

## REPORT ON STUDENTS' FEEDBACK (2021-2022)

Students of the university, are the primary and dominant stakeholder, who are groomed with the intent to prepare them for the professional world and take on all challenges of the dynamic world with their well prepared, sharpened and chiseled arsenal. Students and their needs are catered to in the best possible way through academic, cultural, co-curricular, personality development and other critical inputs. A constant touch is maintained with the students, the heartbeat of the university and their take on initiatives by the university and constant efforts of the faculty through comprehensive feedback. Students' survey is an initiative taken in the light of growth and development of both the students and also the faculty and the institute and to steer all actions in the right fruitful direction. This year, the university adopted the Student Satisfaction Survey format (with effect from 2020-21) as suggested by the UGC/NAAC and garnered the feedback of the students on the set of statements on a five-point scale. The scale was a five-point but measured different attributes and the points (0 to 4) reflected different meanings according to the question being asked. The students' responses were garnered, recorded, analyzed and interpreted to take policy decisions and help scale heights in student development and enrichment.

The students belonged to different departments, varied subject areas and different degree programs. The students were mandated to fill in their email addresses and they were recorded for record purposes. After the initial profiling of the students, with respect to email, degree, subject area, the battery of statements (20) was thrown open to every respondent. The results of the 20 statements pertaining to teaching-learning process, facilities provided and overall environment, which were supposed to be ranked on a 5-point scale put together in the table below and analyzed and interpreted for a reality check and future course of action.

**Table: Percentage of Responses of the students about different attributes on a five-point scale along with the weighted average mean score (WM)**

S.No	Attributes						
	Weights	0	1	2	3	4	WM
1	How much of the syllabus was covered in the class?	1.4	8.5	24	38	28.1	2.8
2	How well did the teachers prepare for the classes?	1.1	5.2	8.5	62	23.2	3.0
3	How well were the teachers able to communicate?	4	6	20.5	33.1	36.4	2.9
4	The teacher's approach to teaching can best be described as	3	7.5	30	42	17.5	2.6
5	Fairness of the internal evaluation process by the teachers.	2	3	16.5	45.7	33.8	3.1
6	Was your performance in assignments	8	10.5	22	32.5	27	2.6

	discussed with you?						
7	The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.	15	17.3	19.5	29.7	18.5	2.2
8	The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.	11.5	9.4	32	34.5	12.6	2.3
9	The institution provides multiple opportunities to learn and grow.	6.5	9.5	27	37.2	19.8	2.5
10	Teachers inform you about your expected competencies, course outcomes and program outcomes.	6.5	12.5	20.5	34.5	26	2.6
11	Your mentor does a necessary follow-up with an assigned task to you.	9.4	9.7	20.8	36.9	23.2	2.5
12	The teachers illustrate the concepts through examples and applications.	3.4	8	17.6	36	35	2.9
13	The teachers identify your strengths and encourage you with providing right level of challenges.	10.8	14.5	24.5	27	23.2	2.4
14	Teachers are able to identify your weaknesses and help you to overcome them.	14.1	18.2	21	25	21.7	2.2
15	The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.	7.5	11.1	27.9	36.5	17	2.4
16	The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.	7	12.8	20.5	36.2	23.5	2.6
17	Teachers encourage you to participate in extracurricular activities.	8.5	13	21.5	33.5	23.3	2.5
18	Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.	11.5	15.4	18.4	36	18.7	2.4
19	What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.	30	13.4	17.5	19	20.1	1.9
20	The overall quality of teaching-learning process in your institute is very good.	4.5	8	30.5	38.7	18.5	2.6

Regarding syllabus covered in the class, overall almost 70% of the students recorded that more than 70% of the syllabus was covered in the class. This is encouraging and talks of committed teachers, however the lower coverage of syllabus in the class needs to be discouraged. Faculty members must be motivated to keep the commitment of time and syllabus in sync and work towards completion of entire syllabus. Teachers are perceived as well prepared for the classes which helps them shoulder the responsibility of guiding and

preparing the students for the challenges of professional world. University will work towards getting the maximum faculty in the column of thoroughly prepared by making them more aware of this non-negotiable aspect. The overall weighted mean score of the ability of the teachers to always communicate effectively stands at 2.9 which on one side is inclined towards effective but on the other side also highlights the huge room for improvement. The university has taken note of this. The authorities intend to motivate teachers and prepare them better on the challenges pertaining to communication which also emanate from prevalent student diversity. University conducts its orientation and induction programs to sensitise the teachers on the need to establish a connect with the students' and then smoothly help them zoom to brilliance and can steer the orientation programmes towards this direction. More than half of the respondents believe that the teachers; have a very good and excellent approach to teaching. 3% of the students have categorized the teaching approach as poor which remains though low but is disturbing and calls for making teachers more responsible. Though this highlights the problem being largely limited and local to the department but cannot be tolerated being however low. The university remains committed to have zero tolerance on the issue and is already working and has succeeded in decreasing this number vis-à-vis the previous year. However, no laxity on the issue will be tolerated and taking corrective action for improving the teaching approach remains a priority. The internal evaluation process, the backbone of overall evaluation of the students was sought to be responded by the students wherein almost 80% of the students to be fair (usually and always) which is encouraging and helps establish teachers as unbiased and fair evaluators. The unfair and usually unfair options (0 and 1 respectively) have 2 and 3 % of students' response which is miniscule but the given the sensitivity of the issue this cannot be tolerated and must be brought to zero. Teachers must discuss and analyse the performance of the candidates in assignments so as to help them understand their weaknesses and improve the overall performance. This calls for effort and detailing by the teacher who needs to exhibit qualities of patience and diligence in this exercise. The overall mean score on this dimension is 2.6 which highlights that there are some percentages of teachers who indulge in this exercise rarely and need to work towards more healthy discussions and analysis. Teachers need to be sensitised on the issue of feedback and discussion on assignments for overall betterment of the students and their performance.

On the next dimension, the students were asked about the initiatives taken by the institute in promoting internship, student exchange, field visit opportunities etc where the results indicate a need to strongly push these kinds of activities which lend a practical approach to the

students to juxtapose against the theoretical knowledge. The mentoring process of the institute was next issue wherein 49% of the respondents believed that the mentoring process was so designed and implemented to facilitate cognitive, social and emotional growth very well and significantly. Scope for enhancing these payoffs of the teaching -mentoring process is abundant and institute is working for more active participation of its faculty on this front. With regards to opportunities to learn and grow, university has been making efforts to blend theoretical knowledge with practical exposure and providing academic and non-academic inputs to enhance skills of the young brigade. These will translate into positive feedback with time. The results also revealed that the teachers need to be groomed and prepared to help the students in every aspect like mentoring and follow up of the assigned task, helping students build on their strengths, overcoming the weaknesses, illustrating concepts through applications, inculcating soft, life and employability skills, adoption of student centric methods for enhanced learning experiences and also the competencies needed for a particular course, the course and programme outcomes, which are additional inputs other than academic contribution needed to nurture students of 21<sup>st</sup> century. The overall score on these dimensions is good but with changing times, psyches, emotions and expectations of students, the teachers, especially the younger ones need to establish one to one rapport with the students. It is in this context that the university has been working on the orientation and overall faculty development through a variety of online and offline programs. Encouragement by teachers to participate in extracurricular activities garners agreement from 50% of the respondents which again leaves scope for enhancing this score further. Another area where teachers were identified to prepare better for more satisfying students' experience was adoption of ICT tools and multimedia in teaching where different issues arise. Many of the stakeholders believe that conventional black-board teaching is more exhaustive and helps retain that one-on-one touch with the student. Intelligent adoption of technology to satiate the tech-savvy new generation students is suggested for cordial teaching learning experience. A resonating 57% of the respondents register agreement to the statement that the quality of teaching learning process is very good which is heartening and motivating. With the teachers' adopting a more technology driven, comprehensive and mentoring perspective the number of respondents for agreement can be increased manifold. These were the response of the students to the concluding open-ended question where the students were asked three suggestions to improve the overall teaching-learning experience.

Overall, the feedback from the students is positive and highlights that the university is succeeding in providing a good learning environment and experience to its students though

there is a big room for improvement which calls for a wider and comprehensive perspective of teachers towards teaching and the institute staying committed to enhancing the learning experience of students.