

Analysis of Students Feedback for the Academic Year 2019-2020

The feedback from the students is obtained at the end of each semester for taken any corrective measures needed with respect to the courses offered, the quality of teaching and learning environment, on the facilities and infrastructure, and on other services and activities available to the students

The feedback on each item was based on a five point scale, with poor, satisfactory, good, very good and excellent, respectively.

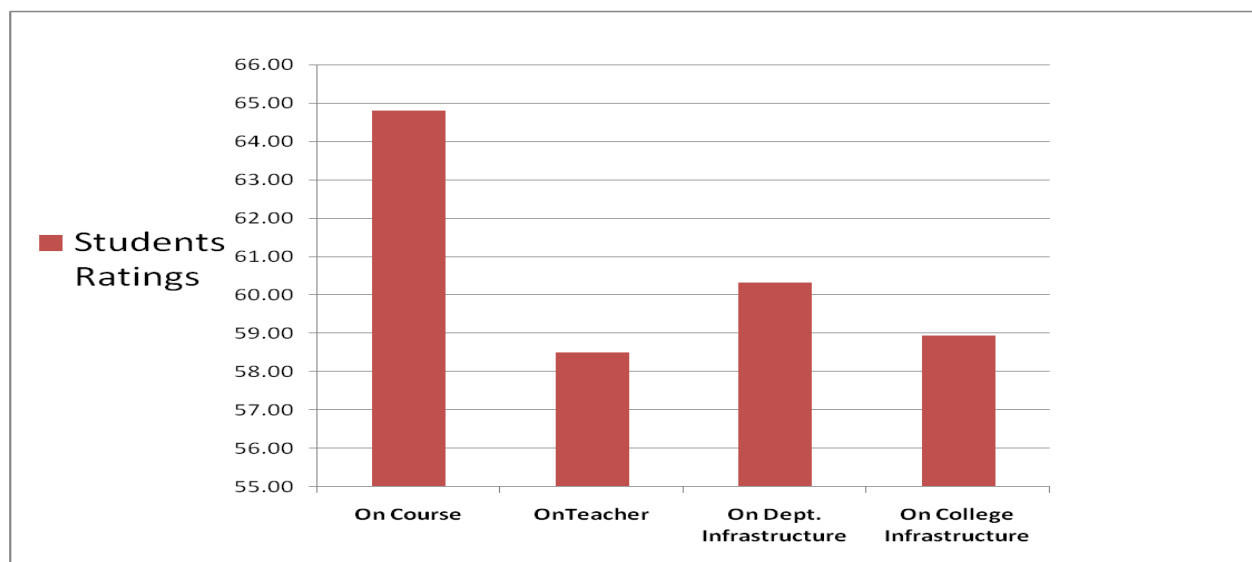
The descriptive statistics by 683 students on the courses offered, teacher's abilities, infrastructure both at departmental and college level is presented cumulatively in table 1.

Table 1. Descriptive Statistics -Students'(n=683) ratings on Course, teacher, departmental and college Infrastructure

Stream	Range(MIN-MAX)	Minimum	Maximum	MEAN	Standard Deviation
Course	45.34	39.66	85	64.81	14.15
Teacher	65.55	20.33	85.88	58.50	15.37
Dept. Infrastructure	52.73	20.74	73.47	60.32	11.54
College Infrastructure	54.17	17.5	71.67	58.93	11.95

Note: Grade Range Poor: 0 – 20, Satisfactory : >20 - <= 40, Good : >40 - <=60, Very Good : >60 - <=80, Excellent : >80

Chart Representing Analysis of Students Feedback on various aspects



Action Taken Report on Student Feedback for the Academic Year 2019-2020

Objective:

The feedback was collected from 683 students to assess the courses offered, teaching quality, departmental and college infrastructure, and overall learning environment. The analysis aimed to identify areas requiring improvement and to take corrective measures.

1. Courses Offered

- **Feedback Summary:**

The average rating for the courses offered was 64.81, falling under the "Very Good" category. However, the ratings ranged from 39.66 (Satisfactory) to 85 (Excellent), indicating variability in course satisfaction.

- **Action Taken:**

- Departments were instructed to review the curriculum and teaching methodologies for courses rated below "Good" (40 and below).
- Workshops were organized for faculty to enhance their curriculum delivery skills, focusing on innovative teaching practices.
- New elective courses were introduced based on students' feedback and emerging trends in respective fields.

2. Teacher's Abilities

- **Feedback Summary:**

The teaching quality was rated with a mean score of 58.50, placing it in the "Good" category. The ratings showed a broad range from 20.33 (Poor) to 85.88 (Excellent), highlighting significant differences in students' perceptions.

- **Action Taken:**

- Regular faculty development programs were conducted to address specific areas of improvement such as communication, pedagogy, and student engagement.
- Departments initiated peer review mechanisms where faculty members observe and provide feedback to each other.
- Individual counseling sessions were arranged for teachers receiving consistently lower ratings to address student concerns and improve their teaching methodologies.

3. Departmental Infrastructure

- **Feedback Summary:**

The departmental infrastructure was rated with an average score of 60.32, categorized as "Very Good." However, the range varied from 20.74 (Poor) to 73.47 (Very Good), pointing out discrepancies in the availability and quality of resources across departments.

- **Action Taken:**

- Necessary repairs and upgrades to laboratory equipment and classroom facilities were undertaken.

- Additional resources such as updated computers, better seating arrangements, and enhanced lab tools were provided in departments that received lower ratings.
- Budget allocations were adjusted to ensure equal distribution of resources to all departments, ensuring equitable access to facilities.

4. College Infrastructure

- **Feedback Summary:**

The college infrastructure received a mean score of 58.93, categorizing it as "Good." The ratings ranged from 17.5 (Poor) to 71.67 (Very Good), reflecting both high and low satisfaction with the infrastructure.

- **Action Taken:**

- Upgrades were made to common facilities such as washrooms, drinking water stations, and seating areas, particularly in blocks where poor ratings were recorded.
- Wi-Fi access points were increased, and network speed was enhanced in areas with lower connectivity.
- Maintenance schedules were revised to ensure cleanliness and hygiene across campus premises.

General Initiatives:

- Feedback mechanisms have been enhanced to include more detailed comments from students, allowing for precise identification of problem areas.
- A follow-up survey will be conducted in the next academic year to assess the impact of the implemented actions.

The steps taken aim to enhance the academic and infrastructural experience for students, contributing to the overall quality of education at Osmania University. Continuous monitoring and periodic evaluations will ensure that these improvements are sustained and further developed.



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