Survey Report

on

Assessment of Teachers Self-Evaluation and Self-Reflection on Teaching and Learning Activities, Classroom Engagement, and Learning Management

Academic Year: 2024/25

Submitted to:
Internal Quality Assurance Committee (IQAC)
Tikapur Multiple Campus

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This report is prepared as part of the academic quality enhancement initiative to support evidence-based planning and continuous improvement at Tikapur Multiple Campus.

Acknowledgement

We would like to express my profound gratitude to all the faculty members who have contributed to the successful completion of this "Survey Report on Assessment of Teachers' Self-Evaluation and Self-Reflection on Teaching and Learning Activities, Classroom Engagement, and Learning Management". First and foremost, we extend my sincere thanks to the administration of Tikapur Multiple Campus Internal Quality Assurance Committee (IQAC)for assigning the task of conducting this survey and writing report of this study. The commitment of campus administration team to improve educational quality through the evidence based issue detection and resolving the issue is commendable.

We are deeply indebted to all the faculty members who participated in this survey and responded honestly. In other words, their honest responses, insights, and time have been invaluable in providing a comprehensive picture of the current state of teaching practices and professional development needs at the campus. Our heartfelt appreciation goes to the colleagues, for providing valuable feedback to ensure overall validity and relevance of the report. In addition, their expertise has significantly enhanced the quality of this study. We would also like to acknowledge the administration of Tikapur Multiple Campus for assigning the responsibility. This report is a testament to the collective effort and dedication of all involved parties towards enhancing the quality of higher education at Tikapur Multiple Campus.

Finally, we extend my gratitude to the University Grants Commission of Nepal for their ongoing support of quality assurance initiatives in higher education, which provided the broader context for this study.

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Executive Summary

This survey explores perception, strength, weakness, and development requirements among faculty personnel at Tikapur Multiple Campus and finds how teaching effectiveness can be enhanced and how gaps between student-teacher expectations can be filled. Mixing teacher self-assessment information and classroom behavior perception, the inquiry finds key areas of convergence and divergence between students and teachers. Teachers demonstrated strong orientation toward work and strong confidence toward preparing lessons, communication, student participation, and inclusive teaching practice. Shared perceptions between teachers and students on classroom behaviors, teaching preparation, and teacher-student interaction incline toward a positive academic environment. However, there were several areas that exhibited mismatch of perception particularly on homework assignment, student participation, teaching speed, and preference toward practical or theoretical orientation. These mismatches signal the need for tighter convergence between teaching and learning expectations.

Teachers also carried out self-analyses on their professional strength and weakness. Though content command, clarity, and motivation were identified as prime strength areas, limited utilization of technology, poor time management, and heavy dependence on lectures were mutually recognized weakness areas. Majority of teachers showed eagerness to develop themselves further through areas like pedagogy using technology, practical instruction, assessment practice, and student motivation. They also demanded institution-based support through faculty development programs, enhanced infrastructure support, incentives, and policy-level boost. The results highlight the centrality of a holistic approach integrating self-initiated faculty development with institution-based support initiatives. Alignment between student and teacher expectations, utilization of technology, and student-centric pedagogy are also very important building blocks toward quality and outcomes improvement at Tikapur Multiple Campus.

Major Findings of the Survey

- The structured questionnaire used to assess teaching practices shows excellent internal consistency, with an overall Cronbach's Alpha of 0.821 (raw) and 0.826 (standardized). Key dimensions such as Assessment and Feedback (0.875)**,** Communication Activity (0.873)**,** and Student Engagement (0.865) exhibit the highest reliability.
- **Strong Teacher Commitment and Professionalism**: Faculty members demonstrated high levels of dedication, punctuality, subject knowledge, and regular classroom attendance, which were recognized by both teachers and students.
- **Alignment in Core Classroom Values**: Teachers and students shared similar perceptions on teaching preparation, discipline, teacher-student interaction, and teacher commitment to student success.
- **Perception Gaps in Student Engagement**: Teachers expected active student participation and responsibility in learning, but observed student passivity, preference for rote learning, and neglect of assignments.
- **Challenges in Practical and Technology-Integrated Teaching**: Teachers identified difficulties in shifting from theoretical to practical teaching and acknowledged limited use of digital tools in instruction.
- **Self-Identified Strengths**: Teachers highlighted their strengths in content mastery, clarity in instruction, patience, motivation, communication, and the use of real-life examples.
- **Common Weaknesses**: Reported challenges included poor time management, incomplete syllabus coverage, limited feedback integration, overreliance on lectures, and occasional institutional role-related absences.
- **High Motivation for Professional Growth**: Most teachers expressed a strong desire to improve their teaching through technology adoption, practical methods, better pedagogy, and reflective practices.
- **Need for Institutional Support**: Teachers emphasized the need for campus-level support such as training, infrastructure, incentives, and higher education opportunities to implement improvements effectively.

- **Positive Student Feedback Influencing Teaching Goals**: Teachers reported adapting their teaching goals based on student feedback, including better evaluation, motivation, and interactive strategies.
- **Desire for Holistic Teaching Approach**: Faculty showed interest in engaging students beyond classrooms, improving parental interaction, and promoting research, innovation, and student empowerment.

Policy Recommendations for Improving of the Program:

Based on perception of respondent teachers following policy recommendations are made:

- Establish Regular Faculty Development Programs (FDPs): Conduct periodic training on modern pedagogy, digital tools, and student engagement strategies.
- Promote Use of Digital Teaching Tools: Provide access to ICT infrastructure, AI-based platforms, and training in digital content creation.
- Incorporate Continuous Student Feedback Systems: Institutionalize mechanisms to collect, analyze, and respond to student feedback on teaching practices.
- Encourage Practice-Based Learning: Design policies to ensure a balance between theoretical and practical content in all subject areas.
- Develop Clear Guidelines for Syllabus Completion: Implement planning tools and monitoring mechanisms to ensure timely course coverage.
- Strengthen Incentive and Recognition Schemes: Reward innovation, classroom excellence, and student engagement initiatives through awards and promotions.
- Enhance Infrastructure and Teaching Materials: Improve library resources, digital labs, and classroom layouts to support modern instruction.
- Promote Research and Innovation Culture: Encourage faculty-led research, publication, and the integration of research into teaching.
- Foster Inclusive and Culturally Responsive Education: Develop training and materials that reflect diversity and support students with varying needs.
- Improve Administrative and Monitoring Support: Enhance campus-level coordination, monitoring of attendance, and follow-up on academic performance and discipline.

Conclusions

The survey reveals a dedicated and experienced faculty at Tikapur Multiple Campus with a strong commitment to the teaching profession and excellence. In addition, teachers demonstrated confidence in their subject knowledge and teaching abilities, there are opportunities for growth in understanding curriculum requirements, implementing modern pedagogical methods, and integrating technology into teaching practices.

CHAPTER ONE

INTRODUCTION

Context of the Survey

The survey was conducted at Tikapur Multiple Campus to assess teachers' perceptions of their teaching practices, classroom environment, student engagement, assessment methods, and professional development. Set against the backdrop of ongoing efforts to improve higher education quality in Nepal, the study focuses on understanding how teachers view their roles and challenges in delivering effective, inclusive, and student-centered education. The campus represents a diverse academic setting where enhancing pedagogical approaches and integrating modern technology are key priorities. The survey findings provide valuable insights into current practices, highlight areas needing improvement, and serve as a foundation for informed decision-making and capacity building.

The quality of higher education is intrinsically linked to the effectiveness of its teachers. In an ever-evolving academic landscape, the ability of teachers to critically evaluate their practices and reflect on their methodologies has become increasingly crucial. The role of teachers in shaping the academic and personal growth of higher education students is paramount (Sa & Serpa, 2022; Gordon & Whitchurch, 2010; Davis & Murrell 1993). At the heart of effective teaching lies a continuous process of self-evaluation and self-reflection, enabling educators to assess their teaching methods, identify areas for improvement, and implement changes that enhance their instructional practices (Nobutoshi, 2023; Subedi, 2024; Montgomery, 2018). As educational landscapes evolve, the importance of these reflective practices has become increasingly recognized, prompting institutions to support and facilitate such endeavors among their faculty (Darling-Hammond, 2015; Rosemary et al., 2015)**.** Evidently, the study on the teacher self-evaluation and self-reflection helps to link the teaching content, learning environment, and student engagement for better learning outcomes and also addresses challenges and offers strategies for overcoming them (Ashwin et al., 2020). Laska et al.(2023) concluded that internal evaluation process involves self-assessment for teacher performance improvement. Hence, there should be requirement of self-evaluation and self-reflection to ensure performance of teacher.

University teacher's reflection and self-evaluation is a vital practice that promotes personal and professional growth, enhances teaching effectiveness, ensures accountability, and aligns individual efforts with institutional goals (Henard & Roseveare, 2012; Creemers et al., 2012). In other words, self- reflection and self-evaluation aim to foster personal and professional growth, improve teaching effectiveness, and enhance the overall quality of education within the institution (Steinert et al., 2016). Dutta et al. (2023) asserted that self-reflection and peer assessment enhance self-directed learning in higher education. In addition, this supports formative and summative assessments of students to improve their learning process. Therefore, this survey report has focused on the Teachers' Self-Evaluation and Self-Reflection at Tikapur Multiple Campus in 2024 and aims to shed light on these essential aspects of professional development in higher education.

Introduction of Tikapur Multiple Campus

Tikapur Multiple Campus (TMC) was established as an affiliated higher educational institution under the affiliation of Tribhuvan University in 2001 AD. Access to higher education is crucial for promoting equity, social mobility, and economic development at the local as well as national level. It played a crucial role in providing access to higher education in this region. Essentially, ensuring that higher education is accessible to poor and vulnerable populations is essential for promoting equity, social mobility, and economic development.

TMC became a part of Higher Education Reform Project of University Grants Commission (UGC) Nepal to upgrade higher education quality. Initially, it was certified as a Quality Assurance and Accredited (QAA) by UGC Nepal in 2016 AD. It got a second round QAA certificate 2020 and the third round of certification is the progress. Therefore, it is one of the QAA certified leading campuses of Nepal and has been selected as second position in Higher Education Reform Project (HERP). Hence, Tikapur Multiple Campus, a prominent educational institution, is committed to fostering a culture of continuous improvement among its teaching staff. This commitment is aligned with broader educational goals that emphasize teacher development as a critical component of academic excellence. In this context, understanding the current state of self-evaluation and self-reflection practices among teachers is essential for designing effective professional development programs and enhancing the overall quality of education provided.

Objectives of the Survey

This general objective of the survey report is to understand teachers' perception on their teaching performance and practice on the basis of self-reflection and self-evaluation processes. The study also evaluates the impact of these practices on the professional development and teaching effectiveness of campus teachers. Furthermore, the survey aims to identify effective self-evaluation and reflection aspects for teachers' professional growth on campus, identifying those that need improvement. The specific objectives are as follows:

i) To gather and analyze teachers' perceptions on eight major dimensions of teaching and learning self-reflection and self-evaluation on teaching and learning.
ii) To focus on discovering the need assessment regarding types of training or resources teachers feel need in improving their professional lives.
iii) To explore the practical linkage between teachers' reflection on their performance and student's academic success.

Rationale and Significance of the Survey

The rationale for conducting this survey was to gain a clear understanding of teachers' perceptions regarding their instructional practices, classroom management, and professional development at Tikapur Multiple Campus. In other words, by capturing both teachers' self-assessments and their views on student engagement and feedback, the survey aimed to identify strengths, challenges, and gaps in teaching effectiveness. This information is essential for informing targeted interventions, enhancing teaching quality, and fostering a supportive learning environment. Additionally, the survey sought to explore the alignment and differences between teacher and student perceptions to promote mutual understanding and improve educational outcomes through evidence-based policy and professional development initiatives.

The survey on campus teachers' self-evaluation and reflection is crucial for professional development, teaching effectiveness, accountability, and aligning practices with institutional goals. It empowers teachers, improves student outcomes, promotes a reflective culture, supports data-driven decision-making, and enhances teacher-student relationships. In this context, Dutta et al. (2023) asserted that self-reflection and peer assessment enhance self-directed learning in higher

education. In addition, formative and summative assessments support students' learning progress. Similarly, Widyanita et al. (2023) underscored that teachers need to use self-reflection for self-awareness, improvement, and professional progress. Therefore, self-reflection helps teachers adjust methods and respond to student needs. Furthermore, Laska et al. (2023) concluded that the internal evaluation process involves self-assessment for teacher performance improvement. Hence, there should be a requirement of self-evaluation and self-reflection to ensure performance of teachers.

Therefore, this survey is significant for several reasons. First, it provides a comprehensive overview of the self-evaluation and self-reflection practices among teachers at Tikapur Multiple Campus, offering a baseline for future studies and interventions. Second, the insights gained can inform the development of professional development programs tailored to the specific needs and challenges of the faculty. Third, by highlighting areas where teachers feel supported or constrained, the study can guide campus administrators in creating an environment that fosters continuous professional growth. Ultimately, the findings of this survey will contribute to enhancing the quality of education at Tikapur Multiple Campus by promoting effective teaching practices through reflective and evaluative approaches.

Structure of the Survey Report

This survey report is structured in four chapter. They are presented as follows:

Chapter 1 Introduction

Chapter 2 Methodology of the Survey

Chapter 3 Result and Discussion

Chapter 4 Summary of Findings, Conclusions and Recommendations

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CHAPTER TWO

Methodology of the Survey

Survey Design

This study employed a mixed-methods approach, combining quantitative and qualitative data collection techniques. The primary design was a descriptive cross-sectional survey, supplemented by both close-ended and open-ended questions to capture nuanced insights into teachers' self-evaluation and self-reflection practices at Tikapur Multiple Campus(TMC) in 2025.

Study Population and Sample

There are currently 39 faculty members in TMC and structured Google form questionnaire was sent to all the teacher and 27 teachers completed the form. Therefore, sample size of the study were 27 teachers. This approach eliminated sampling bias and provided a holistic view of the teaching staff's perspectives.

Survey Instrument

A structured questionnaire was developed, incorporating both closed-ended and open-ended questions. The Google Doc was used to administer the survey questionnaire. The instrument was designed to gather comprehensive information on teachers' self-evaluation and self-reflection practices, divided into the following sections:

- **Demographic Information:** This included age, gender, department, years of teaching experience, and employment status.
- **Self-Evaluation Practices**: This include frequency, and perceived effectiveness of self-evaluation.
- **Professional Development:** This include perceived needs, opportunities, and barriers.
- **Teaching Practices:** This included preparation, delivery methods, student engagement, and assessment techniques.

Data Collection Procedure

Data collection was carried out over a period of one month i.e. May 2025. The questionnaire was distributed electronically via email and Google Forms, with follow-up reminders sent to maximize response rates. In addition, the hardcopy of the survey questionnaire

was provided to faculty members who preferred this format. Additionally, follow-up reminder emails were sent weekly, and personal follow-ups were conducted to ensure maximum participation. Likewise, confidentiality and anonymity of the respondents were assured to encourage honest responses and maintain ethical consideration.

Data Analysis

Data Analysis Data analysis was conducted using a combination of quantitative and qualitative methods. The collected data were analyzed using Excel computer software programme. Descriptive statistics, figures were used to summarize the data.

- **Quantitative Analysis:** Microsoft Excel software and SPSS was used for statistical analysis. Descriptive statistics (frequencies, percentages, and mean) were calculated to assess the data concentration. The Cronbach's Alpha is employed to test the reliability and validity of the item included in the instruments used in the survey.
- **Qualitative Analysis**: Responses to open-ended questions were analyzed using thematic and content analysis.

Reliability and Validity of Instruments

The Cronbach's alpha is widely used to assess the internal consistency reliability of a set of scale or test items. Therefore, Cronbach's Alpha is employed to test the reliability and validity of the item included in the instruments used in the survey. Cronbach's Alpha Formula is presented as follows:

Cronbach's Alpha Formula $\alpha = \left(\frac{K}{K-1}\right) * \{1 - \frac{\Sigma\sigma^2(Y_i)}{\sigma^2 X}\}$

Where,

K = Number of items used in the survey questionnaire

σ^2(Yi) = Variance of each items used in survey questionnaire

σ^2X = variance of the total scores of items used in survey questionnaire

It is to be noted that Cronbach's alpha coefficient ranges from 0 to 1. The general guidelines for interpretation of the Cronbach's Alpha coefficients is given below:

Table 1

Interpretation of Cronbach's Alpha

Value of Coefficient(α)	**Internal Consistency**
Less Than 0.5	Poor Reliability
0.5 - 0.6	Questionable Reliability
0.6 - 0.7	Acceptable Reliability
0.7- 0.8	Good Reliability
0.8 - 0.9	Very Good Reliability
More than 0.9	Excellent Reliability

Limitations of the Survey Report

There is made best efforts were to ensure the robustness of the study. However, some limitations should be acknowledged:

- **Self-reporting Bias:** The reliance on self-reported data may be subject to social desirability bias of the respondents.
- **Time Constraints:** The cross-sectional nature of the study provides a snapshot view, limiting insights into changes over time.
- **Contextual Factors:** The study's findings may be influenced by specific contextual factors at Tikapur Multiple Campus, potentially limiting generalizability to other higher education institutions.

Despite these limitations, the comprehensive nature of the study and the high response rate provide valuable insights into teachers' self-reflection and self-evaluation practices at Tikapur Multiple Campus.

CHAPTER THREE

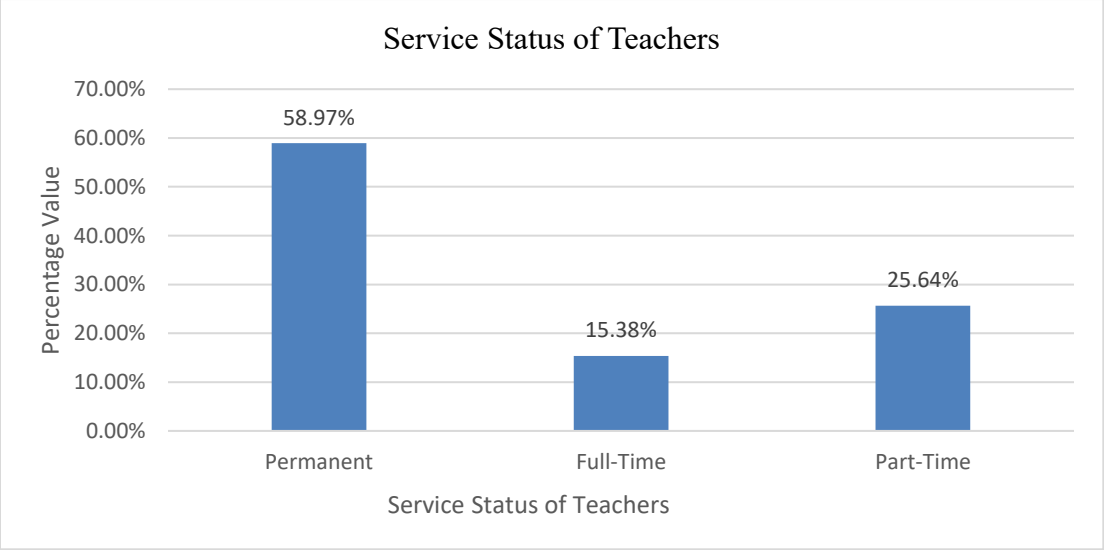
Survey Result and Discussion

The Campus Teaching Faculty Information

Tikapur Multiple Campus was established in 2001 AD to provide access to higher education to its aspirants. It has been conducting various subject programmes under management, social science and humanities and education faculty. There are currently 39 faculty members, belonging to three types of service terms and conditions viz; 58.97 percent permanents, 15.38 percent full-time temporary and 25.64 percent part time. Evidently, in average faculty members teaching experience is 14.71 years with maximum 24 years to minimum 1 year (Figure 3.1).

Figure 3.1

Teachers' Terms and Conditions



Source: TMC Faculty Survey Data 2025

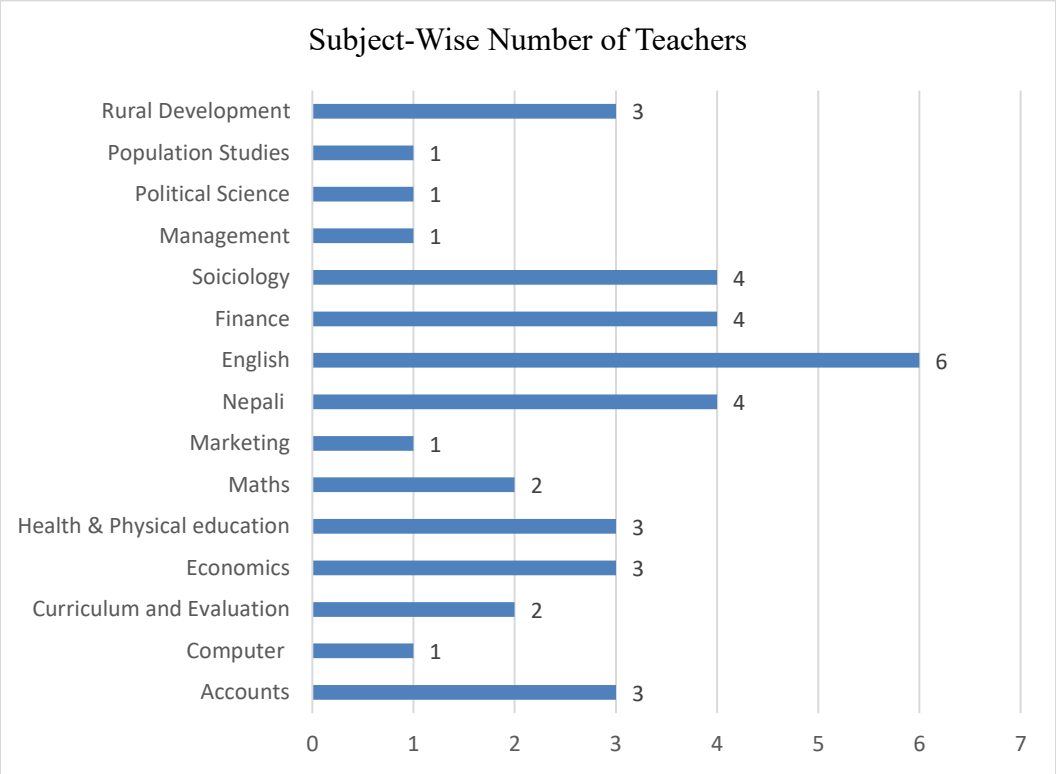
Subjects Teachers Distribution

The chart shows the number of teachers in various subjects, with English having the highest number at 6. Sociology and Finance have four teachers each, while Nepali has four teachers. Rural Development, Health & Physical Education, Economics, and Accounts have three teachers each.

Mathematics and Curriculum and Evaluation have two teachers each. Population Studies, Political Science, Management, Marketing, and Computer have one teacher each, indicating a smaller faculty presence. English is the most staffed subject, followed by Sociology, Finance, and Nepali. This distribution reflects the varying emphasis and resource allocation across different disciplines (Figure 3.2).

Figure 3.2

Subject wise Teacher Profile



Source: TMC Faculty Survey Data 2025

Service Status of Respondents

The Table 3.1 below shows that the majority of the respondents, 17 out of 27 (62.96%), are employed under Permanent service status. This indicates that most individuals surveyed enjoy stable, long-term employment contracts with likely access to job security, benefits, and other associated privileges. Moreover, a noticeable portion, 6 out of 27 (22.22%), are on Full-Time Contractual Agreements. These employees may have job responsibilities similar to permanent staff

but possibly with less job security, fewer benefits, or different contractual obligations. Furthermore, only 4 out of 27 (14.81%) are on Part-Time Contracts, suggesting that part-time roles are less represented by the respondents.

Table 3.1

Service Status of Respondent

Service Status	Frequency	Percentage
Permanent	17	62.96%
Full-time contract	6	22.22%
Part-time contract	4	14.81%
Total	**27**	**100%**

Note. Table 3.5 shows service status of respondents Source: TMC Faculty Survey Data 2025.

Faculty Affiliation of Respondents

Table 3.2 below presents the distribution of respondents according to their faculty affiliation. The respondents were drawn from three major faculties: Management, Education, and Humanities & Social Sciences.

Table 3.2

Faculty Distribution of the Respondents

Faculty	Frequency	Percentage
Management	10	37.04
Education	9	33.33
Humanities & Social Sciences	8	29.63
Total	**27**	**100.00**

Note. Table 3.5 shows faculty affiliation of respondents, Source: TMC Faculty Survey Data 2025.

In the sample, Management Faculty dominates with 37.04 percent respondents, indicating that most of the respondents belong to this faculty. Education Faculty represents 33.33 percent of the total, a close second. Moreover, humanities and Social Sciences Faculty comprises 29.63 percent respondents of the total sample. Evidently, the distribution among the three faculties is relatively balanced, with no single faculty overwhelmingly dominating the dataset. This balance suggests that the data collected reflects diverse perspectives across major academic faculties, enhancing the generalizability of the study findings.

Table 3.3

Major Teaching Subject Distribution of Respondent

Major Teaching Subject	Frequency	Percentage
Economics	3	11.11
Health & Physical Education	3	11.11
Accountancy	2	7.41
English Education	2	7.41
Nepali Education	2	7.41
Curriculum & Evaluation	2	7.41
Marketing	2	7.41
Finance	2	7.41
Rural Development	1	3.70
Mathematics	1	3.70
Population Studies	1	3.70
Management Theoretical	1	3.70
Computer and Information Technology	1	3.70
Development Studies	1	3.70
Sociology	1	3.70
Political Science	1	3.70
English Literature	1	3.70
Total	**27**	**100**

Note. Table 3.5 shows major teaching subjects of respondents. Source: TMC Faculty Survey Data 2025.

The Table shows that the most respondents' major teaching subjects are economics and health and physical education 11.11 percent each. This shows a balanced representation of both social science and applied education fields. Moderately represented subjects are Accountancy, English Education, Nepali Education, Curriculum & Evaluation, Marketing, and Finance each account for 7.41 percent respondents each. This reflects a fairly diverse academic focus across both commerce, education, and language-related disciplines. Moreover, Rural Development, Mathematics, Population Studies, Management Theoretical, Computer and Information Technology, Development Studies, Sociology, Political Science, and English Literature are each represented by 3.70 percent. The distribution indicates good diversity in teaching specialization, which may help institutions offer a wide variety of courses.

Teaching Experience of Respondents

The mean or average teaching experience of the respondents is approximately 16.6 years**,** suggesting that overall, the group is fairly experienced. The median value is 19 years, meaning that half of the respondents have less than 19 years and half have more. The range is calculated 23 years (from 2 years to 25 years), indicating a wide variation in teaching experience among the respondents. Moreover, the standard deviation of approximately 7.1 years suggests a moderate level of dispersion around the mean.

Table 3.4

Teaching Experience of Respondents

Teaching Experience (Years)	**Frequency (f)**	**Percentage**
0 – 9	5	18.52
10 – 19	9	33.33
20 – 29	13	48.15
Total	**27**	**100**

Note. Table 3.5 shows teaching experience distribution of respondents. Source: TMC Faculty Survey Data 2025.

Cronbach's Alpha for Assessment of Items Used

The Cronbach's Alpha is a measure of internal consistency or reliability of a set of scale or test items. It indicates how well the items in a domain measure the same underlying concept. This table reports the internal consistency reliability (using Cronbach's Alpha) for different dimensions (factors) related to teaching practices, based on 40 items divided into 8 dimensions. Table shows that overall Reliability for 40 item as Cronbach's Alpha is 0.821 (based on raw scores) and 0.826 (based on standardized items). This indicates good reliability of the entire scale. A value above 0.8 is considered good for social science research tools, suggesting that the items reliably measure the construct of teaching effectiveness. In this regard, *Classroom Environment Management (0.858), Assessment and Feedback (0.875), Student Engagement and Motivation (0.865), Communication Activity (0.873)* show excellent internal consistency. This means the items under these dimensions are highly consistent in measuring the same underlying concept. For the item *Instructional Techniques and Strategies (0.828)* shows good consistency. Likewise, *Preparation and Planning of Lesson (0.705), Professional Development (0.777), Inclusivity and Differentiation (0.784)* have acceptable to good consistency. These are satisfactory but could potentially benefit from

refinement or further validation. The standardized alpha values are very close to the raw scores, indicating no problematic variance differences among items.

Table 3.5

Cronbach's Alpha for Item used to Assess Teachers, knowledge, skill and Values and Attitudes

Dimensions for Analysis	Number of items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Preparation and Planning of Lesson	5	0.705	**0.705**
Classroom Environment Management	5	0.858	0.873
Instructional Techniques and Strategies	5	0.828	0.825
Assessment and Feedback	5	0.875	0.877
Professional Development	5	0.777	0.787
Student Engagement and Motivation	5	0.865	0.867
Communication Activity	5	0.873	0.878
Inclusivity and Differentiation	5	0.784	0.798
Total	40	0.821	0.826

Note. Table 3.5 shows *Cronbach's Alpha for Item used to Assess Self Reflection and self-evaluation of teacher* Source: TMC Faculty Survey Data 2025.

To Sum up, the structure questionnaire and the item included in it are overall reliable for measuring the eight dimensions of teaching effectiveness. All subscales/dimensions have Cronbach's Alpha values in average is above 0.82, which meets the commonly excellent threshold for research reliability. Assessment and Feedback, Communication Activity, and Student Engagement show the strongest internal consistency. The Preparation and Planning dimension has the lowest Alpha (0.705) but is still within the acceptable range.

Perception of Faculty Members Towards Their Performance

Perception of faculty members regarding their teaching and learning activities were compiled in eight key dimension. They are analyzed subsequently.

Preparation and Planning of Lesson

Table 3.6 presents descriptive statistics summarizing teachers' perceptions regarding their practices in lesson preparation and planning. Each statement was rated on a Likert scale from 1 (strongly disagree) to 5 (strongly agree). The results reveal consistently high mean values across all five statements, indicating strong agreement among respondents and positive perceptions of their lesson planning practices.

Table 3.6

Perception of Teachers on Preparation and Planning Lesson

Statement	Min	Max	Mean	SD
I clearly define learning objectives for each lesson	3	5	4.63	0.565
I align my lesson plans with curriculum standards	3	5	4.56	0.577
I prepare materials and resources in advance to support lesson objectives	3	5	4.37	0.629
I adapt my lesson plans based on the diverse needs of my students	3	5	4.22	0.577
I plan assessments to measure student understanding effectively	3	5	4.19	0.557

Note. Table 3.6 shows perception of respondents on lesson plan preparation. Source: TMC Faculty Survey Data 2025.

Mean score and Standard Deviation (SD) for the statement "I clearly define learning objectives for each lesson" are 4.63 and 0.565 respectively. This statement received the highest average rating, suggesting that most teachers consistently and clearly define learning objectives before delivering lessons. The low standard deviation indicates strong agreement and little variation among responses. Likewise, mean score and Standard Deviation (SD) for the statement "I align my lesson plans with curriculum standards" are 4.56 and 0.577 respectively. Teachers reported a strong tendency to align their lessons with prescribed curriculum standards, reflecting adherence to formal educational requirements.

Mean score and Standard Deviation (SD) for the statement "I prepare materials and resources in advance to support lesson objectives" are 4.37 and 0.629 respectively. This statement had slightly lower agreement and a slightly higher standard deviation, suggesting that some variation exists in how consistently teachers prepare instructional materials in advance. Similarly, mean score and Standard Deviation (SD) for the statement are "I adapt my lesson plans based on

the diverse needs of my students" are 4.22 and 0.577 respectively. The mean score indicates general agreement, though slightly lower than other items, perhaps reflecting the challenges of differentiating instruction to accommodate student diversity. Moreover, mean score and Standard Deviation (SD) for the statement "I plan assessments to measure student understanding effectively" are 4.19 and 0.557 respectively. This statement scored the lowest, although still above 4, indicating that while teachers recognize the importance of assessment planning, it might be an area that receives comparatively less emphasis or presents more difficulty.

The results suggest that teachers exhibit a high level of professionalism and intentionality in planning their lessons, especially in setting clear learning objectives and aligning with curriculum standards. However, comparatively lower means on adapting lesson plans and planning assessments suggest potential areas for further professional development to enhance inclusive practices and formative assessment strategies.

Classroom Environment Management

The Table 3.7 below summarizes teachers' self-reported perceptions regarding their practices in creating and managing an effective classroom environment. Each statement was rated on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). The analysis indicates generally high levels of agreement across all statements, with some variability.

Table 3.7

Perception of Teachers on Classroom Environment Management

Statements	Min	Max	Mean	SD
I create a classroom environment that is conducive to learning for all students	4	5	4.56	0.506
I maintain a safe and respectful classroom atmosphere	3	5	4.67	0.555
I use classroom space and layout effectively to support learning activities	2	5	4.11	0.751
I establish clear rules and routines that support effective classroom management	2	5	4.26	0.764
I foster a sense of community and collaboration among my students	3	5	4.48	0.580

Note. Table 3.7 shows perception of respondents on classroom environment management. Source: TMC Faculty Survey Data 2025.

The mean score and standard deviation for the statement "I maintain a safe and respectful classroom atmosphere" are 4.67 and 0.555 respectively. This statement received the highest average score, indicating that most teachers strongly agree they foster a secure and respectful classroom setting. The relatively low standard deviation suggests consistent responses across the sample. The mean score and standard deviation for the statement "I create a classroom environment that is conducive to learning for all students" are 4.56 and 0.506 respectively. This statement also received strong agreement, reflecting a positive commitment among teachers to inclusivity and support for all learners. The low standard deviation highlights a high level of consensus among teachers.

The mean score and standard deviation for the statement "I foster a sense of community and collaboration among my students" are 4.48 and 0.580 respectively. Teachers appear to emphasize building student relationships and encouraging cooperative learning. The responses indicate a general trend toward fostering a supportive classroom culture.

Likewise, the mean score and standard deviation for the statement "I establish clear rules and routines that support effective classroom management" are 4.26 and 0.764 respectively. While still indicating agreement, this statement had slightly more variation in responses. This could reflect differences in how strictly or clearly rules and routines are implemented across classrooms. Similarly, the mean score and standard deviation for the statement "I use classroom space and layout effectively to support learning activities" are 4.11 and 0.751 respectively. Comparatively, this statement received the lowest mean score and the highest variability. This suggests that although most teachers generally agree with the statement, there may be inconsistencies in how effectively classroom space is utilized, possibly due to differences in infrastructure or available resources.

Teachers generally report strong classroom management practices and a commitment to creating inclusive, respectful, and collaborative learning environments. However, variability in responses,

particularly concerning classroom space utilization and the establishment of rules, points to potential areas where additional support, training, or infrastructure investment may be needed.

Instructional Techniques and Strategies

This table summarizes the perceptions of teachers regarding their use of instructional techniques and strategies in the classroom. The responses are measured on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). The results indicate generally high mean scores, reflecting a strong positive orientation toward diverse, adaptive, and student-centered teaching practices

Table 3.8

Perception of Teachers on Instructional Techniques and Strategy

Statement	Min	Max	Mean	SD
I use a variety of teaching methods and techniques to engage students.	3	5	4.37	0.629
I integrate technology effectively to enhance learning	3	5	4.52	0.580
I encourage critical thinking and problem-solving through my teaching methods.	3	5	4.48	0.580
I provide clear and concise instructions to students	2	5	4.59	0.694
I adapt my teaching style based on the effectiveness of student learning	2	5	4.41	0.694

Note. Table 3.8 shows perception of respondents on teaching techniques and strategy Source: TMC Faculty Survey Data 2025.

Mean score and standard deviation for the statement "I provide clear and concise instructions to students" are 4.59 and 0.694 respectively. This statement received the highest mean score, suggesting that most teachers feel confident in their ability to communicate instructions effectively. Despite the high mean, the relatively higher standard deviation indicates some variability among responses, possibly reflecting differences in communication styles or challenges across subject areas.

Mean score and standard deviation for the statement "I integrate technology effectively to enhance learning" are 4.52 and 0.580 respectively. This implies that teachers report a strong inclination

toward integrating technology in instruction, highlighting the growing role of digital tools in the classroom. The low standard deviation suggests a generally consistent approach among respondents.

Mean score and standard deviation for the statement "I encourage critical thinking and problem-solving through my teaching methods" are 4.48 and 0.580 respectively. Obviously, this high mean value indicates that most teachers actively promote higher-order thinking skills, aligning well with modern pedagogical approaches that emphasize analytical and problem-solving competencies.

Mean score and standard deviation for the statement "I adapt my teaching style based on the effectiveness of student learning" are 4.41 and 0.694 respectively. This statement reflects a strong commitment to reflective and responsive teaching. However, the higher standard deviation suggests variability in how flexibly teachers adjust their methods based on student outcomes or feedback. Finally, mean score and standard deviation for the statement "I use a variety of teaching methods and techniques to engage students" are 4.37 and 0.629 respectively. Although this is the lowest mean among the five statements, it still indicates a positive perception. Teachers generally agree that they diversify their instructional approaches to maintain student engagement, which is crucial for inclusive and effective teaching.

The findings suggest that teachers have a strong orientation toward employing diverse instructional strategies, integrating technology, fostering critical thinking, and adapting to student needs. The slight variability in some responses, particularly regarding adapting teaching styles and giving clear instructions may indicate areas where further professional development or support can enhance consistency and effectiveness.

Assessment and Feedback

The table shows teachers' responses (on a scale from 1 to 5) regarding their perceptions and practices related to assessment and feedback. The mean values across all items are above 4, indicating a positive perception and proactive engagement with assessment and feedback practices. The standard deviations (SD) are relatively low (all below 0.7), suggesting a high level of agreement or consistency among teachers' responses. The mean score and SD for the statement "I use a variety of assessment tools to evaluate student learning" are 4.19 and 0.681 respectively.

Teachers generally agree that they use multiple tools to assess learning. The relatively low SD indicates moderate consistency in responses, though there is some variation in practice. The mean score and SD for the statement "I provide timely and constructive feedback to students" are 4.44 and 0.577 respectively. This item has the highest mean**,** indicating strong agreement. Teachers are confident that they give feedback that is both prompt and helpful. The low SD shows high agreement.

Table 3.9

Perception of Teachers on Assessment and Feedback

Statement	Min	Max	Mean	SD
I use a variety of assessment tools to evaluate student learning	3	5	4.19	0.681
I provide timely and constructive feedback to students	3	5	4.44	0.577
I use student assessment results to improve my teaching practices	3	5	4.33	0.679
I help students set realistic goals based on their assessment results	3	5	4.11	0.641
I assess the effectiveness of my feedback in promoting student learning	3	5	4.26	0.656

Note. Table 3.9 shows perception of respondents on assessment and feedback. Source: TMC Faculty Survey Data 2025.

The mean score and SD for the statement "I use student assessment results to improve my teaching practices" are 4.33 and 0.679 respectively. Teachers strongly agree that they adapt their teaching based on assessment outcomes. This suggests a reflective approach to pedagogy. Likewise, the mean score and SD for the statement "I help students set realistic goals based on their assessment results" are 4.11 and 0.641respectively. While still positive, this item has the lowest mean among the five. It suggests that goal-setting based on assessment is practiced, but perhaps not as consistently as other feedback methods. Finally, the mean score and SD for the statement "I assess the effectiveness of my feedback in promoting student learning" are 4.26 and 0.656 respectively. Teachers agree that they reflect on how well their feedback supports learning. This shows a metacognitive approach to teaching.

Professional Development

This table reflects teachers' self-reported engagement in professional development activities. The mean scores are high, all above 4.3**,** indicating strong positive attitudes toward continuous learning, reflection, collaboration, and openness to feedback. The standard deviations are all below 0.7**,** which suggests a high level of agreement among respondents.

The mean score and SD for the statement" I actively seek professional development opportunities to improve my teaching skills" are 4.63 and 0.492 respectively. In fact, this is one of the highest-rated items**,** indicating that teachers strongly agree they proactively engage in professional development. The low SD shows that this behavior is consistently reported among teachers. Likewise, mean score and SD for the statement " I reflect regularly on my teaching practices and make necessary adjustments" are 4.48 and 0.580 respectively. Teachers generally agree that they reflect on and adapt their teaching. This reflects a self-improvement mindset and ongoing evaluation of teaching effectiveness.

The mean score and SD "I collaborate with colleagues to share knowledge and teaching strategies" are 4.33 and 0.679 respectively. While still high, this item has the lowest mean**,** suggesting that collaboration is slightly less emphasized compared to other professional development practices. The higher SD indicates more variation in responses. The mean score and SD for the statement "I stay updated with the latest educational research and best practices" are 4.37 and 0.629 respectively. Teachers generally agree they stay current with developments in education. This highlights an effort to align teaching with modern standards and innovations**.** The mean score and SD "I am open to feedback from peers and administrators to enhance my teaching" are 4.63 and 0.565 respectively. This item shares the highest mean**,** showing that teachers are very receptive to feedback**,** a critical trait for professional growth and improvement.

Table 3.10

Perception of Teachers on Professional Development

Statement	Min	Max	Mean	SD
I actively seek professional development opportunities to improve my teaching skills	4	5	4.63	0.492
I reflect regularly on my teaching practices and make necessary adjustments	3	5	4.48	0.580
I collaborate with colleagues to share knowledge and teaching strategies	3	5	4.33	0.679
I stay updated with the latest educational research and best practices	3	5	4.37	0.629
I am open to feedback from peers and administrators to enhance my teaching	3	5	4.63	0.565

Note. Table 3.10 shows perception of respondents on professional development. Source: TMC Faculty Survey Data 2025.

The data indicates that teachers have a strong professional development orientation**.** They are particularly committed to seeking training opportunities and welcoming feedback**,** which are essential for growth. However**,** collaboration and staying updated with research**,** though positively rated, show slightly more variation and may benefit from further encouragement or structural support within schools or institutions.

Student Engagement and Motivation

The following table presents teachers' perceptions (on a 1–5 scale) of how they engage and motivate students in their classrooms. All mean values are above 4.0**,** indicating positive attitudes and proactive practices toward promoting student engagement and motivation. The relatively low standard deviations (SD < 0.7) suggest a consistent pattern in responses among the teachers surveyed. Mean score and SD for the statement "I motivate students to take an active role in their learning" 4.56 and = 0.577 respectively.

This item has the highest mean**,** indicating that most teachers strongly believe they actively motivate students to be responsible participants in their learning process. The low SD shows that this perception is widely shared**.**

Mean score and SD for the statement ""I recognize and respond to individual student interests and motivations" 4.41 and 0.636 respectively. Teachers agree that they take into account individual differences and tailor their approach accordingly. This suggests an awareness of student-centered teaching practices**.**

Mean score and SD for the statement "I use strategies to engage disinterested or struggling students" are 4.19 and 0.681respectively. While still a positive score, this item has one of the lower means**,** suggesting that engaging disengaged or struggling students is perceived as more challenging or less consistently practiced. Mean score and SD for the statement "I monitor and adjust strategies to maintain high levels of student engagement" are 4.15 and 0.662 respectively. This is the lowest-rated item**,** indicating room for growth in how regularly teachers adapt their strategies based on students' engagement levels. This also shows slightly more variation in teacher responses. "I encourage students to set and pursue their own learning goals" are Mean = 4.37 and 0.629 respectively. Teachers generally support student autonomy**,** encouraging them to take ownership of their learning goals. This reflects good alignment with constructivist teaching principles**.**

Teachers report strong commitment to motivating students and promoting engagement, particularly in encouraging active participation and individual goal setting. However, the relatively lower means and slightly higher variation for items related to engaging struggling students and adjusting strategies suggest areas where additional support, training, or reflective practice may be beneficial. Overall, the findings indicate a positive but improvable engagement climate in classrooms.

Table 3.11

Perception of Teachers on Students Engagement and Motivation

Statement	Min	Max	Mean	SD

I motivate students to take an active role in their learning	3	5	4.56	0.577
I recognize and respond to individual student interests and motivations	3	5	4.41	0.636
I use strategies to engage disinterested or struggling students	3	5	4.19	0.681
I monitor and adjust strategies to maintain high levels of student engagement	3	5	4.15	0.662
I encourage students to set and pursue their own learning goals.	3	5	4.37	0.629

Note. Table 3.11 shows perception of respondents on Students Engagement and Motivation, Source: TMC Faculty Survey Data 2025.

Communication Activity

The table presents teachers' self-assessed perceptions of their communication practices in the classroom using a Likert scale. The mean values are high, indicating strong confidence and positive engagement in communication-related activities. The standard deviations (SDs) are all below 0.7, suggesting consistency in responses across the teaching group. Teachers are highly aware of their professionalism in communication, maintaining clarity and formality across verbal, written, and digital platforms. They ensure that communication with students is culturally sensitive, creating an environment that encourages student voice and participation. The highest-rated item is "I effectively communicate in the classroom to maintain a positive learning environment," reflecting that teachers believe their communication style significantly contributes to a supportive and productive classroom atmosphere.

Table 3.12

Perception of Teachers on Communication Activity

Statement	Min	Max	Mean	SD
I communicate effectively with students, ensuring understanding of content	3	5	4.59	0.694
I use clear and professional language in all forms of communication	3	5	4.48	0.643
I ensure that communication with students is culturally sensitive	3	5	4.22	0.641

I provide opportunities for students to express their thoughts and ideas	3	5	4.52	0.580
I effectively communicate in the classroom to maintain a positive learning environment	3	5	4.70	0.542

Note. Table 3.12 shows perception of respondents on communication activity with Students: Source: TMC Faculty Survey Data 2025.

The results suggest that teachers have strong communication skills, particularly in fostering understanding, maintaining a positive learning environment, and encouraging student expression. However, cultural sensitivity in communication shows slightly less emphasis and may benefit from additional focus in teacher training or reflective practice. Overall, the findings reflect a positive and effective communication culture among teachers.

Inclusivity and Differentiation

Table 3.13 presents teachers' self-reported perceptions of their efforts to promote inclusive teaching and instructional differentiation**.** The mean values range from 4.00 to 4.56 respectively, indicating overall positive attitudes and practices toward meeting diverse student needs. However, the variation in standard deviations (SDs) some being relatively higher suggests that levels of practice and consistency vary across specific inclusivity areas.

Mean score and SD "I differentiate instruction to meet the needs of all students, including those with special needs" are 4.07 and 0.730 respectively. This relatively lower mean and higher SD indicate that while most teachers believe they differentiate instruction, this practice is less consistent and may vary depending on teacher training, resources, or confidence in supporting special needs. Mean score and SD for the statement "I use resources that reflect diverse cultures and perspectives" are 4.00 are 0.832 respectively. This is the lowest-rated item with the highest variability among responses. It suggests that using culturally diverse materials is not uniformly practiced and may require greater emphasis in curriculum design and teacher development**.**

Mean score and SD for the statement "I ensure that all students feel represented and included in the learning process" are 4.37 and 0.565 Teachers generally believe they create inclusive learning environments where students feel seen and valued. The relatively low SD indicates broad agreement on this inclusive intent. Mean score and SD for the statement "I provide additional support to advanced learners with appropriate tasks and questions" are 4.41 and 0.572 respectively.

Teachers report that they also attend to the needs of gifted or advanced learners**,** showing an understanding of differentiation at the upper end of the performance spectrum.

Mean score and SD for the statement "I provide additional support for students who need it to succeed" are 4.56 and 0.506 respectively. This is the highest-rated and most consistent item**,** reflecting a strong and shared commitment to supporting struggling students and ensuring no one is left behind.

Table 3.13

Perception of Teachers on Inclusivity and Differentiation

Statement	Min	Max	Mean	SD
I differentiate instruction to meet the needs of all students, including those with special needs	3	5	4.07	0.730
I use resources that reflect diverse cultures and perspectives	3	5	4.00	0.832
I ensure that all students feel represented and included in the learning process	3	5	4.37	0.565
I provide additional support to advanced learners with appropriate tasks and questions	3	5	4.41	0.572
I provide additional support for students who need it to succeed	4	5	4.56	0.506

Note. Table 3.13 shows perception of respondents on Students Engagement and Motivation, Source: TMC Faculty Survey Data 2025.

In conclusion, teachers express strong support for inclusive education**,** particularly in providing additional help for struggling and advanced learners and fostering inclusive classroom environments**.** However, areas such as differentiation for special needs students and the use of culturally diverse materials show relatively lower means and higher variation**,** indicating potential gaps in practice**.** These findings suggest a need for more targeted training and resource development to ensure consistent, culturally responsive, and needs-based instruction across classrooms.

Matching and Differing Perceptions between Teachers and Students

The respondents' teachers have given their perceived view on matching and differing perceptions between Teachers and Students. Their view is summarized in points as follows:

Areas where Teachers' and Students' Perceptions Match:

- **Teaching Preparation & Instruction:** Teachers feel well-prepared, and students recognize their effort in explaining concepts clearly.
- **Commitment & Dedication:** Both teachers and students agree on the teacher's dedication to students' success and professional skill development.
- **Classroom Behavior & Interaction:** Teachers and students acknowledge positive and approachable behavior, where students feel comfortable attending extra classes and discussing confusion.
- **Discipline & Regularity:** Both perceive the importance of punctuality and discipline in the teaching-learning process.
- **Problem-Oriented Teaching:** Teachers feel they relate real-life problems in lessons, and students appreciate this approach.
- **Teacher-Student Relationship Ideal:** Some teachers maintain a perception of an ideal "Guru-Shishya" relationship, although not all students reciprocate this view.

Perception Convergence and Divergence

- **Homework & Task Completion:** Teachers expect students to regularly complete assignments, but students often neglect this responsibility.
- **Student Participation:** Teachers perceive open interaction, but some students remain silent or passive without actively participating.
- **Teaching Pace:** Teachers believe in maintaining a fast pace to complete the syllabus, but students may struggle to keep up.
- **Practical vs Theoretical Learning:** While theory classes align well in perception, practical or applied work sees differences.

- **Examination Orientation:** Teachers prefer skill and concept-based teaching using modern trends, but students remain exam-focused, expecting rote learning rather than innovation.
- **Expectations of Student Engagement:** Teachers want equal participation in all activities, but students prioritize exam preparation over classroom or extracurricular involvement.
- **Teacher-Student Relationship Gap:** Some teachers feel they view students traditionally as learners (Guru-Shishya), but sense students see them more like service providers (customer-merchant relationship).

The responses indicate that teachers and students mostly share positive outlook and perceptions regarding classroom teaching, discipline and dedication. However, differences arise in student engagement, practical learning, homework completion, and attitude towards modern teaching methods. Teachers desire active, participatory, and skill-oriented learning, whereas students often focus on exam results and minimalistic effort. Therefore, this reflection shows that continuous dialogue, feedback, and mutual understanding are crucial to bridge these gaps and create a more effective and satisfying learning environment for both teachers and students.

Perceived Strengths and Weaknesses as a Teacher

The summary of perceived strengths and weaknesses as a teacher are presented subsequently.

Major Identified Strengths:

Themes of Strength	**Key Expressions from Respondents**
Content Mastery & Clarity in Delivery	Subject clarity, mastery of subject matter, simplifying complex concepts, using examples.
Use of Teaching Materials & Notes	Teaching with notes, formulas, real-life examples.
Student-Centered Approach & Interaction	Good relationship with students, understanding student psychology, close student contact.

Professional Dedication & Honesty	Regular class attendance, dedication, sincerity, patience, discipline, professional behaviour.
Technology Adoption & Modern Pedagogy	Flexibility in pedagogy, technology adoption (though few also mentioned limited use).
Motivation & Encouragement	Encouraging students, confidence, interactive teaching style.
Sharing Experience	Real-life application, sharing personal/professional experiences in teaching.

Most teachers consider their content expertise, clarity in subject delivery, patience, dedication, and effective communication with students as their strong points. Many also demonstrate awareness of the importance of adopting new teaching methods and understanding student psychology. Several teachers emphasize good rapport with students and flexibility in handling classroom situations as a core strength.

Major Identified Weaknesses:

Themes of Weakness	**Key Expressions from Respondents**
Time Management & Course Completion	Unable to complete course on time, class delay, rush to finish syllabus.
Lack of Technological/Digital Pedagogy	Limited use of digital tools, lack of digital teaching methods.
Limited Student Assessment & Feedback Integration	Less focus on evaluation, irregular assessment, not utilizing student feedback fully.
Difficulty in Addressing Individual Student Weaknesses	Inability to help students improve their own subject weaknesses.
Over-reliance on Lecture Method	Using traditional lecture methods more than necessary.

Enthusiasm & Creativity Constraints	Lack of creativity, reduced enthusiasm, sometimes confused by too many examples.
External Responsibilities Affecting Presence	Absence due to institutional duties, limited classroom presence.

Most teachers consider their content expertise, clarity in subject delivery, patience, dedication, and effective communication with students as their strong points. Many also demonstrate awareness of the importance of adopting new teaching methods and understanding student psychology. Several teachers emphasize good rapport with students and flexibility in handling classroom situations as a core strength.Commonly reported weaknesses include:

- **Challenges in time management**: inability to complete the syllabus on time or rushing lessons.
- **Underutilization of modern teaching technology**: despite awareness, actual classroom implementation of digital tools remains limited.
- **Limited incorporation of continuous evaluation and feedback**: some teachers struggle to adapt teaching methods based on student feedback.
- Some feel they fail to fully address the individual weaknesses of students or use too much lecture method, which can reduce engagement.
- A few also mention personal limitations such as lack of creativity, occasional confusion due to over-explaining, or absence due to other institutional responsibilities.

To sum up, the responses reveal that teachers in this group are generally dedicated, knowledgeable, and student-oriented, but they face practical challenges in integrating technology, time management, and adaptive feedback into their teaching practices. This self-awareness indicates a healthy reflective practice and potential for targeted professional development—especially in the areas of digital pedagogy, student-centered evaluation techniques, and creative instructional methods.

Perceived Area of Improvement

This part of the report presents perceived are of improvement.

Major Areas Identified for Improvement:

Themes of Improvement	Key Expressions from Respondents
Use of Technology & Digital Tools	Use of AI and digital platforms, instructional technology, digital pedagogy, new technologies.
Enhancing Practical Teaching Approaches	Shift from theory to practice, more practical and applicable teaching, real-life application.
Teaching Pedagogy & Methodology	Effective pedagogy, innovative teaching methods, improving teaching strategies, faster and clearer delivery.
Student Motivation & Engagement	Motivating students, inspiring curiosity, encouraging active participation, understanding students' needs.
Feedback Collection & Utilization	Increasing use of student feedback, real-time interactive feedback, improving based on student inputs.
Research & Innovation	Engaging in research, promoting innovation in teaching, staying updated with new knowledge and practices.
Professionalism & Subject Mastery	Enhancing subject knowledge, maintaining professionalism, content expertise.
Student Interaction Beyond the Classroom	Seeing/interacting with students outside the classroom, understanding students holistically.
Parental & Community Involvement	Improving behavior and relationship with parents and guardians alongside students.
Providing Opportunities for Student Empowerment	Creating space for student presentations, active participation, and leadership roles.

The responses suggest that teachers are highly self-aware and conscious of the changing demands in education. The majority seek to improve in the following areas:

- **Technology Integration**: Many realize the growing importance of AI, digital platforms, and technology in teaching, showing a desire to modernize their instructional methods.
- **Practical Application of Knowledge**: Teachers express the need to shift focus from mere theory to practical, real-life teaching approaches to enhance students' applicability of knowledge.
- **Pedagogical Innovation**: There is a clear call for adopting new and effective teaching methodologies that foster better understanding, faster delivery, and student engagement.
- **Student-Centric Focus**: Teachers wish to be more capable of motivating, inspiring, and addressing individual learner needs, reflecting a move toward student-centered education.
- **Feedback Utilization**: Recognizing the importance of student feedback, teachers aim to make teaching more responsive and dynamic.
- **Professional and Research Development**: Many also seek personal growth in subject matter expertise, research involvement, and professionalism, indicating an openness to lifelong learning.
- **Beyond-the-Classroom Engagement**: A few teachers aim to improve their interaction with students outside the formal teaching environment and strengthen relations with parents to foster holistic student development.

To sum up, teachers desire to balance traditional teaching strengths with modern demands by integrating technology, making lessons more practical, and fostering deeper student interaction and participation. This indicates readiness for professional development programs focused on digital tools, practical teaching methods, and innovative pedagogical practices.

Planned Steps for Improvement and Expected Campus Support

This presents panned steps for improvement and expected campus support based on perception of teachers.

Planned Steps by Teachers for Self-Improvement:

Themes of Planned Steps	**Key Expressions from Respondents**

Updating Knowledge & Skills	Enrolling in further studies, gaining new knowledge, learning new teaching methods.
Integration of Technology & Digital Tools	Learning AI-based teaching, digital systems development, using modern pedagogical tools.
Improving Pedagogy & Evaluation Methods	Enhancing teaching-learning and evaluation techniques, using student psychology-based methods, developing interactive tools.
Collecting & Using Feedback Effectively	Creating feedback forms, gathering regular student opinions, practicing feedback-based improvements.
Balancing Theory and Practice	Allocating time for practice (e.g., 70% theory, 30% practice), using applied teaching approaches.
Promoting Student Motivation & Participation	Engaging students through motivation, Q&A sessions, daily homework, and empowering strategies.
Personal Development & Self-reflection	Working on self-improvement, being open to change, developing a positive teaching attitude.

Expected Campus Support:

Themes of Campus Support Expected	**Key Expressions from Respondents**
Professional Development Opportunities	Organizing training, seminars, workshops, faculty development programs, research training.
Technology & Infrastructure Support	Providing technological logistics, digital systems, modern teaching tools, funding for technology learning.
Support for Higher Education & Study Leave	Granting leave or incentives for further study, higher education opportunities.
Improved Administrative & Monitoring Support	Regular classroom supervision, administrative inquiry on student attendance and involvement.
Incentive & Reward Systems	Motivation schemes, recognition and reward programs for good teaching practices.
Material & Resource Support	Providing physical teaching materials, library resources, educational tools.

The teachers' responses reflect a strong desire for personal and professional growth in areas such as pedagogical innovation, technology adoption, feedback-driven teaching, and balancing theory with practice. Most are aware that self-effort alone is insufficient without institutional support.

Teachers seek active campus involvement in capacity building through:

- Faculty development programs (FDP), seminars, and workshops,
- Access to modern digital teaching tools and resources,
- Support for higher education or study leave,
- A system of monitoring and motivating students via administration, and
- Provision of learning materials and infrastructural enhancements.

Additionally, teachers feel that student discipline and engagement should also be institutionally monitored to improve overall teaching-learning outcomes.

The data reveals that teachers are motivated for self-improvement, especially in adapting to technological change, practical teaching methods, and student-centered approaches. However, for effective realization, they expect the campus to provide training, resources, technological support, incentives, and administrative assistance. This suggests a need for the campus to design structured professional development policies and ensure an environment that promotes continuous learning, resource availability, and feedback-driven teaching innovation.

Specific Teaching Goals Based on Student Feedback

This presents specific teaching goals based on the feedback of students. They are presented subsequently.

Key Specific Goals Identified by Teachers:

Themes of Goals	Key Expressions from Respondents
Improving Quality & Effectiveness of Teaching	Enhance quality of education, improve learning achievement, focus on outcomes and results.

Promoting Student-Centered Learning	Shift focus to student-centered approaches, adapt teaching to students' interests and pace, personalize learning.
Enhancing Practical & Interactive Teaching Methods	Increase practical examples, discussions, student participation, real-life applications of theory.
Incorporating Technology & Digital Tools	Use of technology, AI for evaluation, ICT-based lesson planning, digital tools integration.
Making Evaluation and Assessment More Effective	Modify evaluation systems, frequent tests/retests, unit-wise MCQ tests, focus on pass rates.
Ensuring Course Completion & Time Management	Complete syllabus on time, plan for exam preparation, organize syllabus-wise notes and discussions.
Motivating and Engaging Students	Boost student motivation, interest, curiosity, and active classroom participation.
Encouraging Research & Creative Outputs	Foster research activities, start book writing, develop innovative tasks and learning initiatives.

Based on student feedback, teachers are highly conscious of the need to improve both the content delivery and the learning environment. Their primary goals reflect the following priorities:

- Technology Integration: Many teachers recognize the importance of ICT tools, AI-based evaluation, and digital teaching aids to make lessons more effective and to meet modern educational needs.
- Interactive & Practical Learning: A significant number of teachers aim to make their classes more discussion-based, interactive, and practically oriented, helping students connect theoretical knowledge with real-world situations.
- Assessment Reforms: Several responses emphasize the need to restructure evaluation methods, such as introducing regular formative tests (MCQs, retests), better tracking of student progress, and enhancing pass rates.
- Student Motivation & Engagement: Teachers seek to motivate students, increase their involvement, and foster curiosity and interest in learning, shifting away from a passive learning model to an active participation model.

- Timely Syllabus Completion: Completing the course on schedule and allowing time for exam-oriented discussions is another priority to ensure readiness for assessments.
- Student-Centered & Personalized Teaching: There is a clear intent to make learning more personalized, flexible, and aligned with individual students' needs, interests, and learning pace.
- Personal and Professional Development: A few teachers also set personal goals like book writing and promoting research orientation in their teaching career.

Teachers, guided by student feedback, are motivated to transform their teaching practices by adopting technology, making learning more interactive, practical, and student-focused, and ensuring better assessment and timely course completion. They also expect institutional support in areas like resource availability, training on technology, and flexible curriculum design to achieve these goals.

CHAPTER FOUR

Summary of Findings Conclusion and Recommendations

This chapter presents a comprehensive summary of the key findings derived from faculty perceptions, student-teacher relationship dynamics, and self-assessments at Tikapur Multiple Campus. Drawing from structured survey data and qualitative reflections, the chapter consolidates insights into teaching practices, professional strengths and weaknesses, areas of alignment and divergence between teachers and students, and faculty improvement strategies. The analysis highlights the overall professionalism, commitment, and instructional clarity demonstrated by teachers, while also identifying challenges such as limited use of digital tools, inconsistent student engagement, and gaps in practical application. Furthermore, the chapter explores teachers' aspirations for professional growth and their expectations for institutional support to enhance teaching quality. The conclusion synthesizes these findings to provide a holistic understanding of the current academic environment and offers direction for policy reforms and professional development. It emphasizes the need for collaborative efforts to build a more responsive, inclusive, and effective teaching-learning ecosystem.

Summary of Findings

The findings of the survey are as follows:

- **Established Academic Institution**: Tikapur Multiple Campus, founded in 2001 AD, offers higher education across Management, Education, and Humanities & Social Sciences faculties, with 39 faculty members serving under various employment terms.
- **Faculty Service Composition**: The majority of faculty members (58.97 percent) are on permanent contracts, followed by 15.38 percent on full-time temporary contracts, and 25.64percent part-time, indicating a predominance of stable employment.
- **Experienced Teaching Staff**: The average teaching experience among faculty is 14.71 years, with experience ranging from 1 year to 24 years, reflecting a seasoned academic workforce.
- **Subject-Wise Teacher Allocation**: English has the highest number of faculty members (6), followed by Sociology, Finance, and Nepali (4 each). Several subjects like

Management, Marketing, and Computer have only one teacher each, showing uneven distribution of teaching staff across disciplines.

- **Respondent Profiles**: Among 27 surveyed faculty members, 62.96 percent are permanent, 22.22percent are full-time contract, and 14.81percent are part-time. Faculty affiliation is fairly distributed with 37.04percent from Management, 33.33percent from Education, and 29.63percent from Humanities & Social Sciences.
- **Diverse Teaching Specializations**: The faculty members represent a wide array of major teaching subjects, with Economics and Health & Physical Education each accounting for the highest share (11.11percent). Other moderately represented subjects include Accountancy, English and Nepali Education, Curriculum & Evaluation, Marketing, and Finance (7.41percent each), indicating a balanced academic portfolio across disciplines.
- **Highly Experienced Faculty**: Faculty teaching experience is notably high, with an average of 16.6 years and a median of 19 years**.** Nearly 48.15percent of respondents have over 20 years of experience, reflecting a seasoned academic community. The experience range (2 to 25 years) and a standard deviation of 7.1 years indicate moderate variation.
- **Strong Instrument Reliability**: The structured questionnaire used to assess teaching practices shows excellent internal consistency, with an overall Cronbach's Alpha of 0.821 (raw) and 0.826 (standardized). Key dimensions such as Assessment and Feedback (0.875)**,** Communication Activity (0.873)**,** and Student Engagement (0.865) exhibit the highest reliability.
- **Acceptable Consistency Across All Teaching Dimensions**: All eight measured dimensions of teaching effectiveness demonstrated satisfactory to excellent reliability, with the lowest being Preparation and Planning of Lesson (0.705)**,** still within acceptable limits confirming the tool's suitability for evaluating teacher performance.
- **Balanced Representation Across Faculties**: The surveyed faculty members are almost evenly distributed among the three academic faculties: Management (37.04 percent)**,** Education **(33.33 percent)**, and Humanities & Social Sciences (29.63 percent)**,** suggesting equitable academic development across disciplines.
- **Strong Lesson Preparation Practices**: Faculty members demonstrated a high level of commitment to effective lesson preparation. The highest-rated aspect was clearly defining learning objectives (mean = 4.63), followed closely by aligning lessons with curriculum

standards (mean = 4.56). However, slightly lower scores on adapting lessons for diverse learners (mean = 4.22) and planning assessments (mean = 4.19) indicate areas for potential professional development.

- **Positive Classroom Management Culture**: Teachers reported a strong focus on maintaining safe, respectful, and inclusive classroom environments. The highest-rated practice was maintaining a respectful atmosphere (mean = 4.67), with fostering a community and collaboration (mean = 4.48) also scoring highly. However, the effective use of classroom space (mean = 4.11) showed more variability, suggesting possible infrastructural or pedagogical challenges.
- **Consistency in Teaching Values**: Across both domains—lesson planning and classroom management—standard deviations were generally low, indicating strong consensus among faculty members about their professional practices and values.
- **Identified Areas for Improvement**: Despite overall high scores, certain dimensions like differentiating instruction, utilizing classroom layout effectively, and planning assessments received relatively lower mean scores and higher variability. These areas could benefit from targeted training or support to ensure consistent quality.
- **Overall Professionalism and Intentionality**: The data collectively suggest that faculty members at Tikapur Multiple Campus exhibit a strong sense of professionalism and intentional planning in their teaching practices, particularly in setting learning objectives, aligning with curricula, and fostering conducive classroom environments—key components of effective teaching.
- **Strong Use of Diverse Instructional Techniques**: Teachers reported frequent use of varied teaching strategies, with high agreement on providing clear instructions (mean = 4.59) and integrating technology (mean = 4.52). This suggests a positive shift toward student-centered and technologically enriched pedagogy.
- **Encouragement of Critical Thinking and Adaptability**: Faculty showed a strong inclination to encourage critical thinking (mean = 4.48) and adapt teaching methods based on student needs (mean = 4.41), reflecting flexible and reflective instructional approaches. However, the relatively higher standard deviation indicates some differences in practice.
- **Commitment to Meaningful Assessment Practices**: Teachers generally agreed on using multiple assessment tools (mean = 4.19) and providing timely, constructive feedback

(mean = 4.44). This demonstrates an understanding of assessment as a tool to support learning, not just evaluation.

- **Feedback-Driven Teaching Adjustments**: Most teachers indicated they use assessment outcomes to improve instruction (mean = 4.33) and assess the impact of their feedback (mean = 4.26). However, helping students set goals based on assessment results scored lower (mean = 4.11), suggesting a gap in guided academic planning.
- **Positive Attitude Toward Professional Development**: Faculty expressed strong commitment to continuous learning. Highest agreement was observed for seeking development opportunities (mean = 4.63) and openness to feedback (mean = 4.63), indicating a culture of growth and accountability.
- **Reflection and Research Engagement**: Teachers regularly reflect on their practices (mean = 4.48) and stay updated with educational research (mean = 4.37), aligning themselves with evidence-based teaching.
- **Collaboration Shows Slight Variability**: While still positively viewed, collaboration with colleagues had the lowest professional development mean (4.33) and the highest variability, indicating that peer-to-peer knowledge sharing might be less institutionalized or varied in practice.

- **Strong Commitment to Student Motivation**: Teachers reported high confidence in motivating students to take active roles in their learning (mean = 4.56), recognizing individual interests (mean = 4.41), and encouraging students to set personal learning goals (mean = 4.37). These responses highlight a strong orientation toward student-centered learning.
- **Challenges in Engaging Struggling Students**: While still positive, lower mean scores were observed for using strategies to engage disinterested students (mean = 4.19) and monitoring and adjusting engagement strategies (mean = 4.15). This suggests room for improvement in inclusive engagement techniques and differentiated instructional responsiveness.
- **Highly Effective Communication Practices**: Faculty rated their classroom communication very positively, particularly in maintaining a positive learning environment

(mean = 4.70) and ensuring content understanding (mean = 4.59). Teachers are confident in their clarity, professionalism, and ability to foster student expression (mean = 4.52).

- **Need for Greater Cultural Sensitivity in Communication**: The statement on culturally sensitive communication received a comparatively lower mean score (4.22) and higher variation, indicating an area for further professional emphasis to support diverse classrooms.
- **Inclusive Support for All Learners**: Teachers reported strong commitment to helping students succeed, especially struggling learners (mean = 4.56) and advanced learners (mean = 4.41). This reflects a clear recognition of the need to differentiate instruction based on learner performance levels.
- **Inconsistencies in Addressing Special Needs and Cultural Representation**: Differentiation for students with special needs (mean = 4.07) and use of culturally diverse teaching materials (mean = 4.00) were the lowest-rated items, with the highest variability in responses. This suggests that inclusive practices are acknowledged but inconsistently applied, possibly due to training or resource gaps.
- **Overall Positive but Improvable Learning Climate**: Teachers at Tikapur Multiple Campus demonstrate a solid foundation in engaging students, maintaining strong communication, and supporting diverse learning needs. However, focused professional development is needed in areas like engaging marginalized students, implementing culturally responsive materials, and consistent differentiation for special needs.
- **Shared Strengths in Teaching Practices and Values:** Teachers and students agree on key aspects of classroom experience including teacher preparedness, commitment, discipline, and positive interaction. Teachers also perceive their core strengths as subject mastery, clear content delivery, dedication, effective communication, use of examples, and a student-friendly approach—all of which support a strong foundation for effective teaching and learning.
- **Mismatch in Expectations and Engagement:** Significant perception gaps exist between teachers and students in areas like homework completion, student participation, teaching pace, and practical learning. Teachers seek interactive, concept-based, and skill-oriented teaching, whereas students often prefer exam-focused, theoretical learning. This signals a need for alignment in educational expectations and practices.

- **Identified Weaknesses and Barriers to Effectiveness:** Teachers recognize key challenges such as:
    - Time management and syllabus completion issues,
    - Limited use of digital tools and modern pedagogy,
    - Infrequent student feedback utilization,
    - Overdependence on lecture methods, and
    - Institutional responsibilities hindering classroom presence. These self-identified weaknesses reflect areas where targeted interventions and support are needed.
- **Areas and Actions for Professional Growth:** Teachers are actively seeking to improve in several domains:
    - Integration of digital technologies and AI in teaching,
    - Shifting from theoretical to more practical, real-life applications, Enhancing student engagement and motivational strategies,
    - Collecting and responding to student feedback, and
    - Strengthening research orientation and community interaction. Teachers show strong self-awareness and openness to pedagogical innovation.
- **Desire for Institutional Support and Student-Informed Goals:** To implement their improvement plans, teachers expect support through training, infrastructure, incentives, and study leave. Specific goals—driven by student feedback—include better teaching quality, student-centered and interactive learning, improved assessments, and timely course completion. Institutional alignment in providing digital tools, faculty development, and responsive academic planning is crucial for realizing these goals.

Conclusions

The study of faculty perceptions at Tikapur Multiple Campus provides a comprehensive understanding of the strengths, challenges, and aspirations of its teaching community. Teachers demonstrated a strong commitment to professional ethics, student-centered pedagogy, and continuous learning. Areas of alignment between teachers and students such as preparation, commitment, and classroom behavior reflect a solid foundation for effective teaching. However, notable gaps exist in expectations related to student engagement, homework completion, teaching

pace, and the preference for practical versus theoretical learning. These differences highlight the need for improved communication and shared understanding of educational goals. Teachers self-identified key strengths in subject mastery, content delivery, and interpersonal skills, while acknowledging weaknesses in time management, use of technology, and differentiated instruction. Importantly, the faculty expressed strong motivation to improve through the integration of digital tools, practical teaching approaches, and feedback-based pedagogical refinement. They also identified institutional support such as training programs, improved infrastructure, and incentives as vital for translating personal efforts into effective outcomes.

The results indicate a reflective and forward-thinking academic environment where faculty are aware of evolving educational demands. A culture of open dialogue, constructive feedback, and targeted capacity building can bridge perception gaps between teachers and students. Strengthening these aspects will help foster an inclusive, responsive, and innovative teaching-learning environment. As education becomes more student-focused and technology-driven, empowering teachers with the tools and support they need will be critical for achieving long-term academic excellence and improved student outcomes at Tikapur Multiple Campus.

Policy Recommendations

Based on self-evaluation and self-reflection of teachers, the policy is recommended for the further improvement of campus teaching and learning activities;

- **Establish Regular Faculty Development Programs (FDPs):** Conduct periodic training on modern pedagogy, digital tools, and student engagement strategies.
- **Promote Use of Digital Teaching Tools:** Provide access to ICT infrastructure, AI-based platforms, and training in digital content creation.
- **Incorporate Continuous Student Feedback Systems:** Institutionalize mechanisms to collect, analyze, and respond to student feedback on teaching practices.
- **Encourage Practice-Based Learning:** Design policies to ensure a balance between theoretical and practical content in all subject areas.
- **Develop Clear Guidelines for Syllabus Completion:** Implement planning tools and monitoring mechanisms to ensure timely course coverage.

- **Strengthen Incentive and Recognition Schemes:** Reward innovation, classroom excellence, and student engagement initiatives through awards and promotions.
- **Enhance Infrastructure and Teaching Materials:** Improve library resources, digital labs, and classroom layouts to support modern instruction.
- **Promote Research and Innovation Culture:** Encourage faculty-led research, publication, and the integration of research into teaching.
- **Foster Inclusive and Culturally Responsive Education:** Develop training and materials that reflect diversity and support students with varying needs.
- **Improve Administrative and Monitoring Support:** Enhance campus-level coordination, monitoring of attendance, and follow-up on academic performance and discipline.

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ANNEX1

Far western University
Tikapur Multiple Campus
TEACHERS' REFLECTION AND SELF EVALUATION 2025

This form is based on the prescription of Far Western University self-assess teaching and learning activities of teacher. We are aware that it is imperative for the teachers to reflect upon our own performance based on our intuition and to get feedback from our own insight. Tikapur Multiple Campus (TMC) administration wants this survey as per the quality standard of QAA accreditation of UGC Nepal. Therefore, the surveyor requests to all the dignified teachers to fill up this google questionnaire and send back to surveyor via email khem7434@gmail.com within 2082/ 02/10.(यस फारम फार वेस्टर्न विश्वविद्यालयद्वारा प्रस्तावित शिक्षकको आत्म-मूल्याङ्कन (self- assessment) शिक्षण र सिकाइ तिविधिमा आधारित छ। हामी जानकार छौँ कि शिक्षकहरूले आफ्नै अन्तर्ज्ञानको आधारमा आफ्ना कार्यसम्पादनहरूलाई मूल्याङ्कन गर्नु र आत्म-दृष्टिकोणबाट प्रतिकृया प्राप्त गर्नु अत्यावश्यक हुन्छ। टिकापुर बहुमुखी क्याम्पस (TMC) प्रशासनले यो सर्वेक्षणलाई यूजीसी नेपालको QAA प्रत्यायनको गुणस्तरीय मापदण्डअनुसार आवश्यक मानेको छ। त्यसैले सर्वेक्षकले सबै सम्माननीय शिक्षकहरूलाई यस गूगल प्रश्नावली (Google Questionnaire) भर्नुहुन र २० ८२/०२/१० भित्र आफ्नो उत्तर khem7434@gmail.com मा इमेलमार्फत पठाउन अनुरोध गर्दछ।)

Section 1: Socio-Demographic Information of Respondennts

नाम(Name):
सेवाअको सर्त(Service Status): स्थायी(PR): पुर्णकालिन करार(FC): आँशिक करार(PC):
सन्काय(Faculty):
मुख्य प्राध्यापना बिषय(Major Teaching Subject):
प्राध्यापन अनुभव(बर्षमा):
लिकर्ट प्रश्नावली शिक्षण र सिकाइका विभिन्न पक्षहरू तथा शिक्षकको समग्र आत्म-मूल्याङ्कनका सूचकहरू समेट्ने गरी तयार पारिएको हो।
The Likert questionnaire is designed to cover various dimensions and indicators of teaching and learning encompassing overall indicators of self-evaluation of teacher.
Where, SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree(जहाँ, SA = पूर्ण रूपमा सहमत, A = सहमत, N = तटस्थ, D = असहमत, SD = पूर्ण रूपमा असहमत)

Section 2: Preparation and Planning of Lesson (पाठको तयारी र योजना)

1. I clearly define learning objectives for each lesson. (म प्रत्येक पाठको लागि सिकाइ उद्देश्यहरू स्पष्ट रूपमा परिभाषित गर्छु।)
2. I align my lesson plans with curriculum standards. (म मेरो पाठ योजनाहरू पाठ्यक्रमका मापदण्डहरूसँग मेल खाइरहेको सुनिश्चित गर्छु।)
3. I prepare materials and resources in advance to support lesson objectives. (म पाठ उद्देश्यहरूलाई समर्थन गर्न आवश्यक सामग्री र स्रोतहरू अग्रीम रूपमा तयार गर्छु।)
4. I adapt my lesson plans based on the diverse needs of my students. (म मेरो विद्यार्थीहरूको

विविध आवश्यकताका आधारमा पाठ योजनाहरू परिमार्जन गर्छु।)

5. I plan assessments to measure student understanding effectively. (म विद्यार्थीको बुझाइ प्रभावकारी रूपमा मापन गर्न मूल्याङ्कनहरूको योजना बनाउँछु।)

Section 3: Classroom Environment Management (कक्षा वातावरण व्यवस्थापन)

6. I create a classroom environment that is conducive to learning for all students. (म सबै विद्यार्थीहरूका लागि सिकाइ अनुकूल कक्षा वातावरण सिर्जना गर्दछु।)

7. I maintain a safe and respectful classroom atmosphere. (म कक्षामा सुरक्षित र सम्मानजनक वातावरण कायम राख्छु।)

8. I use classroom space and layout effectively to support learning activities. (म सिकाइ गतिविधिहरूलाई समर्थन गर्न कक्षा स्थान र सजावटलाई प्रभावकारी रूपमा प्रयोग गर्दछु।)

9. I establish clear rules and routines that support effective classroom management. (म प्रभावकारी कक्षा व्यवस्थापनलाई समर्थन गर्ने स्पष्ट नियमहरू र दिनचर्याहरू स्थापना गर्दछु।)

10. I foster a sense of community and collaboration among my students. (म आफ्ना विद्यार्थीहरूबीच समुदाय भावना र सहकार्यको विकास गर्दछु।)

Section 4: Instructional Techniques and Strategies (शिक्षण प्रविधि र रणनीतिहरू)

11. I use a variety of teaching methods and techniques to engage students. (म विद्यार्थीहरूलाई संलग्न गराउन विभिन्न शिक्षण विधिहरू र प्रविधिहरू प्रयोग गर्छु।)

12. I integrate technology effectively to enhance learning. (म सिकाइलाई प्रभावकारी बनाउने उद्देश्यले प्रविधिको समुचित प्रयोग गर्छु।)

13. I encourage critical thinking and problem-solving through my teaching methods. (म आफ्ना शिक्षण विधिहरूमार्फत आलोचनात्मक सोच र समस्या समाधानको प्रवर्द्धन गर्छु।)

14. I provide clear and concise instructions to students. (म विद्यार्थीहरूलाई स्पष्ट र संक्षिप्त निर्देशनहरू प्रदान गर्छु।)

15. I adapt my teaching style based on the effectiveness of student learning. (म विद्यार्थीको सिकाइको प्रभावकारिताका आधारमा मेरो शिक्षण शैली परिमार्जन गर्छु।)

Section 5: Assessment and Feedback (मूल्याङ्कन र पृष्टपोशण)

16. I use a variety of assessment tools to evaluate student learning. (म विद्यार्थीको सिकाइ मूल्याङ्कन गर्न विभिन्न मूल्याङ्कन उपकरणहरू प्रयोग गर्छु।)

17. I provide timely and constructive feedback to students. (म विद्यार्थीहरूलाई समयमै र निर्माणात्मक प्रतिकृया प्रदान गर्छु।)

18. I use student assessment results to improve my teaching practices.(म मेरो शिक्षण अभ्यास सुधार गर्न विद्यार्थीको मूल्याङ्कन परिणामहरू प्रयोग गर्छु।)

19. I help students set realistic goals based on their assessment results. (म विद्यार्थीहरूलाई तिनीहरूको मूल्याङ्कन परिणामको आधारमा यथार्थपरक लक्ष्यहरू निर्धारण गर्न सहयोग गर्छु।)

20. I assess the effectiveness of my feedback in promoting student learning. (म विद्यार्थीको सिकाइ प्रवर्द्धन गर्न मेरो प्रतिकृया कत्तिको प्रभावकारी छ भनेर मूल्याङ्कन गर्छु।)

Section 6: Professional Development (पेशागत विकास)

21. I actively seek professional development opportunities to improve my teaching skills. (म मेरो शिक्षण सीप सुधार गर्न सक्रिय रूपमा पेशागत विकासका अवसरहरूको खोजी गर्छु।)

22. I reflect regularly on my teaching practices and make necessary adjustments. (म नियमित रूपमा आफ्ना शिक्षण अभ्यासहरूमा आत्ममूल्याङ्कन गर्छु र आवश्यक समायोजनहरू गर्दछु।)

23. I collaborate with colleagues to share knowledge and teaching strategies. (म ज्ञान र शिक्षण रणनीतिहरू साझा गर्न सहकर्मीहरूसँग सहकार्य गर्छु।)

24. I stay updated with the latest educational research and best practices. (म नवीनतम शैक्षिक अनुसन्धान र उत्कृष्ट अभ्यासहरूबारे अद्यावधिक रहन्छु।)

25. I am open to feedback from peers and administrators to enhance my teaching. (म मेरो शिक्षण सुधार गर्न सहकर्मी र प्रशासकहरूको प्रतिकृयालाई खुला रूपमा स्वीकार गर्छु।)

Section 7: Student Engagement and Motivation (विद्यार्थी संलग्नता र प्रेरणा)

26. I motivate students to take an active role in their learning. (म विद्यार्थीहरूलाई उनीहरूको सिकाइमा सक्रिय भूमिका लिन प्रेरित गर्छु।)

27. I recognize and respond to individual student interests and motivations. (म व्यक्तिगत विद्यार्थीहरूको रुचि र प्रेरणालाई चिन्न र त्यसअनुसार प्रतिक्रिया दिन्छु।)

28. I use strategies to engage disinterested or struggling students. (म असचाहिँदा वा सिकाइमा संघर्ष गरिरहेका विद्यार्थीहरूलाई संलग्न गराउन रणनीतिहरू प्रयोग गर्छु।)

29. I monitor and adjust strategies to maintain high levels of student engagement. (म उच्च स्तरको विद्यार्थी संलग्नता कायम राख्न रणनीतिहरूको निगरानी र समायोजन गर्छु।)

30. I encourage students to set and pursue their own learning goals. (म विद्यार्थीहरूलाई आफ्नै सिकाइ लक्ष्यहरू निर्धारण गर्न र पछ्याउन प्रोत्साहित गर्छु।)

Section 8: Communication Activity (सञ्चार गतिविधी)

31. I communicate effectively with students, ensuring understanding of content. (म विद्यार्थीहरूसँग प्रभावकारी रूपमा सञ्चार गर्छु, जसले सामग्रीको बुझाइ सुनिश्चित गर्छ।)

32. I use clear and professional language in all forms of communication. (म सबै प्रकारका सञ्चारमा स्पष्ट र पेशागत भाषा प्रयोग गर्छु।)

33. I ensure that communication with students is culturally sensitive. (म विद्यार्थी र अभिभावकहरूसँगको सञ्चारमा सांस्कृतिक संवेदनशीलता सुनिश्चित गर्छु।)

34. I provide opportunities for students to express their thoughts and ideas. (म विद्यार्थीहरूलाई आफ्ना विचार र धारणा व्यक्त गर्ने अवसरहरू प्रदान गर्छु।)

35.I effectively communicate in the classroom to maintain a positive learning environment. (म सकारात्मक सिकाइ वातावरण कायम राख्न कक्षाभित्र प्रभावकारी रूपमा सञ्चार गर्छु।)

Section 9: Inclusivity and Differentiation (समावेशिता र भिन्नीकृत शिक्षण)

36. I differentiate instruction to meet the needs of all students, including those with special needs. (म सबै विद्यार्थीहरूको आवश्यकतालाई सम्बोधन गर्न, विशेष आवश्यकता भएका विद्यार्थीहरू सहित, शिक्षणलाई विभिदिकृत गर्छु।)

37. I use resources that reflect diverse cultures and perspectives. (म विविध संस्कृति र दृष्टिकोण झल्काउने स्रोतहरू प्रयोग गर्छु।)

38. I ensure that all students feel represented and included in the learning process. (म सबै विद्यार्थीहरूलाई सिकाइ प्रक्रियामा प्रतिनिधित्व भएको र समावेश भएको महसुस गराउँछु।)

39. I provide additional support to advanced learners with appropriate tasks and questions. (म उन्नत सिक्ने क्षमताका विद्यार्थीहरूलाई उपयुक्त कार्यहरू र प्रश्नहरूको माध्यमबाट अतिरिक्त सहयोग प्रदान गर्छु।)

40. I provide additional support for students who need it to succeed. (म सफल हुन आवश्यक पर्ने अतिरिक्त सहयोग विद्यार्थीहरूलाई प्रदान गर्छु।)

Section 10: Open Ended Response (खुला उत्तर)

41. Where do your perceptions about yourself match with students' perceptions about you and
where do they differ? (तपाईंको आफ्नै धारणा र विद्यार्थीहरूको तपाईंप्रतिको धारणा कहाँ मेल खान्छ र कहाँ फरक पर्छ?)

Ans(उत्तर)……..

42. What is your strength as a teacher and what is your weakness? (शिक्षकको रूपमा तपाईंको बलियो पक्ष के हो र कमजोरी के हो?)

Ans(उत्तर)…….

43. In what areas would you like to improve as a teacher?(शिक्षकको रूपमा तपाईं कुन क्षेत्रमा सुधार गर्न चाहनुहुन्छ?)

Ans. (उत्तर)……..

44. What steps do you plan to take and how can the school help you?(तपाईंले सुधारका लागि के कदम चाल्ने योजना बनाउनुभएको छ र क्याम्पसले तपाईंलाई कसरी सहयोग गर्न सक्छ?)

Ans. (उत्तर)……..

…….

45. With student feedback in mind, what is one specific goal for your teaching that you might pursue during the rest of the semester and next year? (विद्यार्थीहरूको प्रतिकृयालाई ध्यानमा राख्दै, यो सेमेस्टरको बाँकी समय र आगामी वर्षका लागि तपाईंले शिक्षणमा हासिल गर्न चाहने एउटा विशेष लक्ष्य के हो?)

Ans. (उत्तर)…… ……

Thanks for participating in this survey (सर्वेमा सहभागी हुनुभएकोमा धन्यवाद)

ANNEX 2

सुदूरपश्चिम विश्वविद्यालय

टीकापुर बहुमुखी क्याम्पस

विश्वविद्यालय अनुदान आयोगबाट गुणस्तर प्रत्ययनकृत

(प्रत्ययनकृत वर्ष: वि.सं. २०७०)

टीकापुर, कैलाली

प. सं. २०८१/०८२
च. नं. ७६४

मिति : २०८२/०२/०१

सहप्रा. श्री खेमराज सुवेदी,
उपप्रा. श्री प्रेम प्रसाद भण्डारी,
टीकापुर बहुमुखी क्याम्पस
टीकापुर, कैलाली ।

विषय : जिम्मेवारी प्रदान गरिएको बारे ।

उपर्युक्त विषयमा यस टीकापुर बहुमुखी क्याम्पसले वार्षिक रूपमा सम्पन्न गर्ने तपसिलका अध्ययन प्रतिवेदनहरू तयार गरी आगामी २०८२ जेठ मसान्तभित्र क्याम्पसमा प्रस्तुत गर्नका लागि मिति २०८२/०१/३१ गते सम्पन्न **आन्तरिक गुणस्तर सुनिश्चितता समितिको** बैठकको निर्णयानुसार तपाईहरूलाई जिम्मेवारी प्रदान गरिएको व्यहोरा जानकारी गराउँदछु ।

तपसिलः

1. **Student Feedback Report**
2. **Teacher Reflection and Self Evaluation Report**

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(सहप्रा. ढविन्द्र रावल)
क्याम्पस प्रमुख

बोधार्थ :

१. श्री लेखा शास्त्रा
टीकापुर बहुमुखी क्याम्पस
टीकापुर, कैलाली ।