

Feedback Analysis of Student Satisfaction Survey, 2021-22

The Student Satisfaction Survey, conducted for the session 2021-22 reveals a robust academic rigor and student-centric approach of the University, with rooms for improvement. Considering the occurrence of second wave of COVID-19 pandemic during the said academic year and the manner in which it has nearly uprooted the traditional educational practices, the findings of this survey become more so crucial in establishing the commitment and concern of the university in not only imparting the quality education to the students, but, also their welfare.

The survey was based on the two parameters, viz. approach and performance of **teachers and institute** throughout the year, with thirteen and seven items respectively. The objective of the survey was to assess the students' perception and satisfaction towards their teachers and institution. On teacher satisfaction side, items pertain to *their preparedness for the classes, approach towards teaching, communication ability, fairness of their evaluation process, quality and follow-up of feedback provided, individual consideration for students, and their dedication and volition to encourage students for extra-curricular activities and go extra miles for them*. On institutional front, satisfaction of students was assessed towards *regularity of classes and facilitating cognitive, emotional, and social growth, promotion of internship, student exchange, field opportunities, engaging them in the teaching learning process, inculcating skills such as soft skills, life skills, and employability skills, and overall teaching learning process of the institute*.

Data was collected from approximately 1434 students studying in various Departments of the University. An informed consent was taken from each participant. Almost 95% of the participants filled the form for the first time, reflecting the fairness of the survey with minimum of practice effect.

Analyzing the responses filled by the students reveals the pillars and cornerstones of the university which has laid the strong foundation for a student-centric and robust teaching learning process. Maximum scores were found lying on the positive continuum, signaling the high level of satisfaction of

the students. They were found highly satisfied with their teachers' teaching learning process, approach towards them, and helping them in overcoming obstacles by providing timely and sustained feedback. Teachers were applauded for their preparedness, varied student-centric teaching methods such as experiential learning, participative learning, simulation methods, role-playing, effective communication, coverage of syllabus, fair evaluation, robust feedback, and volitional role in encouraging students by providing consistent feedback and mentoring, identifying students' weaknesses and extending help in disabling it.

This high level of satisfaction is also reflected and percolated towards the institutional performance in facilitating cognitive, emotional, and social growth, providing multiple avenues for students to learn and grow, promoting and infusing intellectual and cultural milieu through internship, student exchange, and field opportunities, engaging students in the teaching learning process by subjecting them to various learning experiences, inculcating skills such as soft skills, life skills, and employability skills to empower students in the 21st century skill-driven world. The aforementioned has been captured in the response of the last item of the survey which evaluates students' satisfaction towards overall quality of teaching-learning process, where maximum respondent scores (90%) agreed that teaching-learning process is very good.

However, one of the grey area where the teachers are required to put extra effort is to inculcate and maximize the use of ICT tools in their teaching.