GURU NANAK COLLEGE

SRI MUKTSAR SAHIB

Student Satisfaction Survey Report

(Session 2022-23)

Submitted by:
Student Satisfaction Survey & Feedback Committee

Contents

Guru Nanak College, Sri Muktsar Sahib

Student Satisfaction Survey (2022-23)
(A Report)

Introduction:

Guru Nanak College, Sri Muktsar Sahib, established with a vision to nurture holistic development in students, has been continuously striving to provide quality education. The college proudly holds an 'A' grade from the National Assessment and Accreditation Council (NAAC), Bengaluru, awarded during its second cycle of assessment and accreditation. As a co-educational institution, it is committed to empower its students to pursue meaningful careers while nurturing their growth into exemplary individuals and responsible citizens. The college strongly believes in the teachings of Gurbani and emphasizes that the purpose of education is selfless service to humanity. Over the past fifty years, the institution has significantly expanded its horizons and now offers a wide range of courses, including Basic Sciences, Biotechnology, Commerce, Fashion Designing, vocational skill-based courses, as well as multiple undergraduate and postgraduate courses in the humanities.

The main goal of the institution is to provide exceptional learning experiences and foster an environment that promotes growth and satisfaction for its students. To achieve this, the Student Satisfaction Survey and Feedback Committee has been established under the Internal Quality Assurance Cell (IQAC). This committee is dedicated to enhance the satisfaction levels of students, staff, alumni, and parents. The committee conducts surveys and gathers 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 adjustments to better align with the stakeholders' needs. The committee works diligently to improve the services offered by the college and bridge any gaps that may impact student satisfaction.

Vision:

To Seek, to Strive and Not to Yield

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.

About the Student Satisfaction Survey:

The Student Satisfaction Survey Committee (SSSC) has conducted a comprehensive survey using a questionnaire provided by the National Assessment and Accreditation Council (NAAC). This questionnaire addresses various aspects of the teaching and learning process. It evaluates factors such as teachers' subject knowledge, communication skills, class preparation, use of ICT tools, and their overall approach to education. Additionally, the survey assesses the faculty's and the institution's overall effectiveness in creating a supportive environment, fostering motivation, maintaining interpersonal relationships, providing feedback, and more. The primary objective of the survey is to gauge students' satisfaction levels concerning the entire teaching and learning experience. The questionnaire concludes with three open-ended questions, allowing students to share their thoughts on the best aspects of GNC, areas that need improvement for delivering quality educational services, and any additional comments regarding their experiences at GNC.

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

C) <u>Questionnaire for the Survey</u>

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 – Good1 – Fair d) 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)	184	173	25	5	4	3.08	2
F(x)	663.32	485.26	50.13	6.02	1.6		
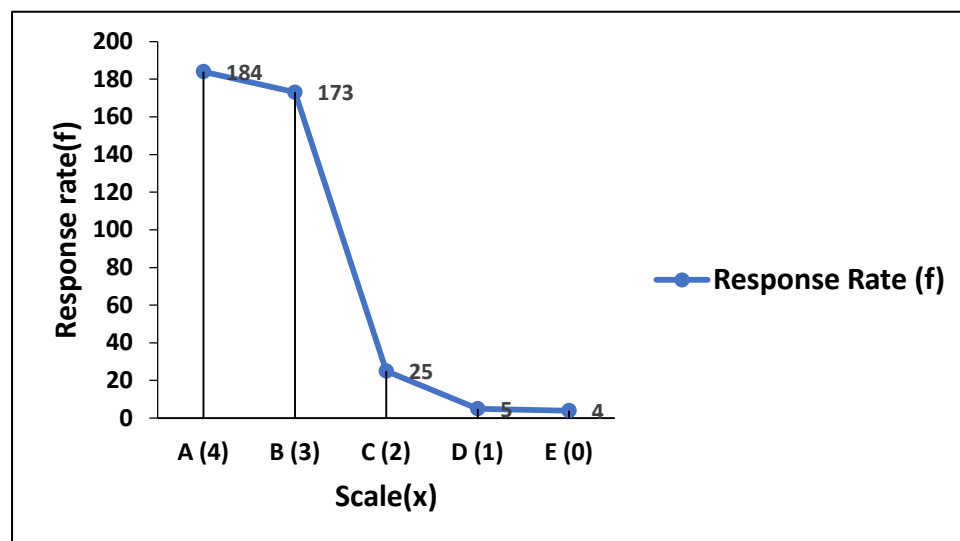
Fig. 1. Syllabus covered in the class
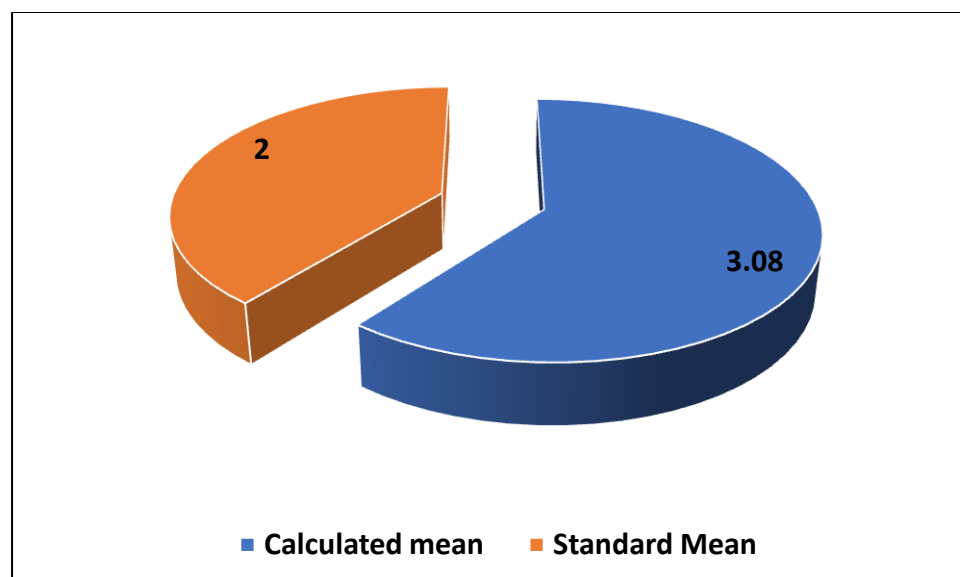
2. How well did the teachers prepare for the classes?

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	132	233	21	2	3	3.01	2
F(x)	475.86	653.56	42.10	2.41	1.2		
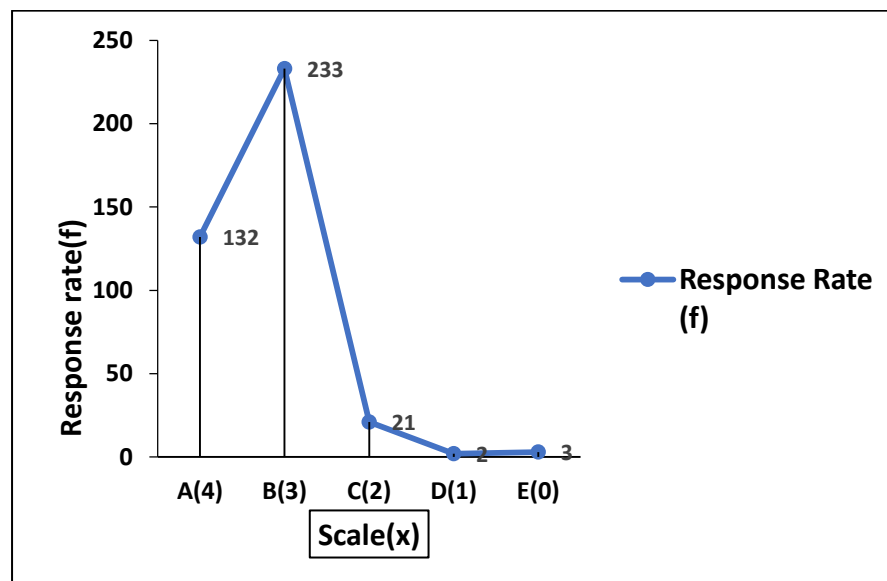
Fig. 2. Teachers preparation for the classes
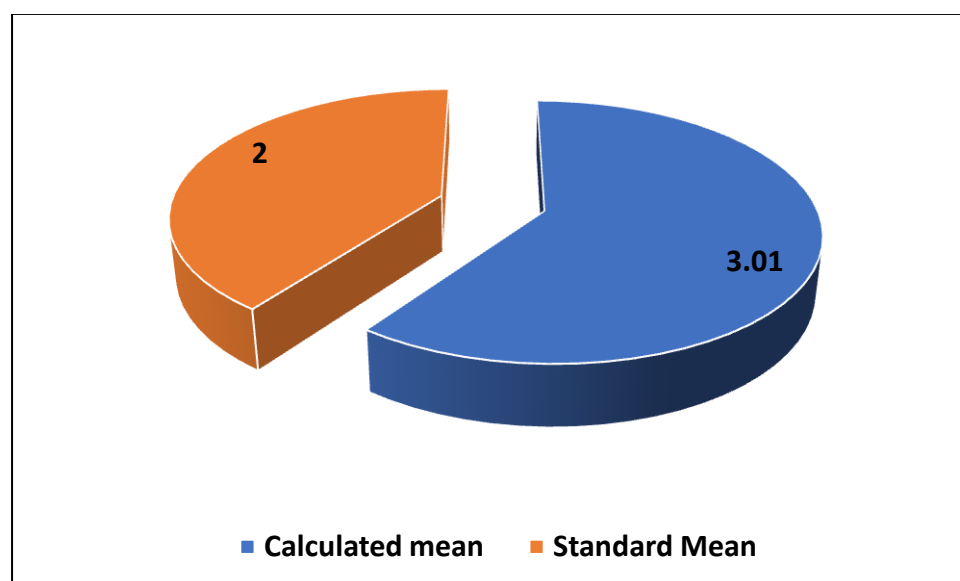
3. How well were the teachers able to communicate?

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	232	89	62	5	3	3.11	
F(x)	836.36	249.64	124.31	6.02	1.2		2
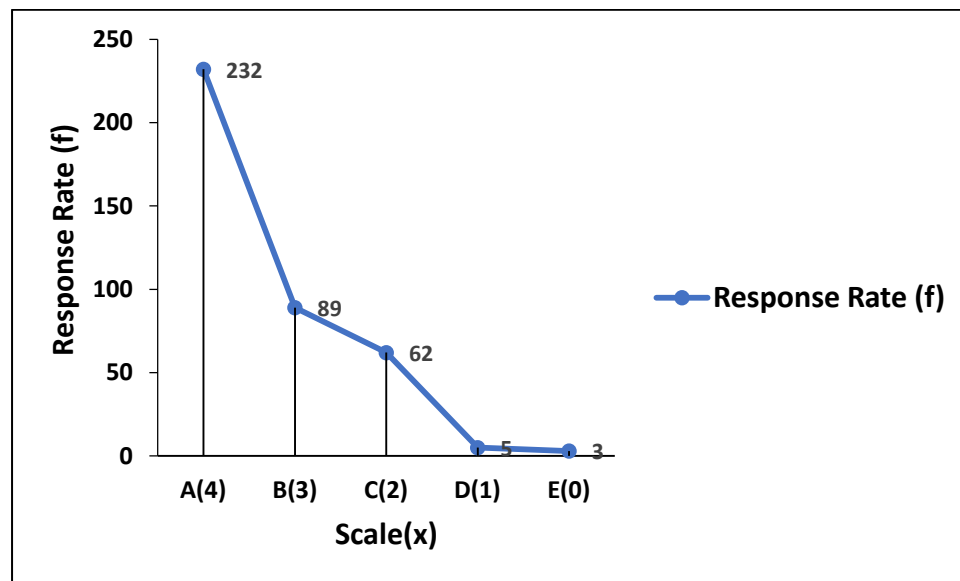
Fig. 3. Teachers level of communication
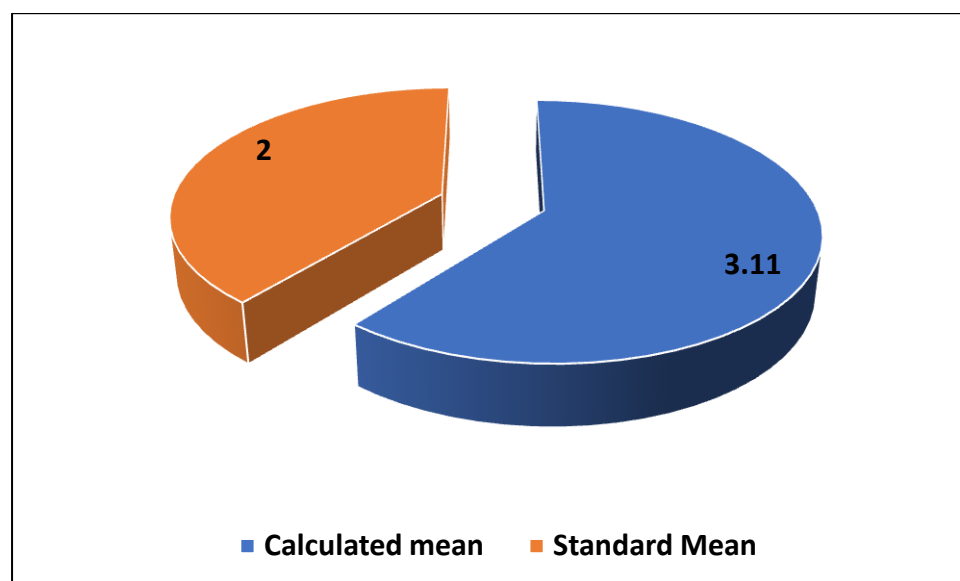
4. The teacher's approach to teaching can best be described as

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	129	147	96	14	5	2.78	2
F(x)	465.04	412.33	192.48	16.87	2		
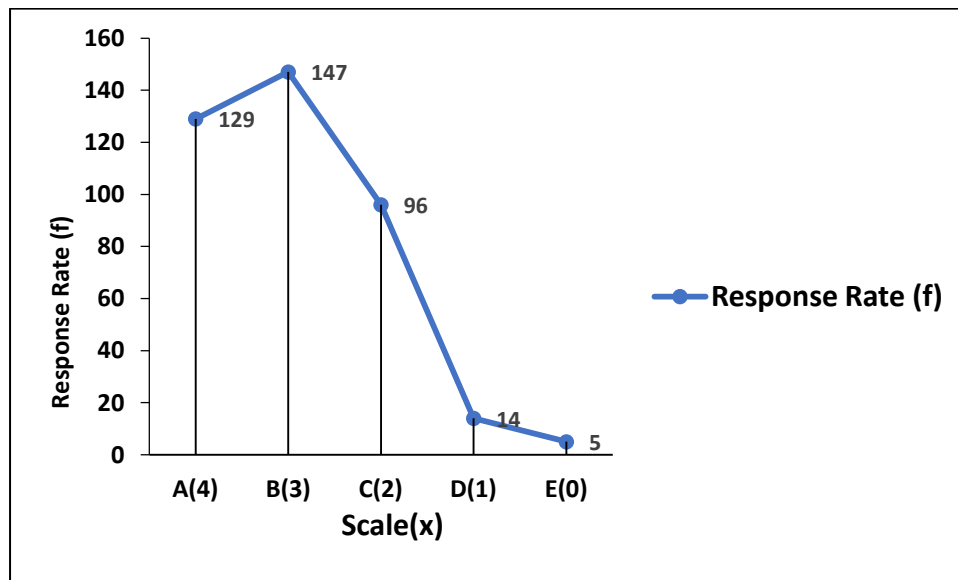
Fig. 4. Teacher's approach to teaching.
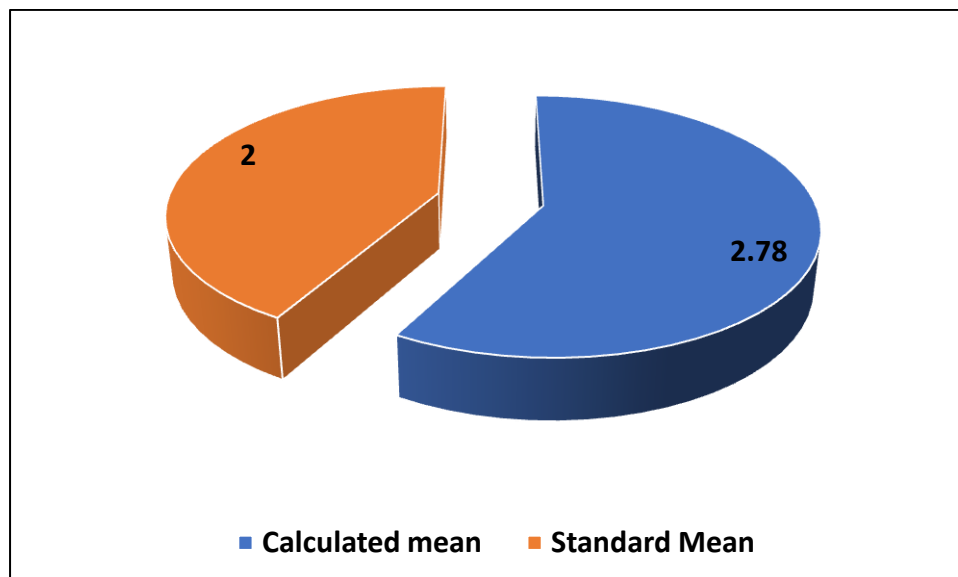
5. Fairness of the internal evaluation process by the teachers.

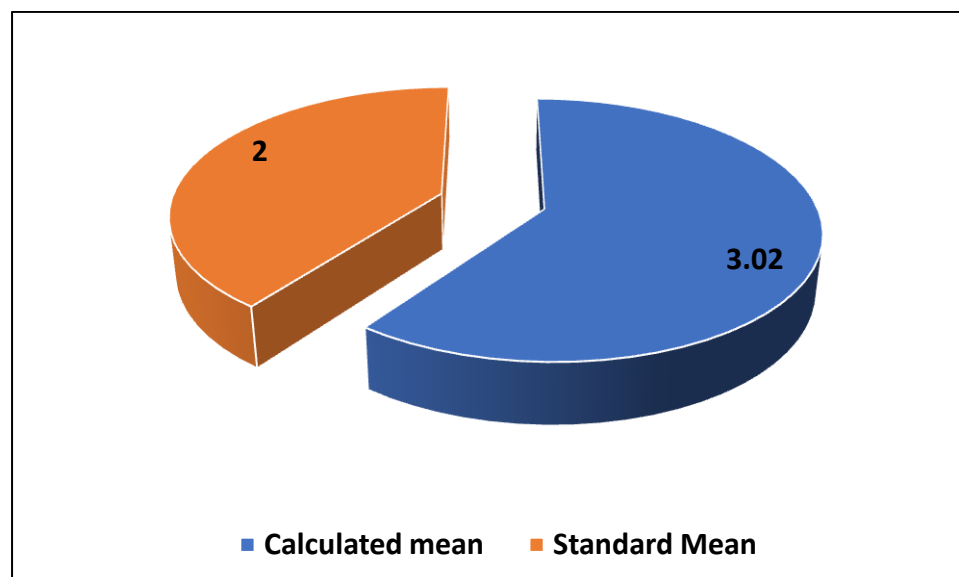| Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	187	154	32	6	12	3.02	2
F(x)	674.13	431.97	64.16	7.23	4.8		
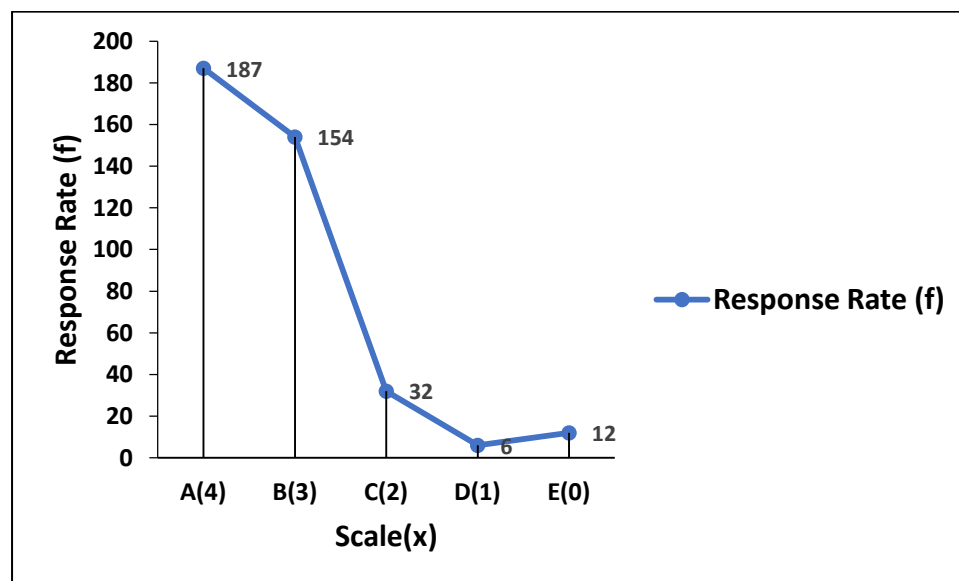
Fig. 5. Fairness of the internal evaluation process

6. Was your performance in assignments discussed with you?

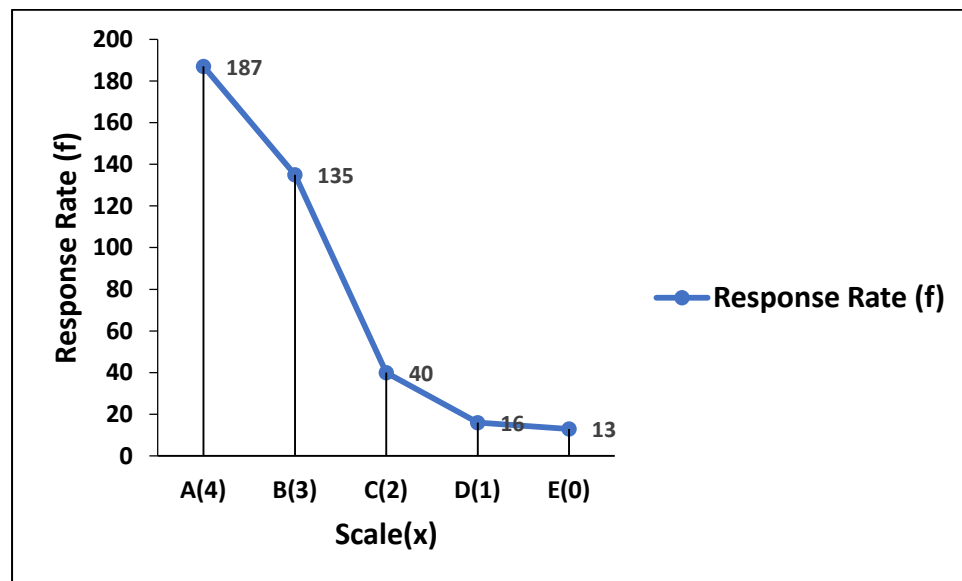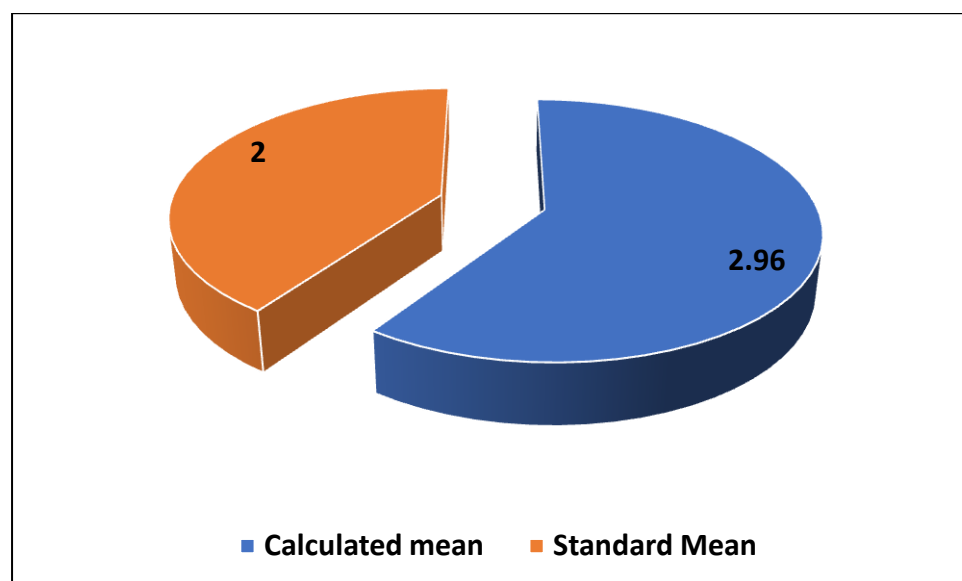| Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	187	135	40	16	13	2.96	2
F(x)	674.13	378.67	80.2	19.28	5.2		

Fig. 6. Discussion on assignment performance in class

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

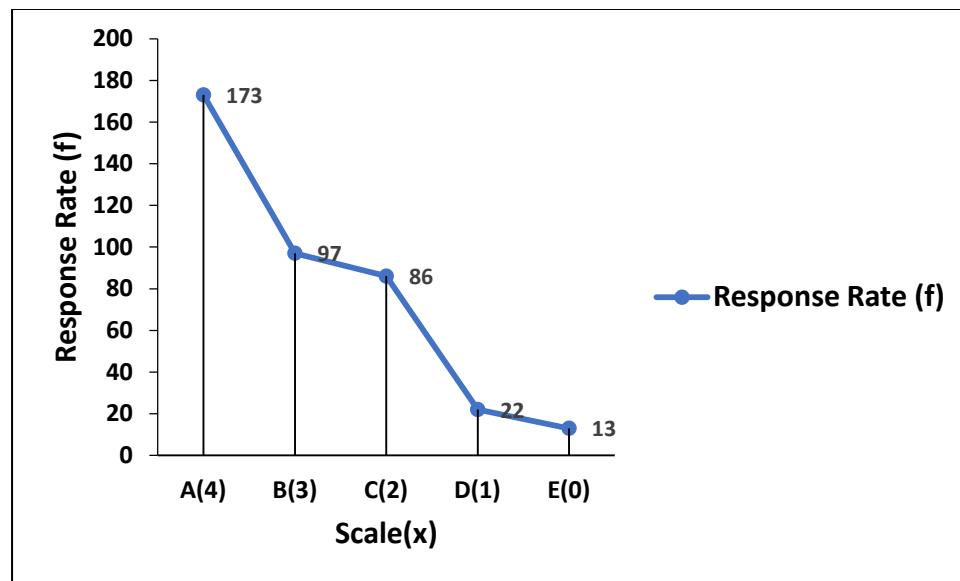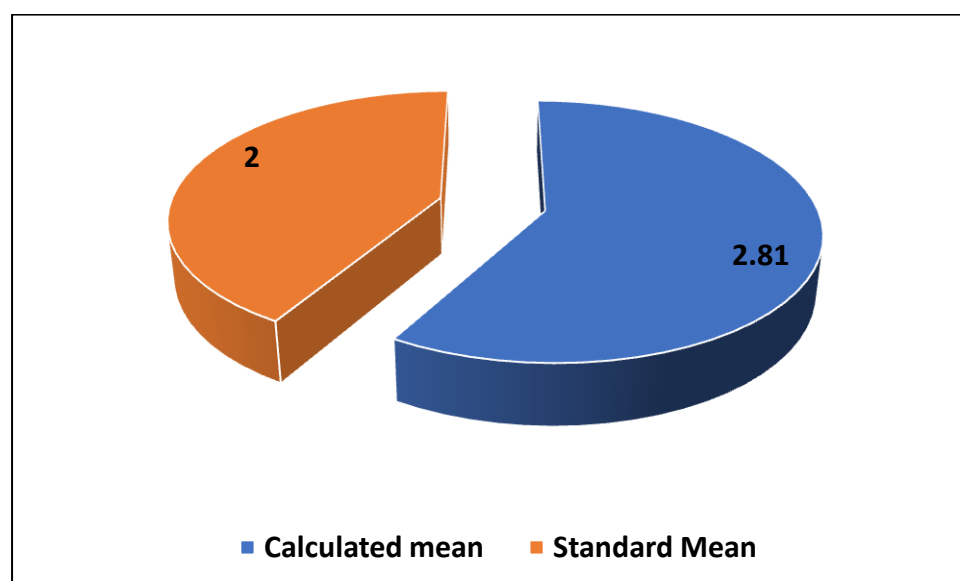| Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	173	97	86	22	13	2.81	2
F(x)	623.66	272.08	172.43	26.51	5.2		

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

16

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

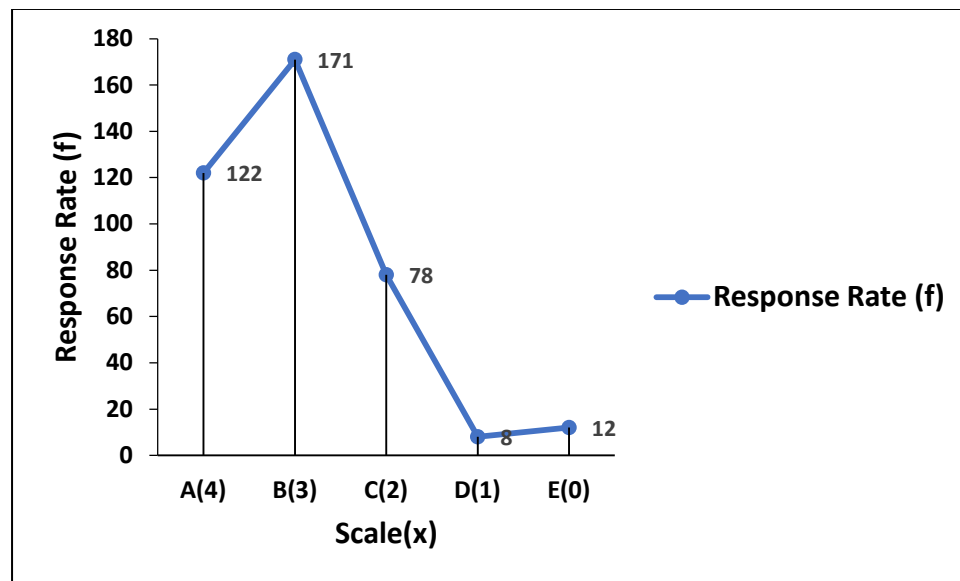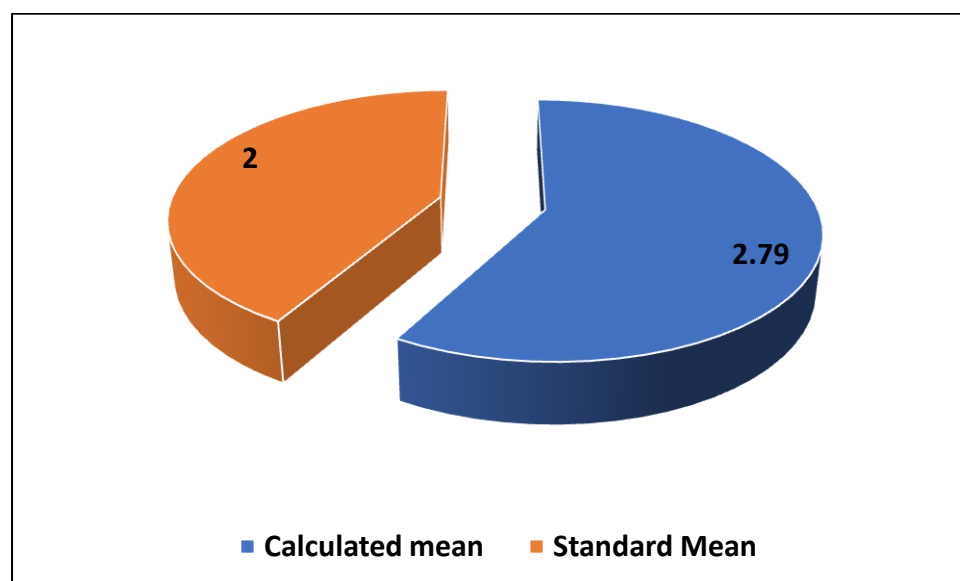| Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	122	171	78	8	12	2.79	2
F(x)	439.81	479.65	156.39	9.64	4.8		

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

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

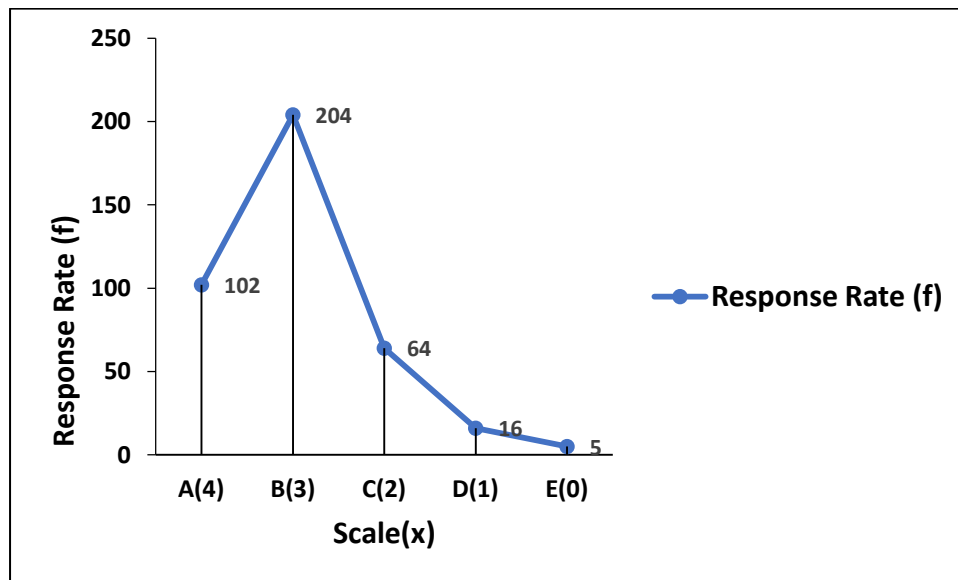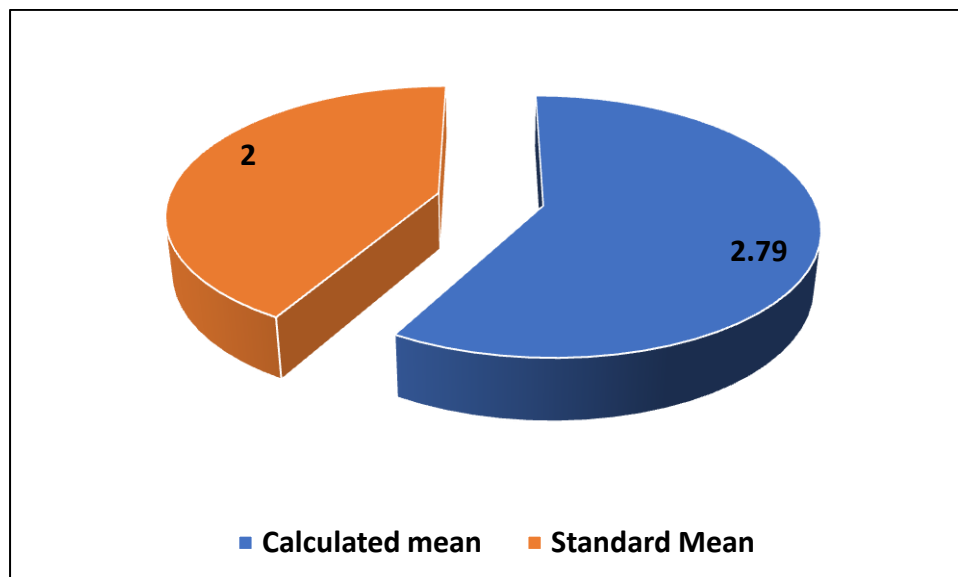| Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	102	204	64	16	5	2.79	2
F(x)	367.71	572.22	128.32	19.28	2		

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.

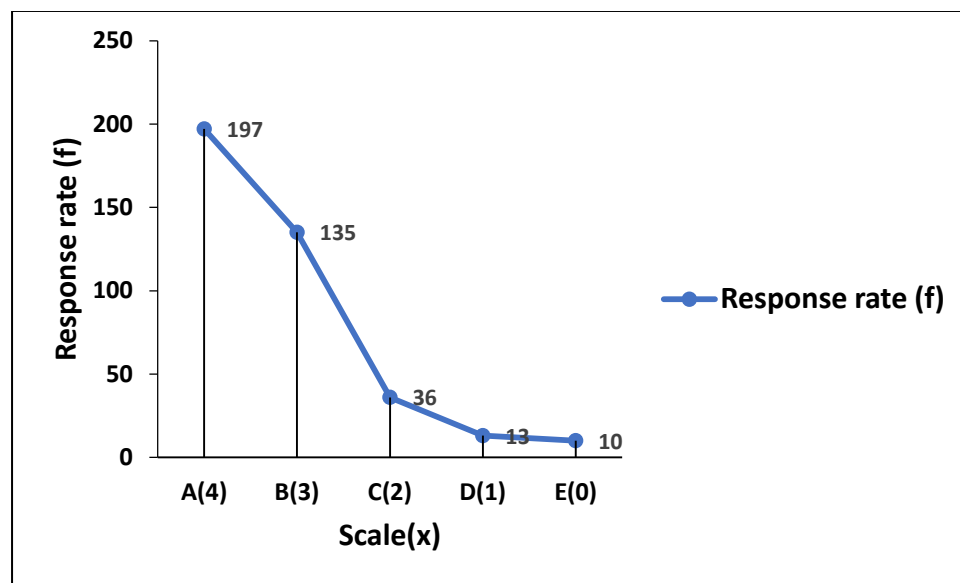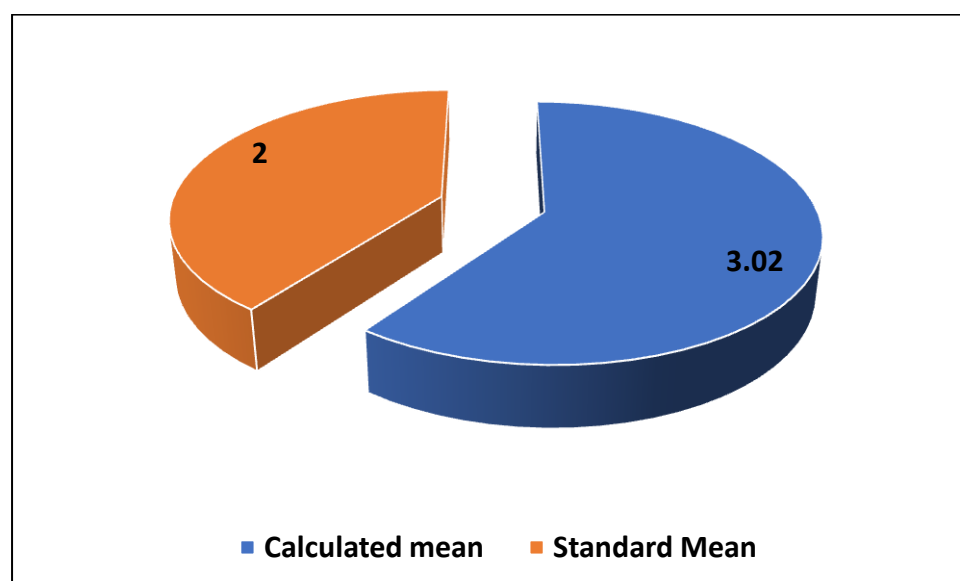| Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response rate (f)	197	135	36	13	10	3.02	2
F(x)	710.18	378.67	72.18	15.66	4		

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.

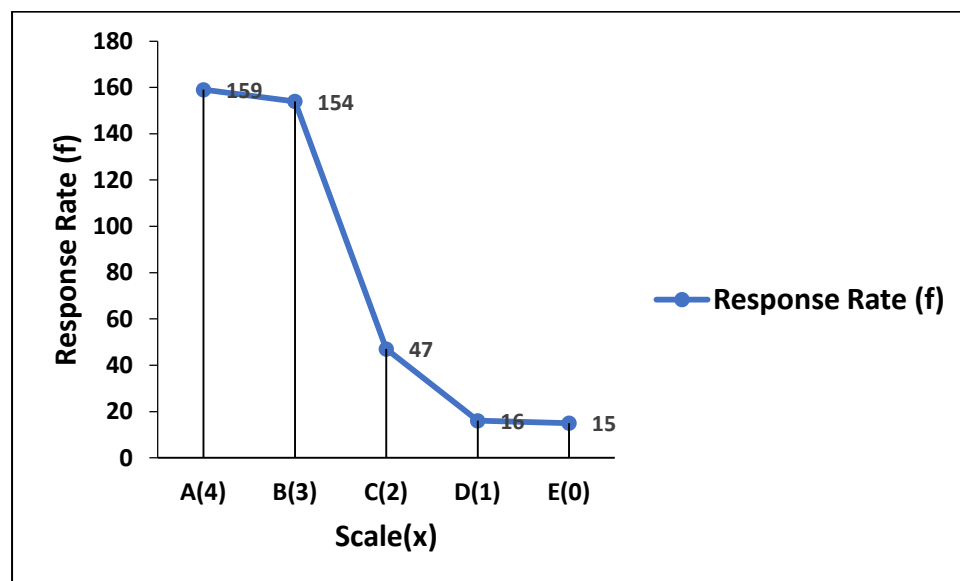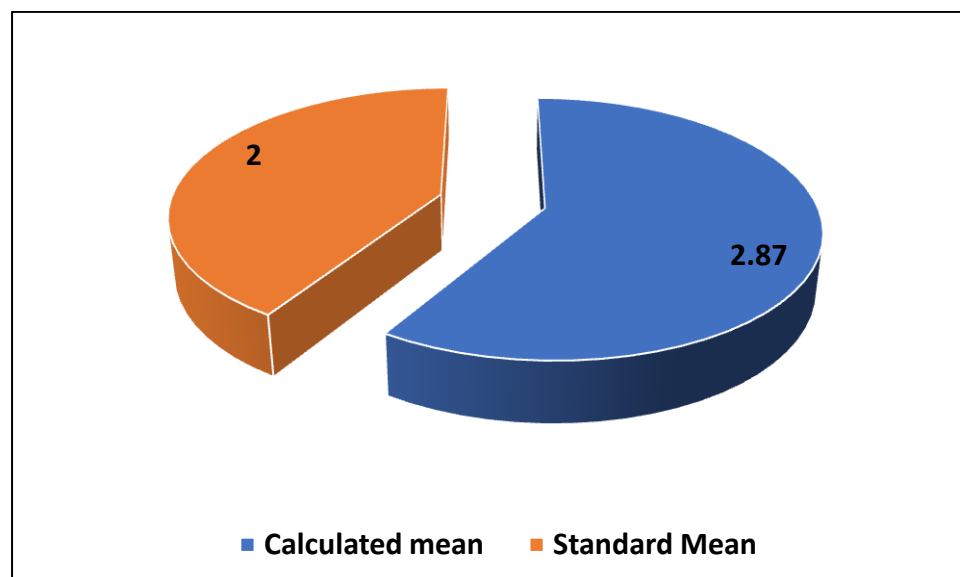| Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	159	154	47	16	15	2.87	2
F(x)	573.19	431.97	94.23	19.28	6		

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

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

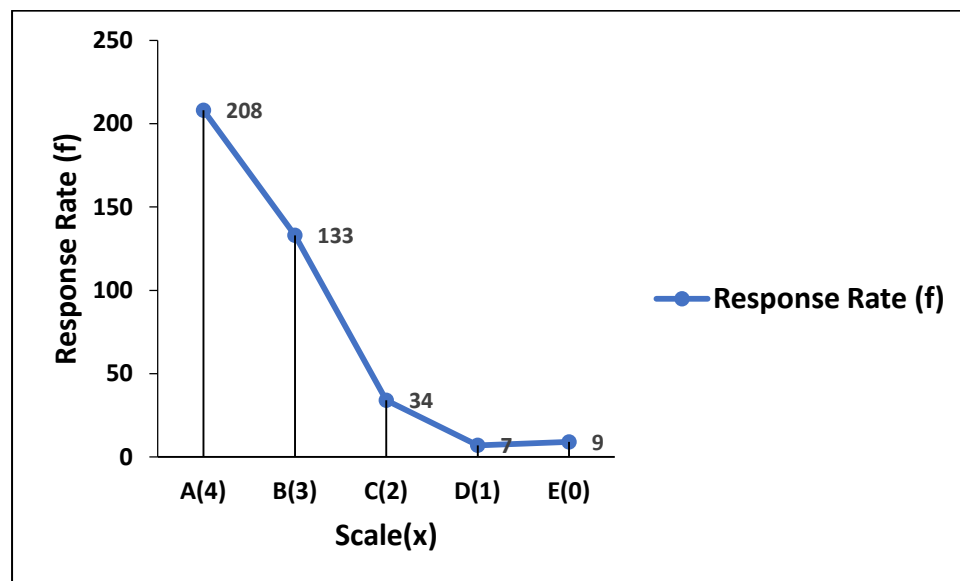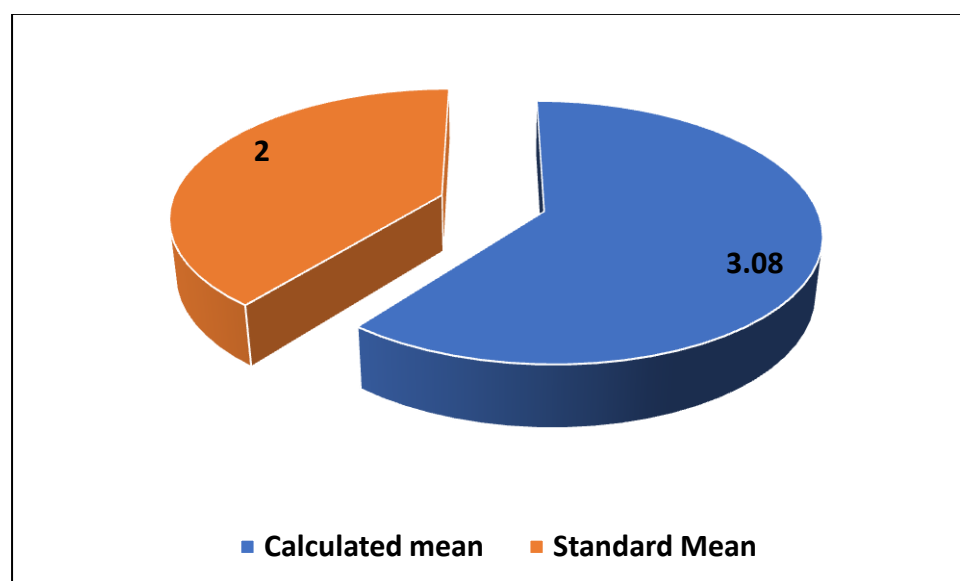| Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	208	133	34	7	9	3.08	2
F(x)	749.84	373.06	68.17	8.43	3.6		

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

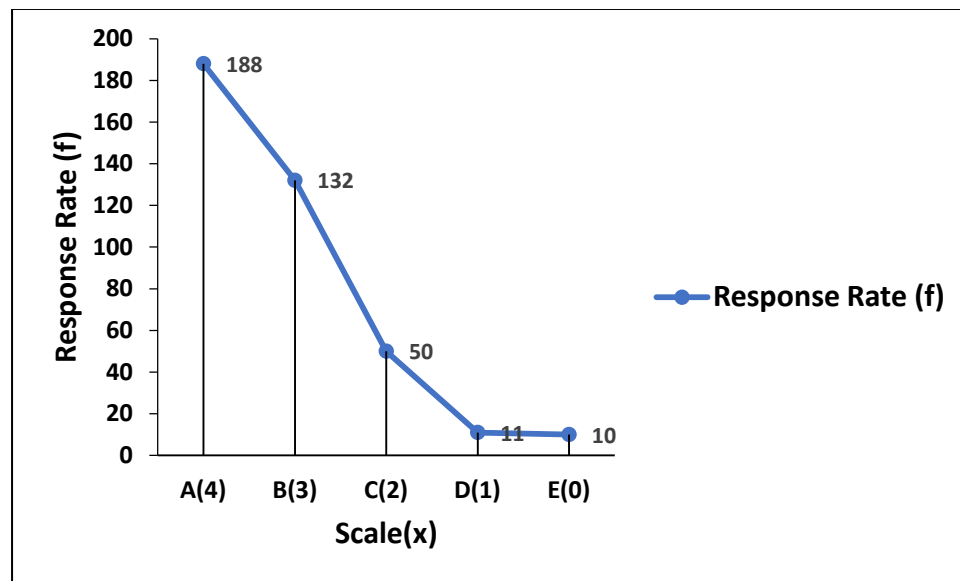| Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	188	132	50	11	10	2.98	2
F(x)	677.74	370.26	100.25	13.25	4		

Fig. 13. Identification of strengths and to encourage students by teacher at right level
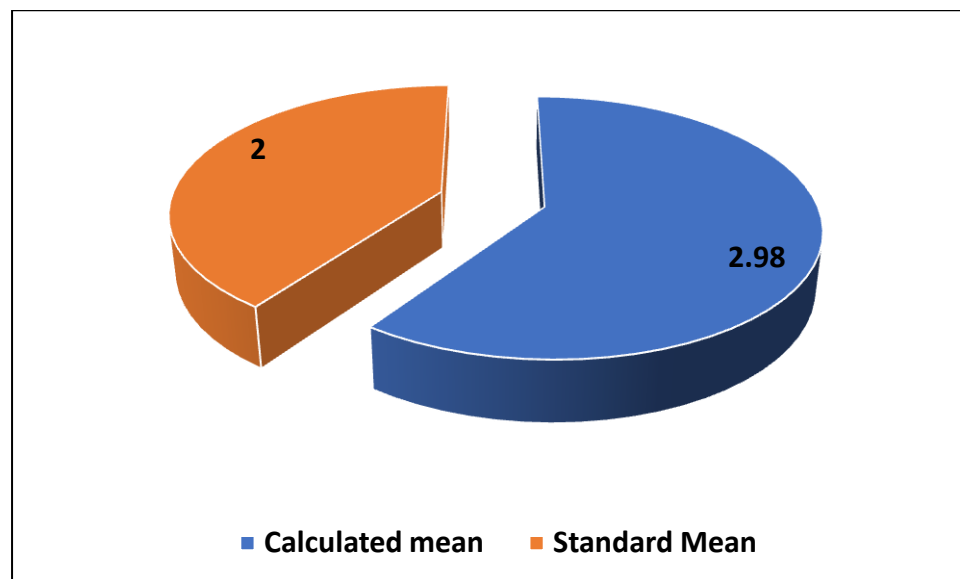
14. Teachers are able to identify your weaknesses and help you to overcome them

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	195	113	46	19	18	2.92	2
F(x)	702.97	316.96	92.23	22.89	7.2		
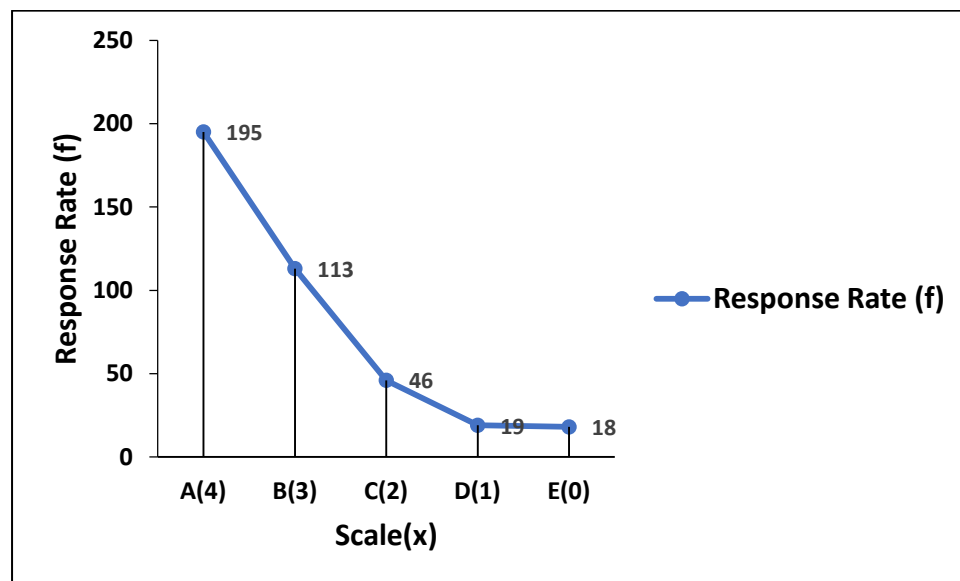
Fig. 14. Ability of teacher to identify and overcome the student weaknesses
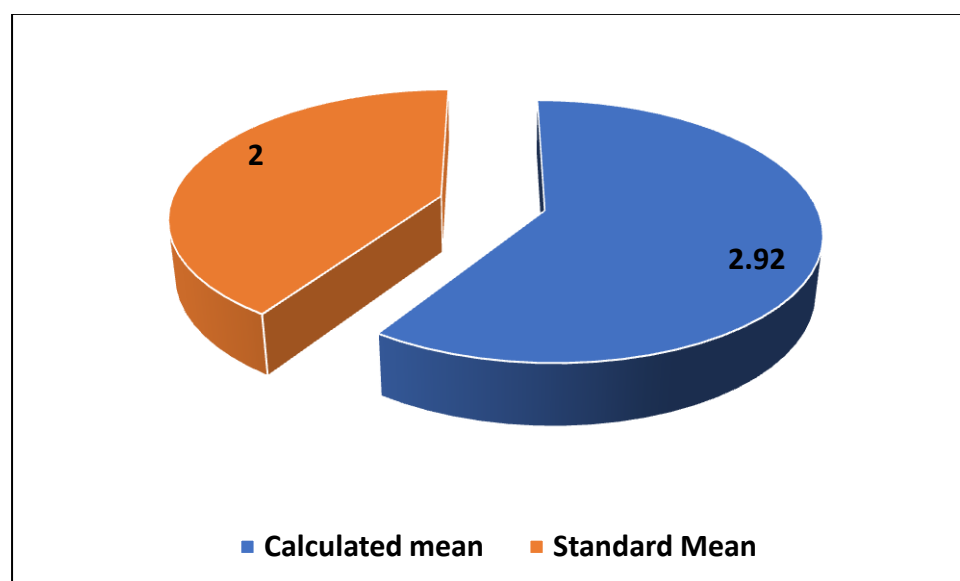
15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	95	224	57	5	10	2.80	2
F(x)	342.47	628.32	114.28	6.02	4		
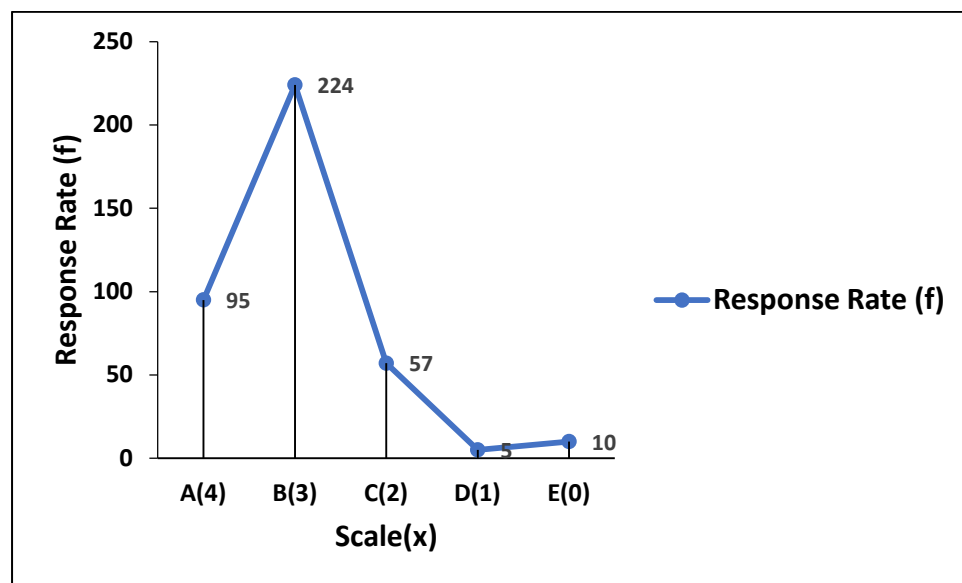
Fig. 15. Efforts of institution to engage students in the improvement of teaching learning process.
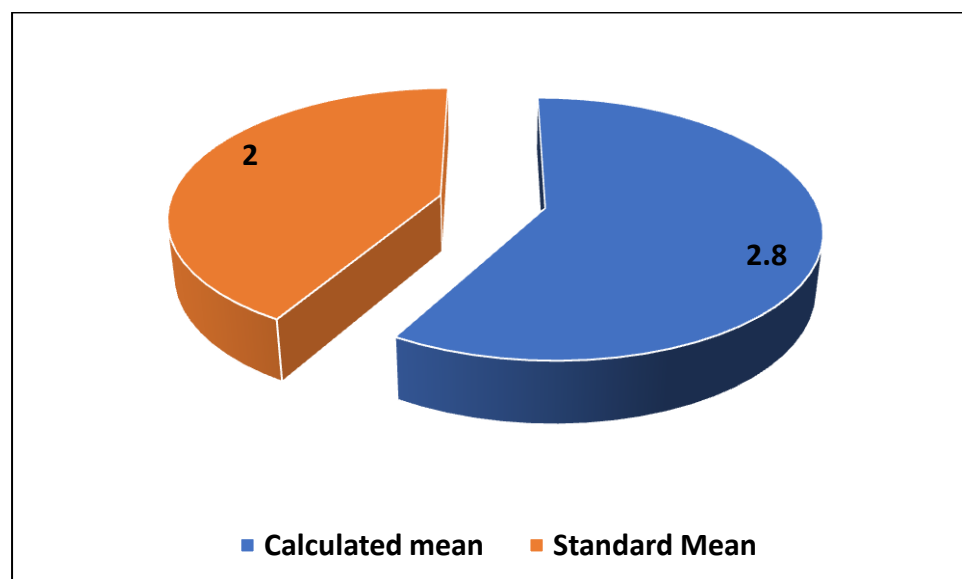
24

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)	146	174	40	20	11	2.88	2
F(x)	526.33	488.07	80.2	24.1	4.4		
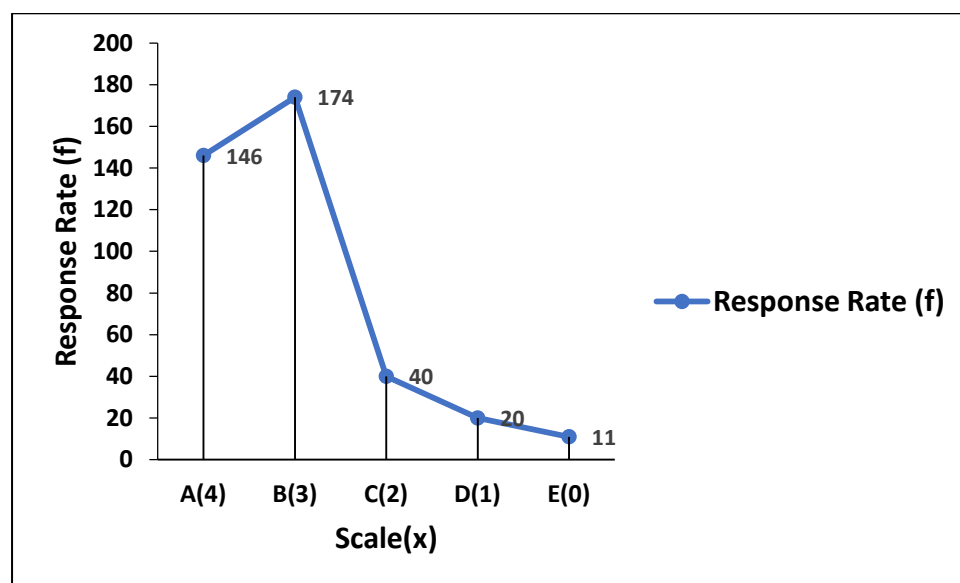
Fig. 16. Use of student centric methods by teacher/institution to enhance learning experiences.

25
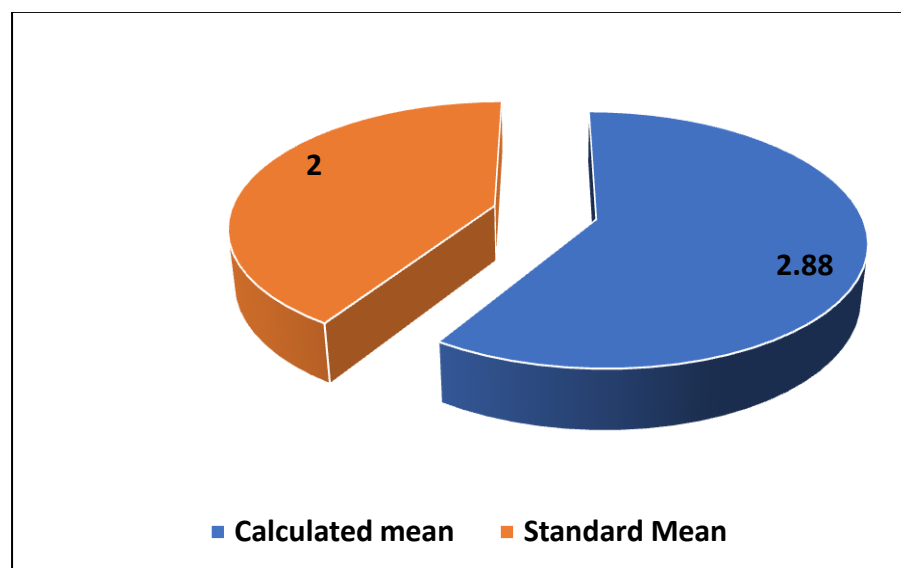
17. Teachers encourage you to participate in extracurricular activities.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response rate (f)	141	189	45	7	9	2.91	2
F(x)	508.30	530.14	90.22	8.43	3.6		
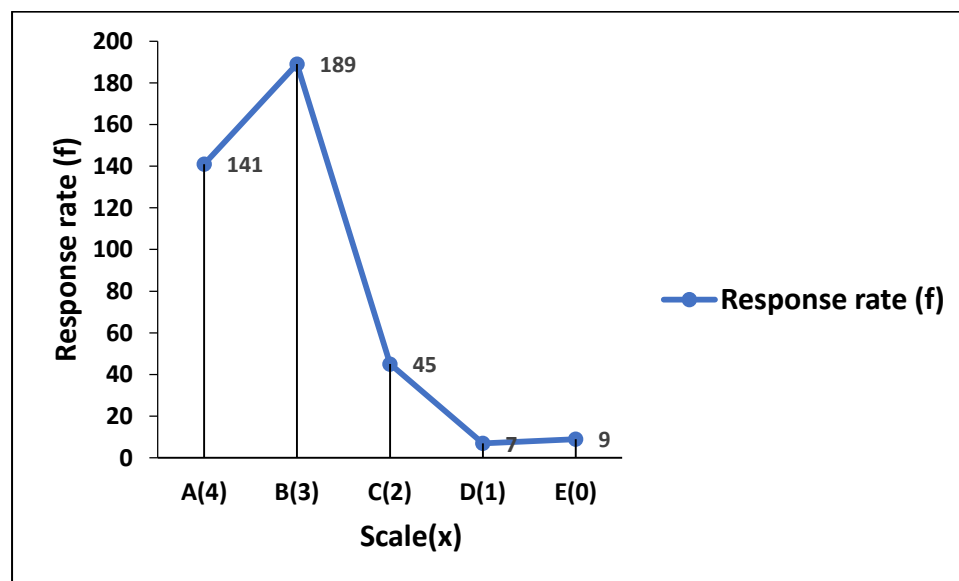
Fig. 17. Student encouragement by teacher to participate in extracurricular activities.
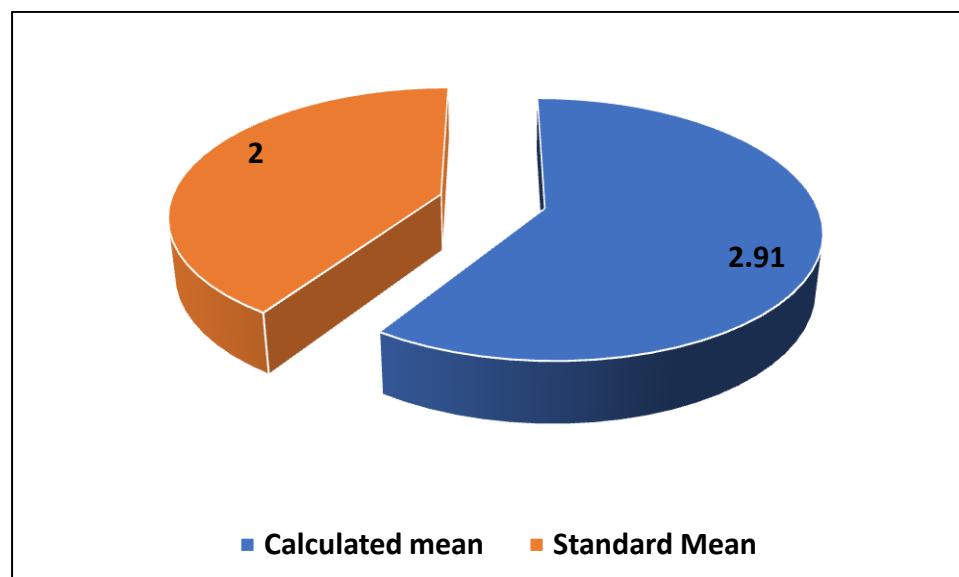
18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	155	164	47	16	9	2.90	2
F(x)	558.77	460.02	94.23	19.28	3.6		
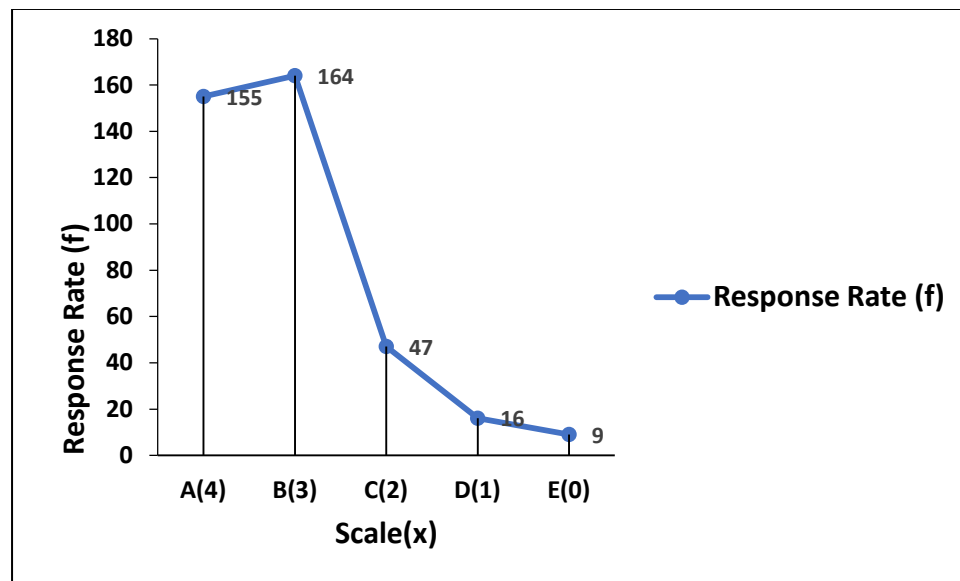
Fig. 18. Efforts of institute/teacher to inculcate various skills among students to prepare them for the field of work.
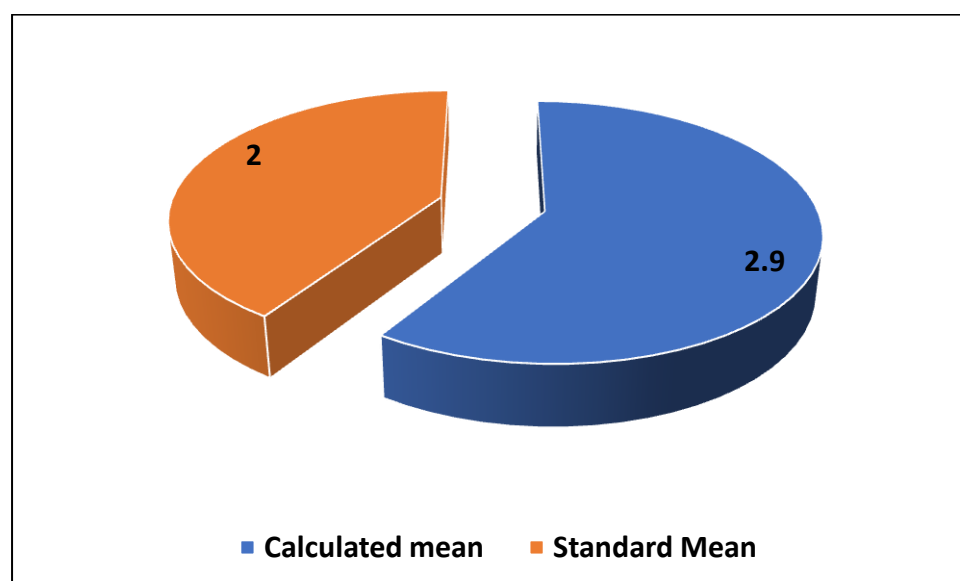
19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	86	114	68	38	85	2.16	2
F(x)	310.03	319.77	136.34	45.79	34		
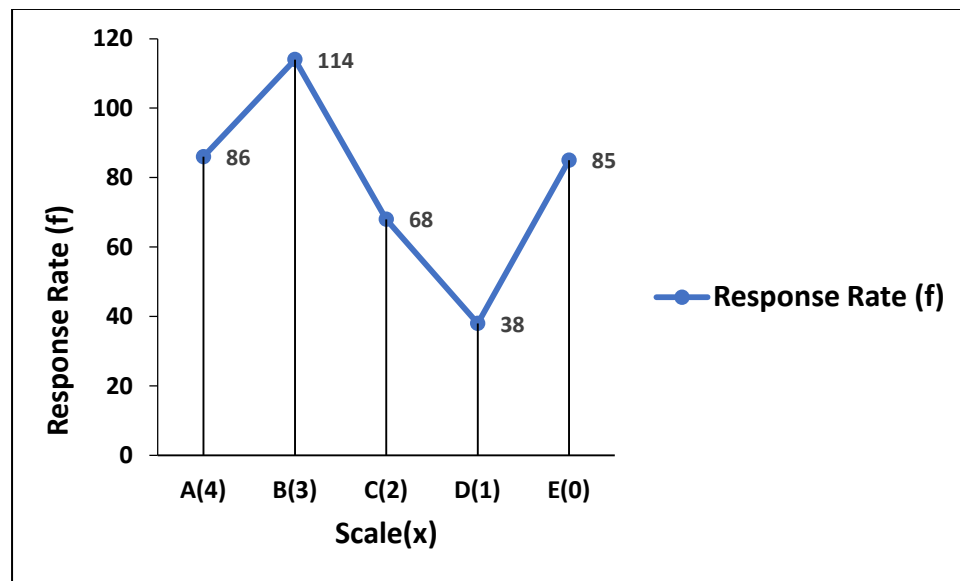
Fig. 19. Percentage of teachers using ICT tools, while teaching.
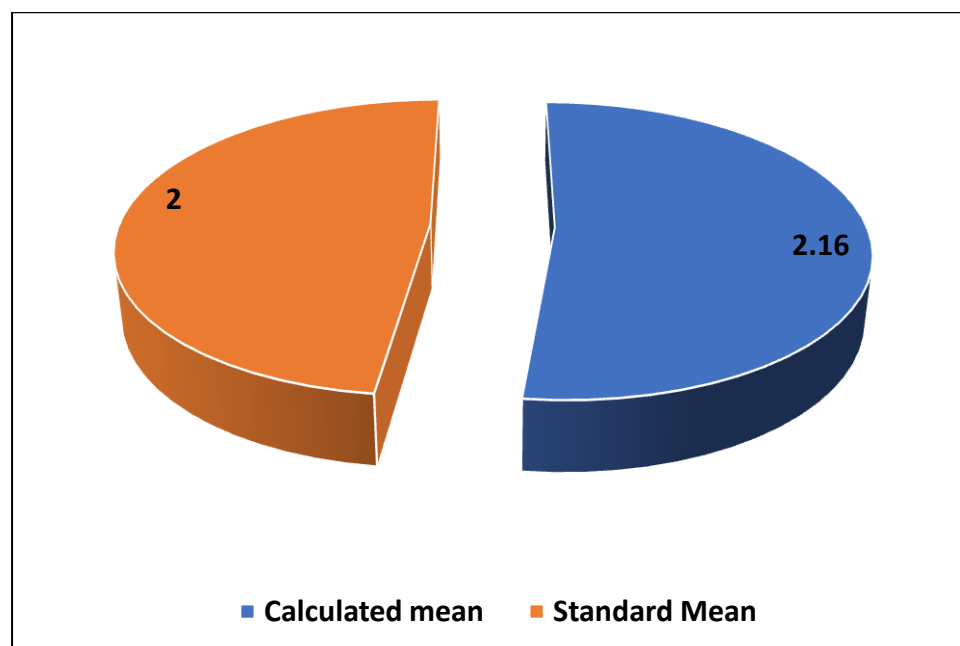
20. The overall quality of teaching-learning process in your institute is very good.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	114	199	59	8	11	2.81	
F(x)	410.97	558.19	118.29	9.64	4.4		2
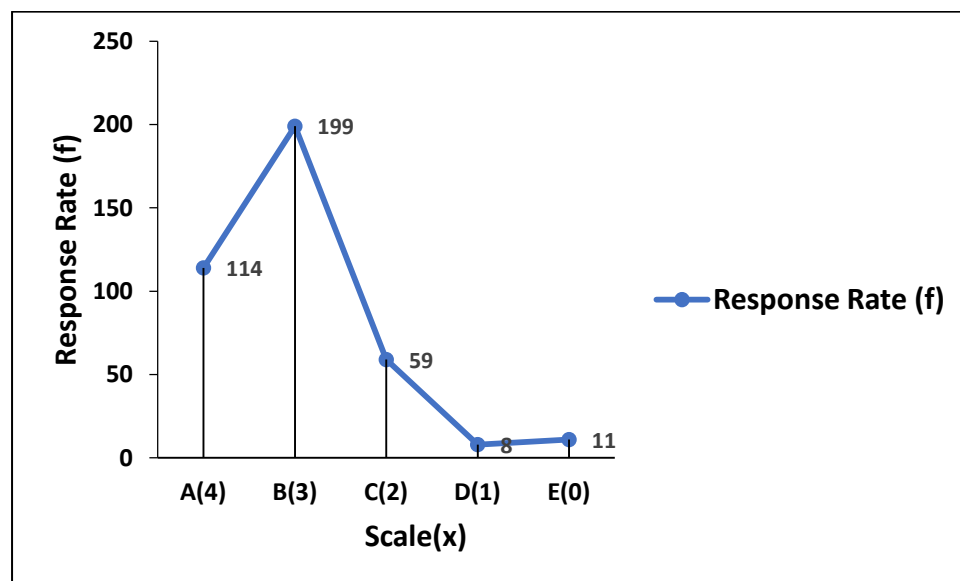
Fig. 20. Agreement of students for Institute's overall quality of teaching-learning process.
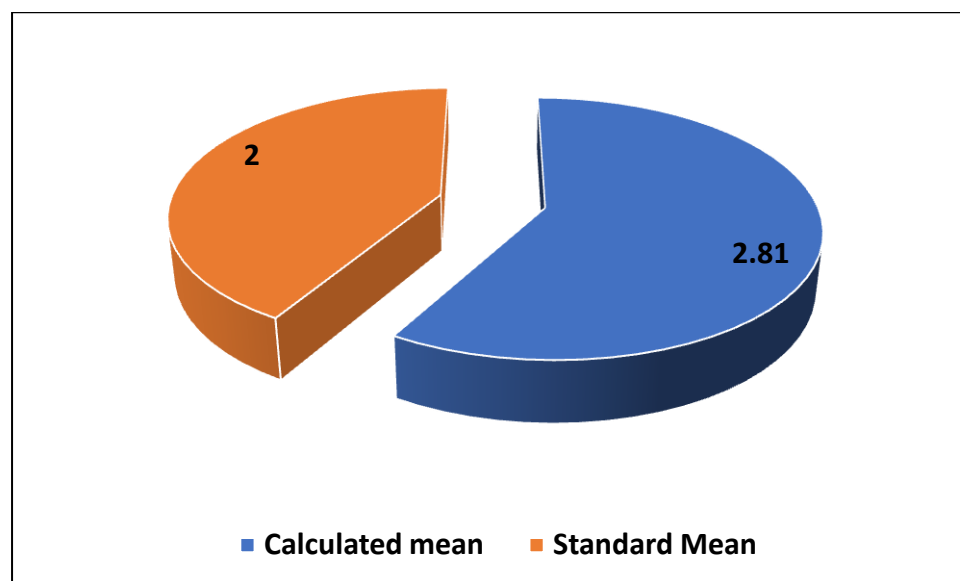
Graphic representation of calculated means for all parameters:
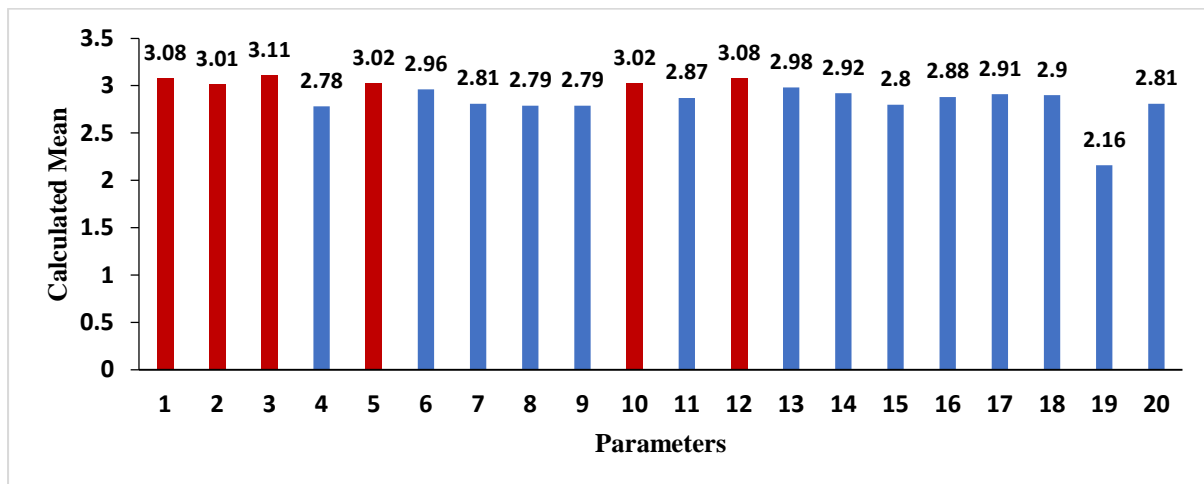
Note: Red accent bars showing the calculated mean of parameters three and above.

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

Calculation of Average Mean: Total Calculated Mean/ Total No. of Questions

=57.68/20

=2.88

Graphic representation of average mean:

Key Findings of the Survey:

1. **Parameters with Ratings Close to or Above 3 on the 5-Point Likert Scale:**

   - Ability of teacher to communicate (3.11)
   - Syllabus covered in the class (3.08)
   - Illustration of the concepts through examples and applications by the teachers(3.08)
   - Fairness of the internal evaluation process (3.02)
   - Expected competencies, course outcomes and programme outcomes informed by teachers (3.02)
   - Teachers' preparation for the class (3.01)
   - Identification of the student's strength and encouragement by the teacher (2.98)
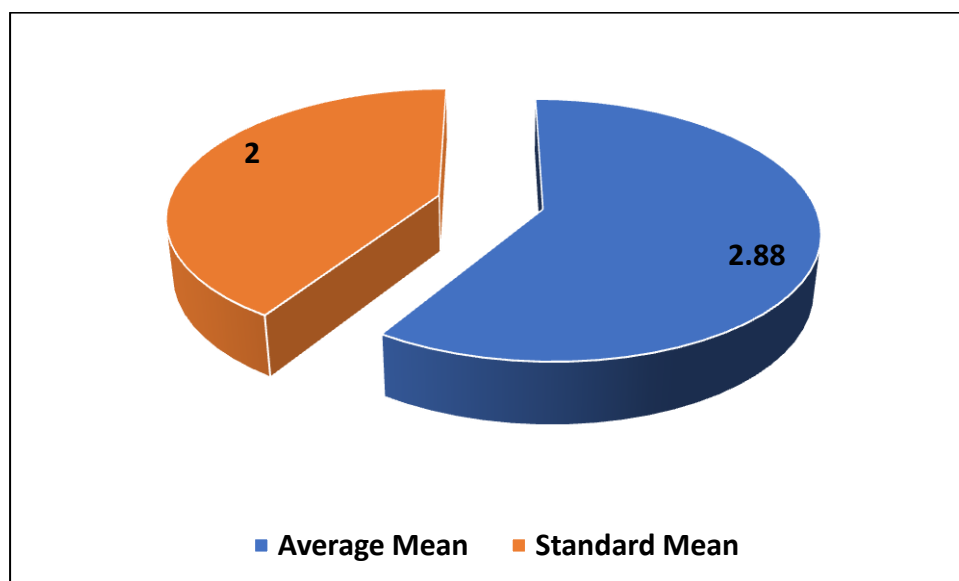   - Discussion on student performance in assignments (2.96)
   - Identification of the student's weakness and helping them (2.92)
   - Encouragement by the teacher to participate in extracurricular activities (2.91)
   - Efforts made by the teachers to inculcate soft skills, life skills and employability skills in the students (2.90)

   i. The rapport between the teachers and the taught is indeed the foundation of the teaching-learning process, and the above findings clearly indicate that students are satisfied with the level of communication their teachers maintain. With an impressive rating of 3.11 for the teachers' ability to communicate, it is evident that teachers are effectively engaging with students, ensuring clarity and fostering a positive learning environment. This strong communication contributes to a productive classroom atmosphere where students feel comfortable interacting with their instructors, asking questions, and seeking support when needed.

   ii. The syllabus is consistently covered, with a solid rating of 3.08, ensuring that students are well-equipped with the necessary academic content.

   iii. The teaching approach in the college is further strengthened by the effective illustration of concepts through practical examples and real-world applications, which received a commendable rating of 3.08. Teachers use relatable examples to demonstrate complex concepts, allowing students to connect theoretical knowledge with practical situations. This approach not only aids in better

understanding but also makes learning more engaging and applicable to real-life scenarios.

iv. In addition to the strong instructional methods, the fairness of the internal evaluation process is another key aspect that contributes to a positive learning environment. With a rating of 3.02, students feel confident that assessments are conducted transparently and equitably.

v. Teachers effectively communicate expected competencies, course outcomes, and program outcomes, with a rating of 3.02, ensuring students understand what they need to achieve. Additionally, teachers' strong preparation for each class, reflected in a rating of 3.01, demonstrates their commitment to deliver structured and engaging lessons, contributing to a well-organized and goal-oriented learning experience.

vi. Furthermore, teachers are proactive in identifying students' strengths (2.98) and weaknesses (2.92), providing tailored support and encouragement to help them succeed. There is also an emphasis on student involvement in extracurricular activities, with a score of 2.91, which indicates that teachers encourage students to participate in activities beyond academics, contributing to their overall development.

vii. Teachers make notable efforts to inculcate soft skills, life skills, and employability skills in students, with a rating of 2.90. This indicates that instructors are dedicated to prepare students for success beyond academics by focusing on skills that are essential in the professional world, helping students become well-prepared for their future endeavours.

2. **Parameters with Ratings Between 2.80 and 2.88 in the Survey:**
   - Usage of student centric methods by the teachers to enhance learning experiences (2.88)
   - Follow up by the teacher with an assigned task (2.87)
   - Interest of the institute in promoting internship, student exchange, field visit (2.81)
   - Efforts made by the institute in improvement of the teaching learning process (2.80)

While these ratings are positive, there is still room for further improvement in each area to ensure an even more enriching and interactive educational environment for students.

3. **Parameter with the Lowest Rating in the Survey:** The survey highlights that the usage of ICT tools received the lowest rating on the Likert scale, scoring 2.16. The usage of ICT-based tools in teaching has improved from a rating of 1.89 in the last session to 2.16. While this indicates some progress in incorporating technology into the classroom, there is still significant room for further enhancement. Increasing the use of ICT tools could foster a more interactive and engaging learning environment, providing students with better access to digital resources and preparing them for the modern, tech-driven world.

4. **Average Mean:** The average mean for this session is 2.88, showing a slight improvement from last year's 2.84, reflecting positive progress in the teaching-learning process.

SSS Report 2018-19, 2019-20, 2020-21, 2021-22 & 2022-23: 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 & 2022-23.

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	SSS Report 2022-23 Measurement of various parameters on Likert Scale
1.	Syllabus covered in the class	3.04	3.16	3.05	2.11	3.08
2.	Teachers' preparation for the class	3.02	3.01	3.01	2.98	3.01
3.	Ability of teachers to communicate	3.25	3.27	3.22	3.13	3.11
4.	Teacher's approach to teaching	2.84	3.06	2.96	2.83	2.78
5.	Fairness of the internal evaluation process	3.07	3.21	3.15	3.16	3.02
6.	Discussion on student performance in assignments	2.82	3.18	3.04	2.94	2.96

7.	Interest of the institute in promoting internship, student exchange, field visit	2.51	3.10	2.96	2.71	2.81
8.	Teaching and mentoring process facilitated in cognitive, social and emotional growth	2.66	2.95	2.87	2.78	2.79
9.	Institute provides multiple opportunities to learn and grow	2.86	3.07	2.98	2.83	2.79
10.	Expected competencies, course outcomes and programme outcomes informed by teachers	2.94	3.28	3.16	2.99	3.02
11.	Follow up by the teacher with an assigned task	3.04	3.08	3.04	2.95	2.87
12.	Illustration of the concepts through examples and applications by the teachers	3.21	3.28	3.18	3.11	3.08

13.	Identification of the student's strength and encouragement by the teacher	2.95	3.20	3.11	3.03	2.98
14.	Identification of the student's weakness and helping them	2.83	3.18	3.06	2.96	2.92
15.	Efforts made by the institute in improvement of the teaching learning process	2.82	3.03	2.96	2.86	2.80
16.	Usage of student centric methods by the teachers to enhance learning experiences	2.90	3.12	3.02	2.87	2.88
17.	Encouragement by the teacher to participate in extracurricular activities	3.06	3.19	3.08	3.01	2.91
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	2.90

19.	Usage of ICT based tools while teaching	2.06	2.54	2.39	1.89	2.16
20.	Overall quality of teaching learning process	2.92	3.17	3.06	2.89	2.81
21.	Average Mean	2.88	3.11	3.02	2.84	2.88

Recommendations by the Committee:

1. The use of ICT-based tools is an area with room for improvement.

2. The institute could enhance student development by strengthening the teaching and mentoring process to better support cognitive, social, and emotional growth. Additionally, expanding opportunities for learning and personal growth through diverse activities and initiatives would further foster well-rounded student development.

3. The institute should make deliberate and focused efforts to build upon areas where it is performing well. However, in areas where performance has declined compared to previous years, it is essential to analyze the situation thoroughly and identify the underlying causes. The survey highlights that the usage of ICT tools received the lowest rating on the Likert scale, scoring 2.16, indicating a need for improvement in this area.

Actions Taken:

1. **Enhancement of ICT-Based Teaching Tools (Based on Student Feedback 2021–22)**

In the Student Satisfaction Survey for the academic session 2021–22, the use of ICT-based tools in teaching received a score of **1.89**, highlighting the need for significant improvement in this area. In response, the institution has taken proactive measures to strengthen the integration of technology into the teaching-learning process.

Under the **DBT scheme**, the **Department of Mathematics** procured and installed the following software tools:

- **SPSS Software**
- **MW MATLAB**
- **MATLAB Partial Differential Equation Toolbox**

The total investment for these ICT resources was **₹1,23,900** and **₹94,591**. These advanced tools are expected to significantly improve the quality of instruction, particularly in mathematics and related disciplines.

2. To productively engage students during the admission period, the institute assigned them roles in managing the ERP system under its *Earn While Learn* policy. This initiative not only helped streamline admission tasks but also provided students with practical experience and exposure to institutional processes.

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)