

THE STUDENTS' SATISFACTION SURVEY REPORT

SESSION
2021-22



INTERNAL QUALITY ASSURANCE CELL (IQAC)

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The Students' Satisfaction Survey Report 2021-22

The report is prepared by Internal Quality Assurance Cell (IQAC), Dyal Singh College, Karnal for Students' Satisfaction about student services, academic services & campus environment for the session 2021-22 at Karnal.



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Background

Education is a key driver of economic growth. Recently, the education sector has evolved mainly due to new trends such as the increasing competition among the educational institutions, internalization of education and growth of quality standards. At the same time, globalization and digital revolution has generated a demand for new and wide-ranging disciplines in education. In line with this context, the institutions need to re-evaluate their strategies in order to survive in the education market. In this competitive environment, only those institutions can perform well which provide quality education, constructive environment and facilities to their students because, students are regarded as consumers of this market. Further, to increase enrollments and attract more students to the institutions, it is important to identify responsible factors.

Numerous studies highlight the quality of teaching (academic and pedagogic) as a crucial determinant of students' satisfaction. Some other studies also emphasize that the social climate, aesthetic aspects of the physical infrastructure and the quality of services from the administrative staff, quality of supervision and feedback from academic staff, composition, content and relevance of curriculum, and access to leisure activities should not be overlooked when considering factors of students' satisfaction (Fig.1). Therefore, students' satisfaction regarding their institution has individual, institutional and social implications.

These factors can have an impact on students' satisfaction in their institutions and can affect their decisions to join a college. Therefore, it is important for administrators to adopt a right market orientation strategy to differentiate their services from the others and to determine the long-term effective enrollment practices in their

institutions. Hence, the perception of students is attracting more attention in recent times, especially due to the increasing threat of global competition among the educational institutions. Students' satisfaction has become an important component of quality assurance for an institute. From the institutional point of view, satisfied students are more likely to continue their studies (retention) as well as succeed academically. Satisfied students also make efficient and long lasting public relations. Higher satisfaction about institution helps in attracting and retaining more achievers who in turn increase the rankings and standing of the college.

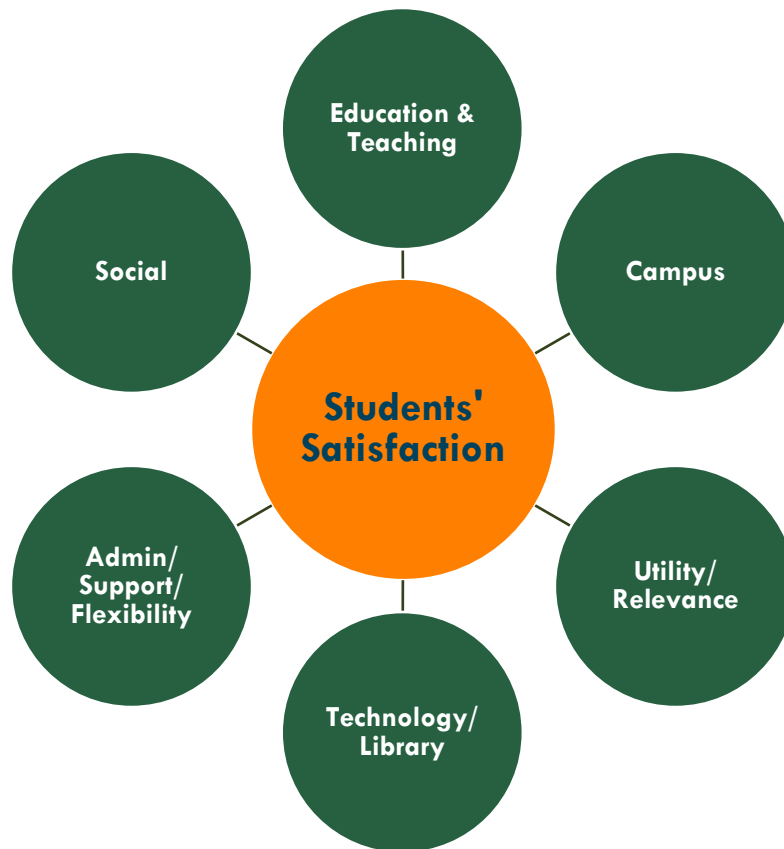


Fig. 1 Some possible factors responsible for students' satisfaction

Hence, students' satisfaction is not only vital for promoting stability of the institute, but it can also yield an important impact on a college's reputation. Maintaining and improving students' satisfaction have been

considered important goals of education for any accountable educational institution. Student satisfaction is indicative of institutional efficiency. Measures of students' satisfaction can also assist in identifying and implementing areas of improvement in any institution.

Dyal Singh College renders quality education and it consistently strives to uphold quality in the realm of academic and administrative services. The Internal Quality Assurance Cell (IQAC) is one of the systems to assure quality sustenance and enhancement in the college. IQAC organizes mechanism to provide feedbacks to the management to take appropriate action as expressed by students and other stakeholders. During every semester the students give their feedback regarding various aspects of the college. This helps the staff and the college management to constantly improve their methodologies of imparting knowledge to the students.

Initially, the college set up satisfaction surveys to serve two purposes: to help administrators monitor teaching quality and to help teaching staffs improve the interaction with students. But now, students' satisfaction surveys are being used in more diversified ways than ever before. It is used to evaluate the quality and availability of the resources and academic infrastructure, to assess whether there is sufficient IT assistance and support for students and to consider student opinions on usefulness of the courses in terms of employability or higher studies, updating of syllabus and relevance of course contents, quality of teachers with regard to subject knowledge, preparation and communication style, mentoring, sports, infrastructural facilities and the social aspects of college life to name a few.

Therefore, the main objective of this report is to investigate how student satisfaction is affected by the perceived value, image of the

college and services provided by the college. For this purpose, the IQAC of the College organized the annual feedback session for the academic year 2021-22 through Google Form. The feedback form had questions based on certain significant aspects such as: the outcome of the curriculum and syllabus; teaching methodologies and assessment strategies; learning resources, facilities and guidance and overall impression of the programs and facilities.

Computation of Students' Satisfaction Index

In this report, the central aim is to analyze and present the 1687 students' perceptions towards the outcome of the curriculum and syllabus, teaching methodologies and assessment strategies, learning resources, facilities and guidance and overall impression of the programs and facilities. Hence, their level of satisfaction was evaluated on the basis of their perceptions.

Each of respondent students was requested to identify his/her degree of satisfaction with each of the variables on a five-point scale. These five positions were given simple weight of 5, 4, 3, 2 and 1. The high score on the scale indicated a favorable opinion; i.e. '5' meant 'Strongly Agree/ Excellent' and 1 to Strongly Disagree/ Satisfactory/ Average. Total 21 variables were used for the study and they are listed in Table-1 to Table-22.

Having scored each variable from 5 to 1, all the scores which each respondent student has given for all the variables are added up. This gives us an actual total score. This is divided by the maximum possible score. The result is then multiplied by 100 to obtain the Index of Satisfaction (SI) of the respondent as a percentage. Thus, we have:

$$SI = \frac{\text{Sum of respondent students' actual scores}}{\text{Sum of respondent students' maximum possible score}} \times 100 \quad (1)$$

In order to compute the respondent students' index of satisfaction with each of the components, the following mathematical formula, derived from equation '1' above is used.

$$SI_a = \frac{\sum_{i=1}^N y_i}{\sum_{i=1}^N Y_i} \times 100 \quad (2)$$

Where:

S/a = Index of satisfaction of a respondent student with the component,

a = any of the components

N= number of variables being scaled under 'a' component.

y_i = actual score by a respondent on the 'i'th variable

Y_i = maximum possible score that 'i'th could have on the scale used.

General Characteristics of Respondents

Table 1 & Fig. 2, 3, 4 & 5 present the basic profile of 1687 respondent students in terms of Gender, Stream-wise, Level of Education and year of the study wise distribution. It is evident that 50.2 percent of respondents are male students, 49.8 percent respondents are female students. Further, majority of respondents (90.5 percent) students belong to Undergraduate Courses and the corresponding figure for Post Graduate students is only 9.5 percent. The streams-wise distribution of respondents reveals that about 39.7 percent of the respondent students belong to Arts Stream, 29.8 percent belongs to Commerce Stream whereas science stream students constitute about

30.5 percent proportion of total respondents. Year of the study of the respondent students indicates that about 35.7 percent of the respondents are in 1st year of their study in the college. The respondents who are in 2nd year of their study comprise about 33.2 percent of the total respondents and 3rd year level student constitute about 31 percent of the total respondents.

Table 1
General Characteristics of Respondents

Parameters		No of Students	% Students
Gender	Male	847	50.2
	Female	840	49.8
Stream	Arts	669	39.7
	Commerce	503	29.8
	Science	515	30.5
Level	Under Graduate	1527	90.5
	Post Graduate	160	9.5
Year of Study	1 st Year	602	35.7
	2 nd Year	561	33.2
	3 rd Year	524	31.1
Total		1687	100.0

Fig. 2

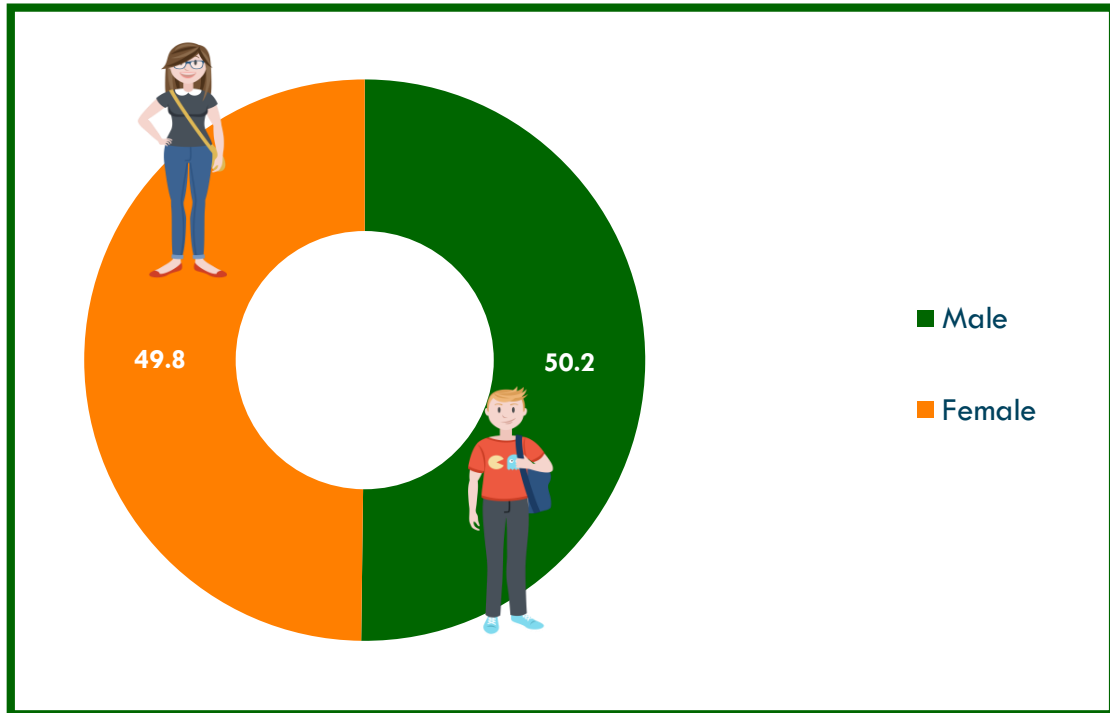


Fig. 3

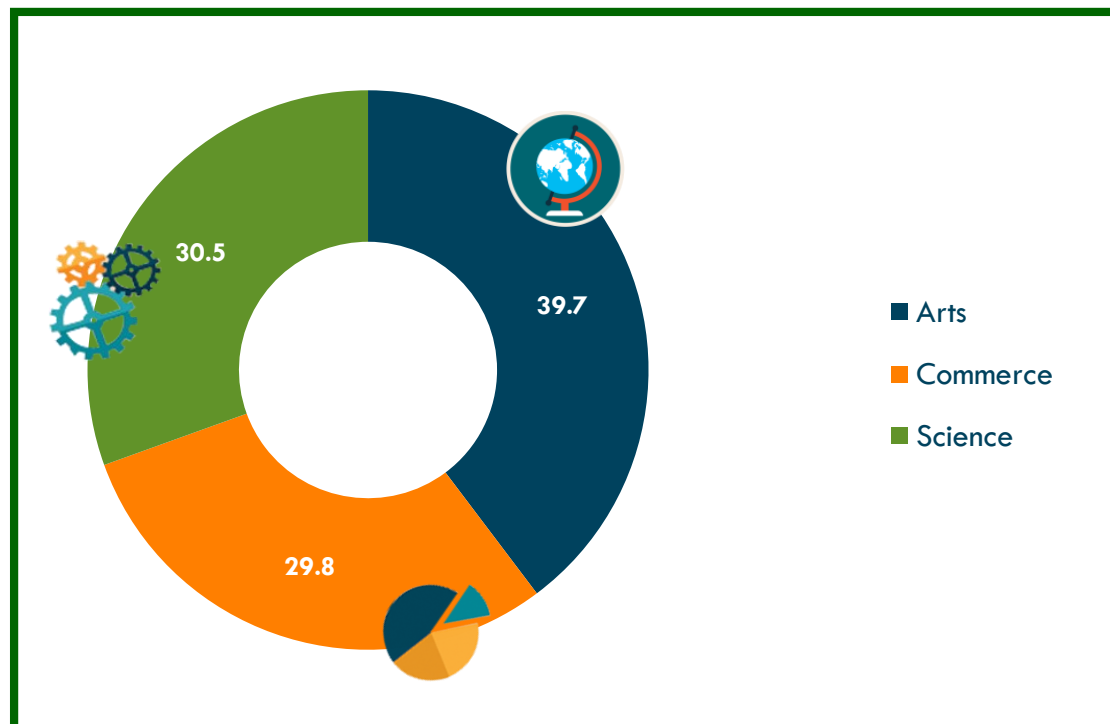


Fig. 4

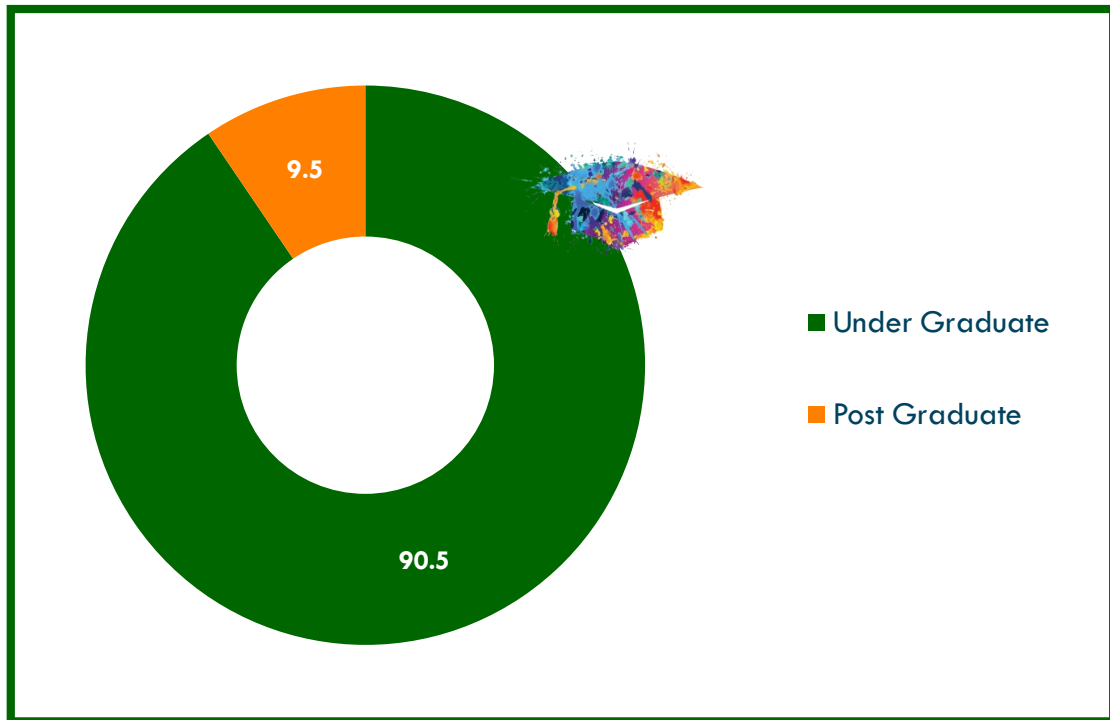


Fig. 5

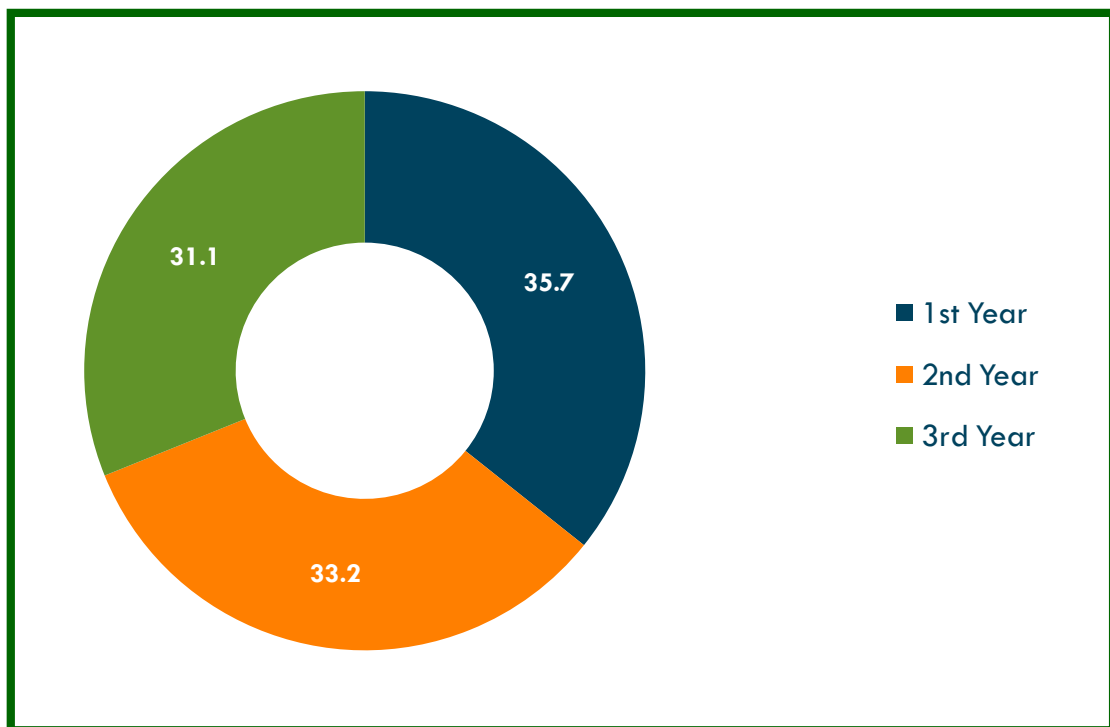


Table 2

CONFIRMATION FROM THE STUDENTS ABOUT FIRST TIME PARTICIPATION IN THE SURVEY

Parameters	No. of Students	% Students
Yes	1629	96.6
No	58	3.4
Total	1687	100.0

Fig. 6

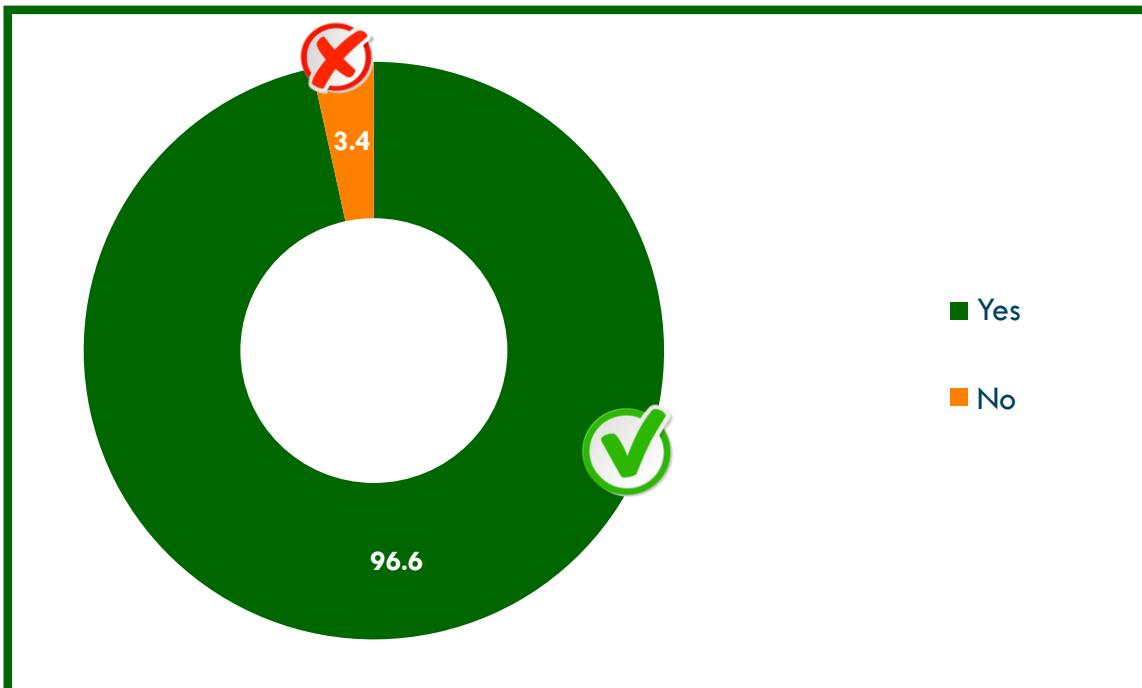


Table 3
RESPONSES OF STUDENTS ABOUT SYLLABUS COVERED IN THEIR CLASSES

Parameters	No. of Students	% Students
85% to 100%	484	28.7
70% to 84%	448	26.5
55% to 69%	416	24.6
30% to 54%	288	17.1
Below 30%	51	3.1
Total	1687	100.0

Fig. 7

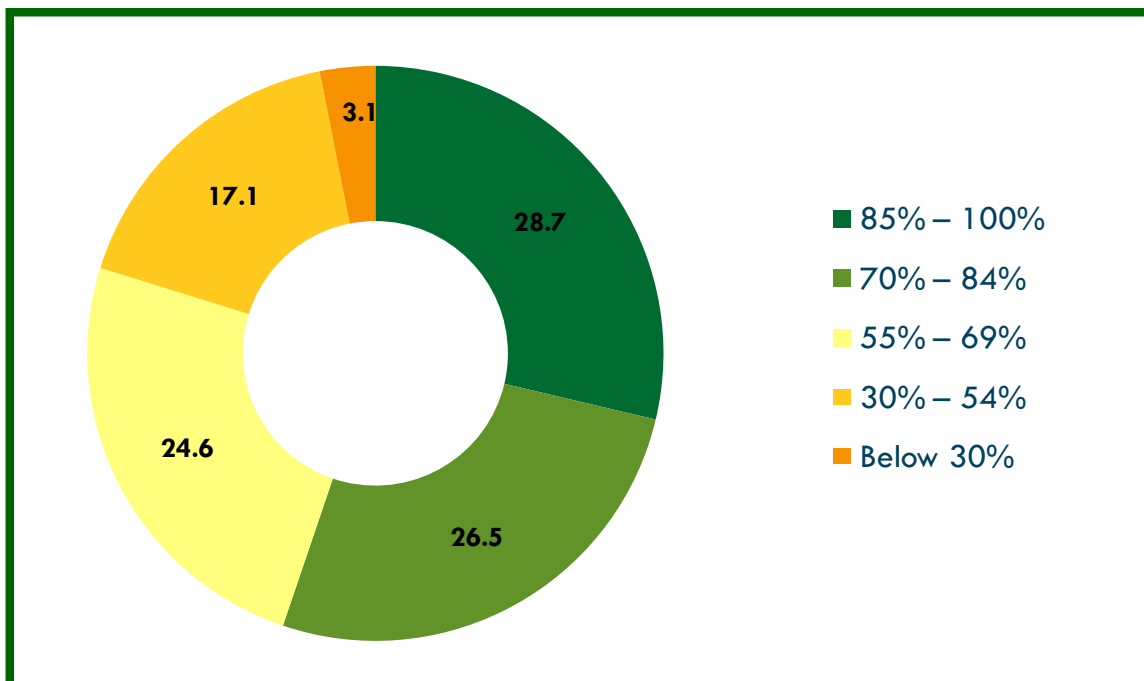


Table 4
RESPONSES OF STUDENTS ABOUT THEIR TEACHERS' PREPARATION FOR THE CLASSES

Parameters	No. of Students	% Students
Thoroughly	823	48.8
Satisfactorily	785	46.5
Indifferently	48	2.8
Poorly	20	1.2
Won't teach at all	11	0.7
Total	1687	100.0

Fig. 8

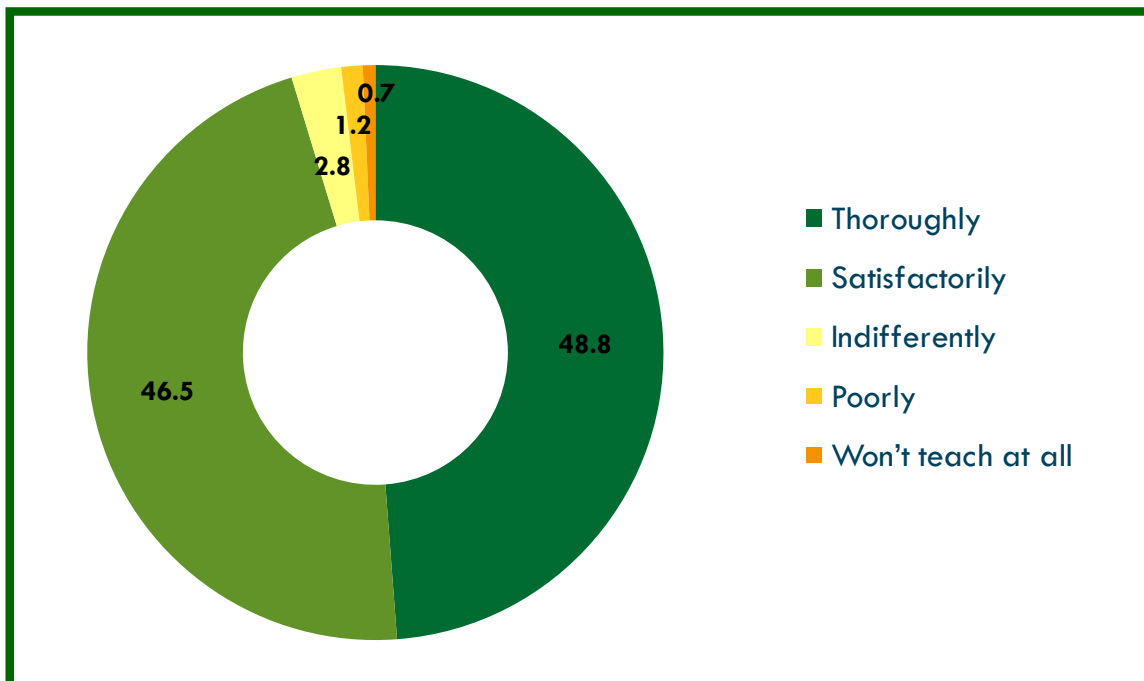


Table 5

RESPONSES OF STUDENTS ABOUT THE TEACHERS' ABILITY TO COMMUNICATE WITH THEM

Parameters	No. of Students	% Students
Always effective	1032	61.2
Sometimes effective	353	20.9
Just satisfactorily	239	14.2
Generally ineffective	35	2.1
Very poor communication	28	1.7
Total	1687	100.0

Fig. 9

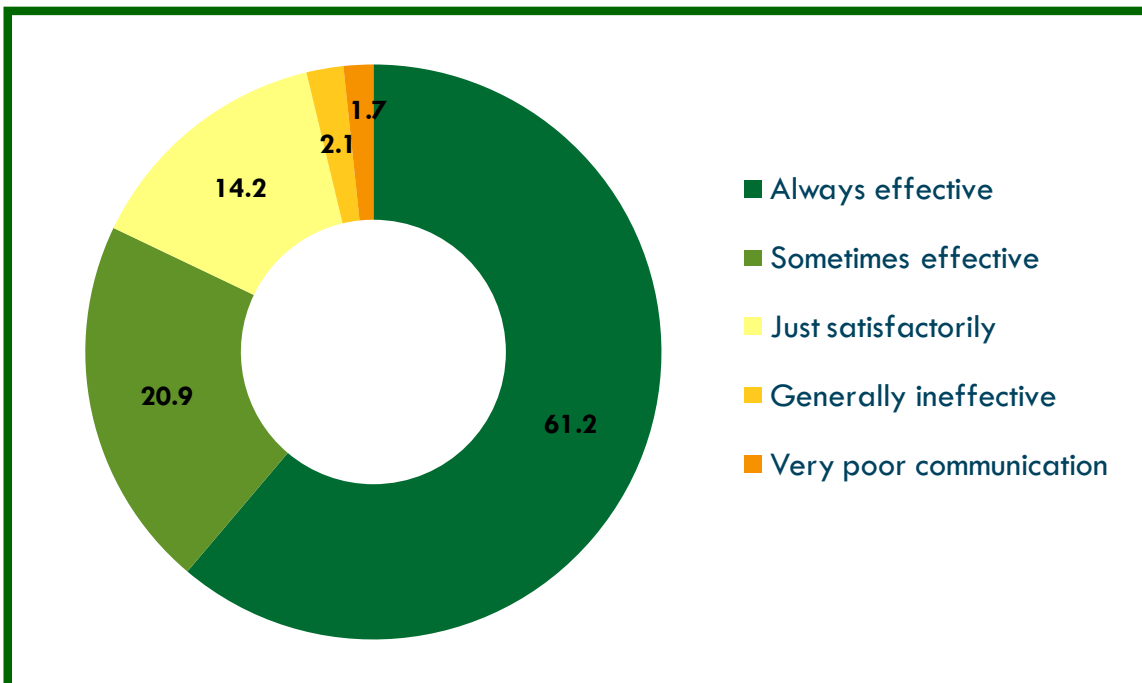


Table 6
RESPONSES OF STUDENTS ABOUT THE TEACHER'S APPROACH TO TEACHING

Parameters	No. of Students	% Students
Excellent	650	38.5
Very Good	637	37.8
Good	278	16.5
Fair	108	6.4
Poor	14	0.8
Total	1687	100.0

Fig. 10

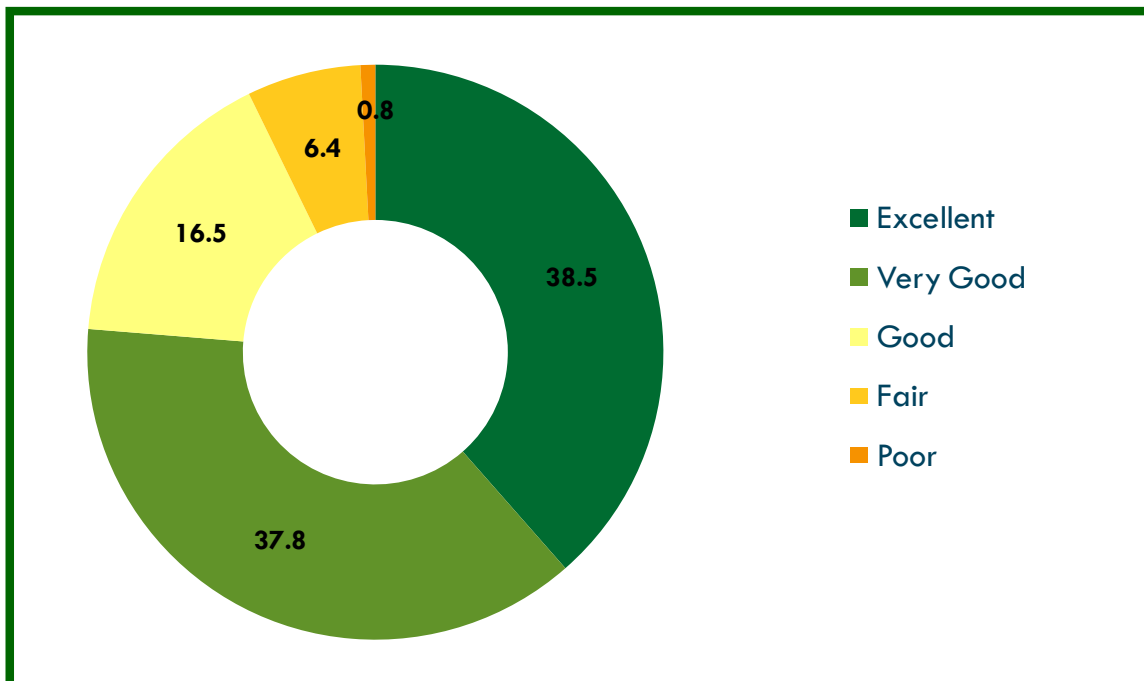


Table 7

RESPONSES OF STUDENTS ABOUT FAIRNESS OF THE INTERNAL EVALUATION PROCESS ADOPTED BY THE TEACHERS

Parameters	No. of Students	% Students
Always Fair	990	58.7
Usually Fair	535	31.7
Sometimes Unfair	113	6.7
Usually Unfair	27	1.6
Unfair	22	1.3
Total	1687	100.0

Fig. 11

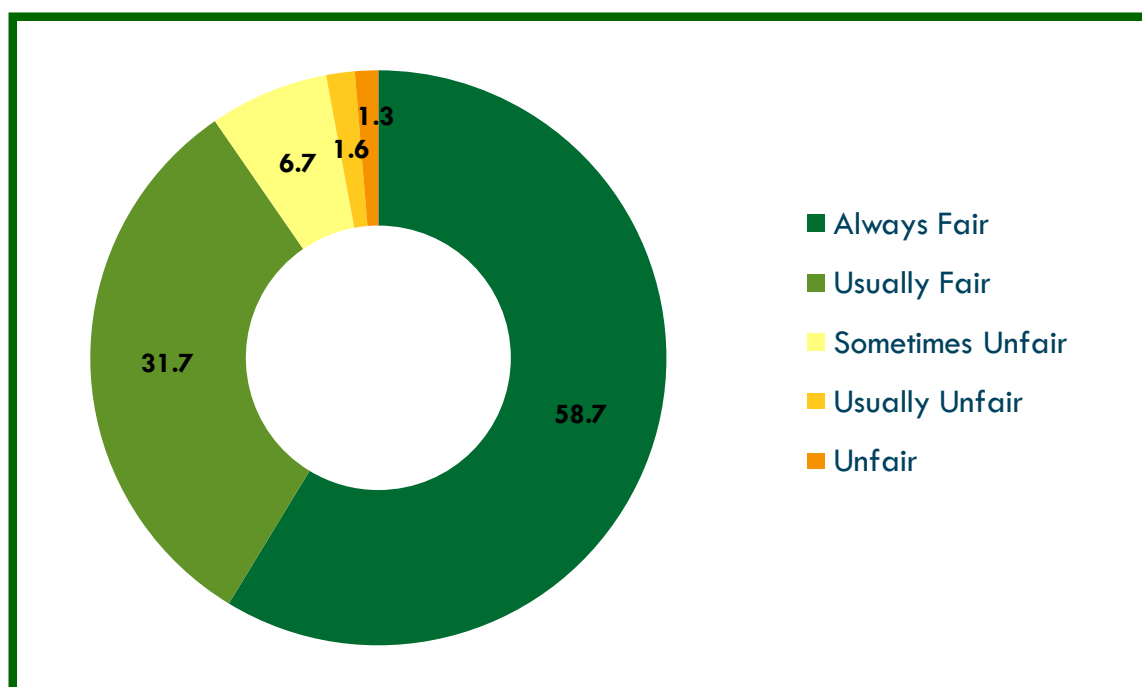


Table 8

RESPONSES OF STUDENTS REGARDING DISCUSSION BY TEACHERS ON THEIR PERFORMANCE IN ASSIGNMENTS

Parameters	No. of Students	% Students
Every Time	845	50.1
Usually	471	27.9
Occasionally/ Sometimes	184	10.9
Rarely	90	5.3
Never	97	5.7
Total	1687	100.0

Fig. 12

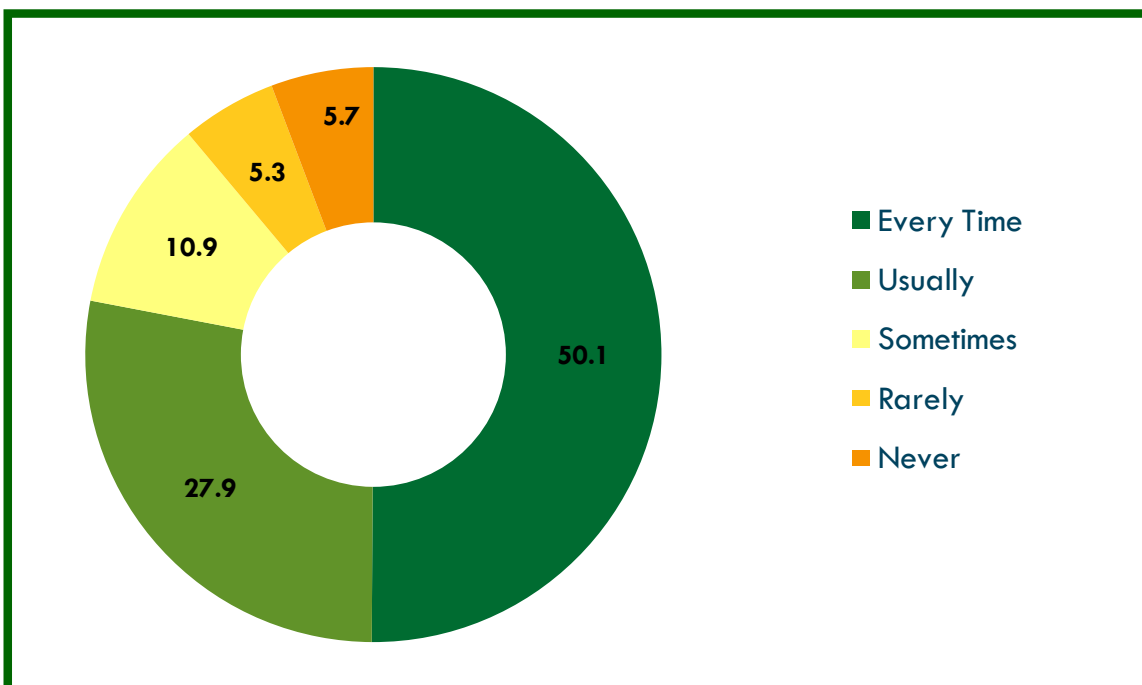


Table 9

RESPONSES OF STUDENTS ABOUT THE INITIATIVES TAKEN BY THE INSTITUTE IN PROMOTING INTERNSHIP, STUDENT EXCHANGE, FIELD VISIT OPPORTUNITIES

Parameters	No. of Students	% Students
Regularly	813	48.2
Often	424	25.1
Sometimes	212	12.6
Rarely	110	6.5
Never	128	7.6
Total	1687	100.0

Fig. 13

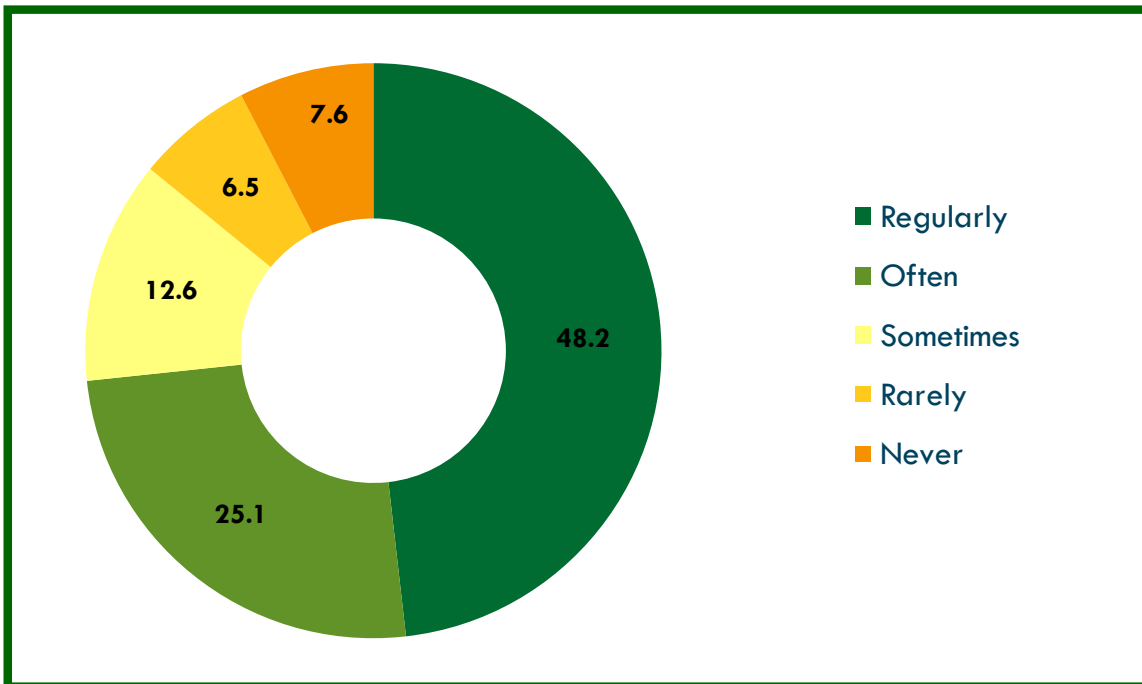


Table 10

RESPONSES OF STUDENTS REGARDING THE ROLE OF TEACHING AND MENTORING PROCESSES IN FACILITATING COGNITIVE, SOCIAL AND EMOTIONAL GROWTH AMONG STUDENTS

Parameters	No. of Students	% Students
Significantly	686	40.7
Very well	621	36.8
Moderately	261	15.5
Marginally	70	4.1
Not at all	49	2.9
Total	1687	100.0

Fig. 14

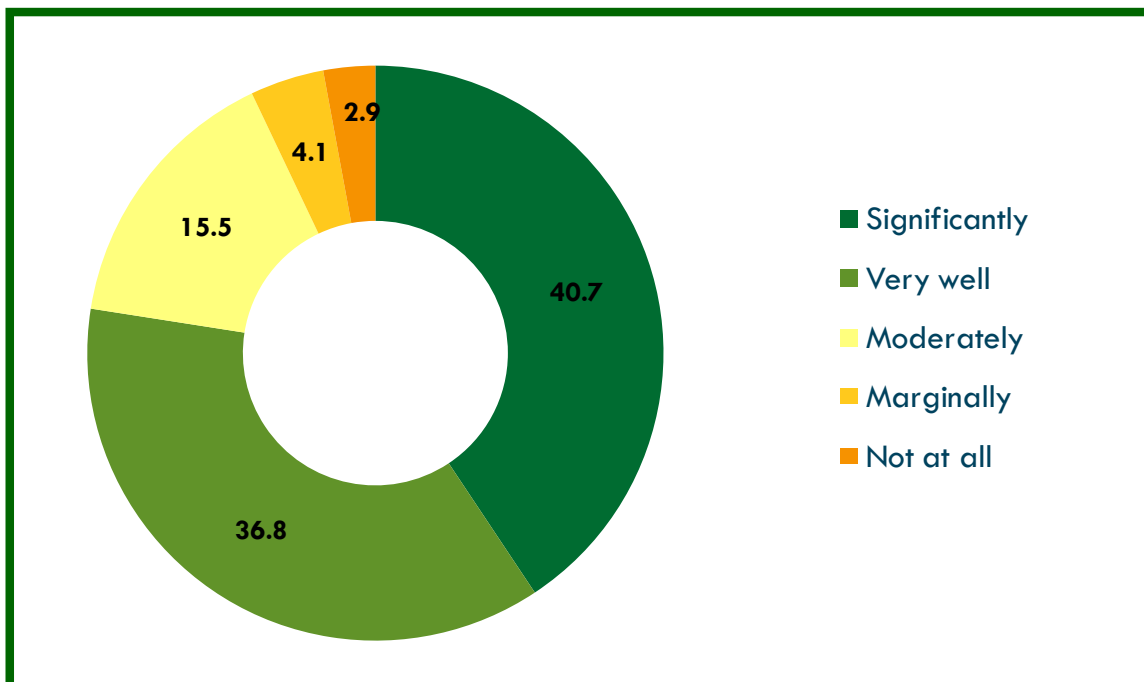


Table 11

RESPONSES OF STUDENTS REGARDING MULTIPLE OPPORTUNITIES PROVIDED BY THE INSTITUTE TO LEARN AND GROW

Parameters	No. of Students	% Students
Strongly Agree	790	46.8
Agree	625	37
Neutral	207	12.3
Disagree	37	2.2
Strongly Disagree	28	1.7
Total	1687	100.0

Fig. 15

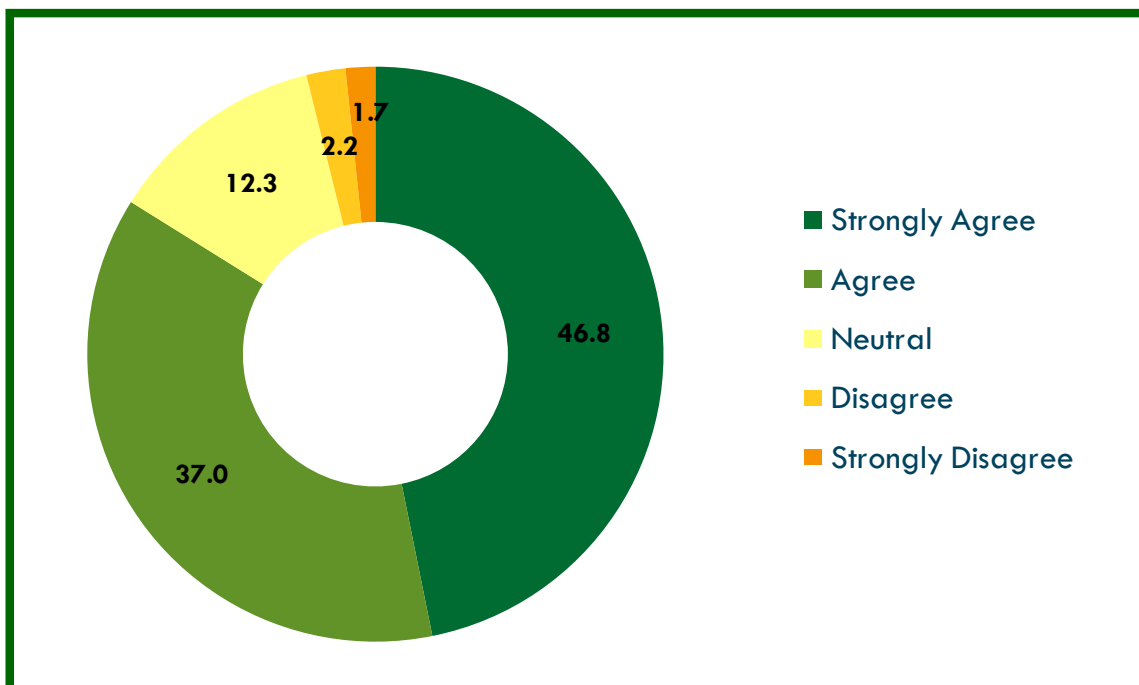


Table 12

RESPONSES OF STUDENTS REGARDING INFORMATION PROVIDED BY TEACHERS ABOUT THEIR EXPECTED COMPETENCIES, COURSE OUTCOMES AND PROGRAMME OUTCOMES

Parameters	No. of Students	% Students
Every time	958	56.8
Usually	497	29.5
Occasionally/Sometimes	151	9
Rarely	45	2.7
Never	36	2.1
Total	1687	100.0

Fig. 16

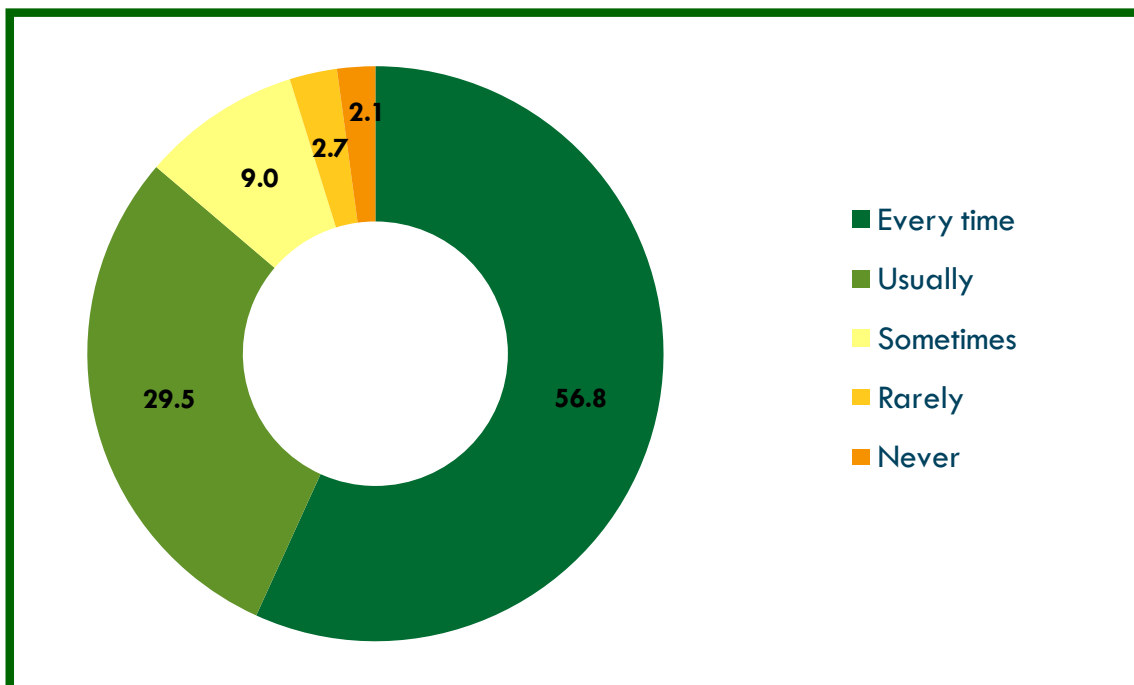


Table 13
RESPONSES OF STUDENTS ABOUT MENTORS' FOLLOW-UP ON THE ASSIGNED TASKS

Parameters	No. of Students	% Students
Every time	891	52.8
Usually	537	31.8
Occasionally/Sometimes	143	8.5
Rarely	83	4.9
I don't have a mentor	33	2
Total	1687	100.0

Fig. 17

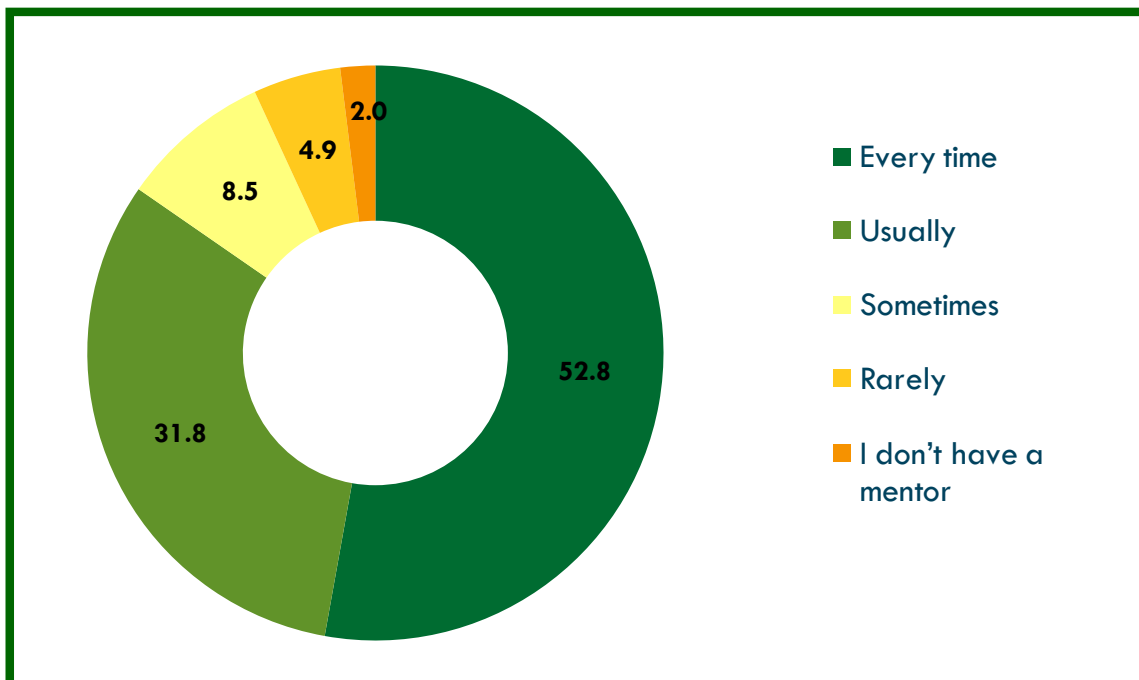


Table 14

RESPONSES OF STUDENTS REGARDING ILLUSTRATION OF THE CONCEPTS THROUGH EXAMPLES AND APPLICATIONS BY THE TEACHERS

Parameters	No. of Students	% Students
Every time	1048	62.1
Usually	463	27.0
Occasionally/Sometimes	121	7.2
Rarely	37	2.2
Never	18	1.1
Total	1687	100.0

Fig. 18

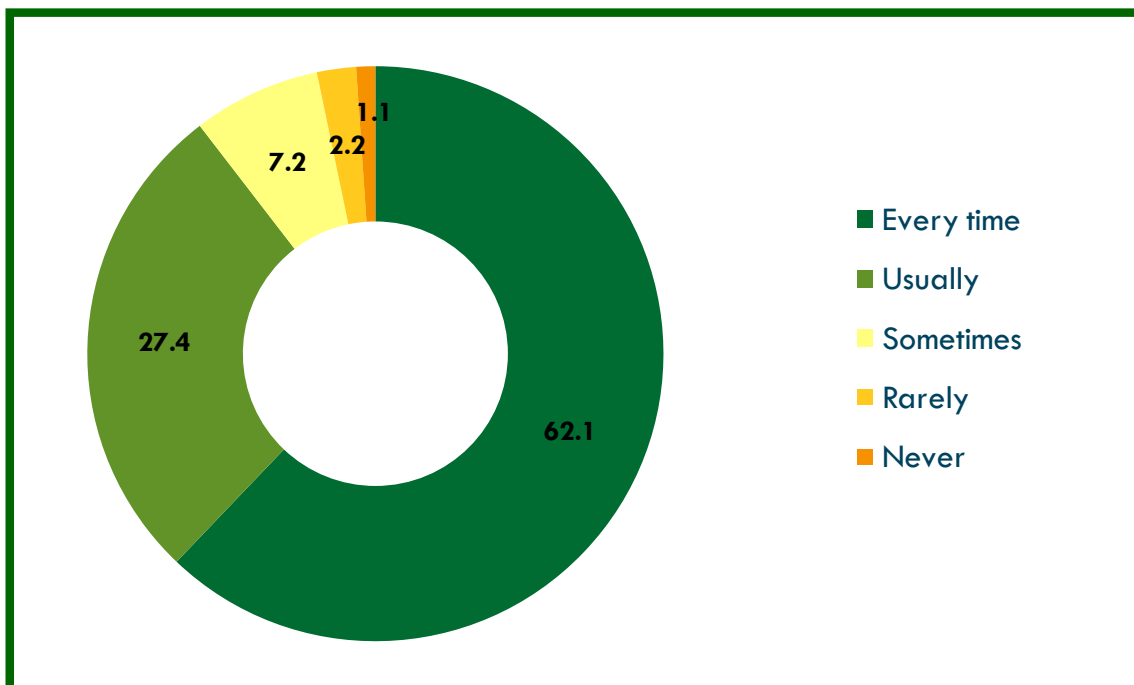


Table 15

RESPONSES OF STUDENTS REGARDING IDENTIFICATION OF THE STRENGTHS AND ENCOURAGEMENT BY THE TEACHERS TO PROVIDE RIGHT LEVEL OF CHALLENGES

Parameters	No. of Students	% Students
Fully	922	54.7
Reasonably	436	25.8
Partially	166	9.8
Slightly	89	5.3
Unable to	74	4.4
Total	1687	100.0

Fig. 19

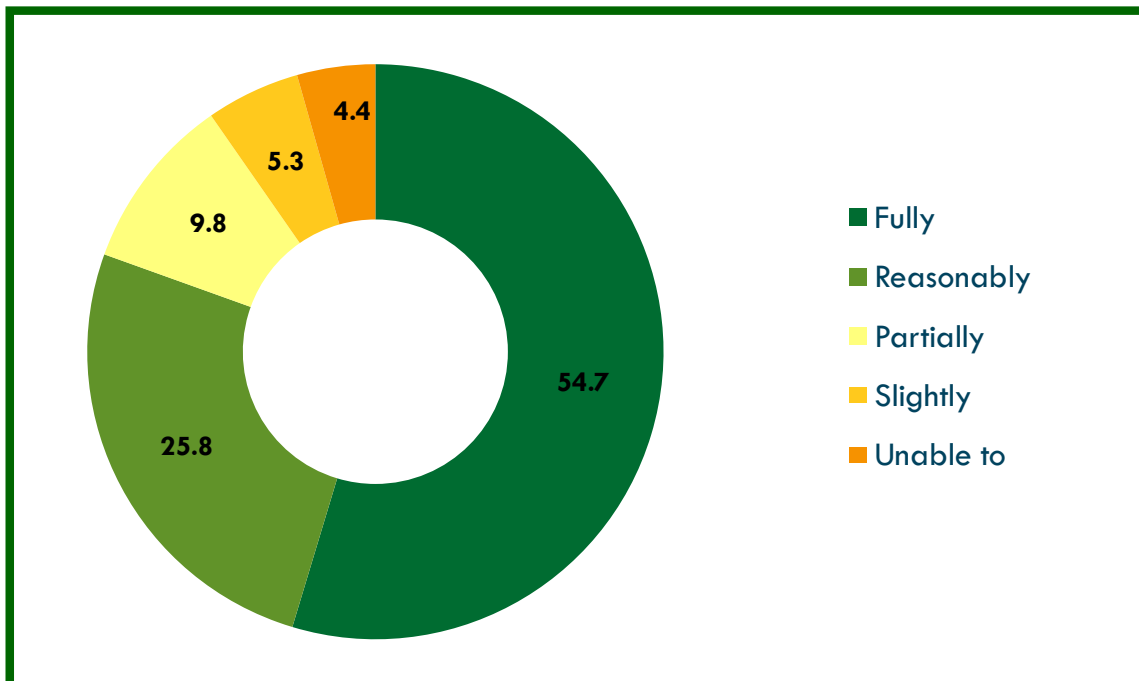


Table 16

RESPONSES OF STUDENTS REGARDING IDENTIFICATION OF STUDENTS' WEAKNESSES AND HELP IN OVERCOMING THEM BY THE TEACHERS

Parameters	No. of Students	% Students
Every time	795	47.1
Usually	496	29.4
Occasionally/Sometimes	179	10.6
Rarely	127	7.5
Never	90	5.3
Total	1687	100.0

Fig. 20

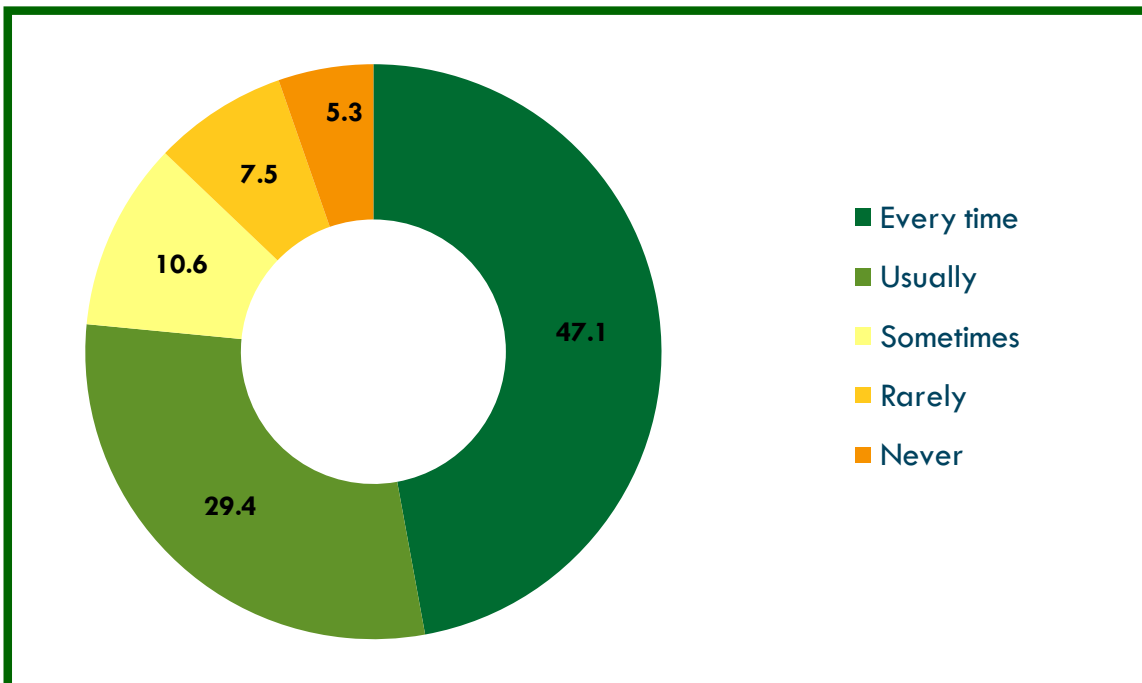


Table 17

**RESPONSES OF STUDENTS REGARDING THE EFFORTS IN
ENGAGEMENT OF STUDENTS IN THE MONITORING, REVIEW AND
CONTINUOUS QUALITY IMPROVEMENT OF THE TEACHING
LEARNING PROCESS**

Parameters	No. of Students	% Students
Strongly Agree	733	43.4
Agree	675	40
Neutral	202	12
Disagree	45	2.7
Strongly Disagree	32	1.9
Total	1687	100.0

Fig. 21

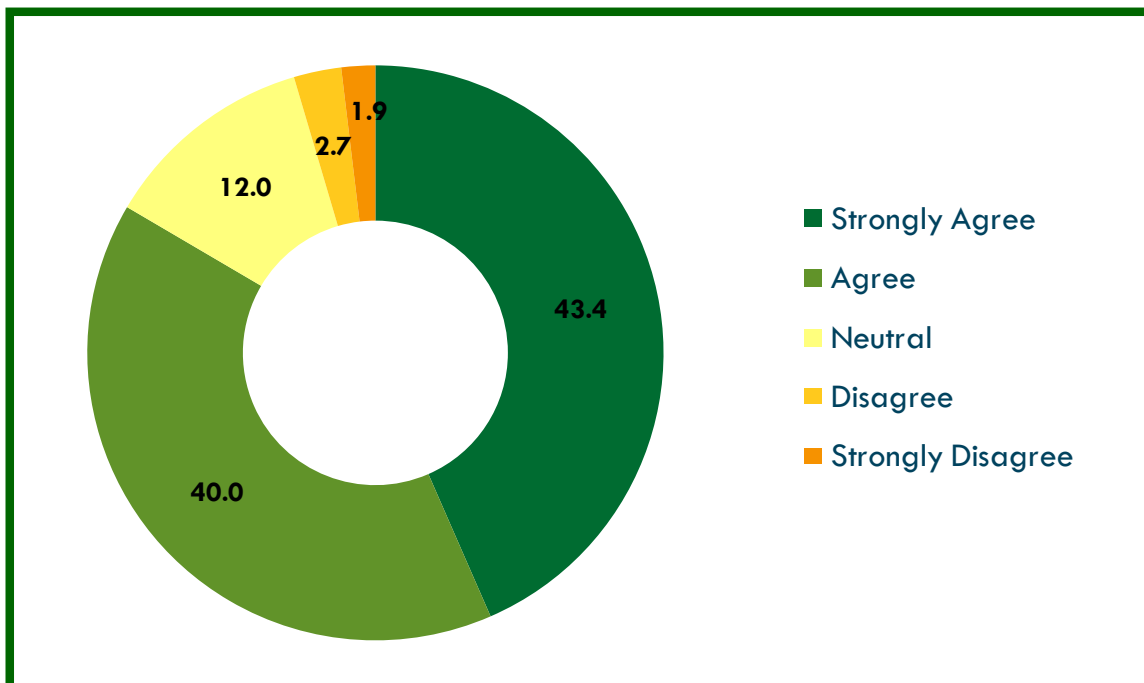


Table 18

RESPONSES OF STUDENTS REGARDING THE USE OF STUDENT CENTRIC METHODS, SUCH AS EXPERIENTIAL LEARNING, PARTICIPATIVE LEARNING AND PROBLEM SOLVING METHODOLOGIES FOR ENHANCING LEARNING EXPERIENCES BY THE INSTITUTE/ TEACHER

Parameters	No. of Students	% Students
To a great extent	833	49.4
Moderate	566	33.6
Some what	185	11
Very little	61	3.6
Not at all	42	2.5
Total	1687	100.0

Fig. 22

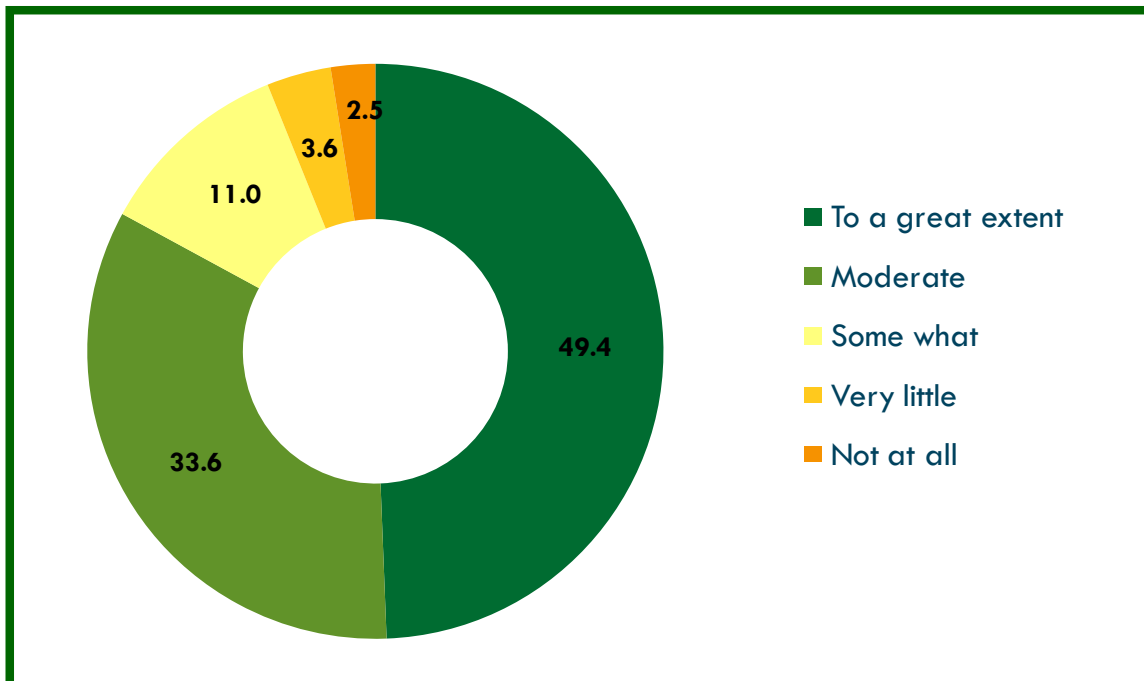


Table 19

RESPONSES OF STUDENTS REGARDING ENCOURAGEMENT BY THE TEACHER TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES

Parameters	No. of Students	% Students
Strongly Agree	977	57.9
Agree	528	31.3
Neutral	138	8.2
Disagree	24	1.4
Strongly Disagree	20	1.2
Total	1687	100.0

Fig. 23

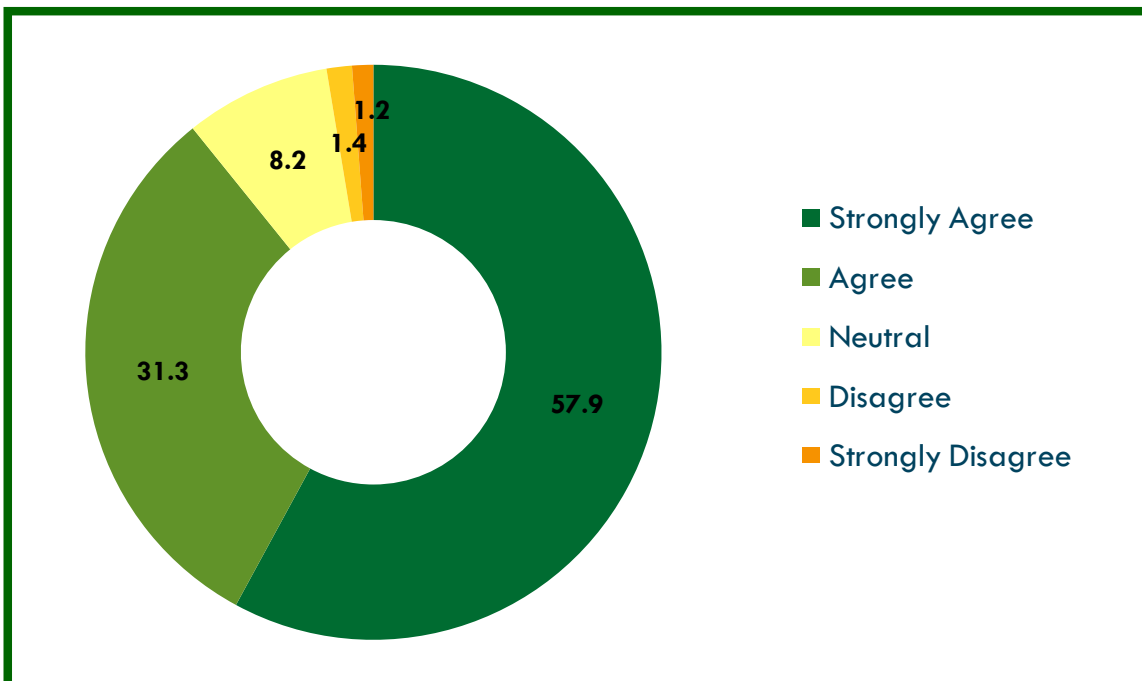


Table 20

RESPONSES OF STUDENTS REGARDING EFFORTS MADE BY THE INSTITUTE/ TEACHERS TO INCULCATE SOFT SKILLS, LIFE SKILLS AND EMPLOYABILITY SKILLS TO MAKE THEM READY FOR THE WORLD OF WORK

Parameters	No. of Students	% Students
To a great extent	887	52.6
Moderate	543	32.2
Some what	131	7.8
Very little	72	4.3
Not at all	54	3.2
Total	1687	100.0

Fig. 24

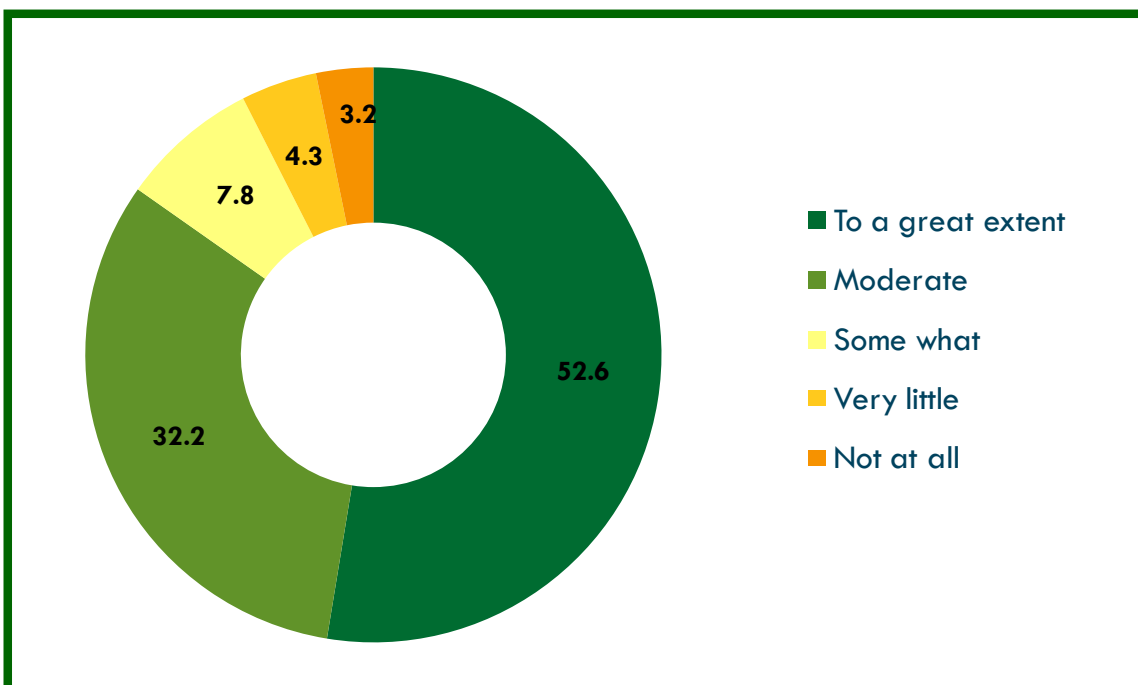


Table 21

RESPONSES OF STUDENTS REGARDING THE USE OF ICT TOOLS SUCH AS LCD PROJECTOR, MULTIMEDIA, ETC. BY TEACHER DURING THE CLASSES

Parameters	No. of Students	% Students
Above 90%	284	16.8
70% – 89%	402	23.8
50% – 69%	343	20.9
30% – 49%	210	12.4
Below 29%	448	26.6
Total	1687	100.0

Fig. 25

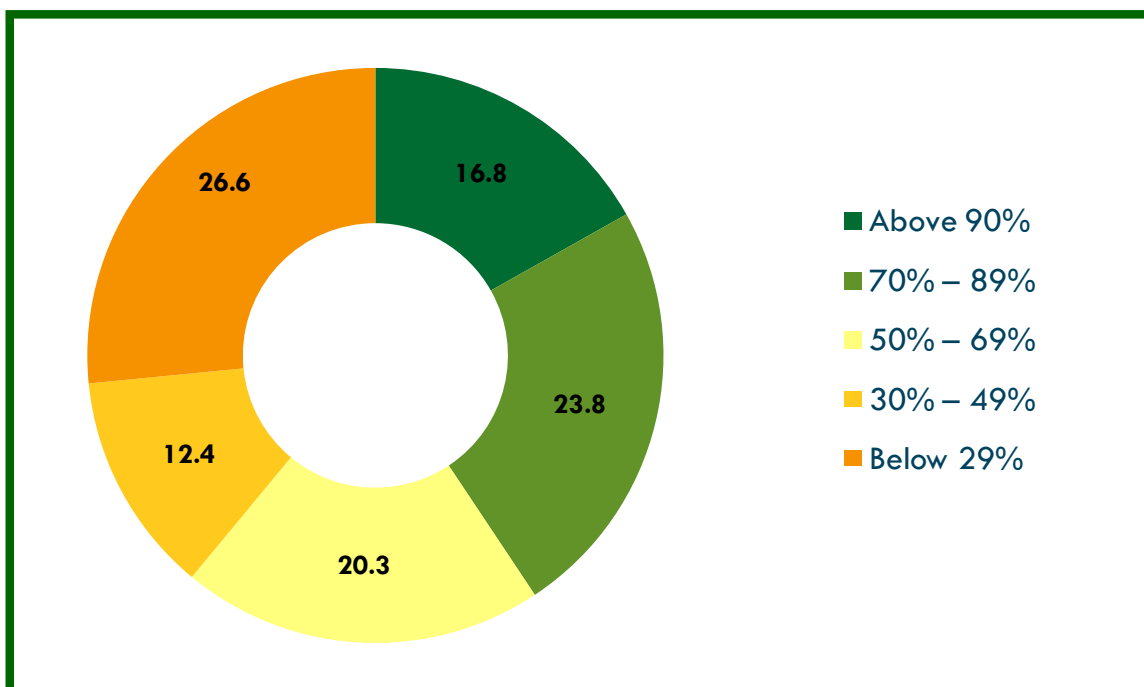


Table 22

RESPONSES OF STUDENTS REGARDING THE OVERALL QUALITY OF TEACHING-LEARNING PROCESS IN INSTITUTE

Parameters	No. of Students	% Students
Strongly Agree	726	43
Agree	698	41.4
Neutral	211	12.5
Disagree	26	1.5
Strongly Disagree	26	1.5
Total	1687	100.0

Fig. 26

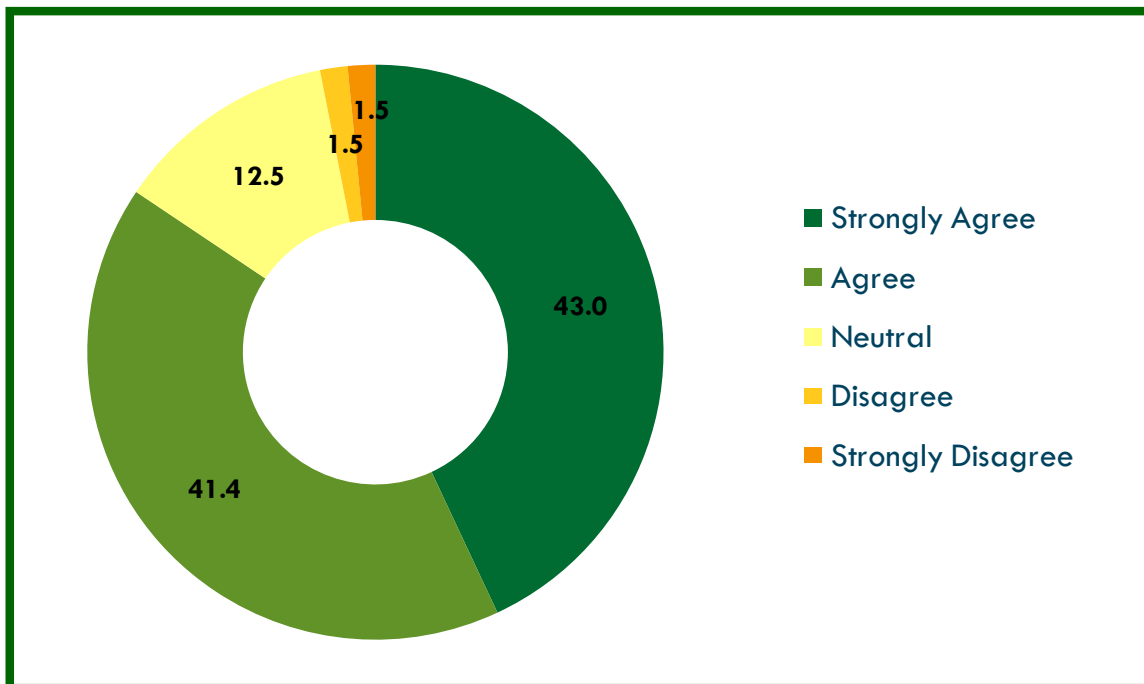


Table 23

Sr. No	Parameters	% Satisfaction
1	How much of the syllabus was covered in the classes?	72.2
2	How well did the teachers prepare for the classes?	88.3
3	How well were the teachers able to communicate?	87.6
4	The teacher's approach to teaching can best be described as:	81.4
5	Fairness of the internal evaluation process by the teachers.	89
6	Was your performance in assignments discussed with you?	82.3
7	The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.	80
8	The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.	81.6
9	The institution provides multiple opportunities to learn and grow.	85
10	Teachers inform you about your expected competencies, course outcomes and programme outcomes.	87.2
11	Your mentor does a necessary follow-up with an assigned task to you.	85.7
12	The teachers illustrate the concepts through examples and applications.	89.5
13	The teachers identify your strengths and encourage you with providing right level of challenges.	84.2
14	Teachers are able to identify your weaknesses and help you to overcome them.	81.1
15	The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.	84.1
16	The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.	84.7
17	Teachers encourage you to participate in extracurricular activities.	88.7
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.	85.3
19	What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.	58.4
20	The overall quality of teaching-learning process in your institute is very good.	84.6
21	Overall	83.04



Fig. 27

Our Hard work Recognized by Students



- All the teachers are very nice, and all make us study very well.
- Special care is taken of cleanliness in our college.
- *Sb sahi hai. Koi kami nahi hai.*
- I am satisfied with my educational institute.
- All the teachers teach us very well.
- Everything is good. No suggestions, my institution is the best.
- The way of teaching by teachers is very good. In every topic they explain with every detail and point to point with examples.
- नियमित रूप से कक्षाएं होती हैं, हमारे जो भी डाउट है उनको अच्छी तरह से समझाया जाता है और हमें किसी भी तरह की कोई भी दिक्कत नहीं आने देते हैं।
- No suggestions, everything is ok.

- There is nothing to improve, already perfect.
- I don't want to say anything. Our class teachers are very good.
- Already going well, I have no suggestions.
- I don't have any problem regarding teaching - learning experience.
- This institution excels in every aspect to a great extent.
- Honoured to be a part of it.
- I highly appreciate institution's efforts for organizing extracurricular activities
- According to me everything is great, I don't think that there is something about suggestions because they all know their work properly.
- All is well.



Major Concerns Raised by the Students and Action Taken

Major concerns raised by the students	Action Taken
Teachers should use ICT tools for more understanding the concepts.	The college recently upgraded some of the classrooms with ICT facilities. A plan for making more smart classrooms is under consideration.
Proper arrangements of water coolers and its maintenance.	A good number of water cooler have already been placed at various locations in the college and members of water works committee ensures its proper maintenance/ cleanliness.
Take students for field trips for different places depending on the topics of teaching.	After a break due to Covid-19, now the college has started organising field trips for various subject societies.
Please provide proper informations regarding any activity organised by any association/ club/ society etc. to the students.	Proper notices are placed on the notice boards as well as messages are sent to the students through bulk SMSs from college administration and forwarded in WhatsApp groups their teachers.
Ensure proper availability of apparatus and chemicals in laboratories.	Recently the college administration upgraded laboratories, equipments/ apparatus under various grants. The availability of chemicals is ensured by the respective heads.
Record all classes so, students who are unable to attend class can learn from those recorded classes.	During offline mode it is mandatory to attend the classes in physical form. However during Covid-19 times most of the teachers provided recording of their lectures to the students.

Major concerns raised by the students	Action Taken
Breaks between lectures must be given to the students.	College follows the proper timetable of all the classes and wherever possible a break of one lecture is given to the students.
Basketball ground should be there in the college for the practice.	Basketball ground is under construction and will be available for students in the coming semester.
Outsiders should be strictly avoided.	Proper security arrangements are made at the college gate for checking of I-Cards. Members of Teaching staff are also deputed on proctorial duties in their free lectures to have a proper check on outsiders. CCTV cameras are also installed on various locations in the college campus.
Don't put much pressure of attendance on students	The college follows the norms of the Kurukshetra University, Kurukshetra and as per that norms only the names of those students are struck off who doesn't comply norms.
Career counselling sessions must be held in the college regularly.	College has an active placement cell. It organises various extension lectures on career counselling and more and more companies are contacted for placement drive every year.
Boys common room must be there.	The proposal of construction of Boys Common room is already under consideration.
Student fee should be reduced	Fee Structure is decided by the Kurukshetra University, Kurukshetra and Government of Haryana and college follows the same.
More skill-based activities should be done	The college has established an Institutional Innovation Council (IIC) and arranged a number of programmes to enhance Skill Development, Start-ups, Innovation and Internships.

Major concerns raised by the students	Action Taken
There must be a complaint centre where any student can tell his or her problem without any hesitation and proper action must be taken by authorities instantly.	The college has established a strong Internal Complaint Committee where any student can file a complaint without revealing his/her identity. A good number of complaint boxes also placed at number of places in the college campus to make the filling of complaint process even easier.
The campus must be completely Wi-Fi enabled.	The college has already the Wi-Fi facility in all the departments and offices. For students free Wi-Fi of JIO service provider is available up to 100 MB Data/month/ student. The proposal of more data is already under consideration.
Repair the infrastructure of college such as glasses of windows etc.	A proper building repair and maintenance committee works in the college for the repair and maintenance related issues. The committee takes care regarding the repair and maintenance of college infrastructure on time-to-time basis.
We are facing problems in collecting our DMC form window, we have to stand in line for 2 to 3 hours to get DMC and sometimes sir is not available, so please make proper schedule for different classes to collect DMC to prevent from chaos.	Separate cabins have been made for dealing with the various concerns of students like Fee, DMCs/ Degrees, Buss Pass, No Dues, Admission Forms, Examination Forms etc. Proper responsibilities have been assigned for accomplishing these tasks.
Individual interaction must be there with the teaching staff.	The college has proper mentor mentee system in the ratio of 28:1. The mentors personally take care of these 28 students assigned to them.

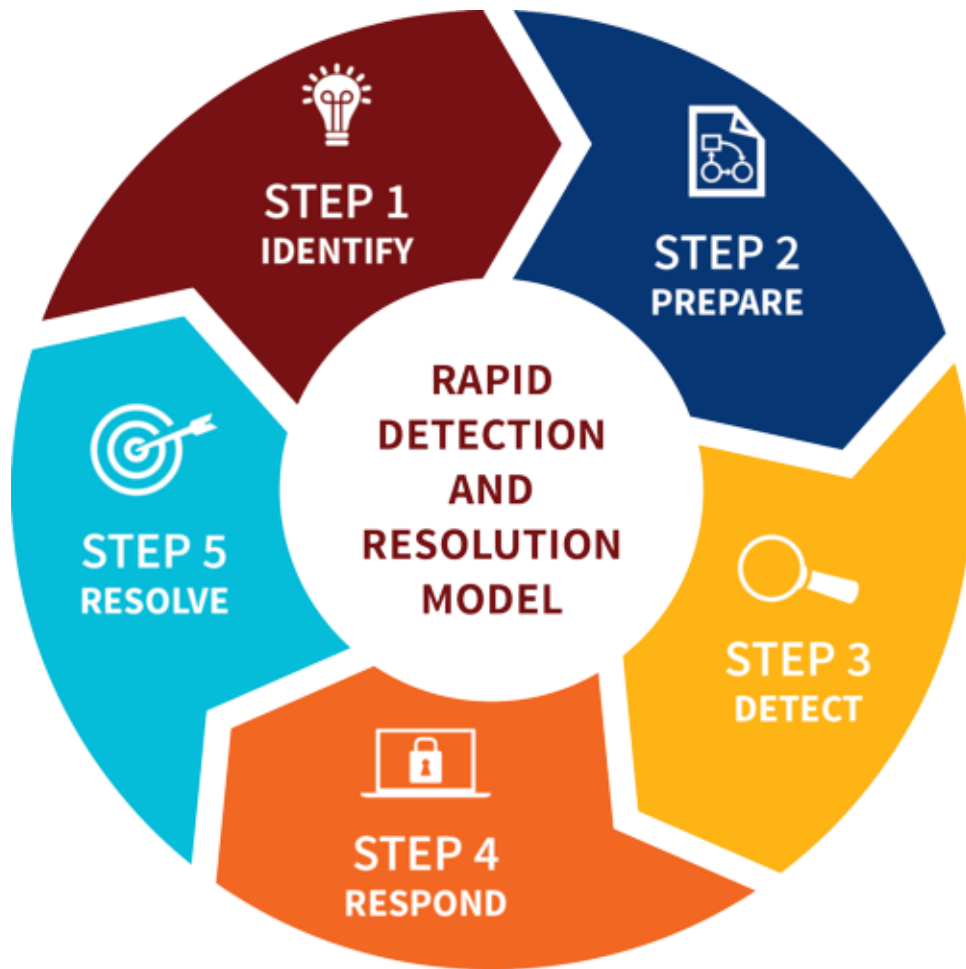


Fig. 28



INTERNAL QUALITY ASSURANCE CELL (IQAC)
DYAL SINGH COLLEGE, KARNAL
HARYANA-132001

Dakhar
Principal
Dyal Singh College
KARNAL