

An Evaluation of Students Satisfaction Level in Government College Jhandutta



Session 2023-24

SUBMITTED TO

Principal

Government College Jhandutta, Bilaspur

SUBMITTED BY:

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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 n=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 150 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	
Particular	Sample
History	10
Sociology	10
Sanskrit	10
Political Science	10
Geography	10
Hindi	10
Music(V)	10
English	10
Commerce	10
Math	10
Chemistry	10
Physics	10
Zoology	10
Botany	10
Economics	10
Total	150

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, 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

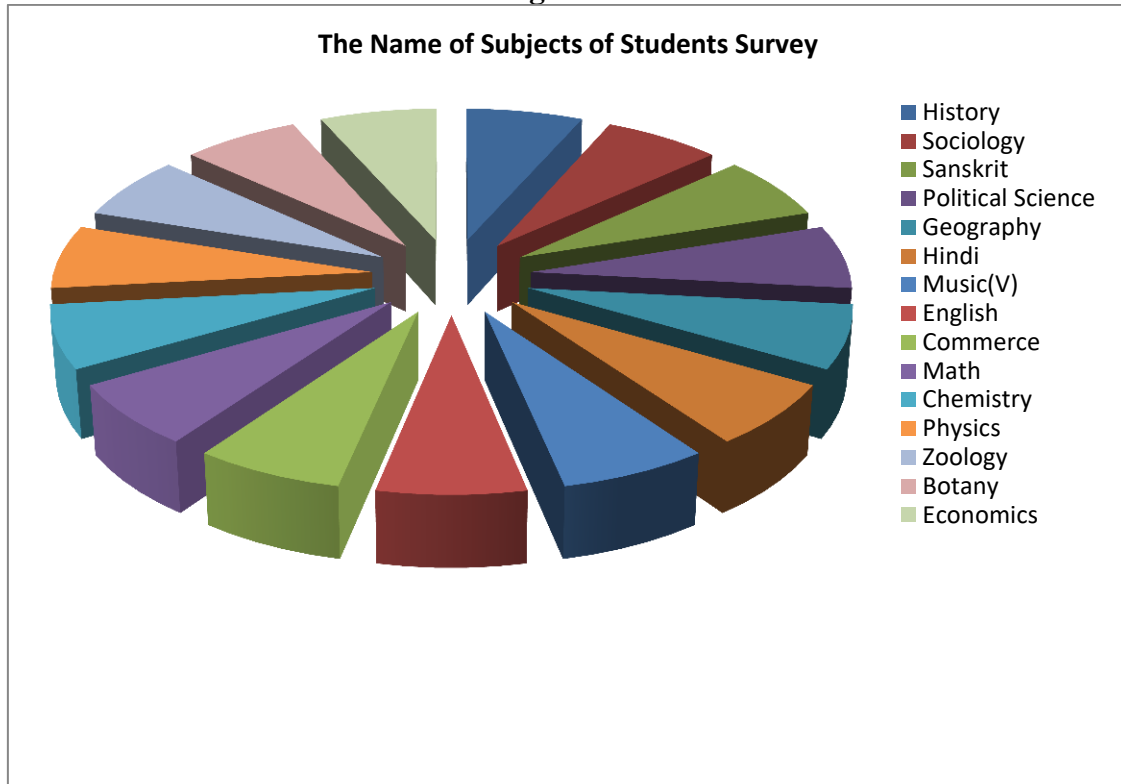
Particular	Frequency	Per cent
History	10	6.7
Sociology	10	6.7
Sanskrit	10	6.7
Political Science	10	6.7
Geography	10	6.7
Hindi	10	6.7
Music(V)	10	6.7
English	10	6.7
Commerce	10	6.7
Math	10	6.7
Chemistry	10	6.7
Physics	10	6.7
Zoology	10	6.7
Botany	10	6.7
Economics	10	6.7
Total	150	100.0

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

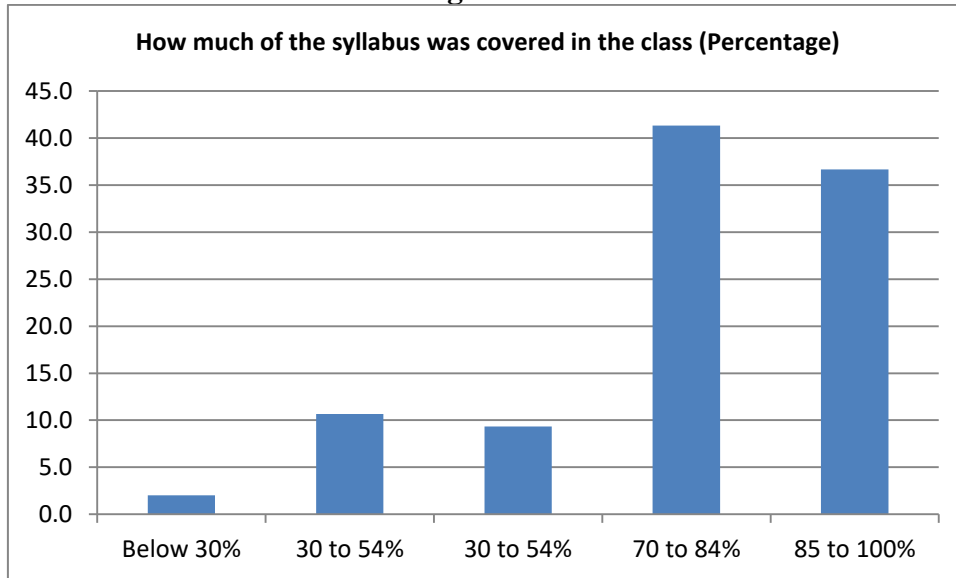
Particular	85 to 100%	70 to 84%	55 to 69%	30 to 54%	Below 30%	Total
How much of the syllabus was covered in the class	55(36.7)	62(41.3)	14(9.3)	16(10.7)	3(2)	150(100)

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.

Figure 3.2



Note: figure shows data in percentage.

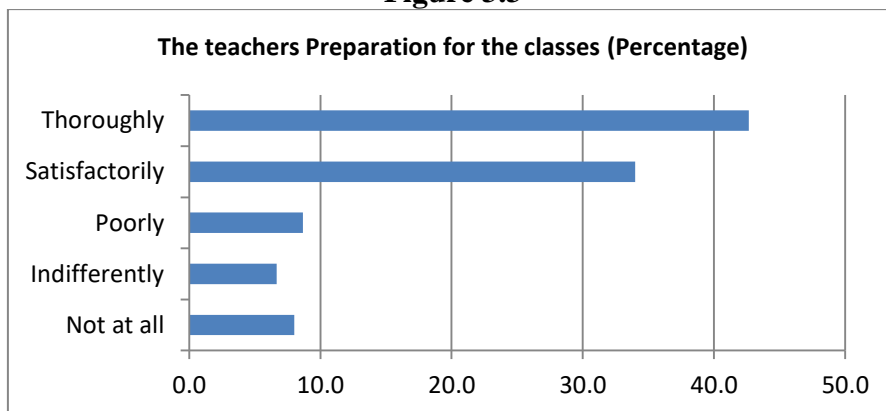
Table 3.3 Opinions of Respondents about the teachers' preparations for the class

Particular	Thoroughly	Satisfactorily	Poorly	Indifferently	Not at all	Total
How well did the teachers prepare for the classes	64(42.7)	51(34)	13(8.7)	10(6.7)	12(8)	150(100)

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.

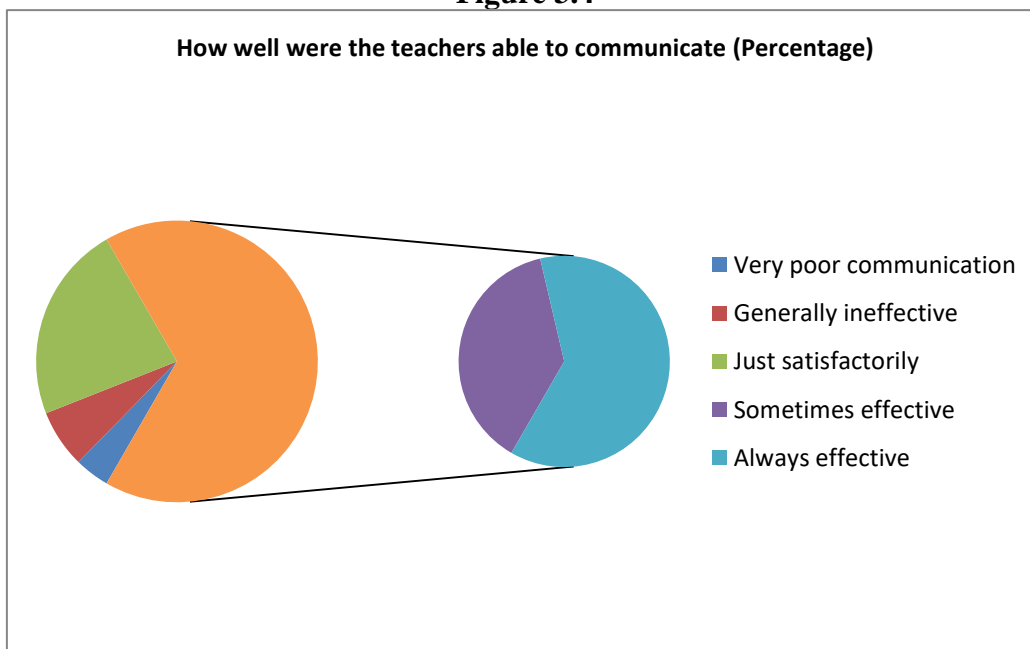
Table 3.4 Opinions of Respondents about teachers' ability to communicate in the class

Particular	Always effective	Sometimes effective	Just satisfactorily	Generally ineffective	Very poor communication	Total
How well were the teachers able to communicate	62(41.3)	38(25.3)	34(22.7)	10(3.7)	6(4)	150(100)

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.

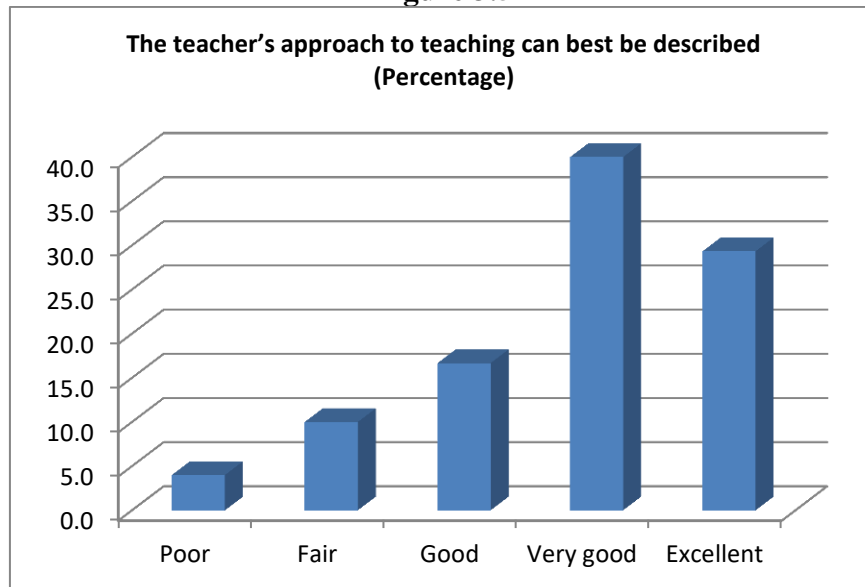
Table 3.5 Opinions of Respondents about teachers' approach to teaching in the College

Particular	Excellent	Very good	Fair	Good	Poor	Total
The teacher's approach to teaching can best be described as	44(29.3)	60(40)	25(16.7)	15(10)	6(4)	150(100)

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.

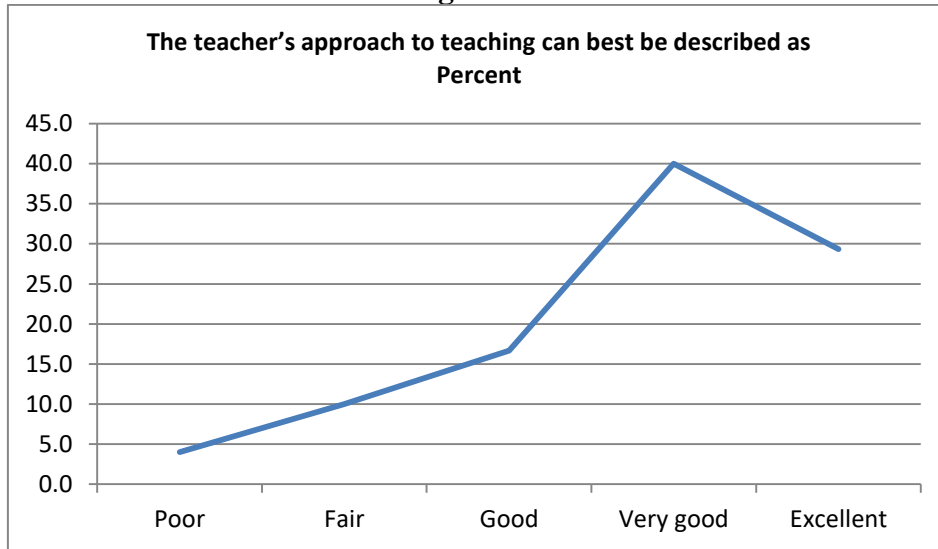
Table 3.6 Opinions of Respondents about Fairness of the internal evaluation process

Particular	Always fair	Usually fair	Sometimes unfair	Usually unfair	Unfair	Total
Fairness of the internal evaluation process by the teachers.	57(38)	45(30)	26(17.3)	14(9.3)	8(5.3)	150(100)

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.

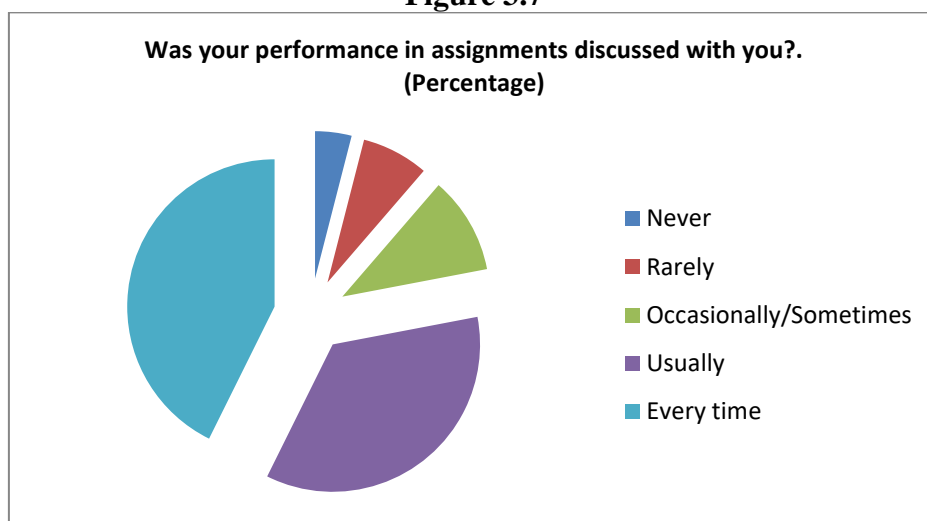
Table 3.7 Opinions of Respondents about both way communications during teaching learning process

Particular	Every time	Usually	Occasionally/S ometimes	Rarely	Never	Total
Was your performance in assignments discussed with you	64(42.7)	53(35.3)	16(10.7)	11(7.3)	6(4)	150(100)

Source: Data compiled through schedule

Note: Data in parenthesis denotes percentage

Figure 3.7



Note: figure shows data in percentage.

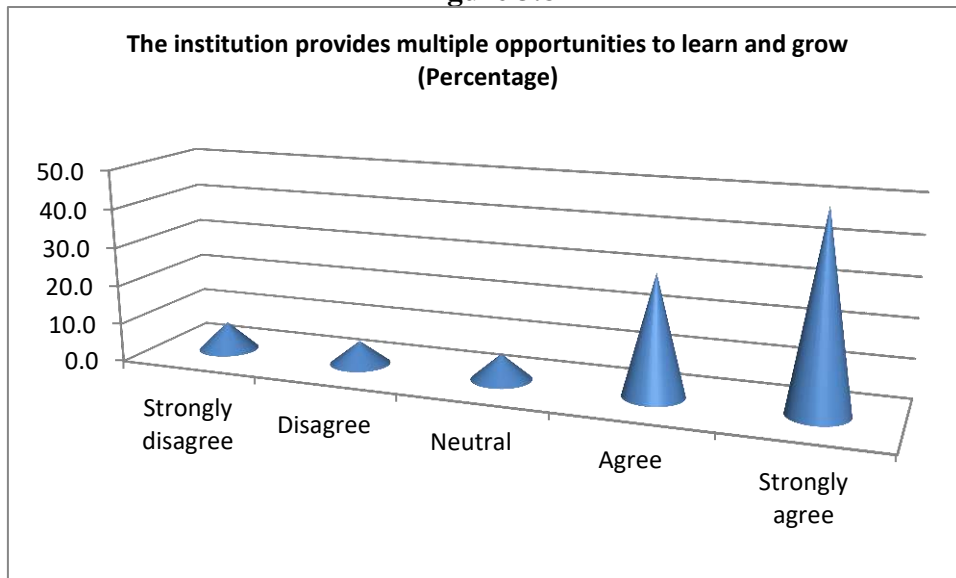
In addition, table 3.7 explained that respondents were pleased with the tutor's two-way communication during the teaching and learning process.

Table 3.8 Opinions of Respondents about whether institutions provide multiple opportunities to learn and grow.

Particular	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
The institution provides multiple opportunities to learn and grow.	74(49.3)	46(30.7)	10(6.7)	9(6)	11(7.3)	150(100)

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

Figure 3.8



Note: figure shows data in percentage.

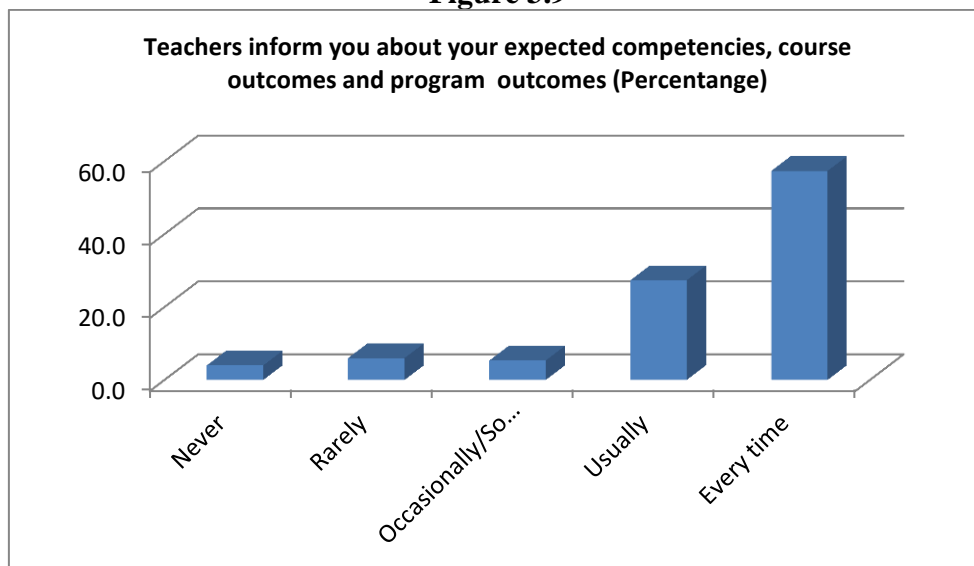
One step further, the respondents, in the table 3.8, said that the institutions offered several chances for learning and development through career counselling, a focus on the job market, skill development, etc.

Table 3.9 Opinions of Respondents about whether Teachers inform you about your expected competencies and skill to be in grown

Particular	Every time	Usually	Occasionally/Sometimes	Rarely	Never	Total
Teachers inform you about your expected competencies, course outcomes and program outcomes.	93(62)	27(18)	7(4.7)	9(6)	14(9.3)	150(100)

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

Figure 3.9



Note: figure shows data in percentage.

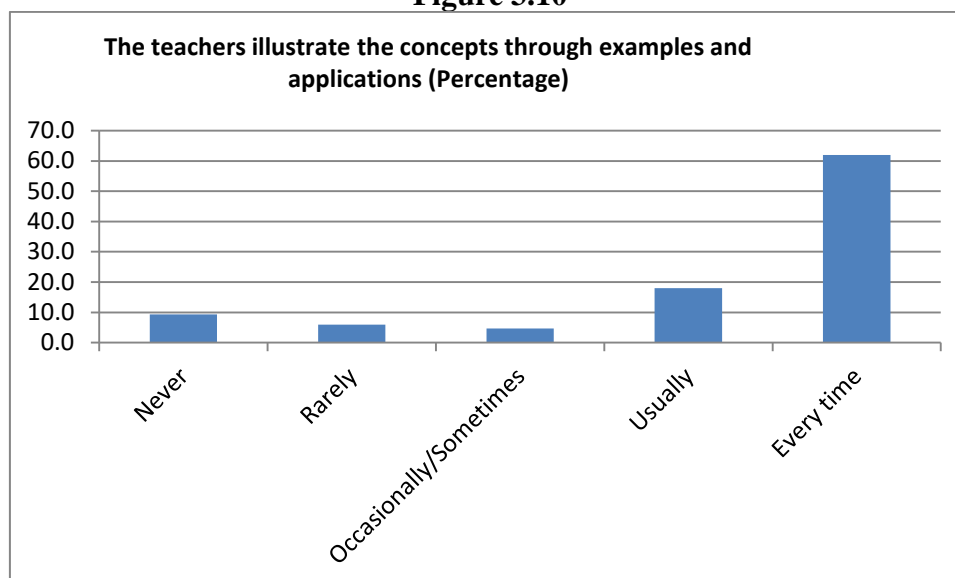
The table 3.9 illustrates how teachers regularly let their pupils know what abilities and skills are required of them. It could be things like excellent communication, attire, leadership qualities, initiator, and new avenues for forums based on their performance.

Table 3.10 Opinions of Respondents about whether Teachers enhance learning ability among respondents

Particular	To a great extent	Moderate	Somewhat	Very little	Not at all	Total
The teachers illustrate the concepts through examples and applications.	78(52)	33(22)	8(5.3)	13(8.7)	18(12)	150(100)

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.

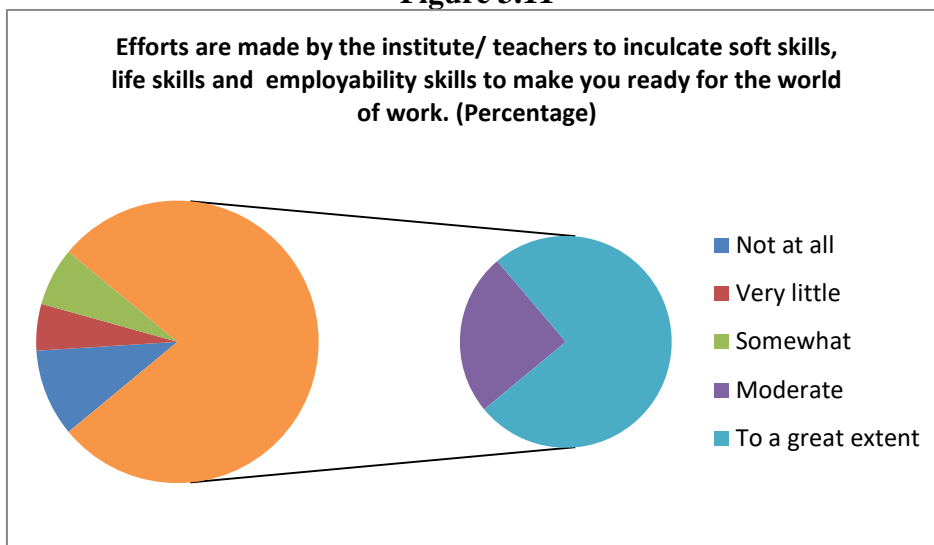
The table 3.11 Opinions of Respondents Regarding institute/ teachers to inculcate skills and employability

Particular	To a great extent	Moderate	Somewhat	Very little	Not at all	Total
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	88(58.7)	29(19.3)	10(6.7)	8(5.3)	15(10)	150(100)

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.

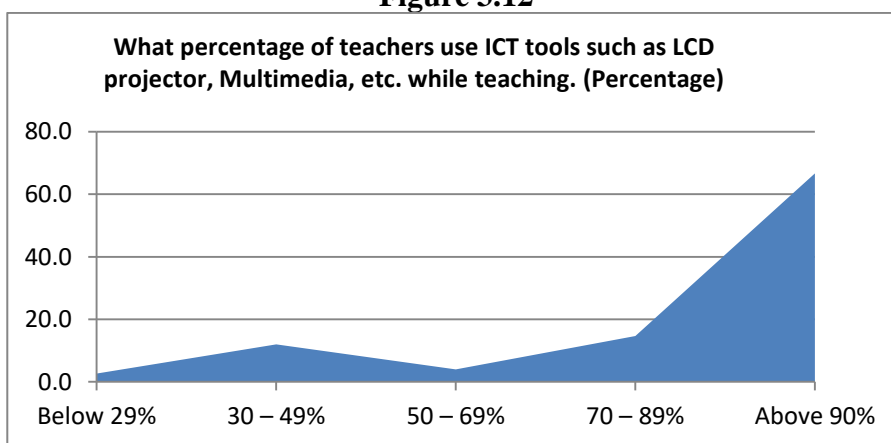
Table 3.12 Opinions of Respondents about use of ICT tools such as LCD projector, Multimedia during class Room learning.

Particular	Very likely	likely	Neutral	unlikely	Very unlikely	Total
What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.	100(66.7)	22(14.7)	6(4)	18(12)	4(2.7)	150(100)

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.

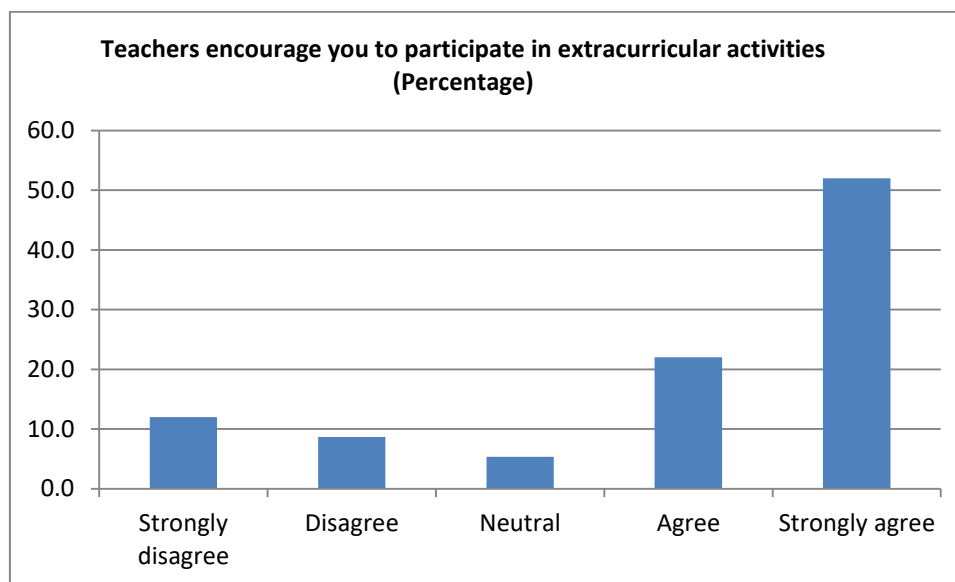
Table 3.13 Opinions of Respondents whether Teachers encourage you to participate in extracurricular activities

Particular	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Teachers encourage you to participate in extracurricular activities	78(52)	33(22)	8(5.3)	13(8.7)	18(12)	150(100)

Source: Data compiled through schedule

Note: Data in parenthesis denotes percentage

Figure 3.13



Note: figure shows data in percentage.

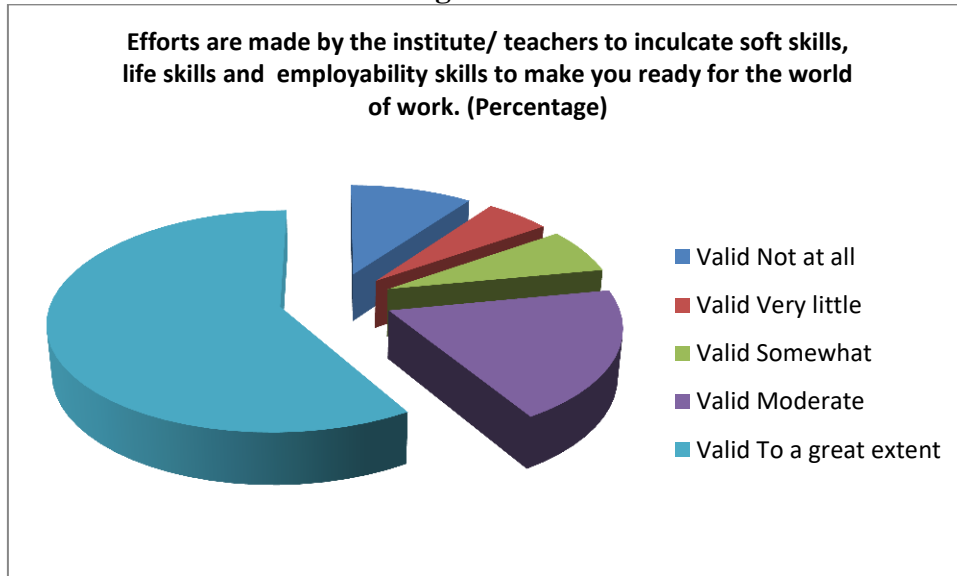
Table 3.14 Opinions of Respondents whether Efforts are made by the institute/ teachers to inculcate skills to make you ready for the world of work.

Particular	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	total
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.	88(58.7)	29(19.3)	10(6.7)	8(5.3)	15(10)	150(100)

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.

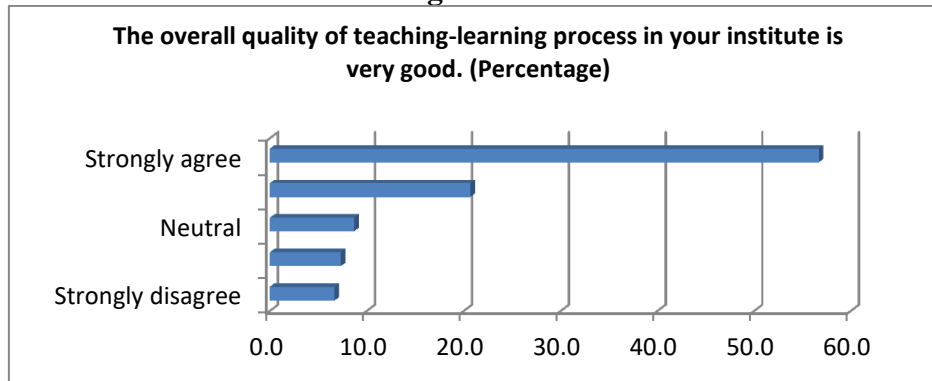
Table 3.15 Opinions of Respondents about The overall quality of teaching-learning process in your institute

Particular	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
The overall quality of teaching-learning process in your institute is very good	85(56.7)	31(20.7)	13(8.7)	11(7.3)	10(6.7)	150(100)

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.

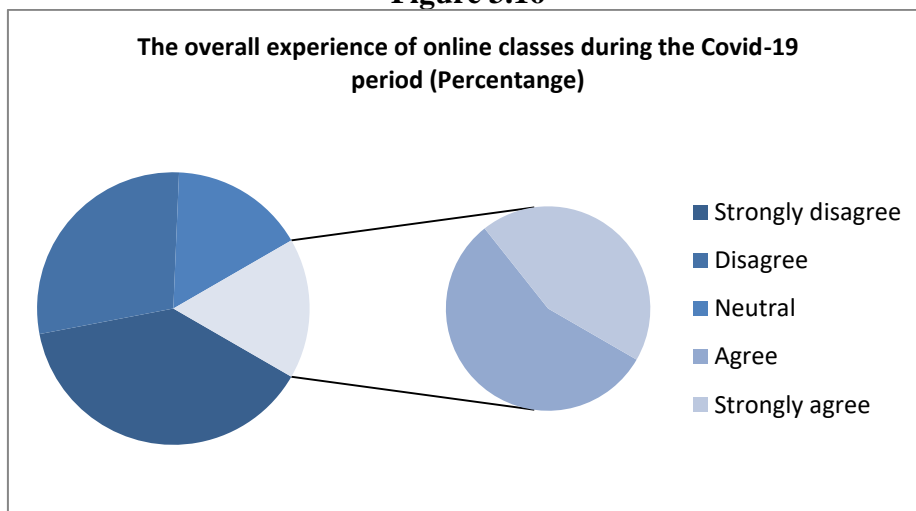
Table 3.16 Opinions of Respondents about the overall experience of online classes during the Covid-19 period

Particular	Strongly Satisfactory	Satisfactory	Neutral	Dissatisfactory	Strongly Dissatisfactory	Total
The overall experience of online classes during the Covid-19 period	11(7.3)	14(9.3)	24(16)	43(28.7)	58(38.7)	150(100)

Source: Data compiled through schedule

Note: Data in parenthesis denotes percentage

Figure 3.16



Note: figure shows data in percentage.

Similarly, the table 3.16 suggested that the majority of respondents felt unsatisfied (28.7 per cent felt dissatisfactory and 38.7 per cent felt strongly dissatisfactory out of the total respondents) with online classes during the Covid-19 period. However, 9.3 per cent and 7.3 per cent out of total respondents depicts satisfactory to strongly satisfactory for the above statement.

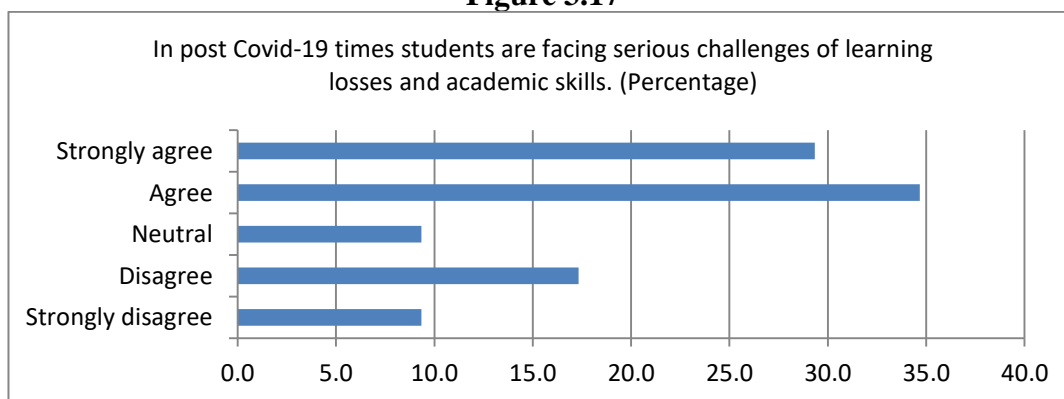
3.17 Opinions of Respondents about in Post Covid-19 Times Students are Facing Serious Challenges of Learning Losses and Academic Skills.

Particular	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
In post Covid-19 times students are facing serious challenges of learning losses and academic skills.	44(29.3)	52(34.7)	14(9.3)	26(17.3)	14(9.3)	150(100)

Source: Data compiled through schedule

Note: Data in parenthesis denotes percentage

Figure 3.17



Note: figure shows data in percentage.

Correspondingly, the table 3.17 portrays that the majority of the students (i.e. 29.3 per cent of the total students who participated in the survey) strongly agreed with ‘post Covid-19 times students have been facing serious challenges of learning losses and academic skills’. While 34.7 per cent also agreed with above statement. On the other hand, 9.3 per cent of respondents are neutral about this statement. However, 17.3 per cent and 9.3 per cent out of total respondents are disagree to strongly disagree with the statement.

Table 3.18 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	
How much of the syllabus was covered in the class	Below 30%	1(33.3%)	0	1(33.3%)	1(33.3%)	0	3(100.0%)
	30 to 54%	1(6.3%)	5(31.3%)	0	3(18.8%)	7(43.8%)	16(100.0%)
	30 to 54%	1(7.1%)	0	7(50.0%)	5(35.7%)	1(7.1%)	14(100.0%)
	70 to 84%	3(4.8%)	3(4.8%)	3(4.8%)	28(45.2%)	25(40.3%)	62(100.0%)
	85 to 100%	6(10.9%)	2(3.6%)	2(3.6%)	14(25.5%)	31(56.4%)	55(100.0%)
Total		12(8.0%)	10(6.7%)	13(8.7%)	51(34.0%)	64(42.7%)	150(100.0%)

Chi-Square 66.771

P Value .000,

C .000

Source: Data compiled through schedule

Note: Data in parenthesis denotes percentage

Table 3.18 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 3.19 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	
How much of the syllabus was covered in the class	Below 30%	1(33.3%)	1(33.3%)	1(33.3%)	0	0	3(100.0%)
	30 to 54%	0	2(12.5%)	1(6.3%)	1(6.3%)	12(75.0%)	16(100.0%)
	30 to 54%	2(14.3%)	0	9(64.3%)	3(21.4%)	0	14(100.0%)
	70 to 84%	1(1.6%)	6(9.7%)	17(27.4%)	19(30.6%)	19(30.6%)	62(100.0%)
	85 to 100%	2(3.6%)	1(1.8%)	6(10.9%)	15(27.3%)	31(56.4%)	55(100.0%)
Total		6(4.0%)	10(6.7%)	34(22.7%)	38(25.3%)	62(41.3%)	150(100.0%)

Chi-Square 56.204, P Value .000, C .000

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 percent significance level. Teachers' perceived effectiveness in communicating with students is positively correlated with their coverage of the syllabus.

Table 3.20 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	neutral	Usually fair	Always fair	
How much of the syllabus was covered in the class	Below 30%	1(33.3%)	0	0	0	2(66.7%)	3(100.0%)
	30 to 54%	1(6.3%)	6(37.5%)	3(18.8%)	1(6.3%)	5(31.3%)	16(100.0%)
	30 to 54%	1(7.1%)	0	10(71.4%)	2(14.3%)	1(7.1%)	14(100.0%)
	70 to 84%	4(6.5%)	5(8.1%)	9(14.5%)	26(41.9%)	18(29.0%)	62(100.0%)
	85 to 100%	1(1.8%)	3(5.5%)	4(7.3%)	16(29.1%)	31(56.4%)	55(100.0%)
Total		8(5.3%)	14(9.3%)	26(17.3%)	45(30.0%)	57(38.0%)	150(100.0%)

Chi-Square 68.352, P Value .000, C .000

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

The table 3.20 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 percent 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 3.21 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	
How much of the syllabus was covered in the class	Below 30%	2(66.7%)	0	0(0.0%)	1(33.3%)	0	3(100.0%)
	30 to 54%	0	7(43.8%)	1(6.3%)	3(18.8%)	5(31.3%)	16(100.0%)
	30 to 54%	0	0	8(57.1%)	4(28.6%)	2(14.3%)	14(100.0%)
	70 to 84%	4(6.5%)	4(6.5%)	5(8.1%)	24(38.7%)	25(40.3%)	62(100.0%)
	85 to 100%	0	0	2(3.6%)	21(38.2%)	32(58.2%)	55(100.0%)
Total		6(4.0%)	11(7.3%)	16(10.7%)	53(35.3%)	64(42.7%)	150(100.0%)

Chi-Square 109.321,

P Value .000,

C .000

Source: Data compiled through schedule

Note: Data in parenthesis denotes percentage

The Table 3.21 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.

Table 3.22 Relationship between The teacher's approach to teaching and Redressal of Student Queries

Particular		Redresses Student Queries					Total
		Not at all	Indifferently	Poorly	Satisfactorily	Thoroughly	
The teacher's approach to teaching can best be described as	Poor	1(16.7%)	0	1(16.7%)	3(50.0%)	1(16.7%)	6(100.0%)
	Fair	2(13.3%)	4(26.7%)	0	2(13.3%)	7(46.7%)	15(100.0%)
	Good	2(8.0%)	1(4.0%)	6(24.0%)	12(48.0%)	4(16.0%)	25(100.0%)
	Very good	6(10.0%)	2(3.3%)	2(3.3%)	24(40.0%)	26(43.3%)	60(100.0%)
	Excellent	1(2.3%)	3(6.8%)	4(9.1%)	10(22.7%)	26(59.1%)	44(100.0%)
Total		12(8.0%)	10(6.7%)	13(8.7%)	51(34.0%)	64(42.7%)	150(100.0%)

Chi-Square 38.391,

P Value .001,

C .001

Source: Data compiled through schedule

Note: Data in parenthesis denotes percentage

The table 3.22 shows that instructors' covering of the syllabus has a substantial association with the assertion that teachers respond to student questions as viewed by students. This hypothesis is also supported by chi-square tests, which yielded significant findings at the 1% level.

Chapter-III

Conclusion & Suggestions

With the findings of this survey, the GC Jhandutta has demonstrated that it meets or exceeds the demands of its pupils. However, several red flags emerged, which the administration will attempt to rectify. The current poll included fifteen departments working on the college campus. One hundred fifty students responded to the questionnaire. Some of the highlights are briefly described here.

The analysis and interpretation highlighted that the majority of respondents of study area positively emphasize on the major portion of syllabus covered during the class room teaching. Further, enormous respondents also underline about teachers' ability to communicate in the class went towards Always effectiveness. Moreover, it may be in the form of communication, knowledge, skill etc.

Further, the majority of respondents have been impressed by teachers' communication abilities. The communication abilities that portraits politeness, participative communication etc. Additionally, it evident with main stream of respondents affirmed the excellent approach (like feedback survey,) used by college teachers when interacting with students.

Respectively, the respondents were happy with the internal review process since they believed it was generally fair to always fair. Subsequently, the participants were also having been pleased with the tutor's two-way communication during the teaching and learning process.

Subsequently, the study revealed that the institutions offered several chances for learning and development through career counselling, a focus on the job market, skill development, etc. It is also obvious as the 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.

Similarly, the survey also highlighted that "The teachers illustrate the concepts through examples and applications," which summarizes the results. The digital format that colleges provide to students also makes this clear. Correspondingly, the teacher and the entire institution 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. It is further supported by the majority of students, as 66% agreed that they are very likely participated in the teaching and learning process by using ICT tools like LCD projectors, Multimedia, etc.,

Akin to this, the majority of respondents 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. Auxiliary, the mainstream of the respondents strongly agreed with 'The overall quality of teaching-learning process in our institute is very good and few of them strongly denied the above statement.

On the other hand, the survey suggested that the majority of respondents felt unsatisfied out of the total respondents with online classes during the Covid-19 period. However, 9.3 per cent and 7.3 per cent out of total respondents depicts satisfactory to strongly satisfactory for the above statement. Consequently, these respondents also portraits that 'post Covid-19 times', they have been facing serious challenges of learning losses and academic skills'.

Respectively, the school work 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.

Supplementary, a constructive relationship between effective coverage of the syllabus and communication skill is evident in the analysis, this hypothesis is further supported by chi-square results that show significant results at the 1 percent significance level. Teachers' perceived effectiveness in communicating with students is positively correlated with their coverage of the syllabus.

Moreover, there is a significant relationship also found 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 percent 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. Subsequently, the instructors' coverage of the curriculum is strongly related to the assertion that the 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 clean drinking water and sanitation facility 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.
- The students also asked for internet facility through Wi-fi in the college campus.
- Additionally, they further seeking active participation in the cultural programme inside and outside college campus.
- They supplementary look for enriched ICTs 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.

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 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.