

REPORT
On
Students Satisfaction Survey
(2021-2022)

Submitted by



Internal Quality Assurance Cell (IQAC)

SALESIAN COLLEGE

Sonada and Siliguri Campus

www.salesiancollege.ac.in

To

National Assessment and Accreditation Council (NAAC)

<http://www.naac.gov.in/>

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Table of Contents

Introduction	3
The Don Bosco Way	4
Student Satisfaction Survey	5
Methodology	5
Demographic Data	6
Academic stream wise dispersion	7
Parameters for Survey	8
Findings	8
Continuous level of effort put in by students	8
Contribution of the course in the learning of the students	9
Use of Online content/Moodle by your department	10
Competence of Faculty in teaching	11
Theory and Real-World Applications	12
Effectiveness of Evaluation Methods	13
Frequent updating of Course materials	14
Credit Hours	15
Completion of Course	16
Additional Course Material	17
Mentoring	18
Value Education	19
Reason behind choosing the Course	20
Conclusion	21
Works Cited	22
Annexure	23-29

Introduction

Colleges and Institutions of Higher Learning today must be student-centric. Attention must be paid to all the social and psychological needs of the students and not look at students as mere customers who pays for an academic degree. It is the responsibility of the colleges and all institutions of higher learning to indeed transform students into better humans at the same time see to it that they are skilled, well aware, well read and well disposed (Zhao Dongsheng, 2009). Mahatma Gandhi on the 11th September, 1937 issue of 'Harijan' wrote, "The real education is that which fully develops the body, mind and soul of children... Man (or woman) is neither mere intellect nor gross animals' body, nor heart or soul alone. A proper and harmonious contribution of all the three is required for the making of the whole man (or woman) and constitutes the true economics of education (Gandhi, 1937)." Maintaining and improving students' satisfaction has been considered an important goal of education and universities (Orpan, 1990), with the assumption that student satisfaction is indicative of institutional effectiveness (Barton, 1978). A key factor of student satisfaction is the quality of teaching staff. As a result, the use of student rating scales as an evaluative component of their teaching system has increased. The majority, if not all, teaching staff at most universities have been required or expected to administer some type of teaching evaluation from to their students during each course offering for sometime (Sedlin,1993).

The DON BOSCO Way

Salesian College, Sonada and Siliguri are two of the numerous Don Bosco Institutions spread across the globe. It was founded by Saint John Bosco who based his system of education on the three pillars of ***'reason, religion and loving-kindness'***. Here ***'religion'*** does not refer to any specific religion but the universal belief in God and Goodness (Lenti, 1861).

Salesian College Sonada and Siliguri strive to fulfill the vision of Saint John Bosco, lovingly referred to as Don Bosco, by his students. He devoted his service transforming the lives of students intellectually, socially and spiritually in the best of the ways in the service of the nation and humanity at large.

Student Satisfaction Survey

Student Satisfaction Survey as an instrument of ascertaining whether the College or an institution of higher learning is fulfilling its set objectives is indispensable. The students' opinions about all aspects of academic life are thus, sought by educational institutions worldwide, generally, in the form of a satisfaction feedback survey or questionnaire (Douglas, 2006). The broader aspects of the students' satisfaction are adequate to know the degree to which students are satisfied.

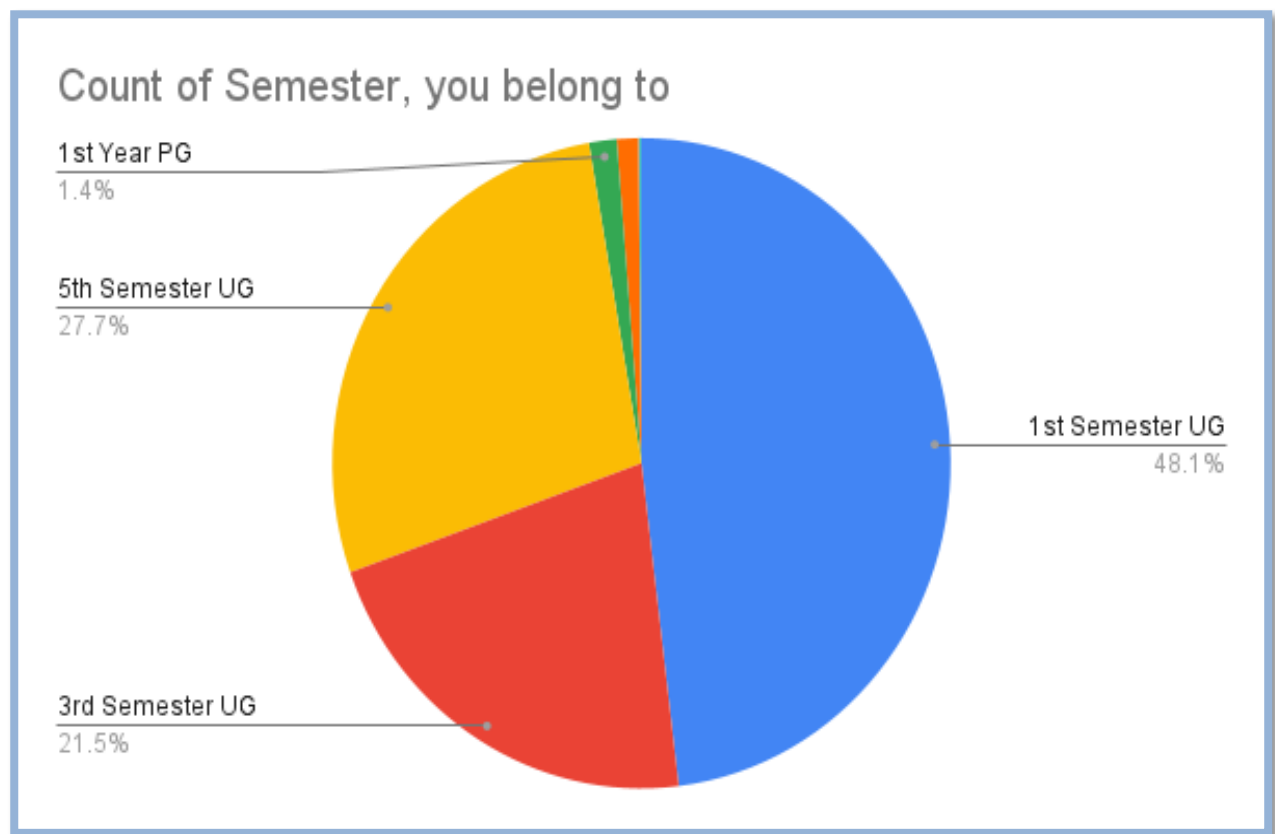
Salesian College Siliguri Campus undertook a phase wise Student Satisfaction Survey in 2022 to ascertain the satisfaction level of the students pertaining to various aspects of their academic life.

Methodology

A short questionnaire of both closed-ended and open-ended questions were formulated and distributed among a random sample of students from across all the departments in the College.

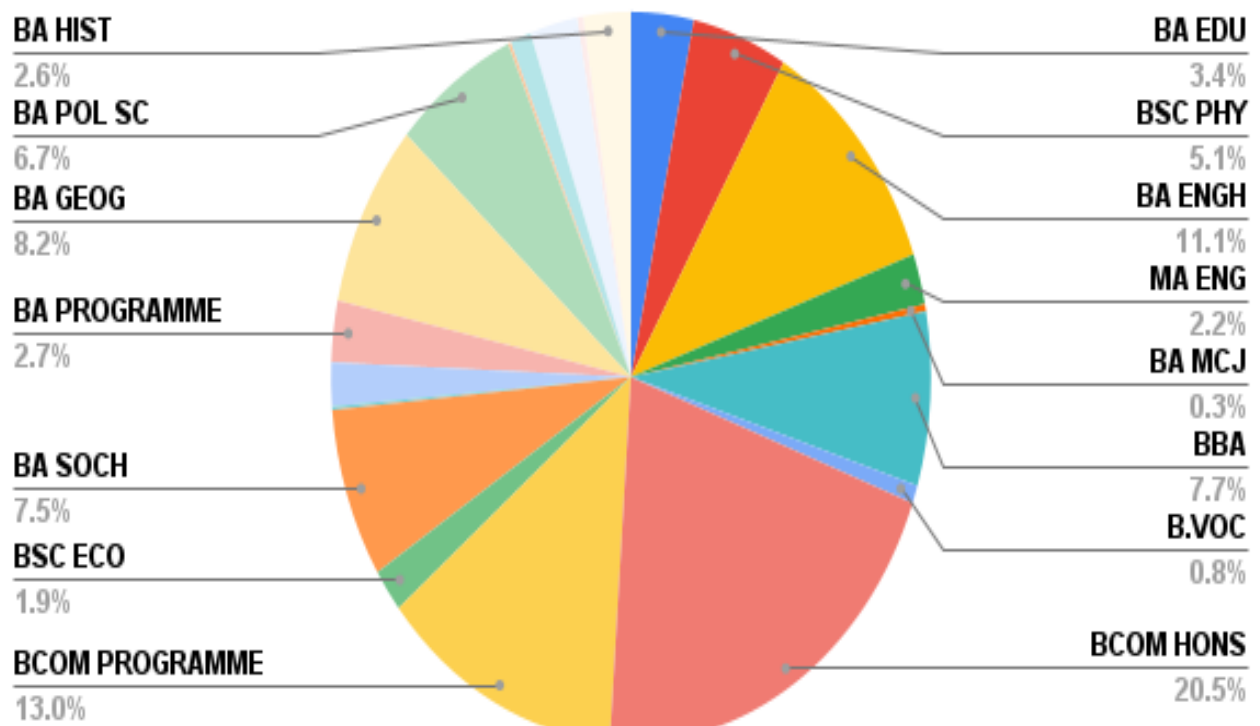
Demographic Data

For the year 2021-2022, total of a random sampling of 624 students of which 274 students were of 1st Semester, 189 students of 3rd Semester, 143 of 5th Semester, 10 students of 1st year PG and 7 students were from 2nd Year PG. Following is the pie chart of the same:



Academic stream-wise dispersion of sample was as such:

Count of Select your Course



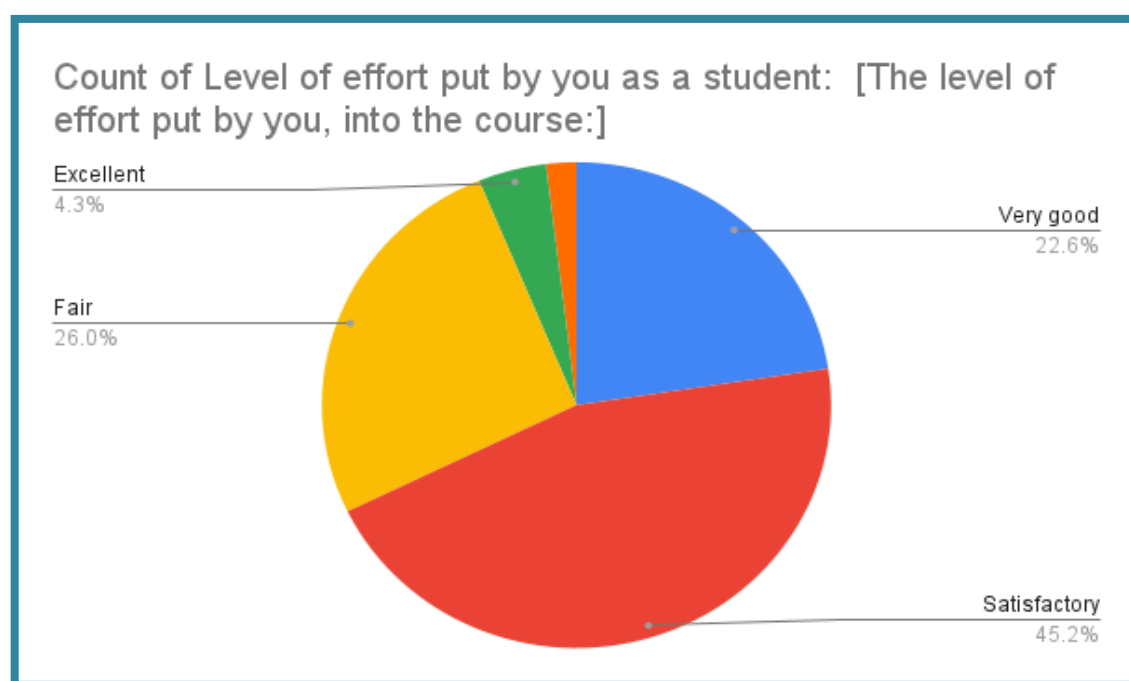
Parameters for Survey

There were a total of twenty (20) questions under seven broad categories. The parameters for one set of closed-ended questions included- Strongly disagree, Disagree, Neutral, Agree, and strongly agree. The parameters for another set of closed-ended questions included- poor, fair, satisfactory, very good, excellent (see Annexure 1).

Findings

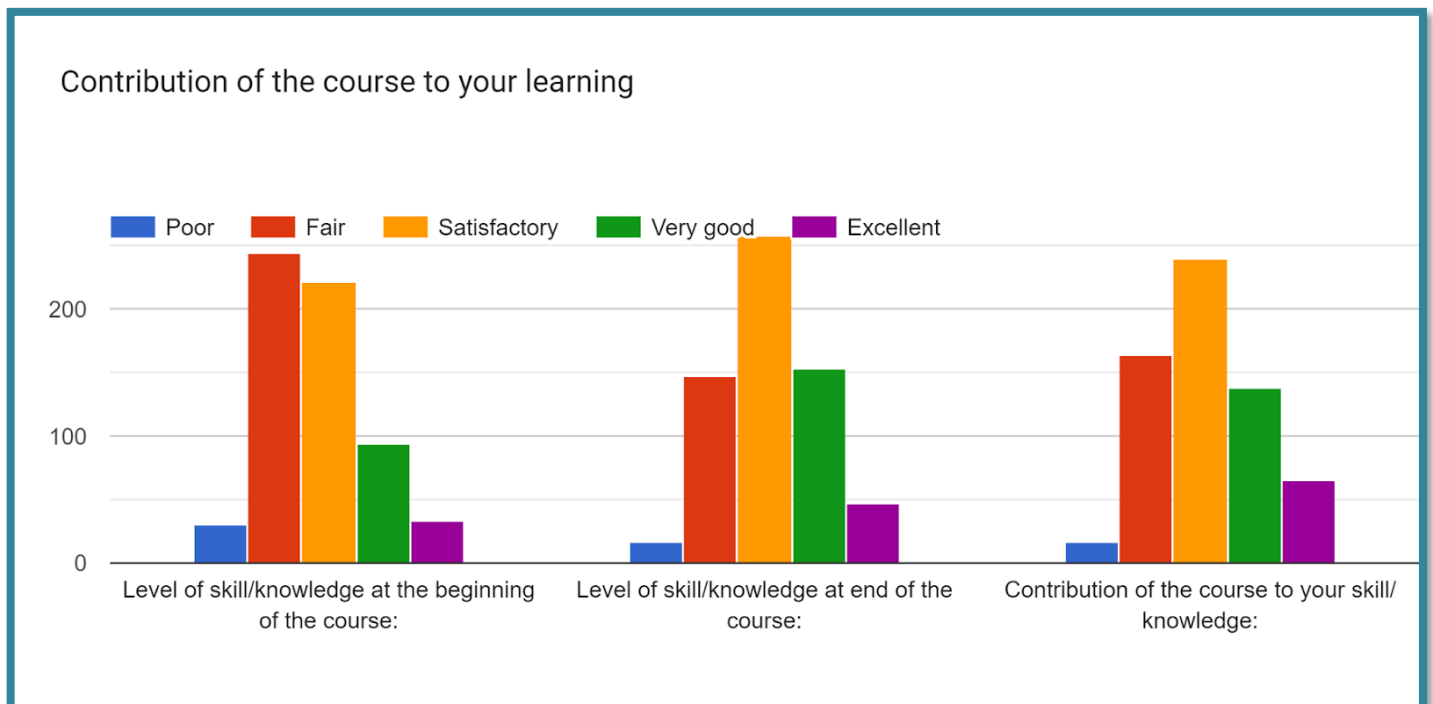
The major findings of the survey can be said to be that as a whole the students were satisfied with their academic experience in the college. Some of the responses to the major questions asked were as follows:

The level of effort put in by the students, into the course:



The sample students were asked about the level of effort put by them into the course. Out of 624 sample students, 282 said they were satisfied with the level of effort that they put into the course.

Contribution of the course in the learning of the students:

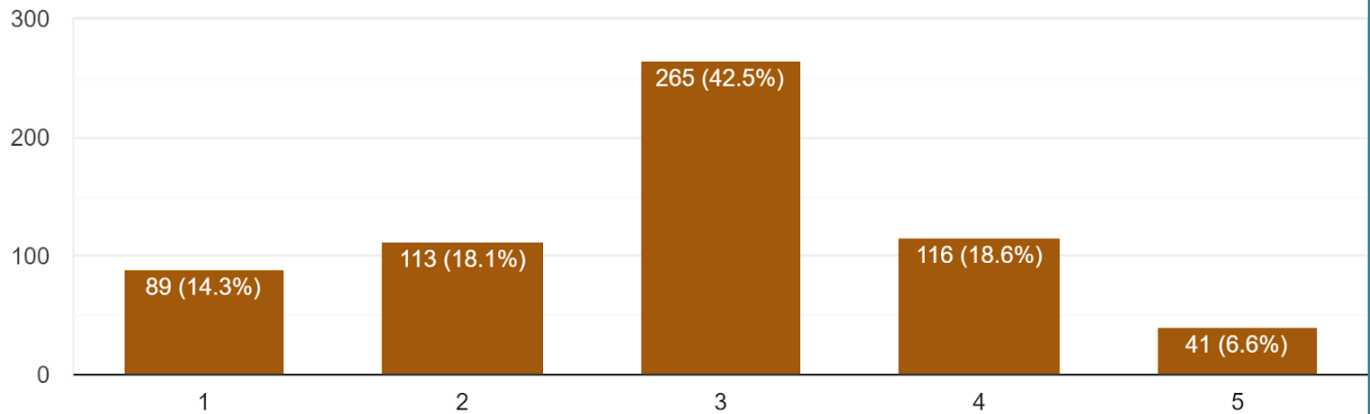


The above chart represents contribution of the course to student learning. The graph also tries to know the level of skill/knowledge at the beginning of the course and end of the course. Ultimate aim of this study is the contribution of course in enhancing the knowledge and skill of the students. The above bar graph clearly states that 240 student's accepted that the course has satisfactory contribution in their learning. 138 students find it very good and 65 students scaled it as excellent.

Usage of ICT (Including online classes and Moodle) in your department.

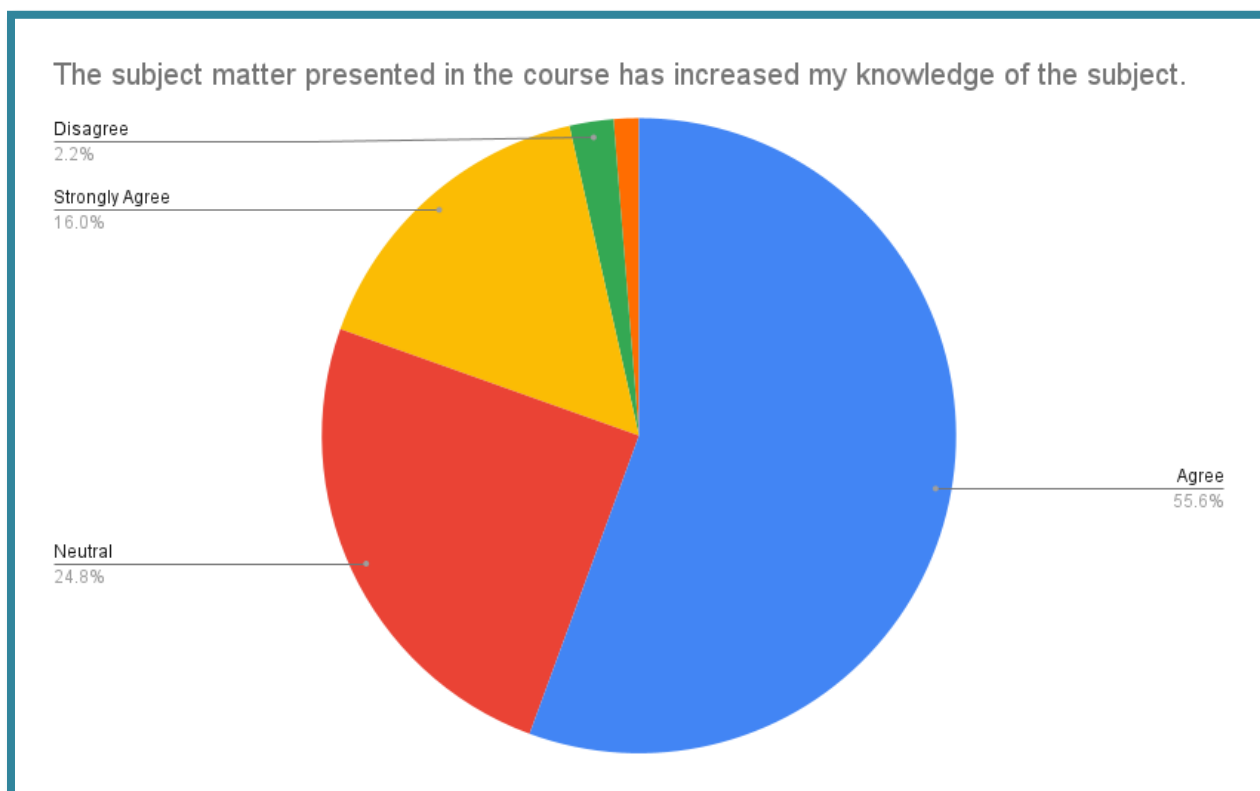
Usage of ICT (Including online classes and Moodle) in your department

624 responses



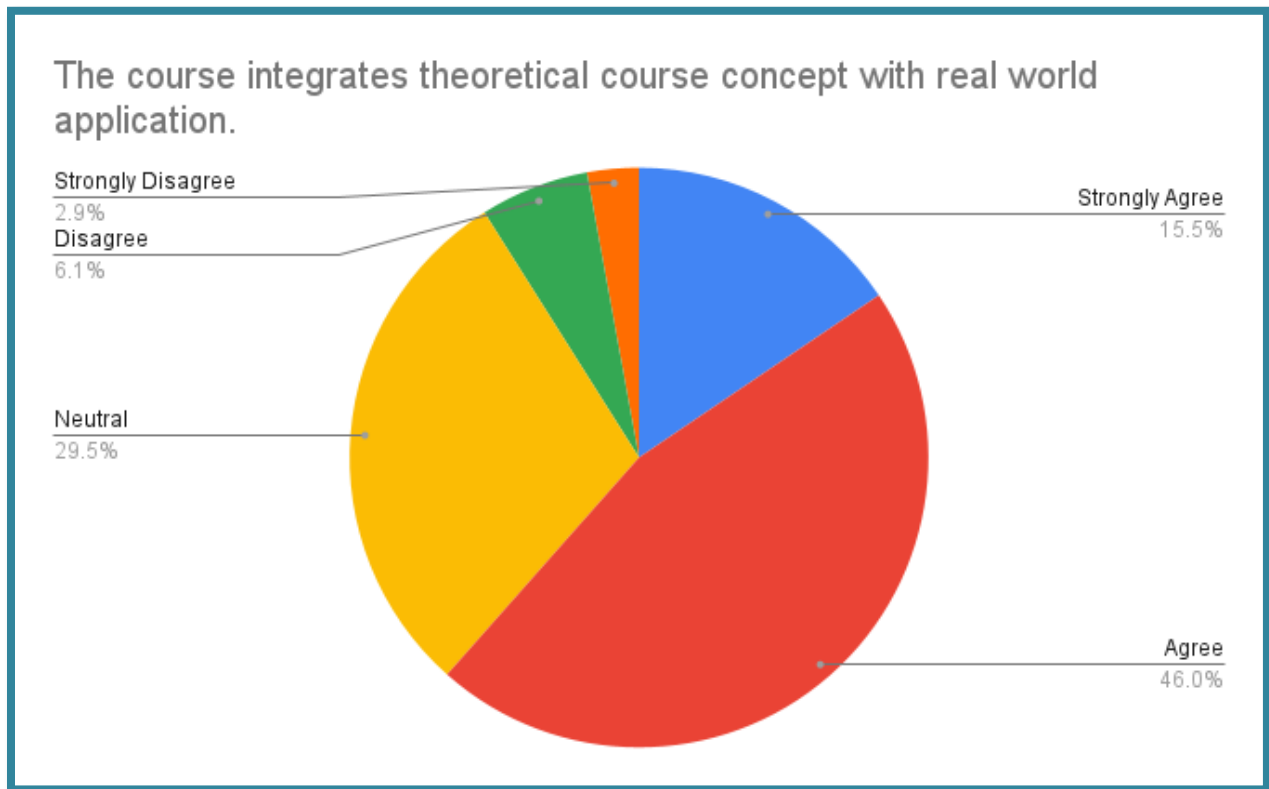
The above graph represents the usage of online content/Moodle by the different departments. Out of the total students, 41 students gave it the highest rating of 5 and 265 students gave a rating of 3. Only 89 students gave it the lowest rating of 1.

Competency of Faculty in teaching



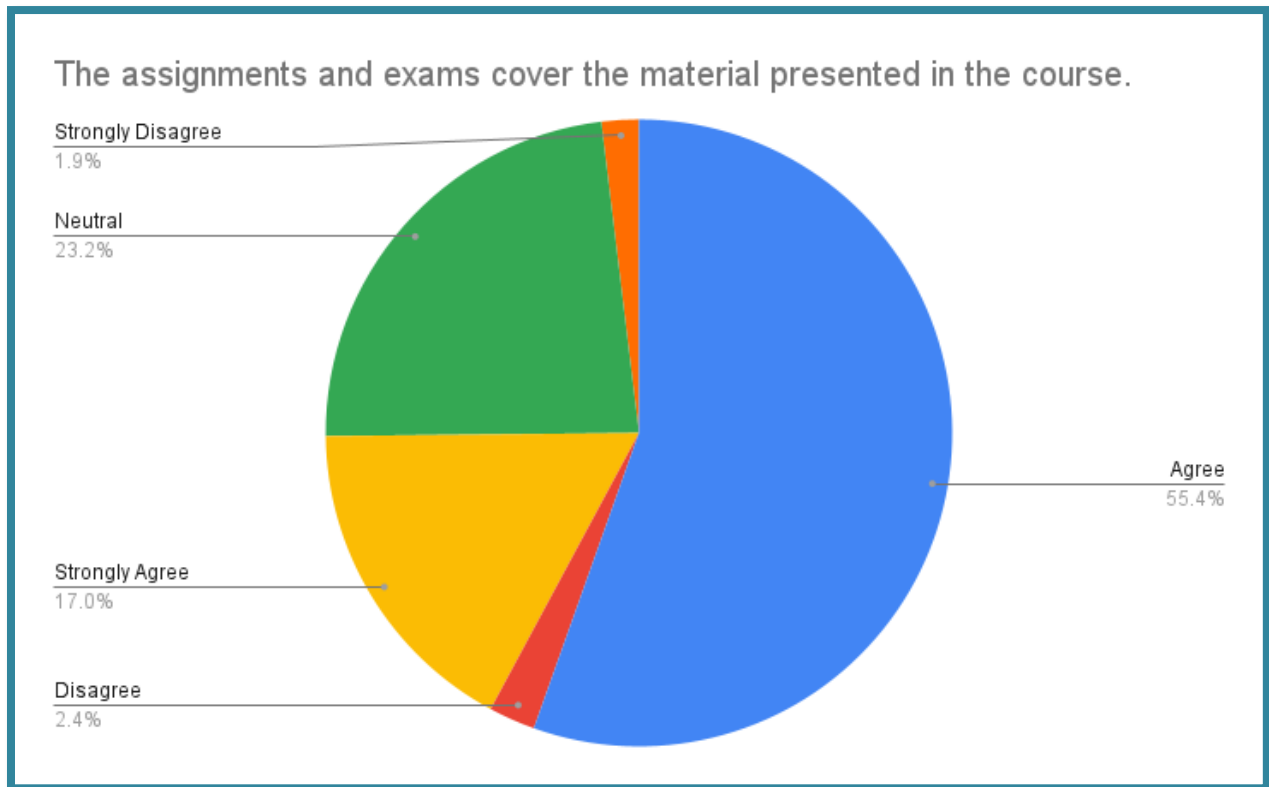
The above pie chart shows, out of all the students, 71.6% gave a positive response and out of which 16% strongly believe that this course boosted their knowledge about the subject. Only 2.2% felt that this course hasn't helped them much whereas around 24.8% remained neutral.

Theory and Real-World Applications



According to the above diagram we can conclude that, out of all the students, almost 61.5% has given the positive response in favor of theoretical course concepts with real-world applications and out of which 15.5% strongly agreed. Only 9% felt that the course concept is not so relevant with the real-world applications and also 29.5% remained neutral.

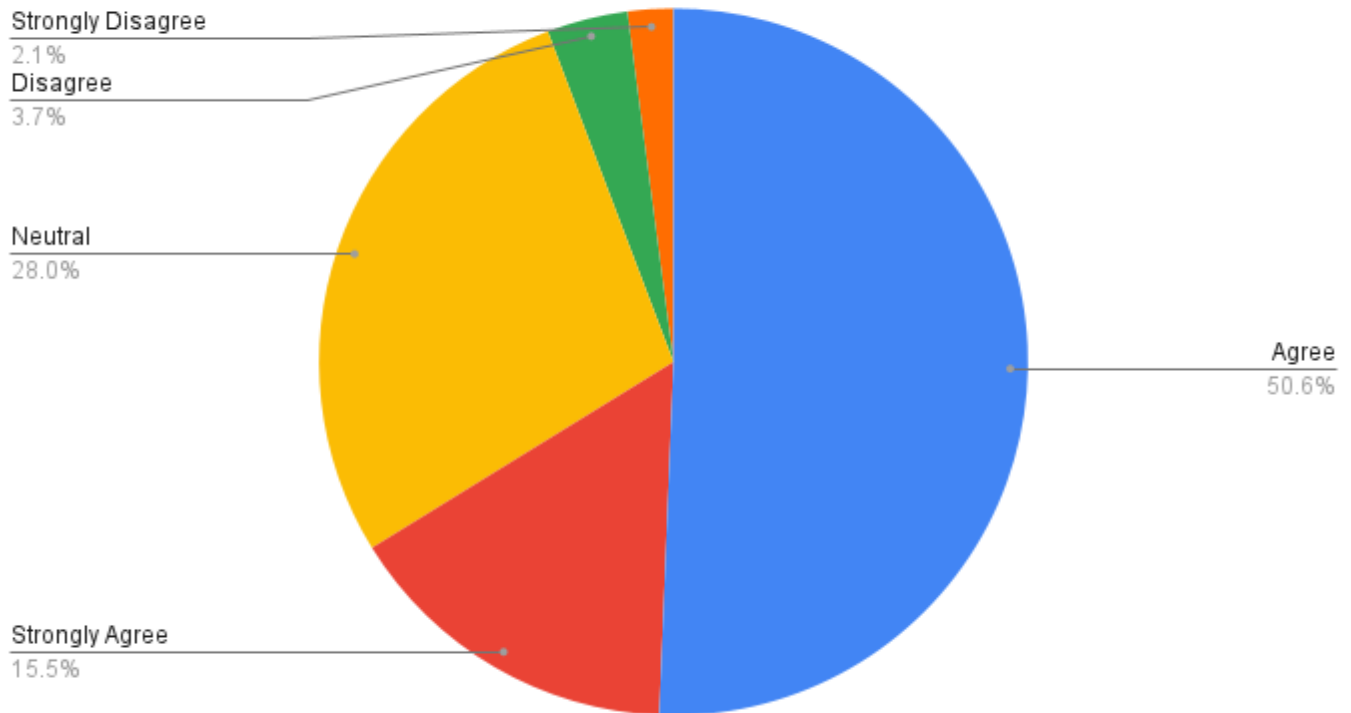
Effectiveness of Evaluation Methods



The above pie chart shows that out of all the students, 72.4% gave a positive response and out of which 17% strongly believe that this course material is fully covered by assignments and internal exams. Only 4.3% felt that these assignment and exams are not sufficient for the course material whereas, around 23% remained neutral.

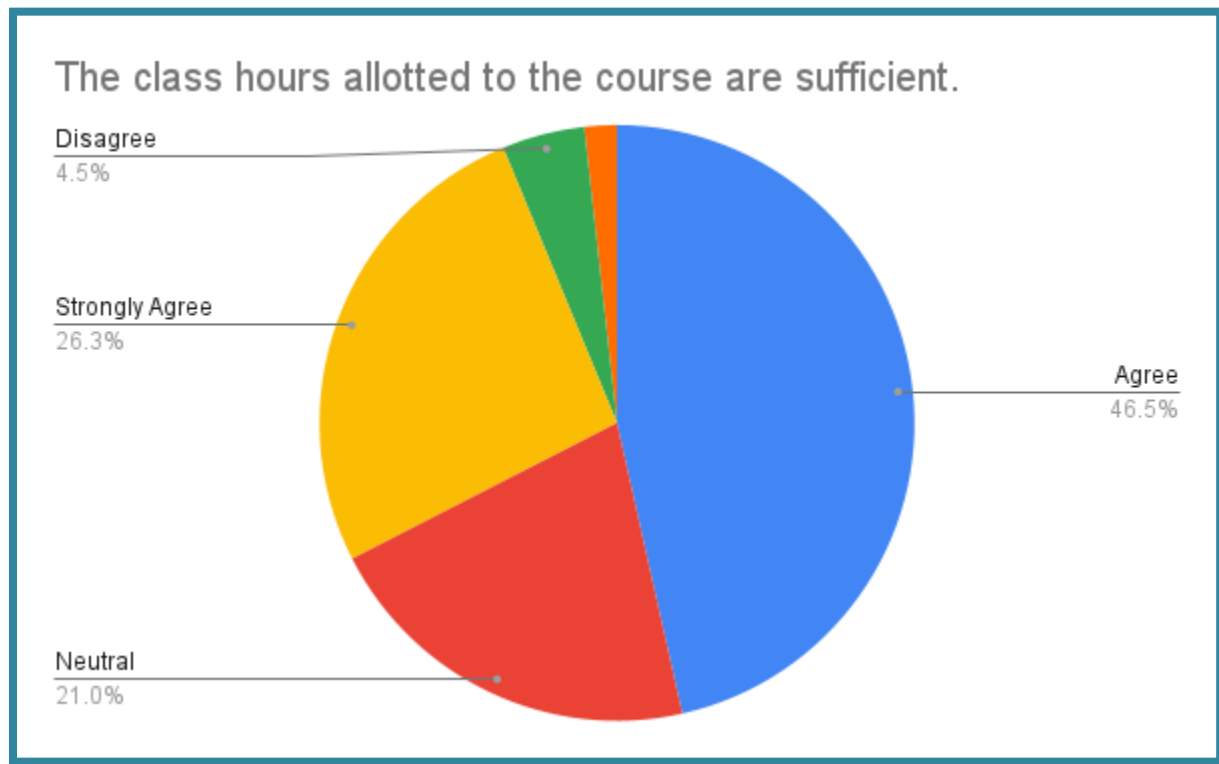
Frequent update of Course materials

The course material is modern and up to date.



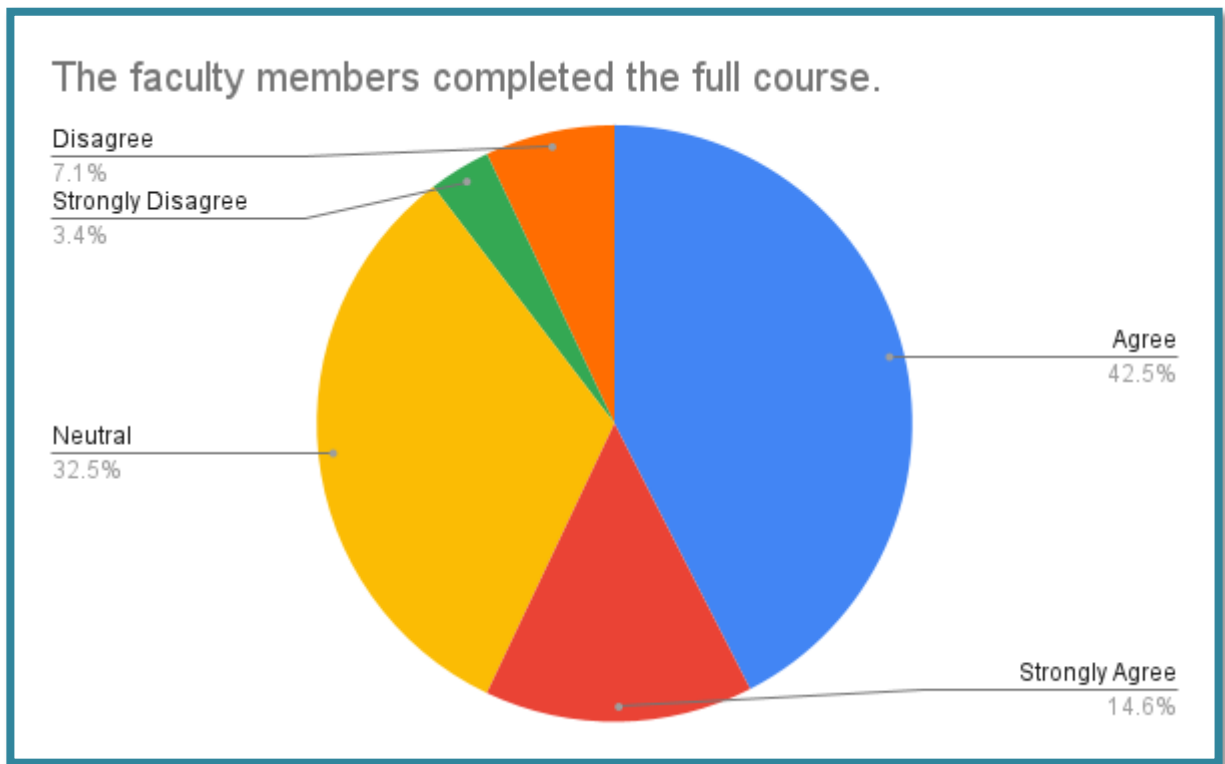
The above pie chart shows that 66.1% students found course material to be modern and up to date. Only 5.8 % students found it not to be modern where as 28% students remain neutral.

Credit Hours



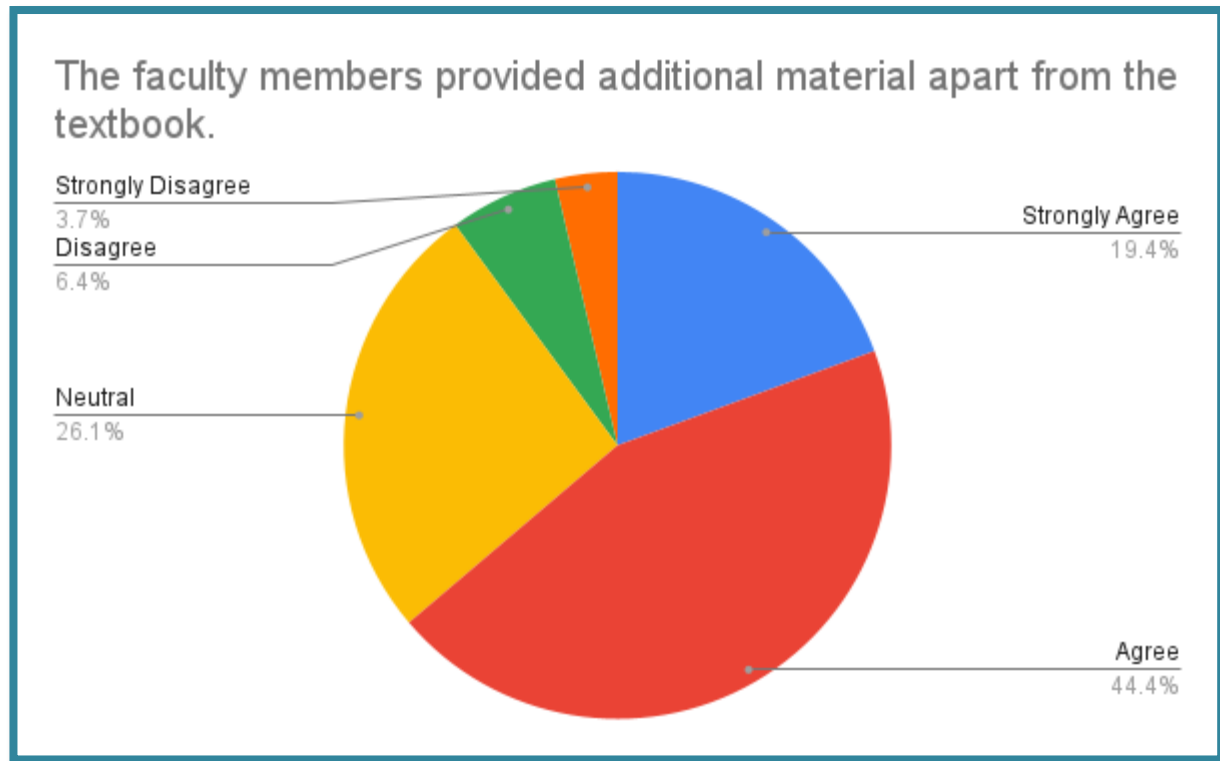
According to the above diagram we can conclude that, out of all the students, almost 72.8% has given the positive response and out of which 26.3% strongly agreed. Only 4.5% felt that the credit hours allotted are not sufficient whereas, around 21% remained neutral.

Completion of Course



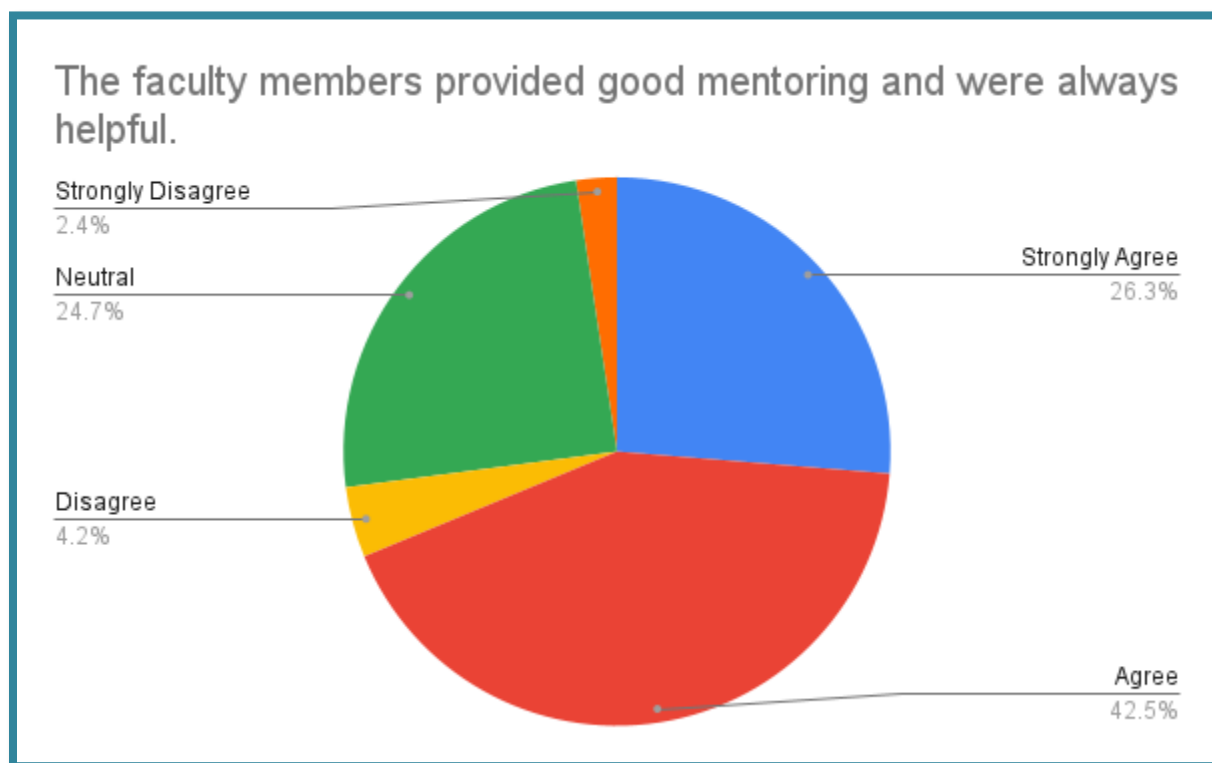
The above pie chart shows that out of all the students, 57.1% gave a positive response and out of which 3.4% strongly agree. Only 10.5% saying that faculty didn't complete the whole course and whereas, around 32.5% remained neutral.

Additional Course Material



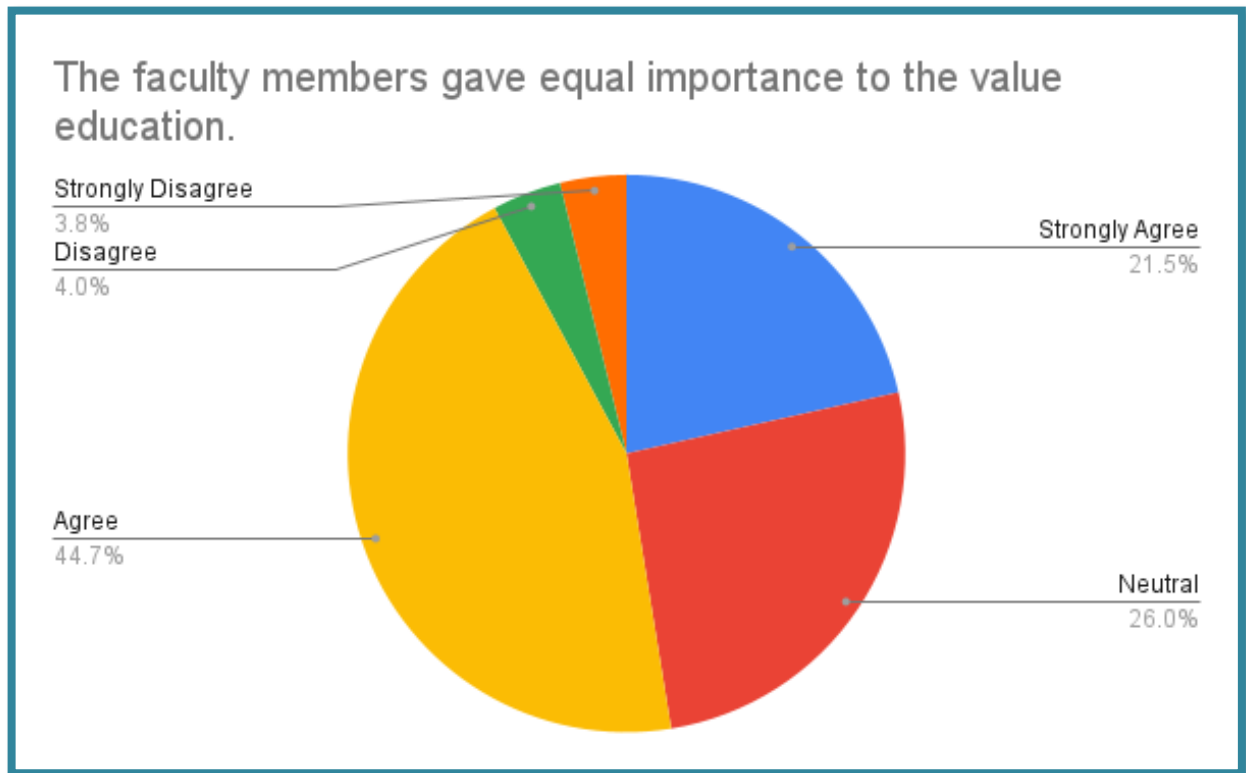
The above pie chart shows that out of all the students, 63.8% gave a positive response and out of which 19.4% strongly agree that the additional material apart from textbook was provided by the faculty. Only 10.1% has given a negative response about it whereas, around 26.1% remained neutral.

Mentoring



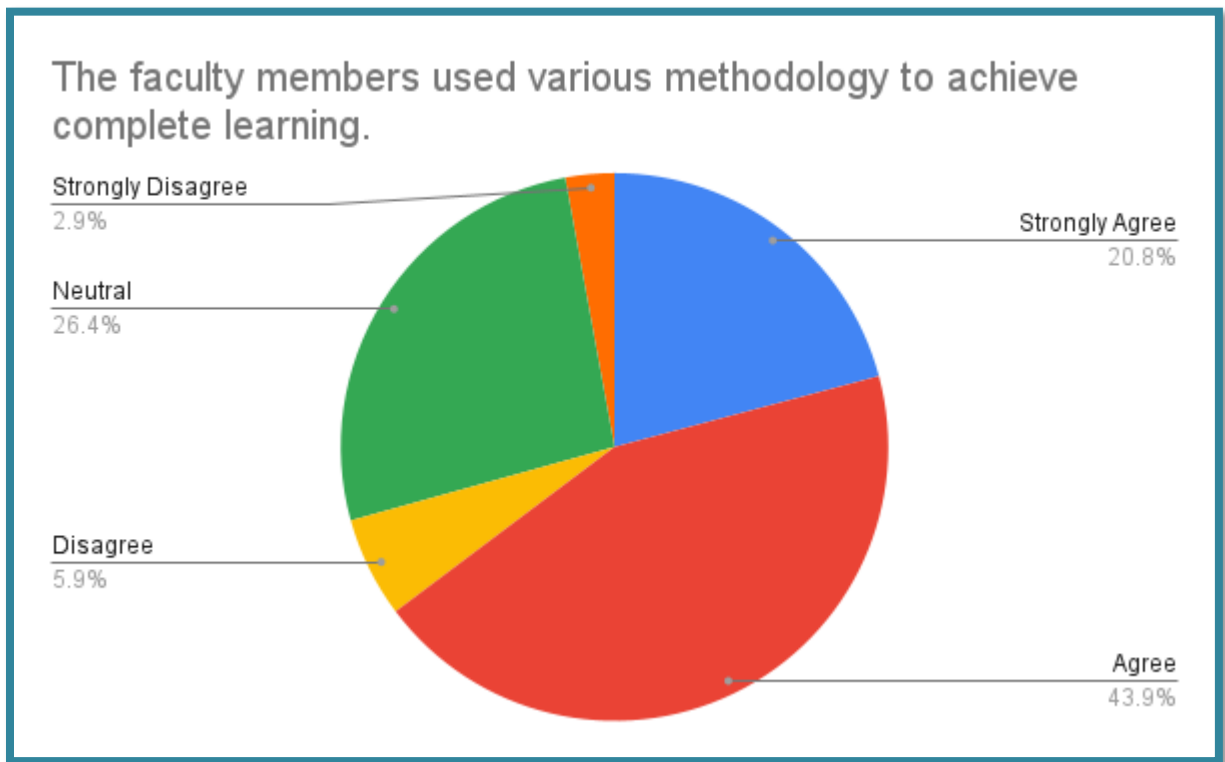
According to the above diagram, we can conclude that, out of all the students, almost 68.8% has given positive response about the nature of the mentoring. 26.3% strongly agree with the statement. Only 6.6% of the students are not comfortable with the mentoring while 24.7% remained neutral.

Value Education



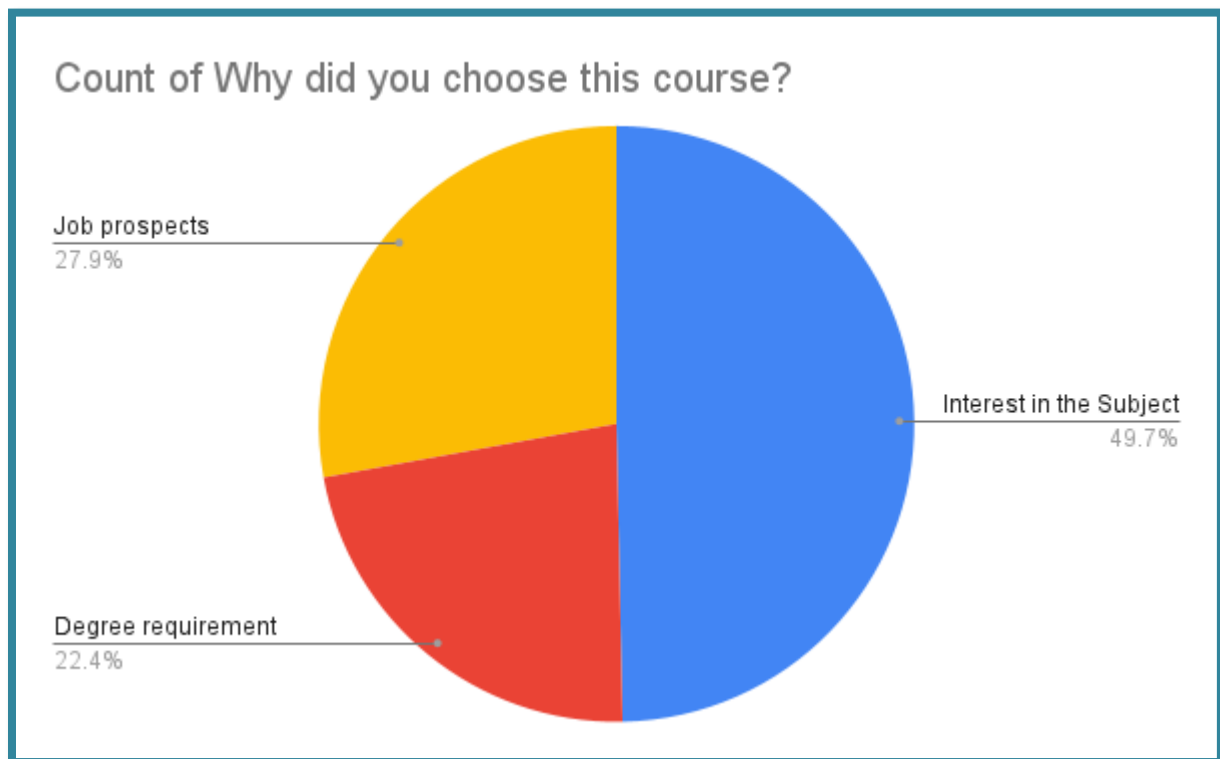
The above pie chart shows that out of all the students, 66.2% gave a positive response and out of which 21.5% strongly believe that the faculty gave equal importance to value education. Only 7.8% has given the negative response about it whereas, around 26% students remained neutral.

Uses of various methodologies



The above pie chart shows that out of all the students, 64.7% gave a positive response and out of which 20.8% strongly believe that the faculty used various methodology to achieve complete learning. Only 8.8% has given the negative response about it whereas, around 26.4% students remained neutral.

Reason behind choosing the course



For getting the reason behind the choosing course, we have constructed the above pie diagram. According to this, out of all the students, 49.7% have chosen the reason being the interest on the corresponding subject and 27.9% admitted to the course only for job prospects. Only 22.4% students have engaged with this course for acquiring a degree.

Conclusion

After analyzing all the responses having five outcomes (Strongly agree, Agree, Neutral, Disagree and Strongly disagree) based on the nine questions (pg 11 – 20), we can conclude that out of all the students around 66.20% gave a positive response and out of which 18.64% strongly agreed, 7.04% of students have answered with the negative impact and 26.76% remaining neutral in their opinion. Thus, it can be said that overall the students remain satisfied with their academic experience at the college.

Annexure

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Student Satisfaction Survey 2021-22

Student Satisfaction Survey 2021-22

Please submit feedback regarding the semester you have just completed, including feedback on course structure, content, and department.

***Required**

1. Email *

2. Semester, you belong to *

Mark only one oval.

☐ 1st Semester UG

☐ 2nd Semester UG

☐ 3rd Semester UG

☐ 4th Semester UG

☐ 5th Semester UG

☐ 6th Semester UG

☐ 1st Year PG

☐ 2nd Year PG

☐ Other: _____

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1/7

3. Select your Course *

Mark only one oval.

- ☐ BA ENGH
- ☐ BA MCJ
- ☐ BA GEOG
- ☐ BA EDU
- ☐ BA HIST
- ☐ BA SOCH
- ☐ BA POL SC
- ☐ BA PSY
- ☐ BA PROGRAMME
- ☐ BSW
- ☐ BBA
- ☐ BCOM HONS
- ☐ BCOM PROGRAMME
- ☐ BCA
- ☐ BSC COMP SC
- ☐ BSC MATH
- ☐ BSC ECO
- ☐ BSC PHY
- ☐ B.VOC
- ☐ MA EDU
- ☐ MA ENG
- ☐ MA PSY
- ☐ MSC PHY
- ☐ Other: _____

4. Level of effort put by you as a student: *

Mark only one oval per row.

	Poor	Fair	Satisfactory	Very good	Excellent
The level of effort put by you, into the course:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Contribution of the course to your learning *

Mark only one oval per row.

	Poor	Fair	Satisfactory	Very good	Excellent
Level of skill/knowledge at the beginning of the course:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of skill/knowledge at end of the course:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribution of the course to your skill/knowledge:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Usage of ICT (Including online classes and Moodle) in your department *

Mark only one oval.

Lowest

1

☐

2

☐

3

☐

4

☐

5

☐

Highest

7. Course content, Faculty and Department *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The subject matter presented in the course has increased my knowledge of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The syllabus clearly states the course objectives, procedures and grading criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course integrates theoretical course concept with real world application.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assignments and exams cover the material presented in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course material is modern and up to date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The class hours allotted to the course are sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty members completed the full course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty members provided additional material apart from the textbook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Student Satisfaction Survey 2021-22

The faculty members provided good mentoring and were always helpful.

☐☐☐☐☐

The faculty members gave equal importance to the value education.

☐☐☐☐☐

The faculty members used various methodology to achieve complete learning.

☐☐☐☐☐

8. What aspects of this course were most useful or valuable?

9. How would you improve this course?

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6/7

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Student Satisfaction Survey 2021-22

10. Why did you choose this course? *

Mark only one oval.

- ☐ Degree requirement
- ☐ Job prospects
- ☐ Interest in the Subject

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Google Forms

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7/7