

Mapping Prosocial Teaching Patterns through Student Perception Analytics: An Empirical Study from Indian Higher Education

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Abstract: The study investigates the extent of prosocial teaching behaviours exhibited by faculty members in higher education institutions, as perceived by students. Drawing upon student response data from the "COVID-19 Go Away 2021" dataset, the study utilises four selected indicators reflecting key dimensions of prosocial behaviour such as participative teaching style, instructional enthusiasm and competence, virtual classroom connectedness, and students' learning anticipation. Prosocial scores were computed for each faculty member and analysed. The findings show that 54% of faculty members fell into the medium prosocial category, while 37% and 8% were categorised under low and high prosocial behaviour respectively. Visualisation of the results confirmed the distribution pattern and underscored a relatively even opinion among students with moderate difference. Discussing relevant implications and suggestions, this study offers timely insights into the pedagogical responsibilities of faculty. It emphasises the need to foster emotionally supportive, inclusive, and student-centric teaching practices to promote holistic student development.

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