

### **1.4.1. Evaluation of teachers by the students**

#### **Feedback Analysis Report for the period 2013 - 2018**

Self evaluation is necessary in order to improve the quality of education in the Institute. In the manual of **Self Study for affiliated /Constituent colleges, published** by **National Assessment and Accreditation Council**, it has been suggested to get feedback from the students ,academic peers and alumni.

On the basis of guidelines given in the manual, three types of feedback forms were designed to collect the responses from students about teachers and curriculum and also to take the opinion of academic peers and alumni on curriculum aspects .

#### **Importance of feedback of teachers from students**

Education is the most important part of one's life. The kind of education one receives largely depends upon the kind of teacher one has.

A competent teacher is supposed to possess the following characteristics

- Deep Knowledge of the subject
- A Good Communicator.
- A Good Listener and Good learner
- Good Sense of Humor.
- Kindness.
- Encouraging ,Friendly and Congenial
- Patience

To improve students' performance, it is essential that they should understand the concepts related to the subject clearly. This can be achieved through effective teaching and by establishing good rapport between students and teachers so that they feel free to ask their difficulties.

Feedback is an essential part of effective learning. It is important to know students' expectations from teachers as well as the performance of the teacher from student's point of view. It is necessary to know if they are facing any difficulties .To improve the quality of teaching ,it is essential to collect feedback of teachers from students.

Considering all the above aspects, a feedback form was prepared and at the end of the year ,the responses from the students were collected. A feedback committee consisting of the following faculty members was constituted by the Honorable Director of the Institute.

  
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<i>Sr.No.</i>	<i>Academic Year</i>	<i>Members of Feedback committee</i>
1	2013-14	Dr N NKasturiwale ( Prof- in charge)
		Dr M M Nichkawade
		Dr Swati Kaushik
2	2014-15	Dr N N Kasturiwale ( Prof- in charge)
		Dr M M Nichkawade
3	2015-16	Dr Sandhya Dhabe ( Prof- in charge)
		Dr Swati Kaushik
		Mrs Anita Mahalle
4	2016-17	Dr Sandhya Dhabe ( Prof- in charge)
		Dr Swati Kaushik
		Mrs Anita Mahalle
5	2017-18	Dr Sandhya Dhabe ( Prof- in charge)
		Dr Swati Kaushik
		Mrs Anita Mahalle

At the end of each academic session, after completion of the course, each department collects feedback of the teacher from students.

#### **Procedure to calculate percentage score**

To assess the individual teacher's performance, feedback was collected from the students during the academic sessions 2013-2018. Students were asked to fill up the feedback forms and rate the performance of their teacher on eight parameters (mentioned in the feedback form), on a four point scale and give their opinion by putting a tick mark in front of the box provided against each parameter. They were also free to give their suggestions and opinion in the space was provided in the form. A copy of the feedback form attached herewith.

On the basis of the filled feedback forms, percentage score was calculated for each teacher as explained below.

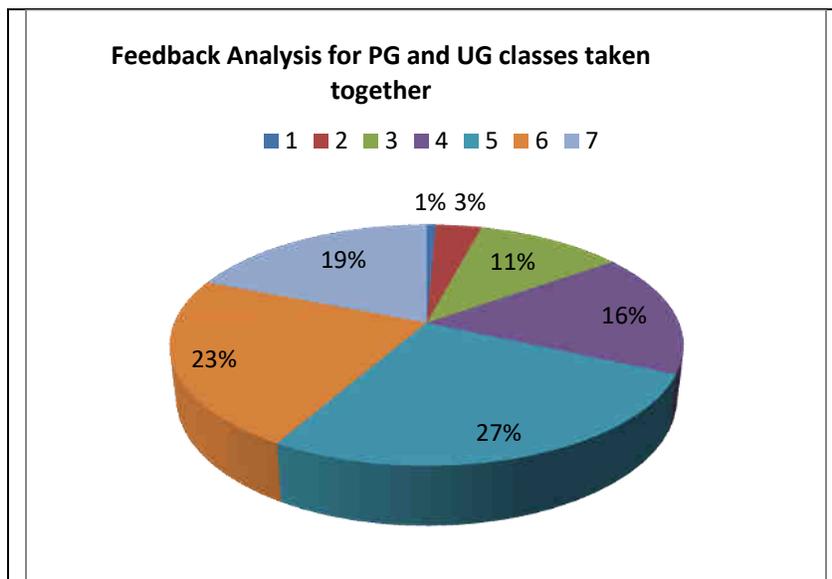
<i>Rating</i>	<i>Marks</i>	<i>Meaning</i>
A	4	Very Good
B	3	Good
C	2	Satisfactory
D	1	Dissatisfactory

If any teacher gets rating A (i.e. four marks) on all the eight parameters, then the maximum score that can be obtained by him/her is 320. In this manner, total score for each teacher is calculated by counting the number of A's, B's, C's and D's received by the teacher and considering maximum score as 320, percentage score for each teacher is obtained.

Thus on the basis of data collected, percentage score for each faculty was obtained. To maintain uniformity, sample of size 10 was fixed. (i.e. the analysis for each teacher was done on the basis of 10 randomly chosen completed forms). The frequency distribution of percentage scores for the sessions 2013-18 of all regular teachers in the institute was prepared for both UG and PG classes. The list of teachers along with the final score is submitted to the director. Pie diagram is drawn from this frequency distribution.

**Frequency distribution of percentage scores of teachers**  
**( 2013-2018)**

<b>Sr.No.</b>	<b>% Score</b>	<b>No of teachers with % scores given in column 1 (Frequency)</b>	<b>% of teachers with scores given in column 1</b>
1	35-45	2	0.6896 $\cong$ 1
2	45-55	10	3.4482 $\cong$ 3
3	55-65	32	11.0344 $\cong$ 11
4	65-75	48	16.5517 $\cong$ 17
5	75-85	77	26.5517 $\cong$ 27
6	85-95	66	22.7586 $\cong$ 23
7	95-100	55	18.9655 $\cong$ 19
<b>Total</b>		<b>290</b>	99.9997 $\cong$ 100



We categorize the above scores and summarize the result as shown in the following table

<i>Class interval % score of the teacher</i>	<i>Rating</i>	<i>% of teachers falling in this category</i>
85 - 100	Very Good	42
75- 85	Good	27
55 -75	Satisfactory	28
Below 55	Dissatisfactory	3

The above table shows that there are 42 % teachers whose % score lie in the range 85 - 100. The performance of these teachers was very good and students liked their teaching very much.

There are 27 % teachers whose rating was good and 28 % teachers whose rating was satisfactory. Overall the students were satisfied with these teachers

However there was 3 % teachers whose % score was below 55 i.e. their performance was dissatisfactory. These teachers were communicated about their feedback and were advised to take more efforts to improve their performance by Honorable Director of the Institute.

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End

The blank format of feedback form to assess the performance of teachers from students is given below.

**INSTITUTE OF SCIENCE, NAGPUR**  
**Student Feedback on Teachers**  
**Session 2017 – 18**

Name of Department : \_\_\_\_\_

Class : B.Sc. - I / II / III / M.Sc. - I / II

**Instructions:-**

Give your feedback about the teacher by giving the following grades in the space provided against their names. Be honest in giving your opinion.

Your evaluation is very valuable and will help in improving the quality of teaching.

**A** – Very Good (Correspond to 4 Marks)

**B** – Good (Correspond to 3 Marks)

**C** – Satisfactory (Correspond to 2 Marks)

**D** – Dissatisfactory (Correspond to 1 Mark)

Write the initials of the teacher who teaches that paper. If more than one teacher teaches the same paper, please make additional columns if necessary.

S. N.	Description	Paper	I		II		III		IV		V	
		Initials of teacher										
1	Depth of knowledge and concept clarity											
2	Presentation of topic											
3	Regularity and Punctuality											
4	Availability of teacher for solving subject difficulties											
5	Whether the teacher has completed the course (Yes/No)											
6	Attitude towards students: Friendly , Encouraging											
7	Motivating students for co – curricular, extra- curricular activities and placement											
8	Overall rating											

**Any comments you would like to add :**

  
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## **1.4.2. Report of feedback on curriculum from Academic peers, Students and Alumni**

It is well known that the University designs curriculum and the contribution of any Institute in the design of curriculum is through its teachers who are members of the Board of Studies (BoS). Normally, the syllabus is revised every three years by the University but in the year 2012-13, Rashtrasant Tukadoji Maharaj Nagpur University (RTMNU) introduced credit based system and semester pattern in Science Stream for Under Graduate and Post graduate courses. Our faculties who were the members of BoS at that time, were instrumental in curriculum restructuring.

The academic peers who visit the Institute as an external examiner or for some other purpose, discuss various aspects of curriculum and give their suggestions. The Institute collects feedback on curriculum from students, academic peers, employers, alumni, community members and also from national and international experts who visit our Institute from time to time. The feedback forms are then analyzed by the Statistics Department of the Institute. The suggestions in the feedback are communicated to the University in the BoS meetings through the faculties who are chairpersons /members of BoS.

In the period 2013-18 also, the feedback about UG and PG curriculum was collected from academic peers, alumni and students. (The blank format is attached herewith). It was observed that 95 % of them are satisfied with 90% of the curriculum.

However they also made valuable suggestions for updating the syllabus to meet the current challenges and to make it more application as well as job oriented. They opined that the syllabus should be designed in such a way that it would help the students to clear NET /SET and the other subject oriented competitive examinations. The need of uniformity of syllabus across different states has also been suggested.

The students from rural background wanted soft skill programs to be included in the curriculum to improve their communication skills along with Group discussion and Personal interview sessions.

It is obvious that such programs cannot be made a part of syllabus in a Science stream. However at the Institute level programs like **Nirdhar, Atmvishwas** etc were conducted which got an overwhelming response from the students.

### **Some subject specific suggestions are discussed below.**

*Statistics* students have emphasized on the need to include various statistical soft wares such as SPSS, SAS etc in the syllabus. Though these packages are not included in the syllabus, every year the department conducts workshops on various Statistical Packages such as R ,SPSS etc for the benefit of the students. Study tours are also conducted where students learn the application of their subjects in different fields.

  
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*Zoology* students have strongly recommended the need of special training programs in areas like apiculture ,sericulture, pest control, biotechnology ,wildlife conservation ,biodiversity techniques required in the medical field etc to stand in the global market. Various new specializations have been suggested to include in the curriculum to meet global requirements and job competencies.

As per students' suggestions ,one day field visit on Biodiversity was arranged and expert therein explained related techniques. Guest lecture on Apiculture was also organized by Zoology Department.

As per the suggestions by academic peers for the curriculum update ,some changes have been made .At PG level ,two new papers, one paper on Wild Life and Avian Biology and another on Radiation and Chronobiology and some new topics such as Nanotechnology and Stem cell research have already been introduced.

Also at UG level topics like immunology, Molecular biology, Some applied techniques , Biostatistics , Bioinformatics etc have already been introduced to make students familiar with the globally important topics.

One valuable suggestion is that the variation due to the local environment and geographical location should be taken into consideration while framing the syllabus.

It is well known that projects and seminars are included in PG course for all subjects except Mathematics . Academic peers have suggested that projects and seminars as well as programming software should be in their PG course.

*Chemistry* experts have suggested using Green chemistry approach while designing the UG and PG experiments to make them environment friendly.

These observations were communicated to the BOS members for possible inclusion and implementation in the syllabi in the near future..

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End

  
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