

## Perception of PG Students About Educational Environment of Anand Agricultural University

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### ABSTRACT

*The investigation was planned to know the perception of PG students about educational environment of Anand Agricultural University, Anand. The study was conducted with total 111 senior PG students of AAU. The results revealed that more than four-fifth of the students perceived themselves as good to very good in all aspects taken under study. In case of regularity in taking classes, more than half (51.4 per cent) of the students rated it as good, while overall teaching was rated as good by 55.0 percent of the students. In regards with educational/physical facilities, more than three-fourth of the students rated the aspects like class room/laboratory facility, teaching /practical equipment, facility for conducting research and library facility as good to very good, while different aspects of Student-Guide relationship were rated as good to very good by a great majority of the students (about 90.0 per cent or more. Overall educational environment of AAU as perceived by more than four-fifth of the students was good to very good.*

**Keywords :** Educational environment, Perception of student

### INTRODUCTION

It should be the prime goal of any educational institute to raise the educational standard and thereby uplift its students. For that constant introspection on part of the institute is must. In this regard, study on perception of the students about educational environment of the particular institute can be of vital importance. With this in view, the present investigation entitled “Perception of PG students about educational environment of Anand Agricultural University” was planned.

### METHODOLOGY

All senior PG students of agriculture faculty were selected for the study. A well thought out questionnaire was

developed and data were collected from the students through personal/group meeting. All in all, data could be collected from 111 students. The data collected were analyzed in light of the objectives.

### OBJECTIVES

- (i) To know the distribution of students as per their own perception for them as students
- (ii) To know the distribution of students as per their perception about different aspects of conduction of classes
- (iii) To know the distribution of students as per their perception about educational/physical facilities

### RESULTS AND DISCUSSION

#### Students’ own perception for them as students

Table-1 Distribution of students as per their own perception for them as students

n=111

Sr. No.	Aspect	Response category				
		Very Good	Good	Moderate	Poor	Very poor
1	Performance in Study	28 (25.2)	67(60.4)	14 (12.6)	2 (1.8)	0 (0.0)
2	Self-discipline	39(35.1)	58(52.3)	14(12.6)	0 (0.0)	0 (0.0)

Sr. No.	Aspect	Response category				
		Very Good	Good	Moderate	Poor	Very poor
3	Regularity in study	37(33.3)	52(46.9)	19(17.1)	3(2.7)	0 (0.0)
4	Behavior with teachers	60(54.1)	46(41.4)	4(3.6)	1(0.9)	0 (0.0)
5	Behavior with fellow students	52(46.9)	45(40.5)	11(9.9)	3(2.7)	0 (0.0)
6	Honesty and integrity in conducting research	45(40.5)	51(45.9)	13(11.7)	1(0.9)	1(0.9)
7	Quest for new knowledge	39(35.1)	55(49.6)	10(9.0)	6(5.4)	1(0.9)
8	Overall rating as a student	31(27.9)	67(60.4)	12(10.8)	0(0.0)	1(0.9)

Note : Figures in parenthesis indicate percentage.

negligible /nil.

The data were collected from the students about their own perception how they consider themselves as the students. It is clear from the table-2 that more than four-fifth of the students perceived themselves as good to very good in all aspects taken under study. The proportion of students under the response category of poor and very poor was almost

#### Perception of students about educational environment of AAU

The data in regards with perception of students about different aspects of educational environment of Anand Agricultural University were collected and are presented in following sub-heads.

#### (a) Conduction of classes (in general)

**Table 2 : Distribution of students as per their perception about different aspects of conduction of classes** n=111

Sr. No.	Aspect	Response category				
		Very Good	Good	Moderate	Poor	Very poor
1	Regularity in taking classes	31(27.9)	57(51.4)	21(18.9)	1(0.9)	1(0.9)
2	Teaching ability of teachers					
	Knowledge/ expertise on subject	28(25.2)	55(49.5)	25(22.5)	3(2.7)	0 (0.0)
	Motivation skill to increase participation of students in learning	15(13.5)	57(51.4)	23(20.7)	16(14.4)	0(0.0)
	Interest in teaching	16(14.4)	63(56.8)	22(19.8)	7(6.3)	3(2.7)
	Confidence in teaching	19(17.1)	55(49.5)	30(27.0)	7(6.3)	0(0.0)
	Effectiveness of speech	18(16.2)	41(36.9)	44(39.6)	8(7.2)	0(0.0)
	Body language	16(14.4)	46(41.4)	41(36.9)	6(5.4)	2(1.8)
	Skill of using AV aids/chalk board	17(15.3)	59(53.15)	20(18.0)	14(12.6)	1(0.9)
	Unbiased nature	18(16.2)	44(39.6)	33(29.7)	12(10.8)	4(3.6)
	Command on language	22(19.8)	48(43.2)	32(28.8)	8(7.2)	1(0.9)
	Control on students	25(22.5)	42(37.8)	36(32.4)	7(6.3)	1(0.9)
	Amicability with students	16(14.4)	52(46.8)	39(35.1)	4(3.6)	0(0.0)
3	Overall teaching	20(18.0)	61(55.0)	27(24.3)	3(2.7)	0(0.0)

Note : Figures in parenthesis indicate percentage.

The data presented in Table-2 reveal that in case of regularity in taking classes, more than half (51.4 per cent) of the students rated it as good followed by very good (27.9 per cent ) and moderate (18.9 per cent). In case of different components of teaching ability of teachers, similar trend with somewhat variation was observed. However, the proportion of students under "poor" response category for the

components such as motivation skill, skill of using AV aids/ chalk board, unbiased nature was comparatively higher than other components. So far as overall teaching is concerned, 55.0 percent of the students rated it as good followed by moderate (24.3 per cent), very good (18.0 per cent) and poor (2.7 per cent).

**b. Educational/Physical facilities**

The perusal of data presented in Table-3 makes it clear that more than three-fourth of the students rated the facility were perceived as poor to very poor by 59.4, 51.3, 44.1 and 40.5 per cent of the students, respectively.

aspects like class room/laboratory facility, teaching /practical equipments, facility for conducting research and library facility as good to very good. Contrary to this, internet facility, mess facility, sports and sports equipments and hostel

**Table 3 : Distribution of students as per their perception about educational/physical facilities**

n=111

Sr. No.	Aspect	Response category				
		Very Good	Good	Moderate	Poor	Very poor
1	Class room/laboratory facility	44(39.6)	48(43.2)	13(11.7)	04(3.6)	02(1.8)
2	Teaching/practical equipments	29(26.1)	56(50.5)	21(18.9)	03(2.7)	02(1.8)
3	Facility for conducting research	44(39.6)	40(36.0)	21(18.9)	05(4.5)	01(0.9)
4	Hostel facility	15(13.5)	22(19.8)	29(26.1)	25(22.5)	20(18.0)
5	Library facility	40(36.0)	45(40.5)	18(16.2)	06(5.4)	02(1.8)
6	Internet facility	09(8.1)	15(13.5)	21(18.9)	24(21.6)	42(37.8)
7	Sports & Sports equipments	05(4.5)	23(20.7)	34(30.6)	33(29.7)	16(14.4)
8	Mess facility	03(2.7)	16(14.4)	35(31.5)	25(22.5)	32(28.8)

Note : Figures in parenthesis indicate percentage

**(c) Student-Guide relational aspects**

**Table 4 : Distribution of students as per their perception about Student-Guide relationship**

n=111

Sr. No.	Aspect	Response category				
		Very Good	Good	Moderate	Poor	Very poor
1	Accessibility of Guide	67(60.4)	40(36.0)	4(3.6)	0(0.0)	0(0.0)
2	Guidance for research, seminar, thesis etc.	70(63.1)	33(29.7)	8(7.2)	0(0.0)	0(0.0)
3	Co-operation from Guide	75(67.6)	28(25.2)	8(7.2)	0(0.0)	0(0.0)
4	Timeliness in checking seminar script/thesis etc.	64(57.7)	35(31.5)	11(9.9)	1(0.9)	0(0.0)
5	Behavior of Guide with student	75(67.6)	32(28.8)	4(3.6)	0(0.0)	0(0.0)
6	Overall chemistry with Guide	66(59.4)	38(34.2)	6(5.4)	1(0.9)	0(0.0)
7	Overall role of Guide	77(69.4)	29(26.1)	5(4.5)	0(0.0)	0(0.0)
8	Overall relationship with Guide	69(62.2)	34(30.6)	8(7.2)	0(0.0)	0(0.0)

Note : Figures in parenthesis indicate percentage

It is evident from the data presented in Table 4 that perception of a great majority of the students (about 90.0 per cent or more) about different aspects of Student-Guide relationship was very good to good. None of the students rated any of the aspects under very poor and poor category except in case of timeliness in checking seminar script/thesis and overall chemistry with Guide wherein one response was observed under poor category.

personality development was perceived as good to moderate by 76.5 per cent of the students, while environment for career development was rated as good to very good by 63.9 per cent of the students. The environment for competitive examinations was comparatively rated as lower with moderate to poor perception by 54.9 per cent of the students and very poor perception by 14.4 per cent of the students. Further, the students rated co-operation from fellow students as good (39.6 per cent) followed by moderate (29.7 per cent) and very good (22.5 per cent).

**Other aspects**

As envisaged in the Table-5 the environment for

**Table: 5 Distribution of students as per their perception about other aspects**

n=111

Sr. No.	Aspect	Response category				
		Very Good	Good	Moderate	Poor	Very poor
1	Environment for personality development	11(9.9)	48(43.2)	37(33.3)	12(10.8)	3(2.7)
2	Environment for career development	28(25.2)	43(38.7)	23(20.7)	14(12.6)	3(2.7)
3	Environment for preparation of competitive examinations	14(12.6)	20(18.0)	34(30.6)	27(24.3)	16(14.4)
4	Co-operation from fellow students	25(22.5)	44(39.6)	33(29.7)	8(7.2)	1(0.9)

Note : Figures in parenthesis indicate percentage

**(e) Overall rating for educational environment of AAU**

The data in regards with overall rating of the students for educational environment of AAU presented in Table-7 indicate that 83.8 per cent of the students perceived

educational environment of AAU as good to very good followed by moderate (13.5 per cent). Only 2.7 per cent of the students rated it as poor while none of them rated it as very poor.

**Table: 6 Overall rating for educational environment of AAU**

n=111

Sr. No.	Aspect	Response category				
		Very Good	Good	Moderate	Poor	Very poor
1	Overall rating of educational environment of AAU	25 (22.5)	68 (61.3)	15 (13.5)	3 (2.7)	0 (0.0)

Note : Figures in parenthesis indicate percentage

**CONCLUSION**

The results of the study lead to conclude that more than four-fifth of the students perceived themselves as good to very good in all aspects taken under study. Their overall perception about themselves as a student was good to very good (88.3 per cent). In case of regularity in taking classes, more than half (51.4 per cent) of the students rated it as good, while overall teaching was rated as good by 55.0 percent of the students. Overall teaching was rated as good to very good

by 73 percent of the students. In regards with educational/ physical facilities, more than three-fourth of the students rated the aspects like class room/laboratory facility, teaching /practical equipments, facility for conducting research and library facility as good to very good, while different aspects of Student-Guide relationship were rated as good to very good by a great majority of the students (about 90.0 per cent or more). Overall perception of educational environment of AAU by more than four-fifth of the students was good to very good.

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