

ANALYSIS OF FEEDBACK FROM TEACHING FACULTIES REGARDING IMPORTANT ASPECTS AFFECTING DAIRY SCIENCE EDUCATION IN THE COUNTRY

A. K. Makwana¹ & M. D. Gurjar²

¹Associate Professor, SMC College of Dairy Science, Anand Agricultural University, Gujarat, India

²Assistant Professor, SMC College of Dairy Science, Anand Agricultural University, Gujarat, India

Received: 16 Mar 2018

Accepted: 25 Mar 2018

Published: 31 Mar 2018

ABSTRACT

The present study has includes the feedback from teaching faculty who are actually involved in providing dairy science education. The teaching faculty can give good insights on the actual status of the teaching environment, they can throw light on issues concerning teachers, support of administrative staff, state of amenities in the college and the university campus, changing classroom conduct and performance of students, and so on. Most of the teacher respondents indicate that the workload in teaching is more than what they feel it should be. And similarly, most of the respondents feel that workload in Research is less than what they desire. Only 5% of teachers were dissatisfied with the over-allocation in teaching time, but a high number (13%) were dissatisfied with under-allocation of time in Research, also a high number (12%) of teachers were dissatisfied with over-allocation in administration activity. Around 25% of respondents expressed dissatisfaction over the permission and support to participate in such type of events abroad.

Respondent teachers were satisfied with the physical facilities (office, classroom, LCD projectors, laboratory, internet etc) available in the college. However, the degree of dissatisfaction was higher in case of Vehicle for field visits (15%), Technical Staff (adequacy & quality) (23%), Supporting Staff (adequacy & quality) (24%). A high degree of disagreement (in range of 15 to 24%) was seen in the student attributes like - Have stage fear (23%), informed about the current affairs (24%), Confidence in oral presentation (16%), Time management (20%), Innovation (17%).

Majority of teacher respondent agree that colleague is supportive/encouraging but that is not the case with university and college administration. Around 44% agree that Present curriculum loaded with more theory than practical. Around 23% disagree that Staff recruitment procedure is appropriate and periodical.

KEYWORDS: Dairy Education Teaching Faculties, Teaching Satisfaction, Teacher's Feedback, Dairy Professionals, Dairy Colleges

INTRODUCTION

The present study has includes the feedback from teaching faculty who are actually involved in providing dairy science education. The teaching faculty can give good insights on the actual status of the teaching environment, they can throw light on issues concerning teachers, support of administrative staff, state of amenities in the college and the university campus, changing classroom conduct and performance of students, and so on.

These aspects can also have an influence on the quality of dairy science education in the country. Hence, it was decided to take the feedback from all the 20 dairy science colleges in the country. A questionnaire prepared for Teachers was sent to all colleges. However, the response rate was low, in total 66 responses were obtained out of which 33 responses (50%) were from SMC College of Dairy Science, AAU, Anand, and around 64% responses were from the colleges of Gujarat state alone (42 responses out of 66).

Salient findings from the feedback of teachers were as follows

Profile of Respondent Teachers

The overview of the profile of respondent teachers is given below. Responses from West, North, South and East region were 68%, 23%, 8%, 2% respectively.

- Around 77% respondents were male teachers.
- Around 95% of respondents belonged to Hindu religion.
- Around 65% respondents belonged to General, 15% to OBC and 4% each to SC and ST categories.
- A good number of respondents (around 58%) had Ph.D. qualification.
- Around 74% of the respondent teacher was from Assistant Professor Cadre.
- Around 48% respondents belonged to Dairy Technology department and representations from other department were in the range of 10 to 15%.
- Around 66% of the respondents had less than 15 percent of work experience.

Time Allocation for Teaching/Research/Extension/Admin Activities

The teaching staffs in Dairy Science College under SAUs has four main work areas – Teaching, Research, Extension and other non-teaching work such as Administration. There is a need to know the percentage of time spent in each activity to ensure a balanced workload. Many times it may happen that due to uneven workload, the quality of dairy science education may be affected and it can also affect the motivation and satisfaction level of the teacher. The details of actual allocation of time, desired allocation and the differences between the two are given in the table below. Allocation of Time (%): Actual and Desirable

Table 1

Sr. No	Particulars	Average Actual Allocation of Time (%)	Average Desirable Allocation of Time (%)	Difference (%) (Desirable – Actual)	Remarks
1	Teaching	46.38	40.17	-6.21	Over
2	Research	27.16	34.03	6.87	Under
3	Extension	11.70	13.03	1.33	Under
4	Corporate / Admin	14.74	12.75	-1.99	Over
5	Total	100	100		

From the above table, it can be seen that the most of the teacher respondents indicate that the workload in teaching is more than what they feel it should be. And similarly, most of the respondents feel that workload in Research is less than what they desire.

Satisfaction with Time Allocation Teaching/Research/Extension/Admin Activities

The below-mentioned table provides the information of satisfaction level with the actual time allocation among different activities.

It can be seen from the below-mentioned table that only 5% of teachers were dissatisfied with the over-allocation in teaching time, but a high number (13%) were dissatisfied with under-allocation of time in Research, also a high number (12%) of teachers were dissatisfied with over-allocation in administration activity.

Satisfaction of Respondents with respect to actual allocation of your time(N=66)

Table 2

Sr. No	Particulars	FS	SWS	NSD	SWD	FD	(%)
1	Teaching	58%	30%	8%	3%	2%	100%
2	Research	42%	30%	15%	11%	2%	100%
3	Extension	56%	24%	17%	2%	2%	100%
4	Corporate / Admin	44%	27%	17%	6%	6%	100%

FS = Fully Satisfied, SWS = Somewhat Satisfied, NSD = Neither Satisfied nor Dissatisfied,

SWD = Somewhat Dissatisfied, FD = Fully Dissatisfied

Satisfaction Level with respect to Seminars/Conferences/Symposia, Workshops and Trainings

Attending seminars/ conferences, workshops, and Training and other knowledge gaining and updating activities are necessary for the personal development of the teachers which will finally be useful in uplifting the dairy science education. Majority of respondent teachers were satisfied with the permission and support of university organizing and participating in seminar/conferences, workshops, and Training within the country, however, 25% of respondents expressed dissatisfaction over the permission and support to participate in such type of *events abroad*.

Satisfaction Level with respect to Physical Facilities & Staff at Office

It was seen that the majority of the respondent teachers were satisfied with the physical facilities (office, classroom, LCD projectors, laboratory, internet etc) available in the college. However, the degree of dissatisfaction was higher in case of Vehicle for field visits (15%), Technical Staff (adequacy&quality) (23%), Supporting Staff (adequacy&quality) (24%).

Satisfaction Level with Respect to Amenities Available/Accessible to Teacher on the Campus

It was seen that the majority of the respondent teachers were satisfied with the Amenities (which included banks, post office, canteen etc) available/accessible to the teacher on the campus. However, the degree of dissatisfaction was higher in case of staff quarters (20%), Medical services (20%), grocery shop (18%), Cultural room with instruments (21%), Gymnasium hall (23%).

Feedback Regarding Student’s Behaviour

It was seen that the majority of the respondent teachers were satisfied with the students’ behavior (which included Students response/interaction in the class, Students attendance, Submission of practical records, Students relationship with teachers, Students behavior in/out of the class/exam hall/ co-curricular activities, etc.). However, the degree of

dissatisfaction was higher in case of Class strength of students (intake) (23%), Students interest in extension activities (11%), Quality of presentation in UG courses (11%), Quality of students (merit) (11%).

Feedback regarding Student's Quality Attributes

It was seen that the majority of the respondent teachers indicated that students were good in attributes like- Sincere, Get along well with co-students/teachers and usually follow the university rules.

However, a slight disagreement (range 10 to 15%) was noted in many areas including hardworking, Punctual, decision making skill, leadership skill, etc. A high degree of disagreement (in range of 15 to 24%) was seen in the attributes like - Have stage fear (23%), informed about the current affairs (24%), Confidence in oral presentation (16%), Time management (20%), Innovation (17%).

Perception of Faculty about University/College Administration/Programmes

Majority of teacher respondent agree that colleague is supportive/encouraging but that is not the case with university and college administration. The majority say that Sufficient funds are available for teaching activities but not for research and extension activities. A majority say that Teachers Association is not functioning well.

Minority (10%) disagree that Present fee structure is appropriate but many (30%) say that Present students' admission procedure is appropriate. Around 44% agree that Present curriculum loaded with more theory than practical. Around 23% disagree that Staff recruitment procedure is appropriate and periodical.

SUMMARY AND CONCLUSIONS

- Most of the teacher respondents indicate that the workload in teaching is more than what they feel it should be. And similarly most of the respondents feel that workload in Research is less than what they desire.
- Only 5% of teachers were dissatisfied with the over-allocation in teaching time, but a high number (13%) were dissatisfied with under-allocation of time in Research, also a high number (12%) of teachers were dissatisfied with over-allocation in administration activity.
- Majority of respondent teachers were satisfied with the permission and support of university organizing and participating in seminar / conferences, workshops and Trainings within the country, however 25% of respondents expressed dissatisfaction over the permission and support to participate in such type of *events abroad*.
- Respondent teachers were satisfied with the physical facilities (office, classroom, LCD projectors, laboratory, internet etc) available in the college. However degree of dissatisfaction was higher in case of Vehicle for field visits (15%), Technical Staff (adequacy & quality) (23%), Supporting Staff (adequacy & quality) (24%).
- Majority of the respondent teachers were satisfied with the Amenities (which included banks, post office, canteen etc) available/accessible to teacher on the campus. However degree of dissatisfaction was higher in case of staff quarters (20%), Medical services (20%), grocery shop (18%), Cultural room with instruments (21%), Gymnasium hall (23%).
- Majority of the respondent teachers were satisfied with the students' behaviour (which included Students response/interaction in the class, Students attendance, Submission of practical records, Students relationship with

teachers, Students behavior in/out of the class/exam hall/ co-curricular activities, etc.). However degree of dissatisfaction was higher in case of Class strength of students (intake) (23%), Students interest in extension activities (11%), Quality of presentation in UG courses (11%), Quality of students (merit) (11%).

- Majority of the respondent teachers indicated that students were good in attributes like- Sincere, Get along well with co--students/teachers and usually follow the university rules. However a slight disagreement (range 10 to 15%) was noted in many areas including hardworking, Punctual; decision making skill, leadership skill, etc. A high degree of disagreement (in range of 15 to 24%) was seen in the attributes like - Have stage fear (23%), informed about the current affairs (24%), Confidence in oral presentation (16%), Time management (20%), Innovation (17%).
- Majority of teacher respondent agree that colleague is supportive/encouraging but that is not the case with university and college administration. Majority say that Sufficient funds are available for teaching activities but not for research and extension activities. Majority say that Teachers Association is not functioning well.
- Minority (10%) disagree that Present fee structure is appropriate but many (30%) say that Present students' admission procedure is appropriate. Around 44% agree that Present curriculum loaded with more theory than practical. Around 23% disagree that Staff recruitment procedure is appropriate and periodical.

ACKNOWLEDGEMENT

The above-mentioned article is a part of research work done under the ICAR (Indian Council of Agriculture Research) sponsored research project titled" Movement of Dairy Professionals in Western India (Graduates, Post-Graduates, and Doctorates)- A Career Path Analysis". We would like to thank (ICAR), for sponsoring the project.

REFERENCES

1. *Competitiveness through quality for food processing in India. Adoption of Global Best Practices in Processed milk and Dairy Products industry. Sponsored by National Manufacturing Competitiveness Council (NMCC).Report submitted by FICCI Quality Forum.*
2. *Dairy India (Edition Seven), Published by Dairy India Yearbook, New Delhi.*
3. *Desai, H.K (2007): "Imparting Quality Dairy Vidya" Dairy India 2007, pp 427-428*
4. *Fifth Deans' Committee Report, published by Agricultural Education Division, Indian Council of Agricultural Research (ICAR), New Delhi – 110012.*
5. *Kharki, BirBahadur 2005. Strategic planning in co-operative sector: A study on dairy co-operatives. The Journal of Nepalese Business studies, vol. II No. 1 pp 72 -80.*
6. *Mathur, B. N. 2000. Dairy Education and Research-Vision for the Next Millennium. Indian Dairyman 52:39-43*
7. *NDDDB Annual Report 2015-16.*

8. Pandya, A.J (2007): “Dairy Science Education and Training” Dairy India 2007, pp 417-421.
9. Shah BP and Gurjar MD, Bhadania AG, Aparnathi KD, Shah DR (2012). Quality Dairy Education in India. A paper presented at the National Workshop on “Revamping Education and Research in Dairy Processing to meet Global Challenges” held at College of Dairy Science and Technology, Mannuthy ,Thrissur – 680651, during 27 – 28th September 2012.
10. Sharleen D’Souza &Sohini Das (2013) foreign dairy players eye India entry. Retrieved from (http://www.business-standard.com/article/markets/foreign-dairy-players-eye-india-entry-113090400442_1.html)
- 11 Tewari, D. D. 2011. Wealth creation through mass capital mobilization through a cooperative enterprise model: Some lessons for transplanting the Indian experience in South Africa. African Journal of Business Management vol. 5(22), pp. 8980-8989.