

Chapter-6

Recommendations and Conclusion

For Curriculum Appropriateness (CA) and Tech-pro teachers (TPT)

‘CA’ and ‘TPT’ have been found as the leading indicators due to students responding to improvement needed in the area. Hence, respondents recommended to give training to teachers to improve innovation among students. As teachers are found to be better in offline modes than online modes, so technological understanding is the leading indicator. Therefore, students suggest teachers to improve their digital skills and teachers should adjust to new methods of teaching. It is recommended that the university must give formal training to teachers to improve their technological skills. It has been found that teachers are not given any formal training in technology by the M.S. University. The formal training may be given after in-service training programmes. Training should be given periodically to ensure that teachers are abreast with current and future industry trends and are able to incorporate next generation’s teaching techniques. These are important areas to train teachers as identified by A++ universities too. These are the leading indicators that can be worked upon, and performance can be measured through the HRSC. For curriculum, MSU is already providing training on updating curriculum in alignment with the best industry practices, which is a lagging indicator, hence it is recommended that it should continue the same to improve the employability and impart the latest knowledge requirements per the industry, to improve the students’ feedback.

Soft Skills and Technical skills of Teachers

As teachers are more comfortable in offline modes than online modes, so engaging students in virtual exercises is a leading indicator. Students have reinforced this by suggesting that more ‘seminars’ should be conducted so that it helps to enhance technical skills. Students have also expressed opinion for more faculty events, so that teaching-learning is more joyful. The M.S. University is already taking steps to ensure that this issue is addressed, but university should engage in more such events. Students have also expressed interest in learning through case studies and field work, the university takes care of these aspects by giving training to newly appointed teachers for updating tools and techniques in accordance with the latest industry requirements, which is a lagging indicator for the HRSC. It is further recommended that the university must ensure that such practices must be monitored regularly so that improvements are done on a regular basis. It is found that the university does not give formal training to

newly appointed teachers in soft skills, which is found to be a leading indicator for the HRSC. This is in contradiction with the A++ university who gives training to teachers and staff in soft skills. As teaching – learning activities are highlighted in NAAC and NIRF, A++ universities are ahead of MSU in many of the areas of training, so these leading indicators need to be addressed by MSU.

‘Pedagogy of Teachers’ and ‘Teachers Engagement with Students’

Students have expressed their opinions on improvement required in communication skills, stress management, teachers helping them identifying their strengths, interview skills, personality development, group discussion, risk taking ability. The highest improvement is required in communication skills and lowest in risk-taking abilities. It is recommended that The M.S. University must give training in communication skills to teachers.

It has been found that the M.S. University does not give any training to teachers in soft skills, stress management, collaboration and teamwork, so these are identified as the leading indicators, and need an addressal that would help to drive the university towards betterment of teachers, hence improving the feedback of students towards their teachers. These areas have also been highlighted by A++ university. It has been found that ‘training of teachers in new methods of teaching’ and ‘special programs to bring changes in attitude’ are not rated very highly by the M.S. University. As these are one of the methods of developing competencies of teachers, so these can be worked on in the future to bring improvement. ‘Training in new methods of teaching’ has been underrated by almost all universities including the M.S. University so this needs to be addressed.

Leadership Qualities of Teachers

Students perceive that teachers’ must improve their presentation skills. As this is the area of improvement that students have identified, improvement must be done to make it better. It has been found that the M.S. University already provides professional training and industrial training to teachers, so it is recommended that the university must keep on building competencies of teachers in line with students’ needs.

Improvement in ‘Perception of teachers’ from the current position in the following areas

Perception of teachers differs significantly in various faculties of The M.S. University. It is recommended that The M.S. University must take steps to introduce training in areas like time management, soft skills, quality of knowledge, technical skills,

diversity and inclusion, enhancing creativity skills, assessment criteria, communication skills, collaboration between industry and academics, flexible curriculum, and career counselling. All the areas discussed above need are leading indicators of the HRSC, to be addressed so that training is given in different faculties of the university. These areas are also covered in the NAAC, NIRF, NEP, 2020, and committees and commissions formed on higher education. As the M.S. University gives training to teachers on updating curriculum in alignment with best industry practices, so such training must be continued in future also.

Ability enhancing tools: Curriculum, Teaching methods (TM), and Assessment methods (AM) for enhancing abilities of students

It has been found that abilities of students are enhanced by teaching methods as highlighted by students for enhancing almost all abilities. Teaching methods stood out of all three. So, the university must arrange for training and development programs for all teachers for enriching their pedagogical tools and techniques. Students perceive that teaching methods play a pivotal role in honing their skills and abilities. More focus must be on improvising teaching methods. An improvement may also be done in curriculum and assessment methods so that both equally contribute to enhancing the abilities of students and teaching learning processes are better streamlined. It has been found that the M.S. University rates the method of ‘giving training to teachers in assessment methods’ as one of the most important methods of developing competencies of teachers, so such practices should continue.

Soft Skills of Staff (SSS)

Students have perceived that there must be a grievance redressal system in case of any issues. Students want that their grievances should be responded in a timely manner. So, training should be given to staff in conflict management so that such issues are tackled by the university in a better manner. Conflict management has been stressed upon in NEP, 2020 as well. As there is no autonomy given to teachers for designing curriculum, pedagogy, and evaluation. So, teachers should be given training on the same.

Current employment Structure at universities

Recommendation for permanent teachers

It has been found that the temporary staff is more as compared to permanent teachers at the M.S. University which is in total contradiction to the A++ universities. To get a better NIRF ranking and NAAC grading, it is recommended that the permanent

teaching staff can be increased by hiring more permanent teachers and reducing temporary staff. This presents as an opportunity for MSU to get more permanent teachers on board to match the other universities, thereby allowing it to compete with other universities with better ranks and grades. Recruiting permanent teachers in future would also increase motivation among teachers as discussed in the literature review and would be a leading indicator.

The figures of teachers and temporary staff at the M.S. University are not at par with A++ and A grade universities as both have a much higher number of permanent staff when compared to the low number of the very few temporary/ contractual staff.

Training to newly appointed teachers

It is recommended that the M.S University should include training in conflict management and stress management, inter-disciplinary thinking, and modular training during in-service training programs, or at later dates by making a training calendar. These areas are very much highlighted by the NEP, 2020.

Recommendation for training to teaching and non-teaching staff:

The M.S. University does not provide training to its teaching and non-teaching staff in the following areas: quality assurance, total quality management, 5S, ISO certification, soft skills training, conflict management, time management, collaboration, and teamwork. However, non-teaching staff is only provided training in technology, as this a lagging indicator for the HRSC. It is there recommended that training must be provided to teachers and staff in the above-mentioned areas.

Recommendation for HR practices

Motivation

MSU reports that they only ‘Occasionally’ reward teachers on students’ feedback and ensure teachers are well-engaged ‘occasionally’. Their approach here is different from that of the other A++ rated universities that indulge in these activities often or always. Thus, this becomes an area of improvement and leading indicators for the HRSC that MSU must focus on in the future.

Empowerment and Participation

This is an area where MSU can remain consistent to keep abreast and even ahead of other top ranked institutions.

Career Development

MSU is doing better than most universities and it should continue the same. Giving financial aids or at least giving training to identifying financial aids will help faculties plan their career development. It is recommended that The M.S. University must provide teachers with national and international scholarships.

Recognition and Rewards

It can be suggested that MSU has not yet developed a fast-track promotion system for recognizing high impact research and contribution. So, it is recommended that the M.S. University think on these lines as it is also done by one of the A++ universities. There is no reward and recognition policy. Rewards and recognition policy must be made, and teachers should be made aware of the same.

Feedback

This practice reflects that MSU needs to improve upon these areas and engage in more feedback systems to match up to the A++ ranked counterparts. As The M.S. University does engage in feedback from self, university heads, and students, but not colleagues, so a comprehensive feedback mechanism like 360-degree feedback is suggested and recommended in future. This would involve a complete feedback mechanism as feedback would be given from every perspective so that overall improvement takes place.

Thus, it can be suggested that MSU may do well to engage in additional activities like building ‘competencies of teachers’, conducting ‘training and development activities for teachers’, and ensuring ‘commitment to university’s vision/mission’ to match and even better the ranking of A++ universities. These would be the leading indicators that would help to improve performance and define future growth. Leading indicators are supposed to be a part of managing the high-performance work systems of the HR Scorecard. By including all recommendations, the university’s grading/ranking can be improved further. Earlier the university was A, when data was collected. In 2023, the university got an A++ grade from NAAC. This is in line with the university’s development.

Recommendation for developing competencies of teachers

As students have raised concerns regarding teachers teaching in online methods, and therefore it is recommended that training should be given to teachers on new methods of teaching and should be considered important by the M.S. University as this is the need of the hour. To fulfil the above-mentioned competency, training in technology must be given to teachers so that teachers are well equipped to teach in both

the modes (online and offline). It is recommended that The M.S. University must consider ‘training teachers in technology’ as highly important so that satisfaction of students is enhanced w.r.t. teaching methods of teachers.

Recommendation for measuring ROI by the M.S. University

It is recommended that the M.S. University only considers ‘students’ satisfaction’, and ‘teachers’ contribution to research’ as two important factors to measure ROI. It has been seen that there are other factors that have been considered important by the A++ and ‘A’ grade universities that are: competencies of teachers, training and development activities for teachers, recognition and rewards given to teachers, and commitment to university’s vision and mission. Thus, it is recommended that the M.S. University must take these factors into consideration and work on these so that the university gets a better ROI.

Recommendation for factors measuring teachers’ performance

It is recommended that the M.S. University considers adapting to technology as an important factor for enhancing the satisfaction of students, teachers involving in self-appraisal as this factor is considered by both A++ universities. So, it is recommended that the M.S. University must consider and work on this in future. Surprisingly, clarity of institutional goals has not been highlighted by any of the universities. This is the foremost parameter to be considered while developing the HR scorecard because everything else is aligned with the vision/ mission/ strategy. Thus, it is recommended that awareness must be created on the ‘clarity of university’s goals’ by MSU. ‘Introduction of new courses by the teacher’ has been a highlight by one of the A++ universities. So, it is recommended that the M.S. University must consider this factor to measure the performance of teachers.

Recommendation for attributes that make university student friendly

Universities with better grades believe that innovative teaching learning activities, research orientation among teachers are important attributes that make universities student friendly. It is thus recommended that the M.S. University must take steps to improvise teaching-learning activities. Students have also opinionated that innovation must be encouraged among teachers and teachers should improve the methods of teaching. Therefore, it is recommended that training should be provided to teachers for the same.

Conclusion

Perception towards ‘curriculum appropriateness’ is linked to gender (female), age (25 and above), and faculties respondents belong to. Perception towards ‘tech-pro teachers’ is linked to gender (female), age (25 and above), and medium of instruction and the program (PG) students and faculties they belong to. Respondents opined for ‘teachers should encourage innovation among students.’ Teachers at MSU are found to be better on soft skills than the technical skills. However, perception of soft skills and technical skills is dependent on gender, age group (25 and above), and program respondents are pursuing and faculties they belong to. Respondents perceive organizing seminars is better than other methods of skill development to enhance technical skills. Perception towards Pedagogy of teachers and Teacher engagement with students is not linked to gender, age group, MOI, and program pursued by respondents. However, it is linked to the faculties they study in. Perception towards Leadership qualities of teachers could not find linkages to gender, age groups, medium of instruction, and programs/ courses they pursued. However, it is linked to faculties respondents study in. On suggestions regarding betterment of faculties, it is found that respondents from various faculties have opted for various suggestions which is unique to respective faculties. Teaching methods have been significant ability enhancing tools such as problem-solving skills, critical thinking skills, engagement in deeper learning, team building attributes, innovation, creativity, confidence building, professional education, employability, business and entrepreneurial skills, research orientation, ethics and values, and basic concepts. However, identification of strengths and weaknesses could be done significantly through assessment methods as perceived by students. There is no difference between curriculum and assessment methods for the foregoing ability enhancement tools. Perception of respondents on soft skills of staff is indifferent based on gender, age, MOI, and program they are pursuing. Having mean score between neutral to agreement, there can be a scope of further improvement which can be explored through different study. The HR Scorecard reflects on the leading and lagging indicators derived from students’ feedback and comparison of MSU with A++ universities and other universities too. On the university forefront, the M.S university was an A grade (NAAC) while the data was collected, but in 2022 the university’s grade got better and NAAC accredited an A+ grade.

Leading indicators of the HR Scorecard for The M.S. University highlight that ratios for permanent to temporary/ contractual staff are quite alarming as compared to both A++ universities. Areas for training to the newly appointed teachers include: Cross-disciplinary thinking, Enhancement of soft skills in teachers, stress management techniques, refresher courses, inter-disciplinary thinking, Training on updating curriculum in alignment with best industry practices. These areas of training are covered by A++ universities, so are the leading indicators for MSU as The M.S. University does not give training in these areas to teachers. All these subjects are very much part of the NEP, 2020. Areas of training for both teaching and non-teaching staff for MSU must include training in 5S, ISO, conflict management, time management, training in technology to teaching staff, soft skills training, collaboration and teamwork. The HR practices including motivation, empowerment and participation, recognition and rewards, and feedback system must be made better at The M.S. University's. Teachers are promoted through appropriate rewards, promotions, and recognitions. However, there is no set policy for the same. The M.S. University gives autonomy to its teachers for designing curriculum, pedagogy, and evaluation of students which are also followed by A++ graded universities. No scholarships are given to teachers for career development. Competencies of teachers must be developed by organising industrial training, behavioural training, training in curriculum as done by other A++ universities. The main thrust of the HRSC is to measure employee performance and it must be done taking into consideration certain factors like innovation and creativity in pedagogy, clarity of institutional goals, introduction of new courses by teachers, as done by other A++ universities. However, lagging indicators for newly appointed teachers include Clarity about university's vision/ mission, Evaluation process and marking system, Knowledge of rules and regulations of the university, Information and Communication Technology (ICT), and research orientation and training in technology is given to non-teaching staff only.

The better rated universities are working on students' feedback which M.S. University does not. Most of universities are adopting the same practices as that of MSU. To further improve the grade of university, the university can come at par with A++ universities and incorporate the best practices like 'always' engaging teachers and rewarding teachers on students' feedback as is done by A++ universities. M.S. University has been seen consistent in designing curriculum and even ahead of other top ranked institutions. The M.S university is doing better than most other universities in career development

of teachers. The university can incorporate the leading indicators that would help to define the future growth and success of the university and would also help the university to improve the grading and ranking in the coming years. The leading indicators as mentioned above are going to be included in management of high-performance work systems of the HR scorecard where the university would take steps to work on these in resonance with the A++ universities. The KPIs must be set up for measuring the leading indicators and students' feedback would reveal the improvement in the existing system. The HR scorecard highlights the lagging and leading indicators so that the gap is filled by setting the KPIs and improvement is gauged through the students' feedback of their teachers and staff, thereby completing the improvement loop.