

# **STUDENT SATISFACTION SURVEY -2024**

## **A Report**

### **Submitted to**

University Grants Commission

Sanothimi, Bhaktapur, Nepal

### **Submitted by**

Research & Extension Committee



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## **Acknowledgement**

I would like to express my heartfelt gratitude to all those who contributed to the successful completion of the Student Satisfaction Survey at United College. Their valuable insights, support, and encouragement were instrumental in this process.

Firstly, I wish to extend my sincere appreciation to Mr. Nara Hang Rai, Mr. Dripa Chamling, Dr. Kabi Raj Bantawa, and Ms. Dipa Chamling for their unwavering support and guidance throughout the survey. Their cooperation ensured the smooth execution of this important project.

I am deeply grateful to our College Principal, Dr. Lal Rapacha, for his leadership and vision, which continue to inspire and guide us toward excellence. A special thanks to Mr. Mahesh Aryal, the Graduate Program Director, for his active involvement and strategic direction in facilitating the survey process.

My profound thanks go to the teaching and non-teaching staff of United College for their valuable assistance and cooperation, which made this survey possible. I also wish to acknowledge the students of United College—both undergraduate programs (BBM, BCA, BBS) and graduate programs (MBS)—for their participation and thoughtful responses, which have provided valuable feedback to help improve the academic environment.

Lastly, I extend my appreciation to all those who played a role in ensuring the survey's success. Your contributions are deeply appreciated.

Dr. Binod Lingden

Coordinator

Student satisfaction survey team

## Executive summary

The Student Satisfaction Survey - 2024 at United College, Kumaripati, Lalitpur, played an integral role in understanding the educational experiences and needs of students. United College, affiliated with Tribhuvan University, offers diverse academic programs such as Bachelor of Business Studies (BBS), Bachelor of Computer Applications (BCA), and Master of Business Administration (MBA). The survey served as a vital tool to assess various aspects of the student experience, ensuring the institution's ability to adapt to the evolving expectations of its students. The primary purpose of the Student Satisfaction Survey at United College was to gather feedback from students regarding various aspects of their academic and college experience. The survey provided a comprehensive understanding of student satisfaction, highlighting areas that functioned well and those requiring further attention.

The survey was designed by the Research Management Cell at United College and distributed via Google Forms. To maximize reach and participation, the form was shared through multiple channels, including the college's Viber group, direct emails to students, and onsite access in the computer lab. The multi-channel approach ensured a diverse and representative set of responses. A total of 106 students, enrolled in various academic programs such as BBS, BCA, BBM, and MBS, participated in the survey. The survey comprised 19 distinct headings, each designed to capture feedback on various aspects of student life and academic experience. These topics included:

1. Admission management
2. Classroom
3. Teachers
4. Library
5. Computer lab
6. Cafeteria
7. College community
8. College facilities

9. Internal evaluation
10. College clubs
11. Extracurricular activities
12. Extension and outreach activities
13. College administration
14. College leadership
15. Grievances redressal and feedback system
16. Training and mentoring
17. Academic integrity of examination and research
18. Student counselling
19. Education management information system (EMIS)

This comprehensive approach allowed the survey to capture a broad spectrum of student feedback, providing valuable insights into the student experience at United College. The survey results indicated a generally positive experience for many students at United College, but also highlighted areas that required improvement. Admission management was perceived as mixed, with a large number of students rating it as average. Classroom facilities received relatively positive feedback, though some dissatisfaction regarding the availability of teaching aids was noted. Faculty performance was rated favorably, with the majority of students expressing satisfaction with their instructors. However, a few students did voice concerns. Library resources were mostly rated as good or excellent, but there were some criticisms regarding accessibility and resource availability. Similarly, the computer labs received mixed responses, with some students expressing dissatisfaction, indicating a need for facility upgrades. The cafeteria was generally well-received, although concerns about food quality and affordability were raised. The college community, campus infrastructure, and student support services (including grievance redressal and counseling) received a positive response, although improvements in transparency and responsiveness were suggested. Finally, student engagement in extracurricular activities was seen positively, but there was a call for further expansion and inclusivity in these programs.

The findings of the survey led to several key recommendations aimed at improving student satisfaction. Firstly, the college should streamline the admission process to ensure greater clarity and efficiency. It would be beneficial to improve classroom facilities by providing modern teaching aids and better equipment. The library should be expanded in terms of both physical and digital resources to cater to student needs more effectively. The college should prioritize upgrades to the computer lab facilities to ensure they are well-maintained and equipped with the latest technology. In the cafeteria, addressing concerns regarding food quality, affordability, and cleanliness should be a top priority. Furthermore, enhancing transparency in administrative processes, especially concerning internal evaluations and grievance redressal mechanisms, will help address student concerns more effectively. The college should consider expanding extracurricular programs to include a wider range of activities, ensuring that all students can engage meaningfully outside the classroom. Lastly, strengthening the counseling services and ensuring better access to support for students will help create a more inclusive and supportive environment. By addressing these recommendations, United College can further enhance the overall student experience, building upon its strengths while addressing areas for improvement. These changes will not only improve student satisfaction but also ensure that the institution remains responsive to the needs and expectations of its diverse student body.

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## **Abbreviation**

BBM	Bachelor of Business Management
BBS	Bachelor of Business Studies
BCA	Bachelor of Computer Application
BS	Bikram Sambat
EMIS	Education Management Information System
MBS	Master of Business Studies
SN	Serial number
UC	United College

## **Background**

The Student Satisfaction Survey - 2024 at United College, Kumaripati, Lalitpur, plays a vital role in enhancing the quality of education and ensuring the continuous growth of the institution. Affiliated with Tribhuvan University, the college offers programs such as Bachelor of Business Studies (BBS), Bachelor of Business Management (BBM), Bachelor of Computer Applications (BCA), and Master of Business Administration (MBA). These programs cater to a diverse range of students, and the survey serves as a crucial tool for understanding their needs, expectations, and experiences. One of the primary objectives of the survey is to assess the overall student experience. By gathering feedback from students, the college can identify areas that require improvement, whether in teaching methods, course content, infrastructure, or administrative support. This ensures that the institution adapts to the evolving needs of students and provides an environment conducive to learning.

Regular feedback from students provides the college with critical insights into areas that need attention and improvement. The Student Satisfaction Survey serves as an invaluable tool for collecting such feedback and plays an important role in maintaining high standards of teaching, administration, and student support services. By gathering opinions and experiences from students, the college can assess the quality of its infrastructure, teaching methodologies, facilities, and services, ultimately helping the institution make data-driven decisions to improve the overall educational environment. The survey addresses a wide range of aspects that impact student life, including admission management, classroom facilities, teaching quality, library and computer lab resources, cafeteria services, extracurricular activities, and administrative support. Additionally, the survey seeks to understand students' views on important areas like the grievance redressal system, internal evaluation processes, and the overall campus atmosphere.

The college's commitment to continuous improvement and student-centered learning is reflected in its use of this survey. By offering students an opportunity to voice their opinions, the institution ensures that their experiences and expectations are taken into account in shaping future academic and administrative policies.



## **Objectives**

The student satisfaction survey at United College aims to gather feedback from students to evaluate various aspects of their academic and campus experience. The key objectives are:

1. To assess the effectiveness and clarity of the admission process.
2. To evaluate the comfort, cleanliness, and availability of teaching aids in classrooms.
3. To gather feedback on faculty knowledge, teaching methods, and communication skills.
4. To assess the quality and accessibility of library resources.
5. To evaluate the functionality and resources of computer labs.
6. To assess the quality, variety, and affordability of food in the cafeteria.
7. To understand the inclusivity and supportiveness of the campus environment.
8. To evaluate campus infrastructure, cleanliness, and amenities.
9. To assess the fairness and transparency of the internal evaluation process.
10. To evaluate student engagement with extracurricular clubs and activities.
11. To assess the variety and quality of extracurricular programs.
12. To evaluate the college's community engagement and outreach initiatives.
13. To assess the effectiveness and responsiveness of administrative services.
14. To gather student feedback on the leadership and decision-making of college authorities.
15. To evaluate the effectiveness of the grievance redressal system.
16. To assess the availability and quality of training and mentoring opportunities.
17. To gather feedback on the integrity and transparency of the examination process.
18. To evaluate the effectiveness of counseling and support services.
19. To assess student satisfaction with the EMIS and access to academic information.

## **Methodology**

The student satisfaction survey was conducted by the Research Management Cell of United College, Kumaripati, Lalitpur, and included a total of 106 respondents from a diverse range of academic programs, such as BBS, BCA, BBM, and MBS. The questionnaire, designed to gather comprehensive feedback, comprised 19 distinct headings, covering various aspects of the student experience, including, Admission management, Classroom, Teachers, Library, Computer lab, Cafeteria, College community, College facilities, Internal evaluation, College clubs, Extracurricular activities, Extension and outreach activities, College administration,

College leadership, Grievances redressal and feedback system, Training and mentoring, Academic integrity of examination and research, Student counselling, and Education management information system (EMIS). The survey was created using Google Forms, which provided a convenient and efficient way for students to participate. To ensure maximum reach and accessibility, the Google Form was distributed through multiple channels, including a Viber group specifically for students, emails sent directly to the participants, and a physical presence in the college's computer lab. In the lab, students were able to access and complete the survey on-site, ensuring that those without immediate internet access could still participate. This multi-channel distribution approach was designed to encourage high response rates and capture a broad range of student perspectives, making the survey results both representative and comprehensive.

## Results

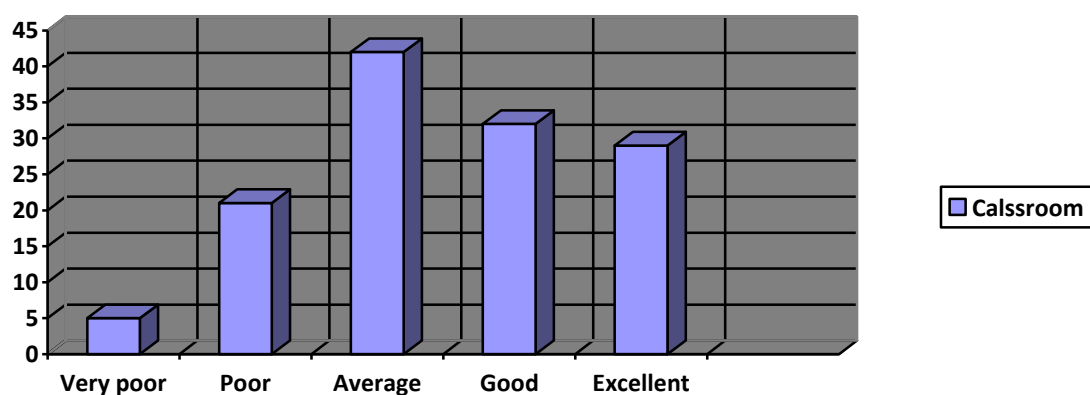
The data provided offers insights into various aspects of a college or educational institution, with ratings across five categories: Very Poor, Poor, Average, Good, and Excellent. Each category assesses a specific feature such as Admission management, Classroom, Teachers, Library, Computer lab, Cafeteria, College community, College facilities, Internal evaluation, College clubs, Extracurricular activities, Extension and outreach activities, College administration, College leadership, Grievances redressal and feedback system, Training and mentoring, Academic integrity of examination and research, Student counselling, and Education management information system (EMIS)

Interpretation of these ratings are:

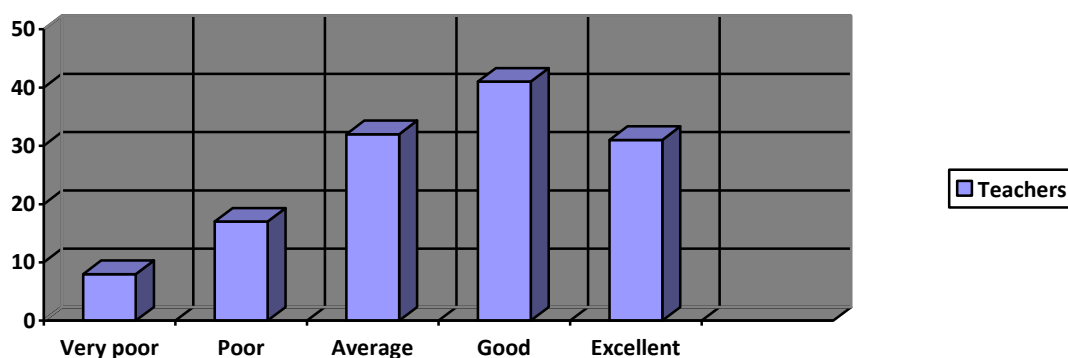
- 1. Admission management:** The Admission Management scores indicate a relatively mixed response. A total of 9 responses rated it as "Very Poor," while 27 found it "Poor." However, a significant portion (42 responses) rated it as "Average," and the figures for "Good" (33) and "Excellent" (18) are somewhat balanced, but still positive. This suggests that while many students experience average satisfaction, a substantial number view it as either good or excellent, indicating room for improvement in the admission process.



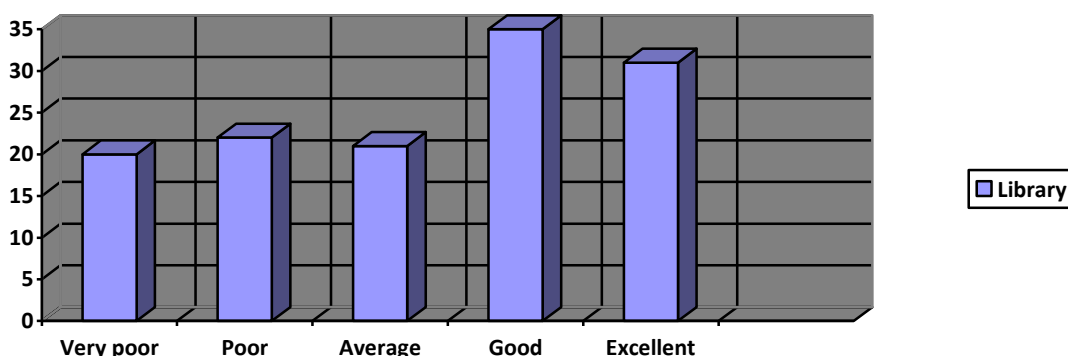
2. **Classroom:** Classroom facilities received a more balanced response overall. While 5 respondents rated it as "Very Poor" and 21 as "Poor," a significant proportion of students found the classrooms to be "Average" (42) or "Good" (32). The highest rating was for "Excellent" (29). These numbers imply that while there is some dissatisfaction, the overall feedback on classroom experiences leans more toward a positive view, especially regarding good or excellent conditions.



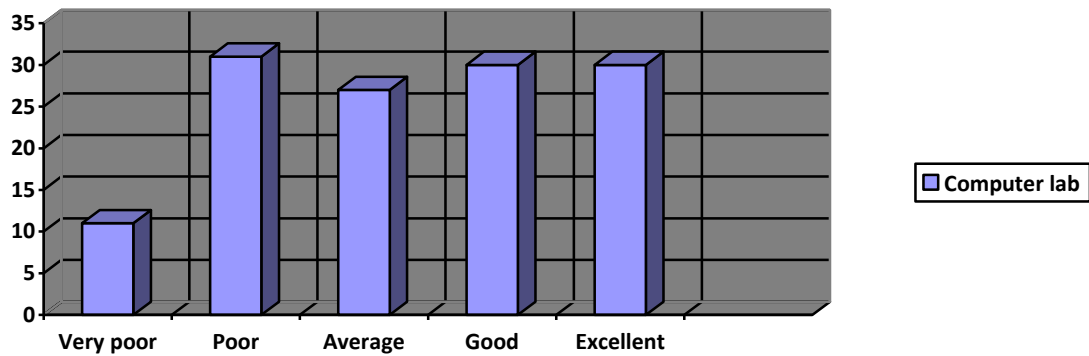
3. **Teachers:** The teachers' ratings show a favorable response with the majority of students (41) rating them as "Good," followed by 31 who gave them the "Excellent" rating. The number of "Very Poor" (8) and "Poor" (17) ratings is relatively low. This suggests that students are generally satisfied with the teaching quality, with most appreciating their instructors' performance, though there is still a small group that feels improvements are needed.



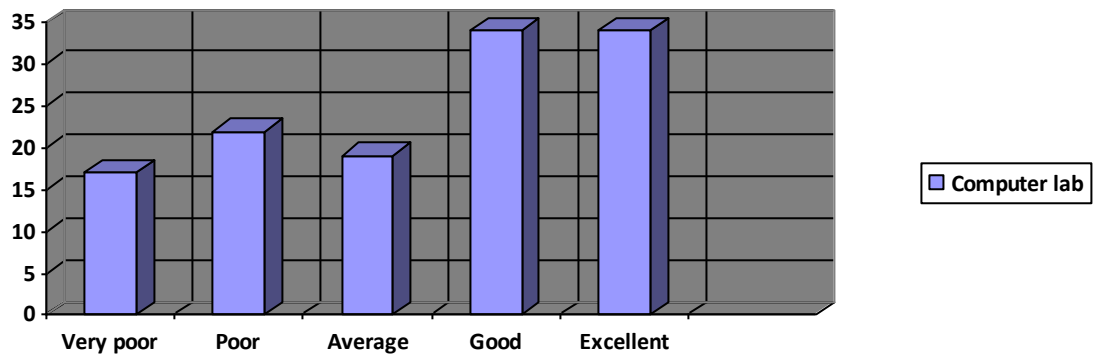
- 4. Library:** For the library, the feedback is more divided. While 20 people rated it as "Very Poor," 22 rated it as "Poor," and 21 as "Average." However, a majority of respondents (35) rated it as "Good," and 31 as "Excellent." This suggests that the library is generally viewed in a positive light, although there are notable concerns about its quality or availability, leading to a less enthusiastic response from some students.



- 5. Computer lab:** The computer lab category appears to have a fairly even distribution of responses. With 11 "Very Poor," 31 "Poor," and 27 "Average" ratings, the lab's facilities appear to need improvement. However, 30 students rated it as "Good," and another 30 as "Excellent." This indicates that while some students may experience difficulties, others find the computer lab facilities to be of high quality, suggesting that some areas might be outdated or in need of maintenance.



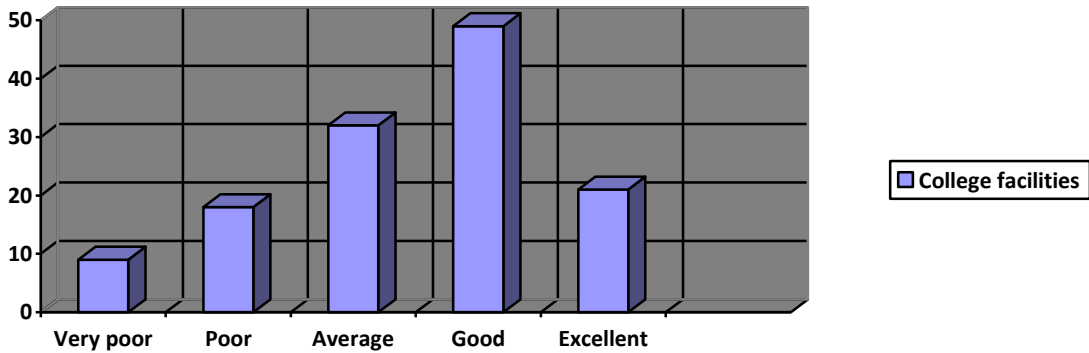
- 6. Cafeteria:** The cafeteria shows a similar distribution to that of the library, with 17 respondents rating it as "Very Poor" and 22 as "Poor." However, 19 rated it as "Average," and a larger number, 34, found it to be "Good." The "Excellent" category also received 34 ratings, which is notably high, suggesting that while there are clear areas for improvement, a significant portion of students find the cafeteria to be very satisfactory.



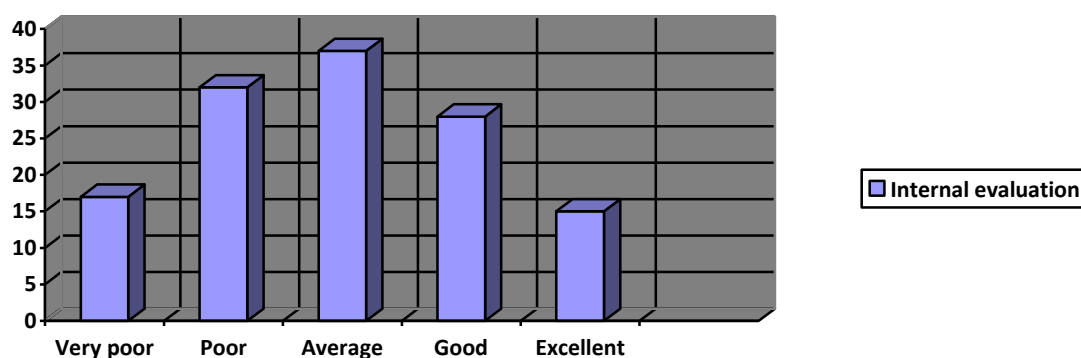
- 7. College community:** The College Community received positive feedback, with 41 students rating it as "Good" and 31 as "Excellent." While 2 responses were "Very Poor," and 27 were "Poor," the overwhelming majority rated the community as either "Good" or "Excellent." This suggests that the social and cultural environment of the college is appreciated by most students, though a small number may have concerns that could be addressed by the administration.



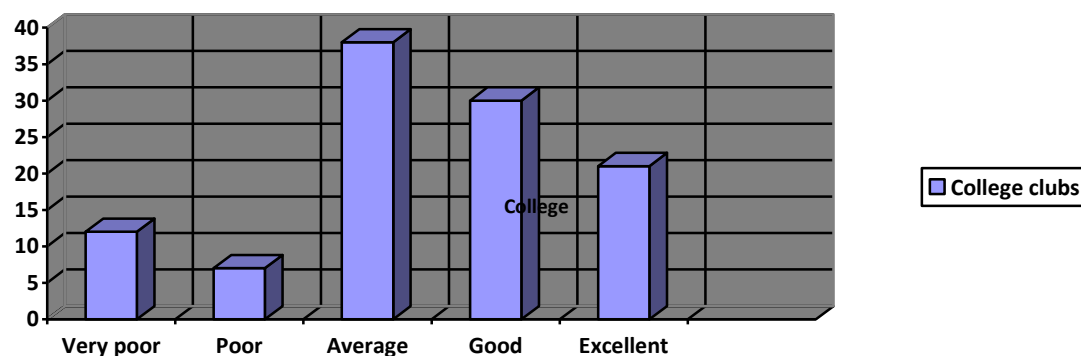
**8. College facilities:** The college facilities show a more positive trend overall. A total of 49 respondents rated them as "Good," and 21 as "Excellent." However, there were 9 "Very Poor" and 18 "Poor" ratings, and 32 rated it as "Average." This indicates that while a large proportion of students are satisfied with the college facilities, there are still areas for improvement, particularly in terms of upkeep, accessibility, or resources.



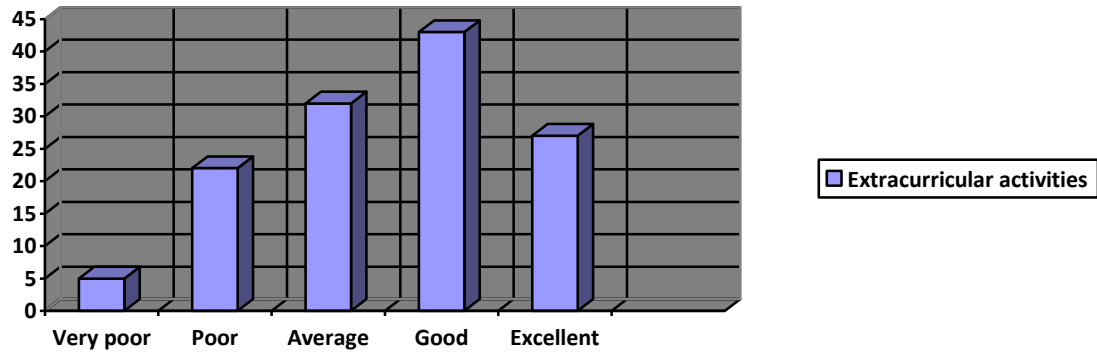
**9. Internal evaluation:** The feedback on internal evaluation reveals a somewhat mixed response. A significant portion of students (17) rated it as "Very Poor," and 32 rated it as "Poor." However, 37 students felt the evaluation process was "Average," and 28 considered it "Good," with 15 students rating it as "Excellent." While the ratings suggest dissatisfaction among a notable segment of the student body, the larger proportion finds the system to be average or above-average, indicating that improvements could be made to enhance fairness, transparency, or effectiveness.



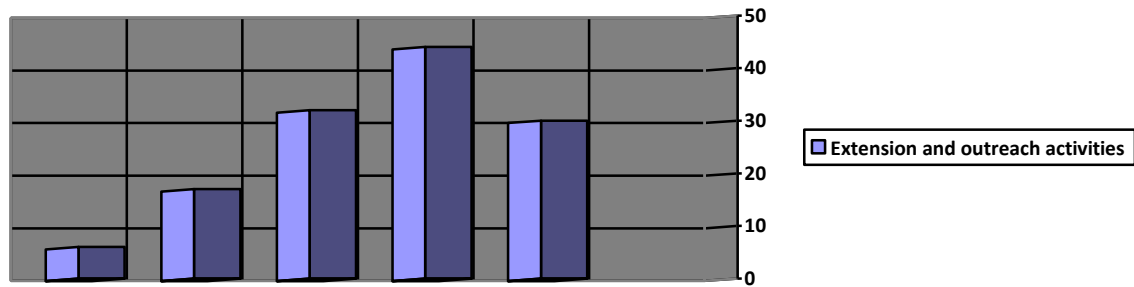
**10. College clubs:** When it comes to college clubs, the response is more positive. Only 12 students rated it as "Very Poor," and just 7 as "Poor." A larger number (38) rated the clubs as "Average," while 30 considered them "Good," and 21 found them "Excellent." This suggests that, while the clubs might have room for growth, many students enjoy their involvement in them, with some even seeing them as excellent opportunities for engagement and personal development.



**11. Extracurricular activities:** Extracurricular activities received a fairly positive reception, with 5 respondents rating them as "Very Poor," 22 as "Poor," and 32 as "Average." However, a significant number of students rated these activities as "Good" (43) and "Excellent" (27). This indicates that, despite some dissatisfaction, extracurricular activities are generally well-regarded, with a large group of students recognizing their value and quality.



**12. Extension and outreach activities:** Extension and outreach activities show a similarly positive outlook, with 6 respondents rating them as "Very Poor," and 17 as "Poor." A larger number (32) rated them as "Average," but the highest ratings were "Good" (44) and "Excellent" (30). This suggests that students generally appreciate the college's efforts in extending its impact beyond the classroom, indicating these activities are seen as meaningful and beneficial by a majority.



**13. College administration:** The college administration received a somewhat negative assessment, with 19 students rating it as "Very Poor" and 20 as "Poor." However, there were 40 responses rating it as "Average," 33 as "Good," and 17 as "Excellent." These mixed results suggest that while many students see room for improvement, a significant portion of students believe the administration performs adequately or well, with some finding the administration to be outstanding.

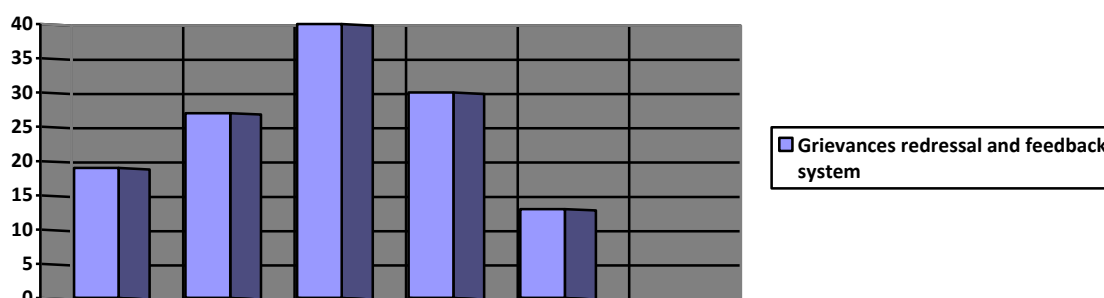




**14. College leadership:** Feedback on college leadership indicates a more evenly distributed response. The largest group of students rated it as "Average" (32), while 25 rated it as "Poor" and 18 as "Very Poor." However, 30 students gave it a "Good" rating, and 24 found the leadership "Excellent." This indicates a need for improvement in leadership, as many students seem dissatisfied, but there is still a substantial number who feel positively about the leadership's direction and effectiveness.



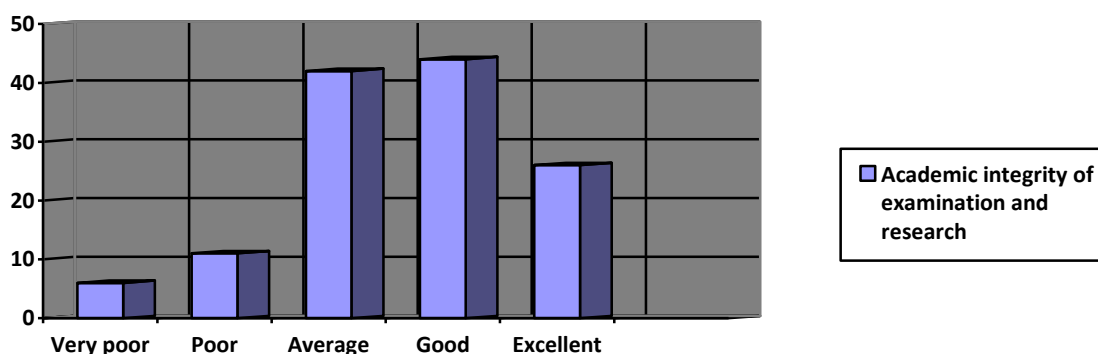
**15. Grievances redressal and feedback system:** The grievances redressal and feedback system received mostly negative feedback, with 19 students rating it as "Very Poor" and 27 as "Poor." However, a majority (40) rated it as "Average," and 30 students rated it as "Good," with only 13 considering it "Excellent." The dissatisfaction in the "Very Poor" and "Poor" categories highlights the need for improvement in how grievances and feedback are handled, but there are still some students who found the system to be adequate or better.



**16. Training and mentoring:** Training and mentoring services received very positive feedback, with 6 respondents rating them as "Very Poor" and 27 as "Poor." However, 50 students considered it "Good," and 31 rated it as "Excellent." This indicates that the training and mentoring programs are highly regarded by most students, with a strong emphasis on the positive aspects of guidance, support, and professional development.



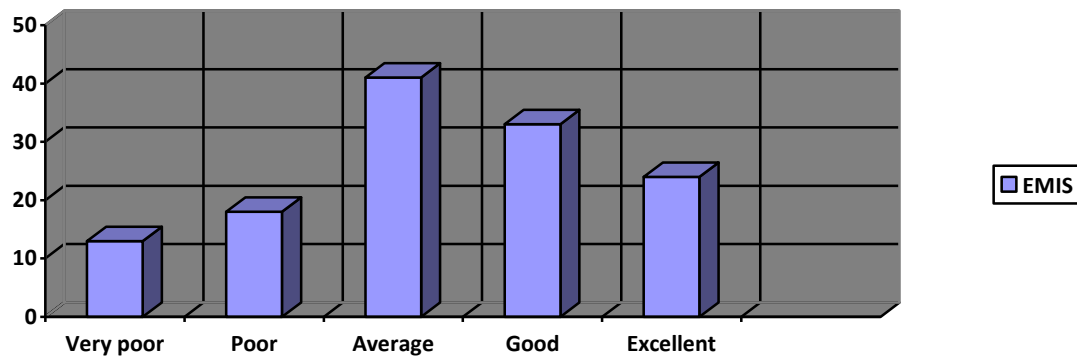
**17. Academic integrity of examination and research:** The feedback on academic integrity in examinations and research is largely positive, with most students rating it as "Good" (44) or "Excellent" (26). However, a combined 17 students rated it as "Very Poor" or "Poor," indicating some concerns. The 42 "Average" ratings suggest that while the integrity practices are generally satisfactory, there is room for improvement to ensure all students feel confident in the institution's commitment to academic fairness.



**18. Student counselling:** Student counseling services received a mix of ratings. A significant number of students (22) rated them as "Very Poor," and 28 as "Poor." However, 29 students considered them "Average," and 30 rated them as "Good." Only 20 students found the counseling services to be "Excellent." This suggests that while counseling is viewed as an important service, there is room for improvement, as a portion of students seem dissatisfied with the quality or accessibility of the support provided.



**19. Education management information system (EMIS):** The feedback on the Education Management Information System (EMIS) shows a relatively more neutral response. 13 respondents rated it as "Very Poor," 18 as "Poor," and 41 as "Average." However, 33 rated it as "Good," and 24 considered it "Excellent." This suggests that the EMIS is seen as functional by many, with notable room for improvement, especially regarding its ease of use, accessibility, or usefulness.



### Key findings

- **Admission management:** Students had a mixed perception of the admission process. While many rated it as "Average," a considerable number felt it was either "Good" or "Excellent," indicating that the admission experience could be improved, but a solid portion of students were satisfied with it.
- **Classroom:** The feedback on classrooms was balanced. While there were some who rated them poorly, the majority of students found the classrooms either "Average" or "Good," with a fair number considering them "Excellent." This suggests that classroom facilities are generally adequate but could benefit from further enhancement.
- **Teachers:** The teachers received a favorable response, with most students rating them as "Good" or "Excellent." While there were a few negative responses, the majority expressed satisfaction with the teaching quality, indicating that instructors are largely seen as effective and well-regarded.
- **Library:** The feedback on the library was more divided. While a significant portion of students rated it as "Good" or "Excellent," there were concerns from others who rated it as "Poor" or "Very Poor," suggesting that the library's resources or facilities might require improvement to meet the needs of all students.
- **Computer lab:** The computer lab received a mix of ratings. Some students experienced difficulties, reflected in the "Poor" and "Very Poor" ratings, while others found the facilities to be of good quality. This implies that there are areas that need updating or maintenance, but overall, the lab is viewed positively by many.

- **Cafeteria:** The cafeteria was generally well-received, with a significant number of students rating it as either "Good" or "Excellent." However, the presence of "Poor" and "Very Poor" ratings suggests that some students feel there are issues with food quality or service that could be addressed.
- **College community:** The college community received strong feedback, with the majority of students feeling it was a positive aspect of their college experience. However, a small number of students expressed dissatisfaction, indicating that there may be specific areas where the community atmosphere could be improved.
- **College facilities:** The college facilities were rated positively by most students, with many considering them "Good" or "Excellent." However, there were some concerns about maintenance or accessibility, as reflected in the "Poor" and "Very Poor" ratings, suggesting that improvements in certain areas might be necessary to ensure a higher level of satisfaction.
- **Internal evaluation:** The internal evaluation process received mixed feedback. While a majority rated it as "Average," there was a notable portion of students who felt the system was "Good" or "Excellent," suggesting that the evaluation process is generally acceptable but could benefit from more transparency or fairness to address the concerns of the smaller group dissatisfied with it.
- **College clubs:** The response to college clubs was generally positive, with most students rating them as "Average" or better. While there were a few negative ratings, the majority found the clubs to be a valuable part of their college experience, suggesting that while some improvements could be made, the clubs are largely seen as beneficial.
- **Extracurricular activities:** Most students viewed extracurricular activities favorably, with a large portion rating them as "Good" or "Excellent." However, a small group still rated them poorly, implying that there are areas for improvement in terms of accessibility or variety of activities offered.
- **Extension and outreach activities:** The college's extension and outreach activities were seen positively by many students, with a majority rating them "Good" or "Excellent." However, a few students rated them poorly, suggesting that the institution might need to

increase awareness or improve the execution of these programs to ensure all students benefit equally.

- **College administration:** Feedback on the college administration was mixed, with a significant portion rating it as "Average." Though some students rated it "Good" or "Excellent," there were concerns about its effectiveness, suggesting that improvements in communication, responsiveness, or efficiency could address the dissatisfaction.
- **College leadership:** The college leadership received a varied response, with many students rating it as "Average." A smaller group found the leadership to be "Good" or "Excellent," but the number of "Poor" and "Very Poor" ratings indicates that there may be concerns regarding decision-making, visibility, or student engagement in leadership activities.
- **Grievances redressal and feedback system:** The grievance redressal and feedback system received mixed reviews, with many students rating it as "Average." While some rated it "Good," there were notable concerns from those who rated it as "Poor" or "Very Poor," suggesting that the system may not be addressing students' concerns effectively or promptly.
- **Training and mentoring:** Training and mentoring services were highly rated, with a majority of students rating them as "Good" or "Excellent." This reflects a strong perception of the support provided, suggesting that these services are valuable in helping students develop skills and navigate their academic journey.
- **Student counseling:** The student counseling services received a somewhat mixed response. While some students rated it as "Good" or "Excellent," others rated it poorly, indicating that the counseling services may need improvement in accessibility, effectiveness, or awareness to better serve all students.
- **EMIS (Education Management Information System):** The EMIS received a diverse range of feedback. While some students found it "Good" or "Excellent," a notable portion rated it "Average" or "Poor," suggesting that there may be issues with its functionality, ease of use, or availability, which could be improved to enhance the student experience.

## **Discussions**

The data gathered provides valuable insights into various facets of the college experience, reflecting both strengths and areas for improvement. Key areas such as Admission Management, Teachers, and College Community stand out for their positive feedback, whereas concerns about Internal Evaluation, Library, and Computer Lab suggest a need for closer attention from the administration.

Admission Management received mixed feedback, indicating that while a substantial number of students found the process satisfactory, others encountered challenges. This discrepancy could be due to issues such as unclear communication, delays, or a lack of transparency, which may have affected the overall experience. Addressing these issues could improve the admission process and enhance the first impression of the institution for new students.

Classroom facilities were generally seen positively, with most students rating them as "Average" or better. However, the presence of some "Poor" and "Very Poor" ratings points to potential gaps in classroom maintenance, equipment, or overall learning environment. Given that classrooms are fundamental to the academic experience, ensuring that they are well-equipped and conducive to learning is crucial.

The feedback on Teachers was overwhelmingly positive, with most students expressing satisfaction with their instructors' performance. This suggests that the teaching staff is largely meeting students' expectations. However, the small number of negative ratings indicates that there could be variations in teaching quality or student-teacher interactions that need to be addressed. Teacher development programs or student feedback mechanisms might help ensure consistency in teaching standards.

Library services appeared to have mixed reviews, with a portion of students rating it poorly. This highlights potential issues with library resources, availability of books, or access to quiet study spaces. The library is an essential academic resource, and addressing these concerns could help students make better use of its offerings.

Similarly, the Computer Lab received diverse feedback, with a significant number of students expressing dissatisfaction. The need for modernized equipment, faster internet, or more accessible facilities might be contributing factors. Upgrading the labs could enhance the overall learning experience, particularly for students relying on technology for their coursework.

Cafeteria services received a high rating from many students, suggesting that the quality of food and service meets or exceeds expectations for a large portion of the student body. However, the relatively high number of negative responses implies that the cafeteria's offerings, environment, or pricing might require revision to cater to the needs of all students.

The College Community was generally seen as a strength, with most students rating it positively. A positive college community fosters student engagement, peer interaction, and a sense of belonging. However, some students still had concerns, which could indicate that certain groups of students may feel excluded or disconnected from the broader community. Fostering inclusivity through clubs, events, and better support for diverse student groups could further strengthen the community.

College Facilities also garnered positive responses but with room for improvement. Maintenance and accessibility of facilities might be the key areas to focus on, ensuring that students have access to clean, functional, and well-maintained spaces. Regular audits and updates to campus facilities can enhance students' overall experience and satisfaction.

In terms of Internal Evaluation, students expressed mixed feelings, with many rating it as "Average." This suggests that while the evaluation process is functional, there may be concerns about its fairness, consistency, or transparency. Streamlining the evaluation system and ensuring clarity in grading policies might alleviate some of these concerns.

The feedback on College Clubs and Extracurricular Activities indicated that many students see value in these offerings, though there is still room for expansion. Ensuring that a variety



of clubs and activities are available and accessible to all students would enhance their college experience and provide more opportunities for involvement.

Extension and Outreach Activities were largely seen as positive, although a few students expressed concerns. Improving visibility and engagement with these programs could help involve more students in community service or outreach initiatives, thereby enriching the broader educational experience.

College Administration and College Leadership showed varied feedback, with some students indicating dissatisfaction with the management or leadership. Effective communication, transparency in decision-making, and involvement of students in leadership processes could address these concerns. Regular surveys or feedback mechanisms would also help ensure that the administration is aware of and responsive to student needs.

Grievances Redressal and Feedback Systems had a significant portion of negative ratings, suggesting that the current mechanisms may not be effectively addressing student concerns. Strengthening these systems, making them more accessible, and ensuring prompt action on grievances could increase students' trust in the institution.

Training and Mentoring services received high ratings, reflecting positively on the institution's efforts to support students' personal and professional development. Continuing to enhance these services would provide valuable guidance for students navigating their academic journeys and future careers.

Student Counseling received a mixed response, indicating that while some students found it helpful, others felt it lacked effectiveness. Expanding the accessibility of counseling services, perhaps by hiring more counselors or offering virtual support, could help reach a broader student base.

Lastly, the EMIS (Education Management Information System), while seen positively by some, also garnered significant concerns. Simplifying the system and ensuring it is user-

friendly could address the frustrations expressed by a portion of students, allowing them to better navigate academic records, schedules, and other essential services.

Overall, the data reveals that while many aspects of the college experience are functioning well, there are several areas requiring attention. By addressing the concerns identified, the institution can enhance student satisfaction, create a more supportive environment, and improve the overall

## **Conclusion**

The Student Satisfaction Survey at United College, Kumaripati, Lalitpur, serves as an essential tool for enhancing the quality of education and fostering continuous improvement within the institution. The survey's findings offer valuable insights into various aspects of the student experience, including admission management, classroom facilities, faculty performance, campus infrastructure, and support services. These insights are critical for ensuring that the college maintains its affiliation with Tribhuvan University and meets the evolving needs of its diverse student body.

The survey revealed generally positive feedback regarding faculty performance, with many students expressing satisfaction with the teaching quality. However, areas such as admission management and library facilities received mixed reviews, highlighting the need for improvements in these critical areas. The computer lab and cafeteria also showed diverse feedback, suggesting that while some students find these services satisfactory, others feel improvements are necessary to meet their needs.

College facilities, including classrooms and infrastructure, were largely rated positively, though some concerns about maintenance and accessibility remain. Similarly, the college community was appreciated, reflecting the supportive and inclusive atmosphere that the institution strives to create, although there were a few areas that could be further strengthened to improve student engagement and inclusivity. The survey also highlighted the importance of internal evaluation, grievance redressal systems, and student counseling services, which received varied feedback. The mixed responses suggest that the college needs to enhance

transparency, fairness, and responsiveness in these areas to build greater trust and satisfaction among students. Furthermore, the positive reception of extracurricular activities and training and mentoring services underscores the value of these offerings in contributing to a holistic academic experience.

In summary, the Student Satisfaction Survey has provided United College with a clear roadmap for improvement across various dimensions of student life. By acting on the feedback collected, the college can continue to enhance its services, ensure high academic standards, and foster a more supportive and inclusive campus environment. The survey's results will play a crucial role in helping the college adapt to students' needs, ensuring that their educational journey remains rewarding and impactful.

### **Recommendation**

Based on the findings from the Student Satisfaction Survey at United College, Kumaripati, Lalitpur, the following recommendations are proposed to enhance the overall student experience and address areas of concern:

- While a majority of students rated the admission process as average or better, there is room for improvement in terms of clarity and transparency. Streamlining the admission process, providing clearer communication regarding requirements, and offering more support for new students could help reduce confusion and improve overall satisfaction.
- Although classroom facilities were largely rated positively, there were some concerns regarding maintenance and availability of teaching aids. Ensuring regular upkeep of classrooms, upgrading teaching resources such as projectors and whiteboards, and enhancing the physical learning environment would foster better engagement and learning outcomes.
- The mixed feedback on library services suggests the need for an expansion of resources, including more textbooks, online journals, and quiet study spaces. Additionally, improving access to digital resources and extending library hours could enhance students' study experiences and academic success.
- The diverse feedback on the computer lab points to the need for modernization. Upgrading the equipment, ensuring faster internet connectivity, and expanding the

number of computers could help meet the demands of students who rely on these facilities for their coursework and research. Regular maintenance and accessibility improvements are also key.

- Given the significant number of "Very Poor" and "Poor" ratings, it is recommended that the cafeteria enhance food quality, variety, and affordability. Additionally, addressing concerns about cleanliness and providing a more comfortable dining environment would contribute to a better overall experience for students.
- While the majority of students rated the college community positively, there is room to increase inclusivity and engagement. Organizing more events that cater to diverse student interests, fostering a welcoming atmosphere for all groups, and supporting peer networks and student associations can strengthen the sense of community.
- Although the majority of students rated college facilities positively, some dissatisfaction was reported regarding maintenance and accessibility. Regular inspections and upgrades to campus infrastructure, including washrooms, seating areas, and outdoor spaces, can improve student satisfaction and create a more welcoming campus.
- Feedback on the internal evaluation system was mixed, indicating that students are not fully satisfied with its fairness and transparency. Implementing clear grading criteria, offering more opportunities for feedback, and increasing transparency in assessment methods would build trust in the evaluation process.
- Many students expressed dissatisfaction with the grievance redressal system. It is recommended that the college develop a more accessible and efficient grievance mechanism, ensuring that students can easily voice concerns and that their issues are addressed promptly and fairly.
- The varied responses regarding student counseling services highlight the need for improved accessibility and support. Expanding the counseling team, providing more personalized services, and ensuring that students are aware of these resources would help support students' mental health and well-being.
- The positive feedback on extracurricular activities suggests that students value these opportunities. Expanding the range of clubs, events, and activities, particularly those

related to career development, culture, and sports, would further enhance student engagement and personal growth.

- Feedback on college administration and leadership highlighted some concerns. Strengthening communication between administration, faculty, and students, involving students in decision-making processes, and ensuring greater transparency in policy-making could improve overall satisfaction and trust in the leadership.
- While training and mentoring services received positive feedback, expanding these programs to include more career-oriented guidance, skill-building workshops, and peer mentorship opportunities would further support students in achieving their academic and professional goals.
- The feedback on the integrity of examinations and research highlighted the need for greater transparency. Ensuring a clear and fair examination process, increasing awareness about academic integrity, and implementing regular checks for fairness in assessments would help maintain the college's academic standards.
- Although the EMIS received some positive feedback, the significant number of "Poor" and "Very Poor" ratings suggests that the system is not user-friendly or fully functional. Improving the system's accessibility, providing regular updates, and offering training for students on how to use it effectively could enhance its utility and ease of use.

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