

STUDENT SURVEY RESPONSES

Various departments of the college have collected feedback from the graduating students of the session 2017-18. Some departments have conducted on line survey and some off line feedback. The feedback was taken in the months May -June 2018. Some aspects of the Survey are department or discipline specific, whereas some aspects like Infrastructure, Library facilities, teaching -learning, Feedback on Examination and assessment etc were common. Each department has used its own methodology in terms of rating scale, qualitative feedback and checklist. This report presents department wise feedback of the students...

Department of English

The students were asked for their feedback on the following four segments:

1. Course content for Core papers
2. Course content of papers like MIL AECC, SEC
3. Course transaction
4. Infrastructure.

The parameters for feedback of each of the components were graded into very good, good, average and poor.

In the first feedback on Content: Core Courses, it was found that about 35% students graded it as very good, 60% considered it good and the remaining found it average. 10% thought the length of the syllabus to be very good, 43% considered it good, 39% found it average and the remaining graded it as poor. The relevance of the course as per 69.5% students was good, 17% graded it as very good and for the remaining students it was average.

In the second feedback on Content: MIL AECC, SEC papers, it was found that 39% students thought it to be average, 30% considered it poor, about 24% thought it to be good, 4% graded it as very good while the rest did not have a response. The length of the syllabus was graded as good by about 48% students, about 37% considered it to be rather average, about 9% thought of it as very good while the remaining were divided between poor and no response. About 41% students considered the relevance of the courses as good, 26% still thought it to be average, 9% graded it as very good, while 17% found it as poor, 6.5% students could not respond.

In the third feedback on Course Transaction, students constituted the feedback on regularity of classes, Completion of syllabus, Availability of teachers outside class, Teachers' effectiveness in transacting syllabus and Bibliography and References provided for courses. Regularity of classes was graded as very good by 54% and about 37% considered it good. Completion of syllabus was considered good by 65% and 26% graded it as very good. Availability of teachers outside class was graded as good by 45% and 28% considered it very good. Teachers' effectiveness in transacting classes was considered good by about 69.5% and very good by 26%. Bibliography and references provided for courses had 41% students grading it as good and about 46% considered it as very good.

In the fourth feedback on Infrastructure, the parameters considered are – Classroom size, Fans and coolers, Cleanliness, Internet Availability, Library Resources, Online Material Accessibility and Photocopy and Printouts. For the classroom size the feedback of majority ranged between good and average, for Fans and coolers the feedback ranged between average and poor, for Cleanliness 54% students graded it as good, for Internet

availability about 48% considered it as poor, for Library Resources majority of students graded it between good and very good. Both Online Material Accessibility and Photocopy and Printouts, was graded between good and very good by most students.

Department of Economics

The Department of Economics, Lady Shri Ram College have designed a student feedback form and collected the filled in form by the students of Economic (Hons) of the batch 2015-2018. The feedback form is designed in a questionnaire format to gather experience of students which can further be used for the Department's improvement strategy.

The questionnaire primarily focuses on four areas:

1. Course content.
2. Teaching – learning process/ pedagogical practices.
3. Evaluation process
4. Others

The questionnaire consists of questions regarding students experience in the Lecture classes, with tutorial system, using other pedagogical practices in addition to lectures and their experience with faculties. Students were asked to give their opinion about if the classroom provided adequate content and space for debate and discussion. The questionnaire also factored in if the University exam has been in consonant with internal evaluation. Students were also asked to assess their overall growth and learning experience at Lady Shri Ram College.

In response to the question regarding content of lectures, effectiveness of articulation, efficiency of delivery of lectures, time management of faculties in the department, it is observed that students have had highly satisfied experience. In addition to the conventional lectures and tutorial system, the series of guest lectures by eminent scholars, economists, professors organised at the department periodically, Beyond the Class Room (BCR) initiative and the different clubs activities organised at the department level have benefitted the students immensely. Students have expressed that not only they have achieved academic excellence at LSR but they also have evolved more resilient, confident, focused and acquired leadership qualities to face challenges in future.

However, there are certain concerns of students which required to be addressed to. The department has a packed time table with back-to-back classes from morning through afternoon gives them no time to interact with faculties and other students to learn from their peers. In respect to maintain parity of evaluation between the University's final semester exam and internal assessment at college level students have expressed a great level of satisfaction.

The student feedback at the department has provided students a platform to voice their concern and we at the department perceive this as a very important mechanism to provide students with the opportunity to comment on the quality of their learning experiences, to assess the success of academic provision in relation to the expectations of students.

Department of Elementary Education

The department of Elementary Education, LSR, collected student feedback from the final year (4th year) students using an online survey. 25 out of 28 final year students responded to the survey over the months of June and July 2018. The following segment analyses the main trends in the responses obtained.

Infrastructure-The results indicate that within infrastructure, the students were most satisfied with the safety (4.44). classroom ventilation and classroom lighting, availability of classroom space, accessibility, availability of audio -visual facilities ranged between (4.32 to 4.8). whereas they were least satisfied with the availability of drinking water (2.20). The results indicate medium satisfaction with these aspects of infrastructure: cleanliness and hygiene, classroom acoustics and availability of clean washrooms ranged between (3.88) to (3.16).

Pedagogy- The aspect of pedagogy liked most by the students was the use of comprehensible language in the class by the faculty (4.32). The students also liked field-based learning opportunities (4.28) and the use of wide range of teaching methods like group discussions, lectures and presentations etc. and the interactive and discussion -based teaching (4.24). Students also liked the effort made by the faculty to relate concepts to real life situations and problems (4.20) and the encouragement given by the faculty for developing critical thinking among the students (4.8). The least liked aspect of pedagogy were the tutorials (2.64), indicating a need for improvement in this area.

Department's Faculty-Among the most liked aspects of faculty was the faculty's lecture preparedness (3.96) and the teaching style adopted by the faculty including clarity, bilingualism, openness to questions (3.92). The inclusive attitude (3.63) regularity (3.63), timely completion of course (3.42) and approachability (3.17) are also largely found to be satisfactory. However, the weighted averages did not go above 4 points, as in the previous questions, indicating lower average. The aspects that need improvement include openness to feedback (2.70) and fairness (2.38).

Teaching -learning resources-The areas of high satisfaction included interaction with resource persons from the field during the sessions and workshops (4.17) and the availability of children's literature (4).The students also expressed satisfaction with access to good reference material in the library (3.96) and availability of good quality reading material pertaining to coursework (3.88), availability of audio-visual material (3.63), access to software and manipulatives for maths course work (3.54) and access to resource room facilities (3.33). However, the satisfaction with reading materials in Hindi (2.63) indicating scope for improvement.

Assessment -the students liked most is that different kinds of assignments such as projects, presentations, group work, paper writing etc. were given (4.33). The students also expressed their satisfaction about assignments that were given to them as it helped them to develop their understanding of course areas (3.96) and the assignments were explained well (3.96). how interesting the assignments were (3.79), students received a detailed feedback for assignments (3.50), internal assessment was transparent and the marks were shown to students (3.48), assessment was planned well (3.46) However, the students expressed least levels of satisfaction with the fairness of assessment (3.04).

Department's Climate -Most students reported high level of satisfaction with the fairness and regulated nature of student union election (4.08). Students reported a sense of connection with their fellow students and teachers (3.83) and the purpose for which the union serves (3.79). The students reported satisfaction about how facilitative and conducive the department climate is to their learning (3.63) and having someone to approach at the time of a crisis (3.43). Areas of lower satisfaction were the feeling of having a voice in the department and being valued in the department (2.96) and having a sense of connection with the larger college body (2.92) which needs improvement. The students expressed that

the course has helped them in developing critical thinking and reasoning abilities. It has also taught them to reflect on their own actions. The combination of both theoretical and practical nature of course helps to equip with various skills needed to become a professional teacher.

Suggestions for improvement in the following areas: Infrastructure, pedagogy, assessment and department's climate.

Infrastructure: Students suggested that regular checks should be made for the infrastructure. They expressed that desks are not comfortable, not even stable and occupy more space than required and classroom are either too small or too large. Bigger classrooms needed. Some students also suggested that desks and chairs should be dusted and washrooms should be kept clean regularly as they stink sometimes. There no curtains in all the rooms, which creates difficulty when projectors are used so there should be either curtains or functional mats on the windows for the clarity in visual aids Students also suggested to increase the availability and accessibility of audio-visual aids. Apart from this most of the students have suggested to have proper drinking water facility like functional water coolers throughout the year and having a wi-fi system in the new building.

Pedagogy: Faculty needs to be more systematic and student friendly. Should use more audio-visual aids and understand about the interests of learners to involve them in class. Some facilitators should adopt a more interactive approach while teaching. Teachers should be more approachable, inclusive and bilingual in their pedagogy. More Hindi readings should be provided to the Hindi medium students. Feedback sessions should be regular. Readings should be fixed and same every year for the same subjects.

Students think that optional subject which they get in 2nd and 3rd year should also be there in 1st year. If the optional subject will be for 3 years then it will imply that B.ed graduates are also deeply specialised in one subject area. No options to be given rather all the pedagogies of 4-5 subjects should be taught in common to all. However, it can be divided in the entire 4 years curriculum. Students suggested for having books rather than readings.

Assessment: Assessment needs to be bias free and non- judgemental. It should be fair and criteria should be equal for everyone. Students suggested that there should be deduction in marks of late submissions, as it is unfair for the people who submit on time and also there must be some kind of parity or structure for marking which every teacher must follow while assessing, to reduce teacher to teacher ambiguity in marks distribution. Some students also suggested that marks should not be displayed on the boards because at times it discourages them. Some of the students suggested that assessment should be more meaningful, more transparent less repetitive, be on time and spread evenly across the year.

Department's climate: Most of the students appreciated the department's environment as they said "its student friendly already". Students also suggested that It can be improved if teachers become a little more accepting towards students. Platforms for anonymous discussion and dialogue between teachers and students must be created. There should be respect for individual sense of privacy. Buddy system should be more effective. Some students expressed their dissatisfaction regarding the projects and internship assessment. They suggested that all the teachers should be on the same page and at times it was difficult for them to meet requirements of the individual teachers' preferences especially in planning in internship. Students also expressed dissatisfaction in the department's placements process. It was suggested by the students that there should be transparency in the processes and everyone should get an equal opportunity.

Department of Hindi

This is the feedback report of the outgoing batch for the year 2018, the batch is of the year 2015-18. The feedback was collected from a total of 16 students.. It is an effort to look into the possibilities of introspecting the possibilities of bettering the department from the perspective of students.

The nature of the feedback form was both subjective and objective. And questions concerned their aspirations from the department, their experience, how they rate the faculty, what modifications they sought in terms of teaching style, what improvements they wish to happen in the department, how they grew over the period of their stay in the college, what were the extra-curricular activities they participated in and how do they think that the department has helped in moulding and preparing them for future endeavours. The answers to these question have been varied, but more or less converging towards same conclusion. Some of these are..

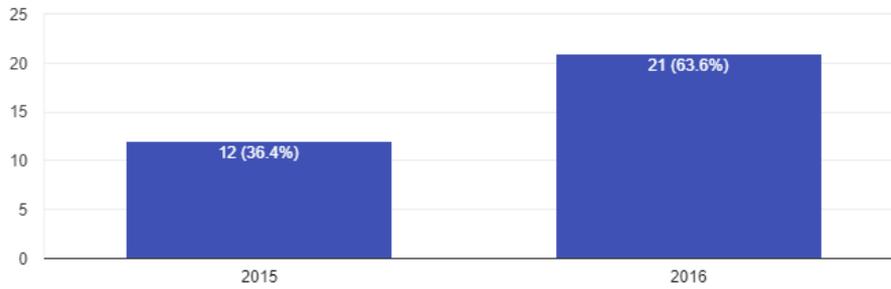
- 1 The students feel a need for the use of new, modern teaching aid in the process of teaching. They feel like more emphasis can be made upon having things more technology friendly. Like as, introduction of presentations etc.
- 2 Another problem which they felt had affected them throughout their time in LSR classrooms is that they are very congested and lack proper ventilation; the rooms which are provided to Hindi department in the tutorial block are very small. It would be better if some attention could be paid towards bettering the ventilation if bigger rooms cannot be provided with.
- 3 They feel there is a scarcity (almost absence) of specific internships for Hindi students. There can be more internships which can be useful in honing their language and literature specific skills.
- 4 Most of the students feel that faculty is friendly and good. Students have marked the faculty on certain grounds and the gist of their evaluation upon their opinion can be stated as- they have found their lecture preparedness to be satisfactory, delivery style good, time coverage of curriculum good, punctuality very good and approachability satisfactory.
- 5 The students felt a need of better exposure.
- 6 Students feel that there can be some skill oriented workshops which can be organised at department level like- best out of waste, translation and other literary workshops.
- 7 Better information about future opportunities and how they can get through various entrance exams. It can turn out to be really helpful if they are acquainted with what all can be done with an honours degree in Hindi.

. Most of the students told that they have also participated in other activities beyond the classroom and it has helped them a lot and provide them with a productive and fruitful opportunity to help them in developing their holistic personality. The majority of the participant expressed their satisfaction in most of the area.

Department of History

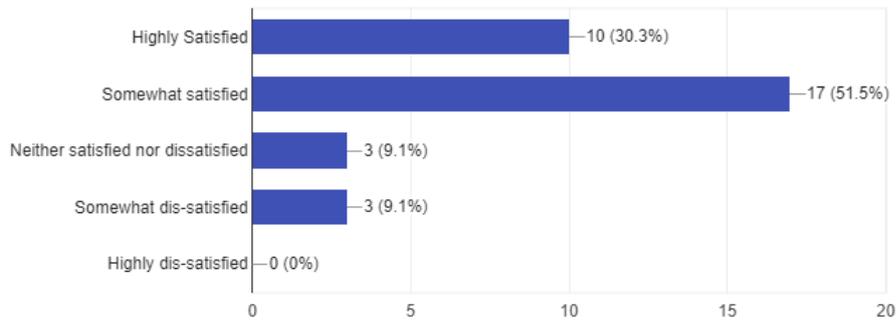
Year of Joining LSR:

33 responses



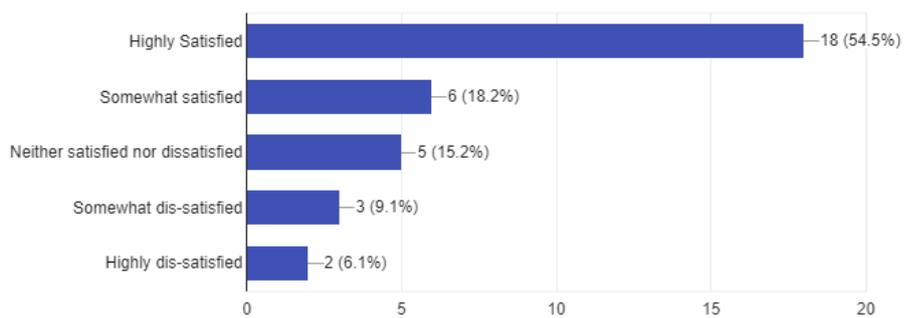
How satisfied are you with the classroom teaching in the Department of History?

33 responses



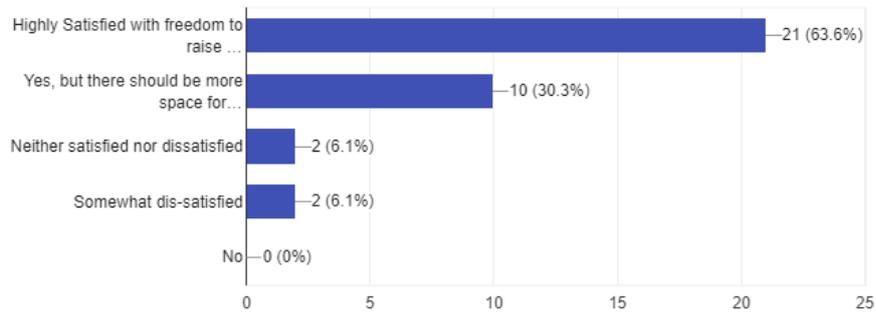
How satisfactory was your experience in tutorial classes?

33 responses



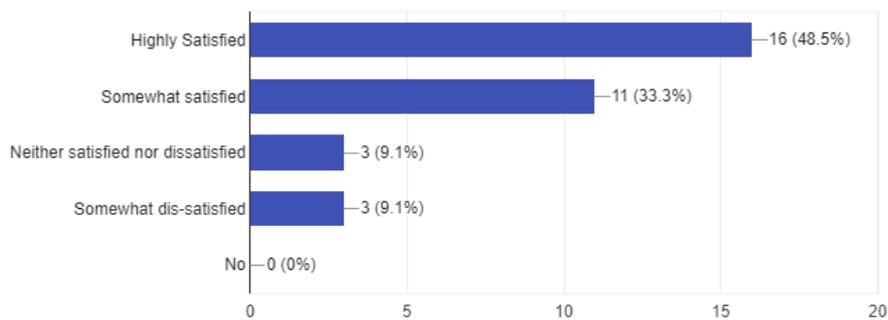
Does the Department of history encourage free and fearless discussion of ideas, doubts and questions in and outside the classroom?

33 responses



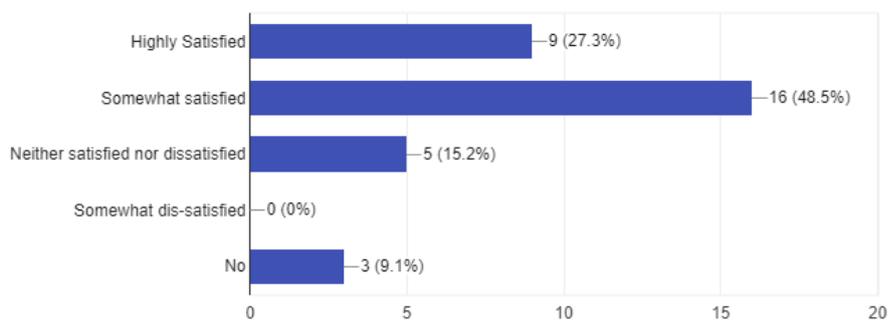
The department of History organizes a number of academic and co-curricular activities throughout the year. How useful did you find them?

33 responses



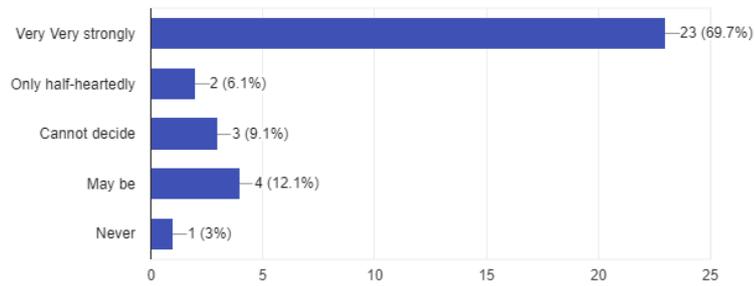
If you were directly or indirectly involved in organising academic and/or co-curricular activities of the department, please provide them at the end of the form.

33 responses



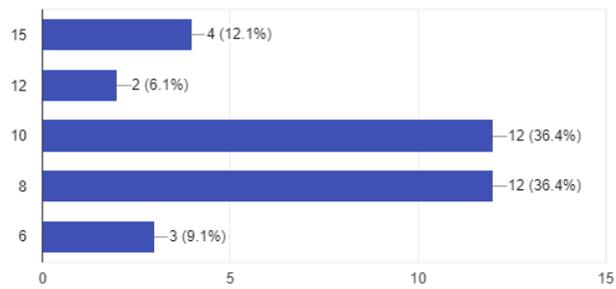
Would you recommend History Hons. Programme of the LSR college to other students leaving school?

33 responses



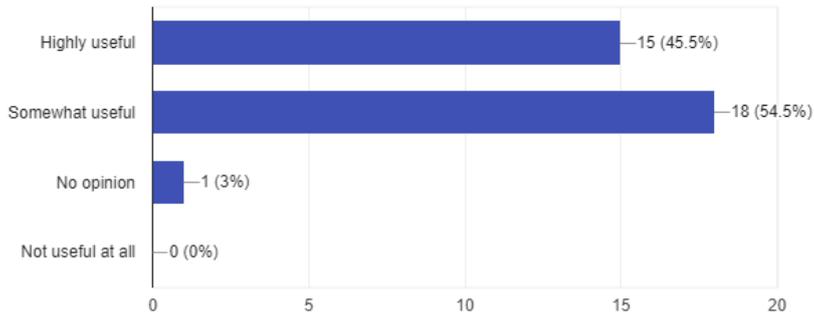
What according to you, should be the maximum number of students in a tutorial group?

33 responses



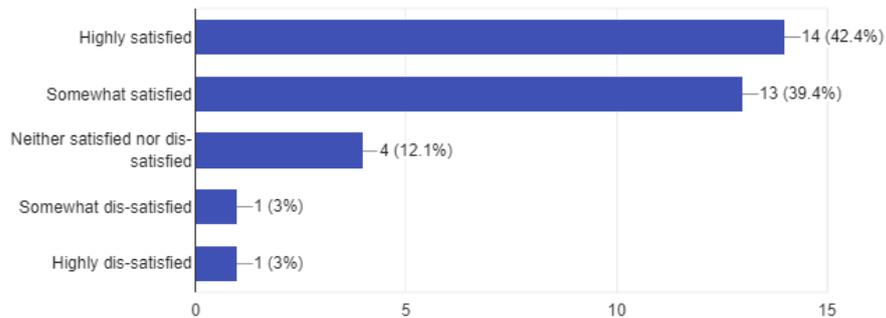
How useful is the college library to find relevant books/journals?

33 responses



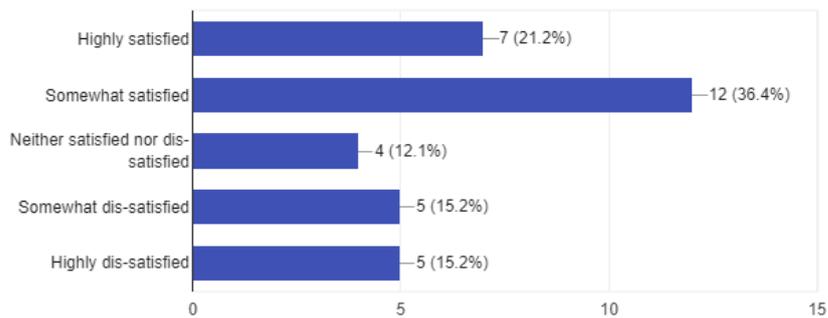
If you have used the reading room of the library, how satisfactory or otherwise has been your experience?

33 responses



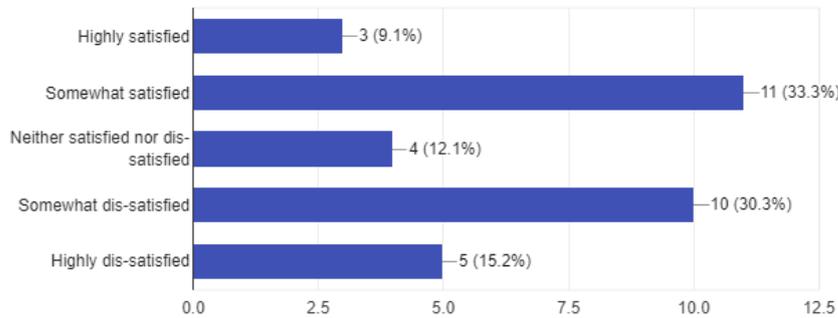
How satisfied were you with the internet access in college, particularly vis-a-vis library facilities? (e.g. accessing JSTOR and other academic databases and online journals)

33 responses



Are you satisfied with the way in which the university has designed the various components of internal assessment, like, class test, Projects, and attendance? Share suggestions if any, at the end of the form.

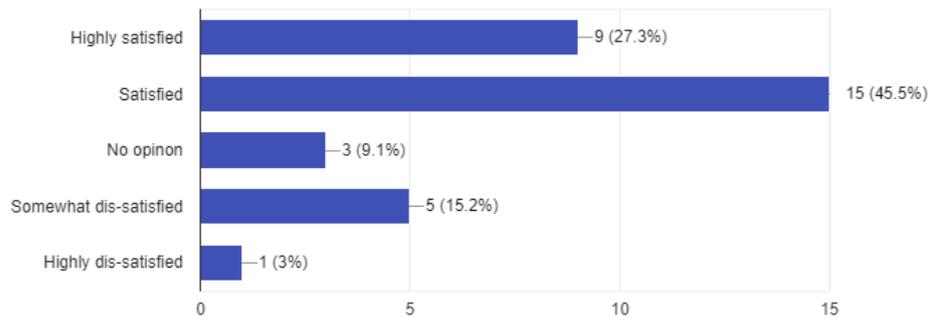
33 responses



Learning at LSR:

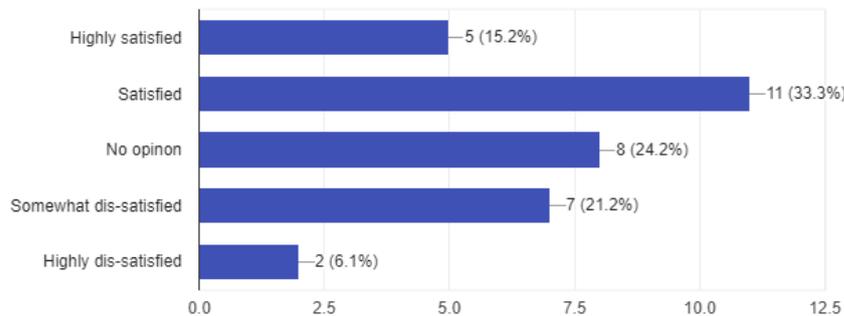
How good or bad is the general infrastructure of the college?

33 responses



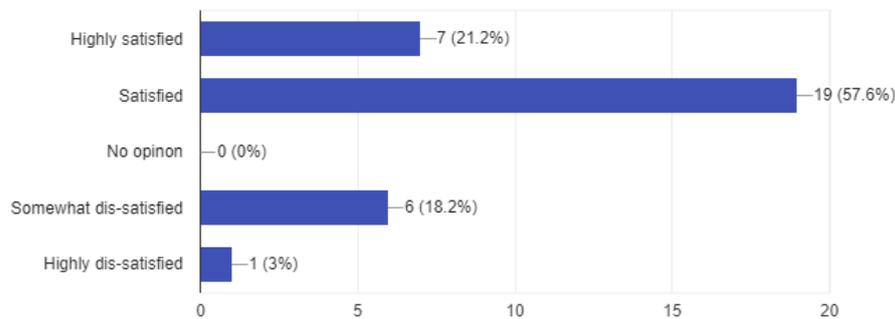
How student friendly is the administration of the college? [Note: the administrative system includes the Admin, the student's welfare office, the accounts section, etc.]

33 responses



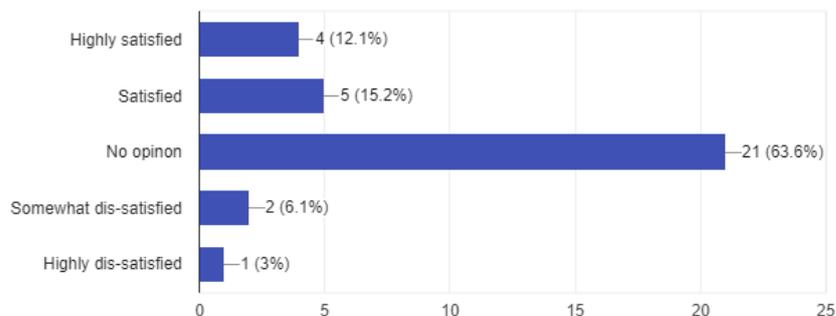
How would you rate the quality of food, prices, cleanliness, and services available in the college cafe?

33 responses



How good is the grievance redressal mechanism of the college?

33 responses



Comments/Suggestions:

- Attendance issue is quite unnecessarily strict. Regarding organising events for department, I've been a part of almost all the events and one thing I really feel is that Maazi should be open to sponsors, otherwise it becomes quite a huge task for the Union and OC to handle everything. Teaching is great but the hectic schedule of this CBCS system puts majority to sleep because of fatigue and maybe that's why people open up more in tutorials than classroom. Apart from these, I really feel very attached to my department and it definitely puts effort to cooperate with everyone, which is great.
- Class room teaching techniques can be improved , infrastructure like the projectors and the switch boards to be maintained regularly
- I love the history department, the college and all the professors who have taught me, in these three years. Though we cant be in college forever, will always visit and have a cup of coffee from nescafe :) I wish the department the best of luck and I hope many students like me, who are very apprehensive at first leave the college with a smile and lots of love for lsr in their hearts.

- The college timetable should be designed in such a way that classes start in the morning and end by lunch break, so that we can join any extra curricular activities or tuitions in the evening. Many times it was difficult to reach home especially after 5:30 lecture during winters and monsoons. As an all girls educational institution we must ensure the safety of the students.
- More classes could be opened for students to use. Overall a wonderful experience
- I think our department needs to have more workshops, movie screenings, heritage walks and discussion sessions pertaining to contemporary issues to make academics more interesting.
- . The strength of the Department is that the Department and more so the Faculty always strives to do better and be sensitive and considerate. It is important for the Department to be more inclusive than it already is in terms of being interdisciplinary and inculcating a greater interest in History among those who do not speak the English language or are not very active in the Department because they do not organise Department activities or are shy enough to not speak in class.

Department of Mathematics

The department carried a questionnaire survey amongst the students of BSc mathematics Vth Semester students as per the college requirement for student feedback analysis. In total students were asked to give their nominal judgements on 11 questions. A scale of 1-5 was used with “**1-no satisfaction**”, “**2-little satisfaction**”, “**3-moderate satisfaction**”, “**4-major satisfaction**” to “**5- Full satisfaction**”. Out of the 11 questions, 7 questions (Q1-Q6, Q11) pertained to teaching and department related activities and rest 4 questions (Q7-Q10) catered to facilities in college. In addition, students were asked to give in their suggestions/comments.

ANALYSIS:

The in-depth analysis of data has been graphically depicted by Figures 1 and 2 provided below. Figure 1 depicts the analysis of questions pertaining Q1-Q6 and Q11. It is clear from the chart that **more than 90 % (values 4 +5) students are majorly/fully satisfied** with the parameters: *syllabus covered in the class, discussion of topics in class, periodical assessment and student teacher relationship*, and **almost 82% are majorly/fully satisfied** with *–level of class participation*. However, the students are not satisfied (almost 43%) with the other *pedagogical tools (Modern teaching aids / gadgets, handouts, suggestion of reference, PPT, web sources)* used for classroom teaching. The analysis also shows that there is scope of improvement on the *co-curricular activities carried by the department*. Although, more than 50% were majorly/fully satisfied but there were about 41% who were moderately satisfied.

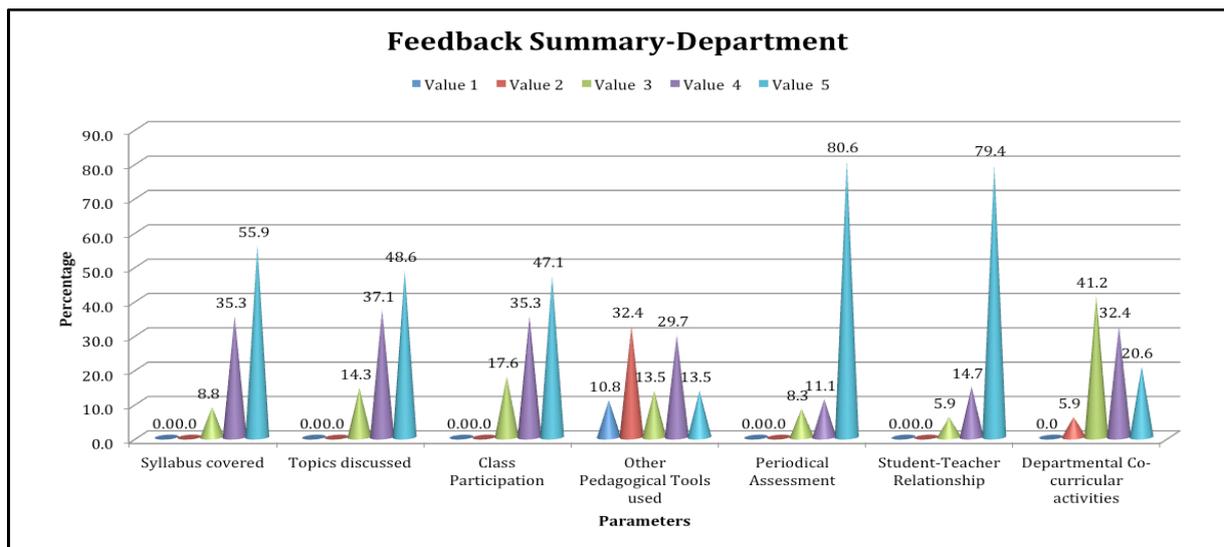


Figure 1

Figure 2 depicts that **more than 90% students are quite satisfied** (values 3+4+5) with the *infrastructure* , *administrative system* and the *college library*, however almost 40 % are not happy with the internet access facility.

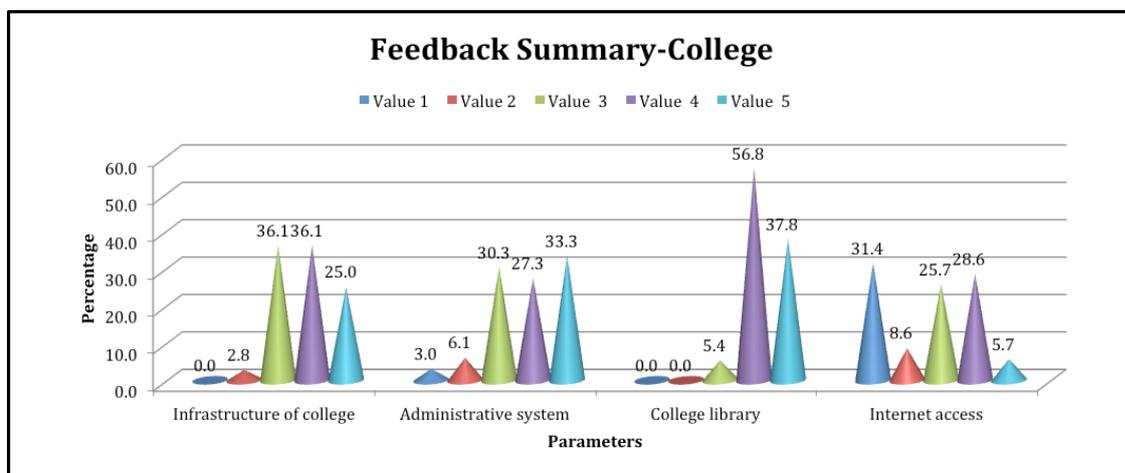


Figure 2

In addition, the suggestions/comments given by students are summarized below:

- The library timings should be extended if possible to atleast 6 pm so that we can read after college hours as well.
- Counselling sessions on varied fields could be initiated for better decision making of students.
- Ventilation to be better in rooms.
- The problem of dogs in college must be resolved.
- College hours to be reduced.
- Equal opportunities to be given to students in societies.
- Research work should be encouraged.

Department of Philosophy

The Department of Philosophy at Lady Shri Ram College has conducted a students feedback survey in the months of June -July 2018. Twenty-one students participated in the survey to indicate their satisfaction about the statements given in the form. The students were suggested to indicate their level of agreement to the statements by choosing a score between 1 and 5. Overall, the students are quite satisfied with the statements given in the form and it will help the department to improve the teaching methodology. According to this survey, majority of the students are completely satisfied with the approach of the teachers in helping the students irrespective of ethnicity and culture/background. While 86% of the students have indicated their stronger agreement with the statement, 33% of the students have also indicated their satisfaction on this. Along with this, it is also noted that the students are highly satisfied with the teachers that they were fair and unbiased in the evaluation process. As high as 76% of the students have fully agreed with the statement and nearly 19% of the students are satisfied with the evaluation process.

According to this feedback survey, 48% of the students are well satisfied with the teachers that they had the skill of addressing inappropriate behaviour of the students whereas 33% registered their satisfaction on this . It is also a notable feedback that students are highly satisfied with the periodical assessments that were conducted as per schedule. Around 33% of the students are happy with this in which 62% of the students are fully satisfied with this statement. The statement that the attitude of the teachers was friendly and helpful has been well accepted by the students with a good score of satisfaction (62%). According to the feedback of another important statement, majority of the students agreed with the participation and discussion in class was encouraged (52%). At the same time the survey depicts that students are more enthusiastic in participation and discussion. The department will prepare a plan to make it more participatory and discussion oriented. It is also important that 39% of the students are highly satisfied with the statement that the entire syllabus was covered and 57% students have registered their satisfaction. 14% of the students have expressed a high satisfactory indicator in their feedback regarding various teaching aids for effective learning process and 52% of the students have indicated a satisfactory. The feedback survey reflects that 33% of the students are highly satisfied with the counselling in academic and non-academic matters. 43% of the students are also satisfied with this statement.

The department look forward that this survey would give more confidence to the teachers as the students are highly satisfied with their overall performances. At the same time, this survey reminds us to improve the quality of the learning process through various methodologies and approaches. The department will take all the responsibilities to accomplish the expectations of the students.

Department of Political Science

The Department of Political Science of LSR sent out a Google Form with 5 questions to the outgoing batch of 2018 with the purpose of getting their feedback on the syllabus of their BA (Hons.) & GE Courses, Teaching-Learning process and their overall experience in LSR. The following are the results -

On the question of their satisfaction with the course content of BA (Hons.) courses, 11% of students expressed High Satisfaction, 71% expressed Satisfaction and the remaining 18% were Dissatisfied.

□ On the question of their satisfaction with the course content of GE courses, **26%** of students expressed High Satisfaction, 52% expressed Satisfaction and the remaining **22%** were Dissatisfied.

□ On the question of their satisfaction with the Teaching-Learning process in LSR, **25%** of students expressed High Satisfaction, 64% expressed Satisfaction and the remaining 11% were Dissatisfied.

□ On the question of their satisfaction with the infrastructure of LSR, **30%** of students expressed High Satisfaction, 60% expressed Satisfaction and the remaining 10% were Dissatisfied.

□ On the question of their satisfaction with the overall experience in LSR, 46% of students expressed High Satisfaction, 50% expressed Satisfaction and only 4% were Dissatisfied.

Overall Summary

□ Most students are satisfied with their experience in LSR.

□ The Department will work to improve the percentage of highly satisfied students and reducing the percentage of dissatisfied students.

□ Lack of Research Methodology in course content was a major concern for many. This will be taken up with the University Syllabus Committee.

Department of Psychology

Department of Psychology, Lady Shri Ram College gathered feedback from the 3rd year students of the B.A. Hons. Psychology course. The feedback was taken using a questionnaire designed by the faculty of department of psychology which has been used in the past as well with some modifications. The questionnaire basically aimed to address the level of satisfaction during this period of 3 years in the department at LSR. The objective of the feedback form was to gather some knowledge about the students' sense of fulfillment in terms of their intellectual, emotional and social needs by the department. Their expectations at the time of joining the department, how well were the expectations met, the quality of the teaching-learning process (including the applicability of the content learnt, research skills developed in the process, learning beyond the class room), availability of support system in the department, strengths of the department and their suggestions for further strengthening the department were assessed.

The response showed that most of the students (73%) felt satisfied with respect to their expectations they had when they joined the department. The satisfaction reported was with respect to their learning experience in the department.

As reported by the previous batch of students, research work is something which they want to be engaged in. Hence this year, the faculty put in extra effort in guiding students on research work of their interest. This has been perceived very positively by the students and has been reflected in their responses on the feedback form. The faculty's expert knowledge, student-teacher interaction beyond the classroom, going beyond the confines of prescribed reading material and focus on developing research skills has been reported as the primary expectations by the students were majorly fulfilled by the department. The effort which has been made by all the faculty members to use audio visual aids in teaching has been well appreciated by the students.

The delivery of lectures by the faculty using their expert knowledge, giving original readings and applications of each topic discussed in the class has been recognised and appreciated by the students. Sincerity, punctuality, regularity, motivation, sensitivity and willingness to discuss topics beyond the class room setting by the faculties have been considered as the

major strengths of the department. The extra curricular activities like open house for freshers, frequent general body meetings, mental health awareness week on positive psychology, annual symposiums, seminars, workshops and departmental clubs like Books & Documentary Reading (BDR), Peer Support Program (PSP) were highly appreciated by them. The department alumnae have repeatedly been reporting a sense of confidence that the psychology department at LSR gives them in planning and working on their careers ahead. When students from previous batches come back to LSR, they have been involved in addressing the current batches for guidance about entrance exams, vocational options, universities to apply. This has been considered a useful practice by the students. The friendly and helpful nature of the non teaching staff of the department was also appreciated by the students.

The major limitation reported by the students were with respect to the non availability of the faculty during the initial couple of months of the semester. This has affected their teaching-learning process. Some variation in the conducting and reporting of the practicums across different practical groups has been reported as an apprehension from the students from the viva point of view. Hence, the plan is to hold combined classes at the end of the semester before the practical exams to bring uniformity across the groups. This practise which was followed with some papers, will now be ensured for all the papers and all the three years. The students will be provided a list of possible viva questions as well that will also be discussed in the class.

The teachers in consultation with the students have prepared a schedule of submission of assignments and practical reports by to avoid any clash and to ease the workload for the students. This practice has been perceived positively by the last 2 batches. The readings of each paper are given to the students for the entire syllabus in the beginning of the semester itself.

Department of Statistics

The students of 2016 - 2018 batch were asked to give their feedback on various aspects of the B.Sc.(Hons.) Statistics discipline. They were asked to rate the discipline in terms of course content, pedagogy, quality of teaching, faculty mentoring and facilities offered by the department on a 6-point Likert scaling ranging from “Excellent” to “Below Average” with one more option “Attended too few classes to comment”.

Majority of students gave “Very Good” response to questions pertaining to the course offering them good help in their future trajectory, sincerity/commitment of teachers, their communication skills, relating subject to real life situations, helping students irrespective of their ethnicity/background, approach towards developing professional skills, accessibility of faculty, depth of preparation and degree of knowledge, availability of computer, calculators etc and engaging students in exploring the theoretical concepts involved in experiments. Students marked “Average” when asked about whether Invited Talks/Computer Workshops have strengthened the application oriented nature of Statistics.

Availability of Teachers in Lab for whole duration of lab hours, helping students in conducting experiments, regular checking of practical files, availability of computers, calculators, statistical tables etc., were the questions which students rated as “Excellent”. All the students gave their feedback that the internal assessments were taken regularly by all the Department teachers.

Department opinion: Statistics is a discipline with far-ranging applications in almost every sphere. However, in order to understand the practical aspects, the students need to be aware of a certain level of theory. It is with this objective that Seminars/Lectures are conducted wherein speakers revisit some theoretical concepts before dwelling on practical applications. Unfortunately, with the long hours (8:45AM to 5:30PM) that students of our discipline spend in their classrooms, they are fatigued and somehow fail to identify the importance of theoretical concepts given in workshops and hence fail/ignore the subsequent illustrations. That is perhaps the reason why the students gave a lackluster “Average” response to question pertaining to Seminars/workshops.

| Report on the feedback form filled by students of B.Sc. (H) Statistics Responses → | Excellent | Very Good | Good | Average | Below Average | Attended too few classes to comment |
|---|------------------|------------------|-------------|----------------|----------------------|--|
| Questions ↓ | | | | | | |
| Statistics as a Discipline has helped in your future trajectory | 9 (32.14%) | 11 (39.29%) | 0 (0%) | 5 (17.86%) | 2 (7.14%) | 1 (3.57%) |
| The engagement with subjects offered in the discipline has motivated you to pursue higher studies | 7 (25%) | 4 (14.29%) | 4 (14.29%) | 7 (25%) | 6 (21.43%) | 0 |
| Invited Talks/Computer Workshops has strengthen the application oriented nature of Statistics | 3 (10.71%) | 5 (17.86%) | 8 (28.57%) | 9 (32.14%) | 2 (7.14%) | 1 (3.57%) |
| Overall assessment of teaching-learning pedagogy of the Department | 5 (17.86%) | 6 (21.43%) | 9 (32.14%) | 5 (17.86%) | 3 (10.71%) | 0 |
| Sincerity/commitment of the teachers | 7 (25%) | 15 (53.57%) | 6 (21.43%) | 0 | 0 | 0 |
| Communication skills and conducting the classroom discussions | 4 (14.29%) | 13 (46.43%) | 8 (28.57%) | 3 (10.71%) | 0 | 0 |
| Skill of linking subject to real life applications and creating interest in the subject | 5 (17.86%) | 7 (25%) | 9 (32.14%) | 3 (10.71%) | 4 (14.29%) | 0 |
| Help students irrespective of ethnicity culture/background | 10 (35.71%) | 11 (39.29%) | 5 (17.86%) | 1 (3.57%) | 1 (3.57%) | 0 |

| | | | | | | |
|---|----------------|----------------|---------------|---------------|---------------|---|
| Approach towards developing professional skills among students | 8 (28.57%) | 9 (32.14%) | 3 (10.71%) | 4 (14.29%) | 4 (14.29%) | 0 |
| Accessibility of the teacher in and out of the class | 7 (25%) | 17 (60.71%) | 1 (3.57%) | 2 (7.14%) | 1 (3.57%) | 0 |
| Depth of preparation and degree of knowledge | 8 (28.57%) | 17 (60.71%) | 1 (3.57%) | 1 (3.57%) | 1 (3.57%) | 0 |
| Engaging students in exploring the theoretical concepts involved in the experiments | 16 (57.14%) | 8 (28.57%) | 2 (7.14%) | 1 (3.57%) | 1 (3.57%) | 0 |
| Helping the students in conduction experiments through set of instructions | 9 (32.14%) | 9 (32.14%) | 7 (25%) | 3 (10.71%) | 0 | 0 |
| Availability of teacher in the Lab. for whole duration of Lab. Hours | 25 (89.29%) | 3 (10.71%) | 0 | 0 | 0 | 0 |
| Regular checking of practical file | 17 (60.71%) | 8 (28.57%) | 1 (3.57%) | 2 (7.14%) | 0 | 0 |
| Availability of computers, calculators, statistical tables etc. | 14 (50%) | 9 (32.14%) | 1 (3.57%) | 4 (14.29%) | 0 | 0 |
| Regularity in internal assesments | Yes (100%) | | | No (0%) | | |

Department of Sanskrit

The Department of Sanskrit, Lady Shri Ram College conducted a students feedback survey in July 2018. 12 students participated in the survey to express their views and give suggestions with regard to statements given in the form. The students were asked to indicate their level of agreement by choosing a score between 1 and 5. Overall, the students are quite satisfied with the given statements. According to the survey result, majority of the students are completely satisfied with the approach of the teachers in helping the students irrespective of their diverse academic and cultural backgrounds. Further, it is also noted that most of the students are pleased with the departmental co- curricular activities and only one student suggested that student's participation in these activities should be voluntary and not compulsory. As many as 99% of the students are happy about their experience with department in learning process and preparing them for higher education.

It is also notable that students are quite satisfied with the periodical assessments conducted as per schedule. The statement that the attitude of the teachers was friendly and helpful has

been well received by the students with a high score of satisfaction level(99%). According to the feedback, another important point, majority of the students agreed with, is that participation and discussion in classroom was encouraged (95%). The survey shows that students are more enthusiastic in participative method of learning. The department will prepare plans to make the teaching-learning process more participatory and discussion oriented. 99% of the students are satisfied with the statement that entire syllabus was covered which is an important finding. The department will try its best to take this level at 100%. Though 80% of the students have expressed a satisfactory notion regarding teaching aids for effective learning process, 20% of the students have given it an average score which needs to be taken care of. The department will take necessary steps to improve in this regard by using Modern teaching aids/gadgets/handouts/lectures by scholars from specialised fields.

The department hopes that this survey would give more confidence to the teachers as the students have shown high level of satisfaction with their overall performances. At the same time, this survey suggests that the quality of the teaching-learning process through various methodologies and approaches be improved. The department takes all the responsibility to accomplish the expectations of the students.

Department of Sociology

Introduction

The Department of Sociology Lady Shri Ram College for Women administered feedback forms for the students of 2015-18 batch via e-mail. Their feedback is important for us as a department because, this was the first batch under the new Choice Based Credit System and attendant comprehensive revision of the structure, syllabuses and evaluation pattern for B.A. (Hons.) Sociology. As a department which played an active role in the revision of curriculum this feedback is the first check for us to see how our efforts at improving the program have worked. Based on a thorough audit of the feedback forms we are happy to report that we have been successful in effecting a smooth transition to the new system and students are overwhelmingly positive about outcomes of the program and appreciative of the efforts by the faculty.

The feedback forms sought responses from students under six heads that allowed them to grade their experience quantitatively and also give some responses qualitatively as well. The design offered students enough opportunity to express themselves candidly. The feedback was anonymous.

Academic Experience:

Of a total of 27 students 18 students returned the filled form, which is at 66.66% compliance rate. All the respondents agreed (45%) or strongly agreed (55%) that the time spent at the Department was intellectually stimulating and the programme added to their skills, concepts and analytical abilities. Nearly 89% of them also agreed (55%) or strongly agreed (34%) that the syllabus was well structured and adequately rigorous and they have received adequate support as a student throughout the programme. Two students expressed mild dissatisfaction with the way the syllabus is structured and one of them suggested a more even spread of the learning- evaluation load throughout the semester.

Teaching:

All the respondents were highly satisfied with the way core objectives of teaching were met with by the department. Half of them strongly agreed and the remaining half agreed that the course stimulated their interest in the subject. The respondents are unanimous that the teachers are knowledgeable about course content (61% strongly agree and 39% agree) and have strong communication skills (89% with 17% strong agreement and 72% agreement.) Majority of them felt that the teachers effectively directed and stimulated class discussions, (33% strongly agree, 44% agree, 22% disagree), 89% of the respondents think that the class time was used effectively (22% strongly agree and 67% agree) and 83% felt they were inspired to engage with the discipline beyond the curriculum. All the respondents thought they were treated with respect by the faculty.

Tutorials and Internal Evaluation

Department considers tutorials to be a vital institution. Overall they are rated at 3.28 on a scale of 5. Specifically, the participatory opportunities are rated at 3.4. The Internal evaluation system was generally seen to be helping the students in their learning process and was rated at 3.4 and faculty feedback to the students during the tutorials was seen to be timely (rated at 3.3) and effective in improving the learning process (rated 3.4). The general effectiveness of tutorials is rated on an average at 2.9, which could be a result of the pressure tutorial assignments place on students.

Department Specific Activities:

The sociology notice board is rated on an average at 3.4 on a scale of 5, Special lectures at 3.9, film screenings at 3.5, Kula the annual academic festival at 4.1 and departmental publications at 4. The department as a social space is rated at 3.7 and the two week fieldwork trip that the department has institutionalized is rated at a very high 4.7. The overall rating for the Department specific activities is pegged at 3.9.

College Resources:

In terms of college resources, library facilities and extracurricular activities are rated high at 4.2 on a scale of 5. Cafeteria (3.7) and administrative staff (3.6) did well too. Medical room (3.2) and website (3.2) are seen to be alright. Student hand book (2.9), Wi-Fi Connectivity (2.8), computer facilities (2.7) seem to leave something to be desired. The students seem to express great dissatisfaction with the existing facilities for counselling. They are rated at mere 2.3. The Department recommends that college may act in this area with great alacrity not only because of the ratings but also in recognition of the psychological stress that we evidence in classes and tutorials.

Outcomes:

We are happy to report that the outcomes of the program as articulated by the students are essentially in conformity with the academic, pedagogic and public sociology mandate we have adopted as a department. The students said that, 'skills of critical thinking', 'enhanced ability to effectively and meaningfully articulate ideas, greater 'self-awareness', 'broadening of knowledge', 'accepting of differences', 'awareness of social structures and the privileges accruing out of it', a greater 'grounding in the social reality', 'objectivity' and dispassionate engagement with the world, and ability to apply what is learnt in the classrooms to real life'

and a 'capacity to deal with criticism both constructive and otherwise' are some of the outcomes of the program.

The time at the department also imparted a disciplinary sensibility to the students. They have reported that they see 'the discipline everywhere', 'read academic texts with a reasonable sense of understanding' and 'look beyond the obvious and dig deeper in order to get closer to the real picture'. They also flag acquisition of the concepts to make sense of reality, an ability to examine any issue holistically from diverse perspectives by placing it in different contexts and peeling several layers, an 'interdisciplinary sensibility', and exposure to the idea and practice of fieldwork as the chief academic outcomes of the program.

For several students the consequences of going through the program seem personal. They say they feel 'more confident while speaking my mind' and the time at the department allowed them to acquire autonomy of opinion; several students reported that the course helped them to 'evolve as a writer and researcher' and allowed them to discover where their interests are, 'opened new avenues which led them to the postgraduate degrees they are pursuing'. They repeatedly acknowledge that they have gained more than 'academic knowledge' and they have learnt important life lessons while they were at the department. Several of them feel motivated to take up Sociology in further studies and few of them want to choose it as an option for competitive exams like UPSC.

All in all the time at the department and with the discipline clearly stirred them deeply. As students put it, *'My perspective in the world has changed dramatically. I make a more conscious effort to acknowledge my position of privilege and understand opinions from all sides and put forward balanced opinions. I have been exposed to a whole new set of problems around me and motivated me to participate in the world around me rather than being a mere passive observer.'* (I have..) *'learnt the ability to critically engage with texts as opposed to passively consuming information.'* *'I have learnt to question the status quo in any situation.'* *'Now, as a graduate, I'm beginning to understand that sociology is in our everyday lives. From the first cup of tea to the morning news to the people we encounter on our daily life basis, sociology is a language we fail to understand. I am grateful for the discipline, lessons, faculty and experience for this opportunity to understand the workings of life through a slightly different lens.'*

It is indeed deeply gratifying to go through the feedback and see we are fulfilling our mandate with redoubtable efficacy.