

FEEDBACK ANALYSIS REPORT OF DAVANGERE UNIVERSITY 2016-17

A distinctive academic profile, integrating excellence in higher education to fulfill the needs of the contemporary modern society and social ethnos...

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Contents

1	Introduction	3
2	Stakeholders	4
3	Types of Feedback	5
4	University Faculty-Departments	5
4.1	Rating Scales	6
5	Mode of Feedback Collection	6
6	Student's Feedback	7
7	Pictorial Representation of Feedback Ratings	8
7.1	Overall Feedback Analysis Report	31
7.2	Significant Suggestions	31
7.3	Follow-up Action	31
8	Role and Responsibilities	31
8.1	IQAC Objectives	31
8.2	IQAC Goals	32
8.3	IQAC Procedure	32
8.4	IQAC Functions	32
9	Action Taken	33
10	Appendices	34

1 Introduction

The assortment of feedback includes Parent, Student, Teacher, Alumni, and faculties of Davangere University. Self-evaluation gives input with respect to the qualities, shortcomings, openings and dangers pertinent to quality affirmation inside the establishment.

Quality confirmation structure inside Davangere University includes all the authoritative and showing wings of establishment. It covers from administration to execution of strategies and systems. In such manner, IQAC gives the fundamental game plans for criticism reactions to PG departments on quality related institutional cycles.

A definitive objective of partner's input is to get valuable experiences with the end goal of progress taking all things together parts of instructing, learning, evaluation and limit. Davangere University gathers the input on educational program and infrastructure perspectives and courses from various partners.

Davangere University completely audits the educational plan for each scholarly year. The University keeps up an IQAC as a quality consistence and quality improvement measure. In management of IQAC, different divisions and advisory groups like Career Guidance, Anti-Ragging and Sexual Harassment Advisory group, and so forth fortify the educational plan by fusing refreshed data and diurnal social issues.

Davangere University adapts a 360-degree feedback/ multi source as shown in Figure 2 and Figure 1 feedback where a process through which feedback from an faculties subordinates, colleagues, and head(s), as well as a self-evaluation by the professors /students /parents /alumni themselves are gathered.



Figure 1: 360 evaluation and multi-rater feedback process

2 Stakeholders

Departments of Davangere University follows a brilliant input system which is adaptable, straightforward and very much actualized. Criticism is acquired from different partners viz. students, teachers, alumni, employers and parents in a simple and steady way. The investigation of the gathered criticism helps in improving the instructive and practices and cycles of the foundation also, improves the general learning environment.



Figure 2: Creating an Evaluation Process at Davangere University

- **Students:** As far 2016 concerned, initiated to take feedback from Students only which is a critical key for reforming the curricular structures based on the current requirements and situations. Students can give feedback about various factors of our university, student results are the planned objectives of a course, program, or learning experience; in the subsequent case, understudy results are the real outcomes that understudies either accomplish or neglect to accomplish during their schooling or later on throughout everyday life.

3 Types of Feedback

A related stakeholders will be better positioned to give input on the precision and detail of the improvements. It can in this way be useful to get input from an assortment of individuals who have various arrangements of information and comprehension and who may give criticism various accentuations and viewpoints. One of the feedback types is mentioned i.e, **Students feedback**.

4 University Faculty-Departments

A faculty is a division within a university comprising a group of related subject areas, possibly also delimited by level (e.g. undergraduate, postgraduate etc.). Davangere University has following departments and made effort to pull student's feedback from most of the departments.

1. Arts

- (i) Criminology and Forensic Science
- (ii) Economics
- (iii) English
- (iv) History
- (v) Journalism
- (vi) Kannada
- (vii) Political Science
- (viii) Social Work
- (ix) Sociology

2. Science

- (i) Bio-Chemistry
- (ii) Biotechnology
- (iii) Botany
- (iv) Chemistry
- (v) Computer Science
- (vi) Food Technology
- (vii) MATHEMATICS
- (viii) Microbiology
- (ix) Physics

Table 1: Rating Scales

Rating	Description
1	Excellent
2	Very Good
3	Good
4	Satisfactory
5	Un-Satisfactory

(x) Yogic Science

(xi) Zoology

(xii) FASHION TECHNOLOGY

(xiii) Environmental Science

3. Education

4. Commerce and Management Studies

(i) Commerce

(ii) MBA Studies

4.1 Rating Scales

Like the number scale, the word scale gives a rundown of scored classes for the respondent to choose from. Nonetheless, rather than every class being recognized by its score esteem, the word scale utilizes a depiction that demonstrates what every classification speaks to.

Scoring esteems are adjustable, yet would normally be as per the following Table 1:

5 Mode of Feedback Collection

Criticism assortment can be made either on the web or disconnected modes(Offline). The manual accommodation of input through printed poll given by the University at imperative timetable. The subjective criticisms as gratefulness letters, messages is additionally examined. Table 2 lists the mode of data collection from stakeholder-students.

Table 2: Feedback Collection Modes

Feedback Type	Collection mode
Student's feedback	Offline

6 Student's Feedback

Total percentage of students from whom the feedback is taken 85 percentage and above. Frequency of feedback is once in a year/semester.

The University values student input and recognises the importance of its contribution to learning and teaching. There are various ways that students can give feedback. These include:

- formal representation on academic committees
- involvement in the institutional academic reviews of departments
- by completion of student satisfaction surveys
- feedback via student staff committees
- direct communication (face-to-face, by email or by telephone).

Below are the list of questions were asked during feedback session,

1. Content of the syllabus is
2. Coverage of syllabus by teacher
3. Availability of infrastructure in the department
4. Satisfaction about time-table
5. Preparedness of the teachers
6. Methods used for teaching
7. I.A component
8. Student- Teacher interaction/involvement
9. Your contribution to the department discipline
10. Your contribution to the campus discipline
11. Sufficiency of library material/books
12. Availability of infrastructure in the library

13. Student- Non-teaching Staff Interaction

14. Encouragement towards research

15. Central facilities in the campus

Student's criticism is the key for transforming the curricular structures dependent on the current prerequisites. During the scholastic year 2016, around 80% of the students have expressed **GOOD** over the existed curricular and infrastructure, however there are still yet to be improved w.r.t library related issues, department infrastructure etc. As far teacher's issues concerned like syllabus coverage, depth of subject knowledge etc, since most of the teachers were Guest Faculties and it was not reached intended peak to satisfy the students better.

7 Pictorial Representation of Feedback Ratings

The feedback received from the departments and same has been represented in the form of graphs, such graphs are shown in the Figures 3, 4,5,6,7,8,9,10 ,11,12,13,14,15,16,??,18 ,19,20,21,22,23 and 24.

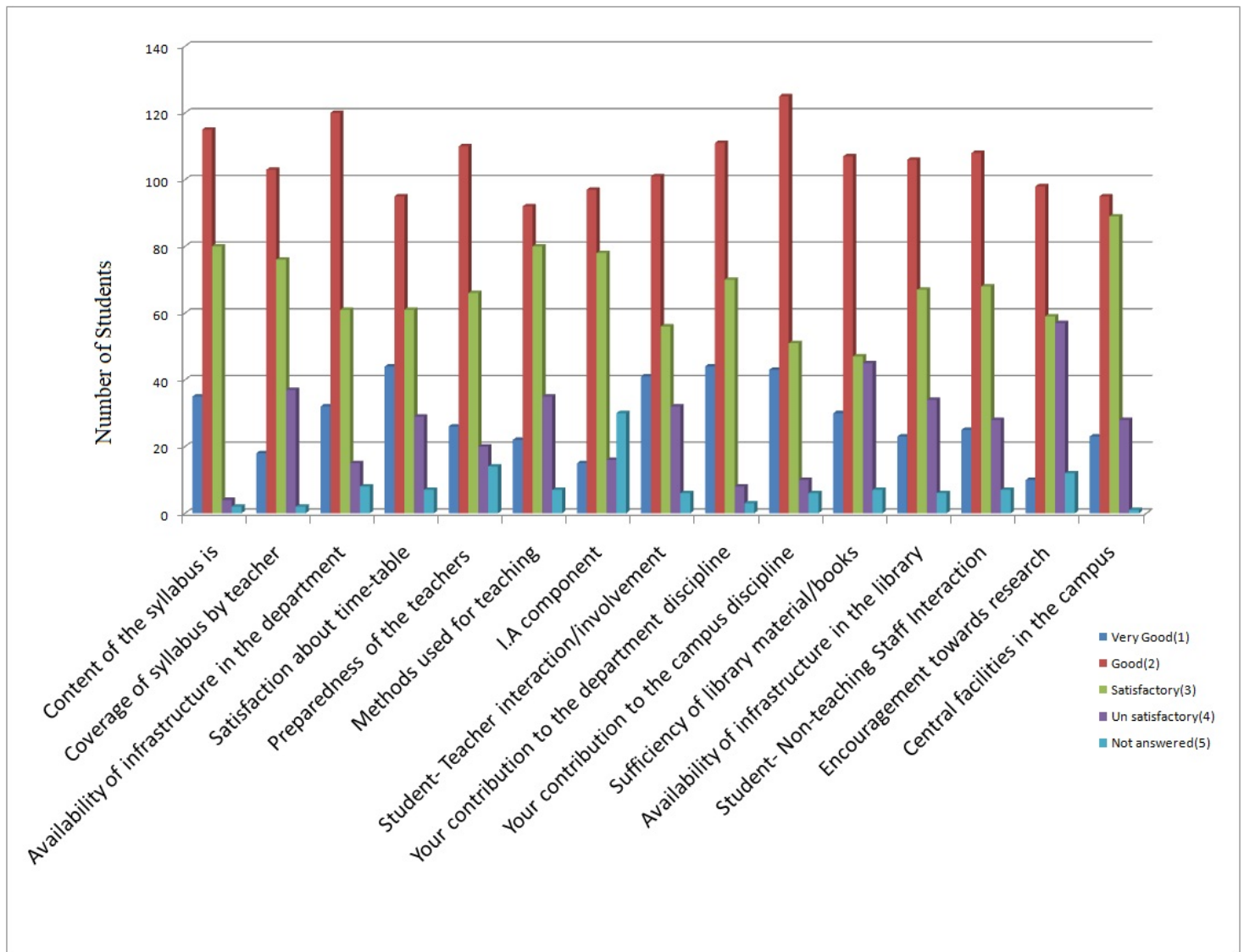


Figure 3: Feedback of MBA Department(PG)

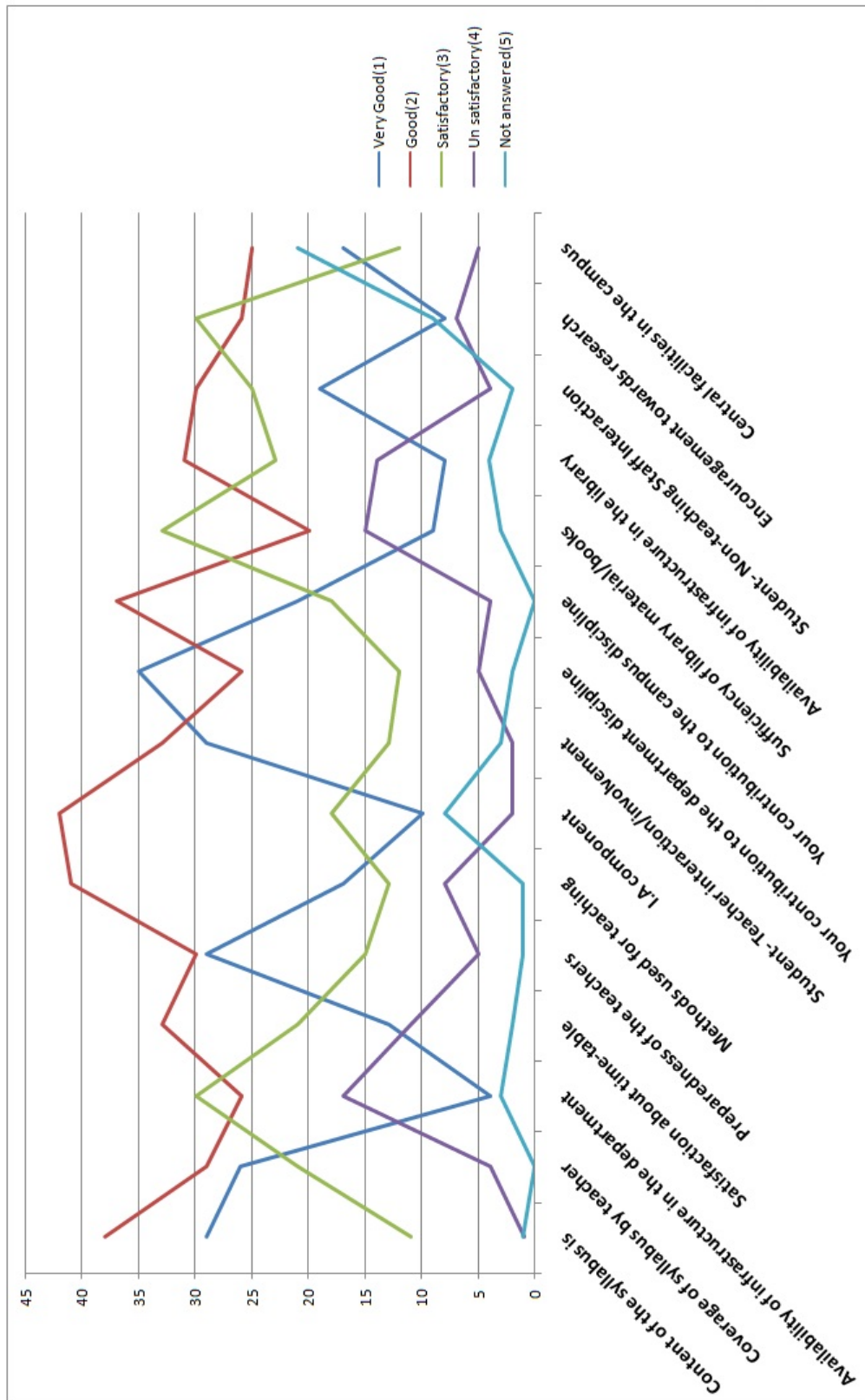


Figure 4: Feedback of Kannada Department-1 to 3 Sems(PG)

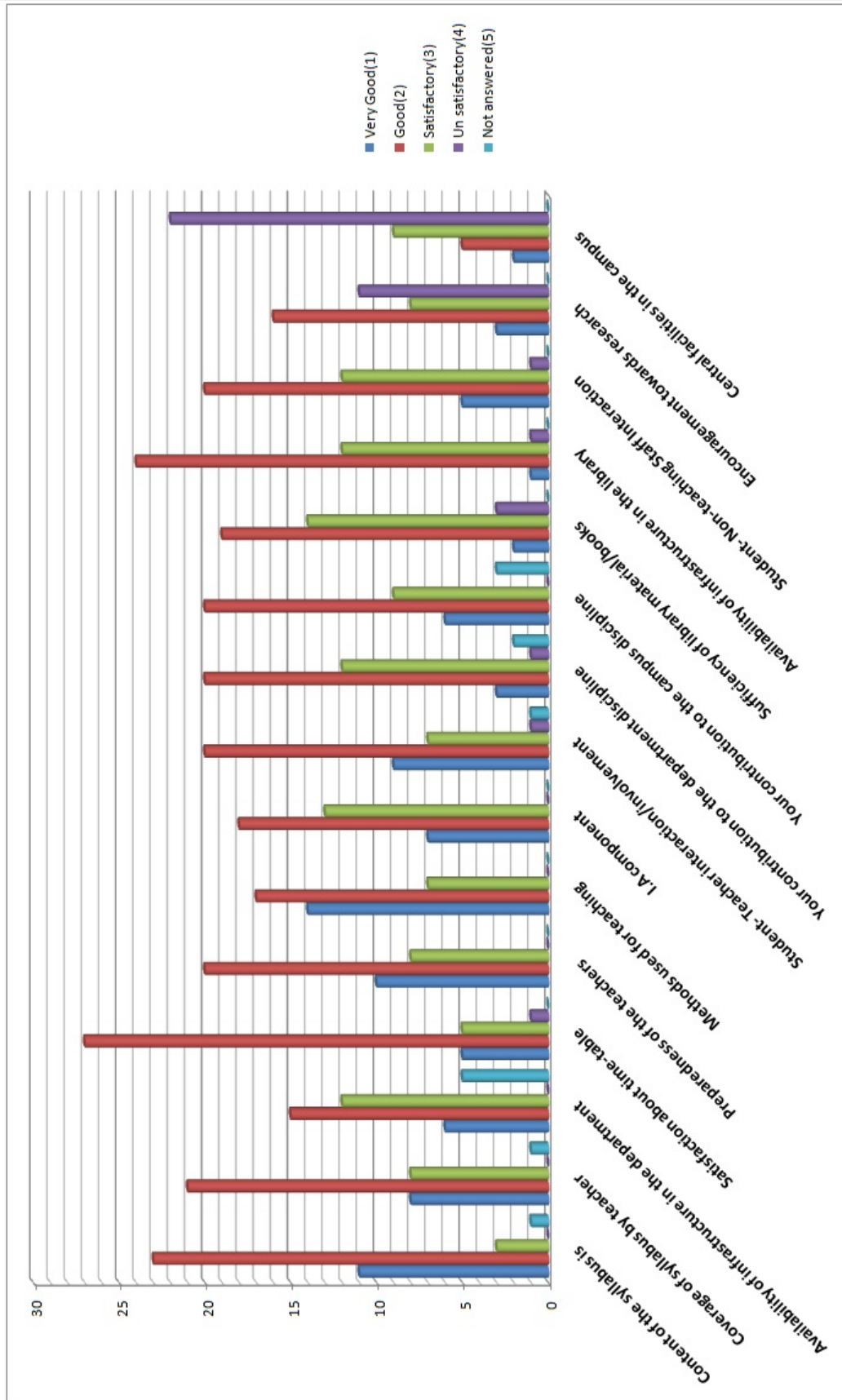


Figure 5: Feedback of Kannada Department-IIIrd Sem(PG Center, Chitradurga)

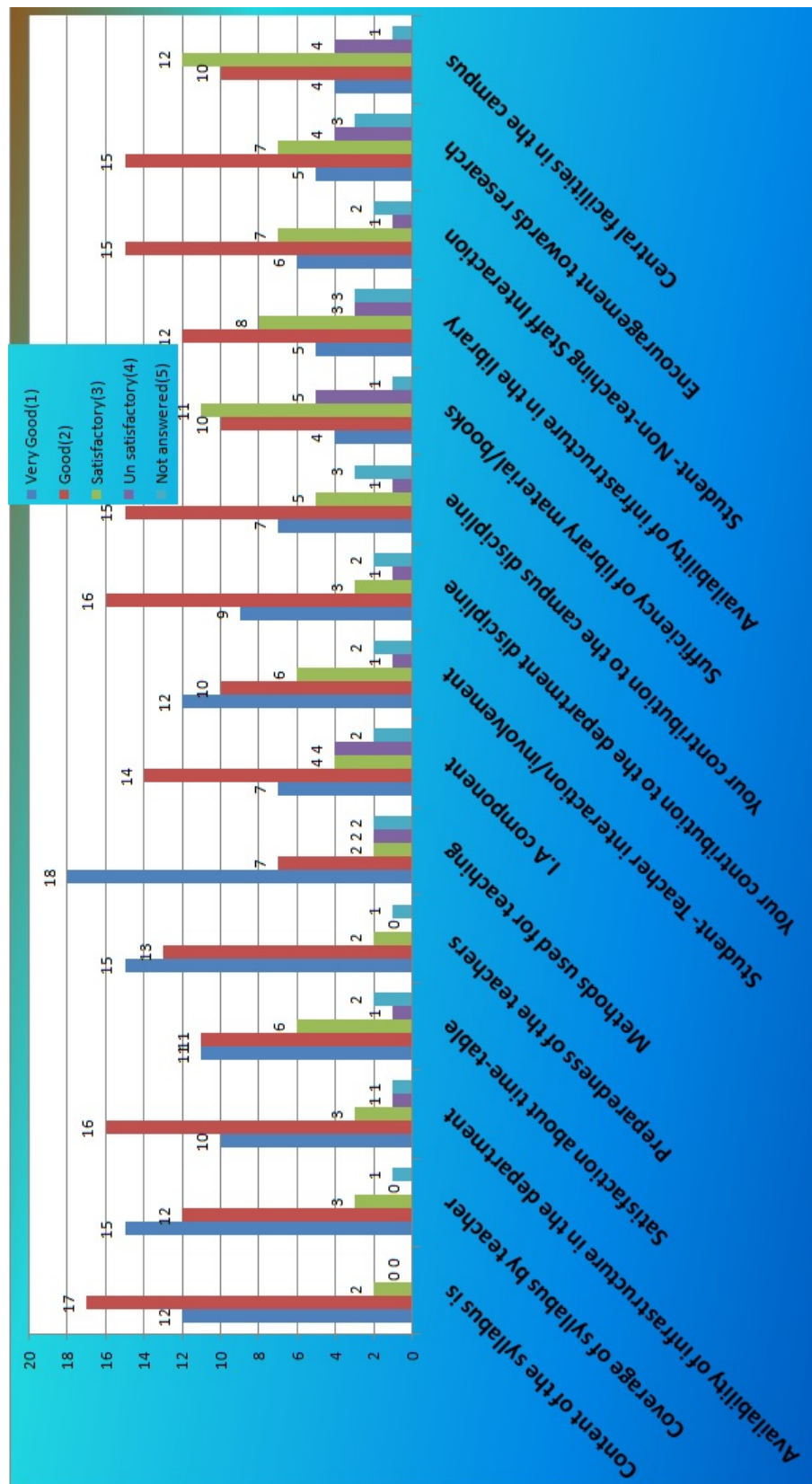


Figure 6: Feedback of Kannada Department-IIInd Sem(PG Center, Chitradurga)

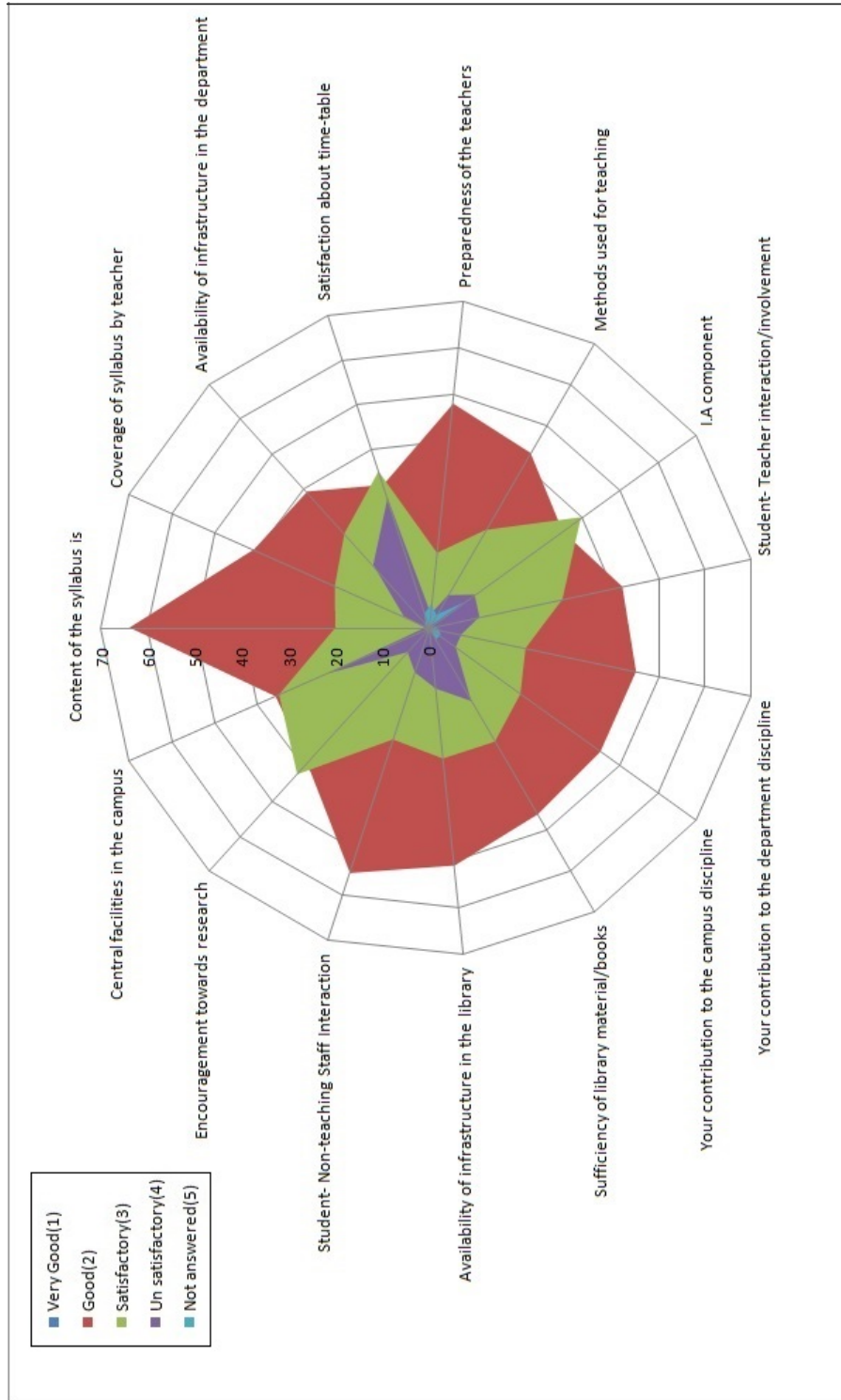


Figure 7: Feedback of Economics(PG)

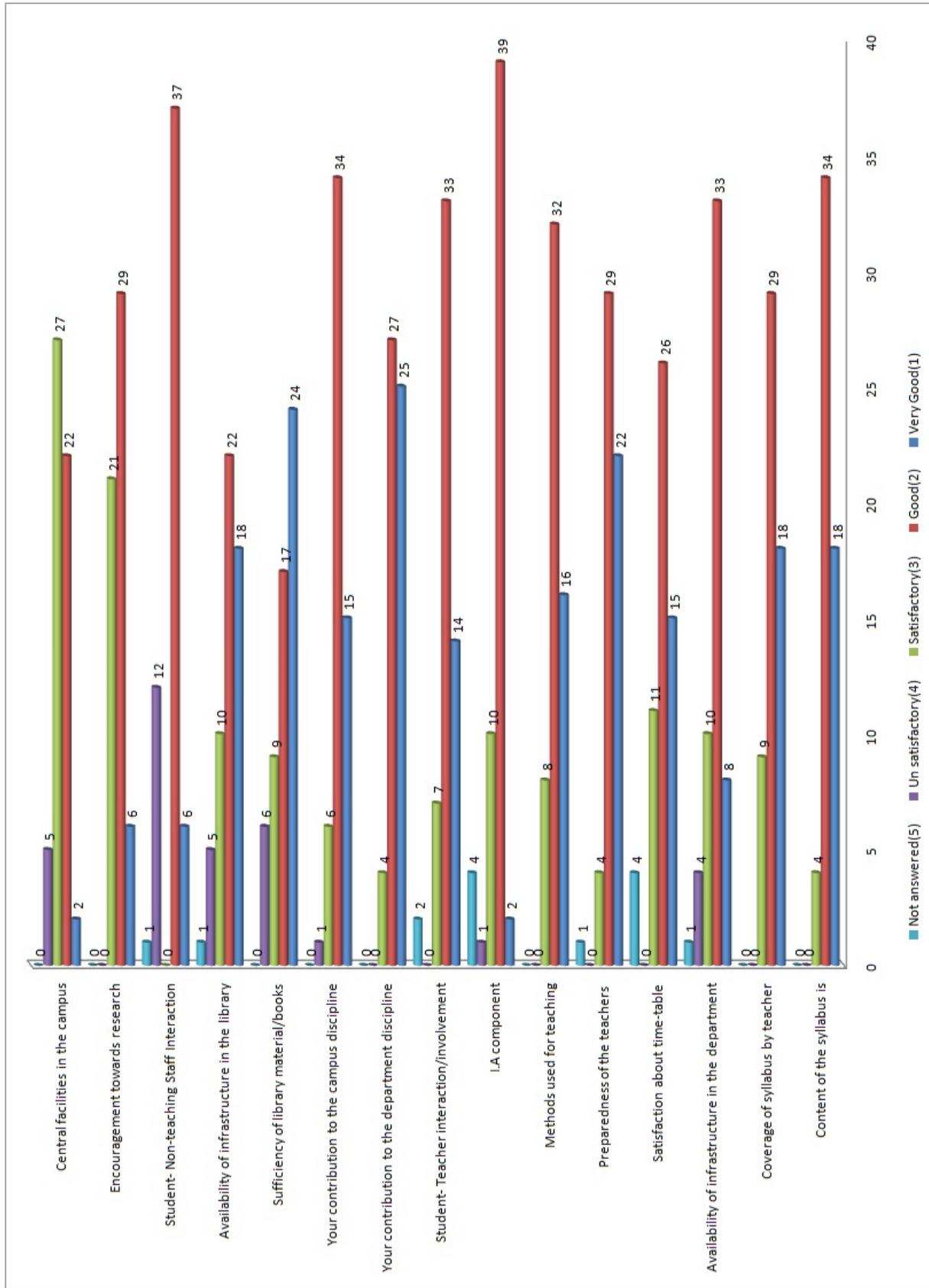


Figure 8: Feedback of Economics-I,IIsem(PG Center, Chitradurga)

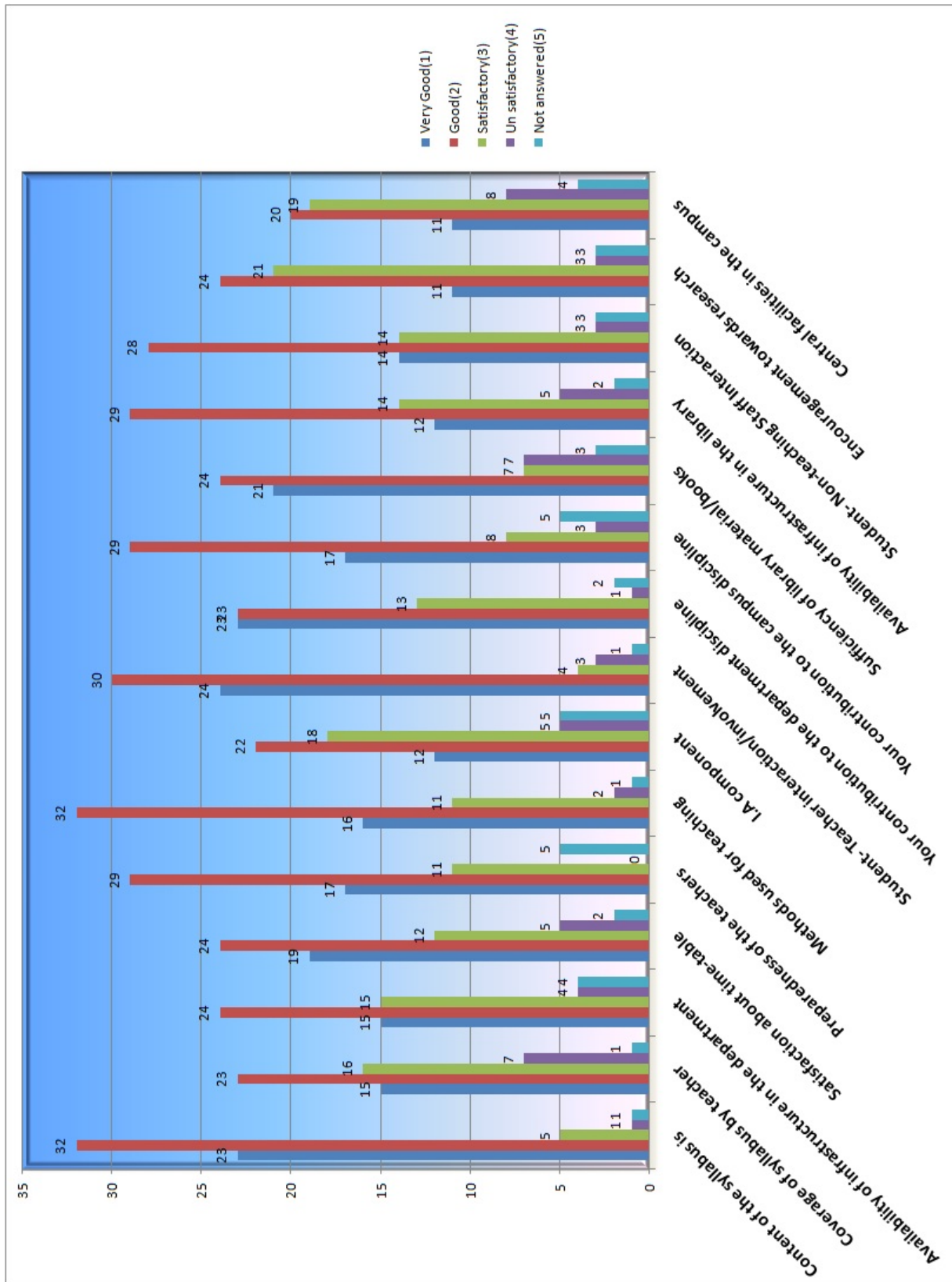


Figure 9: Feedback of Economics-II,IVsem(PG Center, Chitradurga)

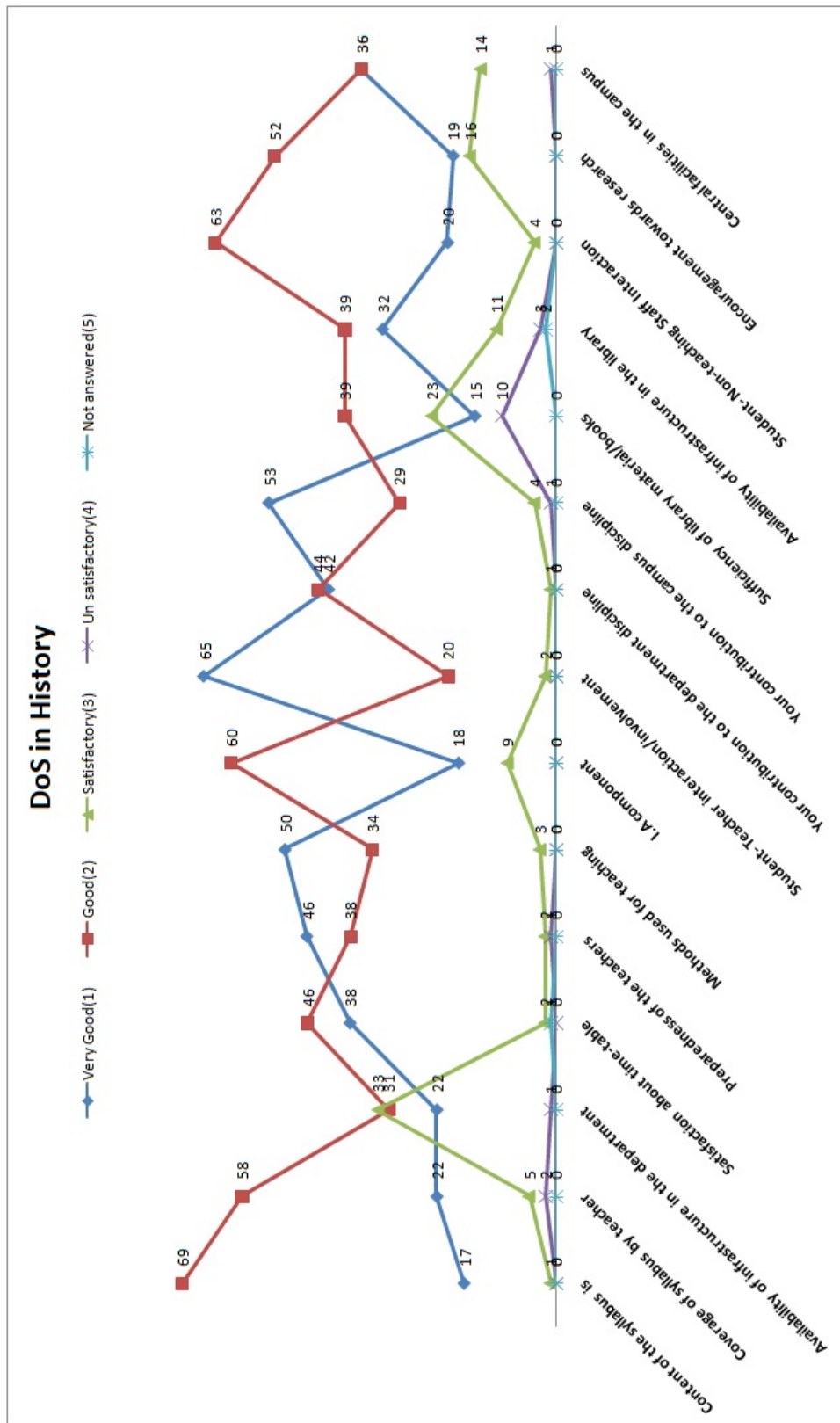


Figure 10: Feedback of History Department(PG)

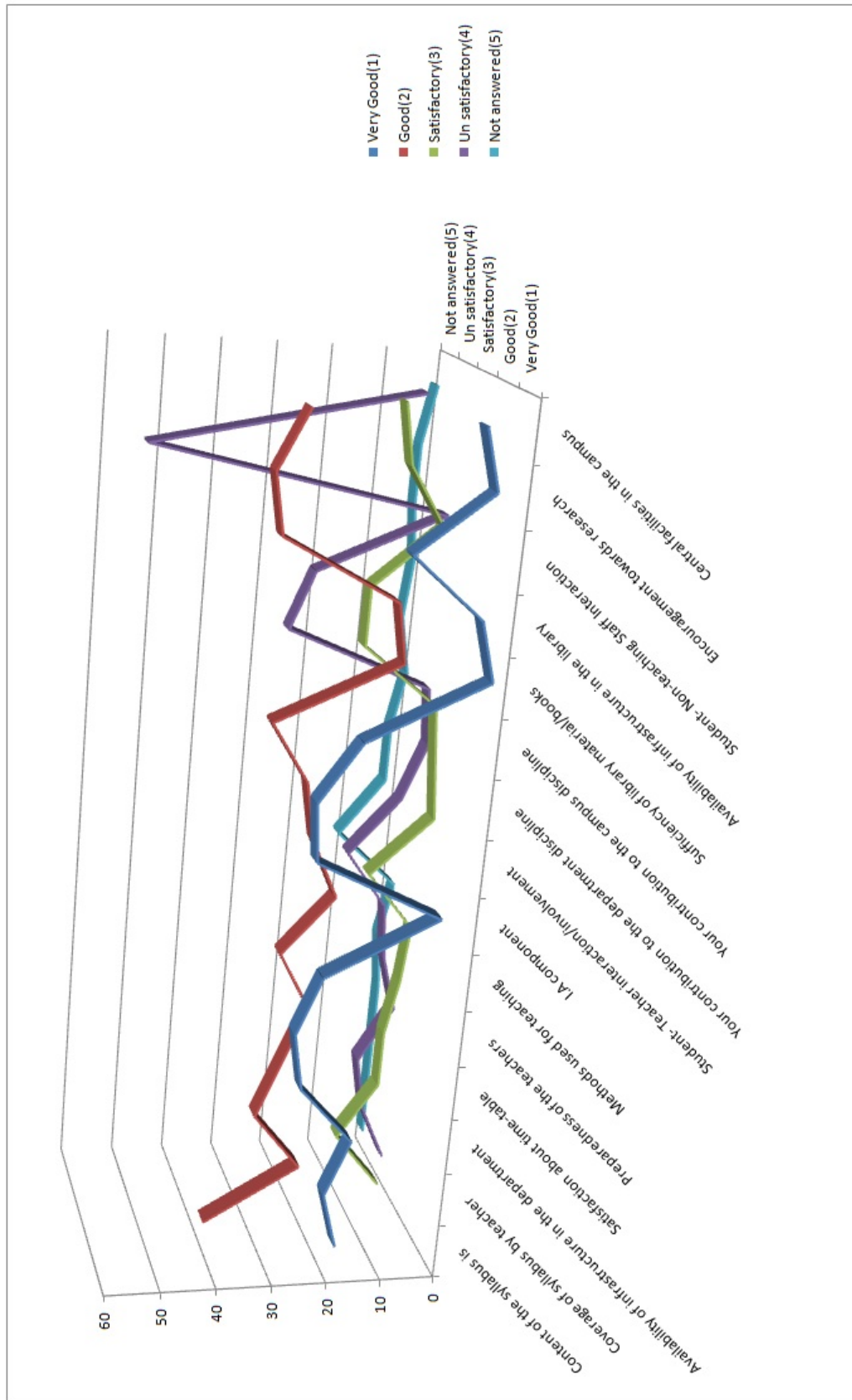


Figure 11: Feedback of Political Department(PG)

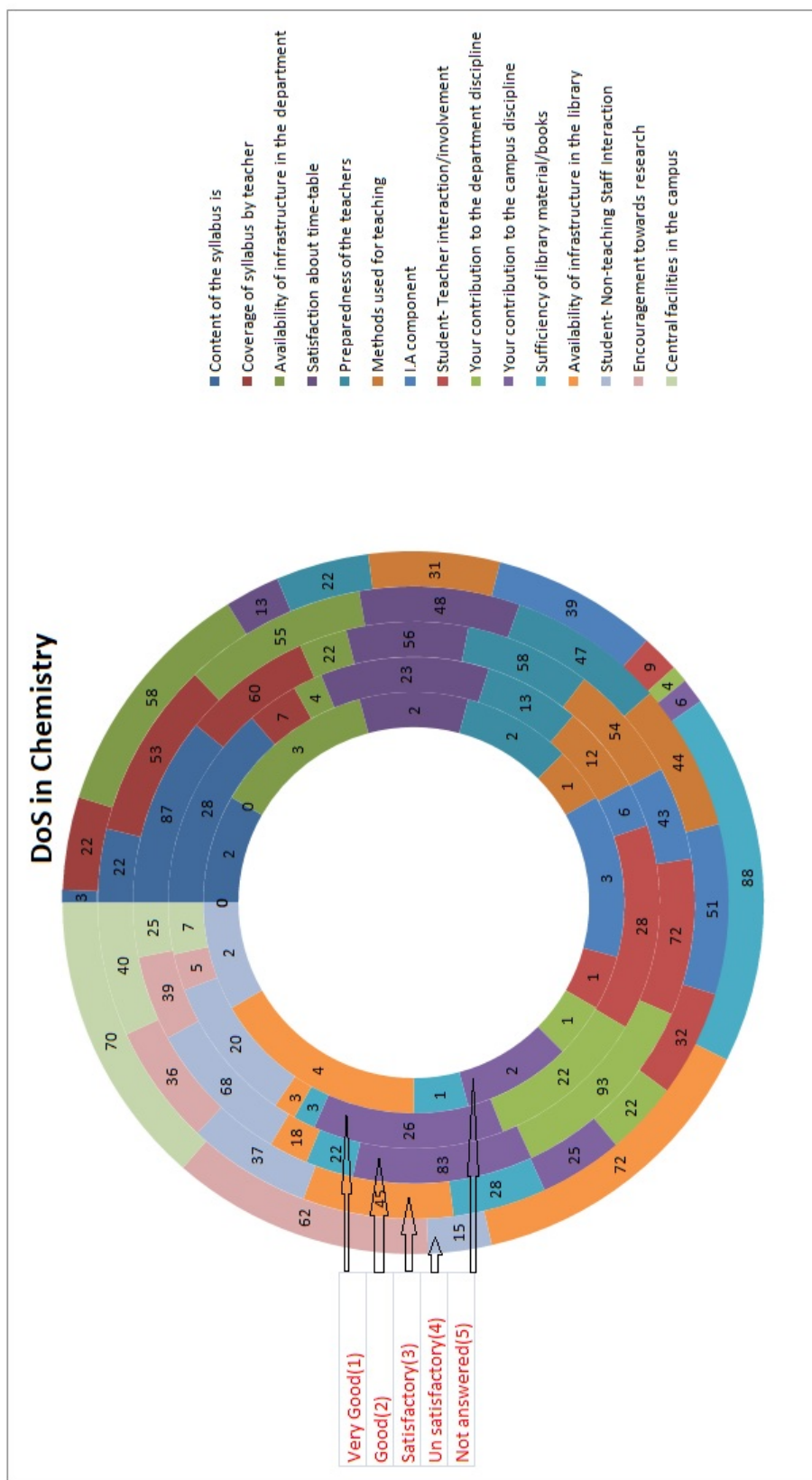
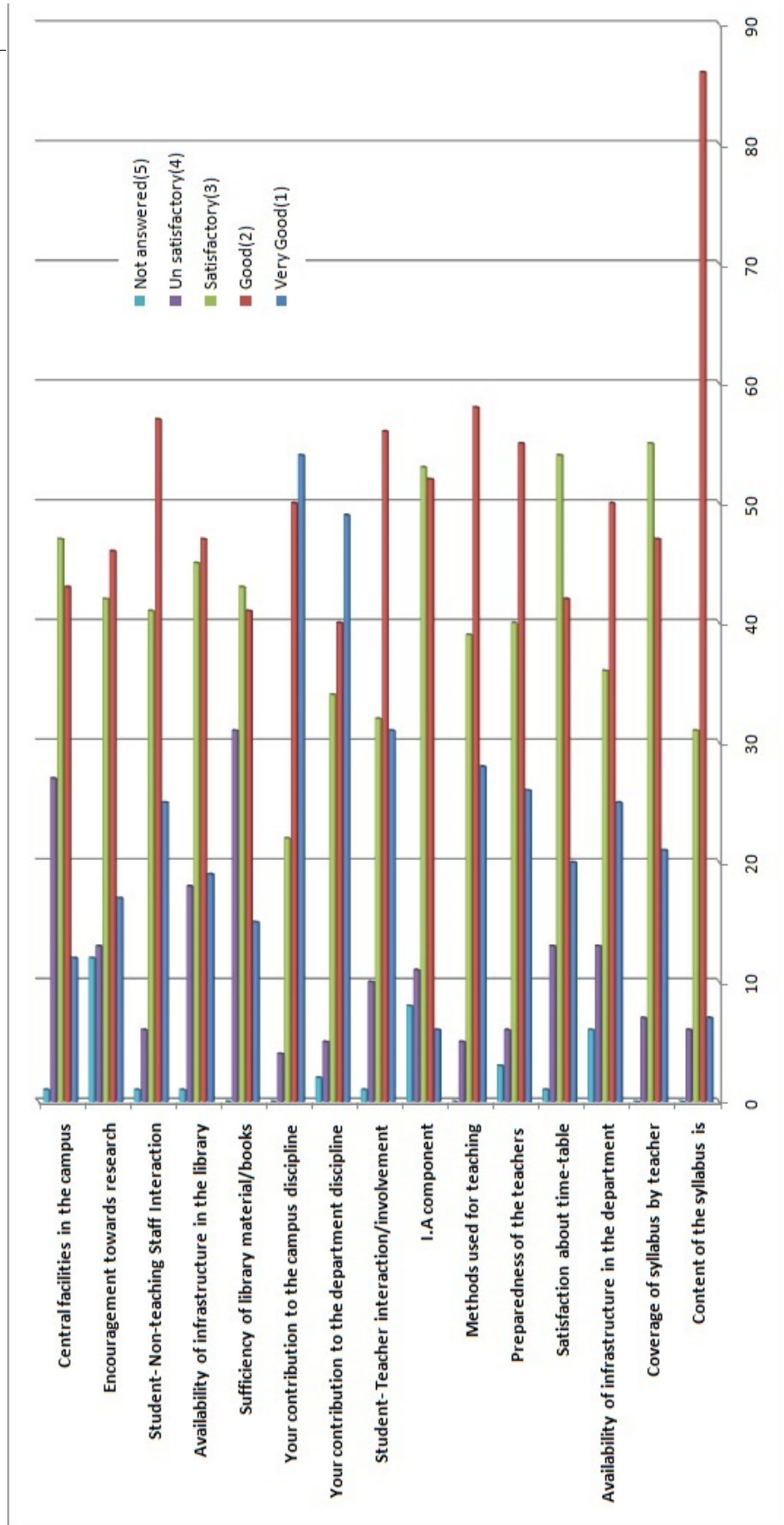


Figure 12: Feedback of Chemistry Department(PG)



Figure 13: Feedback of Commerce Department-IIInd, IVth Sem



K RATINGS

Figure 14: Feedback of Commerce Department-Ist,IIIrd Sem(PG Center, Chitradurga)

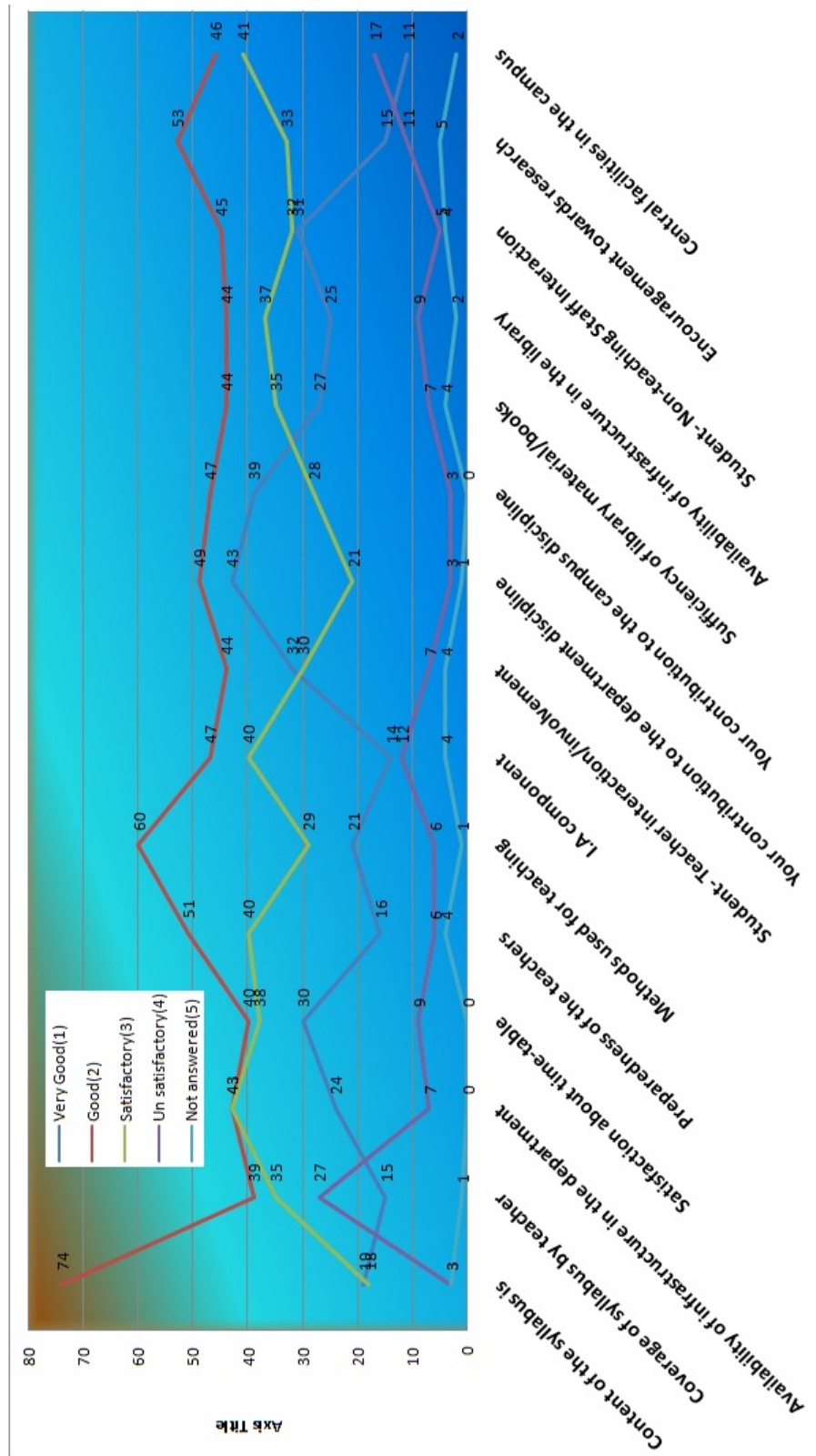


Figure 15: Feedback of Commerce Department-IIInd, IVth Sem(PG Center, Chitradurga)

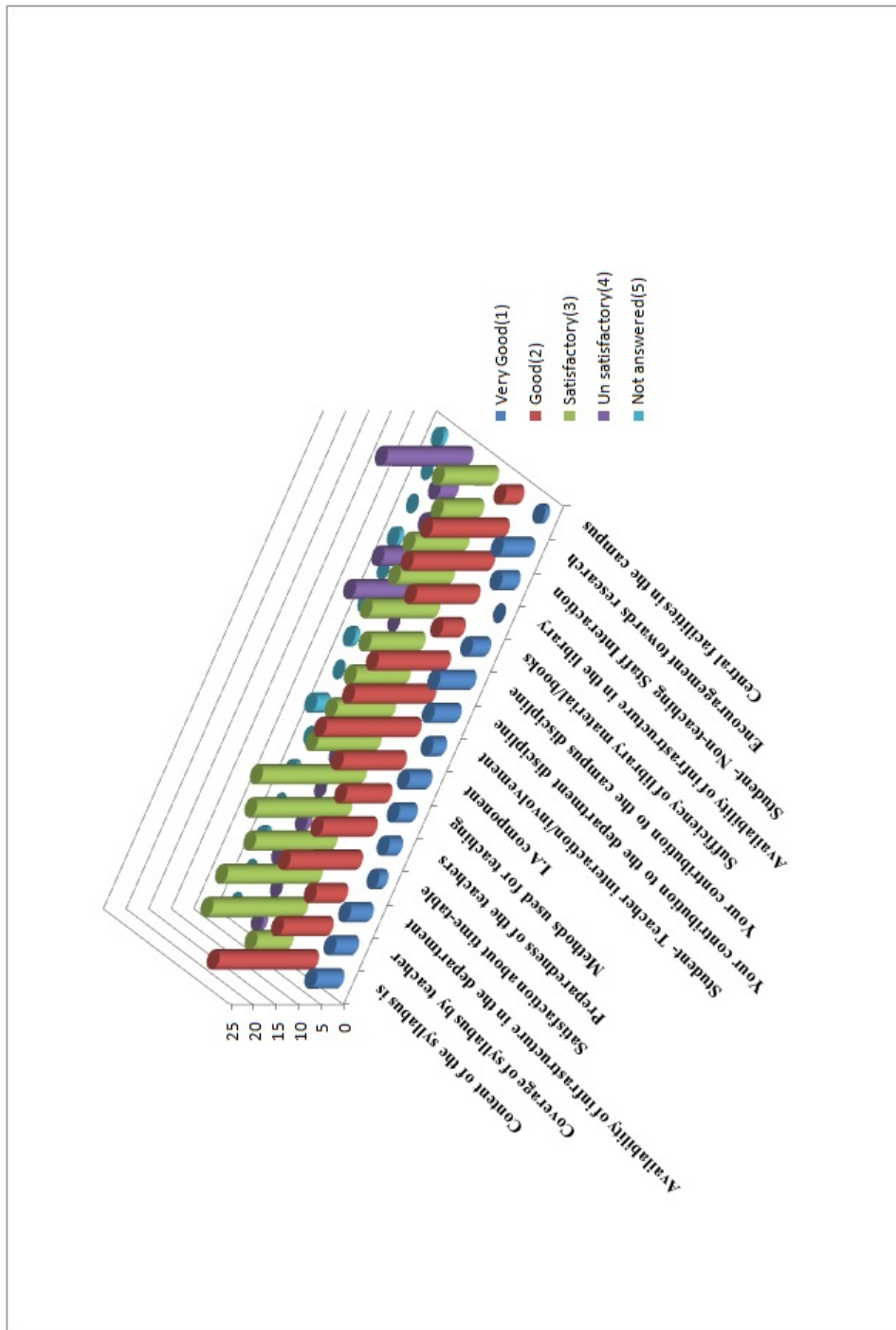


Figure 16: Feedback of English Department-I,IIISem(PG Center, Chitradurga)

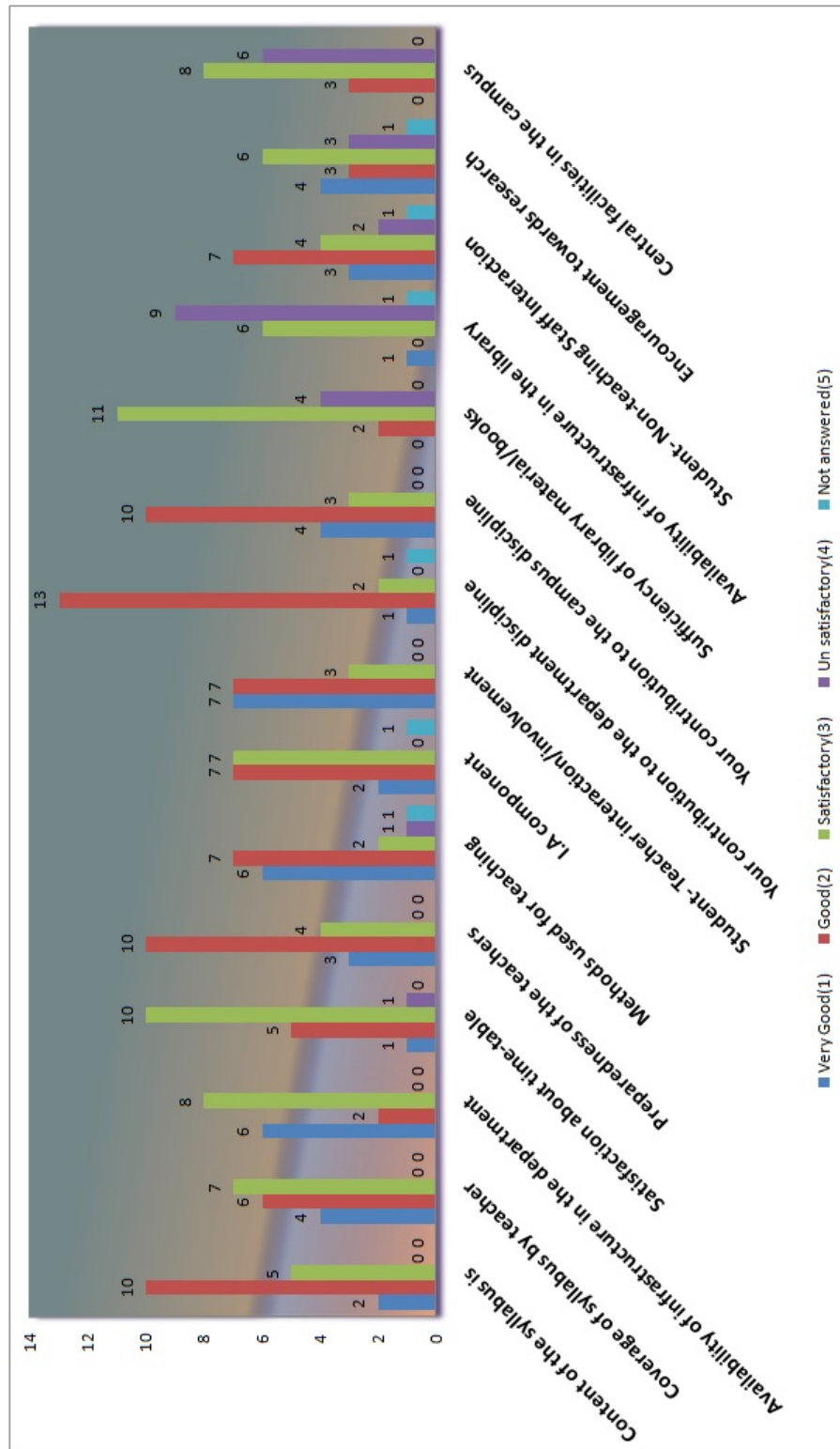


Figure 17: Feedback of English Department-II,IVSem(PG Center, Chitradurga)

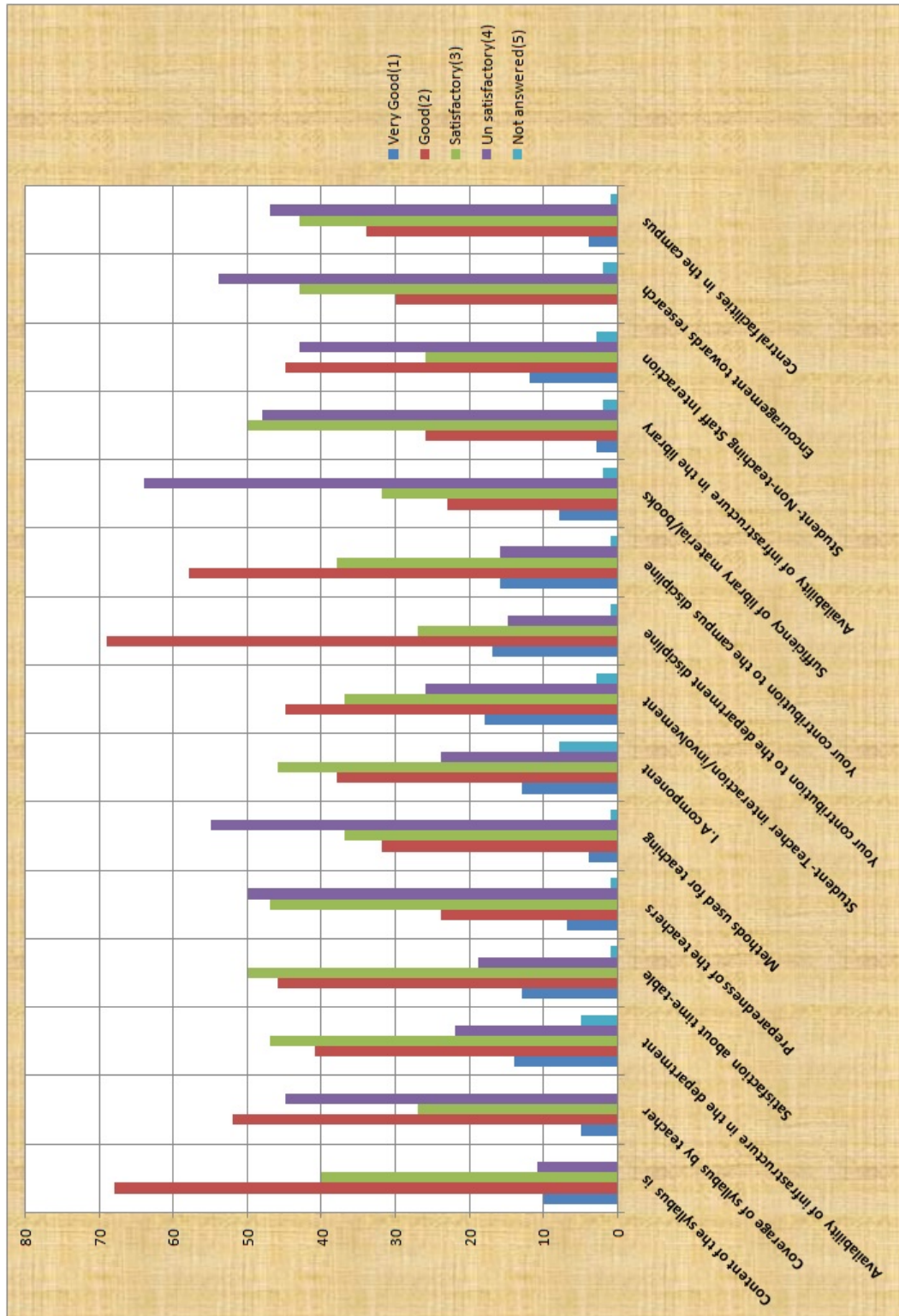


Figure 18: Feedback of Physics Department

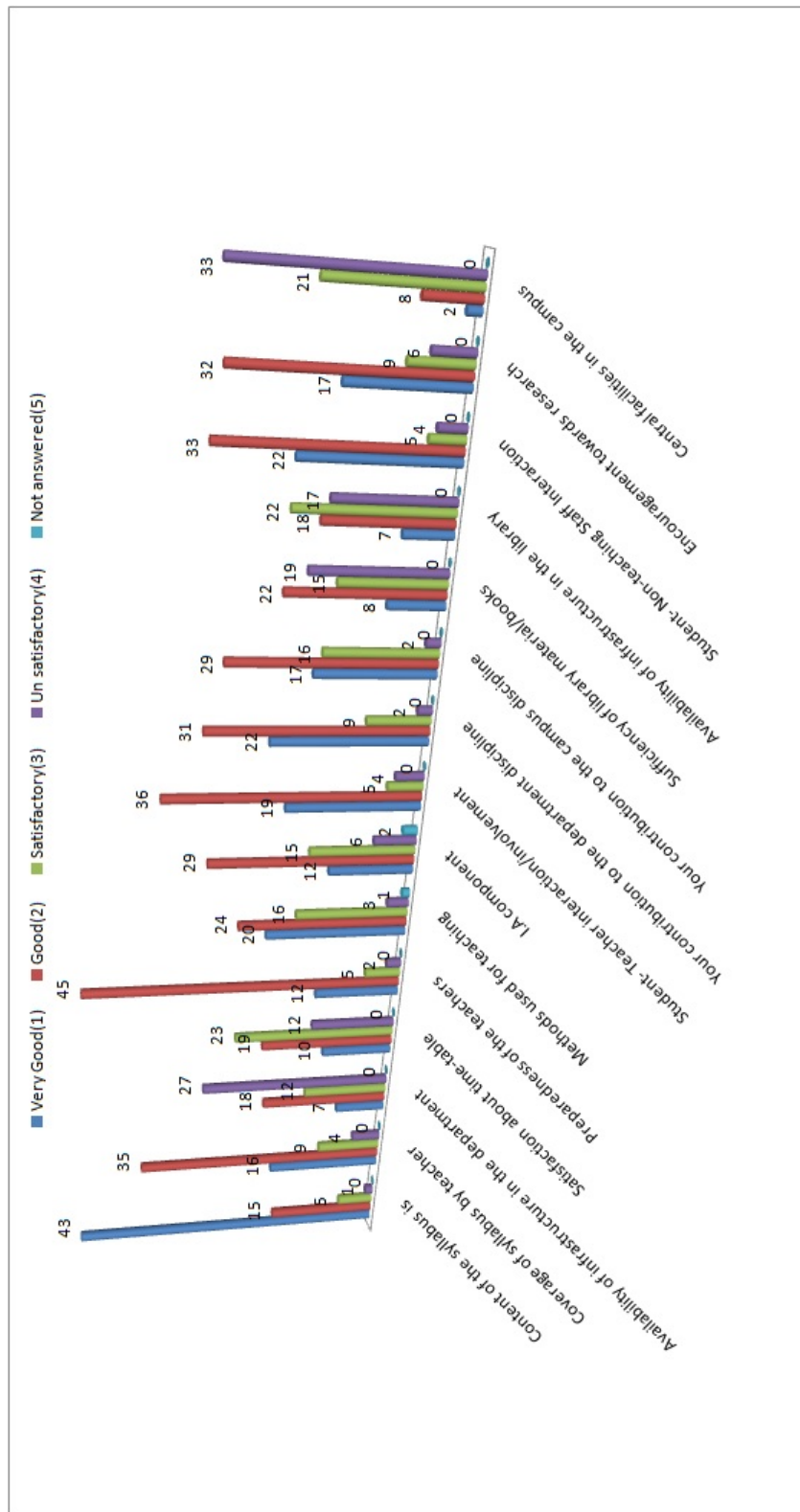


Figure 19: Feedback of Food Technology Department

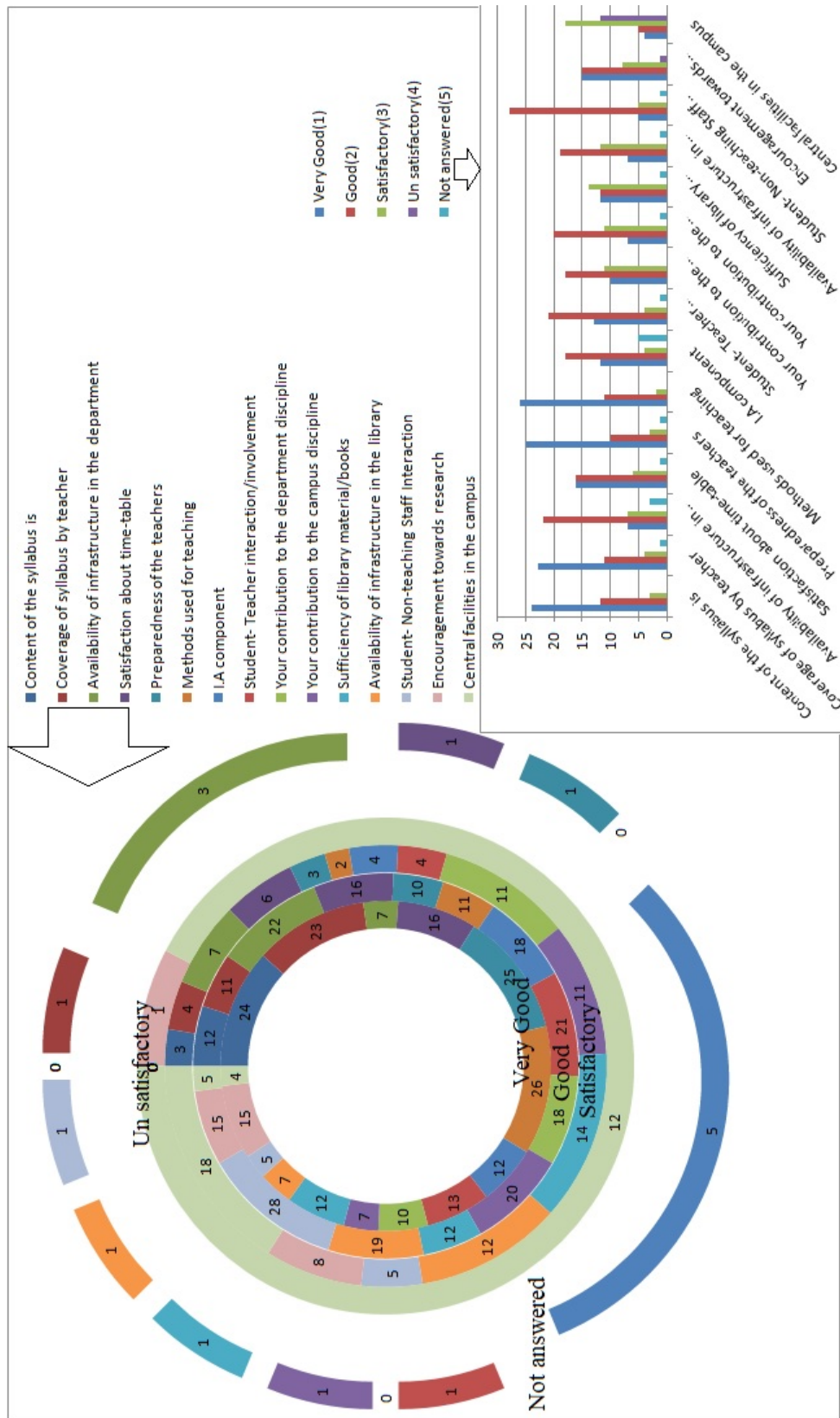


Figure 20: Feedback of Microbiology Department

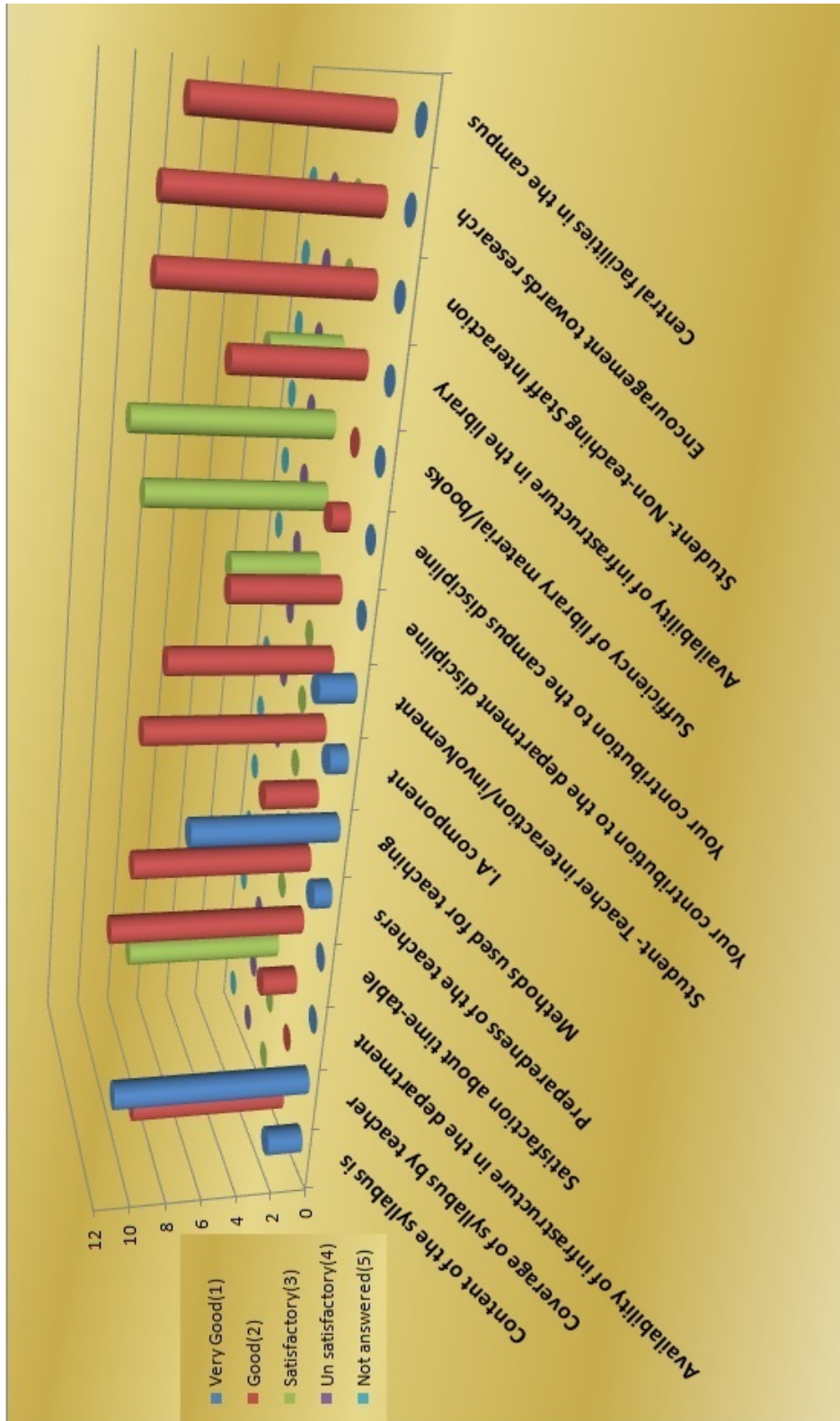


Figure 21: Feedback of Zoology Department-IISem(PG Center, Chitradurga)

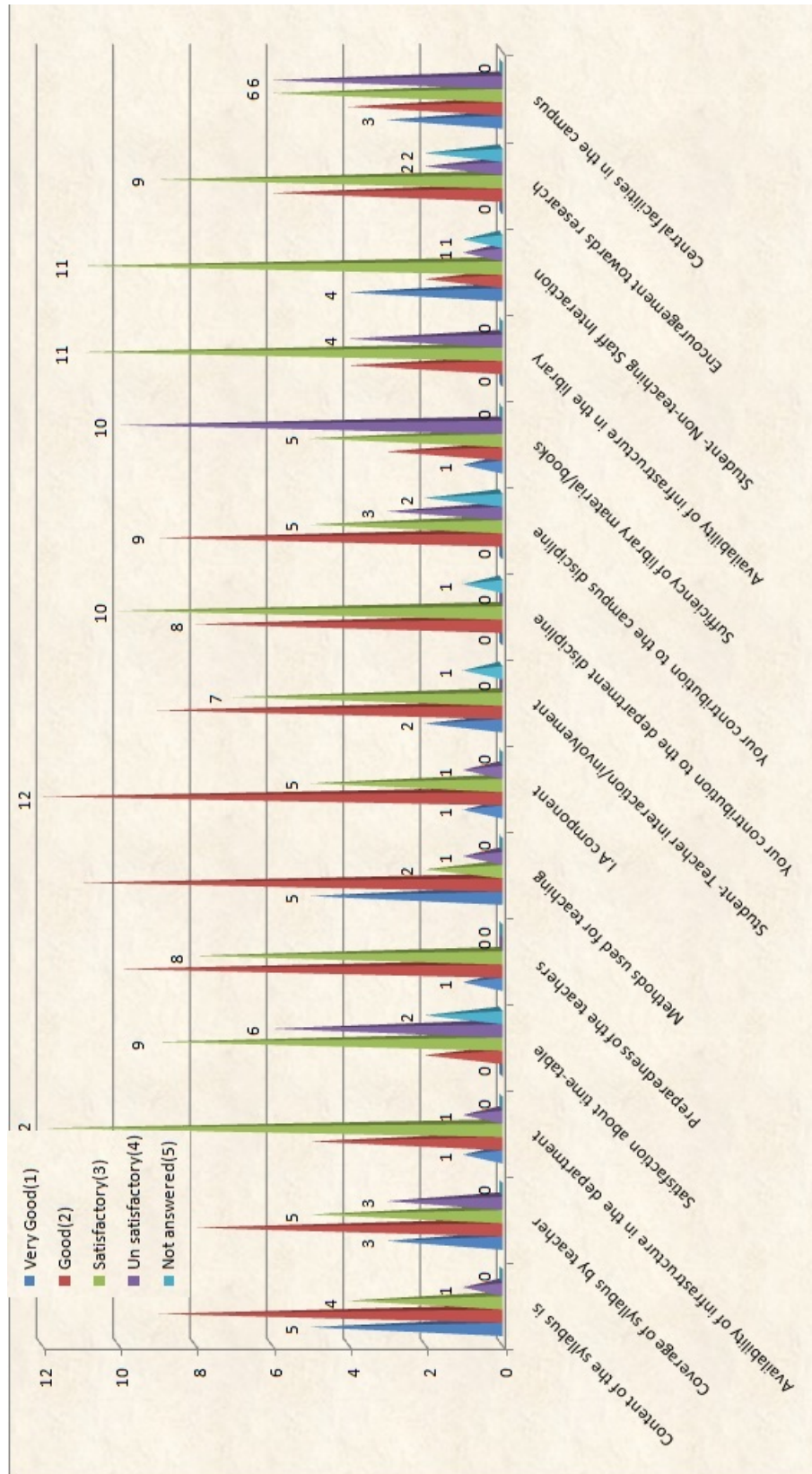


Figure 22: Feedback of Mathematics Department(PG Center, Chitradurga)

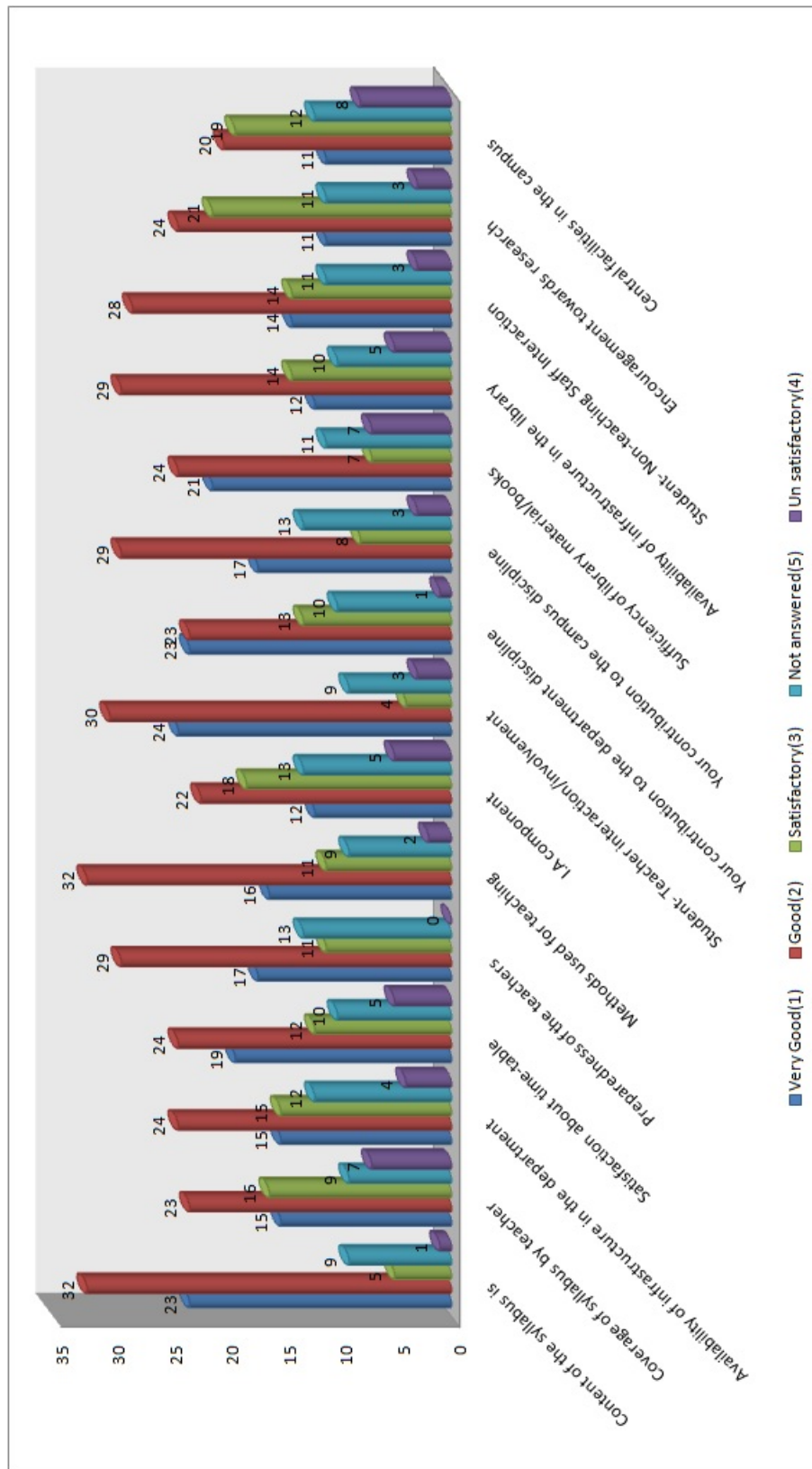


Figure 23: Feedback of Computer Science Department

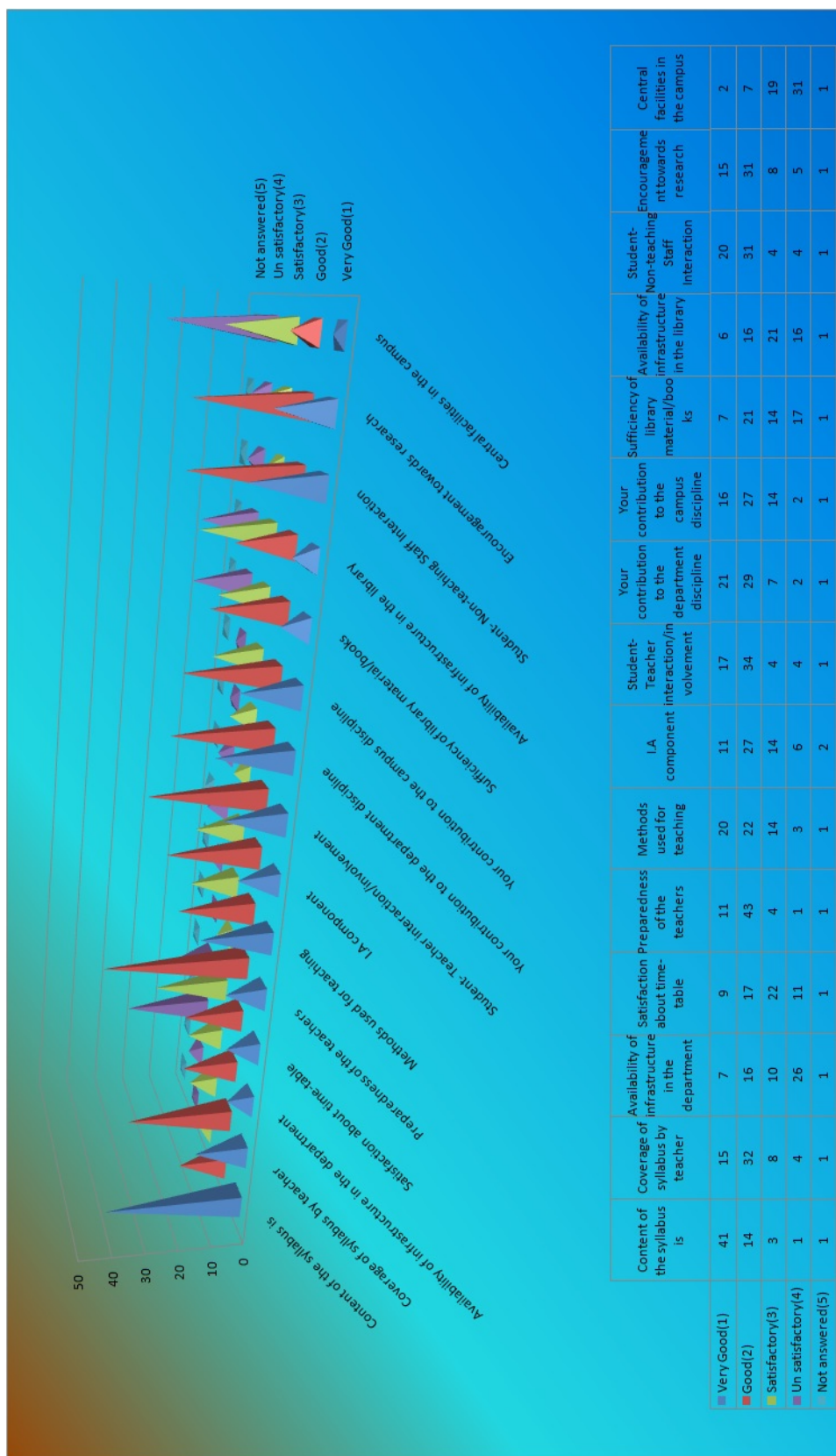


Figure 24: Feedback of Biochemistry Department

7.1 Overall Feedback Analysis Report

- (i) The analysis of the student's feedback distinctly depicts that they are well satisfied with the curriculum development and revisions by the university.
- (ii) Students exceptionally valued the scholastic related infrastructural offices, for example, library, research centers, play area and other facilities.
- (iii) It is seen from the student's input that couple of them communicated about the need of better infrastructure w.r.t buildings, ICT setup, maintenance etc.

7.2 Significant Suggestions

- (i) Students suggested to have more Books in library.
- (ii) Requested better library infrastructure.
- (iii) Improver infrastructure of departments.
- (iv) Better teaching skills.
- (v) Syllabus should be as per current needs.

7.3 Follow-up Action

The suggestions were talked about in the University High Level Meetings and it was chosen to make essential move to execute the recommendations to the degree they are reasonable.

8 Role and Responsibilities

In Davangere University, IQAC plays a major role to arrange and collect and analyse Feedback from various stakeholders. IQAC in any foundation is a critical regulatory body answerable for every single quality issue. It is the prime duty of IQAC to start, design and direct different exercises which are important to expand the nature of the schooling conferred in establishments and universities.

8.1 IQAC Objectives

- (i) To understand the strength and weakness of academic and research processes in various departments, and allied sections of the University and the need to realize the quality in Higher education system
- (ii) To practice quality in teaching-learning processes, research work in addition to administrative and supportive system.

- (iii) To uplift the excellence in quality academic and research outputs and to provide required quality knowledge to the society.

8.2 IQAC Goals

- (i) Main aim is to adopt a system of quality for conscious, consistent and catalytic plan of action to improve the academic, research and administrative performance of the University;
- (ii) To take steps for institutional functioning by quality enhancement through internalization of quality and institutionalization of healthy and best practices.

8.3 IQAC Procedure

As per the mandate, IQAC of Davangere University has recognized six criteria and prepared a format for conducting the academic audit based on these criteria.

- (i) Curricular Aspects
- (ii) Teaching, Learning and Evaluation
- (iii) Research and Consultancy
- (iv) Learning Resources
- (v) Extension Activities and Best Practice
- (vi) Basic Amenities and Green Initiatives

The department of studies/ schools/faculty shall conduct by assimilating information regarding the academic activities in the departments as per the stipulated format. The audit is conducted at each department with the help of external experts of within and outside the state. The peer team would visit the department and for physical verification of the processes, documents, and facilities. Each team critically reviews the academic processes in the departments and their observations and suggestions for implementing necessary corrective measures would help the university to reach its target.

8.4 IQAC Functions

- (i) Development and application of quality benchmarks/parameters for the various academic research and administrative activities of the University
- (ii) Facilitating the creation of a learner-centric environment conducive for quality education and faculty develop to adopt the required knowledge and technology for participatory teaching and learning process

- (iii) Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes
- (iv) Dissemination of information on the various quality parameters of higher education
- (v) Organization of inter and intra University workshops, seminars on quality related themes and promotion of quality circles among faculty and students
- (vi) Documentation of the various programmes/activities of the University, leading to quality improvement and for retrospective analysis
- (vii) Acting as a nodal agency of the University for coordinating quality-related activities, especially in adoption and dissemination of good practices
- (viii) Development and maintenance of Institutional database through MIS for the purpose of maintaining/enhancing the institutional quality
- (ix) Preparation of the Annual Quality Assurance Report (AQAR) of the University based on the quality parameters/assessment criteria developed by the relevant quality assurance body (like NAAC, NBA, AB) in the prescribed format
- (x) Bi-annual development of Quality Radars (QRs) and Ranking of Integral Units of HEIs based on the AQAR
- (xi) Interaction with SQACs in the pre and post accreditation quality assessment, sustenance and enhancement endeavors.

9 Action Taken

On the basis of feedback review from students and recommendations provided by program committee, the final action/ resolution has been taken by university.

One way of systematically reviewing the feedback received on various parameters like coursework, content, relevance, satisfaction, encouragement and other learning tasks is to collect and collate the comments received in a consistent way. Below are few of the actions IQAC and University has executed post 2016.

- (i) Agreed and initiated to have more Books in library.
- (ii) Initiated to extend library infrastructure.
- (iii) Stage by stage agreed to improve infrastructure of departments.
- (iv) Going to Hire permanent faculties to solve all teaching and syllabus related issues.

- (v) Syllabus was revised.
- (vi) University has procured many Journals/Books/Technical-Papers for the year 2016-17.
- (vii) Consistently monitoring faculties growth.

10 Appendices

Fruitful associations rely upon criticism/suggestions regardless of whether it originates from public, people in general, our own representatives or for our growth. On account of criticism structures, we have accumulated data and used to assemble a superior education, increment the effectiveness of the university, and offer more an important support.

To guarantee that we're getting appropriate input, we needed a criticism structure layout/form that catches all important data. With a strong assortment of criticism layouts/forms, we provided one of our assortment of input structure forms through OFFLINE or start with a fundamental criticism structure provided off-line.


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