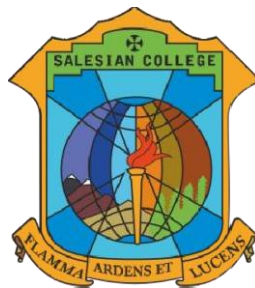# REPORT
On
Students Satisfaction Survey (2019-2020)

Submitted by

Internal Quality Assurance Cell (IQAC)

SALESIAN COLLEGE
Sonada and Siliguri Campus

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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 in that attention must be paid to all 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 some time (Sedlin, 1993).

The DON BOSCO Way

Salesian College, Sonada and Siliguri is one 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 strives to fulfill the vision of Saint John Bosco, lovingly referred to as Don Bosco, by according students a devoted 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 indispensible. 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.
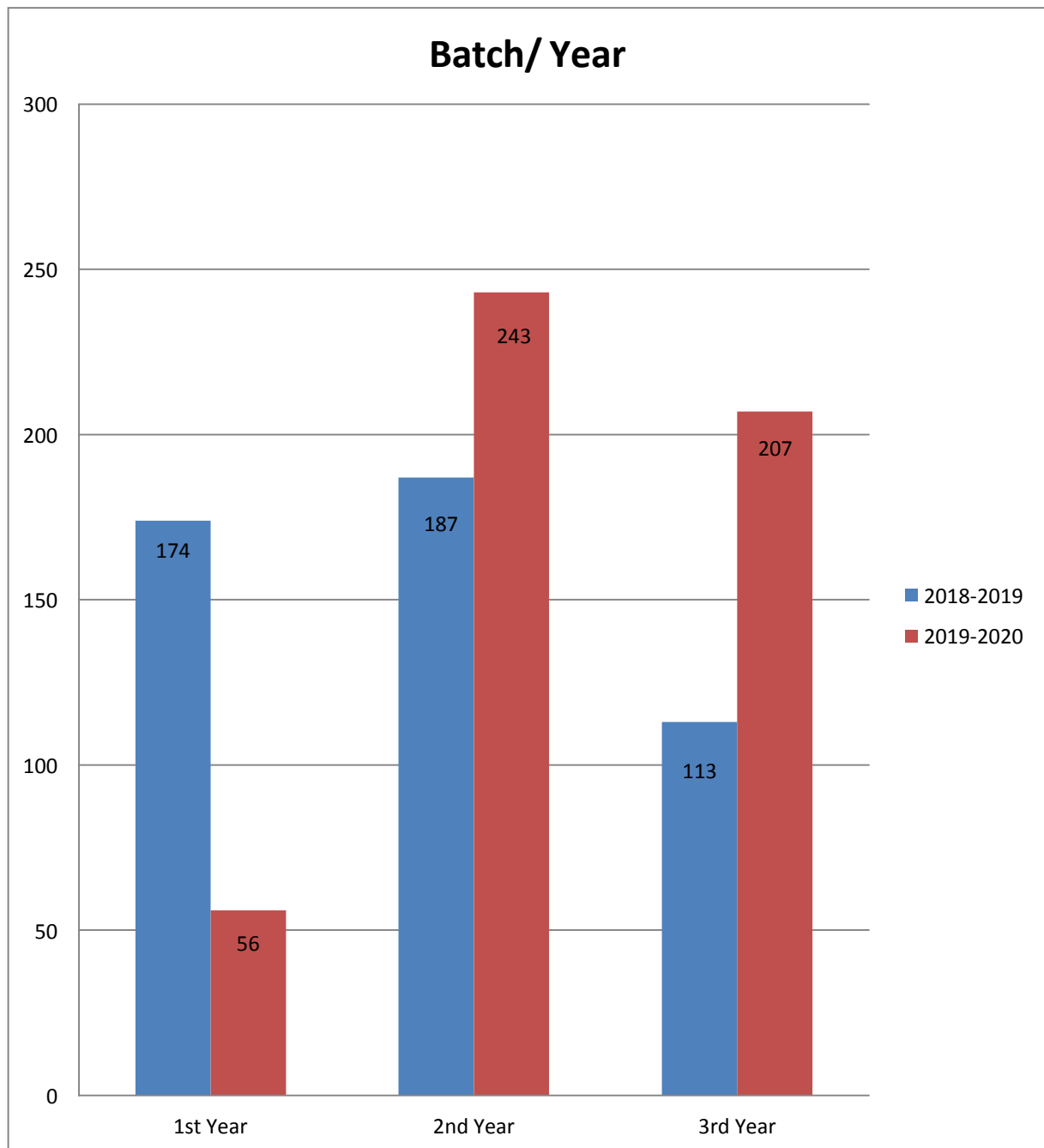
Salesian College Siliguri Campus undertook a phase wise students satisfaction survey in 2020 to ascertain the satisfaction level of the students pertaining to various facts of their academiclife through online mode.
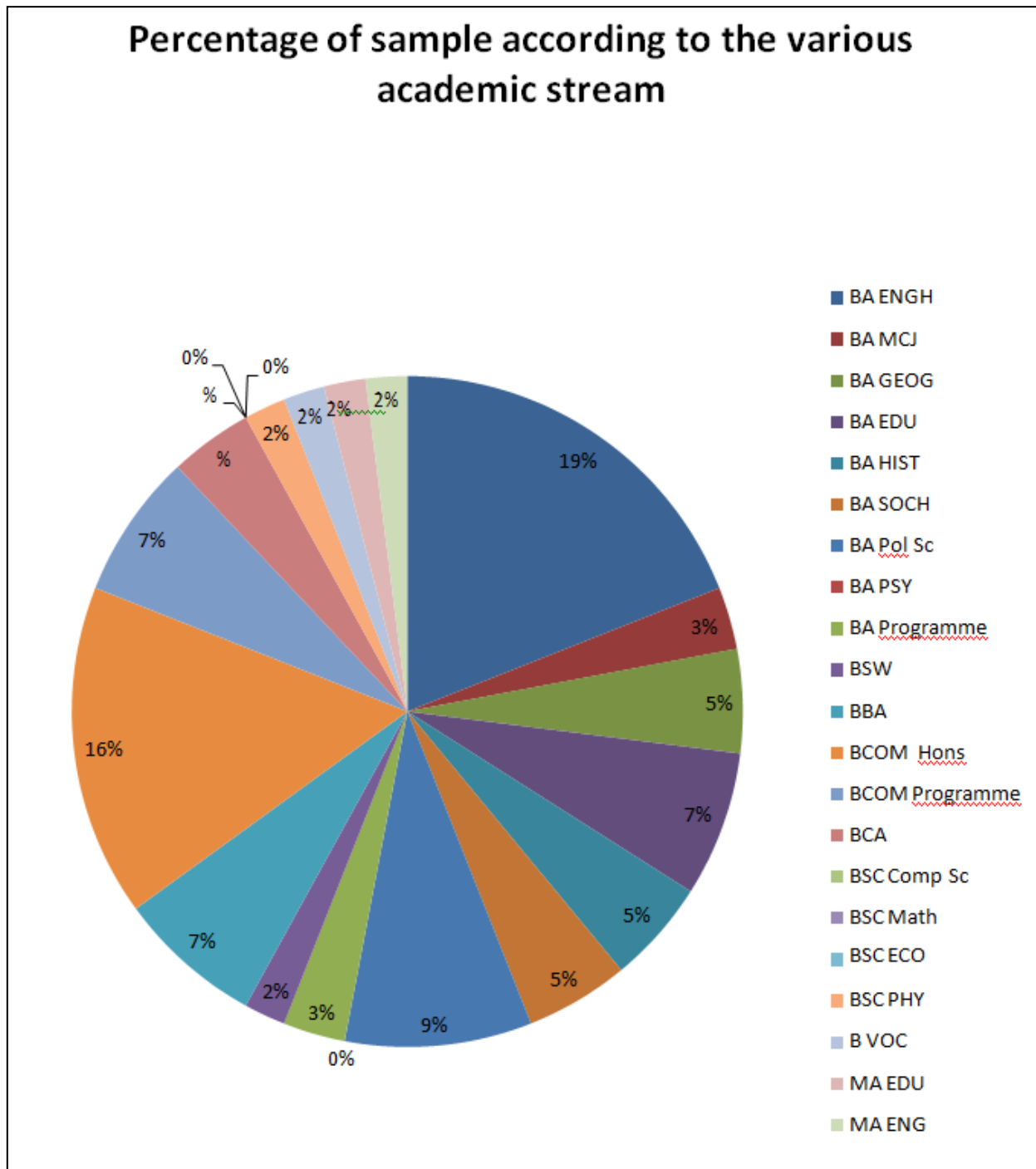
Methodology

A short questionnaire of both close 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 2019-2020, total of a random sampling of 506 students of which 56 were from 1st year (UG&PG both), 243 from 2nd year(UG&PG both) and 207 from 3rd year. In 2018-2019 this survey was conducted among 474 students of which 174 were from 1st year, 187 from 2nd year and 113 from 3rd year. To compare the total responses of batch wise between these two consecutive academic years, we have shown in bar diagram.

Batch/ Year

The academic stream-wise dispersion of sample was as such:

Percentage of sample according to the various academic stream

Legend:
- 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

Pie chart values: 19%, 3%, 5%, 7%, 5%, 5%, 9%, 0%, 3%, 2%, 7%, 16%, 7%, %, 2%, 0%, %, 0%, 2%, 2%, 2%, 2%

Parameters for Survey

There were a total of twenty two questions under seven broad categories. The parameters for close ended questions included Strongly disagree, disagree, neutral, agree, strongly agree and poor, fair, satisfactory, very good, excellent (see Annexure 1).
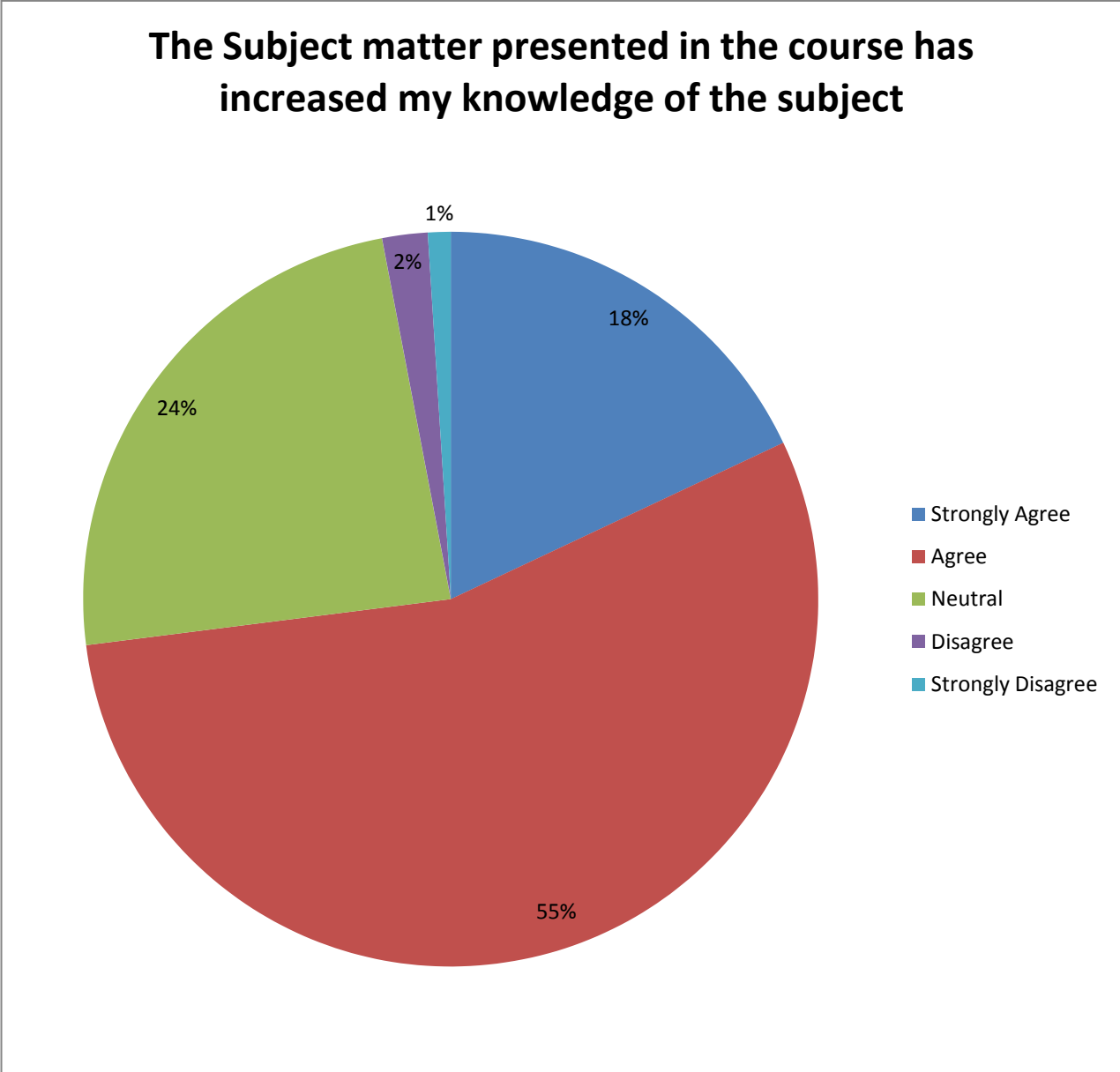
Findings

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.

Continuous level of effort put in by students
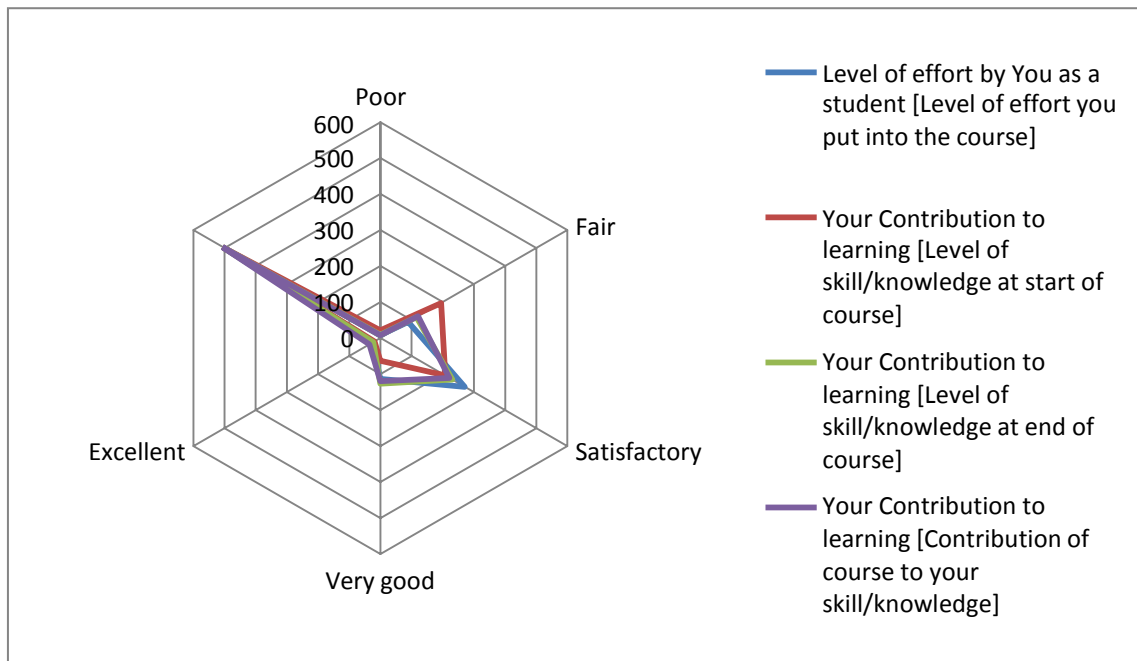
The sample students were asked about the level of effort put by them at the start of a course and at the end of the course and how this has contributed to their skill or knowledge. Of 506 sample students 271 said they were satisfied with the level of effort that they put in the course.

Competency of Faculty in teaching

The Subject matter presented in the course has increased my knowledge of the subject

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

The above pie chart shows, out of all the students, 73% gave a positive response and out of which 18% strongly believe that this course boosted their knowledge about the subject. Only 3% felt that this course hasn't helped them much whereas around 24% remained neutral.
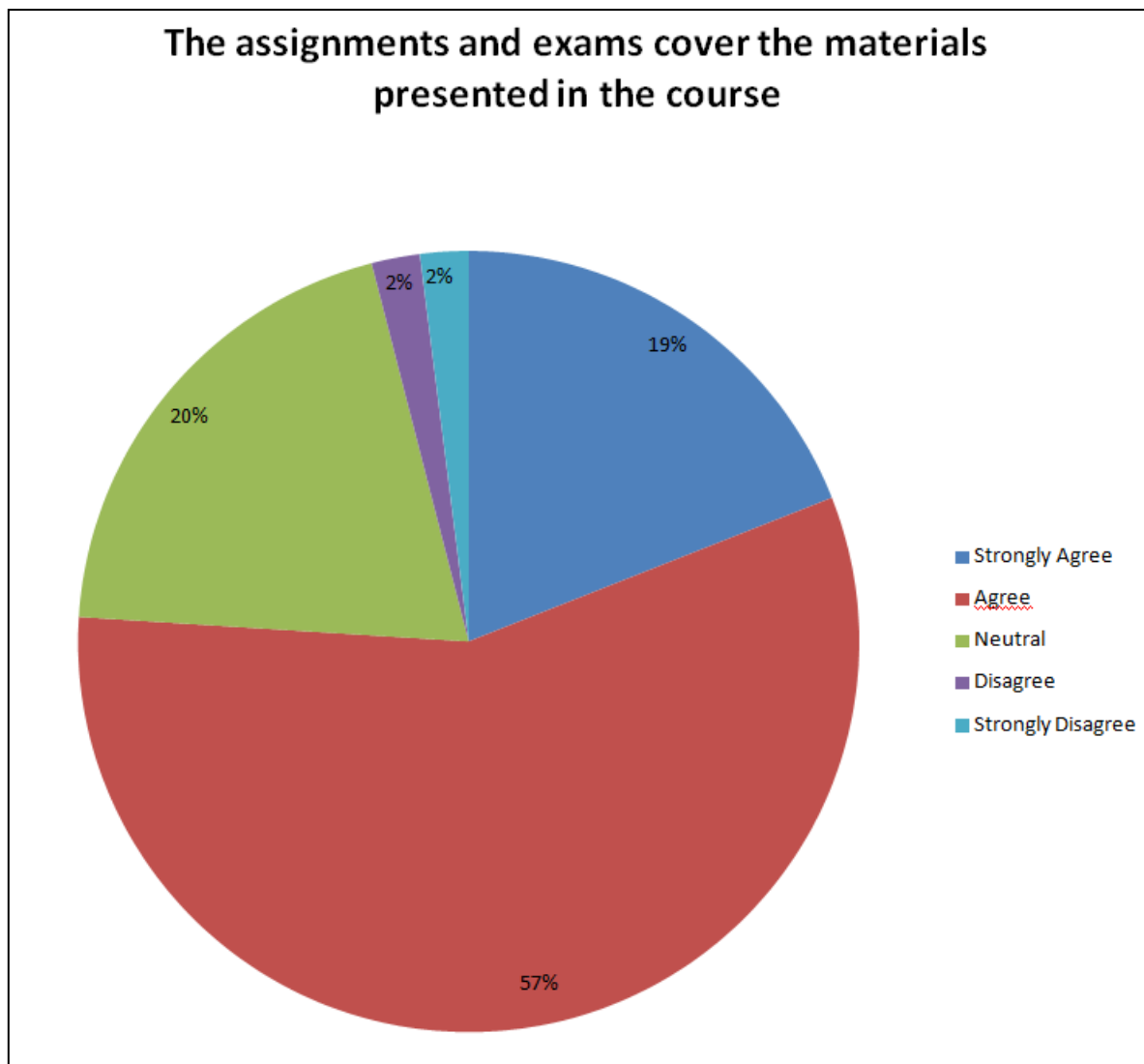
Theory and Real World Applications

The course integrates theoretical course concepts with real- world applications
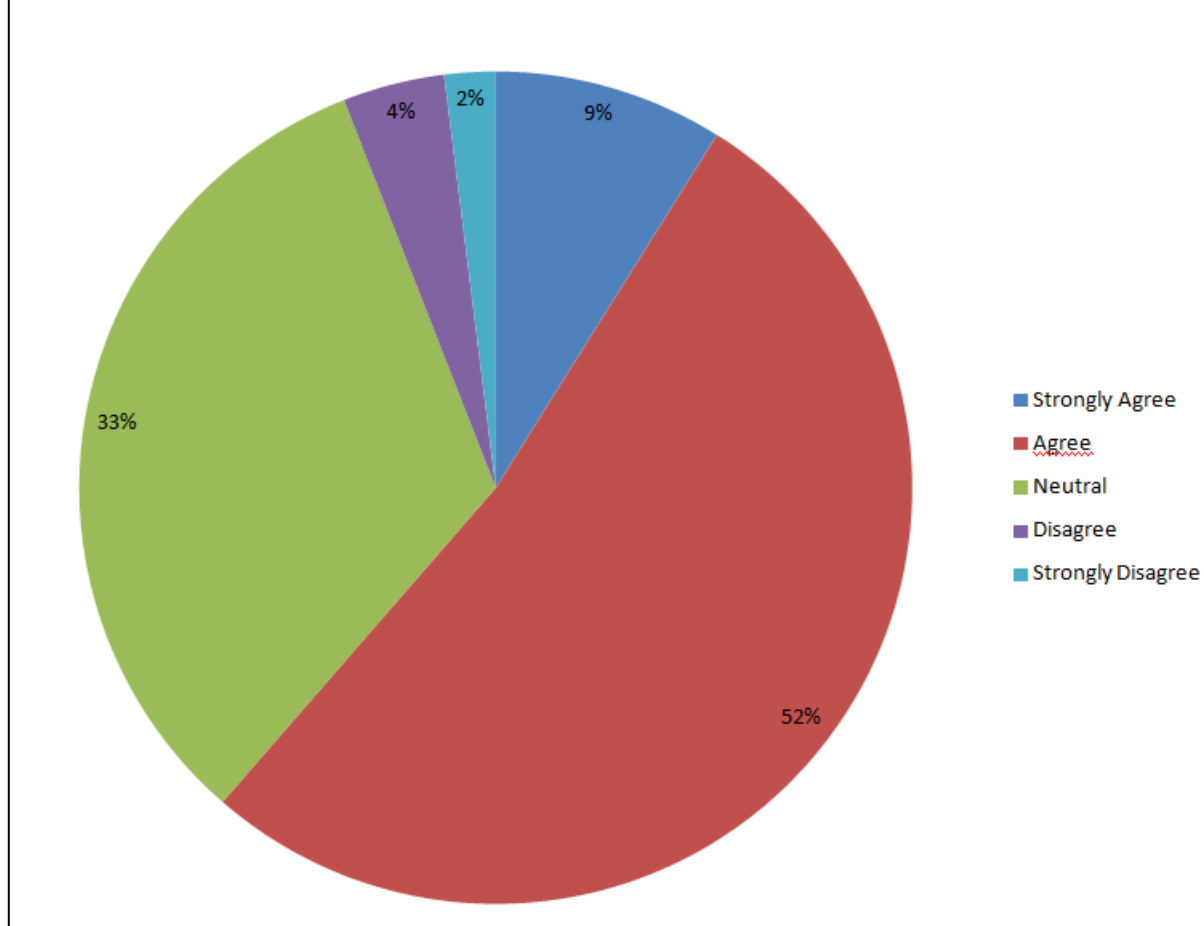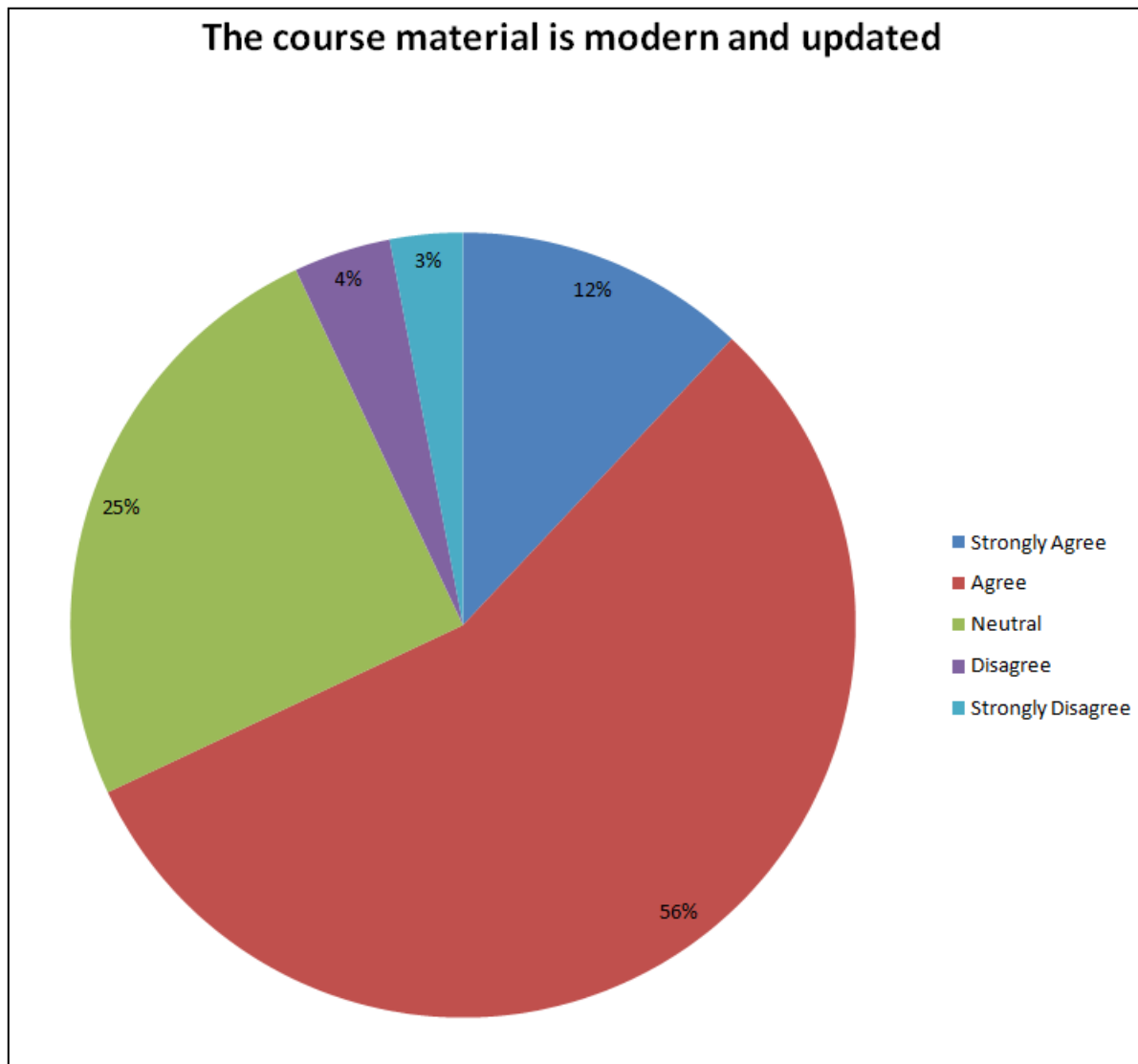

According to this above diagram we can conclude that, out of all the students, almost 61% has given the positive response in favor of theoretical course concepts with real world applications and out of which 9% strongly agreed. In another words, only 6% felt that the course concept is not so relevant with the real world applications and also 33% remained neutral.

Effectiveness of Evaluation Methods

The assignments and exams cover the materials presented in the course

- 19% Strongly Agree
- 57% Agree
- 20% Neutral
- 2% Disagree
- 2% Strongly Disagree

The above pie chart shows, out of all the students, 76% gave a positive response and out of which 19% strongly believe that this course material is fully covered by assignments and internal exams. Only 4% felt that these assignment and exams are not sufficient for the course material whereas around 20% remained neutral.
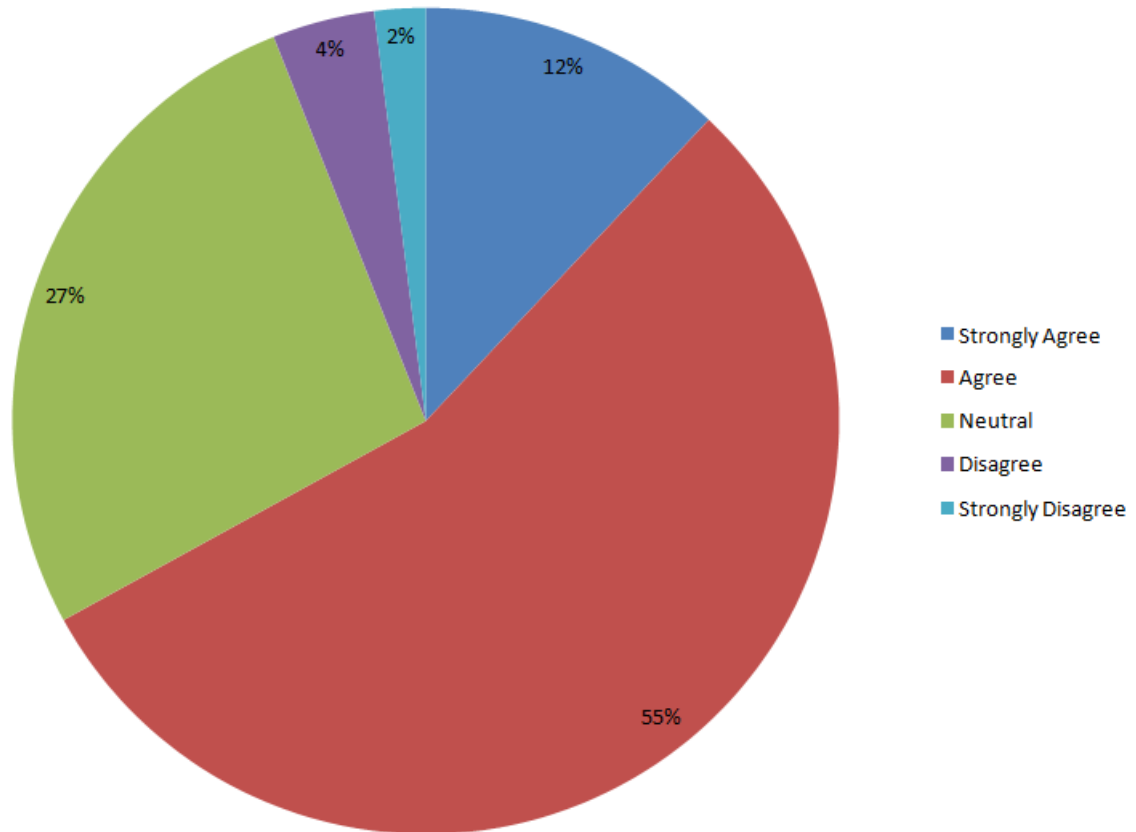
Frequent updation of Course materials

The course material is modern and updated

The above pie chart shows, out of all the students, 68% gave a positive response and out of which 12% strongly agree that this course is so modern and updated. Only 7% felt that this course is not modern and updated it its current relevance whereas around 25% remained neutral.

Credit Hours

The credit hours allotted to the course are sufficient

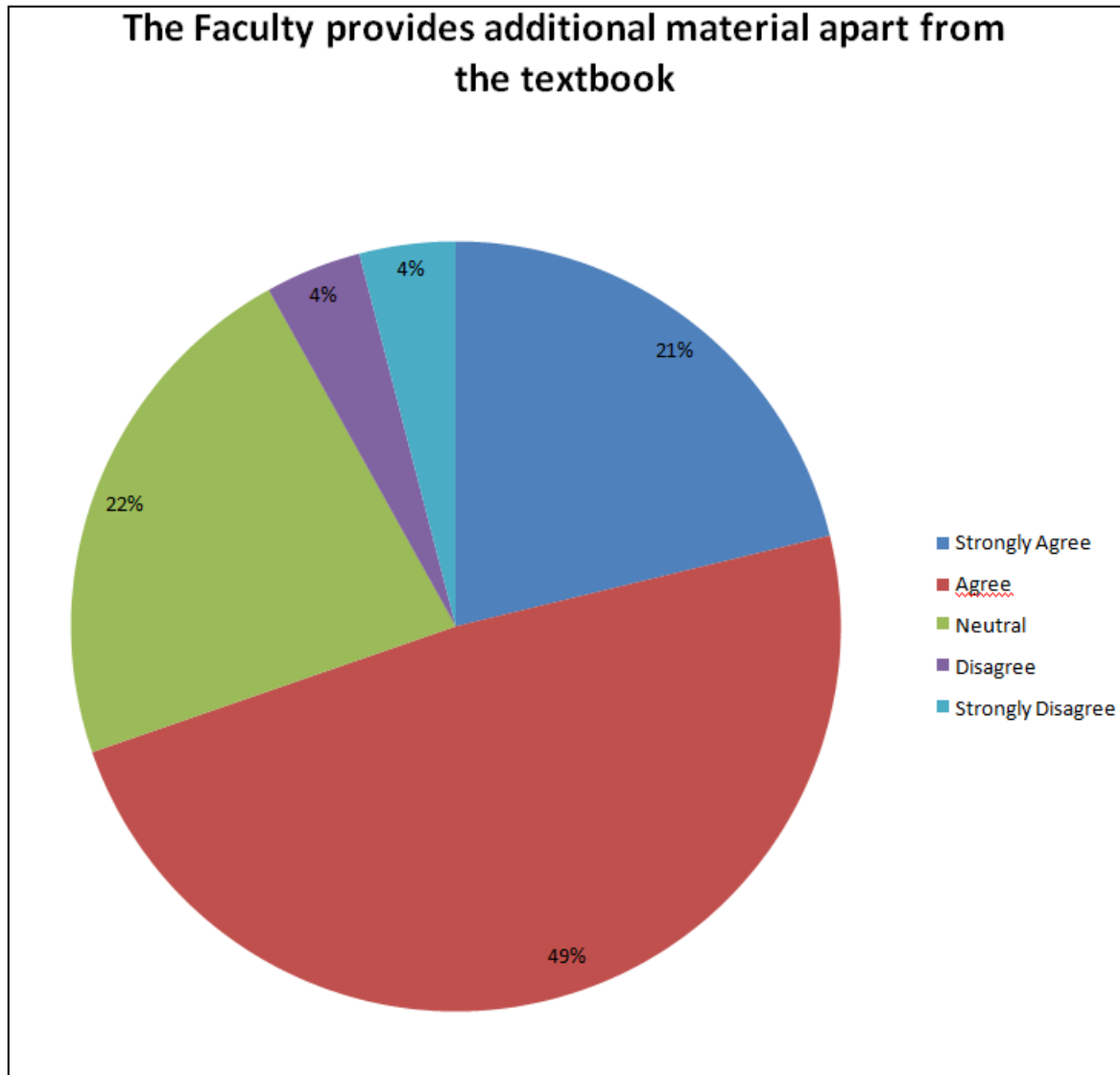|	
Strongly Agree	12%
Agree	55%
Neutral	27%
Disagree	4%
Strongly Disagree	2%

According to this above diagram we can conclude that, out of all the students, almost 67% has given the positive response and out of which 12% strongly agreed. In other words, only 6% felt that the credit hours allotted to the course are not sufficient and also 27% remained neutral.

Completion of Course

The Faculty completes the whole course

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
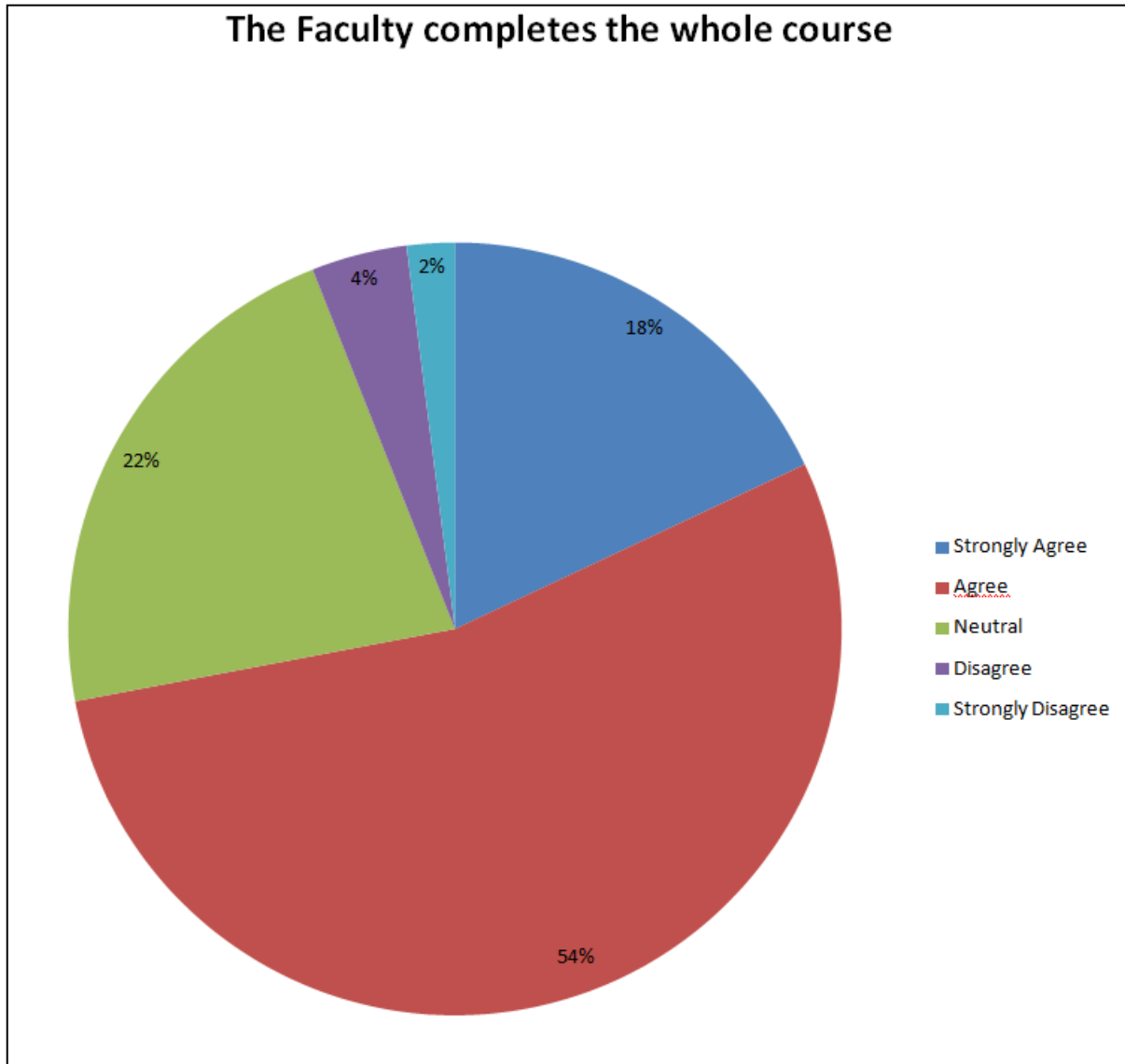
The above pie chart shows, out of all the students, 72% gave a positive response and out of which 18% strongly agree. Only 6% saying that faculty didn't complete the whole course and whereas around 22% remained neutral.

Additional Course Material

The Faculty provides additional material apart from the textbook

The above pie chart shows, out of all the students, 70% gave a positive response and out of which 21% strongly agree that the additional material apart from text book was provided by the faculty. Only 8% has given the negative response about it whereas around 22% remained neutral.

Mentoring

The Faculty provided good mentoring and was always helpful

- Strongly Agree — 31%
- Agree — 47%
- Neutral — 17%
- Disagree — 2%
- Strongly Disagree — 3%
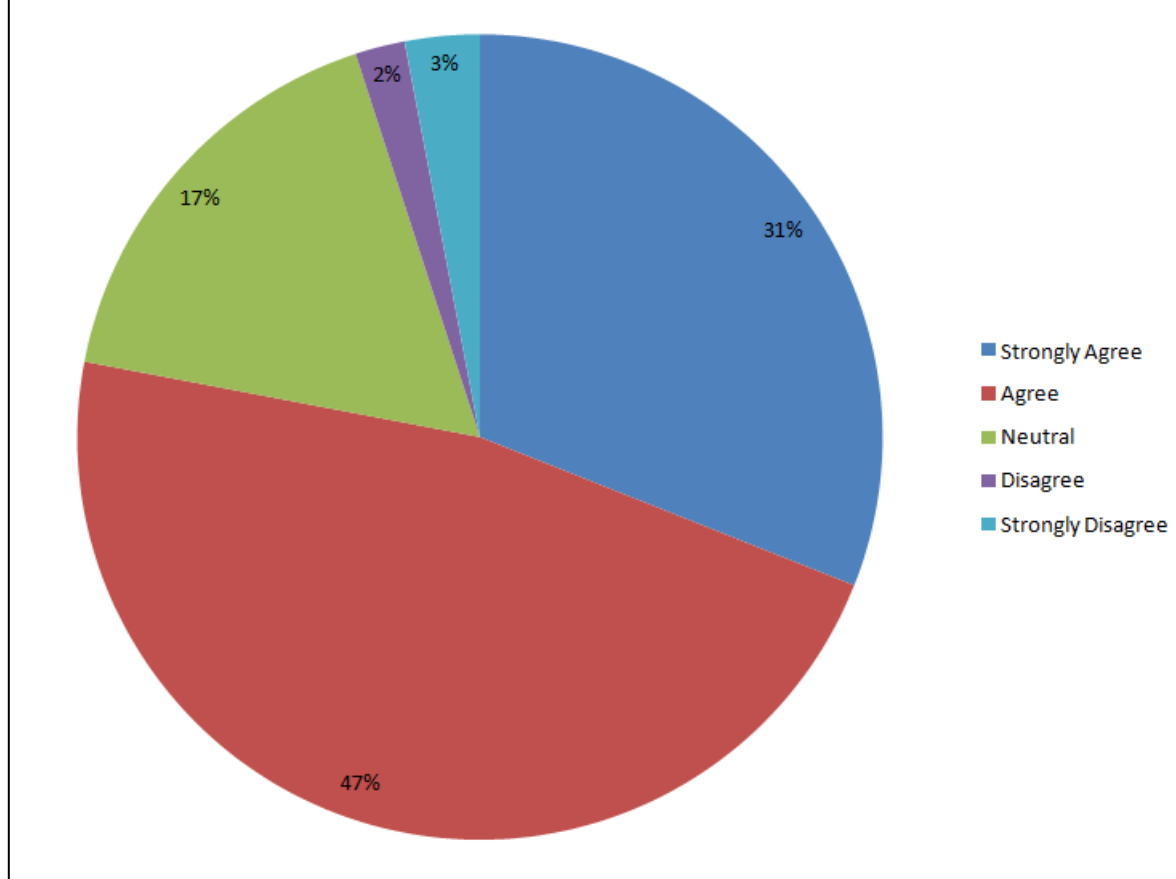
According to this above diagram we can conclude that, out of all the students, almost 78% has given the positive response about the nature of the faculty and out of which 31% strongly agreed. In other words, only 5% are not comfortable with this and also 17% remained neutral.

Value of Education
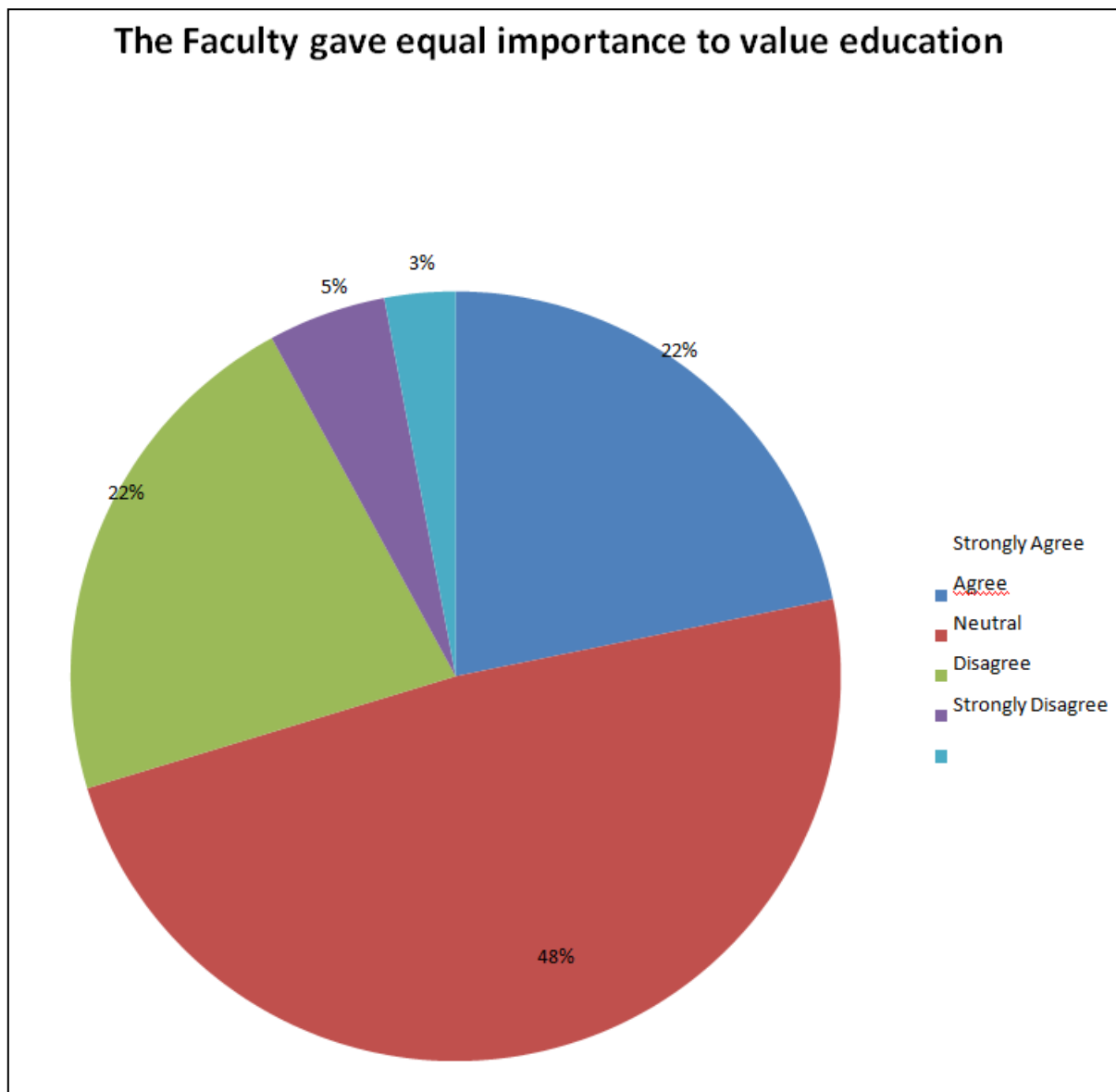
The Faculty gave equal importance to value education

The above pie chart shows, out of all the students, 70% gave a positive response and out of which 22% strongly believe that the equal importance of value education was given by the faculty. Only 8% has given the negative response about it whereas around 22% remained neutral.

Reason behind choosing the Course
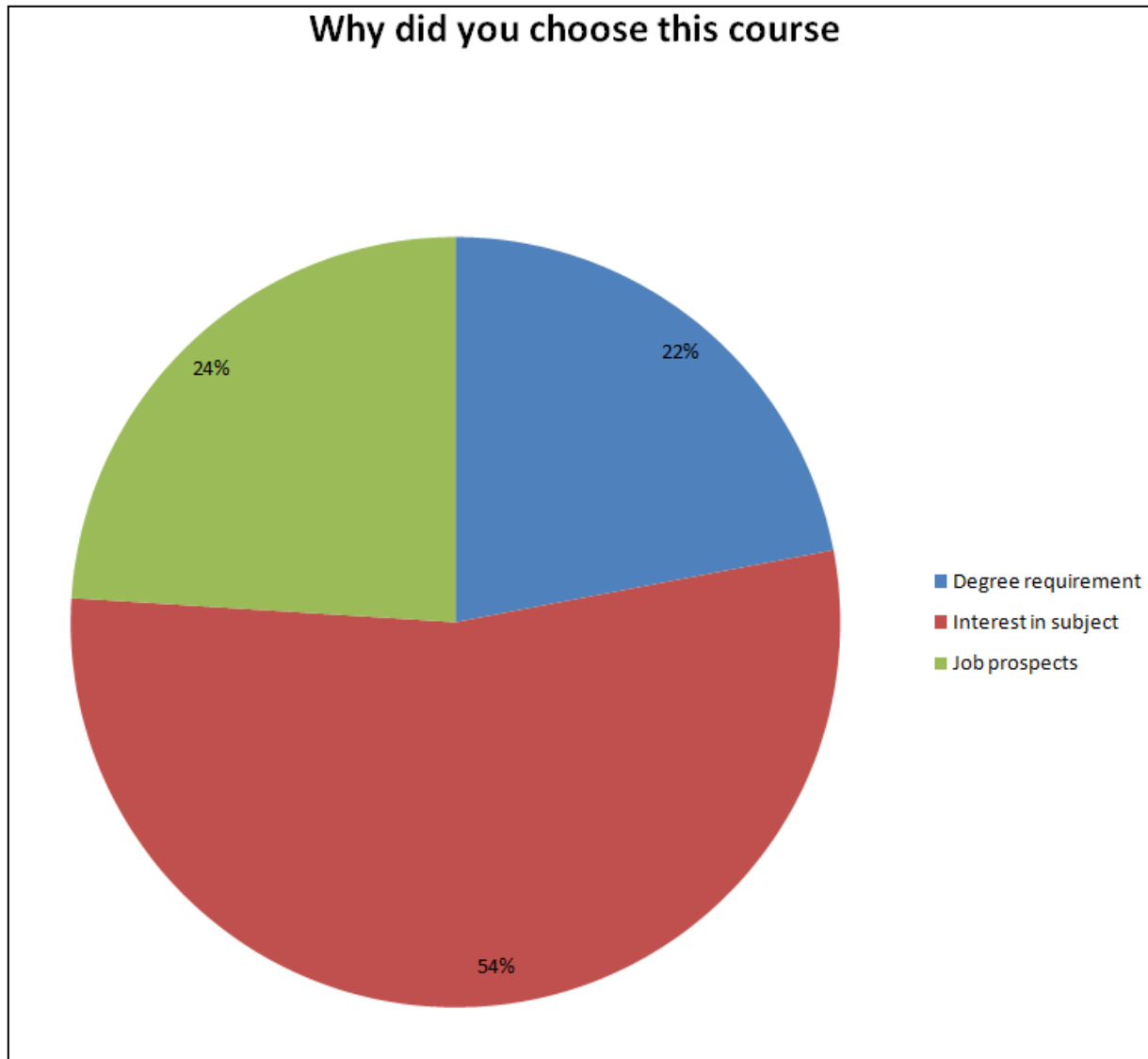
For getting the reason behind the choosing course, we have constructed the above pie diagram. According to this, out of all the students, more than 50% have chosen for getting the interest on the corresponding subject and 24% admitted the course only for job prospects. Only 22% students have engaged with this course for requiring the degree.

Conclusion

After analyzing all the responses having five outcomes based on the nine questions, we can conclude that out of all the students around 70% gave the positive response and out of which 18% strongly agreed, 6% of students have answered with the negative impact and 24% remaining neutral in their opinion. Thus it can be said that overall the students remain satisfied with their academic experience in the college.

Works Cited

Gandhi, M. K. (1937). *Harijan*. Mumbai.

Lenti, A. J. (1861). *Don Bosco: History and Spirit Vol. 3.* Editrice Libreria Ateneo Salesiano.

Zhao Dongsheng, J. W. (2009). Design and Implementation of University Educational Decision Support System on the Students Satisfaction Survey. *2009 International Forum on Computer Science- Technology and Applications.*

Student Satisfaction Survey 2019-20

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

* Required

1. Email address *

_____

2. BATCH / YEAR you belong to *

Mark only one oval.

- ⬭ 1st Year
- ⬭ 2nd Year
- ⬭ 3rd Year
- ⬭ 1yr PG
- ⬭ 2nd yr PG

3. Select your Programme *

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

4. Level of effort by You as a student *

Mark only one oval per row.

	Poor	Fair	Satisfactory	Very good	Excellent
Level of effort you put into the course	◯	◯	◯	◯	◯

5. Your Contribution to learning *

Mark only one oval per row.

	Poor	Fair	Satisfactory	Very good	Excellent
Level of skill/knowledge at start of course	◯	◯	◯	◯	◯
Level of skill/knowledge at end of course	◯	◯	◯	◯	◯
Contribution of course to your skill/knowledge	◯	◯	◯	◯	◯

6. Usage of Online content / Moodle in your dept. *

Mark only one oval.

	1	2	3	4	5	
Lowest	◯	◯	◯	◯	◯	Highest

7. 1. The Subject maMer presented in the course has increased my knowledge of the subject - About Course Content, Faculty & Dept. *

Mark only one oval.

◯ Strongly Agree

◯ Agree Neutral

◯ Disagree

◯ Strongly Disagree

◯

8. 2. The syllabus clearly states course objectives requirements, procedures and grading criteria - About Course Content, Faculty & Dept. *

Mark only one oval.

- ⬭ Strongly disagree
- ⬭ Disagree
- ⬭ Neutral
- ⬭ Agree
- ⬭ Strongly agree

9. 3. The course integrates theoretical course concepts with real- world applications - About Course Content, Faculty & Dept. *

Mark only one oval.

- ⬭ Strongly disagree
- ⬭ Disagree
- ⬭ Neutral
- ⬭ Agree
- ⬭ Strongly agree

10. 4. The assignments and exams cover the materials presented in the course - About Course Content, Faculty & Dept. *

Mark only one oval.

- ⬭ Strongly disagree
- ⬭ Disagree
- ⬭ Neutral
- ⬭ Agree
- ⬭ Strongly agree

11. 5. The course material is modern and updated - About Course Content, Faculty & Dept. *

Mark only one oval.

- ( ) Strongly disagree
- ( ) Disagree
- ( ) Neutral
- ( ) Agree
- ( ) Strongly agree

12. 6. The credit hours alloMed to the course are sufficient - About Course Content, Faculty & Dept. *

Mark only one oval.

- ( ) Strongly disagree
- ( ) Disagree
- ( ) Neutral
- ( ) Agree
- ( ) Strongly agree

13. 7. The Faculty completes the whole course - About Course Content, Faculty & Dept. *

Mark only one oval.

- ( ) Strongly disagree
- ( ) Disagree
- ( ) Neutral
- ( ) Agree
- ( ) Strongly agree

14. 8. The Faculty provides additional material apafi from the textbook - About Course Content, Faculty & Dept. *

Mark only one oval.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

15. 9. The Faculty provided good mentoring and was always helpful - About Course Content, Faculty & Dept. *

Mark only one oval.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

16. 10. The Faculty gave equal impofiance to value education - About Course Content, Faculty & Dept. *

Mark only one oval.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

17.   11. The Faculty used variety of methods suitable to the context to get across the idea/topic- About Course Content, Faculty & Dept. *

Mark only one oval.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

18.   What aspects of this course were most useful or valuable? In a few words

_____

19.   How would you improve this course? In a few words

_____

20.   Why did you choose this course? *

Mark only one oval.

○ Degree requirement

○ Job prospects

○ Interest in the subject