



Report on Teaching - Learning and Course Design Feedback

(Even Semester 2024-2025)

1. Introduction:

To ensure a consistent and enriching academic experience for students, DBS Global University has instituted robust quality assurance mechanisms. A key component of this framework is the implementation of the Teaching Learning Feedback Questionnaire (TLFQ), designed to evaluate and enhance the quality of teaching, learning, and assessment processes.

As part of this initiative, structured feedback was systematically collected from students to support ongoing institutional development and improvement. The TLFQ feedback cycle was conducted over a defined period, commencing on 15th May 2025 and concluding on 20th May 2025. The primary objective of this cycle was to assess faculty performance and gather constructive insights across various academic and support-related dimensions.

A total of 4,321 students were invited to provide feedback, and responses were successfully recorded from 4,235 students. The feedback encompassed 15 questions and covered 78 faculty members across the constituent schools of the University, namely Doon Business School Global, the School of Advanced Computing, the School of Modern Agriculture, and the School of Modern Media.

The insights derived from this exercise offer valuable input for guiding academic and policy-level reforms. The University recognizes areas requiring attention and remains committed to implementing evidence-based corrective actions aimed at enhancing academic quality and institutional performance. Constructive stakeholder feedback will continue to play a vital role in shaping the University's strategic planning and continuous quality improvement efforts. Individual faculty reports were generated with stringent safeguards to uphold anonymity and confidentiality throughout the process.

2. About the Form:

To enhance the quality of instruction, students are invited to provide feedback on faculty teaching and learning practices for specific courses, utilizing a structured 7-point rating scale.

- 1 – Strongly Disagree
- 2 – Disagree
- 3 – Somewhat Disagree
- 4 – Neutral
- 5 – Somewhat Agree
- 6 – Agree
- 7 – Strongly Agree

The feedback assesses key dimensions including clarity and depth of subject knowledge, engagement and interaction during sessions, timeliness and consistency, use of innovative teaching methodologies, promotion of critical thinking, fairness in evaluation, and responsiveness to student queries. All responses are treated with strict confidentiality and serve as a vital resource in fostering an effective and student-centered learning environment at DBS Global University.

MBA II-Section H						
	Data Visualization (Manisha Verma)	Language Proficiency (English) (Babita Jain Jain)	Business Law (Abul Rawaf)	Management Accounting (Traywataru Singh)	HR Analytics and Metrics (Poojita Kataria)	Production & Operations Management (Shivani Aggarwal)
The course structure, learning outcomes, and project requirements were clearly explained in the first class.	v	v	v	v	v	v
I received pre-reading or preparatory materials before the start of the course.	v	v	v	v	v	v
The faculty used modern teaching tools, examples, and case studies effectively.	v	v	v	v	v	v
The faculty incorporated relevant industry and global trends into the course content.	v	v	v	v	v	v
The teaching methods and classroom activities were engaging and promoted active learning.	v	v	v	v	v	v
The faculty encouraged critical thinking and deeper understanding of the subject.	v	v	v	v	v	v
The assignments, quizzes, and exams helped me understand the course content and	v	v	v	v	v	v

Teaching and Learning Feedback Questionnaire (TLFQ)-AY(2024-25)

To enhance the quality of instruction, we invite students to provide feedback on teaching and learning by faculty on a particular course using a 7-point scale: 1 – Strongly Disagree 2 – Disagree 3 – Somewhat Disagree 4 – Neutral 5 – Somewhat Agree 6 – Agree 7 – Strongly Agree

This feedback assesses areas such as: Clarity and depth of subject knowledge, Engagement and interaction during sessions, Timeliness and consistency, Innovative teaching methodologies, Encouragement of critical thinking, Fairness in evaluation, Responsiveness to student queries. Your insights are confidential and instrumental in fostering an effective learning environment at DBS Global University.

Please share in few words/Lines how each faculty can improve the course teaching & Learning.

Write two lines of feedback for the institution

Submit

Figures: Snapshots of the feedback form shared to students

The form is structured into three primary sections, preceded by a general instruction page that guides students on how to complete the feedback accurately and effectively.

2.a. Section I - Student Feedback on Teaching & Learning and Course (Quantitative)

The first section of the form, titled *Student Feedback on Teaching and Learning (SFT)*, comprises 15 quantitative questions aimed at evaluating faculty performance across critical domains such as subject clarity, classroom engagement, adoption of innovative teaching methods, responsiveness, fairness in evaluation, and consistency in content delivery. Each item is rated on a 7-point Likert scale, ranging from 1 (Strongly Disagree) to 7 (Strongly Agree), allowing students to assess each course-faculty pairing based on clearly defined instructional parameters.

2.b. Section II – Student Feedback on Improving the Quality Of Course (Qualitative)

Student feedback aimed at improving course quality primarily emphasizes the enhancement of content relevance, teaching methodologies, and assessment practices. Students recommend aligning course topics with current industry trends, integrating interactive and practical learning strategies, and ensuring transparency and clarity in evaluation processes. Additionally, they underscore the importance of balanced pacing, enhanced support for complex topics, and improved communication between faculty and students. This qualitative input serves as a valuable resource for refining course delivery and advancing overall learning outcomes.

2.c. Section III- Student Feedback on Institution (Qualitative)

Student feedback on the institution addresses key areas such as the academic environment, infrastructure, faculty support, and administrative effectiveness. While students frequently express appreciation for the supportive learning culture, they also propose improvements in campus facilities, access to academic resources, and the responsiveness of administrative services. Furthermore, feedback often underscores the need for greater industry exposure, enhanced career guidance, and increased extracurricular engagement. These qualitative insights are instrumental in helping the institution identify strengths and implement targeted improvements to elevate the overall student experience.

3. Execution:

3.a. Platform Utilization

The Teaching and Learning Feedback process was facilitated through the **JOT Form platform**, a secure and efficient digital tool designed to collect both structured and open-ended feedback while maintaining respondent anonymity.

3.b. Course-Specific QR Code Assignment

Each course and section across the University's schools was assigned a unique QR code, enabling accurate and individualized data collection.

3.c. Classroom-Based Feedback Sessions

The feedback sessions were conducted within classrooms, with an allotted duration of approximately 30 minutes per course-section.

3.d. IQAC Orientation Session

The IQAC team visited each classroom, beginning with a brief 5–10-minute orientation to explain the objectives, structure, and significance of the feedback exercise.

3.e. Instructions on Platform Use

Students were instructed on how to navigate the platform and provide ratings using the 7-point Likert scale for the 15 quantitative questions, as well as respond to two qualitative questions.

3.f. QR Code Display and Form Completion

Subsequently, the unique QR code was displayed on the screen, and students were given 10 minutes to complete the feedback form.

3.g. Interactive Student Engagement

The final 10 minutes were dedicated to one-on-one interactions with students to capture additional insights on issues not addressed within the form, including concerns related to:

- 3.g.1.** Teaching quality
- 3.g.2.** Curriculum design
- 3.g.3.** Institutional infrastructure
- 3.g.4.** The examination system
- 3.g.5.** Other academic or administrative challenges

3.h. Comprehensive and Blended Approach

This blended approach ensured the anonymity of feedback while comprehensively covering all relevant parameters.

3.i. Supplementary Informal Discussions

Alongside the formal responses collected via the JOT platform, informal discussions were conducted to gain deeper understanding of student perspectives.

A QR code-based system was used for real-time feedback. Sample QR codes are attached below

i. Below are sample QR codes used for the real-time feedback mechanism at Doon Business School Global during the session.



MBA II SECTION- F



MBA II SECTION- H



MBA II SECTION- I

ii. In addition to the formal responses collected via the JOT platform, one-on-one interactions were conducted with students to gain deeper insights into their concerns. Photographic evidence of these interactive sessions is attached below.



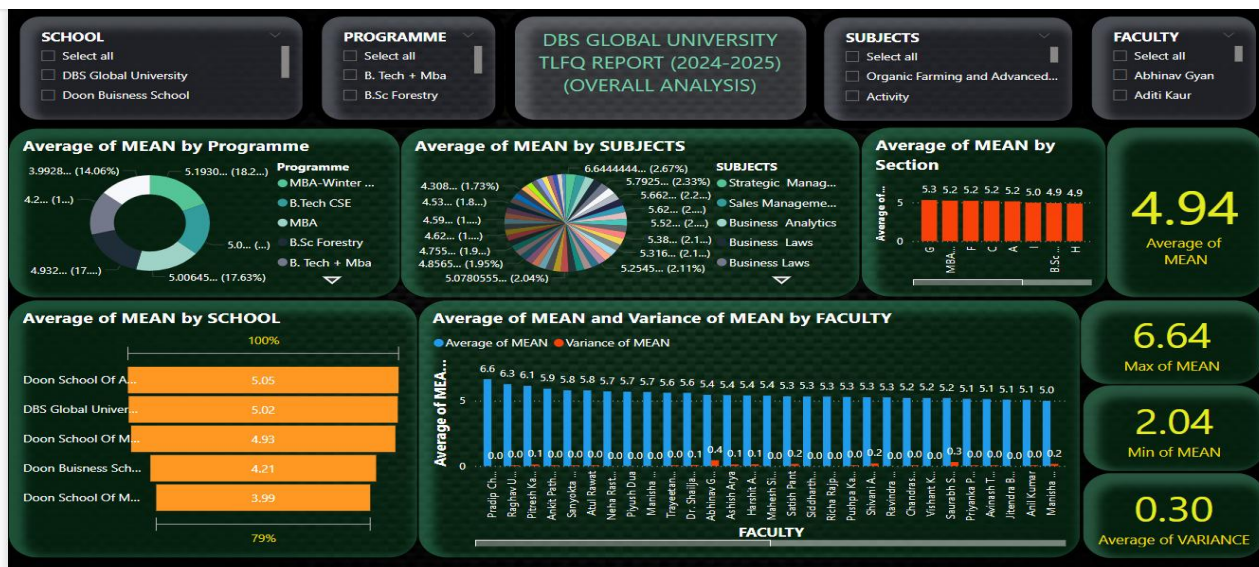
4. Analysis:

(i) Faculty Wise Analysis



Link: [Analysis](#)

(ii) Overall University (Faculty, Subjects, Students)



Link: [Analysis](#)

(iii) Sample Faculty Feedback Report

TLFQ Analysis Abhinav Gyan (SAP) (Section-A) (2024-2025)												
Sr.No	Question	1	2	3	4	5	6	7	Total response	Mean	SD	Variance
Q1	The course structure, learning outcomes, and project requirements were clearly explained in the first c	0	0	0	4	3	5	21	33	6.30	1.07	1.16
Q2	I received pre-reading or preparatory materials before the start of the course.	1	2	1	2	3	6	17	32	5.81	1.78	3.00
Q3	The faculty used modern teaching tools, examples, and case studies effectively.	0	0	0	3	7	6	17	33	6.12	1.05	1.11
Q4	The faculty incorporated relevant industry and global trends into the course content.	0	0	2	1	7	4	19	33	6.12	1.22	1.48
Q5	The teaching methods and classroom activities were engaging and promoted active learning.	0	0	1	3	6	5	18	33	6.09	1.18	1.40
Q6	The faculty encouraged critical thinking and deeper understanding of the subject.	0	0	0	2	8	2	21	33	6.27	1.04	1.08
Q7	The assignments, quizzes, and exams helped me understand the course content and learning objectives	2	0	0	3	7	4	17	33	5.82	1.63	2.65
Q8	Additional readings or resources shared by the faculty were helpful for extending my learning.	0	0	1	6	3	6	17	33	5.97	1.29	1.66
Q9	The faculty evaluated student work fairly and consistently.	1	0	0	5	6	5	16	33	5.85	1.44	2.07
Q10	The faculty responded well to student questions and encouraged participation.	0	0	0	4	5	7	17	33	6.12	1.08	1.17
Q11	I was able to learn from class discussions and peer presentations.	0	0	1	3	6	6	17	33	6.06	1.17	1.37
Q12	The medium of instruction was consistently in English throughout the course.	0	1	0	3	6	6	17	33	6.00	1.26	1.59
Q13	Classes were conducted on time, and any changes in schedule were communicated clearly.	1	0	1	3	4	6	18	33	6.00	1.46	2.13
Q14	Guest lectures, industry visits, or expert sessions added value to the course.	0	0	0	6	5	5	17	33	6.00	1.20	1.44
Q15	I am satisfied with the overall quality of the course.	0	0	1	5	4	7	16	33	5.97	1.24	1.53

1	Strongly Disagree
2	Disagree
3	somewhat disagree
4	Neutral
5	somewhat agree
6	Agree
7	Strongly Agree

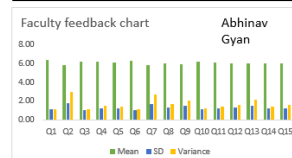
TLFQ Analysis for, MBA, Section A, SAP
- Overall Mean = 6.03
 The mean score on a 7-point scale reflects excellent overall teaching performance. A score of 6.03 indicates that students found the faculty's teaching to be very effective, well-organized, and clear.

- Standard Deviation = 0.1459
 The very low standard deviation indicates that most student responses were very close to the average of 6.03. This means students were highly consistent in their evaluation, showing a strong consensus in perception.

- Variance = 0.0213
 As the square of the standard deviation, this confirms a tight distribution of scores. A variance this low is statistically significant and means there were no extreme ratings.

Conclusion
 The faculty member received consistently excellent evaluations. Very low deviation implies students had a shared, strong positive experience.

Overall Mean	6.03
Standard deviation	0.1459
Variance	0.0213
Max response	33.00
Total strength	69
Response in %	47.8%



Link: [Analysis](#)

4.a. Significant Qualitative Sensitivity Analysis

4.a.1. Academic Delivery & Teaching Effectiveness

● **Core Issues:**

- i. Over-reliance on PowerPoint and theory.
- ii. Minimal practical or real-world exposure.
- iii. Fast-paced curriculum due to the quarter system; insufficient time to grasp concepts.
- iv. Biased Behavior from some faculty.
- v. Lack of engagement for introverted or underperforming students.

● **Suggested Actions:**

- i. Introduce mandatory hands-on modules, case study pedagogy, and industry-based assignments.
- ii. Conduct faculty development workshops on inclusive and modern teaching methods.
- iii. Audit teaching effectiveness based on student outcomes, not just attendance.

4.a.2. Curriculum & Learning Experience

● **Core Issues:**

- i. The quarter system compresses the learning schedule, contributing to increased stress and reduced retention.

- ii. No break between exams, causing burnout.
- iii. Lack of clarity in syllabus communication.

● **Suggested Actions:**

- i. Reassess the feasibility of the quarter system vs. semester system.
- ii. Publish detailed academic calendars one month in advance.
- iii. Introduce exam preparatory leave and regulate assignment deadlines.

4.a.3. Institutional Management & Communication

● **Core Issues:**

- i. Constant last-minute announcements for classes, exams, and assignments.
- ii. No SOP for addressing grievances—students being redirected repeatedly.
- iii. CAMU-related issues not resolved timely (marks not uploaded, quiz access failures).

● **Suggested Actions:**

- i. Establish a Student Communication Cell with clear escalation matrix.
- ii. Implement a 24–48 hr turnaround policy on grievances (especially exam and CAMU issues).
- iii. Assign program mentors or student liaisons for every batch.

4.a.4. Infrastructure & Hostel Services

● **Core Issues:**

- i. Broken furniture, ACs not working, unhygienic mess food.
- ii. Biased hostel fines, rigid entry/exit timings without consideration.
- iii. No water facility, poor washroom hygiene in some areas.

● **Suggested Actions:**

- i. Set up a monthly audit of hostel, mess, and classroom infrastructure.
- ii. Introduce feedback boxes (physical + digital) for hostel-related issues.
- iii. Review and communicate hostel policies with transparency.

4.a.5. Placement, Internship & Industry Exposure

● **Core Issues:**

- i. Lack of internships, especially in Finance.

- ii. Fake placement claims, 25%+ students reportedly unplaced in senior batches.
- iii. No Coursera/SAP access despite promise during admission.

• **Suggested Actions:**

- i. Appoint a dedicated Placement Assurance Officer per specialization.
- ii. Ensure SAP, Excel, Power BI modules are delivered professionally with tracking.
- iii. Plan at least 3 industrial visits and 2 guest lectures per quarter/semester.

4.a.6. Perception & Trust Gap

• **Core Issues:**

- i. Students feel DBS over-promises and under-delivers.
- ii. Sentiment of being treated as "just a fee-paying headcount."
- iii. Fear of speaking up due to perceived retaliation or bias.

• **Suggested Actions:**

- i. Roll out anonymous quarterly surveys with transparent feedback publication.
- ii. Introduce a Student-Faculty Dialogue Forum every 60 days.
- iii. Involve student reps in academic planning committees.

5. Shortcomings:

Some of the key limitations identified in the current TLFQ process are outlined below:

5.a. Time-Intensive Execution:

The current manual process requires extensive coordination across schools and spans up to three working days to complete. This hampers academic scheduling and reduces efficiency.

Solution: Automation through an integrated university-wide feedback system could streamline operations and reduce time constraints.

5.b. Lack of System Automation:

The process relies heavily on manual intervention, including classroom visits, QR display, and physical monitoring, making it resource-intensive.

Solution: Implementing an automated, institution-managed feedback portal with role-based access could eliminate manual dependencies.

5.c. Dependency on a Private Platform (JOT Form):

JOT Form, being a third-party solution, raises concerns related to long-term sustainability, cost, and data security.

Solution: Transitioning to an in-house or licensed institutional feedback system would ensure better data ownership and control.

6. Conclusion

Feedback from 10 MBA sections and 3 undergraduate programs indicates a concerning trend, with 70–75% of responses reflecting dissatisfaction in key institutional areas. While individual faculty efforts—particularly by faculty members such as Raghav Sir, Ashish Arya Sir, and Pritesh Sir—along with the campus environment and cleanliness were acknowledged positively, these were outweighed by systemic issues. Major concerns include management inefficiencies, pressures from the quarter system, insufficient practical learning opportunities, inconsistent communication, perceived biases in teaching and evaluation, and ongoing infrastructure challenges. These results highlight an urgent need for institutional reflection and reform to improve academic delivery, promote transparency, and foster a more balanced, student-centered learning environment.

7. Way Forward

To enhance the effectiveness of the feedback process, real-time monitoring capabilities should be developed to track submission rates and promptly identify non-respondents through interactive dashboards. Additionally, the scope for qualitative insights can be strengthened by formalizing open house sessions after feedback collection, supported by structured templates to systematically document recurring themes. Furthermore, integrating feedback outcomes consistently with the University's internal quality assurance framework—linking them to faculty appraisal, curriculum review, and infrastructure planning—will ensure actionable improvements aligned with institutional KPIs.

Disclaimer: *The report is strictly confidential and for internal office use only.*