

QUALITATIVE ANALYSIS OF FEEDBACK FROM TEACHERS & SUPPORT STAFF

The open ended responses/suggestions of the faculty members as well as the support staff were analyzed qualitatively and their suggestions are reported in the five major components as described below:

I. TEACHERS' FEEDBACK: CURRICULUM.....	1
II. TEACHERS' FEEDBACK: TEACHING-LEARNING.....	3
III. TEACHERS' FEEDBACK: INFRASTRUCTURE REQUIREMENTS:.....	5
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V. FEEDBACK FROM THE SUPPORT STAFF	9

I. TEACHERS' FEEDBACK: CURRICULUM

1. CURRICULUM DEVELOPMENT PROCESS: Teachers felt the need to organise workshops for curriculum developments to go into details of curriculum design and participation of all faculty members into the process. They also felt the need for some university guidelines for this process of curriculum design which again indicates a guided participatory approach. Some suggestions were also noted regarding the way the Board of Studies should act, and that they should be regular, operant, participatory, serious, transparent and authentic. On a nut shell, there is a scope of improvement in the following areas;

- ✓ organisation of curriculum development workshops
- ✓ orientation of teachers towards details of curriculum construction
- ✓ participation of all faculty members
- ✓ regularise BoS activities
- ✓ transparent, regular, participatory procedures of BoS
- ✓ university guidelines

2. FIELD ORIENTATED CURRICULUM: The second aspect of emphasis was the necessity to make the curriculum more industry oriented and employment related. For this the teachers suggested to include the participation from external organisations and people into the Board of studies, like scientists and scientific organisations, NGO workers, industry representatives, etc. The feedback and opinions of the alumni, especially the young ones, and all other stakeholders should be considered for curriculum design. The teachers, thus emphasised on;

- ✓ industry and employment orientation of curriculum
- ✓ inclusion of scientists and scientific organisations, NGO workers, industry representatives, etc. in BoS
- ✓ inclusion of feedback from stakeholders and the alumni in curriculum construction

3. FLEXIBLE CURRICULUM WITH BROADER OBJECTIVES: The teachers of most of the departments strongly recommended that the curricular structures for the existing programs should open up more choices in terms of specialisations and new courses, and should be regularly updated to embrace the modern contexts and discourses in the field. The need for graded curricular structure were also endorsed to include an array of an enriching core and a number of gradually advanced courses. They also identified the need to incorporate more serious practicum and skill training, communication skills, soft and interpersonal skills, co-curricular activities, to provide opportunities to students for holistic development of the students. Some of them also expressed a need to a more organised curriculum. It was felt that curriculum should not only prepares for employment but also prepares students for research. True scope for interdisciplinary studies and research should also felt to be deliberated. For all these changes, many faculty members across the disciplines, pointed out the need to revise the goals and objectives to align them with the current needs of personality development, knowledge upgradation, research and higher education, employability, etc. in short, following are the areas need to be explored;

- ✓ more choices, more specialisations
- ✓ more new courses,
- ✓ modern and updated curricula
- ✓ broadening the goals and objectives
- ✓ scope for practicum and skill training,
- ✓ inclusion of personality development in curriculum
- ✓ inclusion of communication skills,
- ✓ inclusion of soft and interpersonal skills,
- ✓ inclusion of co-curricular activities as a part of curricula,
- ✓ research skills and orientation in curricula
- ✓ curriculum for interdisciplinary studies and research

4. CURRICULUM ENRICHMENT: Regular resource lectures should be a part of the curriculum from the learned members of premier institutions as well as renowned personalities. Hence, following external resources were suggested to be included;

- ✓ scientists,
- ✓ industry people
- ✓ renowned peoples
- ✓ faculties from other premium institutions

5. MODERN PLANNED & OPERANT CURRICULUM: Overall favourable teaching-learning environment, as a part of needs, to be created which is rich with updated and modern facilities and flexibility. The teachers found that creative outlook in curriculum design and implementation, alternative curriculum and syllabus designing as well as alternative modes of evaluation should be explored and encouraged. Flexibility and freedom of employing creative teaching-learning approaches were viewed to be required to improve the quality of teaching-learning. Reducing non-academic burden and encouraging the teachers' potentials primarily to enrich the teaching-learning is thought to be essential for meaningful academic growth of the university. The major areas of improvements, as per the suggestions of teachers are;



- ✓ modern facilities for favourable teaching environment
- ✓ flexibility in approaches to teaching-learning
- ✓ alternative curriculum and syllabus designing
- ✓ creative and novel approaches to curriculum design
- ✓ alternative modes of evaluation
- ✓ less non-academic workload on Teachers
- ✓ more scope & time of student-Teacher interaction

II. TEACHERS' FEEDBACK: TEACHING-LEARNING

6. INFRASTRUCTURE SUPPORT FOR OPERANT CURRICULUM & TEACHING-LEARNING: The Teachers' opinion favoured the operant curriculum to be technology driven and include enriched and modern experiences. To improve the teaching-learning conditions, infrastructure is the most needed component that the teachers wished to upgrade. Pointing out acute dearth of such facilities, they suggested sincere steps to meet the dire needs of;

- ✓ proper internet connections
- ✓ teaching-learning software and learning management systems
- ✓ sufficient resources for online and blended teaching on urgent basis
- ✓ basic essentials like sufficient classrooms, comfortable seating arrangements
- ✓ operant laboratories
- ✓ well-resourced departmental library

7. LOGISTIC SUPPORTS FOR FIELD ORIENTED TEACHING-LEARNING: The teachers felt, logistic support to the teachers and learners may help taking up more industry campus links in the form of internships etc. therefore, the stress areas are;

- ✓ travel allowances
- ✓ travel facilities for Teachers and students
- ✓ internship stipend

8. LIBRARY AND OTHER RESOURCES FOR TEACHING-LEARNING: Accessible library, particularly with an online remote access was needed to meet the requirement of 24X7 access to the learning resources, particularly to the faculties. The faculties felt that availability of teaching aids, learning resources can be instrumental to improve the quality of teaching and interaction. Lesser non-academic work will open up time and opportunities for more meaningful Teacher-learner interaction. Therefore, the emphasis came on;

- ✓ remote Library access
- ✓ 24X7 Library access
- ✓ teaching aids
- ✓ learning resources
- ✓ departmental library

9. EFFECTIVE EVALUATION FOR BETTER TEACHING-LEARNING: Appropriate evaluation mechanism should be developed with training the academic & non-academic staff. There was an overall demand to train the non-academic staff so that they can be judicially involved in conducting examination related works, that the teachers have to manage to save their time. Modes of evaluation should also be updated and multidimensional so that holistic evaluation for diagnostic and remedial feedback can be



provided to the students to ensure a guided improvement in their performance not only at the knowledge level but also at broader cognitive-affective-skill aspects of learning dimensions. The emphases came on;

- ✓ multidimensional evaluation
- ✓ multimodal evaluation
- ✓ better and updated modes of evaluation
- ✓ better involvement of non-academic staff for conducting examination

10. ADMISSION: There was a cry for improving the quality of entrants through appropriate entry-point testing which is instrumental to academic positioning of the university as a whole. Teachers pointed out the need to improve the mechanism and the criteria for admission so that the entry level quality bar can be raised gradually. The emphases were on;

- ✓ better criteria of admission
- ✓ better evaluation mode for admission
- ✓ quality check at entry level

11. BROAD VISION OF TEACHERS' ROLE AS A RESOURCE FOR BETTER TEACHING-

LEARNING: There should be ease and support to allow teachers to organise knowledge disseminating platforms like seminars, workshops, etc. along with freedom and space to participate in such activities. Teachers should also be encouraged to establish link ups with industry and field, open up interactive opportunities like consultancy services, visit other organisations to embrace best practices, and knowledge upgradation. Through providing funds, leaves and permissions, they should also be encouraged to take research, with a supportive and prompt administration. So, overall requirements were;

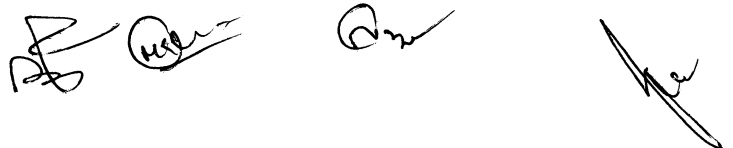
- ✓ support to teachers for organising knowledge disseminating activities
- ✓ support to Teachers for participating in knowledge disseminating activities
- ✓ support to teachers for extended roles
- ✓ support to teachers for research activities

12. OVERALL HOLISTIC SUPPORT FOR TEACHERS: Recreational and residential facilities should also felt to be improved. The problems of the residential areas should be addressed promptly and a better campus should be developed. Teachers are important resources, and, their holistic growth must be given a place in the developmental planning so that their merits may be identified and acknowledged, their creative needs can be met, they should be involved in non-academic recreational developments also, and a vibrant campus with healthy and satisfied team of teachers may be developed. Major points of emphasis were thus;

- ✓ recreational activities for Teachers
- ✓ better Residential facilities
- ✓ acknowledging teachers' merits
- ✓ holistic support for Teachers

13. UNBIASED ADMINISTRATIVE SUPPORT FOR BETTER TEACHING-LEARNING:

Teachers strongly felt that there should be a sincere administration which works to support teachers and learners and that should be unbiased, professional and congenial to educational growth. The needs of the Teachers and teaching-learning should be respected, discussed & addressed. The role of higher authorities starting from the Head of the departments, are expected to be fair, inclusive, empathetic, and



accommodating for overall development of the most significant human resource of the university system. Their unbiased and transparent approach to listen and meet the needs of the teachers was expected to be instrumental for a moral boost and for enhancing their enthusiasm. Major points of emphasis were, thus, like the following;

- ✓ unbiased, fair administration
- ✓ inclusive, accommodating administration
- ✓ empathetic administration
- ✓ transparent administration

III. TEACHERS' FEEDBACK: INFRASTRUCTURE REQUIREMENTS:

The open ended responses/suggestions of the faculty members were categorized into three sections namely Infrastructure (New Building/Separate Building, Classroom, Furniture, Laboratory/instruments, Staffroom and Research Scholar Room); Sanitation/Hygiene (Safe Drinking Water, Toilet for Faculty Members and Students, Cleanliness of Campus and Maintenance of Buildings & equipments); and Facilities (Sports Infrastructure, Parking Facilities, Research Eco system and PWD Friendly Buildings).

1. BUILDING & MATERIALS: The faculty members were of the view that there is a dire need to improve the infrastructural facilities in the campus that are crucial to upgrade the on-campus activities. Prompt development in this regard should be prioritised. Sheer dearth of the infrastructural basics were noted like the following;

- ✓ lack of independent or separate building/departments
- ✓ lack of sufficient classroom, shortage of furniture for classroom and teachers
- ✓ shortage of laboratory and equipments/instruments for their courses, and
- ✓ lack of separate faculty/staff room

2. BASIC FACILITIES: The open ended responses/suggestions of the faculty members with respect to safe drinking water, hygienic toilets for faculty members and students, cleanliness of campus, and maintenance of buildings were analyzed qualitatively. The responses/ suggestions emphasized on the need of proper cleanliness of the campus and proper maintenance of the departmental buildings and suggested for annual maintenance contract for the laboratory equipments. From the analysis of the responses/suggestions it is also found that there is lack of safe drinking water facility, lack of adequate number of toilets for faculty members and students. It is also found that there is need of cleanliness of campus and proper maintenance of buildings. The responses/suggestions shows that there is a need for improvement in facilitating the provision of;

- ✓ safe drinking water,
- ✓ adequate toilets for faculty members and students, particularly for women,
- ✓ clean and hygienic rest room
- ✓ overall cleanliness and maintenance

3. SUPPORT INFRASTRUCTURE: The responses/suggestions show that there is no proper sports infrastructure facility in general and as per NCTE and UGC norms in



particular, no proper parking facilities, and emphasized on need of research ecosystem and persons with disability (PWD) friendly buildings. It is also found that there is acute shortage of sports infrastructure and parking facility. The faculty members emphasized on creating research ecosystem and PWD friendly buildings. The open ended responses/suggestions of the faculty members with respect to;

- ✓ sports facilities,
- ✓ parking facilities,
- ✓ Persons With Disability (PWD) friendly buildings
- ✓ research ecosystem

IV. TEACHERS' FEEDBACK: SCOPE OF STRENGTHENING GOVERNANCE

Effective functioning of a university largely depends on the matter of planning and utilisation of human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership. Areas of improvement

4. CAREER ADVANCEMENT AND PROMOTION: Faculty members, in their feedback, felt that time bound promotion is to be prioritized and dues should be immediately cleared/ released. They suggested that efforts are to be made to upgrade their professional competence by providing opportunity to participate in the Professional/ Faculty Development Programme(FDP) time to time. So, the thirst areas are;

- ✓ timely promotion
- ✓ fair opportunity for professional upgradation

5. GOVERNANCE TO FACILITATE RESEARCH: University needs to maintain proper research ecosystem/culture which would be helpful to strength their research works. Good platform both for academic and research activity should be created/ established. Faculty members must be free from all non-teaching assignments. A sustainable policy needs to be evolved for recognizing the innovative and brilliant works of faculty in the field of teaching-learning and research separately as well as collectively. Faculty members also need to be promoted for extension activities through a systematic governance system. Start-up grants are to be provided to the new faculty members for conducting/ promoting research activity among them. Laboratories, libraries are to be well equipped with infrastructure for strengthening teaching-learning and research activities. Each department needs to have independent/ separate departmental library with required facility. So, the thirst areas are;

- ✓ research grant
- ✓ research facility including lab and library
- ✓ research eco-system
- ✓ no non-teaching assignment
- ✓ recognition to good researchers
- ✓ support for extension activities

6. BIAS-FREE, TRUSTWORTHY, SUPPROTIVE ORGANISATIONAL CLIMATE: The teachers focused on opportunities to be provided to express their opinion freely. Faculty members suggested for employee friendly administration and said that there should be

a proper and healthy communication/ coordination between teachers and administrative staff members/ personnel of the university. They felt an urgent need for trust building among the employees of the university. Administration must put sincere efforts to restore the integrity and dignity of the faculty members. Staff friendly environment/climate needs to be created in and around the administration. Administration is expected to stop anti-teacher biasness. It is expected to have transparent, cooperative, accessible, flexible governance which must promote the welfare of the employees of the university. Faculty voice needs to be encouraged and administration should concern about the needs and aspiration of the faculty members. Grievance should be resolved timely. Faculty expressed that administration is least concerned regarding the welfare of the employees. Citizen charter needs to be implemented in the university. Senior and experienced faculty members are to be supportive for young faculty members and needs to provide expert guidance whenever and wherever felt essential. Administration should receive feedback and suggestions from individual faculty members in a periodic interval and to be implemented with right spirit. Faculty representatives should be given opportunities to discuss the issues of faculty members with competent authority. General Body Meetings are to be organized in a regular interval where different issues of faculty members are to be placed and resolved. Biasness needs to be discouraged and team spirit should be encouraged. Competent Board Members are to be appointed for overall welfare of the university. University needs to develop mechanism for academic and administrative auditing So, the areas of improvements as diagnosed are;

- ✓ increasing transparency in governance
- ✓ better accessibility and communication among governance and faculties
- ✓ co-operative, flexible governance in the interest of teachers
- ✓ sincere Teacher welfare activities
- ✓ effective grievance redressal mechanism
- ✓ implementing Citizen charter
- ✓ support from senior faculty members
- ✓ policies on faculty voices and feedback
- ✓ safeguarding and restoring the integrity and dignity of the faculty members
- ✓ trust building mechanism
- ✓ overall healthy environment
- ✓ faculty representative bodies should be created and supported
- ✓ general body meetings for effective communication

7. APPROPRIATE CHANELISATION OF NON-ACADEMIC WORK: Competent non-teaching staff should be appointed in each department who can manage/ reduce the non-teaching load of faculty members and can provide the departmental information to the university in time. All non-teaching staff members should be well equipped with ICT. It is expected to have centralized data management system/ data bank in the administrative wing. Single window administration is encouraged for smooth administration. Administration should work for collective welfare of the employees instead of providing benefits to a specific group. So they broadly focused on the following points;



- ✓ competent non-teaching staff
- ✓ ICT friendly non-teaching staff
- ✓ centralized data management system
- ✓ single window administration
- ✓ administration for collective welfare

8. TRANSPARENT FINANCE SYSTEM: There needs to be transparent financial system. Salary, honorarium, etc. should be timely released. Salary should not be withheld/ stopped during medical leave and EL etc. Honorarium of the external experts are to be released immediately after his/ her assignment. It is expected to have proper file management system and delay of files should be avoided. Work should be decentralized for quality functioning. NPS contribution should be timely deposited. Separate budget provision should be there for each department in order to meet the teaching-learning needs and research requirements. Salary of Ad-hoc/ temporary faculty members are to be as per UGC-norm. So they broadly focused on the following points;

- ✓ timely and appropriate salary, honorarium, to internal or external personnel, experts, teachers
- ✓ no salary halt in case of medical leave and EL
- ✓ proper NPS contribution
- ✓ no administrative delay in decision making
- ✓ decentralized responsibilities for quality functioning

9. COLLABORATION: MoU and collaboration should be with industry, premier institutes and research centres for improving learning outcomes of the programmes.

10. DIGITISATION: All Students related certificates like degree, migration, leaving should be digitalized .

11. MEDICAL & OTHER FACILITIES: Faculty members suggested for complete reimbursement of medical bills and more numbers of hospitals are to be enlisted in the university panels. They also suggested for implementing cashless system for health care. Complete fees of education of children are to be reimbursed. The thrust areas are:

- ✓ complete reimbursement of medical bills
- ✓ extend facilities to more numbers of hospitals
- ✓ cashless system for health care
- ✓ complete reimbursement of education fee of children

12. RECRUITMENT : Transparent and discrimination free and fair policy for recruitment of faculty members including other employees are expected. More number of permanent faculty members are to be appointed.

13. ROLE OF IQAC: IQAC should be a full-fledged unit of university and should be more active for quality assurance. It should take up the proposal of welfare scheme.

14. CAMPUS FACE-LIFT: Beautification and maintains of university campus and residential area are to be prioritized. All required facilities should be easily available in the residential area.

15. OPTIMISATION OF RESOURCES: In order to foster quality culture of the university academic and administrative domains are to be strengthened and empowered.

University administration needs to ensure optimal utilization of resources, and to adopt participatory and transparent approach for staff development and finally managing the institution.

V. FEEDBACK FROM THE SUPPORT STAFF

Very few support-staff have responded to open ended suggestions. But their responses shed light on some important issues related to the second important human resources of the university system:

1. PROMOTIONS, APPOINTMENTS AND SALARY APPROPRIATION: Long awaited promotion, which is due since their joining as far as in 1980's in some cases, were of major concern to them. Absolute lack of initiatives for timely pay scale revisions has kept them demotivated, and hence, fresh and honest effort in this direction was given utmost importance in their suggestions. Need for new appointments were also emphasized as many staff retired and expired and no recruitments had been done since long. Appointments of technically and procedurally skilled personnel are also required for balanced work load and smooth functioning. Considerations to regularize the statutory posts should also be undertaken. Compensatory appointments should also be considered.

Timely disbursal of salary, dues, increments and the allowances should be ensured. They suggested salary slips were given to the employees regularly without demanding. CPF & GPF provisions should also be transparently and timely processed. They also felt the need of timely disbursements of pension provisions. The salary structure of the daily wagers should also be considered for providing them optimum benefit them to optimum level and provision of their welfare should also be taken into consideration. The key areas of enhancements are;

- ✓ urgent redressal of long-awaited promotions issues
- ✓ new appointments
- ✓ timely disbursal of salary, dues, increments and the allowances
- ✓ appropriate provisions for CPF & GPF
- ✓ timely disbursements of pension
- ✓ salary upgradation of the daily wagers

2. SYSTEM REFORM: They asked for total systemic reforms as well as infrastructural developments, with better working place, seating arrangements and technical assistance, and online FMS system. Better coordination with higher authorities will smoothen the office work. Regular meeting, review, suggestions and feedbacks, and analysis will help the system to improve. A transparent and flexible administration is expected by them. The rules and regulations should be open to all and followed with transparency. If needed the rules should be simplified for employee benefits. Tasks should also be distributed as per the job role. Most of them preferred that there should be inter departmental transfer of staff as a regular and transparent process. Time to time technical and official training is considered to be an essential part of their profile. They felt a need for the scope and opportunity for their academic development also to

pursue higher education. For overall development of the employees, the university should also provide scope of recreational activities as well as motivational and personality development initiatives. The prime important areas of improvement as suggested by the non-academic support staff are listed as below;

- ✓ overall infrastructural developments
- ✓ better working place
- ✓ seating arrangements
- ✓ technical assistance
- ✓ online FMS system
- ✓ coordination with higher authorities
- ✓ regular meeting, review, suggestions and feedbacks
- ✓ transparent and flexible administration
- ✓ simplified and fair rules and regulations
- ✓ optimisation of workload and responsibilities
- ✓ regular and transparent transfer mechanism
- ✓ mandatory technical and official training
- ✓ opportunity for their academic development/growth
- ✓ recreational, motivational and personality development initiatives for employees

3. EMPLOYEE WELFARE: The medical facilities should also be broadened to include the facilities from more hospitals and registered doctors and cashless medical facilities should also be provided. The support staffs were also concerned about the need of welfare activities for the employees as well as for their family members. They also felt that the grievances of the employees should also be addresses with priority and sincerity. The scope for improvements can be summarised as under;

- ✓ more inclusive medical facilities
- ✓ welfare activities for employees and their family
- ✓ early redressal of grievances

4. CAMPUS DEVELOPMENTS: A *green and clean campus* has been suggested. The buildings should have separate *toilet facilities*, particularly for lady employees, teacher, staff and students as well. Development of the residential facilities should also be considered.

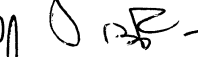
5. IN-CAMPUS SCHOOLING FACILITY: Provision of *central school and primary school* in the university campus is a relevant demand from the support staff to ensure better educational facilities for the employee wards.

Name and Signature of Feedback Analysis Committee

1. Dr. C. S. Vazalwar (Coordinator)



2. Dr. Sambit Kumar Padhi (Member)



3. Dr. Payel Banerjee (Member)

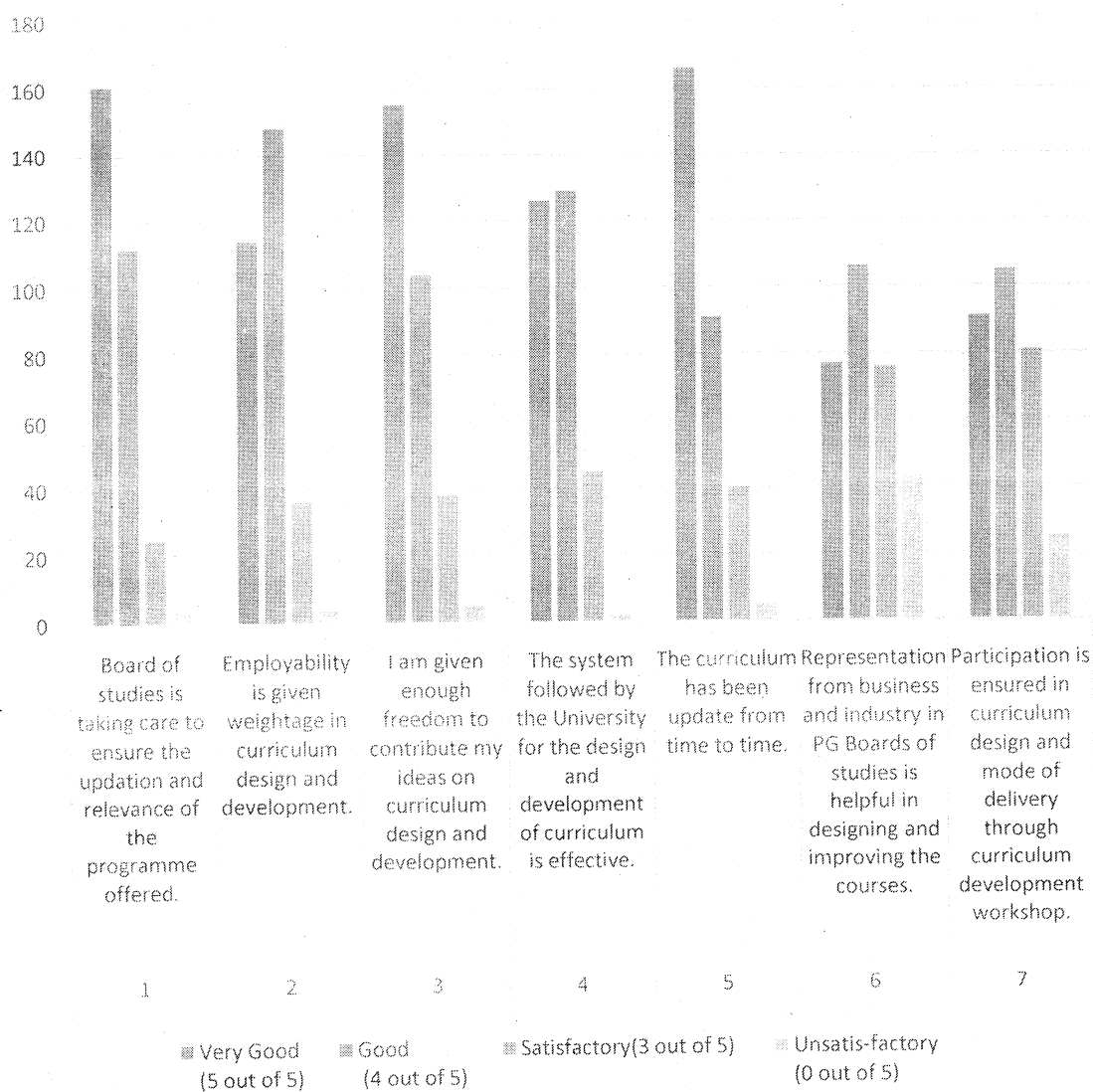


4. Dr. Mukesh Kumar Chandrakar (Member)



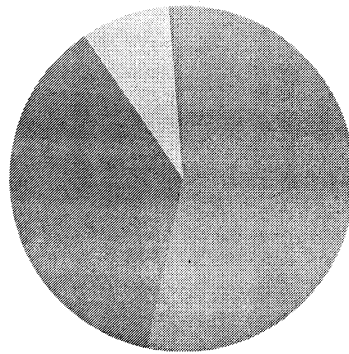
Faculty Feedback Analysis

I. CURRICULUM DESIGN AND DEVELOPMENT



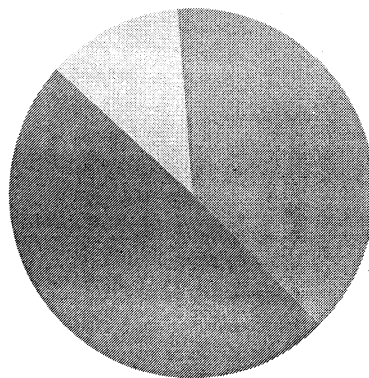
Faculty Feedback Analysis

1 Board of studies is taking care to ensure the updation and relevance of the programme offered.



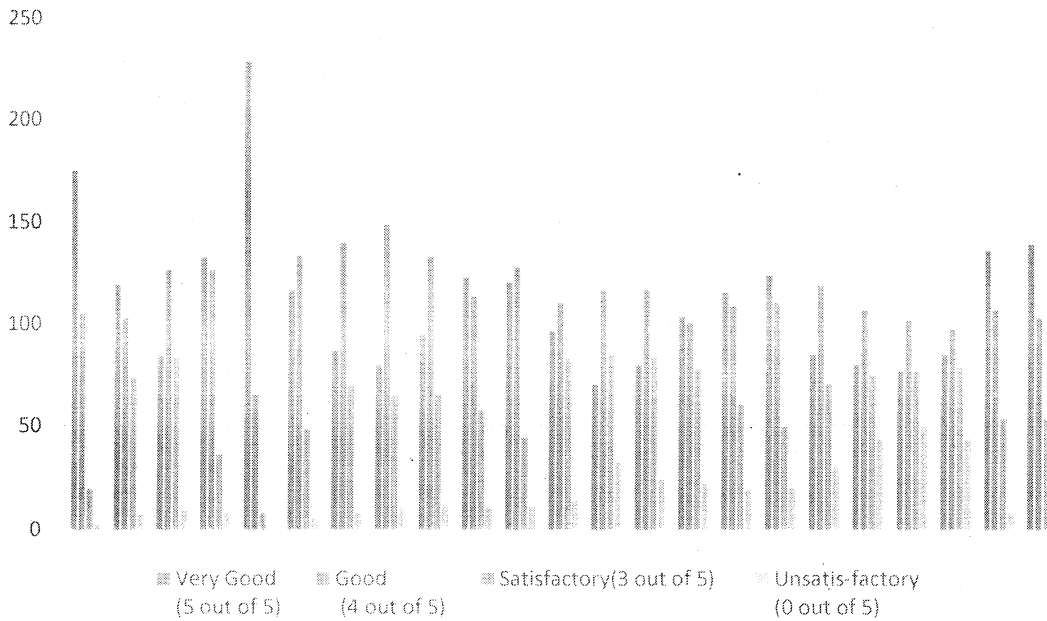
- Very Good (5 out of 5)
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2 Employability is given weightage in curriculum design and development.

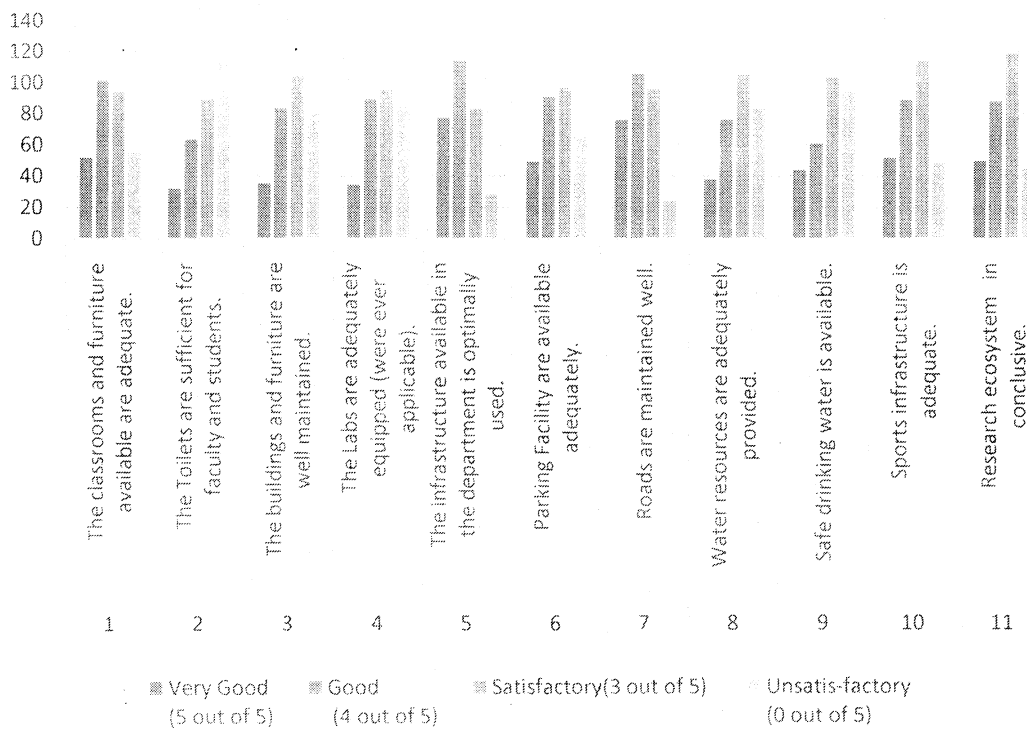


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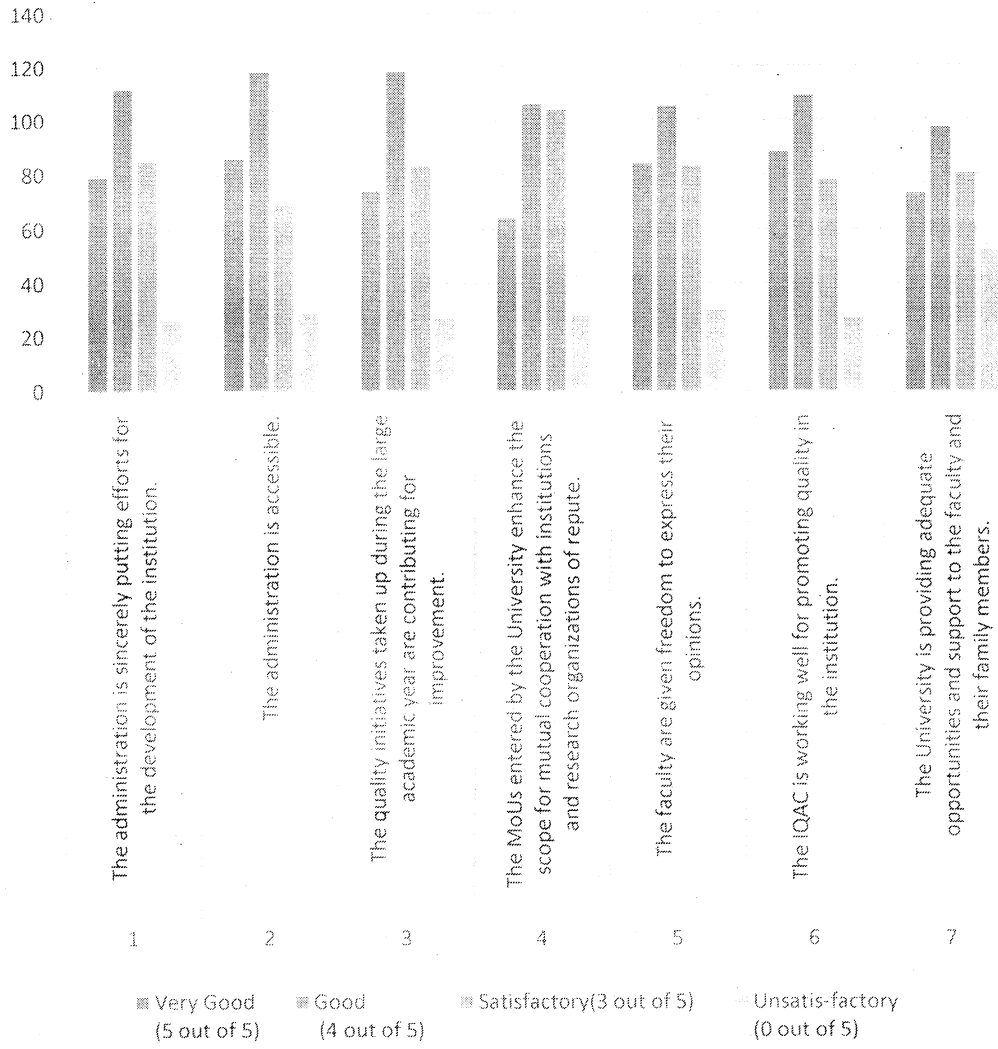
II. TEACHING, LEARNING, EVALUATION & RESEARCH



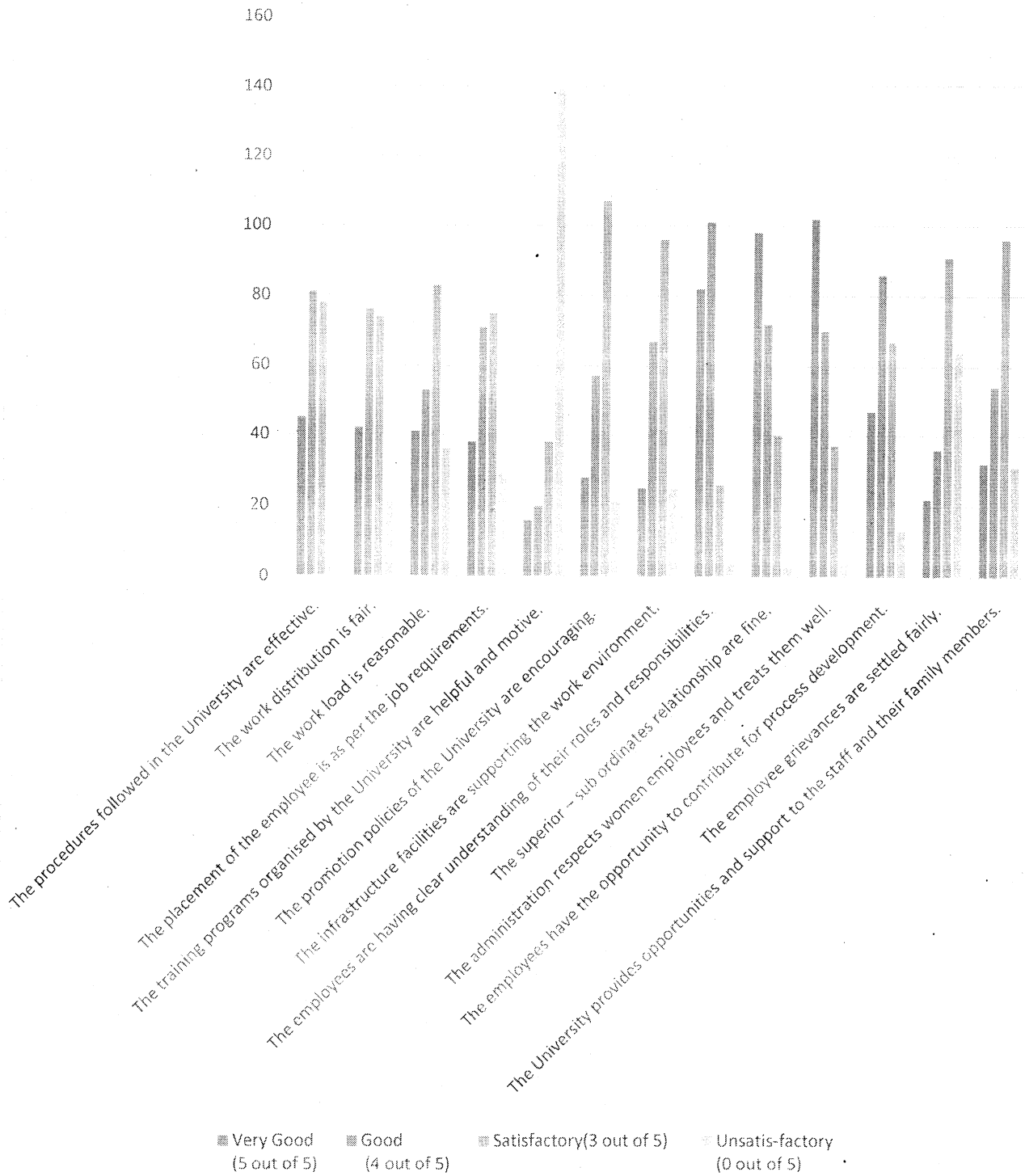
III. INFRASTRUCTURE



IV. GOVERNANCE



SUPPORT STAFF - FEEDBACK FORM



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8. LIBRARY AND OTHER RESOURCES FOR TEACHING-LEARNING: Accessible library, particularly with an online remote access was needed to meet the requirement of 24X7 access to the learning resources, particularly to the faculties. The faculties felt that availability of teaching aids, learning resources can be instrumental to improve the quality of teaching and interaction. Lesser non-academic work will open up time and opportunities for more meaningful Teacher-learner interaction. Therefore, the emphasis came on;

- ✓ remote Library access
- ✓ 24X7 Library access
- ✓ teaching aids
- ✓ learning resources
- ✓ departmental library

9. EFFECTIVE EVALUATION FOR BETTER TEACHING-LEARNING: Appropriate evaluation mechanism should be developed with training the academic & non-academic staff. There was an overall demand to train the non-academic staff so that they can be judiciously involved in conducting examination related works, that the teachers have to manage to save their time. Modes of evaluation should also be updated and multidimensional so that holistic evaluation for diagnostic and remedial feedback can be



provided to the students to ensure a guided improvement in their performance not only at the knowledge level but also at broader cognitive-affective-skill aspects of learning dimensions. The emphases came on;

- ✓ multidimensional evaluation
- ✓ multimodal evaluation
- ✓ better and updated modes of evaluation
- ✓ better involvement of non-academic staff for conducting examination

10. ADMISSION: There was a cry for improving the quality of entrants through appropriate entry-point testing which is instrumental to academic positioning of the university as a whole. Teachers pointed out the need to improve the mechanism and the criteria for admission so that the entry level quality bar can be raised gradually. The emphases were on;

- ✓ better criteria of admission
- ✓ better evaluation mode for admission
- ✓ quality check at entry level

11. BROAD VISION OF TEACHERS' ROLE AS A RESOURCE FOR BETTER TEACHING-LEARNING: There should be ease and support to allow teachers to organise knowledge disseminating platforms like seminars, workshops, etc. along with freedom and space to participate in such activities. Teachers should also be encouraged to establish link ups with industry and field, open up interactive opportunities like consultancy services, visit other organisations to embrace best practices, and knowledge upgradation. Through providing funds, leaves and permissions, they should also be encouraged to take research, with a supportive and prompt administration. So, overall requirements were;

- ✓ support to teachers for organising knowledge disseminating activities
- ✓ support to Teachers for participating in knowledge disseminating activities
- ✓ support to teachers for extended roles
- ✓ support to teachers for research activities

12. OVERALL HOLISTIC SUPPORT FOR TEACHERS: Recreational and residential facilities should also felt to be improved. The problems of the residential areas should be addressed promptly and a better campus should be developed. Teachers are important resources, and, their holistic growth must be given a place in the developmental planning so that their merits may be identified and acknowledged, their creative needs can be met, they should be involved in non-academic recreational developments also, and a vibrant campus with healthy and satisfied team of teachers may be developed. Major points of emphasis were thus;

- ✓ recreational activities for Teachers
- ✓ better Residential facilities
- ✓ acknowledging teachers' merits
- ✓ holistic support for Teachers

13. UNBIASED ADMINISTRATIVE SUPPORT FOR BETTER TEACHING-LEARNING: Teachers strongly felt that there should be a sincere administration which works to support teachers and learners and that should be unbiased, professional and congenial to educational growth. The needs of the Teachers and teaching-learning should be respected, discussed & addressed. The role of higher authorities starting from the Head of the departments, are expected to be fair, inclusive, empathetic, and



accommodating for overall development of the most significant human resource of the university system. Their unbiased and transparent approach to listen and meet the needs of the teachers was expected to be instrumental for a moral boost and for enhancing their enthusiasm. Major points of emphasis were, thus, like the following;

- ✓ unbiased, fair administration
- ✓ inclusive, accommodating administration
- ✓ empathetic administration
- ✓ transparent administration

III. TEACHERS' FEEDBACK: INFRASTRUCTURE REQUIREMENTS:

The open ended responses/suggestions of the faculty members were categorized into three sections namely Infrastructure (New Building/Separate Building, Classroom, Furniture, Laboratory/instruments, Staffroom and Research Scholar Room); Sanitation/Hygiene (Safe Drinking Water, Toilet for Faculty Members and Students, Cleanliness of Campus and Maintenance of Buildings & equipments); and Facilities (Sports Infrastructure, Parking Facilities, Research Eco system and PWD Friendly Buildings).

1. BUILDING & MATERIALS: The faculty members were of the view that there is a dire need to improve the infrastructural facilities in the campus that are crucial to upgrade the on-campus activities. Prompt development in this regard should be prioritised. Sheer dearth of the infrastructural basics were noted like the following;

- ✓ lack of independent or separate building/departments
- ✓ lack of sufficient classroom, shortage of furniture for classroom and teachers
- ✓ shortage of laboratory and equipments/instruments for their courses, and
- ✓ lack of separate faculty/staff room

2. BASIC FACILITIES: The open ended responses/suggestions of the faculty members with respect to safe drinking water, hygienic toilets for faculty members and students, cleanliness of campus, and maintenance of buildings were analyzed qualitatively. The responses/ suggestions emphasized on the need of proper cleanliness of the campus and proper maintenance of the departmental buildings and suggested for annual maintenance contract for the laboratory equipments. From the analysis of the responses/suggestions it is also found that there is lack of safe drinking water facility, lack of adequate number of toilets for faculty members and students. It is also found that there is need of cleanliness of campus and proper maintenance of buildings. The responses/suggestions shows that there is a need for improvement in facilitating the provision of;

- ✓ safe drinking water,
- ✓ adequate toilets for faculty members and students, particularly for women,
- ✓ clean and hygienic rest room
- ✓ overall cleanliness and maintenance

3. SUPPORT INFRASTRUCTURE: The responses/suggestions show that there is no proper sports infrastructure facility in general and as per NCTE and UGC norms in



particular, no proper parking facilities, and emphasized on need of research ecosystem and persons with disability (PWD) friendly buildings. It is also found that there is acute shortage of sports infrastructure and parking facility. The faculty members emphasized on creating research ecosystem and PWD friendly buildings. The open ended responses/suggestions of the faculty members with respect to;

- ✓ sports facilities,
- ✓ parking facilities,
- ✓ Persons With Disability (PWD) friendly buildings
- ✓ research ecosystem

IV. TEACHERS' FEEDBACK: SCOPE OF STRENGTHENING GOVERNANCE

Effective functioning of a university largely depends on the matter of planning and utilisation of human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership. Areas of improvement

4. CAREER ADVANCEMENT AND PROMOTION: Faculty members, in their feedback, felt that time bound promotion is to be prioritized and dues should be immediately cleared/ released. They suggested that efforts are to be made to upgrade their professional competence by providing opportunity to participate in the Professional/ Faculty Development Programme(FDP) time to time. So, the thurst areas are;

- ✓ timely promotion
- ✓ fair opportunity for professional upgradation

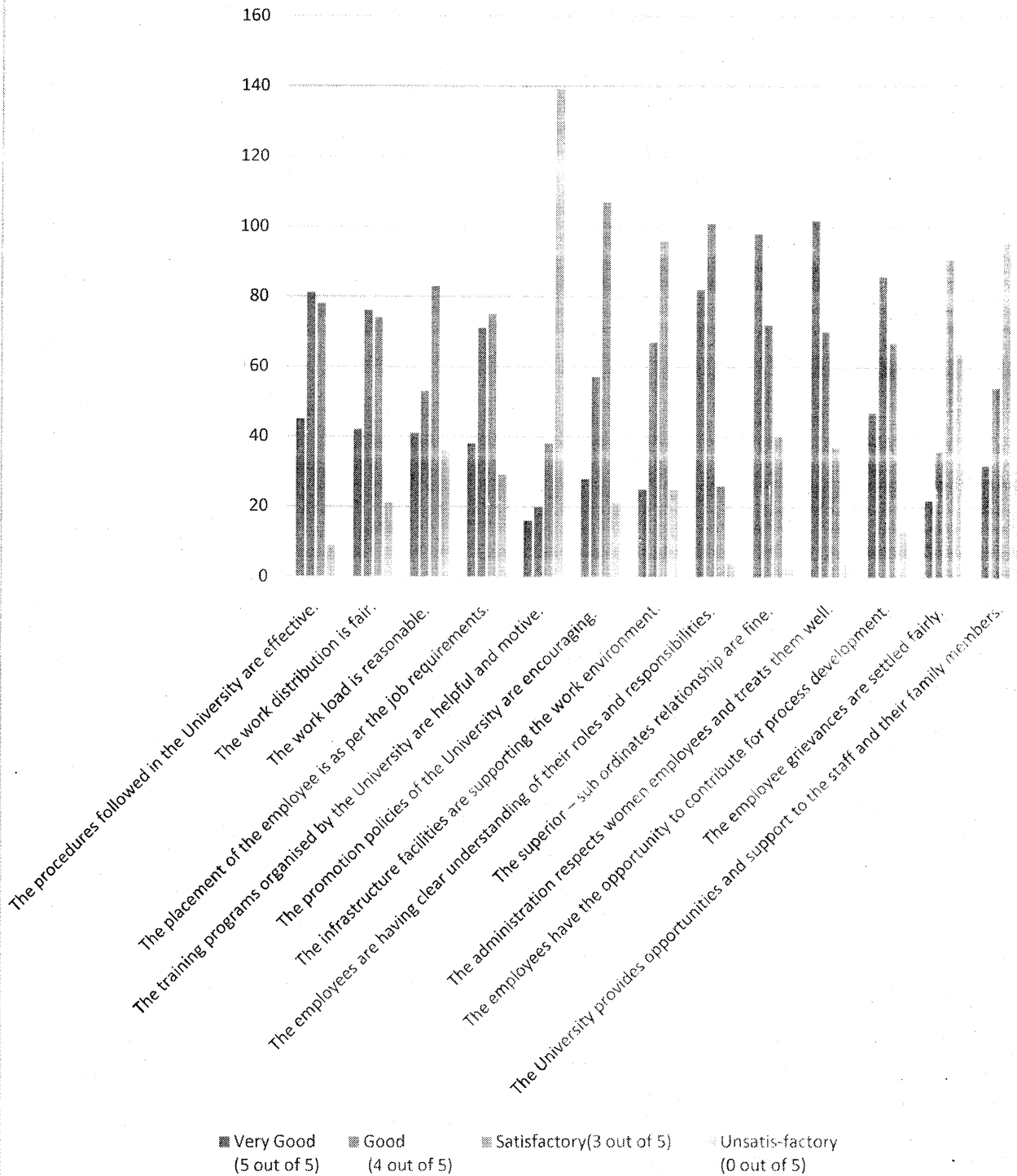
5. GOVERNANCE TO FACILITATE RESEARCH: University needs to maintain proper research ecosystem/culture which would be helpful to strength their research works. Good platform both for academic and research activity should be created/ established. Faculty members must be free from all non-teaching assignments. A sustainable policy needs to be evolved for recognizing the innovative and brilliant works of faculty in the field of teaching-learning and research separately as well as collectively. Faculty members also need to be promoted for extension activities through a systematic governance system. Start-up grants are to be provided to the new faculty members for conducting/ promoting research activity among them. Laboratories, libraries are to be well equipped with infrastructure for strengthening teaching-learning and research activities. Each department needs to have independent/ separate departmental library with required facility. So, the thurst areas are;

- ✓ research grant
- ✓ research facility including lab and library
- ✓ research eco-system
- ✓ no non-teaching assignment
- ✓ recognition to good researchers
- ✓ support for extension activities

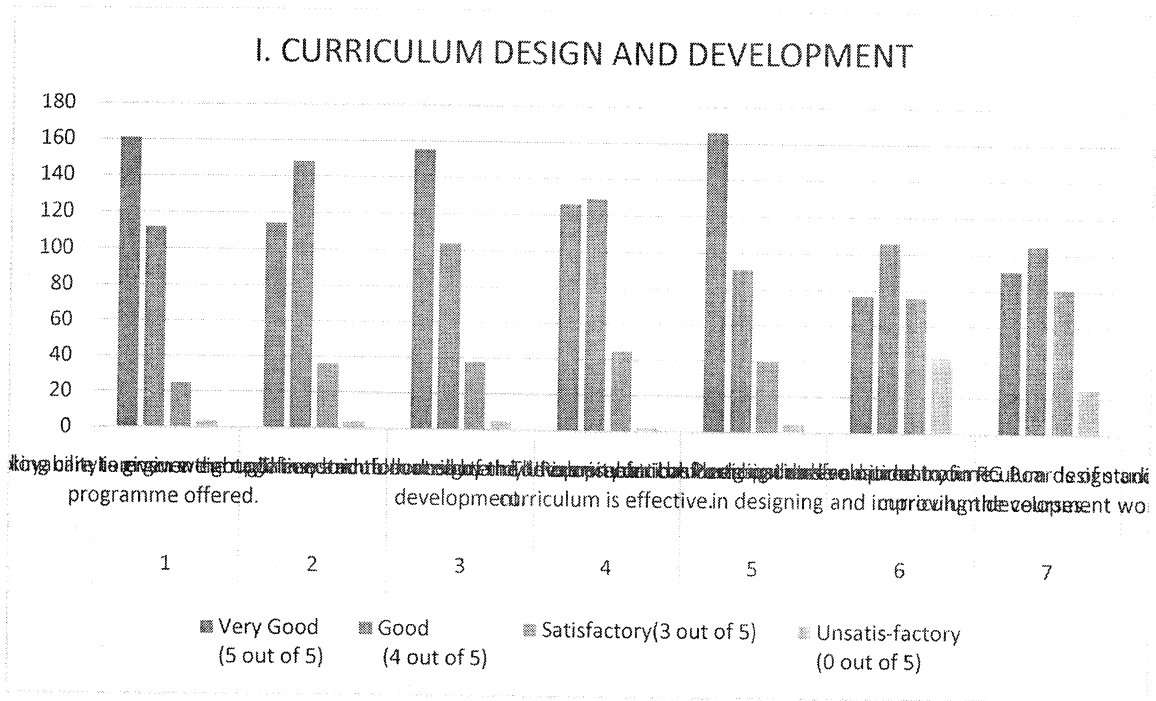
6. BIAS-FREE, TRUSTWORTHY, SUPPROTIVE ORGANISATIONAL CLIMATE: The teachers focused on opportunities to be provided to express their opinion freely. Faculty members suggested for employee friendly administration and said that there should be



SUPPORT STAFF - FEEDBACK FORM



Faculty Feedback Analysis





GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR, C.G.

(A Central University established by the Central Universities Act 2009)

FEEDBACK FROM FACULTY

SESSION-.....

Department:

Note: Your valuable opinions and suggestions are solicited for further improvement of the University system. Against each statement a five point scale is given. Your responses will be kept confidential and used only for the stated purpose.

I. CURRICULUM DESIGN AND DEVELOPMENT

S.N	Particulars	Very Good (5 out of 5)	Good (4 out of 5)	Satis- factory (3 out of 5)	Unsatis- factory (0 out of 5)
1	Board of studies is taking care to ensure the updation and relevance of the programme offered.				
2	Employability is given weightage in curriculum design and development.				
3	I am given enough freedom to contribute my ideas on curriculum design and development.				
4	The system followed by the University for the design and development of curriculum is effective.				
5	The curriculum has been update from time to time.				
6	Representation from business and industry in PG Boards of studies is helpful in designing and improving the courses.				
7	Participation is ensured in curriculum design and mode of delivery through curriculum development workshop.				

Suggestions for improvement in curriculum design and development:

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II. TEACHING, LEARNING, EVALUATION & RESEARCH

S.N.	Particulars	Very Good (5 out of 5)	Good (4 out of 5)	Satis- factory (3 out of 5)	Unsatis- factory (0 out of 5)
1	The admission process adopted by the University is effective.				
2	The University is able to attract meritorious students.				
3	Student centered learning resources are available in the University.				
4	The faculties are updating their knowledge and skills.				

5	The teaching is taking place as per schedule.				
6	The GGV Central Library is rich source of information.				
7	The library is utilized optimally by the faculty.				
8	The library is utilized optimally by the research scholars.				
9	The library is utilized optimally by the students.				
10	The library is managed effectively and accessible to faculty.				
11	The timings of the Library are convenient.				
12	The procedure followed for acquiring new books and journals ensures right titles and journals in the library.				
13	The teaching aids in the department are sufficient and up to date.				
14	The teachers are supported with adequate learning resources.				
15	The teachers are encouraged to carry out research.				
16	The teachers are encouraged to organize seminar/workshops/symposia/conferences.				
17	The teachers are encouraged to participates in seminar/ workshops/ symposia/ conferences.				
18	The teachers are encouraged to undertake extension service programs.				
19	The teachers are encouraged to established linkage with industry.				
20	The teachers are encouraged to take-up consultancy services.				
21	The merit of the teachers is recognized.				
22	The examination systems followed by the University is effective.				
23	The evaluation systems followed by the University is effective.				

Suggestions for improvement in Teaching, Learning, Evaluation and Research:

.....

III. INFRASTRUCTURE

S.N.	Particulars	Very Good (5 out of 5)	Good (4 out of 5)	Satis- factory (3 out of 5)	Unsatis- factory (0 out of 5)
1	The classrooms and furniture available are adequate.				
2	The Toilets are sufficient for faculty and students.				

3	The buildings and furniture are well maintained.				
4	The Labs are adequately equipped (were ever applicable).				
5	The infrastructure available in the department is optimally used.				
6	Parking Facility are available adequately.				
7	Roads are maintained well.				
8	Water resources are adequately provided.				
9	Safe drinking water is available.				
10	Sports infrastructure is adequate.				
11	Research ecosystem in conclusive.				

Suggestions for improvement in Infrastructure:

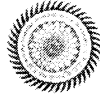
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IV. GOVERNANCE

S.N.	Particulars	Very Good (5 out of 5)	Good (4 out of 5)	Satis- factory (3 out of 5)	Unsatis- factory (0 out of 5)
1	The administration is sincerely putting efforts for the development of the institution.				
2	The administration is accessible.				
3	The quality initiatives taken up during the large academic year are contributing for improvement.				
4	The MoUs entered by the University enhance the scope for mutual cooperation with institutions and research organizations of repute.				
5	The faculty are given freedom to express their opinions.				
6	The IQAC is working well for promoting quality in the institution.				
7	The University is providing adequate opportunities and support to the faculty and their family members.				

Suggestions for improvement of Governance:

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गुरु घासीदास विश्वविद्यालय, बिलासपुर, (छ. ग.)
कर्मचारियों से प्रतिपुष्टि

सत्र.....

विभाग/अनुभाग.....

उपयुक्त खाने में टिक(✓) का चिन्ह लगाएं

क्र	विवरण	अति उत्तम (5 out of 5)	उत्तम (4 out of 5)	संतोष जनक (3 out of 5)	असंतोष जनक (0 out of 5)
1	विश्वविद्यालय की कार्यप्रणाली प्रभावी हैं।				
2	कार्य का बंटवारा न्यायोचित है।				
3	कर्मचारियों का स्थानन कार्य की आवश्यकताओं के अनुसार है।				
4	विश्वविद्यालय द्वारा आयोजित प्रशिक्षण कार्यक्रम, कार्य में मददगार एवं प्रेरणादायक है।				
5	विश्वविद्यालय की पदोन्नति नीति उत्साहजनक है।				
6	अधोसंरचना सुविधा कार्य के वातावरण के अनुकूल है।				
7	कार्य का भार युक्तियुक्त है।				
8	कर्मचारियों को अपनी भूमिका एवं जिम्मेदारी की स्पष्ट समझ है।				
9	उच्चाधिकारियों-अधीनस्थों के बीच मधुर सम्बन्ध है।				
10	प्रशासन महिला कर्मचारियों का सम्मान करता है और उनसे अच्छा व्यवहार करता है।				
11	विकास की प्रक्रिया में योगदान करने के लिए कर्मचारियों के पास अवसर है।				
12	कर्मचारियों की समस्याओं का न्यायोचित निपटारा किया जाता है।				
13	विश्वविद्यालय अपने स्टाफ और उसके परिवार को अवसर एवं सहायता उपलब्ध कराता है।				

और सुधार के लिए सलाह.

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GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR, C.G.

(A Central University established by the Central Universities Act 2009)

SUPPORT STAFF - FEEDBACK FORM

Department/Section.....

Make a tick mark in the appropriate cell:

S. No	Particulars	Very Good (5 out of 5)	Good (4 out of 5)	Satis- factory (3 out of 5)	Unsatis- factory (0 out of 5)
1.	The procedures followed in the University are effective.				
2.	The work distribution is fair.				
3.	The work load is reasonable.				
4.	The placement of the employee is as per the job requirements.				
5.	The training programs organised by the University are helpful and motive.				
6.	The promotion policies of the University are encouraging.				
7.	The infrastructure facilities are supporting the work environment.				
8.	The employees are having clear understanding of their roles and responsibilities.				
9.	The superior - sub ordinates relationship are fine.				
10.	The administration respects women employees and treats them well.				
11.	The employees have the opportunity to contribute for process development.				
12.	The employee grievances are settled fairly.				
13.	The University provides opportunities and support to the staff and their family members.				

Any other comments:

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GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR, C.G.

(A Central University established by the Central Universities Act 2009)

FEEDBACK FROM PARENTS

Education.....Occupation.....

Your ward admitted in department.....

Make a tick mark in the appropriate cell:

S. No	Particulars	Very Good (5 out of 5)	Good (4 out of 5)	Satis- factory (3 out of 5)	Unsatis- factory (0 out of 5)
1.	The University information is accessible to all.				
2.	GGV website is very informative and regularly updated.				
3.	Getting admission in the University for my ward is a matter of pride for me.				
4.	The admission process in the University is fair and accurate.				
5.	My ward is improving his/her knowledge base through interaction with faculty members of the University.				
6.	The discipline in the University is good.				
7.	The atmosphere in the University is conducive for learning.				
8.	There is a positive change in the behaviour of my ward after joining the University.				
9.	The curriculum of the course is well designed and promotes learning experience of the students.				
10	Employability is given focus in the curriculum design.				
11	The curriculums incorporate recent changes in the area.				

PTO

12	Examination results are declared timely.				
13	The University employees are cooperative.				
14	Campus environment is eco friendly.				
15	The changes introduced in the University in recent years are progressive.				
16	Hostel facilities are good and available when needed.(If applicable)				

Suggestions for further improvement:

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Signature



GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR, C.G.

(A Central University established under No 25 of Central Universities Act, 2009)

Student's Feedback Form: For Practicals/Laboratory Courses

Department.....

Course.....

Semester.....

Session: 20.....20.....

Name of the Teacher.....

Subject.....

S. N.	STATEMENTS	Very Good (5 out of 5)	Good (4 out of 5)	Satisfactory (3 out of 5)	Unsatisfactory (0 out of 5)
1.	Practicals provided opportunities to develop skills/concepts/knowledge/analytical abilities/innovations related to the subject				
2.	The practicals were well organized.				
3.	Adequate guidelines/handouts/lectures were given prior to each practical.				
4.	A teacher was available during the practical for guiding students.				
5.	The principle of each practical was explained properly.				
6.	The concerning teacher provided adequate demonstrations for practical.				
7.	The practical's had adequate demonstrators and technicians for assistance				
8.	The teacher stimulated independent thinking of students by discussions				
9.	The practicals were held as indicated in the time table.				
10.	The records of practicals were maintained in note book/practical file/report.				
11.	Periodical assessments were conducted.				
12.	Proper practical material in terms of different /consumables/glassware's/chemical/instrument s/or other related material were available during practical class.				
13.	Proper space for practical was provided in terms of practical lab/field				
14.	Proper library support was available regarding practical's in terms of notes/books/film/Internet facilities etc.				
15.	The practical made me more curious about the subject matter.				

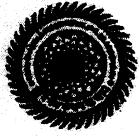
ANY SUGGESTION TO IMPROVE THE OUTCOMES OF THE PRACTICALS:

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The overall grading of the course:



GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)
(A Central University established by the Central Universities Act 2009)

STUDENT'S FEEDBACK FORM (Course/ Subject Wise) 35075

Department.....

Course.....

Semester.....

Session: 20.....20.....

Name of the Teacher.....

Subject.....

Dear Student,
Our University is continuously striving to improve upon its various teaching programs. This is possible with an objective feedback from the students. Please give your opinion, without any prejudice, on the following listed points by ticking (as ✓) the appropriate option. This form shall remain confidential and will be used for Specified purpose only.

Sr. No.	Component/Attributes	Very good (5 out of 5)	Good (4 out of 5)	Satisfactory (3 out of 5)	Unsatisfactory (0 out of 5)
1.	Voice modulation				
2.	Speed of delivery				
3.	Presentation				
4.	Communication Skill				
5.	Interest/ motivation generated by the teacher				
6.	Knowledge base of the teacher(as you perceived)				
7.	Accessibility of the teacher in and out of the class				
8.	How stimulating the lectures are				
9.	Temperament for encouraging questions in the class				
10.	Regularity and punctuality				
11.	Overall teaching				

Any other comments:

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On the content of the syllabus
(Tick one of the options on the following)

1)The syllabus was (a) dull (b) Inadequate (c) Adequate (d) Challenging

2)Conceptual understanding (a) Easy (b) Manageable (c) Difficult (d) Very difficult



GURU GHASIDAS VISHWAVIDYALAYA, DILASHUR (C.U.)

(A Central University established by the Central Universities Act 2009)

Student's Feedback Form: For Practicals/Laboratory Courses

15290

Department.....

Course.....

Semester.....

Session: 20.....20.....

Name of the Teacher.....

Subject.....

Sr. No.	STATEMENTS	Very good (5 out of 5)	Good (4 out of 5)	Satisfactory (3 out of 5)	Unsatisfactory (0 out of 5)
1.	Practicals provided opportunities to develop skills/concepts/knowledge/analytical abilities/innovations related to the subject				
2.	The practicals were well organized.				
3.	Adequate guidelines/handouts/lectures were given prior to each practical.				
4.	A teacher was available during the practical for guiding students.				
5.	The principle of each practical was explained properly.				
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10.	The records of practicals were maintained in note book/practical file/report.				
11.	Periodical assessments were conducted.				
12.	Proper practical material in terms of different /consumables/glassware's/chemical/instrument s/or other related material were available during practical class.				
13.	Proper space for practical was provided in terms of practical lab/field				
14.	Proper library support was available regarding practical's in terms of notes/books/film/Internet facilities etc.				
15.	The practical made me more curious about the subject matter.				

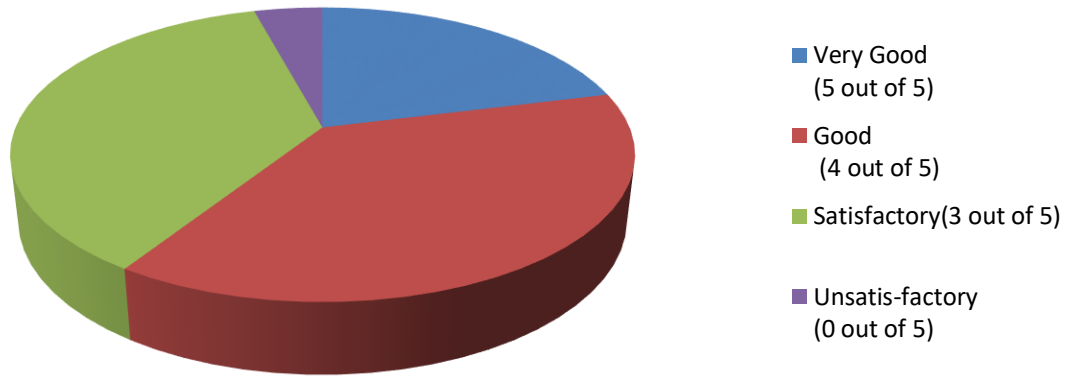
ANY SUGGESTION TO IMPROVE THE OUTCOMES OF THE PRACTICALS:

The overall grading of the course:

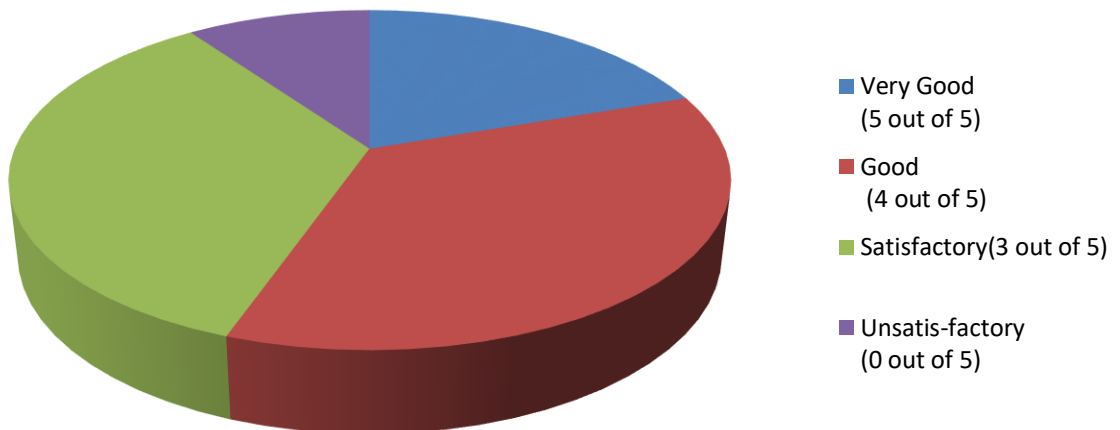
Ravindra

Non-Teaching Staff Feedback Analysis

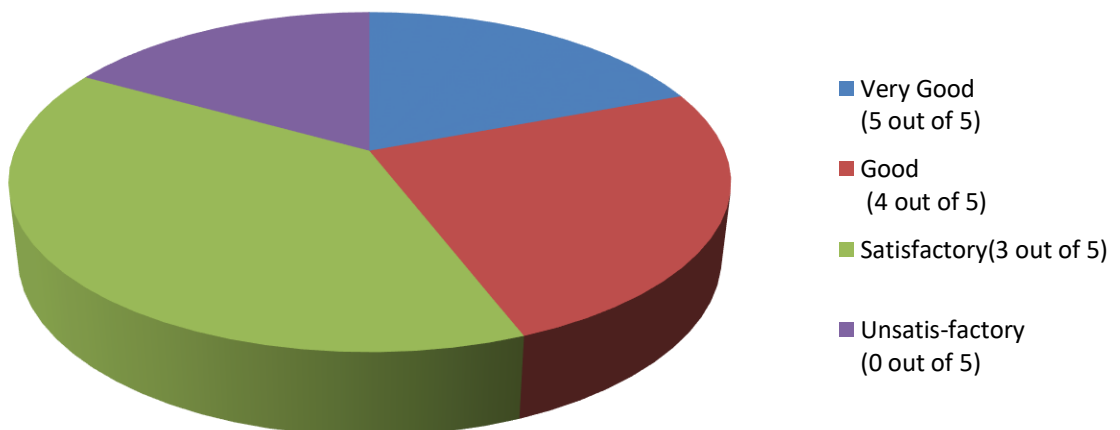
1 The procedures followed in the University are effective.



2 The work distribution is fair.

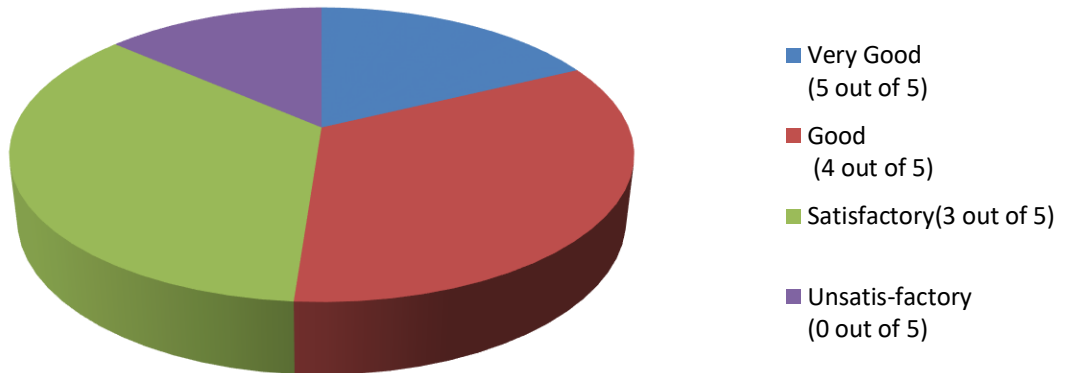


3 The work load is reasonable.

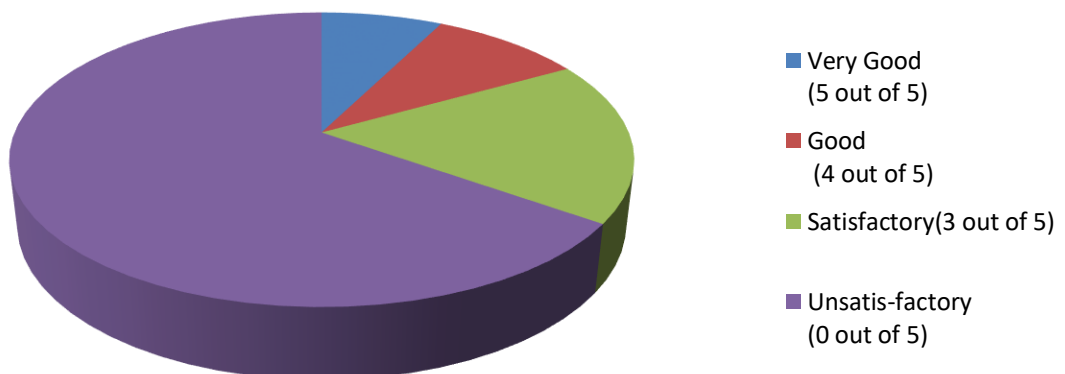


Non-Teaching Staff Feedback Analysis

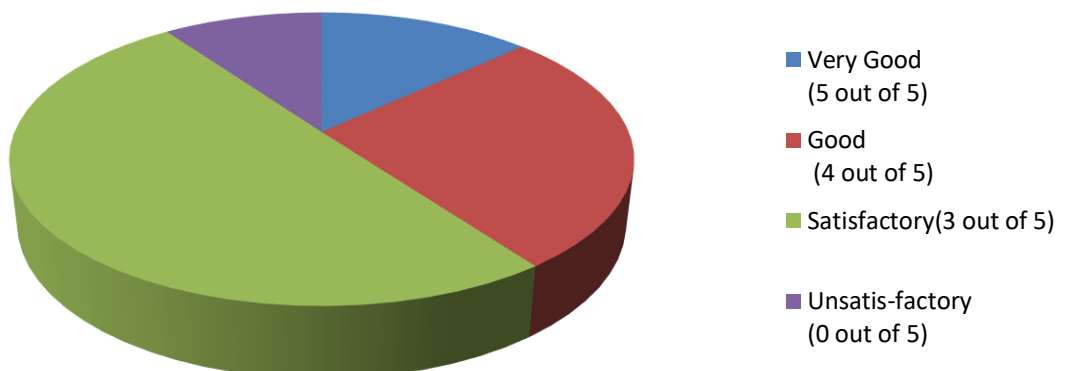
4 The placement of the employee is as per the job requirements.



5 The training programs organised by the University are helpful and motive.

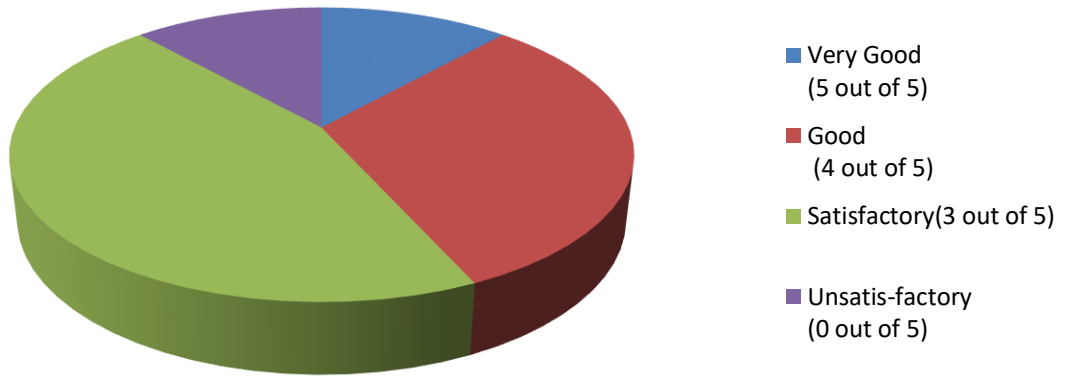


6 The promotion policies of the University are encouraging.

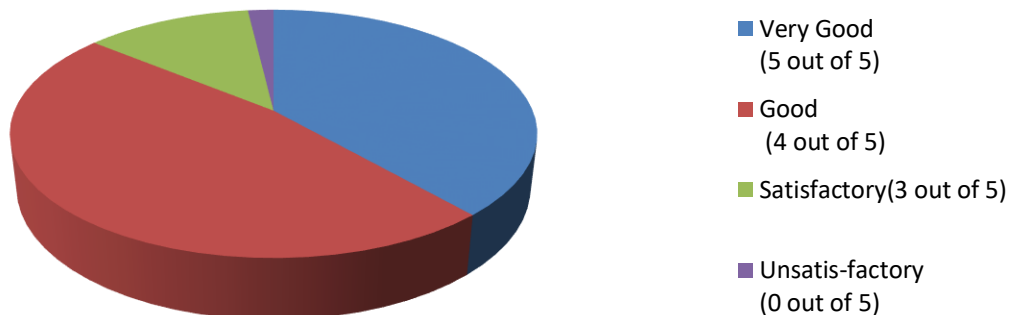


Non-Teaching Staff Feedback Analysis

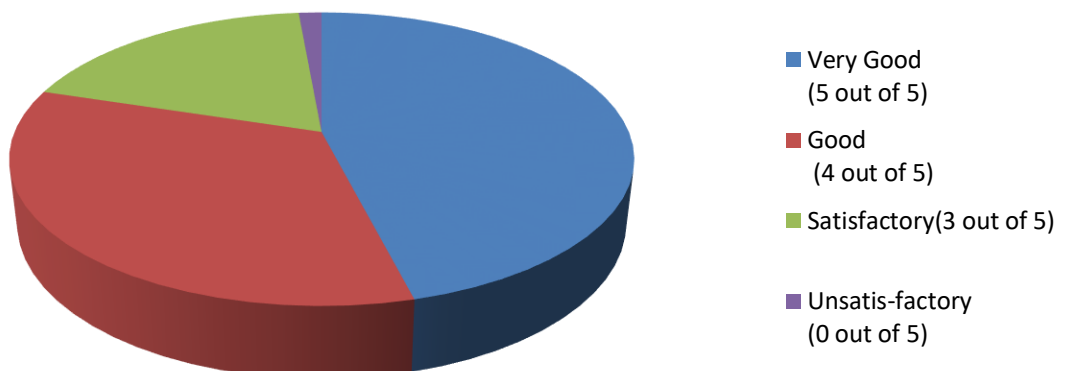
7 The infrastructure facilities are supporting the work environment.



8 The employees are having clear understanding of their roles and responsibilities.

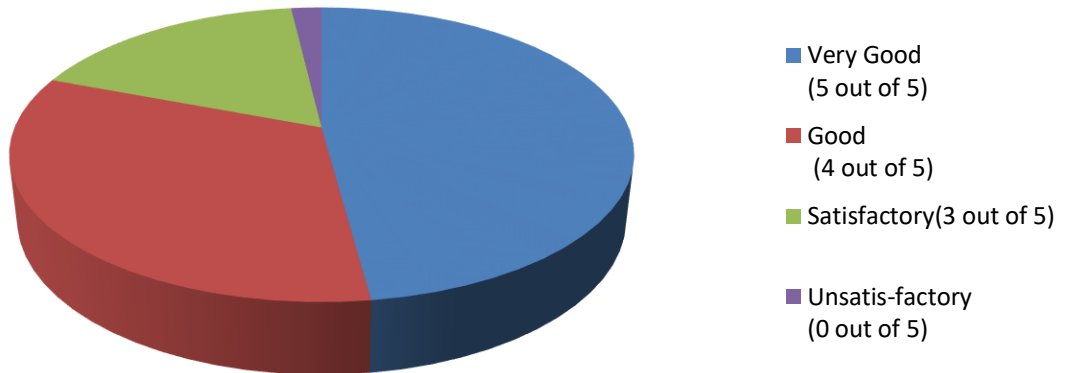


9 The superior – subordinates relationship are fine.

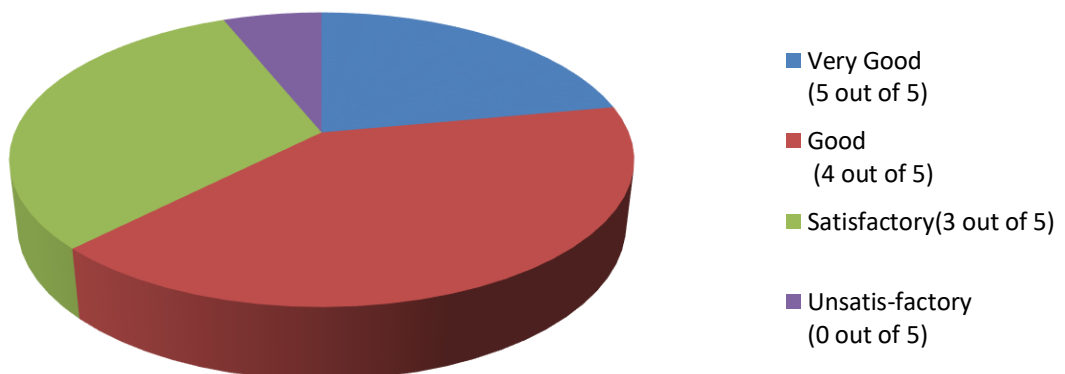


Non-Teaching Staff Feedback Analysis

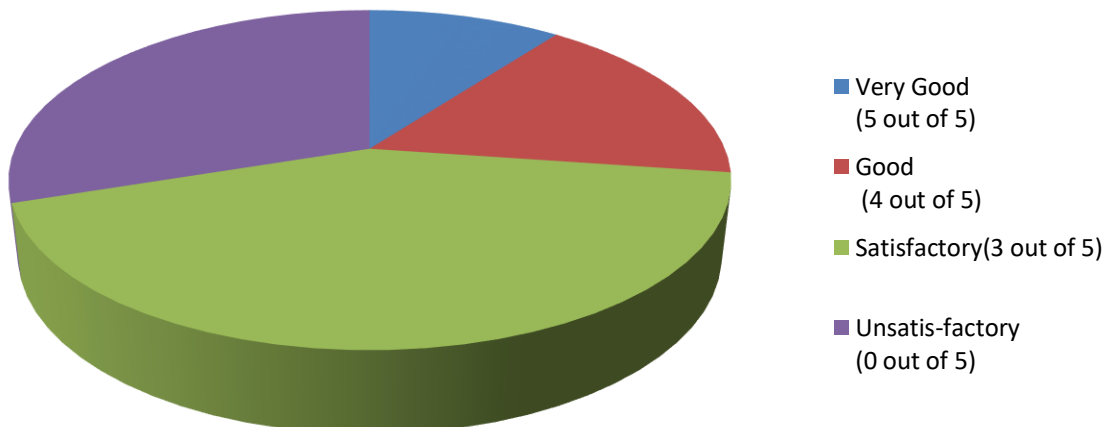
10 The administration respects women employees and treats them well.



11 The employees have the opportunity to contribute for process development.

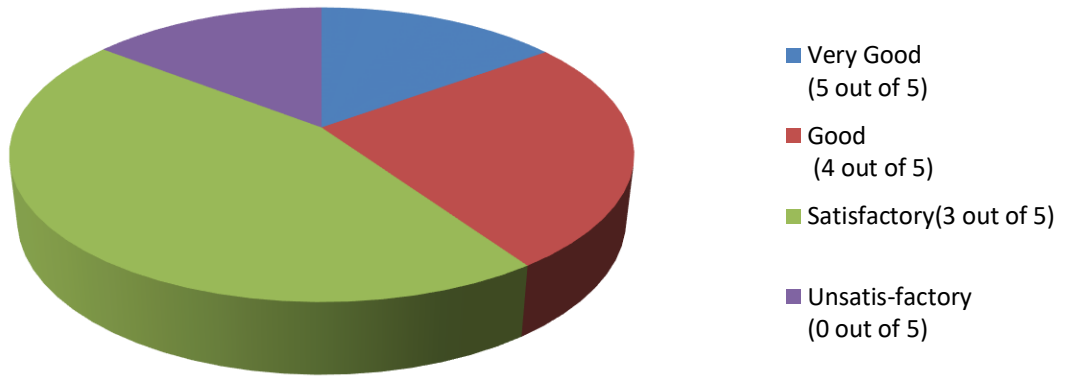


12 The employee grievances are settled fairly.

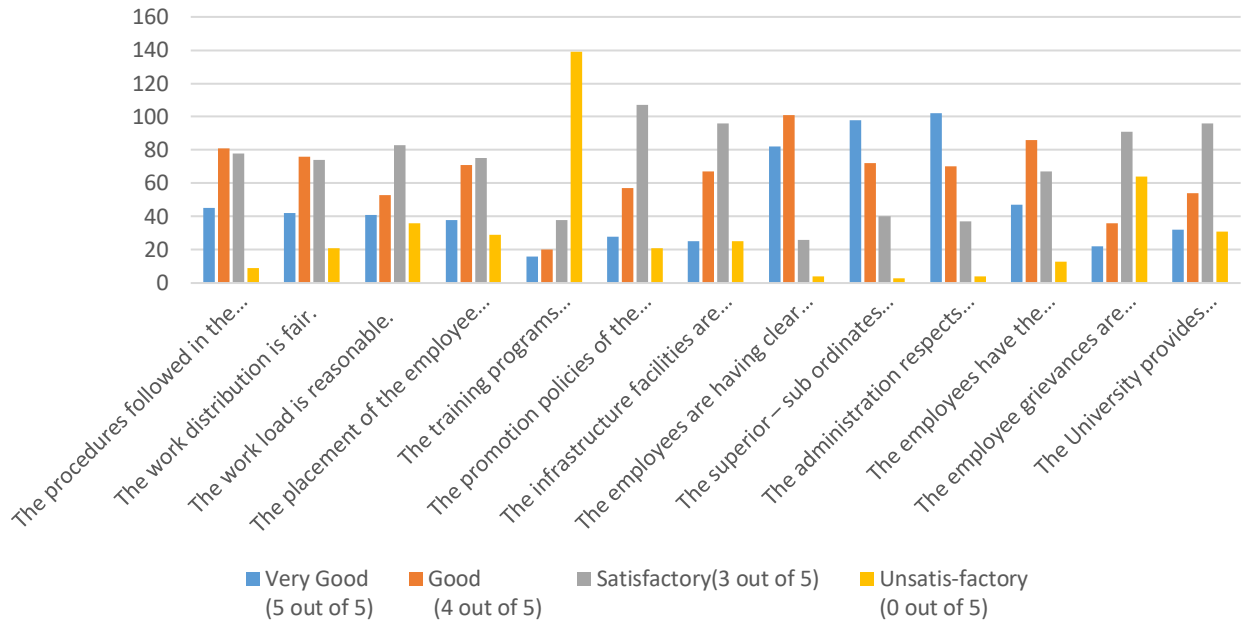


Non-Teaching Staff Feedback Analysis

13 The University provides opportunities and support to the staff and their family members.



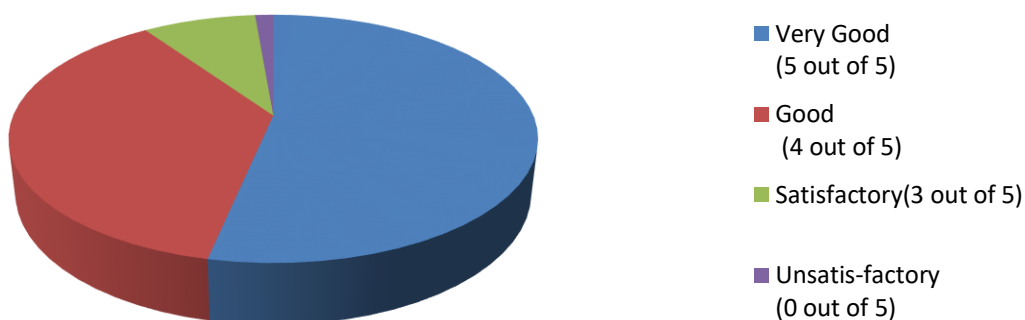
SUPPORT STAFF - FEEDBACK FORM



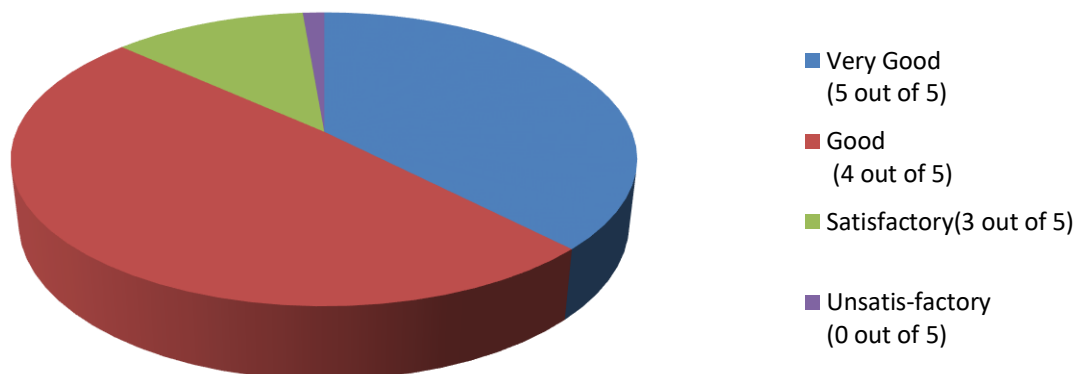
Teaching Staff Feedback Analysis

I. CURRICULUM DESIGN AND DEVELOPMENT

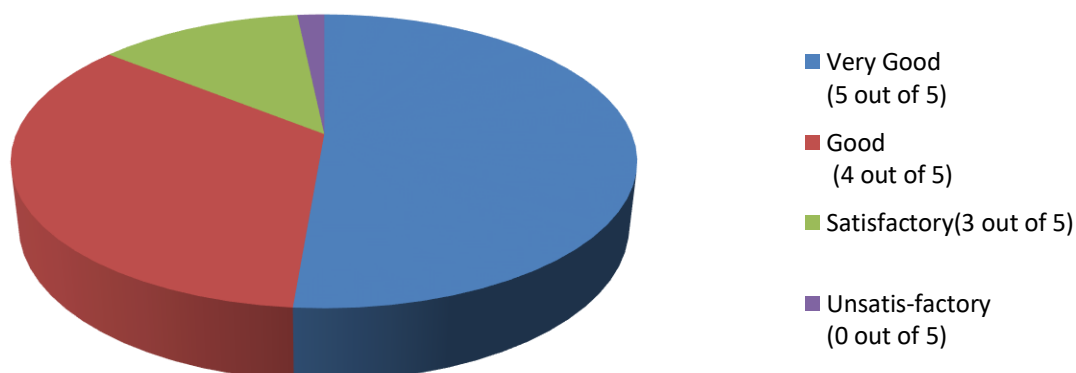
1 Board of studies is taking care to ensure the updation and relevance of the programme offered.



2 Employability is given weightage in curriculum design and development.

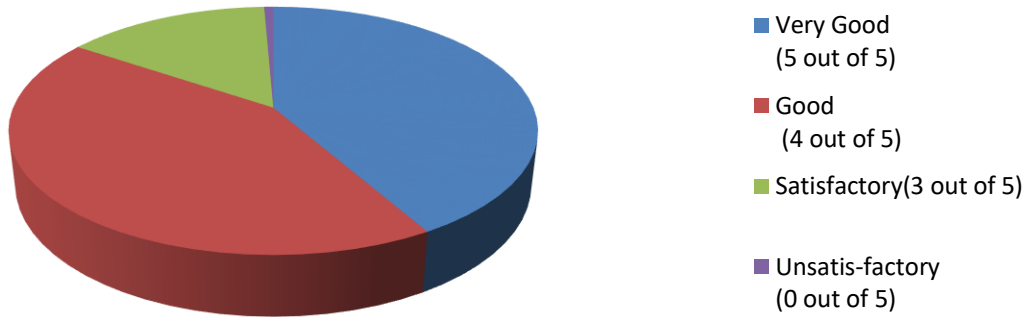


3 I am given enough freedom to contribute my ideas on curriculum design and development.

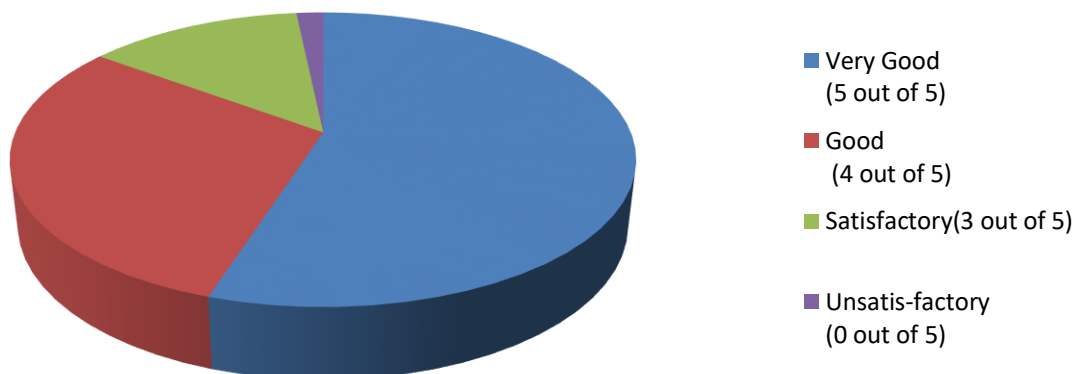


Teaching Staff Feedback Analysis

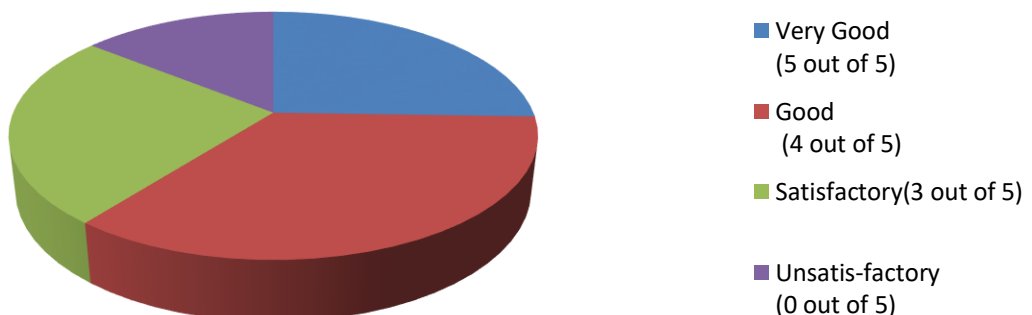
4 The system followed by the University for the design and development of curriculum is effective.



5 The curriculum has been update from time to time.

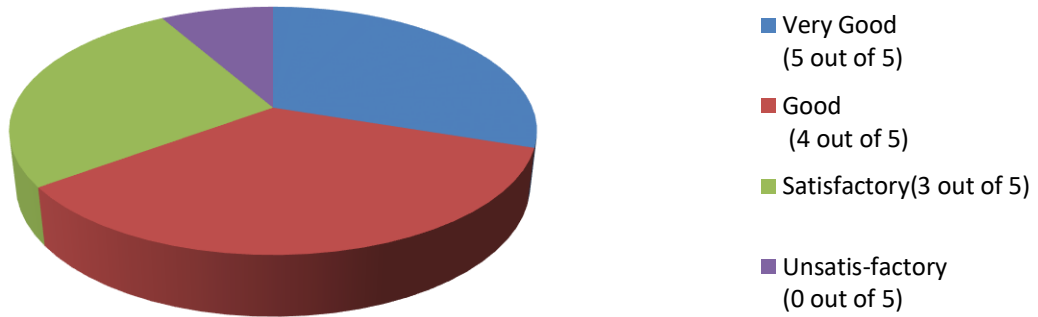


6 Representation from business and industry in PG Boards of studies is helpful in designing and improving the courses.



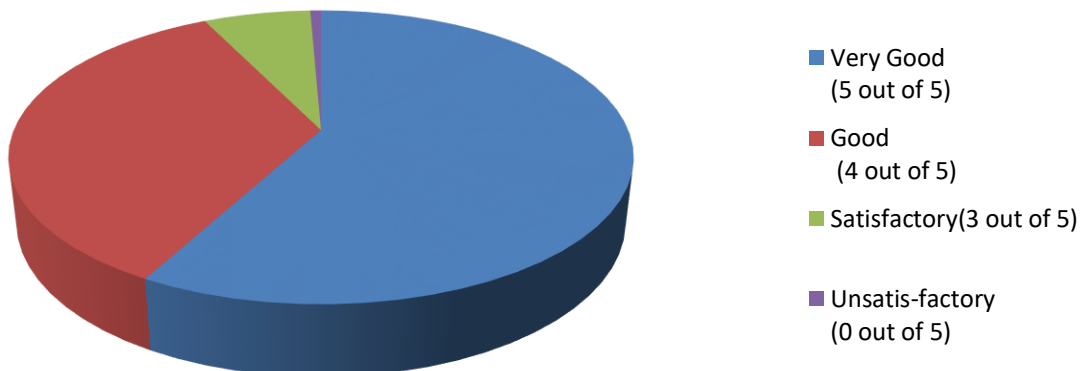
Teaching Staff Feedback Analysis

7 Participation is ensured in curriculum design and mode of delivery through curriculum development workshop.

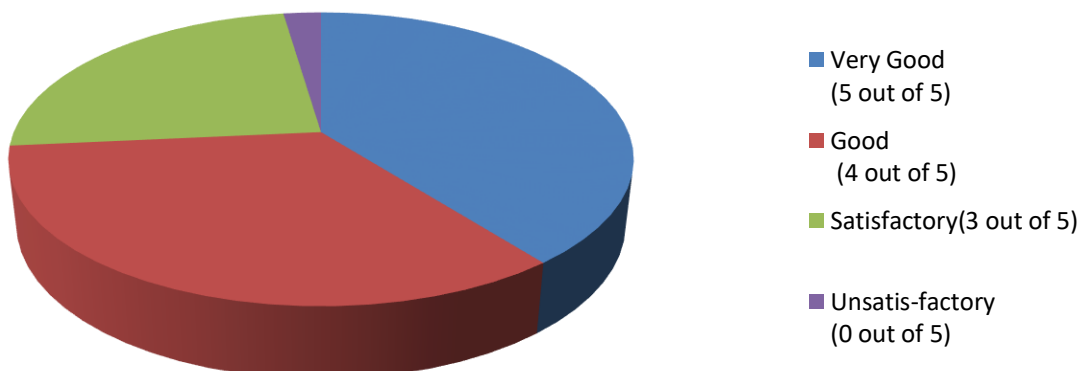


II. TEACHING, LEARNING, EVALUATION & RESEARCH

1 The admission process adopted by the University is effective.

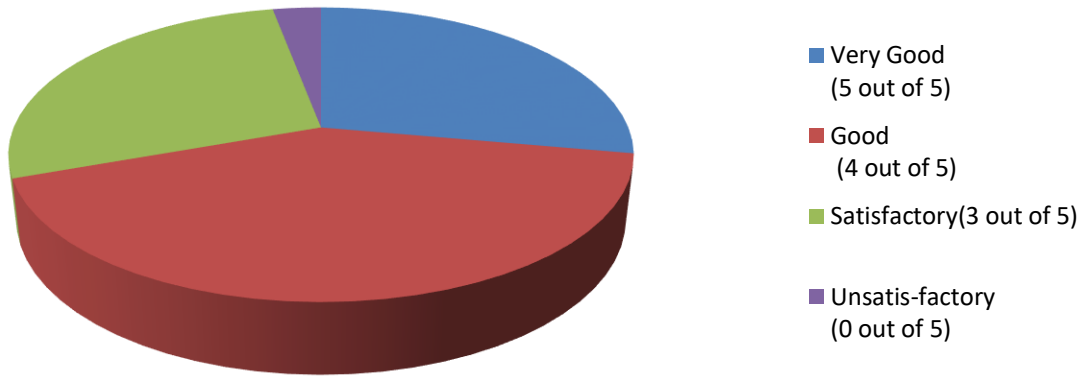


2 The University is able to attract meritorious students.

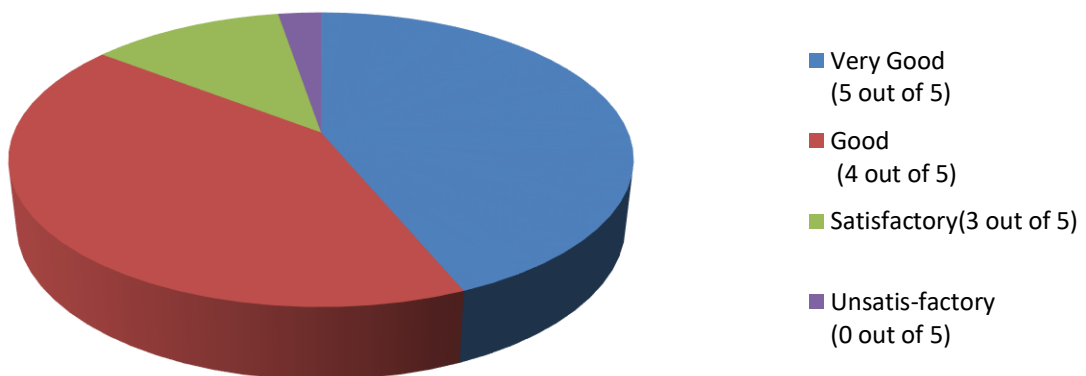


Teaching Staff Feedback Analysis

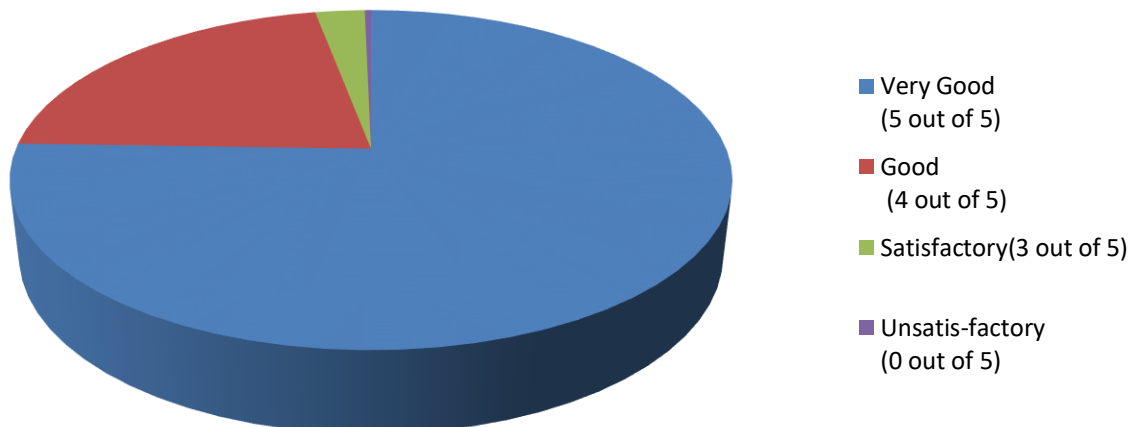
3 Student centered learning resources are available in the University.



4 The faculties are updating their knowledge and skills.

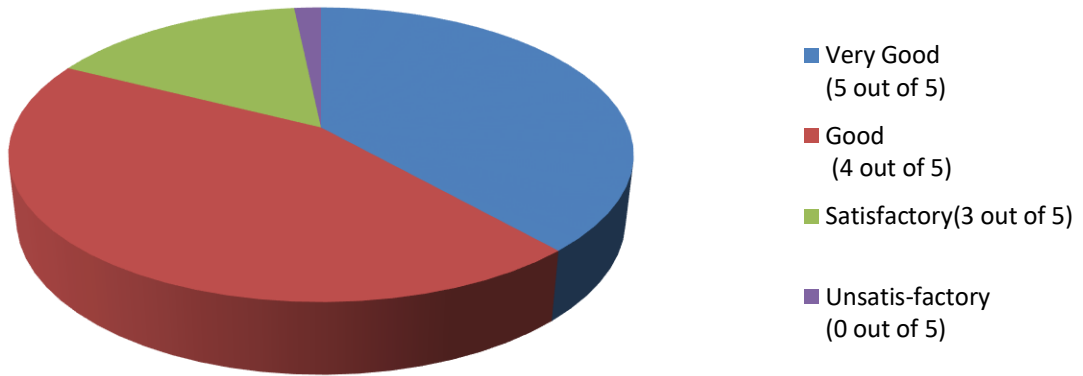


5 The teaching is taking place as per schedule.

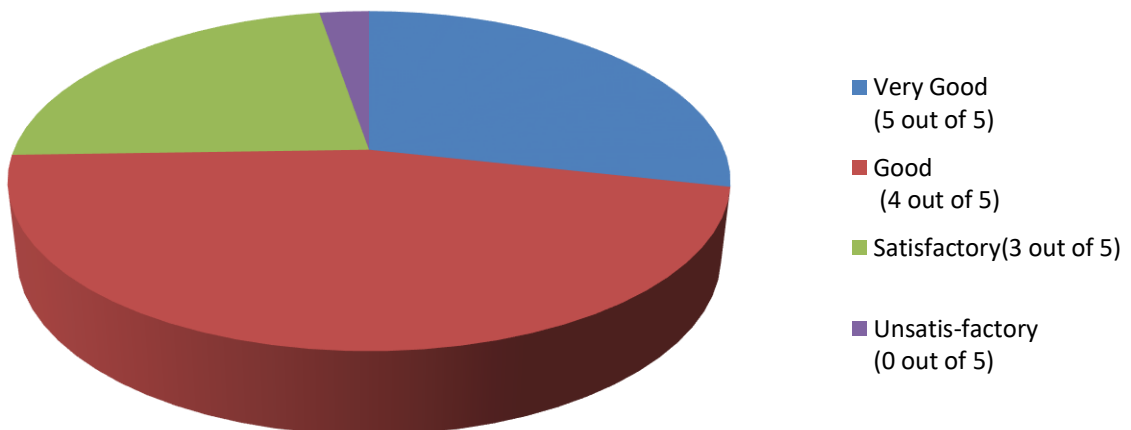


Teaching Staff Feedback Analysis

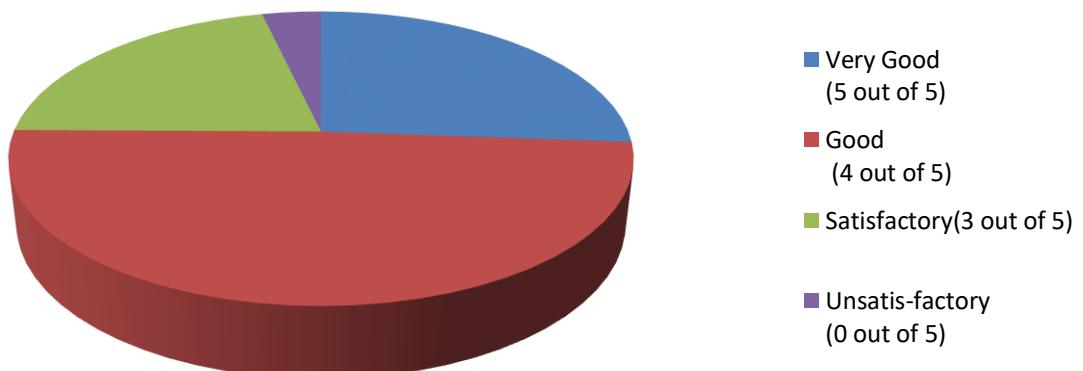
6 The GGV Central Library is rich source of information.



7 The library is utilized optimally by the faculty.

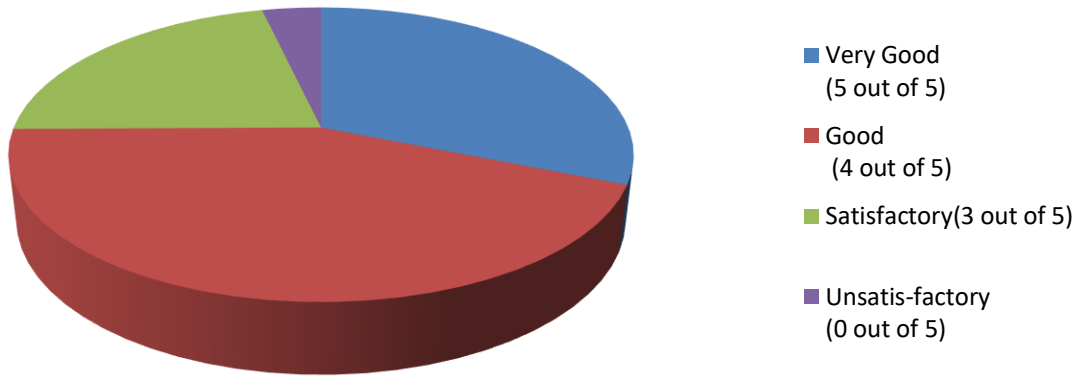


8 The library is utilized optimally by the research scholars.

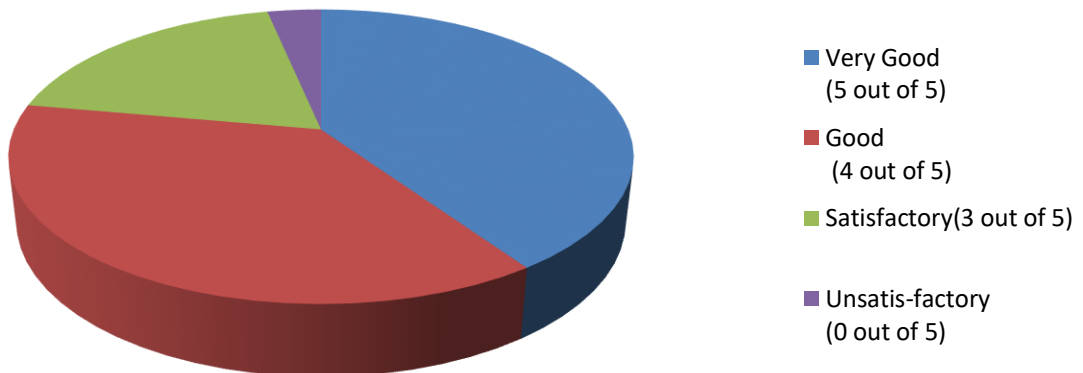


Teaching Staff Feedback Analysis

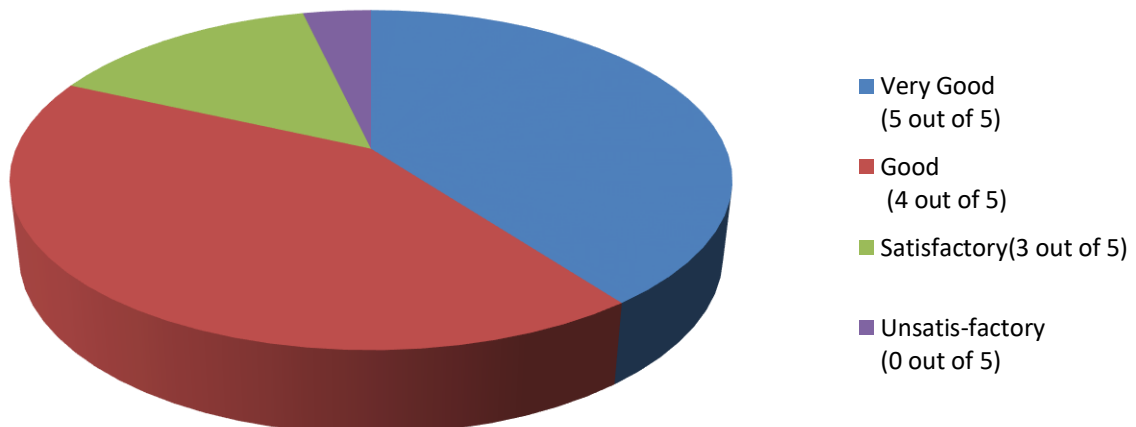
9 The library is utilized optimally by the students.



10 The library is managed effectively and accessible to faculty.

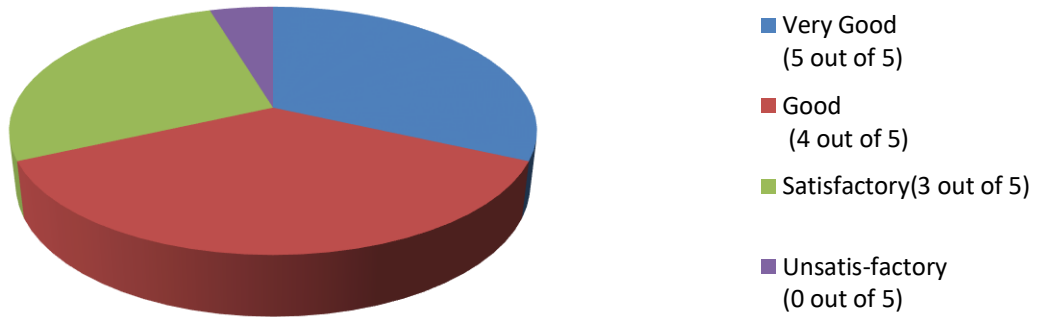


11 The timings of the Library are convenient.

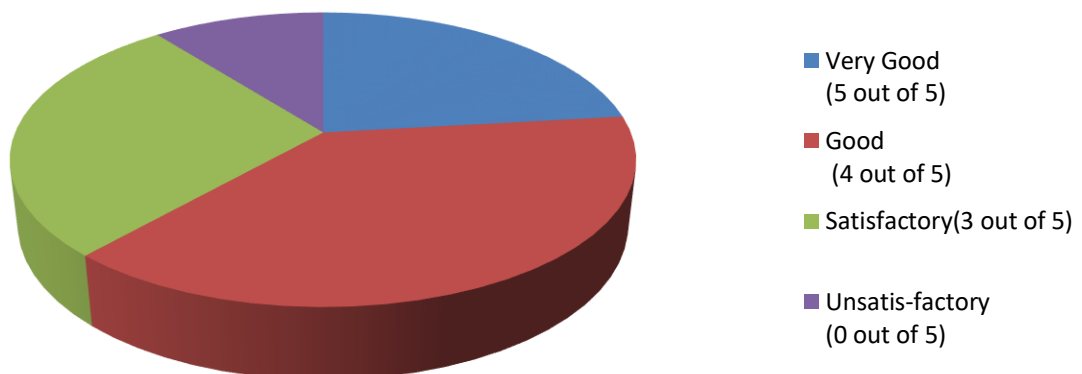


Teaching Staff Feedback Analysis

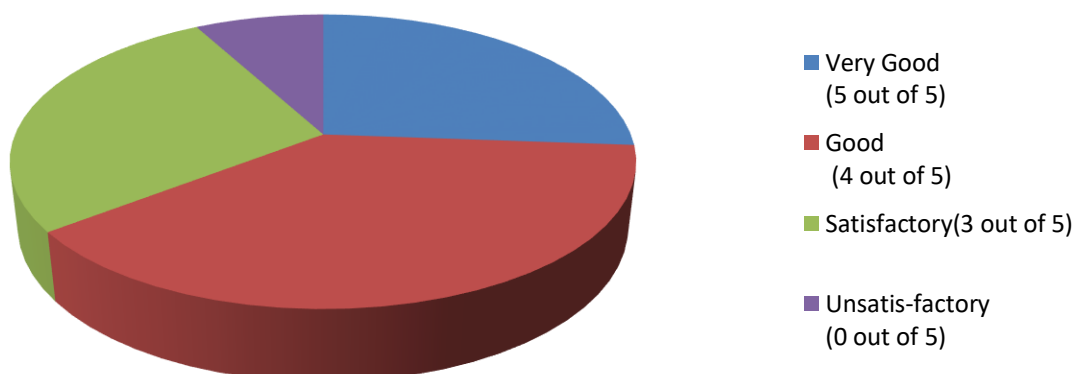
12 The procedure followed for acquiring new books and journals ensures right titles and journals in the library.



13 The teaching aids in the department are sufficient and up to date.

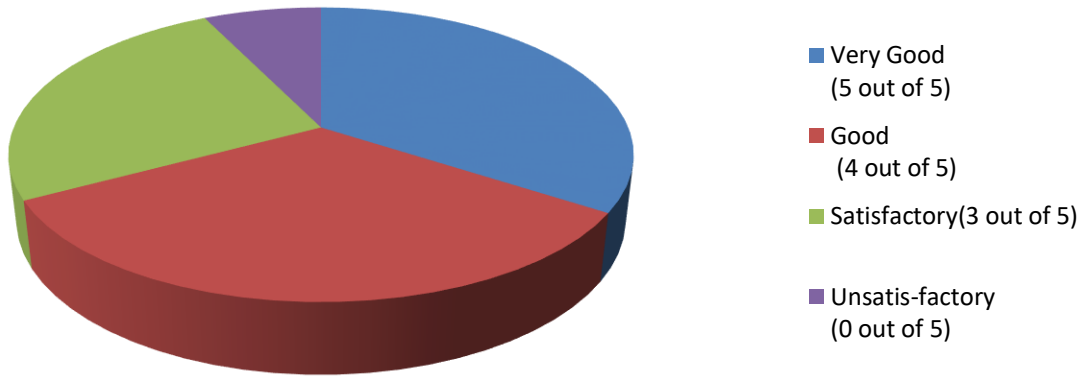


14 The teachers are supported with adequate learning resources.

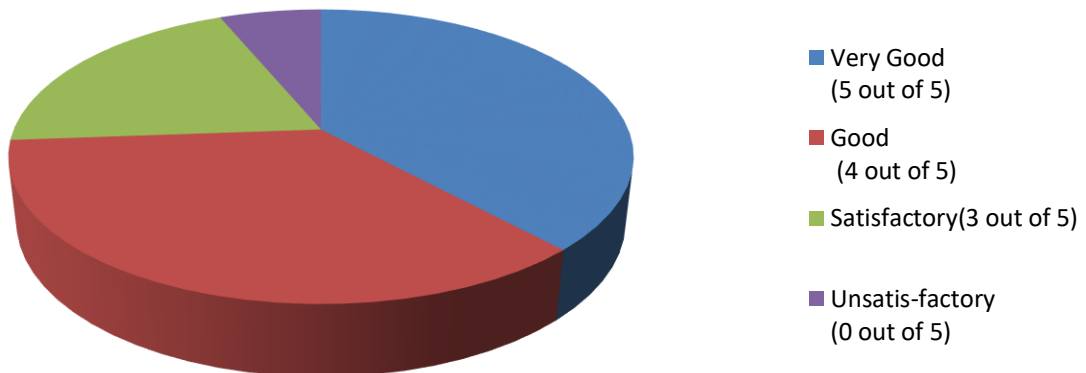


Teaching Staff Feedback Analysis

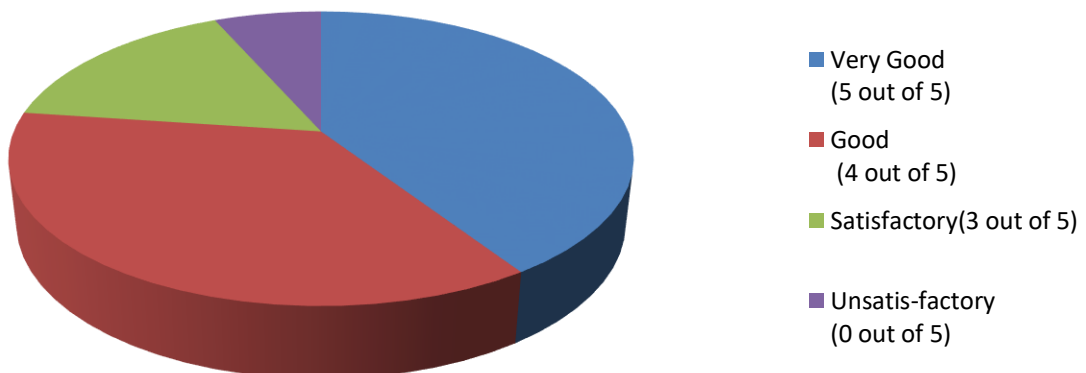
15 The teachers are encouraged to carry out research.



16 The teachers are encouraged to organize seminar/workshops/symposia/conferences.

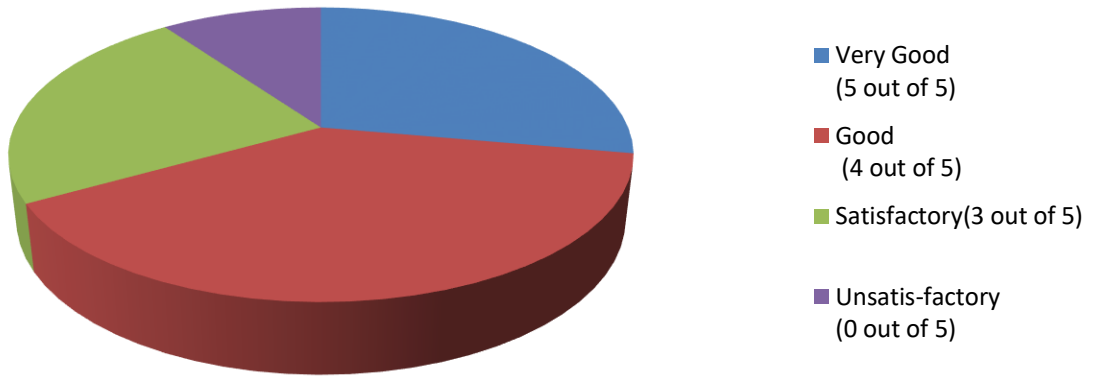


17 The teachers are encouraged to participate in seminar/ workshops/ symposia/ conferences.

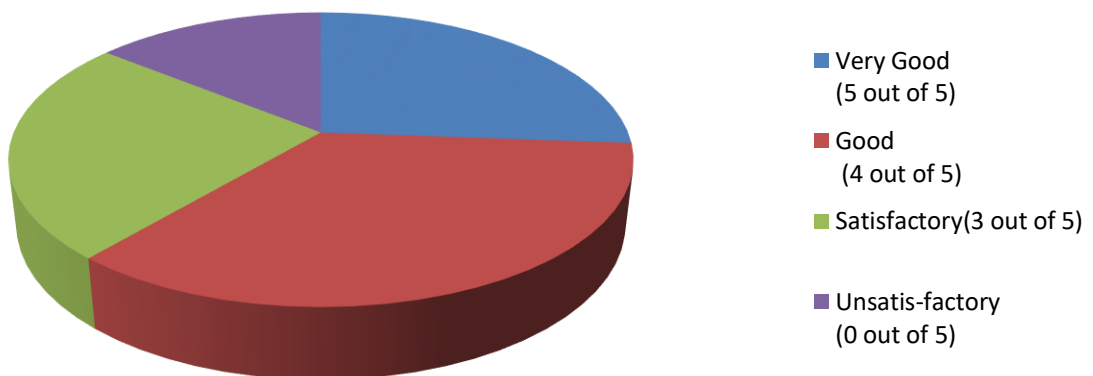


Teaching Staff Feedback Analysis

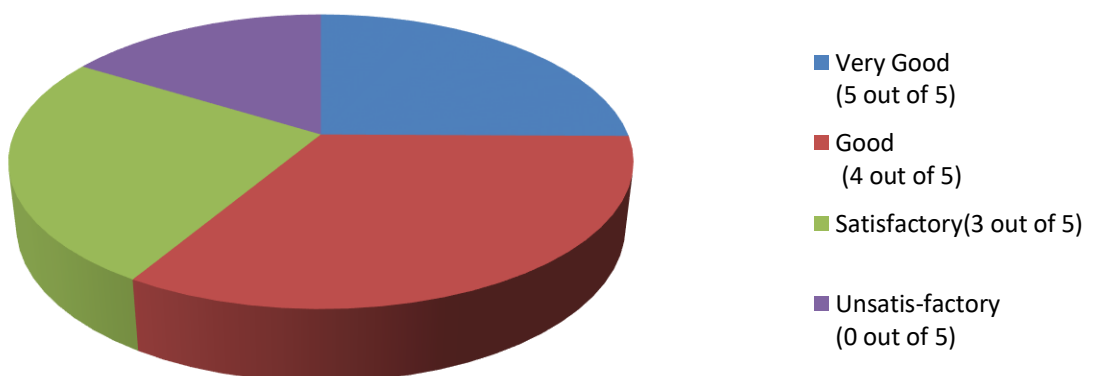
18 The teachers are encouraged to undertake extension service programs.



19 The teachers are encouraged to established linkage with industry.

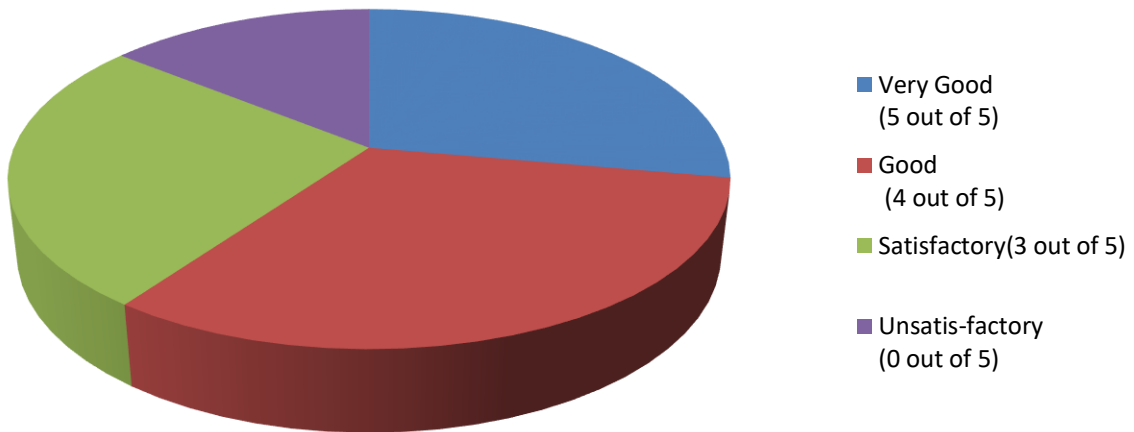


20 The teachers are encouraged to take-up consultancy services.

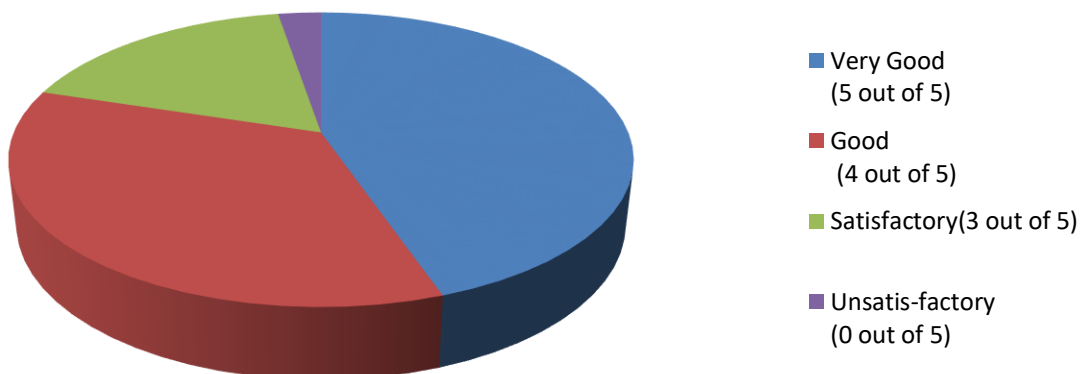


Teaching Staff Feedback Analysis

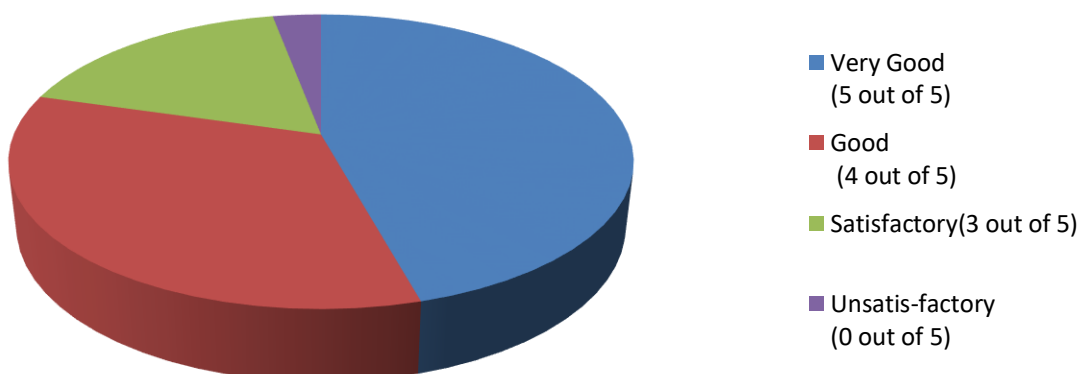
21 The merit of the teachers is recognized.



22 The examination systems followed by the University is effective.



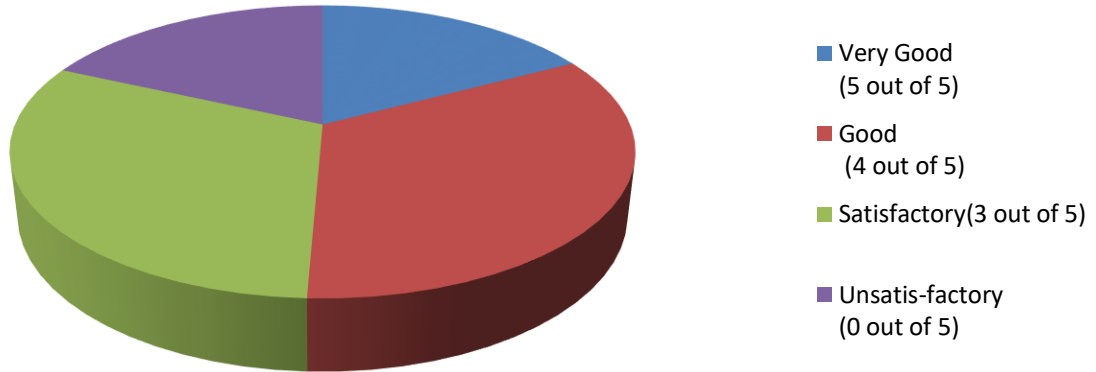
23 The evaluation systems followed by the University is effective.



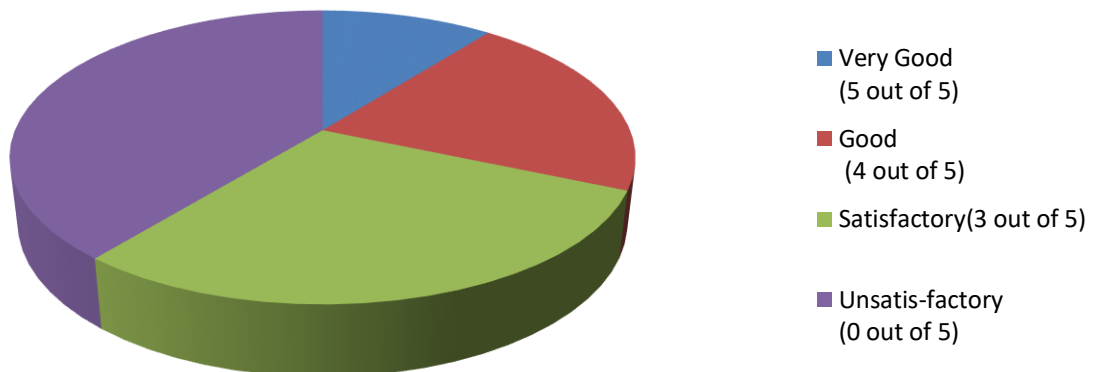
Teaching Staff Feedback Analysis

III. III. INFRASTRUCTURE

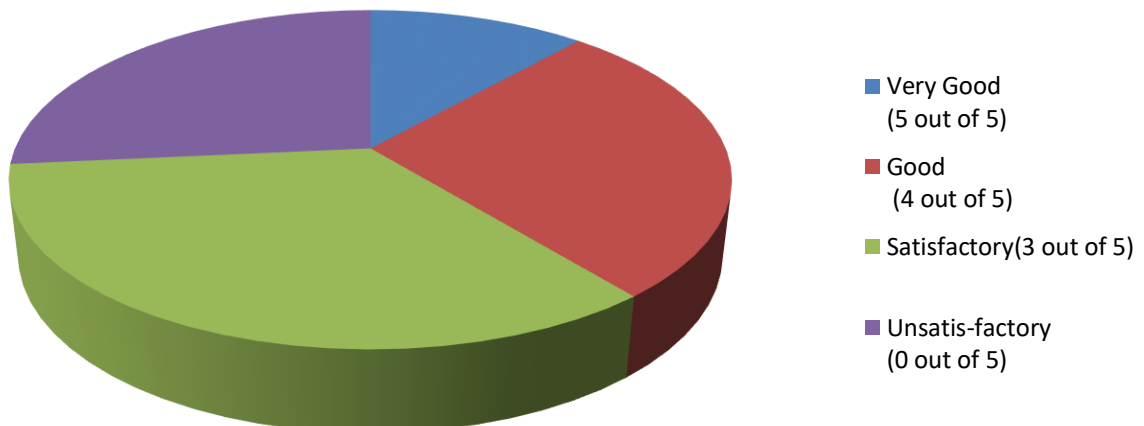
1 The classrooms and furniture available are adequate.



2 The Toilets are sufficient for faculty and students.

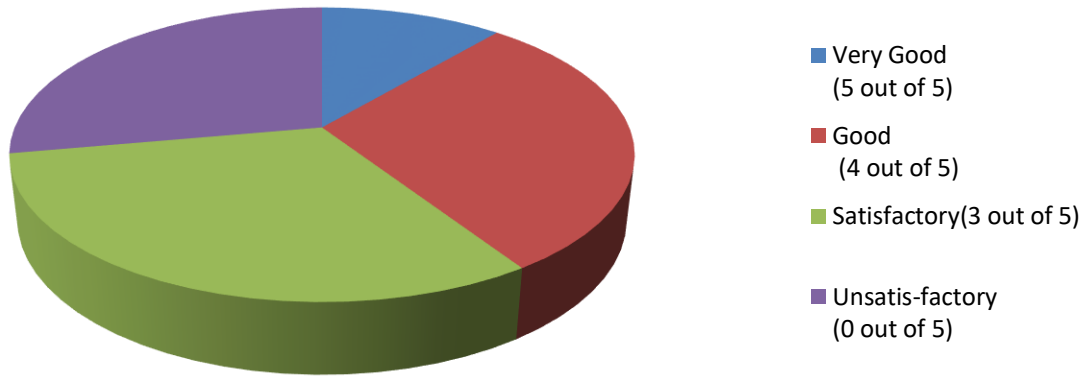


3 The buildings and furniture are well maintained.

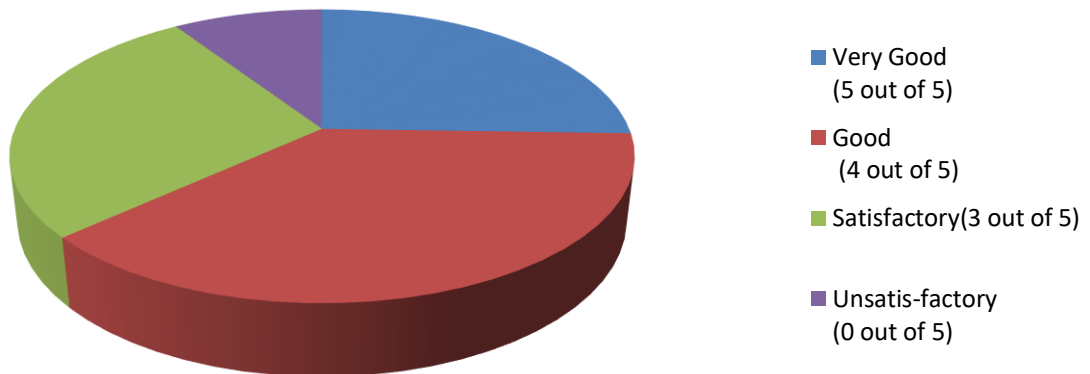


Teaching Staff Feedback Analysis

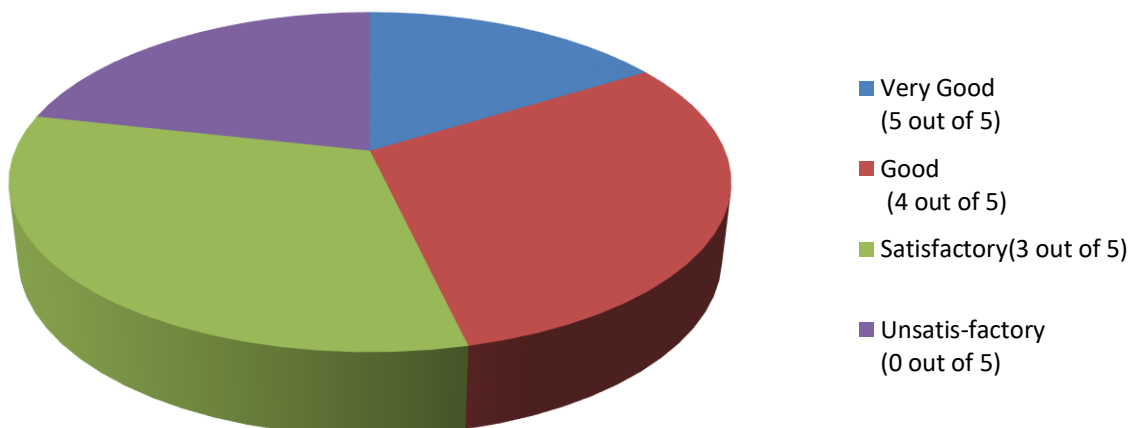
4 The Labs are adequately equipped (were ever applicable).



5 The infrastructure available in the department is optimally used.

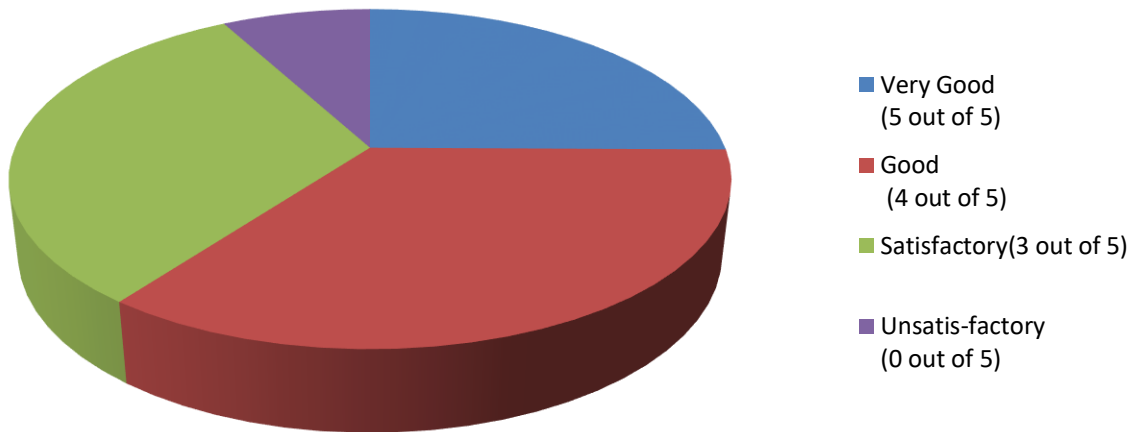


6 Parking Facility are available adequately.

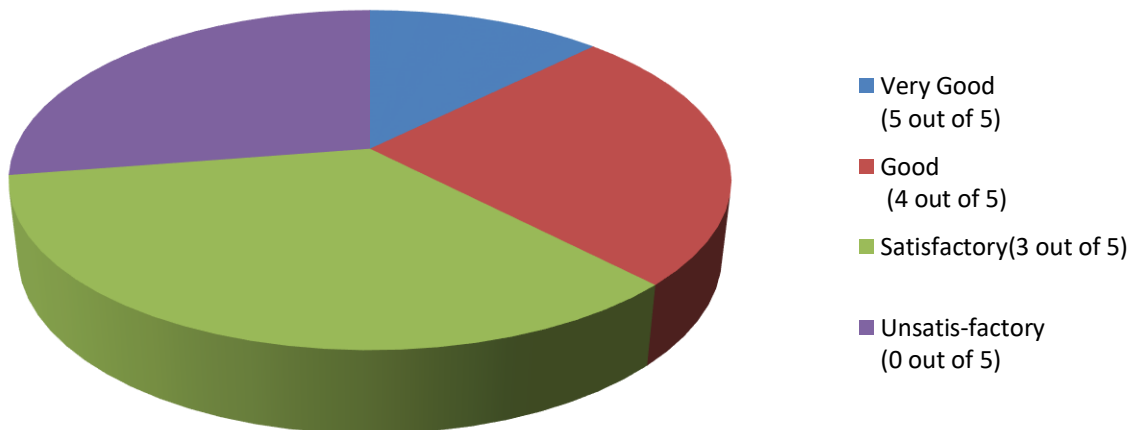


Teaching Staff Feedback Analysis

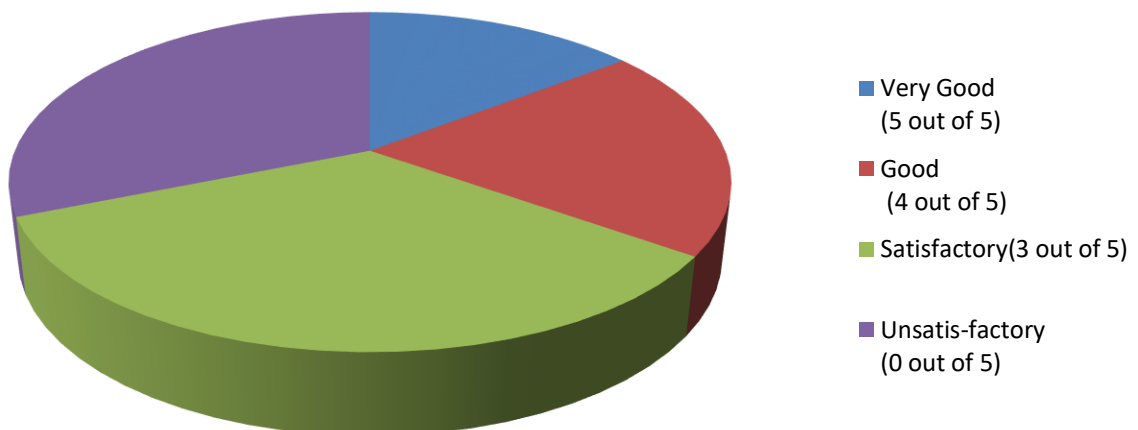
7 Roads are maintained well.



8 Water resources are adequately provided.

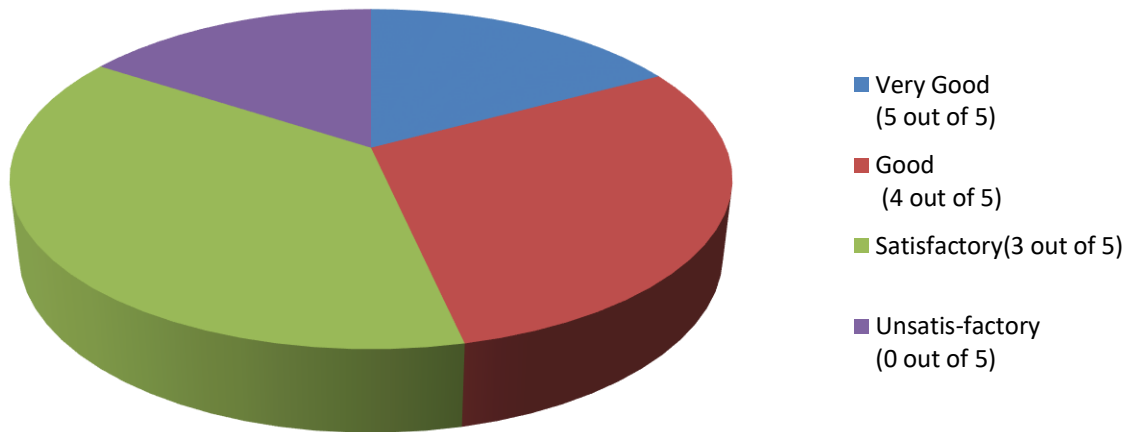


9 Safe drinking water is available.

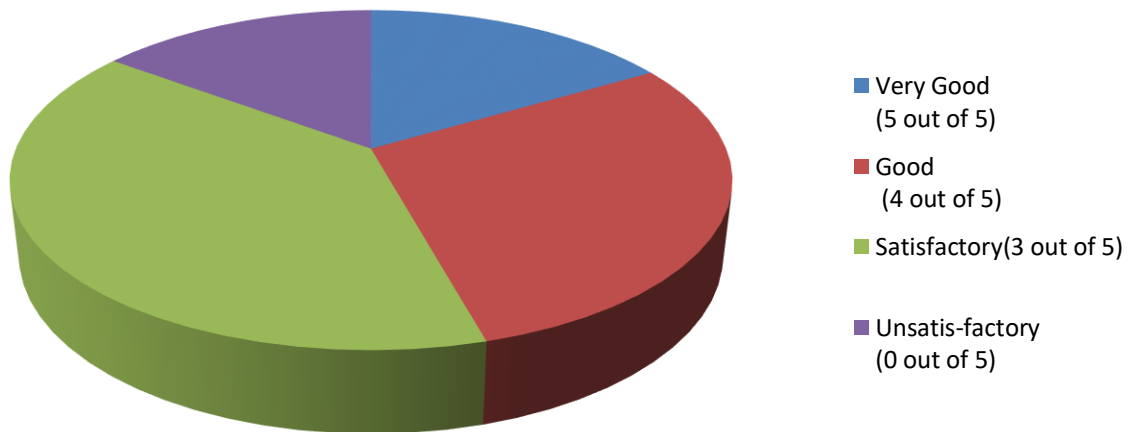


Teaching Staff Feedback Analysis

10 Sports infrastructure is adequate.

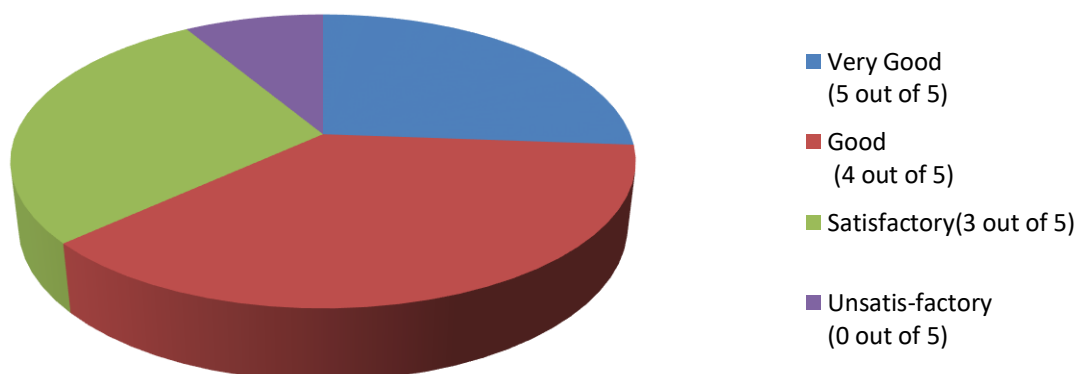


11 Research ecosystem in conclusive.



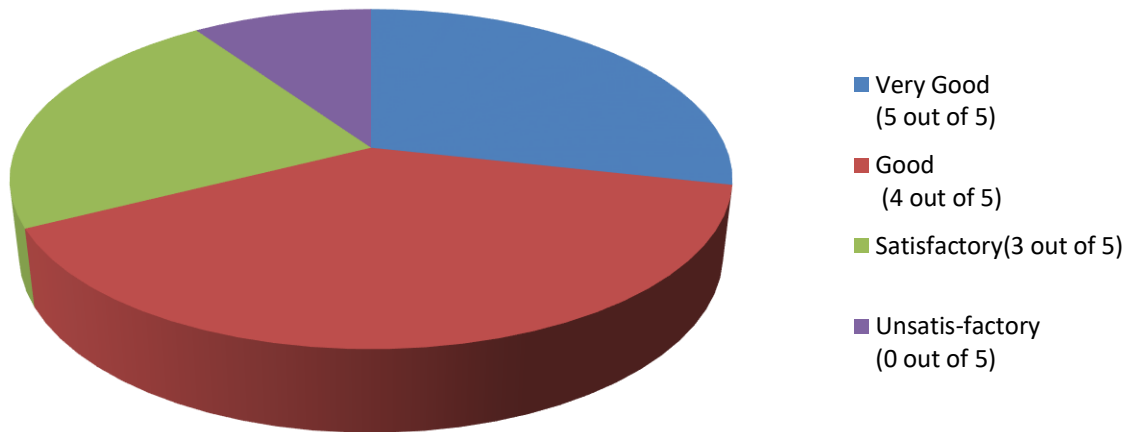
IV. GOVERNANCE

1 The administration is sincerely putting efforts for the development of the institution.

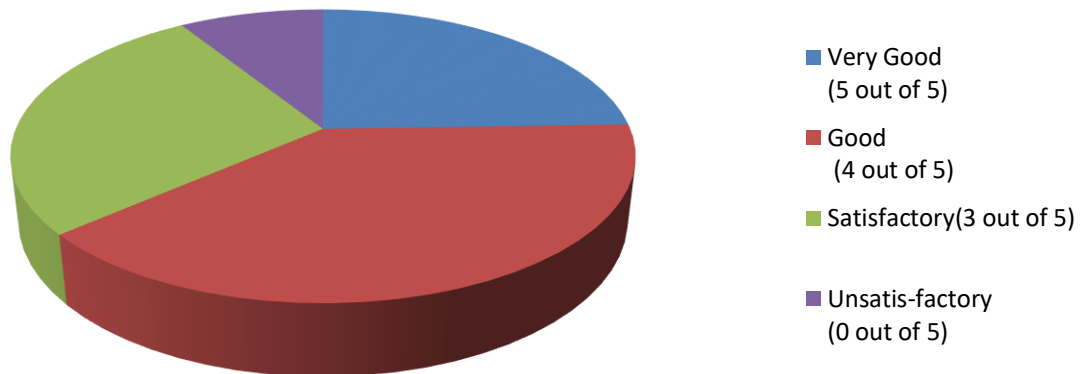


Teaching Staff Feedback Analysis

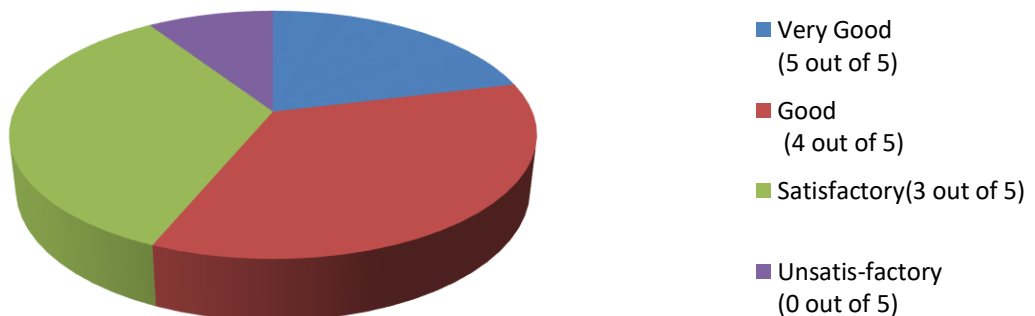
2 The administration is accessible.



3 The quality initiatives taken up during the large academic year are contributing for improvement.

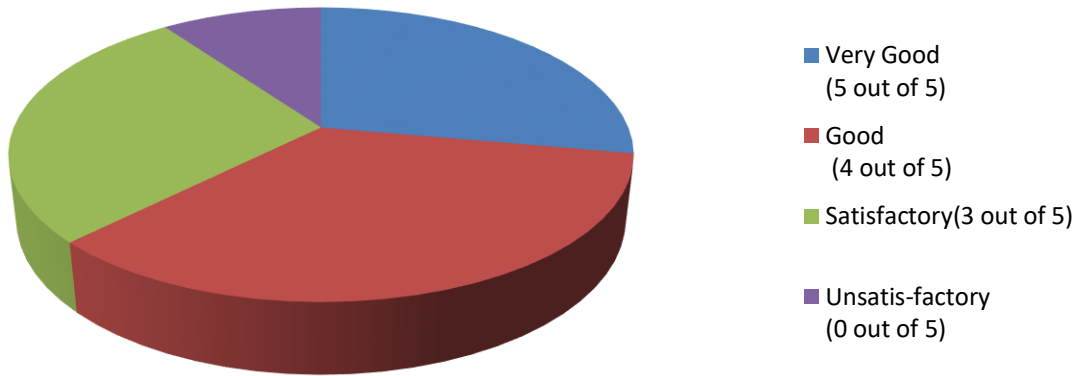


4 The MoUs entered by the University enhance the scope for mutual cooperation with institutions and research organizations of repute.

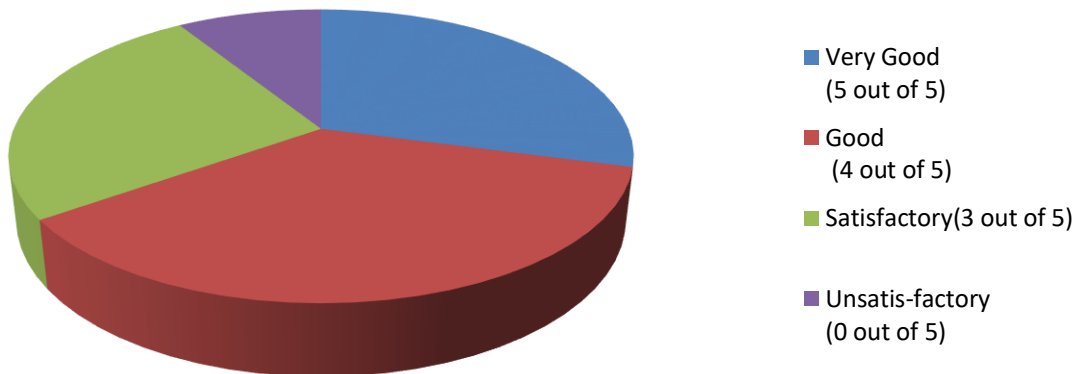


Teaching Staff Feedback Analysis

5 The faculty are given freedom to express their opinions.



6 The IQAC is working well for promoting quality in the institution.



7 The University is providing adequate opportunities and support to the faculty and their family members.

