Student Feedback Report

March 2023: End semester 3, MBA 2021-23
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Dr. Umesh Chandrasekhar
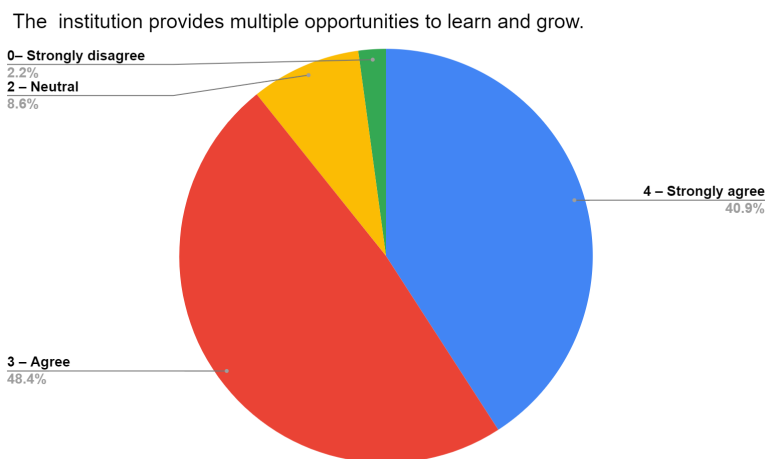
IQAC CELL

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Overview

A baseline survey of student satisfaction was undertaken for the first year students of the 2021-23 Batch in March 2023. By then the students had experienced life@LEAD for three full semesters. N= 287 and sample achieved was 107 with 93 fully completed.(33% of the students responded)

The broad areas were included in the survey were:
   a. Role of institution in the development of student stakeholders:The satisfaction target score is set at 90%
   b. Role of faculty in the development of the students:The satisfaction target score is set at 90%
   c. Students' self-appraisal as to progress towards Program Outcomes:The satisfaction target score is set at 80% for first semester and 90% for subsequent semesters.
   d. Students' feedback about Life@LEAD: The satisfaction target score is set at 80% for the first semester and 90% for subsequent semesters.
   e. Additional feedback

Role of Institution

Institute Providing Learning and Growth Opportunities: 89%

The institution provides multiple opportunities to learn and grow.

0– Strongly disagree
2.2%

2 – Neutral
8.6%

4 – Strongly agree
40.9%

3 – Agree
48.4%

Institute's Efforts to Make students work ready : 90%

Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you...

1 – Very little
2.2%

2 – Some what
6.5%

4 – To a great extent
43.0%

3 – Moderate
47.3%
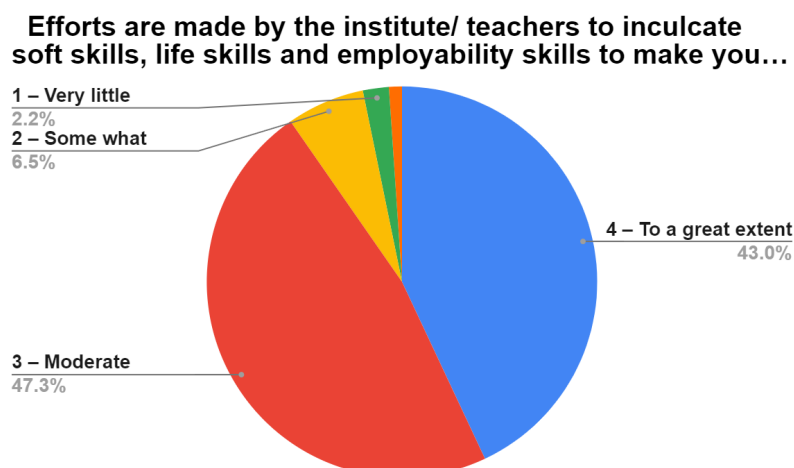
Institute Engaging Students in teaching learning Process: 79%

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

0 – Strongly disagree
2.2%

2 – Neutral
17.2%

4 – Strongly agree
35.5%

3 – Agree
44.1%
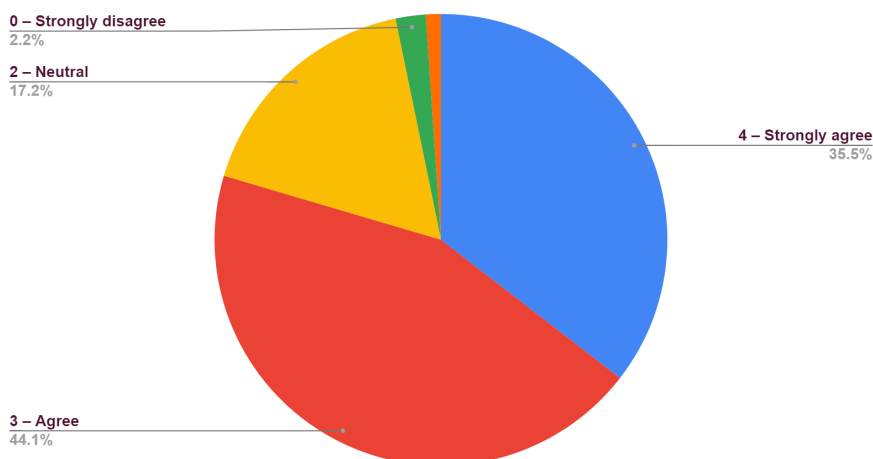
Three insights were reflected: There was no mechanism for students to contribute during the semesters. Mentors could be used to collect feedback and share with the management. There was also a view that some consultation/notice could be considered when setting up internal exam schedules/tests and the very short timeframe they have to review their marks. This is similar to the first year feedback.

Institute uses student centric methods for teaching learning : 74%

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

1 – Very little
3.2%

3 – Moderate
24.7%

4 – To a great extent
50.5%

2 – Some what
20.4%
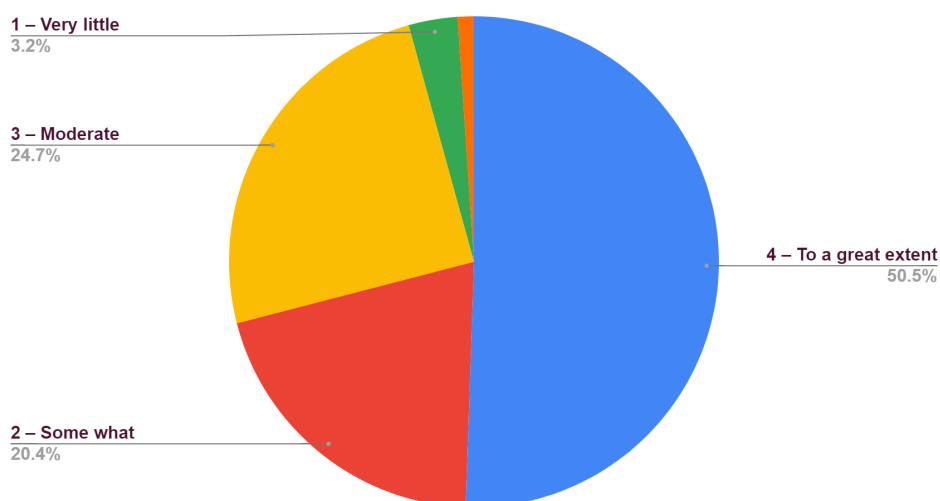
This is accepted. It is also reflected in the first year feedback, The corrective measures put in place are the following:

a. A thorough review of the course plan, delivery assessment process for semester 1 &3 has been completed and steps to incorporate the above in semester 2 and 4 have been initiated. IQAC also proposes to hold training workshops and FDP on T &L skills for the digital age, Operationalising the syllabus: Strategies and Challenges. More training and emphasis is called for.

Institutes Teaching & Mentoring Process: 75%

The teaching and mentoring process in your institution facilitates you in your social, emotional and knowledge growth.

0– Not at all
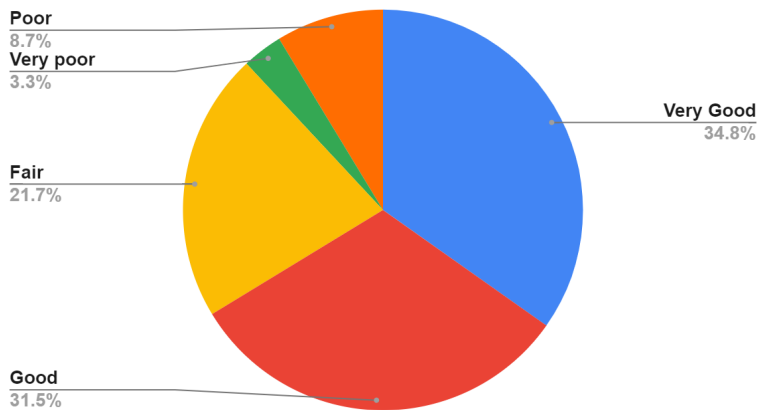3.2%

2 – Moderately
19.4%

3 – Very well
46.2%

4 – Significantly
29.0%
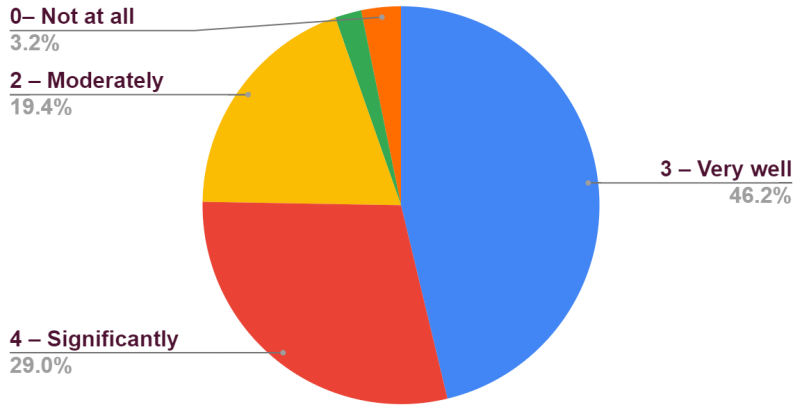
This re emphasizes the need to train and strengthen the teaching learning and mentoring process

Industry interaction/visits provided: **66%**

[Industry interaction/visits provided]

Poor
8.7%
Very poor
3.3%

Very Good
34.8%

Fair
21.7%

Good
31.5%

This is red-flagged and needs attention for AY 2023-24

Placement Training: **72%**

[Placement training]

Very poor
2.2%
Poor
7.5%

Fair
18.3%

Very Good
36.6%

Good
35.5%
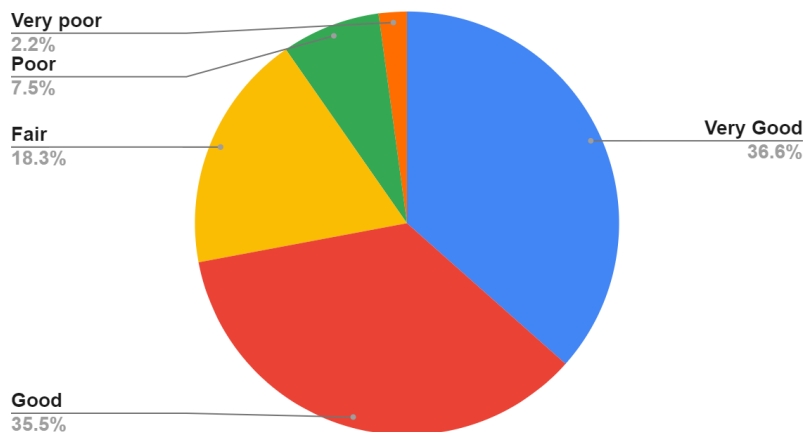
This is red flagged. Now a new team is in place and third party training has been strengthened . More attention is needed and training should be incorporated in the mainstream time table itself .

Mentoring Support: **87%**

[Mentoring support]

Very poor
2.2%
Fair
8.6%

Good
31.2%

Very Good
55.9%
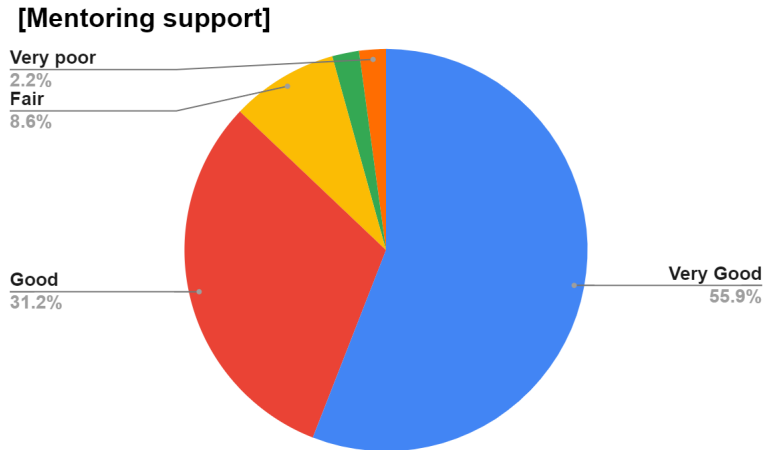
This has been flagged as it is faculty driven and a vital component of the institute's value proposition. Training and work credit is needed.

Role of Faculty

Faculty's Ability to Communicate: 87 %

Overall, How well are/were the teachers able to communicate?

1– Generally ineffective
2.2%
2 – Just satisfactorily
9.7%

4 – Always effective
45.2%

3 – Sometimes effective
41.9%
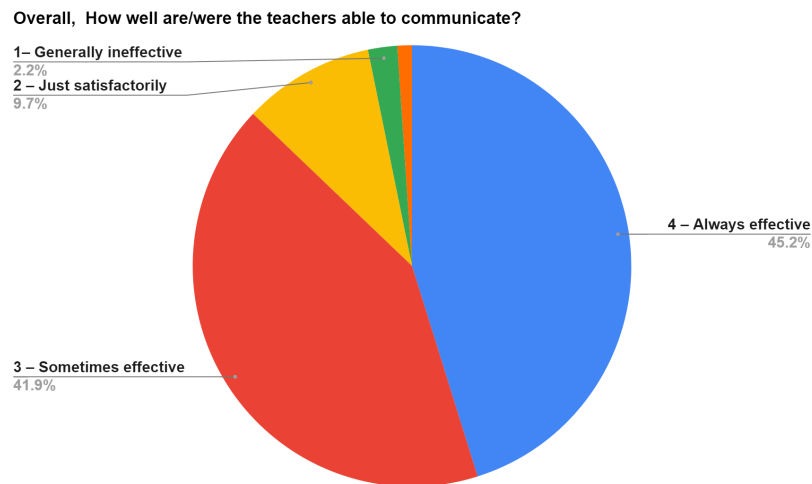
The quality of communication and the use of local language poses a problem. Teachers need training.

Faculty's Class Preparedness: 89%

Overall , How well do/did the teachers prepare for the classes?
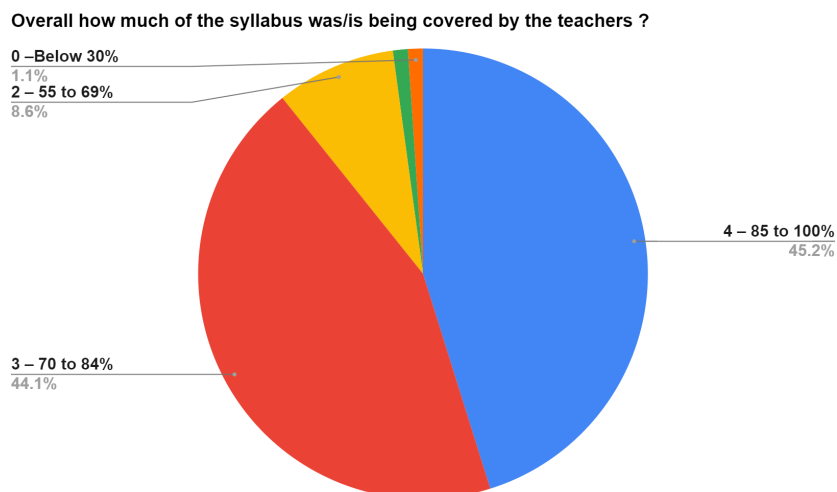
0 – Won't teach at all
1.1%
2 – Poorly
8.6%

4 –Thoroughly
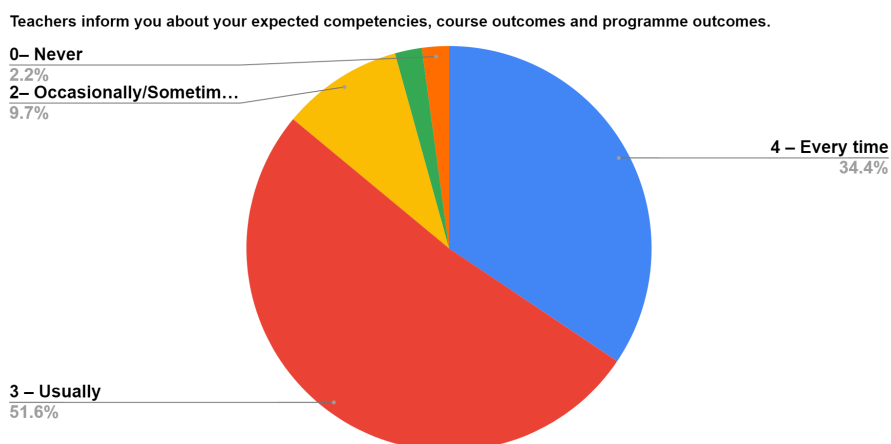21.5%

3 – Satisfactorily
68.8%
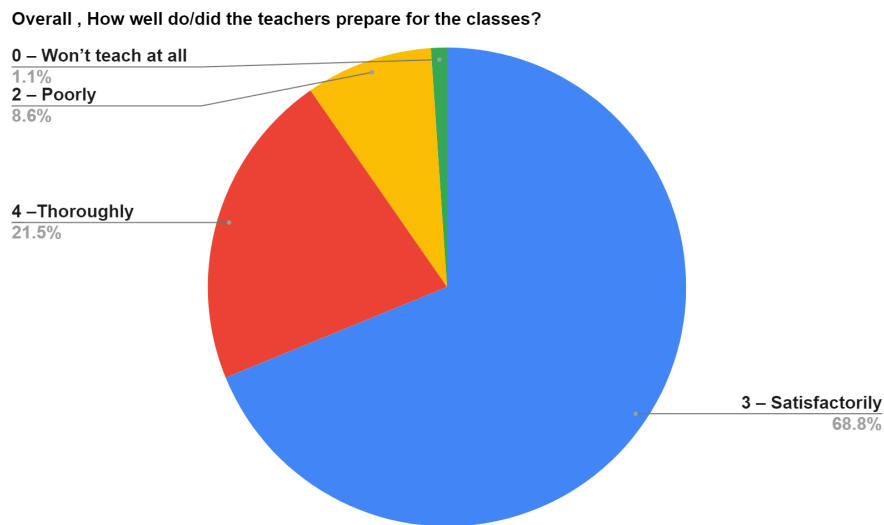
This is an important score and hence is red-flagged. The score for thoroughness should have been at least 40-45%. A review is to be called for and lesson/session plan to be mandated and delivered to the class before each session. Course plan delivery and audit is now in place to ensure this process is improved, it also includes in-situ observation.

Faculty's Coverage of Syllabus: 90%

Overall how much of the syllabus was/is being covered by the teachers ?

0 –Below 30%
1.1%
2 – 55 to 69%
8.6%

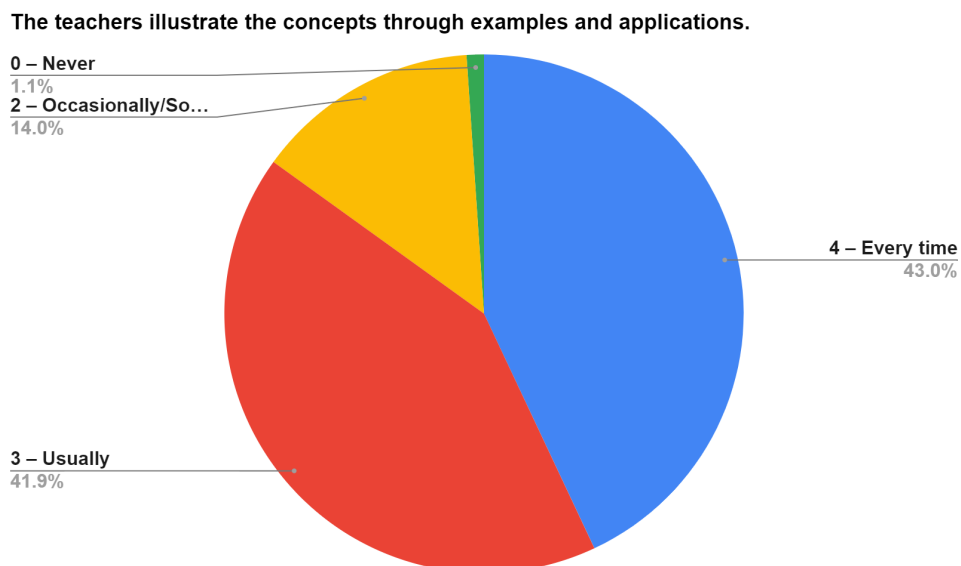**4 – 85 to 100%**
45.2%

3 – 70 to 84%
44.1%

The split module teaching seems to indicate that all faculty did not cover extensively each and every module. It is also possible due to late semester start and other off-campus activities, there was some pressure to complete the syllabus. This is being reviewed and time-table alignments proposed.This is an across the semesters issue to be resolved.

Faculty's Conveying CO PO for subject: **86%**

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

0– Never
2.2%
2– Occasionally/Sometim…
9.7%

4 – Every time
34.4%

3 – Usually
51.6%

This is accepted. Now each course plan will be prefaced with the Vision-Mission-PO-CO map and the first session will include this orientation and mapping expectations etc. to help students understand what is expected. Also course plan detailing and ensuring students get copies at the start of semester is now in place.

Faculty's Use of Examples and Applications: **85%**

The teachers illustrate the concepts through examples and applications.

0 – Never
1.1%
2 – Occasionally/So…
14.0%

4 – Every time
43.0%

3 – Usually
41.9%

There is scope for major improvement here. Indicatively, faculty training and mentoring is called for, micro-teaching and shadow teaching strategies and support in course and lesson planning to incorporate examples to be considered. This is an "operationalizing the syllabus" challenge where faculty with little or no industry exposure need to engage with this facet. FDPs are being initiated in AY 2023-24

Faculty's Support in identifying student SWOC: 1 :**77%**

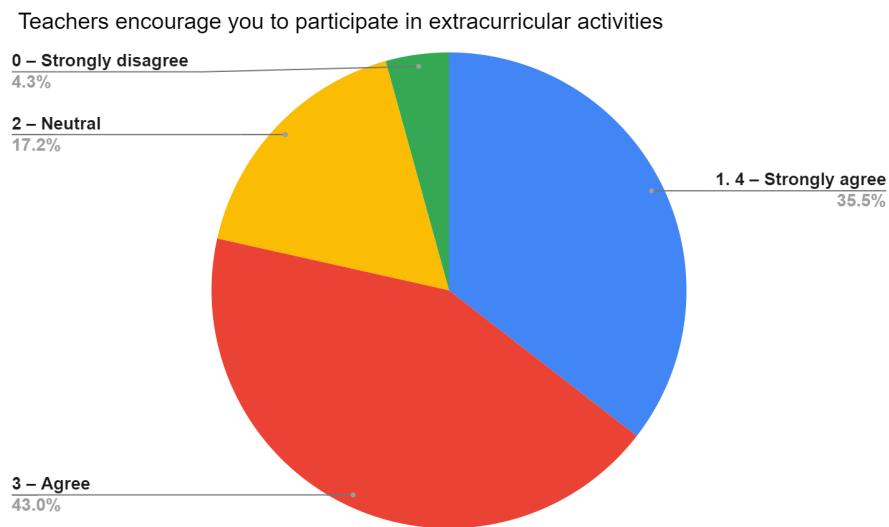**The teachers identify/identified your strengths and encourage you with providing right level of challenges.**

- 0– Unable to 4.3%
- 1 – Slightly 2.2%
- 2 – Partially 16.1%
- 4 – Fully 29.0%
- 3 – Reasonably 48.4%
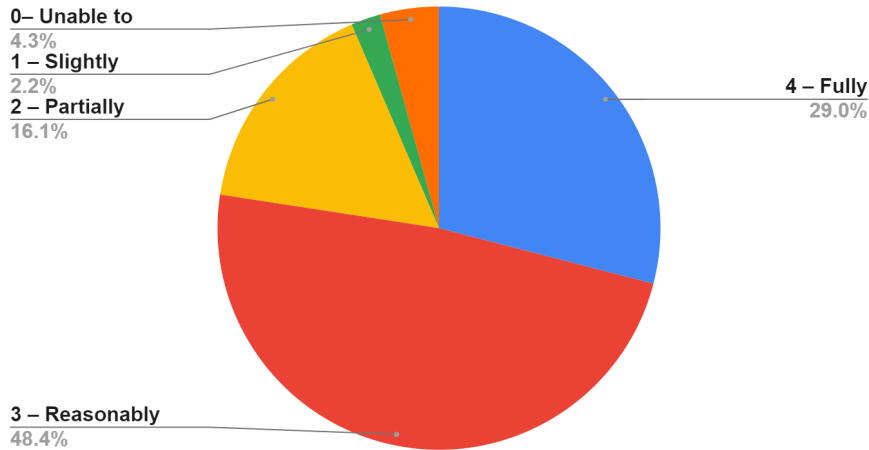
Faculty's Support in identifying student SWOC 2 : 63%

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

- 0 – Never 4.3%
- 1 – Rarely 5.4%
- 2 – Occasionally/… 28.0%
- 1. 4 – Every time 26.9%
- 3 – Usually 35.5%
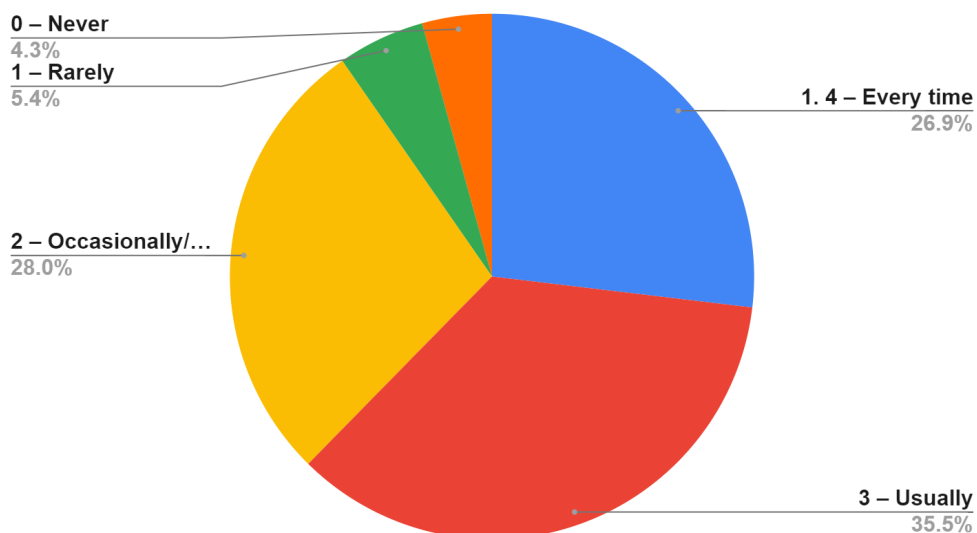
Parallely, a review of course delivery by faculty for Semester I & 3 was held . Time was stated as a constraint. Assignments and tests conducted and evaluated could not be shared in a classroom context and a general post-assessment debriefing , sharing of best practice/best in class assignments was an exception rather than a rule. This should be encouraged as it creates transparency, assures students that their peers can also help them learn and create T&L strategies for the set of students who need additional support. Recommendations similar to the first year feedback responses.

## Faculty's Encouragement to participate in Extracurricular Activities : 79%

Teachers encourage you to participate in extracurricular activities

0 – Strongly disagree
4.3%

2 – Neutral
17.2%

1. 4 – Strongly agree
35.5%

3 – Agree
43.0%

Faculty's Fairness in Evaluation : 91%

Fairness of the internal evaluation process by the teachers

1 – Usually unfair
2.2%

2 – Sometimes u…
6.5%

4 – Always fair
31.2%

3 – Usually fair
59.1%
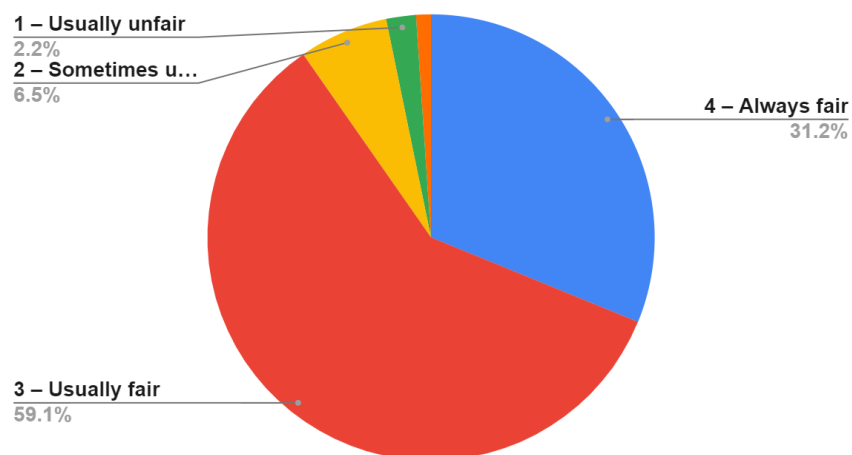
Faculty Discussing Student Performance : 75 %

Was your performance in assignments/internal assessments etc. discussed with you

0– Never
2.2%

1 – Rarely
5.4%

2 – Occasionally/…
17.2%

4 – Every time
31.2%

3 – Usually
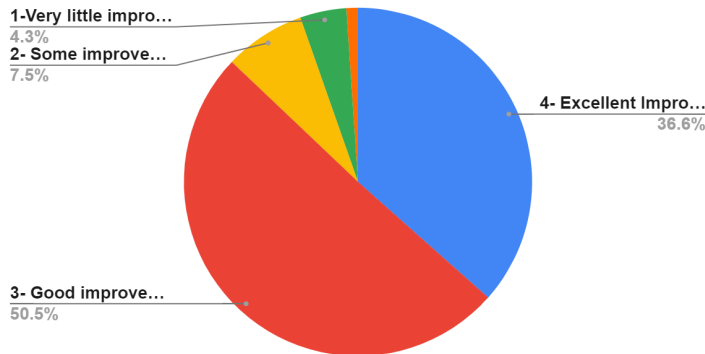44.1%
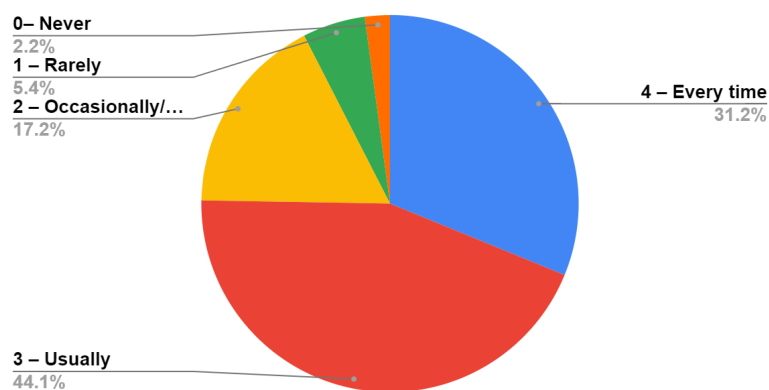
Students' self-appraisal of POs achievement level
PO1: Problem Solving: 89%

[Apply the knowledge of management theories, concepts and practices in Management to solve business Problems.]
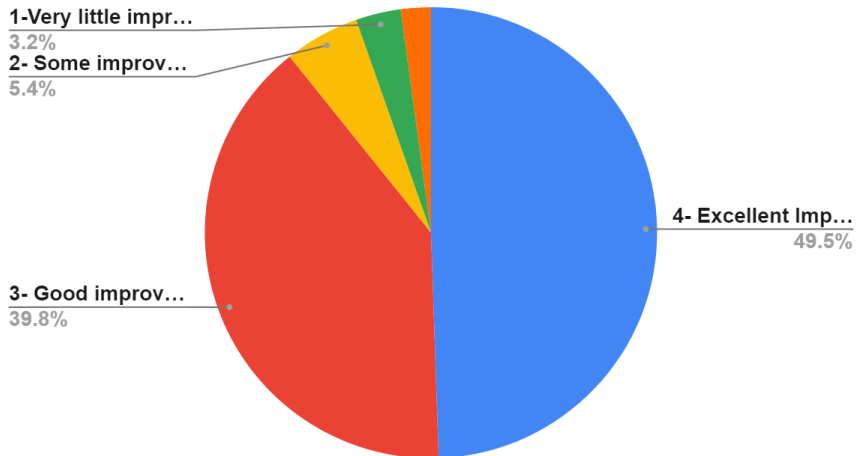

1-Very little improv…
4.3%

2- Some improvem…
5.4%

4- Excellent Improv…
47.3%

3- Good improvem…
41.9%
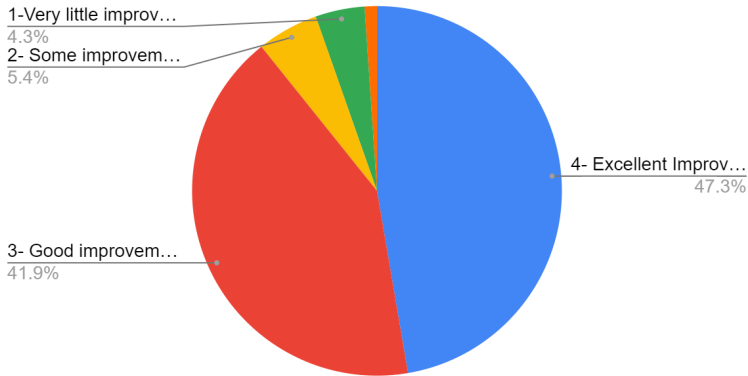
PO2: Decision Making: 87%

[Foster Analytical and critical thinking abilities for data based decision-making.]

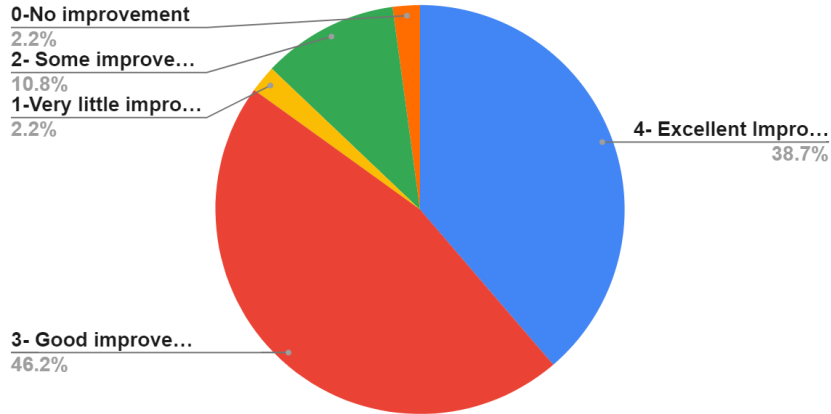1-Very little impro…
4.3%

2- Some improve…
7.5%

4- Excellent Impro…
36.6%

3- Good improve…
50.5%

PO3: Value Based Leadership: 90%

[Value-based Leadership ability]

1-Very little impr…
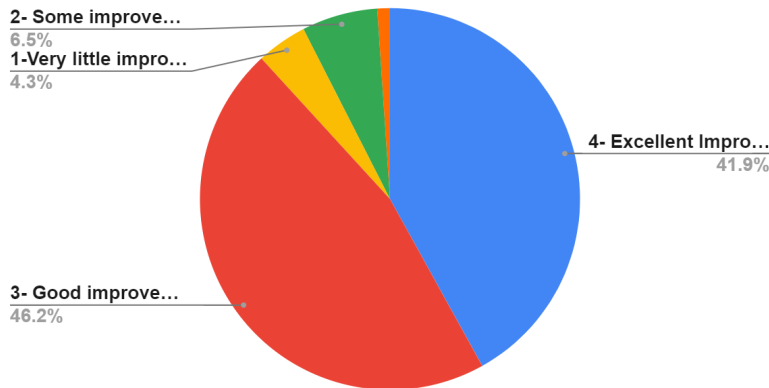3.2%

2- Some improv…
5.4%

4- Excellent Imp…
49.5%

3- Good improv…
39.8%

PO4: Communication: 85%

[Understand, analyze and communicate global, economic, legal and ethical aspects of business]

- **0-No improvement** 2.2%
- **2- Some improve…** 10.8%
- **1-Very little impro…** 2.2%
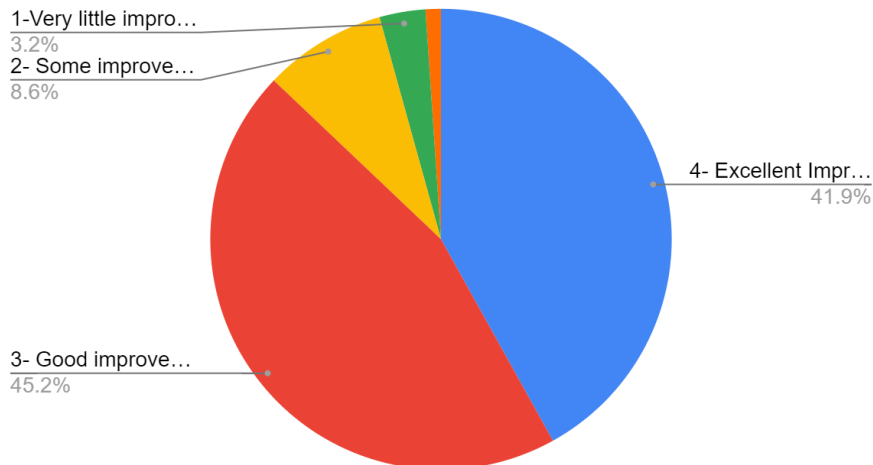- **4- Excellent Impro…** 38.7%
- **3- Good improve…** 46.2%

PO5: Teamwork: 89%

**[Lead yourselves and others in the achievement of organizational goals, contributing to a team environment.]**

- **2- Some improve…** 6.5%
- **1-Very little impro…** 4.3%
- **4- Excellent Impro…** 41.9%
- **3- Good improve…** 46.2%

PO6: Self Initiative: 88%

[Develop skills to self –initiated and resourceful.]

- **1-Very little impro…** 3.2%
- **2- Some improve…** 8.6%
- **4- Excellent Impr…** 41.9%
- **3- Good improve…** 45.2%

PO7: Transferable skills: 87%

[Build competencies in Transferable Management skills, Information Technology skills and Digital communicatio…

- 1-Very little impro… 5.4%
- 2- Some improve… 6.5%
- 3- Good improve… 47.3%
- 4- Excellent Impro… 39.8%
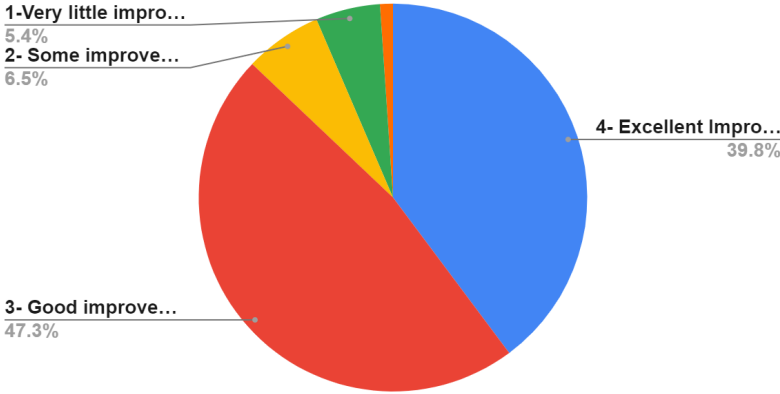
Students' feedback about Life@LEAD
Library Facilities: 81%

[The Library facilities offered at LEAD]

- Poor 3.2%
- Fair 14.0%
- Very Good 43.0%
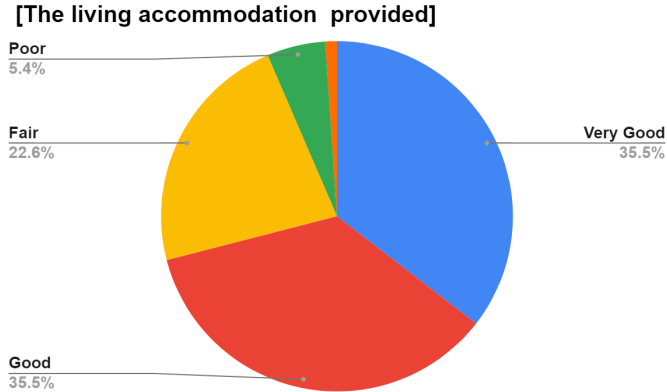- Good 38.7%
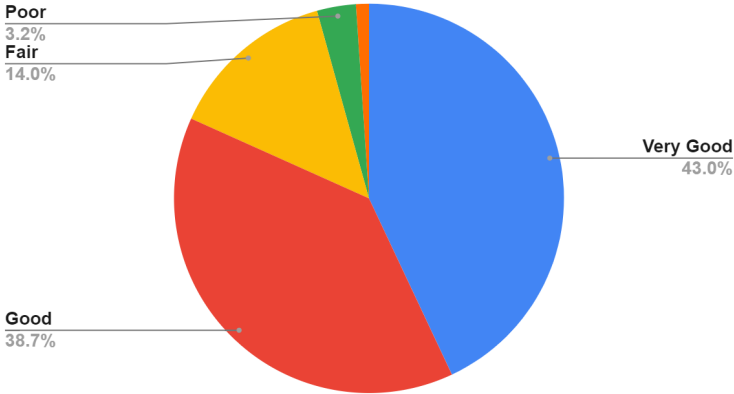
Factors stated included cramped space, limited online resources . A new area is being readied to shit library for the AY 2023-24.
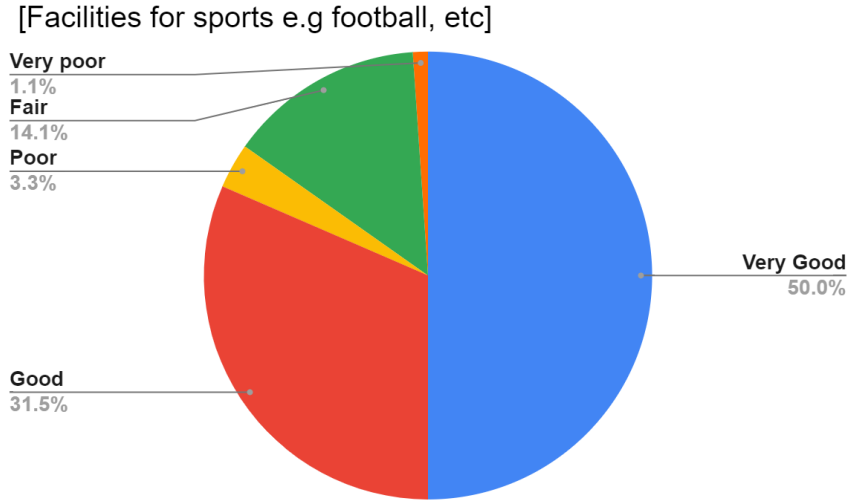
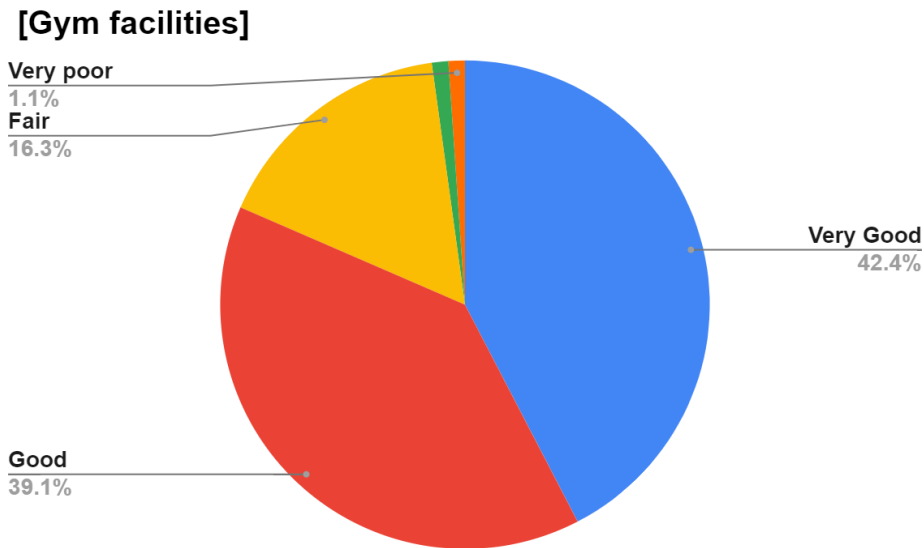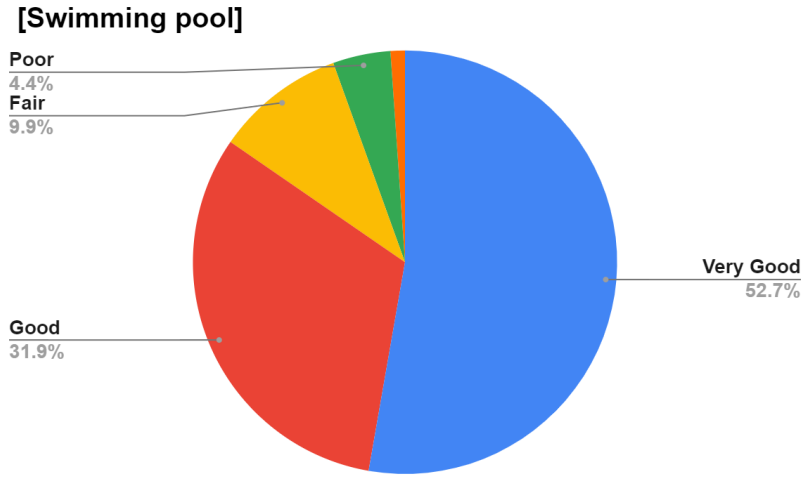## Classroom Facilities: **85%**

[The facilities in the classrooms]

- Very poor 1.1%
- Fair 12.9%
- Very Good 40.9%
- Good 44.1%

Living Accomodation: **71%**

[The living accommodation provided]

Poor
5.4%

Fair
22.6%

Very Good
35.5%

Good
35.5%

Sports Facilities:81%

[Facilities for sports e.g football, etc]

Very poor
1.1%

Fair
14.1%

Poor
3.3%

Very Good
50.0%

Good
31.5%
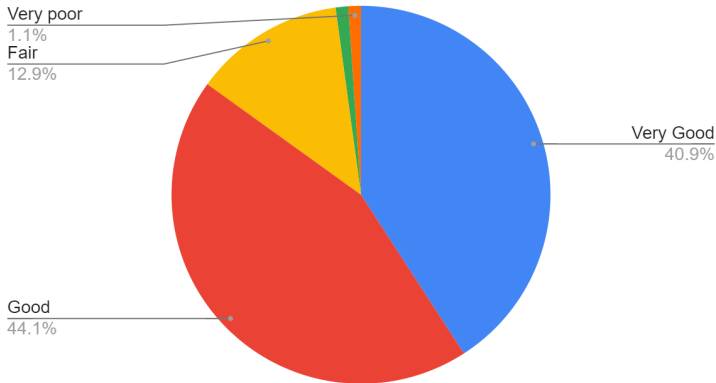
Gym Facilities:81%

[Gym facilities]

Very poor
1.1%

Fair
16.3%

Very Good
42.4%

Good
39.1%

Swimming Pool: 84%
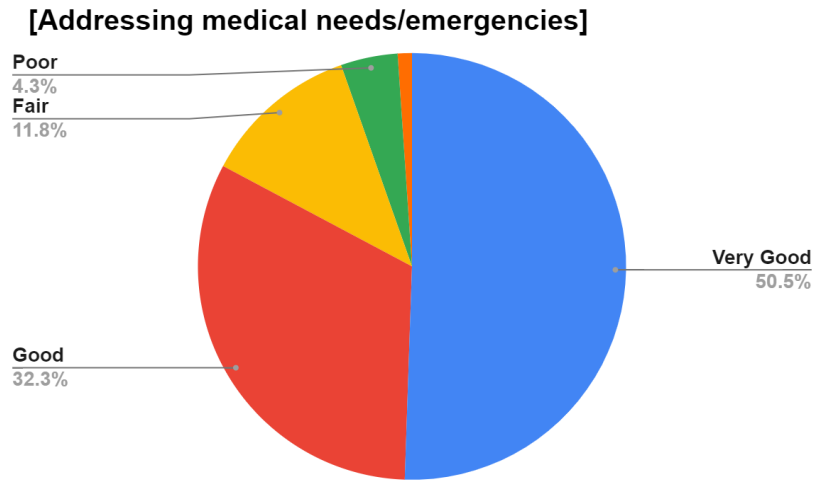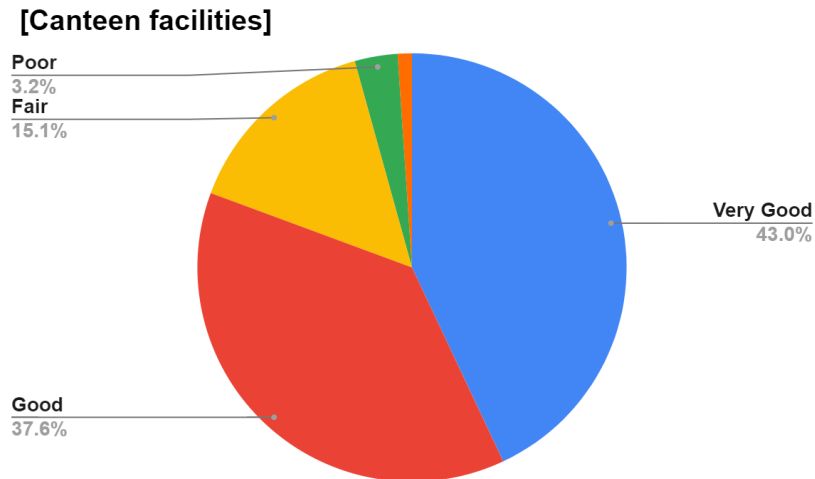
[Swimming pool]

Poor
4.4%
Fair
9.9%
Good
31.9%
Very Good
52.7%

Additional comment :Swimming pool: proper cleaning and filtration to be improved

Addressing Medical Needs:83%

[Addressing medical needs/emergencies]

Poor
4.3%
Fair
11.8%
Good
32.3%
Very Good
50.5%

Canteen Facilities:77%

[Canteen facilities]

Poor
3.2%
Fair
15.1%
Good
37.6%
Very Good
43.0%

Extra Curricular Activities:74%

[Extra curricular activities]

Very poor
1.1%
Fair
18.3%

Poor
3.2%

Very Good
43.0%

Good
34.4%

Campus Environment: 73%

[The campus environment]

Poor
5.4%

Very Good
37.0%

Good
35.9%

Fair
20.7%
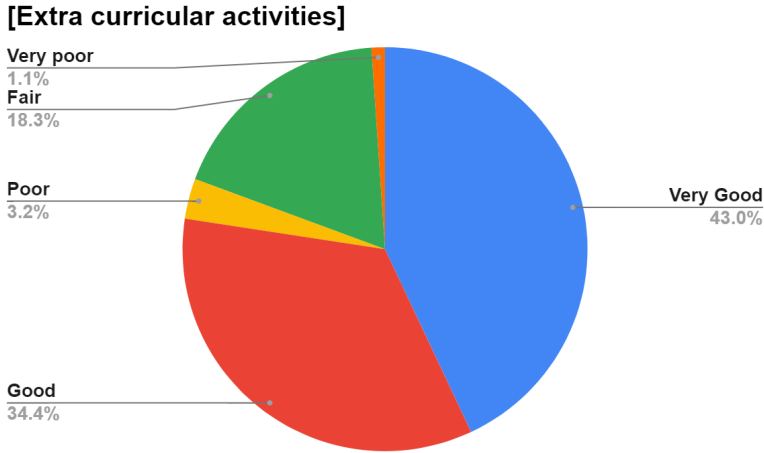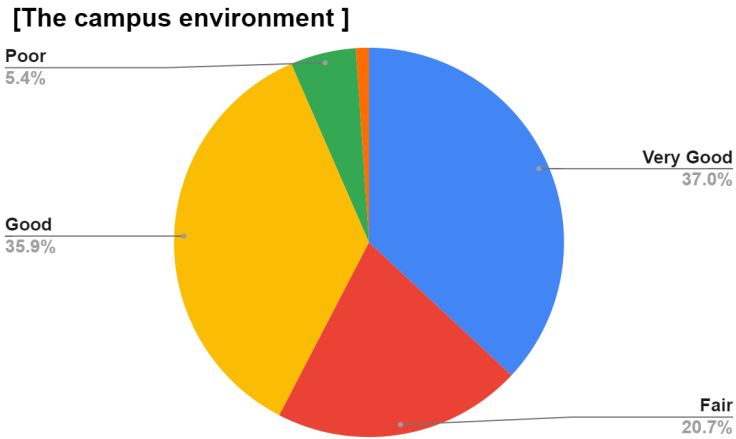
Campus Celebration of Events :87%

[Special events e.g Holi ,etc]

Very poor
2.2%
Fair
8.7%

Very Good
53.3%

Good
33.7%
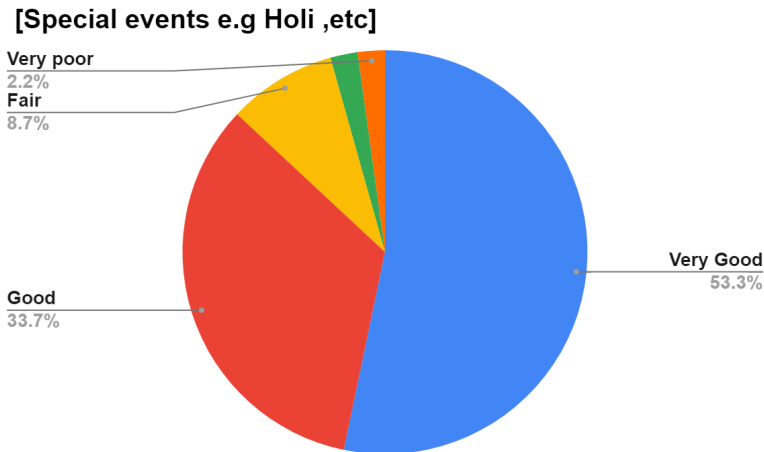
LEAD Operational Team Experience :82%

[LOT@ Lead]

Poor
4.3%
Very poor
2.2%
Fair
12.9%

Very Good
49.5%

Good
31.2%
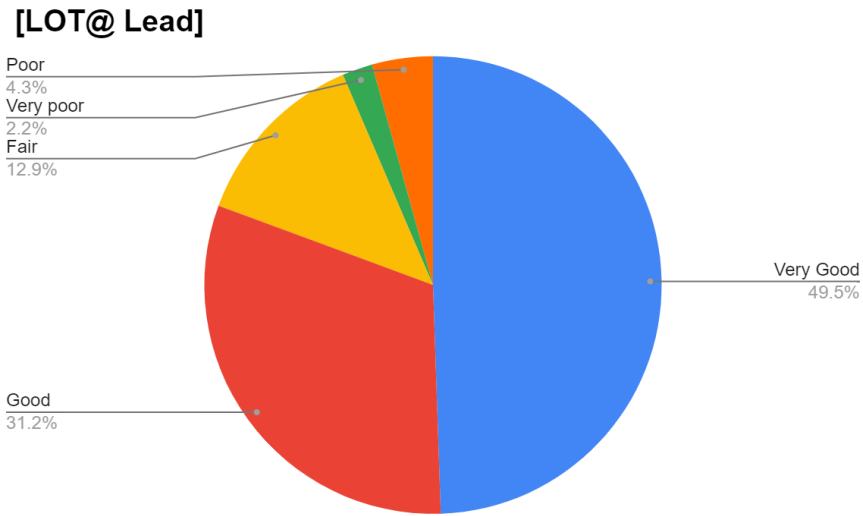
Would you recommend LEAD to others ? 70%

Will you recommend your friend/family member to join the LEAD Program ?

No
2.2%
Not sure
8.6%

Probably Yes
19.4%

Definitely Yes
28.0%

Yes
41.9%
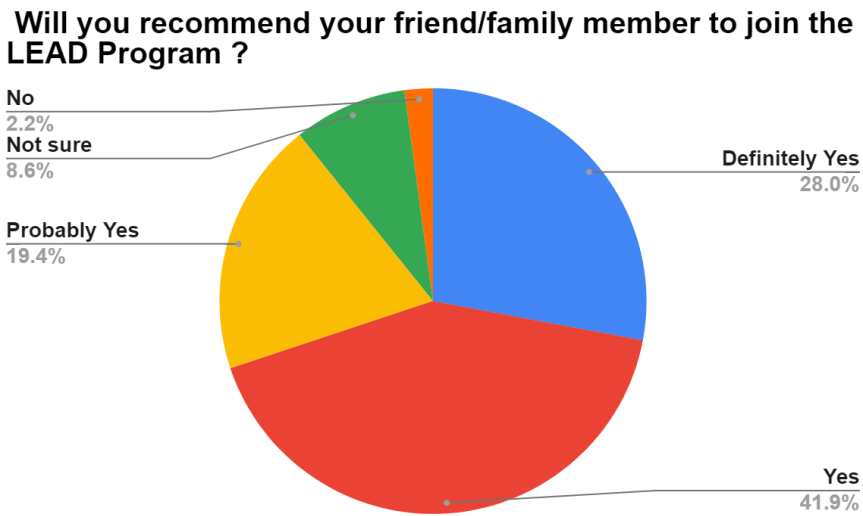
Dr. Umesh Chandrasekhar
QLEAD: Dated 31 March 2023