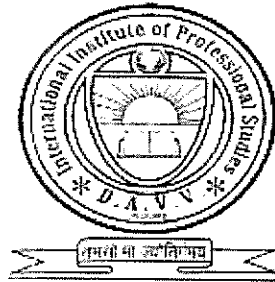




DEVI AHILYA VISHWAVIDYALAYA, INDORE
(Formerly University of Indore), NAAC A* Grade
State University of Madhya Pradesh, India



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 : 2021-22

INTERNATIONAL INSTITUTE OF PROFESSIONAL STUDIES, DAVV INDORE

TEACHER'S FEEDBACK ANALYSIS AND ACTION TAKEN REPORT
(SESSION: 2021-22)

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	SD	D	NAND	A	SA
1.	The curriculum and Syllabus are need-based.	0.8	3.2	28.3	30.9	36.8
2.	The course outcomes are well-defined and clear.	2.4	4.7	26.6	29.9	36.4
3.	A sufficient number of relevant reading materials and digital resources are available in the Library.	5.4	4.6	30.1	24.2	35.7
4.	The course has a good balance between theory and Application	1.6	5.3	20.9	28.4	43.8
5.	The course/syllabus increased my knowledge and perspective in the subject area.	0.7	1.8	24.6	29.9	43.0
6.	I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through the proper forum.	1.2	1.6	28.8	24.1	44.3
7.	I have the freedom to adopt new techniques/education tools /strategies in teaching.	0.6	0.9	12.1	37.2	49.2
8.	I can achieve the minimum required course outcome	2.2	5.6	28.5	29.7	34.0

	attainment level for my class.					
9.	I have taken sufficient steps to provide assistance to slow learners	0.3	2.8	36.8	28.3	31.8
10.	I have contributed to the curriculum and/or syllabus revision.	0.7	1.9	27.7	27.4	42.3

Analysis and Interpretation of Key Findings:

1. A substantial majority of faculty members agreed that the curriculum and syllabus are tailored to meet present demands, while ten percent maintained a neutral stance.
2. An overwhelming number of teachers recognized that the course outcomes are clearly articulated, indicating that Institute prioritizes the development of problem-solving skills among students. Educators underscored the significance of well-defined vision and mission statements in achieving meaningful course outcomes.
3. The investigation unveiled that 90% of teachers concurred that IIPS, DAVV provides a sufficient variety of reading materials and digital resources.
4. A significant of faculty members expressed contentment with their participation in revising the curriculum and syllabus, affording them the opportunity to voice their perspectives.

Suggestions:

1. Suggestions for integrating elements concerning employment opportunities, societal demands, industry prerequisites, and real-world applications into the curriculum.
2. Suggestions for enhancing classroom technology to smart standards, guaranteeing access to teaching resources and lab apparatus, and enhancing reading materials to enhance the teaching and learning experience.

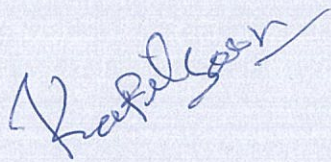
Actions Taken:

1. Necessary instructions were given, and meetings were held with department leaders to tackle the input provided by instructors.
2. The University's Placement Cell ramped up endeavors in student placement and

arranged career guidance sessions, including job fairs at the campus level.

3. The university promoted resource pooling among educators for lab amenities and tech-based tools, alongside hosting workshops to boost ICT integration.

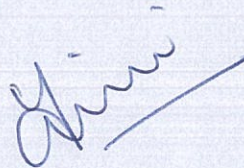
4. Both central and departmental libraries received directives to refresh their holdings to align with departmental needs, especially in digital mediums.



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



Dr. Jyoti Sharma
Co-Coordinator
Departmental Quality Assurance Cell
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