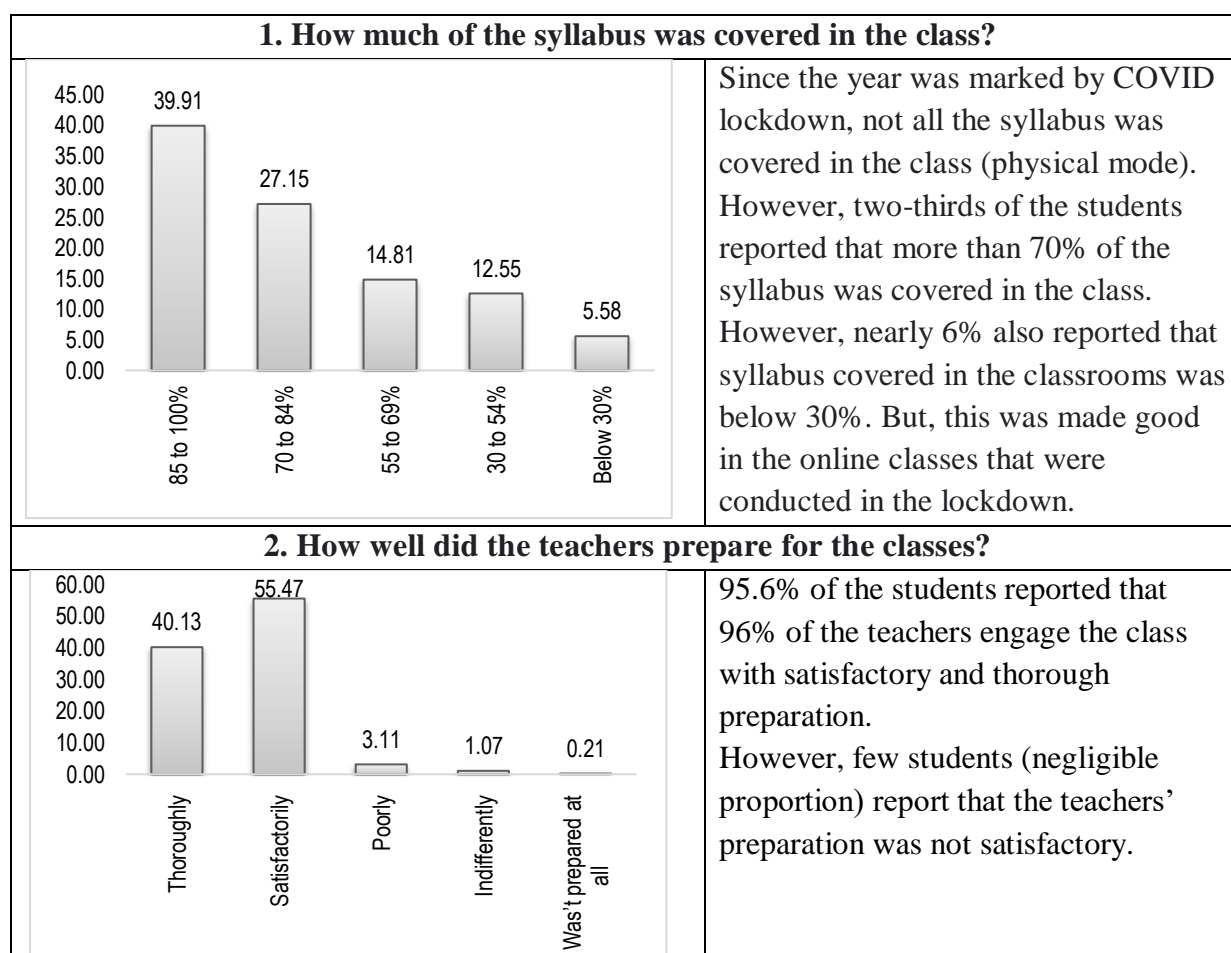


A Brief Report on the Students Satisfaction Survey (SSS) for the year 2019-20

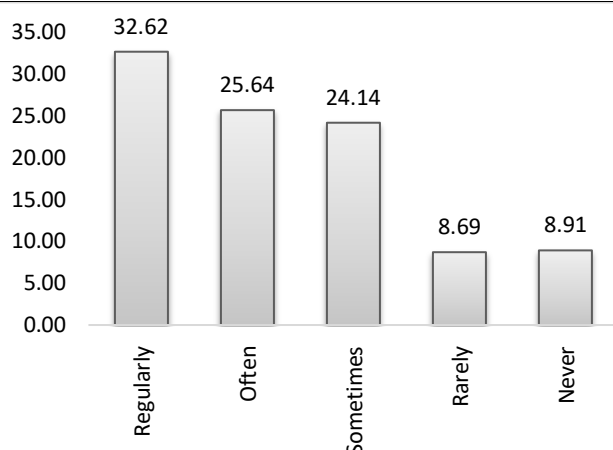
The questionnaire suggested by NAAC was converted into a Google form questionnaire and shared to all chairpersons for further sharing it to the students. The form contained 21 questions, with one question each on gender of the candidate, the subject area and the degree programme they are enrolled in.

The responses were received from 932 students, of whom two-thirds (66.1%) were girl students. Similarly, almost all of them (97%) were enrolled for the master's degree programme and few of them in Diploma and doctoral studies. Response by the Science faculty students accounted for almost half (49.2%). Followed by those studying Commerce (21%); Social Sciences (14.4%); languages (10.5%); law (3.1%); and the remaining shared between the other faculty. The next six questions were about the teaching learning process in the university.



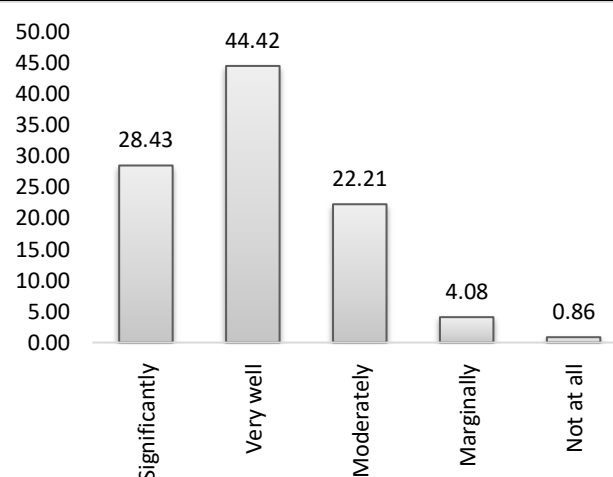
3. How well were the teachers able to communicate?													
<table border="1"> <thead> <tr> <th>Communication Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Always effective</td> <td>55.36</td> </tr> <tr> <td>Sometimes effective</td> <td>23.82</td> </tr> <tr> <td>Just satisfactorily</td> <td>18.67</td> </tr> <tr> <td>Generally ineffective</td> <td>1.93</td> </tr> <tr> <td>Very poor communication</td> <td>0.21</td> </tr> </tbody> </table>	Communication Level	Percentage	Always effective	55.36	Sometimes effective	23.82	Just satisfactorily	18.67	Generally ineffective	1.93	Very poor communication	0.21	<p>The communication skills of the teacher are appreciated by 55% of the students as always effective. Nearly 24% students report it to be effective sometimes; and 18.67% report it to be just satisfactory. The remaining 2% report the teachers' communication to be generally ineffective and poor.</p>
Communication Level	Percentage												
Always effective	55.36												
Sometimes effective	23.82												
Just satisfactorily	18.67												
Generally ineffective	1.93												
Very poor communication	0.21												
4. The teacher's approach to teaching can best be described as:													
<table border="1"> <thead> <tr> <th>Approach</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>26.82</td> </tr> <tr> <td>Very good</td> <td>40.45</td> </tr> <tr> <td>Good</td> <td>26.50</td> </tr> <tr> <td>Fair</td> <td>5.36</td> </tr> <tr> <td>Poor</td> <td>0.86</td> </tr> </tbody> </table>	Approach	Percentage	Excellent	26.82	Very good	40.45	Good	26.50	Fair	5.36	Poor	0.86	<p>The teachers' approach to teaching has been appreciated as very good (40.45%) and excellent (26.82%) by nearly two-thirds of the students. While 26.5% have reported to be good, 5.36% have reported it to be fair and less than 1% as poor. Thus, the overall teaching is appreciated by the students.</p>
Approach	Percentage												
Excellent	26.82												
Very good	40.45												
Good	26.50												
Fair	5.36												
Poor	0.86												
5. Fairness of the internal evaluation process by the teachers													
<table border="1"> <thead> <tr> <th>Fairness Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Always fair</td> <td>55.15</td> </tr> <tr> <td>Usually fair</td> <td>35.94</td> </tr> <tr> <td>Sometimes unfair</td> <td>6.76</td> </tr> <tr> <td>Usually unfair</td> <td>1.50</td> </tr> <tr> <td>Unfair</td> <td>0.64</td> </tr> </tbody> </table>	Fairness Level	Percentage	Always fair	55.15	Usually fair	35.94	Sometimes unfair	6.76	Usually unfair	1.50	Unfair	0.64	<p>The internal assessment of students is generally considered as fair (more than 90%) by majority of the students.</p>
Fairness Level	Percentage												
Always fair	55.15												
Usually fair	35.94												
Sometimes unfair	6.76												
Usually unfair	1.50												
Unfair	0.64												
6. Was your performance in assignments discussed with you?													
<table border="1"> <thead> <tr> <th>Discussion Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Every time</td> <td>34.01</td> </tr> <tr> <td>Usually</td> <td>37.98</td> </tr> <tr> <td>Occasionally/Sometimes</td> <td>14.16</td> </tr> <tr> <td>Rarely</td> <td>7.30</td> </tr> <tr> <td>Never</td> <td>6.55</td> </tr> </tbody> </table>	Discussion Frequency	Percentage	Every time	34.01	Usually	37.98	Occasionally/Sometimes	14.16	Rarely	7.30	Never	6.55	<p>Teachers discuss the performance of the students in internal assignments/ examinations with the students. 72% of the students report that teachers either usually or everytime bring to their notice their performance in the internal examinations.</p>
Discussion Frequency	Percentage												
Every time	34.01												
Usually	37.98												
Occasionally/Sometimes	14.16												
Rarely	7.30												
Never	6.55												

7. The Department/University takes active interest in promoting internship, student exchange, field visit opportunities for students



That internship, student exchange, field visit opportunities for students is a regular phenomenon is stated by 32.62% of students; 25.64% say it is often and 24.14% of students say it is sometimes. That 8.69% students say it is rare and another 8.91% say it is never done seriously considered by the Departments and the University and efforts need to be made to start such student centric activities.

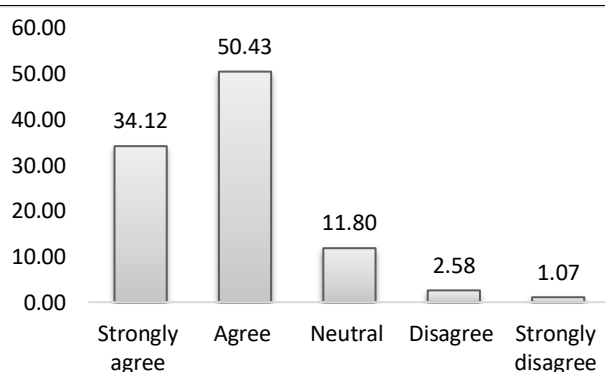
8. The teaching and mentoring process in your University facilitates you in cognitive, social and emotional growth



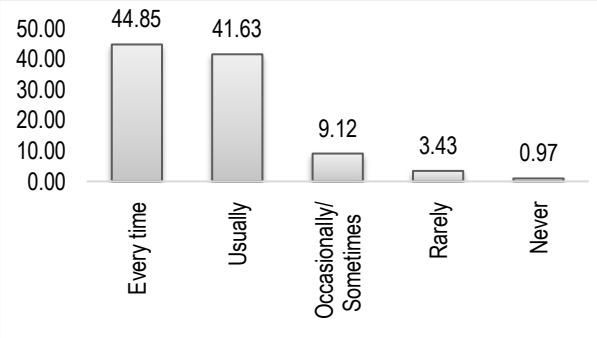
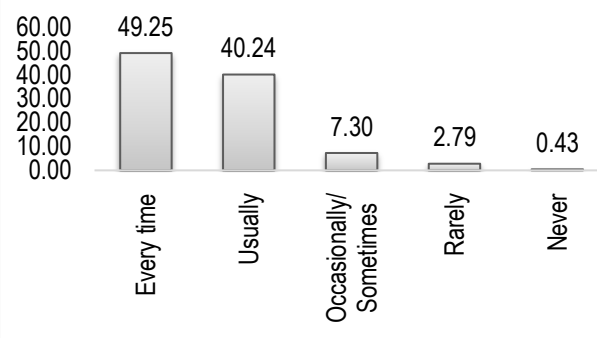
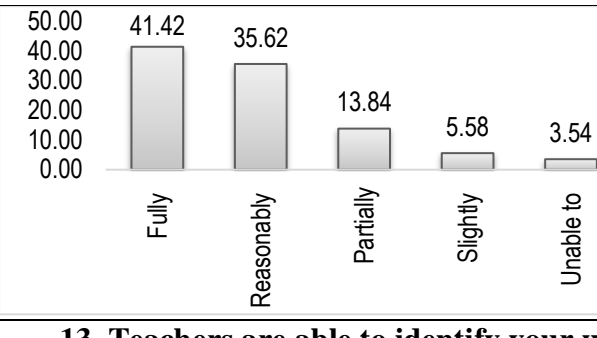
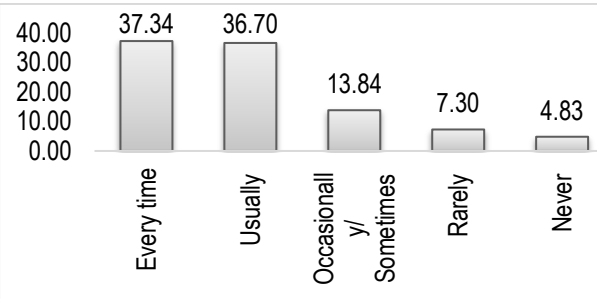
Promoting cognitive, social and emotional growth through mentoring is undertaken by the teachers. 28.43% of students report it happens significantly; 44.42% say it happens in asatisfactory (very well) manner; 22.21% say it happens moderately. Only 4.08% are of the opinion that it happens marginally and less than 1% say it doesn't happen at all. This is another area where a little more effort is needed on the part of the teachers.

The subsequent eight questions deal with the education ambience in the University towards skill enhancement of the students.

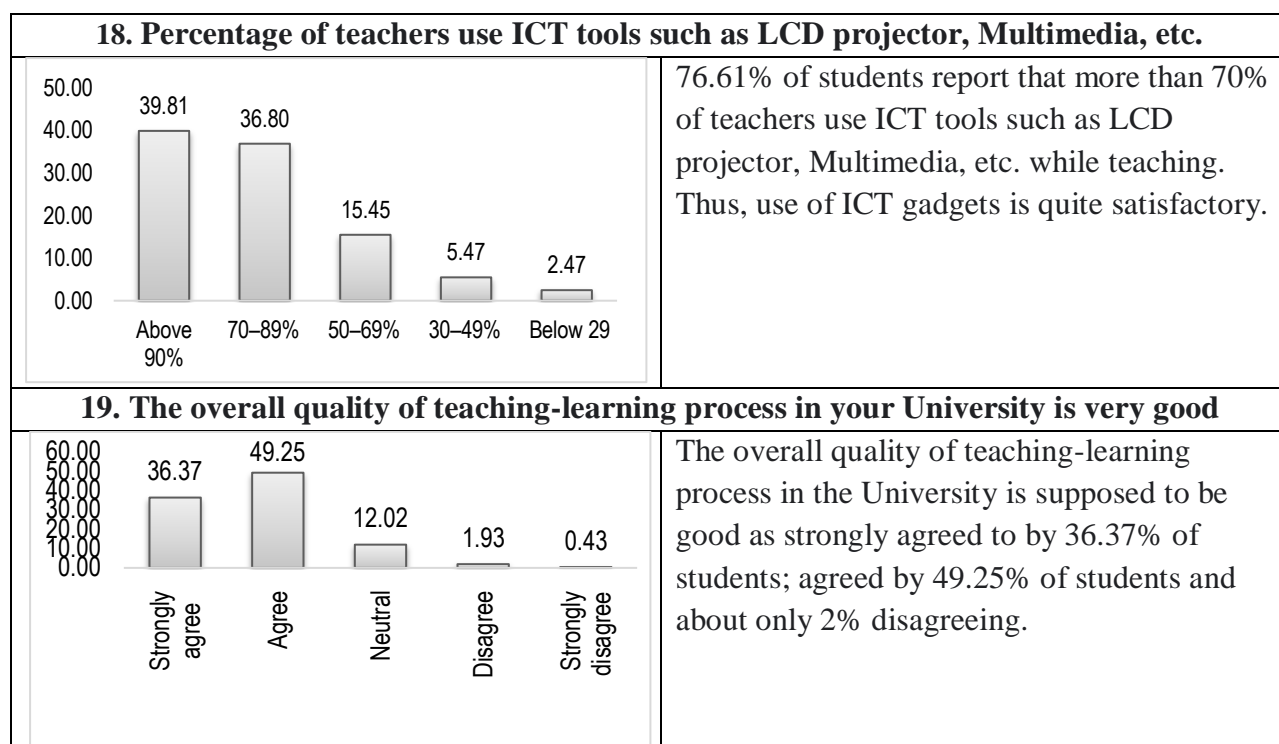
9. The University provides multiple opportunities to learn and grow



The University offers multiple programmes and activities to enable the students to learn and grow. More than 80% of students agree with this, out of whom 34.12% strongly agree. While 11.80% of students have a neutral opinion in this regard, about 3.5% of the students do not think such opportunities are provided by the University.

10. Teachers inform you about your expected competencies, course outcomes and programme outcomes													
 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Every time</td> <td>44.85</td> </tr> <tr> <td>Usually</td> <td>41.63</td> </tr> <tr> <td>Occasionally/Sometimes</td> <td>9.12</td> </tr> <tr> <td>Rarely</td> <td>3.43</td> </tr> <tr> <td>Never</td> <td>0.97</td> </tr> </tbody> </table>	Response	Percentage	Every time	44.85	Usually	41.63	Occasionally/Sometimes	9.12	Rarely	3.43	Never	0.97	<p>The programme and course outcomes and the expected competencies to be attained are informed to the students by the teachers. Nearly 90% of the students reply in the affirmative. Students, therefore, know what they are studying and which outcomes they are expected to learn at the end of the programme/course.</p>
Response	Percentage												
Every time	44.85												
Usually	41.63												
Occasionally/Sometimes	9.12												
Rarely	3.43												
Never	0.97												
11. The teachers illustrate the concepts through examples and applications													
 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Every time</td> <td>49.25</td> </tr> <tr> <td>Usually</td> <td>40.24</td> </tr> <tr> <td>Occasionally/Sometimes</td> <td>7.30</td> </tr> <tr> <td>Rarely</td> <td>2.79</td> </tr> <tr> <td>Never</td> <td>0.43</td> </tr> </tbody> </table>	Response	Percentage	Every time	49.25	Usually	40.24	Occasionally/Sometimes	7.30	Rarely	2.79	Never	0.43	<p>The teachers make all out efforts to impart the students the knowledge as specified in the curriculum. In this context, nearly 90% of the students reply that teachers use examples and practical applications to make the students understand the concepts. However, nearly 3% of the students are not happy about this aspect.</p>
Response	Percentage												
Every time	49.25												
Usually	40.24												
Occasionally/Sometimes	7.30												
Rarely	2.79												
Never	0.43												
12. The teachers identify your strengths and encourage you with providing right level of challenges													
 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fully</td> <td>41.42</td> </tr> <tr> <td>Reasonably</td> <td>35.62</td> </tr> <tr> <td>Partially</td> <td>13.84</td> </tr> <tr> <td>Slightly</td> <td>5.58</td> </tr> <tr> <td>Unable to</td> <td>3.54</td> </tr> </tbody> </table>	Response	Percentage	Fully	41.42	Reasonably	35.62	Partially	13.84	Slightly	5.58	Unable to	3.54	<p>The percentage students agreeing that the teachers identify their strengths and encourage to face challenges is stated to be fully by 41.42% of students; reasonably by 35.62% and partially by 13.84% of students. Nearly 9% of the students are not sure about this capability of their teachers.</p>
Response	Percentage												
Fully	41.42												
Reasonably	35.62												
Partially	13.84												
Slightly	5.58												
Unable to	3.54												
13. Teachers are able to identify your weaknesses and help you to overcome them													
 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Every time</td> <td>37.34</td> </tr> <tr> <td>Usually</td> <td>36.70</td> </tr> <tr> <td>Occasionally/Sometimes</td> <td>13.84</td> </tr> <tr> <td>Rarely</td> <td>7.30</td> </tr> <tr> <td>Never</td> <td>4.83</td> </tr> </tbody> </table>	Response	Percentage	Every time	37.34	Usually	36.70	Occasionally/Sometimes	13.84	Rarely	7.30	Never	4.83	<p>Teachers are reported to be able identify the weaknesses of students and help them to overcome the problems – reported to be every time by 37.34% of students; usually by 36.70% of students; occasionally by 13.84% of students; and no such activity by nearly 12.13% of the students.</p>
Response	Percentage												
Every time	37.34												
Usually	36.70												
Occasionally/Sometimes	13.84												
Rarely	7.30												
Never	4.83												

14. The University makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process													
<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly agree</td> <td>25.11</td> </tr> <tr> <td>Agree</td> <td>50.86</td> </tr> <tr> <td>Neutral</td> <td>18.78</td> </tr> <tr> <td>Disagree</td> <td>3.65</td> </tr> <tr> <td>Strongly disagree</td> <td>1.61</td> </tr> </tbody> </table>	Response	Percentage	Strongly agree	25.11	Agree	50.86	Neutral	18.78	Disagree	3.65	Strongly disagree	1.61	<p>About 76% of the students agree that the University makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process. It is another area that needs concerted action and students should be made part of review and evaluation process.</p>
Response	Percentage												
Strongly agree	25.11												
Agree	50.86												
Neutral	18.78												
Disagree	3.65												
Strongly disagree	1.61												
15. The Department/ teachers use student centric methods, such as experiential learning, learning and problem-solving methodologies for enhancing learning experiences													
<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>To a great extent</td> <td>35.52</td> </tr> <tr> <td>Moderate</td> <td>49.36</td> </tr> <tr> <td>Some what</td> <td>8.69</td> </tr> <tr> <td>Very little</td> <td>5.15</td> </tr> <tr> <td>Not at all</td> <td>1.29</td> </tr> </tbody> </table>	Response	Percentage	To a great extent	35.52	Moderate	49.36	Some what	8.69	Very little	5.15	Not at all	1.29	<p>The Department/ teachers using student centric methods, such as experiential learning, learning and problem-solving methodologies for enhancing learning experiences is reported to be satisfactory as 35.52% report it is done to a great extent and another 49.36% to a moderate extent.</p>
Response	Percentage												
To a great extent	35.52												
Moderate	49.36												
Some what	8.69												
Very little	5.15												
Not at all	1.29												
16. Teachers encourage you to participate in extracurricular activities													
<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly agree</td> <td>37.98</td> </tr> <tr> <td>Agree</td> <td>47.64</td> </tr> <tr> <td>Neutral</td> <td>9.98</td> </tr> <tr> <td>Disagree</td> <td>3.22</td> </tr> <tr> <td>Strongly disagree</td> <td>1.18</td> </tr> </tbody> </table>	Response	Percentage	Strongly agree	37.98	Agree	47.64	Neutral	9.98	Disagree	3.22	Strongly disagree	1.18	<p>Extracurricular activities are essential for an all-round growth of students' personality. That teachers encourage students to participate in extracurricular activities is agreed to by more than 85% of students. Nearly 5% disagree to this and about 10% reply to be neutral in their opinions.</p>
Response	Percentage												
Strongly agree	37.98												
Agree	47.64												
Neutral	9.98												
Disagree	3.22												
Strongly disagree	1.18												
17. Efforts are made by the Department / teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work													
<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>To a great extent</td> <td>40.88</td> </tr> <tr> <td>Moderate</td> <td>42.38</td> </tr> <tr> <td>Some what</td> <td>8.91</td> </tr> <tr> <td>Very little</td> <td>5.69</td> </tr> <tr> <td>Not at all</td> <td>2.15</td> </tr> </tbody> </table>	Response	Percentage	To a great extent	40.88	Moderate	42.38	Some what	8.91	Very little	5.69	Not at all	2.15	<p>Efforts are made by the Department / teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work is also appreciated by students as more than 83% of them have agreed it to be moderate to a greater extent. But nearly 8% are not supportive of this.</p>
Response	Percentage												
To a great extent	40.88												
Moderate	42.38												
Some what	8.91												
Very little	5.69												
Not at all	2.15												



Thus, the **stronger aspects** of teaching-learning process as revealed by the SSS are:

- Overall good quality of teaching
- Extent of coverage of syllabus in the class room
- Usage of ICT gadgets by the teachers
- Imparting soft skills to the students
- Use of experiential learning and problem-solving approach
- Informing students about the objectives and outcomes of the programmes and courses
- Fairness in evaluation and discussing the progress of the student through counselling

Similarly, the **weaker aspects** of teaching-learning process as revealed by the SSS are:

- Student engagement in review, monitoring and evaluation of teaching learning process
- Promoting internship, student exchange, field visit opportunities
- Teachers identifying the weaknesses of the students and encouraging them to overcome the same and face newer challenges

The **suggestions** made by the students also revolve around these above weaknesses, some of the suggestions are:

- More interaction and increased coordination between students and teachers
- Frequent revision of syllabi to incorporate the updated aspects
- Practical knowledge in the related field
- Appointment of additional teaching and non-teaching staff
- Seminar should be compulsory for every student so that it encourages the students to be more active.

- Appointing a placement manager and conducting campus interview
- Conveyance to departments located at a distant place
- Improvement in laboratory facilities
- Need qualitative classroom and infrastructure, proper and clean rest room facilities
- Skill development programmes
- Most of the OEC courses are useless, classes, attendance and exams are not conducted properly, hence cancel those.

Co-ordinator

Director