

**INSTITUTE OF HOME ECONOMICS
UNIVERSITY OF DELHI**

**Feedback from Stakeholders (2020-21)
: A Brief Analysis**

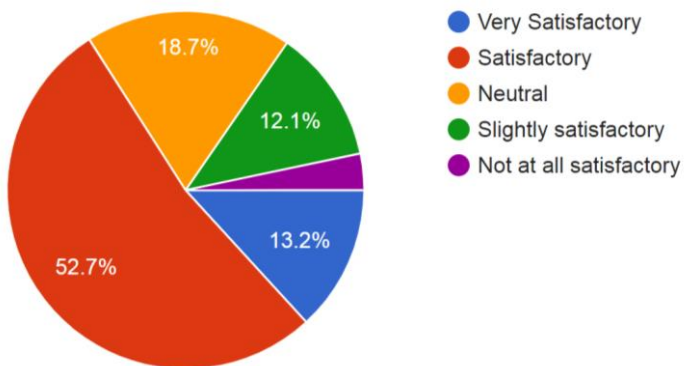
**FEEDBACK FROM FACULTY:
BRIEF ANALYSIS**

FEEDBACK FROM FACULTY

INSTITUTIONAL GOVERNANCE

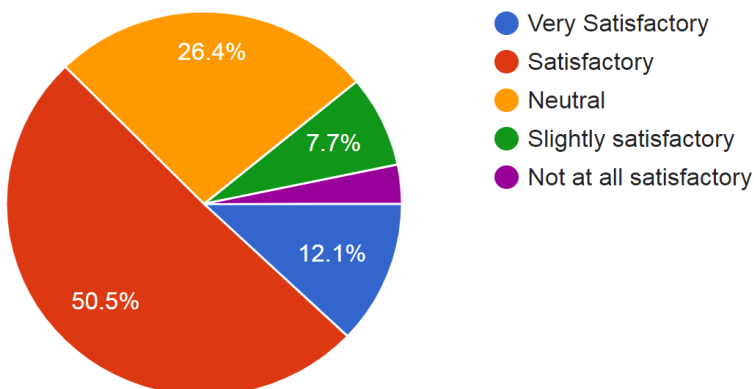
Flow of communication between faculty and administration

(n=91)



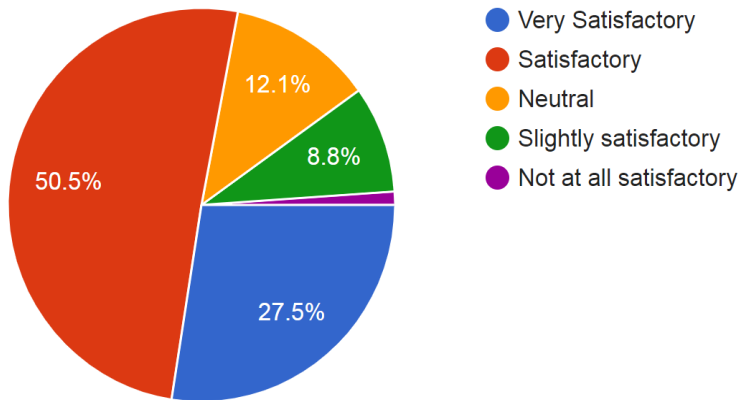
Grievance redressal mechanism

(n=91)



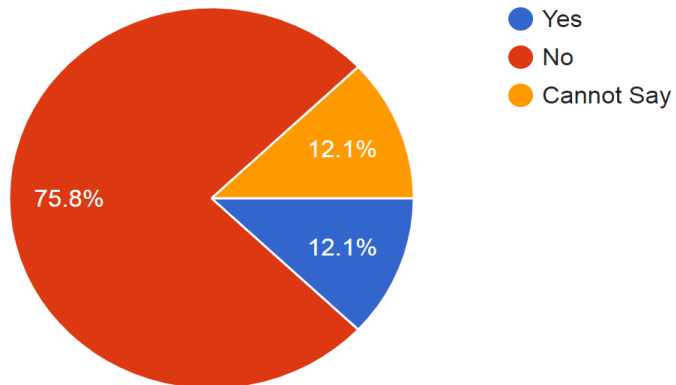
Satisfaction towards allocated Committee work

(n=91)



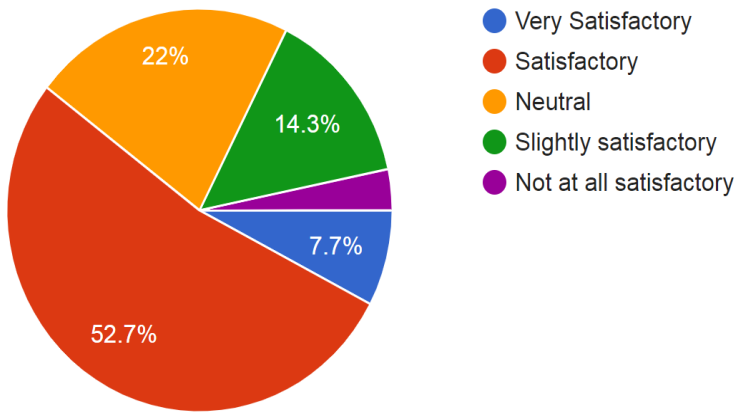
Prevalence of discrimination at the college

(n=91)



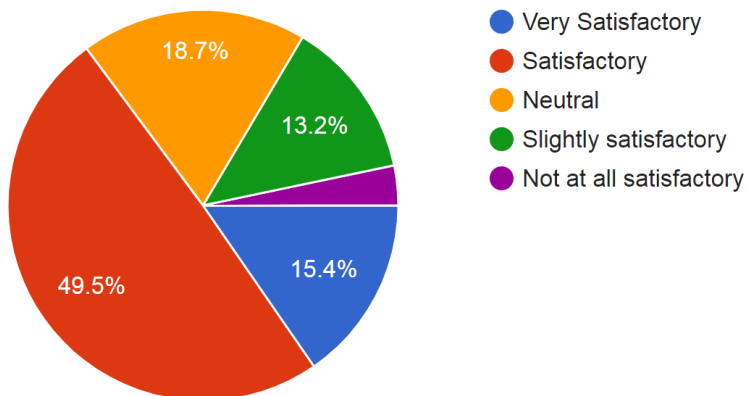
Work-ethics and behaviour of the administrative Department

(n=91)



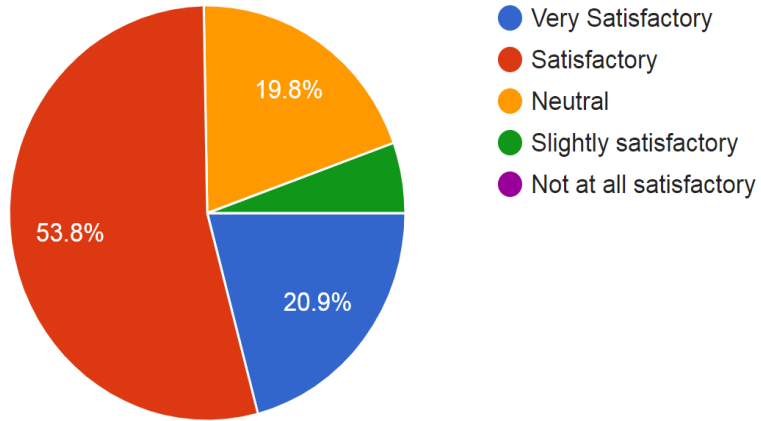
Efficiency and behaviour of the Accounts Department

(n=91)



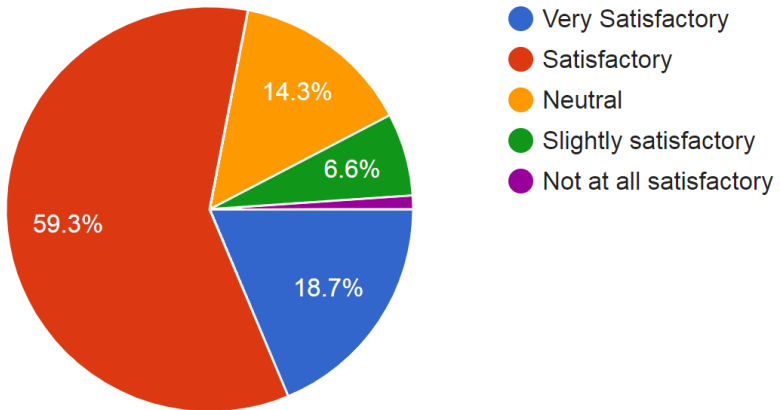
Inclusion of divergent opinions in institutional bodies

(n=91)



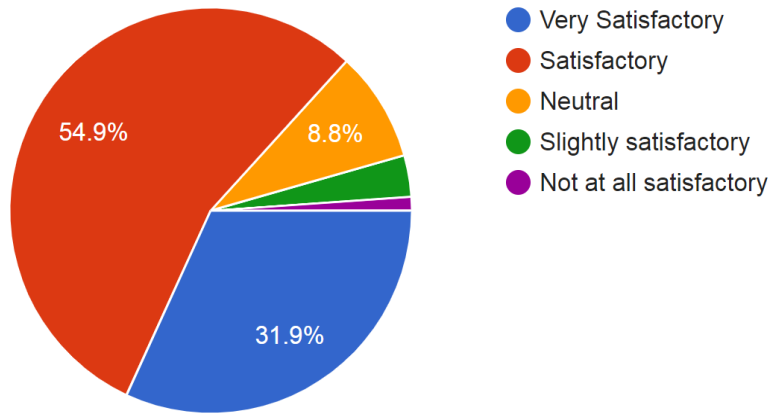
Institutional Leadership

(n=91)



Overall experience of working in college

(n=91)



Findings

Most faculty felt that the academic and work culture at the Institute is satisfactory or more than satisfactory and that the quality of job satisfaction is high (84.6% and 88.1% respectively). Most (79.1%) felt that the college provides ample opportunities for professional growth.

Academic and work culture at IHE: Most faculty members (78%) felt that they are able to make decisions about curriculum, pedagogy and assessment and a third of the faculty (27.5%) shared that they have substantive academic autonomy. Most of the faculty (89%) felt that the working environment in the departments is conducive and supportive. About two-thirds (66%) faculty were satisfied with the workload allotted and 87% report that the distribution and allocation in timetables is satisfactory. Most (78%) faculty members felt that the allocation of work in committees is satisfactory.

Regarding opportunities towards faculty development programmes, 68% of faculty members felt satisfied, 11% felt slightly satisfactory and 21% marked a neutral opinion. Two-thirds (66%) of the faculty members felt that the research environment at the college was satisfactory. About half the faculty (56%) shared that they were satisfied with the opportunities to participate in the wider academic life in the University and beyond.

Attention to concerns of difference and equity: Most (72.5%) of the faculty members shared 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 were satisfied. Most faculty members (76%) shared that discrimination in the college wasn't prevalent whereas 12% reported that discrimination is prevalent. Inclusion of divergent opinions in Institutional bodies was found to be satisfactory by 75% of the respondents.

Infrastructure is conducive to teaching-learning and well-being: Most faculty members (81%) felt that the landscaping of the college premises is satisfactory. Almost all respondents (95%) shared that the Institute is safe for students as well as the faculty members. Three-fourth of the respondents (74%) felt that the hygiene and cleanliness of the classrooms and basic amenities was satisfactory and one-third (66%) were satisfied with the hygiene and cleanliness of toilets.

Institutional Governance: Most faculty members (77%) shared that the grievance redressal mechanisms were appropriate and that the work-ethics and behaviour of the administrative and accounts departments was satisfactory (60% and 65% of the respondents). In terms of flow of communication between faculty and administration, 66% felt satisfied and one fifth respondents (19%) had a neutral opinion. Most (78%) faculty members felt that the Institutional leadership in terms of democracy and transparency is satisfactory and 87% faculty reported that the overall working experience at IHE is satisfactory.

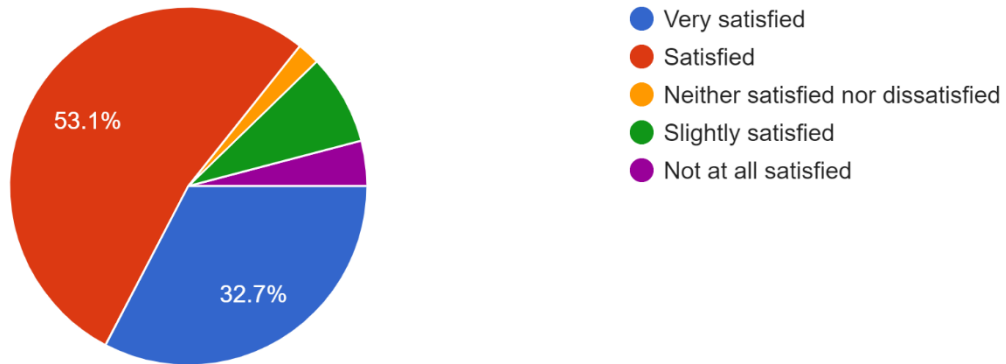
These findings indicate a necessity to focus on further improvement in the opportunities for faculty development and support for research. The perception that discrimination is prevalent, albeit by a few staff needs addressing. Most faculty felt that the college is a safe space for women and there are adequate grievance redressal mechanisms. Most faculty were happy with the work environment at IHE.

**FEEDBACK FROM NON-TEACHING STAFF:
BRIEF ANALYSIS**

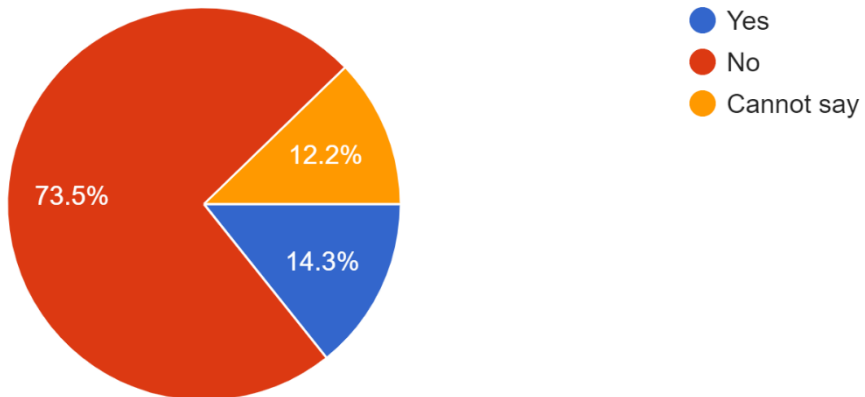
ANALYSIS OF FEEDBACK FROM NON-TEACHING STAFF

Working Environment

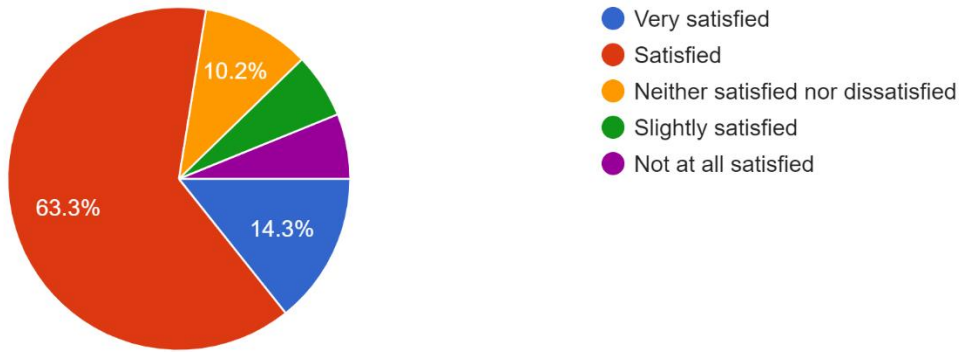
Institutional Leadership



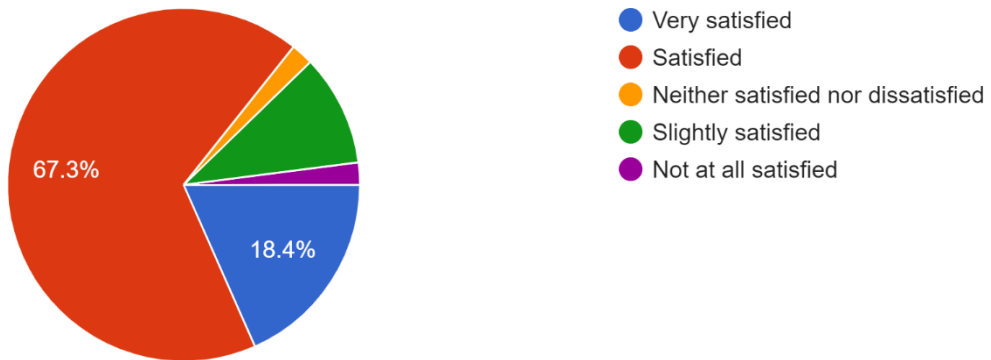
Prevalence of Discrimination at College



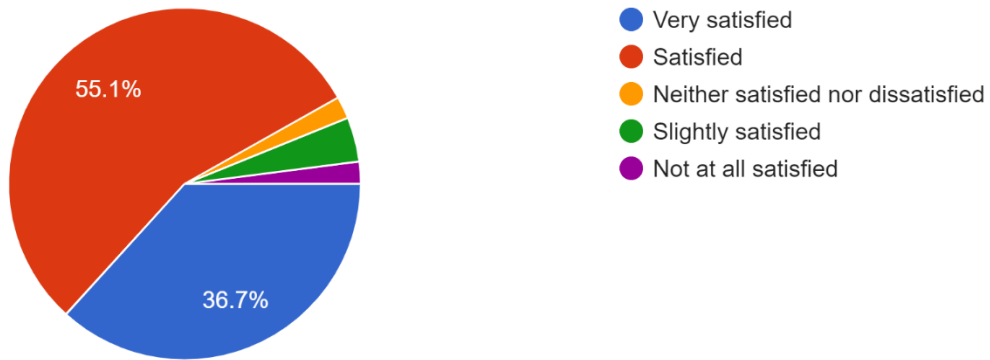
Grievance Redressal Mechanism



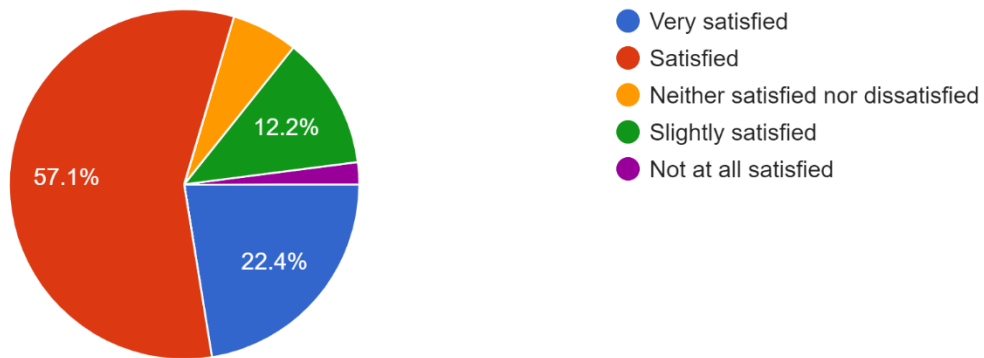
Inclusion of Divergent Opinions in Institutional Bodies



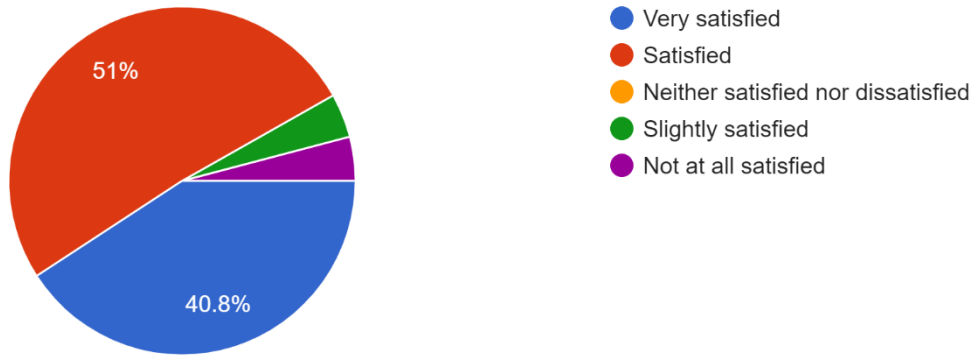
Quality of Job Satisfaction



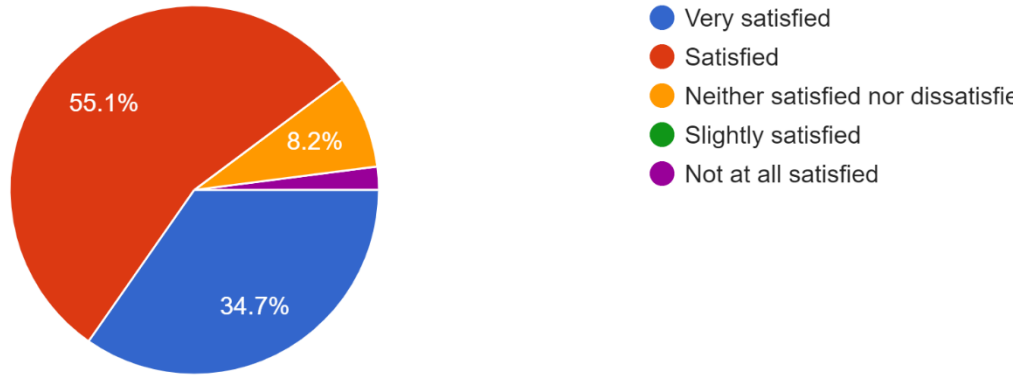
Opportunities for Professional Growth at IHE



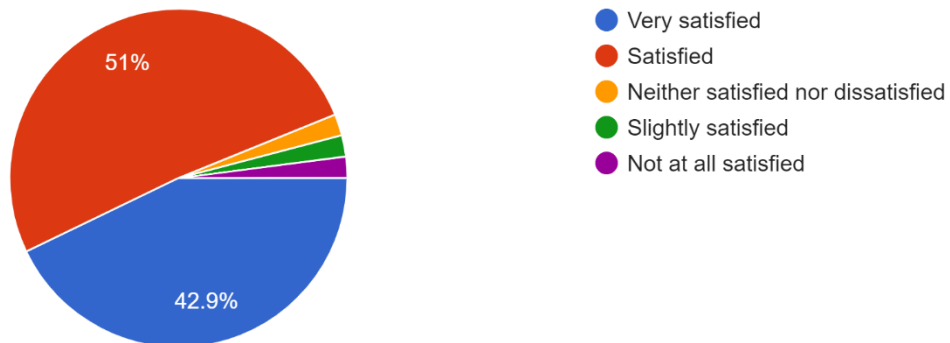
Working Environment in the Department(s)



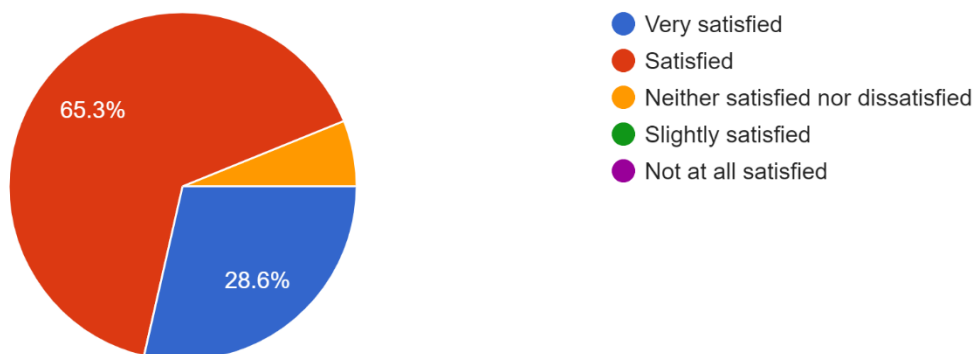
Satisfaction with the Allocation of Duties /Workload



Satisfaction with the Allocation of Duties by the Department/Teacher-in-charge



Work-ethics and Behaviour of the Teaching Faculty



Steps that can be taken by the college to encourage professional growth and improve the working environment for staff (RESPONSES TO QUALITATIVE QUESTION)

The non-teaching staff members of the college shared the following:

The non-teaching staff members shared that a needs-based assessment of the staff's soft and digital skills and knowledge may be conducted. Following such a survey, specific training could be provided for them. They also shared that they would like to have more laboratory-based training. They shared that enhancing the digital infrastructure and providing training for technical skills would help improve the efficiency.

The staff members shared that college could look for horizontal expansion, i.e. increase both regular and short-term courses.

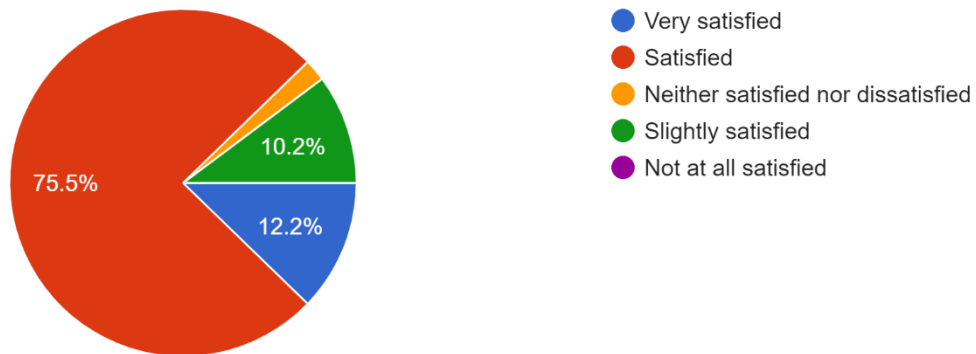
Few members shared that the filling of the vacant posts in the technical cadre must be expedited.

Quite a few members shared that equity in opportunities, support and welfare for students from disadvantaged backgrounds could be strengthened.

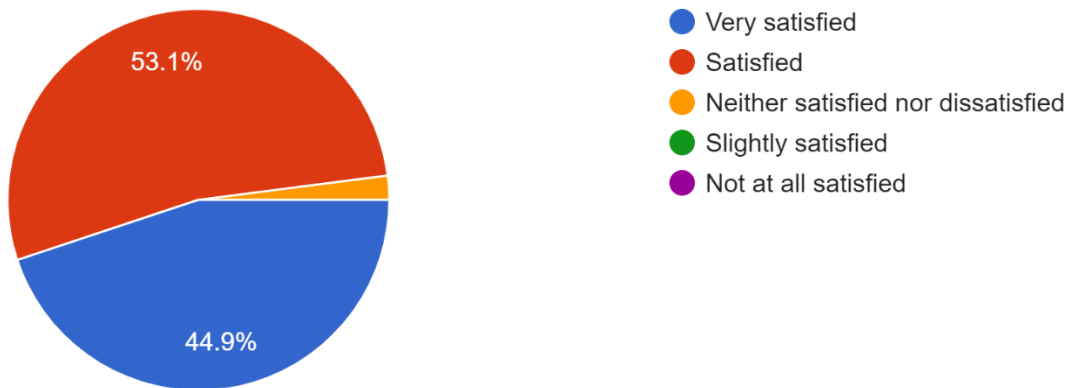
Some staff members shared that they would like more frequent meetings with the teaching staff and administration for communication.

INFRASTRUCTURAL DIMENSIONS/FACTORS

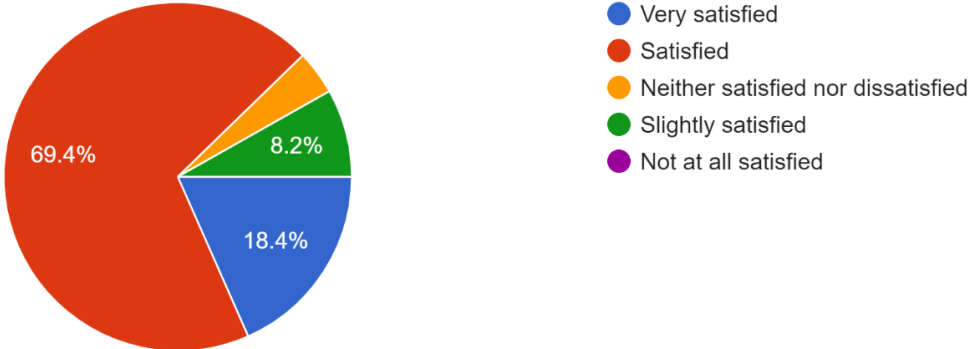
Inclusivity and Response of the College's Infrastructure Towards the Needs of different Stakeholders



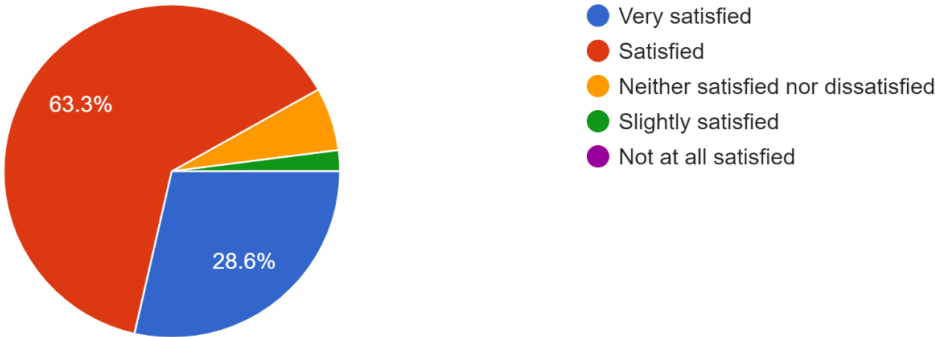
Safety of Institute for Students and Non-Teaching Staff



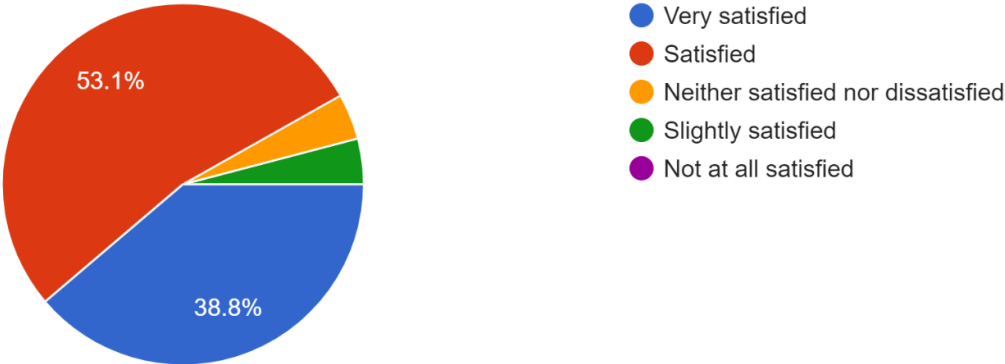
Hygiene and Cleanliness of the Classrooms and Basic Amenities



Accessibility, Lift and Fire Security Management



Overall Experience of Working in College

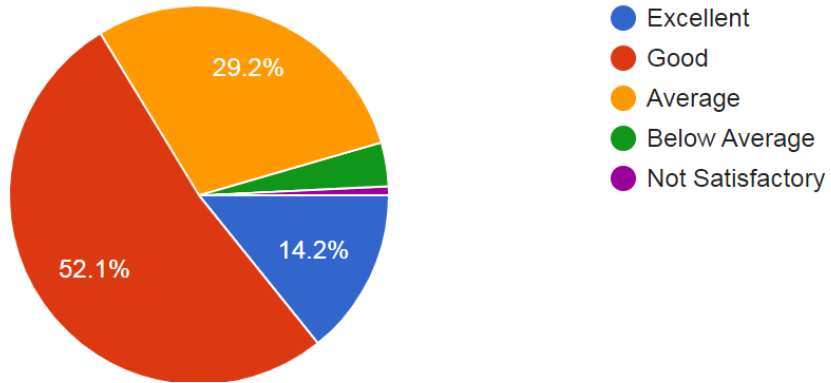


FEEDBACK FROM PARENTS

ANALYSIS OF FEEDBACK FROM PARENTS

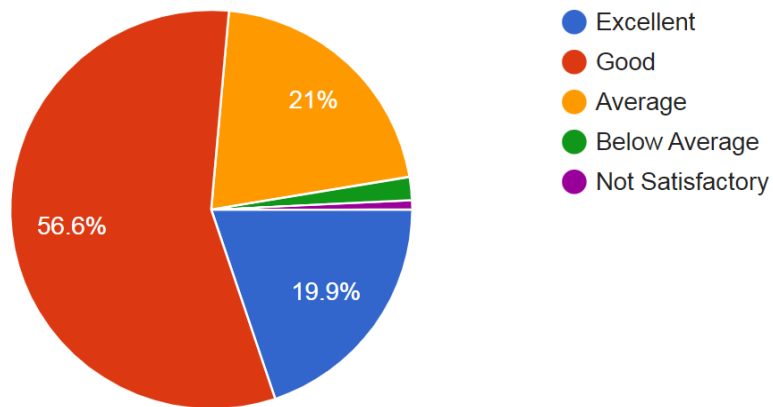
Infrastructure and Facilities Available at the Institute

(n= 267)



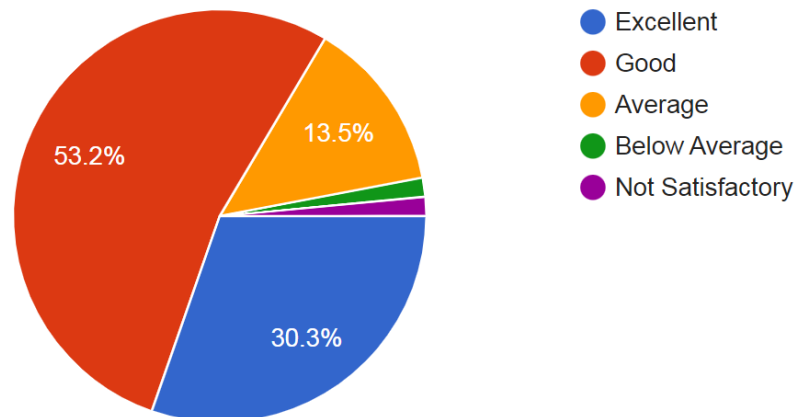
Is the Environment of the Institute Conducive for Overall Development of Students

(n= 267)



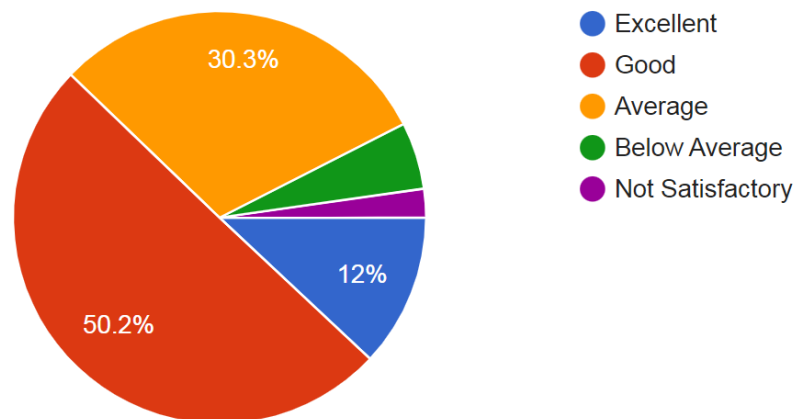
Did the Institute Share Adequate and Relevant Information about the Course

(n= 267)



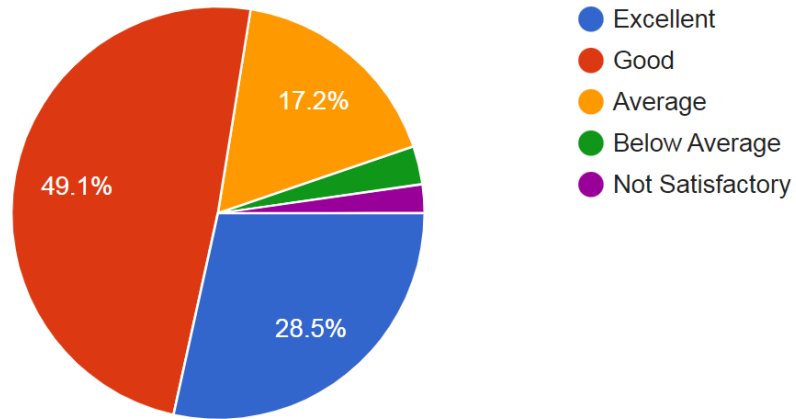
Extra-curricular Facilities and Opportunities for the Holistic Development of Students

(n= 267)



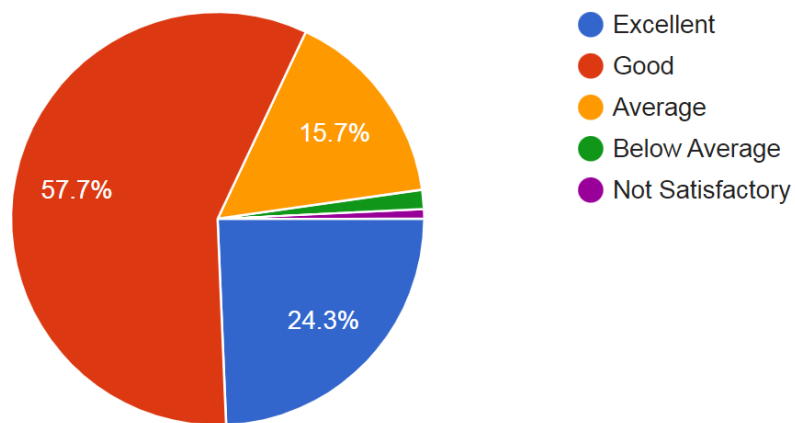
Approachability of College Staff

(n= 267)



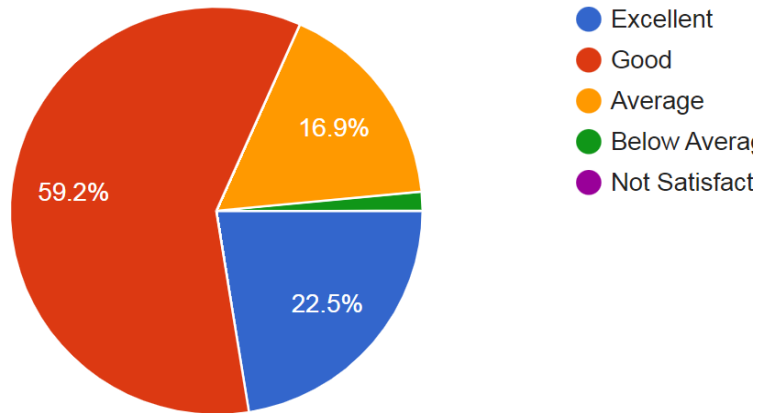
Satisfaction about Receiving Updates and Relevant Information from the Institute

(n= 267)



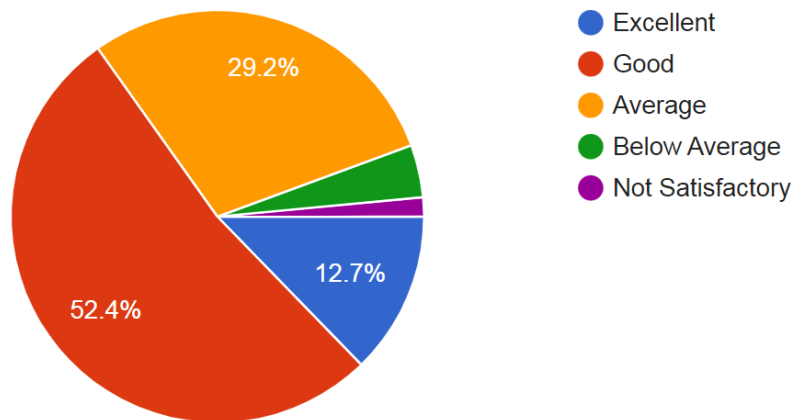
Perception of their ward's relationship with Faculty

(n= 267)



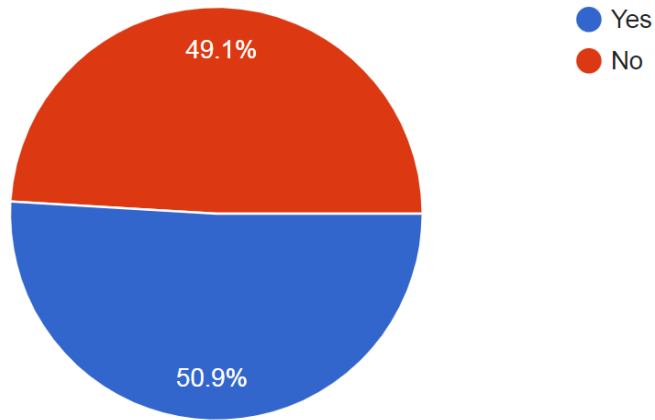
Perception of their ward's relationship with Non-Teaching Staff Members

(n= 267)



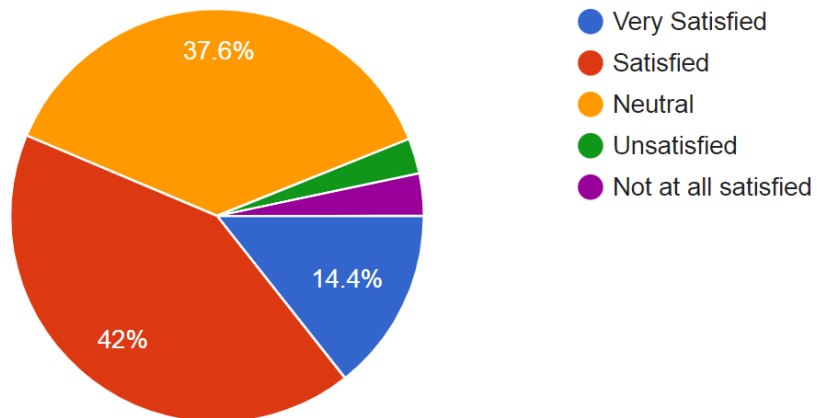
Whether they have interacted with College Administration on any occasion

(n= 267)



Satisfaction with Grievance Redressal by the college

(n= 267)



Findings

Most of the parents felt satisfied with infrastructure, facilities (66%) at the institute and 76.5% parents find the environment conducive for overall development of their wards. They felt satisfied with the curricular and extracurricular activities (62%) available in the Institute. 30% of the parents shared 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 felt satisfied (83%). A similar number of parents also felt satisfied with other information shared by the institute like timely updates, notices etc. Nearly half of the respondents (51%) had interacted with college administration at least once. 78% of the respondents felt that the staff at the college is approachable. 82% respondents felt that the relationship between the teaching faculty and their ward is either good or excellent. Nearly 98.6% of the parents felt 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 felt that the grievance redressal mechanism at the institute is satisfactory. A substantive number replied that they felt neutral about grievance redressal mechanisms at the college.

FEEDBACK FROM ALUMNI

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. These were 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 positions: Postdoctoral scholar at Weizmann Institute of Science, PhD student, Research Scholar, Consultants, Clinical researcher, FMCG- Scientist, Researcher- Real World Evidence. The research institutions were DIPAS DRDO, Weizmann Institute of Science, National Centre for Cell Science, National Centre for Cell Sciences, Journal of Visualized 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.

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 Centre of Excellence- Indira Gandhi stadium complex, sports authority of India, Directorate of Education, Confederation of Indian Industry, Central reserve Police Force

Non-Governmental Organisations: Social Development Sector, Development practitioner in the field of policy advocacy, migration & development. Some of these were: Chhanv Foundation, Aarogyia International Foundation, Khushi, Bihar Rural Livelihood Promotions Society (JEEViKA), Pratham educational foundation, Heifer International, ASER Centre-Pratham Education Foundation, Ladli Foundation Trust. These also included international organisations such as World Bank, George Institute for Global Health, KU Leuven (University in Belgium)

Medicine allied fields: Psycho-Oncologist, Nutritionist, Counsellor, Sports nutritionist, Diet Counsellor, Clinical dietician. A few of the institutions were 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.

Academics: Post graduate students of various disciplines, Assistant Professor, Associate Dean, Academic Governance, UPSC aspirant, Scientific Writing, Education management, Curriculum and Content developer. Some of these institutions were: Institute of Home Economics, Jamia Millia Islamia, Panjab University (PU), Tata Institute of Social Sciences, Maharshi 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 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 Centre, National Institute of Teacher Education (NIFTE), Manav Rachna International Institute of Research and Studies. These also included 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

In marketing, creative and technical fields in the Industry: The positions varied from (i) Marketing: Packaging technologist, Clinical Research industry, Workforce healthcare, Textile Merchandising, Merchandising, Garment Merchandiser, Fabric Sourcing, Quality Assurance in Lingerie, Senior technical analyst. (ii) **Creative fields:** Fashion designer, Creative Strategist, Training and Communication Design Executive, Graphic Designer, Motion Graphics artist and 2D animator. (iii) **Technical field:** Technical officer, International Taxation, Direct Tax & Audit, Patent attorney

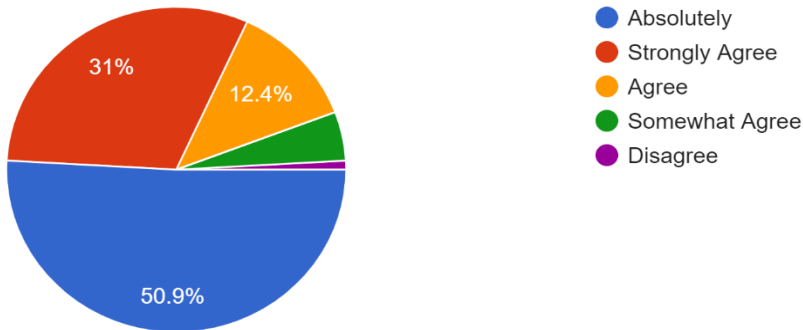
The organisations included Jaypore, Fabindia, Richmond Pharmacology, Anand and Anand, Maruti Trading Company, PepsiCo, Nestle, Amazon, Accenture, Proctor and Gamble, TATA Power, Sainsbury's Argos ltd, BIBA Apparels Pvt Ltd, Reckitt, IQVIA RDS India Pvt Ltd., Jaikumar Tejwani and Co. LLP, Compunnel healthcare, 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

Some alumni were working in start-ups or had set up a start-up. These included Mandala with sisters (Art profile), Taana Baana Creations, SowGood, Healthifyme.

A few were not employed at the time of filling the feedback form.

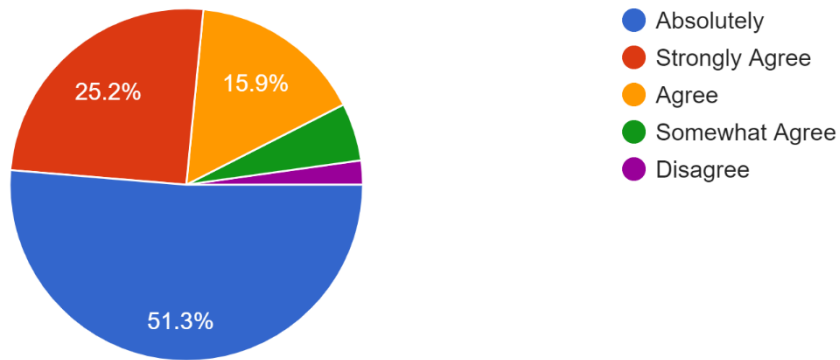
Education at IHE has helped you in acquiring knowledge, capacities and skills useful for life

(n=226)



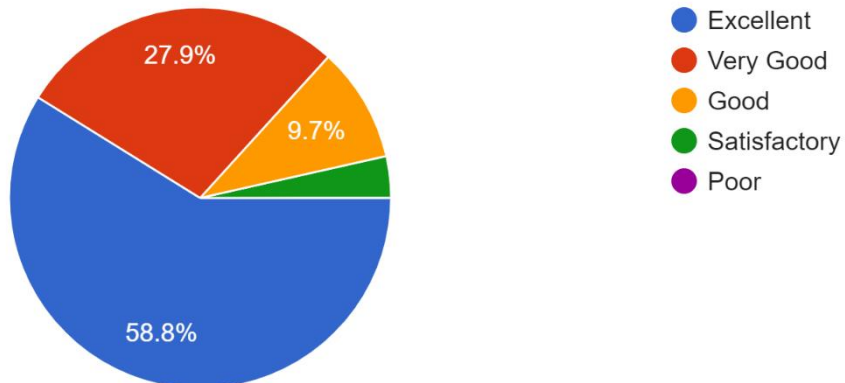
Education at IHE has helped shape your career

(n=226)



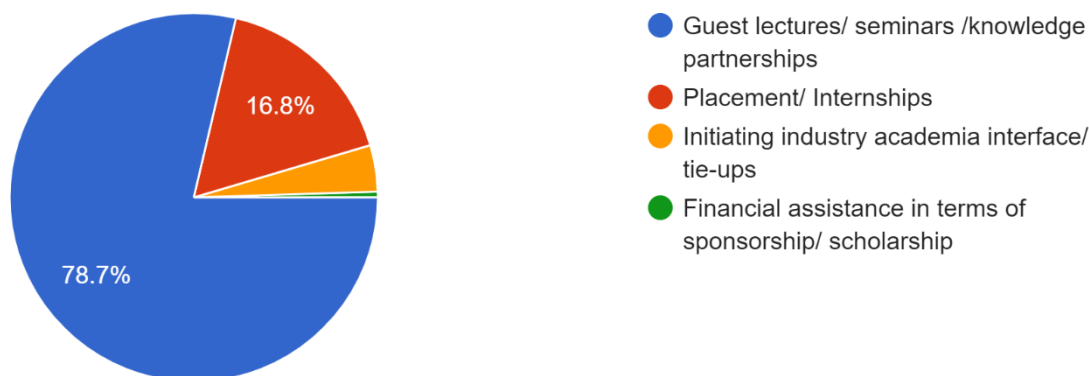
Overall Teaching-Learning Experience in College

(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 those 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 shared that they 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 digitalization of the college library.

Student support: Alumni (two responses) shared that counselling sessions, being responsive to student's mental health needs and hand holding during pandemic times must be ensured. One alumnus 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.”

FEEDBACK FROM EMPLOYERS

ANALYSIS OF THE EMPLOYER FEEDBACK FORM

A total of sixteen employers of alumni filled the feedback form.

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

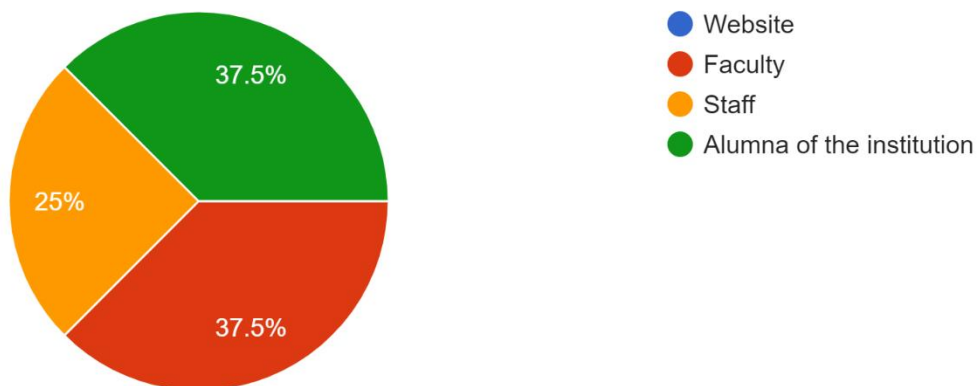
- (i) Managerial positions: CEO, District Project Manager, Supervisor, Assistant manager, Head of Fabric Sourcing,
- (ii) Research and teaching positions: Professor, Director (Labs), Chief Lab Manager, Faculty members, Principal, Senior Research Fellow, Professor and Dean
- (iii) Non-governmental organisations: 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 organisations 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 organisations: ASER Centre, Pratham Education Foundation

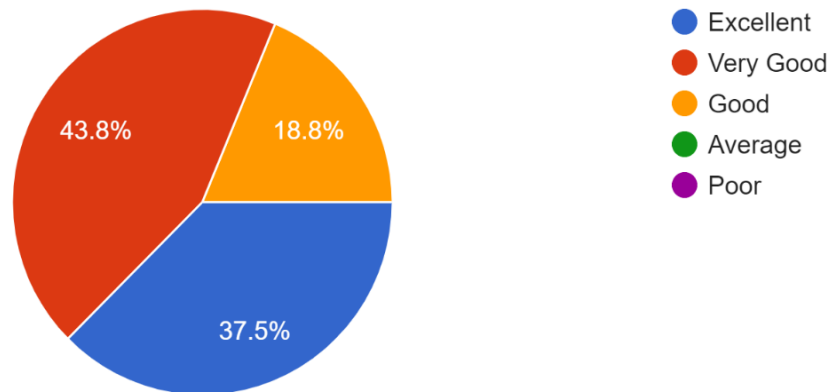
Who approached you to fill the feedback form

(n=16)



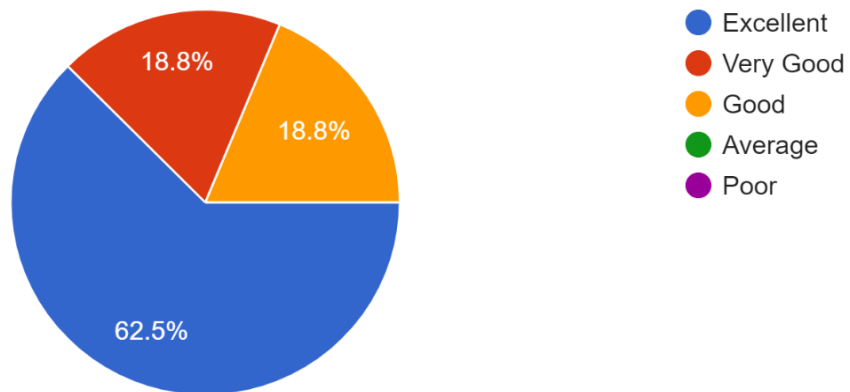
Planning and Organisational Skills of the IHE alumnus employee

(n=16)



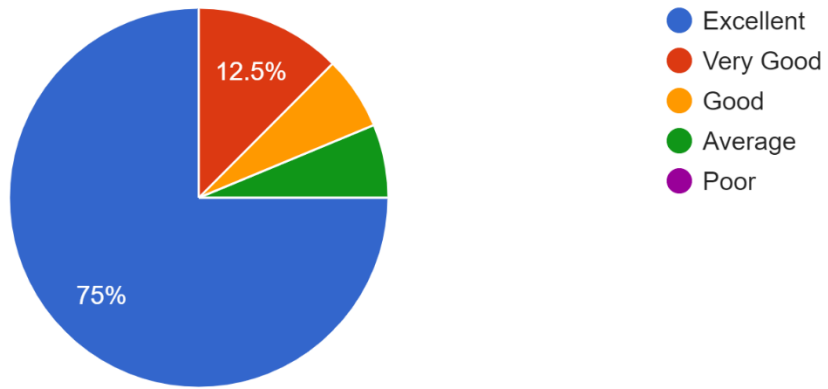
Communication Skills and Soft Skills of the IHE alumnus employee

(n=16)



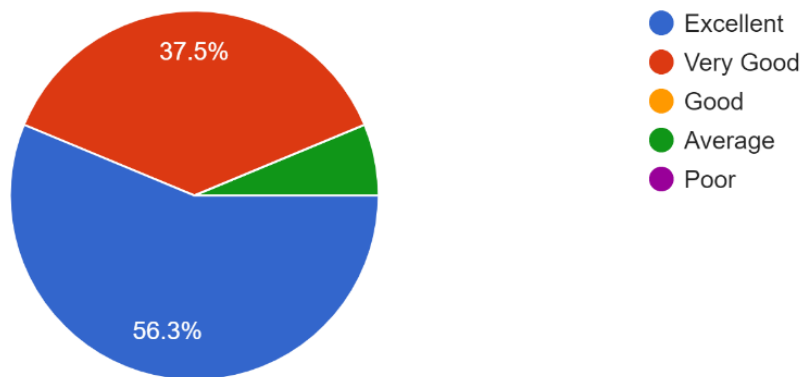
Willingness to work of the IHE alumnus employee

(n=16)



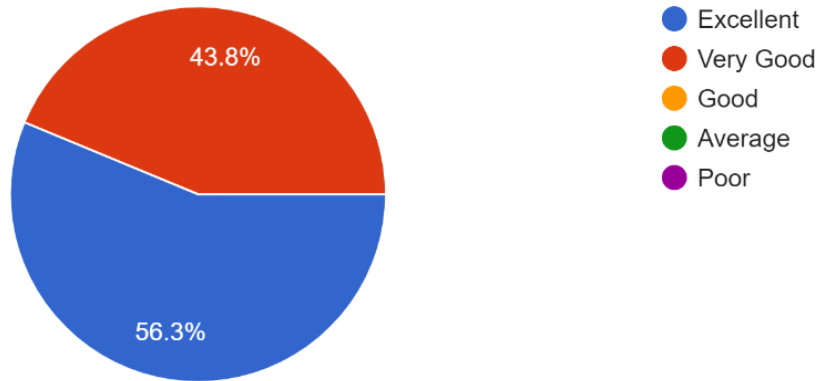
Relationship with seniors (of the IHE alumnus employee)

(n=16)



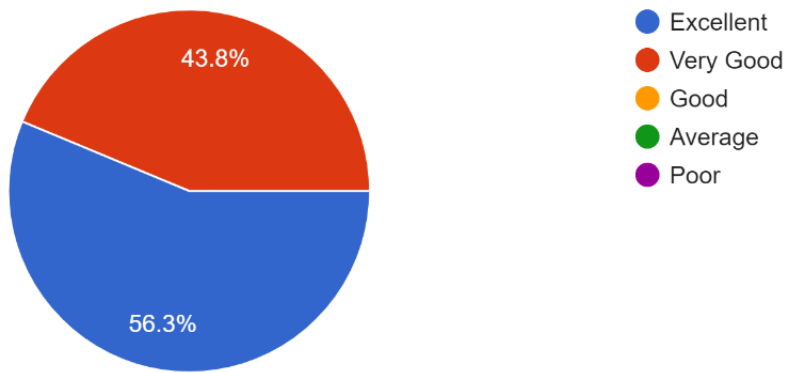
Relationship of the IHE alumnus employee with her peers

(n=16)



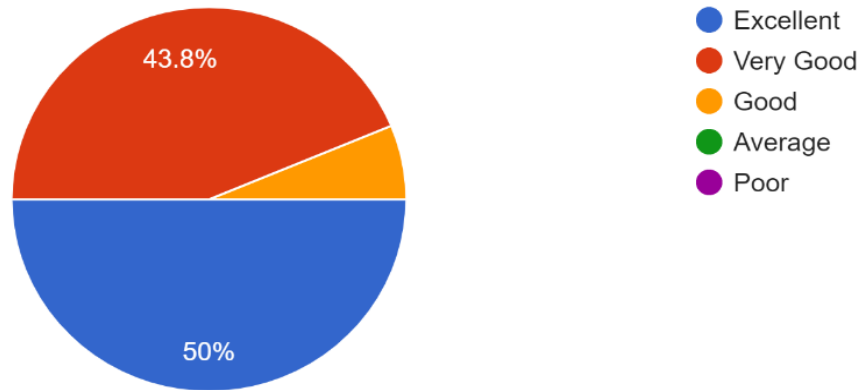
Relationship of the IHE alumnus employee with her subordinates

(n=16)



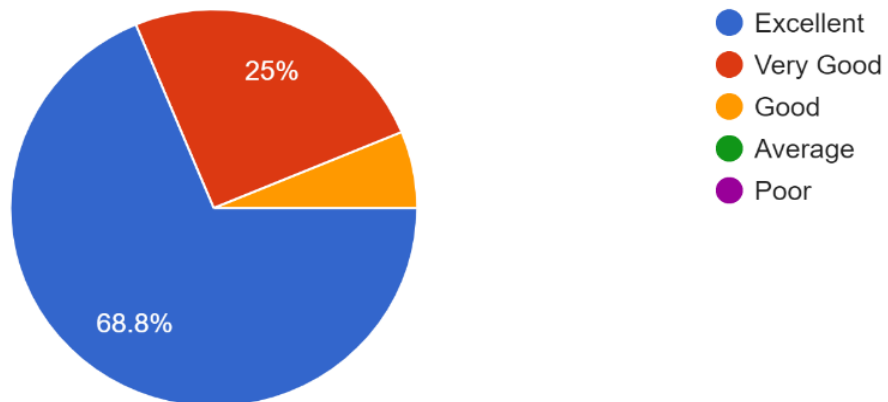
Leadership and Initiative of the IHE alumnus employee

(n=16)



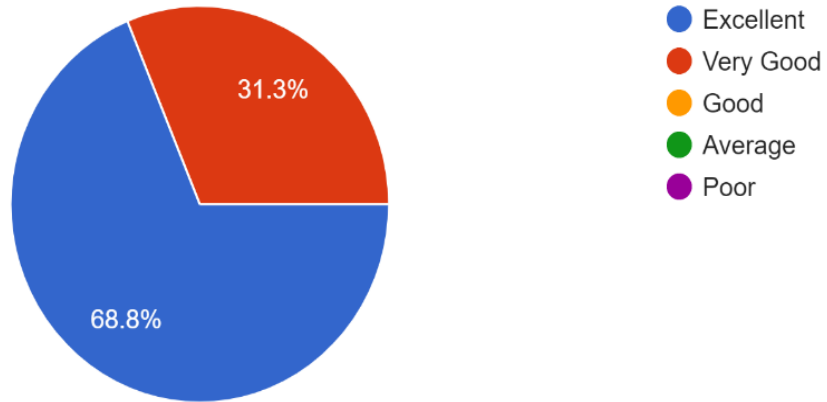
Openness of the IHE alumnus employee to learn and adapt to new ideas

(n=16)



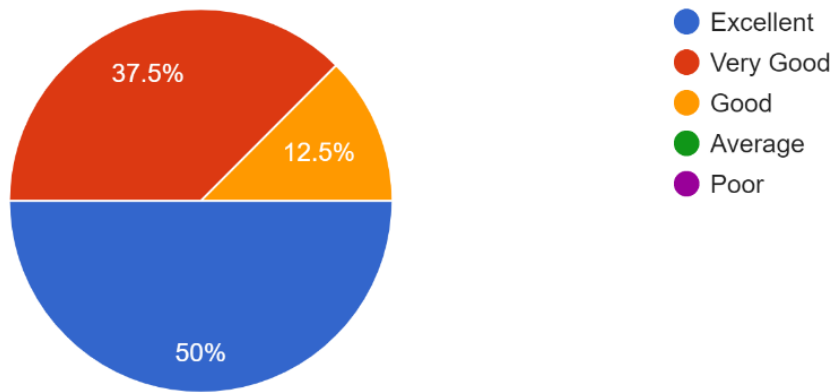
Team Spirit of the alumnus employee

(n=16)



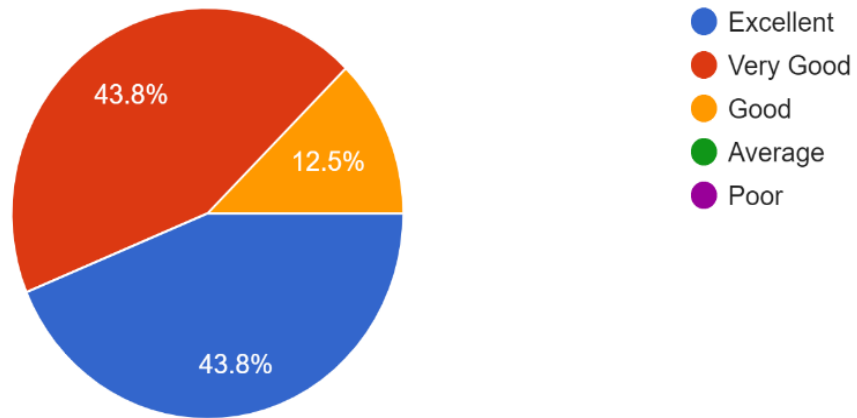
Problem Solving Abilities of the alumnus employee

(n=16)



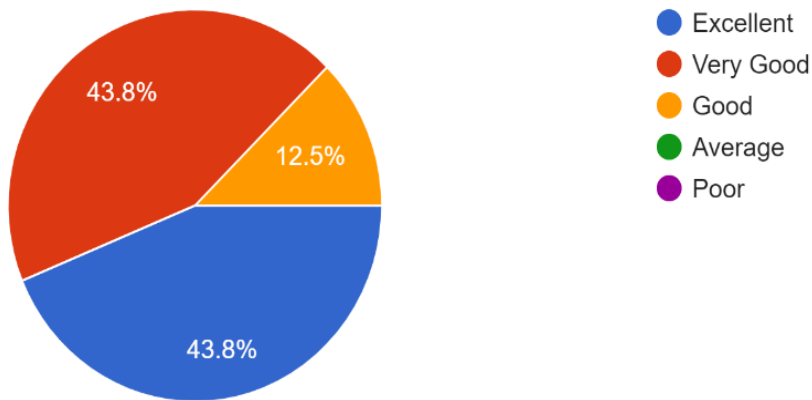
Innovativeness and Creativity of the IHE alumnus employee

(n=16)



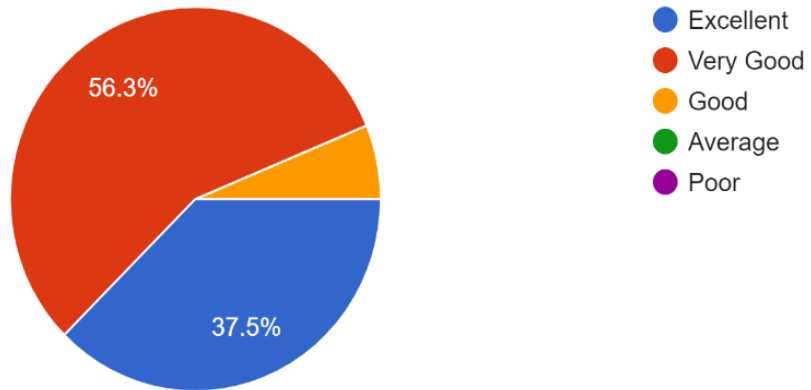
Involvement in Socio-Cultural ethos of the workplace

(n=16)



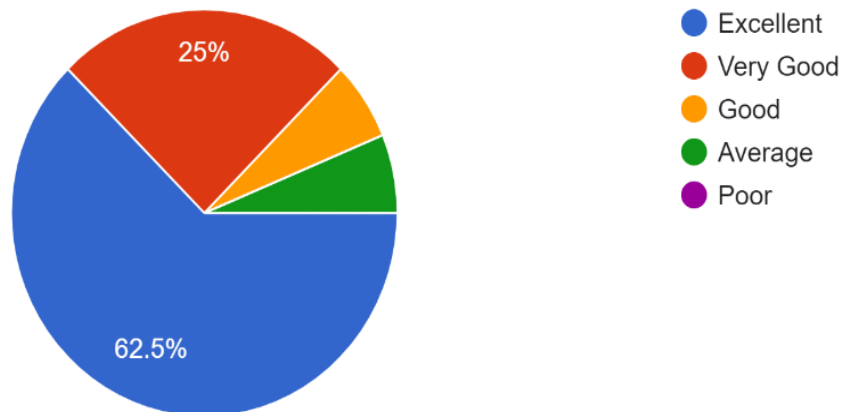
Technical Knowledge and Skills of the IHE alumnus employee

(n=16)



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

(n=16)



Suggestions for college:

The employers shared that the alumni employed in their organisation 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 organisation 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.



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