

Janki Devi Memorial College
Department of Economics

ATR for Course Exit Survey

Academic Session: 2023-2024



Odd Semesters

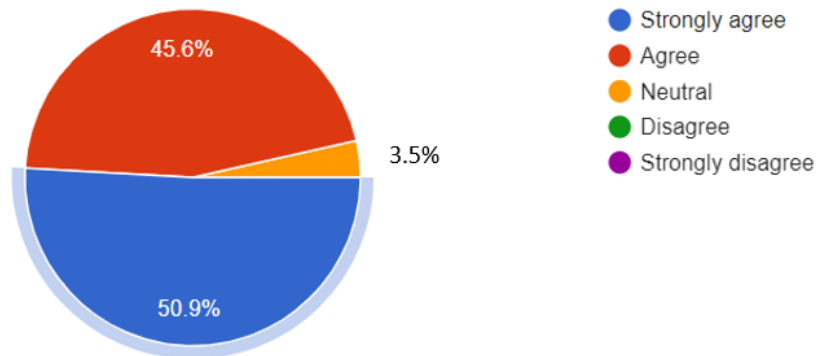
B.A Honours Economics

Semester I

Course 1: Introductory Microeconomics

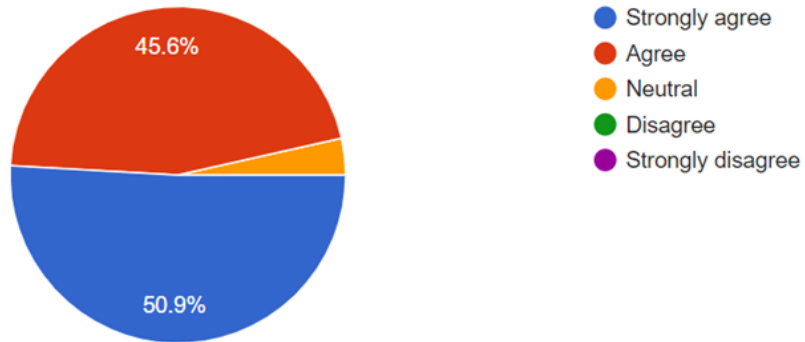
The course provided you the ability to understand the basic principles of microeconomics.

57 responses



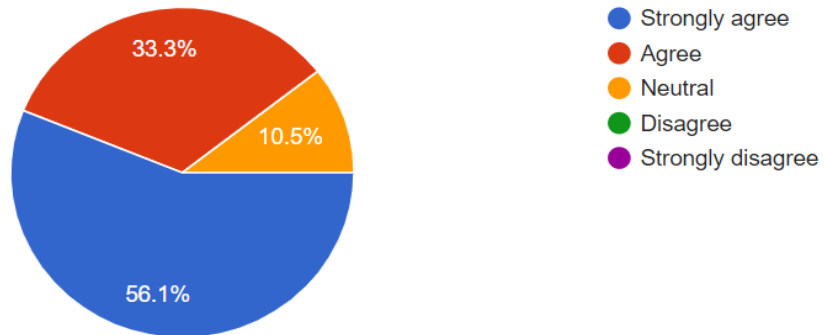
The course provided you the ability to Understand how markets work, analyze interactions between demand and supply, and government interventions in the market.

57 responses



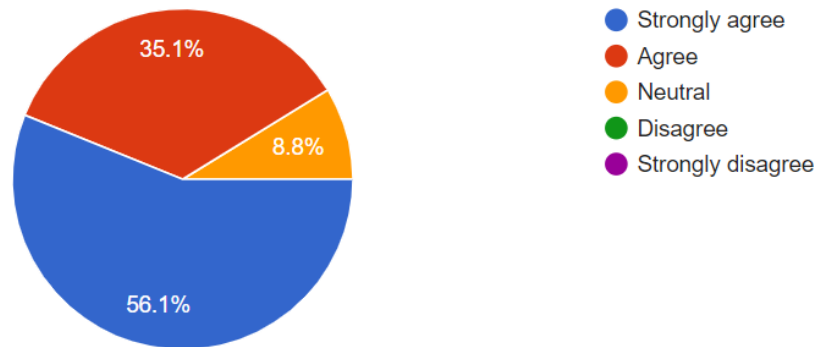
The course gave you an understanding of elasticity of demand and supply and its application

57 responses



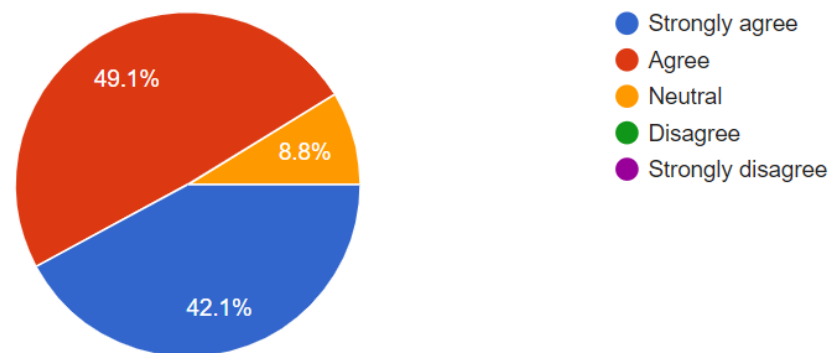
The course gave you an understanding of concepts of consumer surplus and producer surplus and using it to find welfare gains and losses in different situations

57 responses



The course provided you the ability to understand externalities and public goods; and appreciate role of government in such situations

57 responses





Analysis

From the responses received, it is observed that 96.5% of the students have expressed agreement that the course provided them the ability to understand the basics principles of microeconomics. 96.5% of the students agreed to have understood how markets work and analyze interactions between demand and supply, and government interventions in the market. It was also observed that 93% responded as Agree/Strongly Agree that they have understood the concept of comparative advantage and analyze gains and losses from international trade. 89.4% of students responded as Agree/Strongly Agree to the question that the course gave you an understanding of elasticity of demand and supply and its application. 91.2% students agreed/strongly agreed that the course gave them an understanding of concepts of consumer surplus and producer surplus and using it to find welfare gains and losses in different situations. 91.2% students were of the opinion that the course provided them the ability to understand externalities and public goods; and appreciate the role of government in such situations. 77.2% of students reported to have understood the concept of the Game of strategy. 66.7% of students responded that they had attendance 67% and above.

The responses received were quantified on a five-point scale of 0-4 (Strongly Agree-4, Agree-3, Neutral-2, Disagree-1, Strongly Disagree-0). The average score for this course was 3.4 out of 4.

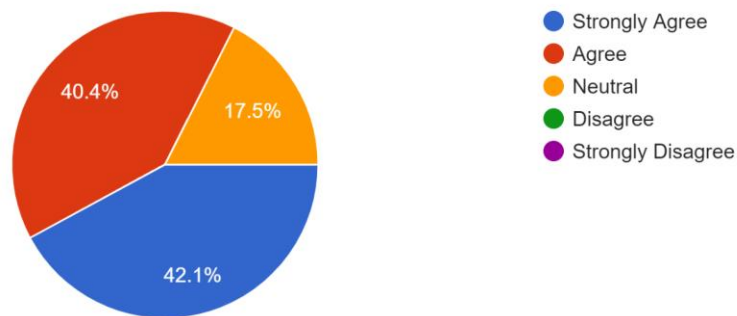
ACTION TO BE TAKEN REPORT

The topics of elasticity and game of strategy will be given greater focus. More practice will be provided for numericals as well as diagrams. The remedial classes as well as revision classes were organized for students. They will be encouraged to attend these on a regular basis. The topic of Game of Strategy is meant to simply introduce the whole notion of Game Theory. Hence students do find it abstract, although the whole concept was explained with the typical example of Prisoners' dilemma that goes beyond their textbook. It is heartening to find that students did not

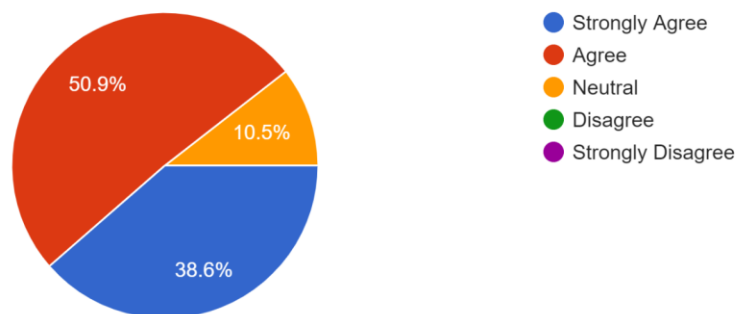
find the topic of international trade too cumbersome as based on past experience, students were provided with handouts and practice questions. The blackboard work was made a compulsory component of their continuous assessment for all the students that encouraged them to practice diagrams and feel confident after drawing them on the board.

Course 2: Introductory Mathematical Methods for Economics

The course provided you the ability to understand and apply the basic concepts of Mathematics
57 responses

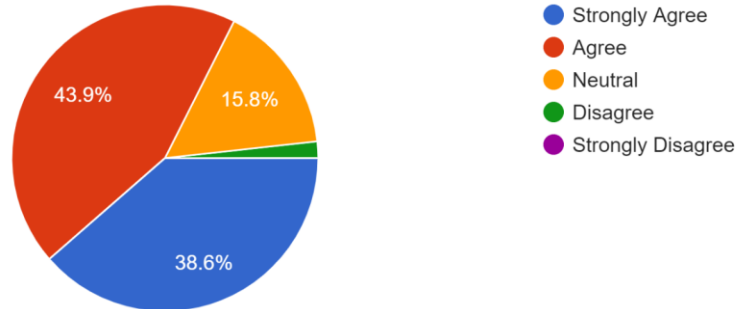


The course provided you the ability to understand the functions of one variable, polynomials, powers and exponential functions
57 responses



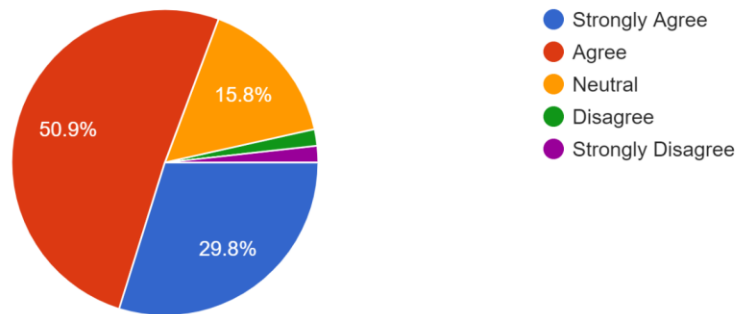
The course provided you the ability to understand and apply the differentiation of one and more variables and to solve the problem of maximisation and minimisation.

57 responses



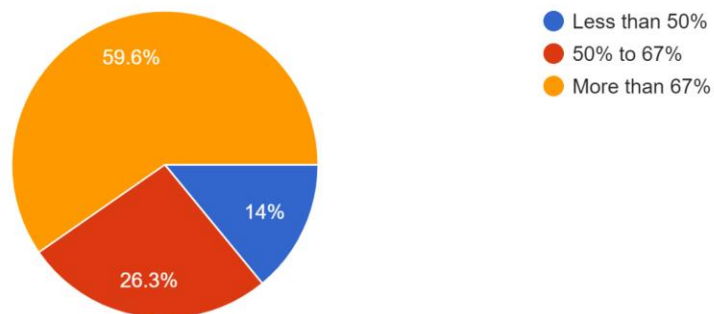
The course provided you the ability to understand and apply the various concepts of limits, continuity and series.

57 responses



How much was your attendance in this course?

57 responses



From the responses received, it is observed that 83 % of the students agreed to understand and apply the basic concept of mathematics. Around 89% of the students agreed to have the ability to understand the functions of one variable, polynomials, powers and exponential functions.. More than 80% gained the ability to understand and apply the differentiation of one and more variables and to solve the problem of maximization and minimization. Around 80% students can apply the ability to analyze and understand the concept of limits, continuity and series. It was observed that only about 59.6% of the students had more than 67% attendance. Around 14% of the students had less than 50% attendance.

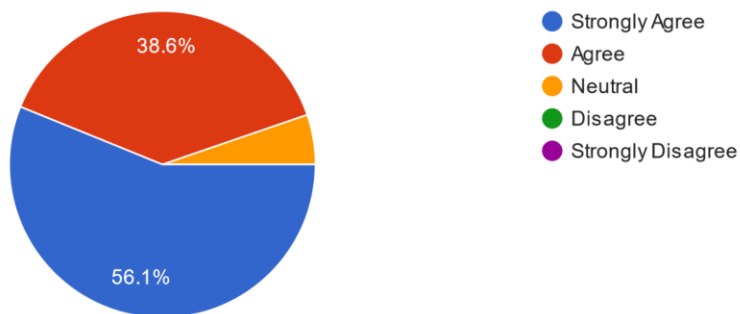
ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials. For the weak students, special classes/remedial classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Advanced learners are also highlighted for more comprehensive and detailed engagement with certain topics and subjects. Assessments would also be done at regular intervals.

Course 3: Introductory Statistics for Economics

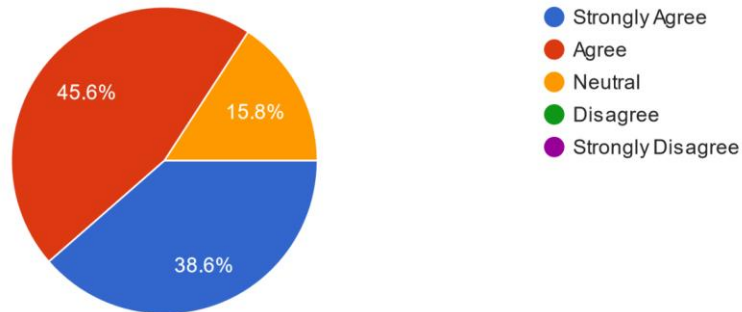
The course provides the knowledge to understand the difference between population and sample statistics.

57 responses



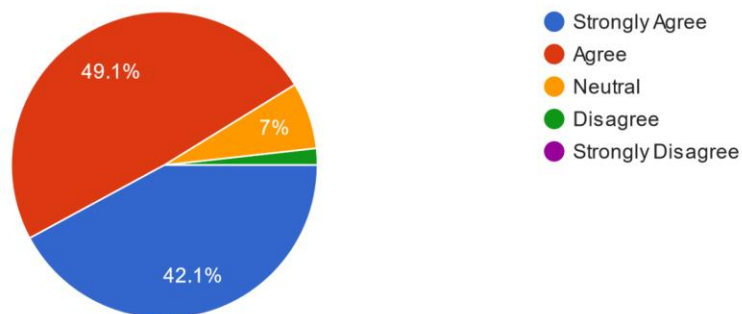
The course makes one familiar with the probability theory

57 responses



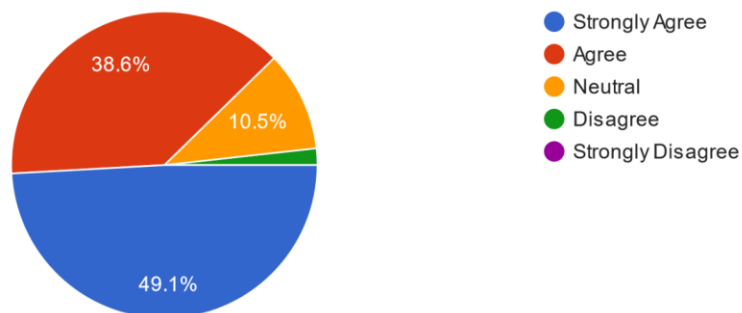
The course provided with ability to understand the concept of random variables

57 responses



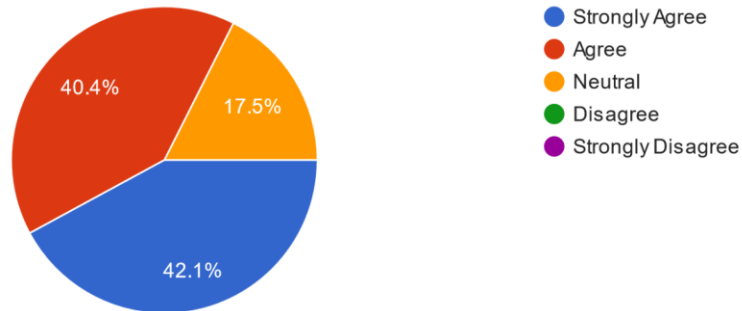
The course provided the ability to understand special probability distribution (e.g.:Binomial,Normal distributions)

57 responses



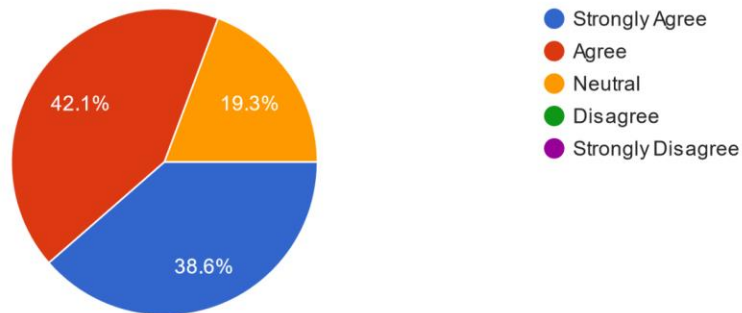
The course provided the ability to apply the normal distribution as approximation to Binomial distribution

57 responses



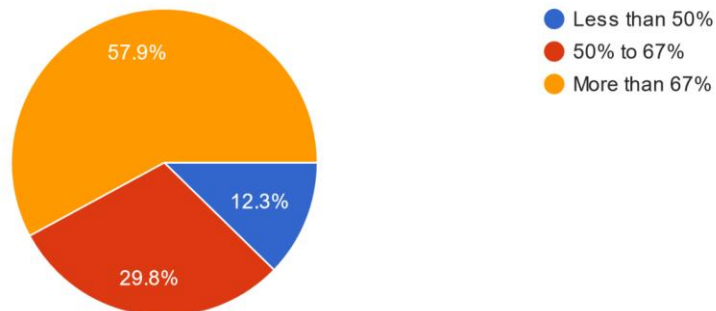
The course provided the ability to understand jointly distributed random variables

57 responses



How much was your attendance in this course?

57 responses



From the responses received, it is observed that 97 % of the students agreed to understand the difference between population and sample statistics. Around 84% of the students agreed to be

familiar with probability theory. Around 91% gained the ability to understand the concept of random variables. More than 87% of students were able to understand and apply special probability distribution. More than 82% understood how to approximate binomial distribution to normal distribution. Around 81% students were able to understand jointly distributed random variables. It was observed that only about 57.9% of the students had more than 67% attendance. Around 12.3% of the students had less than 50% attendance.

ACTION TO BE TAKEN REPORT:

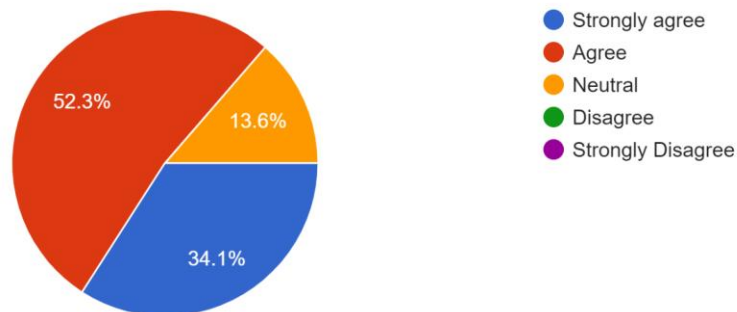
For the moderate responses, topics will be discussed more with the students in tutorials. For the weak students, special classes/remedial classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Advanced learners are also highlighted for more comprehensive and detailed engagement with certain topics and subjects. Assessments would also be done at regular intervals.

Semester III

Course1: Intermediate Microeconomics-I: Behavioural foundations of Market Interactions

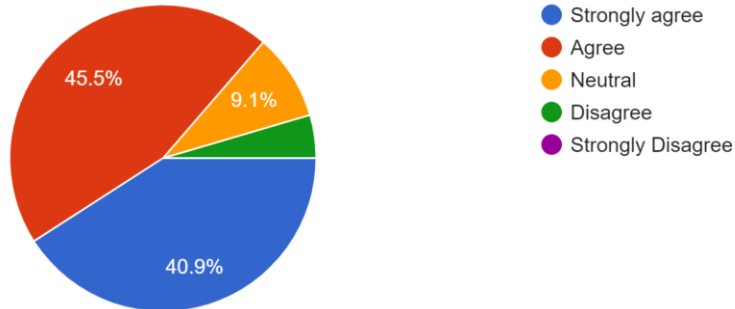
The course provided you the ability to understand the basic axioms of Microeconomics.

44 responses



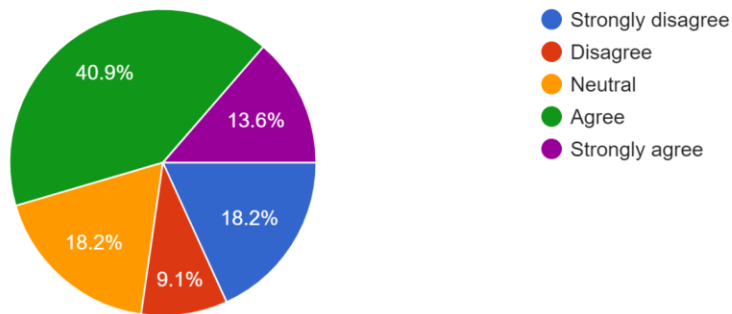
The course provided you the ability to apply microeconomics concepts to evaluate the rationality and optimize the maximum preferences with the help of Utility function.

44 responses



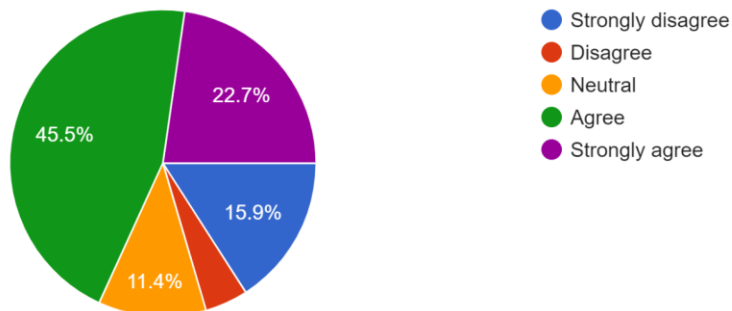
The course provided you the ability to Understand the technical aspects of the economic concepts relating to Slutsky (income and substitution effects)...ry, the supply decision, firm and industry supply.

44 responses



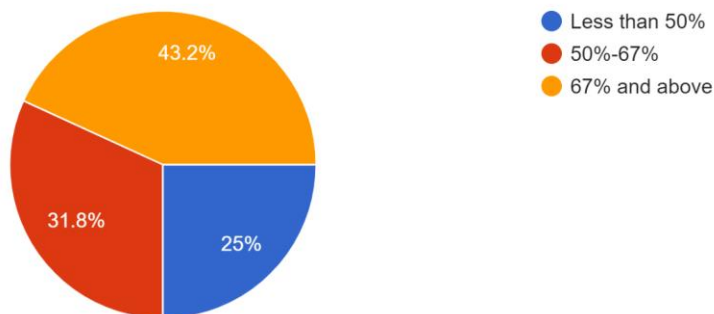
The course provided you the ability to analyze and understand the process of profit maximization and cost minimization

44 responses



How much was your attendance in this course?

44 responses



From the responses received, it is observed that 86.4 % of the students agreed to understand the basic assumptions of Microeconomics. Around 87% of the students agreed to have understood the ability to apply microeconomics concepts to evaluate the rationality and optimize the maximum preferences with the help of Utility function. More than 60% gained ability to understand the technical aspects of the economic concepts relating to Slutsky (income and substitution effects) decomposition, production theory, the supply decision, firm and industry supply. More than 65% students can apply the ability to analyze and understand the process of profit maximization and cost minimization. It was observed that only about 43.2% of the students had more than 67% attendance. Around 44% of the students had less than 50% attendance.

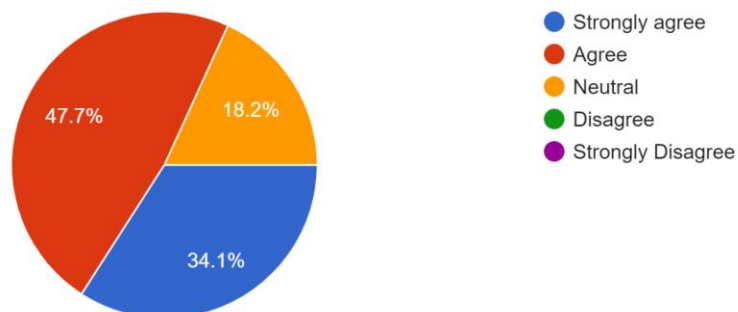
ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Advanced learners are also highlighted for more comprehensive and detailed engagement with certain topics and subjects. Assessments would also be done at regular intervals.

Course2: Intermediate Macroeconomics-I: Foundations of Aggregate Income Determination

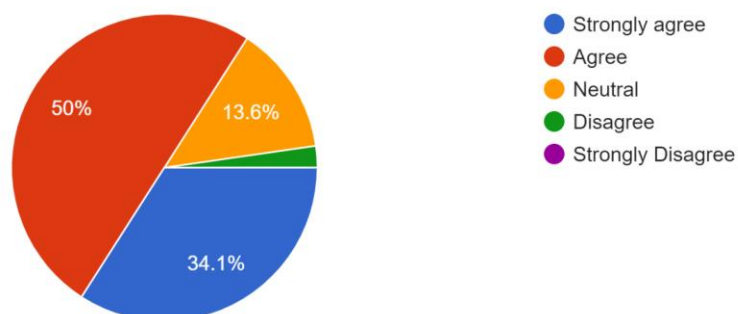
The course allowed you to understand the Wage-setting relation and Price-setting relation

44 responses



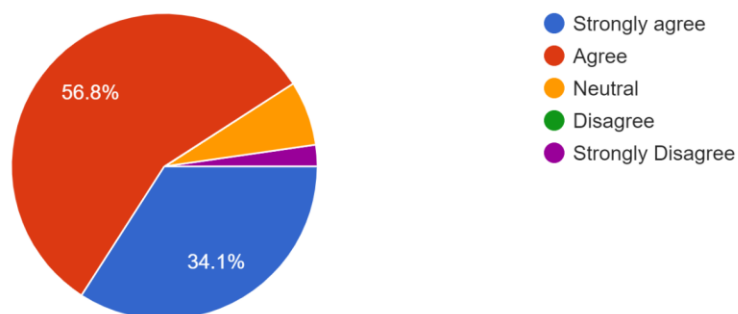
The course provided you the ability to understand the different forms of Phillips Curve Relation

44 responses



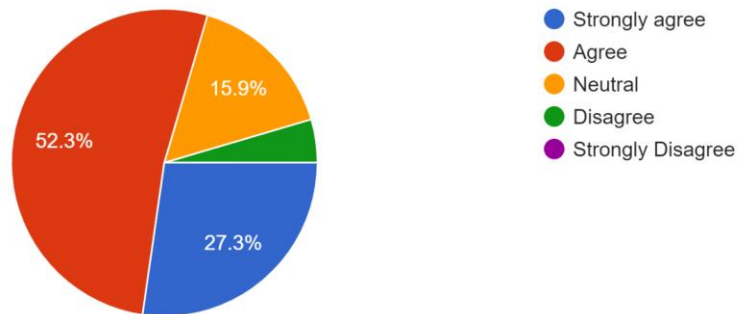
The course allowed you to understand the interaction of Aggregate demand and Aggregate Supply relations

44 responses



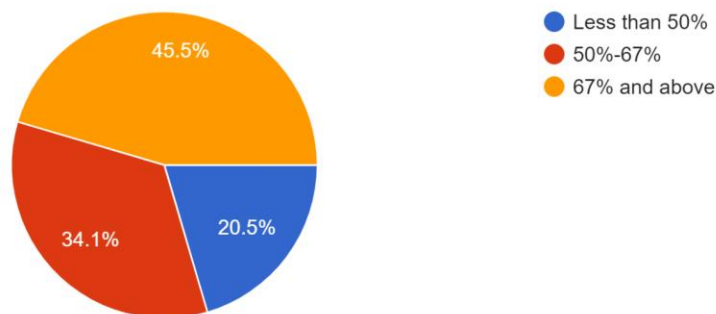
The course helped me in understanding rational expectation and its role in macroeconomics

44 responses



How much was your attendance in this course?

44 responses



From the responses received, it is observed that more than 80 % of the students agreed that the course provided them the ability to understand the concept of Price and Wage Settings. Around 84% of the students agreed to have understood the Phillips Curve relations and its evolution. More than 90% students understood and were able to apply the concept of Aggregate Demand and Aggregate Supply relations. More than 79% students understood the role of rational expectations in macroeconomics. It was observed that only about 45% of the students had more than 67% attendance. Around 20.5% of the students had less than 50% attendance.

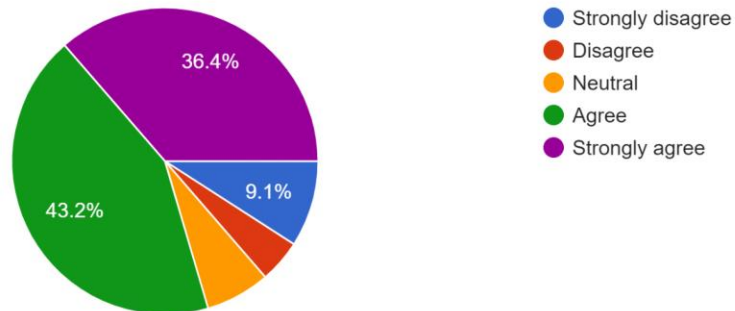
ACTION TO BE TAKEN REPORT:

Most students seem to face difficulty in understanding the concept of rational expectations and its role in macroeconomics. More attention can be given to this topic in the class.

Course3: Advanced Mathematical Methods for Economics

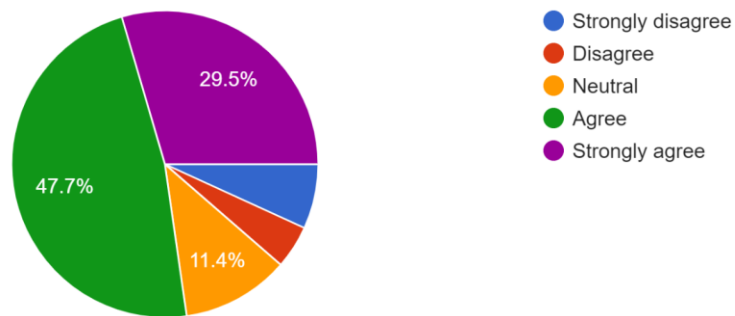
The course provided you the ability to understand the basic applications of mathematics.

44 responses



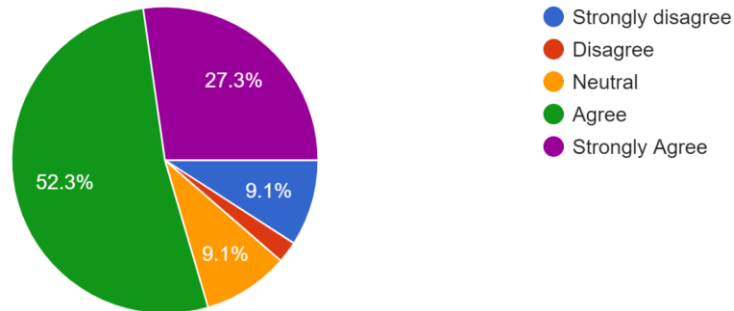
The course provided you the ability to apply mathematics concepts to evaluate the rationality and optimize the maximum preferences with the help of Utility function.

44 responses



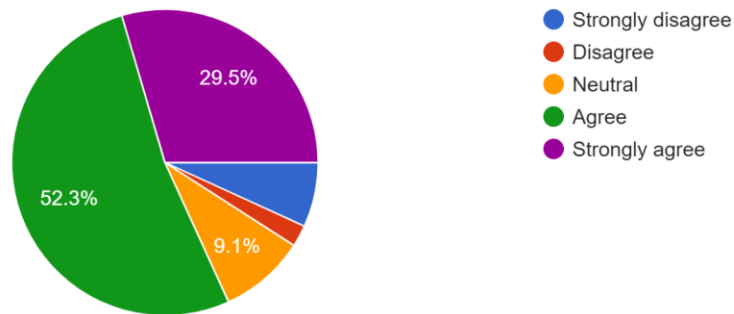
The course provided you the ability to Understand the technical aspects of the economic concepts relating to Constrained Optimization, Difference and Differential equations.

44 responses



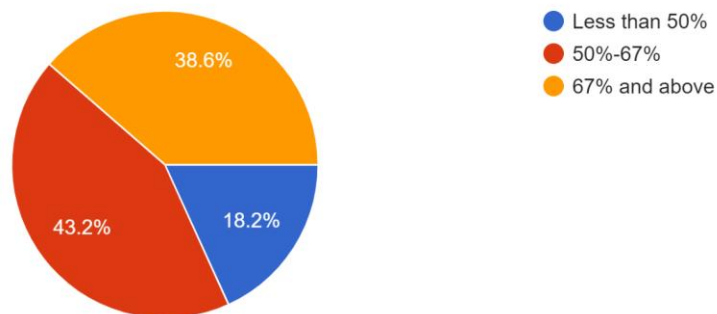
The course provided you the ability to analyze and understand the process of profit maximization and cost minimization.

44 responses



How much was your attendance in this course?

44 responses



From the responses received, it is observed that 80 % of the students agreed to understand and apply the basic concept of mathematics. Around 78% of the students agreed to have the ability to apply mathematical concepts to evaluate the rationality and optimize the maximum preferences with the help of utility functions. More than 78% gained the ability to understand the technical aspects of the economic concepts relating to constrained optimization, difference and differential equations. Around 80% students can apply the ability to analyze and understand the process of profit maximization and cost minimization. It was observed that only about 38.6% of the students had more than 67% attendance. Around 18% of the students had less than 50% attendance.

ACTION TO BE TAKEN REPORT:

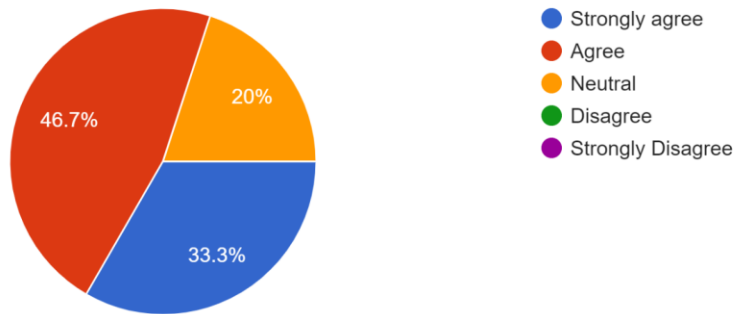
For the moderate responses, topics will be discussed more with the students in tutorials. For the weak students, special classes/remedial classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Advanced learners are also highlighted for more comprehensive and detailed engagement with certain topics and subjects. Assessments would also be done at regular intervals.

Elective Papers

Course4: Fiscal policy and Public Finance in India

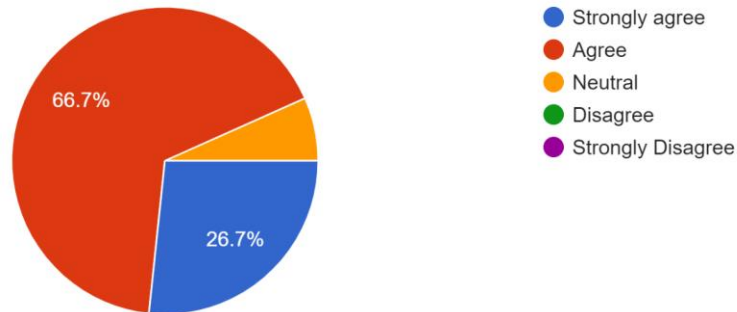
The course allowed you to understand the importance of needs and objectives of government expenditure on social schemes

15 responses



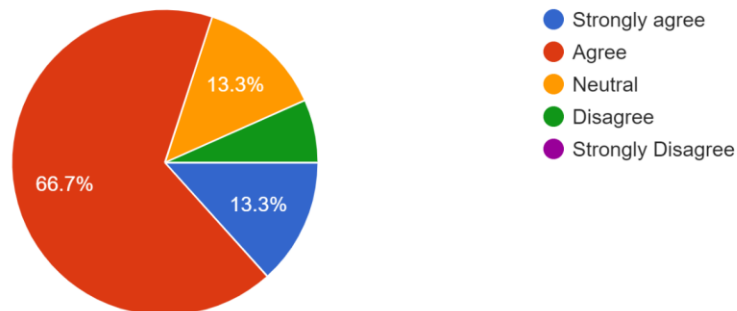
The course allowed you to understand the moral hazard cost of welfare policy .

15 responses



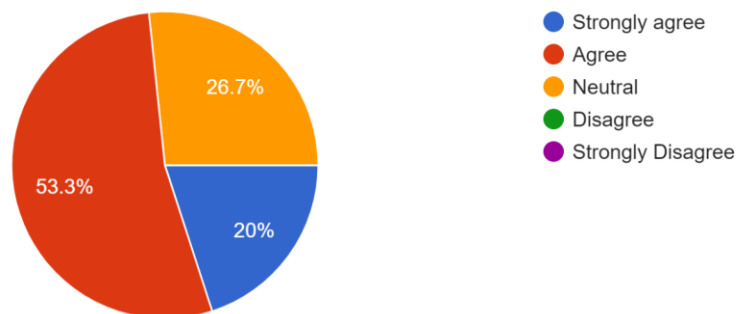
The course allowed you to understand the new concepts of budgeting and analyse the fiscal and debt management policies of the government.

15 responses



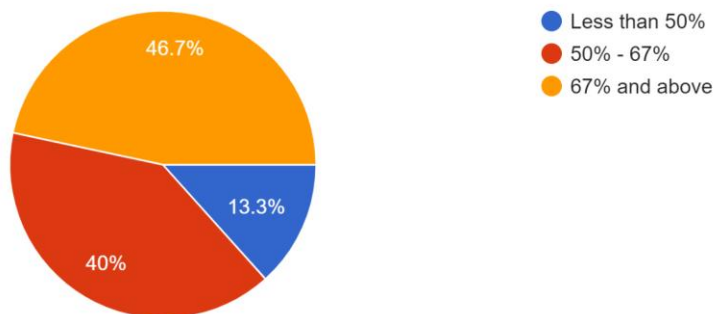
The course allowed you to understand of vast mechanism of fiscal federalism in India and the role and contribution of Finance Commission in achieving...urce allocation in multiple levels of government.

15 responses



How much was your attendance in this course?

15 responses



From the given responses, it is observed that more than 66 % of the students strongly agreed and agreed that the course provided them the ability to understand the moral hazard cost of welfare policy . Around 66 % of them understood the new concepts of budgeting and analyzed the fiscal and debt management policies of the government. It is observed that 67% of students had more than 67% of attendance.

ACTION TO BE TAKEN REPORT

For the moderate responses like the importance of needs and objectives of government expenditure on social schemes , topics will be discussed more with the students in tutorials. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Assessments would also be done at regular intervals.

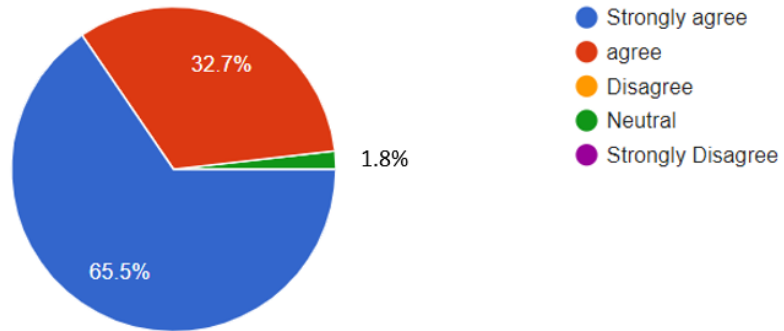
Course5: Economic History of India

Semester V

Core Course1. Indian Economy I

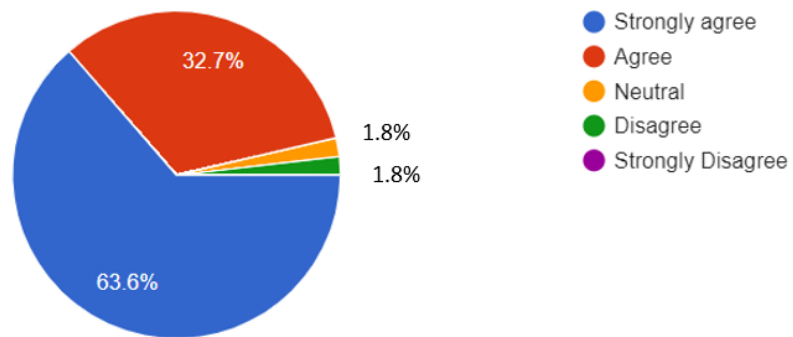
understand the development paradigm adopted in India since independence

55 responses



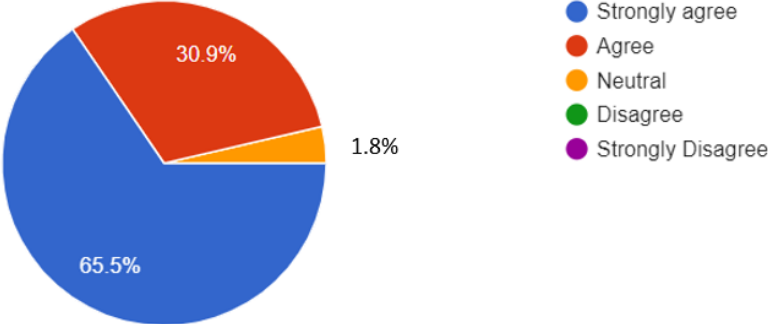
Review major trends in economic indicators and policy debates in India in the post-Independence period

55 responses



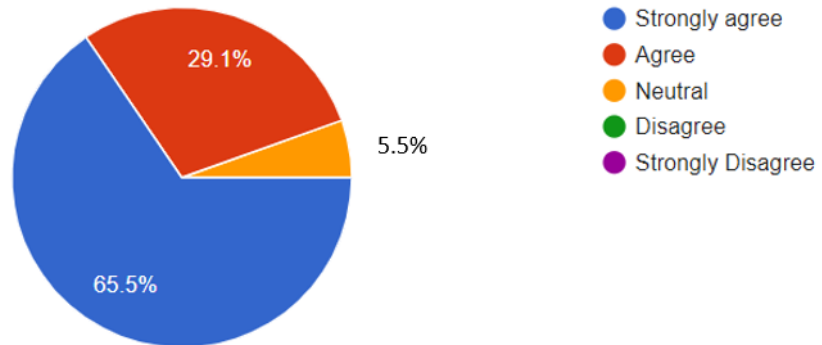
Evaluate the impact of development paradigm on economic as well as social indicators of progress and well being

55 responses



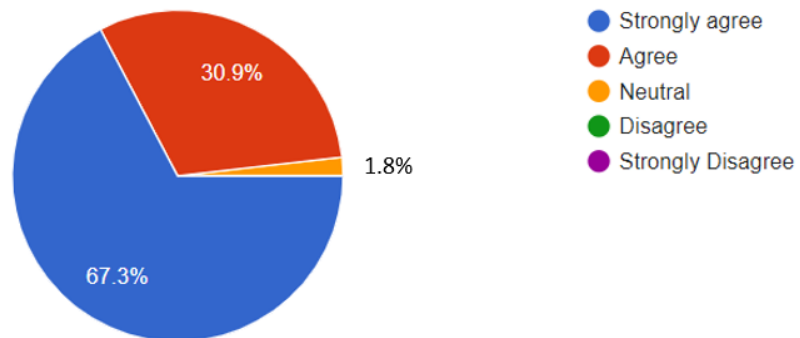
Analyze trends and various issues in Human Capital: Demography, health and education

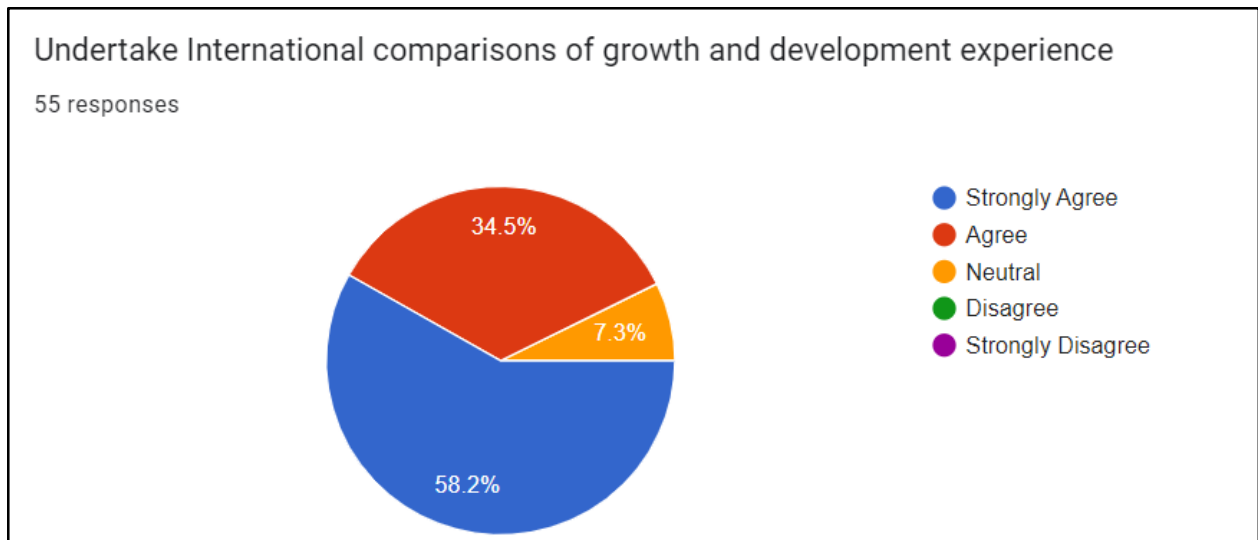
55 responses



Critically examine Growth and Distribution: Poverty, inequality, unemployment and policy interventions

55 responses





Analysis

98.2% of students agreed/strongly agreed that the course helped them to understand the development paradigm adopted in India since independence. 96.3% of students responded that they agreed/strongly agreed that the course helped them to review major trends in economic indicators and policy debates in India in the post-Independence period. 96.4% were of the opinion that they were able to evaluate the impact of the development paradigm on economic as well as social indicators of progress and well being. 94.5% of students responded that the course helped them to analyze the trends and various issues in Human Capital: Demography, health and education. 98.2% of responses were Agree/Strongly agree that they could critically examine the Growth and Distribution: Poverty, inequality, unemployment and policy interventions. 93.7% of students opined that they could undertake International comparisons of growth and development experience. 57% students attended 67% and above classes.

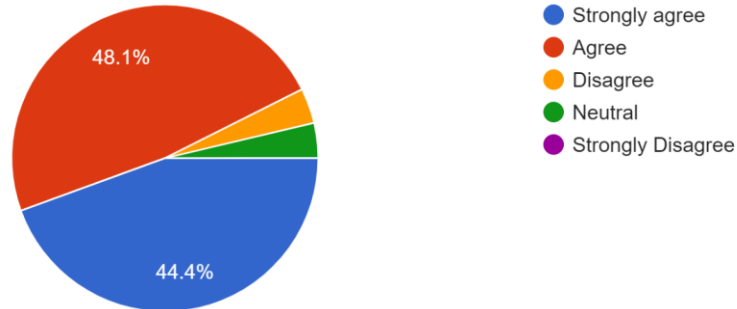
The responses received were quantified on a five-point scale of 0-4 (Strongly Agree-4, Agree-3, Neutral-2, Disagree-1, Strongly Disagree-0). The average score for this course was 3.6 out of 4.

Action to be taken

Topics of demography and international comparisons will be discussed more with the students in class. Case studies will be provided to them to help improve their analytical skills. Students, who regularly attended the classes, were able to narrate the story based on data provided in their reading material. Students will be encouraged to be more regular. More ICT based teaching will be conducted to engage students in a greater way in addition to student-centric methods such as Flip classroom and presentation by students.

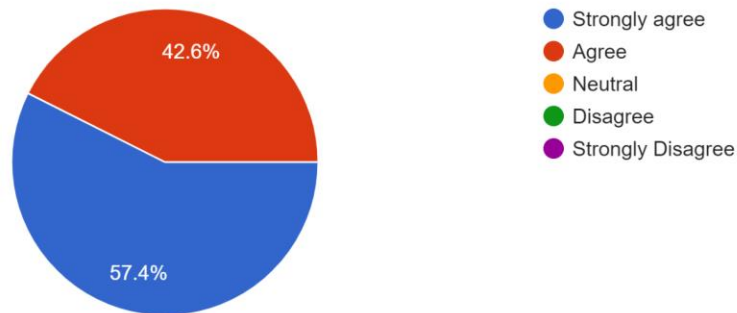
The course provided you the ability to understand the factors that created pre-conditions in the countries included in the paper.

54 responses



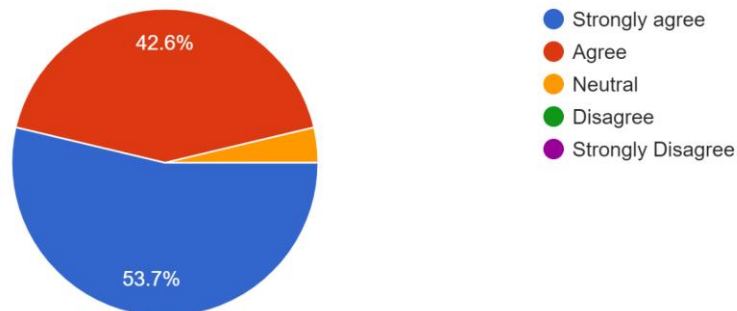
Understand in-depth discussions of the concepts of development

54 responses



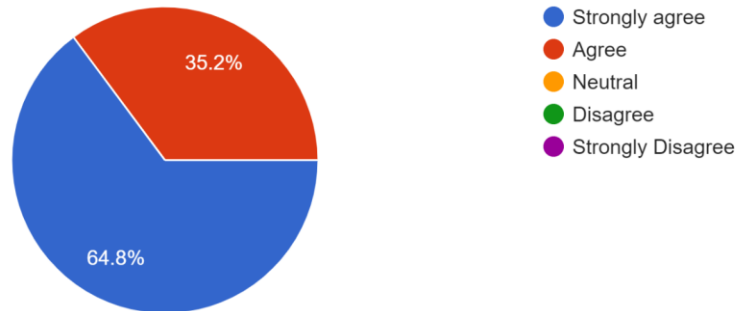
Analyze various measures of development (e.g., GDP, GNP, HDI) and comparing across nations

54 responses



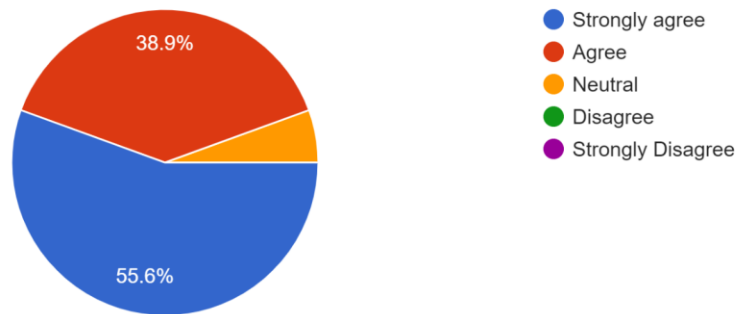
Describe, distinguish, and provide critique to the different models of economic development (e.g., H-D model, Solow model, endogenous growth models etc.)

54 responses



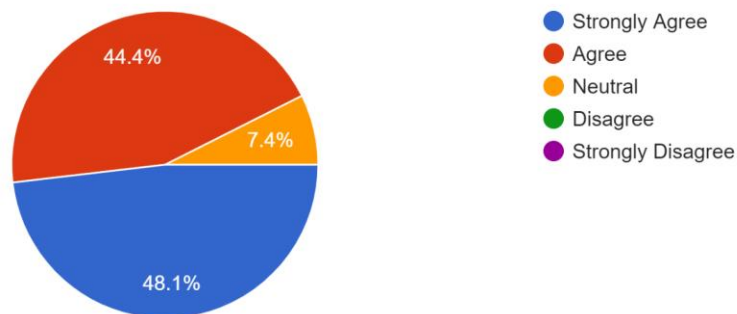
Calculate various Inequality and poverty measures, comparing them and connecting between inequality/poverty and development

54 responses



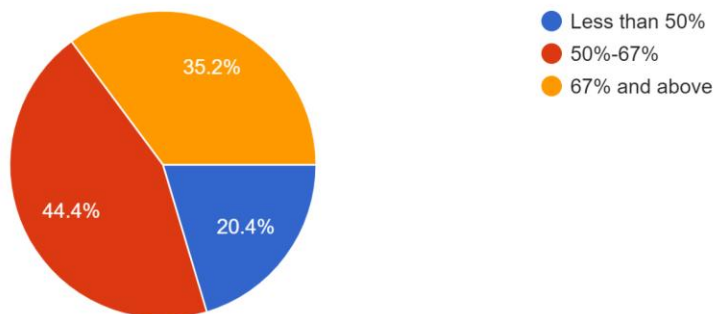
Understand the role of institutions and their relationship with economic performance

54 responses



How much was your attendance in this course?

54 responses



From the given responses, it is observed that almost 93 % of the students strongly agreed and agreed that the course provided them the ability to understand the factors that created pre-conditions in the countries included in the paper and 100 % of the students understood in-depth discussions of the concepts of development. Around 97 % of them understood that they could analyze various measures of development (e.g., GDP, GNP, HDI), compare across nations and all of them could describe, distinguish, and provide critique to the different models of economic development (e.g., H-D model, Solow model, endogenous growth models etc.). 93 % of them understood the role of institutions and their relationship with economic performance. Around 94 % understood the calculations of various Inequality and poverty measures, comparing them and connecting between inequality/poverty and development. It is also observed that 36% of students had more than 67% of attendance.

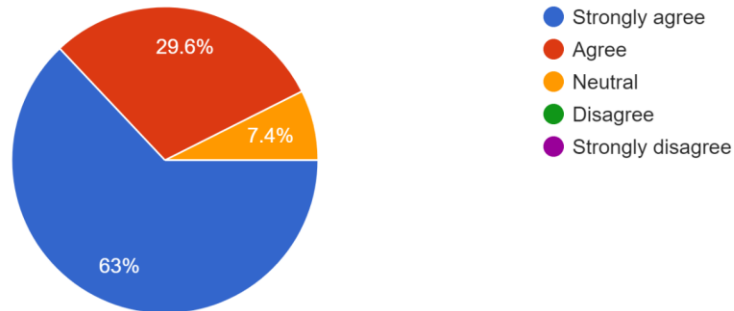
ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Advanced learners are also highlighted for more comprehensive and detailed engagement with certain topics and subjects. Assessments would also be done at regular intervals.

Elective Course1. International Trade

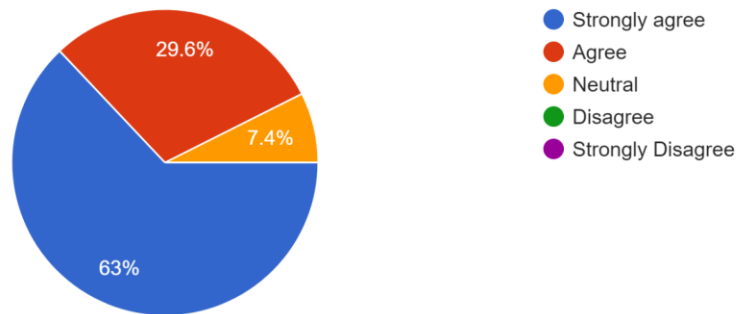
The course helped you to understand the major theoretical and empirical concepts related to international trade.

27 responses



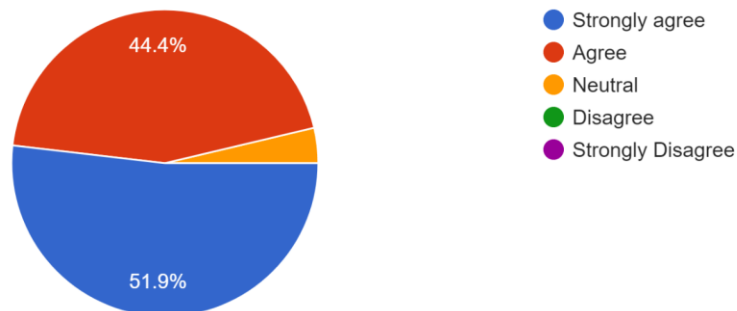
The course equipped you with a thorough knowledge on the trade theories, ranging from the Ricardian model to modern theories of inter and intra-industry trade.

27 responses



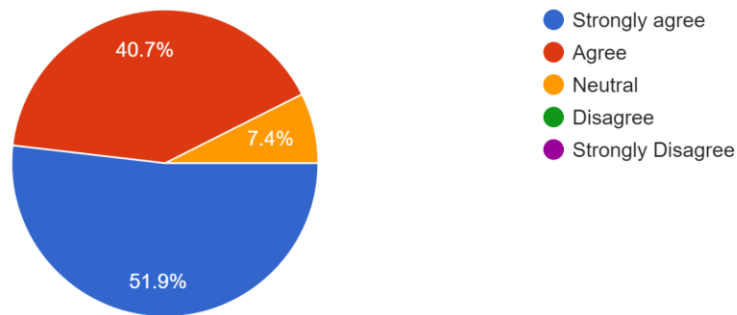
The course familiarised you with the main issues of trade policy and with the basic features of the international trading regime.

27 responses



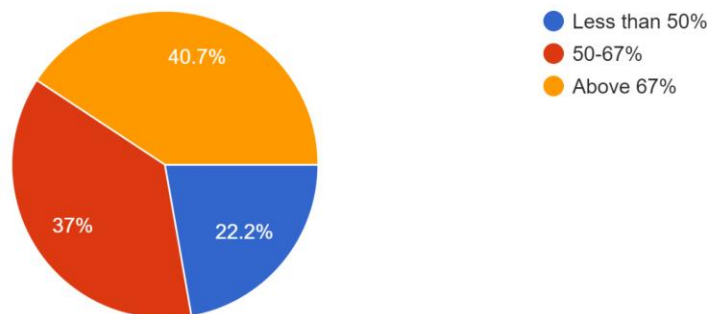
The course provided you the ability to demonstrate and compare the economic welfare effects of free trade and protection along with realising the us... critically analyse the contemporary trade policies.

27 responses



How much was your attendance in this course?

27 responses



From the given responses, it is observed that almost 93% of the students strongly agreed and agreed that the course helped them to understand the major theoretical and empirical concepts related to international trade and equipped them with a thorough knowledge on the trade theories, ranging from the Ricardian model to modern theories of inter and intra-industry trade. Around 96.3% of students strongly agreed and agreed that the course familiarize them with the main issues of trade policy and with the basic features of the international trading regime and provided them the ability to demonstrate and compare the economic welfare effects of free trade and protection along with realizing the usefulness and problems related to international trade and critically analyze the contemporary trade policies. It is also observed that students had an interest in the paper as 41% of students had more than 67% of attendance.

ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials. For the weak students, special classes will be held to discuss important questions with them. Measures

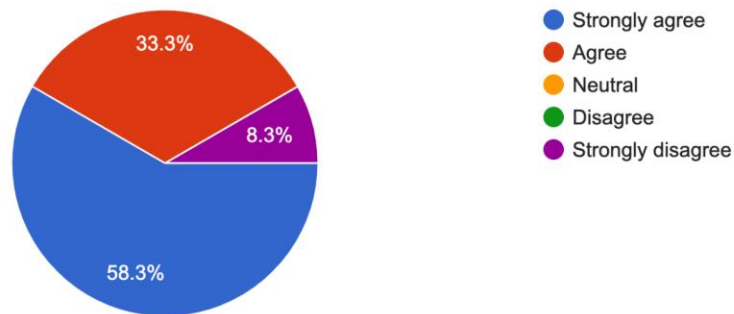
will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Advanced learners are also highlighted for more comprehensive and detailed engagement with certain topics and subjects. Assessments would also be done at regular intervals.

Elective Course2. Public Economics

Elective Course3. Financial Economics

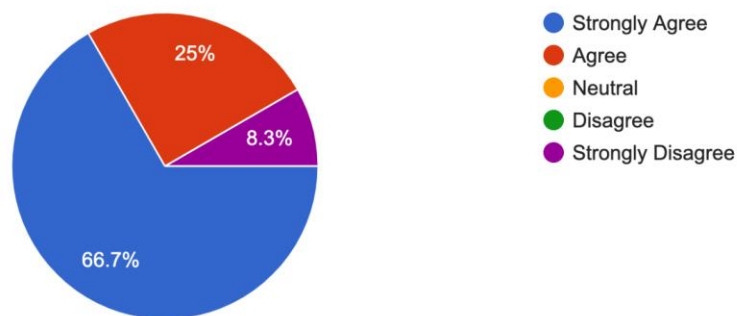
1. This course provides me with the ability to Understand about Deterministic Cash Flow Streams:

12 responses



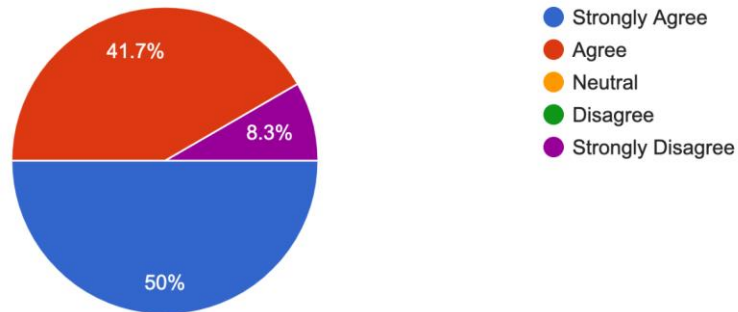
2. This course provides me with the ability to understand the capital asset pricing model (CAPM)

12 responses



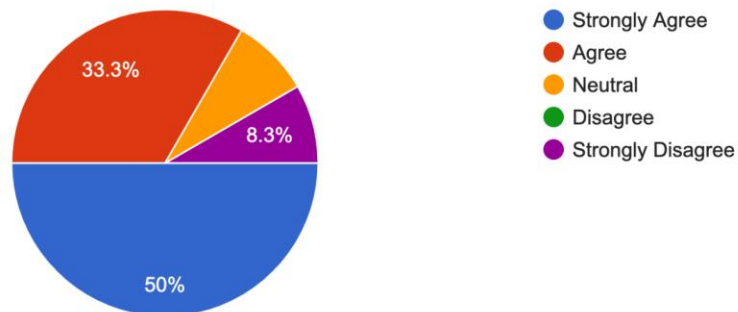
3. This course provides an understanding of the Forward and future prices

12 responses



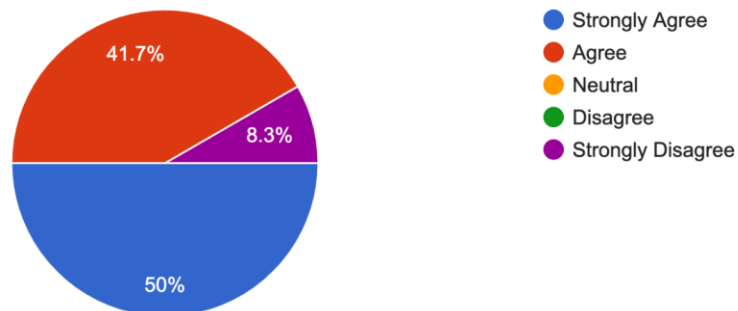
4. This course provides me with the ability to understand Hedging Strategies using Futures

12 responses



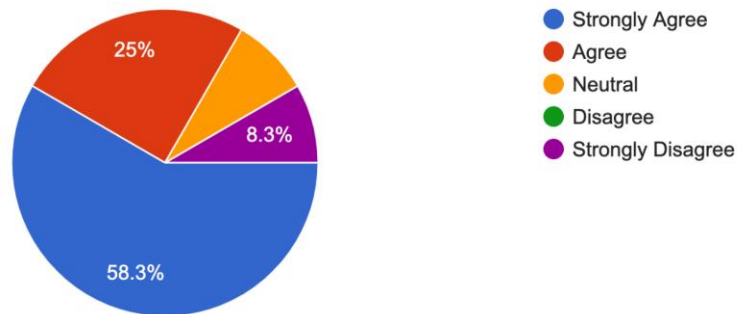
5. This course provides me with the ability to understand various option trading strategies: spreads; straddles; strips and straps; strangles

12 responses



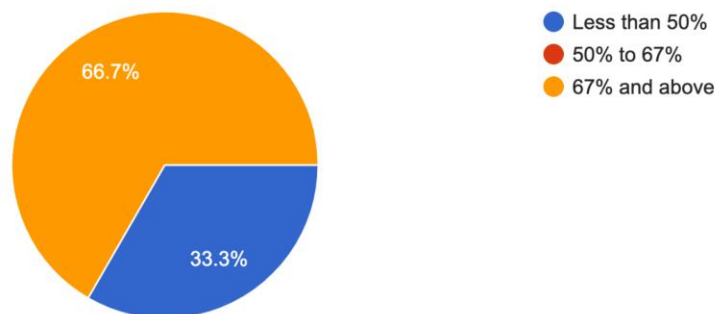
6. This course provides me with the ability to understand the binomial tree model.

12 responses



7. How much was your attendance in this course?

12 responses



From the given responses, it is observed that more than 90 % of the students strongly agreed and agreed that the course provided them the ability to understand about deterministic Cash Flow Streams and the course provided them the ability to understand CAPM. Around 92 % of them understood the Forward and Future Prices. The strategies of Hedging using Futures were understood by 83%. 92% of them understood the option trading strategies, spreads, straddles, strips and strangles. The Binomial Tree model was clear to 83%. It is observed that 67% of students had more than 67% of attendance.

ACTION TO BE TAKEN REPORT

For the moderate responses like Hedging strategies and Binomial Tree models, topics will be discussed more with the students in tutorials. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Assessments would also be done at regular intervals.

Elective Course4. Economic History of India

B.A. Programme

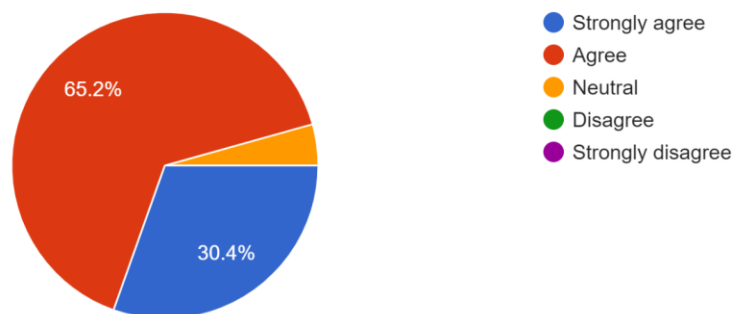
Semester I

Minor: Introductory Microeconomics

Major: Basic Mathematics for Economic Analysis

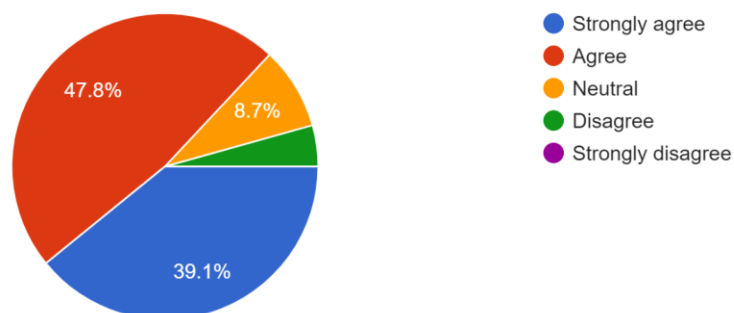
The course provided you the ability to Understand the market models and determination of equilibrium.

23 responses



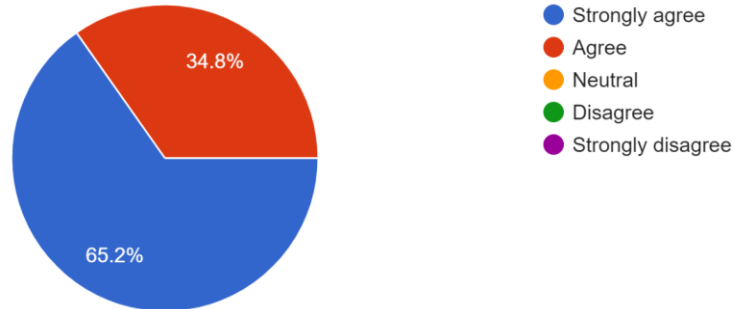
The course provided you the ability to Understand the concept of convergence and divergence of series.

23 responses



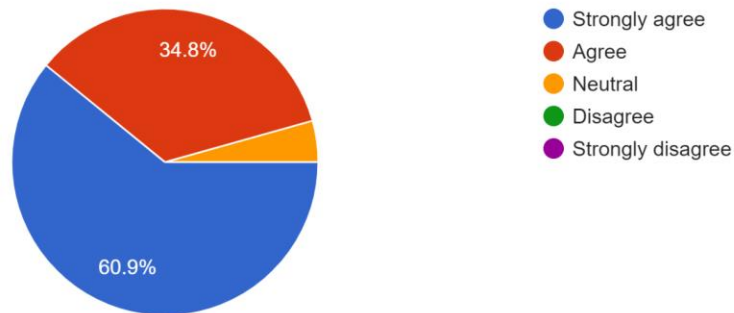
The course provided you the ability to Understand the matrix operations and their application based questions.

23 responses



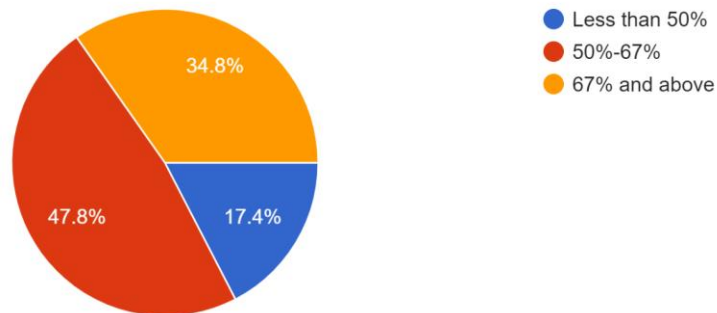
The course provided you the ability to Understand the applications of derivatives in the economics.

23 responses



How much was your attendance in this course?

23 responses



From the responses received, it is observed that 95 % of the students agreed to understand the market models and determination of equilibrium. Around 80% of the students agreed to understand the concept of convergence and divergence of series and 100% of the students gained the ability to understand the matrix operations and their application based questions. Around 95% of students have the ability to understand the applications of derivatives in economics. It was observed that only about 34.8% of the students had more than 67% attendance. Around 17% of the students had less than 50% attendance.

ACTION TO BE TAKEN REPORT:

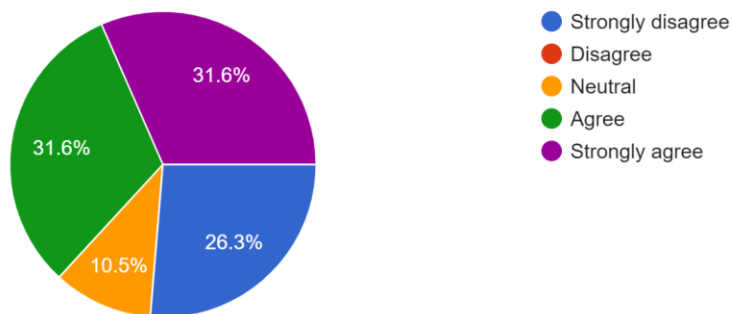
For the moderate responses, topics will be discussed more with the students in tutorials. For the weak students, special classes/remedial classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Advanced learners are also highlighted for more comprehensive and detailed engagement with certain topics and subjects. Assessments would also be done at regular intervals.

Semester III

Major: Optimization Methods for Economic Analysis

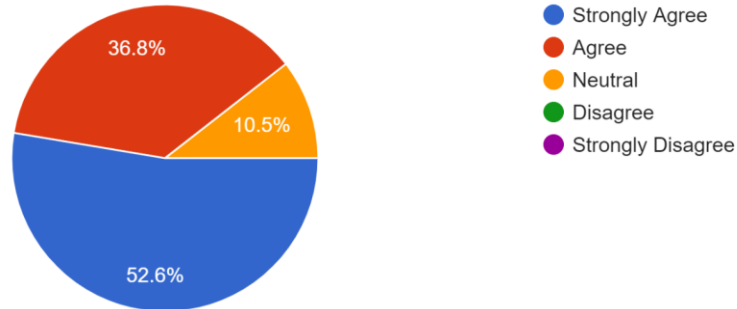
The course provided you the ability to understand and apply the various concepts of limits, continuity and series.

19 responses



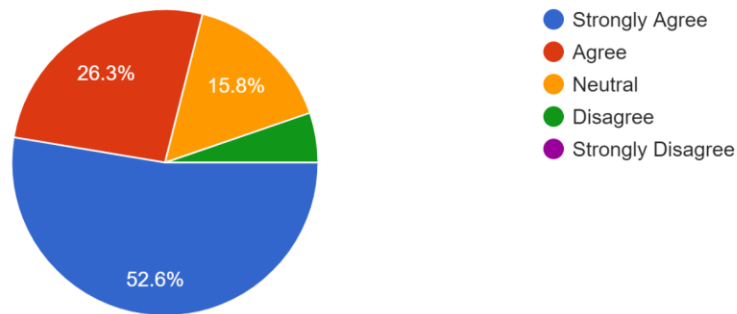
The course provided you the ability to understand and apply the differentiation of one and more variables and to solve the problem of maximisation and minimisation.

19 responses



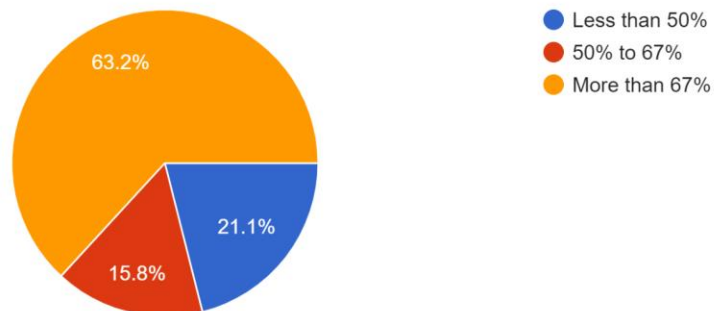
The course provided you the ability to understand and apply the concepts of linear algebra- vectors, matrices, determinants.

19 responses



How much was your attendance in this course?

19 responses



From the responses received, it is observed that every student agreed that the course provided them the ability to understand the basics of mathematical skill and optimization for economic analysis. It was also observed that approximately 57% of the students agreed to have understood and applied the various concepts of limits, continuity and series. More than 90% of the students agreed that they understood the ability to understand and apply the differentiation of one and more variables and to solve the problem of maximization and minimisation. Almost 90% gained the ability to understand and apply the concepts of linear algebra- vectors, matrices, determinants. It was also observed that among the students who responded 64% of the students had more than 50% in attendance.

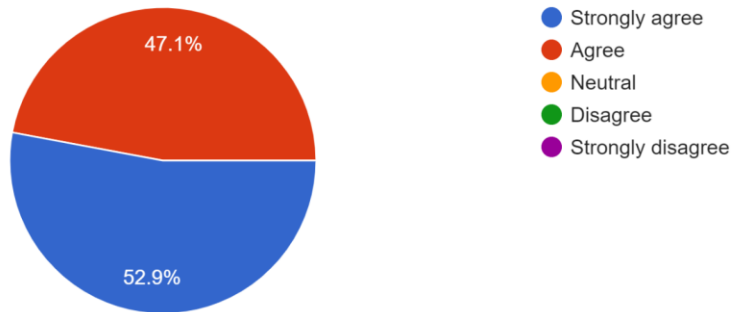
ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Advanced learners are also highlighted for more comprehensive and detailed engagement with certain topics and subjects. Assessments would also be done at regular intervals.

Minor: Intermediate Microeconomics

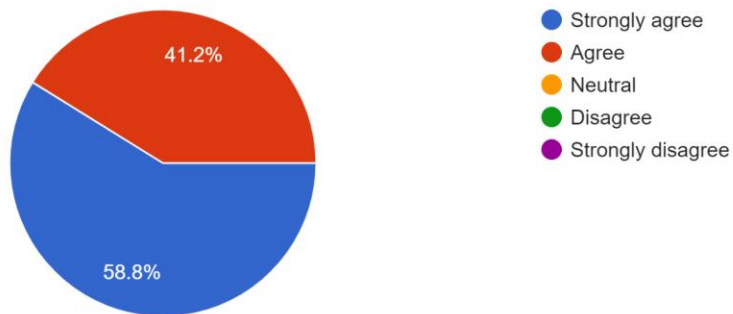
The course provided you the ability to Understand how markets work and analyze interactions between demand and supply

34 responses



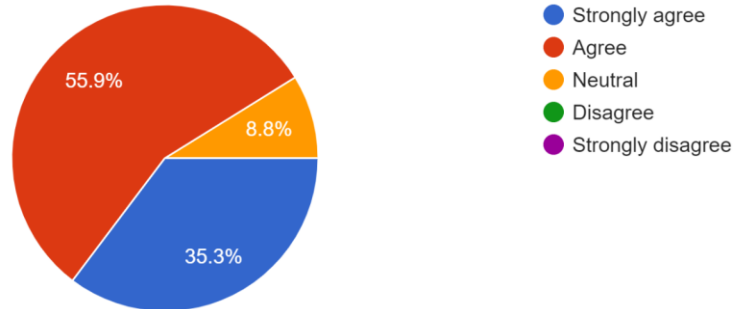
The course provided you the ability to understand the basic principles of microeconomics.

34 responses



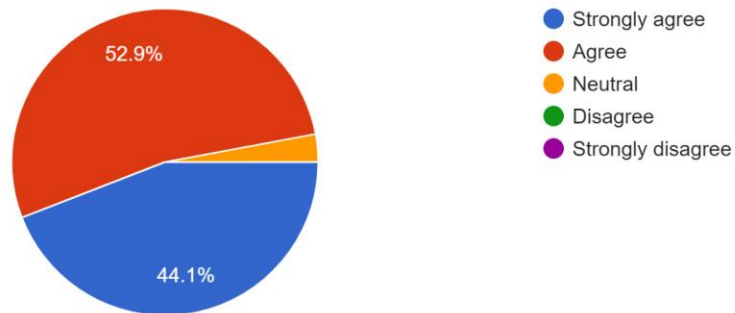
The course provided you the ability to understand the benefits of trade through comparative advantage

34 responses



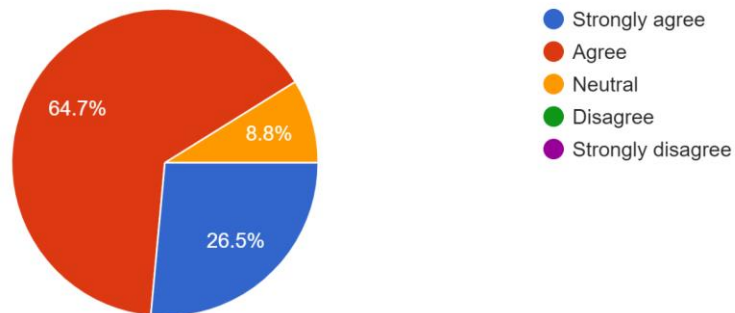
The course provided you the ability to understand the equilibrium in competitive market

34 responses



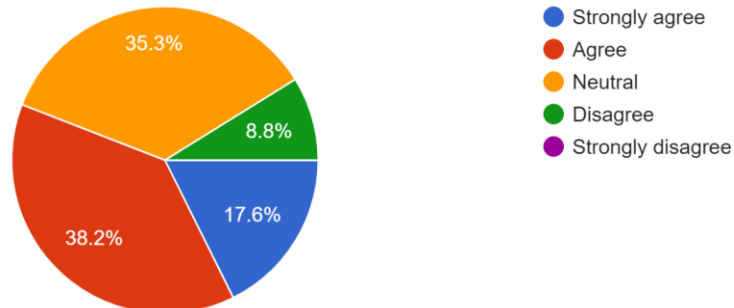
The course gave you an understanding of various elasticities of demand

34 responses



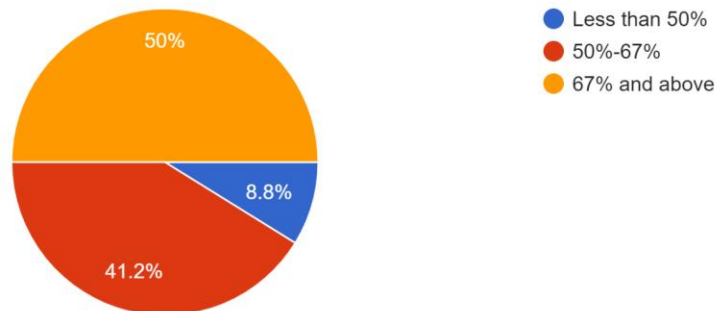
The course provided you the ability to Understand the difference between excludability and rivalrousness on the basis of which goods are classified

34 responses



How much was your attendance in this course?

34 responses



From the responses received, it is observed that every student agreed that the course provided them the ability to understand the basics of principles of microeconomics and the interaction between supply and demand in the market. It was also observed that approximately 97% of the students agreed to have understood the concept of equilibrium in a competitive market. More than 92% of the students agreed that they understood the concept of trade and its benefits and the classification of goods according to rivalry and excludability. It was also observed that among the students who responded 66% of the students had more than 50% in attendance.

ACTION TO BE TAKEN REPORT: The topics of International trade and Goods categorization according to its rivalry and excludability were not clear to some of the students. These topics can be given more attention in the class. It was observed that there were students who gave neutral responses to many questions, remedial classes and more attention during tutorials can be given for students who miss their

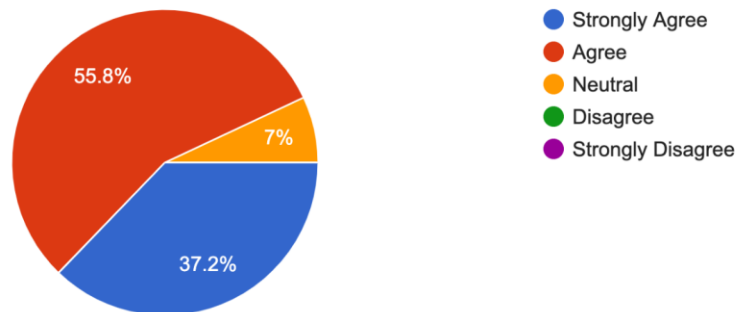
Semester V: EDPI

Generic Electives

Semester I (Hons): Principles of Microeconomics I

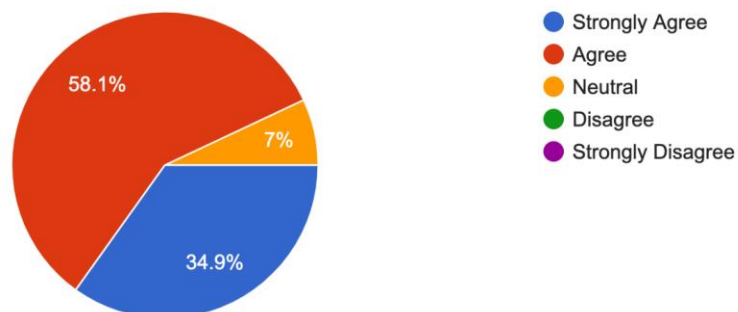
The course provided you the ability to understand how markets work and analyze interactions between demand and supply.

43 responses



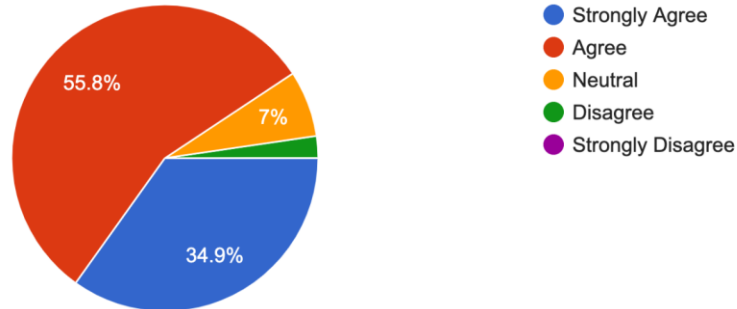
The course provided you the ability to understand how basic principles of microeconomics

43 responses



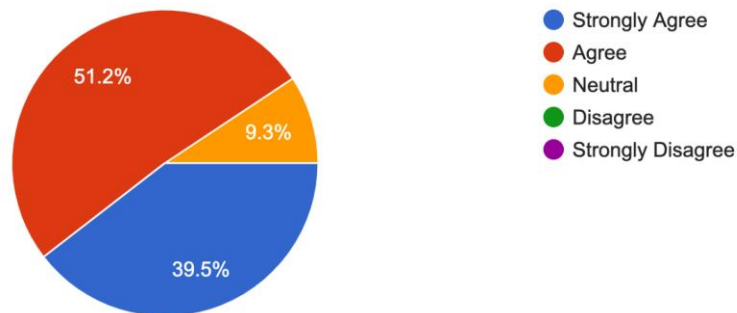
The course provided you the ability to understand the benefits and losses of price floor and price ceiling

43 responses



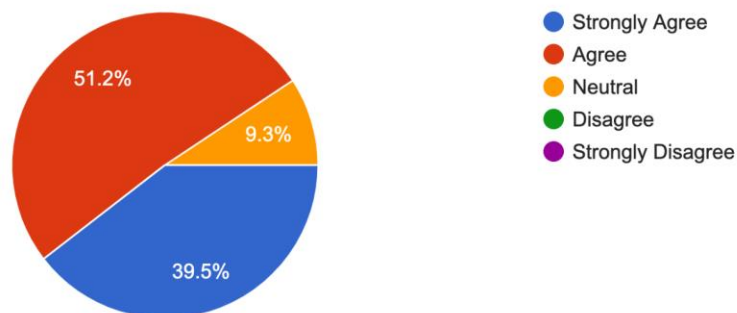
The course provided you the ability to understand the equilibrium in competitive market

43 responses



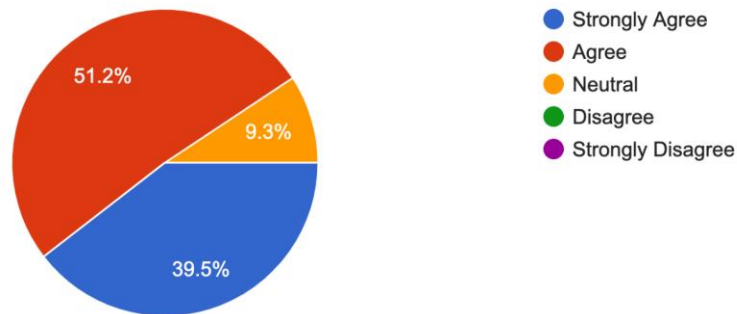
The course provided you the ability to understand the various elasticities of demand

43 responses



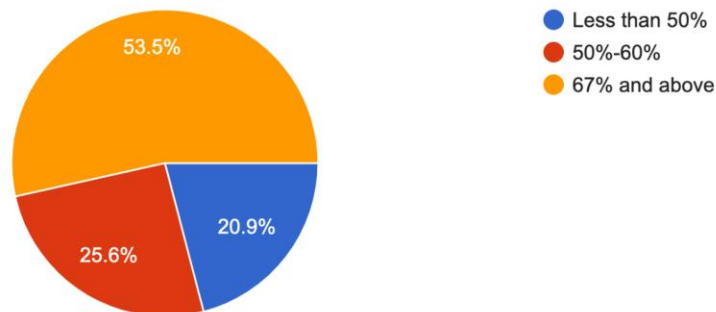
The course provided you the ability to understand the various elasticities of demand

43 responses



How much was your attendance in this course?

43 responses



From the responses received, it is observed that every student agreed that the course provided them the ability to understand the basics of principles of microeconomics and the interaction between supply and demand in the market. It was also observed that almost all the students agreed that the course provided them the ability to understand the benefits and losses of price floor and price ceiling. All the students agreed to have understood the concept of equilibrium in a competitive market. All the students also agreed that they understood the concept of elasticities of demand. The students also gained the capability to understand different concepts of cost like variable, fixed and sunk costs. It was also observed that among the students who responded 80% of the students had more than 50% in attendance.

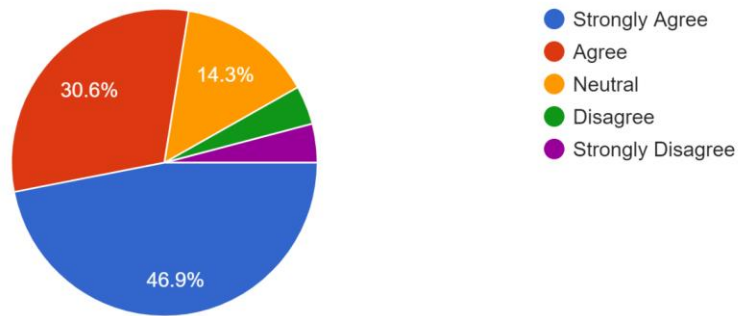
ACTION TO BE TAKEN REPORT:

It was observed that there were students who gave neutral responses to questions on cost, price floor and price ceiling, hence in the remedial classes more attention will be given to these topics.

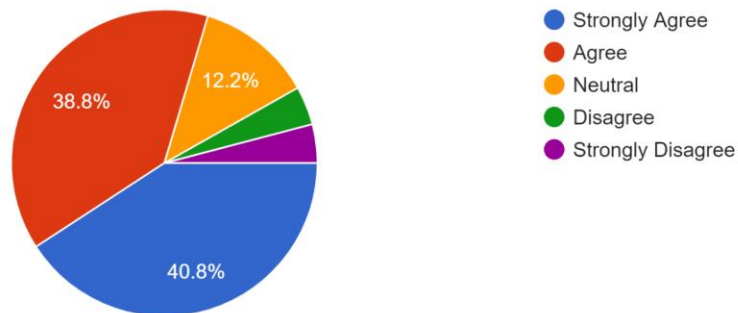
Semester III (Hons): Principles of Microeconomics II

Semester V (Prog): Principles of Microeconomics

The course helped you in understanding the concept of Production Possibility Frontier
49 responses

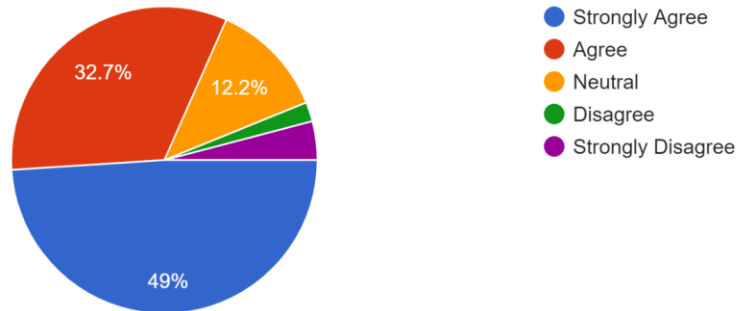


The course provided you the ability to calculate price elasticity of demand using mid-point method
49 responses



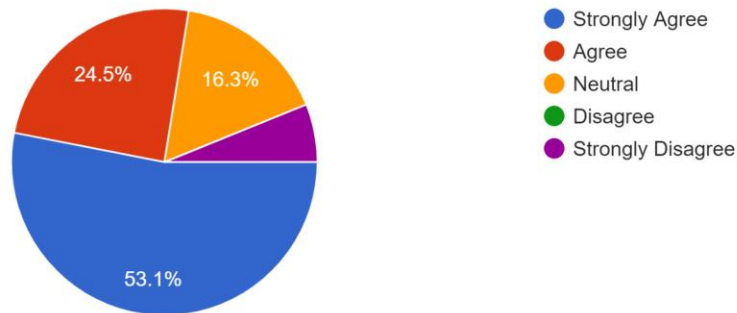
The course provided you the ability to identify and analyse the different types of cost a firm can incur (total cost, average cost, marginal cost, fixed cost, variable costs)

49 responses



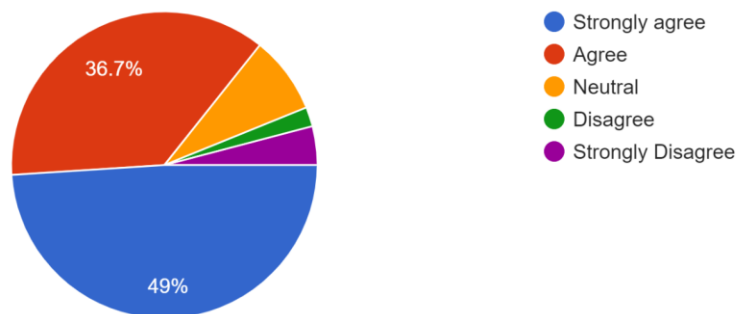
The course provided you the ability to comprehend the concept of Indifference Curve analysis

49 responses



The course provided you the ability to understand the difference between economic profit and the accounting profit

49 responses



It is observed from the survey filled by the students that more than 75% of the students understand

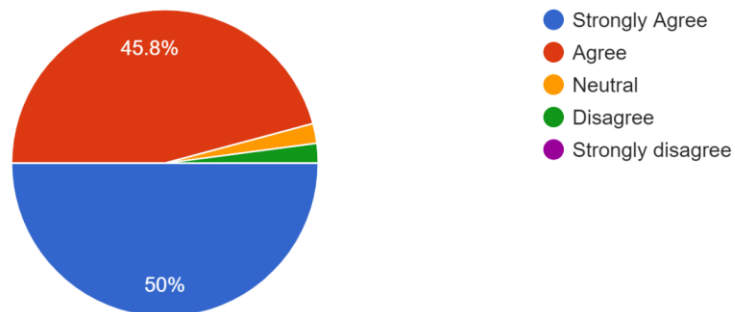
SEC/VACs

Semester I

SEC: Basic IT Tools

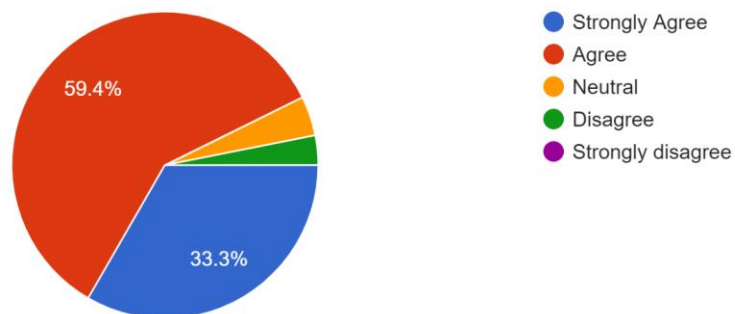
The course provided you practical experience in data entry in Excel Worksheets and to save the same

96 responses



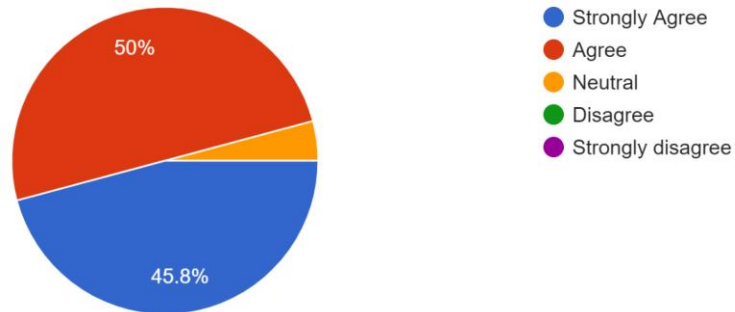
The Course provided you the ability to use Pivot Table to analyse data

96 responses



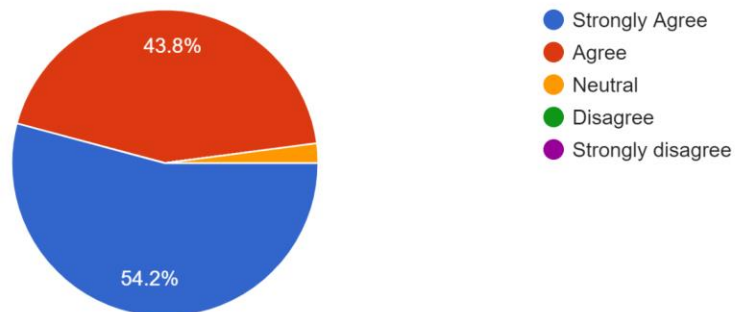
The Course provided you with knowledge to protect your data in Excel Worksheets

96 responses



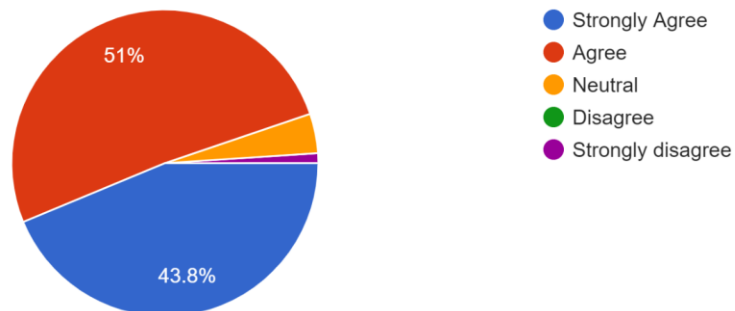
The Course provided you the basic skills to work in Microsoft Word documents

96 responses



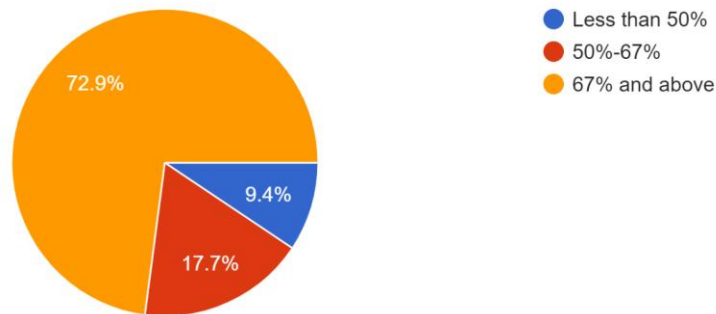
The Course provided you with the knowledge of using useful functions for making calculations in Excel

96 responses



How much was your attendance in this course?

96 responses



From the responses received, it is observed that all students agreed that the course provided them the ability to understand the operation of computers and understanding of basic IT tools. 95.8% of the students agreed that the course provided them practical experience in data entry in Excel Worksheets and to save the same. 94% of the students agreed that the course provided them the understanding of the pivot table to analyze tables. It was also observed that all the students agreed to have understood the concept of excel worksheet to protect files and be able to operate excel for calculation. It was also observed that among the students who responded 90% of the students had more than 50% in attendance.

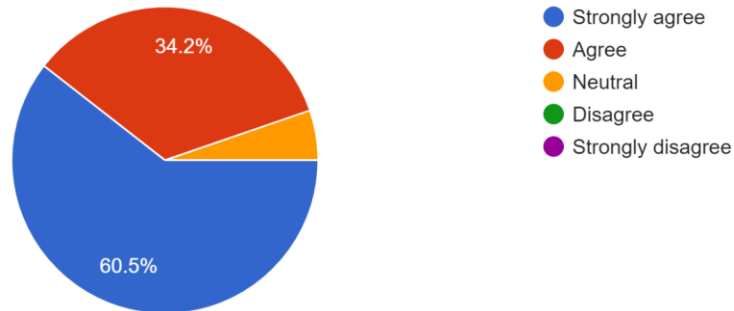
ACTION TO BE TAKEN REPORT:

The topics of probability theory, random variables, standard normal distribution and hypothesis testing were not clear to some of the students. These topics can be given more attention in the class. It was observed that there were students who gave neutral responses to many questions, remedial classes and more attention during tutorials can be given for students who miss their classes.

VAC: Financial Literacy

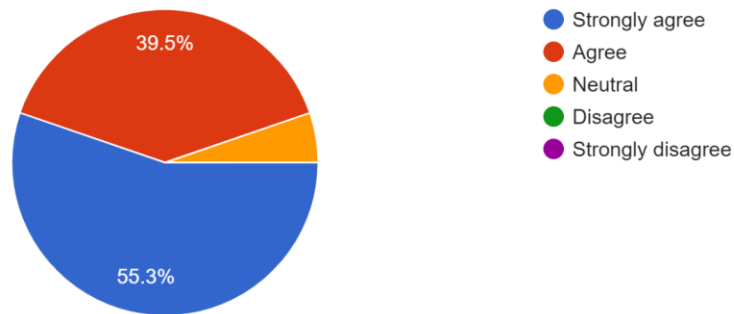
The course provided you the ability to understand the basic concepts of saving, time value of money and management of spending.

38 responses



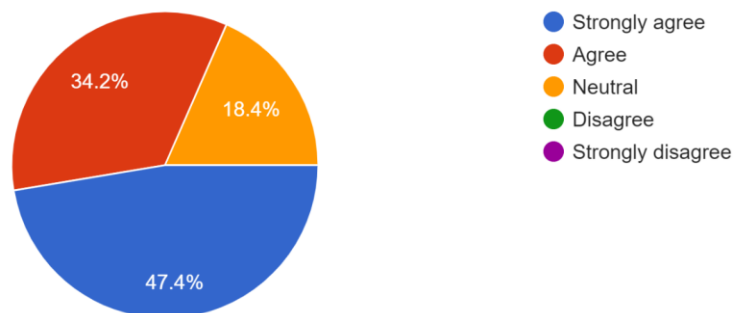
The course provided you the ability to understand different banking products, and knowledge and awareness about digital payment mechanism.

38 responses



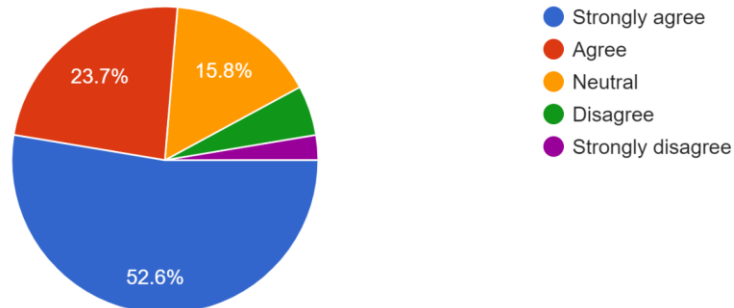
The course provided you the ability to understand the various financial products and how to choose and invest in these products.

38 responses



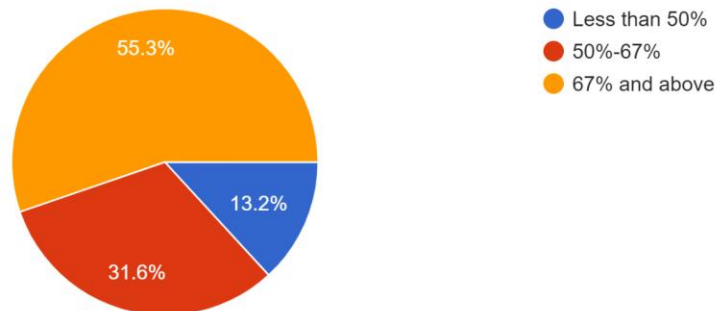
The course provided you the ability to understand the structure of personal income tax and ITR e-filing.

38 responses



How much was your attendance in this course?

38 responses



From the responses received, it is observed that 95 % of the students agreed to understand the basic concepts of saving, time value of money and management of spending. Around 90% of the students agreed to understand the different banking products, and knowledge and awareness about digital payment mechanisms. Around 80% of the students gained the ability to understand the various financial products and how to choose and invest in these products. Around 75% of students gained the ability to understand the structure of personal income tax and ITR e-filing. It was observed that only about 55.3% of the students had more than 67% attendance. Around 13% of the students had less than 50% attendance.

ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials. For the weak students, special classes/remedial classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Advanced learners are also highlighted for more

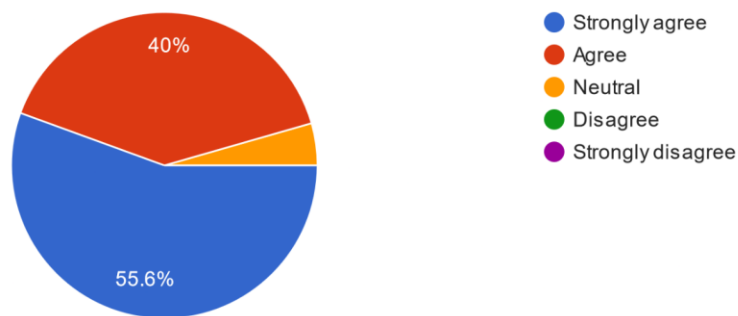
comprehensive and detailed engagement with certain topics and subjects. Assessments would also be done at regular intervals.

Semester III

SEC 1: IT Skills and Data Analysis I

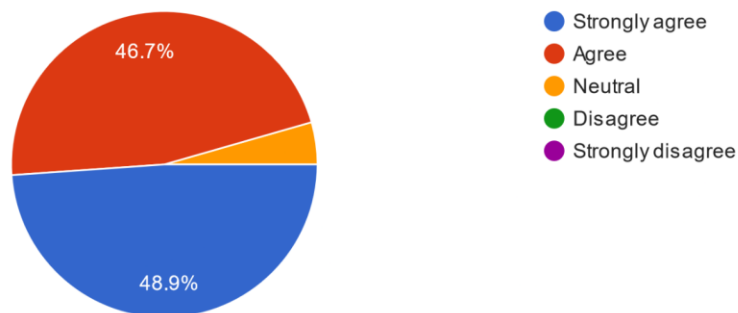
The course provided you the ability to understand the basic concept of datasets (variables and data points/observations)

45 responses



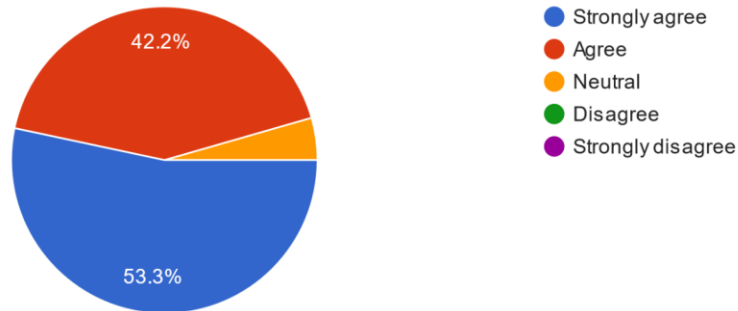
The course provided you the ability to understand difference between primary and secondary sources of data.

45 responses



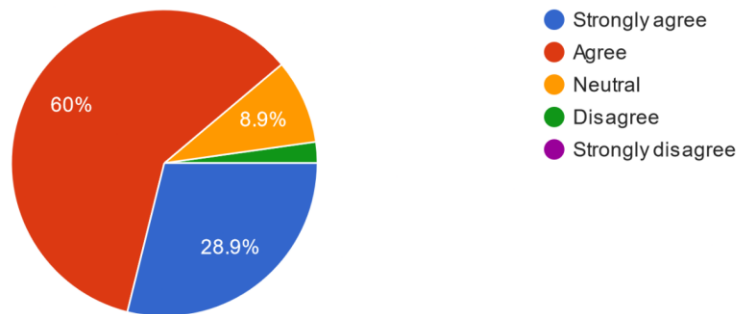
The course provided you the ability to understand and utilize the tabular and graphical representation of data

45 responses



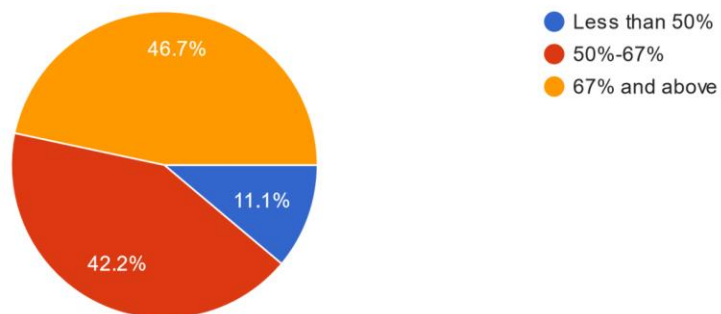
The course provided you the ability to understand and interpret measures of central tendency and dispersion.

45 responses



How much was your attendance in this course?

45 responses



From the responses received, it is observed that around 96% agreed that the course provided them the ability to understand the basic concept of datasets . Around 96% of the students agreed that the course provided them the ability to understand the difference between primary and secondary sources of data. . More than 95% of the students agreed that the course provided them the ability to understand and utilize the tabular and graphical representation of data. It was also observed that more than 88% of the students agreed to have understood and learned to interpret the concept measures of central tendency and dispersion. It was also observed that among the students who responded 89% of the students had more than 50% in attendance.

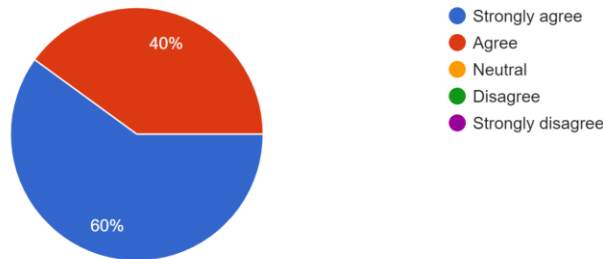
ACTION TO BE TAKEN REPORT:

The topics of central tendency and dispersion were not clear to a student. These topics can be given more attention in the class. It was observed that there were students who gave neutral responses to many questions, remedial classes and more attention during tutorials can be given for students who miss their classes.

SEC 2: Finance for Everyone

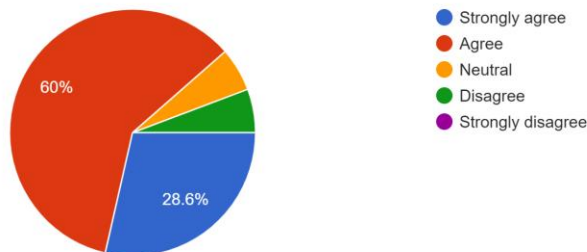
The course provided you the ability to understand the basic concept of financial literacy, importance of financial literacy.

35 responses



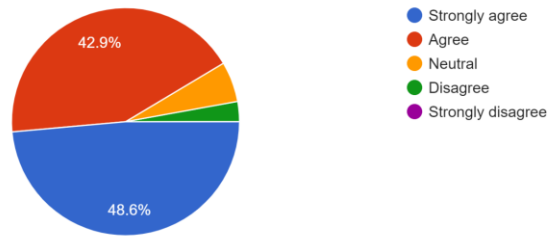
The course provided you the ability to understand the basics of stock markets.

35 responses



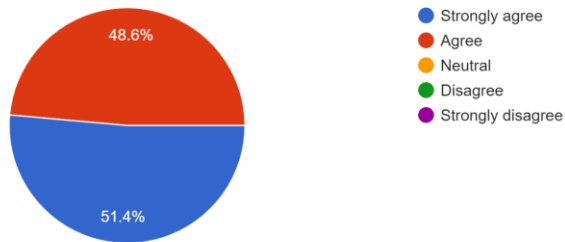
The course provided you the ability to understand the various financial products and how to choose and invest in these products.

35 responses



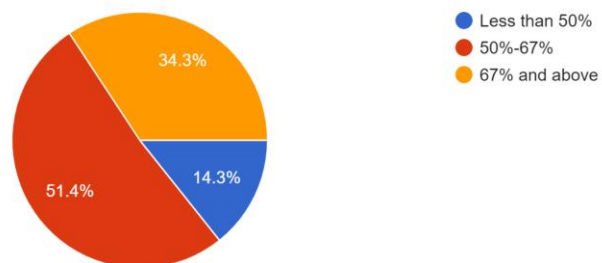
The course provided you the ability to understand different banking products, and knowledge and awareness about digital payment mechanism.

35 responses



How much was your attendance in this course?

35 responses



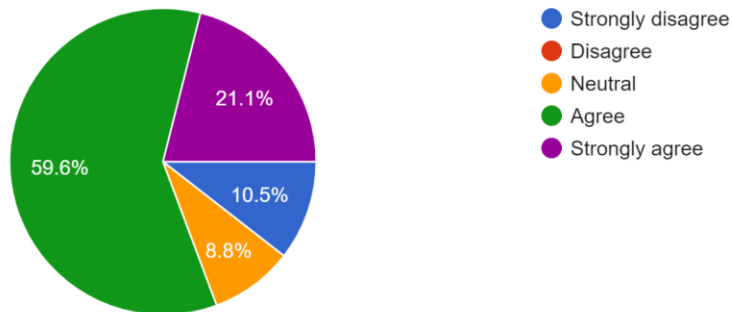
From the given responses, it is observed that all of the students agreed that the course provided them with basic concepts of financial literacy, importance of financial literacy and different banking products, and knowledge and awareness about digital payment mechanism. It was observed that almost 92% of the students understood various financial products and how to choose and invest in these products. As per the responses approximately 89 % of students reported to have understood the basics of the stock market. It was also observed that among the students who responded 35 % of the students had more than 67% in attendance.

ACTION TO BE TAKEN REPORT: Students were reported to be able to understand and appreciate the concepts in this course. It was observed that there were students who gave neutral responses to many questions, remedial classes and more attention during tutorials can be given for students who miss their classes.

VAC: Digital Empowerment

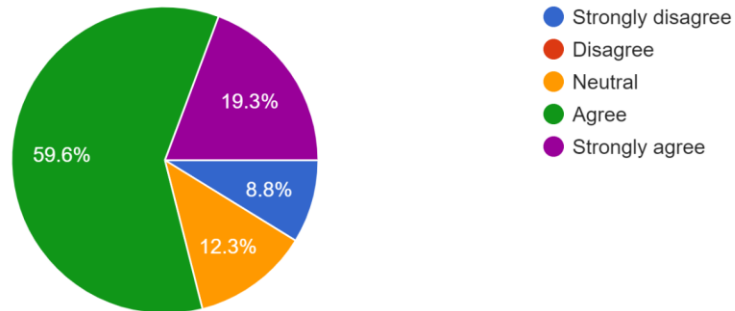
1. The course provided you the ability to understand the concept of Digital inclusion and Digital Empowerment .

57 responses



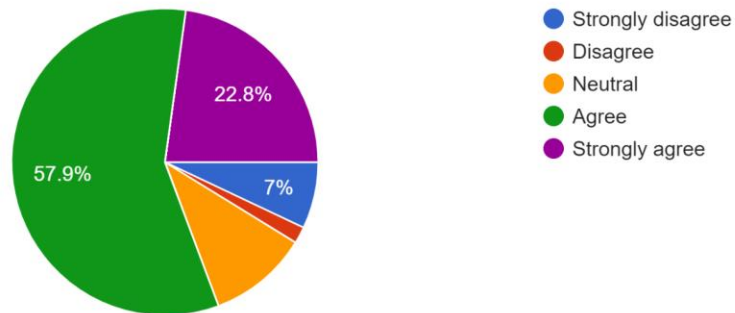
2. The course provided you the ability to Understand the Communication and Collaboration in the Cyberspace

57 responses



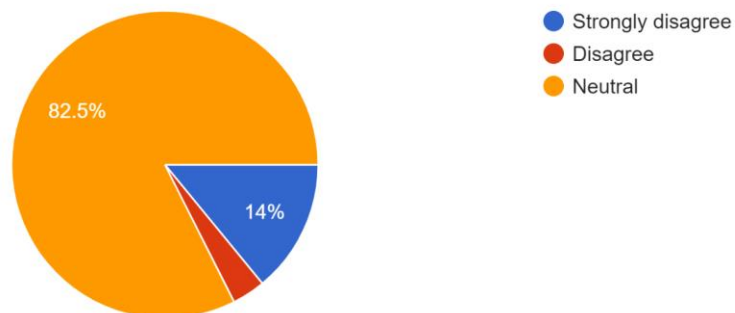
3. The course provided you the ability to understand Safe and Secure Cyberspace .

57 responses



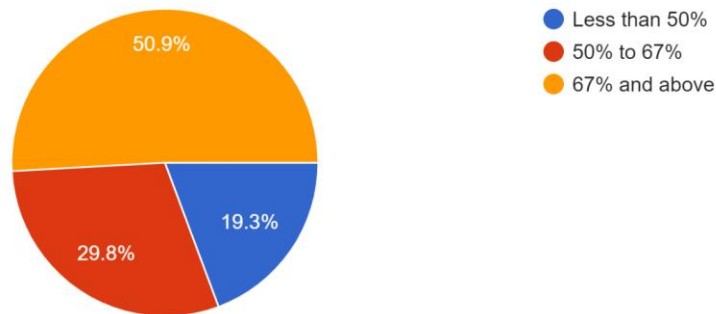
4. The course provided you the ability to understand Ethical Issues in Digital World .

57 responses



5. How much was your attendance in the course?

57 responses



From the given responses, it is observed that all of the students agreed that the course provided them with basic concepts of Digital inclusion and Digital Empowerment . It was observed that almost 92% of the students understood Safe and Secure Cyberspace . As per the responses approximately 89 % of students reported to have understood the Ethical Issues in Digital World t. It was also observed that among the students who responded 35 % of the students had more than 67% in attendance.

ACTION TO BE TAKEN REPORT: Students were reported to be able to understand and appreciate the concepts in this course. It was observed that there were students who gave neutral responses to many questions, remedial classes can be given for students who miss their classes.

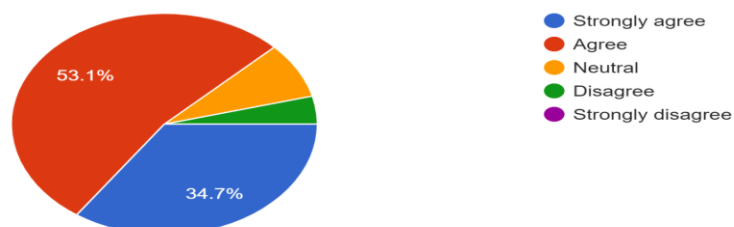
Even Semesters

B.A. Honours Semester II

Course 3: Intermediate Statistics for Economics

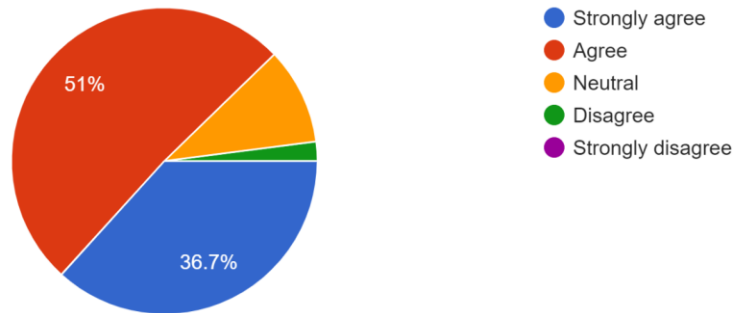
The course provided you the ability to understand the concept of Sampling distribution, standard error, Central Limit Theorem

49 responses



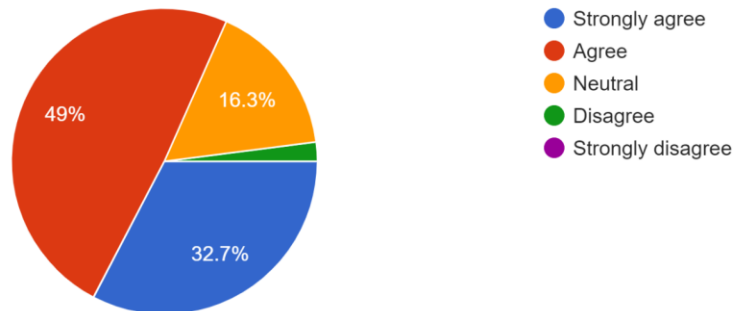
The course provided you the ability to understand the difference between point estimator and estimate; unbiased estimate

49 responses



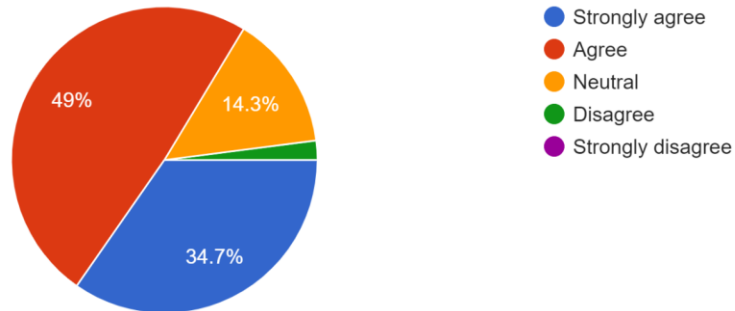
The course provided you the ability to understand and analyze the concept of interval estimation (confidence interval, tolerance interval, prediction interval)

49 responses



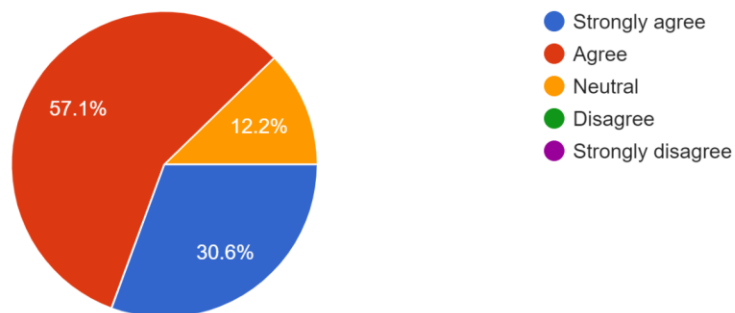
The course provided you the ability to understand and analyze hypothesis testing of one sample and two sample

49 responses



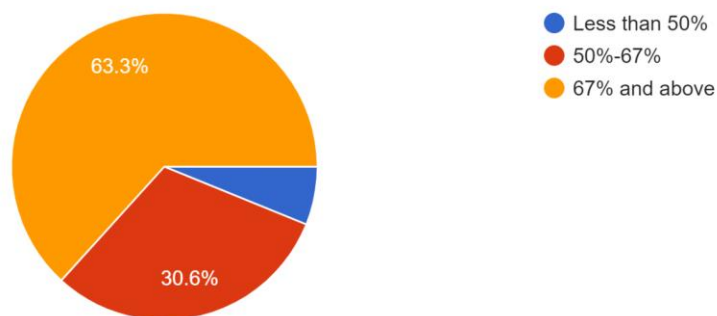
The course provided you the ability to understand the concept of Type I Error and Type II Error and Power of the test

49 responses



How much was your attendance in this course?

49 responses



ANALYSIS

It was observed from the survey that, around 92% of the students were neutral/agree/strongly agree (87% agree/strongly agree) of having understood the concept that provides the foundation of the course, with concepts like sampling distribution, standard error and Central Limit Theorem. While 98% of the students were of the similar view of understanding the difference between the point estimator and estimate. They also understood the concept of unbiased estimators and interval estimation. There were also about 98 % of students who were neutral/agree/strongly agreed on the ability to do hypothesis testing of one sample and two sample cases. The percentage of students who agreed/strongly agreed were from 82-88%. There were one to two students who disagreed on being able to understand the concepts. There were only 63% of the students whose class attendance was 67% and above.

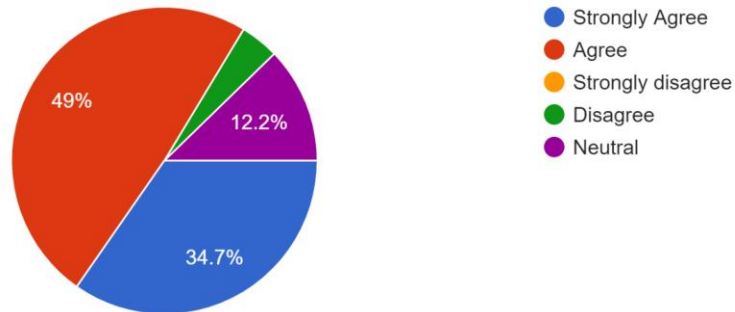
ACTION TO BE TAKEN

The focus will be given to the foundational concepts of the course, sampling distribution and related concepts. Simpler readings, with simpler numericals for the students who are not able to understand the readings can be shared. Remedial class after each topic will be scheduled to help students stay up-to-date with the class lectures. Following the University guidelines, the College has already taken steps towards improving the attendance of students. Students will be informed beforehand to not miss their lectures.

B.A. Honours
Semester II
Course 2: Introductory Macroeconomics

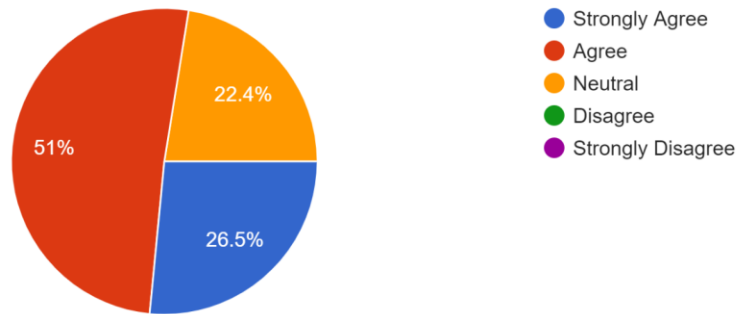
This program helped me learn the basic concepts of macroeconomics

49 responses



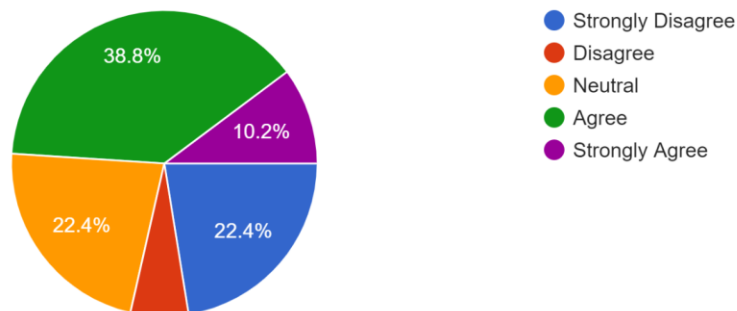
This program helped me learn analytical framework (e.g., the IS-LM Model) for analyzing the relationships among key macroeconomic variables.

49 responses



This program helped learn the students to critically evaluate various macroeconomic policies and their effects on output and interest rates in the economy.

49 responses



ANALYSIS

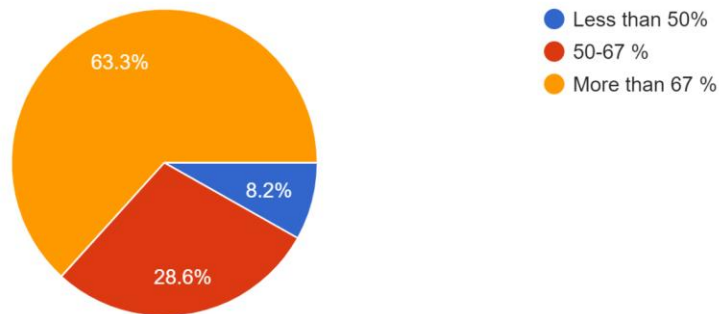
It was observed from the survey that, around 95% of the students were neutral/agree/strongly agree (87% agree/strongly agree) of having understood the concept that provides the foundation of the course, with concepts like GDP, savings, investment, money, inflation, unemployment and the balance of payments. While 98% of the students were of the similar view of understanding how to critically evaluate various macroeconomic policies and their effects on output and interest rates in the economy. The percentage of students who agreed/strongly agreed were from 82-88%. There were one to two students who disagreed on being able to understand the concepts. There were only 73% of the students whose class attendance was 67% and above.

ACTION TO BE TAKEN

The focus will be given to the foundational concepts of the course, GDP, savings, investment, money, inflation, unemployment and the balance of payments.. Simpler readings, with simpler numericals for the students who are not able to understand the readings can be shared. Remedial class after each topic will be scheduled to help students stay up-to-date with the class lectures. Following the University guidelines, the College has already taken steps towards improving the attendance of students. Students will be informed beforehand to not miss their lectures.

How much was your attendance in this program?

49 responses

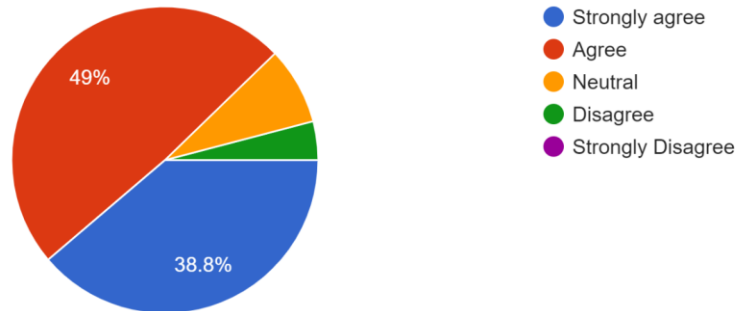


B.A. Honours Semester II

Course 1: Intermediate Mathematical Methods for Economics

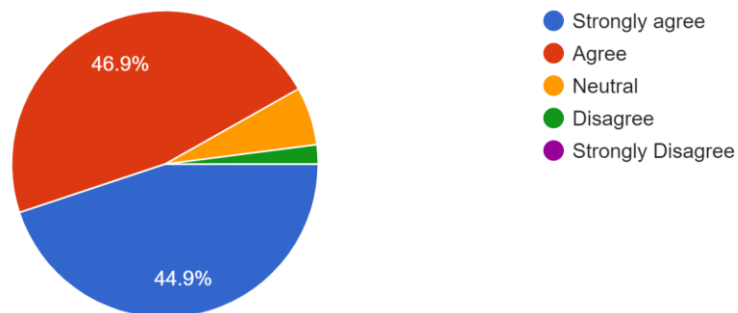
The course provided you the ability to understand the application of derivatives in the elasticity and other economics based applications.

49 responses



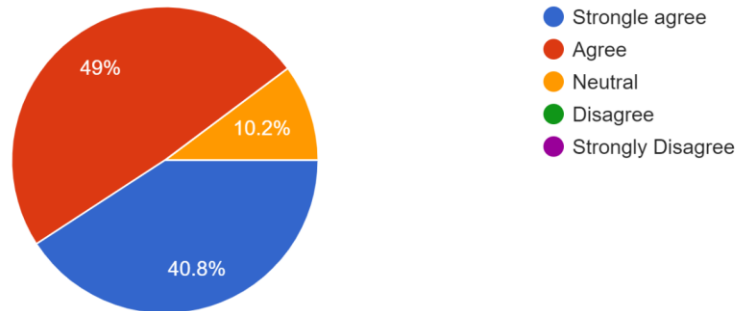
The course provided you the ability to understand the concept of eigenvalues, eigenvectors and diagonalization.

49 responses



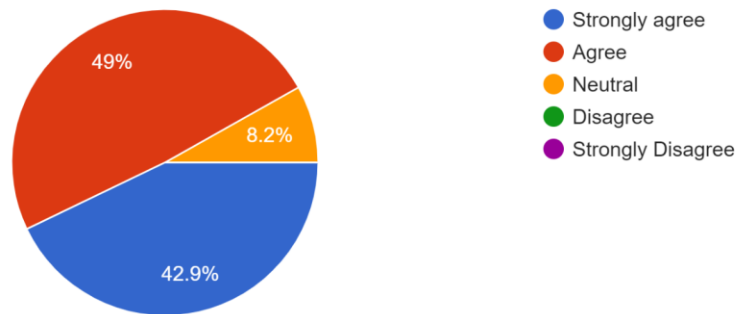
The course provided you the ability to understand the functions of several variables and their domain.

49 responses



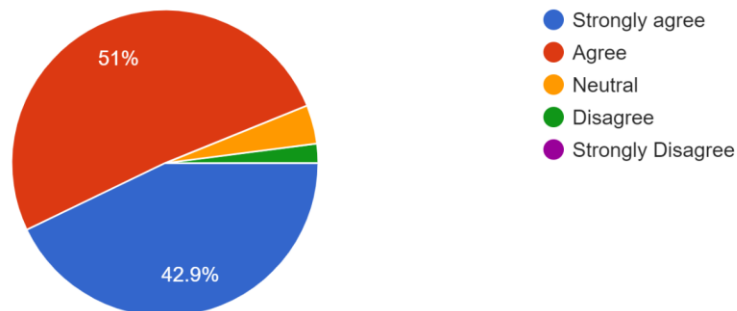
The course provided you the ability to understand the Young's theorem and Discriminating monopolist and monopsonist cases.

49 responses



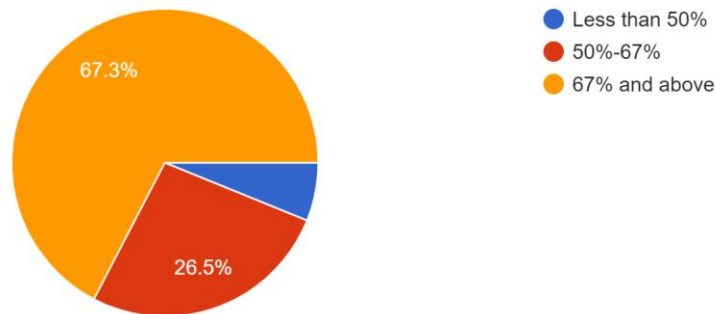
The course provided you the ability to understand the concept of maxima, minima, saddle point of two variable functions.

49 responses



How much was your attendance in this course?

49 responses



ANALYSIS

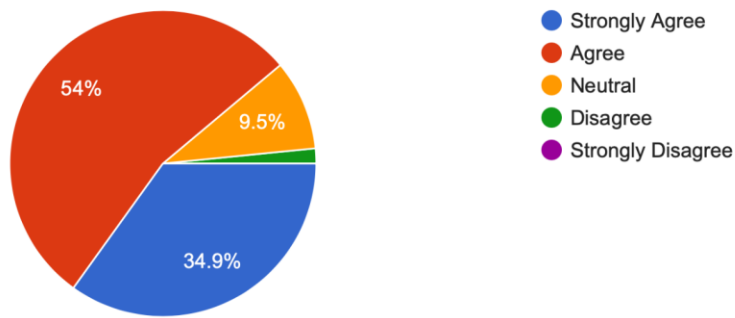
It was observed from the survey that around 88% of the students were able to understand the application of derivatives in the elasticity and other economics based applications. More than 90% of the students agreed to understand the concept of eigenvalues, eigenvectors, and diagonalization. More than 89% of the students agreed to understand the functions of several variables and their domain. More than 90% of the students agreed to understand the Young's theorem and discriminating monopolist and monopsonist cases. More than 90% of the students agreed to understand the concept of maxima, minima, saddle point of two variable functions. More than 65% of the students had more than 67% attendance in the class.

ACTION TO BE TAKEN

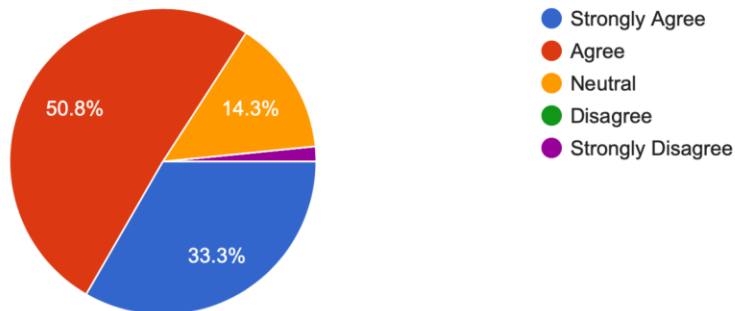
The focus will be given to the foundational concepts of the course, maxima, minima, several variable functions, elasticity. Simpler readings, with simpler numericals for the students who are not able to understand the readings can be shared. Remedial class after each topic will be scheduled to help students stay up-to-date with the class lectures. Following the University guidelines, the College has already taken steps towards improving the attendance of students. Students will be informed beforehand to not miss their lectures.

GE
Course: Principles of Macroeconomics 1 -Section A

The course provided you the ability to understand the National income accounting: Concepts of GDP and National Income; measurement of national i... and real income; nominal and real interest rate.
63 responses

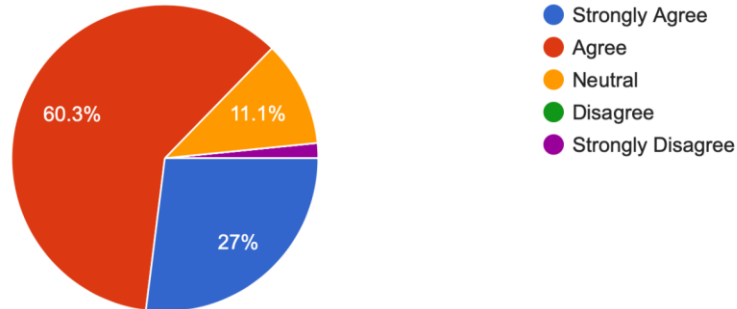


The course provided you the ability to understand what is macroeconomics and what are various macroeconomic issues in an economy.
63 responses



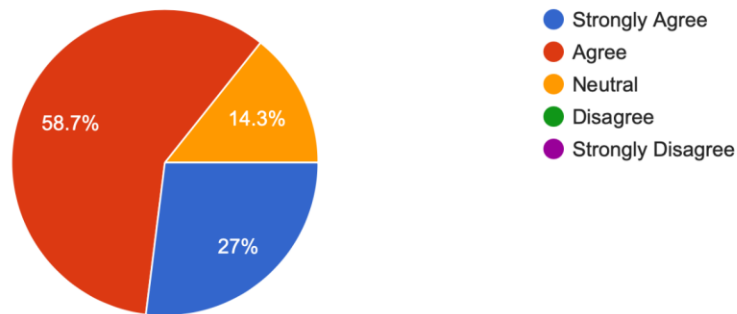
The course provided you the ability to understand the basics of determination of GDP: aggregate expenditure; consumption function; investment func...r; factors affecting consumption and investment.

63 responses



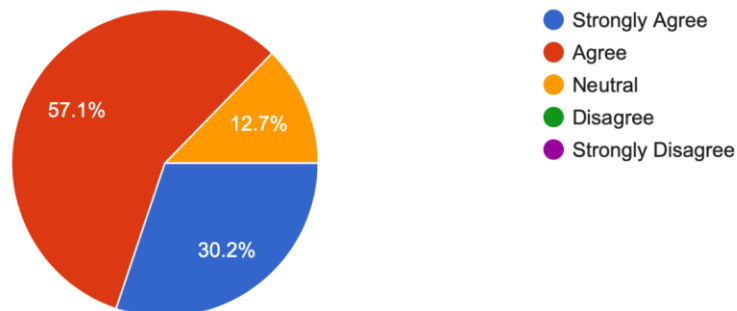
The course provided you the ability to understand National income determination, impact of Fiscal Policy: impact of changes in government expenditure... , equilibrium national income in 4 sector model.

63 responses



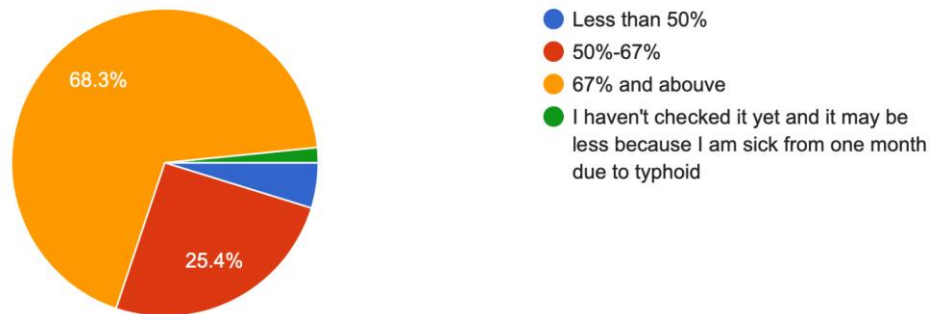
The course provided you the ability to understand and analyze Money in a Modern Economy: Concept of money in a modern economy; monetary a...supply of money as well as central bank money.

63 responses



How much was your attendance in this course?

63 responses



ANALYSIS

More than 85% of respondents agree/strongly agree that they understood units pertaining to all course outcomes. Some students responded that they are neutral to all course outcomes. Only (1%) responded that she disagrees / strongly disagrees that she was able to understand the topics.

ACTION TO BE TAKEN

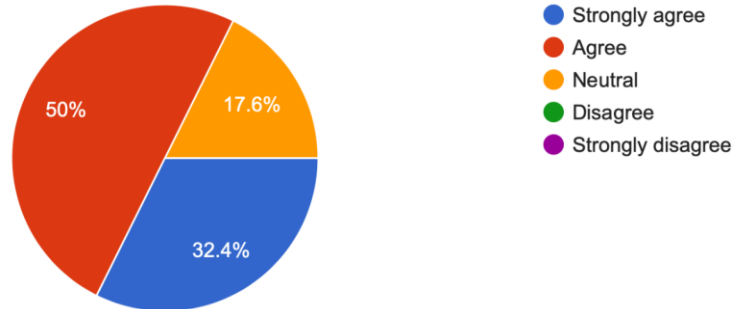
Students who have never studied Economics take a little time to grasp this course. Simpler reading material was provided to students. Practice was done for numericals. Past question papers were shared and discussed. More revision and remedial classes will be organized in future for topics that students find difficult. Regular tests and assignments, project, Viva were taken and sufficient chances were given to get marks in IA and CA.

VAC

Course : Financial Literacy-Section A

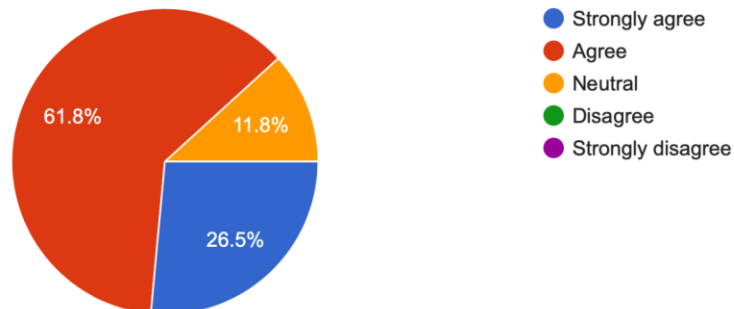
The course provided you the ability to understand the basic concepts of saving, time value of money and management of spending.

34 responses



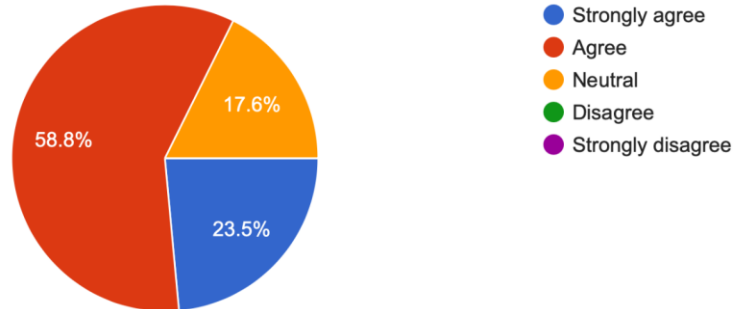
The course provided you the ability to understand different banking products, and knowledge and awareness about digital payment mechanism.

34 responses



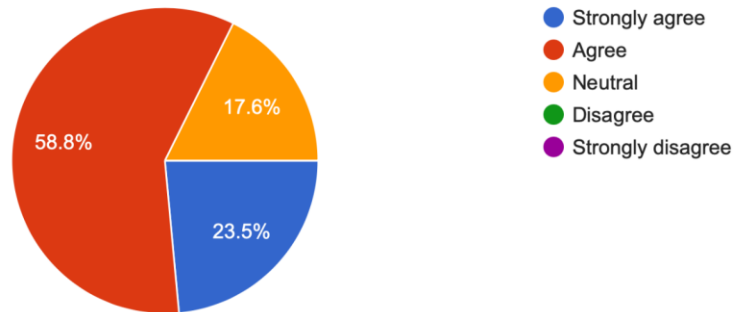
The course provided you the ability to understand the various financial products and how to choose and invest in these products.

34 responses



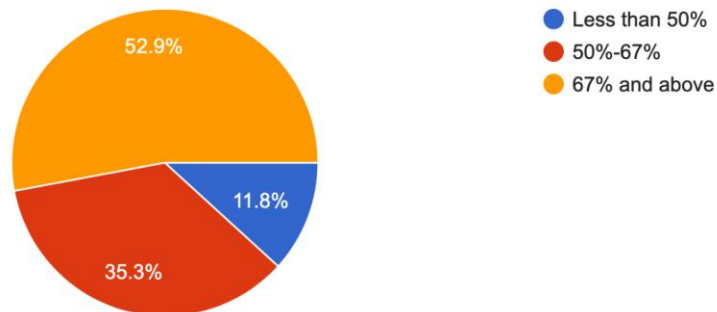
The course provided you the ability to understand the structure of personal income tax and ITR e-filing.

34 responses



How much was your attendance in this course?

34 responses



ANALYSIS

From the responses received, it is observed that 85 % of the students agreed to understand the basic concepts of saving, time value of money and management of spending. Around 90% of the students agreed to understand the different banking products, and knowledge and awareness about digital payment mechanisms. Around 85% of the students gained the ability to understand the various financial products and how to choose and invest in these products. Around 85% of students gained the ability to understand the structure of personal income tax and ITR e-filing. It was observed that only about 53% of the students had more than 67% attendance. Around 11% of the students had less than 50% attendance.

ACTION TO BE TAKEN REPORT:

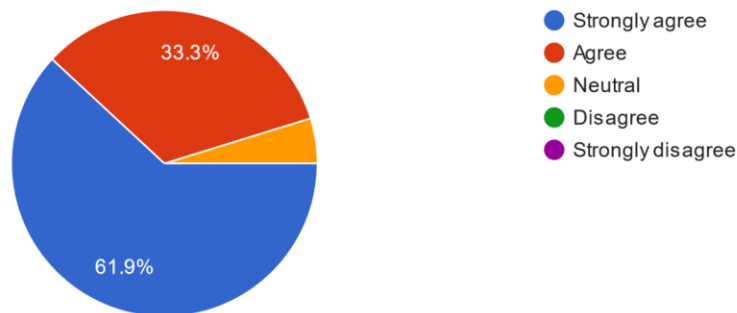
For the neutral responses, remedial classes will be held to discuss important concepts with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Assessments, Projects and Presentation would also be done for more interactive learning.

**B.A. (Prog)
Semester II**

Major Course: Basic Statistics for Economics

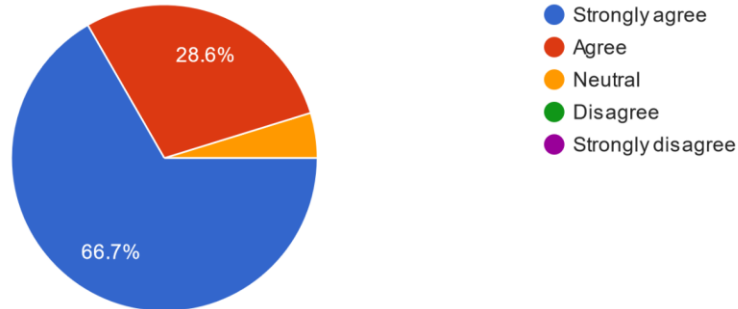
The course provided you the ability to understand the basic concept of data
(Population, Samples, variables)

21 responses



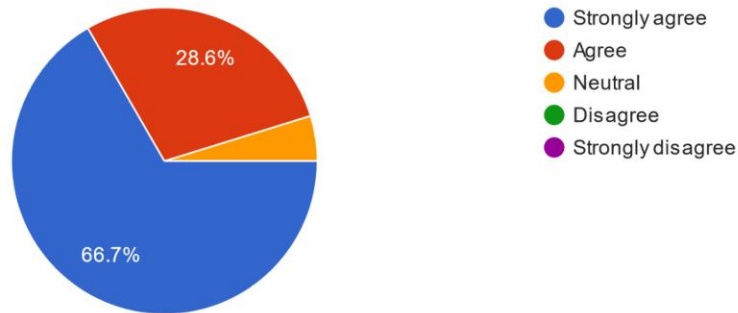
The course provided you the ability to understand and interpret measures of central tendency (mean,median etc.) and dispersion(variance,standard deviation etc.)

21 responses



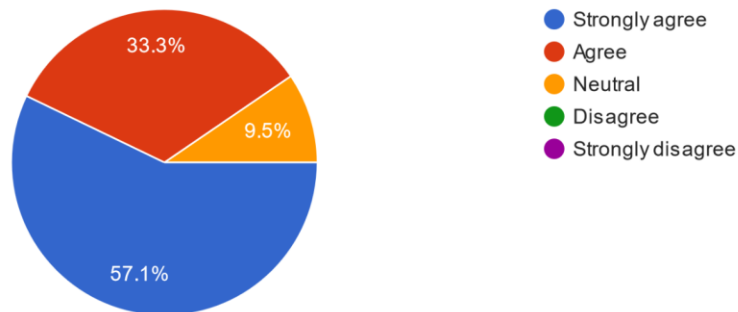
The course makes one familiar with the probability theory

21 responses



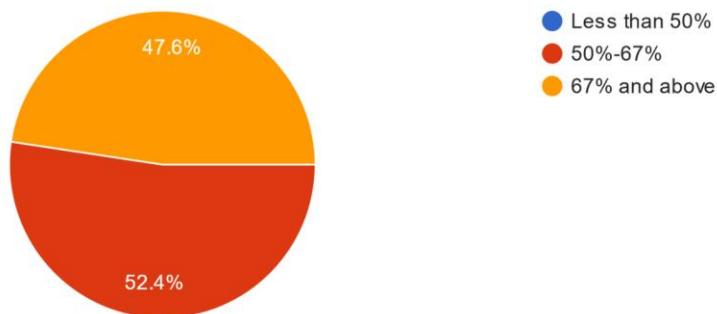
The course provided you the ability to understand and utilize probability distributions (binomial,normal etc.)

21 responses



How much was your attendance in this course?

21 responses



ANALYSIS

It was observed from the survey that, all of the students were neutral/agree/strongly agree (95.2% agree/strongly agree) of having understood the concept that provides the foundation of the course, with concepts like population, samples and variables. All of the students were of the similar view of understanding and interpreting the measures of central tendency (mean, median etc.) and dispersion (variance, standard deviation etc.). They also understood the concept of probability theory. All of the students who were neutral/agree/strongly agreed on the ability to understand and utilize probability distributions. There were only 47% of the students whose class attendance was 67% and above.

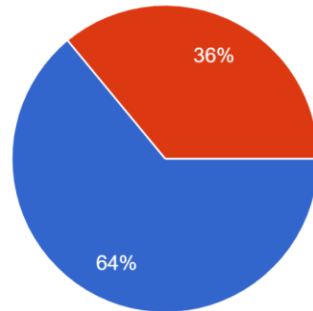
ACTION TO BE TAKEN

The focus will be given to the foundational concepts of the course, sampling distribution and related concepts. Simpler readings, with simpler numericals for the students who are not able to understand the readings can be shared. Remedial class after each topic will be scheduled to help students stay up-to-date with the class lectures. Following the University guidelines, the College has already taken steps towards improving the attendance of students. Students will be informed beforehand to not miss their lectures.

Minor Course: Introductory Macroeconomics

1. The Course helped you to understand the basic issues in Macroeconomics, like unemployment, inflation, business cycle, etc.

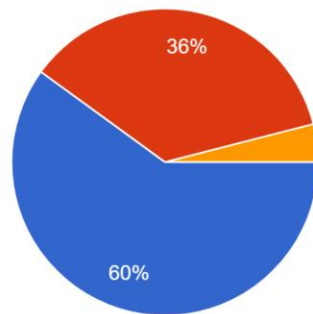
25 responses



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

2. The course helped you to understand the concept of National Income Accounting.

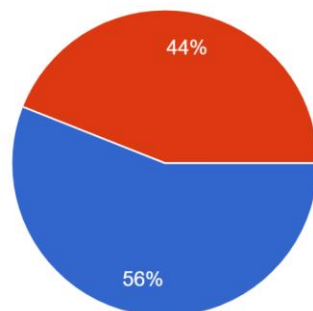
25 responses



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

3. The course helped you to understand the concept of Keynesian Model of Income Determination.

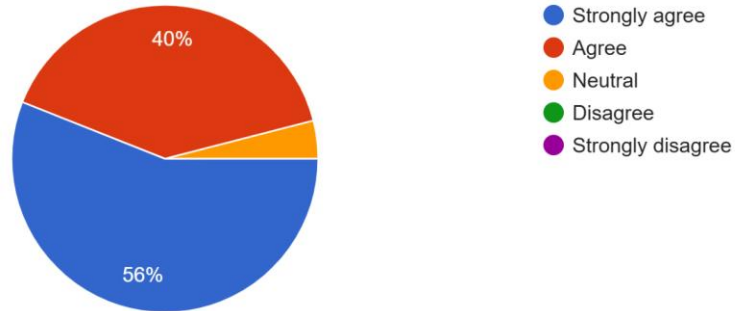
25 responses



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

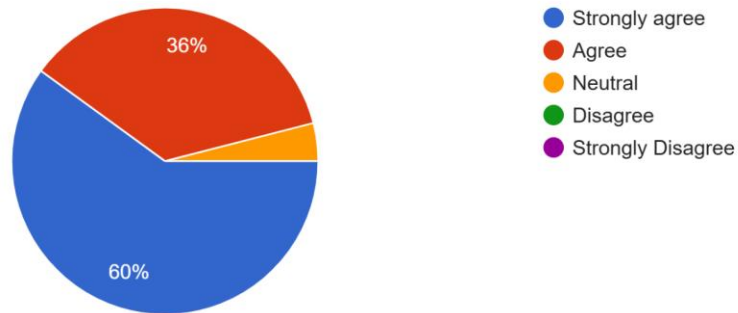
4. The course helped you to understand how money market equilibrium is decided

25 responses



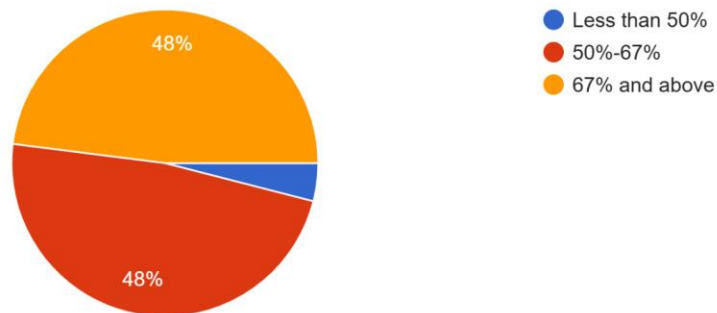
5. The course helped you to understand the concept of IS-LM.

25 responses



How much was your attendance in this course?

25 responses



ANALYSIS:

48% of respondents reported having attendance above 67%, and another 48% reported having 50-67% attendance. All students either strongly agree or agree that the course helped them understand basic macroeconomic issues such as unemployment, inflation, and the business cycle, as well as Keynesian concepts of income determination. Additionally, 96% of students either strongly agree or agree that the course helped them understand concepts such as national income accounting, money market equilibrium, and the IS-LM model, with only 4% of students reporting a neutral understanding of these concepts.

ACTION TO BE TAKEN REPORT:

Although many students understand the concepts easily, remedial classes will be held for those with neutral responses to discuss important concepts. Measures will be taken to make the subject more engaging and appealing to ensure higher attendance. Additionally, assessments, projects, and presentations will be implemented for more interactive learning.

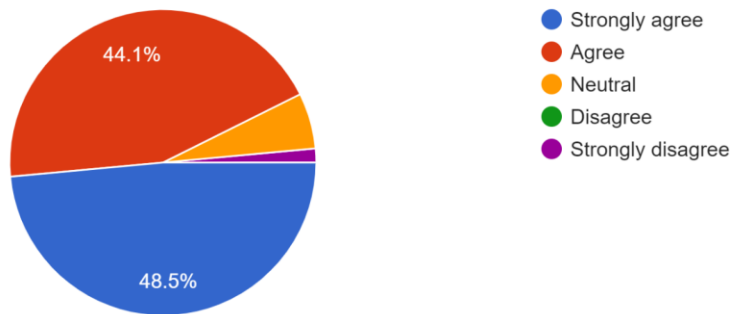
Programme: SEC

Course I- Basic IT Tools

Semester -II

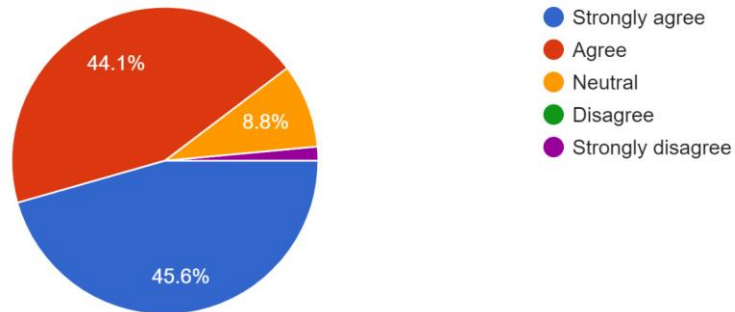
The course provided you practical experience in data entry in Excel Worksheets and to save the same

68 responses



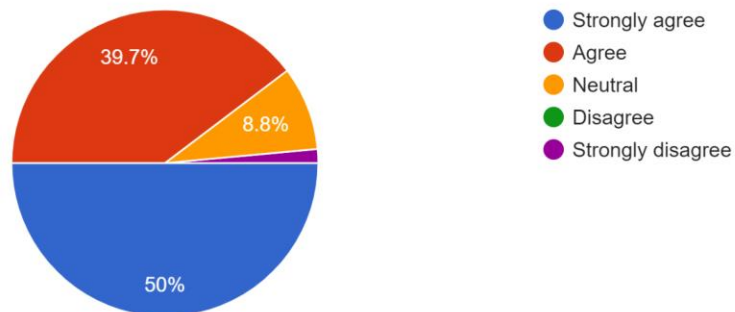
The Course provided you the ability to use Pivot Table to analyse data

68 responses



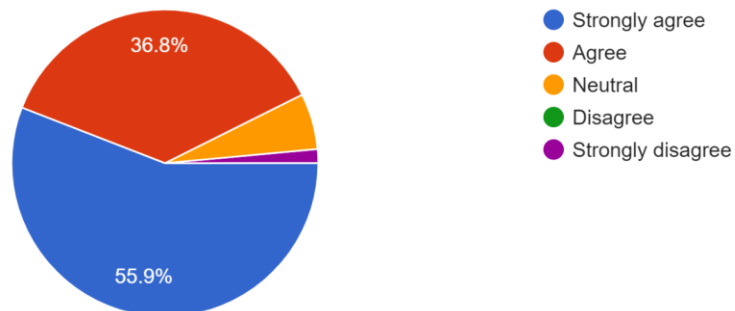
The Course provided you the ability to make pie-charts in Excel

68 responses



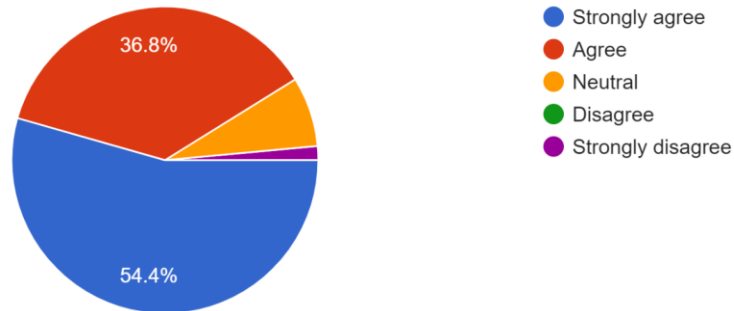
The Course provided you the ability to insert table in the word document and also calculation in the same

68 responses



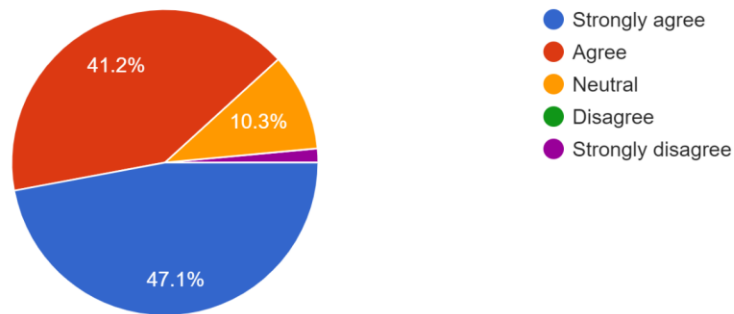
The Course provided you the ability to make the document more appealing by formatting through use of (borders, fonts, colours, highlights, columns, etc)

68 responses



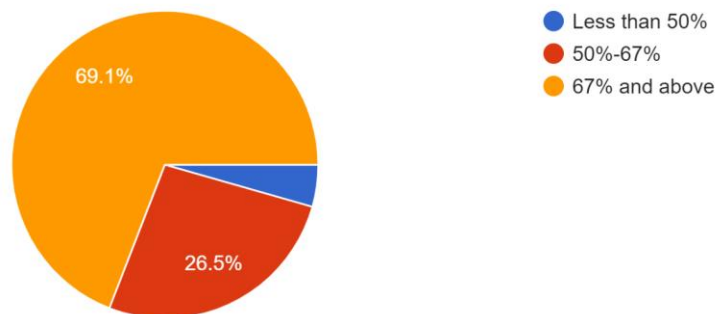
The Course provided you the ability to make use of the table of contents and bibliography in the word document

68 responses



How much was your attendance in this course?

68 responses



From the responses received, it is observed that all students agreed that the course provided them the ability to understand the operation of computers and understanding of basic IT tools . 92.6 of the students agreed that the course provided them with the understanding of the pivot table to analyze tables . It was also observed that all the students agreed to have understood the concept of excel worksheet to protect files and be able to operate excel for calculation. It was also observed that among the students who responded 90 % of the students had more than 50% in attendance.

ACTION TO BE TAKEN REPORT:

Areas where students don't agree strongly, such topics will be discussed at length during tutorials. Practical examples will be given to make class more lively and engaging. For the weak students, special classes will be held to discuss important questions with them. Following the University guidelines, the College has already taken steps towards improving the attendance of students. Students will be informed beforehand to not miss their lectures.

**B.A. Honours
Semester IV
Course 3: Introductory Econometrics**

According to the feedback received, it's evident that 97% of students agreed to comprehend the nature and scope of econometrics including the steps and methods to conduct empirical analysis in economics. Around 94 % of them demonstrated a clear understanding of concepts related to simple regression models and multiple regression models such as OLS estimators, hypothesis testing, CI approach and Gauss Markov theorem, non-linearity of explanatory variables etc. Moreover, 91% of them grasped the violations of classical assumptions, their consequences, remedial measures and detection tools. Additionally, 94% of the students had agreed to understand the specification of the models- omission of relevant variables, inclusion of irrelevant variables and various specification tests.

It is also observed that students had an interest in the paper as 70% of students had more than 67% of attendance.

ACTION TO BE TAKEN REPORT:

Areas where students don't agree strongly, such topics will be discussed at length during tutorials. Practical examples will be given to make class more lively and engaging. For the weak students, special classes will be held to discuss important questions with them. Following the University guidelines, the College has already taken steps towards improving the attendance of students. Students will be informed beforehand to not miss their lectures.

B.A. Honours
Semester IV
Discipline Specific Elective: Money and Financial Markets

ANALYSIS:

According to the feedback received, it's evident that all participants comprehended the fundamental theoretical and practical aspects of the financial markets and its functioning. They understood the basics of money policy operations and financial market outcomes in an economy. Also, majority of the students agreed that the course helped them critically evaluate the policies driving the assets markets in economies and provided deep insights on central banking and its functioning, balance sheets, goals, targets, instruments of money control along with the cryptocurrencies and its functioning.

It is also observed that students had an interest in the paper as 85% of students had more than 50% of attendance.

ACTION TO BE TAKEN REPORT:

Areas where students don't agree strongly, such topics will be discussed at length during tutorials. Practical examples will be given to make the class more lively and engaging. For the weak students, special classes will be held to discuss important questions with them. Advanced learners are also highlighted for more comprehensive and detailed engagement with certain topics and

subjects. Assessments would also be done at regular intervals. Information, news articles, will be shared with the students via different modes

B.A. Honours
Semester IV
Discipline Specific Elective: Intermediate Microeconomics II

From the given responses, it is observed that almost 97 % of the students agreed that the course provided them the ability to understand the concepts of Intermediate Microeconomics, that includes the general equilibrium model and welfare model. Around 69.7 % agreed that they understood an application of Game theory and their modeling. Around 90.9 % students agreed that they understood the nature of government intervention and its implications for market failure and around 90.8 % had agreed and agreed to have understanding of the concepts and issues relating to the Externalities and solutions to it such as taxes versus regulation, property rights, the Coase theorem. It is also observed that of the students who responded, 63.6 % of them had more than 67% of attendance and 33.3 % of them attended between 50 to 67 % of the classes.

ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Advanced learners are also highlighted for more comprehe

**B.A. Honours
Semester IV
Intermediate Macroeconomics II: Policy Issues**

From the given responses, it is observed that almost 97 % of the students agreed that the course provided them the ability to understand the concepts of Intermediate Macroeconomics, that includes understanding of policy issues faced by macroeconomists in the real world. Around 80.9 % students agreed that they understood the monetary and fiscal policy issues and exchange rate dynamics. It is also observed that of the students who responded, 63.6 % of them had more than 67% of attendance and 33.3 % of them attended between 50 to 67 % of the classes.

ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part.

**B.A. Prog.
Semester IV
Course (Major): Basic Econometrics**

ANALYSIS

It was observed from the survey that around 99% of the students were able to understand the application of regression analysis on the data. More than 99% of the students agreed to understand the concept of dummy variable and dummy variable trap. More than 99% of the students agreed to understand the concept of ANOVA technique, ANOVA Model and ANCOVA Model. More than 99% of the students agreed to understand the assumptions of CLRM. More than 99% of the students agreed to understand the concept of Multicollinearity, Heteroskedasticity, and Autocorrelation. More than 99% of the students agreed to understand the concept of detection tests, remedial measures, sources and consequences of the problems in Econometrics occurred due to the violation of assumptions of CLRM. More than 70% of the students had more than 67% attendance in the class.

ACTION TO BE TAKEN

The focus will be given to the foundational concepts of the course, regression data, statistical concepts, types of variables. Simpler readings, with simpler numericals for the students who are not able to understand the readings can be shared. Remedial class after each topic will be scheduled to help students stay up-to-date with the class lectures. Following the University guidelines, the College has already taken steps towards improving the attendance of students. Students will be informed beforehand to not miss their lectures.

B.A. Prog.
Semester IV
**Course (Minor): Intermediate Macroeconomics I: Foundations of Aggregate
Income Determination**

ANALYSIS:

Among the students surveyed, 80.8% reported having more than 67% attendance, 11.5% had attendance between 50-67%, and 7.7% had less than 50% attendance. Additionally, 92.3% of students either strongly agreed or agreed that the course helped them understand the concepts of IS-LM, the derivation and concept of aggregate demand, and the derivation of the aggregate supply curve using price-setting and wage-setting functions. Only 7.7% of students were neutral on their understanding of these concepts. Furthermore, 88.5% of students either strongly agreed or agreed that the course helped them understand the relationship between inflation and unemployment, while the remaining students were neutral.

ACTION TO BE TAKEN REPORT:

Although many students understand the concepts easily, remedial classes will be held for those with neutral responses to discuss important concepts. Measures will be taken to make the subject more engaging and appealing to ensure higher attendance. Additionally, assessments, projects, and presentations will be implemented for more interactive learning.

SEC 1: IT Skills and Data Analysis I

From the responses received, it is observed that around 94% agreed that the course provided them the ability to understand the basic concept of datasets . Around 94% of the students agreed that the course provided them the ability to understand the difference between primary and secondary sources of data. . All of the students agreed that the course provided them the ability to understand and utilize the tabular and graphical representation of data. It was also observed that more than 88% of the students agreed to have understood and learned to interpret the concept measures of central tendency and dispersion. It was also observed that among the students who responded 97% of the students had more than 50% in attendance.

ACTION TO BE TAKEN REPORT:

The topics of central tendency and dispersion were not clear to a student. These topics can be given more attention in the class. It was observed that there were students who gave neutral responses to many questions, remedial classes and more attention during tutorials can be given for students who miss their classes.

VAC - Digital Empowerment Semester IV

From the given responses, it is observed that almost 94.3% of the students agreed and agreed that the course provided them the ability to understand digital inclusion and digital empowerment. Most of them understood the concepts of communication and collaboration in the cyberspace.and ethical issues in digital world It is also observed that students had an interest in the paper as 77.1 % of the students had more than 67% of attendance.

ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in class. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Advanced learners are also highlighted for more comprehensive and detailed engagement with certain topics and subjects. Assessments would also be done at regular intervals.

B.A. Honours
Semester VI
Course 4: Development Economics II

From the given responses, it is observed that almost 94.3% of the students agreed and agreed that the course provided them the ability to understand the factors that created pre- conditions in the countries included in the paper and understood in-depth discussions of the concepts of development. 88.6 % also understood that they could analyze various measures of development compared across nations, could describe, distinguish, and provide critique to the different models of economic development (e.g Lewis model, H-O Model, wage capacity curve, Land and labor relationship, land tenure contracts, labor reform etc.) and understand the role of institutions and their relationship with economic performance. Most of them understood the concepts of nutrition and labor productivity; informational problems and credit contracts; microfinance; inter- linkages between rural factor markets. It was observed that 94.3 % gain the ability to understand the concept and issues of Environment, Sustainable Development' and Globalization. It is also observed that students had an interest in the paper as 77.1 % of the students had more than 67% of attendance.

ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure

higher attendance on their part. Advanced learners are also highlighted for more comprehensive and detailed engagement with certain topics and subjects. Assessments would also be done at regular intervals.

**B.A. Honours
Semester VI
Course 4: Environmental Economics**

According to the feedback received, it's evident that all participants comprehended the fundamental theoretical and practical aspects of environmental economics. They demonstrated a clear understanding of concepts like environmental policy formulation and implementation, including tools such as Pigouvian taxes, effluent fees, and tradable permits. Moreover, they grasped the theory of externalities, covering topics like Pareto optimality, market failure due to externalities, and the significance of property rights and the Coase theorem as also the concept and issues of Sustainable Development and its measurement. Additionally, students exhibited proficiency in handling basic algebraic problems.

They all could also deal with simple algebra problems. It is also observed that students had an interest in the paper as 70% of students had more than 67% of attendance.

ACTION TO BE TAKEN REPORT:

Areas where students don't agree strongly, such topics will be discussed at length during tutorials. Practical examples will be given to make class more lively and engaging. For the weak students, special classes will be held to discuss important questions with them. Following the University guidelines, the College has already taken steps towards improving the attendance of students. Students will be informed beforehand to not miss their lectures.

B.A. Honours
Semester VI
Discipline Specific Elective: Money and Financial Markets

ANALYSIS:

According to the feedback received, it's evident that all participants comprehended the fundamental theoretical and practical aspects of the financial markets and its functioning. They understood the basics of money policy operations and financial market outcomes in an economy. Also, majority of the students agreed that the course helped them critically evaluate the policies driving the assets markets in economies and provided deep insights on central banking and its functioning, balance sheets, goals, targets, instruments of money control along with the cryptocurrencies and its functioning.

It is also observed that students had an interest in the paper as 94.3% of students had more than 50% of attendance.

ACTION TO BE TAKEN REPORT:

Areas where students don't agree strongly, such topics will be discussed at length during tutorials. Practical examples will be given to make the class more lively and engaging. For the weak students, special classes will be held to discuss important questions with them. Advanced learners are also highlighted for more comprehensive and detailed engagement with certain topics and subjects. Assessments would also be done at regular intervals. Information, news articles, will be shared with the students via different modes

B.A. Honours
Semester VI
Course : Open Economy Macroeconomics

Analysis

Rhee feedback shows that most students understood the fundamental theoretical and practical aspects of the Open Economy and its functioning. They understood the basics of the Exchange Rates & Foreign Exchange market and the link between Money, Interest Rate & Exchange Rate. Moreover, majority of the students agreed that the course helped them critically evaluate the policies and effect of Temporary & Permanent shifts in Fiscal & Monetary Policy on the Exchange Rate. They understood the concept of Fixed exchange rate system-sterilization, imperfect Asset substitutability & BOP Crisis.

It is also observed that 71% of students had more than 67% of attendance.

ACTION TAKEN REPORT

Areas where students ARE NEUTRAL will be discussed at length during tutorials. Practical examples will be given to make the class more lively and engaging. For the weak students, REMEDIAL classes will be held to discuss important questions with them. Information, news articles, will be shared with the students via different modes

B.A. Honours
Semester VI
Course (DSE) : Comparative Economic Development:1850-1950

Analysis:

55.6% of respondents reported having more than 67% attendance in the course, while the rest have more than 50% attendance. All respondents indicated that they understood various course topics. Specifically, 66.7% strongly agreed that the course helped them grasp the distinctions in economic development history among the USSR, Britain, and Japan, while the remaining 33.3% agreed. No one reported any difficulty in understanding the course. Additionally, 66.7% stated that the course helped them understand the debate surrounding collectivization in the USSR and the role of agricultural transformation in Japan's industrialization, with the rest agreeing. Overall, it is evident that no one found the course concepts difficult to understand.

ACTION TAKEN REPORT:

Although no one reported difficulty understanding the course and its topics, certain actions should be taken to ensure all students can grasp the concepts more easily. Tutorial classes will be organized to encourage participation and discussion, allowing students to express their opinions more effectively.

SEMESTER 6**GE Economics for B.A.(Prog.)/B.Com Semester 6****CO-1**

CO-2: The course provided you the ability to understand the **National income accounting**: Concepts of GDP and National Income; measurement of national income and related aggregates; nominal and real income; nominal and real interest rate.

55 responses

CO-3: The course provided you the ability to understand the basics of **determination of GDP**: aggregate expenditure; consumption function; investment function; equilibrium GDP; concepts of MPS, APS, MPC, APC; autonomous expenditure; concept of multiplier; factors affecting consumption and investment.

Co-4: The course provided you the ability to understand **National income determination in an open economy with government**: Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; equilibrium national income in 4 sector model.

CO-5: The course provided you the ability to understand and analyze **Money in a Modern Economy**: Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; monetary policy; money multiplier; determination of rate of interest using demand and supply of money as well as central bank money.

Analysis

Summary Table

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
CO 1	47.3%	43.6%	7.3%	1.8%	–
CO 2	43.6%	47.3%	7.3%	1.8%	–
CO 3	43.6%	47.3%	7.3%	1.8%	–
CO 4	45.5%	45.5%	7.3%	–	1.8%
CO 5	43.6%	47.3%	7.3%	–	1.8%

- More than 90% of respondents agree/strongly agree that they understood units pertaining to all course outcomes.
- 4 students responded that they are neutral to all course outcomes.
- Only 1 student (1.8%) responded that she disagrees / strongly disagrees that she was able to understand the topics.

ATR

- Students who have never studied Economics take a little time to grasp this course. Simpler reading material was provided to students. They were asked to refer to Indian author textbooks to understand the basics of macroeconomics.
- Handouts were provided to the students for topics that were difficult to read from their prescribed reading.
- Lot of practice was done for numericals.
- Past question papers were discussed.

- Remedial classes were organized for students who missed the classes or were unable to comprehend. Very few students attended these classes.
- More revision and remedial classes will be organized in future for topics that students find difficult.
- Regular tests and assignments were taken and sufficient chances were given to improve their performance.
- In future, more practice will be done for numericals and students will be asked to do more class assignments to ensure they are reading up study material side by side. And weak students will be asked to attend remedial classes right from the beginning.

BA Prog (Economics) Sem VI
Economic Development & Policy in India II -2023-24

CO-1: The course provided you the ability to get an understanding of various macroeconomic policies (eg., fiscal policy; financial and monetary policies) and their impact on the economy

CO-2. The course provided you the ability to gain an understanding of issues related to Indian agriculture, policies and performance.

CO-3. The course provided you the ability to understand policies, performance and trends of the Indian Industrial sector.

CO-4. The course provided you the ability to understand trends and performance of Service sector and Trade (inward) orientation policy.

Analysis

Summary Table

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
CO 1	69.8%	27.9%	2.3%	–	–
CO 2	65.1%	32.6%	2.3%	–	–
CO 3	41.9%	32.6%	9.3%	4.7%	11.6%
CO 4	51.2%	44.2%	4.7%	–	–

- Nearly 98% of students responded as 'Agree/Strongly agree' that they understood Units 1 and 2 corresponding to COs 1 and 2 respectively.
- Approximately 75% students responded as 'Agree/ Strongly agree' that they understood Unit 3 corresponding to CO 3.
- 95% of students responded as 'Agree/ Strongly agree' that they understood Unit 4 corresponding to CO 4.

ATR

- Structure of the answers were provided to help students organize their ideas.
- Handouts were provided for relatively tough readings.
- Regular Tests and assignments were taken to give practice to students regarding time management. The questions were handpicked from past years' university examinations.
- Revision was done, some readings were repeated in the class as per the requests of students.
- Past question papers were discussed.
- In future, Topic 3 will be emphasized on and more time will be planned for this unit to improve students' learning outcomes.