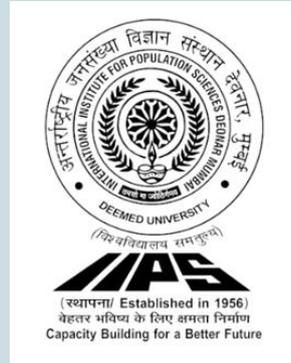# International Institute for Population Sciences
Deonar, Mumbai - 400 088.
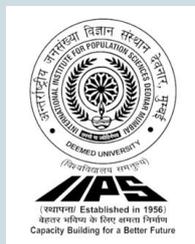

Student Satisfaction Survey Report-2024-2025.

ACADEMIC YEAR 2024-25

INTERNAL QUALITY ASSURANCE CELL (IQAC)

International Institute for Population Sciences
Govandi Station Road
Deonar
Mumbai - 400 088

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 2024-25 was conducted in April 2025. 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 Biostatistics and Demography (MBD) and MA/MSC in Population Studies (MA/MSc) in the academic year 2024-25. Reminders were sent to the students to remind/motivate them to complete the student satisfaction survey.
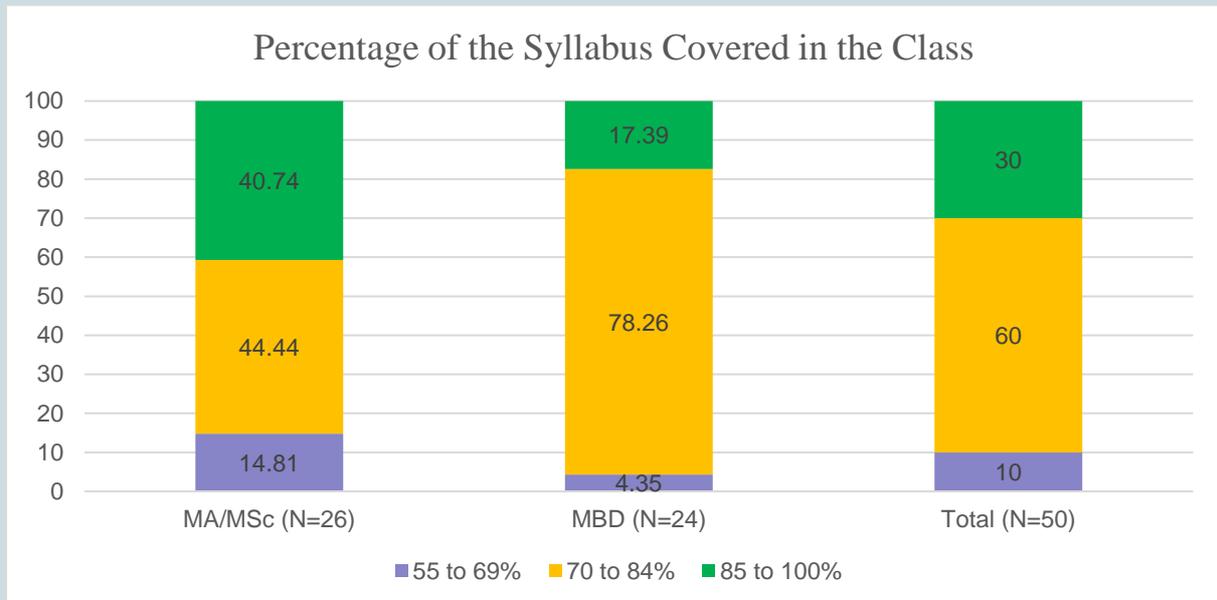
Respondents

Out of the 50 students who passed out in 2024-25, all 50 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 2025

	Total passing out in 2024-25	Number responded to the survey	Response rate (%)
MA/MSc	26	26	100%
MBD	24	24	100%
All courses	50	50	100%

Syllabus Coverage

When enquired about how much of their syllabus was covered in the class, most of the students (60 percent) reported that 70–84 percent of the syllabus was covered, while 30 percent stated that 85–100 percent of the syllabus was covered. Only 10 percent of students mentioned that 55–69 percent of the syllabus was completed. Across programmes, a higher proportion of MBD students (78.26 percent) reported 70–84 percent syllabus coverage compared to MA/MSc students (44.44 percent). Conversely, the proportion reporting 85–100 percent syllabus coverage was relatively higher among MA/MSc students (40.74 percent) than MBD students (17.39 percent). Every student reported that more than 55 percent of the syllabus was covered.

Percentage of the Syllabus Covered in the Class

	MA/MSc (N=26)	MBD (N=24)	Total (N=50)
55 to 69%	14.81	4.35	10
70 to 84%	44.44	78.26	60
85 to 100%	40.74	17.39	30

Teacher Attributes

a majority of students (68 percent) reported that teachers prepared satisfactorily for their classes, while 16 percent felt that teachers prepared thoroughly. Another 16 percent rated the preparation as poor. Across programmes, a relatively higher proportion of MBD students (78.26 percent) stated that teachers prepared satisfactorily compared to MA/MSc students (59.26 percent). However, the proportion reporting thorough preparation was notably higher among MA/MSc students (25.93 percent) than among MBD students (4.35 percent). Only a small share in both programmes rated the teachers' preparation as poor.

How Well did the Teachers Prepare for the Classes?

Values shown (percent):

Rating	MA/MSc (N=26)	MBD (N=24)	Total (N=50)
Poorly	14.81	17.39	16
Satisfactorily	59.26	78.26	68
Thoroughly	25.93	4.35	16

Legend: ■ Poorly ■ Satisfactorily ■ Thoroughly
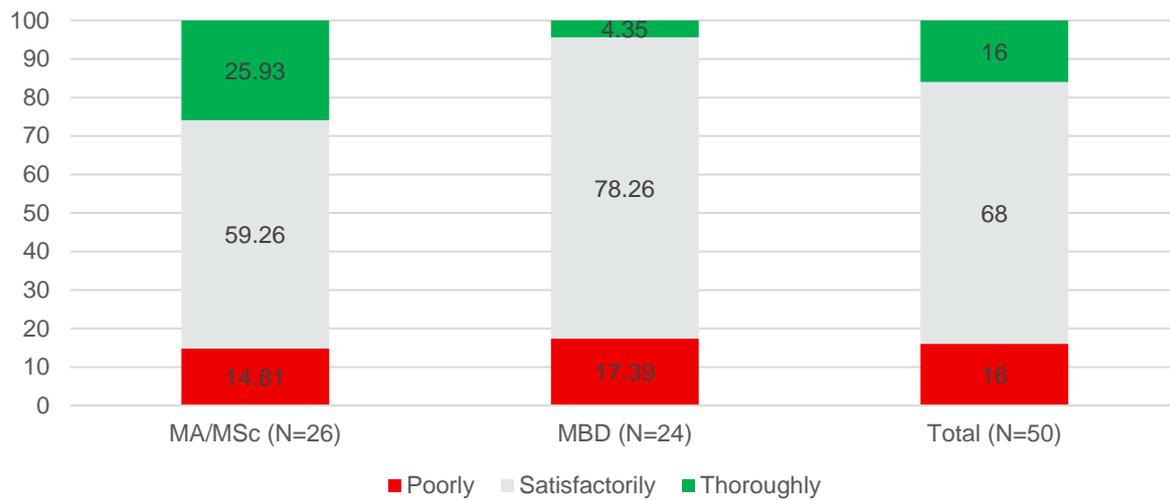
How well were the teachers able to communicate?

Values shown (percent):

Rating	MA/MSc (N=26)	MBD (N=24)	Total (N=50)
Fair	0	4.35	2
Good	22.22	39.13	30
Very good	40.74	47.83	44
Excellent	37.04	8.7	24

Legend: ■ Fair ■ Good ■ Very good ■ Excellent
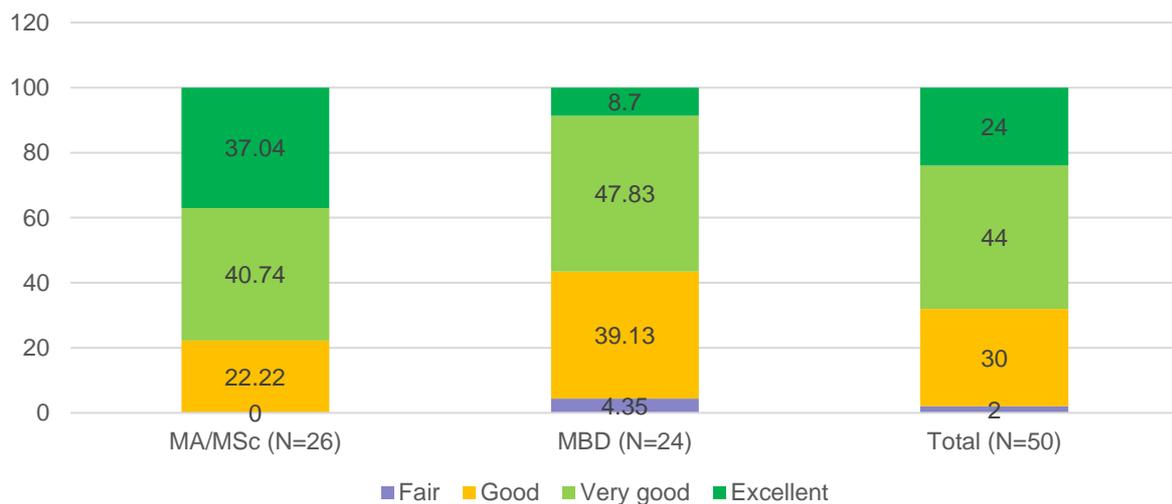
The table shows that overall student satisfaction is generally positive, with most respondents rating the aspect as very good (44%) or good (30%). Among MA/MSc students, satisfaction is particularly high, with 77.78% rating it as very good or excellent, whereas MBD students show relatively moderate satisfaction, with 47.83% rating it as very good and only 8.7% as excellent.
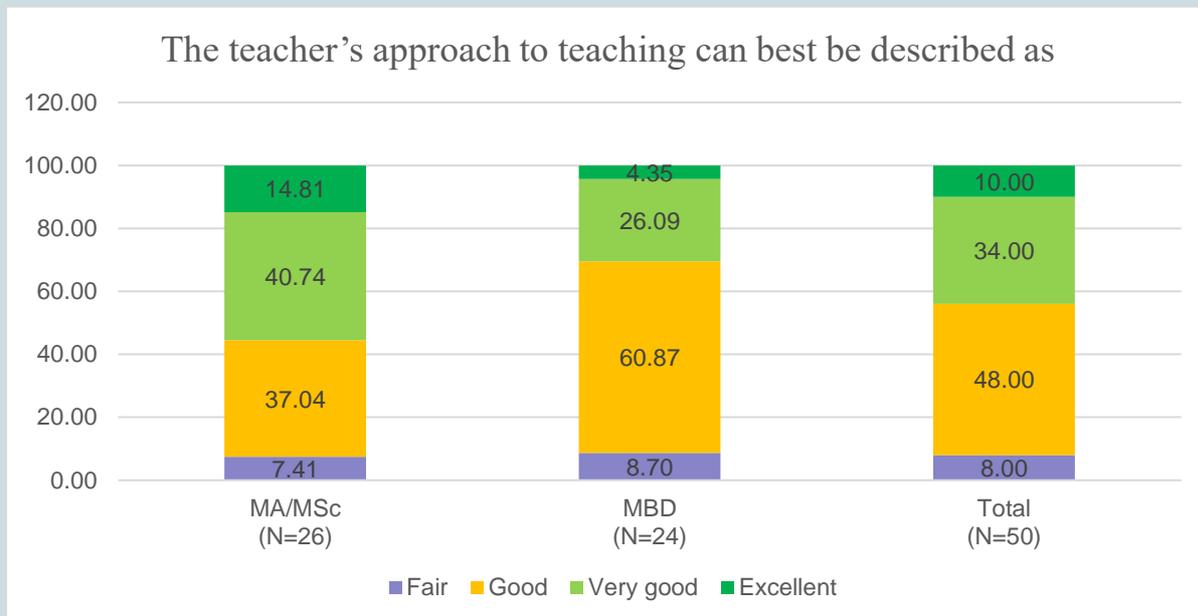
The teacher's approach to teaching can best be described as

Table 4: Teachers informing students about their expected competencies, course outcomes and programme outcomes.

	MA/MSc (N=26)	MBD (N=24)	Total (N=50)
Never	3.7	4.35	4
Rarely	14.81	13.04	14
Occasionally/Sometimes	33.33	43.48	38
Usually	25.93	30.43	28
Every time	22.22	8.7	16
Total	100.00	100.00	100.00

Nearly half of the students (48 percent) described their teachers' approach to teaching as "good," followed by 34 percent who rated it as "very good" and 10 percent as "excellent." Only 8 percent considered it "fair." Across programmes, a larger proportion of MBD students (60.87 percent) rated the teaching approach as "good" compared to MA/MSc students (37.04 percent). However, a relatively higher share of MA/MSc students (40.74 percent) rated it as "very good" and 14.81 percent as "excellent," compared to 26.09 percent and 4.35 percent, respectively, among MBD students.

About 38 percent of the students reported that teachers "occasionally or sometimes" informed them about the expected competencies, course outcomes, and programme outcomes, while 28 percent stated that this was done "usually." Around 16 percent mentioned that teachers informed them "every time," whereas 14 percent said it happened "rarely," and only 4 percent reported "never." Across programmes, a higher proportion of MBD students (43.48 percent) indicated that teachers communicated these aspects "occasionally or sometimes" compared to MA/MSc students (33.33 percent). In contrast, a relatively greater share of MA/MSc students (22.22 percent) reported being informed "every time," as against 8.7 percent among MBD students.

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. Around half of the students (48 percent) perceived the internal evaluation process by teachers as "usually fair," while one-fifth (20 percent) found it "always fair." About one-fifth (20 percent) of students reported that it was "sometimes unfair," and only a small proportion considered it "usually unfair" (8 percent) or "unfair" (4 percent). Across programmes, a higher proportion of MBD students (52.17 percent) described the evaluation process as "usually fair" compared to MA/MSc students (44.44 percent). Similarly, a slightly greater share of MBD students (21.74 percent) reported it as "always fair" than MA/MSc students (18.52 percent). Very few students in either group considered the process to be unfair.
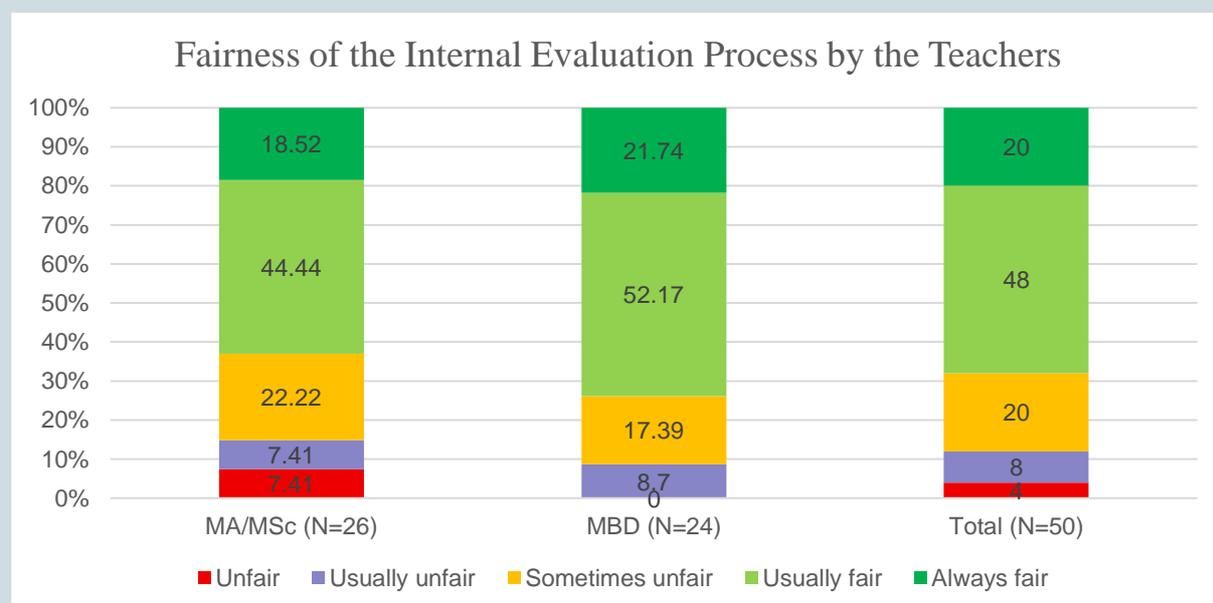

Fairness of the Internal Evaluation Process by the Teachers

Table 5: Students' Performance in Assignments Discussed with Them

	MA/MSc (N=26)	MBD (N=24)	Total (N=50)
Never	7.41	4.35	6
Rarely	29.63	30.43	30
Occasionally/Sometimes	40.74	43.48	42
Usually	3.7	8.7	6
Everytime	18.52	13.04	16
Total	100.00	100.00	100.00

The feedback on assignment submitted by students or discussion about the assignment is reported to be a critical area of concern, 42 percent of students reported that their performance in assignments was discussed with them "occasionally or sometimes," while 30 percent mentioned it happened "rarely." About 6 percent stated that such discussions "usually" took place, and 16 percent said it occurred "every time." Only 6 percent of students reported that their performance was "never" discussed. Across programmes, a slightly higher proportion of MBD students (43.48 percent) than MA/MSc students (40.74 percent) reported that performance discussions occurred "occasionally or sometimes." However, a relatively greater share of MA/MSc students (18.52 percent) indicated that these discussions happened "every time," compared to 13.04 percent among MBD students.

Institutional Level Support

Internship and students exchange activities: About one-fourth of the students (26 percent) reported that the institute "rarely" takes an active interest in promoting internship, student exchange, and field visit opportunities, while an equal share (22 percent each) mentioned that it happens "sometimes" or "never." Around 18 percent indicated that such initiatives occur "often," and only 12 percent stated that they take place "regularly." Across programmes, a relatively higher proportion of MA/MSc students (18.52 percent) reported regular institutional efforts compared to MBD students (4.35 percent). On the other hand, a slightly larger share of MBD students (30.43 percent) mentioned that such activities occur "rarely."

The institute takes active interest in promoting internship, student exchange, field visit opportunities for students
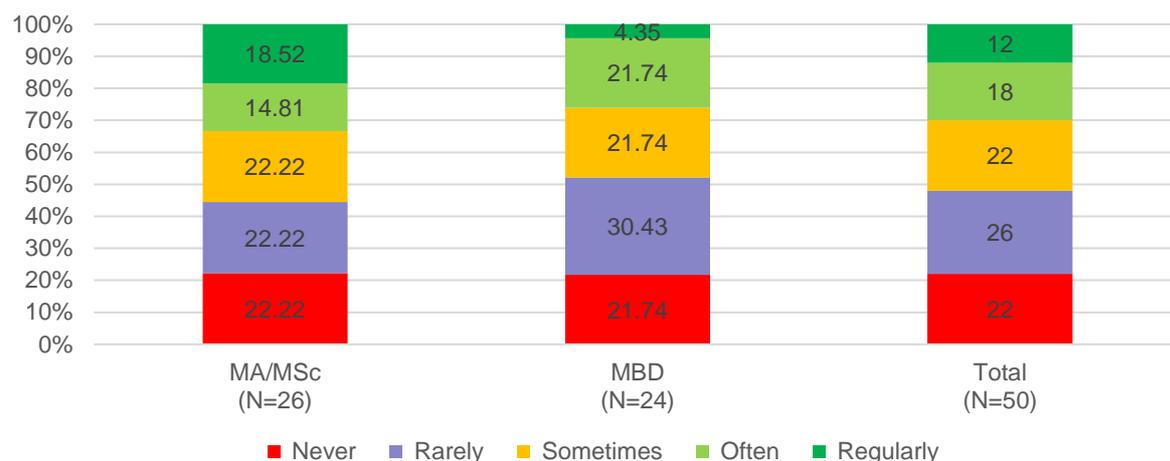
Teaching and mentoring process: Students also rated if the teaching and mentoring process in IIPS institution facilitates them in cognitive, social and emotional growth. Only 40 percent of the students reported that the teaching and mentoring process in the institution facilitates their cognitive, social, and emotional growth "moderately," while 22 percent stated that it does so "very well." Around 16 percent mentioned that it helps them "marginally," and 14 percent felt it contributes "significantly." Only a small proportion (8 percent) indicated that it does not facilitate such growth at all.

Table 6: Whether the teaching and mentoring process in the institution facilitates the students in cognitive, social and emotional growth

	MA/MSc (N=26)	MBD (N=24)	Total (N=50)
Not at all	11.11	4.35	8
Marginally	14.81	17.39	16
Moderately	33.33	47.83	40
Very well	22.22	21.74	22
Significantly	18.52	8.7	14
Total	**100.00**	**100.00**	**100.00**

Across programmes, a higher proportion of MBD students (47.83 percent) rated the process as "moderate," compared to 33.33 percent among MA/MSc students. However, a relatively greater share of MA/MSc students (18.52 percent) perceived the facilitation as "significant," against 8.7 percent of MBD students.

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

	MA/MSc (N=26)	MBD (N=24)	Total (N=50)
Agree	40.74	47.83	44
Strongly agree	3.7	4.35	4
Neutral	40.74	34.78	38
Disagree	14.81	8.7	12
Strongly disagree	0	4.35	2
Total	**100.00**	**100.00**	**100.00**

Opportunities to learn and grow: A majority of students (44 percent) agreed that the institution provides multiple opportunities to learn and grow, while 38 percent remained neutral. About 12 percent disagreed with the statement, and only 2 percent strongly disagreed. A small proportion (4 percent) strongly agreed that such opportunities are provided. Across programmes, a slightly higher share of MBD students (47.83 percent) agreed compared to MA/MSc students (40.74 percent). Conversely, disagreement was relatively more common among MA/MSc students (14.81 percent) than MBD students (8.7 percent).

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 nearly half of the students (48 percent) reported that their mentor "rarely" followed up with them on assigned tasks, while about one-fifth (22 percent) stated that follow-ups occurred "usually." Around 16 percent mentioned that mentors followed up "every time," and 14 percent indicated it happened "occasionally or sometimes." Across programmes, a higher proportion of MBD students (52.17 percent) reported that mentors "rarely" conducted follow-ups compared to MA/MSc students (44.44 percent). However, a relatively greater share of MA/MSc students (18.52 percent) indicated that mentors followed up "every time," compared to 13.04 percent among MBD students.

Table 8: The Mentor Does a Necessary Follow-up with an Assigned Task to the Mentee

	MA/MSc (N=26)	MBD (N=24)	Total (N=50)
Rarely	44.44	52.17	48
Occasionally/Sometimes	7.41	21.74	14
Usually	29.63	13.04	22
Every time	18.52	13.04	16
Total	**100.00**	**100.00**	**100.00**

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 a majority of students (44 percent) stated that teachers "usually" illustrated concepts through examples and applications, while about one-third (34 percent) mentioned this occurred "occasionally or sometimes." Around 14 percent reported that teachers did so "every time," and only a small proportion indicated it happened "rarely" (6 percent) or "never" (2 percent). Across programmes, similar proportions of MA/MSc (44.44 percent) and MBD (43.48 percent) students reported that teachers "usually" used examples. However, a relatively higher share of MA/MSc students (18.52 percent) stated that this occurred "every time," compared to 8.7 percent among MBD students.

The teachers illustrate the concepts through examples and applications

	Never	Rarely	Occasionally/Sometimes	Usually	Every time
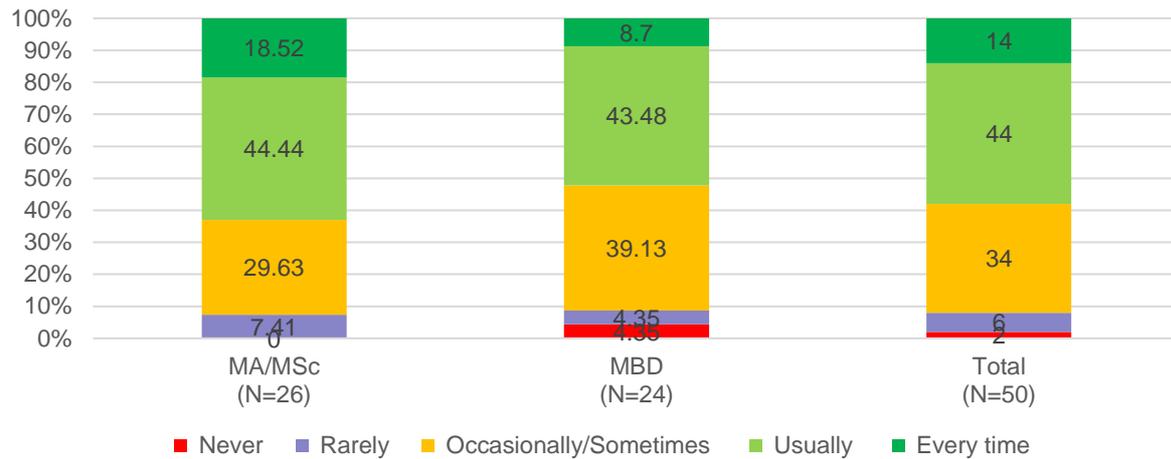
Teachers' identification of student strengths: However, the response to the question on if teachers identify students' strengths and encourage them with providing right level of challenges portrayed a mixed scenario. One-third of the students (30 percent) reported that teachers "reasonably" identified their strengths and encouraged them by providing an appropriate level of challenge, while 20 percent felt that this was done "partially." About 16 percent stated that teachers did so "slightly," and 22 percent believed that teachers were "unable to" identify and encourage their strengths. Only 12 percent mentioned that teachers did so "fully." Across programmes, a higher proportion of MBD students (43.48 percent) indicated that teachers "reasonably" identified and encouraged their strengths compared to MA/MSc students (18.52 percent). Conversely, a relatively larger share of MA/MSc students (22.22 percent) reported that teachers did so "fully," while none of the MBD students expressed this view.

Table 9: The teachers identify your strengths and encourage you with providing right level of challenges

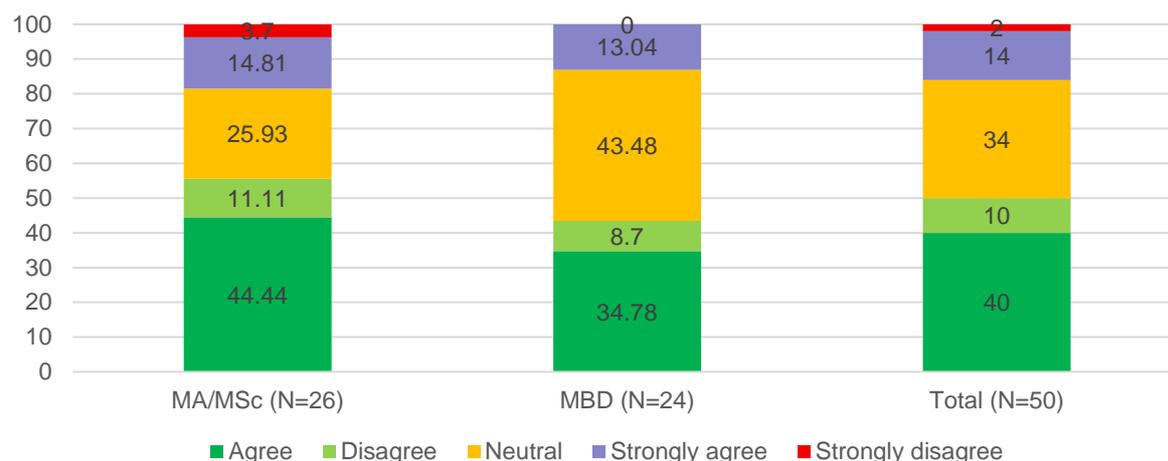|	MA/MSc (N=26)	MBD (N=24)	Total (N=50)
Unable to	25.93	17.39	22
Slightly	14.81	17.39	16
Partially	18.52	21.74	20
Reasonably	18.52	43.48	30
Fully	22.22	0	12
Total	**100.00**	**100.00**	**100.00**

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 the previous section on student's strength identification. 36 percent reported that teachers "occasionally or sometimes" identified their weaknesses and helped them overcome them, while 22 percent mentioned that this happened "rarely." Around 18 percent stated that teachers "never" did so, and 12 percent each indicated that it occurred "usually" or "every time." Across programmes, a higher proportion of MBD students (21.74 percent) reported that teachers "usually" helped them address their weaknesses compared to only 3.7 percent among MA/MSc students. However, a relatively greater share of MA/MSc students (22.22 percent) mentioned that teachers supported them "every time," while none of the MBD students reported the same.

Table 10: Teachers are able to identify your weaknesses and help you to overcome them.

	MA/MSc (N=26)	MBD (N=24)	Total (N=50)
Never	22.22	13.04	18
Rarely	14.81	30.43	22
Occasionally/Sometimes	37.04	34.78	36
Usually	3.7	21.74	12
Every time	22.22	0	12
Total	**100.00**	**100.00**	**100.00**

Encouraging participation in extracurricular activities: Results show only limited from the teachers to participate in such activities. A sizeable proportion of students were agreed or neutral about teachers being encouraging toward students to participate in extracurricular activities.

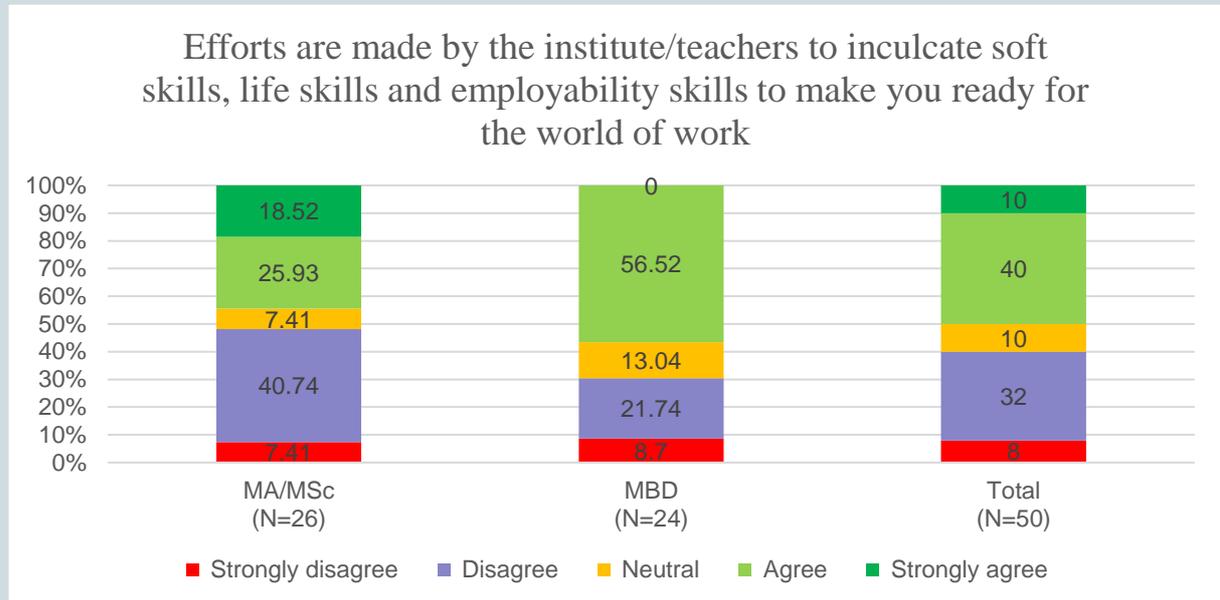Teachers Encourage the Students to Participate in Extracurricular Activities

Involvement in monitoring, review and continuous quality improvement of the teaching learning process: A majority of students perceived that the institution makes efforts to engage them in the monitoring, review, and continuous quality improvement of the teaching-learning process. Most of the respondents (42 percent) expressed a neutral opinion, while 26 percent agreed and 10 percent strongly agreed with the statement. About 16 percent of the students disagreed and only 6 percent strongly disagreed. Across programmes, a relatively higher proportion of MBD students (56.52 percent) remained neutral compared to MA/MSc students (29.63 percent). Agreement levels ("agree" and "strongly agree") were higher among MA/MSc students (22.22 percent and 18.52 percent respectively) than among MBD students (30.43 percent and 0 percent respectively). Overall, MA/MSc students reflected a more positive perception of institutional efforts compared to MBD students.

Table 11: The Institution Makes Effort to Engage Students in the Monitoring, Review and Continuous Quality Improvement of the Teaching Learning Process

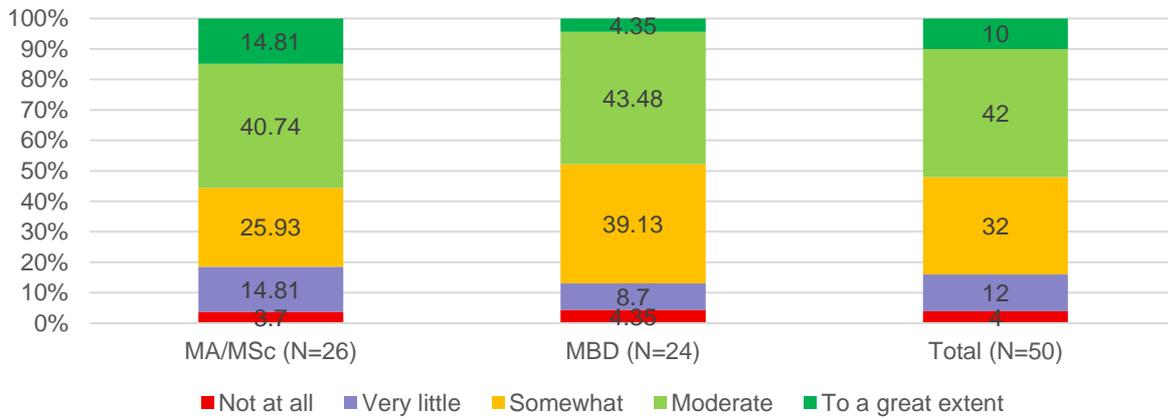|	MA/MSc (N=26)	MBD (N=24)	Total (N=50)
Strongly disagree	3.7	8.7	6
Disagree	25.93	4.35	16
Neutral	29.63	56.52	42
Agree	22.22	30.43	26
Strongly agree	18.52	0	10
Total	**100.00**	**100.00**	**100.00**

Institutional Efforts to Inculcate Soft Skills, Life Skills and Employability Skills: The student feedback shows majority of students agreed that efforts are made by the institute and teachers to inculcate soft skills, life skills, and employability skills to prepare them for the world of work. Overall, 40 percent of the respondents agreed and 10 percent strongly agreed with the statement, while 32 percent disagreed and 8 percent strongly disagreed. Only 10 percent remained neutral.

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=26)	MBD (N=24)	Total (N=50)
Strongly agree	18.52	0	10
Agree	25.93	56.52	40
Neutral	7.41	13.04	10
Disagree	40.74	21.74	32
Strongly disagree	7.41	8.7	8

Legend: ■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree
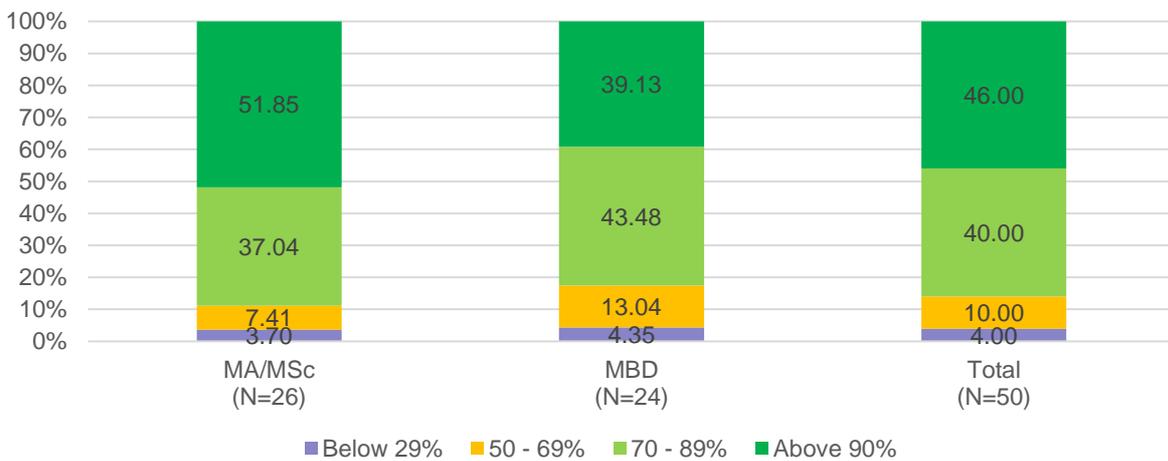
Teaching Methods and Facilities

Use student-centric methods: The student feedback was obtained for the use of student-centric methods by the teachers, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences. One out of 5 students considered this was implemented to a great extent. 42 Percent of students across all courses reported "moderate" use of student centric methods for teaching. Students from both the courses stated similar opinions regarding these methods.

The Institute/ Teachers Use Student-centric Methods, such as Experiential Learning, Participative Learning and Problem Solving Methodologies for Enhancing Learning Experiences

	MA/MSc (N=26)	MBD (N=24)	Total (N=50)
To a great extent	14.81	4.35	10
Moderate	40.74	43.48	42
Somewhat	25.93	39.13	32
Very little	14.81	8.7	12
Not at all	3.7	4.35	4

Legend: ■Not at all ■Very little ■Somewhat ■Moderate ■To a great extent

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 12, 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 MBD students.

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

	MA/MSc (N=26)	MBD (N=24)	Total (N=50)
Above 90%	51.85	39.13	46.00
70 - 89%	37.04	43.48	40.00
50 - 69%	7.41	13.04	10.00
Below 29%	3.70	4.35	4.00

Legend: ■Below 29% ■50 - 69% ■70 - 89% ■Above 90%

Overall Quality of Teaching-Learning Process

In the end the students were enquired about if they agreed to the statement that "The overall quality of teaching-learning process in your institute is very good". Less than one fifth "agreed or strongly agreed" to that statement, while a significant proportion (48%) of students from both MA/MSc (52%) and MBD (43%) programs disagreed/ strongly disagreed to the statement. Many students, especially from the MBD program, remained neutral, suggesting mixed or uncertain views. Overall, the results highlight the need for improvement in teaching and learning practices across programs.

Table 12: The Overall Quality of Teaching-Learning Process in the Institute

	MA/MSc (N=26)	MBD (N=24)	Total (N=50)
Strongly disagree	44.44	34.78	40.00
Disagree	7.41	8.70	8.00
Neutral	29.63	43.48	36.00
Agree	14.81	13.04	14.00
Strongly agree	3.70	0.00	2.00
Total	**100.00**	**100.00**	**100.00**

Conclusion

This comprehensive student satisfaction survey for the academic year 2024–25, covering students from the MA/MSc and MBD programmes, provides meaningful insights into their perceptions of academic standards and developmental opportunities at IIPS. From an institutional standpoint, the findings serve as valuable feedback to identify strengths and address gaps in the ongoing academic programmes, guiding future improvements in teaching and learning practices. The survey revealed several positive aspects of the teaching and learning environment at IIPS. **Students from both the MA/MSc and MBD programmes appreciated the teachers' effective communication skills and their constructive approach to teaching.** Students further expressed satisfaction with the fairness and transparency of the internal evaluation process and acknowledged that the institute provides multiple opportunities to learn and grow beyond the classroom. Encouragement from teachers to participate in extracurricular activities and the regular use of ICT tools, including projectors and multimedia, were also noted as strong contributors to a positive academic atmosphere. Overall, the students expressed good to moderate satisfaction with the quality of teaching.

Conversely, the survey highlights several areas requiring improvement to enhance the overall academic experience at IIPS. Many students expressed dissatisfaction with the institute's efforts in **promoting internships, student exchange, and field visit opportunities, suggesting a need to strengthen experiential learning components. Mentorship emerged** as another area of concern, with a majority reporting that mentors "rarely" followed up on assigned tasks. Additionally, students particularly from the MA/MSc programme felt that limited efforts were made to inculcate soft skills, life skills, and employability competencies essential for professional readiness. Most concerning, however, was the overall rating of the teaching - learning process, which was reported as unsatisfactory across both programmes, with comparatively lower satisfaction among MA/MSc students. These findings underscore the need for targeted institutional efforts to improve mentorship, strengthen practical exposure, and enhance teaching quality to ensure a more engaging and holistic academic environment.

i. *Annexure I: Student Satisfaction Survey Questionnaire*

ii. The curriculum and Syllabus are need-based

iii. The course outcomes are well-defined and clear

iv. A sufficient number of relevant reading materials and digital resources are available in the Library

v. The course has a good balance between theory and application

vi. The course/syllabus increased my knowledge and perspective in the subject area

vii. I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through the proper forum

viii. I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through the proper forum

ix. I can achieve the minimum required course outcome attainment level for my class

x. I have taken sufficient steps to provide assistance to slow learners

xi. I have contributed to the curriculum and/or syllabus revision

➢ ii) google link that was shared with students

https://docs.google.com/spreadsheets/d/1q0PriU_YzCgOAY3gztMYz6_luz8DkSkGuFhb3V5-KVo/edit?gid=336597160#gid=336597160