

SNDT Women's University, Mumbai

Student Satisfaction Survey

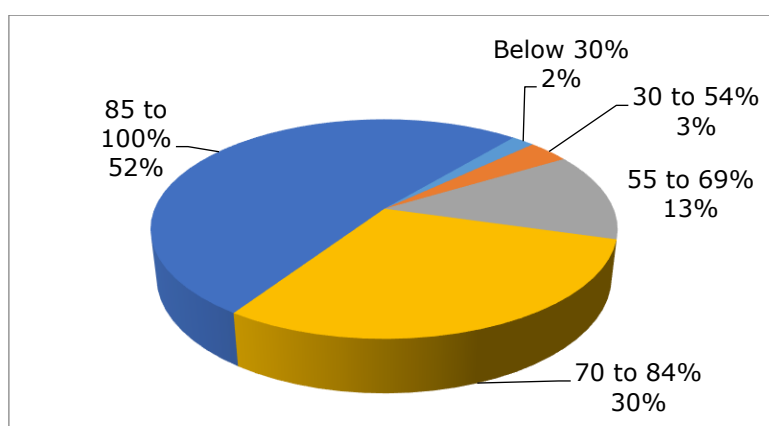
2018-19

Student Satisfaction Survey of 2018-19 revealed the following findings.

1. Extent of Syllabus Completion

Students were asked whether their syllabi were 100% completed. In general the students are mostly provided with the copies of the syllabi in the beginning of the semester, so that they can relate to the same while responding. Though individual student perception, study of the own syllabus varies student to student, cumulative data of the representative sample is provided below.

Extent of Syllabus Completion	% of Students
85 to 100%	51.7
70 to 84%	29.9
55 to 69%	13.0
30 to 54%	3.4
Below 30%	1.9
Total	100

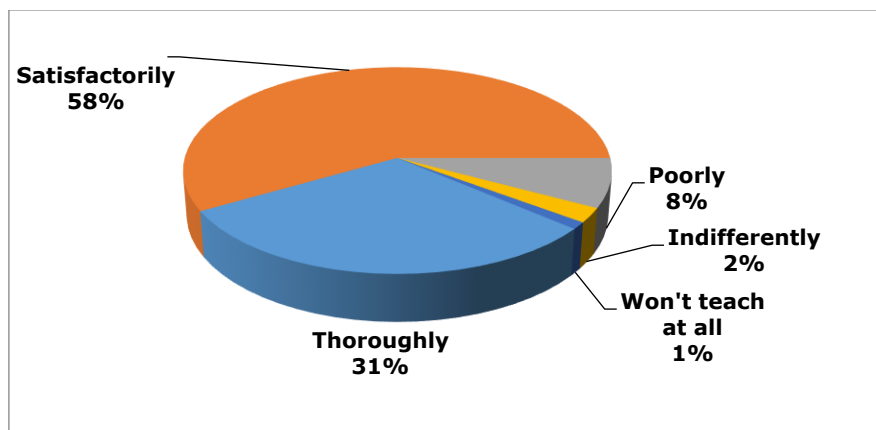


Teaching a Curriculum is a major responsibility of any teacher. It is good to see that about 82% students state that their teachers complete 70 to 100% curriculum (more than 51% say that the teachers complete 85-100% curriculum). A very negligible percentage of students (1.9%) say that less than 30% curriculum is taught.

2. Teachers' Preparedness for the Class

Students were asked if their teachers had prepared themselves well for teaching the topics / conducting the sessions. The response is presented below.

Teachers' Preparedness for the Class	% of Students
Thoroughly	30.7
Satisfactorily	58.2
Poorly	7.7
Indifferently	2.3
Won't teach at all	1.1
Total	100



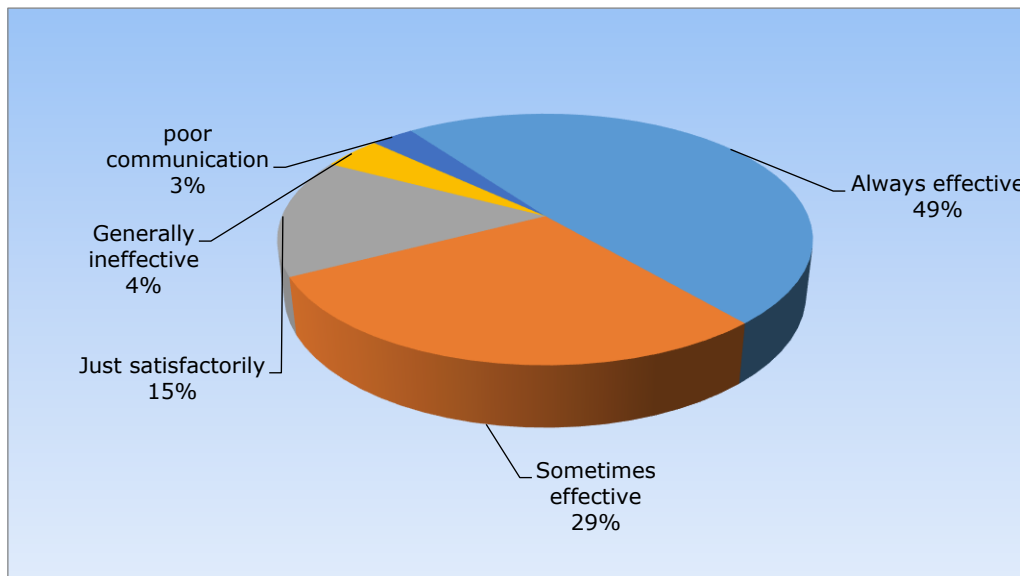
About 89% students respond positively as they think their teachers come to class well prepared (thoroughly 30.7% and Satisfactorily 58.2%). A well prepared teacher is confident not only transmitting information, but can also answer students' queries with positive attitude. This also shows their interest in student learning.

There is a negligible percentage of students (2.3%) who think their teachers are indifferent and only 1% students feel that their teachers do not teach.

3. Teachers' Ability to Communicate

Teachers' ability to communicate with their students is a very important aspect of teaching-learning process. Those who communicate effectively can not only share information but also illustrate the concepts with appropriate examples, answer students' queries and also provides learning experiences for more than one senses (using more communication media).

Teachers' Ability to Communicate	% of Students
Always effective	48.7
Sometimes effective	28.7
Just satisfactorily	15.3
Generally ineffective	4.2
Very poor communication	3.1
Total	100



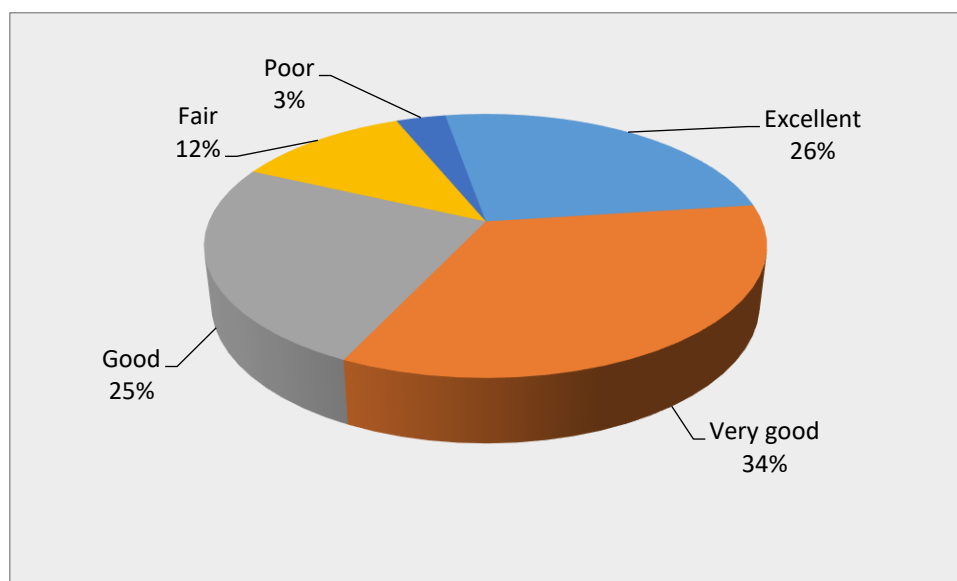
It is heartening to see that there are 97.4% students who think their teachers are always effective in communication (48.7%) and sometimes effective (28.7%). Only 3.1% students evaluate their teachers as poor communicator.

4. The teacher's approach to teaching

The way appropriate planning for the session helps in effective learning, sound pedagogy approach is appreciated by the SNTWU students.

It is expected that the teachers know their subject content very well. But planning to 'teach' this content to the students require a skill for planning as well as knowledge base and skill set of using appropriate pedagogy.

Teachers' Approach to Teaching	% of Students
Excellent	25.7
Very good	34.1
Good	24.9
Fair	11.9
Poor	3.4
Total	100

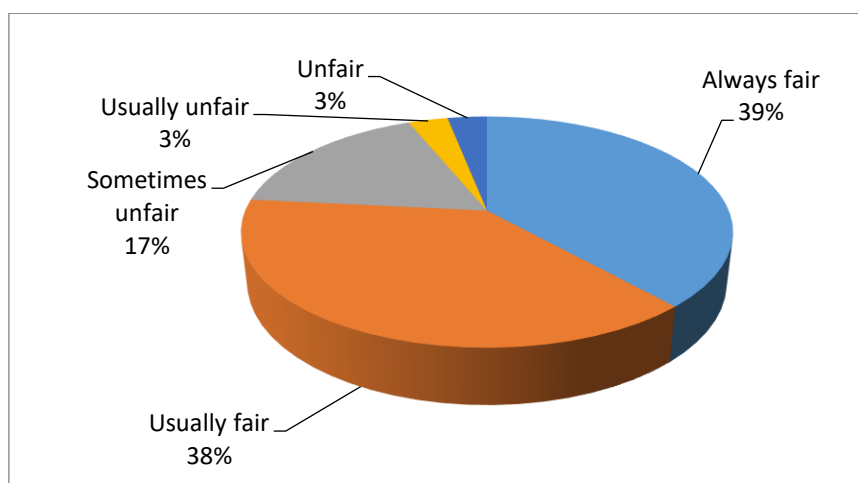


Nearly 85% students have a very positive opinion about their teachers' approach to teaching. 25.7% feel it is Excellent, 34.1% feel it is Very Good and 24.9% feel it is good. This is creditable. More than 10% students (12%) think the approach is 'fair'. Only 3.4% students feel their teachers approach to teaching is 'poor'.

5. Fairness of internal evaluation process

Process of Evaluation comprises continuous 'internal' evaluation which is also called 'formative' evaluation and other is end of semester evaluation. Since their own teachers assess them for internal evaluation, students expect them to be fair, objective and unbiased.

Fairness of internal evaluation process	% of Students
Always fair	38.3
Usually fair	38.3
Sometimes unfair	17.2
Usually unfair	3.1
Unfair	3.1
Total	100.0

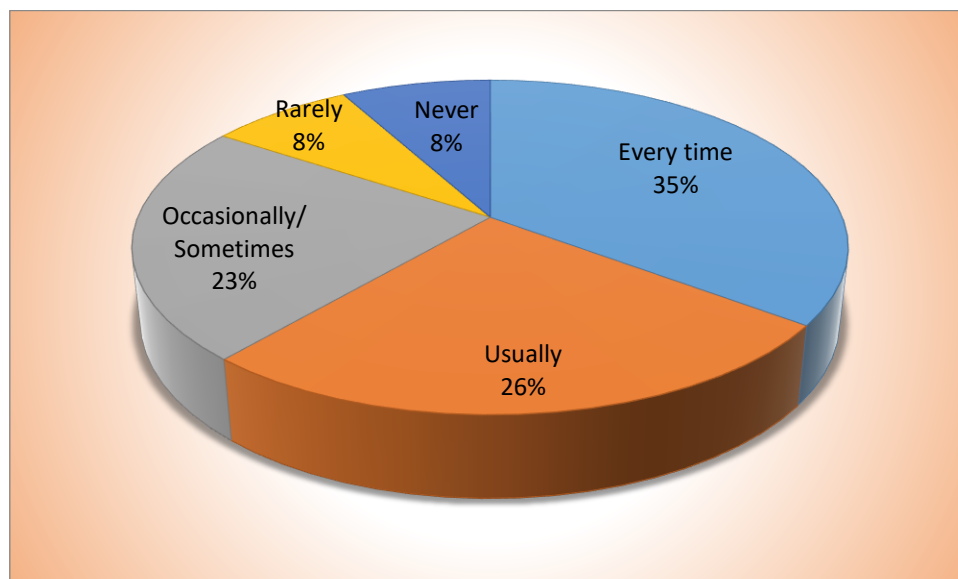


Equal percentage of students (38.3%) think the teachers are Always fair and Usually Fair. This amounts to more than 76% student respondents. About 6% students think they are usually unfair and Unfair in their internal evaluation

6. Discussion on Assignments

Assignments are given to check the understanding of the students during the process of learning. (It is not the 'end of the semester' summative evaluation. So there is always a chance to improve on the work by understanding it in better manner. This can be achieved through teacher feedback on the student assignment. Naturally the students expect discussion and feedback on the assignments they submit.

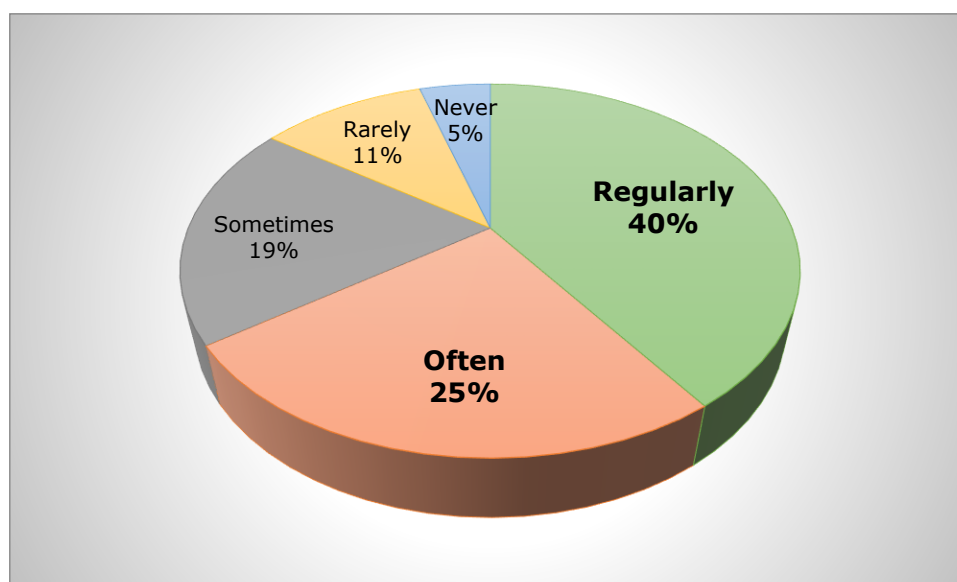
Discussion on Assignments	% of Students
Every time	35.2
Usually	26.1
Occasionally/Sometimes	23.0
Rarely	7.7
Never	8.0
Total	100.0



More than 61% students state that they get feedback on assignment every time (35.2%) and Usually (26.1%). More than one fifth student sample says they get feedback occasionally or sometimes.

7. Frequency of the institute taking active interest in promoting internship, student exchange, field visit opportunity for students

Frequency of the institute taking active interest in promoting internship, student exchange, field visit opportunity for students	% of Students
Regularly	40.2
Often	25.0
Sometimes	19.5
Rarely	10.7
Never	4.6
Total	100.0



The Higher education institutes are expected to provide varied learning experiences to their students and those are not limited to classroom experiences, but extension of it through internship, field visits, student exchange programme etc. These provide an opportunity to students to apply the knowledge gained as well as skill sets learnt in the 'real life' situation. It is heartening to see more than 65% students think their institution provide them these experiences either regularly (40.2%) or often (25%). About 20% feel that sometimes such experiences are organised. Very few (less than 5%) express that their institution never organises such activities.

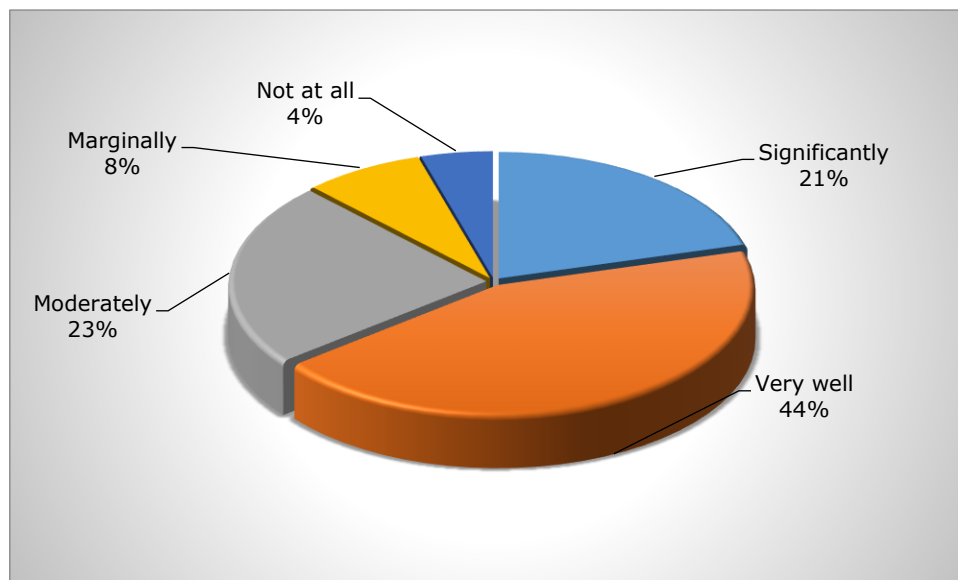
SNDTWU provides internship opportunity to 100% students during the last semester of the master's degree.

8. Extent of the teaching and mentoring process facilitating students' cognitive, social and emotional growth

It is very important that the higher education system looks after not only the cognitive development of the students but also their social and emotional growth and development. This is achieved by the teachers through teaching and mentoring (which is to provide proper attention and help students develop their capacities to the fullest)

The data received as a response is presented below.

Extent of the teaching and mentoring process facilitating students' cognitive, social and emotional growth	% of Students
Significantly	20.7
Very well	43.7
Moderately	23.3
Marginally	7.7
Not at all	4.6
Total	100.0



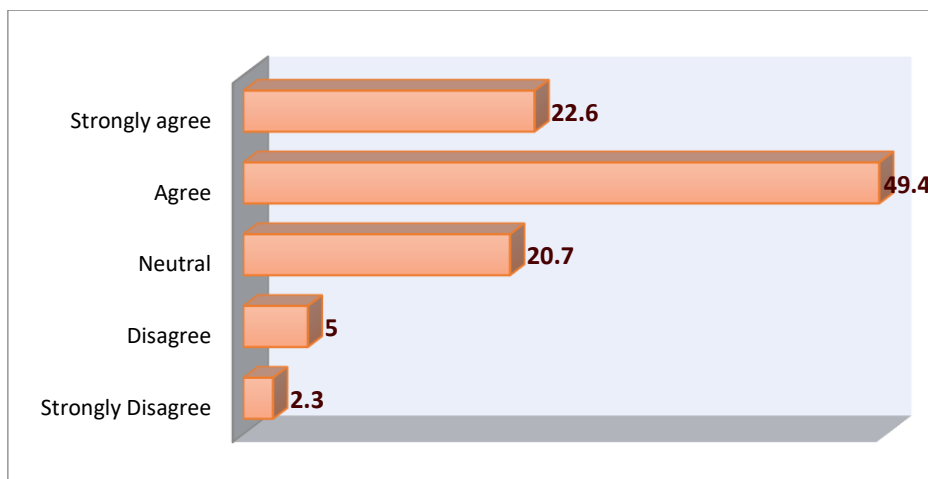
It is reassuring and encouraging to see that more than 88% students think 'teaching and mentoring for their wholesome growth (Cognitive, Social and Emotional) is attempted by their teachers.(significantly-20.7%, very well – 43.7% and Moderately – 23.3%)

Less than 5% students feel 'it is not done at all'.

9. Provision of multiple opportunities to learn and grow

Mere theoretical knowledge does not fulfil all learning needs. Students, therefore, strive for multifaceted environments.

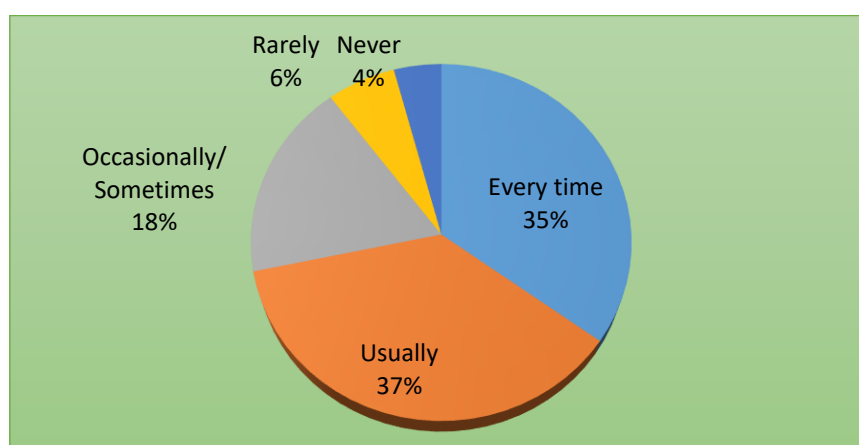
Provision of multiple opportunities to learn and grow	% of Students
Strongly agree	22.6
Agree	49.4
Neutral	20.7
Disagree	5.0
Strongly Disagree	2.3
Total	100.0



The student respondents may have found this question a little vague, (as one fifth students -20.7%- planned to be 'neutral'), about half of the respondents (49.4%) 'agreed' to the statement that their institution provides multiple opportunities to learn and grow. About 23% students strongly agreed to the statement. Very few (about 7%) students do not think their institution provides for such opportunities.

10. Frequency of teachers informing students about their expected competencies, course outcomes and program outcomes

Frequency of teachers informing students about their expected competencies, course outcomes and program outcomes	% of Students
Every time	34.9
Usually	36.8
Occasionally/Sometimes	18.0
Rarely	6.1
Never	4.2
Total	100.0



It is a practice at SNDTWU that any programme which is presented to the Academic Council for approval, must have the expected learning objectives for the programme at large and for each course of 4 credits which is a part of this programme.

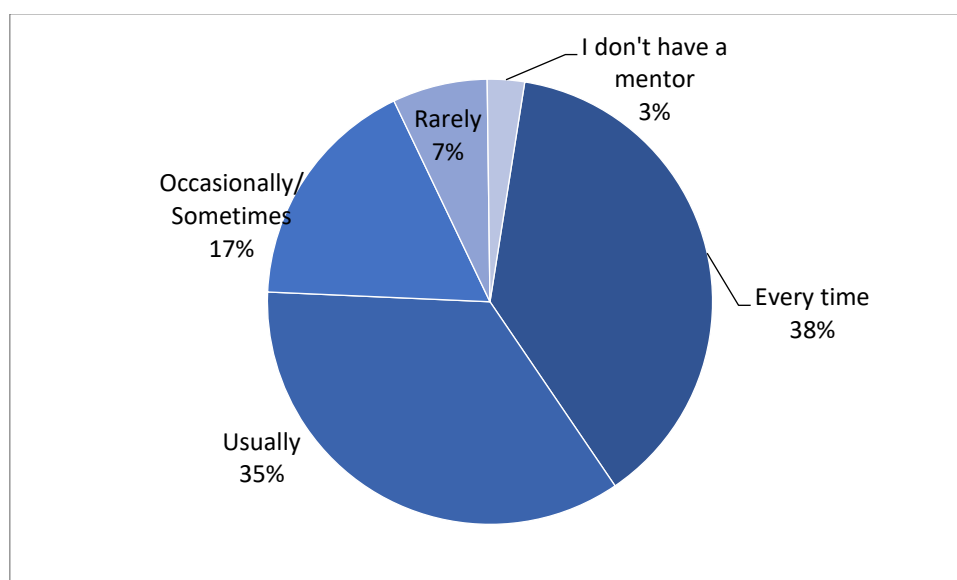
It is a requirement for a meaningful and effective learning process that the learners know what the expectations from them are. These may be called, learning outcomes, learning competencies or learning objectives. Therefore, it is very important that every programme (UG or PG) and every course under these programmes must specify the expected competencies, outcomes, objectives.

It is reassuring to see that 35% students think their teachers share the outcomes with them every time and nearly 37% students state they do it usually. There are about 4% students stating this is 'never done' which may not be a correct response. As stated above, all curricula of SNDTWU have learning objectives stated very clearly.

11. Follow-up with an assigned task to students

The 'learning tasks' have a very specific role in the process of learning. SNTWU follows 50% Internal assessment and 50% external (end of semester) assessment pattern. For the Internal assessment, it is expected that the teachers assign various tasks, activities, projects instead of a written assignment. When these tasks are assigned to students (either individually or in small group) it also requires monitoring by the teachers. The role of the teacher also changes to a mentor. The teacher- mentor is expected to take a follow up on the tasks the students are doing.

Frequency of the mentor having follow-up with an assigned task to students	% of Students
Every time	38.0
Usually	35.2
Occasionally/Sometimes	17.2
Rarely	6.9
I don't have a mentor	2.7
Total	100.0

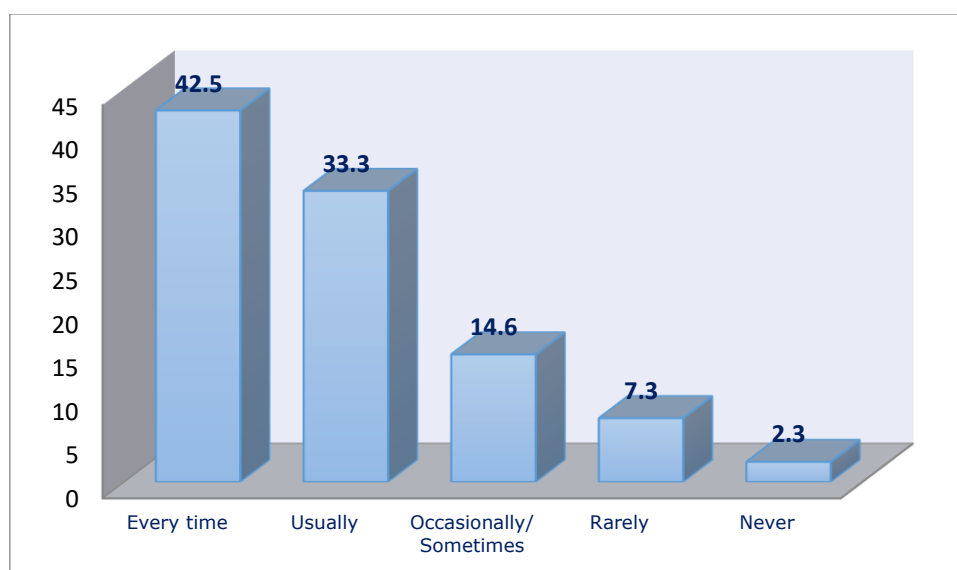


Nearly three fourth (73.2%) student respondents think such follow up is done every time (38%) or Usually (35.2%). Less than 3% students (2.7%) have stated that they don't have a mentor. About 7% state the teacher mentor does the follow up rarely.

12. Illustration of the concept through examples and applications

Conceptualization is the base of learning. Teachers need to use several positive and negative examples to help learners conceptualise. Concepts cannot be formed only by merely providing its definition.

Frequency of the teachers illustrating the concept through examples and applications	% of Students
Every time	42.5
Usually	33.3
Occasionally/Sometimes	14.6
Rarely	7.3
Never	2.3
Total	100.0

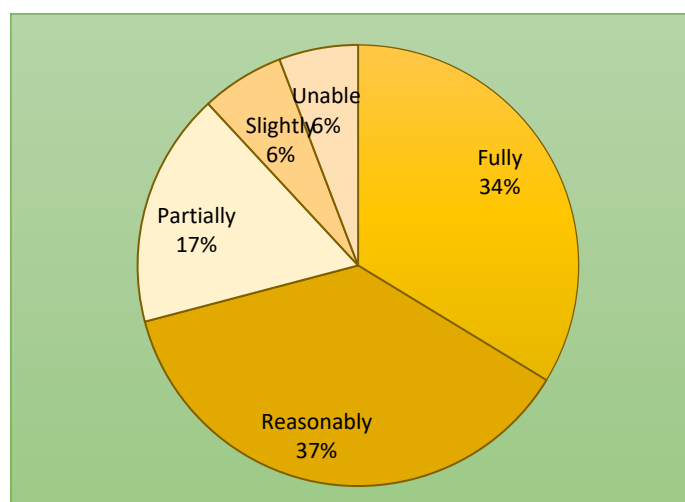


It is a positive gesture that 78% students feel their teachers illustrate the concepts with examples. There are 14.6% students who think their teachers use illustrations only sometimes. It will be a meaningful process if all teachers provide examples so as to develop conceptual clarity in students.

13. Identification of student strengths and encouragement with providing right level of challenges

'Every learner has own potentials and the process of educating learners is bringing out their inner strengths, helping them overcome weaknesses. Inner strengths can be proven by facing academic challenges.

Identification of student strengths and encouragement with providing right level of challenges	% of Students
Fully	33.7
Reasonably	37.2
Partially	17.2
Slightly	6.1
Unable to	5.8
Total	100



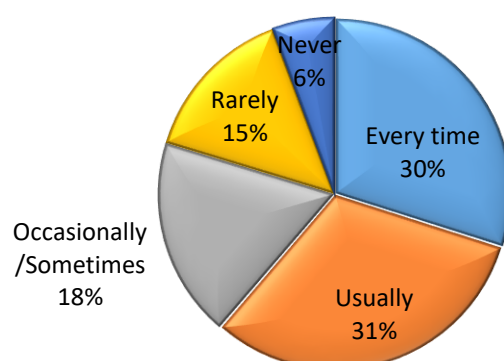
Students like to face academic challenges. It proves motivating to them. More than 70% students are getting motivated by the challenging nature of teaching-learning activities. There are 17.2% students who think their teachers partially fulfil this function. Only about 5% students think their teachers are unable to perform this function.

Higher order learning objectives such as analysing, evaluating or creating will enable teachers provide right level of challenges to learners. SNDTWU learners are becoming ready to face real-world complexities through such challenging tasks.

14. Identification of student weakness and help to overcome them

Along with getting ready to face new challenges, identifying and overcoming weaknesses is needed for higher education learners to be ready for the real world. Teachers need to help students find out their weaknesses and guide them to overcome those.

Identification of student weakness and help to overcome them	% of Students
Every time	29.9
Usually	31.4
Occasionally/ Sometimes	18.4
Rarely	14.6
Never	5.7
Total	100.0



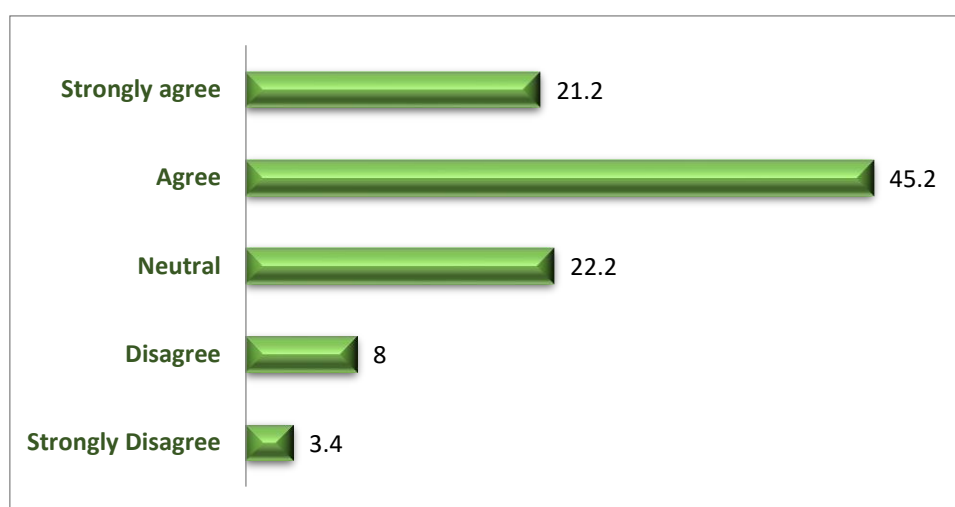
Nearly 60% students feel their teachers are helping them in this.

Students need to overcome their weaknesses such as lack of confidence in talking in the class, showing pro-active behaviour, presenting views and ideas, etc. before a larger group. Listening to others, overcoming own negative feelings, rage also becomes important in the team-work. Nearly 40% students are still expecting their teachers to help them in this function.

15. Institution's effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process

Continuous Evaluation of the education systems helps improve the quality of education. SNTWU seems to successfully achieving this by involving students in reviewing and monitoring quality of the teaching-learning process. Learner engagement in the process needs to be encouraged.

Institution's effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process	% of Students
Strongly agree	21.2
Agree	45.2
Neutral	22.2
Disagree	8.0
Strongly Disagree	3.4
Total	100.0



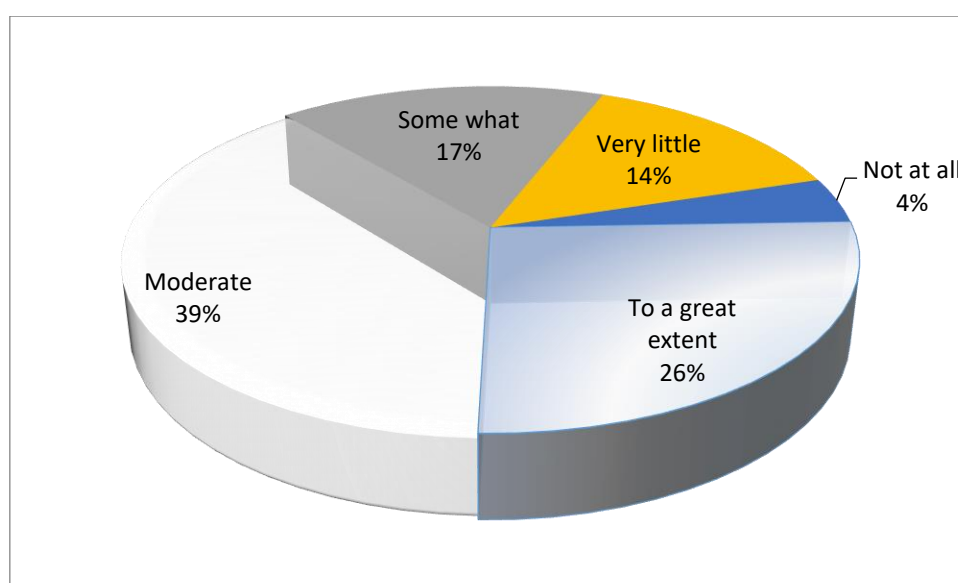
It is positive to see that more than 65% students agree that their institute engages the students in this process of improving quality. This is two third student respondents.

It is of a concern that about 11.4% students do not think they have been invited to participate in these processes. Still more of a concern is nearly 22.2% students prefer to be neutral. SNTWU is committed to increase its efforts to involve more and more students in this process.

16. Use of student centric methods, such as experiential learning, participatory learning and problem-solving methodologies for enhancing learning experience by institute/teachers

Learner centred pedagogies is the key to success towards meaningful quality education. Teachers need rigorous training for using strategies such as experiential learning, participatory learning and problem-solving. SNTDWU students' views about their teachers' efforts towards this are presented below.

Use of student centric methods	% of Students
To a great extent	26.0
Moderate	38.4
Some what	17.1
Very little	14.2
Not at all	4.3
Total	100.0



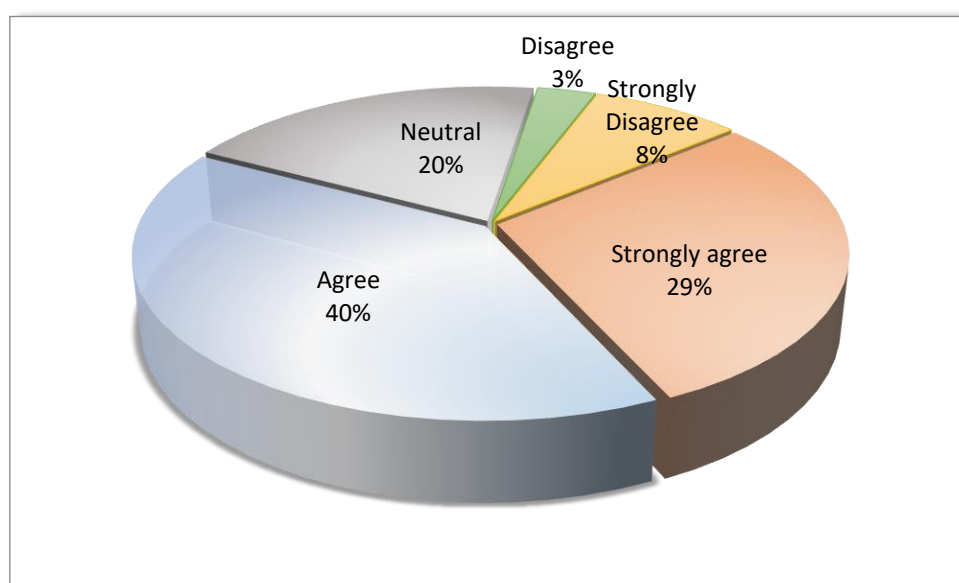
About 65% students think their teachers use such participatory learning strategies. Nearly 17% think they use it to some extent. Fifteen percent think their teachers use such strategies to a very little extent.

It is essential that the teachers use learner centred pedagogy and provide impetus to development of 21st century skills like critical thinking, problem solving, creativity etc. SNTDWU organises faculty development programmes to train their faculty in these innovative approaches.

17. Encouragement to participate in extracurricular activities

Extra-curricular activities help learners become confident, all-rounder and ready to survive in the real world with additional skills of 'living'.

Encouragement to participate in extracurricular activities	% of Students
Strongly agree	29.3
Agree	39.6
Neutral	19.7
Disagree	3.2
Strongly Disagree	8.2
Total	100.0



Almost 70% students of the SNDTWU agree and strongly agree that such an encouragement is being provided in the university to develop and present their skills in the extra-curricular domains. Efforts towards bringing remaining 20% neutral respondents and 11% who see this missing, need to be involved in such activities.

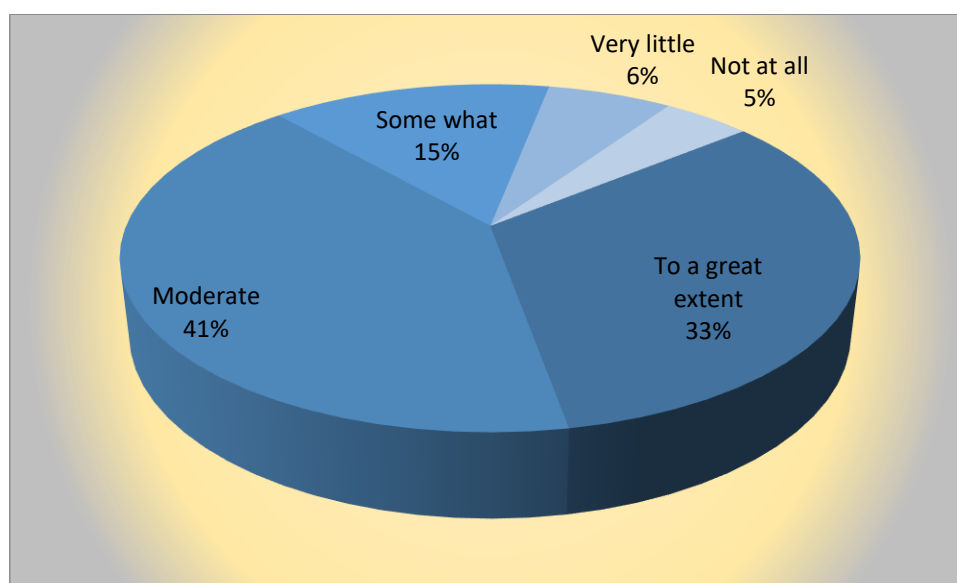
SNDTWU students have always excelled in many inter-university cultural and extra-curricular activities.

18. Extent to inculcate soft skills, life skills and employability skills

It is essential for the students to develop soft skills, life skills as well as employability skills to step in into the real world with confidence.

Teachers need to be skilled for planning such experiences for their students. Employable graduates and postgraduates need to be the dream of the HEIs.

Extent to inculcate soft skills, life skills and employability skills to make students ready for the world of work	% of Students
To a great extent	33.0
Moderate	41.3
Some what	14.6
Very little	6.5
Not at all	4.6
Total	100.0



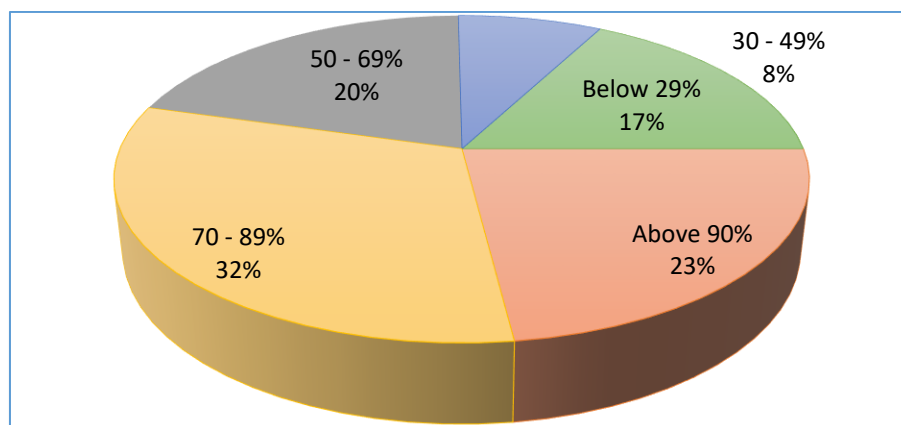
Nearly 74% students think that SNDTWU organises for development of such 21st century skills to make them employment ready. About 11% have expressed that there is no such efforts or very little efforts taken by the institute to inculcate such skills.

Focus of SNDTWU need to target these learners and new pedagogies, practices will help achieving this target.

19. Use of ICT tools such as LCD projector, Multimedia, etc.

Learning in any environment takes place with our senses. More the senses are triggered, more is the learning. The brain getting stimuli from more sense organs can easily make meaning of the experiences received. This is a proven fact. Therefore, in the teaching learning process, it is always emphasised to support the lecture (teacher talk) with other visual media as well as multimedia learning resources. Presently ICT has transformed the process of teaching and associated learning as they provide support to the teacher talk in the class.

Teachers using ICT tools such as LCD projector, Multimedia, etc. while teaching	% of Students
Above 90%	23.0
70 - 89%	31.4
50 - 69%	20.4
30 - 49%	8.0
Below 29%	17.2
Total	100.0

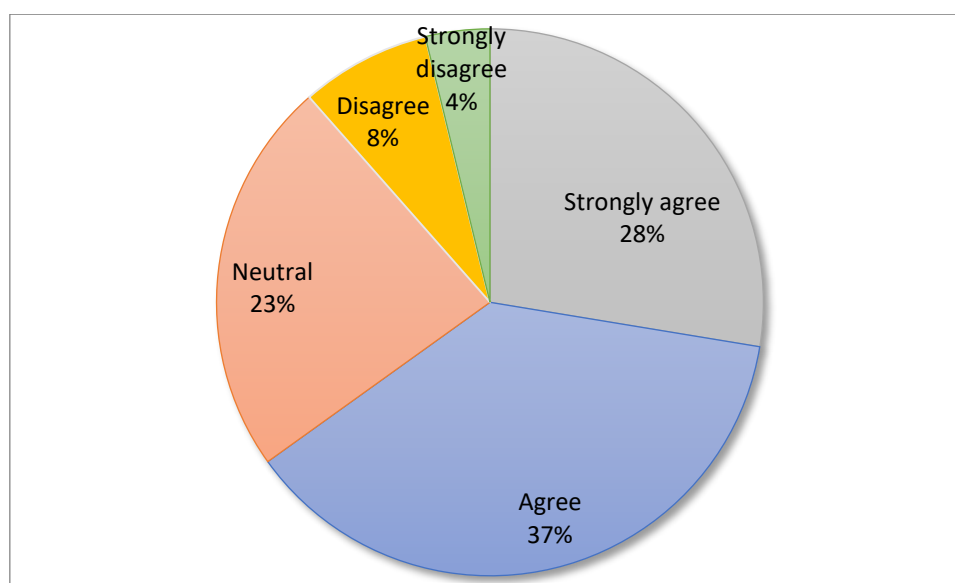


It is encouraging to see that more than 23% students state that 90% teachers use ICT tools in the class. 31% state that 70 to 79% teachers use ICT tools. There are 20% students who state that 50-69% of their teachers use ICT tools.

20. Opinion about Overall quality of teaching-learning process

The students were asked if they agree that the Overall quality of teaching-learning process in institute is very good. The data obtained is presented below.

Opinion about Overall quality of teaching-learning process in institute as very good	% of Students
Strongly agree	27.6
Agree	37.5
Neutral	23.4
Disagree	7.7
Strongly disagree	3.8
Total	100.0



It is comforting to observe that 65% students have either strongly agreed or agreed to this statement. Only 11.5% students have disagreed or strongly disagreed to the same.

There is always a room for improvement and it is pointed out by 23.4% students who preferred to be neutral. They may not have given any thought to the quality component of the teaching-learning process, or they may be indifferent. This situation will need attention of the teachers, or the leaders who plan to take the University to new heights.

Apart from closed items, an open question for comments was asked in the survey which was responded by any students. The common points of appreciation and suggestions are provided herewith:

Appreciation

- The teaching as well as non-teaching staff here is cooperative.
- Special care is taken for extending facilities to differently abled students.
- Teachers are super-active, supportive, understanding, approachable, motivating, who maintain healthy environment and encourage students to enhance their skills and overcome their weaknesses, help students to become independent and a better person, in their future well-being.
- One to one interaction during teaching is ensured. They use multiple ways to teach the students and encourage to resolve the issue related any study materials.
- Teachers go beyond the syllabus and make us do things which the industry demands.
- A lot of exposure towards many aspects of the subject is given through seminars and lectures. It helps in personality development, and developing critical thinking ability.
- The teachers take effort to go down to the level of the students to make them understand and that is really appreciable. The teachers encourage and trust the students with any sort of activity. This encourages students. The teachers give the space, wherever required, to the students and also in relevant cases try to involve each student - even the weakest of weakest. Thus they strike the balance.
- Teaching faculty are very well trained in their field with good experience.
- Teaching staff is like a family where each and everyone loves the students and they always think for the welfare of the students.

Suggestions

- A proper timetable needs to be followed.
- A test every fortnight will help students to be on the track.
- Some teachers speed to complete the portion and in the process many concepts are disregarded. They should take time in explaining each topic thoroughly rather than speeding through it in a hurry to complete portion.
- It would be beneficial for the students, if they are given a chance to review our external examination papers after they are assessed so that they may identify

where exactly they have lost marks or wrote incorrect answers. This will reduce such mistakes in the future.

- Assignments given should also provide appropriate amount of time to complete them.
- Feedback on the assignments need to be shared with the students. This will help them understand their strengths and as well as weaknesses for future improvement.
- There need to be more teaching learning activities in class.
- Better infrastructural facilities are needed.
- More guidance on conduct of research is needed.
- More extra-curricular activities be arranged.
- Proper management of time, and resources is needed.
- More on-field exposure is required