

Teacher Analysis Report (2.2.2)

The Education system strives on quality teachers with best of the skills. The skills and the expertise come's with experience and practical exposure. Teacher's quality and skills are judged with their respective specialisation but on the contrary Teachers should also be assessed with the kind of exposure they had during their learning.

To impart knowledge to the learner, the teacher needs to develop specialised skill set and learn how to deliver the same in best possible way and ensure the outcomes. The nation's educational system is increasingly being demanded to impart our young generation with knowledge, information and skills needed to compete in an increasingly complex and dynamic global market place.

The main agenda to conduct this analysis is to understand the diversity among the faculty members in the university. So, for that we recruit learned faculties from all across the country to give greater exposure to the students. As our value system of Jagannath University believes that, greater the exposure of the teachers the more it will help students to develop their respective skills in the field of academics and co-curricular activities. We also promote female faculties in our university on a much greater extent, nurturing of the students with practical exposure on various subject line helps in inculcating the core value system in their life. As a result, it builds a strong pillar for the growth and development of the university and society as a whole.

Here, the analysis for the last five academic years has been done based on following parameter: Gender, Designation, Qualification and State Diversification.

Table I. Gender Ratio

Year	Female	Female percentage	Male	Male Percentage	Total
2015	34	27.87	88	72.13	122
2016	34	27.59	82	72.41	116
2017	34	29.20	79	70.80	113
2018	47	38.52	75	61.48	122
2019	46	36.22	81	63.78	127



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Figure I

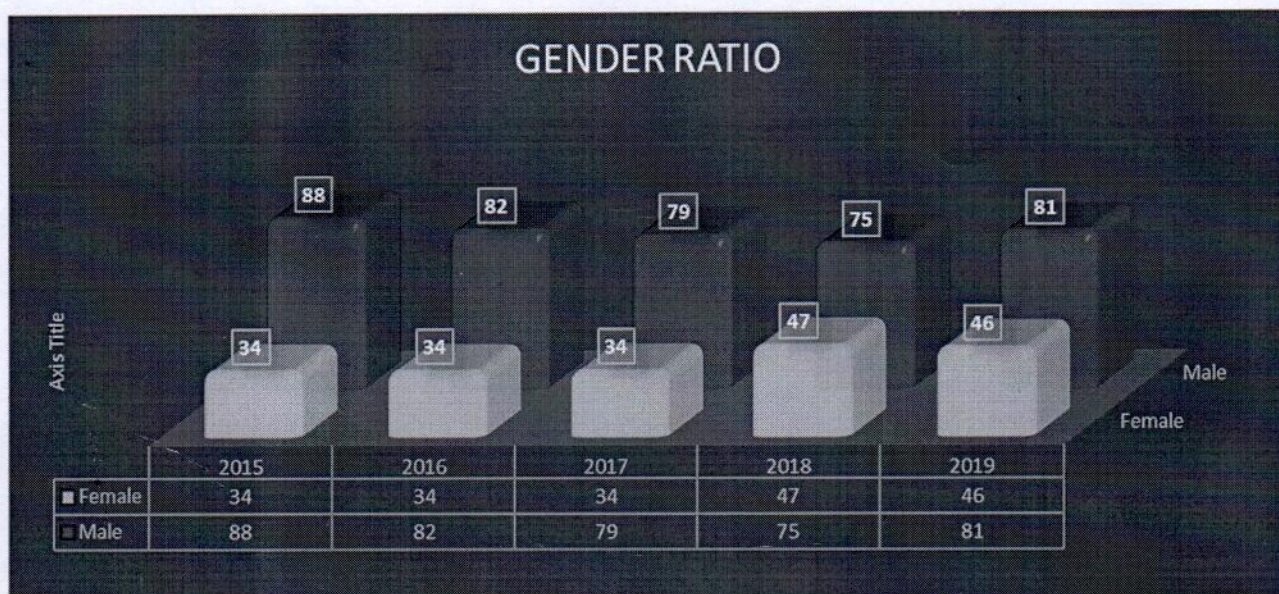


Table I shows the gender-wise analysis of the faculty members for the last five years. In the year 2015-16, total faculty members were 122, out of which 34 are females and rest 88 are males. In the year 2016-17, out of 116 faculty members, 34 are females and rest 82 are males. In the year 2017-18, 34 out of 113 (29.20%) faculty members were females and rest 79 were males. In the year 2018-19, out of total count, 122, 47 are female faculties (38.52%) and rest are male faculty members. In the year 2019-20, total faculty members were 127, out of which 46 (36.22%) were females and remaining 81 were male faculty members.

Conclusion – In last 5 years there has been a growth of 35% w.r.t to Female teachers. The growth of Male teachers has been stagnant throughout last 5 years.

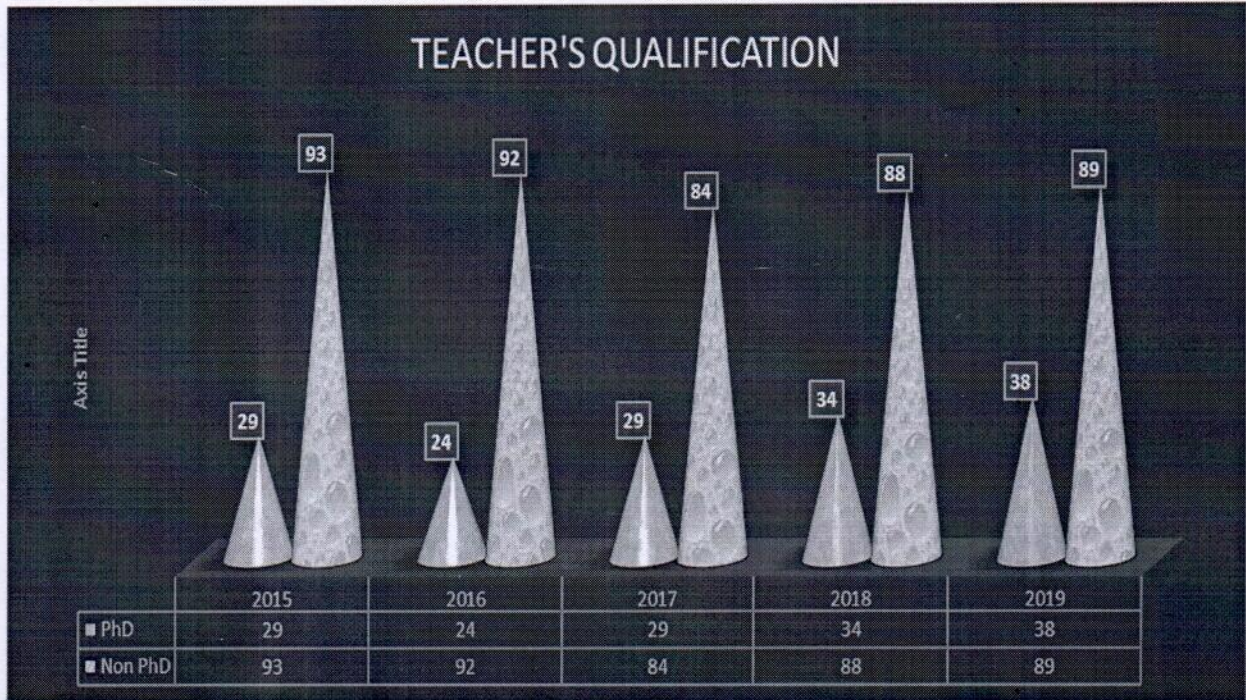
Table II. Teacher's Qualification

Years	PhD	Non-PhD	Total
2015	29	93	122
2016	24	92	116
2017	29	84	113
2018	34	88	122
2019	38	89	127



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Figure II



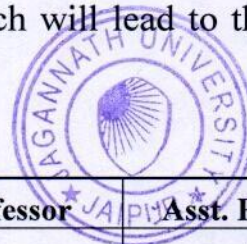
Analysis: The analysis related to the highest qualification of the faculty members for the last five years is done based on 2 categories i.e., PhD and Non-PhD.

In the year 2015-16, out of 122 faculty members, 29 are PhD and remaining 93 are Non-PhD. In the year 2016-17, 21% of the total faculty members were PhD and rest 79% were Non-PhD. Next in 2017-18, out of 113 faculty members, 26% were PhD and rest 74% were Non-PhD. Similarly in year 2018-19, there is a slight increase in PhD faculty members as compared to last year which is 18%. Last but not the least, in the year 2019-20, 30% of the faculty members in the university are PhD and rest 70% are Non-PhD.

Conclusion- It can be seen that there is gradual increase in the percentage of faculty with PhD degree. From the last 5 years, incremental growth of 31% can be seen from the above figure. It can be concluded that, there are well qualified faculty members in the university which will lead to the growth and progress of the target group i.e., students.

Table III: Cadre

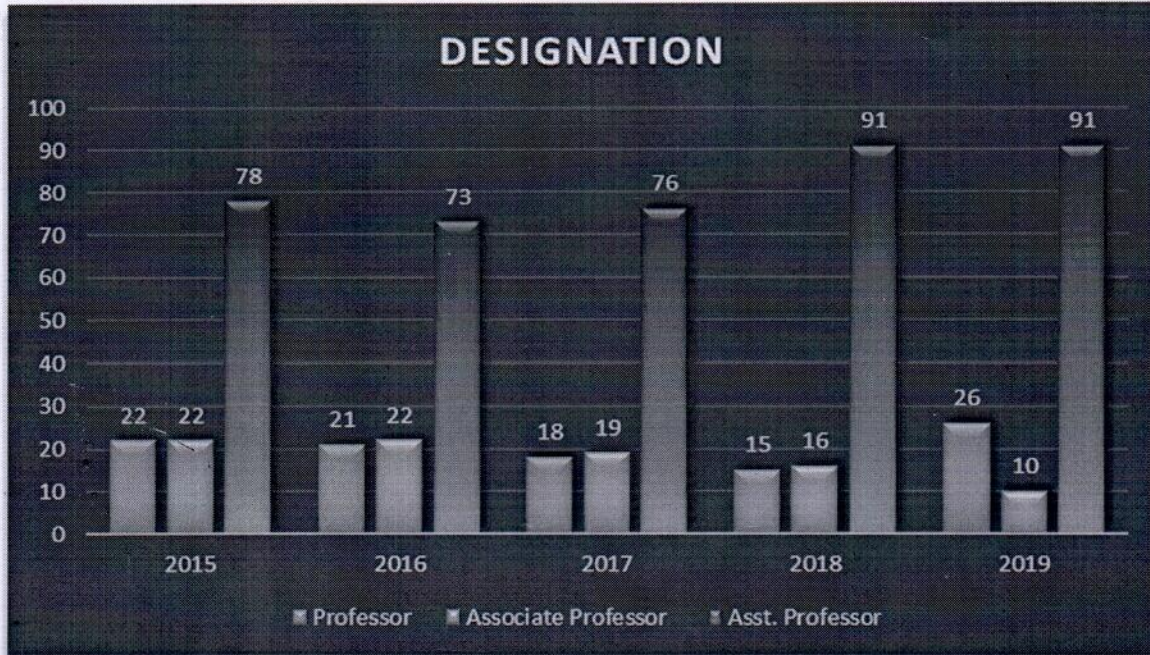
Year	Professor	Associate Professor	Asst. Professor
2015	22	22	78
2016	21	22	73



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2017	18	19	76
2018	15	16	91
2019	26	10	91

Figure: III



Analysis: Table III reveals the availability of faculty members based on the cadre - 3 categories: Assistant Professor, Associate Professor and Professor. In the year 2015-16, out of 122 faculty members, 22 comes under the category of Associate Professors followed by 78 Assistant Professors and rest 22 are Professors. In 2016-17, 19% of the faculty members are Associate professor, 63% are Assistant professor and rest 18% are Professor. In 2017-18, Professor and Associate Professor are almost of same no. i.e., approx. 17% each. In year 2018-19, 12% of the faculty members are Professor in the university. In 2019-20, 20% of the faculty members are Professor.

Conclusion- It can be concluded that there has been a gradual increase in the number of Assistant Professor and Professor in the university. It depicts that the pillars of the university are strong.

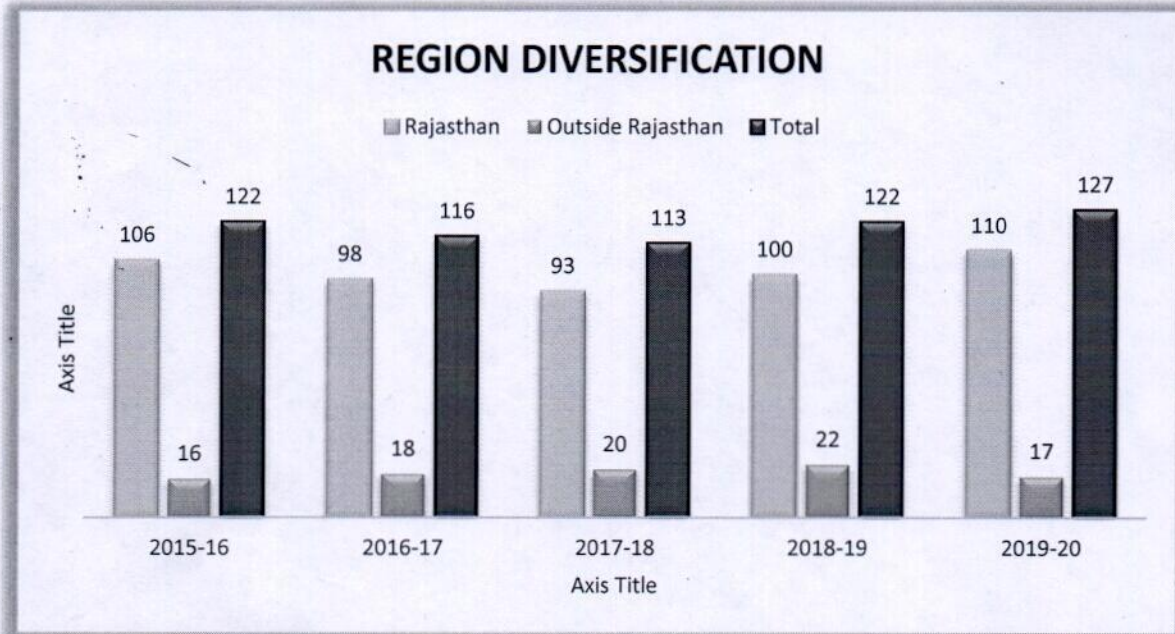


Table IV: Region Diversification

Year	Rajasthan	Outside Rajasthan	Total
2015-16	106	16	122
2016-17	98	18	116
2017-18	93	20	113
2018-19	100	22	122

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Figure IV



Analysis: Table IV shows the region wise diversification of the faculty for the last five years (2015-2020). In comparison to 2015-16, in the year 2016-17 there has been an increase in the faculty members from out of Rajasthan. On the other side there has been a gradual increase in the total number of faculty members of both Rajasthan and outside Rajasthan in the year 2018-19 as compared to 2017-18. There has been a growth of 8% approx. in total faculty members in year 2018-19. Currently in the 2019-20, total number of faculty members from Rajasthan is 110 which shows the growth of around 10% in comparison to previous year figure.

Conclusion- It can be concluded that there has a steady growth in total number of faculty members from both Rajasthan and outside Rajasthan in past 5 years.



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