

**Assessment of students' satisfaction level: A case study
of Faculty of Fisheries SKUAST-K**

Shafiya Zaman Shah
(2016-F-42-M)



Faculty of Fisheries
**Sher-e-Kashmir University of Agricultural Sciences &
Technology of Kashmir**

2018

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Thesis

Submitted to

**Faculty of Fisheries
Sher-e-Kashmir University of Agricultural Sciences & Technology of
Kashmir**

in partial fulfilment of requirement for the award of the degree of

**Master of Fisheries Science
(Fisheries Resource Management)
2018**



*Dedicate my thesis
To my Family*





Sher-e-Kashmir
University of Agricultural Sciences & Technology of Kashmir
Faculty of Fisheries, Rangil, Ganderbal

Certificate – I

This is to certify that the thesis entitled, “**Assessment of students’ satisfaction level: A case study of Faculty of Fisheries SKUAST-K**” submitted in partial fulfilment of the requirements for the award of the degree of **Master of Fisheries Science (Fisheries Resource Management)**, to the **Faculty of Fisheries, Sher-e-Kashmir University of Agricultural Sciences & Technology of Kashmir** is a record of bonafide research work carried out by **Shafiya Zaman Shah (Reg. No. 2016-F-42-M)** under my supervision and guidance. No part of the thesis has been submitted for any other degree or diploma.

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This is to certify that the thesis entitled, “**Assessment of students’ satisfaction level: A case study of Faculty of Fisheries SKUAST-K**” submitted by **Ms. Shafiya Zaman Shah (Reg. No. 2016-F-42-M)** to the **Faculty of Fisheries, Sher-e-Kashmir University of Agricultural Sciences & Technology of Kashmir** in partial fulfilment of the requirements for the award of the degree of **Master of Fisheries Science (Fisheries Resource Management)** was examined and approved by the Advisory Committee and External Examiner on **08-01-2019**

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ABSTRACT

Education is one of the key drivers of economic growth. A university is an institution of higher education and of research, which grants academic degrees at all levels in a variety of subjects. Student’s satisfaction is defined as students’ assessments of the services provided by universities and colleges. Developing student satisfaction at universities level is crucial. If this is achieved, it will facilitate the strategic objectives of the university more effectively. Student satisfaction plays a crucial role for the success of a university. The student perception about satisfaction can act as an essential tool to enhance the universities service quality. The measurement of student satisfaction can be useful to higher education institutions, to help them to pin point their strengths and identify areas for improvement. This study was conducted to assess the students satisfaction of Faculty of Fisheries, SKUAST-K, Rangil, Ganderbal (Kashmir). By adopting stratified random sampling technique 80 respondents had been taken from Faculty by using well-structured questionnaire and the data was analyzed by using various statistical techniques and tools such as percentage and frequency. The present findings revealed that students were highly satisfied with teacher’s regularity, their behaviour, curriculum, IT labs, library, sports and campus facilities. On the other hand students express their dissatisfaction regarding electricity backup, Farm visits, laboratories, parking space and academic staff in Faculty of Fisheries.

Key words: Students, Satisfaction, Education, Kashmir

Signature of Student
Dated _____

Signature of Major Advisor
Dated _____

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and the Most Merciful Alhamdulillah, all praises to Allah for the strengths and His blessing in completing this thesis.

This dissertation would not have been possible without the guidance and the help of several individuals who in one way or another contributed and extended their valuable assistance in the preparation and completion of this study. Writing thesis has had great impact on me. I would like to reflect on people who have supported and helped me so much throughout this period.

First and foremost, I would like to express my appreciation and indebtedness to my Major Advisor Dr. Rizwana Malik, Assistant Professor, Division of social science for her exemplary guidance, monitoring, consistent encouragement, wise counsel and valuable information. This accomplishment would not have been possible without her indefatigable dedication, support, enthusiasm, immense knowledge and hardwork. Her guidance helped in all the time of my research and writing of this dissertation. It has been an honour to work under her guidance, I could not have imagined having a better advisor and mentor for my M.F.Sc. study. The blessings, help and guidance given by him time to time shall carry me a long way in the journey of life on which I am about to embark.

Words fall short while expressing my wholehearted and profound recognition to Prof, M. H. Balkhi, Dean, Faculty of Fisheries for his colossal insight, formidable approach, nurturing guidance and providing facilities that made my work possible. His affectionate etiquette and diligent determination have been inspiring from the very beginning.

I share the credit of my work with my advisory committee members. Dr. Adnan Abubakar, (Associate Professor, Division of AEM), Dr. Ashwani Kumar (Senior Assistant Professor, Division of Fish Nutrition), Dr. Bilal A. Bhat (Associate Professor, Division of Social Sciences). This work would have been incomplete without their assistance, brilliant comments and suggestions while facing obstacles throughout the study.

I would like to extend my gratification to all the staff members of Central Library, Head Library Services, SKUAST(K) and Library Services Faculty of Fisheries, especially Mrs. Asifa Jan (Assistant Librarian), Mr. Peerzada Mohammad Iqbal, Mrs Mehbooba who supported my work and helped me get results of better quality.

I am obliged to Information communication and technology laboratory, Mr. Tahir and especially Mr. Irfan who has been of great assistance throughout my work, I duly acknowledge the cooperation and

performance of non-teaching staff Mr. Nazir Ahmad Langoo and Mrs Suhaila during the entire course of my study.

I owe my loving thanks to Ph.D Scholar Sobiya Gul for her continuous support during my thesis writing. She has always been a major source of support when things got a bit discouraging. Without her continuous help, encouragement and understanding it would have been very difficult to undertake my thesis.

I extend my warmest accolades to my friends Mir Misbah, Arshika Bakshi, Ishrata Salam, Roshiba rasheed and Bisma Shafi for accepting nothing less than excellence from me. A special thanks to Azifa Reshi, Nafhat –ul- Arab, Snowber Mir, Zaib Hafiz, Zarka Yusuf, Maheen altaf Afeefah Malik and for their unfaltering support and love. My sincerest thanks are extended to Umar Farooq, Ubaid Siddiqui, Sheikh Raja Amir, Asim Bazaz and Abid Hussain for food trips and glimmer of hopes in all the possible ways. My work would have been in shambles without their satires, unfathomable faith and substantial assurance.

I owe my deepest gratitude to the Ph.D scholar Irtifa Gull for her pertinacious efforts and painstaking attitude throughout the year. Her selfless help and valuable support has greatly helped to terminate my work, I express my thanks to other senior fellows, Hafsa Javed, Bisma Gulzar, Nimmat Syed, Iqra Wani, Ishrat Mohd, for their timely efforts and motivation.

Lastly and most importantly, I express my acknowledgment and honor to my family for the enhancing my aptitude through my entire college career. My inestimable respect to my parents, for unflappable motivation. They have always emphasized the importance of my education and I couldn't have accomplished this without them. My immeasurable gratitude goes to my sister Behroze, Toiba, Shahala, Aazeen and Anab for their impregnable efforts to keep me engrossed towards my endeavour.

Shafiya Zaman shah

Place: Rangil, Ganderbal

Dated:

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Chapter - 1

INTRODUCTION

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. It is education that develops expertise, excellence and knowledge that leads to the overall development of any economy. In a society full of diversity, ideologies and opinions, higher education means different things to different people. In terms of the level, higher education includes college and university teaching-learning towards which students' progress to attain higher educational qualification. In 21st century, the overall quality of the national competition is attributed to the current development of higher education. Higher education is the source of dynamism for the economy creating employment and social opportunities for the people. India is the third largest higher education provider in the world is now exposed to serious competition in terms of quality and fulfilling the over growing demands. So, the education service providers should have started the innovative and strategic process to provide quality service to the society in order to sustain in the global competition. Higher education is generally understood to cover teaching, research and extension. Scientific and technological advancement and economic growth of a country are as dependent on the higher education system. Development of indigenous technology and capabilities in agriculture, food security and other industrial areas are possible because of our world class higher education infrastructure. Higher education also provides opportunities for lifelong learning, allowing people to upgrade their knowledge and skills from time to time based on the societal needs. The Kothari Commission (1966) listed the roles of the universities (higher education institutions in the modern society) to seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and beliefs in the light of new needs and

discoveries. The educational outcomes of universities are measured by the learning achievements of their students, based on students' career and educational success, and observing their responses to university classes and their learning behaviors. A student's college life is an important period of experiencing life changes, and satisfaction with college life is challenged by social demands and the new environment. The report of the UNESCO International Commission on Education in the 21st Century titled "Learning: The Treasure Within" emphasized four pillars of education: learning to know, learning to do, learning to live together and learning to be. While, higher education intends to inculcate all these four in individuals and the society, the report highlighted the specific functions of higher education such as to prepare students for research and teaching, to provide highly specialized training courses and to promote international cooperation through internationalization of research, technology, networking, and free movement of persons and scientific ideas (UNESCO, 1996). In our current situation with the beginning of the era of globalization and information technology many things have changed either in the area of social life, or education. In this new phenomenon the objectives of higher education can no longer be simply to learn but must also include the following:

- The university system should address the changing needs of the present time.
- Education system must not be a conservative and restrictive.
- It must be a system of planned selection of technologies that address changing needs of society.

Students' Satisfaction

Institutions of higher education are increasingly realizing that they are part of the service industry and are putting greater emphasis on student satisfaction as they face many competitive pressures. If the higher education sector knows about the factors that improve students' perception of satisfaction, it will be capable of

providing better services as well as improving existing ones. Students are important stakeholders so, it is important to know their perspective and their satisfaction in order to gain competitive advantage (Arambewela,2010).Student satisfaction is the satisfaction and contentment of students from the service quality of their institution. On the one hand, student satisfaction has been related to recruitment and retention and academic success which has lead university administrators to pay great attention to those factors that help them to more effectively attract students and create a supportive learning environment. Given the diversity of students' goals in pursuing a college degree and the variety of institutional missions, the challenge is to attract and retain those students that are best matched to university's capabilities and to develop competences at the university that will better serve the needs of diverse student populations. Furthermore, psychologists have found that student satisfaction helps to build self-confidence, and that self-confidence helps students to develop useful skills, acquire knowledge, and become more confident, in what may be described as a virtuous cycle. Aitken (1982) found that academic performance is one of the most important factors in determining satisfaction. Higher education tends to care about student satisfaction because of its potential impact on student motivation, retention, recruitment efforts, and fundraising (Schreiner, 2009). Student satisfaction is a short-term attitude, derived from the evaluation of the received education service (Elliot and Healy, 2001). Student satisfaction plays a crucial role for the success of a university. The student perception about satisfaction can act as an essential tool to enhance the universities service quality. According to Kottler (2000),“Satisfaction is a person’s feelings of pleasure or disappointment resulting from comparing a product perceived performance or outcome in relation to his or her expectations”. Kottler (2003), states that there is a general agreement that satisfaction is a person’s feelings of pleasure or disappointment resulting from comparing a product perceived performance (or outcome) in relation to his or her expectations.

The expectation may go as far as before the students even enter the higher education, suggesting that it is important to the researchers to determine first what the students expect before entering the university (Palacio, Meneses and Perez, 2002). In contrary, Carey, Cambiano and De Vore (2002), believe that satisfaction actually covers issues of students' perception and experiences during the college years. Students are satisfied with quality of education when they undergo college life positively. Student satisfaction is continuously structured by different events and experiences in university life (Elliot & Shin 2002).

In order to achieve satisfaction, Universities should measure it because according to Ho (1995), you cannot manage something that you cannot measure it. There are two principal interpretations of satisfaction within the literature, satisfaction as a process and satisfaction as an outcome (Parker and Mathews, 2001). The student is asked to evaluate each statement in terms of their perception and expectation of performance of the service being measured. The measurement of student satisfaction can be useful to higher education institutions, to help them to pin point their strengths and identify areas for improvement. Students' satisfaction has never been considered as an issue of importance by educational authorities nor regarded as a matter of survival by higher education institutions. To grasp the complexity of that learning experience, it is not enough to know the degree to which students are satisfied, it is important to understand the factors that contribute to student satisfaction. If the institution has a graduate school, quality student experiences will beget student satisfaction creating a situation in which the student will pursue an advanced degree at the same institution. Strong customer orientation/student-centeredness will ensure strong retention numbers and nurture positive word of mouth that will bring more students. With the stakes high in the competitive higher education marketplace, it will become necessary for all institutions and their cadre of campus service providers – Faculty, Staff and administrators to keep their fingers on the pulse of the students and their perceptions of the service level provided them.

Only little researches have been conducted so far on the perception level of students with regard to service quality (Kimani, Kagira et al., 2011). On the other hand, the researches done in developing countries regarding the students' perception on service quality are generally focus on the students in private institutions and universities and not the ones in public universities. However, the majority of these researches are conducted on quality perception among students in developed countries like UK, Australia, New Zealand and the United States. As can be seen, there is little or no literature on the same concept in developing countries (Athiyaman 1997, Oldfield and Baron 2000, Joseph, Yakhou et al., 2005, Kao 2007, Hasan, Ilias et al., 2009). Regardless of the quantity of the researches done, only limited literature is available regarding education and quality within Indian Universities. So, the purpose was to identify the factors that contribute to students' satisfaction studying in Faculty of Fisheries. The research and findings may benefit both the Faculty and students. This study will also help the Faculty to know the level of student satisfaction and also which aspects are the most important. The findings of this research will also help other Faculties to serve students more effectively in the future, and develop their quality of service to increase the satisfaction level of its students. Hence, this study aims to fill the gap by investigating the association and impact of service quality and student satisfaction.

Keeping in view the above facts the present study was carried out with following objectives:

- To know the satisfaction level of student's towards Faculty of Fisheries
- To examine the strength and lacunae in the educational services and suggest the remedial measures.

Chapter - 2

REVIEW OF THE LITERATURE

Mavondo and Zaman (2000) concluded that academic reputation of the institution, quality of lecturers and the provision of facilities are important while market orientation is found to be a crucial precedent for student satisfaction. The results of this study indicate that satisfied students provide information and recommend institution at which they are studied to the prospective students.

Williams (2002) conducted a study on students' satisfaction in central university of England and concluded that there were clear problems with resources that produce dissatisfaction among the students. The study also concluded that the Faculty of the university is an important factor that affects the satisfaction of students.

Allen *et al.* (2002) compares students' satisfaction with distance education to traditional classrooms in higher education and argued that in any educational institution, the satisfaction of a student can be determined from his level of pleasure as well as the effectiveness of the education that the student experiences.

Carey *et al.* (2002) have suggested that student satisfaction is a multi-dimensional construct with various predictors such as learning environment, teachers' characteristics, and image of the institute, curriculum, and culture and knowledge patterns. Therefore, educational institutes must please their students by meeting their expectations.

Hill *et al.* (2003) conducted research on student's perceptions of quality in higher education quality assurance in education and discovered that the two most influential factors that contribute to a student's perception of quality in higher education are the quality of the lecturer and the quality of the students' support systems.

Schertzer and Schertzer (2004) represents that one of the important factors which can lead to student satisfaction is positive perceptions of service quality. Consequently, these satisfied students can attract new students if they have good perception about institution. Also, this positive communication may return the previous students to take other courses in their previous university.

Chavez *et al.* (2005) carried out a survey of the students, faculty and staff to measure their satisfaction with the Paradise Valley Community College Library under title “Library User Survey: Resources, Facilities and Circulation Service”. Findings revealed that generally users were satisfied with the resources, facilities and circulation service. It was recommended to repeat survey in two years to compare satisfaction level of students.

Russell (2005) reveals that the important goal for higher education institutions is delivering perceived service quality to students. This act can lead to generate much desired additional income for institutions. Also, a valuable source of income is overseas fee-paying students who sometimes can be educated at lower cost.

Deshields *et al.* (2005) focused on the determinants of student satisfaction and retention which are supposed to affect the experiences of university students .The results indicated that the transaction path from teaching staff and classes to the partial university experience of the student is consistent with the hypothesis that these are the main factors that affect the partial university experience of the student. In addition, it turns out that students who had positive university experience were more likely to be satisfied with the college or university than students who did not have positive college experience.

Douglas *et al.* (2006) measures student satisfaction at UK University and elaborated the services of a university in relation to the elements of the bundle and asserted that the facilitating services would include the lectures, handouts and reading materials, tutorials and presentations.

Appleton-Knapp and Krentler (2006) measures student expectations and their effects on satisfaction: and presented an interesting finding that highlights the

difficulties of measuring satisfaction. The authors concluded that expectations at the beginning of the course are often different from the recollection of expectations at the end of the experience, and that the valence and intensity of the experience affects the reconstruction of earlier expectations.

Helgesen and Nettet (2007) used a similar approach to study student satisfaction at a university in Norway and found empirical evidence related to service quality, institutional information and guidelines, students' social interactions, satisfaction with facilities, and student commitment to student satisfaction. Student satisfaction has a strong positive influence on student loyalty and on institution reputation, which also impacts positively on loyalty.

Liu and Allmang (2008) conducted a survey through online tool 'Survey Monkey' to reveal the user's satisfaction under title "Assessing Customer Satisfaction at the NIST Research Library: Essential Tool for Future Planning". It revealed that journals continued to be the most valuable resource for NIST scientists, with overwhelming preferences for e-journals.

Tahar (2008) discovered that the perception on service quality of higher learning between two nations; the USA and New Zealand varies. From New Zealand, students' define quality on the following ranking; ability to create career opportunities, issues of the program, cost/time, physical aspects, location and others. Meanwhile in the USA, they ranked academic reputation as first and later followed by cost/time, program issues others, physical aspects and choice influences.

Chen *et al.* (2008) analyze users' satisfactions with e-learning and used certain variables were used to assess the factors that have impact on students' satisfaction. They grouped these variables into four categories comprising administration, interaction, functionality and instruction and concluded that among these factors, interaction and instruction were found to be prime factors affecting students' satisfaction.

Abu Hasan (2008) conducted study on service quality and student satisfaction at private higher education institutions in Malaysia and reported that the service quality has significant positive relationship with student satisfaction and also

concluded that by improving service quality, it may potentially improve the students' satisfaction as well as priority of the private higher institutions.

Moro-Egido and Panades (2009) found that part-time students are more likely to report being less satisfied, that women are more satisfied in general. On the other hand than students enrolled in more specialized programs are relatively more satisfied with their degree.

Sapri *et al.* (2009) conducted a study to examine the factors that affect the satisfaction level of the students regarding the higher educational facilities service. The study included the accommodation and social facilities, supports service facilities, teaching and learning facilities and service environmental factors. That results of the study concluded that the factors concerning teaching-learning were most significant factors that affect level of the students' satisfaction.

Hassania (2009) measures the level of student satisfaction with administrative and academic performance of Faculty of Economics at Aleppo University. Results and showed that the overall level of satisfaction is good in the field of teaching staff performance, acceptable in the field of scientific research, and weak in all other fields. The results also showed that there are no significant differences in the level of satisfaction attributed to all demographic variables.

Butt and Rehman (2010) conducted a study to examine the satisfaction of the students regarding the higher education in Pakistan. The results of the study show that teachers' proficiency is the most influential factor among all the variables.

Mai (2010) conducted a comparative study on student satisfaction in higher education and its influential factors between UK and US. The results indicate that there are significant differences between British and American education perceived by students. He found that the 'overall impression of the school' and 'overall impression of the quality of education' are two significant predictors for the 'overall satisfaction of the education. These two variables are most influential in predicting students' satisfaction although one is always reminded not to assume a causal relationship when discussing correlation.

Wei and Ramalu (2011) revealed the relationship between service quality and the level of student's satisfaction in one of the university in Malaysia. They concluded that service quality is a vital factor that determines the level of student satisfaction. The result of this study reveals that the better the service quality provided by the university, the higher the level of student's satisfaction. Responsiveness, assurance, and empathy are the three dimensions of service quality that is significantly related to the level of student's satisfaction. The findings of this study have made significant contribution to the body of knowledge in student's satisfaction management in higher education institution the area where service quality improvement is needed and this study also made practical implication to management of higher education especially in the area.

Hameed and Amjad (2011) examine student satisfaction in COMSATS Institute of Information Technology (CIIT) by collecting feedback from 157 students and found that counseling staff, faculty and classes have a significant effect on student satisfaction.

Shekarchizadeh,*et al.* (2011) study the significance of student satisfaction in higher educational institutions can be shown when answering to this question: "What are the consequences of students who are dissatisfied?" They reported that if dissatisfied students' were being forced to stay in the institution they will lose their loyalty and motivation.

Abbasiet *al.* (2011) also conducted a study to measure the level of student satisfaction with the current services provided by Bahauddin Zakariya University. The sample consisted of 401 male and female students enrolled in eighteen specialties in various programs. The results showed that students were dissatisfied with many of the basic services and facilities such as education, administrative support, library, laboratories, housing, medical care, and sport programs, while they revealed the satisfaction of students in three fields, i.e., transportation, classroom and facilities. Generally, the study indicates lack of student satisfaction with educational services offered by the university.

Hanaysha *et al.* (2011), studied Service Quality and Students Satisfaction at Higher Learning Institutions in Malaysia. Their study indicated that generally higher learning institutions' students were satisfied with the service quality performed by the Malaysian learning institutions, i.e. tangibility, reliability, responsiveness, assurance, and empathy.

Ali and Ahmad (2011) conducted study on key factors for determining students' satisfaction in distance learning courses of Allama Iqbal Open University. They showed that just like in traditional education, in distance learning at AIOU, enough interaction takes place between students and instructors; courses were up to date and well-designed; instructors are devoted, motivated, and equipped with the required competencies.

Kimani *et al.* (2011), conducted study on comparative analysis of business students' perceptions of service quality offered in Kenyan universities and concluded that most university students were positive about the quality of service they received in their respective universities with overall mean scores above average. The important dimensions or factors that determined service quality in Kenya universities were administrative quality, academic quality, programs quality, student support, and availability of resources.

Solinas *et al.* (2012) conducted study on the satisfaction of students attending courses at Faculty of Science at the University of Sassari in Italy, and identifying the aspects of teaching that may cause dissatisfaction among students to prevent them from dropping out of their university study. Emphasis was placed on studying the relationship between student satisfaction and three variables; motivation, quality of teaching, and services. Analysis outputs of 403 collected questionnaires clarified several results; the most important of these results is that an interest in sciences was the main motivation really affecting student satisfaction, followed by the ambition to work in the future. In addition, the teacher's ability to keep students' attention and motivate and advise them played an important role in their satisfaction. The results also showed that the efficiency of the services had a positive impact on student satisfaction.

Hassan *et al.* (2012) conducted a research in five dominant public universities in Pakistan to assess the factors affecting students' satisfaction regarding the semester system in universities of Pakistan. They theorized variables such as type of course, duration of course, role of teacher, group work factors and medium of learning to assess the satisfaction of students.

Sudharani and Ravindrana (2012) conducted study on students' expectation, perception and satisfaction towards the management educational institutions in Tamil Nadu and reported that institution quality factors leads to overall satisfaction of the respondents. The study explained various factors such as location, academics, image, infrastructure, cost and personnel as a measure of institutional quality. The findings of this study offered implications for administrators, policy makers and educationalist to frame suitable strategies to attract student customers. The priority of policy makers is at the transaction level of institutional quality and they must try to improve the institutional quality attributes.

Palli and Mamilla (2012) conducted study on students' opinions of service quality in the field of higher education in Sri Venkateswara University in Tirupati and showed that students were satisfied with services in terms of their reliability, assurance, tangibility, and empathy but not much satisfied with responsiveness. The study revealed that the respondents who had studied self-supporting course were more satisfied than the respondents who had studied different courses. In the overall satisfaction, the female respondents were more satisfied with service quality attributes of S.V. University than males.

Mehdipour and Zerehkafi (2013) conducted study on student satisfaction at Osmania University and reported that majority of students informed that there was good rapport between faculty and students, teachers were available when needed; OU staff was warm, friendly, supportive of students; administration staff were polite and help students; and students feel comfortable approaching and talking to their lecturers.

Sivathaasan (2013) studied satisfactory level of undergraduate students with academic library at University of Jaffna, Sri Lanka and reported that students were

relatively most satisfied with competence of library staff, followed by information sources, library environment and library general services.

Mazumder (2013) conducted study on student satisfaction in private and public universities in Bangladesh. The survey also measured the students' overall level of satisfaction with the institution. Data collected from different private and public universities showed overall satisfaction level to be higher among private university students than public university students and also indicated that students from private universities were more satisfied than those of public universities. Finally, comparison of data from male and female students showed higher level of satisfaction among female students.

Muscalua and Dumitrascu (2014) studied determination of students' satisfaction regarding extracurricular activities conducted in the university of Romania-Germany and concluded that unfavorable opinion or the low satisfaction of the students regarding extracurricular activities may be due to low attractiveness of the extracurricular activities offer and lack of information of students.

Mohammadiha *et al.* (2014) study the satisfaction level of students from academic branches from Islamic Azad University, Tehran, Iran and examined rate of students' satisfaction (medicine, dentistry, pharmaceutical) at different medical branches of Islamic Azad University and reported that the academic and educational services presented by different departments do not sufficiently satisfied the students' needs and expectations and they were not pleased with the current conditions.

Kumar (2014) studied students' satisfaction level in higher educational institute Sirsa and concluded that in public institutes students were satisfied or highly satisfied with teacher's regularity, their behavior, parking space in the institute, fee structure of the course and library. On the other hand students express their dissatisfaction regarding labs, IT tools, placement, sports facilities and extra curriculum activities in public institutes.

Jiten H Menghani (2015) conducted study on student's satisfaction level from educational services provided by Mumbai University and highlighted the importance of ascertaining students' perception of their academic and non academic experience of students' life. The study manages to identify those areas that were of high priority and high performance and those areas that were of high priority and low in performance. The studies revealed that majority of the students were not satisfied with the online services provided by University of Mumbai.

Kaur and Bhalla (2015) conducted study on satisfaction of students towards quality in higher education in Punjab (India). The study showed that students view infrastructure facilities as an important factor followed by placement services, education environment, extracurricular activities, and knowledge up gradation, academic facilities, student support services and academic staff.

Ajayi (2015) studied students' satisfaction with hostel facilities in federal university of technology, Akure, Nigeria and revealed that respondents were dissatisfied with the adequacy and functionality of some facilities such as the laundry, bathroom and toilet facilities due to distance from rooms and the level of cleanliness and also recommended the need for provision of more hostels with better designs and current facilities through public-private partnership to meet the needs of the growing students' population.

Weerasinghe and Dedunu (2017) conducted research on university staff, image and students' satisfaction in selected regional Universities in Sri Lanka. The study indicated that quality of academic staff had small direct impact and big indirect impact on students' satisfaction and also reported that the direct impact of nonacademic staff on students' satisfaction was significant in Sri Lankan context. The study recommended that university should improve the quality of academic staff, then it will enhance the university image and then by students' satisfaction.

Chapter- 3

MATERIALS AND METHODS

This chapter outlines the research design and methodology. It presents the study design, sample selection and size. The chapter also presents the study methodology and data analysis. The research work on the topic “Assessment of students satisfaction level: A case study of Faculty of Fisheries SKUAST–K” was based on survey where primary data was collected from the students of the Faculty through well structured pre-tested questionnaire.

Keeping in view the objectives under study, the appropriate method for the conduct of the study was finalized.

3.1 Research Approach

3.2 Locale of the study.

3.3 Population of Study

3.4 Sample and Sampling Techniques

3.5 Instrument for Data Collection

3.6 Procedure of the Study

3.7 Collection of data

3.8 Statistical Analysis

3.9 Research Limitations

3.1 Research Approach

Quantitative analysis is the collecting of data that can be expressed in numerical form. This involves data that is measurable and can include statistical results, financial data, or demographic data which is a deductive view of the relationship between theory and research (Bryman & Bell 2003, 68)

There are closed ended questions on the questionnaire where quantitative analysis will be applied. The principal aim of the questionnaire is to obtain accurate, easily comparable information from the respondents taking into consideration the large size of the sample.

3.2 Locale of the Study

The study was conducted in Faculty of Fisheries SKUAST-K Rangil, Ganderbal. The Faculty of Fisheries in SKUAST (K) was established in August 2005. Mandate of the Faculty is to conduct research and disseminate the findings and other technical information through extension education programs, besides producing skilled and trained manpower for the better administration and management of fisheries sector. The Faculty is offering Bachelors (B.F.Sc.), Masters (M.F.Sc. in seven disciplines) and Doctoral (Ph.D. in two disciplines) at its Rangil, Campus. Courses related to Cold water/Hill Fisheries have been incorporated in the curriculum as per ICAR recommendations. The Faculty is offering two seats each in B.F.Sc & M.F.Sc degree programs for other hill states of the country like Himachal Pradesh, Arunachal Pradesh, Sikkim & Uttarakhand having Coldwater / Hill fisheries resources.

3.3 Population of Study

According to McDaniel (2001) target population is a total group of people from whom the researcher may obtain information to meet the research objectives. Hence, the target population comprised of all the Students of Faculty of Fisheries Rangil, Ganderbal.

3.4 Sample and Sampling Techniques

The respondents of the study were 80 students. In order to determine the respondents accurately, the stratified random sampling was used. Samples were taken proportionally with the total number of undergraduate and post-graduate students.

3.5 Instrument for Data Collection

One questionnaire was used in order to collect the views of students. The questionnaire was pre-tested so that questions could be reframed and some necessary improvements could be incorporated. After the approval of the questionnaires, they were distributed personally to the 25 respondents of the third year, 25 respondents of the final year undergraduates and 30 respondents of the post-graduate students.

3.6 Procedure of the Study

In order to get data from the respondents through the above instruments, the researcher visited the sample students personally and administered the questionnaires to the sample students. The content of the questionnaire was explained first to the respondents before answering. The respondents were requested to record their free, frank and independent responses. An assurance was given to the respondents that their identity shall be kept confidential and information collected will be used only for the purpose for it was collected.

The purpose of this study was to identify the factors that contribute to graduate and masters level student satisfaction studying in Faculty of Fisheries. The research and findings may benefit both the Faculty and students. It will help Faculty to improve its organizations and structures such as teaching method, curriculum and Infrastructural facilities. It will help service providers to analyze and identify their strengths, opportunities and weaknesses. This study will also help the Faculty to know the level of student satisfaction and also which aspects are the most important. This research will also be important when the Faculty is undergoing through new changes. The findings of this research will also help the universities in India to serve students more effectively the future, and develop their quality of service to increase the satisfaction level of its students. These findings may also be useful to the students who want to join a Bachelor, Master's and Ph.D. program in Faculty of Fisheries.

3.7. Collection of Data

A well –structured questionnaire, formulated after keeping in view the objectives of the study was used for conducting the survey. The questionnaire was divided into thirteen sections. Each section comprised of questions pertaining to students’ satisfaction level in various areas. The sections included teaching followed by course learning, practicals, library, information communication and technology laboratory, museum, medical facilities, Canteen, campus facilities, registration, academic facilities, sports and hostel respectively.

3.8 Statistical Analysis

The statistical analysis of the data was carried out by using Microsoft Excel and SPSS v 16.0 and Past 3 software used. Chi-square test and percentage analysis was used to analyze the view of students on all sections to assess the satisfaction level of students in faculty of fisheries.

3.9 Research Limitations

Limitations or weaknesses are identification of problems and are part of any research that helps to improve future research and studies in the same area. It assists the researcher to identify what went right and what went wrong. From the study conducted, it was identified that the research suffers from several areas. First, the sample size was perhaps rather small and was taken only from one particular Faculty of Fisheries. Besides that, the study only covered U.G and P.G students. This may in fact limit the researcher’s respondents. Time constraint is another factor that has contributed to the small sample size. Another limitation was the choice of collecting data only from one specific category of students; third and final year undergraduate students’.

Chapter - 4

RESULT

The findings of the study have been presented in the current chapter. The survey was held during the spring 2018 and responses obtained are compiled under different headings. A total of 80 respondents were selected as sample of the study as shown in table 4.1. The data presented is collectively based on the response of different groups and further analyzed and discussed.

Table 4.1: Name of the sample group and sample size

Name of Sample Group	Number of students
Group one :Third year undergraduates	25
Group two: Final year undergraduates	25
Group third: Post graduates	30
Total	80

Data Presentation

A questionnaire was formulated for the research study. Each section comprised of questions pertaining to student's satisfaction level in various areas. First section included questions pertaining to teaching followed by course learning, practical's, library, information communication & technology laboratory, museum, medical facilities, canteen, campus facilities, registration academic facilities, sports and hostel. The chapter further discusses the data exactly found in the questionnaire under the above-mentioned headings.

4.2.1. Teaching

(a) Do you think teachers are polite and courteous?

Table No. 4.2.1(a)							
			Satisfaction level of students with respect to behavior of teachers'				Total
			Yes	No	Sometimes	undecided	
Students	U.G	Count	40	5	3	2	50
		% within class	80.0%	10.0%	6.0%	4.0%	100.0%
	P.G	Count	25	0	2	3	30
		% within class	83.3%	0.0%	6.7%	10.0%	100.0%
Total	Count		65	5	5	5	80
	% within class		81.3%	6.3%	6.3%	6.3%	100.0%

Chi –square test			
	X ²	df	p value
Pearson Chi-Square	4.119	3	.249

Table No. 4.2.1(a) depicts the level of satisfaction level of U.G and P.G students regarding the behavior of teachers'. It is evident from the table that majority of the P.G students (80.0%) and U.G students (83.3%) agreed that teachers are polite and courteous. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of U.G and P.G students with respect to the behavior of teachers ($p>0.05$)

(b) Do you feel comfortable approaching and talking to teachers?

Table No. 4.2.1(b)							
			Satisfaction level of students with respect to approachability to teachers'				
			Yes	No	Sometimes	undecided	Total
Class	U.G	Count	34	5	6	5	50
		% within class	68.0%	10.0%	12.0%	10.0%	100.0%
	P.G	Count	29	0	1	0	30
		% within class	96.7%	0.0%	3.3%	0.0%	100.0%
Total		Count	63	5	7	5	80
		% within class	78.8%	6.3%	8.8%	6.3%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	9.566	3	.023

Table No. 4.2.1(b) depicts the level of satisfaction level of U.G and P.G. students' regarding approachability. It is evident from the table that majority of the P.G. students (96.7%) and U.G students (68.0%) felt comfortable in approaching teachers'. As can be seen from the Chi-Square results there is significant difference between the satisfaction level of U.G and P.G students with respect to the comfort level in approaching teachers' (p>0.05)

Teaching

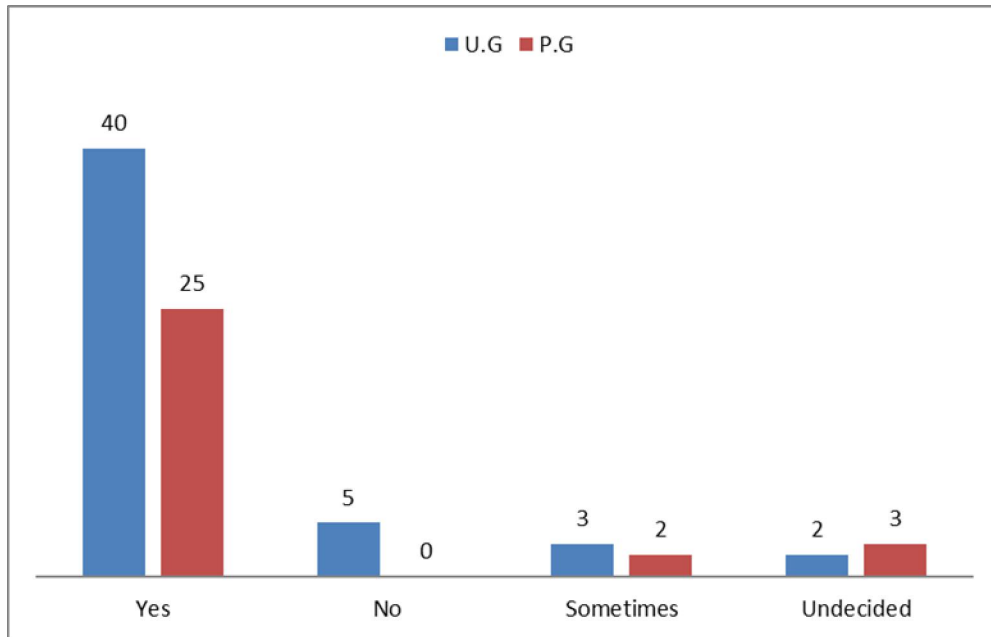


Fig.4.2.1:(a) Satisfaction level of students with respect to behavior of teachers'

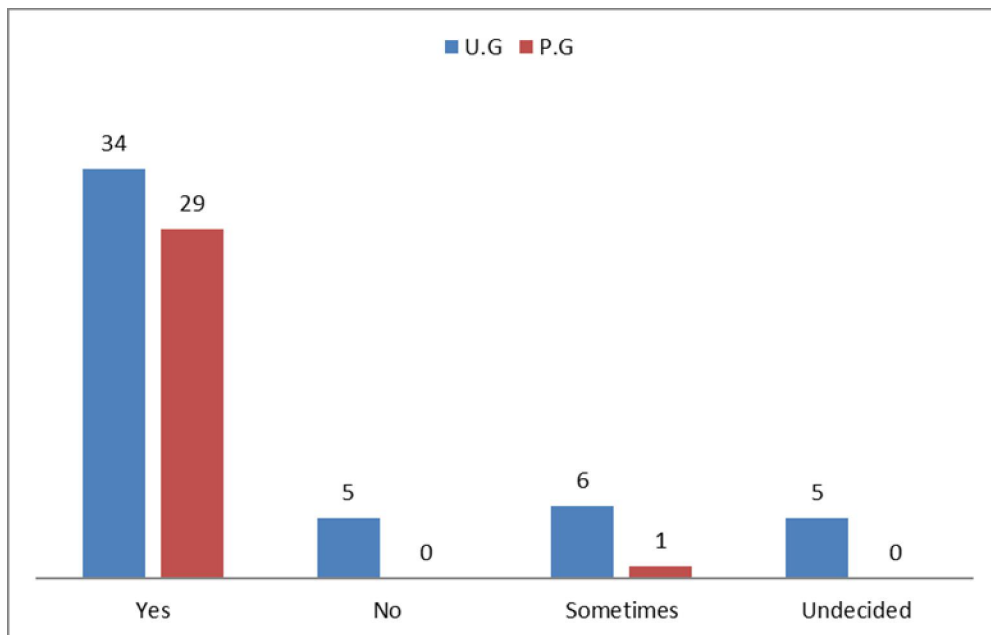


Fig.4.2.1:(b) Satisfaction level of students with respect to approachability to teachers'

(c) Do you think teachers' have extensive knowledge of their subjects?

Table No. 4.2.1(c)							
			Satisfaction level of students with respect to knowledge level of teachers				
			Yes	No	Sometimes	Undecided	Total
Class	U.G	Count	39	6	3	2	50
		% within class	78.0%	12.0%	6.0%	4.0%	100.0%
	P.G	Count	28	0	1	1	30
		% within class	93.3%	0.0%	3.3%	3.3%	100.0%
Total	Count	67	6	4	3	80	
	% within class	83.8%	7.5%	5.0%	3.8%	100.0%	

Chi –square test			
	X²	df	p value
Pearson Chi-Square	4.415	3	.220

Table No. 4.2.1(c) reveals the level of satisfaction level of U.G and P.G students regarding teachers' knowledge. It is evident from the table that 78.0% of the P.G students and 93.3% of the U.G students opined that teachers have extensive knowledge of their subject. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of U.G and P.G students with respect to the knowledge level of teachers' in their respective subject ($p>0.05$).

(d) Are you satisfied with teacher's presentation skills?

Table No. 4.2.1(d)							
			Satisfaction level of students with respect to presentation skills of teachers'				
			Yes	No	Sometimes	Undecided	Total
Class	U.G	Count	45	3	2	1	51
		% within class	88.2%	5.9%	3.9%	2.0%	100.0%
	P.G	Count	27	0	1	2	30
		% within class	90.0%	0.0%	3.3%	6.7%	100.0%
Total	Count	72	3	3	3	81	
	% within class	88.9%	3.7%	3.7%	3.7%	100.0%	

Chi –square test			
	Value X²	df	p value
Pearson Chi-Square	2.918	3	.404

The data presented in Table No. 4.2.1(d) reveals that 88.2% of the P.G and 90.0% of U.G students are satisfied with teachers' presentation skills. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of U.G and P.G students with respect to the teachers' presentation skills ($p > 0.05$).

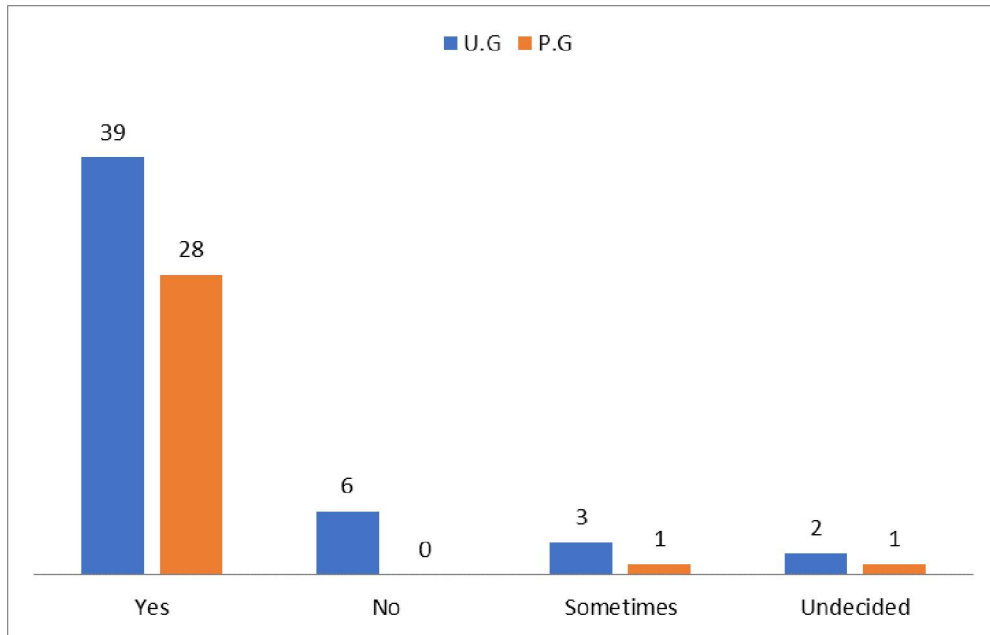


Fig. 4.2.1:(c) Satisfaction level of students with respect to knowledge level of teachers'

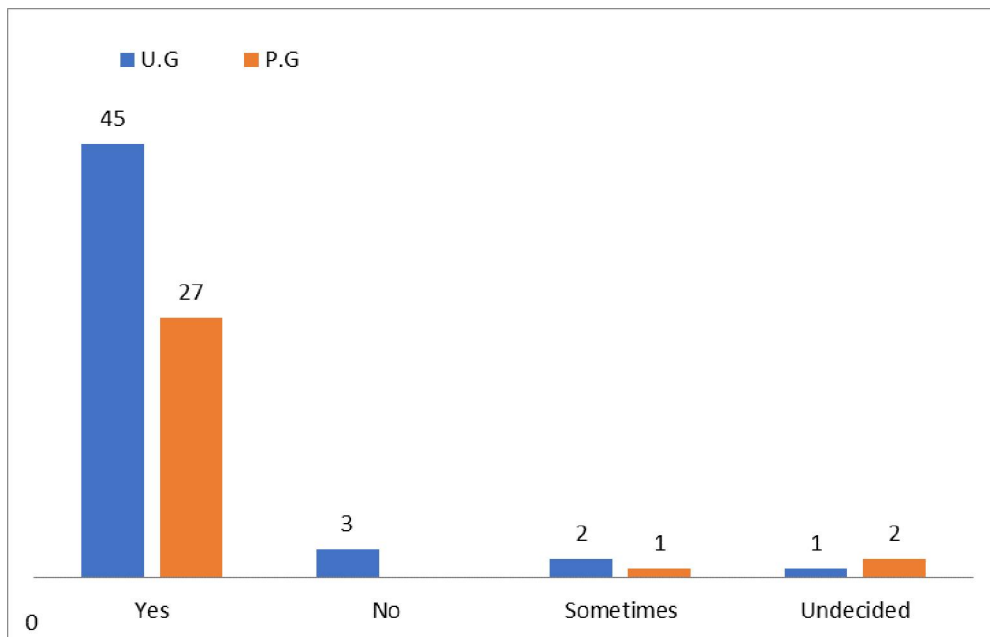


Fig 4.2.1:(d) Satisfaction level of students with respect to presentation skills of teachers'

(e) Do you think teacher's make the lesson relevant to daily life?

Table No. 4.2.1(e)							
			Satisfaction level of students with respect to relevance				
			Yes	No	Sometimes	Undecided	Total
Class	U.G	Count	47	0	2	1	50
		% within class	94.0%		4.0%	2.0%	100.0%
	P.G	Count	28	0	2	0	30
		% within class	93.3%		6.7%	0.0%	100.0%
Total	Count	75	0	4	1	80	
	% within class	93.8%		5.0%	1.3%	100.0%	

Chi –square test			
	X²	df	p value
Pearson Chi-Square	.868	2	.648

The data presented in Table No. 4.2.1(e) reveals that majority of the P.G (94.0%) and U.G (93.3%) students opined that teachers make the lesson relevant to daily life. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of U.G and P.G students with respect to the teachers making the lessons relevant to the daily life ($p > 0.05$).

(f) What are the modes of teaching that teachers use?

Table No. 4.2.1(f)						
			Satisfaction level of students with respect to modes of teaching			
			Lecturing	Demonstration	Classroom Discussion	Total
Class	U.G	Count	20	20	10	50
		% within class	40%	40%	20 %	100.0%
	P.G	Count	21	9	0	30
		% within class	70%	30%	0%	100.0%
Total		Count	41	29	10	80
		% within class	51.25%	58%	12.5%	100.0%

Chi –square test			
	Value X²	df	p value
Pearson Chi-Square	6.109	2	.047

The data presented in Table No. 2.1(e) reveals that 70% of P.G and 40% U. G students opined that teachers use lecturing as a mode of teaching while 30% of P.G and 40% U.G students opined that teachers use demonstration as a mode of teaching As can be seen from the Chi-Square results there is significant difference between the satisfaction level of U.G and P.G students with modes of teaching ($p > 0.05$)

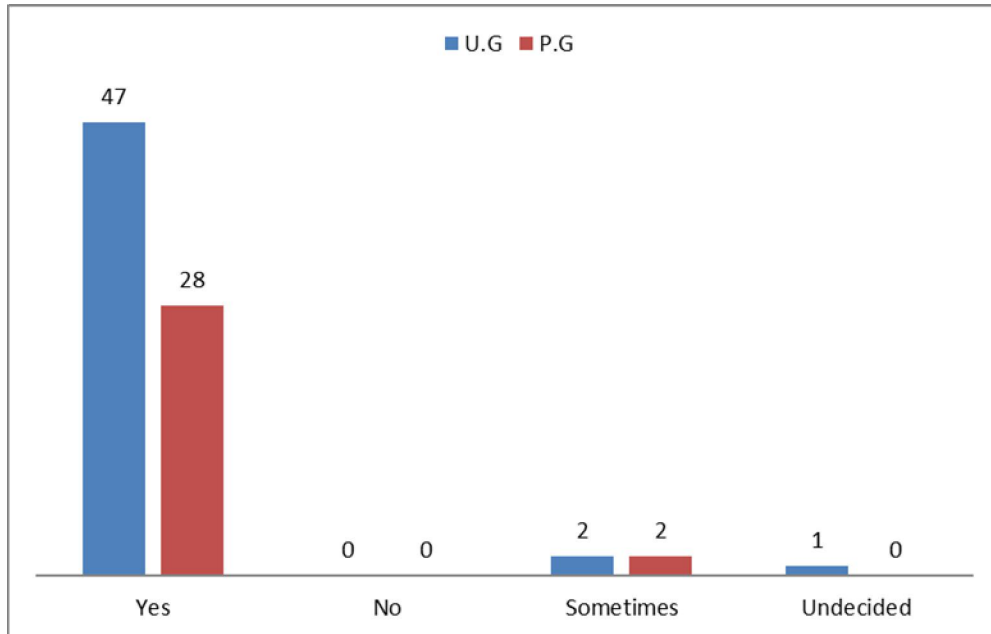


Fig.4.2.1:(e) Satisfaction level of students with respect to relevance

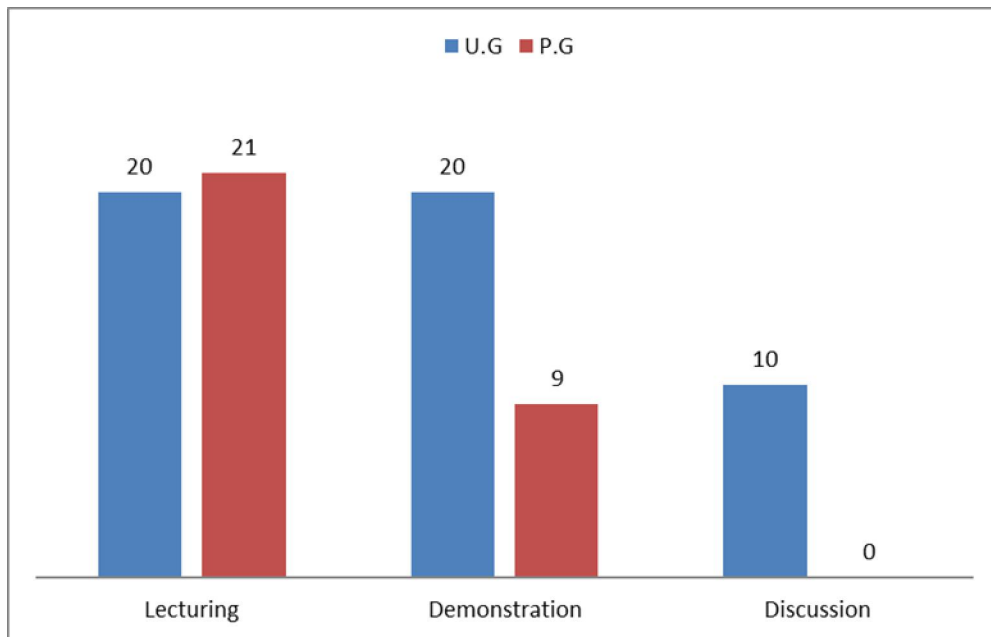


Fig.4.2.1:(f) Satisfaction level of students with respect to modes of teaching

(g) Do teachers answer your queries?

Table No: 4.2.1(g)							
			Satisfaction level of students with respect to queries				
			Yes	No	Sometimes	Undecided	Total
Class	U.G	Count	41	5	3	1	50
		% within class	82.0%	10.0%	6.0%	2.0%	100.0%
	P.G	Count	30	0	0	0	30
		% within class	100.0%	0.0%	0.0%	0.0%	100.0%
Total		Count	71	5	3	1	80
		% within class	88.8%	6.3%	3.8%	1.3%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	6.085	3	.108

The data presented in Table No. 4.2.1(g) reveals that majority of the U.G (82.0%) and all P.G (100.0%) students opined that teachers answered their queries. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of U.G and P.G students with respect to the queries answered by teachers' (p>0.05).

(h) Do you think teachers' come to class on time?

Table No: 4.2.1(h)					
			Satisfaction level of students with respect to punctuality		
			Yes	No	Total
Class	U.G	Count	49	1	50
		% within class	98.0%	2.0%	100.0%
	P.G	Count	30	0	30
		% within class	100.0%	0.0%	100.0%
Total		Count	79	1	80
		% within class	98.8%	1.3%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	.608	1	.436

The data presented in Table No. 4.2.1(h) reveals that 98.0% of the U.G and 100.0% of P.G students opined that teachers comes to class on time. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of U.G and P.G students with respect to the teachers' punctuality ($p>0.05$)

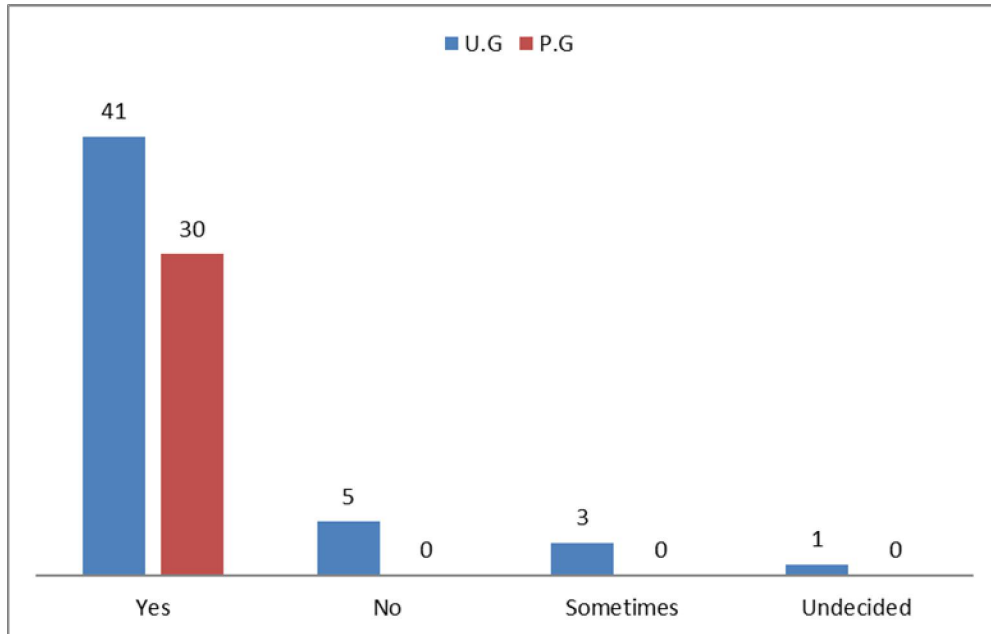


Fig.4.2.1:(g) Satisfaction level of students with respect to teachers responses

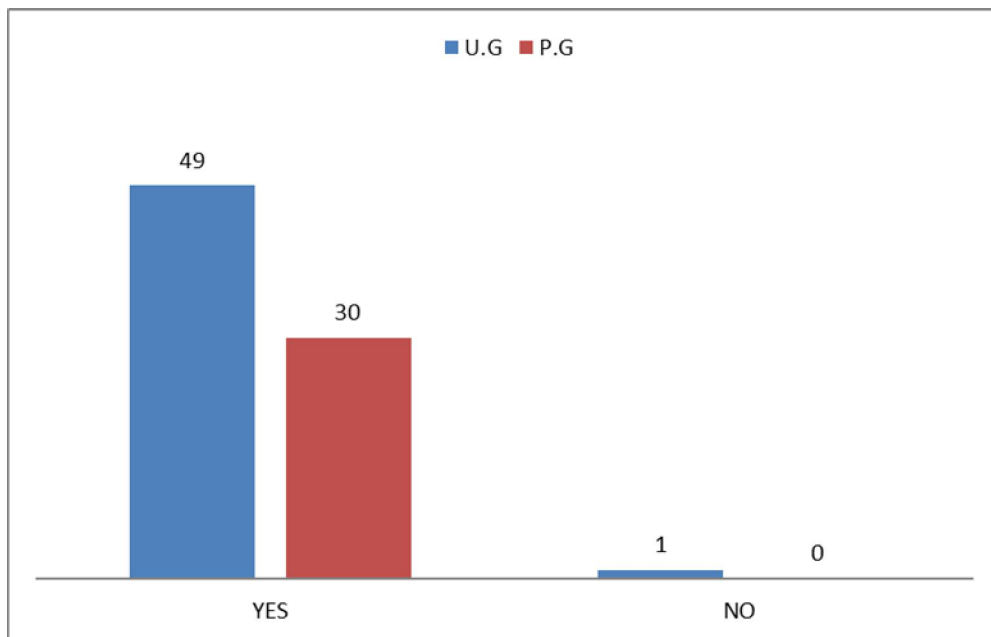


Fig.4.2.1:(h) Satisfaction level of students with respect to punctuality of teachers?

(i) Are teachers available when needed?

Table No: 4.2.1(i)					
			Satisfaction level of students with respect to availability		
			Yes	No	Total
Class	U.G	Count	48	2	50
		% within class	96.0%	4.0%	100.0%
	P.G	Count	29	1	30
		% within class	96.7%	3.3%	100.0%
Total	Count	77	3	80	
	% within class	96.3%	3.8%	100.0%	

Chi –square test			
	X²	df	p value
Pearson Chi-Square	.023	1	.879

The data presented in Table No. 4.2.1(i) reveals that majority of the P.G (96.0%) and U.G (96.7%) students opined that teachers' are available when needed. As can be seen from the Chi-square results there is no significant difference between the satisfaction level of U.G and P.G students with respect to the teachers' availability ($p > 0.05$)

(j) Are you satisfied with teacher's grading?

Table No: 4.2.1(j)					
			Satisfaction level of students with respect to grading		
			Yes	No	Total
Class	U.G	Count	43	7	50
		% within class	86.0%	14.0%	100.0%
	P.G	Count	29	1	30
		% within class	96.7%	3.3%	100.0%
Total		Count	72	8	80
		% within class	90.0%	10.0%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	2.370	1	.124

The data presented in Table No. 4.2.1(j) reveals that majority of P.G (96.7%) and U.G students (86.0%) concluded that they are satisfied with teachers' grading. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of U.G and P.G students with respect to the teachers' grading ($p>0.05$)

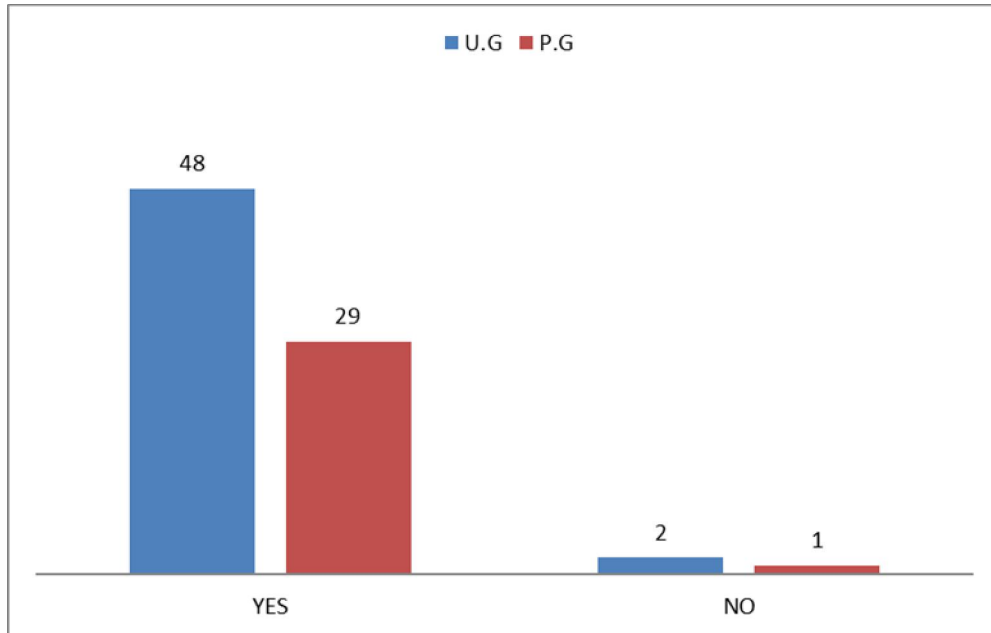


Fig.4.2.1:(i) Satisfaction level of students with respect to availability of teachers'

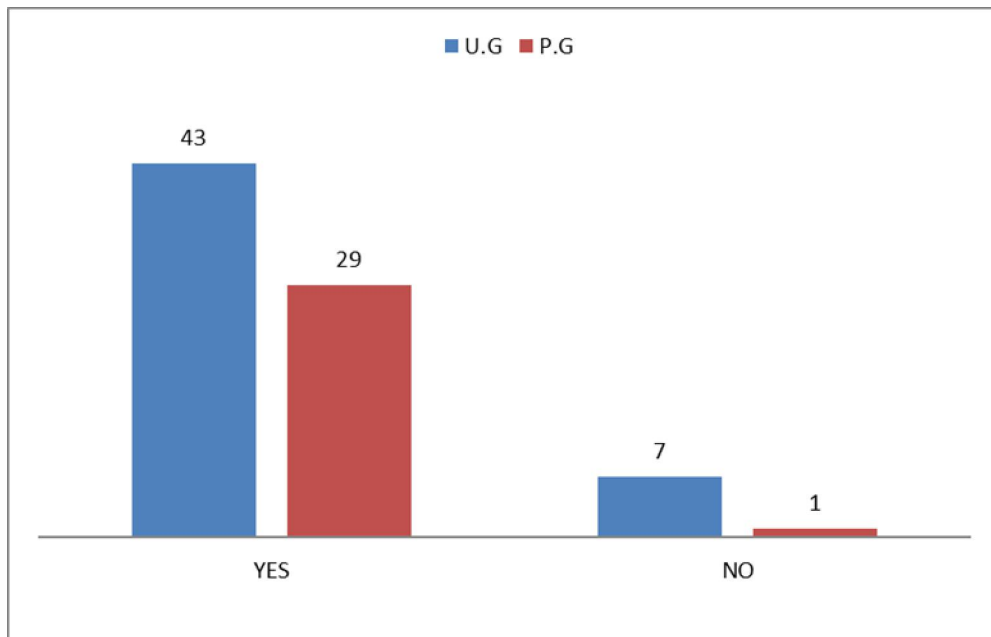


Fig.4.2.1:(j) Satisfaction level of students with respect to grading

4.2.2. Section 2: Course Learning

(a) Do you think courses offered per semester are sufficient?

Table No: 4.2.2(a)					
			Satisfaction level of students with respect to courses offered		
			Yes	No	Total
Class	U.G	Count	45	5	50
		% within class	90.0%	10.0%	100.0%
	P.G	Count	29	1	30
		% within class	96.7%	3.3%	100.0%
Total	Count		74	6	80
	% within class		92.5%	7.5%	100.0%

Chi –square test			
	X ²	df	p value
Pearson Chi-Square	.014	1	.023

The data presented in Table No. 4.2.2(a) reveals that 90.0% of the P.G and 96.7% of U.G students are satisfied with the courses offered. As can be seen from the Chi-Square results there is significant difference between the satisfaction level of U.G and P.G students with respect to the courses offered ($p > 0.05$)

(b) How would you rate the speed at which coursework is covered by teachers?

Table No: 4.2.2(b)							
			Satisfaction level of students with respect to course work completion				
			Fast	Slow	Just right	Undecided	Total
Class	U.G	Count	7	5	35	3	50
		% within class	14.0%	10.0%	70.0%	6.0%	100.0%
	P.G	Count	2	1	27	0	30
		% within class	6.7%	3.3%	90.0%	0.0%	100.0%
Total		Count	9	6	62	3	80
		% within class	11.3%	7.5%	77.5%	3.8%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	4.775	3	.189

As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of U.G and P.G students with respect to course work completion ($p < 0.05$). The data presented in Table No: 4.2.2(b) reveals that majority of P.G (90.0%) and U.G (70.0%) students are satisfied with course work completion.

Course learning

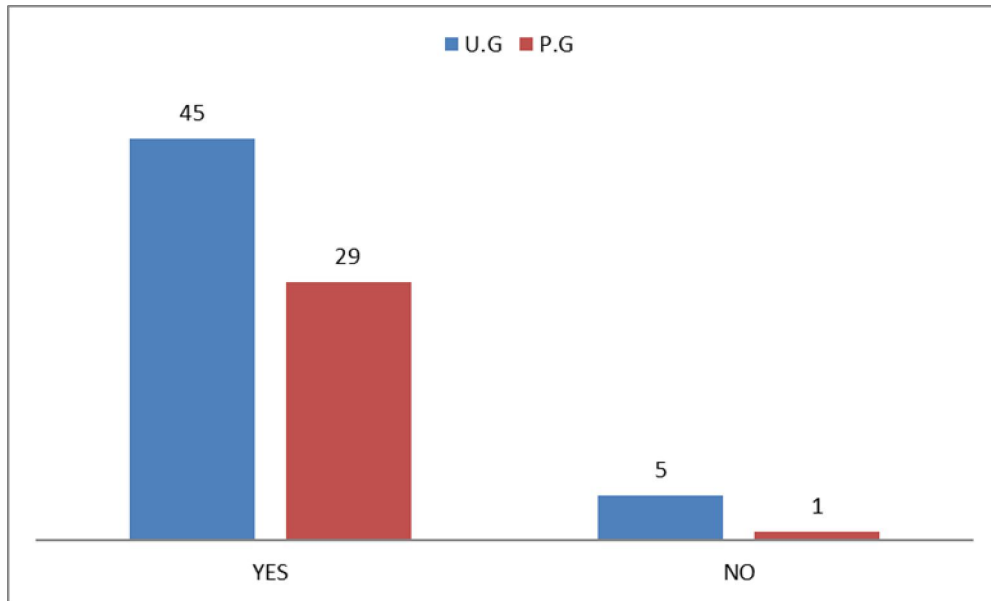


Fig.4.2.2:(a) Satisfaction level of students with respect to courses offered

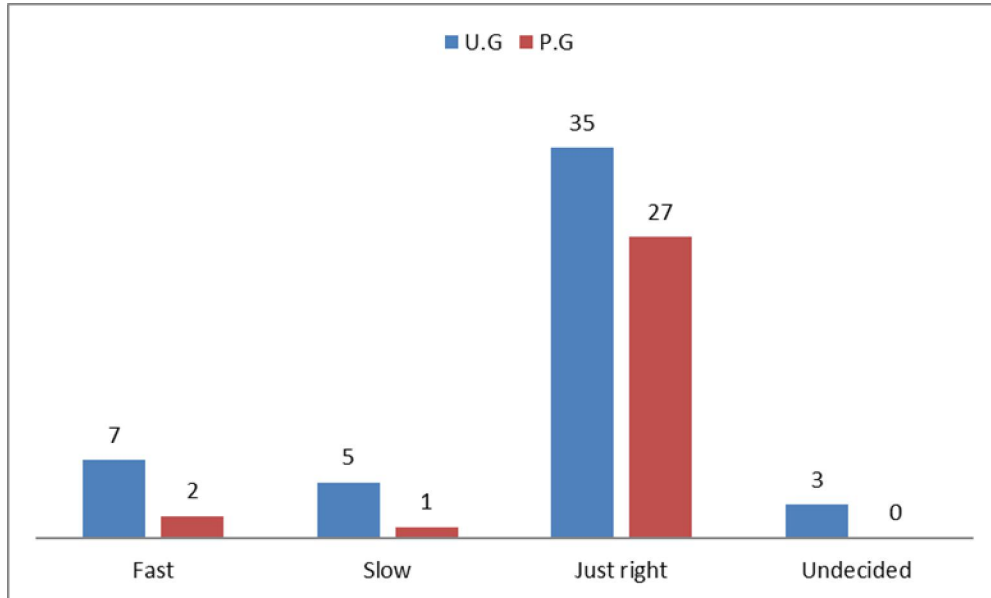


Fig. 4.2.2:(b) Satisfaction level of students with respect to course work completion

(c) Do you find the content provided to you by teachers' appropriate?

Table No: 4.2.2(c)					
			Satisfaction level of students with respect to reference material		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%	0%	100.0%
	P.G	Count	30	0	30
		% within class	100.0%	0%	100.0%
Total	Count	80	0	80	
	% within class	100.0%	0%	100.0%	

The data presented in Table No: 4.2.2(c) reveals that all the students of P.G (100%) and U.G (100%) are satisfied with the content provided by the teachers.

(d) Do you think class assignment, project, presentation are helpful for your course learning?

Table No: 4.2.2(d)					
			Satisfaction level of students with respect to assignment, projects and presentations		
			Yes	No	Total
Class	U.G	Count	43	7	50
		% within class	86.0%	14.0%	100.0%
	P.G	Count	28	2	30
		% within class	93.3%	6.7%	100.0%
Total		Count	71	9	80
		% within class	88.8%	11.3%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	1.010	1	.315

The data presented in Table No: 4.2.2(d) reveals that majority of P.G (93.3%) and U.G (86.0%) students agreed that assignment, projects and presentations are helpful in the course learning. As can be seen from the Chi-Square results there is no significant difference between the of satisfaction level of students (U.G and P.G) with respect to the assignment, project and presentation given by teachers' for course learning (p>0.05)

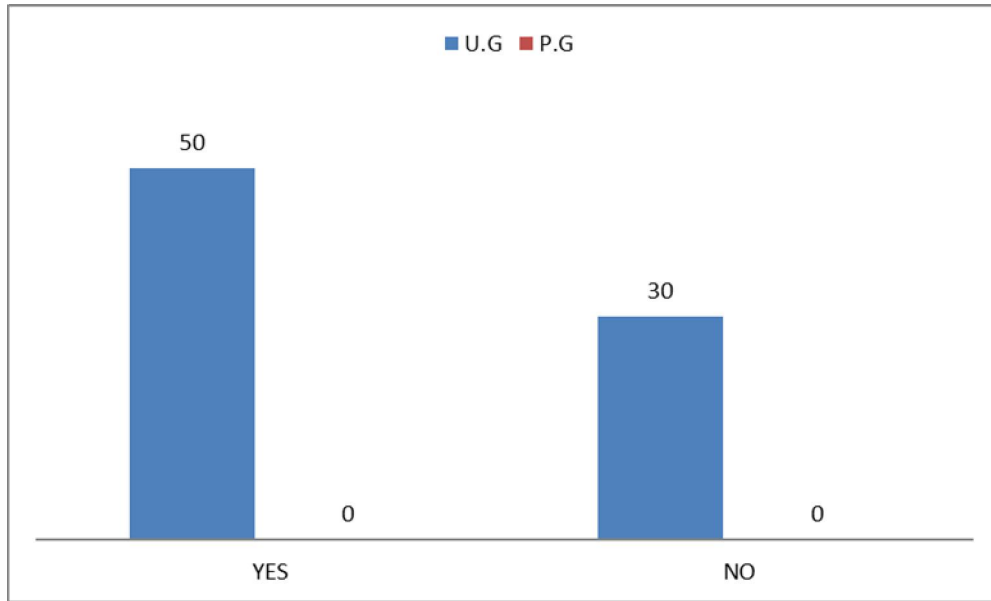


Fig.4.2.2:(c) Satisfaction level of students with respect to reference material

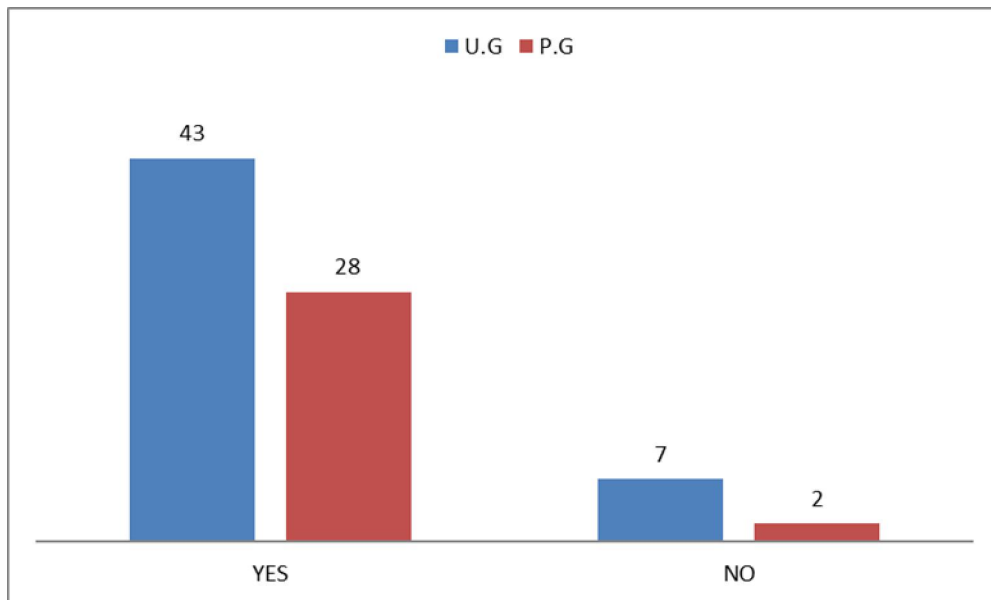


Fig.4.2.2:(d) Satisfaction level of students with respect to assignment, projects and presentations

(e) Difficulty level of courses

Table No: 4.2.2(e)							
			Satisfaction level of students with respect to difficulty level of courses				
			0-20%	20-40%	40-70%	70-100%	Total
Class	U.G	Count	0	0	33	17	49
		% within class	0%	0%	65.3%	34.7%	100.0%
	P.G	Count	0	0	18	12	31
		% within class	0%	0%	58.1%	41.9%	100.0%
Total		Count	0	0	51	29	30
		% within class	0%	0%	63.75%	36.25%	37.5%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	.425	1	.515

The data presented in Table No. 4.2.2(e) reveals that majority of the U.G (65.3%) and P.G (58.1%) students gave ratings (40-70%) for difficulty level of courses. On the contrary U.G (34%) and P.G (41%) students rated the difficulty level of (70-80%) for difficulty level of courses. As can be seen from the Chi-Square results there is no significant difference between satisfaction level of students (U.G and P.G) with respect to the difficult level of courses ($p>0.05$).

(f) Does your course motivate you to set up your goals for future?

Table No: 4.2.2(f)					
			Satisfaction level of students with respect to motivation		
			Yes	No	Total
Class	U.G	Count	41	8	50
		% within class	83.7%	16.3%	100.0%
	P.G	Count	24	6	30
		% within class	80.0%	20.0%	100.0%
Total		Count	65	14	80
		% within class	82.3%	17.7%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	.172	1	.678

The data presented in Table No: 4.2.2(f) depicts that majority of the P.G (80%) and U.G (83%) students' deciphered that the course motivates them to set up goals for future. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of students (U.G and P.G) with respect to motivation ($p > 0.05$).

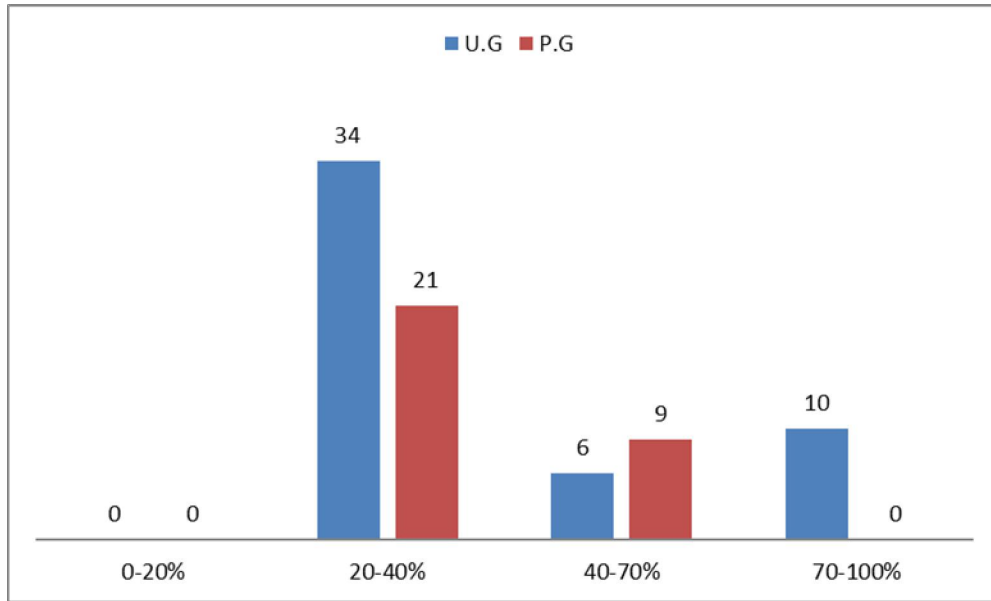


Fig.4.2.2:(e) Satisfaction level of students with respect to difficulty level of courses

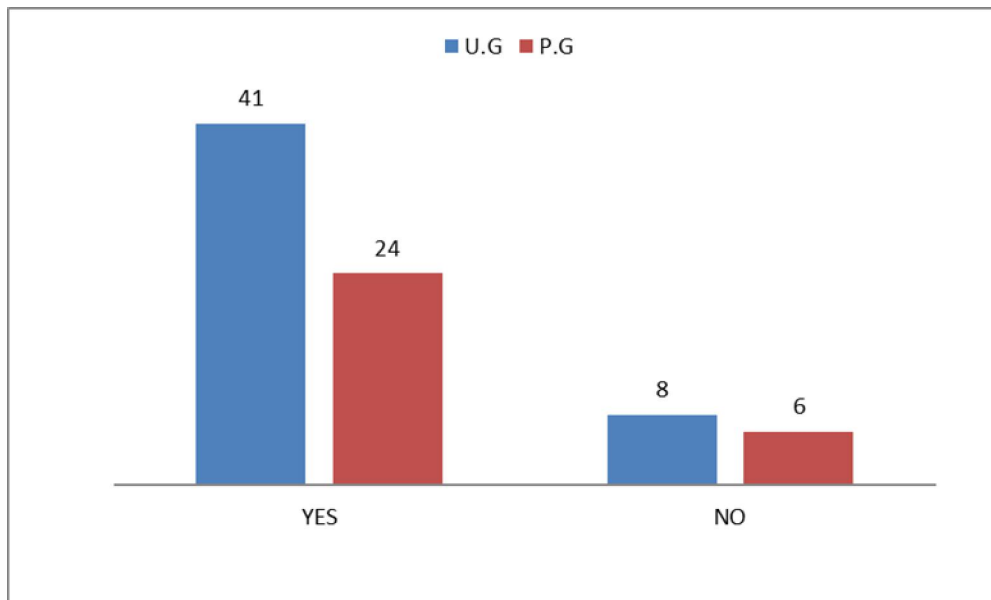


Fig.4.2.2:(f) Satisfaction level of students with respect to motivation

(g) Are you satisfied with seminars within the Faculty?

Table No: 4.2.2(g)					
			Satisfaction level of students with respect to seminars		
			Yes	No	Total
Class	U.G	Count	40	10	50
		% within class	80%	20%	100.0%
	P.G	Count	20	10	30
		% within class	66.66%	33.33%	100.0%
Total		Count	63	30	80
		% within class	78%	37%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	2.254	1	.013

The data presented in Table No. 4.2.2(g) reveals that majority of the U.G (80%) and only 68% of P.G students informed that the faculty arranges seminars for students. As can be seen from the Chi-Square results there is significant difference between satisfaction level of students (U.G and P.G) with respect to the seminar arrangement ($p < 0.05$).

(h) Do you find guest lectures helpful?

Table No: 4.2.2(h)					
			Satisfaction level of students with respect to guest lectures		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%		100.0%
	P.G	Count	30	0	30
		% within class	100.0%		100.0%
Total		Count	80	0	80
		% within class	100.0%		100.0%

The data presented in Table No. 4.2.2(h) depicts that all the students of P.G (100%) and U.G (100%) are satisfied with guest lectures.

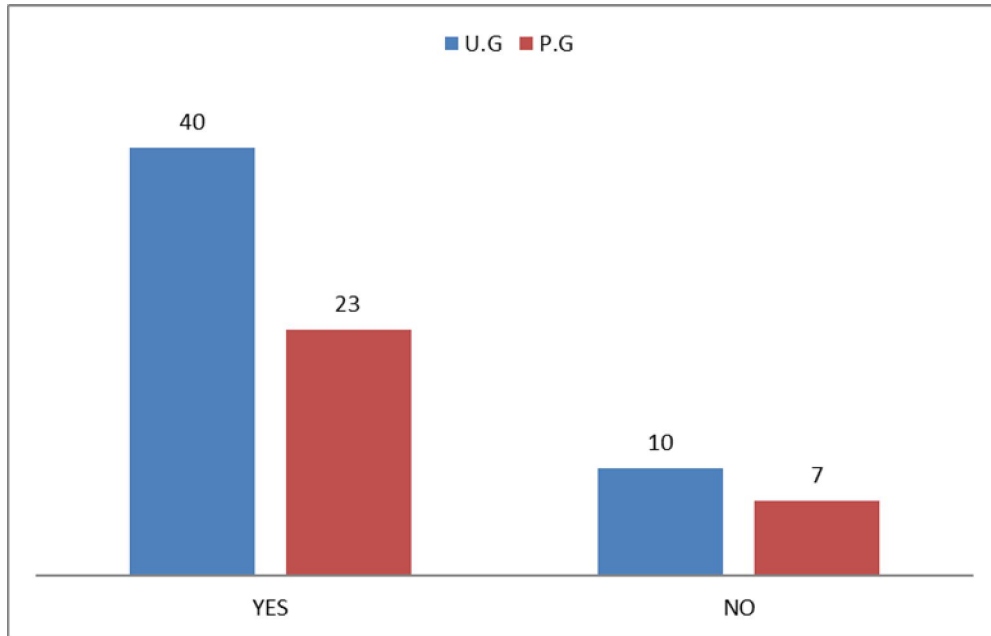


Fig.4.2.2:(g) Satisfaction level of students with respect to seminars

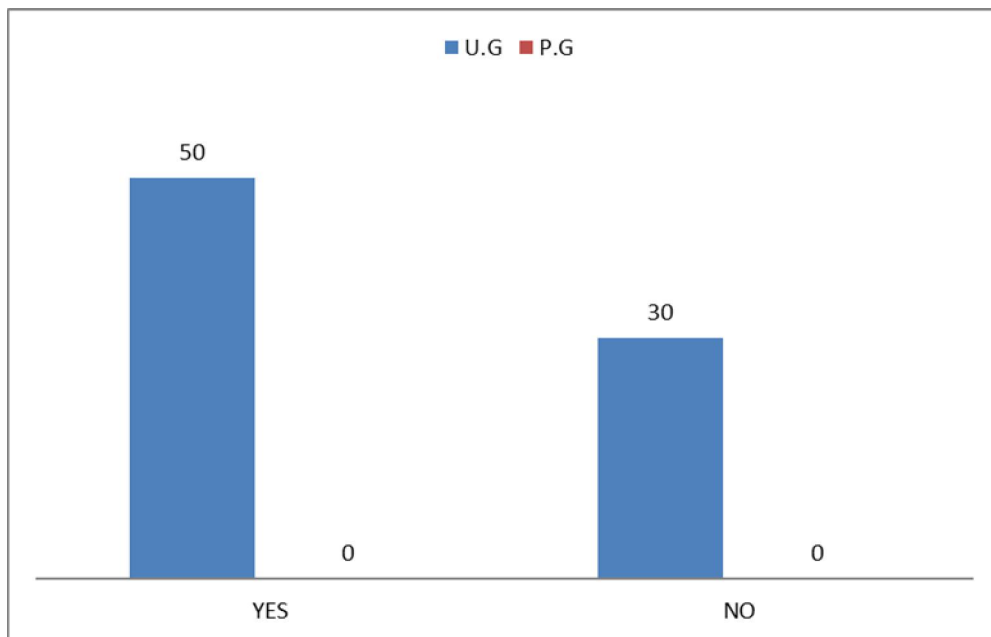


Fig.4.2.2(h) Satisfaction level of students with respect to guest lectures

(i) Students liking for various academic programmes?

Table No: 4.2.2(i)							
			Satisfaction level of students with respect to liking of various academic programmes				
			Practical's	Ornamental fisheries	NSS drive	Seminars	Total
Class	U.G	Count	10	10	15	5	40
		% within class	25.0%	25.0%	37.5%	12.5%	100.0%
	P.G	Count	10	6	9	5	30
		% within class	33.3%	20.0%	30.0%	16.7%	100.0%
Total	Count		20	16	24	10	70
	% within class		28.6%	22.9%	34.3%	14.3%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	1.094	3	.779

The data presented in Table No. 4.2.2(i) depicts that majority of the P.G (37.5%) and U.G (30.0%) students informed that they like NSS (National Service Scheme) organized by Faculty. On the contrary P.G (25%) and U.G (20%) students agreed that they like ornamental fisheries about Faculty while P.G (25%) and U.G (33%) students are interested in practical s'. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of students (U.G and P.G) with respect to liking of various academic programmes ($p > 0.05$).

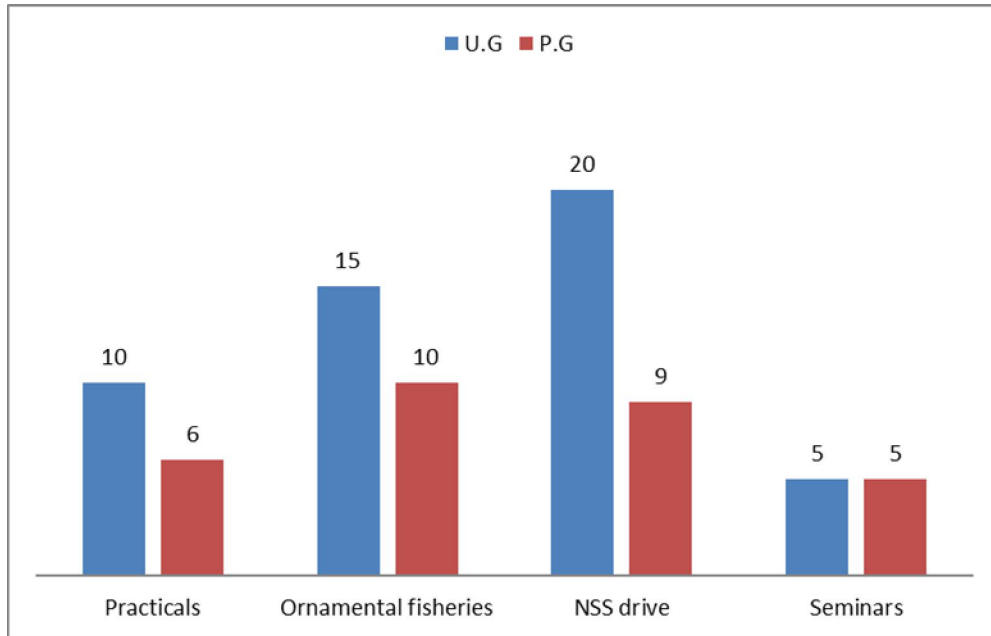


Fig.4.2.2:(i)Satisfaction level of students with respect to liking of various activities

4.2.3. Practical work

(a) Are you satisfied with availability of apparatus?

Table No: 4.2.3(a)					
			Satisfaction level of students with respect to availability of apparatus		
			Yes	No	Total
Class	U.G	Count	41	9	50
		% within class	82%	18%	100.0%
	P.G	Count	19	11	30
		% within class	63.33%	36.66%	100.0%
Total	Count	60	20	80	
	% within class	75%	25%	100.0%	

Chi –square test			
	X²	df	p value
Pearson Chi-Square	.000	1	0.01

The data presented in Table No. 4.2.3(a) reveals that U.G (82%) and P.G (63.33%) students are satisfied with the availability of apparatus. As can be seen from the Chi-Square results there is significant difference between satisfaction level of students (U.G and P.G) with respect to the availability of apparatus ($p > 0.05$).

(c) Are you satisfied with the availability of chemicals in Laboratory?

Table No: 4.2.3(b)					
			Satisfaction level of students with respect to availability of chemicals		
			Yes	No	Total
Class	U.G	Count	39	11	50
		% within class	78%	22%	100.0%
	P.G	Count	19	11	30
		% within class	63.33%	36.66%	100.0%
Total		Count	58	22	80
		% within class	72.5%	27.5%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	.000	1	1.000

The data presented in Table No: 4.2.3(b) reveals that P.G (63.5%) and U.G (78%) students are satisfied with availability of chemicals in Laboratory while as P.G (37.5%) and U.G (37.5%) students are dissatisfied with the quantity of chemicals and apparatus of Laboratory. As can be seen from the Chi-Square results there is no significant difference between satisfaction level of students (U.G and P.G) with respect to the of chemicals in Laboratory ($p > 0.05$).

Practical work

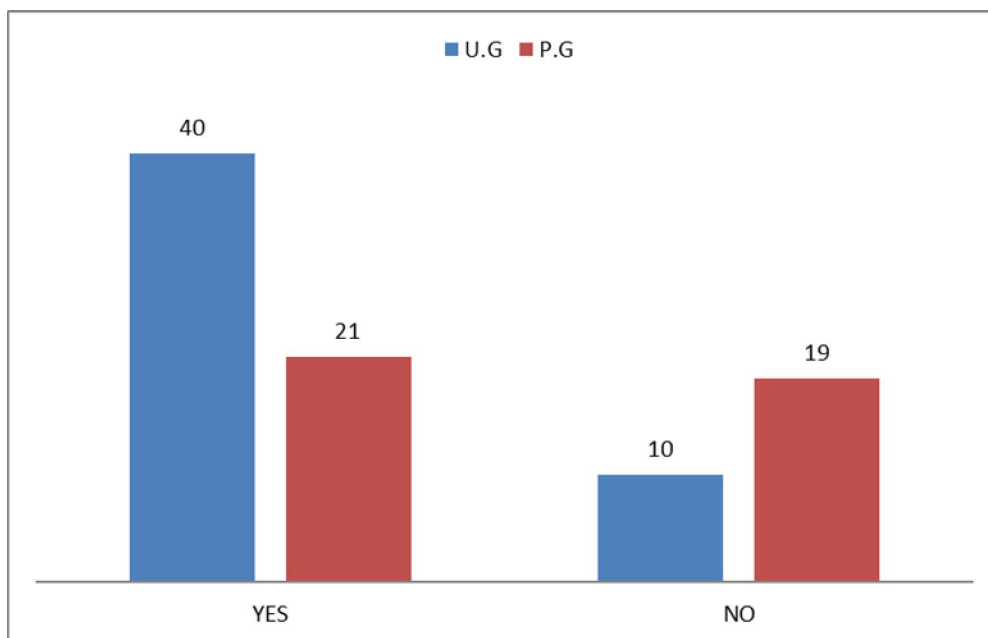


Fig.4.2.3:(a) Satisfaction level of students with respect to quantity of apparatus

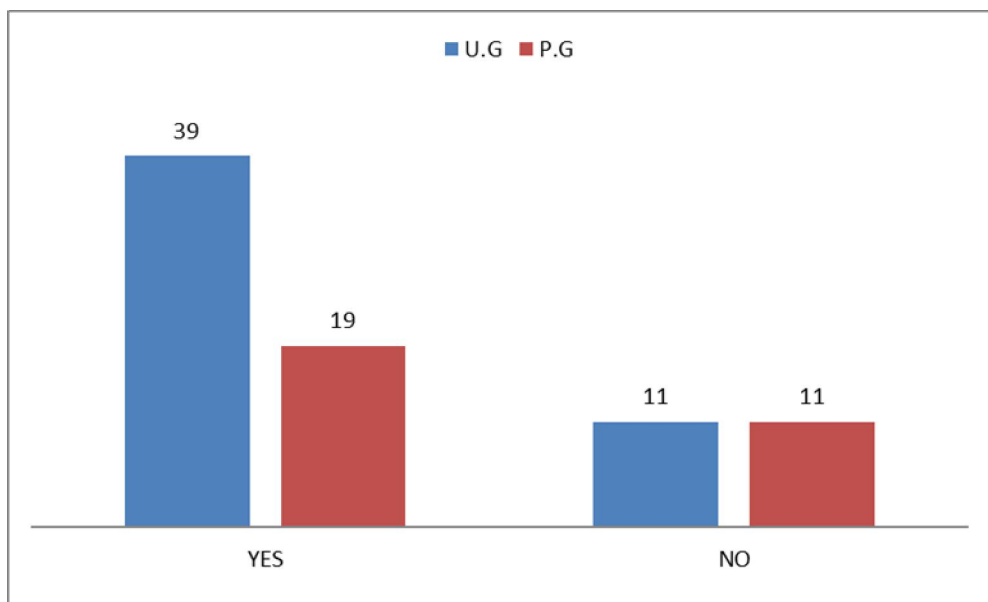


Fig.4.2.3:(b) Satisfaction level of students with respect to quantity of chemicals

(c) Practical work

(d) How often do you visit farms?

Table No: 4.2.3(d)					
			Satisfaction level of students with respect to farm visits		
			Often	Occasionally	Total
Class	U.G	Count	31	19	50
		% within class	62.0%	38.0%	100.0%
	P.G	Count	0	30	30
		% within class	0%	100%	100.0%
Total		Count	31	49	80
		% within class	38.75%	61.25%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	10.891	1	.001

The data presented in Table No: 4.2.3(d) reveals that both P.G and U.G students' informed that they visit farms occasionally. As can be seen from the Chi-Square results there is significant difference between the satisfaction level of students (U.G and P.G) with respect to the farm visits ($p > 0.05$)

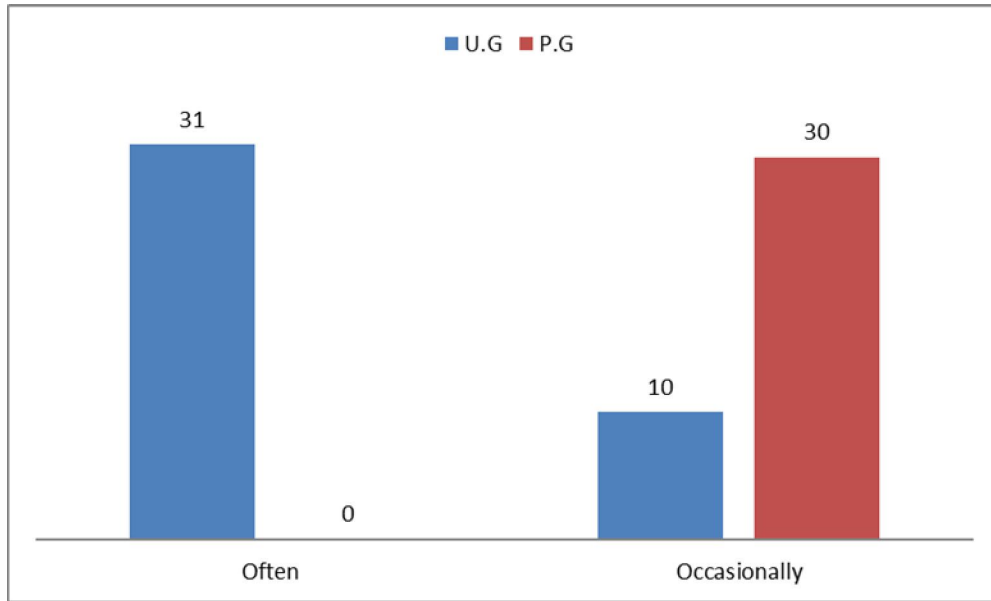


Fig.4.2.3:(c) Satisfaction level of students with respect to farm visitation

4.2.4. LIBRARY

(a) Do you find library a quiet place to read?

Table No: 4.2.4(a)					
			Satisfaction level of students with respect to Environment of Library		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%		100.0%
	P.G	Count	30	0	30
		% within class	100.0%		100.0%
Total		Count	80	0	80
		% within class	100.0%		100.0%

Table 4.2.4(a) represents that 100% students agreed that they found library a quiet place for reading.

(b) Are you satisfied with the available reading space in the library?

Table No: 4.2.4(b)					
			Satisfaction level of students with respect to reading room		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%		100.0%
	P.G	Count	30	0	30
		% within class	100.0%		100.0%
Total		Count	80	0	80
		% within class	100.0%		100.0%

Table 4.2.4(c) represents that 100% students are satisfied with the reading space in the library.

Library

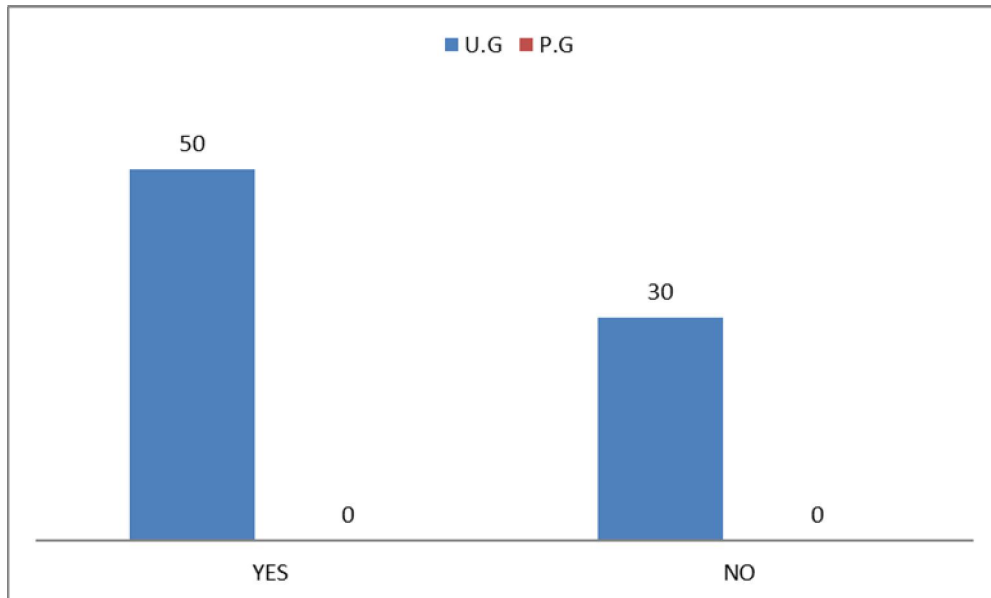


Fig.4.2.4:(a) Satisfaction level of students with respect to environment of library

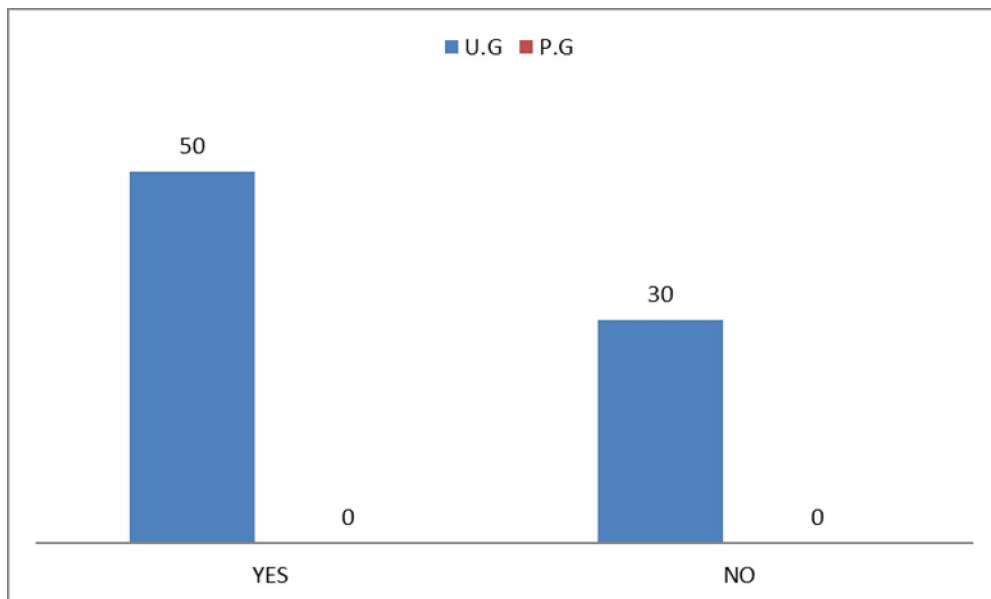


Fig.4.2.4:(b) Satisfaction level of students with respect to reading room

(c) Are you satisfied with accessibility to text resources?

Table No: 4.2.4(c)					
			Satisfaction level of students with respect to accessibility to text resources		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%		100.0%
	P.G	Count	30	0	30
		% within class	100.0%		100.0%
Total		Count	80	0	80
		% within class	100.0%		100.0%

Table 4.2.4(c) highlights that 100% students are satisfied with the accessibility to text resources.

(d) Are you satisfied with accessibility to reference books ?

Table No: 4.2.4(d)					
			Satisfaction level of students with respect to accessibility to reference books		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%		100.0%
	P.G	Count	30	0	30
		% within class	100.0%		100.0%
Total		Count	80	0	80
		% within class	100.0%		100.0%

Table 4.2.4(d) represents that 100% students are satisfied with accessibility to references.

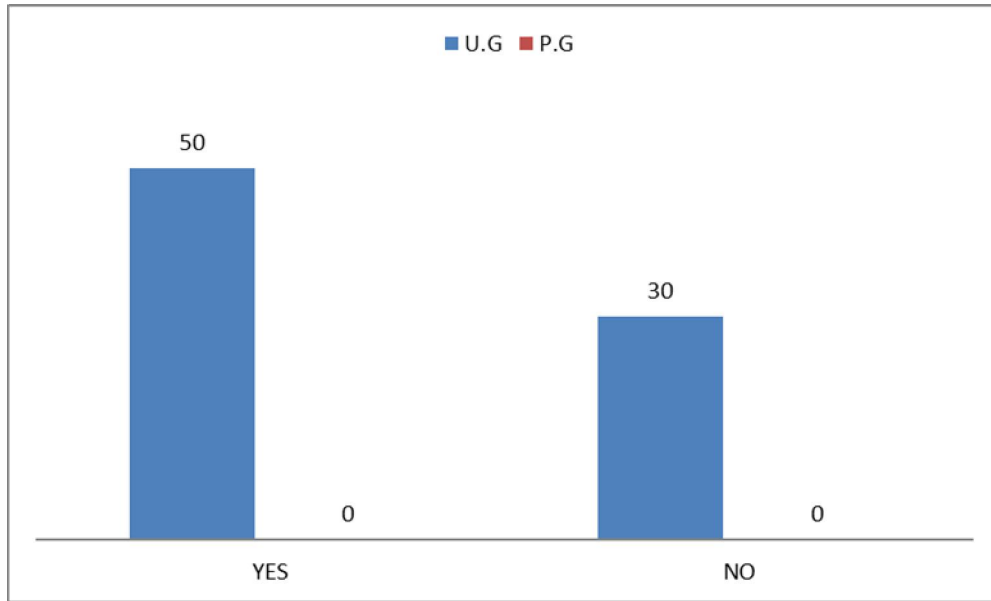


Fig.4.2.4:(c)Satisfaction level of students with respect to accessibility of text resources

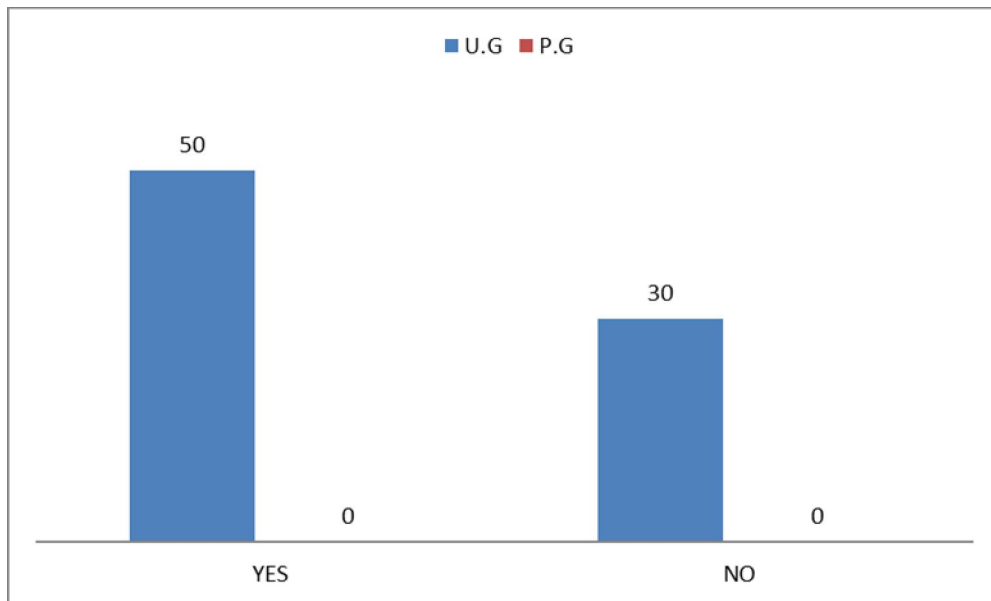


Fig.4.2.4:(d) Satisfaction level of students with respect to accessibility of references

(e) Are you satisfied with accessibility to e-journal?

Table No: 4.2.4(e)					
			Satisfaction level of students with respect to accessibility to e-journal		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%	0%	100.0%
	P.G	Count	30	0	30
		% within class	100.0%	0%	100.0%
Total		Count	80	0	80
		% within class	100.0%	0%	100.0%

Table 4.2.4(e) highlights that 100% students are satisfied with accessibility to e-journal.

(f) Do you find all books related to your subjects?

Table No: 4.2.4(f)					
			Satisfaction level of students with respect to number of books related to course curriculum		
			Yes	No	Total
Class	U.G	Count	37	13	50
		% within class	74.0%	26.0%	100.0%
	P.G	Count	24	6	30
		% within class	80.0%	20.0%	100.0%
Total	Count		61	19	80
	% within class		76.3%	23.8%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	.373	1	.542

The data presented in Table No: 4.2.4(f) reveals that majority of P.G (80.0%) and U.G (74.0%) students found that all books are related to the course curriculum. However 26.0% of U.G students and 20.0% of P.G students revealed that number of copies must be increased. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of students (U.G and P.G) with respect to books that students found related to their subjects ($p < 0.05$)

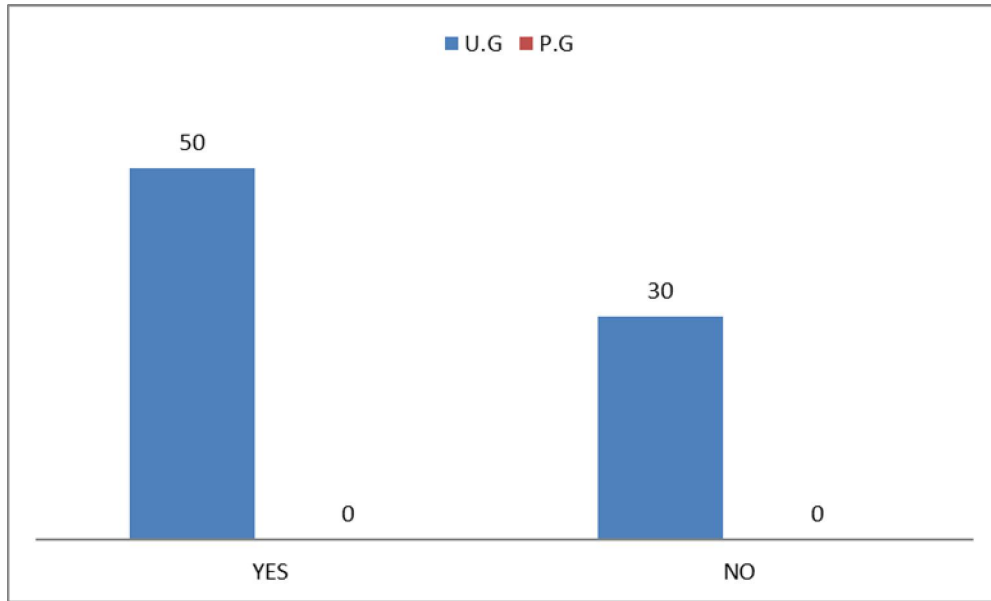
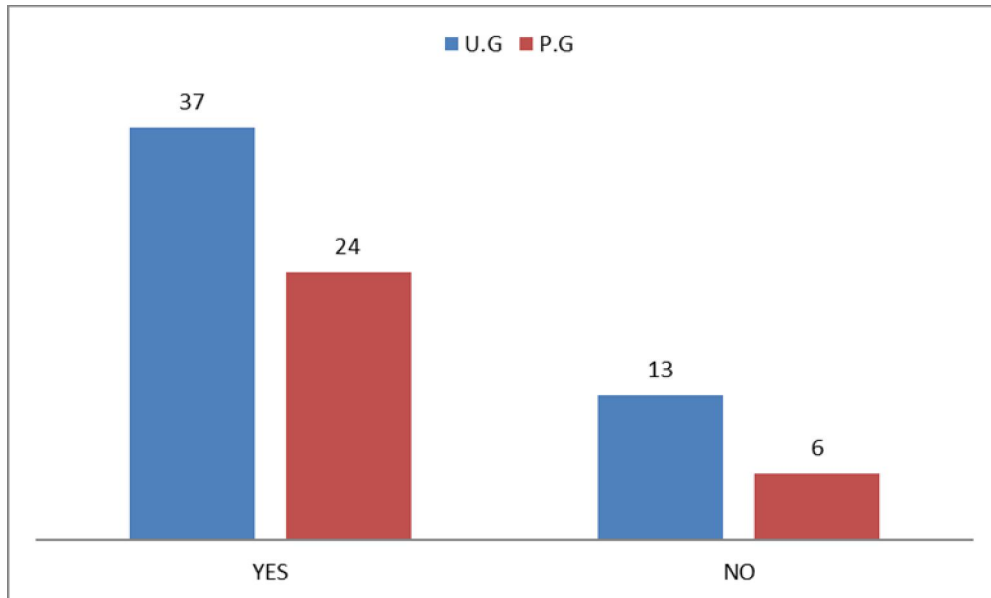


Fig.4.2.4:(e) Satisfaction level of students with respect to e-journal



4.2.4:(f) Satisfaction level of students with respect to availability of books related to course curriculum

(g) How often do you visit library?

Table No:4.2.4(g)					
			Satisfaction level of students with respect to visits in library		
			Regular	Occasionally	Total
Class	U.G	Count	45	5	50
		% within class	90.0%	10.0%	100.0%
	P.G	Count	30	0	30
		% within class	100.0%	0.0%	100.0%
Total	Count	75	5	80	
	% within class	93.8%	6.3%	100.0%	

Chi –square test			
	X²	df	p value
Pearson Chi-Square	3.200	1	.074

The data presented in Table No: 4.2.4(g) reveals that majority of P.G (100.0%) and U.G (90.0%) students informed that they visit library regularly. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of students (U.G and P.G) while visiting library ($p>0.05$)

(h) How often do you issue books from library?

Table No: 4.2.4(h)							
			Satisfaction level of students with respect to issuance of books				
			At least once a week	Once or twice a month	A few times a year	Never	Total
Class	U.G	Count	37	13	0	0	50
		% within class	74.0%	26.0%			100.0%
	P.G	Count	30	0	0	0	30
		% within class	100.0%	0.0%			100.0%
Total		Count	67	13	0	0	80
		% within class	83.8%	16.3%			100.0%

Chi –square test			
	Value X²	df	p value
Pearson Chi-Square	9.313	1	.002

The data presented in Table No: 36 reveals that majority of the P.G (100.0%) and U.G (74.0%) students informed that they issued books at least once a week from library. As can be seen from the Chi-Square results there is significant difference between the satisfaction level of students (U.G and P.G) with respect to the issuance of books from library ($p < 0.05$).

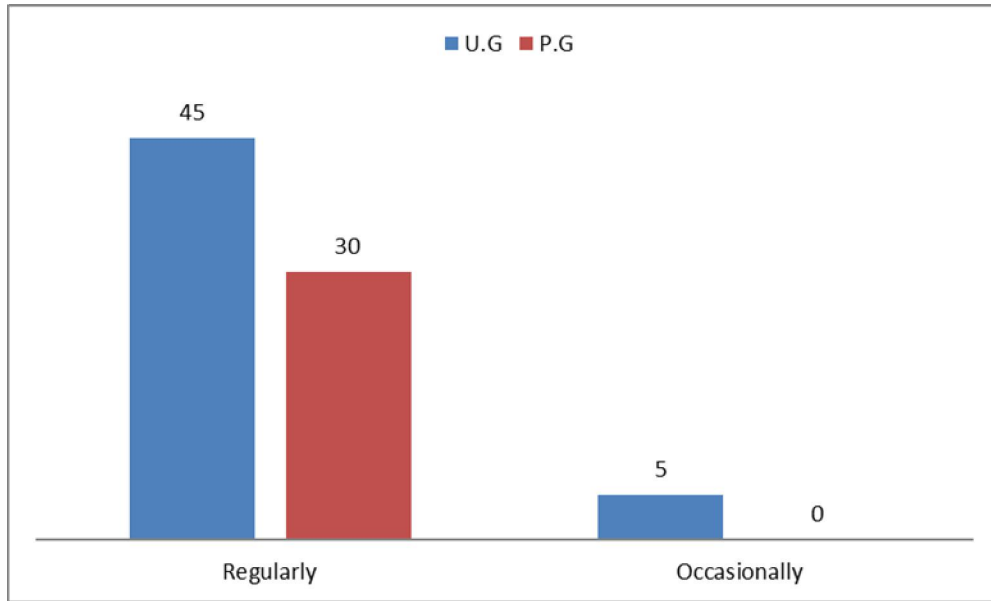


Fig.4.2.4:(g) Satisfaction level of students with respect to visits in library

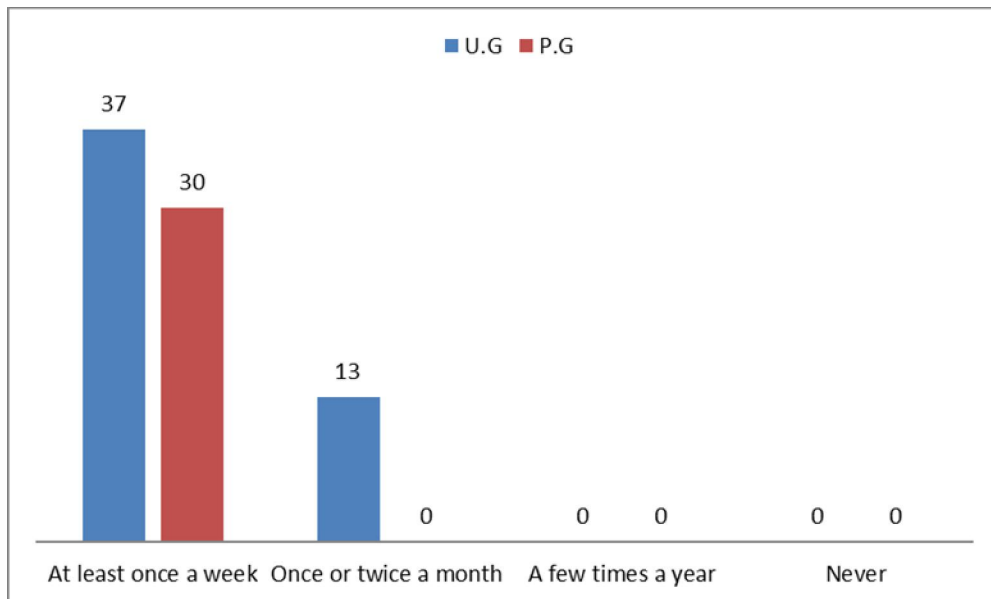


Fig.4.2.4:(h) Satisfaction level of students with respect to issuance of books

(i) Is period of issuance for books sufficient for you?

Table No: 4.2.4(i)					
			Satisfaction level of students with respect to period of issuance for books		
			Yes	No	Total
Class	U.G	Count	37	13	50
		% within class	74.0%	26.0%	100.0%
	P.G	Count	24	6	30
		% within class	80.0%	20.0%	100.0%
Total		Count	61	19	80
		% within class	76.3%	23.8%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	3.200	1	.074

The data presented in Table No: 4.2.4(i) reveals that majority of P.G (74.0%) and U.G (80.0%) students informed that they are satisfied with period of issuance for books. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of students (U.G and P.G) with respect to period of issuance for books ($p>0.05$).

(j) Is library staff polite and helpful?

Table No: 4.2.4(j)					
			Satisfaction level of students with respect to behavior of library staff		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%	0%	100.0%
	P.G	Count	30	0	30
		% within class	100.0%	0%	100.0%
Total		Count	80	0	80
		% within class	100.0%	0%	100.0%

Table No: 4.2.4(j) depicts that 100% students are satisfied with the behavior of library staff.

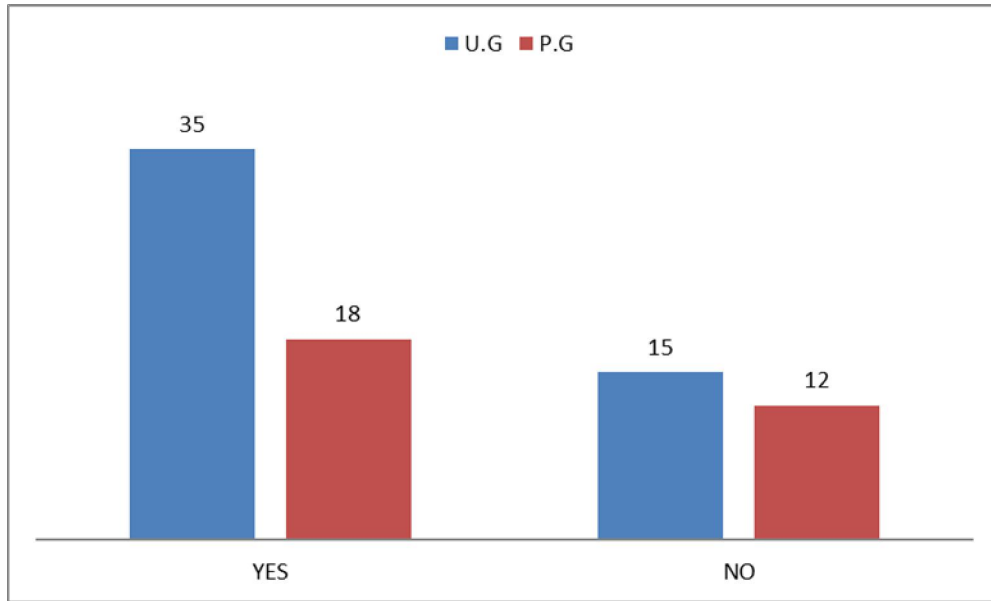


Fig.4.2.4:(i) Satisfaction level of students with respect to period of issuance of books

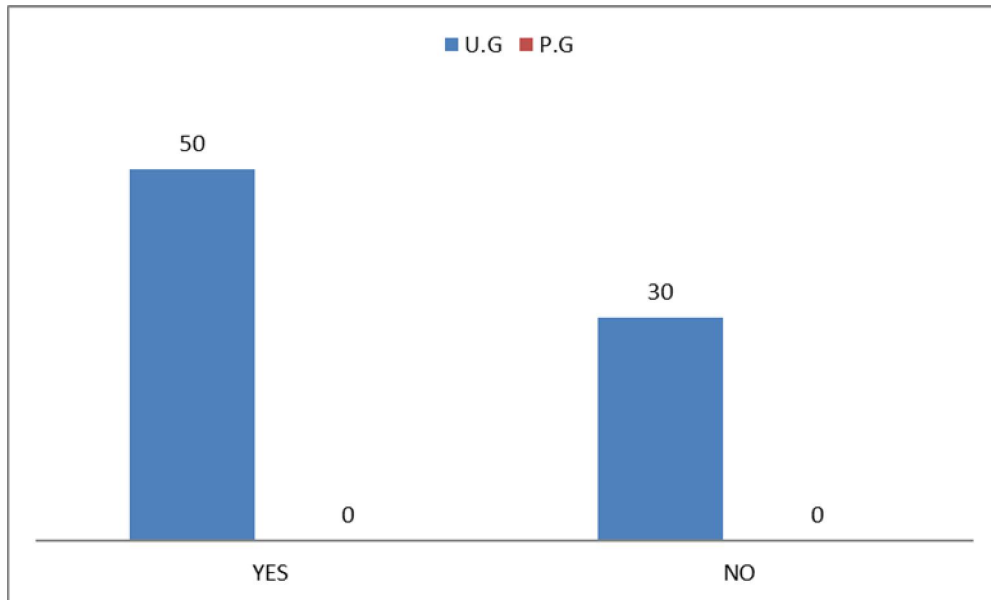


Fig.4.2.4:(j) Satisfaction level of students with respect to behavior of library staff

(k) Are you satisfied with accessibility to Xerox facilities?

Table No: 4.2.4(k)					
			Satisfaction level of students with respect to accessibility to Xerox facilities		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%		100.0%
	P.G	Count	30	0	30
		% within class	100.0%		100.0%
Total	Count	80	0	80	
	% within class	100.0%		100.0%	

Table No: 4.2.4(k) represents that 100% students are satisfied with accessibility to Xerox facilities.

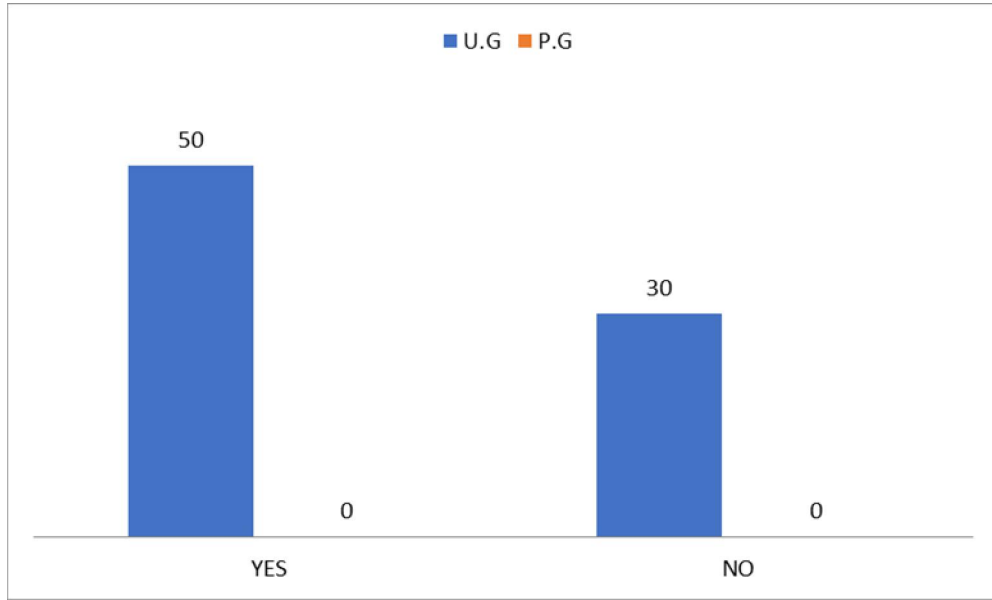


Fig.4.2.4:(k) Satisfaction level of students with respect to xerox facilities

4.2.5. Information communication and technology laboratory

(a) Do you use computer to prepare assignments, projects or presentations?

Table No: 4.2.5(a)					
			Satisfaction level of students with respect to computer usage		
			Yes	No	Total
Class	U.G	Count	41	8	50
		% within class	83.7%	16.3%	100.0%
	P.G	Count	19	11	30
		% within class	63.3%	36.7%	100.0%
Total	Count		60	19	79
	% within class		75.9%	24.1%	100.0%

Chi-square test			
	X ²	df	p value
Pearson Chi-Square	4.215	1	.040

The data presented in Table No: 4.2.5(a) reveals that majority of the U.G (83.7%) and P.G (63.3%) students agreed that they use computer to prepare assignments, projects and presentations. As can be seen from the Chi-Square results there is significant difference between the satisfaction level of students (U.G and P.G) with respect to the computer usage for preparing assignments, projects and presentations ($p > 0.05$).

(a) Do you think computers are adequate for students?

Table No: 4.2.5(b)					
			Satisfaction level of students with respect to adequacy of computers		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%		100.0%
	P.G	Count	30	0	30
		% within class	100.0%		100.0%
Total		Count	80	0	80
		% within class	100.0%		100.0%

Table 4.2.5(b) represents that 100% students from U.G and P.G opined that computers are adequate for students.

Information communication and technology laboratory

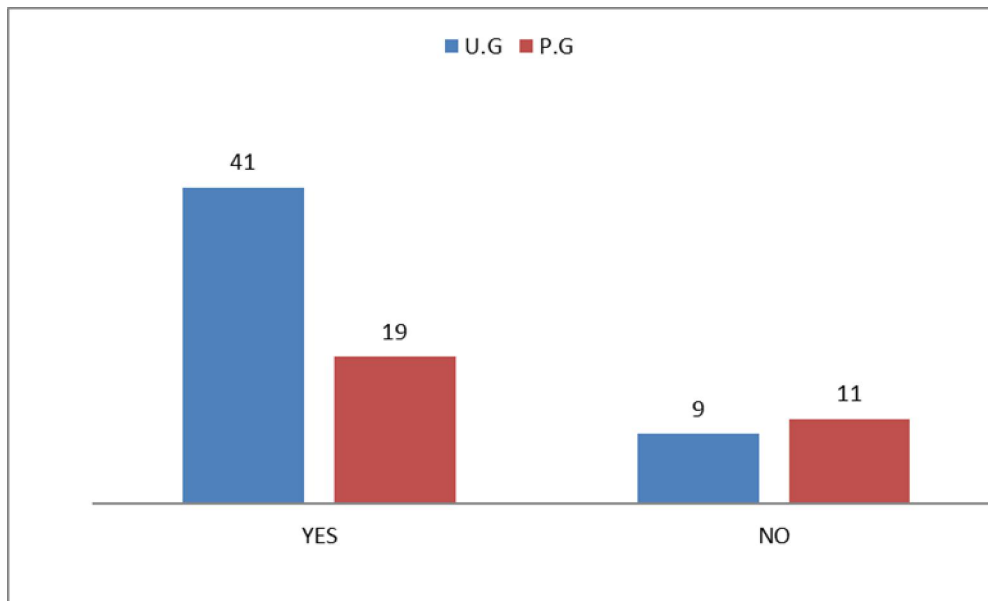


Fig.4.2.5:(a) Satisfaction level of students with respect to computer usage

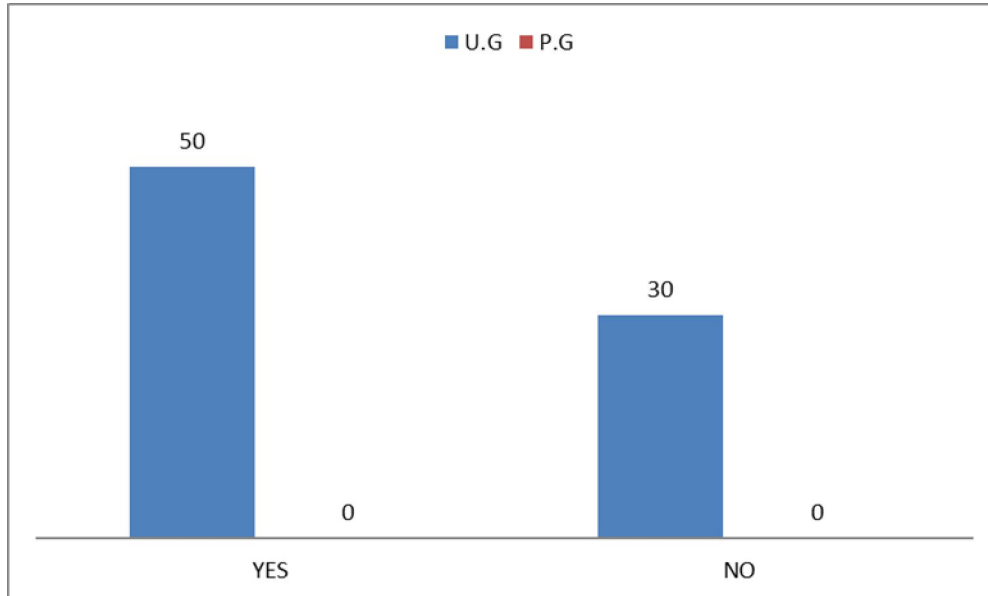


Fig. 4.2.5:(b) Satisfaction level of students with respect to adequacy

(c) Are you satisfied with internet accessibility?

Table No: 4.2.5(c)					
			Satisfaction level of students with respect to internet accessibility		
			Yes	No	Total
Class	U.G	Count	45	5	50
		% within class	90%	10%	100.0%
	P.G	Count	24	6	30
		% within class	80%	20%	100.0%
Total		Count	69	16	90
		% within class	86.35%	20%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	5.625	1	.018

The data presented in Table No: 4.2.5(c) depicts that majority of the U.G (90%) and P.G (80%) students are satisfied with internet accessibility. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of students (U.G and P.G) with respect to the internet accessibility ($p > 0.05$)

(d)Are IT staff members helpful and polite?

Table No: 4.2.5(c)					
			Satisfaction level of students with respect to behaviour of IT members		
			Yes	No	Total
class	U.G	Count	50	0	50
		% within class	100.0%		100.0%
	P.G	Count	30	0	30
		% within class	100.0%		100.0%
Total		Count	80	0	80
		% within class	100.0%		100.0%

Table No: 4.2.5(c) highlights that 100% students from both P.G and U.G informed that IT staff members are helpful and polite.

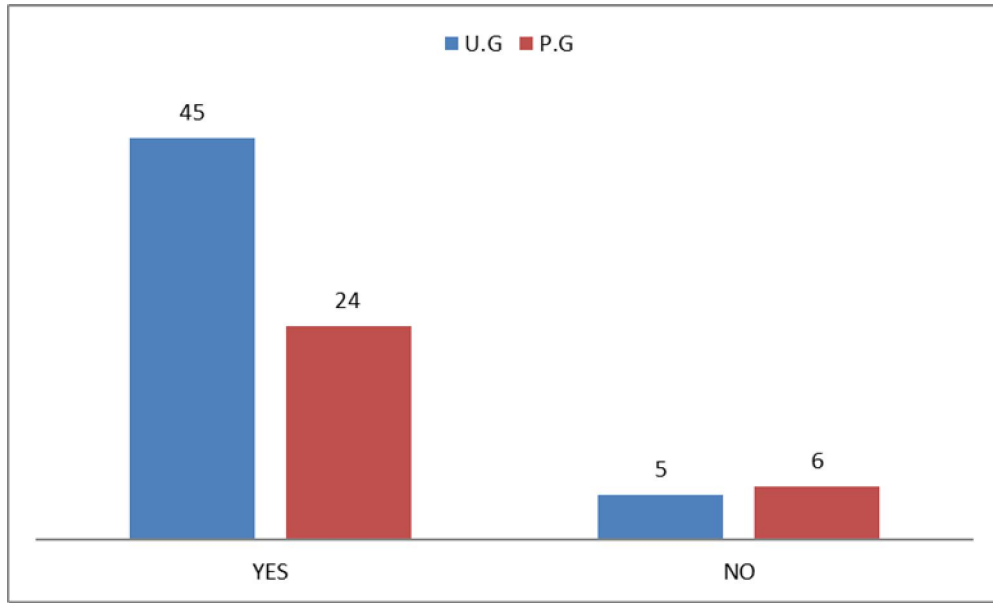


Fig.4.2.5:(c) Satisfaction level of students with respect to internet

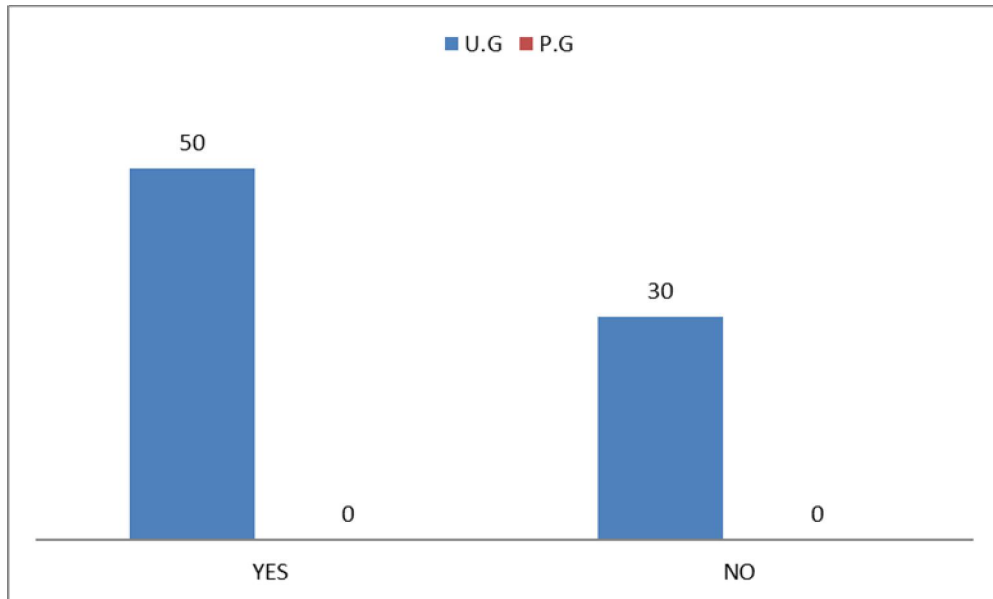


Fig. 4.2.5(d) Satisfaction level of students with respect to behavior of IT members

4.2.6.MUSEUM

(a) Do you find all fish specimens in museum?

Table No: 4.2.6(a)					
			Satisfaction level of students with respect to availability of specimens		
			Yes	No	Total
Class	U.G	Count	45	5	50
		% within class	90%	10%	100.0%
	P.G	Count	24	6	30
		% within class	80%	20%	100.0%
Total		Count	50	30	80
		% within class	62.5%	37.5%	100.0%

Chi –square test			
	X ²	df	p value
Pearson Chi-Square	.261	1	.609

The data presented in Table No: 4.2.6(a) reveals that majority of the U.G (90%) and P.G (80%) students found all fish specimens in museum. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of students (U.G and P.G) with respect to the specimens that they found in museum ($p > 0.05$).

(b) Are you satisfied with displayed items in museum?

Table No: 4.2.6(b)					
			Satisfaction level of students with respect to availability of specimens		
			Yes	No	Total
Class	U.G	Count	41	9	50
		% within class	82.0%	18.0%	100.0%
	P.G	Count	17	13	30
		% within class	56.7%	43.3%	100.0%
Total	Count	58	22	80	
	% within class	72.5%	27.5%	100.0%	

Chi –square test			
	X²	df	p value
Pearson Chi-Square	6.036	1	.014

The data presented in Table No: 64 reveals that majority of the U.G (82.0%) and P.G (56%) students are satisfied with the displayed items in museum. As can be seen from the Chi-Square results there is significant difference between the satisfaction level of students (U.G and P.G) with respect to the displayed items in museum ($p > 0.05$).

Museum

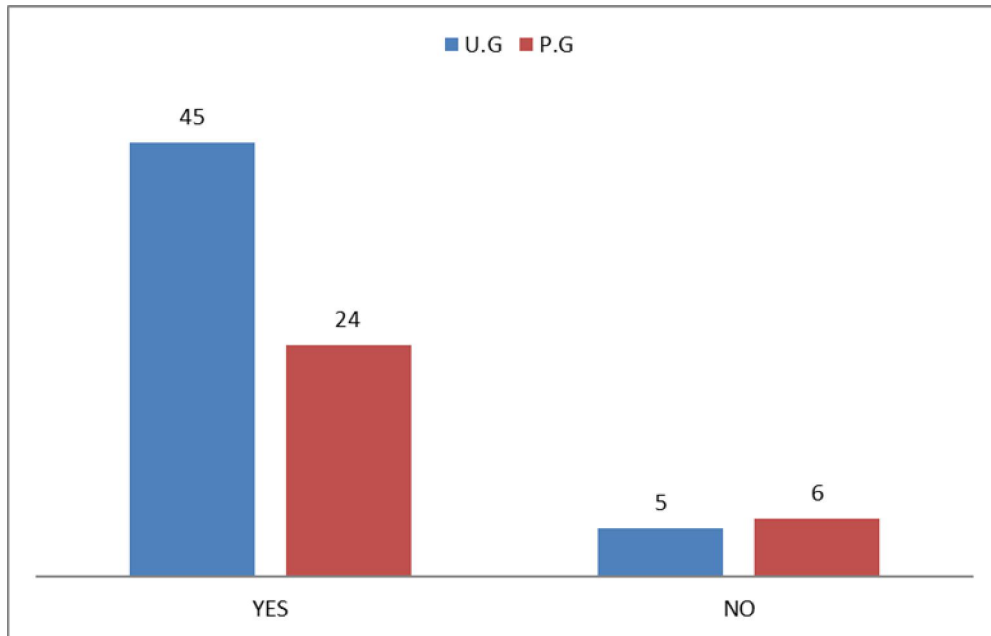


Fig.4.2.6:(a) Satisfaction level of students with respect to availability of specimens

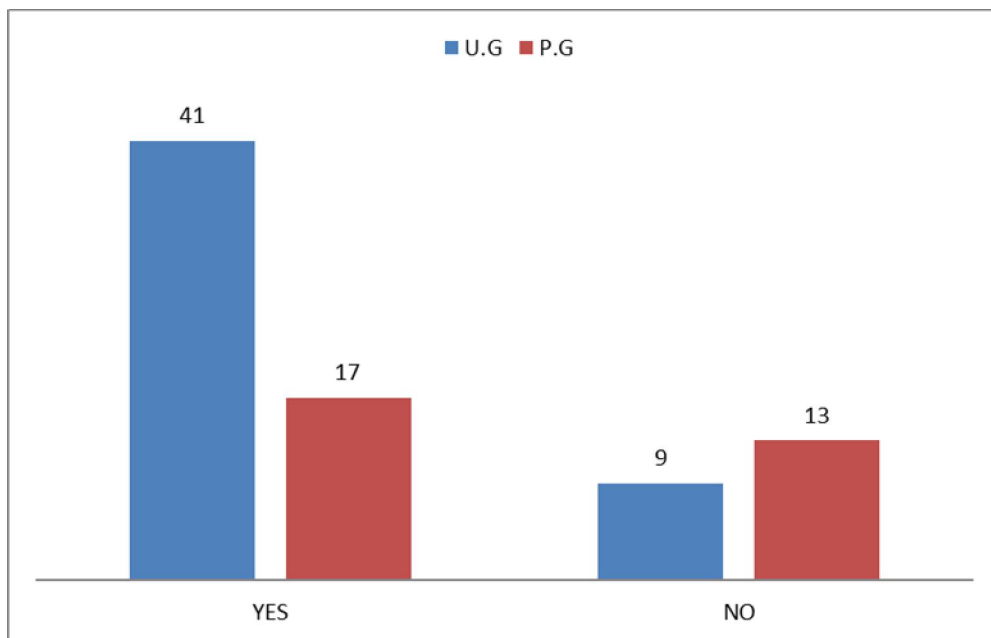


Fig.4.2.6:(b) Satisfaction level of students with respect to displayed products

4.2.7.MEDICAL FACILITIES

(a) Are you satisfied with availability of medicines?

Table No: 4.2.7(a)					
			Satisfaction level of students with respect to availability of medicines		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%		100.0%
	P.G	Count	30	0	30
		% within class	100.0%		100.0%
Total	Count		80	0	80
	% within class		100.0%		100.0%

Table 4.2.7(a) represents that 100% students are satisfied with the availability of medicines provided by Faculty.

(b) Are you satisfied with availability of doctor in the Faculty?

Table No: 4.2.7(b)					
			Satisfaction level of students with respect to availability of doctor		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%		100.0%
	P.G	Count	30	0	30
		% within class	100.0%		100.0%
Total	Count		80	0	80
	% within class		100.0%		100.0%

Table No: 4.2.7(b) represents that 100% students informed that satisfied with availability of Doctor in the Faculty

Medical facilities

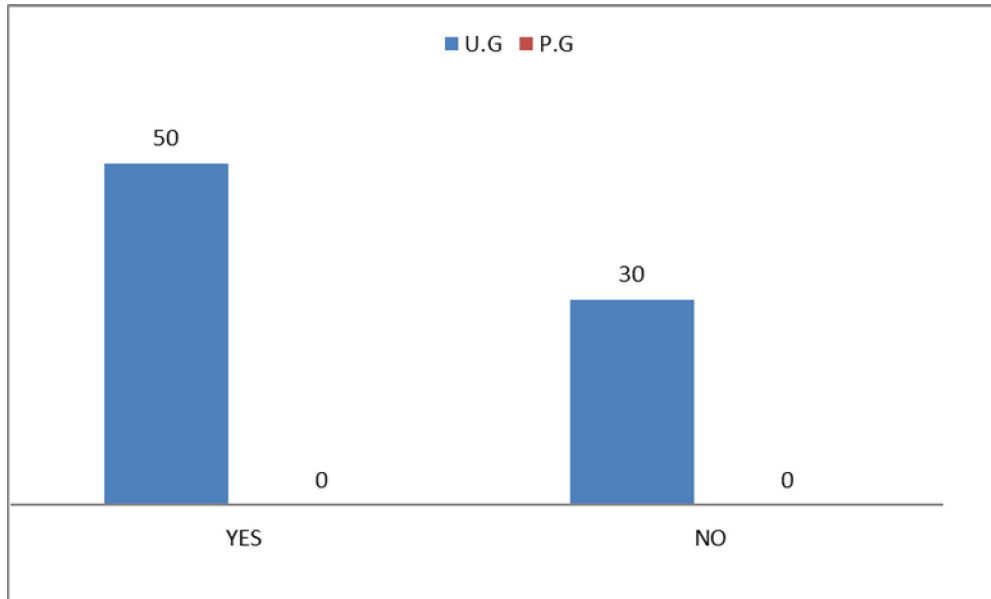


Fig.4.2.7:(a) Satisfaction level of students with respect to availability of medicines

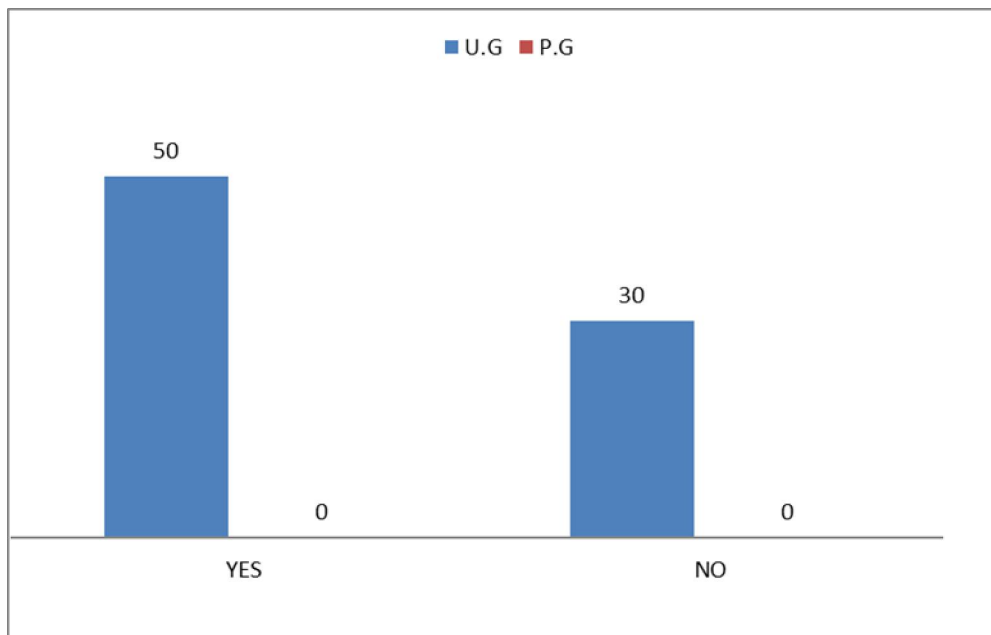


Fig.4.2.7:(b) Satisfaction level of students with respect to availability of doctor

(c) Does faculty provide ambulance in case of any emergency?

Table No: 4.2.7(c)					
			Satisfaction level of students with respect to availability of ambulance		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%		100.0%
	P.G	Count	30	0	30
		% within class	100.0%		100.0%
Total		Count	80	0	80
		% within class	100.0%		100.0%

Table No: 4.2.7(c) represents that 100% students informed that faculty provide ambulance in case of any emergency.

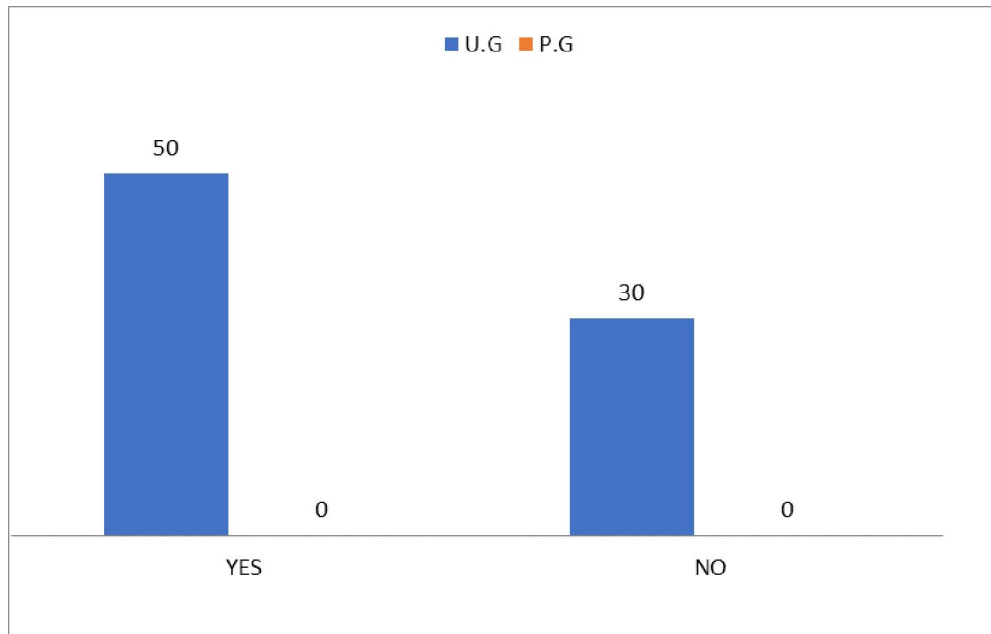


Fig.4.2.7:(c) Satisfaction level of students with respect to availability of vehicle

4.2.8.CANTEEN

(a) How much are you satisfied with the food quality at canteen?

Table No: 4.2.8(a)							
			Satisfaction level of students with respect to quality of food				
			Very Satisfied	Satisfied	Dissatisfied	Neutral	Total
Class	U.G	Count	0	5	40	5	50
		% within class		10.0%	80.0%	10.0%	100.0%
	P.G	Count	0	0	25	0	25
		% within class		0.0%	100.0%	0.0%	100.0%
Total	Count	0	5	65	5	75	
	% within class		6.7%	86.7%	6.7%	100.0%	

Chi –square test			
	X ²	df	p value
Pearson Chi-Square	5.769	2	.056

The data presented in Table No: 4.2.8(a) depicts that majority of the P.G (100%) and U.G (80.0%) students are dissatisfied with the food quality available in canteen. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of students (U.G and P.G) with respect to the food quality ($p < 0.05$).

(b) How is the cleanliness of canteen?

Table No: 4.2.8(b)							
			Satisfaction level of students with respect to cleanliness				
			Excellent	Poor	Good	Average	Total
Class	U.G	Count	0	7	0	43	50
		% within class	0%	14.0%		86.0%	100.0%
	P.G	Count	0	0	0	30	30
		% within class	0%	0.0%		100.0%	100.0%
Total		Count	0	7	0	73	80
		% within class	0%	8.8%		91.3%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	4.603	1	.032

The data presented in Table No: 4.2.8(b) reveals that majority of the P.G (100%) and U.G (86.0%) students are moderately satisfied with cleanliness of canteen. As can be seen from the Chi-Square results there is significant difference between the satisfaction level of students (U.G and P.G) with respect to the cleanliness ($p < 0.05$).

Canteen

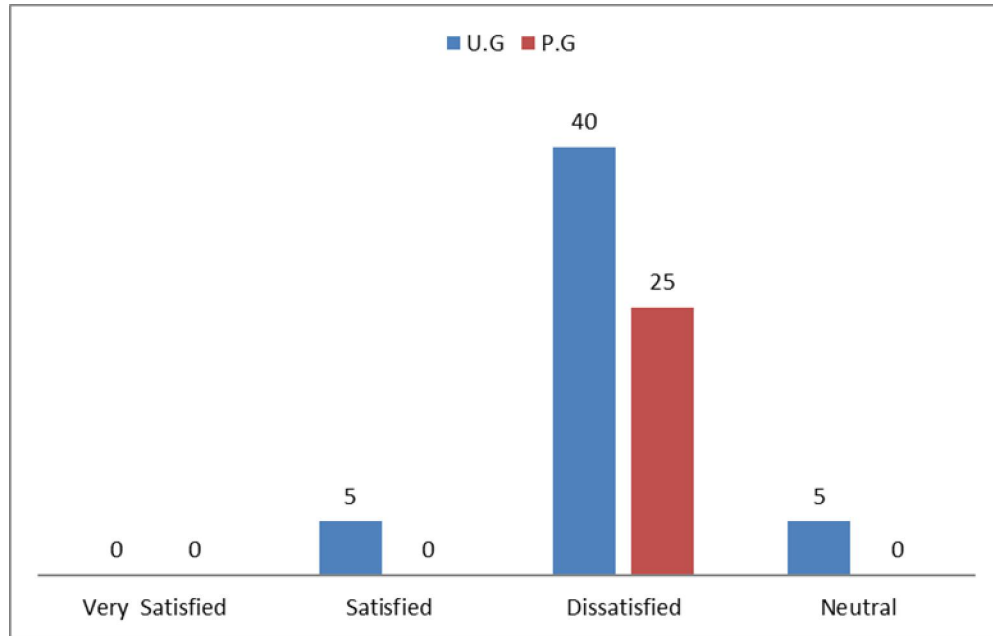


Fig.4.2.8:(a) Satisfaction level of students with respect to quality of food

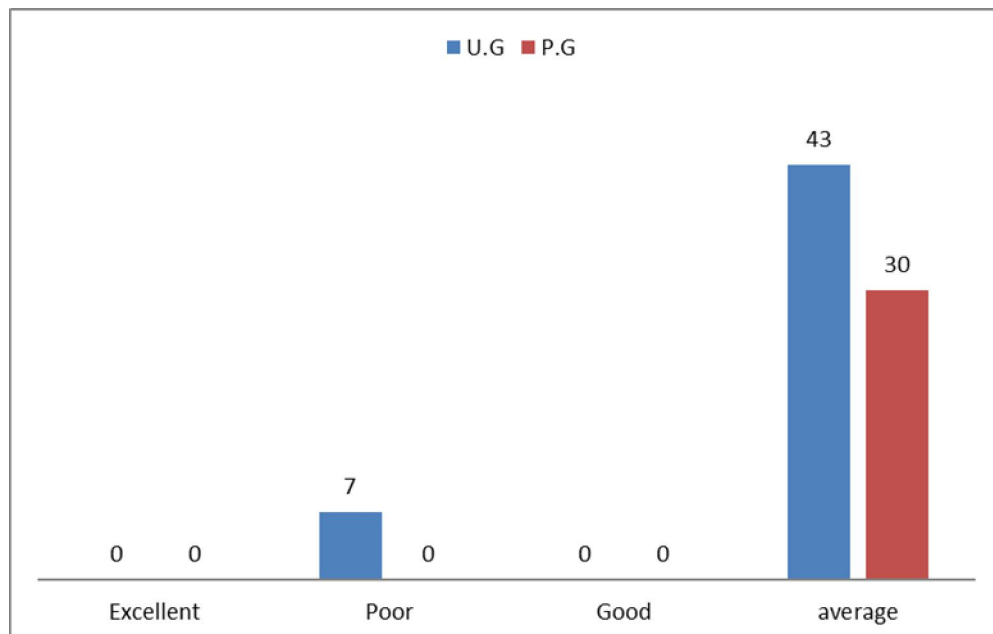


Fig.4.2.8:(b) Satisfaction level of students with respect to cleanliness

(c) How much are you satisfied with price fairness?

Table No: 4.2.8(c)							
			Satisfaction level of students with respect to price fairness				
			Very Satisfied	Satisfied	Dissatisfied	Neutral	Total
Class	U.G	Count	0	0	42	8	50
		% within class	0%	0%	84.0%	16.0%	100.0%
	P.G	Count	0	0	28	2	30
		% within class	0%	0%	93.3%	6.7%	100.0%
Total		Count	0	0	70	10	80
		% within class	0%	0%	87.5%	12.5%	100.0%

Chi –square test			
	Value X²	df	p value
Pearson Chi-Square	1.493	1	.222

The data presented in Table No: 4.2.8(c) reveals that majority of the P.G (93%) and U.G (84.0%) students are moderately satisfied with price fairness. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of students (U.G and P.G) with respect to the price fairness ($p < 0.05$).

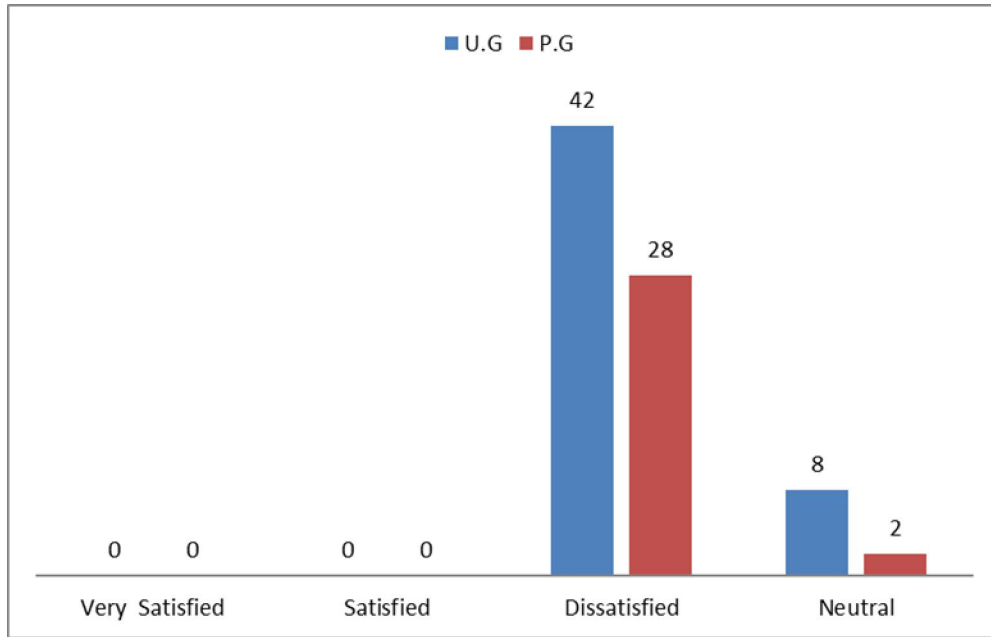


Fig.4.2.8:(c) Satisfaction level of students with respect to price fairness

4.2.9. CAMPUS FACILITIES

(a) Are you satisfied with the building infrastructure of your college?

Table No: 4.2.9(a)					
			Satisfaction level of students with respect to infrastructure		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%		100.0%
	P.G	Count	30	0	30
		% within class	100.0%		100.0%
Total	Count		80	0	80
	% within class		100.0%		100.0%

Table 4.2.9(a) represents that 100% of students are satisfied with the building infrastructure of the campus.

(b) Do you think Campus is generally a safe place?

Table No: 4.2.9(b)					
			Satisfaction level of students with respect to Security		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%		100.0%
	P.G	Count	30	0	30
		% within class	100.0%		100.0%
Total	Count		80	0	80
	% within class		100.0%		100.0%

Table 4.2.9 (b) represents that 100% students found that campus is a safe place.

Campus facilities

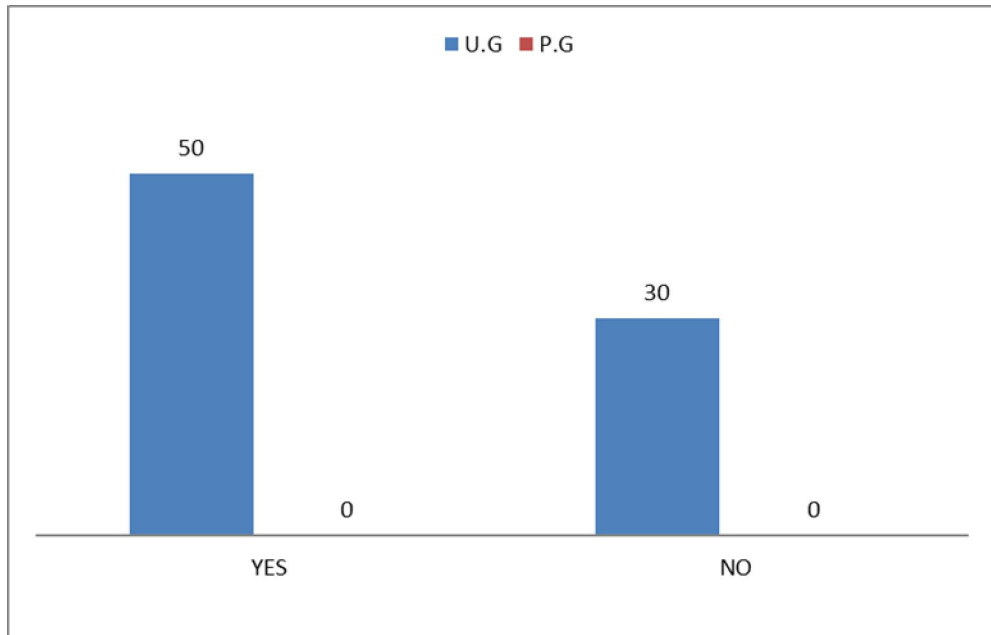


Fig.4.2.9:(a) Satisfaction level of students with respect to infrastructure

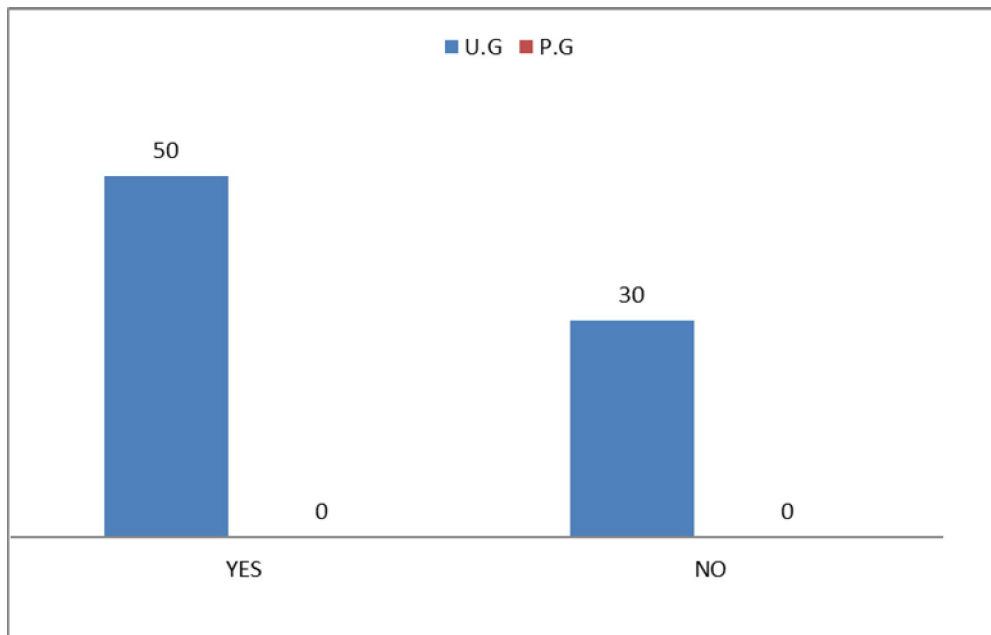


Fig.4.2.9:(b) Satisfaction level of students with respect to security

(b) Are you satisfied with classroom facilities?

Table No: 4.2.9(c)					
			Satisfaction level of students with respect to classroom facilities		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%		100.0%
	P.G	Count	30	0	30
		% within class	100.0%		100.0%
Total		Count	80	0	80
		% within class	100.0%		100.0%

Table No: 4.2.9(c) represents that 100% students informed that they are satisfied with classroom facilities.

(d) Are you satisfied with audio-visual equipments?

Table No: 4.2.9(d)					
			Satisfaction level of students with respect to audio visual equipments		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%		100.0%
	P.G	Count	30	0	30
		% within class	100.0%		100.0%
Total		Count	80	0	80
		% within class	100.0%		100.0%

Table No: 4.2.9(d) represents that 100.0% students are satisfied with the audio-visual equipments used in classroom.

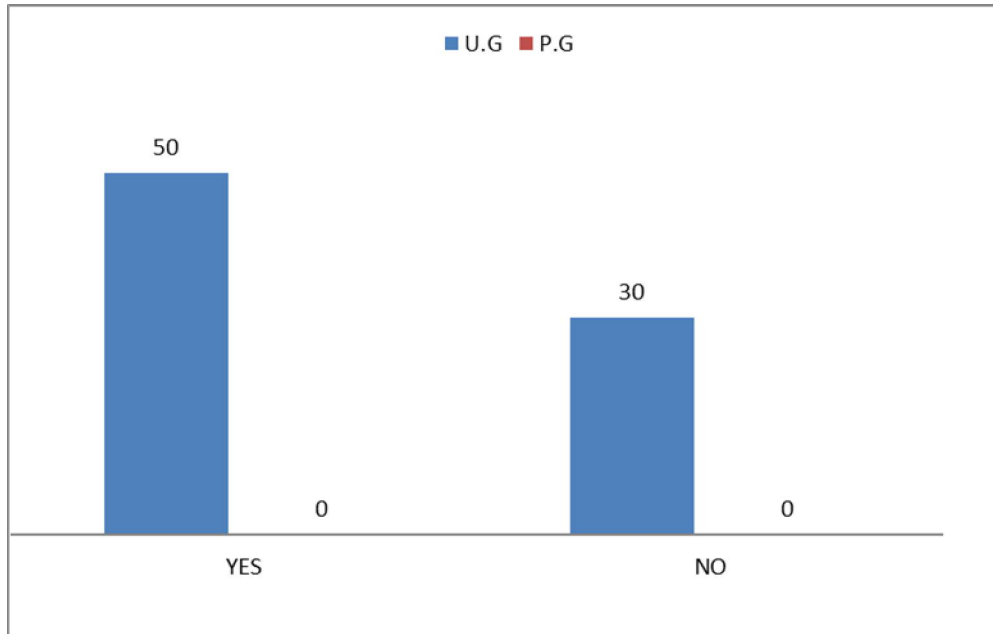


Fig.4.2.9:(c) Satisfaction level of students with respect to classroom facilities

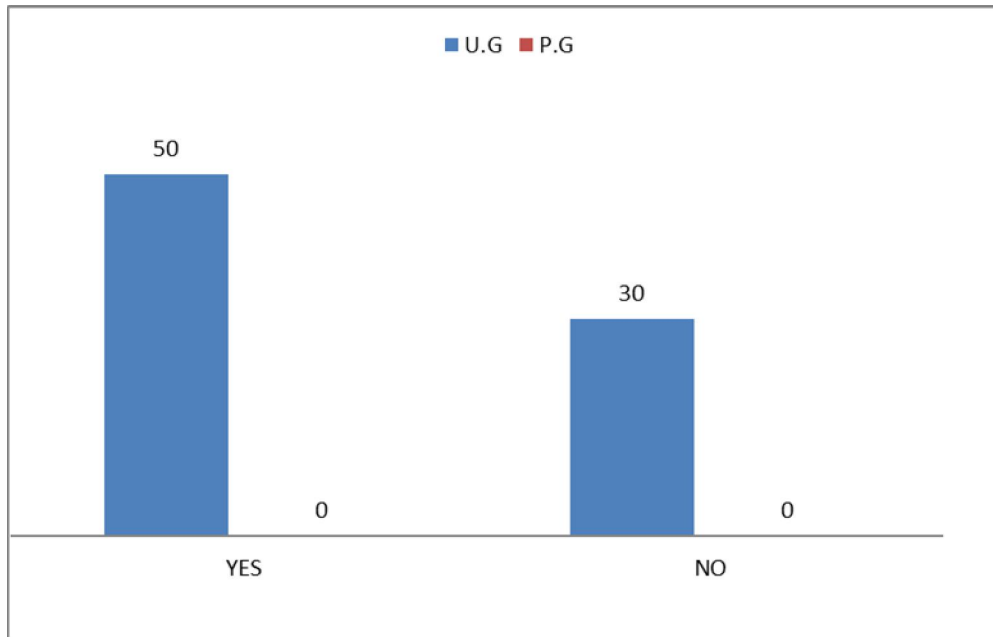


Fig.4.2.9 : (d) Satisfaction level of students with respect to audio visual equipments

(e) Are you satisfied with cleanliness of campus?

Table No: 4.2.9(e)					
			Satisfaction level of students with respect to cleanliness		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%	0%	100.0%
	P.G	Count	30	0	30
		% within class	100.0%	0%	100.0%
Total		Count	80	0	80
		% within class	100.0%	0%	100.0%

Table 4.2.9(e) informed that 100% of students are satisfied with cleanliness of campus.

(f) Are you satisfied with availability of drinking water?

Table No: 4.2.9(f)					
			Satisfaction level of students with respect to availability of drinking water		
			Yes	No	Total
Class	U.G	Count	50	0	50
		% within class	100.0%		100.0%
	P.G	Count	30	0	30
		% within class	100.0%		100.0%
Total		Count	80	0	80
		% within class	100.0%		100.0%

Table No: 4.2.9(f) informed that 100% of the students are satisfied with the drinking water provided by the Faculty.

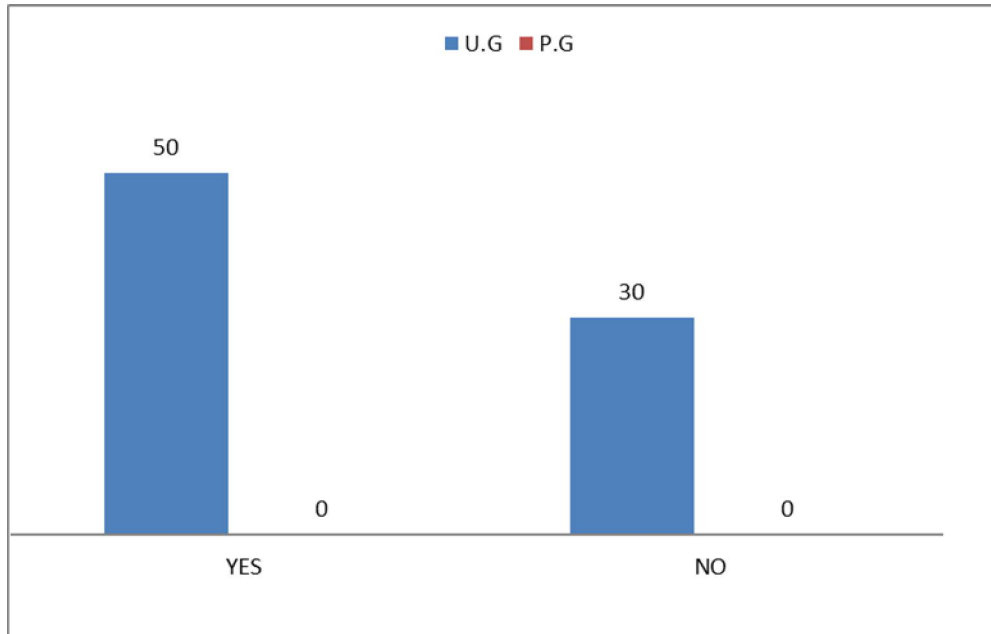


Fig.4.2.9:(e) Satisfaction level of students with respect to cleanliness

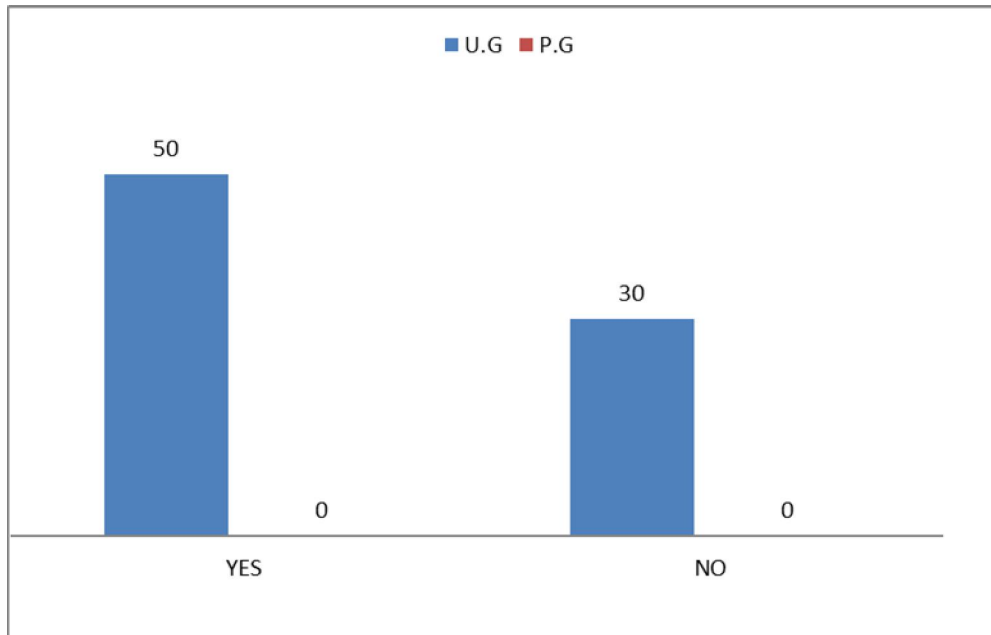


Fig.4.2.9:(f) Satisfaction level of students with respect to availability of drinking water

(g) Are you satisfied with maintenance and repair facility provided by faculty?

Table No: 4.2.9(g)					
			Satisfaction level of students with respect to maintenance		
			Yes	No	Total
Class	U.G	Count	45	5	50
		% within class	90.0%	10.0%	100.0%
	P.G	Count	24	6	30
		% within class	80.0%	20.0%	100.0%
Total		Count	69	11	80
		% within class	86.3%	13.8%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	1.581	1	.209

The data presented in Table No: reveals that majority of the U.G (90.0%) and P.G (80.0%) students are satisfied with the maintenance and repair facility provided by the faculty. As can be seen from the Chi-Square results there is no significant difference between satisfaction level of students (U.G and P.G) with respect to the maintenance and repair facility provided by Faculty ($p > 0.05$).

(h) How much are you satisfied with transportation services?

Table No: 4.2.9(h)					
			Satisfaction level of students with respect to transportation services		
			Yes	No	Total
Class	U.G	Count	41	9	50
		% within class	81%	18%	100.0%
	P.G	Count	22	8	30
		% within class	73%	26.66%	100.0%
Total	Count		63	17	81
	% within class		78%	21.25%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	2.175	1	.140

The data presented in Table No: 4.2.9(h) highlights that majority of the U.G (81%) and P.G (73%) students are satisfied with transportation services. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of students (U.G and P.G) with transportation facilities ($p > 0.05$).

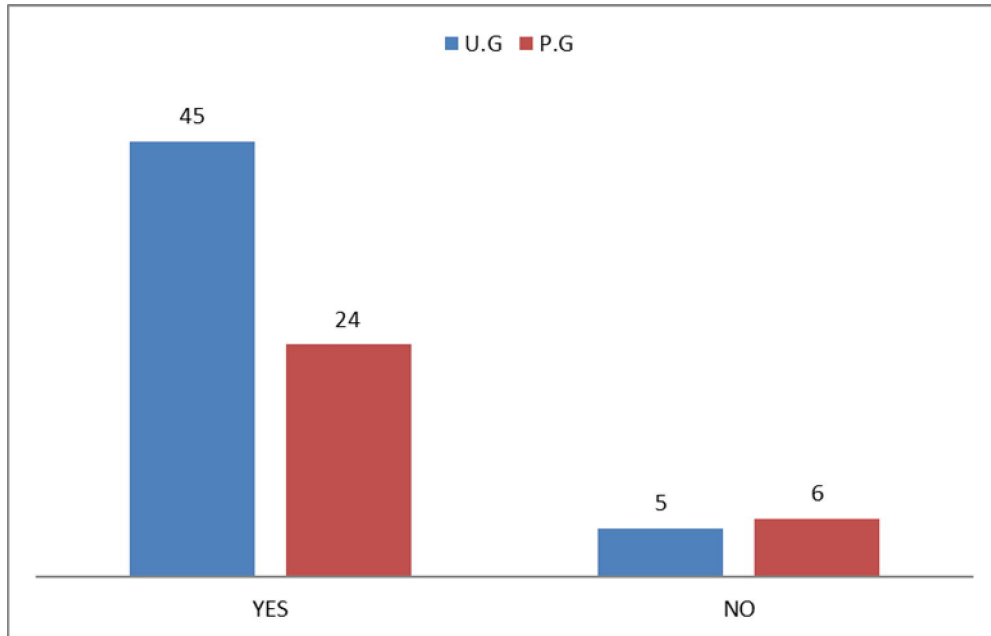


Fig.4.2.9:(g) Satisfaction level of students with respect to maintenance

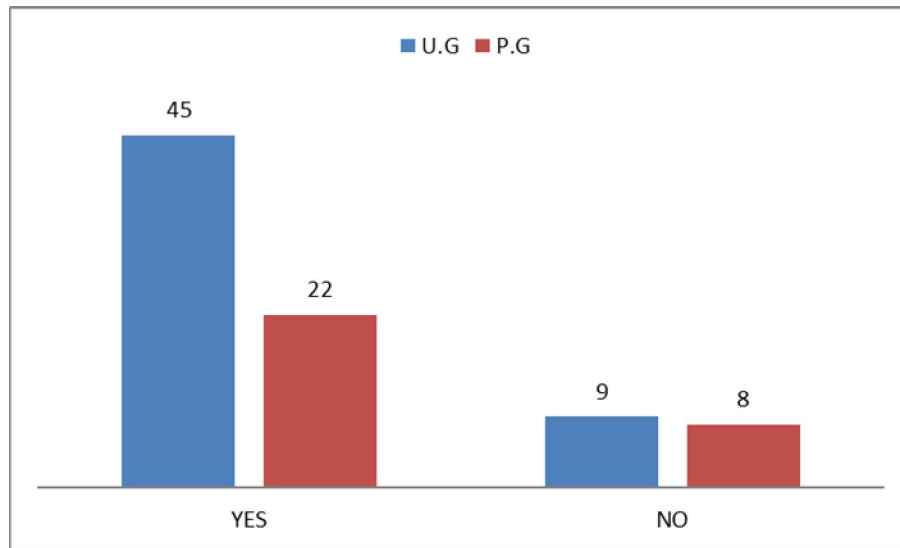


Fig. 4.2.9:(h) Satisfaction level of students with respect to transportation services

4.2.10. REGISTRATION

(a) Are you provided with the necessary information about registration?

Table No: 4.2.10(a)					
			Satisfaction level of students with respect to source of information about registration		
			Yes	No	Total
Class	U.G	Count	38	12	50
		% within class	76.0%	24.0%	100.0%
	P.G	Count	23	7	30
		% within class	76.7%	23.3%	100.0%
Total	Count		61	19	80
	% within class		76.3%	23.8%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	.005	1	.946

The data presented in Table No: 4.2.10(b) reveals that P.G (76.0%) and U.G (76.0%) students informed that they are satisfied with the necessary information about registration. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of students (U.G and P.G) with respect to the information provided by faculty about registration ($p > 0.05$).

(b) Where do you find information about registration date?

Table No: 4.2.10(b)							
			Satisfaction level of students with respect to information about registration date				
			Friends	Faculty members	Online notification	Others	Total
Class	U.G	Count	9	0	41	0	50
		% within class	12.0%	0%	80.0%	8.0%	100.0%
	P.G	Count	5	0	25	0	30
		% within class	26%	0%	70.0%	0%	100.0%
Total	Count	14	0	66	0	80	
	% within class	13.8%	0%	76.3%	10.0%	100.0%	

Chi –square test			
	Value X^2	df	p value
Pearson Chi-Square	1.076	2	.584

The data presented in Table No: 80 reveals that majority of the U.G (80.0%) and P.G (70.0%) students informed that they found information about registration date from online notification .As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of students (U.G and P.G) with respect to the information about registration date ($p>0.05$).

Registration

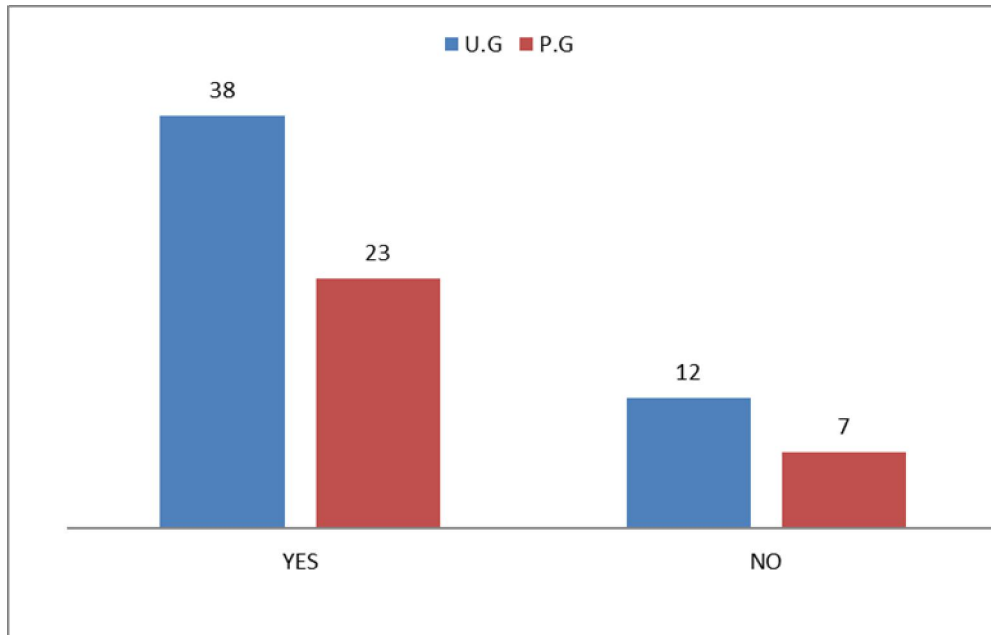


Fig 4.2.10:(a) Satisfaction level of students with respect to information about registration

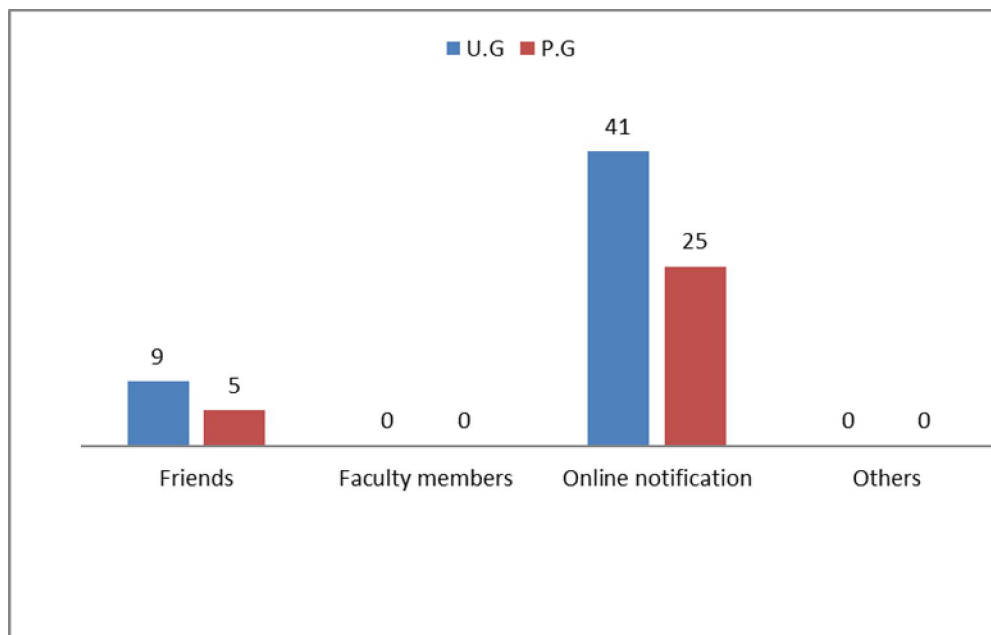


Fig. 4.2.10:(b) Satisfaction level of students with respect to source of information about registration

(c) Do you think current official website is updated regularly?

Table No: 4.2.10(c)					
			Satisfaction level of students with respect to official website		
			Yes	No	Total
Class	U.G	Count	45	5	50
		% within class	90.0%	10.0%	100.0%
	P.G	Count	29	1	30
		% within class	100.0%	1%	100.0%
Total	Count	74	5	79	
	% within class	93.7%	6.3%	100.0%	

Chi –square test			
	X²	df	p value
Pearson Chi-Square	3.096	1	.078

The data presented in Table No: 4.2.10(c) reveals that majority of the P.G (100.0%) and U.G (90.0%) students informed that current official website is updated regularly. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of students (U.G and P.G) with respect to the current official website ($p>0.05$).

(d) Are you satisfied with the registration process?

Table No: 4.2.10(d)					
			Satisfaction level of students with respect to registration process		
			Yes	No	Total
Class	U.G	Count	45	5	50
		% within class	90.0%	10.0%	100.0%
	P.G	Count	24	6	30
		% within class	80.0%	20.0%	100.0%
Total	Count	69	11	80	
	% within class	86.3%	13.8%	100.0%	

Chi –square test			
	X²	df	p value
Pearson Chi-Square	1.581	1	.209

The data presented in Table No: 4.2.10(d) reveals that majority of the P.G (90%) and U.G (80.0%) students informed that they are satisfied with registration process. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of students (U.G and P.G) with respect to the current official website ($p>0.05$).

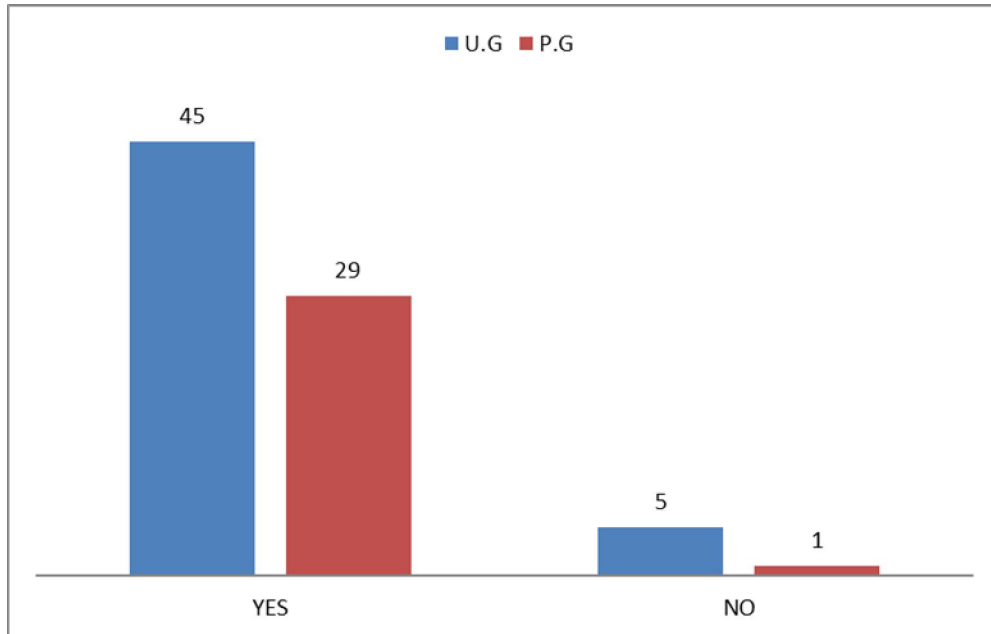


Fig.4.2.10:(c) Satisfaction level of students with respect to official website

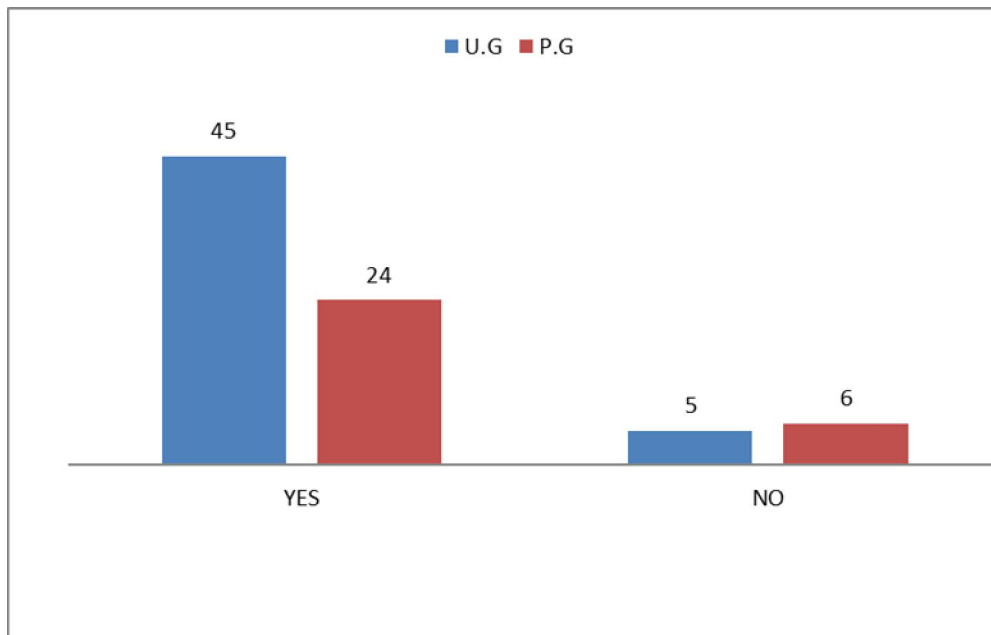


Fig.4.2.10:(d) Satisfaction level of students with respect to registration process

(e) Are you satisfied with the payment process?

4.2.10(e)							
			Satisfaction level of students with respect to payment process				
			Very Satisfied	Satisfied	Dissatisfied	Neutral	Total
Class	U.G	Count	0	39	0	11	50
		% within class	0%	78%	0%	22%	100.0%
	P.G	Count	0	24	0	6	30
		% within class	0%	80%	0%	20%	100.0%
Total		Count	0	63	0	17	80
		% within class	0%	78%	0%	21.25%	100.0%

Chi –square test			
	X ²	df	p value
Pearson Chi-Square	1.711	1	.191

The data presented in Table No: 4.2.10(e) reveals that majority of the U.G (78.0%) and P.G(80%) students are satisfied with the payment process .As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of students (U.G and P.G) with respect to the payment process (p>0.05).

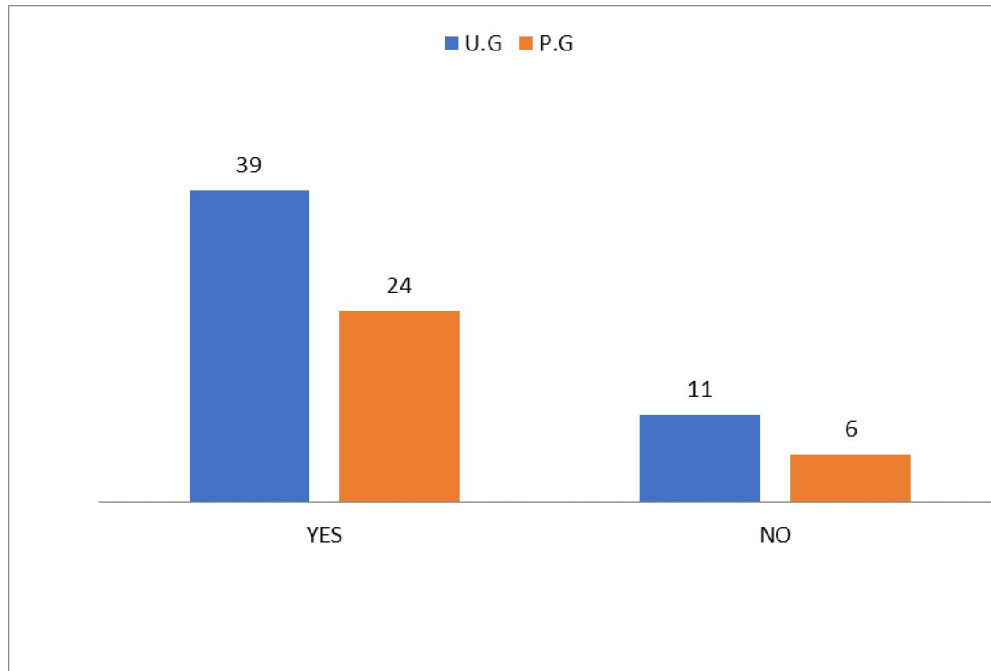


Fig. 4.2.10:(e) Satisfaction level of students with respect to payment process

4.2.10.ACADEMIC FACILITIES

(a) Are you satisfied with services and responses from academic staff?

Table No: 4.2.10(a)					
			Satisfaction level of students with respect to services and responses from academic staff		
			Yes	No	Total
Class	U.G	Count	25	25	50
		% within class	60.0%	40.0%	100.0%
	P.G	Count	17	13	30
		% within class	63.3%	36.7%	100.0%
Total	Count	49	31	80	
	% within class	61.3%	38.8%	100.0%	

Chi –square test			
	X ²	df	p value
Pearson Chi-Square	.088	1	.767

The data presented in Table No: 76 depicts that P.G (63.3%) and U.G (60.0%) student are satisfied with the services and responses from academic staff. As can be seen from the Chi-Square results there is no significant difference between satisfaction level of students (U.G and P.G) with respect to the services and responses from academic s staff ($p>0.05$).

(b) Are you satisfied with fee structure?

Table No: 4.2.11(b)							
			Satisfaction level of students with respect to fee structure				
			Very Satisfied	Satisfied	Dissatisfied	Neutral	Total
Class	U.G	Count	0	39	11	0	50
		% within class	0%	78%	22%	0%	100.0%
	P.G	Count	0	18	12	0	30
		% within class	0%	60.0%	40.0%	0%	100.0%
Total		Count	0	57	23	0	69
		% within class	0%	71.0%	29.0%	0%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	2.311	1	.128

The data presented in Table No: 4.2.11(b) reveals that majority of the U.G (78%) and P.G (60.0%) students are satisfied with fee structure. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of students (U.G and P.G) with respect to the fee structure ($p > 0.05$).

Academic facilities

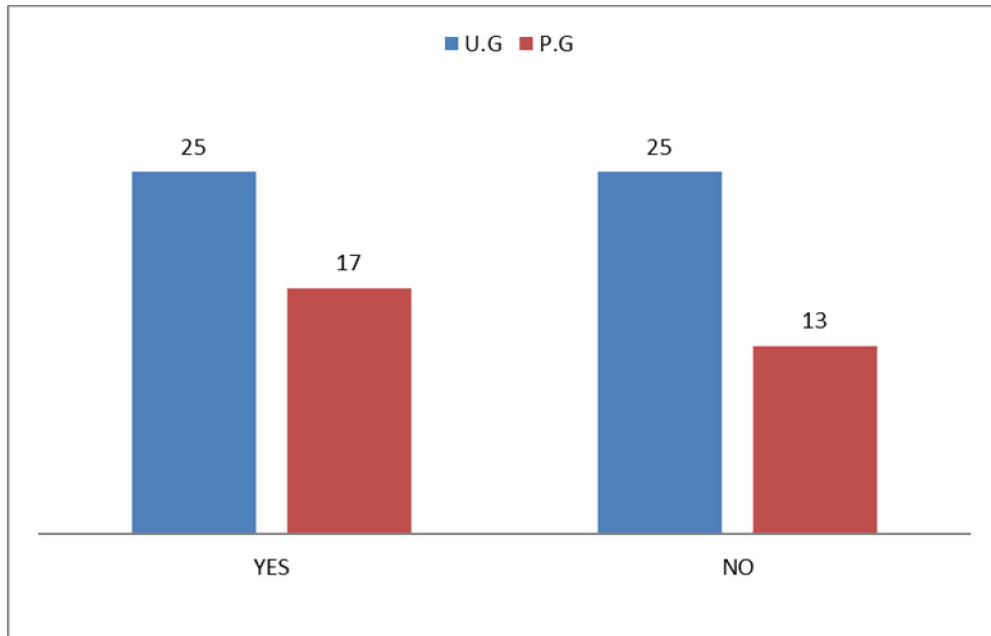


Fig. 4.2.11:(a) Satisfaction level of students with respect to services and responses from academic staff

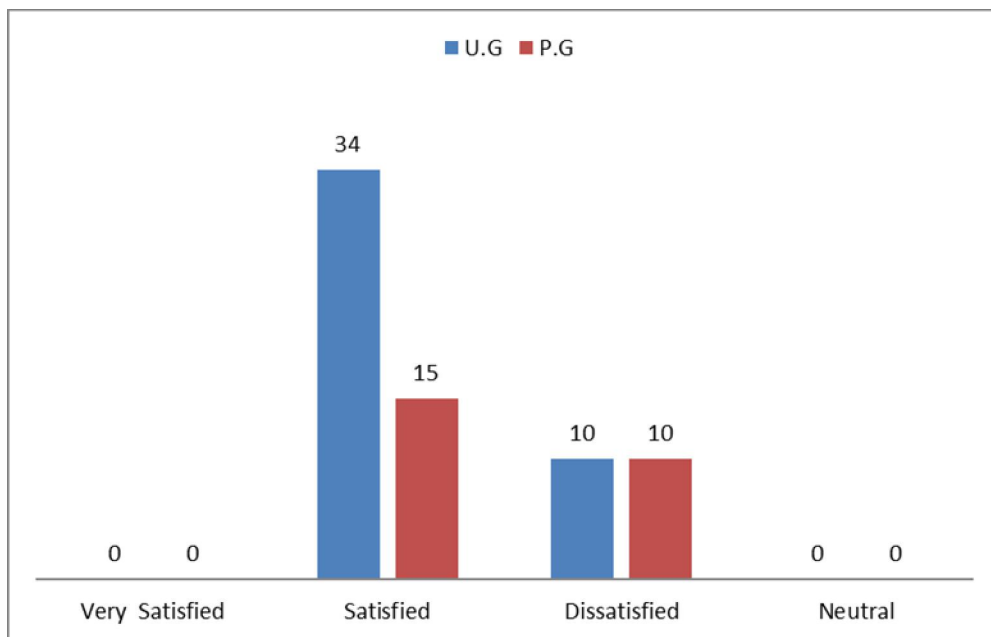


Fig.4.2.11:(b) Satisfaction level of students with respect to fee structure

(c) Do you receive marks sheets on time?

Table No: 4.2.11(c)					
			Satisfaction level of students with respect to marks sheets		
			Yes	No	Total
Class	U.G	Count	31	19	50
		% within class	62.0%	38.0%	100.0%
	P.G	Count	19	11	30
		% within class	63.3%	36.7%	100.0%
Total		Count	50	30	80
		% within class	62.5%	37.5%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	.014	1	.905

The data presented in Table No: 4.2.11(c) reveals that U.G (62.0%) and P.G (63.3%) students informed that they receive mark sheets on time. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of students (U.G and P.G) with respect to the marks sheet ($p > 0.05$).

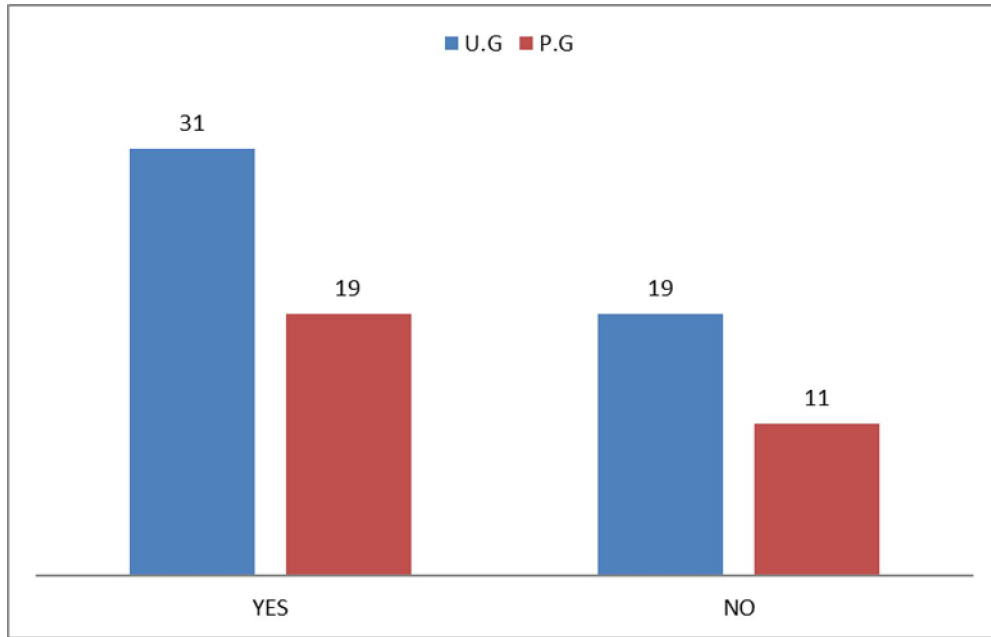


Fig. 4.2.11:(c) Satisfaction level of students with respect to marks sheets

4.2.12.SPORTS

(a) Are you satisfied with sport facilities provided by Faculty?

Table No: 4.2.12(a)					
			Satisfaction level of students with respect to sport facilities		
			Yes	No	Total
Class	U.G	Count	39	11	50
		% within class	78%	22%	100.0%
	P.G	Count	24	6	30
		% within class	80%	20%	100.0%
Total	Count		63	30	80
	% within class		78%	21.25%	100.0%

Chi –square test			
	X ²	df	p value
Pearson Chi-Square	.425	1	.515

The data presented in Table No: 4.2.12(a) reveals that majority of the U.G (78%) and P.G (80%) students are satisfied with sports facilities. As can be seen from the Chi-Square results there is no significant difference between satisfaction level of students (U.G and P.G) with respect to sports facilities ($p < 0.05$).

(b) Do you ever participate in college activities like intramural sport, play, arts etc?

Table No: 4.2.12(b)					
			Satisfaction level of students with respect to participation in college activities like intramural sport, play, arts etc		
			Yes	No	Total
Class	U.G	Count	40	10	50
		% within class	80%	20%	100.0%
	P.G	Count	25	5	30
		% within class	83%	16.6%	100.0%
Total	Count		65	15	89
	% within class		81.25%	18.75%	100.0%

Chi –square test			
	X ²	df	p value
Pearson Chi-Square	.154	1	.695

The data presented in Table No: 4.2.12(b) reveals that U.G (80%) and P.G (83%) students participate in college activities. As can be seen from the Chi-Square results there is no significant difference between the satisfaction level of U.G and P.G students with respect to the participation in college activities ($p < 0.05$).

Sports

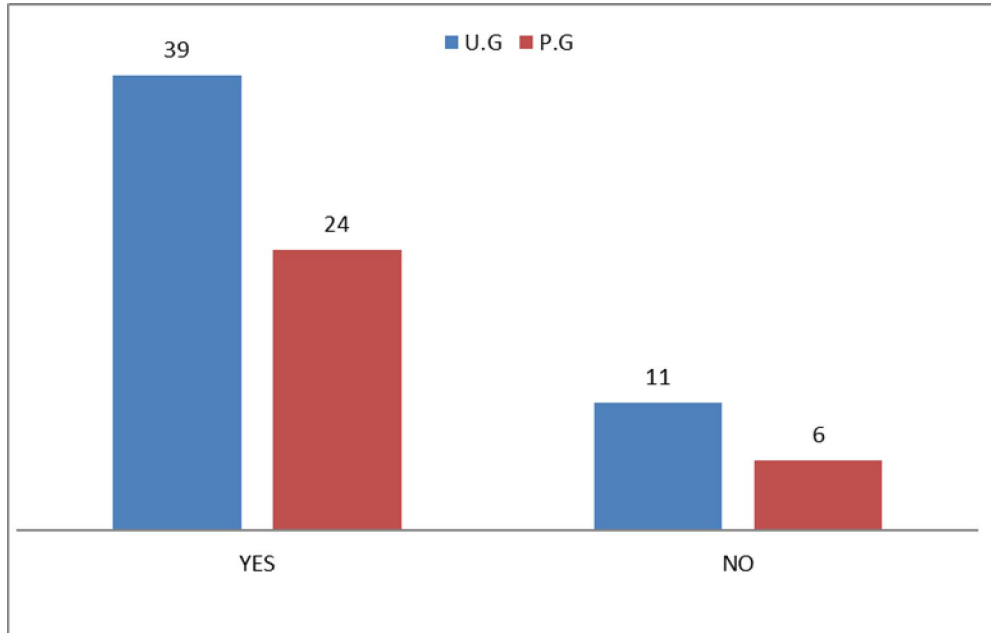


Fig.4.2.12: (a) Satisfaction level of students with respect to sport facilities

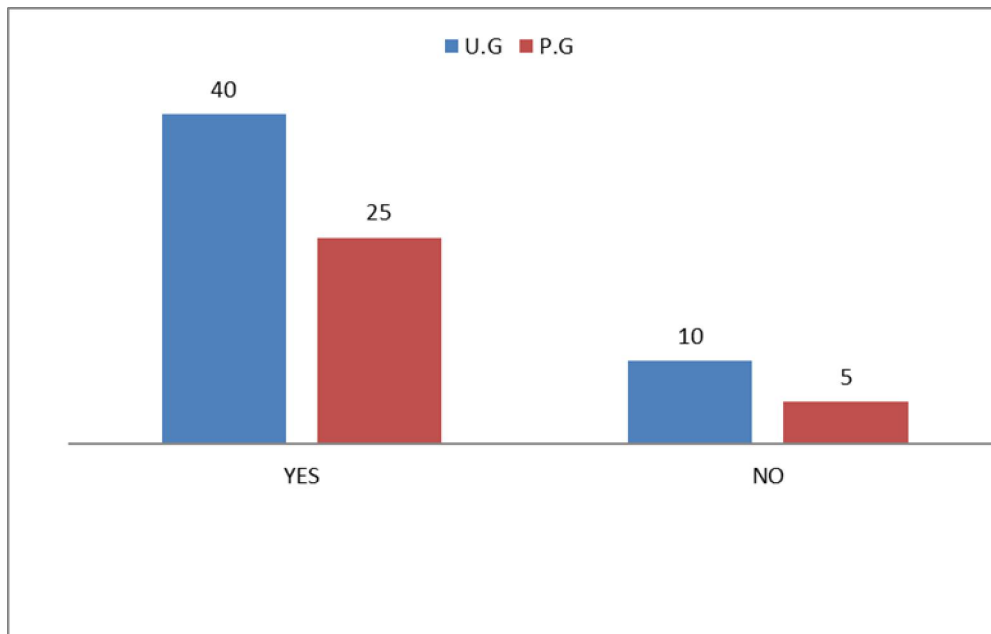


Fig.4.2.12: (b) Satisfaction level of students with respect to participation in college activities like intramural sport, play, arts etc

(c) Does college provide adequate sport material?

Table No: 4.2.12(c)					
			Satisfaction level of students with respect to adequacy of sport material		
			Yes	No	Total
Class	U.G	Count	41	9	50
		% within class	82%	18%	100.0%
	P.G	Count	24	6	30
		% within class	80%	20%	100.0%
Total		Count	65	22	80
		% within class	81%	27%	100.0%

Chi –square test			
	X²	df	p value
Pearson Chi-Square	1.042	1	.307

The data presented in Table No: 4.2.12(c) reveals that majority of the U.G (82%) and P.G (80%) students are satisfied with sports material. As can be seen from the Chi-Square results there is no significant difference between satisfaction level of students (U.G and P.G) with respect to the sport material ($p < 0.05$).

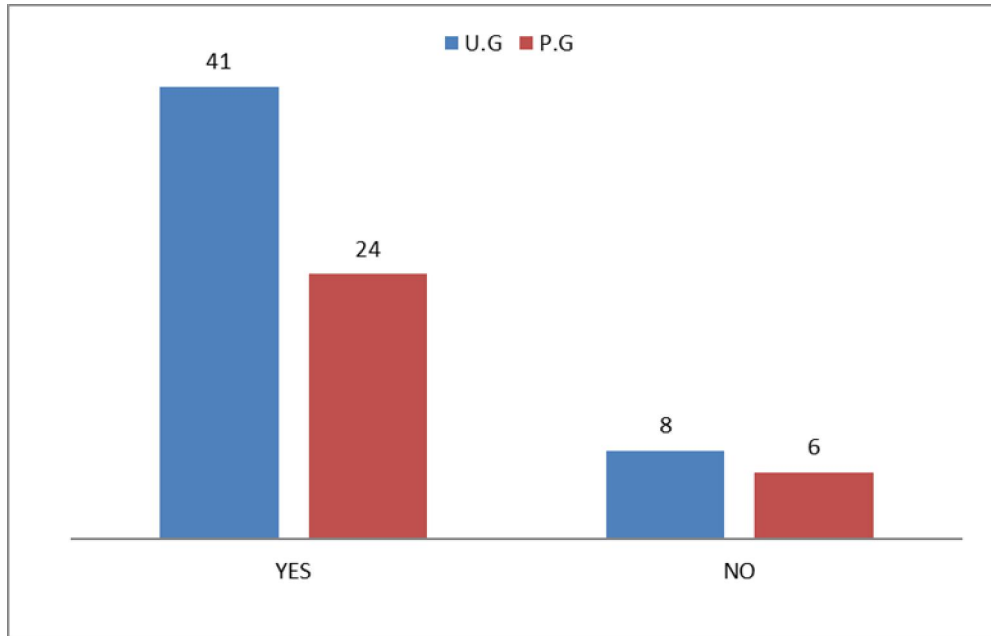


Fig 4.2.12 :(c) Satisfaction level of students with respect to adequacy of sport material

4.2.13.HOSTEL

(a) Do you feel safe in hostel?

Table No: 4.2.13(a)					
			Satisfaction level of students with respect to safety in hostel		
			Yes	No	Total
Class	U.G	Count	10	0	10
		% within class	100.0%		100.0%
	P.G	Count	10	0	10
		% within class	100.0%		100.0%
Total		Count	20	0	20
		% within class	100.0%		100.0%

Table No: 4.2.13(a) represents that 100% of the students are satisfied with security in hostel.

(b) Are you satisfied with Electricity?

Table No: 4.2.13(b)					
			Satisfaction level of students with respect to electricity in hostel		
			Yes	No	Total
Class	U.G	Count	8	2	10
		% within class	80%	20%	100.0%
	P.G	Count	9	1	10
		% within class	90%	10%	100.0%
Total		Count	17	3	20
		% within class	85%	15%	100.0%

Table No: 4.2.13(b) represents that 85% of the students are satisfied with Electricity.

Hostel

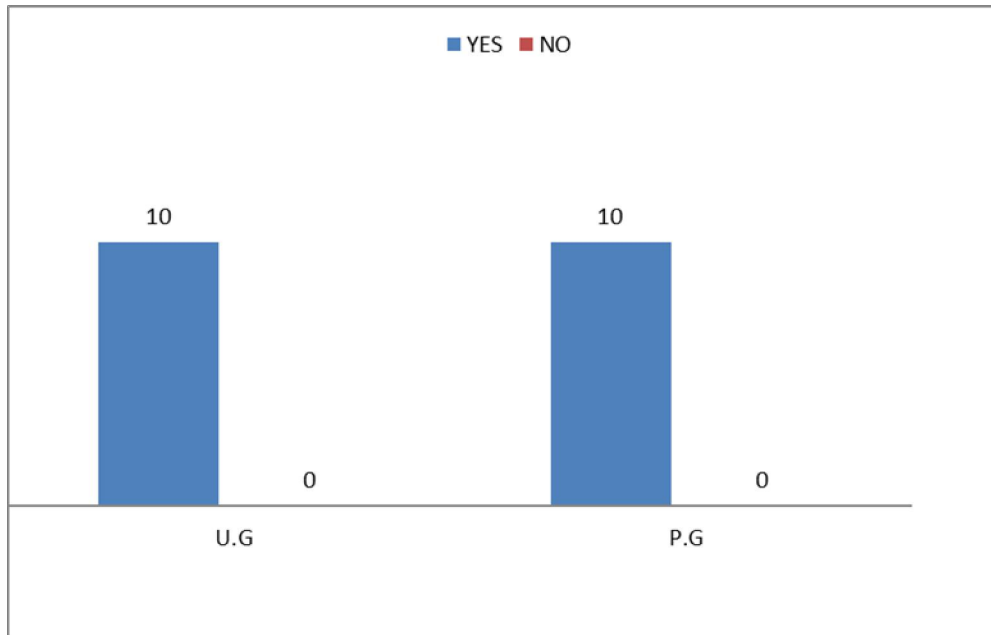


Fig.4.2.13:(a)Satisfaction level of students with respect to safety in hostel

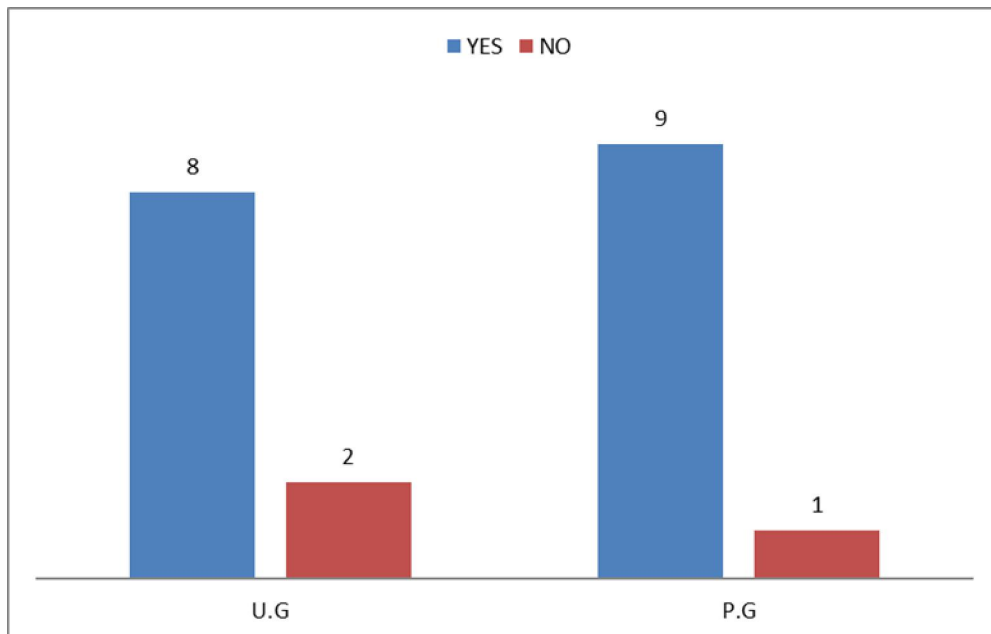


Fig. 4.2.13:(b) Satisfaction level of students with respect to electricity in hostel

(c) Are you satisfied with mess facilities?

Table No: 4.2.13(c)					
			Satisfaction level of students with respect to mess		
			Yes	No	Total
Class	U.G	Count	8	0	10
		% within class	80%	2	100.0%
	P.G	Count	9	20%	10
		% within class	90%	1	100.0%
Total		Count	20	17	10%
		% within class	100.0%	85%	3

Table 4.2.13(c) represents that 100% of the students are satisfied with mess facilities.

(d) Are you satisfied with washroom facilities?

Table No: 4.2.13(d)					
			Satisfaction level of students with respect to washroom facilities		
			Yes	No	Total
Class	U.G	Count	8	2	10
		% within class	80%	20%	100.0%
	P.G	Count	8	2	10
		% within class	80%	20%	100.0%
Total		Count	16	4	20
		% within class	80%	20%	100.0%

Table 4.2.13(d) represents that 100% of the students are satisfied with the washroom facilities.

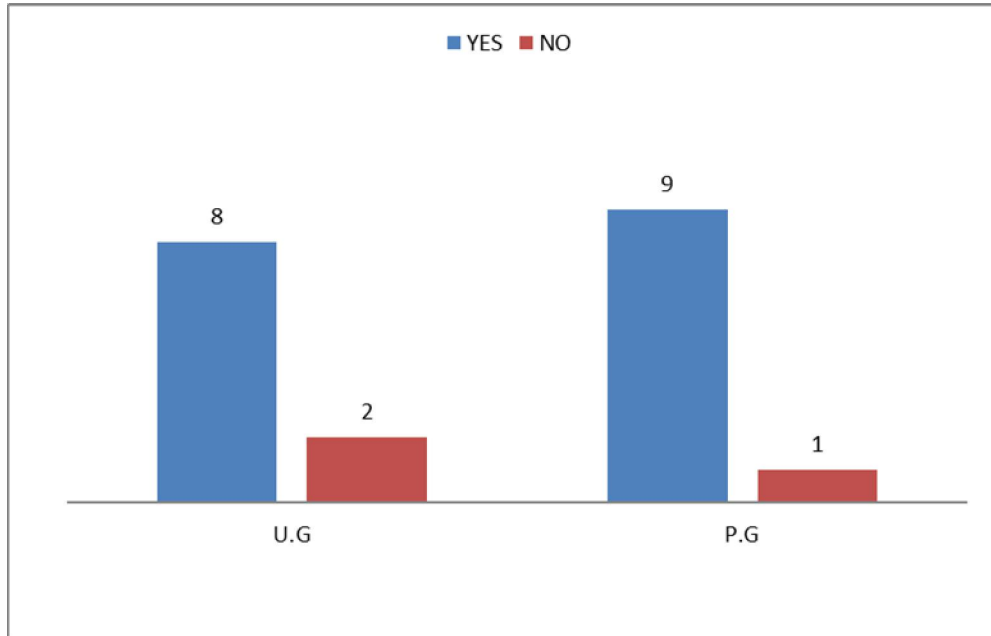


Fig. 4.2.13:(c) Satisfaction level of students with respect to mess

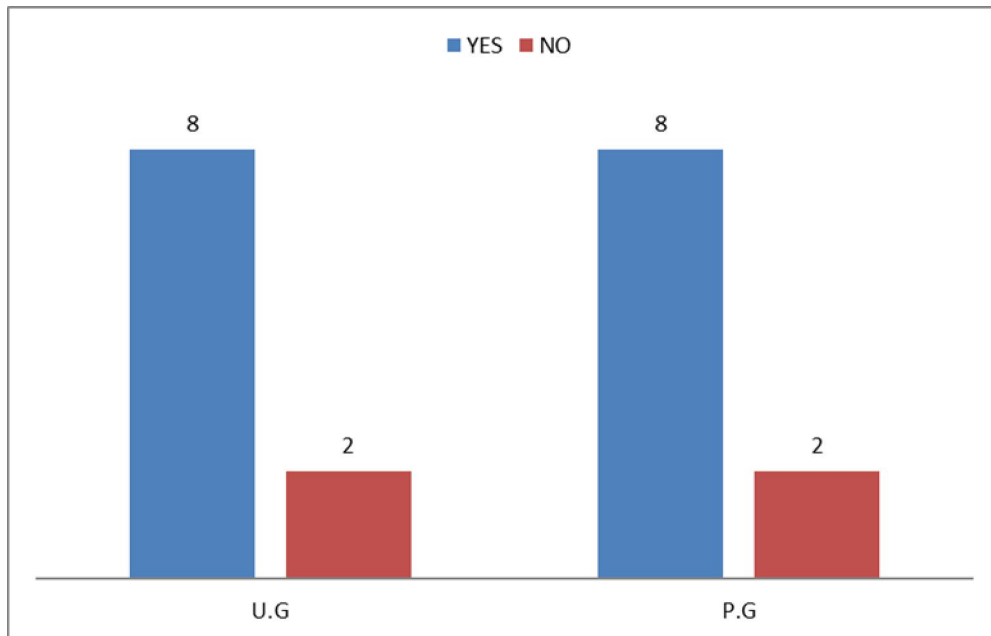


Fig. 4.2.13:(d) Satisfaction level of students with respect to washroom facilities

Chapter - 5

DISCUSSION

This chapter discusses the result of research work emerged from the analysis of the collected data during the research. It emphasis on the main aim and the objectives of the research .The chapter interprets the result and makes a comparison with the results of other related studies .In each aspect of findings, references to the theoretical perspectives is made.

The study focused on two objectives; the first objective is satisfaction level of student's towards Faculty of Fisheries and examining the strength & lacunae in the educational services. The second objective is suggesting the remedial measures and the factors contributing to the satisfaction level of students. Marginson (2007) mentioned in his findings that that if educational institutions intend to be successful, they need to focus on their students 'requirements and expectations. Since the data collected are the indicators of expectations and needs of the students, therefore administration should fulfill those efficiently. In educational institution, essential services are mainly academic staff, teaching, and relations but other factors are; technology, administration, and campus facilities which enhance the interaction and bring about the creative learning among students. Student interactions with academic staff, administration, campus facility, technology teaching, campus and social environment enable experience to students.

5.1. Teaching

Behavior

Behavior is observable outcome of the teacher that affects the students' performance in different activities in an institution. Teachers' behavior has a very significant, lifelong impact on the students. The behavior of academic staff

enhances the Institutional image and students' satisfaction. Kuh *et al.* (2005) reported in his study that relationships between students and the teaching staff are important towards student success at the educational institutions.

From the results of the study it was revealed that majority (81.3%) of the students agreed that teachers were polite and courteous. During the study, it was found that the teachers 'in Faculty of Fisheries demonstrated positive teaching behavior in motivating the students during classroom interaction. There is warm teacher-student relationship in Faculty and such relationships are helpful for teacher in clarifying and explaining the lesson content.

Approachability

The current study depicts that students informed that they feel comfortable approaching and talking to teachers. Students informed that the teachers in Faculty are friendly and approachable that facilitates safe learning environment in the Faculty. Maushart (2003) found that when students show a high satisfaction with their college experience, it is due to the formal and informal contact with their lecturer.

Knowledge

Knowledge refers to a theoretical or practical understanding of a subject. Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. Teachers' knowledge is an important factor in determining students' achievement. The quality of instruction proved to be an essential factor in students' persistence and satisfaction.

During the current study it was revealed that students agreed that teachers have extensive knowledge of their subjects. The present study confirmed that students receive high quality teaching from staff with high levels of expertise in their various academic disciplines. The results of the study confirmed that the teachers in the Faculty of Fisheries keep their knowledge updated for improving

the learning of students. They evaluate new knowledge relevant to their core professional practice and regularly update their knowledge to meet new teaching demands. They improved their knowledge and skill through participating in various teachers training programmes. These programmes reshape the attitudes and habits of teachers which in turn improve the learning of students.

Presentation skills

Presentation skills are integral part of teaching process .The success of teacher is largely determined by the ability and skill in communicating message. Wachtel, (1998) mentioned in his findings that student's rate their course instructor's performance and his methodology of teaching as the prime indicators in their educational development and successful completion of their studies.

The current study revealed that respondents were satisfied with teachers' presentation skills in Faculty of Fisheries. Students in Faculty agreed that they gained a different insight into the process of learning by teachers' presentation skills. They informed that teachers' in Faculty have good presentation skills which keeps them interested in class.

It is important for teachers to reach all learners in a classroom. Therefore, the use of teaching aids facilitates this objective by assisting teachers' in differentiating instruction. Using aids such as graphs, charts, flashcards, videos, and smart Boards provides learners with visual stimulation and the opportunity to access the content from a different vantage point. Audio visual aids are important tools for teaching learning process. It improves students' critical and analytical thinking.

The current study revealed that students agreed that audiovisual equipments are often used for lectures and presentations by teachers. Respondents informed that classrooms in Faculty are equipped with LEDs for presentations. Teachers in Faculty often use LEDs to present the lessons in classroom .Students in Faculty agreed that when teachers use these audio visual tools they are able to

learn and retain the concepts better and for longer duration. But frequent power cuts in the Faculty create hindrance in use of audio-visual teaching aids.

The current study revealed that teachers use different modes of teaching in class. Students of Faculty of Fisheries informed that most common teaching mode that is used in classrooms is lecturing followed by demonstration followed by classroom discussions. Majority of the students informed that classroom discussion is followed less as compared to other modes of learning. Lecturing method is the most widely used teaching methods and Faculty of Fisheries is no exception. However in order to make the teaching-learning process more effective participatory and interesting. Lectures must be followed by group discussion and question answer session. Class discussions can encourage students to learn from one another and to articulate course content in their own words. Course discussion helps students to learn and motivate them to complete homework and to prepare for class. Teaching methods like brainstorming methods must also be used frequently. Dalton & Denson (2009) found that students' level of satisfaction increases by working with those course instructors and lecturers who properly facilitate students' logical reasoning and aptitude development. Durling *et al.* (1996) found in his study that instructor's encouragement support students to actively involve in the course discussions.

The current study students revealed that teacher's in Faculty of Fisheries makes the lesson relevant to them. Relevance is one of the most important aspects of teaching and learning. The students found content relevant and easiest is to learn. It motivated them intrinsically for learning and helps them to become self-regulated learners.

Grading

Grading in education is the process of applying standardized measurements of varying levels of achievements in a course. Grading has come to be a pervasive and widely accepted feature of our education system. The more the

grading system is perceived to be fair the more students are likely to feel satisfied. Sectors such as finance, technology, accounting, and engineering still use grade points as a key metric in their initial evaluations of candidates. Douglas & Smith (2013) found that grading is most frequent method of comparison between student vs. student, student vs. standards, effort vs. performance, past vs. present. Parayitam (2007) indicates that perception of fairness of the instructor's grading procedures is related to students' satisfaction.

The current study revealed that students in Faculty of Fisheries were satisfied with the teachers grading system. Students in Faculty strongly opined that grades are very important for them because good grades facilitate admission for higher degree programmes. Good grades motivate them to study hard which makes them more satisfied.

Queries

Students' questions play an important role in learning process. They are a potential resource for both teaching and learning science. Cuccio-Schirripa and Steiner (2000) found that questioning is one of the thinking processing skills which is structurally embedded in the thinking operation of critical thinking, creative thinking, and problem solving'.

The current study shows that students agreed that teachers always answer their queries. Students in Faculty agreed that teachers always answer their questions with an explanation and example. In Faculty teachers can use these questions as indicators of students' learning problems, and it can provide them information about what students are thinking.

Punctuality

Teachers are known to be the nation builders. The character and the personality of a teacher greatly influence the students whom they teach.

The current study depicts that students agreed that teachers come to class on time. Students of Faculty of Fisheries informed that teachers are self-disciplined and very devoted to work. Teachers in Faculty always come to class on time and also leave on time. They have inculcated the habit of punctuality and show students how important is the time in their life and how to value it.

Accessibility

From the current study it was found that students in Faculty informed that teachers were available when needed. The educators in Faculty are approachable and accessible to students and show concern to their needs. They help them when they ask them for help in inconvenient situations. They possess good listening skills and take time out of their way-too-busy schedules for anyone who needs them. This has led to a strong bonding between the teachers' and students. Kuh *et al.* (2005) reported in his study that approachability and accessibility of the teaching staff inside and outside the class are highly required by the students for effective learning to take place.

Guest lectures

In the present study it was revealed that students strongly agreed that they are satisfied with guest lecturers arranged by Faculty. They agreed that they learn a lot from guest speaker's educational experience and get a glimpse into the life of the speaker and his achievements' that motivates them to set higher goals in life.

5.2. Course learning

From the results it was revealed that students agreed that class assignment, project, and presentation were helpful for the course learning. Characteristics of course content also contribute to student's satisfaction. The students agreed that assignments and projects demonstrate their learning in courses. Students in Faculty found these projects very creative in content. Assignments and projects with clear guidelines are given to all students by teachers in Faculty.

From the results it was revealed that presentations have helped them in significant ways. Public speaking one of the most valued skills today. Respondent students opined that frequent presentations in classes have enhanced their presentation skills, confidence level and ability to motivate the audience to listen.

Instructional materials

From the present study it was found that students found the content appropriate provided by teachers. Teachers in Faculty provides effective instructional materials that meet the needs of students'. They also dispense them supplementary materials like e-learning content such as a web page, web links, or a site which also helps in learning. Students found that the course content support the learning objectives of the course. Teachers' in Faculty of Fisheries carefully planned and prepared instructional resources which encourage them to study more which facilitates learning process. Crawford (2003) reported in his study that teacher-made instructional materials are the teaching resources that are purposely designed by the teacher or by both teacher and pupils mainly to promote meaningful teaching and learning in the classroom.

The current study shows that students were satisfied with the speed at which course work was completed. The respondents in Faculty informed that course syllabus is completed appropriately by teachers. They put a lot of effort in the course completion and demonstrate lectures in depth during class.

It was found that students agreed that the courses offered per semester are sufficient. Students in Faculty are provided with variety of courses that keeps them interested and motivated to learn the subject matter. The diversity in courses has broaden the skills and knowledge of students in Faculty of Fisheries. Students are satisfied with flexibility of courses in different semesters. Corts et al., (2000) mentioned in his findings that variety of courses has been identified as a predictor in student satisfaction.

From the present study it can be seen that students (62%) in Faculty of Fisheries believed that the courses are not too much difficult while as 38% students found it difficult. Benjamin (2017) found that the majority of students also stated that when they found a subject useful and or enjoyable, they were often willing to overlook how difficult they thought it was.

Motivation

Motivation is concerned with a desire to acquire or achieve some goal. Motivated students engage in the task with intensity and feeling, whereas unmotivated students procrastinate and indicate in other ways and would rather do something else.

Students agreed in Faculty of Fisheries that course motivates them to set up the goals for future. The subjects in Fisheries science are interesting which keeps them actively interested in studying and pushes them towards continuing their education. Apart from this, teachers' in the Faculty play a very important role in motivating students. Students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued. Spector (2006) found that motivation comes from a person's wants, needs, or desires.

Seminars

From the current study it was revealed that students informed that college arrange seminars for students. Students in Faculty found seminars very beneficial. It improves their communication skills, gain expert knowledge, networking with others and renew motivation and confidence. Though Faculty encouraged and support research, seminars, and scientific conferences for the benefit of students but students want discussion session in which participants were provided with questions that encouraged them to consider the most significant recent and predicted future developments in the areas discussed at the seminar.

5.3. Practical work

Getting theoretical knowledge has no value until students can apply it for practical purposes.

From the current study it was found that students were satisfied with practical portion. Students in faculty of fisheries are provided with conceptual and theoretical knowledge which helped them to learn scientific concepts and understand the nature of science. Laboratory work especially for master's students in Faculty gives them opportunity to experience science by using scientific research procedures. According to Shree Ramchandra Education Society, Pune theoretical knowledge of skill- based subjects needs to be supported by practice based on the outcome and interpretation of the survey, students were moderately satisfied with quantity of chemicals and apparatus for carrying out laboratory activities. Only 62% students were satisfied with quantity of chemicals and apparatus students. Maristela *et al.* (2015) also find in his study that the students were satisfied with the quantity and quality of equipment and apparatus provided by the faculty. Students in Faculty informed that equipments, instrumentation and materials used in research are sophisticated, advanced, and of far better quality but chemicals are not available in required quantity that sometimes created hindrances in carrying out their research work.

Students also informed that they were provided with finfish specimens for experiment. By seeing real life specimens of fishes they are more likely to understand and appreciate the importance and relevance of what they are learning. They enjoy dissecting fishes which boost their intellectual development.

The current study depicted that students informed that they like NSS (National Service Scheme) drive about faculty. Students informed that Faculty involved them in awareness rallies and cleanliness .NSS helps them to grow individually and also as a group. It makes the them confident, develop leadership skills, and gain knowledge.

Farm visit

The respondents informed that they visit fish farms occasionally .They visit fish farms located at shuhama. The reason behind this is that Faculty of Fisheries is in its developmental stage. However the pace of development needs to be enhanced so that more and more ponds are constructed to help students in their research work. Hunni (2017) informed that local farms offers academic information.

The fish farms not only do provide a close encounter with nature, students can master new skills like learn how to culture and capture fishes. It can also introduce student job opportunities and can spark new interests and passions .It will provide opportunities to fisheries students to raise their farms and can promote entrepreneurship.

5.4. Library

Environment

The current study revealed that students' in Faculty found library a quiet place to read. They feel free to study and comfortable to complete their coursework in library. Gamage *et al.* (2008) found that Thai students agreed that library provides quite study area as the most satisfying aspect. The study found that majority of the students (100%) was comfortable with library environment.

Students visit library on regular basis. Library is a prominent feature in the lives of students' of Faculty with almost 83% students visiting library each day. Students of Faculty of Fisheries found library as the best part of Faculty and regular visits to enforce regular reading habits .Williams (1995) surveyed Canadian undergraduate library use, and found that active learners who participate more in class, and who read, write and study more are regular and active library users.

Behavior of library staff

The study found that students were satisfied with the behavior of library staff. They informed that library staff have better understanding about how to search, download information from e-resources and can help them to explore available resources exhaustively. Daisy (2006) found that most respondents were somewhat or very satisfied with overall library services and staff performance and helpfulness of the staff. Showing courtesy and a sincere interest towards students can reap great benefits to an educational institute. Douglas *et al.* (2008) findings indicated that responsiveness, communication and access are the critical areas that education managers need to focus upon.

From the results it was found that 74% of students agreed that period of issuance for books was sufficient for them which indicates that majority of students in faculty opined that renewal time i.e. 15 days are not sufficient for them. Students want renewal time should be exceeded.

Reading space

Students were satisfied with the available reading space in the library. The Library of faculty is very big for reading books. Skelton (2014) mentioned in his study that these open reading rooms allowed the user to sit anywhere they chose, and encouraged exploration by allowing readers to choose books from multiple disciplines.

Accessibility of library resources

Students informed that students found most of the books related to their subjects. However the no of copies per book need to be increased so that every student will get the book easily. Students agreed that there is accessibility of library resources like text books, journals and e-journals. They found all latest editions of text books and reference materials in library. Staff guides them to meticulously use these resources. Akobundu (2007) found out that text books usage account for most reasons for library visits. e –journals on different subjects

meet the demand of the research scholars in their field of interest. Tsinidou *et al.* (2010) findings indicated that on library service, students wanted availability of text books and journals

Xerox facilities

The Faculty has a Xerox Facility in Library for the students and staffs where text books, reference books and relevant materials can be photocopied at a subsidized rate. The photocopy charge is very cheap and also saves a lot of time of students. However, frequent power cuts cause difficulty for students when they need to photocopy.

5.5. Information Communication and Technology Laboratory

The results shows that computers were adequate for students .The computer labs in faculty allow student to access to the software necessary to complete coursework The results of the study depicted that majority of the students use computer to prepare assignments ,projects and presentation. Garger (2011) mentioned in his study that computer laboratory is more than just rooms with lots of computers. Maristela *et al.* (2015) found in his study that the students were satisfied to the number of computer units in relation with the number of students.

Students agreed that they often use a computer. Students in Faculty found computers very helpful for completing their assignments and projects. Computers can significantly enhance student's performance in learning. Barroso (2018) mentioned in his study that students use computers to access online copies of their textbooks, digital notebooks or video tutorials, which are not available with traditional textbooks.

Internet

From the present study it was depicted that students were satisfied with internet accessibility and speed of the internet .Student in Faculty of Fisheries are provided with internet facilities which helped them to improve the quality of their

academic research and written work. They spend 2-3 hours on the internet for their studies. High speed Internet enhances every level of education from kindergarten through high school to college to graduate school.

From the present study it was found that students agreed that computers were up to date with latest technology. They regard IT equipment are updated and agreed that IT lab has the appropriate technology such as computers, internet, software programs to help them successfully fulfill their degree program.

Behavior of IT staff members

IT staff members were helpful and polite .Students informed that staff members in IT laboratory help them if they face any problem regarding subjects. Their helpful behavior enables the students to learn more efficiently.

5.6. Museum

From the results of the present study it was revealed that students agreed that displayed products in museum were educational. They agreed that collected, preserved and displayed items are very informative. The museum in Faculty is educational where students stimulate their powers of observation and reflection .Students found content provided in museum attractive. They found that museum content is visually and physically ergonomic. Museum has exhibited to stimulate informal learning for students.

5.7. Medical Facilities

From the present study it was depicted that there is a Doctor in Faculty of Fisheries whom students approach in case of emergency or for medical advice. Faculty provides emergency care for ill or injured students and ensures that all students get appropriate health care. Varinli and Cakir (2004) in their study found that patients' satisfaction with medical services was influenced by the physicians and nurses in the hospital.

From the study it was also found that Faculty does provide medical like medicine, first aid room and vehicle in case of emergency. It was observed that all type of first aid medicines and first aid kit was available in Medical room. Vukmir (2006) found that waiting time and the amount of care given to patients determined their satisfaction. Students' significant high satisfaction with medical services in this study could be linked to the care they got from their health-care givers in the Faculty. Kaur and Bhalla (2015) reported in his studies that sufficient first aid medical facilities were available.

5.8. Canteen

During the current study it was revealed that respondents were not satisfied with the catering services they received from the Faculty. They acknowledged the fact that there are not enough catering services and strongly dissatisfied with the quality of food and cleanliness of canteen. Chang *et al.* (2014) reported in his study that food quality aspects such as careful handling, cleanliness while serving to customers, quality offered and menu variation are considered important by university students dining at the cafeteria. As the market is far-away from the college premises the students are dependent on the canteen services for refreshment, therefore they strongly recommended that the canteen services must be upgraded.

Price fairness

Students in Faculty also strongly disagreed with the affordability of the price of meal or snack. Students opined that the quality of the food in the canteen was not worth the price they pay for it. This is resemblance with prior findings (Herrmann *et al.*, 2007; Martin-Consuegra *et al.*, 2007; Oliver & Swan, 1989), implying price fairness becomes more important to students as they acquire more information from the menu to make price comparisons and judgments whether the payment is higher or lower in relation of their expectations of the services

rendered. Claire (2012) reported that students find these services very important to their learning motivation and ability to stay in colleges even after their classes.

5.9. Campus facilities

Security

During the current study it was revealed that students were satisfied with safety and security conditions in Faculty. The students agreed that the security system in the campus is well organized and they feel safe in the college premises. They informed that the Faculty of Fisheries is under CCTV surveillance for the safety of students. The students believed that safety and security conditions in faculty highly matters. Smah (2001) in his study found that students' satisfaction with security services is significantly high at variance with the study.

Transportation

Transportation plays a constant and important role in the live of students. During the current study it was revealed that students were satisfied with transportation services provided by Faculty of Fisheries. College buses of Faculty are specially built and equipped. Students in Faculty are allotted proper routes in order to save their times which have increased their punctuality and attendance. According to Policy Group (PG) (2010) explained that Local Education Authorities (LEA) in Wales, facilitation of transport for students is compulsory with the purpose to enable the student's attendance at a particular location for teaching and learning processes.

Classroom facilities

From the results of the study it was revealed that students informed that classroom were big enough to accommodate all the students. They found classroom environment very comfortable Classrooms in Faculty have organized space which is important for learning process. The placement of desks or tables is appropriate and students easily communicate with each other.

Cleanliness

The current study revealed that students were satisfied with maintenance and cleanliness of classrooms, corridors and washroom are cleaned on regular basis to keep them clean, safe and well-maintained. Cleanliness and good sanitation have provided a clean environment for the students in Faculty to keep them in good health and safe. Kennedy (2012) mentioned in his report that Institutions should provide washrooms that are cleaned regularly to kill germs and prevent the spread of disease.

Drinking water

From the current study it was revealed that students were satisfied with availability of drinking water. Faculty is equipped with water purifiers for students for easy access to safe drinking water. Rogers *et al.* (2001) mentioned in his study that young adults found that mental performance decreased by 10% when they were thirsty.

Maintenance

The current study was deciphered that students were satisfied with maintenance and repair facility provided by faculty. They agreed that there is continuous functional check, servicing, repairing or replacing of necessary devices in Faculty.

5.10. Registration

From the results of the study it was revealed majority of the students agreed that they were provided with the necessary information about registration. They all agreed that Faculty of fisheries gave them sufficient information about the registration policies and procedure via their website. They accepted that current official site is updated regularly. Claire (2012) found in his study that students accepted that the online registration is clear and user friendly, web accessible student information is complete and updated.

From the results of the study it was revealed students were moderately satisfied with behavior of staff. Claire (2012) found in his study that registrar staffs are friendly and provides assistance such as transcript orders, verification of documents and more.

From the results of the study it was found that students were moderately satisfied with the payment process during registration .However students in Faculty found financial information and the procedures very important to them. Therefore, Faculty should make more efforts to make students to understand tuition payment processes. They opined that there should be different registration date for UG, PG and PhD students so as to make the process easy. Students found registration process lengthy because all students from U.G, P.G and PhD programs have registration simultaneously they have to wait in a long queue for taking the forms and returning back to the office. Therefore students agreed that overall registration process was well organized and understood and found the process of registration satisfactory. Claire (2012) mentioned in his study that majority of the students find the process of registration satisfactory

5.11. Academic Facilities

Academic staffs can be defined as persons who are engaging in general administrative activities of education institute such as student registration, exams, student services (Pop, Bacila, Moisescu, & Tirca, 2008. The contribution of non-academic staff highly impacts the student experience in colleges .Staff members guide students through admission and registration processes, issue marks sheet, monitor their completion progress, deliver innumerable nonacademic learning opportunities and help them to prepare for their next career stage. Galloway (1998) studied the role of the faculty administration office in one UK University on student perceptions of service quality. He found that it impacted directly on students and influenced their perceptions of the quality of the whole institution.

From the current study it was found that students were moderately satisfied with the services and responses from administration staff. They would like to have staff members more flexible and approachable. Students in Faculty expect staff members should keep their promises, have positive attitude towards them, communicate well with them, and dealt with their inquiries complaints efficiently and promptly. Malik *et al.* (2010) found that the cooperation, kindness, responsiveness of non-academic staffs play a vital role in determining students' satisfaction

From the current study it was found that students informed that they don't receive the marks sheets on time. Respondents from Faculty opined that they should receive mark sheets on time with which they so as to determine their grades and academic performance in class. Students found that if they receive grade sheet after every semester on time, they can easily improve their academic performances in class.

From the present study it was depicted that students were moderately satisfied with fee structure. Though it is not possible to change the fee structure, Faculty should organize scholarship orientation programs wherein students can be made aware regarding various scholarship programs/schemes and the procedure for availing those scholarship. Such programs will help all students in general and also to those belonging to disadvantaged background. Marcus and Hacker (2014) mentioned in their report that rising tuition charges appear to have a huge impact on students' higher education enrollment decisions especially for students from lower-income families.

5.12. Sports Facilities

Sports and games curriculum is an integral and compulsory part of the education process. The findings of the present study revealed that students agreed that faculty provide sport facilities In colleges , students are less engaged in sports but in Faculty of fisheries students usually plays games like cricket ,badminton etc

in free time. Students found that sports have helped them to build character and discipline in life. These sport facilities have encouraged students in faculty to be more active in team sports with their peers and attend intramural games on campus.

The findings of the current study revealed that students agreed that they participated in college activities like intramural sport, play, arts. Faculty of Fisheries offers students the chance to play competitive sports with other agricultural faculties also. Sports have helped students of Faculty to learn professional skills including leadership, teamwork, communication and prioritization. Kaur and Bhalla (2015) reported in his study that adequate sports material is available in the institute.

5.13. Hostel

From the current study it was found that students were satisfied with the facilities such as electricity, water supply, mess, washroom and laundry facilities. There is continuous supply of electricity in hostel of Faculty of Fisheries. The relationship between the housing management and students pose a large influence on students' housing satisfaction (Price *et al.*, 2003). Frequent power cuts can become a major source of worry for students and can affect their studies. Ajayi, *et al.* (2015) mentioned in his study that most students prefer to stay in hostels because of constant electricity supply aids reading. Students were also satisfied with the fact that hostels have access to safe and sufficient water for drinking, washing, laundering, flush toilets and for shower.

From the current study it was found that students are satisfied with food quality at mess. Mess offers diverse menu choices. Ajayi, *et al.* (2015) mentioned in his study that the variables which explained satisfaction were the social qualities of the residences, especially, the social densities; the kitchenette, bathroom and storage facilities and some demographic characteristics of the students.

The students agreed that they feel safe in hostel. They agreed that there are no security issues in hostel. Hostel warden address their problems and solve them. Fadeyi (2004), indicated that the various causes of insecurity could be attributed to the laxity and the lack of security concerns on the part of the students themselves. Ethel (2013), Thomposon and Strickland (2001), and Ekaette (2006) showed that cases of theft, robbery, rape, fire outbreaks, falling from heights and other forms of accidents that happen in students' hostel should be traced to management and administrators as soon as possible.

Chapter - 6

SUMMARY AND CONCLUSIONS

The Present study was conducted on assessing the satisfaction level of students in Faculty of Fisheries during spring 2018. An attempt was made to know the satisfaction level of student's towards Faculty of Fisheries. It also aimed to examine the strength and lacunae in the educational services and thereby suggesting the remedial measures. As the present study has evaluated the Faculty in a large perspective highlighting both the strengths as well as shortcomings in detail. The strength of the Faculty that has enabled it to achieve excellence in teaching and extracurricular activities can serve as a blue print for other Faculties of the University for Achieving Success. Further, areas that have significantly lower satisfaction levels can be further examined to determine the source of dissatisfaction and action plans can be implemented for further improvement.

Based on the results, it was concluded that majority of the students studying in Faculty of Fisheries were satisfied with all the current facilities except canteen, electricity, farm locations, laboratory and on-academics services. The Faculty should pay more attention to strengthen the services for the betterment of the Faculty. More than half of students were satisfied with the teaching quality, curriculum, extra-curricular activities, library, IT facilities and Campus facilities.

It was also found that there is significant difference ($p < 0.05$) between the satisfaction level of U.G and P.G students with respect to teachers, curriculum, IT facilities and library while as with respect to other facilities it is non-significant ($p > 0.05$).

RECOMMENDATIONS

Students in Faculty of Fisheries are very optimistic about their Faculty. Lot of information was gathered from the students with respect to their opinions to enhance the level of student satisfaction. The fulfillment of the students' demands is key to their level of satisfaction. Based on the result of the study, following recommendations suggested are as follows:

- Farms are the laboratories of nature where different concepts of science are on display. There are two fish farms in shuhama where students of Faculty of Fisheries visit occasionally. Due to location of farms outside the Faculty campus students don't visit the farms frequently. So it is highly recommended that farms under- construction in campus should be made functional as soon as possible as it will save the time of students from visiting the farms outside the campus. Also the frequent farm visit will not only expand their knowledge but will also encourage them to learn the fish farming practices. By seeing real life application of the lessons that they are learning in class, students are more likely to understand the importance and relevance of what they are learning.
- The canteen in Faculty needs to improve and upgrade its services. Canteen should remain open on all working days. Furthermore, they should also offer an attractive menu at reasonable prices to students. Canteen should keep on improving the quality of food to maximize the satisfaction level of students.
- In case of frequent power cuts systems powered by electricity in Faculty lead to inconveniences to students. Laboratory and Xerox facilities heavily rely upon electricity. Without power backup, students stop their work leading to interruptions in studies. Power backup will make sure that laboratories remain at controlled temperatures to keep samples and test

objects in suitable conditions. Students also want Faculty to provide them power backup facilities in library for avoiding disruption in Xerox process.

- Faculty should organize scholarship orientation programs wherein students can be made aware regarding various scholarship programs/schemes and the procedure for availing those scholarship .Such programs will help all students in general and also to those belonging to disadvantaged section in particular.
- To make sure that students have clarity of goals in life, career counseling must be made available for students to receive the right and latest advice. Career counseling and guidance programs should be fisheries oriented, so that students could recognize various career choices they could make in their core subject and also in related field. This will help them to make the decisions they need in order to make future career and to overcome career related challenges.
- Faculty need to address the problem of parking space. Parking place and the adjoining road needs to be macadamized as it causes lot of inconvenience to the students and the staff especially during the winter and rainy season.
- The equipments and chemicals makes up a laboratory foundation. Students sometimes encountered problems related to apparatus like distillation plant and chemicals. Though there are two distillation plants for experiment in Faculty but students found it insufficient as there are frequent power cuts and amount of distilled water produced doesn't suffice the needs of students. Faculty can address the problems either by providing the students with one more distillation plant or by providing regular power supply so that distillation plant remains functional thereby providing required quantity of distilled water to the students.

- Another problem student's face is insufficient quantity of chemicals. It is recommended that chemicals must be enlisted as per the requirement of the students in each division and purchased in sufficient amount much before the commencement of research work in various division to ensure smooth conductance of research work.
- The contribution of non-academic staff highly impacts the student experience in colleges. Students in Faculty of Fisheries want Staff members to be more prompt in services and queries. They also want non academic staff members to have friendly and positive attitude towards them. Human resource development program must be organized at regular intervals that will focus out on the personal development of the employees that will also improve their behavior with their officials, peers and students. If staff members have good attitude towards students it will support their personal development and their perceptions towards the whole institution.

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QUESTIONNAIRE

ASSESSMENT OF STUDENT'S SATISFACTION LEVEL: A CASE STUDY OF FACULTY OF FISHERIES SKUAST -K

Teachers

- (a).Do you think teachers are polite and courteous?
a.Yes
b.No
c.Sometimes
d.Undecided
- (b).Do you feel comfortable approaching and talking to teachers?
a.Yes
b.No
c.Sometimes
d. Undecided
- (c). Do you think teachers have extensive knowledge of their subjects?
a.Yes
b.No
c.Sometimes
d. Undecided
- (d).Are you satisfied with teacher's presentation skills?
a. Yes
b.No
c.Sometimes
d. Undecided
- (e). Do you think teacher's make the lesson relevant to daily life?
a.Yes
b.No
c.Sometimes
d. Undecided
- (f). What are the modes of teaching that teachers' use?
a.Lecturing
b.Demonstration
c.Discussion
- (g). Do teachers answer your queries?
a.Not at all
b.Sometimes
c.Usually
d.Always
- (h).Do you think teachers comes to class on time?Yes/No
(i). Are teachers available when needed?Yes/No

- (j) Are you satisfied with teacher's grading?
a. Yes
b. No

Course Learning

- (a) Do you think courses offered per semester are sufficient? Yes/No
If No, then how many courses do you suggest?
a. 5-6
b. 6-7
c. 7-8
d. 8-10
- (b) How would you rate the speed at which coursework is covered by teachers?
a. Too fast
b. Just right
c. Too slow
d. Undecided
- (c) Do you find the content provided by teachers' appropriate? Yes/No
- (d) Do you think class assignment, project, presentation are helpful for your course learning?
Yes/No
- (e) Rate the difficulty level of course?
a. 0-20%
b. 20-40%
c. 40-70%
d. 70-100%
- (f) Do your course motivates you to set up your goals for future? Yes/no
- (g) Are you satisfied with seminars within Faculty? Yes/No
- (h) Are you satisfied with guest lecturers/speakers arranged by Faculty? Yes/No
- (i) What do you like best about fisheries Science?

Practicals

- (a) Are you satisfied with the quantity of apparatus? Yes/No
- (b) Are you satisfied with the quantity of chemicals? Yes/No
- (c) How often do you visit farms?
a. Often
b. Occasionally

LIBRARY

- (a) Do you find library a quiet place to read? Yes/No
- (b) Are you satisfied with the available reading space in the library? Yes/No
Is there accessibility of these library resources?
- (c) e-journal- Yes/No
- (d) Text-Yes/No
- (e) References-Yes/No
- (f) Do you find all books related to your subjects? Yes/No
- (g) How often do you visit library?
 - a. Regular
 - b. Occasionally
- (h) How often do you issue books from library?
 - a. At least once a week
 - b. Once or twice a month
 - c. A few times a year
 - d. Never or almost never
- (i) Is period of issuance for books sufficient for you? Yes/No
- (j) Is library staff polite and helpful? Yes/No
- (k) Are you satisfied with accessibility of xerox facilities? Yes/No

COMPUTER AND INFORMATION TECHNOLOGY

- (a) Do you use computer to prepare assignments, projects or presentations? Yes /No
- (b) Do you think computers are adequate for students? Yes/No
- (c) Are you satisfied with internet accessibility? Yes/No
- (d) Are IT staff members helpful and polite? Yes/No

MUSEUM

- (a) Do you find all fish specimens in museum? Yes/No
- (b) Do you find content provided in museum attractive? Yes/No

MEDICAL FACILITIES

- Are you satisfied with health services like
- (a) First aid medicines: Yes/No
 - (b) Doctor: Yes/No
 - (c) Vehicle in case of any emergency? Yes/No

CANTEEN

- (a) How much are you satisfied with the food quality at canteen?
 - a. Very Satisfied
 - b. Satisfied

- c. Dissatisfied
- d. Neutral

(b) How is the cleanliness of canteen?

- a. Fair
- b. Poor
- c. Good
- d. Can't Say

(c) How much are you satisfied with price fairness?

- a. Highly Satisfied
- b. Satisfied
- c. Dissatisfied
- d. Neutral

CAMPUS FACILITIES

(a) Are you satisfied with the building infrastructure of your college? Yes/No

(b) Do you think Campus is generally a safe place? Yes/No

(c) Are you satisfied with classroom facilities? Yes/No

(d) Are you satisfied with audio-visual equipments? Yes/No

(e) Are you satisfied with cleanliness of campus? Yes/No

(f) Are you satisfied with availability of drinking water? Yes/No

(g) Are you satisfied with maintenance and repair facility provided by Faculty? Yes/No

(h) How much are you satisfied with transportation services? Yes/No

REGISTRATION

(a). Are you provided with the necessary information about registration? (date, fee, etc) Yes/No

(b). Where do you find information about registration date?

- a. Friends
- b. Faculty members
- c. Online notification
- d. Others (Please Specify)

(c). Do you think current official website is updated regularly? Yes/No

(d) Are you satisfied with the registration process? Yes/No

(e) Are you satisfied with the payment process? Yes/No

ACADEMIC FACILITIES

- (a) Are you satisfied with the services and responses from academic staff? Yes/No
- (b) How much are you satisfied with fee structure? Yes/No
- (c) Do you receive the marks sheets on time? Yes/No

SPORTS

- (a) Are you satisfied with sport facilities provided by Faculty?
- (b) Have you ever participated in college activities like intramural sport, play, arts etc?
Yes/No
- (c) Does college provide adequate sport material? Yes/No

HOSTEL

- (a) Do you feel safe in hostel? Yes/No
- Are you satisfied with these services at hostel?
- Electricity-Yes/No
 - Water supply-Yes/No
 - Mess-Yes/No
 - Washroom-Yes/No



Sher-e-Kashmir
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CERTIFICATE

Certified that all the corrections/amendments as suggested by External Examiner **Dr.Saima Farhad Senior Assistant Professor of Social work,University of Kashmir** during viva voce examination held on **08-01-2019** have been incorporated in the manuscript entitled **“Assessment of students’ satisfaction level: A case study of Faculty of Fisheries SKUAST-K”** submitted by **Shafiya Zaman Shah (Reg. No. 2016-F-42-M)**.

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