

REPORT ON TEACHERS' FEEDBACK (2021-2022)

To gauge the pulse and have a straight understanding of the perspective of the teachers, the primary stakeholders affected directly by the policies, pursuits and achievements of the pulse, the response of the teachers of university is gathered through a structured set of comprehensive questions for every academic year. It intends to gauge the perception of teachers with respect to university and its teaching learning environment so as to identify strengths and weaknesses of the different processes, and build stronger capabilities for better performance on all fronts. In light of the continuing practice, the feedback about various criteria was gathered from teaching faculty of the university and the results have been tabulated and analyzed. For the same, a four-point rating scale has been utilized the results of which are shown in below given table.

Table: Responses of the teachers (in percentages) about different attributes on a four-point scale along with the weighted average mean score (WM)

S No	Attributes	SA	A	D	SD	WM
		4	3	2	1	
1	The vision, philosophy & objectives of the University are clearly spelled out.	69	30	1	0	3.77
2	Aims and objectives of the syllabi are well defined and clear to teachers and students	72	22	6	0	3.72
3	The course/ programmes of studies carry sufficient number of optional papers	62	34	4	0	3.55
4	Program outcomes of the syllabi are well defined	65	27	8	0	3.55
5	Curriculum has a good academic flexibility	65	33	2	0	3.62
6	The course content fulfils the needs of students	64	34	2	0	3.62
7	Need to fully review the syllabus	0	0	35	65	1.35
8	Students are disciplined and respectful to the teachers	75	21	4	0	3.72
9	University provides opportunities for continuous development of teachers	67	30	3	0	3.75
10	Equal opportunities are provided to all teachers	65	35	0	0	3.65
11	University has adequate medical facilities and is equipped to handle medical and other emergencies	70	30	0	0	3.65
12	Rest rooms, toilets, laboratories, playground, classrooms are clean and are well maintained	65	35	0	0	3.7
13	Clean drinking water is available	75	25	0	0	3.75
14	Laboratory requirements including equipments, chemicals and specimens are regularly provided	67	32	1	0	3.65
15	Computer facilities are made available for ICT based teaching to students	64	32	4	0	3.6
16	Good facilities and encouragement to the teachers for research	63	37	0	0	3.6
17	University facilitates and encourages the teachers to publish their research in high quality journals with high	68	32	0	0	3.6

	impact factor					
18	Good facility and encouragement to the teachers for consultancy services	76	24	0	0	3.75
19	University pays attention to the green initiatives leading to environment improvement	82	18	0	0	3.7
20	Authorities are approachable and accessible	68	32	0	0	3.6
21	There is a mechanism for feedback, review and performance enhancement for the teachers	71	25	4	0	3.5
22	Recognition/Appreciation/Incentive for individual work is given.	43	42	15	0	3.2
23	Grievances of the teachers are properly addressed	62	35	3	0	3.5

The faculty feedback on different aspects shows very positive results where the value for weighted mean stands more than 3.5 on all dimensions except one. The teachers have registered a strong agreement with respect to the well maintained and clean rest rooms, toilets, laboratories and class rooms, green initiatives, opportunities for continuous development of teachers, provision for consultancy services and clean drinking water where the weighted mean score stands at 3.7 (very close to the perfect score of 4). The positive perception on these statements of the teachers is a real strength for the university which speaks volumes of the proactive initiations of the university which have landed it into an envious spot in the market. Green initiatives for environmental sustainability are the need of present times where every entity has to play its role and contribute to the conservation of energy. The explicitly defined vision, philosophy and objectives of the university have been reported to be comprehensible and relatable (which of course has been over the years) and speaks about the unambiguity of this account which keeps the strategic intent clear, crisp and achievable. Teachers' responses also help to clarify that the faculty is satisfied with respect to the course contents, programme outcome, academic flexibility of curriculum, clearly spelled out objectives of syllabi and adequate number of optional papers- core issues involved in teaching. Attempts have been made to include teachers as an active decision maker in curriculum and syllabi related decisions which unfolds in higher satisfaction levels. The university is committed towards instilling rigor, comprehensiveness, dynamism and relevance to its course content together with enough room for flexibility and choices to create a curriculum of global standards. This, however, remains a continuing effort and university does not intend to compromise its academic integrity under any circumstances.

The dedicated efforts of university authorities in building resilient and sufficient infrastructure in the name of classrooms, laboratories, toilets, playgrounds, medical facilities, computer and ICT facilities have contributed to a satisfied yet motivated teaching staff who have registered high levels of agreement with the presence and utility of these resources. Students, the center point of the teaching learning exercise are reported to be disciplined and respectful towards teachers which lends the sense of satisfaction and positivity to the teachers and adds a dimension of satisfaction to the overall experience at the university. The direct interaction of students is with the teachers and when teachers deal with a disciplined, dedicated and respectful class of students, their performance and motivation is bound to take a flight.

The feedback from the teachers confirmed their positive view in relation to the facilities, encouragement and motivation provided for research and consultancy. The impetus, both direct and indirect, by university for publishing high quality research has a strong positive support from the facilitating environment and attitude of university for development and personal growth of the faculty members is not just satisfying but also contributes to instilling confidence and initiative for academic and research work to enhance self-worth and contribute to university's growth. University realizes the need for publications and research for personal growth, institutional repute and overall satisfaction and hence tries to create a congenial and facilitating environment for the same. Green initiatives, an attempt to contribute the sustainable environment, are perceived to be satisfying and facilitating. Teachers opine that the university is conscious enough in realizing and discharging its responsibility towards environmental improvement which adds to the positive image of the university amongst the internal and external stakeholders.

University is working towards personal recognitions through incentives like certificate of appreciation, accolades and public acknowledgment of good work through creative policies which are motivating and satisfying for its dedicated faculty. The teachers of the university strongly agree to the statement that the authorities are approachable and accessible and a satisfying mechanism for feedback, review and performance enhancement for the teachers which lend an air of equity, transparency and unbiasedness to the work environment.

On the basis of the feedback university has been constantly working on new courses pertaining to communication skills, giving students more options through value added courses and diligently working towards implementing the National Education Policy for better grooming of students and allowing them all flexibility and mobility. University has been working to keep its curriculum fine-tuned to the latest global and competitive

developments. Induction of members of more prominent and experienced members in the Board of Studies (BoS), eliciting constructive inputs from alumni and other stakeholders, incorporating social and environmental dimensions in the curriculum to sensitize students to contemporary developments, making students participate in community work and grooming them as active and cooperative team members through fine tuning the pedagogy are some of the continuous initiatives by the university to nurture not just technically qualified professionals but also responsible citizens.