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Delhi Metropolitan Education

(Affiliated to Guru Gobind Singh Indraprastha University, Delhi)



GURU GOBIND SINGH
INDRAPRASTHA UNIVERSITY

Psychological and Demographic Facets of Students in DME Media School: An Exploratory Research of Students Admitted in 2021

A research project undertaken by RIM,
DME Media School (January – March 2022)

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Executive Summary

Psychological and Demographic Facets of Students in DME Media School: An Exploratory Research of Students Admitted in 2021

RIM – Research and Innovation in Media, the research centre of DME Media School, has conducted a study to understand the students admitted to the BAJMC programme in 2021. The study aimed to comprehend the factors affecting the individual choice of college for admissions. The research team wanted to identify the demographic and psychographic factors that affect the selection of college.

The key objectives of the study included identification of the factors that influence the choice of students, analysis of the importance of calling and a constant touch of various academic counsellors and faculty members, analysis of the personality pattern and future career goals affecting the choice, analysis of the relationship between motivation and personality factors of students and their expectations from the college, analysis of the demographic group taking admission in the college and its effect on the choice of college.

The study was conducted through an in-depth survey to collect primary quantitative preferential data from the students. In addition, the survey included open-ended questions in order to get a deeper understanding of their preferences and choices.

Based on the research, it was found, the students made a decision majorly based on the website and peer opinion. The students also decide based on industry and academic recognition in which DME Media School fared well. Further, students chose DME Media School for all the student development initiatives and activities undertaken.

Demographically, it was found in the research that a substantial majority of students belong to Ghaziabad, Noida and East Delhi. The two most important factors that motivated them to take admission were the quality of faculty members and state-of-the-art infrastructure.

The research also found that students desire more practical and skill-based academic programmes with higher industry interactions than academic programmes. The research has presented several recommendations both for DME and the university.

Chapter 1

Introduction

1. GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY (GGSIPU)

Guru Gobind Singh Indraprastha University, formerly Indraprastha University, is a state university located in Delhi. It was established in 1998 as a teaching-cum-affiliating university. The university was established on 28 March 1998 by the Govt. of NCT Delhi as a state university under Guru Gobind Singh Indraprastha University Act, 1998 with its Amendment in 1999. The University is recognised by University Grants Commission (India) under section 12B of the UGC Act.

GGSIPU was established as an affiliating and teaching university to promote studies in the emerging areas of higher education. The university runs almost 50 academic programmes as diverse as engineering, technology, business management, medicine, pharmacy, nursing, education, and law. More than 120 colleges affiliated with it are run according to the rules and regulations set by the university. Delhi Metropolitan Education is one of the most prestigious colleges affiliated with GGS IP University.

1.1 GGSIPU Accreditations

Guru Gobind Singh Indraprastha University was ranked 66 among Indian universities by the National Institutional Ranking Framework (NIRF) in 2019 and 95 in the overall category. The University School of Engineering & Technology was ranked 73 by NIRF engineering ranking, and the University School of Management Studies was ranked 62 in the management ranking.

1.2 University Schools

The university has schools ranging from technical to humanities and social sciences. The various schools include, University School of Information, Communication & Technology, University School of Chemical Technology, University School of Biotechnology, University School of Management Studies, University School of Environment Management, University School of Basic & Applied Sciences, University School of Humanities & Social Sciences, University School of Law and Legal Studies, University School of Education, University School of Architecture & Planning, University School of Medicine and Para-Medical Health Sciences and University School of Mass Communication. These schools offer programmes at undergraduate, postgraduate and doctoral levels.

1.3 Placements in GGSIPU

The University offers placements through the Central Placement Cell. The University has ties with various corporates, and the cell organises various events, including counselling, mock interview, aptitude tests, internship opportunities and group discussions. These activities help students identify their niche, choose and inculcate specialisation. The average salary package lies between Rupees 4-5 lakh per annum, and the top recruiters include companies like Infosys, TCS, Wipro and many others.

1.4 Admission Process at GGSIPU

Guru Gobind Singh Indraprastha University follows specific admission criteria for admission to different academic programmes, with GGSIPU CET being the university's official entrance and scholarship exam. Apart from the IPU CET, the University accepts several other National-level entrance exams for admission to its multiple programmes. IPU has a sanctioned intake of 85% for Delhi region candidates, while the remaining 15% seats are for candidates belonging Outside-Delhi region. In addition, some seats are reserved for particular category candidates such as Kashmiri Migrants, Person with Disability and Management Quota candidates. The university provides GATE scholarship only in the case of regular mode.

Admissions to some academic programmes are based on scores of National exams and entrances.

- B.Tech and B.Pharm admissions are based on the score in JEE Main Score followed by online GGSIPU Counselling.
 - BHMCT admissions are accepted based on the NCHMCT JEE Score.
 - NATA qualified candidates are eligible to apply for B.Arch. Final admission is based on 50% weightage each in NATA and marks in the qualifying examination.
 - MBBS, BDS, BAMS, BHMS admissions are accepted through NEET UG conducted at All India Level followed by Counselling.
 - BA-LL.B and BBA-LL.B admission is accepted based on the CLAT results.
 - M.Tech admissions are accepted based on GATE entrance scores.
 - A valid score in CAT and NIMCET is required to secure admission in MBA and MCA courses, respectively.
 - Admission to MD and MS is based on the score in NEET PG, while DM/ M.Ch admission is offered through NEET SS followed by counselling.
 - PGAC (Ayurveda) course requires a valid score in AIA- PGET conducted by AYUSH.
 - For PhD programs, the candidates are shortlisted based on CSIR NET/ UGC NET or JRF. The final
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selection is performed through an interview round followed by counselling.

1.5 University at a Glance

Official Website	www.ipu.ac.in
NAAC Ranking	Grade A
Approved By	JGC

2. DELHI METROPOLITAN EDUCATION

Delhi Metropolitan Education was established in the year 2012 under the aegis of Sunshine Educational and Developmental Society. The institute is affiliated to Guru Gobind Singh Indraprastha University and approved by the Bar Council of India. The institute is self- financed and private funded.

A premier institute, DME imparts undergraduate education in various disciplines like Law, Journalism and Mass Communication and Business Administration. In addition, the institute aims to create a conducive environment for research and has instituted research centres research acumen amongst faculty members and students.

The campus is situated in the industrial area of Noida amidst prominent corporate offices. The college is offering various sports facilities and a robust library infrastructure. Over the years, the institution has expanded its infrastructure and recorded a significant increase in the students' intake. The institute's focus is to hone students for the upcoming fourth industrial revolution and mould socially responsible citizens.

The education in the college aims towards developing creative and critical thinking, nurturing innovation and excellence. The management aims to prepare professionals for the industry by using innovative teaching practices to enhance student's skills, develop leadership qualities in all students, and prepare them for the industry. DME sees its students' building capacity to acquire global skills for entrepreneurship, professional proficiency and improved quality of life to achieve excellence in all spheres of life. In a continuous endeavour to guide and contour the curricular / co-curricular aspects of education, the management strives to achieve the overall development of its students.

2.1 Admissions in DME

Delhi Metropolitan Education is an affiliated Guru Gobind Singh Indraprastha University institute, and the guidelines are determined. The institute cannot regulate the intake of students.

DME organises digital webinars to benefit prospective students and existing students in various relevant areas of management, journalism and mass communication and law. Besides this, several general awareness and expert sessions are organised for providing students with an understanding of the professional landscapes and avenues available to them in the future.

The annual intake for academic programmes available at DME is mentioned below.

Course	No. of seats
BA.LLB	180
BBA.LLB	120
BBA (Morning Shift)	120
BBA (Evening Shift)	60
BA (JMC) Morning Shift	120
BA (JMC) Evening Shift	60

2.2 Research at DME

2.2.1. Centre For Laws On Gender And Sexuality (CLGS)

The Centre for Laws on Gender and Sexuality aims to engage in original, empirical, and doctrinal research on the intersection of law and gender studies, with a specific focus on understanding gender and sexuality. In the course of researches, the centre aims to meet specific targets. Centre For Research and Innovation in Media (RIM)

As the research centre of DME Media School, RIM is dedicated to exploring the ever-changing dimensions of media and mass communication. Our vision is to synthesise the critical aspects of media and bring out meaningful insights that the practitioners can use to bring quality to the domain. This research centre looks forward to building ideas and innovates for a better contribution.

2.2.2. Centre For Intellectual Property Rights (CIPR)

The Centre for Intellectual Property Rights (CIPR) of Delhi Metropolitan Education aims at

supporting academic and policy-oriented dialogue in the individual and intersectional areas of intellectual property (IP) such as Traditional Knowledge, Patents, Trade Marks, Copyright, Trade Secrets and Artificial Intelligence with Cyber Laws and Competition Law. The centre primarily focuses on carrying out intensive and extensive research on important contemporary issues in these areas.

2.2.3. Centre of Excellence For Sustainable Development (CESD)

Amidst multiple reports of climate change, growing disparities, volatile markets, food and water shortage, health and sanitation concerns, our world faces an enormous challenge of balancing the needs of society, the environment and the economy. As a socially responsible organisation, we at DME aspire to generate awareness and action on sustainable development practices. The centre aims to pursue research and formulate practical solutions for the adoption of sustainable management practices to strive towards sustainable development.

2.2.4. Centre for Constitutional Law and Human Rights (CCHR)

The Centre for Human Rights (DME) (estd. 2017) is a trans-disciplinary centre of excellence for national and international academic research, teaching and critical study on human rights. It focuses on academics, research, students, practitioners and activists who wish to advance the study and promotion of human rights at local, national and international levels. The centre aims to increase public awareness about the domestic and international human rights standards, laws and procedures through research projects, education programs and publications. It ardently focuses to undertake and facilitate interdisciplinary human rights research projects.

2.2.5. Centre for Alternative Dispute Resolution (CADR)

The justice dispensing system in India has come under great stress for several reasons, chief of them being the massive pendency of cases in courts in India underlining the need for Centre for Alternative Dispute Resolution (CADR) methods. Alternative Dispute Resolution or ADR refers to an assortment of dispute resolution procedures that primarily serve as alternatives to litigation and are generally conducted with the assistance of a neutral and independent third party. Mediation, Conciliation, Arbitration, Lok Adalats, Med-Arb, Early Neutral Evaluation and Mini Trial are examples of ADR procedures. Therefore, the CADR of DME thought it necessary to quickly provide a new forum for debate and research on the practice and procedure of ADR techniques for resolving international and domestic commercial disputes.

2.2.6. Centre for Enviro-legal Studies (CELS)

The Centre for Enviro-legal Studies (CELS) aspires to sew up a clean and sustainable environment for this nation which is still developing. Further, it aims to serve as a resource Centre for teaching environmental law and pursue research in a national, regional and international context.

2.2.7. Centre for Criminal Laws and Justice (CCLJ)

Criminal law is an essential subject of academic and practical importance. The centre aims to advance knowledge on the administration of justice and the nature of criminal behaviour. It aims to bring various stakeholders like academicians, policy planners, officials, programme administrators, civil society representatives, NGOs, media, social and development activists, and practitioners to debate and discuss Criminal Law and Justice and inclusive development: issues, challenges, and social work perspective. The centre attempts to engage these issues theoretically as well as empirically.

3. DME MEDIA SCHOOL

3.1 Centre for Research and Innovation in Media (RIM)

Centre for Research and Innovation in Media (RIM) is the research wing of DME Media School. It is dedicated to exploring the ever-changing dimensions of media and mass communication. Its aim and vision are to synthesise the critical aspects of media and bring out meaningful insights that the practitioners can use to bring quality to the domain.

3.2 Scope of work

RIM takes up formative, exploratory, and applied research to understand the media world and its functioning better. Where ever desirable, teachers-students collaborative projects are taken up by the centre allowing all-round growth and development of both the students and the faculty members. The objective remains to create and promote an environment of research in the institute and contribute to domain knowledge.

The centre focuses on the following research areas:

- Advertising and Brand Management
 - Corporate Social Responsibility
 - Documentary and Wildlife Photography
 - Functional aspects of Journalism
 - Various aspects of Public Relations
-

- Interdisciplinary areas of study

RIM has adhered to its mission and vision and stayed true to its name, coming up with innovative research practices time and again. The centre has taken up various projects fulfilling the objectives with which it was set up.

RIM took up a Minor Research Project as part of a faculty-student collaborative project under the supervision of Prof. Ambrish Saxena. Taken up as a self-funded research programme of DME, this project was accomplished during academic session 2018-2019. The research was conducted on "**Issues of Voting and Media Usage in General Elections 2019: Opinion of Youth in Lok Sabha Constituencies of Delhi**".

The project mentioned above was an inter-disciplinary project involving seven teachers and 34 students from Media, Law and Management Schools. The report of this research project was converted into a book, **Issues of Voting and Media Usage by Youth**, in 2019. In addition, the findings of this study were also covered in popular news channels of the country.

The spirit of RIM has always been kept alive through the efforts of its members in roping in more students for research paper writing in many international conferences, including the ICAN organised by DME Media School every year. The teachers pick and choose the interested students and groom them, teaching them the nuances of academic writing and helping them in getting their work published.

Not only this, the centre felicitates such students from time to time to upgrade their research skills. The latest effort in this chain has been a 3-day workshop on Qualitative Research methods by renowned researcher Prof. (Dr) Dayanand Sansanwal in 2021. In addition, faculty members have been guiding students in writing papers for ICAN⁴, which is scheduled for July 2021.

RIM also undertook writing a book on Development Communication, the publication of which is underway. RIM continues to strive for achieving excellence in the field of media research.

3.3 MediaSpace: DME Journal of Communication (DMEJC)

MediaSpace DMEJC is open access, peer-reviewed and interdisciplinary academic annual media journal. It endeavours to serve as the leading forum for a thoughtful and scholarly engagement for a broad range of complex issues at the intersection of media, law, public policy and social change in the world. It, therefore, emphasises representation of diverse perspectives and invites articles presenting opinions on the long-lived media issues, emerging contemporary issues and possible solutions to

them.

MediaSpace DMEJC concerns itself with articles from diverse areas involving contemporary, socially and politically relevant media issues ranging from journalism, advertising, public relations, corporate communications, film studies and much more. Towards this end, this journal encourages critical reflections based on empirical observations and experience with a theoretical and multi-disciplinary approach.

Chapter 2

Research Methodology

1. Rationale of the Study

Since research on academic achievement began to emerge as a field in the 1960s, it has guided educational policies on admissions and dropout prevention. Although much of the literature has focused on higher education, the knowledge obtained on behavioural phenomena observed in colleges and universities can potentially guide research. For example, several behavioural patterns have been linked to academic preferences, choices, parameters, active social ties, the halo effect of the leadership, the social image of the college opportunities to participate in co-curricular events and festivals.

This research aims to understand better the factors affecting the individual choice of college for admissions. The RIM team wants to identify how demographic and psychographic factors affect students' choices. For ease of investigation, the project is divided into specific objectives.

2. Objectives

1. To identify the factors that influence the choice of students about selecting a college for admission
 2. To analyse the importance of calling and a constant touch of various academic counsellors and faculty.
 3. To understand the personality pattern and future career goals affecting the choice of students
 4. To comprehend the relationship between motivation and personality factors of students and their expectations from the college
 5. To find out the demographic groups taking admission in the college and its effect on the choice of students
 6. To appreciate the aspirations students have from the BA JMC programme of GGS IP University
 7. To make out what additional input students expect from the university and the college
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3. Research Tools and Methodology

In this research, a triangulation study was done; both qualitative and quantitative methods were applied. A survey was conducted to gain primary quantitative preferential data from the students. The survey also included qualitative questions in order to get a deeper understanding of the relevant issues.

Since the classes were not happening in the college in the physical mode given COVID- 19 pandemic, students were called to the college in small groups to collect data. The Dean and other faculty members conducted Semi-structured interviews of students. Further, group discussions amongst students were conducted on pre-mediated topics and agendas to understand their attitudes. Faculty members were a part of this discussion.

Dr Ambrish Saxena, Dean and Dr Susmita Bala, Head of Media School, sensitised the students and the faculty members concerning the research objectives. Both the professors initiated discussions with the students and aligned them for the research.

Chapter 3

Data Analysis

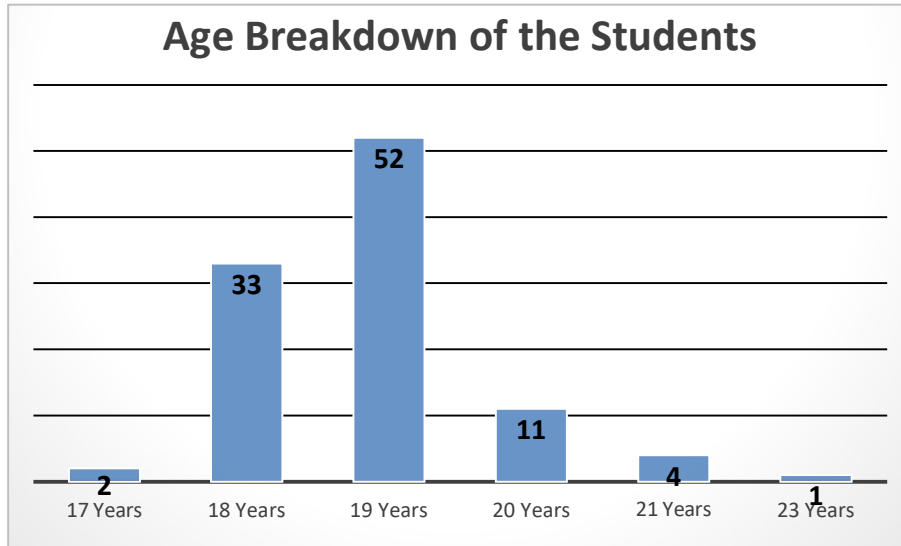
The year 2020 marred with disruptions in education and other walks of life given the spread of corona infection. The admission process of GGS IP University was delayed for various reasons, like the late declaration of class 12 results, late conduct of CET and consequently delayed results and other procedural impediments. The admission for BAJMC was completed during December 2020 end (a delay of about five months), and the classes started during the last week of December 2020.

Given the pandemic and apparent risk of infection, physical classes were not happening, but students had to come to the college for completing their admission formalities if required. Therefore, DME Media School decided to call the students to the college in small groups to get familiarised with their teachers and mentors. Dr Ambrish Saxena, Dean, DME Media School, initiated an idea of conducting a study for understanding the aptitudes, aspirations and expectations of the newly admitted students by collecting data from these small groups. Accordingly, a research design was prepared, objectives were framed, and questions were formulated.

1. ANALYSIS OF DATA

As decided, the survey was conducted on the first year, newly admitted students of DME Media School. The pandemic and subsequent online classes allowed the most negligible interpersonal interaction with the students. Hence it was imperative to understand the students' perceptions regarding the various facets of life. Moreover, it was an exercise to understand the students better to allow better mentorship and enhanced learning experience for the students.

Age	Frequency
17 Years	2
18 Years	33
19 Years	52
20 Years	11
21 Years	5
23 Years	2
Grand Total	105



The survey data includes the frequency of participants in different age groups. A total of 105 participants were surveyed. The age groups ranged from 17 to 23 years. The frequency of participants was highest in the age group of 19 years (52), followed by 18 years (33). The least frequent age group was 17 years (2) and 23 years (2). There were also 11 participants who were 20 years old and 5 participants who were 21 years old. Overall, the majority of participants in the survey were in the age range of 18-19 years.

Schools of the Respondents

AMBIENCE PUBLIC SCHOOL	1
ANDHRA EDUCATION SOCIETY, ITO	1
APEEJAY SCHOOL	2
ASTER PUBLIC SCHOOL	1
BAL BHARATI PUBLIC SCHOOL	1
BAL BHAVAN PUBLIC SCHOOL	2
BAL MANDIR SR. SEC SCHOOL	1
BEDI INTERNATIONAL SCHOOL	1
BHARAT NATIONAL PUBLIC SCHOOL	1
BHARTI PUBLIC SCHOOL	2
BLOOM PUBLIC SENIOR SECONDARY SCHOOL	1
CAMBRIDGE SCHOOL	1
COLUMBUS PUBLIC SCHOOL	1
CORRESPONDENSE	1
CRPF PUBLIC SCHOOL	1
DAV CHANGER NAGAR	1
DAV PUBLIC SCHOOL	3
DAV SRESHTHA VIHAR	1
DEEP JOSHI	1

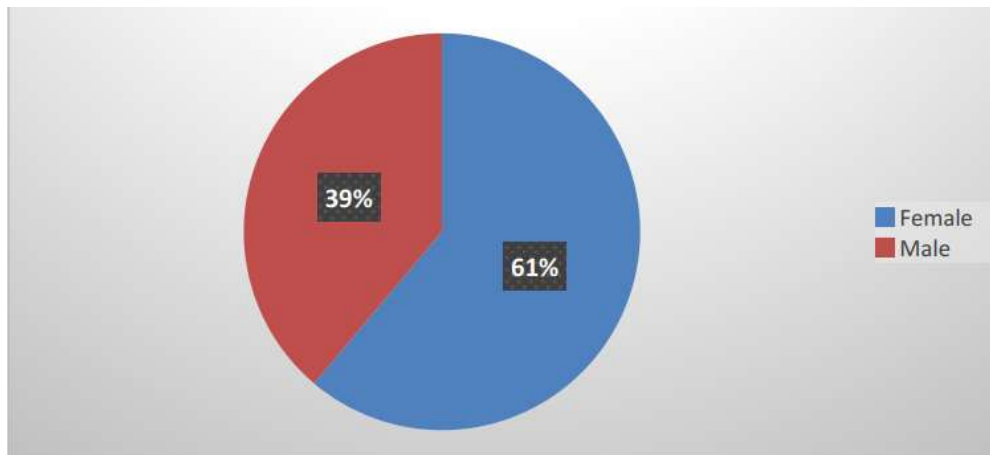
DEHRADUN PUBLIC SCHOOL	1
DELHI PUBLIC SCHOOL GHAZIABAD VASUNDHARA	1
DLF PUBLIC SCHOOL	1
UGLAS MEMORIAL HIGHER SECONDARY SCHOOL	1
DPS NOIDA	1
DPS VASUNDHRA	2
DPSG	1
N.C.COLLEGE.BENIPATTI, MADHUBANI	1
EVERGREEN PUBLIC SCHOOL	4
FATHER AGNEL SCHOOL NOIDA	1
GAGAN BHARTI PUBLIC SCHOOL	1
GD GOENKA PUBLIC SCHOOL GREATER NOIDA	1
GREEN FIELD SCHOOL	1
GYANDEEP ENGLISH SCHOOL, VARANASI	1
HILLWOODS ACADEMY	1
INDIRAPURAM PUBLIC SCHOOL	2
INGRAHAM INSTITUTE ENGLISH SCHOOL	2
JAWAHAR NAVODAYA VIDYALAYA	1
JAYCEES PUBLIC SCHOOL	1
K.D.B. PUBLIC SCHOOL	1
KARL HUBER SCHOOL	1
KENDRIYA VIDYALAYA A.G.C.R COLONY	1
KENDRIYA VIDYALAYA NO.1 BIKANER	1
KENDRIYA VIDYALAYA PUSHP VIHAR	1
KENDRIYA VIDYALAYA TATANAGAR	1
LITTLE FLOWER SENIOR SECONDARY PUBLIC SCHOOL	2
MAHARAJA AGARSAIN PUBLIC SCHOOL	1
MANI BEN PATEL BHARTIYA MAHILA SARVODAYA VIDYALAYA	1
MODERN INDIAN SCHOOL	1
MODERN SCHOOL	1
MOTHER'S GLOBAL SCHOOL	1
N.K BAGRODIA PUBLIC SCHOOL	1
NATIONAL VICTOR PUBLIC SCHOOL	2
NAVYUG SCHOOL SAROJINI NAGAR	1
NCS VIZAG	1
PATANJALI RISHIKUL	1
R.S.K.V.	2
RAJDHANI PUBLIC SCHOOL	2
RAMJAS SCHOOL, PUSA ROAD	1
RANI JHANSI SARVODYA KANYA VIDHLYALAYA RAILWAY COLONY TUGHLAKABAD	1
SAAI MEMORIAL GIRLS SCHOOL	1

SADHNA DEVI VIDYAPEETH	1
SAFFRON PUBLIC SCHOOL	2
SARASWATI BAL MANDIR	1
SETH ANANDRAM JAIPURIA	1
SHANTINIKETAN JUBILEE SCHOOL	1
SHREE THAKURDWARA BALIKA VIDYALAYA	1
SHRI VINAYAK ACADEMY INTERNATIONAL SENIOR SECONDARY SCHOOL	1
SLS DAV PUBLIC SCHOOL MAUSAM VIHAR DELHI	2
SOMERVILLE NOIDA	1
SOUTH DELHI PUBLIC SCHOOL.	1
SSK KHALSA	1
ST MARY CHRISTIAN SCHOOL	1
ST TERESA	1
ST. ANDREWS SCOTS SENIOR SECONDARY SCHOOL	3
ST. JOHN'S ACADEMY , JWALA NAGAR SHAHDARA	1
ST. JOSEPH.SER.SEC.SCHOOL	2
ST. JOSEPH'S COLLEGE	2
ST.FIDELIS SCHOOL	1
SUN SHINE PREP/ HIGH SCHOOL, MUZAFFARPUR, BIHAR	1
VANASTHLI PUBLIC SCHOOL	2
VICTORIA PUBLIC SENIOR SECONDARY SCHOOL	1
VIDYA BHARATI SCHOOL	1
VIVEKANAND SCHOOL	2

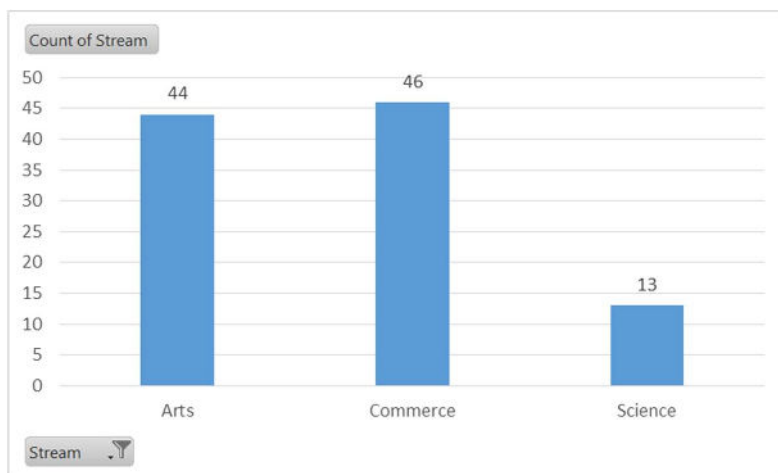
The students were asked about the schools from where they had done the schooling. Their response is shown in the table shown above. Majority of the students have studied from schools that are nearby DME and precisely are at the vicinity of 5-10 Kms maximum.

Gender wise Breakup of the Students

Row Labels	Count of GENDER
Female	63
Male	42
Grand Total	105



The table and the figure above shows that the majority is of the girl students with 61% respondents being girls and 39% only being the boys. It is very contradictory to the otherwise generally visible traits of various disciplines where there seems to be a disparity in terms of gender. While some professions are seen to be for the males and others for females, Mass Communication and Journalism seems to be catering to both and also getting away with the stereotype.



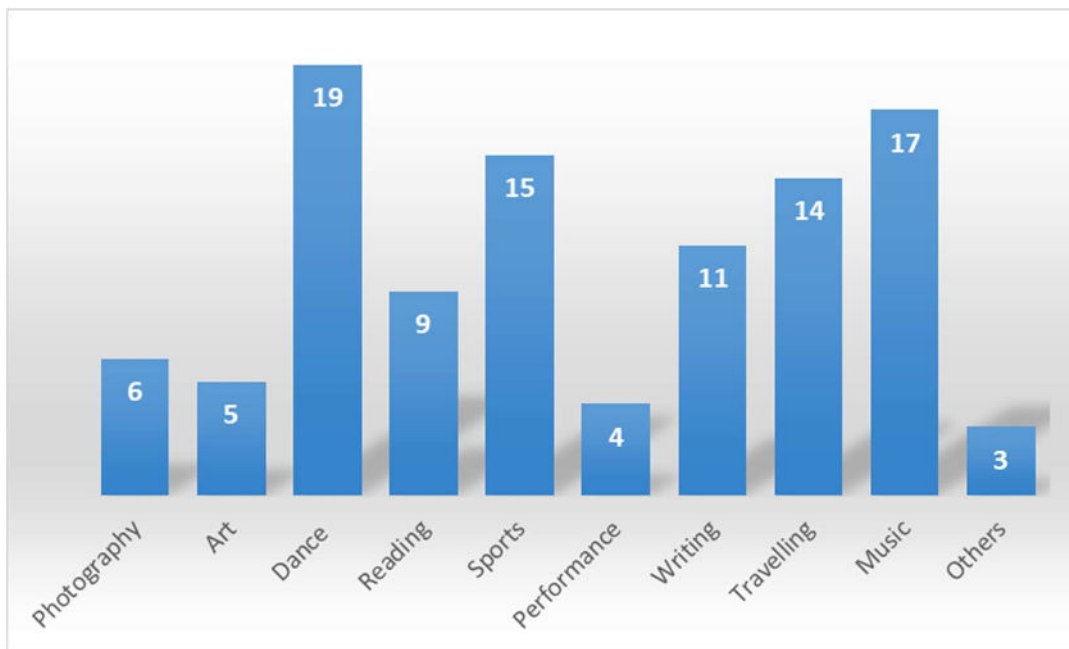
The data shows that most of the students joining the BAJMC Programme at DME Media School are from Commerce backgrounds. Arts and Humanities students come second, and science students are least likely to join BAJMC at DME compared to the other academic disciplines. However, the graph above is an indicator of the fact that this stream has a broad scope to accommodate anyone irrespective of the stream a student comes from.

Hobby-wise classification of the Respondents

Photography and Videography	6
Art	7
Dance	21
Reading	13
Sports	22
Theatre Performance	6
Writing	4
Travelling	7
Music	18

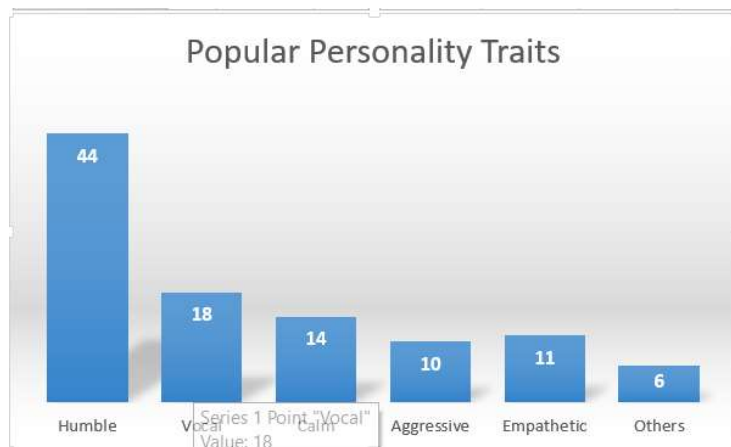
Music and dance are the two most popular hobbies amongst the respondents. Sports (playing and watching) is the third most popular hobby amongst respondents. Photography and videography come after that. Travelling too has emerged as a hobby amongst the majority. The hobbies are seen as critical for the growth and development of students. Here what is visible is that the majority have hobbies that may not be able to help them in the profession directly. The profession specific hobbies are diminishing amongst the students showing worrisome trends.

Skills acquired by the Respondents during school time



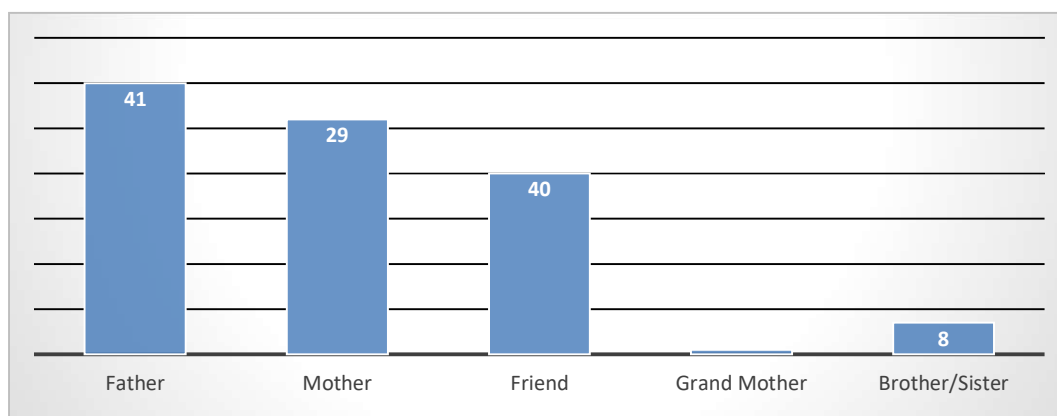
Also, the skills acquired during the school time shows that majority have been involved with dance, music and sports. Art, photography and writing like hobbies are learnt by fewer number of students.

Popular Characteristic Traits amongst the Respondents



The students were asked about the characteristic traits students believed were a must for being successful in life. It was seen that being humble and vocal was the most popular trait amongst the students. On the other hand, being vocal about things emerged as the third most popular characteristic trait amongst the students.

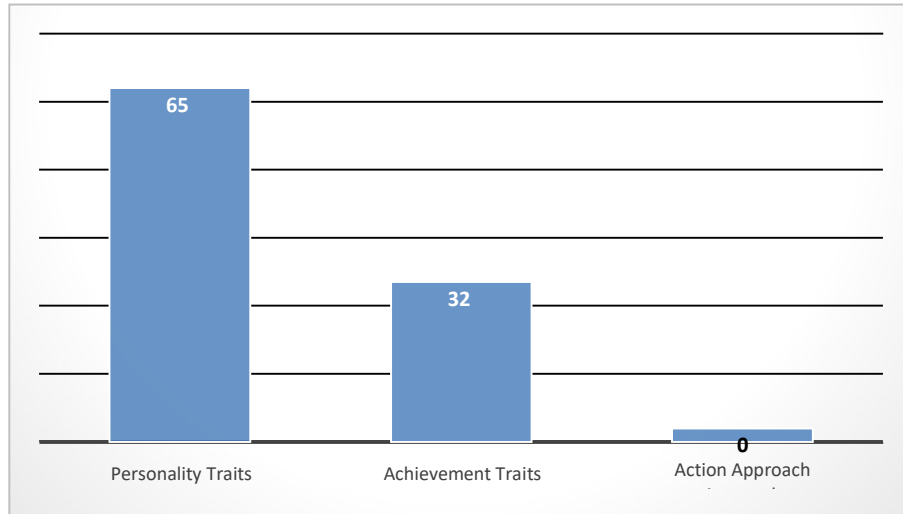
Respondents feel inspired by



On being asked about who the respondents feel most inspired with, it is seen that the students feel most inspired by their fathers and then by friends. It is also visible that mothers tend to inspire the students less than the friends and father. It can be primarily due to the fact that majority of the students who have responded to the survey are girls and it is a general perception that girls are inspired majorly by their fathers. Mothers being less inspiring in the eyes of the students is

worrisome.

Inspiring Traits



Again the personality traits are the most inspiring part about an individual. It is shown to be more inspiring than the achievements of an individual, and that too by a significantly big margin.

Personalities Inspiring the Students

Inspirations	Frequency
Sports Personalities	22
Family	22
Leaders	17
Teachers	17
Journalist	12
Actor	7
Peers	5
No-one	3
Total	105

The data presents the frequency of inspirations among a group of people. It reveals that sports personalities and family members are the most commonly cited sources of inspiration, with both having a frequency of 22. This suggests that individuals are often motivated and inspired by those closest to them and by successful individuals in the field of sports. Leaders and teachers follow with a frequency of 17, showing that people are also inspired by those in positions of authority and education. Journalists, actors, peers, and no one are less common sources of inspiration, with

frequencies of 12, 7, 5, and 3 respectively.

Preferred Discussion Partners for Academic Issues

Preferred Discussion Partner for Academic Issues	Frequency
Mother	46
Father	27
Friends	18
Both	14
Total	105

The data provides information on the preferred discussion partner for academic issues among a group of individuals. The majority of respondents, with a frequency of 46, prefer to discuss academic issues with their mother. The father is the next most preferred discussion partner with a frequency of 27, while friends have a frequency of 18. Both parents are preferred by 14 individuals. The total number of respondents is 105. This suggests that mothers are the most trusted and reliable source for academic advice and guidance, followed by fathers and friends, and that parents are preferred over friends for discussing academic issues.

Preferred Discussion Partners for Other Issues

Inspirations	Frequency
Mother	22
Father	41
Friends	31
Both	11
Total	105

The data presents the frequency of inspirations among a group of individuals, specifically in terms of the people they turn to for inspiration. Fathers have the highest frequency of 41, followed by friends at 31 and mothers at 22. Both parents are a source of inspiration for 11 respondents. The total number of respondents is 105. This suggests that fathers are the most common source of inspiration among this group, followed by friends and then mothers. Additionally, the fact that both parents are a source of inspiration for a relatively small number of respondents suggests that the respondents may have more varied sources of inspiration beyond their family.

Expectations of the Student

Expectations from Self	Frequency
Money	14
Fame	28
Contribution towards Society	11
Others	8
All	44
Total	105

The data presents the expectations from self among a group of individuals, in terms of what they hope to achieve or attain. The most common expectation from self is to achieve all of the listed options, with a frequency of 44. Fame is the next most common expectation with a frequency of 28, followed by money at 14 and contribution towards society at 11. Other expectations from self are cited by 8 respondents. The total number of respondents is 105.

These survey results suggest that the majority of individuals have a diverse range of expectations from themselves, and they hope to achieve success in multiple areas, rather than just one specific goal. However, fame is still a relatively common expectation, which may indicate a desire for recognition and validation from others. Additionally, the relatively low frequency of contribution towards society may indicate that this is not a high priority for many respondents, though it is still valued by a significant number of individuals. Overall, these results highlight the complex and multifaceted nature of personal expectations and goals.

Students' view of themselves a few years later

Students Idea of themselves a few years later	Frequency
Journalism	16
Actor	11
RJ	9
Rich	21
Luxury	20
Civil Servent	8
Content Creator	14
Others	6

The data presents the results of a survey on students' ideas of themselves a few years later. The most common idea is to be rich, with a frequency of 21, followed closely by luxury at 20. Journalism is the next most popular career path with a frequency of 16, followed by content creator at 14. Actors are also a relatively common idea with a frequency of 11, followed by RJ at 9 and civil servant at 8. Other ideas are cited by 6 respondents. The total number of respondents is 105.

These survey results suggest that many students have a desire for financial success and the associated luxuries that come with it. However, there is also a significant number of respondents who aspire to careers in creative fields, such as journalism, acting, and content creation. The relatively low frequency of civil servant and RJ may indicate that these are not as popular career paths among the surveyed students.

Overall, these results highlight the diversity of aspirations and goals among students, with a range of career paths and ideas of success. It is important to note that these aspirations may change over time as students gain more experiences and knowledge about their own strengths and interests.

Students' view of fulfilling life



On being asked about the kind of life, the students envision about themselves. It was witnessed that leading a rich, luxurious life is the most common vision of students' lives. Students also tend to live a life of excitement, travelling around.

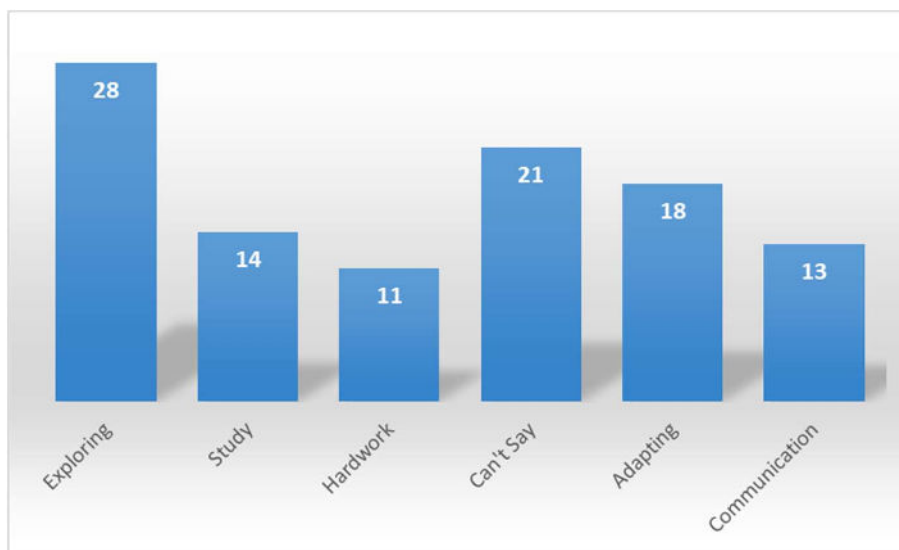
Rating of the students' efforts for achieving goals

Rating of students' own efforts for achieving their goals	Frequency
Unsatisfied	16
Somewhat Satisfied	20
Neutral	13
Satisfied	24
Extremely Satisfied	32
Total	105

Students were asked about rating their efforts in achieving their goals, and it was seen that they The data presents the rating of students' own efforts for achieving their goals. The largest frequency of responses is extremely satisfied, with 32 respondents indicating that they are very happy with their own efforts towards achieving their goals. This is followed by satisfied, with a frequency of 24. Somewhat satisfied and unsatisfied have frequencies of 20 and 16 respectively, and neutral has a frequency of 13. The total number of respondents is 105.

These survey results suggest that the majority of students are satisfied with their own efforts towards achieving their goals, with a significant number of respondents indicating that they are extremely satisfied. However, a notable proportion of respondents are also only somewhat satisfied or unsatisfied with their efforts. This may indicate that some students feel that they could be doing more to achieve their goals, or that they are facing challenges or obstacles that are hindering their progress. Overall, these results highlight the importance of self-reflection and self-evaluation for students, in order to identify areas where they can improve their efforts towards achieving their goals. It is also important for students to recognize their own strengths and accomplishments, and to celebrate their successes along the way.

Efforts being put by students to achieve the life of their dreams



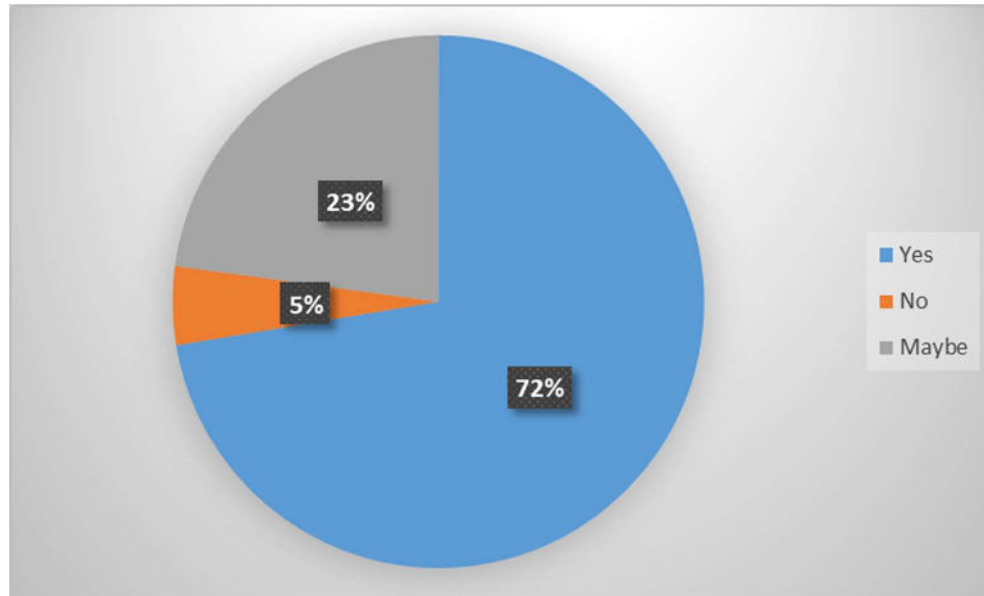
The data presents the areas in which efforts are being put by students to achieve the life of their dreams. The largest frequency of responses is exploring, with 28 respondents indicating that they are putting efforts into exploring opportunities and options that can help them achieve their dreams. Adapting and can't say are the next most common responses, with frequencies of 18 and 21 respectively. Study has a frequency of 14, hard work has a frequency of 11, and communication has a frequency of 13. The total number of respondents is 105.

These survey results suggest that many students are actively exploring different opportunities and avenues in order to achieve their dreams, while others are still unsure of the specific steps they need to take. Adapting is also a key area for students, suggesting that many recognize the need to be flexible and adaptable in order to succeed. Study, hard work, and communication are also important areas that students are focusing on in their efforts towards achieving their dreams.

Overall, these results highlight the diversity of efforts and approaches that students are taking in order to achieve their dreams. It is important for students to continue exploring different opportunities, and to be open to adapting their approach as needed. At the same time, it is also important for students to prioritize hard work, effective communication, and ongoing learning and growth in order to achieve success in their chosen endeavors.

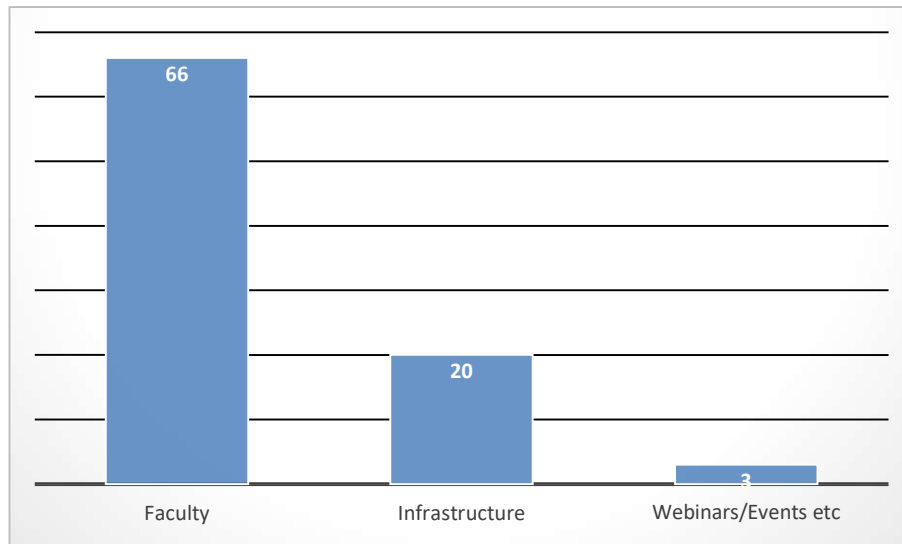
The students claim that they have been exploring different fields, trying to adapt to different challenges to prepare themselves for the future and achieve their dream.

Student's satisfaction with DME so far



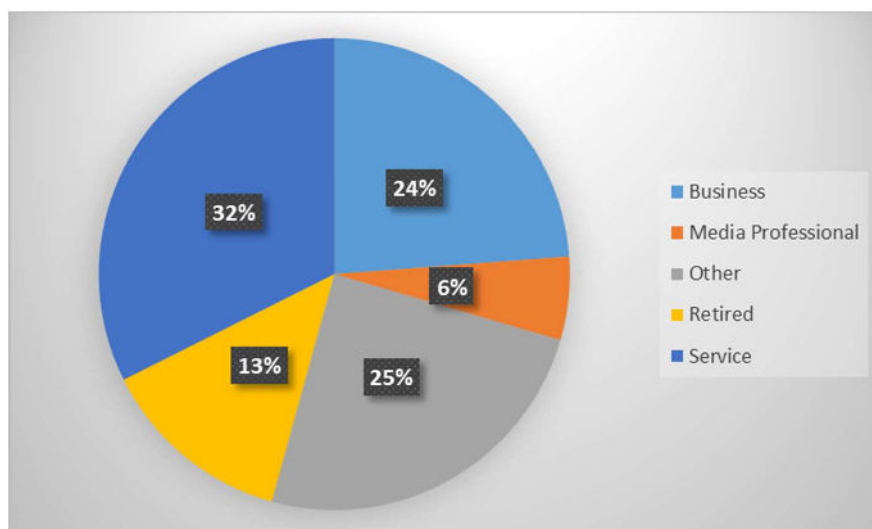
Out of 105 students, 76 responded positively when asked if they are satisfied with DME so far, 5 responded negatively, and 24 responded with maybe.

Aspects of DME liked most by the students



The students were asked about what they have liked the most about DME so far. Their response highlighted that their best experience was with the teachers at DME. After the Faculty, it was the infrastructure at DME they liked the most, but faculty was the most liked option of the students with a considerable margin.

Profession of Students Father



The data presents the working profiles of the fathers of students. The largest frequency of responses is service, with 34 respondents indicating that their fathers are employed in the service sector. This is followed by other, with a frequency of 26, and business, with a frequency of 25. Retired has a frequency of 14, and media professional has a frequency of 6.

These survey results suggest that the fathers of students have diverse working profiles, with a significant proportion employed in the service sector. Other sectors such as business and media are also represented, highlighting the diversity of careers and professions that exist within society. The number of retired fathers is also notable, indicating that many students may come from families where one or both parents have already retired from active employment. Overall, this data provides insight into the working backgrounds and profiles of the fathers of students, which can be useful for understanding the broader socioeconomic context in which these students are growing up.

Fathers Area of Specialization

Row Labels	Count of Fathers Area of Specialization
Agriculture	2
Arts	2
Commerce	12
Culinary	3
Customer Service	1
Engineering	19
Legal	3
Logistics	3
Management	4
Marketing	3
Media	2
Medicine	7
Not Mentioned	31
Oratory	1
Sales	7
Sports	2
Technical	3

On being asked about the father's area of specialization, most of the fathers were either engineers, from a commerce background or working in the sales divisions of the various companies. The data below shows the various famous and rare areas of specialization of the student's fathers.

Fathers interest areas apart from the work specialization

Row Labels	Count of Fathers interest areas apart from the work specialization
Arts	2
Astrology	1
Computer	1
Cooking	7
Current Affairs and Politics	15
Fitness	2
Gardening	2
Indulgence with Spirituality	3
Music	10
Not Mentioned	39
Reading	6
Researching	1
Sports	9
Story Narration	1
Travelling	2
Watching Films	1
Writing	2
Yoga	1
Grand Total	105

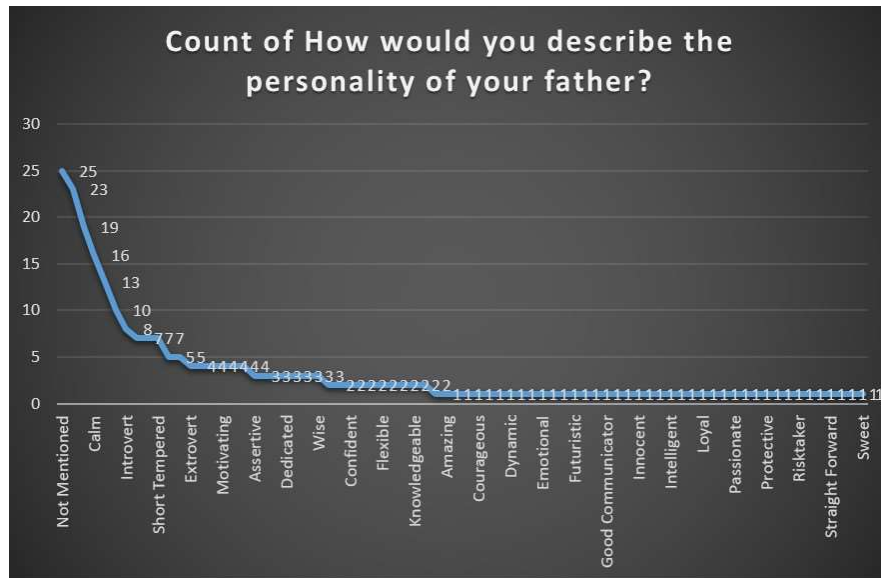
To create a network of like-minded parents, the students were asked about the interest areas of their fathers apart from their professional specialization domains. Current affairs & politics, music and sports emerged as the most popular interest areas. The remaining are shown in the table below.

Fathers Favourite Sport

Row Labels	Count of Fathers Favorite Sports
Athletics	2
Badminton	7
Basketball	5
Boxing	4
Carrom	3
Cricket	35
Football	7
Handball	2
Kabaddi	4
Lawn Tennis	3
Martial Arts	3
Not	17
Mentioned	
Swimming	7
Table Tennis	4
Wrestling	2
Grand Total	105

It was seen that the favorite sport of the majority of the fathers was cricket. It was the most popular choice with landslide margin, and badminton emerging is the second most popular choice but also liked by very few fathers.

Fathers personality as described by the students



The students were asked about expressing their fathers' personalities in one word. It was an important question as fathers are generally the ones who inspire their children the most. The children are most likely to see their fathers' traits as the most desirable ones. These desirable traits can then be incorporated amongst the students through rigorous mentoring and other kind of interpersonal interactions. It was seen that hard work, being humble, being calm, being kind and caring have been the most popular traits witnessed by the students in their respective father. The other responses are shown below.

Row Labels Fathers Expectations from Students

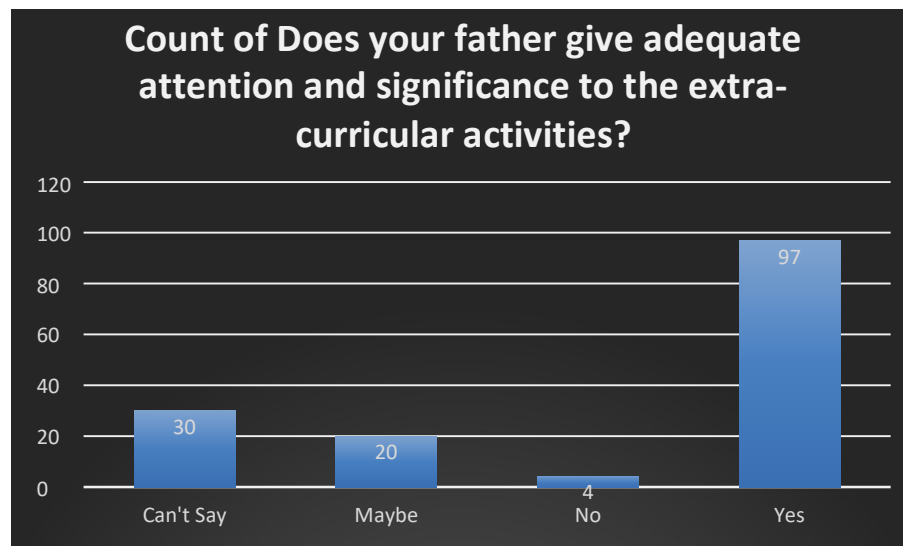
All	35
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Being successful and giving	3
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back to the society	
Character Formation	11
Good Grades in College	12
None	10
Overall Qualitative Improvement	25
Sizeable Placement	9
Grand Total	151

The students were asked about their fathers' expectations of them. The most common response was "Overall qualitative improvement", followed by "good placements" and other aspects. Though many fathers have all the expectations, an overall improvement is what the majority of fathers expect. It clearly shows that even the fathers believe that if there is a reasonable qualitative improvement, other expectations may automatically follow.

Fathers Paying Attention to Extra-curricular Activities

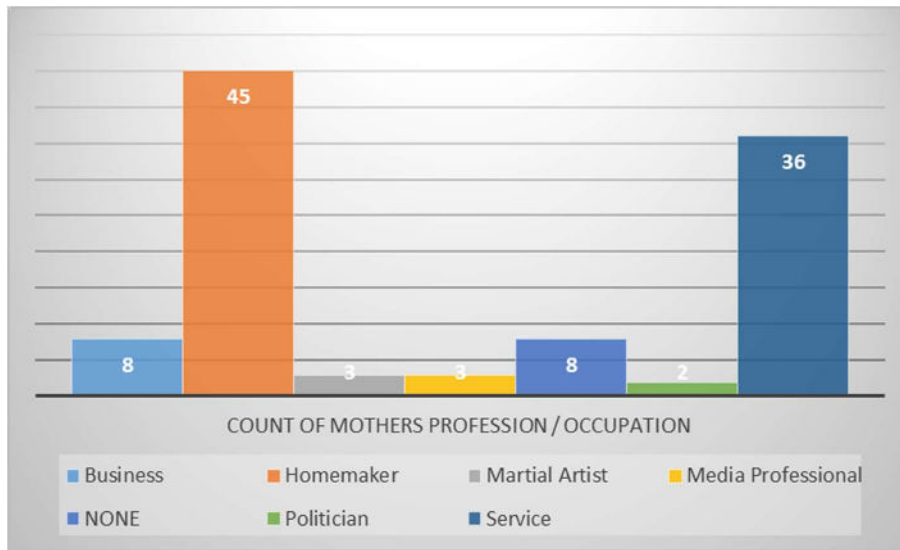


Also, a high number of fathers pay attention to the extra-curricular activities of the students. On the other hand, according to the students, a negligible number of fathers do not pay attention to it.

Row Labels	Count of Mothers Profession / Occupation
Business	8
Homemaker	45
Martial Artist	3
Media Professional	3
NONE	8
Politician	2
Service	36
Grand Total	105

On being asked about the mothers' profession, it was seen that a significantly high number of

mothers are homemakers.



Profession of Students' Mothers

Row Labels	Area of Specialization
Administration	4
Art	8
Business Development	2
Commerce	5
Customer Support	2
Embroidary	5
Fashion Design	2

Knitting	5
Makeup Desiging	8
Management	1
Maths and Science	0
Not Mentioned	33
Poetry Writing	1
Print and Design	1
Psychology	3
Social Sciences	1
Sports	3
Stitching	5
Teaching and Training	15
Writing	1
TOTAL	105

The specialization of the mothers appears to be very diverse, with teaching and training emerging as the most common specialization. The number, however is very small in comparison to the sample size.

Students Mothers' Hobbies

Row Labels	Count of Mothers Hobbies
Art	7
Baking	2
Cinema	4
Cooking	26
Craft	2
Current Affairs	2
Dance	8
Drawing	1
Embroidery	2
Fitness	1
Gardening	2
Knitting	7
Listening to Music	3
Singing	5
Networking	1

Not Mentioned	8
Painting	1
Sketching	1
Sports	4
Stitching	2
Travelling	5
Watching TV	7
Writing	2
Poetry	1
Yoga	1
Grand Total	105

The survey data shows the count of participants' mothers' hobbies. A total of 105 mothers' hobbies were mentioned. The most common hobby was cooking (26), followed by dance (8), watching TV (7), knitting (7), and art (7). Other hobbies mentioned include baking (2), cinema (4), craft (2), current affairs (2), drawing (1), embroidery (2), fitness (1), gardening (2), listening to music (3), networking (1), painting (1), poetry (1), sketching (1), sports (4), stitching (2), travelling (5), writing (2), and yoga (1). Additionally, 8 participants did not mention their mothers' hobbies.

Mothers Paying Attention and Significance to Extra-Curricular Activities

Row Labels	Mother gives adequate attention and significance to the extra-curricular activities
Can't Say	2
Maybe	18
No	15
Yes	70
Grand Total	105

The survey data shows participants' perception of their mothers' attitude towards their extra-curricular activities. Out of 105 participants, 70 felt that their mothers give adequate attention and significance to their extra-curricular activities. On the other hand, 15 participants felt that their mothers did not give enough importance to their extra-curricular activities. 18 participants were unsure about their mothers' attitude, while 2 participants could not say. This data suggests that a significant proportion of the participants felt that their mothers supported their extra-curricular activities, indicating the importance of parental support in promoting children's overall development.

Mothers Expectations from the Students

Row Labels	Count of Mothers Expectations from the Students
All	29
Character Formation	17
Good Grades in College	14
None	1
Overall Qualitative Improvement	24

Sizeable Placement	20
Grand Total	105

The survey data shows the count of participants' mothers' expectations from them. A total of 105 expectations were mentioned. The most common expectation was overall qualitative improvement (24), followed by sizeable placement (20), and character formation (17). Other expectations mentioned include good grades in college (14), all (29), and none (1). This data suggests that the majority of the participants' mothers had high expectations from them and had a desire to see them excel in their academic and professional pursuits.

Number of Siblings

Row Labels	Count of Number of Siblings
0	20
1	56
2	18
3	8
4	3
5	0
Grand Total	105

The survey data shows the count of participants based on the number of siblings they have. Out of 105 participants, 56 had one sibling, 18 had two siblings, and 8 had three siblings. A total of 20 participants did not have any siblings. The number of participants with four or more siblings was relatively low, with only 3 participants having four siblings and none having five or more siblings. This data suggests that the majority of the participants had at least one sibling.

Students Siblings Profile

Row Labels	r siblings do? Elaborate, giving referenceto their specialization and stream.
Artist	3
Business	14
Farmer	2
Gaming	4
Higher Studies	21
Not Applicable	15
Not Mentioned	7
Not Working	5
Preparing for Government Job	11
Preparing for Higher Studies	14
Preparing for USPC	2
Schooling	7
Entrepreneur	12

Self-Employed	7
Working	32
Grand Total	156

The survey data shows the participants' responses regarding what their siblings do. A total of 156 responses were recorded. The most common response was "working" (32), followed by "higher studies" (21) and "preparing for government job" (11). Some participants mentioned that their siblings were pursuing higher studies or preparing for competitive exams like UPSC (14), while others reported that their siblings were self-employed or entrepreneurs (7 and 12 respectively). Some participants mentioned that their siblings were artists (3), farmers (2), or into gaming (4). Additionally, 14 participants did not mention their siblings' specialization or stream, 15 participants selected "not applicable," and 5 participants reported that their siblings were not working. This data indicates the diverse career paths pursued by the siblings of the participants.

Row Labels	Peers Influencing Personalities as per DISC Personality Assessment
Dominance	23
Influence	36
Steadiness	21
Conscientiousness	25
Grand Total	105

The DISC personality assessment categorizes individuals into four main personality types based on their behavior and communication styles. Here are the four DISC personality types:

Dominance (D): Individuals who are assertive, direct, and confident in their communication and behavior. They tend to focus on achieving results and can be competitive and challenging in their approach.

Influence (I): Individuals who are outgoing, sociable, and enthusiastic in their communication and behavior. They tend to focus on building relationships and can be persuasive and emotional in their approach.

Steadiness (S): Individuals who are patient, supportive, and empathetic in their communication and behavior. They tend to focus on maintaining stability and can be accommodating and resistant to change in their approach.

Conscientiousness (C): Individuals who are analytical, precise, and systematic in their communication and behavior. They tend to focus on ensuring accuracy and can be critical and reserved in their approach.

These personality types are not mutually exclusive, and individuals may exhibit a combination of traits from multiple categories.

The survey data shows that out of 105 participants, 36 reported being influenced by their peers towards the influence personality type as per DISC personality assessment. 23 participants reported being influenced towards the dominance personality type, while 21 reported being influenced towards the steadiness personality type, and 25 towards the conscientiousness personality type. This data suggests that peers can have a significant impact on individuals' personality types, and the influence of peers can lead individuals towards exhibiting certain behavior and communication styles. It is important to note that these personality types are not fixed and can change over time based on various factors, including environmental influences like peer pressure.

Brother / Sisters Expectations from the Students

**Row Labels Count of What according to you
are your brothers/ sisters expectations from
you?**

All	35
Character formation	4
Good Academic Performance	23
None	15
Overall Qualitative Improvement	8
Sizeable Placement	20
Grand Total	105

The survey data shows that out of 105 participants, 35 reported that their siblings have all expectations from them. 23 participants reported that their siblings expect good academic performance from them, while 20 reported that their siblings expect a sizeable placement. 15 participants reported that their siblings have no expectations from them, and 8 participants reported that their siblings expect overall qualitative improvement. 4 participants reported that their siblings expect character formation from them. This data suggests that siblings' expectations from each other can vary significantly and may include various aspects of personal and professional growth.

Brother / Sister Giving Adequate Attention to Extra-Curricular Activities

Row Labels	Count of Do your brother / sister give adequate attention and significance to the extra-curricular activities?
Can't Say	12
Maybe	9
No	20
Yes	64
Grand Total	105

The survey data shows that out of 105 participants, 64 reported that their brothers/sisters give adequate attention and significance to extracurricular activities. 20 participants reported that their siblings do not give adequate attention to extracurricular activities, while 9 participants were unsure (maybe) and 12 participants could not say. This data suggests that siblings' attitudes towards extracurricular activities may vary, with some siblings actively encouraging and supporting such activities, while others may not attach as much importance to them.

Factors Influencing Decision to Choose Mass Communication

Row Labels	Reason for Choosing Mass Communication
Actually, I had a bit of interest, and I thought I would get to learn of lots of skills	8

Career opportunities	39
Challenge posed by media	9
Communication, Confidence and personality development	5
Fascination with the media	12
Fulfilling my career goals	4
Interest in the field of media and mass communication	19
Mass Communication and Societal Welfare	1
None of the Above	7
Vast connection that will help further in work and business	1

Based on the survey results, the primary reason for choosing mass communication among the students is for career opportunities. Other reasons include having a fascination with the media, interest in the field of media and mass communication, and wanting to develop communication, confidence, and personality. Some students also chose mass communication because they thought they would learn various skills, while others were motivated by the challenge posed by media. There were also a few students who were interested in using mass communication for societal welfare or for gaining vast connections to further their work and business.

Factors Influencing Selection of College

Row Labels	Factors Considered while choosing the college of your choice (Whether DME or any other college that may have been your first choice)
All	1
Building / Studio infrastructure	14
Connectivity with the metro line	9
Distance from Home	30
Locality	4
None	15
Placements & hands-on experience	10
Reputation	1
Seniors interaction	8
Teachers' profiles	7
Word of Mouth Praise from some friend / family member	6
Grand Total	105

The survey conducted on students revealed that while choosing a college, 30% of the students

considered the distance from home, followed by building/studio infrastructure (13%), and placements/hands-on experience (10%). Only a few students considered connectivity with the metro line (9%), seniors' interaction (8%), and teachers' profiles (7%). 15% of the students chose none of the above factors while making the decision. Word of mouth praise from friends or family members and reputation were the least considered factors, with only 6 and 1 students respectively considering them.

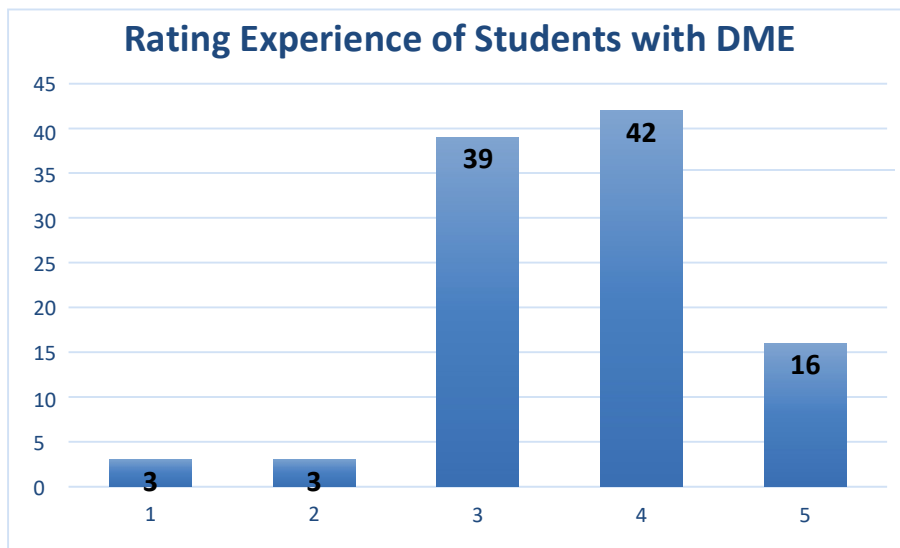
Row Labels	Count of From where did you get to know about DME?
Advertisement	8
By searching	5
Call from the College Representative	8
Counselling	5
E mail	5
From an alumni	8
From some friend or relative	30
Teacher	5
Website	22
You live nearby and hence knew about DME	9

already

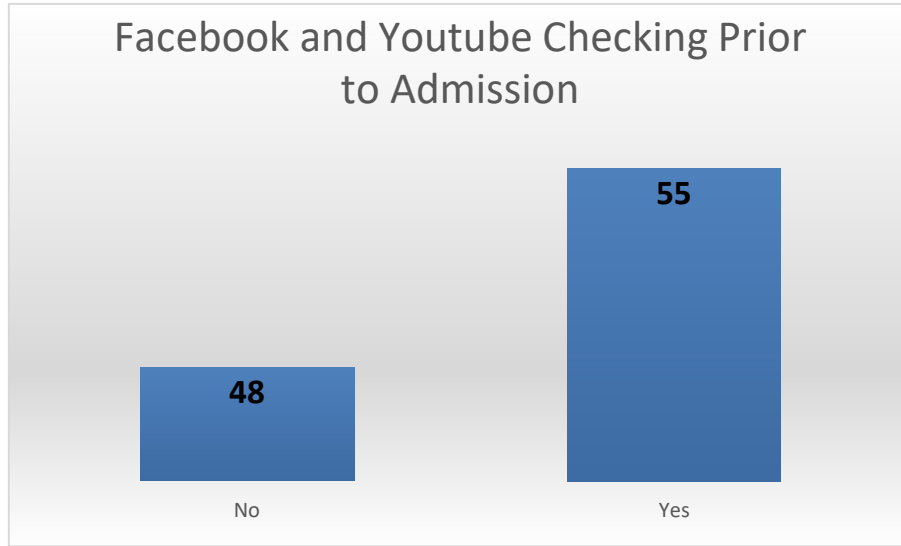
Grand Total	105
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The survey result shows that the majority of the students (30 out of 105) got to know about DME from their friends or relatives. The next most common source of information was the college website (22 out of 105). Other sources of information included call from college representatives, alumni, and email. Some students also found out about DME through advertisements, counseling, teachers, and by searching. A small number of students already knew about DME because they lived nearby.

Rating Students Experience with DME



Facebook and Youtube Checking Prior to Admission

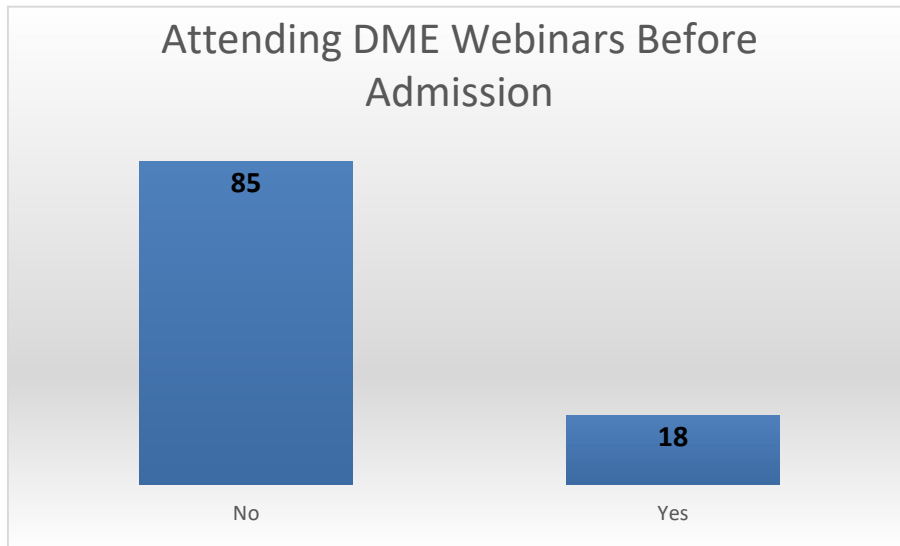


Website Surfing Prior to Admission

Row Labels	Count of Did you go through the DME website before seeking admission in DME?
No	18
Yes	85
Grand Total	103

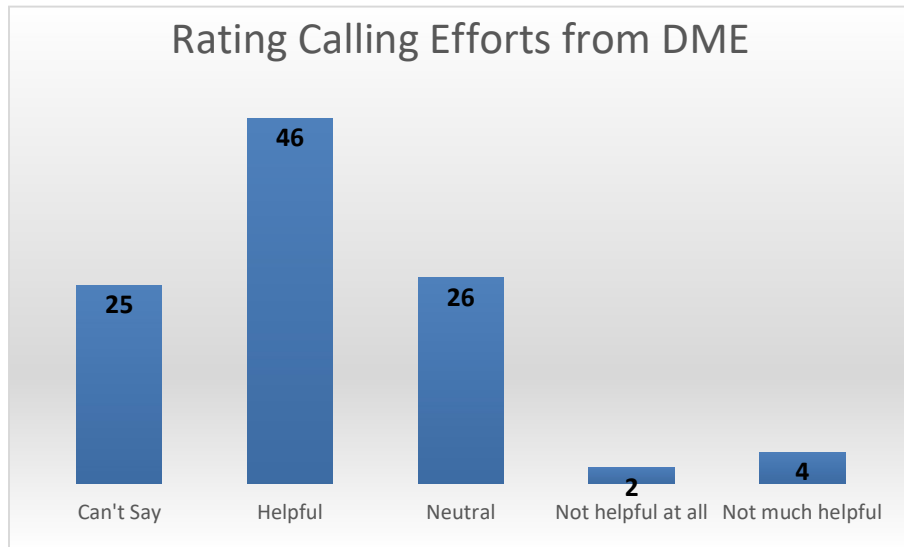
Out of 103 respondents, 85 individuals went through the DME website before seeking admission, while 18 did not. The data suggests that a majority of the respondents relied on the DME website for information before applying for admission. This highlights the importance of having an informative and user-friendly website for educational institutions. Having an accessible and up-to-date website can help potential students make informed decisions about their education and encourage them to apply for admission.

Row Labels	Count of Did you attend any DME webinar series before admission?
No	85
Yes	18
Grand Total	103



Based on the data provided, out of the 103 respondents, 85 did not attend any DME webinar series before admission, while 18 did. This suggests that a small percentage of respondents relied on DME webinars for information before applying for admission. However, it's important to note that the sample size is limited, and this data alone may not be sufficient to draw definitive conclusions. Further research and analysis may be required to better understand the impact of webinars on the admission process for educational institutions like DME.

Rating Calling Efforts from DME

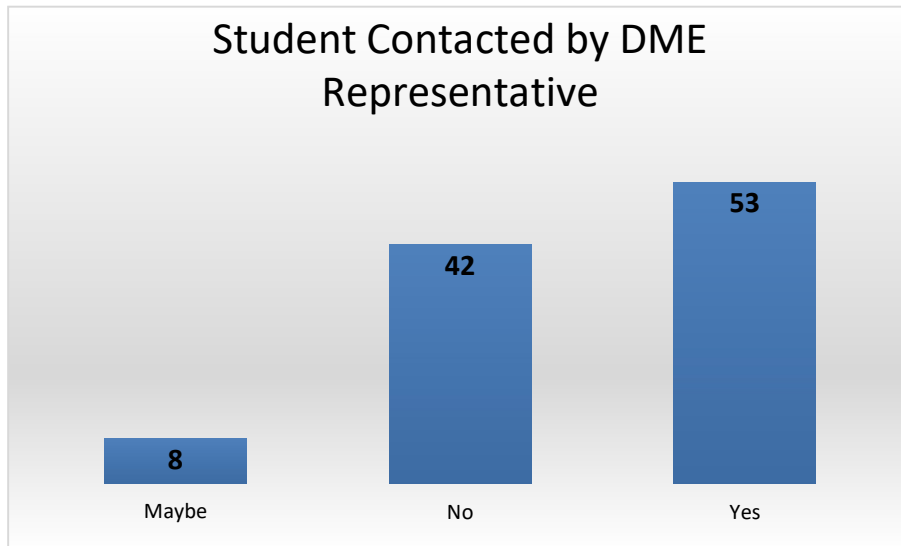


DME Representative Contacting Students Prior to Admission

Count of Did any representative from DME contact you?

Row Labels

Maybe	8
No	42
Yes	53
Grand Total	103

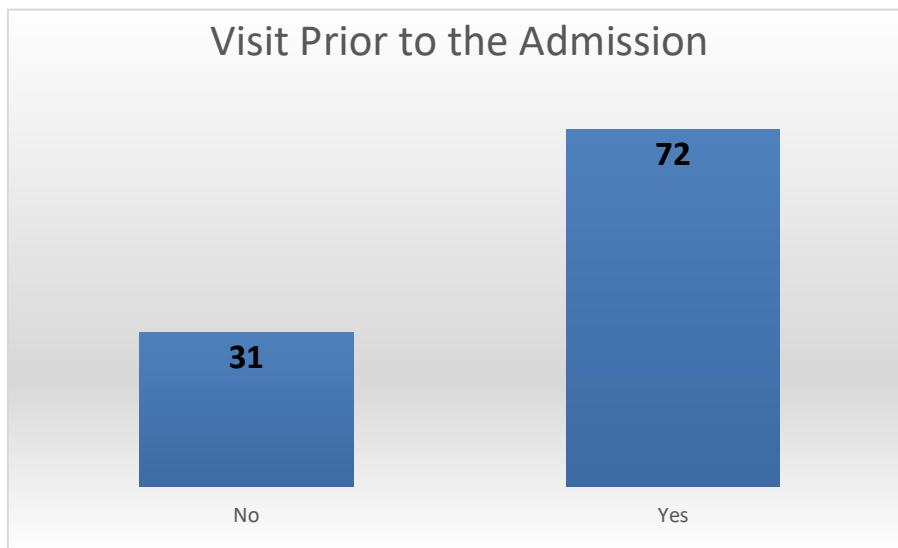


Based on the data provided, out of 103 respondents, 53 individuals were contacted by a representative from DME, while 42 were not. Additionally, 8 respondents were unsure whether they had been contacted or not. This data suggests that a significant percentage of potential students were contacted by DME representatives during the admission process. Personalized outreach and communication can be an effective way to engage with prospective students and encourage them to apply for admission. However, it's important to ensure that such communication is respectful and non-intrusive to avoid potential negative effects on the institution's reputation.

Count of Did you visit DME prior to the admission?

Row Labels

No	31
Yes	72
Grand Total	103

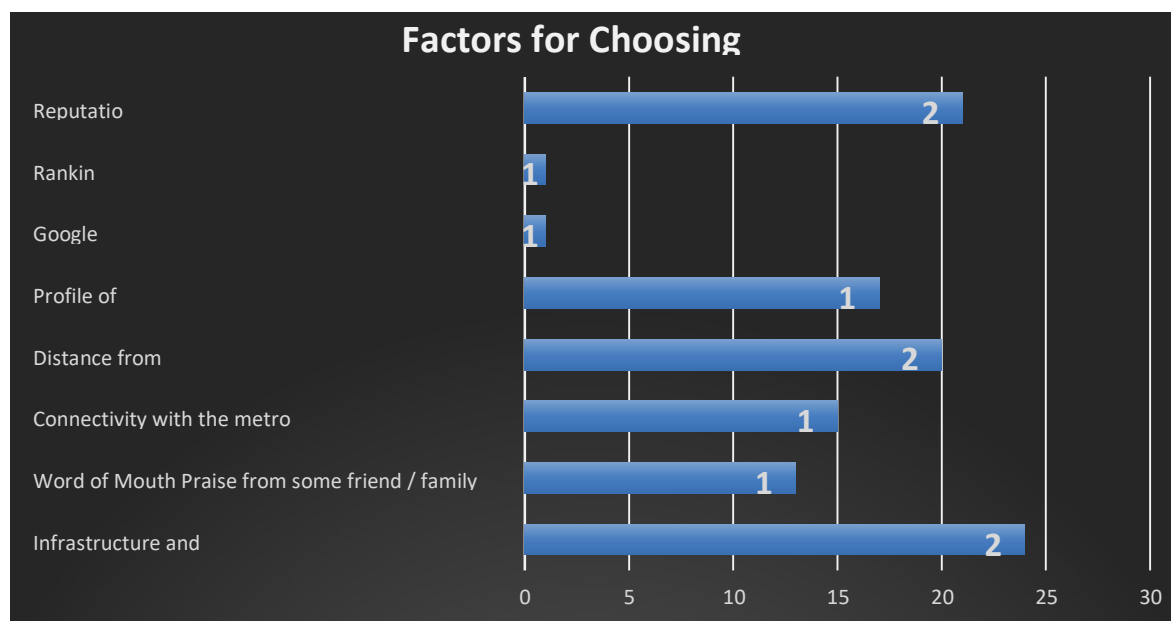


Based on the data provided, out of 103 respondents, 72 individuals visited DME prior to admission, while 31 did not. This data suggests that a majority of respondents visited DME before applying for admission, which could indicate the importance of campus visits for prospective students. Visiting a campus in person can provide valuable insights into the institution's culture, facilities, and academic programs. It can also help prospective students make informed decisions about their education and increase their likelihood of applying for admission.

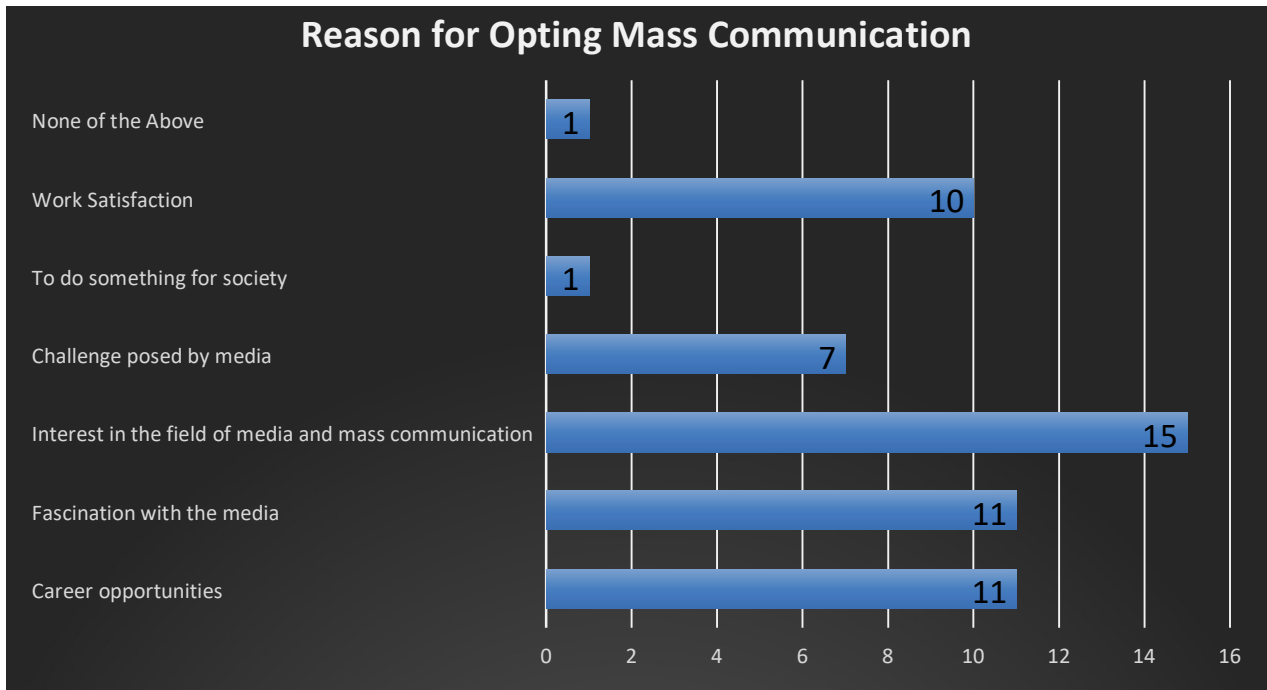
Source of Information for Admission

From IPU preference sheet	2
Advertisement	8
Call from the College Representative	12
From some friend or relative	34
Ipu site	1
Sibling in Same College	1
Website	43
Living Nearby and Knew about DME Already	2
Grand Total	103

Factors for Choosing DME



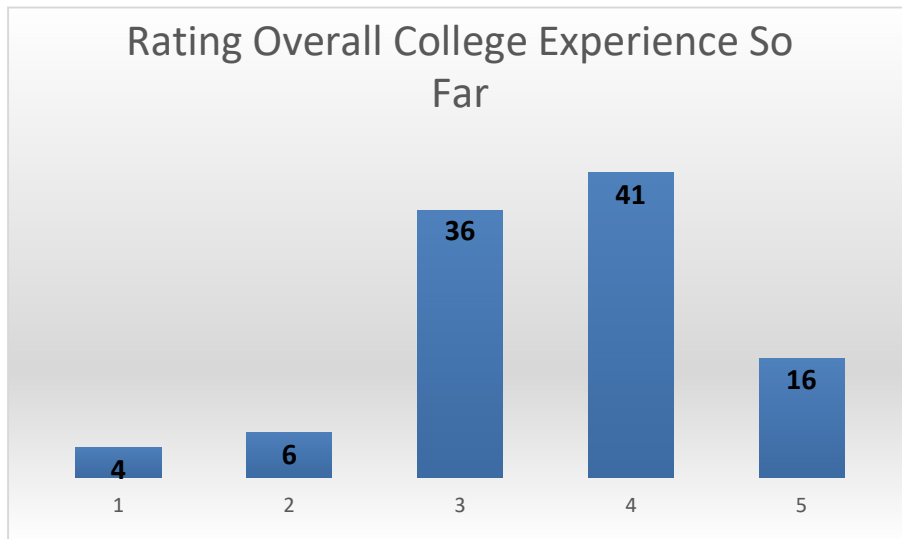
Reasons for Opting Mass Communication



Factors influencing college experience so far

Row Labels	Count of What factors have influenced your college experience so far?
Nothing influenced me in college	2
Infrastructure and Teachers	1
Infrastructure	15
Seniors	1
Teachers	84

Rating College Experience So Far



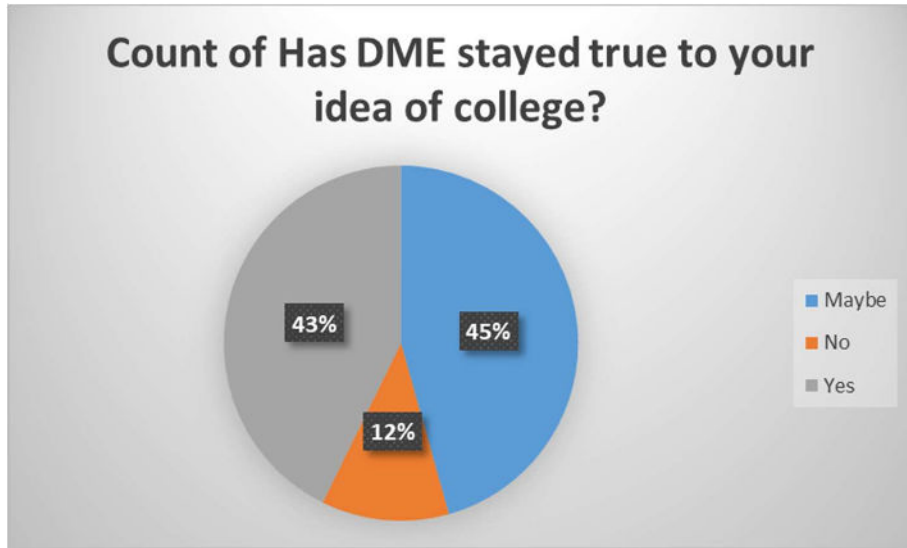
Here 1 stands for poor experience and 5 is the best experience so far. The data shows that majority have chosen 4 as the value to highlight their experience with college so far. 36 students chose the label 3 showing some degree of neutrality.

Has DME Stayed True to Your Idea of a College

Row Labels	Count of Has DME stayed true to your idea of college?
Maybe	47
No	12
Yes	44

Grand Total

103



Chapter 4

Recommendations

The survey aimed to evaluate the needs and expectations of students at DME Media School and their experiences. The responses obtained from the survey provided valuable insights into the activities that educational institutions should consider to improve students' experiences. These insights can be used to identify areas for improvement and implement strategies that create a more supportive learning environment. By prioritizing students' needs and expectations, educational institutions can enhance their overall attractiveness, leading to better student retention and academic success.

Learnings for Delhi Metropolitan Education:

- Maintaining an effective website is crucial for improving students' navigation experience, ensuring quick access to searchable information, and ensuring faster loading on both mobile and desktop devices.
 - Consistently updating social media content is essential as students are more likely to access these platforms to make informed admission decisions.
 - Planning outreach initiatives to nearby schools is critical, as these students represent a significant share of potential students at DME. Additionally, the college's reputation and proximity are key factors that shape students' preferences.
 - Calling is an important communication method for students, and hiring professionals for calling and follow-up can help resolve any queries and provide effective support.
 - The reputation of the college and students' awareness of the institution are key factors that influence admission decisions, and effective branding activities are necessary to maintain a positive image.
 - Academic quality is of paramount importance to students, and colleges should prioritize qualitative improvement through strategic planning and execution.
 - Engaging parents in the teaching-learning process can contribute significantly to students' effective learning, and involving parents in policy planning and implementation can lead to greater adherence and better results.
-

- Dance, music, sports, and photography are the most popular hobbies among students, and DME should pay attention to these societies and make them more diverse and functional by hiring outside professionals to develop more skilled individuals.
- Friends inspire students the most, and colleges should prioritize developing more peer-to-peer learning exercises and using established and scientifically tested methods.
- Although students responded positively to their experiences at DME, colleges should make constant efforts to understand their dynamic and evolving expectations and ensure that the college ecosystem is student-centric and conducive to dialogue.
- Better placement tactics and opportunities for students should be incorporated through professional support, either by enlisting agency support or hiring placement specialists, as placement opportunities significantly influence college preferences.
- Adopting better qualitative and quantitative measures for a more comprehensive evaluation of students is necessary since traditional exams alone are insufficient.

Recommendations for the University

1. To align with the industry scenario, colleges should consider dropping certain courses, introducing new contemporary courses, and combining courses with similar content.
 2. Apart from essential industry skills, students have identified certain personal characteristics that they believe contribute to success. The university can consider offering courses aimed at developing these characteristics, such as time and financial management, to better prepare students for future opportunities.
 3. The university can involve affiliated colleges more in curriculum planning and policy-making for a broader range of academic programs at the university level.
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