

# SNDT Women's University, Mumbai

## Student Satisfaction Survey

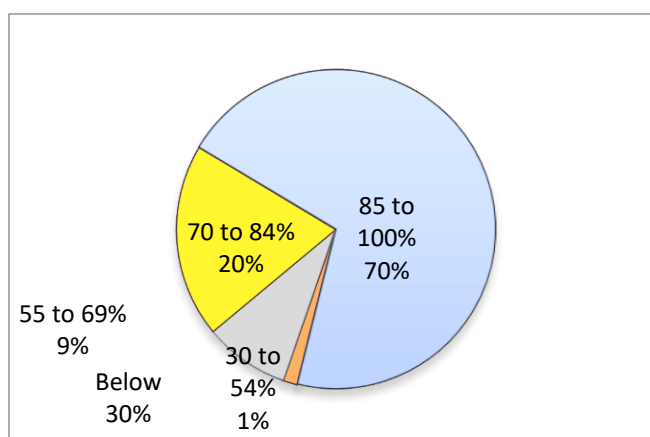
### 2017-18

Student Satisfaction Survey of 2017-18 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 know the learning objectives as well as related content which will be taught during the semester. Though individual student perception varies from student to student, cumulative data of the representative sample is provided below.

Extent of Syllabus Completion	% of Students
Below 30%	0.0
30 to 54%	1.4
55 to 69%	8.7
70 to 84%	19.6
85 to 100%	70.3
<b>Total</b>	<b>100.0</b>

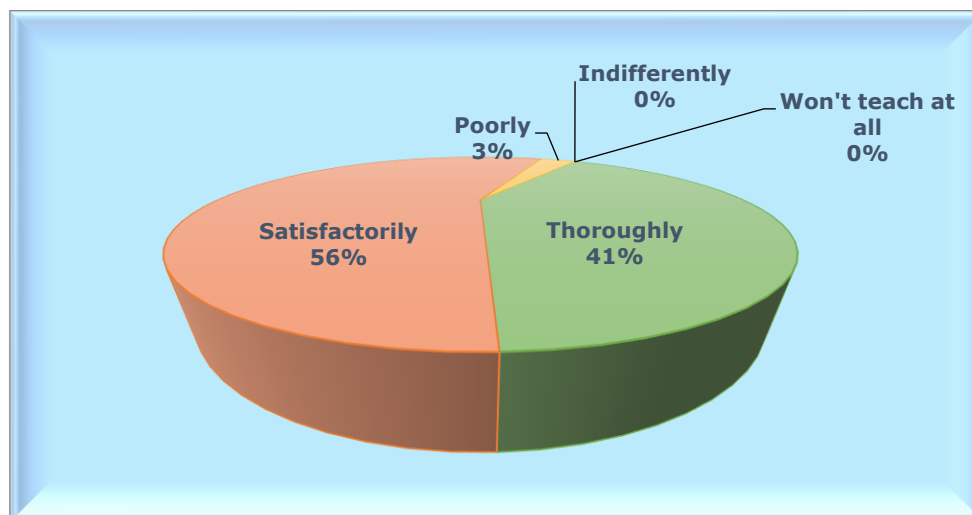


The table shows that nearly 90% students think that 70-100% syllabus was covered by their teachers. Only a negligible percentage of students (1.4%) have stated that 30-54% syllabus is completed.

## 2. Teachers' Preparedness for the Class

Students were asked about their teachers preparedness when they come to class for teaching the topics / conducting the sessions. The response is presented below.

Teachers' Preparedness for the Class	% of Students
Thoroughly	40.6
Satisfactorily	56.3
Poorly	3.1
Indifferently	0.0
Won't teach at all	0.0
<b>Total</b>	<b>100.0</b>



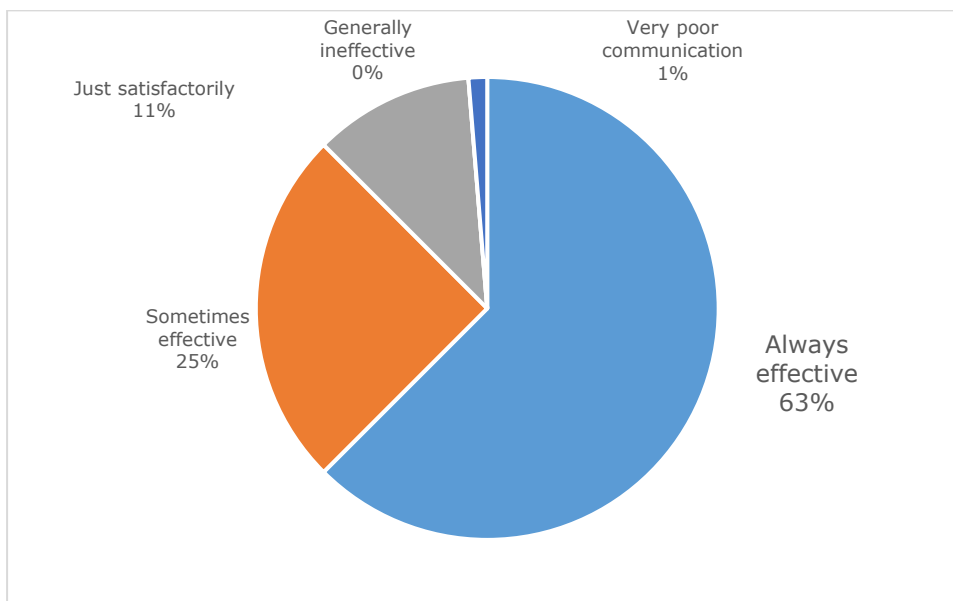
Nearly 97% students feel that their teachers are always well-prepared for the class. They prepared thoroughly (40.6%) or satisfactorily (56.3%). Teachers' preparedness (Mastery over content as well as planning for the session, keeping all the required material ready etc.) help them to reach the students fruitfully. It helps in student understanding. This also reflects on the expertise and dedication of the teachers.

There are only 3.1% students who feel their teachers are poorly prepared. It is striking that both the options of 'indifferently' and 'will not teach at all' are not selected by a single student.

### 3. Teachers' Ability to Communicate

A teacher, who is a good communicator, wins half the battle. Effective communication is a key to effective teaching.

Teachers' Ability to Communicate	% of Students
Always effective	62.5
Sometimes effective	25.0
Just satisfactorily	11.2
Generally ineffective	0.0
Very poor communication	1.3
<b>Total</b>	<b>100.0</b>

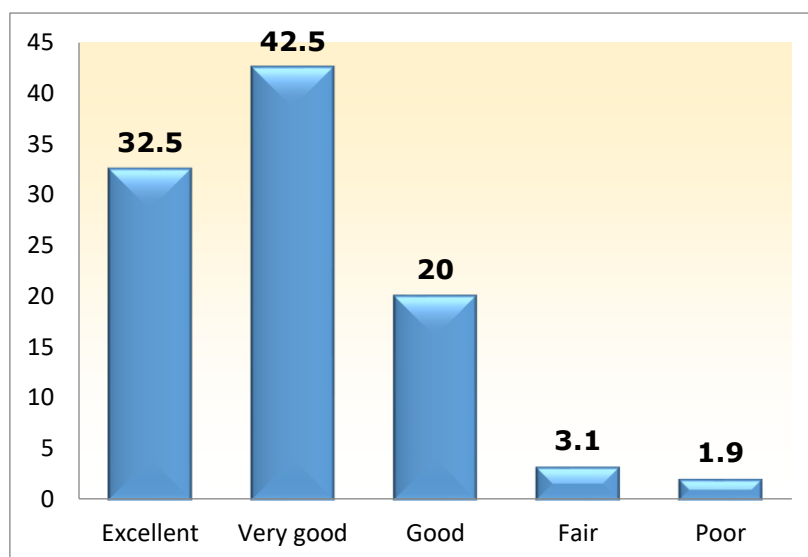


The large percentage of students (87.5%) have a very positive thought about their teacher's ability to communicate (62.5% saying 'always effective', and 25% saying 'Sometimes effective'). Only a negligible percentage of students (1.3%) think that their teachers have a very poor communication.

#### 4. The teacher's approach to teaching

Teaching includes effective planning, execution, evaluation and providing scaffolding.

Teachers' Approach to Teaching	% of Students
Excellent	32.5
Very good	42.5
Good	20.0
Fair	3.1
Poor	1.9
<b>Total</b>	<b>100.0</b>



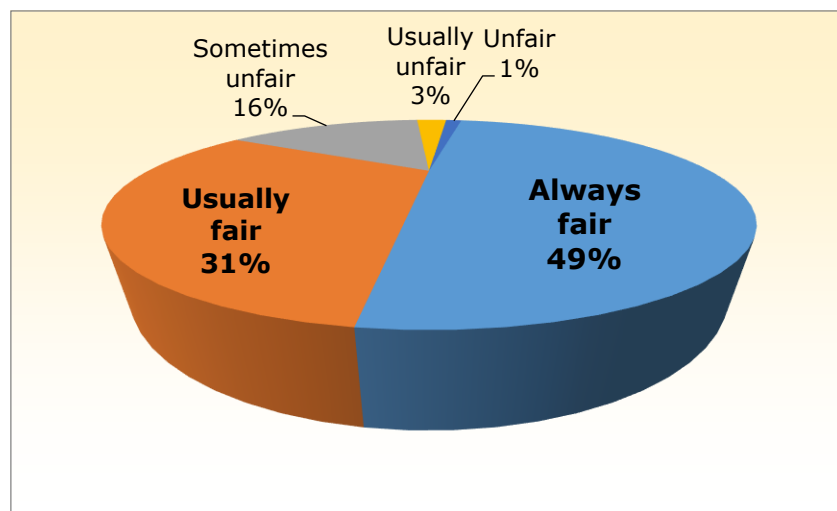
It is indeed a matter of pride for an institution when more than 95% students of the institute rate their teachers as 'Excellent' (32.5%), Very Good (42.4%) and 'Good' (20%).

The large percentage of students have a very positive thought about their teacher's approach to teaching. Only a small percentage of students (5%) have thought their teachers have a poor approach to teaching. Bias may also play a role in some cases and good things have exceptions though SNDTWU is committed to quality education.

## 5. Fairness of internal evaluation process

Evaluation, scoring is very close to students' heart and many-times students seem to have sentiments attached to this. It is generally observed that maximum biases and views about teachers get affected by the ideas of fairness on teacher's part.

<b>Fairness of internal evaluation process</b>	<b>% of Students</b>
Always fair	49.3
Usually fair	31.3
Sometimes unfair	15.6
Usually unfair	2.5
Unfair	1.3
<b>Total</b>	<b>100.0</b>

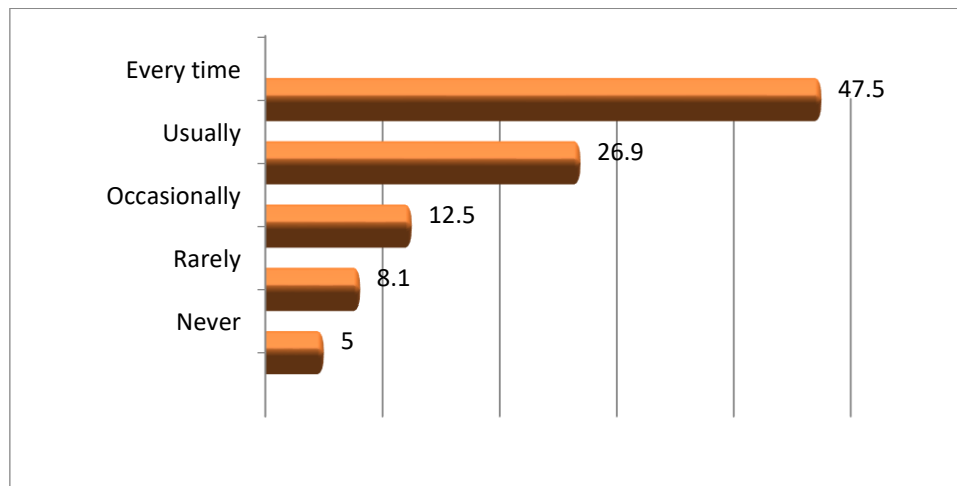


About 80% students think their teachers are Always Fair (49.3%) or Usually Fair (31.3%). This opinion speaks good about the fairness in teachers' evaluation process. Only about 1.3% students perceive their teachers to be unfair. Sometimes being strict, is considered as partial behaviour of the teacher. More transparency and immediate feedback ay resolve such issues.

## 6. Discussion on Assignments

Feedback is the key to a sound instructional process. This helps the student to understand their points of improvement in the learning process. The teachers may discuss assignment feedback either individually or in groups.

Discussion on Assignments	% of Students
Every time	47.5
Usually	26.9
Occasionally/Sometimes	12.5
Rarely	8.1
Never	5.0
Total	<b>100.0</b>

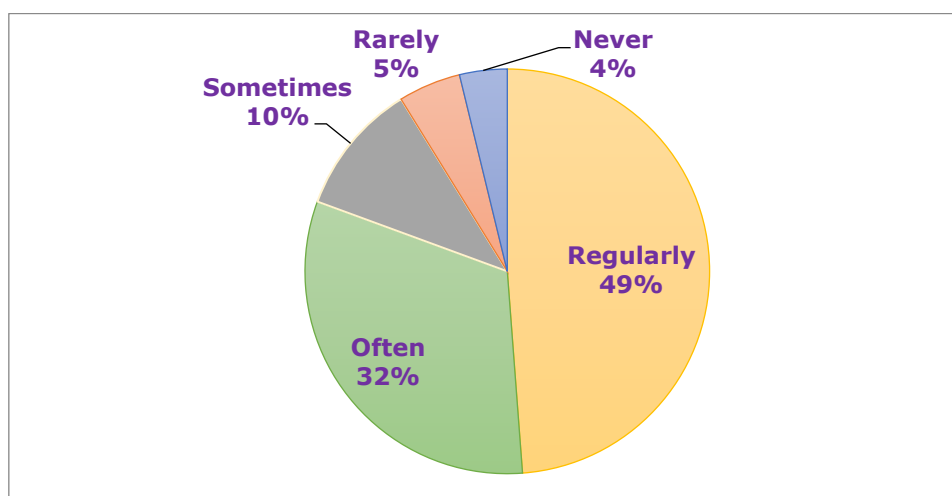


It is observed that nearly 75% students claim that their teachers do discuss their assignments and provide feedback to them. Other 12.5% think this is done occasionally or sometimes. Only 5% think it is never done. May be it is a drawback of teaching a large class. Even the small number leaves a scope for doubt.

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

Higher education is a window to the real world. Feel of this real world is given through field visits, students exchange and internships. Almost all departments and institutes of SNDTWU arrange field visits and many offer student exchange opportunities to students. Internship is a mandatory component in all PG programmes of the university.

<b>Frequency of the institute taking active interest in promoting internship, student exchange, field visit opportunity for students</b>	<b>% of Students</b>
Regularly	48.8
Often	31.8
Sometimes	10.6
Rarely	5.0
Never	3.8
<b>Total</b>	<b>100.0</b>



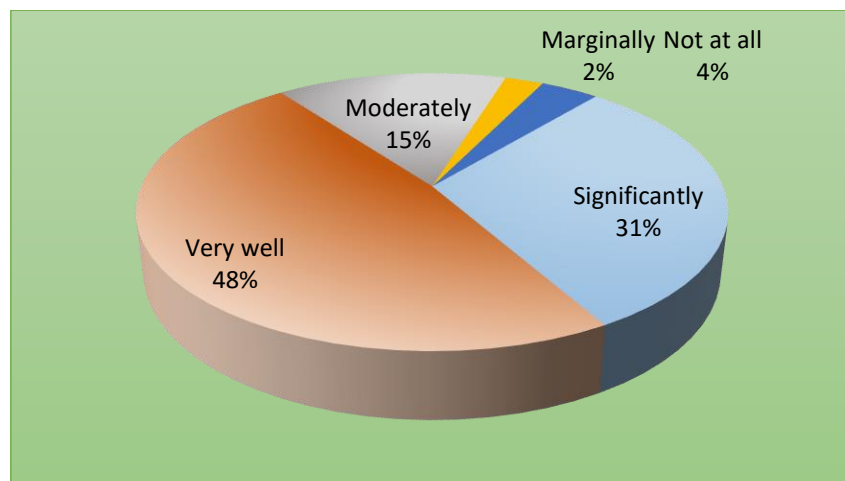
It is observed that the majority (80%) of the students feel that these experiences are given frequently, whereas 15% say these are sometimes or rarely given. These might be UG students of the campus.

SNDTWU provides internship opportunity to 100% students during the final semester of the master's degree. This can be introduced in all UG programmes also.

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

Mentoring helps in providing emotional support to students. Students' social and cognitive growth go hand in hand. These are not water-tight compartments. Emotional intelligence, therefore, plays an important role in a learner's life. The data received as a response is presented below.

<b>Extent of the teaching and mentoring process facilitating students' cognitive, social and emotional growth</b>	<b>% of Students</b>
Significantly	30.6
Very well	48.1
Moderately	15.0
Marginally	2.5
Not at all	3.8
<b>Total</b>	<b>100.0</b>



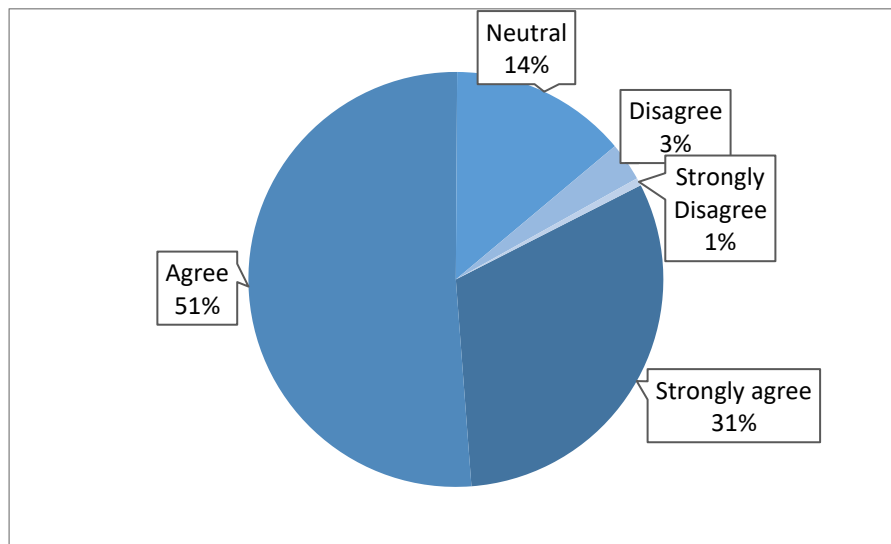
Nearly 80% of SNDTWU students are satisfied with their teacher's role in providing them support for social emotional and cognitive development. Another 15% feel the support is moderately given.



## 9. Provision of multiple opportunities to learn and grow

Values, feelings, beliefs, skills matter a lot in higher education, where knowledge does not end in books. Conducive environments allow young women to grow.

Provision of multiple opportunities to learn and grow	% of Students
Strongly agree	31.3
Agree	51.3
Neutral	13.8
Disagree	3.0
Strongly Disagree	0.6
<b>Total</b>	<b>100.0</b>



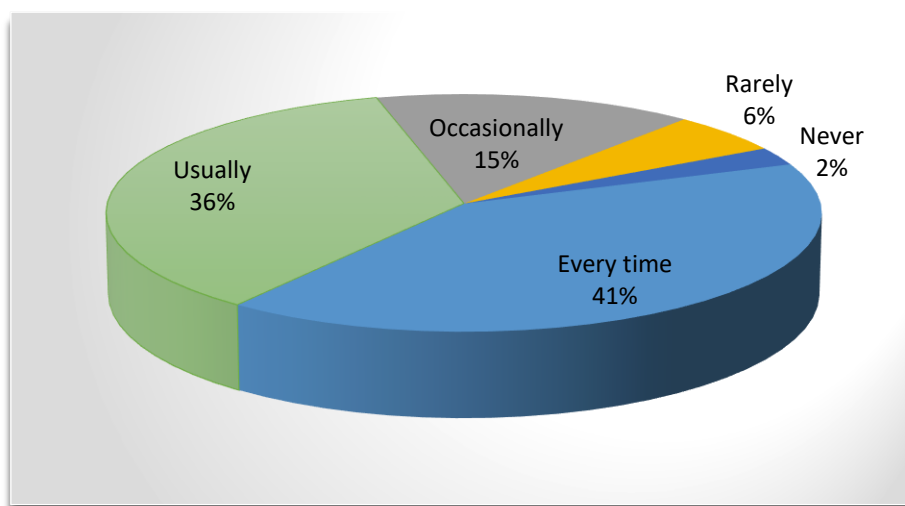
When more than 83% students think the SNDTWU provides them for opportunities for to learn and grow, it is a matter of pride for us.

A few (3.6%) students do not think their institution provides for such opportunities. Individual perception matters in such critical issues. Students may be confused which opportunities to be labelled as opportunities to learn and grow. The percentage of neutral students indicates this confusion.

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

SNDTWU focuses on sound outcome-based syllabi of all its programmes. Every credit-module has well-defined outcomes and assignments.

<b>Frequency of teachers informing students about their expected competencies, course outcomes and program outcomes</b>	<b>% of Students</b>
Every time	40.7
Usually	35.6
Occasionally/Sometimes	15.6
Rarely	5.6
Never	2.5
<b>Total</b>	<b>100.0</b>



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.

The data clearly reveals that more than 76% students positively reinforce that they are well aware of their syllabi, learning outcomes and expectations from the courses.

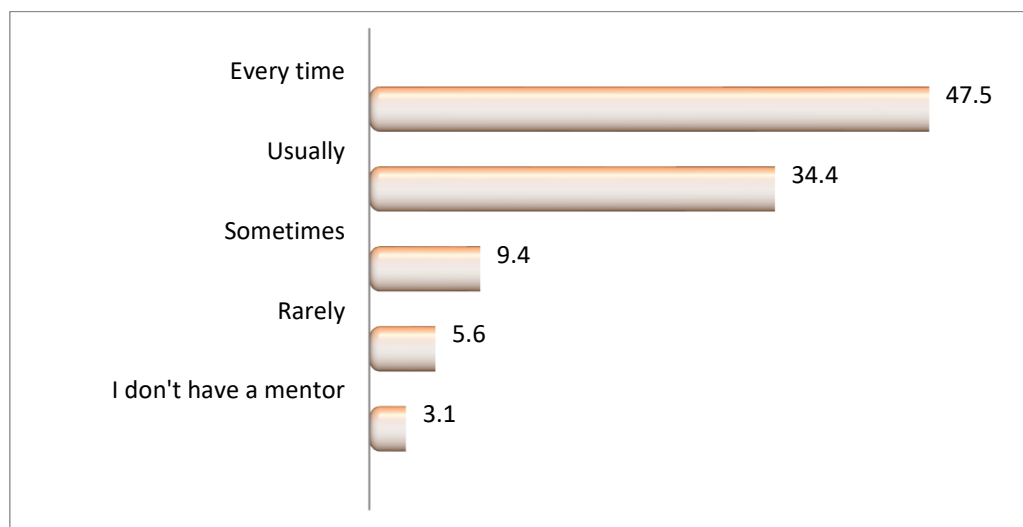
There are only 2.5% students who have stated that their teachers 'never' share these expectations with them. It leaves a scope for doubt.

Making students well-aware of their expectations and learning outcomes certainly helps in improved teaching-learning environments.

## 11. Follow-up with an assigned task to students

Comprehensive Continuous Evaluation also demands frequent follow-up with students on their assignments, activities, projects, etc.

<b>Frequency of the mentor having follow-up with an assigned task to students</b>	<b>% of Students</b>
Every time	47.5
Usually	34.4
Occasionally/Sometimes	9.4
Rarely	5.6
I don't have a mentor	3.1
<b>Total</b>	<b>100.0</b>



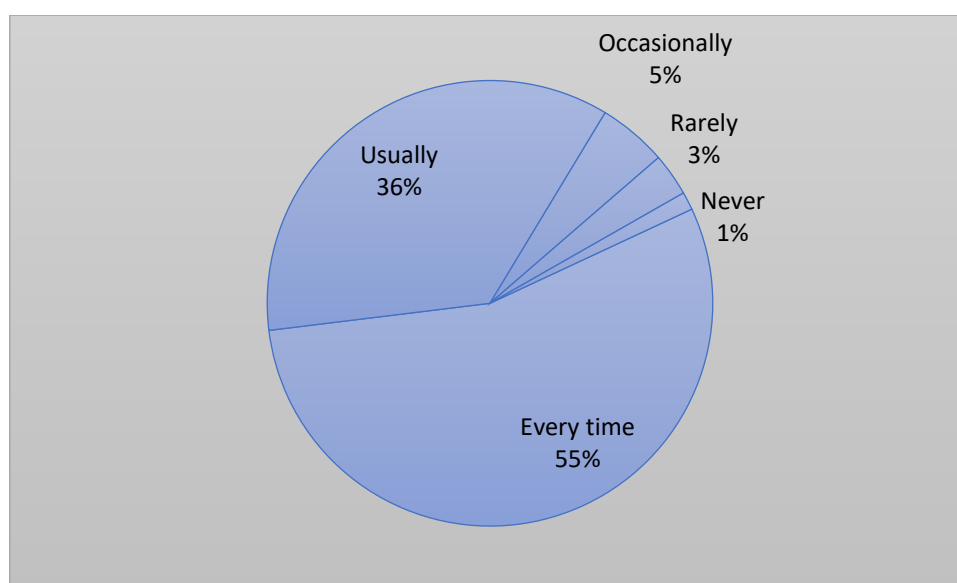
Real-world tasks, team-work, practical tasks are useful in achieving learner-centred education. It is promising to see that more than 82% students receive follow-up on their assignments, tasks given to them every time (47.5%) or usually (34.4%).

About 3.1% 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". The question does not focus here only on assignment follow-up, but talks about mentorship, which might have proved confusing for some students.

## 12. Illustration of the concept through examples and applications

Proper conceptualisation occurs with the help of appropriate examples and learning gets complete with application of new concepts. Effective teachers succeed in achieving application level knowledge and skills.

<b>Frequency of the teachers illustrating the concept through examples and applications</b>	<b>% of Students</b>
Every time	55.0
Usually	35.6
Occasionally/Sometimes	5.0
Rarely	3.1
Never	1.3
<b>Total</b>	<b>100.0</b>



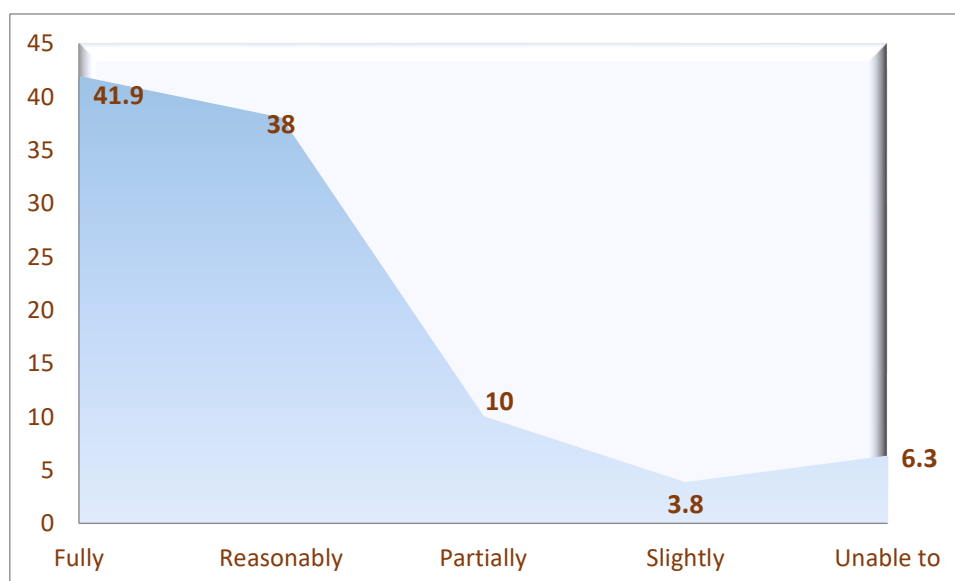
It is remarkable to see that 91% students feel their teachers help them conceptualise the things and also help them see application of knowledge. There are 5% students who think their teachers use illustrations only sometimes.

There are about 4% students who state that their teachers either rarely (3.1%) illustrate with examples or never (1.3%) illustrate. Examples, non-examples, real-life applications are some areas SNDTWU teachers have experimented with.

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

Every learner has a different levels of skills and potentials. Those who excel in a few skills, if underestimated, get frustrated and bored. Youth loves challenges. Different levels of challenges so as to invite different skills and potentials is necessity for overall development.

<b>Identification of student strengths and encouragement with providing right level of challenges</b>	<b>% of Students</b>
Fully	41.9
Reasonably	38.0
Partially	10.0
Slightly	3.8
Unable to	6.3
<b>Total</b>	<b>100.0</b>



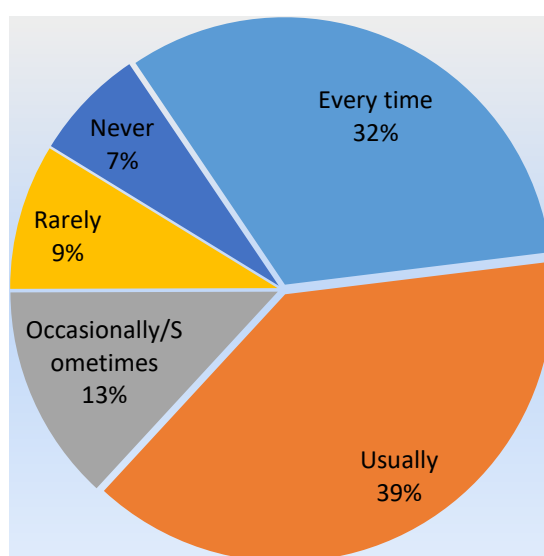
It is a moment of pride for SNDTWU that about 80% of students feel that their teachers trust their strengths and provide challenging learning environments. There are 10% students who think their teachers partially fulfil this function.

Only 10% students feel that their teachers fail to perform such functions. SNDTWU would always be committed to address such students who need challenging learning environments.

#### 14. Identification of student weakness and help to overcome them

Good teachers help learners overcome all possible limitations of their overall personality. Identifying own weaknesses and striving to overcome them is an essential quality of a healthy human-being. Teachers can play a major role in this process. They can help learners identify weaknesses and overcome them.

Identification of student weakness and help to overcome them	% of Students
Every time	32.5
Usually	38.8
Occasionally/ Sometimes	13.1
Rarely	8.8
Never	6.8
<b>Total</b>	<b>100.0</b>



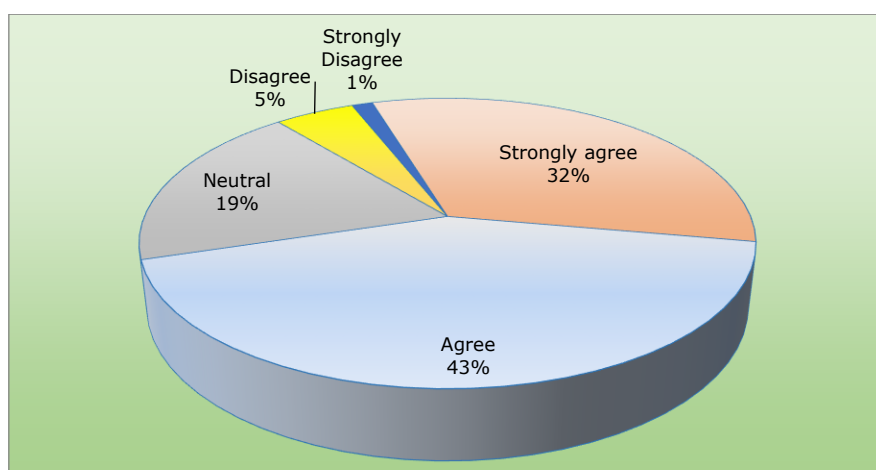
Almost 71% students feel that their teachers have always (32.5%) or usually (38.8%) helped them identify and overcome their weaknesses. There are 13.1% students who feel their teachers do it occasionally. Total 85% students seem to give this credit to their teachers.

Creating positive environment in which learners can speak about their weaknesses and discuss how they can overcome those is a healthy classroom environment. Peers helping each other in this should also be encouraged.

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

Students are key stakeholders of the higher education systems. Their involvement in identifying and enhancing quality of HE systems is crucial. It is necessary to involve them in the quality review of the processes of teaching, learning and evaluation.

<b>Institution’s effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process</b>	<b>% of Students</b>
Strongly agree	32.5
Agree	42.5
Neutral	18.7
Disagree	5.0
Strongly Disagree	1.3
<b>Total</b>	<b>100.0</b>



Total 75% of the SNTWU students agree that they are actively involved in the monitoring, review and continuous quality improvement of the teaching learning process

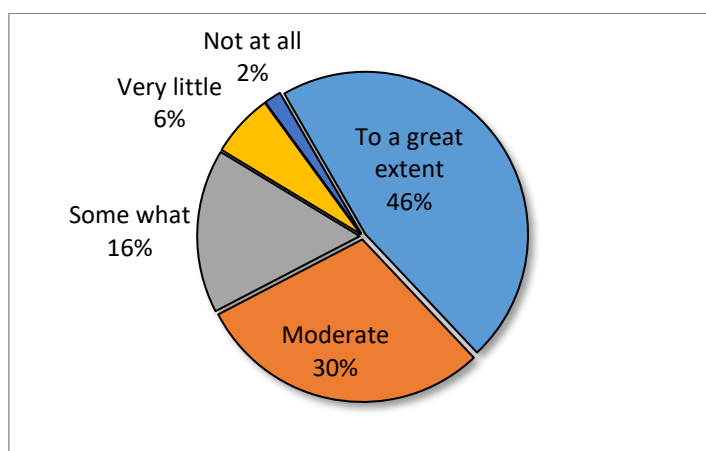
Though only 6% students do not think they have been invited to participate in these processes. New ways to involve them need to be explored.

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

The moment learner gets actively engaged in the learning process, s/he starts owning the learning and hence the learning is more meaningful and comparatively permanent.

Experiential learning and problem-solving enhances learning experience of the students. SNTWU students were asked if they get such experiences during their classes.

<b>Use of student centric methods</b>	<b>% of Students</b>
To a great extent	46.3
Moderate	29.4
Some what	16.3
Very little	6.3
Not at all	1.7
<b>Total</b>	<b>100.0</b>



About 76% students think their teachers use such participatory learning strategies. Nearly 16.3% think they use it to some extent. Nearly 8% think such strategies are not used or used to a very little extent.

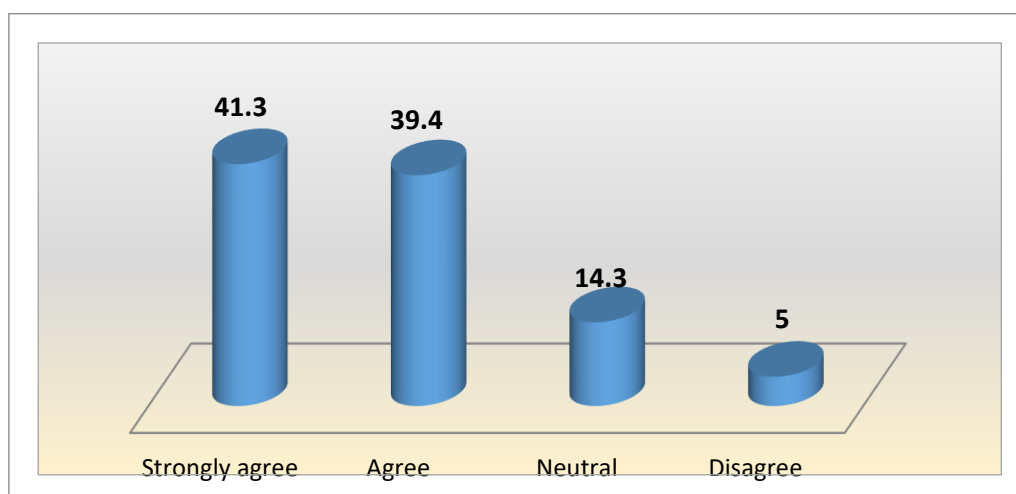
It is very essential that the teachers do use learner centred pedagogy and provide impetus to development of 21<sup>st</sup> century skills like critical thinking, problem solving, creativity etc. These cannot be developed only through teacher determined (mostly lecturing) pedagogies.



## 17. Encouragement to participate in extracurricular activities

Overall development of a personality can be achieved by inputs for all three domains, i.e. cognitive, affective as well as psychomotor. The extra-curricular activities play a significant role in the overall development of HE students.

<b>Encouragement to participate in extracurricular activities</b>	<b>% of Students</b>
Strongly agree	41.3
Agree	39.4
Neutral	14.3
Disagree	5.0
Strongly Disagree	0.0
<b>Total</b>	<b>100.0</b>

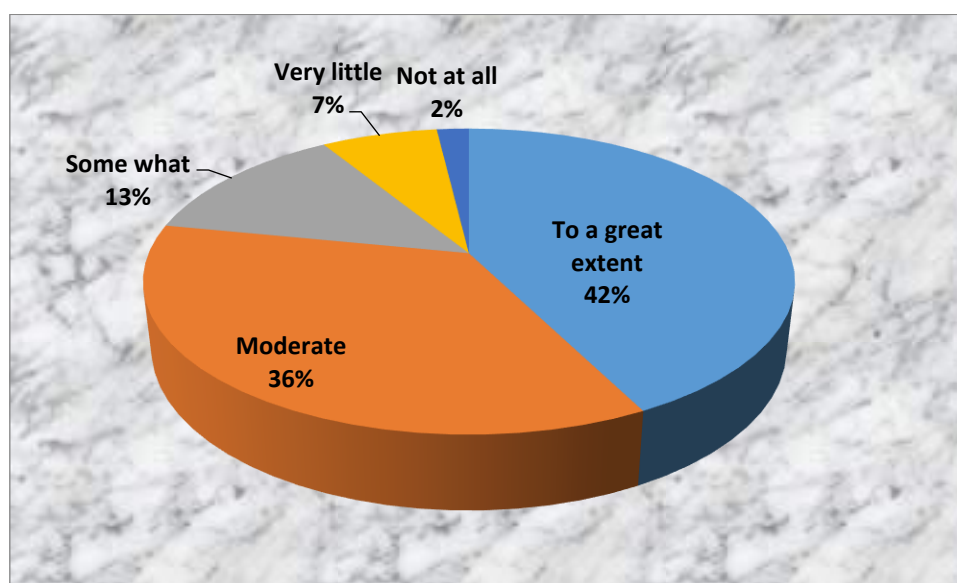


More than 80% students agree that the SNDTWU does organise such activities and encourage them to participate in those, whereas nearly 5% students feel they are not encouraged to participate in such activities. About 14% students are undecided, who may or may not have seen such an encouragement in the class. SNDTWU students participate in several extra-curricular activities such as inter-university competitions, cultural events, sports, defence, NCC and NSS activities. They always excel in these activities.

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

Twenty first century learners require strong soft skills and employability skills. SNDTWU is committed to enlighten young promising women and make them self-reliant. It was essential to see how many students feel that their teachers are helping them develop the skill-set apart from imparting of the theoretical knowledge.

<b>Extent to inculcate soft skills, life skills and employability skills to make students ready for the world of work</b>	<b>% of Students</b>
To a great extent	42.5
Moderate	35.6
Some what	13.1
Very little	6.9
Not at all	1.9
<b>Total</b>	<b>100.0</b>

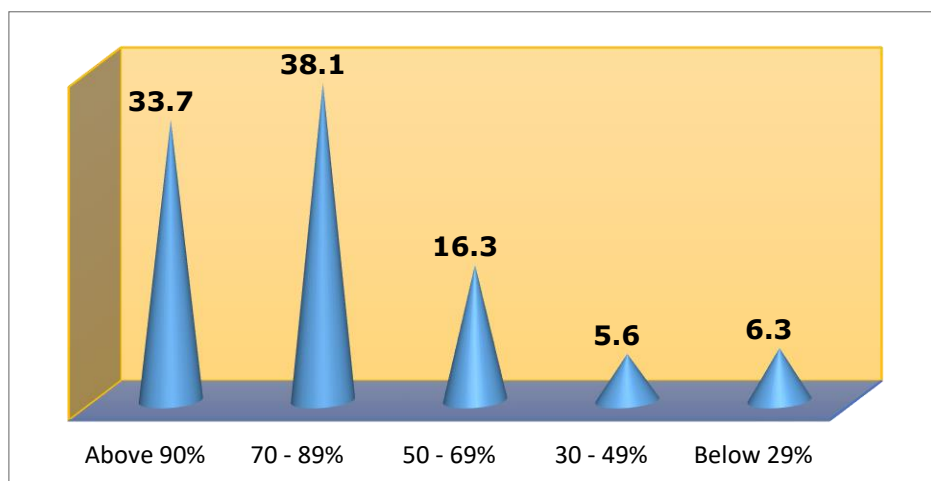


It is a positive gesture to see that nearly 78% students think that SNDTWU strives to make its students employment ready. About 9% have expressed that there is no such efforts or very little efforts taken by the institute to inculcate such skills. SNDTWU is continuously progressing towards development of employability skills.

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

Integrating ICT tools is adding value to the process of teaching-learning. If the students are made only to listen to teacher's lecture, only passive learning takes place which may or may not guarantee acquisition of skills and knowledge. It is therefore expected that the teachers use learning aids like videos, interactive multimedia, as well as podcast etc.

<b>Teachers using ICT tools such as LCD projector, Multimedia, etc. while teaching</b>	<b>% of Students</b>
Above 90%	33.7
70 - 89%	38.1
50 - 69%	16.3
30 - 49%	5.6
Below 29%	6.3
<b>Total</b>	<b>100.0</b>



ICT tools such as presentations or the videos help comprehend the concepts, processes, and procedures in better manner.

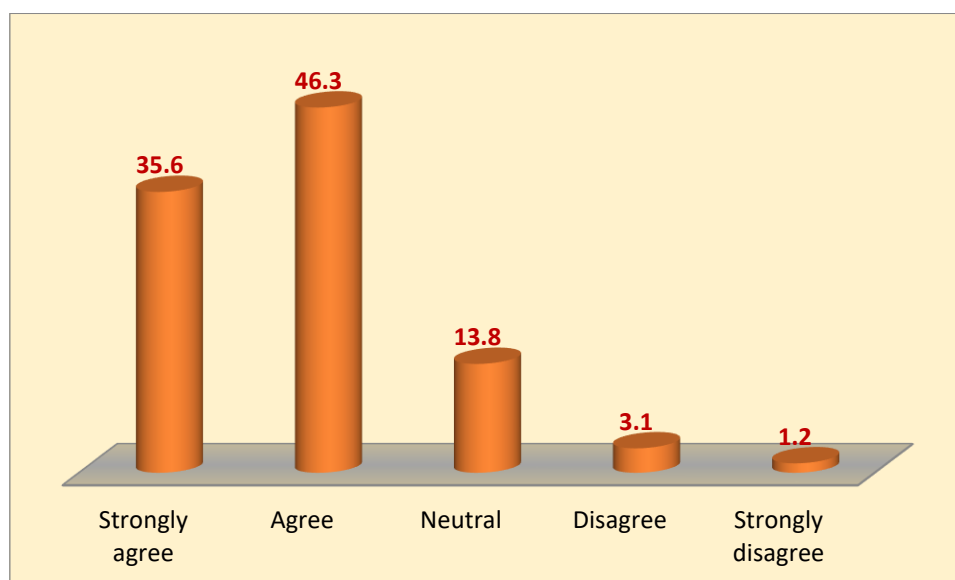
SNDTWU is progressive in using various ICT tools. The data clearly shows that more than about 72% students agree to the fact that more than 70% teachers of the SNDTWU use ICT tools. More than 16% feel that 50-70% teachers use ICT which is also encouraging. Remaining 30% students have, unfortunately, experienced less than 30% teachers using ICT.

SNDTWU teachers are not only using one-way ICT tools, but are experimenting with interactive tools and use of social media for achieving active learning.

## 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	35.6
Agree	46.3
Neutral	13.8
Disagree	3.1
Strongly disagree	1.2
<b>Total</b>	<b>100.0</b>



About 82% students have either agreed or strongly agreed that the quality of teaching-learning at SNDTWU is very good. This is similar to achieving 'Mastery' in terms of achievement. Less than 14% students are neutral and less than 4% students have disagreed or strongly disagreed to the same. There is always a room for improvement and hence though negligible, SNDTWU is committed to nullify the number of disagreement.

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**

- Great concept clarification during most lectures and teachers are well-versed with the subject matter at hand. They are very approachable and pushes one to go beyond the syllabus.
- The staff was approachable 24x7 to help make things easier.
- The overall quality of teaching is very excellent and all teachers encouraged to participate in extracurricular activities. They motivate us to grow in life.
- The department takes personal interest in each student to see to an all-round development of the students. Teachers go out of their way.
- The research supervisors also ensure quality and innovative research, motivating us to explore new research fields.
- The department also brings in specialists in the field to teach us certain components of the papers.
- There are field visits every year, which help us broaden our perspectives.
- Teachers are very professional. When students have a problem, they are always ready to help.
- The teachers help students in thinking critically and not to just blindly follow the norms, but also to question them. The teachers made sure that the students put their own point of view across the room on a certain topic. There were discussions on topics that weren't part of the syllabi, which made lectures even more interesting.
- The teaching staff is very flexible and accommodating when it comes to helping students out.
- Very interactive classes with full participation of the class.
- Teaching was always using ICT tools.
- There were assignments based on academics and stream, which enhanced the knowledge to certain extent.

### **Suggestions**

- Feedback on internal assessment assignments would help in understanding where one is going wrong.
- Apart from the curricular activities teachers should interact with students related to outer current affairs related to the respective field.
- The duration of internship should be extended.
- Organisation of more field visits, related to subject matter and diversified topics would be beneficial.
- There should be arrangement of lectures of national and international business idols for introduction of women in business start-up.
- If the same teacher could be there for the entire year, it will give continuity in teaching and interactions. Sometimes such change of teachers makes students lose interest in the subject.

- Conscious efforts must be made to ensure that academic concepts taught are geared towards the understanding of all students, and not just a part of the class,
- The laboratory equipment need to be upgraded.
- More clear-cut guidance for research work would be helpful.
- Internship provision should be given for the first year students of post-graduation too.
- We need clubs like book club or some kind of awareness basically something other than the academics. This would add more fun to the academic life.
- Would highly recommend talks and workshops with industry experts both of in education and corporate fields.
- Would suggest incorporating current industry perspectives, have observed a wide difference in what we learnt and what industry uses/expects from us.