

# YOGI VEMANA UNIVERSITY::KADAPA

## INTERNAL QUALITY ASSURANCE CELL



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**DIRECTOR**

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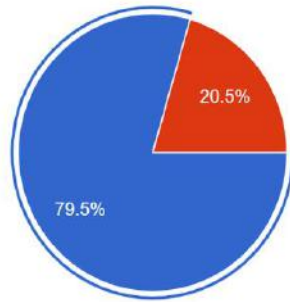
### **Teachers' feedback on curriculum aspects Academic Year 2020 – 2021**

Feedback was collected from the teachers on curriculum aspects for the Academic year 2020 - 2021. Ten questions were posed to the teachers and requested their genuine opinion. The following questions were given: 1) Curriculum and syllabus are use based, 2) the course outcomes are well-defined and clear, 3) sufficient of relevant reading materials and digital resources are available in the Library, 4) the course is a judicious combination of both theory and application components, 5) the course/syllabus of the course enriched my knowledge and perspective in the subject area, 6) I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum, 7) I have the freedom to adopt new techniques/education tools/strategies in teaching, 8) I am able to achieve the minimum required course outcome attainment level for my class, 9) I have taken sufficient steps to provide assistance to slow learners, and 10) I have contributed to the curriculum and/or syllabus development.

The responses from the teachers were recorded as Strongly agree, agree, neutral, disagree, strongly disagree. The statistical analysis are provided herewith.

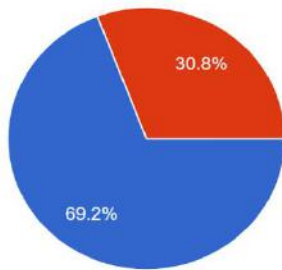
1. Curriculum and syllabus are use based

78 responses



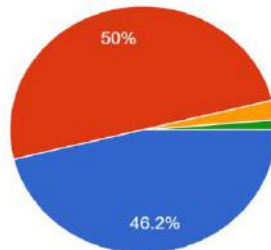
2. The course outcomes are well defined and clear

78 responses



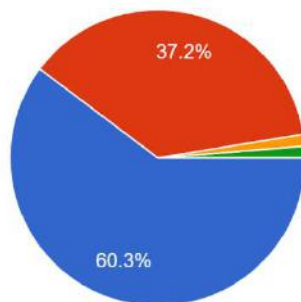
3. Sufficient of relevant reading materials and digital resources are available in the Library

78 responses

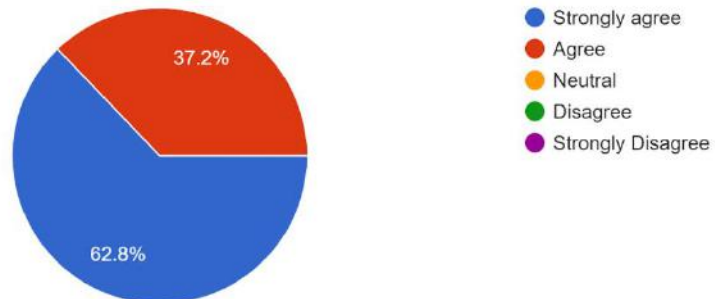


4. The Course is a judicious combination of both theory and application components

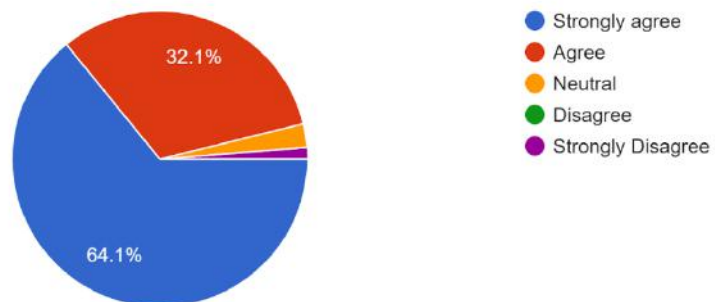
78 responses



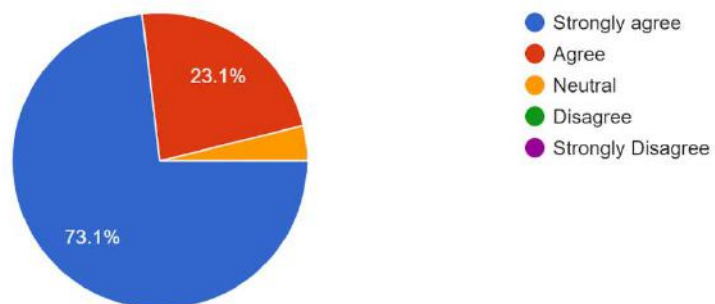
5. The course/syllabus of this course enriched my knowledge and perspective in the subject area  
78 responses



6. I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum  
78 responses

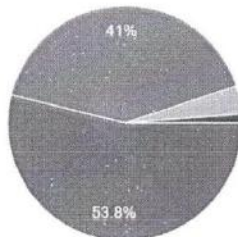


7. I have the freedom to adopt new techniques/education tools/strategies in teaching  
78 responses



8. I am able to achieve the minimum required course outcome attainment level for my class

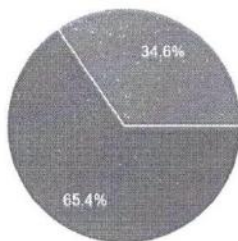
78 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

9. I have taken sufficient steps to provide assistance to slow learners.

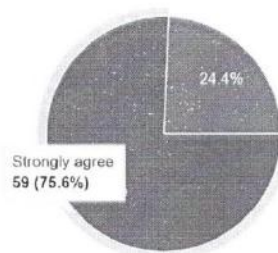
78 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

10. I have contributed to the curriculum and / or syllabus development

78 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**DIRECTOR**

**IQAC**

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**Internal Quality Assurance Cell (IQAC)**  
**YOGI VEMANA UNIVERSITY**  
**KADAPA-516 005. A.P.**

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### Student feedback on teachers

#### Academic Year 2020 – 2021

Feedback was collected from the final year students of 2019-2021 batch on teachers (Academic year 2020 – 2021). Ten questions were posed to the students and requested their genuine opinion. The following questions were given: 1) Conceptual clarity and thinking, 2) Motivations, 3) Communication skills, 4) Regularity and Punctuality, 5) Explaining areas of confusion, 6) Theory with practical example, 7) Guidance after class hours, 8) Computer and IT skills, 9) Completion and coverage of syllabus, and 10) Overall performance.

#### Analysis of feedback

The responses from the students were recorded in a five point scale as Very poor (1), Poor (2), Average (3), Good (4) and Excellent (5). The corresponding statistical analysis is provided herewith.

Dept.	Questions	Very Poor	Poor	Average	Good	Excellent
Applied Mathematics	1) Conceptual clarity and thinking			2	32	65
	2) Motivations			1	29	70
	3) Communication skills				30	70
	4) Regularity and Punctuality			1	26	73
	5) Explaining areas of confusion				40	60
	6) Theory with practical example				31	69
	7) Guidance after class hours			3	36	60
	8) Computer and IT skills				40	60
	9) Completion and coverage of syllabus				28	60
	10) Overall performance			-	-	-

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Biochemistry	1) Conceptual clarity and thinking			2	58	40
	2) Motivations			5	44	51
	3) Communication skills			2	40	58
	4) Regularity and Punctuality			2	44	55
	5) Explaining areas of confusion			7	53	40
	6) Theory with practical example				51	49
	7) Guidance after class hours			9	51	40
	8) Computer and IT skills			5	42	53
	9) Completion and coverage of syllabus				47	53
	10) Overall performance				38	62

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Biotechnology	1) Conceptual clarity and thinking	2		7	59	35
	2) Motivations			4	35	61
	3) Communication skills		2	7	43	48
	4) Regularity and Punctuality		2	2	50	46
	5) Explaining areas of confusion			4	59	37
	6) Theory with practical example		2	2	61	33
	7) Guidance after class hours		2		48	52
	8) Computer and IT skills				74	26
	9) Completion and coverage of syllabus			2	67	35
	10) Overall performance				48	52

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Biotechnology & Bioinformatics	1) Conceptual clarity and thinking		2	15	36	47
	2) Motivations		4	11	34	51
	3) Communication skills			15	38	47
	4) Regularity and Punctuality		6	17	28	49
	5) Explaining areas of confusion	2	6	13	38	40
	6) Theory with practical example		4	11	40	45
	7) Guidance after class hours		11	21	23	45
	8) Computer and IT skills		6	13	38	43
	9) Completion and coverage of syllabus	4	2	15	26	53
	10) Overall performance		21	23	34	45

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Botany	1) Conceptual clarity and thinking			7	65	28
	2) Motivations			12	56	32
	3) Communication skills			12	54	33
	4) Regularity and Punctuality			9	42	49
	5) Explaining areas of confusion			14	72	14
	6) Theory with practical example		2	9	70	19
	7) Guidance after class hours		4	16	61	19
	8) Computer and IT skills			7	49	44
	9) Completion and coverage of syllabus			2	60	39
	10) Overall performance			4	79	18

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Business Management	1) Conceptual clarity and thinking				44	56
	2) Motivations				56	44
	3) Communication skills				44	56
	4) Regularity and Punctuality			11	56	33
	5) Explaining areas of confusion			11	22	67
	6) Theory with practical example				33	67
	7) Guidance after class hours			44	11	45
	8) Computer and IT skills			22	33	45
	9) Completion and coverage of syllabus			22	45	33
	10) Overall performance				45	55

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Chemistry	1) Conceptual clarity and thinking	0.2	3.4	5.1	43	47
	2) Motivations	1.7	3.4	11	38	45
	3) Communication skills	1.4	2.4	7.8	36	50
	4) Regularity and Punctuality	1.2	2.1	4.3	36	57
	5) Explaining areas of confusion	1.9	1.9	8	40	48
	6) Theory with practical example	1.2	2.4	9	36	52
	7) Guidance after class hours	1.7	3.9	15.6	37	41
	8) Computer and IT skills	1.7	3.4	5.8	37	52
	9) Completion and coverage of syllabus	1.5	0.7	3.4	36	55
	10) Overall performance	1.5	1	5	38	54



Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Commerce	1) Conceptual clarity and thinking		1	3	54	41
	2) Motivations		2	3	32	62
	3) Communication skills			5	34	61
	4) Regularity and Punctuality	1	1	9	40	48
	5) Explaining areas of confusion			10	51	38
	6) Theory with practical example		2	9	26	62
	7) Guidance after class hours		1	7	49	43
	8) Computer and IT skills		3	8	51	38
	9) Completion and coverage of syllabus	2	1	3	39	54
	10) Overall performance	-	-	-	-	-

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Communication & Journalism	1) Conceptual clarity and thinking					100
	2) Motivations					100
	3) Communication skills					100
	4) Regularity and Punctuality					100
	5) Explaining areas of confusion					100
	6) Theory with practical example					100
	7) Guidance after class hours					100
	8) Computer and IT skills					100
	9) Completion and coverage of syllabus					100
	10) Overall performance					100

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Computer Applications	1) Conceptual clarity and thinking				60	40
	2) Motivations				40	60
	3) Communication skills				80	20
	4) Regularity and Punctuality				40	60
	5) Explaining areas of confusion				60	40
	6) Theory with practical example				80	20
	7) Guidance after class hours				80	20
	8) Computer and IT skills				40	60
	9) Completion and coverage of syllabus				80	20
	10) Overall performance				40	60

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Earth Science	1) Conceptual clarity and thinking			2	45	50
	2) Motivations			2	41	55
	3) Communication skills			5	32	61
	4) Regularity and Punctuality			5	52	41
	5) Explaining areas of confusion			2	50	45
	6) Theory with practical example			2	36	59
	7) Guidance after class hours			2	52	43
	8) Computer and IT skills		2	2	39	55
	9) Completion and coverage of syllabus				52	45
	10) Overall performance				25	39

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Economics	1) Conceptual clarity and thinking				26	74
	2) Motivations				11	89
	3) Communication skills			3	9	88
	4) Regularity and Punctuality				20	80
	5) Explaining areas of confusion				29	71
	6) Theory with practical example				14	86
	7) Guidance after class hours				29	71
	8) Computer and IT skills			3	29	68
	9) Completion and coverage of syllabus				17	83
	10) Overall performance				11	89

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
English	1) Conceptual clarity and thinking				17	83
	2) Motivations				33	67
	3) Communication skills				17	83
	4) Regularity and Punctuality				33	67
	5) Explaining areas of confusion				50	50
	6) Theory with practical example				33	67
	7) Guidance after class hours			8	25	67
	8) Computer and IT skills			8	58	34
	9) Completion and coverage of syllabus				50	50
	10) Overall performance				33	67

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Environmental Science	1) Conceptual clarity and thinking		2.8	11	31	56
	2) Motivations		2.8	17	28	53
	3) Communication skills		2.8	11	31	56
	4) Regularity and Punctuality		2.8	6	19	72
	5) Explaining areas of confusion		2.8	8	47	42
	6) Theory with practical example			11	33	56
	7) Guidance after class hours		2.8	19	36	42
	8) Computer and IT skills			11	44	44
	9) Completion and coverage of syllabus			2.8	42	56
	10) Overall performance		-	-	-	-

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Fine Arts	1) Conceptual clarity and thinking					100
	2) Motivations					100
	3) Communication skills					100
	4) Regularity and Punctuality					100
	5) Explaining areas of confusion					100
	6) Theory with practical example					100
	7) Guidance after class hours					100
	8) Computer and IT skills					100
	9) Completion and coverage of syllabus					100
	10) Overall performance					100

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Genetics & Genomics	1) Conceptual clarity and thinking		3	16	54	27
	2) Motivations		5	19	54	22
	3) Communication skills		3	14	61	22
	4) Regularity and Punctuality		5	14	63	19
	5) Explaining areas of confusion		5	15	54	25
	6) Theory with practical example		1	15	53	30
	7) Guidance after class hours		9	25	49	16
	8) Computer and IT skills		1	19	62	18
	9) Completion and coverage of syllabus		4	16	58	22
	10) Overall performance		1	14	53	32

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Geology	1) Conceptual clarity and thinking		1	1	10	4
	2) Motivations		1	3	9	3
	3) Communication skills		1	1	9	5
	4) Regularity and Punctuality			1	8	7
	5) Explaining areas of confusion			3	11	2
	6) Theory with practical example			4	8	4
	7) Guidance after class hours			5	8	3
	8) Computer and IT skills			4	10	2
	9) Completion and coverage of syllabus			1	5	10
	10) Overall performance			3	7	6

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
History & Archaeology	1) Conceptual clarity and thinking	2		14	48	36
	2) Motivations	2	5	5	41	48
	3) Communication skills	2	7	20	32	41
	4) Regularity and Punctuality	7	5	18	23	45
	5) Explaining areas of confusion	5	2	9	34	50
	6) Theory with practical example	7	5	14	34	41
	7) Guidance after class hours	9	5	11	39	36
	8) Computer and IT skills	7		16	36	43
	9) Completion and coverage of syllabus	7	5	14	48	34
	10) Overall performance	-	-	-	-	-

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Materials Science & Nanotechnology	1) Conceptual clarity and thinking			6	43	51
	2) Motivations			6	46	48
	3) Communication skills			6	44	48
	4) Regularity and Punctuality			6	41	54
	5) Explaining areas of confusion			7	39	52
	6) Theory with practical example	2		6	52	46
	7) Guidance after class hours		2	4	50	44
	8) Computer and IT skills			7	41	50
	9) Completion and coverage of syllabus			4	43	54
	10) Overall performance			2	41	57

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Microbiology	1) Conceptual clarity and thinking				31	69
	2) Motivations				29	71
	3) Communication skills				15	85
	4) Regularity and Punctuality				27	72
	5) Explaining areas of confusion				27	72
	6) Theory with practical example				22	78
	7) Guidance after class hours				27	72
	8) Computer and IT skills				27	72
	9) Completion and coverage of syllabus				20	80
	10) Overall performance				11	89

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Physical Education & Sports Sciences	1) Conceptual clarity and thinking	10				90
	2) Motivations	10				90
	3) Communication skills	10			10	80
	4) Regularity and Punctuality		10			90
	5) Explaining areas of confusion	10				90
	6) Theory with practical example	10			10	80
	7) Guidance after class hours	10			10	80
	8) Computer and IT skills	10			20	70
	9) Completion and coverage of syllabus	10			10	80
	10) Overall performance	10				90

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Physics	1) Conceptual clarity and thinking		1	5	63	37
	2) Motivations		1	10	53	42
	3) Communication skills			8	55	45
	4) Regularity and Punctuality	1	5	15	41	45
	5) Explaining areas of confusion		3	11	58	35
	6) Theory with practical example		1	9	58	35
	7) Guidance after class hours		2	18	58	38
	8) Computer and IT skills		1	4	57	47
	9) Completion and coverage of syllabus		3	10	57	40
	10) Overall performance		1	10	53	9

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Political Science & Public Administration	1) Conceptual clarity and thinking			2	29	69
	2) Motivations			2	50	48
	3) Communication skills			2	54	44
	4) Regularity and Punctuality			2	44	57
	5) Explaining areas of confusion			2	58	40
	6) Theory with practical example			2	42	56
	7) Guidance after class hours			4	40	56
	8) Computer and IT skills			4	46	50
	9) Completion and coverage of syllabus			2	60	38
	10) Overall performance		-	-	-	-



Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Psychology	1) Conceptual clarity and thinking			7	8	9
	2) Motivations			3	9	12
	3) Communication skills			4	9	11
	4) Regularity and Punctuality			4	12	8
	5) Explaining areas of confusion			7	8	9
	6) Theory with practical example			4	12	8
	7) Guidance after class hours		1	1	11	11
	8) Computer and IT skills			6	6	12
	9) Completion and coverage of syllabus			5	9	10
	10) Overall performance			5	9	10

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Telugu	1) Conceptual clarity and thinking				24	76
	2) Motivations				28	72
	3) Communication skills				32	68
	4) Regularity and Punctuality				28	72
	5) Explaining areas of confusion				24	76
	6) Theory with practical example				24	76
	7) Guidance after class hours				20	80
	8) Computer and IT skills				20	80
	9) Completion and coverage of syllabus				24	76
	10) Overall performance				24	76

Dept.	Questions	Responses (in %)				
		(1)	(2)	(3)	(4)	(5)
Zoology	1) Conceptual clarity and thinking				58	42
	2) Motivations		2	8	42	47
	3) Communication skills				53	47
	4) Regularity and Punctuality				36	64
	5) Explaining areas of confusion		2	5	54	41
	6) Theory with practical example			3	54	31
	7) Guidance after class hours			7	63	31
	8) Computer and IT skills			3	46	51
	9) Completion and coverage of syllabus				37	63
	10) Overall performance				32	68

  
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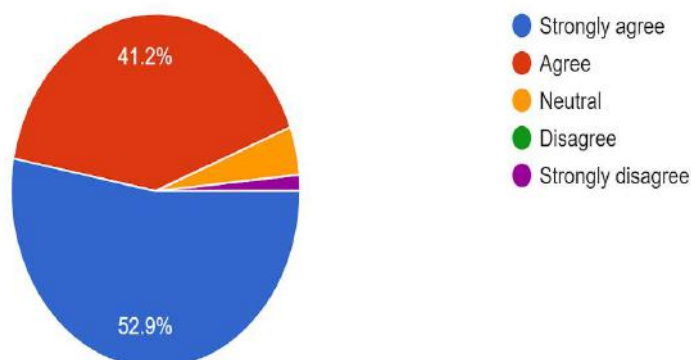
E-mail: iqacyvu@gmail.com

### Alumni feedback-2020-2021

Alumni members were asked to give feedback on 10 questions covering the suitability of the syllabus and curriculum in gaining employment/higher education, usefulness of industry-institute alumni members gave positive responses like agreed/strongly agreed on various aspects of the feedback. Few alumni (about 2 to 10%) gave neutral, disagree and strongly disagree responses on few questions as detailed below.

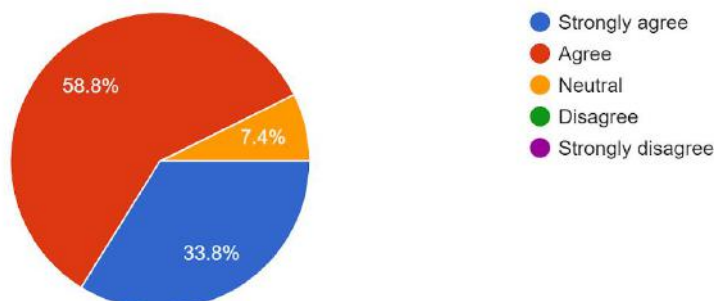
1. The curriculum and syllabus content were appropriate for my placement / higher education.

68 responses



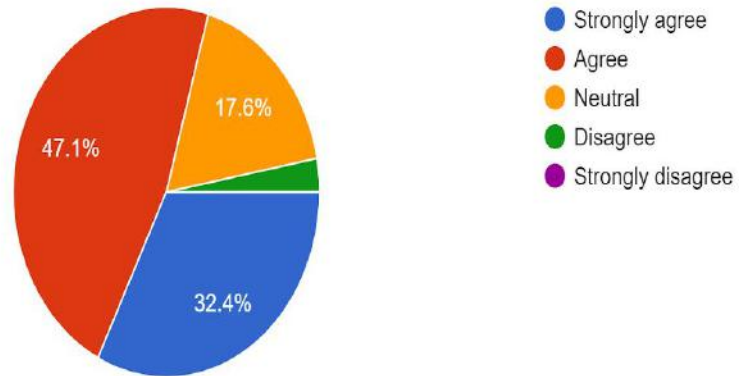
2. Sufficient number of co-curricular activities were arranged (organised) during my study period.

68 responses



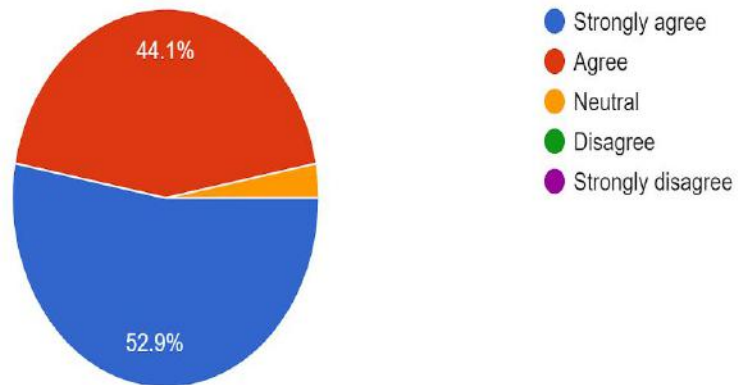
3. The institute-industry tie ups were useful for me.

68 responses



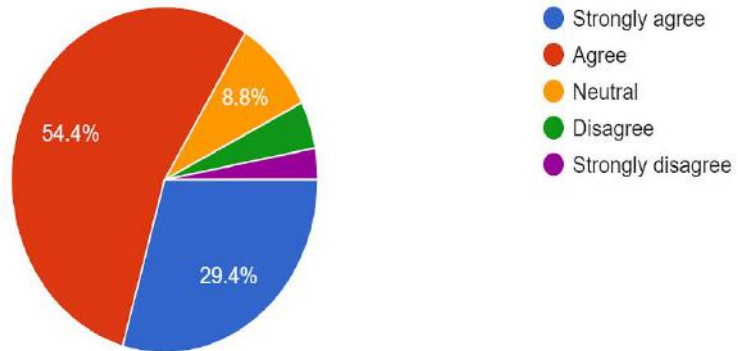
4. The institute/faculty helped me in placement / higher education/career guidance.

68 responses



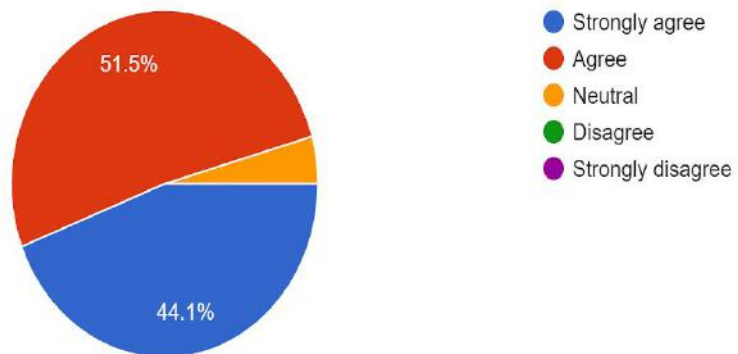
5. The institute offers sufficient scholarships to meritorious and deserving student.

68 responses



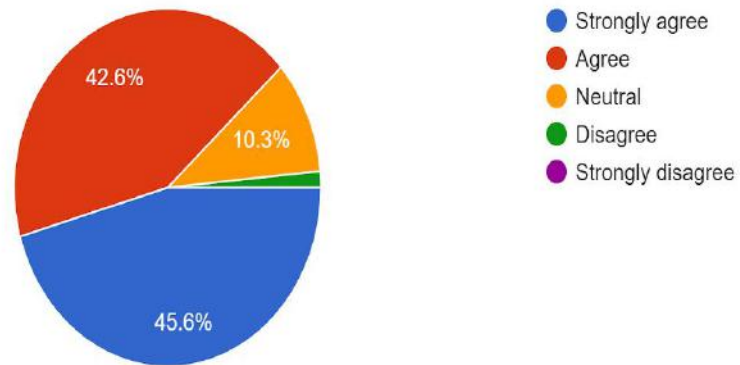
6. The learning ambience at the institute is good.

68 responses



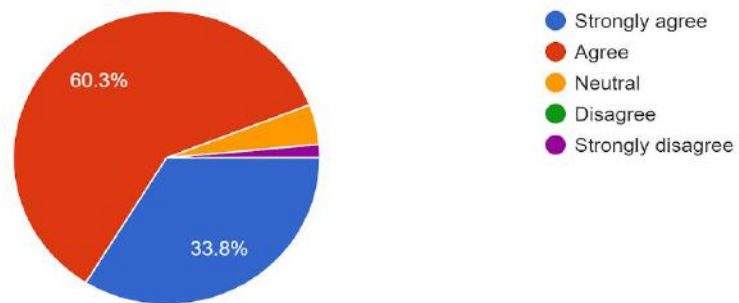
7. The institute provides sufficient opportunities to participate in extracurricular activities.

68 responses



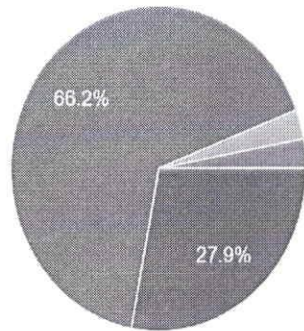
8. The curriculum accommodates courses with experiential learning (hands-on)

68 responses



9. All the academic processes and transactions of the institute are transparent.

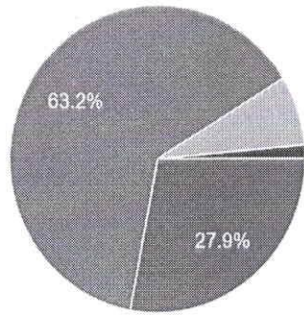
68 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

10. The institute is student-centric in all its academic initiatives.

68 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

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**IQAC**

**DIRECTOR**

**Internal Quality Assurance Cell (IQAC)**  
**YOGI VEMANA UNIVERSITY**  
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**REGISTRAR**  
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**ACTION TAKEN REPORT ON STUDENT FEEDBACK**

From the students' feedback analysis, about 80 to 90% of the students gave good and excellent response for all the questions given. Few students (about 2 to 10%) gave negative feedback on few questions as detailed. University has gone through the feedback analysis and a meeting was conducted to sensitize the teachers on student feedback and taken the following measures to strengthen the teaching activities.

Sl. No	Feedback	Action taken
1	Few students (about 2 to 9%) commented on explaining theory with practical examples is poor.	Teachers were encouraged to attend more number of refresher courses, workshops, Faculty development programmes (FDP), symposia in their subject domains to improve and refresh the subject knowledge.
2	Few students (about 5 ~ 10%) commented on regularity and punctuality of the teachers as well as completion and coverage of syllabus is poor.	A meeting was conducted to sensitize all the teachers about attending the classes regularly and insisted timely completion of the syllabus. The individual departments' heads are instructed to conduct regular syllabus revision meetings. Further, Heads of the departments are asked to update the status of the syllabus completion on timely basis to the University management.
3	Few students (about 2 to 9%) commented on guidance of after class hours are poor.	At the beginning of the semester each teacher was allotted certain number of students to mentor them frequently. Further, teacher is asked to identify in which subject student is weak and appropriate counselling will be given to the student by the teacher.

  
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**ACTION TAKEN REPORT ON TEACHERS FEEDBACK**

From the teachers' feedback, University has taken the following measures to strengthen the curriculum aspects.

Sl. No	Feedback	Action taken
1	Few teachers gave neutral (3%) and disagree (1%) responses to the question "sufficient relevant and reading materials and digital sources are available in the library"?	For the academic year 2020-2021 university sanctioned Rs. 1,00,000/- towards the purchase of books and racks to establish departmental library facility in each discipline. Further, the main library of the University is improved with additional books, e-journals, e-books. A total of 50516 books, 70 journals, 124 e-books are available in addition to a dedicated internet browsing facility.
2	Few teachers gave neutral (1%) and disagree (1%) responses to the question "the course is a judicious combination of both theory and application components"?	University is constituted BOS committee with external subject experts, persons from industry and all the faculty members of the concerned discipline as members. Committee members are encouraged to suggest modifications in the curriculum. In the ensuing BOS meetings emphasis will be specially focussed on theory and application components and will be implemented.
3	Few teachers gave neutral (4%) and disagree (1%) responses to the question "I have the freedom to adopt new techniques/education tools/strategies in teaching"?	University has already implemented excellent Learning Management System through Microsoft teams, Ciscowebex platforms to take online classes/to conduct virtual labs for the benefit of teachers/students.
4	Few teachers gave neutral (4%) and disagree (1%) responses to the question "I am able to achieve the minimum required course outcome attainment level for my class"?	Teachers are given proper time to complete the syllabus in blended mode. In addition, University has given necessary permission to take online classes for sufficient time to complete the syllabus.

  
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### ACTION TAKEN REPORT ON ALUMINI FEEDBACK (2020 – 2021)

From the alumni' feedback analysis, about 80 to 70% of the alumni gave strongly agree, agree for all the questions given. Few students (about 2 to 10%) gave neutral, disagree and strongly disagree responses on few questions as detailed. The following measures were taken in response to alumni feedback.

Sl. No	Feedback	Action taken
1	Few alumni members (about 4%) responded neutral to the curriculum and syllabus content were appropriate for placement/higher education.	BoS meetings were conducted periodically and more emphasis was placed on introducing courses having direct relevance to employability and skill development to promote placements.
2	Few alumni members (about 18%) commented neutral on usefulness of institute-industry tie-ups.	University entered in to memorandum of understanding (MoU) with pharmaceutical, fertilizer, and agro-based industries for student training and placements.
3	About 2.9% alumni members responded neutral to the question whether the institute/faculty helped me in placement/higher education guidance	University established a dedicated placement and career guidance cell through which students were sensitized and provide awareness on placements and higher education opportunities.
4	About 9% of alumni members responded neutral and 3% strongly disagree to the question whether the institute offers sufficient scholarships to meritorious and deserving students?	University at present giving scholarships to meritorious sports students of Dept of Physical Education and Sports Sciences who excelled in sports events. It is planned to extend to other departments in future.

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