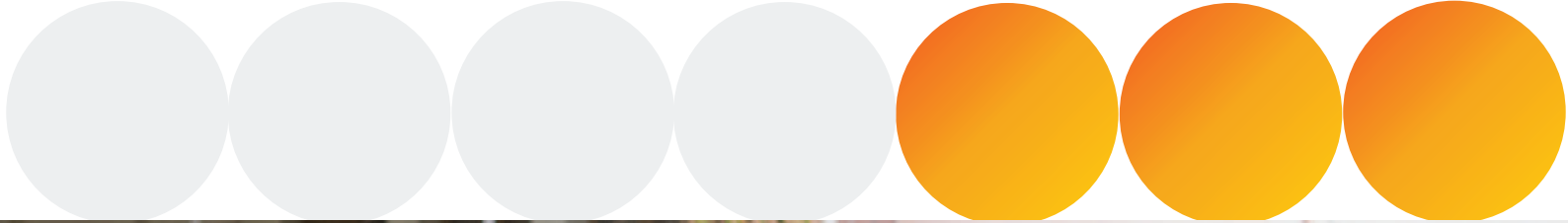




Institution **O**f **H**appiness

Decoding Happiness: Insights into happiness factors across Indian educational institutions

A Report on the QS I-GAUGE Institution of Happiness Survey, 2024





Educating the mind without educating the heart is no education at all.

True happiness comes from fulfilling one's purpose; knowledge is key to understanding that purpose. Through education, we awaken our best selves and achieve lasting happiness.

- Aristotle





Ravin Nair
Managing Director, QS I-GAUGE

Foreward

In recent years, the conversation around mental health and well-being has taken centre stage, especially within the education sector, where students and staff are under immense pressure to meet academic and professional demands. In the Indian educational context, addressing these challenges is of paramount importance, given the high levels of stress, anxiety, and burnout that are caused due to such challenges.

To address this pressing issue, QS I-GAUGE conducted the Institution of Happiness survey to assess the mental health and well-being landscape across schools, colleges, and universities in India. The survey aimed to understand the satisfaction levels of students and teachers, and to identify practices and initiatives that promote emotional resilience, happiness, and overall well-being.

This year, the survey engaged a diverse range of educational institutions nationwide, all committed to creating environments that emphasise happiness and mental well-being. Consistent with our mission to empower institutions and support learners, the Institution of Happiness survey utilised comprehensive happiness metrics, incorporating feedback from both students and faculty to provide a holistic assessment. This initiative aims to recognise and commend institutions that have successfully integrated academic excellence with a focus on personal fulfilment.

We are pleased to report that numerous institutions have surpassed our established happiness benchmarks, demonstrating a steadfast commitment to nurturing supportive and enriching environments. As we share the survey's findings, we hope to inspire more institutions to implement practices that promote mental wellness and cultivate joy in learning.

Our journey continues, and with each year, we see a greater commitment from educators and administrators to create happy, fulfilling learning spaces. Together, we can build a future where India's youth thrive both academically and emotionally, contributing positively to society.



Key findings

Sense of belonging

High levels of belonging and inclusivity promotes happiness, though targeted efforts are needed for those who feel disconnected.

Mental health

Enhanced visibility and access to mental health resources are essential to support under privileged populations, alleviate stress, and promote happiness.

Career guidance

Broad support for growth is evident, yet more tailored guidance could benefit students with unique goals.

Safety and inclusivity

A strong sense of safety among faculty and students enhance well-being and institutional loyalty.

Professional development

Faculty value professional growth opportunities, enhancing job satisfaction and loyalty.

Peer trust and communication

Addressing faculty concerns over freedom of expression of speech can improve trust and openness, fostering a happier institutional culture.

Recommendations

1

Develop mentorship programs and cultural affinity groups to foster inclusion for students who feel disconnected, ensuring a welcoming environment for all.

2

Increase visibility and flexibility in mental health services by extending hours, offering peer-led support, and launching stigma-reduction campaigns.

3

Improve career guidance by collaborating with various industries, offering early internship opportunities, and creating clearer pathways for students seeking specific field guidance.

4

Implement anonymous feedback mechanisms or town hall meetings to encourage open dialogue and help faculty and students feel safe expressing opinions without fear of repercussions.

5

Consistent teacher availability during office hours and online support, combined with staff training on fair treatment and inclusivity, enhances the learning environment.

6

Promote social inclusion by providing diverse events and spaces that cater to various interests, fostering broader participation in campus life.



About QS I-GAUGE

QS I-GAUGE is a brand incorporated in India as an independent, private-sector initiative specialising in rating universities, colleges and schools. It brings together the global expertise, experience, and reputation of UK-based QS Quacquarelli Symonds, along with deep knowledge of luminaries from Indian education.

QS I-GAUGE ratings have been adapted to capture the reality of the dynamic Indian education sector while maintaining the strict quality standards synonymous with the QS brand. Each rating produced by QS I-GAUGE is strictly monitored for quality control by the QS Intelligence Unit (IU) in London.

This is the same team that produces the authoritative QS World University Rankings (since 2004) and related regional and subject rankings, as well as the globally recognised QS STARS university ratings system. Close supervision by QS (IU) ensures the independence, quality, and integrity of the ratings, leading to their global recognition.

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What is Institution of Happiness (IOH)?

The Institution of Happiness, 2024 is an initiative by QS I-GAUGE that introduces an innovative framework aimed at assessing happiness practices across Indian educational institutions. The primary objective is to evaluate and promote happiness, focusing on both students and faculty, recognising that their well-being is critical for cultivating a positive, inclusive, and productive educational atmosphere. The IOH survey 2024, aimed to provide a comprehensive understanding of how happiness and well-being are perceived and experienced within educational environments, ultimately aiding institutions in developing a culture of happiness.

Why QS I-GAUGE to measure happiness?

Ever since well-being and happiness were recognised as fundamental human goals by the United Nations, countries have increasingly placed happiness and well-being as a specific goal in their national and educational policies or have included elements relating to happiness in their policy frameworks. However, many new challenges have emerged due to the pandemic, which the community is trying to resolve in due course. It is an attempt by QS I-GAUGE to help contribute our bit to the community by facilitating a study based on student and faculty experiences.



1,60,710
Student responses

20,768
Faculty responses

16 States
1 Union territory

108
Institutions

Objectives of the IOH survey

Student Well-being

Understand key factors influencing students' happiness, contributing to their academic success and personal development.



Faculty Well-being

Gauge faculty satisfaction levels and the key aspects that shape their experiences in the workplace.



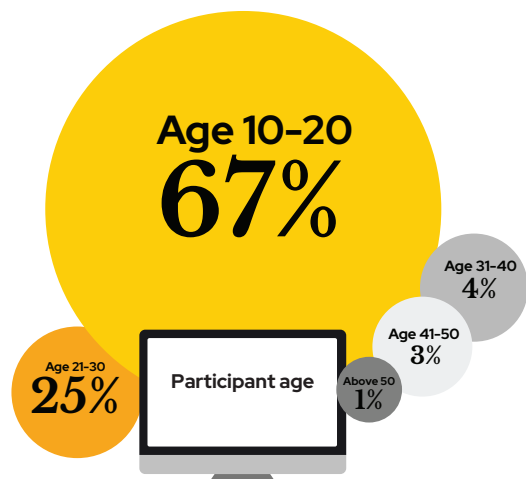
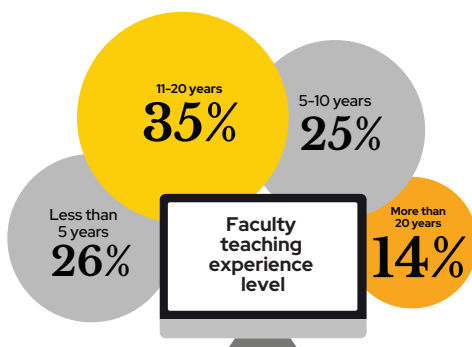
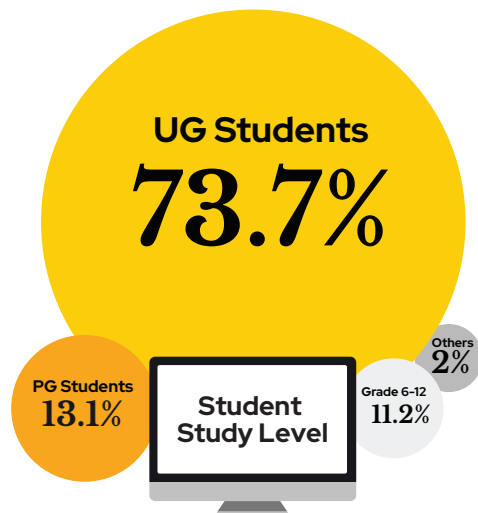
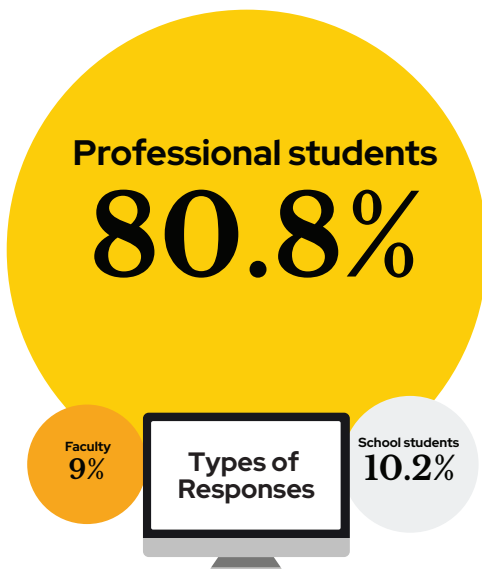
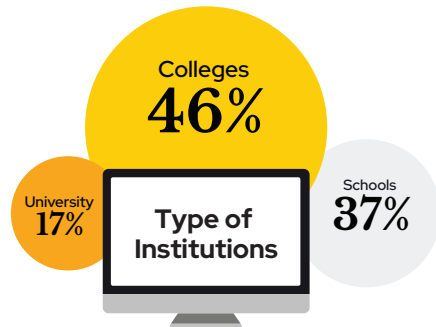
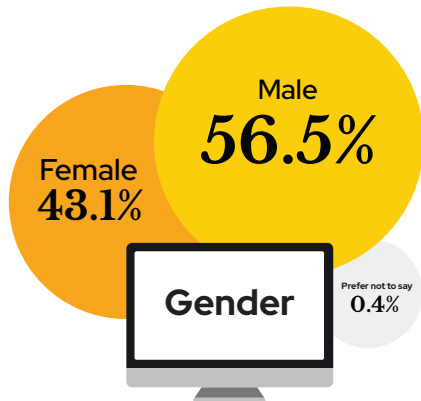
Institutional Growth

Enable institutions to leverage these insights to foster a more positive educational environment.

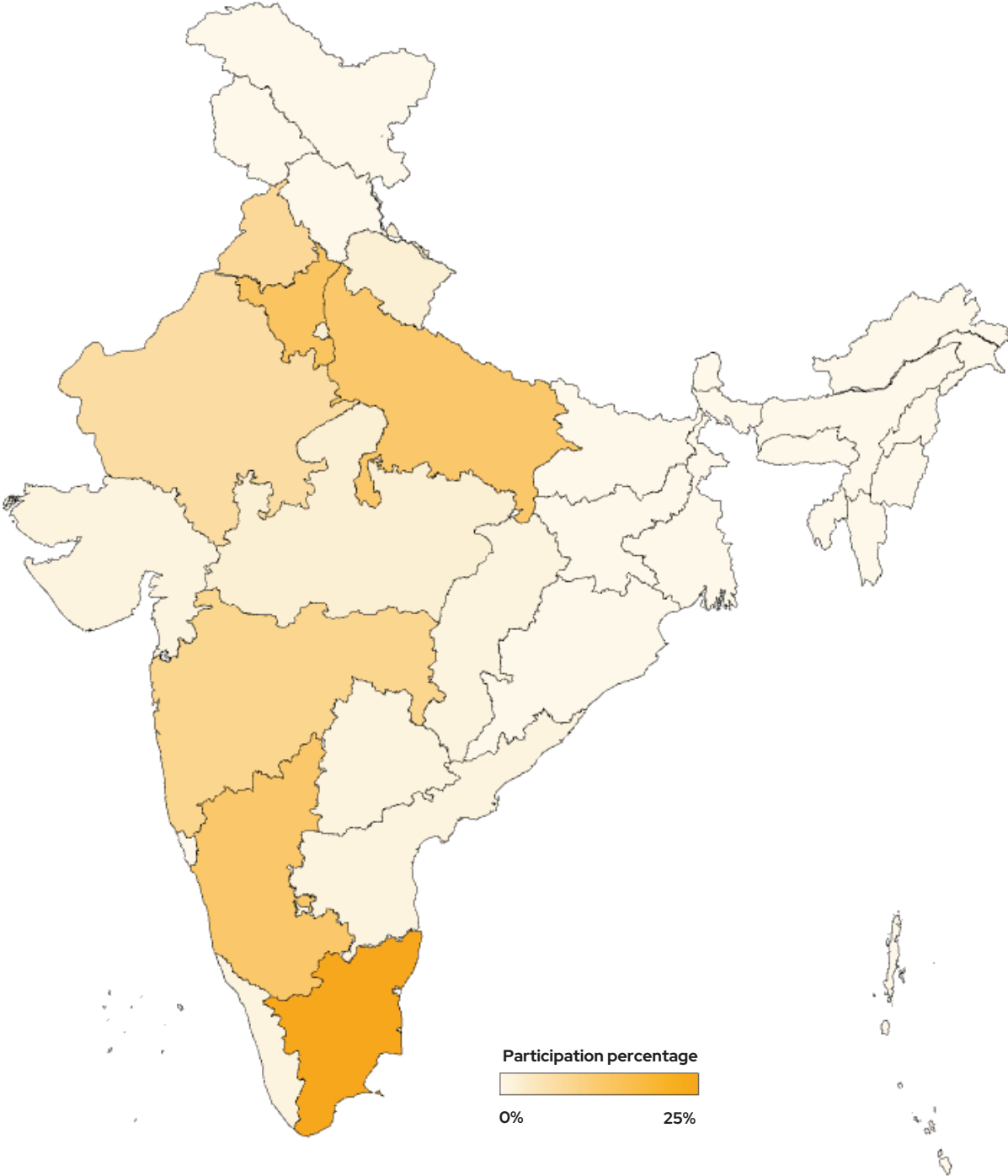


Who Completed the Survey?

The Institution of Happiness survey was administered by QS I-GAUGE



Demographics of the participating institutions



Chapter 1

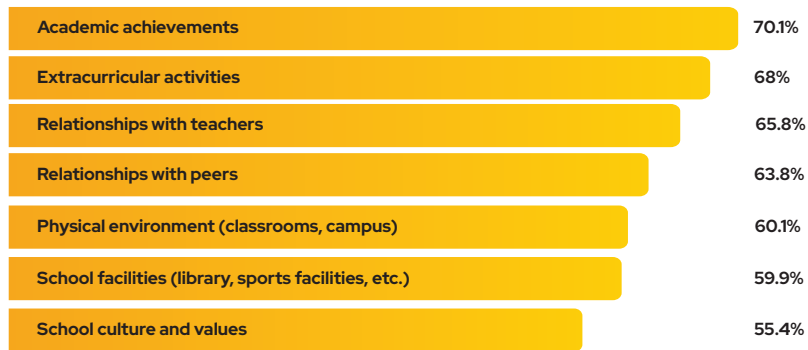
School students' perspectives on

- School environment
- Emotional well being and mental health
- Relationship with teachers
- Campus facilities and resources
- Personal growth and development

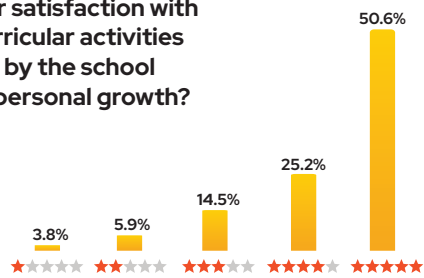


Schools student opinions

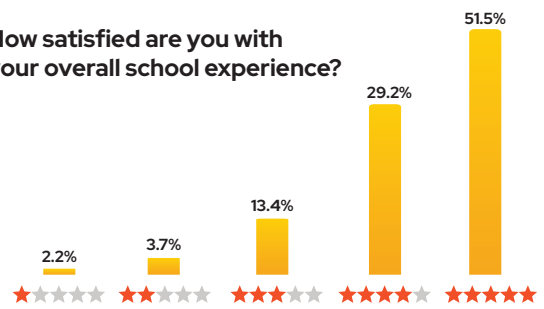
What aspects of school life contribute most to your happiness?



Rate your satisfaction with extra-curricular activities provided by the school for your personal growth?



How satisfied are you with your overall school experience?

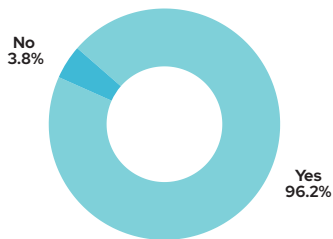


School environment

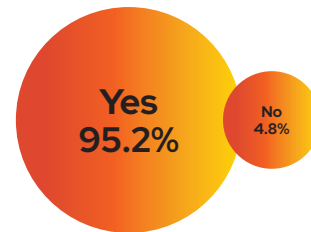
A positive school campus environment promotes students' growth, safety, and sense of belonging. Creating a welcoming and inclusive space allows students from diverse backgrounds to feel valued and represented in campus activities and events. Safety is a fundamental aspect of this environment, as it helps students feel secure and supported while they learn and interact with their peers.

Moreover, schools that offer well-maintained facilities such as science labs, art rooms, and sports equipment, empower students to explore their interests and passions. Access to quality resources plays a vital role in helping students discover and pursue their talents, which enhances their confidence and overall educational experience. Feedback from the students on these aspects provides schools with valuable insights into how well they are meeting students' needs and where improvements can be made, ensuring a supportive and dynamic environment for everyone.

Do you feel safe and secure inside the campus?



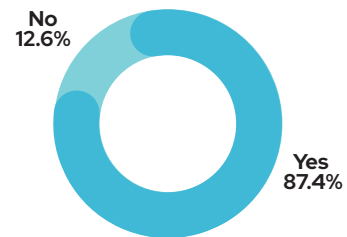
Does your school include & welcome students from various backgrounds?



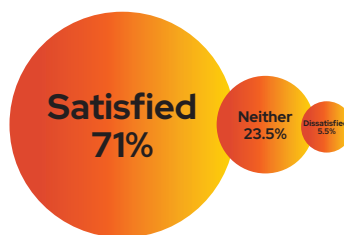
Are students from different backgrounds equally represented in school activities and events?



Do you feel confident in exploring and pursuing your interests and passion at school?



How satisfied are you with the facilities and equipment available at your school, such as science labs, art rooms, and sports equipment?



Insights on school environment

The student responses suggest that the schools provide a safe, inclusive, and supportive environment, with high satisfaction across key areas. Most students (96.2%) feel safe on campus, indicating a secure environment that facilitates effective learning. However, the small group of students (3.8%) who feel unsafe may benefit from targeted safety initiatives to address specific concerns.

Inclusivity is another strength, as 95.2% of students feel the school welcomes diverse backgrounds. Nonetheless, a few students still perceive gaps, suggesting opportunities for further engagement through cultural clubs or diversity-focused events. Similarly, 93% of students agree that representation in school activities reflects the student body's diversity. To support the 7% who disagree, the school might enhance inclusivity in leadership roles within student programs.

On the student interest exploration, 87.4% of students feel empowered to pursue personal passions, though the remaining 12.6% indicate room for improvement. Adding mentorships or expanding club options may help address these needs. Lastly, while 71% are satisfied with facilities, a combined 29% (those dissatisfied or neutral) point to areas for upgrading, especially in labs, arts, and sports equipment.

While the school excels in creating a positive environment, there are valuable insights from this data. Targeted improvements in safety, inclusivity, support for interests, and facility quality can further enrich the student experience, enhancing satisfaction and engagement across the campus.



Emotional well-being and mental health

Students' emotional well-being and mental health help schools understand the mental and emotional landscape experienced by students.

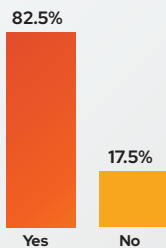
Focusing on critical aspects of emotional support, social connectedness, and mental health awareness uncovers students' comfort levels in discussing their challenges and accessing support within the school environment.

Exploring whether students feel isolated, how often they experience stress, and their perceptions of the school's efforts in promoting a safe and supportive atmosphere, including bullying prevention.

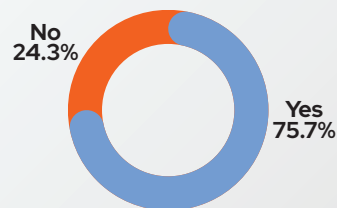
Additionally, examining the students' involvement in mental health programs would offer insights into how healthy schools facilitate workshops or resources for emotional well-being.

Understanding the above would not only measure overall satisfaction with school life but also highlight areas for potential improvement, aiming to foster a more inclusive and nurturing environment that prioritises students' mental health and resilience.

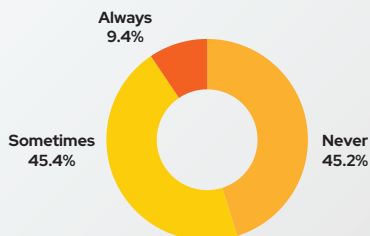
Do you have someone to talk to for emotional support when facing challenges?



Do you feel comfortable discussing your emotions and mental health concerns with someone at school?

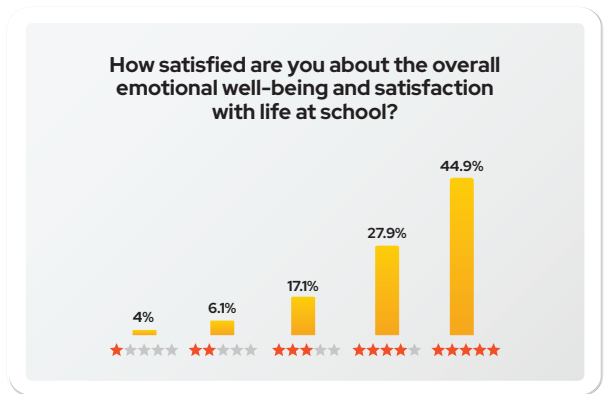
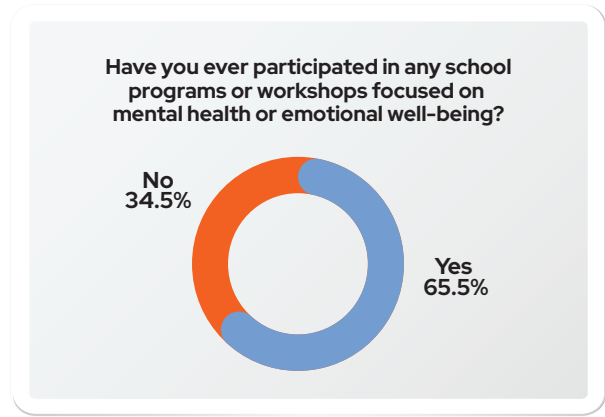
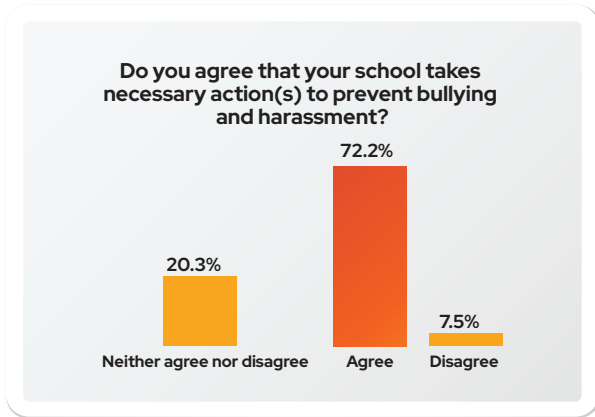


How often do you feel lonely or isolated at school?



How often do you feel stressed or anxious about studies?





Insights on emotional well-being and mental health

The student responses suggest a supportive environment for students' emotional well-being, though some areas need attention. Most students (82.5%) have access to emotional support, yet 17.5% do not, highlighting a need for increased access to counsellors or peer support systems.

While 75.7% feel comfortable discussing mental health at school, nearly a quarter are hesitant, indicating potential stigma or trust issues. Programs that promote open mental health discussions could address this. Feelings of loneliness and isolation are expected, with over half experiencing these emotions occasionally or continuously. This suggests a need for initiatives like buddy systems or social engagement activities to foster connections. Study-related stress is prevalent, affecting over 70.7% of students to some degree. Workshops on time management and relaxation could help reduce academic pressure.

While 72.2% of the students believe the school effectively prevents bullying, almost all the remaining students are either uncertain or dissatisfied. Reaffirming anti-bullying policies and visible campaigns may help here. Participants view mental health programs positively (93.2% find them helpful), though expanding these programs could reach more students.

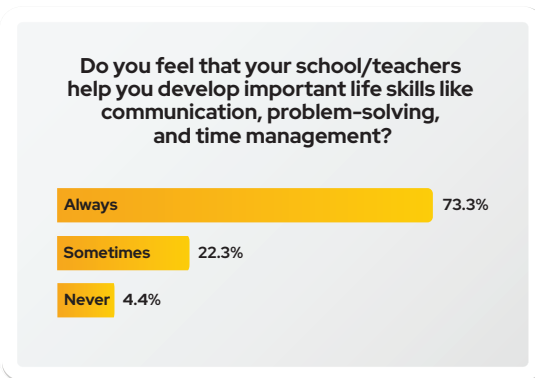
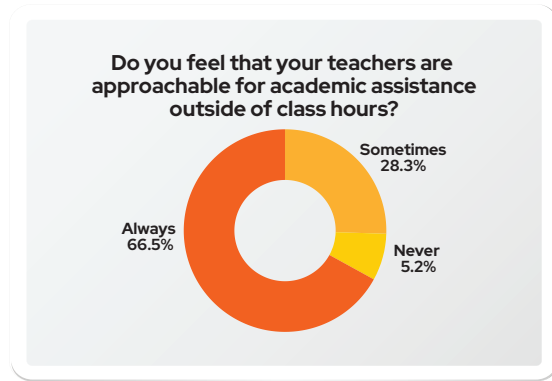
Overall, satisfaction with emotional well-being is positive but varied. Targeted actions, such as enhancing access to support, encouraging mental health conversations, and promoting anti-bullying efforts, could further improve the emotional landscape, creating a more supportive and inclusive school environment for all students.

Relationship with teachers

The students' relationships with teachers assess the quality and depth of teacher-student interactions, essential to students' academic and personal growth. Exploring the students' satisfaction with feedback, approachability, and the perceived fairness of teachers can provide students with perspectives on the support they receive.

The accessibility of teachers for academic assistance outside regular hours and the students feeling comfortable discussing personal issues with them would be a positive gauge of the stakeholders' relationship. Furthermore, examining how teachers contribute to students' development of crucial life skills, including communication, problem-solving, and time management, would bring deep insight to the school for necessary action plans.

Through these insights, schools can better understand teachers' role in shaping a supportive, fair, and skill-enriching environment, paving the way for stronger student-teacher connections that foster academic success and personal confidence.



Insights on relationship with teachers

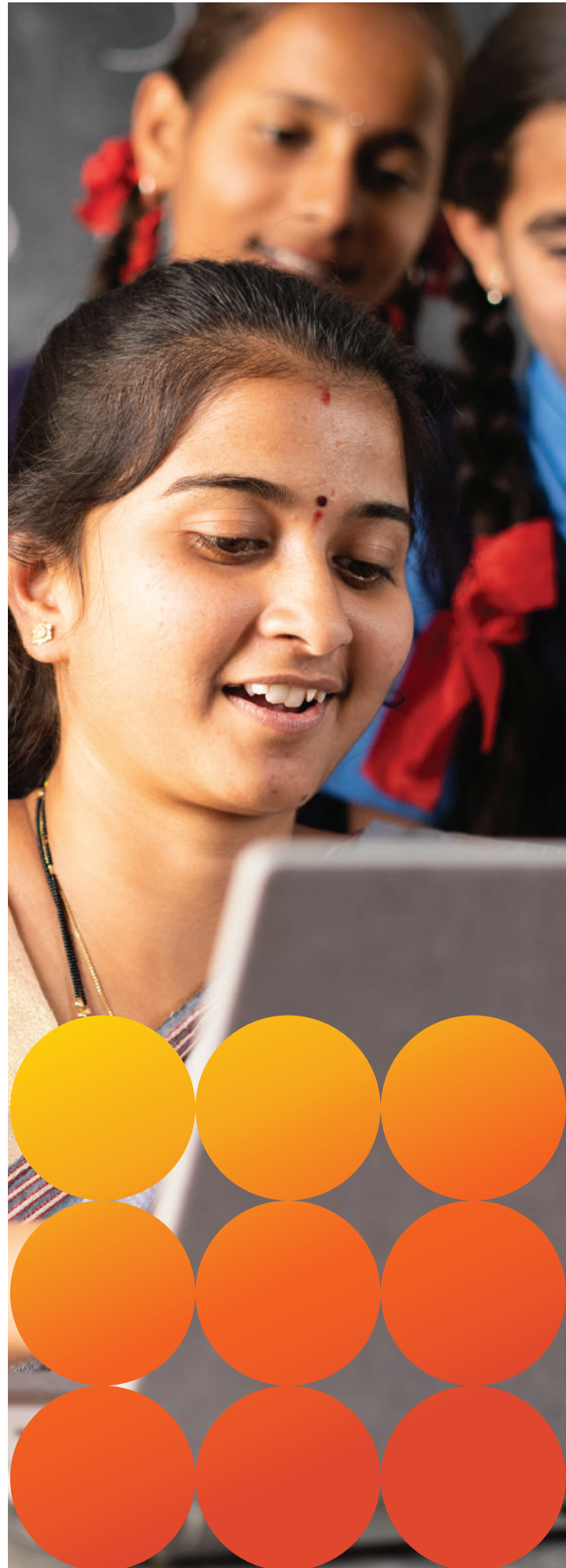
The student responses reveal a generally positive teacher–student relationship, with some areas needing further attention. Most students (79.1%) are satisfied with teachers' feedback and academic guidance, but the 18.1% who feel neutral indicate room for more personalised feedback. Similarly, while most students (66.55%) find teachers approachable for academic support, nearly one-third only “sometimes” feel this way, suggesting the need for structured office hours or other accessible support channels.

Fewer students (46.6%) feel comfortable discussing personal issues with teachers, and 19% never do, indicating potential trust gaps. Sensitivity training for teachers could help create a more supportive environment for students facing personal challenges.

In the context of fairness, 67% feel treated equally, though 25.5% experience fair treatment inconsistently. To address this, regular training in equitable classroom practices may help ensure that all students perceive a fair and supportive learning space.

Finally, a significant number (73.3%) feel supported in developing life skills like communication and time management. Expanding structured programs incorporating these skills into everyday learning could reach the remaining students who only “sometimes” feel this support.

In summary, enhancing accessibility, trust, and fairness in teacher–student relationships could strengthen students' academic and personal growth. These targeted improvements would promote a more inclusive and supportive school environment.

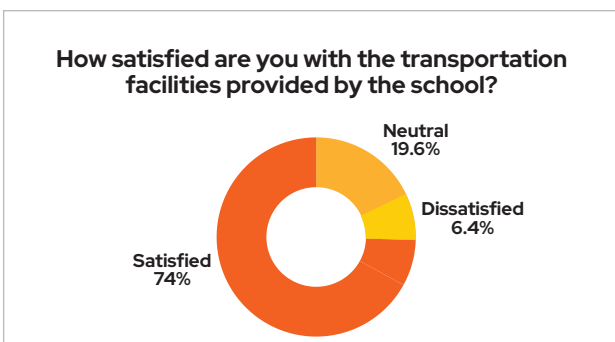
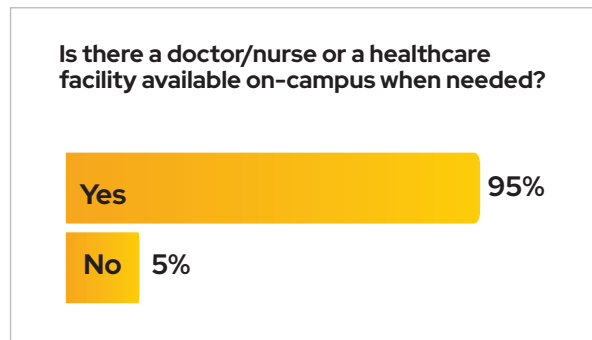
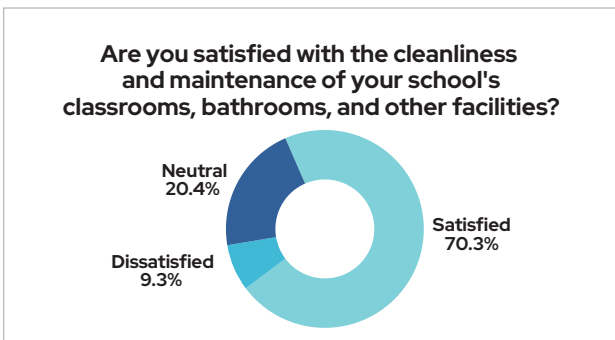
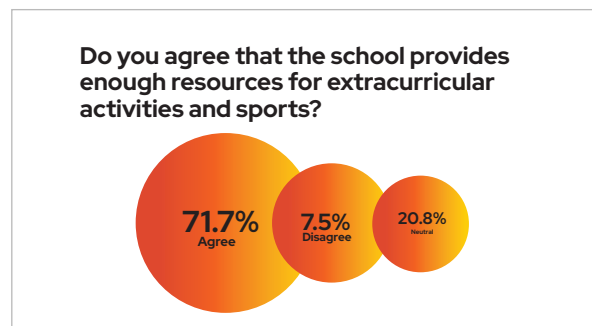


Campus facilities and resources

Campus facilities and resources are the binding force that makes students adhere to the school for their academic and personal development. Exploring the students' satisfaction with the resources and infrastructure provided, focusing on essential areas like academic resources, extracurricular support, cleanliness, and healthcare accessibility, would assess how well the school meets students' needs beyond academics.

The availability of materials like books, computers, and internet access, which are crucial for learning, and resources for sports and other extracurricular pursuits make students more engaged in school.

Additionally, the cleanliness and upkeep of facilities, the presence of on-campus healthcare and the quality of transportation services should enhance student hygiene and healthcare awareness. Valuable feedback from the students on how well the school's environment supports students' overall well-being, learning, and convenience, highlighting areas of strength and opportunities for enhancement to create a more supportive and fully equipped campus experience.



Insights on campus facilities and resources

The student responses indicate a generally positive perception of campus facilities and resources, though there are areas for improvement. The availability of academic resources such as books, computers, and the Internet is well-regarded, with 80.1% of students giving high ratings. However, the 19.6% who rated these resources lower suggest some limitations in access. Increasing the number and accessibility of these resources could benefit all students.

Support for extracurricular activities and sports is also viewed positively, with 71.7% of students feeling adequately supported. However, nearly 20.8% are neutral, and 7.5% disagree, suggesting room to expand resources for popular or niche activities to meet diverse interests.

Cleanliness and maintenance received a 70.3% satisfaction rating, but nearly 29.7% of students expressed dissatisfaction or neutrality. Regular cleaning checks and additional janitorial support, especially in high-traffic areas, could address these concerns.

Healthcare facilities on campus are highly rated, with 95% of students affirming their availability. This shows the school's commitment to student health. However, for the 5% who indicated otherwise, improved communication about healthcare locations and access may be beneficial. 74% of students are satisfied with transportation services, though 26% are dissatisfied or neutral. Optimising bus routes or frequency could further enhance satisfaction.

In summary, the school's campus facilities are vital, yet improvements in resource accessibility, extracurricular support, cleanliness, and transportation would further enhance students' campus experience and satisfaction.



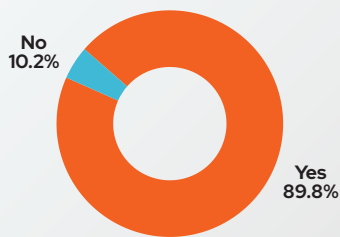
Personal growth and development

Personal growth and development of students gauge how effectively schools support students individual aspirations, motivation, and skill development beyond academics. Encouragement of self-expression, motivation to engage in class, and support for personal goal-setting make students feel empowered to pursue their unique interests and ambitions.

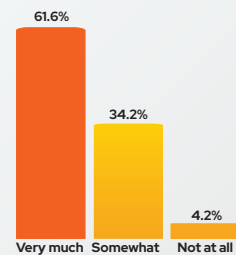
Students should often be given opportunities to showcase talents outside of traditional academics, which reflects the school's commitment to fostering a well-rounded environment. The overall impact of the school environment on students' learning and growth should be considered for making necessary improvements.

Insights on how well the school cultivates a nurturing and empowering atmosphere, guiding students toward academic success and a balanced, fulfilling personal development journey that prepares them for future challenges and achievements.

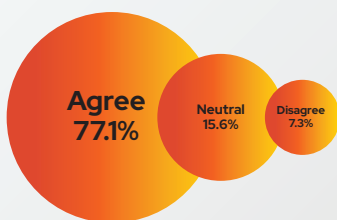
Are you encouraged to express your opinions and ideas in class?



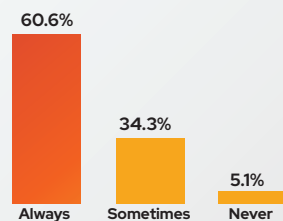
How motivated are you to participate in classroom activities and discussions?



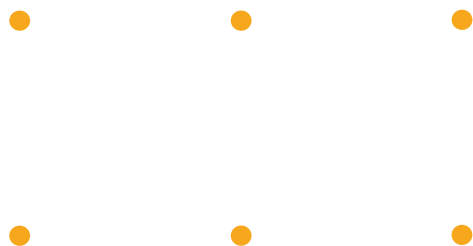
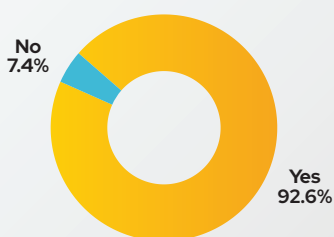
Do you agree that your school encourages you to set and pursue personal goals and aspirations?



How often you are given the opportunity to showcase your skills apart from academics?



Does your school environment help you grow and learn better?



Insights on personal growth and development

The student responses indicate a positive environment for personal growth and development at school, with room for targeted improvements. Most (89.8%) of students feel encouraged to express their ideas, suggesting strong support for student voice in classrooms. However, 10.2% of those who think less encouraged may benefit from more interactive teaching methods to ensure all students feel valued.

Student motivation is also high, with 61.6% feeling motivated to participate in activities. The 38.4% who feel only “somewhat or not at all” motivated may need more varied and engaging classroom activities, like project-based learning, to boost participation.

Most students (77.1%) feel supported in setting and pursuing personal goals, a key element of personal development. However, the 15.6% who are neutral may need more understanding of the goal-setting process or more encouragement. Offering workshops or mentorship focused on goal-setting could make these opportunities more accessible.

More than half of students (60.6%) report consistent opportunities to showcase non-academic skills, approximately 40% of the responses indicate requirements for improvement. Additional clubs and talent showcases could help these students find platforms to express themselves beyond academics.

Finally, 92.6% of students feel the school environment supports their growth, underscoring a positive foundation. Implementing targeted improvements such as fostering more classroom engagement, expanding skill showcase opportunities, and supporting goal-setting can further enhance students' personal development in a supportive environment.



Chapter 2

University and College students' perspective on

- Campus environment
- Emotional well being and mental health
- Relationship with teachers
- Campus facilities and resources
- Personal growth and development

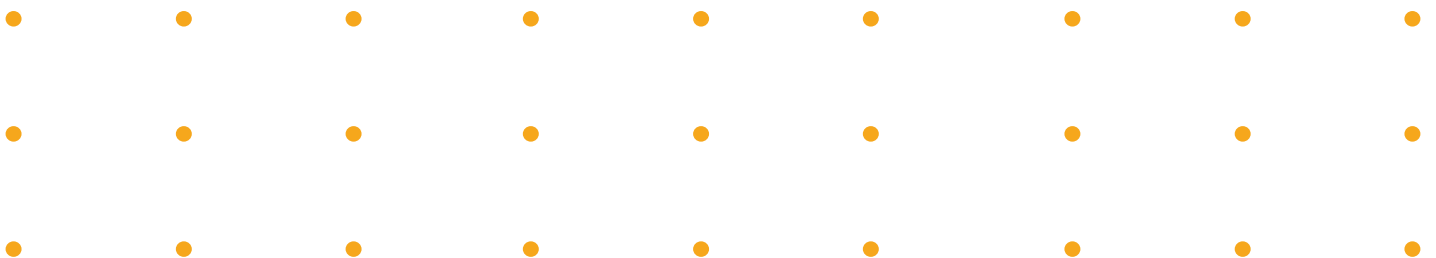
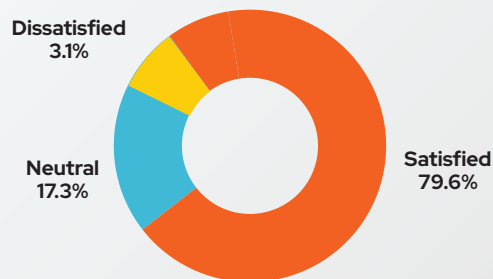


University and College students' opinions

What aspects of college / university life contribute most to your happiness?



Are you satisfied with the variety of courses and academic programs offered by your institution?

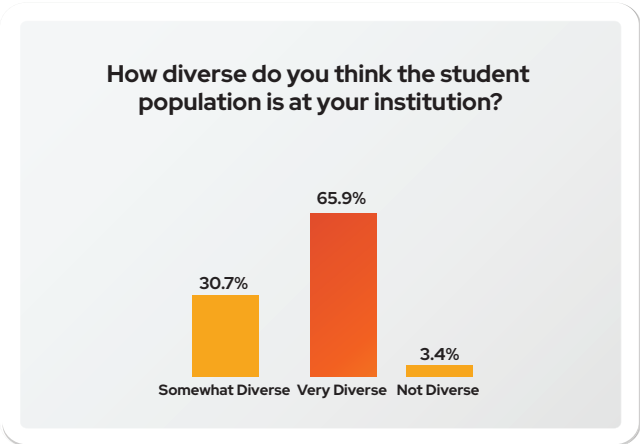
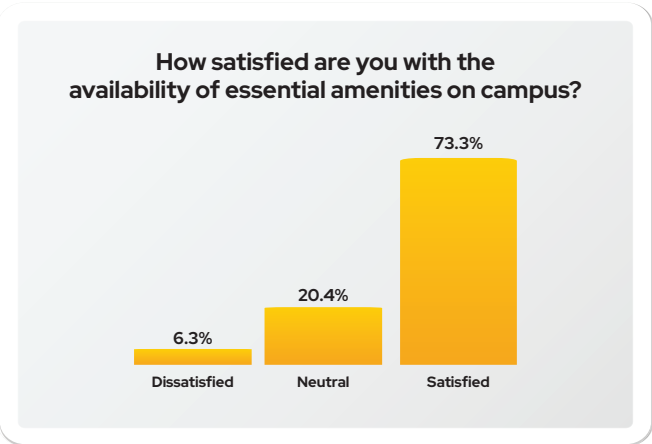
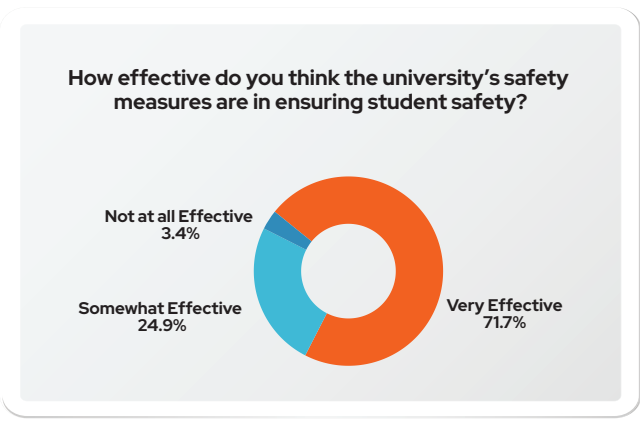
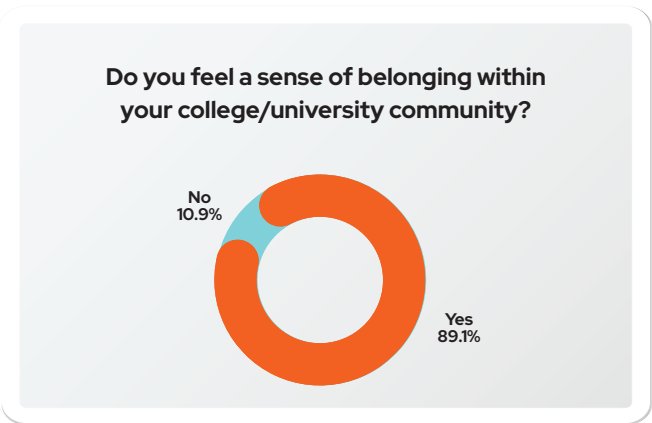


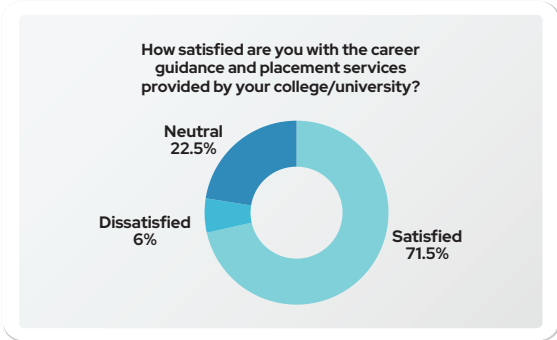
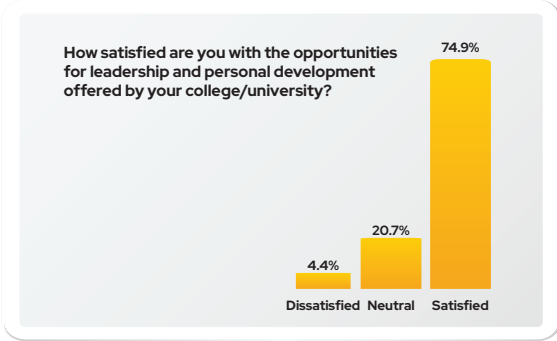
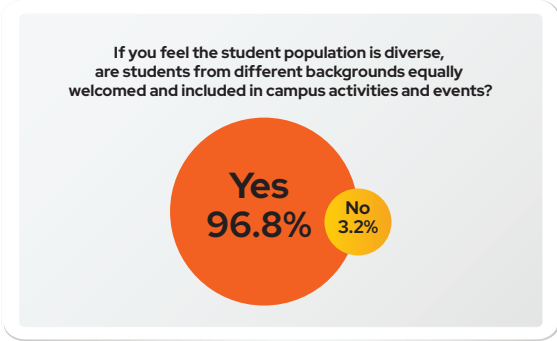
Campus environment

The campus environment shapes the student experience and fosters a supportive community. A positive campus atmosphere in higher education can enhance students' sense of belonging, encourage personal growth, and promote safety and inclusion. By exploring students' views on belonging, safety, amenities, diversity, and support services, institutions can gain valuable insights into their strengths and areas that need improvement.

The key focus areas to measure the campus environment include the effectiveness of safety measures, the availability of essential amenities, and the diversity of the student body. Understanding how welcomed and included students feel, regardless of their background, enables universities to develop a more inclusive and engaging campus culture.

Leadership and career support opportunities are also crucial in preparing students for success after college. With this feedback, universities can better shape policies and programs that contribute to a thriving and enriching campus environment for all students.





Insights on campus environment

The students' responses reflect a generally positive view of the campus environment, particularly regarding belonging, safety, and diversity. A substantial 89% feel a sense of belonging, indicating a well-established community culture; however, a small but significant 11% feel disconnected, highlighting the need for inclusive initiatives targeted at underserved groups.

Campus safety measures receive a high rating, with 71.7% finding them “Very Effective” and an additional 24.9% rating them as “Somewhat Effective.” The low 3.4% dissatisfaction rate suggests that enhancing specific safety protocols could address isolated concerns.

Regarding essential amenities, 73.3% express satisfaction, though a neutral stance from 20.4% implies some room for service expansion or improvements in areas such as cafeteria options or health services accessibility. The perceived diversity of the student body is robust, with 65.9% rating it as “Very Diverse” and 96.8% of students agreeing that those from diverse backgrounds feel welcome at the institution.

However, a 34.1% non-response rate in this area might indicate gaps in student experiences with inclusivity. Finally, students are primarily satisfied with leadership development and career support. However, a neutral stance among roughly 22.5% in both areas suggests that better communication about these opportunities could drive greater engagement.

Overall, educational institutions are perceived positively, but strengthening community bonds, enhancing the visibility of amenities, and addressing specific security and support concerns would further improve student satisfaction and campus inclusivity.



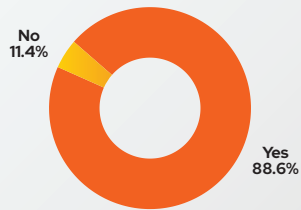
Emotional well-being and mental health

Emotional well-being and mental health are crucial aspects of a positive college experience for higher education students. A supportive campus environment helps students feel connected, valued, and secure as they navigate the challenges of academic life. Factors such as access to emotional support from friends, family, and university services play a significant role in preventing feelings of loneliness and isolation, which many students may encounter during their stay in the institution.

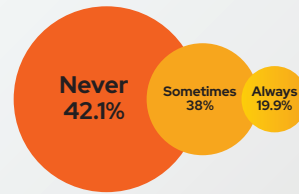
Balancing academic demands with personal life is essential for maintaining mental health. Educational institutions that promote a healthy workload and offer resources for managing stress and emotional challenges can make a substantial difference in students' well-being. Awareness of available mental health services and feeling comfortable seeking help are critical to students' readiness to address any issues they face. Furthermore, active efforts to prevent bullying and harassment create a safe, inclusive campus atmosphere. Student feedback in these areas helps institutions refine their support systems, promoting a healthier campus environment.



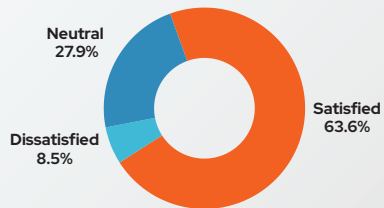
Do you feel you get enough emotional support from friends, family, or college/university services?



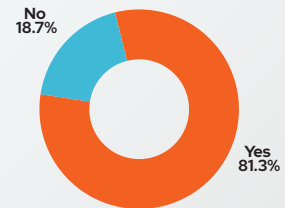
Do you experience loneliness or isolation in your campus?



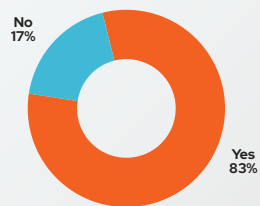
How satisfied are you with the academic load placed on you by your college/university?



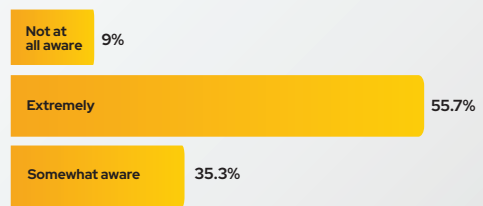
Are you able to maintain a healthy balance between academic responsibilities and personal life?



Does your institution support students' mental health and emotional well-being?



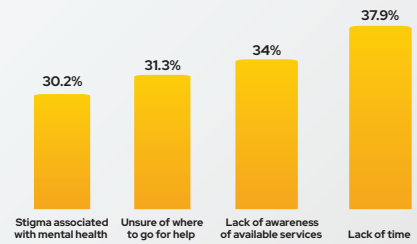
Are you aware of the mental health resources and support available at your college/university?



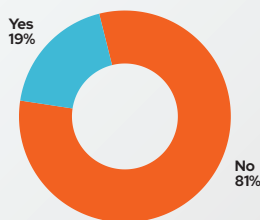
Do you feel comfortable in seeking help for mental health issues from the college/university resources?



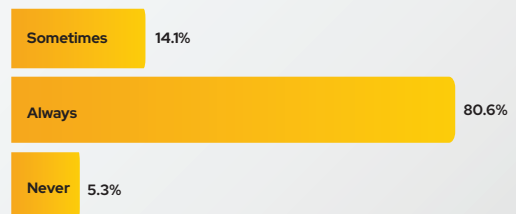
What are the reasons for not seeking help emotional/mental health issues?



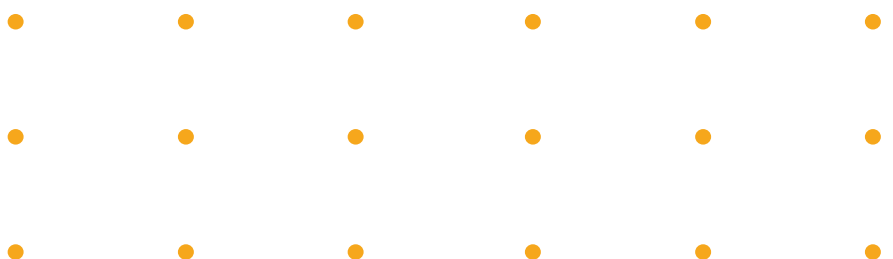
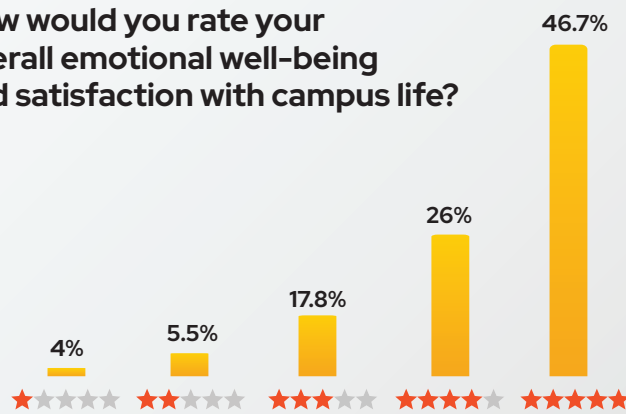
Have you ever experienced/witnessed bullying at your college/university?



Do you think your institution takes action to prevent bullying and harassment?



How would you rate your overall emotional well-being and satisfaction with campus life?



Insights on emotional well-being and mental health

The student responses reveal a generally positive outlook on emotional well-being among students, though key areas for improvement remain. About 88.6% of students feel they receive adequate emotional support from friends, family, or institutional resources. However, nearly 19.9% experience persistent loneliness, and an additional 38% feel isolated at times, underscoring a need for more inclusive, community-building activities.

Regarding academic balance, 81.3% report they can manage academics alongside personal life, though almost 18.7% struggle, indicating a need for resources like time management workshops or flexible academic options. Additionally, 83% feel the institution supports mental health, but 17% do not, with awareness gaps (9% unaware of resources) possibly limiting support access. While most students are comfortable seeking help when they are aware of available resources, barriers such as lack of time, stigma, and uncertainty about how to get help persist.

Bullying is reported by 19% of students, predominantly in verbal and social exclusion forms. Among those who witness or experience bullying, many of them do not report, citing concerns about confidentiality and fear of retaliation. This suggests that the university could benefit from enhancing confidential reporting processes and reinforcing anti-bullying policies.

Overall, students rate their well-being positively, but addressing isolation, increasing mental health resource awareness, and improving responses to bullying could further strengthen the campus environment and student satisfaction.

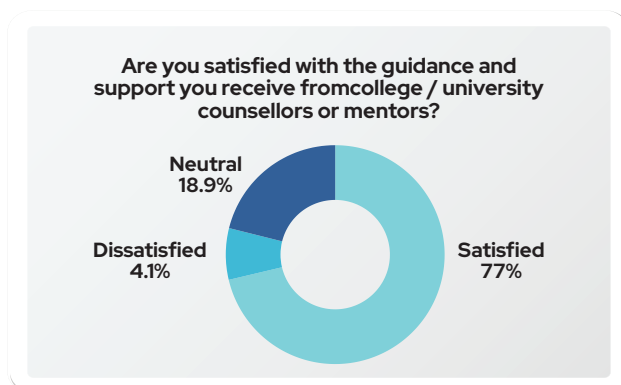
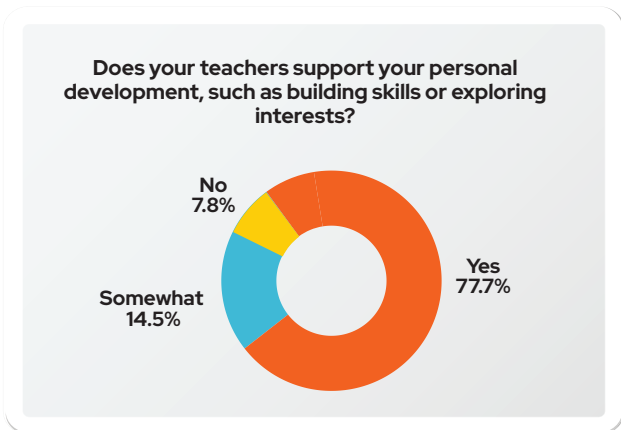
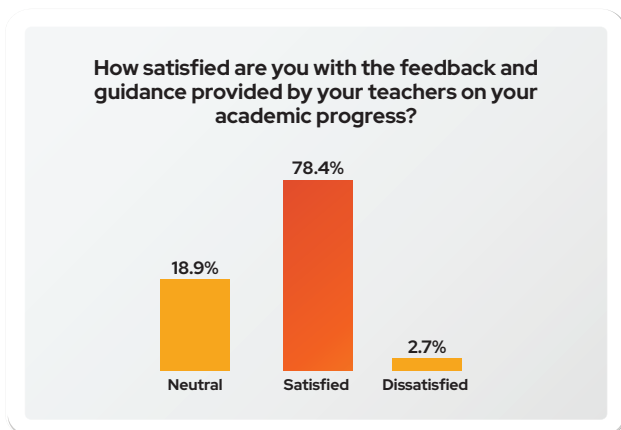
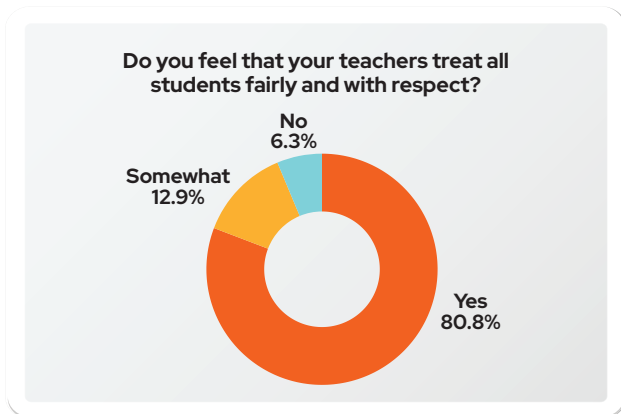


Relationship with teachers

The relationship between students and teachers is a fundamental aspect of the institutional experience, significantly impacting students' academic success and personal growth. Positive teacher-student relationships are built on respect, inclusivity, and open communication, where students feel valued and fairly treated regardless of their background. A faculty that embraces diversity and respects all students fosters a supportive learning environment where everyone can thrive.

Effective feedback and academic guidance from teachers are also essential. When teachers provide constructive feedback, students gain a clearer understanding of their strengths and areas for improvement, which supports their academic progress. Beyond academics, teachers encourage personal development by nurturing skills and interests, contributing to students' holistic growth. Additionally, support from college counsellors or mentors plays a vital role in helping students set and achieve their personal and professional goals.

Teachers can profoundly influence students' confidence, success, and well-being through consistent, inclusive, and empowering interactions.



Insights on relationship with teachers

The student responses suggest a positive overall relationship between students and faculty, with students feeling respected and supported in various areas. Most (80.8%) believe teachers treat all students fairly and respectfully, although 12.9% feel only "somewhat" respected, indicating room for consistent improvement. Inclusivity is also well-regarded, with 75.8% agreeing that faculty are inclusive towards diverse students. However, the 21.6% who are only "somewhat" satisfied imply that inclusion efforts may vary across departments, suggesting that faculty-wide diversity training could enhance consistency.

Academic feedback is another strength, with 78.4% of students satisfied with the guidance they receive. The 18.9% neutral responses may indicate that some students feel feedback could be more tailored or timely. Furthermore, 77.7% of students appreciate faculty support for personal development, though around 22.3% do not experience the same level of encouragement, likely due to differences in teaching styles or faculty availability.

Finally, 77% express satisfaction with counselling or mentorship support, although nearly 18.9% are neutral. This may be due to a lack of awareness of available resources or uncertainty about how to access them.

In summary, students generally have positive relationships with their teachers, yet there are opportunities to improve consistency in inclusivity, feedback, and resource awareness. Addressing these areas could strengthen student satisfaction and create a more uniformly supportive campus environment.

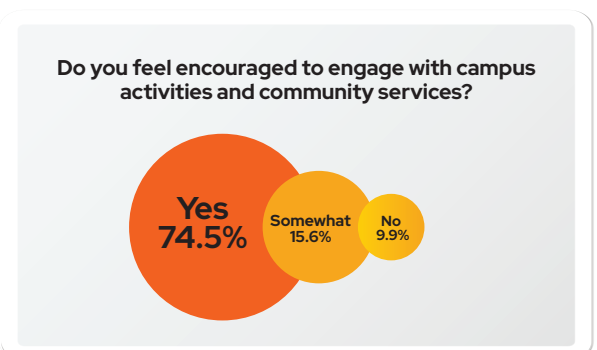
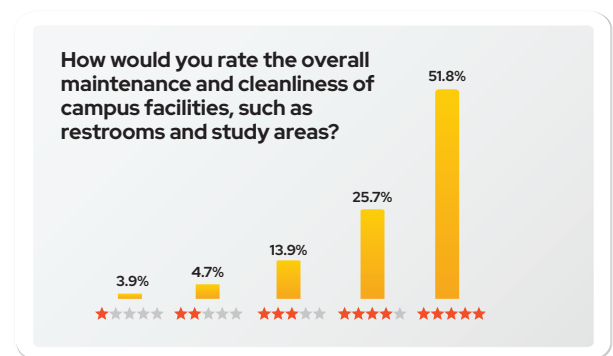
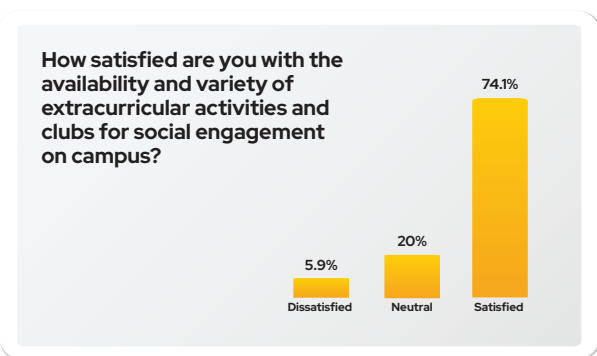
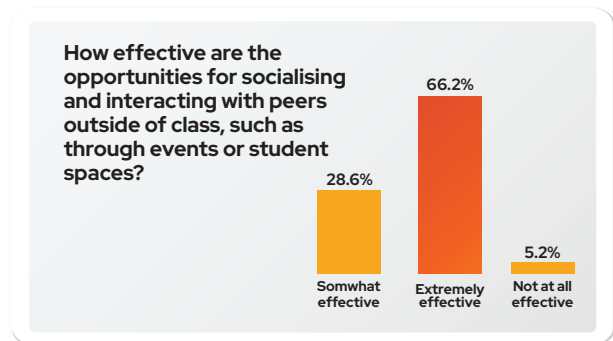
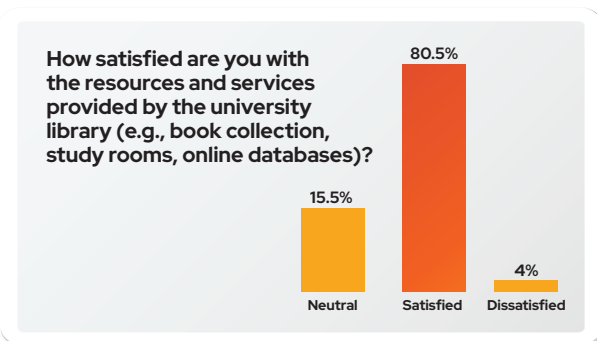


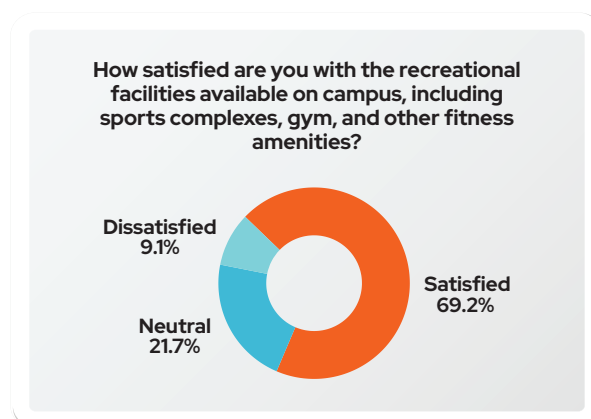
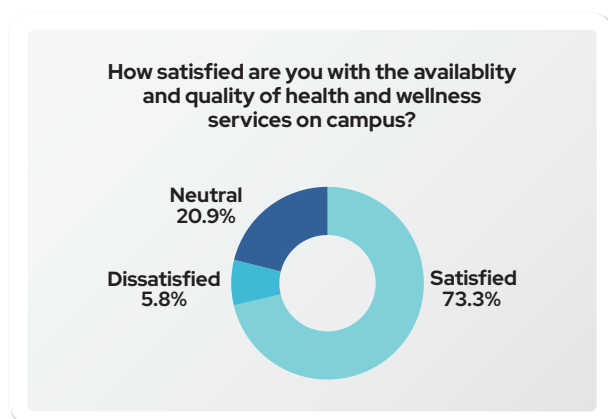
Campus facilities and resources

Campus facilities and resources play a vital role in enhancing the college and university experience for students, providing essential support for academic and personal growth. With their vast collections, study spaces, and online resources, institutional libraries serve as essential hubs for learning and research, helping students succeed in their academic pursuits. Beyond academics, well-maintained social spaces, events, and student clubs foster a sense of community and offer students valuable opportunities to connect and engage with peers.

Recreational facilities, such as gyms and sports complexes, contribute to students' physical health and provide a much-needed outlet for relaxation and fitness. The cleanliness and upkeep of campus spaces, from restrooms to study areas, also influence students' comfort and well-being on campus.

Access to quality health and wellness services, including medical and counselling support, is essential for maintaining mental and physical health. A campus actively supporting these resources creates a positive and enriching student environment.





Insights on campus facilities and resources

The student responses reveal a positive outlook towards on-campus facilities and resources, though specific areas show potential for improvement. Most students (80.5%) express satisfaction with library services, yet 15.5% are neutral, suggesting opportunities to expand book collections or enhance study spaces to meet evolving needs.

Socialising opportunities are rated as “extremely effective” by 66.2% of students, though 28.6% find them only “somewhat effective.” This suggests a potential benefit from adding more diverse events and interactive spaces.

Extracurricular options are another area of strength, with 74.1% satisfied, although the 20% neutral response indicates that some students might not fully engage, possibly due to limited awareness or accessibility issues. Campus cleanliness and maintenance receive high ratings overall, but lower scores from some students imply that certain areas, such as restrooms, may require more frequent upkeep.

While 69.2% of students are satisfied with recreational facilities, 21.7% remain neutral, possibly indicating limited access or variety. Health and wellness services also see positive feedback (73.3% satisfaction), though nearly 20.9% are neutral, suggesting a need for improved access or service variety.

In summary, students view campus facilities and resources favourably, but addressing specific concerns—such as expanding event diversity, enhancing recreational facilities, and improving health service accessibility—could further strengthen student satisfaction and engagement.

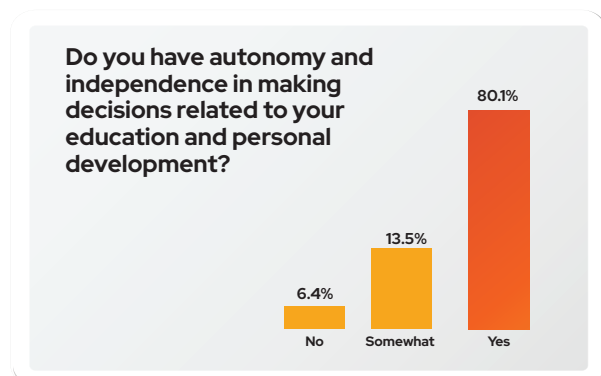
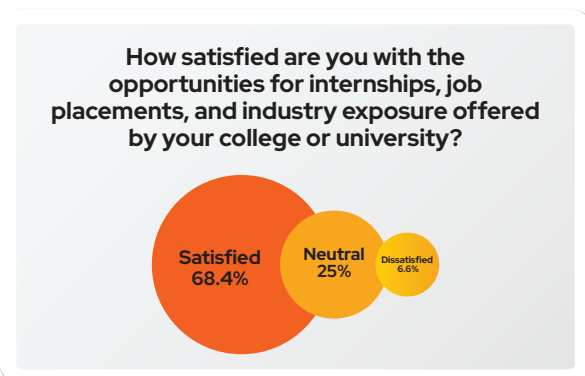
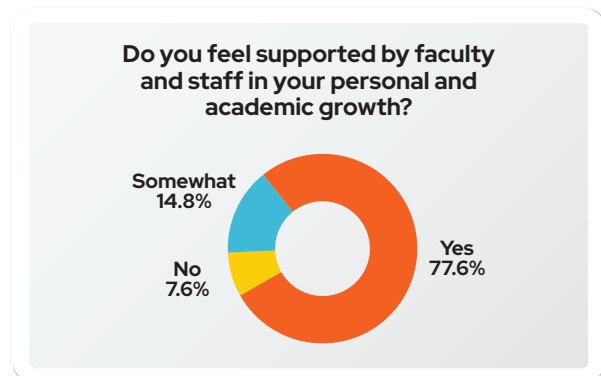
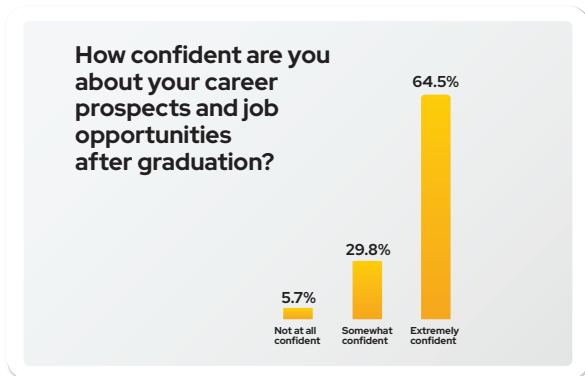


Personal development and growth

Personal development and growth are central to the institutional experience, equipping students with the skills, confidence, and support they need to thrive beyond graduation. Career readiness is a key focus for students, and the institutions play a crucial role by offering resources such as internships, job placements, and industry exposure. These opportunities allow students to gain practical experience, preparing them for the demands of the job market and enhancing their career prospects.

Faculty and staff support students' academic and personal growth, helping them build a solid foundation for success. Autonomy in making educational and personal decisions empowers students, encouraging independence and self-direction.

Additionally, institutions that emphasise the development of soft skills such as communication, teamwork, and problem-solving prepare students for diverse career paths and challenges. Through dedicated support and growth-oriented opportunities, institutions can significantly enhance students' confidence and readiness for future careers and personal endeavours.



Insights on personal development and growth

The student responses reveal a positive perception of personal development and career readiness, with some areas identified for enhancement. 64.5% of students feel "extremely confident" about their career prospects, while 29.8% are "somewhat confident," suggesting that most students feel prepared for the future. However, the 5.7% lacking confidence may benefit from additional career guidance and industry exposure.

Support from faculty and staff is well-regarded, with 77.6% of students feeling adequately supported. However, the 14.8% who feel only "somewhat" supported indicate room for improved consistency in mentorship and individualised academic guidance.

Internship and job placement opportunities also receive positive feedback, with 68.4% satisfaction. However, the 25% neutral response hints that some students may not be fully aware of or engaged with these opportunities, highlighting a need for increased visibility and accessibility of career programs.

80.1% of students affirm autonomy in educational decisions, reflecting a supportive environment for personal growth. The remaining 13.5% who feel limited may benefit from more flexible program structures or elective options.

Finally, a high 91.3% satisfaction with soft skills development reflects strong institutional support in communication, teamwork, and problem-solving. While students feel prepared and supported, addressing gaps in career confidence, internship visibility, and academic flexibility could further enhance their development and readiness for post-graduation success.



Chapter 3

Teaching faculty perspective on

- Campus environment
- Job satisfaction
- Relationship and support
- Campus facilities and resources
- Growth and development

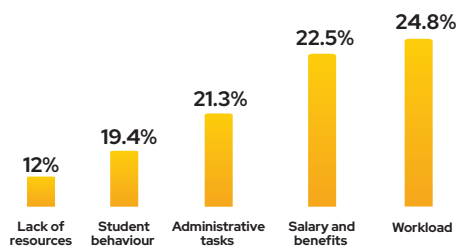


Teaching faculty opinion

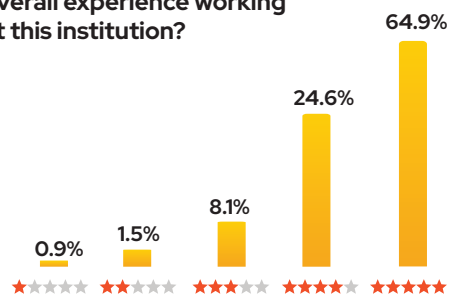
What aspects of your job contribute most to your happiness?



What do you find challenging in your job?



How satisfied are you with your overall experience working at this institution?

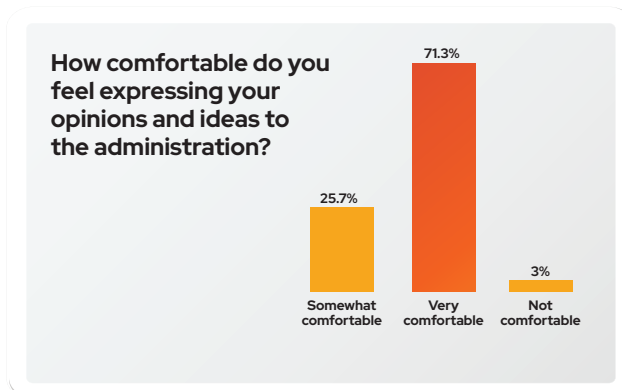
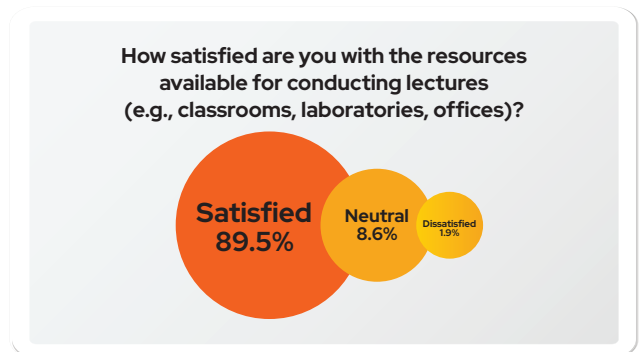
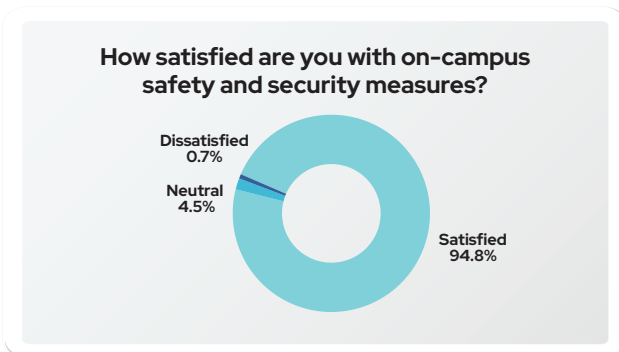
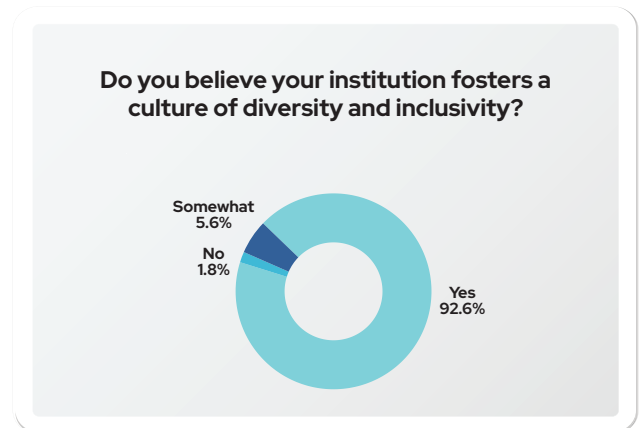
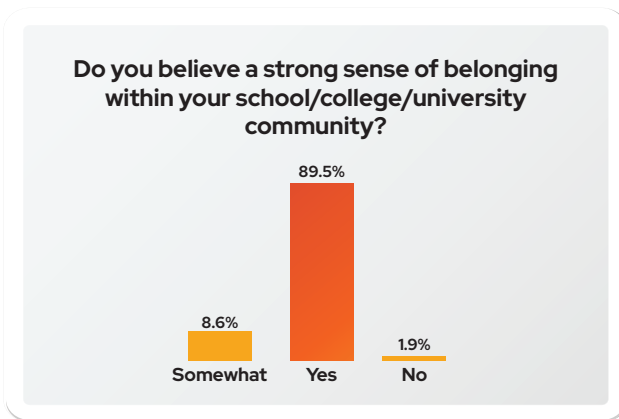


Campus environment

A supportive campus environment is essential for the mental well-being of faculty in universities and colleges, directly impacting their productivity, job satisfaction, and teaching effectiveness. Faculty members face increasing demands, from academic responsibilities to administrative tasks, often under intense time constraints.

A campus that fosters open communication, offers mental health resources, and promotes work-life balance enables faculty to navigate these pressures more effectively.

Additionally, creating an inclusive, safe, and encouraging environment enhances collaboration, reduces stress, and supports professional growth. By prioritising mental health, institutions can foster a healthy, motivated faculty, ultimately enriching the educational experience for students.



Insights on campus environment

The majority of the faculty survey responses clearly highlight a very high level of appreciation for the safety and security measures undertaken by their institutions. Creating a strong sense of belonging allows them to feel safe, secure and confident in their conduct and teaching approach.

Approximately 89.5% of the faculty believe that they are able to collaborate and contribute to the larger institutional community and majority of them have appreciated their institutional efforts to inculcate diversity and inclusivity at their institutions.

Furthermore, it was found that faculty are highly satisfied with the teaching resources and availability of physical spaces for classrooms and laboratories across institutions. Nonetheless, one key aspect of campus environment needs attention of the institutional heads i.e. freedom of expression of speech at the campus.

Our institutions are becoming liberal as the country is progressing in the 21st century but still, approximately 28.7% of the faculty are not entirely confident in expressing their issues and voices to the higher administration. The plausible reasons could be bureaucratic apathy, cultural barriers, fear of repercussions and lack of trust etc.

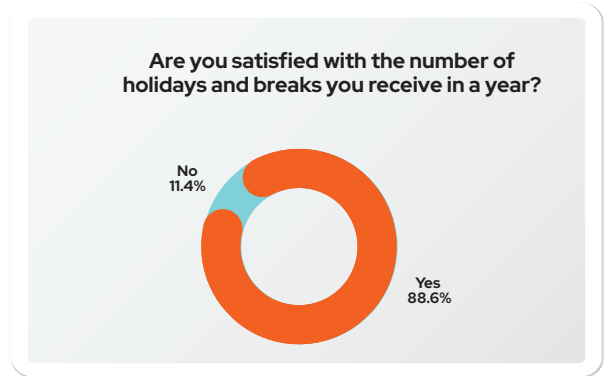
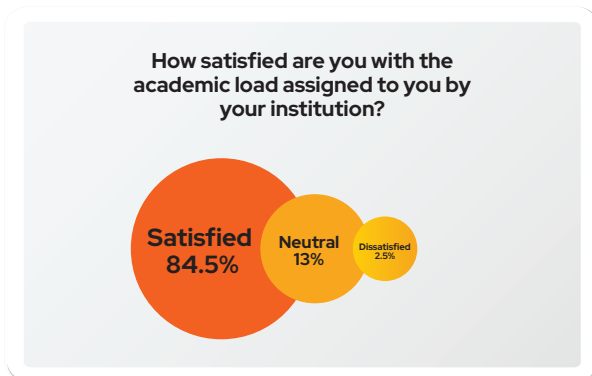
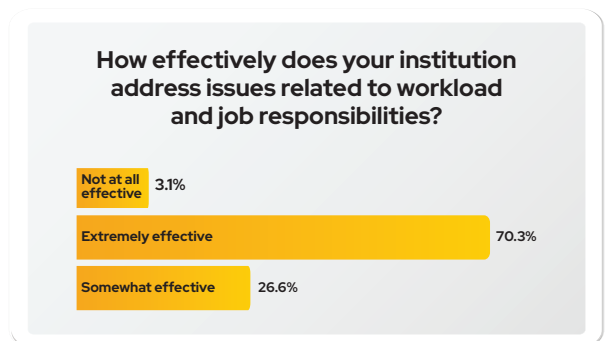
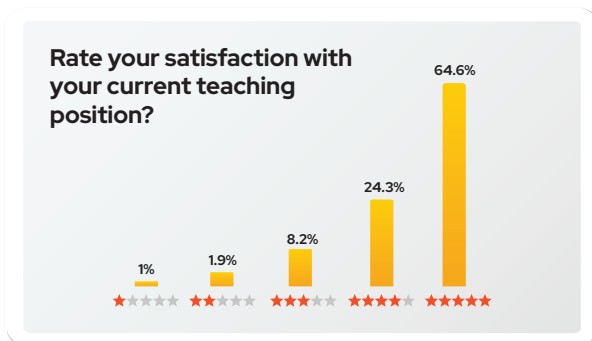


Job satisfaction

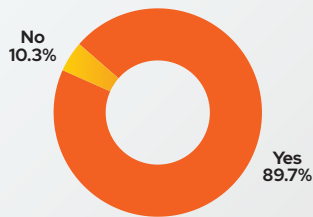
Job satisfaction plays a crucial role in the mental health and well-being of teaching faculty in education. When faculty feel fulfilled and valued in their roles, it enhances their sense of purpose, increases motivation, and boosts overall happiness.

Conversely, dissatisfaction can lead to burnout, stress, and even anxiety, impacting both their mental health and teaching effectiveness. Faculty experiencing low job satisfaction may also struggle with a lack of motivation, reduced engagement with students, and a diminished sense of achievement.

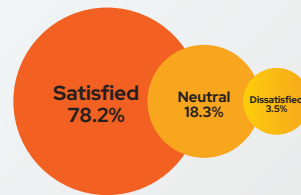
For institutions, investing in the satisfaction and mental health of their faculty members not only supports faculty well-being but also enriches the academic experience for students, contributing to a thriving educational community.



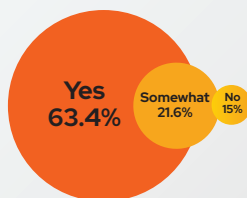
Are you able to maintain a healthy balance between your academic responsibilities and personal life?



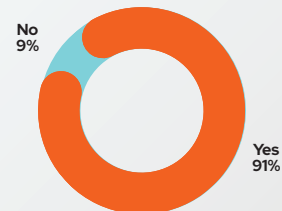
Are you satisfied with the availability of resources and support for managing stress and academic pressures?



Do you feel that your pay level supports your cost of living and financial responsibilities?



Do you feel your contributions and efforts are recognised by your institution?



Insights on job satisfaction

The overall satisfaction rate of faculty is found to be on the higher end in the survey but almost 11% of the faculty do not have confidence in institutional capabilities to manage workload and job responsibilities.

Even though a high satisfaction rate for the academic work-load distribution was observed, some form of issues exist that needs deeper introspection by the respective institutions. These issues can range from lack of support staff to monotonous administrative work completed by the teaching faculty.

To maintain a healthy work-life balance it is crucial for institutions to take care of the personal needs of their staff. Almost 88.6% of the faculty were satisfied with the number of holidays and academic breaks provided hence, a higher satisfaction in the work-life balance construct is observed.

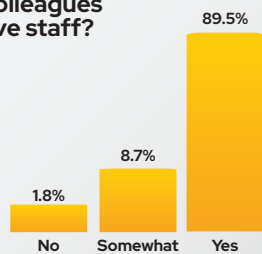
However, a stark dip in the effectiveness of the pay received pertaining to personal needs and financial responsibilities is observed. Only 63.5% of the faculty are satisfied with the current level of pay received which should be a matter of concern for academic institutions that invariably expects commitment and high job performance. Recognition and rewards are key aspects of job satisfaction, and a 91% satisfaction rate marks the Indian institutions commitment to ensuring abundant opportunities for faculty to perform and grow within the academic community.

Relationship and support

Peer relationships and institutional support are vital for the mental health and well-being of teaching faculty in education. Strong, collaborative peer relationships provide them with a sense of camaraderie, shared understanding, and emotional support, especially valuable in managing the demands and challenges of academia.

Having trusted colleagues to discuss ideas, share teaching practices, and offer support during stressful times can reduce feelings of isolation, enhance job satisfaction, and foster resilience. When institutions prioritise their employee needs by creating an inclusive, supportive environment, they signal that the well-being of their staff is a core value. This support helps the staff feel valued, reducing burnout and stress, and enhances their ability to contribute positively to the academic community.

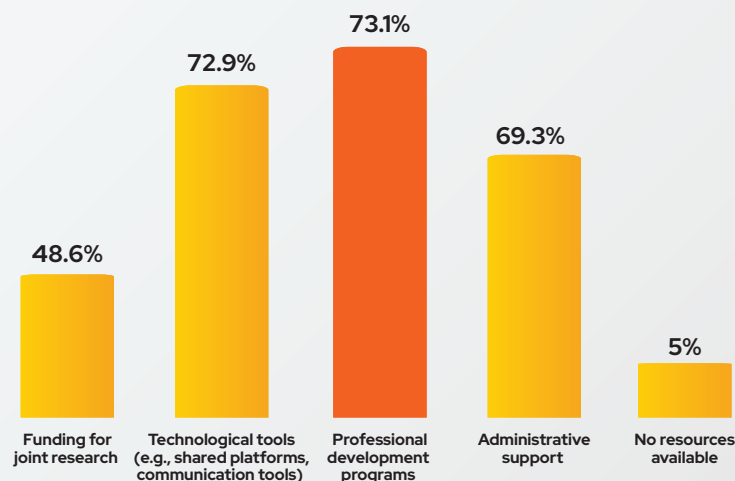
Do you feel respected and valued by your colleagues and administrative staff?



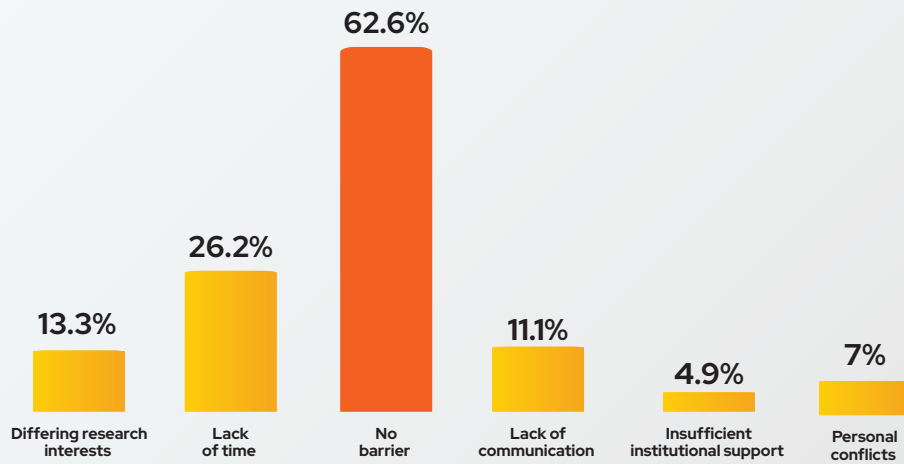
Rate the level of collaboration and teamwork among faculty members within the institution



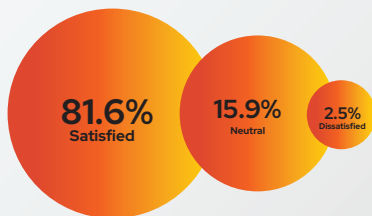
What types of resources are available to support faculty collaboration?



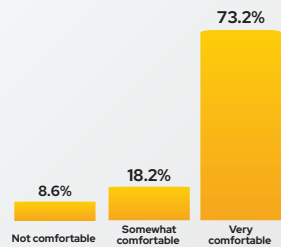
What are the main barriers to effective collaboration among faculty in your institution?



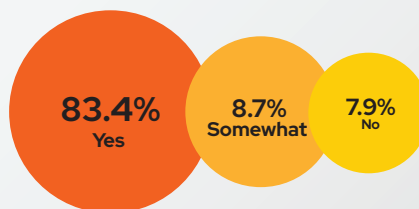
How satisfied are you with the effectiveness of communication channels and transparency within the institution?



How comfortable are you sharing differing opinions with colleagues at work?



Does your institution support you during personal or professional difficulties?



Insights on relationship and support

A high level of teamwork and collaboration was observed from the majority of the survey responses and 89.5% of the faculty believe that they are highly respected at their respective institutions. 83.4% of the faculty believe that their institutions support them during personal and professional difficulties.

Also, the bulk of the faculty responses highlight that there are no barriers to effective collaboration among each other however, it is observed that if the institutions could become more effective in faculty workload distribution, it could save ample time for them to work on collaborative projects and research. In order to create a smooth working environment and build trust it is crucial for institutions to have transparent and effective communication channels for their staff.

81.6% of the faculty believe that their respective institutions have established smooth communication channels to voice their opinions but, it is observed that only 73.2% of them are comfortable in expressing their opinions with each other.

The likely explanation for this dip might be due to a lack of trust among peers and bureaucratic power distance between the senior and junior faculty at the institution.

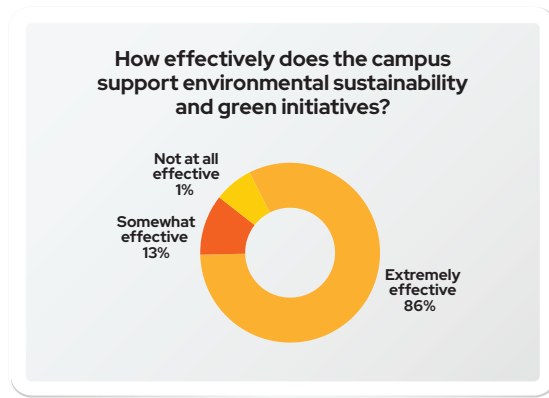
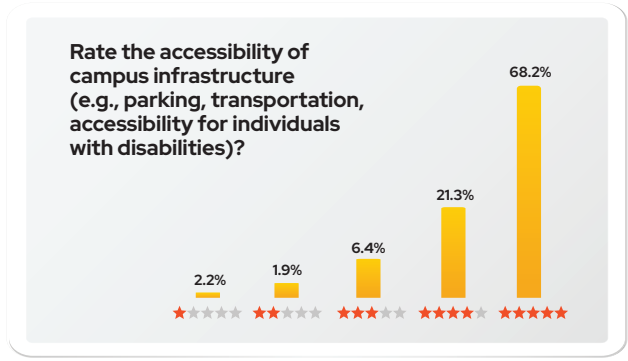
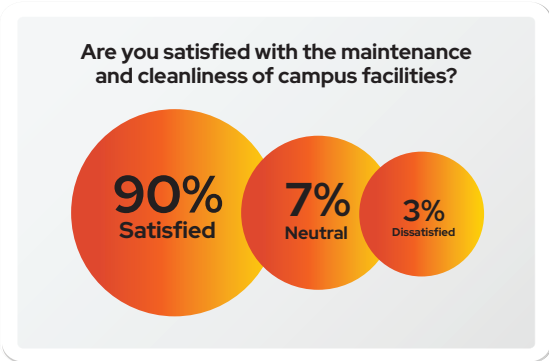
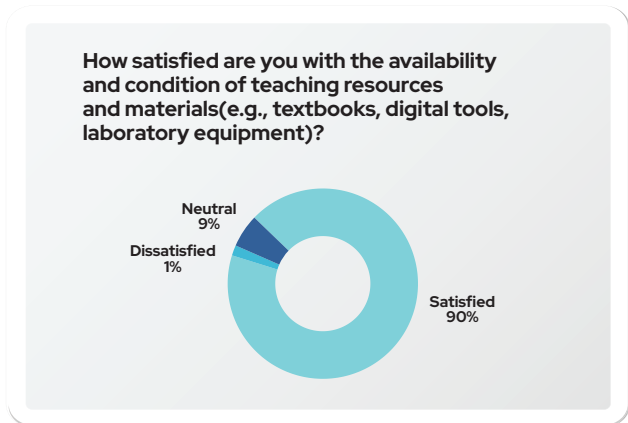
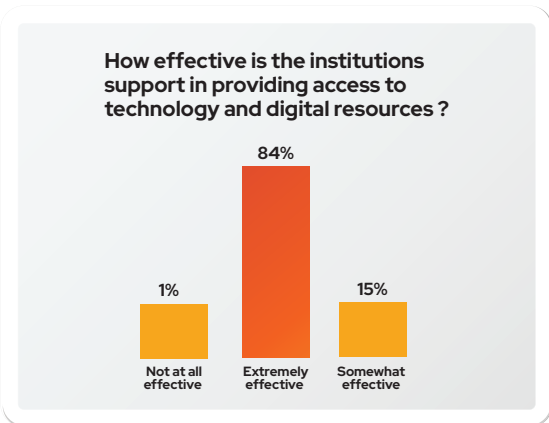


Campus facilities and resources

Campus facilities and resources significantly influence the mental health and well-being of teaching faculty in education. Access to well-equipped classrooms, technology support, comfortable offices, and designated spaces for rest or quiet reflection can enhance teachers' work experience, reducing stress and increasing satisfaction.

Having modern facilities tailored to support both academic and personal needs signals institutional commitment to faculty well-being, which in turn boosts morale and productivity. When institutions invest in robust facilities and resources, faculty feel supported, valued, and better able to manage the demands of teaching and research.

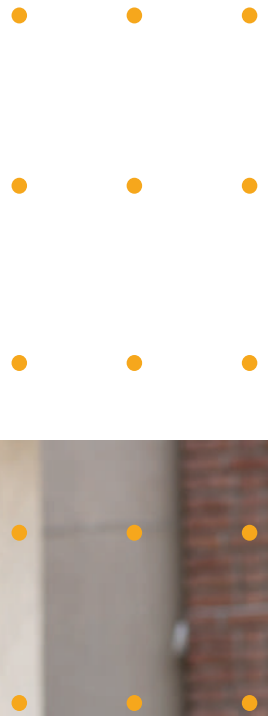
This contributes to a healthier campus culture, where well-being is prioritised, ultimately benefiting the entire academic community by fostering a positive, engaged, and resilient teaching environment.



Insights on campus facilities and resources

The institution's support in providing access to technological resources such as computers, software's and digital tools help faculty with their work performance and productivity. 84% of the respondents believe that their institutions took good care of their needs for additional teaching resources and 90% believe that they were in optimal condition for use in the classrooms.

It highlights Indian Institutions commitment towards investment into high the resources and professional development of their faculty. The survey also finds that 90% of the faculty believe that infrastructure requirements along with proper sanitation and hygiene are maintained throughout their institution. A safe and clean working environment adds to an elevated sense of belonging to the institution and higher satisfaction rates through the survey indicates Indian institutions commitment towards the cause.

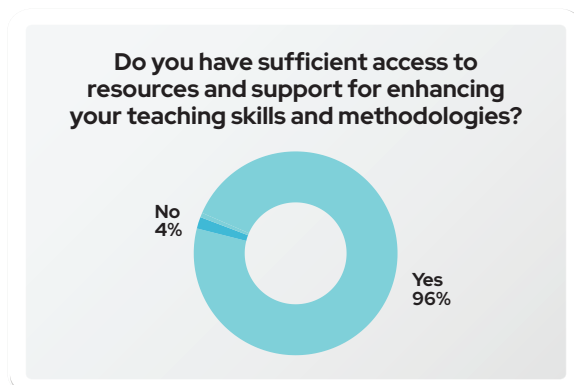


Growth and development

Growth and development opportunities play a crucial role in the mental health and well-being of teaching faculty in education. Access to avenues for professional and personal development—such as promotions, research funding, mentorship programs, and training workshops—provides them with a sense of direction, accomplishment, and motivation.

When faculty members see a clear pathway to advance their careers, they feel valued and invested in, which enhances job satisfaction and reduces stress and burnout. These opportunities also allow faculty to explore and develop new skills, stay current in their fields, and engage in innovative teaching and research practices.

These experiences foster a sense of fulfilment, as educators feel they are not only contributing to their institutions but also evolving personally and professionally. Additionally, opportunities to lead projects, collaborate on interdisciplinary research, or engage in community outreach enrich their roles and broaden their impact, fuelling a stronger sense of purpose.

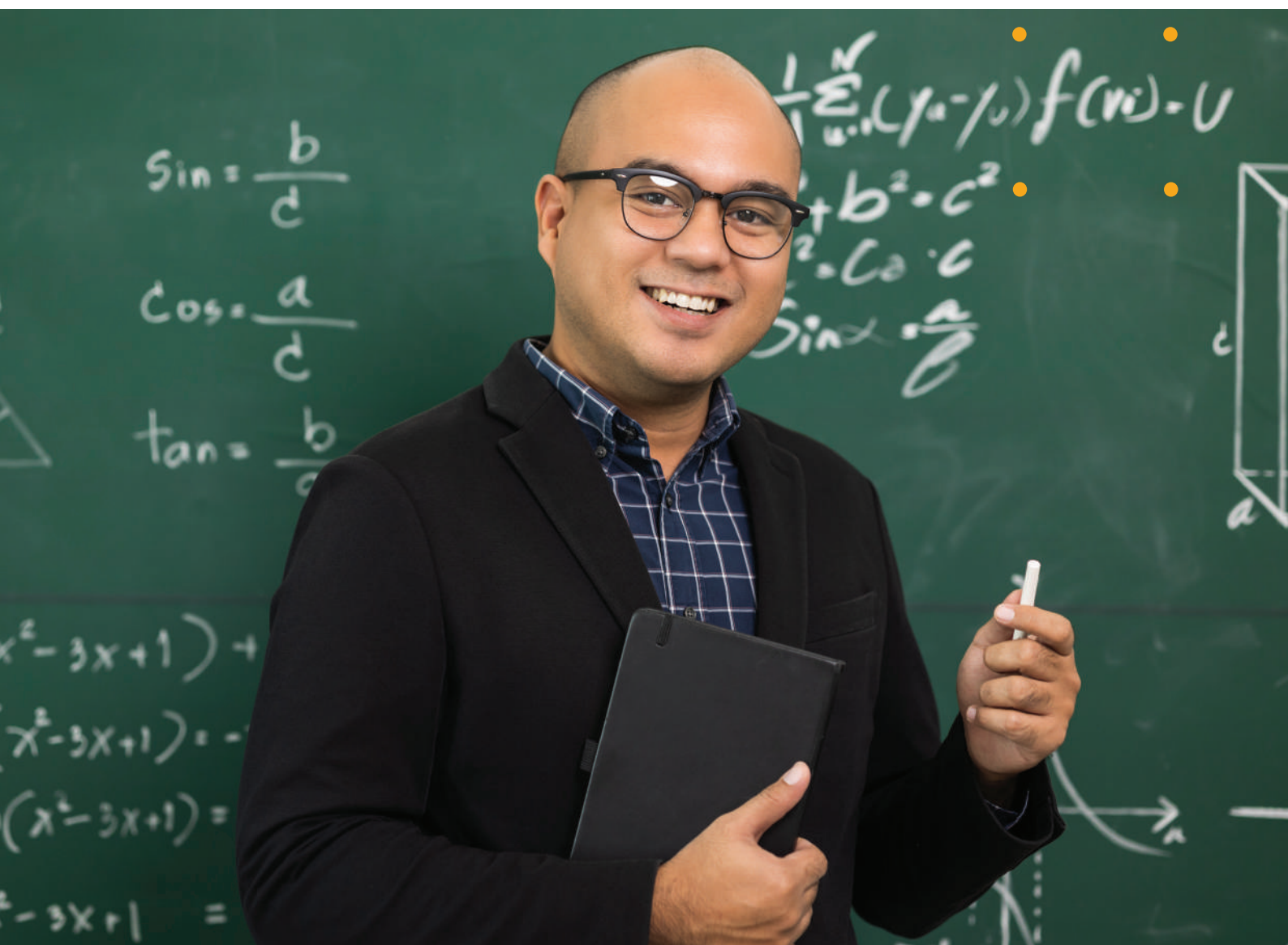


Insights on growth and development

Overall there is a high satisfaction rate among the faculty regarding the opportunities available to them for personal development and career growth at their institutions.

The professional development programs such as workshops and seminars etc. are widely considered successful in delivering the desired outputs.

The level of collaboration among faculty members is on the higher side of the spectrum indicating abundance of opportunities. More than 82% of the faculty believe that their institutions support their professional development via participation in conferences, workshops, or external training programs and also provide them with enough access to resources enhancing their teaching skills and methodologies.





Summary

The Institution of Happiness (IOH) 2024 by QS I-GAUGE introduces a framework to evaluate and foster happiness in Indian educational institutions. Through independent surveys, the initiative focuses on student and faculty well-being and aims to cultivate a positive, inclusive educational culture to enhance happiness and productivity. Survey insights reveal a generally positive sentiment among students and faculty but highlight specific areas for improvement.

For higher education students, a strong sense of belonging (89%) and campus safety (97%) were noted, though 11% reported feeling disconnected, indicating the need for better inclusivity. Students suggested enhancements to essential amenities, such as health services and cafeteria options, and more visibility of career resources. Emotional well-being remains a focus, as 11% of students experience loneliness, underlining the importance of community-building and mental health support.

School students reported high satisfaction with campus safety (96%) and inclusivity (95%), though 4% expressed safety concerns. Recommendations include expanding diversity initiatives and improving lab and sports facilities. Study-related stress affects 70% of school students, pointing to a need for mental health resources, anti-bullying measures, and stress management programs.

Faculty members reported satisfaction with institutional safety, inclusivity, and teaching resources, though 30% expressed concerns about freedom of expression. While job satisfaction was generally high, nearly 30% felt unsupported in workload management and compensation, suggesting areas for administrative improvement. Faculty appreciated professional growth opportunities, though workload distribution adjustments could enhance research engagement.

The IOH survey underscores strong satisfaction across students and faculty while identifying targeted areas to enhance institutional happiness. Addressing inclusivity, mental health, facilities, and career support can help create a more supportive and fulfilling environment in educational institutions.





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