



GURU NANAK COLLEGE SRI MUKTSAR SAHIB



STUDENT SATISFACTION SURVEY REPORT

(Session 2020-21)



Submitted by:
**Student Satisfaction Survey & Feedback
Committee**

Phone No. 01633-260229, 94171-64962
E-mail: sss.gnc@gmail.com, principal_gnc@yahoo.com
Website: www.gncmkt.ac.in

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Student satisfaction Survey & Feedback Committee

Guru Nanak College, Sri Muktsar Sahib

Student Satisfaction Survey (2020-21) (A Report)

Introduction:

Guru Nanak College, Sri Muktsar Sahib is a NAAC accredited 'A' grade co-educational institute that aims at enabling its students in pursuing useful careers as well as shaping them into good human beings and responsible citizens of the country. It apostolates a firm faith in Gurbani and believes that the purpose of education is selfless service of humanity. Some fifty years back, the institution that had started with a UG program in humanities only has now expanded its horizons with a wide range of streams and courses in Basic Sciences, Bio-Technology, Commerce, Skill based vocational courses along with a number of UG and PG courses in humanities.

As the institution aims to provide the best possible environment and learning experience to its students, Student Satisfaction Survey & feedback Committee is constituted under Internal Quality Assurance Cell (IQAC) to enhance the satisfaction level of students, staff, alumni and parents. The committee not only conducts survey but also collects feedback from students, teachers, parents, supporting staff and alumni which in turn assist the institution to evaluate about its service policies and make changes as per stakeholders' requirements. In this way, the committee works to improve the services provided by the college and fill the gaps, if any.

Vision:

To Seek, to Strive and Not to Stop

Mission:

Sustained Enhancement in the Institutional Performance through Stakeholders' Feedback

Objectives:

- To enhance the satisfaction level of students, staff, alumni and parents.

- To improve the existing facilities in the institute and fill the gaps, if any.
- To provide an opportunity to all stakeholders to participate in the governance of the institute.
- To empower students' voice and represent the same effectively.

Team Members



Ms. Monika Garg is an **Assistant Professor in the Department of Business Administration**. Currently, She is working as Head of the Department. She has 12 years of teaching experience. Her academic qualification is M.Com, M.A(Eco), JRF ,B.ed. She has presented 6 research papers in National and International Conferences. Her 5 papers have been published in the conference proceedings and one in international journals. She has also participated in 18 international and national webinars. She has written one book titled 'Human resource Management'. She has acted as a resource person in various seminars and faculty development programmes, subject expert in paper setting, conducting viva voce and various interviews conducted in the commerce and management. She has participated in various awareness programmes and has organized various seminars, workshops, special lectures and competitions. She has attended various faculty development programmes, orientation and refresher courses.



Dr. Rupinderpal kaur is an **Assistant Professor in P.G. Department of Computer Science**. She has 14 years of experience in teaching. Her academic qualification is M.Sc(IT), M.Phil and Ph.D. She has published 12 papers in various international journals including Scopus indexed journals also, presented 6 papers in various international/national conferences, and attended 8 international/national conferences. She is In-charge and member of various committees in the institution.



Dr. Sandeep Kaur Brar has been working as an **Assistant Professor in English** at Guru Nanak College, Sri Muktsar Sahib since 2014. A postgraduate from Panjab University, Chandigarh, and holding a doctorate in African Literature from Punjabi University, Patiala, she has African writings and Post colonialism as her fields of research. Apart from participating in national and international seminars, workshops and conferences, she has got her seven research papers published in international journals and in edited books.



Dr. Harpreet Kaur is working as an **Assistant Professor in Botany** in Department of Basic Sciences. She is Incharge of Botany subject and has 9 years of teaching experience. Her academic qualification is M.Sc. (Botany), B.Ed. and Ph.D. Her area of research is Plant Cytogenetics. She has Pursued JRF & SRF during Ph.D. under Maulana Azad National Fellowship Scheme of University Grants Commission, New Delhi and selected as Research Fellow under the Science Academies “Summer Research fellowship-2018”. She has published 14 research papers in various international journals with high impact factor and one chapter in an edited book published by an international publisher. She has presented her research paper in 12 national and international conferences. She has acted as a



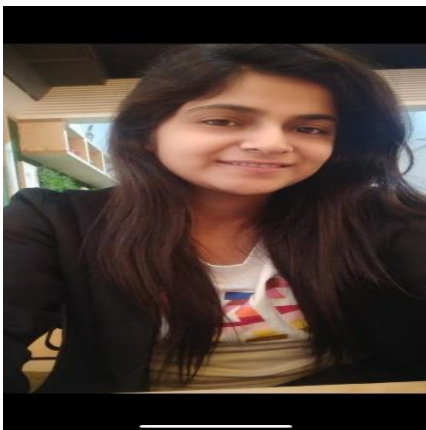
subject expert in paper setting and various interviews conducted in Botany and Agriculture. She has also acted as resource person to deliver special talks in state and National level seminars.

Ms. Roohi is an Assistant professor in the **Department of Fashion Designing**. She has 4 Years of teaching experience. Her academic qualification is M.Sc (FT), M.A(Eco),UGC

NET ,DFD. She has presented 1 paper in National seminar. Her two papers have been published in international Journals.



Ms. Pooja Bajaj is an Assistant Professor in the **P.G. Department of Computer Science**. She has 14 years of teaching experience. Her academic qualification is MCA, M.Phil. . She has presented one Research paper in International conference. She is an active member of various administrative committees in the institution.



Ms. Richa Sharma is an Assistant Professor in the **PG Department of Commerce**. Her academic qualification is M. Com, B.ed , PHD(pursuing). She is having an experience of 4 years. She has presented 2 Research paper in National Conferences. Her 2 Research papers have been published in UGC CARE listed journals. She has also participated in 2 National workshops on Research Methodology and training on SPSS.

About the Student Satisfaction Survey:

As per the instruction of the NAAC (National Assessment and Accreditation Council), Student Satisfaction Survey Committee (SSSC) has conducted a survey through a questionnaire provided by the NAAC itself. The questionnaire consists of twenty questions on the various facets of teaching learning process. The questions range from the teaching skills of teachers like subject knowledge, communication skills, class preparation, and use of ICT tools, to their overall approach to the educational process. The given questionnaire also focuses on the overall approach of the faculty and the institution with respect to providing right environment, motivation, interpersonal relationships, feedback etc. Thus, the survey seeks to assess the satisfaction level of the students regarding the whole teaching learning process. The questionnaire concludes with three open-ended suggestions to give students the opportunity to put into their own words what they believe to be the best things that GNC has to offer, what GNC needs to improve in order to provide quality educational services, and any additional comments about their experiences at GNC.

Methodology:

The questionnaire is based on the Likert scale where the responses are recorded on a scale of 0 to 4, with the most positive response being rated as 4 and the most negative response being rated as 0. For the session 2020-21, the given questionnaire is filled through online mode by 1006 students selected randomly from UG & PG classes. Random stratified survey method is applied to conduct this survey. After the survey, the mean score for each question has been calculated and then the overall mean has been arrived at.

A) Method for calculation of mean on Likert Scale:

To determine the minimum and maximum length of the 5-point Likert scale, the range is calculated by $(4 - 0 = 4)$ then divided by 5 to find five equal intervals $(4 \div 5 = 0.80)$. Further, mid value is calculated by taking average of upper and lower limits of class interval. Thus, the intervals are as follows:

Likert Scale	Class Interval	Mid-value
0	0-0.8	0.4

1	0.8-1.6	1.205
2	1.6-2.4	2.005
3	2.4-3.2	2.805
4	3.2-4	3.605

C) Questionnaire for the Survey

Instructions to fill the questionnaire

- All questions should be compulsorily answered.
- Each question has five responses, choose the most appropriate one.
- The response to the qualitative question no. 21 is student’s opportunity to give suggestions or improvements; she/he can also mention weaknesses of the institute here. (Kindly restrict your response to teaching learning process only)

A) Please confirm this is the first and only time you answer this survey.

a) Yes b) No

B) Age:

C) College Name:.....

D) Gender: a) Female b) Male c) Transgender

E) What degree program are you pursuing now?

a) Bachelor's b) Master’s c) Diploma course

F) What subject area are you currently pursuing?

a) Arts b) Commerce c) Science d) Professional e) Other: ()

Following are questions for online student satisfaction survey regarding teaching learning process.

1. How much of the syllabus was covered in the class?

- a) 4 – 85 to 100% b) 3 – 70 to 84% c) 2 – 55 to 69% d) 1– 30 to 54%
e) 0 –Below 30%

2. How well did the teachers prepare for the classes?

- a) 4 – Thoroughly b) 3 – Satisfactorily c) 2 – Poorly d) 1 – Indifferently
e) 0 – Won't teach at all

3. How well were the teachers able to communicate?

- a) 4 – Always effective b) 3 – Sometimes effective c) 2 – Just satisfactorily
d) 1 – Generally ineffective e) 0 – Very poor communication

4. The teacher's approach to teaching can best be described as

- a) 4 – Excellent b) 3 – Very good c) 2 – Good d) 1 – Fair e) 0 – Poor

5. Fairness of the internal evaluation process by the teachers.

- a) 4 – Always fair b) 3 – Usually fair c) 2 – Sometimes unfair d) 1 – Usually unfair
e) 0 – Unfair

6. Was your performance in assignments discussed with you?

- a) 4 – Every time b) 3 – Usually c) 2 – Occasionally/Sometimes d) 1 – Rarely
e) 0 – Never

7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

- a) 4 – Regularly b) 3 – Often c) 2 – Sometimes d) 1 – Rarely e) 0 – Never

8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

- a) 4 – Significantly b) 3 – Very well c) 2 – Moderately d) 1 – Marginally
e) 0 – Not at all

9. The institution provides multiple opportunities to learn and grow.

- a) 4 – Strongly agree b) 3 – Agree c) 2 – Neutral d) 1 – Disagree e) 0 – Strongly disagree

10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.

- a) 4 – Every time b) 3 – Usually c) 2– Occasionally/Sometimes d) 1 – Rarely
e) 0– Never

11. Your mentor does a necessary follow-up with an assigned task to you.

- a) 4 – Every time b) 3 – Usually c) 2 – Occasionally/Sometimes d) 1 – Rarely
e) 0 – I don't have a mentor

12. The teachers illustrate the concepts through examples and applications.

- a) 4 – Every time b) 3 – Usually c) 2 – Occasionally/Sometimes d) 1– Rarely
e) 0 – Never

13. The teachers identify your strengths and encourage you with providing right level of challenges.

- a) 4 – Fully b) 3 – Reasonably c) 2 – Partially d)1 – Slightly e) 0– Unable to

14. Teachers are able to identify your weaknesses and help you to overcome them.

- a) 4 – Every time b) 3 – Usually c) 2 – Occasionally/Sometimes d) 1 – Rarely
e) 0 – Never

15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

- a) 4 – Strongly agree b) 3 – Agree c) 2 – Neutral d) 1 – Disagree e) 0 – Strongly disagree

16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

- a) 4 – To a great extent b) 3 – Moderate c) 2 – Some what d) 1 – Very little

e) 0 – Not at all

17. Teachers encourage you to participate in extracurricular activities.

- a) 4 – Strongly agree b) 3 – Agree c) 2 – Neutral d) 1 – Disagree
e) 0 – Strongly disagree

18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

- a) 4 – To a great extent b) 3 – Moderate c) 2 – Some what d) 1 – Very little
e) 0 – Not at all

19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.

- a) 4 – Above 90% b) 3 – 70 – 89% c) 2 – 50 – 69% d) 1 – 30 – 49%
e) 0 – Below 29%

20. The overall quality of teaching-learning process in your institute is very good.

- a) 4 – Strongly agree b) 3 – Agree c) 2 – Neutral d) 1 – Disagree
e) 0 – Strongly disagree

21. Give three observation / suggestions to improve the overall teaching – learning experience in your institution.

- a)
b)
c)

Results of the Survey:

1. How much of the syllabus was covered in the class?

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	520	314	133	35	4	3.05	2
F(x)	1874.6	880.77	266.66	42.18	1.6		

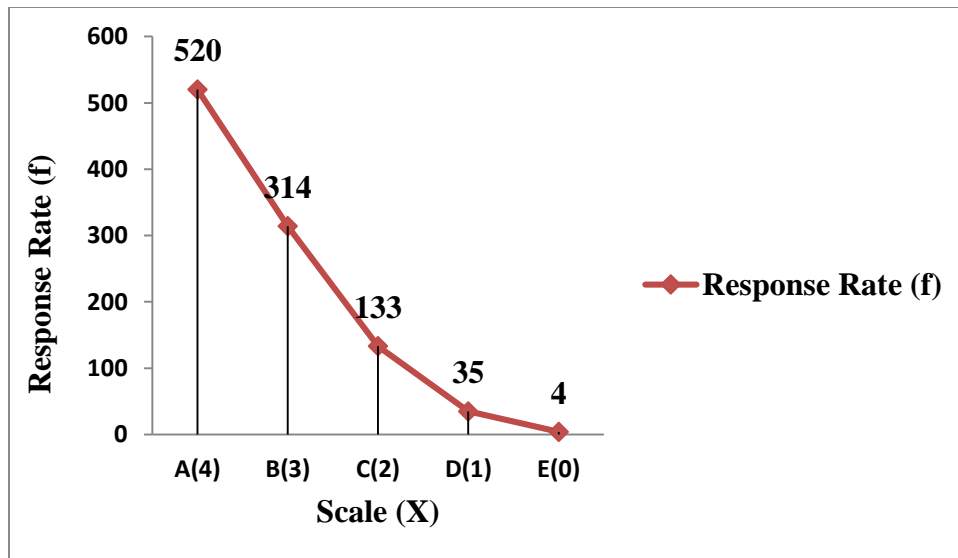
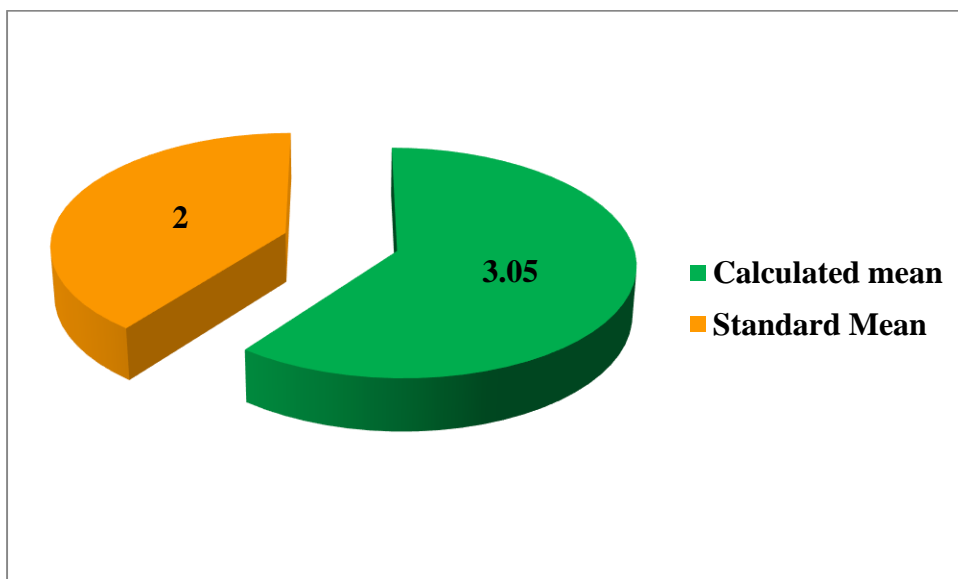


Fig. 1. Syllabus covered in the class



2. How well did the teachers prepare for the classes?

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	330	621	37	12	6	3.01	
F(x)	1189.65	1741.91	74.19	14.46	2.4		2

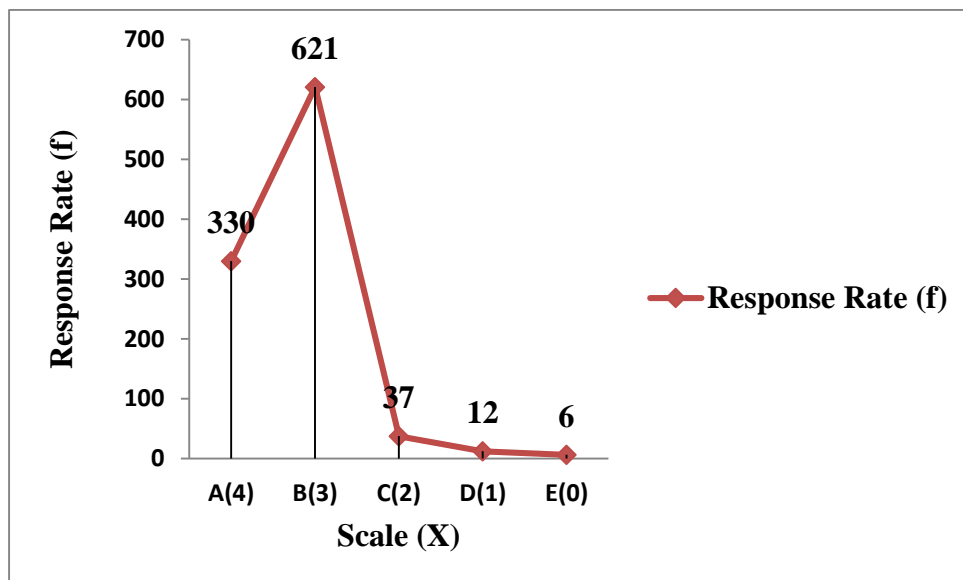
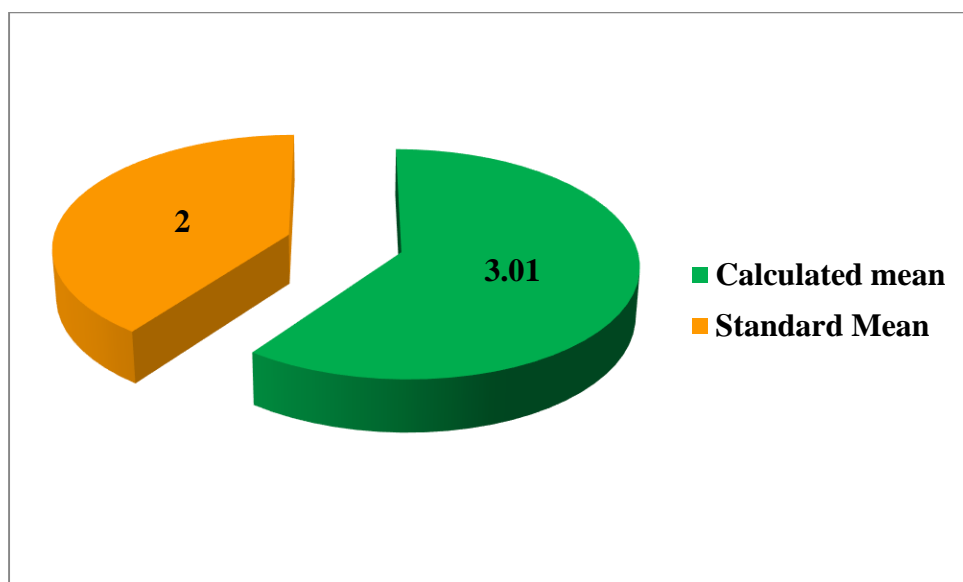


Fig. 2. Teachers preparation for the classes.



3. How well were the teachers able to communicate?

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	647	256	85	15	3	3.22	
F(x)	2332.44	718.08	170.43	18.07	1.2		2

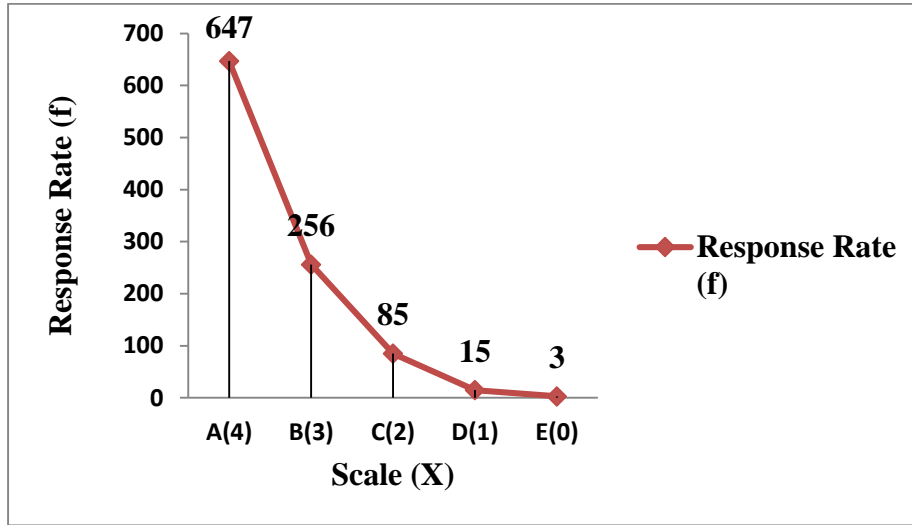
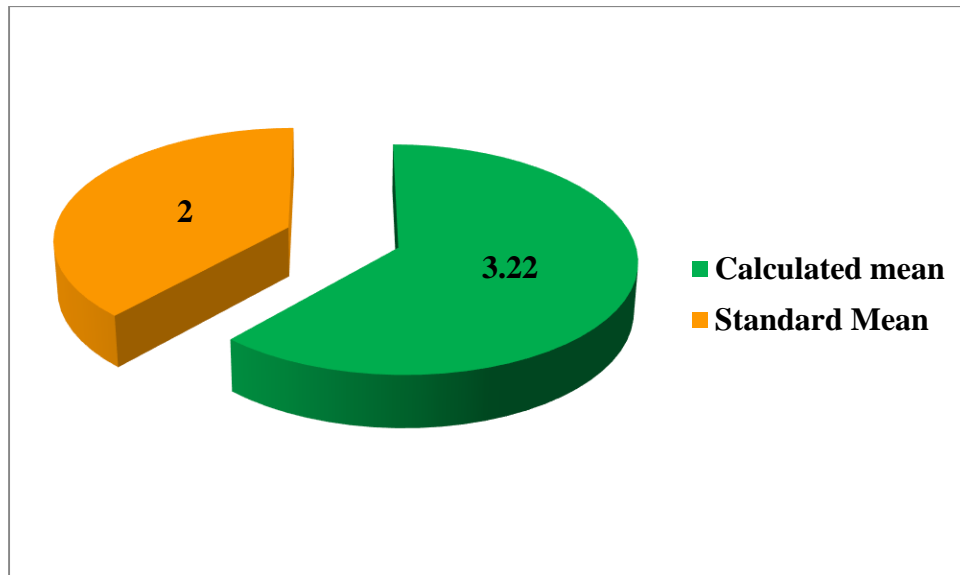


Fig. 3. Teachers level of communication.



4. The teacher's approach to teaching can best be described as

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	389	456	132	27	2	2.96	
F(x)	1402.35	1279.08	264.66	32.54	0.8		2

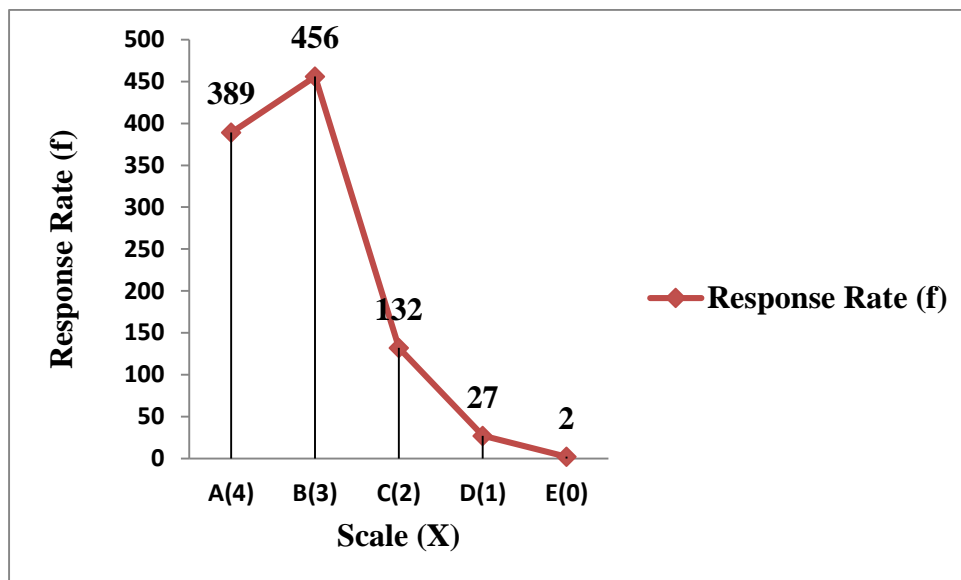
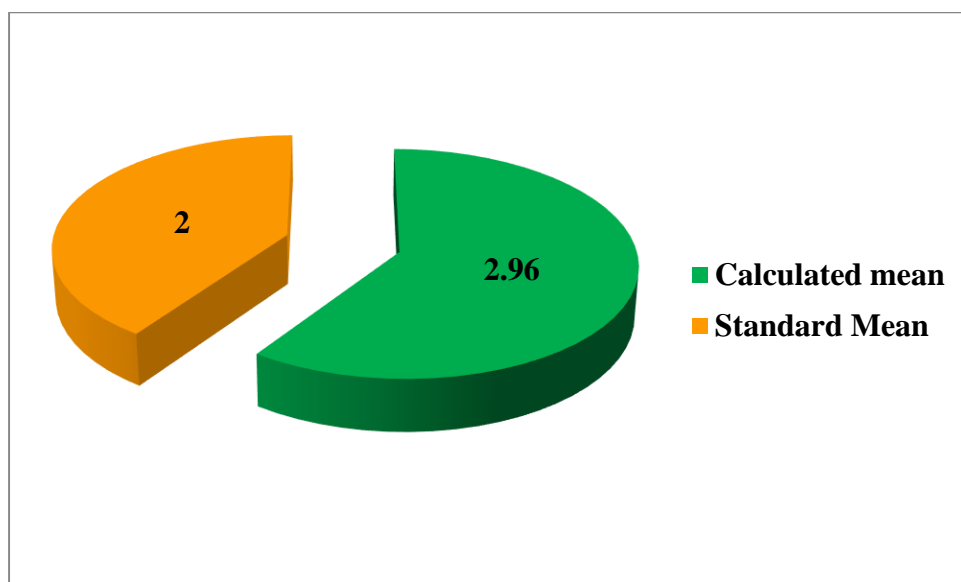


Fig. 4. Teacher's approach to teaching.



5. Fairness of the internal evaluation process by the teachers.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	560	343	91	5	7	3.15	2
F(x)	2018.8	962.12	182.45	6.02	2.8		

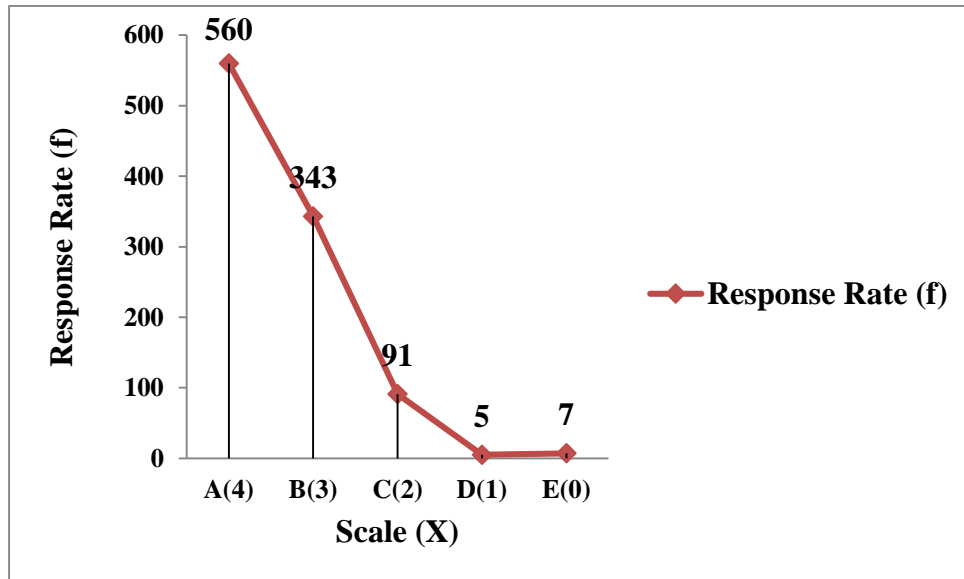
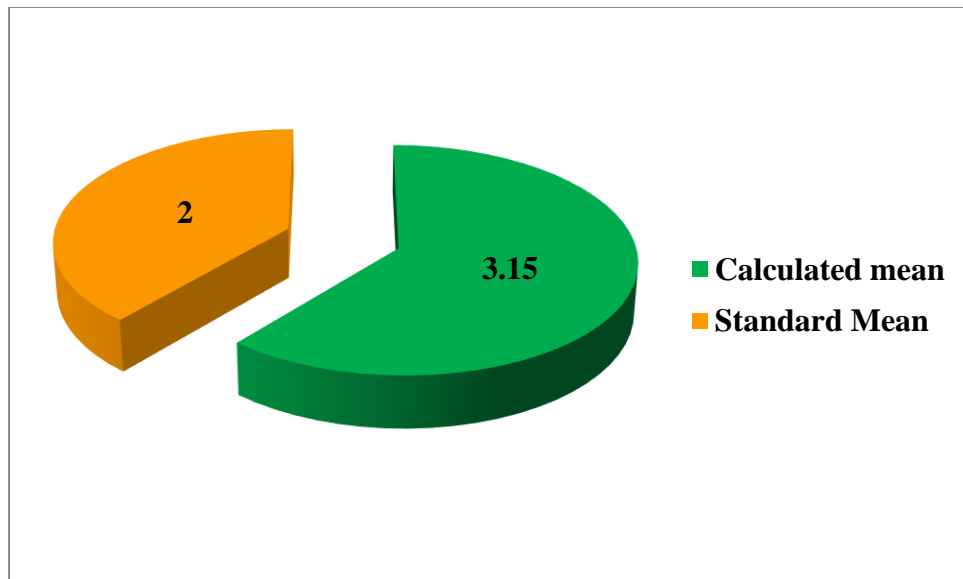


Fig. 5. Fairness of the internal evaluation process.



6. Was your performance in assignments discussed with you?

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	531	308	117	35	15	3.04	
F(x)	1914.25	863.94	234.58	42.17	6		2

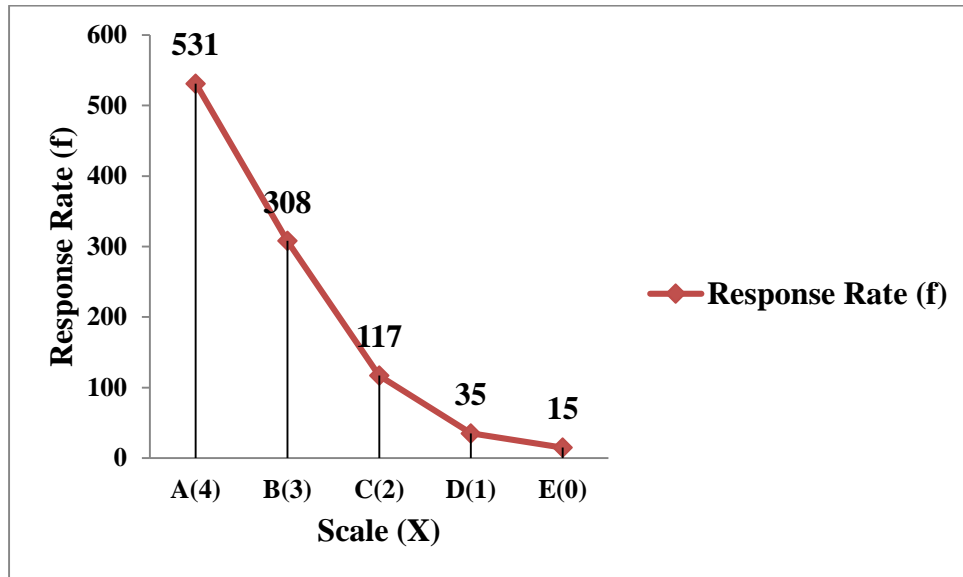
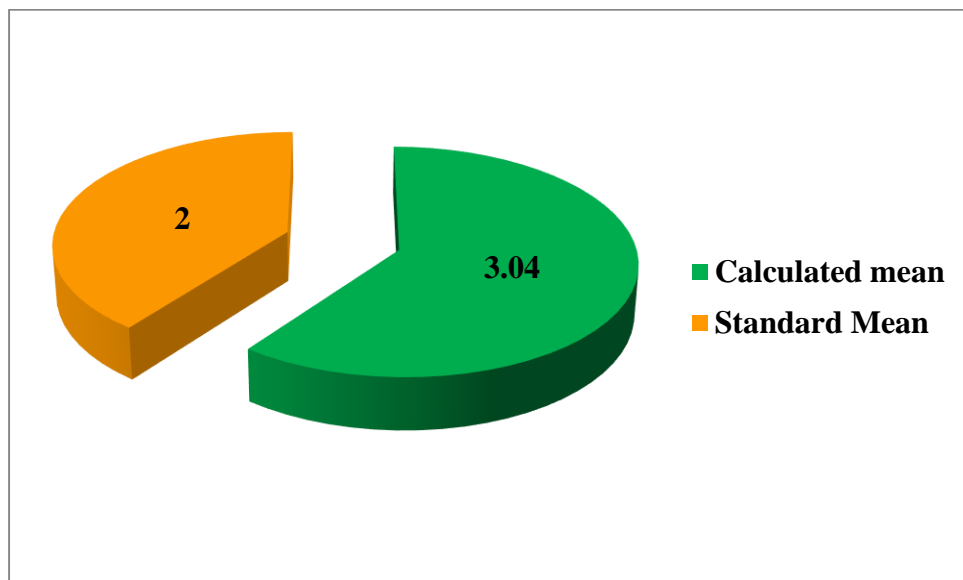


Fig. 6. Discussion on assignment performance in class.



7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	495	287	166	36	22	2.96	2
F(x)	1784.47	805.03	332.83	43.38	8.8		

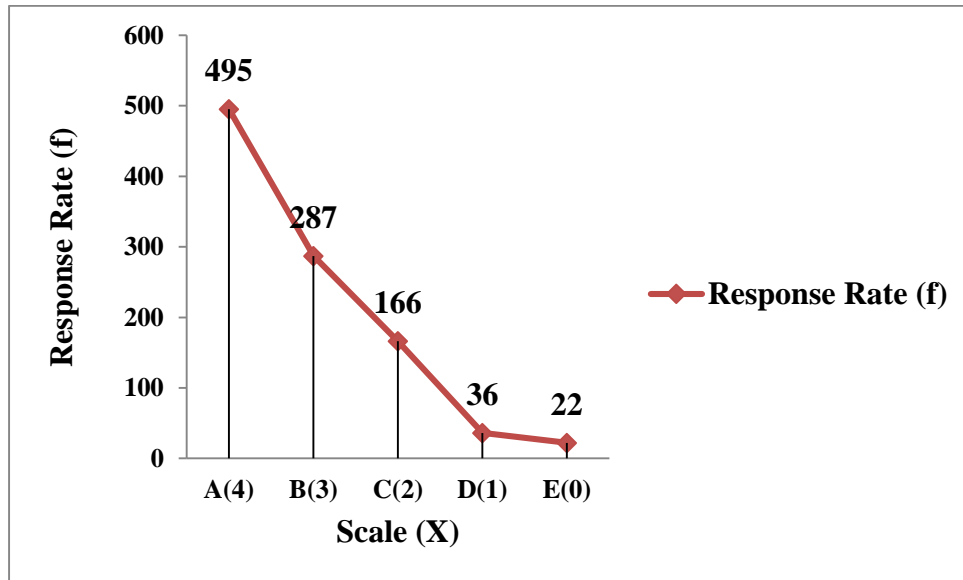
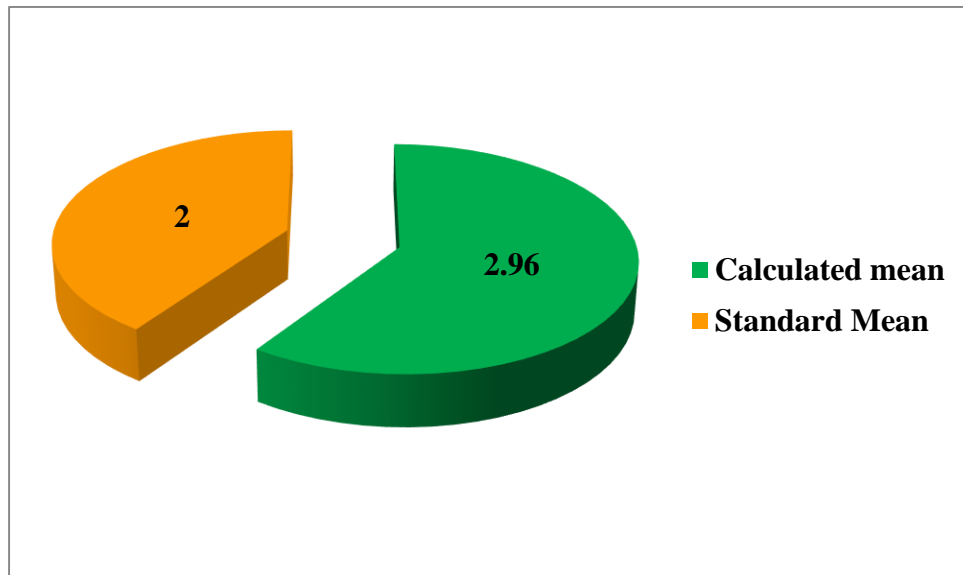


Fig. 7. Institute's interest in promoting internship, student exchange, field visit for students.



8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	282	580	110	19	15	2.87	2
F(x)	1016.61	1626.9	220.55	22.89	6		

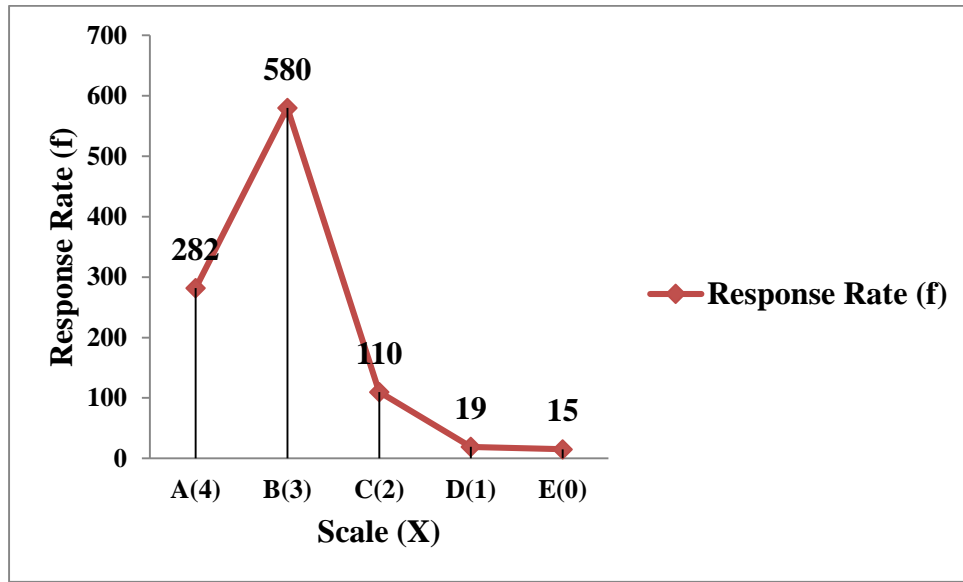
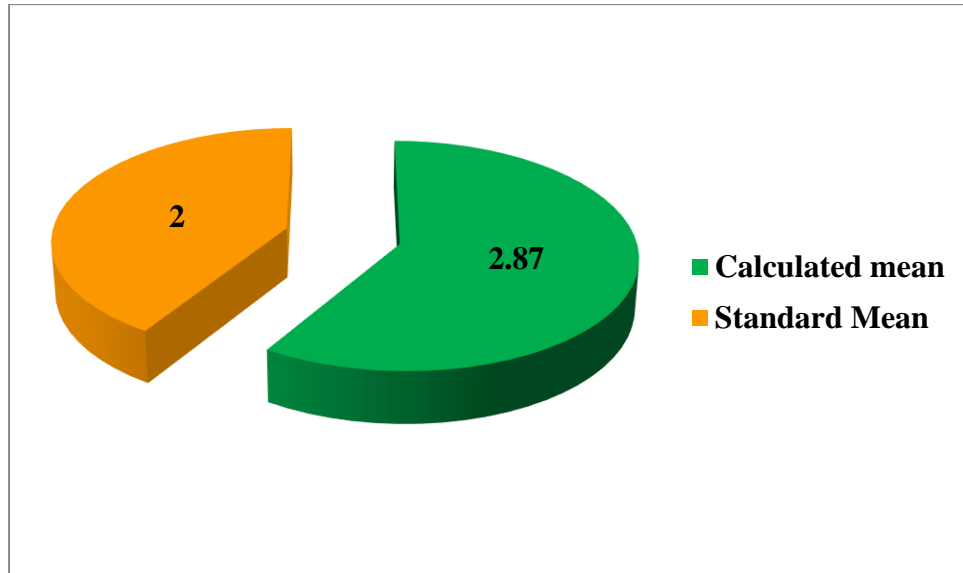


Fig. 8. Institute's teaching and mentoring process in cognitive, social and emotional growth.



9. The institution provides multiple opportunities to learn and grow.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	365	532	90	11	8	2.98	2
F(x)	1315.82	1492.26	180.45	13.25	3.2		

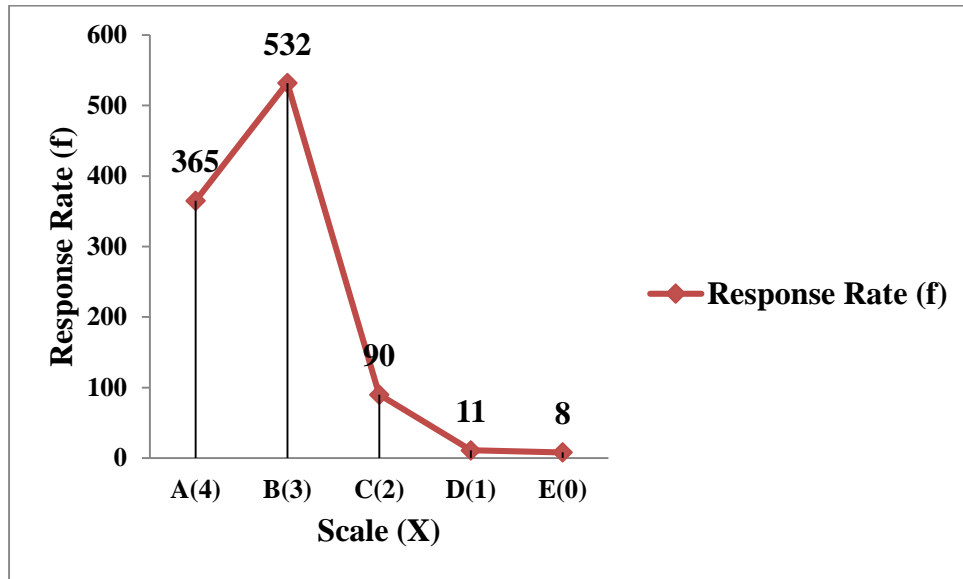
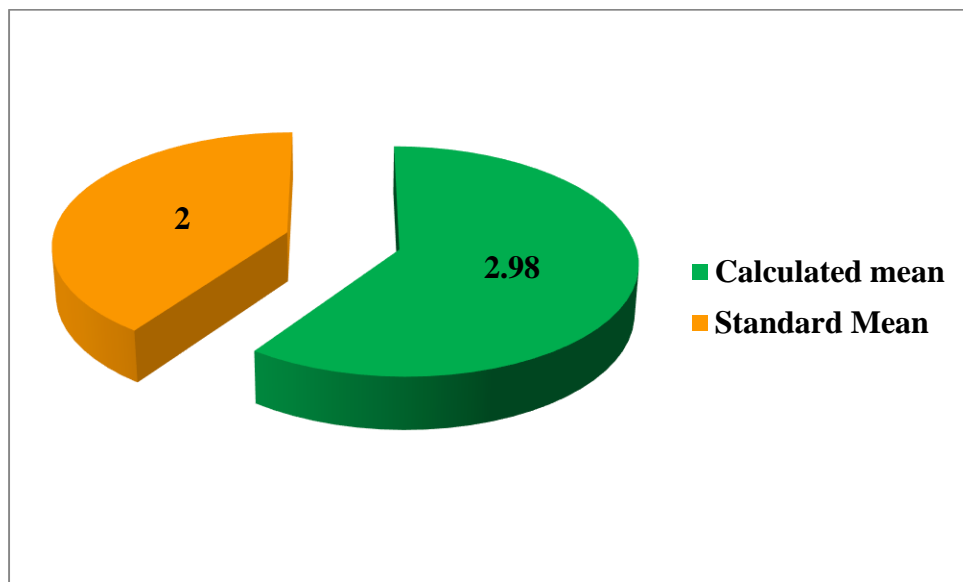


Fig. 9. Provision of multiple opportunities to learn and grow in the Institute.



10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response rate (f)	588	313	79	24	2	3.16	
F(x)	2119.74	877.96	158.39	28.92	.8		2

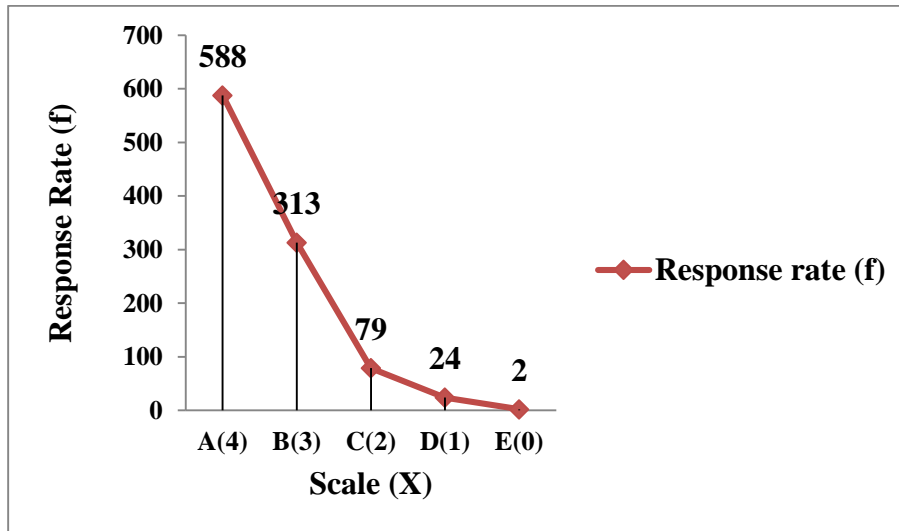
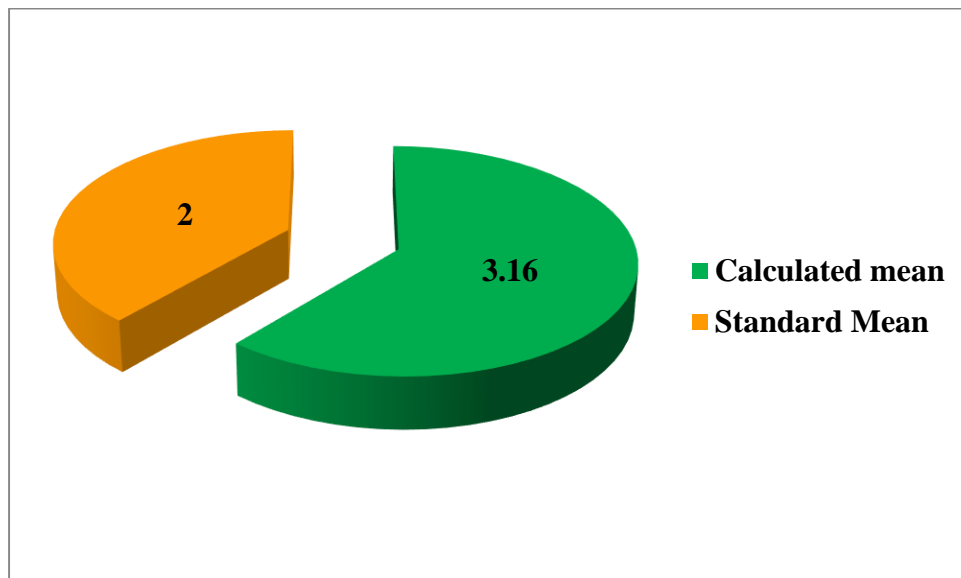


Fig. 10. Teachers inform students about expected competencies as well as course & programme outcomes.



11. Your mentor does a necessary follow-up with an assigned task to you.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	469	403	100	22	12	3.04	2
F(x)	1690.75	1130.42	200.5	26.51	4.8		

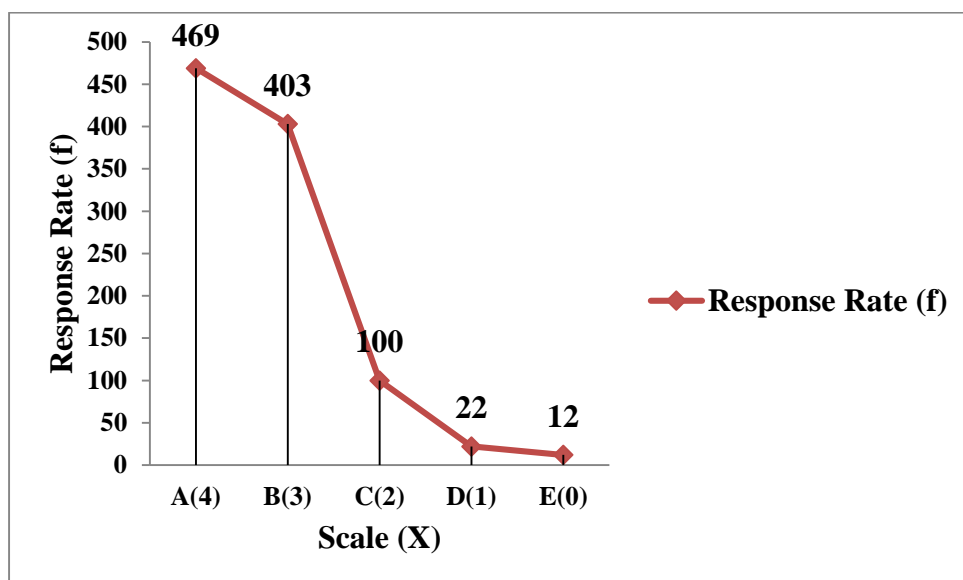
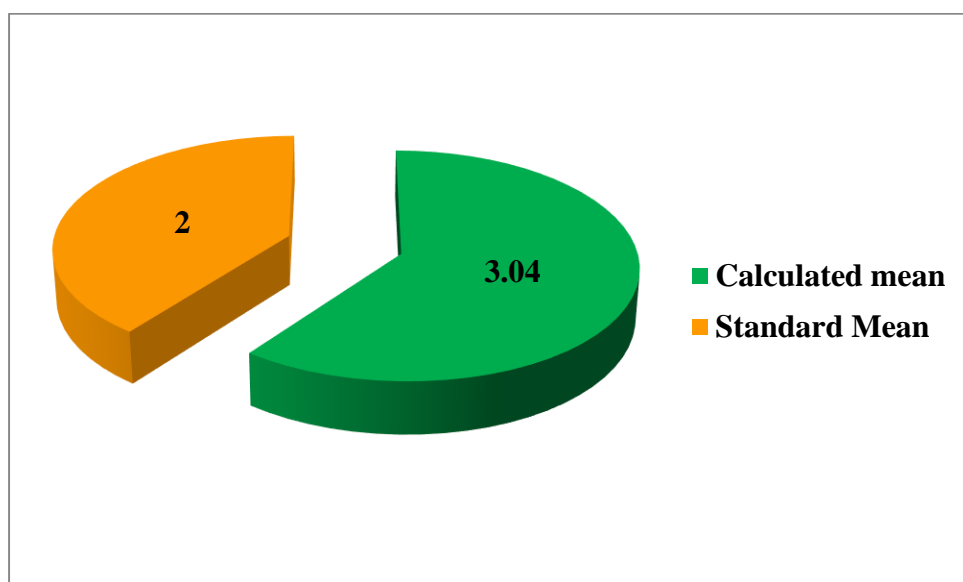


Fig. 11. Mentor's follow-up with an assigned task.



12. The teachers illustrate the concepts through examples and applications.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	605	311	63	22	5	3.18	
F(x)	2181.02	872.35	126.32	26.51	2		2

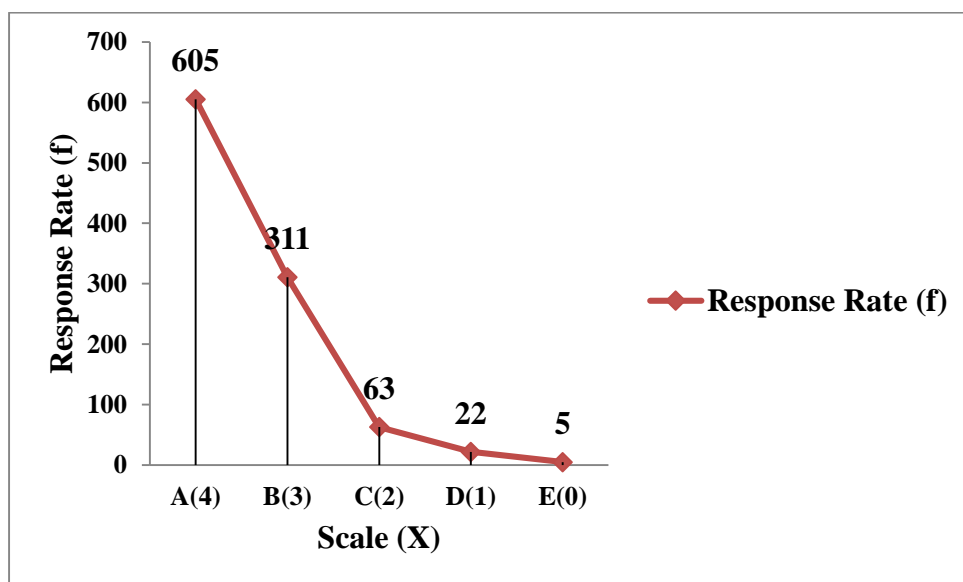
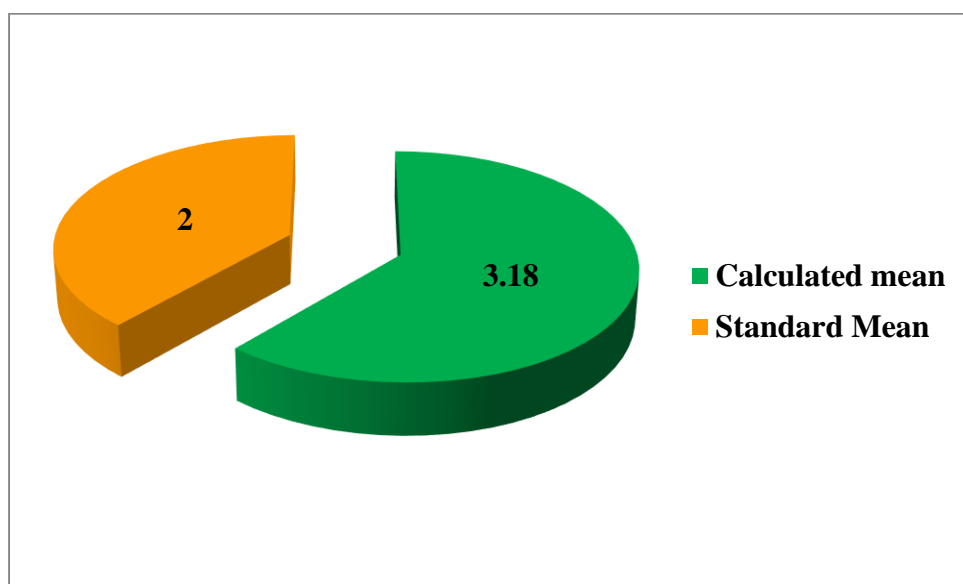


Fig. 12. Teacher's way of illustration through examples and applications.



13. The teachers identify your strengths and encourage you with providing right level of challenges.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	560	322	84	32	8	3.11	
F(x)	2018.8	903.21	168.42	38.56	3.2		2

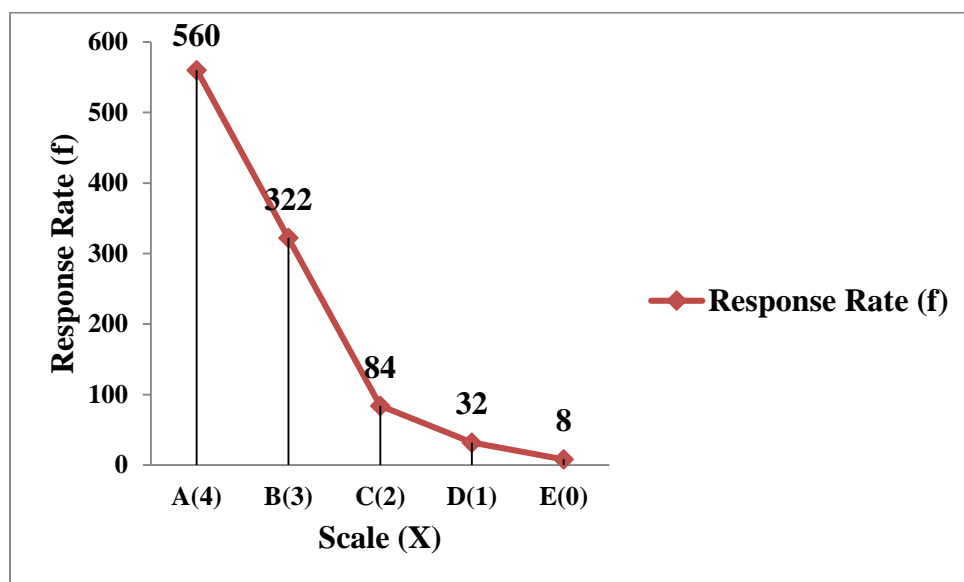
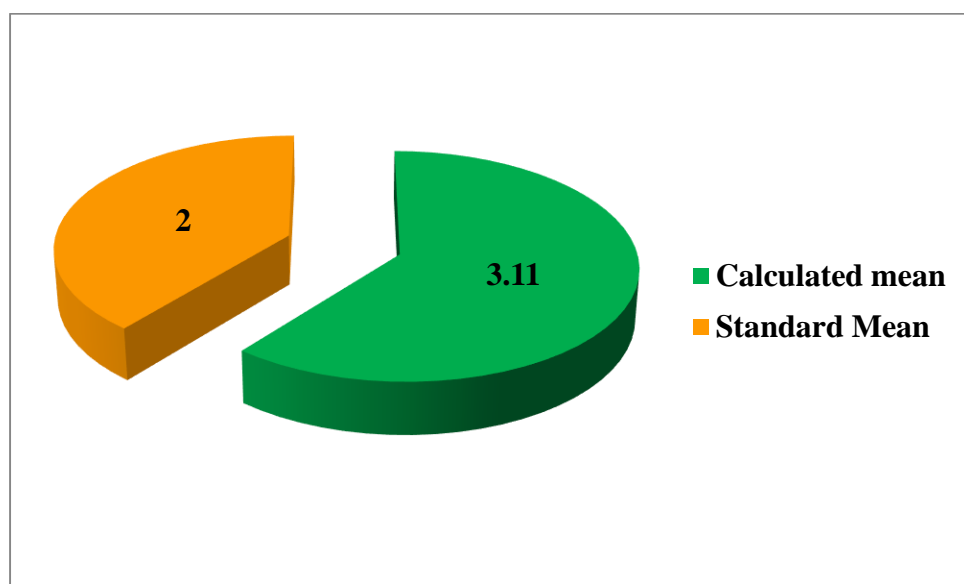


Fig. 13. Identification of strengths and to encourage students by teacher at right level.



14. Teachers are able to identify your weaknesses and help you to overcome them.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	561	280	109	40	16	3.06	
F(x)	2022.41	785.4	218.55	48.2	6.4		2

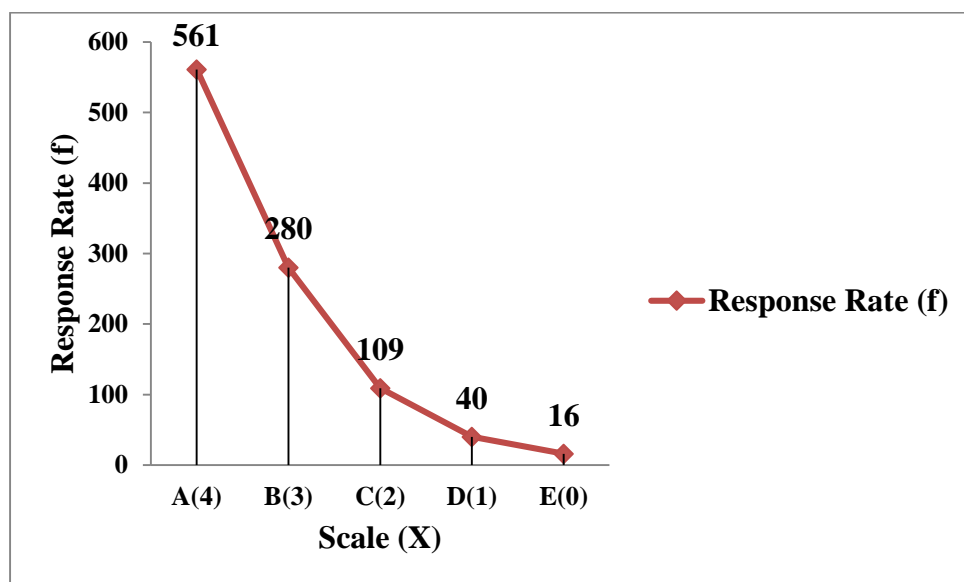
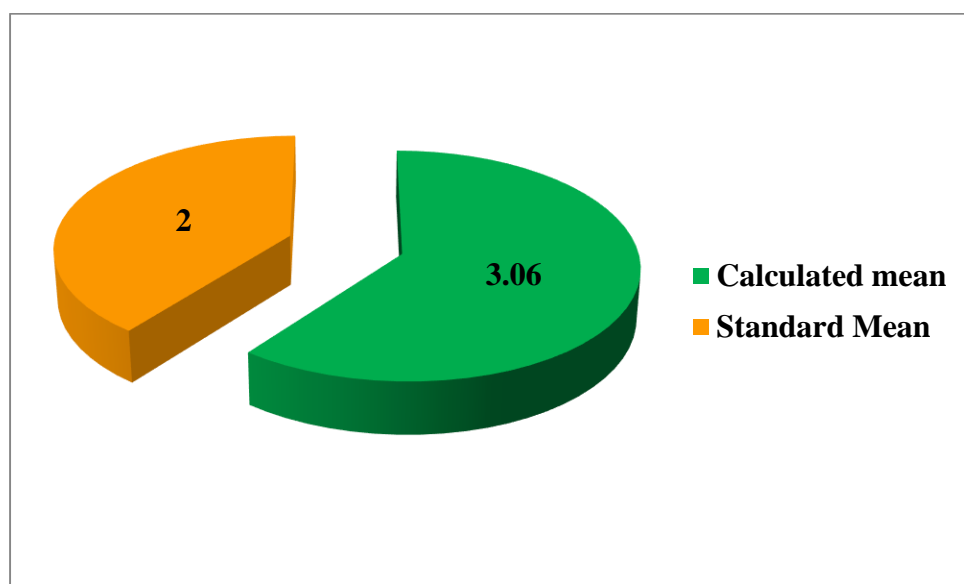


Fig. 14. Ability of teacher to identify and overcome the student weaknesses.



15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	352	527	110	9	8	2.96	2
F(x)	1268.96	1478.24	220.55	10.84	3.2		

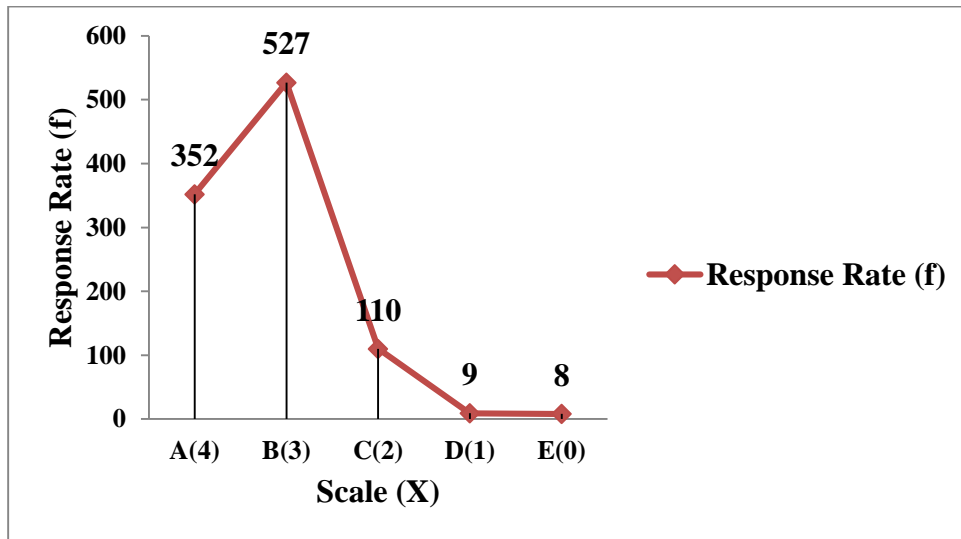
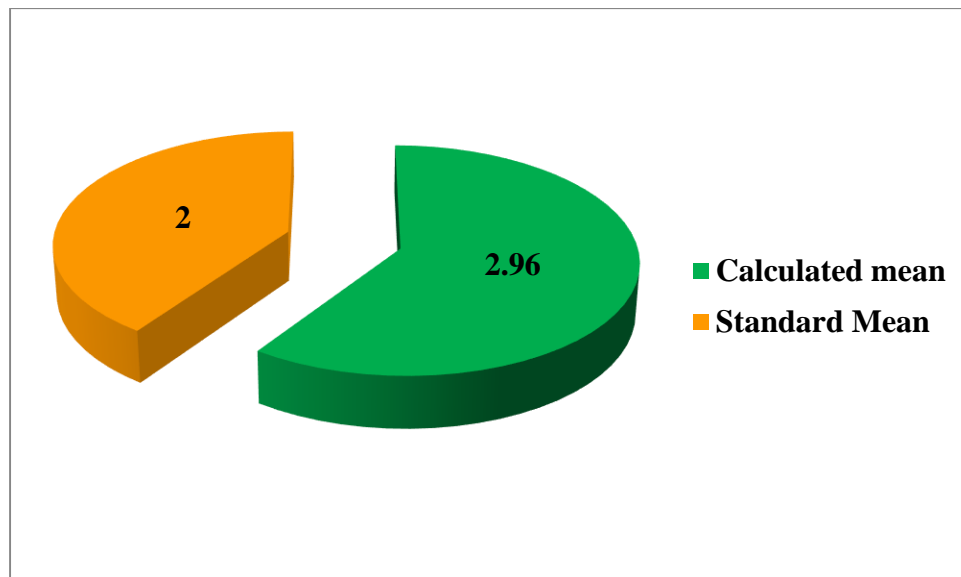


Fig. 15. Efforts of institution to engage students in the improvement of teaching learning process.



16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	432	465	61	38	10	3.02	
F(x)	1557.36	1304.33	122.31	45.79	4		2

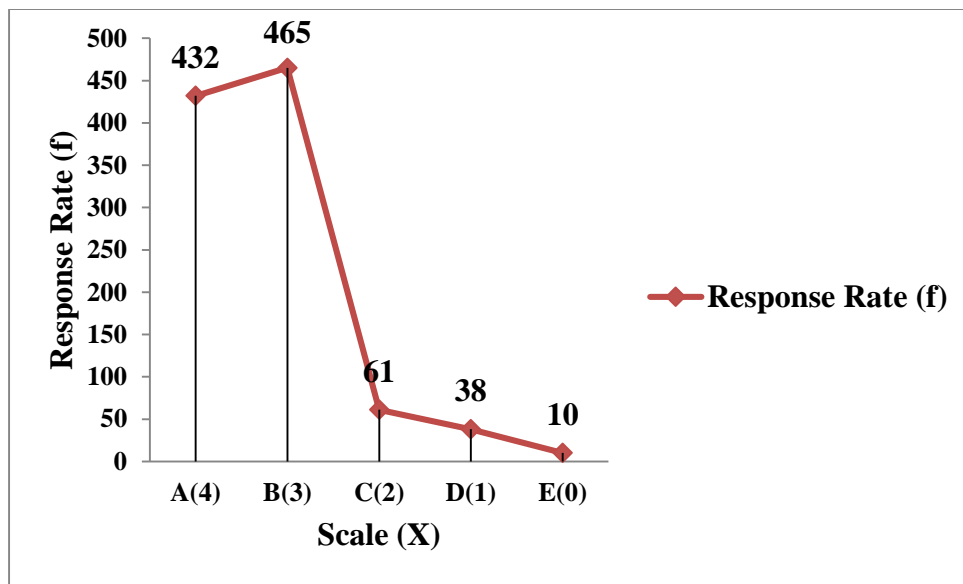
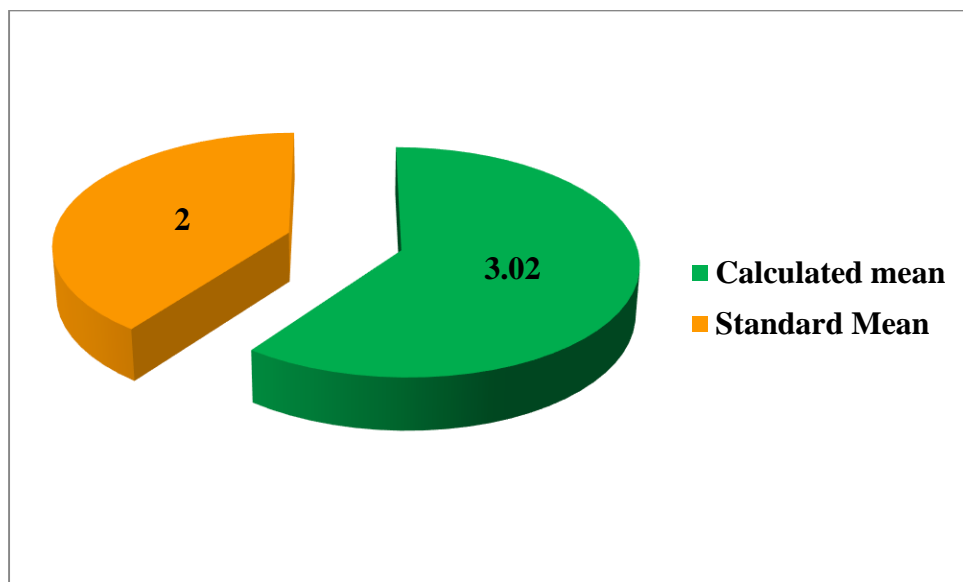


Fig. 16. Use of student centric methods by teacher/institution to enhance learning experiences.



17. Teachers encourage you to participate in extracurricular activities.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response rate (f)	479	429	80	13	5	3.08	
F(x)	1726.79	1203.34	160.4	15.66	2		2

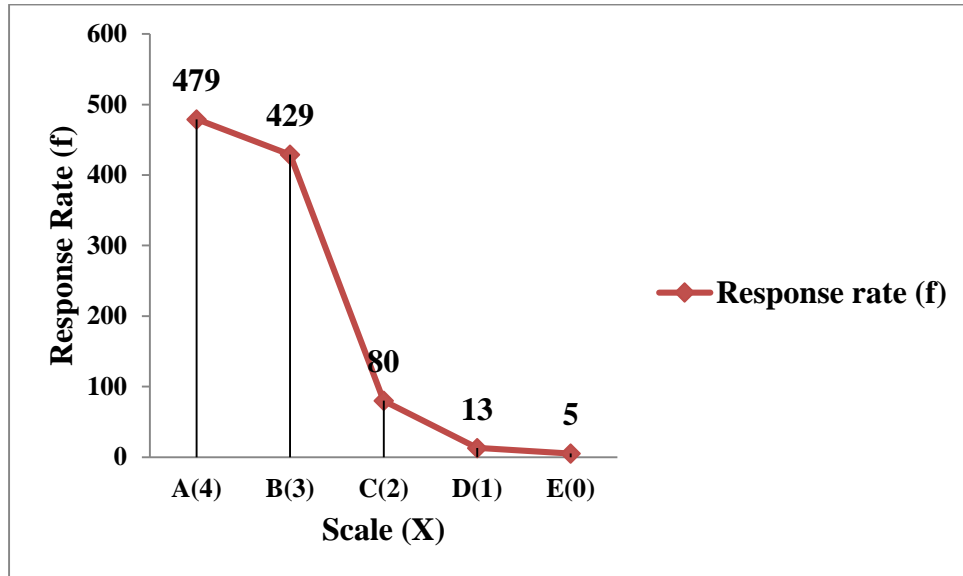
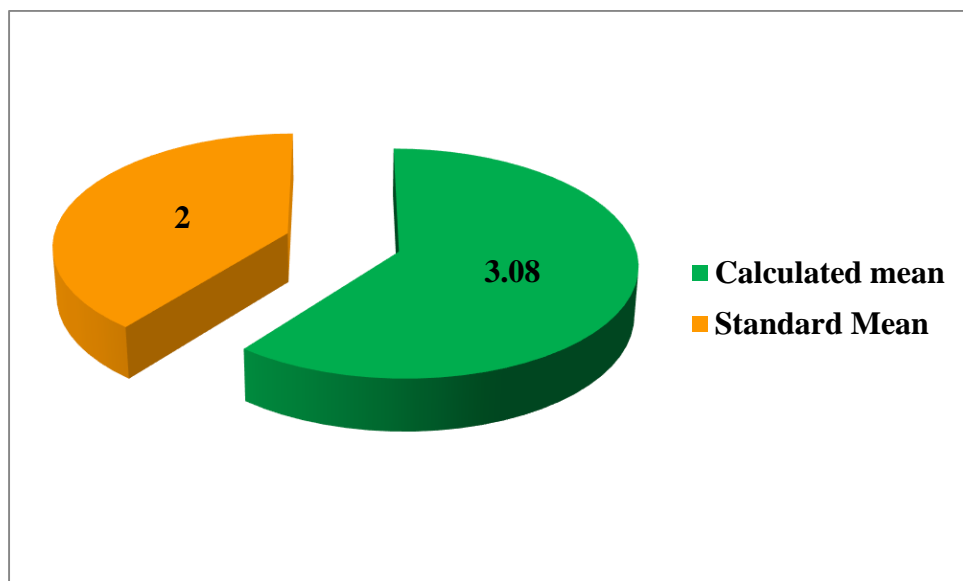


Fig. 17. Student encouragement by teacher to participate in extracurricular activities.



18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	500	385	78	32	11	3.06	
F(x)	1802.5	1079.93	156.39	38.56	4.4		2

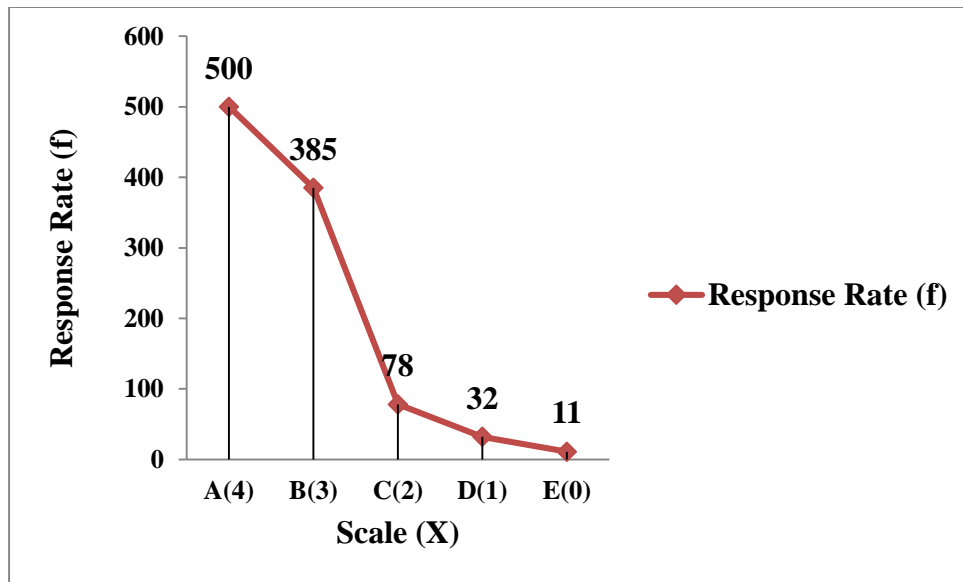
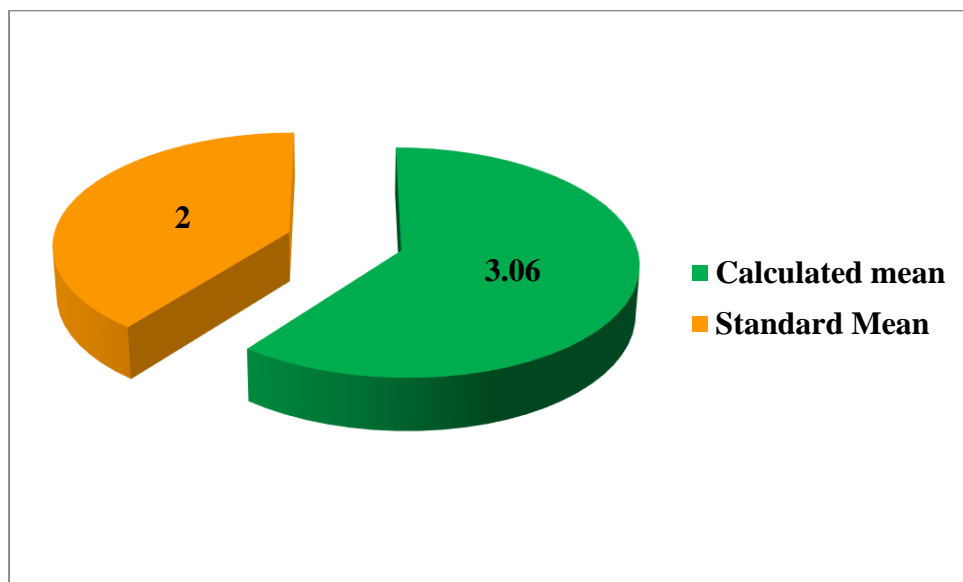


Fig. 18. Efforts of institute/teacher to inculcate various skills among students to prepare them for the field of work.



19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	216	384	207	72	127	2.39	
F(x)	778.68	1077.12	415.03	86.76	50.8		2

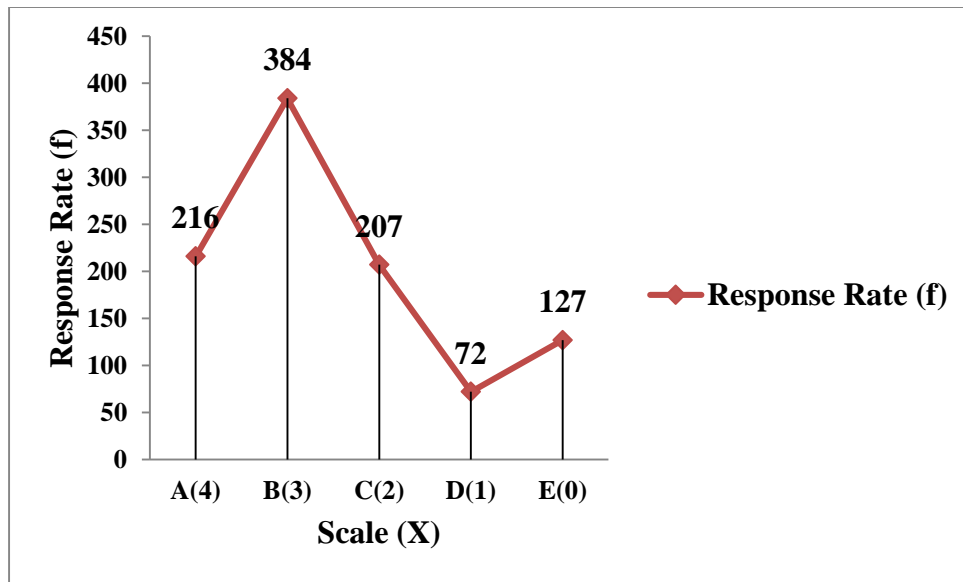
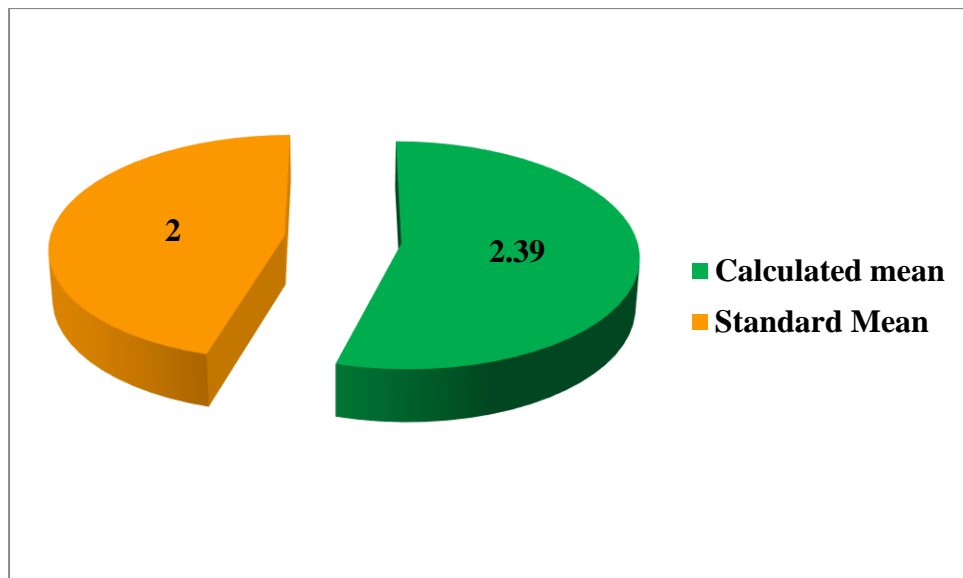


Fig. 19. Percentage of teachers using ICT tools, while teaching.



20. The overall quality of teaching-learning process in your institute is very good.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	453	451	85	10	7	3.06	
F(x)	1633.06	1265.05	170.42	12.05	2.8		2

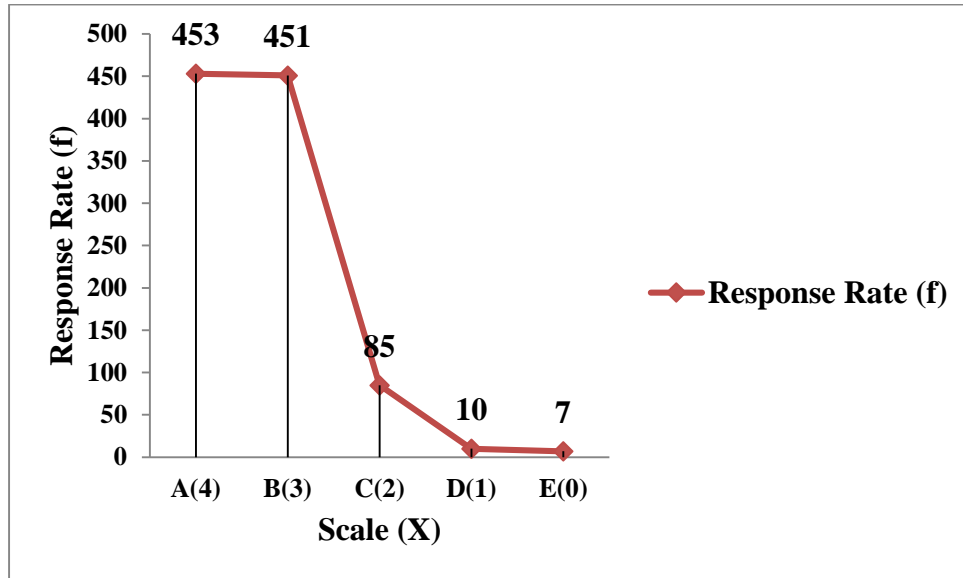
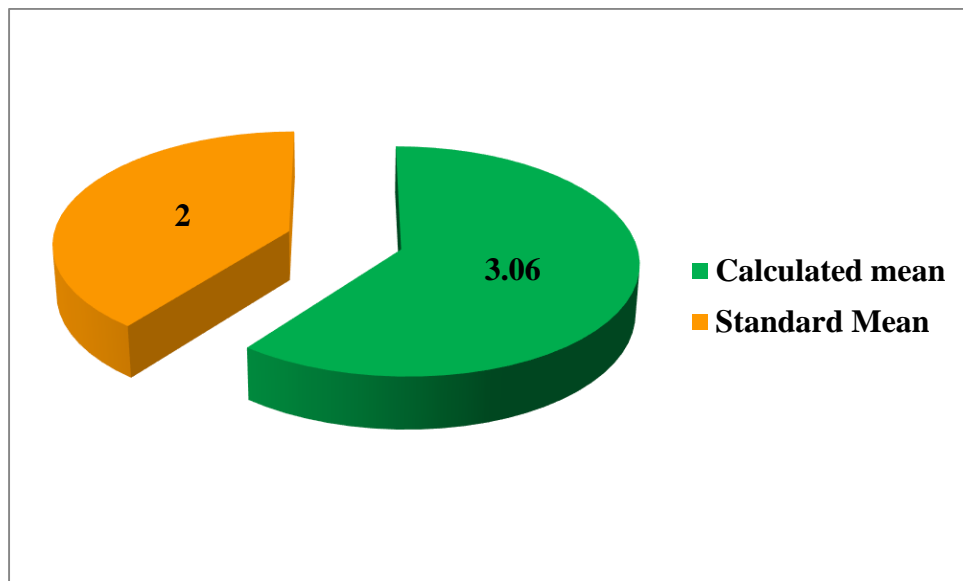
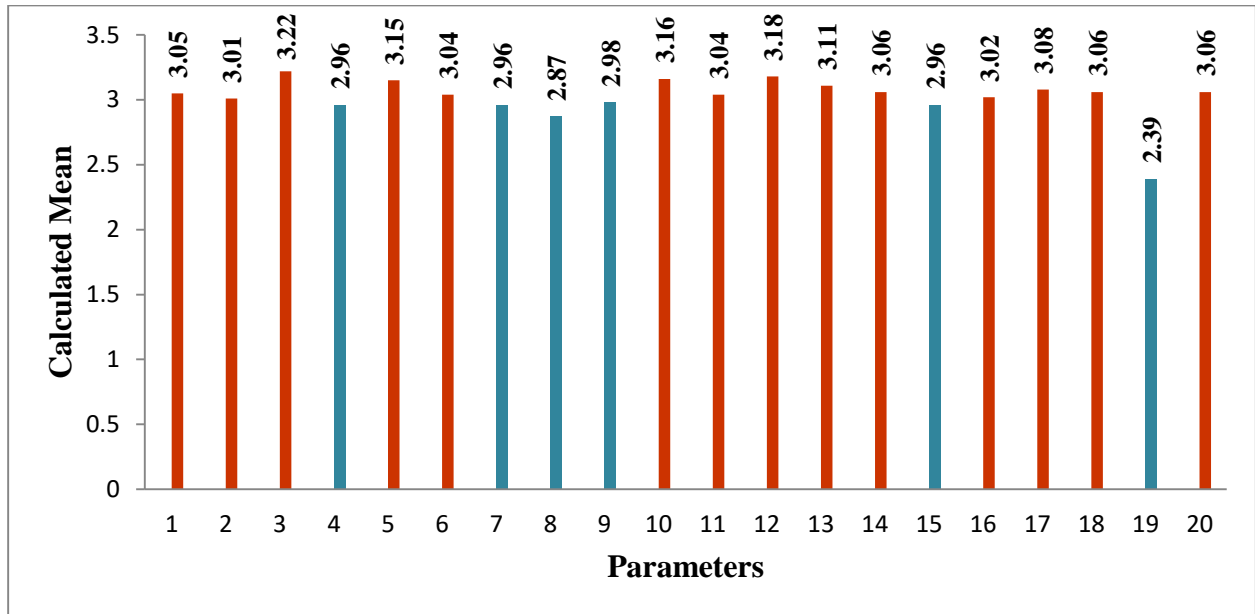


Fig. 20. Agreement of students for Institute's overall quality of teaching-learning process.

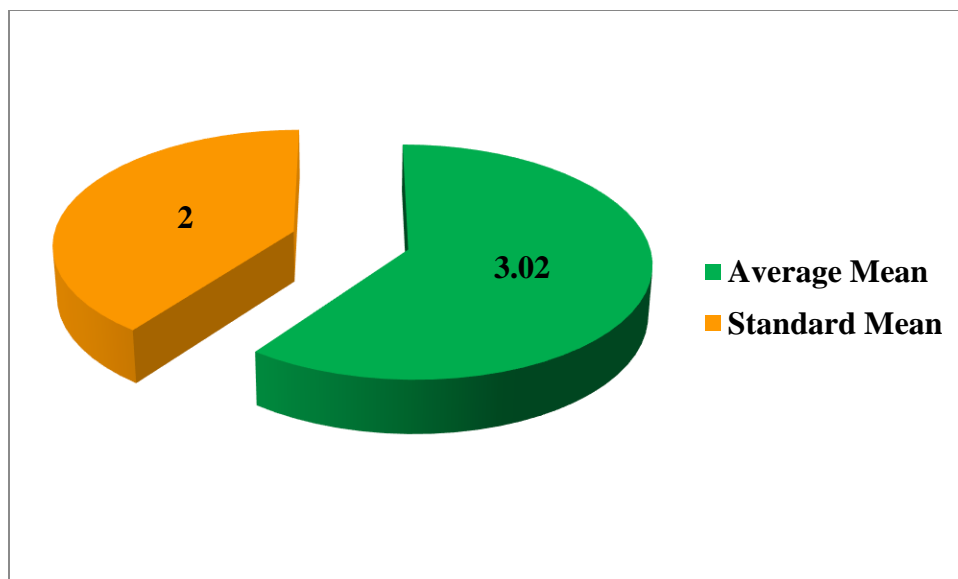


Graphic representation of calculated means for all parameters:



Note: Red accent bars showing the calculated mean of parameters three and above.
Blue accent bars showing the calculated mean of parameters below three.

Graphic representation of average mean:



Key Findings of the Survey:

- The average mean of 3.02 on the Likert scale clearly indicates that the students are satisfied with the teaching learning process. At the same time, it also conveys that the institute can still enhance its performance by focussing on the parameters which are below 3.
- Majority of the students have expressed satisfaction regarding syllabus covered in the classes (3.05), teachers' preparation for the classes (3.01) and ability of teachers to communicate (3.22).
- The survey also confirms that the students appreciate the fairness of the internal evaluation process (3.15) and the way their assignments are discussed in the class (3.04).
- Further, the majority of the respondents have admired use of appropriate teaching pedagogy and overall quality of teaching process (3.02).
- The students have also acknowledged the efforts made by teachers to inculcate soft skills, life skills and employability skills in the students (3.06). The students have also testified the usefulness of activities such as DBT workshops, hands on sessions and interdisciplinary learning programmes, NCC camps, NSS camps and organisation of various workshops & seminars.
- The students have also appreciated the way their teachers encourage them to participate in co-curricular activities. This has enabled them in learning some essential life skills.
- The student-centric methods adopted by the teachers to enhance learning experiences of their students also have been given high rating in the survey (3.02).
- The students also have admired the way concepts are illustrated with the help of examples and applications by their teachers (3.18). Majority of the respondents also have acknowledged that their teachers regularly inform them about expected competencies, course outcomes & programme outcomes (3.16).

- The parameter showing the usage of ICT tools have got the lowest ratings on the Likert scale i.e. 2.39.
- Even the ratings for the parameter related to institution interest in promoting internship, student exchange & field visits decreased to 2.96.

Action Taken:

In the session 2020-21, following actions were taken to increase the satisfaction level of students:

- Keeping in view the constrains of the students in attending online classes during COVID-19 pandemic, the fine on lecture shortage was not collected.
- As per the suggestions and demand of the students, five vocational courses under B.Voc programme were introduced in the session 2020-21 and four training programs from NI-MSME, Government of India are going to be introduced from the session 2021-22.
- To strengthen ICT based teaching, many e-resources like N-list, NPTEL lectures, SWAYAM portal are being used by the teachers. Even the number of teachers using ICT for effective teaching with Learning Management System (LMS) and e-resources has increased from 15 to 45. Different departments of the college also maintain their own You Tube channels.

SSS Report 2018-19, 2019-20 & 2020-21: A Comparative Analysis:

Given below is the comparative analysis of the various parameters of the survey for the sessions 2018-19, 2019-20 & 2020-21.

Sr. No.	Parameters	SSS Report 2018-19 Measurement of various parameters on Likert Scale	SSS Report 2019-20 Measurement of various parameters on Likert Scale	SSS Report 2020-21 Measurement of various parameters on Likert Scale
1.	Syllabus covered in the class	3.04	3.16	3.05
2.	Teachers' preparation for the class	3.02	3.01	3.01
3.	Ability of teachers to communicate	3.25	3.27	3.22
4.	Teacher's approach to teaching	2.84	3.06	2.96
5.	Fairness of the internal evaluation process	3.07	3.21	3.15
6.	Discussion on student performance in assignments	2.82	3.18	3.04
7.	Interest of the institute in promoting internship, student exchange, field visit	2.51	3.10	2.96

8.	Teaching and mentoring process facilitated in cognitive, social and emotional growth	2.66	2.95	2.87
9.	Institute provides multiple opportunities to learn and grow	2.86	3.07	2.98
10.	Expected competencies, course outcomes and programme outcomes informed by teachers	2.94	3.28	3.16
11.	Follow up by the teacher with an assigned task	3.04	3.08	3.04
12.	Illustration of the concepts through examples and applications by the teachers	3.21	3.28	3.18
13.	Identification of the student's strength and encouragement by the teacher	2.95	3.20	3.11
14.	Identification of the student's weakness and helping them	2.83	3.18	3.06

15.	Efforts made by the institute in improvement of the teaching learning process	2.82	3.03	2.96
16.	Usage of student centric methods by the teachers to enhance learning experiences	2.90	3.12	3.02
17.	Encouragement by the teacher to participate in extracurricular activities	3.06	3.19	3.08
18.	Efforts made by the teachers to inculcate soft skills, life skills and employability skills in the students	2.65	3.22	3.06
19.	Usage of ICT based tools while teaching	2.06	2.54	2.39
20.	Overall quality of teaching learning process	2.92	3.17	3.06
21.	Average Mean	2.88	3.11	3.02

Recommendations by the Committee:

- The survey clearly indicates that the parameter showing the usage of ICT tools have the lowest range on Likert scale i.e. 2.39. But, the committee suggests that this parameter should not be considered in isolation. Rather before reaching any conclusion, the parameters indicating the role of teachers' skills in the process of teaching learning like the ability of teachers to communicate (3.22), discussion on student performance in assignments (3.04), illustration of the concepts through examples and applications (3.18), identification of the student's strength and encouragement by the teachers (3.11) to mention a few should be considered deeply. The survey clearly signals that these skills have received satisfactory ratings. This implies that the students prefer to study in face to face interaction with the teachers and using ICT techniques are not that much significant for them. Otherwise, their satisfaction level would have increased in the mandatory online classes during COVID-19 pandemic. On the contrary, the online teaching methodology has decreased the satisfaction level of students from 3.11 (in the session 2019-20) to 3.02 (in the session 2020-21).

The SSS has also pointed out few grey areas where the college/ teachers/departments do have scope for enhancement in quality of education. They are as follows:

- Institution needs to promote internship, student exchange and field visit opportunities.
- More links should be established for internship and job training.
- Formulate mechanism which will identify strength and weakness of students and provide them right level of challenges and help them to overcome their weakness.
- Teachers should encourage research culture amongst students.
- More emphasis on skill development and hands on assignments, inclusion of seminars, workshops and field visits.
- Active mentorship especially for placement & career guidance.
- Medical facility can be improved.
- Enhancing Open & free Wifi facility for the students
- Internet browsing centre should be created for the students.

Student Satisfaction Survey Committee:

Ms. Monika Garg

(Asst. Prof. in Business Administration, Incharge, SSS Committee)

Dr. Rupinderpal Kaur

(Asst. Prof. in Computer Science)

Dr. Harpreet Kaur

(Asst. Prof. in Botany)

Dr. Sandeep Kaur Brar

(Asst. Prof. in English)

Ms. Roohi

(Asst. Prof. in Fashion Designing)

Ms. Pooja Bajaj

(Asst. Prof. in Computer Science)

Ms. Richa

(Asst. Prof. in Commerce)