Student Satisfaction Survey (2019-20)

1. Student Satisfaction Survey

Student Satisfaction Survey regarding Teaching – Learning and Evaluation helps in upgrading the quality in higher education. Student Satisfaction Survey was undertaken by sharing a pre-designed format (Google Form), which consists of following components:

Section I - BASIC PROFILE

Section II - TEACHING–LEARNING PROCESS (As per NAAC format Annexure 1)

Section III - ADMISSION PROCESS AND SYLLABUS

Section IV - INFRASTRUCTURE FACILITIES

Section V - TEACHING-LEARNING EXPERIENCE DURING COVID-19

Section VI - OVERALL ASSESSMENT

1.1 Process Involved

A link of the format was shared among the student and were asked to respond to all the questions given in format with her/his sincere effort and thought. The identity of the student was not be revealed to anyone.

Modification of the questionnaire to make it user-friendly

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Scheming of the Google Form

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Circulation of the Google Link among the students

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Data Generation

↓

Data Analysis

↓

Presentation of Report

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1.1   Basic Profile of the Responding Students

In all 806 students participated in the survey out of which 90.4 percent students undertook the survey for the first time, and their details are as under:

A.   Gender-wise distribution of Responding Students

Out of 806 students, 45 per cent were female respondents and 55 per cent were there were male respondents
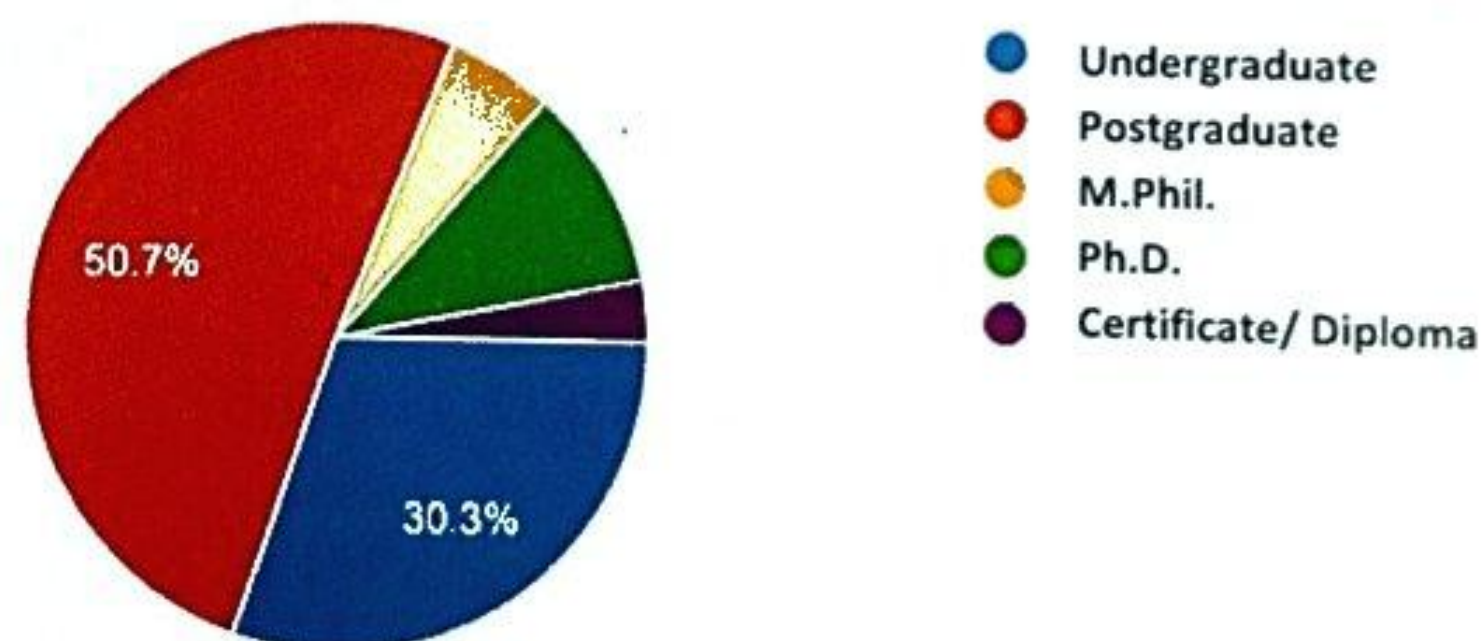
Fig.1: Gender-wise distribution of responding students

- Male
- Female
- Transgender

45%

55%
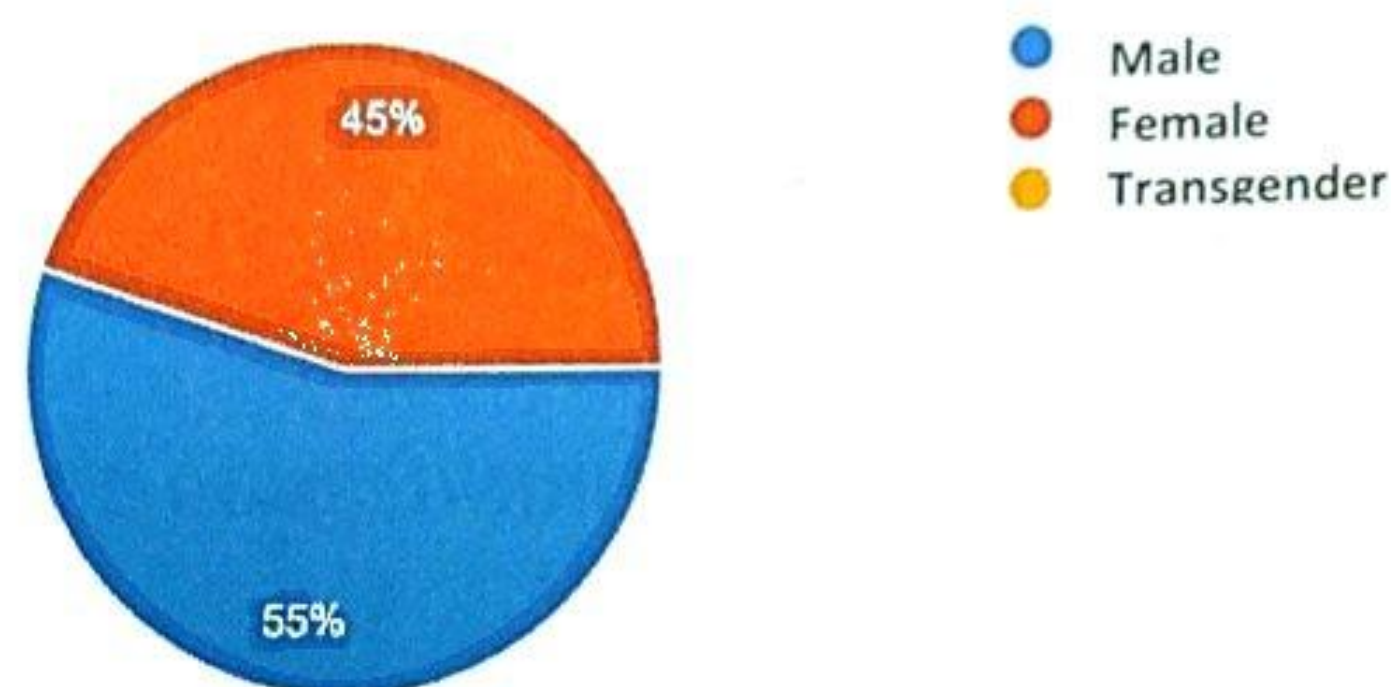
B.   Distribution of Responding Students based on the degree pursuing

Out of the 806 respondents, 50.7 per cent are pursuing Post Graduate Courses and 30.3 percent are studying in undergraduate courses

Fig. 2: Distribution of responding students based on the Degree Pursuing

- Undergraduate
- Postgraduate
- M.Phil.
- Ph.D.
- Certificate/ Diploma

50.7%

30.3%

C.   Subject-wise distribution of Responding Students

Out of the 806 respondents, 32.4 per cent are from Arts & Humanities and 29.7 percent are from Sciences, followed by 27.5 per cent from professional courses and 10.4 percent from Commerce and Management courses.

Fig. 3: Subject-wise distribution of responding students

- Arts
- Sciences
- Commerce/ Management
- Professional

10.4%

27.5%

29.7%

32.4%
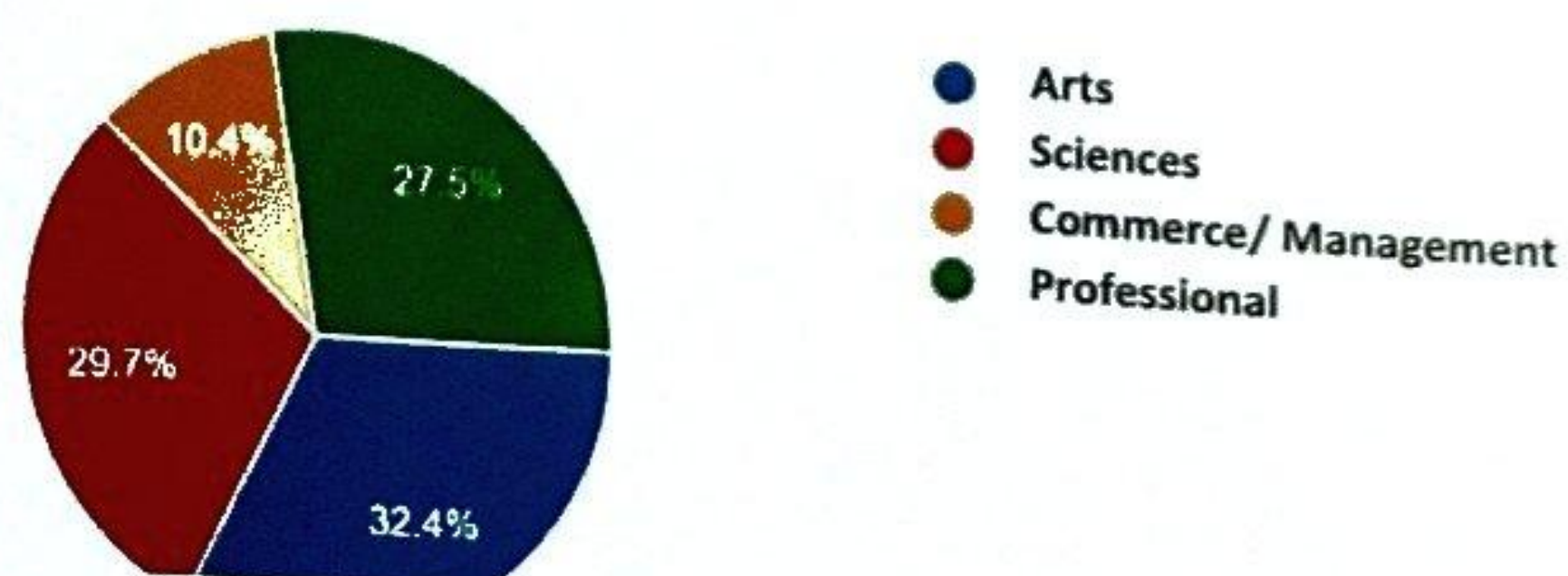
1.2 Teaching–Learning Process (As Per NAAC Format)

1. Percentage of Syllabus covered in Class

Percentage of the syllabus covered in the class is a key indicator of effective teaching-learning process. In order to know about the status of the same, the opinion of students was gathered. There was mixed opinion with regard to the same, according to 23.2 per cent students, 70-84 % syllabus is covered in the class, followed by 21.2 per cent who opined that 85-100 % syllabus is covered in the class.

Fig. 3: Percentage of Syllabus Covered in the Class

- Below 30%
- 30 to 54 %
- 55 to 69%
- 70 to 84%
- 85 to 100%

23.2%
21.2%
21.6%
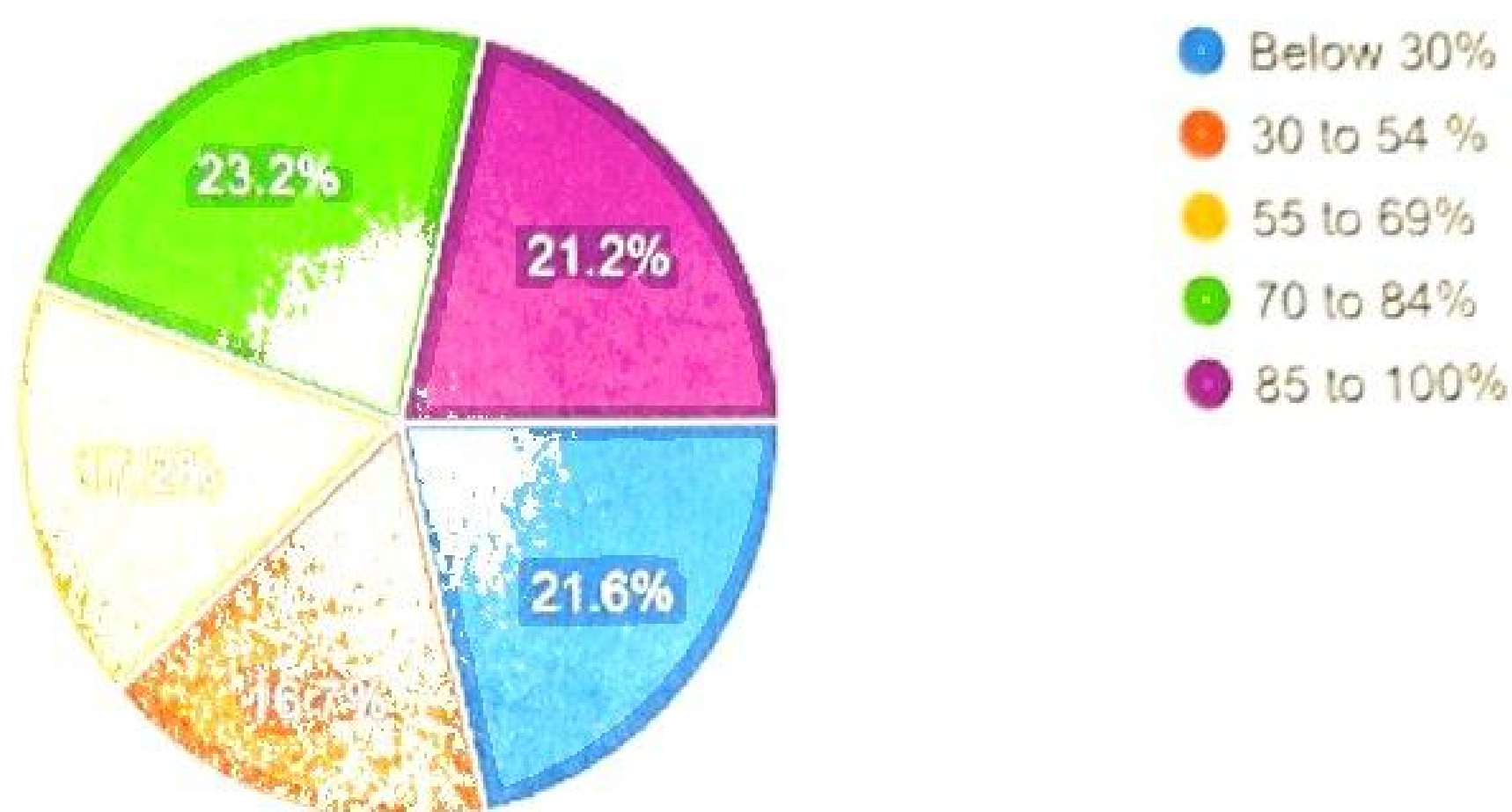
2. Preparation of Teachers in Delivering the Lecture

Considerately prepared lectures are easy to deliver. For effective delivering of a lecture in classroom, it is important to prepare for the same so that the students can have satisfactory learning experience. Hence, the opinion of students was gathered with regard to the satisfactory level about the delivering of lecture by the teachers

Fig. 4: Preparation of teachers in delivering the lecture

- Won't teach at all
- Indifferently
- Poorly
- Satisfactorily
- Thoroughly

55.1%
17%

and 55.1 percent students are satisfied with the fact that the teacher comes with a prepared lecture in the class and 17 percent are of the view that the same is thoroughly prepared.
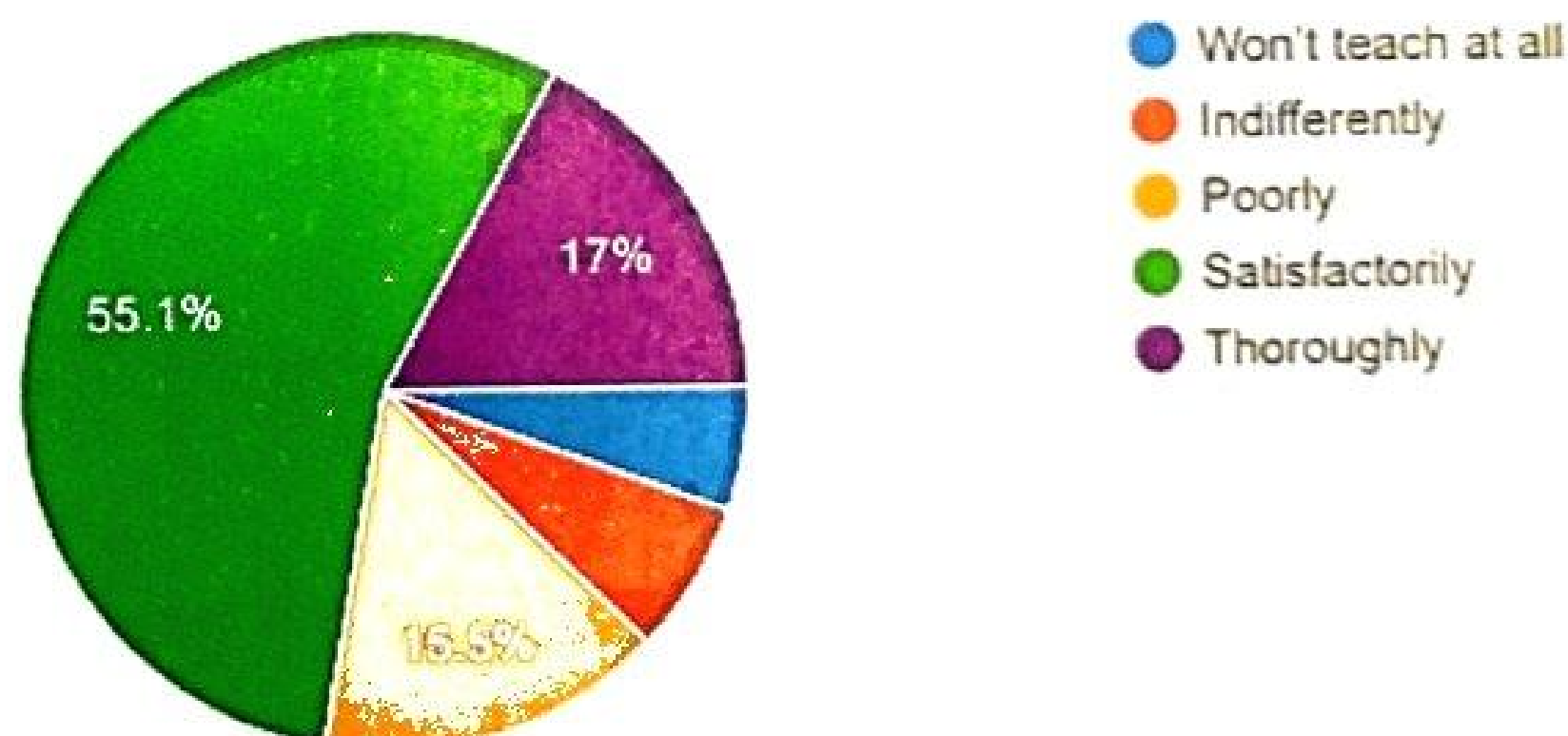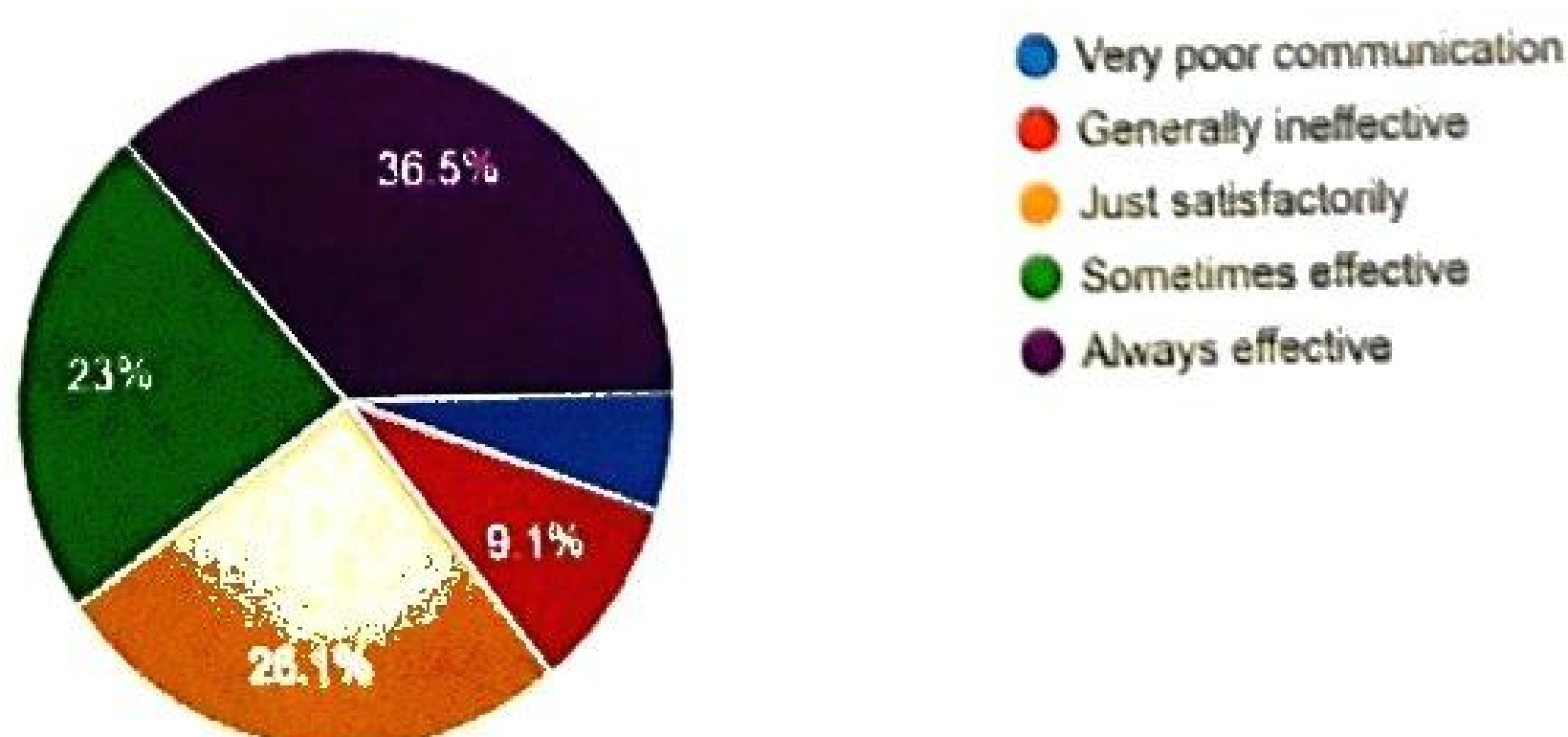
3. Communication Skills of Teachers

Communication skills of the teacher matters a lot in making the teaching-learning experience more interesting. Teachers should be skilled at hearing their students and clearly illuminating the things. Thus, clarity of thought is required for effectively delivering a lecture. Hence, the opinion of the students was gathered with regard to the

Fig. 5: Communication Skills of teachers

- Very poor communication
- Generally ineffective
- Just satisfactorily
- Sometimes effective
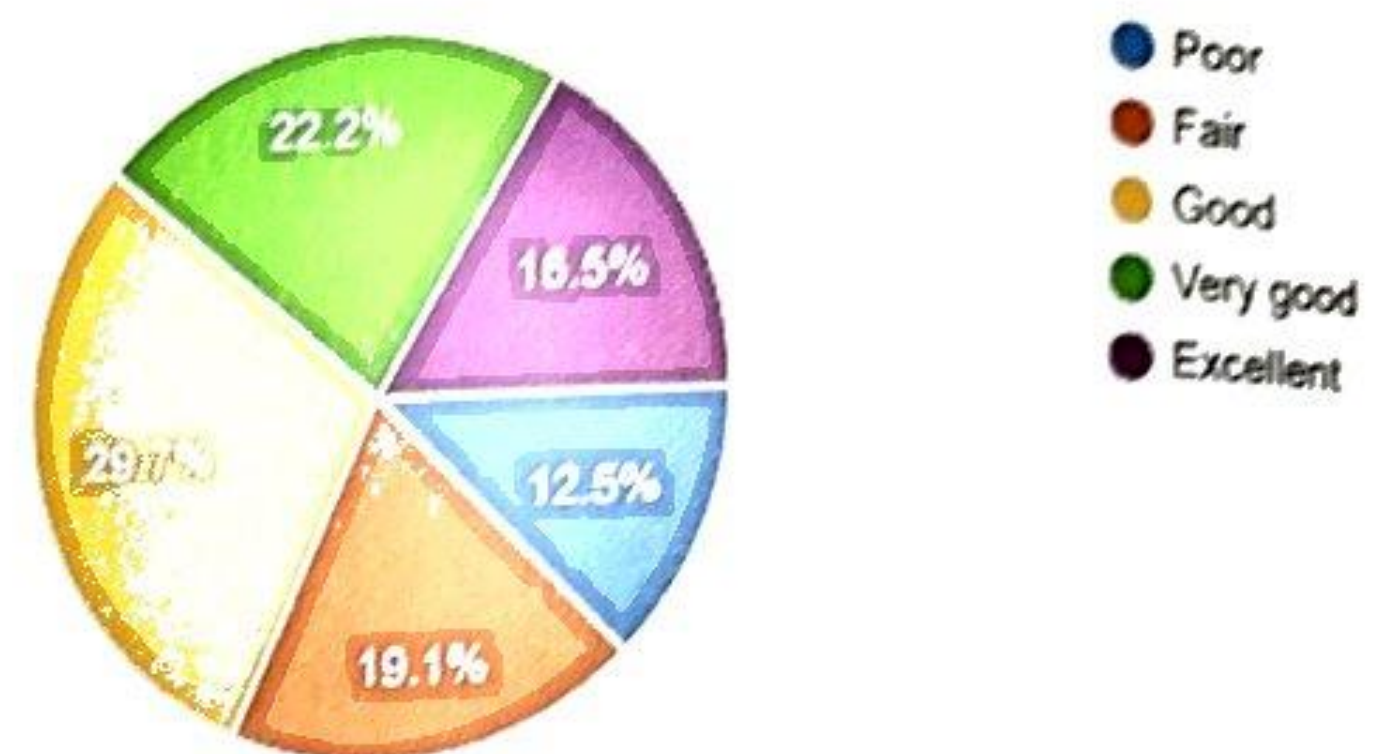- Always effective

36.5%
23%
9.1%

communication skills of the teachers and 36.5 percent students find them very effective, 26.1 percent find them just satisfactory while 23 percent of them find it sometimes effective.

4.   Teaching Approach

The teaching approach followed by the teacher benefits the student and, in this regard, the students shared their opinion and 29.7 percent opined that it is good, 16.5 percent opined that it is excellent and 18.1 percent considered it to be fair.

Fig. 6: Teaching Approach

- Poor
- Fair
- Good
- Very good
- Excellent

22.2% 16.5% 12.5% 19.1% 29.7%

5.   Teaching /Illustration with examples and diagrams

Fig. 7: Teaching /Illustration with examples and diagrams

Teaching-learning experience can turn out to be very effective, if the teachers makes use of suitable examples, illustrations and diagrams to illustrate the lecture. Students shared the view about the use of examples and diagrams by the teachers to make it more illustrative and it was found that 32 percent of students expressed that the teacher illustrates the lesson with examples and diagrams. 18.6 percent expressed that such illustrations are made every time.


- Never
- Rarely
- Occasionally
- Usually
- Every time

32% 18.6% 7.1% 19.7%
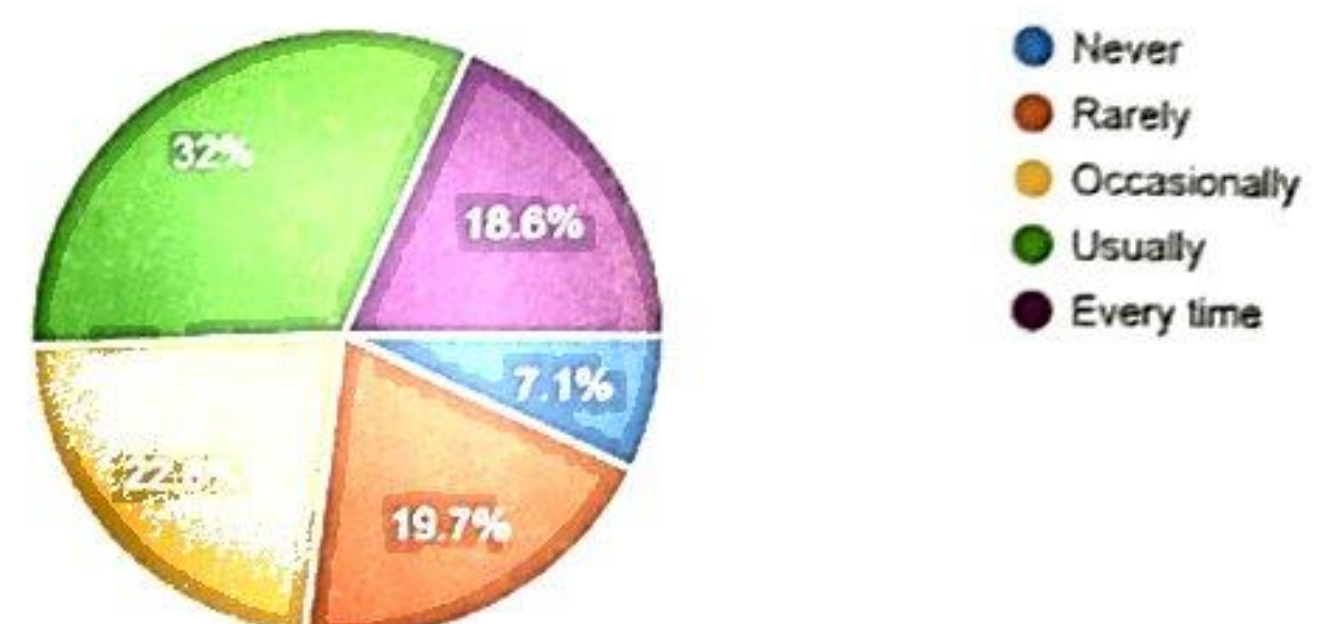
6.   Equity in internal evaluation process

Impartiality in internal assessment process is important to make the teaching-learning process more successful and transparent. Students shared the opinion about the internal evaluation process and 40.2 percent were considered it to be usually fair and 30.3 percent considered it to be always fair. Only 6.1 percent students considered it to be somewhat unfair.

Fig. 8: Equity in internal evaluation process

- Unfair
- Usually unfair
- Sometimes unfair
- Usually fair
- Always fair

30.3% 40.2% 6.1% 14.9%
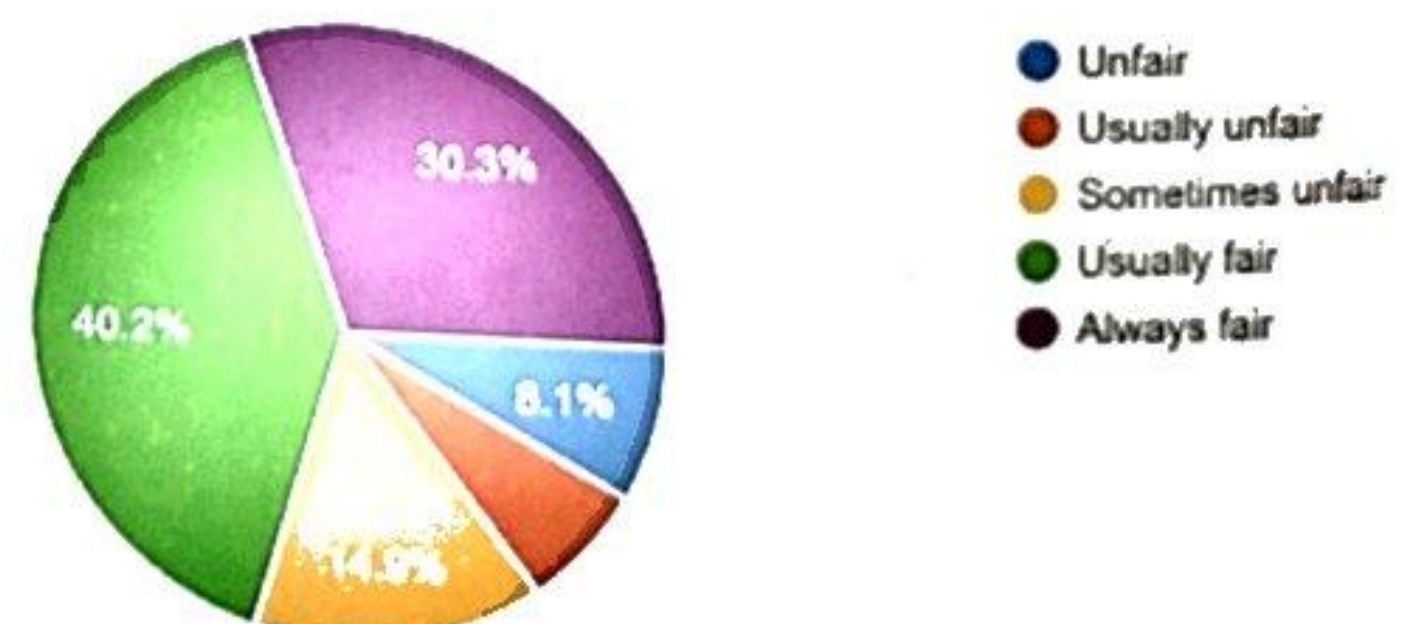
7.   Teacher   discusses   the performance in the assignments

In order to evaluation of the student, it is important that the students are given some assignment and the same may also be discussed in the class. In this regard, the students shared the views and 26.2 percent

Fig. 9: Discussion on the performance in the assignments

- Never
- Rarely
- Occasionally
- Usually
- Every time

26.2% 19.9% 16.9% 20.6%
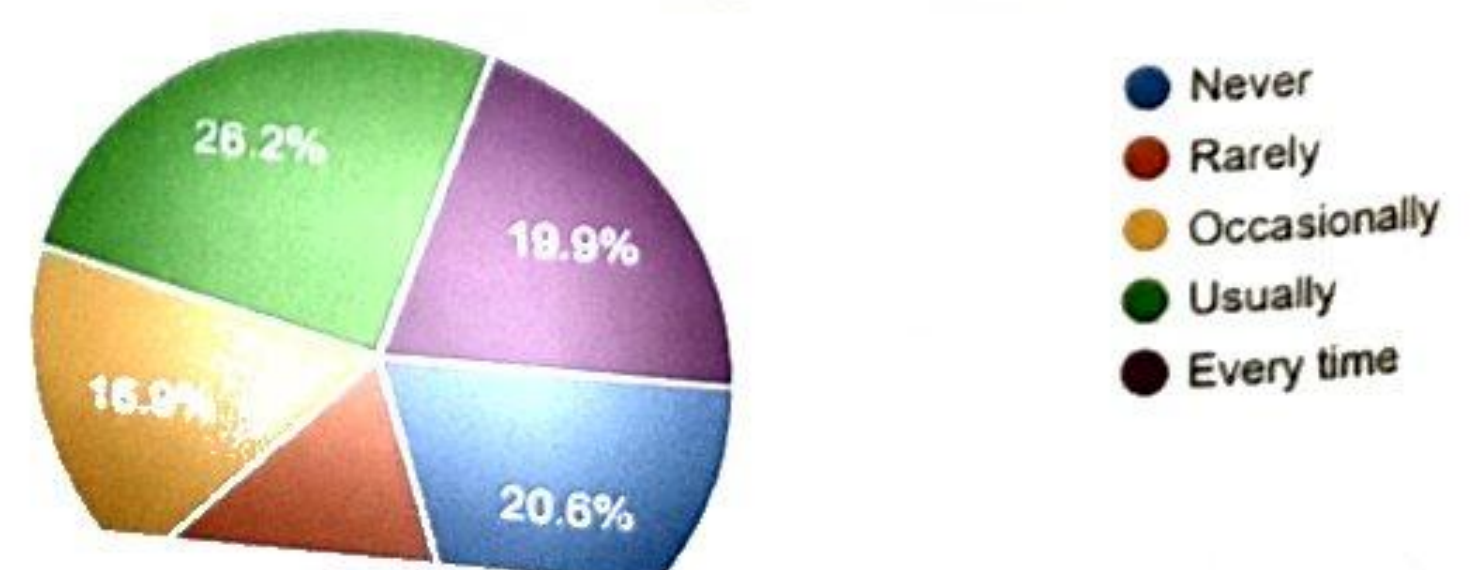
students were of the view that the teacher usually discusses the performance in the assignments in the class and 19.9 percent were of the view that the performance is discussed every time in the class.

8. Follow-up of assigned task

It is important to undertake the follow-up of the assigned task, because this effort of teacher not only motivates the students to undertake the assignment but also helps them to feel teacher's concern for the assigned task. In this regard the opinion was gathered and 29.8 percent students shared that the follow-up is usually done and 23.7 percent opined that it is done every time the work is assigned.

Fig. 10: Follow-up of assigned task

- Don't have a mentor
- Rarely
- Occasionally
- Usually
- Every time

29.8%   23.7%   9.6%   19.9%
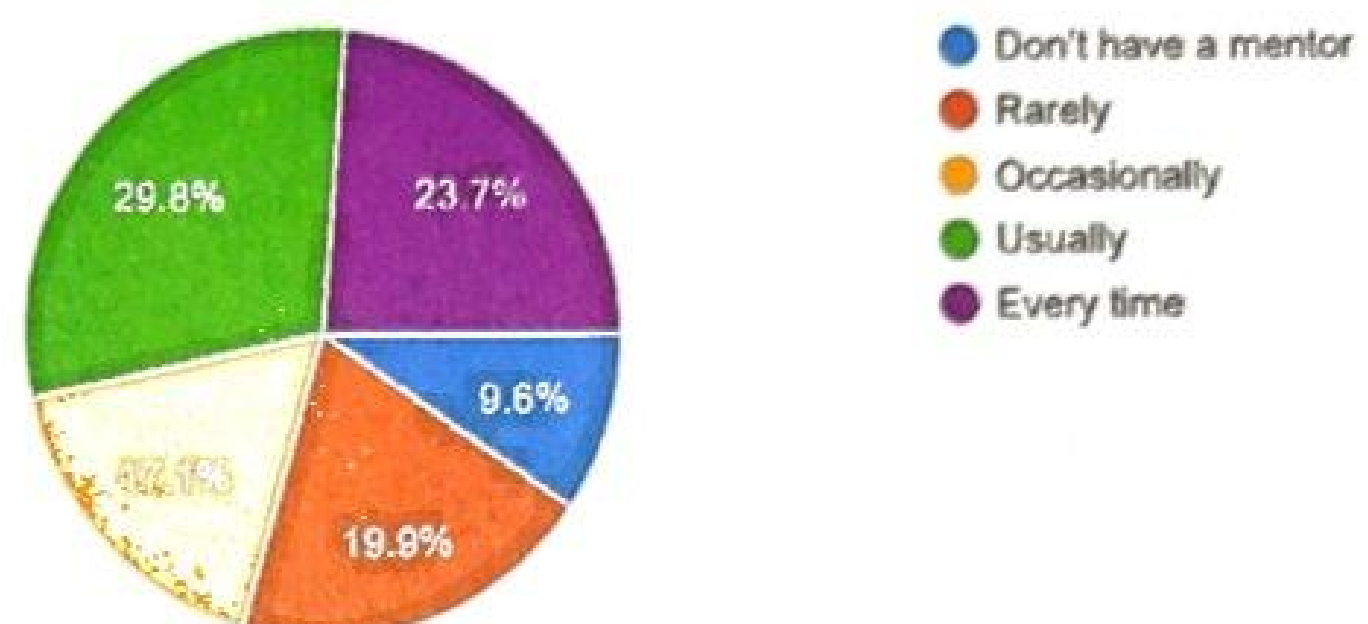
9. Promotion of internship, student exchange, field visit

Teacher's interest in promoting internship, student exchange, field visit, helps the student in familiarizing with the ground realities and equips them with the latest skills. According to 22.6 percent students the teacher's take active interest in promoting internship and field visit, while 18.9 percent expressed that it is done regularly.

Fig. 11: Promotion of internship, student exchange, field visit

- Never
- Rarely
- Sometimes
- Often
- Regularly

17.5%   18.9%   22.6%   16.5%   24.6%
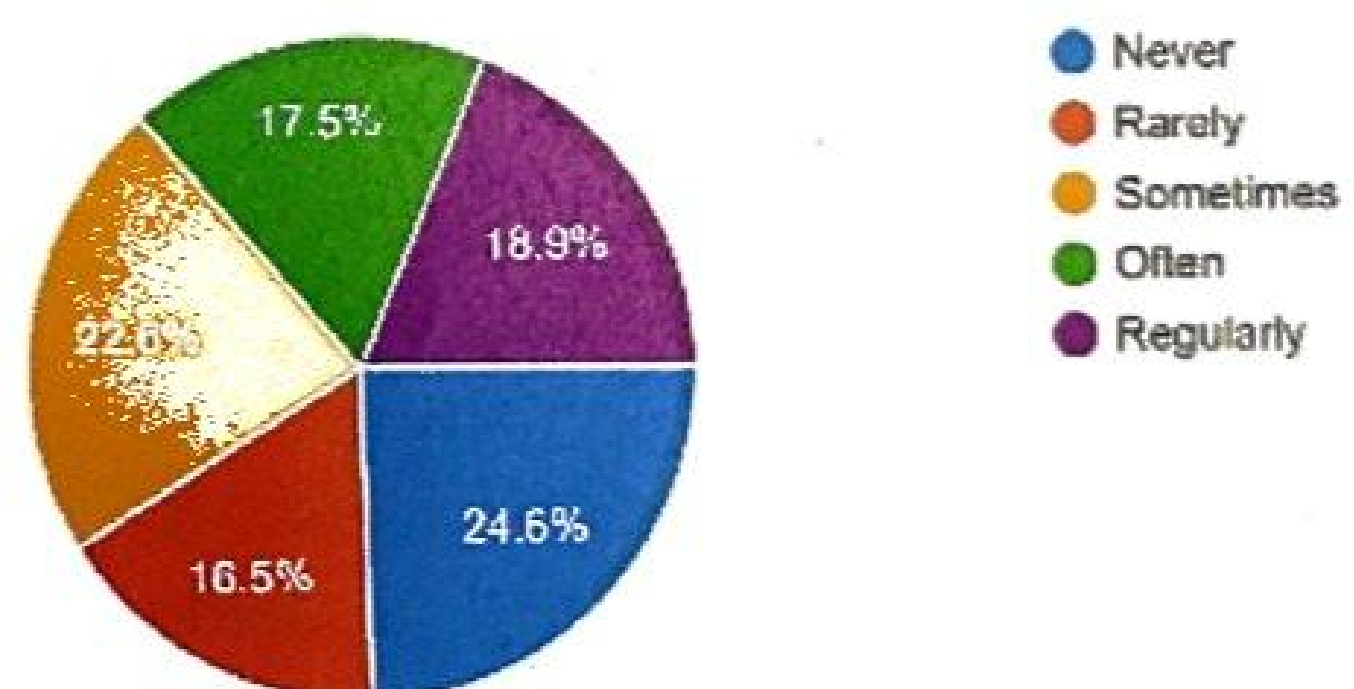
10. Use of student-centric methods

Student-centric teaching-learning methods, for instance, experiential learning, participative learning and problem-solving techniques improves the learning experience. Students centric Teaching Methods are also reflected in the project work, field visit, industrial visit & expert lectures. 27.2 percent students expressed that these methods are moderately used, while 19.7 percent expressed that these are used to a greater extent. 15.9 percent revealed that these are used fairly.

Fig. 12: Use of student-centric methods

- Not at all
- Very little
- Somewhat
- Moderate
- To a great extent

27.2%   19.7%   15.9%   16.1%   21.1%
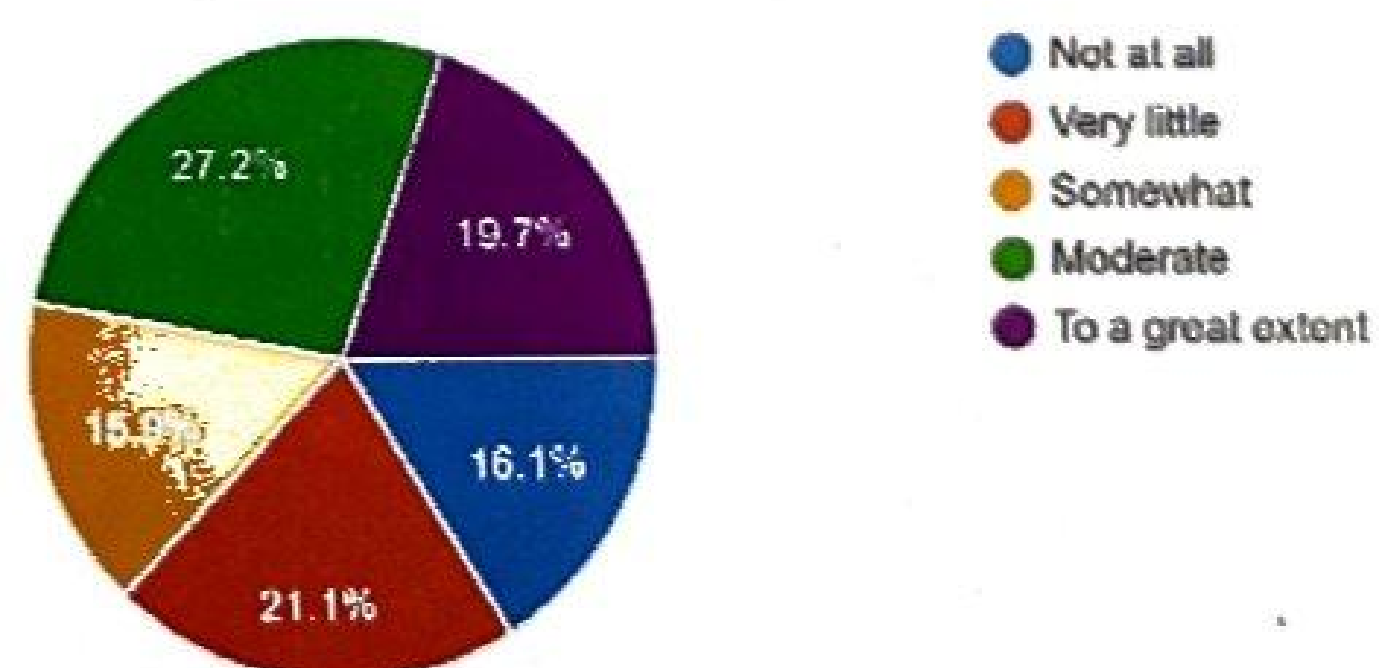
11. Encouragement for extracurricular activities

Extracurricular activities, considered as a part of a well-rounded education, foster a cooperative environment, and inspire students to work in a team. 15.3 percent students strongly agreed that they are

Fig. 13: Encouragement for extracurricular activities

- Strongly disagree
- Disagree
- No opinion
- Agree
- Strongly agree

15.3%
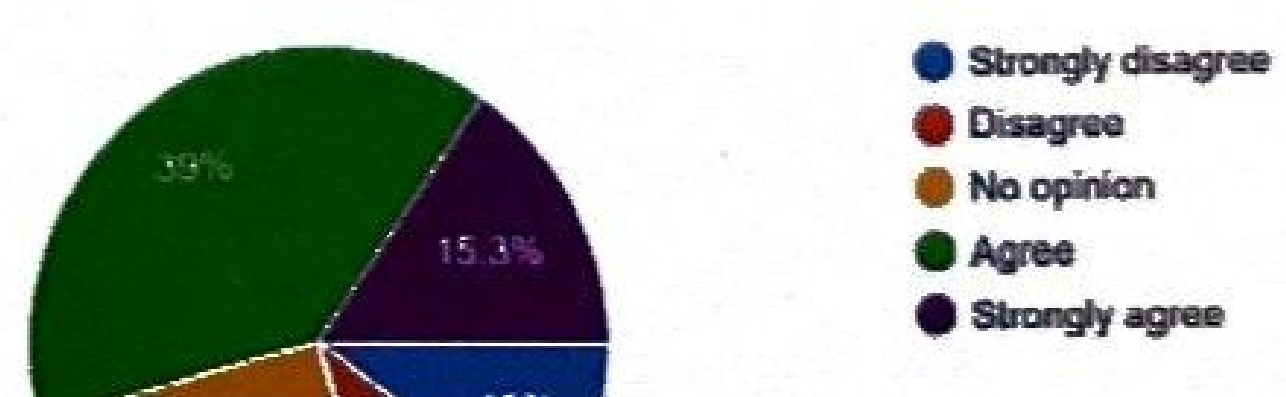
motivated to participate in the extracurricular activities, while 39 percent students also agreed for the same. 25.8 percent students didn't express their opinion in this regard.

12. Teaching and guidance helped in cognitive, social and emotional growth

Teachers, through their guidance can help in the cognitive, social and emotional growth of students, which can be achieved by planned activities, admiration of performance, modelling suitable behaviour, and providing platform to express themselves. In this regard 16.3 percent students strongly agreed and 39.3 percent agreed that the teaching-learning ambiance in the university helped them in cognitive, social and emotional growth.

Fig. 14: Teaching helped in cognitive, social and emotional growth

- Strongly disagree
- Disagree
- No opinion
- Agree
- Strongly agree

39.3%
16.3%
11.3%
13%
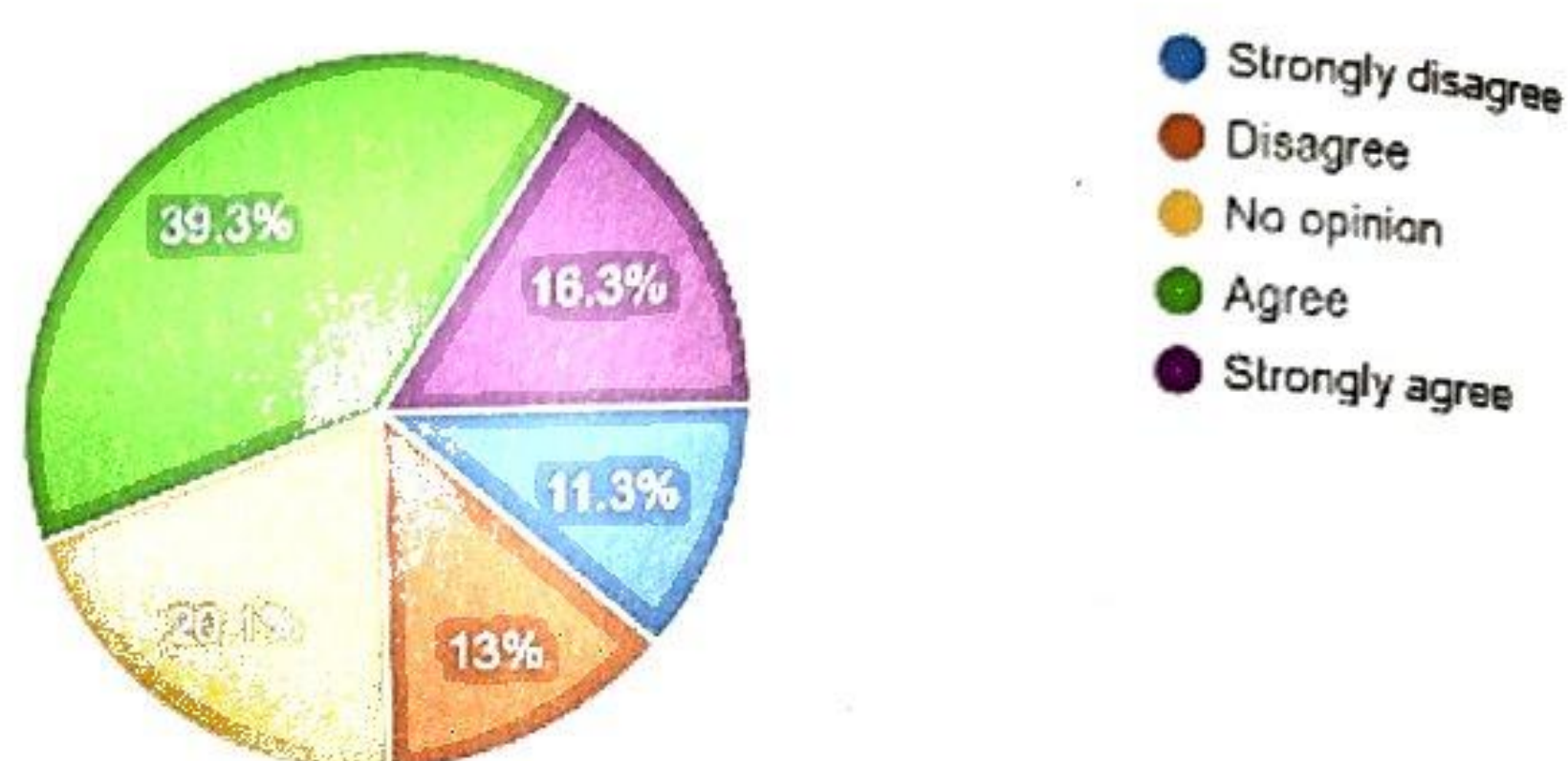
13. Teacher informs about expected abilities, course results and outcome of programme

Informing the students about the expected abilities, course results and outcome of programme, help them in having a better understanding of the programme and the future prospects of the same. 23.3 percent students expressed that they are often informed about the learning outcomes, while 23 percent revealed that it is a regular feature of their respective departments.

Fig. 15: Teacher informs about expected abilities, course results

- Never
- Rarely
- Sometimes
- Often
- Regularly

23.2%
23%
13.5%
15.4%
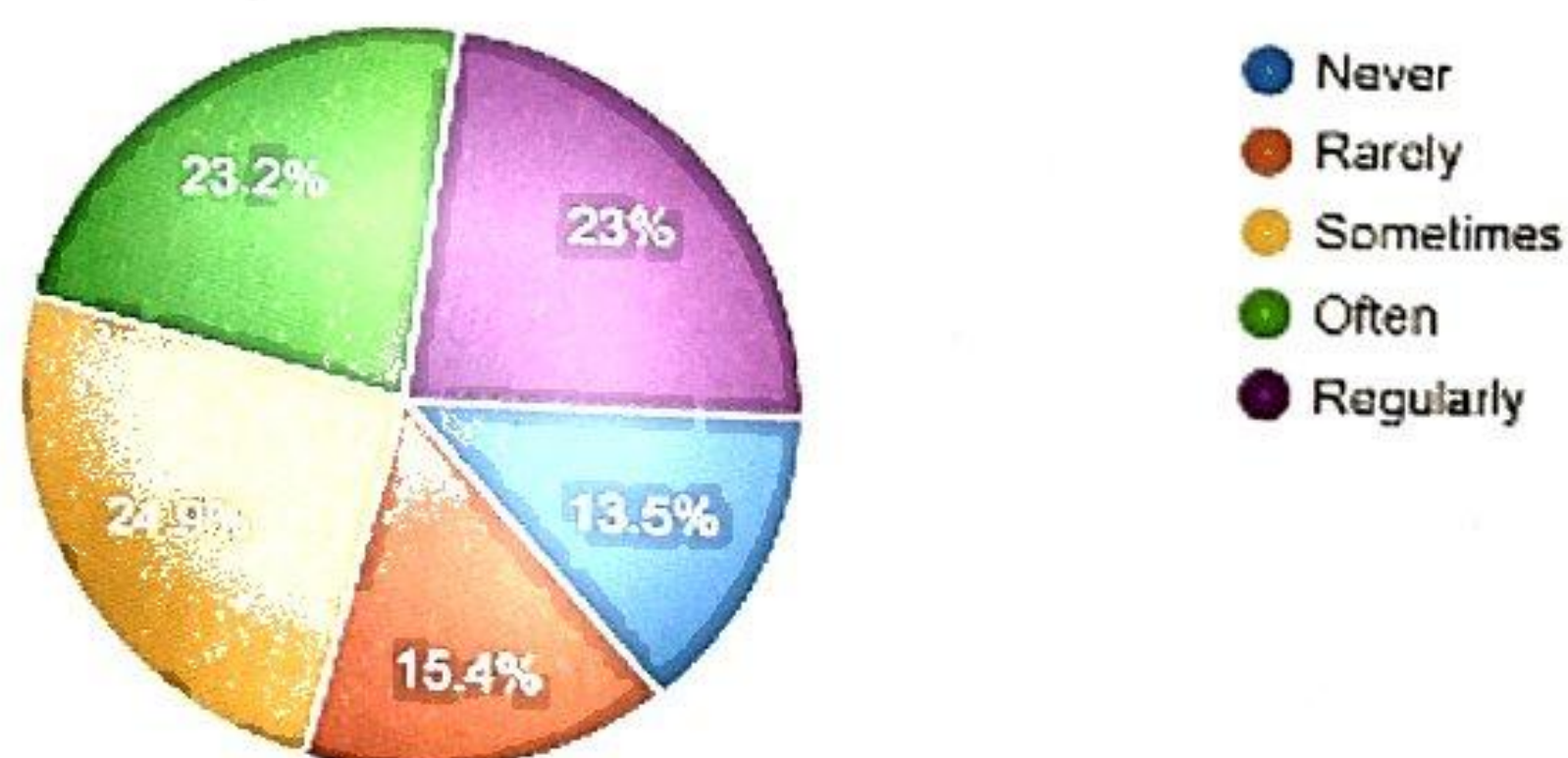
14. Identifies the strengths and encourages by providing right level of challenges

Identifying the strengths and encouraging the students by offering the right level of challenges, help the students when they strive for the jobs and had to face the challenges of the outside world. In this regard, 22.8 percent of the students expressed that it is regularly done, while 20.5 percent revealed that they are often encouraged to meet the challenges.

Fig. 16: Identifying the strengths and encouraging students to meet challenges

- Never
- Rarely
- Sometimes
- Often
- Regularly

20.5%
22.8%
18.6%
16.9%
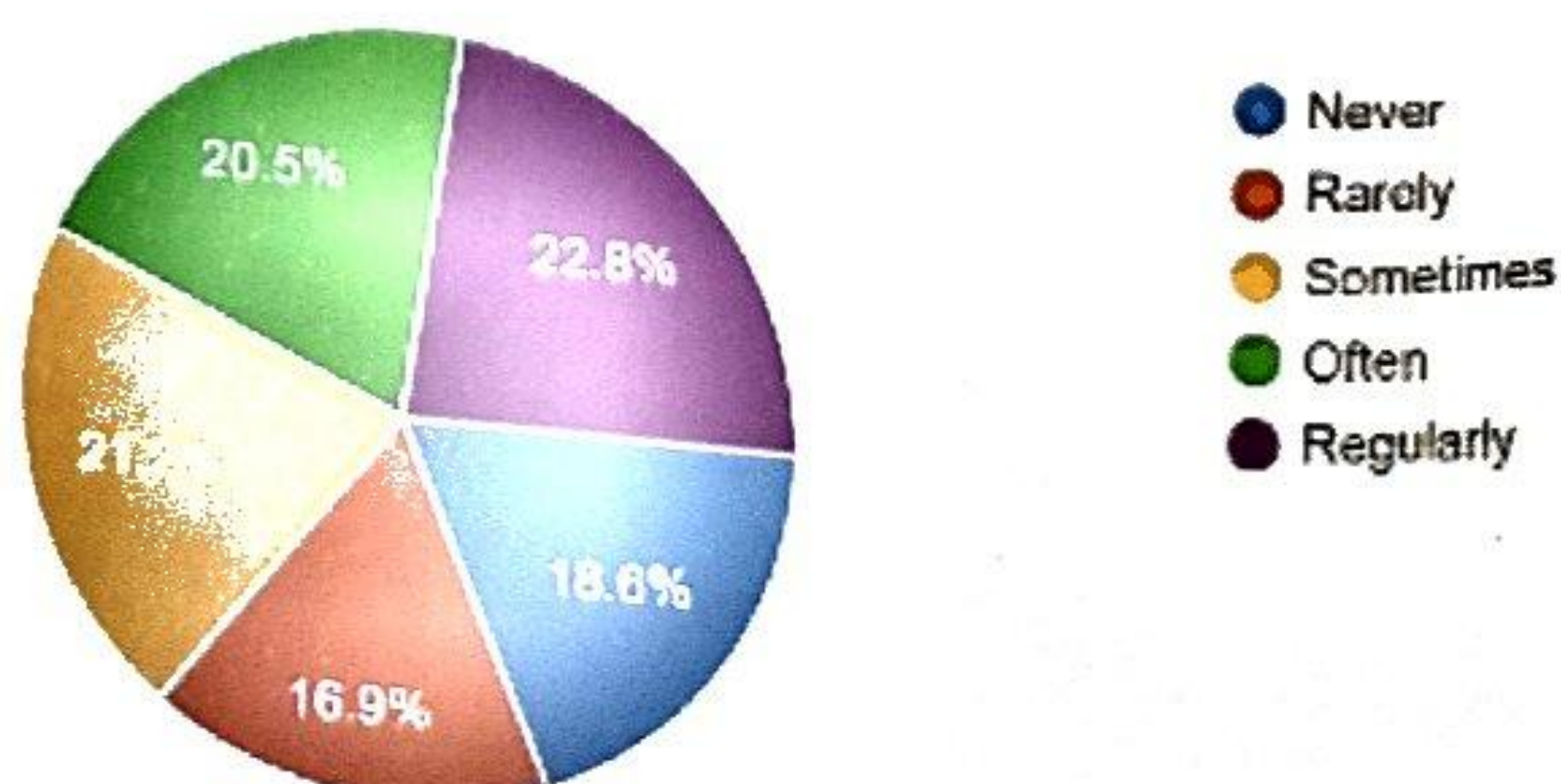
15. Identifies the weaknesses and help in overcoming the same

It is important to determine students' strengths and weaknesses to help them know what goals will be realistic and how to continue further. According to 23.3 percent students, they are regularly helped by the teachers in identifying their weaknesses and suggested with the ways of overcoming the same, while 17.1 percent students expressed that they are often facilitated for the same.

Fig. 17: Identifying Weaknesses and helping students to overcome the same

- Never
- Rarely
- Sometimes
- Often
- Regularly

17.1% 23.3% 20.6% 23% 18%
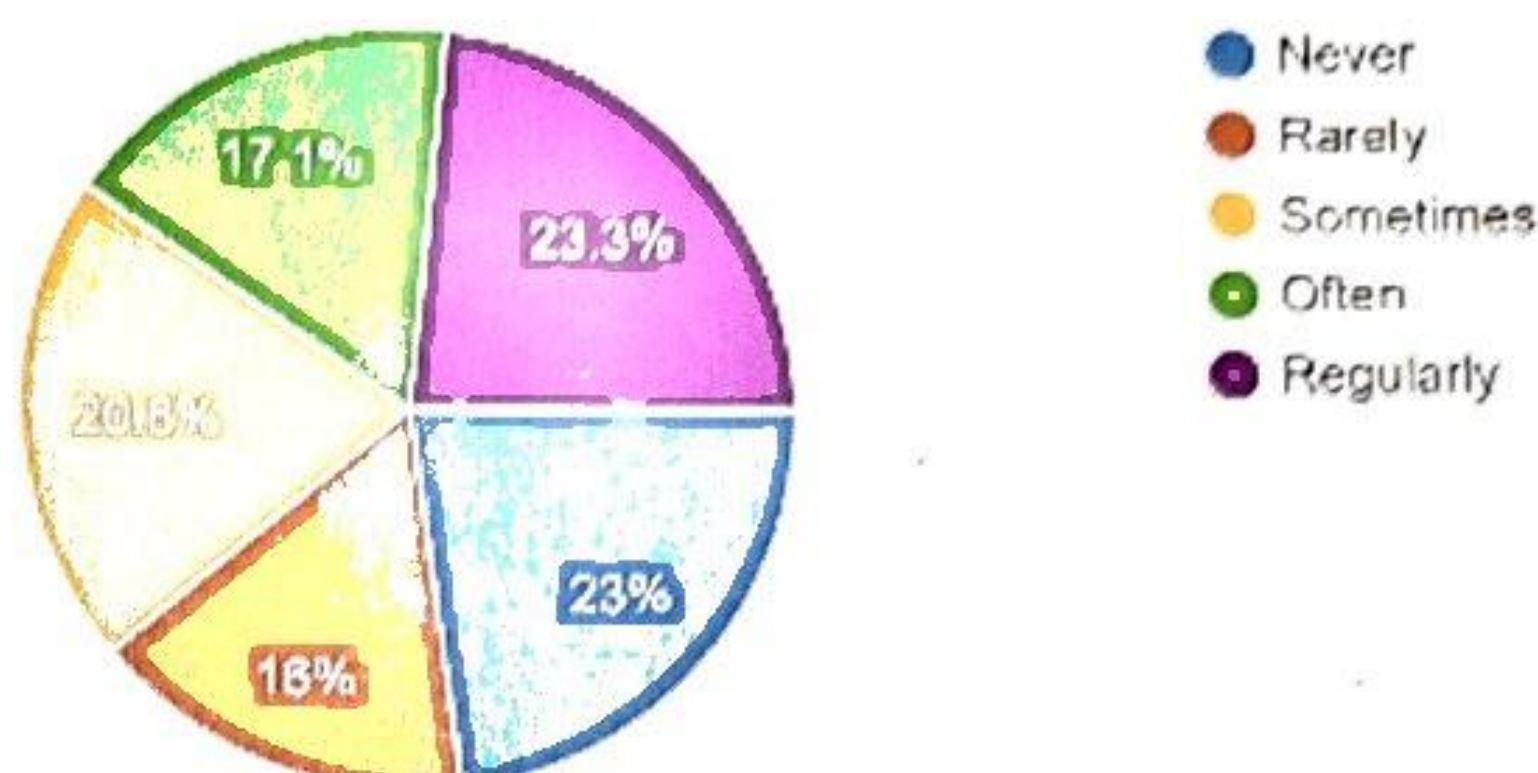
16. Department provides multiple opportunities to learn and grow

The key role of any institution/ department is to provide the multiple opportunities to the students so that they can learn and grow, and this also determines the success of any academic programme. Opinion of the students was gathered to know about the same, and 15.6 percent strongly agreed, while 35.4 percent agreed that their respective department offers them congenial environment to learn a grow.

Fig. 18: Multiple opportunities are provided by the department to learn and grow
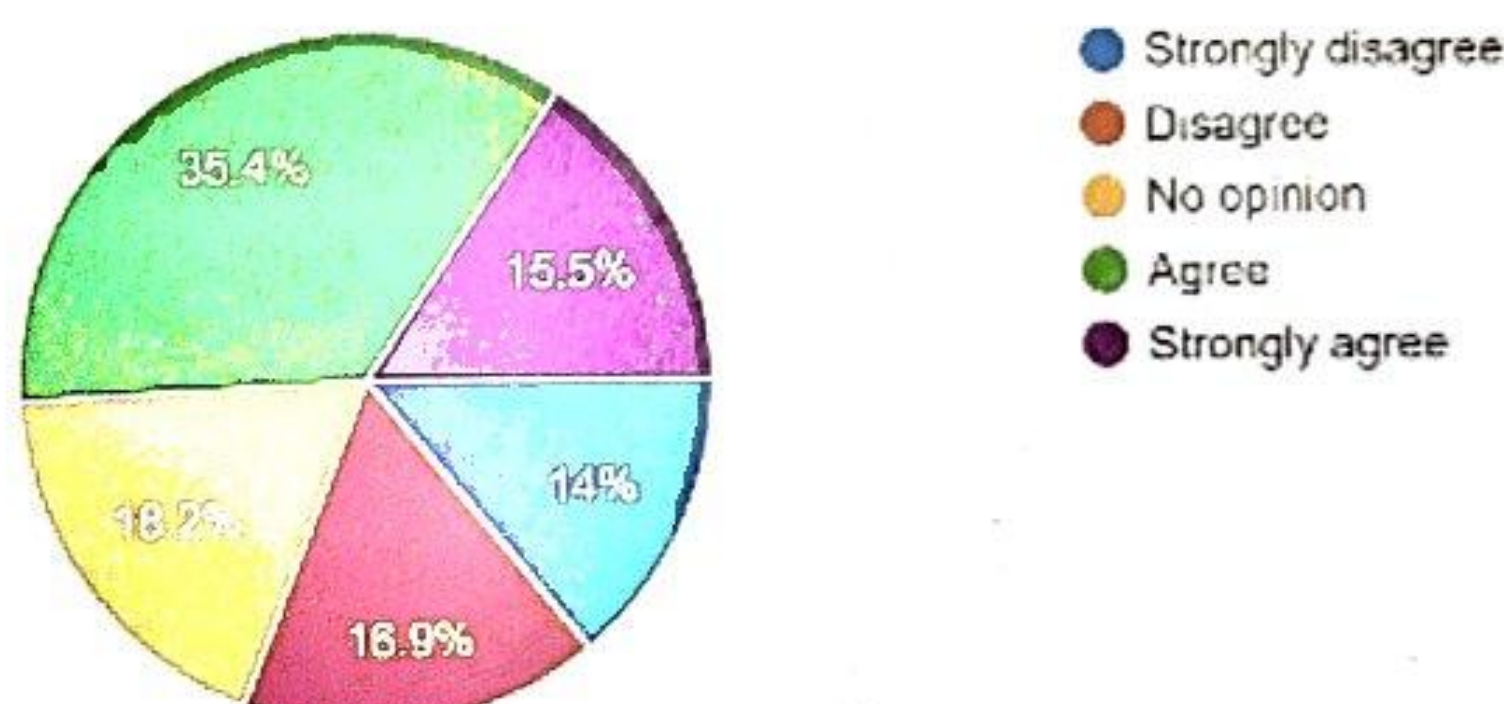
- Strongly disagree
- Disagree
- No opinion
- Agree
- Strongly agree

35.4% 15.5% 14% 16.9% 18.2%

17. Department makes effort to engage in the monitoring, reviewing and constant quality improvement of the teaching-learning process

In order to ensure quality improvement in teaching-learning process, constant monitoring and reviewing are essential. While expressing their opinion about the same, 35.4 percent agreed and 13.4 percent strongly agreed for the same, while 22.1 percent gave no opinion in this regard.

Fig. 19: Monitoring, reviewing and constant quality improvement of the teaching-learning by the department
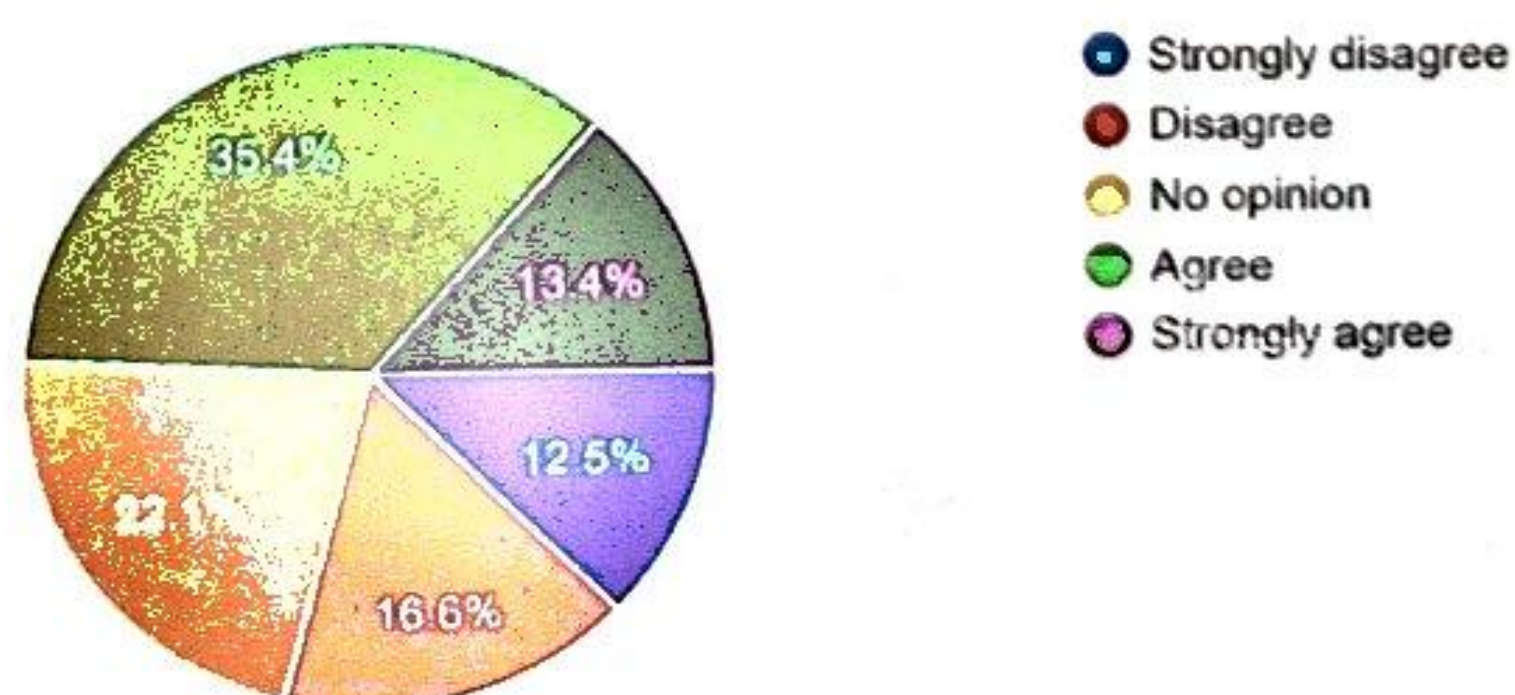

- Strongly disagree
- Disagree
- No opinion
- Agree
- Strongly agree

35.4% 13.4% 12.5% 16.6% 22.1

18. Departments makes efforts to teach soft-skills, life-skills, employability-skills and make ready for working in the outside world

Teaching soft-skills, life-skills, employability-skills prepare the students to work efficiently in the outside world. About 35.4 percent agree and 13.4 percent strongly agree that their

respective departments equip them with the required skills by organizing workshops, seminars and training programmes.


Fig. 20: Department makes efforts to teach soft-skills, life-skills, employability-skills

- Strongly disagree
- Disagree
- No opinion
- Agree
- Strongly agree

35.4%
13.4%
12.5%
16.6%
22.1%
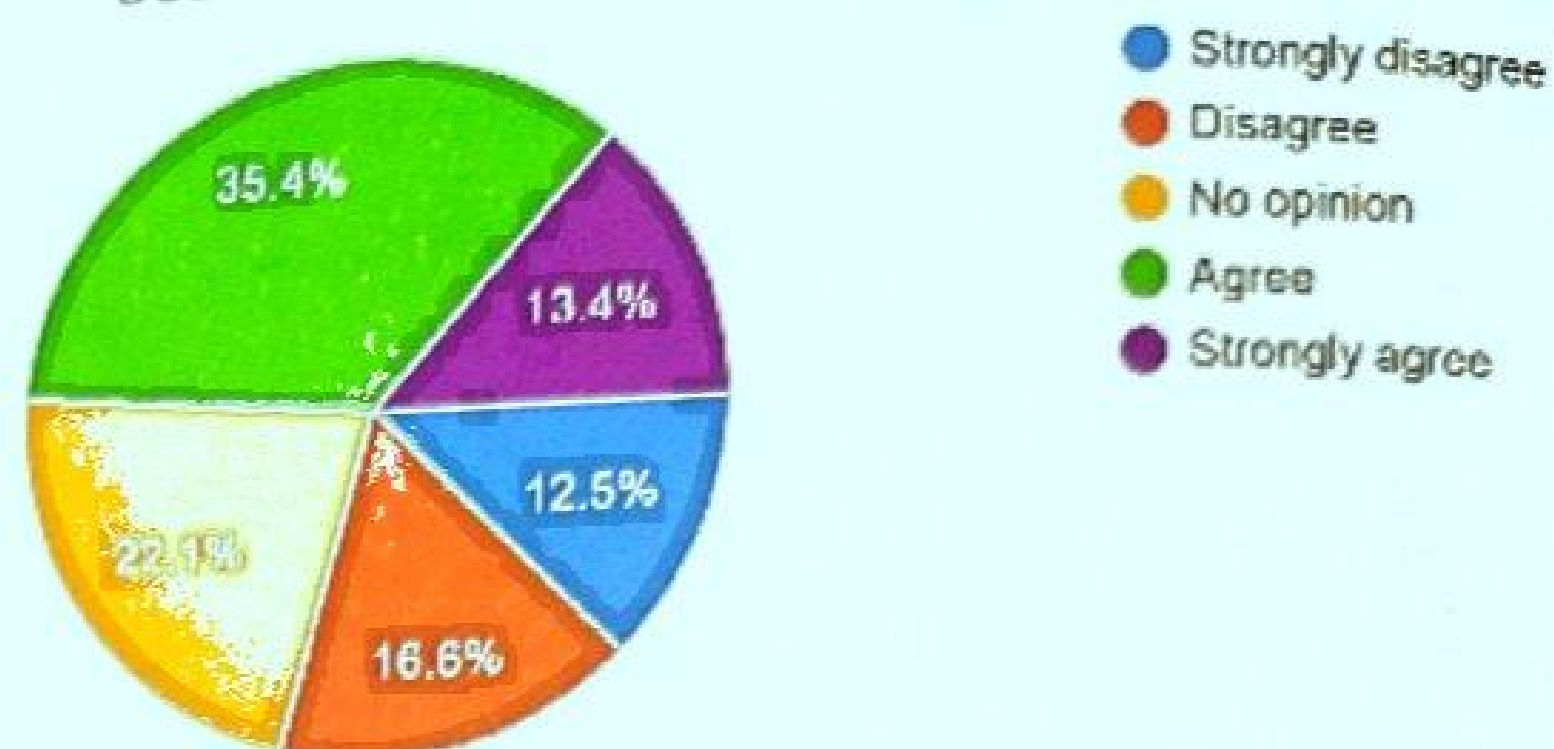
19. % age of teachers using ICT tools like LCD projector, Multimedia, etc. while teaching

In modern societies, education demands more knowledge of teacher about ICT and skills to use ICT in teaching–learning process. This helps the learner to learn more effectively. Using ICT tools like LCD projector, Multimedia, etc. while teaching has become the need of the hour, especially in the pandemic like situation. About 17 percent students expressed that the ICT tools are used by the teachers to a greater extent, while 25.6 percent of them expressed that these are moderately used.
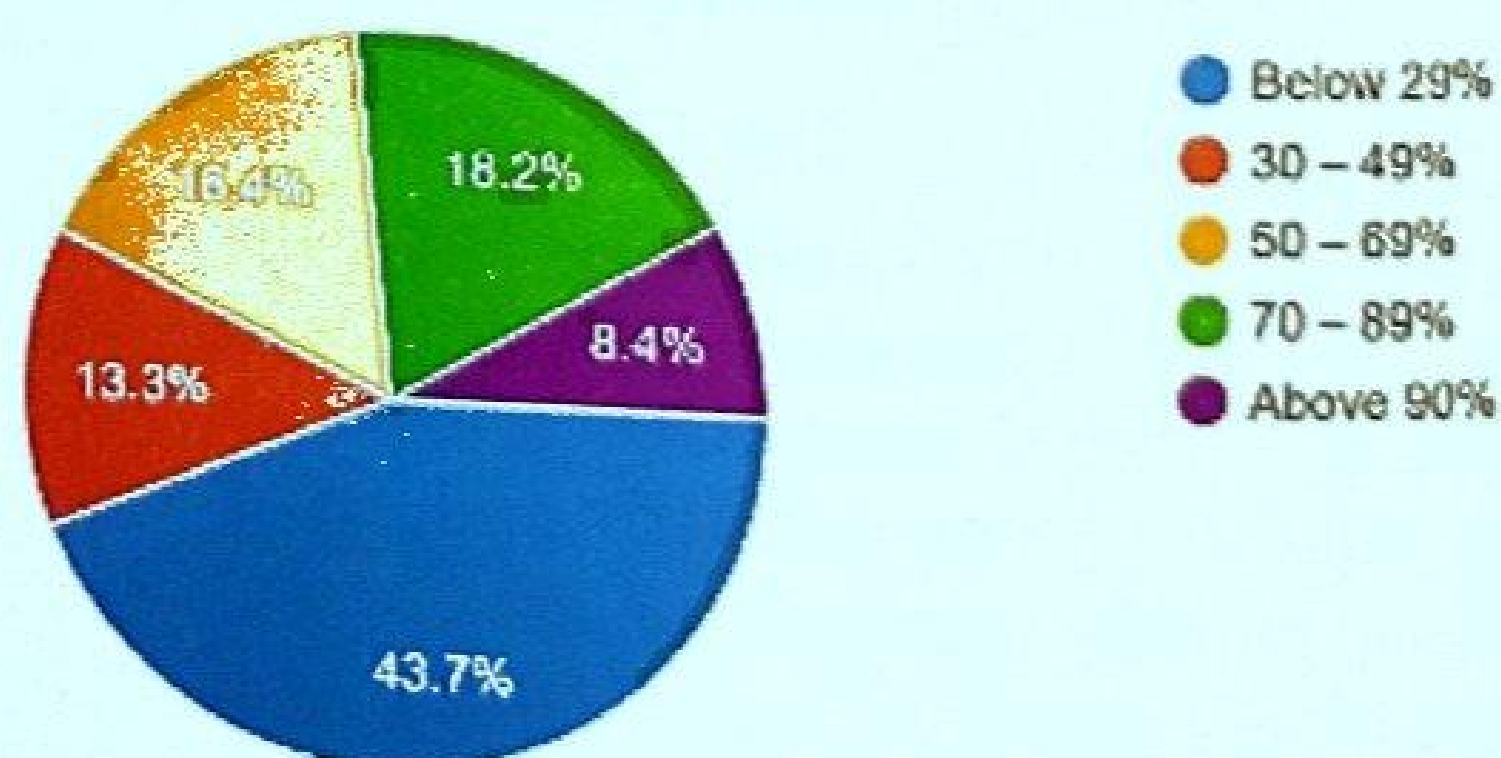

Fig. 21: % age of teachers using ICT tools

- Not at all
- Very little
- Somewhat
- Moderate
- To a great extent

25.6%
17%
16.9%
18%
22.6%
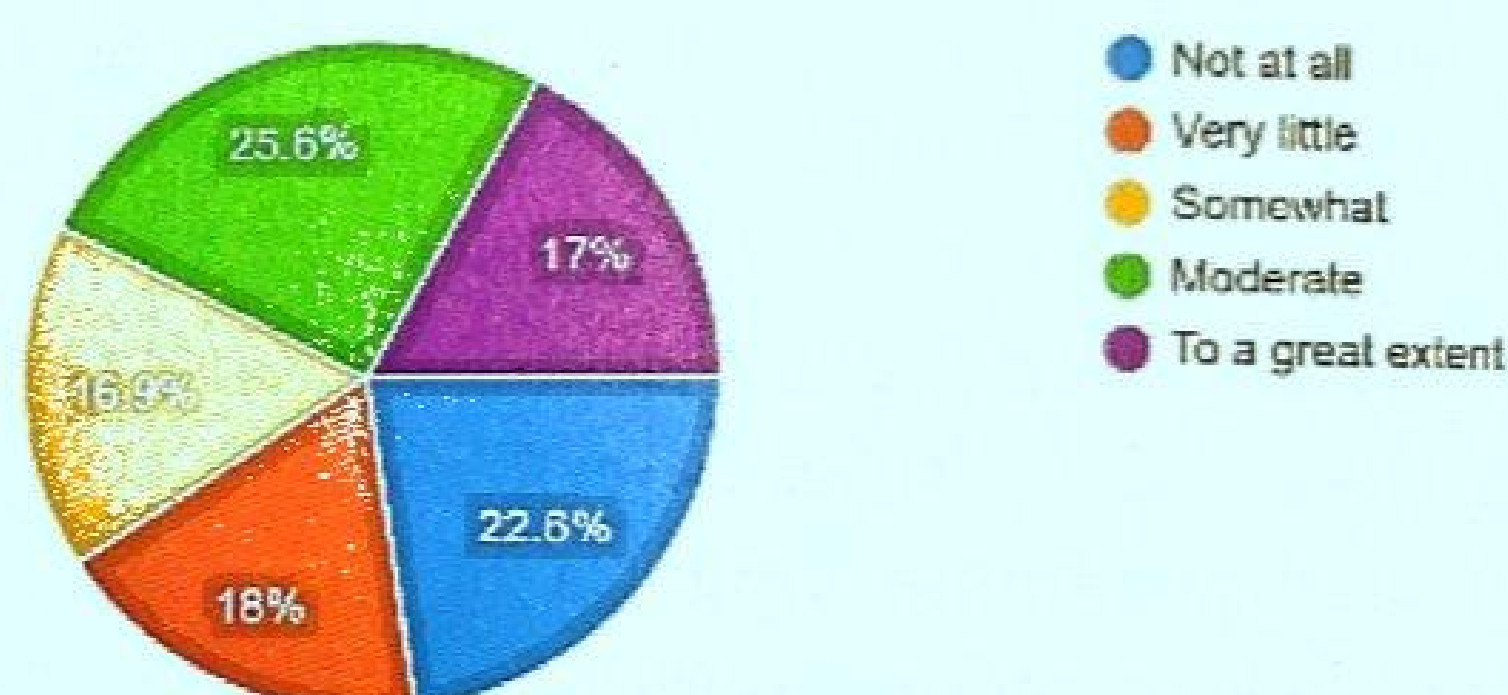
20. Overall quality of teaching-learning process is very good

While expressing their view about the overall quality of teaching-learning, 43.7 percent placed it below 29 %, 18.3 percent placed it between 70-89 % and 8.4 percent above 90%.

21. Observation / suggestions to improve the overall teaching-learning experience

Fig. 22: Overall quality of teaching-learning process

- Below 29%
- 30 – 49%
- 50 – 69%
- 70 – 89%
- Above 90%

16.4%
18.2%
13.3%
8.4%
43.7%

The key suggestions/ observations shared by the students are summarized as under:

- Teachers should maintain a friendly bond with the students
- Industrial visits and interactive learning experience should be promoted
- Placement Cells must play more active role
- More stress on practical-based evaluation
- Need to improve student-teacher interaction

- More academic programmes should be introduced so that more students can be enrolled
- Students should be given access to online certification platforms like Udemy, Coursera
- More stress on curricular activities, group discussion, role playing
- Regular industrial visit should be included in the study(course) curriculum to have an idea of business process.
- Proper and timely guidance should be provided to students so that they are made to compete at national level of activities conducted by various IIM's and B-Schools.
- The curriculum and examination must be comprising of both bookish knowledge as well as case study-based learning
- More focus on soft skill and practical learning
- Increased student participation in topic discussion
- Teacher should interact with students about their problems
- Focus should be on developing skills useful in real life by starting skill-based courses
- Formal & informal discussions & debates on variety of topics must be promoted.
- Renowned speakers, professors, administrators, leaders & entrepreneurs should be called to address & interact with the students & faculty.
- Upgradation of syllabus as per the requirement/ market trends
- Improve employability through placement cells every year
- More stress on practical-based teaching
- Monthly feedback should be gathered
- Interactive session should be increased
- Arrange more outdoor activities like trips to new places or places having historical importance
- Competitive based learning
- New concepts viz. research/statistical analysis be introduced at Master level
- Students having problem in communicating in English should be provided remedial classes
- For moral boosting special lectures/seminars to be organised by inviting judges, eminent Lawyers or academicians;
- Research opportunities for teachers along with teaching to be strengthened
- Proper study material must be provided to students
- More use of ICT tools

- Professionalism in teachers, adequate infrastructure, library round the clock with all required facilities

- Interaction with students during online classes

- Syllabus must be designed keeping in view the NET syllabus.

- Encourage online learning in combination with traditional classroom learning

- Engage teachers who are more accountable for research, M.Phil. and Ph.D. courses and ensure their availability for students during research program.

- Teachers should be trained to use more and more digital platforms while teaching

- More e-sessions for discussions on various topics

- Seating space in the library must be increased

- Renovation of old departments

- Teachers should use bilingual language when explaining lecture both for Hindi & English medium students

National Assessment and Accreditation Council (NAAC)

Student Satisfaction Survey (2019-20)

Key Indicator - 2.7.1

Under Criterion II of Teaching – Learning and Evaluation

Student Satisfaction Survey regarding Teaching – Learning and Evaluation helps to upgrade the quality in higher education.

- A student will have to respond to all the questions given in the following format with her/his sincere effort and thought;

- Her/his identity will not be revealed

Instructions to fill the questionnaire

- All questions must be compulsorily attempted

- Each question has different number of responses, choose the most appropriate one.

BASIC PROFILE

1.	Name of the Department			
2.	Age			
3.	Gender	Male	Female	Transgender
4.	Degree Pursuing	Bachelor's	PG	M. Phil.
		PhD.		
5.	Subject Area	Arts	Sciences	Commerce
		Professional		
6.	Undertaking the survey for the first time		Yes	No

CRITERION I: TEACHING–LEARNING PROCESS (As per NAAC format)

Sr. No.	Parameter	0	1	2	3	4
1.	% age of syllabus covered in the class	Below 30%	30 to 54 %	55 to 69%	70 to 84%	85 to 100%
2.	Preparation for Teaching	Won't teach at all	Indifferently	Poorly	Satisfactorily	Thoroughly
3.	Communication during teaching	Very poor communication	Generally ineffective	Just satisfactorily	Sometimes effective	Always effective
4.	Teaching approach	Poor	Fair	Good	Very good	Excellent
5.	Illustrates with examples and diagrams	Never	Rarely	Occasionally	Usually	Every time
6.	Follows equity in internal evaluation process	Unfair	Usually, unfair	Sometimes unfair	Usually, fair	Always fair
7.	Discusses the performance in the assignments	Never	Rarely	Occasionally	Usually	Every time
8.	Follows-up of	Don't have a	Rarely	Occasionally	Usually	Every time

	assigned task	mentor			Often	Regularly
9.	Takes active interest in promoting internship, student exchange, field visit	Never	Rarely	Sometimes		
10.	Uses student-centric methods, for example experiential learning, participative learning and problem-solving techniques for improving learning experience	Not at all	Very little	Somewhat	Moderate	To a great extent
11.	Encourage to take part in extracurricular activities	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
12.	Teaching and guidance provided in the university helped in cognitive, social and emotional growth	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
13.	Teachers inform about expected abilities, course results and outcome of programme	Never	Rarely	Sometimes	Often	Regularly
14.	Identifies the strengths and encourages by providing right level of challenges	Never	Rarely	Sometimes	Often	Regularly
15.	Identifies the weaknesses and help in overcoming the same	Never	Rarely	Sometimes	Often	Regularly
16.	Department provides multiple opportunities to learn and grow	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
17.	Department makes effort to engage in the monitoring, reviewing and constant quality improvement of the teaching-learning process	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
18.	Departments makes efforts to teach soft-skills, life-skills,	Not at all	Very little	Somewhat	Moderate	To a great extent

	employability-skills and make ready for working in the outside world					
19.	% age of teachers using ICT tools like LCD projector, Multimedia, etc. while teaching	Below 29%	30 – 49%	50 – 69%	70 – 89%	Above 90%
20.	Overall quality of teaching-learning process is very good	Strongly disagree	Disagree	No opinion	Agree	Strongly agree

Observation / suggestions to improve the overall teaching-learning experience

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