

Students' Feedback Analysis Report 2019-20



Internal Quality Assurance Cell **RAMA DEVI WOMEN'S UNIVERSITY**

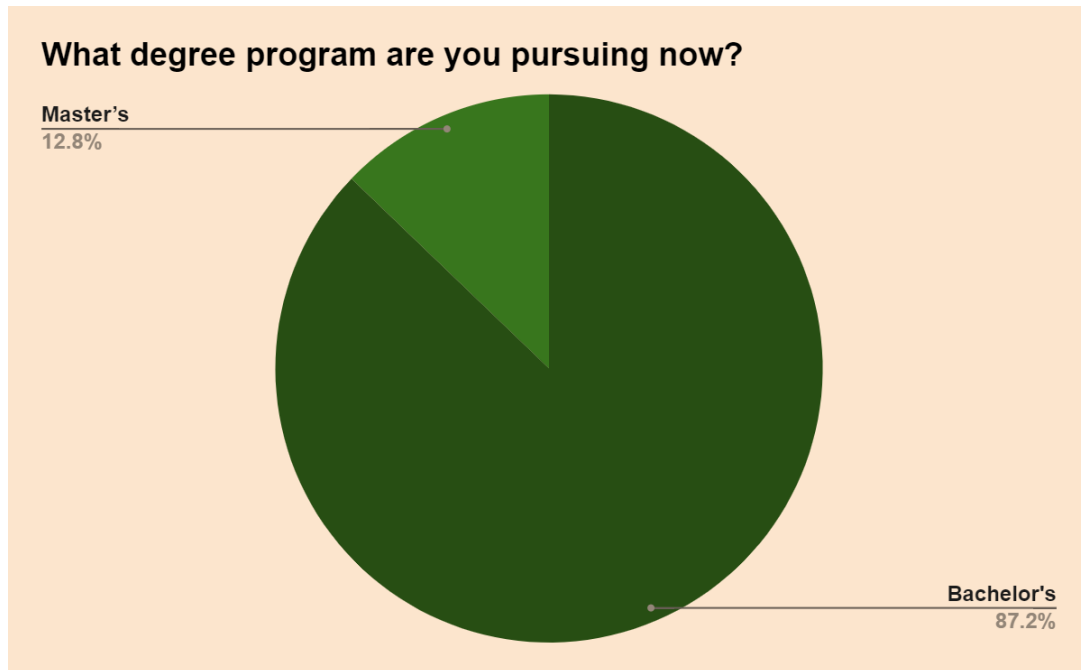
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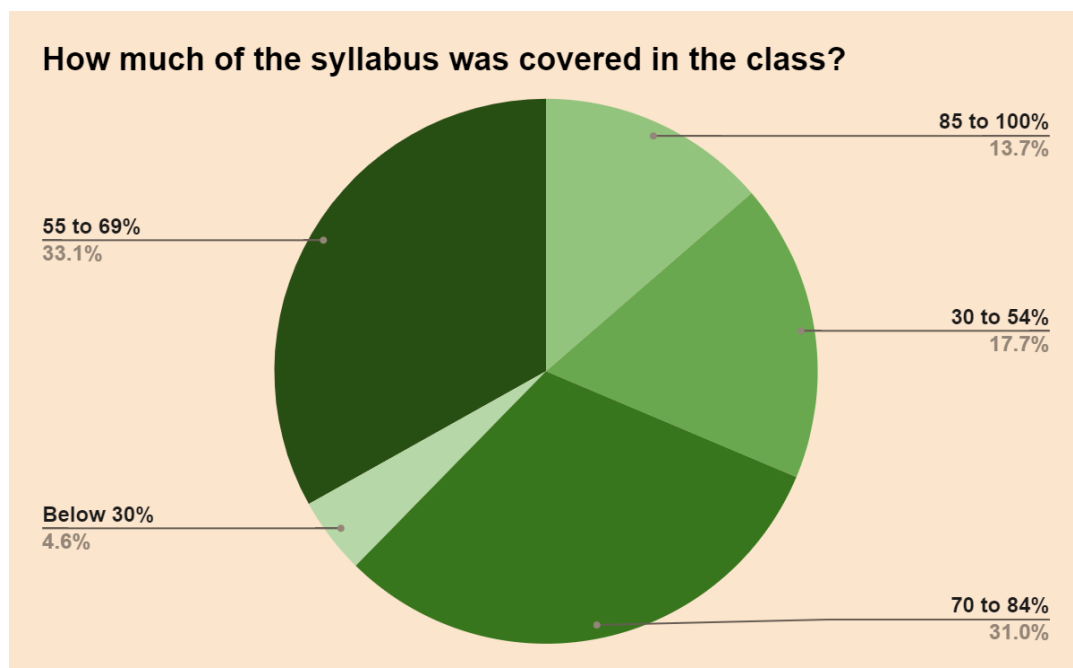
Coordinator, IQAC
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Student feedback analysis report 2019-20

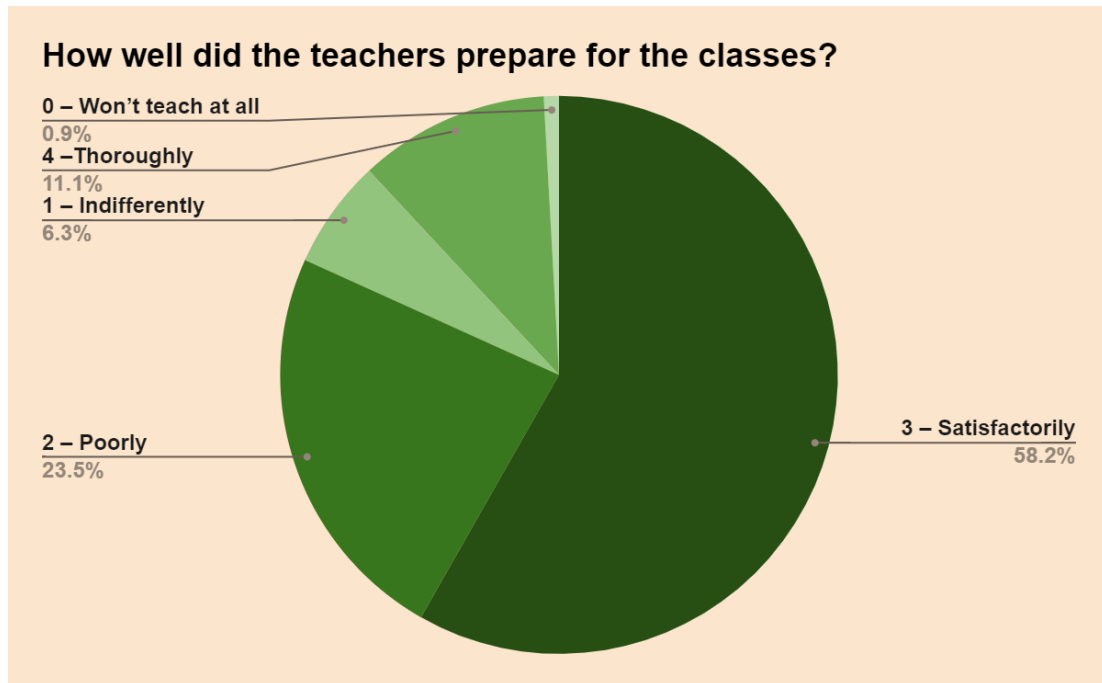
Collecting student feedback on the curriculum, its transactions, teaching methods, and evaluation processes to enhance the quality of higher education. Students are required to respond thoughtfully to all questions provided in the following format.



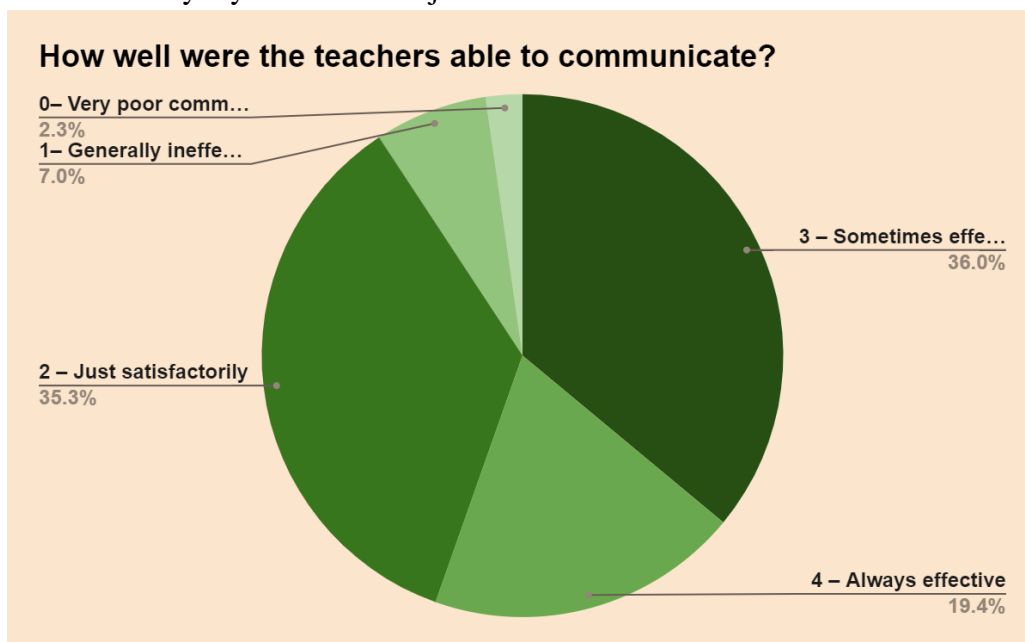
Based on student feedback responses, 87.2% of the students are pursuing a Bachelor's degree, while 12.8% are enrolled in Master's degree programs at the university.



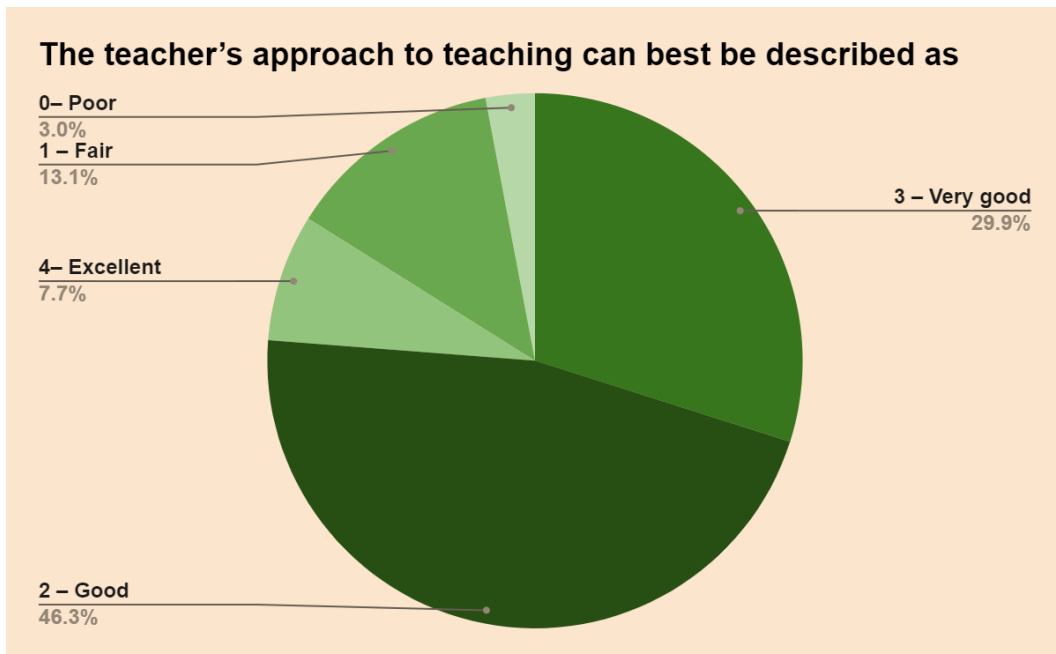
In reference to the students' feedback, 31% of the respondents reported that 70 to 80% of the syllabus has been covered, while 33.1% indicated that 55 to 69% of their syllabus is covered. Conversely, only 4.6% of the student responses suggested that 30% of the syllabus has been covered. However, approximately 13.7% of the students conveyed that the maximum content of the course has been covered.



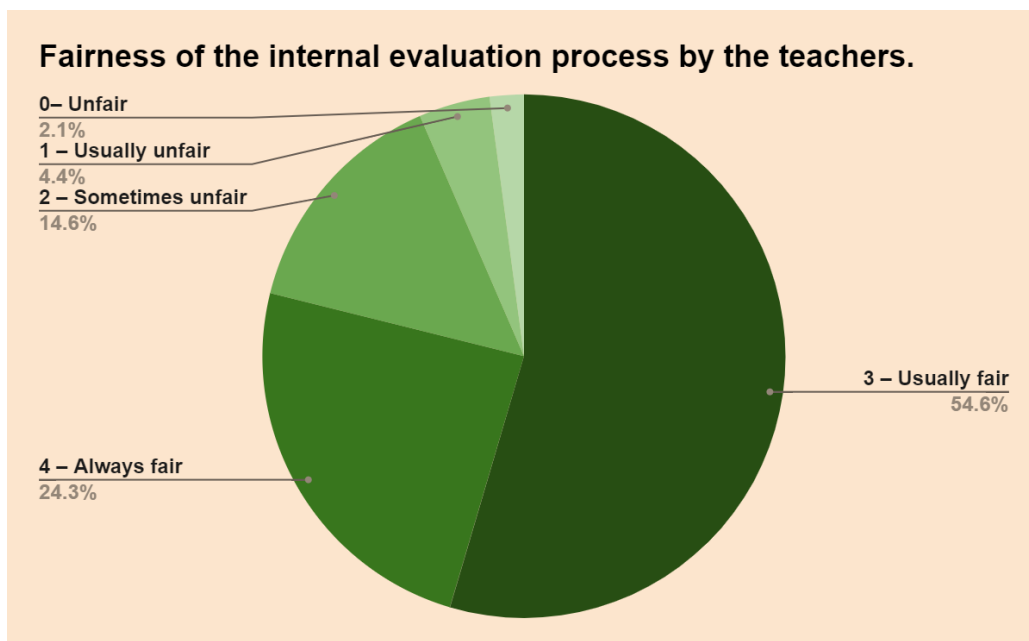
In response to the question, 58% of students believe that teachers adequately prepare for their classes, while 23.5% of students expressed dissatisfaction with the teachers' class preparation. Additionally, 11.1% stated that the teachers thoroughly prepare, and 6.3% conveyed that the teachers prepare indifferently for the classes. A very negligible number of students stated the teachers disloyalty towards their job.



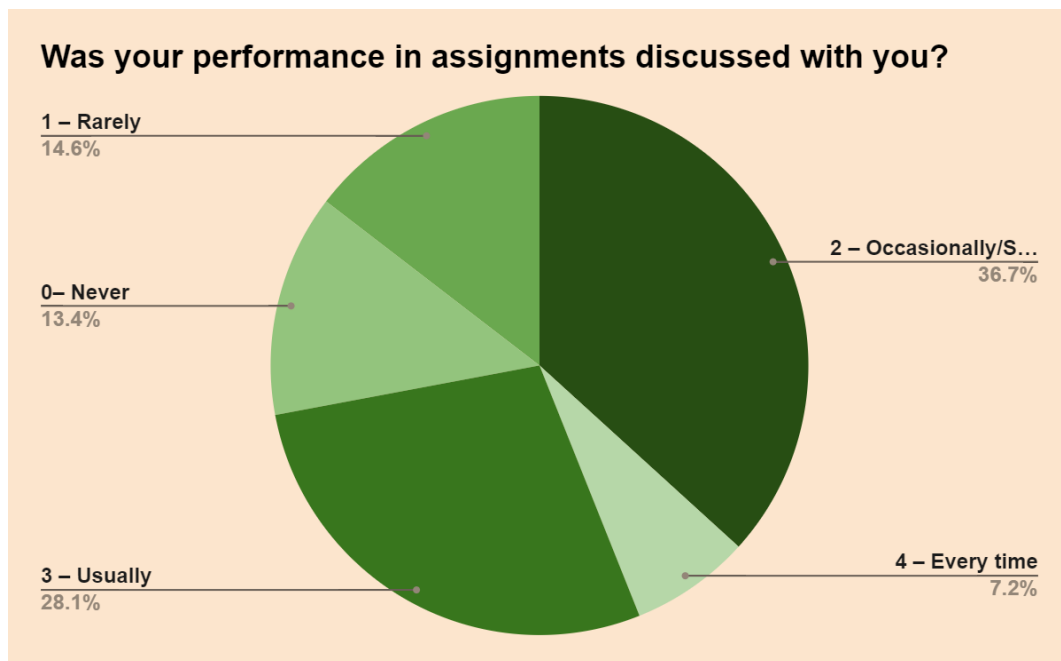
In response to the question 19.4% of the student found teachers interaction to be always effective, where as 36% student found it is effective sometimes. Almost 35% of the student found it is satisfactory and 7% of students did not find the teachers to be effective in their communication.



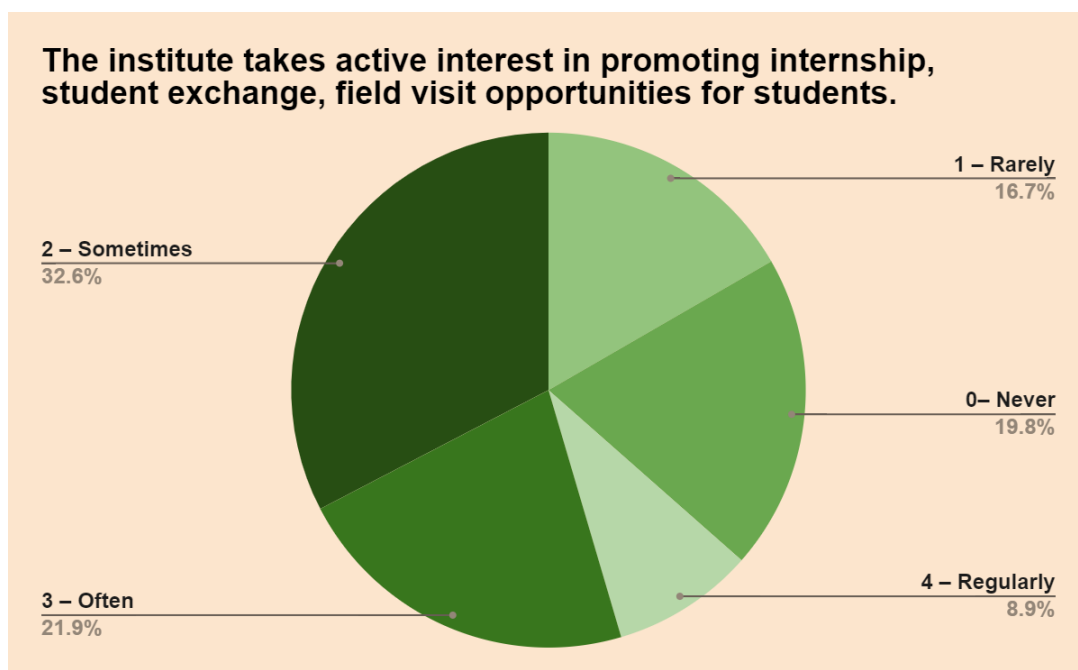
In response to the question, 7.7% of the students described teachers and their performance in teaching as excellent, about 29% found the teachers were very good in teaching and about 46.3% stated good. Whereas 13.1% found it fairly good.



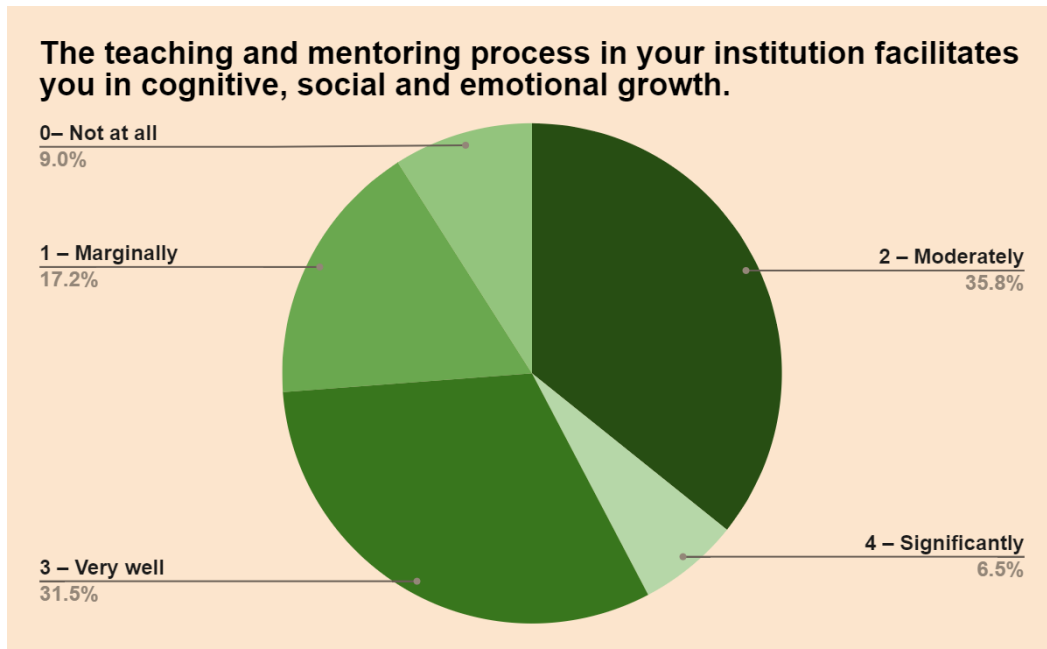
Almost 24% of the students have unwavering consent with the impartial internal evaluation process by the teacher. 54.6% of students believe it is often done fairly whereas 14.6% found it unfair sometimes and rest 2.1% believe it as unfair.



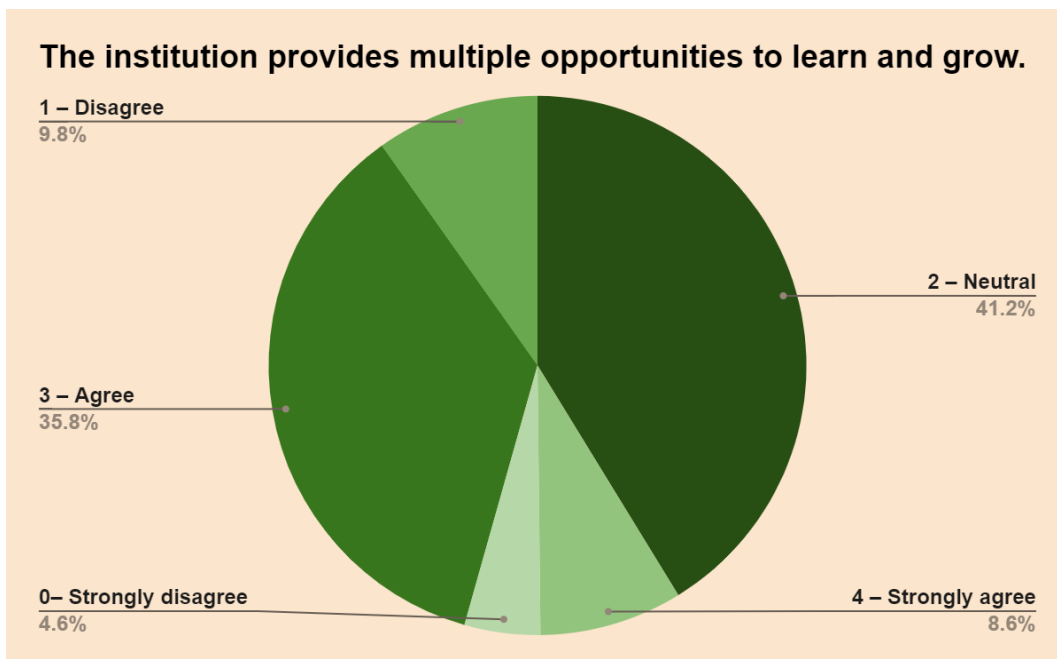
Among the students surveyed, 7.2% reported that the discussion of their assignment performance always takes place, while 28% noted that it usually happens. Furthermore, 36.7% found it to occur occasionally, while 14.6% indicated that it rarely happens. About 13% of the students disagreed with the occurrence of such discussions.



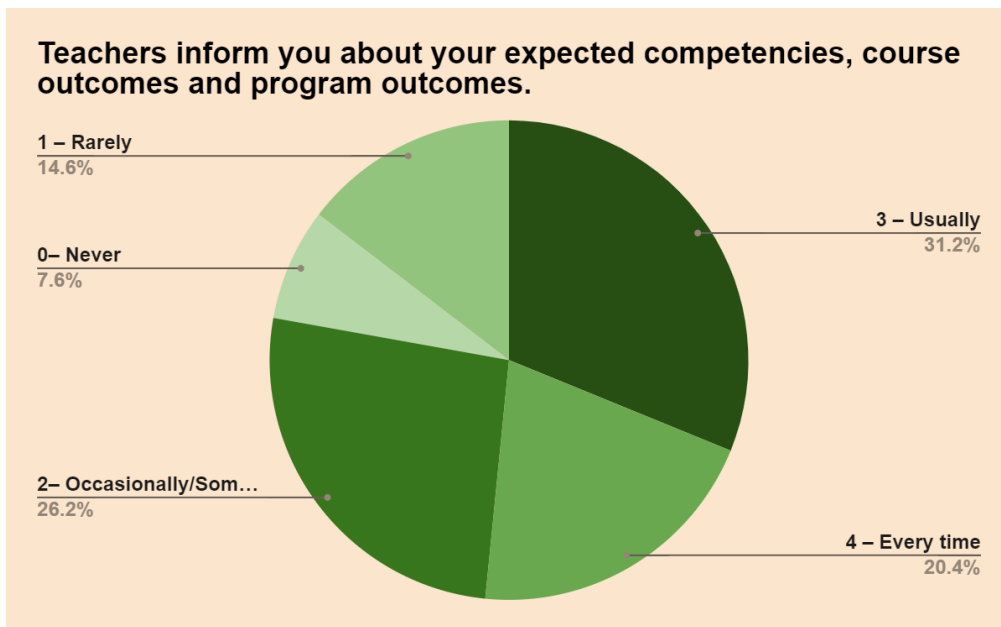
In response to the feedback question regarding the University's active involvement in promoting internships, student exchanges, and field visits, about 9% of the students noted that these activities are part of a regular process. Additionally, 21.9% mentioned that these opportunities often occur, while 32% indicated that such activities sometimes take place for them.



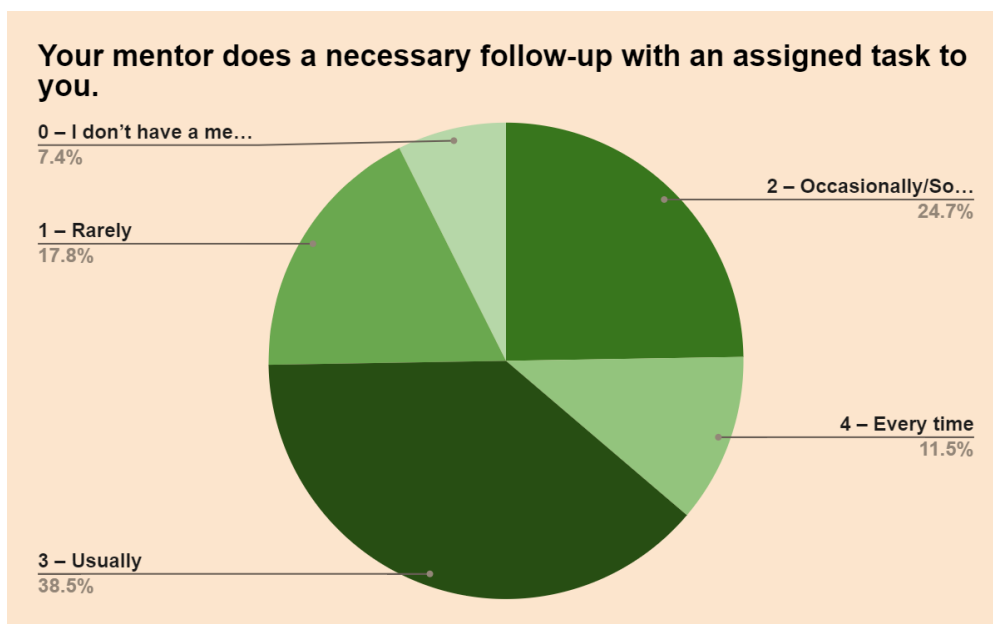
In response to the question, 31.5% of students expressed the belief that the teaching and mentoring process in the institution effectively contribute to cognitive, social, and emotional growth. On the other hand, 6.5% believed that the University significantly promotes this growth, 35.8% agreed that it is done moderately, 17.2% believed it is happening marginally, and 9% disagreed with the idea.



Among all the students, approximately 35% agreed that the institution provides multiple opportunities to learn and grow. However, it is noteworthy that about 41% expressed a neutral stance in response to this feedback, signalling a need for attention to further evaluate and improve the avenues available to cater to a broader range of student needs and aspirations.

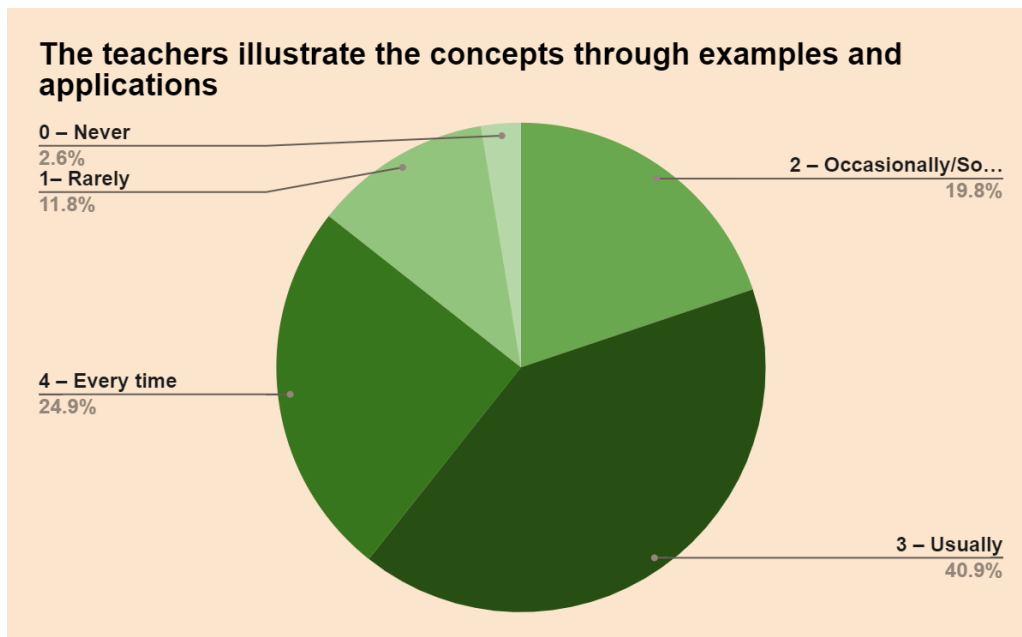


Approximately 20% of the students reported consistent communication from teachers regarding expected competencies, course outcomes, and program outcomes. In contrast, 31.2% indicated they were usually informed, while around 26.2% believed the information was sometimes provided, and almost 14.6% felt it occurred rarely.

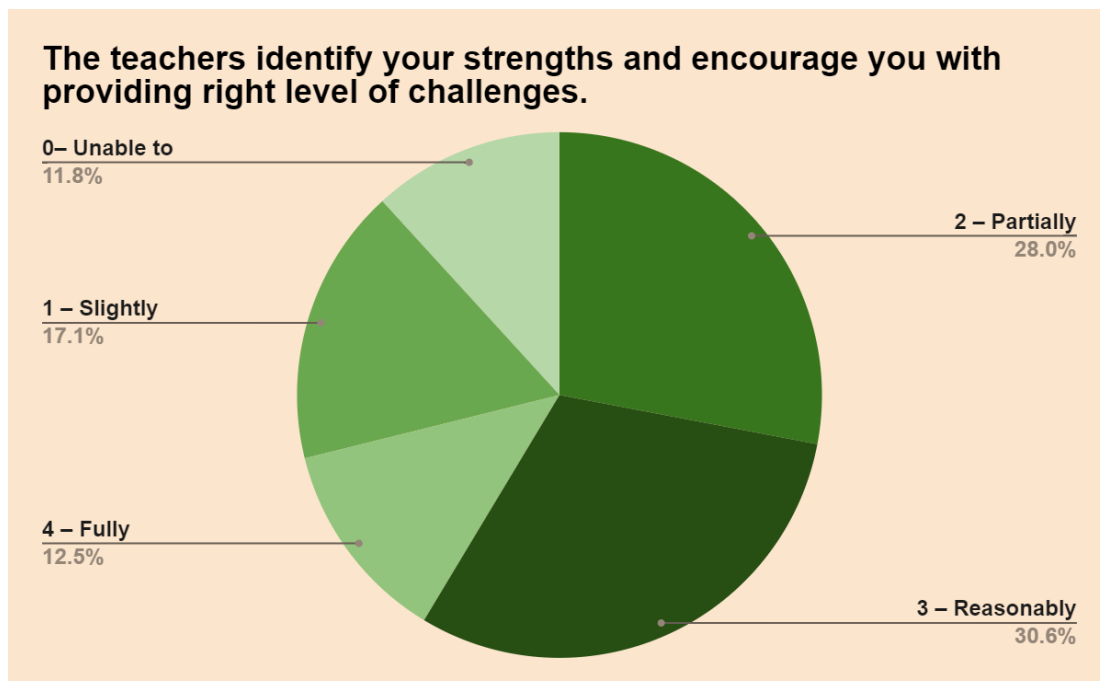


Nearly 11% of students positively acknowledged that their mentors consistently follow up on assigned tasks, while 38.5% agreed that it usually occurs. About 24.7% mentioned occasional follow-ups, 17.8% believed it happens rarely, and unfortunately, 7.4% reported not having

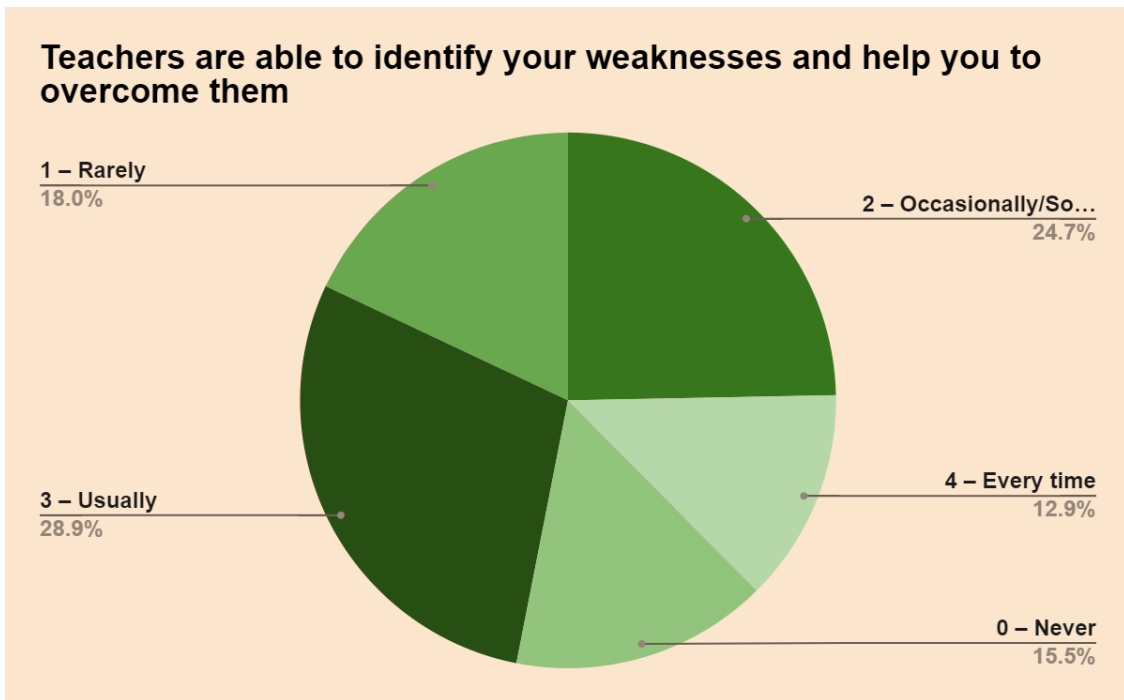
any mentor. The university is committed to addressing these concerns and offering necessary support to students.



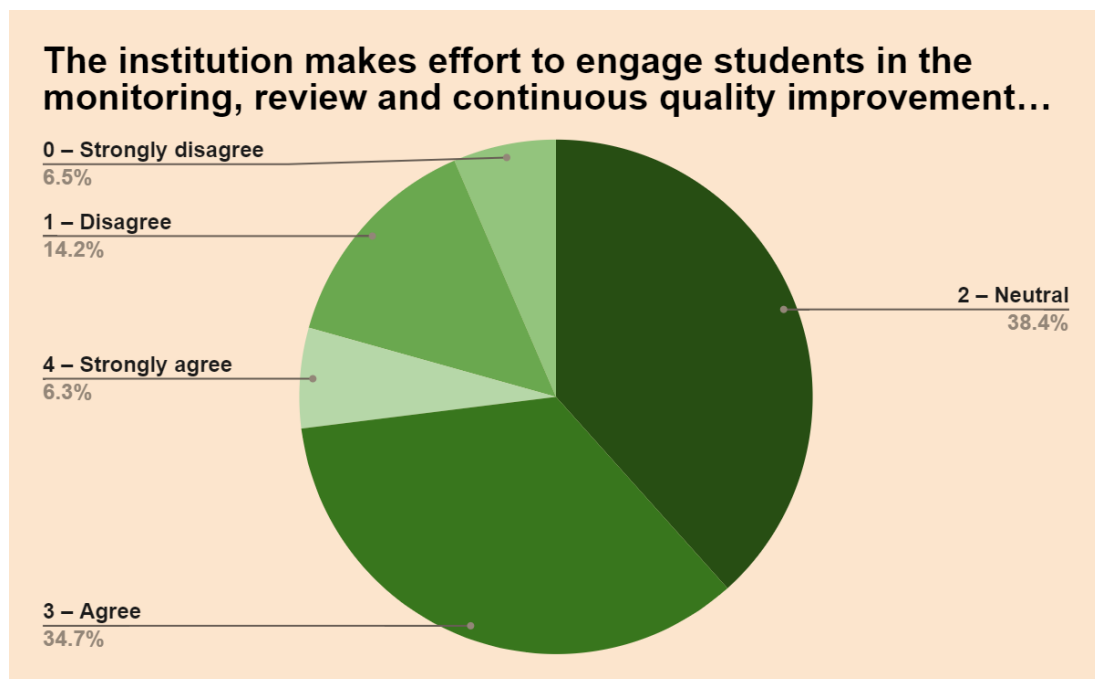
Among the students surveyed, 24.9% agreed that teachers consistently illustrate concepts through examples and applications, while 40.9% believed it usually occurs. In contrast, 8% reported that it happens occasionally, 3% stated it occurs rarely, and 1% disagreed with the frequency of such illustrations.



About 12.5% students noted that teachers fully identify their strengths and provide appropriate challenges, while 30.6% found this to happen to a reasonable extent. Additionally, 28% experienced partial occurrence, 11.8% were uncertain, and 17.1% perceived it happening to a slight degree.

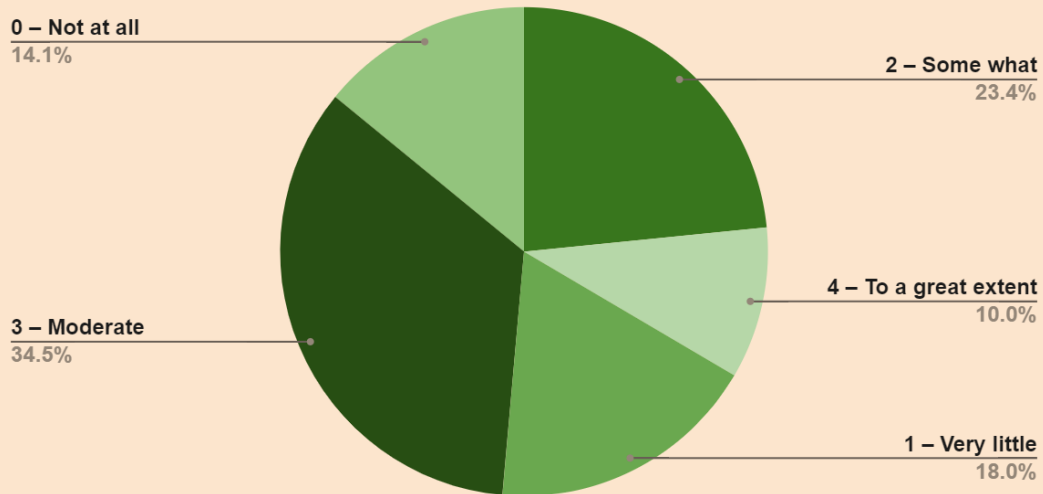


In response to the question, 12% of students noted that teachers effectively identify and assist in overcoming their weaknesses, with 28.9% stating it happens usually, 24.7% occasionally, 18 % rarely, and 15% never.



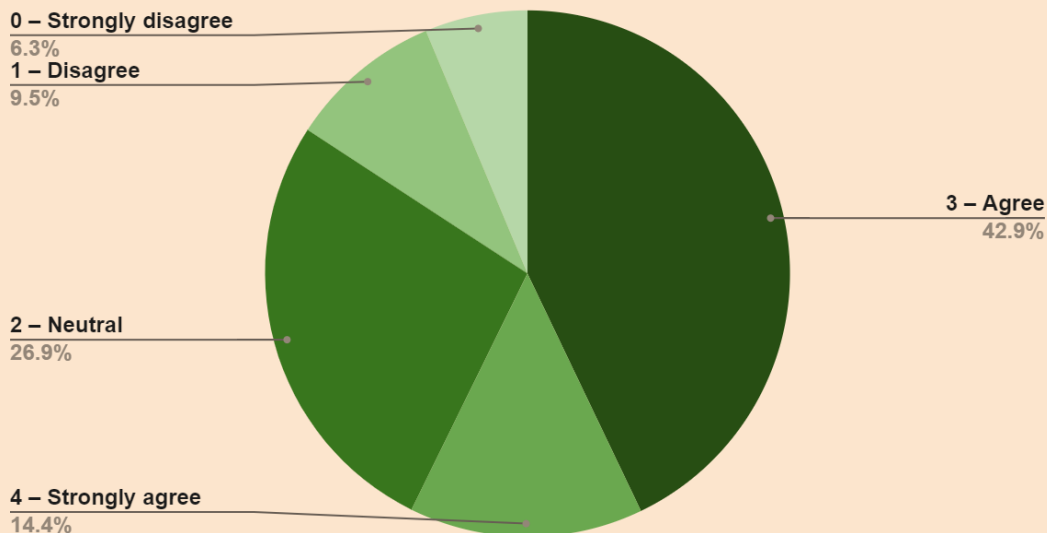
Almost 34% of students agree that the institution actively involves them in monitoring, reviewing, and continuously improving the teaching and learning process. Additionally, 6.3% strongly agree, 38.4% remain neutral, and over 14% disagree.

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

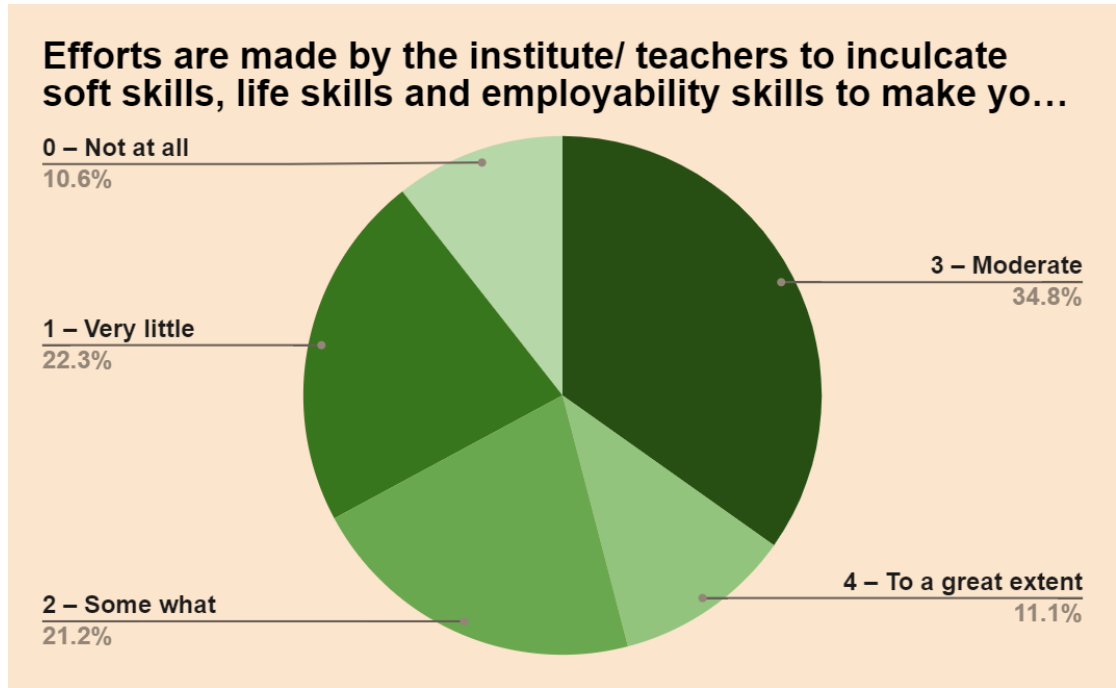


Regarding the inquiry, 10% of students express a significant belief in its occurrence, while 34.5% favour a moderate extent. About 23.4% perceive it to be happening to some degree, 18% indicate very little occurrence, and nearly 14% disagree with the notion.

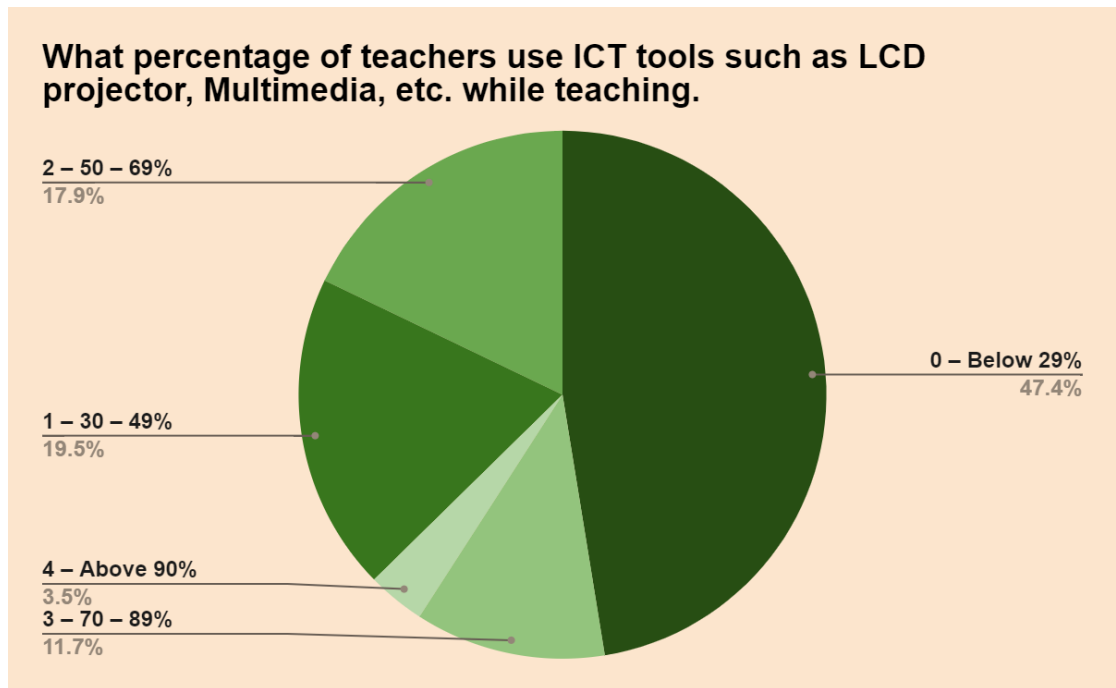
Teachers encourage you to participate in extracurricular activities.



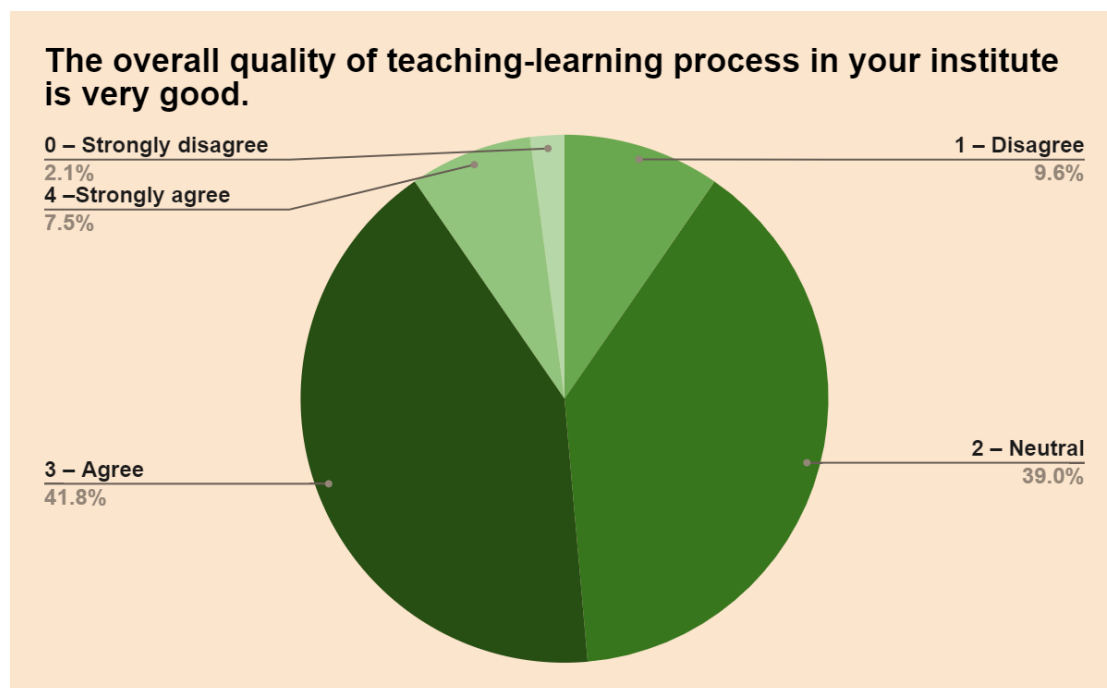
About 14% of students proclaim that their teachers actively encourage their participation in extracurricular activities, with 42.9% expressing agreement. Additionally, 26.9% of students remain neutral on the matter, while 9.5% disagree and 53.7% strongly disagree with the notion, urging a serious attention to resolve the matter.



11% of students acknowledge significant efforts by their institution and teachers to inculcate soft skills and employability, while 34.8% see it happening moderately. Additionally, 21.2% believe it occurs to some degree, 22.3% perceive limited occurrence, and 10.6% feel it is not happening at all.



Around 12% of the students agreed that 70-89% of the teachers use ICT tools during their teaching sessions. Additionally, 3.5% observed that the percentage is above 90%, while 17.9% found it to be in the range of 50-69%. Furthermore, 19.5% of the students noted that it falls between 30-49%, and 47.4% observed that it is below 29%.



In response to the query, 7.5% of students strongly agreed that the quality of teaching and learning processes at their institute is very good, while 41.8% simply agreed. Another 39% maintained a neutral stance on the matter, while 9.6% disagreed, and 2.1% strongly disagreed with the assessment.

