

An Evaluation of Students Satisfaction Level in Government College Jhandutta



Session 2024-25

SUBMITTED TO

Principal

Government College Jhandutta, Bilaspur

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Chapter-I Introduction

Establishment

Government College Jhandutta was established in 2007 with the H.P. Govt. Notification No. EDN-ACHHA(7)1/2007 dated Feb. 06, 2007 to provide educational facilities to the students of the far-flung areas, specifically of Kot Dhar. From the session 2016-17 the college is functioning at its own premises. In the New campus the new college building was inaugurated by the Hon'ble Chief Minister of Himachal Pradesh in July 12, 2016 and thereafter the college is functioning in the new campus. From the academic session 2017-18 the science classes have also been started in the college for the undergraduate courses vide HP Govt. Notification No. EDN-11(8)-69/89-2009 (new subject, Directorate of Higher Education Dated 22 June, 2017. The College is imparting higher education in the field of Humanities, Commerce and Sciences (Medical & Non Medical) offering Under Graduate Degree courses in Arts(B.A.),Commerce (B.Com.) and Science (B.Sc.). The institution is fulfilling the aspirations of the youth in getting their higher education dreams. It is also fulfilling the universalization of higher education needs, one of the prominent goals of the state govt. particularly in the rural areas, of the state. The institution is situated in the rural areas of Distt. Bilaspur at Jhandutta assembly segment. From the past record the institution is imparting higher education to the students enrolled mainly from the rural and out of the total students enrolled about 70% are girls. The institution is making remarkable progress in imparting higher education since its inspection. The institution has been also providing online information through Website:

www.govtcollegejhandutta.org.

1.2 Message from the Principal

"We cannot always build the future for our youth, but we can build our youth for the future".

Remember

"The reward of every good action will be good only".

1.3 Course Study

This institution has been offering three-year degree courses in Arts stream (BA) since its beginning. From the session 2016-17 and 2017-18 the commerce and science classes respectively have also been started in the college.

1.4 Guidelines for Admission

The HP university has started semester system of examination with Choice Based Credit System (CBCS) under Rashtriya Uchatar Shiksha Abhiyan (RUSA) from 2013-14. The candidate shall have to undergo the prescribed courses of study in a period not less than three years or more than five academic years from the date of admission. A candidate will not be allowed more than three attempts to pass a course.

1.5 Eligibility Conditions

A candidate seeking admission in the 1st year of B.A/B.Sc./B.Com. (Pass) must have passed 10+2 or an equivalent examination from recognized Board/University. (For other details please go through our prospectus) Provided that a student who has passed qualifying examination in Arts Stream will be given preference in B.A. Programme.

2. Research Design

Research design is defined as a framework of methods and techniques chosen by a researcher to combine various components of research in a reasonably logical manner so that the research problem is efficiently handled. It provides insights about “how” to conduct research using a particular methodology. Here, the data from students has been collected by following ways mention below:

2.1 Need of survey

Teaching is a complex interaction among students, teachers, and content that no one tool can measure. The search for different-but-aligned instruments has led many to use student surveys as a complement to such other tools as classroom observations and measures of student achievement gains. However, no study has undertaken in this institution to study the student’s behaviours and their satisfaction level. Consequently meet this dire need a study of student’s behaviour towards teachers and their teaching methods have been designed and completed with curiosity.

2.3.1 Objectives

- To study the perception of students towards faculty operational at GC Jhandutta.

- To examine the satisfaction level of students studying at GC Jhandutta.

2.3 Scope of survey

The scope of this survey limited to the GC Jhandutta, Bilaspur district of Himachal Pradesh. The research work has been confined to eleven department that is operational in the college campus.

2.4 Sample size

A quota of 120 sample have been selected for the research purpose and further, this quota has been equally apportioned among the fifteen subjects i.e. ten sample form each subjects.

Department and Sample Size	
Name of the Subjects	Sample Size
History	10
Economics	6
Sociology	10
Sanskrit	10
Political Science	10
Geography	10
Hindi	10
Music(V)	4
English	10
Commerce	10
Math	10
Chemistry	10
Physics	5
Zoology	3
Botony	2
Total	120

2.4.1 Method of Data Collection

Data for the purpose this research work have been collected through subject wise and the most regular students in the class have been taken into consideration for filling the questionnaire.

2.5 Tools and Techniques

The analyses of collected data have been done through Percentage age, frequency, Ch-Square, contingency co-efficient.

2.5.1 Method of collection of data

Questionnaire has been designed to collect first hand data.

2.6 Chapterisation

- 1st chapter dealt with Introduction and Research design.
- 2nd chapter dealt with Analysis and Interpretation.
- 3rd chapter dealt with Conclusion

Chapter-II Analysis and Interpretation

The students are centre point of any academic institution. Every institution wants to attract more and more students by providing, what they expect and redressing their queries & grievances. The present survey has covered eleven departments operating in the college campus. There are two hundred students, who have given their responses through questionnaire. This chapter dealt with data collected, their analysis and interpretation. Some of results shown through tables are as follow:

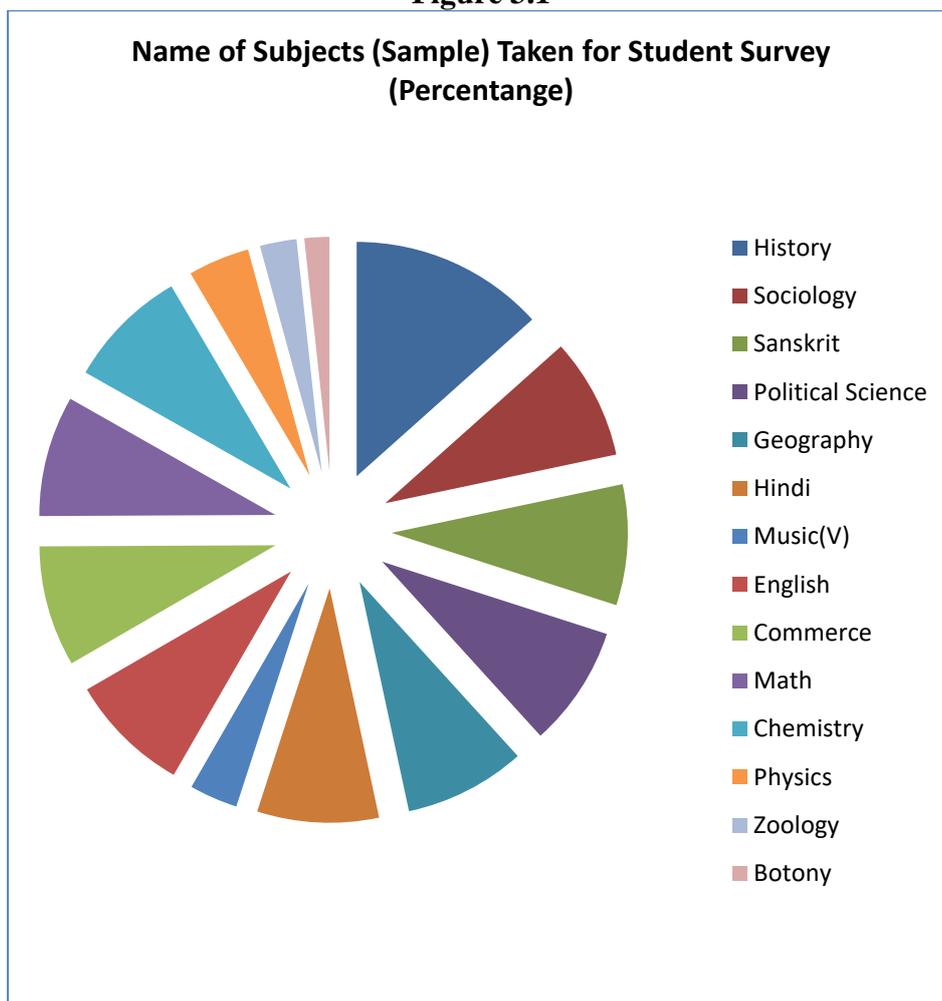
Table 3.1 the Name of Subjects Taken for Student Survey

Name of the Subjects	Frequency	Percentage
History	10	8.3
Economics	6	5
Sociology	10	8.3
Sanskrit	10	8.3
Political Science	10	8.3
Geography	10	8.3
Hindi	10	8.3
Music(V)	4	3.3
English	10	8.3
Commerce	10	8.3
Math	10	8.3
Chemistry	10	8.3
Physics	5	4.2
Zoology	3	2.5
Botony	2	1.7
Total	120	100.0

Source: Data compiled through schedule
 Note: Data in parenthesis denotes Percentage

The table 3.1 has shown the participation of students from different streams that are operational at GC Jhandutta, District Bilaspur, and Himachal Pradesh.

Figure 3.1



Note: figure shows data in Percentage

Table 3.2 Opinions of Respondents about Syllabus Coverage in the Class

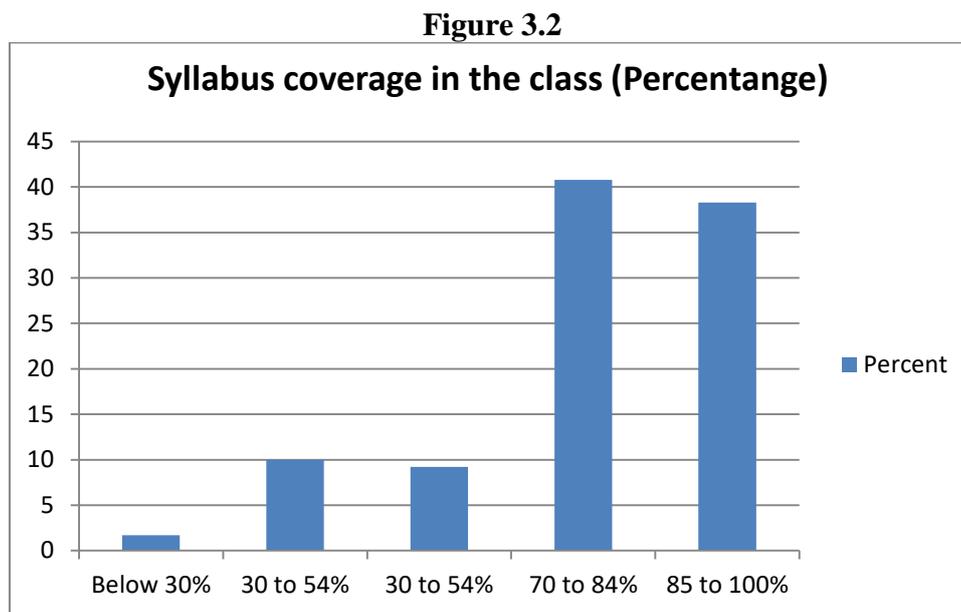
Particular	Frequency	Percentage
Below 30%	2	1.7
30 to 54%	12	10.0
30 to 54%	11	9.2
70 to 84%	49	40.8

85 to 100%	46	38.3
Total	120	100.0

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

It is evident from the table 3.2 that the majority of respondents of study area shows positive response about the quantum of syllabus covered in the class.



Note: figure shows data in Percentage.

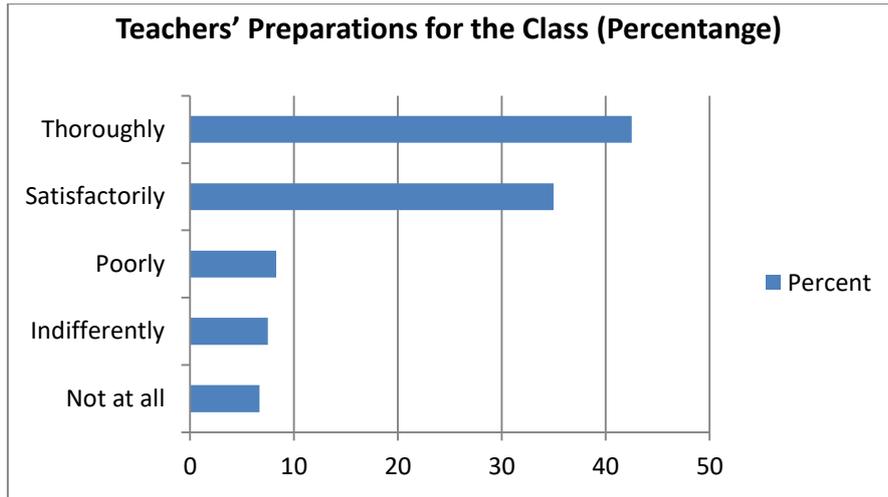
Table 3.3 Opinions of Respondents about the Teachers' Preparations for the Class

Particular	Frequency	Percentage
Not at all	8	6.7
Indifferently	9	7.5
Poorly	10	8.3
Satisfactorily	42	35.0
Thoroughly	51	42.5
Total	120	100.0

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

Figure 3.3



Note: figure shows data in Percentage.

It is observed from the table 3.3 that the majority of respondents of GC Jhandutta provide us an affirmative idea about the teachers' preparations for the class. It may be in the form of communication, knowledge, skill etc.

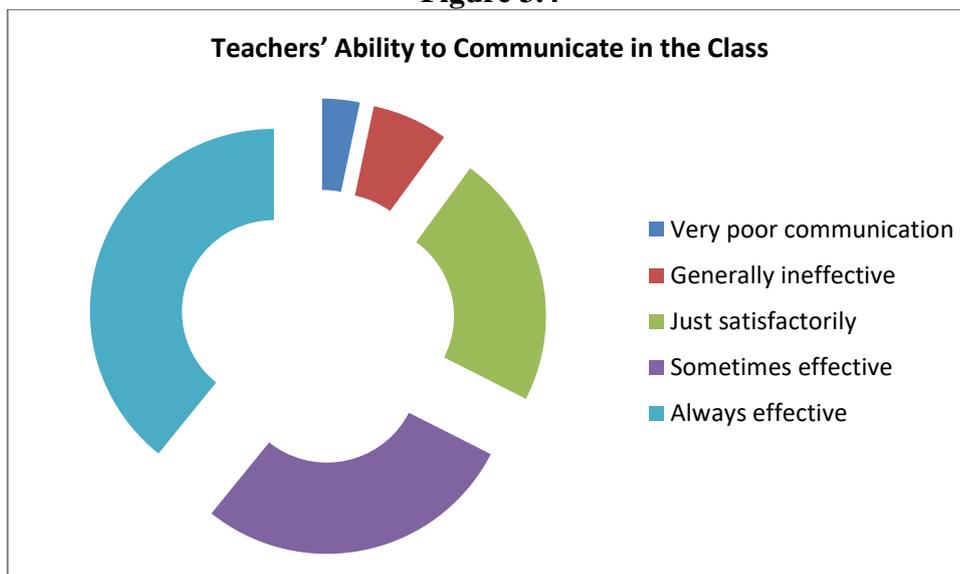
Table 3.4 Opinions of Respondents about Teachers' ability to Communicate in the Class

Particular	Frequency	Percentage
Very poor communication	4	3.3
Generally ineffective	8	6.7
Just satisfactorily	27	22.5
Sometimes effective	34	28.3
Always effective	47	39.2
Total	120	100.0

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

Figure 3.4



Note: figure shows data in Percentage

The table 3.4 shows that the majority of GC Jhandutta survey respondents were impressed by teachers' communication abilities. The communication abilities that portrays politeness, participative communication etc.

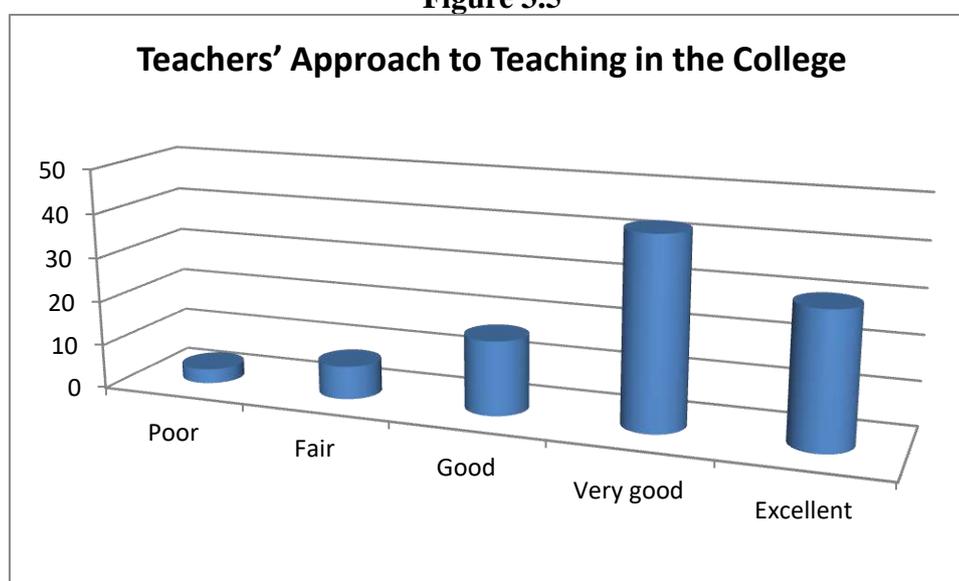
Table 3.5 Opinions of Respondents about Teachers' Approach to Teaching in the College

Particular	Frequency	Percentage
Poor	4	3.3
Fair	9	7.5
Good	20	16.7
Very good	51	42.5
Excellent	36	30.0
Total	120	100.0

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

Figure 3.5



Note: figure shows data in Percentage.

The majority of respondents, as shown in table 3.6, affirm the excellent approach (like feedback survey,) used by college teachers when interacting with students.

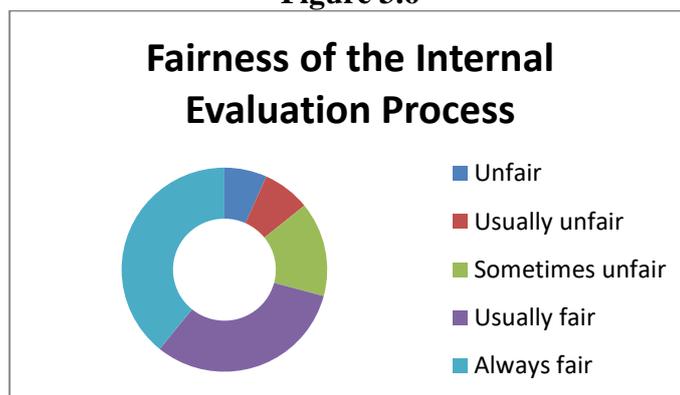
Table 3.6 Opinions of Respondents about Fairness of the Internal Evaluation Process

Particular	Frequency	Percentage
Unfair	8	6.7
Usually unfair	9	7.5
Sometimes unfair	18	15.0
Usually fair	38	31.7
Always fair	47	39.2
Total	120	100.0

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

Figure 3.6



Note: figure shows data in Percentage

Respectively, table 3.6 shows that the majority of respondents were happy with the internal review process since they believed it was generally fair to always fair.

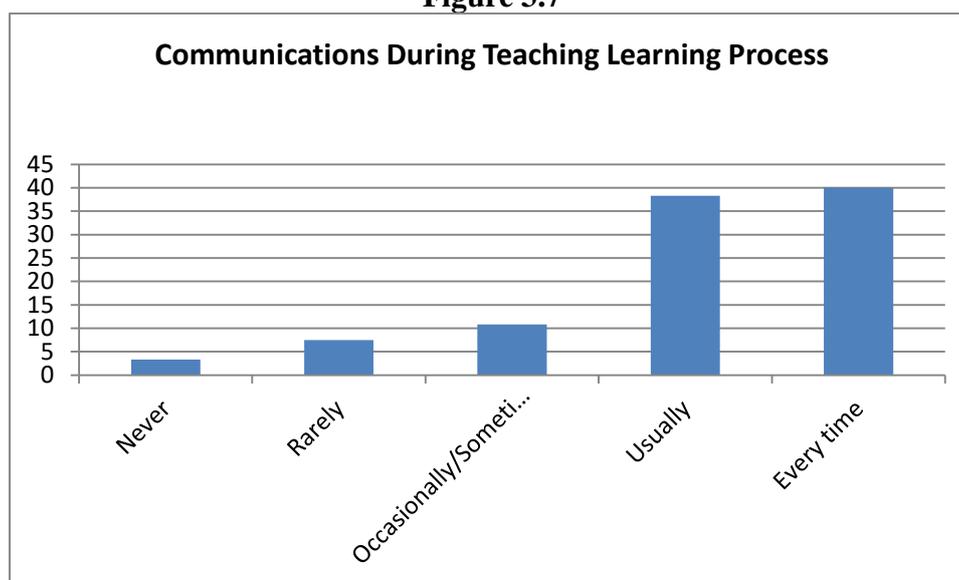
Table 3.7 Opinions of Respondents about both way Communications during Teaching Learning Process

Particular	Frequency	Percentage
Never	4	3.3
Rarely	9	7.5
Occasionally/Sometimes	13	10.8
Usually	46	38.3
Every time	48	40.0
Total	120	100.0

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

Figure 3.7



Note: figure shows data in Percentage

In addition, table 3.7 explained that respondents were pleased with the tutor's two-way communication during the teaching and learning process.

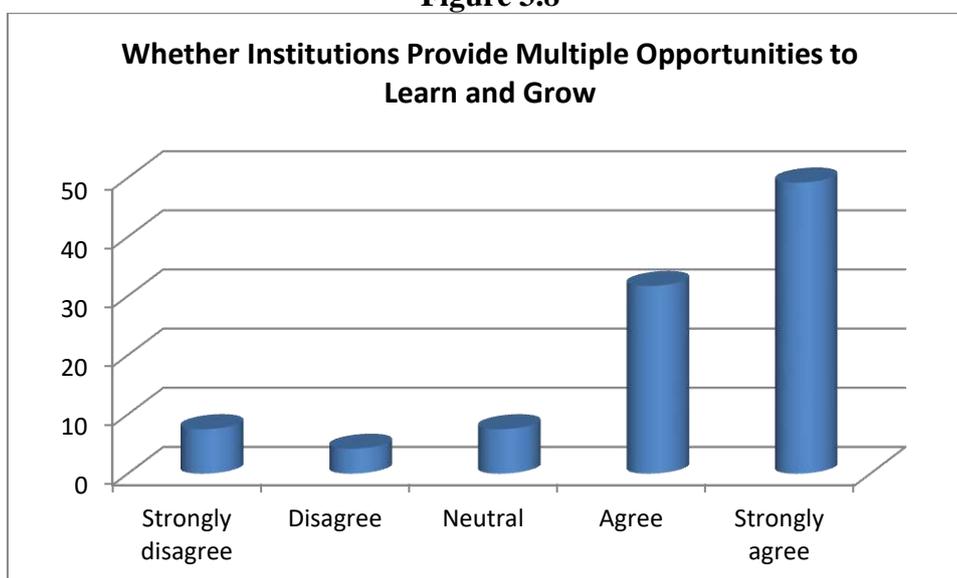
Table 3.8 Opinions of Respondents about Whether Institutions Provide Multiple Opportunities to Learn and Grow.

Particular	Frequency	Percentage
Strongly disagree	9	7.5
Disagree	5	4.2
Neutral	9	7.5
Agree	38	31.7
Strongly agree	59	49.2
Total	120	100.0

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

Figure 3.8



Note: figure shows data in Percentage.

One step further, the respondents, in the table 3.8, said that the institutions offered several chances for learning and development through career counselling, a focus on the job market, skill development, etc.

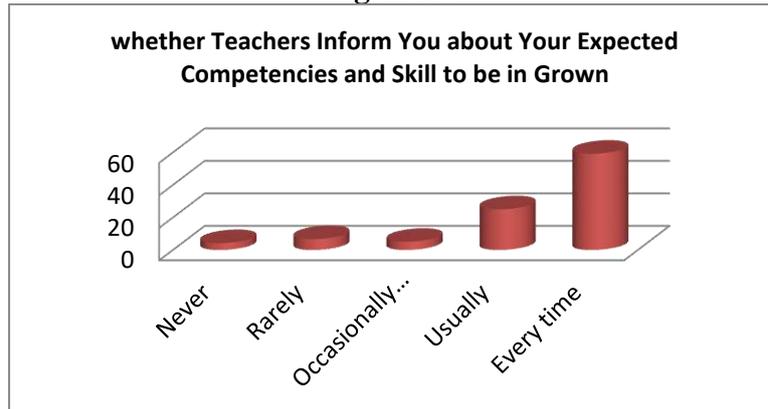
Table 3.9 Opinions of Respondents about Whether Teachers Inform You about Your Expected Competencies and Skill to be Grown

Particular	Frequency	Percentage
Never	5	4.2
Rarely	8	6.7
Occasionally/Sometimes	6	5.0
Usually	30	25.0
Every time	71	59.2
Total	120	100.0

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

Figure 3.9



Note: figure shows data in Percentage

The table 3.9 illustrates how teachers regularly let their pupils know what abilities and skills are required of them. It could be things like excellent communication, attire, leadership qualities, initiator, and new avenues for forums based on their performance.

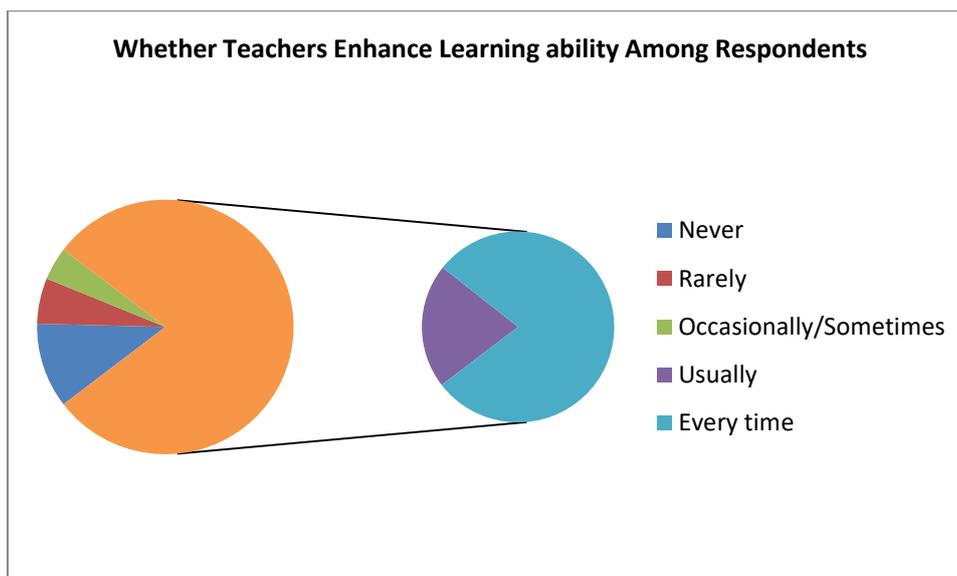
Table 3.10 Opinions of Respondents about Whether Teachers Enhance Learning Ability Among Respondents

Particular	Frequency	Percentage
Never	13	10.8
Rarely	7	5.8
Occasionally/Sometimes	5	4.2
Usually	20	16.7
Every time	75	62.5
Total	120	100.0

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

Figure 3.10



Note: figure shows data in Percentage

The majority of pupils agreed with the assertion that "The teachers illustrate the concepts through examples and applications," as shown in table 3.10, which summarizes the results. The digital format that colleges provide to students also makes this clear.

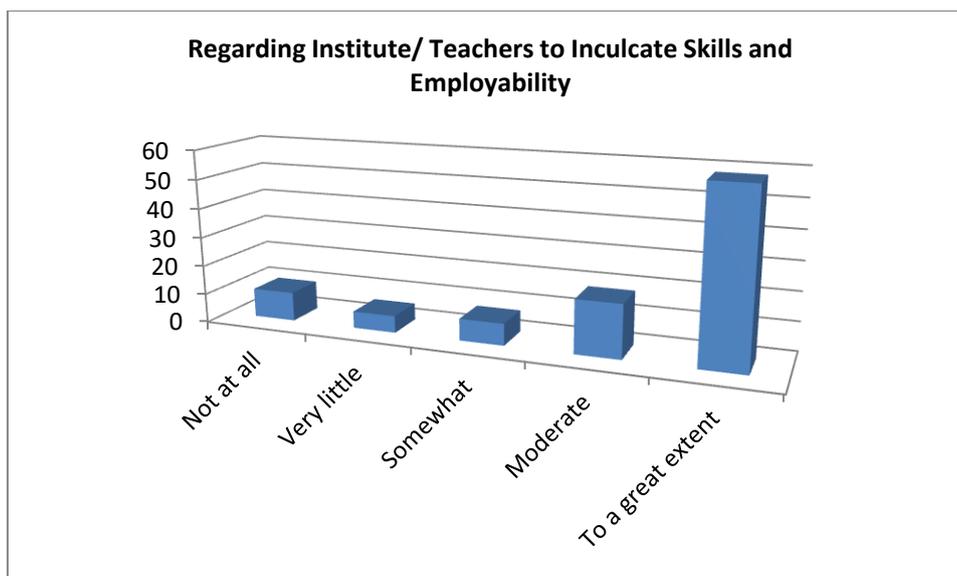
The table 3.11 Opinions of Respondents Regarding institute/ Teachers to Inculcate Skills and Employability

Particular	Frequency	Percentage
Not at all	12	10.0
Very little	7	5.8
Somewhat	9	7.5
Moderate	22	18.3
To a great extent	70	58.3
Total	120	100.0

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

Figure 3.11



Note: figure shows data in Percentage

The teacher and the entire institution, as shown in Table 3.11, instil skills in the participants through various programs, seminars, and training sessions and encourage them to approach the market and take advantage of its prospects.

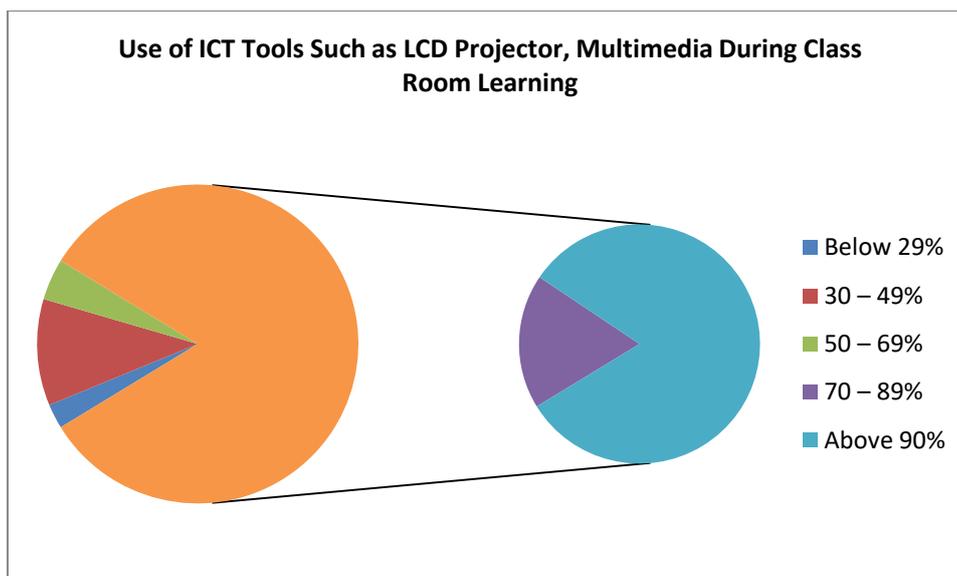
Table 3.12 Opinions of Respondents about use of ICT tools such as LCD projector, Multimedia during Class Room Learning.

Particular	Frequency	Percentage
Below 29%	3	2.5
30 – 49%	13	10.8
50 – 69%	5	4.2
70 – 89%	18	15.0
Above 90%	81	67.5
Total	120	100.0

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

Figure 3.12



Note: figure shows data in Percentage

The majority of students, or 66% agreed that they are very likely participated in the teaching and learning process by using ICT tools like LCD projectors, Multimedia, etc., as shown in table 3.12, followed by 14.7 per cent who are likely participated, 4 per cent neutral about this, 12 per cent and 2.7 per cent out of total respondent shown resentment about this statement.

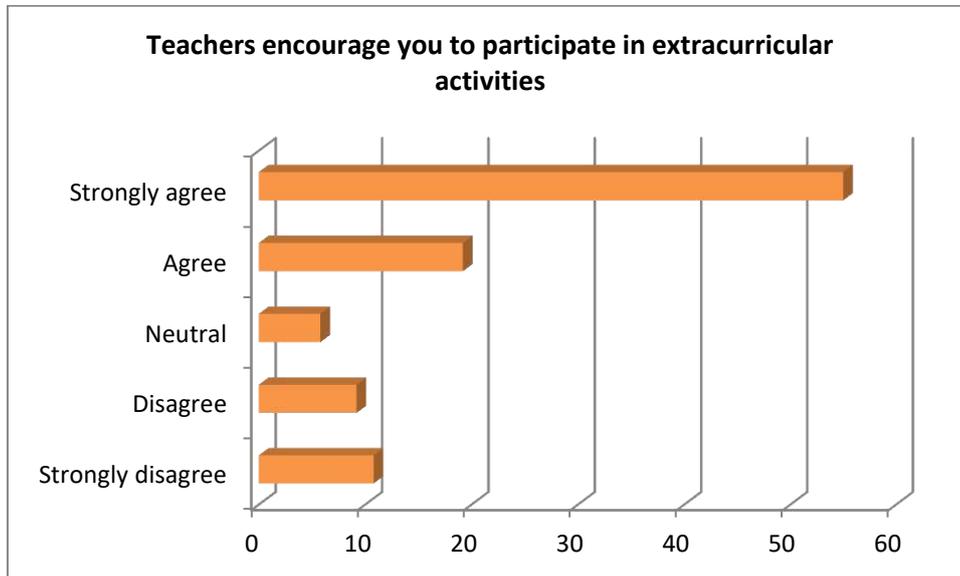
Table 3.13 Opinions of Respondents Whether Teachers Encourage You to Participate in Extracurricular Activities

Particular	Frequency	Percentage
Strongly disagree	13	10.8
Disagree	11	9.2
Neutral	7	5.8
Agree	23	19.2
Strongly agree	66	55.0
Total	120	100.0

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

Figure 3.13



Note: figure shows data in Percentage

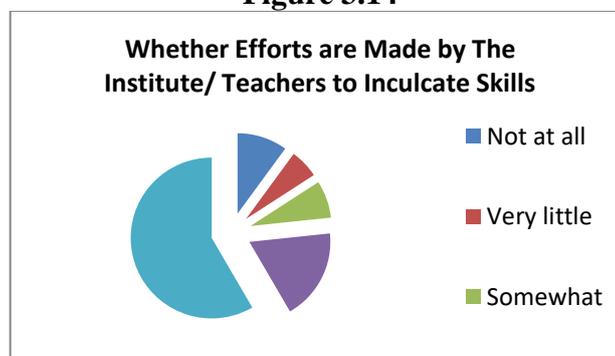
Table 3.14 Opinions of Respondents Whether Efforts are made by the Institute/ Teachers to Inculcate Skills to Make you Ready for the World.

Particular	Frequency	Percentage
Not at all	12	10.0
Very little	7	5.8
Somewhat	9	7.5
Moderate	22	18.3
To a great extent	70	58.3
Total	120	100.0

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

Figure 3.14



Note: figure shows data in Percentage

The majority of respondents(58.7 per cent) in the table 3.14 opined that the efforts have been made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make them ready for the world of work, though 19.3 per cent just agree and 6.7 per cent out of total respondents neutral about the statement. On the other hand 5.3 per cent and 10 per cent out of total respondents are disagreeing to strongly disagree to the above statement.

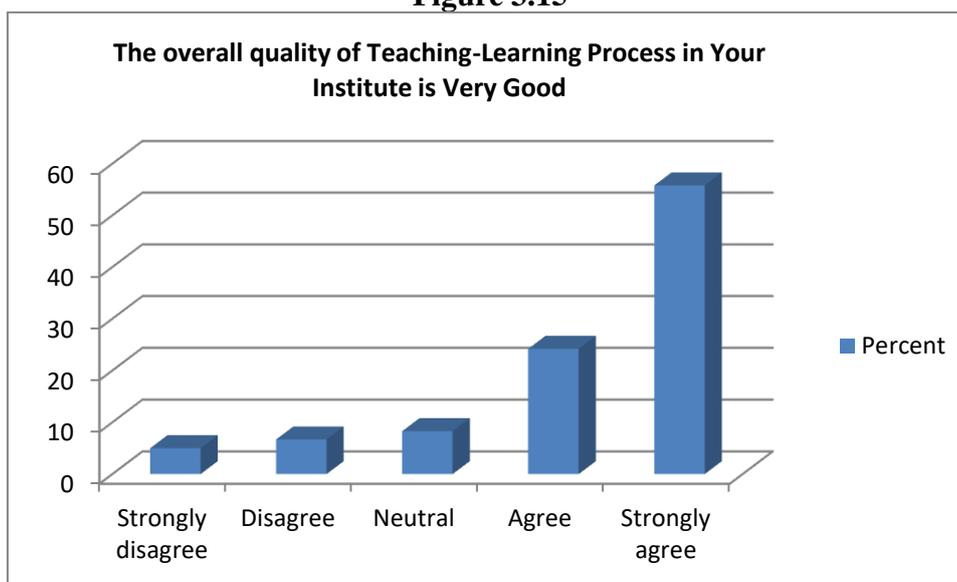
Table 3.15 Opinions of Respondents about The overall Quality of Teaching-Learning Process in Your Institute

Particular	Frequency	Percentage
Strongly disagree	6	5.0
Disagree	8	6.7
Neutral	10	8.3
Agree	29	24.2
Strongly agree	67	55.8
Total	120	100.0

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

Figure 3.15



Note: figure shows data in Percentage

Further, the table 3.15 shows that the majority of respondents 56.7 per cent strongly agreed with ‘The overall quality of teaching-learning process in our institute is very good’ and 20.7 per cent are just agree with it. Similarly, 8.7 per cent are just neutral about overall quality of teaching-learning process in the college. On the other hand, 7.3 per cent out of total respondents disagree with it and 6.7 per cent of total respondents strongly denied the above statement.

Table 3.16 Relationship between the Coverage of Syllabus in the Class and Teachers' Preparation for the Classes

Particular		How well did the teachers prepare for the classes?					Total
		Not at all	Indifferently	Poorly	Satisfactorily	Thoroughly	
The syllabus was covered in the class	Below 30%	1(50)	0	1(50)	0	0	2(100)
	30 to 54%	1(8.3)	5(41.7)	0	2(16.7)	4(33.3)	12(100)
	30 to 54%	1(9.1)	0	5(45.5)	4(36.4)	1(9.1)	11(100)
	70 to 84%	2(4.1)	2(4.1)	2(4.1)	22(44.9)	21(42.9)	49(100)
	85 to 100%	3(6.5)	2(4.3)	2(4.3)	14(30.4)	25(54.3)	46(100)
Total		8(6.7)	9(7.5)	10(8.3)	42(35)	51(42.5)	120(100)

Chi-Square 61.595 ,P Value .000, C .582

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

Table 3.16 demonstrates that there is a significant association between teachers' coverage of the syllabus and their claim to be well-prepared for their lectures in terms of topic knowledge, communication skills, and so on. As more and more of the course is completed satisfactorily, students express their complete happiness with their teachers. This hypothesis is also proved as chi-square shown significant results at 1 per cent level of significance.

Table 3.17 Relationship between the Coverage of Syllabus in the Class and The Teachers' Abilities to Communicate

Particular		How well were the teachers able to communicate					Total
		Very Poor Communication	Generally Ineffective	Just Satisfactorily	Sometimes Effective	Always Effective	
The syllabus was covered in the class	Below 30%	0	1(50)	1(50)	0	0	2(100)
	30 to 54%	0	1(8.3)	1(8.3)	1(8.3)	9(75)	12(100)
	30 to 54%	1(9.1)	0(0)	7(63.6)	3(27.3)	0	11(100)
	70 to 84%	1(2)	5(10.2)	13(26.5)	16(32.7)	14(28.6)	49(100)
	85 to 100%	2(4.3)	1(2.2)	5(10.9)	14(30.4)	24(52.2)	46(100)
Total		4(3.3)	8(6.7)	27(22.5)	34(28.3)	47(39.2)	120(100)

Chi-Square 38.889,P Value .000, C .495

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

A constructive relationship between effective coverage of the syllabus and communication skill is evident from the table 3.19; this hypothesis is further supported by chi-square results that show significant results at the 1 Percentage significance level. Teachers' perceived effectiveness in communicating with students is positively correlated with their coverage of the syllabus.

Table 3.18 Relationship between the Coverage of Syllabus in the Class and Fairness of the Internal Evaluation Process

Particular		Fairness of the internal evaluation process by the teachers.					Total
		Unfair	Unfair Usually Unfair	Sometimes Unfair	Usually Fair	Always Fair	
The syllabus was covered in the class	Below 30%	1(50)	0	0	0	1(50)	2(100)
	30 to 54%	1(8.3)	5(41.7)	1(8.3)	1(8.3)	4(33.3)	12(12)
	30 to 54%	1(9.1)	0()	7(63.6)	2(18.2)	1(9.1)	11(100)
	70 to 84%	4(8.2)	3(6.1)	6(12.2)	21(42.9)	15(30.)	49(100)
	85 to 100%	1(2.2)	1(2.2)	4(8.7)	14(30.4)	26(56.5)	46(100)
Total		8(6.7)	9(7.5)	18(15)	38(31.7)	47(39.2)	120(100)

Chi-Square 60.789,

P Value .000,

C .58

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

The table 3.18 makes it clear that there is a significant relationship between the instructors' coverage of the curriculum and their assessment of the fairness of the internal evaluation procedure. This notion is further supported by chi-square results that were significant at the one Percentage significance level. The findings indicate that most students gave their lecturers an internal assessment rating of usually fair to always fair, particularly when it came to syllabus coverage.

Table 3.19 Relationship between the Coverage of Syllabus in the Class and Discussion of Performance in Assignments Discussed with Students

Particular		Was your performance in assignments discussed with you					Total
		Never	Rarely	Occasionally/Sometimes	Usually	Every time	
The syllabus was covered in the class	Below 30%	1(50)	0	0	1(50)	0()	2(100)
	30 to 54%	0	5(41.7)	1(8.3)	3(25)	3(25)	12(100)
	30 to 54%	0	0	6(54.5)	4(36.4)	1(9.1)	11(100)
	70 to 84%	3(6.1)	4(8.2)	4(8.2)	19(38.8)	19(38.8)	49(100)
	85 to 100%	0	0	2(4.3)	19(41.3)	25(54.3)	46(100)
Total		4(3.3)	9(7.5)	13(10.8)	46(38.3)	48(40)	120(100)

Chi-Square 68.673,

P Value .000,

C .603

Source: Data compiled through schedule

Note: Data in parenthesis denotes Percentage

The Table 3.191 shows that the instructors' coverage of the curriculum is strongly related to the assertion that the professors discuss your performance on assignments with you. This hypothesis is also supported by chi-square tests, which yielded significant findings at the 1% level. As a result, it is possible to conclude that teachers make every effort to enhance their pupils' performance.

Chapter-III Conclusion & Suggestions

The results of this survey show that the GC Jhandutta meets or exceeds the needs of its students. However, several red flags have emerged, which the administration will attempt to address. The current poll included fifteen departments that operate on college campuses. One hundred fifty students completed the questionnaire. Some of the highlights are briefly discussed here.

The analysis and interpretation revealed that the majority of respondents in the study area placed a positive emphasis on the majority of the syllabus covered during classroom instruction. Furthermore, a large number of respondents believe that teachers' ability to communicate in the classroom contributed to their overall effectiveness. Furthermore, it may take the form of communication, knowledge, or skill.

Further, the majority of respondents have been impressed by teachers' communication abilities.

The communication skills that demonstrate politeness, participative communication, and so on. Furthermore, the majority of respondents agreed that college teachers use an excellent approach (such as a feedback survey) when interacting with students. Respondents were satisfied with the internal review process because they believed it was generally to always fair. Subsequently, the participants expressed satisfaction with the tutor's two-way communication during the teaching and learning process.

The study then revealed that the institutions provided numerous opportunities for learning and development, including career counselling, a focus on the job market, skill development, and so on. It is also obvious because teachers regularly inform their students about the abilities and skills that are expected of them. It could be excellent communication, attire, leadership qualities, initiator, and new forums based on their performance.

Similarly, the survey stated, "The teachers illustrate the concepts through examples and applications," which summarises the findings. This is also evident in the digital format provided to students by colleges. Similarly, the teacher and the entire institution instill skills in the participants through a variety of programs, seminars, and training sessions, encouraging them to approach the market and capitalise on its opportunities. It is also supported by the majority of students, as 66% agreed that they are very likely to participate in the teaching and learning process by using ICT tools like LCD projectors, multimedia, etc.

In line with this, the majority of respondents believe that the institute/teachers have made efforts to instill soft skills, life skills, and employability skills in order to prepare them for the workforce. Auxiliary, the majority of respondents strongly agreed with the statement, "The overall quality of teaching-learning process in our institute is very good," while a few strongly disagreed.

On the other hand, the survey found that the majority of respondents were dissatisfied with their online classes during the Covid-19 period. However, 9.3 percent and 7.3 percent of total respondents respectively indicate satisfactory to strongly satisfactory for the preceding statement. As a result, these respondents also state that 'post Covid-19 times', they have faced serious challenges in terms of learning losses and academic skills. Respectively, the schoolwork shows that there is a significant relationship between teachers' coverage of the syllabus and their claim to be well-prepared for their lectures in terms of topic knowledge, communication skills, and other factors. As more of the course is completed successfully, students express their complete satisfaction with their teachers.

Supplementary, the analysis reveals a positive relationship between effective syllabus coverage and communication skill; this hypothesis is supported by chi-square results that show significant results at the 1% level. Teachers' perceived effectiveness in communicating with students correlates positively with their knowledge of the syllabus.

Furthermore, a significant relationship was discovered between the instructors' coverage of the curriculum and their assessment of the fairness of the internal evaluation procedure. This notion is supported by chi-square results that were significant at the one-percentage-point level. The findings show that most students gave their lecturers an internal assessment rating ranging from usually fair to always fair, particularly in terms of syllabus coverage. As a result, the instructors' coverage of the curriculum is closely related to the claim that professors discuss your performance on assignments with you. As a result, it is possible to conclude that teachers make every effort to enhance their pupils' performance. Finally, the instructors' covering of the syllabus has a substantial association with the assertion that teachers respond to student questions as viewed by students.

Suggestions/Feed Back:-

The respondents of the study area made the following suggestions to make teaching-learning environment more effectual:-

- The respondents have asked for maintenance of drinking water filter and repair for sanitation facilities in the college to keep the learning environment healthy.
- Further they emphasise on technological up gradation of IT LAB, Computer system available in the library and computer lab and further asked for WI-FI facilities.
- Additionally, they further seeking active participation in the cultural programme inside and outside college campus.
- The participants further asked for CCTVs surveillance for key area and campus.
- They supplementary look for enriched ICTs and virtual class room participation in the class room teaching.
- The Majority of students asked for work of science block (building) completion early as possible.
- The students of BSc stream asked for Botany Teacher.
- The majority of people, who are regular in the college, asked for participation in extra curriculum activities like sports, Quiz, district and state level programme on the behalf of college
- In addition, they have been looking for career guidance and employment opportunities through college administration.
- The students also asked for badminton court in the campus as part of extra curriculum activities.
- They also asked for competition review magazine to be added in the library.

Questionnaire

Govt. College Jhandutta, Distt Bilaspur Student Satisfaction Survey (Session:2022-23)

Name of student: -----

Roll No. ----- Class: -----

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Please respond to the following questions putting (✓) on your choice:

1. How much of the syllabus was covered in the class?

5– 85 to 100% 4 – 70 to 84% 3 – 55 to 69% 2– 30 to 54% 1–Below 30%

2.How well did the teachers prepare for the classes?

5–Thoroughly 4 – Satisfactorily 3 – Poorly 2 – Indifferently 1-Won't teach at all

3.How well were the teachers able to communicate?

5–Always effective 4–Sometimes effective 3–Just satisfactorily 2– Generally ineffective

1-Very poor communication

4. The teacher's approach to teaching can best be described as

5– Excellent 4– Very good 3 – Good 2 – Fair 1– Poor

5.Fairness of the internal evaluation process by the teachers.

5 – Always fair 4– Usually fair 3 – Sometimes unfair 2 – Usually unfair 1– Unfair

6. Was your performance in assignments discussed with you?

5 – Every time 4 – Usually 3 – Occasionally/Sometimes 2 – Rarely 1– Never

7. The institution provides multiple opportunities to learn and grow.

5 – Strongly agree 4 – Agree 3 – Neutral 2 – Disagree 1– Strongly disagree

8. Teachers inform you about your expected competencies, course outcomes and program outcomes.

5– Every time 4 – Usually 3– Occasionally/Sometimes 2 – Rarely 1– Never

9. The teachers illustrate the concepts through examples and applications.

5 – Every time 4 – Usually 3– Occasionally/Sometimes 2– Rarely 1 – Never

10. Teachers encourage you to participate in extracurricular activities.

5 – Strongly agree 4 – Agree 3– Neutral 2 – Disagree 1 – Strongly disagree

11. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and Employability skills to make you ready for the world of work.

5 – To a great extent 4 – Moderate 3 – Somewhat 2– Very little 1– Not at all

12. What Percentage age of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.

5 – Above 90% 4– 70 – 89% 3 – 50 – 69% 2 – 30 – 49% 1 – Below 29%

13. The overall quality of teaching-learning process in your institute is very good.

5 –Strongly agree 4 – Agree 3– Neutral 2– Disagree 1 – Strongly disagree

14. The overall infrastructural facilities are sufficient in the college.

5 –Strongly agree 4– Agree 3– Neutral 2– Disagree 1 – Strongly disagree

15. The overall experience of online classes during the Covid-19 period is very good.

4 –Strongly agree 3 – Agree 2 – Neutral 1 – Disagree 0 – Strongly disagree

16. In post Covid-19 times students are facing serious challenges of learning losses and academic skills.

5 –Strongly agree 4– Agree 3– Neutral 2– Disagree 1 – Strongly disagree

Give three observation / suggestions to improve the overall teaching – learning experience in your institution.

ACTION TAKEN REPORT

Based on the feedback received from students regarding infrastructure, academic resources, and co-curricular opportunities, the college administration has taken the following actions:

1. Maintenance of Drinking Water Filters and Sanitation Facilities (IQAC Proposal Dated)

Students requested timely maintenance of drinking water filters and repair of sanitation units.

Action Taken:

- Regular servicing of drinking water filters has been initiated.
- Sanitation facilities have been inspected, and necessary repair work is in progress to ensure a healthy learning environment.

2. Up-gradation of IT Laboratory and Internet Facilities.(Bill dated 03/12/2024 attached)

Respondents emphasized improving computer systems in the IT Lab and Library, along with Wi-Fi access.

Action Taken:

- Old computer systems are being replaced in phases with upgraded configurations.
- Wi-Fi installation work has been approved to provide seamless internet connectivity across campus.

3. Inclusion in Cultural Programmes

Students expressed interest in active participation in cultural activities inside and outside the campus.

Action Taken:

- A Cultural Activity Committee has been formed to ensure student participation in inter-college and intra-college programmes.(Bill Dated 10/10/2024 attached)
- Orientation for cultural clubs has been conducted.(Bill Dated 11/10/2025 attached)

4. CCTV Surveillance for Campus Security

Students suggested installing CCTV cameras at key locations.(Bill dated 20/08/2025 attached)

Action Taken:

- CCTV surveillance expansion has been approved, and installation is underway in classrooms, corridors, and main entry points. (Bill Dated 10/09/2025 attached)

5. Strengthening ICT and Virtual Classroom Facilities

Students requested enriched ICT facilities and virtual classroom participation.(IQAC Proposal dated 21/07/2024)

Action Taken:

- Smart classroom equipment is being added. (Bill Dated 08/09/2025 attached)
- ICT-enabled teaching modules and virtual learning support have been introduced for blended learning.(Bill Dated 08/09/2025 attached)

6. Completion of Science Block Construction

The majority of students demanded early completion of the new science block.

Action Taken:

- Construction agencies have been instructed to expedite the work.
- Regular monitoring is being conducted for timely completion.

7. Appointment of Botany Teacher

B.Sc. students requested a full-time Botany teacher.

Action Taken:

- Recruitment requisition has been forwarded to the competent authority.
- Deputation arrangements have been made for uninterrupted teaching.

8. Participation in Extra-Curricular Activities(IQAC Proposal Dated 21/11/2024)

- Regular students sought opportunities in sports, quizzes, and district/state-level programmes. .(Bill attached 10/10/024)

Action Taken:

- Sports and Co-curricular Committees have been directed to ensure wider student representation.
- Students are being encouraged and facilitated to participate in district and state-level events.

9. Career Guidance and Employment Support

Students asked for career-related guidance and employment opportunities.

Action Taken:

- A Career Counseling and Placement Cell have been activated.
- Workshops, expert lectures, and job-oriented sessions are scheduled throughout the academic year.

10. Development of Badminton Court

Students requested a badminton court as part of sports activities.(IQAC Proposal dated25/06/2024)

Action Taken:

- The proposal for a badminton court has been approved, and layout planning is underway.(Work in Progress)

11. Addition of Competitive Examination Magazines

Students requested competitive review magazines for the library.

Action Taken:

- The library has placed orders for competitive exam magazines and monthly review publications to enhance student preparation.(Billed Dated 07/08/2025)