

Student feedback

An annual student satisfaction survey is conducted by every department. The department wise details for the year 2019-20 are as follows:

1. Department of Commerce

The department of Commerce, took feedback from all three years of students. The feedback is provided year wise below:

First Year Students: After analysing the responses of all the 57 students of the 1st year batch, the following points can be stated:

Commerce Department	<ol style="list-style-type: none">1. 31/57 students are satisfied with the classroom teaching in the Department of Commerce.2. 32/57 students are satisfied with the tutorial classes.3. 45/57 students say that the department encourage free and fearless discussion.4. 53/57 students believes that the department organises a number of academic and curricular activities throughout the year and are satisfied with them.5. 42/57 students are satisfied with the direct or indirect involvement in organizing academic and/or co-curricular activities of the department, outside the regular classroom.6. 42/57 students agree that they would like to suggest B.Com Hons. Programme of LSR to their juniors leaving school.
Academic System	<ol style="list-style-type: none">1. 21/57 students believe that the college library is useful enough to find relevant books/journals, and 29 students are neither satisfied, nor dissatisfied with the college library.2. 34/57 students are satisfied with the reading room of the library.3. 30/57 students are neither satisfied nor dissatisfied with the internet access in college particularly vis-a-vis library facilities, e.g. JStor, etc.4. 29/57 students are satisfied with the way in which the University has designed the various components of Internal Assessment, like the Class Test, Project and Attendance.
Learning at College	<ol style="list-style-type: none">1. 52/57 students are satisfied with the general infrastructure of the college.2. 30/57 students are content with the Grievance Redressal mechanism of our college.3. 45/57 students are fine with the quality of food, prices, cleanliness and services available in the college cafe, and 12/57 students are neither satisfied not dissatisfied
Comments/suggestions given by the student	<ol style="list-style-type: none">1. A student is dissatisfied with the number of societies in the college. They felt that societies pertaining to the commerce department are a very few in number.2. They expected exposure to societies like Marketing Society, Economics society etc. This holds back them recommending LSR to juniors.3. Students feel that the seniors of the Department are extremely helpful and supportive.

Second Years: After analysing the responses of 57/105 students of the 2nd year batch, the following points can be stated:

Commerce Department	<ol style="list-style-type: none"> 1. 30/57 students are satisfied with the classroom teaching in the Department of Commerce. 2. 45/57 students are satisfied with the tutorial classes. 3. 44/57 students say that the department encourage free and fearless discussion. 4. 46/57 students believes that the department organises a number of academic and curricular activities throughout the year and are satisfied with them. 5. 42/57 students are satisfied with the direct or indirect involvement in organizing academic and/or co-curricular activities of the department, outside the regular classroom. 6. 34/57 students agree that they would like to suggest B.Com Hons. Programme of LSR to their juniors leaving school.
Academic System	<ol style="list-style-type: none"> 1. 25/57 students believe that the college library is useful enough to find relevant books/journals. 2. 34/57 students are satisfied with the reading room of the library. 3. 11/57 are dis-satisfied with the internet access in college particularly vis-a-vis library facilities, e.g. JStor, etc. 4. 18/57 students are satisfied with the internet access in college particularly vis-a-vis library facilities, e.g. JStor, etc.
Learning at College	<ol style="list-style-type: none"> 1. 41/57 students are satisfied with the general infrastructure of the college. 2. 27/57 students are content with the Grievance Redressal mechanism of our college. 3. Only 39/57 students are fine with the the quality of food, prices, cleanliness and services available in the college cafe.
Comments/suggestions given by the students	<ol style="list-style-type: none"> 1. Two students feel that the commerce department seems is too biased and partial. 2. Some students feel that the quality of food provided is poor and the internet connectivity should be improved, especially in old building. 3. Students also suggest that more discussions on real world should happen. 4. Students feel that there should be more subject options for GE and SEC. There should be an increase in the quantity and quality of commerce staff, despite the already existing promising staff. 5. Students were also of the view that classes should be dismissed early instead of 5:30 PM. 6. A student highlighted the need to divide our batch into sections, like other courses.

Third year: After analysing the responses of 46/68 students of the 3rd year batch following points can be stated:

Commerce Department	<ol style="list-style-type: none"> 1. More than 85% of people are satisfied with the classroom teaching in the Department of Commerce 2. More than 80% people are satisfied with the experience in tutorial classes. 3. 76.1% people say that the department encourages free and fearless discussion 4. 80% people find the academic and co-curricular activities useful 5. 90% people are satisfied with the direct or indirect involvement in organising academic and co-curricular activities of the department. 6. 87% people agree that they would like to suggest B.Com Hons. Of LSR to their juniors leaving school
Academic System	<ol style="list-style-type: none"> 1. 80% people believe that the college library is useful enough to find relevant books and journals 2. 80% people are satisfied with the reading room of the library 3. Only 65% people are satisfied with the internet access in college particularly library facilities 4. Only 50% students are satisfied with the way the University has designed various components of Internal Assessment
Learning at College	<ol style="list-style-type: none"> 1. More than 95% of the people are satisfied with the general infrastructure of the college 2. 90% people are satisfied with Grievance mechanism of LSR 3. 90% students are satisfied with the quality of food, prices, cleanliness and services available in the college cafe
Comments/suggestions given by the students	<ol style="list-style-type: none"> 1. More out of the book learning should be done, to encourage students to expand their horizons above book knowledge. 2. Tutorials should be scheduled after the lectures so that students who do not have tutorials on a particular day don't have to wait so long to attend the classes. Many times this time gap is of one or two hours or more. 3. Longer gaps should not be there in the time table

2. Department of Hindi

The students of Department of Hindi, Lady Shri Ram College for Women were asked to fill the Feedback form on various parameters of teaching learning experience 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 dissatisfied or to 5 being excellent. Most students were satisfied and the average Rating was between 3-4.5. Their expectations were met which they had when they joined the department.

The students were satisfied by the various beyond the classroom activities and inter-disciplinary talks that took place from time to time. Various students were active in these events. On the basis of the feedback, most students found themselves prepared for their future endeavors.

However the students made a few suggestions which are as follows:

- Classes should be made continuous by removing the gaps between two classes.

- College should have provision for career counselling and mental wellbeing of students.
- There were lot of seminar and talks by eminent peoples but more workshops could have been organized.
- The 3rd year felt that the due to pandemic the semester was interrupted and there was a loss of classes and the farewell and the Scholarship event could not be held.

3. Department of Psychology

The Feedback Form for teaching - learning was answered by students across all three years in the department of psychology. The form was designed for students to self appraise their own involvement in the learning process, evaluate the curriculum and assess the quality of teaching in the department of psychology. It was filled by 38 first year students, 45 second year students and 44 third year students.

Section 1: Self Appraisal

The Self Appraisal section of the feedback form provides insight to the students approach and engagement in classrooms. Students across all three years pointed out that they have own goals from the papers they study and try to derive personal growth and learning from the course content. 48.9% students, on an average, arrive for class punctually and hardly any of them do their pending work in class time indicating that they take interest in the proceedings of the lecture. The students active engagement in class is also highlighted through statistics that show that most listen attentively , takenotes , try and find extra information , help in structuring practical work, and have a clear idea of what happened in the past classes. The feedback form showed that about 60.6%students from first year study assigned readings on time. This number is lower amongst the second and third years at 26.6% and 38.6% respectively. On an average, 78.13% of students make their submissions on time. It is commendable to note about 72.2% of the students never miss any deadlines or submission dates and 70.6% put great effort in making sure their academic work is done well. The survey highlighted that most of the students depend on the Internet instead of college library to gauge extra information about their course and subject. They take great interest in the subject and most (an average of 68.8%) are curious about what psychology has to offer. About 70.87% students make efforts to connect the curriculum to their daily lives and go beyond the course to expand their understanding. Many students also highlighted that Psychology Honours course can be taxing and sometimes overwhelming. Academic stress is experienced by the students of the department time and again. Despite students being interested in the psychology course, their involvement in department related events is relatively low. Most students reported that they “only sometimes help with organising department events or attend them.” About 39.37% students participate in the GBM and share their opinionn. According to the students, their common strengths include, “diligence towards their work, great interest in their subject and hard work.” Their common limitations include, “inability to manage time, feeling overwhelmed and burdened by deadlines and academic work and not having equal interest in all papers of the course”.

Section 2: Curriculum Evaluation

The second section on the evaluation of the curriculum of the feedback form assesses the interests and opinions of the students regarding the curriculum followed. Majority of the students (94%), across all three years, have expressed their likeness for the curriculum taught. On an average, 88.15 % of the first year students, 68.9% of the second year students and 68% of the third year students consider the curriculum to be updated and in sync with market demands. A large majority of students, 94.7% from first year, 86.6% from second year and 88.7% from third year, believe that they have more or the same amount of knowledge as psychology students from other universities. 90.9% of the students feel that they have by and large or somewhat been taught the necessary research skills. However, a large 78.9% of the students are disappointed that the course is not as application oriented as they want it to be. The feedback shows that on an average 78.53% of the students, across all years, are confident about cracking entrance exams for higher education in psychology. The transaction of the curriculum has helped 97.4% of students from the first year, 86.8% of the students from the

second year and 95.4% of the students from the third year to understand themselves better. 95.5% of the first years, 82.2% of the second years and 84.2% feel that their interest areas have been touched upon. All students of first year, 93.4% of the second years and 97.8% of the third years feel that the major subfields of psychology are covered in the curriculum. Majority of the students are satisfied with the options of papers offered in the curriculum. As one student remarked, "...it (the curriculum) pushes everyone to put in their best effort. It is comprehensive, relevant, research oriented, holistic and application based."

The biggest limitation with regard to the curriculum is that it is a lot more theoretical than practical. According to the students, "the lack of field work, outdated curriculum and lack of papers of new subfields of psychology also are an issue." Tedious time tables and numerous practicals are also problematic.

Section 3: Faculty Evaluation

This section of the survey assesses students feedback about the faculty of the department. 94.5 % of students across all three years reported that teachers are extremely regular in taking their classes and 83.27% state that the teachers are punctual. Students appreciated that teachers teach at a good pace, explain concepts well, cover the whole syllabus before exams, return the corrected work within a reasonable time frame, teach in a structured manner and make special effort to go beyond the textbook and connect the course material to real life. 71.77% of the students pointed out that the teachers respond to their questions in a satisfactory manner and 87.7% of the students feel that they and their peers are encouraged to raise questions and doubts in class. All the students have great belief in their professor's knowledge of their subject and feel inspired by them to study hard and delve deeper into the subject. 71.93% of the department feels that the teachers are fair in marking, although many feel that the faculty should relax attendance and discipline rules. Out of all students in the department, 73.23% enjoy their psychology classes thoroughly. Students often feel appreciated by the faculty when they take their research interest into account while designing their practical work, set clear expectations from them, and feel free to take advice from their teachers on future plans. 72.07% believe that work deadlines are mutually negotiated between students and teachers, which makes them feel heard. In the survey it has also been pointed out that 60.23% of students would like simple readings for their course material.

Some areas of improvement were pointed out by the students. They believe that the teachers should encourage more interactive classroom discussions and give more Indian examples. Some students also feel that they would like their faculty to be "more approachable and encourage more informal discussions". Students feel that "the professors should be more relaxed with regards to deadlines, attendance and submissions." The overall evaluation of the faculty is very positive. Students have pointed out various strengths such as their "pedagogy in the classroom, the way teachers are organised", "use of audio-visual aids", and the faculty's "effort to connect course content with real life for extended understanding." They have appreciated faculty's "commitment, organisation, preparedness for class". One student remarked, "The teachers push us to always strive harder and put in more hard work. They do not allow us stay in our comfort zone which helps us in reaching out for more goals. Another remarked, "They give in their heart and soul to the topics being taught and make sure students try to do the same." Students also applauded teachers' efforts in engaging in online teaching. As one student expressed, "...their efforts in terms of online material is also remarkable. Want to thank teachers for their efforts for sending materials during lockdown also".

4. Department of English

The students of all three years of the undergraduate programme were asked for their feedback on the following segments: Course content for Core papers, Course content for MIL, AECC and SEC papers, Transaction of courses and Infrastructure. The parameters for feedback of each of the components were graded as Very Good, Good, Average and Poor.

- The feedback for Core papers was as follows:

In the first feedback on *Course content of Core papers*, it was found that 68% students from third year, 83% from second year, 69% from first year considered it to be good; with 15% students from third year, 3% from second year, 26% from first year considering it to be very good.

The feedback on *Length of core paper syllabus* to be done in the given time, it was found that 43% of third years and 44% of first years found it good, while 46% of second year students found it average.

The *Relevance of Core courses* as per 57% third year students, 57% second year students and 62% first year students was good.

- The feedback for MIL AECC, SEC papers was as follows:

For the feedback of the *Content of MIL, AECC and SEC papers*, it was found that 40% of third year students found it to be average, while 40% of second years students and 48% of first year students found it to be good.

The *Length of MIL, AECC and SEC syllabus* to be done in a given time was graded as good by 39% of third year students, 57% of second year students, and 49% of first year students.

The *Relevance of MIL, AECC and SEC courses* was considered average by 37% of third year students, while 46% of second year students and 37% of first year students considered it to be good.

- The feedback for Transaction of Courses was as follows:

Students provided feedback on regularity of classes, timely 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 good by 44% of third year students and 55% of second year students, while 49% of first year students considered it very good.

Completion of syllabus was considered good by 47% of third year students, 52% of second year students and 51% of first year students.

Availability of teachers outside class was graded as very good by 39% of third year students, while 57% of second year students and 54% of first year students considered it good.

Teachers' effectiveness in transacting syllabus was considered good by 56% of third year students, 68% of second year students and 46% of first year students, while 46% of first year students also rated it very good.

Bibliography and references provided for courses was considered very good by 49% of third year students, while 51% of second year students and 49% of first year students considered it good.

- For the 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*, 52% of third year students, 55% of second year students and 48% of first year students rated it good.

For *fans and coolers*, 47% of third year students, 35% of second year students and 37% of first year students rated it average.

For *cleanliness*, 51% of third year students, 48% of second year students, and 52 % of first year students rated it good.

For *internet availability*, 64% of third year students, 57% of second year students and 54% of first year students rated it poor.

For *library resources*, 55% of third year students, 55% of second year students, and 63% of first year students rated it good.

For *online material accessibility*, 41% of third year students, 48% of second year students and 48% of first year students rated it good.

For *photocopy and printouts*, 49% of third year students rated it very good, while 48% of second year students and 56% of first year students rated it good.

5. Department of Elementary Education

The department of Elementary Education, LSR, collected student feedback from the students studying across all the four years using an online survey. 174 out 207 students responded to the survey over the months of June 2020. The following segment analyses the main trends and suggestions in the responses obtained.

Students have expressed their opinions and 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:** 75% respondents expressed their satisfaction about availability of classrooms and resources and 62% expressed somewhat satisfactory about the cleanliness and hygiene of classrooms, 97% expressed highly satisfied with the safety and security in the classroom. 72% expressed somewhat satisfied with availability of clean drinking water and 68% expressed somewhat satisfied with the cleanliness of washrooms. 80% responded that they are extremely satisfied with the ventilation and lightning of classrooms. 75% expressed somewhat satisfied with classroom acoustics.
- **Students Suggestions for improvement of infrastructure:** students suggested that since it's too hot in summers on third floor its quite suffocating so more wall fans should be installed and there should be availability of soap for hand washing in the toilets. Wifi system is needed to do assignments and projects. Washrooms should be cleaned more frequently and more water coolers during summers.
- **Pedagogy and assessment:** Most of the students expressed satisfaction about the teaching pedagogy and flexibility in teaching of faculty.
- **Suggestions:** too lengthy assignments should not be given which consume too much of time of students like for a month. overlap in submission of assignments should be avoided. detailed assessment criteria should be given by faculty at least 10 days before submission date of assignments. Guest faculty should be appointed in time because later on student's syllabus is not done timely. More of Hindi readings should be provided to students. Faculty should be more bilingual during teaching.
- **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.

6. Department of Mathematics

A Questionnaire was circulated by the Department of Mathematics among the Ist, IInd and IIIrd 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.

1. Regularity of lecture and practical classes.
2. Usefulness of Internal assessments to assess the knowledge and learning trajectory of students.
3. Inclusivity/participation of the students in various department academic and non academic activities.
4. Availability of infrastructure e.g., facilities in the labs, books/ other reading material in the library, facilities in the lecture rooms.
5. Usefulness of publications, **Department Newsletter- Quantum and Department Journal-Eclat**, of the department to enhance the creativity of students and for academic growth of the subject knowledge.

The summary of the responses is as follows:-

- In regard to the regular conduction of classes, tutorials, participation in the discussion, the level of satisfaction varies between 82% to 91%.
- The degree of usefulness in the conduction of internal assessment was found out that the students are highly satisfied with the way internal assessments are conducted.
- The students were satisfied with the cohesiveness and inclusiveness in the Department activities with the numerical value being 87% and with the numeric value 96% they appreciated the helping culture of the department irrespective of the ethnicity and cultural background.
- The point of consideration in this survey is the response of the student body towards the availability of good infrastructure. This point out that the student body as a whole is only moderately satisfied with the level of infrastructure.
- Students are highly satisfied with the college library for finding books/ journals with the numeric value 91%, considering excellent, good and average ranks.
- The final heads were for the feedback towards the academic Journal Eclat, Anupama Dua Scholarship function and paper presentation, quality and content of the department newsletter- Quantum. The parameters were efforts, quality and learning. It was reported that the students liked and appreciated the efforts and usefulness of these with the numerical value varies from 92% to 96%..

7. Department of History

The department of history collected the feedback from students between 20th March till 2nd April 2020. The survey was conducted on various parameters on pedagogy, teaching methodology, department and on over all experience of the department and college. Besides the questions which were drafted for use in the survey, students were also encouraged to share their free thought on their experience in the department and the college.

Below is the response from 2nd year (4th semester) History Hons Students. At the outset one needs to remark that the response from the final semester students have been fairly low (12 students) compared to those in the second (27 students) and first year (68 students) of their under graduation. There seems to be progressive decline in the number of respondents as one moves from lower semester to the higher one.

Feedback Related to the department:

- Overall, 107 students across the semester provided the feedback. Around 91% (98/107) rated the department high to very high on the parameter of classroom teaching. Similarly, around 89% (96/107) rated their experience in tutorial classes from high to very high to excellent. A large number of respondents - 93% (100/107) also seems to agree that the department and its teachers provide ample space for questioning and debates within the classrooms and tutorials.
- On the parameter of the usefulness of academic and co-curricular activities organised by the department, around 86% (93/107) of the respondents found the activities to be a very useful and enriching experience. At the same time, there is a slight decrease in the percentage of respondents - 75% (81/107) who finds avenues of direct involvement in activities outside the classroom, easy to access. On the parameters related to the department, in the end about 88% (95/107) of respondents agreed that they, if asked, would recommend the department and the course to students who are just passing school certificate examination.

Feedback related to academic content:

- On broader academic contexts, such as on the issue of idea strength of tutorial class or on usefulness of college library, students have expressed divergent opinions. While around 81% of total respondents feel that the ideal strength of a tutorial class should be between 6 to 10 students per group. At the same time an overwhelming number of students found college library stocked and extremely useful - 91% (98/107). Similar number of students also found the experience of using the library reading room to be very satisfactory (98/107). Similarly, on the structure of the various components of internal assessment designed by the university (including assignments, presentations and projects), students have expressed satisfaction with the above - 75% (81/107). However, on the contrary to an almost positive feedback on the above-mentioned parameters, students expressed a very negative view of the INTERNET facilities provided by the college, particularly in the library. An overwhelming number of responses - 80% (86/107) have expressed their dissatisfaction.

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- At the end students have given a generally positive to very positive review of the general infrastructure of the college, such as on general infrastructure (72% - 78/107), on the general experience of the college administration (62% - 67/107), grievance redress mechanisms (65% - 70/107), and on issue of sanitation and condition in college cafe (89% - 97/107).
- At the end of the survey, students were also asked to give their general remarks and any other observation which they would want to share with the department and college. Almost all the remarks have been positive, with students acknowledging that studying

in LSR at the department of history have enabled them to think critically of the subject and have found the environment enriching, while they continue to learn and grow at LSR. However, some concern has been raised regarding the difficulty faced by the Hindi medium students due to paucity of the reading material and most of the classes being conducted in English.

8. Department of Sanskrit

The department of Sanskrit conducted a student feedback survey. Most students from all three years participated in the survey to express their views and gave suggestions regarding the statements given in the survey 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 feedback survey result, majority of students are completely satisfied with the approach of the teachers in helping the students irrespective of their different academic backgrounds. Further, it is also noted that most of the students are pleased with the departmental co-curricular activities and have participated in different activities to contribute towards department's growth and to enhance their own skills. As many as 99% of the students are happy about their experience with departmental learning processes 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 that, majority of the students agreed with is that participation and discussion in the 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 more participatory and discussion oriented. 99% of the students are satisfied with the statement that the entire syllabus was covered , which is an important finding. The department will try its best to take this level of 100%. Though 80% of the students have expressed a satisfactory notion regarding teaching aids for effective learning purposes, 20% of students have given an average score, which is a matter of concern for the department and 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 specialized fields. Some of the students from second semester have suggested for bi-lingual lecture delivery and notes in the class. This will be taken care of by the department to the best of its capability.

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 has suggested that the quality of teaching –learning process through various methodologies and approaches can be improved. The department takes all responsibility to accomplish the expectations of the students.

9. Department of Economics

The Department of Economics, Lady Shri Ram College For Women conducted a survey to collect feedback from the students of Economics using a questionnaire encompassing:

- a) Teaching & learning
- b) Regularity & timely delivery of lectures and tutorials
- c) Periodic & structured Internal Assessment

It was found that students are greatly satisfied. They were highly appreciative of the pedagogical practices such as the use of ICT, group discussions, paper presentations, debates, quizzes, screening of documentaries. In addition, visits to eminent institutes in the public &

private domain have provided the students an early exposure to practical applications of classroom learning.

When asked to assess and rate the general experience of college lectures in relation to depth of knowledge imparted, a majority of the students responded positively. The same goes for teachers' ability to communicate the course content, degree of preparedness of teachers, regularity and punctuality in conducting the lectures, as well as promptness in evaluation and feedback. In the context of fairness and empathy on the part of teachers, most of the students' assessment has been positive. Regarding the efficiency of various methods of evaluation, most of the students seem to be appreciative of class assignments, projects/presentations, and the end-semester examination. Moreover, as far as academic encouragement and support, as well as time spent with teachers outside the classroom are concerned, the response has been affirmative. Most seem to benefit from good communication and language skills, team-work, as well as the ability to think independently. These are some of the attributes the students have developed through the course of their journey here at LSR.

Given the changing dynamics where the shift to innovative audio-visual tools for classroom teaching may be inevitable, the Department will strive to incorporate best teaching-learning practices for an all-round development of the students.

10. Department of Political Science

The Department of Political Science of LSR sent out a Google Form with 10 questions to students of all three years with the purpose of getting their feedback for the academic year 2019 to 2020. The topics covered included their feedback on their BA (Hons.) & GE Courses, Teaching-Learning process and their overall experience in LSR. The following are the results

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First year students:

- On being asked to rate the quality of the course content of BA (Hons.) courses, 20% of students chose Excellent, 53% chose Good, 24% chose Satisfactory and the remaining 3% chose Poor.
- On being asked to assess the teaching-learning process in LSR, 30% of students chose Excellent, 55% chose Good, 13% chose Satisfactory and only 2% chose Poor.
- On being asked whether they were able to get sufficient reading materials for their courses, 85% answered that they were able to do so In Majority of Courses, 13% chose In Minority of Courses and 2% chose Rarely.
- On being asked whether the faculty cultivated an interactive, engaging learning atmosphere, 83% answered that they did so In Majority of Courses, 14% chose In Minority of Courses and 3% chose Rarely.
- On being asked whether internal assessments were evaluated without bias, 70% answered In Majority of Courses, 18% chose In Minority of Courses and 12% chose Rarely.

- On being asked to rate their overall experience in the Department of Political Science, 22% of students chose Excellent, 53% chose Good, 20% chose Satisfactory and the remaining 5% chose Poor.
- On being asked to assess their experience with GE courses, 21% of students chose Excellent, 43% chose Good, 22% chose Satisfactory and the remaining 14% chose Poor.
- On being asked to give feedback on the infrastructural facilities in LSR, 26% of students chose Excellent, 40% chose Good, 27% chose Satisfactory and the remaining 7% chose Poor.
- On being asked to rate the collection of Political Science Resources in the College Library, 42% of students chose Excellent, 44% chose Good, 11% chose Satisfactory and the remaining 3% chose Poor.
- On being asked to assess their overall experience in LSR, 26% of students chose Excellent, 36% chose Good, 29% chose Satisfactory and the remaining 9% chose Poor.

Second year students:

- On being asked to rate the quality of the course content of BA (Hons.) courses, 13% of students chose Excellent, 58% chose Good, 25% chose Satisfactory and the remaining 4% chose Poor.
- On being asked to assess the teaching-learning process in LSR, 19% of students chose Excellent, 56% chose Good, 21% chose Satisfactory and only 4% chose Poor.
- On being asked whether they were able to get sufficient reading materials for their courses, 88% answered that they were able to do so In Majority of Courses, 12% chose In Minority of Courses and 0% chose Rarely.
- On being asked whether the faculty cultivated an interactive, engaging learning atmosphere, 64% answered that they did so In Majority of Courses, 30% chose In Minority of Courses and 6% chose Rarely.
- On being asked whether internal assessments were evaluated without bias, 90% answered In Majority of Courses, 7% chose In Minority of Courses and 3% chose Rarely.
- On being asked to rate their overall experience in the Department of Political Science, 18% of students chose Excellent, 51% chose Good, 28% chose Satisfactory and the remaining 3% chose Poor.
- On being asked to assess their experience with GE courses, 15% of students chose Excellent, 25% chose Good, 33% chose Satisfactory and the remaining 27% chose Poor.
- On being asked to give feedback on the infrastructural facilities in LSR, 6% of students chose Excellent, 35% chose Good, 47% chose Satisfactory and the remaining 12% chose Poor.
- On being asked to rate the collection of Political Science Resources in the College Library, 18% of students chose Excellent, 53% chose Good, 23% chose Satisfactory and the remaining 6% chose Poor.
- On being asked to assess their overall experience in LSR, 21% of students chose Excellent, 51% chose Good, 24% chose Satisfactory and the remaining 4% chose Poor.

Third year students:

- On being asked to rate the quality of the course content of BA (Hons.) courses, 10% of students chose Excellent, 46% chose Good, 32% chose Satisfactory and the remaining 12% chose Poor.

- On being asked to assess the teaching-learning process in LSR, 24% of students chose Excellent, 41% chose Good, 23% chose Satisfactory and only 12% chose Poor.
- On being asked whether they were able to get sufficient reading materials for their courses, 76% answered that they were able to do so In Majority of Courses, 19% chose In Minority of Courses and 5% chose Rarely.
- On being asked whether the faculty cultivated an interactive, engaging learning atmosphere, 58% answered that they did so In Majority of Courses, 25% chose In Minority of Courses and 17% chose Rarely.
- On being asked whether internal assessments were evaluated without bias, 80% answered In Majority of Courses, 15% chose In Minority of Courses and 5% chose Rarely.
- On being asked to rate their overall experience in the Department of Political Science, 16% of students chose Excellent, 49% chose Good, 15% chose Satisfactory and the remaining 20% chose Poor.
- On being asked to assess their experience with GE courses, 30% of students chose Excellent, 31% chose Good, 25% chose Satisfactory and the remaining 14% chose Poor.
- On being asked to give feedback on the infrastructural facilities in LSR, 10% of students chose Excellent, 46% chose Good, 29% chose Satisfactory and the remaining 15% chose Poor.
- On being asked to rate the collection of Political Science Resources in the College Library, 19% of students chose Excellent, 46% chose Good, 27% chose Satisfactory and the remaining 8% chose Poor.
- On being asked to assess their overall experience in LSR, 39% of students chose Excellent, 30% chose Good, 19% chose Satisfactory and the remaining 12% chose Poor.

Overall Summary:

- Most students gave a positive feedback (*Satisfied or above*) about their experience with the Department and LSR in all three years.
- The Department will work to improve the percentage of highly satisfied students and reducing the percentage of dissatisfied students.
- Relatively High amount of dissatisfaction about GE courses is a cause for concern.

11. Department of Philosophy

The Department of Philosophy at Lady Shri Ram College has conducted a student's feedback survey in the month of March 2020. Sixty-two 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 77% of the students have indicated their stronger agreement with the statement, 23% 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 56% of the students have fully agreed with the statement and nearly 42% of the students are satisfied with the evaluation process. However, one student has indicated

her satisfaction with a lower score which has to be taken in account to make the evaluation process completely fair and unbiased.

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. It is also a notable feedback that students are highly satisfied with the periodical assessments that were conducted as per schedule. Around 70% of the students are happy with this in which 45% 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 high score of satisfaction (73%). According to the feedback of another important statement, majority of the students agreed with the participation and discussion in class was encouraged (65%). At the same time, the survey depicts that students are more enthusiastic in participation and discussion. It is also important that 71% of the students are highly satisfied with the statement that the entire syllabus was covered. At the same time, the department understands that the satisfactory level of the students must go to the maximum level. Thus, the department will take necessary steps to cover the entire syllabus within the stipulated time. Based on the feedback, the department will encourage the teachers to discuss all the topics in detail in the class as 49% of the students indicated an average score regarding this. Even though 68% of the students have expressed a satisfactory indicator in their feedback regarding various teaching aids for effective learning process, 32% of the students have indicated an average score which needs to be addressed. The department will take necessary steps to improve this by using Modern teaching aids/gadgets/handouts/suggestion of reference, PPT, web sources etc. The feedback also suggests the department that the counselling in academic and non-academic matters in/outside the class needs much attention as 16% of the students have indicated a lower score whereas 84% of the students are satisfied with this statement. Also, the feedback shows that students are satisfied with the infrastructure of the college to have their classes, as around 67% of the students are satisfied with this in which 58% of the students are fully satisfied.

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.

12. Department of Statistics

The students of 2017 - 2020 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 "Very Good" 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.

	Excellent	Very Good	Good	Average	Below Average
Statistics as a Discipline has helped in your future trajectory	9 (37.5%)	11 (45.83%)	0 (0%)	3 (12.5%)	1 (4.17%)
The engagement with subjects offered in the discipline has motivated you to pursue higher studies	7 (29.17%)	8 (33.33%)	5 (20.83%)	1 (4.17%)	3 (12.5%)
Invited Talks/Computer Workshops has strengthen the application oriented nature of Statistics	5 (20.83%)	7 (29.17%)	10 (41.67%)	2 (8.33%)	0 (0%)
Overall assessment of teaching-learning pedagogy of the Department	4 (16.67%)	12 (50%)	4 (16.67%)	3 (12.5%)	1 (4.17%)
Sincerity/commitment of the teachers	15 (62.5%)	5 (20.83%)	3 (12.5%)	1 (4.17%)	0 (0%)
Communication skills and conducting the classroom discussions	9 (37.5%)	8 (33.33%)	4 (16.67%)	1 (4.17%)	2 (8.33%)
Skill of linking subject to real life applications and creating interest in the subject	8 (33.33%)	9 (37.5%)	4 (16.67%)	1 (4.17%)	2 (8.33%)
Approach towards developing professional skills among students	0 (0%)	8 (33.33%)	7 (29.17%)	3 (12.5%)	1 (4.17%)
Help students irrespective of ethnicity culture/background	15 (62.5%)	3 (12.5%)	4 (16.67%)	1 (4.17%)	1 (4.17%)
Accessibility of the teacher in and out of the class	11 (45.83%)	9 (37.5%)	3 (12.5%)	1 (4.17%)	0 (0%)
Depth of preparation and degree of knowledge	9 (37.5%)	9 (37.5%)	6 (25%)	0 (0%)	0 (0%)
Engaging students in exploring the theoretical concepts involved in the experiments	11 (45.83%)	4 (16.67%)	4 (16.67%)	4 (16.67%)	1 (4.17%)
Helping the students in conduction experiments through set of instructions	9 (37.5%)	9 (37.5%)	3 (12.5%)	1 (4.17%)	2 (8.33%)
Regular checking of practical file	18 (75%)	3 (12.5%)	2 (8.33%)	1 (4.17%)	0 (0%)
Availability of computers, calculators, statistical tables etc.	16 (66.67%)	4 (16.67%)	4 (16.67%)	0 (0%)	0 (0%)
Regularity in Internal Assessments (Yes/No)	21 (87.5%) / 3 (12.5%)				

Department's 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.

13. B.A. Programme

The batch of 2020, 2021 and 2022 were 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 3.29 and experience in tutorial classes a 3.27.
- With a solid rating of 4.31, 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 decent 3.65.
- Avenues for direct involvement in activities outside regular classrooms has been rated 3.39.
- With a rating of 3.69, recent graduates would recommend BA Programme of LSR to school leaving students.
- Students believe that the ideal strength of a tutorial group should be 10-12.
- Students have rated the usefulness of the college library a satisfactory 3.95.
- The experience of using the library reading room has been rated 3.93.
- Students did not find internet facilities in the college highly satisfactory and have rated it 2.59.
- The design of various components of internal assessment by the university has been rated a 3.41.
- Students seem satisfied with the general infrastructure of the college and have rated it a decent 3.8.
- Student-friendliness of the administration has been rated a 3.36.
- Grievance redressal mechanism in college could be better and has been rated a 3.1.
- Students seem satisfied with the Food, Cleanliness and Services in college café which has been rated an adequate 3.80.

Additionally, Computer Science students were asked to share their reviews on various aspects of the laboratory. Students seem satisfied with laboratory infrastructure and have rated it 3.89. When asked to what extent has B.A. Programme deepened their critical/analytical abilities, factual knowledge, understanding of concepts, creativity and communication skills 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.

However, a few criticisms were cited as well. 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 were not of their liking. Suggestions about having faculty B.A. Programme representatives from all departments were raised, who will be the point of contact for their department's involvement in B.A. Programme. This would ensure effective redressal of students' concerns from all subject combinations.

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.

14. Department of Sociology

The feedback form was circulated to all students. The response rate was as follows;

Class	Number of Students	Response
1 st Year	56	55
2 nd year	46	39
3 rd Year	42	36

The following tables summarize the responses and highlight some key comments.

THE ACADEMIC EXPERIENCE :

		Strongly Disagree	Disagree	Agree	Strongly Agree	NA	
1	Time spent at the Department was intellectually stimulating	2	1	9	25	-	3 rd yr
		1	2	24	13	-	2 nd yr
		1	-	35	19	-	1 st yr
2	The programme added to your skills, concepts and analytical abilities	2	1	8	26		3 rd yr
		-	2	22	13	3	2 nd yr
		-	2	30	23	-	1 st yr
3	The syllabus was well structured and adequately rigorous	1	10	17	10		3 rd yr
		1	9	21	8	1	2 nd yr
		2	8	32	14	1	1 st yr
4	Received adequate support as a student throughout the programme	3	2	18	14		3 rd yr
		-	6	23	10		2 nd yr
		-	5	32	17	1	1 st yr

Students are generally happy with the teaching learning process.

Some comments:

The professors are so good, kind and helpful. The readings are explicitly explained and make known to us the magic of what comprises Sociology.

I felt very intellectually filled. And more comfortable in using certain concepts in everyday speech.

The department proved to be a healthy and safe space throughout the semester and also increased the love for the subject for me.

FACULTY (in General):

		Strongly Disagree	Disagree	Agree	Strongly Agree	N/A	
1	Stimulated your interest in the subject	2	-	16	17	1	3rd yr
		-	1	26	11	1	2nd yr
		-	4	32	17	2	1st yr
2	Are knowledgeable about course content	-	2	13	21	-	3rd yr
		-	-	9	29	1	2nd yr
		1	1	22	31	-	1st yr
3	Possess good communication skills	1	5	16	14	-	3rd yr
		-	2	21	16	-	2nd yr
		1	3	31	20	-	1st yr
4	Effectively directed and stimulated class discussions	1	1	20	14	-	3rd yr
		-	7	18	13	1	2nd yr
		2	3	23	26	1	1st yr
5	Class time was used effectively	1	3	11	20	1	3rd yr
		-	3	18	18	-	2nd yr
		1	1	31	21	1	1st yr
6	Inspired you to engage with the discipline beyond the curriculum	1	6	8	20	1	3rd yr
		1	5	16	17	-	2nd yr
		1	5	27	21	1	1st yr
7	Treated you with respect	-	2	15	18	1	3rd yr
		-	1	20	16	2	2nd yr
		1	0	20	33	1	1st yr

Some Comments:

Faculty could strategically ensure that each student got a chance to speak in class rather than some people dominating the discussion.

There were times when I felt out of place in this institution. In all those times, some way or the other the faculty told me we all have something which can be honed and no one is lesser than anybody. This was a sentiment that was constantly echoed through feedbacks on write-ups or internal assessments. Throughout the session, my questions regarding the course were answered. My strengths were highlighted and so were my weaknesses. To do this in a class of 56 people requires a lot of effort and dedication and I am grateful for that.

The faculty of sociology department has enhanced me in so many ways. The style of teaching of each faculty is different but equally unique and the way the faculty is always ready to solve our doubts even outside college hours has been very helpful.

The Sociology Faculty is hands down one of the best faculties of LSR with inspiring and highly knowledgeable professors.

I know there are no ways to let a discipline know how grateful I am for its existence. So I guess the next best thing to do would be to thank all the wonderful teachers who guided me in the process of understanding the discipline. This is really not about how a particular prof was good or bad, or if I personally liked their classes or not. This is just a simple thank you note for being there throughout my journey of trying to understand what Sociology is and helping me in the ways you've already done

THE TUTORIAL SYSTEM:

Rate on a scale of 1-5 with 5 being the best	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	3 rd year					2 nd Year					1 st Year				
1 Effectiveness	3	4	13	7	9	2	7	14	11	5	2	7	25	17	4
2 Participatory opportunities	2	2	5	13	14	3	3	10	11	12	1	3	9	27	15
3 Faculty feedback helped you to improve your learning abilities	2	2	7	12	13	3	5	10	10	11	-	6	17	20	12
4 Internal evaluation as a method to enable learning	2	2	7	14	11	2	7	13	8	9	2	2	20	18	13

The overwhelming response is that tutorials should stay. They play an important role in connecting the individual student to the discipline. Students enjoyed tutorial periods were they got to speak and learn more about the subject and connect to various happenings in their lives and the world. Students noted that this unique system helped them improve their skills.

Some Comments:

The tutorial system is really unique and a great way of learning.

The discussion in Tutorials have been so much more than just answering of doubts, but taught us more about the subject altogether.

Feedback was detailed in every class.

DEPARTMENT SPECIFIC ACTIVITIES

Rate on a scale of 1-5 with 5 being the best		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		3 rd year					2 nd Year					1 st Year				
1	Sociology notice board	3	-	9	9	15	2	5	7	9	16	2	5	15	19	14
2	Special lectures	1	2	6	11	16	3	3	5	13	15	2	8	25	16	4
3	Film screenings	1	9	11	8	7	7	3	7	9	13	6	14	17	11	7
4	Annual festival	2	5	3	7	19	10	1	5	11	12	12	11	12	12	8
5	Publications	1	3	4	14	14	2	3	6	18	10	7	8	18	11	11
6	Field Trip	1	1	3	6	25	6	1	6	7	19	16	12	13	5	9
7	The Department as a social space	1	4	3	6	23	3	3	10	6	17	3	3	10	6	17

Some Comments:

The field trip is by far the most enriching experience of student life in the Department. Students also see it as an activity that sets them apart from other Departments of the University of Delhi. Students appreciated the participation on the part of both the faculty and students in department a activities.

COLLEGE RESOURCES

Rate on a scale of 1-5 with 5 being the best		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		3 rd year					2 nd Year					1 st Year				
1	Library facilities	1	2	11	7	15	-	3	10	14	12	1	4	16	18	16
2	Computer Facilities	4	10	13	5	4	8	16	9	4	2	7	10	21	13	4
3	Wifi connectivity	14	7	9	3	3	25	7	2	1	4	15	20	13	5	2
4	Cafeteria	-	5	11	7	13	1	4	13	11	10	1	3	15	19	17
5	Medical Room	7	1	12	9	7	2	8	13	8	8	-	4	27	17	7
6	Counselling	9	8	9	5	5	13	6	9	7	4	5	11	20	15	4
7	Administrative Staff	5	8	12	6	5	3	8	18	5	5	2	19	14	13	7
8	Web Site	3	6	12	6	9	6	5	16	6	6	2	9	17	18	9
9	Student Handbook	5	5	11	8	7	6	1	17	9	6	1	5	20	16	13
10	Extra-curricular activities	4	2	6	10	14	-	7	11	10	11	2	8	12	19	14

Internet facilities are a major let down. Students also commented on the lack of computers in the library. The college website, it was also felt needed to be more functional and updated on time.

Extra-curricular activities are all about the societies. If you are not a member, then no avenue to participate in any activity.

College ATM should be repaired. It is out of service most of the time.

Cafe is unable to handle the volume of students – needs major expansion of staff and space. Students unable to get lunch during lunch hour.

Many hours are spent distributing exam forms and that too a few days before exams when time is scarce. A better method needs to be put in place.

Admissions too took long time for forms to be processed. It was almost midnight. The system needs to move fast.

Each student pays for sports and so there must be more opportunity for students not in NSO to also play sport.

MISCELLANEOUS

1. If you were to list three chief outcomes of studying Sociology during the last three years what would they be ?

Students listed the following as the outcomes of studying sociology:

- 1) More awareness as a citizen
- 2) Empathetic as a person - more sensitive to others' view points
- 3) Has instilled analytic and critical thinking skills, improved reading and writing skills.
- 4) Inculcated a new perspective of looking at life;
- 5) Identified my own privilege and learnt how to use it to help others.
- 6) I can take what I learn in classes to other avenues of my life and allows me to be more introspective and reflective
- 7) Sociology has definitely changed the way I read, even when I'm reading for leisure.
- 8) Acquired unending knowledge about Indian Society and others. Able to treat everything equally inspired by the idea of brotherhood, equality, fraternity, secular and peace.
- 9) I have learnt to initiate a dialogue with people.
- 10) I was pushed into non-fictional reading for academic purposes and it was a euphoric experience. It also made me read fiction in a different way. Sociology made my hobby a more spirited passion #I lost the sense of easy going understanding about everything around. Things stopped being just black and white.

2. Do you intend to pursue higher studies in sociology or a related discipline?

	3 rd year	2 nd year	1 st Year
Yes	25	23	23
No	7	4	8
Don't Know	4	11	24
TOTAL	36	38	55

3. How likely are you to recommend undergraduate program in Sociology at LSR to others?

	3rd year	2nd year	1st Year
Very Likely	30	29	47
May Be	5	10	7
Not Likely	1	-	-
TOTAL	36	39	54

Comments on any other matter not covered in the Exit Feedback Form.

The administration has to perform better. There is a constant lack of coordination between the students and the admin resulting in differences that the latter seems to be completely ignorant. As students we feel let down at such times.

Want to thank our faculty for going out of their way to help us even outside the classroom. This was something that always stood out to me, and I am very grateful to have experienced it.

There should be a question based on the performance of the Department Union

Feedback on Computer Science

The students of Computer Science Department were asked to share their reviews on various aspect of the department. They were asked to rate on a scale of 1 to 5, 5 being the best. Following can be deducted on thorough analysis of their ratings:

- **On an average**, the experience of classroom teaching has been rated an adequate **3.97**.
- Students find the experience in practical classes highly satisfied and rated it **4.12**.
- With a solid rating of **4.63**, students are highly satisfied with the freedom to ask questions and debate in classrooms and practical.
- Students feels that library could be richer in context of computer science related books and rated it **3.07**.
- The hardware adequacy in computer labs has been rated a decent **3.58**.
- Students seems satisfied with the software adequacy in computer labs and has been rated it **3.87**.
- With a rating of **4.31**, students would like to recommend Computer Science as Discipline and GE to the school leaving students as well as to their juniors.

15. Department of Journalism

“Department of Journalism had successfully organized various events, sessions and workshops in the session 2019-20. *Juxtapose*, the annual academic meet was celebrated along with the completion of 25 years of the department. The department has shown improvements in reference to organizing various workshops that were conducted in reference to the topic of our syllabus that were essentially helpful to the students. Teachers organizes movie screening specific to our papers have helped better understanding of the topics. The assignments,

presentation and their submission are thoroughly discussed and informed to the students. The department can enhance on infrastructural issues, which hinders regular lectures. These include Wi-Fi connectivity in Medial Lab and studio and functioning of speaker, projector and laptop. Miscommunication arises within the department, as there is a lack of direct interaction among faculty, union and the student body.

Within regular lectures syllabus is discussed, hard copies of the readings are provided and extra material is also sent through emails or links. General Body meetings and Feedback sessions held with union ensures the effective working of the department.”

Shruti Pagare
3rd Year, 2020, Department of Journalism,
Lady Sri Ram College for Women

“Pedagogy: ^{[[L]]}_{[[SEP]]}The classroom teachings are quite engaging and interactive. We are provided with reading materials and support materials on a regular basis. The best part about the teaching is that it involves not only the traditional blackboard teaching but also with the help of presentations, film screenings and guest lectures on a regular basis. Doubt session is taken at the end of every class apart from the tutorials. The assignments for our internal assessments are assigned in a way so that it can help us in preparation for our main exams.

Teachers are very supportive and they provide regular insights to the students. They are always ready to help the student body.

Workshops and Seminars

The department has organized many successful workshops and conducted guest lectures on a timely basis. All the workshops and the seminars which were organized were very informative, resourceful and skill enhancing. Some of the workshops which I personally liked very much were the Video Editing workshop, Workshop on Documentary Production, and Fake news workshop to name a few.

Infrastructure

I feel the department somewhere lacks in the infrastructural requirements. We have cameras but we don't have SD cards, the laptops are not in proper working condition and are not up to date. The Union has been writing applications for the same but no follow up has been taken till date.

Wi-Fi should be made available because it becomes really tough when the teacher wants to screen something but the net is not available.

I also feel that a small printer should be made available in the department as it would be feasible for both the faculty as well as the students.”

Richa Dubey
3rd Year, 2020, Department of Journalism,
Lady Sri Ram College for Women

“The Department of Journalism, Lady Shri Ram College for Women has constantly shown improvements in its pedagogy, student-teacher relations, the practicality of academics as well as activities which include workshops and seminars.

In the past few months, multiple sessions, workshops, seminars and activities have been conducted by the department teachers as well as students.^{[[L]]}_{[[SEP]]}The activities include Manju Bharat Ram Seminar conducted in collaboration with the Department of Hindi, Lady Shri Ram College for Women.

Followed by a workshop conducted on Fake News.^{[[L]]}_{[[SEP]]}Another enlightening seminar was conducted on Social Media ethics.^{[[L]]}_{[[SEP]]}An exceedingly knowledgeable workshop was conducted on Video Editing using the software Final Cut Pro.^{[[L]]}_{[[SEP]]}In February last week, the department

successfully concluded its annual academic meet, *Juxtapose'20*. The 2-day event witnessed active participation from the students of many colleges of Delhi. It included insightful sessions and workshops from renowned media personalities.”

Dishika Bakliwal
3rd Year, 2020, Department of Journalism,
Lady Sri Ram College for Women

“The Department of Journalism is a small department that aims at developing both theoretical and practical knowledge. The infrastructure availability is good enough for a small number of students, however when the size of the batch increases, the class fails to even fit in the media lab (like the Batch of 2022). Since it is a more practical based course, we do require more cameras and more computers with the necessary software to gain full knowledge. Even though the course is theory based, the assignments are more practical which allow us to develop more skills that will be required in the professional world. What is also required is the up-gradation of the syllabus. The books and reference material we use is very old and more Western based and there is therefore a need to reframe the syllabus and the reference material. The student-teacher interaction is usually limited to the CRs (class-representative). Even though formal communication of messages is usually done effectively, we can engage in informal communication also by organizing regular faculty-student GBMs, so that grievances of both students and teachers can be addressed. Even though we have regular sessions, the number of workshops and field visits should increase as it allows us to see how the industry actually works. These workshops can be open for all the years and can be diverse with professionals from different types of media houses. Overall the department functions efficiently ensuring proper teaching methods and regular sessions helping the students develop understanding of the topics.”

Shravya Goel
2020 Batch, Department of Journalism,
Lady Sri Ram College for Women

“Being in the Department of Journalism, Lady Shri Ram College for Women for almost three years now my experience just kept going better and best with each passing day. Initially, with a lot of excitement I was keen on learning the essentials of Journalism, a subject that appealed to me because of its lively nature, ongoing learning and a never ending scope. Gradually starting from the basics, the way of teaching, explaining, quoting current examples, kept boosting my interest and want for practical work of the topics studied. The learning kept getting bigger with creative additions being made.

Teacher Student Interaction

Just as the saying goes “A great teacher takes a hand, opens a mind and touches a heart” so does my feeling for the student-teacher interaction in the department. I have been taught now by every teacher and undoubtedly the one word for them all is ‘great’. Great in different ways – helping you in understanding every concept such that you know them for a lifetime, teaching you the skills that the industry demands, helping you with the camera, providing time for grasping the right camera grip, shooting from the right angle, editing in the most smooth manner and the best part is always being there with a helping hand! In real sense, now, for the students of Journalism camera is like a shooting gun in the hands of a soldier.

Infrastructure

The department has provided not only great Professors but also the tools required to learn the technicalities. The DSLR cameras, Apple computers, Final Cut Pro software, sound recorders, mics, everything is available right at your disposal, with a form to be filled. The projectors,

speakers, TV screen, cubicles, the classroom and the Studio, they all made me be at ease and enjoy every moment of being in our own Media Lab.

Curriculum

The syllabus completion is strategized in a manner which goes hand in hand with practical parts. The assignments, projects and presentations given teach something new each and every time you work on them. New topics, current issues, platform to raise voice, contrasting opinions everything had an equal place in the teaching format. Not just the readings, teaching went truly beyond the classroom! Internal assessment has not been just another assignment but a new horizon of working – sometimes on digital, sometimes on Print, sometimes through researches, making short videos to the documentaries to news pieces, everyone got a chance to work in teams, individually, it has been not just fun but also tough at times.

Workshops, Guest Lectures, Seminars

The teachers have always encouraged us to put forward topics we want some extra knowledge on, something we need to know about the working of industry, and invited reputed people who have huge experience of the industry. Such lectures, Google fact checking workshop, editing workshops, software usage workshops helped us hone a lot more skills.

The teachers always inform us about seminars, significant inter-college events that happen. Such information has given us an opportunity to attend seminars like Chitra Bharati Film Festival, listen to prominent people from various media fields.

All in all my years at LSR, Journo Department have been worth living!”

Shraddha Acharya
2020 Batch, Department of Journalism,
Lady Sri Ram College for Women

The learning process is made innovative by incorporating screening of relevant videos and films related to the subject. Power point presentations are also used from time to time. Topic-wise readings are provided for each subject which makes learning much easier. An attempt is made to ensure practical learning by giving assignments like creating social media campaigns, public service advertisements, issue specific videos, news bulletins, radio programmes, etc.

The interaction between students and teachers is good. A friendly atmosphere is created allowing students to put up questions and queries freely. Student feedback is taken well into account- be it for organizing workshops, conducting internals, styles of teaching or classes in general.

The curriculum is well balanced, covering a vast range of subjects so that the students can learn which field they are inclined towards: print, broadcast, new media, research and communication, film studies, advertising and public relations, etc. However, I feel that the balance between theoretical and practical aspects of certain subjects, for example, Documentary Production could be changed. The practical part in such subjects must have higher weightage than the theoretical part.

The workshops and guest lectures’ conducted have proved to be quite insightful and have added to our learning. They give us perspective of those working in the field and helped us engage in one on one interaction with industry experts. The suggestions of students are well taken into account for conducting the same. Some field visits along with such sessions would be greatly beneficial as they would allow us to experience the working of media, first hand.”

Aastha Poddar
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