

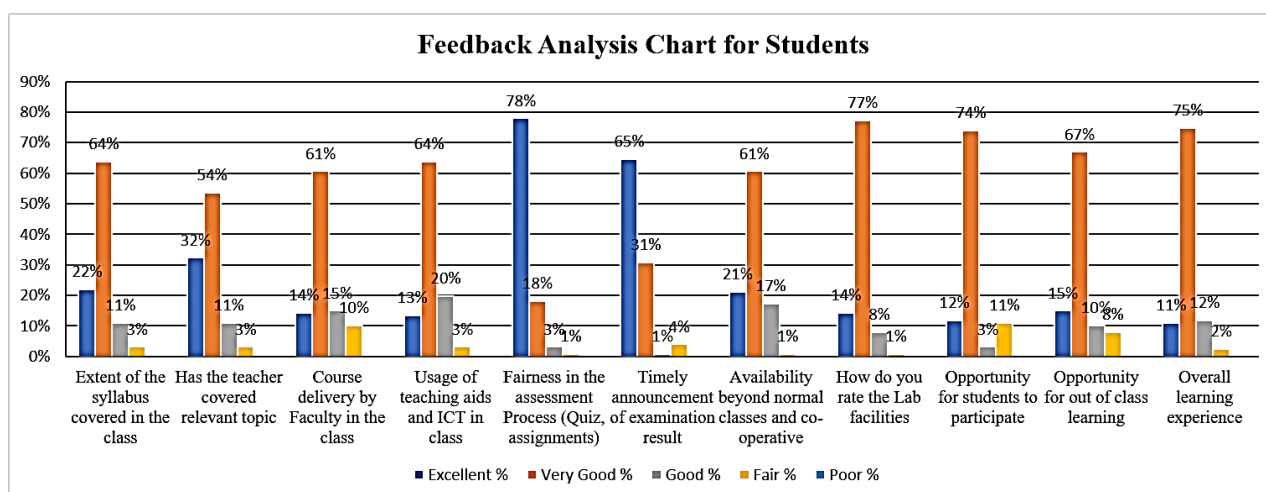


Dev Sangha Institute of Professional Studies and Educational Research

Analysis of Feedback (January- June, 2026)

The feedback was collected from 127 students, 127 parents, 36 teachers, and 38 alumnae about the quality and performance of Dev Sangha Institute of Professional Studies and Educational Research for the period January to June, 2026. The detailed analyses of the responses of the stakeholders are as under;

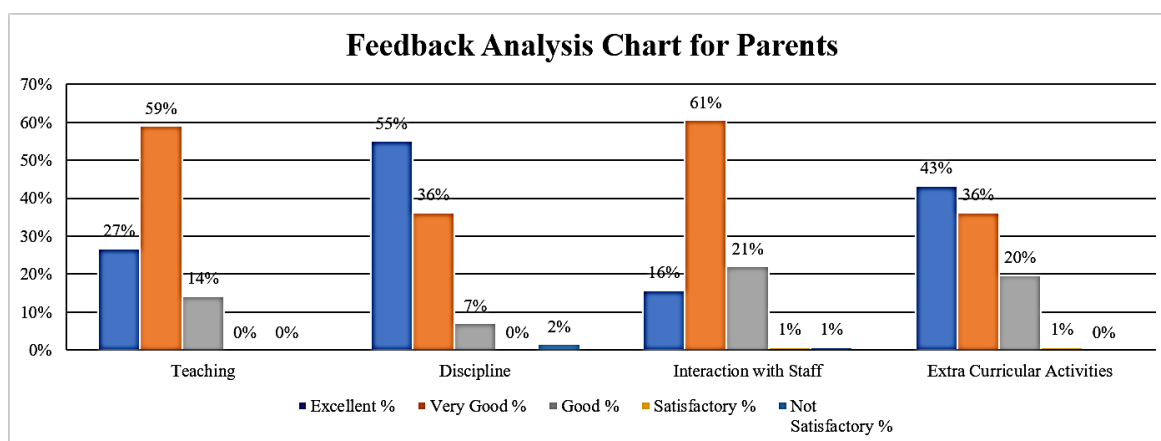
1. Analysis of Students' Feedback



- Students' response to "Extent of the syllabus covered in the class" received 22% in excellent, 64% in very good, 11% in good, and 3% in fair. The results suggest that the institute is effective in ensuring the timely and thorough completion of academic coursework.
- Regarding "Teachers' Role in Syllabus Covered", the students' feedback was also encouraging. Out of the feedback received from the students, 32% received excellent, 54% very good, 11% good, and 3% fair scores. This overwhelming positive feedback highlights the teachers' successful efforts in delivering the course material.
- As per the students' response to "Course Delivery", 14% of students felt that it was excellent, 61% very good, 15% good, and 10% fair. This highlights that the course delivery methods were rated effective and well-received by the majority of students, indicating that the result was encouraging.

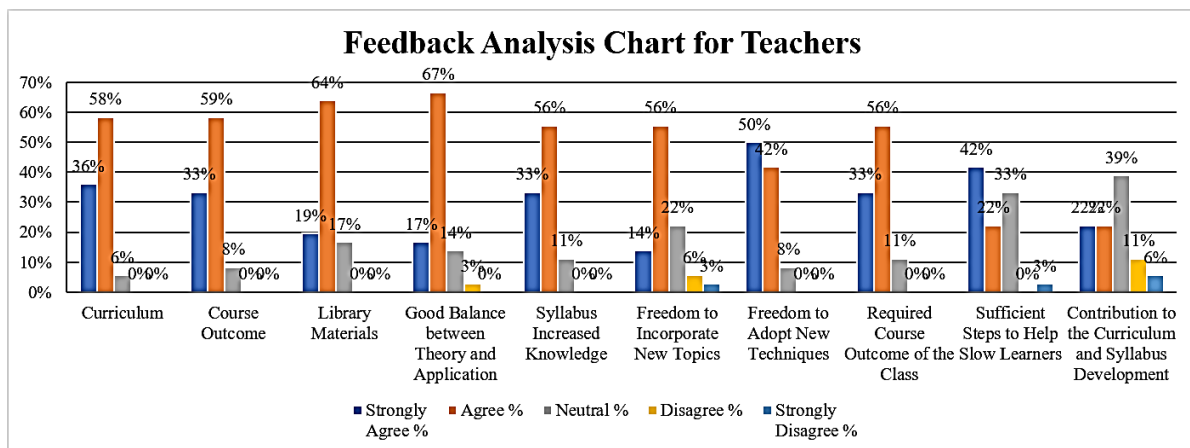
- The students' response to "ICT Usage" was also quite reassuring. As per the feedback, 13% of students felt that it was excellent, 64% very good, 20% good, and 3% fair. This indicates that the integration of ICT in the course has been reasonably good and is being well-received by the majority of students. The result signifies progress in the usage of ICT.
- The response on "Fairness in Assessment" by the students was recorded as 78% in excellent, 18% in very good, 3% in good, and 1% in fair. It denotes that the students are happy with the evaluation process followed by the institute.
- The response on "Time Schedule in Result" by the students was recorded as 65% in excellent, 30% in very good, 1% in good, and 4% in fair. This indicates that the vast majority of students are satisfied with the timeliness of their results.
- The response on "Co-operation" by the students was recorded as 21% as excellent, 61% as very good, 17% as good, and 1% as fair. Overall, the responses of the students suggest that cooperation is generally strong and well-regarded. However, it also points to a scope for further improvement.
- The "Lab Facilities" provided by the institute for the students were marked 14% as excellent, 77% as very good, 8% as good, and 1% as fair by the students. This indicates that while many students are satisfied, there's a notable number who see room for improvement.
- The students' response to "Opportunities for Internship Field Visit" is very good, as 12% of students felt that it was excellent, 74% believed it to be very good, 3% good, and 11% fair. This highlights that the institute's offerings in this area have been quite effective and are greatly appreciated by students.
- Student response to "Out of Class Learning Opportunities" received 15% excellent score, whereas 67% rated it as very good, 10% good, and 8% fair. This showcases that the opportunities provided to the students were appreciated and greatly valued by the students.
- Student response to "Overall Learning" received 11% as excellent, 75% as very good, 12% as good, and 2% as fair. There were no responses in the poor categories. The responses by the students denote that the teachers are able to clear the doubts of the students and help them in their learning meticulously.

2. Analysis of Parents' Feedback



- The first question asked was “Parents’ Feedback on Teaching”, which received a response from the parents as excellent 26.79%, very good 58.83%, and good 14.38%. From the response, it could be concluded that the efforts put by the teachers in teaching the subject content is encouraging and they need to put more effort to receive the excellence mark. The bar diagram shows a positive sign and scope for further improvement.
- The second question was asked on “Discipline” of the Institute, which received 54.90% in excellent, 35.95% very good, 7.19% good, and 1.96% not satisfactory, which shows that DIPSER is one of the best disciplined teachers’ training institutes in the state. Therefore, a scope for improvement is still there.
- The third question asked to the parents was on “Parents’ Feedback on Interaction with Staff” which received a response of 15.69% in excellent, 60.78% in very good, 22.23% in good, 0.65% satisfactory, and not satisfactory. From the percentage of responses received by the parents, it could be concluded that the different staff of the institute are very cordial and able to help the parents in resolving their doubts and queries on a positive note.
- The fourth question was on “Parents’ Feedback on Extra-Curricular Activities” of the institute, to which parents responded 43.14% in excellent, 36.60% in very good, 19.61% in good, and 0.65% in satisfactory. It reflects from the feedback of the parents that the institute gives due importance to extra-curricular activities apart from curricular activities, which is very important in all-round development of the students, and the DIPSER is committed to it.

3. Analysis of Teachers’ Feedback

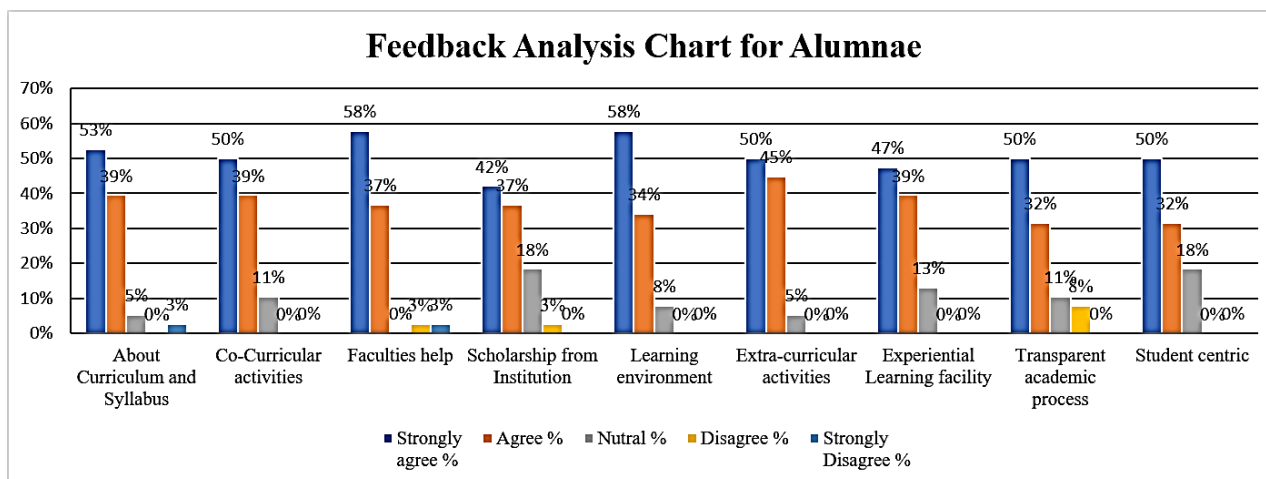


- The teachers’ responses to “Curriculum and Syllabus are Need Based” received 36% in strongly agree, 58% in agree, and 6% in the neutral category, which is a positive sign showing the teachers are able to understand the curricula prescribed by the university for the course.

- The teachers' response to the statement "Course Outcome" received 33% strongly agree, 59% agree, and 8% in the neutral category. The responses show that the teachers are able to understand the courses to be taught and how to achieve the desired goal.
- Availability of "Relevant Materials and Library Resources" received responses from the teachers to 19% in strongly agree, 64% in agree, and 17% in the neutral category. It signifies that the library of DIPSER contains enough study materials required for the different courses both for the students as well as for the teachers.
- The statement "Balance of Theory and Application Courses" received a response from the teachers to 17% in strongly agree, 67% in agree, 14% in the neutral and 3% in disagree category. This indicates that the courses taught have balanced curricula between theory and applications.
- The statement "Increasing Knowledge and Perspective in the Subject Area" received the response of teachers to 33% in strongly agree, 56% in agree, and 11% in neutral category. This shows that the course and syllabus of study prescribed by the university is helpful in enhancing knowledge and perspectives in the subject area of the student as well as the teachers.
- The statement "Freedom to Propose, Modify, Suggest and Incorporate New Topic in the Syllabus Through the Proper Forum" received the responses from the teachers to 14% in strongly agree, 56% in agree, 22% in neutral, 6% in disagree, and 3% in strongly disagree category, which reflects that while a majority of teachers agree they have this freedom, a notable share remain neutral or express reservations. As this aspect of learning is an independent variable, as the syllabus is circulated by the affiliating university.
- The statement "Freedom to Adopt New Techniques/Education Tools/Strategies in Teaching" received a response from the teachers to 50% strongly agree, 42% agree and 8% remained neutral. This shows that the majority of the teachers agree to the statement that they have the freedom to adopt new techniques, education tools, or strategies in teaching. It indicates that the teachers are able to understand very well how to transact the curricula in the classroom effectively and maximise learning.
- The statement "Teachers' Perceptions Regarding the Minimum Required Course Outcome Attainment" received a total response from the teachers to 33% strongly agree, 56% to agree, and 11% to neutral. The response ensures the confidence of the teachers that they will be able to attain the requirement of the statement.
- The statement "The Steps Taken to Assist Slow Learners", received response from the teachers to 42% in strongly agree, 22% in agree, 33% in neutral, and 3% in strongly disagree category. It indicates that while stratified measures are followed by the teachers to assist the slow learners in the institute, the notably high neutral response suggests scope for reinforcing awareness of these measures among staff.
- The statement "Contribution to Curriculum and/or Syllabus Development", received a total response from the teachers to 22% strongly agree, 22% in agree, 39% in neutral, 11% in disagree, and 6% in strongly disagree. This suggests that while some teachers feel able to transact and shape the curriculum prescribed by the university, a considerable proportion remain neutral or express reservations about their role in curriculum development.

- On analysing the feedback in detail, it is perceived that though the teachers are largely confident in delivering learning to the students and adopting new techniques, there is ample scope for improvement in the domain of curriculum development involvement and in creating clearer avenues for teachers to propose or incorporate new topics into the syllabus.

4. Analysis of Alumnae Feedback



- The alumnae feedback on the “Curriculum and Syllabus Content Based” statement received a response of 52.63% in strongly agree, 39.47% in agree, 5.26% in neutral, and 2.63% in strongly disagree, which means that most alumnae are of the opinion that the curriculum and syllabus content of the course taught in the college is appropriate for their placement and also in continuing with their higher education.
- The statement “Enough Co-Curricular Activities were Arranged During my Study” received responses from the alumnae to 50% in strongly agree, 39.47% in agree, and 10.53% in neutral. This indicates a high level of satisfaction among the alumnae regarding the co-curricular opportunities provided at the institute.
- The statement “The Institute/Faculty Helped me in Placement/Higher Education” received responses from the alumnae to 57.89% in strongly agree, 36.85% in agree, and 2.63% in disagree and in strongly disagree. The overwhelming response shows that the institute and the faculty are serious in doing the placements of its students after completion of their course and also provide necessary guidance to those wanting to continue with their higher studies.
- The statement, “The Institute Offers Sufficient Scholarships to Merit students and Deserving Students”, received responses to 42.11% in strongly agree, 36.84% in agree, 18.42% in neutral, and 2.63% in disagree. The response received is a good sign that the institute is concerned about the students’ financial issues, though the comparatively higher neutral and disagree responses suggest that some alumnae feel there is scope for improvement in this area.

- The statement, “The Learning Ambience at the Institute is Good”, received responses from the alumnae to 57.89% in strongly agree, 34.22% in agree, and 7.89% in neutral. The response received is a boost to the institute, though it should take further steps to make the learning environment even better.
- Regarding providing “Sufficient Opportunity to Participate in Extra-Curricular Activities”, the responses from the alumnae were 50% in strongly agree, 44.74% in agree, and 5.26% in neutral. This shows that the institute provides ample opportunities to its students to take part in extracurricular activities.
- The alumnae feedback on the statement, “The Curriculum Accommodates Courses with Experiential Learning”, received responses from the alumnae to 47.37% in strongly agree, 39.47% in agree, and 13.16% in neutral. This is a good sign that the institute provides hands-on learning experience to its students.
- The alumnae feedback on the descriptor, “All Academic Processes of the Institute are Transparent”, received responses from the alumnae to 50% in strongly agree, 31.58% in agree, 10.53% in neutral, and 7.89% in disagree, which shows that while the institute largely follows a transparent policy in its academic activities, a notable share of alumnae feel there is room for improvement in this area.
- Whether “The Institute is Student Centric in all its Academic Initiatives”, alumnae felt that responses were 50% in strongly agree, 31.58% in agree, and 18.42% in neutral. The percentage of positive response from the alumnae boosts the institute for its Stakeholders' various effective functions for the benefit of its students.