

Annexure C-1(1.4)

The student feedback survey was conducted with the dual objectives of assessing students' perception and satisfaction regarding campus facilities and the teaching-learning process at Swami Vivekananda Government Degree College (SVGC), Ghumarwin, as well as evaluating teachers' views on various aspects of the curriculum they deliver. The survey encompassed a representative sample of **673 students (42.83 %)** of the total 80 % attendance in the class i.e., **1571 students** and total enrolled strength of **2357 students in the session 2024-2025** across different departments during the academic year **2024-2025**. Analysis of student responses indicates that a substantial majority—approximately **82%**—expressed satisfaction with the overall infrastructure facilities provided by the college. However, two areas emerged as notable exceptions: **internet/Wi-Fi connectivity** and **library seating capacity**, which received comparatively lower satisfaction ratings. These findings suggest that while the college maintains a generally positive infrastructure profile, targeted improvements in digital access and library resources could further enhance the student experience.

The detailed report is as under:

Committee Name

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**SWAMI VIVEKANAND GOVERNMENT COLLEGE
GHUMARWIN, BILASPUR (H.P.)**

A REPORT ON

**SATISFACTION SURVEY
ON TEACHING-LEARNING AND CAMPUS FACILITIES**
(Based on Students feedback)

SESSION: 2024-2025



Swami Vivekananda Government Degree College (SVGC), Ghumarwin, named in honor of the great visionary and spiritual leader Swami Vivekananda, was established through a State Government notification dated **July 1, 1994**, initially offering programs in the **Arts faculty**. The college's **majestic and architecturally designed building**, constructed by ACC, was formally handed over in **1999**, marking a significant milestone in its infrastructural development. Academic expansion began with the introduction of **Science and Commerce faculties in 1998**, followed by affiliation to **Himachal Pradesh University**. The institution received recognition under **UGC Section 12(B) in 2008** and **2(F) in 2009**, enabling it to access central grants and academic schemes. SVGC has progressively diversified its academic offerings:

- **2009**: Launch of vocational courses **BCA** and **PGDCA** under the self-financing scheme.
- **2012**: Introduction of **M.A. English** and vocational **BBA**.
- **2017–18**: Commencement of **Postgraduate programs in Mathematics and Physics**.
- **2019–20**: Addition of **M.Com** and **M.A. Political Science**.
- **2020**: Expansion into life sciences with **M.Sc. Chemistry, Botany, and Zoology**.

In **2019**, the college underwent its first **NAAC accreditation**, earning a **“B” grade**, affirming its commitment to academic quality and institutional development. Currently, SVGC Ghumarwin spans **73.11 bighas** of land. The entire campus is equipped with **CCTV surveillance**, and is connected through **Wi-Fi and broadband internet**, supporting both administrative efficiency and digital learning environment.

At present, **2,357 students**, predominantly from far-flung rural areas, are enrolled in various **undergraduate and postgraduate programs** offered by Swami Vivekananda Government Degree College (SVGC), Ghumarwin. The college is equipped with **well-furnished laboratories** supporting the Science faculty, as well as specialized labs in the **Departments of Geography, Music, and Computer Applications**, facilitating hands-on learning across disciplines. To support residential students, the institution maintains a **girls' hostel** with a capacity to accommodate **91 students**, ensuring safe and accessible housing. The campus also features a **fully equipped gymnasium**, a dedicated **examination hall**, a **conference hall**, and a **boxing ring**, promoting both academic and co-curricular development. The college boasts a **well-stocked library**, which has recently been relocated to a **newly constructed building**, enhancing accessibility and learning resources. Additionally, the **construction of a new Commerce & Science Block** is currently underway, reflecting the institution's commitment to expanding academic infrastructure and meeting evolving educational needs. The college provides a blend of academic, cultural, sports and intellectual resources. It also brings to the

students a dynamic environment for the overall development of their personalities, aspirations and talents. In nut shell today, the college is known as on among the finest institutions in the state for Sciences, Humanities and Commerce. Over the years, the college has shown consistently very good results as compared to H.P.U. pass percentage and every year students of this college get positions in the merit list is notified by H.P.

Vision of the college: To enable students to become economically independent, mentally strong and spiritually elevated human beings and socially responsible and committed citizens.

Mission of the college: Mission of the college: Swami Vivekananda has said that education is 'the manifestation of the perfection already in man' so our endeavor is to 'manifest that perfection' by imparting quality and character building education to enable students to face the challenges of life and meet the needs of society. Our effort is always there to provide an environment conducive to innovation, creativity and team spirit and also to felicitate effective and fruit full interaction among faculty and students.

METHODOLOGY

The main aim of this study was to assess the satisfaction level of college students regarding campus facilities and the teaching-learning processes adopted by SVGC Ghumarwin. The purpose was to identify areas for improvement and take necessary steps to enhance the quality of education for both existing and prospective students. This study focused on the **current students** of the college; therefore, the population for this study comprised the **2,357 students** enrolled at SVGC Ghumarwin during the **academic session 2024–25**. The study is primarily based on **primary data**, which was collected using a **convenience sampling technique** through a **structured questionnaire** developed and distributed via **Google Forms**

SAMPLING DESIGN

Convenient cum snow ball sampling has been used to collect desired information as per following sampling detail:

Table 1.1 Sample size

Population	Number
Students	673

Population: Existing students (UG, PG) of SVGC Ghumarwin

Sampling unit/sampling element: Male, Female and transgender

Sampling frame: Students college attendance register and relevant officer cord

Sample size:

- Students

SECTION-A

Enhancing Engagement: A Data-Driven Analysis of Student Satisfaction in Teaching-Learning Practices

Table 1.1 : Demographical Profile of Respondents (Students)

Educational Level	Number of Respondents	Percentage
Under Graduation	525	78%
Post Graduation	148	22%
Total	673	100%

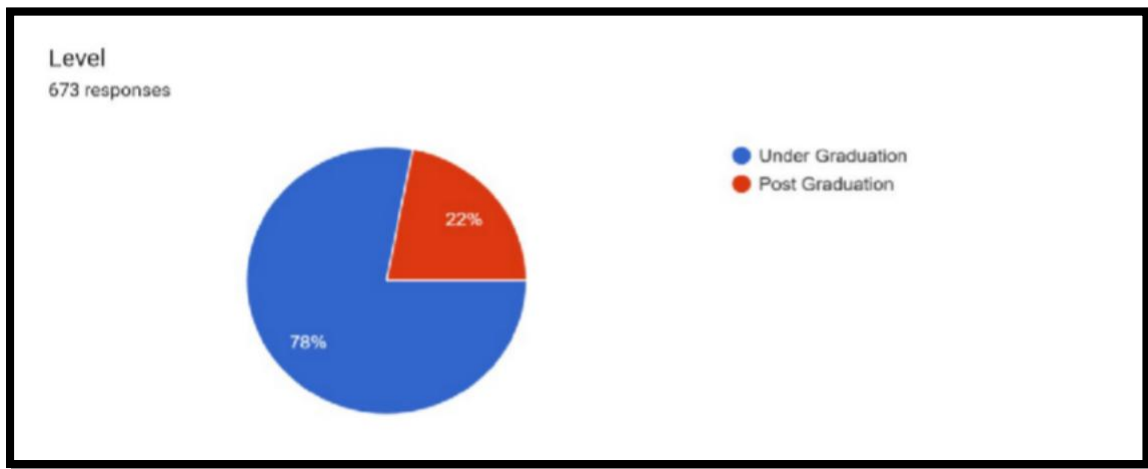


Table 1.2: Profile of the Student Respondents

Stream	Number of Respondents	Percentage
Arts	264	39.2%
Commerce	143	21.2%
Science	219	32.5%
Vocational	47	7%
Total	673	100%

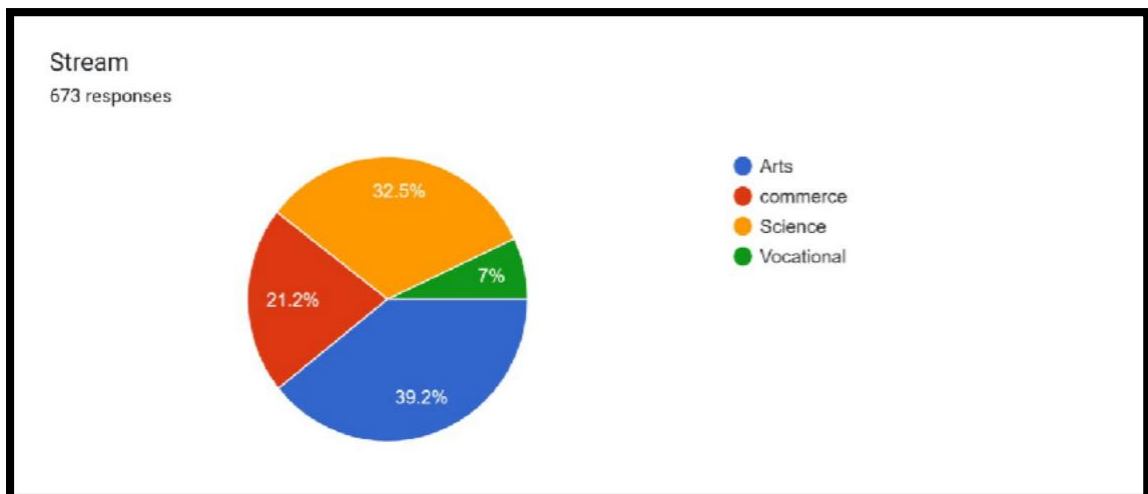
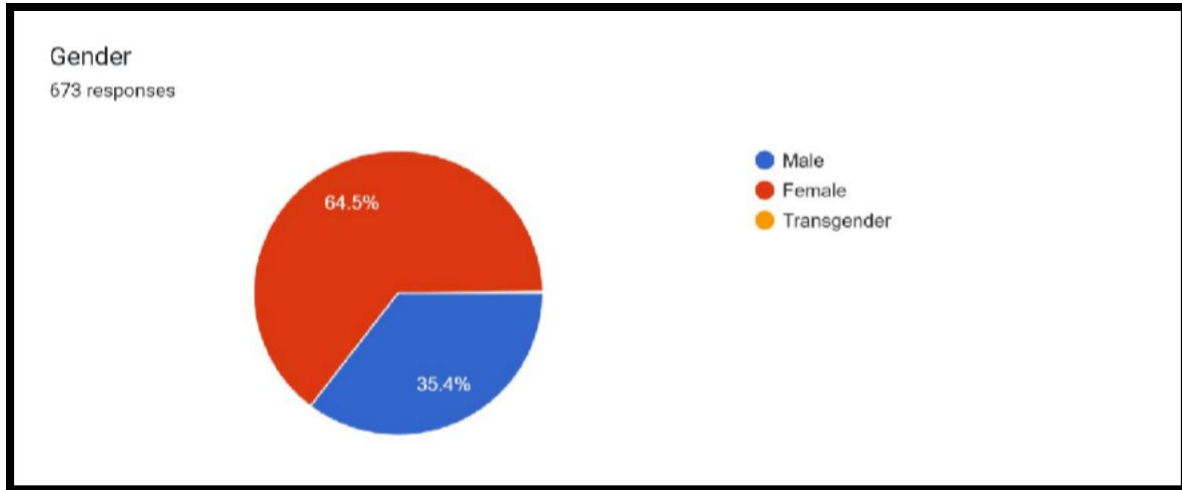


Table 1.3: Profile of the Student Gender

Gender	Number of Respondents	Percentage
Female	434	64.5%
Male	238	35.4%
Transgender	1	~0.1%
Total	673	100%

**Table 1.4: Satisfaction Level of the Students about Campus Infrastructure Facility.**

Rating	Number of Respondents	Percentage
Excellent	121	18%
Very Good	146	21.7%
Good	228	33.9%
Average	136	20.2%
Below Average	42	6.2%
Total	673	100 %

From the above figures and tables 1.1 to 1.3, it can be observed that the student satisfaction data regarding campus infrastructure reveals a generally positive outlook, with a substantial majority—73.6%—rating the facilities as *Excellent*, *Very Good*, or *Good*. The most common rating was *Good* (33.9%), indicating that while students recognize the adequacy of the infrastructure, there is room for enhancement to elevate perceptions to higher satisfaction levels. Notably, only 6.2% of respondents expressed dissatisfaction (*Below Average*), suggesting that negative sentiment is minimal. Meanwhile, 20.2% rated the infrastructure as *Average*, which may reflect ambivalence or unmet expectations in specific areas. Overall, the data suggests that while the campus infrastructure meets basic student needs, strategic improvements could shift a significant portion of *Good* and *Average* ratings toward *Very Good* or *Excellent*, thereby strengthening institutional quality and student experience.

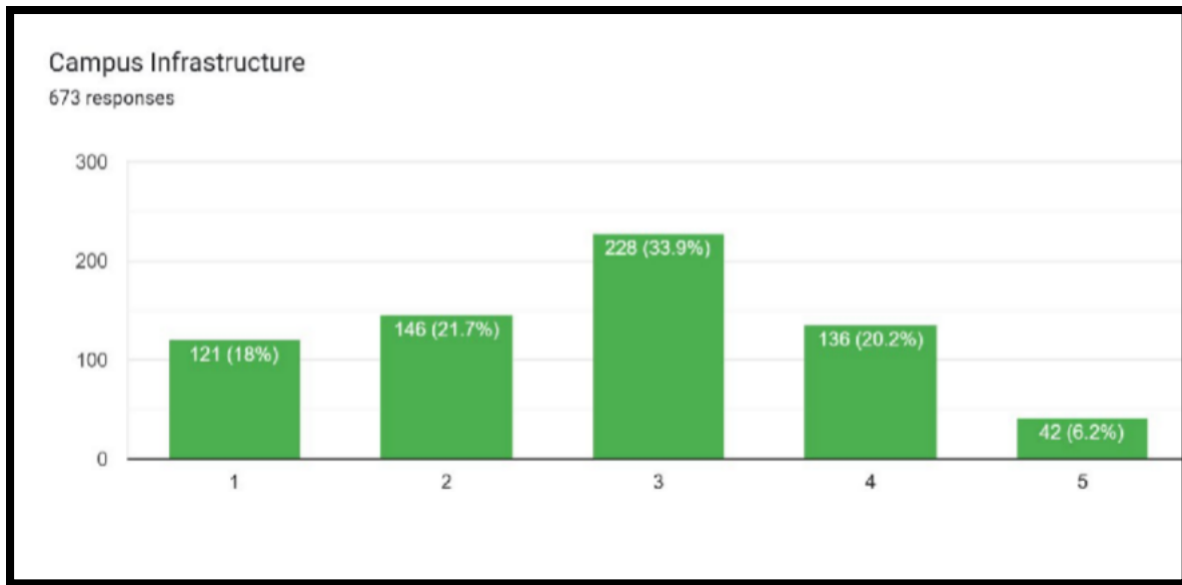


Table 1.5: Satisfaction Level of the Students About Cleanliness of the Campus

Rating	Number of Respondents	Percentage
Excellent	80	11.9%
Very Good	126	18.7%
Good	200	29.7%
Average	173	25.7%
Below Average	94	14%
Total	673	100%

The data presented in the above figure and table 1.5 suggest that the student feedback on campus cleanliness presents a moderately positive outlook, with **60.3%** of respondents rating it as *Good* or better (*Excellent*, *Very Good*, *Good*). The most frequent rating was *Good* (29.7%), followed by *Average* (25.7%), indicating that while basic cleanliness standards are being met, there is considerable scope for improvement. Notably, **14%** of students rated cleanliness as *Below Average*, the highest dissatisfaction rate across infrastructure-related domains so far, suggesting that cleanliness may be a more visible or sensitive concern. The relatively low *Excellent* rating (11.9%) further underscores the need for targeted interventions—such as enhanced sanitation protocols, awareness campaigns, or facility upgrades—to elevate student satisfaction and align cleanliness standards with broader institutional quality goals.

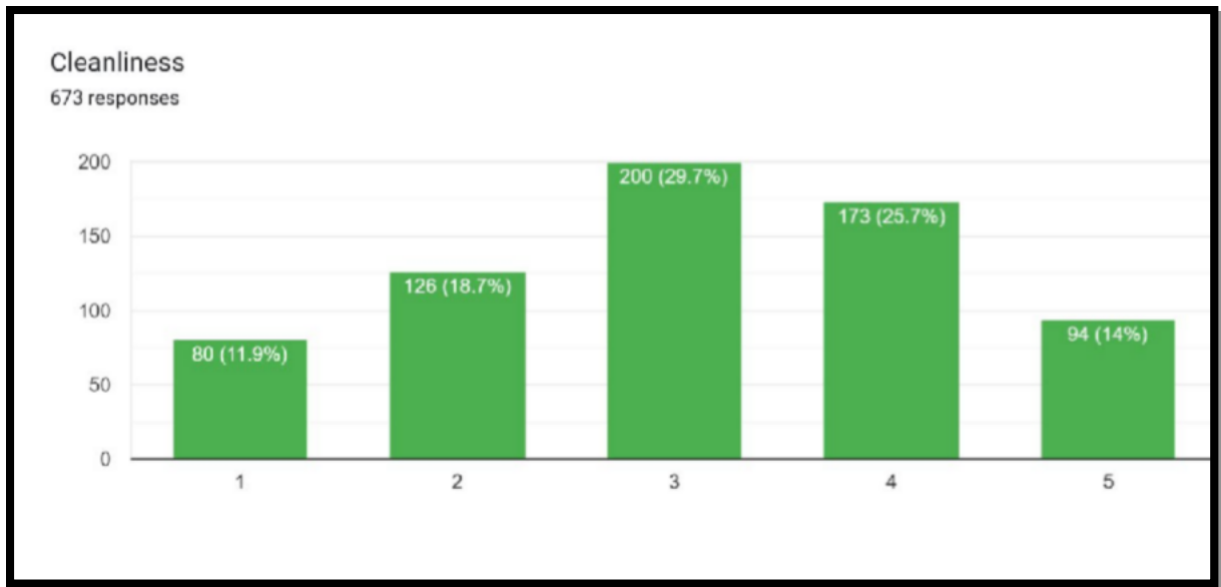


Table 1.6: Satisfaction Level of the Students About Security Arrangements

Rating	Number of Respondents	Percentage
Excellent	85	12.6%
Very Good	103	15.3%
Good	179	26.6%
Average	161	23.9%
Below Average	145	21.5%
Total	673	100%

As shown in the figure and table 1.6 above the student satisfaction data regarding campus security arrangements reveals a more polarized distribution compared to other infrastructure domains. While **54.5%** of respondents rated the security as *Good* or better (*Excellent*, *Very Good*, *Good*), a significant **21.5%** expressed dissatisfaction (*Below Average*), marking the highest negative response across the surveyed categories. Additionally, **23.9%** rated the arrangements as *Average*, suggesting that nearly half of the students perceive security as either mediocre or inadequate. The relatively low *Excellent* rating (12.6%) and modest *Very Good* rating (15.3%) indicate that current security measures may not fully meet student expectations. These findings highlight an **urgent need** for institutional review and **enhancement of security protocols**, visibility, and responsiveness to foster a safer and more reassuring campus environment. Strategic improvements in surveillance, staffing, and communication could help shift perceptions toward higher satisfaction tiers.

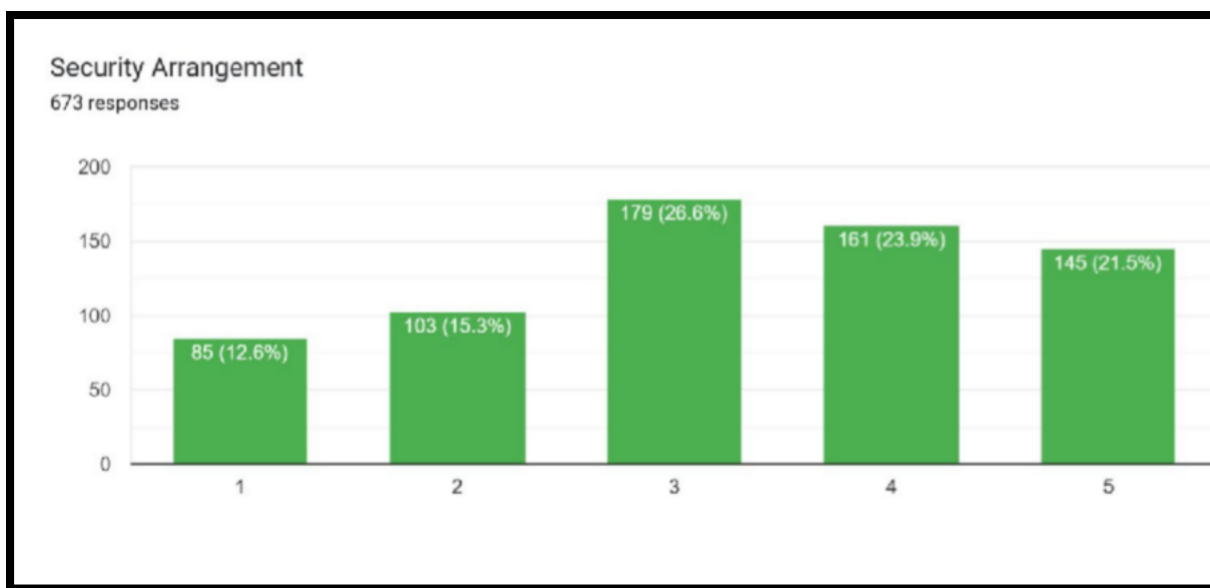


Table 1.7: Satisfaction Level of the Students About Library Facilities

Rating	Number of Respondents	Percentage
Excellent	319	47.4%
Very Good	186	27.6%
Good	124	18.4%
Average	31	4.6%
Below Average	13	1.9%
Total	673	100 %

As shown in the figure and table 1.7 above the student satisfaction data regarding library facilities reflects a highly favourable perception, with an overwhelming **93.4%** of respondents rating the services as *Good* or better. Nearly half of the students (**47.4%**) rated the library as *Excellent*, indicating strong appreciation for its resources, accessibility, and environment. The *Very Good* rating (27.6%) and *Good* rating (18.4%) further reinforce the library's role as a well-regarded academic support hub. Only a marginal **6.5%** of students expressed neutral or negative sentiment (*Average* or *Below Average*), suggesting that dissatisfaction is minimal and likely isolated. These results position the library as a standout institutional asset, with potential to serve as a benchmark for other campus facilities. Continued investment in digital resources, seating capacity, and user engagement could help sustain and even elevate this already high level of satisfaction.

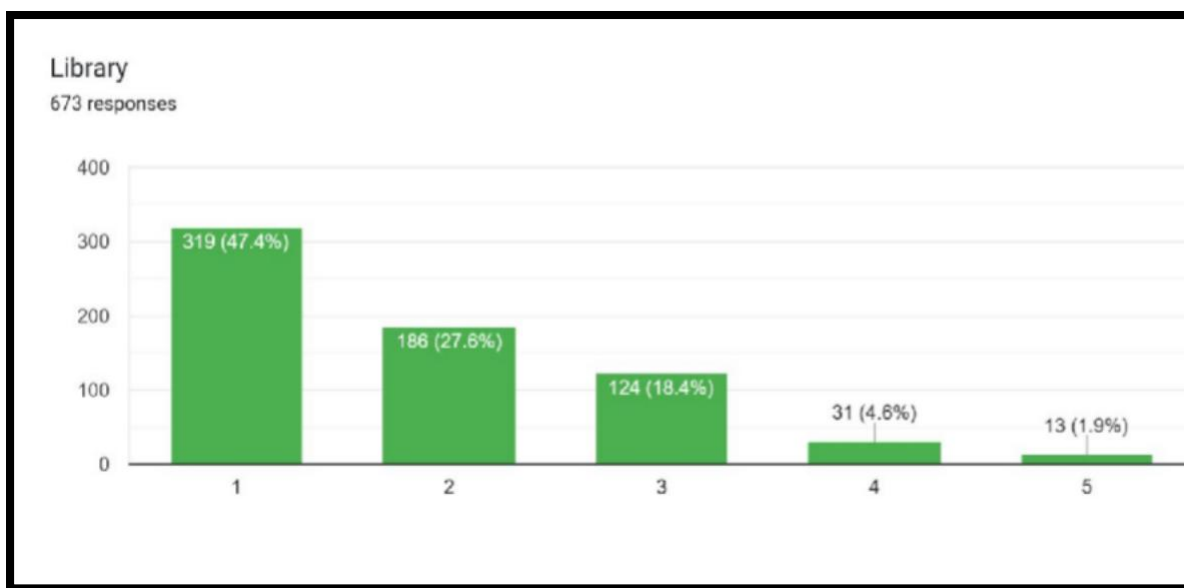


Table 1.8: Satisfaction Level of the Students about Internet Facilities

Rating	Number of Respondents	Percentage
Excellent	206	30.6%
Very Good	157	23.3%
Good	176	26.2%
Average	80	11.9%
Below Average	54	8%
Total	673	100%

From the above data and table 1.8 analysis that the student satisfaction data regarding internet facilities indicates a generally favourable response, with **80.1%** of students rating the service as *Good* or better (*Excellent*, *Very Good*, *Good*). The *Excellent* rating alone accounts for **30.6%**, suggesting that a significant portion of students find the internet infrastructure highly satisfactory. However, **11.9%** rated it as *Average* and **8%** as *Below Average*, pointing to persistent gaps in connectivity, speed, or accessibility that may affect academic and administrative tasks. While the overall sentiment is positive, the presence of nearly **20%** neutral or dissatisfied responses signals an opportunity for targeted upgrades—such as expanding bandwidth, improving Wi-Fi coverage, and ensuring consistent uptime—to enhance digital learning environments and support institutional goals for technology-enabled education.

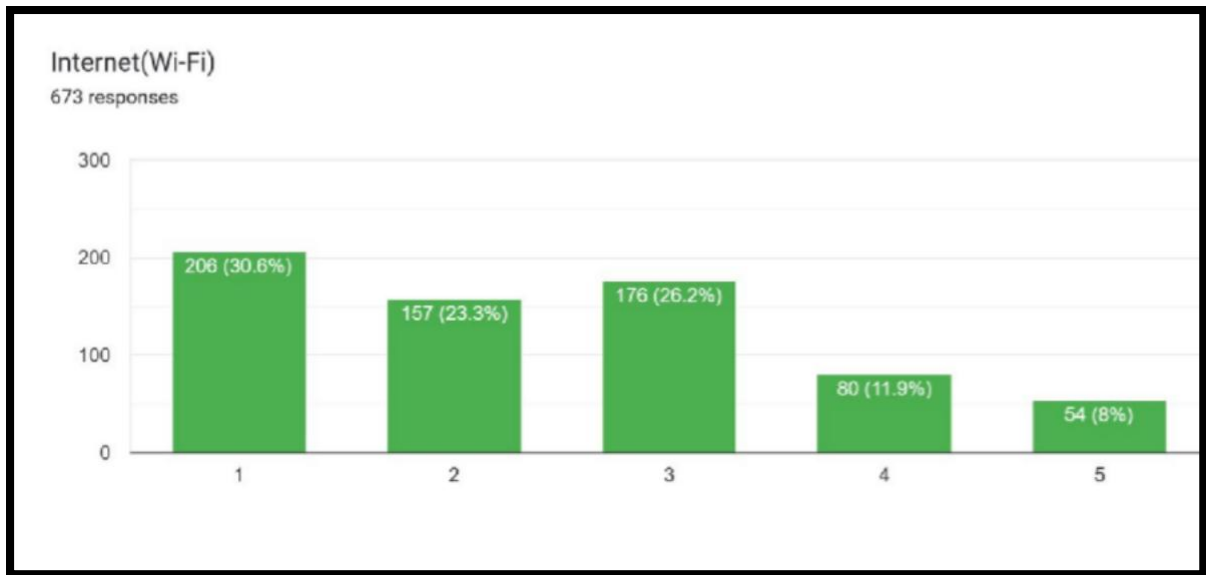


Table 1.9: Satisfaction Level of the Students about Canteen Facilities

Rating	Number of Respondents	Percentage
Excellent	99	14.7%
Very Good	135	20.1%
Good	217	32.2%
Average	145	21.5%
Below Average	77	11.4%
Total	673	100%

The data presented in the above figure and table 1.9 suggest that the student's satisfaction data for canteen facilities reflects a moderately positive yet mixed sentiment. A combined **67%** of respondents rated the facilities as *Good* or better (*Excellent*, *Very Good*, and *Good*), with *Good* being the most frequent response at **32.2%**. However, a notable **21.5%** rated the canteen as *Average*, and **11.4%** expressed dissatisfaction (*Below Average*), indicating that nearly one-third of students perceive the canteen experience as underwhelming or in need of improvement. The relatively modest *Excellent* rating (14.7%) suggests that while the canteen meets basic expectations for many, it may fall short in areas such as food quality, hygiene, pricing, or service efficiency. These findings point to an opportunity for targeted enhancements that could elevate satisfaction levels and align the canteen experience with broader institutional standards for student well-being and campus life.

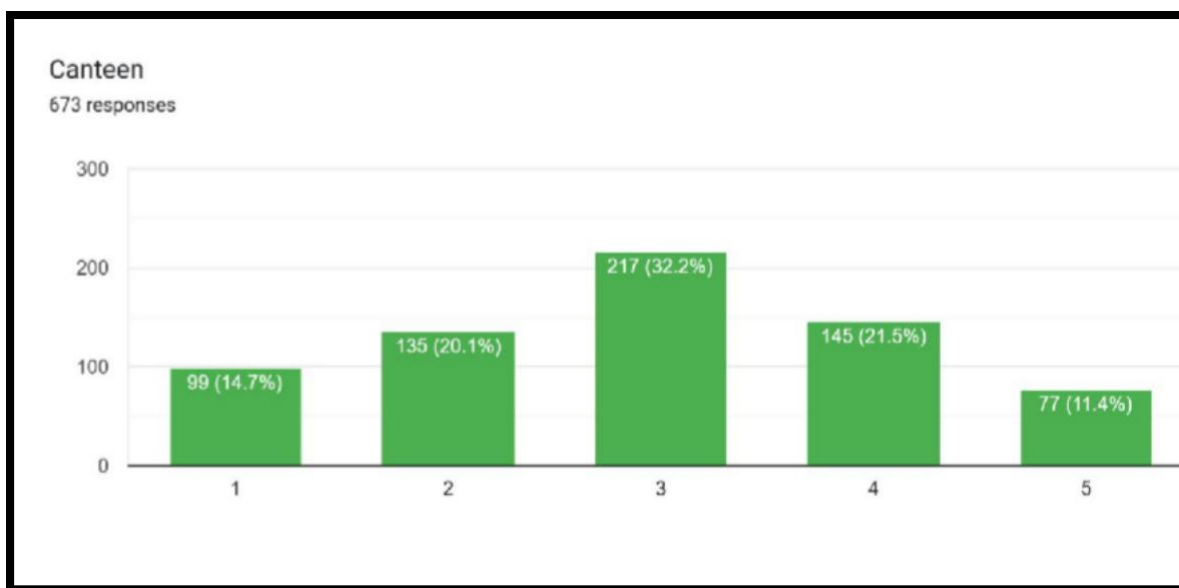


Table 1.10: Satisfaction Level of the Students about Transportation Facilities

Rating	Number of Respondents	Percentage
Excellent	150	22.3%
Very Good	154	22.9%
Good	238	35.4%
Average	74	11%
Below Average	57	8.5%
Total	673	100%

The data presented in the above figure and table 1.10 suggest that the student's satisfaction data regarding transportation facilities indicates a broadly positive response, with **80.6%** of students rating the services as *Good* or better (*Excellent*, *Very Good*, *Good*). The most common rating was *Good* (35.4%), followed closely by *Very Good* (22.9%) and *Excellent* (22.3%), suggesting that the majority of students find the transportation arrangements reliable and satisfactory. However, **11%** of respondents rated the facilities as *Average*, and **8.5%** expressed dissatisfaction (*Below Average*), highlighting areas where service quality, punctuality, or coverage might be improved. Overall, the data reflects a strong baseline of satisfaction, with opportunities to enhance convenience and responsiveness to further elevate student experience and institutional support services.

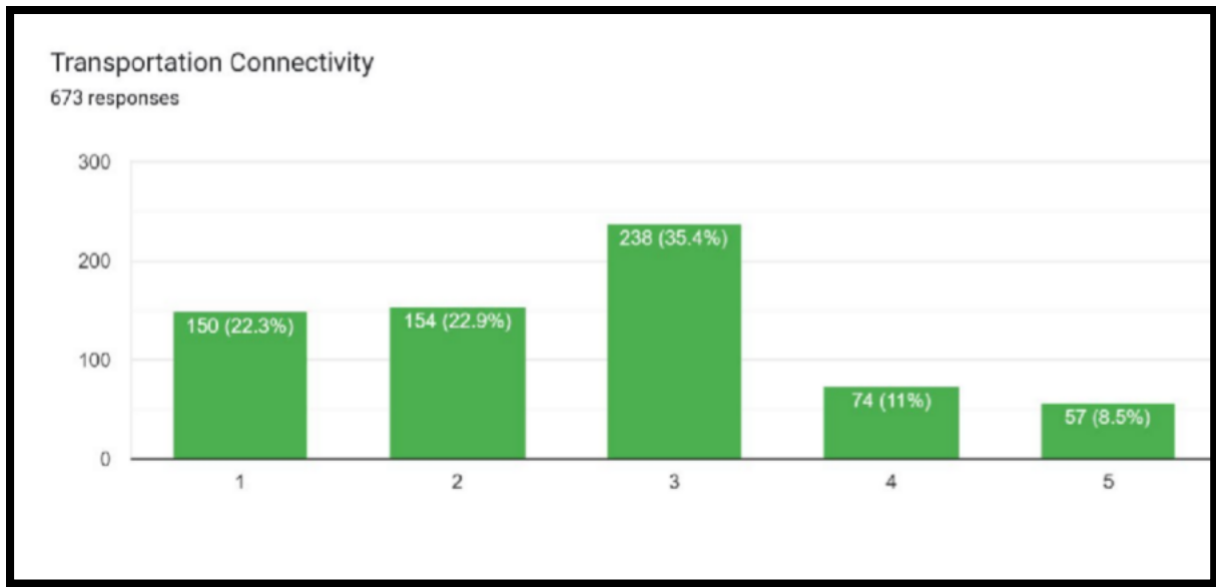


Table 1.11: Satisfaction Level of the Students About Sports Facilities

Rating	Number of Respondents	Percentage
Excellent	158	23.5%
Very Good	183	27.2%
Good	214	31.8%
Average	74	11%
Below Average	44	6.5%
Total	673	100 %

It is evident from the above figure and table the student satisfaction data regarding sports facilities reflects a strong overall approval, with **82.5%** of respondents rating the facilities as *Good* or better (*Excellent*, *Very Good*, *Good*). The most frequent rating was *Good* (31.8%), followed by *Very Good* (27.2%) and *Excellent* (23.5%), indicating that a majority of students find the sports infrastructure and opportunities both adequate and beneficial. Only **17.5%** of students rated the facilities as *Average* or *Below Average*, suggesting that dissatisfaction is relatively low. These results position sports facilities as a well-regarded component of campus life, contributing positively to student engagement and well-being. Continued investment in equipment, coaching, and inclusive programming could further enhance satisfaction and support holistic development across the student body.

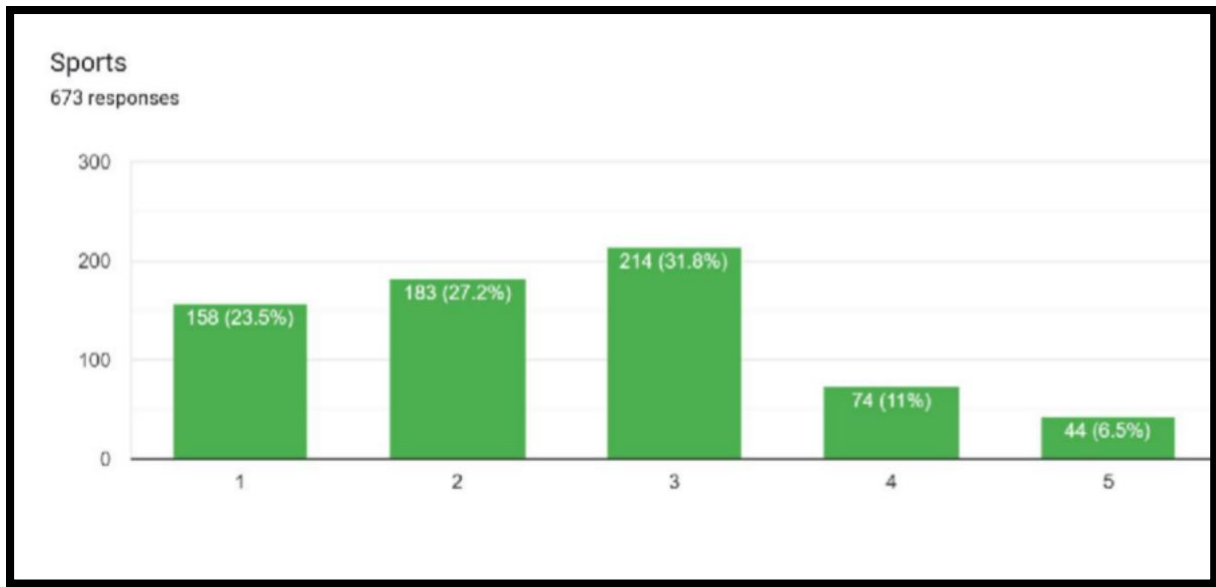


Table 1.12: Satisfaction Level of the Students about Medical Facilities

Rating	Number of Respondents	Percentage
Excellent	90	13.4%
Very Good	129	19.2%
Good	208	30.9%
Average	122	18.1%
Below Average	124	18.4%
Total	673	100%

It is evident from the above figure and table 1.12 the students satisfaction data regarding medical facilities presents a more balanced yet concerning distribution. While **63.5%** of students rated the services as *Good* or better (*Excellent*, *Very Good*, *Good*), a substantial **36.5%** expressed neutral or negative sentiment (*Average* or *Below Average*), with *Below Average* alone accounting for **18.4%**—the highest dissatisfaction rate among all surveyed domains. The relatively modest *Excellent* rating (13.4%) and significant *Average* response (18.1%) suggest that many students perceive the medical support as either underwhelming or inconsistent. These findings highlight a critical area for institutional attention, particularly in enhancing accessibility, responsiveness, and quality of care. Strengthening medical infrastructure, staffing, and student awareness could help shift perceptions and ensure that health services align with broader expectations for campus safety and well-being.

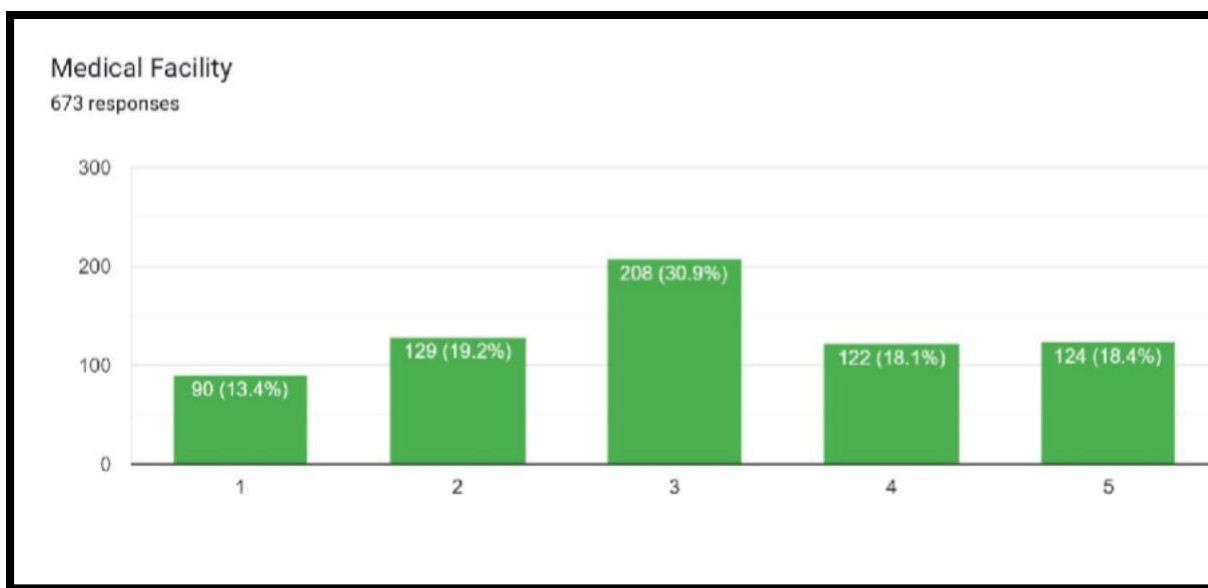


Table 1.13: Satisfaction Level of the Students about Career Counselling / Guidance

Rating	Number of Respondents	Percentage
Excellent	136	20.2%
Very Good	181	26.9%
Good	190	28.2%
Average	86	12.8%
Below Average	80	11.9%
Total	673	100%

It is evident from the above figure and table 1.13 the student satisfaction data regarding career counselling and guidance services reflects a generally positive trend, with **75.3%** of respondents rating the support as *Good* or better (*Excellent*, *Very Good*, *Good*). The most frequent rating was *Good* (28.2%), followed by *Very Good* (26.9%) and *Excellent* (20.2%), indicating that a majority of students find the career services beneficial and reasonably effective. However, **24.7%** of students rated the services as *Average* or *Below Average*, suggesting that nearly one in four students perceive gaps in personalized guidance, accessibility, or relevance to their career goals. While the overall sentiment is encouraging, these findings point to an opportunity for strengthening career support through enhanced mentoring, industry linkages, and targeted workshops that better align with student aspirations and evolving job market demands.

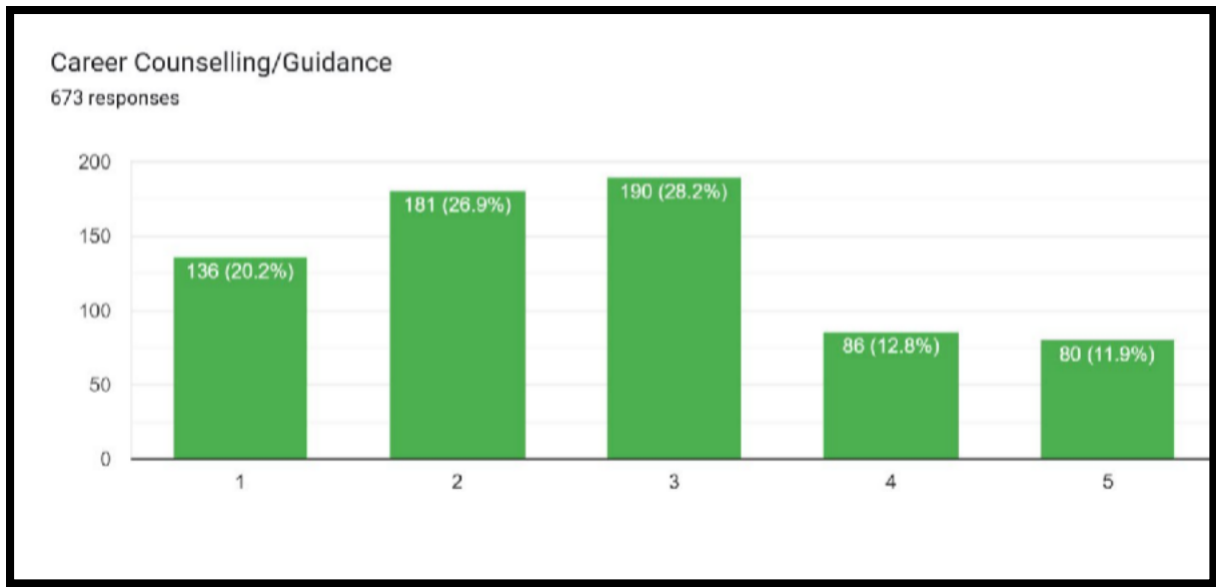


Table 1.14: Satisfaction Level of the Students about Parking Facility

Rating	Number of Respondents	Percentage
Excellent	161	23.9%
Very Good	165	24.5%
Good	224	33.3%
Average	81	12%
Below Average	42	6.2%
Total	673	100%

As shown in the figure and table 1.14 above the student satisfaction data regarding parking facilities reflects a strong overall approval, with **81.7%** of respondents rating the services as *Good* or better (*Excellent*, *Very Good*, *Good*). The most frequent rating was *Good* (33.3%), followed closely by *Very Good* (24.5%) and *Excellent* (23.9%), indicating that the majority of students find the parking infrastructure convenient and adequate. Only **18.2%** of students rated the facility as *Average* or *Below Average*, suggesting that dissatisfaction is relatively low and likely tied to specific concerns such as space availability, signage, or peak-hour congestion.

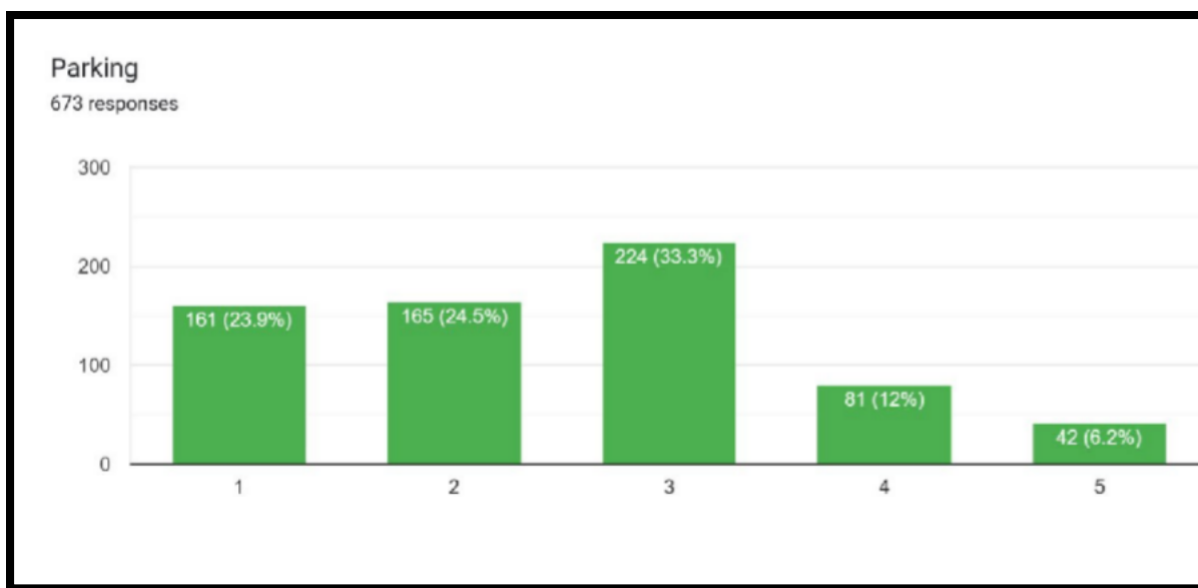


Table 1.15: Opinion of the Students about Coverage of Syllabus in the Offline Class

Coverage Level	Number of Respondents	Percentage
Above 80%	387	57.5%
60–80%	192	28.5%
40–60%	49	7.3%
20–40%	22	3.3%
Below 20%	22	3.3%
Total	673	100%

On the above figure and table 1.15 shown that the student’s feedback on syllabus coverage in online/offline classes reveals a predominantly positive perception, with **86%** of respondents indicating that over 60% of the syllabus was effectively covered. A majority (**57.5%**) reported coverage *Above 80%*, suggesting that instructional delivery—whether online or offline—has largely succeeded in meeting curricular expectations. However, **13.9%** of students indicated lower coverage levels (*Below 60%*), with **3.3%** reporting *Below 20%*, which may reflect disparities in course pacing, faculty engagement, or access to learning resources. These findings affirm the overall effectiveness of syllabus delivery while highlighting the need for targeted interventions—such as remedial sessions, content reinforcement, or adaptive scheduling—for cohorts experiencing lower coverage. Strengthening consistency across departments and modalities could further enhance academic equity and institutional effectiveness.

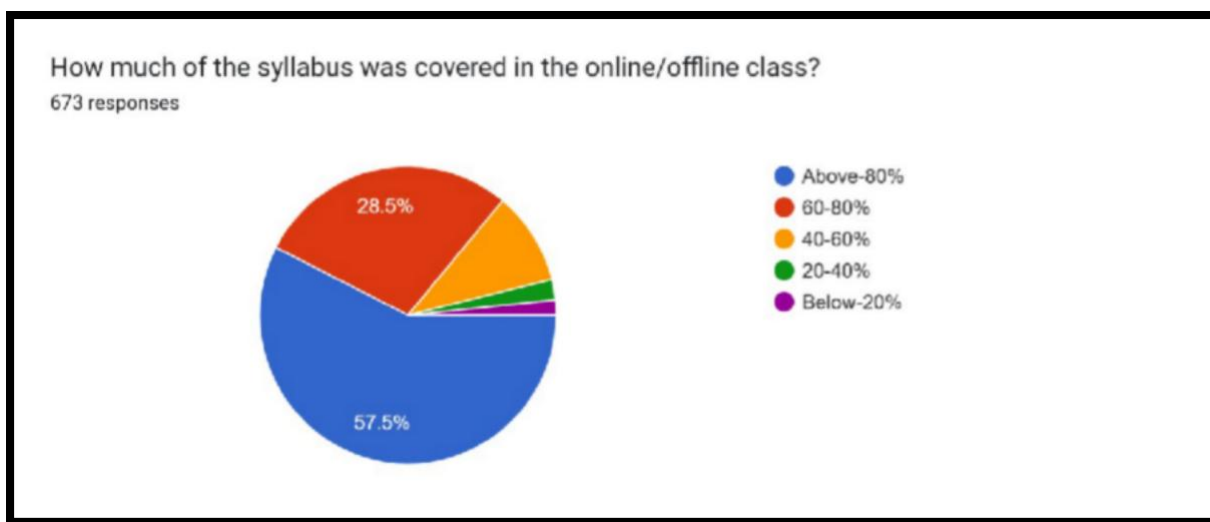


Table 1.16: Opinion of the Students About Preparedness of Teachers for Class

Preparation Level	Number of Respondents	Percentage
Satisfactorily	306	45.5%
Thoroughly	212	31.5%
Average	122	18.1%
Indifferently	~21	~3.1%
Won't teach at all	~12	~1.8%
Total	673	100 %

As shown in the figure and table 1.16 above that the student feedback on teacher preparedness for class indicates a generally positive perception, with **77%** of respondents affirming that faculty are either *satisfactorily* or *Thoroughly* prepared. The largest segment (**45.5%**) rated preparedness as *Satisfactory*, while **31.5%** acknowledged *thorough* preparation, suggesting that most instructors meet or exceed expectations in terms of class readiness. However, **18.1%** rated preparedness as *Average*, and a combined **4.9%** expressed concern through *Indifferent* or *Won't teach at all* responses, pointing to isolated but notable gaps in instructional consistency. These findings underscore the importance of reinforcing faculty development, monitoring teaching engagement, and promoting pedagogical accountability to ensure uniform preparedness across departments. Strengthening support mechanisms such as peer mentoring, teaching audits, and feedback loops could help elevate instructional quality and student confidence in academic delivery.

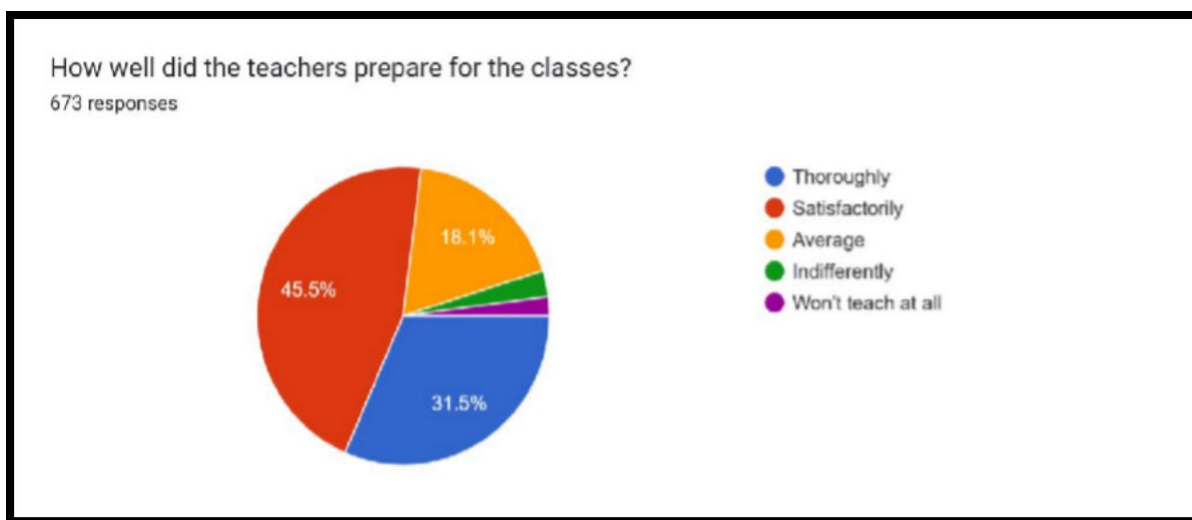


Table 1.17: Opinion of the Students about Teachers' Ability to Communicate in Offline/Online Mode,

Communication Level	Number of Respondents	Percentage
Always Effective	355	52.7%
Usually Effective	167	24.8%
Satisfactorily	88	13.1%
Sometimes Ineffective	37	5.5%
Poor	26	3.9%
Total	673	100 %

As shown in the figure and table 1.17 above the student feedback on teachers' ability to communicate in offline and online modes reveals a strong endorsement of instructional clarity and engagement. A significant **77.5%** of respondents rated communication as either *Always Effective* or *Usually Effective*, with *Always Effective* alone accounting for **52.7%**—the highest single-category rating across all surveyed teaching attributes. An additional **13.1%** found communication to be *Satisfactory*, indicating that over 90% of students perceive faculty communication as at least adequate. However, a small but notable **9.4%** expressed concerns, rating communication as *Sometimes Ineffective* or *Poor*. These results affirm the overall strength of faculty communication skills while highlighting the need for targeted support or training for a minority of instructors. Enhancing digital pedagogy, encouraging interactive teaching methods, and fostering feedback loops could help bridge remaining gaps and ensure consistently effective communication across all instructional modes.

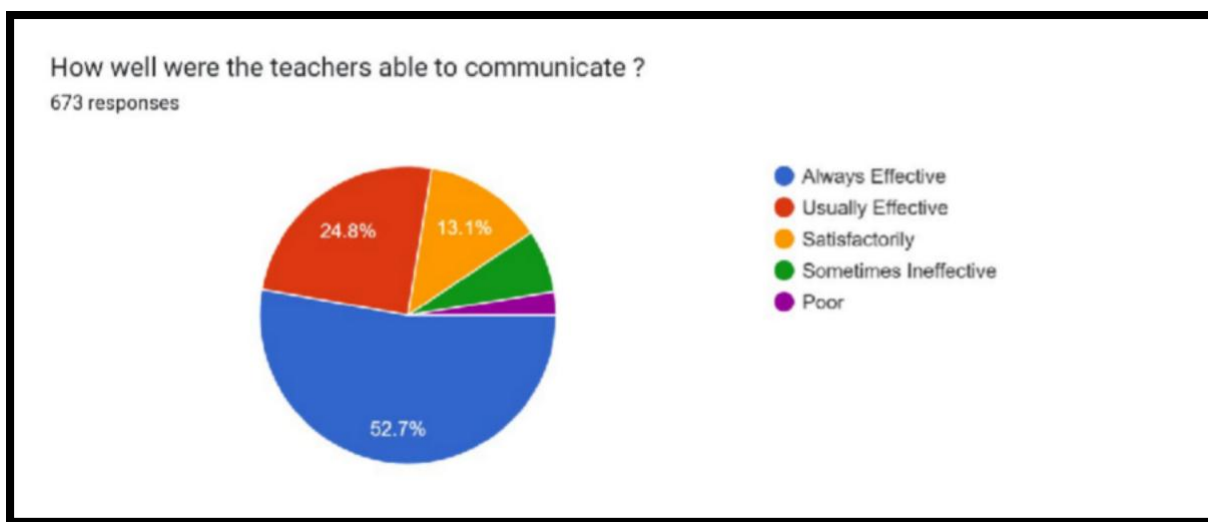


Table 1.18: Opinion of the Students About Fairness of Internal Evaluation Process by the Teachers

Fairness Level	Number of Respondents	Percentage
Always Fair	336	49.9%
Usually Fair	186	27.6%
Sometimes Fair	94	14%
Rarely Fair (estimated)	~36	~5.3%
Unfair (estimated)	~21	~3.1%
Total	673	100%

As shown in the figure and table 1.18 above the student feedback on the fairness of the internal evaluation process by teachers reflects a broadly positive perception, with **77.5%** of respondents affirming that evaluations are *Always Fair* or *Usually Fair*. Nearly half (**49.9%**) rated the process as *Always Fair*, indicating strong trust in the integrity and transparency of assessment practices. However, **14%** of students perceived fairness only *Sometimes* and a combined **8.4%** expressed concern through *Rarely Fair* or *Unfair* ratings. These figures suggest that while the majority of students are confident in the evaluation system, a notable minority experiences inconsistency or bias. To strengthen institutional credibility and student confidence, it may be beneficial to standardize evaluation rubrics, enhance feedback mechanisms, and promote faculty training on unbiased assessment practices. Such measures could help reduce perceived disparities and reinforce a culture of academic fairness.

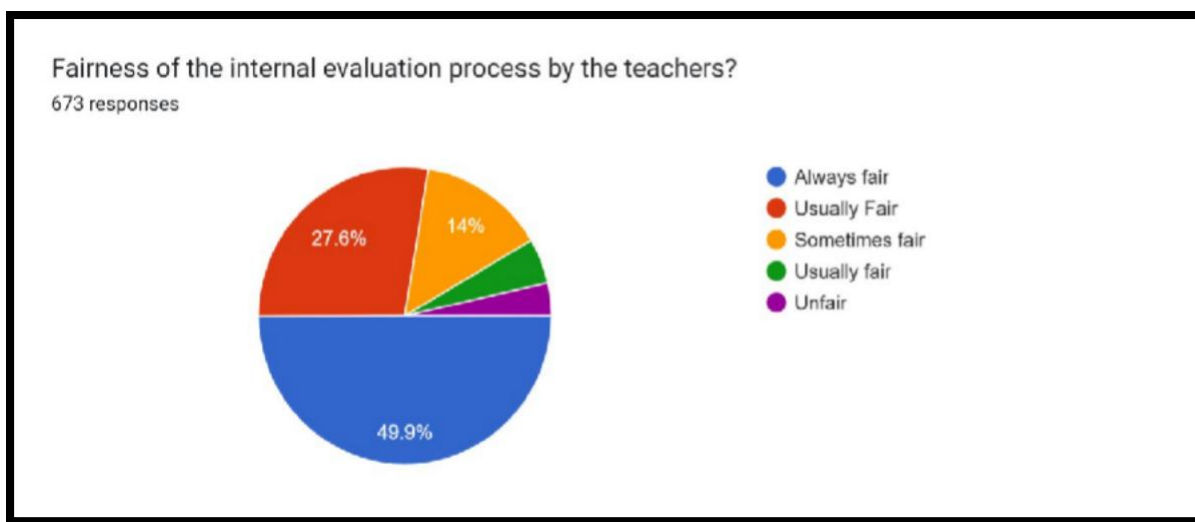


Table 1.19: Opinion of the Respondents About Discussion of Performance in Assignments with the Students

Feedback Frequency	Number of Respondents	Percentage
Every time	301	44.7%
Usually	186	27.6%
Occasionally/Sometimes	103	15.3%
Rarely	58	8.6%
Never	25	3.9%
Total	673	100%

Based on the above figure and table 1.19, it is apparent that the student's feedback on the discussion of assignment performance reveals a moderately strong culture of academic feedback, with **72.3%** of respondents indicating that teachers *Always* or *Usually* discuss assignment outcomes. The highest response category, *Every time* (**44.7%**), suggests that nearly half of the faculty consistently engage students in performance-related dialogue, reinforcing transparency and learning reinforcement. However, **27.7%** of students reported infrequent or absent feedback (*Occasionally*, *Rarely*, or *Never*), which may hinder formative learning and student confidence. These findings highlight the importance of institutionalizing regular feedback practices across departments. Encouraging structured review sessions, integrating feedback into grading workflows, and sensitizing faculty to the pedagogical value of performance discussions could help bridge gaps and promote a more reflective and improvement-oriented academic environment.

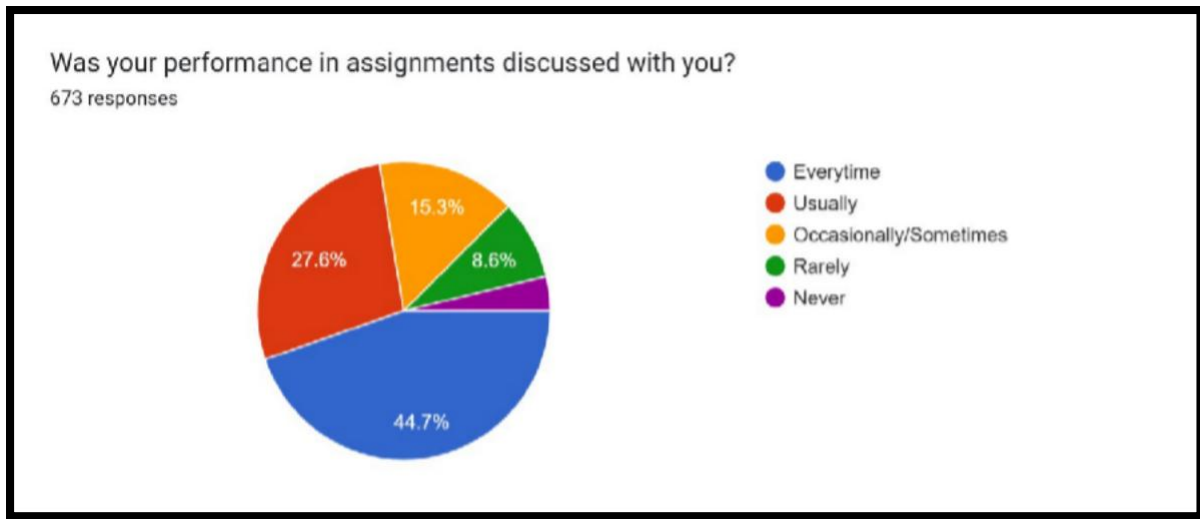


Table 1.20: Opinion of the Students about Promotion of Internship, Student Exchange, and Field Visits by SVGC Ghumarwin

Engagement Level	Number of Respondents	Percentage
Regularly	203	30.2%
Often	140	20.8%
Sometimes	188	27.9%
Rarely	88	13.1%
Never	54	8%
Total	673	100%

Based on the above figure and table 1.20, it is apparent that the student feedback on SVGC Ghumarwin’s promotion of internships, student exchange programs, and field visits reveals a moderately encouraging engagement profile. A combined **51%** of respondents indicated that such opportunities are promoted *Regularly* or *Often*, with *Regularly* alone accounting for **30.2%**—suggesting that a significant portion of students perceive consistent institutional efforts in experiential learning. However, **27.9%** reported that these initiatives are promoted only *Sometimes*, and a notable **21.1%** rated the promotion as *Rarely* or *Never*, indicating that nearly one in five students feel underserved in this area. These findings highlight both the strengths and gaps in SVGC’s outreach and coordination of career-enriching programs. To improve visibility and participation, the institution may consider structured awareness campaigns, departmental integration of field-based learning, and stronger partnerships with industry and academic networks. Such steps could enhance student preparedness, broaden exposure, and align institutional practices with evolving academic and professional standards.

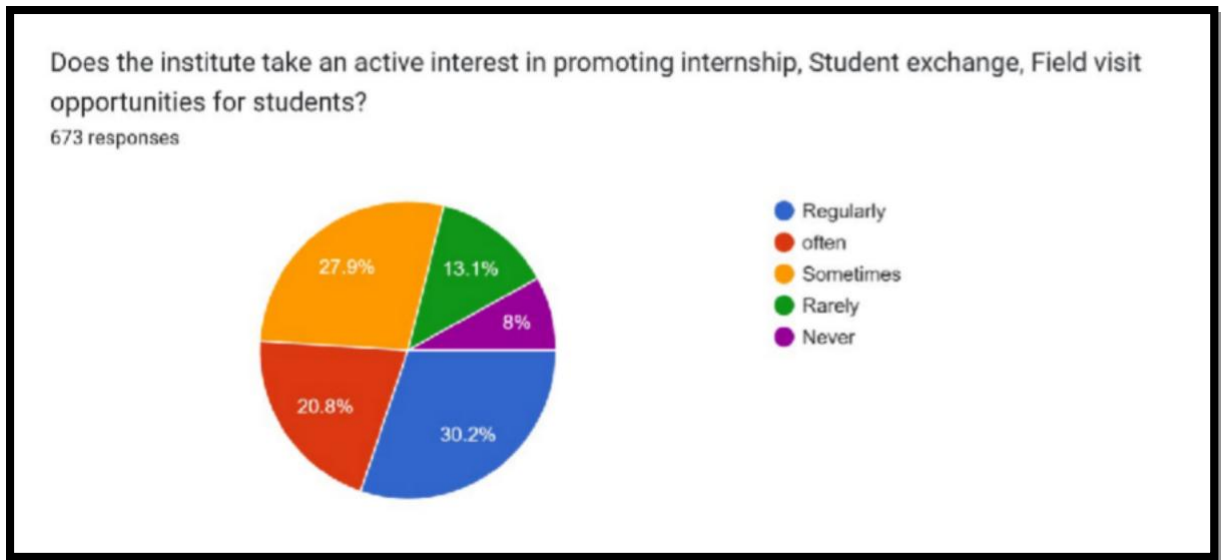


Table 1.21: Opinion of the Students about Providing Multiple Opportunities to Learn and Grow

Response Category	Number of Respondents	Percentage
Strongly Agree	178	26.4%
Agree	293	43.5%
Neutral	137	20.4%
Disagree (estimated)	~40	~5.9%
Strongly Disagree	~25	~3.7%
Total	673	100%

Based on the above figure and table 1.21, it is apparent that the student feedback on the provision of multiple opportunities to learn and grow reflects a broadly affirmative sentiment, with **69.9%** of respondents either *Agreeing* or *Strongly Agreeing* that the institution fosters holistic development. The largest segment (**43.5%**) expressed agreement, while **26.4%** strongly endorsed the statement, indicating that a majority of students recognize and appreciate the institution's efforts in offering diverse learning avenues. However, **20.4%** remained *Neutral*, and a combined **9.6%** expressed *Disagreement* or *Strong Disagreement*, suggesting that a notable minority may feel underserved or unaware of available opportunities. These findings highlight the importance of not only expanding experiential and co-curricular offerings but also improving visibility, accessibility, and student engagement strategies to ensure inclusive growth. Strengthening mentorship, interdisciplinary exposure, and career-linked programs could further enhance institutional impact and student satisfaction.

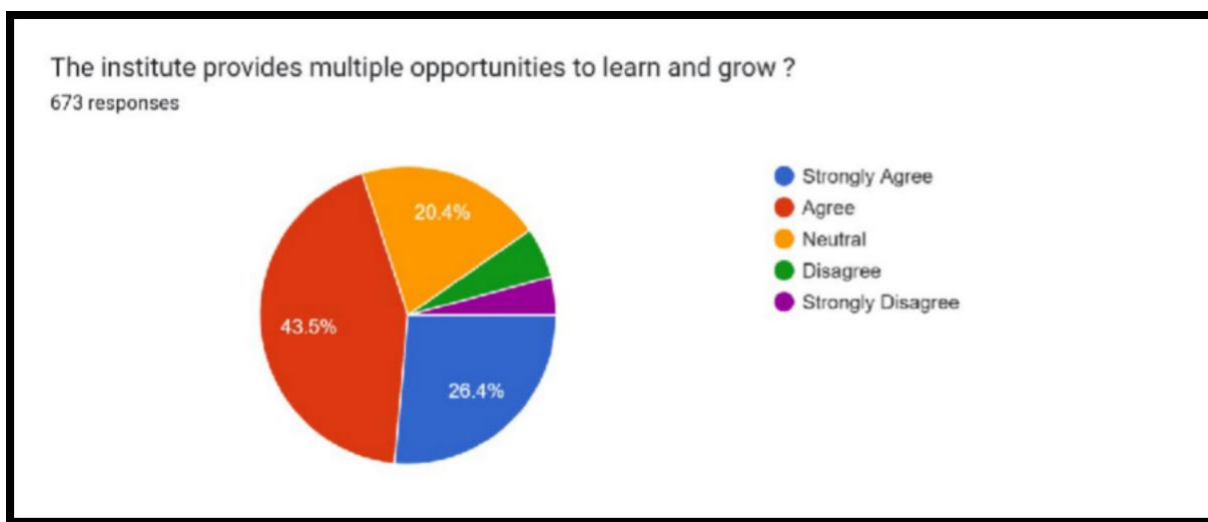


Table 1.22: Opinion of the Students about Discussion with Students About their Expected Competencies, Course Outcomes, and Programme Outcomes by the Teachers

Communication Frequency	Number of Respondents	Percentage
Every time	291	43.2%
Usually	213	31.6%
Occasionally/Sometimes	93	13.8%
Rarely (estimated)	~45	~6.7%
Never (estimated)	~31	~4.6%
Total	673	100%

The data presented in the above figure and table 1.22 suggest that the student's feedback on the frequency of discussions regarding expected competencies, course outcomes, and programme outcomes reveals a commendable level of academic engagement. A combined **74.8%** of respondents indicated that such discussions occur *Every time* or *Usually*, with *Every time* alone accounting for **43.2%**, suggesting that a significant portion of faculty consistently integrate outcome-based education principles into their teaching practices. However, **13.8%** reported that these discussions happen only *Occasionally*, and a further **11.3%** rated the frequency as *Rarely* or *Never*, indicating that a notable minority of students may lack clarity on academic expectations and learning goals. These findings affirm the institution's commitment to outcome-oriented pedagogy while highlighting the need for broader standardization. Strengthening faculty orientation, embedding outcome discussions into course delivery plans, and using structured templates or dashboards could help ensure consistent communication and alignment with accreditation and quality assurance frameworks.

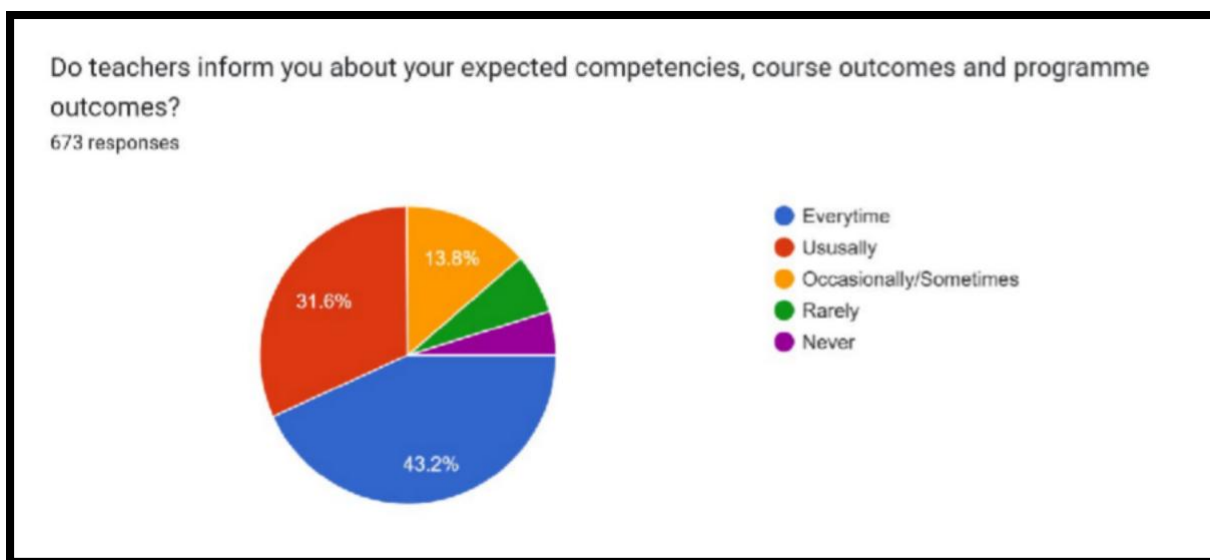


Table 1.23: Opinion of the Students about Ability of Teachers to Identify and Overcome the Weaknesses of Students

Support Frequency	Number of Respondents	Percentage
Every time	293	43.5%
Usually	177	26.3%
Occasionally/Sometimes	88	13.1%
Rarely	67	10%
Never	48	7.1%
Total	673	100%

The data presented in the above figure and table 1.23 suggest that the student's feedback on teachers' ability to identify and overcome student weaknesses reflects a generally supportive academic environment. A combined **69.8%** of respondents affirmed that faculty provide such support *Every time* or *Usually*, with *Every time* alone accounting for **43.5%**, indicating that a significant portion of students experience consistent and proactive guidance. However, **30.2%** of students reported less frequent intervention (*Occasionally*, *Rarely*, or *Never*), suggesting that nearly one-third of the student body may not receive adequate personalized academic support. These findings highlight both the strength and variability in faculty engagement. To ensure equitable support, the institution may consider implementing structured mentoring programs, early warning systems, and faculty development initiatives focused on student-cantered pedagogy. Such measures could help standardize intervention practices and foster a more inclusive and responsive learning environment.

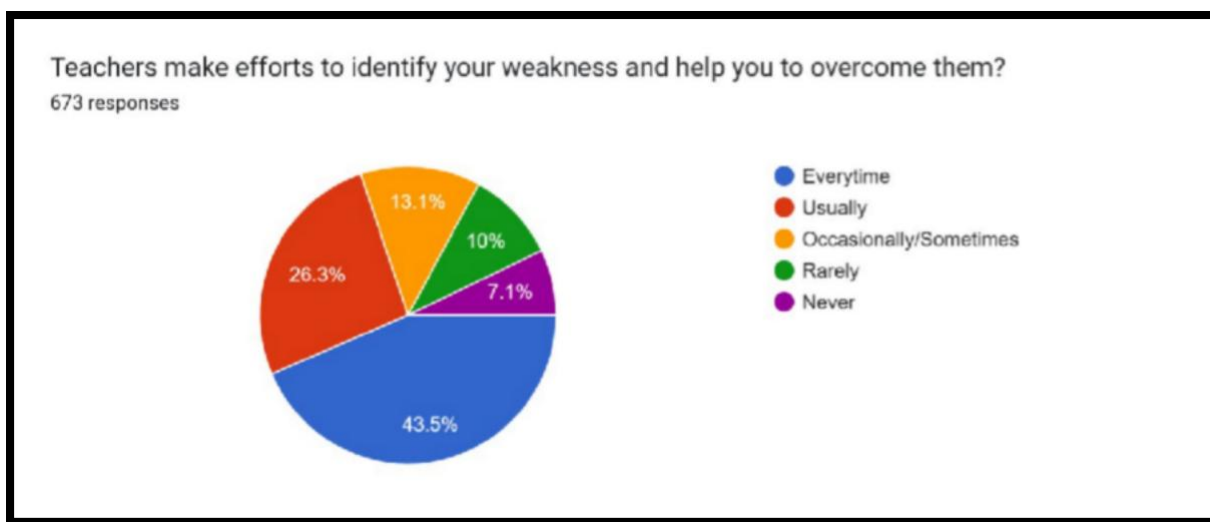


Table 1.24: Opinion of the Students about Encouragement by Teachers to Participate in Extracurricular Activities,

Response Category	Number of Respondents	Percentage
Strongly Agree	252	37.4%
Agree	251	37.3%
Neutral	106	15.8%
Disagree	41	6.1%
Strongly Disagree	23	3.4%
Total	673	100%

The data presented in the above figure and table 1.24 suggest that the student feedback on teacher encouragement for participation in extracurricular activities reflects a highly supportive academic environment. A combined **74.7%** of respondents either *Strongly Agree* or *Agree* that teachers actively promote involvement beyond the classroom, with *Strongly Agree* (37.4%) and *Agree* (37.3%) nearly equal in proportion. This suggests that faculty play a significant role in fostering holistic development and motivating students to engage in co-curricular and extracurricular pursuits. However, **15.8%** of students remained *Neutral*, and a smaller segment (**9.5%**) expressed *Disagreement* or *Strong Disagreement*, indicating that encouragement may not be uniformly experienced across departments or student groups. These insights highlight the value of institutionalizing inclusive and visible encouragement mechanisms—such as faculty-led clubs, recognition platforms, and integrated activity calendars—to ensure that all students feel equally supported in exploring their interests and talents.

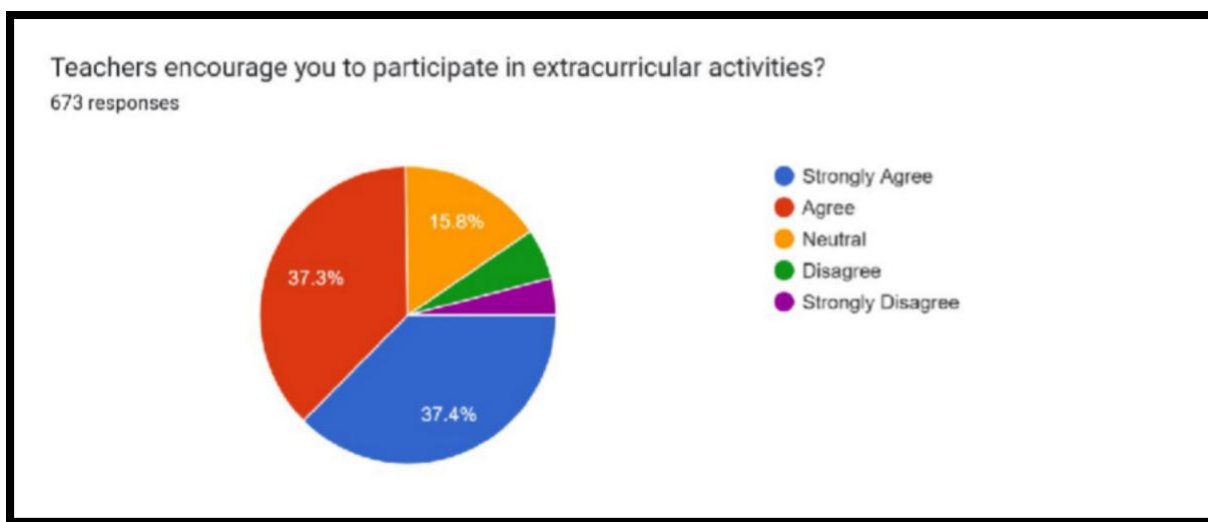


Table 1.25: Opinion of the Students about Efforts by SVGC Ghumarwin to Inculcate Soft Skills, Life Skills, and Employability Skills

Rating	Number of Respondents	Percentage
To a great extent	249	37%
Moderate	226	33.6%
Somewhat	99	14.7%
Very little	59	8.8%
Not at all (estimated)	~40	~5.9%
Total	673	100%

The data presented in the above figure and table 1.25 suggest that the student feedback on SVGC Ghumarwin's efforts to inculcate soft skills, life skills, and employability skills reveals a moderately positive institutional impact. A combined **70.6%** of respondents acknowledged that these efforts are made either *To a great extent* or *Moderately*, with *To a great extent* alone accounting for **37%**, indicating that a significant portion of students recognize and benefit from skill-oriented initiatives. However, **29.4%** of students rated the efforts as *Somewhat*, *Very little*, or *Not at all*, suggesting that nearly one-third of the student body perceives limited exposure or uneven implementation of skill development programs.

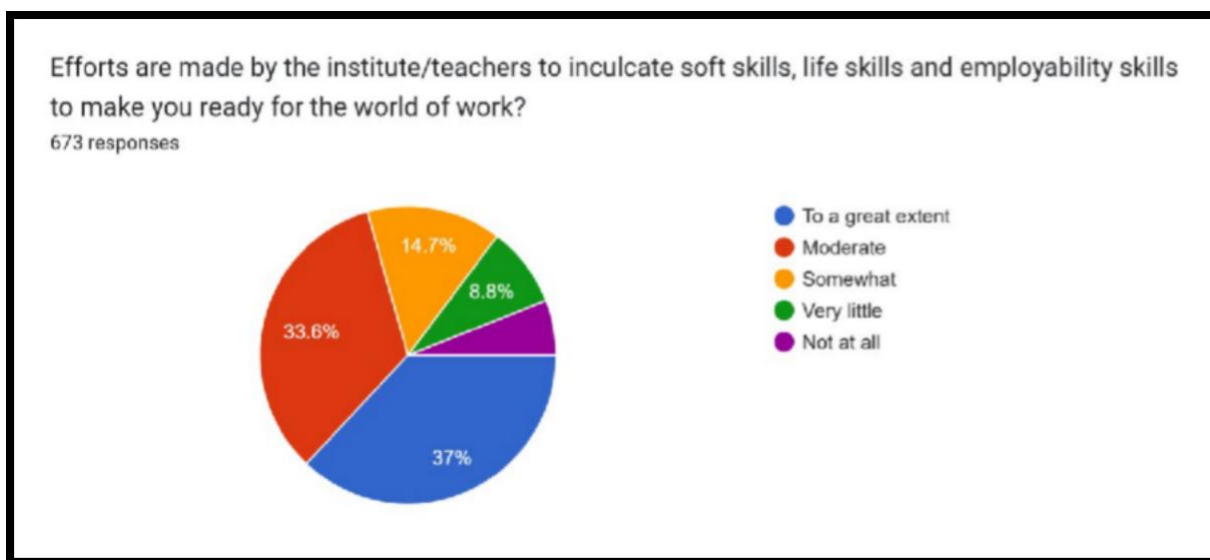


Table 1.26: Opinion of the students about use of ICT tools during teaching (like LCD, Projectors and Multimedia)

Usage Level	Number of Respondents	Percentage
Above 80%	221	32.8%
60–80%	209	31.1%
40–60%	112	16.6%
20–40%	65	9.7%
Below 20%	66	9.8%
Total	673	100%

It is evident from the above figure and table 1.26 the student's feedback on the use of ICT tools during teaching—such as LCDs, projectors, and multimedia—indicates a moderately high level of technological integration. A combined **63.9%** of respondents reported usage levels *Above 60%*, with *Above 80%* alone accounting for **32.8%**, suggesting that a substantial portion of faculty regularly incorporate digital tools into their pedagogy. However, **26.1%** of students observed lower usage (*Below 60%*), including **9.8%** who reported *Below 20%*, pointing to uneven adoption across departments or courses.

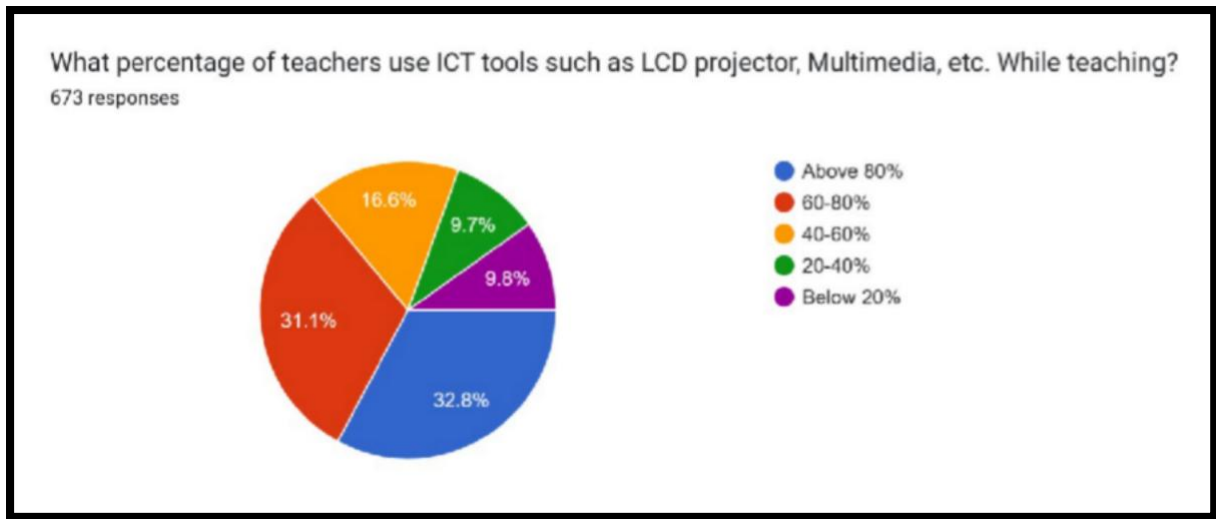


Table 1.27: Perception of Students about Online Mode of Teaching

Effectiveness Level	Number of Respondents	Percentage
To a great extent	202	30%
Moderate	244	36.3%
Somewhat	94	14%
Very little	78	11.6%
Not at all	55	8.2%
Total	673	100%

It is evident from the above figure and table 1.27 the student's perception of the online mode of teaching reveals a moderately favorable outlook, with **66.3%** of respondents indicating that it is effective to a *Moderate* or *Great Extent*. The highest response category, *Moderate* (**36.3%**), suggests that while online teaching is functional for many, it may lack the depth or engagement of offline methods. Meanwhile, **30%** of students found it effective *To a great extent*, reflecting successful digital adaptation by some faculty and departments. However, **33.7%** of students expressed reservations, with **14%** rating it *Somewhat* effective and a combined **19.8%** reporting *Very little* or *No* effectiveness. These figures highlight persistent challenges such as limited interaction, technological barriers, and reduced experiential learning.

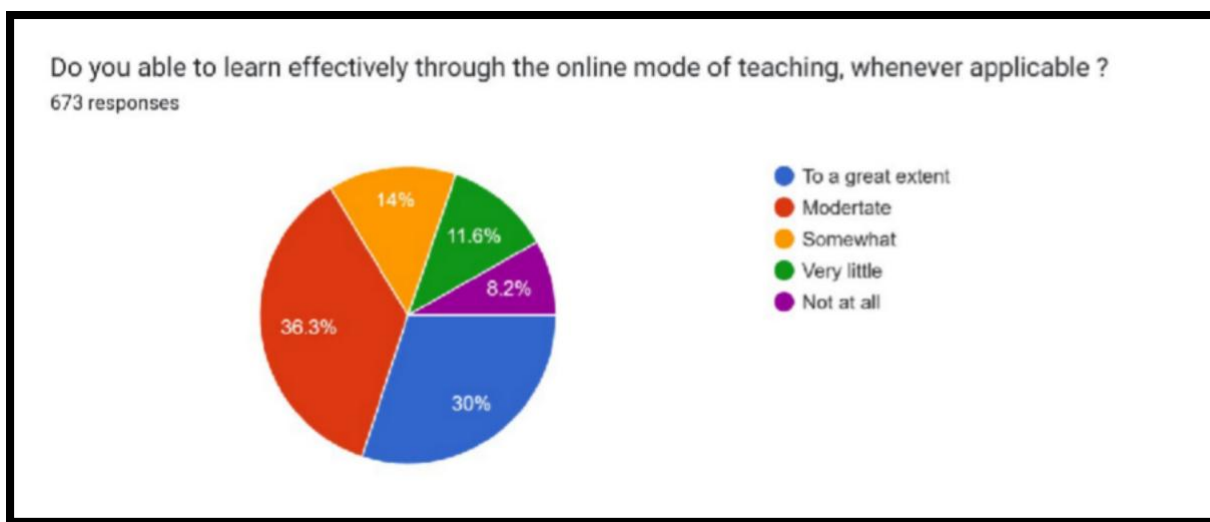


Table 1.28: Opinion of the Students in Context to Teaching Platforms through online.

Platform	Number of Respondents	Percentage
Google Meet	214	31.8%
WhatsApp	179	26.6%
YouTube	171	25.4%
Zoom	73	10.8%
Others	36	5.4%
Total	673	100%

It is evident from the above figure and table The student feedback on teaching platforms used during instruction highlights a diverse digital engagement landscape, with **Google Meet** emerging as the most preferred platform (**31.8%**), followed closely by **WhatsApp** (**26.6%**) and **YouTube** (**25.4%**). These top three platforms collectively account for **83.8%** of responses, indicating a strong reliance on synchronous (Google Meet, Zoom) and asynchronous (YouTube, WhatsApp) tools for content delivery and communication. **Zoom** was used by **10.8%**, suggesting limited adoption, possibly due to access constraints or institutional preferences. The **Others** category (**5.4%**) may include platforms like Microsoft Teams, Moodle, or institution-specific LMS tools, reflecting niche or departmental usage.

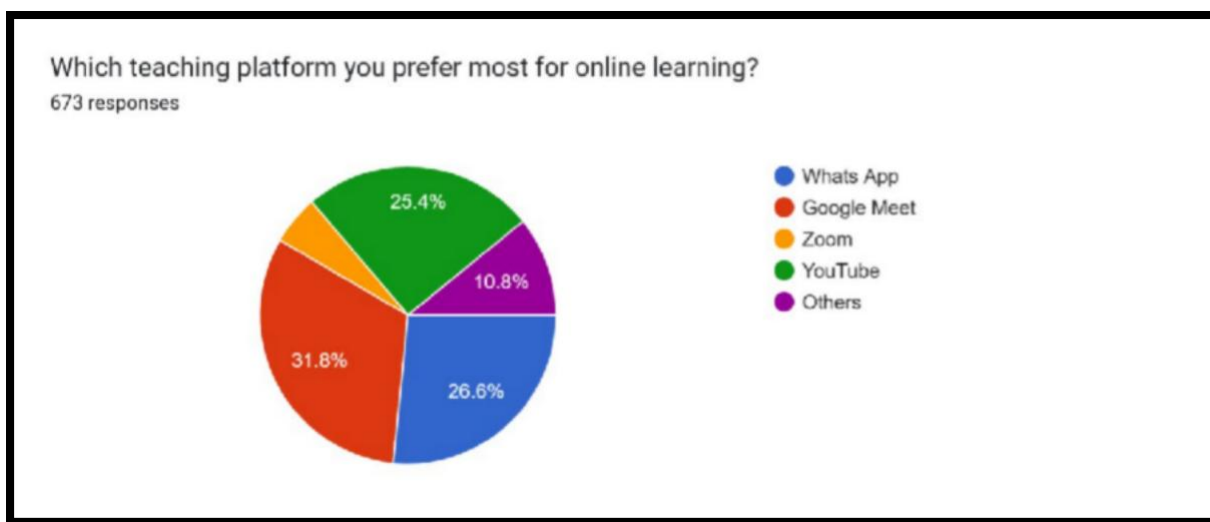
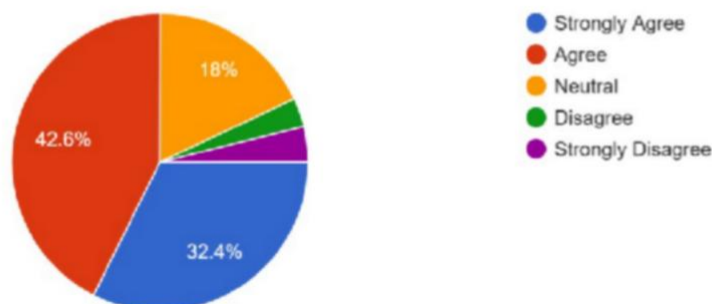


Table 1.29: Opinion of the Students Regarding Overall Quality of the Teaching-Learning Process

Response Category	Number of Respondents	Percentage
Strongly Agree	218	32.4%
Agree	287	42.6%
Neutral	121	18%
Disagree (estimated)	~29	~4.3%
Strongly Disagree	~18	~2.7%
Total	673	100%

It is evident from the above figure and table 1.29 the students feedback on the overall quality of the teaching-learning process at SVGC Ghumarwin reflects a robust endorsement of institutional academic standards. A combined **75%** of respondents either *Strongly Agree* (**32.4%**) or *Agree* (**42.6%**) that the teaching-learning experience is of high quality, indicating widespread satisfaction with faculty engagement, curriculum delivery, and pedagogical effectiveness. However, **18%** of students remained *Neutral*, and a smaller segment (**7%**) expressed *Disagreement* or *Strong Disagreement*, suggesting that while the majority are content, a minority may experience inconsistencies or unmet expectations.

The overall quality of the teaching-learning process in your institute is very good?
673 responses



Finding of Students satisfaction survey

1. Facility Satisfaction Highlights

- **Library:** Highest satisfaction—93.4% rated Good or better; 47.4% rated Excellent.
- **Sports Facilities:** 82.5% rated Good or better; strong engagement.
- **Internet:** 80.1% rated Good or better; 30.6% rated Excellent.
- **Transportation:** 80.6% rated Good or better; reliable and satisfactory.
- **Campus Infrastructure:** 73.6% rated Good or better; 20.2% rated Average.
- **Canteen:** 67% rated Good or better; 32.9% rated Average or Below Average.
- **Cleanliness:** 60.3% rated Good or better; 14% rated Below Average.
- **Security:** Lowest satisfaction—only 54.5% rated Good or better; 21.5% rated Below Average.

2. Student Satisfaction with Campus Services

- **Medical Facilities:** Only 63.5% rated Good or better; 18.4% rated Below Average—the highest dissatisfaction rate across all domains.
- **Career Counselling:** 75.3% rated Good or better; 24.7% rated Average or Below Average, indicating room for improvement in personalized guidance.
- **Parking Facilities:** Strong approval with 81.7% rating Good or better; low dissatisfaction (6.2%).

3. Academic Delivery and Faculty Engagement

- **Syllabus Coverage:** 86% reported coverage above 60%, with 57.5% above 80%; only 13.9% reported low coverage.
- **Teacher Preparedness:** 77% rated faculty as Satisfactorily or Thoroughly prepared; 4.9% expressed serious concern (Indifferent or Won't teach).

4. Teaching and Academic Support

- **Communication Skills:** 77.5% rated faculty communication as Always or Usually Effective; only 9.4% found it Sometimes Ineffective or Poor.
- **Fairness in Evaluation:** 77.5% perceived internal evaluation as Always or Usually Fair; 8.4% expressed concern over fairness.
- **Assignment Feedback:** 72.3% reported that teachers Always or Usually discuss assignment performance; 27.7% experienced infrequent or absent feedback.

5. Experiential Learning Promotion

- **Internships, Exchange, Field Visits:** 51% said these are promoted Regularly or Often; 21.1% felt they are Rarely or Never promoted.

6. Faculty Support and Student Development

- **Identifying & Addressing Student Weaknesses:** 69.8% of students reported that teachers support them Every time or Usually; however, 30.2% experienced inconsistent or limited support.
- **Encouragement for Extracurricular Activities:** 74.7% of students agreed that teachers actively promote extracurricular involvement; 9.5% disagreed or strongly disagreed.
- **Skill Development Initiatives:** 70.6% acknowledged efforts to inculcate soft skills, life skills, and employability skills; 29.4% perceived these efforts as limited or inconsistent.

7. Technology Integration and Online Learning

- **Use of ICT Tools:** 63.9% observed ICT usage above 60% in teaching; 26.1% reported low usage, indicating uneven adoption.
- **Effectiveness of Online Teaching:** 66.3% found online teaching effective to a Moderate or Great Extent; 33.7% expressed concerns about its effectiveness.
- **Preferred Online Platforms:** Google Meet (31.8%), WhatsApp (26.6%), and YouTube (25.4%) were the most used platforms, indicating a blend of synchronous and asynchronous delivery modes.

8. Overall Teaching-Learning Quality

- **General Perception:** 75% of students Strongly Agreed or Agreed that the teaching-learning process is of high quality; 7% expressed dissatisfaction.

Conclusions of Students satisfaction survey

- **Parking facilities are well-received**, with minimal dissatisfaction, indicating that current infrastructure meets student needs.
- **Syllabus coverage is robust**, with most students affirming high completion rates. However, targeted support is needed for students reporting lower coverage.
- **Faculty preparedness is largely satisfactory**, but isolated gaps in engagement and consistency suggest the need for strengthened teaching support and accountability mechanisms.
- **Medical services require urgent attention**, with the highest dissatisfaction rate (18.4%). Improvements in accessibility, responsiveness, and quality of care are essential to meet student expectations and ensure campus well-being.
- **Career counselling is generally effective**, but nearly one in four students feel underserved. Enhancing mentoring, industry linkages, and career workshops could bridge this gap.
- **Faculty communication is a strong institutional asset**, with over 90% of students finding it at least satisfactory. Continued support for interactive and digital pedagogy can help maintain consistency.
- **Internal evaluation practices are generally trusted**, but a small segment perceives bias or inconsistency. Standardizing rubrics and promoting transparent feedback can reinforce fairness.
- **Assignment feedback culture is moderately strong**, yet nearly one-third of students lack consistent performance discussions. Institutionalizing regular feedback mechanisms can enhance learning outcomes.
- **Experiential learning initiatives show moderate engagement**, but nearly one in five students feel underserved. Strengthening promotion, partnerships, and departmental integration can improve student exposure and career readiness.
- **Faculty engagement in identifying and addressing student weaknesses is strong but not universal**, with nearly one-third of students reporting inconsistent support. Structured mentoring and early intervention systems could help bridge this gap.
- **Teachers play a pivotal role in promoting extracurricular activities**, contributing to holistic student development. However, institutionalizing encouragement mechanisms can ensure more equitable outreach.

- **Efforts to build soft skills and employability are recognized by most students**, though nearly 30% feel underserved. Expanding and standardizing these programs can enhance career readiness.
- **ICT integration in teaching is moderately high**, but disparities in usage suggest the need for faculty-wide digital training and infrastructure support.
- **Online teaching is generally effective**, yet one-third of students face challenges related to engagement and interactivity. Blended learning models and pedagogical innovation may improve outcomes.
- **Google Meet, WhatsApp, and YouTube dominate the digital learning landscape**, reflecting flexible delivery preferences. However, platform standardization and training could improve consistency.
- **Overall, the teaching-learning process at SVGC Ghumarwin is well-regarded**, with 75% of students expressing satisfaction.

Suggestions received from students

- Ensure regular **cleaning of classrooms, washrooms, and campus areas**.
- Provide **safe drinking water** and repair or replace non-functional coolers.
- Upgrade **classroom furniture**, in the class room
- Improve **library space and seating capacity**.
- Maintain **labs and equipment**, especially for postgraduate students.
- Install **CCTV cameras** and appoint **security personnel** for enhanced campus safety.
- Resolve **parking issues** and install **speed breakers** and **college signboards** for safety.
- Improve **lighting in classrooms** and replace old blackboards with smart boards.
- Address **canteen hygiene and food pricing** concerns.
- Ensure **food safety measures** and regular inspections.
- Consider **changing canteen management** if issues persist.
- Ensure **regular classes** and fill **faculty vacancies**.
- Teachers should **complete the full syllabus on time** and avoid missing chapters.
- Encourage **interactive teaching methods**, including **ICT tools, PDFs, and multimedia**.
- Promote **practical learning** alongside theory, especially through **labs and field visits**.
- Avoid overburdening teachers with non-academic duties like event management.
- Provide **personalized support** and **extra time for average students**.

- Conduct **regular feedback sessions, assignments, and interactive assessments.**
- Encourage **student participation** through questions, discussions, and presentations.
- Promote **soft skills, life skills, and employability training.**
- Organize **seminars and counselling sessions** to boost student confidence.
- Improve **internet connectivity** and ensure **online resources** are shared on WhatsApp and college groups.
- Use **video-based teaching** instead of only video calls.
- Conduct **online classes 2–3 times a month** for interaction and revision.
- Share **study materials and updates** regularly on digital platforms.
- Form **student committees** for event management to reduce faculty workload.
- Implement **regular cleanliness drives** and **Swachhata Abhiyan** in practice.
- Encourage **extracurricular participation** through structured faculty support.
- Ensure **fair internal assessments** and **transparent evaluation.**
- Promote **discipline and engagement** in both online and offline classes
- Increase the number of faculty members in undergraduate and postgraduate programmes to improve the teacher-student ratio and academic quality.
- Organize regular career-oriented programmes and seminars to enhance student employability.
- Plan and conduct campus placement sessions to connect students with job opportunities.
- Introduce group discussions and hands-on demonstrations to enrich the learning experience.
- Upgrade the E-library by increasing the number of computers, improving internet speed, and adding more e-resources.
- Expand the library collection with books by international authors and skill-development materials beyond the syllabus.
- Improve parking facilities for students to ensure convenience and safety.
- Develop an online app for tracking student attendance and collecting feedback efficiently

Student Feedback Questionnaire

Swami Vivekanand Government Degree College, Ghumarwin

Section A: Student Profile

1. Email

2. Level (*Mark only one*)

- UG
- PG

3. Stream (*Mark only one*)

- Arts
- Commerce
- Science
- Vocational

4. Gender (*Mark only one*)

- Male
- Female
- Transgender

Section B: Campus Facilities

5. Campus Infrastructure (*Mark only one*)

- Excellent
- Very Good
- Good
- Average
- Below Average

6. Cleanliness (*Mark only one*)

- Excellent
- Very Good
- Good
- Average
- Below Average

7. Security Arrangements (*Mark only one*)

- Excellent
- Very Good
- Good

- Average
- Below Average

8. Library *(Mark only one)*

- Excellent
- Very Good
- Good
- Average
- Below Average

9. Internet (Wi-Fi) *(Mark only one)*

- Excellent
- Very Good
- Good
- Average
- Below Average

10. Canteen *(Mark only one)*

- Excellent
- Very Good
- Good
- Average
- Below Average

11. Transportation Connectivity *(Mark only one)*

- Excellent
- Very Good
- Good
- Average
- Below Average

12. Sports Facilities *(Mark only one)*

- Excellent
- Very Good
- Good
- Average
- Below Average

13. Medical Facility *(Mark only one)*

- Excellent
- Very Good
- Good
- Average
- Below Average

14. Career Counseling / Guidance *(Mark only one)*

- Excellent
- Very Good
- Good
- Average
- Below Average

15. Parking Facility *(Mark only one)*

- Excellent
- Very Good
- Good
- Average
- Below Average

Section C: Teaching-Learning & Evaluation Process

16. Syllabus Coverage in Online/Offline Classes *(Mark only one)*

- Above 80%
- 60–80%
- 40–60%
- 20–40%
- Below 20%

17. Teacher Preparation for Classes *(Mark only one)*

- Thoroughly
- Satisfactorily
- Average
- Indifferently
- Won't Teach at All

18. Teacher Communication Effectiveness *(Mark only one)*

- Always Effective
- Usually Effective
- Satisfactory
- Ineffective
- Poor

19. Fairness of Internal Evaluation *(Mark only one)*

- Always Fair
- Usually Fair
- Sometimes Fair
- Usually Unfair
- Unfair

20. Assignment Performance Discussion *(Mark only one)*

- Every Time
- Usually
- Occasionally / Sometimes
- Rarely
- Never

21. Promotion of Internship / Exchange / Field Visits *(Mark only one)*

- Regularly
- Often
- Sometimes
- Rarely
- Never

22. Opportunities to Learn and Grow *(Mark only one)*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

23. Teachers Inform About Course Outcomes *(Mark only one)*

- Every Time
- Usually
- Occasionally / Sometimes
- Rarely
- Never

24. Teachers Help Identify and Overcome Weaknesses *(Mark only one)*

- Every Time
- Usually
- Occasionally / Sometimes
- Rarely
- Never

25. Teachers Encourage Extracurricular Participation *(Mark only one)*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

26. Efforts to Inculcate Soft Skills / Life Skills / Employability Skills *(Mark only one)*

- To a Great Extent
- Moderate
- Somewhat
- Very Little
- Not at All

27. Use of ICT Tools (LCD, Multimedia, etc.) (Mark only one)

- Above 80%
- 60-80%
- 40-60%
- 20-40%
- Below 20%

28. Effectiveness of Online Teaching (Mark only one)

- To a Great Extent
- Moderate
- Somewhat
- Very Little
- Not at All

29. Preferred Online Teaching Platform (Mark only one)

- WhatsApp
- Google Meet
- Zoom
- YouTube
- Others

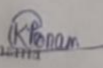

30. Overall Quality of Teaching-Learning Process (Mark only one)

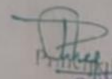
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Section D: Open Feedback

31. Observations / Suggestions to Improve Online Teaching-Learning Process (Please write your suggestions below)

Committee Name

1. Assistant Professor Kumari Poonam 
2. Dr. Praveen Kumar 


Principal
S.V. Govt. Degree College
Gurdaspur, Dist. Bilaspur (H.P.)