Student Feedback Department of History, 2020-21

The department of history, lady Shari ram college, collected the feedback from students for the academic year 2020-21. 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 summery of responses from 2nd year (4th semester), 3rd year (6th semester) and the students who have graduated from the course in May 2021.

Overall, 121 students across the semesters provided the feedback. A very high proportion of students rated the department high to very high on the parameter of classroom teaching. Around 97% of respondents found the faculty members regular and punctual in conducting online classes. Similarly, around 70% were of the opinion that the readings and e-resources were disseminated, and the course was covered on time. They also rated their experience in online classes from high to very high to excellent, and around 79% respondents found the online classes discussion based, interactive and engaging. The use of PPTs, videos, podcasts have been specially highlighted as tools of engagements by about 60% of respondents. Many respondents - 83% (100/107) also seems to agree that the department and its teachers provide ample space and support for those facing difficulties in academic pursuits and about a similar percentage found teachers conducting online assignments and evaluations as scheduled (approx. 86%).

On the parameter of the usefulness of academic and co-curricular activities organised by the department, around 75% of the respondents found the activities to be a very useful and enriching experience. Similarly, a high percentage of students (83% approx.) found the teachers to be extremely accessible and available for support. The responses are evenly divided on the issue of support provided by department in guiding students for higher pursuits, and it seems some improvement may be done in that regard, as well as for providing ample research opportunities to the students.

On broader academic contexts and college infrastructure, such as on college library (52%), grievance redressal (50%), helpfulness and support of college staff (64%), students have expressed generally a positive opinion. About 65% respondents have found college as an enabling space to provide platform for engagement with social issues, and 75% have found the societies participative, engaging and active.

As the classes were conducted for the whole academic session in online mode, students were also provided with a self-reflective form, to gauge their participation in online teaching-learning mode, as well as to gain an understanding into difficulties faced by some of them and way to augment and improve the teaching-learning process in online mode.

When asked about the regularity and punctuality in attending classes, 78% saw themselves as regular enough. Unfavourable domestic/household conditions – social and financial were provided as reason by some for not being regular. Network issues due to poor coverage/environmental conditions were also cited as reason. Health concerns as headaches due to continuous use of mobile/laptops also given as reasons for not being regular. However, only 58% agreed that they participate in online classes, whereas 38% have refrained from expressing any opinion in this regard. Hesitation to speak online,

fear of being judged, difficulty in keeping up with readings after spending about 8 hours in lectures/tutorials, have been given as reasons for not being an active participant.

On the issue of approaching teachers on their own accord for help & support, both academic and otherwise, about 72% felt comfortable enough to do so. However, some have expressed a class bias in favour of students with means and found teaching-learning mode supportive of students with means to do research, and hence found themselves inadequate in seeking support. Some have also expressed scepticism in seeking support for personal reasons/factors.

Interestingly, about 99% of respondents have expressed that they were regular and on-time in submitting assignments, and about 70% agreed that they sought feedback from teachers on the same. One of the reasons cited for not asking for the same, was that lecture/tutorial mode of teaching did not leave enough time for discussion in assignments.

On issue of participation in Association activities, about 65% confirmed that they participated actively, whereas others found it difficult to cope, given the burden of online lecture/tutorials/assignments.

Students also expressed diverse opinions on host of issues related to online conduct of lectures as well as of university examination in OBE mode. Whereas some found it difficult to write the required number of answers in given time in exam in OBE mode. Others desired a wider usage of PPTs and Video tools for conduct of classes. There was specific request to design assignments, keeping the need and requirement of students with disabilities. Recording of lecture, specially for students in remote areas, with limited internet access was another request which has been expressed. With regard to library, request to make literary resources available online, as well as for need to have better collaboration between student bodies and faculty/administration to facilitate availability of reading/resource materials.