



SYMBIOSIS INTERNATIONAL (DEEMED UNIVERSITY)

(Established under section 3 of the UGC Act 1956)

Re-Accredited by NAAC with 'A' grade (3.58/4) | Awarded Category - I by UGC

Founder : Prof. Dr. S. B. Mujumdar M.Sc. Ph.D. (Awarded Padma Bhushan and Padma Shri by President of India)

Student Satisfaction Survey 2018-19

A student satisfaction survey was carried out at SIU at the conclusion of the academic year – 2018-'19.

Methodology:

A questionnaire, aimed at studying the efficacy of the teaching-learning-evaluation process followed during the concerned period, was sent to more than 11,500 students of 32 constituents/departments. While the undergraduate students (8,500) received the same during the month of May 2019, the post-graduate students (3,000) received the same during the month of June 2019. The survey focused on the following batches:

1. 2018-'20 (PG)
2. 2017-'20 (UG)
3. 2018-'21 (UG)
4. 2016-'20 (UG)
5. 2017-'21 (UG)
6. 2018-'22 (UG)
7. 2015-'20 (UG)
8. 2016-'21 (UG)
9. 2017-'22 (UG)
10. 2018-'23 (UG)

Three reminders were sent to UG and one reminder was sent to the PG students. 2334 UG students (28%) and 1200 PG students (40%) responded.

Subsequently the data was analyzed and the same was presented at the Director's meeting in July 2019. Furthermore, Institution-wise customized analysis was presented to the teachers of individual constituents/departments.

For the purpose of analyzing the survey findings, the same was divided into three sections:

- I. Teaching-learning
- II. Assessment and
- III. Other aspects of Academic Administration / Institution

Section	Parameters	Disagree (%)	Partly agree (%)	Agree (%)
Teaching-Learning	Learning outcomes You were made aware of the expectations, in terms of required learning, for the courses taught i.e. course outcomes.	5%	42%	54%



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	Coverage of syllabi The entire syllabi (of all the courses) from the First Year was adequately covered in the class.	3%	37%	60%
	Efficacy of teachers The subject knowledge, presentation skills and proactive approach of all the teachers was ideally suited for the purpose of teaching-learning. Moreover, theoretical concepts were explained with the help of illustrative examples and real-world applications.	4%	46%	50%
	Use of various teaching methods / tools The teachers used engaging methods like Discussions, Brainstorming, Case Studies, Role Plays, Games, Moot Courts, Simulation, Workshops, Practicals, Experiments Community-based activities, etc. for teaching-learning. In addition to that, they used relevant tools like PowerPoint presentations, audio-visual aids, software/apps, etc.	5%	42%	53%
	Identification of a student's strengths / weaknesses; customization of pedagogy accordingly The teachers identified your strengths / weaknesses and provided you with additional inputs / tutorials, etc. to enhance / address the same.	13%	52%	35%
Assessment	Fairness of assessment; feedback on the same Your performance in assignments / presentations / quizzes / tests / projects, etc. were assessed fairly and promptly. Furthermore, a detailed feedback was given post evaluation.	8%	43%	49%
Other aspects of Academic	Overall academic environment There was enough to learn besides	9%	41%	50%



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Administration / Institution:	growing intellectually, emotionally and socially. The overall environment at the Institute, too, was observed to be conducive to academics.			
Additional activities	There were ample opportunities to participate in extra-curricular activities, exhibitions, field visits, internships, student exchanges, etc. Proper training was provided to excel professionally as well.	9%	38%	53%
Implementation of student feedback	Your feedback on the Institute's teaching-learning process was taken regularly. Apart from that, you or your batch-mates / seniors were members of the Institute IQAC (Internal Quality Assurance Cell) or other similar cells / committees and your / their contributions had been far reaching.	8%	42%	50%
Average		7%	42%	50%

Analysis :

As the average of the ten parameters (on which response was sought) have about 92% students being in agreement (partly or fully), it may be concluded that the process of teaching-learning, evaluation and overall academic environment at SIU is well received.

- Students are well aware of the outcomes expected from their courses.
- Most of the syllabi of most of the courses are being covered and adequately so.
- Teachers are using a variety of teaching methods / tools to reach out to the students and guidance is being provided on an individual basis as well.
- In an environment that is conducive to academics, several allied activities, too are being organized.
- There is also a constant endeavor to improve by taking into consideration the students' feedback seriously.

But the response with respect to identification of a student's strengths / weaknesses; customization of pedagogy accordingly, needs attention. This is a difficult task, given the overall workload of teaching, research and curricular and extra-curricular activities that the faculty has to undertake, but needs attention. This could be achieved through better co-ordination between the mentor and the faculty. In addition, the overall effort of all the above-mentioned parameters have to be strengthened.



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Recommendations:

The two parameters, where faculty can lay emphasis are:

- Fairness of assessment; feedback on the same and

Faculty members have been advised to further their endeavor:

- ✓ to design assignments that enhance a student's understanding of the concerned concept (e.g. its application in the appropriate Industry),
- ✓ to space assessments throughout the semester,
- ✓ to include a robust marking scheme and
- ✓ to give a feedback on how to improve upon further assessments.

- Identification of a student's strengths / weaknesses; customization of pedagogy accordingly

Faculty members have been advised:

- ✓ to map the academic progress of each student for each course after at least two assessments
- ✓ as a follow up –offer a tutorial to address weakness(es) or any other activity with a similar objective and
- ✓ to offer an advanced case study (for example) to enhance strength(s) or any other activity with a similar objective.

Dr. Rajani Gupte
Vice Chancellor