

## **Student feedback**

An annual student satisfaction survey is conducted by every department. The department wise details for the year 2018-19 are as follows:

### **Department of English**

The students of all three years of the undergraduate programme were asked for their feedback on the following three segments:

1. Course content for Core papers and papers like MIL, AECC, SEC.
2. Transaction of Courses
3. Infrastructure.

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

In the first feedback on Course Content: Core Courses, it was found that about 50% students in third year, 69% in second year and 66% in first year considered it good. 44% in third year, 40% in second year and 47% in first year thought the length of the syllabus to be average. The relevance of the course as per 47% third year students, 44% second year students and 66% first year students was good. However in the feedback on Content: MIL AECC, SEC papers, it was found that 50% of third year students thought it to be poor, 47% of second year students and 49% of first year students considered it to be average. The length of the syllabus was graded as overall average by about 32% of third year, 44% of second year and 46% of first year students. About 41% students in third year and 38% of students in second year considered the relevance of the courses as average while 58% of first year students thought it to be good.

In the second 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 44% of third year students and about 47% of second year students, however 30.5% first year students considered it good. Completion of syllabus was considered good by 44% in third year, 62% in second year and 41% in first year. Also the remaining 41% in first year considered it as average. Availability of teachers outside class was graded as good by 50% in third year, 47% in second year and 44% in first year. Teachers' effectiveness in transacting syllabus was considered good by about 41% in third year, 56% in second year and 44% in first year. Bibliography and references provided for courses had 44% students in third year, 53% in second year and 66% in first year grading it as good.

In the third feedback on Infrastructure, the parameters considered were – Classroom size, Fans and Coolers, Cleanliness, Internet Availability, Library Resources, Online Material Accessibility and Photocopy and Printouts. For the classroom size, the feedback of 56% in third year, 55% in second year and 51% in first year was good, for Fans and Coolers the feedback of 32% third year, 42% second year and 37% first year was average. For Cleanliness, 56% in third year, 62% in second year and 42% in first year graded it as good, while for Internet availability about 65% in third year, 51% in second year and 56% in first

year considered it as poor. For Library Resources, 41% third year and 64% in second year graded it as good and 63% in first year rated it as average. Both Online Material Accessibility as well as Photocopy and Printouts, was graded between good and very good by most students across the three years.

## **Department of Psychology**

A feedback form was administered to all the three years to assess students' sense of fulfillment in terms of their intellectual, emotional and social needs by the department. This included 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.

Most of the students felt satisfied in terms of their expectations being met by the Department. They specifically mentioned strengths of the Department being faculty ("approachable", "helpful", "hard working", and interactive"). Use of audio visual aids in teaching, giving original readings and applications of each topic discussed in the class has been recognized 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. One student said, "I feel our teachers push boundaries in sending us articles, bringing in studies and using everyday examples". Another said, "I really admire the passion our professors share for psychology. It is extremely inspiring. I really appreciate our faculty for not only sticking to the books." Students also appreciated beyond the classroom activities such as the varied workshops and seminars. They also felt that the teachers encourage reading beyond the text. Some felt that their stay at LSR had resulted in their all-round personality development, while some felt that a subject like psychology had aided personal growth. One student remarked, "the subject has taught me to be empathetic, understanding and not be judgmental". Another said, "my three years have made me more sensitive to the subtle feelings of people. It has widened my view about different theories and theorists". Some students specifically spoke highly about activities of Books & Documentary Reading (BDR) club and the Peer Support Program. Many students emphasized that they had gained practical knowledge of psychology through practicals and illustrations given by teachers in class. One student said, "I have learnt what it means to be a psychologist. ..How psychology is relevant in the world today".

While some students were appreciative of the research orientation in the department, several others felt that it can be enhanced. Keeping this feedback in mind, we have introduced a Research Club this year to mentor students to undertake original researchers under the supervision of some faculty members. They will also be encouraged to publish and present their research findings in various forums. Students expressed their desire for more frequent GBMs and meaningful interaction between the three years. Among other limitations mentioned are exhaustive schedules, not having enough choice in selection of DSE courses, and not having air conditioners in labs. Students also felt that in order to provide hands-on experience, internships should be encouraged. We are now seeking to create a support system

for students who look for internships by developing a liaison with the college internship cell. They also desired greater interaction with alumnae of psychology to guide them in their respective careers. In order to meet these expectations, the Department planned a week-long orientation with the first years this time where two alumnae from diverse fields were invited everyday, who along with one teacher, interacted with the students and gave them practical tips of understanding and applying psychology in the field. This was highly valued by the 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. 36 out of 40 final year students responded to the survey over the months of June and July 2019. The following segment analyses the main trends and suggestions in the responses obtained.

Suggestions for improvement in the following areas: Infrastructure, pedagogy, assessment and department's climate and personal and professional utility of B.EL.ED programme.

**Infrastructure:** Students expressed their dissatisfaction about the functioning of resource room. It was not very much accessible to them as it was found locked most of the time.

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. 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. Students suggested that there should be wi-fi system in the new building as their lot of work requires internet usage.

**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. More Hindi readings should be provided to the Hindi medium students.

**Assessment:** Students have expressed the burden of assignments as they think that fourth year is itself very hectic due to internship and project students suggested to make the assignments less burdensome as they find themselves unable to cope up with the pace of work at which they are expected to work. Feedback sessions should be regular. Students have also suggested that there should be regular counselling for bridging the gap between the idealist text and real life.

**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.

**Personal and professional utility of B.EL.ED programme at LSR:** The program offers a very dynamic sets of papers and practicums which helped the students to understand the society and education system extensively as it provides a lot of opportunities to practice

and evaluate one's own skills . Students critically examine and practically apply their theoretical understandings in the field. Internship in fourth year, slum visits, inclusive school visits and other school visits really helped to know more about children and adapt innovative teaching styles. Storytelling, psychology and pedagogy of language were very useful. The areas covered during the course of four years were vast and solved the purpose of overall development of students as not only to become future teachers but as individuals too. B.El.Ed provides an opportunity to students to discover themselves which is important for professional as well as personal development.

### **Department of Mathematics**

A Questionnaire was circulated by the Department of Mathematics among 2<sup>nd</sup> and 3<sup>rd</sup> year students to know the views and level of satisfaction among students under various heads. They were asked to rank the various heads (with '5' being the highest and '1' the lowest). For simplicity and better understanding of the responses we have categorized the heads into 5 fields.

- i. Regularity of lecture and practical classes.
- ii. Inclusivity/participation of the department in various department academic and non academic activities.
- iii. Usefulness of Internal assessments in the assessment of our knowledge and learning trajectory.
- iv. Availability of Infrastructure e.g., facilities in the labs, books/ other reading material in the library, facilities in the lecture rooms.
- v. Quality and Content of Department Newsletter- Quantum and other publications

The summary of the responses is as follows:-

- i. The level of satisfaction of students was found to be highest in regard to the regular conduction of classes, tutorials, internal assessments and practicals with the numerical value standing at 87%.
- ii. We subdivided the head – Inclusivity in department into three different fields. Among them the only field which showed the lowest degree of satisfaction is the level of interaction among the three batches ( standing at 60%), apart from this the students were generally satisfied with the cohesiveness and inclusiveness in the Department activities with the numerical value being 80%
- iii. We categorized the degree of usefulness in the conduction of internal assessments as a separate field and it was found out that the students are highly satisfied with the way internal assessments are conducted and their usefulness in the preparation for the final examinations with the numerical value being 86%
- iv. The only point of consideration in this survey is the response of the student body towards the availability of good infrastructure which stood the lowest at approximately 70%. This points out that the student body as a whole is only moderately satisfied with the level of infrastructure.
- v. The final head was the quality and content of the department newsletter- Quantum. It was reported that the students liked and appreciated the content of the newsletter with the numerical value being 87%.

## **Department of History**

The department of history of Lady Shri Ram College for women, undertook a general feedback from the students at the close of the academic year 2018-19. The feedback spread across three main areas of concern – issues pertaining to the department and the teaching pedagogy; the broader academic context in the college, with questions of the library facilities and on satisfaction with course curriculum and internal assessment mechanisms; and finally on the basic infrastructural and student support structures in the college. The survey was conducted across the three years, and we received feedback from 47 students overall.

### **Students' feedback related to the department:**

- On the experience with the classroom teaching, about 80% of respondents have expressed general to high degree of satisfaction (38/47). Similarly, in tutorial classes, the positive response has been provided by about 76% of respondents (36/47).
- On the issue of freedom to debate and discuss in classroom and tutorials, the response has been overwhelmingly positive with 100% of respondents expressing a general to very high degree of satisfaction.
- On the general experience from academic and co-curricular activities conducted by the department, about 80% (38/47) of respondents have found them useful to very useful for their academic growth. At the same time 59% (29/47) of respondents found avenues of direct involvement in co-curricular activities outside classroom spaces fruitful.

### **Students' feedback related to academic content:**

- On the question of the ideal strength of the tutorial group, about 16 students have suggested the ideal strength to be between 10 to 15 per tutorial class. Whereas 23 students have suggested the strength to be between 6 to 8 per class.
- On the usefulness of library facilities in the college 89% (42/47) respondents have expressed satisfaction. However, the level of satisfaction drops significantly when asked about the internet facilities in the college, with only about 40% (19/47) of respondents expressing satisfaction.
- On the question of internal assessment and the design of various methods and components therein, about 63% (30/47) students have expressed satisfaction.

### **Learning at LSR:**

- A large majority of respondents [(72%) 34/47] have high opinion about the general infrastructure of the college.
- About 65% (31/47) respondents have expressed a general positive opinion about the functioning of college administration. Similarly, 72% (34/47) respondents have expressed positive feedback on the grievance redressal mechanisms available within the college.

These are the general questions which were asked of the students across the three years of History (Hons) course.

## **Department of Economics**

The Department of Economics conducted a student survey to collect feed-back of students in the Department using a questionnaire involving all areas & dimensions e.g ;

- a. Teaching & learning
- b. Infrastructural facilities
- c. Use of library & other facilities
- d. Availability of reading materials
- e. Regularity & timely delivery of Lectures ,Tutorials
- f. Periodic & structured Internal Assessment
- g. Course-content.

In response to the above questions, it was found that students are greatly satisfied. Students were highly appreciative about the pedagogical practices used in the Department such as use of ICT, group discussion, Paper Presentation, Debate, Quiz, screening of Documentary movies. In addition to the conventional lectures, tutorials visit to eminent institutes in Public & Private domain provided students early exposure to practical application of classroom learning. The Annual International Economics Symposium was organized by the Department which began with an inaugural lecture by Dr. Yasmin Ali Haque, UNICEF Representative India. The Department also invited distinguished speakers, Dr. Jean Dreze, Ms. Nabila Jamshed, Dr. Shagun Sabrawal and Ms. Bhuvana Anand.

There are many Clubs & Societies in the Department which students find immensely useful in applying classroom learning of Economic Theories in Real Time situations which make the students aware about Economic issues.

Students from the Batch of 2019 got admitted to various universities abroad like Yale University, Columbia University, Cambridge University, London School of Economics, Boston University, Sciences Po, University of Finland etc.

**Placements:** Over 30 students from the Batch of 2019 got placed at various multinational corporations like Bank of America, Google, BCG, McKinsey and co., Bain Capability Centre, EY, KPMG, L.E.K. Consulting, Dalberg, etc.

The Student Satisfaction Survey has provided the students a platform to voice their concern & it is immensely helpful to understand the issues that students face in the Department & provides us much needed inputs to constantly improve our efficiency, competence & delivery system

## **Department of Sanskrit**

The Department of Sanskrit at Lady Shri Ram College has conducted a students' feedback survey in the month of April–May 2019. A total of 43 students (16 students from IInd semester, 18 students from IVth semester, and 9 students from VIth semester) participated in the survey to indicate their satisfaction level about the academic and co-curricular related statements given in the form. The students were asked to indicate their level of satisfaction to the given statements by choosing a score between 1 and 5. Overall, the students are seen highly satisfied with the statements given in the form and it would help the department to improve the teaching methodology and meet with the expectations of students.

According to this survey, majority of the students are completely satisfied with the approach, guidance and behaviour of the teachers, seniors, classmates and other staffs associated with department and college in helping the students irrespective of diverse cultural and academic background. 95% of the students have indicated their stronger agreement with the statements, 4% 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 teaching-learning process.

According to this feedback survey, students are highly satisfied with the periodical assessments through projects and assignments which were conducted as per schedule and syllabus covered within given time was another segment that got high level of satisfaction with high percentage of 87%. According to the feedback of another important statement, as many as 85% of the students agreed that the participation and discussion mode in the class was encouraged. Hence, the survey depicts that in this participatory method of teaching-learning process students are more enthusiastic in participation and discussion and as a result their research aptitude has increased. The department tends to make the teaching process more participatory and research oriented. Students have expressed satisfactory indicator in their feedback regarding various teaching aids for effective learning process (65%). The department will take necessary steps to improve in this regard by using Modern teaching aids/gadgets/handouts/lectures by Scholars from different specialised fields. The feedback survey reflects that students are satisfied with the counselling in academic and non-academic matters (89%).

Few students have suggested that Inter-disciplinary courses may be started; more Sanskrit books in English medium to cover CBCS syllabus may be included in the library and some Infra-structural modifications of lecture rooms may be done. Further, Students indicated that Sanskrit texts and other parts of syllabus may be taught with scientific research aptitude. The department is determined to look after these issues which are directly related to overall development and welfare of students. These suggestions will be conveyed to concerned authorities by the department.

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 performance. 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 Political Science**

The Department of Political Science of LSR sent out a Google Form to the outgoing batch of 2019 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 course content of BA (Hons.) courses, 28% of students found it Engaging, 59% found it Adequate and the remaining 13% found it Inadequate
- On the question of their satisfaction with their GE courses, 60% of students expressed Satisfaction, 24% were Somewhat Satisfied and the remaining 16% were Dissatisfied.
- On the Teaching-Learning process in LSR, 49% of students expressed High Satisfaction, 41% expressed Satisfaction and the remaining 10% were Dissatisfied.
- On the infrastructure of LSR, 29% of students expressed High Satisfaction, 46% expressed Satisfaction and the remaining 25% were Dissatisfied.

- On the question of their satisfaction with the overall experience in LSR, 48% of students expressed High Satisfaction, 36% expressed Satisfaction and only 16% were Dissatisfied.
- Students also gave some constructive suggestions, which included workshops on career guidance, research methodology and mental health.

To summarize, it may be said that 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. The Department has made plans this year to fulfill the constructive suggestions of our students.

### **Department of Philosophy**

The Department of Philosophy at Lady Shri Ram College has conducted a students' feedback survey in the month of April–May 2019. A total of 68 students (23 students from IInd semester, 23 students IVth semester, and 22 students from VIth semester) 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.

#### **IInd semester**

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 91% of the students have indicated their stronger agreement with the statement, 9% 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 91% of the students have fully agreed with the statement and nearly 4% of the students are satisfied with the evaluation process.

According to this feedback survey, 61% of the students are well satisfied with the teachers that they had the skill of addressing inappropriate behaviour of the students whereas 30% 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 26% of the students are happy with this in which 57% 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 (83%). According to the feedback of another important statement, majority of the students agreed with the participation and discussion in class was encouraged (61%). 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 65% of the students are highly satisfied with the statement that the entire syllabus was covered and 30% students have registered their satisfaction. As high as 26% of the students have expressed a high satisfactory indicator in their feedback regarding various teaching aids for effective learning process and 13% of the students have indicated a satisfactory. The feedback survey reflects that 13% of the students are highly satisfied with the counselling in academic and non-academic matters, and 47% of the students are also satisfied with this statement.

#### **IVth semester**

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



47% of the students have indicated their stronger agreement with the statement, 17% 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 26% of the students have fully agreed with the statement and nearly 43% of the students are satisfied with the evaluation process.

According to this feedback survey, 35% of the students are well satisfied with the teachers that they had the skill of addressing inappropriate behaviour of the students, whereas 22% registered their satisfaction on this. Around 26% of the students are happy with the periodical assessments that were conducted as per schedule and 26% of the students are fully satisfied with this statement. While 26% of the students have indicated their stronger agreement with the statement that the attitude of the teachers was friendly and helpful, 22% of the students have indicated their satisfaction on this. According to the feedback of another important statement, 39% of the students agreed with the participation and discussion in class was encouraged and 26% of the students have indicated their satisfaction on this. The survey depicts that 78% of the students are highly satisfied with the statement that the entire syllabus was covered and 4% students have registered their satisfaction. As high as 30% of the students have expressed a high satisfactory indicator in their feedback regarding various teaching aids for effective learning process and 4% of the students have indicated it satisfactory, whereas 56% of the students have expressed less agreement to the statement. The feedback survey reflects that 22% of the students are highly satisfied with the counselling in academic and non-academic matters and 22% of the students are also satisfied with this statement, whereas 43% of the students have expressed less agreement to the statement.

#### Vith semester

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The department looks 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 Statistics**

The students of 2018 - 2019 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.

### **Department of Hindi**

The students of Department of Hindi were asked to fill the feedback form on various parameters like lecture preparedness, delivery style, timely coverage of syllabus, punctuality and approachability. The scale for rating was ranged from 1 to 5 in which 1 was very poor to 5 being very good. Most students were satisfied and the average rating was between 3.5 and 4.5. Their expectations were met which they had when they had joined the department. The students were satisfied with the various ‘beyond the classroom activities and inter-disciplinary talks that take place from time to time. Various students were active in these events. On the basis of the feedback, most students stated that they found themselves prepared for their futures. However the students made a few suggestions:

- More career counseling sessions to be organized
- The topics for interdisciplinary talks are made to be more interesting.
- The competitions should be made more inclusive in terms of participation.
- Classes should be made continuous by removing the gaps between two classes.

### **Department of Sociology**

The Department of Sociology Lady Shri Ram College for Women administered feedback forms for *all the students of the department* for the academic year 2018-19 as per the directive of the staff council. Nearly eighty percent of the students enrolled in the department participated in this process.

| S. No | Year                            | Class Strength | Number of Respondents | %     |
|-------|---------------------------------|----------------|-----------------------|-------|
| 1     | First Year<br>Batch of 2018-21  | 46             | 36                    | 78.26 |
| 2     | Second Year<br>Batch of 2017-20 | 42             | 33                    | 78.57 |
| 3     | Third Year<br>Batch of 2016-19  | 48             | 39                    | 81.25 |

The feedback forms sought responses from students under six heads that allowed them to grade their experience quantitatively and record their responses qualitatively. The design offered students enough opportunity to express themselves candidly. The feedback was anonymous. Following are the broad patterns of responses.

#### **Academic Experience:**

Over 90% of the students feel that the courses were intellectually stimulating and 88% agree or strongly agree that the courses were adequately covered in class.

The deep dissatisfaction with the syllabus remains. Only 55% of the students found them to be well structured and adequately rigorous. This is a pattern across the board with all the three years. The department has attempted to intervene and correct some of these issues at the university level during the ongoing syllabus revision.

75% of the students said they have received adequate academic support.

#### **Teaching:**

Overwhelming majority of students are hugely satisfied with teaching at the department. More than 90% of them reported that teaching stimulated interest in the subject, teachers are knowledgeable about the course content, possess good communication skills and treat students with respect and dignity.

Nearly 80% of students feel teachers effectively directed and stimulated class discussions, class time was used effectively and teaching inspired them to engage with the discipline beyond the curriculum. The department is delving into it to figure out possible reasons for the ten percent gap between the former four and latter three parameters in the feedback on teaching process.

All the teachers of the department are rated at 3.5 or above on a scale of 5.

#### **Tutorials and Internal Evaluation**

Department considers tutorials to be a vital institution. At the moment they are rated at 3 on a scale of 5. While the first year rated them at 3.4 and final year at 3. The second year students rated them at 2.7. The tutorial and assessment are doing well on the three key parameters of participatory opportunities, timely feedback on writing assignments by faculty, faculty help in improving the learning abilities. It also indicates that there is room for improvement in deploying internal evaluation as a method to enable learning and over- all efficacy of the systems.

#### **Department Specific Activities:**

The department did exceedingly well in terms of department specific activity once again. On a scale of 5 sociology notice board is rated at 3.5, Special lectures at 3.7, film screenings at 3, Kula, the annual academic festival at 3.9 and departmental publications at 3.7, department as a social space is rated at 4.2. The annual field trip that the department has institutionalized is rated at a near perfect of 4.9. The overall rating for the Department specific activities is pegged at 3.7.

### **College Resources and Activities:**

In terms of college resources, the outgoing batch rated library facilities and extracurricular activities high at 3.8 and 3.2 respectively on a scale of 5. Cafeteria is rated at 3.2. There are quite a few aspects of college life that are rated below 3 which is a cause for concern. The feedback rates administrative staff at 2.6, medical room at 2.7, website at 2.7, Computer facilities 2.5 and Student hand book at 2.6. Very low ratings are received for Wi-Fi Connectivity at 1.8 and college counselling at 1.8. The students seem to express great dissatisfaction with the existing facilities for counselling. Department requests the college to act in this area with requisite urgency.

### **Outcomes:**

We are happy to report that as always the students of outgoing batch of the department are doing exceedingly well and we are currently in the process of gathering the data on their various pursuits after graduation. We will make the data for the same available for the IQAC as soon as we conclude the exercise.

### **Department of B.A. Programme**

The batch of 2018 was asked to share their reviews on various aspects of the department/college. They were required to rate various aspects on a scale of 1 to 5, 5 being the best.

Following can be deduced on thorough analysis of their ratings:

- On an average, students have rated classroom teaching 3.82 and experience in tutorial classes a 2.94.
- With a rating of 4.06, students believe that they have the freedom to ask questions and debate in classrooms.
- Usefulness of academic and co-curricular activities has been rated a solid 4.24.
- Avenues for direct involvement in activities outside regular classrooms has been rated 3.47.
- With a rating of 4.24, recent graduates would recommend BA Programme of LSR to school leaving students.
- Students believe that the ideal strength of a tutorial group should be 9-10.
- Students have rated the usefulness of the college library a 4.12.
- The experience of using the library reading room has been rated 3.82.
- Students didn't find internet facilities in the college highly satisfactory and have rated it 2.56.
- The design of various components of internal assessment by the university has been rated a 3.18.
- Students seem satisfied with the general infrastructure of the college and have rated it a decent 4.
- Student-friendliness of the administration has been rated a 3.12.

- Grievance redressal mechanism in college has been rated a 3.35.
- Students seem satisfied with the Food, Cleanliness and Services in college café which has been rated an adequate 4.

When asked to what extent has B.A Programme deepened their critical/analytical abilities, factual knowledge, understanding of concepts, creativity, communication skills and ability to pursue further studies and work, most students gave a positive response. The diversity in terms of the subject choices that programme has to offer was applauded, and was also cited as a reason by most for expanding their horizon of knowledge. It has also helped students to develop a holistic problem solving approach and they have learnt to analyse topics from various lenses.

The major criticism was regarding the lack of flexibility and options provided while choosing the GE and SEC courses. A number of students had to settle for GE and SEC courses which weren't of their liking. In terms of opportunities after college, it was a general response that the course is well designed for students interested in taking competitive exams like UPSC. However, if a student wants to pursue higher studies after college, they will have to put in extra efforts and plan way in advance on an individual level.

The general feedback for the department was mostly positive. However, some issues were raised. A few students felt that the modules for the course are well designed, but the faculty allotted to the department could be better. A certain bias towards their own respective departments on the faculty's behalf was observed, thus putting the Department of B.A programme on the back burner a lot of times. Concerns regarding the lack of choice and flexibility while choosing SEC and GE courses were raised. Low participation of students in department events was also a matter of concern. A student felt that the faculty of the department was biased towards certain students and should be changed. A suggestion was put up to do away with the CR system as it impedes other students from approaching the teachers.

### **Department of Journalism**

The students were satisfied with their syllabus completed on time and prepared for exams. About 30 percentage of students would prefer a reader oriented course structure over readings following lectures. In papers that are practical oriented they suggested more workshops that are oriented towards an output helping them create a portfolio for themselves: more than what the syllabus demands. There were also suggestions for field work and frequent lecture events