

Student Satisfaction Survey Report- 2024

For the Academic Year 2023-24

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Background of the Survey

The International Institute for Population Sciences (IIPS), Mumbai conducts its routine student satisfaction at the end of every academic year. The objective of the survey is to obtain students opinion about the academic practices experienced during their tenure at the IIPS. Student feedback is obtained on broad topics like syllabus coverage, teaching methods, mentoring process, course evaluation and overall learning experiences. The student feedback is discussed in faculty meetings at the IIPS and is seen as one of the major inputs while setting standards for the forthcoming academic sessions. The student's satisfaction survey for the academic year 2023-24 was conducted in April 2024. This online survey using google form platform ensured complete anonymity for those students participating in the survey. Email invitation along with link to survey was sent by the academic section of IIPS to all students completing Masters in Population Studies (MPS), Masters in Biostatistics and Demography (MBD) and MA/MSc in Population Studies (MA/MSc) in the academic year 2023-24. Reminders were sent to the students to remind/motivate them to complete the student satisfaction survey.

Respondents

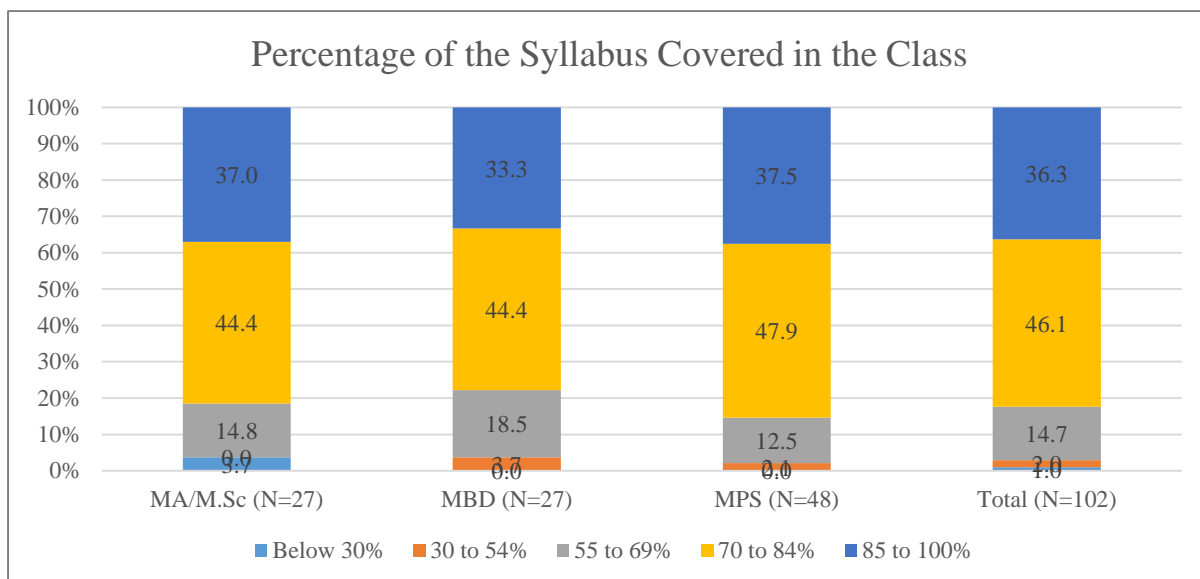
Out of the 105 students who passed out in 2023-24, 102 students volunteered to participate in the student satisfaction survey. Course-wise response rate is provided in Table 1.

Table 1: Response rate for the student satisfaction survey 2024

	Total passing out in 2023-24	Number responded to the survey	Response rate (%)
MA/MSc	28	27	96.4
MBD	29	27	93.1
MPS	48	48	100.0
All courses	105	102	97.1

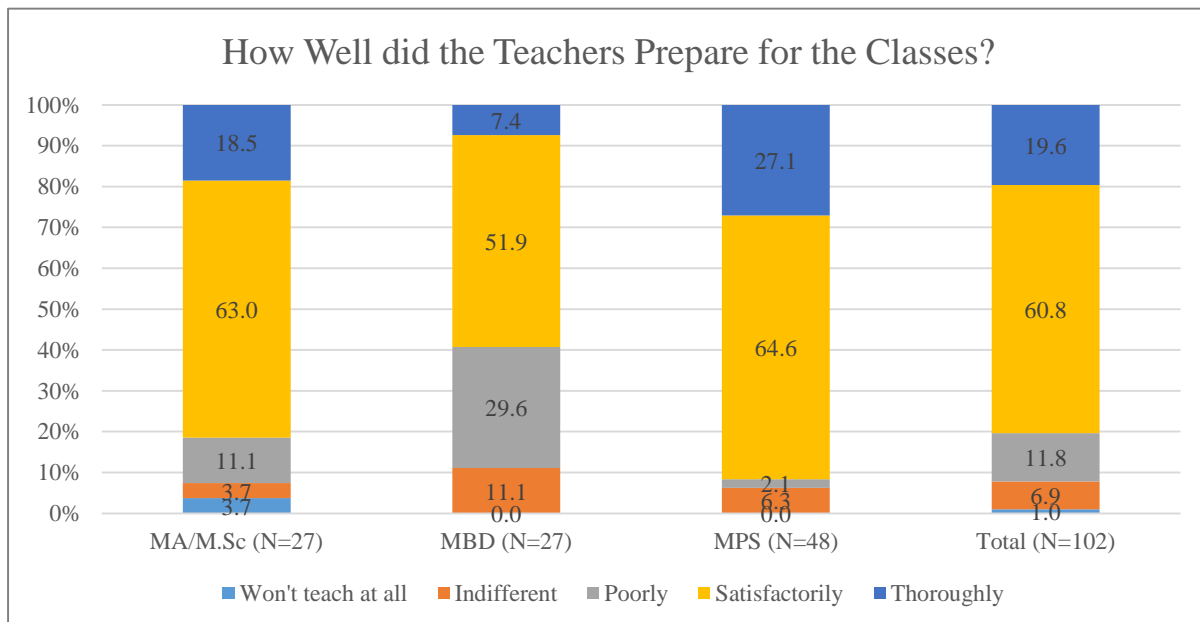
Syllabus Coverage

When enquired about how much of their syllabus was covered in the class, about 44-48 percent students reported that 70-84 percent of the syllabus was covered while more one third of students reported that 85-100 percent of the syllabus was covered. The proportion reporting 85-100 percent coverage of syllabus was relatively lesser in the case of MBD than for MPS and MA/MSc. Only a negligible proportion of students reported that 50 percent of the syllabus was not covered.



Teacher Attributes

The students were asked in the survey to rate the teachers' preparation for classes into the following 5 groups; (1) Won't teach at all, (2) Indifferent, (3) Poorly, (4) Satisfactorily and (5) Thoroughly. About 61 percent of all students across courses, were satisfied with the delivery of the teacher. Satisfaction levels were highest for MPS course. The fact that about 20 percent of students reporting "thoroughly" prepared shows that there is enough room for improving this aspect.



The students were also made to categorize teachers' ability to communicate as; (1) Very poor communication, (2) Generally ineffective, (3) Just satisfactorily, (4) Sometimes effective, and (5) Always effective. While half of the students reported that communication level was "sometimes effective", about 23 percent reported "always effective". Rating provided by students was comparatively better for MPS course and worst for MBD courses.

Table 2: How well were the teachers able to communicate?

	M.A./M.Sc. (N=27)	MBD (N=27)	MPS (N=48)	Total (N=102)
Very poor communication	3.7	0.0	0.0	1.0
Generally ineffective	3.7	7.4	4.2	4.9
Just satisfactorily	11.1	40.7	14.6	20.6
Sometimes effective	63.0	37.0	52.1	51.0
Always effective	18.5	14.8	29.2	22.5
Total	100.0	100.0	100.0	100.0

When enquired about the teacher's approach to teaching, more than half of students other than MBD course reported the approach to be very good or excellent (see Table 3). The student ratings by course indicate MBD students were more critical than their counterparts enrolled for other courses.

Table 3: The teacher's approach to teaching can best be described as

	M.A./M.Sc. (N=27)	MBD (N=27)	MPS (N=48)	Total (N=102)
Poor	11.1	3.7	0.0	3.9
Fair	11.1	25.9	10.4	14.7
Good	22.2	37.0	29.2	29.4
Very good	44.4	22.2	45.8	39.2
Excellent	11.1	11.1	14.6	12.7
Total	100.00	100.00	100.00	100.00

Table 4: Teachers informing students about their expected competencies, course outcomes and programme outcomes.

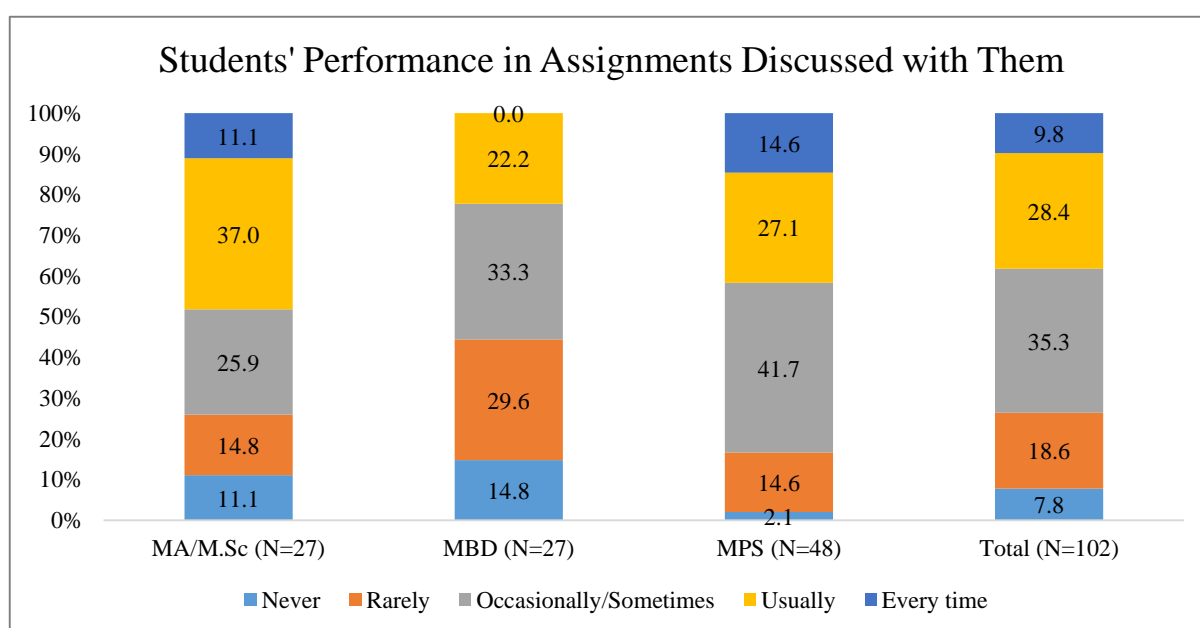
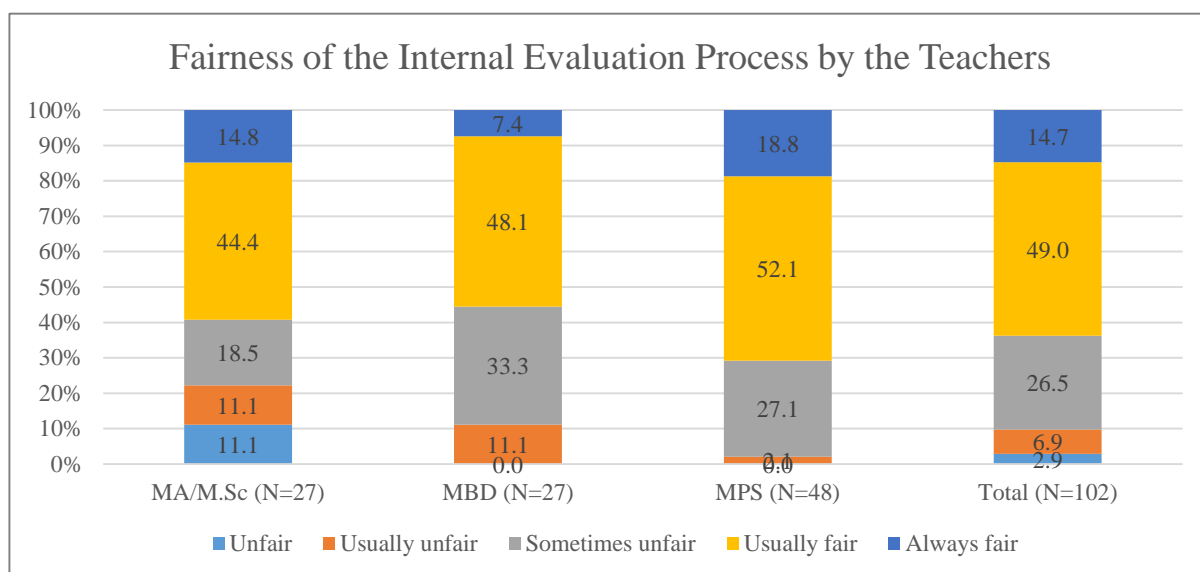
	M.A./M.Sc. (N=27)	MBD (N=27)	MPS (N=48)	Total (N=102)
Never	11.1	7.4	4.2	6.9
Rarely	0.0	33.3	4.2	10.8
Occasionally/Sometimes	44.4	25.9	31.3	33.3
Usually	25.9	29.6	45.8	36.3
Every time	18.5	3.7	14.6	12.7
Total	100.00	100.00	100.00	100.00

When enquired if the teachers inform the students about their expected competencies, course outcomes and programme outcomes (see Table 4), only about 13 percent of the students reported that it is done every time. Again MBD students were the most critical about this aspect too, with only 3.7 percent reporting to be informed every time.

Internal Evaluation and Assignments

Students were enquired about the nature of fairness in the internal evaluation process by the teachers and if their performance in assignment were discussed with them. About 56 percent of the students

from MBD course reported internal evaluation to be usually/always fair, while the same was 59 percent and 71 percent in cases of MA/MSc and MPS course, respectively.



The feedback on assignment submitted by students or discussion about the assignment is reported to be a critical area of concern. Slightly more than one third of the students reported about such a discussion. The share of students not receiving regular feedback was 52 percent for MA/MSc course and 78 and 58 percent for MBD and MPS courses, respectively.

Institutional Level Support

Internship and students exchange activities: More than one third of the students enrolled for the three courses opined that the institute never/ rarely takes interest in promoting internship, student exchange, field visit opportunities for students. Less than one third reported that IIPS “sometimes” takes interest in such activities and this share was relatively less for MA/MSc course.

Table 5: The institute takes active interest in promoting internship, student exchange, field visit opportunities for students

	M.A./M.Sc. (N=27)	MBD (N=27)	MPS (N=48)	Total (N=102)
Never	22.2	22.2	2.1	12.7
Rarely	18.5	18.5	33.3	25.5
Sometimes	22.2	29.6	37.5	31.4
Often	18.5	22.2	16.7	18.6
Regularly	18.5	7.4	10.4	11.8
Total	100.00	100.00	100.00	100.00

Teaching and mentoring process: Students also rated if the teaching and mentoring process in IIPS institution facilitates them in cognitive, social and emotional growth. The students in general had a mixed opinion about this.

Table 6: Whether the teaching and mentoring process in the institution facilitates the students in cognitive, social and emotional growth

	M.A./M.Sc. (N=27)	MBD (N=27)	MPS (N=48)	Total (N=102)
Not at all	11.1	18.5	0.0	7.8
Marginally	14.8	18.5	8.3	12.7
Moderately	40.7	29.6	39.6	37.3
Very well	22.2	25.9	37.5	30.4
Significantly	11.1	7.4	14.6	11.8
Total	100.00	100.00	100.00	100.00

The proportion reporting that teaching and mentoring process at the IIPS “significantly” facilitated them in cognitive, social and emotional growth was 13 percent and same was reported to be highest among MPS students. More than 30 percent in all courses reported that the institutional facilitation to be very well. Student satisfaction about teaching and mentoring reported to be lowest among those from the MBD course.

Table 7: Whether the institution provides multiple opportunities to learn and grow

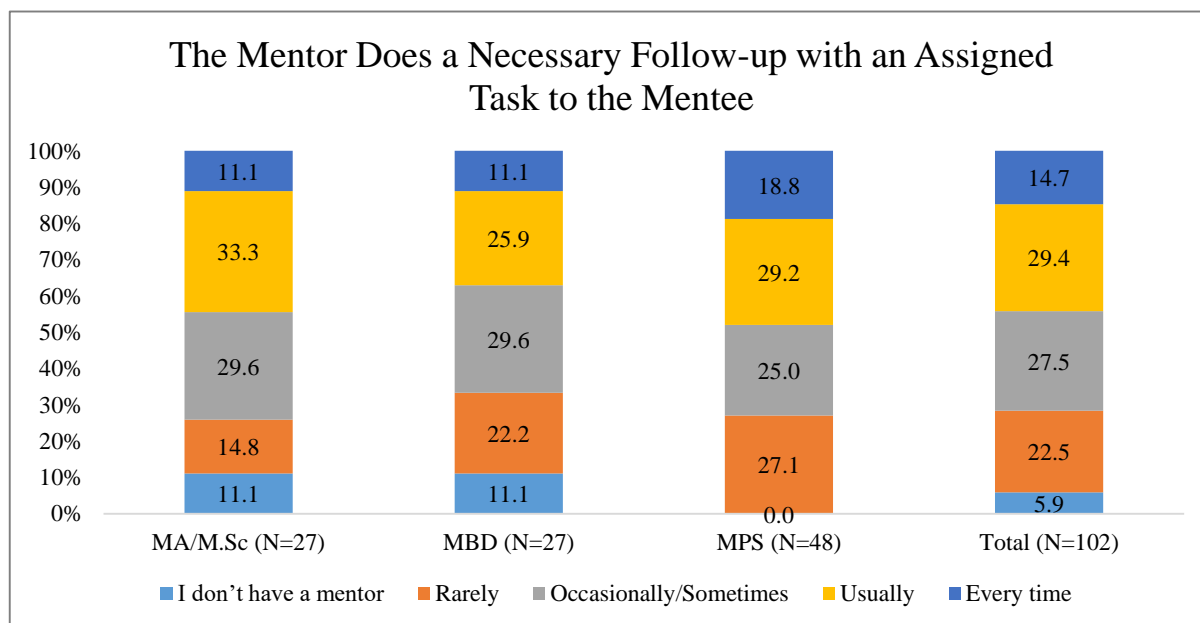
	M.A./M.Sc. (N=27)	MBD (N=27)	MPS (N=48)	Total (N=102)
Agree	22.2	33.3	54.2	40.2
Strongly agree	14.8	14.8	16.7	15.7
Neutral	29.6	29.6	20.8	25.5
Disagree	22.2	11.1	2.1	9.8
Strongly disagree	11.1	11.1	6.3	8.8
Total	100.00	100.00	100.00	100.00

Opportunities to learn and grow: Only about 16 percent of the students in all the three courses “strongly agreed” that IIPS provides multiple opportunities to learn and grow. More than half of students in MPS course also “agreed” with the statement, while the same was only 22 and 33 percent

in the MA/MSc and MBD students, respectively. A substantial proportion being neutral to or disagreeing with statement in MA/MSc and MBD is a critical observation.

Mentorship

The students were posed a question on whether a mentor does a necessary follow-up with an assigned task to them. The responses indicate that there is a need to strengthen the mentorship activities in the institution as less than 50 percent of all students in each course provided a positive response (usually/every time). More than a quarter of students in each of the courses reported that they rarely or never had interactions with their respective mentors.



Teacher Support

Students also made to provide their evaluation on the nature of teacher support to them in terms of (1) illustrating the concepts through examples and applications, (2) identifying strengths and encourage students by providing right level of challenges, and (3) Identifying their weakness and helping them to overcome it and (4) encouragement to participation in extracurricular activities.

Illustration of the concepts through examples and applications: The observation that 59 percent in all the courses reporting that the teachers illustrate the concepts through examples and application is a commendable achievement (see Table 8), however, there still is room for improvement, especially in case of MA/MSc or MBD programmes.

Table 8: The teachers illustrate the concepts through examples and applications

	M.A./M.Sc. (N=27)	MBD (N=27)	MPS (N=48)	Total (N=102)
Never	3.7	0.0	0.0	1.0
Rarely	11.1	18.5	4.2	9.8
Occasionally/Sometimes	37.0	37.0	22.9	30.4
Usually	29.6	29.6	60.4	44.1
Every time	18.5	14.8	12.5	14.7
Total	100.00	100.00	100.00	100.00

Teachers' identification of student strengths: However, the response to the question on if teachers identify students' strengths and encourage them with providing right level of challenges portrayed a mixed scenario. Overall a little more than 40 percent of students reported that they received reasonable or full support from the teachers. Response of remaining students indicate the need to encourage IIPS faculty to increase the level of student engagement to strengthen this component.

Table 9: The teachers identify your strengths and encourage you with providing right level of challenges

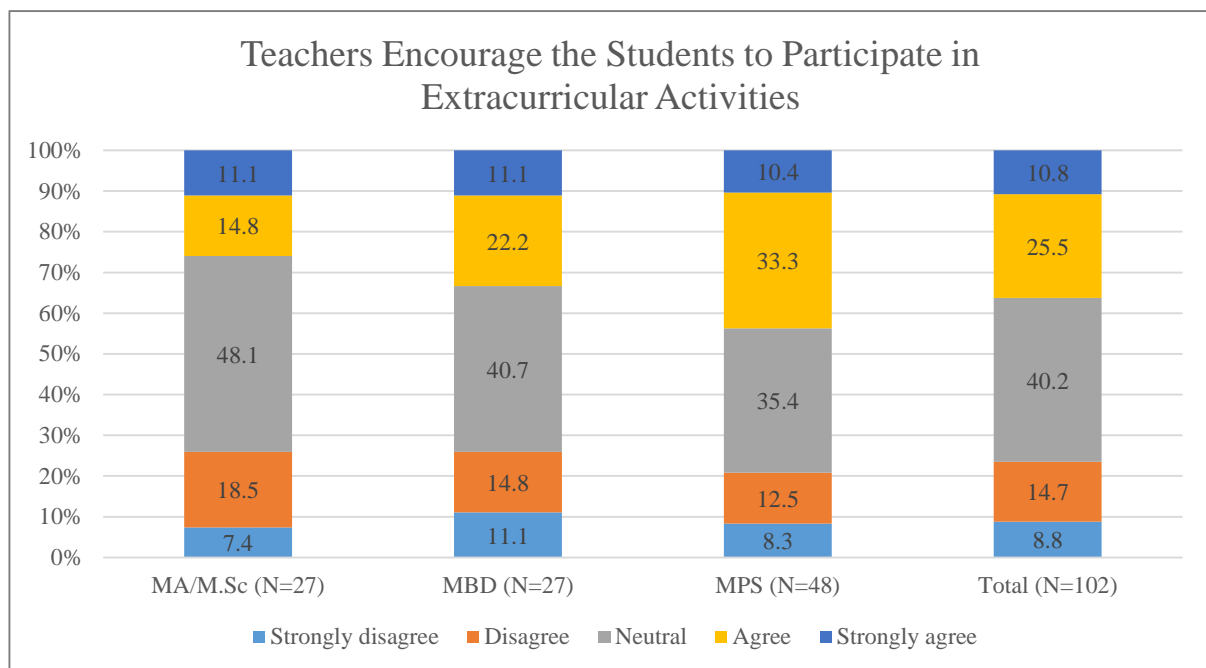
	M.A./M.Sc. (N=27)	MBD (N=27)	MPS (N=48)	Total (N=102)
Unable to	22.2	22.2	4.2	13.7
Slightly	14.8	37.0	14.6	20.6
Partially	22.2	18.5	27.1	23.5
Reasonably	25.9	11.1	41.7	29.4
Fully	14.8	11.1	12.5	12.7
Total	100.00	100.00	100.00	100.00

Teachers' identification of student weakness: The students were further posed a question on if "Teachers are able to identify your weaknesses and help you to overcome them?". The results were in line with or even poorer than that observed in the previous section on student's strength identification. Less than 40 percent of the students in all the three courses reported that teachers are able to identify their weaknesses and help them to overcome it. This reiterates the need to strengthen the student-teacher interaction in IIPS.

Table 10: Teachers are able to identify your weaknesses and help you to overcome them.

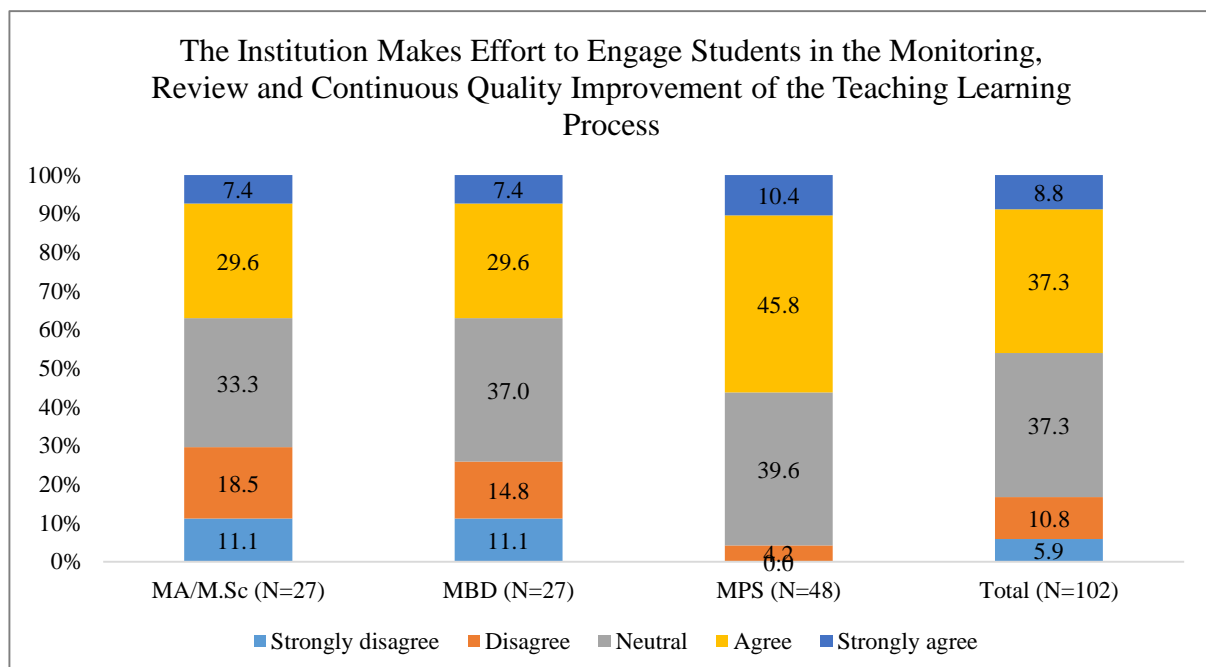
	M.A./M.Sc. (N=27)	MBD (N=27)	MPS (N=48)	Total (N=102)
Never	18.5	22.2	10.4	15.7
Rarely	25.9	25.9	16.7	21.6
Occasionally/Sometimes	11.1	29.6	35.4	27.5
Usually	33.3	18.5	27.1	26.5
Every time	11.1	3.7	10.4	8.8
Total	100.00	100.00	100.00	100.00

Encouraging participation in extracurricular activities: Results show only limited from the teachers to participate in such activities. A sizeable proportion of students were neutral about teachers being encouraging toward students to participate in extracurricular activities.



Student Involvement in Teaching and Learning Process

Involvement in monitoring, review and continuous quality improvement of the teaching learning process: The survey collected information from students on if the institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process. It is worrisome to observe that less than half of the responded positively (agree/ strongly agree) to this question.



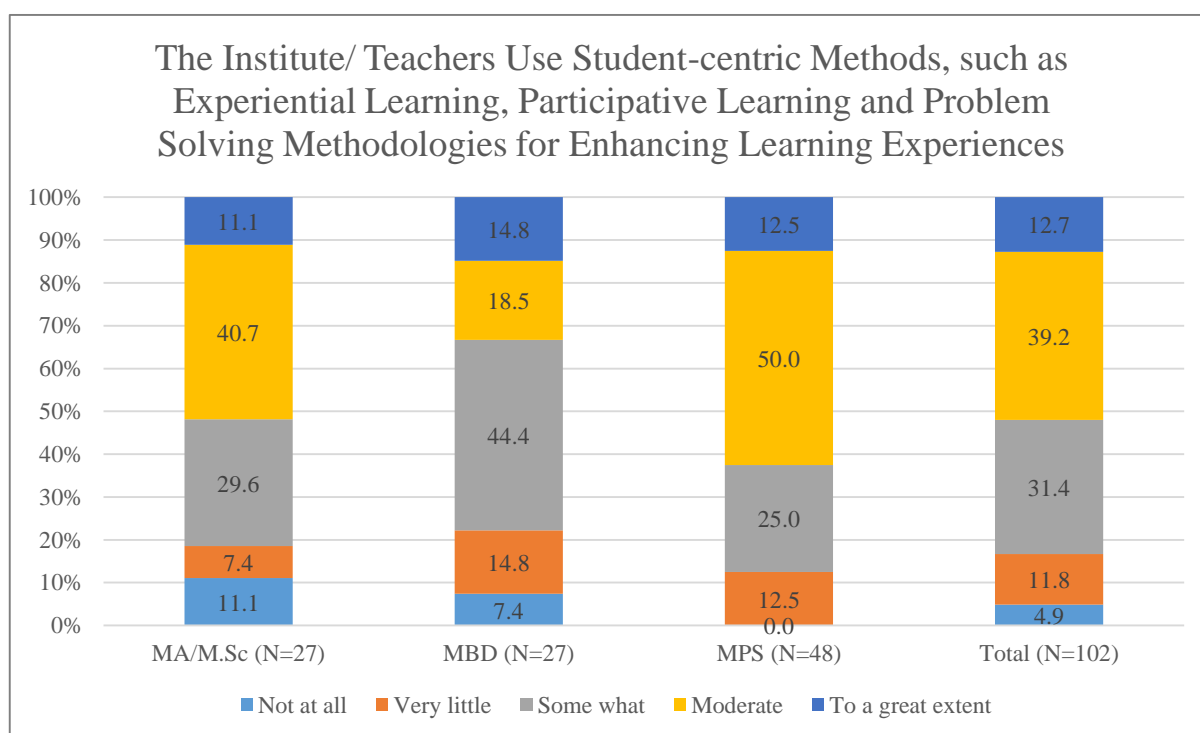
Institutional Efforts to Inculcate Soft Skills, Life Skills and Employability Skills: The student feedback shows they need more support from institute/teachers to inculcate soft skills, life skills and employability skills to make them ready for the practical world. About only 46 percent reported positively (agree or strongly agree) on receiving support from the institute or the teachers.

Table 11: 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

	M.A./M.Sc. (N=27)	MBD (N=27)	MPS (N=48)	Total (N=102)
Strongly disagree	11.1	11.1	0.0	5.9
Disagree	18.5	14.8	4.2	10.8
Neutral	33.3	37.0	39.6	37.3
Agree	29.6	29.6	45.8	37.3
Strongly agree	7.4	7.4	10.4	8.8
Total	100.00	100.00	100.00	100.00

Teaching Methods and Facilities

Use student-centric methods: The student feedback was obtained for the use of student-centric methods by the teachers, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences. One out of 8 students considered this was implemented to a great extent. Another 40 percent of students across all courses reported “moderate” use of student centric methods for teaching. The MPS students were reportedly exposed to such methods than MA/MSc and MBD students.



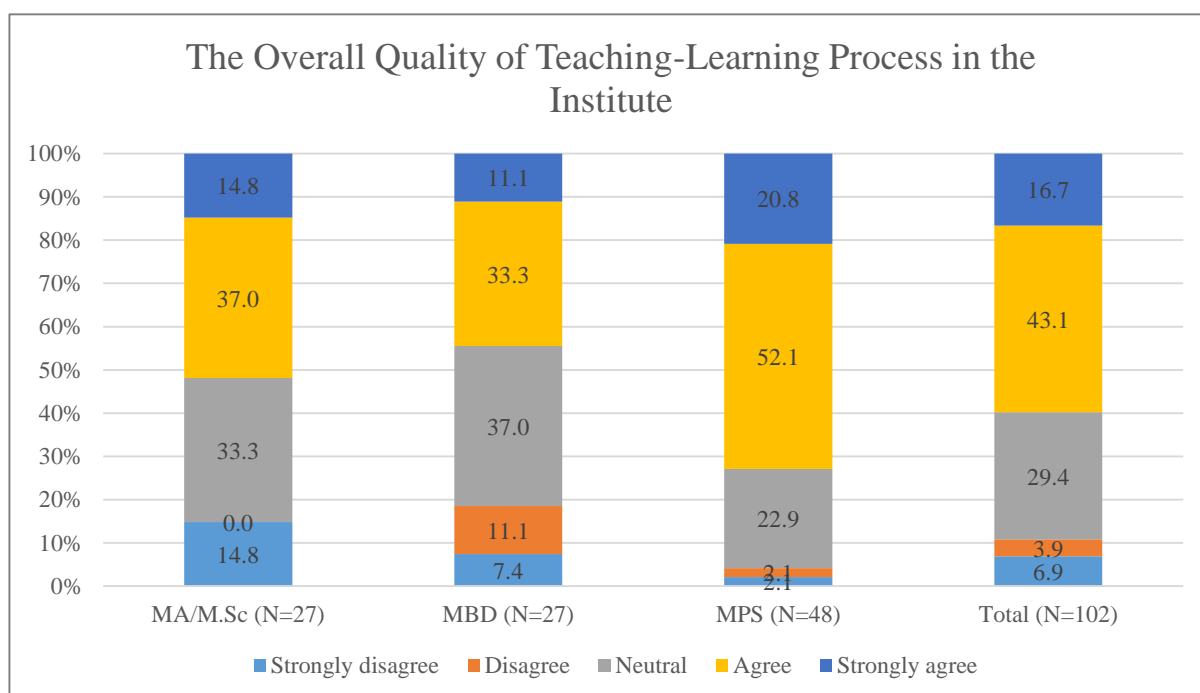
Use of ICT Tools for teaching: The students also reported on whether teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching. As can be seen in Table 12, students reported that most of the teachers were reported to be using such ICT tools. MBD students in higher usage of such tools than MPS and MA/MSc students.

Table 12: What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching?

	M.A./M.Sc. (N=27)	MBD (N=27)	MPS (N=48)	Total (N=102)
Below 30%	3.7	3.7	2.1	2.9
30 – 49%	3.7	7.4	4.2	4.9
50 – 69%	14.8	7.4	18.8	14.7
70 – 89%	37.0	48.1	39.6	41.2
Above 90%	40.7	33.3	35.4	36.3
Total	100.00	100.00	100.00	100.00

Overall Quality of Teaching-Learning Process

In the end the students were enquired about if they agreed to the statement that “The overall quality of teaching-learning process in your institute is very good”. Less than one fifth “strongly agreed” to that statement, while another 43 percent “agreed” to that statement. Agreement share was higher for students who completed the MPS course than their counterparts who completed MA/MSc or MBD course.



Conclusion

As can be expected this well represented student satisfaction survey give insights about students’ perceptions about academic standards and student development opportunities at the IIPS. From an institutional perspective results are seen as a form of feedback about the strengths and weakness of the ongoing academic courses at the IIPS and also facilitate academic planning where actions can be introduced/strengthened to enhance the level of student satisfaction. Most positive is the observation that in general the students are satisfied with the overall teaching and learning process. Other strengths that emerged from the survey are students’ opinion regarding opportunities to learn and grow at IIPS, illustration of concepts with examples and applications, students involvement in teaching and learning process, and use of ICT tools in teaching.

The focal areas that improve student's satisfaction levels can be improved further is by strengthening the teaching and mentoring process and providing them opportunities to inculcate soft skills, life skills and employability skills to make them ready for the world of work and encouraging them in getting internship opportunities. The critical areas where concerted action is required is about attending to syllabus coverage issues and in strengthening the academic involvement between students and teachers. The concern from the students about poor mentor-mentee relation, feedback on assignments, and strength and weakness identification indicate, the need for improving student-teacher interaction in the institution. It is to noted that most of these issues came up in the student satisfaction survey carried out in the previous year.

Annexure I: Student Satisfaction Survey Questionnaire

International Institute for Population Sciences. Student Satisfaction Survey on Teaching–Learning and Evaluation

IIPS is conducting a Student Satisfaction Survey regarding Teaching–Learning and Evaluation, which will help to upgrade the quality in higher education in IIPS. Student are required to respond to all the questions given in the following format with her/his sincere effort and thought. Her/his identity will be kept strictly confidential and will not be revealed to anyone.

** Indicates required question*

1. A) Please confirm this is the first and only time you answer this survey *

Mark only one oval.

☐ Yes

☐ No

2. B) Age: *

3. C) Gender: *

Mark only one oval.

☐ Male

☐ Female

4. D) What degree program are you pursuing now? *

Mark only one oval.

- ☐ MPS
- ☐ MBD
- ☐ MA/M.Sc
- ☐ Pre-Ph.D.

Instructions to fill the questionnaire • All questions should be compulsorily attempted. • Each question has five responses, choose the most appropriate one. • The response to the qualitative Question No. 21 is student's opportunity to give suggestions or improvements; she/he can also mention weaknesses of the institute here. (Kindly restrict your response to teaching learning process only)

Criterion II – Teaching–Learning and Evaluation

Student Satisfaction Survey on Teaching Learning Process

Following are questions for online student satisfaction survey regarding teaching learning process.

5. 1. How much of the syllabus was covered in the class? *

Mark only one oval.

- ☐ 4 – 85 to 100%
- ☐ 3 – 70 to 84%
- ☐ 2 – 55 to 69%
- ☐ 1 – 30 to 54%
- ☐ 0 – Below 30%

6. 2. How well did the teachers prepare for the classes? *

Mark only one oval.

- ☐ 4 – Thoroughly
- ☐ 3 – Satisfactorily
- ☐ 2 – Poorly
- ☐ 1 – Indifferently
- ☐ 0 – Won't teach at all

7. 3. How well were the teachers able to communicate? *

Mark only one oval.

- ☐ 4 – Always effective
- ☐ 3 – Sometimes effective
- ☐ 2 – Just satisfactorily
- ☐ 1 – Generally ineffective
- ☐ 0 – Very poor communication

8. 4. The teacher's approach to teaching can best be described as *

Mark only one oval.

- ☐ 4 – Excellent
- ☐ 3 – Very good
- ☐ 2 – Good
- ☐ 1 – Fair
- ☐ 0 – Poor

9. 5. Fairness of the internal evaluation process by the teachers. *

Mark only one oval.

- ☐ 4 – Always fair
- ☐ 3 – Usually fair
- ☐ 2 – Sometimes unfair
- ☐ 1 – Usually unfair
- ☐ 0– Unfair

10. 6. Was your performance in assignments discussed with you? *

Mark only one oval.

- ☐ 4 – Every time
- ☐ 3 – Usually
- ☐ 2 – Occasionally/Sometimes
- ☐ 1 – Rarely
- ☐ 0– Never

11. 7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students *

Mark only one oval.

- ☐ 4 – Regularly
- ☐ 3 – Often
- ☐ 2 – Sometimes
- ☐ 1 – Rarely
- ☐ 0– Never

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

Mark only one oval.

- ☐ 4 – Significantly
- ☐ 3 – Very well
- ☐ 2 – Moderately
- ☐ 1 – Marginally
- ☐ 0– Not at all

13. 9. The institution provides multiple opportunities to learn and grow. *

Mark only one oval.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

14. 10. Teachers inform you about your expected competencies, course outcomes and programme outcomes. *

Mark only one oval.

- ☐ 4 – Every time
- ☐ 3 – Usually
- ☐ 2– Occasionally/Sometimes
- ☐ 1 – Rarely
- ☐ 0– Never

15. 11. Your mentor does a necessary follow-up with an assigned task to you. *

Mark only one oval.

- ☐ 4 – Every time
- ☐ 3 – Usually
- ☐ 2 – Occasionally/Sometimes
- ☐ 1 – Rarely
- ☐ 0 – I don't have a mentor

16. 12. The teachers illustrate the concepts through examples and applications. *

Mark only one oval.

- ☐ 4 – Every time
- ☐ 3 – Usually
- ☐ 2 – Occasionally/Sometimes
- ☐ 1 – Rarely
- ☐ 0 – Never

17. 13. The teachers identify your strengths and encourage you with providing right level of challenges. *

Mark only one oval.

- ☐ 4 – Fully
- ☐ 3 – Reasonably
- ☐ 2 – Partially
- ☐ 1 – Slightly
- ☐ 0 – Unable to

18. 14. Teachers are able to identify your weaknesses and help you to overcome them. *

Mark only one oval.

- ☐ 4 – Every time
- ☐ 3 – Usually
- ☐ 2 – Occasionally/Sometimes
- ☐ 1 – Rarely
- ☐ 0 – Never

19. 15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process. *

Mark only one oval.

- ☐ 4 – Strongly agree
- ☐ 3 – Agree
- ☐ 2 – Neutral
- ☐ 1 – Disagree
- ☐ 0 – Strongly disagree

20. 16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences. *

Mark only one oval.

- ☐ 4 – To a great extent
- ☐ 3 – Moderate
- ☐ 2 – Some what
- ☐ 1 – Very little
- ☐ 0 – Not at all

21. 17. Teachers encourage you to participate in extracurricular activities. *

Mark only one oval.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

22. 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. *

Mark only one oval.

- ☐ 4 – To a great extent
- ☐ 3 – Moderate
- ☐ 2 – Some what
- ☐ 1 – Very little
- ☐ 0 – Not at all

23. 19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching. *

Mark only one oval.

- ☐ 4 – Above 90%
- ☐ 3 – 70 – 89%
- ☐ 2 – 50 – 69%
- ☐ 1 – 30 – 49%
- ☐ 0 – Below 29%

24. 20. The overall quality of teaching-learning process in your institute is very good. *

Mark only one oval.

- ☐ 4 – Strongly agree
- ☐ 3 – Agree
- ☐ 2 – Neutral
- ☐ 1 – Disagree
- ☐ 0 – Strongly disagree

25. 21. Give at least three observations / suggestions to improve the overall teaching–learning experience in IIPS. You may also give more than three observations / suggestions. *

Thank you very much for your participation in the Student Satisfaction Survey (SSS).
We assure you once again that your identity will be kept strictly confidential and will not be shared with anyone.

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