Student Satisfaction Survey Report-2023

For the academic year 2022-23

International Institute for Population Sciences
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Contents

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 2022-23 was conducted in May 2023. 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 2022-23. Reminders were sent to the students to remind/motivate them to complete the student satisfaction survey.

Respondents

Out of the 107 students who passed out in 2022-23, 98 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 2023.

	Total passing out in 2022-23	Number responded to the survey	Response rate (%)
MA/MSc	33	27	81.8
MBD	32	32	100.0
MPS	42	39	92.9
All courses	107	98	91.6

Syllabus coverage

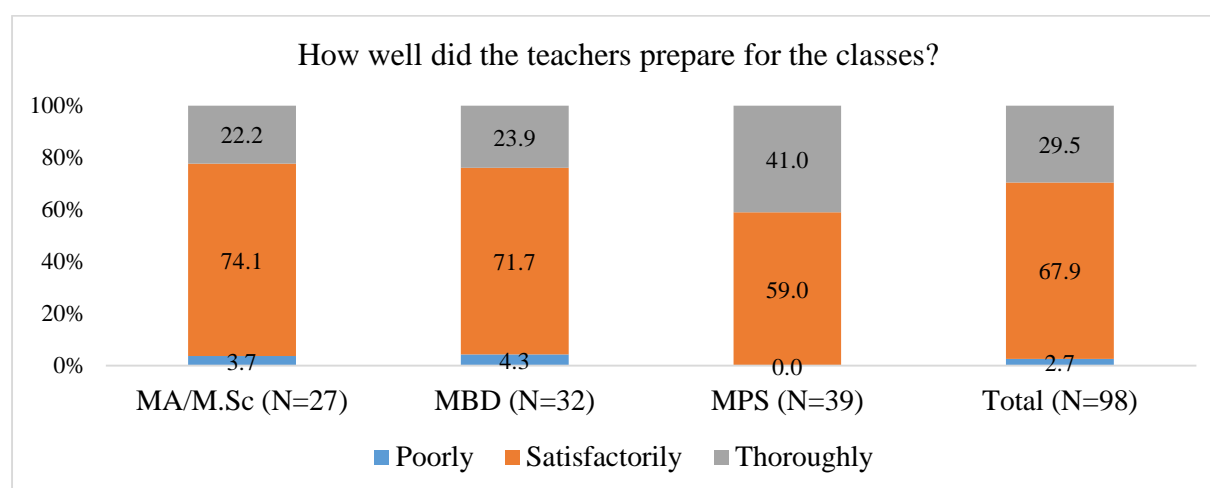When enquired about how much of their syllabus was covered in the class, two third of students reported that 85-100 percent of the syllabus was covered. The proportion reporting the same was more in the case of MPS course (85 percent) and lowest for MBD course (54 percent).

How much of the syllabus was covered in the class?
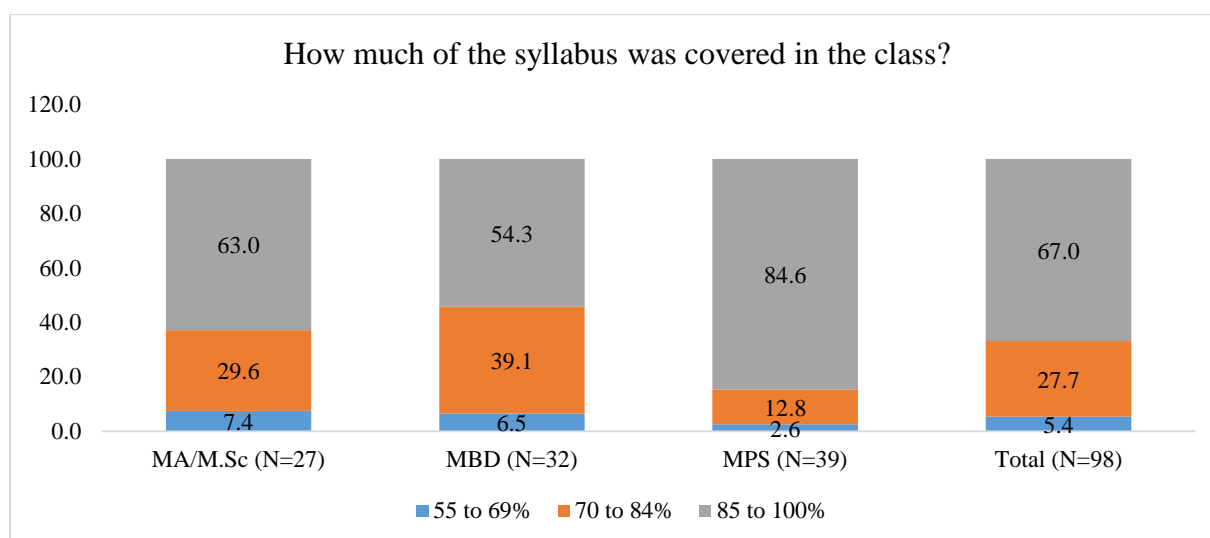
Results indicate the need to attend to the syllabus coverage level for MBD and MA/MSc courses.

Teacher attributes

The students were asked in the survey to rate the teachers' preparation for classes into the following 3 groups; (1) Poorly (2) Satisfactorily and (3) Thoroughly. Only a negligible share of students were not satisfied (3 percent) with the teacher preparation for the. Satisfaction levels were higher for MPS course than that for the MBD and MA/MSc courses. The fact that only less than one-third of students reporting "thoroughly" prepared shows that there is enough room for improving this aspect.

How well did the teachers prepare for the classes?

Course	Poorly	Satisfactorily	Thoroughly
MA/M.Sc (N=27)	3.7	74.1	22.2
MBD (N=32)	4.3	71.7	23.9
MPS (N=39)	0.0	59.0	41.0
Total (N=98)	2.7	67.9	29.5

The students were also made to categorize teachers' ability to communicate as; (1) Generally ineffective, (2) Just satisfactorily, (3) Sometimes effective, and (4) Always effective. About 39 percent reported that communication level was "always effective" while another 50 percent reported "sometimes effective". Rating provided by MPS students were better than the one given by MA/MSc and MBD respectively.

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

	MA/M.Sc (N=27)	MBD (N=32)	MPS (N=39)	Total (N=98)
Generally ineffective	3.7	2.2	0.0	1.8
Just satisfactorily	3.7	10.9	10.3	8.9
Sometimes effective	51.9	54.3	43.6	50.0
Always effective	40.7	32.6	46.2	39.3
Total	**100.00**	**100.00**	**100.00**	**100.00**

When enquired about the teacher's approach to teaching, more than two-third of students other than MBD course reported the approach to very good or excellent (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

|	MA/MSc (N=27)	MBD (N=32)	MPS (N=39)	Total (N=98)
Fair	3.7	2.2	5.1	3.6
Good	22.2	34.8	15.4	25.0
Very good	51.9	41.3	56.4	49.1
Excellent	22.2	21.7	23.1	22.3
Total	**100.00**	**100.00**	**100.00**	**100.00**

Table 4: Teachers inform you about your expected competencies, course outcomes and programme outcomes.

|	MA/M.Sc (N=27)	MBD (N=32)	MPS (N=39)	Total (N=98)
Rarely	0.0	4.3	0.0	1.8
Occasionally/Sometimes	29.6	28.3	23.1	26.8
Usually	55.6	47.8	51.3	50.9
Every time	14.8	19.6	25.6	20.5
Total	**100.00**	**100.00**	**100.00**	**100.00**

When enquired if the teachers inform you about the about the your expected competencies, course outcomes and programme outcomes (Table 4), only about one fifth of the students reported that it is done every time. Another half of the students reported that teachers usually does that is encouraging.

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. All the students from MA/MSc course reported internal evaluation to be usually/always fair, while the same was 91 percent and 87 percent in cases of MBD and MPS course respectively.

Fairness of the internal evaluation process by the teachers.

Was your performance in assignments discussed with you?
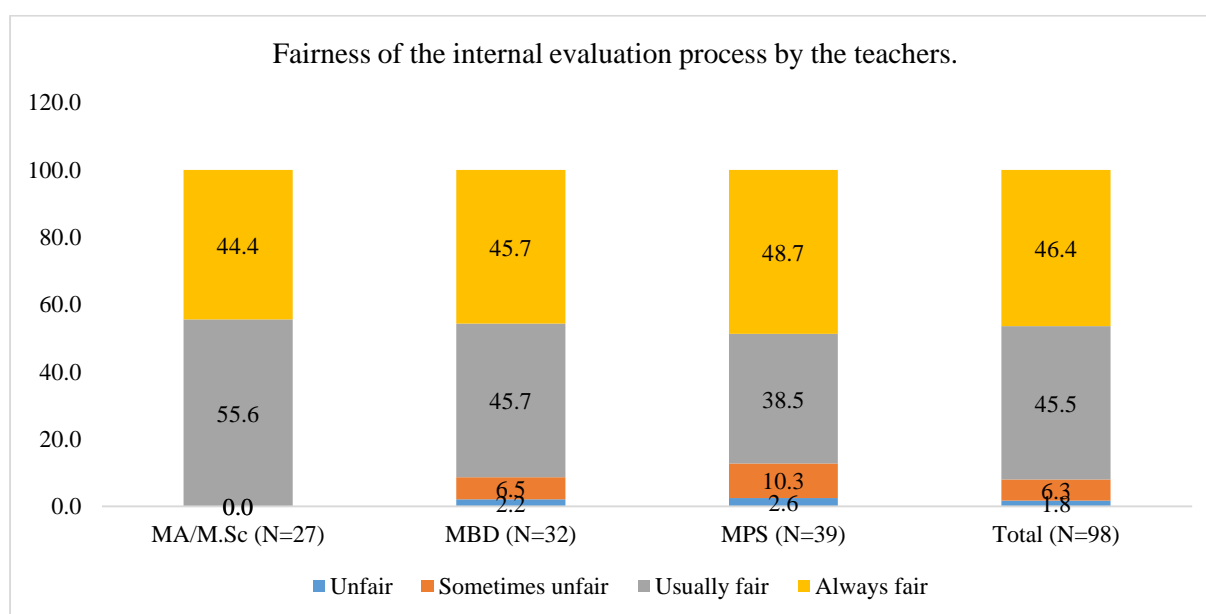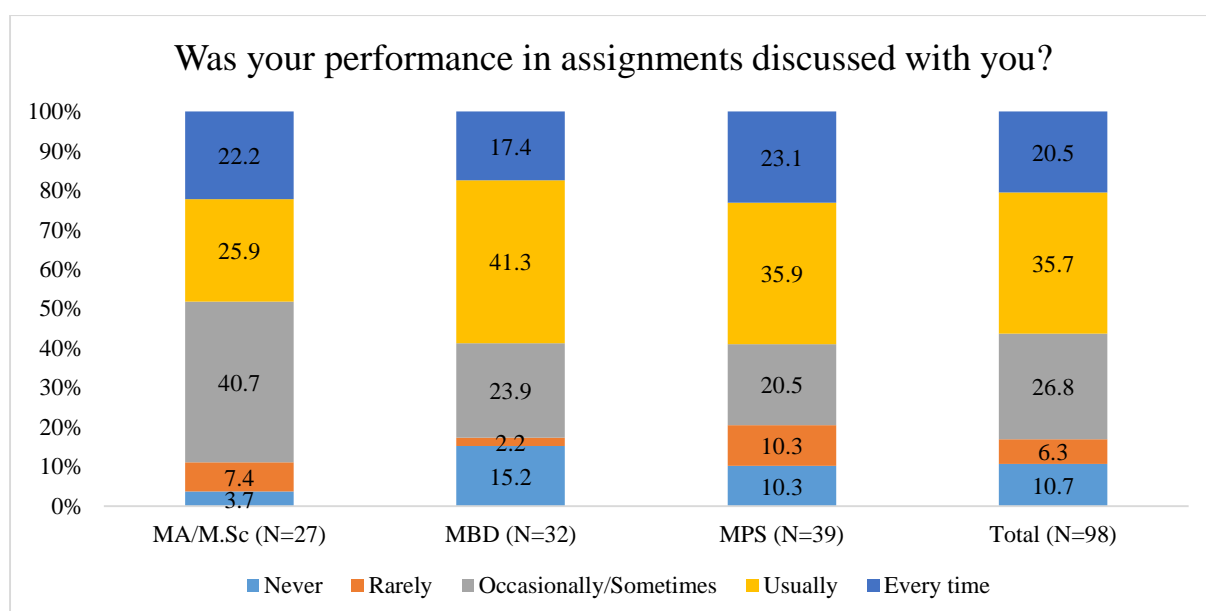
The feedback on assignment submitted by students or discussion about the assignment is reported to a critical area of concern. Only one fifth of the students reported about such a discussion. The share of students not receiving regular feedback was 52 percent for MA/MSc course and 41 percent for other two courses.

Institutional level support

Internship and students exchange activities: More than one fifth of the students enrolled for MBD and MA/MSc course opinioned that the institute never/ rarely takes interest in promoting internship, student exchange, field visit opportunities for students. Another one fifth in all the three courses reported that IIPS "sometimes" takes interest in such activities.

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

	MA/MSc (N=27)	MBD (N=32)	MPS (N=39)	Total (N=98)
Never	3.7	2.2	2.6	2.7
Rarely	22.2	19.6	5.1	15.2
Sometimes	18.5	19.6	23.1	20.5
Often	37.0	34.8	43.6	38.4
Regularly	18.5	23.9	25.6	23.2
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 you 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 your institution facilitates you in cognitive, social and emotional growth?

	MA/MSc (N=27)	MBD (N=32)	MPS (N=39)	Total (N=98)
Not at all	0.0	2.2	0.0	0.9
Marginally	7.4	13.0	7.7	9.8
Moderately	40.7	23.9	25.6	28.6
Very well	40.7	45.7	41.0	42.9
Significantly	11.1	15.2	25.6	17.9
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 18 percent and same was reported to be highest among MPS students. More than 40 % 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 MA/MSc course.

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

	MA/MSc (N=27)	MBD (N=32)	MPS (N=39)	Total (N=98)
Agree	51.9	43.5	59.0	50.9
Strongly agree	18.5	21.7	20.5	20.5
Neutral	29.6	21.7	10.3	19.6
Disagree	0.0	2.2	0.0	0.9
Strongly disagree	0.0	10.9	10.3	8.0
Total	**100.00**	**100.00**	**100.00**	**100.00**

Opportunities to learn and grow: One fifth of the students in all the three courses "strongly agreed" that IIPS provides multiple opportunities to learn and grow. Half of students in MA/MSc and MPS course reported they also "agreed" with the statement, while the same was only 44 percent in the MBD students. A substantial proportion being neutral to or disagreeing with statement across all courses 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 only about 50 % of students in each course provided a positive response (usually/every time). One third of students of MA/MSc and MBD rarely had interactions with their mentors.

Your mentor does a necessary follow-up with an assigned task to you.
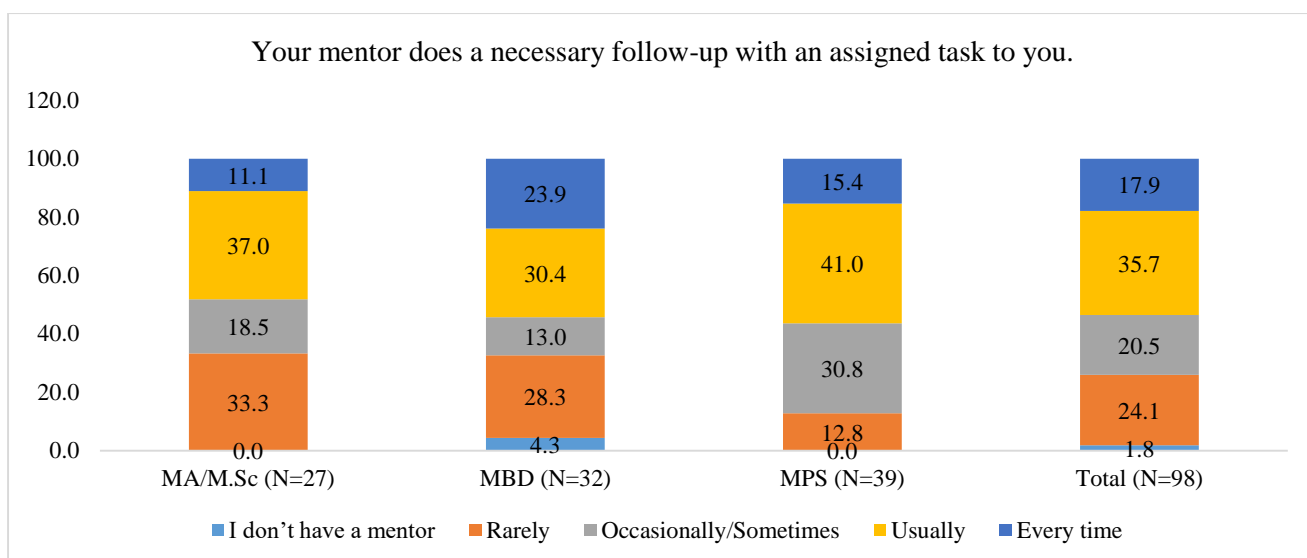
Teacher support

Students also made to provide their evaluation on the nature of teacher support to them in terms of (1) in 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 more that 75 percent in all the courses reporting that the teachers illustrate the concepts through examples and application is a commendable achievement (Table 8).

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

	MA/MSc (N=27)	MBD (N=32)	MPS (N=39)	Total (N=98)
Rarely	0.0	6.5	0.0	2.7
Occasionally/Sometimes	14.8	17.4	7.7	13.4
Usually	59.3	54.3	64.1	58.9
Every time	25.9	21.7	28.2	25.0
Total	**100.00**	**100.00**	**100.00**	**100.00**

Teachers' identification of student strengths: However the response to the question on if teachers identify your strengths and encourage you with providing right level of challenges portrayed a mixed scenario. A little more than 50 percent of students in all the three courses 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.

	MA/MSc (N=27)	MBD (N=32)	MPS (N=39)	Total (N=98)
Unable to	3.7	4.3	2.6	3.6
Slightly	3.7	10.9	10.3	8.9
Partially	33.3	28.3	30.8	30.4
Reasonably	40.7	34.8	30.8	34.8
Fully	18.5	21.7	25.6	22.3
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 50 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.

	MA/MSc (N=27)	MBD (N=32)	MPS (N=39)	Total (N=98)
Never	0.0	4.3	2.6	2.7
Rarely	18.5	15.2	12.8	15.2
Occasionally/Sometimes	37.0	37.0	33.3	35.7
Usually	25.9	30.4	28.2	28.6
Every time	18.5	13.0	23.1	17.9
Total	**100.00**	**100.00**	**100.00**	**100.00**

Encouraging participation in extracurricular activities: Teachers were reported to be encouraging students to participate in extracurricular activities. This results are encouraging as these activities were not applicable to all the students who participated in the student satisfaction survey.

Teachers encourage you to participate in extracurricular activities.
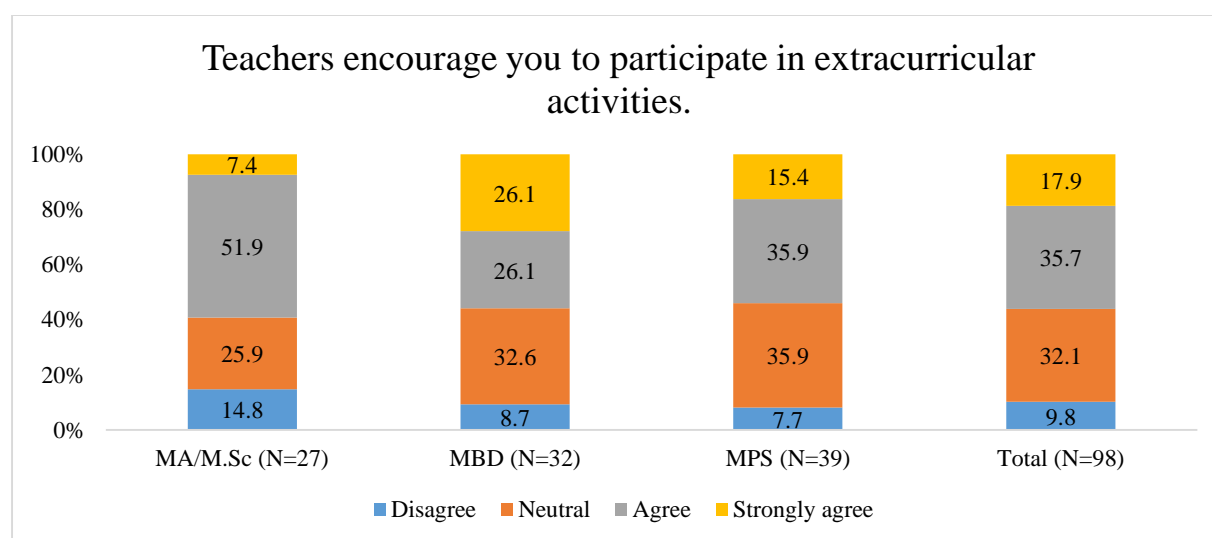
Student involvement in teaching and learning process

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 encouraging to observe that about 75 percent of the students positively responded (agree/ strongly agree) to this question.

The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.
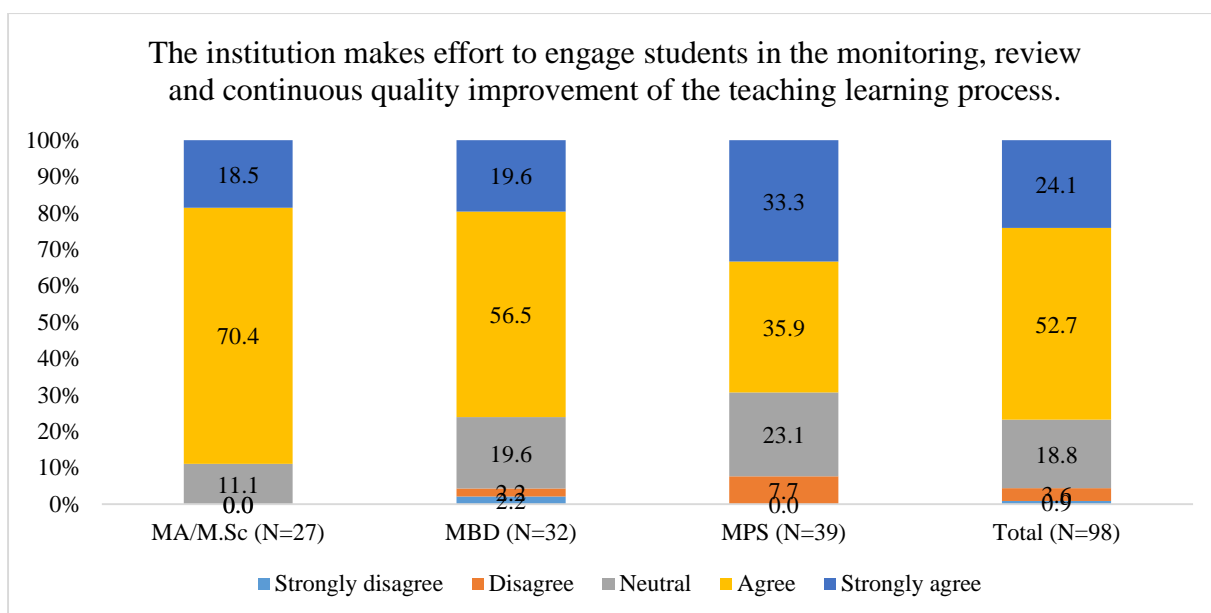
Institutional efforts to inculcate soft skills, life skills and employability skills

The student feedback shows they need more support from institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work. About 43 percent reported that they only received "moderate" support, followed by 18 percent reporting "some-what" support and 6 percent reporting "very little" support.

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.

	MA/MSc (N=27)	MBD (N=32)	MPS (N=39)	Total (N=98)
Not at all	0.0	2.2	0.0	0.9
Very little	3.7	8.7	5.1	6.3
Some what	7.4	23.9	17.9	17.9
Moderate	63.0	39.1	33.3	42.9
To a great extent	25.9	26.1	43.6	32.1
Total	**100.00**	**100.00**	**100.00**	**100.00**

Teaching methods and facilities

Use student centric methods: The student feedback was obtained for use student centric methods by the teachers, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences. About 44 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.

The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.
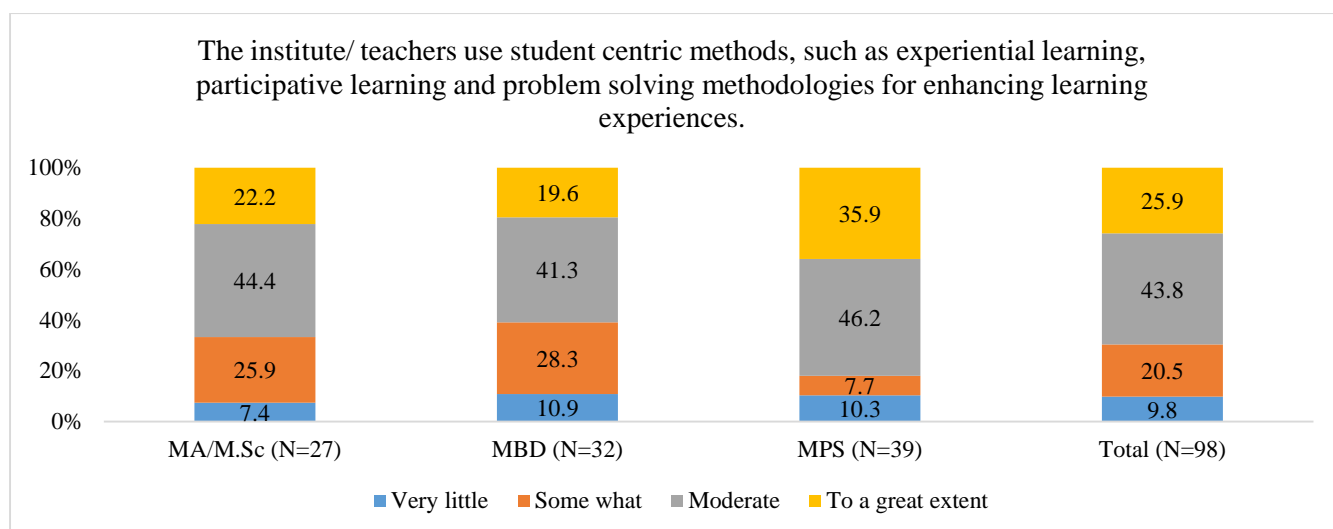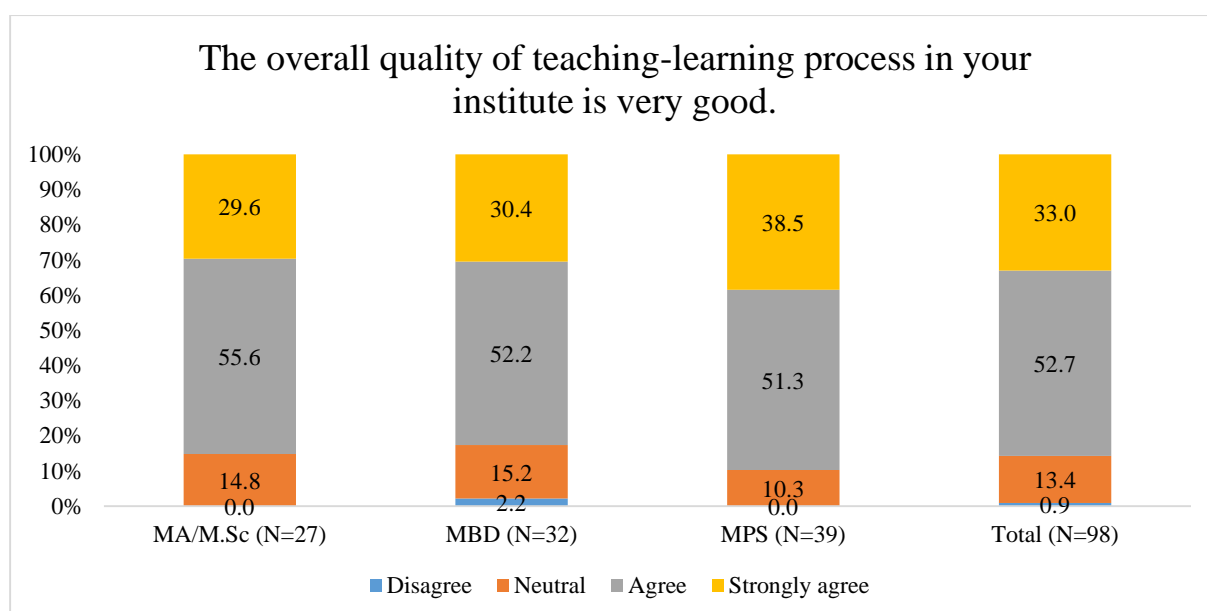
Use of ICT Tools for teaching: The students also reported on whether teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching. As can be seen in table 13, students reported that most of the teachers were reported to be using such ICT tools. MA/MSc students in higher usage of such tools than MPS and MDB students.

Table 13: What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching?

	MA/MSc (N=27)	MBD (N=32)	MPS (N=39)	Total (N=98)
30 – 49%	0.0	8.7	0.0	3.6
50 – 69%	0.0	4.3	7.7	4.5
70 – 89%	14.8	23.9	17.9	19.6
Above 90%	85.2	63.0	74.4	72.3
Total	**100.00**	**100.00**	**100.00**	**100.00**

Overall quality of teaching-learning process

In the end the students if they agree to the statement that "The overall quality of teaching-learning process in your institute is very good". About 33 percent "strongly agreed" to that statement, while another 53 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.

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

	Disagree	Neutral	Agree	Strongly agree
MA/M.Sc (N=27)	0.0	14.8	55.6	29.6
MBD (N=32)	2.2	15.2	52.2	30.4
MPS (N=39)	0.0	10.3	51.3	38.5
Total (N=98)	0.9	13.4	52.7	33.0

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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 highly 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 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 you 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 indicates, the need for bettering student-teacher interaction in the institution.

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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