms of democracy and transparency is satisfactory, 7% find it slightly satisfactory and 14% do not have an opinion about it. Most faculty (87%) feel that the overall working experience at IHE is satisfactory.

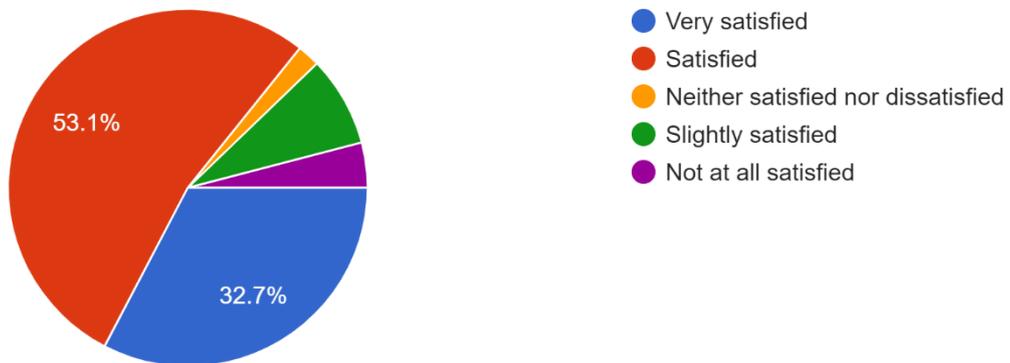
ANALYSIS OF NON-TEACHING SATISFACTION SURVEY

49 non-teaching staff members filled the feedback survey.

WORKING ENVIRONMENT

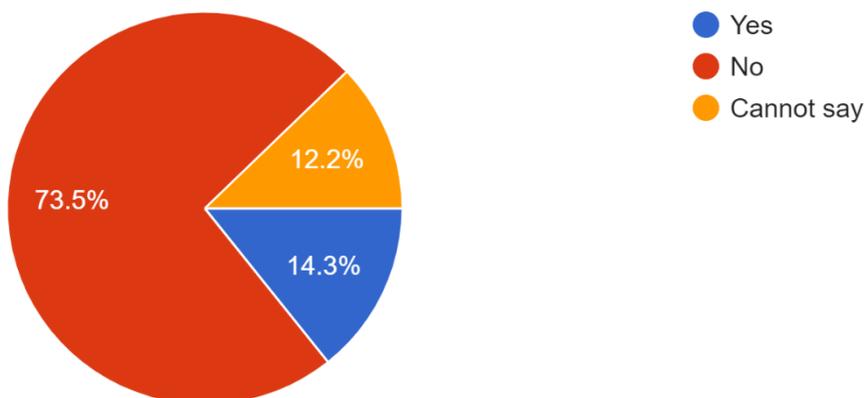
Institutional Leadership

(n=49)



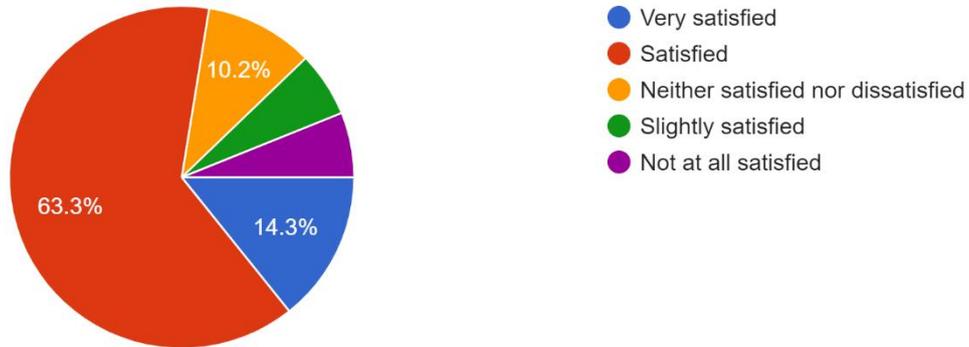
Prevalence of discrimination at college

(n=49)



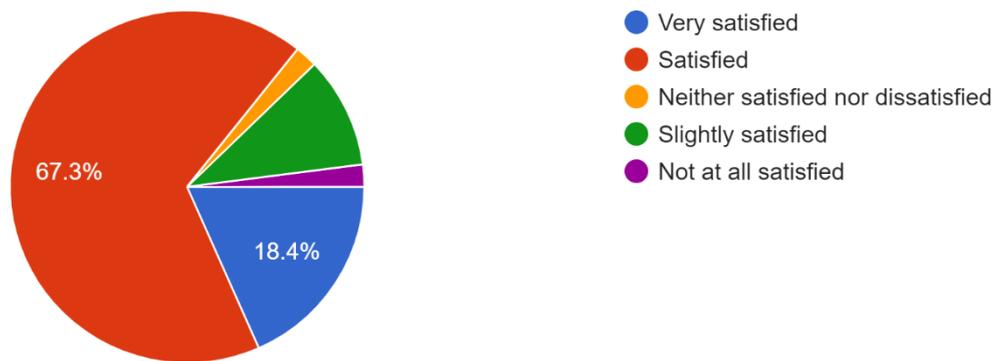
Grievance redressal mechanism

(n=49)



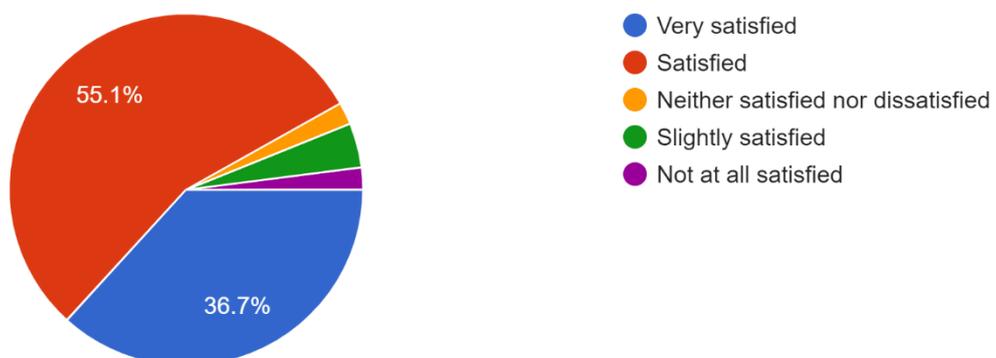
Inclusion of divergent opinions in Institutional Bodies

(n=49)



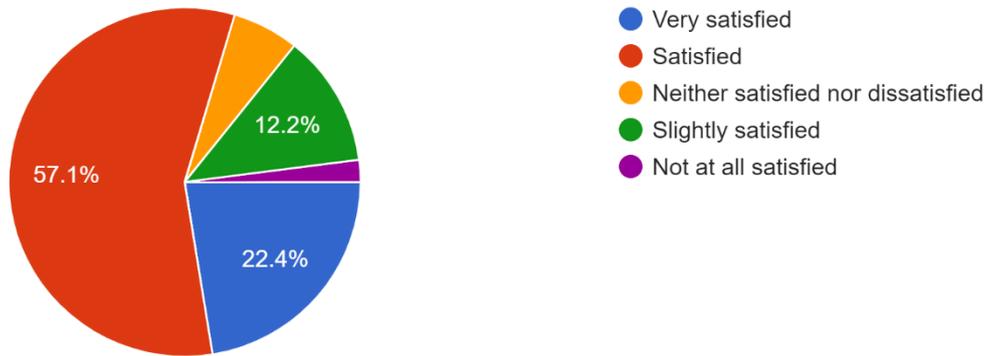
Quality of job satisfaction

(n=49)



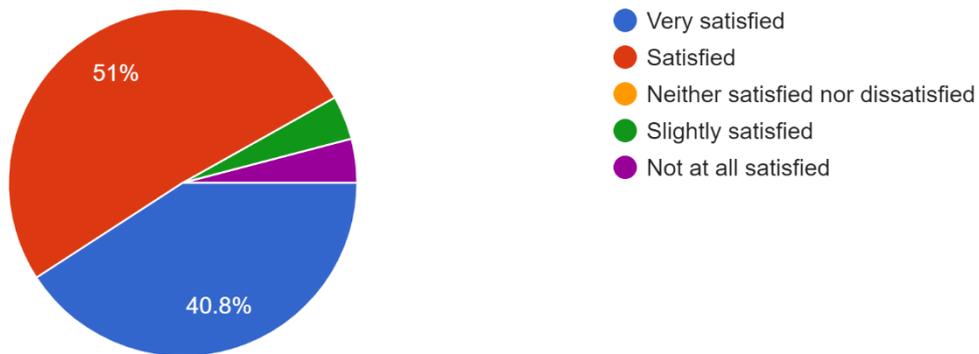
Opportunities for professional growth at IHE

(n=49)



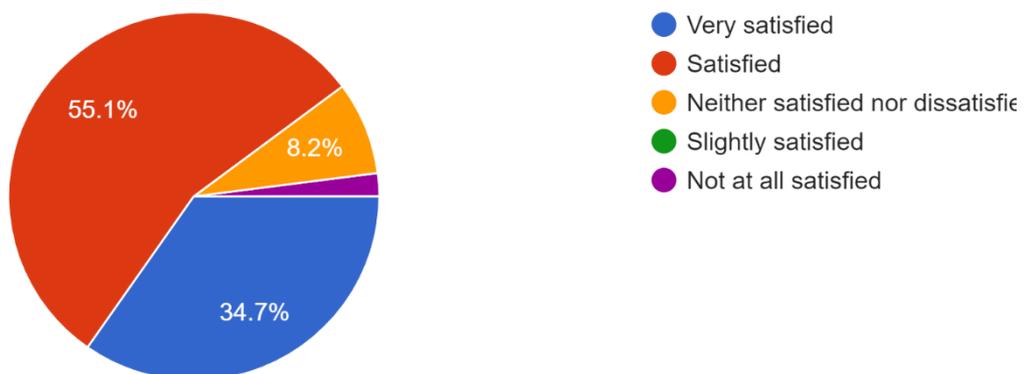
Working environment in the Department(s)

(n=49)



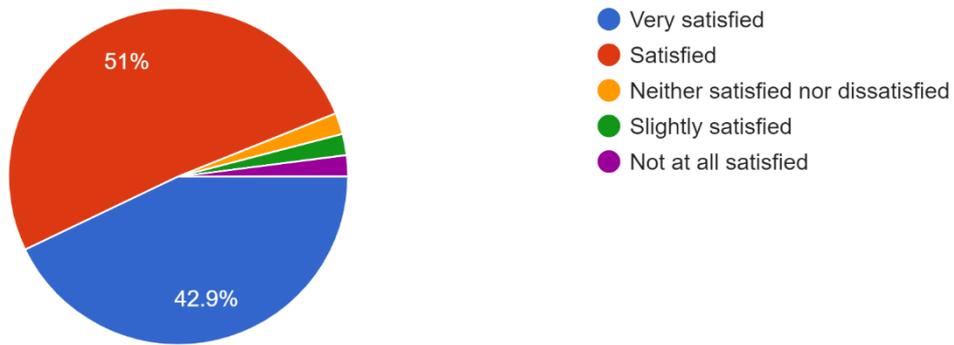
Satisfaction with the allocation of duties /workload

(n=49)



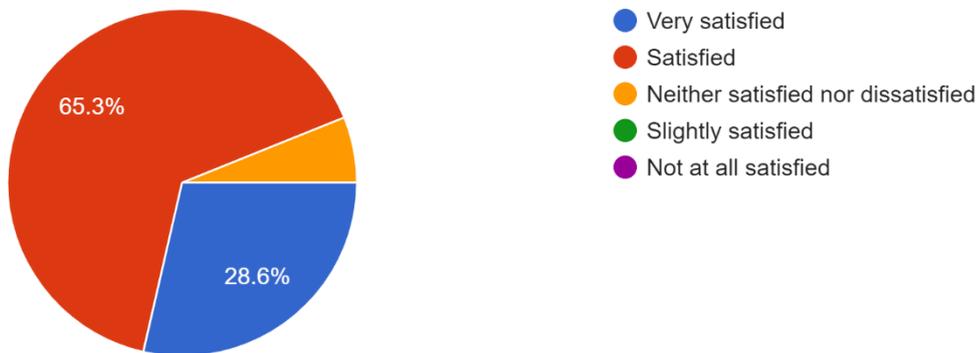
Satisfaction with the allocation of duties by the Department/Teacher-in-charge

(n=49)



Work-ethics and behaviour of the teaching faculty

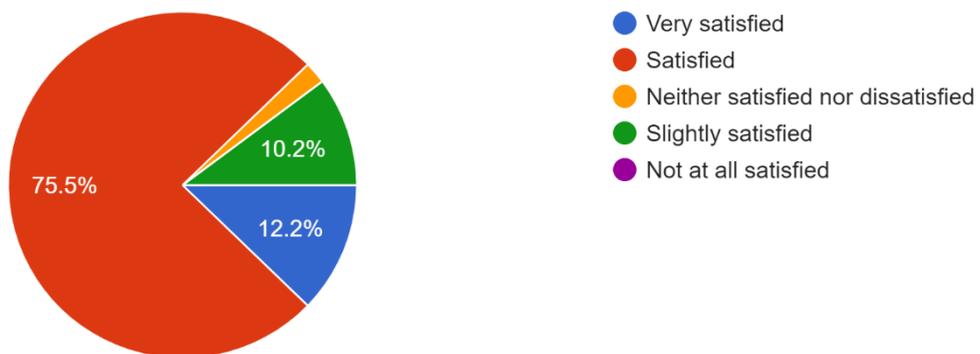
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INFRASTRUCTURAL DIMENSIONS

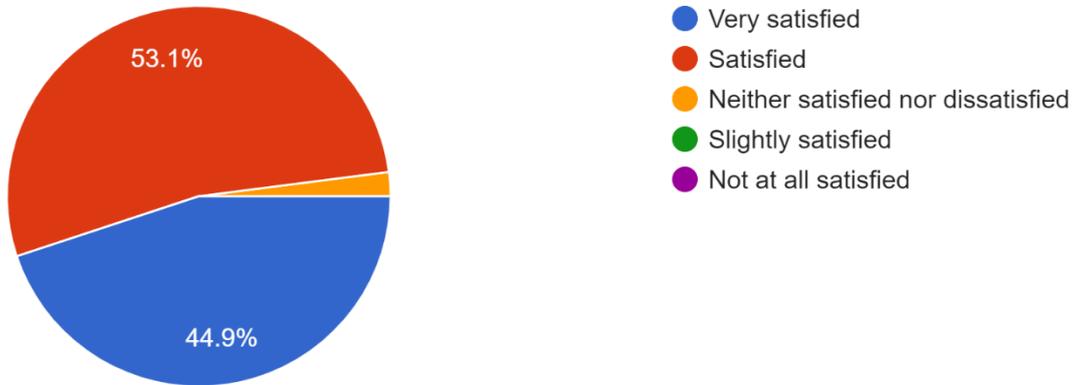
Inclusivity of the College's infrastructure towards the needs of different stakeholders

(n=49)



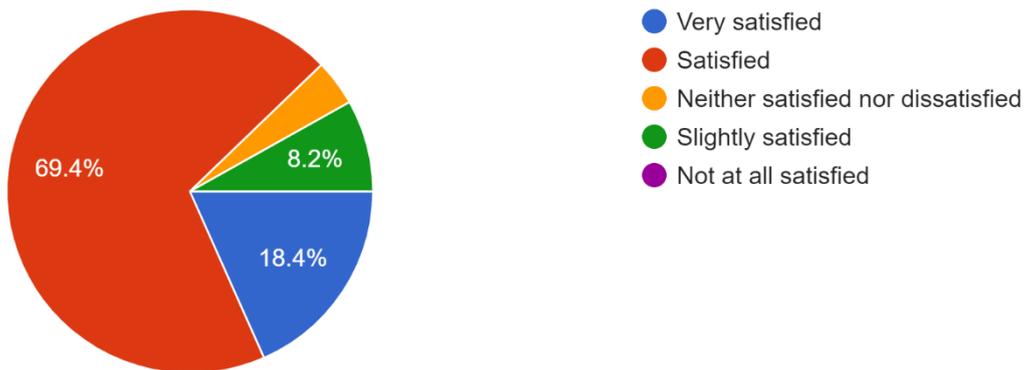
Safety of Institute for students and non-teaching Staff

(n=49)



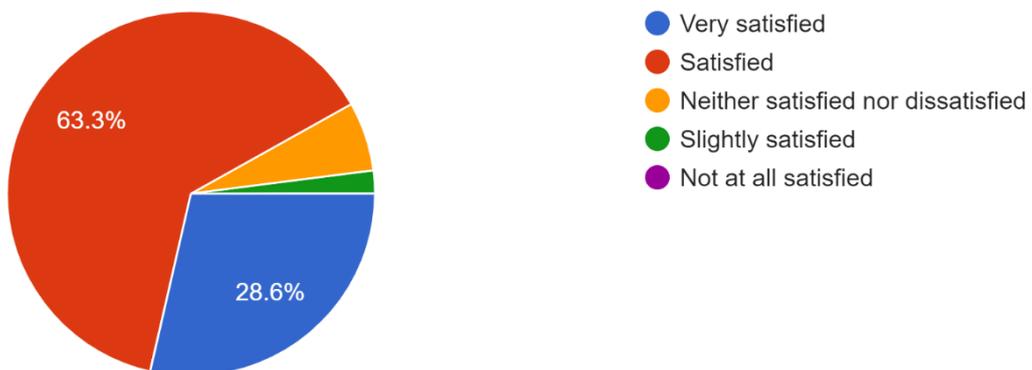
Cleanliness of the classrooms and basic amenities

(n=49)



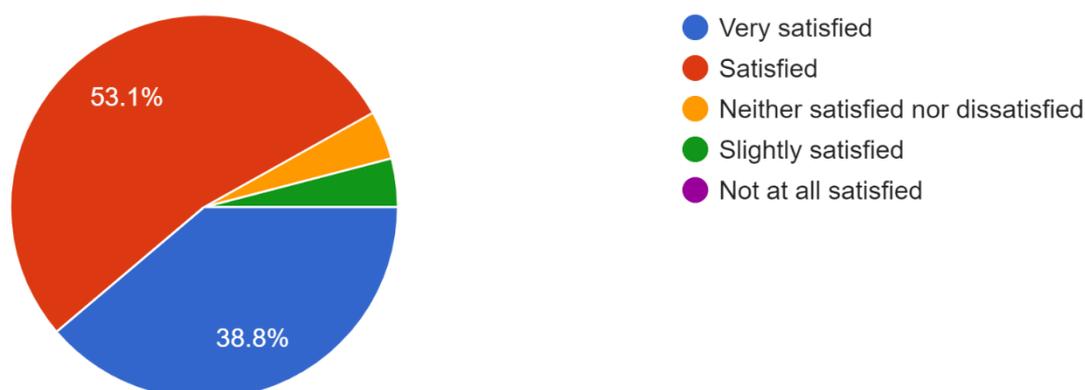
Accessibility, Lift, Fire- fighting equipment and Security Management

(n=49)



Overall experience of working in College

(n=49)



Steps that can be taken by the college to encourage professional growth and improve the working environment for staff

The non-teaching staff members shared that they would like the college to introduce new short term as well as full courses, specifically those that are income generating. More short-term courses

The non-teaching staff members (seven responses) shared that they would like the college to organize more training for the professional growth of the staff. they should be provided with ample digital training. For example - Computer lab-based training. They felt that use of technology can help in improving the environment and efficiency of the college.

Most non-teaching staff members (ten responses) shared that they would like improved service conditions, through the filling up of all vacant posts according to roster, timely promotion and all benefits payable to them.

The non-teaching staff members (seven responses) shared that they would like the college to be well-maintained, upgraded classrooms and laboratories. They would like the toilets to be clean. They shared concern about the state of the building and felt that timely inspections should be carried out. A branch of the bank should be opened in college premises for staff.

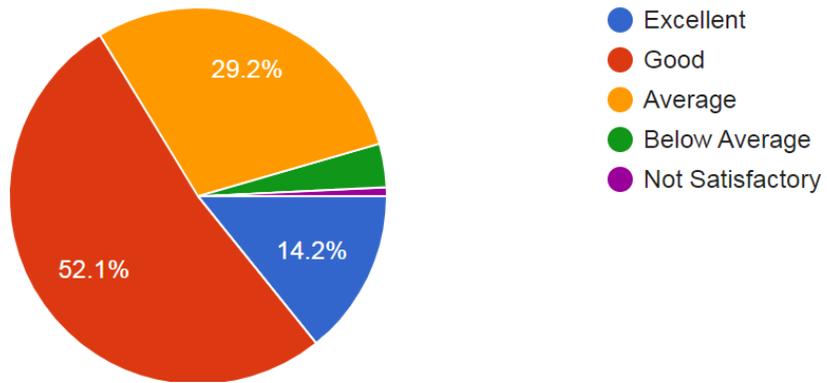
The non-teaching staff members also expressed that they would like improved, supportive, respectful, cooperative relationships between the teaching, non-teaching and students of the college. Training for the same in human relations may be conducted. They would like better transparency and accountability in the functioning of college. A suggestion was to have frequent meetings with the principal in order to improve the communication and eliminate potential problems and achieve professional goals.

Some members of the non-teaching staff also shared that they would like the college to provide them with gloves during the pandemic.

ANALYSIS OF FEEDBACK FROM PARENTS

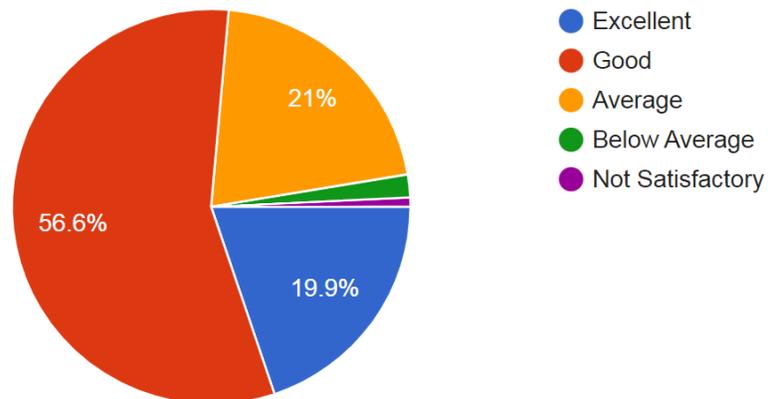
Infrastructure and Facilities Available at the Institute

(n= 267)



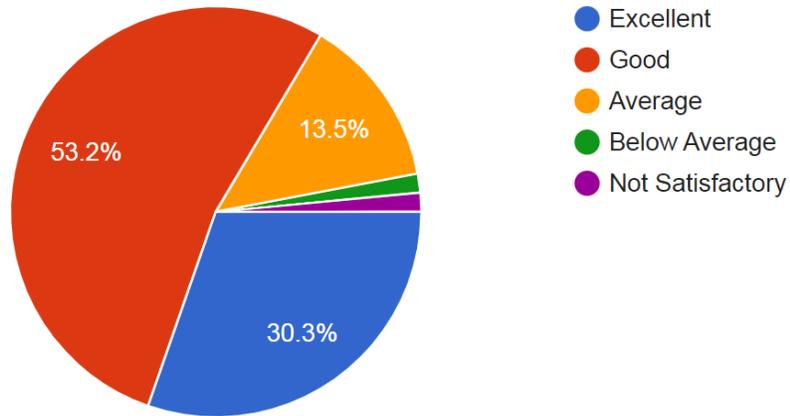
Is the Environment of the Institute Conducive for Overall Development of Students

(n= 267)



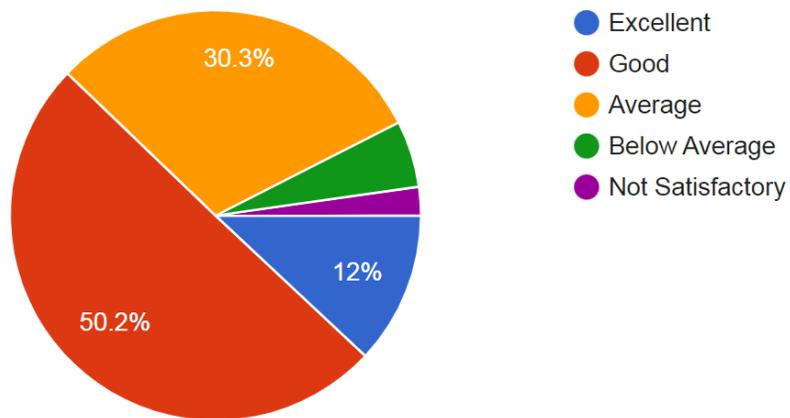
Did the Institute Share Adequate and Relevant Information about the Course

(n= 267)



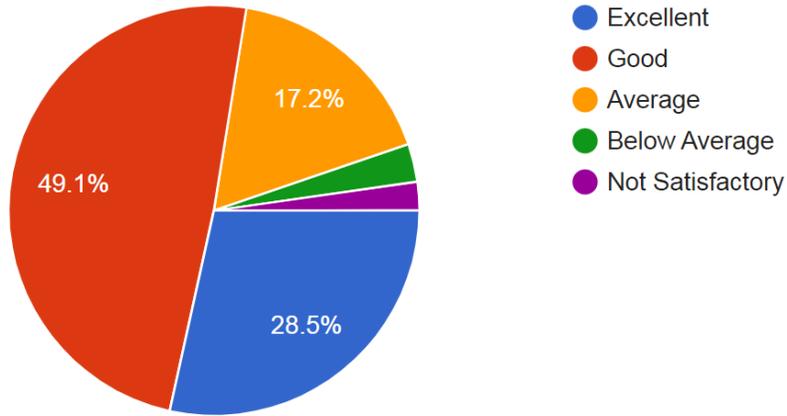
Extra-curricular Facilities and Opportunities for the Holistic Development of Students

(n= 267)



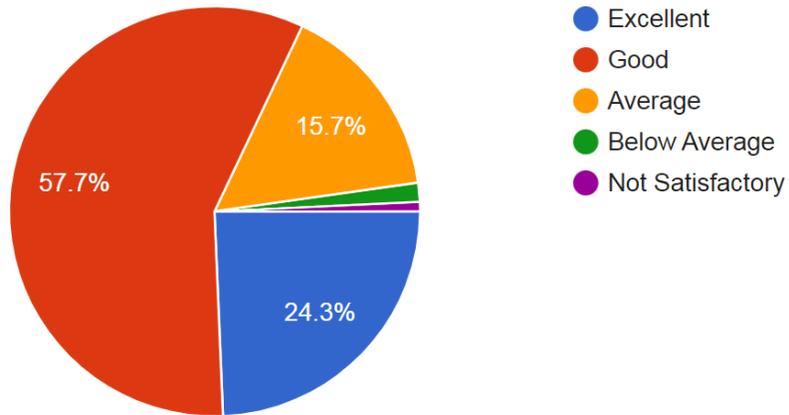
Approachability of College Staff

(n= 267)



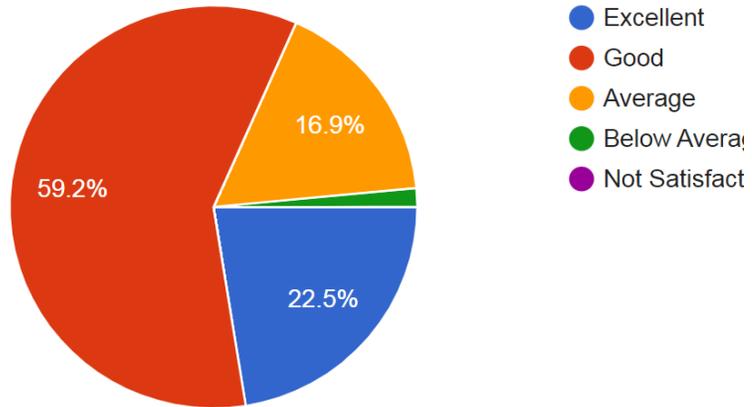
Satisfaction about Receiving Updates and Relevant Information from the Institute

(n= 267)



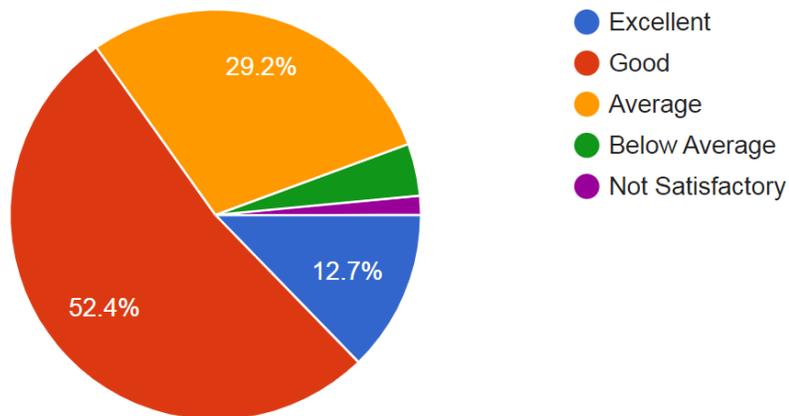
Perception of their Ward's Relationship with Faculty

(n= 267)



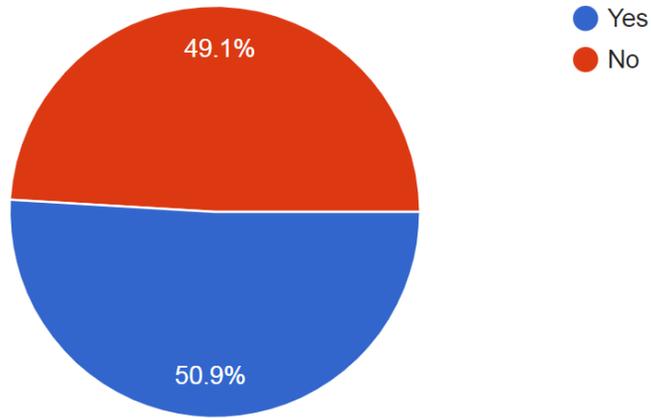
Perception of their Ward's Relationship with Non-teaching Staff Members

(n= 267)



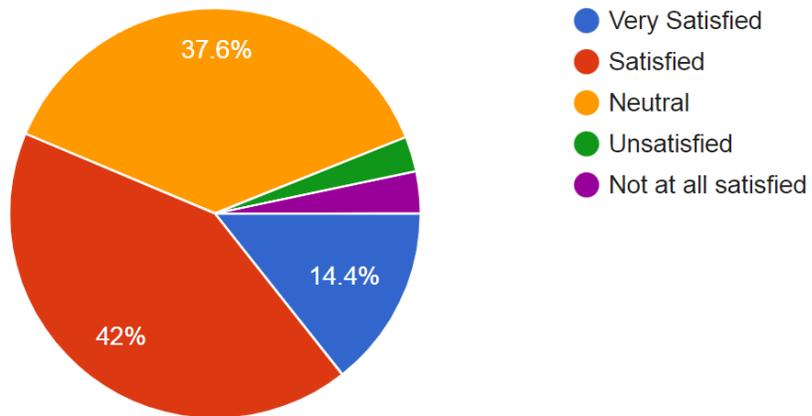
Whether they have Interacted with College Administration on Any Occasion

(n= 267)



Satisfaction with Grievance Redressal by the Institute

(n= 267)



Findings

Most of the parents feel satisfied with infrastructure, facilities (66%) at the institute and 76.5% parents find the environment conducive for overall development of their wards. They feel satisfied with the curricular and extracurricular activities (62%) available in the Institute. 30% of the parents find that there is scope for improvement in the activities and that they are average.

Regarding communication from the institute about information and expectations from the course of study, most parents feel satisfied (83%). A similar number of parents also feel satisfied with other information shared by the institute like timely updates, notices etc. Nearly half of the respondents (51%) had interacted with college administration on one or more occasions. 78% of the respondents feel that the staff at the college is approachable. 82% respondents feel that the relationship between the teaching faculty and their ward is either good or excellent. Nearly 98.6% of the parents feel that they are satisfied with their ward's relationship with faculty members. None of the parents reported dissatisfaction on this account. 65% of parents felt that the relationship between the non-teaching staff and their ward is either good or excellent.

56% of the respondents feel that the grievance redressal mechanism at the institute is satisfactory. A substantive number replied that they felt neutral about grievance redressal mechanisms at the institute.

ANALYSIS OF ALUMNI FEEDBACK SURVEY

Two hundred and twenty six alumni filled the feedback form.

The alumni who filled the feedback survey had the following work profile:

Field of Journalism and media: News Writer, Media and PR Professional, Journalist, Social Media Executive, Editor, Content Writer

Research positions: Postdoctoral scholar at Weizmann Institute of Science, PhD student, Research Scholar, Consultants, Clinical researcher, FMCG- Scientist, Researcher- Real World Evidence

Non-Governmental Organizations: Social Development Sector, Development practitioner in the field of policy advocacy, migration & development

Medicine allied fields: Psycho-Oncologist, Nutritionist, Counsellor, Sports nutritionist, Diet Counsellor, Clinical dietician

Academics: Post graduate students of various disciplines, Assistant Professor, Associate Dean, Academic Governance, UPSC aspirant, Scientific Writing, Education management, Curriculum and Content developer

Creative fields: Fashion designer, Creative Strategist, Training and Communication Design Executive, Graphic Designer, Motion Graphics artist and 2D animator

Industry: Packaging technologist, Clinical Research industry, Workforce healthcare, Textile Merchandising, Merchandising, Garment Merchandiser, Fabric Sourcing, Quality Assurance in Lingerie, Senior technical analyst

Marketing and Sales field: Sales and Marketing executive, Data Analyst, Customer Relations & Business Development, Quality Manager, Risk Manager, Human Resources, Project Management

Technical field: Technical officer, International Taxation, Direct Tax & Audit, Patent attorney

Not employed

The alumni who filled the feedback survey were working in the following organizations:

Field of Journalism and Media: Republic World, Economic Times, 70 Events Media Group, AvianWE, Perfect Relations, ZMQ Development, Value 360 Communications, HP (Hewlett-Packard) Studio WW, Comcast, Komorebi Films, Hollywood Beauty Magazine

Research Institutions: DIPAS DRDO, Weizmann Institute of Science, National Center for Cell Science, National centre for cell sciences, Journal of Visualised Experiments, UQ-IITD Academy of Research (a joint centre including University of Queensland, Australia and IIT, Delhi), CSIR IGIB, ICMR-National institute of Nutrition, Science and Engineering Research Board (Department of Science and Technology), Public Health Foundation of India, Centre for Health Research and Development

Non Governmental Organizations: Chhanv Foundation, Aarogya International Foundation, Khushi, Bihar Rural Livelihood Promotions Society (JEEViKA), Pratham educational foundation, Heifer International, ASER Centre-Pratham Education Foundation, Ladli Foundation Trust

International Organizations: World Bank, George Institute for Global Health, KU Leuven (University in Belgium)

Government Nodal Institutions: NCERT, National Council of Teacher Education, Ministry of Information & Broadcasting (Government of India), Ministry of Food Processing Industries, FSSAI, NIFTEM, Department of Food Safety, Food Fortification Resource Centre, FSSAI, Indian Cancer Society Delhi, National Center of Excellence- Indira Gandhi stadium complex, sports authority of India, Directorate of Education, Confederation of Indian Industry, Central reserve Police Force

Medical Institutions: Sir Ganga Ram Hospital, Institute of Liver and Biliary Sciences, All India Institute of Medical Sciences, Max Hospital, Dr. Ram Manohar Lohia

Hospital, International Union Against Tuberculosis and Lung Disease (South-East Asia Office), Max superspeciality hospital, PGIMER (Chandigarh), International Life Sciences Institute, India, Qualitek Labs Pvt Ltd.

Academic Institutions: Institute of Home Economics, Jamia Millia Islamia, Panjab University (PU), Tata Institute of Social Sciences, Maharishi Dayanand University, Amity School of Fashion Technology, Amity University, Lady Irwin College, Symbiosis Institute of Media and Communication, Guru Nanak Dev University, NCERT, University of Delhi, South Campus, Pearl Academy, G.S.V.M.M college Kanpur, PSS Central Institute of Vocational Education, Ashoka university, Indira Gandhi National Open University, Manav Rachna International Institute of Research and studies, CIET (NCERT), IIS (deemed to be University), Jaipur, Osaka University, Morarji Desai National Institute of Yoga, SGT University, University of Pavia, California State University East Bay, The Maurya School, DCRUST University, AAFT, School of Fashion and Design (Noida), Delhi Technological University, SSM Health & Logan University, NIIT (Allahabad), Guru Nanak Dev University (Amritsar), Gautam Buddha University, Dr. B.R. Ambedkar University, Asian College of Journalism (Chennai), Jawaharlal Nehru University, Bhaskaracharya College of Applied Sciences (DU), Central Institute of Education, Pondicherry University, Mudra Institute of Communication, Pearl Academy, AAFT School of Fashion and Design, Apparel Training Design Center, National Institute of Teacher Education (NIFTE), Manav Rachna International Institute of Research and Studies

Schools: Kendriya vidyalaya, Rukmini Devi Public School, Delhi Public School (Mathura Road), Sadhu Vaswani International School for Girls, Ramagya School (Noida), SDMC CO.ED Primary School, Shri Hazari Lal Public School, D.P.S.G School, The Queen's English

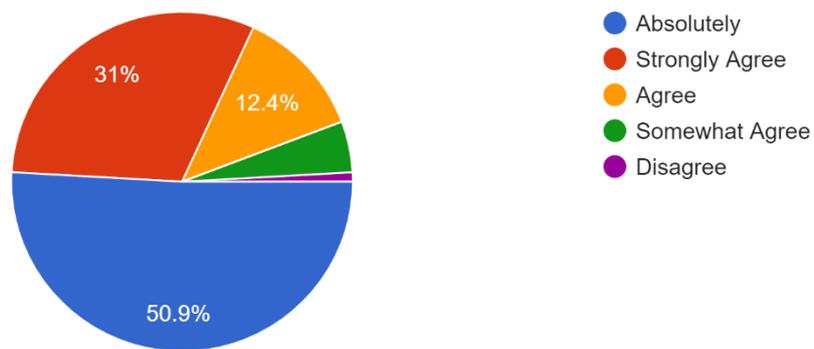
Corporations: PepsiCo, Nestle, Amazon, Accenture, Proctor and Gamble, TATA Power, Sainsbury's Argos ltd, BIBA Apparels Pvt Ltd, Reckitt, IQVIA RDS India Pvt Ltd., Jaikumar Tejwani and Co. LLP, Compunnel healthcare, NMC Genetics India Pvt Ltd, Kanika exports, Cella solutions, Bhartiya international, Upkarma, Lai export, Anuvaad Solutions, Insights Development Consulting group, IQVIA, Williams Sonoma, NCR edu services Pty Ltd., Simon De Winter Group Pvt Ltd, Melbourne,

Victoria, Australia, Radiantinfonet Pvt Ltd, Cre Innovations, Radiantinfonet Pvt Ltd, Radiantinfonet Pvt Ltd, Cuemath, Danone Nutricia pvt ltd, Capgemini

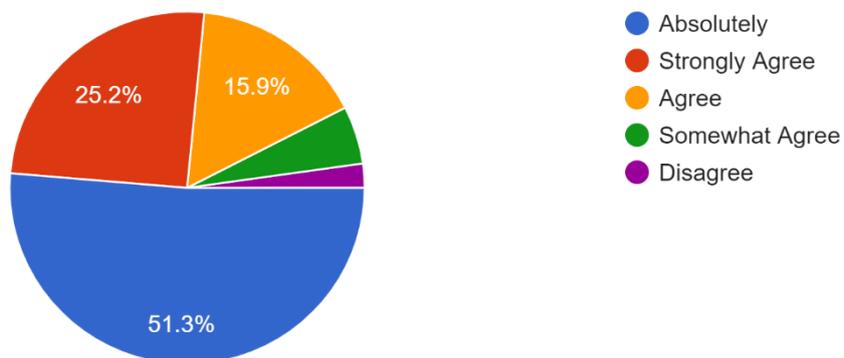
Industry: Jaypore, Fabindia, Richmond Pharmacology, Anand and Anand, Marketing and Sales: Maruti Trading Company

Entrepreneurship and Business: Mandala with sisters (Art profile), Taana Baana Creations, SowGood, Healthifyme

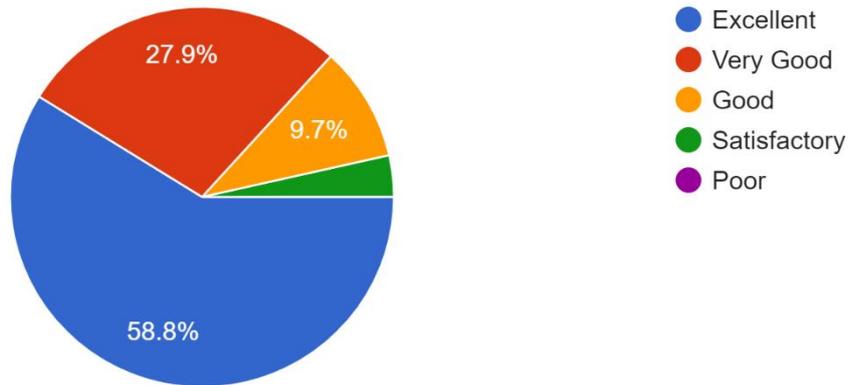
Education at IHE has helped you in acquiring knowledge, capacities and skills useful for life
(n=226)



Education at IHE has helped shape your career
(n=226)

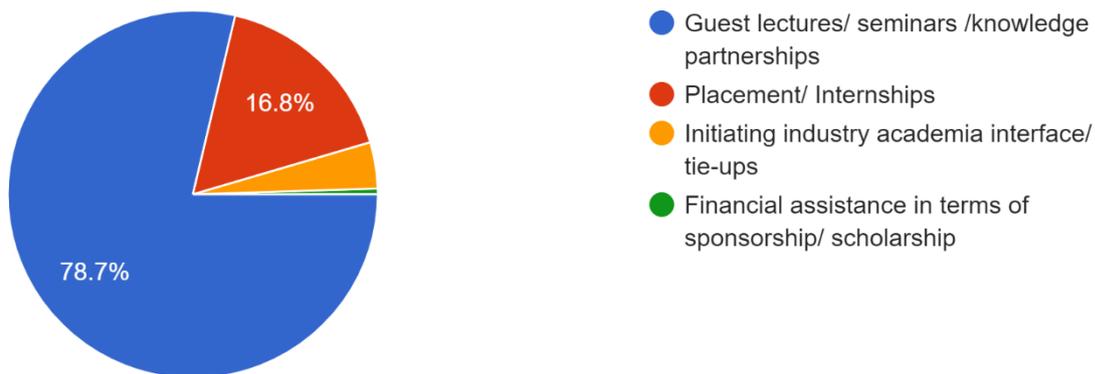


Overall Teaching-Learning Experience in College
(n=226)



Areas you would like to contribute to

(n=226)



Your suggestions towards improvement of college

Strengthening industry linkages: At least twenty alumni shared that more practical experiences, industry exposure and internships should be included in the programmes at the under-graduate level.

Changes in curriculum and pedagogy: *Introduction of new courses:* Few alumni suggested addition of new courses in the curriculum Including advertising and PR, digital marketing, camera handling, short term research programs at undergraduate level, statistics at undergraduate level, upgradation of courses according to industry

needs. Alumni suggested that Masters courses in HDCS and Sports and Nutrition could be introduced.

Alumni shared that more research seminars would be helpful for students, especially interactive and visual seminars related to biochemistry. Alumni also suggested inclusion of short research projects, more presentations, elimination of paper based assignments and more open book assessments and examinations. Four science programme alumni shared that assignments in science could be based on recently published articles and more focused reading of updated research articles could be pursued. One alumnus expressed that it should be ensured that faculty have updated knowledge of research.

Changes in governance: Few alumni shared that they would like the college to improve its administration and online facilities for administrative work. They also suggested that participation of students in matters related to college can be enhanced.

Infrastructure: Alumni (five responses) suggested that the college could invest in improving general infrastructure, projector equipped classrooms, canteen, stationery shop and printing shop. Cleanliness of toilets and canteen must be focused on. Three alumni suggested improvement of ICT services and internet connectivity and special software for design etc. Industrial Sewing Machines was a specific demand made by the Fabric and Apparel science alumni.

Diversity: Three alumni wanted the college to be gender-diverse.

Strengthening research: Alumni (four responses) suggested that the college could add more research equipment, create or collaborate with an incubator cell and create more space for Doctoral researchers.

Strengthening extra-curricular activities: Alumni (seven responses) suggested that extra-curricular and cultural activities should be made available for all students including theatre, dance group, music, debate society, book clubs and sports.

Improved placement opportunities and career guidance: Most alumni (fifteen responses) shared improving placement avenues for graduates and postgraduates. One alumna suggested that robust selection criteria must be used for placement of students. They suggested that guidance for research, career guidance seminars and interactions with alumni may be helpful.

Library improvement: Alumni (five responses) suggested that the library could be upgraded, open the library on Saturdays and add more texts in English and Hindi. An alumnus recommended digitalisation of the college library.

Student support: Alumni (two responses) shared that counseling sessions, being responsive to student's mental health needs and hand holding during pandemic times must be ensured. One alumni shared that a series of interactions with seniors, teachers, alumni, staff, college societies, etc. could be planned on social media platforms. Scholarships must be provided to the students.

Alumni: Most alumni (eight responses) shared improving avenues for increasing interface with alumni, creation of an alumni forum, engagement of international alumni and a continued sharing of advances in knowledge with alumni.

Positive feedback for college from the alumni:

“According to me, college is perfect, as in it really helped me groom my personality, enhance communication skills, and helped me develop leadership qualities. All the faculty members are quite helpful and supportive in everything. They maintain a relationship with all the students and help them improve in the areas they lack. They've just not given us bookish knowledge but how to organize events, how to manage things, how can we make things better at grass root level, how can we contribute to society? All of this. Thank you IHE.”

“My experience at IHE was a dynamic one. The college was a great space for me to learn & prosper. I am highly satisfied and grateful.”

“IHE has an excellent teaching faculty and it has truly helped me and also the knowledge that I got is still helping me.”

“IHE has provided me with ample opportunities to learn and to reflect on my learning.”

“...the teaching staff of the college is excellent. Teachers teach superb and are very much cooperative and understanding. The only thing I am going to miss about my college as an alumnus would be my teachers for all the 3 years.”

ANALYSIS OF THE EMPLOYER FEEDBACK FORM

A total of sixteen employers filled the feedback form.

The employers who filled the survey were employed in the following positions:

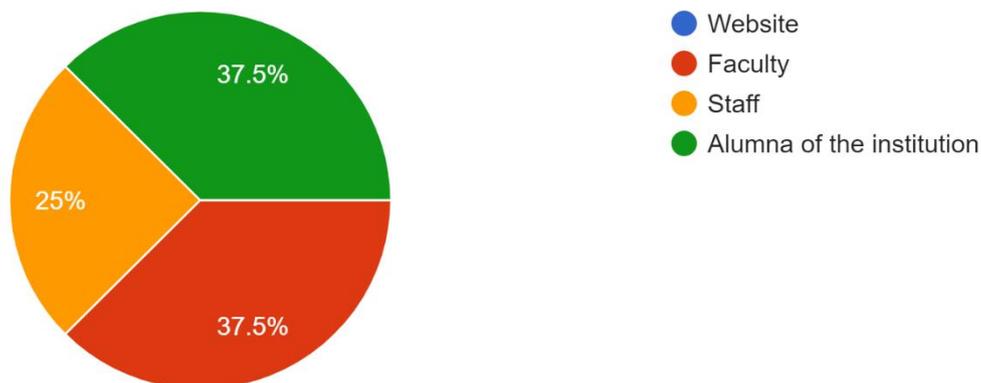
- (i) *Managerial positions*: CEO, District Project Manager, Supervisor, Assistant manager, Head of Fabric Sourcing,
- (ii) *Research and teaching positions*: Professor, Director (Labs), Chief Lab Manager, Faculty members, Principal, Senior Research Fellow, Professor and Dean
- (iii) *Nongovernmental organizations*: Advisor and Head of a Social Sector Unit

The alumni were employed in the following institutions:

- (i) *Academic Institutions*: Australian National university, Institute of Home Economics and Bhagini Nivedita College, DU, YWCA, UIFT & VD, Punjab University, SGT University, Schools
- (ii) *Private organizations* such as Kotak Mahindra Bank, Apparel Training & Design Centre, Bureau Veritas Consumer Products services (I) Pvt Ltd., Pearl Academy, NITRA, QUA Nutrition, The George Institute for Global Health, Biba Apparels Pvt Ltd.
- (iii) *Nongovernmental organizations*: ASER Centre, Pratham Education Foundation

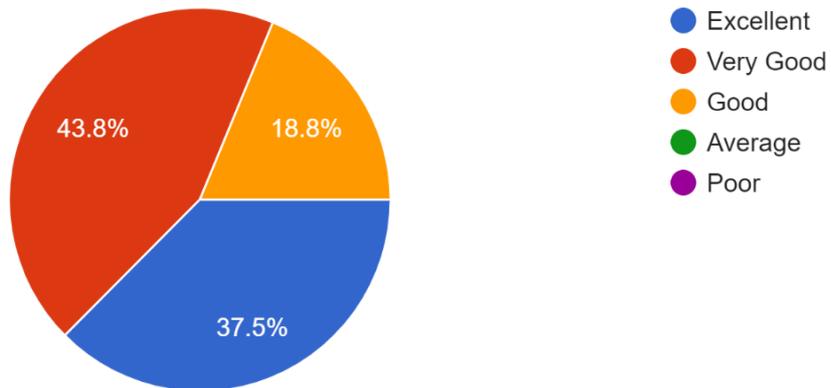
Who approached you to fill the feedback form

(n=16)



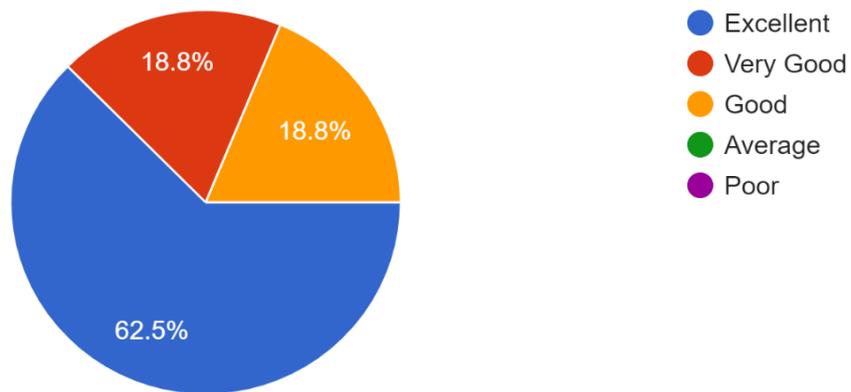
Planning and Organizational Skills of the IHE alumnus employee

(n=16)



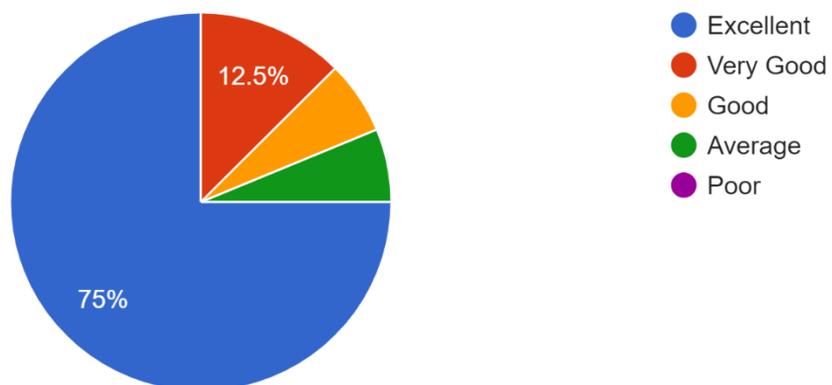
Communication Skills and Soft Skills of the IHE alumnus employee

(n=16)



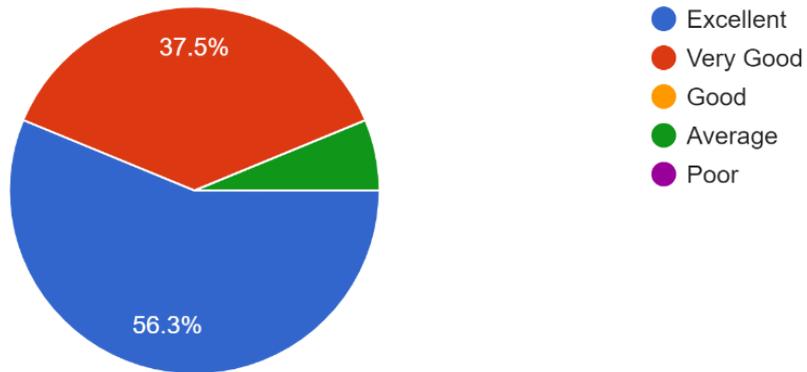
Willingness to work of the IHE alumnus employee

(n=16)



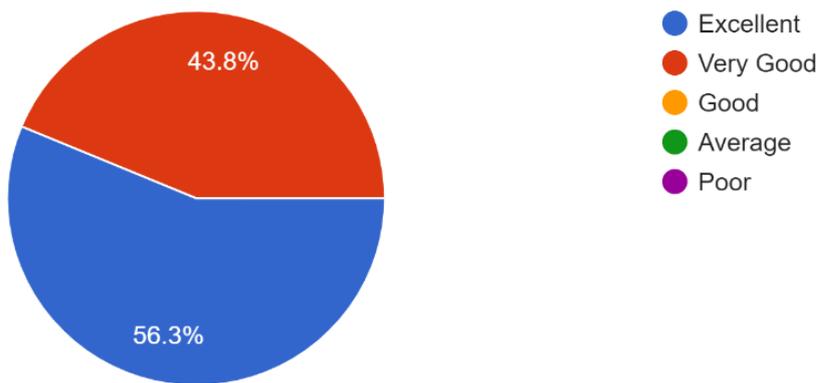
Relationship with seniors (of the IHE alumnus employee)

(n=16)



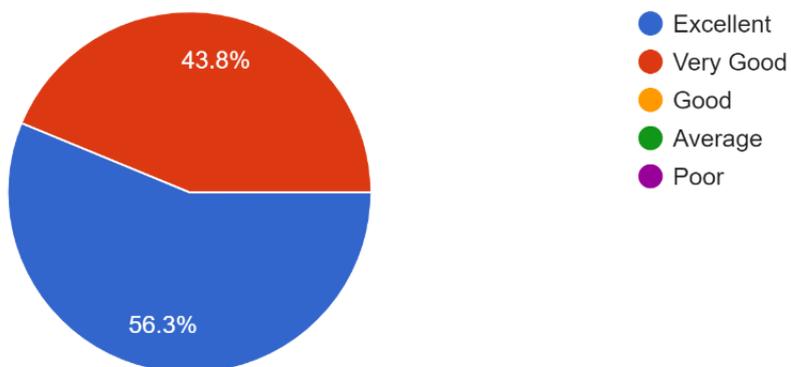
Relationship of the IHE alumnus employee with her peers

(n=16)



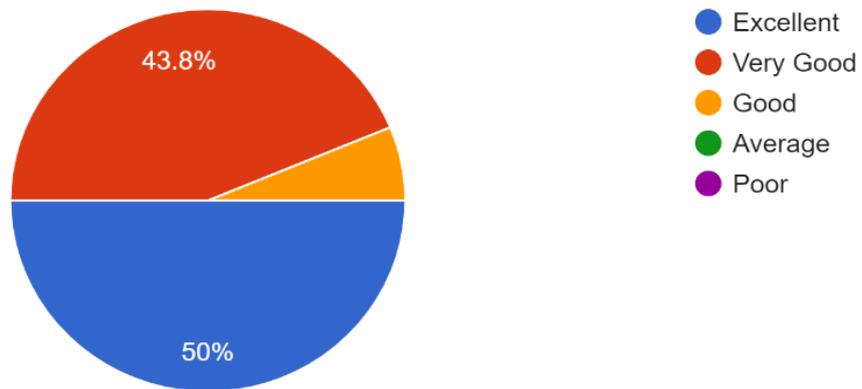
Relationship of the IHE alumnus employee with her subordinates

(n=16)



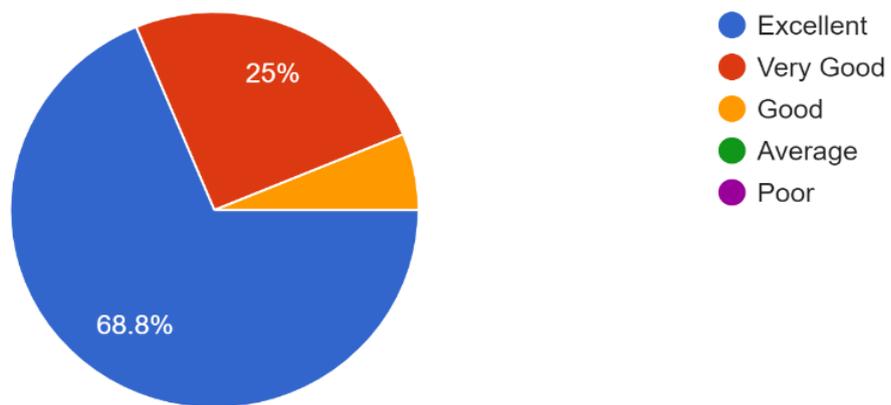
Leadership and Initiative of the IHE alumnus employee

(n=16)



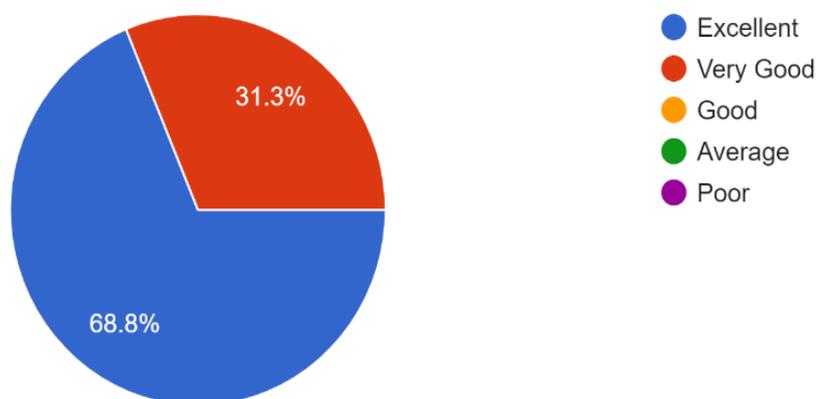
Openness of the IHE alumnus employee to learn and adapt to new ideas

(n=16)



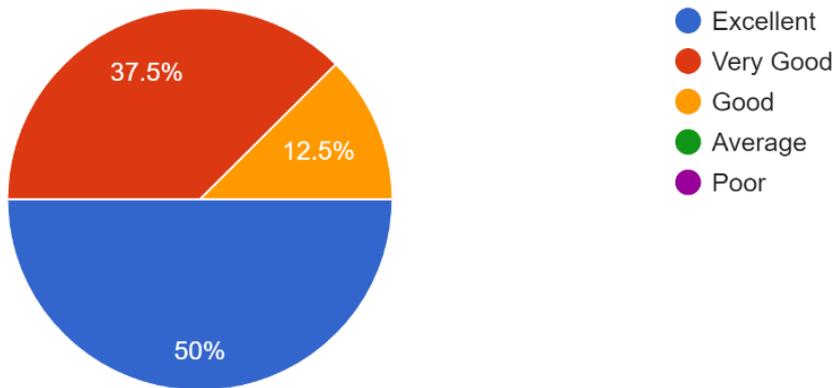
Team Spirit

(n=16)



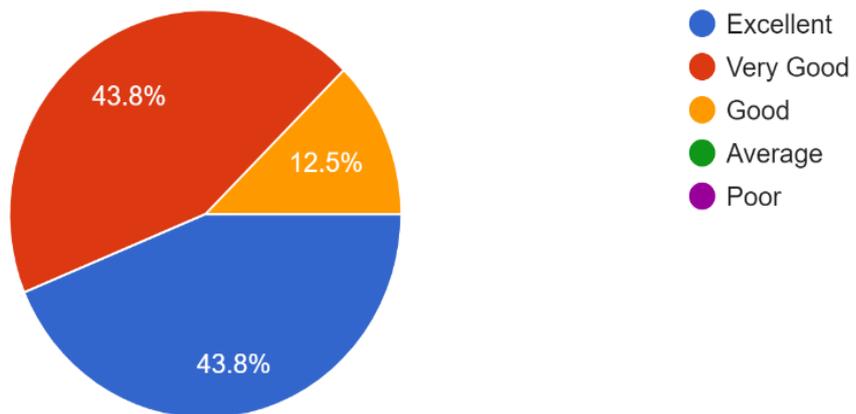
Problem Solving Abilities of the alumnus employee

(n=16)



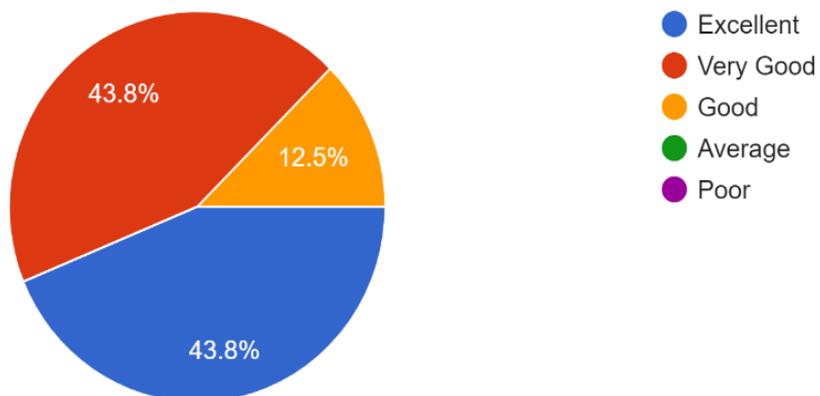
Innovativeness and Creativity of the IHE alumnus employee

(n=16)



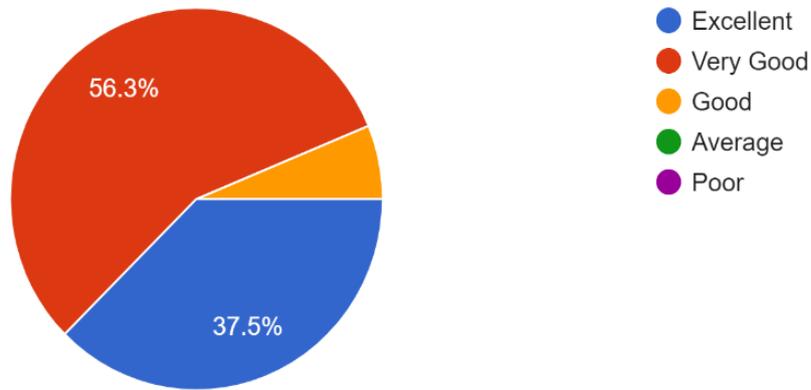
Involvement in Socio-Cultural ethos of the workplace

(n=16)



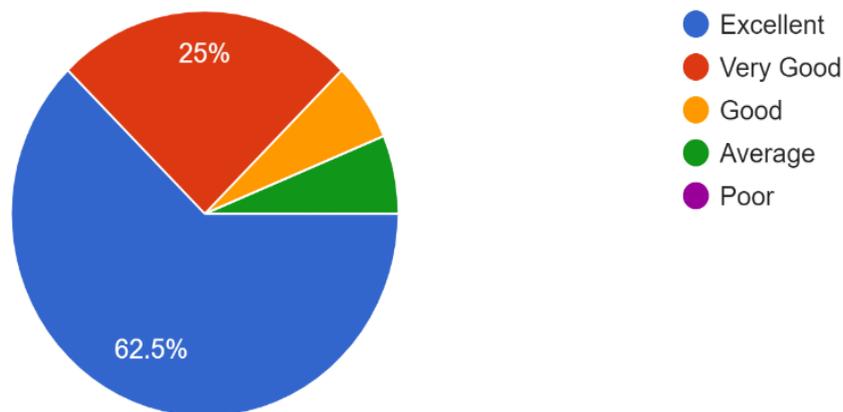
Technical Knowledge and Skills of the IHE alumnus employee

(n=16)



Ability of the IHE alumnus employee to contribute to the Organizational Goals

(n=16)



Suggestions

The employers shared that the alumni employed in their organization were ‘doing good work’, ‘will do wonders in her career’, and that they were ‘happy with the quality of education and guidance’ that their employee had received in the past. An employer from a corporate organization shared that the alumni was a ‘change maker’. Regarding the alumni who went on to become teachers, the employers praised them by sharing that they were ‘very dynamic, full of calibre and a very proactive teacher who loves her students from the core of her heart’ and a ‘brilliant mind and a beautiful soul’. Some employers felt that ‘college placements could be improved’ and students should get more exposure to research during their undergraduate education.