

Annual feedback process Department of Policy Studies July 2021

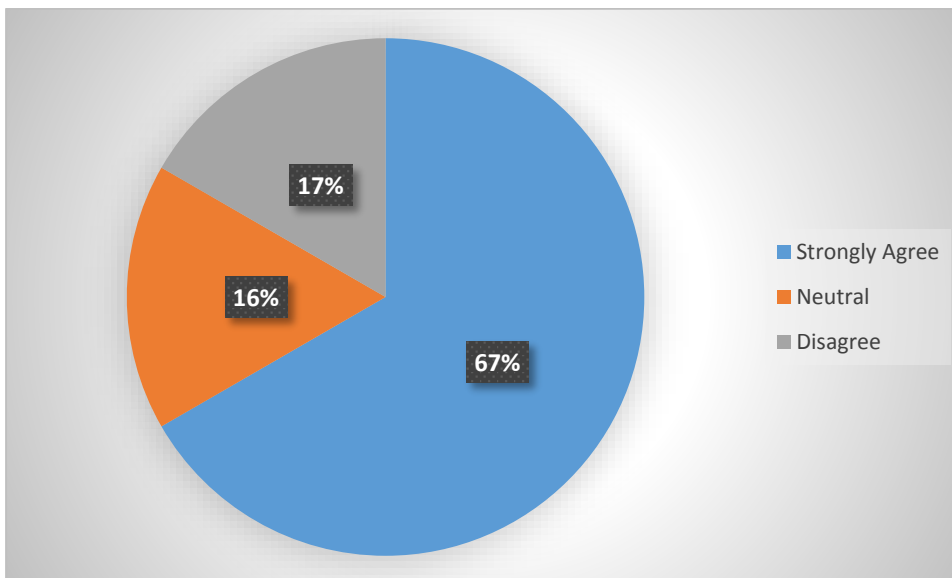
As a part of the annual exercise for the reassessment of NAAC evaluation, the feedback process against metric 1.4.1 has been instituted. The feedback has been collected from the faculty, alumni, and employers¹. The following steps have been initiated for the preparation of the report.

- 1) A team comprising of – Head of the Department, Program Coordinators and Program Assistants initiated in preparing the report.
- 2) The team worked on the following matters-
 - i) Conducted the process of collection of feedback for all programs of the Department of Policy Studies over email via Google forms.
 - ii) Documenting the feedback and preparing the report.

Feedback from the Faculty

The structured questionnaire was circulated in the second week of July 2021. 6 responses have been obtained across all the programs offered in the Department. The faculties are requested to rate the program where they are engaged on a scale of 1 to 5² for the following skills stated below. They can mark 6 if the following skill is not applicable to them.

1. The courses/syllabi taught by me have a good balance between theory the application:

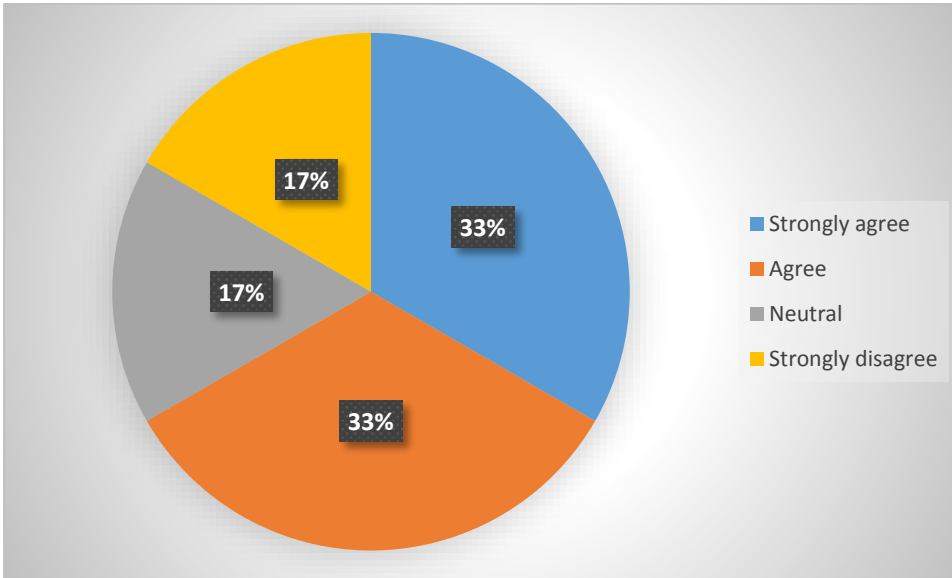


67% of the faculty have strongly agreed that the courses/syllabi taught by them have a good balance between theory and application, 16% of them are neutral in their opinion while 17% of them have disagreed.

¹ No specific feedback was received from the employers

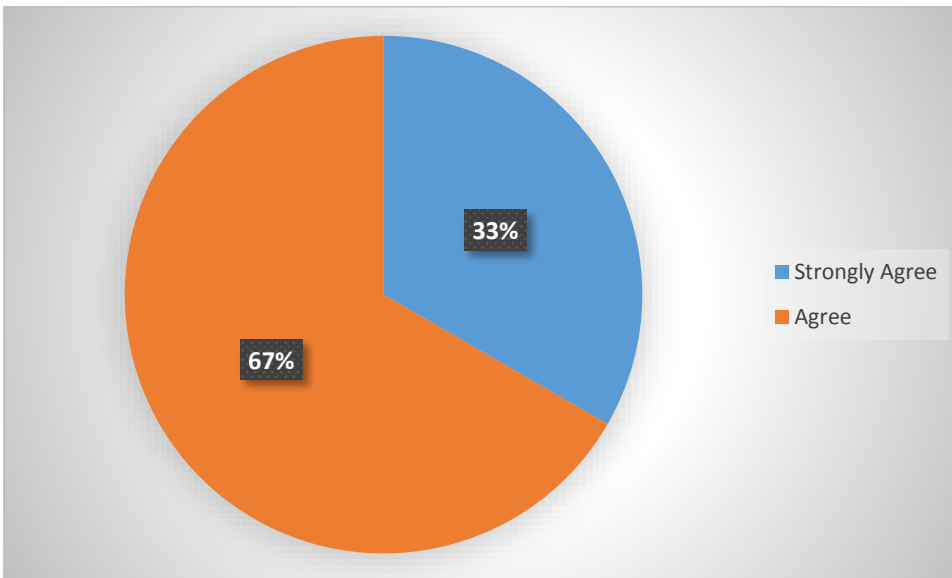
² 1=Strongly disagree, 2= Disagree, 3= Neutral, 4=Agree, 5=Strongly Agree, 6= Judge/Not Applicable

2. Contents of the curriculum are as per the industry requirement:



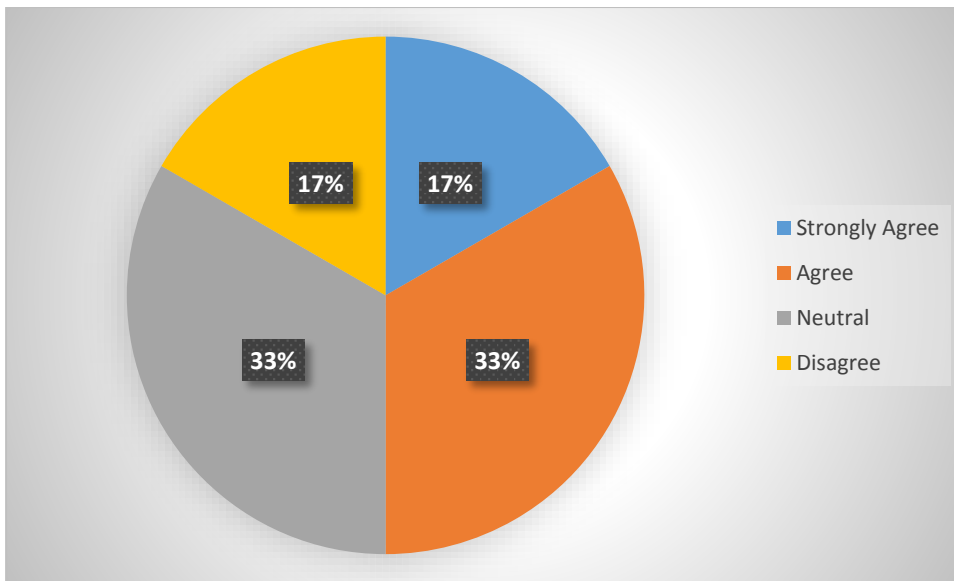
33% of the faculty have strongly agreed that the contents of the curriculum are as per the industry requirement, 33% of them have agreed, 17% have strongly disagreed while 17% of them are neutral in their opinion.

3. The university has adequate infrastructure facilities to run the programs:



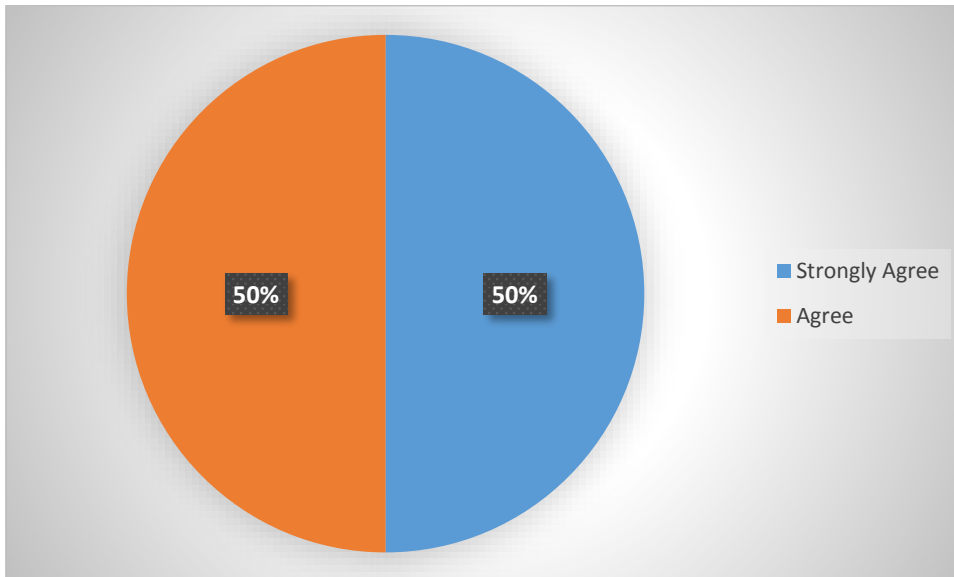
33% of the faculty have strongly agreed that the university has adequate infrastructure facilities to run the programs while 67% have just agreed.

4. The university provides adequate opportunities and support to faculty members for upgrading their skills and qualification:



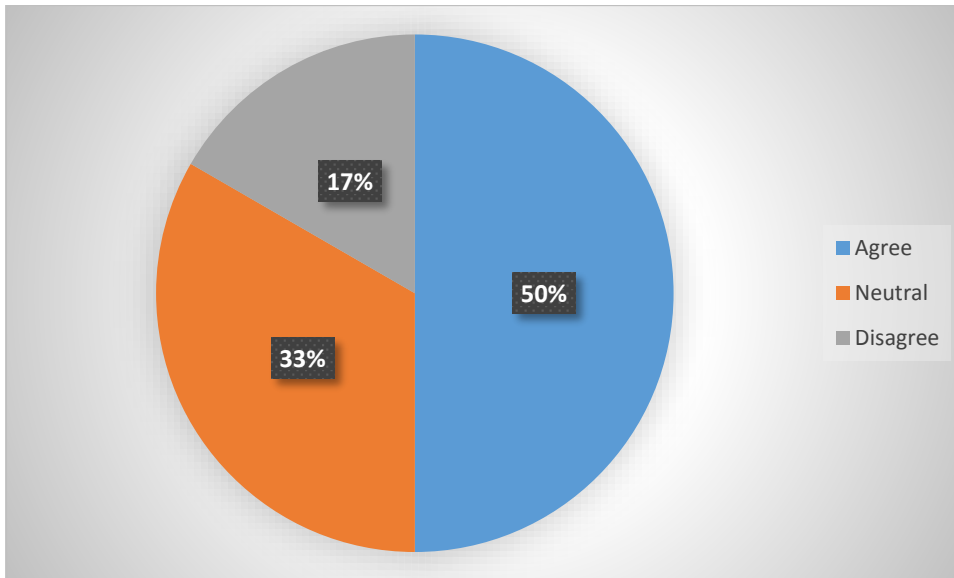
17% of the faculty have strongly agreed that the university provides adequate opportunities and support to faculty members for upgrading their skills and qualification, 33% have just agreed, 17% disagreed while 33% of them are neutral in their opinion.

5. The books/journals etc. prescribed/listed as reference materials are relevant, updated and cover the entire syllabi:



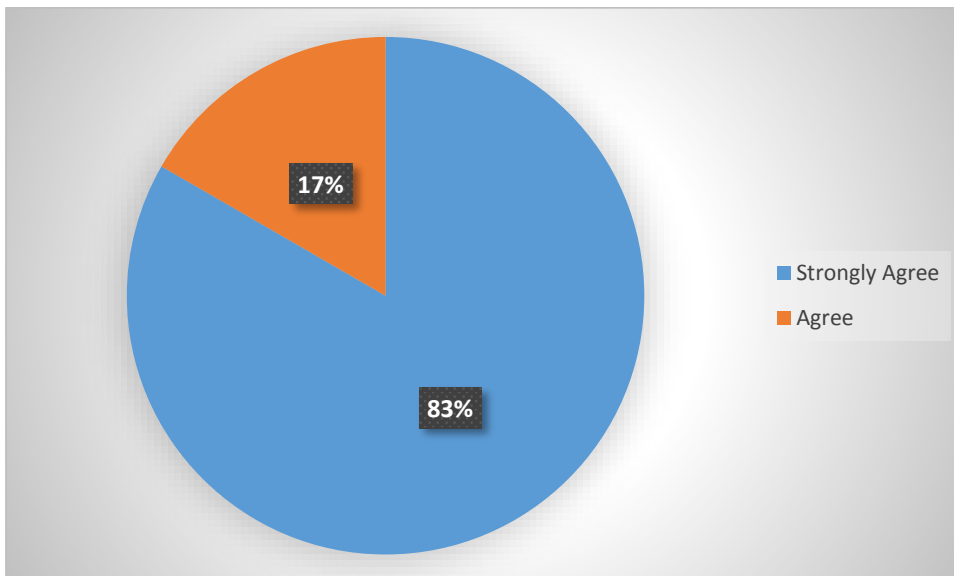
50% of the faculty have strongly agreed that the books/journals etc. prescribed/listed as reference materials are relevant, updated and cover the entire syllabi while 50% have just agreed.

6. The environment in the university is conducive to teaching and research:



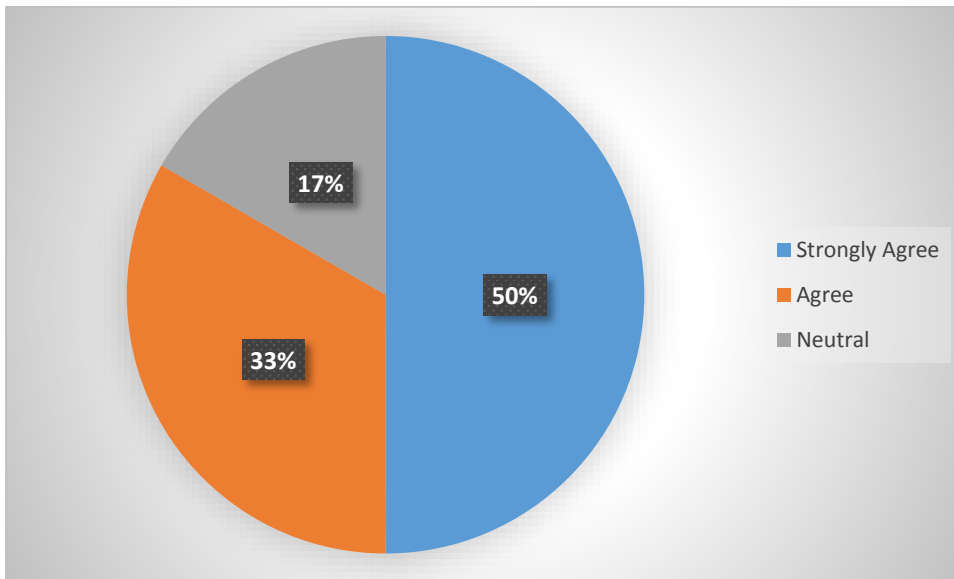
50% of the faculty have agreed that the environment in the university is conducive to teaching and research, 17% disagreed while 33% responded neutrally.

7. The treatment of the students irrespective of the background of the student (gender, caste, community, creed, etc.) in teaching and evaluation is fair



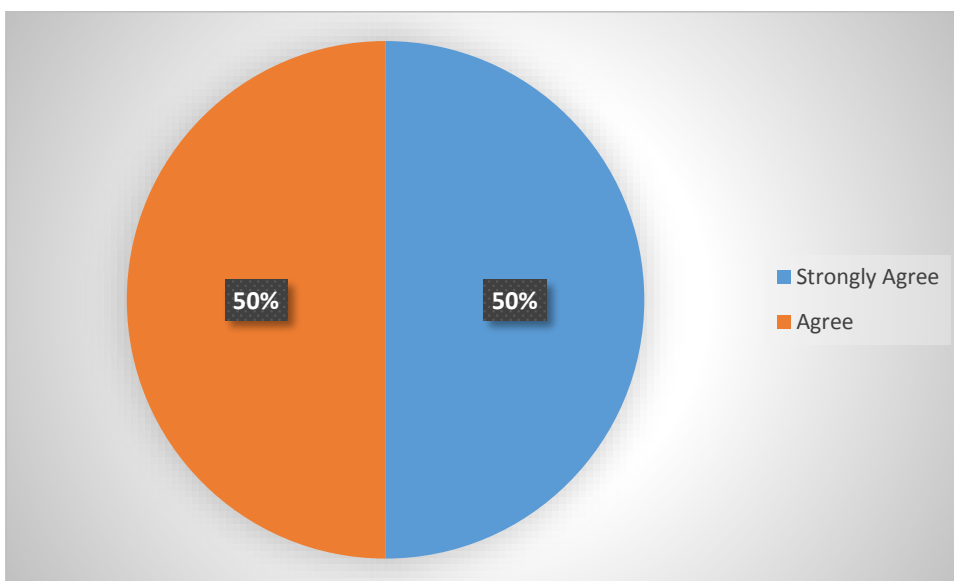
83% of the faculty have strongly agreed that the treatment of the students irrespective of the background of the student (gender, caste, community, creed, etc.) in teaching and evaluation is fair while 17% have just agreed.

8. I have the freedom to adopt new techniques/strategies of testing and assessment of students:



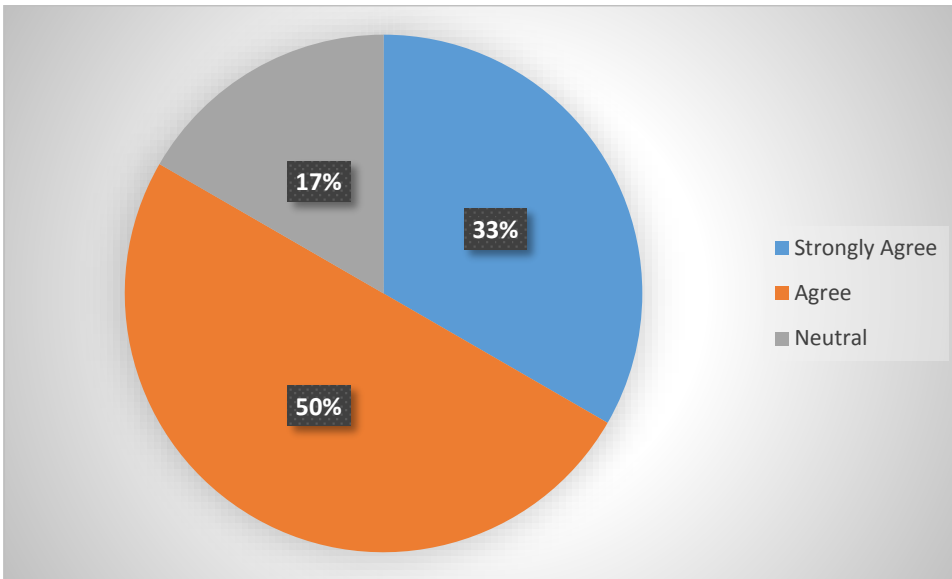
50% of the faculty have strongly agreed that they have the freedom to adopt new techniques/strategies of testing and assessment of students, 33% have just agreed while 17% of them are neutral in their opinion.

9. The program in which I teach enhances knowledge and skill in the area of specialization



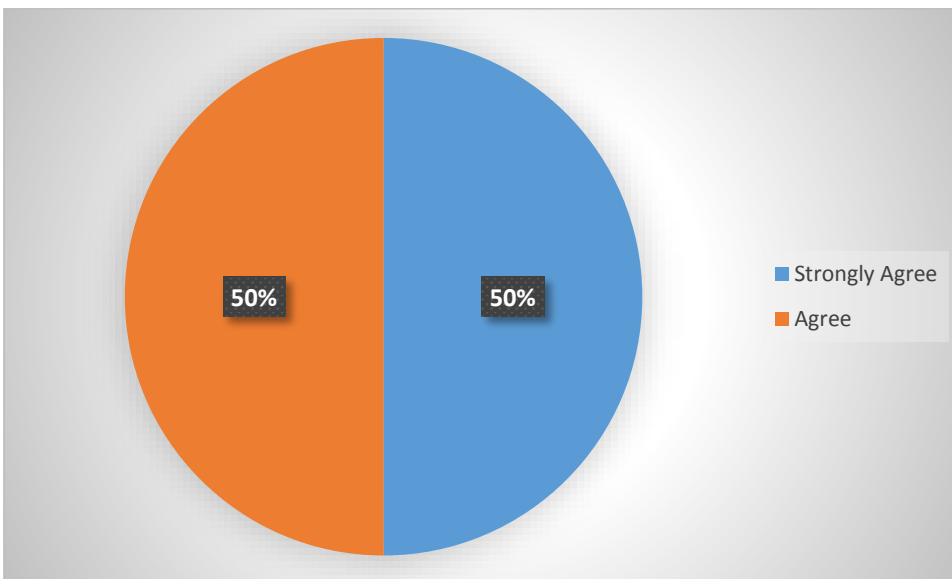
50% of the faculty have strongly agreed that the program in which they teach enhances knowledge and skill in the area of specialization while 50% of them have just agreed.

10. The program in stills values and professional ethics in the student



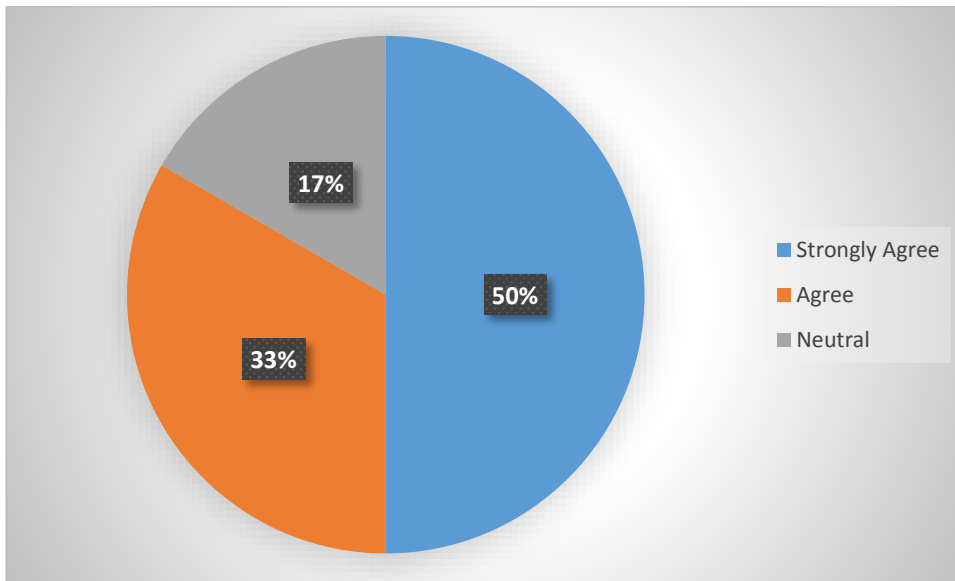
33% of the faculty have strongly agreed that the program in stills values and professional ethics in the student, 50% of them have just agreed while 17% of them are neutral in their opinion.

11. The program makes the student industry/research ready



50% of the faculty have strongly agreed that the program makes the student industry/research-ready while 50% of them have just agreed.

12. Individual mentoring to the students is provided for holistic development



50% of the faculty have strongly agreed that the individuals mentoring the students is provided for holistic development, 33% of them have just agreed while 17% of them are neutral in their opinion.

Comments and Suggestions across all the programs

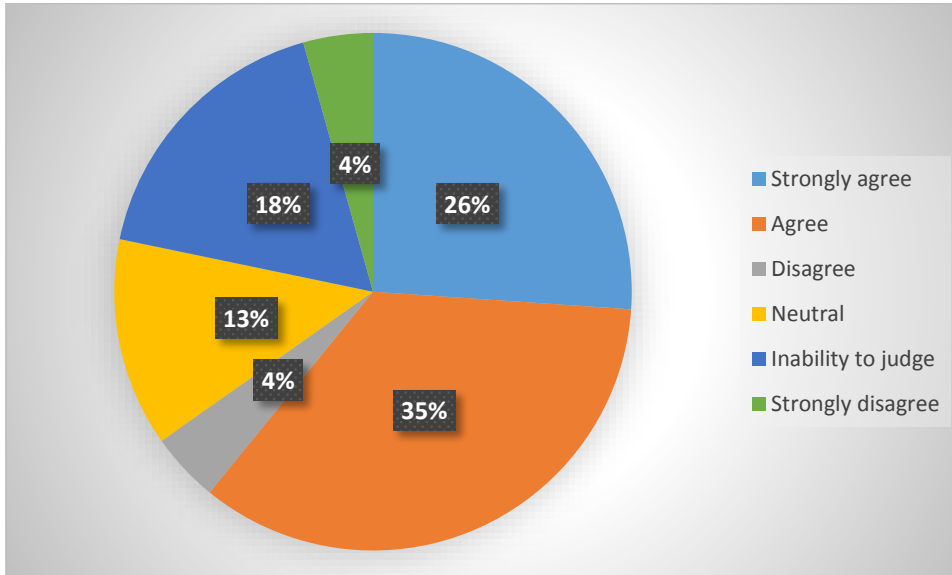
Name of the program	Please suggest any courses/skills that you think may be included to make our programme Industry/Research relevant
M.Sc. (Economics)	1. The programme is comprehensive with a wider choice of electives
	2. Behavioural economics
	3. Logical Framework Matrix
M.A. (Sustainable Development and Practice)	1. Need to introduce relevant courses for an industry like ESG, Gender-related courses etc.
	2. Potential Appraisal System. This is different from the performance-based one at present.
M.A. (Public Policy and Sustainable Development)	1. A course in political philosophy 2. A course in political psychology
	3. Potential Appraisal System. This is different from the performance-based one at present.

Feedback from Alumni

The feedback from Alumni has also been obtained for assessment of the programs through a structured questionnaire in the second week of July 2021. They have been requested to rate the program on a scale of 1 to 5 for the given skills. They can mark 6 if the given skill illustrated below does not apply to them. 23 responses have been obtained.

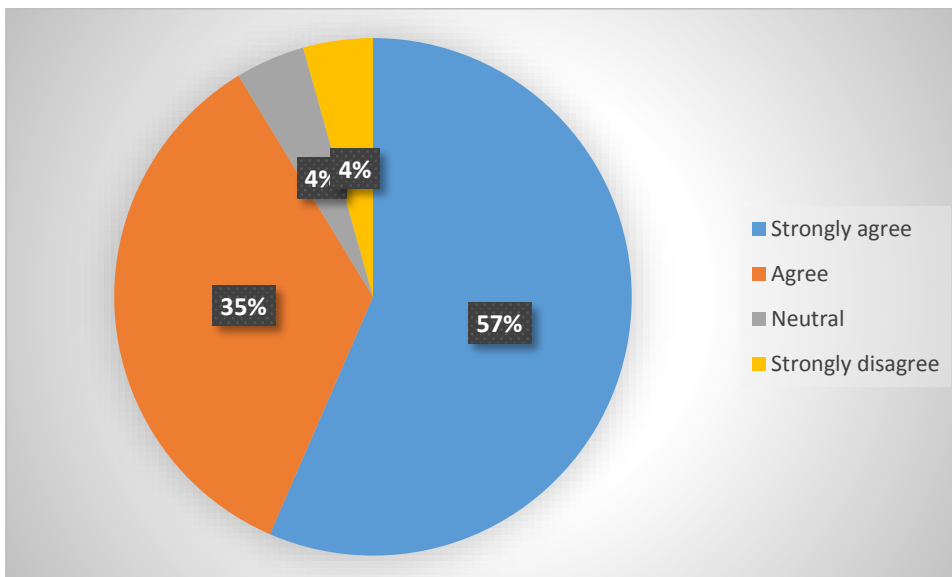
The assessment of the following skills have been requested for -

1. The program inculcated employability skills in me:



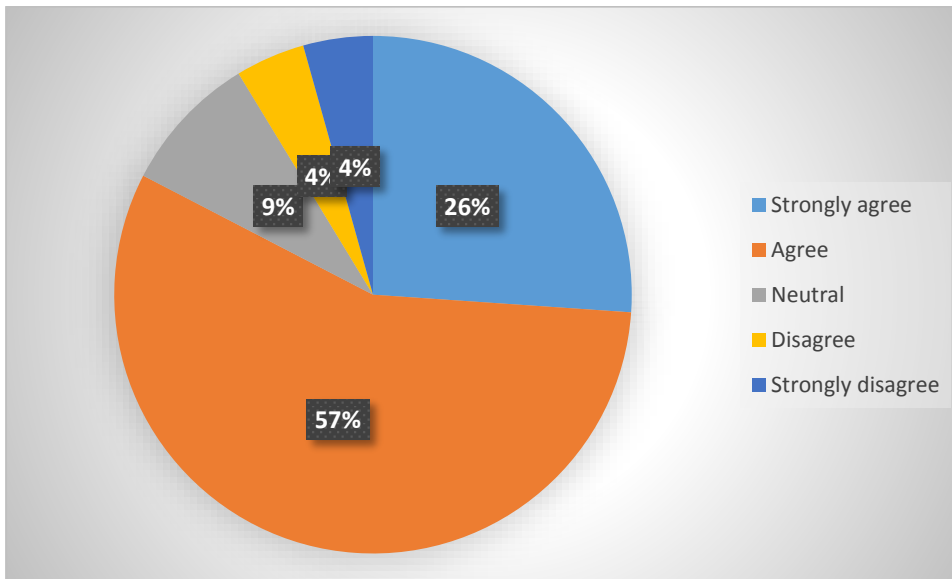
26% of the students have strongly agreed that the program inculcated employability skills in them, 35% of them have just agreed, 4% of them disagreed, 13% of them are neutral in their opinion, 18% responded as an inability to judge while 4% of them have strongly disagreed.

2. The program played an important role in my personal growth and confidence building:



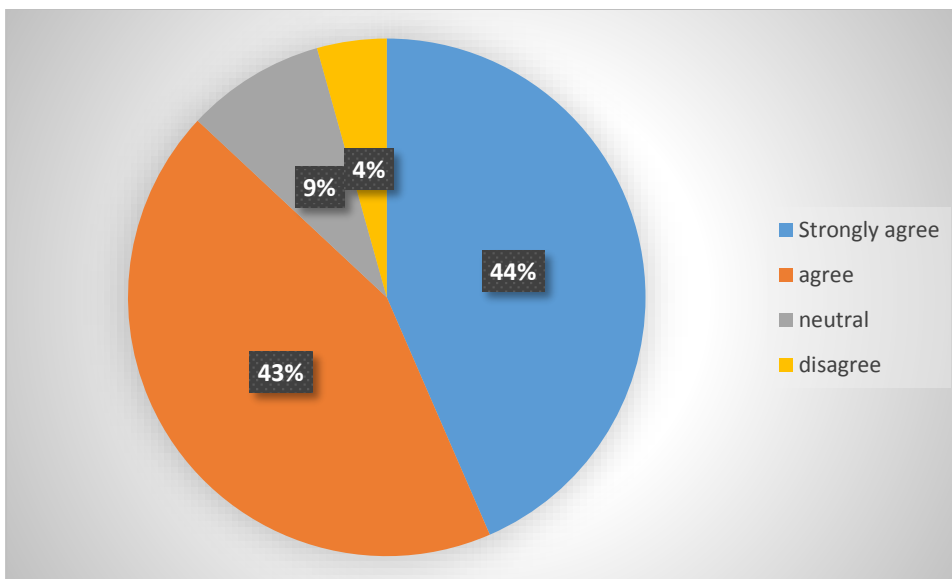
57% of the students have strongly agreed that the program played an important role in their personal growth and confidence building, 35% of them have just agreed, 4% strongly disagreed while 4% of them are neutral in their opinion.

3. The program instilled problem-solving and decision-making skills in me:



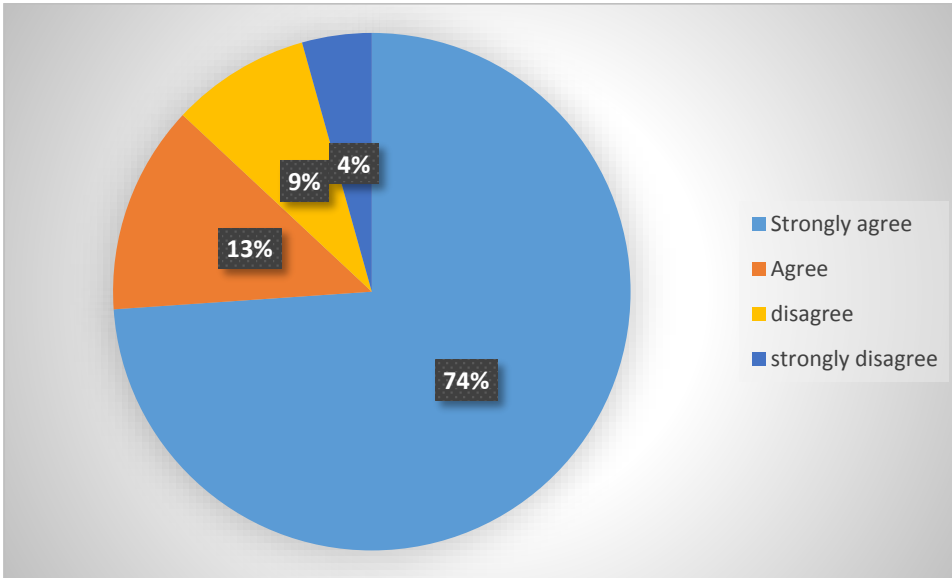
26% of the students have strongly agreed that the program instilled problem-solving and decision-making skills in them, 57% of them have just agreed; 4% disagreed; 4% strongly disagreed while 9% of them are neutral in their opinion.

4. The program improved my communication and team-working skills:



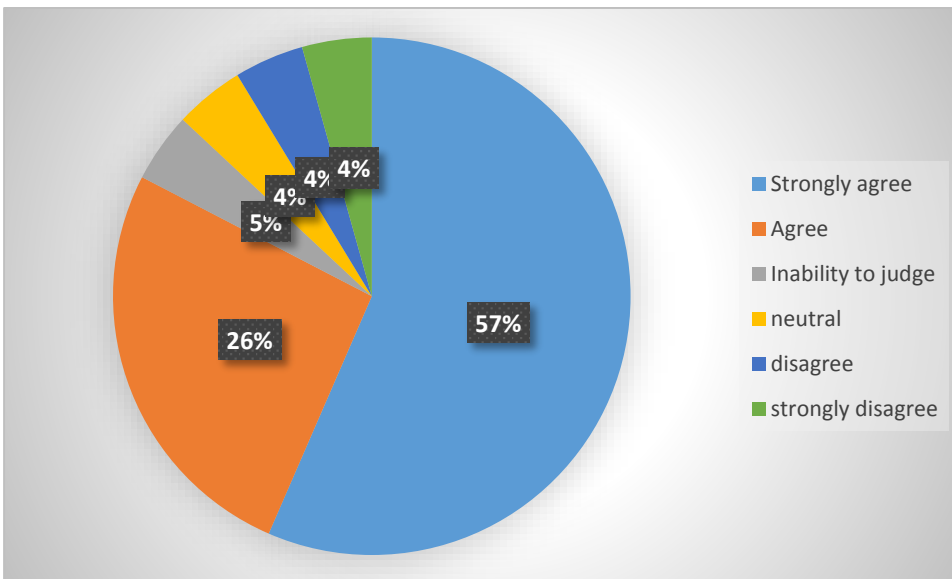
44% of the students have strongly agreed that the program improved their communication and team working skills, 43% of them have just agreed; 4% disagreed while 9% of them are neutral in their opinion.

5. The program inculcated knowledge of sustainable development in me:



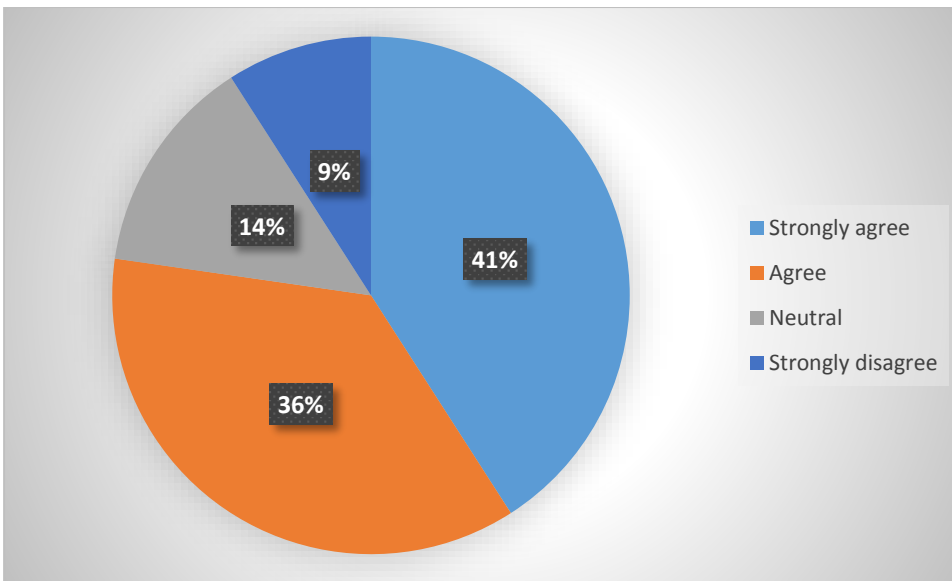
76% of the students have strongly agreed that the program inculcated knowledge of sustainable development in them, 13% of them have just agreed, 9% disagreed while 4% strongly disagreed

6. The program improved my critical thinking ability:



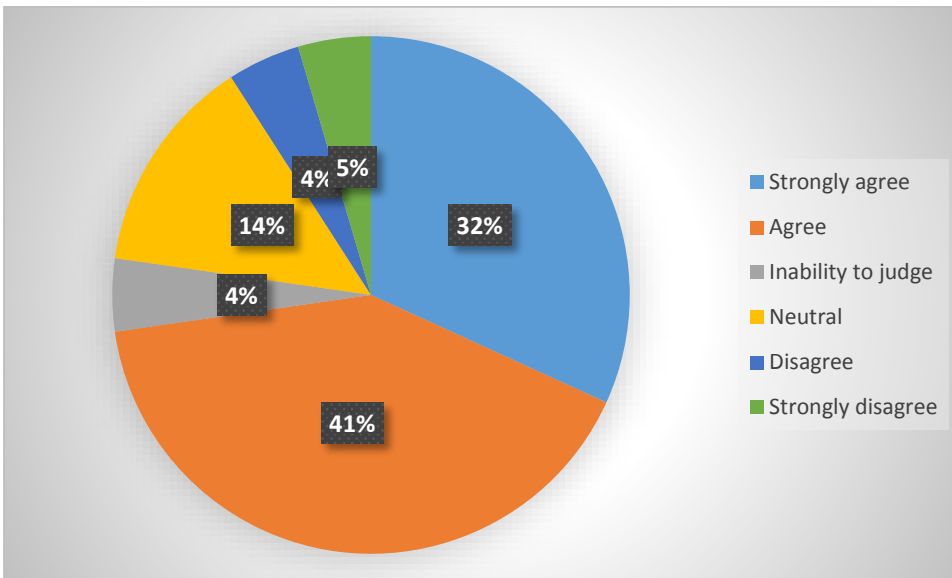
57% of the students have strongly agreed that the program improved my critical thinking ability, 26% of them have just agreed, 5% of them have shown their inability to judge, 4% have strongly disagreed, 4% strongly have disagreed while 4% of them are neutral in their opinion.

7. The program provided me adequate theoretical, analytical knowledge and hands-on skills in the field of specialization:



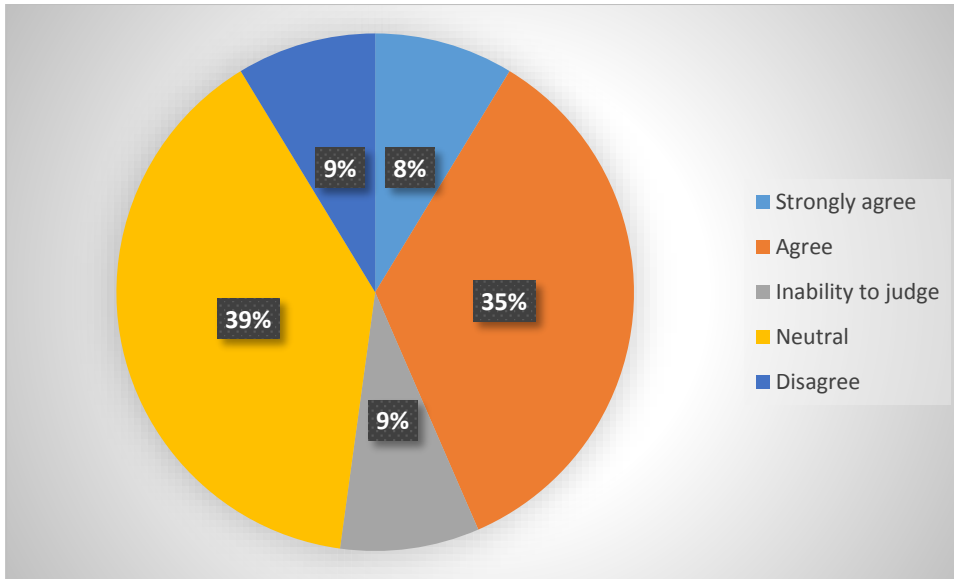
41% of the students have strongly agreed that the program provided me adequate theoretical, analytical knowledge and hands-on skills in the field of specialization, 36% of them have just agreed, 9% strongly disagreed while 14% of them are neutral in their opinion.

8. The nomenclature of the programme is unique, and it gave me a first-mover advantage:



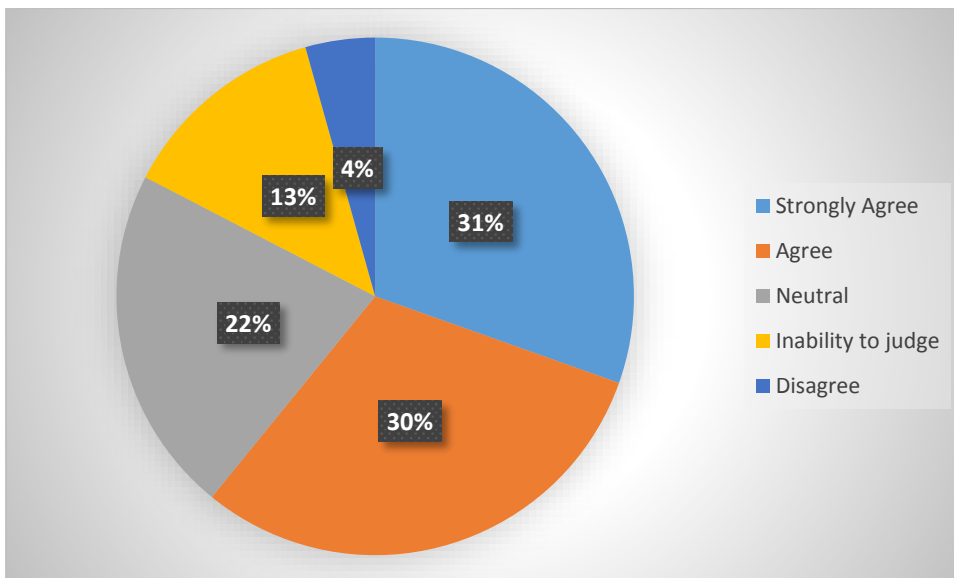
32% of the students have strongly agreed that the nomenclature of the program is unique, and it gave them a first-mover advantage, 41% of them just agreed, 4% have shown their inability to judge, 4% disagreed; 5% strongly disagreed while 14% of them are neutral in their opinion.

9. The program gave me exposure to IT skills:



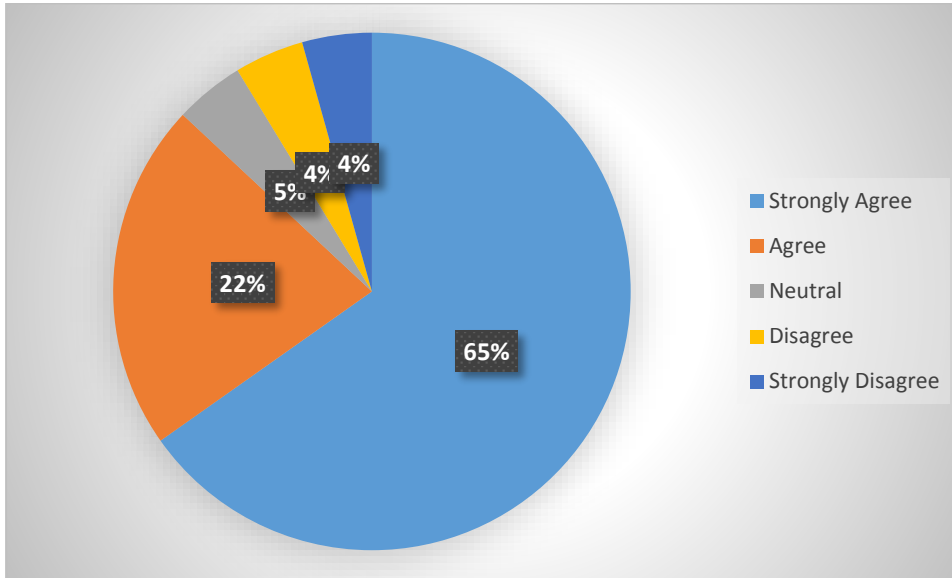
8% of the students have strongly agreed that the programme gave them exposure to the IT skills, 35% of them have just agreed, 9% of them have shown their inability to judge, 9% strongly disagreed while 39% of them are neutral in their opinion.

10. I was mentored while I was an ongoing student and even after post-qualification:



31% of the students have strongly agreed that they were mentored while they were an ongoing student and post-qualification as well; 30% of them have just agreed, 13% of them have shown their inability to judge, 4% of them have disagreed while 22% of them are neutral in their opinion.

11. I would recommend the program to other prospective students



65% of the students have strongly agreed that they would recommend the program to other prospective students, 22% of them have just agreed, 4% have just disagreed, 4% of them have strongly disagreed while 5% of them are neutral in their opinion.

Comments and suggestions also have been requested from them for any courses/skills that they think may be included to make that program Industry/Research relevant

Programs	Comments and suggestions also have been requested from them for any courses/skills that they think may be included to make that program Industry/Research relevant
M.Sc. (Economics)	Response from the student no. 1: <ul style="list-style-type: none"> ▪ Advance Excel, Tableau, Power BI
	Response from the student no. 2: <ul style="list-style-type: none"> ▪ Teach more industry-relevant skills like R and python and market research
M.A. (Sustainable Development and Practice)	Response from the student no. 1: <ol style="list-style-type: none"> 1. Technical + professional writing skills 2. Mandatory paper publishing during masters to earn the precise skills 3. Better course on data analysis running throughout 3 semesters as opposed to a short course in just 1 semester. This would give the student enough time and opportunity to perfect analysis skills
	Response from the student no. 2: More focus should be paid to industry-relevant skills like data analytics and programmes. Research methodology is an important course that isn't given much focus.
	Response from the student no. 3: <ol style="list-style-type: none"> 1. I would suggest that the course "Social Research" should involve the use of data Analysis Software like Nvivo. 2. The course which involves quantitative data analysis using Stata and SPSS required to be more intensive.
	Response from the student no. 4: Kindly include practical skills viz. Data analysis, Important framework for analysis of development projects, report writing, software and coding language such as python, R, Atlas.ti etc.
	Response from the student no. 5: <ol style="list-style-type: none"> 1. More in-hand experience and exposure to organisations in the sustainability fields 2. The partner organisations during group practicum (Semester II) should utilise the collected data into creating substantial solutions and TERI SAS should run through them
M.A. (Public Policy and Sustainable Development)	Response from the student no. 1: Need more practical experience
	Response from the student no. 2: The course gives a broad view of policy-related issues, it is very useful if you are in the business of policymaking for the future.
	Response from the student no. 3: Technological intervention and its extensive roles in various courses covered in Public Policy and Sustainable development program.
	Response from the student no. 4: Field visits and practical exposure may be included to make the programme more useful