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 : 2019-2020

## INTERNATIONAL INSTITUTE OF PROFESSIONAL STUDIES,

## DAVV, INDORE

### STUDENT FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

### SESSION 2019-2020

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 AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE |
|---|---|---|---|---|---|
| The syllabus is quite appropriate | 35.3 | 39.4 | 20.5 | 2.5 | 2.0 |
| The allocation of credits to the course is appropriate in relation to the level of courses work | 28.5 | 22.7 | 14.6 | 20.2 | 14.0 |
| The depth of the course content is adequate in relation to the expected course Outcomes. | 26.2 | 41.1 | 10.9 | 11.6 | 10.2 |
| Almost entire syllabus was covered in the class by the teacher | 15.9 | 65.1 | 10.7 | 7.1 | 1.2 |
| The units/sections in the syllabus are properly sequenced | 42.6 | 19.2 | 15.6 | 16.6 | 5.8 |
| Syllabus equipped me with necessary technical skills to face the industry/academia. | 22.6 | 24.1 | 30 | 13.2 | 10.1 |
| The syllabus enabled me to improve my ability | 29.5 | 35.4 | 15.6 | 8.8 | 10.6 |

| | | | | | |
|---|---|---|---|---|---|
| Improve ability to analyze and solve problem | 26.2 | 14.8 | 26 | 18.5 | 14.5 |
| The course material is adequately available | 41.1 | 26.2 | 10.9 | 11.6 | 10.2 |
| Overall transaction of the curriculum in the classroom | 40.9 | 31.6 | 16.7 | 7.2 | 3.6 |
| Relevance of programme for career avenues in future | 67.2 | 14.6 | 9.1 | 7.7 | 1.4 |
| Program outcome prepared and communicated | 50.7 | 28.9 | 10.2 | 6.2 | 4.0 |
| Relevance of electives to the specialization chosen | 51.4 | 19.6 | 15.9 | 8.8 | 4.3 |

**STUDENT FEEDBACK ON FACULTY**

| | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE |
|---|---|---|---|---|---|
| How regular was teacher in the class | 13.5 | 56.3 | 12.7 | 12.6 | 4.9 |
| How punctual was the teacher in the class | 42.3 | 32.5 | 15.6 | 6.3 | 3.3 |
| How thorough was the teacher with the subject concepts in the class | 20.5 | 52.8 | 12.4 | 11.2 | 3.1 |
| How the teacher was able to maintain discipline in the class | 12.6 | 78.7 | 5.4 | 3.0 | 0.3 |
| How knowledgeable was your teacher in general | 68.4 | 12.1 | 9 | 6.7 | 3.8 |
| How well does the teacher communicate in the class | 23.6 | 51.2 | 13.7 | 6.4 | 5.1 |

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 appropriate, indicating satisfaction. However, there are some who remain neutral or disagree. It might be beneficial to gather specific feedback from these students to identify areas for improvement.

2. Coverage and Depth: There's a discrepancy in whether the entire syllabus was covered in class and the depth of course content in relation to expected outcomes. This suggests a need for better alignment between course objectives and teaching practices. Encouraging teachers to utilize various instructional methods could help ensure comprehensive coverage while maintaining depth.

3. Skill Development: While some students feel the syllabus equipped them with necessary technical skills, there's room for improvement. Consider integrating more hands-on exercises, industry projects, or internships to enhance practical skills development.

4. Relevance of Program:The majority of students perceive the program as relevant for future career avenues, indicating alignment with their expectations. However, it's essential to periodically review and update the curriculum to keep pace with evolving industry needs.

**Faculty Feedback**:

1. Regular Attendance and Punctuality: While most students agree that teachers are regular and punctual, there's still a notable percentage who remain neutral or disagree. Encouraging consistent attendance and punctuality could enhance the learning experience.

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

3. Discipline Maintenance:The majority of students agree that teachers effectively maintain discipline in the class. However, it's essential to address any concerns raised by students who disagree or remain neutral to ensure a conducive learning environment for all.

Overall, fostering open communication channels for feedback, providing professional development opportunities for faculty, and periodically reviewing the curriculum are key actions to consider based on the feedback provided by students

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

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

Co-cordinator
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