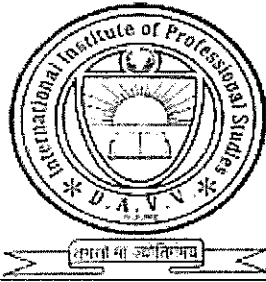




DEVI AHILYA VISHWAVIDYALAYA, INDORE
(Formerly University of Indore), NAAC A⁺ Grade
State University of Madhya Pradesh, India



International Institute of Professional Studies



**I I P S
D A V V**

International Institute
of Professional Studies

TEACHER'S FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

Academic Session : 2020-21

INTERNATIONAL INSTITUTE OF PROFESSIONAL STUDIES, DAVV INDORE

**TEACHER'S FEEDBACK ANALYSIS AND ACTION TAKEN REPORT
(SESSION: 2020-21)**

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, AND LEARNING EVALUATION	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1.	The curriculum and Syllabus are need-based.	49.9	26.3	12.6	9.5	1.7
2.	The course outcomes are well-defined and clear.	54.7	23.7	11.5	3.6	6.5
3.	A sufficient number of relevant reading materials and digital resources are available in the Library.	46.3	21.3	11.9	13.6	6.9
4.	The course has a good balance between theory and Application	47.8	25.8	13.8	9.8	2.8
5.	The course/syllabus increased my knowledge and perspective in the subject area.	53.4	32.5	10.2	2.7	1.2
6.	I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through the proper forum.	43.2	27.8	13.4	9.1	6.5
7.	I have the freedom to adopt new techniques/education tools /strategies in teaching.	54.9	28.1	9.4	3.6	4.0

8.	I can achieve the minimum required course outcome attainment level for my class.	63.5	13.5	8.2	8.9	5.9
9.	I have taken sufficient steps to provide assistance to slow learners	57.1	21.6	12.5	6.5	2.3
10.	I have contributed to the curriculum and/or syllabus revision.	39.6	29.4	16.9	9.5	4.6

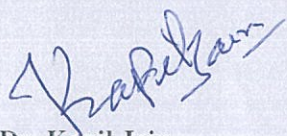
Based on the responses, here are some suggestions and actions to consider:

1. **Curriculum and Syllabus Alignment:** While a majority agree that the curriculum and syllabus are need-based, there is still a notable percentage who are neutral or disagree. It might be worth investigating the reasons behind these sentiments and possibly revising the curriculum to address any gaps or concerns.
2. **Course Outcome Clarity:** The majority agree that course outcomes are well-defined and clear, which is positive. However, there is still a portion who are neutral or disagree. Ensuring that all course outcomes are clearly communicated and understood by students could be beneficial.
3. **Library Resources:** While a significant percentage agree that there are sufficient reading materials and digital resources available, there is still room for improvement, as a notable percentage are neutral or disagree. Conducting a thorough assessment of the library resources and addressing any deficiencies could enhance the learning experience.
4. **Balance Between Theory and Application:** A considerable percentage agree that the course has a good balance between theory and application, which is positive. However, there is still a portion who are neutral or disagree. Further evaluating the course content and teaching methods to ensure a well-rounded learning experience might be beneficial.
5. **Knowledge and Perspective Enhancement:** The majority agree that the course/syllabus increased their knowledge and perspective in the subject area, which is a positive outcome.
6. **Freedom in Curriculum and Teaching Methods:** A significant percentage agree that they have the freedom to propose, modify, and incorporate new topics in the syllabus, as well as adopt new teaching techniques. However, there are still some who are neutral or disagree, suggesting potential areas for improvement in promoting academic freedom.
7. **Minimum Required Course Outcome Attainment:** The majority believe they can achieve the minimum required course outcome attainment level for their class, which is positive. However, addressing the concerns of those who are neutral or disagree could be beneficial to ensure all students feel confident in their ability to meet course expectations.
8. **Assistance to Slow Learners:** A majority have taken steps to provide assistance to slow

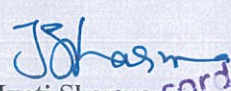
learners, which is positive. Continuing to prioritize support for students who may require additional assistance is important.

9. Curriculum and Syllabus Revision Contributions: While a significant percentage have contributed to curriculum and/or syllabus revision, there are still some who have not. Encouraging more faculty involvement in the revision process could lead to a more comprehensive and inclusive curriculum.

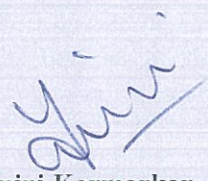
Overall, the suggestions and actions derived from the data aim to enhance the curriculum, teaching methods, and learning experience for all students while also promoting academic freedom and faculty involvement in the educational process.



Dr. Kapil Jain
Coordinator, Criteria One (Curricular Aspects)
Departmental Quality Assurance Cell (DQAC)



Dr. Jyoti Sharma
Co-Coordinator
Departmental Quality Assurance Cell (DQAC)
International Institute of Professional Studies
Devi Ahilya University
INDORE (M.P.)



Dr. Yamini Karmarkar
Coordinator
Departmental Quality Assurance Cell (DQAC)
International Institute of Professional Studies
Devi Ahilya University
INDORE (M.P.)



Dr. B. K. Tripathi
Director
International Institute of Professional Studies
D A. University, Indore