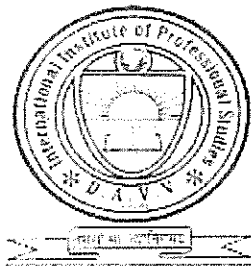




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International Institute of Professional Studies



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TEACHER'S FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

Academic Session : 2022-23

INTERNATIONAL INSTITUTE OF PROFESSIONAL STUDIES, DAVV INDORE

TEACHER'S FEEDBACK ANALYSIS AND ACTION TAKEN REPORT
(SESSION: 2022-23)

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

	CURRICULUM, TEACHING, LEARNING AND EVALUATION	SD	D	NAND	A	SA
1.	The curriculum and Syllabus are need-based.	0.6	2.9	29.1	30.2	37.2
2.	The course outcomes are well-defined and clear.	1.9	3.8	27.2	30.3	36.8
3.	A sufficient number of relevant reading materials and digital resources are available in the Library.	5.1	4.3	26.4	25.4	38.8
4.	The course has a good balance between theory and Application	1.3	4.9	19.6	29.5	44.7
5.	The course/syllabus increased my knowledge and perspective in the subject area.	0.6	1.7	23.8	30.6	43.3
6.	I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through the proper forum.	1.1	1.3	27.9	25.4	44.3

7.	I have the freedom to adopt new techniques/education tools /strategies in teaching.	0.8	0.7	13.5	37.8	47.2
8.	I can achieve the minimum required course outcome attainment level for my class.	1.9	5.2	28.9	30.0	34.0
9.	I have taken sufficient steps to provide assistance to slow learners	0.0	2.6	34.5	29.1	33.8
10.	I have contributed to the curriculum and/or syllabus revision.	0.5	1.6	27.1	28.2	42.6

Analysis and Interpretation of Key Findings:

1. The majority of faculty members acknowledged that the curriculum and syllabus are responsive to current needs, with expressive percentage of neutrality.
2. A significant number of educators recognized the clarity of course outcomes, emphasizing the emphasis on fostering problem-solving abilities at the Institute. They stressed the importance of well-defined mission and vision statements in achieving meaningful educational outcomes.
3. The investigation revealed a high level of agreement among teachers regarding the availability of diverse reading materials and digital resources at IIPS.
4. A notable portion of faculty members expressed satisfaction with their involvement in curriculum and syllabus revision, citing the opportunity it provided to share their viewpoints.

Suggestions:

1. Proposals for incorporating aspects related to employment opportunities, societal needs, industry requirements, and real-world applications into the curriculum.
2. Recommendations for upgrading classroom technology to smart standards, ensuring access to teaching resources and laboratory equipment, and enriching reading materials to enhance the teaching and learning process.

Actions Taken:

1. Formal directives were given, and departmental leaders convened meetings to address faculty feedback.

2. The university's Placement Cell intensified efforts in student placement and organized career guidance sessions, including campus job fairs.
3. The university facilitated resource sharing among teachers for laboratory facilities and technology-based equipment, while also conducting workshops to enhance ICT utilization.
4. Both central and departmental libraries were instructed to update their collections, particularly in digital formats, to align with departmental needs.

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