



Student Satisfaction Survey Report 2022 –23

Introduction

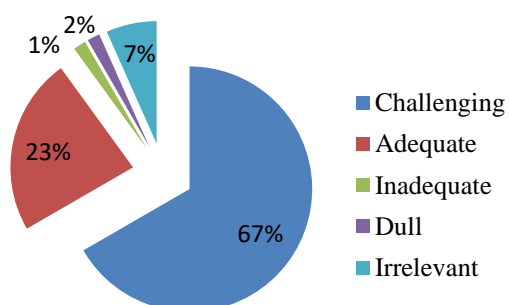
The students play a crucial role within the institution, and evaluating their satisfaction serves as a simple method for measuring the college's advancement. To collect input on the student experience in the 2022-23 academic year, an optional online survey was carried out in the period from August to September 2023, with a guarantee of respondent confidentiality.

Sample Survey Method

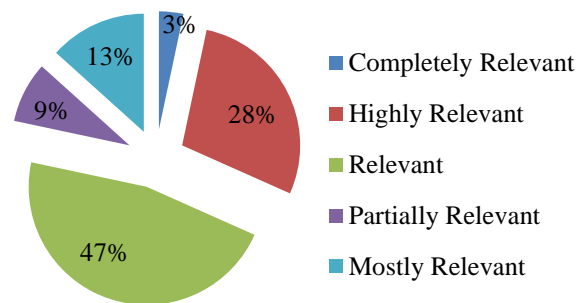
The Internal Quality Assessment Cell (IQAC) conducted the survey and deployed it through Google Forms, distributing it to all departments within the institution. A total of 117 students from different academic programs took part in the survey.

Analysis

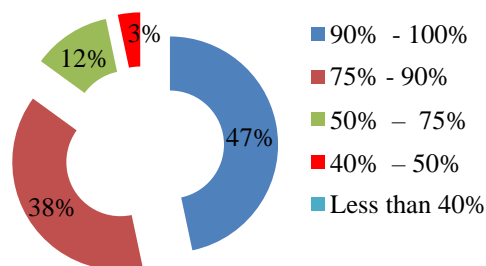
1. The syllabus was: The majority of respondents (66.7%) described the syllabus as challenging. This can be viewed positively, as it indicates that students are being challenged in their academic pursuits, which can promote learning and growth. A notable percentage (23.3%) considered the syllabus to be adequate. A very small percentage (1.7% each) of respondents found the syllabus to be either inadequate or dull. Approximately 6.7% of respondents perceived the syllabus as irrelevant. In all, the majority of respondents viewed the syllabus as challenging or adequate, indicating a generally positive perception of the syllabus. However, there were also a small number of students who found it inadequate, dull, or irrelevant, highlighting the importance of considering diverse student perspectives when evaluating and designing course curricula.



2. Your background for benefiting from the course was: A significant majority of respondents, 46.7% believed that their backgrounds were either highly relevant or relevant to the course. Another notable portion, 13.3%, found their backgrounds to be mostly relevant to the course. A smaller percentage, 8.3%, viewed their backgrounds as partially relevant to the course. A very small percentage, 3.3%, felt that their backgrounds were completely relevant to the course. In summary, the majority of respondents saw their backgrounds as highly relevant or relevant to the course, demonstrating a positive perception of the course's alignment with their academic backgrounds.

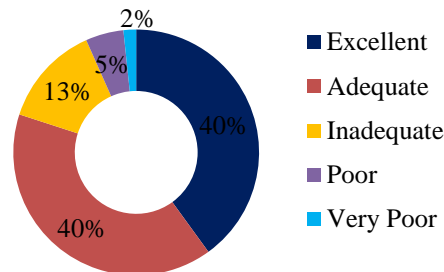


3. How much of the syllabus was taught in class? : This figure highlights how students perceive the coverage of the syllabus in their class, with the majority feeling that a significant portion was taught. The majority of respondents (46.7%) reported that 90% to 100% of the syllabus was taught in their class. The next largest group (38.3%) reported that 75% to 90% of the syllabus was taught, which suggests that a significant portion of the respondents felt that a substantial portion of the syllabus was covered. A smaller percentage of respondents (11.7%) mentioned that 50% to 75% of the syllabus was taught. Small percentage (3.3%) of respondents reported that 40% to 50% of the syllabus was taught. Interestingly, no respondents reported that less than 40% of the syllabus was taught.

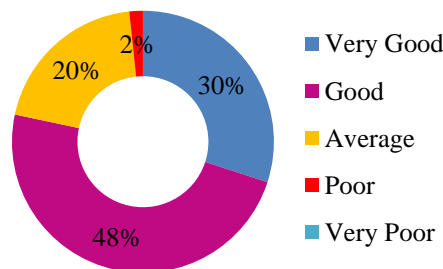


4. What was your opinion about the library holdings for the course? : The fact that 80% of respondents rated the library holdings as either Excellent or Adequate is generally positive. It suggests that the majority of respondents found the library's resources to be satisfactory or better. Despite the overall positive sentiment, it's important to note that

(20%) of respondents considered the library holdings as Inadequate, Poor, or Very Poor. This indicates that there is room for improvement in terms of the resources offered by the library. This highlights the need for ongoing assessment and improvement of library resources to ensure they meet the diverse needs of all students.

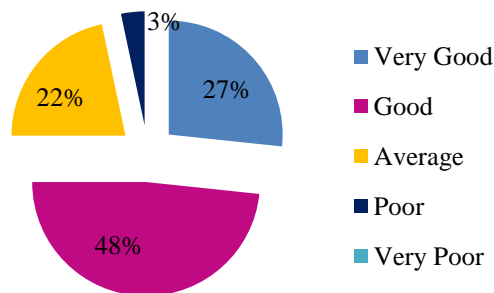


5. Were you able to get the prescribed readings?: From the total respondents (30.0%) reported that they had an excellent experience in obtaining the prescribed readings. This indicates a high level of satisfaction and ease in accessing the required materials. About 48.3% of the respondents experience in obtaining the prescribed readings was good. This suggests that a significant majority of respondents found it relatively easy to access the required readings for their courses. Respondents (20.0%) rated their experience as average. Only 1.7% reported having a poor experience in obtaining the prescribed readings. Overall, the majority of respondents had positive or at least satisfactory experiences in obtaining the prescribed readings, with a small proportion encountering challenges.

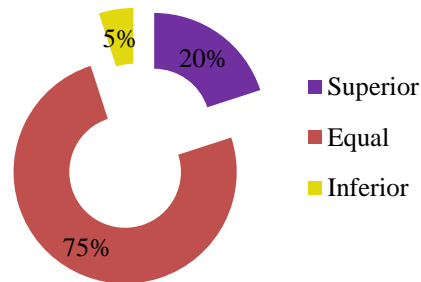


6. The internal evaluation system as it exists is. : The largest group of respondents (48.3%) rated the college's internal evaluation system as Good. A significant portion of respondents (26.7%) rated the system as Very Good, indicating a high level of satisfaction with the college's internal evaluation processes. This suggests that 75 of the respondents had a positive view of the system, indicating that it is functioning well to some extent. Another notable portion of respondents (21.7%) rated the system as Average, indicating a moderate level of satisfaction. a small percentage (3.3%) of respondents rated the

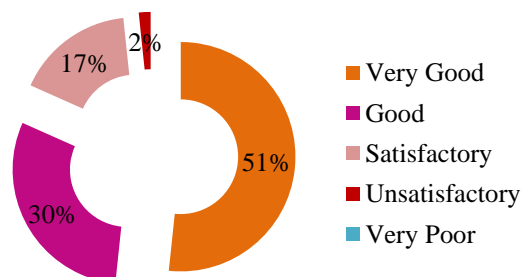
system as Poor, suggesting that a minority of respondents had a negative opinion about the internal evaluation system.



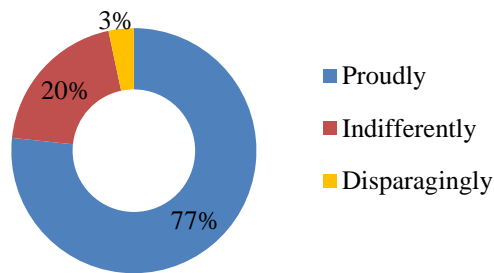
7. When you meet students who have taken a similar programme at other college do you feel that your programme is?: The majority of respondents (75.0%) reported that they feel their program is Equal to similar programs at other colleges. A significant portion of respondents (20.0%) believe that their program is Superior to similar programs at other colleges. A small percentage of respondents (5.0%) feel that their program is Inferior to similar programs at other colleges.



8. How do you rate the student-teacher relationship in the college as a whole?: The figures reflect a positive view of the student-teacher relationship in the college. Specifically, 51.7% of students rated it as Very Good, and 30% rated it as Good. This indicates that the majority of respondents expressed satisfaction or high satisfaction with the relationship, which is a positive indicator for the college's overall academic environment. An additional 16.7% of respondents found the student-teacher relationship Satisfactory, while only a very small percentage (1.7%) rated it as Unsatisfactory.



9. After leaving the college, how will you talk about it?: The surveyed participants (76.7%) express their thoughts about the college with a sense of pride. Around 20% of respondents plan to discuss the college with a neutral attitude, while a small fraction (3.3%) are inclined to speak about it in a critical manner. This data mirrors the feelings and views that students hold regarding the college. The prevalence of pride within the majority indicates that, overall, the college has made a favorable and meaningful impression.



Summary and Findings

The survey assessed various aspects of student satisfaction across 9 points. Regarding the syllabus, 66.7% of students found it challenging, with only 6.7% considering it irrelevant. Concerning the alignment of their backgrounds with course content, 46.7% found the courses applicable. In terms of syllabus coverage, 46.7% received 90-100%, and none received less than 40%. Library holdings were perceived as adequate by 40% and excellent by 40%. The internal evaluation system received a positive rating, with 48.3% rating it as Good and 26.7% as Very Good. Student-teacher relationships also received positive ratings, with 70.7% rating them as Very Good or Good. Specifically, students expressed strong satisfaction with the syllabus, student-teacher relationships, and the evaluation system. However, some areas, such as prescribed readings and benefit from the course, require improvements.

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