

GOVERNMENT MEERA GIRLS COLLEGE, UDAIPUR

INTERNAL QUALITY ASSURANCE CELL

STUDENT FEEDBACK REPORT 2022-23

The Internal Quality Assurance Cell of Government Meera Girls college, Udaipur conducted the annual feedback survey on regular students of the college as the main stakeholder for the session 2022-23. The survey was conducted online to which 195 students have responded. Of the total number of respondents, 48 students (24.61%) are from the post-graduate classes while 147 (75.38%) are from the Under-graduate classes across the three streams-Arts, Science and Commerce. The survey aimed to explore a wide array of dimensions pertaining to students academic experiences, preferences, and perceptions. Through a systematic examination of responses to a diverse set of questions, this report reveals the various facets of the educational environment at Government Meera Girls College, Udaipur.

The key themes investigated include the reasons underlying course selection, levels of satisfaction with the curriculum, perceptions of career relevance, receptivity to curriculum changes, preferences for additional courses, interest in self-employment, evaluations of assessment systems, and perceptions of the overall learning and campus environment.

The findings reveal a tapestry of student experiences and viewpoints, showcasing both areas of satisfaction and opportunities for improvement. While many students' express contentment with the curriculum and perceive it as beneficial for their future endeavors, identified concerns around evaluation methodologies and infrastructure underscore avenues for enhancement and refinement. The response of the students can be analyzed as under:

- The table 1 below shows that a majority of the students took admission in the subjects of their choice owing to a personal interest in the concerned subject (56.92% of total responses) or because of the possibilities of lucrative career prospects (37.94%) with only a few students (5.12% of total respondents) opting for subjects on parental advice. A majority of the students (both UG & PG) are completely satisfied with their course and they believe that the course chosen by them has lucrative career prospects. Only, a meagre percentage of students dissatisfied and thus repenting their decision. That the students are contended with the courses they are pursuing, is also evident from the fact they do not desire any change in the present curriculum.

Table No.1
Factors in subject choice

REASON	UNDER-GRADUATE	POST-GRADUATE	TOTAL
परिवार वालों के कहने पर	0	10 (6.80%)	10 (5.12%)
विषय में करियर की संभावनाओं को देखकर	22 (45.83%)	52 (35.37%)	74 (37.94)
स्वयं की पसंद से	26 (54.16%)	85(57.82%)	111(56.92%)
TOTAL	48	147	195

- The second question inquires about the students' satisfaction with the course curriculum. A majority of 165 students (47 PG and 118 UG) were fully satisfied, while 28 students (1 PG and 27 UG) were partially satisfied, and only 2 UG students were dissatisfied. The third question asks if the chosen course helps in career choice from the students' perspective. The data shows an overwhelming majority of 190 students (48 PG and 142 UG) believed that the course helps in career choice, while only 5 UG students did not think so.
- The next question asks if the students want any changes in the curriculum. Most students (148, including 41 PG and 107 UG) did not want any changes, while 47 students (7 PG and 40 UG) wanted changes. The next question inquires about the add-on courses students would prefer with their current course. The most popular choices were self-employment related courses (58 students, 15 PG and 43 UG), followed by computer and IT courses (55 students, 6 PG and 49 UG). This is evident from the tables below:

Table No: 2a
Desired changes in present curriculum

VIEWPOINT	UNDER-GRADUATE	POST-GRADUATE	TOTAL
YES	41	107	148
NO	7	40	47
TOTAL	48	147	195

- If given an opportunity for self-employment, the most preferred area was fashion and textile industry (59 students, 15 PG and 44 UG), followed by 'other' areas (93 students, 23 PG and 70 UG). On being asked whether the chosen course helps in career choice, the data shows an overwhelming majority of 192 students (48 PG and 144 UG) believed that the course helps in career choice, while only 1 UG student did not think so, and 2 students (0 PG and 2 UG) did not respond to question no. 8.
- The next question asks about the students' perspective on the evaluation system for college examinations. Most students (162, including 38 PG and 124 UG) found it appropriate, 22 students (7 PG and 15 UG) found it partially suitable, 6 students (3 PG and 3 UG) found it completely unsuitable, and 3 UG students found it inappropriate. The next question inquires if the college examination system helps in preparation for competitive examinations from the students' perspective. A majority of 169 students (42 PG and 127 UG) believed that it does help, while 25 students (6 PG and 19 UG) did not think so, and 1 UG student did not respond.
- The next question asks what the students enjoy the most apart from studying in college. The most popular choice was cultural activities (107 students, 30 PG and 77 UG), followed by sports-related activities (48 students, 12 PG and 36 UG). To the next question, a majority of 121 students (30 PG and 91 UG) say that they were inspired by their teachers, followed by 43 students (11 PG and 32 UG) who were inspired by the college itself. Answering whether they visit the library regularly, a

majority of 135 students (30 PG and 105 UG) said 'yes,' 42 students (18 PG and 24 UG) said they visit regularly, 12 UG students said they visit sometimes, and 3 UG students said they never visit the library.

- Answering the question regarding learning moral values from their teachers, most students (160, including 41 PG and 119 UG) responded affirmatively, while 25 students (6 PG and 19 UG) said 'sometimes,' 8 students (1 PG and 7 UG) said 'no,' and 2 UG students did not respond.
- About the learning and studying environment in the college, most students (108, including 32 PG and 76 UG) found it conducive 'sometimes,' 54 students (13 PG and 41 UG) found it conducive, and 32 students (3 PG and 29 UG) did not find it conducive. The majority of 152 students (38 PG and 114 UG) found it favorable and excellent, while 29 students (5 PG and 24 UG) found it unfavorable as only theoretical knowledge is imparted, and 13 students (5 PG and 8 UG) found it unfavorable as only co-curricular activities are emphasized.
- The next question asks if the students would be interested in taking admission in any other new course at their college. Most students (156, including 42 PG and 114 UG) showed interest, while 35 students (5 PG and 30 UG) did not, and 4 students (1 PG and 3 UG) did not respond. About the motivating factor for higher studies, a majority of 104 students (27 PG and 77 UG) were motivated by personality development, while 87 students (21 PG and 66 UG) were motivated by job prospects. The next question asks if the students regularly receive information about new job opportunities from their teachers. Most students (140, including 35 PG and 105 UG) responded affirmatively, while 36 students (10 PG and 26 UG) said 'sometimes,' 16 students (2 PG and 14 UG) said 'no,' and 3 students (1 PG and 2 UG) did not respond.
- The next question inquires about the language preference of the students for teaching work in college. The majority of 161 students (37 PG and 124 UG) preferred Hindi, while 32 students (10 PG and 22 UG) preferred English. It was asked if the students find it easy to understand the subjects in the language of instruction in college. Most students (165, including 43 PG and 122 UG) found it easy to understand, while 25 students (3 PG and 22 UG) found it difficult to understand, and 3 students (1 PG and 2 UG) could not understand at all.
- The next question asks about the accommodation preference of the students if they are not originally from Udaipur city. The most popular choice was a rented house (82 students, including 26 PG and 56 UG), followed by hostel (73 students, including 9 PG and 64 UG). The next question inquires if the students' families originally resided in Udaipur city. The majority of 107 students (23 PG and 84 UG) said 'yes,' while 85 students (24 PG and 61 UG) said 'no.' The next question inquires about the monthly expenditure of the students if they are staying in a rented house or hostel. The most common expenditure range was up to ₹3000 (76 students, including 10 PG and 66 UG), followed by ₹3000 to ₹5000 (57 students, including 16 PG and 41 UG).
- The next question for day scholars asks about the time taken by them to reach college for studies. The majority of 110 students (24 PG and 86 UG) took half an hour, followed by 48 students (10 PG and 38 UG) who took one hour, and 34 students (13 PG and 21 UG) who took less than one hour. Thereafter, they were asked about the mode of transportation used by them to reach college. The majority of 85 students (23 PG and 62 UG) used a tempo, followed by 54 students (13 PG and 41 UG) who

used a bus, 28 students (3 PG and 25 UG) walked, and 26 students (8 PG and 18 UG) used their own vehicle. The next question inquires about the daily expenditure of students on transportation to reach college. The most common expenditure range was ₹10 to ₹50 (92 students, including 18 PG and 74 UG), followed by ₹50 to ₹100 (54 students, including 13 PG and 41 UG), and ₹10 (19 students, including 6 PG and 13 UG).

- The next question asks about the students' perception of their college in terms of overall development. The majority of 122 students (38 PG and 84 UG) rated it as excellent, while 70 students (9 PG and 61 UG) rated it as average. Answering whether they were satisfied with the basic facilities provided by the college, most students (162, including 42 PG and 120 UG) responded affirmatively, while 30 students (5 PG and 25 UG) said 'no.' The next question asks about the students' rating of the library facility in the college. The majority of 101 students (29 PG and 72 UG) rated it as excellent, followed by 50 students (8 PG and 42 UG) who rated it as average, and 24 students (4 PG and 20 UG) who suggested improvements. The next question inquires about the students' rating of the sports facility in the college. The majority of 88 students (22 PG and 66 UG) rated it as average, followed by 44 students (11 PG and 33 UG) who rated it as excellent, and 32 students (6 PG and 26 UG) who suggested improvements. The next question asks about the students' rating of the IT center (computer facility) in the college. The majority of 74 students (19 PG and 55 UG) rated it as average, followed by 65 students (20 PG and 45 UG) who rated it as excellent, and 28 students (6 PG and 22 UG) who suggested improvements. The next question inquires about the students' rating of the classroom facilities in the college. The majority of 67 students (14 PG and 53 UG) rated it as average, followed by 66 students (22 PG and 44 UG) who rated it as excellent, and 37 students (3 PG and 34 UG) who suggested improvements.
- The students were asked whether they receive any scholarship from the college. The majority of 99 students (30 PG and 69 UG) did not receive any scholarship, while 91 students (17 PG and 74 UG) received a scholarship. The students were asked to prioritise their expenditure on receiving a scholarship (on a scale of 1 to 5, where 1 is the highest priority). For the highest priority (1), the majority of 157 students (41 PG and 116 UG) did not receive a scholarship. Next, they were asked about the second priority of expenditure for the students receiving a scholarship. The majority of 147 students (37 PG and 110 UG) did not receive a scholarship, while 21 students (4 PG and 17 UG) spent it on fee payments. Next about the third priority of expenditure for the students receiving a scholarship. The majority of 120 students (29 PG and 91 UG) did not receive a scholarship, while 30 students (5 PG and 25 UG) spent it on accommodation expenses. Next, about the fourth priority of expenditure for the students receiving a scholarship. The majority of 121 students (29 PG and 92 UG) did not receive a scholarship, while 28 students (5 PG and 23 UG) spent it on phone recharges. Finally, about the fifth priority of expenditure for the students receiving a scholarship. The majority of 122 students (32 PG and 90 UG) rated this as the lowest priority (1), while 33 students (10 PG and 23 UG) rated it as the fourth priority for expenditure on clothes and entertainment.

OVERALL ANALYSIS

Strengths:

- The college seems to offer courses that align with students' interests and career prospects, as evident from the high satisfaction levels reported in questions 2, 3, and 4.
- The examination system is perceived as appropriate and helpful for competitive exam preparation by a majority of students (questions 9 and 10).
- The college environment fosters inspiration from teachers and the institution itself (Questions 11 and 12), which can positively impact student motivation and learning.
- The college provides opportunities for personality development, which is a key motivator for higher studies among students (Question 18).
- The language of instruction (predominantly Hindi) is well-suited for most students' comprehension (Questions 20 and 21).

Shortcomings:

- While most students did not want curricular changes, a significant minority (47 out of 195) desired modifications (Variable 5), suggesting room for improvement.
- The learning and studying environment was perceived as conducive only 'sometimes' by a majority (Question 15), indicating potential areas for enhancement.
- Facilities like the sports ground, IT center, and classrooms received 'average' ratings from a considerable number of students (Questions 31, 32, and 33), suggesting scope for upgrades.
- A large proportion of students (99 out of 195) did not receive any scholarship (Question 34), which could be a concern for those facing financial constraints.

Suggestions:

- Conduct periodic curriculum reviews and incorporate student feedback to ensure relevance and alignment with evolving needs.
- Evaluate and improve the learning and studying environment, considering factors like infrastructure, resources, and overall ambiance.
- Prioritize the maintenance and upgradation of facilities like the sports ground, IT center, and classrooms based on student feedback.
- Explore options to expand scholarship opportunities or introduce financial assistance programs to support students in need.

- Encourage open dialogue between students, faculty, and administration to identify and address emerging concerns or areas for improvement.

Conclusion:

In conclusion, the analysis highlights several strengths and areas for improvement within the college's academic and infrastructural framework. The alignment of courses with students' interests and career prospects, coupled with high satisfaction levels, reflects the college's effectiveness in meeting educational needs. Moreover, the perceived appropriateness of the examination system and the inspirational environment fostered by teachers contribute positively to student motivation and learning outcomes. The emphasis on personality development and the suitability of the language of instruction further enhance the overall learning experience. However, there are notable shortcomings, including the desire for curricular changes among a minority of students, inconsistent perceptions of the learning environment, and the need for upgrades in facilities such as sports grounds and IT centers. Additionally, the lack of scholarship opportunities for a significant portion of students raises concerns about financial accessibility. To address these issues, it is recommended to conduct regular curriculum reviews, enhance the learning environment, prioritize facility maintenance and upgrades, expand scholarship opportunities, and promote transparent communication channels for ongoing improvement efforts. By implementing these suggestions, the college can better cater to the diverse needs of its student body and foster a more enriching educational experience.


Coordinator
Internal Quality Assurance Cell (IQAC)
Government Meera Girls College, Udaipur

GOVERNMENT MEERA GIRLS COLLEGE, UDAIPUR(RAJ)
INTERNAL QUALITY ASSURANCE CELL
FACULTY FEEDBACK REPORT

The Internal Quality Assurance Cell of Government Meera Girls college, Udaipur conducted the annual feedback survey on the teaching faculty of the college for the session 2022-23. The survey was conducted online to which 31 teachers have responded. The feedback response of the teachers has been compiled as under:

- **Profile of the Respondents:** Of the total number of respondents, 77.4% are Associate Professors while the remaining 22.6% of the teachers are Assistant Professors. As is evident from figure 2 below, 58.1% of the respondents belong to the Arts faculty, 38.7% belong to the Science stream, while 3.2% of the respondents are from the Commerce faculty.



Fig 1: Respondent Profile: Designation

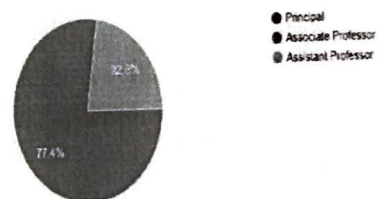


Fig 2: Respondent Profile: discipline

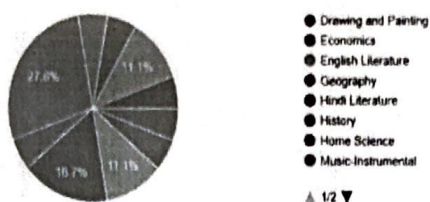


Fig 3.a :Respondent Profile- Arts Stream Stream



Fig 3.b: Respondent Profile- Science

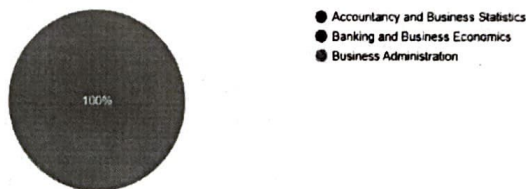


Fig 3.c Rerspondent Profile-Commerce Stream

The figures 3a, 3b & 3c indicate the department of the teaching faculty. From the Arts faculty, the teacher respondents belong to various departments namely Drawing & Painting (5.6%), Economics(5.6%), English Literature(11.1%), Geography(16.7%), Hindi Literature(5.6%), History(5.6%), Home Science(27.8%) and Music-Instrumental(5.6%), Sociology(5.6%) and Sanskrit Literature(11.1%). From the Science faculty, the teacher respondents belong to different departments such as, Chemistry(16.7%), Computer Science(16.7%), Mathematics(8.3%), Physics(8.3%), Zoology(16.7%) and Botany(33.3%).From the Commerce stream all the respondents belong to the Accountancy and Business Statistics.

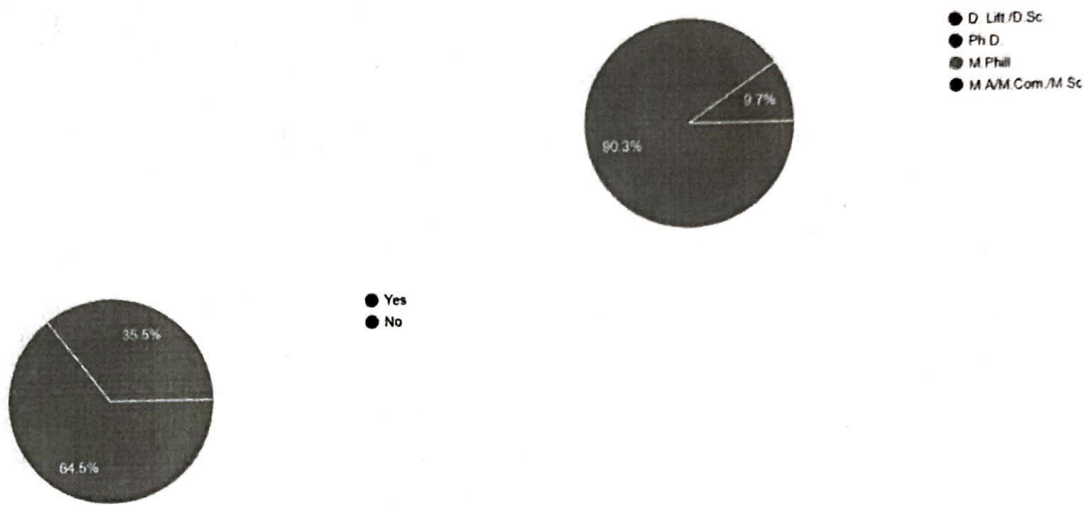


Fig.4.a: Highest Qualification Supervisors

Fig 4.b: Registered Ph.D

As is evident from the figure 4.a above, 90.3 % of the teacher respondents have obtained their doctoral degree while 9.7% of them have completed their post-graduation. About 64.5% of the teacher respondents are registered as Ph.D supervisors in the affiliating university while 35.5% are not. 22 out of 31 (70.96 %) teachers have been in the profession of teaching before the year 2000 with a teaching experience of 22 years or more.

The respondents view that a good teacher should well-read in their subject of expertise with an urge to remain updated about the latest development in their subject. In other words their lectures should be content-rich. This apart, they have to inculcate the skills of effective communication with their students, deliver their services with dedication while maintaining cordial relations with their students.

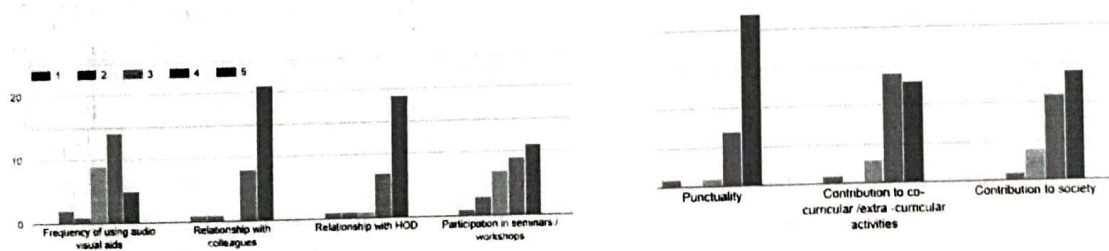


Fig 5: Self-Rating of teachers across different parameters

As suggested by the pictorial representation as above, the respondents maintain cordial relationships with their colleagues and more so with their heads of department. Also, it can be deciphered that the teachers use audio-visual aids in teaching and value 'punctuality' in their daily life. The respondents enrich and updates themselves through participation in seminars and conferences. Through their services, the teachers believe that they contribute positively to promote co-curricular and extra-curricular activities; they also state that they make positive contribution to the society through their efforts.



Fig. 6: Self-rating on free-time activities in college

As suggested by the pictorial data as above, most of the teachers prepare for the next lecture of discuss academic matters with their colleagues or complete their work of different committees during their free hours in the college. They seldom visit the library or engage in chat/gossip. The respondents appear happy with the college administration and never criticize it.

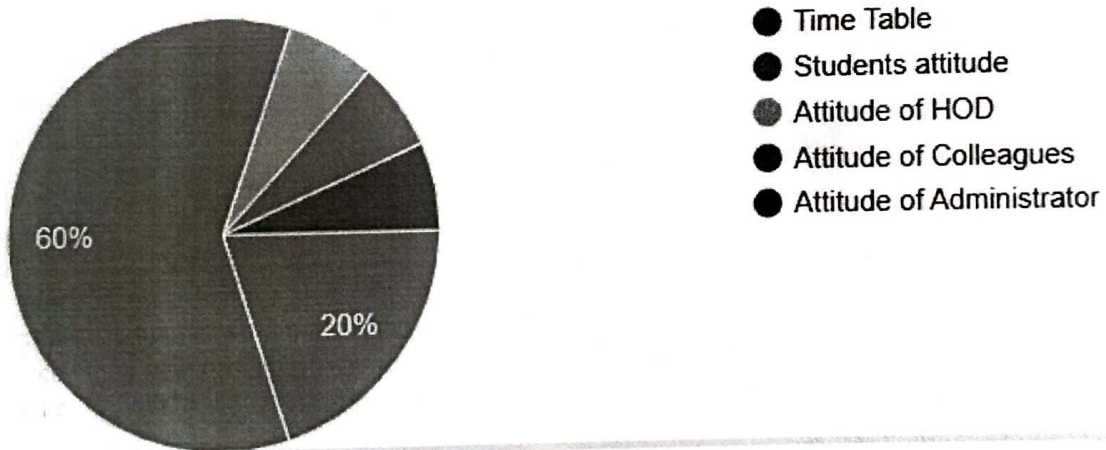


Fig.7 Disturbing factors

As is clear from the figure above, the respondents appear disturbed about the attitude of the students (60%) or with the allocated time-table (20%). Other small difficulties faced by the respondents are the attitude of the HOD, the attitude of their colleagues or with that of the administrator.

How often do you provide reading material /notes to your students (if they need or request)
 31 responses



Do you integrate value education in your teaching?
 30 responses



Fig 8: Student care

Fig 9: value education

The figure 8 suggests that the teachers provide note/ reading material to their students (100% responses) and inculcate value education in their teaching (100% responses).

The respondents have suggested certain changes in the present curriculum like inclusion of choice-based courses and making them job-oriented. The evaluation could become more objective while incorporating research methodology as a course at PG and UG levels.

Mention areas of contribution for the development of the college (apart from your duties as a teacher) Tick the appropriate option.

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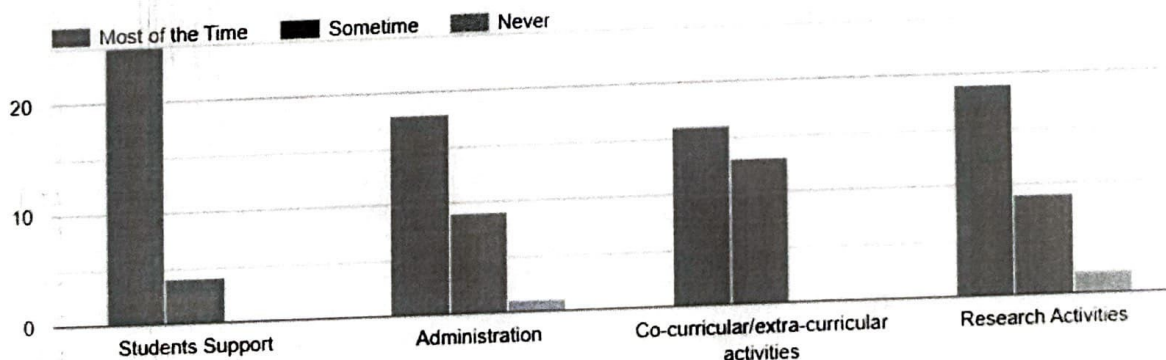


Fig 10: contribution to the college

As is suggested by the figure above the respondents contribute for the development of the college by supporting student activities, co-curricular or extra-curricular activities or in research. They also assist the administration in developing the institution.

Which new practice (choose only one) you would like to introduce as a regular feature in your department? Copy

31 responses

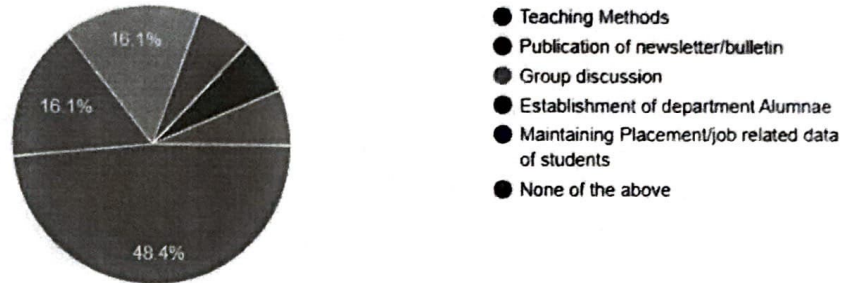


Fig 11: New Departmental Practices

When your HOD asks you to prepare a proposal in a proforma, your response is : Copy

28 responses

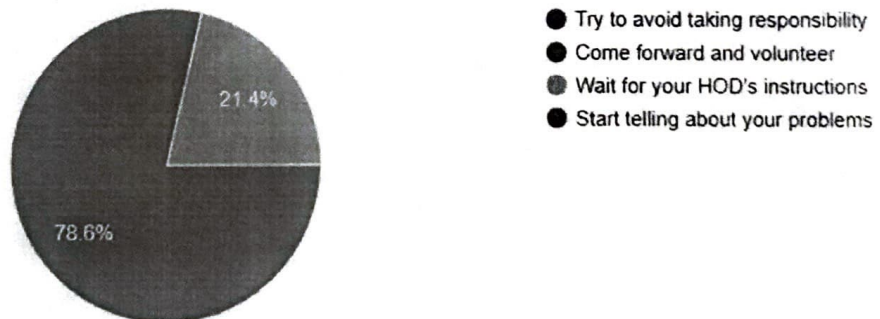


Fig 12: Response to Proposal-making

The respondents appear eager and volunteer to prepare proposal for implementation in their department (78.6%) as the graph above suggests. Only 21.4% of the respondents seem to wait for specific instruction for the Head of department.

Which is the biggest obstacle in promoting the quality of education in the college?

28 responses

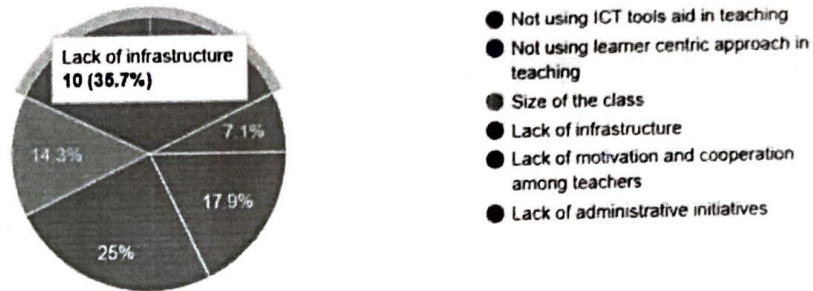


Fig 13: Obstacles in promoting quality education

The respondents believe that the biggest obstacle in promoting quality education in the college would be a lack of infrastructure (35.7% responses).

Research facilities in the college:

30 responses

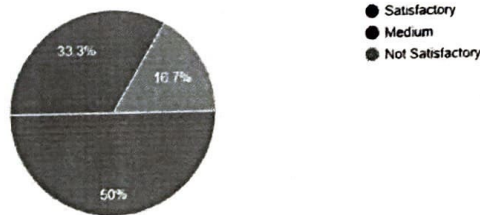


Fig 14: satisfaction level about research facilities

The respondents are satisfied with the research facilities in the college while 16.7 % of the respondents are not satisfied.

Are you acquainted with RSR /Rights provided by the government to you?

29 responses



Fig 15a: Acquaintance with rights

How far updating of records is done?

31 responses

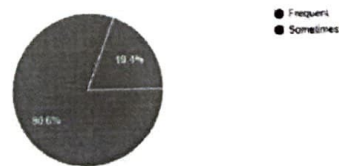


Fig 15b: Up-dation of records

As is obvious from the figures above, the respondents (55.2%) are well-acquainted with the conditions of service and their rights and frequently ensure the up-dation of their service records (80.6%). About 44.8% of them are not so aware of the service entitlements.

[Signature]
 Coordinator
 Internal Quality Assurance Cell (IQAC)
 Government Meera Girls College, Udaipur

GOVERNMENT MEERA GIRLS COLLEGE, UDAIPUR (RAJ) ALUMNI FEEDBACK REPORT 2022-23

This report presents the findings of an alumni survey conducted at Government Meera Girls College, Udaipur, for the academic session 2022-23. The survey encompassed 40 alumni respondents, primarily comprising individuals employed in various sectors. The majority expressed pride in their alma mater and recognized the relevance of their education to their current professions, citing reasons such as the college's reputation, quality education, and moral values instilled. Additionally, respondents positively evaluated the college's activities for student development and its teaching and learning experiences. However, varying ratings were provided for facilities like laboratories, library, hostel, and computer lab, suggesting areas for improvement. Despite mixed reviews, there was a strong inclination among alumni to contribute to the college's development, whether through service, monetary donations, or other means. Overall, alumni recommended the college to others, with many highlighting memorable experiences from their time at the institution. Qualitative analysis revealed diverse suggestions for infrastructure development, academic enhancements, administrative improvements, alumni engagement, student discipline, and resource mobilization, emphasizing a collective effort toward the college's progress.

Detailed Report

The 40 alumni respondents who filled out the survey. Total 34 respondents are in job. The majority of respondents are employed as teachers, professors or in other government jobs. Only 1 is a housewife, 2 are retired, and 3 have other occupations.

The respondents completed a variety of programs from Government Meera Girls College – 18 completed their graduate degree while rest others (22) completed undergraduate degree. The year of completion ranged from 1973 to 2022, indicating alumni who graduated across five decades participated in the survey.

An overwhelming 40 out of 40 respondents answered 'Yes', saying they feel proud to be an alumna of this college. 26 respondents provided reasons like the college's reputation, quality education, good teachers, disciplined environment, and moral value inculcation. 14 did not give any reasons.

For this, 39 respondents said 'Yes' that the knowledge gained is relevant to their current job, and 1 did not answer.

Again, a majority of 39 said 'Yes', indicating the college education helped instil moral values in them. 1 did not answer this question.

In response to their thoughts about the various activities organised by the college for the all-round development of students, 29 rated these activities as 'Very Good', 9 rated them as 'Good', while 1 did not provide a rating and one has not answered the question.

The teaching and learning experience received excellent ratings, with 29 rating it 'Very Good' and 09 rating it 'Good'. Only 1 rated it 'Average'.

Ratings for facilities like Laboratory and equipments, Library, Hostel, Computer lab: For laboratories and equipment, 13 rated 'Very Good', 23 'Good', and 2 'Average'. For library, 22 rated 'Very Good', 16 'Good', and 1 'Average', rest has not answered this. Hostel received mixed ratings - 17 'Very Good', 16 'Good', 2 'Average', and 1 'Poor'. Computer lab also had varying ratings - 10 'Very Good', 12 'Good', 10 'Average', and 3 'Poor'. For canteen again mixed responses received 15 rated it good, 18 very good 2 as average and rest all rated it poor. The college environment/ambience was rated 'Very Good' by 24 respondents and 'Good' by 13. 4 did not rate this. For the alumni association, 21 rated it 'Very Good', 9 'Good', 6 'Average', while 4 did not provide a rating. The girls' common room facility received 16 'Very Good' ratings, 12 'Good', 5 'Average', while 9 rated it average.

39 respondents answered 'Yes', showing keen interest in contributing to the college's development, while 1 did not answer. 23 respondents suggested contributing through services like teaching, guest lectures, etc. 4 indicated monetary/cash contributions, 3 mentioned kind contributions, while 9 did not specify a way.

36 respondents said 'Yes' they would recommend the college to relatives/friends for enrolment, 2 said 'Maybe', 1 said 'No', while 1 did not answer.

33 respondents gave the college an overall rating of 'Very Good', 9 rated it 'Good', while 1 rated it 'Fair'.

For Most Memorable Moment in the college varied responses were received analysed qualitatively. Several alumni fondly recalled cultural programs and events organized by the college as their most memorable moments. These included performing dances on stage during alumni meets, cultural fairs where they sold food items like pani puri to raise funds, and other cultural events. Academic achievements like getting the first position in the university examinations, being awarded the Best Student of Government Meera Girls College, and completing their graduation were also cherished memories for some alumni.

For others, the company of classmates and friends made their time truly memorable. Simple moments like their English lecturer taking them to the library and canteen as first-year students created lasting impressions. A few alumni reminisced about joining the college later as faculty members in the departments they once studied in, coming full circle in a way. Moments like attending their farewell before graduation were also etched in their memories. The varied responses capture how academia, extracurricular activities, achievements, friendships and a sense of belongingness all contributed to making the alumni's time at Government Meera Girls College a memorable experience they still fondly recall.

For the development/progress of the college suggestions provided were also analysed qualitatively, as they varied considerably.

Infrastructure Development: A major focus area highlighted was the need to improve and develop the college's infrastructure. More development and upgradation of laboratories, libraries, and classrooms with latest equipment. Improving basic facilities like clean washrooms, pure drinking water supply, good canteen, and proper ventilation in classrooms. Enhancing lighting and overall infrastructure in areas like the alumni hall.

Academic Enhancements: Several alumni emphasized introducing professional/job-oriented courses beyond just traditional degrees to prepare students for the modern workforce. Encouraging ICT-based learning by integrating technology into pedagogy was also recommended.

Administrative Improvements: Increasing the administrative staff was suggested to reduce the workload on existing faculty involved in various activities beyond teaching. Having sufficient staff can facilitate smoother operations.

Alumni Engagement: Greater efforts to keep alumni engaged with the college were proposed, such as organizing more frequent meets and sharing sessions where alumni can interact with current students and serve as role models. Maximizing alumni membership in the association was also advised.

Student Discipline: Maintaining proper discipline among students emerged as another area requiring attention for the college's overall development.

Resource Mobilization: Suggestions were made to seek more donations and contributions from alumni and other sources to fund development projects and initiatives within the college.

Overall, the alumni offered a wide range of constructive suggestions focusing on infrastructural upgrades, academic enhancements, administrative reforms, leveraging the alumni network, maintaining discipline, and mobilizing resources - all aimed at facilitating the progress and all-round development of their alma mater.

Strengths:

High Alumni Pride: The overwhelming majority of alumni expressed pride in their alma mater, indicating a strong emotional connection and positive perception of the college.

Relevance of Education: Most alumni found the knowledge gained from their college education to be pertinent to their current jobs, reflecting the effectiveness of the college's academic programs.

Positive Evaluation of Activities: Alumni rated various activities organized by the college for student development and overall experience positively, indicating the effectiveness of these initiatives.

Constructive Suggestions: The qualitative analysis of suggestions provided valuable insights into areas needing improvement and alumni priorities for the college's development, facilitating strategic planning.

Shortcomings:

Facility Ratings Disparities: Discrepancies in ratings for facilities such as laboratories, library, hostel, and computer lab suggest inconsistencies in service quality or infrastructure maintenance.

Limited Engagement: Despite interest in contributing to the college's development, a portion of alumni did not specify how they would contribute, indicating a potential gap in engagement strategies.

Mixed Recommendations: While a majority recommended the college to others, a few expressed uncertainty or reluctance, signalling areas for improvement in alumni satisfaction and advocacy.

Suggestions for Improvement:

Infrastructure Upgrades: Focus on enhancing facilities like laboratories, library, hostel, and computer lab to meet contemporary standards and address alumni concerns.

Academic Diversification: Introduce professional and job-oriented courses to broaden students' skill sets and align education with industry demands.

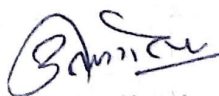
Administrative Support: Increase administrative staffing to alleviate faculty workload and ensure smoother operations, particularly concerning non-teaching responsibilities.

Alumni Engagement: Enhance efforts to involve alumni in college activities, including regular meets, sharing sessions, and alumni association initiatives, fostering stronger ties and mentorship opportunities.

Discipline Maintenance: Implement measures to uphold student discipline, ensuring a conducive learning environment and positive college reputation.

Resource Mobilization: Explore avenues for fundraising and donations to finance development projects and initiatives, leveraging the goodwill and resources of alumni and other stakeholders.

By addressing these suggestions, Government Meera Girls College can enhance its academic offerings, facilities, and alumni engagement, fostering continuous improvement and growth.


IQAC Coordinator
Internal Quality Assurance Cell (IQAC)
Government Meera Girls College, Udaipur

GOVERNMENT MEERA GIRLS COLLEGE, UDAIPUR (RAJASTHAN)

ACTION TAKEN REPORT (ATR)

SESSION 2022-23

The action taken report outlines the tentative steps undertaken by the college administration to address the feedback received from the various stakeholders and foster continuous improvement across various domains. Several decisions with an intention for improving the overall quality of education and student experience are enumerated as under

- A committee has been formed to review the existing curriculum and incorporate relevant changes based on student and faculty feedback emphasis will be placed on introducing choice-based and job-oriented courses for enhancing employability.
- Plans are underway to integrate research methodology at both UG and PG levels to provide students with the good foundation for future research.
- Appropriate steps are being taken to provide comprehensive feedback and guidance to students on their performance to facilitate continuous improvement. Initiatives have been taken to strengthen the monitoring system, whereby faculty members can provide guidance and support to students on academic, personal and career-related matters.
- Plans are underway to improve the overall ambience and cleanliness of the campus, including initiatives for better sanitation and drinking water facilities in the campus.
- Dedicated committees have been formed to organize and coordinate cultural events, sports tournaments and other student-focused programs throughout the academic year.
- Steps are being taken to revitalize the alumni association and encourage greater participation and involvement of alumni in college activities.
- As a faculty development measure, efforts are being made to provide for research facilities and support to encourage faculty members to engage in research and scholarly activities.
- Efforts are being made to forge collaborations with industry and other stakeholders to leverage resources and expertise.

Date: 05/05/2023


Principal