

TRIBHUVAN UNIVERSITY

DHAWALAGIRI MULTIPLE CAMPUS, BAGLUNG



REPORT ON

**STUDENT SATISFACTION TOWARDS SERVICES DELIVERED BY
CAMPUS**

2080

Table of Content

CHAPTER I.....	1
INTRODUCTION	1
Background of the Study	1
Introduction to Institution.....	2
Statement of the Problem.....	2
Objective of the Study	3
Rationale of the Study:	3
Methodology	4
CHAPTER II.....	6
DATA ANALYSIS	6
Demographic Summary of Students.....	6
Program-wise	
Indicator-wise Satisfaction Level	10
Comparison of Satisfaction Level Between the years 2079 and 2080 BS	12
CHAPTER III.....	14
FINDING, SUGGESTION AND CONCLUSION.....	14
Finding	14
Suggestion	15
Conclusion	17
Appendix A	18

CHAPTER I

INTRODUCTION

Background of the Study

The primary focus of academic institutions is on their students; whose satisfaction is paramount for enhancing the quality of education. The correlation between institutional quality and student satisfaction is intricate and fundamental for the overall success of these establishments. Academic excellence takes precedence, with institutions offering robust academic programs staffed by experienced faculty and equipped with pertinent resources generally fostering higher levels of student satisfaction. Furthermore, the availability of modern facilities such as libraries, laboratories, and technological infrastructure plays a crucial role in shaping students' perceptions of their educational journey.

Additionally, comprehensive support services like academic advising, career counselling, and extracurricular activities significantly contribute to students' success and contentment. Institutions known for their academic prowess and supportive environments often attract students with lofty expectations, thereby further influencing satisfaction levels. Moreover, smaller class sizes, lower student-faculty ratios, and personalized attention further enhance satisfaction by cultivating meaningful interactions and a sense of belonging within the academic community.

Institutions that actively seek and respond to student feedback demonstrate a dedication to improvement and student-centeredness, positively impacting satisfaction levels. Beyond academics, the cultural and social environment, encompassing diversity, inclusivity, and opportunities for social engagement, play pivotal roles in shaping students' overall satisfaction with their college experience.

Hence, while institutional quality and student satisfaction are closely interlinked, it is crucial to acknowledge the multifaceted nature of satisfaction, influenced by individual expectations, experiences, and cultural contexts. In this context, this study report is based on the student's satisfaction towards the service delivered by Dhawalagiri Multiple Campus, Baglung.

Introduction to Institution

Dhawalagiri Multiple Campus (DMC) is the only constituent campus of Tribhuvan University in the Dhawalagiri area. With the mesmerizing view of Mt. Dhaulagiri and Kaligandaki River in the northeast side of its premises, DMC is located at the heart of Baglung Bazaar, the headquarters of Dhawalagiri. It was established in Bhadra 2, 2019 B.S. (August 18, 1962 A.D.) With the commendable effort of the local people and society, DMC was established to offer higher level studies, specifically to the people having lower-level income. In the initial period, DMC was affiliated with TU for running Proficiency Certificate Level (PCL) classes under the faculty of Humanities. Later on, it became a multiple campus along with the addition of classes of Law in PCL. At present, **DMC is running its classes in Humanities, Education, Management and Science.**

It is also the single campus in this zone with science programs (B.Sc.) and Bachelor of Business Administration (BBA) in Bachelor Level and Master Level programs in Management, Humanities and Education faculties. Dhawalagiri Zone has an area of 8,148 km² that comprises four districts-three hilly districts (Baglung, Parbat and Myagdi) and one mountainous district-Mustang. This zone is part of Gandaki province (Province number 4). This campus has played a great role in enhancing people's lives through education in this zone as well as the nation. The campus has already produced thousands of graduates and post-graduates to match the needs of the country. DMC graduates have served different organizations at national as well as international levels holding responsible posts.

As per the necessity of practice-oriented subjects and skilled human resources, DMC is also marching ahead respecting the demands and expectations of the people. Dedicated faculty members and staff of the campus, the support of local people and the educational environment are the guiding impetus for the operation of all the educational programmes in this campus. Now it is in the journey of QAA from UGC, Nepal. This report is prepared to support this journey.

Statement of the Problem

Student satisfaction serves as a critical indicator of the quality and success of educational institutions. Understanding and measuring students' satisfaction towards the services provided by institutions is imperative for assessing their overall effectiveness. In the context of Dhawalagiri Multiple Campus Baglung, it is essential to examine students'

perceptions of the institutional services to identify areas of improvement and enhance the quality of education delivery. However, to address this issue effectively, there is a need for recent data reflecting current student satisfaction levels.

Given the dynamic nature of student preferences and the potential changes in service delivery over time, it is crucial to conduct a study to gather up-to-date information on students' satisfaction with the various services offered by the campus. This study aims to provide valuable insights into students' perceptions and preferences, facilitating informed decision-making and continuous improvement in service quality.

Objective of the Study

The main objectives of this study are:

1. To assess the current level of student satisfaction towards the services provided by Dhawalgiri Multiple Campus Baglung, focusing on factors such as academic resources, administrative support, extracurricular activities, and campus facilities.
2. To identify areas for improvement in service delivery and overall institutional quality based on the analysis of student satisfaction data, aiming to enhance the educational experience and meet the evolving needs and preferences of students effectively.

Rationale of the Study:

The study of student satisfaction towards institutional services at Dhawalgiri Multiple Campus Baglung is essential for several reasons:

1. **Quality Assessment** Student satisfaction is widely recognized as a key indicator of educational quality and institutional success. Understanding students' perceptions and experiences provides valuable insights into the effectiveness of services provided by the institution.
2. **Continuous Improvement:** By identifying areas where students are satisfied and areas where improvement is needed, the institution can focus its resources and efforts on enhancing service delivery. Continuous improvement based on student feedback is crucial for maintaining competitiveness and meeting the changing needs of students.

3. Enhanced Student Experience: A positive student experience contributes to higher retention rates, academic success, and overall well-being. By ensuring that students are satisfied with the services they receive, the institution can create a supportive and conducive learning environment that promotes student success.

4. Competitive Advantage: Institutions that prioritize student satisfaction and actively work to improve their services gain a competitive advantage in attracting and retaining students. Positive word-of-mouth from satisfied students can also enhance the institution's reputation and standing within the community.

5. Accountability and Transparency: Researching student satisfaction demonstrates the institution's commitment to accountability and transparency. By openly assessing its performance and soliciting feedback from stakeholders, the institution can build trust and credibility among students, faculty, staff, and the broader community.

Methodology

Design

This study utilizes a quantitative survey design to comprehensively understand the satisfaction levels of students regarding the services provided by Dhawalagiri Multiple Campus.

Population and Sample

The population for this study comprises the entire student body of Dhawalagiri Multiple Campus. As of the academic year 2080, the total number of students enrolled in the campus is 22,007. From this population, a random sample of 341 students has been selected for participation in the study. The selection was made from the frame where the students were engaged during at least one year in different program.

Data Collection Tools and Techniques

The survey, detailed in Appendix A, pertains to qualities associated with the different services delivered by Dhawalagiri Multiple Campus to their students. The survey tool encompasses a comprehensive assessment of various crucial aspects within the educational institution, focusing on enhancing the overall learning environment and student experience. Firstly, it prioritizes the quality of teaching, recognizing its pivotal role in shaping students'

academic journey. This includes evaluating teaching methods and the proficiency of experienced educators. Emphasis is also placed on student-centred learning, ensuring instructional approaches align with students' needs and preferences.

Moreover, interpersonal dynamics are scrutinized, assessing the friendliness of campus teachers and administrators towards students. Adequacy and accessibility of teaching materials, opportunities for extracurricular activities, and provisions for skill development are also considered. Additionally, the survey addresses administrative aspects such as tuition fee management, student participation in decision-making processes, and avenues for lodging complaints. Basic amenities like cleanliness, access to clean water, and infrastructure quality are evaluated alongside technological resources and support for student's academic endeavours.

The survey also touches upon student welfare aspects such as scholarships, accommodation, and facilities for physical activities. Furthermore, it considers external support received and the condition of facilities like classrooms and sports equipment. In sum, this comprehensive survey tool aims to provide a holistic understanding of the educational institution's strengths and areas for improvement, with the ultimate goal of enhancing the overall educational experience for students.

Each statement has the options: 0= not satisfied, 1= slightly satisfied, 2= satisfied, 3= fully satisfied. The survey has 30 indicators with these options. The hard copy survey form was distributed to the selected students and suggested to rate each indicator according to their satisfaction.

Data Analysis Tools and Techniques

The gathered data undergo coding and preparation within the SPSS software platform for subsequent analysis. Methods employed for data analysis include frequency percentages, mean calculations, standard deviation assessments, and the creation of graphical charts to visually represent the data.

CHAPTER II DATA ANALYSIS

The analysis of students' satisfaction levels regarding the various services provided by the campus is conducted using descriptive statistics. The results are presented in distinct sections within this chapter, providing a comprehensive breakdown of the findings.

Demographic Summary of Students

Table 1

Participant faculty-wise demography

Program	N	Per cent	Percentage
BBA	32	9.4	9.4
BBS	232	68.0	68.0
BED	21	6.2	6.2
BSC	55	16.1	16.1
Total	341	100.0	100.0

The data presents a breakdown of students' satisfaction levels across various academic programs offered by the campus. Among the sampled students, Bachelor of Business Administration (BBA) students accounted for 9.4%, with 32 individuals expressing their satisfaction. The largest contingent came from Bachelor of Business Studies (BBS), constituting 68.0% of the total sample, where 232 students provided feedback on their satisfaction levels. Bachelor of Education (BED) students represented 6.2% of the sample, with 21 participants contributing their satisfaction assessments.

Similarly, Bachelor of Science (BSC) students accounted for 16.1%, with 55 individuals sharing their satisfaction feedback. In total, responses from 341 students were included in the analysis, with each academic program's percentage summing up to 100.0%. This breakdown offers insights into how satisfaction levels vary across different academic disciplines within the campus, facilitating targeted efforts to address specific needs and enhance overall student satisfaction.

The indicator-wise level of satisfaction is given in Table 2 and its is summarized in points as follows:

1. **High priority given to the quality of teaching:** A mean score of 2.3 suggests a generally satisfied sentiment.
2. **Teaching by skilled and experienced teachers:** A mean score of 2.6 indicates a higher level of satisfaction.
3. **Student-centered learning:** A mean score of 2.2 reflects a moderate satisfaction level.
4. **Friendly behavior of campus teachers with students:** Mean score of 2.3 suggests a satisfactory level of satisfaction.
5. **Effective communication of information:** A mean score of 2.4 indicates a satisfactory sentiment.
6. **Behavior of campus administrators with students:** A mean score of 1.9 reflects room for improvement in interpersonal interactions.

Table 2
Students' satisfaction level

	Indicators	Rating in %					
		Mean	SD	0	1	2	3
1	High priority is given to the quality of teaching	2.3	0.6	0.3	3.8	57.2	38.7
2	Teaching by skilled and experienced teachers	2.6	0.6	0.6	2.9	32.3	64.2
3	Student-centered learning	2.2	0.7	2.3	13.2	51	33.4
4	Friendly behavior of campus teachers with students	2.3	0.8	3.2	10.3	36.4	50.1
5	Effective communication of information	2.4	0.8	2.9	13.5	29.6	54
6	Behavior of campus administrators with students	1.9	0.9	10	17.6	41.9	30.5
7	Behavior of campus staff with students	1.9	1.0	2.9	13.5	29.6	54
8	Availability of teaching materials	2.0	0.9	5.6	19.4	44.3	30.8
9	Opportunity for educational observation visits	1.5	1.0	22.9	23.5	35.5	18.2
10	Facilities for reading reference materials, textbooks etc	2.2	0.9	5	15.2	33.4	46.3
11	Opportunities for extracurricular activities	2.2	0.9	7	13.8	32.6	46.6
12	Opportunities for additional competency and skill development	1.8	1.0	11.7	23.5	37.5	27.3
13	Provision of rewards, incentives and penalties	2.1	0.9	5	17.9	39.9	37.2
14	Timely tuition fees	1.9	0.9	9.7	18.5	45.2	26.7
15	Student participation at the policy-making level	1.8	0.9	10.3	22	42.5	25.2
16	Internet and other technology facilities	1.8	1.0	14.7	17	41.6	26.7
17	Opportunity for internal examination and practical examination	2.4	0.8	1.5	12.3	35.2	51
18	Adequate monitoring and follow-up	2.0	0.8	5.9	18.8	48.7	26.7
19	Cleanliness of the campus and conducive academic environment	2.2	0.9	4.7	14.1	35.8	45.5
20	Provision of timely hearing of student complaints	1.7	1.0	12	29.3	34.6	24
21	Provision of free and generous scholarships	2.2	0.9	7.3	13.5	34.6	44.6
22	Arrangements for publication of articles	2.1	0.9	6.7	15.8	39.9	37.5
23	Hostel facilities	2.4	0.9	7.3	6.7	25.8	60.1
24	Provision of clean drinking water and adequate toilets	1.9	1.0	12.9	19.9	36.7	30.5
25	Infra Structure and IT friendly classroom	2.3	0.9	3.2	11.1	42.2	43.4
26	Campus relations and meetings with parents	1.3	1.1	31.7	27	23.5	17.9
27	Arrangement of campus dress for students	2.2	0.9	6.5	12.3	36.1	45.2
28	Facility received from Chamenagriha	2.2	0.9	6.7	12.6	36.4	44.3
29	Condition of classrooms	2.3	0.8	3.2	11.1	42.2	43.4
30	Condition of sports equipment and playground	2.3	0.9	5	11.7	27.9	55.4

7. **Behavior of campus staff with students:** A mean score of 1.9 suggests room for improvement.
8. **Availability of teaching materials:** A mean score of 2.0 reflects a moderate satisfaction level.
9. **Opportunity for educational observation visits:** A mean score of 1.5 indicates a need for enhancement.
10. **Facilities for reading reference materials, textbooks, etc.:** A mean score of 2.2 suggests a moderate satisfaction level.
11. **Opportunities for extracurricular activities:** A mean score of 2.2 indicates a moderate satisfaction level.
12. **Opportunities for additional competency and skill development:** A mean score of 1.8 reflects a need for improvement.
13. **Provision of rewards, incentives, and penalties:** A mean score of 2.1 suggests a satisfactory sentiment.
14. **Timely tuition fees:** A mean score of 1.9 reflects areas for improvement.
15. **Student participation at the policy-making level:** A mean score of 1.8 suggests a need for improvement.
16. **Internet and other technology facilities:** A mean score of 1.8 reflects areas for improvement.
17. **Opportunity for internal examination and practical examination:** A mean score of 2.4 indicates a satisfactory sentiment.
18. **Adequate monitoring and follow-up:** A mean score of 2.0 suggests a moderate satisfaction level.
19. **Cleanliness of the campus and conducive academic environment:** A mean score of 2.2 suggests a moderate satisfaction level.
20. **Provision of timely hearing of student complaints:** A mean score of 1.7 indicates room for improvement.
21. **Provision of free and generous scholarships:** A mean score of 2.2 reflects a moderate satisfaction level.
22. **Arrangements for publication of articles:** A mean score of 2.1 suggests a satisfactory sentiment.
23. **Hostel facilities:** A mean score of 2.4 indicates a satisfactory sentiment.

24. **Provision of clean drinking water and adequate toilets:** A mean score of 1.9 suggests areas for improvement.
25. **Infra Structure and IT-friendly classroom:** A mean score of 2.3 suggests a satisfactory sentiment.
26. **Campus relations and meetings with parents:** A mean score of 1.3 indicates significant room for improvement.
27. **Arrangement of campus dress for students:** A mean score of 2.2 suggests a moderate satisfaction level.
28. **Facility received from Chamenagriha:** A mean score of 2.2 suggests a moderate satisfaction level.
29. **Condition of classrooms:** A mean score of 2.3 suggests a satisfactory sentiment.
30. **Condition of sports equipment and playground:** A mean score of 2.3 suggests a satisfactory sentiment.

Program wise Satisfaction

Based on the sampled data, the satisfaction levels towards the provided services were assessed and the results are displayed in table 3. The result was analyzed based on the criteria

Mean range	Meaning
0.0-0.74	Not satisfied
0.75-1.49	Slightly satisfied
1.5-2.49	satisfied
2.5-3	highly satisfied

Table 3

Satisfaction based on the program

Program	n	Mean of satisfaction	Interpretation
BBA	32	1.91	satisfied
BBS	233	2.19	satisfied
BED	21	1.96	satisfied
BSC	55	1.7	slightly satisfied

The satisfaction levels across different academic programs were assessed based on mean scores derived from respondent feedback. Among the programs evaluated, the Bachelor of Business Administration (BBA) program, comprising 32 respondents, achieved a mean satisfaction score of 1.91, placing it within the category of "Moderately satisfied." Similarly, the Bachelor of Business Studies (BBS) program, with a considerably larger sample size of 233 respondents, attained a mean satisfaction score of 2.19, also falling within the "Moderately satisfied" range.

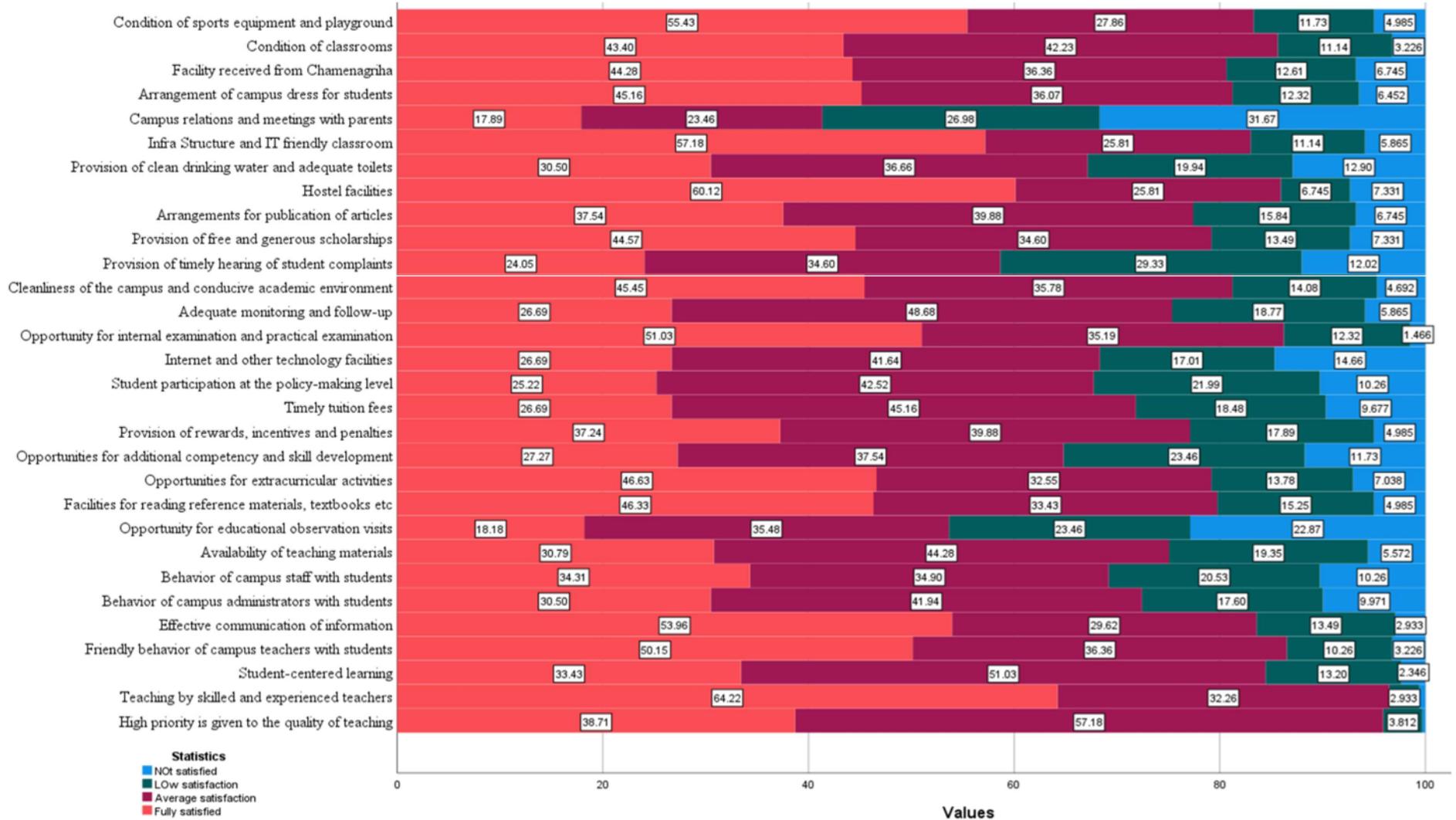
Likewise, the Bachelor of Education (BED) program, represented by 21 respondents, demonstrated a mean satisfaction score of 1.96, indicating a similar level of satisfaction. However, the Bachelor of Science (BSC) program, comprising 55 respondents, garnered a mean satisfaction score of 1.7, which positions it in the "Slightly satisfied" category. These findings suggest a generally positive sentiment among respondents towards the BBA, BBS, and BED programs, albeit with varying degrees of satisfaction, while the BSC program shows a slightly lower level of satisfaction.

Indicator-wise Satisfaction Level

Based on the description you provided, it seems that Figure 1 displays the satisfaction levels of students across various indicators, represented in percentages. The majority of the indicators are falling within the "fully satisfied" and "satisfied" ranges, indicating that students generally express high levels of satisfaction across these areas. This suggests that overall, the students are at a good level of satisfaction with the different aspects being assessed.

Figure 1

Satisfaction level visualization



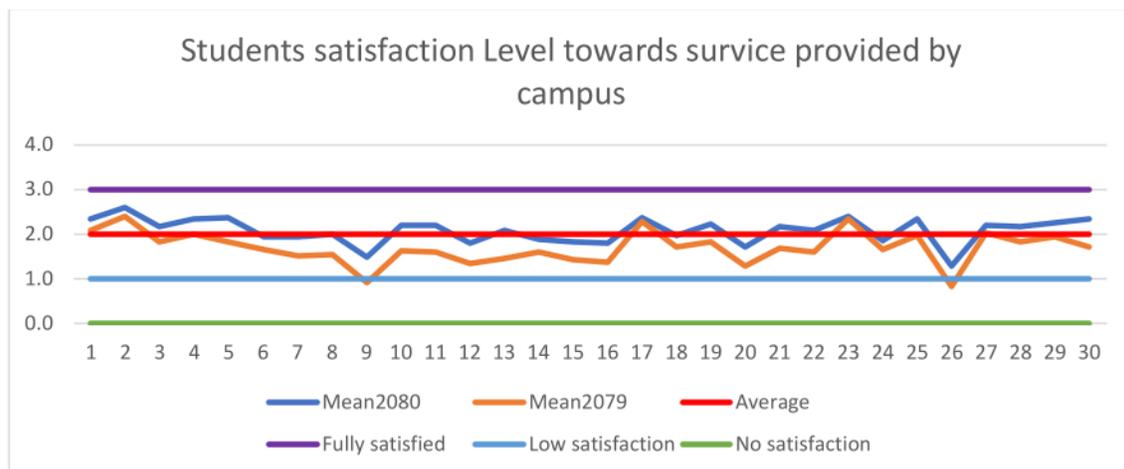
Comparison of Satisfaction Level Between the years 2079 and 2080 BS

Last year too, the campus collected the opinions of the students through this questionnaire and prepared a report about the services provided by the entire campus. Based on this study, the findings and suggestions given by the students have been adopted by the campus as an important source of support. The campus has given priority to the fact that a similar survey conducted this year and the findings of the survey conducted last year should be studied and improved. The Table 4 demonstrates the comparative picture of the student's satisfaction level towards the service provided by the campus.

Table 4
Year base comparison on satisfaction level

	Indicators	Mean of satisfaction level		Comparison
		2079 BS Mean	2080 BS Mean	
1	High priority is given to the quality of teaching	2.09	2.34	Increased
2	Teaching by skilled and experienced teachers	2.39	2.6	Increased
3	Student-centered learning	1.82	2.16	Increased
4	Friendly behavior of campus teachers with students	1.99	2.33	Increased
5	Effective communication of information	1.83	2.35	Increased
6	Behavior of campus administrators with students	1.65	1.93	Increased
7	Behavior of campus staff with students	1.51	1.93	Increased
8	Availability of teaching materials	1.54	2	Increased
9	Opportunity for educational observation visits	0.91	1.49	Increased
10	Facilities for reading reference materials, textbooks etc	1.62	2.21	Increased
11	Opportunities for extracurricular activities	1.59	2.19	Increased
12	Opportunities for additional competency and skill development	1.35	1.8	Increased
13	Provision of rewards, incentives and penalties	1.45	2.09	Increased
14	Timely tuition fees	1.59	1.89	Increased

15	Student participation at the policy-making level	1.43	1.83	Increased
16	Internet and other technology facilities	1.37	1.8	Increased
17	Opportunity for internal examination and practical examination	2.27	2.36	Increased
18	Adequate monitoring and follow-up	1.7	1.96	Increased
19	Cleanliness of the campus and conducive academic environment	1.81	2.22	Increased
20	Provision of timely hearing of student complaints	1.29	1.71	Increased
21	Provision of free and generous scholarships	1.69	2.16	Increased
22	Arrangements for publication of articles	1.61	2.08	Increased
23	Hostel facilities	2.33	2.39	Increased
24	Provision of clean drinking water and adequate toilets	1.66	1.85	Increased
25	Infra Structure and IT friendly classroom	1.98	2.34	Increased
26	Campus relations and meetings with parents	0.82	1.28	Increased
27	Arrangement of campus dress for students	2.02	2.2	Increased
28	Facility received from Chamenagriha	1.81	2.18	Increased
29	Condition of classrooms	1.94	2.26	Increased
30	Condition of sports equipment and playground	1.39	2.34	Increased



CHAPTER III

FINDING, SUGGESTION AND CONCLUSION

In this section, we delve into the findings derived from the analyzed data, focusing on the satisfaction levels of students over different periods. Through rigorous examination, we aim to uncover any discernible trends or fluctuations in satisfaction levels across these timeframes. By segregating the data into distinct years, we scrutinize whether satisfaction levels exhibit consistency, improvement, or decline over time. This meticulous analysis enables us to glean valuable insights into the dynamics of student satisfaction and identify potential areas for enhancement or intervention.

Finding

Overall Satisfaction

1. High Priority on Teaching Quality: The mean score of 2.3 indicates a generally satisfied sentiment regarding the quality of teaching.
2. Teaching by Skilled and Experienced Teachers: With a mean score of 2.6, there's a higher level of satisfaction, reflecting positively on the expertise of the teaching staff.
3. Student-Centered Learning: The mean score of 2.2 reflects a moderate satisfaction level, suggesting room for improvement in catering to student-centric approaches.
4. Friendly Behavior of Campus Teachers: A mean score of 2.3 suggests a satisfactory level of satisfaction in teacher-student interactions.
5. Effective Communication of Information: With a mean score of 2.4, there's a satisfactory sentiment regarding the communication of information.

Satisfactory Sentiment

1. Opportunity for Internal Examination and Practical Examination: The mean score of 2.4 indicates a satisfactory sentiment regarding the opportunities for internal and practical examinations.
2. Arrangements for Publication of Articles: With a mean score of 2.1, there's a satisfactory sentiment regarding the arrangements for the publication of articles.
3. Hostel Facilities: The mean score of 2.4 suggests a satisfactory sentiment regarding hostel facilities.

Moderate Satisfaction Level

1. Facilities for Reading Reference Materials: With a mean score of 2.2, there's a moderate level of satisfaction with the availability of reading reference materials.
2. Opportunities for Extracurricular Activities: Similarly, with a mean score of 2.2, there's a moderate satisfaction level in providing opportunities for extracurricular activities.
3. Provision of Free and Generous Scholarships: The mean score of 2.2 reflects a moderate satisfaction level in the provision of scholarships.
4. Arrangement of Campus Dress for Students: With a mean score of 2.2, there's a moderate satisfaction level regarding the arrangement of campus dress.
5. Facility Received from Chamenagriha: Similarly, with a mean score of 2.2, there's a moderate satisfaction level in the facilities received from Chamenagriha.
6. Condition of Classrooms: The mean score of 2.3 suggests a satisfactory sentiment regarding the condition of classrooms.
7. Condition of Sports Equipment and Playground: Similarly, with a mean score of 2.3, there's a satisfactory sentiment regarding the condition of sports equipment and the playground.

Suggestion

Suggestions are made based on the survey and written document provided by the students separately

Areas for Improvement derived from a survey

1. Behavior of Campus Administrators with Students: The mean score of 1.9 suggests a need for improvement in interpersonal interactions among administrators and students.
2. Behavior of Campus Staff with Students: Similarly, the mean score of 1.9 indicates room for improvement in staff-student interactions.
3. Opportunity for Educational Observation Visits: With a mean score of 1.5, there's a significant need for enhancement in providing opportunities for educational observation visits.
4. Opportunities for Additional Competency and Skill Development: The mean score of 1.8 reflects a clear need for improvement in providing avenues for additional competency and skill development.
5. Timely Tuition Fees: With a mean score of 1.9, improvements are needed to ensure timely payment of tuition fees.

6. Student Participation at the Policy-Making Level: A mean score of 1.8 suggests a need for improvement in involving students in policy-making processes.
7. Internet and Other Technology Facilities: The mean score of 1.8 reflects areas for improvement in providing internet and other technology facilities.
8. Provision of Clean Drinking Water and Adequate Toilets: With a mean score of 1.9, there's a need for improvement in ensuring the provision of clean drinking water and adequate toilet facilities.
9. Provision of Timely Hearing of Student Complaints: The mean score of 1.7 indicates significant room for improvement in addressing student complaints promptly.
10. Campus Relations and Meetings with Parents: A mean score of 1.3 indicates a critical need for improvement in fostering campus relations and conducting meetings with parents.

Areas for Improvement derived from students' written suggestion

Based on the student's written suggestions, key aspects for enhancing campus satisfaction and improvement are identified.

1. Campus staff should show student-friendly behaviour,
2. An adequate number of textbooks should be provided in the library
3. There should be an uninterrupted supply of water in the toilets.
4. All the students of Campus should have internet facility
5. More sports materials should be added
6. Students of all programs should be treated equally and provided equal facilities
7. The teacher chosen by the student should be made to take the class
8. A new dormitory for students should be built
9. Only free student union is enough in campus. Students' unions should be banned
10. To inform all the students about the policies and regulations of the campus
11. Maintenance of fans in classrooms
12. As far as possible, all classes towards BED should be conducted in the morning session
13. Some sirs should be made to teach in a student-centered manner
14. There should be an arrangement of a leader or coordinator of extracurricular activities
15. The teacher should address the students with respectful words
16. Some teachers say that the marker's ink runs out, while others say that they write on their own, so it needs to be improved
17. Also teaching courses related to exams taken by various commissions for students

18. Campus will enhance the relationship with parents of students
19. The campus policy should be tightened
20. Addressing that student are not allowed to play outside during the class running
21. Adequate amount of lab materials should be available in the science laboratory
22. All sirs should use the projectors placed in the classroom
23. Classrooms should be cleaned regularly
24. The policy rules prepared by Campus should be strictly implemented
25. Sanitary pads should be in sufficient quantity and arrangements should be made to dispose of them
26. The basketball court on the campus needs to be rebuilt
27. Drinking water should be provided regularly.
28. Campus dress to be made compulsory for all students
29. Students who write rubbish in the toilet should be punished
30. No other programs should be conducted during the teaching period
31. Getting more students to participate in educational tours
32. Conducting programs to assist students in self-employment
33. To inquire about the status of students
34. Monitoring whether all the students who come to the campus are in class or not
35. There should be a clock in each classroom
36. Codium in some rooms should be removed
37. Teachers do not address students as you in the classroom
38. The program should be conducted according to the academic calendar
39. Complaints of students should be heard on time
40. The copy of internal examination should be checked in a sensitive manner

Conclusion

These findings highlight areas of strength, areas for improvement, and aspects where satisfaction levels are moderate. Addressing the identified areas for improvement would enhance the overall satisfaction of stakeholders and contribute to a more enriching educational experience. It's crucial to prioritize actions that aim to enhance student-centred learning, improve interpersonal interactions, provide additional learning opportunities, and ensure timely and effective responses to student needs and concerns.

Appendix A

	Indicators	Not Satisfied (0)	Slightly Satisfied (1)	Satisfied (2)	Satisfied (3)
1	High priority is given to the quality of teaching				
2	Teaching by skilled and experienced teachers				
3	Student-centered learning				
4	Friendly behaviour of campus teachers with students				
5	Effective communication of information				
6	Behaviour of campus administrators with students				
7	Behavior of campus staff with students				
8	Availability of teaching materials				
9	Opportunity for educational observation visits				
10	Facilities for reading reference materials, textbooks etc				
11	Opportunities for extracurricular activities				
12	Opportunities for additional competency and skill development				
13	Provision of rewards, incentives and penalties				
14	Timely tuition fees				
15	Student participation at the policy-making level				
16	Internet and other technology facilities				
17	Opportunity for internal examination and practical examination				
18	Adequate monitoring and follow-up				
19	Cleanliness of the campus and conducive academic environment				
20	Provision of timely hearing of student complaints				
21	Provision of free and generous scholarships				
22	Arrangements for the publication of articles				
23	Hostel facilities				
24	Provision of clean drinking water and adequate toilets				
25	Infra Structure and IT-friendly classroom				
26	Campus relations and meetings with parents				
27	Arrangement of campus dress for students				
28	The facility received from Chamenagriha				
29	Condition of classrooms				
30	Condition of sports equipment and playground				