

Report on Mid-Semester Teaching–Learning Feedback (TLFQ)

(Academic Year 2025–2026)

|Office of Quality Initiatives / IQAC|

1. Introduction:

As part of its continuous commitment to academic excellence and quality assurance, DBS Global University conducted the **Mid (Odd)- Semester Teaching- Learning Feedback (TLFQ)** exercise across all programs during the Academic Year 2025–2026. This initiative was undertaken to systematically capture student feedback on teaching-learning processes and to facilitate timely academic interventions within the ongoing semester.

The feedback exercise was led by the Internal Quality Assurance Cell (IQAC) in coordination with the Office of the Associate Dean – Academic Affairs. The objective was to evaluate faculty performance, course delivery, and overall academic experience through structured quantitative and qualitative inputs.

The feedback cycle was conducted from **1st to 7th March 2026**, ensuring comprehensive coverage across programs. A total of **1,120 valid student responses** were analysed across 84 programme-course combinations, covering 65 faculty members. Out of these, 47 faculty members had sufficient quantitative data, while 18 were evaluated through qualitative feedback only, ensuring inclusivity in assessment while maintaining analytical reliability.

2. About the Form:

The Mid-Semester TLFQ was designed as a structured feedback instrument comprising both **quantitative and qualitative components**, ensuring a comprehensive evaluation of teaching-learning processes.

Students assessed faculty performance using a structured rating scale across **five key parameters**:

- Planning of course structure
- Punctuality
- Language & classroom conduct
- Experiential and industry exposure
- Evaluation and assessment practices

Sections of the Form:

2.a. Quantitative Feedback

Students rated faculty performance across key academic dimensions, enabling statistical analysis and comparative evaluation.

2.b. Qualitative Feedback (Course & Faculty)

Students provided descriptive feedback highlighting strengths, concerns, and suggestions for improvement.

3. Execution

3.a. Platform Utilization

The feedback process was conducted through the **CAMU platform**, ensuring accessibility, anonymity, and systematic data collection.

3.b. Central Coordination by IQAC

IQAC played a pivotal role in designing the feedback framework, ensuring uniform implementation, and monitoring the process across all programs.

3.c. Data Compilation and Processing

The data extraction and consolidation were facilitated by **Mr. Abhishek Gupta** from the IT Cell, followed by structured dataset preparation by **Ms. Mahak Gahlaut** from the IQAC team, mapping responses across faculty, courses, and programs.

3.d. Analytical Approach

The analytical component of the exercise was carried out by the **Associate Dean of Academics, Dr. Navjyoti Singh Negi**, utilizing advanced analytical tools, including Anthropic (Claude), to perform detailed evaluation and interpretation of both quantitative and qualitative feedback. Techniques such as sentiment-based assessment were applied to derive meaningful insights from descriptive responses.

3.e. Data Validation Criteria

To ensure reliability, a minimum response threshold (at least five responses per faculty-course combination) was applied for quantitative analysis.

4. Analysis:

4.a. Institutional Performance Overview

The overall institutional mean score was **4.33 out of 5.00**, indicating generally strong teaching quality across the University.

Among the evaluation parameters:

- **Punctuality (4.41)** emerged as the strongest area
- **Planning (4.28)** was identified as the weakest parameter requiring focused improvement

4.b. Key Insights from Quantitative Analysis:

- Consistent performance across most parameters indicates stable academic delivery systems
- Variation in faculty performance highlights the need for targeted developmental interventions
- A subset of faculty falls within the “Needs Focus” category, requiring structured support

4.c. Qualitative Feedback Insights:

Analysis of over **1,300+ student comments** revealed the following trends:

- Strong appreciation for **clarity of teaching and faculty support**
- Increasing demand for **practical, industry-oriented learning**
- Concerns regarding **evaluation transparency and pacing of courses**
- Need for improved **communication and structured course planning**

5. Outcome of the Exercise:

The Mid-Semester TLFQ successfully enabled **early identification of academic gaps** and facilitated data-driven decision-making.

Key outcomes include:

- Identification of parameter-wise strengths and improvement areas
- Categorization of faculty into performance tiers for targeted intervention
- Development of a **Comprehensive Action Plan** for academic improvement
- Strengthening of student–faculty communication and feedback culture

The exercise reinforced the importance of continuous feedback as a tool for enhancing academic quality and institutional effectiveness.

6. Shortcomings:

6.a. Variation in Response Rates

Differences in participation levels across programs impacted uniformity in data coverage.

6.b. Limited Qualitative Engagement

A higher proportion of quantitative responses compared to qualitative inputs indicates the need to encourage deeper student reflection.

6.c. Data Sufficiency Challenges

Some faculty members had insufficient responses for quantitative analysis, necessitating reliance on qualitative inputs.

7. Conclusion:

The Mid-Semester Teaching–Learning Feedback exercise proved to be a robust and effective quality assurance mechanism, enabling timely academic interventions and continuous improvement.

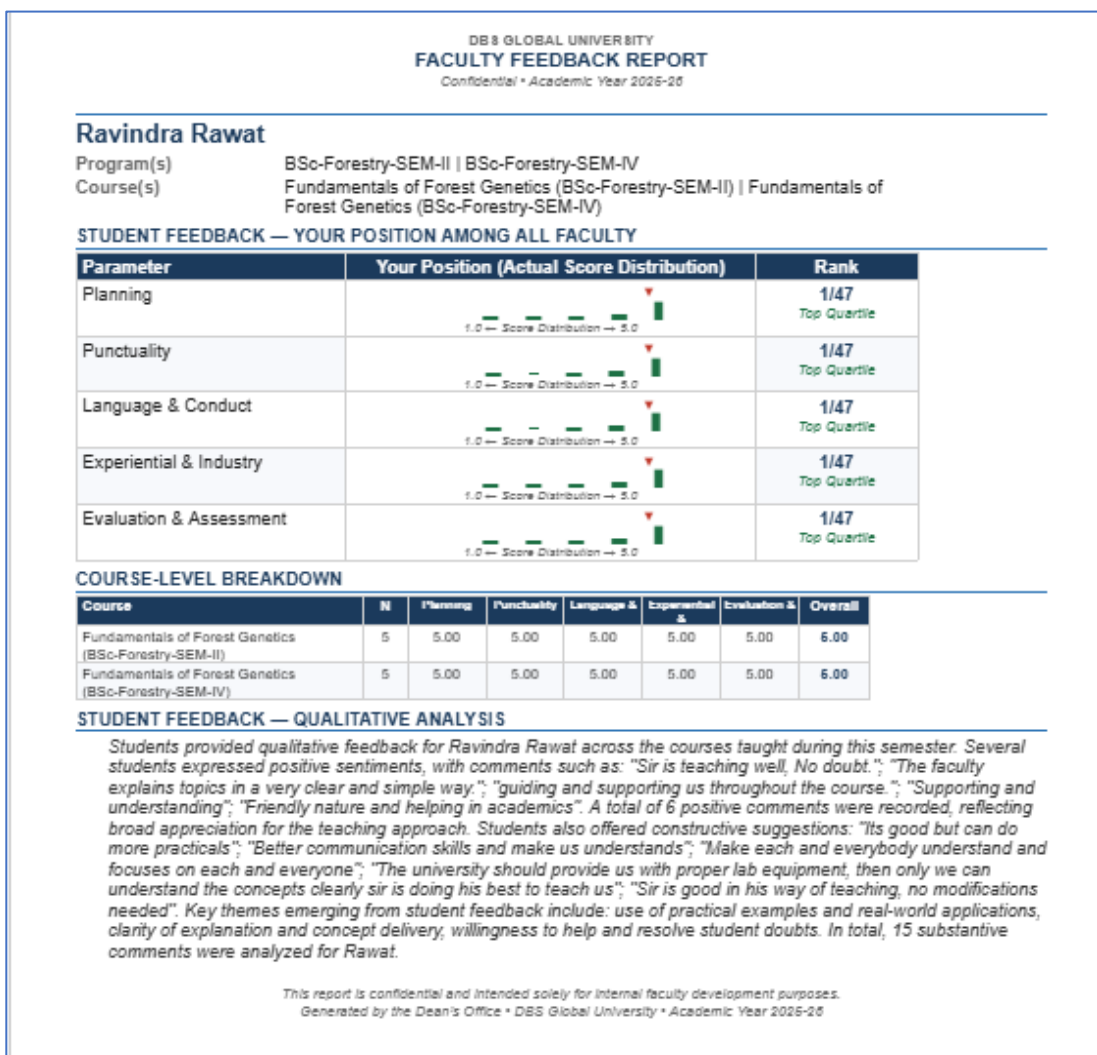
While the overall performance reflects strong teaching standards, the findings highlight specific areas such as course planning, experiential learning, and evaluation practices that require focused attention.

The University remains committed to leveraging structured feedback systems to foster a student-centric, transparent, and continuously evolving academic ecosystem.

8. Way Forward:

- Implementation of **Faculty Excellence Programme (FEP)** for capacity building
- Introduction of **Teaching Improvement Plans (TIPs)** for targeted faculty development
- Strengthening **experiential and industry-integrated learning approaches**
- Enhancing **student participation and qualitative feedback depth**
- Exploring **system-enabled nudges on CAMU** to improve response rates

9. Glimpse of the Feedback of the Top Faculty



10. Beneficiary Group

Students and Faculty Members

11. Other Supporting Documents

(a) Feedback Form

https://docs.google.com/document/d/1GRbK5RM3o2N1tFDkB-VonP1QFy_alkpA/edit?usp=sharing&oid=106544640837431432115&rtpof=true&sd=true

(b) Comprehensive Action Plan Report

https://docs.google.com/document/d/1XRyR3hMkTWcQ98EwvznHWCouLEXrmuB_/edit?usp=sharing&oid=106544640837431432115&rtpof=true&sd=true

(c) Executive Summary Report

https://docs.google.com/document/d/1bx8ePkbmgS0jCVYMYsvb_vB3Iy6rinvl/edit?usp=sharing&oid=106544640837431432115&rtpof=true&sd=true

(d) Faculty-wise Feedback Reports

https://drive.google.com/drive/folders/11gOUyDD5U6wERt_IOpT8sFXbfTh3GZL1?usp=sharing



Dr. Jyoti Bansal
Director
Internal Quality Assurance Cell (IQAC)