
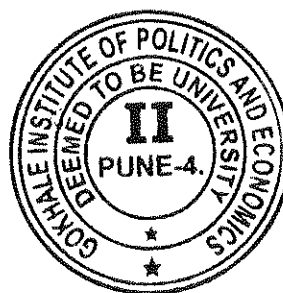


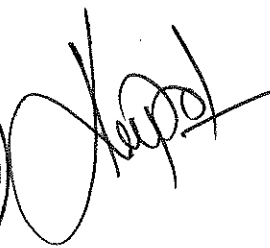
**GOKHALE INSTITUTE OF
POLITICS AND ECONOMICS,
PUNE**

**Report on Structured Feedback from Stakeholders (Students, Teachers,
Alumni and Parents) on Curriculum**

METRIC NO. 1.4.1	Structured feedback received from 1) Students, 2) Teachers, 3) Alumni, 4) Parents
<ul style="list-style-type: none">• <i>Stakeholder feedback analysis report.</i>• <i>Action taken report of the Institution on feedback report</i>	


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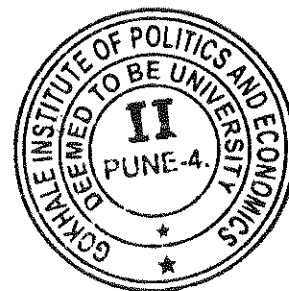
1) Feedback from students-

The Internal Quality Assurance Cell (IQAC) at Gokhale Institute of Politics and Economics has consistently collected student feedback on the curriculum and other aspects of academic delivery, a practice recognized as one of IQAC's best. This process, which has been in place from the Academic Year 2018-19 through to 2022-23, is detailed in this report, along with an analysis of the feedback and the actions taken. Feedback was collected anonymously to ensure honesty in responses, using a 4-point rating scale. The feedback form covered various aspects of the teaching-learning experience, including the teacher's knowledge base, communication skills, sincerity and commitment, interest generated, integration of course material, accessibility, initiative, regularity, course completion, and fairness in evaluation. In addition to the ratings, students also provided written comments, which were analyzed separately to gain deeper insights. This comprehensive approach has enabled IQAC to make informed decisions and take necessary actions to continuously improve the academic environment at the institute, demonstrating a strong commitment to maintaining high standards and fostering a positive learning experience.

A) Number of feedback received in last 5 years

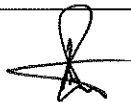
Year	Number of Number of Feedback Received
2018-19	45
2019-20	63
2020-21	123
2021-22	163
2022-23	223
Total	417


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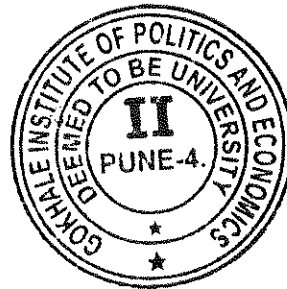


B) Question Asked

Que. No.	Question Asked	Descriptors
1	Knowledge base of the teacher (as perceived by you)	Academic Expertise
2	Communication skills (in terms of articulation and comprehensibility)	Communication skills
3	Sincerity / Commitment of the teacher (in terms of preparedness and interest in taking classes)	Instructional Diligence
4	Interest generated by the teacher in the class	Student Engagement
5	Ability to integrate course material with environment / other issues, to provide a broader perspective	Interdisciplinary Integration
6	Accessibility and availability of the teacher in the department for academic consultations	Academic Supportiveness
7	Initiative taken in formulating topics/ tests/assignments/examinations / seminars and projects	Curriculum Innovation
8	Regularity in taking classes	Teaching Consistency
9	Completion of the course in a thorough and satisfactory manner	Course Delivery
10	Fairness in evaluating student performance and awarding grades.	Assessment Integrity



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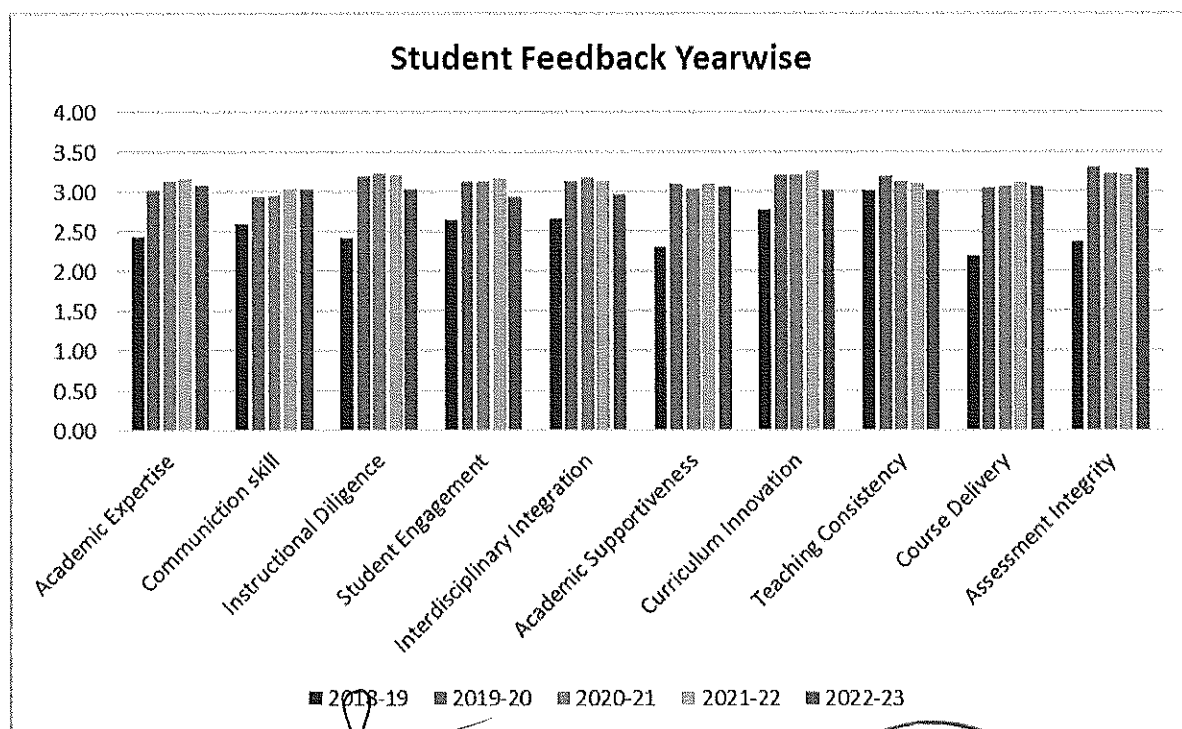



	2018-19	2019-20	2020-21	2021-22	2022-23
Academic Expertise	2.44	3.02	3.14	3.16	3.08
Communication skill	2.6	2.94	2.96	3.04	3.03
Instructional Diligence	2.42	3.19	3.23	3.21	3.04
Student Engagement	2.64	3.13	3.13	3.16	2.94
Interdisciplinary Integration	2.67	3.13	3.19	3.13	2.98
Academic Supportiveness	2.31	3.10	3.03	3.10	3.06
Curriculum Innovation	2.78	3.21	3.21	3.26	3.01
Teaching Consistency	3.02	3.19	3.14	3.10	3.01
Course Delivery	2.20	3.05	3.07	3.12	3.06
Assessment Integrity	2.38	3.32	3.23	3.21	3.30

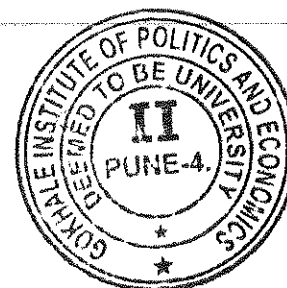
Analysis of feedback received from students (year-wise from 2018-19 to 2022-23)

The following table presents the average ratings provided by students for each question in the feedback form, organized by academic year. These ratings reflect the students' assessment of various aspects of the teaching-learning process, captured on a 4-point scale.

Graphical Representation




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Analysis of various comments from students

Students have generally provided positive feedback regarding the recent enhancements to the curriculum and student services. One of the key suggestions from students, which has been actively addressed, is the support for those struggling with more challenging subjects, especially in quantitative courses. In response, the institute has introduced **bridge courses** to cater to students who may not have a strong background in technical or mathematical subjects. This initiative, launched in recent years, has been well-received, helping students strengthen their foundational knowledge and better adapt to advanced coursework.

In addition, students have acknowledged introducing a **tutoring system** starting in 2022, where designated tutors assist students who need extra help. This program has been particularly beneficial for students who require more personalized support and has contributed to overall improvement in academic performance. Similarly, the institute has started assigning **teaching assistants to faculty members** in courses with many students, ensuring more individualized attention and better management of class discussions and assignments.

The institute's introduction of the **Emotional Well-being Programme** in the 2023-24 academic year has also been welcomed by students, providing much-needed mental health support through counselling services and workshops focused on stress management and emotional resilience. This initiative has positively impacted the overall learning environment by promoting student well-being.

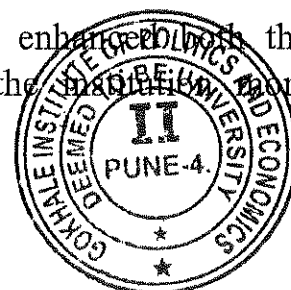
Students have also expressed appreciation for the enhanced **canteen facility**, which was introduced in 2022-23, as it has improved the overall campus experience. Additionally, the institute has expanded its academic support by offering access to **Coursera**, starting in 2022, allowing students to pursue a wide range of online courses that complement their in-class learning.

Furthermore, the institute has encouraged **research scholars to take classes**, fostering a collaborative learning culture and providing students with access to cutting-edge research insights. This practice has enriched the academic experience and helped students engage with more diverse perspectives.

Overall, students feel that these measures have greatly enhanced both the academic and personal support they receive, making the institute a more

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responsive to their needs. The ongoing efforts to offer tailored academic help, combined with the focus on mental and emotional well-being, have created a more inclusive and supportive learning environment.

2) FEEDBACK FROM TEACHERS

A) Number of Feedback Received

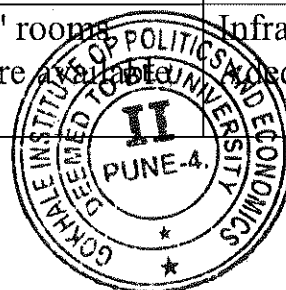
Year	Number of Feedback Received
2018-19	19
2019-20	22
2020-21	20
2021-22	24
2022-23	27
Total	112

B) Question Asked

Que. No.	Question Asked	descriptors
1	The aims and objectives of the syllabus are well-defined and clear to both teachers and students.	Articulated Clarity
2	The course/syllabus maintains a good balance between theory and practical application, and it provides sufficient academic flexibility.	Balanced Integration
3	Tests and examinations are conducted timely and cover all units of the syllabus comprehensively.	Comprehensive Assessment
4	Teachers have the freedom to propose, modify, and suggest new topics and adopt new teaching techniques effectively.	Pedagogical Autonomy
5	Classroom facilities (LCD/Audio/Computer/Seating Arrangement, etc.) and virtual learning facilities are adequate and effectively utilized	Resource Optimization
6	The library has a sufficient number of prescribed books and the syllabus/curriculum, including reference materials, is relevant, updated, and appropriate.	Library Resourcefulness
7	Infrastructural facilities such as teachers' rooms, classrooms, reading rooms, and toilets are available and adequate.	Infrastructural adequacy

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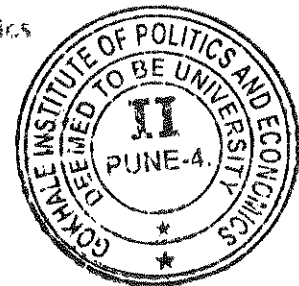
8	Orientation/Induction programs for newly enrolled students are effective, and the administration is supportive and teacher friendly.	Induction Effectiveness
9	The environment in the institute is conducive to teaching, research, and professional development, including research activities and performance enhancement programs for staff.	Supportive Environment
10	The curriculum and institutional support effectively develop students' learning skills, teamwork, time management, and research competencies.	Skill Development

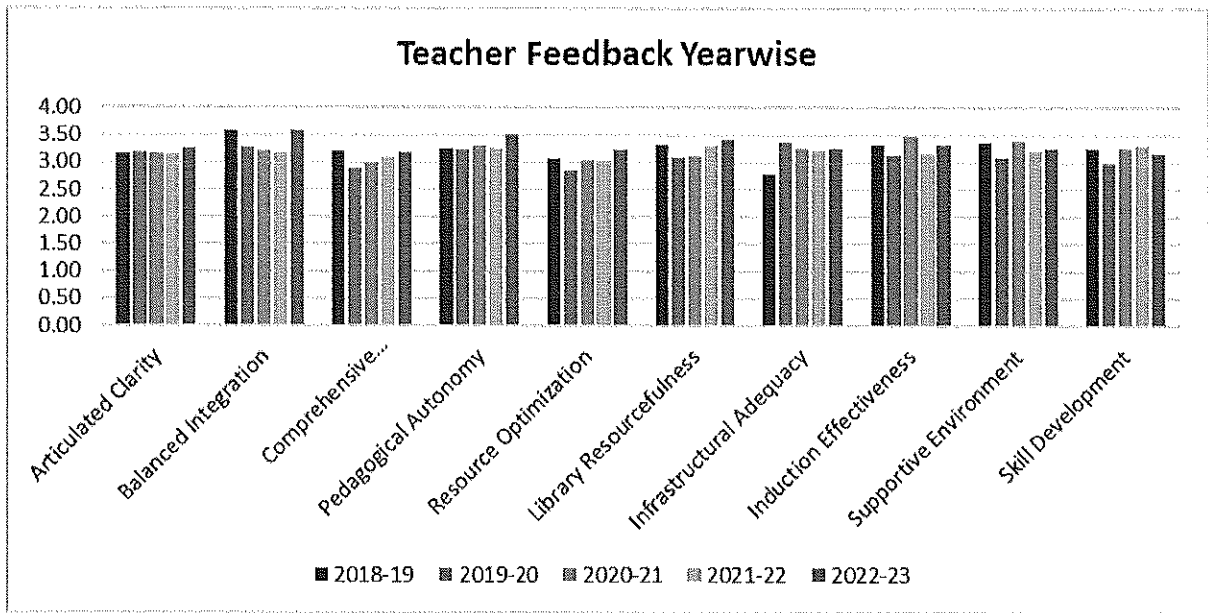
Teacher

	2018-19	2019-20	2020-21	2021-22	2022-23
Articulated Clarity	3.16	3.18	3.15	3.13	3.26
Balanced Integration	3.58	3.27	3.20	3.17	3.59
Comprehensive Assessment	3.21	2.91	3.00	3.08	3.19
Pedagogical Autonomy	3.26	3.23	3.30	3.25	3.52
Resource Optimization	3.05	2.86	3.05	3.04	3.22
Library Resourcefulness	3.32	3.09	3.10	3.29	3.41
Infrastructural Adequacy	2.79	3.36	3.25	3.21	3.26
Induction Effectiveness	3.32	3.14	3.50	3.17	3.33
Supportive Environment	3.37	3.09	3.40	3.21	3.26
Skill Development	3.26	3.00	3.25	3.29	3.15

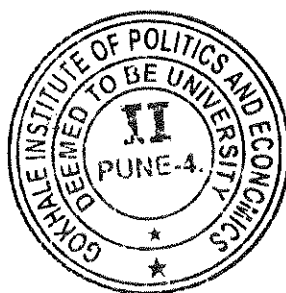


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Teachers' Feedback and Impact on Curriculum Development:

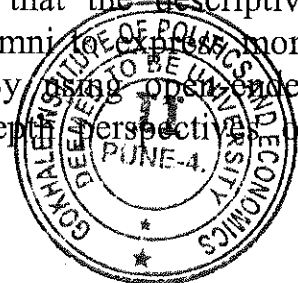
Teachers have consistently played a pivotal role in shaping the curriculum and infrastructure of the institution, offering insightful suggestions that have led to significant improvements in both academic programs and student services. A key recommendation from the faculty was the introduction of specialized undergraduate programs for economics students, which was implemented in 2019. In addition, postgraduate programs such as the Master in Public Policy (2023-24), Master in Geopolitics and Geoeconomics (2024-25), and Master in Population Studies and Health Economics (2021) were introduced based on teacher feedback, addressing emerging areas of study, and ensuring that the institution remains at the forefront of academic innovation. Teachers also proposed enhancing technological infrastructure by incorporating smart boards in classrooms, which has improved the teaching experience and facilitated more interactive learning environments. Additionally, introducing an ERP system was another significant faculty suggestion aimed at automating administrative tasks, streamlining academic processes, and improving overall institutional efficiency.

Moreover, teachers advocated for introducing health insurance for students, a successfully implemented measure, providing students with access to essential health services and promoting their well-being. While many suggestions were incorporated, some were not adopted, such as the proposal for introducing MBA-like courses. This decision ensured that the institution retains its focus on economics as its core subject, maintaining its distinct academic identity and expertise in this field. Overall, incorporating these recommendations demonstrates the institution's commitment to academic excellence and student support while maintaining its foundational focus on economics. The collaboration between teachers and the administration has led to meaningful enhancements that benefit students and faculty alike.

3) Alumni Feedback

Total Feedback Received from 2018-19 to 2022-23

288 alumni have submitted their feedback through two distinct methods: a rating scale and descriptive feedback. The rating scale allowed alumni to provide general feedback regarding the institute's overall performance and potential areas for improvement. However, we found that the descriptive feedback method was particularly valuable, allowing alumni to express more detailed insights about the curriculum and syllabus. By using open-ended questions, alumni could offer more nuanced and in-depth perspectives on



specific courses, teaching methodologies, and areas of improvement, which would not have been fully captured through a rating scale alone. This approach allowed us to gather more comprehensive feedback, helping us better understand their concerns, suggestions, and satisfaction with the educational content offered by the institute.

We have asked our alumni the following questions to gather comprehensive feedback on various aspects of the institute. Below is a description of each question and the rationale behind it:

1) Have you cleared the mentioned exam (NET, SET, etc.)?

We asked this to assess how well the institute prepares students for competitive exams such as NET and SET, which are crucial for academic and professional careers.

2) If you have cleared any other competitive exam, please specify.

This allows us to capture additional success stories related to competitive exams that alumni may have cleared, reflecting the broader impact of our academic training.

3) Infrastructure at the Institute.

We sought alumni feedback on infrastructure to evaluate how well these resources support the academic environment and enhance the overall learning experience. This helps us understand the quality and adequacy of these facilities from the alumni's perspective.

4) Faculty.


Alumni feedback on the faculty helps us evaluate the effectiveness of our teaching staff in delivering the curriculum, their subject expertise, and overall engagement with students.

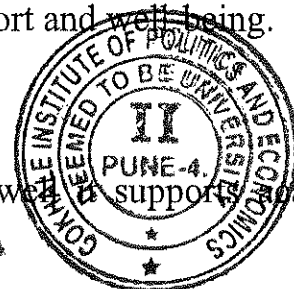
5) Canteen Facilities.

This question was included to assess the availability and quality of food services on campus, contributing to students' day-to-day comfort and well-being.

6) Library.

We inquired about the library to understand how well it supports academic


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needs, particularly in terms of providing access to relevant learning materials, research journals, and digital resources.

7) Office Staff.

Alumni feedback on administrative staff helps us ensure that support services such as admissions, registration, and other administrative functions are effective and student-friendly.

8) Hostel Facilities.

This question allows us to evaluate the quality of residential facilities, ensuring that students living on campus have a comfortable and conducive study and personal development environment.

9) Admission Procedure.

Feedback on the admission process helps us refine the experience for future students, ensuring that the process is transparent, efficient, and user-friendly.

10) Overall Rating of the Institute.

We asked alumni to provide an overall rating of the institute to gauge their general satisfaction with their experience and to identify areas for institutional improvement.

11) Mention features of the Institute that make you feel proud as a GIPE Alumnus.

This open-ended question allows alumni to highlight specific features of the institute that stood out to them, helping us identify strengths to continue promoting.

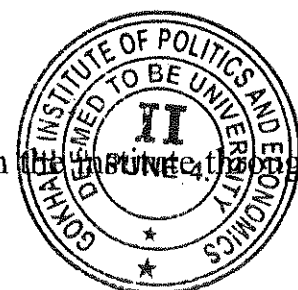
12) In what way have various activities organized by the Institute contributed to your overall development?

By asking about co-curricular and extracurricular activities, we aimed to understand how these activities contributed to the holistic development of our students beyond academics.

13) Have you registered on the GIPE Alumni portal?

We asked this to assess the engagement of our alumni with the institute through

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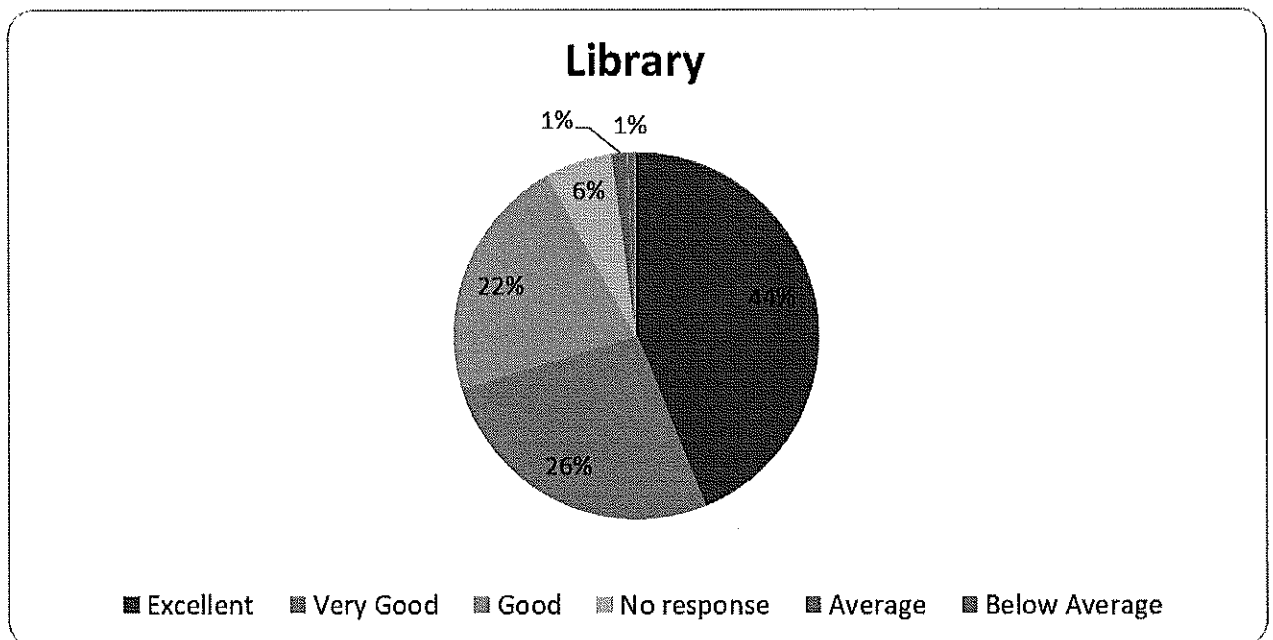
the alumni portal, which is a key platform for maintaining long-term connections.


14) Please give your suggestions/comments if any.

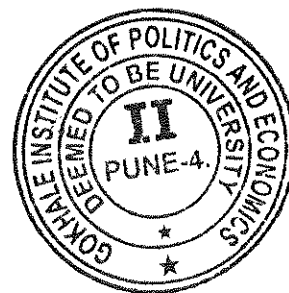
This open-ended question was included to allow alumni to provide additional feedback.

Out of the questions we asked, only Question 4 (Faculty) and Question 6 (Library) are directly related to the curriculum. These two questions focus on the effectiveness of faculty in delivering the curriculum and the library's role in supporting academic learning. They have been represented graphically as follows.

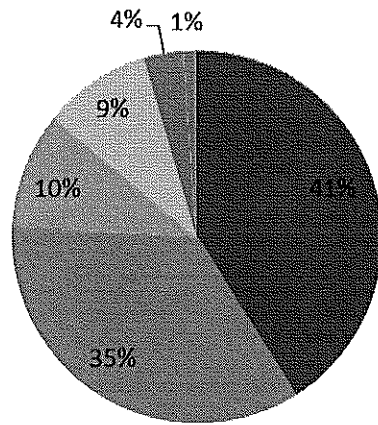
Graphical Representation of Feedback Analysis




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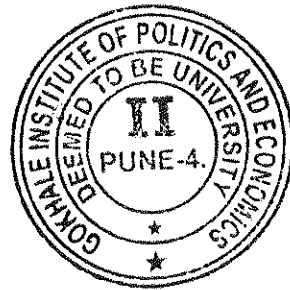


Faculty



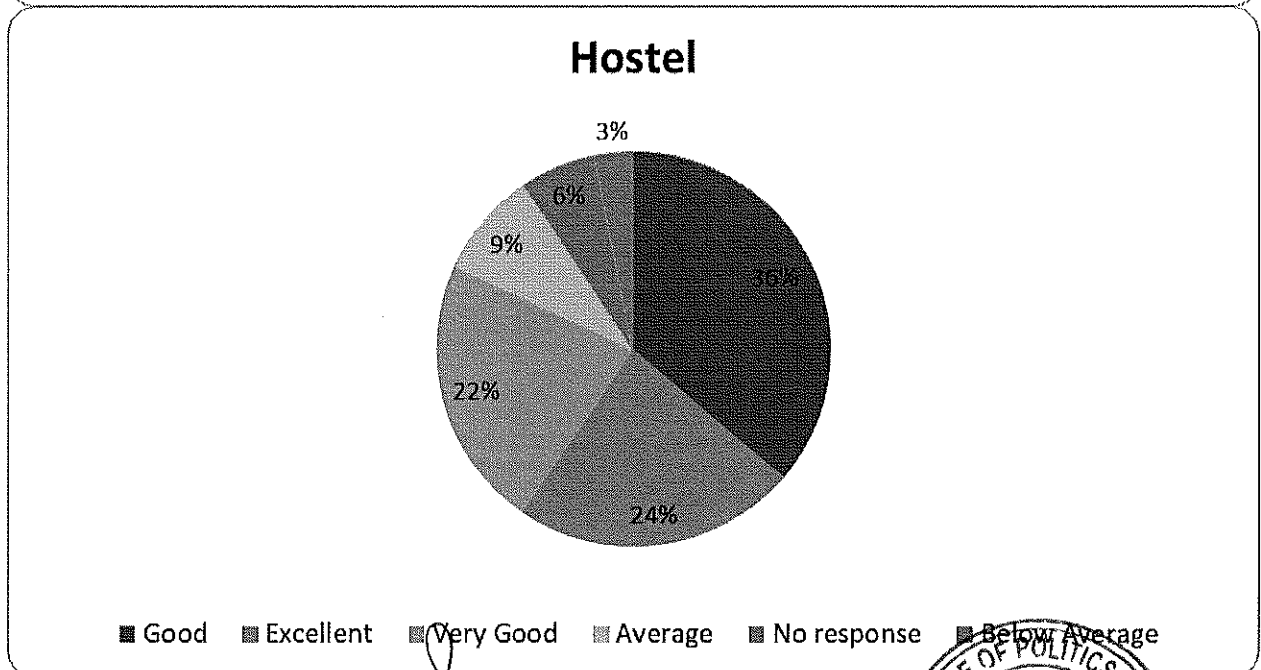
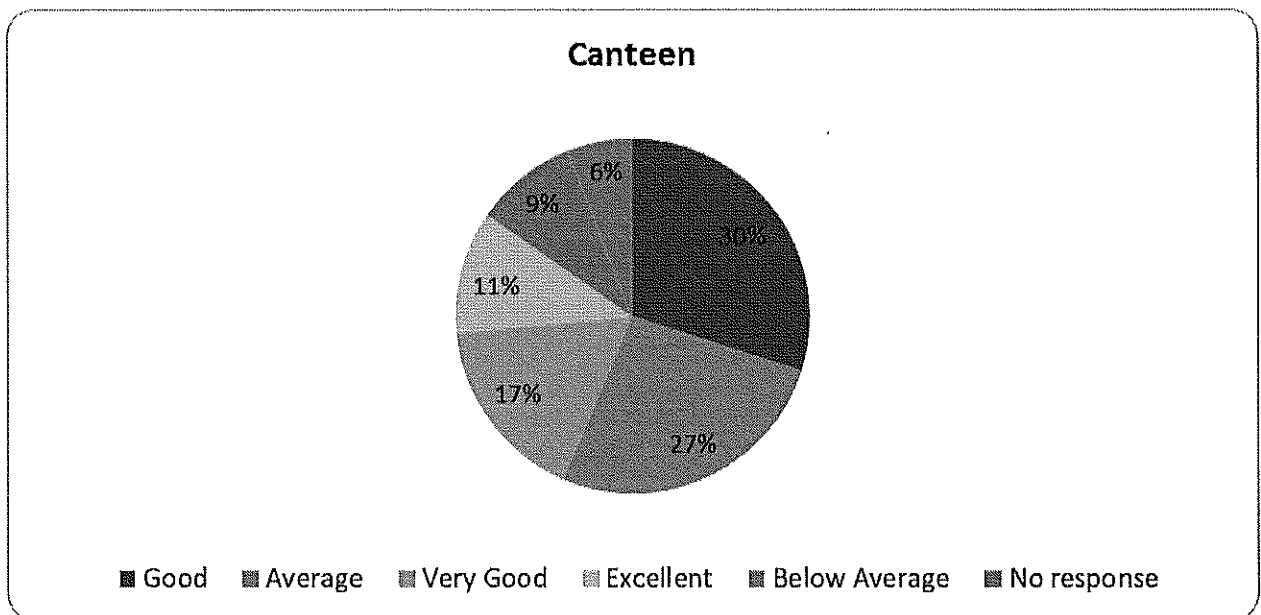
■ Good ■ Very Good ■ Excellent ■ Average ■ No response ■ Poor


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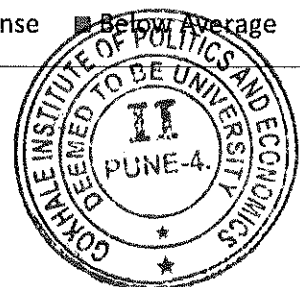


From the above pie charts, most students are satisfied with the faculty and library resources, reflecting the strength of these key components in supporting the curriculum. However, a small portion of students indicated that they were less satisfied. While this percentage is relatively minor, our aim is to continuously improve and ensure that all students feel fully supported by the faculty and have access to the best possible library resources. We are committed to addressing these concerns to enhance the overall academic experience for every student.

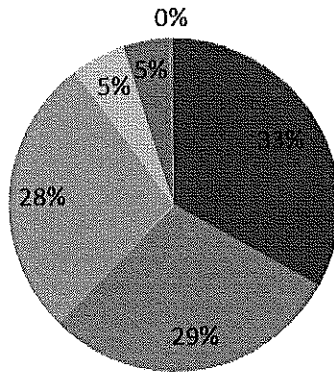
Graphical Representation of the Rest of the Questions




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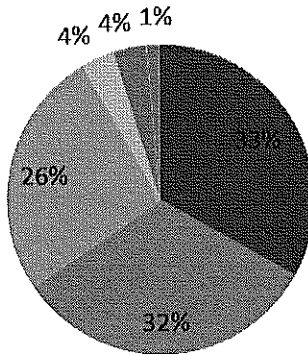


Office Staff



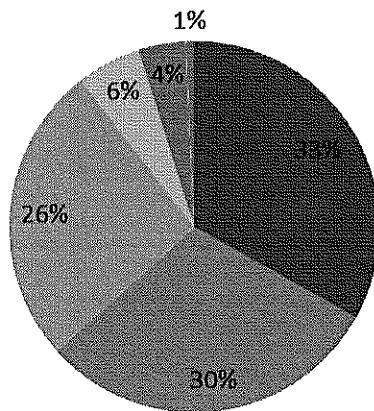
■ Very Good ■ Good ■ Excellent ■ Average ■ No response ■ Below Average

Admission



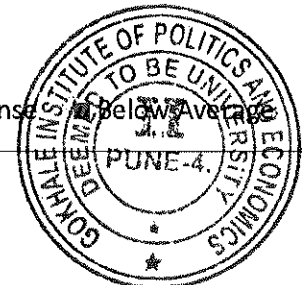
■ Good ■ Very Good ■ Excellent ■ Average ■ No response ■ Below Average

Infrastructure

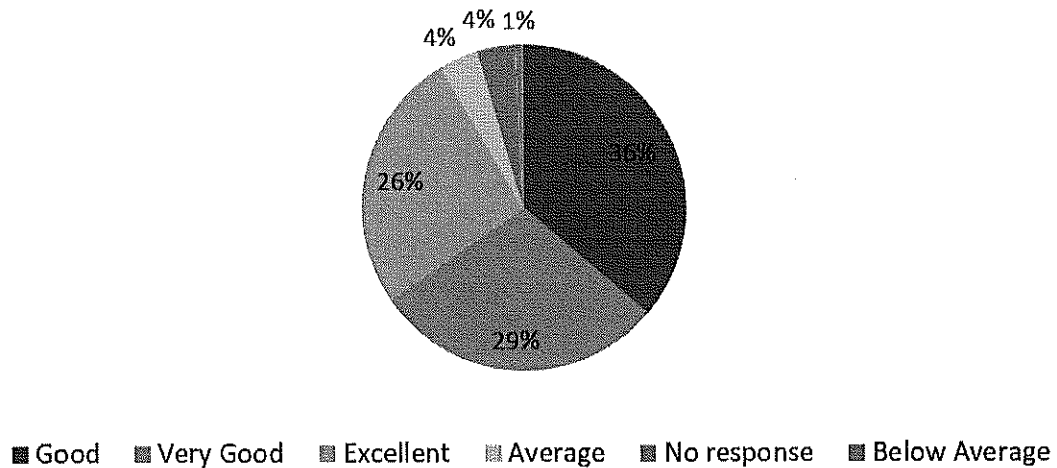


■ Very Good ■ Excellent ■ Good ■ Average ■ No response ■ Below Average

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Overall Rating of the Institute

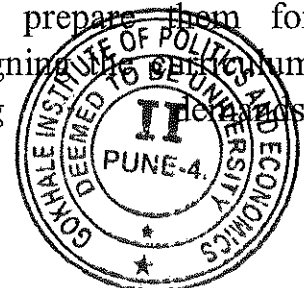


Analysis of Descriptive feedback which was taken on the syllabus:

Key Suggestions Across All Batches:

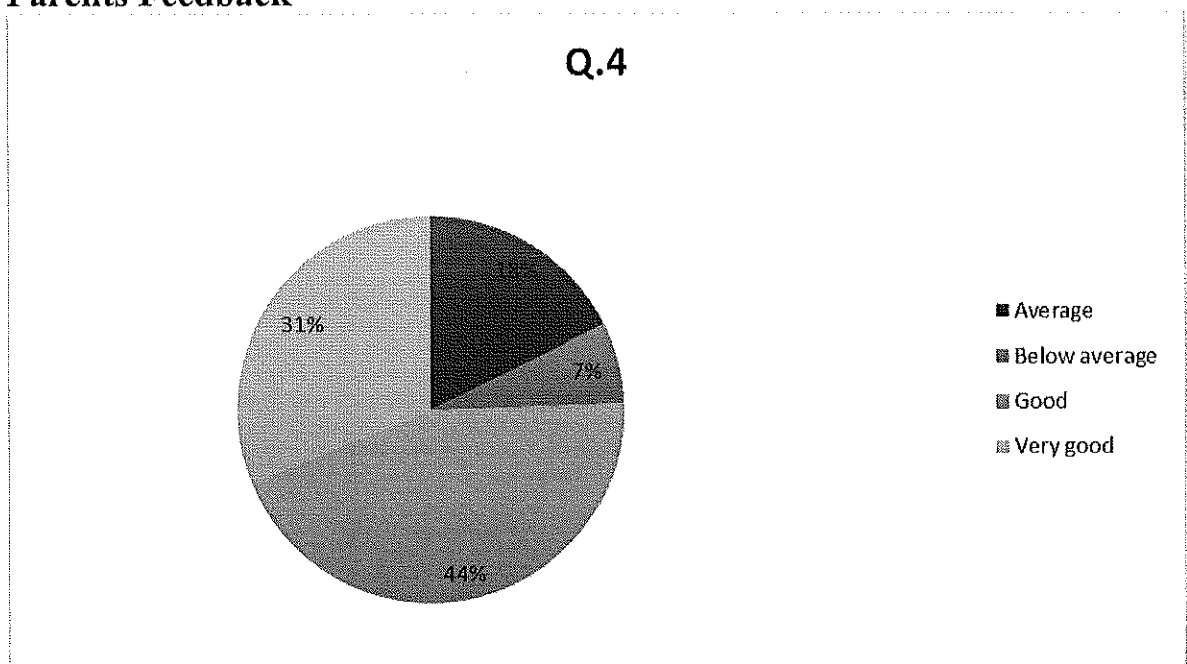
Alumni feedback reflects a thoughtful blend of appreciation and constructive suggestions to enhance the curriculum and learning experience. Across all batches, students praised the relevance of subjects like Trade Theory, Financial Econometrics, and Urban Economics but emphasized the need for more practical, hands-on learning through tools like Excel and statistical software. Many advocated increased focuses on real-world applications, suggesting that more case studies, projects, and industry-based assignments be integrated into the syllabus. There was a consistent call for updates to learning materials, ensuring they reflect the latest research and industry trends, with particular interest in contemporary topics like post-1991 economic reforms, climate change economics, and digital finance. Alumni also preferred that GIPE faculty deliver core subjects and recommended more guest lectures and industry collaborations to bridge the gap between theory and practice. Additionally, they highlighted the importance of upgrading classroom infrastructure with smart technologies and digital resources to enhance engagement. The NISM exam was noted as an area for review, with students questioning its relevance to their primary studies. Suggestions for more applied learning in developmental economics and a more gradual introduction to complex subjects like Growth and Development were also common. Finally, students desired increased internship opportunities and field projects to better prepare them for professional careers, underscoring the importance of aligning the curriculum with the industry's evolving needs.

[Signature]
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Q No	Question Asked
1	Admission Procedure
2	Infrastructure and lab facility
3	What is your assessment of the security arrangements and safety measures in the Institute?
4	How would you rate the academic resources provided to students by the Institute?
5	How would you describe the social environment in terms of diversity and inclusiveness within the Institute campus?

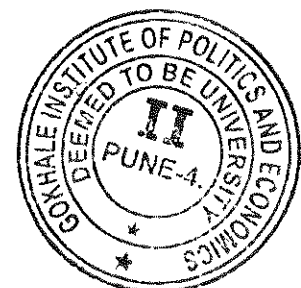
4) Parents Feedback



The above graph indicates the satisfaction of parents on the question: How would you rate the academic resources provided to students by the Institute? Which is only related to the curriculum aspect. Most parents gave an above-average rating, showing their general contentment with the resources provided to support their children's education. However, a few parents expressed dissatisfaction. While this percentage is small, the institute remains committed to continuous improvement, ensuring all students can access the best academic resources to enhance their learning experience.

Analysis of the comment section


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Parents expressed their appreciation for the institute's highly knowledgeable and experienced faculty. They highlighted professors' important role in guiding students through their academic journey, ensuring that they receive strong support and mentorship. This feedback reflects parents' confidence in the teaching staff's ability to effectively deliver the curriculum and nurture student development. The faculty's expertise was seen as a crucial part of the overall positive academic experience at the institute. Additionally, there was a specific comment on the dissertation process, recommending that "more practical aspects should be incorporated, including guidance on dissertation work". Providing students with more hands-on support during their dissertation phase would help them excel in their research projects, enhancing their ability to apply theoretical knowledge to practical tasks.

Action Taken as per the Feedback on Curriculum:

The following new programmes/courses have been introduced as per the suggestions of the stakeholders:

List of New courses implemented/Revised from 2018-19

Sr. No	Course/ Programme name
1	Linear Economics I
2	Business Analytics
3	Law and Economics I
4	Law and Economics II

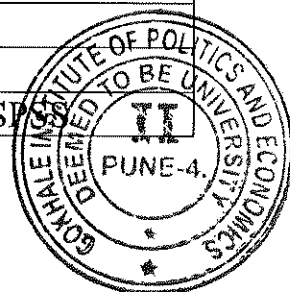
List of New courses implemented/revised from 2019-20

Sr. No	Course/ Programme name
1	Basic Financial Methods
2	Communication and Presentation Skills
3	Introduction to Cost and Management Accounting
4	French Language 1 & II
5	German Language
6	Behavioral Economics
7	Developmental Finance
8	Behavioral Finance
9	Taxation
10	Financial Economics
11	Public Economics
12	Database Management Systems
13	Introduction to Statistics Using Spreadsheets and SPSS

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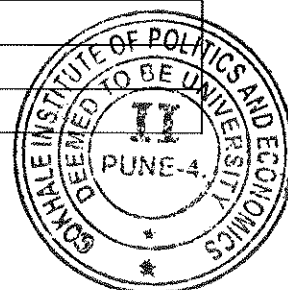
14	Introduction to Sociology
15	The Interplay of Economic Theory and Data
16	Introduction to Marketing and Pricing Strategy
17	Econometrics with R and Python
18	Indian Economy 1947-1991
19	Advanced Analytics Using R and Python
20	Indian Economy Post 1991
21	Introduction to Energy and Environment Economics
22	Urban Economics
23	Introduction to Game Theory
24	Urban Economics
25	Behavioral Economics
26	Undergraduates Programme started

List of New courses implemented/revised from 2020-21

Sr. No	Course/ Programme name
1	Remote Sensing and GIS
2	Microeconomics - I
3	Microeconomics – II
4	Macroeconomics – I
5	Macroeconomics – II
6	Mathematics for Economics
7	Basic Statistics
8	Basic Econometrics
9	Economic Growth and Development
10	Public Economics
11	International Economics
12	Financial Institutions and Markets
13	Indian Economy
14	Environmental Economics
15	Quantitative Aptitude
16	Research Methodology I
17	Research Methodology II
18	Indian Agricultural Economics
19	Economics of Labor
20	International Relations
21	International Economic Institutions
22	Public Policy and Administration
23	Political Economy of India's Development
24	Population Studies
25	Indian Political System

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26	Statistics and Operations Research
27	Academic Writing - (Swayam Platform) https://onlinecourses.swayam2.ac.in/cec20_ge29/preview
28	Applications of Statistical Software
29	International Economic Institutions

List of New courses implemented from 2021-22

Sr. No	Course/ Programme name
1	Research Methodology
2	Behavioral Economics
3	Business Analytics
4	Basic Econometrics
5	Indian Public Finance
6	Public Policy and Administration
7	Indian Political System
8	Population studies and Health Economics

List of New courses implemented from 2022-23

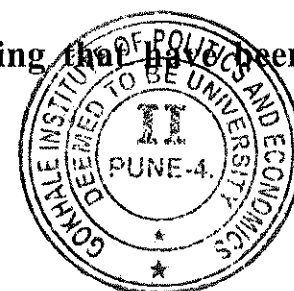
Sr. No	Course/ Programme name
1	Health Informatics 1
2	Health Informatics 2
3	Actuarial Methods for Life Insurance
4	Population, Size and Structure
5	Fertility
6	Mortality and Morbidity
7	Migration and Urbanization
8	Population and Development, Population Projections
9	Public Health and Epidemiology
10	Actuarial Methods for Health and Life Insurance

List of New courses implemented from 2023-24

Sr. No	Course/ Programme name
1	Public Policy
2	Second orbit

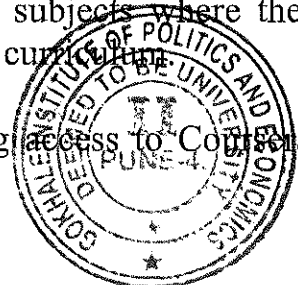
Following are other improvements in Teaching-Learning that have been undertaken given the suggestions

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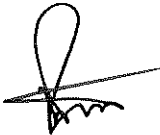
1. **Smart Classrooms (2019-20):** The introduction of smart classrooms has enhanced the interactive learning experience for students, facilitating better understanding through the use of digital tools and resources.
2. **ERP System Implementation (2023-24):** To streamline academic and administrative processes, the ERP system was introduced. This has automated tasks such as course registrations, student records, and performance tracking, making the system more efficient and transparent.
3. **Emotional Well-being Programme (2023-24):** A mental health support initiative was launched to address the emotional and psychological needs of students. The programme includes counseling services, workshops on emotional resilience, and stress management.
4. **Improved Canteen Facility (2022-23):** The canteen facility was significantly improved, offering students and staff a more comfortable and hygienic space to dine, with a wider variety of food options that cater to diverse tastes.
5. **PhD Students' Travelling Grant:** The institute started providing travel grants to PhD students for paper presentations, encouraging their academic growth and exposure to international conferences and seminars.
6. **Continuous Evaluation System (2022-23):** A system of continuous evaluation was implemented to ensure that students' progress is monitored throughout the academic year, rather than relying solely on final examinations.
7. **Designated Academic Positions (2022):** New positions like Dean Academics, Associate Dean Academics, Dean Research, Dean Student Affairs, and Associate Dean Student Affairs were created to strengthen academic programs and curriculum management.
8. **Teaching Assistants and Tutoring System (2022):** Teaching assistants were assigned to support faculty in courses with large numbers of students. Additionally, a tutoring system was introduced for weaker students, while research scholars were encouraged to take classes to gain teaching experience.
9. **Increased Bridge Courses:** The number of bridge courses was increased to support students who need extra help, particularly in subjects where they lack prior expertise, ensuring they can keep up with the curriculum.
10. **Coursera Access (2022):** The institute began offering access to Coursera,

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allowing students to enroll in online courses and supplement their in-class learning with global, cutting-edge material.

11. **Yoga (2022):** Yoga sessions were introduced as part of a holistic approach to student well-being, focusing on physical health, mindfulness, and stress relief.
12. **Student and Staff Insurance (2022-23):** Health insurance was initiated for students and staff, ensuring access to medical services and financial support in times of health emergencies.


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