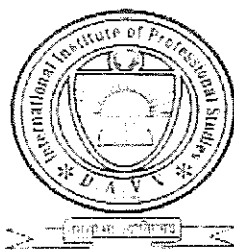




DEVI AHILYA VISHWAVIDYALAYA, INDORE
(Formerly University of Indore), NAAC A* Grade
State University of Madhya Pradesh, India



International Institute of Professional Studies



**IIPS
DAVV**
International Institute
of Professional Studies

STUDENTS FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

Academic Session : 2020-21

INTERNATIONAL INSTITUTE OF PROFESSIONAL STUDIES,

DAVV INDORE

STUDENT FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

SESSION 2020-2021

Collecting feedback from students is vital in enhancing the learning environment at IIPS, DAVV. The Institution utilizes structured questionnaires to gather input primarily on satisfaction with facilities and services, aiming to uphold an optimal learning atmosphere. Ensuring strict confidentiality, responses are analysed to enhance teaching quality and overall performance. The DQAC assesses feedback regarding curriculum design and presents reports to higher authorities, who deliberate on them in meetings, including with department heads, to drive further improvements. Maintaining result integrity, statistical analysis and visual representations are employed. Students express their feedback using a five-point scale, reflecting their agreement levels with statements. Feedback from students across various courses at IIPS contributes significantly to this mechanism.

Student feedback on curriculum

	STRONGLY AGREED	AGREED	NEUTRAL	DISAGREED	STRONGLY DISAGREED
The syllabus is quite appropriate	48.9	37.4	7.7	3.4	2.7
The allocation of credits to the course is appropriate in relation to the level of courses work	35.6	43.6	13.4	4.5	2.8
The depth of the course content is adequate in relation to the expected course Outcomes.	33.9	31.3	28	3.1	3.6
Almost entire syllabus was covered in the class by the teacher	32.5	45.6	12.6	4.9	4.3
The units/sections in the syllabus are properly sequenced	38	27.7	8.9	8.5	26.7
Syllabus equipped me with necessary technical skills to face the industry/academia.	43.2	32.4	14.6	5.5	4.2
The syllabus enabled me to improve my ability	30.7	40.6	15.7	6.8	6.2
Improve ability to analyze and solve problem	32.6	53.7	13.4	0.1	0.2
The course material is adequately available	16.5	38.2	16.8	19.5	8.9

Overall transaction of the curriculum in the classroom	25.7	49.5	8.5	10.2	9.6
Relevance of programme for career avenues in future	37.2	30.2	29.1	2.9	0.6
Program outcome prepared and communicated	36.8	30.3	27.2	3.8	1.9
Relevance of electives to the specialization chosen	44.7	29.5	19.6	4.9	1.3

STUDENT FEEDBACK ON FACULTY

How regular was teacher in the class	43.4	30.6	23.8	1.6	0.7
How punctual was the teacher in the class	34.0	30.0	28.9	5.2	1.9
How thorough was the teacher with the subject concepts in the class	33.8	29.1	34.6	2.4	0.1
How the teacher was able to maintain discipline in the class	42.6	28.2	27.1	1.6	0.5
How knowledgeable was your teacher in general	29.5	44.7	19.7	4.8	1.3
How well does the teacher communicate in the class	34.1	28.7	30.1	5.2	1.9

Based on the student feedback on the curriculum and faculty, here are some suggestions and actions to consider:

Curriculum Feedback:

1. Syllabus Appropriateness: The majority of students agree that the syllabus is quite appropriate, indicating satisfaction. However, addressing the concerns of the small percentage who disagreed or strongly disagreed would be beneficial to ensure alignment with student expectations.
2. Credit Allocation and Depth of Content: While most students agree on the appropriateness of credit allocation, there's a mixed perception regarding the depth of course content. Reviewing the curriculum to ensure a balance between depth and breadth of content could enhance student learning experiences.

3. Sequencing of Units/Sections: A significant percentage of students feel that units/sections in the syllabus are not properly sequenced. It's essential to revisit the curriculum design to ensure logical progression and coherence in learning outcomes.

4. Availability of Course Material: Addressing concerns regarding the availability of course materials is crucial. Providing better access to resources, possibly through online platforms or libraries, could improve student satisfaction.

5. Overall Transaction in the Classroom: There's a noticeable percentage of students who are neutral or dissatisfied with the overall transaction of the curriculum in the classroom. Encouraging more interactive teaching methodologies, incorporating real-world examples, and soliciting regular feedback from students could enhance the learning experience.

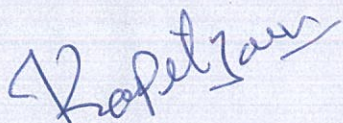
6. Relevance of Program and Electives: While the majority perceive the program and electives as relevant, addressing the concerns of the minority is important. Periodically reviewing and updating program offerings to align with industry trends and student interests could further enhance relevance.

Faculty Feedback:

1. Regular Attendance and Punctuality: While most students agree that teachers are regular and punctual, there's room for improvement. Ensuring consistent attendance and punctuality could contribute to a more structured learning environment.

2. Subject Knowledge and Communication: Students generally perceive their teachers as knowledgeable and effective communicators. However, providing opportunities for professional development in communication skills could further enhance teaching effectiveness.

3. Discipline Maintenance: Most students agree that teachers effectively maintain discipline in the class. Continued emphasis on classroom management strategies and maintaining a respectful learning environment is crucial.



Dr. Kapil Jain

Coordinator, Criteria One (Curricular Aspects)

Departmental Quality Assurance Cell (DQAC)


Co-coordinator

Department Quality Assurance Cell
International Institute of Professional Studies

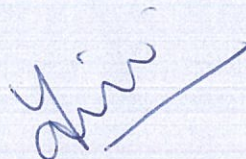
Devi Ahilya University

INDORE (M.P.)

Dr. Jyoti Sharma

Co- Coordinator

Departmental Quality Assurance Cell (DQAC)



Dr. Yamini Karmarkar

Coordinator

Departmental Quality Assurance Cell (DQAC)

Department Quality Assurance Cell

International Institute of Professional Studies

Devi Ahilya University

INDORE (M.P.)



Dr. B. K. Tripathi

Director

Director,

International Institute of
Professional Studies

D. A. University, Indore