FEEDBACK ANALYSIS REPORT OF DAVANGERE UNIVERSITY 2019-20

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

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

Davangere University follows a brilliant input system which is adaptable, straight-forward 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**: Student feedback is the 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.

- **Parents:** This is an important stakeholder of the system, the parent's feedback are also obtained from all the respondents and analysed. Some of the parameters accommodated in the parent's feedback, include quality of teaching, student's

discipline, lab facilities, IT services, sports, cultural and co-curricular activities, examination system, cross cutting issues, start-ups etc.

- **Alumni:** An alumnus or an alumna of our university are former student who has either attended or graduated in some fashion from the institution and advising or guiding to inculcate upto-date technologies, etc.

- **Employers:** Teaching-learning processes are continuously improved by proper and regular analysis of the feedbacks given by stakeholders. University seek regular feedback from employers and industry experts during Placement drives, Guest lectures/Workshops and Board of Studies.

- **Teachers:** The university has made it a practice to conduct course coordination meetings oftenly by all the faculties. These meetings were focused on qualitative improvement in course content, pedagogy, learning material, student's performance, research and extension activities, etc.

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. Few types of feebacks are mentioned below.

- Students feedback

- Alumnis feedback

- Employers feedback

- Parents feedback

- Teachers Feedback

3.1 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:

Table 1: Rating Scales

Rating	Description
0	Void Response
1	Very Dissatisfied/Strongly Disagree
2	Dissatisfied/Disagree
3	Neutral
4	Satisfied/Agree
5	Very Satisfied/Strongly Agree

4   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 asked during feedback,

 (i) Depth of the course content including project work if any

 (ii) Extent of coverage of course

(iii) Applicability/relevance to real life situations

(iv) Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)

 (v) Clarity and relevance of textual reading material

(vi) Relevance of additional source material (Library)

(vii) Extent of effort required by students

(viii) Availability of infrastructure in the department

(ix) Satisfaction about time-table

(x) Methods used for teaching

(xi) Student-Teacher interaction/involvement

(xii) Your contribution to the department discipline

(xiii) Your contribution to the campus discipline

(xiv) Sufficiency of library material/books

(xv) Student Non-teaching Staff Interaction

(xvi) Encouragement towards research

(xvii) Central facilities in the campus

(xviii) . Overall rating Course Semester Year

(xix) The syllabus of the course was

(xx) Background for benefit from the course was

(xxi) Was the course easy or difficult to understand?

(xxii) How much of the syllabus was covered in the class?

(xxiii) To what extent were you able to get material for the prescribed readings?

(xxiv) How well did the teacher prepare for the classes?

(xxv) How well was the teacher able to communicate?

(xxvi) How far the teachers encourage student's participation in the class ?

(xxvii) What is your opinion about the library materials and facilities for the course?

(xxviii) How helpful was the teacher in advising the students ?

(xxix) What effect do you think the internal assessment will have on your course grade?

(xxx) If yes, which of the following methods were used?

(xxxi) How often did the teacher provide feedback on your performance ?

(xxxii) Were your assignments discussed with you ?

(xxxiii) . Where you provided with a course contributory lecture too at the beginning?

(xxxiv) If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

(xxxv) Name of the Teacher [The teacher is punctual to the class]

(xxxvi) Name of the Teacher [The teacher is able to maintain discipline in the class]

(xxxvii) Name of the Teacher [The teacher has a clear knowledge of the subject]

(xxxviii) Name of the Teacher [The teacher has effective communication skills]

(xxxix) Name of the Teacher [The teacher uses creative methods of teaching]

(xl) Name of the Teacher [The teacher encourages students to ask questions in the class]

(xli) Name of the Teacher [The teacher does not cancel his/her classes]

(xlii) Name of the Teacher [The teacher takes interest in the betterment of the weaker students]

(xliii) Name of the Teacher [The teacher sets a balanced question paper]

(xliv) Name of the Teacher [The valuation of the answer script in objective]

(xlv) Name of the Teacher [The teacher treats all students equally, without favouritism]

(xlvi) Name of the Teacher [The teacher is an example to students in his Behaviour]

(xlvii) Name of the Teacher [Guidance of the Project Work is conducted seriously]

(xlviii) Name of the Teacher [The teacher motivates students to learn and creates interests in students]

(xlix) Name of the Teacher [The teacher does not victimize students]

Student's criticism is the key for transforming the curricular structures dependent on the current prerequisites. During the scholastic year 2019 to 2020, understudy's input is looked for from around 534 understudies about the numerous viewpoints. Around 80% of the understudies have proposed that Depth of the course content requirements to improve and prospectus could be testing. They likewise firmly consented to the point that the portion of credits is fitting corresponding to the degree obviously work. Lion's share of the understudies unequivocally concurred that the prospectus is covered by the educators on schedule. Scarcely any investigation diagrams are attracted the Figures 3, 4, 5, and 6. We ought to have important specialized aptitudes needed for their expert regions. The majority of the understudies firmly concurred that the courses are on top of their individual field of specialization. From the understudy's input it is uncovered that couple of them concurred and not many of them firmly consented to the point that
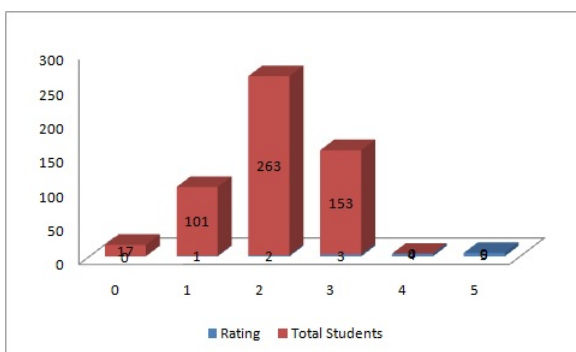
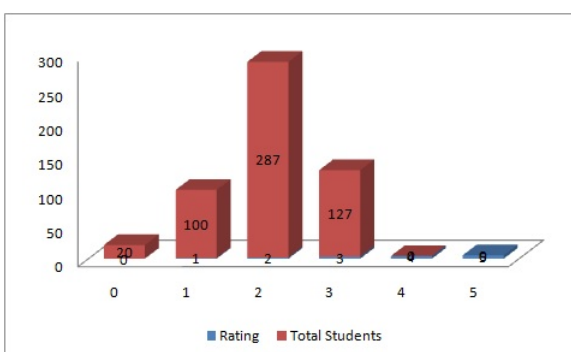Figure 3: Depth of the course content
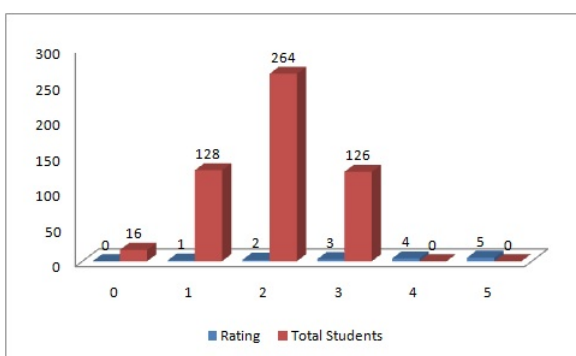

Figure 4: Extent of coverage of course

Figure 5: Applicability/relevance to real life situations
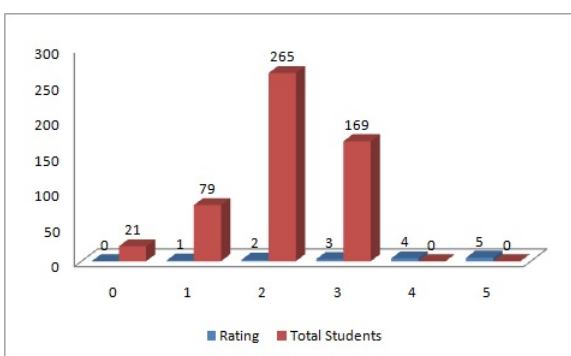

Figure 6: Learning value (in terms of knowledge, concepts, skills,etc)

the elective courses that are offered are a lot pertinent to the specialization streams and mechanical headways. Lion's share of understudies concurred that the lab encounters and useful presentation given to them upgraded their comprehension of the ideas and empower them to relate hypothetical segments to rehearse.

4.1   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 the need of more ICT offices.

4.2   Significant Suggestions

  (i) Students suggested More Career Awareness Programs.

 (ii) Requested more food items in the canteen.

(iii) Coaching camps for sports and games.

(iv) Special facility for differently abled students.

 (v) Entertainment programs related to University Celebrations.

(vi) Better to Introduce Skill Development Centre.

(vii) Programs on IPRs.

4.3   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.

5   Alumni's Feedback

The reason for this criticism is to acquire the contributions from the graduated class on the nature of the alumni at Davangere University. This causes us to evaluate the degree of fulfillment of the program results. Graduated class criticism will be gathered from all partaking former student of Davangere University during Alumni meet or through email/Google Forms. The IQAC will gather the criticism data physically or electronically and presenting the equivalent to the top management.

The graduated class criticism was looked for from almost 119 graduated students. It is accepted that the commitment of graduated class to the exercises of the any establishment is huge particularly in the advancement of the educational program. The input from the graduated class uncovers that 100% of them feel glad to be a piece of the establishment and are eager to add to the improvement of the university.

Graduated class meets have consistently been events to reinforce the warm relations the university keeps up with its previous understudies. This meet is likewise an event to get input from our Alumni. Most members have kept in touch with the workforce and were refreshed about different functions in the university.

Below are the list of questions asked during feedback, and respective Figures 7, 8, 9 and 10 shows the classification of data.

  (i) Was the syllabus updated enough? If no, then specify the technologies/ other topics to be added to make if more updated?

(ii) Was the course content delivery interesting? If no, specify the ways that it could be more interesting?

(iii) Did the course curriculum intellectually stimulate your? Explain the ways?

(iv) Was the course curriculum fulfilling your expectations? If no, specify the reasons.

(v) Have you learnt any new Skills in the due course of your study? (Other than syllabus) Specify them.

(vi) Does the syllabus create any interest to pursue Ph.D./Post Doc/Research in the particular topics If no, then specify
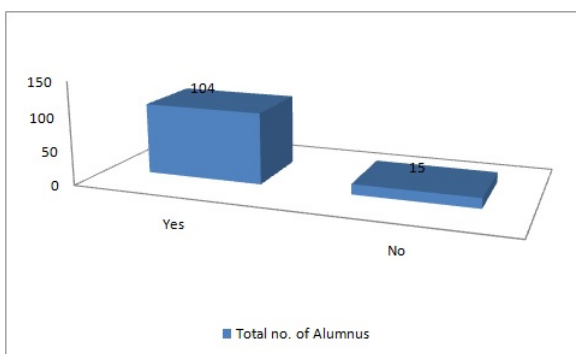

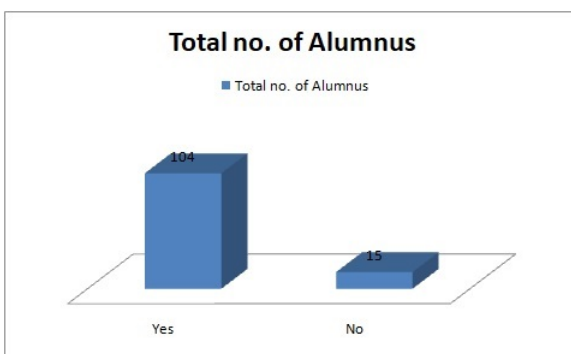Figure 7: Was the syllabus updated enough?

Figure 8: Was the course content delivery interesting?
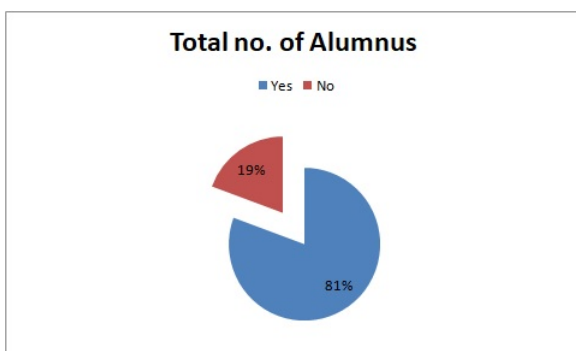

Figure 9: Was the course curriculum fulfilling your expectations?
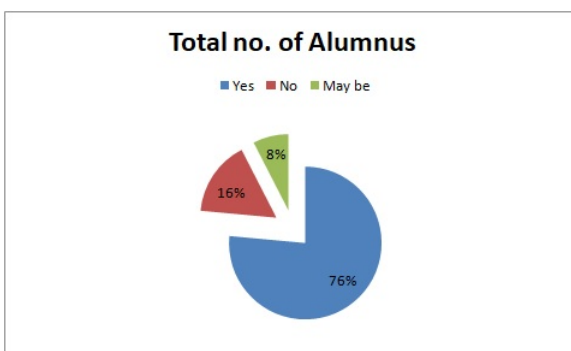

Figure 10: Does the syllabus create any interest to pursue PhD?

5.1   Major suggestions

(i) Training for powerful correspondence is needed for our students.

(ii) The alumni feedback analysis report reveals that majority of the alumni are happy but with few more extensions interms of development.

(iii) Students and parents should receive regular updates via SMS / mails/ calls/ Facebook / Tweeters etc.

(iv) The alumni suggested to enhance the academic initiatives which was already taken by the University to restructure and update the curriculum as per the current needs.

5.2   Measures taken

(i) Move has been made by the Departments of Davangere University for preparing excellent teaching and trainings advancements.

(ii) Preparing for students in university and authority has been done through getting sorted out administration functions like Alumni Annual meet.

(iii) University support voluntary programs like mentoring students in their areas of expertise by Alumnus.

(iv) Encouraging to get contributing scholarships to deserving students by Alumnus.

(v) University fill the gap between ongoing students and Alumni, Alumni can get in touch with students and share their expertise and best practices in a given field.

6   Employer's Feedback

Grabbed feedback from following employers during their visits or via Online-Mode,

- Azimpremji foundation

- Katra phytochemical (India) private limited Bangalore

- TVS Training and service to ICICI Bank Recruitment

- HDFC Bank

- Paytm

- Omega healthcare management services private limited

- Aavana corporate solutions pvt ltd

- VenkateshwaraHatcheries Pvt. Ltd.

- Naggawe Nirman Technologies Pvt Ltd

Below are the parameters considered for accessing feedback,

- General communication skills

- Developing practical solutions to work place problems

- Working as part of a team

- Creative in response to workplace challenges

- Self-motivated and taking on appropriate level of responsibility

- Open to new ideas and learning new techniques

- Using technology and workplace equipment

- Ability to contribute to the goal of the organization

- Technical knowledge/skill

- Ability to manage/leadership qualities

- Innovativeness, creativity

- Relationship with seniors/peers/subordinates

- Involvement in social activities

- Ability to take up extra responsibility

- Obligation to work beyond schedule if required

Employers response as an esteemed stakeholder in this regard is valuable for our continuous improvement and below are analysis graphs shown in Figure 6.
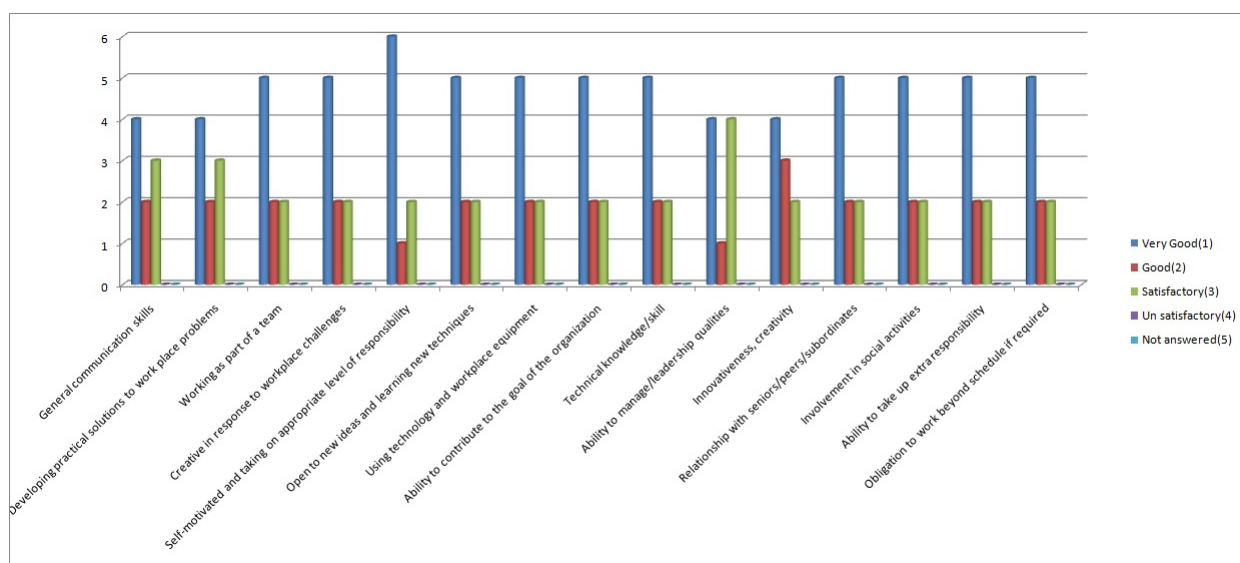
7   Parent's Feedback

IQAC@DU has built up a parent input proforma. The printed/Goolge Form proforma is accessible from the IQAC office. The filled proforma is gathered in different ways like Google Form, Physical Oral Discussions, telephonic discussions, etc. The filled proformas which included below parameters are given to the IQAC cell to target investigation.

(a) How do you rate the programme that your ward undergoing in terms of the load of the courses in different semesters?

(b) How do you rate the availability of the text and reference books in the market?

(c) How do you rate the quality and relevance of the courses included into the curriculum?

(d) How do you rate the treatment of the students by the faculty irrespective of the background of the student (Gender, cast, community, creed etc.) in teaching and evaluation?

(e) How do you rate the ambience of the Department for effective delivery of the academic process?

(f) How do rate the courses in terms of their relevance to the latest and/or future technologies?

(g) How do you rate the programmes based on the comfort of your ward in coping with the workload?

(h) How do you rate the quality of the teaching in the Institution?

(i) How do you rate the outcomes that your ward has achieved from the courses?

(j) How do you rate the transparency of the evaluation system in the University?

(k) How do you rate the Department activities that help your ward in getting jobs and placements?

(l) How do you rate the transformation of your ward after the completion of the course?

(m) How do you rate the scholarship/ concessions given to your ward by the University

Since the purpose of the feedback is to get the input from the parents on the quality of the university and services provided and hospitality and to assess institutional performance and overall satisfaction related to the academic and professional growth of ward. Parents response as an esteemed stakeholder in this regard is valuable for our continuous improvement and below are analysis graphs shown in Figure 11, 12,13 and 14 on various parameters.

7.1   Significant suggestions

Below are the list of summarized suggestions,

(a) Additional effort should be made to teach tough subjects.

(b) Basic concepts should be cleared properly.

(c) Examination results should be streamlined.

(d) Expedient settling of understudy questions.

(e) Vehicles parking should be in designated area.

(f) Proposed to improve Hostel Facilities/Cleanliness.

7.2   Action Taken

Efforts are already being made to address above issues.

(a) Counselling/Remedy classes will be conducted for slow learners.

(b) Academic calendar strictly followed

(c) Vehicles Parking, Hostel facilities will be improved with immediate effect.
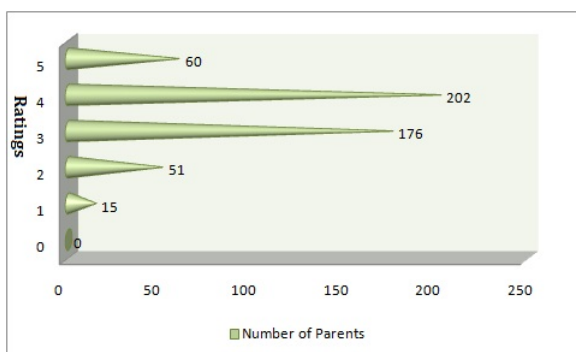
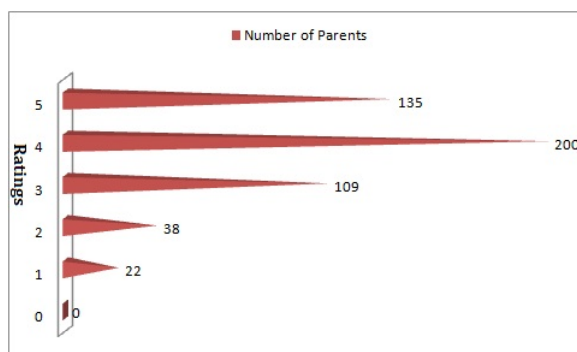Figure 11: How do you rate the programme that your ward undergoing?

Figure 12: How do you rate the quality of the teaching in the Institution?
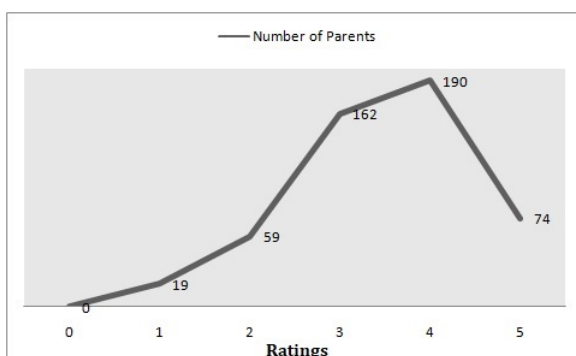

Figure 13: How do you rate the quality and relevance of the courses included into the curriculum?
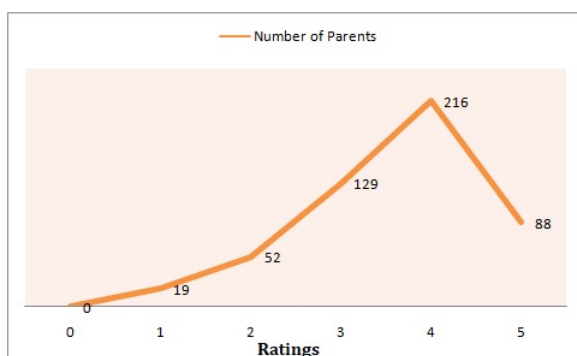

Figure 14: How do you rate the courses in terms of their relevance to the latest and/or future technologies?

8 Teacher's Feedback

The intention of the feedback is to get the teacher's input on the overall educational environment prevalent in University. This feedback will specifically target the inputs of professors/teachers on curriculum design, assessment patterns, research policies, HRM policies and overall working environment etc. Teacher's response as an esteemed stakeholder in this regard is valuable for our continuous improvement.

The filled proformas which included below parameters are given to the IQAC cell to target investigation.

(a) Syllabus is suitable to the course.

(b) Syllabus is need based Aims and objectives of the syllabi are well defined and clear to teachers and students Course content is followed by corresponding reference materials

(c) Sufficient number of prescribed books are available in the Library.

(d) The course/syllabus has good balance between theory and application.

(e) The course/syllabus has made me interested in the subject area.

(f) The course/syllabus of this subject increased my knowledge and perspective in the subject area

(g) The course/programme of studies carries sufficient number of optional papers

(h) The books prescribed/listed as reference materials are relevant, updated and appropriate

(i) Infrastructural facilities, such as teacher's rooms/carrels, class rooms, reading rooms and toilets are available in the

(j) Department Staff canteen is available at the faculty level.

(k) Tests and examinations are conducted well in time with proper coverage of all units in the syllabus

(l) I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus

(m) I have the freedom to adopt new techniques/strategies of teaching such as seminar presentations, group discussions and learners' participations

(n) I have the freedom to adapt new techniques/strategies of testing and assessment of students

(o) I have the freedom to adapt new techniques/strategies of testing and assessment of students

(p) The environment in the department is conducive to teaching and research.

(q) The administration is teacher friendly

(r) The University provides adequate and smooth support for projects and research facilities.

(s) The University provides adequate funding and support to faculty members for upgrading their skills and qualifications.

(t) Provisions for professional development are non-discriminatory and fair.

The university collects data relating to the curriculum, teaching, learning and e-valuation. Since the purpose of the feedback is to get the input from the teachers on the quality of the education in the university and services provided and hospitality and to assess institutional performance and overall satisfaction related to the academic and professional growth. Teachers response as an esteemed stakeholder in this regard is valuable for our continuous improvement and below are analysis graphs shown in Figure 15, 16,17 and 18 on various parameters.
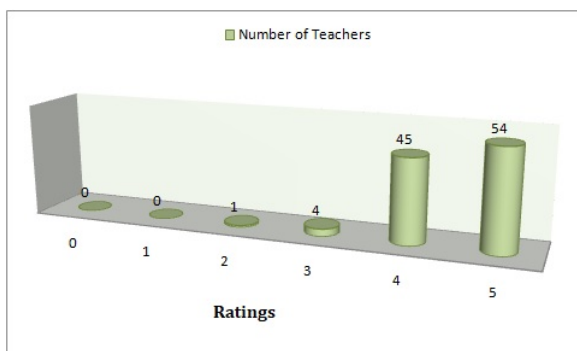

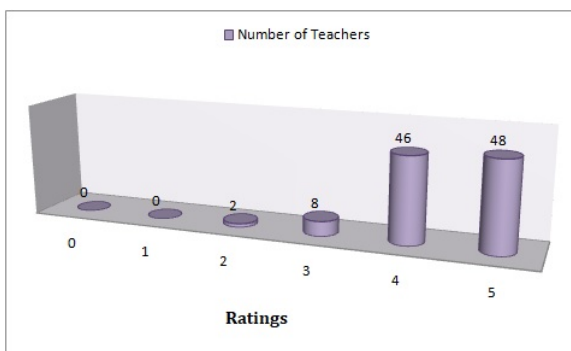Figure 15: Syllabus is suitable.

Figure 16: Syllabus is need based.

Ratings ⇨	0	1	2	3	4	5
Number of Teachers	0	0	6	8	34	56
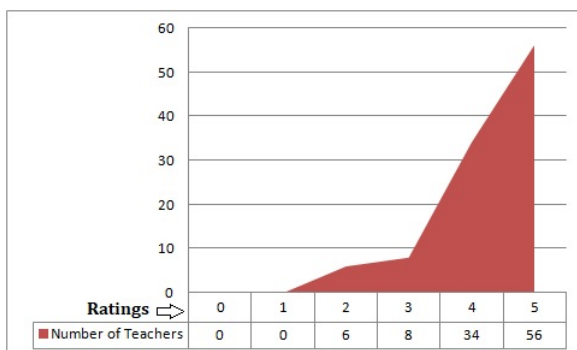
Figure 17: Syllabus aims/objectives are clear to teachers/students.

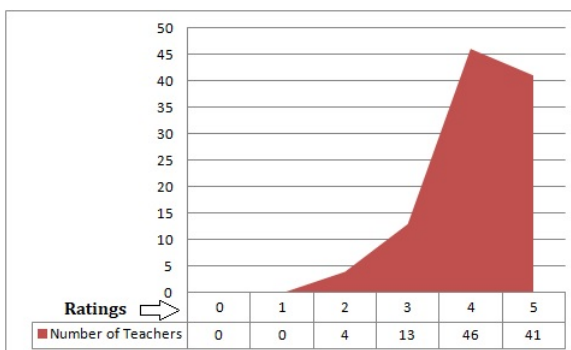| Ratings ⇨	0	1	2	3	4	5
Number of Teachers	0	0	4	13	46	41

Figure 18: The course/syllabus has good balance between theory and application.

8.1   Significant suggestions

Below are the list of summarized suggestions,

(a) Basic facilities for staff needs to be available like Cabins, Internet, power backup etc.

(b) Syllabus should be approved according to latest technology.

Table 2: Feedback Collection Modes

Feedback Type	Collection mode
Student's feedback	Online/Offline
Alumni's feedback	Online/Offline
Employer's feedback	Online/Offline
Parent's feedback	Online/Offline
Teacher's Feedback	Online/Offline

8.2 Action Taken

Efforts are already being made to address above issues.

(a) The matter was discussed in the chairman's meeting and thus decided to tune the problems.

(b) The BOS and Heads of departments are requested to contact the Chairman of each board to send communications at the earliest for syllabus approval.

9 Mode of Feedback Collection

Criticism assortment can be made either on the web or disconnected modes. Online mode remembers accommodation of reactions for gateway of Davangere University for example www.davangereuniversity.ac.in or Google Forms while disconnected accommodation includes the manual accommodation of input through printed poll gave 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 stakeholders.

10 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.

10.1 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.

10.2   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.

10.3   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.

10.4   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.

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11   Action Taken

On the basis of feedback review from various stakeholders 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 in this cycle.

(i) Arranged many trending sessions on various streams.

(ii) Sessions on intellectual property rights.

(iii) University has ordered many Journals/Books/Papers for year 2019-20.

(iv) Consistently monitoring faculties growth.

12   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 online browse or start with a fundamental criticism structure provided off-line.

REGISTRAR
DAVANGERE UNIVERSITY
Shivagangothri, Davangere-577 002