

SNDT Women's University, Mumbai

Student Satisfaction Survey

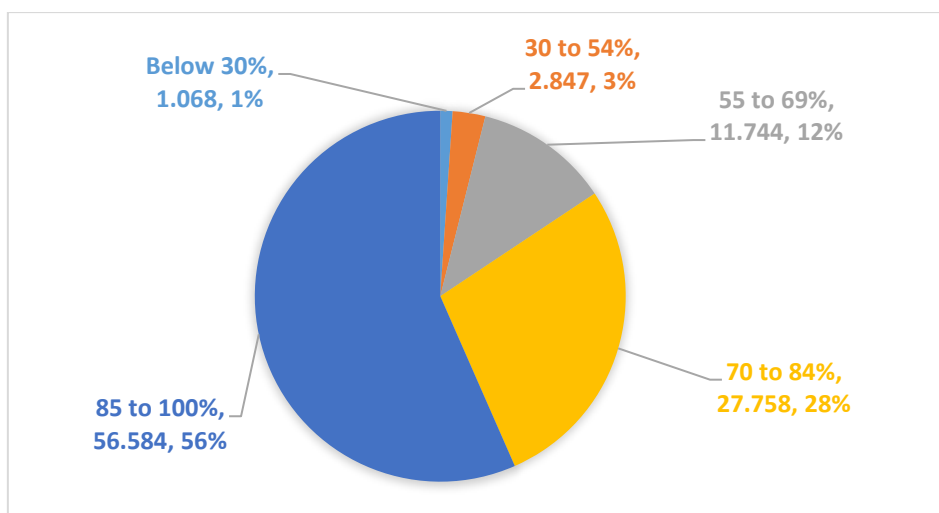
2019-20

Student Satisfaction Survey of 2019-20 revealed the following findings.

1. Extent of Syllabus Completion

Students were asked if their syllabus was 100% complete. The students are mostly provided copy of the syllabus in the beginning of the semester, so they can relate to the same while responding. Though individual student perception, study of the own syllabus varies student too student, cumulative data of the representative sample is provided below.

Extent of Syllabus Completion	% students
Below 30%	1.1
30 to 54%	2.8
55 to 69%	11.7
70 to 84%	27.8
85 to 100%	56.6
	100

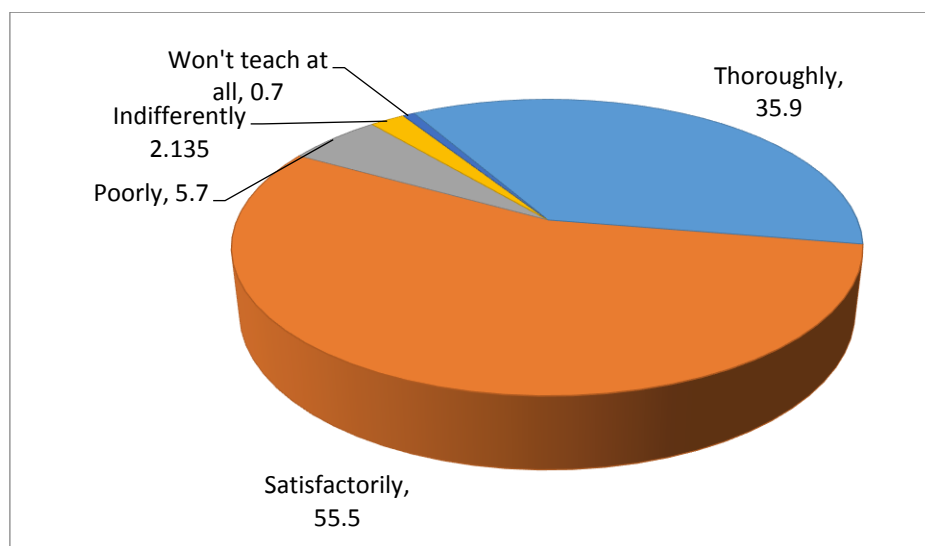


Generally, it is expected that the teacher covers 100% syllabus. The table shows that nearly 84% students think that 70-100% syllabus was covered by their teachers. Sometimes teachers assign some topics/modules for self-study and presentations on the topic are held in the class. This strategy is sometimes perceived as 'not teaching'. Teachers need not 'teach' all modules in the class to show the syllabus is covered.

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	% students
Thoroughly	35.9
Satisfactorily	55.5
Poorly	5.7
Indifferently	2.1
Won't teach at all	0.7



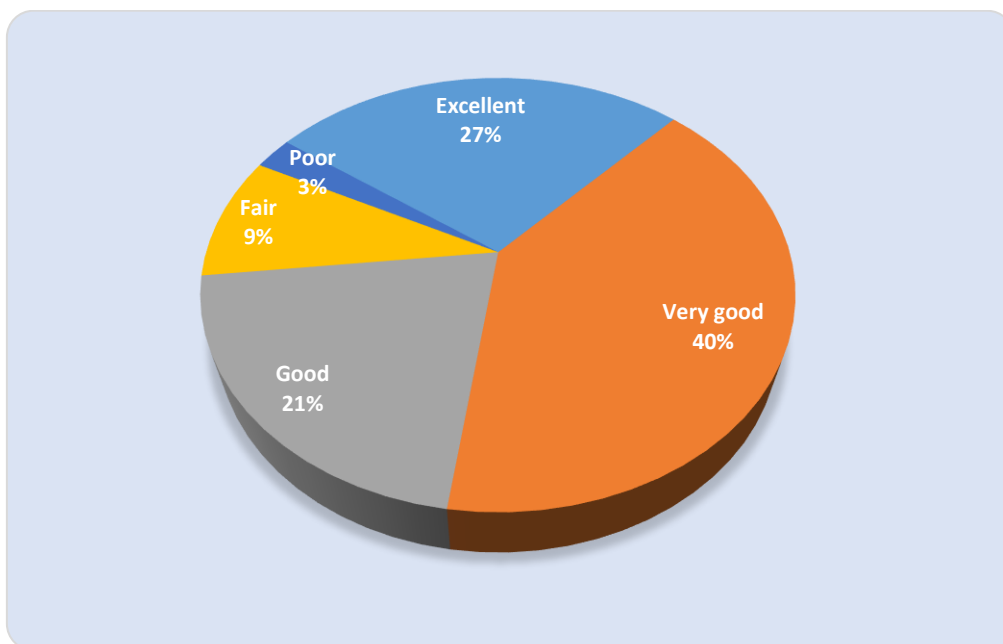
More than 91% students feel that their teachers are always well-prepared for the class. They prepared thoroughly (35.9%) or satisfactorily (55.5%). It greatly helps in student understanding if the teachers communicate well with them. This reveals on the expertise and dedication of the teachers.

There are only less than 9% students who feel their teachers are either poorly prepared (5.7%), or indifferently (2.1%) or will not teach at all (0.7%). Teacher 'will not teach at all' looks very unnatural as the primary duty of the teachers is to teach.

3. 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.

Teachers' Approach to Teaching	% students
Excellent	27.0
Very good	40.2
Good	21.0
Fair	9.3
Poor	2.5



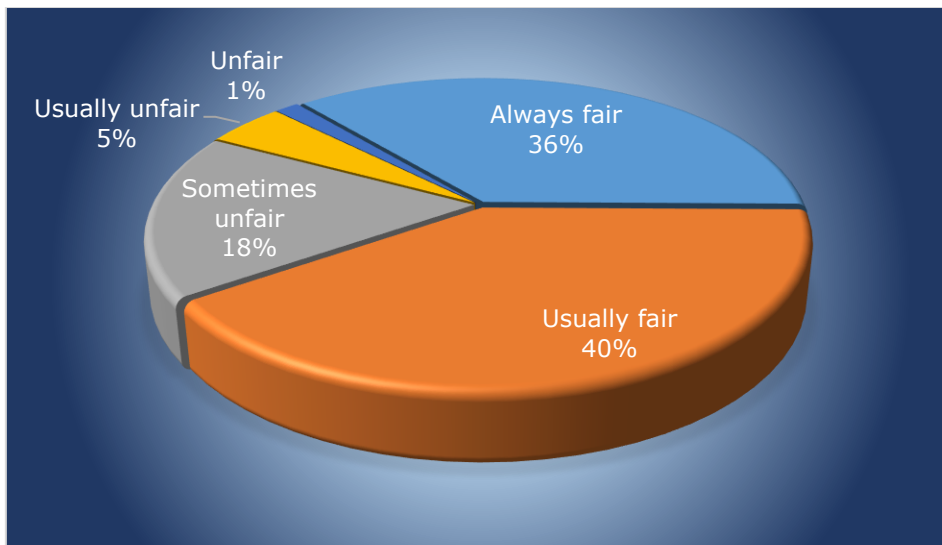
Though the teachers have a mastery over the subject, they must also know how to teach. Their approach to teaching plays a very important role in selecting the pedagogy appropriate for their respective class and the students.

The large percentage of students (88%) have a very positive thought about their teacher's approach to teaching (27% saying 'excellent', 40% saying Very Good and 21% saying Good). Only a small percentage of students (2.5%) have thought their teachers have a poor approach to teaching.

4. Fairness of internal evaluation process

Evaluation and teacher's feedback are very important in the student life. Students expect the teachers to be fair and impartial in their evaluation of their students.

Fairness of internal evaluation process	% students
Always fair	36.3
Usually fair	40.2
Sometimes unfair	17.4
Usually unfair	4.6
Unfair	1.4
	100

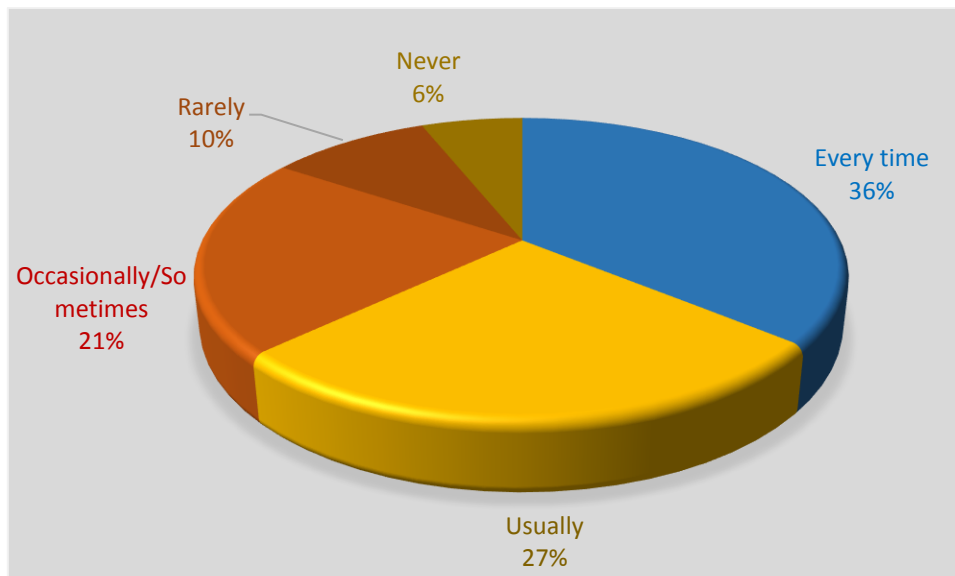


About 76% students think their teachers are Always Fair (36.3%) or Usually Fair (40.2%). This opinion speaks good about the fairness in teachers' evaluation process. Only about 6% students perceive their teachers to be unfair. We also need to consider a few percentage of bias factor as being strict is sometimes perceived as being partial.

5. Discussion on Assignments

One thumb rule of the evaluation process is that a feedback is given to the students on their assessment. This helps the student to understand where she went wrong and which are her strong points. The teachers may discuss this in the class or individually and orally or in writing. But such discussion helps the learners to a great extent.

Discussion on Assignments	% students
Every time	35.9
Usually	27.0
Occasionally/Sometimes	21.4
Rarely	9.6
Never	6.1
	100

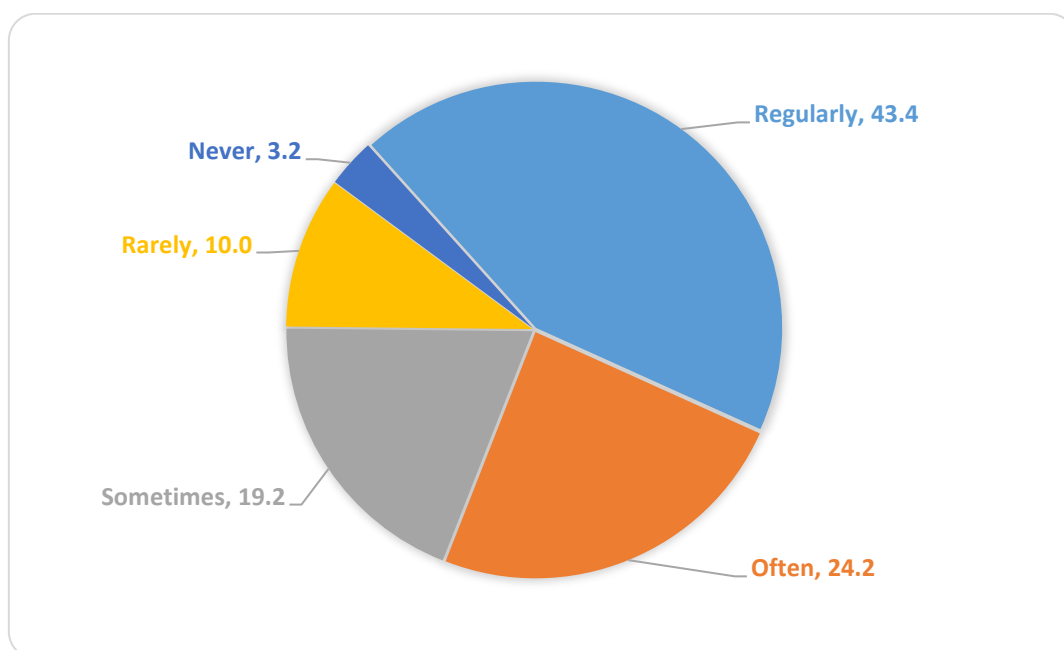


It is encouraging to see that nearly two third students (63%) state that their teachers do discuss their assignments with them. Other 21% think this is done occasionally or sometimes. Only 6% think it is never done. May be it is a drawback of teaching a large class.

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

Classroom experiences are important for the students, but equally important is the application of the knowledge base, skills developed through Internship.

Frequency of the institute taking active interest in promoting internship, student exchange, field visit opportunity for students	% students
Regularly	43.4
Often	24.2
Sometimes	19.2
Rarely	10.0
Never	3.2
	100

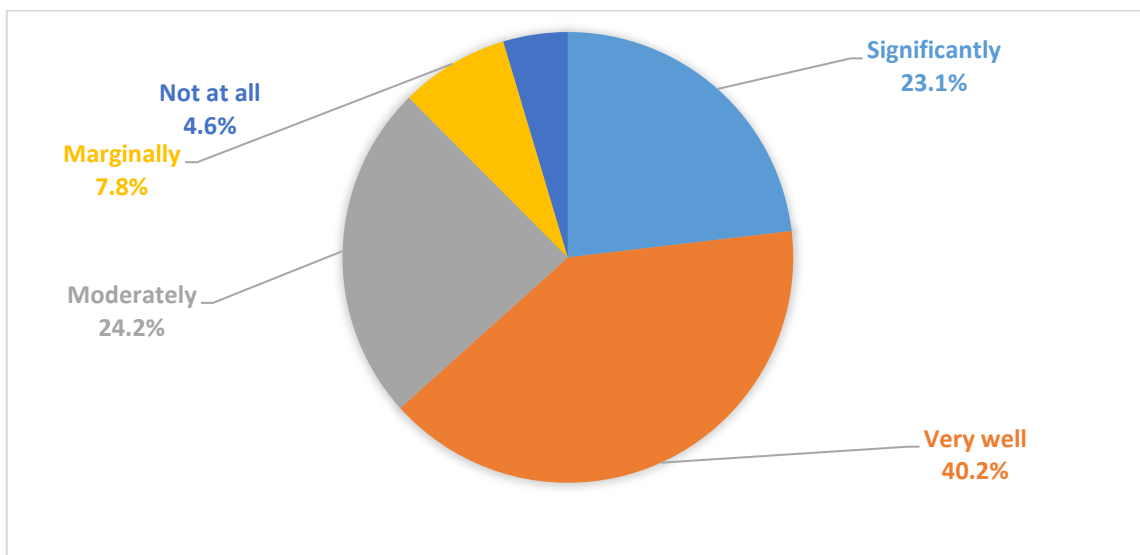


Internship, field visits as well as student exchange programme provide a real life experience to the students. The institution may promote these. It is observed that the majority of the students (43.4%) feel that their institution is providing these experiences regularly and 24.2% feel it does that often. About one third students (32%) feel that this does not happen in the institution so frequently, (Sometimes 19%; Rarely 10% and Never 3%). SNDTWU provides internship opportunity to 100% students during the last semester of the masters degree. The feedback may be helpful in annual academic planning.

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

The data received as a response is presented below.

Extent of the teaching and mentoring process facilitating students' cognitive, social and emotional growth	% students
Significantly	23.1
Very well	40.2
Moderately	24.2
Marginally	7.8
Not at all	4.6
	100.0

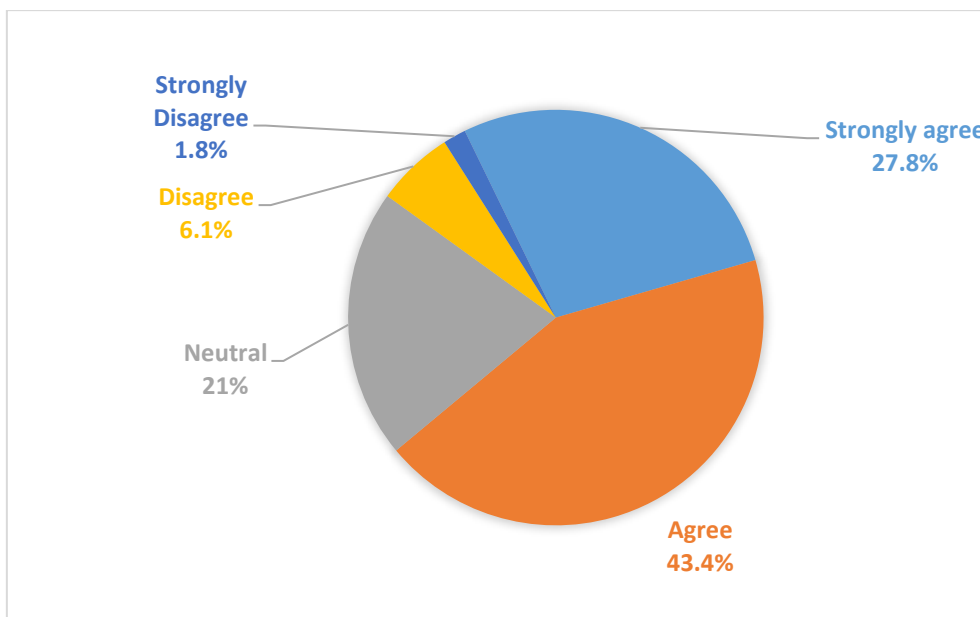


One of the major roles of a teacher apart from 'teaching' is mentoring. Mentoring is not 'guiding' but to work closely with the learner to jointly address the concerns and find the way ahead. It is a very important process and hence the NEP-2020 has specifically suggested to take up National Mentoring Mission. In this regard, therefore, it is heartening to note that nearly 88% students of SNDTWU feel that their teachers do 'mentoring' (significantly-23%, very well – 40% and Moderately – 24%) in addition to 'teaching' and look after their cognitive, social and emotional growth.

8. Provision of multiple opportunities to learn and grow

Though the question appeared vague to some students, many have attempted to respond to the question if teachers provide multiple opportunity for the growth of a student.

Provision of multiple opportunities to learn and grow	% students
Strongly agree	27.8
Agree	43.4
Neutral	21.0
Disagree	6.1
Strongly Disagree	1.8
	100.0

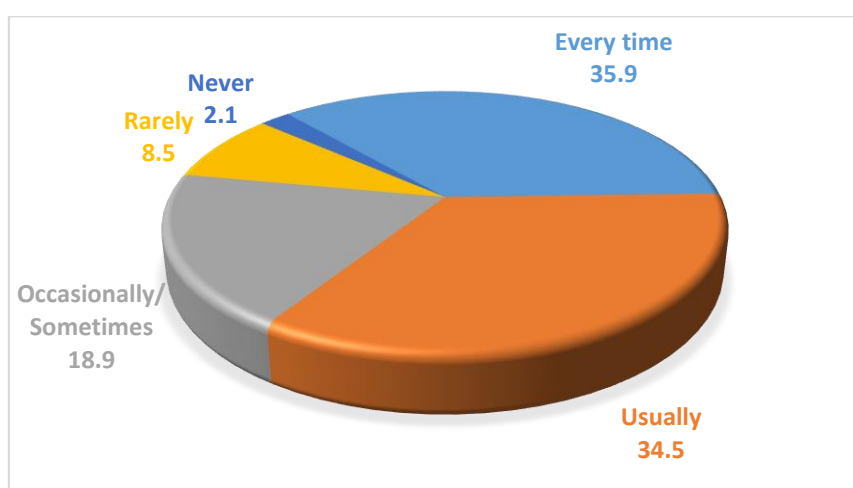


It is an important function of any Institute of Higher Education to provide multiple opportunities to students to learn and grow. Nearly 71% students think the SNDTWU provides for such opportunities for them to learn and grow. It is of a concern that 21% students stayed neutral. Is it because the question was confusing or was not very specific? Very few about 8% students do not think their institution provides for such opportunities.

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

It is a practice at SNTDWU 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.

Frequency of teachers informing students about their expected competencies, course outcomes and program outcomes	% students
Every time	35.9
Usually	34.5
Occasionally/Sometimes	18.9
Rarely	8.5
Never	2.1
	100.0



It is a requirement for a meaningful and effective learning process that the learners know what are the expectations from them. 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.

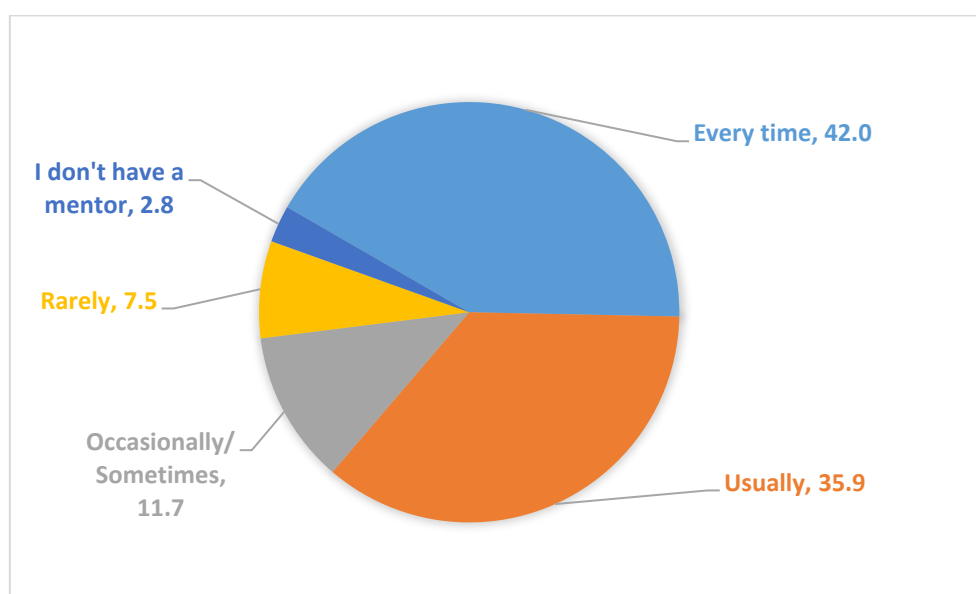
It is heartening to note teachers generally make it a point to share the same with their students. This is recorded by about 70% students. There are only 2.1% students who have stated that their teachers 'never' share these expectations with them.

The practice of preparing an appropriate curriculum and sharing with students needs to be strengthened further. Students must be made aware about the learning expectations in terms of outcomes, objectives or competencies.

10. Follow-up with an assigned task to students

Learner-centred pedagogy demands several tasks for students. Also, SNDTWU practices 50% internal evaluation in PG programmes which is not done merely through paper-pencil test, but several assignments, projects, tasks are planned.

Frequency of the mentor having follow-up with an assigned task to students	% students
Every time	42.0
Usually	35.9
Occasionally/Sometimes	11.7
Rarely	7.5
I don't have a mentor	2.8
	100.0



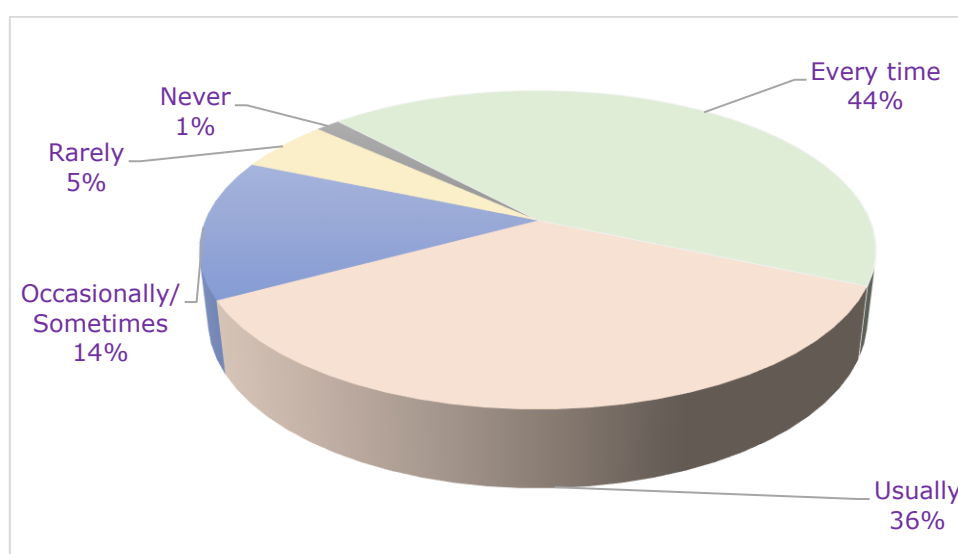
It is a proven fact that the learners learn better through active learning. One of the ways to involve learners in the process of learning is to give them (individually or in a small group) some tasks based on the contents learned. It is also found that the learners need to be reminded and kept on track in working on the tasks. It is promising to see that 78% students have mentors who follow up on assignments, tasks given to them every time (42%) or usually (36%).

About 3% students have stated that they do not have a mentor, a situation which demands attention of the teachers, that one of the important role of a teacher is "mentoring".

11. Illustration of the concept through examples and applications

Concept formation is an ongoing process in the brain of the learner. It is a cognitive activity. The teacher must help strengthen this process of concept formation by using examples as well as applications of those concepts in familiar as well as newer situations. Concepts cannot be formed only by merely providing its definition. It will be a meaningful process if the teachers illustrate a concept with examples as well as their applications.

Frequency of the teachers illustrating the concept through examples and applications	% students
Every time	43.4
Usually	35.6
Occasionally/Sometimes	14.2
Rarely	5.3
Never	1.4
	100.0



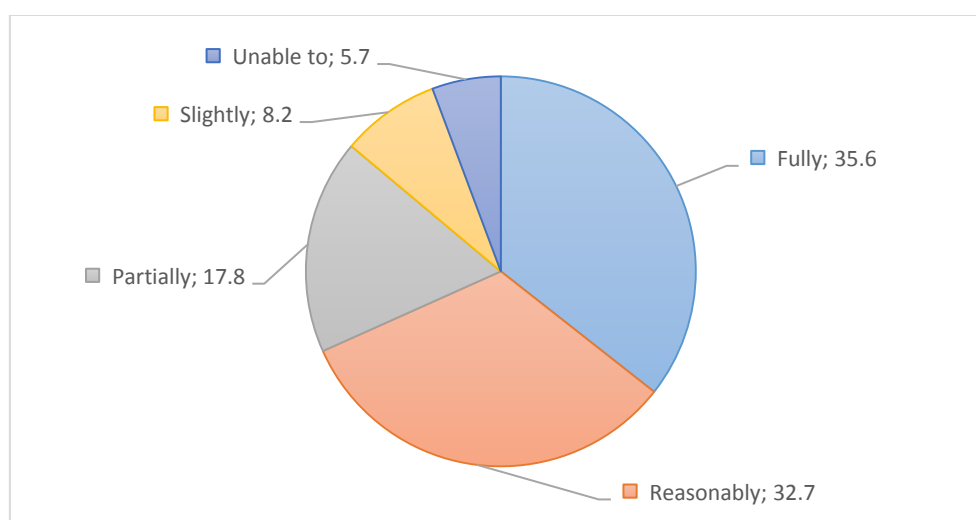
It is reassuring that 78% students feel their teachers illustrate the concept with examples every time (43.4%) or usually (35.6%). There are 14.2% students who think their teachers use illustrations only sometimes.

There are about 7% students who state that their teachers either rarely (5.3%) illustrate with examples or never (1.4%) illustrate. Higher education teachers also need training for different pedagogies for teaching concepts, procedures, processes etc.

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

One of the essential functions of the teacher is to identify student strengths and weaknesses. By identifying the strengths, the teacher is expected to provide encouragement through challenging tasks which are attainable by the students.

Identification of student strengths and encouragement with providing right level of challenges	% students
Fully	35.6
Reasonably	32.7
Partially	17.8
Slightly	8.2
Unable to	5.7
	100



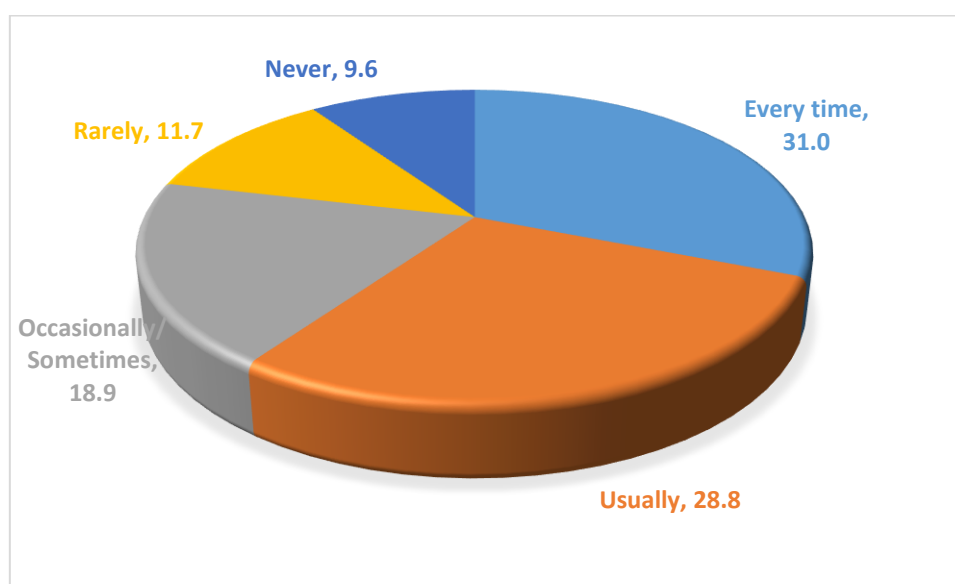
More than 35% students think their teachers are doing this fully and nearly 33% think they do it reasonably. Together this is about 69% of students. There are 17.8% students who think their teachers partially fulfil this function. 5.7% students think their teachers are unable to perform this function.

These young students love challenges, so the teachers need to know how to identify students' strengths, as well as pose challenging problems based on the contents learnt. Higher order learning objectives like applying, analysing, evaluating or creating something new will provide lots of opportunities to teachers to design right level of challenges and pose before the students as a part of their learning process. The data reveals that young women students of SNDTWU learn through problem-solving and challenging situations and they like the approach.

13. Identification of student weakness and help to overcome them

As the teachers are expected to identify strengths of their students, they are also needed to find out their weaknesses and guide them to overcome those.

Identification of student weakness and help to overcome them	% students
Every time	31.0
Usually	28.8
Occasionally/ Sometimes	18.9
Rarely	11.7
Never	9.6
	100.0



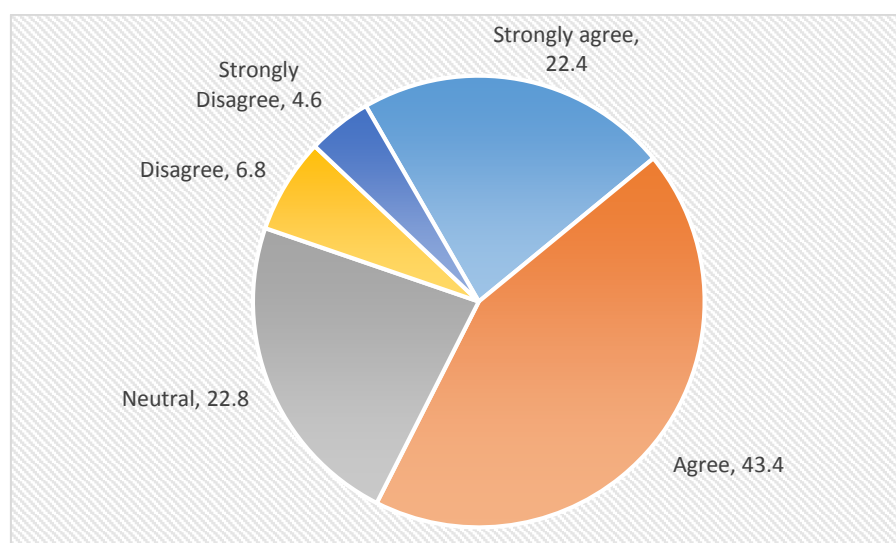
This question is answered positively by nearly 60% students that their teachers perform this function every time (31%) or usually (28.8%). There are 18.9% students who feel their teachers do it occasionally.

Many a times, students are not aware about their weaknesses, but if they are made to know those, they would be willing to overcome those (in majority of the cases). Some of the examples of weaknesses may be lack of confidence to present own views, thoughts, ideas etc. before a larger group, impatience to other's views, jumping to conclusions very quickly etc. Once they are identified, the teachers are expected give feedback to the learners and help them overcome those, by providing congenial environment in the class.

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

Students are the stakeholders of the higher education and as such need to be involved in identifying and enhancing quality of all aspects of the same. This includes the important processes of teaching, learning and evaluation. Since students are the constituent parts of the system of higher education, they need to be engaged, involved in monitoring, review and continuous quality improvement of the teaching learning process.

Institution's effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process	% students
Strongly agree	22.4
Agree	43.4
Neutral	22.8
Disagree	6.8
Strongly Disagree	4.6
	100.0



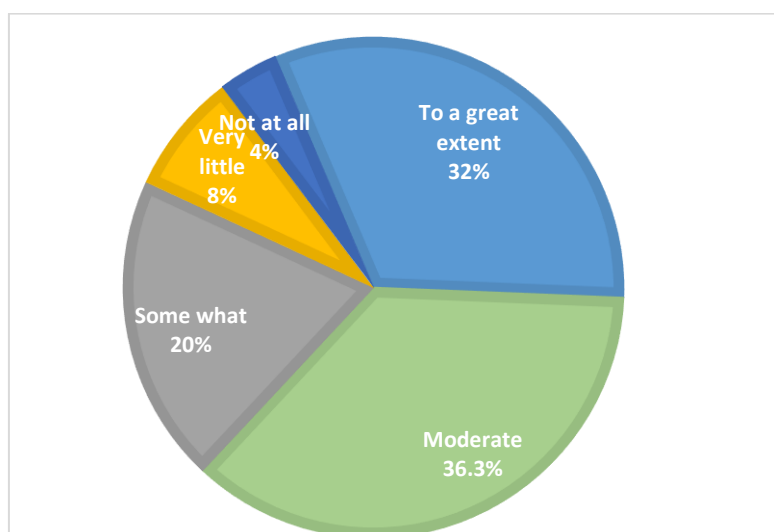
About 22% students strongly agree that their institute engages the students in this process of improving quality, 43.4% students agree to the statement. This is two third student respondents.

It is of a concern that about 11% students just do not think they have been invited to participate in these processes. Still more of a concern is nearly 23% students prefer to be neutral.

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

A lot of research are showing the effectiveness of learner centred pedagogies. Teachers are also oriented to use such learning strategies like experiential learning, participatory learning and problem-solving methodologies which enhance learning experience of the students. SNDTWU students' responses about their teaching-learning experiences is presented below.

Use of student centric methods	% students
To a great extent	32.0
Moderate	36.3
Some what	19.9
Very little	7.8
Not at all	3.9
	100.0



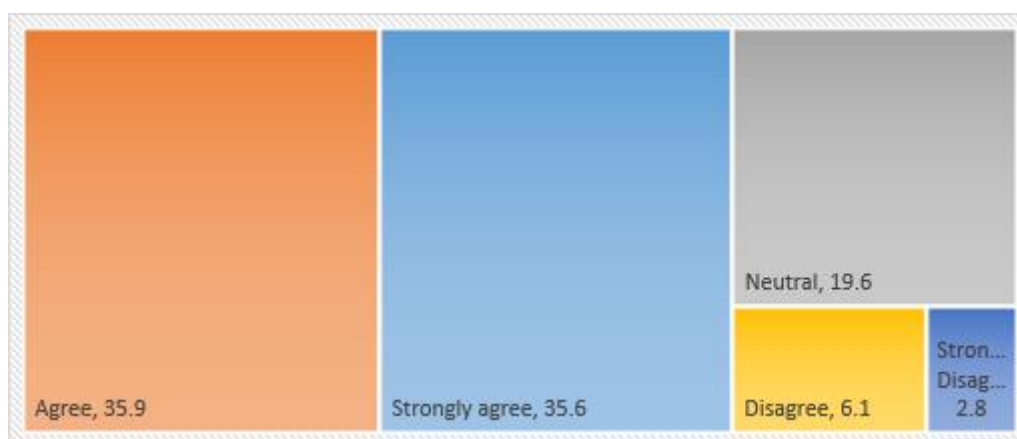
About 68% students think their teachers use such participatory learning strategies. Nearly 20% think they use it to some extent. Nearly 12% think such strategies are not used or used to a very little extent.

It is very essential that the teachers do use learner centred pedagogy and provide impetus to development of 21st century skills like critical thinking, problem solving, creativity etc. These cannot be developed only through teacher determined (mostly lecturing) pedagogies.

16. Encouragement to participate in extracurricular activities

As in school education, it is also essential for higher education to help students develop all three domains viz. cognitive, affective as well as psychomotor. The HEIs should therefore plan activities which facilitate such development and encourage students to participate in these activities.

Encouragement to participate in extracurricular activities	% students
Strongly agree	35.6
Agree	35.9
Neutral	19.6
Disagree	6.1
Strongly Disagree	2.8
	100.0



More than 71% students agree that the SNDTWU does organise such activities and encourage them to participate in those, whereas nearly 9% students feel they are not encouraged to participate in such activities.

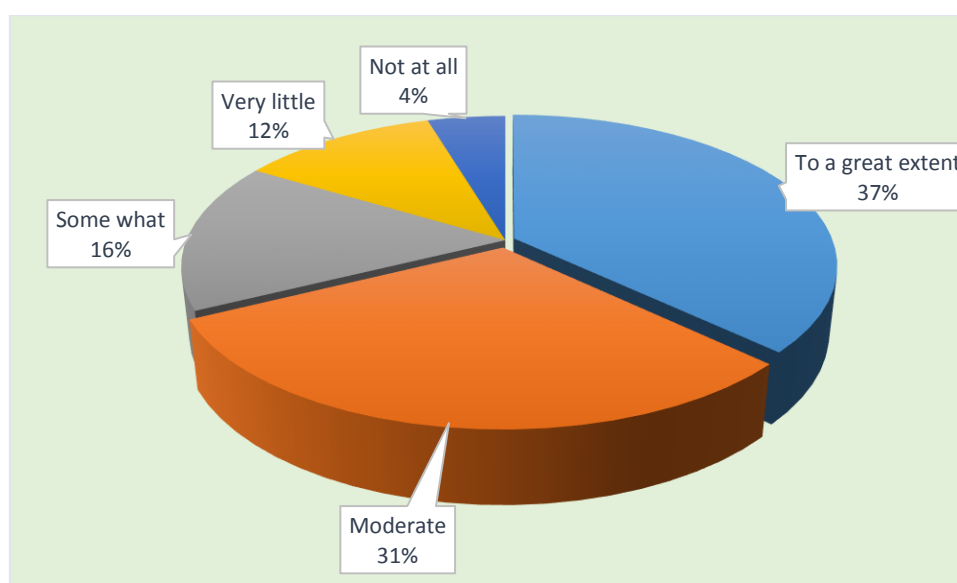
It is not a promising observation that one in every 5 respondents preferred to remain neutral.

The NEP 2020 has specifically suggested not to have any separation of curricular, co-curricular and extra-curricular activities. All activities should be considered as curricular.

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

In today's world along with the knowledge base and domain related skills, it is also imperative for the students to develop soft skills life skills as well as employability skills. These must get proper attention by the teachers and other significant adults planning the experiences for students. There are many aims of higher education and one of the important aims is to develop employable graduates and postgraduates.

Extent to inculcate soft skills, life skills and employability skills to make students ready for the world of work	% students
To a great extent	42.0
Moderate	35.9
Some what	11.7
Very little	7.5
Not at all	2.8
	100.0



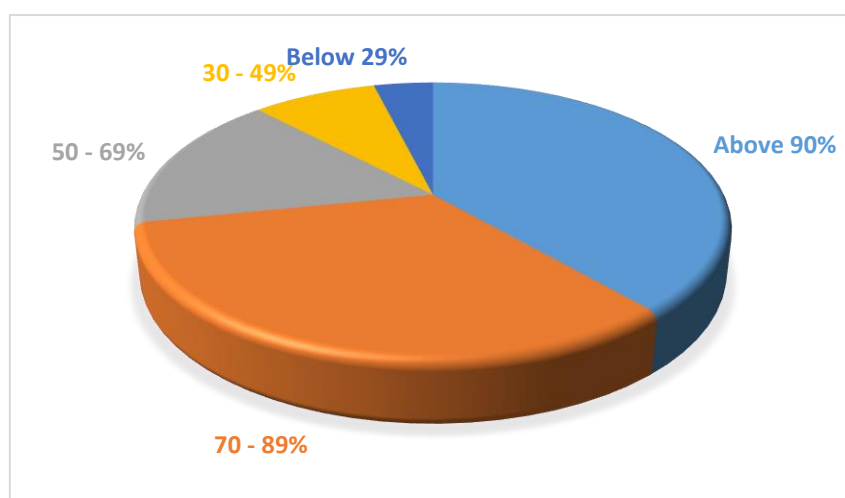
It is good to see nearly 78% students think that SNDTWU organises for development of such skills to make them employment ready. About 10% have expressed that there is no such efforts or very little efforts taken by the institute to inculcate such skills.

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

It is a proven fact through research that the learning is faster and deeper if more than one sense organ are used for providing experiences. If the students are made only to listen to teacher's choice (lecture) only one sense organ is used. If some visual tools are used (like presentations projected on the screen) or the videos are shown the concepts, processes, procedures, become much clearer.

It is therefore expected that the teachers use learning aids like videos, interactive multimedia, as well as podcast etc.

Teachers using ICT tools such as LCD projector, Multimedia, etc. while teaching	% students
Above 90%	38.6
70 - 89%	33.2
50 - 69%	16.1
30 - 49%	8.2
Below 29%	3.9
	100.0



It is encouraging to see that nearly 90% students have stated that more than 50% of their teachers use these devices regularly. 38.6% students say more than 90% of their teachers use such devices, 33.2% have stated that 70 to 89% of their teachers use these and 16.1% students think 50 to 69% of their teachers use these devices.

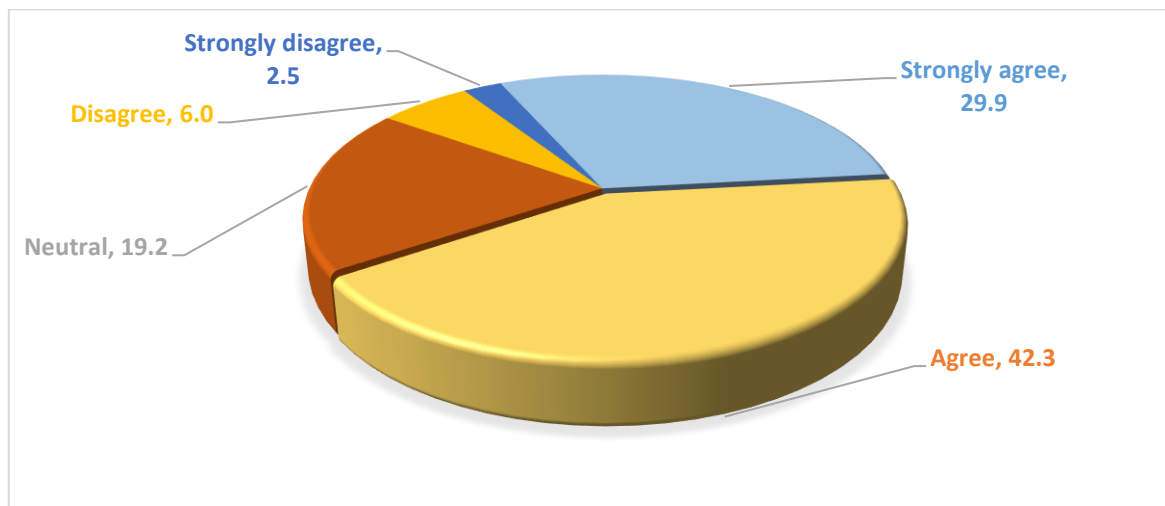
About 4% students have stated that less than 30% of their teachers use such devices.

While using such devices, it must be kept in mind that these devices facilitate one-way transmission (from teacher to students). Along with such devices the teachers must also be encouraged to use ICT tools which enhance multiple-way communication within the class.

19. 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	% students
Strongly agree	29.9
Agree	42.3
Neutral	19.2
Disagree	6.0
Strongly disagree	2.5
	100.0



It is heartening to observe that 72% students have either agreed or strongly agreed to this statement. Only 8.5% students have disagreed or strongly disagreed to the same. There is always a room for improvement and it is pointed by 19.2% 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:

Points of appreciation

- A family like environment was created in the class, and many opportunities were given to not just improve in academics but as a person too.
- If anyone is really willing to learn, then this is the right place. So many opportunities you will get here to learn and grow, academically, emotionally and socially
- While teaching providing personal insights or experiences to the topic/subject related was quite helpful.
- Organizing workshops for better learning experience
- Encouragement at every stage was one of the best aspects of teaching-learning at my institute. Never bunked the classes because never felt bored while attending the lectures.
- I loved to do the assignments because most of them were given on real life situations.
- The teaching learning process was interactive and engaging.
- The teachers always helped us in our journey of learning and growing. Not just syllabus, but they also taught us life-lessons.
- Teachers are very knowledgeable, motivated, helpful, encouraging, approachable and caring.
- Open-minded and understanding teachers, who even in a pandemic, guided their students well!
- The teachers often took extra efforts to teach well to the students. If required, they would repeat the topic multiple times in different methods for us to understand it.

Suggestions

- Some clubs like "toastmasters" should be started on behalf of university, so that students can improve their soft skills.
- Dissertation was an extremely important component of the program and since it was the first experience with research for many students, it was tricky. More guidance, better communication would have greatly helped.
- If the curriculum could be pre-planned in advance with proper planning of events and activities would be a better idea.
- Better technology can be used to enhance the learning experience. Better equipment and facilities are needed.

- The internship should be a part of year one of PG just like during year two. More guest speakers are needed.
- More projects, field visits, peer / collaborative college projects should be undertaken.
- Need more focus on soft skills.
- Teachers should try to know the weaknesses as well as their skills and help them to overcome the problem and to choose a right career for them.