



लेडी श्री राम कॉलेज फॉर वुमन
(दिल्ली विश्वविद्यालय)

Lady Shri Ram College For Women

(UNIVERSITY OF DELHI)

**Student Feedback
2023-24**

In 2023-24, an **English** Department Students Feedback Report was prepared on the basis of the feedback received from the students of the English Department from three different batches (2021-2024, 2022-2025 and 2023-2026).

In an assessment of the feedback, it was found that fewer students showed an inclination towards research-oriented work. To address this issue the department took up a number of steps to encourage the students towards more research-oriented endeavours. First, the students were oriented and encouraged to access the repository of online materials provided by the Delhi University. Second, the English Department Journal, Jabberwock, organised a series of lectures on research methodology and literary theories to ease them into the intricacies of research works. Submissions on various themes for Jabberwock were invited to encourage the students to put into practice the learnings over the lecture series. This was followed with a number of internal assessments of various papers through the submission of research papers by the students. Furthermore, talks by various speakers from diverse fields were also organised to inspire the students to take up research-oriented works (<http://lsrenglish.weebly.com/events-and-archives.html>).

The Department of **Philosophy** at Lady Shri Ram College conducted a student feedback survey in May 2024. 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 the survey, the majority of students are completely satisfied with the approach of teachers in assisting students regardless of ethnicity and cultural background. 80% of students strongly agreed with this statement, while 20% indicated their satisfaction. Similarly, students are highly satisfied with the fairness and impartiality of the evaluation process. 61% fully agreed with this statement, and 39% expressed satisfaction. Concerning the handling of inappropriate behaviour, 63% of students are well satisfied with the teachers' skills in addressing such issues. The regularity of periodical assessments received positive feedback, with 73% of students expressing satisfaction, including 46% who were fully satisfied. Regarding the friendly and helpful attitude of teachers, 75% of students indicated high satisfaction. Participation and discussion encouragement in class received positive feedback from 63% of students. Coverage of the entire syllabus garnered satisfaction from 76% of students. However, concerning the discussion depth in class, only 44% of students expressed high satisfaction. Modern teaching aids and gadgets received the lowest satisfaction rate, with only 61% of students expressing satisfaction and 39% indicating room for improvement. Counselling services, both academic and non-academic, received positive

feedback from 88% of students. Satisfaction with the college infrastructure for conducting classes was expressed by 73% of students, with 56% indicating full satisfaction.

The department views this survey as a confidence booster for teachers and a reminder to enhance the learning process through various methodologies. They commit to fulfilling student expectations by addressing areas for improvement.

The Department of **Commerce** conducted a student survey for the academic year 2023-2024. This report summarizes the key findings.

Over half of the students (50.6%) agree that the faculty members are regular and punctual in taking their classes, and nearly a third (29.9%) strongly agreed, indicating a generally positive perception of the instructors. Similarly, over half (55.2%) of the students agreed that e-resources are disseminated on time, with an additional 19.0% strongly agreeing. However, there seems to be room for improvement in incorporating more interactive teaching aids like presentations, videos, and podcasts into lectures. While only 8.0% strongly agreed on the use of these aids, 31.0% actually disagreed. Students expressed a desire for a more engaging and dynamic classroom environment by highlighting the need for these interactive elements. The survey also revealed mixed feedback on how professors provide feedback on student work. 16.1% strongly agreed that they receive feedback, while another 25.3% agreed. However, timely assignments seem to be a strength, with 49.4% agreeing and 35.6% strongly agreeing that they are on schedule. Additionally, a positive response was received regarding faculty support, with 46.0% of students agreeing and 19.5% strongly agreeing that teachers pay attention to their difficulties.

The department's extra-curricular activities and support systems appear to be well-received. Students showed a positive response towards association activities, with 42.5% agreeing and 21.8% strongly agreeing that they are interesting and useful. Similarly, a strong positive response was received regarding grievance redressal options, with 80.5% of students agreeing that grievances can be shared both online and offline. Over two-thirds of the students (67.3%) agreed or strongly agreed that college societies are participative (37.9% agreed and 26.4% strongly agreed). The helpfulness of both faculty and college staff was also acknowledged, with 41.4% agreeing and 23.0% strongly agreeing for teacher accessibility and support, and 49.4% agreeing with 20.7% strongly agreeing for college staff helpfulness. There is also a positive response for college societies providing opportunities to discuss social issues, with 43.7% agreeing and 20.7% strongly agreeing. However, the survey revealed a neutral response regarding research opportunities offered by the department. While 21.8% agreed and only 9.2% strongly agreed, nearly 38% of students remained neutral on this topic. In conclusion, the survey provides valuable insights for the department to enhance the overall academic and extracurricular experience for its students.

History Department-Students' Feedback 2023-24.

Online feedback from students of the History Department was taken through Google Form. Response was received from 37 students from current students across all three years. Following is a summary statement on their responses.

- 83.7% students agreed that faculty members are regular and punctual in taking classes.
- 70.2 % agreed that the classes are discussion based, interactive and engaging.
- 32.4 % reported that the teachers use teaching aids such as PPTs, videos, documentaries and other such material during classes. 37.8 % responded neutrally.

- 64.8% are of the opinion that the readings/E-resources are disseminated and the course is covered in time.
- 75.7% feel that the teachers are attentive to students facing difficulties or doubts in academics.
- 78.3% agreed that the assignments are conducted and evaluated in a timely manner.
- 59.4% confirmed that feedback is provided to students on their performance in the assignments while 27% responded neutrally.
- 37.8% agreed that the teachers provide guidance on higher courses of study and future career prospects. 21.6% of students neither agreed nor disagreed.
- 72.9% affirmed that the Association activities (e.g. talks, seminars, academic meets) are interesting, participative and good learning forums for students.
- 43.2 % agreed that the department provides research opportunities such as research papers, field trips, research assistantships, academic writing workshops etc. 21.6% gave a neutral response.
- 88.3% agree that the teachers are accessible and available for support.
- 86.5% reported that the college library is accessible and well equipped.
- 81.1% reported that College staff is helpful and accessible
- 75.6% attested that college provides opportunities and a platform for engagement with social issues.
- 72.9 % feel that the student societies are participative, engaging and conduct events on a regular basis.

Some suggestions and subjective feedback was also received from the students. The data above indicates that feedback on teachers' performance was largely positive. However, a few critical reviews and suggestions were also received. These are some of the suggestions:

- Greater awareness regarding career prospects and internships.
- More use of digital tools and learning aids like PPTs, documentaries and videos.

Economics

Based on the provided responses, students express significant satisfaction with various aspects of their academic experience. Firstly, approximately 85% of respondents either strongly agree or agree with the Statement about faculty punctuality and regularity in taking classes, indicating that most students find their faculty members consistent and timely. Similarly, nearly two-thirds of the respondents either strongly agree or agree regarding the dissemination of readings and timely coverage of course material, suggesting that students feel adequately resourced and that the curriculum is progressing on schedule. Feedback on the interactive and engaging nature of classes is overwhelmingly positive, with 56.67% strongly agreeing that classes are discussion-based, interactive, and engaging. This indicates that teaching methods effectively promote student participation and interest. Attention to students facing academic difficulties or doubts is positively acknowledged, with 13.3% strongly agreeing and 48.3% agreeing. This reflects that students feel supported and have access to necessary academic assistance.

Regarding the conduct and evaluation of periodic assignments, 20% strongly agreed and 61.67% agreed, indicating that students find the assessment process well-structured and timely. Feedback on student performance in assignments is also appreciated, with 5% strongly agreeing and 40% agreeing, highlighting the value students place on constructive feedback.

Guidance on higher courses of study and future career prospects received positive feedback, with 10% strongly agreeing and 40% agreeing, indicating appreciation for the support and mentorship from faculty. The use of teaching aids such as PPTs, videos, and podcasts during online classes is positively perceived, with 11.67% strongly agreeing and 66.67% agreeing, suggesting these resources enhance the learning experience.

Interesting and participative association activities received favourable feedback, with 15% strongly agreeing and 46.67% agreeing, indicating that students value extracurricular activities for personal growth and social interaction. Accessibility and availability of teachers for support are highly valued, with 16.67% Strongly agreeing and 41.67% agreeing, indicating that students feel supported and can seek guidance when needed. Access to the college library is positively perceived, with 33.3% strongly agreeing and 65% agreeing, showing appreciation for the available resources.

The helpfulness and accessibility of college staff received positive feedback, with 18.33% strongly agreeing and 56.67% agreeing, indicating students feel supported in administrative processes. The college's efforts in providing opportunities to engage with social issues are acknowledged, with 8.33% strongly agreeing and 48.33% agreeing, reflecting appreciation for promoting social awareness and responsibility. Participative and engaging student societies conducting regular events were positively perceived, with 15% strongly agreeing and 55% agreeing, showing that students value extracurricular involvement for enhancing their college experience and developing skills outside the classroom. Overall, responses highlight a positive perception of various aspects of academic life, including faculty support, teaching quality, resource availability, and opportunities for academic and social engagement. These findings emphasize the importance of effective teaching practices in fostering a positive learning environment.

The **Department of Elementary Education**, LSR, collected student's feedback from the students of the passed out batch 2022-2023 using an online survey.

Most of the students expressed that they are satisfied with the teaching styles adopted by faculty and it helped them to understand the course material with ease, and there is flexibility in their teaching styles and they also use a wide range of teaching methods. They strongly agreed that the faculty's language is quite comprehensible and teaching pace is also easy to follow. All the students agreed that the faculty members are regular and punctual in taking classes. Except one respondent expressed dissent. Most of the students agreed that the faculty relate concepts with real life situations.

Most of the students agreed that there are opportunities for field based learning except for few who expressed dissent. All the students strongly agreed that the pedagogy encourages critical thinking. Most of the students agreed that the tutorial helped them in clarification of doubts.

Most of the students expressed that the faculty are prepared for their lectures and there is clarity in their teaching style. Most of them agreed that their course is completed on time, faculty is approachable, fairness and inclusivity in their attitude and openness for feedback.

Majority of the students expressed that the readings and resources are disseminated which covers courses provided to them. Similarly, the majority of them expressed satisfaction that teachers use audio-visuals, interactive sessions, workshops and resources available in the college library.

Most of the students expressed that the assignments are of variety, well explained, detailed feedback is provided. It has helped them in developing their understanding of course areas and internal assessment was transparent except one student expressed dissent.

Majority of students agreed that the overall climate of the department is facilitative and conducive to learning, student's friendly environment and inclusive and there is also a sense of connection with their fellow students and teachers, and the college body. They also agreed that there are sufficient opportunities to participate in the department activities. They also agreed that there are curricular as well as co-curricular activities, fair election of Union and the union serves its purpose but only three students expressed their dissent on this.

How has this teacher education program contributed to skill building and professional development for you?

Students shared that this programme has helped in building both personal as well as professional skills. This programme has provided various types of exposures that has helped to develop confidence and rationale thinking, problem solving methods, holistic perspective taking life skills to handle situations in a better manner, along with better soft skills for life. At the professional front they got different opportunities to teach different classes which has helped them to gain confidence in teaching and develop classroom management skills, understanding the individual needs of the learners and how to shape pedagogy in a way that suits learners, and learnt a variety of strategies and pedagogies. This programme has helped a lot not just in terms of my career and job opportunities but also to grow as an individual.

Which particular courses and teaching methods did you find particularly useful for your development as a prospective teacher?

Students shared that Classroom Management, Internship during their 4th year was also helpful to gain pedagogical knowledge and strategies to manage classrooms. Discussion in Gender studies helped them to build their understanding about gender.

Pedagogy of language, Gender and schooling, Child development, Pedagogy of environmental studies- These courses helped me in understanding the prevalent teaching pedagogy. The use of teaching learning material, theatre, storytelling is useful for development as a prospective teacher.

Teachers used the teaching methods which included all the students through group work, Interactive methods, constructive discussions, use of Audio Visual and field trips, experimental Learning, Jodogyan, Montessori these methods were very helpful.

SDW classes and Theatre also played an important part in developing us. Self-development workshops, Field visits helped in building critical thinking through discussions, presentations and real life connections were really helpful for their development as a prospective teacher.

Psychology

The Department of Psychology conducted a two-part student survey to gather data from current and recently graduated students for the year 2023-24. A total of 232 students (batch of 2023, 2024 and 2026) responded to the survey in June- July 2023. A second phase of the survey was carried out recently in July 2024 with a total of 81 students (batch of 2027, joined in mid-August 2023) responding to the same survey.

Analysis from the Survey (June- July 2023):

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 65.5% students, faculty members of Department of Psychology are regular and punctual, though 15.5% students were neutral about punctuality of faculty members. 40 % students mentioned that readings and E-Resources are provided to them and course gets covered on time, while 19% students were neutral and 29% were in disagreement and 12% were disagreed strongly. Generally classes are interactive and discussion based (42%) but 25% students were in neutral category. An encouraging 79% of students reported that to make classes engaging teachers use several teaching aids, eg. PPTs, videos, podcasts, ted talks etc. On the other hand 12% students were neutral to the use of multiple teaching aids. Overall, 60% (9.5% strongly agreed and 47.4% agreed) students reported that teachers pays attention to their difficulties or any doubt in academics, while 26.3% were neutral and 12.5% opted disagree and 4.3%% strongly disagreed. More than 75% students (56.9% agree & 18.5% strongly agree) reported that periodic assignments are conducted and evaluated as per schedule and respective feedback are provided on their performances (56%), but 17.2%% were neutral to feedback being provided and 27% responded negatively. In guidance related to future career prospects and higher courses, 31% had teachers' guidance, while 30% were in neutral and 40% in disagreement. Maximum students (60%) found association activities eg. talks, seminars, academic meets, paper presentations very interesting and considered them very significant learning forums, whereas 22% were neutral and 18.5 were in disagreement. According to 52.6% students, psychology department provides various opportunities for research and similarly students also reported (58%) that teachers are accessible and supportive whenever they are in need. Considering library access, more than 75%% reported that they have online access of the college library and if need arises they can report their grievances to the college in online mode (38.4%) as well as offline mode (53%). 59% said that college staff is helpful and accessible throughout and 24% were neutral on this question. In terms of opportunities and platform to engage in social issues, 64% students reported that college has mediums for students for such access and 21% were neutral to this question. 71% students said that student societies are very engaging and they conduct events on regular basis. The last question asked for suggestions. These included suggestions to complete syllabus in an even-paced and timely manner, avoiding holding of online classes especially during festivals, more engaging pedagogy, greater transparency in selections in societies, taking a sensitive view of the academic pressures on students, among others.

Segment B of the survey gathered data pertaining to the students' self-reflection on various questions pertaining to academic engagement. 68% reported that they are regular and punctual in attending classes. 15% were neutral while 17% disagreed. Among the primary reasons for irregularity were feeling of isolation, multiple engagements leading to time constraints, too many assignments to complete, issues related to physical health, mental health and familial concerns; exhaustion due to long hours of commute to college. 42.2% students reported participating actively in classes and helping the teachers to make classes more interactive. 38.4% students were neutral whereas 19.4% students disagreed. The predominant reason was shyness in speaking up before huge number of students in the class and fear of being judged by peers and teachers. Some mentions their preferences to discuss their doubts separately with the teachers after the class. When asked if they approach

teachers for academic and social emotional challenges, 55.6% agreed, 21% were neutral while around 22.9% disagreed. The primary reasons for not approaching were hesitation in talking about personal problems, apprehensions about being judged, too many students approaching the professors and have less time due to busy class schedule, sometimes perceived lack of understanding by teachers.

92.6% students reported that they complete and submit assignments on time. 4% were neutral. Clashing deadlines of many assignments and practical submissions, semester timeline being so rushed, other engagements leading to time management issues. 60% students reported seeking feedback on assignments while 22.4% were neutral and 17.2% disagreed. The reasons offered for not seeking feedback were feeling satisfied with feedback given to the class since it is a huge class, not feeling confident as seeking feedback was not a part of work ethics one was raised. 55.6% students reported taking active part in association activities while 17.3% disagreed and 27.2% were neutral. The reasons offered were time constraints, participations and commitment with other society activities. 39.7% students agreed to making adequate use of research opportunities in the department while 23.7% disagreed. The reasons offered were not being inclined towards research and difficulty in managing time and other commitments, have their priority in completing syllabus requirements. 71.5% students reported making use of college library services while 12.5% disagreed. Their reasons were using other resources available online. 72.4% students reported making use of college platforms to engage with social issues whereas 9.9% disagreed. As their reasons the students cited lack of interest and difficulties in getting into such platforms due to high competitions to become a core member, which has limited seats.

Political Science

The Political Science department collected student feedback for the 2023-24 academic year, focusing on curriculum quality, teaching effectiveness, and academic support. Insights gathered will help refine course content, enhance teaching methodologies, and improve overall student experience. The feedback underscores a commitment to continuous improvement and academic excellence. The feedback highlighted high satisfaction with faculty expertise and course content but indicated a need for more interactive learning opportunities and additional academic support resources. These findings will guide future improvements. Here are the feedback.

The feedback revealed that 45.3% of students agreed and 39.6% strongly agreed that faculty members were regular and punctual in taking classes, reflecting a positive perception of faculty commitment. The feedback indicated that 37.7% of students agreed and 28.3% strongly agreed that readings and e-resources were disseminated promptly and courses were covered on time, reflecting effective course management.

The feedback showed that 41.5% of students agreed and 39.6% strongly agreed that the class pedagogy was based on discussions, interactive engagements, and critical evaluations, highlighting an effective and engaging teaching approach. The feedback indicated that 49.1% of students agreed and 26.4% strongly agreed that teachers effectively incorporated teaching aids such as PPTs, videos, audios, podcasts, Ted Talks, and other modes while engaging with the curriculum, enhancing the learning experience significantly.

The survey revealed that 45.3% of students agreed and 32.1% strongly agreed that teachers paid attention to students facing difficulties in comprehension and addressed their questions and doubts, reflecting strong support from faculty.

The feedback showed that 47.2% of students agreed and 41.5% strongly agreed that periodic assignments and presentations were conducted and evaluated as per the schedule, ensuring consistent assessment and feedback.

The feedback indicated that 43.4% of students agreed and 34% strongly agreed that association activities, including online talks, seminars, workshops, and academic meets, were interesting, participative, and provided a wholesome learning experience.