



## Student Satisfaction Survey Report 2021 –22

### Introduction

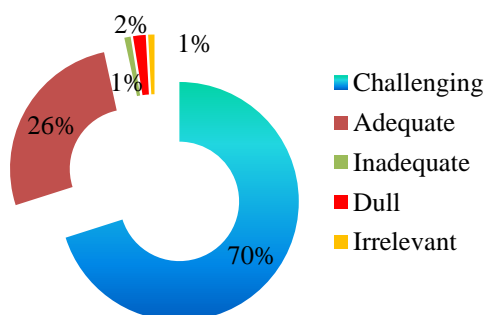
The students constitute a vital component of the institution, and assessing their contentment is a straightforward way to gauge the college's progress. To gather feedback on the student experience during the 2021-22 academic year, a voluntary online survey was conducted between March and April 2022, ensuring respondent confidentiality.

### Sample Survey Method

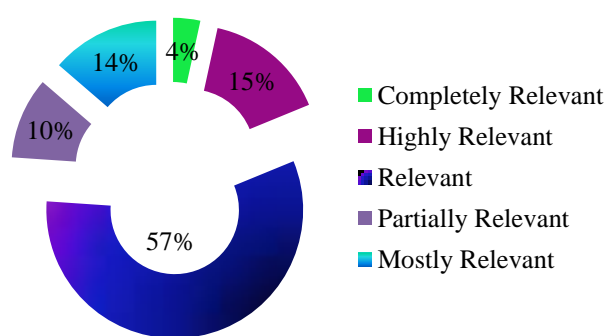
The survey was administered by the Internal Quality Assessment Cell (IQAC) and was launched through Google Forms, which were distributed to all the departments within the institution. A total of 117 students from various academic programs participated in the survey.

### Analysis

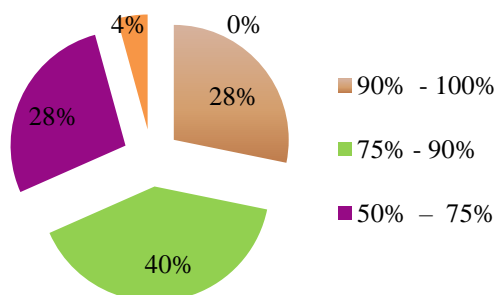
**1. The syllabus was:** The question seeks to examine how students generally view the syllabus. In response, the majority of respondents (70.1%) characterized the syllabus as challenging, while approximately 26.5% regarded it as adequate. Only a small percentage, 1.7%, found the syllabus as dull, and another 0.9% considered it either inadequate or irrelevant. These findings indicate that a substantial portion of the respondents view the syllabus as demanding, which can be viewed positively as it encourages students to learn and develop. Conversely, a very small fraction of respondents see it as lacking in engagement or relevance. It's important to note that these perceptions can be influenced by various factors, including the individual's prior knowledge, learning style, and personal preferences.



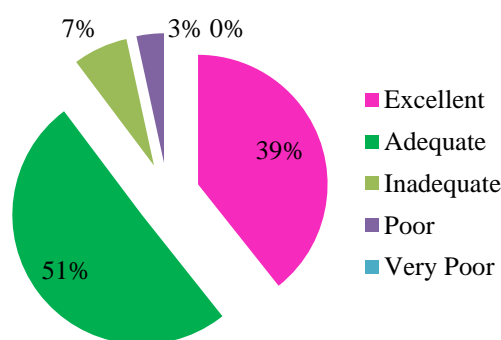
**2. Your background for benefiting from the course was:** This portion attempted to understand how students perceive the alignment between their backgrounds and the course content. The survey conducted in this context indicates that approximately 57.3% of the participants found the courses to be applicable. Among them, 15.46% categorized the courses as Highly Relevant, while 13.7% viewed them as Mostly Relevant. Additionally, 10.3% regarded the courses as Partially Relevant, and a smaller subset, 3.4%, perceived them as Completely Relevant.



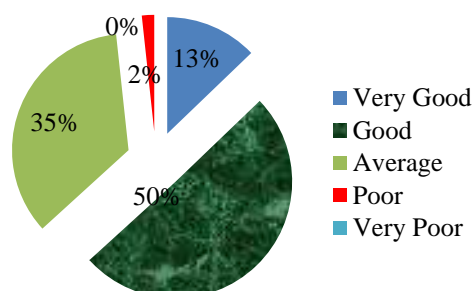
**3. How much of the syllabus was taught in class? :** The figure indicates that a substantial number of respondents felt that a significant portion of the syllabus was taught in their class. The largest group of respondents, at 40.2%, stated that 75% to 90% of the syllabus was taught in their class. About 28.2% of respondents reported that 90% to 100% of the syllabus was covered in their class. From the respondents 27.4% of respondents reported that 50% to 75% of the syllabus was taught. A smaller percentage, 4.3%, indicated that 40% to 50% of the syllabus was taught. Interestingly, no respondents reported that less than 40% of the syllabus was taught in their class. This suggests that the majority of respondents received a substantial education in the course material, with a significant portion receiving complete coverage.



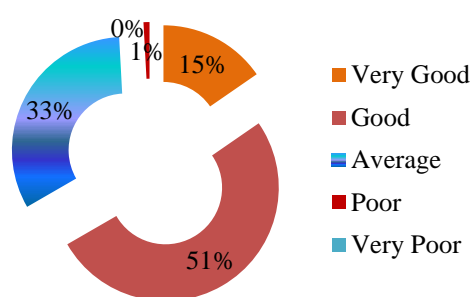
**4. What was your opinion about the library holdings for the course? :** The majority of respondents, at 50.4%, considered the library holdings as adequate. A significant proportion of respondents, 39.3%, expressed that they had an excellent opinion of the library holdings for the course. A smaller percentage, 6.8%, expressed that they found the library holdings inadequate. Only 3.4% of respondents considered the library holdings as poor. The survey reveals that the majority of respondents had an excellent opinion of the library holdings for their course or found them to be adequate. Only a minority of respondents expressed dissatisfaction. This suggests that, overall, the library resources for the course were perceived positively by the majority of respondents, but there is room for improvement to address the concerns of those who found them inadequate or poor.



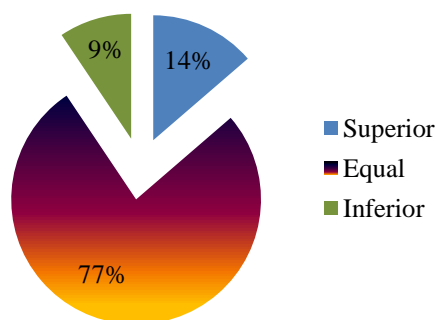
**5. Were you able to get the prescribed readings?:** The aim of this question is to gather feedback from library users to assess and improve the library's ability to provide essential academic resources, thereby contributing to the overall success and satisfaction of students. From the survey data, it is evident that the majority of respondents had a positive experience in obtaining prescribed readings from the library. A total of 63.2% of respondents (Very Good + Good) expressed satisfaction with their experience. Only a small percentage (1.7%) of respondents rated their experience as Poor, and none rated it as Very Poor. This suggests that the library's performance in providing prescribed readings was generally satisfactory and fulfilling the essential requirements of the respondents.



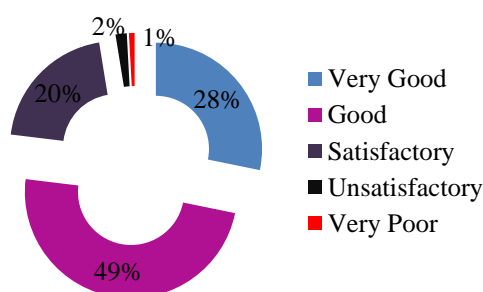
**6. The internal evaluation system as it exists is.:** This figure suggests that the internal evaluation system in the college is generally well-received by the respondents, with a significant majority expressing satisfaction or positive feelings about it. Specifically, 51.3% of respondents expressed Good feelings about the evaluation system, while 32.5% of the respondents felt it was Average. Approximately 15.4% of the respondents considered it Very Good. Notably, only a very small percentage (0.9%) of respondents rated the system as Poor, and none rated it as Very Poor. These findings suggest that the internal evaluation system is generally viewed favorably and is not perceived as significantly deficient.



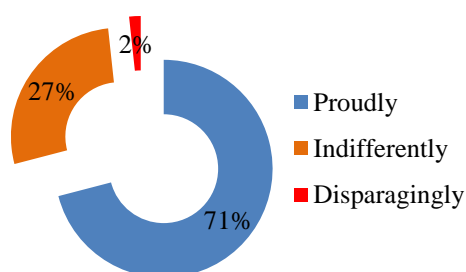
**7. When you meet students who have taken a similar programme at other college do you feel that your programme is?:** This figure provides insights into how students perceive their own program in comparison to similar programs at other colleges. The majority of respondents (76.9%) felt that their program is Equal to similar programs at other colleges. A smaller percentage believes their program is Superior (13.7%), and an even smaller percentage felt it is Inferior (9.4%). The analysis indicates that there is a range of opinions among the respondents, with some expressing more positive views and others holding more negative opinions about their program in comparison to others.



**8. How do you rate the student-teacher relationship in the college as a whole?:** The figure indicates that the majority of students have a positive perception of the student-teacher relationship in the college, with a smaller proportion expressing satisfactory views. The majority of respondents (76.9 %) rated the student-teacher relationship positively, with 28.2% considering it Very Good and 48.7% rating it as Good. Only a small percentage of respondents expressed dissatisfaction with the student-teacher relationship. Specifically, 1.7% rated it as Unsatisfactory, and 0.9% as Very Poor. Additionally, 20.5% of respondents rated the relationship as Satisfactory.

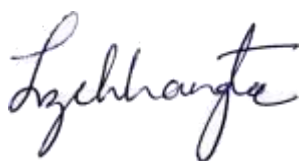


**9. After leaving the college, how will you talk about it?:** The majority of respondents (70.9%) expect to talk about the college Proudly. Approximately 27.4% of respondents intend to talk about the college Indifferently. Very small percentages (1.7%) of respondents are likely to talk about the college Disparagingly. The data reflects the sentiment and perception of the college among students. The majority feeling proud suggests that the college has generally left a positive and impactful impression.



## Summary and Findings

The survey assessed various aspects of student satisfaction across 9 points. In terms of the syllabus, 70.1% found it challenging, 26.5% considered it adequate, and only 1.7% found it dull. Regarding the alignment of their backgrounds with course content, 57.3% found the courses applicable, with 15.46% considering them highly relevant. Concerning syllabus coverage, 40.2% received 75-90%, 28.2% received 90-100%, and none received less than 40%. Library holdings were perceived as adequate by 50.4% and excellent by 39.3%. Most students (63.2%) expressed satisfaction with obtaining prescribed readings. The internal evaluation system received a positive rating of 51.3%. A majority (76.9%) felt their program was on par with others, and student-teacher relationships were also positively rated at 76.9%. Specifically, students expressed strong satisfaction with the syllabus, course relevance, student-teacher relationships, and the evaluation system. However, some areas, such as library resources and syllabus coverage, require attention.



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