

SNDT Women's University

Shreemati Nathibai Damodar Thackersey Women's University



AQAR 2020-21

Criterion II

Supporting documents

For

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

SNDT Women's University, Mumbai

Student Satisfaction Survey

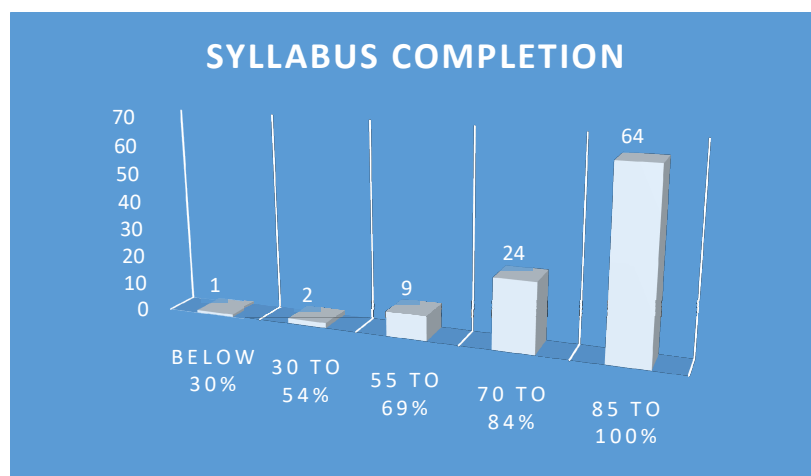
2020-21

Student Satisfaction Survey of 2020-21 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. The question whether their teachers are completing their syllabus was asked.

Extent of Syllabus Completion	% students
85 to 100%	64
70 to 84%	24
55 to 69%	9
30 to 54%	2
Below 30%	1
	100

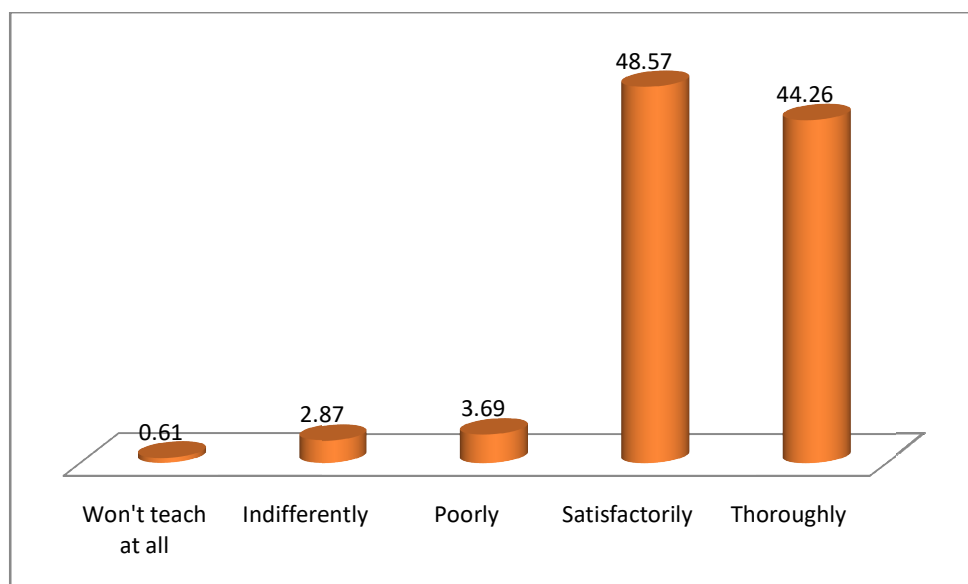


About 88% students agree that 70 to 100% syllabus was covered. Only 10% feel less than that was taught. Sometimes exploration and self-learning strategies are also perceived as “not teaching”.

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	44.3
Satisfactorily	48.6
Poorly	3.7
Indifferently	2.9
Won't teach at all	0.6
100	



Nearly 93% students feel that their teachers are always well-prepared for the class. They prepared thoroughly (44.3%) or satisfactorily (48.6%). It greatly helps in student understanding if the teachers communicate well with them. This reveals on the expertise and dedication of the teachers.

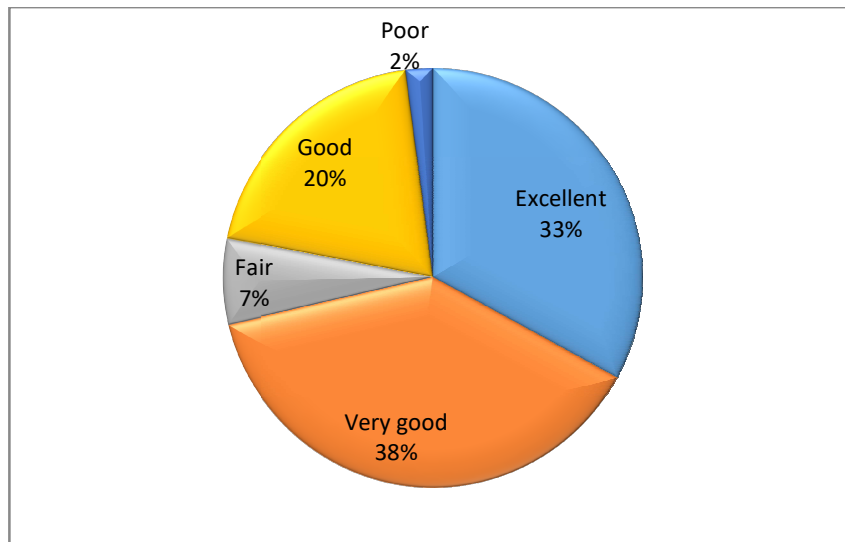
There are only less than 8% students who feel their teachers are either poorly prepared (3.7%), or indifferently (2.9%) or will not teach at all (0.6%). Teacher 'will not teach at all' looks very unnatural as the primary duty of the teachers is to teach. No teacher in the university system can remain without teaching his/her classes.

3. The teacher's approach to teaching

Pedagogy is the key to successful achievement of learning outcomes. 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 as well as the subject.

Sound approach to pedagogy is appreciated by the SNDTWU students.

Teachers' Approach to Teaching	% students
Excellent	33
Very good	38
Good	20
Fair	7
Poor	2



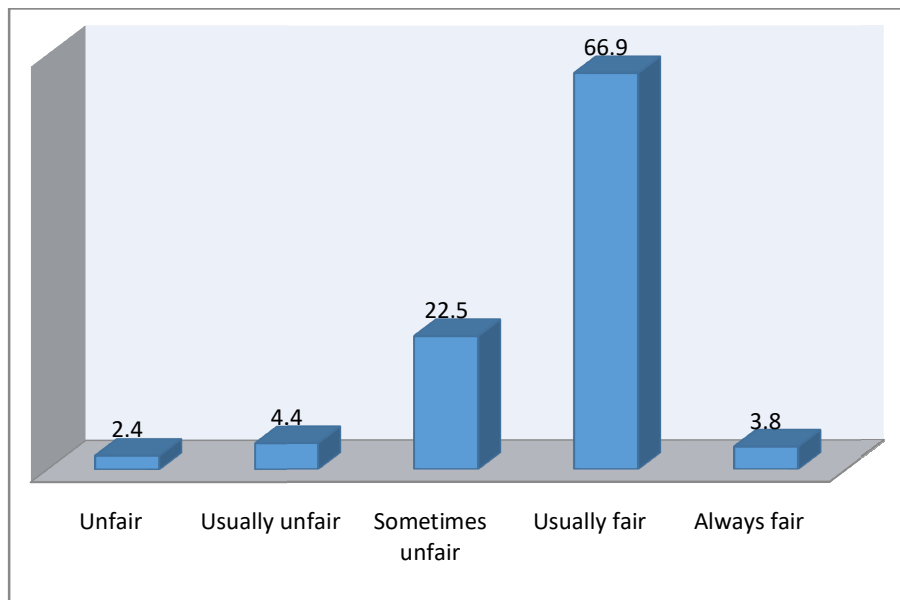
The large percentage of students (91%) have a very positive thought about their teacher's approach to teaching (33% saying 'excellent', 38% saying Very Good and 20% saying Good). Only a small percentage of students (2%) have thought their teachers have a poor approach to teaching.

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.

Fairness of internal evaluation process

SNDTWU has 50% weightage on internal evaluation at postgraduate level. Evaluation and teacher's feedback are very important in the process of learning. Students expect the teachers to be fair and impartial in their evaluation of their students.

Fairness of internal evaluation process	% students
Always fair	3.8
Usually fair	66.9
Sometimes unfair	22.5
Usually unfair	4.4
Unfair	2.4
	100

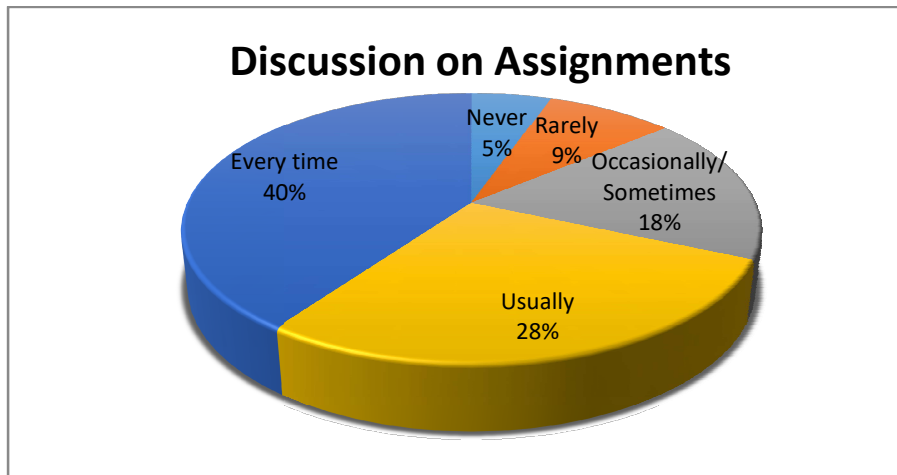


About 76% students think their teachers are Always Fair (3.8%) or Usually Fair (66.9%). This opinion speaks good about the fairness in teachers' evaluation process. Only about 2.4% students perceive their teachers to be unfair. We also need to consider a small percentage of bias factor as being strict is sometimes perceived as being partial.

4. Discussion on Assignments

Advantage of internal evaluation and continuous comprehensive system is feedback by teachers and chance to improve on their work. This helps the student to understand where she went wrong and what are her strong points. The teachers may discuss this in the class or individually and orally or in writing. But such discussions help the learners to a great extent.

Discussion on Assignments	% students
Every time	40.1
Usually	28.2
Occasionally/Sometimes	17.8
Rarely	8.5
Never	6.1
	100

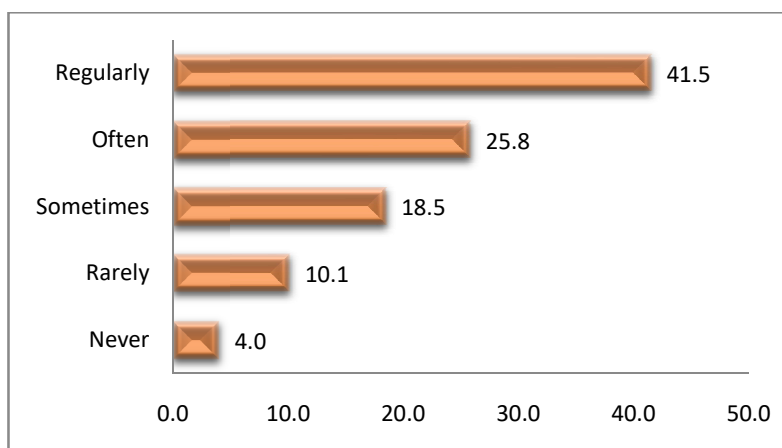


It is encouraging to see that nearly two third students (68.3%) state that their teachers do discuss their assignments with them. Other 17.8% think this is done occasionally or sometimes. Only 5% think it is never done. It may be the case in large classes.

5. 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	41.4
Often	25.8
Sometimes	18.5
Rarely	10.1
Never	4.0
	100

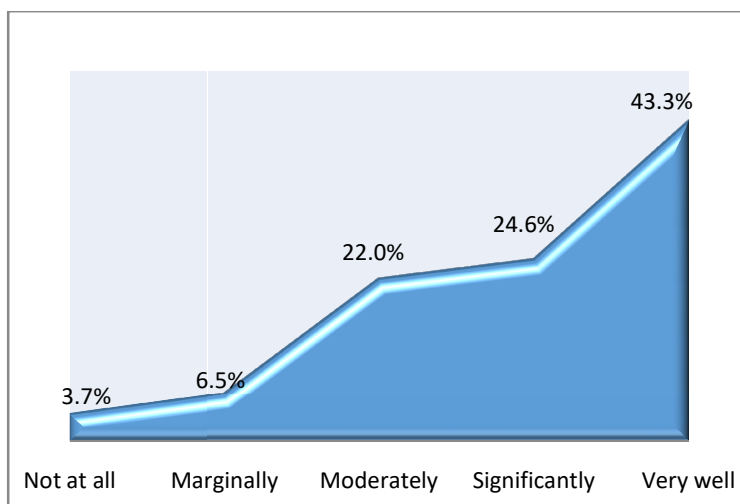


Internship, field visits as well as student exchange programme provide a real life experience to the students. The institution may promote these. It is observed that the majority of the students (41.4%) feel that their institution is providing these experiences regularly and 25.8% feel it does that often. About one third(32.6%) students feel that this does not happen in the institution so frequently, (Sometimes 18.5%; Rarely 10.1% and Never 4%). SNDTWU provides internship opportunity to 100% students during the last semester of the masters degree. The feedback may be helpful in annual academic planning.

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

Learners' overall growth is the ultimate goal of education. 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	43.3
Very well	24.6
Moderately	22.0
Marginally	6.5
Not at all	3.7
	100.0

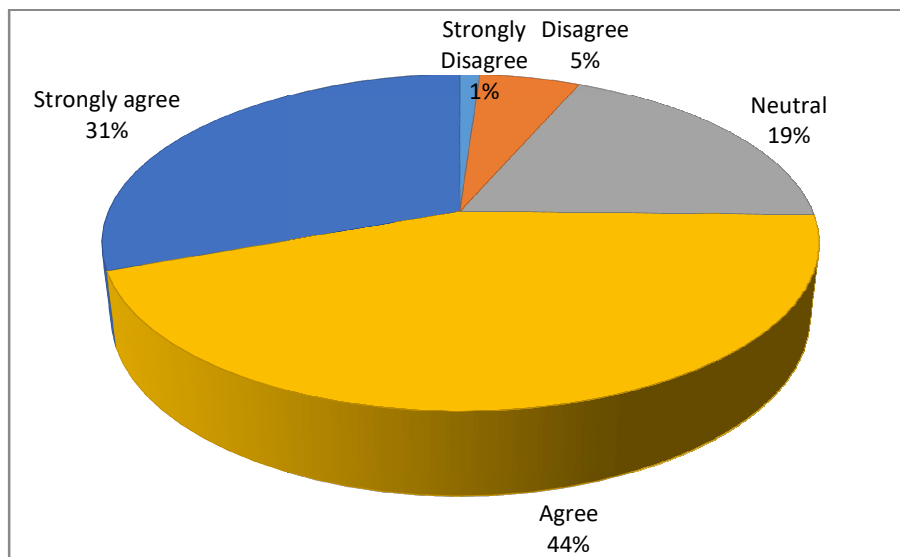


It is a very important process and hence the NEP-2020 has specifically suggested to take up National Mentoring Mission. In this regard, therefore, it is heartening to note that nearly 88% students of SNDTWU feel that their teachers do 'mentoring' (significantly - 24.6%, very well - 43.3% and Moderately - 22%) in addition to 'teaching' and look after their cognitive, social and emotional growth.

7. Provision of multiple opportunities to learn and grow

Learning and growing alongwith the studies is perceived as a pathway towards holistic development. 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	30.5
Agree	44.3
Neutral	18.8
Disagree	5.4
Strongly Disagree	1.0
	100.0

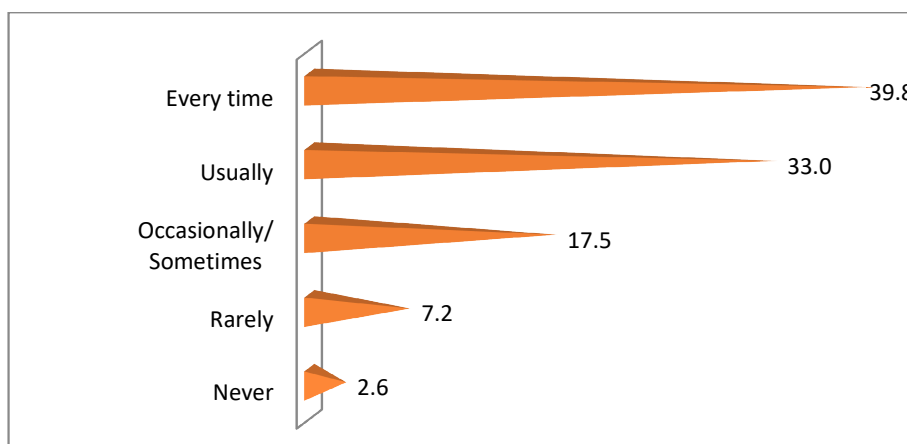


It is an important function of any Higher Education Institution (HEI) to provide multiple opportunities to students to learn and grow. Nearly 75% students think that the SNDTWU provides for such opportunities for them to learn and grow. It is of a concern that 18.8% students stayed neutral. Is it because the question was confusing or was not very specific? Very few about 6% students do not think their institution provides for such opportunities.

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

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 that programme.

Frequency of teachers informing students about their expected competencies, course outcomes and program outcomes	% students
Every time	39.8
Usually	33.0
Occasionally/Sometimes	17.5
Rarely	7.2
Never	2.6
	100.0



It is a requirement for a meaningful and effective learning process that the learners know beforehand about 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 nearly 73% students. There are only 2.6% students who have stated that their teachers 'never' share these expectations with them.

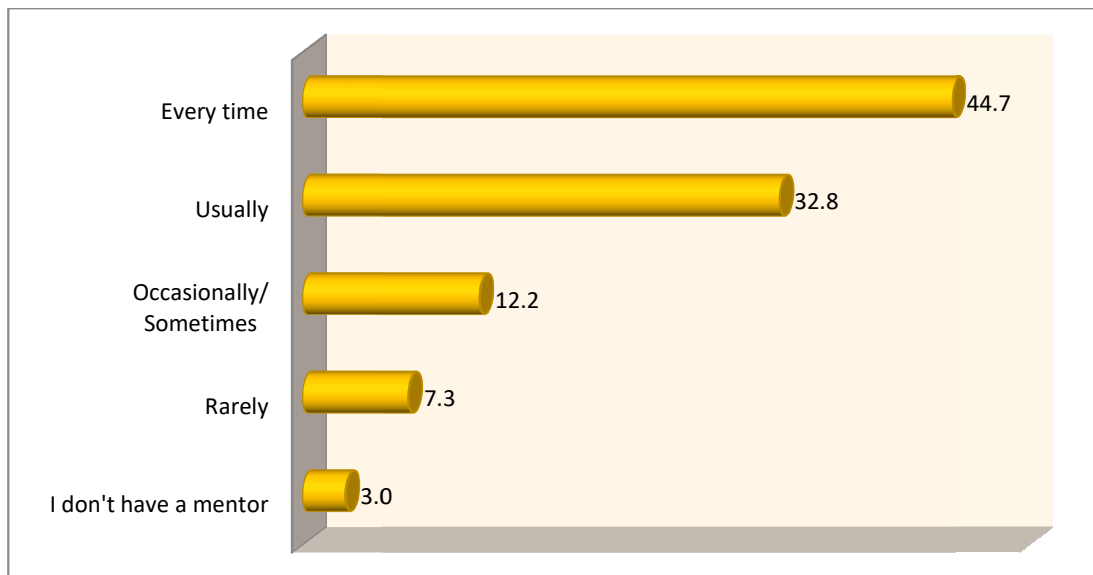
The practice of preparing an appropriate curriculum and sharing with students needs to be strengthened further. Students must be made aware about the learning expectations in terms of outcomes, objectives or competencies.

9. Follow-up with an assigned task to students

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

Frequency of the mentor having follow-up with an assigned task to students	% students
Every time	44.7
Usually	32.8
Occasionally/Sometimes	12.2
Rarely	7.3
I don't have a mentor	3.0
	100.0

Graph shows numbers and not the percentages. Also the "Everytime" could be on top and no mentor can be at the bottom



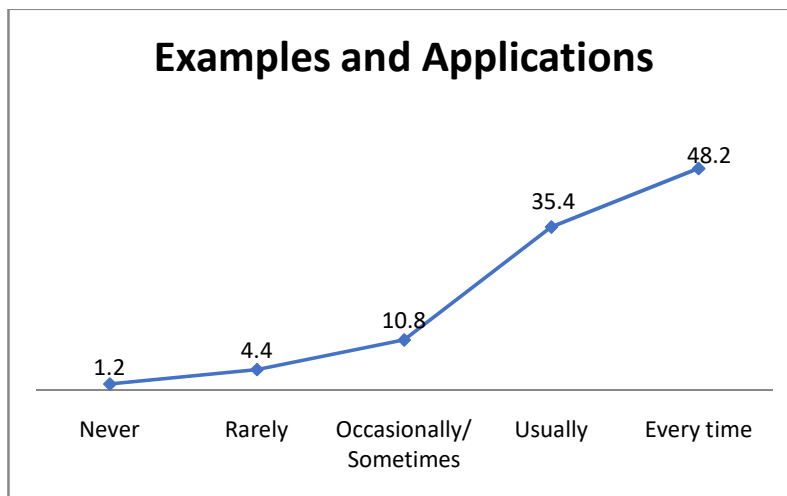
It is a proven fact that the learners learn better through active learning. One of the ways to involve learners in the process of learning is to give them (individually or in a small group) some tasks based on the contents learned. It is also found that the learners need to be reminded and kept on track while working on the tasks. It is promising to see that 77.5% students have mentors who follow up on assignments, tasks given to them every time (44.7%) or usually (32.8%).

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

10. 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	48.2
Usually	35.4
Occasionally/Sometimes	10.8
Rarely	4.4
Never	1.2
(this 100 should be on little left side as all above graphs)	100.0



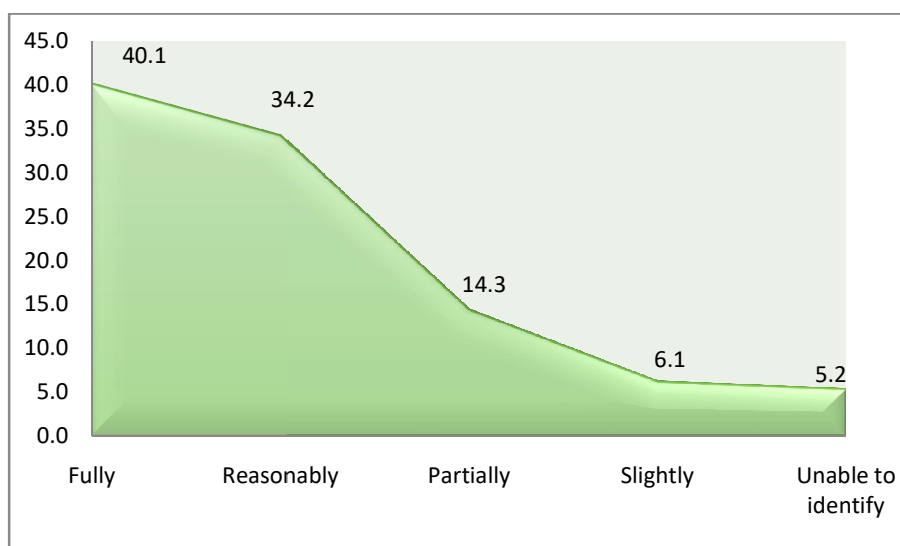
It is reassuring that 83.6% students feel their teachers illustrate the concept with examples every time (48.2%) or usually (35.4%). There are 10.8% students who think their teachers use illustrations only sometimes.

There are about 6.1% students who state that their teachers either rarely (4.4%) illustrate with examples or never (1.7%) illustrate. Higher education teachers also need training for different pedagogies for teaching concepts, procedures, processes etc.

11. 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	40.1
Reasonably	34.2
Partially	14.3
Slightly	6.1
Unable to identify	5.2
	100



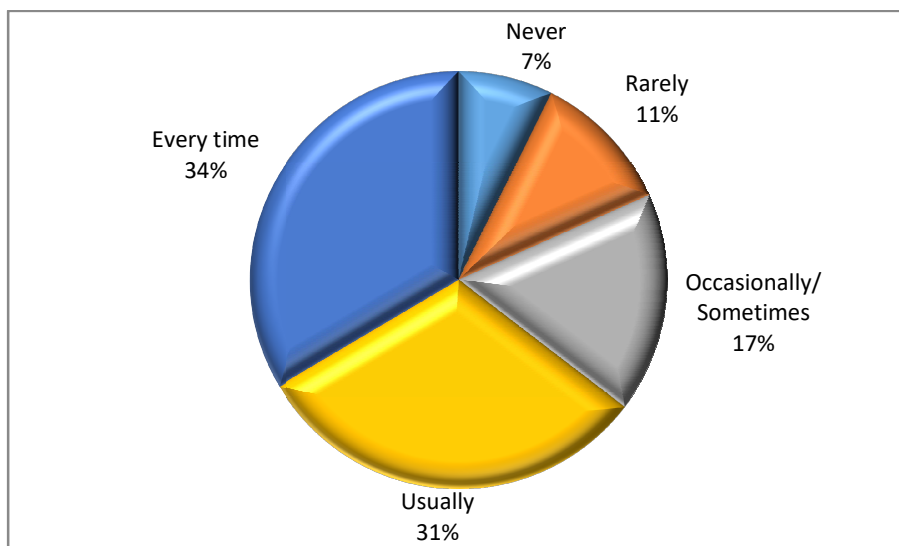
More than 40% students think their teachers are doing this fully and 34.2% students think they do it reasonably. Together this is more than 74% of students. There are 14.3% students who think their teachers partially fulfil this function. 5.2% students think their teachers are unable to perform this 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 SNTWU learn through problem-solving and challenging situations and they like the approach.

12. 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	33.5
Usually	31.1
Occasionally/ Sometimes	17.1
Rarely	11.0
Never	7.3
	100



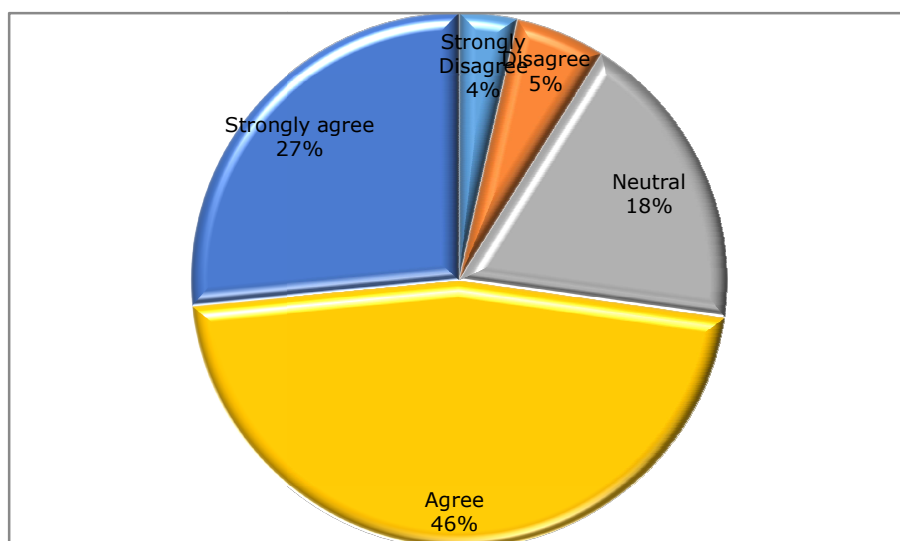
This question is answered positively by nearly 65% students that their teachers perform this function every time (33.5%) or usually (31.1%). There are 17.1% students who feel their teachers do it occasionally.

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.

13. 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	26.5
Agree	46.2
Neutral	18.3
Disagree	5.4
Strongly Disagree	3.5
	100.0



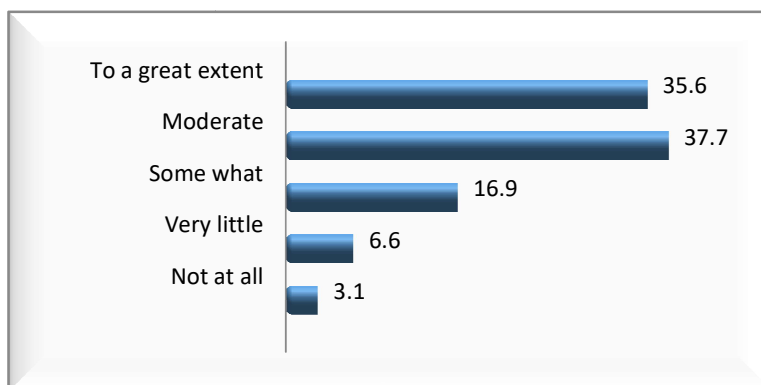
About 27% students strongly agree that their institute engages the students in this process of improving quality, 46.2% students agree to the statement. This is about 75% (three fourth) student respondents.

It is of a concern that about 9% students just do not think they have been invited to participate in these processes. Still more of a concern is nearly 18.3% students prefer to be neutral.

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

Many research studies 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. SNTDWU students' responses about their teaching-learning experiences is presented below.

Use of student centric methods	% students
To a great extent	35.6
Moderate	37.7
Some what	16.9
Very little	6.6
Not at all	3.1
	100.0



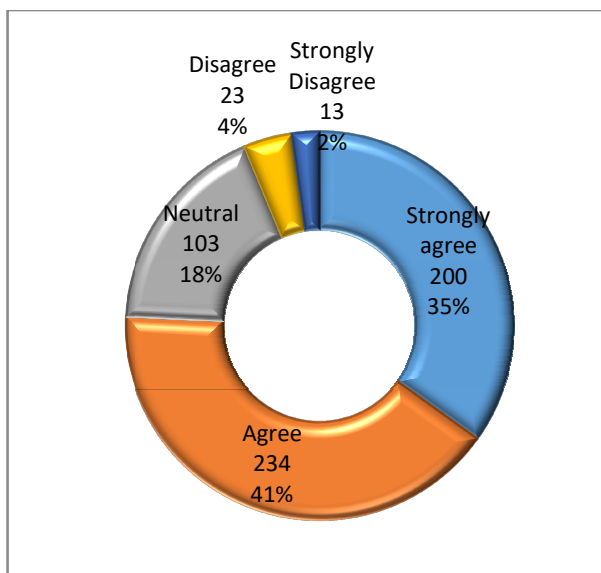
More than 73% students think their teachers use such participatory learning strategies. Nearly 17% think they use it to some extent. Nearly 10% think such strategies are not used or used to a very little extent.

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.

15. 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	34.9
Agree	40.8
Neutral	18.0
Disagree	4.0
Strongly Disagree	2.3
	100.0



Nearly 76% students agree that the SNTWU does organise such activities and encourage them to participate in those, whereas nearly 6% students feel they are not encouraged to participate in such activities.

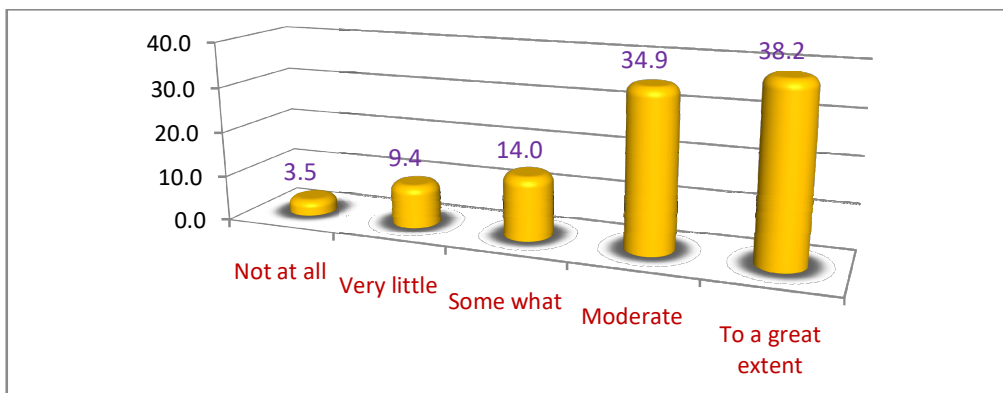
It is not a promising observation that nearly one in every 5 respondents preferred to remain neutral.

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.

16. 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	38.2
Moderate	34.9
Some what	14.0
Very little	9.4
Not at all	3.5
	100.0

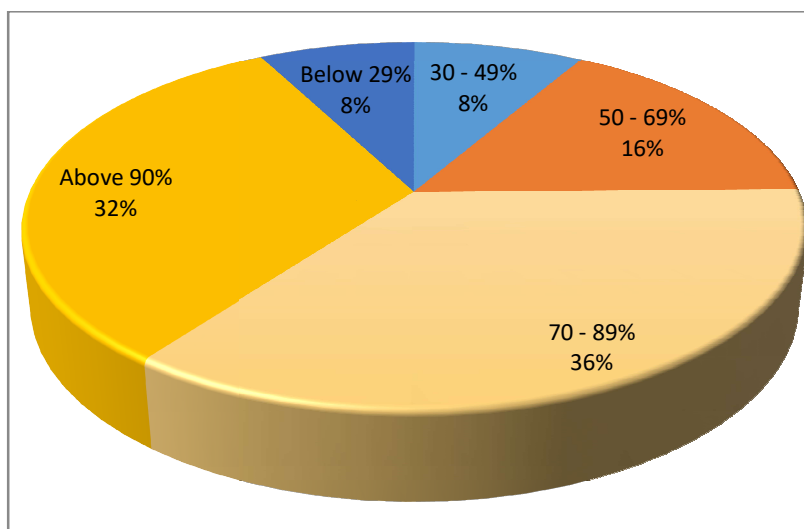


It is good to see more than 73% students think that SNDTWU organises for development of such skills to make them employment ready. About 13% have expressed that there is no such efforts or very little efforts taken by the institute to inculcate such skills.

17. 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 organs are used for providing experiences. If the students are made only to listen to teacher's voice (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%	32.1
70 - 89%	35.4
50 - 69%	16.4
30 - 49%	8.4
Below 29%	7.7
	100.0



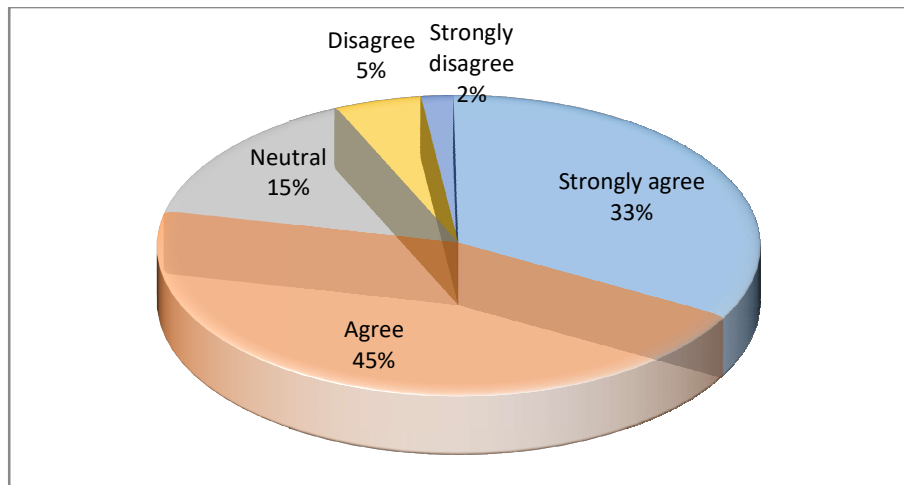
It is encouraging to see that nearly 84% students have stated that more than 50% of their teachers use these devices regularly. 32.1% students say more than 90% of their teachers use such devices, 35.4% have stated that 70 to 89% of their teachers use these and 16.4% students think 50 to 69% of their teachers use these devices. About 8% 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.

18. 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	33.3
Agree	45.4
Neutral	14.8
Disagree	4.7
Strongly disagree	1.7
	100.0



It is heartening to observe that nearly 79% students have either agreed or strongly agreed to this statement. Only 6.4% students have disagreed or strongly disagreed to the same. There is always a room for improvement and it is pointed by 14.8% 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.