

STUDENT SATISFACTION SURVEY

The results of the Student Satisfaction survey have been divided into three sections: Respondents' profiles, Feedback on Teachers, and Institutions, Comments, and three suggestions for academic excellence.

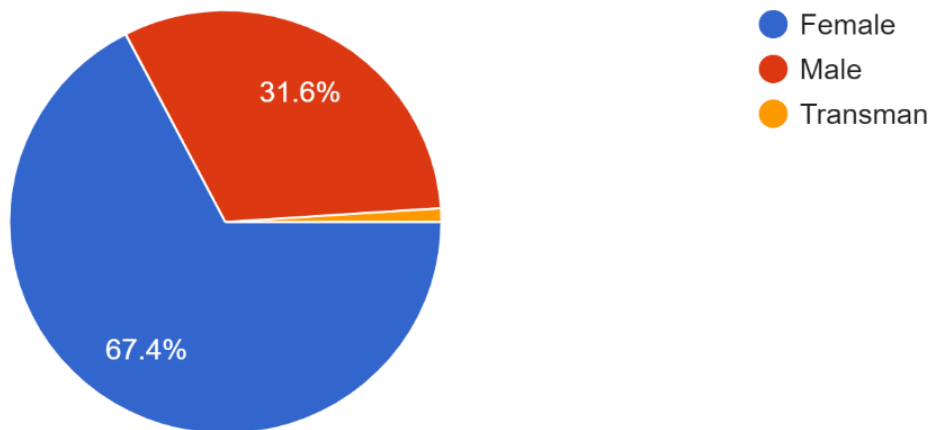
Overall the Student Satisfaction Survey results indicate the need for review and measures primarily to address teacher-student perception; classroom engagements; teaching methodologies; employability; provisions for facilitating conducive learning environments for students from vernacular backgrounds including steps to ensure student accountability; uniformity and seriousness in attendance policies; and subject allocation for teachers. Concrete measures to enhance the overall well-being of students and teachers in terms of policies, programmes, curriculum, and teaching methodologies need to be addressed on a priority.

SECTION I: RESPONDENTS PROFILE

Gender

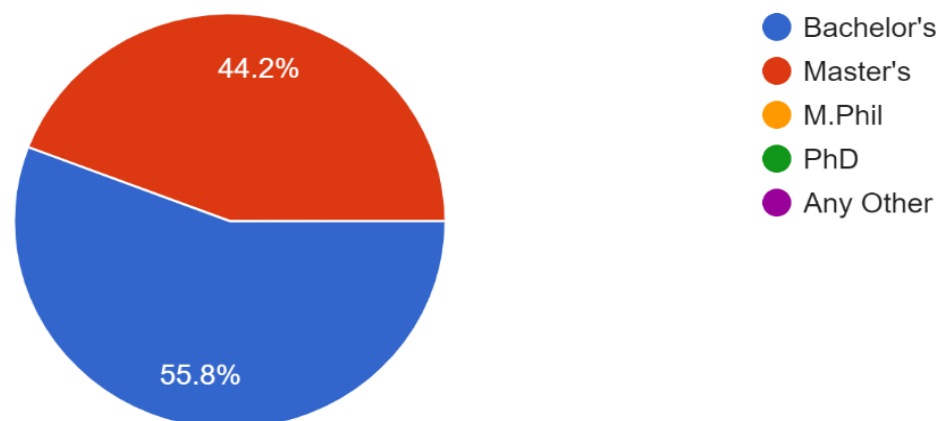
95 respondents

Most of the respondents (67.4 percent) were female students.



Degree being pursued

95 respondents



Most of the respondents who submitted the Student Satisfaction were from the Social Work Programme: Bachelor of Social Work (55.4 percent) and Master of Social Work programme (44.2 percent)

Any other degree being pursued.

95 respondents

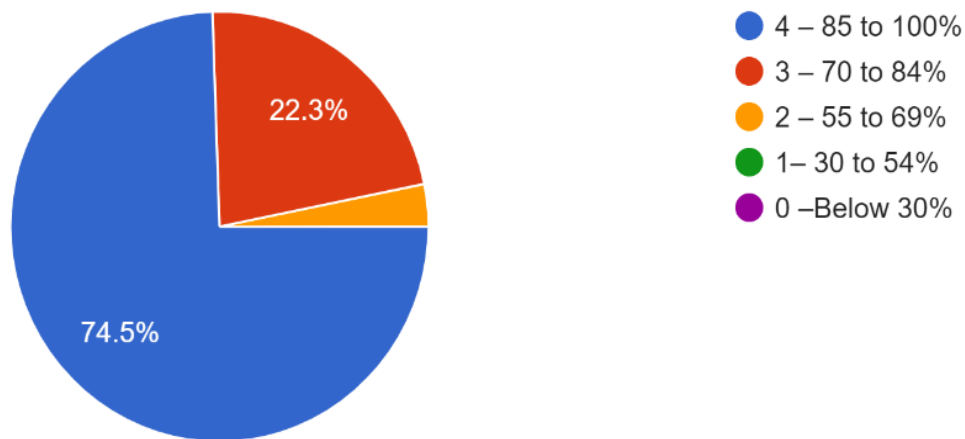
NO: 100 percent

SECTION II: FEEDBACK

A. Teachers

Syllabus covered in class.

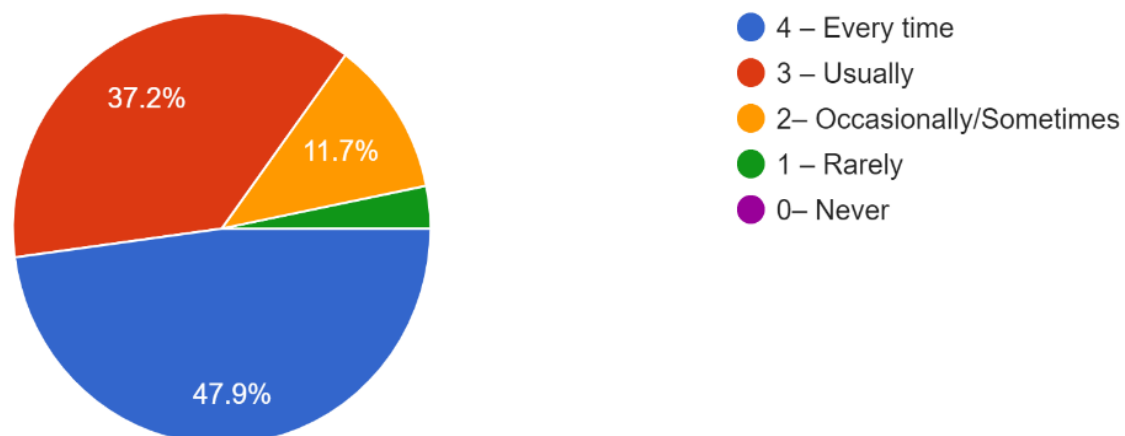
94 respondents



Most of the respondents (74.5 percent) said that 85-100 percent of the syllabus was covered in class.

Teachers inform students about expected competencies, course outcomes, and programme outcomes.

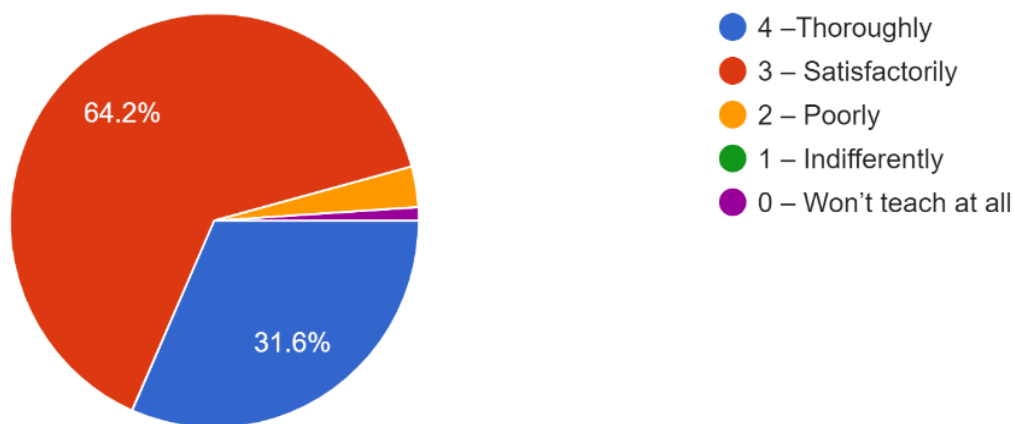
94 responses



Almost half of respondents shared that the teachers inform students about expected competencies, course outcomes, and programme outcomes every time (47.9 percent) or usually (37.2 percent).

Teacher's preparedness for classes.

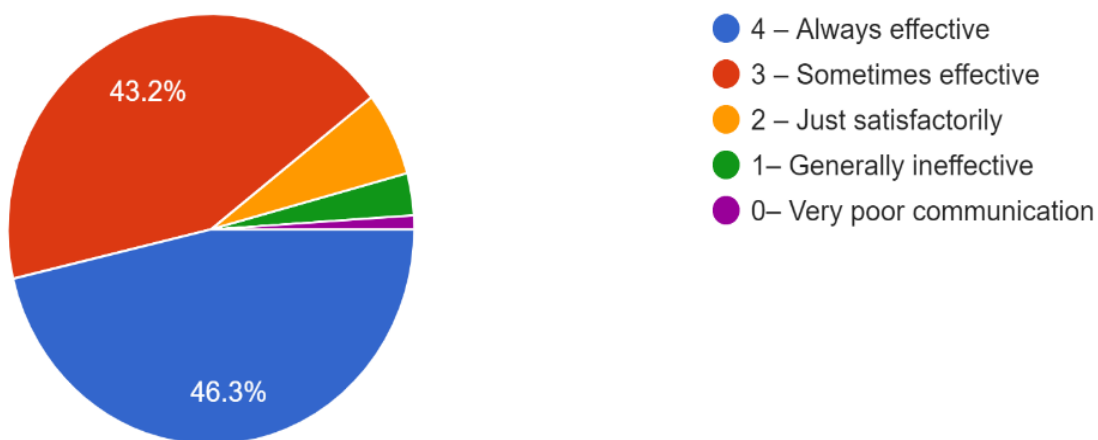
95 respondents



Most of the respondents stated that teachers prepare for class satisfactorily (64.2 percent). One third (31.6 percent) shared that the preparation is thorough.

Teacher's ability to communicate.

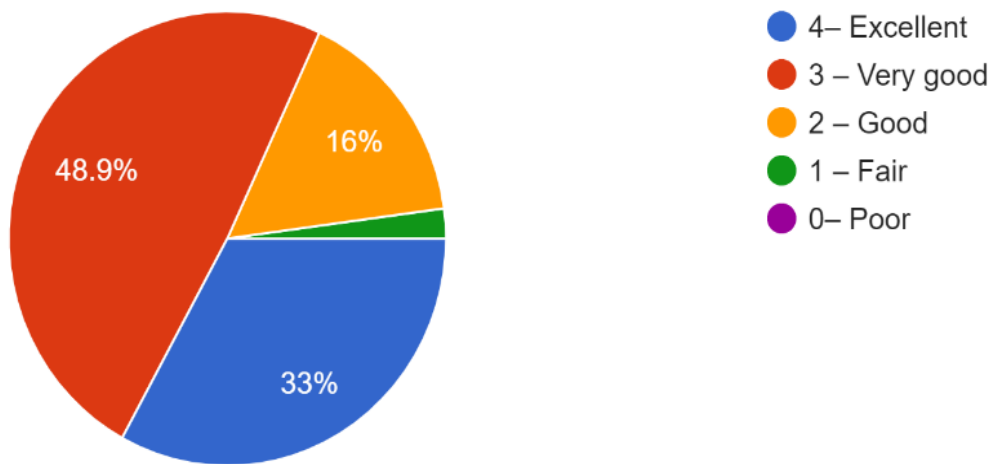
95 respondents



An almost equal number of students shared that the teachers are able to communicate effectively always (46.3 percent) or sometimes (43.2 percent).

The teacher's approach to teaching

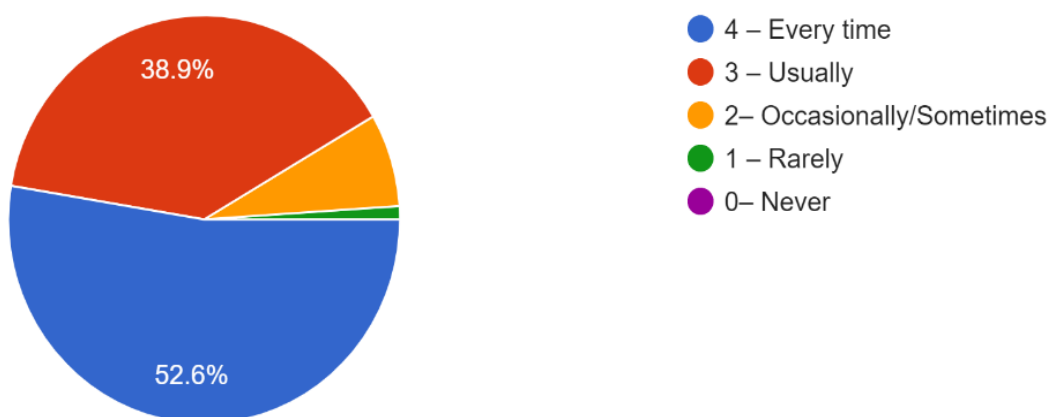
94 responses



Nearly half of the respondents shared that the teacher's approach to teaching is very good (48.9 percent) students.

Teachers illustrate the concepts through examples and applications.

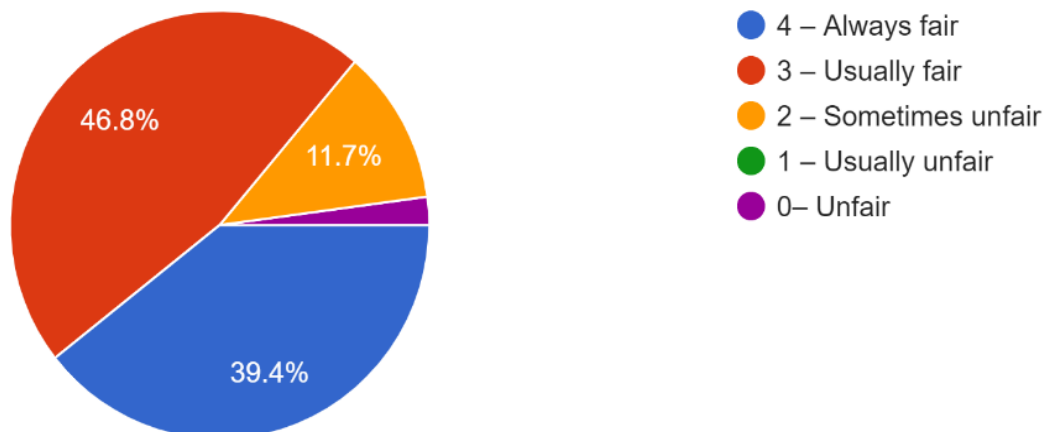
95 responses



Many respondents shared that the teachers illustrate the concepts through examples and applications every time (52.6 percent) or usually (38.9 percent).

Fairness of the internal evaluation process by the teachers

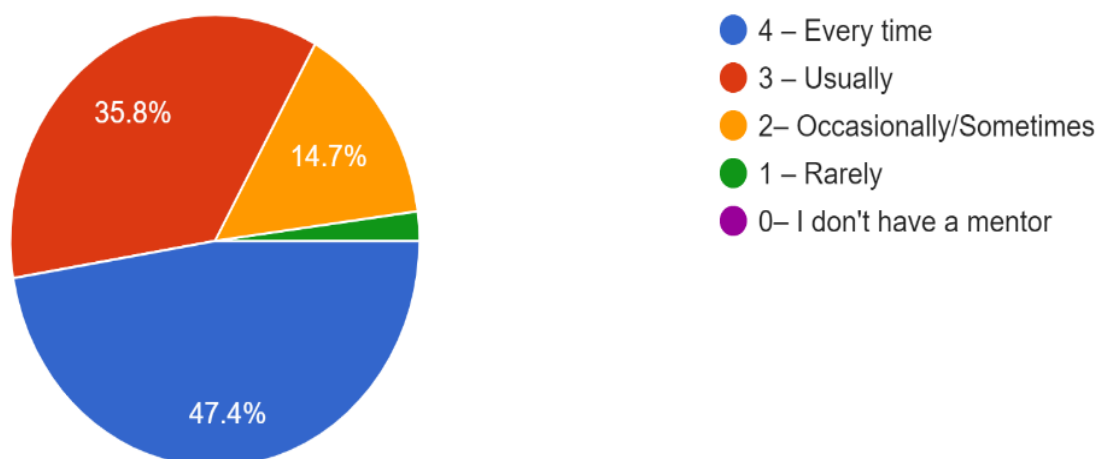
94 responses



Many respondents shared that internal evaluation was usually fair (46.8 percent) or always fair (39.4 percent).

A mentor does a necessary follow-up with an assigned task.

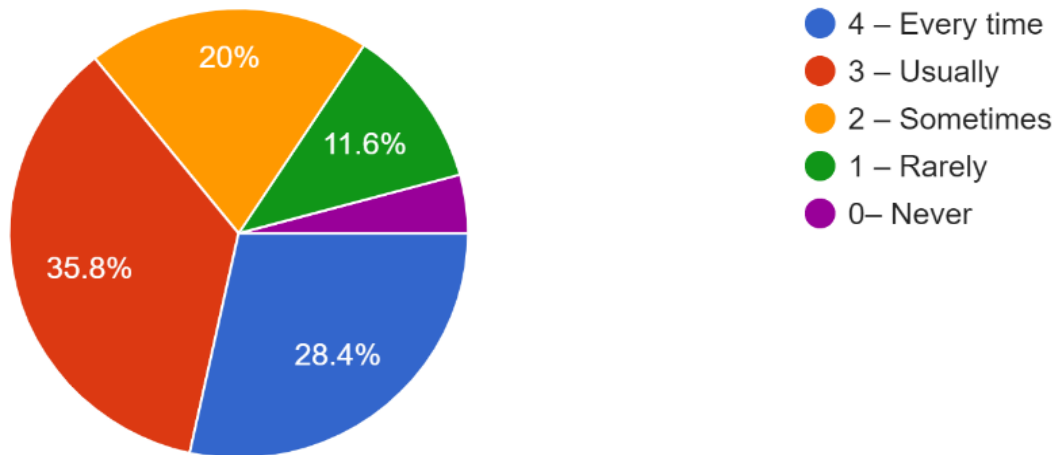
95 responses



Almost fifty percent of the respondents said their **mentor does a necessary follow-up with an assigned task.**

Discussion on assignments performance

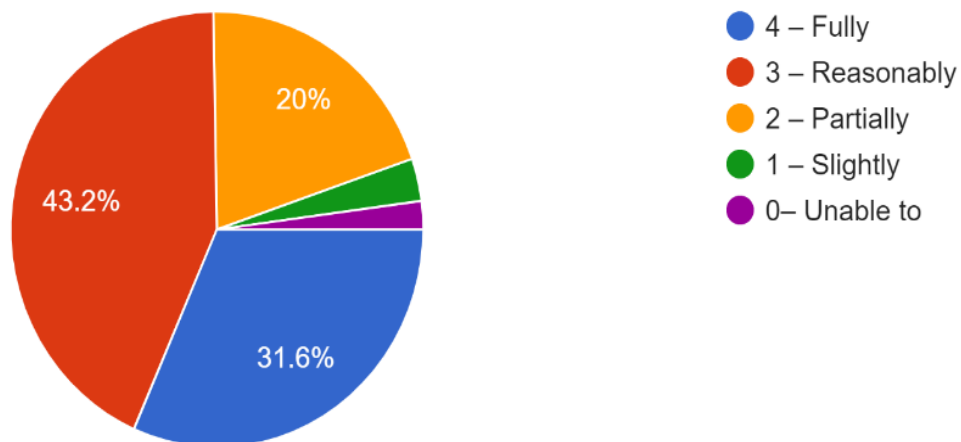
95 responses



Some respondents (28.4 percent) shared that their assignments are discussed every time (28.4 percent) or usually (35.8 percent)

Teachers identify students' strengths and encourage them by providing the right level of challenges.

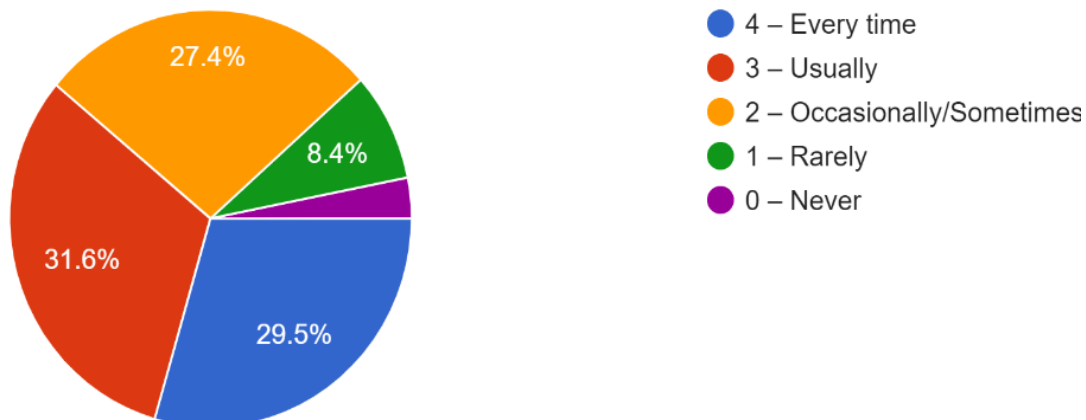
95 responses



Nearly half of the respondents shared that their teachers identify students' strengths and encourage them by providing the right level of challenge fully (31.6 percent) or reasonably (43.2 percent).

Teachers can identify the weaknesses of students and help them to overcome them.

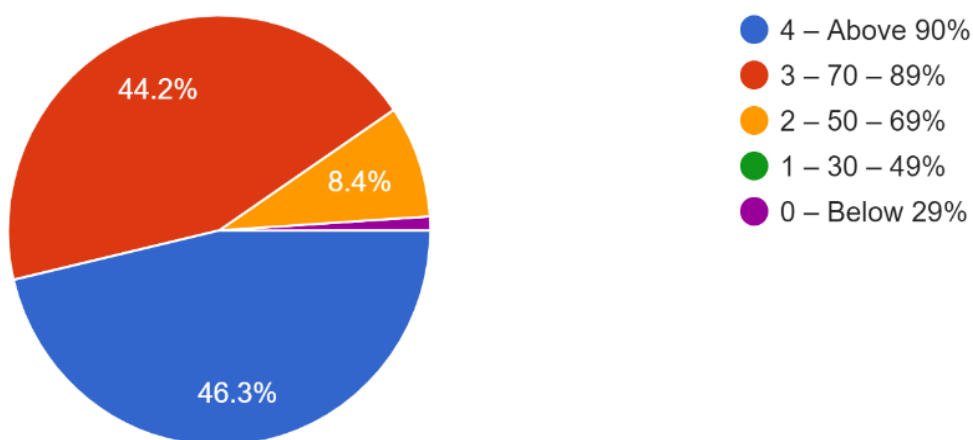
95 responses



Around 50 percent of the respondents shared that the teachers could identify the weaknesses of the students and help them to overcome them usually (31.6 percent) or every time (29.5 percent).

Percentage of teachers who use ICT tools such as LCD projectors, multimedia, etc while teaching.

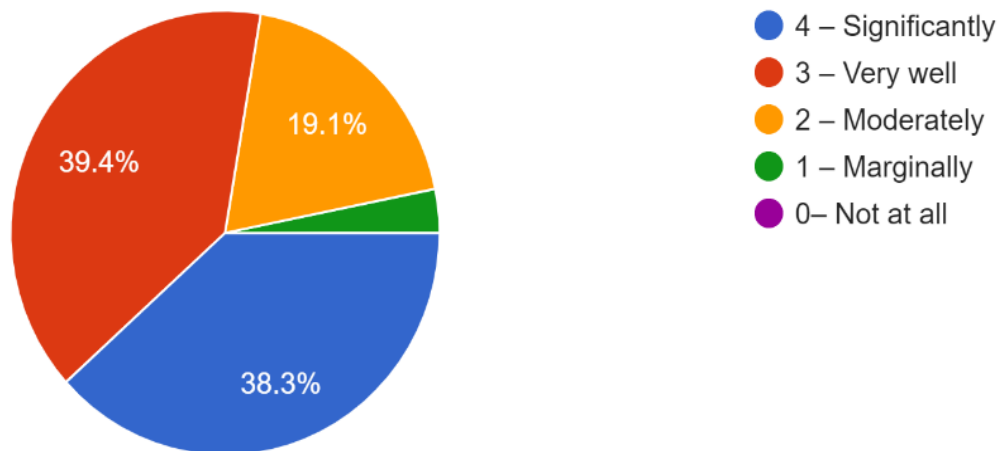
95 responses



Nearly half the respondents (46.3 percent) shared that above 90 percent or between 60-89 percent (44.2 percent) of the teachers used the ICT tools such as LCD Projector, multimedia, etc while teaching.

The teaching and mentoring process in the institution facilitates cognitive, social, and emotional growth.

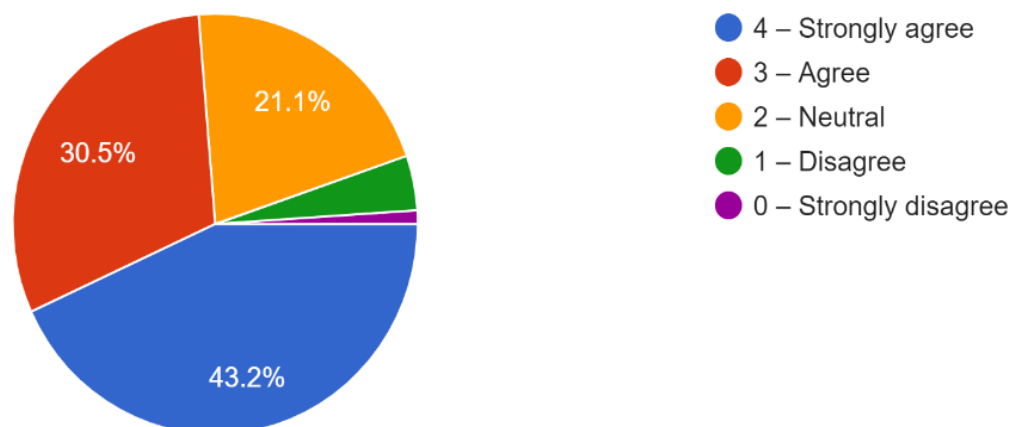
94 responses



Many respondents stated that the teaching and mentoring process in the institution facilitates significant cognitive, social, and emotional growth (39.4 percent) or very well done (38.3 percent).

The teacher encourages students to participate in extracurricular activities.

95 responses

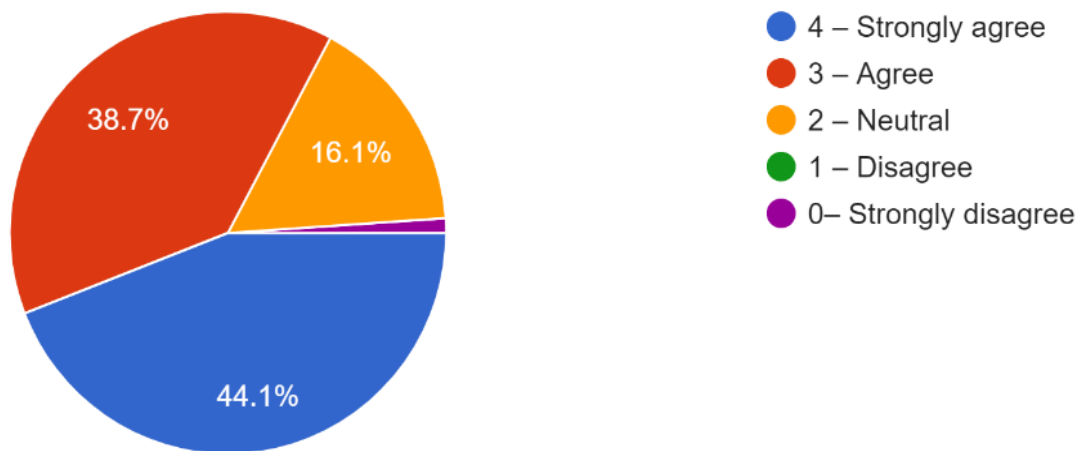


Many respondents (30.5 percent) shared that they agreed that the teachers encourage students to participate in extracurricular activities while many said they strongly agreed (43.2 percent).

B. INSTITUTION

The Institution provides multiple opportunities to learn and grow.

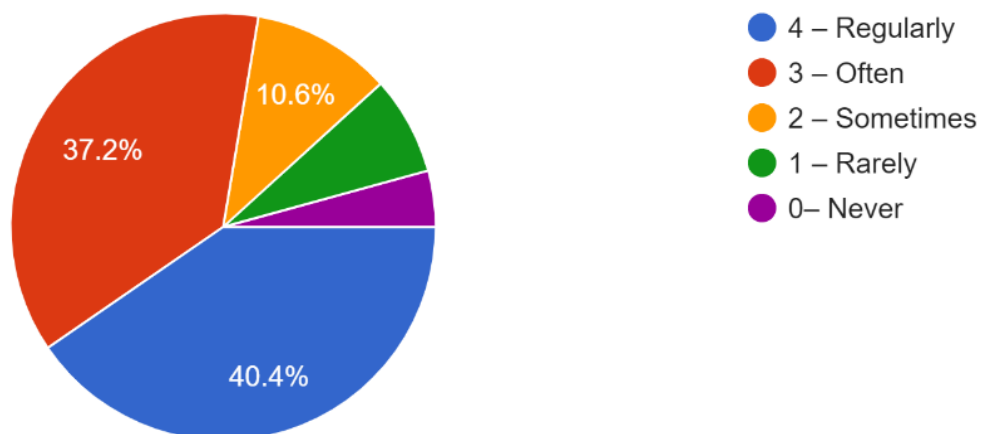
93 responses



Of the 93 responses received, 44.1 percent of the respondents shared that they strongly agreed (44.1 percent) or agreed that (38.7 percent) that the institution provided multiple opportunities to learn and grow.

The interest was taken by the Institute in promoting internship, student exchange, and field visit opportunities for students.

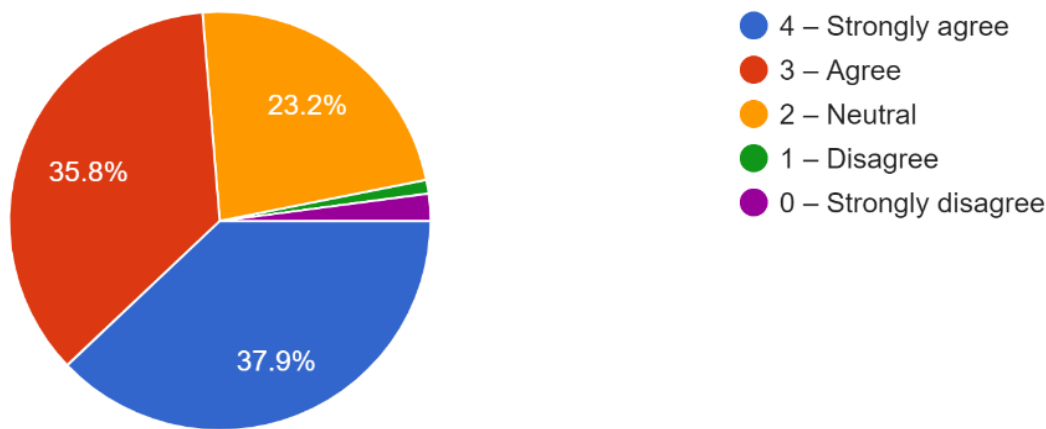
94 responses



Many respondents believed that the Institute took an interest in promoting internship, student exchange, and field visit opportunities for students often (37.2 percent) or regularly (40.4 percent).

The institution makes an effort to engage students in the monitoring, review, and continuous quality improvement of the teaching-learning process.

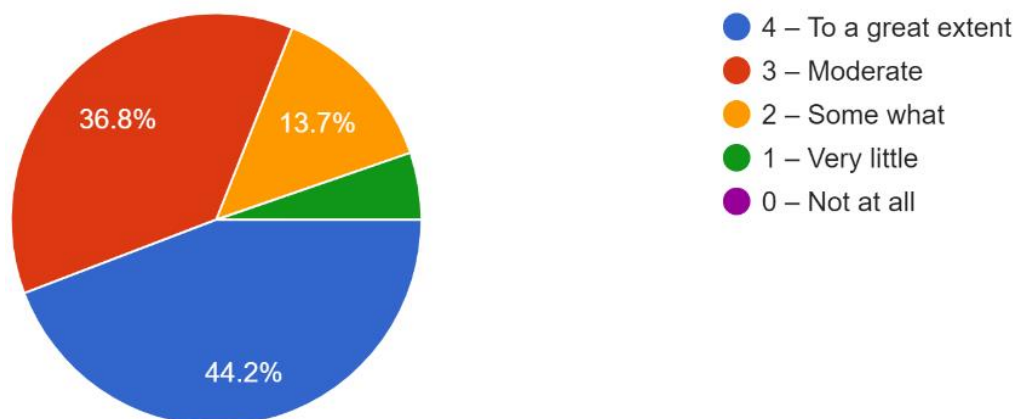
95 responses



Less than 50 percent of the respondents shared that they strongly agreed (37.9 percent) or agreed (35.8 percent) that the teaching and mentoring process in the institution facilitates cognitive, social, and emotional growth.

The Institute/teachers use student-centric methods such as experiential learning, participative learning, and problem-solving methodologies for enhancing learning experiences.

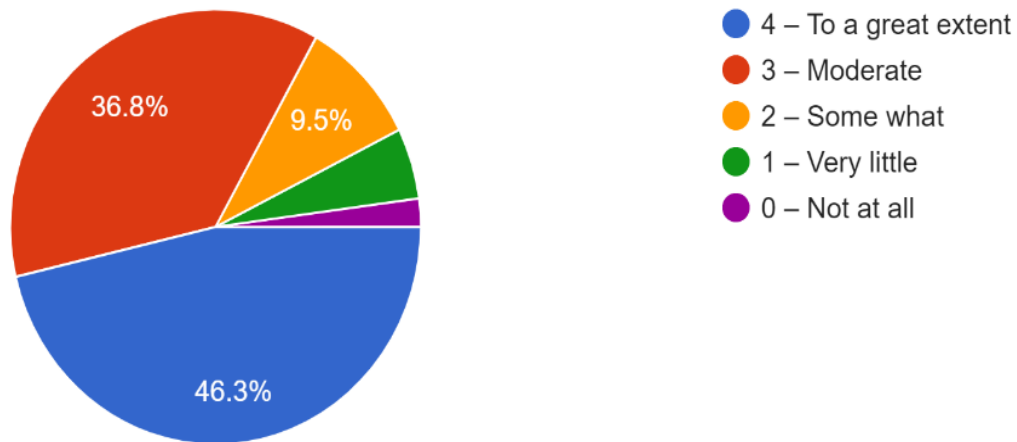
95 responses



Most of the respondents shared that the Institute/teachers use student-centric methods such as experiential learning, participative learning, and problem-solving methodologies for enhancing learning experiences to a great extent (44.2 percent) or moderately (36.8 percent).

Efforts are made by the Institute/ teachers to inculcate soft skills and employability skills to prepare students for the world of work.

95 responses

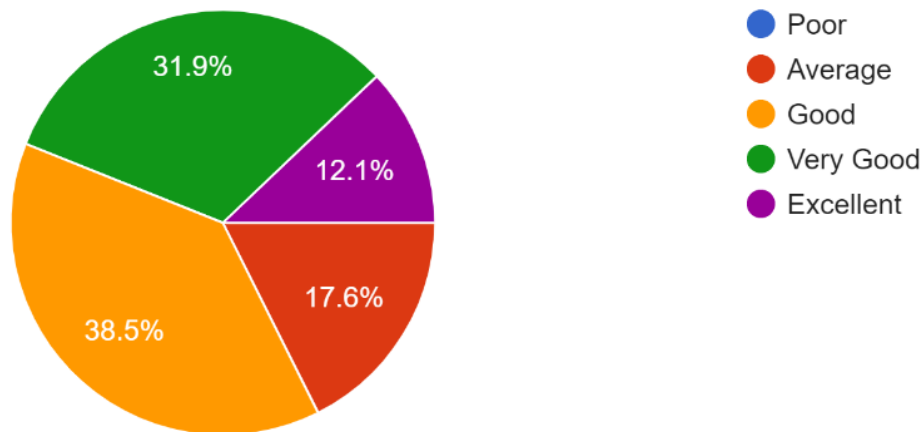


Most of the respondents shared that efforts are made by the Institute/ teachers to inculcate soft skills and employability skills to prepare students for the world of work to a great (46.3 percent) or moderate extent (36.8 percent).

C. SYLLABUS/CURRICULUM

The sequencing of the subjects across the semesters

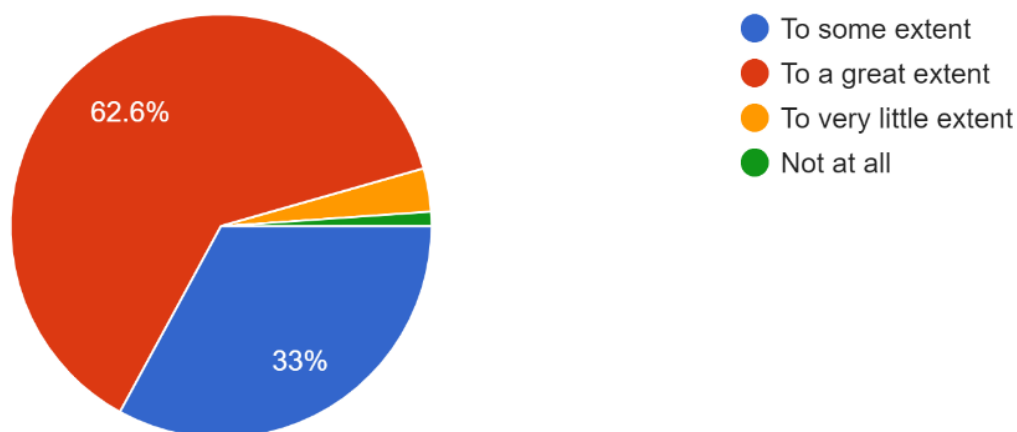
91 responses



Many respondents shared the sequencing of the subjects across the semesters is good (38.5 percent), and very good (31.9 percent). Few did express that they found the sequencing of subjects across the semesters average (17.6 percent) or excellent (12.1 percent).

Provision of relevant reading material available for the course subjects.

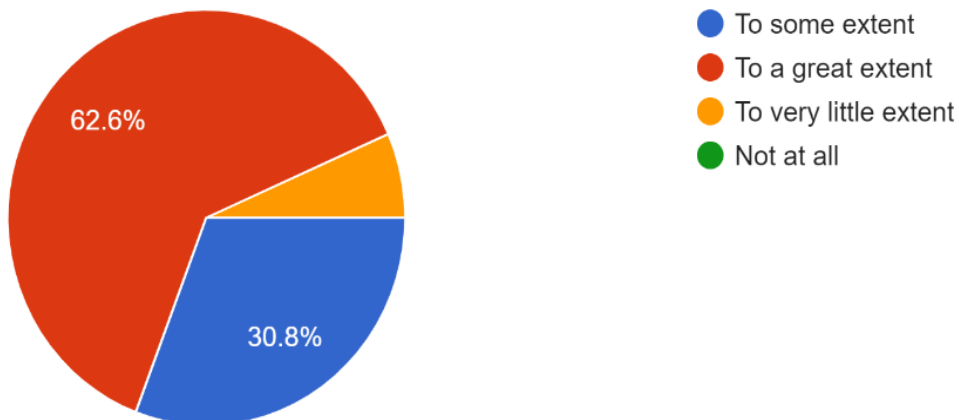
91 responses



Most of the respondents stated that there is the provision of reading material available for the course subjects (62.6 percent) to a great extent.

The course provides scope for theoretical-field linkages.

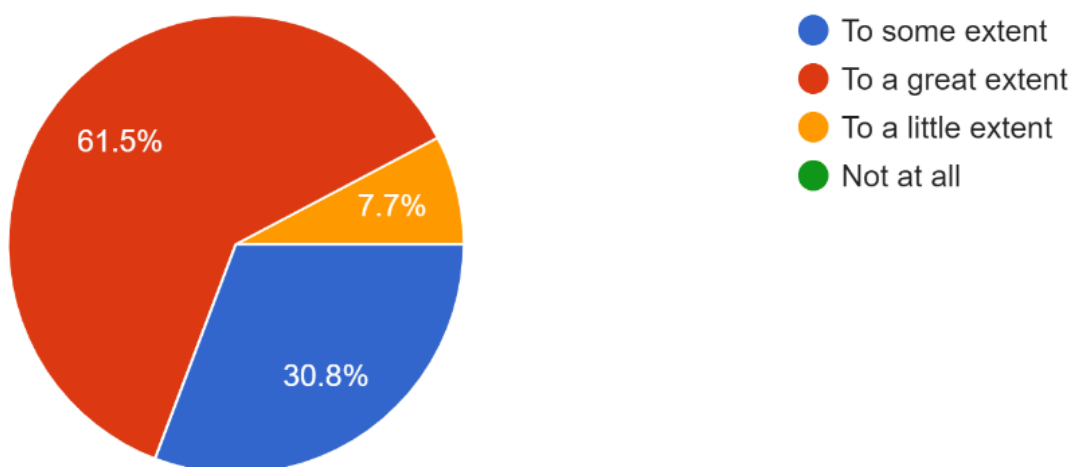
91 responses



The majority of the respondents stated that the course provides scope for theoretical-field linkages (62.6 percent).

The course meets various learning needs of the students.

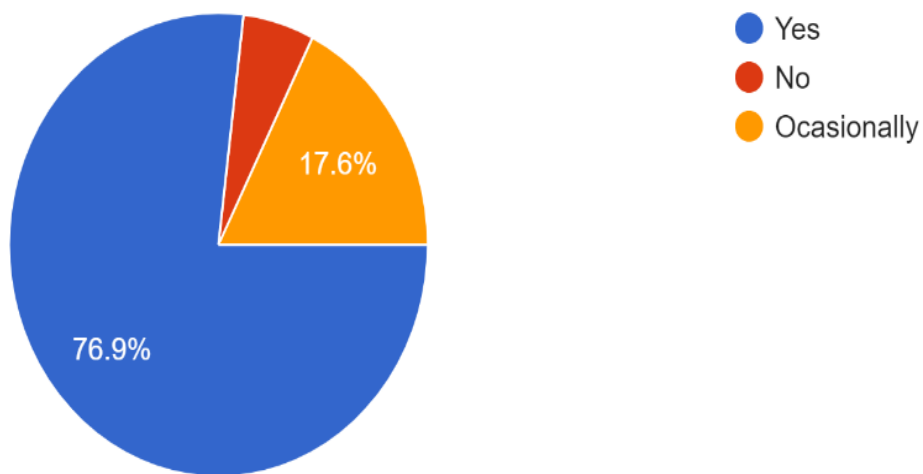
91 responses



More than half of the respondents (61.5 percent) felt that the course meets various learning needs of the students.

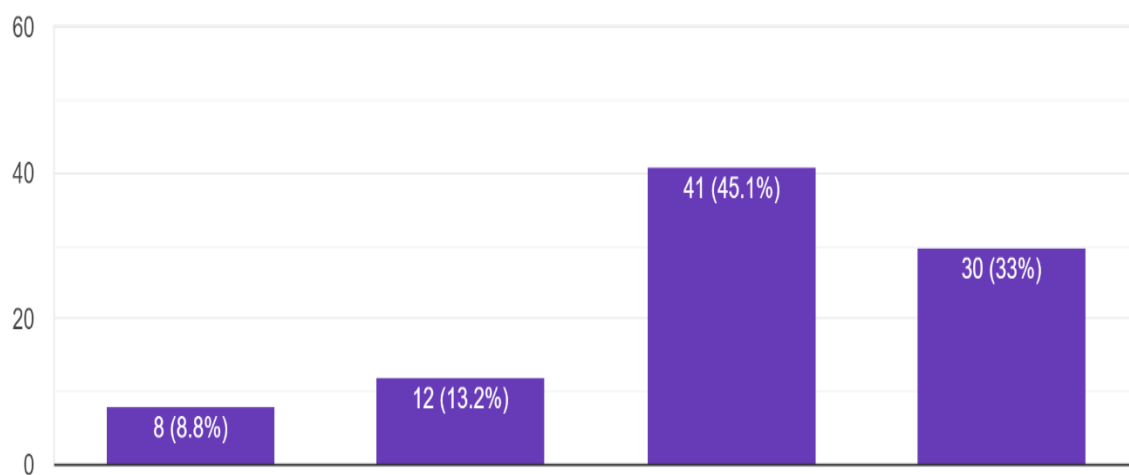
There is scope for feedback on the curriculum.

91 responses



Most of the respondents (76.9 percent) felt that there was scope for giving feedback on the curriculum. Very few students shared that there was scope, but occasionally (17.6 percent).

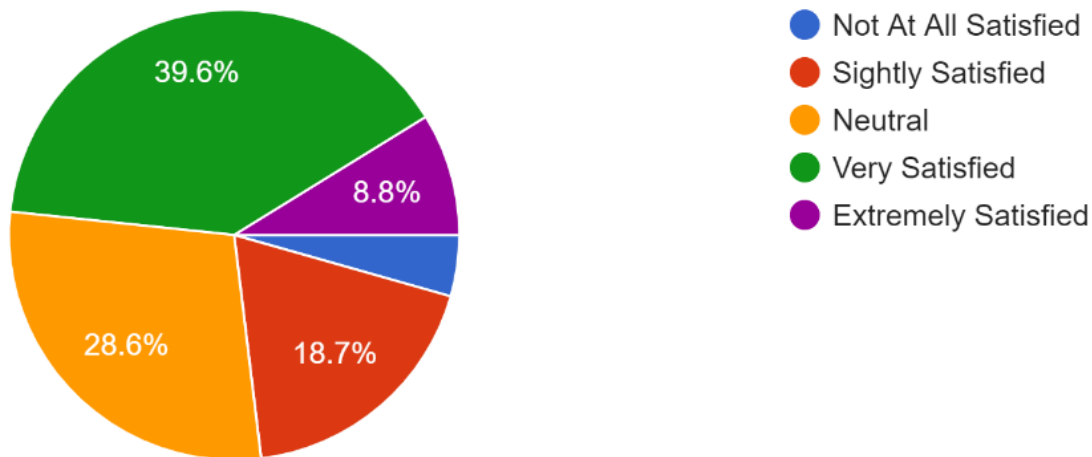
Practical Application of the Course



Many respondents shared that there was a practical application of the course (45.1 percent).

Level of satisfaction with the curriculum design as per the employability requirements.

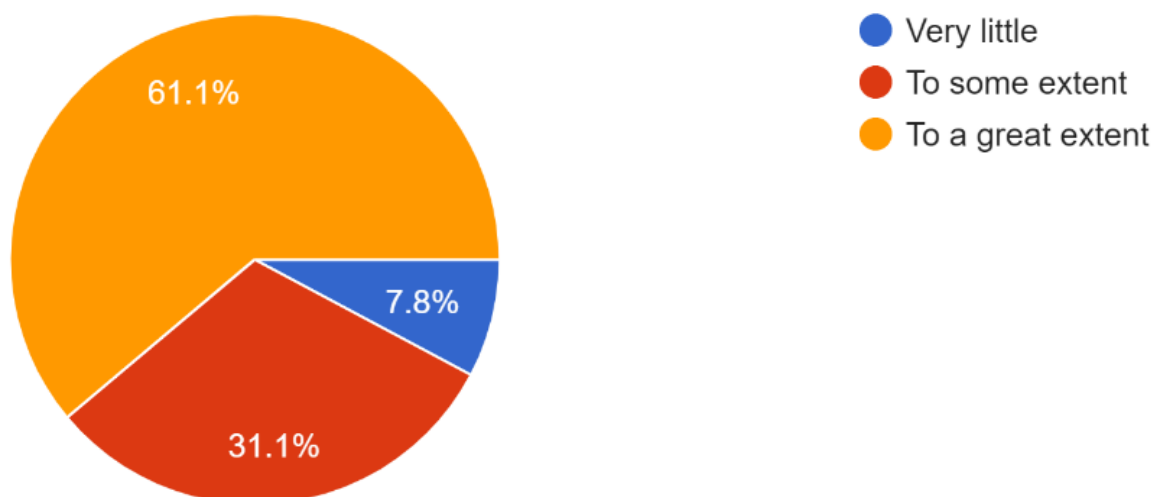
91 responses



On the level of satisfaction with the course, many (39.6 percent) shared they were very satisfied with the curriculum design as per the employability requirements. Few respondents shared that they were extremely satisfied (8.8 percent), slightly satisfied (18.7 percent) with the curriculum design as per the employability requirements. Interestingly 28.6 percent opted for a neutral opinion on this statement.

The curriculum reflects the mission and vision of the Institute.

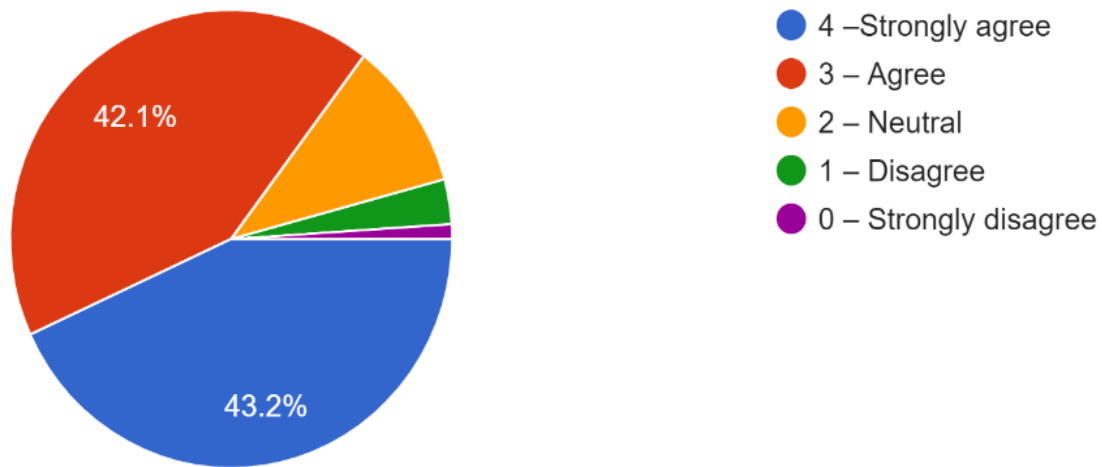
90 responses



The majority of the respondents (61.1 percent) stated that the curriculum reflects the mission and vision of the Institute.

The overall quality of teaching-learning process in the Institute is very good.

95 responses



Nearly half of the respondents strongly agreed (43.2 percent) or agreed (42.1 percent) shared that the overall quality of the teaching-learning process in the Institute is very good.