

INTERNSHIP REPORT
ON
**“Student Satisfaction of Government and
Non-Government College”**

SUBMITTED BY

Shawkat Ali

Student ID- E140503056

M.B.A. (Evening)

3rd Batch, Major in Marketing

HSTU, Dinajpur

SUPERVISED BY

Prof. Dr. Md. Zahangir Kabir

Internship Supervisor

Department of Management

Faculty of Business Studies

HSTU, Dinajpur

This internship report is submitted to the faculty of Business Studies, Hajee Mohammad Danesh Science and Technology University, Dinajpur, in partial fulfilment of the requirements for the degree of M.B.A. (Evening)



Faculty of Business Studies
HAJEE MOHAMMAD DANESH SCIENCE AND TECHNOLOGY
UNIVERSITY, DINAJPUR-5200

OCTOBER, 2016

INTERNSHIP REPORT
ON
**“Student Satisfaction of Government and
Non-Government College”**

By

Shawkat Ali

Student ID- E140503056

M.B.A. (Evening)

3rd Batch, Major in Marketing

HSTU, Dinajpur



Approved by-

Prof. Dr. Md. Zahangir Kabir

Internship Supervisor

Department of Management

Faculty of Business Studies

HSTU, Dinajpur

Dr. Shaikh Mostak Ahammad

Internship Co-Supervisor and

Associate Professor

Department of Accounting

Faculty of Business Studies

HSTU, Dinajpur

Faculty of Business Studies

HAJEE MOHAMMAD DANESH SCIENCE AND TECHNOLOGY

UNIVERSITY, DINAJPUR-5200

OCTOBER, 2016

DEDICATED TO
MY
BELLOVED PARENTS
and
SUPERVISOR

ABSTRACT

This paper aims to report on the student satisfaction of Government and Non-Government college. A survey form was designed using the satisfaction concept. Result from respondents obtained from both descriptive and quadrant analysis helps us determine the most important aspects of the college services and the degree to which they satisfied the students. It was found in our case that college reputation is the most important factor contributing towards student satisfaction. It is evident that this aspect should be improvised by college management to increase student satisfaction and maintain the sustainability of programmes.

Measuring the value-added variables that influence college students satisfaction is needed, as they come from different academic background .This process helps educational institutions recognize their internal strength and weakness, and external opportunities and threats of their programmes .Currently, increasing demand for, and change in, the area of study forces the field to confront the question on how well college programs are keeping up with these changes and preparing students into working area.

Keywords: Student satisfaction, Service quality.

LETTER OF TRANSMITTAL

24 October, 2016

Prof. Dr. Md. Zahangir Kabir

Department of Management

Faculty of Business Studies

HSTU, Dinajpur

Subject: Submission of Internship Report of MBA (Evening) Program.

Dear Sir

It is my great pleasure to submit the internship report on “**Student Satisfaction of Government and Non-Government College**” which was assigned me as a part of my MBA (Evening) Program. I have tried my level best to complete this report with the necessary information and suggested proposal that you were provided me your best as well.

I hope that the report will be completed as your expectation.

Thank you

Sincerely

Shawkat Ali

Student ID- E140503056

M.B.A. (Evening)

3rd Batch, Major in Marketing

HSTU, Dinajpur

Student's Declaration

The discussing report is the terminal formalities of the internship program for the degree of Master of Business Administration (Evening), Faculty of Business Studies at Hajee Mohammad Danesh Science and Technology University, Dinajpur which is compact professional progress rather than specialized. This report has prepared as per academic requirement after successfully completing the 45 days internship Program under the supervision of my honorable supervisor

Prof. Dr. Md. Zahangir Kabir, Department of Management. It is my pleasure and great privilege to submit my report titled “**Student Satisfaction of Government and Non-Government College**”, as the presenter of this report; I have tried my level best to get together as much information as possible to enrich the report. I believe that it was a fascinating experience and it has enriched both my knowledge and experience.

I believe everyone is not beyond of limitation. There might have problems regarding lack and limitation in some aspects and also some minor mistake such as syntax error or typing mistake or lack of information. Please pardon me for that mistake and clarify these of my further information on those matters.

Shawkat Ali

Student ID- E140503056

M.B.A. (Evening)

3rd Batch, Major in Marketing

HSTU, Dinajpur

Declaration of Supervisor

It's my pleasure to certify that Shawkat Ali, Student ID: E140503056, MBA (Evening), Major in Marketing, 3rd Batch has successfully completed MBA (Evening), Internship report titled **“Student Satisfaction of Government and Non-Government College”** under my supervision and guidance. He has not copied from any other work. Therefore, he is directed to submit his report for evaluation. I wish his success at every sphere of his life.

Prof. Dr. Md. Zahangir Kabir

Department of Management
Faculty of Business Studies
HSTU, Dinajpur

Declaration of Co-Supervisor

It's my pleasure to certify that Shawkat Ali, Student ID: E140503056, MBA (Evening), Major in Marketing, 3rd Batch has successfully completed MBA (Evening), Internship report titled **"Student Satisfaction of Government and Non-Government College"** under my supervision and guidance. He has not copied from any other work. Therefore, he is directed to submit his report for evaluation. I wish his success at every sphere of his life.

Dr. Shaikh Mostak Ahammad

Associate Professor

Department of Accounting

HSTU, Dinajpur

Acknowledgement

At first I would like to thank my honorable supervisor of internship program, **Prof. Dr. Md. Zahangir Kabir**, Department of Management, and co-supervisor **Dr. Shaikh Mostak Ahammad**, Associate Professor, Department of Accounting, HSTU, Dinajpur for providing me such an opportunity to prepare an Internship Report on “**Student Satisfaction of Government and Non-Government College**”. Without their helpful guidance, the completion of this project was unthinkable. Very special thanks goes to Govt. and Non-govt. college students, for helping me in all phase of the internship process. Their overwhelming support for my internship gave me the inspiration to do a better report. During my preparation of the project work I have come to very supportive touch of different individuals and friends who lend their ideas, time & caring guidance to amplify the report’s contents. I want to convey my heartiest gratitude to them for their valuable responses.

October, 2016

The Author

TABLE OF CONTENTS

S.L.	Particulars	Page
	Abstract	iv
	Keywords	iv
	Letter of Transmittal	v
	Student's Declaration	vi
	Declaration of Supervisor	vii
	Declaration of Co-Supervisor	viii
	Acknowledgement	ix
CHAPTER -1 : INTRODUCTION		
1.1	Prelude	1
1.2	Problem Statement	2
1.3	Objectives	3
1.3.1	Core Objectives	3
1.3.2	Specific Objectives	3
1.4	Research Questions	4
CHAPTER – 2 : REVIEW OF LITERATURE		5-6
CHAPTER – 3 : RESEARCH METHODOLOGY		
3.1	Research Methods	7
3.2	Instrument validity and reliability	7
3.3	Data collection Process	7

CHAPTER- 4 : RESULT AND DISCUSSIONS		
4.1	Evaluating the satisfaction level of Govt. college student:(Percentage)	8
4.2	Evaluating the satisfaction level of Non-Govt. college student:(Percentage)	9
4.3	Providing a comparison of Govt. and Non-Govt. college student	10
CHAPTER- 5 : LIMITATIONS AND CONCLUSION		
5.1	Significance of the Study	11
5.2	Limitations	11
5.3	Conclusion	12
	Reference	13-14
	Apendix	15-16

CHAPTER -1

INTRODUCTION

1.1 Prelude

College students experience more psychological and social stress including separation from the family's previous life, beginning the student life and the need to adapt with the college environment, management of educational, economical and emotional issues due to their sensitivity to the growth and education and the specific conditions at this stage of life, especially at the beginning of entrance to college. With regard to these problems, the necessity of consultation is of great importance. Counseling is comprised of all moral activities in which the counselor tries to help the person to perform activities to solve his/her problems (1). One of the responsibilities of college members in addition to teaching and researching is providing the students with counseling. If it is done well, it can help to solve the students' problems and prevent their academic failure. The responsibility of academic advisors in directing, guiding and supporting students is very effective in achieving the educational goals, especially for those who enter a new environment from far and near villages and towns and are faced with issues such as separation from family, living in a dormitory, and studying in a co-educational environment (2). The students expect that

the advisor, as a coordinator, to have sufficient knowledge and information about the curriculum, educational issues, and personal, medical and counseling services (3). Unfortunately, the students do not consider the teachers as a reliable source of reference to meet their educational needs. In this regard, a study from Hamedan University of Medical Sciences has reported that the advisors have not been successful in providing advice and guidance to students, especially in medicine and dentistry fields (4). The results of one study in Isfahan University of Medical Sciences have also shown that just one third of the students are satisfied with their supervisor and only thirty-five percents of them are pleased with their supervisors' sufficient information regarding educational and disciplinary rules (5). Adhami et al. have also reported that the advisors have failed to achieve satisfactory status among students (6). The findings of a foreign study also reported that the students do not get enough satisfaction from providing advice and guidance to teachers (7). The results of one study suggest that the supervisors' activities, despite the emphasis on academic system and procedures, have a problem in performance and have not been seriously well received not only by the students, but also by the section advisors and it makes supporting and guiding the students difficult (5,8).

1.2 Problem Statement

While developing effective college is a complex undertaking, current research demonstrates a positive relationship between the existence of quality college leadership and student academic achievement. In addition to individual college being concerned with their inability to attract desirable administrative candidates, state boards of education worry about unfilled vacancies creating a lack of leadership in some of their college. Increased competition, dynamic educational environment, challenges such as budget cut, higher costs in obtaining college education, changing demographics in the population, declining enrollments, and a general public call for accountability have educational institutions realize the importance of student satisfaction. Studies have shown student satisfaction to have a positive impact on student motivation, student retention, recruiting efforts and fundraising. The students' positive feeling and satisfaction is contingent to the students' academic and social experiences obtained at the particular institution. However, most student studies in higher education focus more on intrinsic factors of student motivation. It is assumed that students who join graduate school are more highly motivated than college students and so attrition rates are lower in graduate schools. As a result, student satisfaction among college students is assumed and only usually considered when competition affects enrolment. There is need for more research in higher education that focuses more on student needs and concerns for the purposes of improving academic programs. In addition, extrinsic factors need to be considered as well. Being able to identify and address students' needs and expectations allows educational institutions to

attract and retain quality students as well as improve the quality of their programs. Therefore, it is vital for educational institutions to determine and deliver what is important to students.

1.3 Objectives

I have determined my objectives behind preparing the report on the topic “A survey research of student satisfaction of government and non-government college”. This research is aimed at providing me invaluable practical knowledge about student satisfaction in Bangladesh. It will also help me to develop my concept of student satisfaction of government and non-government college.

The objectives of preparing this report can be divided into two parts:

1.3.1 Core Objective

Primary objective of the report is student satisfaction of government and non-government college and acquire practical knowledge.

1.3.2 Specific Objectives

- i. Evaluating the satisfaction level of govt. college student.
- ii. Evaluating the satisfaction level of non-govt. college student.
- iii. Providing a comparison of govt. and non-govt. college student

1.4 Research Questions

1. College environment.
2. The syllabus of education board.
3. Contents your textbook.
4. Qualities of Teacher.
5. Class routine.
6. Facilities of class room.
7. Multimedia class.
8. Number of students.
9. College library.
10. Entertaining facilities.
11. Common room facilities.
12. Canteen.
13. Sports.
14. Debating club.
15. Teaching.

CHAPTER – 2

REVIEW OF LITERATURE

Review of Literature

The aim of this study was to compare the students' satisfaction about the performance of advisors before and after performing the advisor project in Shahrekord University of Medical Sciences. The findings of study showed that the students report better conditions in items of "Having an advisor", "Knowing him as a source of educational information", "Knowing how to get help from a counselor ", "Making academic records", and " Asking the advisor about continuing the education", but there was not a significant difference in their satisfaction about the advisor's performance before and after the advisors' project. Although a similar study on examining the students' satisfaction of advisor performance before and after the advisor project has not been conducted yet, but other studies, including the one performed in Ahvaz University of Medical Sciences, have reported that the students were not satisfied with the conditions of counseling and the advisor position as a resource of problem solving for them at the university has not acceptable (9). Similar findings have been reported at Kerman and Hamedan Universities of Medical Sciences (4, 6) that confirmed the findings of the present study. Other studies have also reported that the advice and guidance provided by the advisors has failed to be satisfactory for students (7, 10). In addition to these studies, there are other studies that reported an acceptable and satisfactory performance of the advisors (11). In the present study, there was no significant difference in the satisfaction of students about the performance of advisors before and after the implementation of advisor's project in students of medical, paramedical and health schools, but in students of nursing and midwifery school, a significant difference was found only in the item of "providing access to advisor " before and after the advisors' project; in this item, the students evaluated conditions better than after performing of the project. In one study, about 56% of the students were satisfied with their advisors and availability of the advisor; their information about the educational rules was the reasons for their satisfaction (12). This is in the same line with the findings of the present study. Another study has also reported that most of the students would rather the advisors have an executive position in their school (13).

In one study conducted by Asadollahi et al, the viewpoints of advisors about the current desirable situation of academic counseling were examined. It is also reported that the advisors believed that their awareness of their responsibilities is at a moderate level (8). The findings of other studies imply less knowledge of advisors about the academic counseling and low awareness about their duties (14). A study conducted at the University of Urmia reported the moderate knowledge of supervisors about educational rules (15). A study that examined the students' reasons for lack of belief in advisors, reported that the students believed that they were able to solve their problems better than the advisors (16). The results of another study conducted in Isfahan University of

Medical Sciences showed that few students regarded the advisors effective for their educational and personal problems (12). An Australian study reported that about half of the students in psychology school were not satisfied with their academic advisors and its main reason was the lack of knowledge about the advisor tasks (17). A study on counseling and guidance of students of universities in Turkey showed that the students' referral to advisors was low (18). The results of all these studies are consistent with those of the present study. Our study is unique in that it is the first to compare the students' satisfaction before and after the advisor project and the findings indicated that the advisor project was not able to improve the students 'satisfaction about the advisors' performance. Other institutions have developed alternative strategies to enhance the student advising and meet other institutional needs. Sastre et al. (2010) reported that the Advisory College Program (ACP) was more effective in promoting student wellness and career counseling than the traditional one-on-one faculty advisor system (3). The University of Washington has created a college system consisting of 30 key faculties who not only develop one-on-one relationships with their assigned students. but are also responsible for teaching clinical skills and professionalism throughout the 4 years Finally, Coates et al. (2008) described a fourth-year medical student College Program based on career interests, designed to help students choose fourth-year electives, promote career mentoring opportunities, and improve the quality of the fourth year Education.

CHAPTER – 3

RESEARCH METHODOLOGY

3.1 Research Methods

This study is a descriptive research study using survey method. The population included all the college students.

A convenient sampling design was used in this study. This means that no random sampling or assignment was performed. Convenient sampling was used because of the time constraints imposed on this study, the researchers had only one week to collect the data. The sample frame was specified as all college students. However, not all those enrolled were career and human

resources education of college students. The non- career and college student responses were not considered and together with those who were absent or had dropped the courses.

3.2 Instrument validity and reliability

The instrument developed by the career and human resources education [with slight modification] was used to collect the data. The modification included adding two extra questions to the second section, and the omission of “ethnicity and race” in the demographic section. To establish the validity of the instrument, the career and human resources education conducted a review of literature and utilized a panel of experts to generate the items found in this instrument.

3.3 Data collection process

- i. Primary data: By collecting from Govt. and Non-Govt. college students
- ii. Secondary data: By collecting from primary data , note-book , netbook and others textbook.

CHAPTER- 4

RESULT AND DISCUSSIONS

Table 4.1 : Evaluating the satisfaction level of Govt. college student (Percentage)

Research Questions	Strongly Agree	Agree	Moderately	Disagree	Strongly Disagree
1. College environment.	12	36	34	12	6
2. The syllabus of education board.	7	12	25	36	20
3. Contents your textbook.	10	15	35	23	17
4. Qualities of Teacher.	65	20	8	5	2

5. Class routine.	45	30	12	9	4
6. Facilities of class room.	35	25	20	15	5
7. Multimedia class.	20	35	22	13	10
8. Number of students.	25	40	20	10	5
9. College library.	15	30	40	6	9
10. Entertaining facilities.	30	40	15	10	5
11. Common room facilities.	18	27	30	15	10
12. Canteen.	15	22	40	10	13
13. Sports.	35	40	10	8	7
14. Debating club.	27	38	20	10	5
15. Teaching.	45	30	10	7	8

Source: Analysis of collected data.

Table 4.1 shows that , qualities of teacher , class routine ,facilities of class room and teaching are highly satisfy and the syllabus of education board , contents your textbook , multimedia class , common room facilities and canteen are highly dissatisfy to the Govt. college students .

Table 4.2 : Evaluating the satisfaction level of Non-Govt. college student(Percentage)

Research Questions	Strongly Agree	Agree	Moderately	Disagree	Strongly Disagree
1. College environment.	30	25	20	20	5
2. The syllabus of education board.	20	35	30	8	7
3. Contents your textbook.	17	30	40	11	6
4. Qualities of Teacher.	25	35	20	15	5
5. Class routine.	20	25	30	17	8
6. Facilities of class room.	15	30	35	13	7
7. Multimedia class.	10	15	30	35	10
8. Number of students.	25	30	25	15	5

9. College library.	2	12	35	40	11
10. Entertaining facilities.	5	25	30	25	15
11. Common room facilities.	10	35	30	15	10
12. Canteen.	13	30	35	15	7
13. Sports.	7	15	35	30	13
14. Debating club.	22	35	30	10	3
15. Teaching.	15	30	25	20	10

Source: Analysis of collected data.

Table 4.2 shows that , the syllabus of education board , qualities of teacher , class routine , number of students, common room facilities, canteen and debating club are highly satisfy and college environment , college library, multimedia class , sports and entertaining facilities are highly dissatisfy to the Non-Govt. college students.

Table 4.3 : Providing a comparison of Govt. and Non-Govt. college student (Percentage)

Analyzing of all Questions	Govt.college student	Non-Govt.college student
1. Strongly Agree	30	20
2. Agree	20	30
3. Moderately	30	10
4. Disagree	15	25
5. Strongly Disagree	5	15

Source: Analysis of collected data.

Table 4.3 reveals that from data analysis, the govt. college students are more satisfied than the Non Govt. college students. Specifically, by the questions-college environment, Teachers quality, Multimedia classroom, Sports and Teaching, the govt. college students are more advanced. Although, other facilities are same between Govt. and Non-Govt. college students. So the Govt. should be take care of the Non-Govt. college student behind the Govt. college student.

CHAPTER- 5

LIMITATIONS AND CONCLUSION

5.1 Significance of the Study

Understanding student perceptions regarding the components of their college program experience is critical. Student evaluations, when used appropriately, aid educational leaders in assessing the impact of instruction within the context of the personal experience of the student. Student evaluations do this in a manner that other forms of evaluations such as faculty interview or peer review do not even attempt to address . This study constitutes the first formal step in identifying the collective perceptions of college students. This study endeavoured to aid evaluating, from the students' perspective, the program's ability to meet designed expectations and achieve program goals in a manner that was reasonable for, and relevant to, student participants.

5.2 Limitations

Limitations always exist in any study. In particular, this study has two limitations. First of all, the use of a convenient sample limits the generalizability of the results and findings of the study. In

addition, the absence of random sampling does not permit the analysis of the data collected using inferential statistics. For the delimitations, this study only surveyed college student.

5.3 Conclusion

It seems that the advisor has failed to be satisfactory for Non-Government college students. There are several limitations in our study. First, we were also unable to achieve 100% response rate, which raises questions as to the concerns or opinions of those students who were unable or chose not to complete the survey. College with pleased the Govt. college student more helpful than Non-Govt. college student with displeased. The Govt. college students are more satisfied than the Non Govt. college students. Specifically, by the questions-college environment, Teachers quality, Multimedia classroom, Sports and Teaching, the govt. college students are more advanced. Although, other facilities are same between Govt. and Non-Govt. college students. So the Govt. should be take care of the Non-Govt. college student behind the Govt. college student. Because the Govt. college student work involvement and task performance. Proper monitoring of the performing process, supporting the advisor and strengthening their position, informing them of their duties, and reducing their academic and research activities for further observation over the students under their control is suggested.

References

1. Lotfi M, Fazelpur S, Abuyi M, Ghane B, Vatani J. To evaluate the role of Advisor teacher in average score of shahed & Isargar students of shahid sadoughi university of medical science, 2002-2007. *EDC journal*. 2012; 4(7):54–60.
2. Rabiei MSR, Siyadat SA. A survey of career counseling needs of Shahre-Kord University students. *Counseling Research & Developments*. 2007; 22(1): 89–106.
3. Sastre EA, Burke EE, Silverstein E, Kupperman A, Rymer JA, Davidson MA, et al. Improvements in medical school wellness and career counseling: A comparison of one-on-one advising to an Advisory College Program. *Med Teach*. 2010;32(10):e429–35. [[PubMed](#)]
4. Hazavei SM. Student's satisfaction from academic guidance and consultation at Hamadan University of Medical Sciences. *Journal of Shahid Sadoughi University of Medical Sciences & Health Services*. 2000; 8(2):64–56.
5. Sirous S, editor. Survey on student's attitude of medical school in Isfahan Medical University toward counseling and guidance the process. 11th Iran National Congress on Medical Education; Tehran: Iran University of Medical Science; 2010. p. 255.
6. Adhami A, Mohammad Alizadeh S. Students' viewpoint about professors' performance in the field of consultation and guidance Education. *Strides In Development of Medical Education, Journal of Medical Education Development Center of Kerman University of Medical Sciences*. 2008; 5(2): 94–101.
7. Atik G. Counseling needs of educational sciences students at the Ankara University. *Procedia Social and Behavioral Sciences*. 2010;2(2):1520–26.
8. Asadollahi Pourandokht A, Elhampour H. The Attitudes of Faculty Members of Ahwaz Jondishapour University of Medical Sciences toward Student Advising and Counseling. *Strides In Development of Medical Education, Journal of Medical Education Development Center of Kerman University of Medical Sciences*. 2011; 8(1): 58–66.
9. Shakurnia A, Elhampour H, Khodadadi A. Present and Desired Status of Student Counseling in Opinions of AJUMS. *Scientific Medical Journal of Ahwaz University of Medical Sciences*. 2011; 10(74): 469–479.
10. Harrison E. Faculty perceptions of academic advising: "I don't get no respect". *Nurs Educ Perspect*. 2009 Jul-Aug; 30(4):229–33. [[PubMed](#)]

11. Haji Aghajani S, Ghorbani R, Jenabi MS, Saberian M, Rashidi Pour A, Malek M. Instructors' performance, election, duties and responsibilities from students' points of view in Semnan Medical University, 2001-02. *Journal of Babol University of Medical Sciences*. 2003; 5(2): 12–17.
12. Shams B, Fard M, Hassanzadeh A. The effect of counseling on the achievement of University students with droupout. *Iranian Journal of Medical Education*. 2000; 1(1):35–42.
13. Mojahed Shahnaz N, Salimi T, Lotfi H, Khodayarian M. The viewpoints of students in Yazd University of Medical Sciences on selection of adviser faculties . *Strides In Development of Medical Education, Journal of Medical Education Development Center of Kerman University of Medical Sciences*. 2011;8(2): 115–123.
14. Hazavehei SMM, Emdadi Sh. The KAP study of faculty members of the Hamadan University of Medical Sciences about academic advising programs in 1998. *Scientific Journal of Hamadan University of Medical Sciences & Health Services*. 2001;7(4): 36–43.
15. Salem Saafi R, editor. Advisor performance on solution findings from student's point of view; 2010. 11th Iran National Congress on Medical Education; Tehran: Iran University of Medical Science; 2010. p. 8.
16. Giovazolias T, Leontopoulou S, Triliva S. Assessment of Greek University Students' Counselling needs and attitudes: Anexploratory study. *Int J AdvCounselling*. 2010; 32(2): 101–16.
17. Brear PD, Dorrian J. Does professional suitability matter? A national survey of australiancounselling educators inundergraduate and post-graduate training programs. *Int J AdvCounselling*. 2010; 32(1): 1–13.
18. Bektas DY. Counselling international students in Turkish University: Current status and recommendations. *Int J Adv Counselling*. 2008; 30(4): 268–78.

Appendix

Research Questionnaire

Student satisfaction of Govt. and Non-Govt.college

Research Questions	Strongly	Agree	Moderately	Disagree	Strongly
---------------------------	----------	-------	------------	----------	----------

	Agree				Disagree
1. College environment.					
2. The syllabus of education board.					
3. Contents your textbook.					
4. Qualities of Teacher.					
5. Class routine.					
6. Facilities of class room.					
7. Multimedia class.					
8. Number of students.					
9. College library.					
10. Entertaining facilities.					
11. Common room facilities.					
12. Canteen.					
13. Sports.					
14. Debating club.					
15. Teaching.					

Question objects involving over all student Satisfaction

In this questionnaire, Following are some item which assess your opinion about yur level of satisfaction with the Govt. and non-Govt. college. In this questionnaire form is five part. Mark one

number per statement using the following scale:

1=Strongly Agree	2=Agree	3=Moderately	4=Disagree	5=Strongly Disagree
---------------------	---------	--------------	------------	------------------------