Guru Ghasidas Vishwavidyalaya, Bilaspur

1. Students Feedback
(2021-22)

i. Overall

Questionnaire

GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR, C.G.

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

STUDENTS FEEDBACK FORM (OVERALL)

Department.....Course.....

Semester.....session: 20.....20.....

Dear Students,
Our University is continuously striving to improve on all fronts. Feedback is one of the tools to evaluate whether we are moving in the correct direction or not. Please give your frank and free feedback.

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	Please give the overall rating of your course.				
2	Library facility in the University.				
3	Evaluation process in the University.				
4	Opportunities provided for extra co-curricular activities.				
5	Opportunities provided for leadership.				
6	Safety and securities in University campus.				
7	Canteen facilities in the University.				
8	Wash room and lavatory facilities in the University.				
9	Internet and Wi-Fi facilities in the University.				
10	Health Care facilities in the University .				
11	Support and cooperation of the non teaching staff.				
12	Cleanliness in the University campus.				
13	Transport facility in the University.				
14	Ecosystem in the University.				
15	Overall ambiance in the University.				
16	Hostel facilities in the University. (if applicable)				

Suggestions for further improvement:

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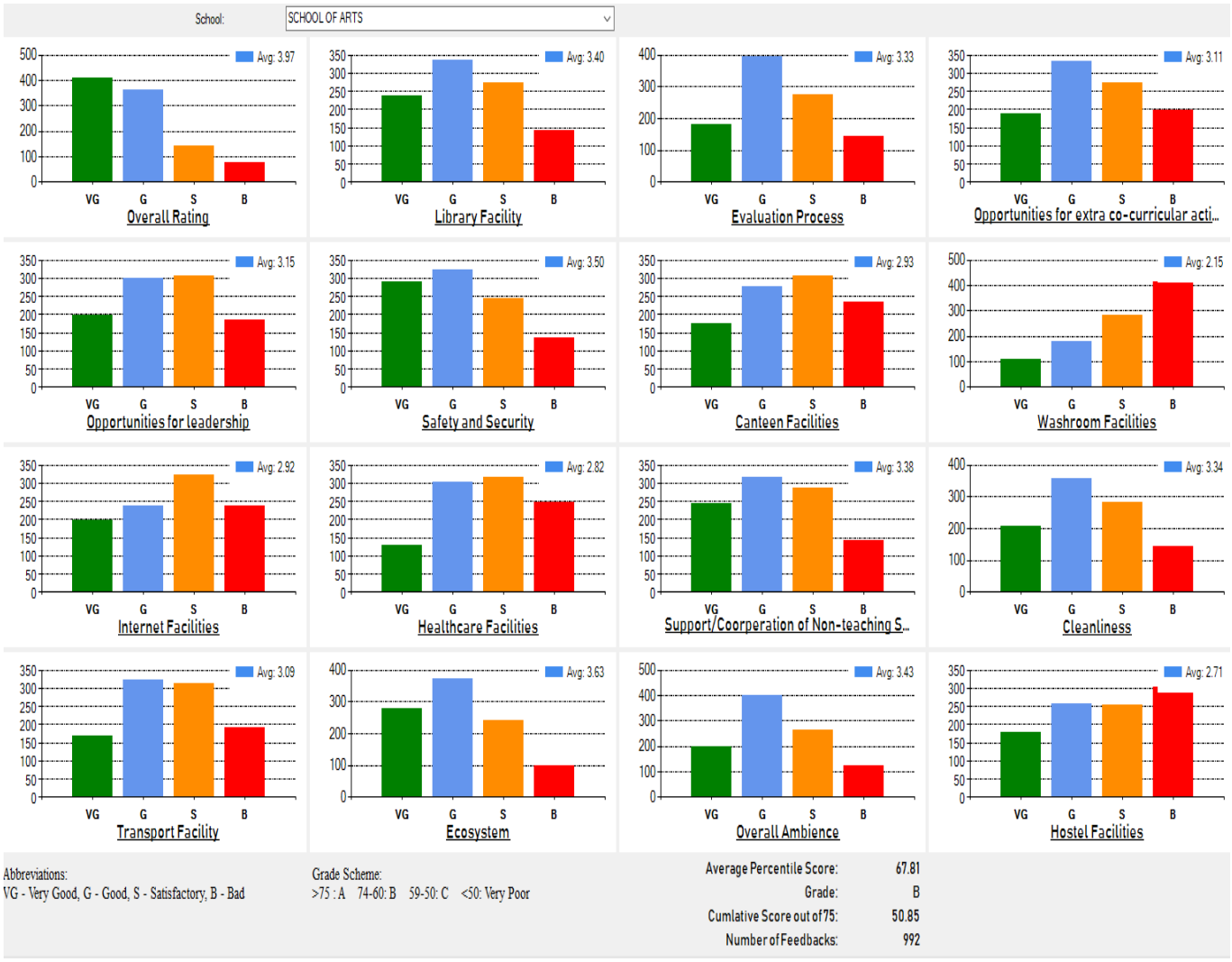
Guru Ghasidas Vishwavidyalaya, Bilaspur

Example of Overall student's feedback-University UG

School Name: **Example of School of Studies of Arts UG**



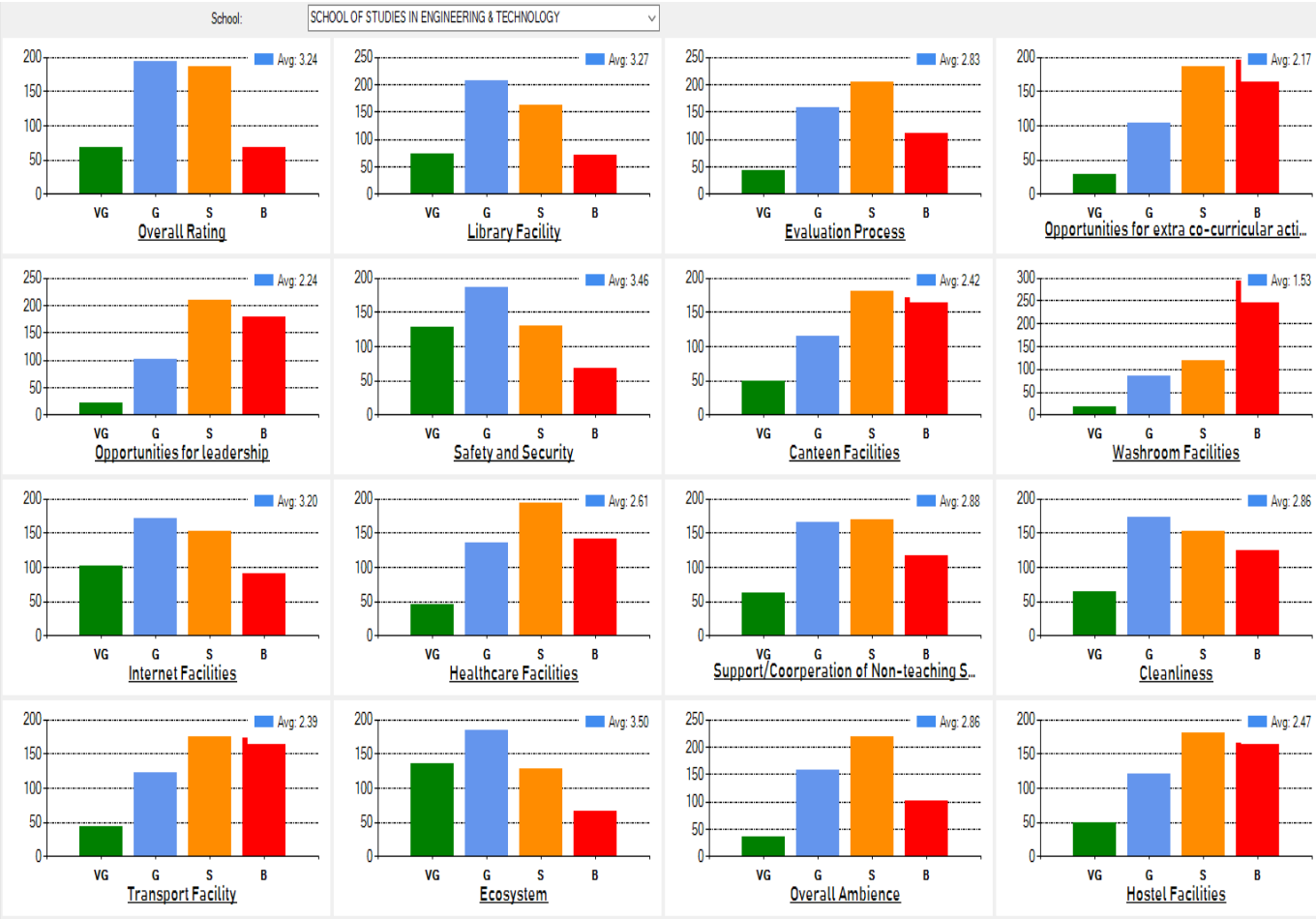
Abbreviations:
VG - Very Good, G - Good, S - Satisfactory, B - Bad

Grade Scheme:
>75 : A 74-60: B 59-50: C <50: Very Poor

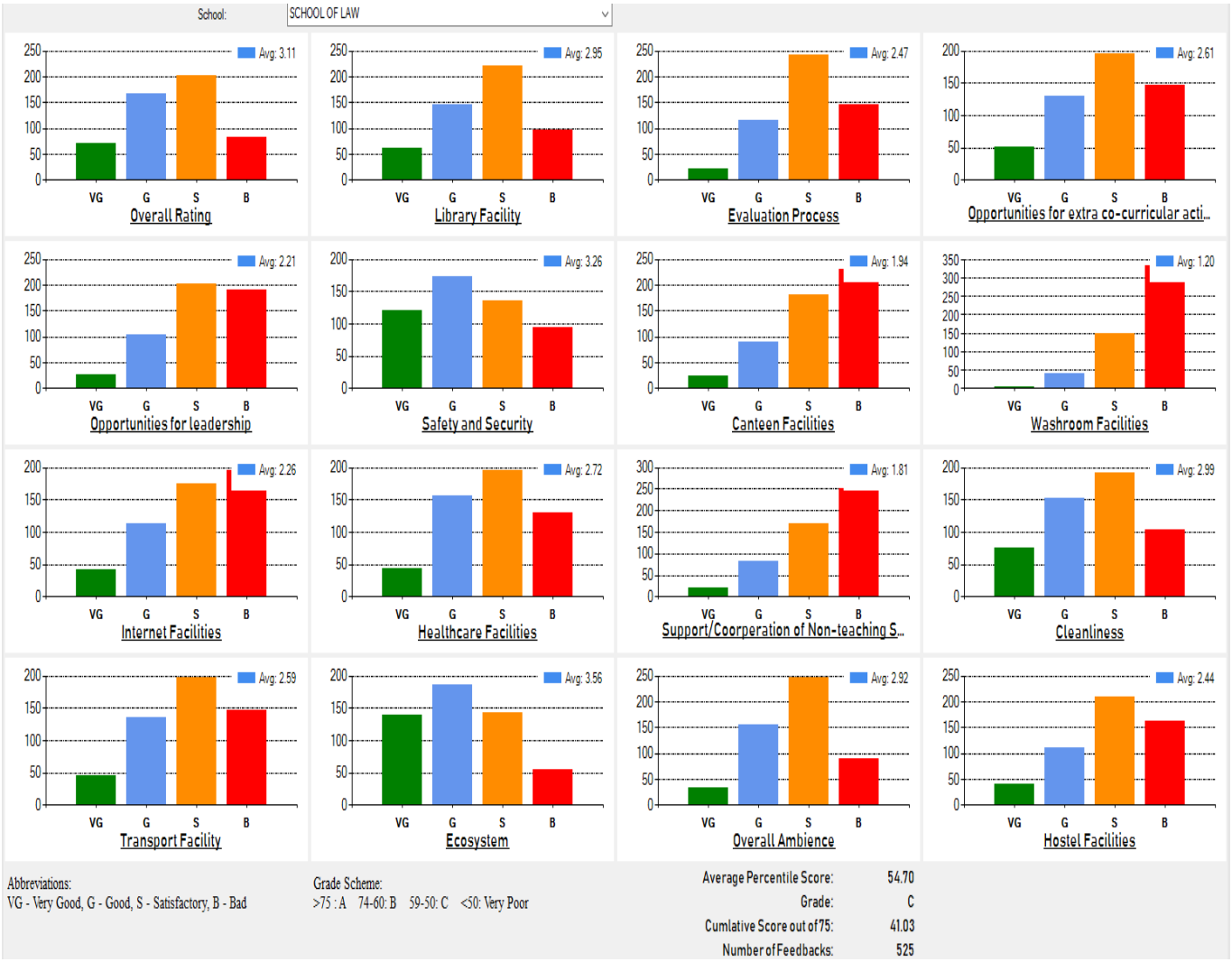
Average Percentile Score:	67.81
Grade:	B
Cumlative Score out of 75:	50.85
Number of Feedbacks:	992

School Name: **Example of School of Studies of Commerce and Management**

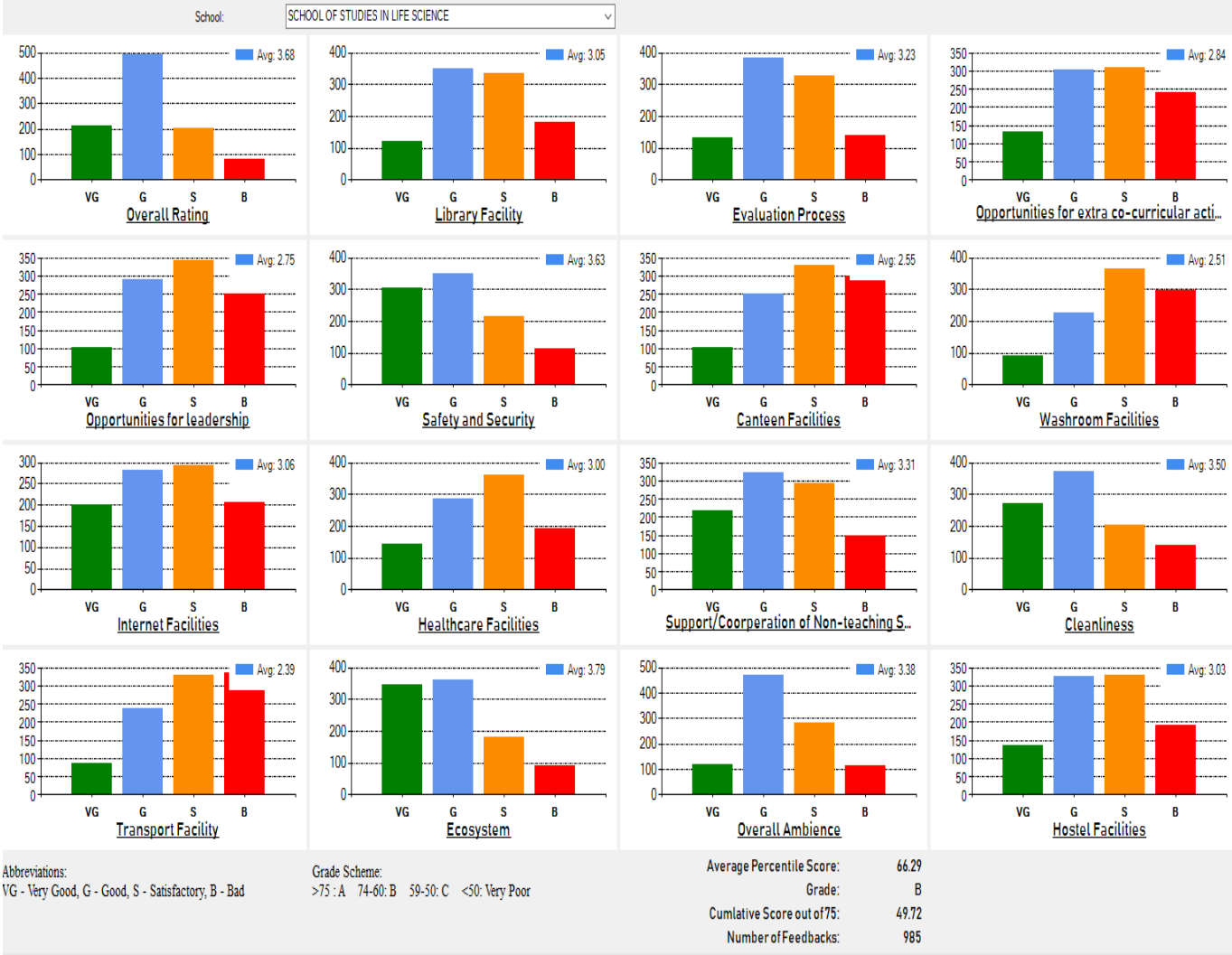
School Name: **Example of School of Engineering and Technology**



School Name: **Example of School of Studies of Law**



School Name: **Example of School of Studies of Life Science-PG**

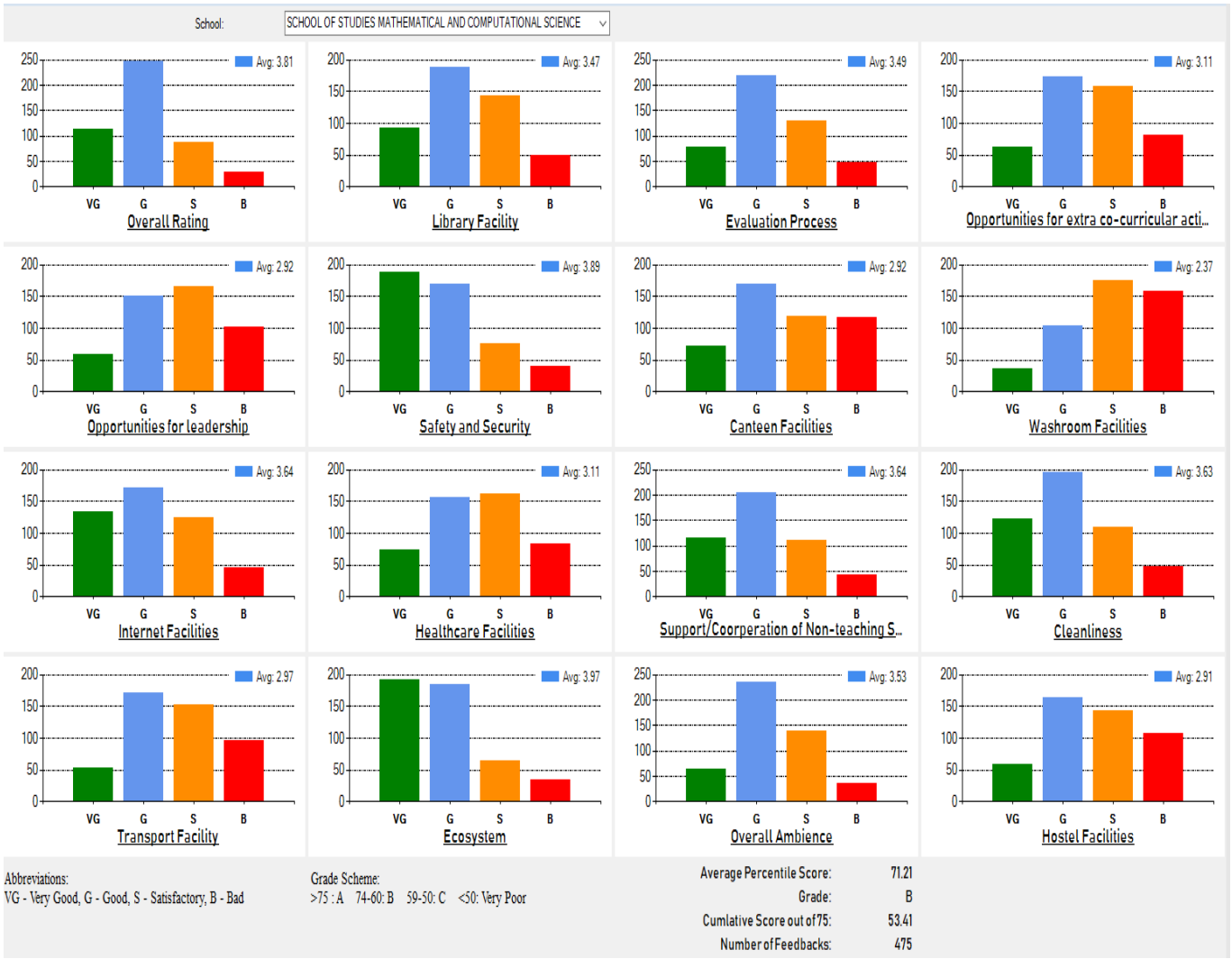


Abbreviations:
VG - Very Good, G - Good, S - Satisfactory, B - Bad

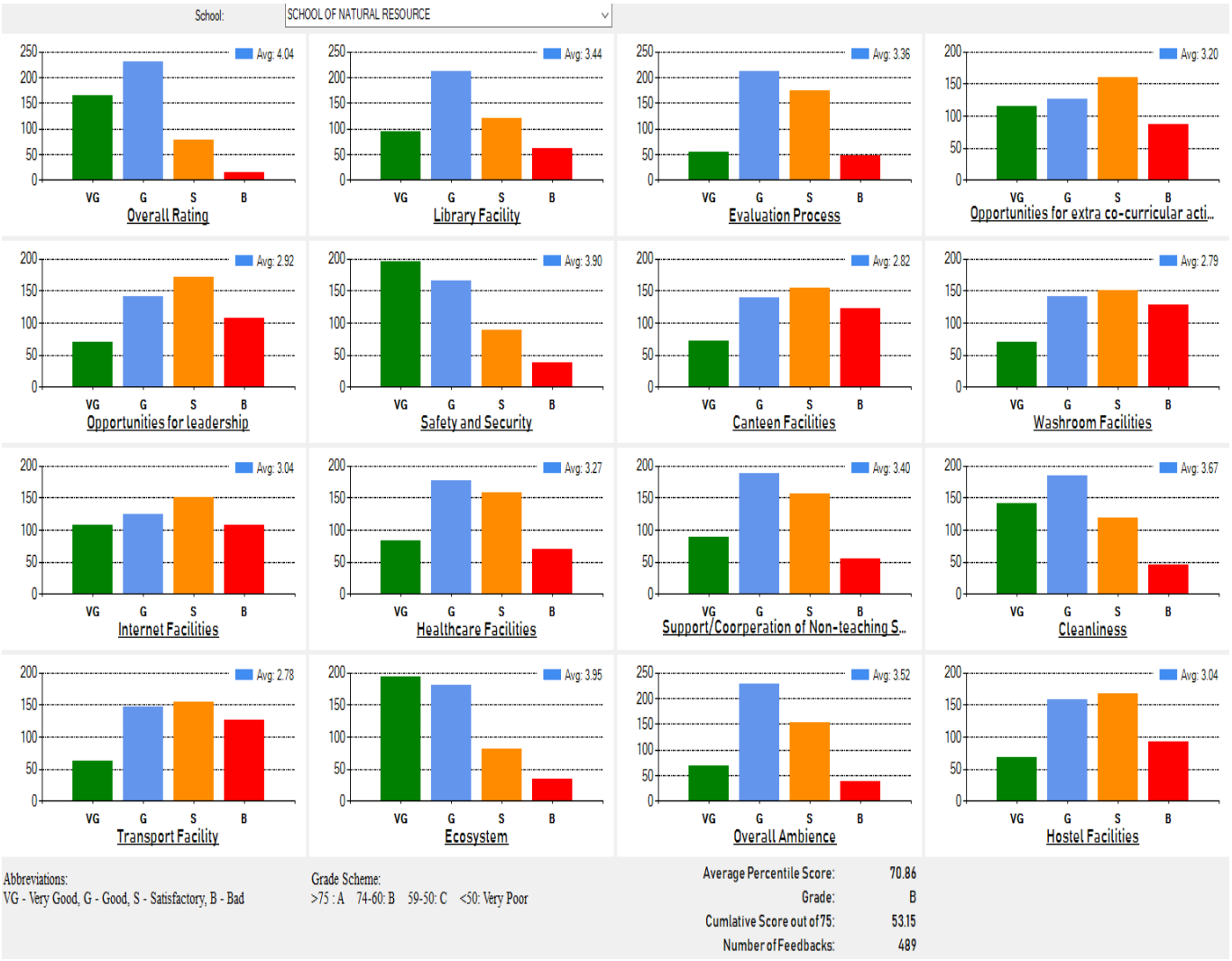
Grade Scheme:
>75 : A 74-60: B 59-50: C <50: Very Poor

Average Percentile Score:	66.29
Grade:	B
Cumlative Score out of 75:	49.72
Number of Feedbacks:	985

School Name: **Example of School of Studies of Mathematical and Computational Science**



School Name: **Example of School of Studies of Natural Resources**



Abbreviations:
VG - Very Good, G - Good, S - Satisfactory, B - Bad

Grade Scheme:
>75 : A 74-60: B 59-50: C <50: Very Poor

Average Percentile Score:	70.86
Grade:	B
Cumlative Score out of 75:	53.15
Number of Feedbacks:	489

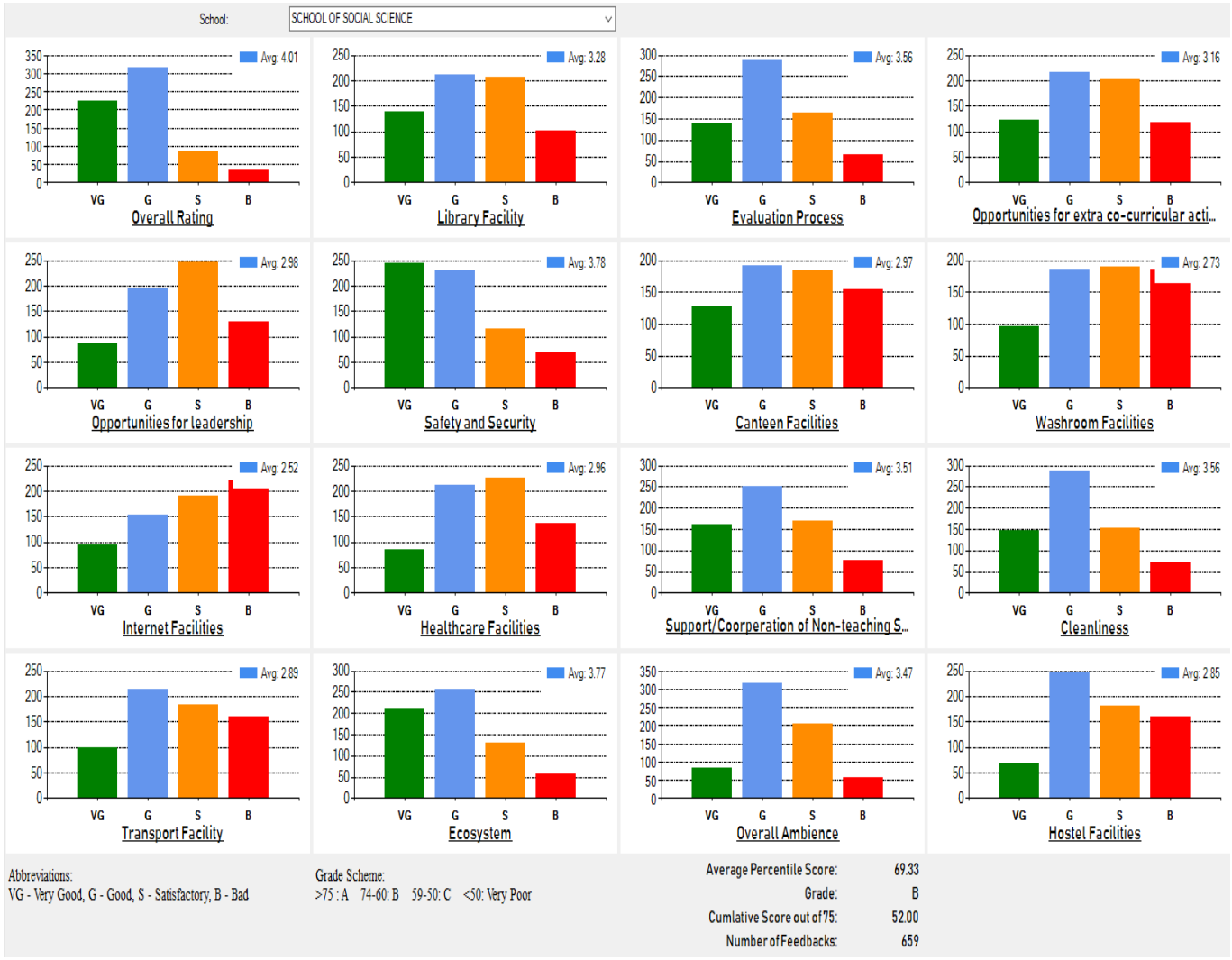
School Name: **Example of School of Studies of Physical Science-PG**

Abbreviations:
VG - Very Good, G - Good, S - Satisfactory, B - Bad

Grade Scheme:
>75 : A 74-60: B 59-50: C <50: Very Poor

Average Percentile Score:	62.60
Grade:	B
Cumlative Score out of 75:	46.95
Number of Feedbacks:	494

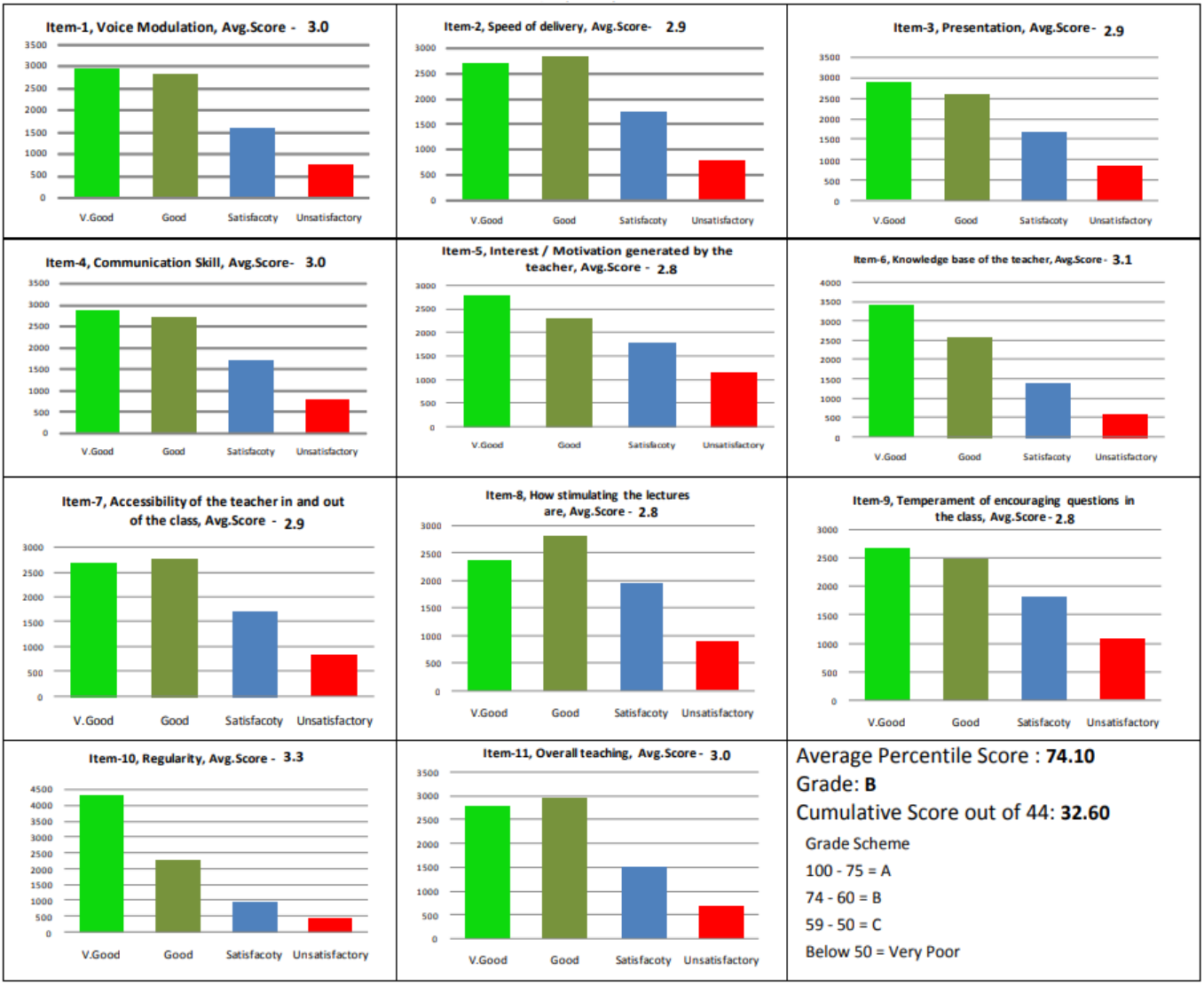
School Name: **Example of School of Studies of Social Science**



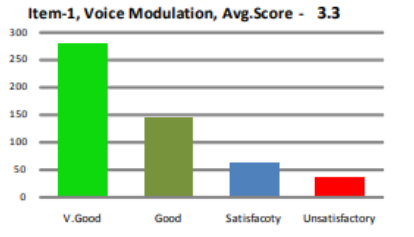
ii. Course Wise

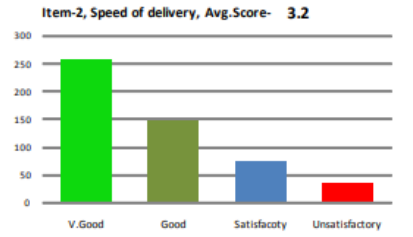
Guru Ghasidas Vishwavidyalaya, Bilaspur

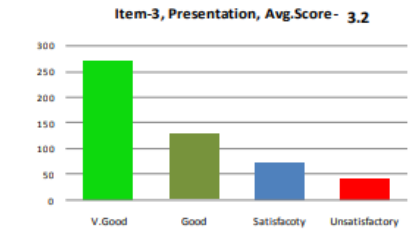
School Name: **All**
Department Name: **All**
Name of the Teacher: **All**
Course Name: **All**
Session: **2021-22**

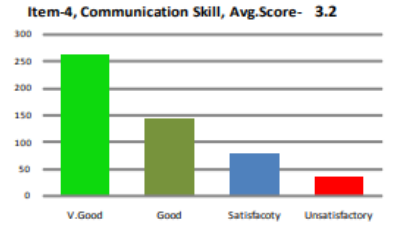


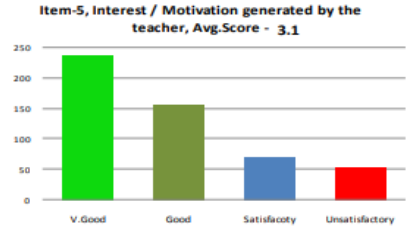
School Name: **School of Arts**
Department Name: **All**
Name of the Teacher: **All**
Course Name: **All**
Session: **2021-22**

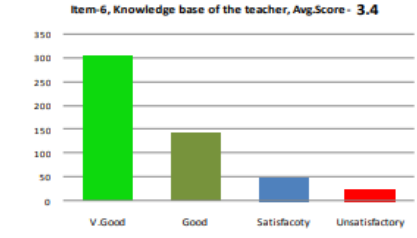


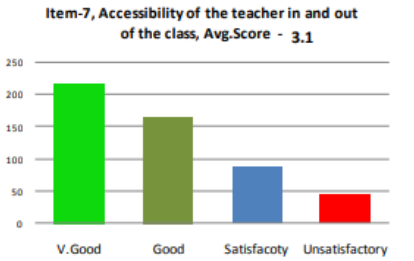


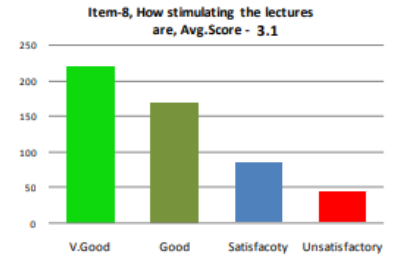


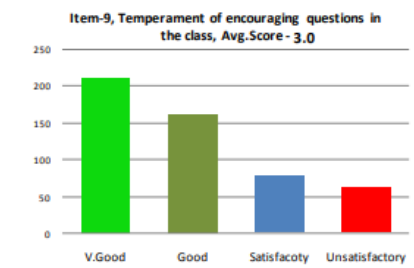


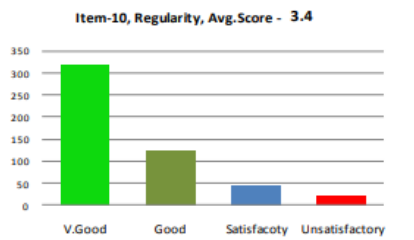


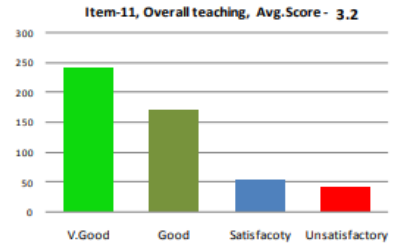








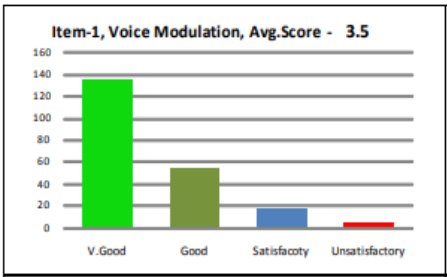


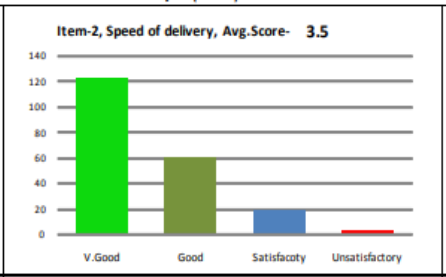


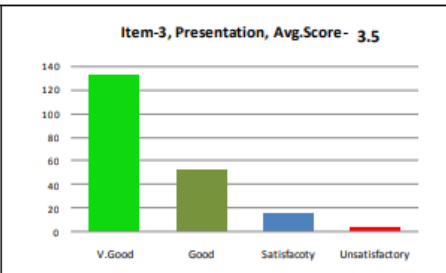
Average Percentile Score : **80.29**
Grade: **A**
Cumulative Score out of 44: **35.33**

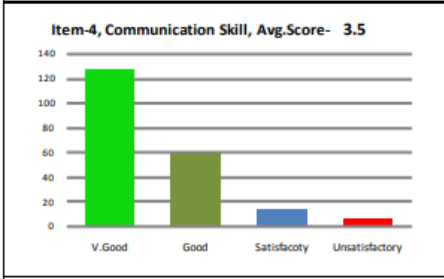
Grade Scheme
100 - 75 = A
74 - 60 = B
59 - 50 = C
Below 50 = Very Poor

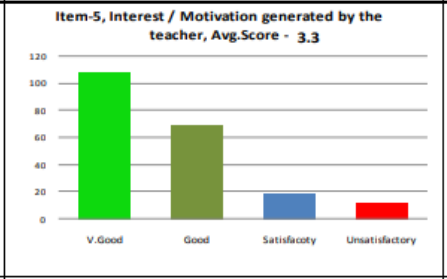
School Name: **School of Studies of Arts**
Department Name: **English**
Name of the Teacher: **All**
Course Name: **All**
Session: **2021-22**

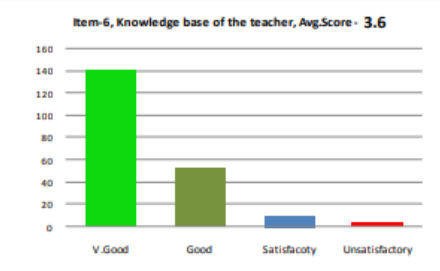


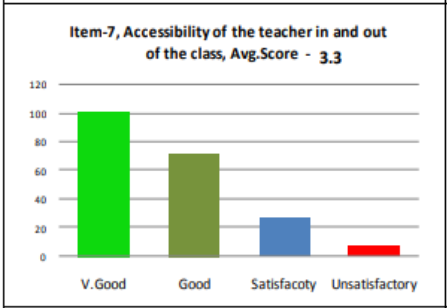


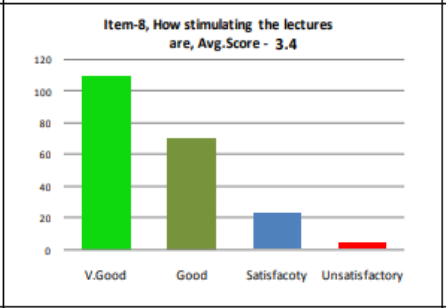


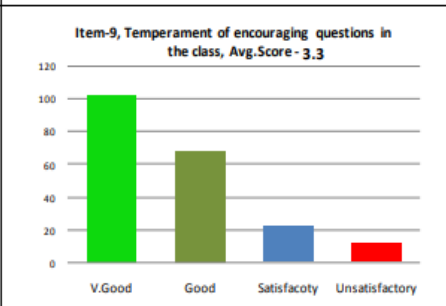


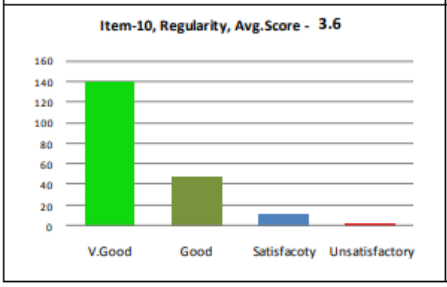


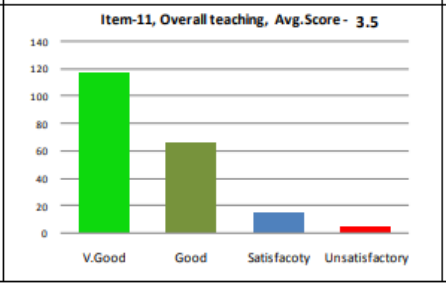








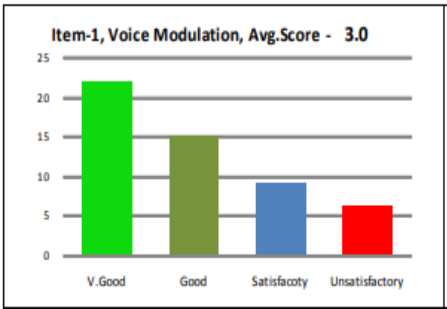


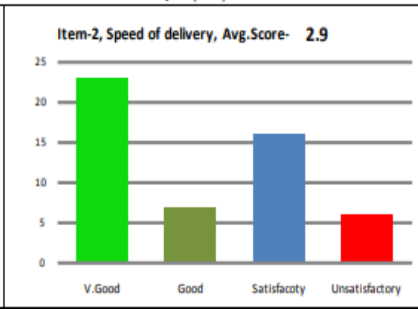


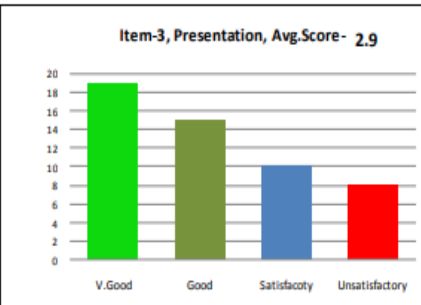
Average Percentile Score : **86.31**
Grade: **A**
Cumulative Score out of 44: **37.98**

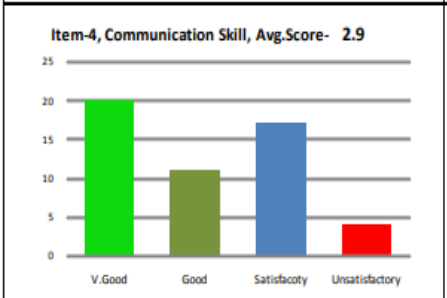
Grade Scheme
100 - 75 = A
74 - 60 = B
59 - 50 = C
Below 50 = Very Poor

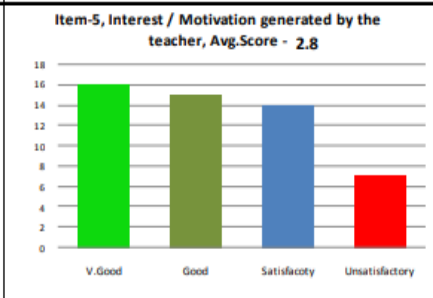
School Name: **School of Studies of Commerce and Management**
Department Name: **All**
Name of the Teacher: **All**
Course Name: **All**
Session: **2021-22**

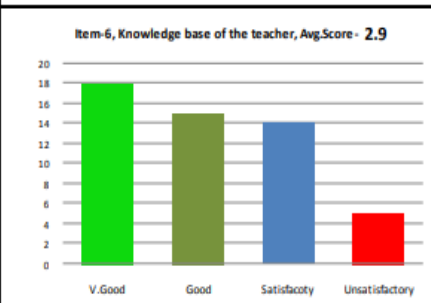


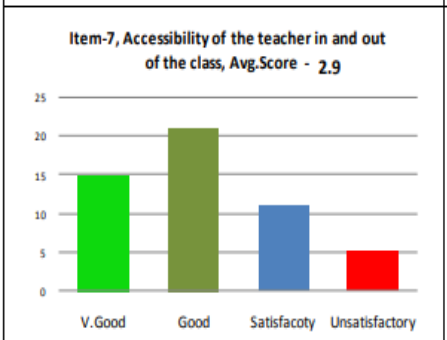


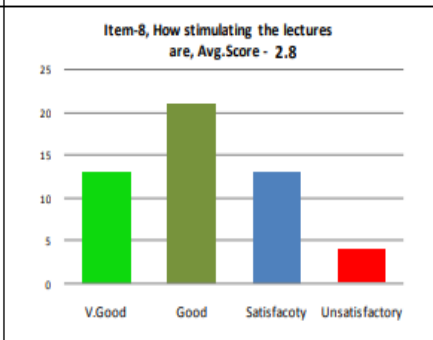


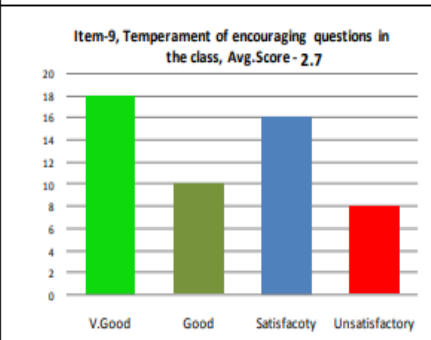


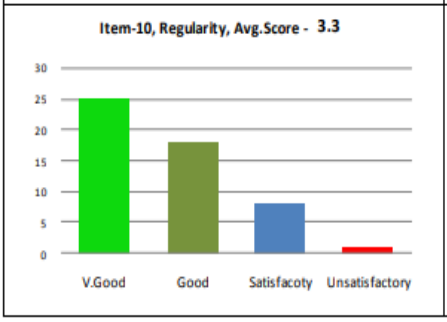


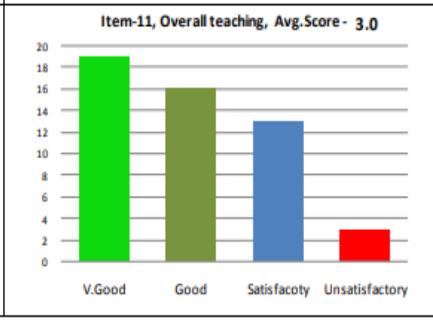












Average Percentile Score : **72.94**
Grade: **B**
Cumulative Score out of 44: **32.09**

Grade Scheme
100 - 75 = A
74 - 60 = B
59 - 50 = C
Below 50 = Very Poor

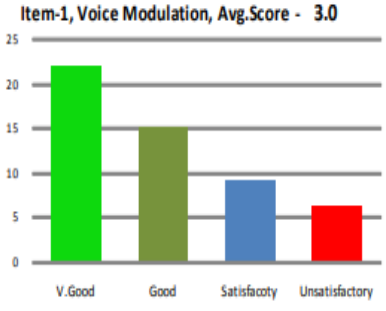
School Name: **School of Studies of Commerce and Management**

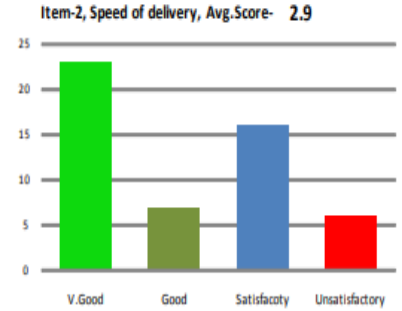
Department Name: **Commerce**

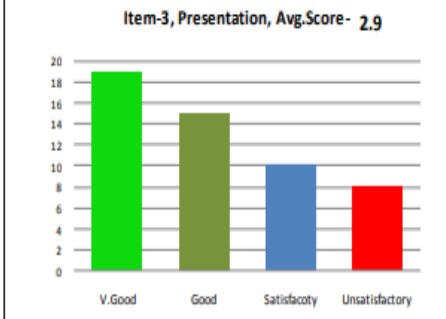
Name of the Teacher: **All**

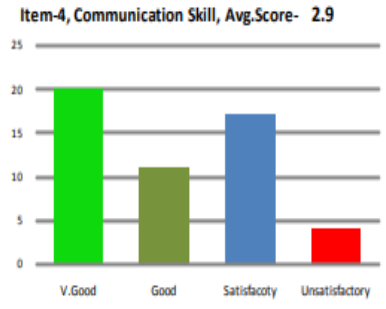
Course Name: **All**

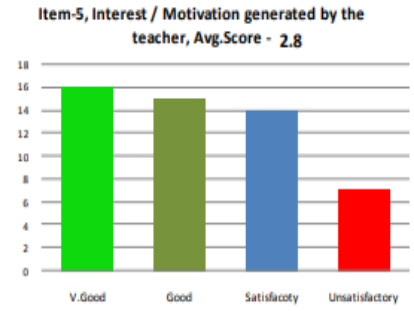
Session: **2021-22**

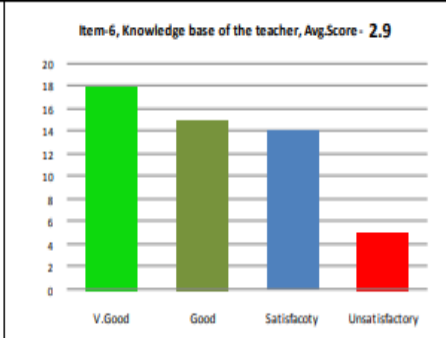


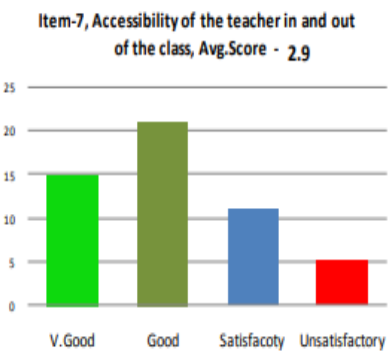


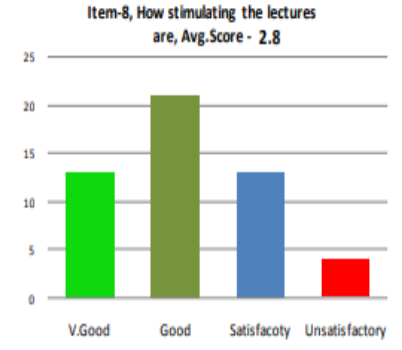


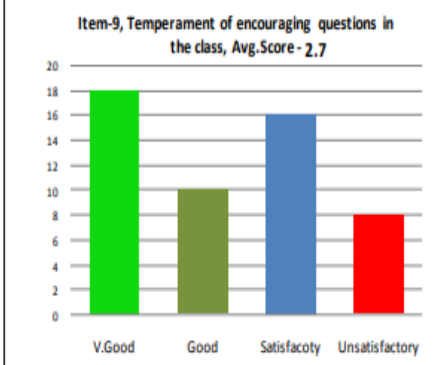


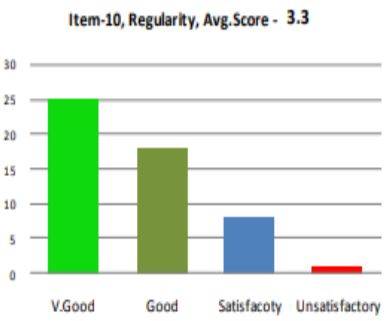


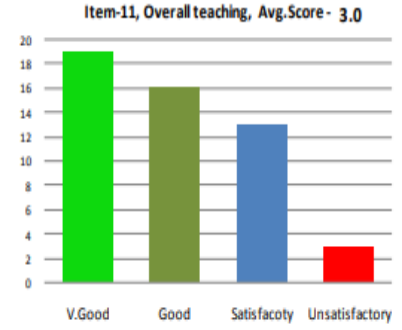












Average Percentile Score : **72.94**

Grade: **B**

Cumulative Score out of 44: **32.09**

Grade Scheme

100 - 75 = A

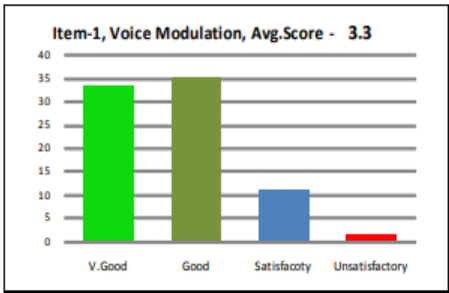
74 - 60 = B

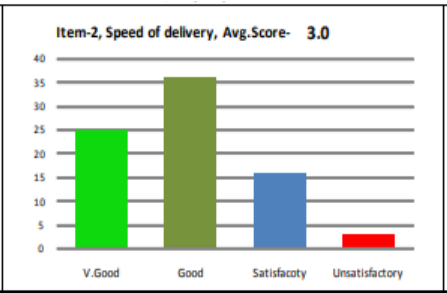
59 - 50 = C

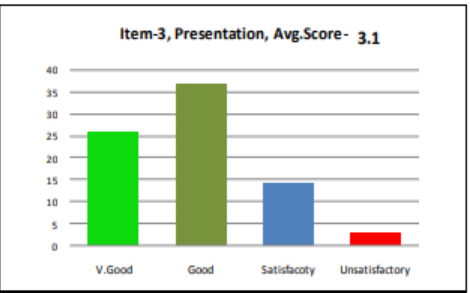
Below 50 = Very Poor

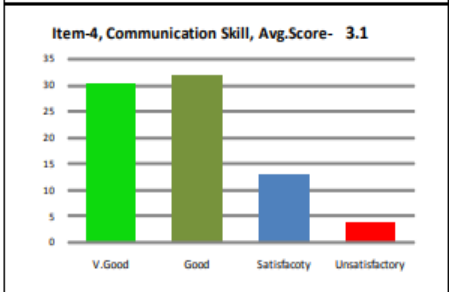
School Name: **School of Studies of Engineering and Technology**
Department Name: **All**
Name of the Teacher: **All**
Course Name: **All**
Session: **2021-22**

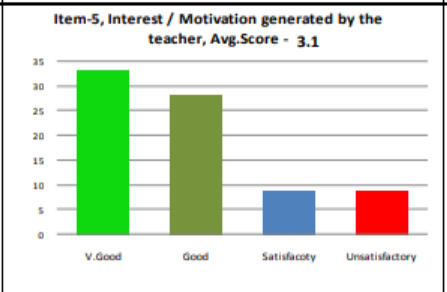
School Name: **School of Engineering and Technology**
Department Name: **Civil Engineering**
Name of the Teacher: **All**
Course Name: **All**
Session: **2021-22**

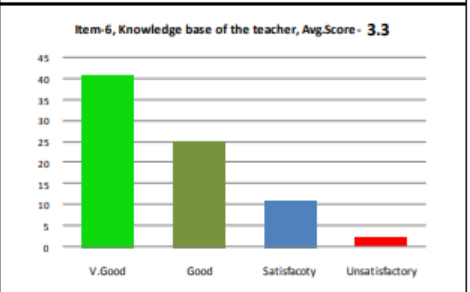


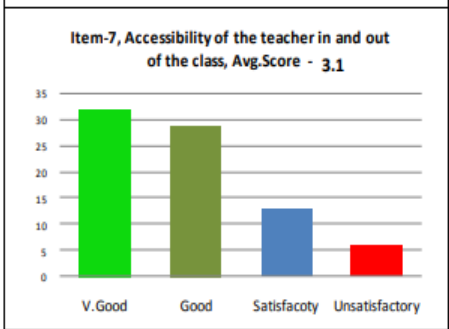


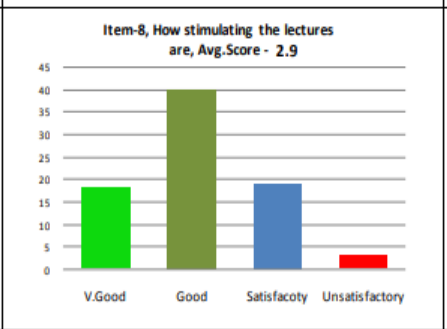


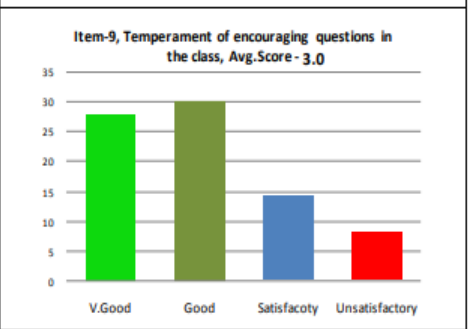


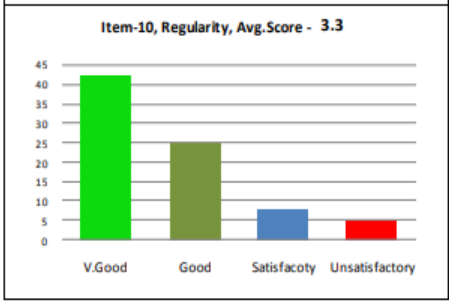


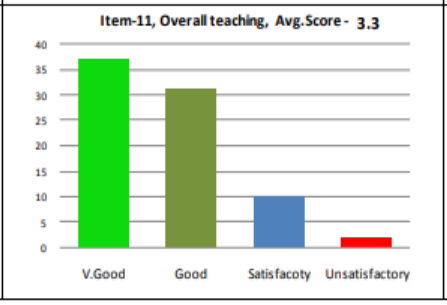








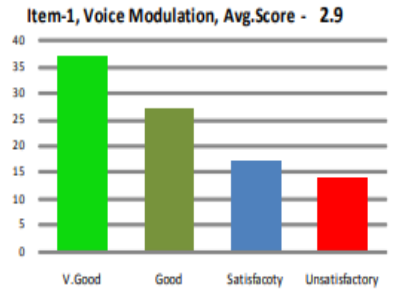


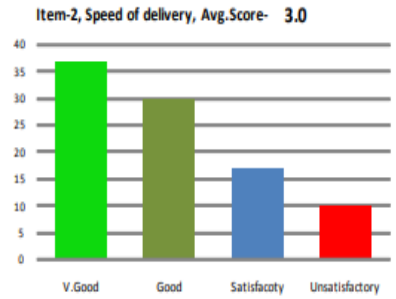


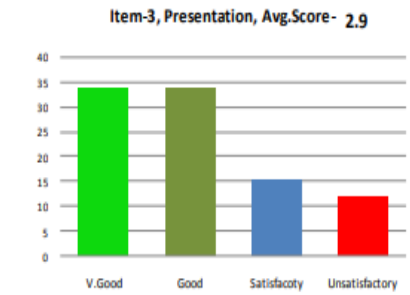
Average Percentile Score : **78.28**
Grade: **A**
Cumulative Score out of 44: **34.44**

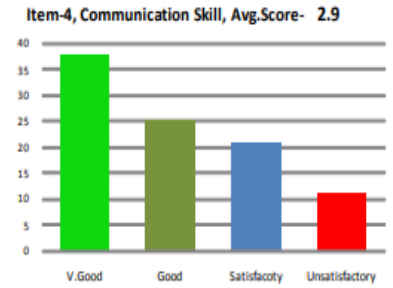
Grade Scheme
100 - 75 = A
74 - 60 = B
59 - 50 = C
Below 50 = Very Poor

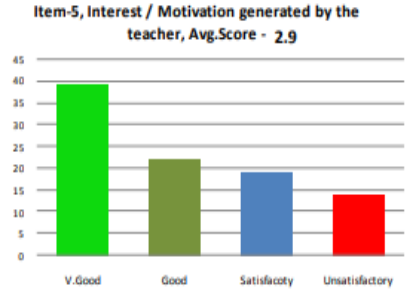
School Name: **School of Studies of Law**
Department Name: **All**
Name of the Teacher: **All**
Course Name: **All**
Session: **2021-22**

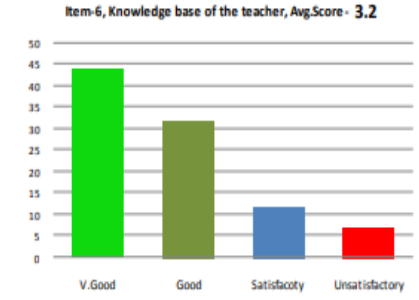


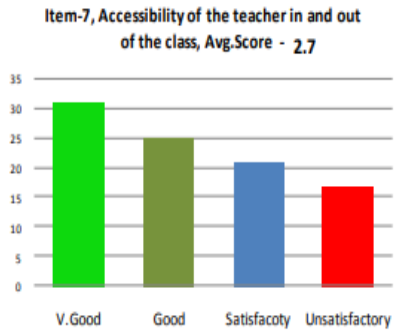


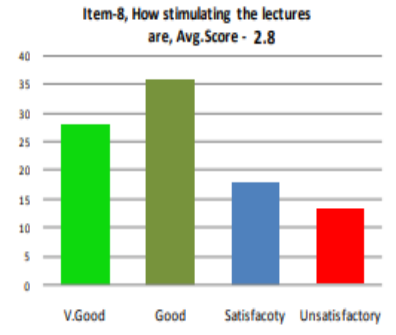


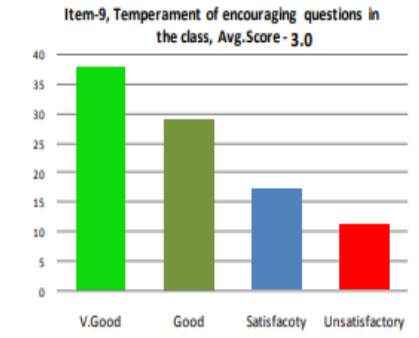


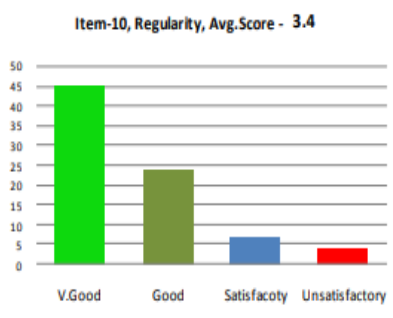


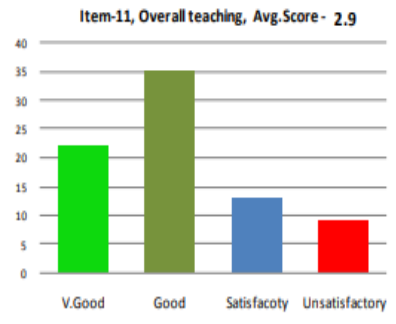








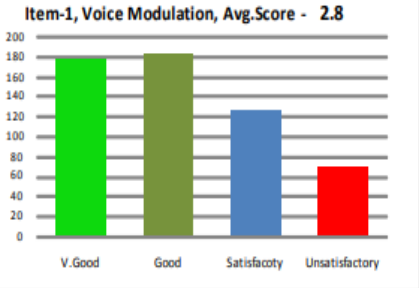


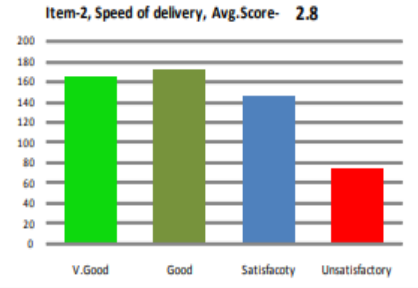


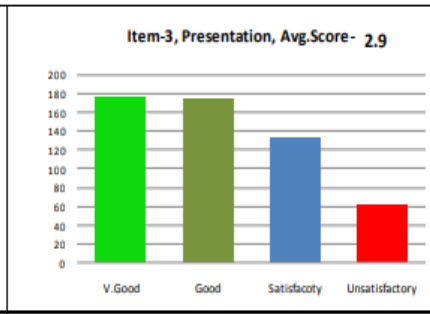
Average Percentile Score : **74.41**
Grade: **B**
Cumulative Score out of 44: **32.74**

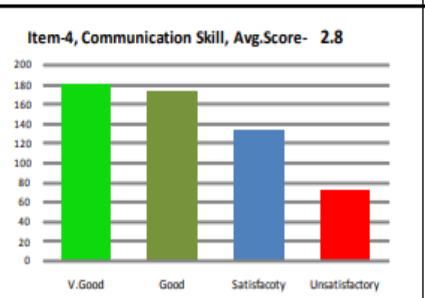
Grade Scheme
100 - 75 = A
74 - 60 = B
59 - 50 = C
Below 50 = Very Poor

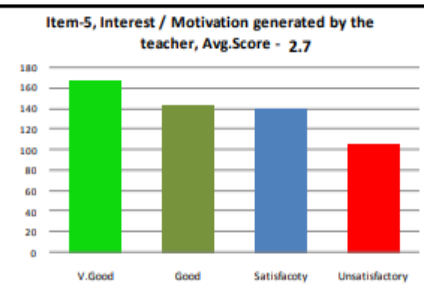
School Name: **School of Studies of Life Science**
Department Name: **All**
Name of the Teacher: **All**
Course Name: **All**
Session: **2021-22**

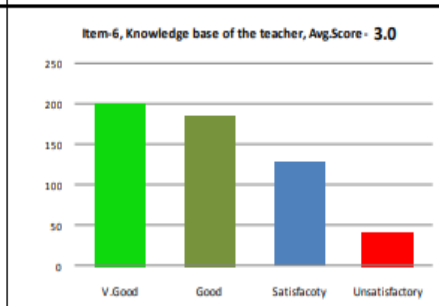


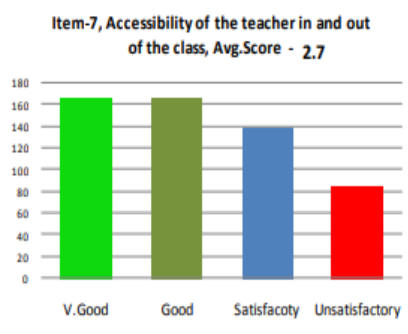


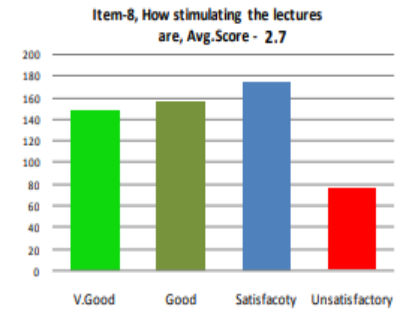


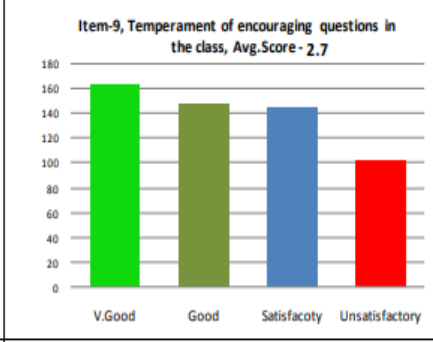


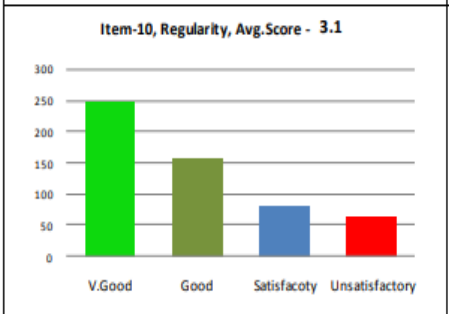


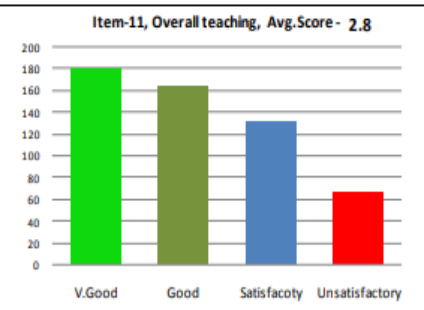








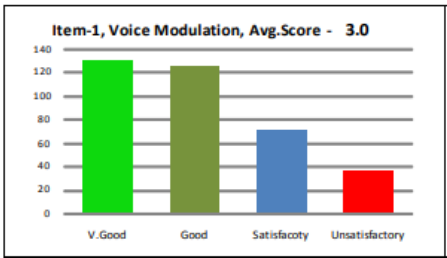


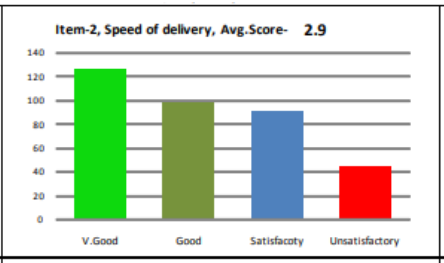


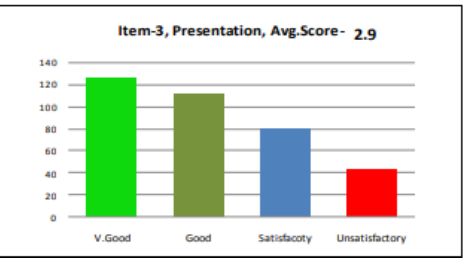
Average Percentile Score : **70.35**
Grade: **B**
Cumulative Score out of 44: **30.95**

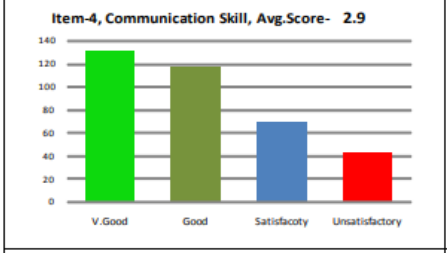
Grade Scheme
100 - 75 = A
74 - 60 = B
59 - 50 = C
Below 50 = Very Poor

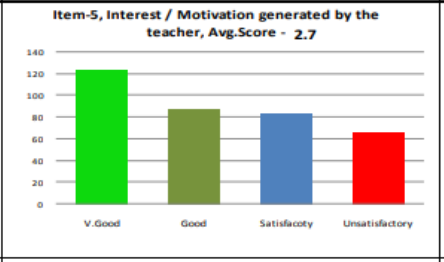
School Name: **School of Studies of Life Science**
Department Name: **Forensic Science**
Name of the Teacher: **All**
Course Name: **All**
Session: **2021-22**

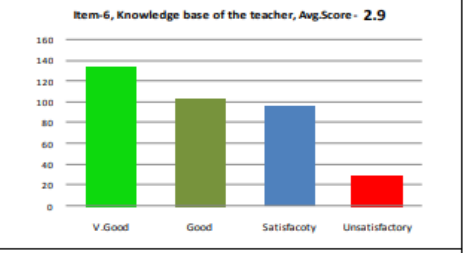


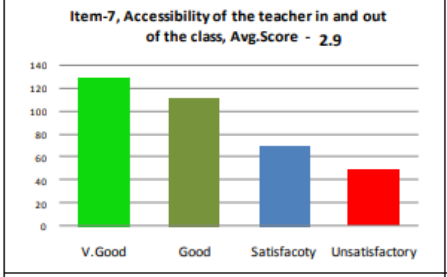


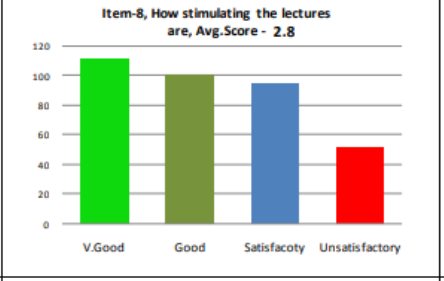


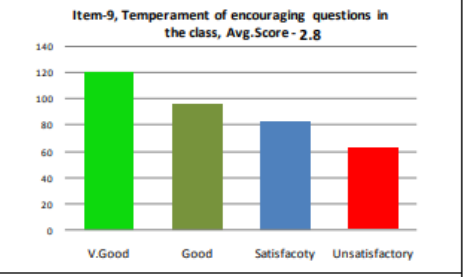


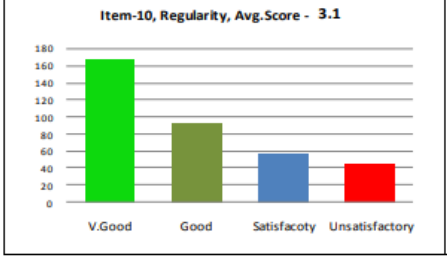


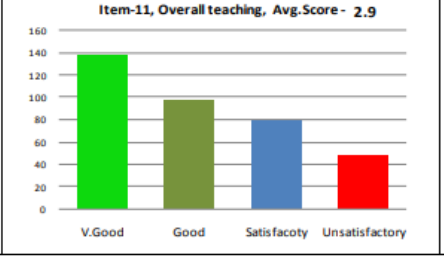












Average Percentile Score : **72.03**
Grade: **B**
Cumulative Score out of 44: **31.69**

Grade Scheme
100 - 75 = A
74 - 60 = B
59 - 50 = C
Below 50 = Very Poor

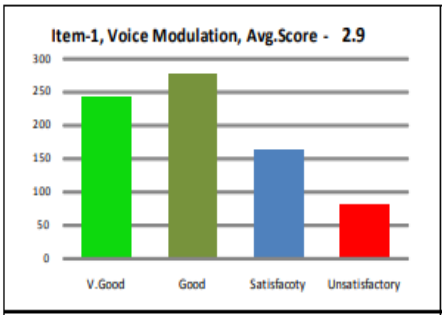
School Name: **School of Studies of Mathematical and Computational Science**

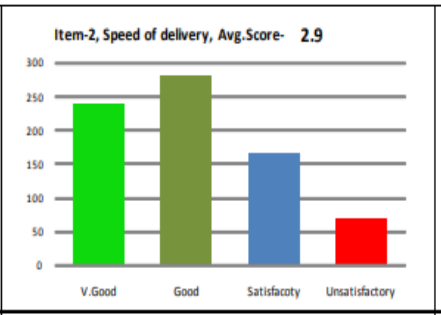
Department Name: **All**

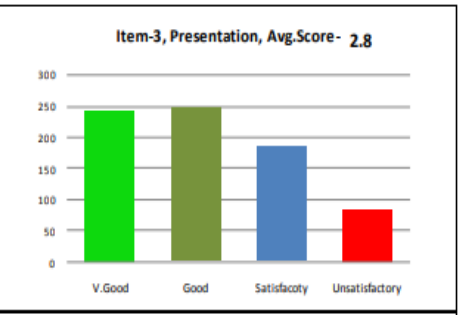
Name of the Teacher: **All**

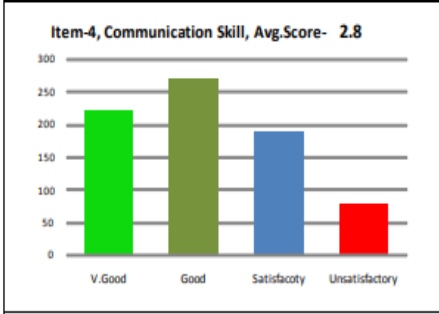
Course Name: **All**

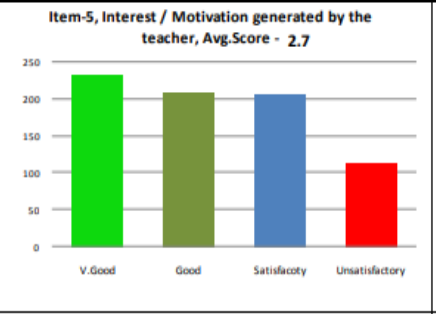
Session: **2021-22**

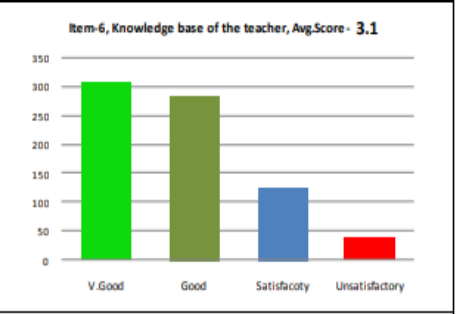


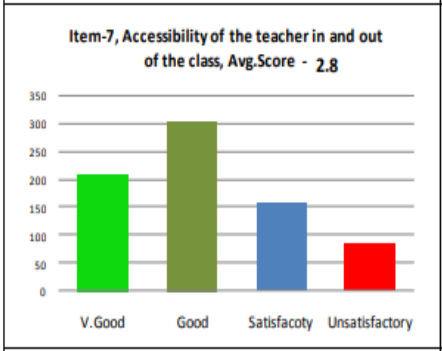


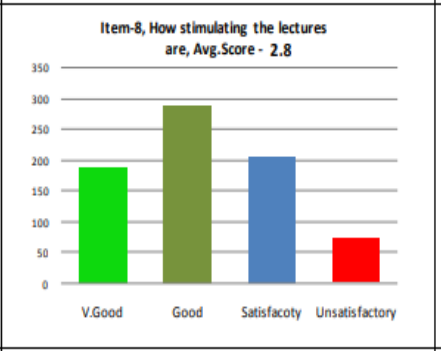


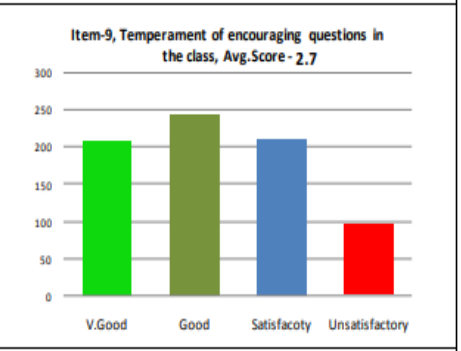


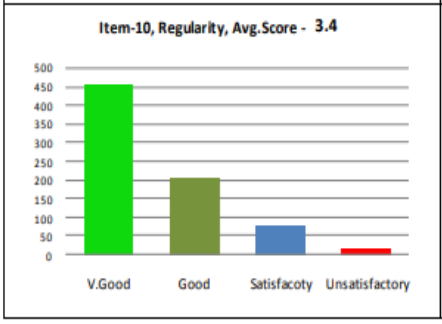


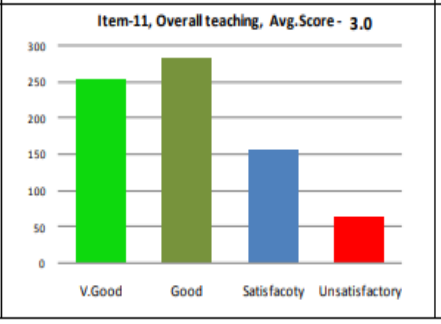












Average Percentile Score : **73.09**

Grade: **B**

Cumulative Score out of 44: **32.16**

Grade Scheme

100 - 75 = A

74 - 60 = B

59 - 50 = C

Below 50 = Very Poor

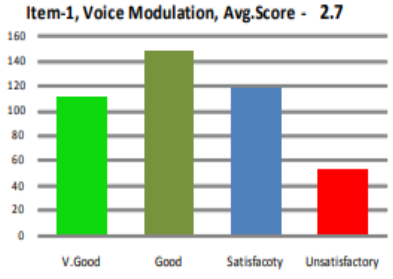
School Name: **School of Studies of Mathematical and Computational Science**

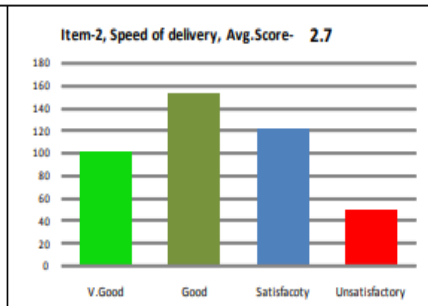
Department Name: **Mathematics**

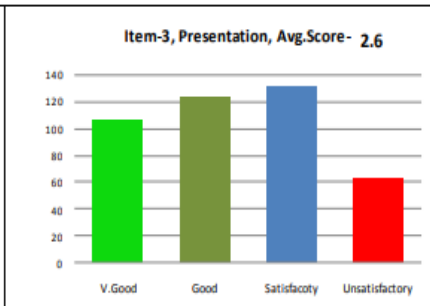
Name of the Teacher: **All**

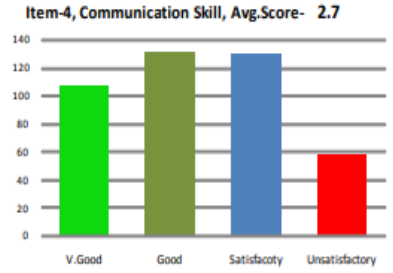
Course Name: **All**

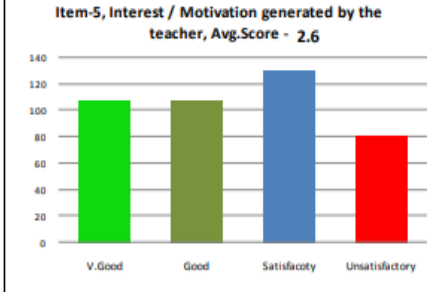
Session: **2021-22**

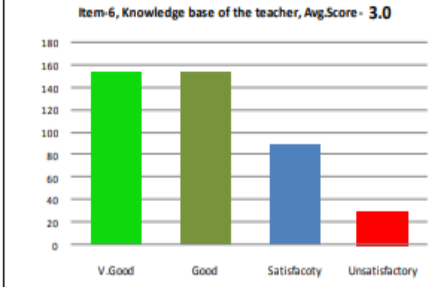


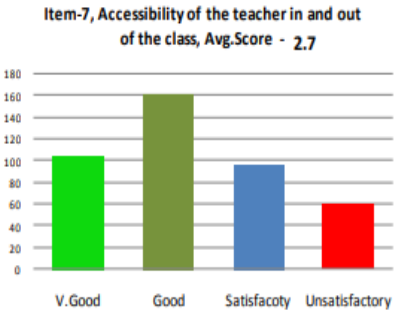


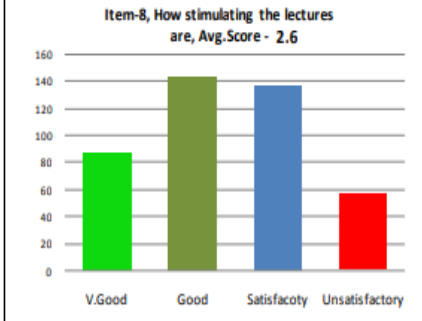


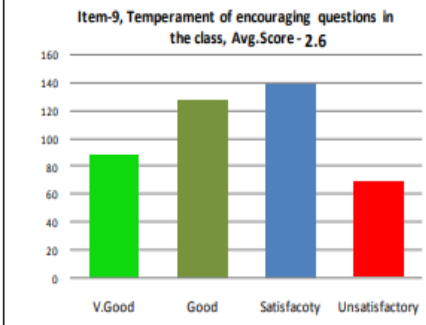


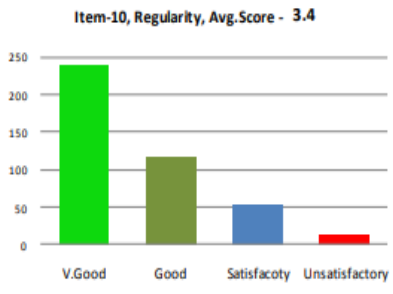


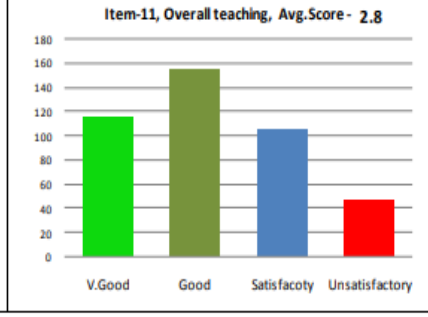












Average Percentile Score : **69.16**

Grade: **B**

Cumulative Score out of 44: **30.43**

Grade Scheme

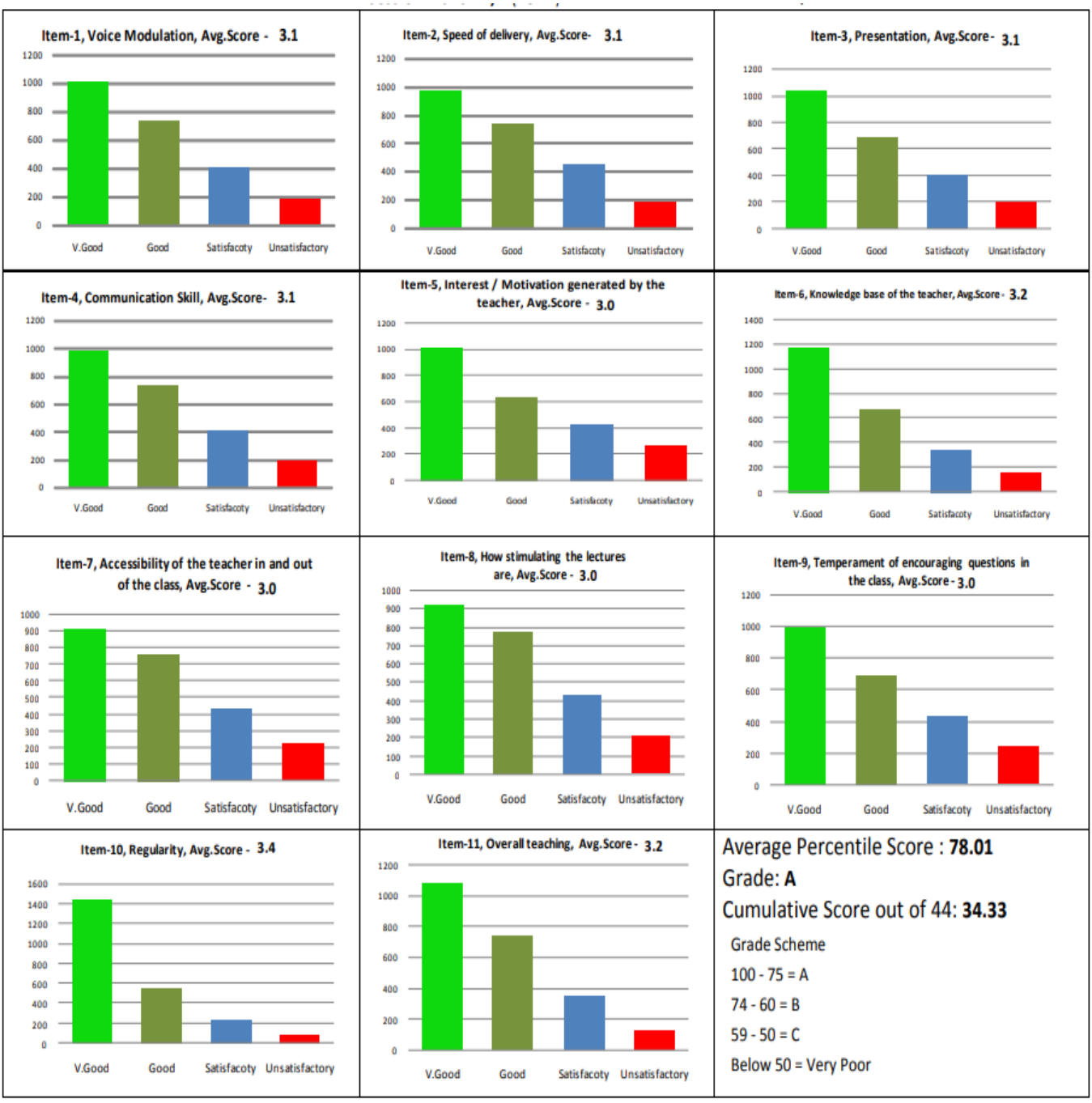
100 - 75 = A

74 - 60 = B

59 - 50 = C

Below 50 = Very Poor

School Name: **School of Studies of Natural Resources**
Department Name: **All**
Name of the Teacher: **All**
Course Name: **All**
Session: **2021-22**



Average Percentile Score : **78.01**
Grade: **A**
Cumulative Score out of 44: **34.33**

Grade Scheme
100 - 75 = A
74 - 60 = B
59 - 50 = C
Below 50 = Very Poor

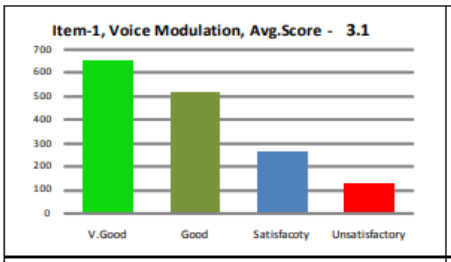
School Name: **School of Studies of Natural Resources**

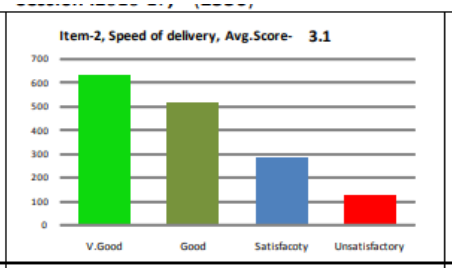
Department Name: **Pharmacy**

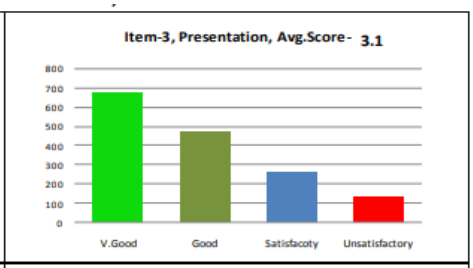
Name of the Teacher: **All**

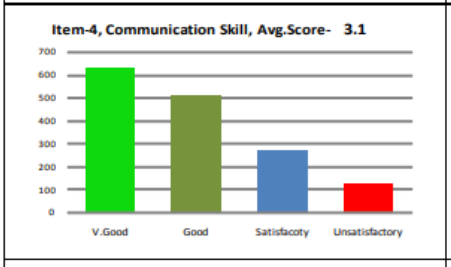
Course Name: **All**

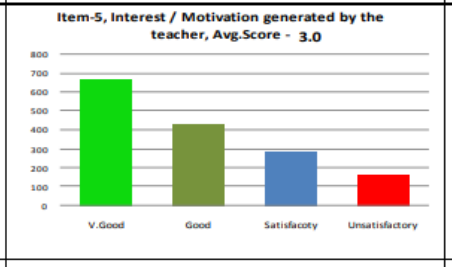
Session: **2021-22**

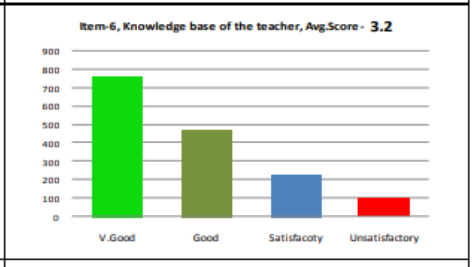


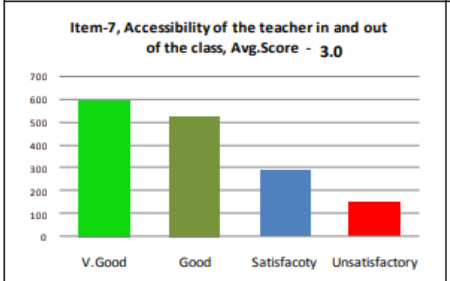


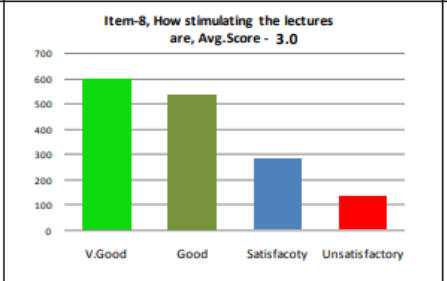


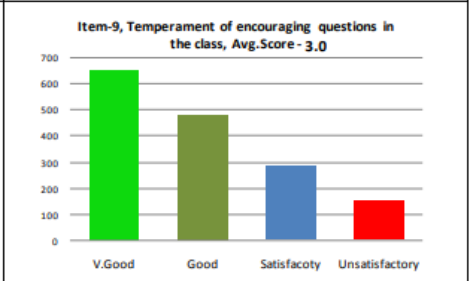


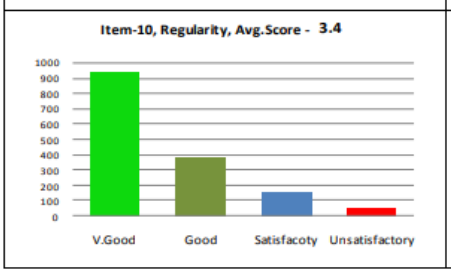


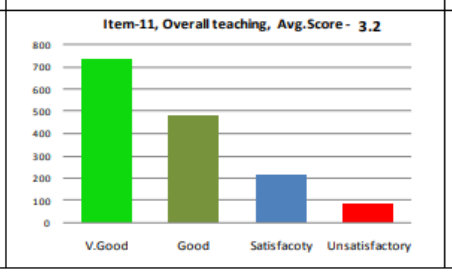












Average Percentile Score : **78.01**

Grade: **A**

Cumulative Score out of 44: **34.32**

Grade Scheme

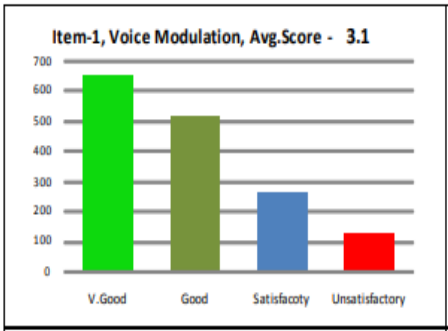
100 - 75 = A

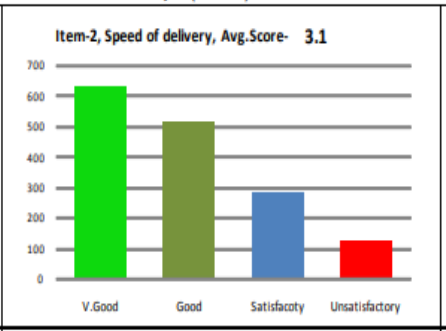
74 - 60 = B

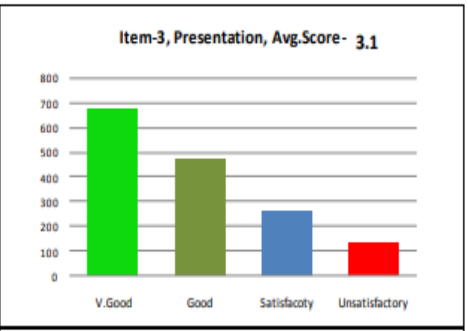
59 - 50 = C

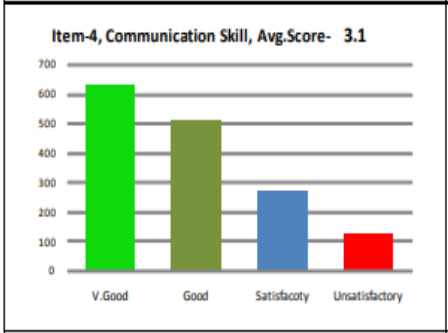
Below 50 = Very Poor

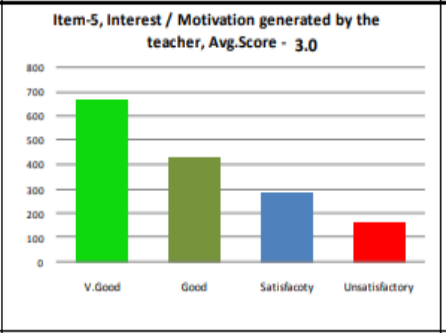
School Name: **School of Studies of Physical Science**
Department Name: **All**
Name of the Teacher: **All**
Course Name: **All**
Session: **2021-22**

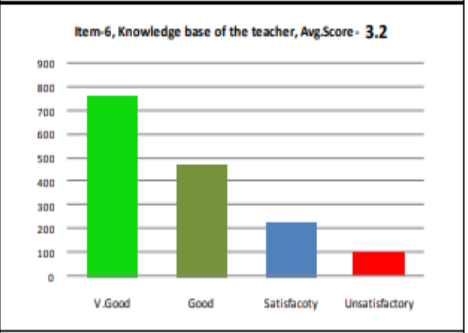


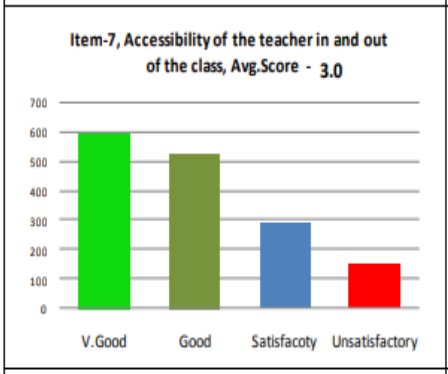


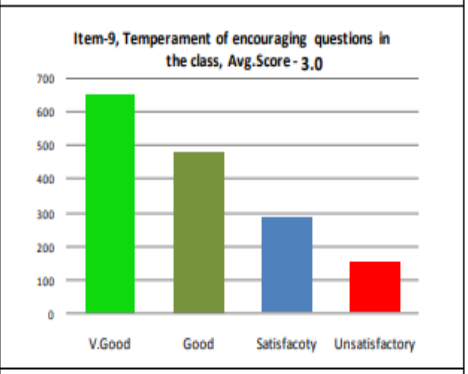


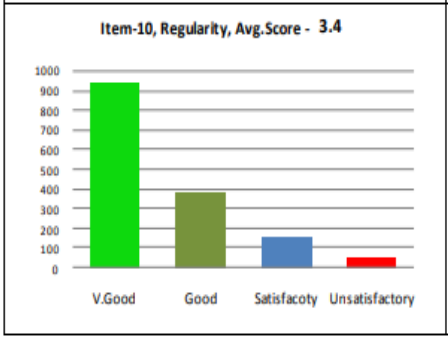


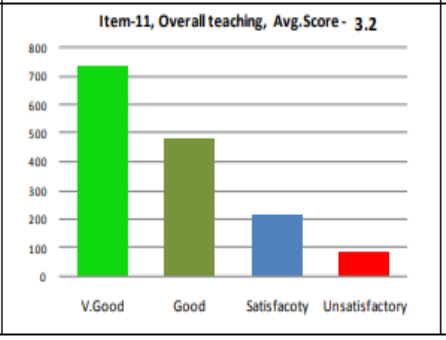












Average Percentile Score : **78.01**
Grade: **A**
Cumulative Score out of 44: **34.32**

Grade Scheme
100 - 75 = A
74 - 60 = B
59 - 50 = C
Below 50 = Very Poor

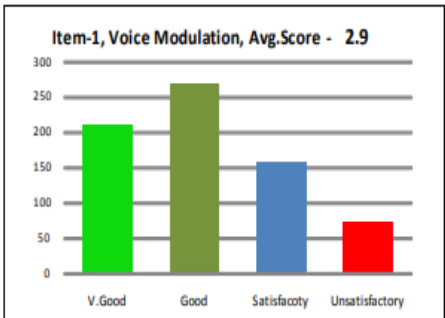
School Name: **School of Studies of Physical Science**

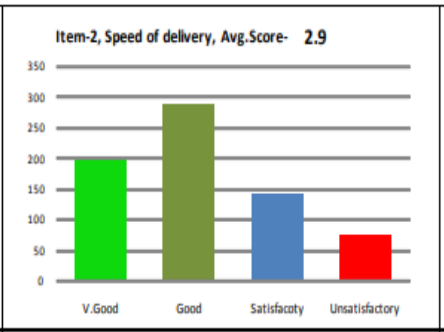
Department Name: **Physics**

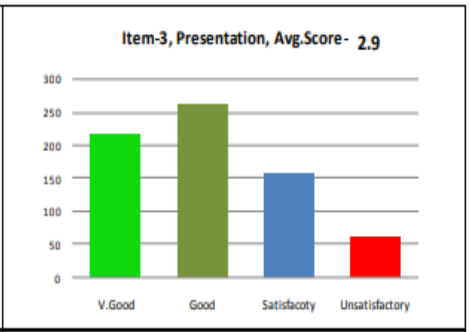
Name of the Teacher: **All**

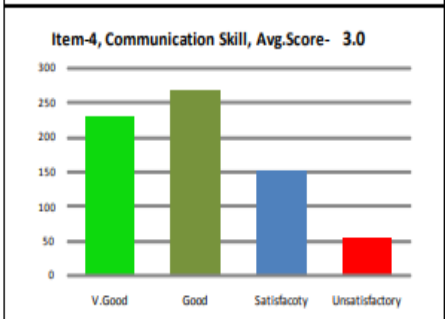
Course Name: **All**

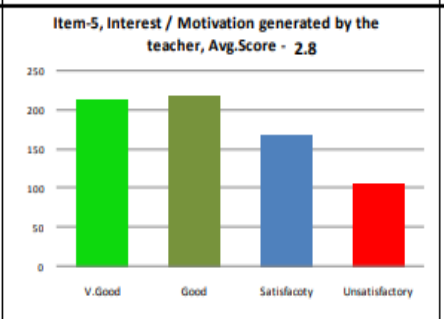
Session: **2021-22**

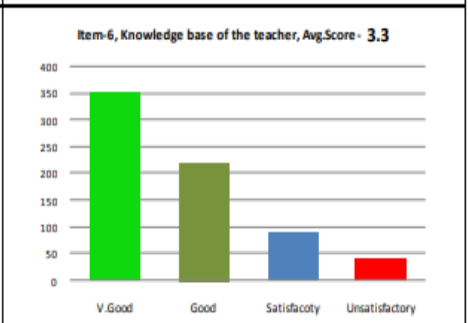


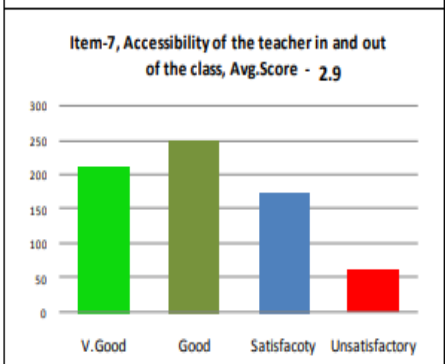


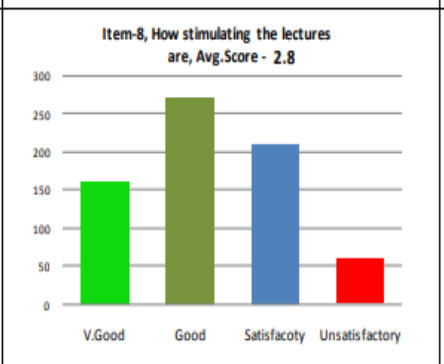


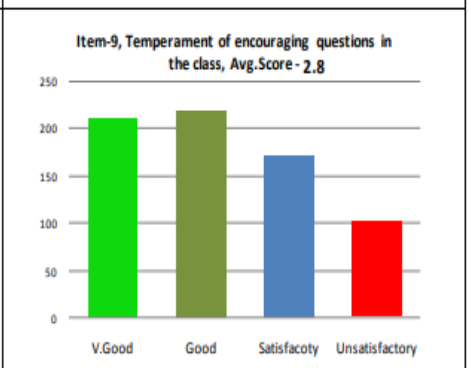


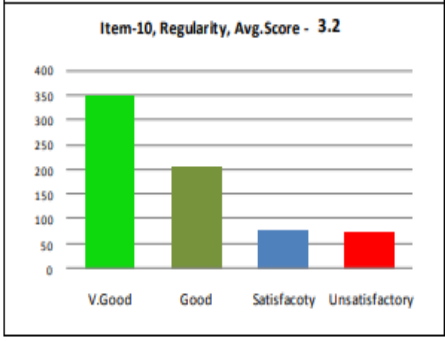


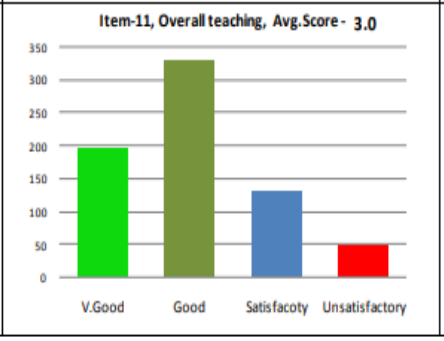












Average Percentile Score : **73.07**

Grade: **B**

Cumulative Score out of 44: **32.15**

Grade Scheme

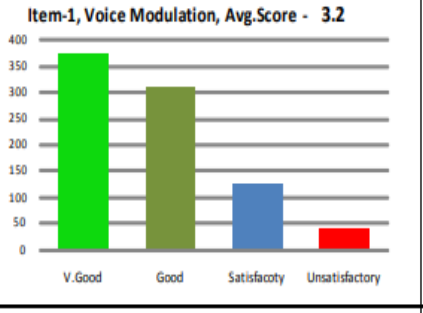
100 - 75 = A

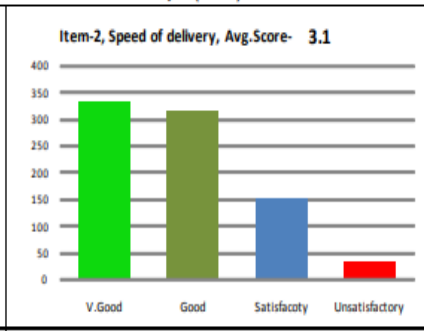
74 - 60 = B

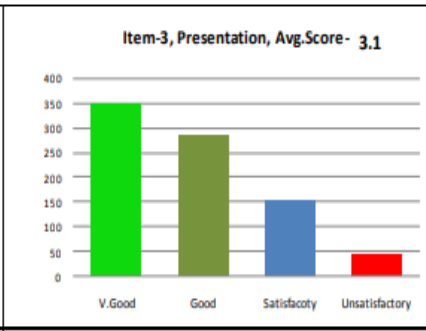
59 - 50 = C

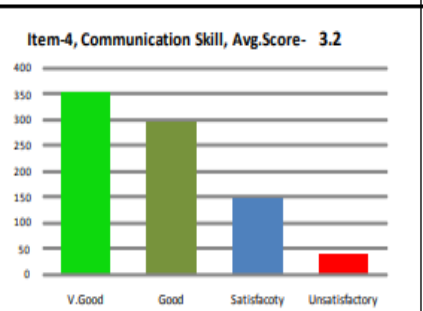
Below 50 = Very Poor

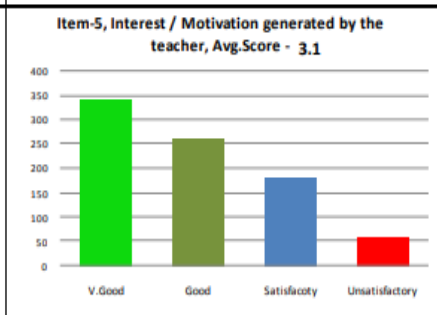
School Name: **School of Studies of Social Science**
Department Name: **All**
Name of the Teacher: **All**
Course Name: **All**
Session: **2021-22**

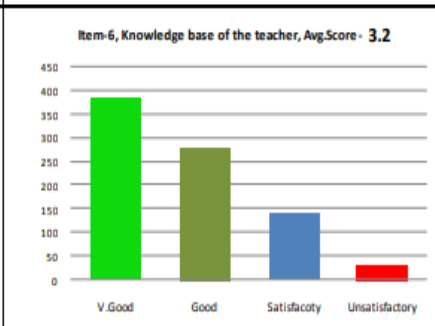


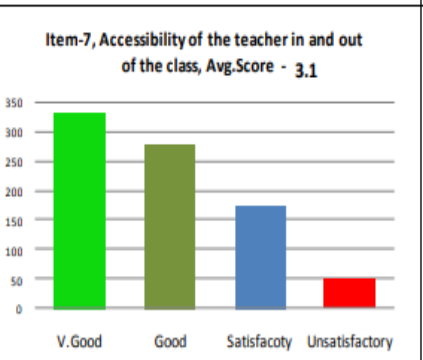


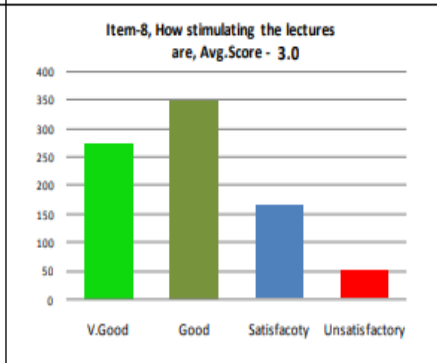


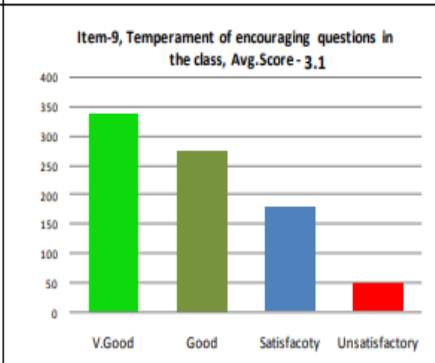


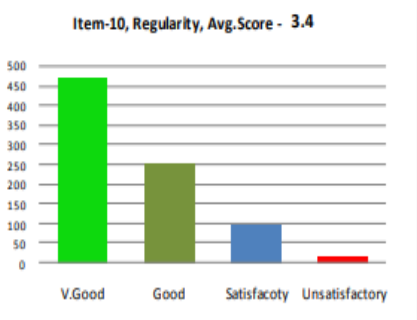


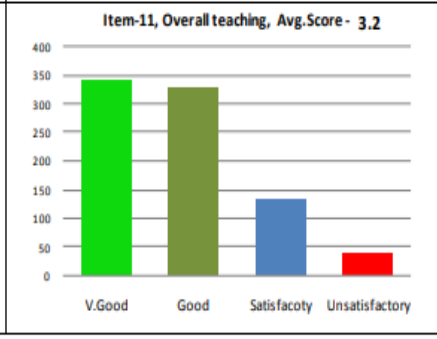








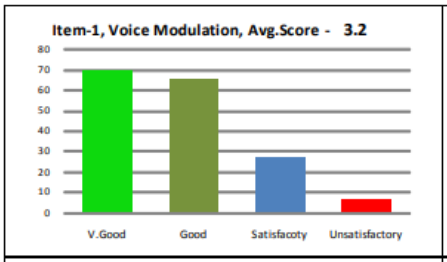


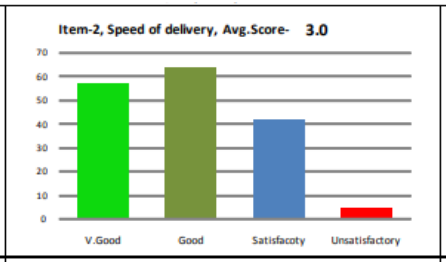


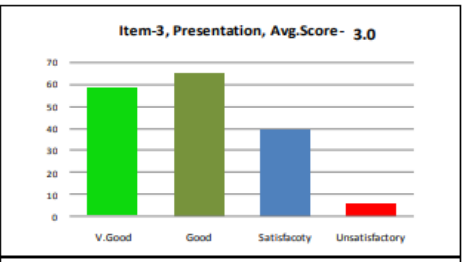
Average Percentile Score : **78.67**
Grade: **A**
Cumulative Score out of 44: **34.62**

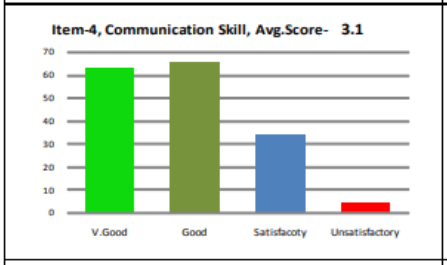
Grade Scheme
100 - 75 = A
74 - 60 = B
59 - 50 = C
Below 50 = Very Poor

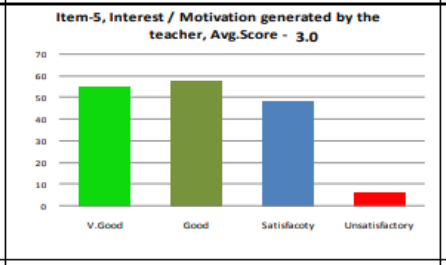
School Name: **School of Studies of Social Science**
Department Name: **Education**
Name of the Teacher: **All**
Course Name: **All**
Session: **2021-22**

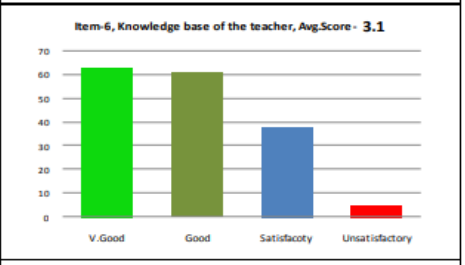


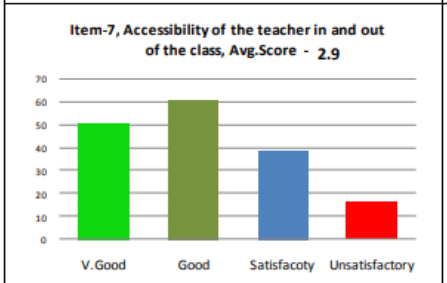


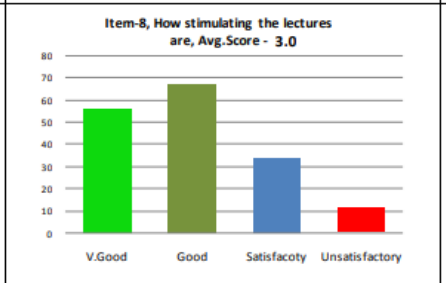


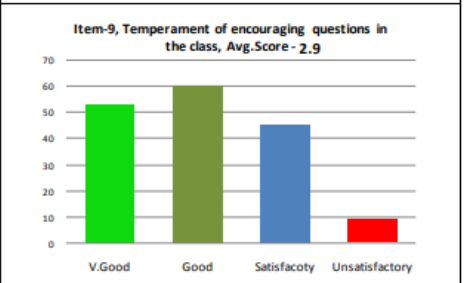


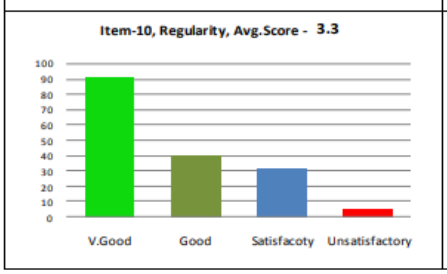


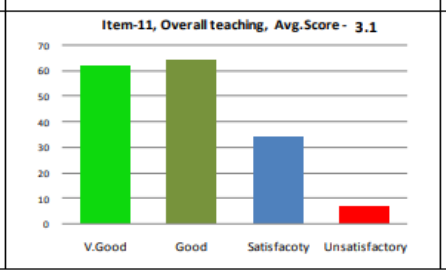












Average Percentile Score : **76.44**
Grade: **A**
Cumulative Score out of 44: **33.63**

Grade Scheme
100 - 75 = A
74 - 60 = B
59 - 50 = C
Below 50 = Very Poor

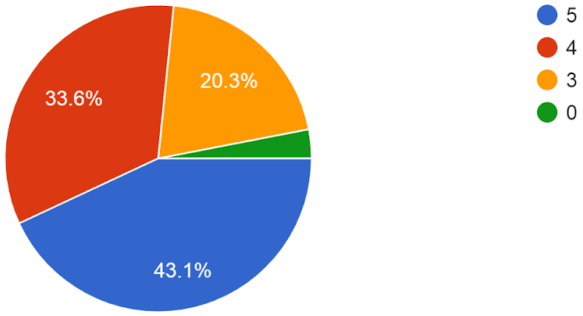
2. Teachers Feedback
(2021-22)

I. Curriculum Design

Overall: Guru Ghasidas Vishwavidyalaya , Bilaspur

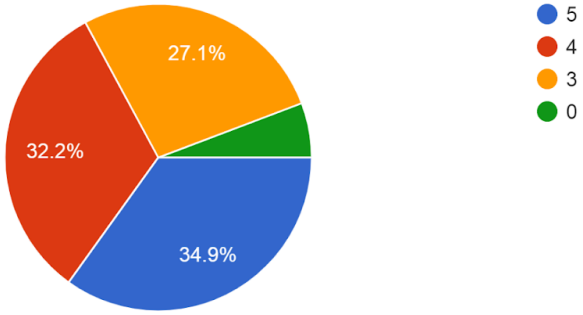
1. Board of Studies is taking care to ensure the updation and relevance of the programme offered

295 responses



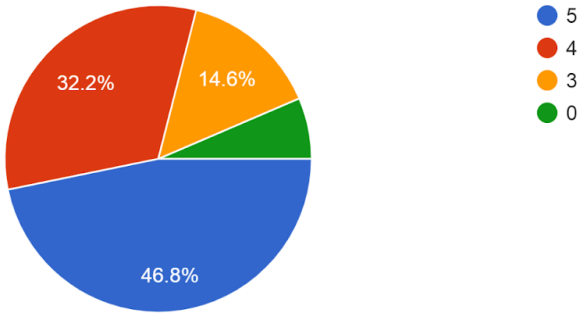
2.Employability is given weightage in curriculum design and development

295 responses



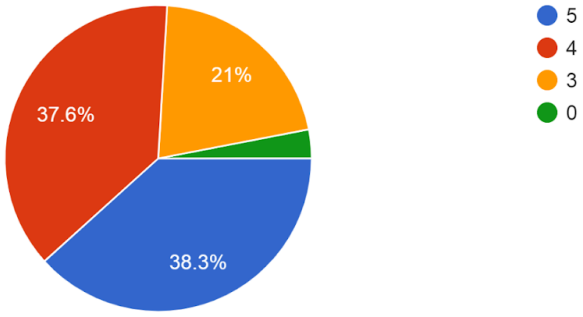
3. I am given enough freedom to contribute my ideas on curriculum design and development.

295 responses



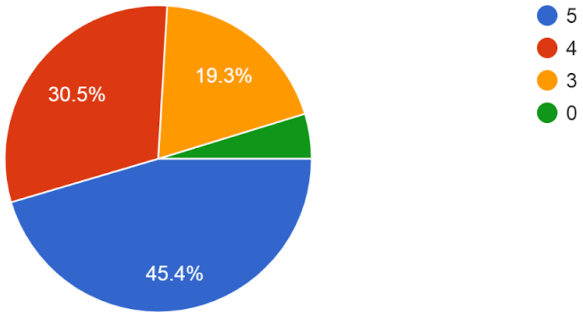
4. The system followed by the University for the design and development of curriculum is effective

295 responses



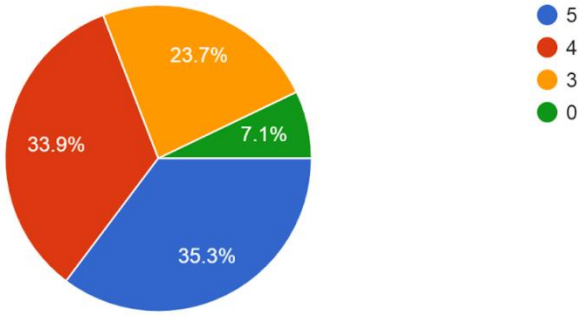
5. The curriculum has been updated from time to time

295 responses



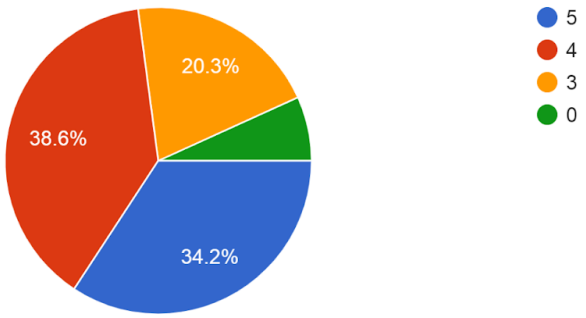
6. Representation from business and industry in PG Boards of studies is helpful in designing and improving the courses

295 responses



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

295 responses



Analysis Report:

QUALITATIVE ANALYSIS OF FEEDBACK FROM TEACHERS & SUPPORT STAFF
2022-23

The open-ended responses/suggestion of the faculty members as were analyzed qualitatively and their suggestions are reported in the four major headings/components as described below:

I. TEACHERS' FEEDBACK: CURRICULUM 1

II.TEACHERS' FEEDBACK: TEACHING-LEARNING 3

III.TEACHERS' FEEDBACK: INFRASTRUCTURE RQUIREMENTS: 4

IV. TEACHERS' FEEDBACK: SCOPE OF STRENGTHENING GOVERNANCE 6

I. TEACHERS' FEEDBACK: CURRICULUM

1. **CURRICULUM DEVELOPMENT PROCESS:** The faculty members endorsed the need to organise regular seminar and workshops on curriculum developments to go into details of curriculum design and participation of all faculty members in the process. Although, there were ample of such programmes organised by the university to implement the NEP 2020, there is an increasing demand for such programmes building capacity for effective curriculum making. They also felt the need for some overarching university guidelines for this process of curriculum design which again indicates a guided participatory approach. Some recommendations were also presented regarding the Board of Studiesshould be regular, participatory, and transparent. On a nut shell, the faculty members suggested a scope of improvement in the following:
    - ✓ Organisation of curriculum development workshops on regular basis
    - ✓ More number of Capacity building workshop for curriculum design
    - ✓ Orientation of teachers towards details of curriculum construction
    - ✓ Inclusive and Participatory approach of BoS to include of all faculty members
    - ✓ BoS – at least twice in an academic year
    - ✓ Transparent, regular, participatory procedures of BoS
    - ✓ University guidelines for curriculum making
    - ✓ Discussion on syllabi of benchmarking universities
    - ✓ Feedback of alumni should be considered
    - ✓ Preparation of competency and outcome based syllabus
2. **SKILL BASED AND MARKET-ORIENTATED CURRICULUM:** The second most-felt necessity was to make the curriculum more skill based, market oriented and employment related. To achieve this, the faculty members suggested effectivelyincluding the members from various organisations in the board of studies, like scientists, academicians, industry representatives, alumni etc. The feedback and opinions of the alumni, Students, parents, industrialist and all other stakeholders should be considered for curriculum design in a meaningful way. Though all the departments by now have included them in the BoS as per university policy, the faculty members still

felt that more interaction between industry and academia may be established throug workshops, seminar, conferences, etc. The teachers, thus emphasised on:

- ✓ industry and employmentorientation of curriculum
- ✓ Skill and entrepreneur based curriculum
- ✓ Curriculum need to be job oriented
- ✓ inclusion of academicians, industry representatives, etc. in BoS
- ✓ inclusion of feedback from stakeholders and the alumni in curriculu construction
- ✓ university and industry should be brought closer with academic interactions lik seminar, conferences, workshops, etc.

3. **PRAGMATIC/MODERN CURRICULUM DESIGN:** The university has started its journe towards choice-based credit system along with a combination of various types c courses. But the teachers of many departments recommended that there is still scope c refining the curricular structures for the existing programs to provide more choices i terms of specialisations and new sill based and job-orientedcourses, and should b regularly updated to embrace the modern contexts and discourses in the respectiv field. The need for OBE and LOCF based curricular structure were also endorsed t include an array of an enriching core and a number of gradually advanced and update courses.Few faculties thought that the provisions and recommendation of NEP 202 should also be implemented in a more effective way. They also identified the need t incorporate more serious practicum and skill training,co-curricular activities, to provid opportunities to students for holistic development. For all these changes, many facult members across the disciplines, pointed out the need to revise the goals and objective to align them with the current demands of the society and needs of personalit development, knowledge up-gradation, research and higher education, employabilit etc.training is felt to be required in extracting and mapping in the intended curricula outcomes. Reducing non-academic burden and encouraging the teachers' potential primarily to enrich the teaching-learning is thought to be essential for meaningfu academic growth of the university. In short, following areas of interventions need to b explored:

- ✓ More choices, more specialisations,more new courses
- ✓ Alternative curriculum and syllabus designing
- ✓ Creative and novel approaches to curriculum design
- ✓ Less non-academic workload on teachers
- ✓ Modern and updated curricula
- ✓ Broadening the goals and objectives
- ✓ Scope for practicum and skill training,
- ✓ Inclusion of personality development opportunities in curriculum
- ✓ Focus on research skills and orientation in curricula especially at PG level
- ✓ Provisions of NEP 2020, and outcome-based curriculum
- ✓ Blended learning be adopted
- ✓ Inclusion of job oriented courses and practicum
- ✓ Co-curricular activities must be included in curriculum
- ✓ Provision of field visit, educational trip and fests to acquaint future prospects

II. TEACHERS' FEEDBACK: TEACHING-LEARNING

1. **BETTER TEACHING-LEARNING METHODOLOGIES:** There is a need to encourage promotion of various types of teaching-learning methodologies and the faculty members emphasised the need of training and orientations to incorporate modern methodologies like, tutorial systems,remedial classes, cooperative learning strategies etc. The faculty members suggested:
   - ✓ Incorporate variety of pedagogies as per outcome based
   - ✓ Incorporating methods like tutorial systems, remedial classes, cooperative learning strategies, use of new technologies etc
   - ✓ Debate and group discussion
   - ✓ Appropriate and regular training and capacity building of faculty members

2. **INFRASTRUCTURAL SUPPORT FOR TEACHING-LEARNING& RESEARCH:** The faculty members emphasised on technology driven teaching-learning and thus focus on availability of enriched and modern experiences. As the departments will be shifted to the newly constructed buildings, basic Infrastructure, along with technological support like smart classroom, is the most needed thing that the Teachers wished to upgrade into. They suggested the university should put efforts to provide betterICT facilities, internet availability, e-classroom, etc. in their new buildings. More focus shall be laid on development of well-equipped laboratory to conduct practical activities and hands on experiences. Thus, proper lab facilities and wide range of consumable items need to be provided as and when classes start in the new buildings. Pointing out the lack of such facilities, they suggested sincere steps to meet the needs of
   - ✓ ICT equipped modern classroom
   - ✓ Teaching-learning softwares and learning management systems,
   - ✓ Sufficient resources for online and blended teaching on urgent basis
   - ✓ Basic essentials like sufficient classrooms, comfortable seating arrangements,
   - ✓ Proper space for lab activities
   - ✓ Infrastructure and lab as per the norms of the governing body
   - ✓ Sufficient and required classroom for a programme
   - ✓ Faculties as per the UGC norms

3. **LIBRARY AND OTHER RESOURCES FOR TEACHING-LEARNING:**The faculty members emphasised the need for an Accessible library, particularly with an online remote access to meet the requirement of 24X7 access to the learning resources.Some of the teachers suggested for subscriptions of reputed journals and reference materials. The faculties felt that availability of more teaching aids and learning resources can be instrumental to improve the quality of teaching and interaction. Appointment of sufficient support staff and their training are thought to lessen the non-academic work of teachers to provide enough time and opportunities of more meaningful Teacher-learners interaction. Therefore, the emphasis came on—
   - ✓ Remote Library access
   - ✓ Teaching-aids, audio-visual aids,
   - ✓ More learning resources
   - ✓ Well-resourced departmental library and central library
   - ✓ More access to foreign journals and reference materials for research work
   - ✓ Updated and procured book list be provided to departments

4. **EVALUATION SYSTEM:** Appropriate evaluation mechanism should be developed by training the academic & non-academic staff. Modes of evaluation should also be updated and it was felt that gradually individualised and 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 at a broader cognitive-affective-skill aspects of learning dimensions. The emphases came on—
   - ✓ Teacher training for better evaluation
   - ✓ Flexible and holistic but outcome oriented, competence-based evaluation
   - ✓ Better and updated modes of evaluation
   - ✓ Continuous and comprehensive evaluation should be promoted effectively
   - ✓ Creation of more time-space for comprehensive evaluation

5. **SUPPORT FOR RESEARCH:** A general concern among the faculties were the facilitation for research.The teachers felt a need to be encouraged to be engaged in interactive opportunities like consultancy services.Requirement for a better file management has been suggested. Some research grant and /book grants may be provided to the faculty members to support research activities.Apart from this it is also required that the teachers should primarily be engaged in teaching and research, not in administrative and non-teaching activities.So, overall requirements were—
   - ✓ Support to teachers for organising knowledge disseminating activities
   - ✓ Support to teachers for extended roles like consultancy
   - ✓ Support to teachers like lab and equipmentsfor research activities
   - ✓ Lessen administrative and clerical burden on teachers
   - ✓ MoUs with reputed national and international institutes

III. TEACHERS' FEEDBACK: INFRASTRUCTUREREQUIREMENTS:

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 &equipment); and Facilities (Sports Infrastructure, Parking Facilities, Research Eco system and PWD Friendly Buildings).

1. **BUILDING & MATERIALS:** The faculty members suggested an urgent need to improve the infrastructural facilities in the campus that are crucial to upgrade the on-campus scholastic and non-scholastic activities. There has been improvement in buildings still the basic infrastructural facilities were noted like the following:
   - ✓ Independent or separatebuilding for different departments
   - ✓ Department wise separate rooms in shared premises
   - ✓ Sufficient classroom, shortage of furniture for classroom and teachers,
   - ✓ Laboratory and equipment/instruments for their courses
   - ✓ Appropriate space to accommodate existing lab equipment
   - ✓ Proper maintenance of the lab equipments through AMCs
   - ✓ Development of smart classroom

- ✓ Uninterrupted Wifi facility throughout the campus
- ✓ Separate faculty/staff room
- ✓ Research infrastructure for teachers and research scholars
- ✓ Sufficient space for research and projects

2. **BASIC AMENITIES:** 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. 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. This might be catered as and when the departments shift to their respective buildings ready to be handed over. Maximum emphasis was on proper cleanliness of toilets. It is also found that there is need of proper maintenance of buildings. The responses/suggestions shows that there is a need for improvement in facilitating the provision of–
   - ✓ Safe drinking water-RO water facility
   - ✓ Adequate toilets for faculty members and students, particularly for women
   - ✓ Highly cleaned and sanitized washroom/toilets required for female
   - ✓ Provision of freshener/odour like odonil in toilets
   - ✓ Clean and hygienic rest room
   - ✓ Overall cleanliness and maintenance
   - ✓ Easy and simple file movements for maintenance requirements
   - ✓ Regular central initiative for sanitisation

3. **SUPPORT INFRASTRUCTURE:**The responses/suggestions shows that there is a way more to appropriate sports infrastructure facility in general and as per apex body norms in particular, parking facilities, and they emphasized on the need of research ecosystem and PWD friendly buildings, which are being taken care of in the new constructions. Sufficient consumable items should have a regular supply. Within campus mobility should be improved through Bus/transport services. Girls' / Ladies' common room should be identified in every building. The open-ended responses/suggestions of the faculty members with respect to
   - ✓ Sports facilities,
   - ✓ Parking facilities
   - ✓ Roads needs improvement
   - ✓ Girls' / Ladies' common room
   - ✓ Sufficient consumable items
   - ✓ Transportservices
   - ✓ Indoor stadium
   - ✓ Maintenance work of labs and building

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.Faculty members felt that the administration is proactive to resolve the long pending issues and which will rejuvenate in forth coming years. Areas of improvement are the following in views of the faculty members:

1. **GOVERNANCE TO FACILITATE RESEARCH:**The faculty members expected the University to developa better research ecosystem/culture which would be helpful to strengthen their research works. Good platform both for multidisciplinary academic and research activity should be created/ established. Faculty members must be free from all non-teaching assignments.Faculty members also need to be promoted for extension activities through a systematic governance system. Project budget utilization need to be maintained by separate unit and the project file movement may be improved so that the project completion formalities could be done timely. The areas of Interventions are:
    - ✓ Research project section needs improvement
    - ✓ Research facility including lab and library
    - ✓ Research eco-system
    - ✓ E-platform for all activities

2. **TRUSTWORTHY, UNBIASED, SUPPROTIVE ORGANISATIONAL CLIMATE:**Faculty members suggested for employee friendly and cooperative administration and said that thereis still a scope of improvement in the communication/coordination between teachers and administrative staff members/personnel of the university. Administration must put sincere efforts to for all round development of the university. Participatory and decentralized administration approachneed to be adopted. It is expected to have more transparent, cooperative, accessible, flexible and active ground-level governance which must promote better academic and research environment as well as promote the welfare of the employeesof the university. The administrative authorities should be more cooperative. the areas of improvements as diagnosed are:
    - ✓ Increasing ease in governance
    - ✓ Better accessibility and communication among governance and faculties
    - ✓ More co-operative, flexible governance in the interest of teachers
    - ✓ Active Teacher welfare activities-like baby-care center
    - ✓ Overall healthy environment
    - ✓ Administration for collective welfare

3. **REDUCING BURDEN OF NON-ACADEMIC WORK:** The teachers reported that there is overwhelming administrative task of data entry and record managements. Competent non-teaching staff should be appointed in each departmentwho 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 membersshould be well equipped withICT.

It is expected to have centralized data management system/data bank in the administrative wing.The areas of interventions are

- ✓ Competent non-teaching staff
- ✓ ICT friendly non-teaching staff
- ✓ Centralized data management system
- ✓ Non-teaching staff as per the norms of statutory bodies
- ✓ Appointment of new staff and skill enhancement training of existing staff

4. **MEDICAL & OTHER FACILITIES:** Faculty members suggested for broadening the medical facilities. They also suggested for implementing cashless system for health care.Other civic facilities like community center, shopping complex, etc. should be developed. The thrust areas are:
   - ✓ Medical facilities for complete reimbursement of medical bills
   - ✓ In-campus community center
   - ✓ In-campus shopping complex
   - ✓ Green corridor

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