



GURU NANAK COLLEGE SRI MUKTSAR SAHIB



Student Satisfaction Survey Report (Session 2021-22)

Submitted by:

Student Satisfaction Survey & Feedback Committee



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Student Satisfaction Survey & Feedback Committee

Guru Nanak College, Sri Muktsar Sahib

Student Satisfaction Survey (2021-22)

(A Report)

1. Introduction:

Guru Nanak College, Sri Muktsar Sahib, is an institute that proudly badges an 'A' grade in the second cycle of assessment and accreditation by NAAC, Bengaluru. It is a co-educational institution that aims to enable its students to pursue meaningful careers while also shaping them into exemplary human beings and responsible citizens of the country. The institution firmly believes in Gurbani and holds the belief that the purpose of education is the selfless service of humanity. Over the past fifty years, the institution has expanded its horizons significantly and now offers an extensive range of streams and courses in Basic Sciences, Bio-Technology, Commerce, Skill-based vocational courses, along with multiple UG and PG courses in humanities.

The institution's main goal is to provide excellent learning experiences and an environment that promotes growth and satisfaction for its students. In order to achieve this, the Student Satisfaction Survey & Feedback Committee has been established under the Internal Quality Assurance Cell (IQAC). The committee is responsible for enhancing the satisfaction levels of students, staff, alumni and parents. It conducts surveys and collects feedback from various stakeholders including students, teachers, parents, supporting staff, and alumni. This feedback is then used to evaluate the institution's service policies and make necessary changes that align with the stakeholders' requirements. The committee works diligently to improve the services provided by the college and bridge any gaps that may hinder the students' satisfaction levels.

Vision:

To Seek, to Strive and Not to Yield

Mission:

Sustained Enhancement in the Institutional Performance through Stakeholders' Feedback

2. 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.

3. About the Student Satisfaction Survey:

The Student Satisfaction Survey Committee (SSSC) has conducted a comprehensive survey based on a questionnaire provided by the National Assessment and Accreditation Council (NAAC). The questionnaire covers various aspects of the teaching-learning process, ranging from the teachers' subject knowledge, communication skills, class preparation, and use of ICT tools to their overall approach to the educational process. The survey also focuses on evaluating the overall approach of the faculty and the institution in providing the right environment, motivation, interpersonal relationships, feedback, and more. The prime objective of the survey is to assess the level of satisfaction of the students regarding the entire teaching-learning process. The questionnaire concludes with three open-ended suggestions, providing students with an opportunity to express their views on the best things that GNC has to offer, areas that need improvement for providing quality educational services, and any additional comments about their experiences at GNC.

4. Methodology:

The questionnaire used a Likert scale, with responses ranging from 0 to 4. A score of 4 represented the most positive response, while a score of 0 represented the most negative response. The questionnaire was completed online by 880 students who were randomly selected from UG & PG classes during the session 2021-22. A random stratified survey method was used to conduct the survey. After collecting the responses, the mean score for each question was calculated, and then an overall mean score was obtained.

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

5. 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)

6. 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)	226	148	167	202	137	2.11	4
F(x)	814.73	415.14	334.835	243.41	54.8		

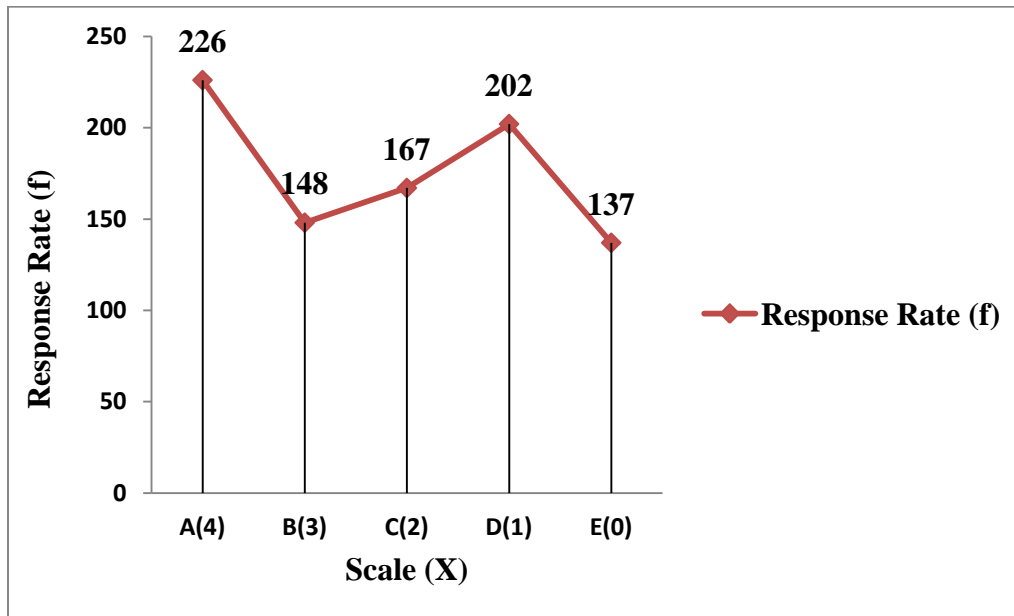
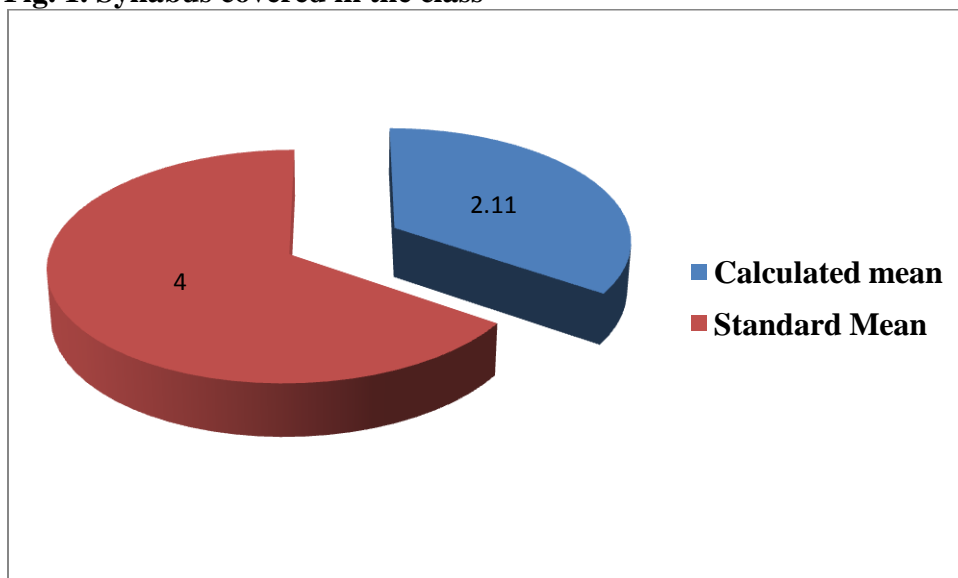


Fig. 1. Syllabus covered in the class



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)	265	573	22	12	8	2.98	4
F(x)	955.325	1607.265	44.11	14.46	3.2		

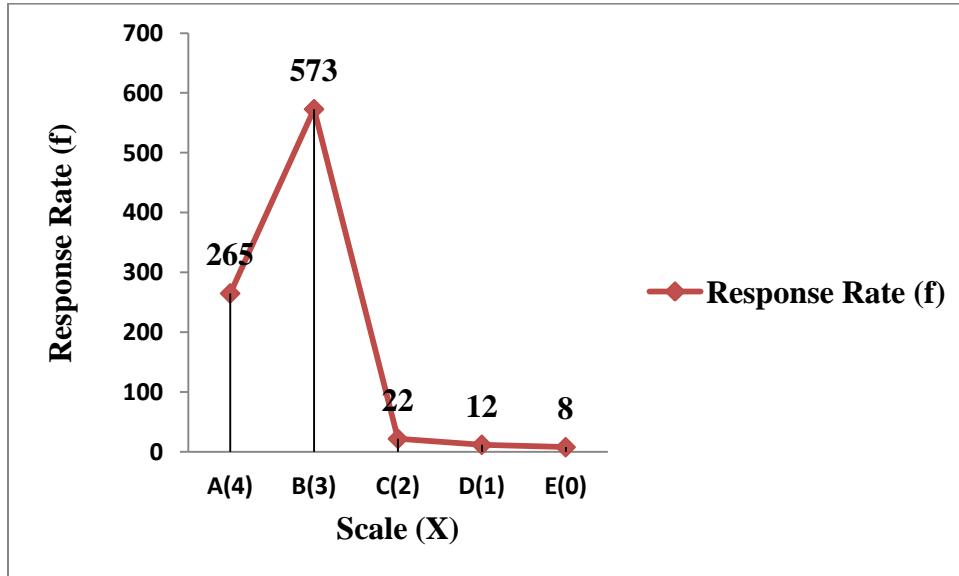
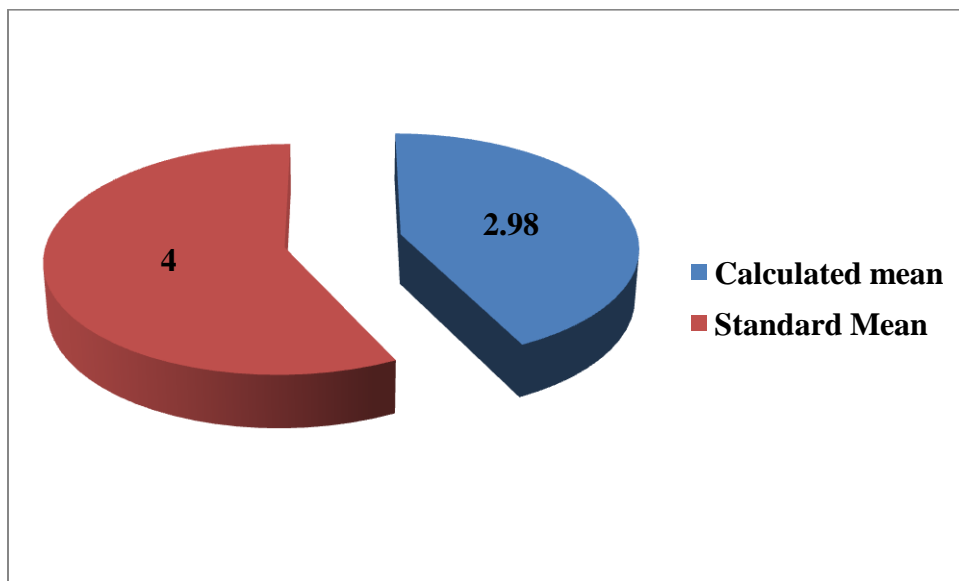


Fig. 2. Teachers' preparation for the classes



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)	281	382	190	27	0	3.13	
F(x)	1896.23	619.905	214.535	27.715	1.2		4

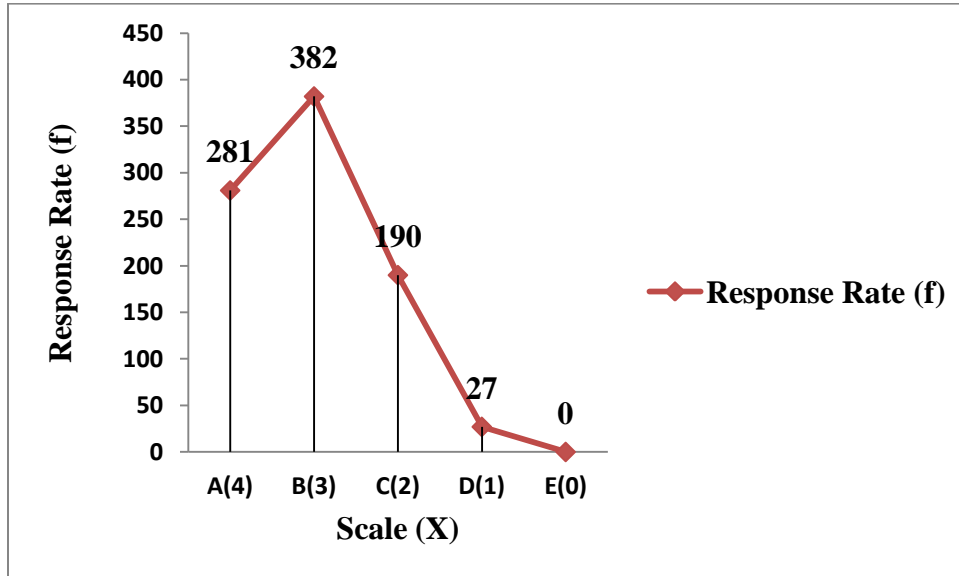
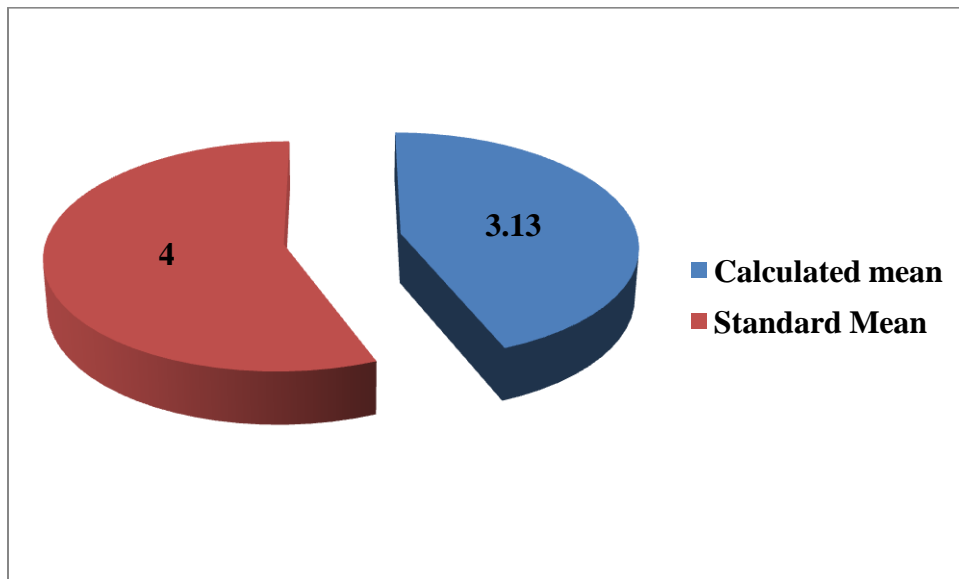


Fig. 3. Teachers level of communication.



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)	492	313	57	10	8	2.83	4
F(x)	1013.005	1071.51	380.95	32.535	0		

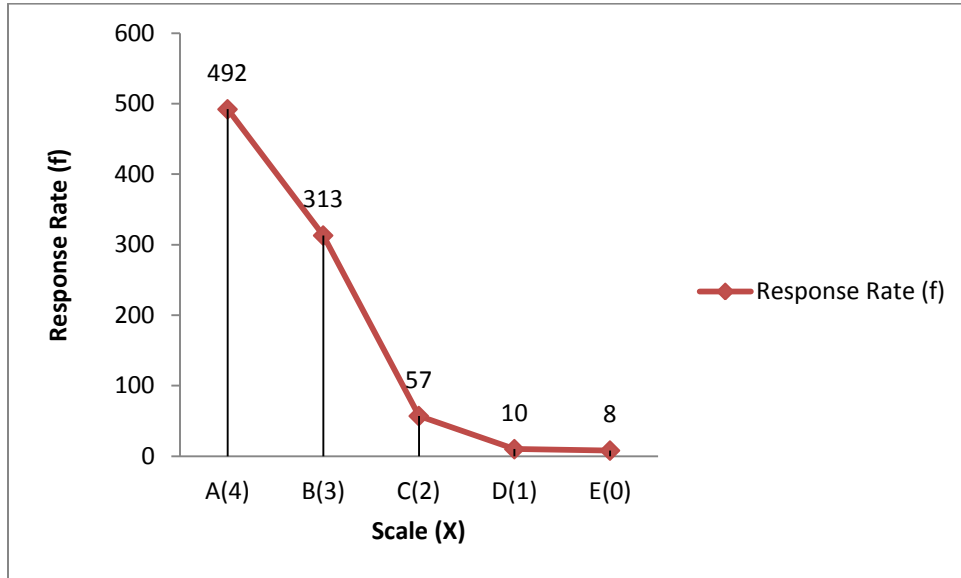
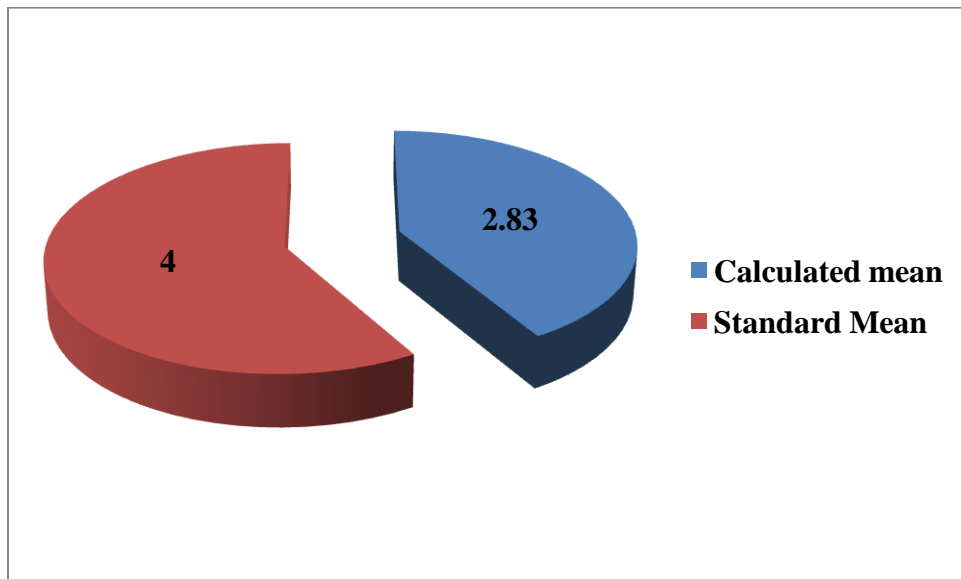


Fig. 4. Teacher's approach to teaching



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	3.16	4
F(x)	1773.66	877.965	114.285	12.05	3.2		

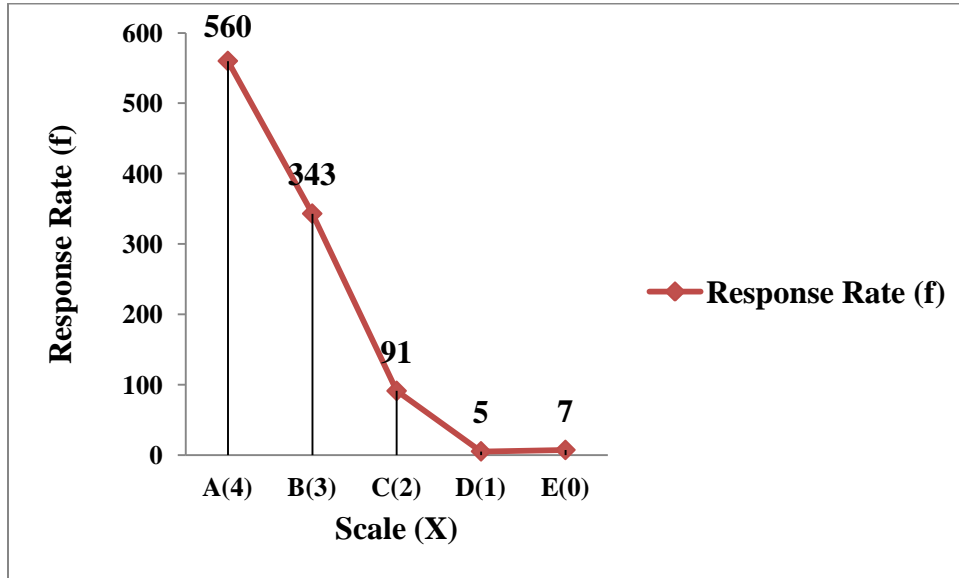
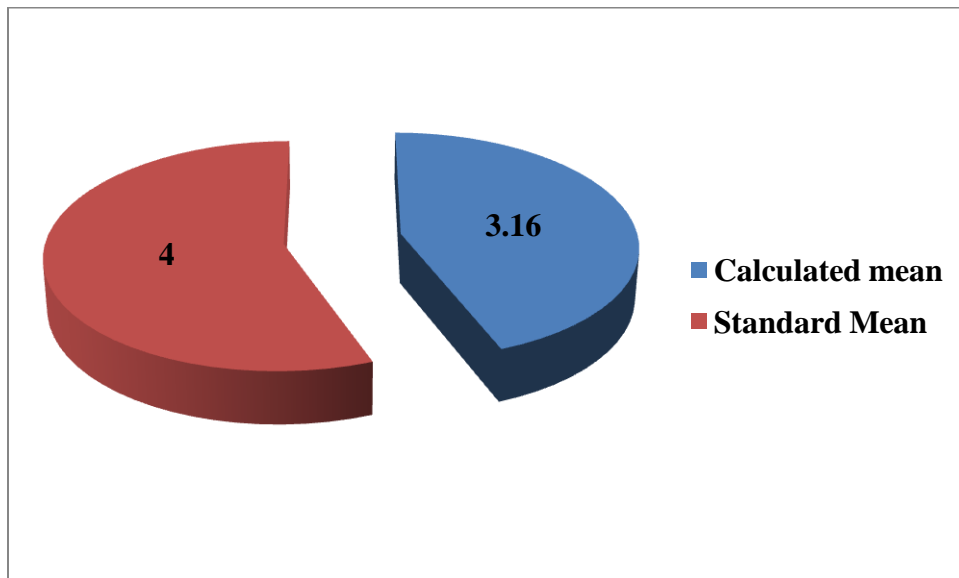


Fig. 5. Fairness of the internal evaluation process



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)	418	278	122	45	17	2.94	4
F(x)	1506.89	779.79	244.61	54.225	6.8		

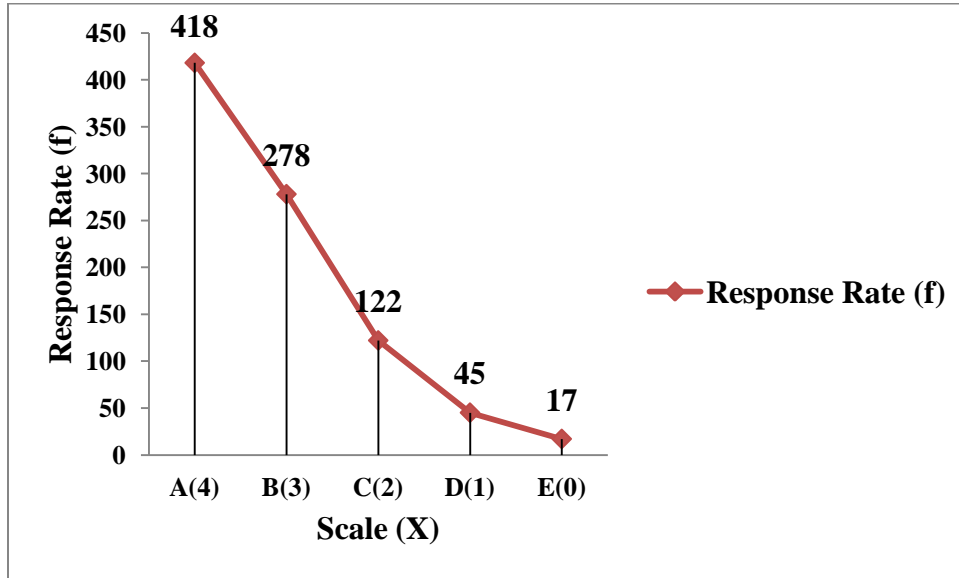
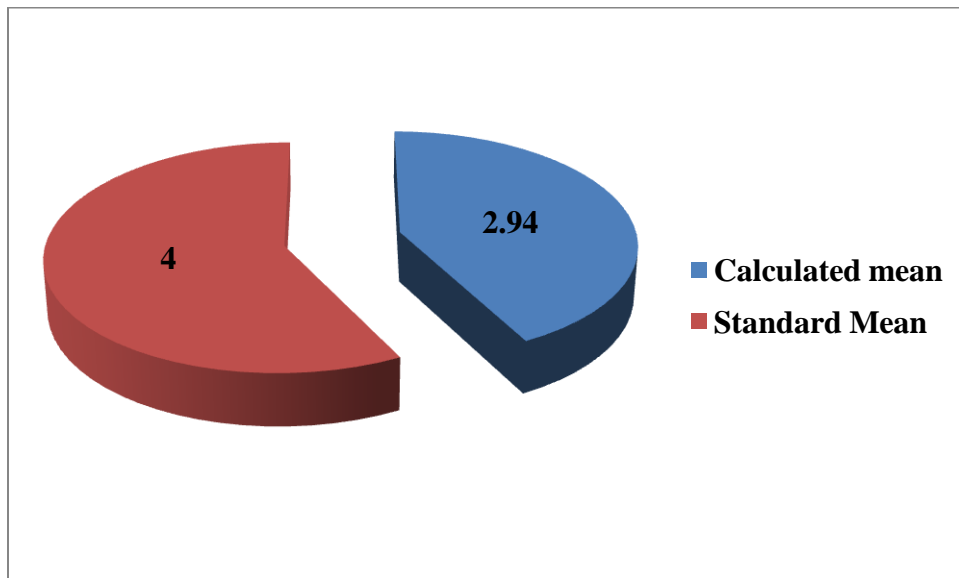


Fig. 6. Discussion on assignment performance in class



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)	372	203	191	65	49	2.71	4
F(x)	1341.06	569.415	382.955	78.325	19.6		

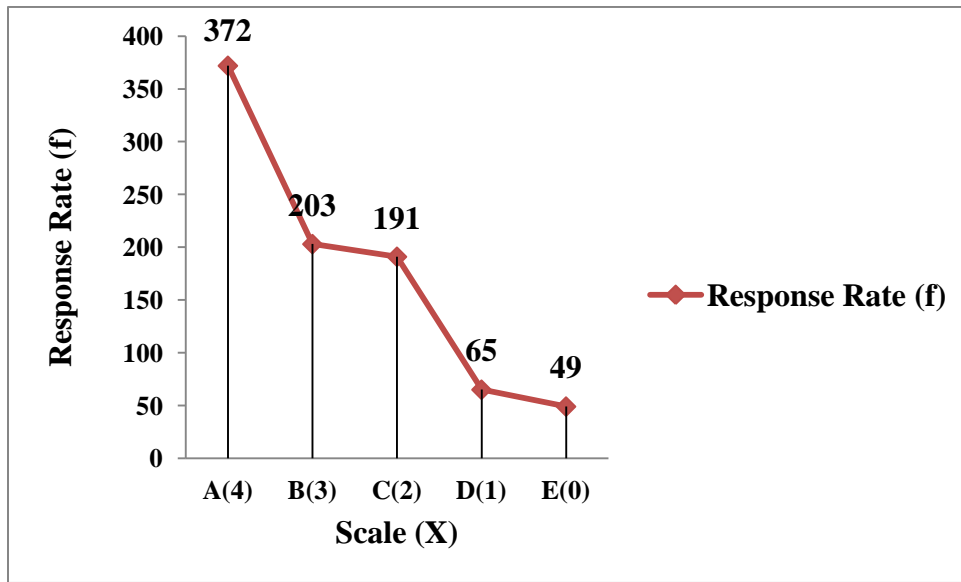
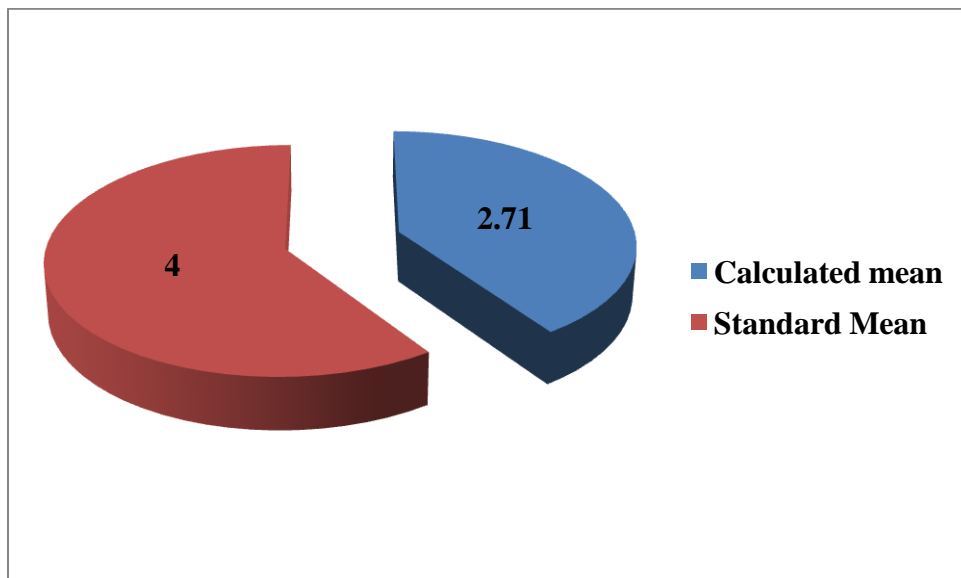


Fig. 7. Institute's interest in promoting internship, student exchange, field visit for students



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)	228	461	150	27	14	2.78	4
F(x)	821.94	1293.105	300.75	32.535	5.6		

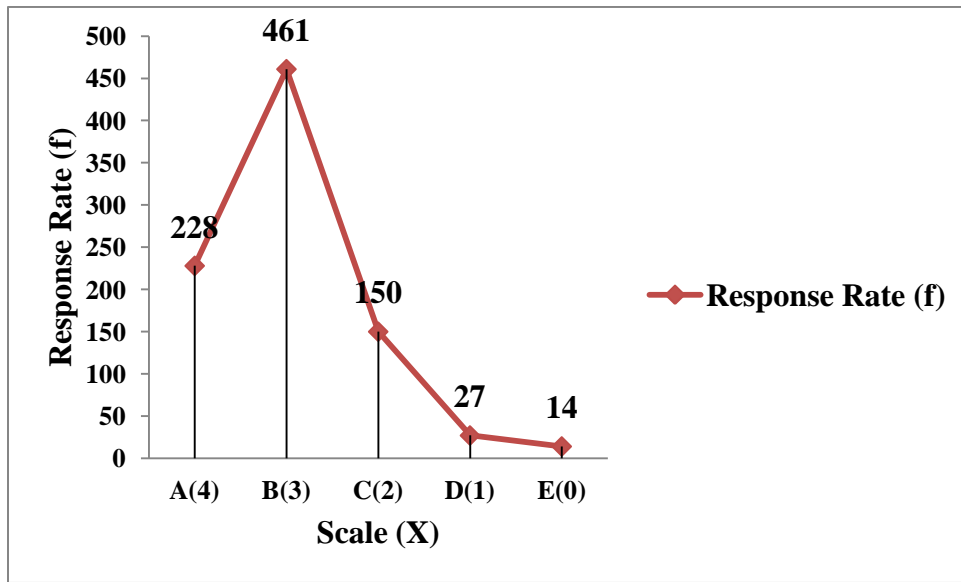
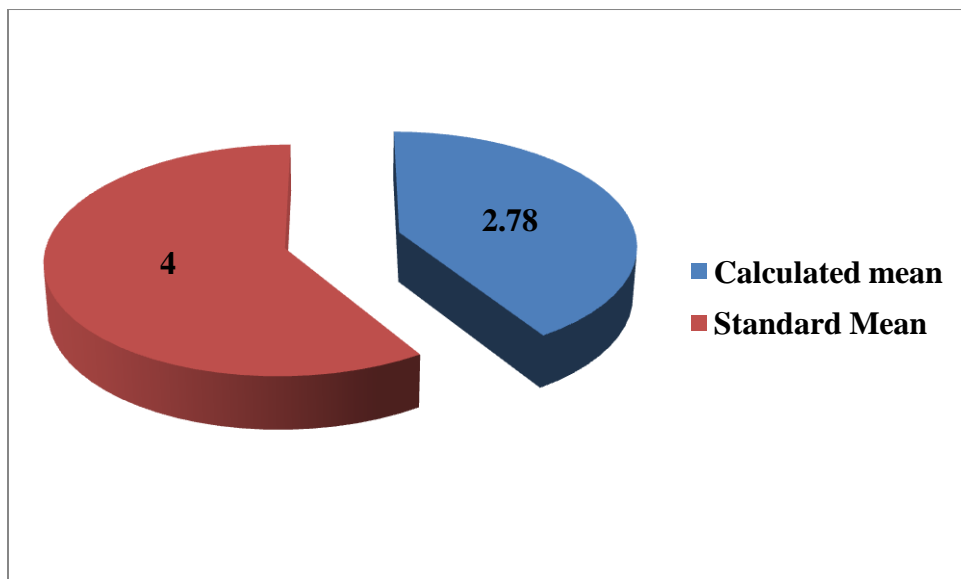


Fig. 8. Institute's teaching and mentoring process in cognitive, social and emotional growth



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)	215	514	132	12	7	2.83	4
F(x)	775.075	1441.77	264.66	14.46	2.8		

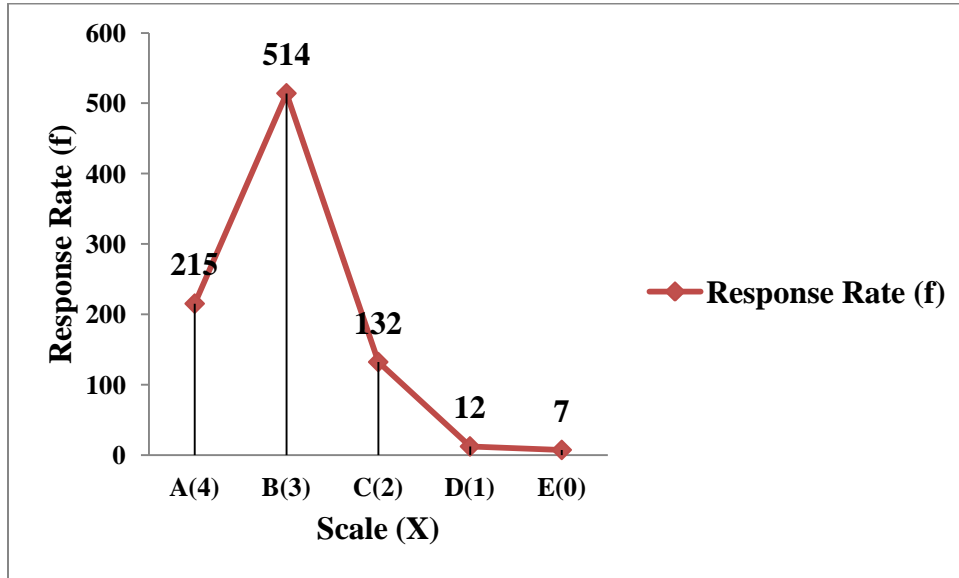
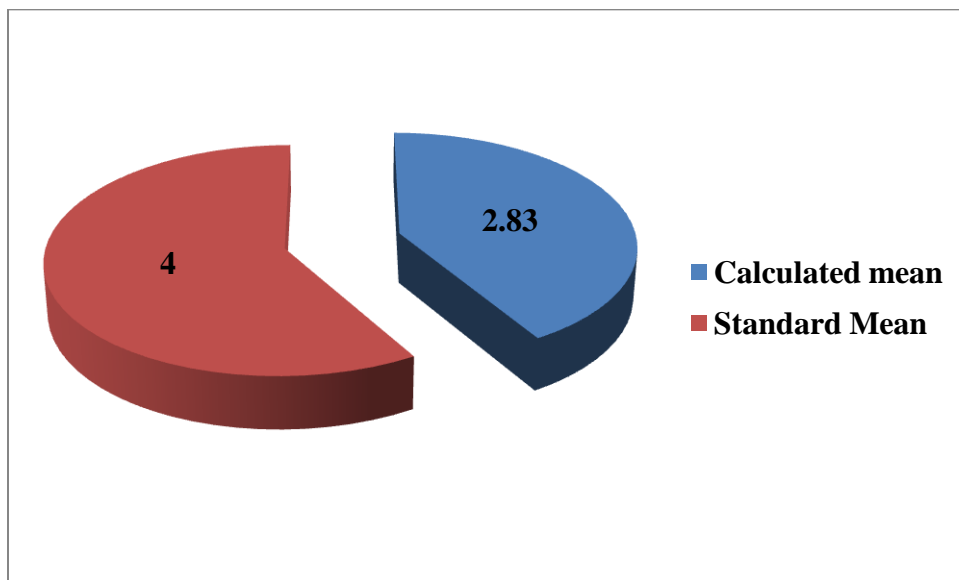


Fig. 9. Provision of multiple opportunities to learn and grow in the Institute



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)	420	312	89	57	2	2.99	
F(x)	1514.1	875.16	178.445	68.685	0.8		4

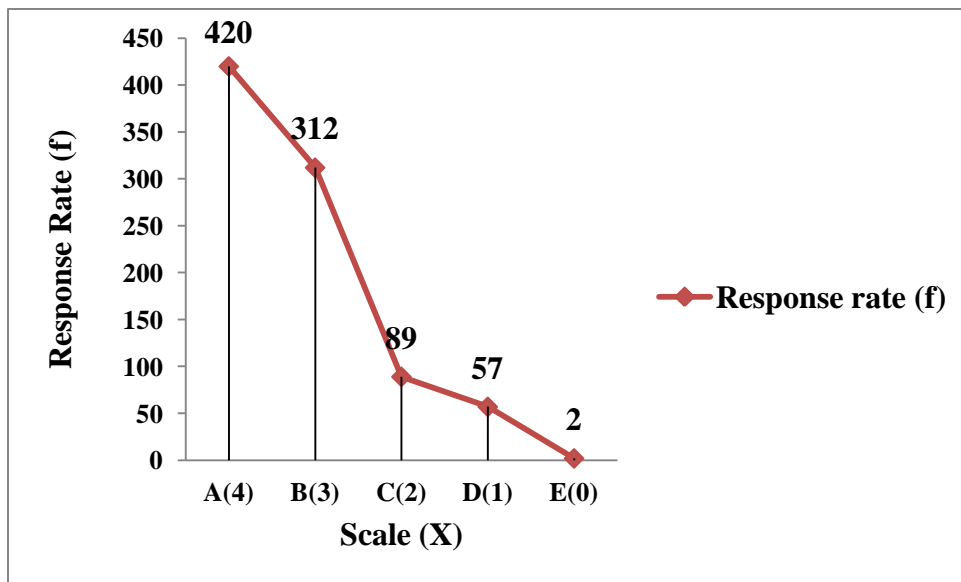
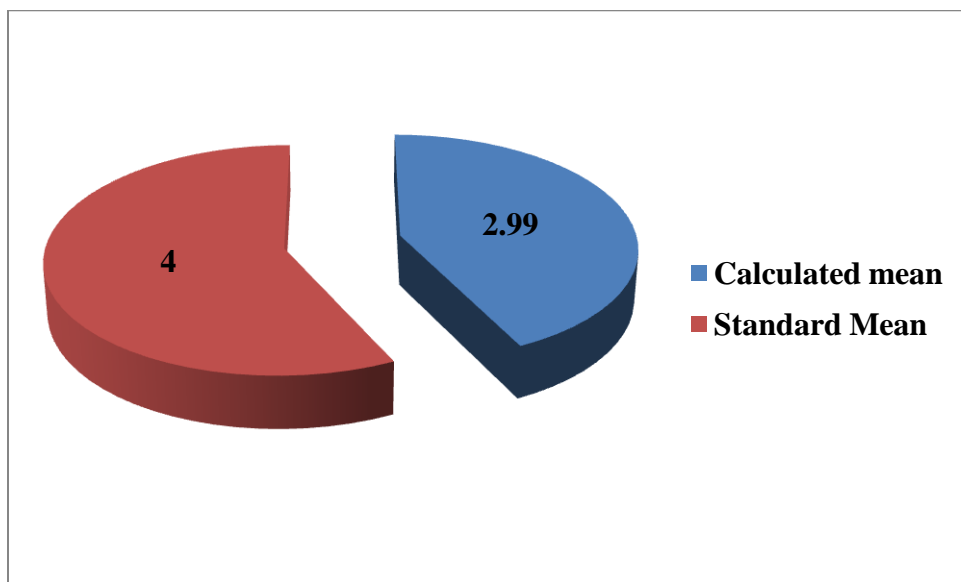


Fig. 10. Teachers inform students about expected competencies as well as course & programme outcomes.



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)	361	378	94	39	8	2.95	4
F(x)	1301.405	1060.29	188.47	46.995	3.2		

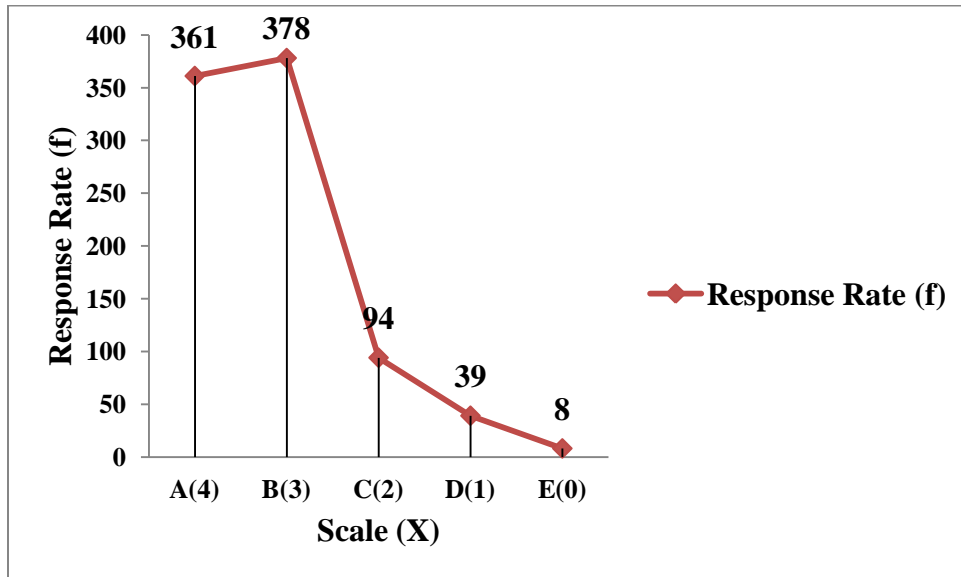
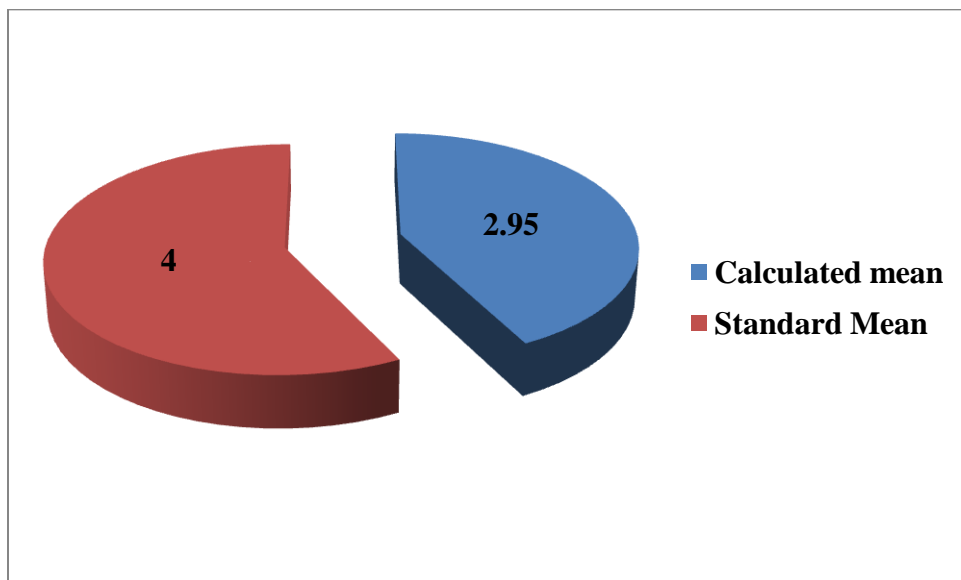


Fig. 11. Mentor's follow-up with an assigned task



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)	496	275	71	29	9	3.11	4
F(x)	1788.08	771.375	142.355	34.945	3.6		

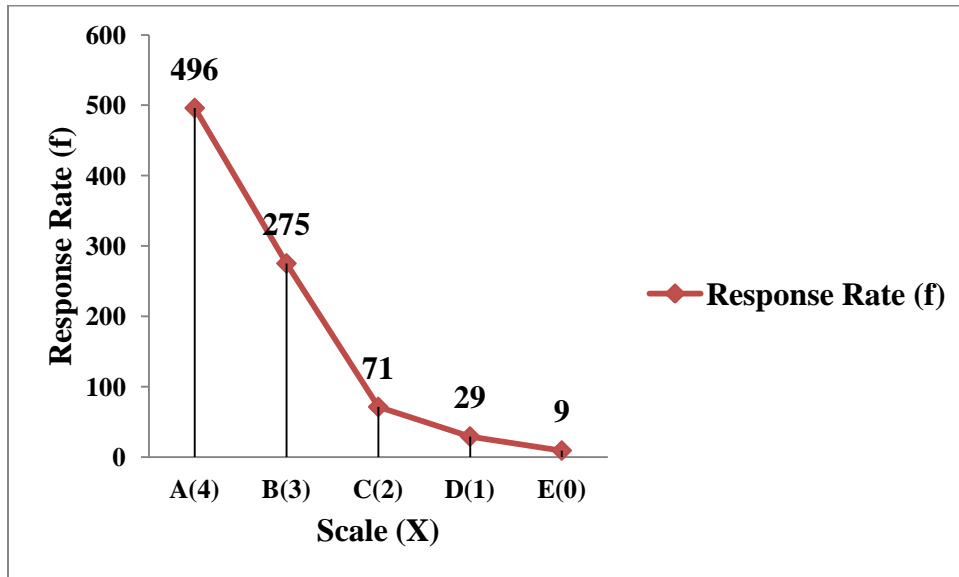
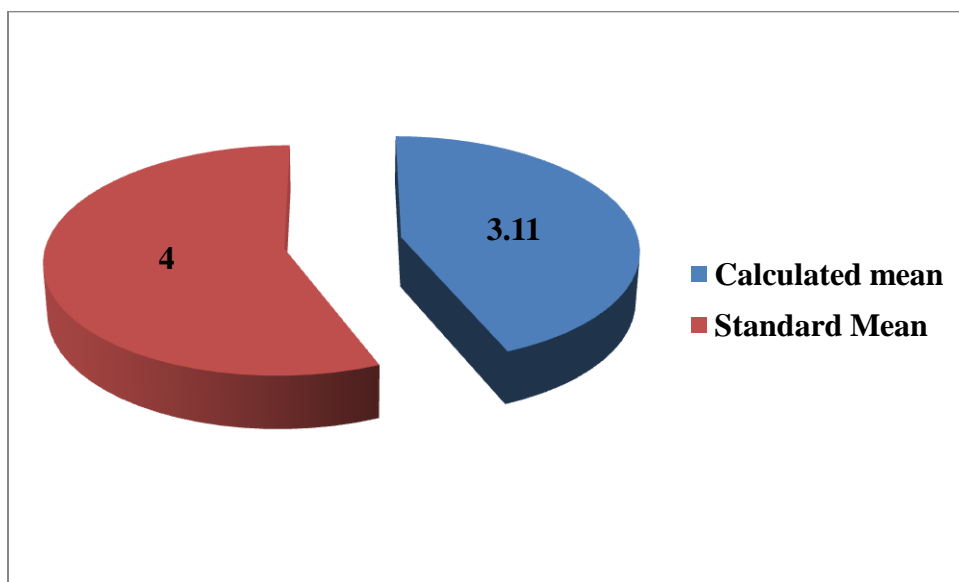


Fig. 12. Teacher's way of illustration through examples and applications



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)	457	282	89	39	13	3.03	4
F(x)	1647.485	791.01	178.445	46.995	5.2		

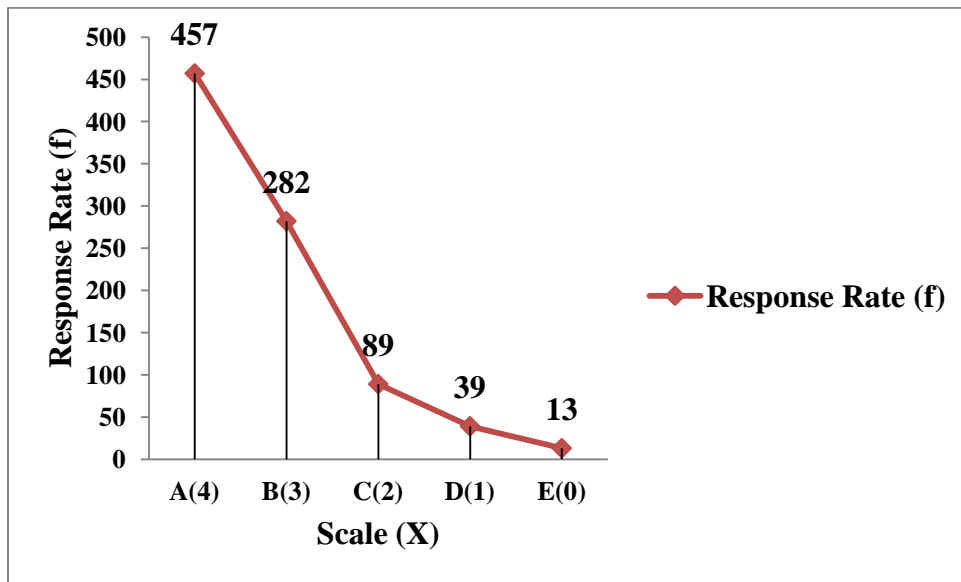
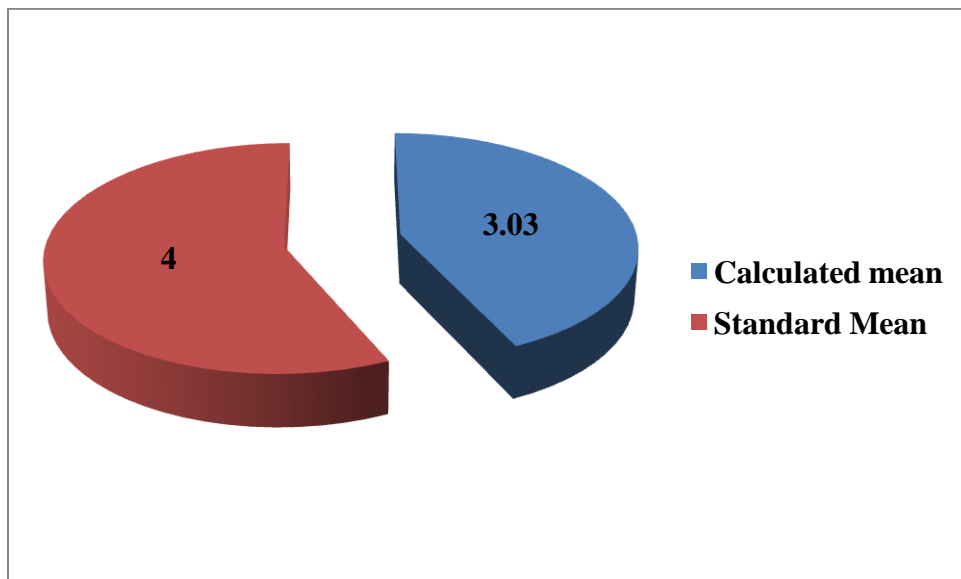


Fig. 13. Identification of strengths and to encourage students by teacher at right level



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)	432	290	84	54	20	2.96	4
F(x)	1557.36	813.45	168.42	65.07	8		

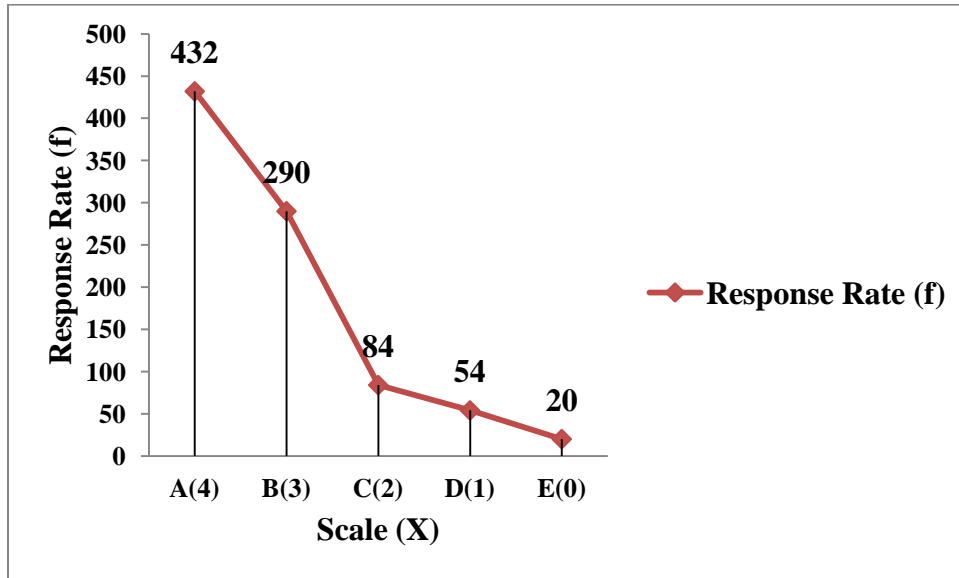
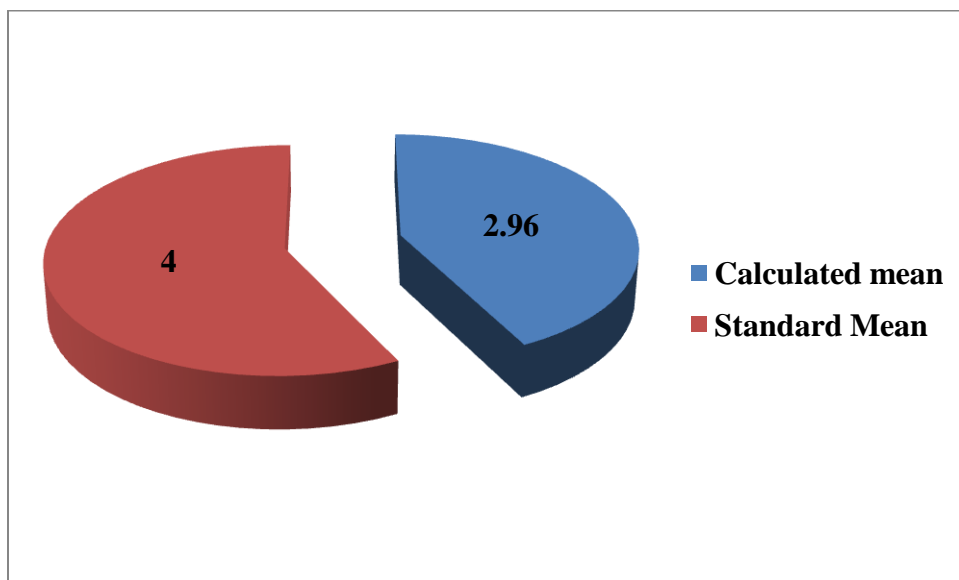


Fig. 14. Ability of teacher to identify and overcome the student weaknesses



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)	232	503	125	16	4	2.86	4
F(x)	836.36	1410.915	250.625	19.28	1.6		

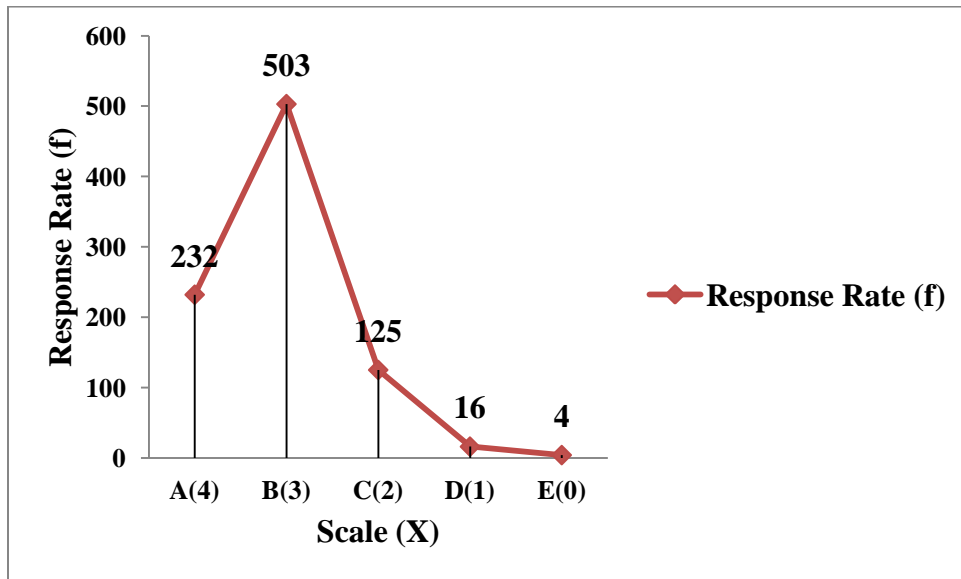
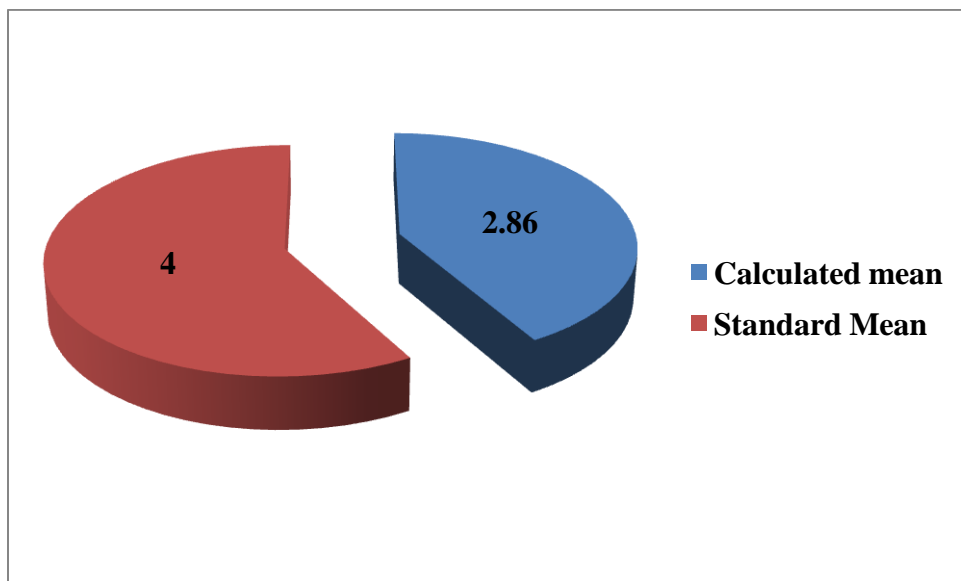


Fig. 15. Efforts of institution to engage students in the improvement of teaching learning process



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)	315	415	83	47	20	2.87	4
F(x)	1135.575	1164.075	166.415	56.635	8		

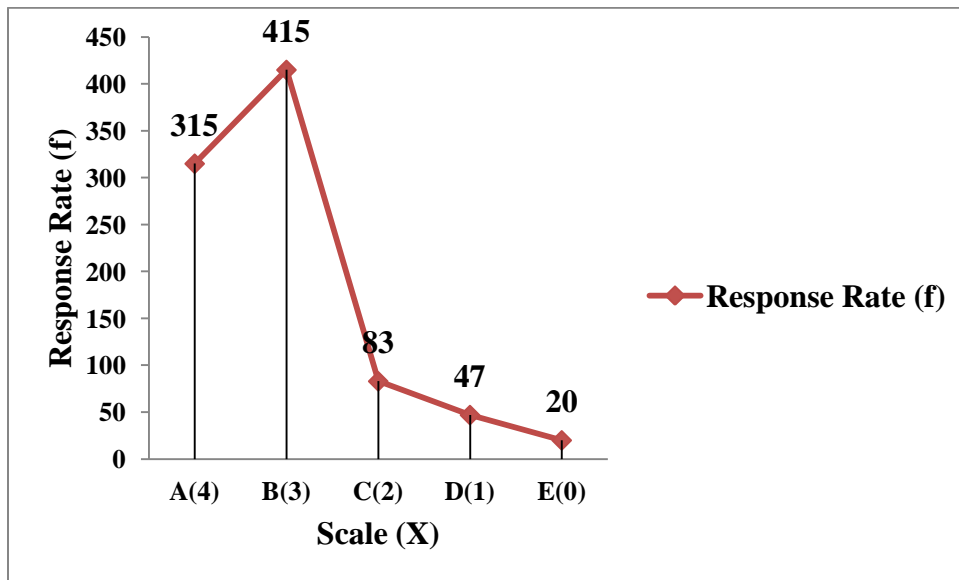
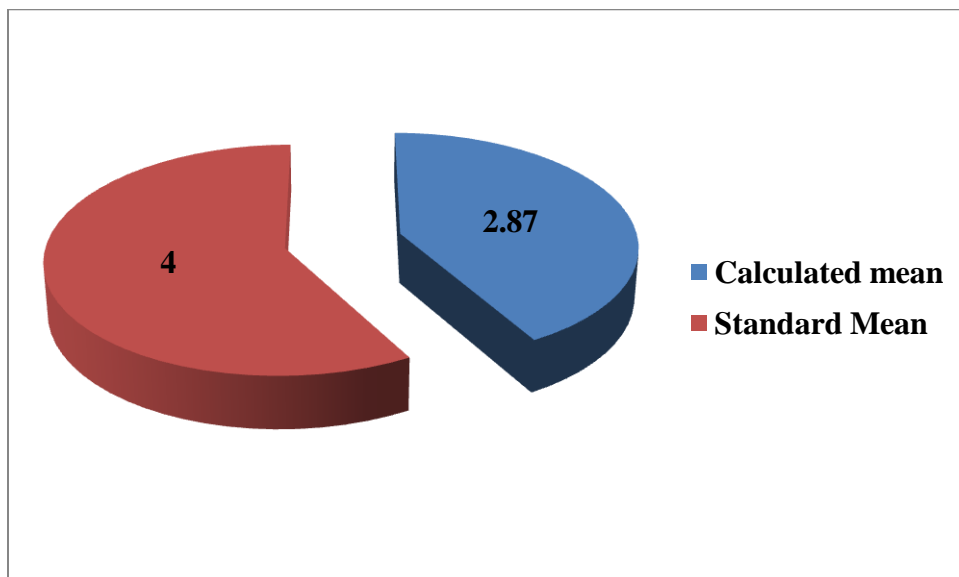


Fig. 16. Use of student centric methods by teacher/institution to enhance learning experiences



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)	351	432	77	12	8	3.01	4
F(x)	1265.355	1211.76	154.385	14.46	3.2		

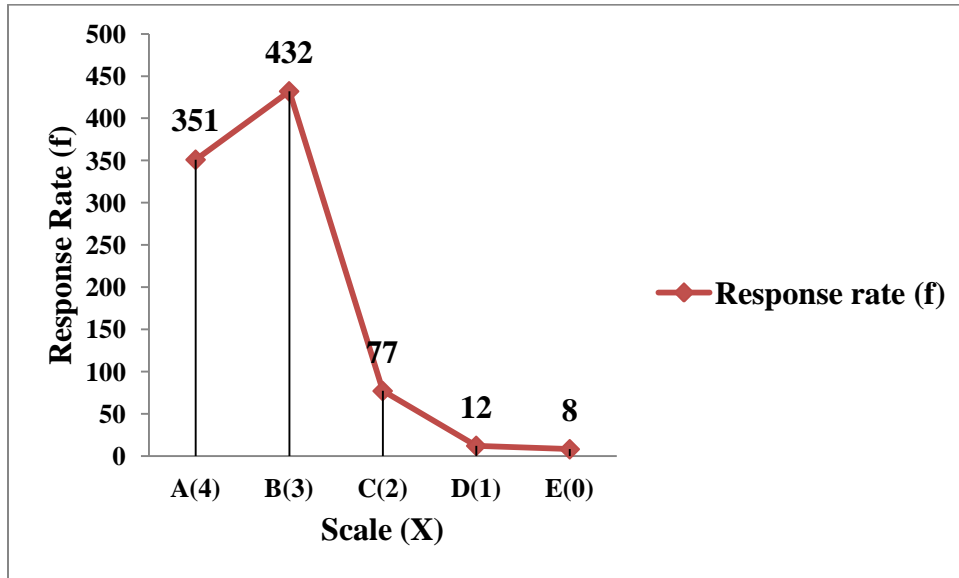
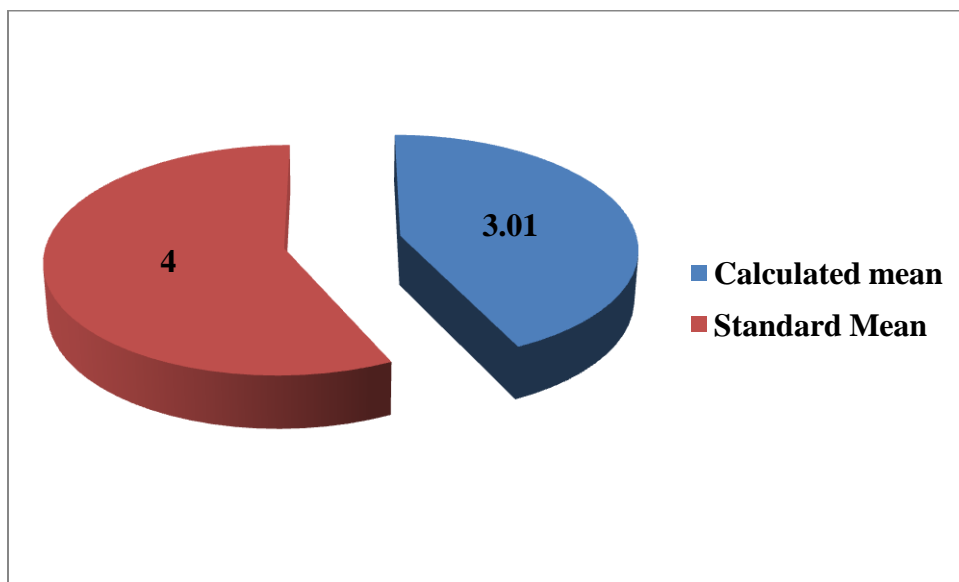


Fig. 17. Student encouragement by teacher to participate in extracurricular activities



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)	364	387	78	43	8	2.96	4
F(x)	1312.22	1085.535	156.39	51.815	3.2		

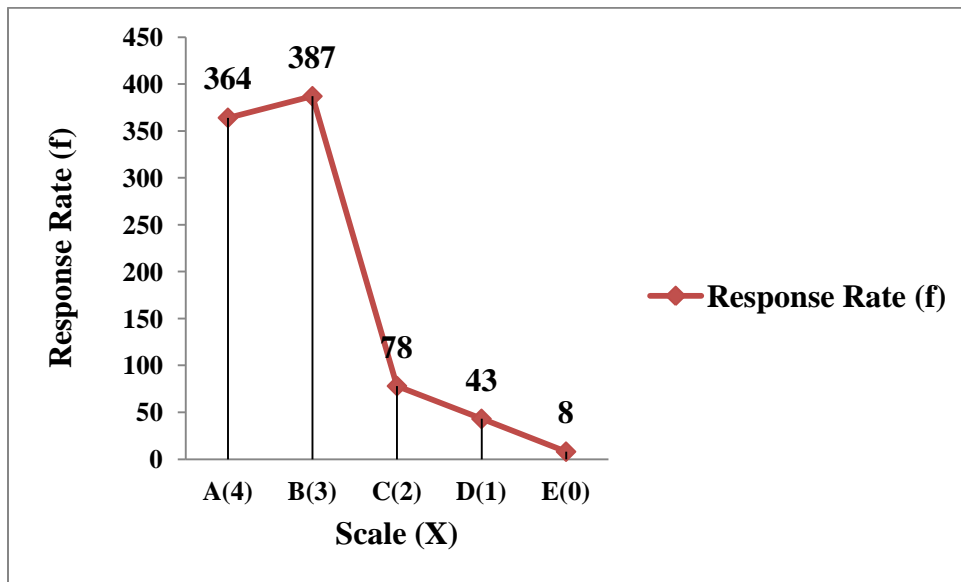
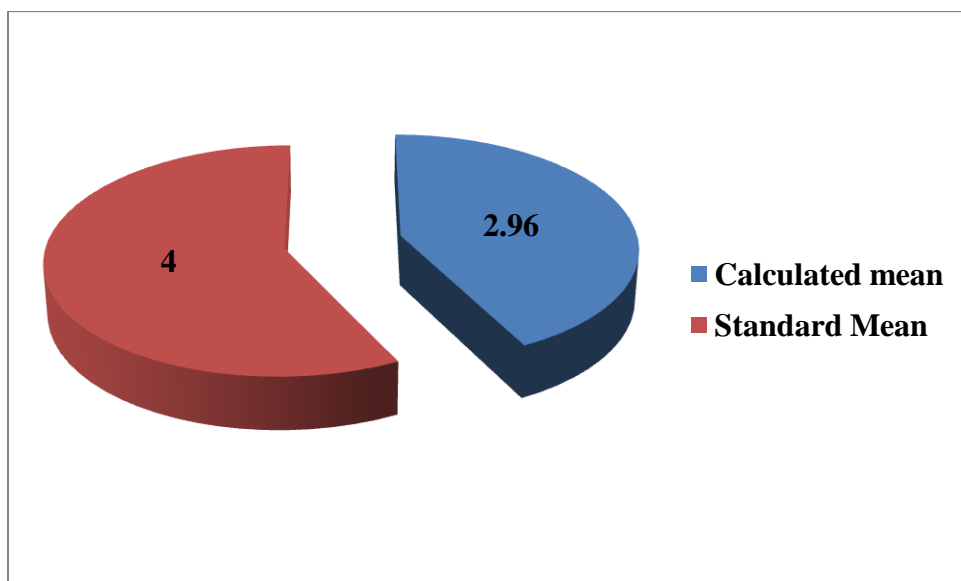


Fig. 18. Efforts of institute/teacher to inculcate various skills among students to prepare them for the field of work



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)	98	251	177	141	213	1.89	4
F(x)	353.29	704.055	354.885	169.905	85.2		

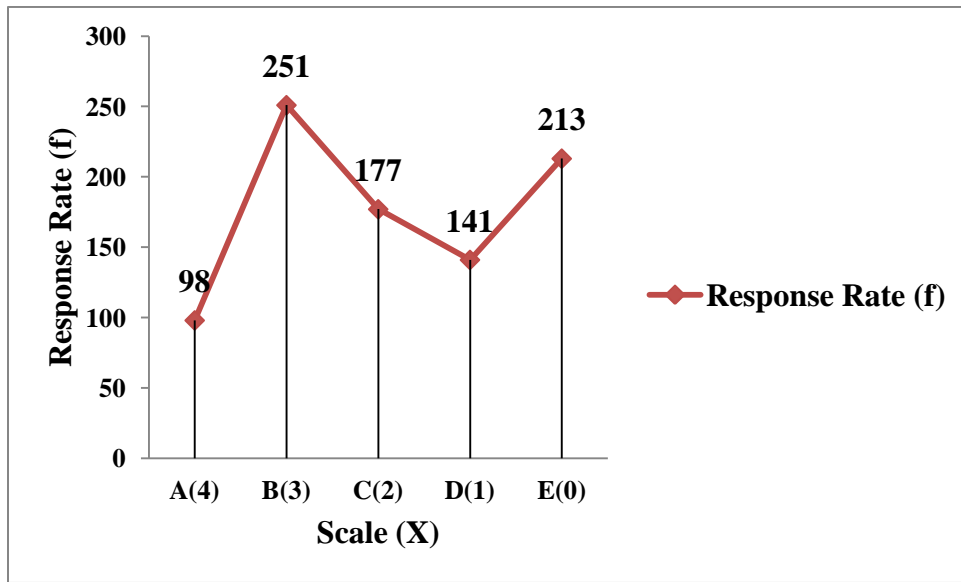
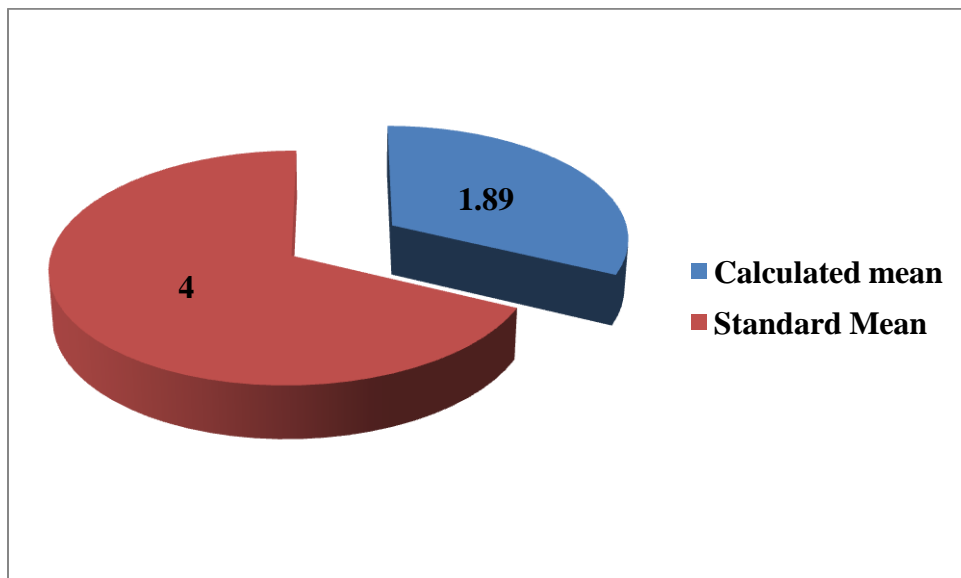


Fig. 19. Percentage of teachers using ICT tools, while teaching



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)	242	520	101	8	9	2.89	
F(x)	872.41	1458.6	202.505	9.64	3.6		4

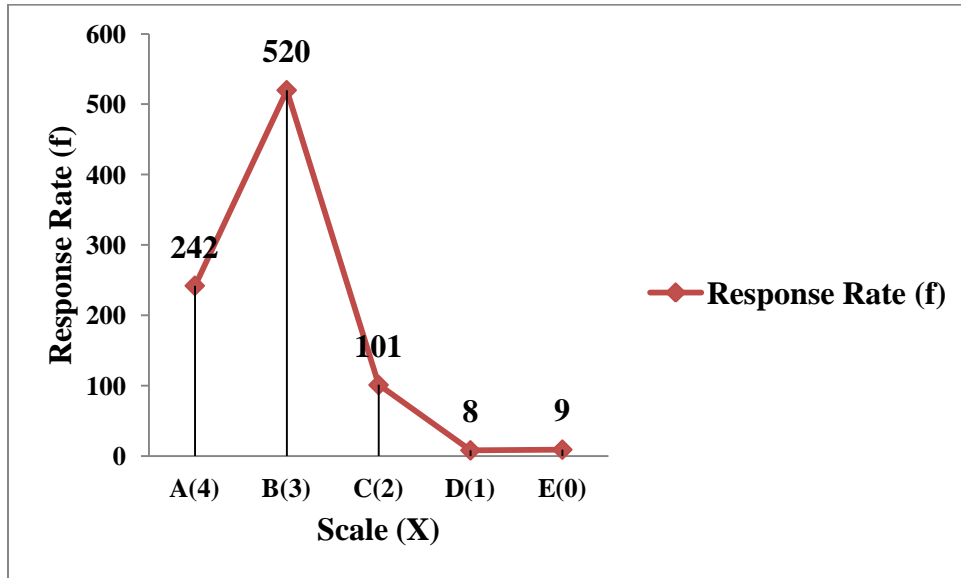
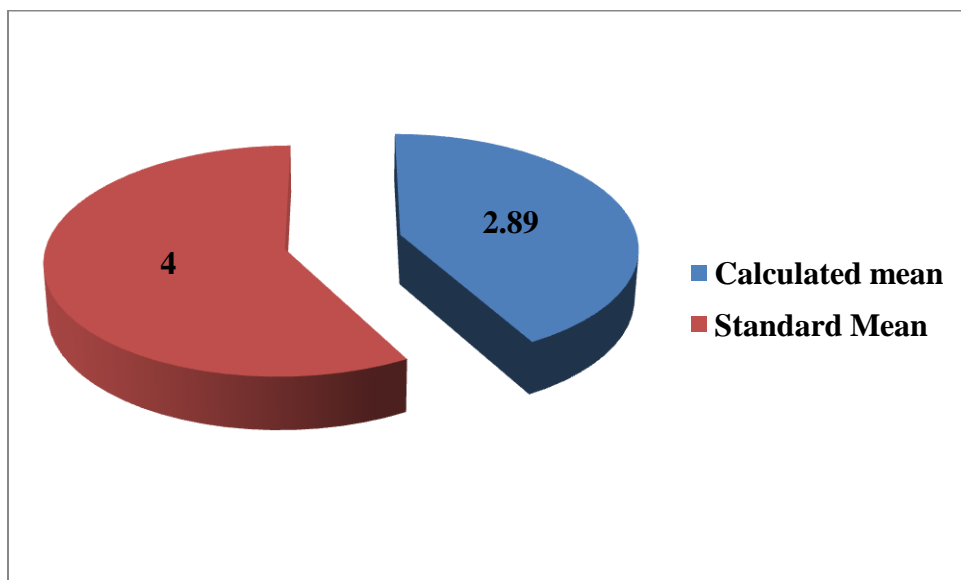
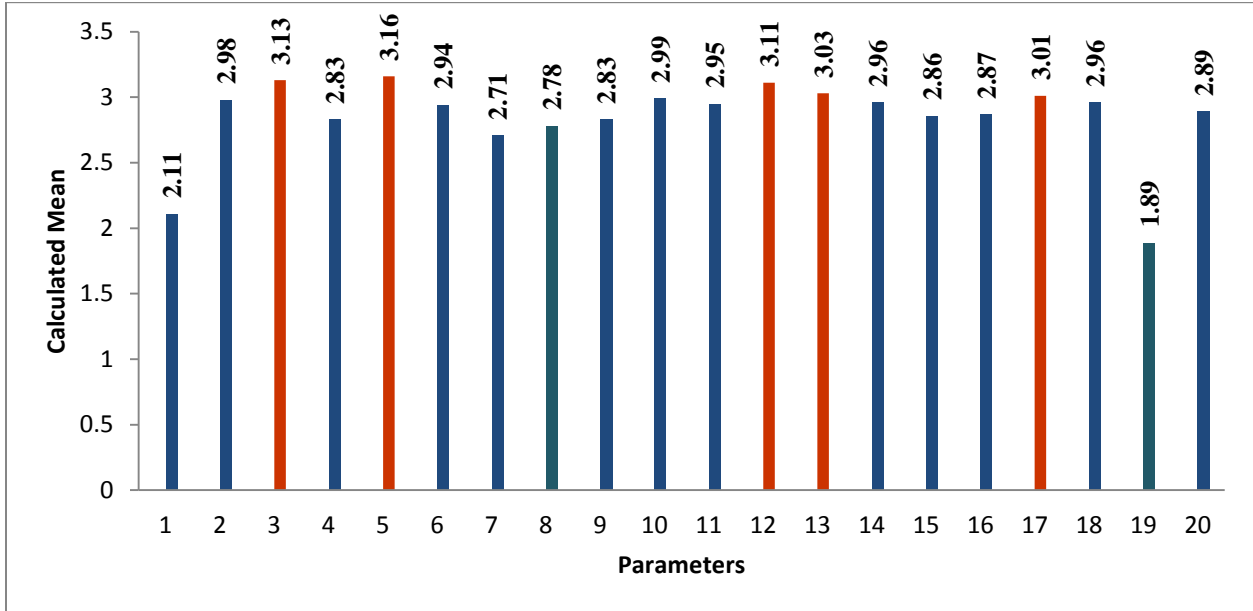


Fig. 20. Agreement of students for Institute's overall quality of teaching-learning process



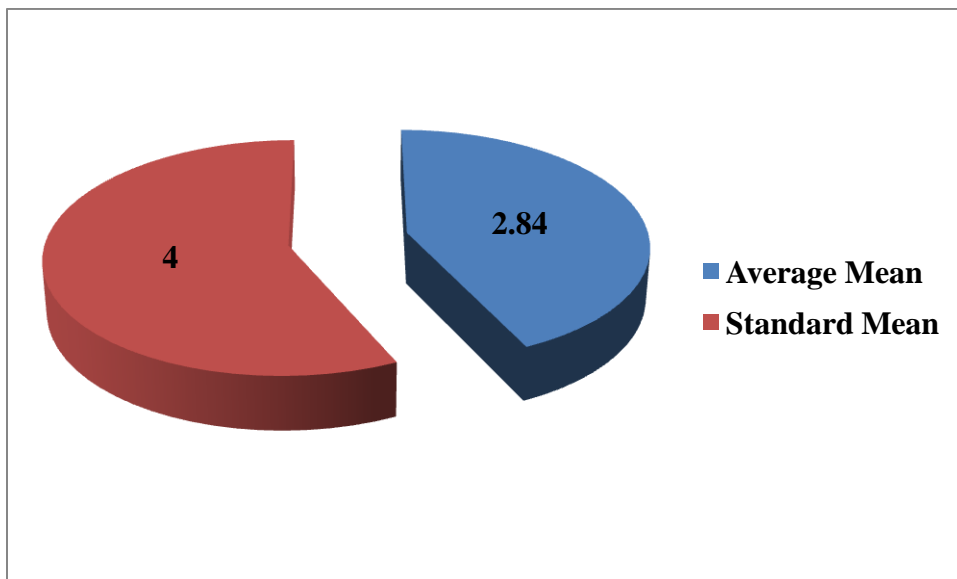
7. Graphic representation of calculated means for all parameters



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

Blue accent bars showing the calculated mean of parameters below three.

8. Calculation of the Average Mean



9. Key Findings of the Survey:

1. The survey shows the following parameters are close to/above 3 on the 5-point Likert Scale:
 - Ability of teacher to communicate (3.13)
 - Fairness of the internal evaluation process (3.16)
 - Illustration of the concepts through examples and applications by the teachers(3.11)
 - Identification of the concepts through examples and applications by the teacher (3.03)
 - Encouragement by the teacher to participate in extracurricular activities (3.01)
 - Teachers' preparation for the class (2.98)
 - Discussion on student performance in assignments (2.94)
 - Expected competencies, course outcomes and programme outcomes informed by teachers (2.99)
 - Follow up by the teacher with an assigned task (2.95)
 - Identification of the student's weakness and helping them (2.96)
 - Efforts made by the teachers to inculcate soft skills, life skills and employability skills in the students (2.96)

The rapport between the teachers and the taught is the foundation of the teaching-learning process, and the above findings show that the students are satisfied with the communication level their teachers have with them. The teachers' ability to establish a personal connection with their students has been instrumental in identifying their weaknesses and encouraging them to strive for excellence both academically and in extracurricular activities. Furthermore, the students have expressed their satisfaction with the internal evaluation process, which they perceive as being fair and transparent. The teachers' emphasis on interactive discussions regarding concepts, ideas, and assignments has also helped the students to grasp the course material more effectively. Besides, the majority of the students have acknowledged that their teachers provide regular updates on expected competencies, course outcomes, and program outcomes. Overall, the students' feedback clearly indicates that the teachers' communication skills, fairness, and interactive teaching methods have contributed significantly to their academic success.

2. The survey also confirms that the institute takes a keen interest in providing multiple opportunities (2.83) to assist the students in their overall growth and learning. The institute places particular emphasis on promoting internship programs and field visits to enable students to gain practical knowledge that complements their theoretical understanding. The students also acknowledge that the student centric methods are used by the teachers to enhance their learning experience (2.86). The teachers' methods aim to cater to individual student needs, thereby creating a more personalized and effective learning environment.
3. The usage of ICT tools received the lowest rating of 1.89 on the Likert scale, according to the survey.

10. SSS Report 2018-19, 2019-20, 2020-21 & 2021-22: 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 & 2021-22.

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	SSS Report 2021-22 Measurement of various parameters on Likert Scale
1.	Syllabus covered in the class	3.04	3.16	3.05	2.11
2.	Teachers' preparation for the class	3.02	3.01	3.01	2.98
3.	Ability of teachers to communicate	3.25	3.27	3.22	3.13
4.	Teacher's approach to teaching	2.84	3.06	2.96	2.83
5.	Fairness of the internal evaluation process	3.07	3.21	3.15	3.16
6.	Discussion on student performance in assignments	2.82	3.18	3.04	2.94
7.	Interest of the institute in promoting internship, student exchange, field visit	2.51	3.10	2.96	2.71
8.	Teaching and mentoring	2.66	2.95	2.87	2.78

	process facilitated in cognitive, social and emotional growth				
9.	Institute provides multiple opportunities to learn and grow	2.86	3.07	2.98	2.83
10.	Expected competencies, course outcomes and programme outcomes informed by teachers	2.94	3.28	3.16	2.99
11.	Follow up by the teacher with an assigned task	3.04	3.08	3.04	2.95
12.	Illustration of the concepts through examples and applications by the teachers	3.21	3.28	3.18	3.11
13.	Identification of the student's strength and encouragement by the teacher	2.95	3.20	3.11	3.03
14.	Identification of the student's weakness and helping them	2.83	3.18	3.06	2.96
15.	Efforts made by the institute in improvement of the teaching learning process	2.82	3.03	2.96	2.86
16.	Usage of student centric	2.90	3.12	3.02	2.87

	methods by the teachers to enhance learning experiences				
17.	Encouragement by the teacher to participate in extracurricular activities	3.06	3.19	3.08	3.01
18.	Efforts made by the teachers to inculcate soft skills, life skills and employability skills in the students	2.65	3.22	3.06	2.96
19.	Usage of ICT based tools while teaching	2.06	2.54	2.39	1.89
20.	Overall quality of teaching learning process	2.92	3.17	3.06	2.89
21.	Average Mean	2.88	3.11	3.02	2.84

11. Actions Taken:

In the session 2021-22, following actions are taken to increase the satisfaction level of students:

1. The campus is equipped with complete Wi-Fi connectivity in this session. However, to ensure that students are not distracted and overuse their phones, unrestricted access is not provided. Instead, students are given access to the internet in labs to complete their important assignments.
2. The training and placement cells have taken proactive measures to increase the number of placement drives. This has resulted in numerous opportunities for students to be recruited in different sectors. Recently, students have participated in a variety of interviews in various job fairs, which has enabled them to sharpen their skills and gain confidence.
3. In order to help faculty members enhance their skills in using technology-enabled infrastructure, several workshops focused on innovative ICT techniques have been conducted. These workshops have provided a platform for faculty members to learn and implement new techniques that can be used to enhance the quality of teaching and learning.

12. Recommendations by the Committee:

The institute may make conscious and concerted efforts to improve further in the areas where it is doing well, but in the fields where its performance has fallen in comparison to previous years, the need is to analyze the situation and find the reasons responsible for the fall. The survey reveals that the usage of ICT tools received the lowest rating on the Likert scale, scoring 1.89. However, it is imperative to consider other parameters that emphasize the role of teachers' skills in the teaching-learning process. These parameters received satisfactory ratings, indicating that students lean towards face-to-face interactions with teachers rather than using ICT techniques. Given the continuous decrease in this parameter, the institute must take immediate and necessary actions to improve it and ensure that students' learning experiences are enhanced.

13. Student Satisfaction Survey Committee:

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(Asst. Prof. in Botany)

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(Asst. Prof. in Computer Science)

Ms. Richa Sharma

(Asst. Prof. in Commerce)