The Department of Psychology conducted a two-part student survey to gather data from current and recently graduated students. A total of 84 students responded to the survey. Findings from section A of the survey (departmental feedback) and section B (self-reflection) are presented here.

Pertaining to section A of Student Feedback Form, according to 92.9% students, faculty members of Department of Psychology are regular and punctual, though 6% students were neutral about punctuality of faculty members. 61.9% students mentioned that readings and E-Resources are provided to them and course gets covered on time, while 22.6% students were neutral and 10.7% were in disagreement and 4.8% were disagreed strongly. Generally online classes are interactive and discussion based (44%) but 34.5% students were in neutral category. To make classes engaging teachers use (82.1%) several teaching aids, eg. PPTs, videos, podcasts, ted talks etc. On the other hand 14.3% students were neutral to the use of multiple teaching aids. Overall, 66.7% (23.8% strongly agreed and 42.9% agreed) students reported that teachers pays attention to their difficulties or any doubt in academics, while 22.6% were neutral and 8.3 were opted disagree and 2.4% strongly disagreed. More than 80% students (47.6% agree & 26.2% strongly agree) reported that periodic assignments are conducted and evaluated as per schedule and respective feedback are provided on their performances (41.7%), but 23.8% were neutral to the feedback and 28.6% responded negatively. In guidance related to future career prospects and higher courses, 17.9% had teachers' guidance, while 40.5% were in neutral and 28.6% in disagreement. Maximum students (78.6%) found association activities eg. talks, seminars, academic meets, paper presentations very interesting and considered them very significant learning forums, whereas 15.5% were neutral and only 3.6% were in strong disagreement. According to 77.4% students, psychology department provides various opportunities for research and similarly students also reported (72.6%) that teachers are accessible and supportive whenever they are in need. Considering library access, more than 55.9% reported that they have online access of the college library and if need arises they can report their grievances to the college in this online mode as well (40.4%). 60.7% said that college is helpful and accessible throughout and 25% were neutral on this question. In terms of opportunities and platform to engage in social issues, 56% students reported that college has mediums for students for such access and 27.4% were neutral to this question. 72.6% students said that student societies are very engaging and they conduct events on regular basis. The last question asked for suggestions but only suggestion about timely feedback on assignments and practical work was received.

Segment B of the survey gathered data pertaining to the students' self-reflection on various questions pertaining to academic engagement. 66.7% reported that they are regular and punctual in attending online classes. 21.4% were neutral while 9.4% disagreed. Among the primary reasons for irregularity were pandemic related physical health, mental health and familial concerns; exhaustion due to excessive screen time, sense of isolation and disconnect due to online mode and difficulty in establishing class-home balance. 47.7% students reported participating actively in classes and helping the teachers to make classes more interactive. 34.5% students were neutral whereas 19% students disagreed. The predominant reason was anxiety in speaking up before people they hadn't physically met and alienation in online environments. Other reasons included having technical and familial disturbances and feeling

shy. When asked if they approach teachers for academic and social emotional challenges, 68% agreed, 25% were neutral while around 6% disagreed. The primary reasons for not approaching were hesitation in talking about personal problems, apprehensions about being judged, seeking support from friends instead and feeling that the online mode made the teachers seem less approachable.

94% students reported that they complete and submit assignments on time. 6% were neutral. Clashing deadlines, health and connectivity issues and time mismanagement were offered as reasons for delay. 57% students reported seeking feedback on assignments while 27.4% were neutral and 15.5% disagreed. The reasons offered by the latter were finding it difficult to approach teachers for individual feedback, feeling satisfied with feedback given to the class, not feeling confident or motivated enough to ask. 59.5% students reported taking active part in association activities while 15.5 disagreed. The reasons offered were clashing commitments, screen fatigue, network and familial issues. 65.4% students agreed to making adequate use of research opportunities in the department while 20.3% disagreed. The reasons offered were not being inclined towards research and difficulty in managing time and other commitments. 34.5% students reported making using of college library services while 34.5% disagreed. Their reasons were using other resources available online, not having tried to access library services in the online mode and finding all resources on google classrooms uploaded by teachers. 79.8% students reported making use of college platforms to engage with social issues whereas 3.6% disagreed. As their reasons the students reiterated difficulties with the online mode and competing commitments.
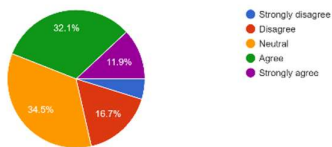
Charts for Section A
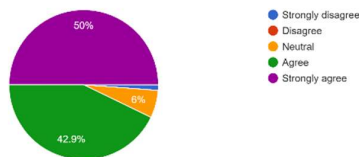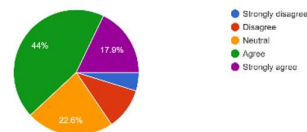
Q5 - The teachers pays attention to students facing difficulties or doubts in academics.
84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

23.8%
42.9%
8.3%
22.6%
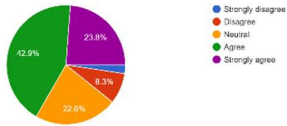
Q6 - Periodic online assignments are conducted and evaluated as per schedule.
84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

26.2%
47.6%
6%
17.9%
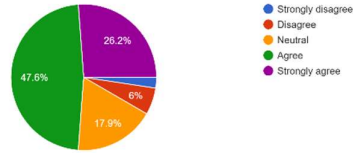
Q7 - Feedback is provided to students on their performance in the assignments.
84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

31%
10.7%
6%
23.8%
28.6%
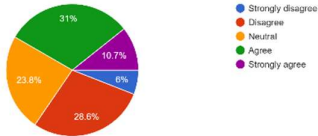
Q8 - Teachers provide guidance on higher courses of study and future career prospects.
84 responses

- Strongly disagree
- Disagree
- Neutral
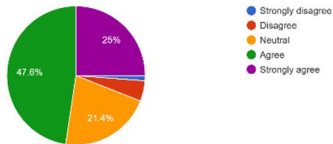- Agree
- Strongly agree

14.3%
40.5%
13.1%
28.6%
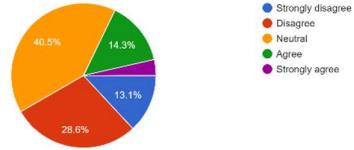
Q9 - Association activities (eg: online talks, seminars, academic meets) are interesting, participative, and good learning forums for students.
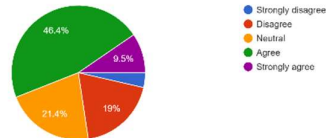84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

27.4%
51.2%
15.5%
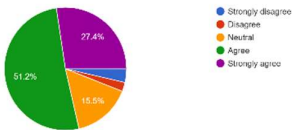
Q10 - Adequate opportunities for research are provided in the department.
84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

35.7%
41.7%
16.7%
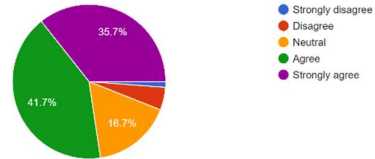
Q11 - Teachers are accessible and available for support.
84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

25%
47.6%
21.4%

Q12 - College provides online access to library.
84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

46.4%
9.5%
19%
21.4%

Q13 - Grievances to college can be reported even in the online mode.
84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

36.9%
38.1%
16.7%
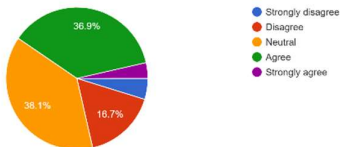
Q14 - College staff is helpful and accessible.
84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

52.4%
8.3%
9.5%
25%
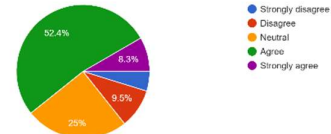
Q15 - College provides opportunities and platform for engagement with social issues.
84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

40.5%
15.5%
11.9%
27.4%
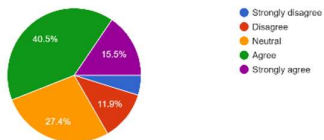
Q16 - Student societies are participative, engaging and conduct events on a regular basis.
84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

33.3%
8.3%
39.3%
17.9%
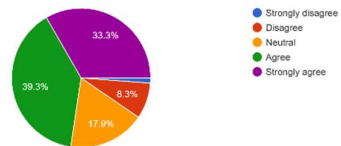
Charts for Section B

Q1 - I am regular and punctual in attending my online classes.
84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

40.5%
21.4%
9.5%
26.2%

Q2 - I participate in class discussion and help my teacher in making the classes interesting.
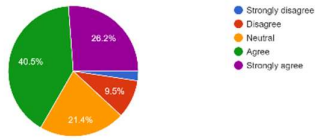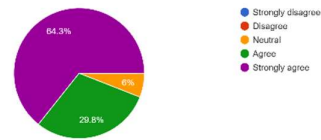84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

41.7%
34.5%
13.1%
6%
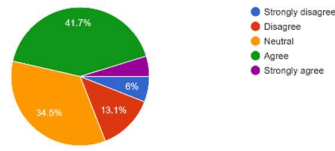
Q3 - I approach my teachers for support in case I am facing difficulties or doubts in academics or socio-emotional challenges.
84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

58.3%
25%
6%
9.5%
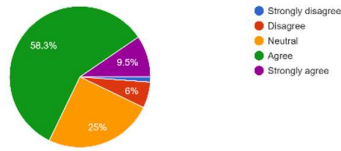
Q4 - I complete and submit my online assignments as per schedule.
84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

64.3%
29.8%
6%

Q5 - I ask for feedback on my performance in assignments.
84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

36.9%
27.4%
15.5%
19%

Q6 - I participate in association activities (eg: online talks, seminars, academic meets) regularly.
84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

44%
25%
11.9%
15.5%
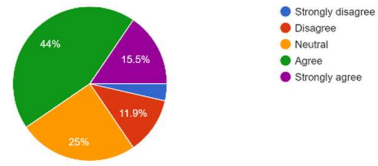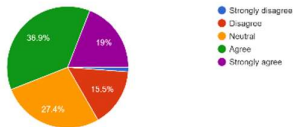
Q7 - I make adequate use of opportunities for research in the department.
84 responses

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

46.4%
14.3%
17.9%
19%
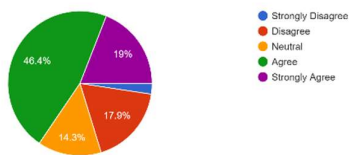
Q8 - I make use of college library services.
84 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

27.4%
31%
27.4%
7.1%
7.1%
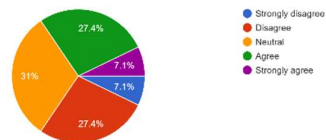
Q9 - I make use of the platforms college provides for engagement with social issues (eg: NSS, VAPP, REACH, Dhyana etc.)
84 responses

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

50%
18.7%
29.8%
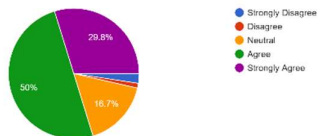
FEEDBACK ANALYSIS

Department of Psychology, Lady Shri Ram College for Women

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.

I . SECTION A: 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 , take notes , try and find extra information , help in structuring practical work, and have a clear idea of what happened in the past classes*(Graph 1)*.

Graph 1: Student Engagement in class
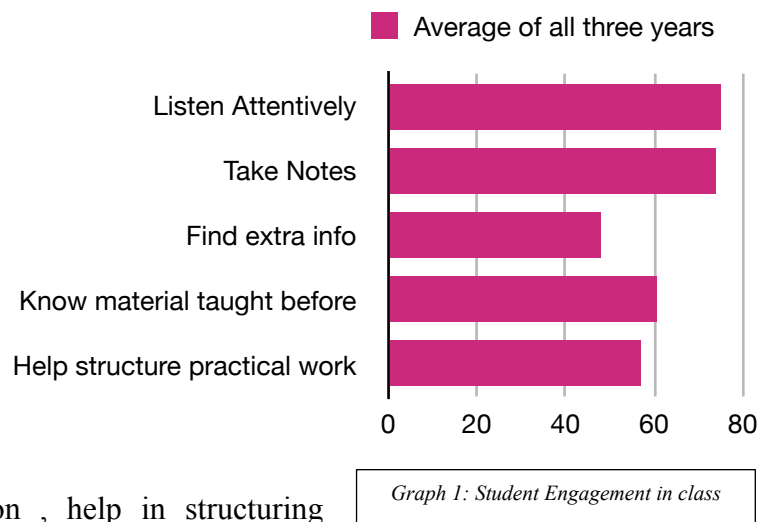
The feedback form showed that about *60.6%*students from first year study assigned readings on time. This number is lower amongst the second and third years at *26.6%* and *38.6%* respectively. On an average, *78.13%* of students make their submissions on time. It is commendable to note

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 opinion. 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".

II. SECTION B : 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.
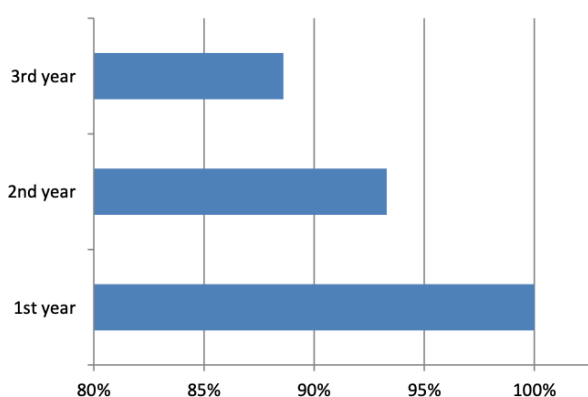
Graph 2 : Students who like the curriculum

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% o*f 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 wok, outdated curriculum and lack of papers of new subfields of psychology also are an issue." Tedious time tables and numerous practicals are also problematic.

III: SECTION C: 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".