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

PARENTS FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

Academic Session : 2019-20

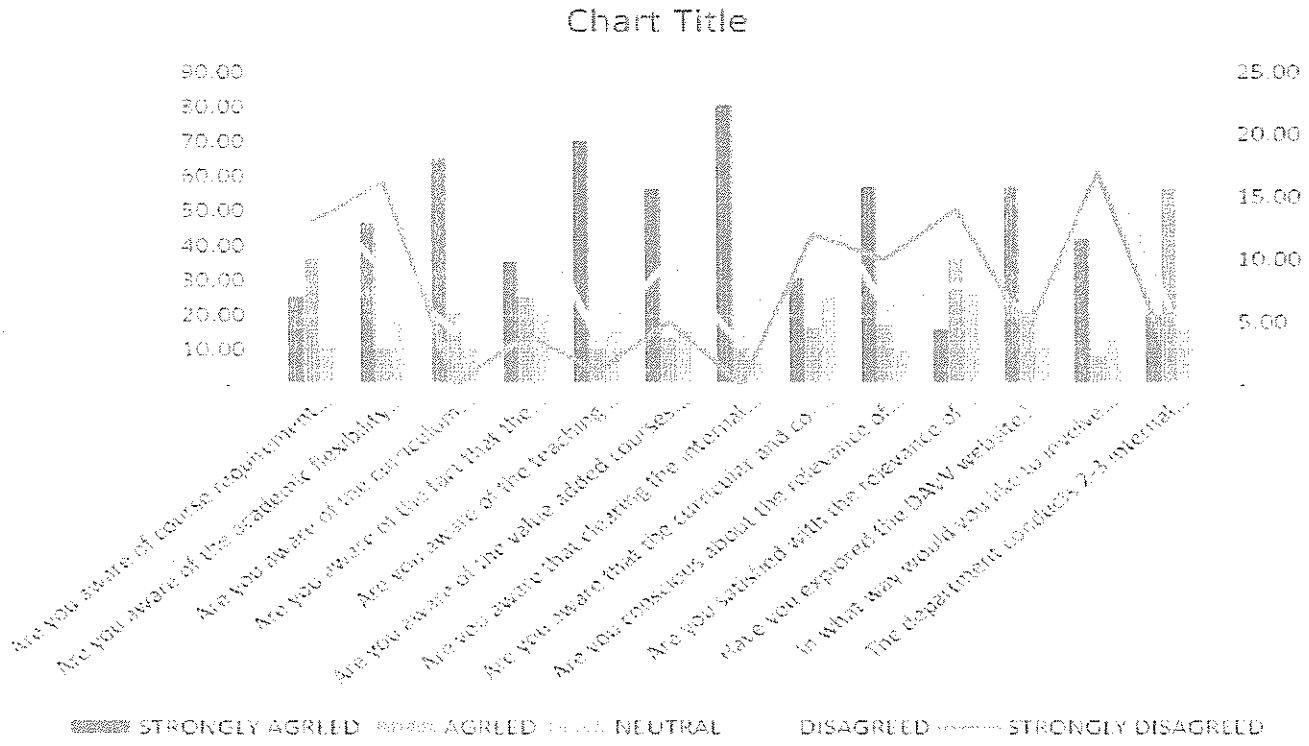
INTERNATIONAL INSTITUTE OF PROFESSIONAL STUDIES (DAVV, INDORE)

PARENTS FEEDBACK ANALYSIS AND ACTION TAKEN REPORT (2019-20)

The department conducted a thorough online feedback collection process, adhering to the University's specified format. Following is the table depicting Feedback collected from parents:

QUESTIONS	STRONGLY AGREED	AGREED	NEUTRAL	DISAGREED	STRONGLY DISAGREED
Are you aware of course requirement (assignment, presentation, project etc.) along with the minimum attendance percentage?	25.30	36.40	10.20	15.10	13.00
Are you aware of the academic flexibility in the subjects in the courses?	46.50	10.20	18.10	9.00	16.20
Are you aware of the curriculum prescribed by the department /University?	65.20	20.50	10.20	4.10	-
Are you aware of the fact that the minimum compulsory attendance of 75% is mandatory?	35.30	25.40	20.30	15.00	4.00
Are you aware of the teaching methodology/pedagogy followed in the Department/ University?	70.00	10.20	15.40	3.40	1.00
Are you aware of the value added courses conducted by the University?	56.30	13.40	15.30	10.00	5.00
Are you aware that clearing the internal assessments(tests) is mandatory?	80.50	10.50	6.00	3.00	-
Are you aware that the curricular and co-curricular activities (quiz, seminar, workshop, debate, internship etc.) are also mandatory to supplemental the learning outcomes?	30.50	16.30	25.20	16.00	12.00
Are you conscious about the relevance of internship/projects?	56.70	17.30	10.00	6.00	10.00

Are you satisfied with the relevance of Curriculum oriented towards job/ entrepreneurship/ skill development?	15.90	36.10	26.00	8.00	14.00
Have you explored the DAVV website?	56.90	22.50	10.60	6.00	4.00
In what way would you like to involve yourself in contributing to the department/University e.g., for providing internships/jobs, ways to strengthen Parents-Teacher Association, mobilizing resources etc.?	42.00	8.20	12.80	20.00	17.00
The department conducts 2-3 internal tests and end semester examination. Are you aware of?	20.00	56.40	15.60	6.00	2.00



Analysis of the table

- Knowledge of course requirements and attendance: A significant proportion of respondents in all categories are aware of course requirements (between 25.30 and 36.40%).
- The minimum pass percentage is known to vary and the highest percentage is 36.40%. Awareness of academic flexibility: Responses indicate that awareness of academic flexibility ranges from 9.00 to 46.50 percent.
- The highest awareness is between classes, 46.50%. Knowledge of the curriculum: Most of the respondents know the curriculum prescribed by the department or university, the percentages vary from 4.10% to 65.20%.
- Awareness of Mandatory Attendance: Awareness of the mandatory 75% attendance requirement varies, with percentages ranging from 4.00% to 35.30%.4.00 percent of the class has the lowest awareness. Knowledge of teaching methodology:
- Most of the respondents in all classes are aware of the teaching methodology or pedagogy followed (varies from 10.20-70.00%).
- Awareness of Value-AddedCourses: Many respondents have knowledge of value-added courses organized by the university with percentages varying from 5.00 to 56.30%.
- Understanding of mandatory internal assessments: There is a high awareness of the need to specify internal assessments, the percentage is between 6.00% and 80.50%.
- Awareness of the curriculum and co-curriculars: Awareness of the compulsory curriculum and co-curricular years varies, with percentages ranging from 12.00% to 30.50%.
- Recognition of internships/projects Importance: Respondents' awareness of the importance of internships and projects varies; the percentage varies from 6.00% to 56.70%.

- Satisfaction with the relevance of the curriculum to work/skill development: Satisfaction levels vary depending on the relevance of the curriculum to work, entrepreneurship or skill development, with percentages ranging from 8.00% to 36.10%.
- Researching the university website: A significant proportion of respondents researched the university website, with percentages ranging from 4.00% to 56.90%.
- Interest in participating with the institution/university: Respondents express interest in participating in the activities of the institution or university in various ways, the percentages vary from 8.20% to 42.00%.
- Awareness of exam structure: There are many types of internal exams and end-of-semester exams conducted by the department, the percentages vary from 2.00% to 56.40%.

Based on this feedback, the institute could take the following actions:

- Communication Enhancement:

  Increase communication channels to ensure parents are aware of course requirements, attendance policies, and curriculum details. This could include regular updates through emails, newsletters, or dedicated web pages.

- Promotion of Academic Flexibility:

  Highlight the flexibility available in academic programs to cater to the diverse needs and interests of students. This could involve showcasing elective courses, dual-degree options, or interdisciplinary studies.

- Transparency in Curriculum:

  Provide clearer information about the prescribed curriculum, including course outlines, learning objectives, and progression pathways. This can help parents better understand their academic journey and make informed decisions.

- Attendance Monitoring and Awareness:

  Implement strategies to monitor attendance and raise awareness about the importance of meeting the minimum attendance requirement. This could involve conducting workshops, seminars, or awareness campaigns.

- Teaching Methodology Awareness:

  Organize sessions to familiarize parents with the teaching methodology and pedagogical approaches used in the department or university.

- Promotion of Value-Added Courses:

  Increase promotion of value-added courses and their benefits, such as skill development, industry relevance, or personal enrichment. This could involve collaborations with industry partners, alumni networks, or career development centres.

- Support for Internal Assessments:

  Provide resources and support systems to help students prepare for and successfully clear internal assessments. This could include study materials, practice tests, or academic counselling services.

- Encouragement for Curricular and Co-curricular Activities:

  Encourage student participation in curricular and co-curricular activities by highlighting their importance in holistic development and skill enhancement. This could involve incentivizing participation, recognizing achievements, or providing logistical support.

- Internship and Project Opportunities:

  Facilitate access to internship and project opportunities relevant to students' academic and career interests. This could include establishing partnerships with industry organizations, research institutions, or community agencies.

- Curriculum Alignment with Job/Skill Development:

  Review and align the curriculum with current industry trends, job market demands, and skill development needs. This could involve curriculum revisions, industry consultations, or experiential learning initiatives.

- Improvement of Website Accessibility:

  Enhance the accessibility and usability of the university website to ensure students can easily find relevant information, resources, and services. This could involve redesigning website layouts, improving navigation features, or providing online tutorials.

- Engagement Opportunities for Students:

  Create platforms and opportunities for students to actively contribute to the department or university, such as student advisory boards, project collaborations, or volunteering programs.

- Clarity on Examination Structure:

  Provide clear guidelines and information about the examination structure, including assessment formats, grading criteria, and examination schedules. This can help alleviate student concerns and ensure they are adequately prepared.

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

Dr. Jyoti Sharma
Co- Coordinator
Departmental Quality Assurance Cell (DQAC)

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

Dr. Yamini Karmarkar
Coordinator
Departmental Quality Assurance Cell (DQAC)

Coordinator
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