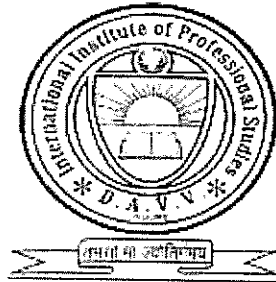


**DEVI AHILYA VISHWAVIDYALAYA, INDORE**  
(Formerly University of Indore), NAAC A<sup>+</sup> Grade  
State University of Madhya Pradesh, India



# **International Institute of Professional Studies**



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## **TEACHER'S FEEDBACK ANALYSIS AND ACTION TAKEN REPORT**

**Academic Session : 2019-20**

**INTERNATIONAL INSTITUTE OF PROFESSIONAL STUDIES, DAVV INDORE**

**TEACHER'S FEEDBACK ANALYSIS AND ACTION TAKEN REPORT**

**(SESSION: 2019-2020)**

The Departmental Quality Assurance Cell (DQAC) of Institute is entrusted with the responsibility of designing and gathering feedback from its stakeholders to monitor and assess the quality of its curriculum and related matters. Feedback forms were distributed among teachers to gauge various aspects of the curriculum, including quality, competence, skills, and professionalism. This report was reviewed with Institute's head to determine necessary measures and actions to address the concerns raised by stakeholders.

Teachers participated in providing feedback, facilitated through Google Forms. Their responses were assessed on a five-point scale ranging from "Strongly Agree" to "Strongly Disagree," reflecting the perspectives of faculty members. The DQAC utilized these suggestions to engage in discussions with relevant authorities, who in turn provided instructions to concern for enhancing the quality of curriculum design and the teaching-learning process.

**QUESTIONNAIRE ON TEACHERS FEEDBACK**

Sr. No.	CURRICULUM, TEACHING, LEARNING AND EVALUATION	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1.	The curriculum and Syllabus are need-based.	53.7	32.6	13.5	0.1	0.1
2.	The course outcomes are well-defined and clear.	58.4	24.8	9.8	4.3	2.7
3.	A sufficient number of relevant reading materials and digital resources are available in the Library.	39.4	28.2	15.6	14.8	2.0
4.	The course has a good balance between theory and Application	59.5	20.2	11.6	5.4	3.3
5.	The course/syllabus increased my knowledge and perspective in the subject area.	49.2	25.7	10.1	8.5	6.5
6.	I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through the proper forum.	38.2	16.5	16.9	19.5	8.9
7.	I have the freedom to adopt new techniques/education tools /strategies in	45.4	20.3	15.2	12.1	7.0

	teaching.					
8.	I can achieve the minimum required course outcome attainment level for my class.	47.6	20.7	15.7	9.5	6.5
9.	I have taken sufficient steps to provide assistance to slow learners	60.5	21.3	10.2	8.0	0.0
10.	I have contributed to the curriculum and/or syllabus revision.	49.5	25.7	8.5	10.2	9.6

Based on the feedback provided by teachers in the questionnaire, here are some suggestions and potential actions taken

**1. Curriculum and Syllabus:**

- Addressed the concerns raised regarding the need-based nature of the curriculum and syllabus. Considered conducting a comprehensive review to align them more closely with the needs and expectations of both teachers and students.
- Established channels for ongoing feedback from teachers to ensure that the curriculum remains responsive to changing educational needs.

**2. Course Outcomes:**

- Reviewed and revised the course outcomes to make them clearer and more achievable. Provided additional support and resources to help teachers understand and implement these outcomes effectively.

**3. Availability of Reading Materials and Resources:**

- Assess the current resources available in the library and digital platforms to ensure they meet the needs of the curriculum. Consider expanding resources where necessary, and encourage teachers to contribute to identifying relevant materials.

**4. Balance between Theory and Application:**

- Provide training and professional development opportunities for teachers to enhance their ability to integrate theory and practical application effectively in the classroom.
- Encourage collaborative lesson planning among teachers to share best practices and strategies for achieving a better balance between theory and application.

**5. Impact of Course/Syllabus on Knowledge and Perspective:**

- Acknowledge the positive impact reported by some teachers and explore ways to further enhance the course/syllabus to maximize its effectiveness in broadening knowledge and perspectives.

**6. Teacher Participation in Syllabus Development:**

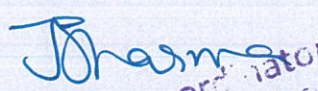
- Foster a culture of collaboration and openness where teachers feel empowered to propose, modify, and suggest new topics for inclusion in the syllabus through established forums.



- Provide clear guidelines and procedures for submitting proposals and encourage active engagement from teachers in the curriculum development process.
7. **Freedom to Adopt New Techniques/Tools/Strategies:**
- Identify barriers that may be hindering teachers' ability to adopt new techniques and tools in teaching, and provide support to overcome these barriers.
  - Offer training and workshops on innovative teaching methods and technologies to empower teachers to experiment with new approaches in the classroom.
8. **Achievement of Course Outcome Attainment:**
- Provide additional support and resources to help teachers meet the minimum required course outcome attainment level for their classes.
  - Implement ongoing assessments and monitoring mechanisms to track progress towards course outcomes and provide timely intervention and support as needed.
9. **Support for Slow Learners:**
- Develop and implement targeted interventions and support strategies to address the needs of slow learners, including differentiated instruction, remedial classes, and additional resources.
  - Provide training and resources for teachers to enhance their ability to identify and support students who may require extra assistance.
10. **Teacher Involvement in Curriculum/Syllabus Revision:**
- Recognize and encourage teacher contributions to the curriculum and syllabus revision process.
  - Establish mechanisms for soliciting and incorporating feedback from teachers into future revisions, ensuring that their perspectives and expertise are valued and integrated into the decision-making process.

  
**Dr. Kapil Jain**

Coordinator, Criteria One (Curricular Aspects)  
 Departmental Quality Assurance Cell (DQAC)

  
**Dr. Jyoti Shrivastava**

Co-Coordinator,  
 Departmental Quality Assurance Cell (DQAC)

  
**Dr. Yamini Karmarkar**

Coordinator  
 Departmental Quality Assurance Cell (DQAC)

  
**Dr. B. K. Tripathi**

Director,  
 International Institute of  
 Professional Studies  
 D. A. University, Indore

**Department Quality Assurance Cell**  
 International Institute of Professional Studies  
 Devi Ahilya University  
 INDORE (M.P.)