GURU NANAK COLLEGE

SRI MUKTSAR SAHIB

Student Satisfaction Survey Report

(Session 2023-24)

Submitted by:
Student Satisfaction Survey & Feedback Committee

Contents

Guru Nanak College, Sri Muktsar Sahib

Student Satisfaction Survey (2023-24)
(A Report)

1. Introduction:

Guru Nanak College, Sri Muktsar Sahib, was established with a vision to foster the holistic development of students and has consistently endeavoured to deliver quality education. The college proudly holds an **'A' grade** accreditation from the **National Assessment and Accreditation Council (NAAC), Bengaluru**, awarded during its second cycle of assessment and accreditation.As a co-educational institution, the college is deeply committed to empowering students to pursue meaningful careers while nurturing them into well-rounded individuals and responsible citizens. Grounded in the teachings of **Gurbani**, the institution upholds the belief that the true purpose of education lies in selfless service to humanity**.** Over the past five decades, the College has significantly expanded its academic offerings. Today, it provides a diverse range of programs in **Basic Sciences, Biotechnology, Commerce, Fashion Designing, and vocational skill-based education**, along with multiple **undergraduate and postgraduate courses in the humanities**.

The primary goal of the institution is to provide exceptional learning experiences and to cultivate an environment that fosters academic, personal, and professional growth, ultimately enhancing student satisfaction. In alignment with this objective, the **Student Satisfaction Survey and Feedback Committee** has been established under the **Internal Quality Assurance Cell (IQAC).** This committee is committed to improve satisfaction levels among key stakeholders, including students, faculty, alumni, parents, and supporting staff**.** It systematically conducts surveys and gathers feedback to evaluate various aspects of institutional performance and service delivery. The insights obtained are analyzed to assess the effectiveness of current policies and to inform strategic improvements. By addressing concerns and implementing data-driven changes, the committee plays a crucial role in bridging gaps, refining institutional practices, and ensuring that the services offered by the college align closely with the evolving expectations and needs of its stakeholders.

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 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.

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 372 students who were randomly selected from UG & PG classes during the session 2023-24. 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 ÷ 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 – 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)

6. Results of the Survey:

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

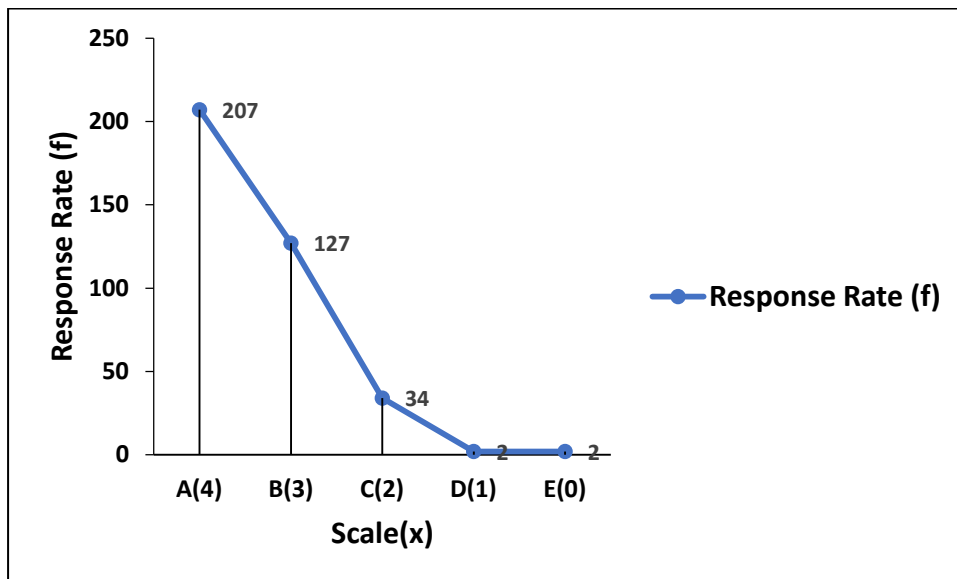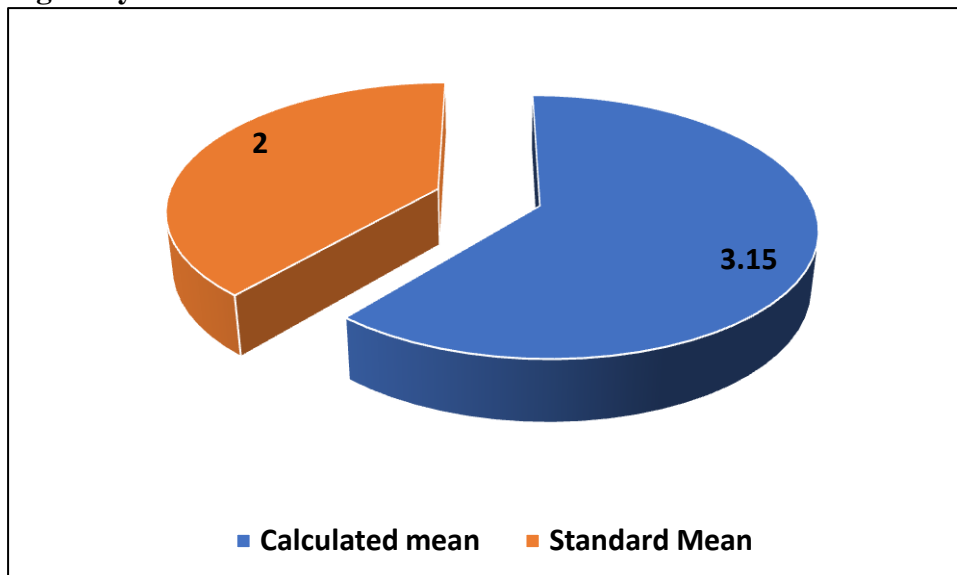| Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	207	127	34	2	2	3.15	2
F(x)	746.23	356.23	68.17	2.41	0.8		

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)	140	214	14	2	2	3.05	2
F(x)	504.7	600.27	28.07	2.41	0.8		
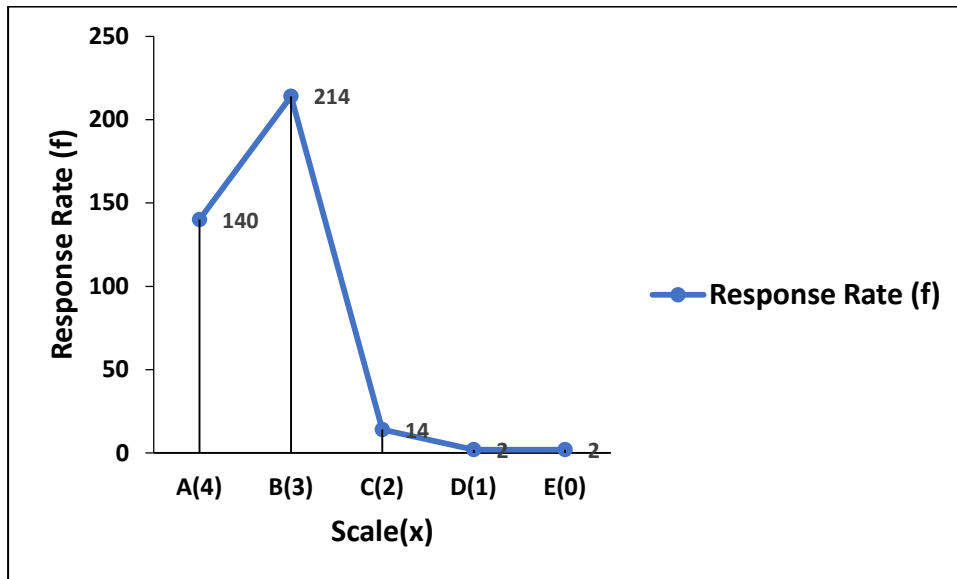
Fig. 2. Teachers' preparation for the classes
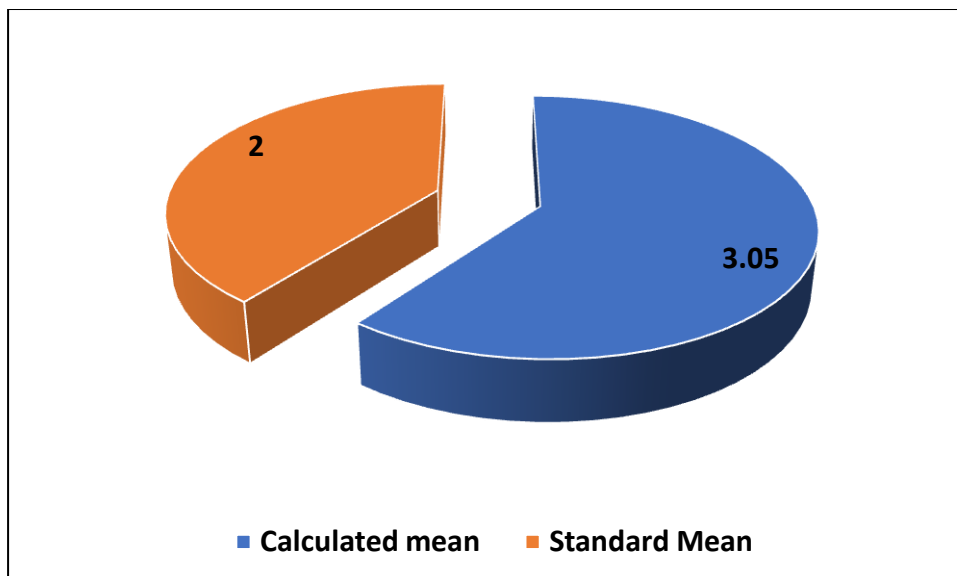
3. How well were the teachers able to communicate?

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	224	94	49	3	2	3.15	2
F(x)	807.52	263.67	98.24	3.61	0.8		
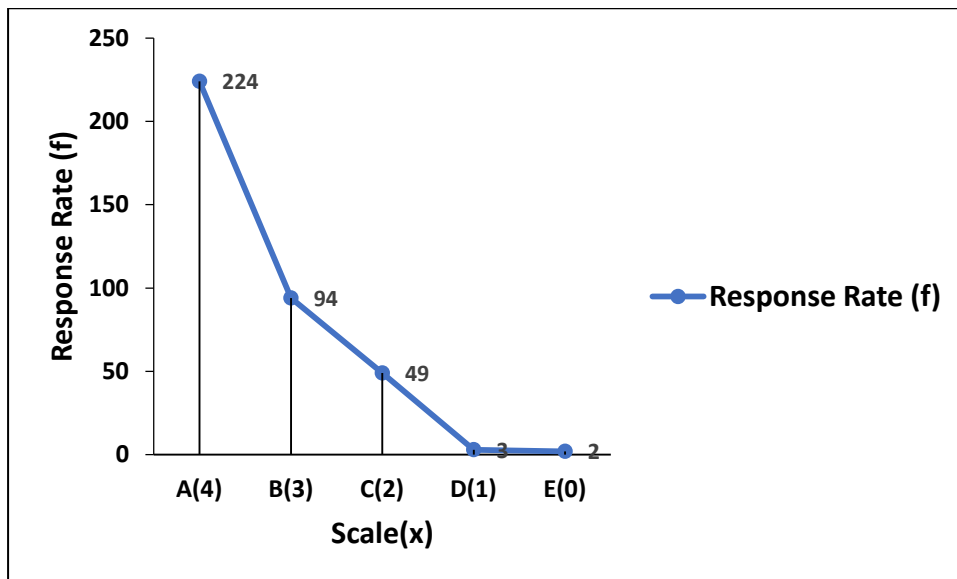
Fig. 3. Teachers' level of communication
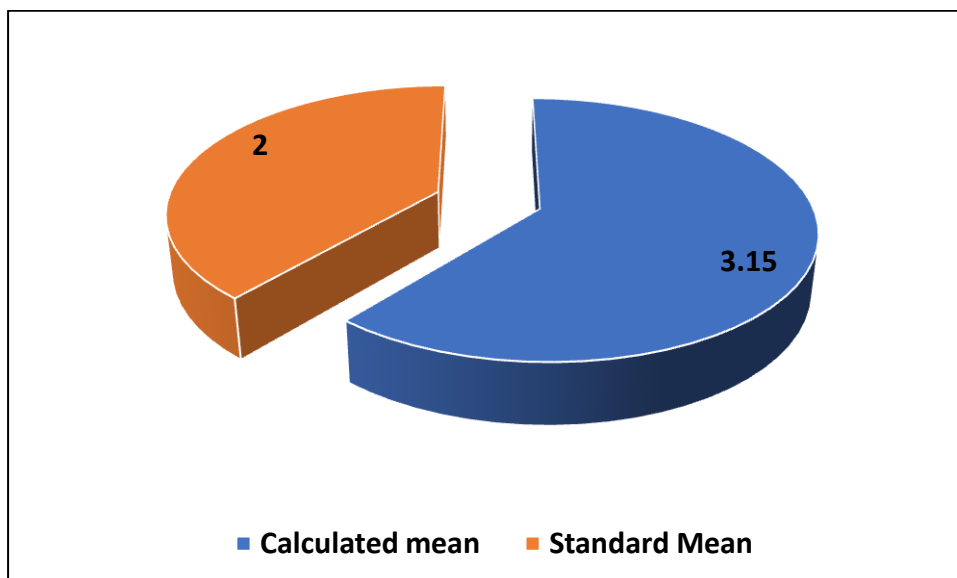
4. The teacher's approach to teaching can best be described as

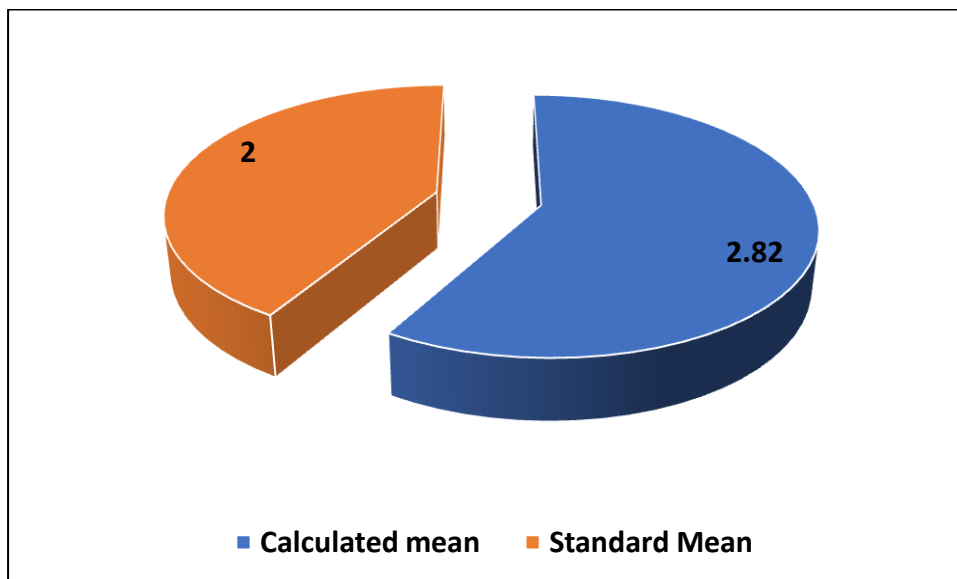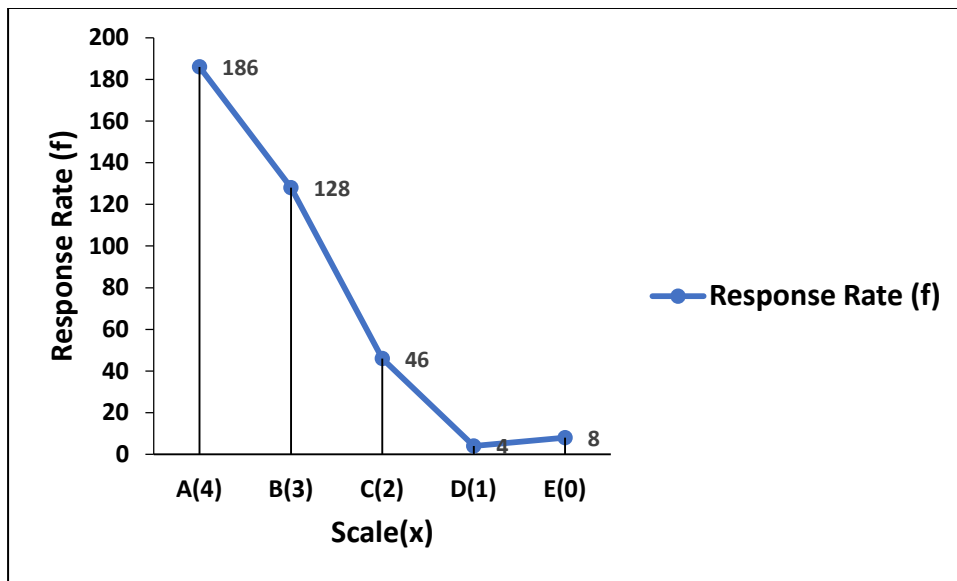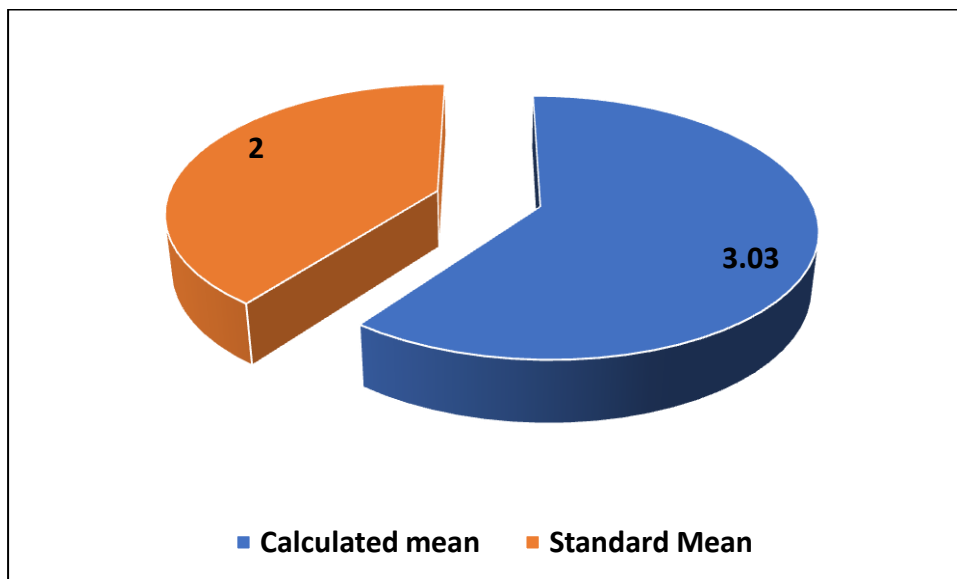| Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	127	148	80	15	2	2.82	2
F(x)	457.83	415.14	160.4	18.07	0.8		
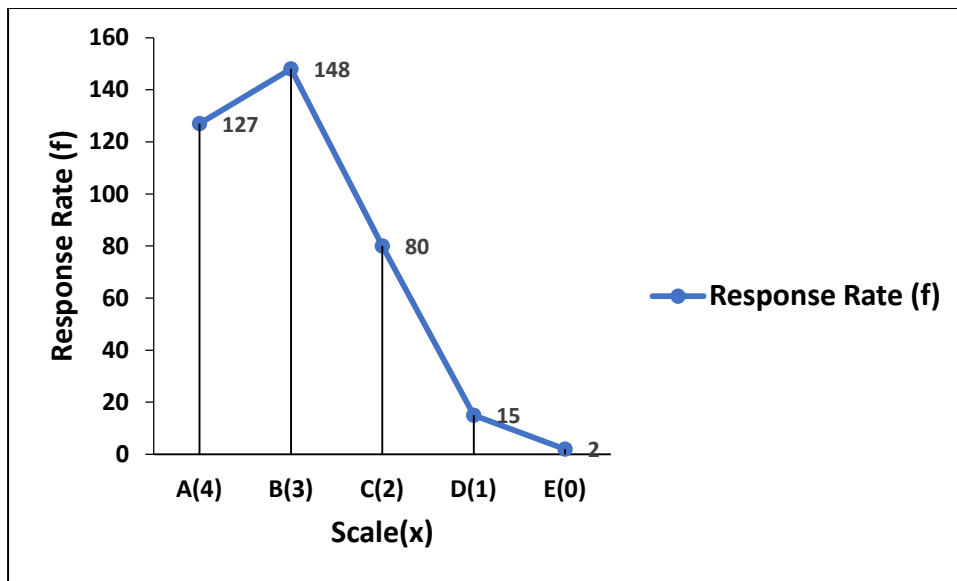
Fig. 4. Teacher's approach to teaching.

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)	186	128	46	4	8	3.03	2
F(x)	670.53	359.04	92.23	4.82	3.2		

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

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6. Was your performance in assignments discussed with you?

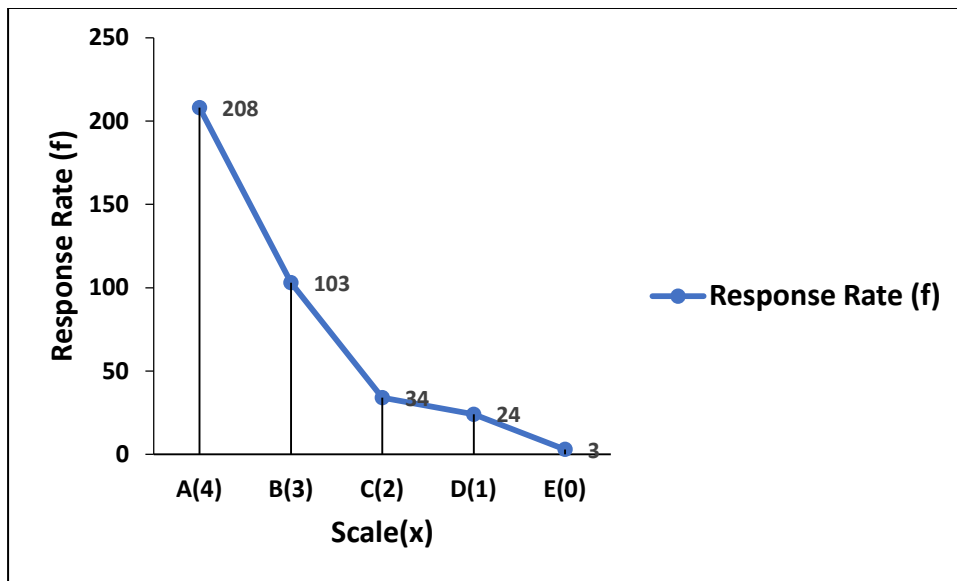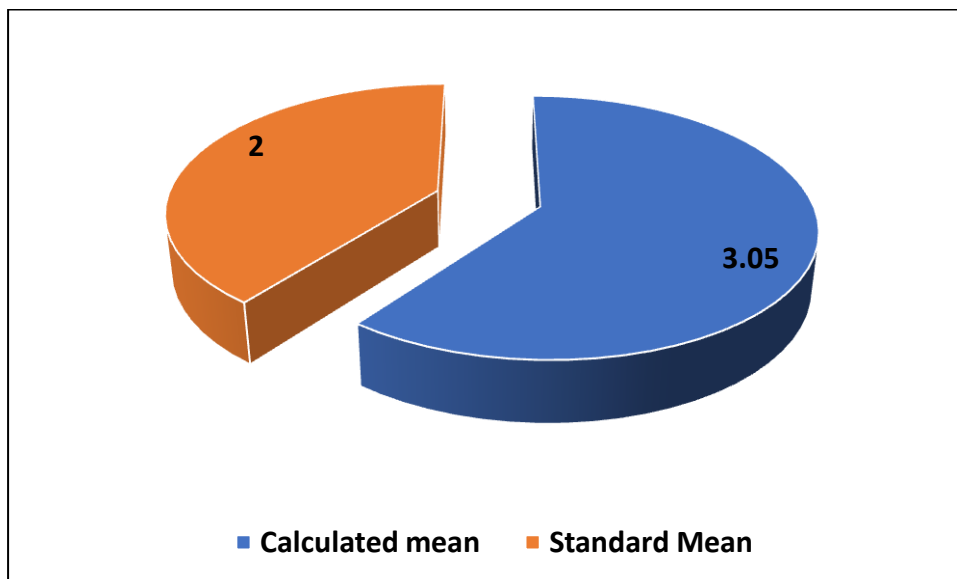| Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	208	103	34	24	3	3.05	2
F(x)	749.84	288.91	68.17	28.92	1.2		

Fig. 6. Discussion on assignment performance in class

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

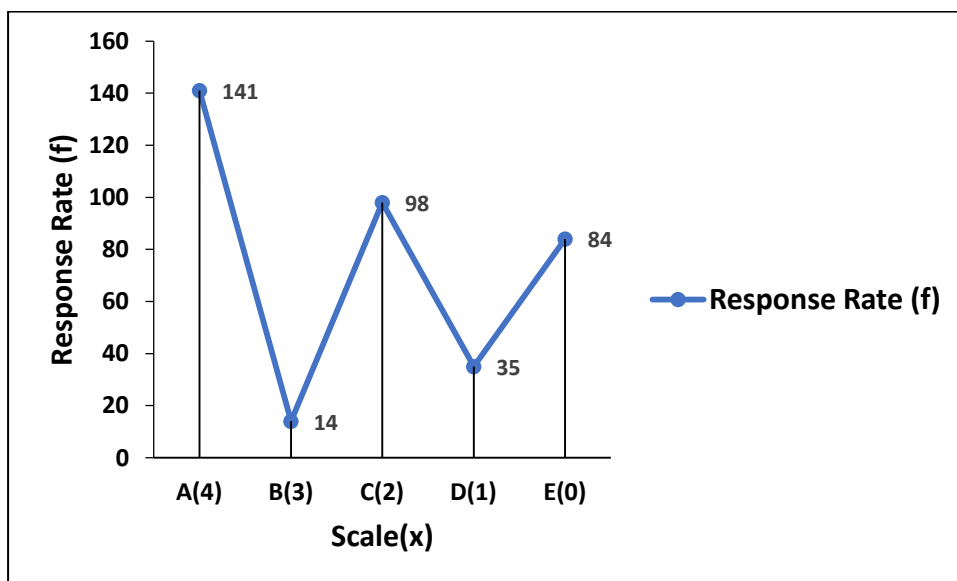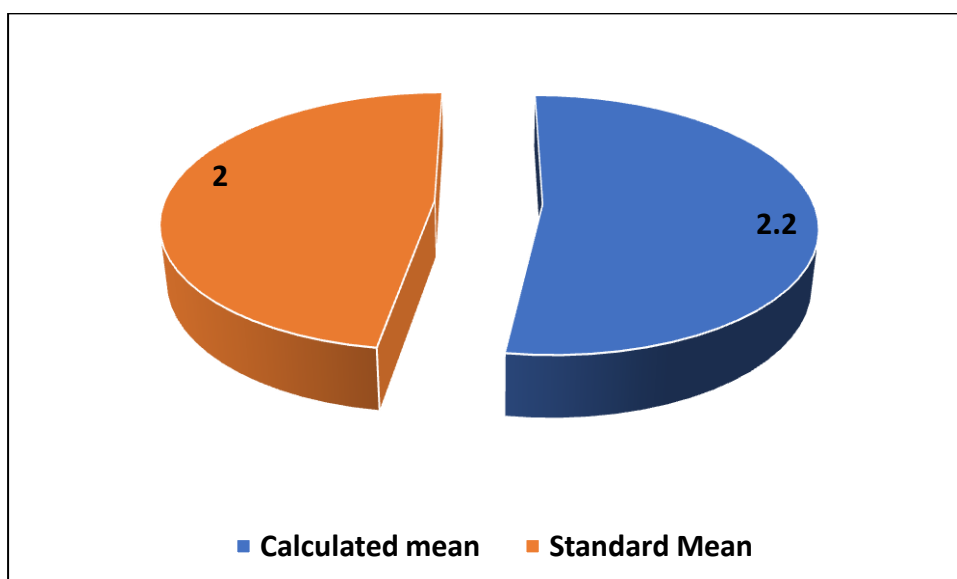| Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	141	14	98	35	84	2.20	2
F(x)	508.30	39.27	196.49	42.17	33.6		

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.**

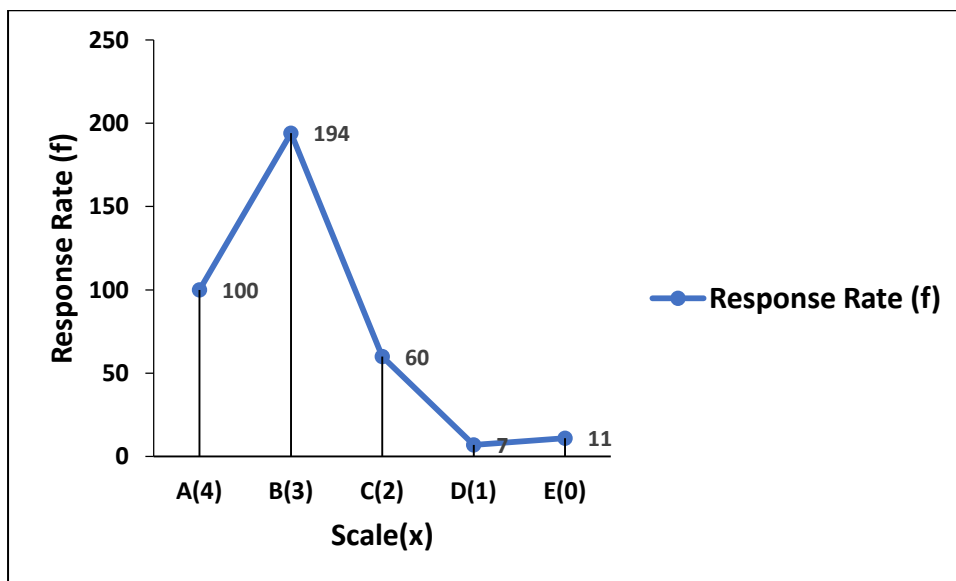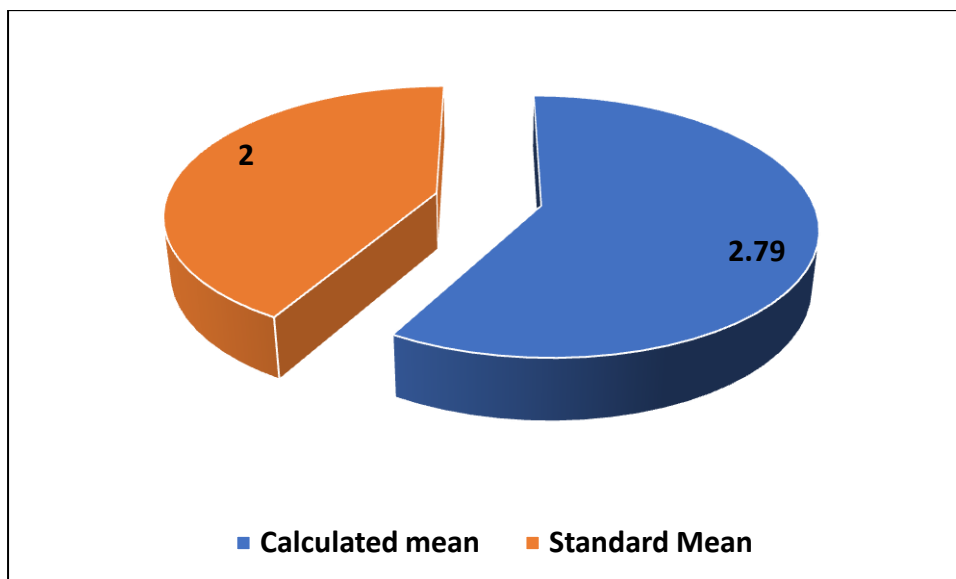| Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	100	194	60	7	11	2.79	2
F(x)	360.5	544.17	120.3	8.43	4.4		

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

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

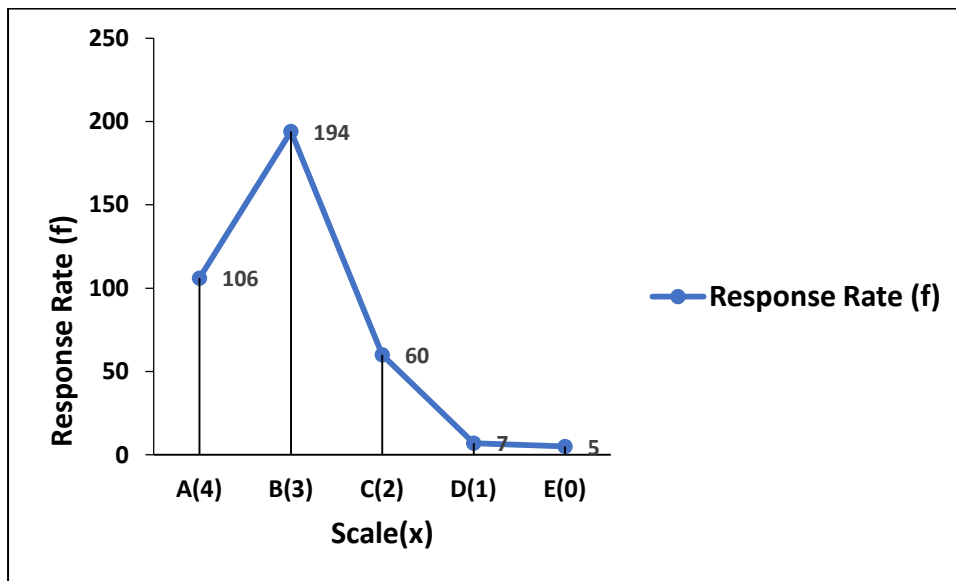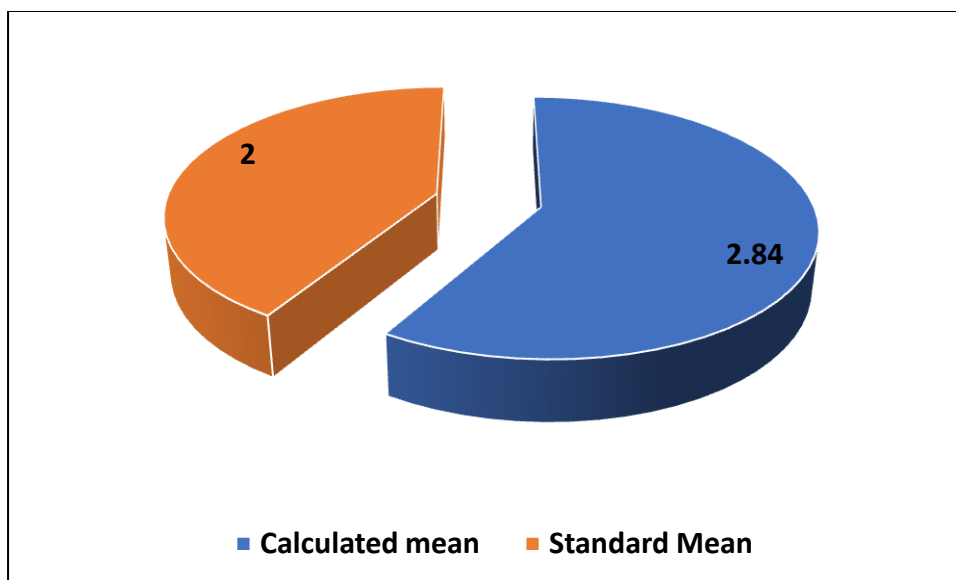| Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	106	194	60	7	5	2.84	2
F(x)	382.13	544.17	120.3	8.43	2		

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.

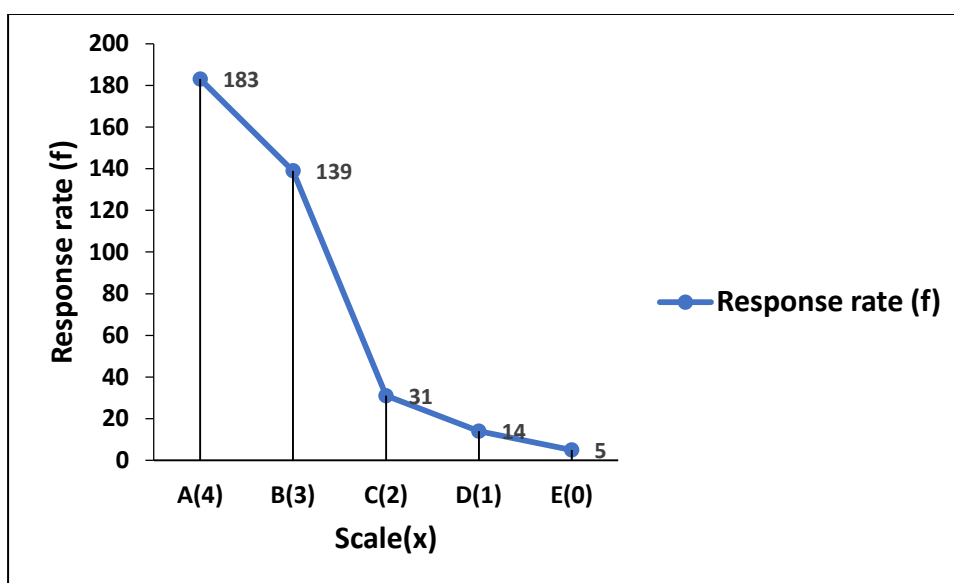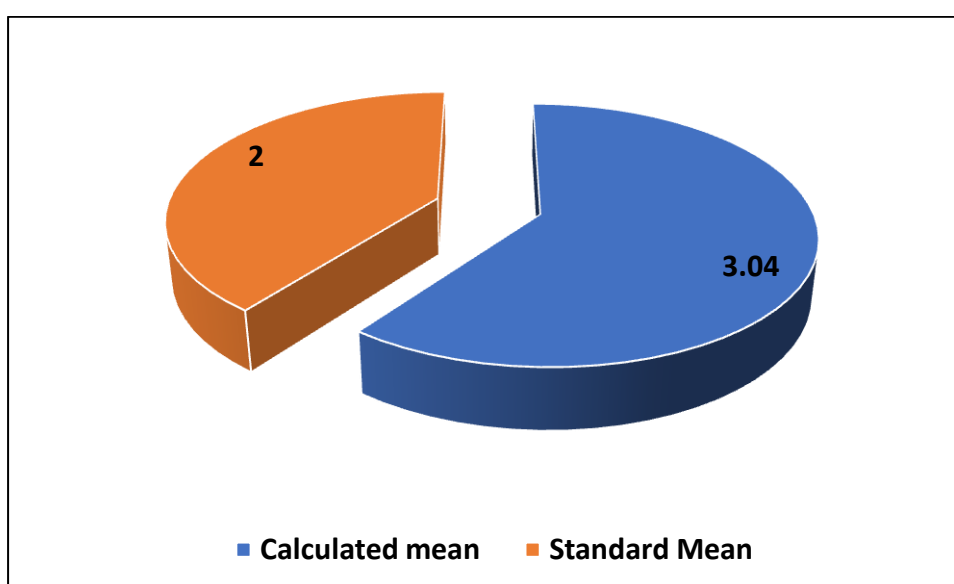| Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response rate (f)	183	139	31	14	5	3.04	2
F(x)	659.71	389.89	62.15	16.87	2		

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.

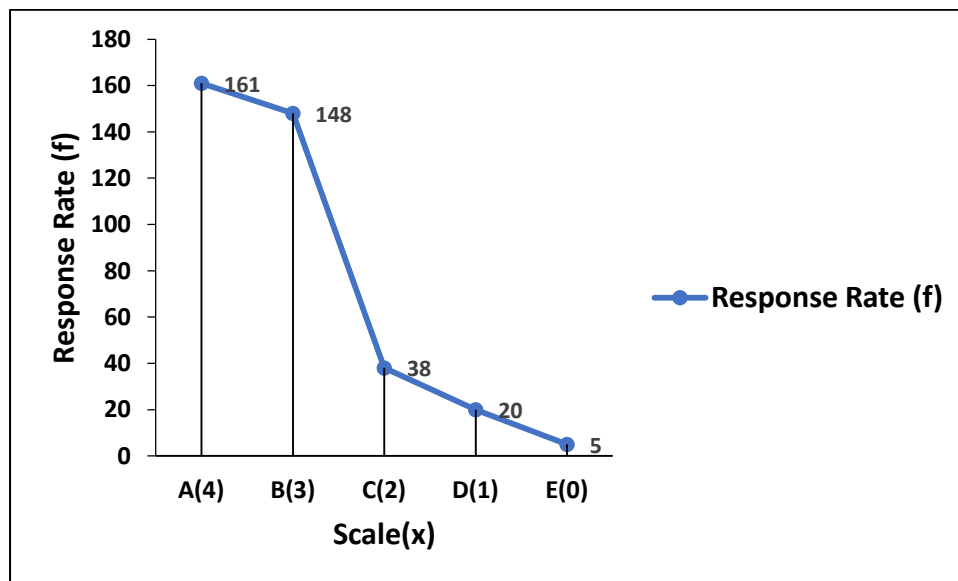| Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	161	148	38	20	5	2.95	2
F(x)	580.40	415.14	76.19	24.1	2		

Fig. 11. Mentor's follow-up with an assigned task
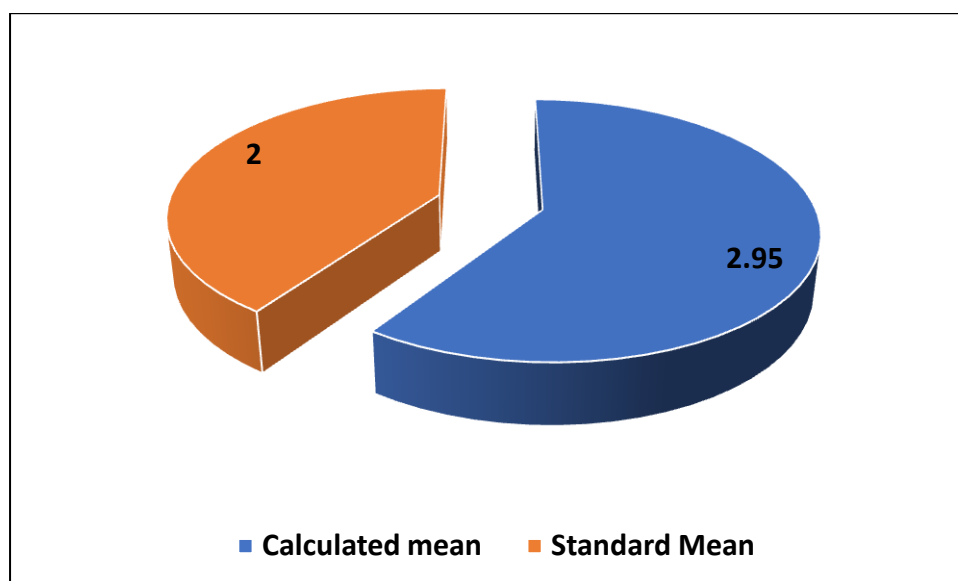
12. The teachers illustrate the concepts through examples and applications.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	211	127	20	11	3	3.15	2
F(x)	760.65	356.23	40.1	13.255	1.2		
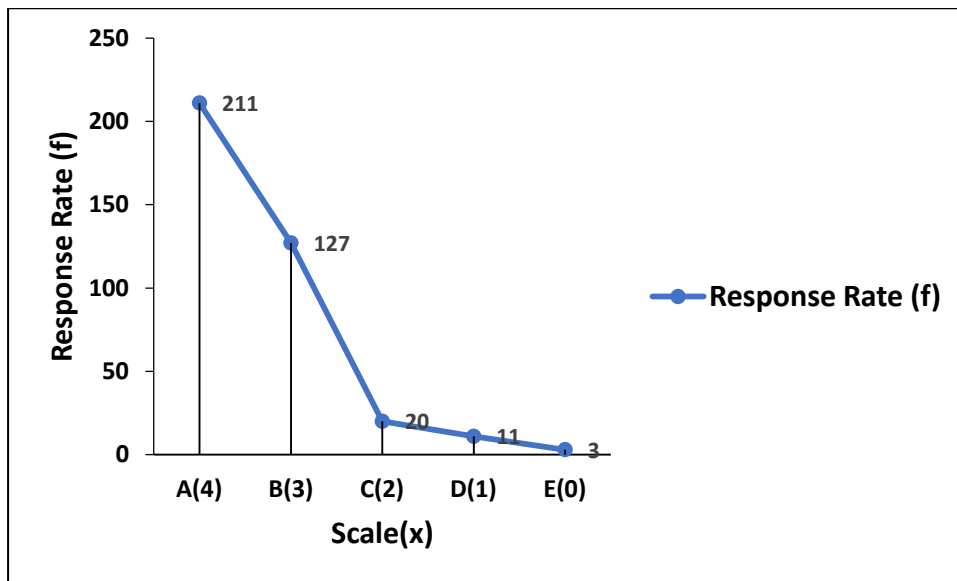
Fig. 12. Teacher's way of illustration through examples and applications
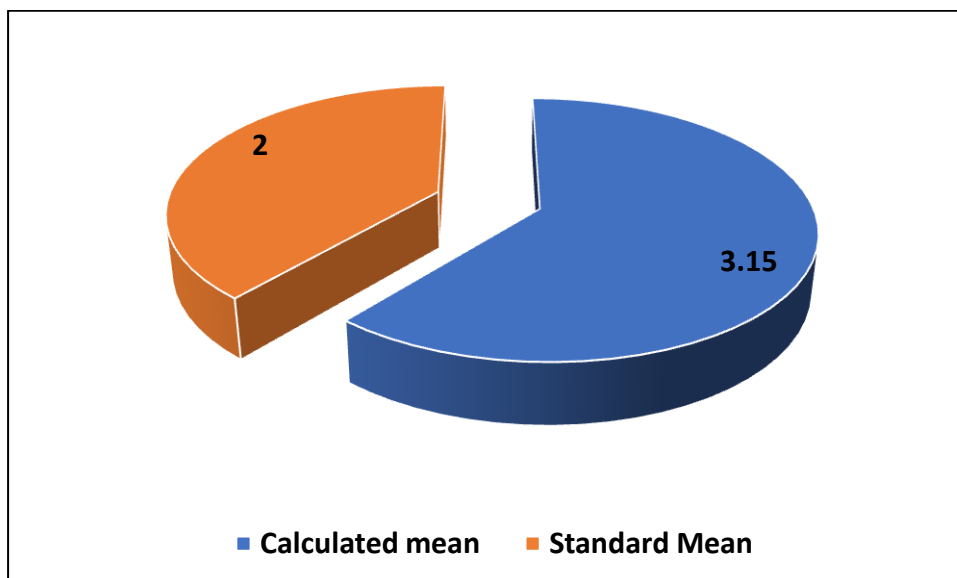
13. The teachers identify your strengths and encourage you with providing right level of challenges

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	201	40	111	11	9	2.89	2
F(x)	724.60	112.2	222.55	13.25	3.6		
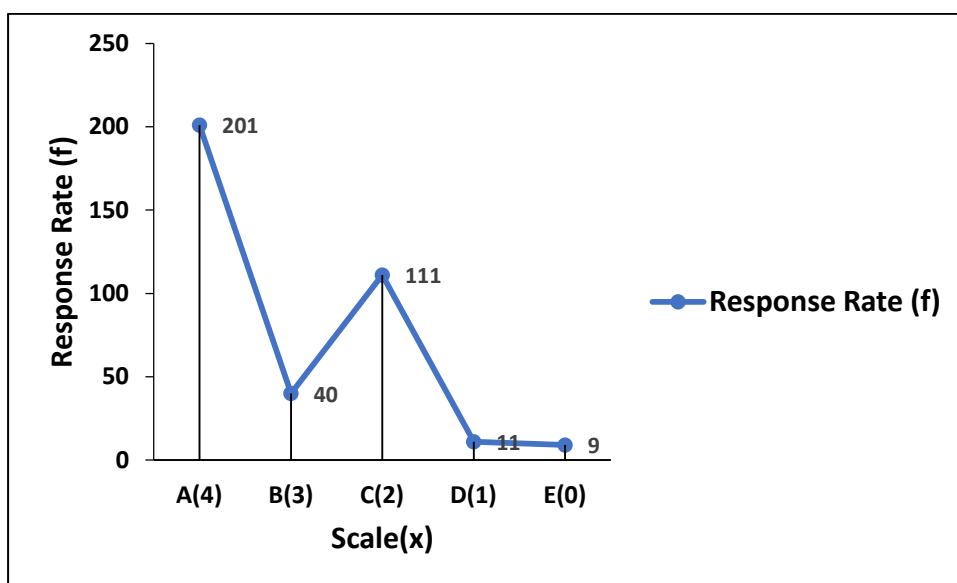
Fig. 13. Identification of strengths and to encourage students by teacher at right level
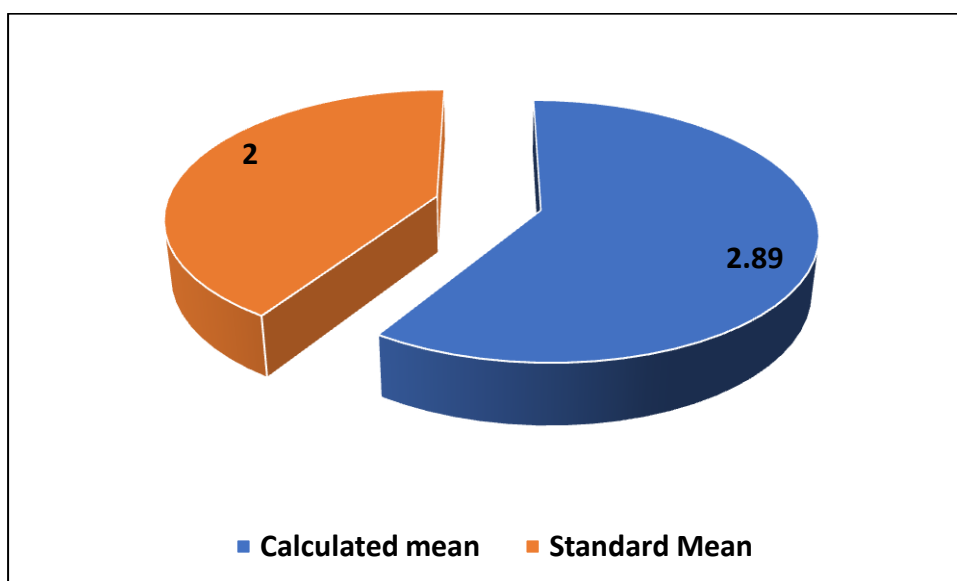
14. Teachers are able to identify your weaknesses and help you to overcome them

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	187	109	34	27	15	2.92	2
F(x)	674.13	305.74	68.17	32.53	6		
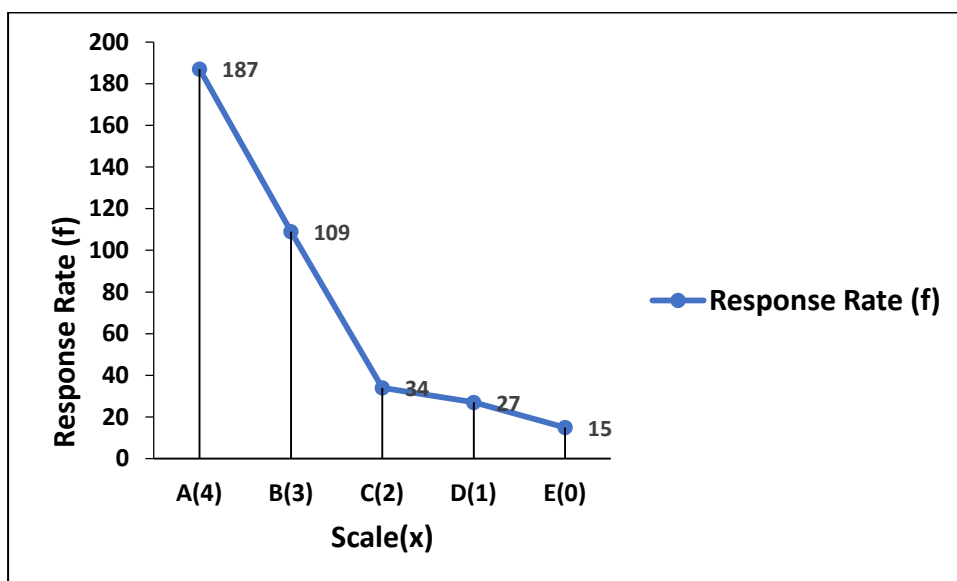
Fig. 14. Ability of teacher to identify and overcome the student weaknesses
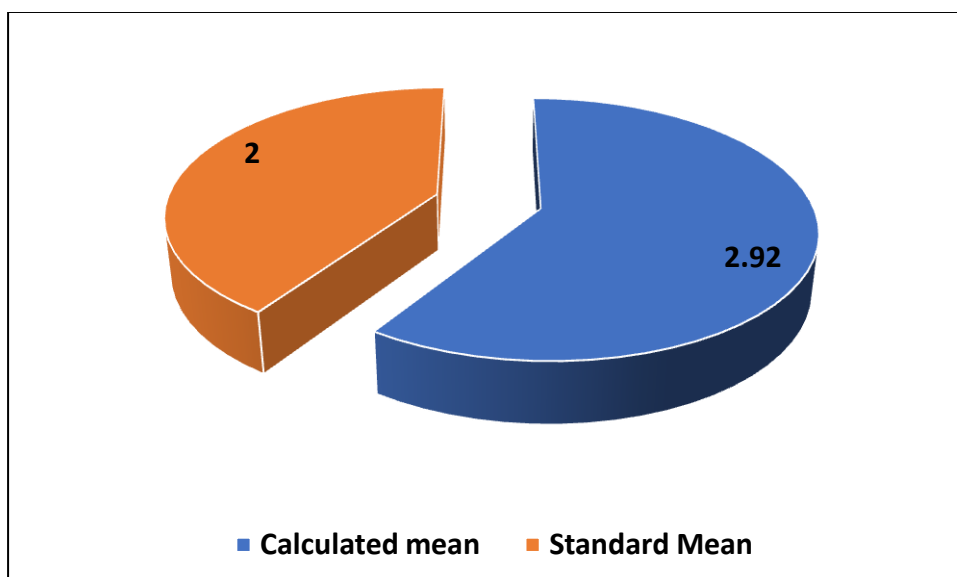
15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	114	194	47	10	7	2.86	2
F(x)	410.97	544.17	94.23	12.05	2.8		
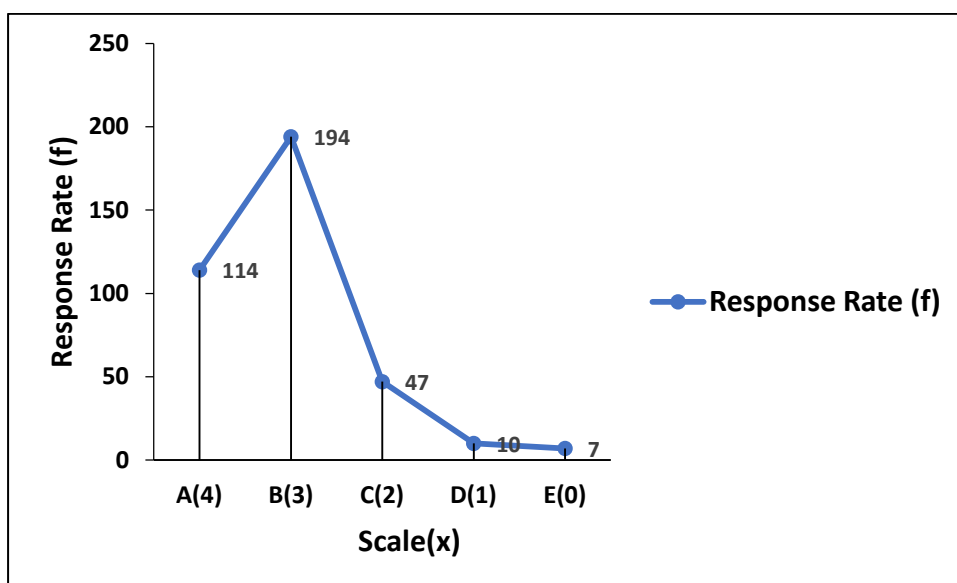
Fig. 15. Efforts of institution to engage students in the improvement of teaching learning process.
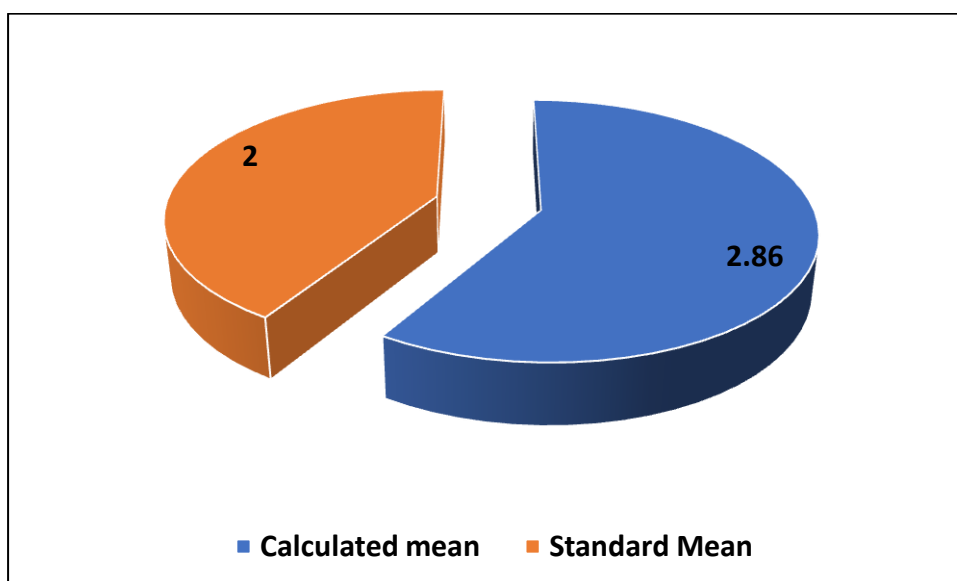
16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	148	156	41	23	4	2.91	2
F(x)	533.54	437.58	82.20	27.71	1.6		
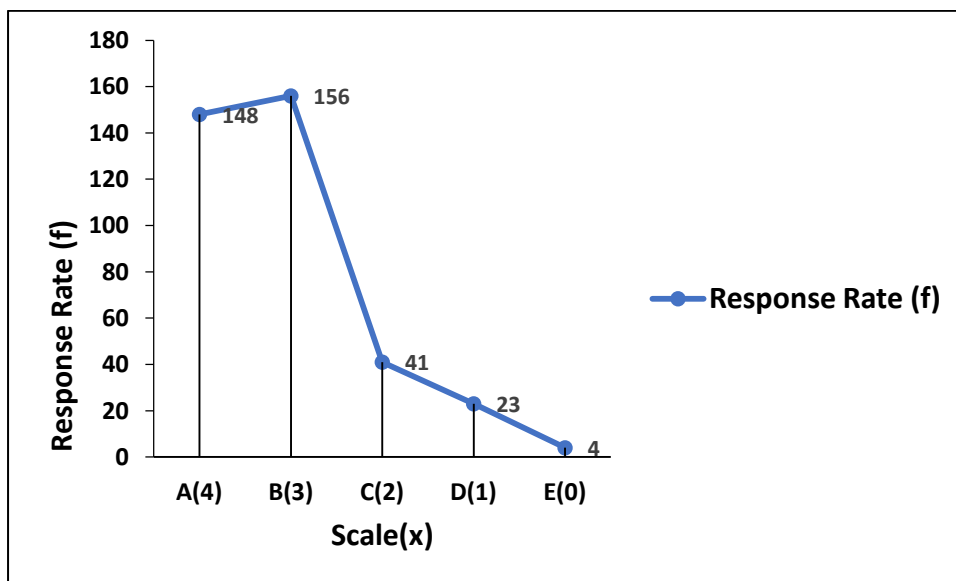
Fig. 16. Use of student centric methods by teacher/institution to enhance learning experiences.

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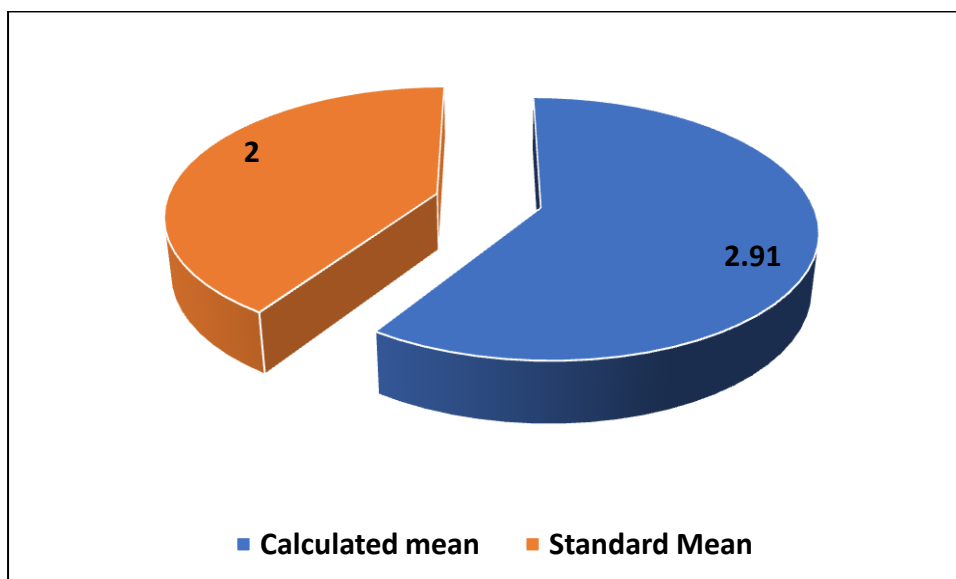
17. Teachers encourage you to participate in extracurricular activities.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response rate (f)	120	209	35	3	5	2.94	2
F(x)	432.6	586.24	70.17	3.61	2		
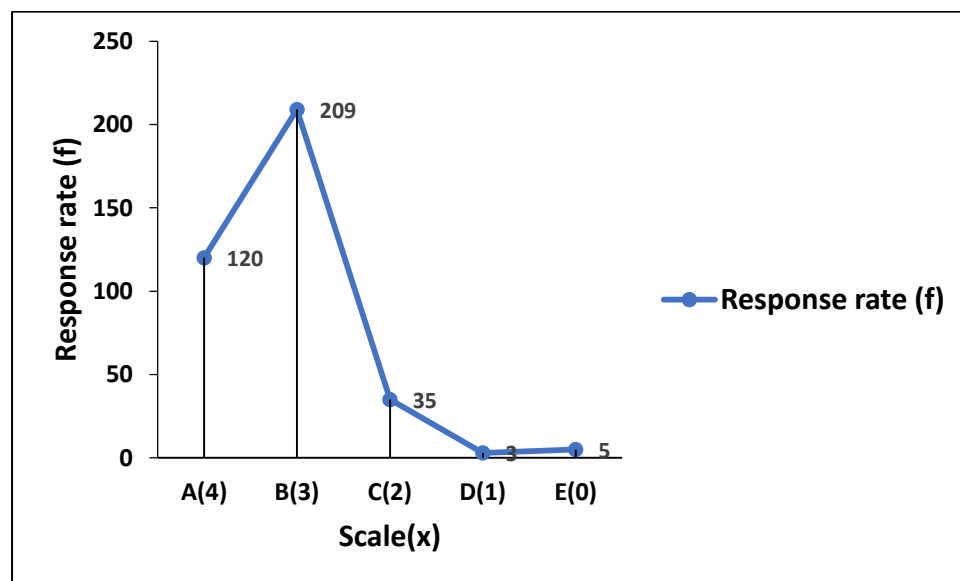
Fig. 17. Student encouragement by teacher to participate in extracurricular activities.
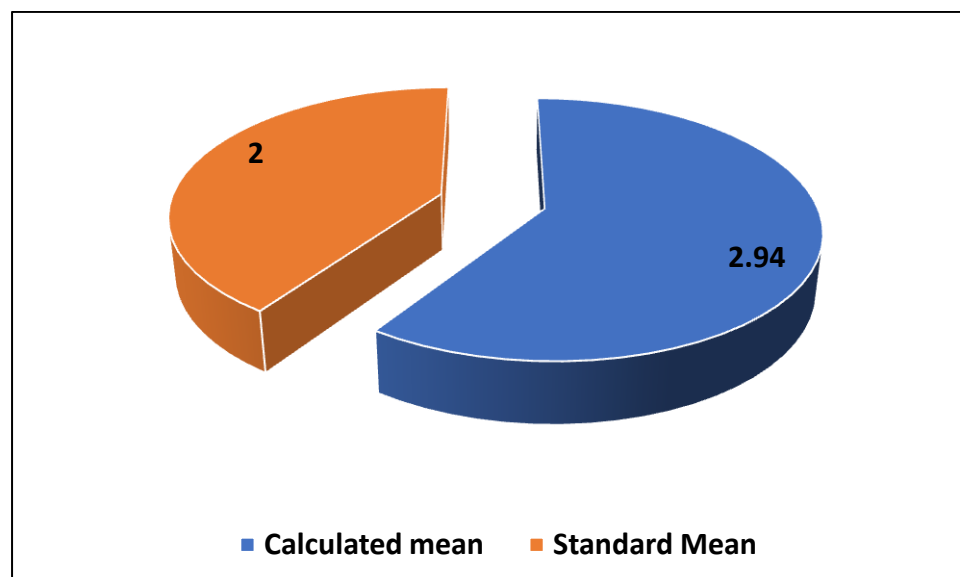
18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	144	157	38	30	3	2.88	2
F(x)	519.12	440.38	76.19	36.15	1.2		
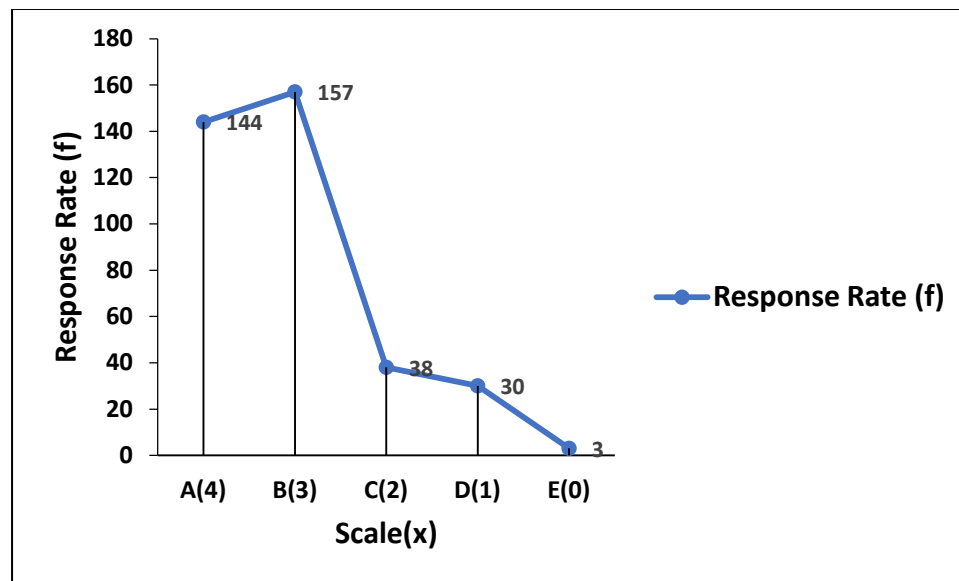
Fig. 18. Efforts of institute/teacher to inculcate various skills among students to prepare them for the field of work.
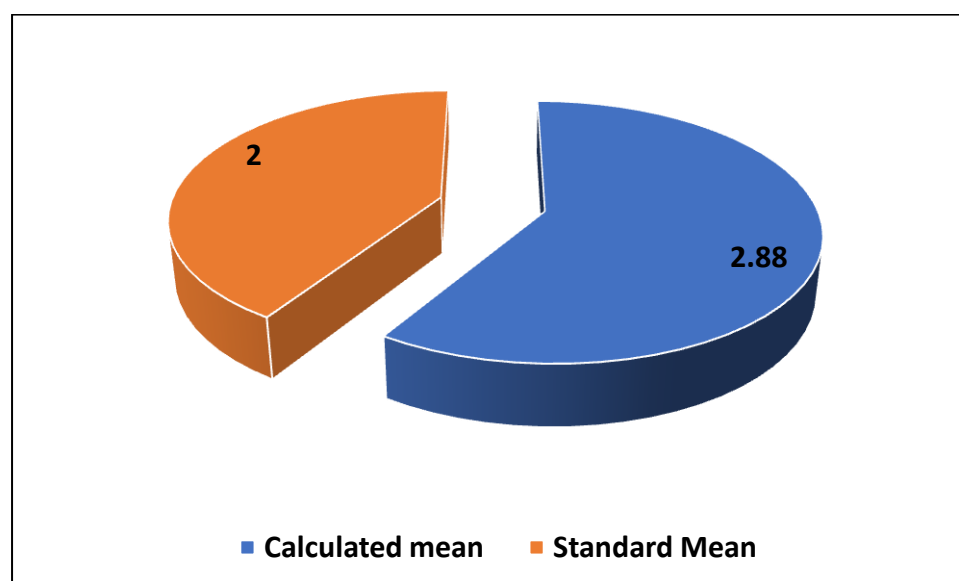
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19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	74	133	58	43	64	2.24	2
F(x)	266.77	373.06	116.29	51.81	25.6		
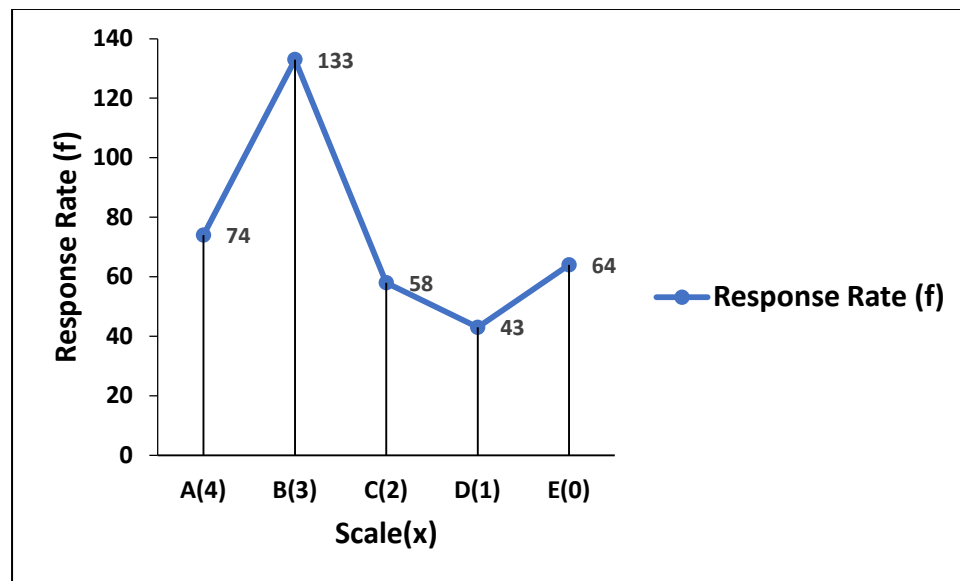
Fig. 19. Percentage of teachers using ICT tools, while teaching.
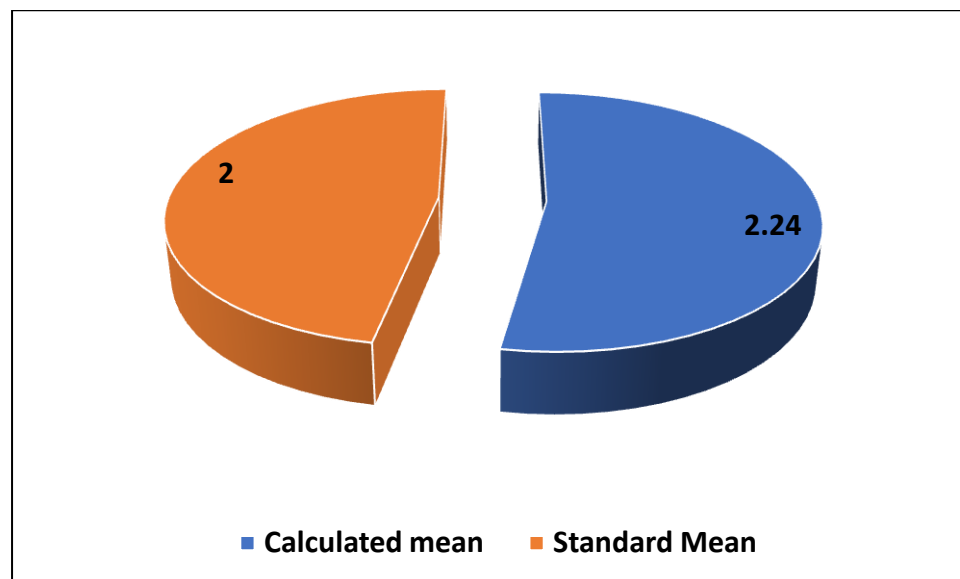
20. The overall quality of teaching-learning process in your institute is very good.

Scale(x)	A(4)	B(3)	C(2)	D(1)	E(0)	Calculated mean	Standard Mean
Response Rate (f)	124	191	50	4	3	2.93	
F(x)	447.02	535.75	100.25	4.82	1.2		2
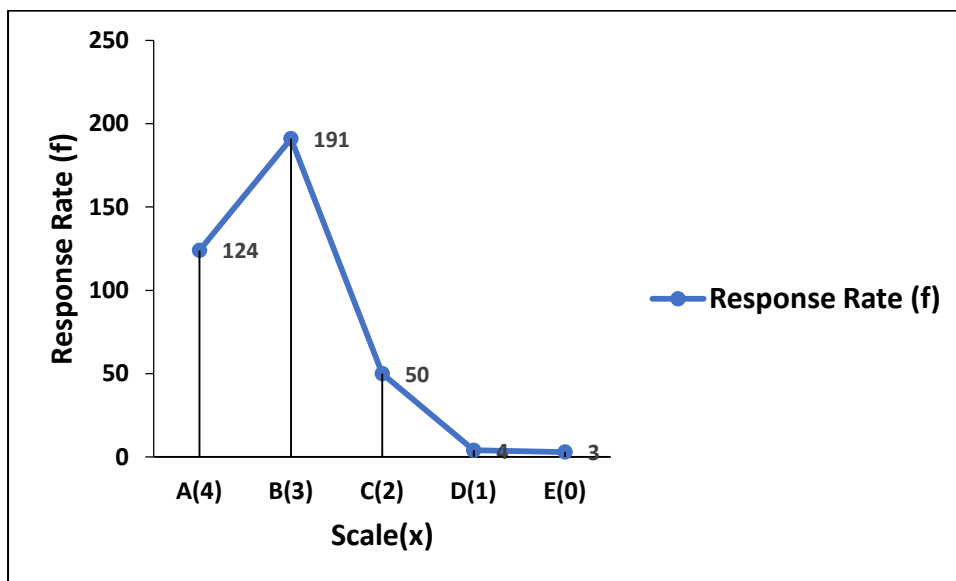
Fig. 20. Agreement of students for Institute's overall quality of teaching-learning process.
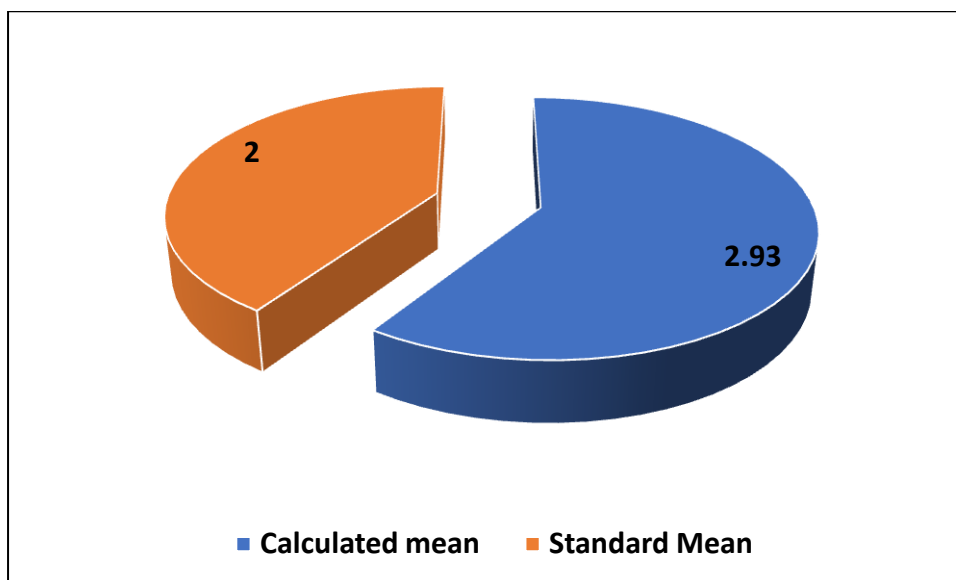
7. Graphic representation of calculated means for all parameters:
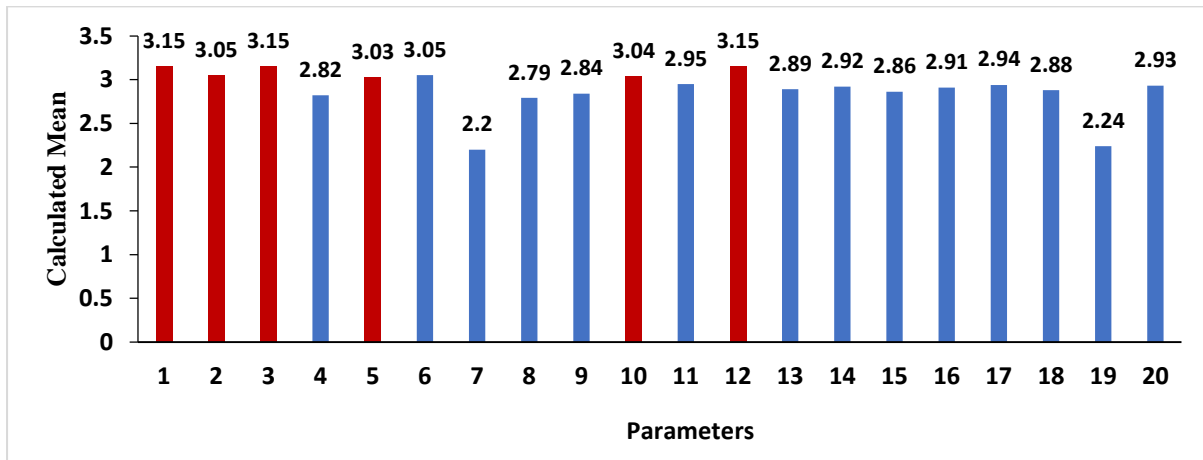
Note: Red accent bars showing the calculated mean of parameters three and above.

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

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

=57.79/20

=2.89

Graphic representation of average mean:
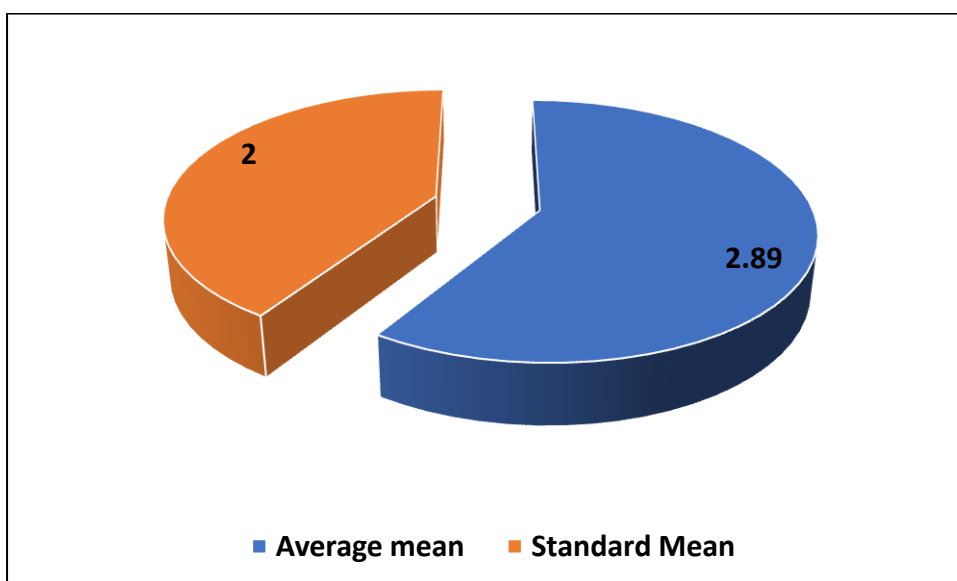
9. Key Findings of the Survey:

1. **Parameters with Ratings Close to or Above 3 on the 5-Point Likert Scale:**
   - Ability of teacher to communicate (3.15)
   - Syllabus covered in the class (3.15)
   - Illustration of the concepts through examples and applications by the teachers(3.15)
   - Discussion on student performance in assignments (3.05)
   - Teachers' preparation for the class (3.05)
   - Expected competencies, course outcomes and programme outcomes informed by teachers (3.04)
   - Fairness of the internal evaluation process (3.03)
   - Follow up by the teacher with an assigned task (2.95)
   - Encouragement by the teacher to participate in extracurricular activities (2.94)
   - Overall quality of teaching learning process (2.93)
   - Identification of the student's weakness and helping them (2.92)
   - Usage of student centric methods by the teachers to enhance learning experiences (2.91)

   i. Students expressed a high level of satisfaction with both the communication skills of their teachers and the coverage of the syllabus, each receiving a rating of **3.15 out of 4**. This indicates that teachers are effectively engaging with students through clear communication while also ensuring that the course content is thoroughly and consistently delivered, contributing to a positive and structured learning experience.

   ii. Students rated the use of examples and applications at 3.15, reflecting their appreciation for teachers who clarify concepts and connect theory to real-life situations, enhancing understanding and engagement.

   iii. Feedback on assignments and teachers' preparation for class both received a rating of 3.05, reflecting a good level of satisfaction. This shows that teachers are generally well-prepared and provide valuable insights on student performance, contributing positively to the learning process.

iv.   The teaching approach in the college is further strengthened by teachers effectively informing students about expected competencies, course outcomes, and program outcomes, as reflected in a rating of 3.04. This clarity helps students understand their learning goals and how the course contributes to their overall academic and professional development.

v.   In addition to effective teaching practices, the fairness of the internal evaluation process is an important factor in creating a positive learning environment. With a rating of 3.03, students feel confident that assessments are conducted transparently and fairly.

vi.   The follow-up by teachers on assigned tasks received a rating of 2.95, reflecting a good level of teacher involvement in monitoring student progress and providing support when needed.

vii.   Encouragement from teachers to participate in extracurricular activities was rated 2.94, showing that students feel moderately supported in engaging beyond academics, contributing to their overall growth and campus involvement.

viii.   Students expressed a positive view of the overall quality of the teaching-learning process, with a rating of 2.93, reflecting their appreciation for the effective and supportive learning environment provided by the college.

ix.   Students positively acknowledged the teachers' efforts in identifying their weaknesses and providing necessary support, reflected by a rating of 2.92. Additionally, the use of student-centric teaching methods scored 2.91, showing that teachers actively adopt approaches that engage students and enhance their learning experience.

2. **Parameters with Ratings Between 2.80 and 2.88 in the Survey:**

- Efforts made by the institute in improvement of the teaching learning process (2.86)
- Identification of the student's strength and encouragement by the teacher (2.89)
- Efforts made by the teachers to inculcate soft skills, life skills and employability skills in the students (2.88)
- Institute provides multiple opportunities to learn and grow (2.84)
- Teachers' approach to teaching (2.82)

i. In addition to core academic delivery, students recognized the institute's broader efforts to support their overall development. The efforts made by the institute to improve the teaching-learning process received a rating of **2.86**, showing that students are aware of ongoing initiatives aimed at enhancing their academic experience.

ii. Teachers' encouragement in recognizing students' strengths was rated **2.89**, reflecting a positive approach toward motivating learners and building confidence. Furthermore, efforts to inculcate soft skills, life skills, and employability skills scored **2.88**, indicating that teachers are making meaningful contributions to students' holistic development.

iii. The institute's commitment to providing diverse opportunities for learning and personal growth received a rating of **2.84**, showing students value the variety of academic and co-curricular avenues available to them.

iv. Finally, the overall teaching approach of the faculty was rated at **2.82**, highlighting a solid foundation with scope for continued innovation and engagement in classroom delivery.

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 findings indicate that the **institute's efforts in promoting internships, student exchange programs, and field visits** received the lowest rating, scoring **2.20** on the Likert scale. This suggests a need for greater focus on experiential learning opportunities that enhance practical exposure and industry readiness for students.

4. **Average Mean:** The average mean score for this session is **2.89**, showing a slight improvement from last year's **2.88.** This upward trend reflects steady and positive progress in the overall teaching-learning process, indicating that efforts toward academic enhancement are gradually yielding results.

10. SSS Report 2019-20, 2020-21, 2021-22, 2022-23 & 2023-24: 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 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	SSS Report 2023-24 Measurement of various parameters on Likert Scale
1.	Syllabus covered in the class	3.16	3.05	2.11	3.08	3.15
2.	Teachers' preparation for the class	3.01	3.01	2.98	3.01	3.05
3.	Ability of teachers to communicate	3.27	3.22	3.13	3.11	3.15
4.	Teacher's approach to teaching	3.06	2.96	2.83	2.78	2.82
5.	Fairness of the internal evaluation process	3.21	3.15	3.16	3.02	3.03

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6.	Discussion on student performance in assignments	3.18	3.04	2.94	2.96	3.05
7.	Interest of the institute in promoting internship, student exchange, field visit	3.10	2.96	2.71	2.81	2.20
8.	Teaching and mentoring process facilitated in cognitive, social and emotional growth	2.95	2.87	2.78	2.79	2.79
9.	Institute provides multiple opportunities to learn and grow	3.07	2.98	2.83	2.79	2.84
10.	Expected competencies, course outcomes and programme outcomes informed by teachers	3.28	3.16	2.99	3.02	3.04

11.	Follow up by the teacher with an assigned task	3.08	3.04	2.95	2.87	2.95
12.	Illustration of the concepts through examples and applications by the teachers	3.28	3.18	3.11	3.08	3.15
13.	Identification of the student's strength and encouragement by the teacher	3.20	3.11	3.03	2.98	2.89
14.	Identification of the student's weakness and helping them	3.18	3.06	2.96	2.92	2.92
15.	Efforts made by the institute in improvement of the teaching learning process	3.03	2.96	2.86	2.80	2.86
16.	Usage of student centric methods by the teachers to enhance learning experiences	3.12	3.02	2.87	2.88	2.91

17.	Encouragement by the teacher to participate in extracurricular activities	3.19	3.08	3.01	2.91	2.94
18.	Efforts made by the teachers to inculcate soft skills, life skills and employability skills in the students	3.22	3.06	2.96	2.90	2.88
19.	Usage of ICT based tools while teaching	2.54	2.39	1.89	2.16	2.24
20.	Overall quality of teaching learning process	3.17	3.06	2.89	2.81	2.93
21.	Average Mean	3.11	3.02	2.84	2.88	2.89

11.   Recommendations by the Committee:

1. Institute commitment to promoting internships, student exchange programs, and field visits has shown a notable decline in student satisfaction, with ratings dropping from **2.81 in 2022–23** to **2.20 in 2023–24** on the Likert scale. Such a decline may impact the overall quality of student development, emphasizing the urgent need for the institute to reassess and strengthen its efforts in actively encouraging and organizing internships, exchange programs, and field visits.

2. The usage of ICT-based tools in teaching has shown a slight improvement, increasing from **2.16** in the previous year to **2.24 in 2023–24** on the Likert scale. While this indicates progress, the relatively low scores suggest that there is still considerable room for enhancement to fully integrate technology and enrich the teaching-learning experience.

3. The student satisfaction score for the teaching and mentoring process in facilitating cognitive, social, and emotional growth has remained unchanged at **2.79**, the same as the previous year. While this indicates consistency, it also suggests that current efforts may not be fully meeting student expectations. There is clear scope for improvement to enhance the mentoring process and better support students' overall development.

4. All parameters have shown improvement compared to the previous session, reflecting the positive efforts made by the institute. However, to achieve higher levels of student satisfaction, the institute should make deliberate and focused efforts—not only to address areas requiring improvement but also to build upon existing strengths. This approach will contribute to enhancing the overall quality of education, student engagement, and institutional effectiveness.

12. Actions Taken:

1. Enhancement of ICT-Based Teaching Tools (Based on Student Feedback 2022–23)

In the academic session 2022–23, student feedback revealed that the use of ICT tools in teaching received the lowest rating on the Likert scale, scoring 2.16. In response, the institution has taken proactive measures to strengthen ICT integration in the teaching-learning process. Various departments organized targeted workshops and extension lectures focusing on digital tools, open-source software, and subject-specific applications. These initiatives aim to promote practical exposure, foster self-directed learning, and enhance digital competence among students and faculty.

Department of Computer Science & Department of Physics
• Workshop on "Digital Electronics" and "Open Source Software"
Date: 26th March 2024
• Workshop on "Ethical Hacking" by CRAW
Dates: 27th–29th March 2024
Organized under: DBT Star College Scheme

Department of Mathematics
• Extension Lecture on "Use of MATLAB in Mathematics"
Organized under: DBT Star College Scheme
• Workshop on LaTeX Typesetting

These initiatives collectively contribute to strengthening the role of ICT in education by equipping students and faculty with essential digital competencies.

2. Short-Term Courses and Initiatives for Holistic Student Development

i) As per the **Student Satisfaction Survey of 2022–23**, the committee recommended strengthening the teaching and mentoring process to better support students' **cognitive, social, and emotional development**, which received a rating of **2.79** on the Likert scale. The committee also emphasized the need to expand learning opportunities and promote personal growth through diverse, skill-based activities and co-curricular initiatives to foster well-rounded student development**.**

In response, the institution has taken proactive steps to address these recommendations by providing multiple opportunities for students to learn and grow**.** A series of short-term courses were introduced to complement academic instruction with practical, hands-on experiences**.** These initiatives aim to enhance student engagement, encourage creativity, and build essential personal and professional skills beyond the regular curriculum.

Short-term courses organized by various departments in June 2023 included:

- **Tally Accounting and Office Automation**
  Departments of Commerce and Computer Science
  Dates: 1–5 June 2023
- **Bridge Course in Science**
  Department of Basic Sciences
  Dates: 1–5 June 2023
- **Understanding the World with Math**
  Department of Mathematics
  Dates: 5–10 June 2023
- **Innovative Cooking for Commercial/Home Setup**
  Department of Home Science
  Dates: 6–10 June 2023
- **Short-Term Programme in Bakery**
  Department of Food Science and Technology
  Dates: 26–30 June 2023
- **Basic Stitching Techniques**
  Department of Fashion Designing
  Dates: 26–30 June 2023
- **5-Day Grammar Workshop**
  Department of English
  Dates: 13–17 June 2023

ii.) In addition to the department-led short-term courses, the Training and Placement Cell organized **One Week Workshop on Personality Development** from **27 October 2023 to 4 November 2023,** in collaboration with the esteemed multinational company Mahindra & Mahindra**.** The primary objective of the workshop was to empower students with essential personal and professional qualities such as self-awareness, self-employability, goal setting**,**

and time management**.** This initiative aimed to enhance students' confidence, readiness for the job market, and ability to manage personal and career growth effectively.

3. Trips and Field Visits

To enhance experiential learning and provide real-world exposure, various departments organized educational field visits during the academic year. The **Departments of BBA, Home Science, and Mathematics** organized a **two-day field visit** to **Chhatbir, Zoological Park and Morni Hills** from **21–22 March 2024**. The visit aimed to foster interdisciplinary learning, environmental awareness, and practical observation skills.

Additionally, the **Department of English** organized a visit to the **Book Fair** held at **Panjab University Regional Centre, Sri Muktsar Sahib**, on **17 October 2023**, providing students an opportunity to explore contemporary literature, interact with publishers, and engage in literary discourse beyond the classroom.

13.   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. Pooja Bajaj

(Asst. Prof. in Computer Science)