REPORT 2021-2022

STUDENT'S SATISFACTION SURVEY

CENTRAL UNIVERSITY OF GUJARAT

Sector 29-30, Gandhinagar, PIN-382030

Gujarat

Introduction:

Students are the most important stakeholders of University's education system. Strengthening of the educational environment for students and enhancing academic deliverables by the faculty members are pivotal for student's satisfaction. Periodical assessments on students' opinion have been the pivotal tool for accessing student's requirements about academic facilities of the university and the pedagogical requirement for development of the learning outcomes at the Central University of Gujarat.

The Central University of Gujarat has undertaken a Student's Satisfaction Survey in the year 2021-22 for understanding the academic requirement of the student. The survey was undertaken among 226 students across different schools and centre of the University to access the requirement from the side of the students.

Methodology:

The Student Satisfaction Survey was undertaken through administering a questionnaire among the students during 2022. A notice has been circulated among the students to participate in the student's satisfaction survey through IQAC. The IQAC unit of the CUG, physically went to classrooms of the students and administered the questionnaire among the student satisfaction survey.

Questionnaire:

The Questionnaire for student's satisfaction survey divided into three parts, part A deals with the student's information, Part B covers questions related to course curriculum and course outcomes. Part C of the questionnaire deals with the suggestions from the students to strengthen course curriculum of different centres of the University.

Student Feedback about Teaching & Learning in Central University of Gujarat (2021-22)

A Survey for different teaching and learning activities in Central University of Gujarat was carried out to get the feedback and understand their satisfaction levels of the enrolled students for these activities against the 12 parameters as given below. There are 226 students who have participated in the survey (with questionnaire in five points Likert scale such as Excellent 5, Very good-4, Good-3, Average-2, Poor -1. To explain and analyse the data, responses for Agree and Strongly Agree are assumed to be good and satisfactory for different Particulars from 1 to 13 given in Table 1.

Table -1
Curriculum related Feedback from the Students

Sl. N.	Particulars	Excellent	Very Good	Good	Average	Poor
1	Overall relevance of the included course in the syllabus w.r.t. programme outcomes	25%	35%	37%	4%	0%
2	Appropriateness of course sequencing over different semesters for offering a coherent learning journey to students.	21%	45%	24%	10%	0%
3	Sufficiency of allocated credit for	31%	37%	23%	7%	1%

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	lecture, practical, and tutorials in all courses of programmes.					
4	Sufficiency of practical exposure provided in the syllabus through project works/internship/fieldwork/ lab experiments.	15%	25%	32%	19%	8%
5	Adequacy of choices /electives provided to students in selecting courses in the programme.	20%	21%	32%	19%	8%
6	Relevance of the courses towards stakeholders needs, and local, regional, national, and global issues.	19%	37%	31%	12%	2%
7	Applicability of the syllabus for skill development, entrepreneurship and improving employability.	16%	35%	31%	14%	5%
8	Relevance of the syllabus for pursuing higher studies and employability.	25%	36%	24%	12%	3%
9	Appropriateness of the textbooks/reference material suggested for the course.	36%	27%	23%	12%	2%
10	Syllabus scale in terms of load on the student.	20%	31%	33%	14%	2%
11	Realisation of the stated learning outcomes of the courses taught in the programme.	21%	35%	35%	9%	0%
12	Realization of the stated programme outcomes.	20%	36%	30%	13%	1%

In the student feedback survey, overall relevance of the course syllabus with regard to programme outcomes was asked and in this regard 25 percent students opined that it is excellent, 35 percent students stated that it is very good, 37 percent stated that it is good, 4 percent student stated that it is average. The description of the opinion of the students are given in the following graph.

Chart No 1

Relevance of the Course about Course Outcomes
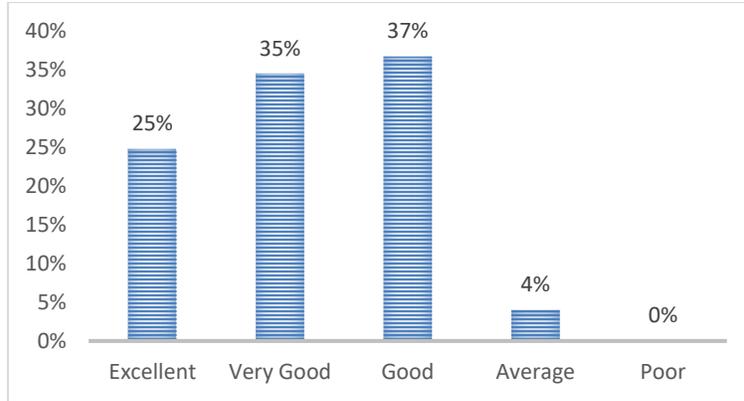
During the student feedback survey, appropriateness of course sequencing in different semesters was captured and in this regard 31 percent students opined that it is excellent, 37 percent students stated that it is very good, 23 percent stated that the sequencing is good, 10 percent student stated that it is average. The description of the opinion of the students on course sequencing given in the following graph.

Chart No 2

Appropriateness of Course Sequencing in Different Semesters

	Excellent	Very Good	Good	Average	Poor
F2	21%	45%	24%	10%	0%
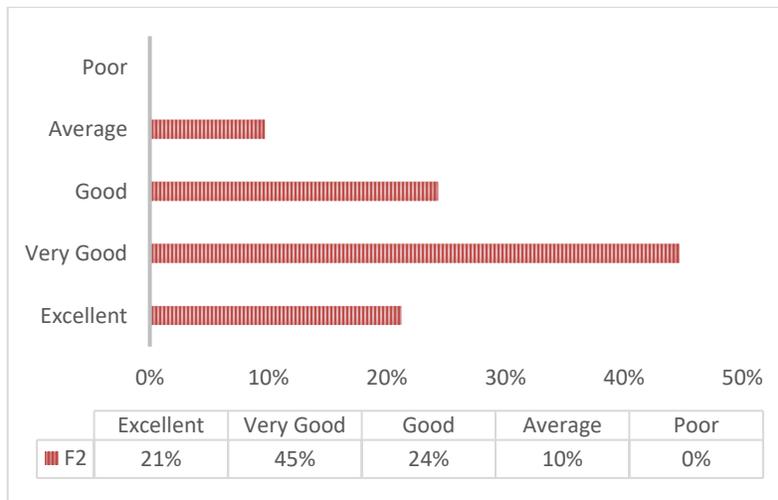
In this student feedback survey, sufficiency of allocated credit for lecture, practical, and tutorials was accessed and in this regard 31 percent students opined that it is excellent, 37 percent students stated that it is very good, 23 percent stated that the it is good, 7 percent student stated that it is average. Only one percent students opined that the credit allocation are poor. The description of the opinion of the students on course sequencing given in the following Chart.

Chart No 3

**Sufficiency of Allocated Credit for Lecture, Practical, and Tutorials**
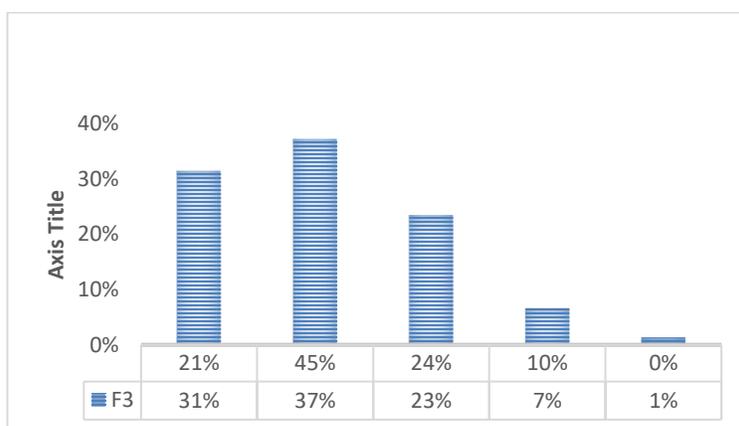
During the student feedback survey of Central University Gujarat Sufficiency of practical exposure provided through projects, internship and fieldwork was accessed and in this regard 15 percent students opined that it is excellent, 25 percent students stated that it is very good, 32 percent stated that it is good, 19 percent student stated that it is average. Only 8 percent students opined that the exposure are poor. The description of the opinion of the students on exposure regarding projects, internship and fieldwork is given in the following graph.

In this student feedback survey of sufficiency of practical exposure provided through project works/internship/fieldwork/ lab experiments analysed and in this regard 15 percent students opined that practical exposure is excellent, 25 percent students stated that it is very good, 32 percent stated that it is good, 19 percent student stated that it is average. Only 8 percent students opined that the exposure are poor. The description of the opinion of the students on exposure regarding projects, internship and fieldwork is given in the following graph.

Chart No 4

Sufficiency of Practical Exposure provided through Project Works/Internship/Fieldwork/ Lab Experiments.
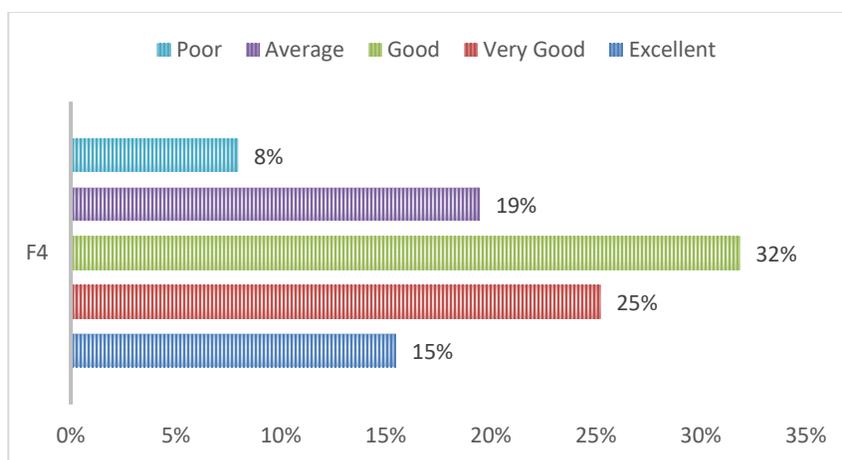
In this student feedback survey of Central University of Gujarat adequacy of electives provided to students in selecting courses in the programme is analysed and in this regard 20 percent students opined that it is excellent, 21 percent students stated that it is very good, 32 percent stated that it is good, 19 percent student stated that it is average. Only 8 percent students opined that the electives are poorly provided. The description of the opinion of the students on adequacy of electives provided to students in selecting courses in the programme given in the following chart.

Chart No 5

Adequacy of electives provided to students in selecting courses in the programme.

While undertaking this student feedback survey relevance of the courses towards stakeholders needs (regarding local, regional, national, and global issues) is analysed and in this regard 19 percent students stated the relevance is excellent, 37 percent students stated that it is very good, 31 percent stated that it is good, 12 percent student stated that it is average. Only 2 percent students opined that the relevance is poor. The description of the opinion of the students on relevance of the courses towards stakeholders' needs is given in the following chart.

Chart No 6

Relevance of the courses towards stakeholders needs (local, regional, national, and global)
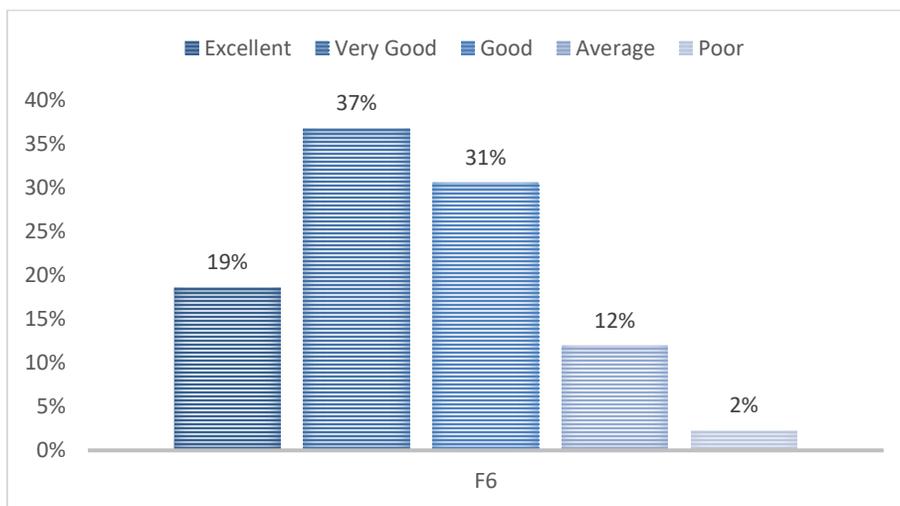
In this student feedback survey applicability of the syllabus for skill development, entrepreneurship and employability is analysed and in this regard 16 percent students stated the applicability of syllabus is excellent, 35 percent students stated that it is very good, 31 percent stated that it is good, 14 percent student stated that it is average. Only 5 percent students opined that the applicability is poor. The description of the opinion of the students on relevance of the courses towards stakeholders needs.

Chart No 7

Applicability of the syllabus for skill development, entrepreneurship, and employability.
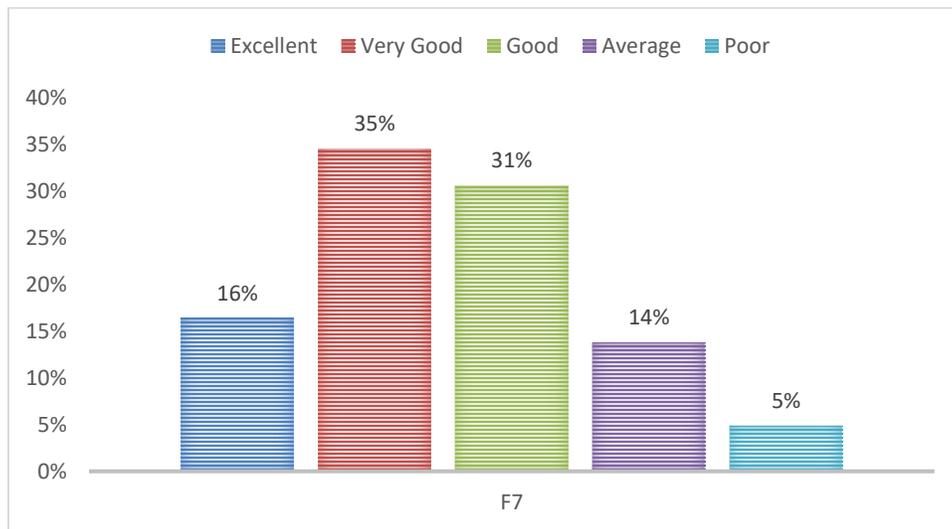
During the student feedback survey relevance of the syllabus for pursuing higher studies and employability is analysed and, in this regard, 36 percent students stated the applicability of syllabus is excellent, 27 percent students stated that it is very good, 23 percent stated that it is good, 14 percent student stated that its relevance is average. Only 12 percent students opined that the relevance is poor. The description of the opinion of the students on relevance of the syllabus for pursuing higher studies and employability described in the graph below.

Chart No 8

Relevance of the syllabus for pursuing higher studies and employability.
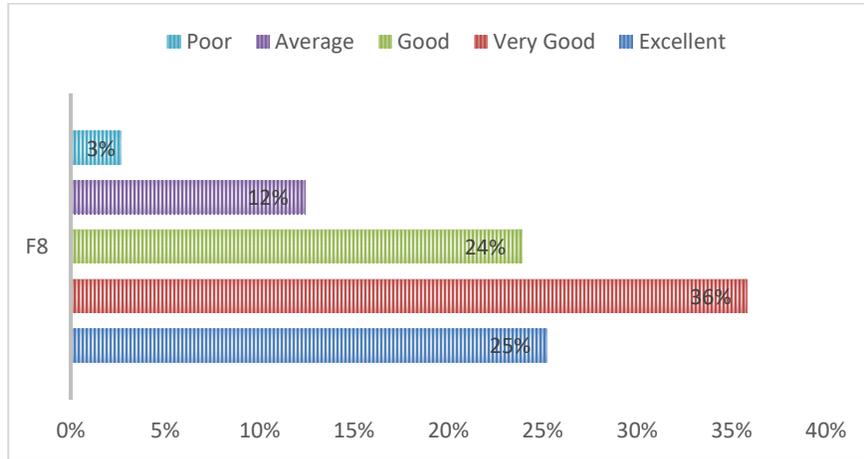
During the student feedback survey appropriateness of the textbooks/reference material suggested for the course is analysed and in this regard 36 percent students stated the suggested materials provided are excellent, 27percent students stated that it is very good, 23 percent stated that it is good, 12 percent student stated materials are average. Only 02 percent students opined that the materials are poor. The description of the opinion of the students on appropriateness of the textbooks and reference materials described in the graph below.

Chart No 9

Appropriateness of the textbooks/reference material suggested for the course.

While undertaking the student feedback survey syllabus scale in terms of load on the student is analysed and in this regard 16 percent students stated the load of syllabus is excellent, 35 percent students stated that it is very good, 31 percent stated that it is good, 14 percent student stated that it is average. Only 5 percent students opined that the load is poor. The description of the opinion of the students on syllabus scale in terms of load on the student is given below.

Chart No 10

Syllabus Scale in Terms of Load on the Student

In this student feedback survey realisation of the stated learning outcomes of the courses taught in various programmes is analysed and in this regard 21 percent students stated the realisation of learning outcomes is excellent, 35 percent students stated that it is very good, 35 percent stated that it is good, 09 percent student stated that it is average. The description of the opinion of the students on realisation of the stated learning outcomes of the courses taught in the programme is given in the following graph.

Chart No 11

Realisation of the stated learning outcomes of the courses taught in the programme

During this student feedback survey realisation of the stated programme outcomes of the courses taught in various programmes is analysed and in this regard 20 percent students stated the realisation of programme outcomes is excellent, 36 percent students stated that it is very good, 30 percent stated that it is good, 13 percent student stated that it is average. Only one percent student identified the programme outcomes as poor. The description of the opinion of the students on realisation of the stated programme outcomes of the courses taught in the different programmes is given in the following graph.

Chart No 12

Realization of the stated programme outcomes
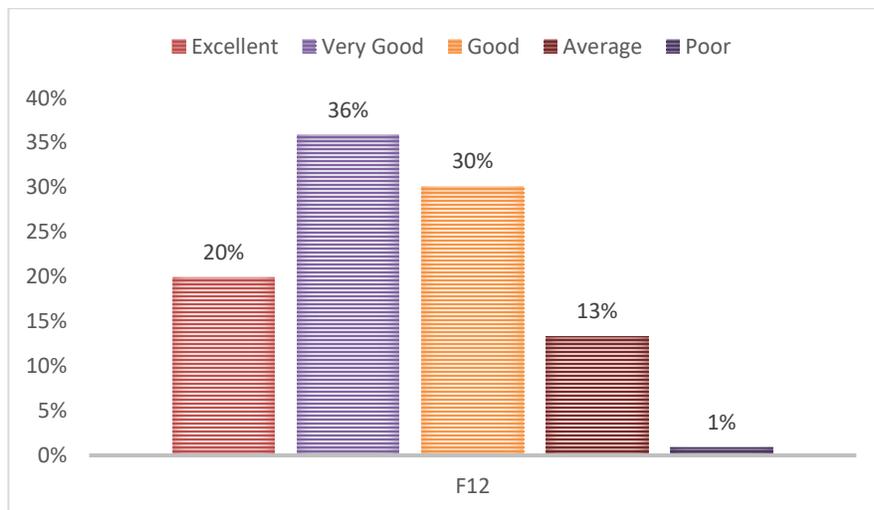
Suggestions from Students:

M.A. in Political Science:
- More CBCS courses should be initiated
- Fieldwork should be introduced
- Courses should be more relevant and updated
- More exposure visit should be organised
- Research oriented course structure should be introduced
- Providing learning exposure towards research
- Introduction of skilled based ancillary courses

M.A. Sociology
- Field exposure for empirical research.
- Courses should be more relevant and updated
- Inclusion of more recent and relevant papers.
- Field based exposure should be enhanced
- Inclusion of dissertation writing in MA syllabus.
- Maintaining of Uniformity for Ph.D. thesis submission
- Introduction MOOCs courses
- Need for upgradation of Indian knowledge system

M.Sc. Environmental Science
- Introduction of more practical sessions
- Sufficient availability of chemical in the laboratory
- Introduction of field visit for students
- Introduction of more sports facilities and recreation facilities
- Introduction of industrial and educational trips
- Institutionalisation of placement cell.
- Syllabus revision on the basis of employability.

M.Sc. Nano Science
- Familiarization sessions with instruments
- Introduction of more electives papers
- Introduction of industrial visit
- Facilities for internship
- Introduction Skill development-based syllabus
- Industrial exposure and field visits.

M.Sc. Life Sciences
- Introduction of more practical sessions
- Introduction of fieldwork and educational trips
- More practical exposures for students.

M.SC. Chemical Science
- More practical exposures and sessions
- Better availability of instruments and chemicals
- Formalization of placement cell
- Introduction of more electives subjects

- Laboratory safety
- Augmentation of industrial visit.
- Introduction of internship.

M A Social Work
- Sufficient fund for field visit
- Introduction of rural camps
- Introduction of more updated syllabus.
- Introduction of more practical training.
- Placement cell

M.Sc. Industrial Chemistry
- Availability of sufficient chemical in the laboratory.
- Maintenance of instruments and laboratory.
- Need of revision of updating of syllabus
- Acknowledgement of students achievement on convocation day

Integrated Social Management (BA /MA)
- Introduction of more legal knowledge regarding corporate
- More Field work and field exposure
- Introduction of more optional papers
- Placement facility
- Co-curricular activities
- Organization of more exposure visits
- Augmentation of Sport facilities.
- MA Library and Information Science
- Organization of field visits
- Introduction of ICT with HTML
- More practical training
- More focus on ICT technology and information sciences.

Master of Education
- Improvement in timetable
- Introduction Updated syllabus
- Introduction of external evaluation
- Bilingual questions paper
- Introduction Internship.

MA in Economics
- Expansion of Mathematical Economics in Statistics within syllabus
- Introduction of Updated syllabus
- More electives papers should be introduced.
- Introduction of internship and field visits.
- Availability of Statistical Software.

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