



INTERNAL QUALITY ASSURANCE CELL

INDIRA GANDHI INSTITUTE OF DEVELOPMENT RESEARCH

MUMBAI

Student Satisfaction Survey (2020-21)

Indira Gandhi Institute of Development Research (IGIDR) follows a practice of collecting feedback on overall institutional performance from students enrolled in the M.Sc. and Ph.D programmes at the Institute. Students provide a measurable feedback on curriculum, course content, and academic resources of the Institute. The Institute receives the feedback across the two semesters in the academic year. Student feedback has provided the Institute with valuable inputs to chart out its future plans. The feedback questionnaire had the following questions on the syllabus, course design, outcomes and access to academic resources.

The feedback pertains to the year when Covid-19 was in force and all programmes were being conducted virtually.

I. M.Sc. Programme

Parameters of Structured Feedback from Students on Design and Review of Syllabus of the M.Sc. Programme

1. The quality of the curriculum to achieve the M.Sc. Programme Outcomes.
2. The appropriateness of the allocation of course hours in relation to the level of course work.
3. The depth of course content is adequate in relation to the expected Course Outcomes.
4. Proper sequence and structure of the units/sections in the course syllabi.
5. Relevance of the M.Sc. programme for career avenues in future.
6. Ready access to course materials and research materials.
7. Due to the Covid 19 pandemic, the online curriculum delivery/academic support has been suitable in terms of communication and technology.
8. Online education with regard to achieving course outcomes has been as per expectation.
9. Suggestions if any.

The feedback from students was collected on the following five-point scale:
Poor (2) Average (3) Good (4) Very Good (5) Excellent.

Analysis of Feedback

- Overall, the feedback on the design and review of the M.Sc. syllabus has been highly satisfactory, with a large majority of students rating the various parameters to be at least very good, with a sizeable percentage rating the parameters as excellent.

- With regard to the quality of the curriculum to achieve the M.Sc. Programme Outcomes, around 88 per cent of student respondents rated the quality either very good or excellent.
- A large majority of students, 78 per cent, found the allocation of course hours to be excellent or very good in relation to the level of M.Sc. course work. Around 95 per cent of the respondents considered the depth of the course content in relation to the expected Course Outcomes to be very good or excellent, with 37.5 per cent rating this to be excellent.
- The sequence and structure of the units/sections in the course syllabi have been highly rated too, with 58 per cent respondents finding this to be very good and another 29 percent finding these to be excellent.
- 79 per cent of the respondents have found the relevance of M.Sc. programme for career avenues in future to be very good to excellent.
- About 70 per cent of respondents rated the access to course materials as very good to excellent and 25 per cent as good.
- With regard to the effectiveness of online education during the pandemic in terms of achieving course outcomes/programme outcomes, about 58 per cent of students surveyed rated it to be very good to excellent but there was a sizeable percentage who found this to be ranging from average to good.
- Similarly, as to whether expectations have been met with regard to online education being able to achieve course outcomes, opinion was divided has been as per expectation; around 12 per cent have not been satisfied and found it to be at most average, and a sizeable percentage, 41, found it to be just good.

For each of the questions, there were few students who rated the parameters lower, mainly good, but the percentage of such responses ranged from about 4 per cent to 12 per cent. Students were also asked to share their suggestions/comments if any on the M.Sc. syllabus. Some students suggested that the different programming and coding languages should be incorporated in the syllabi as these will be helpful for careers both in research and in the corporate sector. Such should be integrated in the syllabi or there should be regular workshops on the latest programming languages.

II. Ph.D. Programme

Parameters of Structured Feedback from Students on Design and Review of Syllabus of the Ph.D. Programme

1. The quality of the curriculum to achieve the Ph.D. Programme Outcomes.
2. The Ph.D. Programme course work is adequate to prepare the student for Ph.D research.
3. The structure and design of the course content are adequate in relation to the expected Course Outcomes.
4. The structure and design of the Ph.D. programme at the thesis writing stage in terms of measuring and evaluating the progress of the thesis.
5. The programme helps in acquiring the necessary research skills to improve one's ability to formulate, analyze and solve research problems.
6. The programme equips the student with the necessary skillset to pursue a career in academics and other research oriented careers.

7. Ready access to course materials and research materials.
8. Due to the Covid 19 pandemic, the online curriculum delivery/ research support has been suitable in terms of communication and technology..
9. Online education with regard to achieving course outcomes as well as research outcomes have been as per expectation.
10. Suggestions if any.

The feedback from students was collected on the following five-point scale:

Poor (2) Average (3) Good (4) Very Good (5) Excellent.

Analysis of Feedback

- Overall, the feedback on the design and review of the Ph.D. syllabus has been highly satisfactory, with a large majority of students rating the various parameters to be at least very good, with a sizeable percentage rating the parameters as excellent.
- With regard to the quality of the curriculum to achieve the Ph.D. Programme outcomes, around 67 per cent of student respondents rated the quality either very good or excellent.
- A majority of students, 56 per cent, found the Ph.D. Programme course work to prepare the student for Ph.D research to be excellent and 22 per cent found it to be good.
- The structure and design of the course content were found to be at least very good by more than 75 per cent of the students surveyed.
- The structure and design of the Ph.D. programme at the thesis writing stage in terms of measuring and evaluating the progress of the thesis was rated to be at least good by all students with around 57 per cent respondents considering it to be excellent.
- Around 77 per cent of the students found that the Ph.D. programme helped in acquiring the necessary research skills to improve one's ability to formulate, analyze and solve research problems to be at least good with 44 per cent considering it to be excellent. Similar responses were received with regard to the ability of the programme to equip the student with the necessary skillset to pursue a career in academics and other research oriented careers. 67 per cent of the respondents found this to be excellent.
- The value of the Ph.D. programme for the job market (academic or otherwise) was considered to be excellent by a majority of respondents with more than 75 per cent rating it to be at least good.
- About 89 per cent of respondents rated the access to course materials as very good to excellent and 11 per cent as good.
- With regard to the effectiveness of online education during the pandemic in terms of achieving course outcomes/programme outcomes, about 55 per cent of students surveyed rated it to be very good to excellent but there was a sizeable percentage who found this to be ranging from average to good.
- Similarly, as to whether expectations have been met with regard to online education being able to achieve course outcomes, opinion was divided has been as per expectation; around 22 per cent have not been satisfied and found it to be below average, and a sizeable percentage, 33, found it to be just good. However, 44 per cent respondents rated this metric as very good to excellent.

Students were also asked to share their suggestions/comments if any on the M.Sc. syllabus. Only one respondent commented that although each subject curriculum is designed well but elective courses offered across semesters were uneven in the sense that in some semesters only few subjects were offered and in some wide range of subjects were offered.



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ACTION TAKEN REPORT ON THE STUDENT SATISFACTION SURVEY (2020-21)

The analysis of the M.Sc. and Ph.D. student feedback clearly depicts that they are highly satisfied with the current curriculum structure and development of both programmes. However, opinion was divided on the effectiveness of the online mode of education during the Covid 19 pandemic, in terms of technology and communications and in achieving course outcomes.

The obtained feedback from the students has been analyzed and the following actions are to be taken to further improve the curriculum to keep with changing requirements in academic research and the corporate sector, and also further improving the online mode of delivering the academic programmes. The mixed responses to the delivery and outcome of online education perhaps revealed the digital divide among the students. The action taken report will be put before the IQAC meeting for discussion.

The key suggestion made by a few M.Sc. students has been to impart programming and coding skills which can be integrated in some of the quantitative courses or can be taught through workshops. Based on a suggestion received from a Ph.D. student, the number of elective courses can be evened out across semesters.

Signature

IQAC Coordinator