

Economics Department Student Feedback Report

STUDENT FEEDBACK SUMMARY REPORT

(2021-22)

The Department of Economics circulated a Students' Feedback Form and has received 114 responses.

As per the feedback, around 82% students reported the faculty members are regular and punctual in taking online classes. According to 60% students, readings/e-resources are disseminated expeditiously, the course is covered on time and also the teacher pays attention to students facing difficulties or doubts in academics. 80% students are of the opinion that periodic online assignments are conducted and evaluated as per schedule, while around 62% of students are of the opinion that teachers are accessible and available for support as well as the college staff is helpful and accessible. A similar percentage is of the view that the student societies are participative, engaging and conduct events on a regular basis.

The self-reflective form also gave useful insights into the students' attitude towards their own academic and allied participation. As per the form, 66% students are regular and punctual in attending their online classes, 50% students participate in class discussions and help teachers in making the classes interesting, 70% approach teachers for support in case they are facing difficulties or doubts in academics or if there are socio-emotional challenges, 99.2% complete and submit their online assignments as per schedule, 70% participate in Department Association activities (e.g., online talks, seminars, academic meets) regularly, as well as 78% make use of the platforms College provides for engagement with social issues (e.g., NSS, VAPP, WDC, REACH, Dhyana etc).

Various suggestions came up from the report to make the learning environment more rewarding. The department can consider collaboration with research organizations or policy think tanks to help students explore different career opportunities. Also, the department needs to consider providing more Discipline Specific Electives like Topics in Microeconomics (Game Theory), Applied Econometrics, etc. for the interested students. This will make the whole learning environment much more inclusive wherein the needs of the students are given

utmost attention. Finally, since the sudden shift to the online mode of teaching has rendered many students as well as teachers off guard, it is strongly felt that the faculty needs to be properly trained so that this new online mode becomes more engaging. Various qualitative and quantitative research programs as well as refresher courses with respect to important statistical programming languages such as R, STATA, PYTHON, etc. aimed at the faculty can help foster research environment in the department so that the students are equipped with cutting-edge technologies for conducting research.

Against the backdrop of the online mode of education, the feedback form has provided the Department of Economics an insight into the ways and means for making the whole teaching-learning process more efficient and gratifying.

A REPORT OF THE ACTION TAKEN

The Economics Department has worked on multiple fronts to act on the students' suggestions. Multiple rounds of preferences have been taken for Discipline Specific Electives to keep students' interests at the forefront (**pic attached**). The year 2021-22 marked the transition from online to offline classes. To ease this, weekly remedial classes were organised for students (**timetable attached**). To help students overcome negative emotions, the department organized Session on 'Embracing Failure: How to deal with Rejection?' by Ms. Seema Taneja (**pic attached**). Moreover, to help foster research environment in the department, Research Methodology Skill Enhancement Course (SEC) was offered to second year students (**syllabus attached**). To this end, the Editorial Board of "Ecolloquial" (Department Magazine) also created a "**Research Repository App**" - a repository of Research papers, articles, & reports by reputed economists, to serves as an economic research guide. Various measures have been taken by the department club '**Mentored Research Forum (MRF)**' to give students exposure to economic learnings beyond the classroom. Students undertook research projects, including Indian Wedding Industry by Avni, and The Cost of Farm Support- A Case for Legalising MSP In India by Ishroop Kaur Brar (**pics attached**). Blended and flipped classroom models were used to ease the learning process and Mock tests were also held by the teachers (**pic attached**).