

THE STUDENTS' SATISFACTION SURVEY REPORT

SESSION

2023-24



INTERNAL QUALITY ASSURANCE CELL (IQAC)

DYAL SINGH COLLEGE, KARNAL

NAAC Accredited A+ Grade

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The Students' Satisfaction Survey Report 2023-24

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 2023-24 at Karnal.

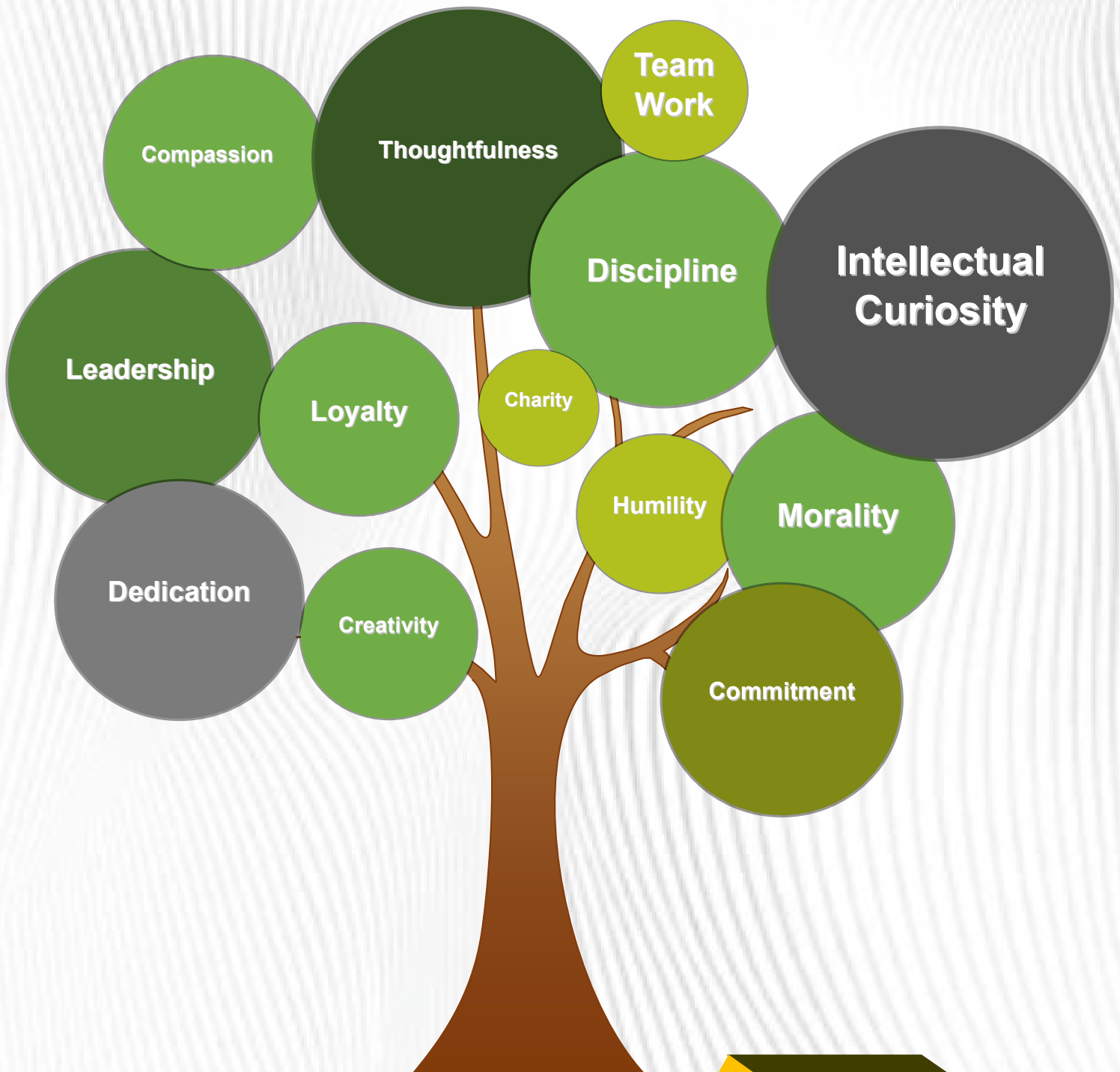


INTERNAL QUALITY ASSURANCE CELL (IQAC)
DYAL SINGH COLLEGE, KARNAL
HARYANA-132001



DYAL SINGH COLLEGE, KARNAL

inculcates the following
amongst our students



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, implementation of NEP-2020, 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.

Student satisfaction report has considerable impact on a students' decision and selection of a college/ course at the time of admission. Therefore, it is important for administrators to adopt a right market-orientated 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 global competition among the educational institutions. Furthermore, students' satisfaction survey 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.

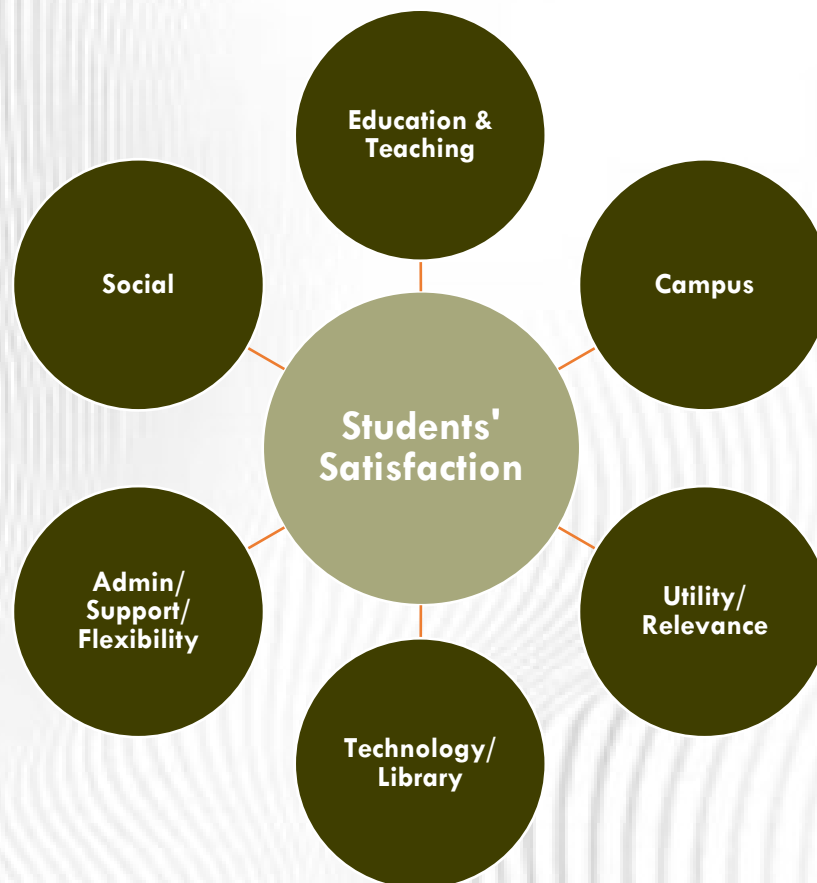


Fig. 1 Some possible factors responsible for students' satisfaction

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. Every year 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 sets 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 2023-24 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 student perceptions of 1413 currently enrolled students 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 the respondent student 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 weightage 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:

SI_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 1413 respondent students in terms of Gender, Stream-wise, Level of Education and year of the study wise distribution. It is evident that 51.7 percent of respondents are male students, 48.3 percent respondents are female students. Further, majority of respondents (88.2 percent) students belong to Undergraduate Courses and the corresponding figure for Post Graduate students is about 10.8 percent. The stream-wise distribution of respondents reveals that about 34.2 percent of the respondent students belong to Arts Stream, 34.3 percent belongs to Commerce Stream whereas science stream students constitute about

31.5 percent proportion of total respondents. Year of the study of the respondent students indicates that about 56.3 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 26.2 percent of the total respondents and 3rd year level student constitute about 17.6 percent of the total respondents.

Table 1
General Characteristics of Respondents

Parameters		No of Students	% Students
Gender	Male	731	51.7
	Female	681	48.3
Stream	Arts	483	34.2
	Commerce	485	34.3
	Science	445	31.5
Level	Under Graduate	1260	89.2
	Post Graduate	153	10.8
Year of Study	1 st Year	795	56.3
	2 nd Year	370	26.2
	3 rd Year	248	17.6
Total		1413	100.0

Fig. 2

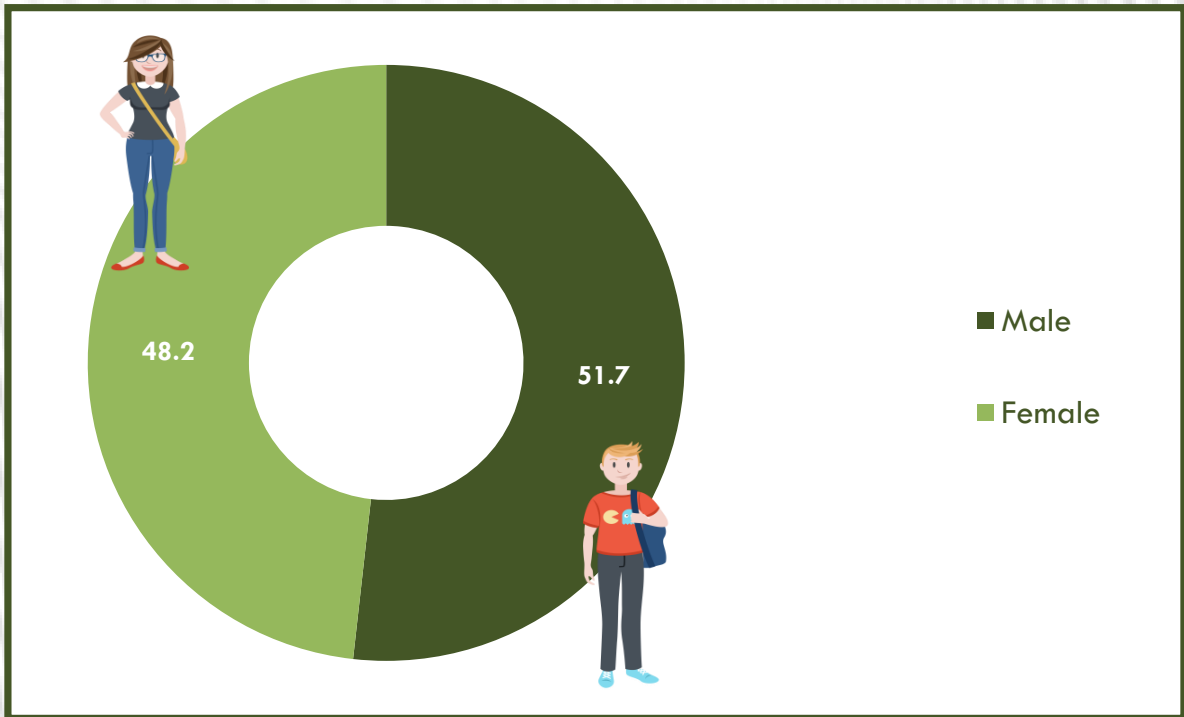


Fig. 3

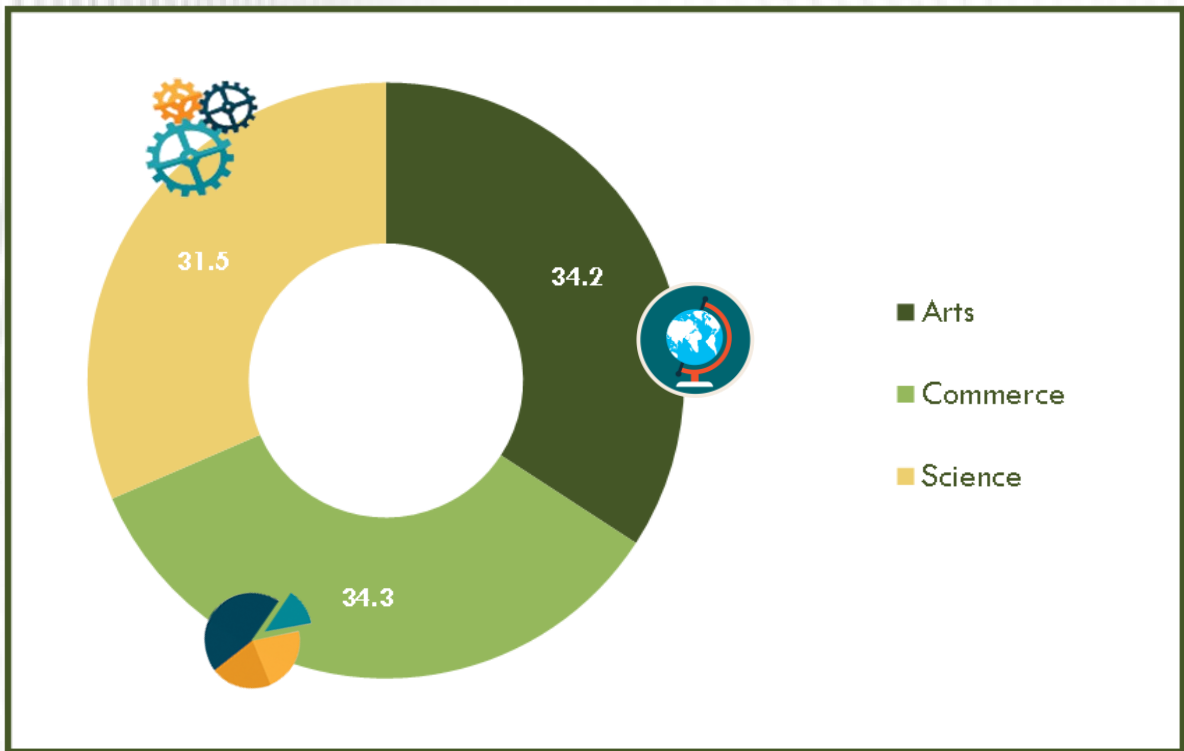


Fig. 4

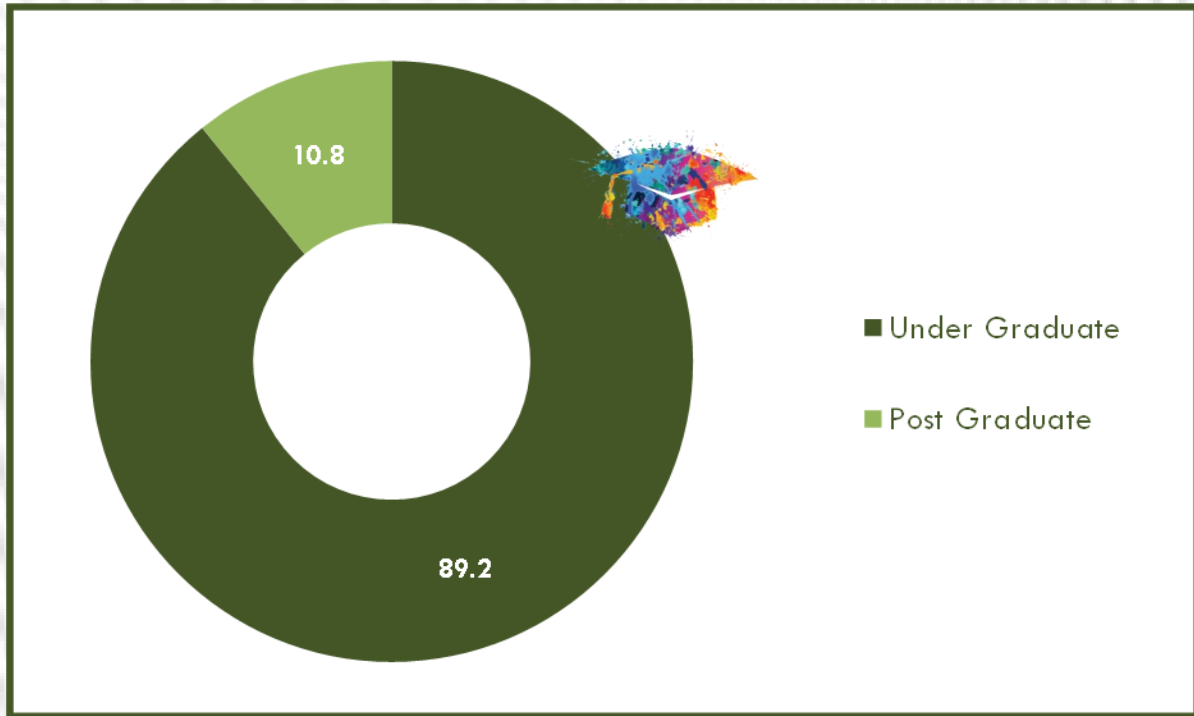


Fig. 5

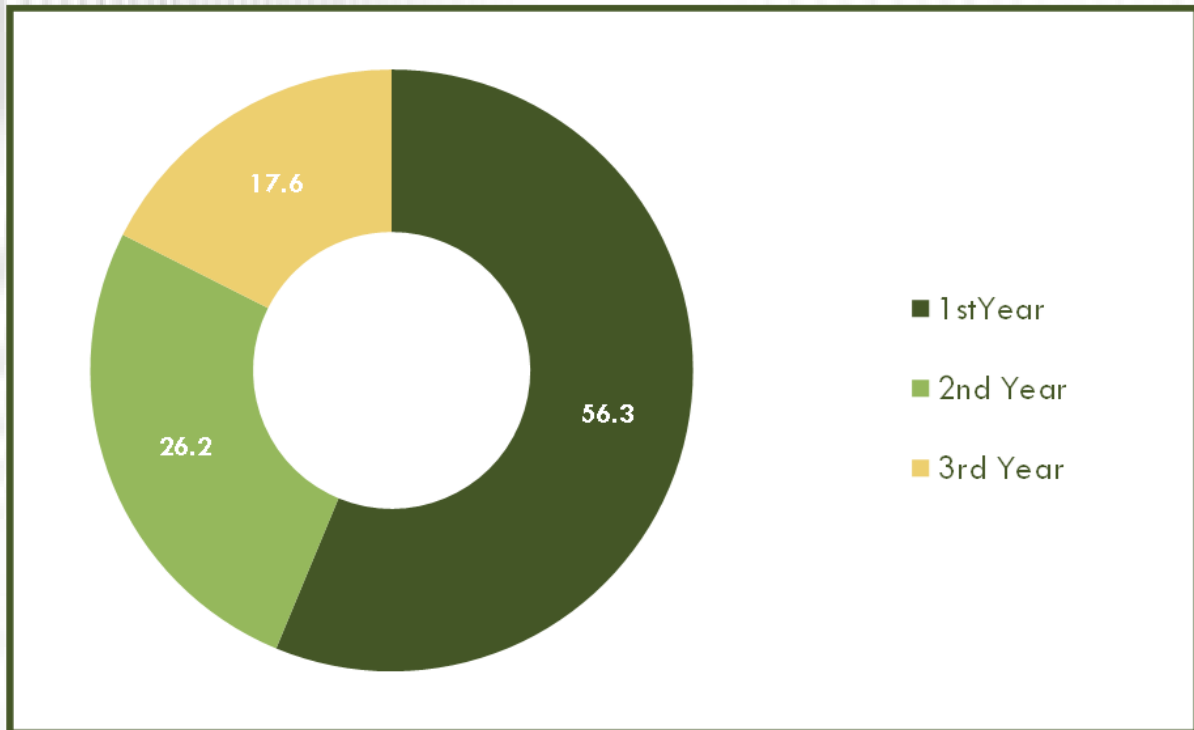


Table 2

CONFIRMATION FROM THE STUDENTS ABOUT FIRST TIME PARTICIPATION IN THE SURVEY FOR THE SESSION 2022-23

Parameters	No. of Students	% Students
Yes	1266	89.6
No*	147	10.4
Total	1413	100.0

*It is evident from Table 2 that about 10 percent respondent students responded 'No' to this statement because they mistook it as their second attempt as they had participated in the same survey during the previous sessions.

Fig. 6

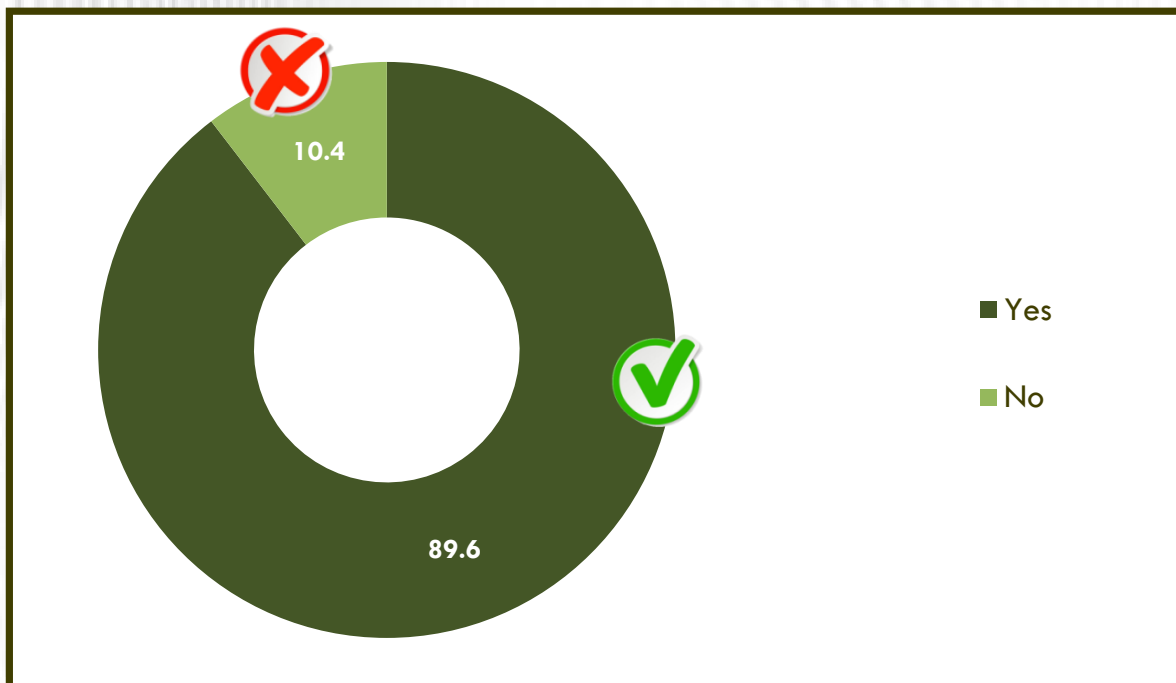


Table 3
RESPONSES OF STUDENTS ABOUT SYLLABUS COVERED IN THEIR CLASSES

Parameters	No. of Students	% Students
85% to 100%	616	43.6
70% to 84%	501	35.5
55% to 69%	181	12.8
30% to 54%	57	4.0
Below 30%	58	4.1
Total	1413	100.0

Fig. 7

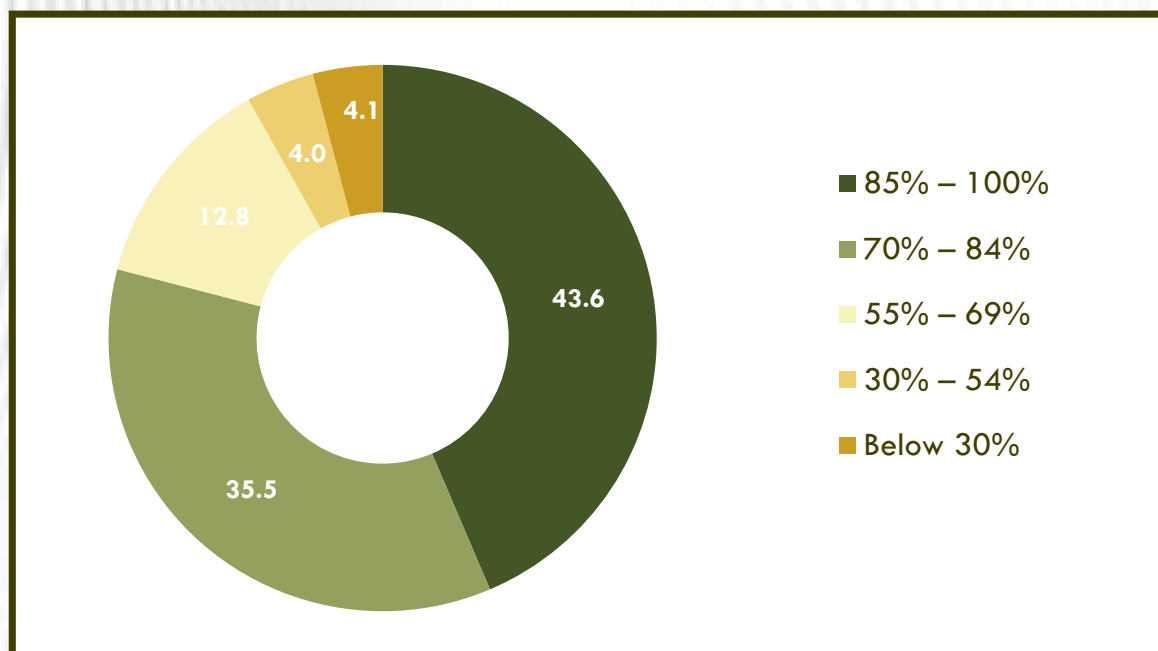


Table 4
RESPONSES OF STUDENTS ABOUT THEIR TEACHERS' PREPARATION FOR THE CLASSES

Parameters	No. of Students	% Students
Thoroughly	565	40.0
Satisfactorily	691	48.9
Indifferently	99	7.0
Poorly	23	1.6
Won't teach at all	35	2.5
Total	1413	100.0

Fig. 8

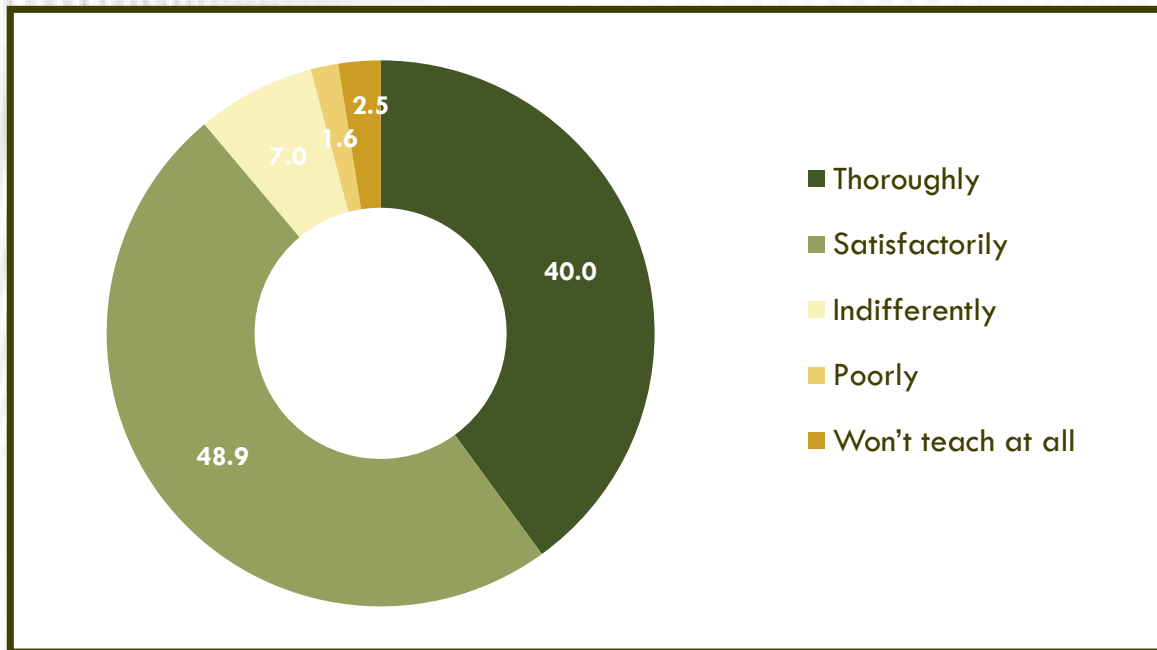


Table 5
RESPONSES OF STUDENTS ABOUT THE TEACHERS' ABILITY TO COMMUNICATE WITH THEM

Parameters	No. of Students	% Students
Always effective	800	56.6
Sometimes effective	259	18.3
Just satisfactorily	243	17.2
Generally ineffective	47	3.3
Very poor communication	64	4.5
Total	1413	100.0

Fig. 9

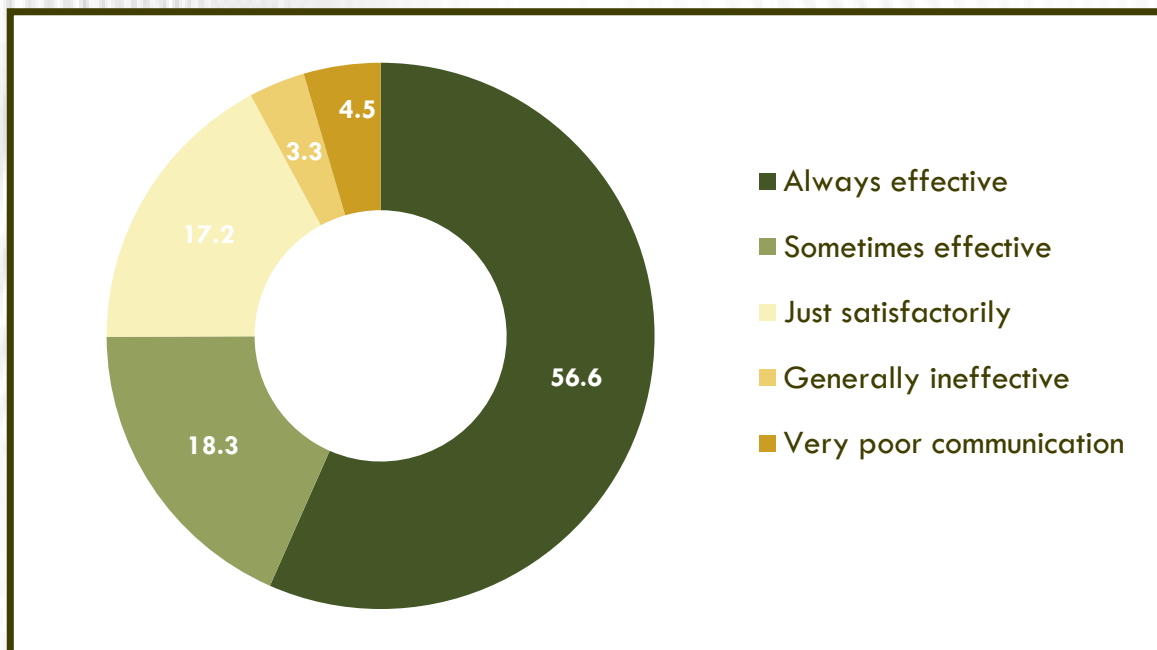


Table 6
RESPONSES OF STUDENTS ABOUT THE TEACHER'S APPROACH TO TEACHING

Parameters	No. of Students	% Students
Excellent	507	35.9
Very Good	381	27.0
Good	339	24.0
Fair	132	9.3
Poor	54	3.8
Total	1413	100.0

Fig. 10

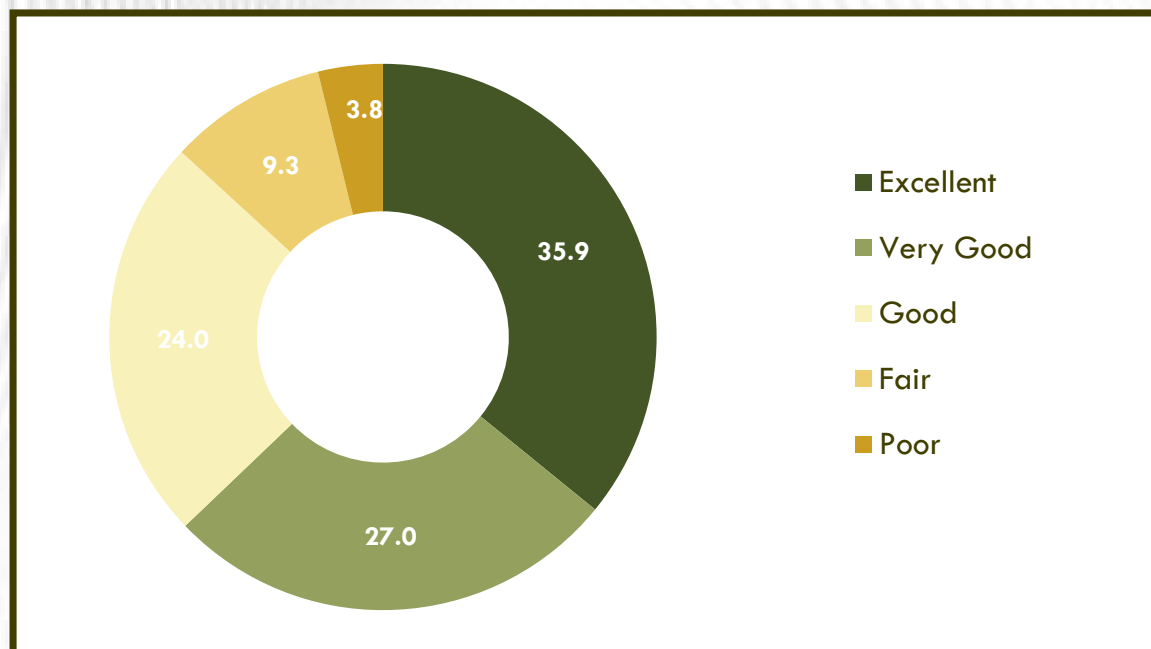


Table 7
RESPONSES OF STUDENTS ABOUT FAIRNESS OF THE INTERNAL EVALUATION PROCESS ADOPTED BY THE TEACHERS

Parameters	No. of Students	% Students
Always Fair	763	54.0
Usually Fair	420	29.7
Sometimes Unfair	133	9.4
Usually Unfair	39	2.8
Unfair	58	4.1
Total	1413	100.0

Fig. 11

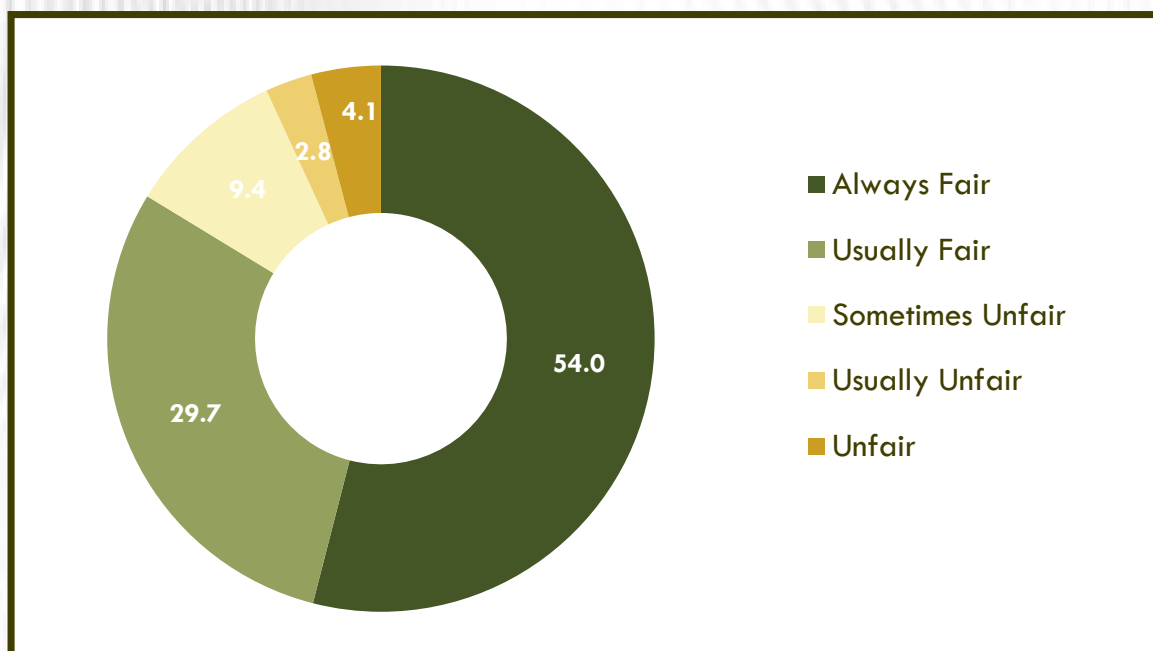


Table 8
RESPONSES OF STUDENTS REGARDING DISCUSSION BY TEACHERS
ON THEIR PERFORMANCE IN ASSIGNMENTS

Parameters	No. of Students	% Students
Every Time	677	47.9
Usually	380	26.9
Occasionally/ Sometimes	167	11.8
Rarely	90	6.4
Never	99	7.0
Total	1413	100.0

Fig. 12

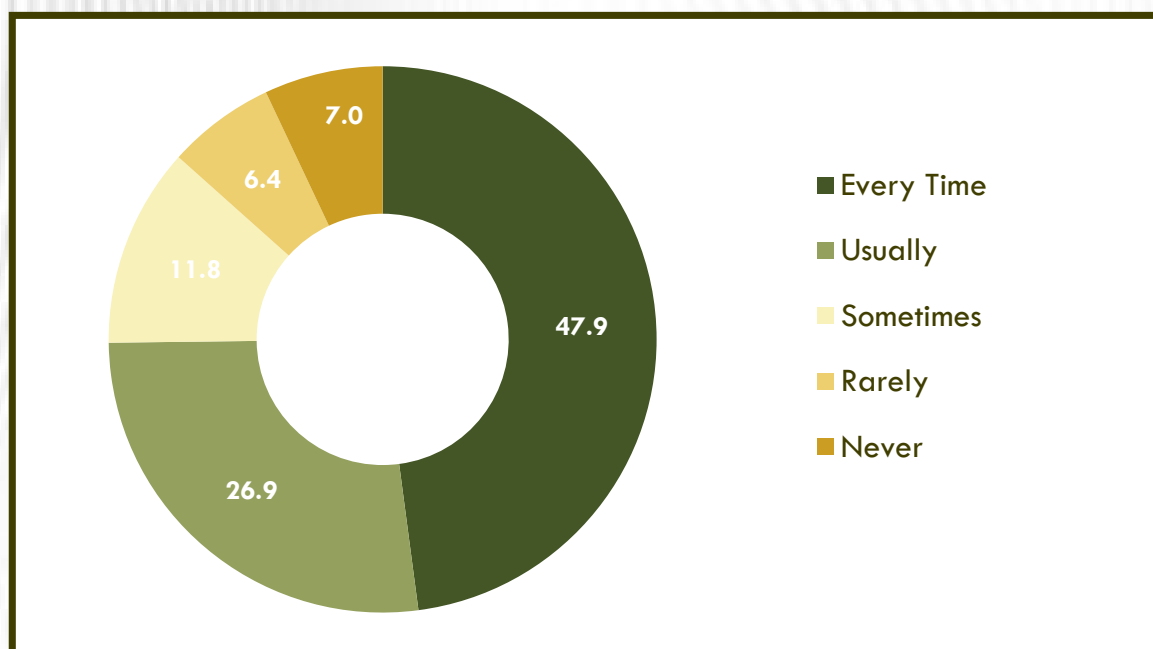


Table 9
RESPONSES OF STUDENTS ABOUT THE INITIATIVES TAKEN BY THE INSTITUTE IN PROMOTING INTERNSHIP, STUDENT EXCHANGE, FIELD VISIT OPPORTUNITIES

Parameters	No. of Students	% Students
Regularly	688	48.7
Often	326	23.1
Sometimes	205	14.5
Rarely	93	6.6
Never	101	7.1
Total	1413	100.0

Fig. 13

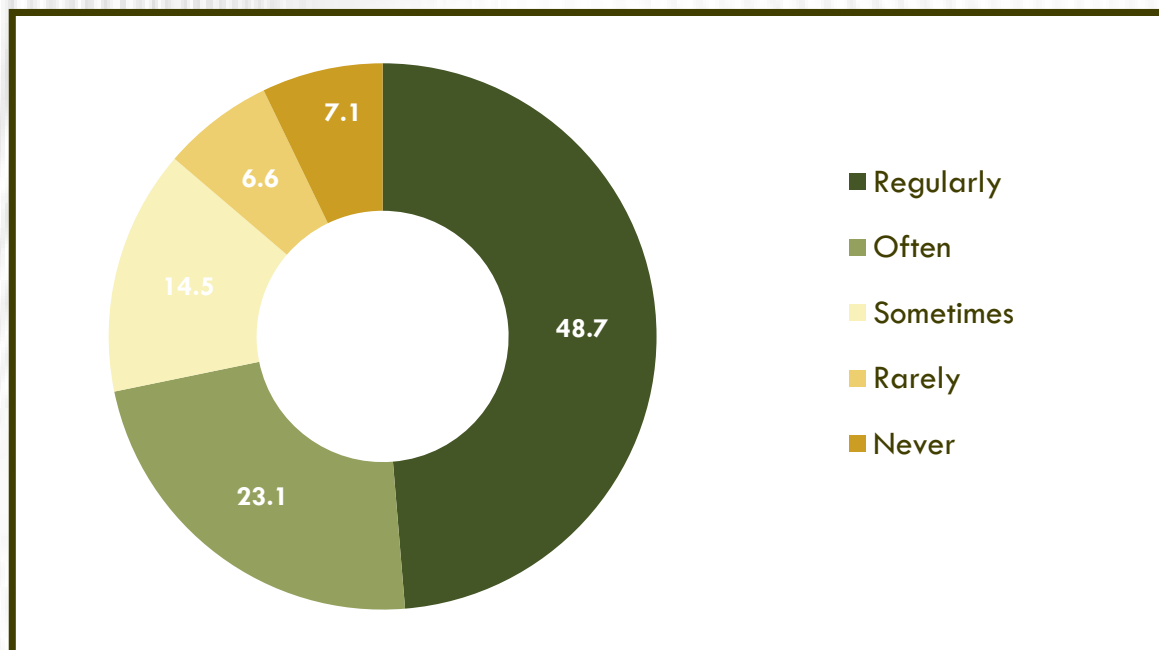


Table 10
RESPONSES OF STUDENTS REGARDING THE ROLE OF TEACHING AND MENTORING PROCESSES IN FACILITATING COGNITIVE, SOCIAL AND EMOTIONAL GROWTH AMONG STUDENTS

Parameters	No. of Students	% Students
Significantly	571	40.4
Very well	438	31.0
Moderately	259	18.3
Marginally	63	4.5
Not at all	82	5.8
Total	1413	100.0

Fig. 14

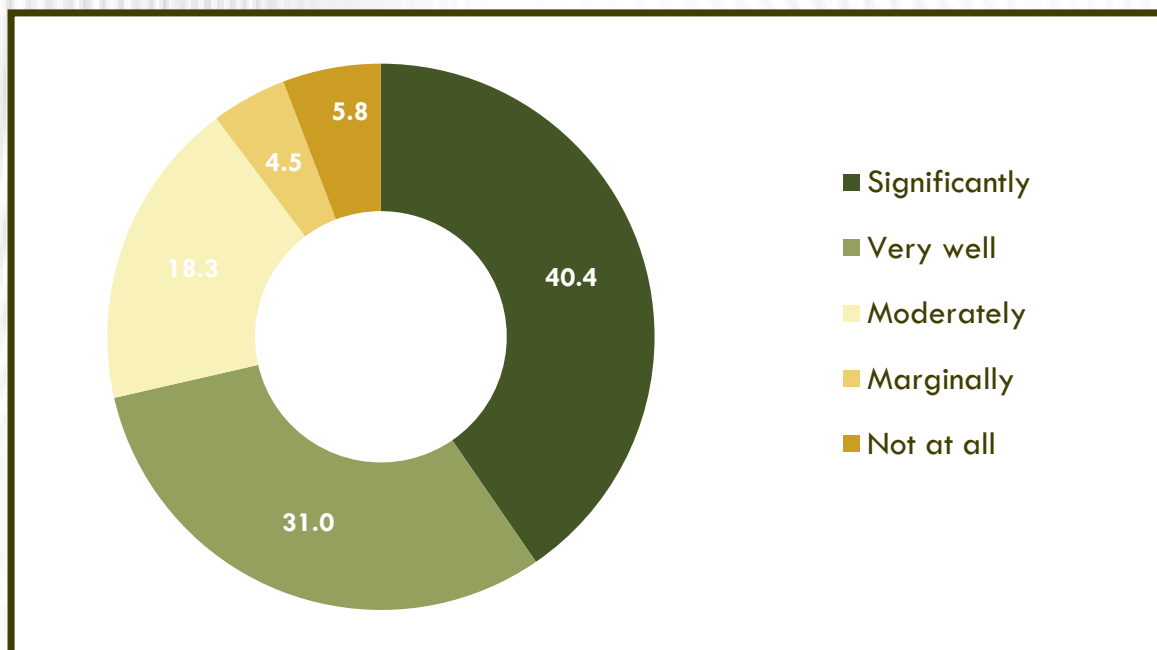


Table 11
RESPONSES OF STUDENTS REGARDING MULTIPLE OPPORTUNITIES PROVIDED BY THE INSTITUTE TO LEARN AND GROW

Parameters	No. of Students	% Students
Strongly Agree	558	39.5
Agree	520	36.8
Neutral	213	15.1
Disagree	57	4.0
Strongly Disagree	65	4.6
Total	1413	100.0

Fig. 15

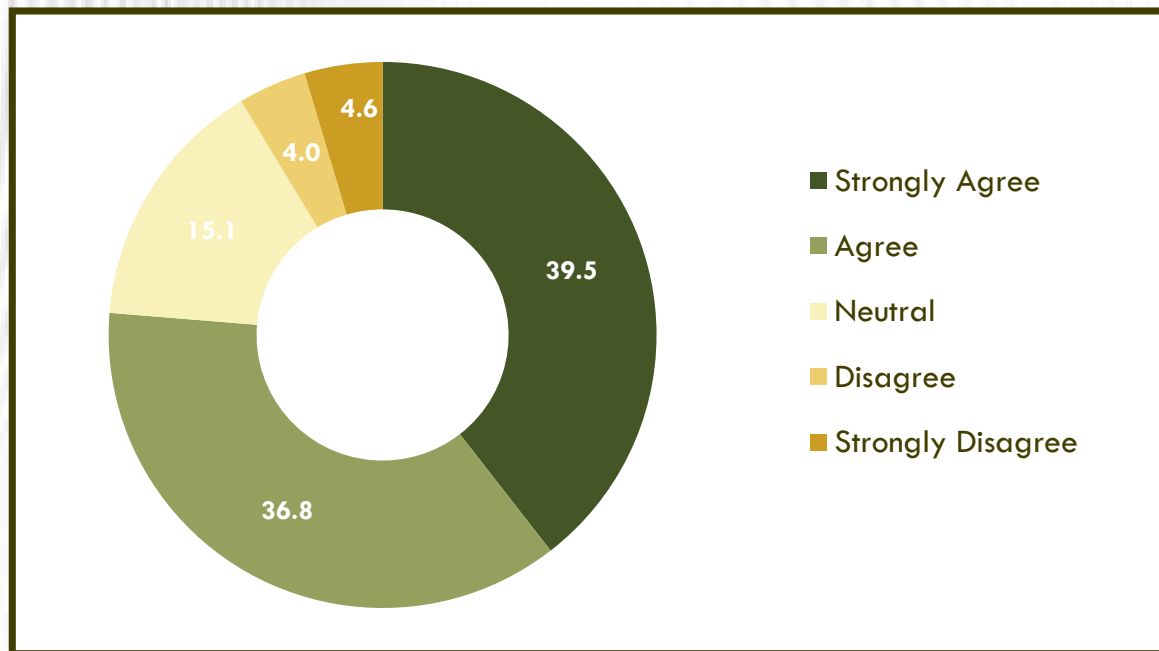


Table 12
RESPONSES OF STUDENTS REGARDING INFORMATION PROVIDED BY TEACHERS ABOUT THEIR EXPECTED COMPETENCIES, COURSE OUTCOMES AND PROGRAMME OUTCOMES

Parameters	No. of Students	% Students
Every time	692	49.0
Usually	407	28.8
Occasionally/Sometimes	184	13.0
Rarely	55	3.9
Never	75	5.3
Total	1413	100.0

Fig. 16

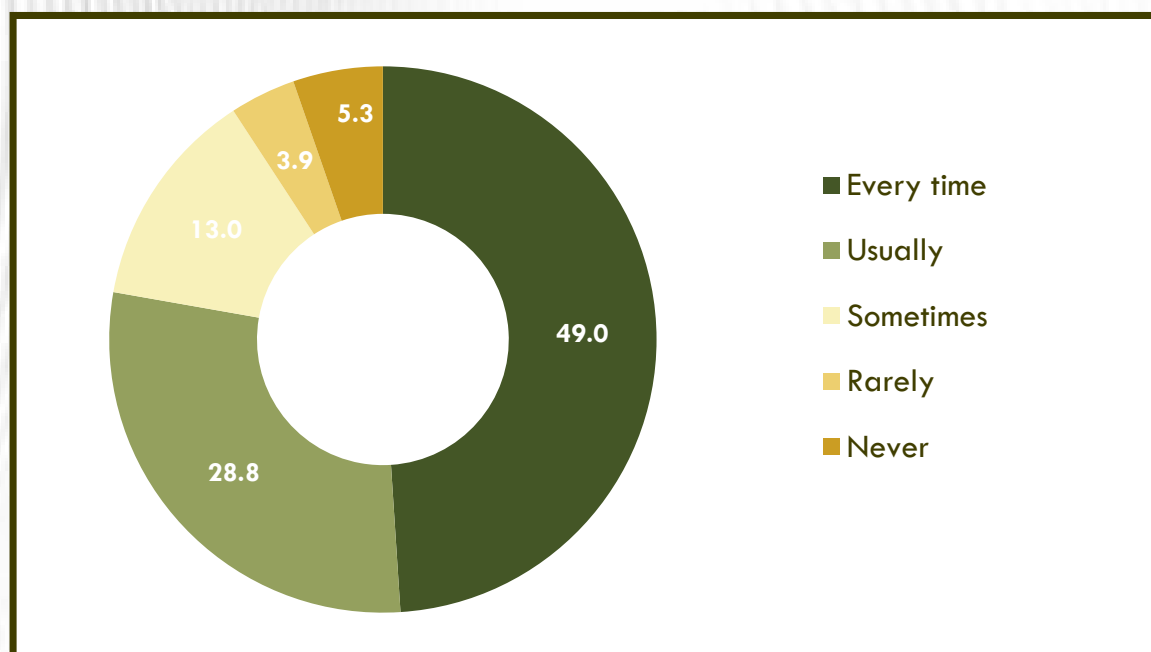


Table 13
RESPONSES OF STUDENTS ABOUT MENTORS' FOLLOW-UP ON THE ASSIGNED TASKS

Parameters	No. of Students	% Students
Every time	654	46.3
Usually	434	30.7
Occasionally/Sometimes	174	12.3
Rarely	89	6.3
I don't have a mentor	62	4.4
Total	1413	100.0

Fig. 17

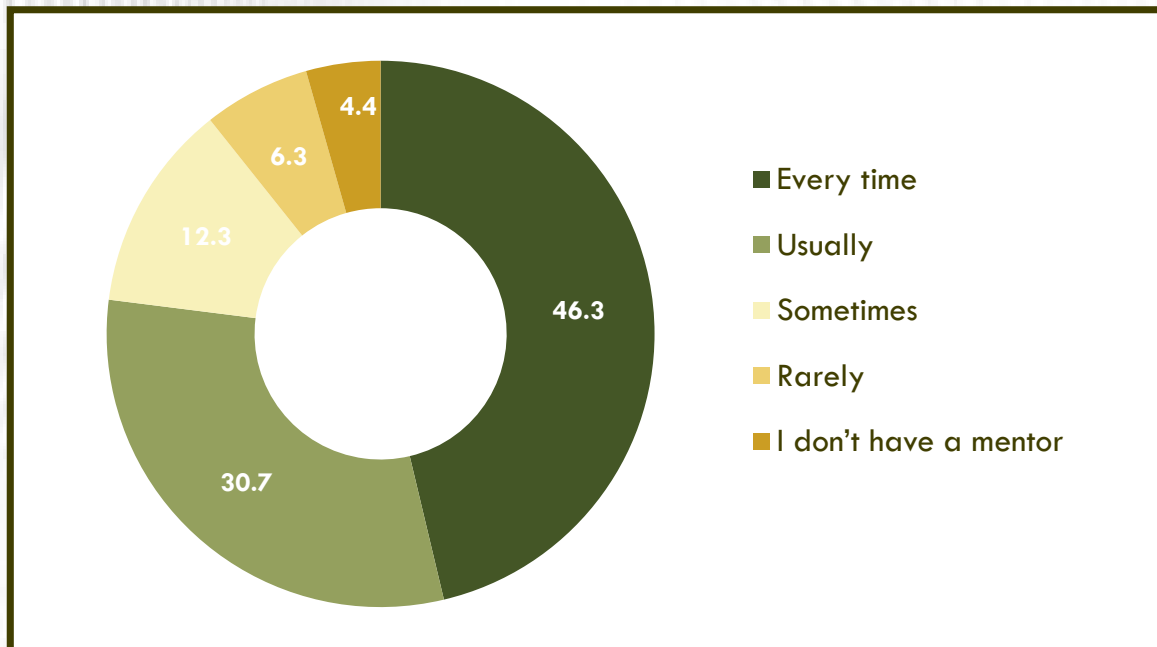


Table 14
RESPONSES OF STUDENTS REGARDING ILLUSTRATION OF THE CONCEPTS THROUGH EXAMPLES AND APPLICATIONS BY THE TEACHERS

Parameters	No. of Students	% Students
Every time	726	51.4
Usually	424	30.0
Occasionally/Sometimes	150	10.6
Rarely	52	3.7
Never	61	4.3
Total	1413	100.0

Fig. 18

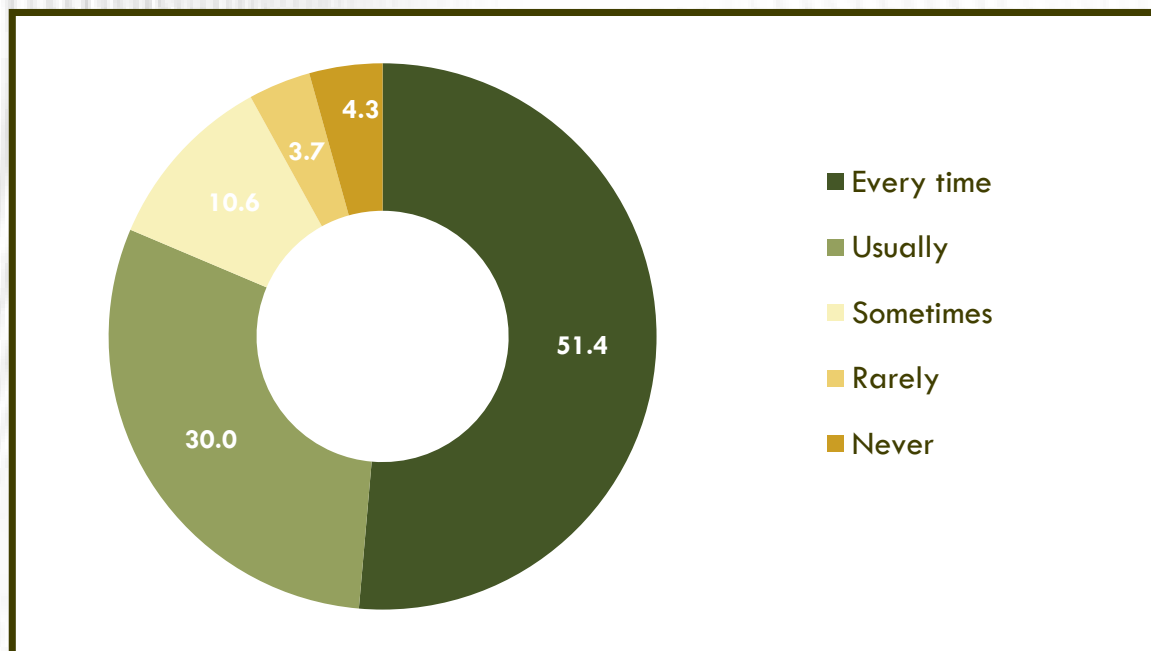


Table 15
RESPONSES OF STUDENTS REGARDING IDENTIFICATION OF THE STRENGTHS AND ENCOURAGEMENT BY THE TEACHERS TO PROVIDE RIGHT LEVEL OF CHALLENGES

Parameters	No. of Students	% Students
Fully	706	50.0
Reasonably	315	22.3
Partially	191	13.5
Slightly	100	7.1
Unable to	101	7.1
Total	1413	100.0

Fig. 19

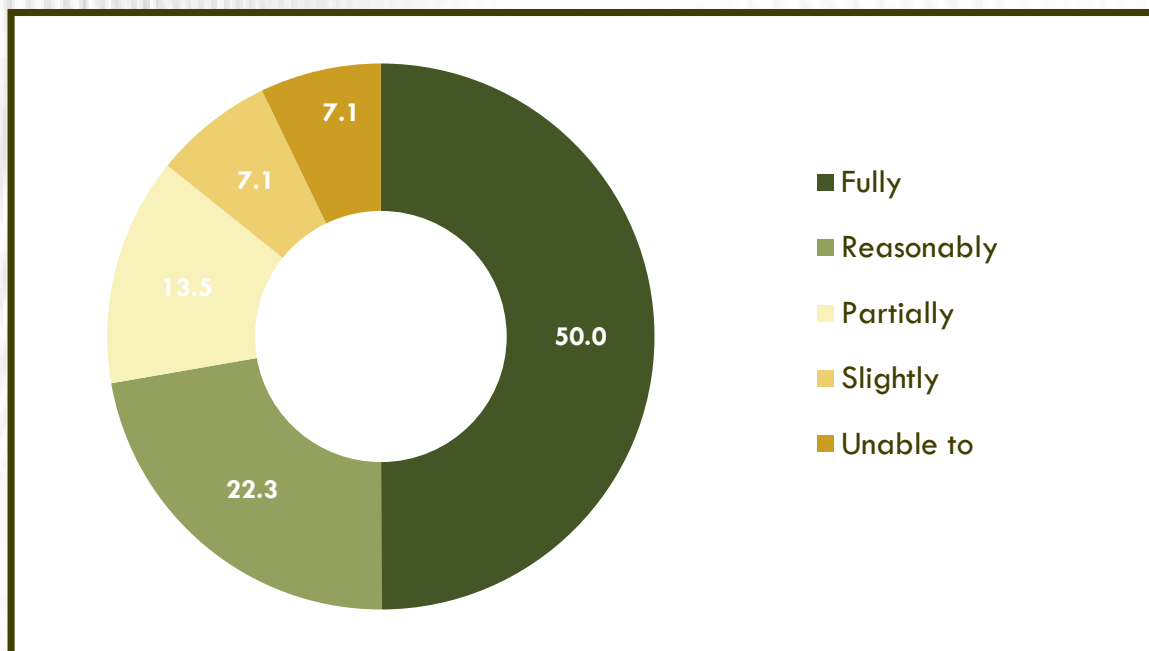


Table 16
RESPONSES OF STUDENTS REGARDING IDENTIFICATION OF STUDENTS' WEAKNESSES AND HELP IN OVERCOMING THEM BY THE TEACHERS

Parameters	No. of Students	% Students
Every time	623	44.1
Usually	364	25.8
Occasionally/Sometimes	188	13.3
Rarely	108	7.6
Never	130	9.2
Total	1413	100.0

Fig. 20

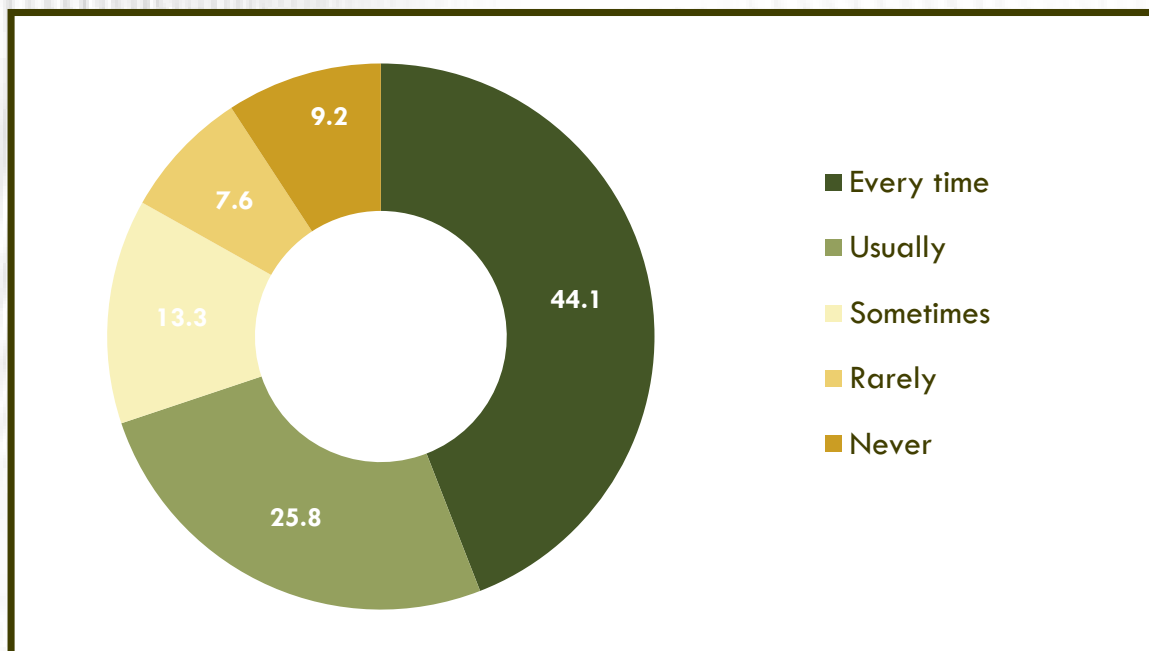


Table 17
RESPONSES OF STUDENTS REGARDING THE EFFORTS IN
ENGAGEMENT OF STUDENTS IN THE MONITORING, REVIEW AND
CONTINUOUS QUALITY IMPROVEMENT OF THE TEACHING
LEARNING PROCESS

Parameters	No. of Students	% Students
Strongly Agree	565	40.0
Agree	510	36.1
Neutral	201	14.2
Disagree	64	4.5
Strongly Disagree	73	5.2
Total	1413	100.0

Fig. 21

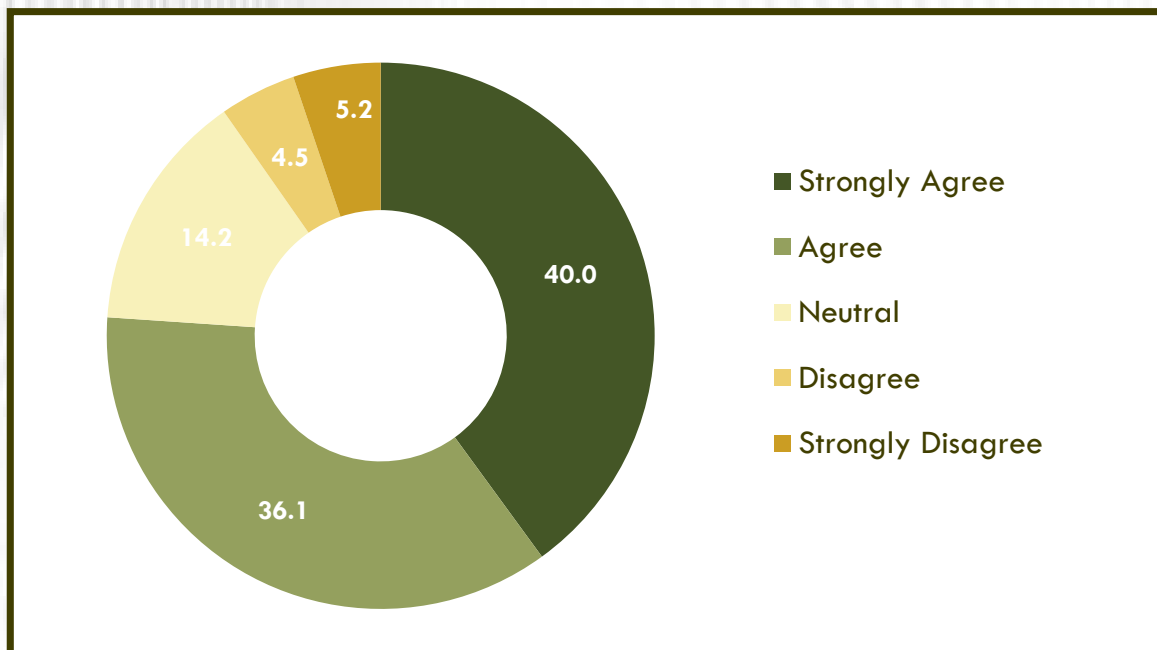


Table 18
RESPONSES OF STUDENTS REGARDING THE USE OF STUDENT CENTRIC METHODS, SUCH AS EXPERIENTIAL LEARNING, PARTICIPATIVE LEARNING AND PROBLEM SOLVING METHODOLOGIES FOR ENHANCING LEARNING EXPERIENCES BY THE INSTITUTE/ TEACHER

Parameters	No. of Students	% Students
To a great extent	604	42.7
Moderate	453	32.1
Some what	198	14.0
Very little	68	4.8
Not at all	90	6.4
Total	1413	100.0

Fig. 22

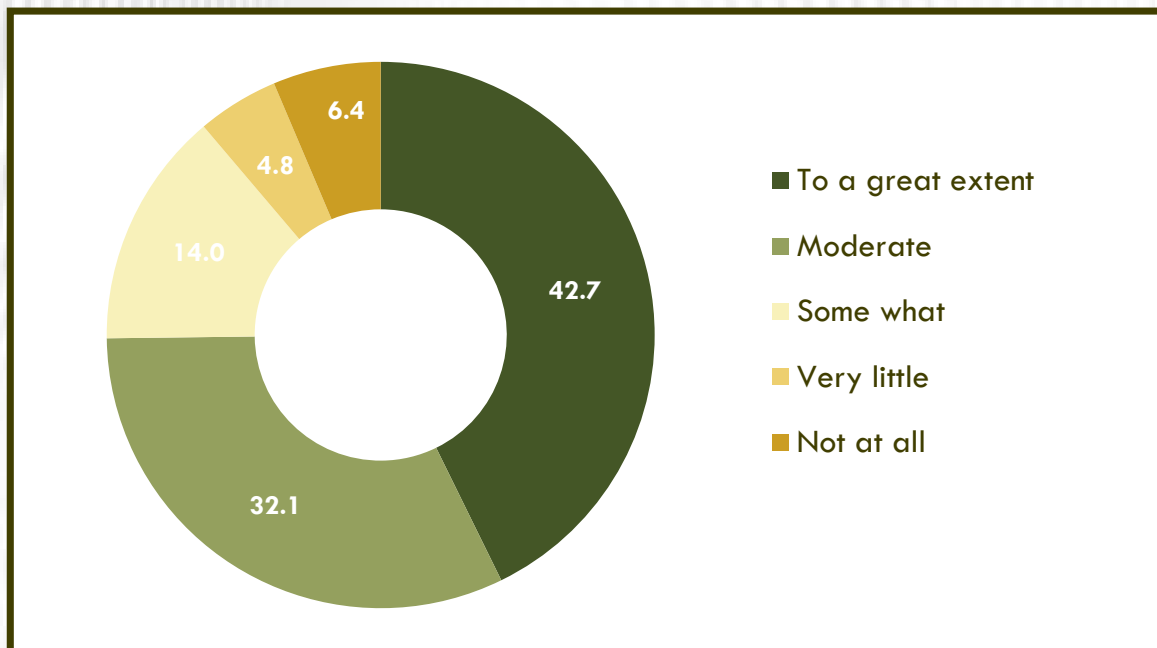


Table 19
RESPONSES OF STUDENTS REGARDING ENCOURAGEMENT BY THE TEACHER TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES

Parameters	No. of Students	% Students
Strongly Agree	639	45.2
Agree	486	34.4
Neutral	187	13.2
Disagree	43	3.0
Strongly Disagree	58	4.1
Total	1413	100.0

Fig. 23

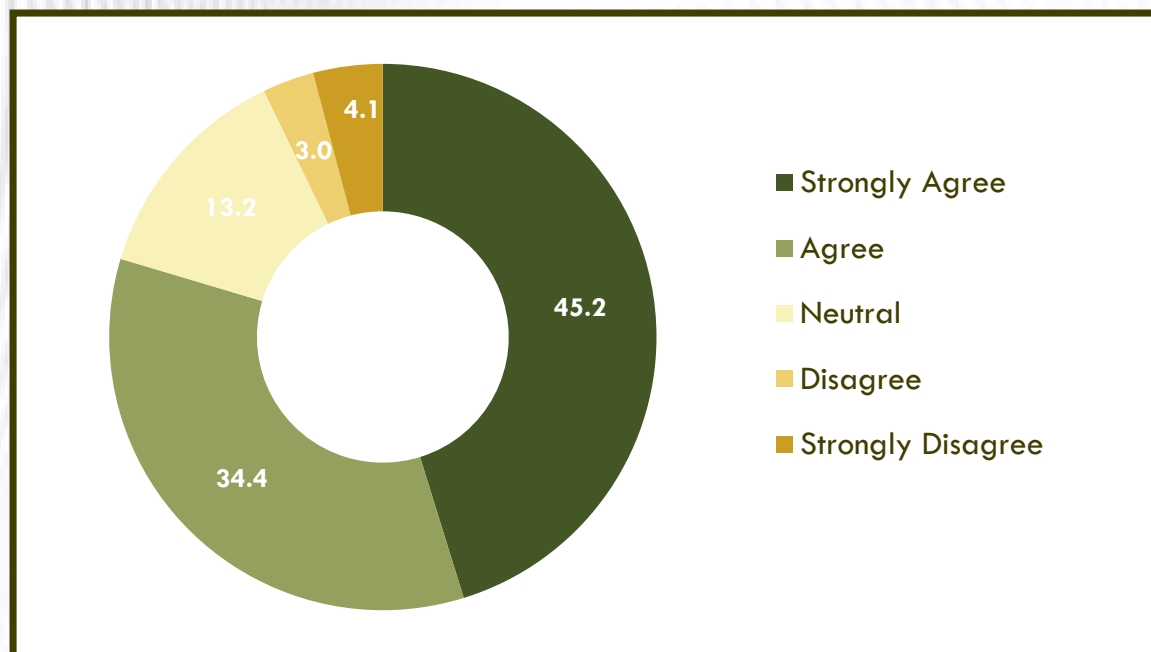


Table 20
RESPONSES OF STUDENTS REGARDING EFFORTS MADE BY THE INSTITUTE/ TEACHERS TO INCULCATE SOFT SKILLS, LIFE SKILLS AND EMPLOYABILITY SKILLS TO MAKE THEM READY FOR THE WORLD OF WORK

Parameters	No. of Students	% Students
To a great extent	647	45.8
Moderate	447	31.6
Some what	154	10.9
Very little	82	5.8
Not at all	83	5.9
Total	1413	100.0

Fig. 24

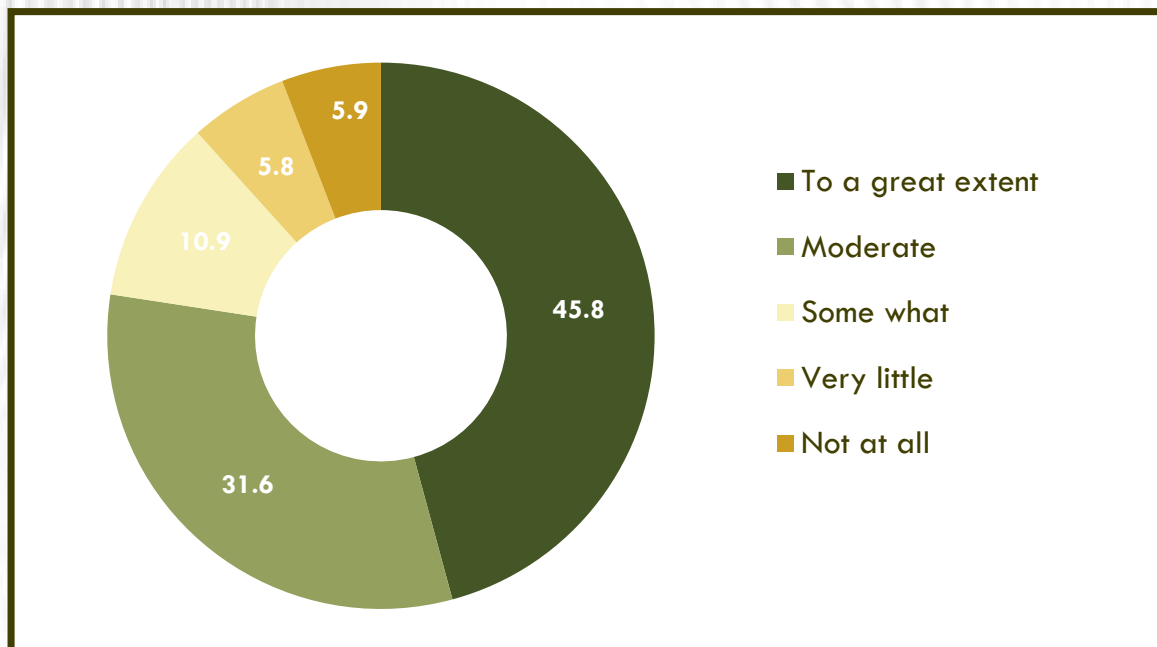


Table 21
RESPONSES OF STUDENTS REGARDING THE USE OF ICT TOOLS
SUCH AS LCD PROJECTOR, MULTIMEDIA, ETC. BY TEACHER
DURING THE CLASSES

Parameters	No. of Students	% Students
Above 90%	301	21.3
70% – 89%	362	25.6
50% – 69%	260	18.4
30% – 49%	162	11.5
Below 29%	328	23.2
Total	1413	100.0

Fig. 25

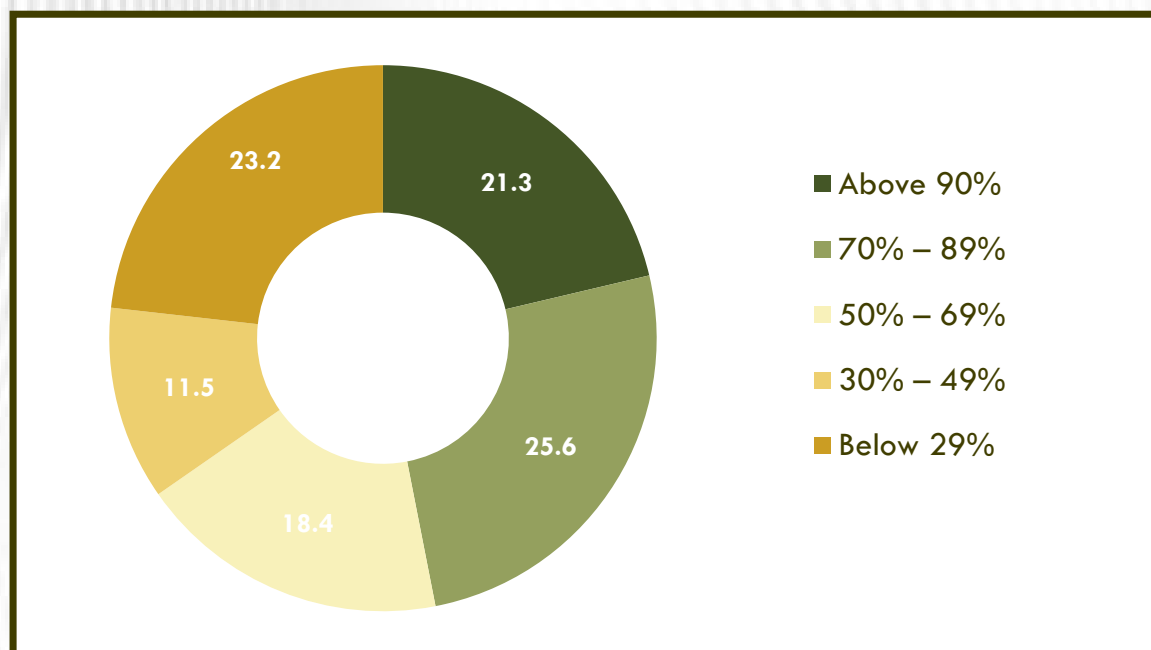


Table 22
RESPONSES OF STUDENTS REGARDING THE OVERALL QUALITY OF TEACHING-LEARNING PROCESS IN INSTITUTE

Parameters	No. of Students	% Students
Strongly Agree	493	34.9
Agree	555	39.3
Neutral	238	16.8
Disagree	65	4.6
Strongly Disagree	62	4.4
Total	1413	100.0

Fig. 26

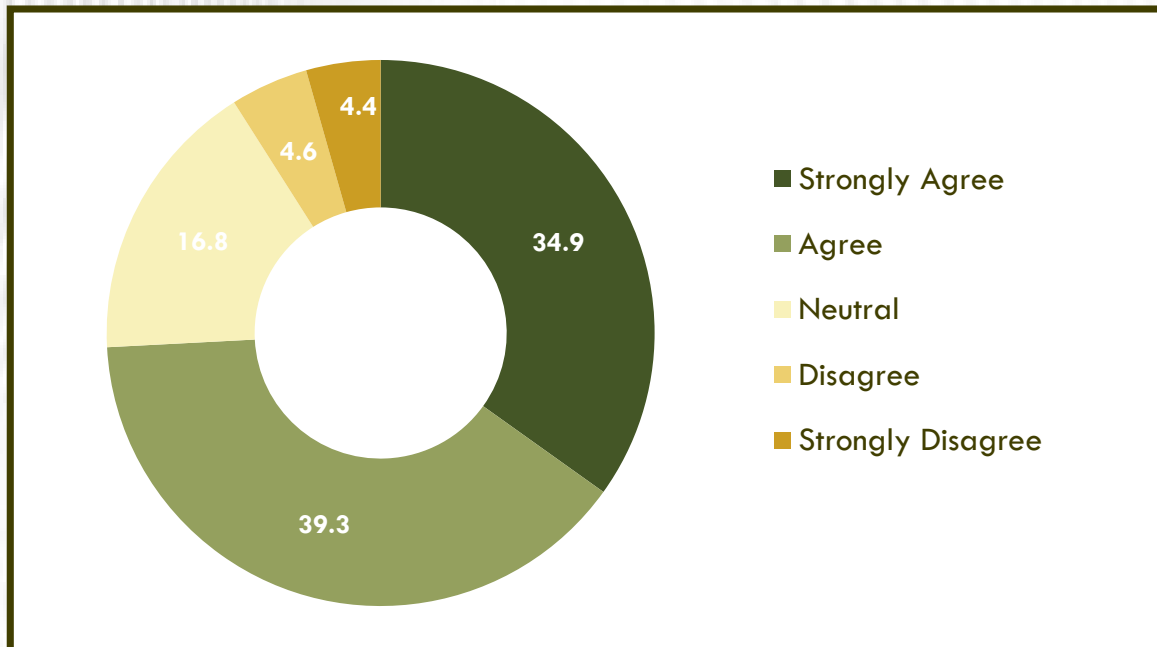


Table 23

Sr. No	Parameters	% Satisfaction
1	How much of the syllabus was covered in the classes?	82.1
2	How well did the teachers prepare for the classes?	84.5
3	How well were the teachers able to communicate?	83.8
4	The teacher's approach to teaching can best be described as	76.3
5	Fairness of the internal evaluation process by the teachers.	85.4
6	Was your performance in assignments discussed with you?	80.5
7	The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.	79.9
8	The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.	79.2
9	The institution provides multiple opportunities to learn and grow.	80.5
10	Teachers inform you about your expected competencies, course outcomes and programme outcomes.	82.4
11	Your mentor does a necessary follow-up with an assigned task to you.	81.6
12	The teachers illustrate the concepts through examples and applications.	84.1
13	The teachers identify your strengths and encourage you with providing right level of challenges.	80.2
14	Teachers are able to identify your weaknesses and help you to overcome them.	77.6
15	The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.	80.2
16	The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences.	80.0
17	Teachers encourage you to participate in extracurricular activities.	82.7
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.	81.1
19	What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.	62.1
20	The overall quality of teaching-learning process in your institute is very good.	79.1
21	Overall	80.2



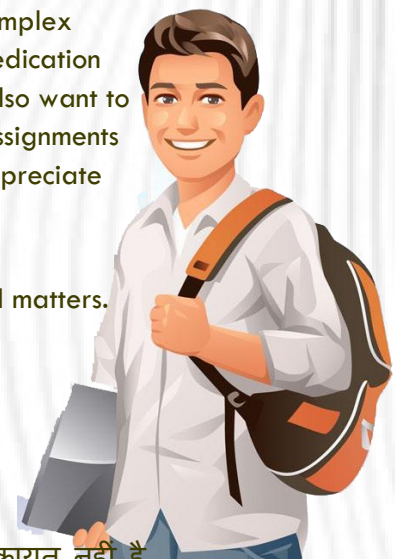
Fig. 27

Our Hard work Recognized by Students



- All teachers are very supportive and very helpful, they teach us in best way possible.
- No need for any improvement. The teaching learning process in our institution is best.
- Everything is fine.
- I am completely satisfied with my institute management and they thoroughly give efforts to student learning.
- All good ..teachers are helpful.
- I am satisfied from my college.
- There is no need to change anything in teaching- learning experience.
- There is no suggestion because they are already good in teaching.
- All the things are all right.
- No need of any suggestions, all things are already effective in my Dyal Singh College.
- All good, No suggestions...
- Very good experience.
- Excellent
- All good.... teachers are helpful.
- I have no suggestion regarding this. There is every quality in our campus which is useful in the educational life of a student. Thank you so much.
- I think my all teachers are the best.
-

- The main thing I want to talk about DSC is the great support from our teacher, like all the teachers are very good, humble and polite.
- The college ground is clean and well settled and the campus is totally clean. When we go to college in the morning, It feels like a heaven.
- Library is opened for all and the rules of library is strict which is quite very good. Because if there are not strict rules, the students play games and play music in the library.
- Teaching style is engaging, informative, and inspiring. Their ability to break down complex concepts into understandable lessons is impressive. Their patience, enthusiasm, and dedication have created a supportive learning environment that fosters growth and curiosity. I also want to share that I was suffering from typhoid and high fever and was stressed about my assignments and exams, all my subject teachers helped me a lot at my lowest and hard time! I appreciate their efforts towards students!!
- Teaching process is very good. There is no such weakness.
- All teachers are good with us and they fully try to make us smart and intelligent in all matters. Thanks.
- No, I don't want any improvements, the staff is already very cooperative.
- This is very wonderful college I love this institution.
- College atmosphere is great, teachers are working their best for the classes.
- Nothing, everything is just good to go.
- दयाल सिंह कॉलेज, करनाल का सबसे अच्छा कॉलेज है हमको अपने कॉलेज में कोई भी शिकायत नहीं है
- Our college is very interesting, and all the teachers are best. I'm satisfied with all subjects. Also, there are extracurricular activities which give me extra skills and knowledge about it. Thank you!



Major Concerns Raised by the Students and Action Taken

Major concerns raised by the students	Action Taken
New teaching method like LED Projectors etc should be used for effective teaching.	More than 50% of the rooms are equipped with IC tools and teachers do use these as per the room allocation of the time table.
Duration of Classes must be reduced to 45 minutes.	As per NEP-2020 and as well as the Kurukshetra University norms, the class timings are linked with credits (Where one credit is equal to 1 hour of teaching). So the timings cannot be reduced to 45 minutes.
Washrooms are not in good condition and are not hygienic specially Science block washrooms.	Cleanliness committee has been constituted to keep regular check on the hygienic conditions of all the washrooms.
There should be more internship opportunities.	Internship is an important and mandatory component of the NEP-2020 curriculum. Internship committee has been constituted so as to reach out to every student. To facilitate the process, number of companies and organisations are being contacted and MOUs are being signed.
Just like girls there should be Boys common room.	An open area around the college canteen, T.T. room, Gymnasium have already been provided for boys. The construction of boys common room is under consideration.
Information of non-teaching days should be provided.	The College apprises the students via notices, WhatsApp groups as well as public announcement system.
The policy of charging per lecture should be removed.	The fine is collected as per the Kurukshetra University, Kurukshetra norms.
Water cooler should be properly cleaned.	The watercoolers and ROs are cleaned on a regular basis.
Outsider's must not be allowed in the college.	Sufficient frisking is done at the college gate and I-Cards are also checked by the security guards. Proctorial duties are being performed by the teaching faculty as well on the basis of duties assigned by the discipline committee.

Major concerns raised by the students**Action Taken**

In computer labs computers are not working properly.	Computers are upgraded from time to time as well as the softwares.
Increase the number of books in the library.	College Library is very rich and per year new books are added to enrich it more. Due to the change in the syllabus and introduction of NEP, the books, journals and e-journals worth Rs 1.3758 lacs were purchased in this session.
Renovation of auditorium is required.	A request regarding renovation of Dewan Anand Kumar Auditorium has been placed to RUSA officials under already sanctioned RUSA 2.0 Scheme.
Extra subjects should be removed like MDC, SEC, VAC.	This is as per NEP and college cannot remove the subjects at its own.
Scholarship to fatherless students and sports students must be provided.	The college disbursed scholarships worth ₹1,44,000 on a need-cum-merit basis and to other outstanding achievers. Additionally, ₹25,400 was distributed as a stipend to sports students. Single-parent children are given due consideration under the need-based category.
Parking facility is inadequate and fees is charged is more.	Approximately 200 two-wheeler parking is available in the college which is chargeable at a minimal cost of Rs. 60 per month.
College should organize more field visits.	Various departments organize field visits as per the requirement of their syllabus.
Fees portal should be online.	Annual Fee is directly paid to the DGHE portal, hence it is online. The students opting for instalment system have to pay it in offline mode.
In college library there is a Rare book section. It should be open for the students.	Necessary provisions will be made after discussion regarding opening of the rare book section for one to two days in a week.

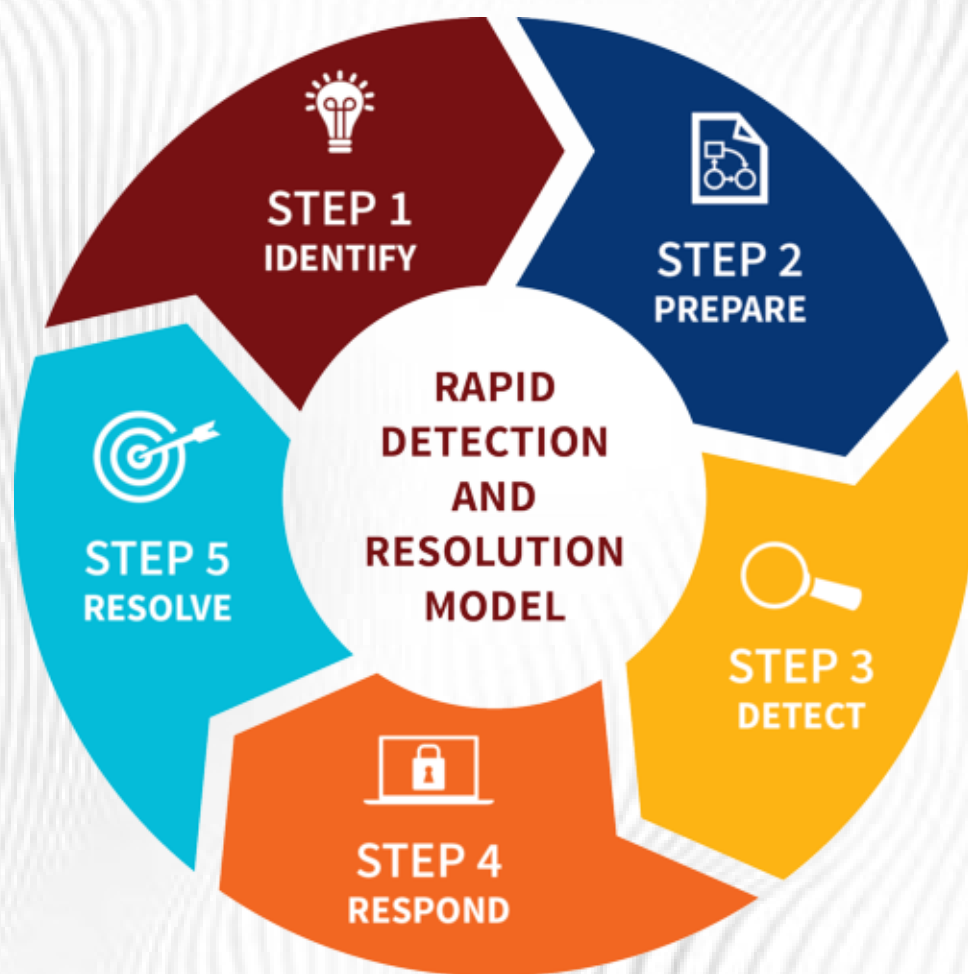


Fig. 28
STUDENT SATISFACTION SURVEY PROCESS



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

Principal
Dyal Singh College
KARNAL

