

REPORT
On
Students Satisfaction Survey
(2022-2023)

Submitted by



Internal Quality Assurance Cell (IQAC)

SALESIAN COLLEGE (AUTONOMOUS)

Sonada and Siliguri Campus

www.salesiancollege.ac.in

To

National Assessment and Accreditation Council (NAAC)

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

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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 pay for an academic degree. It is the responsibility of colleges and all institutions of higher learning to indeed transform students into better humans and 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 student's satisfaction has been considered as 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 to their students during each course offering for some time (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 fulfil the vision of Saint John Bosco, lovingly referred to as Don Bosco by his students. He devoted his service to transforming the lives of students intellectually, socially and spiritually in the best of 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 student's satisfaction are adequate to know the degree to which students are satisfied.

Salesian College, Siliguri Campus, undertook a phase-wise Student Satisfaction Survey in 2023 to ascertain the satisfaction level of the students pertaining to various aspects of their academic life.

Methodology

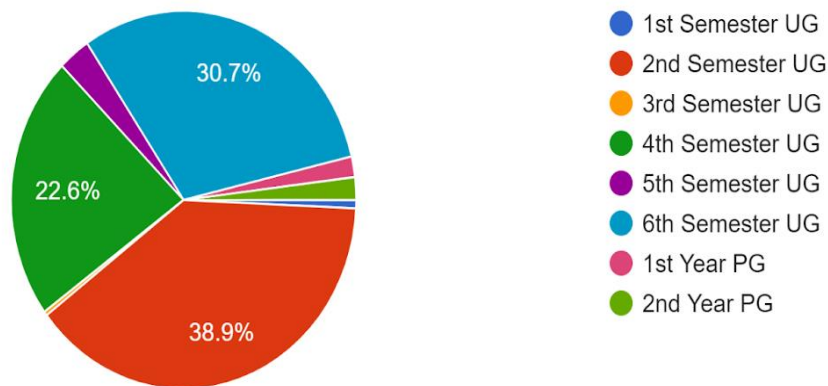
A short questionnaire consisting of both closed-ended and open-ended questions was formulated and distributed among a random sample of students from across all the departments in the College.

Demographic Data

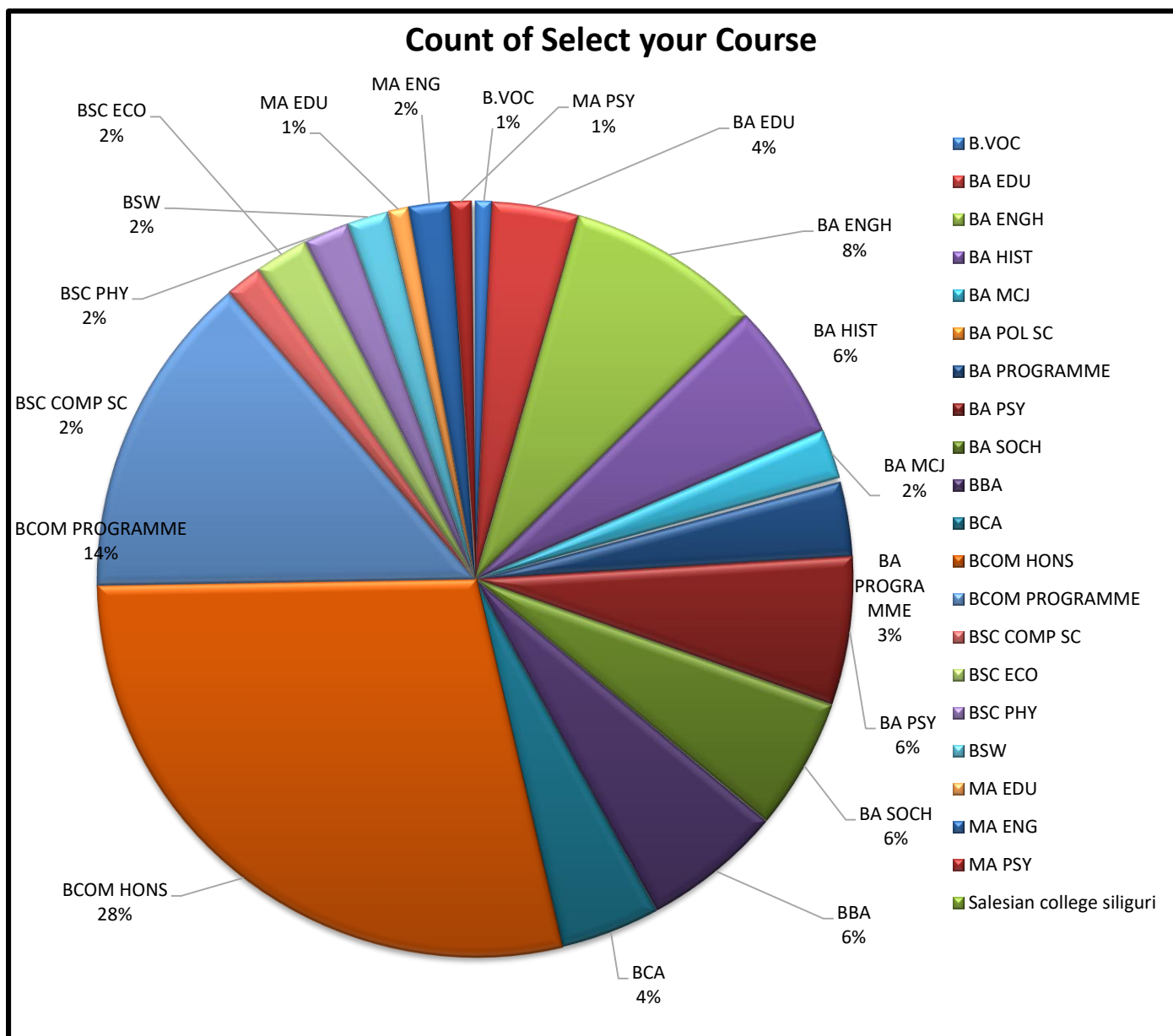
A total of 566 students were randomly chosen for the academic year 2022–2023, of which 220 students were in the 2nd Semester, 128 students were in the 4th Semester, 174 were in the 6th Semester, 10 students of 1st year PG and 11 students were from 2nd Year PG. Following is the pie chart of the same:

Semester you belong to

566 responses



Academic stream-wise dispersion of the sample was as such:



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, and excellent (see Annexure 1).

Findings

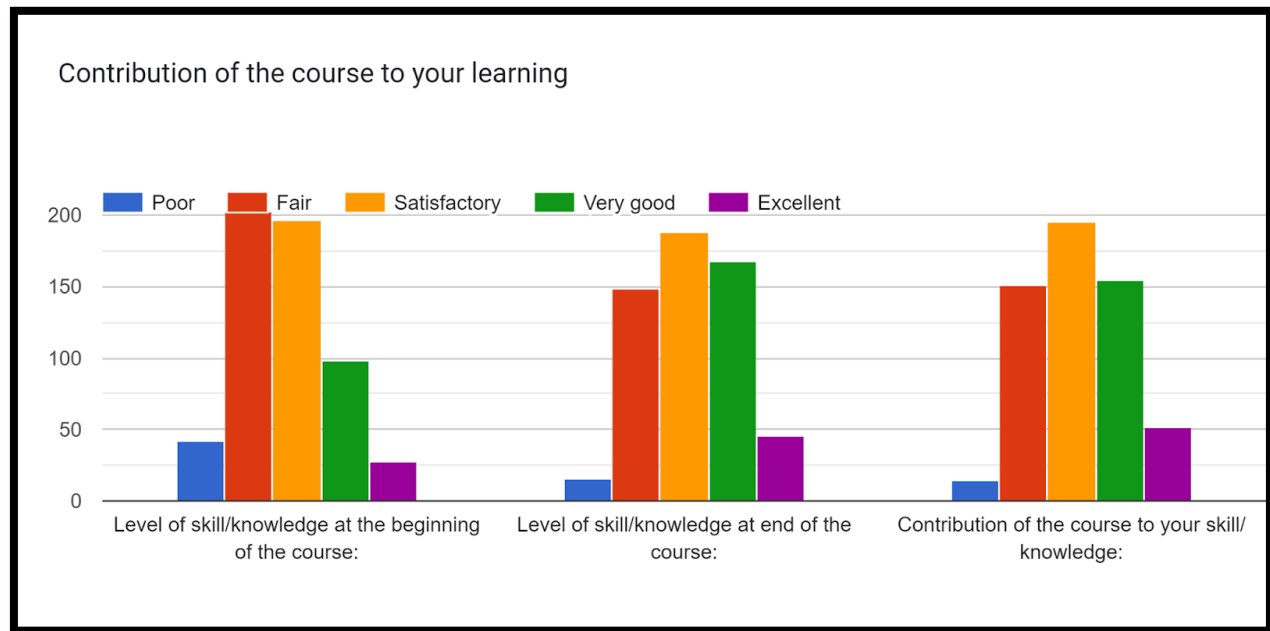
The major findings of the survey can be said to be that as a whole, the students were satisfied with their academic experience in the college. Some of the responses to the major questions asked were as follows:

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



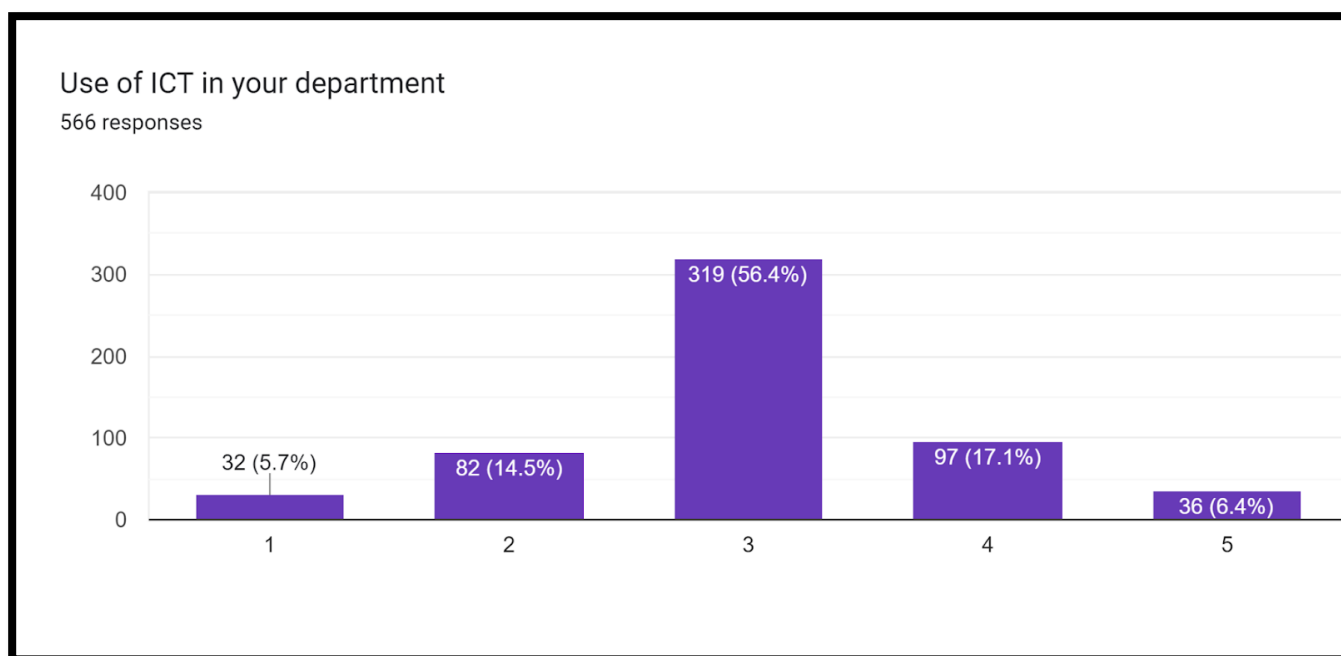
The sample students were asked about the level of effort put by them into the course. Out of 566 sample students, 450 were satisfied with the level of effort that they put into the course.

Contribution of the course to the learning of the students:



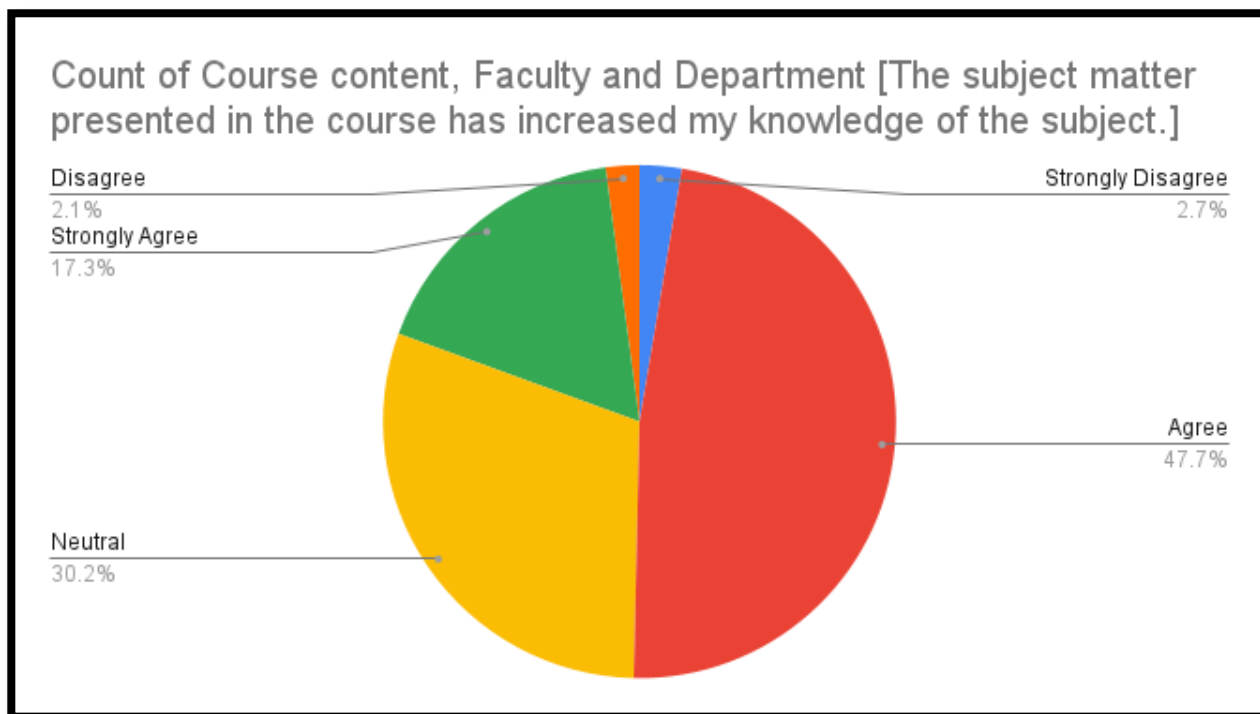
The above chart represents the contribution of the course to student learning. The graph also tries to know the level of skill/knowledge at the beginning of the course and the end of the course. The ultimate aim of this study is the contribution of the course in enhancing the knowledge and skill of the students. The above bar graph clearly states that 195 students accepted that the course has satisfactory contribution to their learning. 155 students find it very good and 51 students scaled it as excellent.

Usage of ICT in the department.



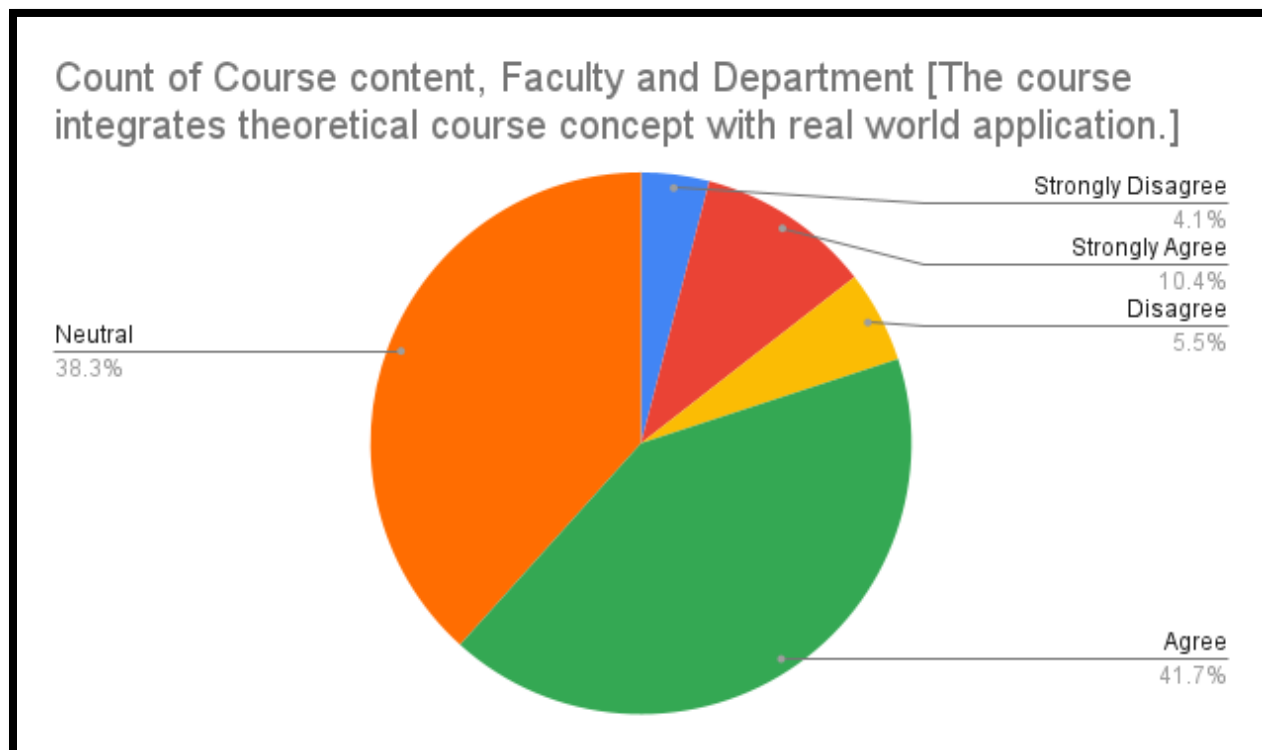
The above graph represents the use of online content/Moodle by the different departments. Out of the total students, 36 students gave it the highest rating of 5 and 97 students gave a rating of 3. Only 3 students gave it the lowest rating of 1.

Competency of Faculty in teaching



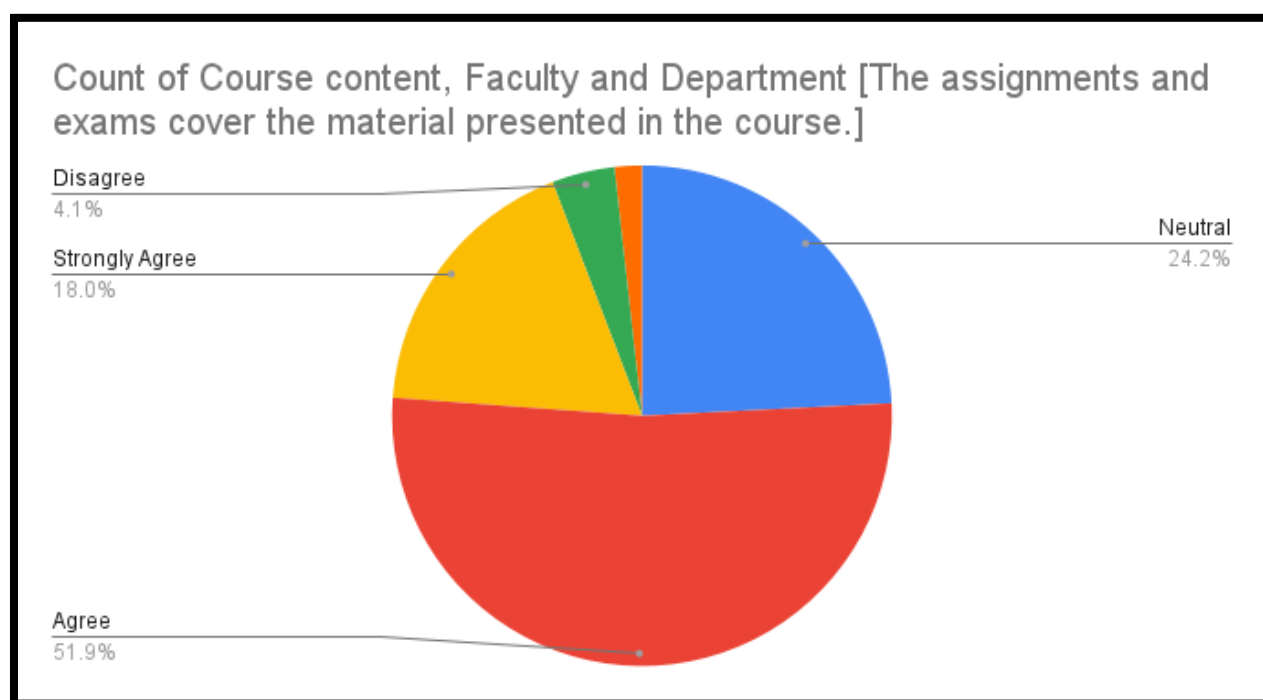
The above pie chart shows, out of all the students, 65% gave a positive response and out of which 17.3% strongly believe that this course boosted their knowledge about the subject. Only 2.7% felt that this course hasn't helped them much whereas around 30.2% remained neutral.

Theory and Real-World Applications



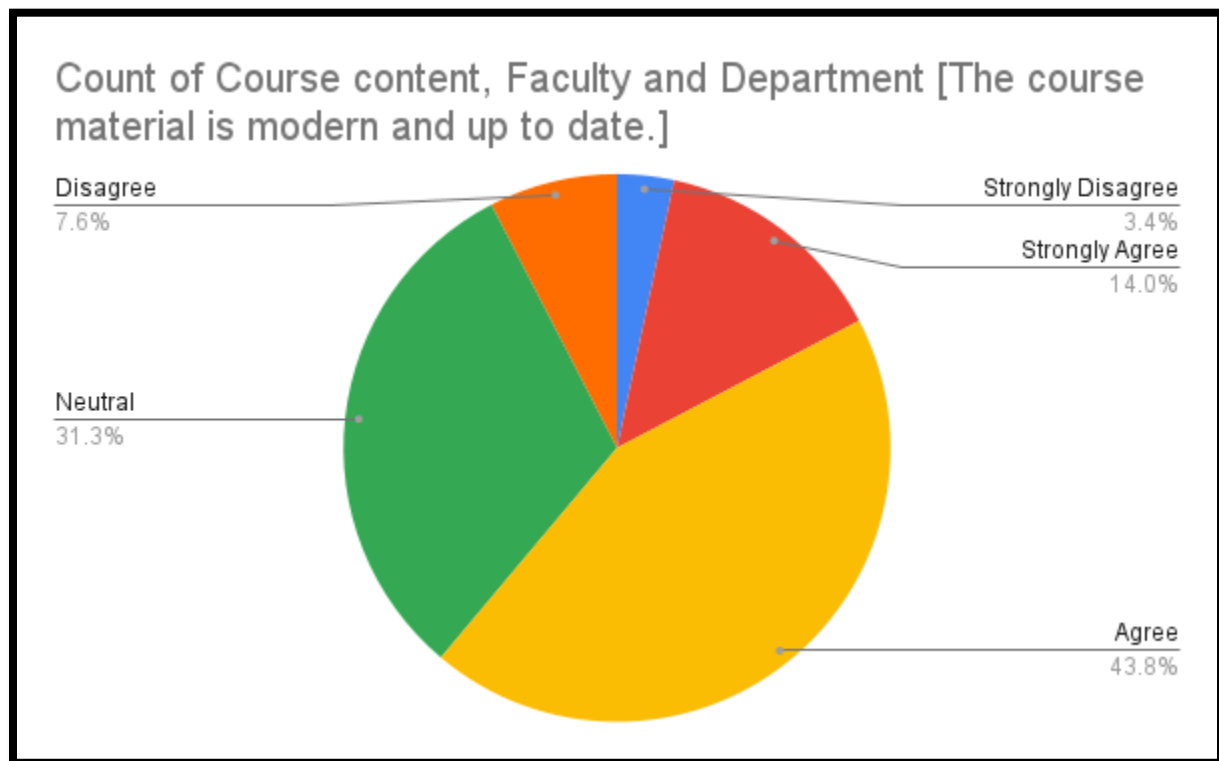
According to the above pie chart, we can conclude that, out of all the students, almost 52.1% have given a positive response in favour of theoretical course concepts with real-world applications and out of which 10.4 % strongly agreed. Only 9.6% felt that the course concept is not so relevant to real-world applications and also 38.3% remained neutral.

Effectiveness of Evaluation Methods



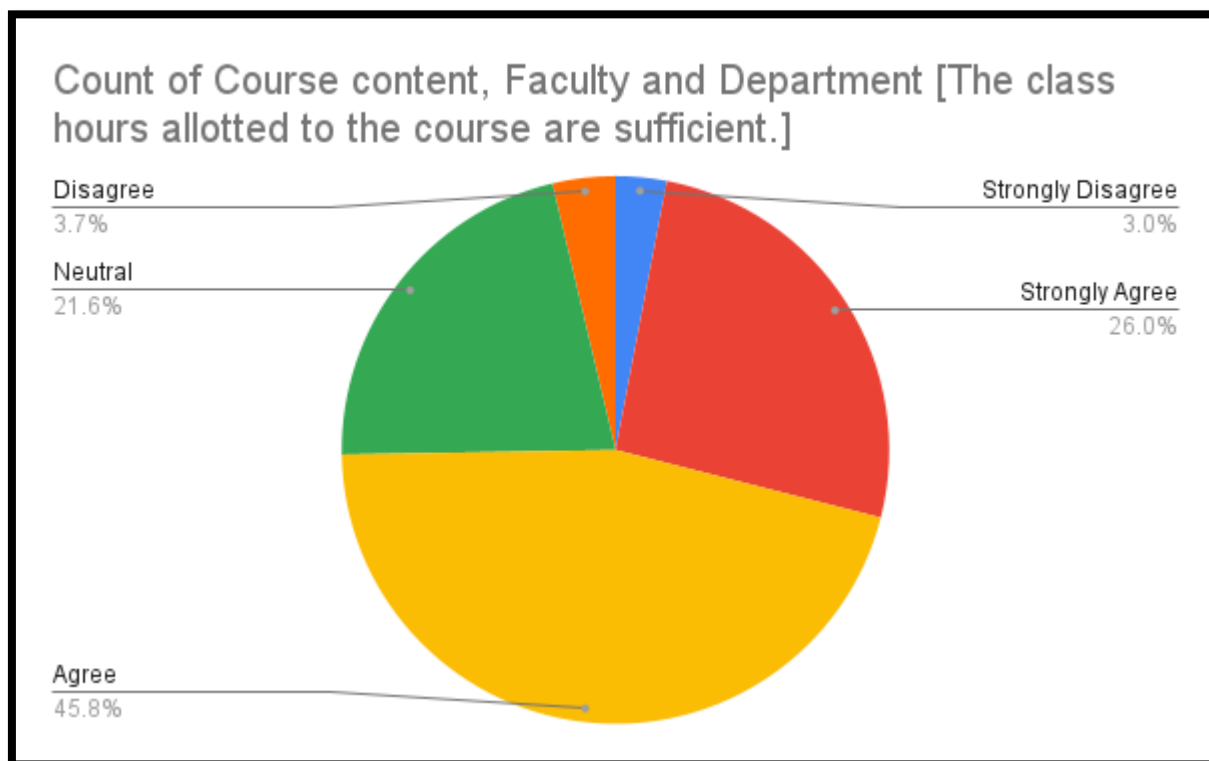
The above pie chart shows that out of all the students, 69.9% gave a positive response and out of which 18% strongly believe that this course material is fully covered by assignments and internal exams. Only 4.1% felt that these assignments and exams are not sufficient for the course material whereas around 24.2% remained neutral.

Frequent update of Course materials



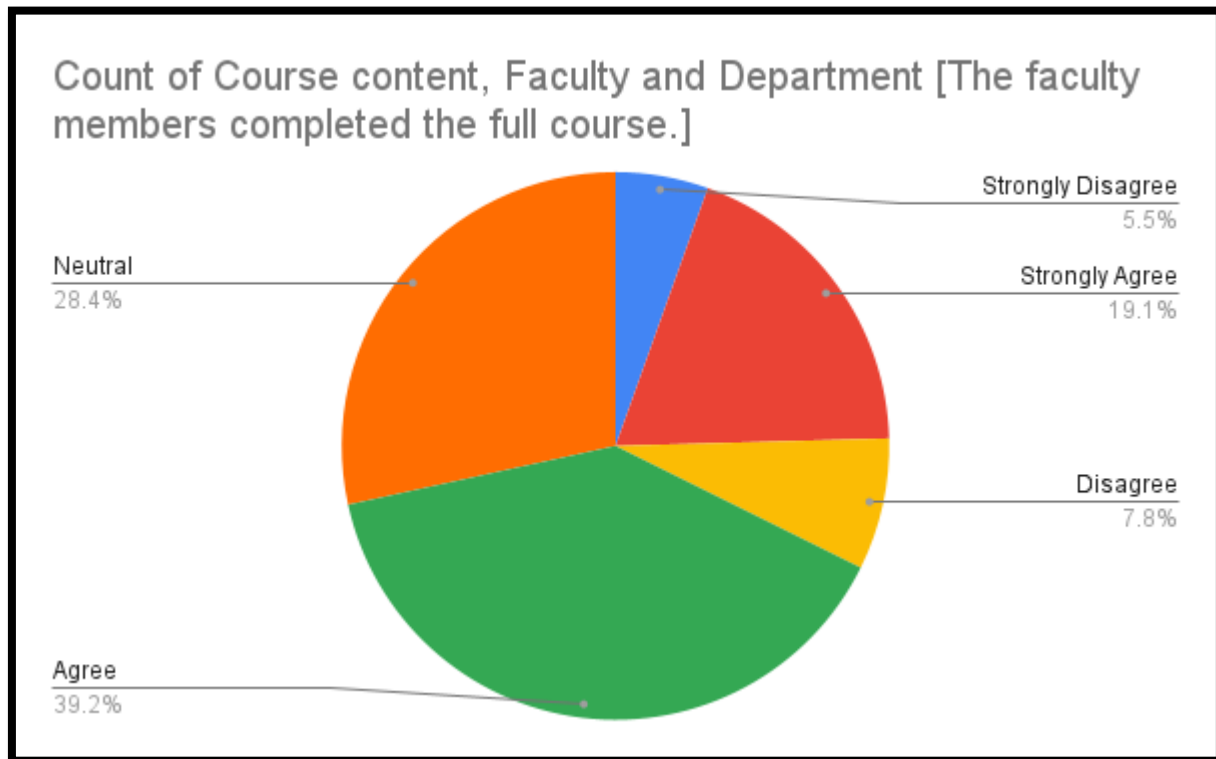
The above pie chart shows that 57.8% of students found the course material to be modern and up-to-date. Only 11 % of students found it not to be modern whereas 31.3% of students remain neutral.

Credit Hours



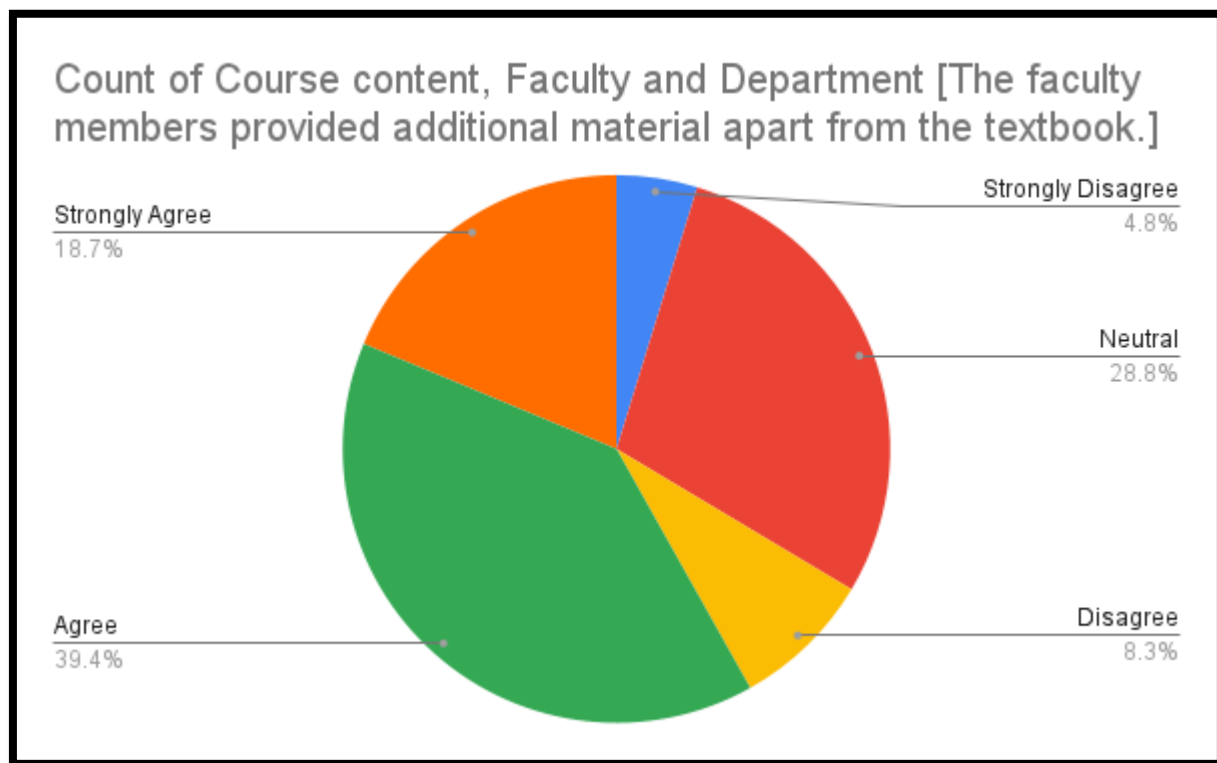
According to the above diagram, we can conclude that, out of all the students, almost 71.8% have given a positive response and out of which 26% strongly agreed. Only 6.7% felt that the credit hours allotted are not sufficient whereas around 21.6% remained neutral.

Completion of Course



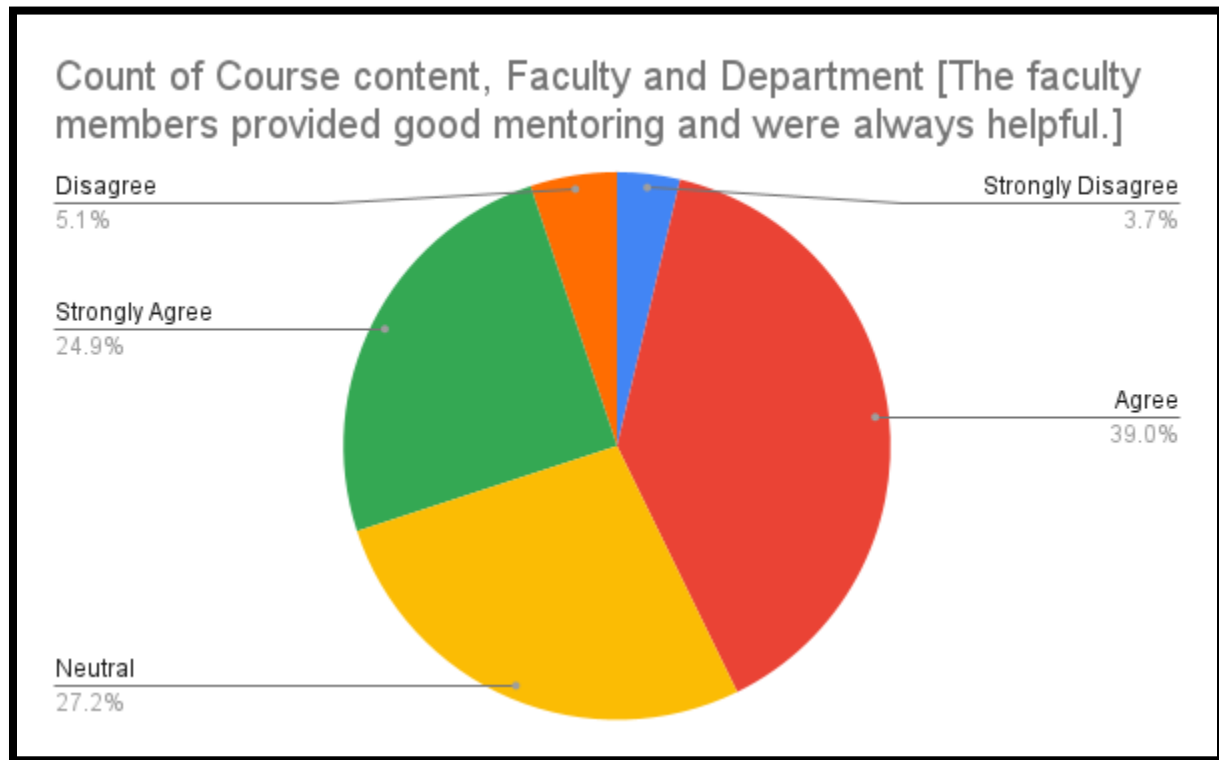
The above pie chart shows that out of all the students, 58.3% gave a positive response and out of which 19.1% strongly agree. Only 13.3% said that faculty didn't complete the whole course and whereas around 39.2% remained neutral.

Additional Course Material



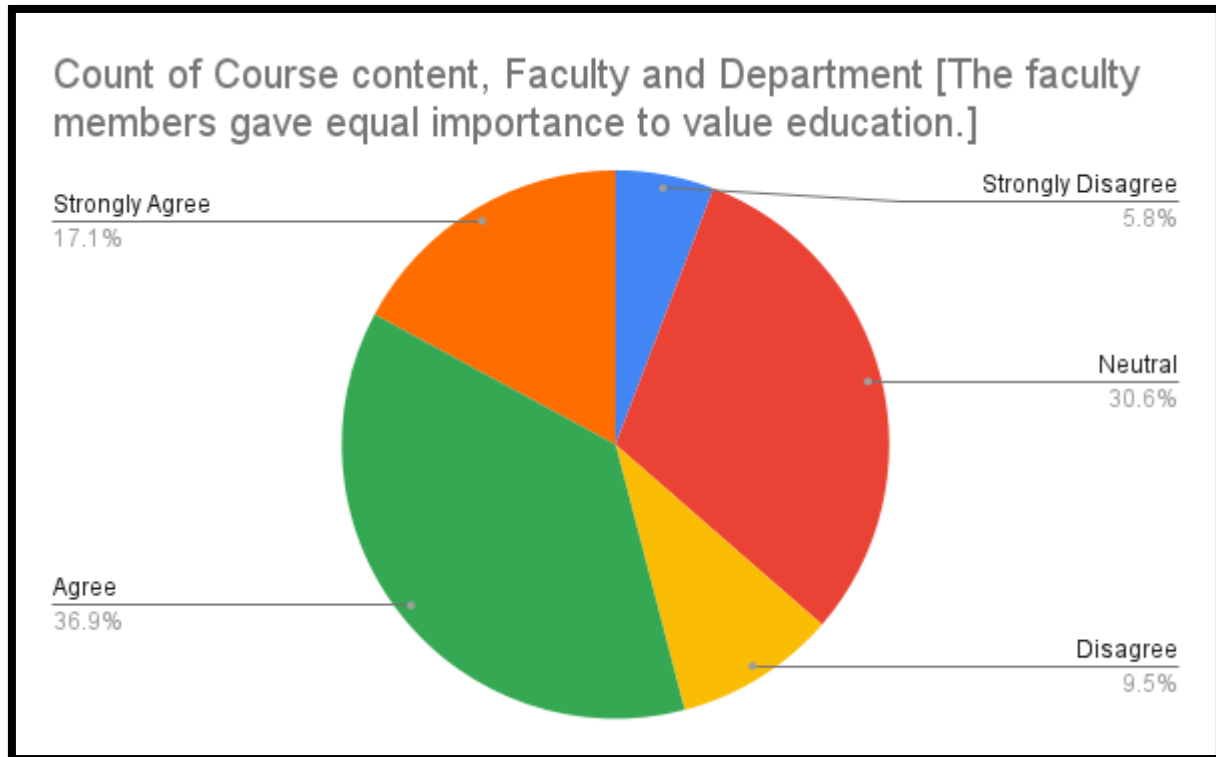
The above pie chart shows that out of all the students, 58.1% gave a positive response and out of which 18.7% strongly agree that the additional material apart from the textbook was provided by the faculty. 13.1% of the students have given a negative response about it whereas around 28.8% remained neutral.

Mentoring



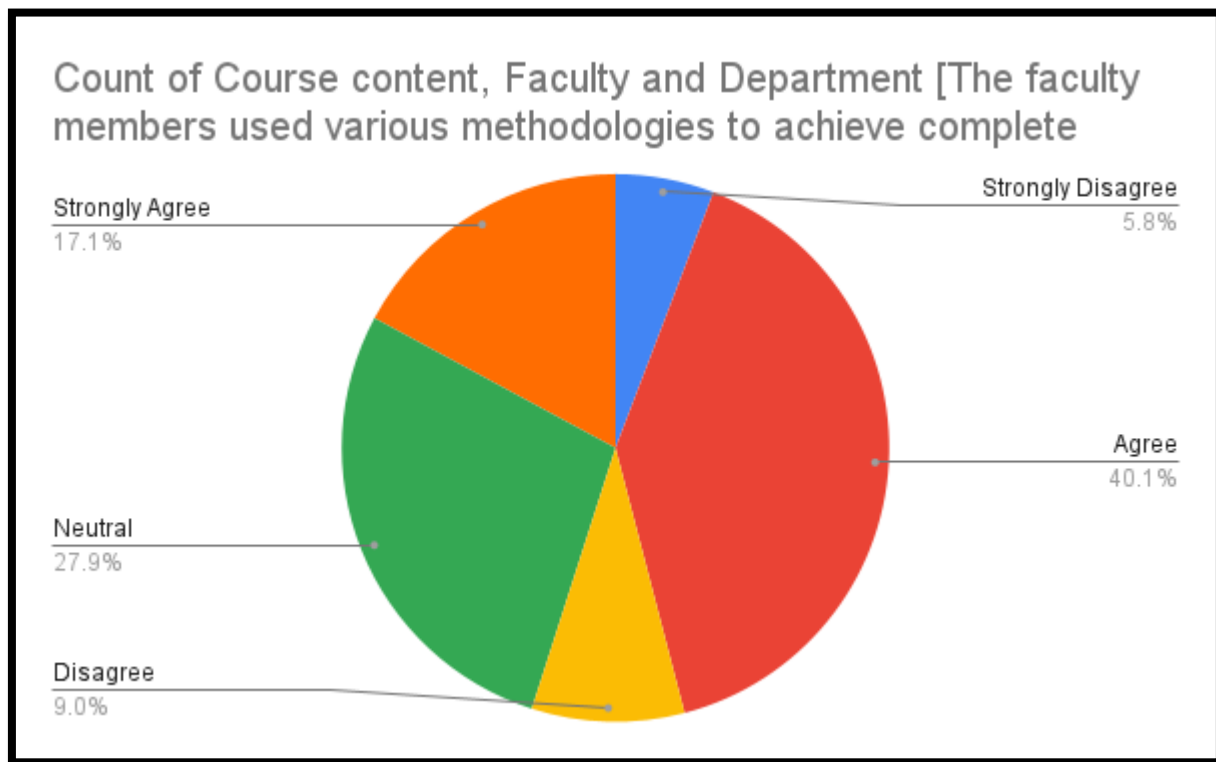
According to the above diagram, we can conclude that out of all the students, almost 63.9% have given positive responses about the nature of mentoring. 24.9% strongly agree with the statement. Only 8.8% of the students are not comfortable with the mentoring while 27.2% remained neutral.

Value Education



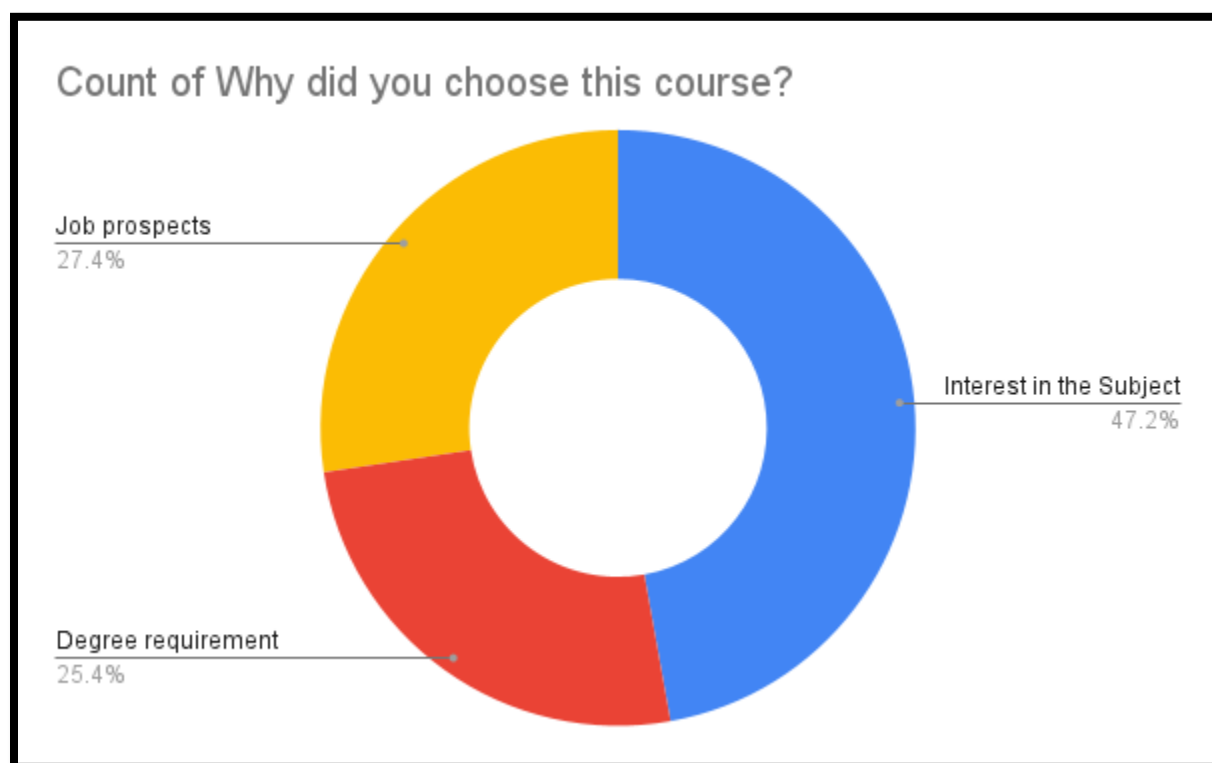
The above pie chart shows that out of all the students, 54% gave a positive response and out of which 17.1% strongly believe that the faculty gave equal importance to value education. Only 15.3% has given a negative response about it whereas around 30.6% of students remained neutral.

Uses of various methodologies



The above pie chart shows that out of all the students, 57.2% gave a positive response and out of which 17.1% strongly believe that the faculty used various methodologies to achieve complete learning. Only 14.8% have given a negative response about it whereas, around 27.9% of students remained neutral.

The reason behind choosing the course



To interpret the reason behind the choice of the course, we have constructed the above pie diagram. According to this, out of all the students, 47.2% have chosen the reason being their interest in the corresponding subject and 27.4% admitted to the course only for job prospects. However, 25.4% of 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 60.8% gave a positive response out of which 18.26% strongly agreed, 9.94% of students have answered giving negative feedback and 29.93% remained neutral in their opinion. Thus, it can be said that overall majority of the students remain satisfied with their academic experience at the college.

Annexure

Student Satisfaction Survey 2022-23

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

* Indicates required question

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:

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 in 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. Use of ICT 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.

☐ ☐ ☐ ☐ ☐

8. Course content, Faculty and Department *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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"/>

9. Course content, Faculty and Department *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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"/>

10. Course content, Faculty and Department *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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"/>

11. Course content, Faculty and Department *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The course material is modern and up to date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Course content, Faculty and Department *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The class hours allotted to the course are sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Course content, Faculty and Department *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The faculty members completed the full course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Course content, Faculty and Department *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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"/>

15. Course content, Faculty and Department *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The faculty members provided good mentoring and were always helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Course content, Faculty and Department *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The faculty members gave equal importance to value education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Course content, Faculty and Department *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The faculty members used various methodologies to achieve complete learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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Student Satisfaction Survey 2022-23

19. How would you improve this course?

20. Why did you choose this course? *

Mark only one oval.

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

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