



NETAJI SUBHAS OPEN UNIVERSITY
Centre for Internal Quality Assurance

Feedback Analysis Report on Teaching-Learning

Learners
Academic Counsellors
Subject Experts
Alumni

2019-20
(1st July 2019 to 30th June 2020)

Methodology for taking online Feedback & its Analysis

- Online Forms are developed keeping in mind the relevant parameters for each stake holders like Learners, Academic Counsellors, Subject Experts and alumni and questions are framed in line with those relevant parameters. The online webforms are integrated with the university website and available in the Home Page in Feedback Menu.
- The Webforms are developed using PHP language and the records are saved in SQL (RDBMS) database. Then the records are analyzed as detailed below.
- Each Feedback Form takes personal information about the user concerned. In Learner's Feedback Form, the name of the learner, enrollment no along with its Study Centre, Course, Age Range etc. have been taken as inputs. In case of Subject Experts and Academic Counsellors Feedback Forms, name of the Subject Expert along with Course/Programme, Highest Educational Qualification, Institutional attachment and No of Years Experience have been taken as inputs. In case of Alumni Feedback Form, apart from Enrollment No, the year of passing, Monthly Income, Year of award of Degree have been taken as inputs with other relevant details.
- Each Question can be answered by choosing one of the value from the set of List of Values like i) Strongly Disagree ii) Disagree iii) Agree iv) Neutral v) Strongly Agree

OR

- i) Excellent ii) Very Good iii) Good iv) Satisfactory v) Unsatisfactory
vi) Not Applicable

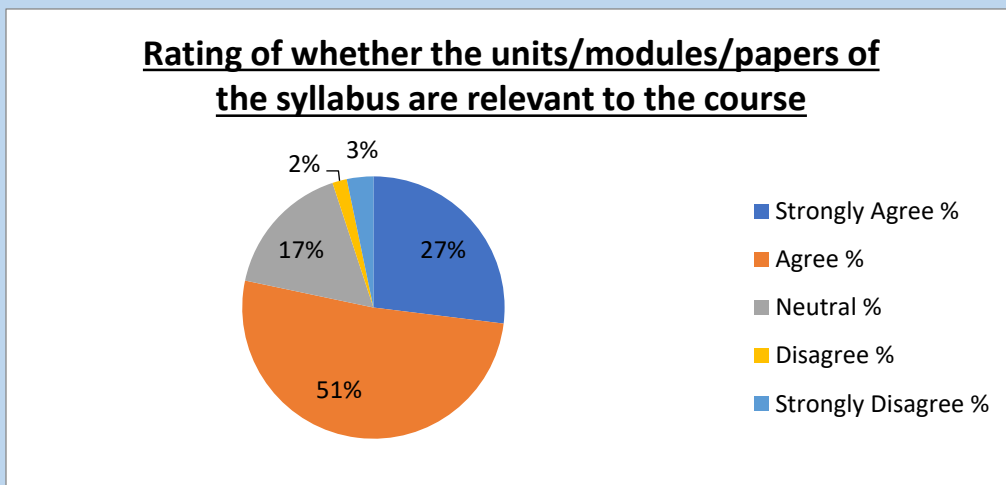
Hence in each question five qualitative partitions are formed to judge the user's opinion about each parameter as precisely as possible.

LEARNER FEEDBACK ANALYSIS

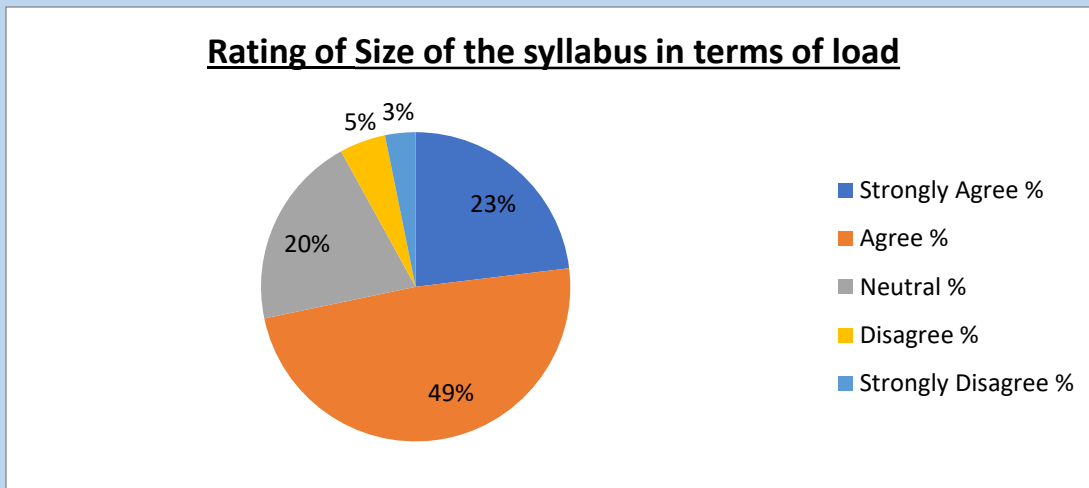
Total Feedback Received through online mode: 16301

There are 16 parameters fixed for the learners for evaluation of teaching-learning process of the university. The feedback has been received through online.

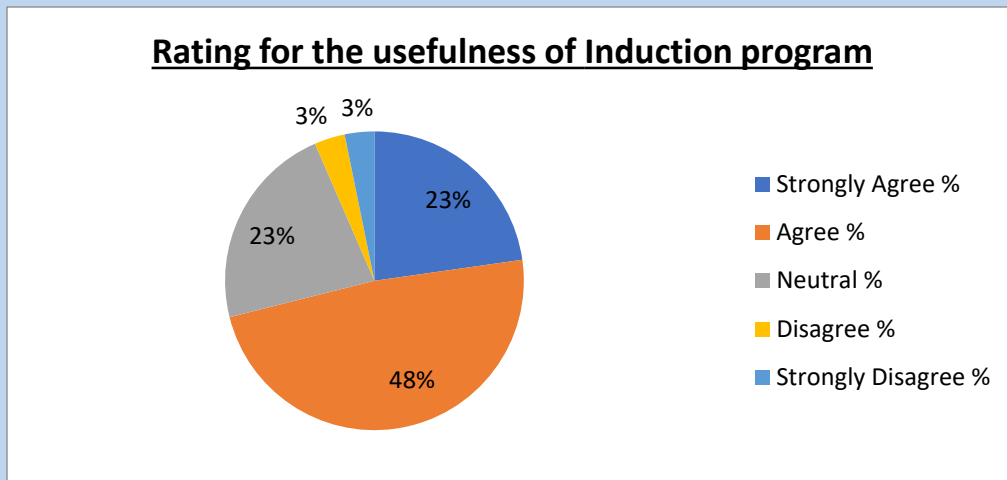
1. Whether the units/modules/papers of the syllabus are relevant to the course



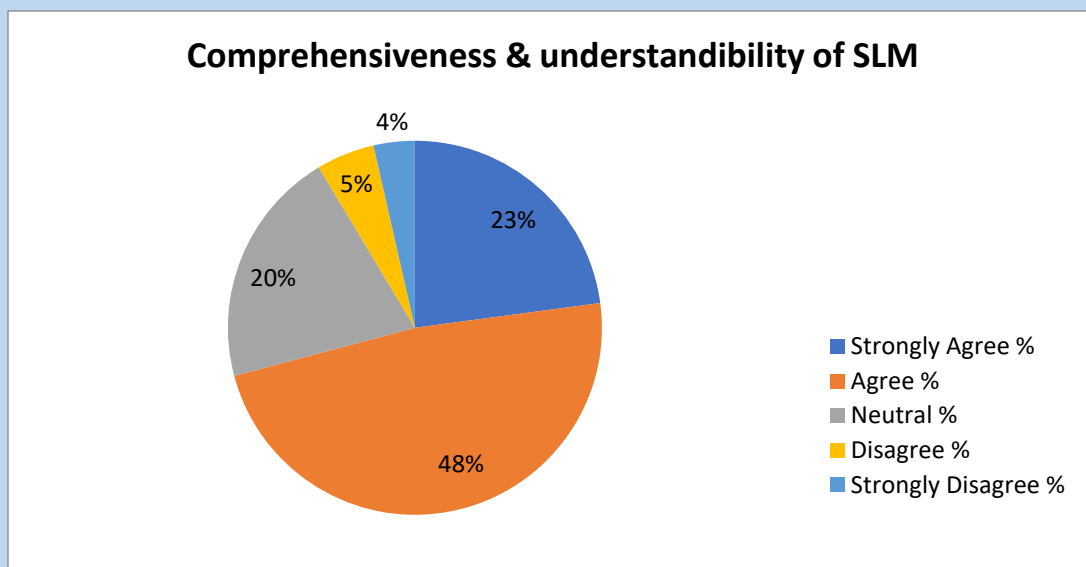
2. Size of the syllabus in terms of load



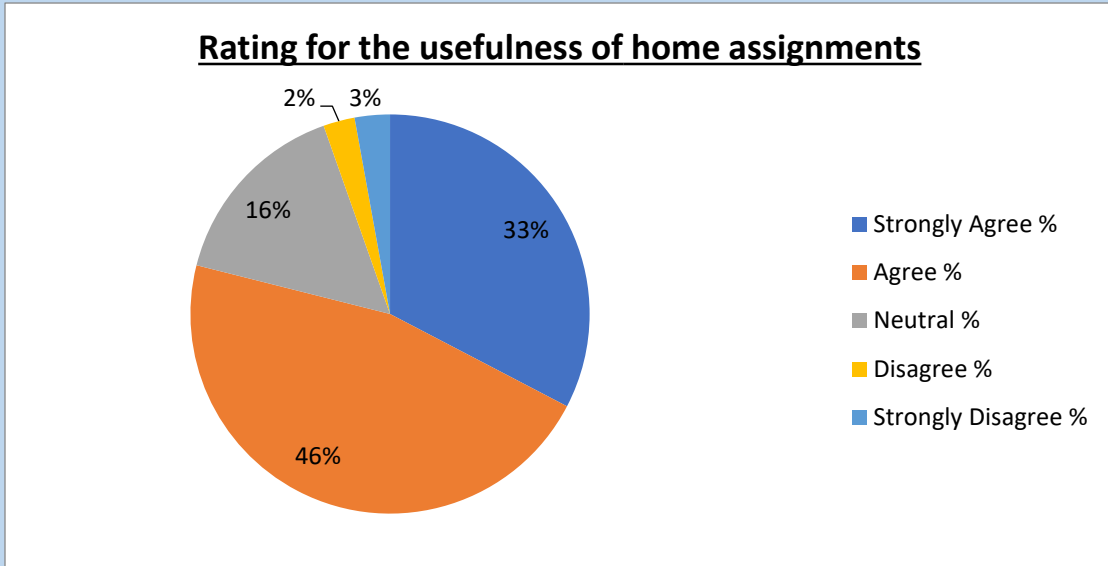
3. The usefulness of Induction programme



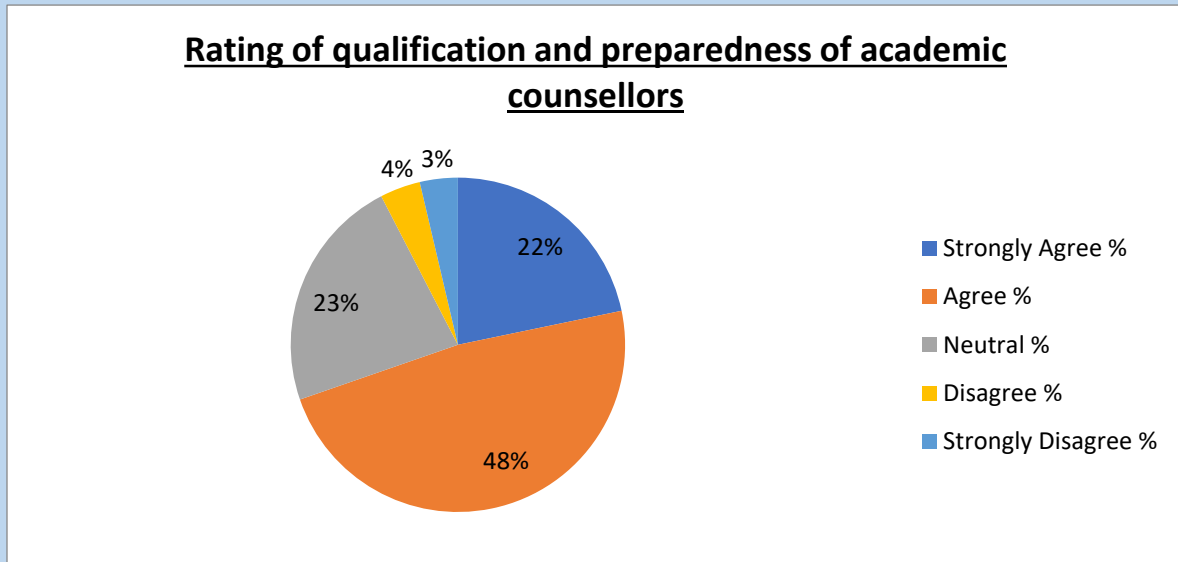
4. Comprehensiveness and understandability of Self Learning Materials (SLM)



5. The usefulness of home assignments

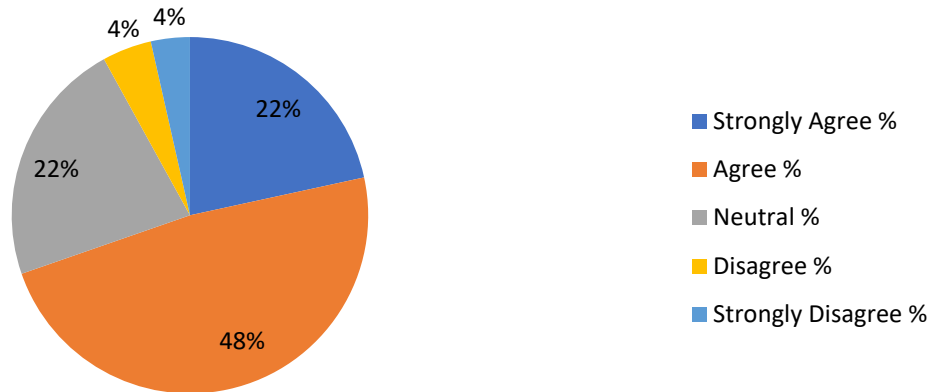


6. Rating for the qualification & preparedness of Academic Counsellors



7. The adherence of the schedules in conducting admissions and examination of the university

Rating for the promptness of addressing the student queries



8. The usefulness of university website for providing information

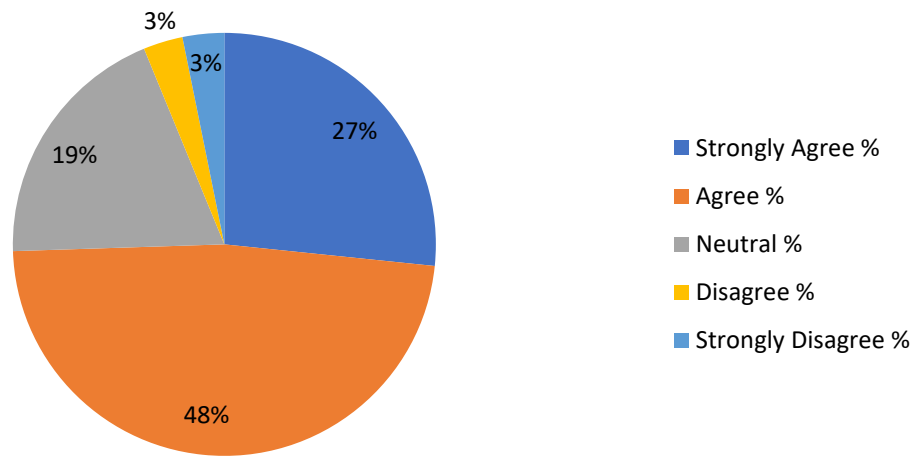
Rating for the usefulness of university website for providing information



9. Promptness of Addressing student queries

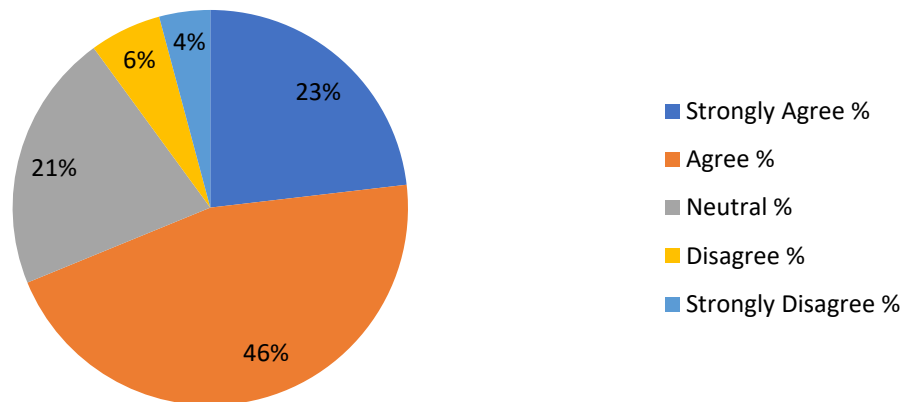
10. The fairness and sanctity of the term end examinations

Rating for the fairness and sanctity of the term end examinations



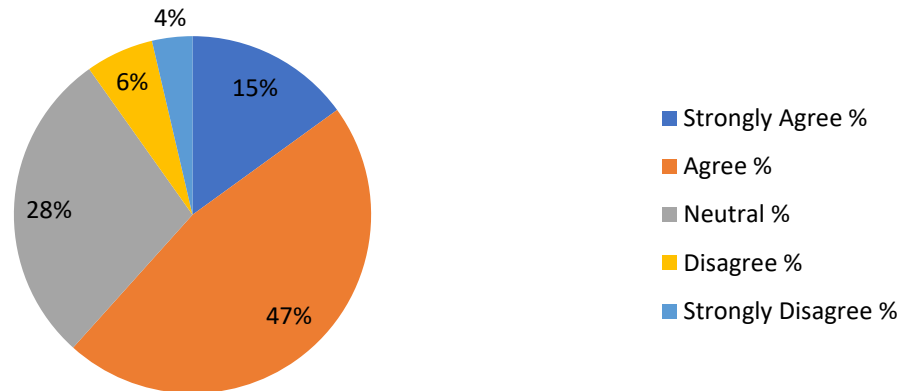
11. Rating for timely publishing of the term end examinations

Rating for the timely publishing of the term end examinations



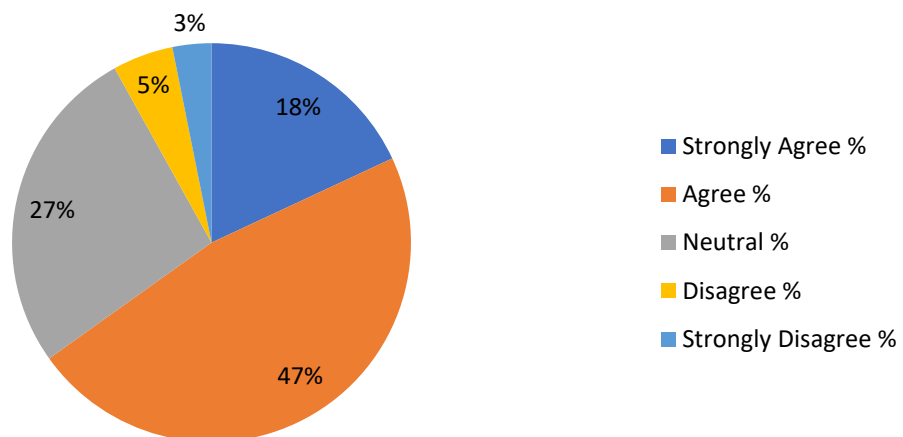
12. The effectiveness of Audio Visual electronic materials supplementing the teaching learning process.

Rating for the effectiveness of Audio Visual electronic materials supplementing the teaching learning process.



13. Usefulness of Mobile App for providing useful information (for PG learner)

Rating of usefulness of Mobile App for providing useful information (for PG learner)



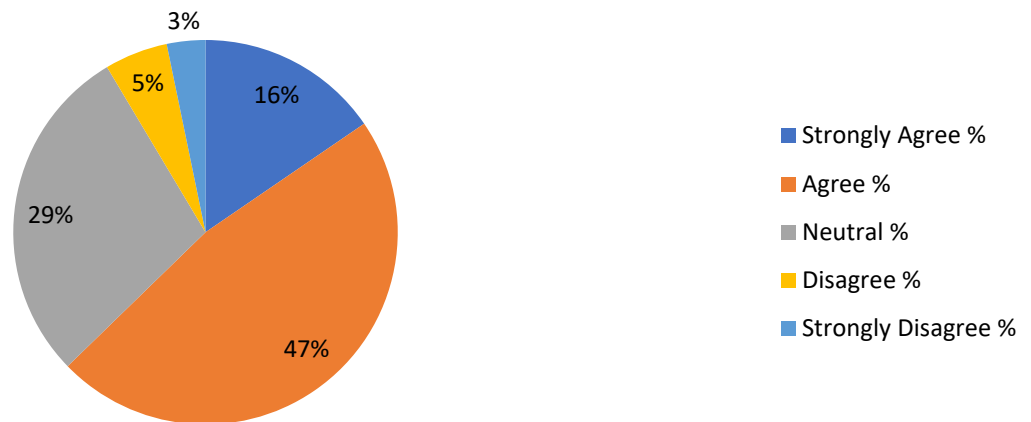
14. The effectiveness and preference over online learning over face to face.

Rating of the effectiveness and preference over online learning over face to face.



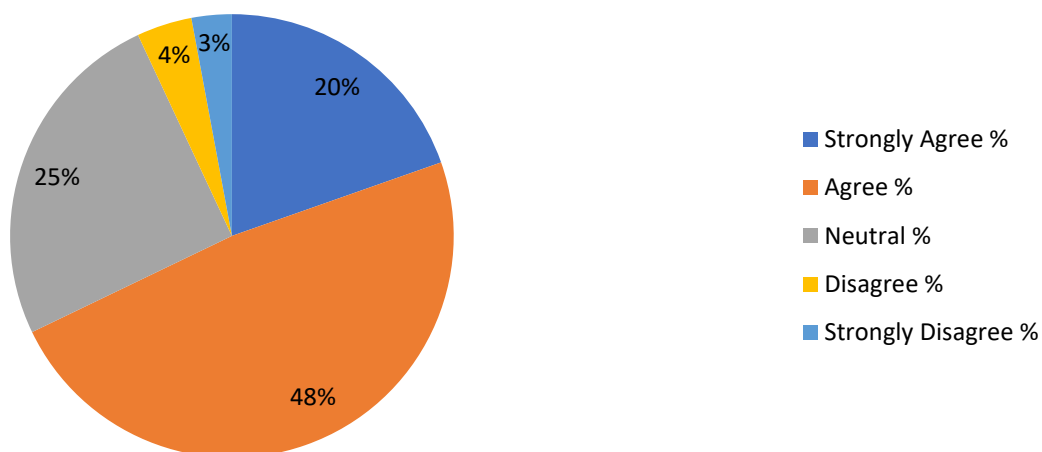
15. Do AVL enhances the reading skills in AVL environment?

Do AVL enhances the reading skills in AVL environment ?



16. Easy Accessibility of online services

Easy Accessibility of online services



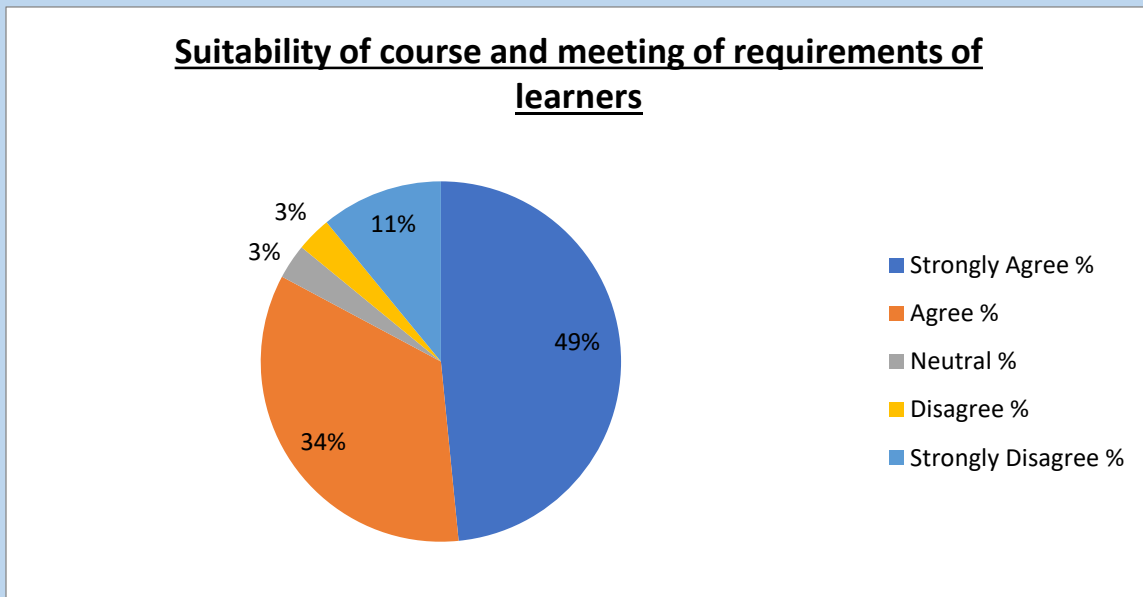
Important Findings –

- i) Only 14.31% participants strongly agree that online lectures are preferred over face to face counseling sessions (for PG Learners). So, there is ample scope for improvement in this area.
- ii) 42.44% participants strongly agree that university website gives useful information to them.
- iii) Average of 23.06% selected “Strongly Agree” and 47.45% participants selected ‘Agree’ value across all 16 parameters. So, there is a certain level of satisfaction among the learners regarding those sixteen quality parameters.

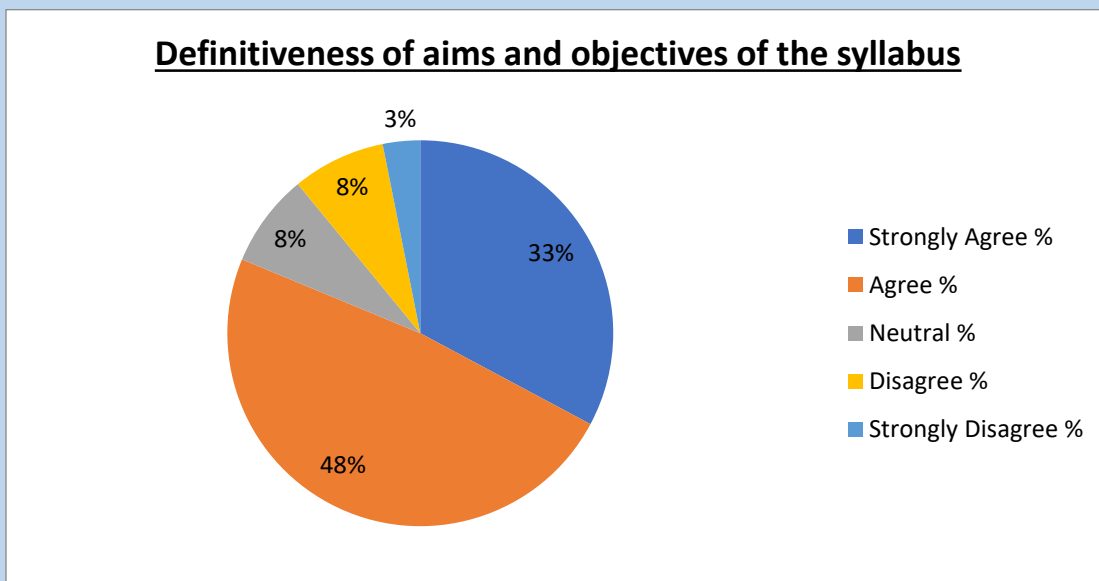
Feedback from Academic Counsellors No. of Respondents-64

There are 14 parameters fixed for the Academic Counsellors for evaluation of teaching-learning process of the university

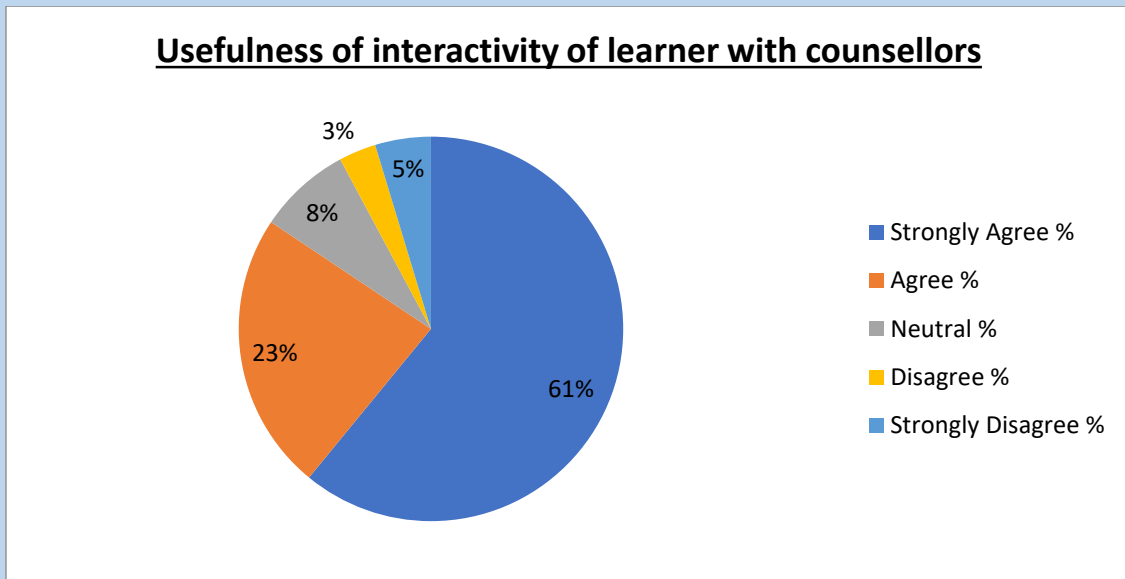
1. Suitability of course and meeting of requirements of learners



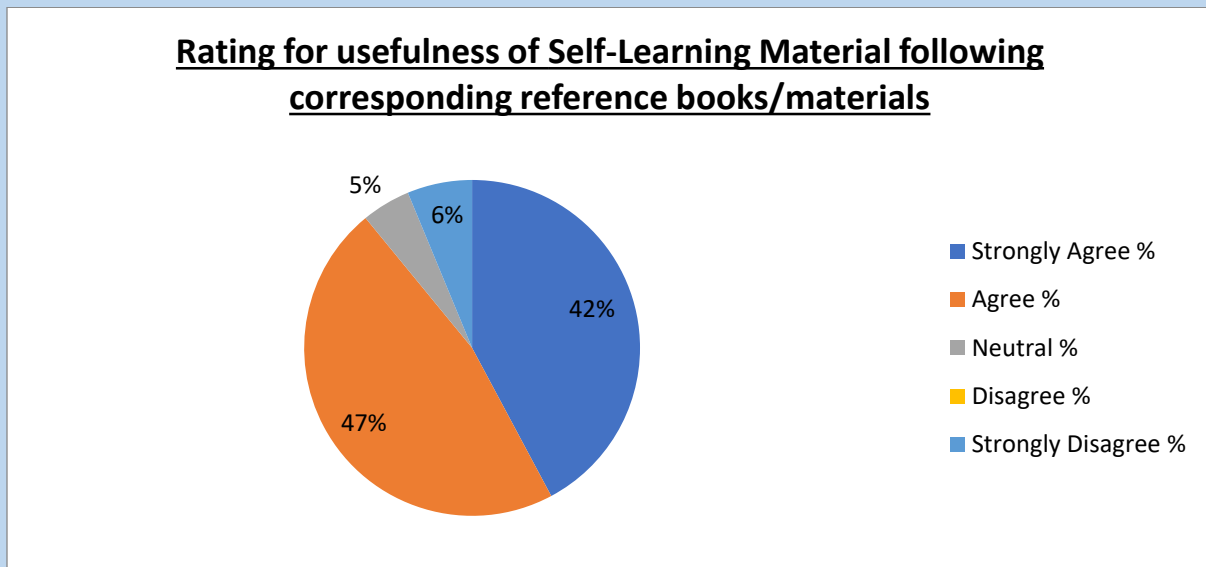
2. Definitiveness of aims and objectives of the syllabus



3. Usefulness of interactivity of learner with counsellors

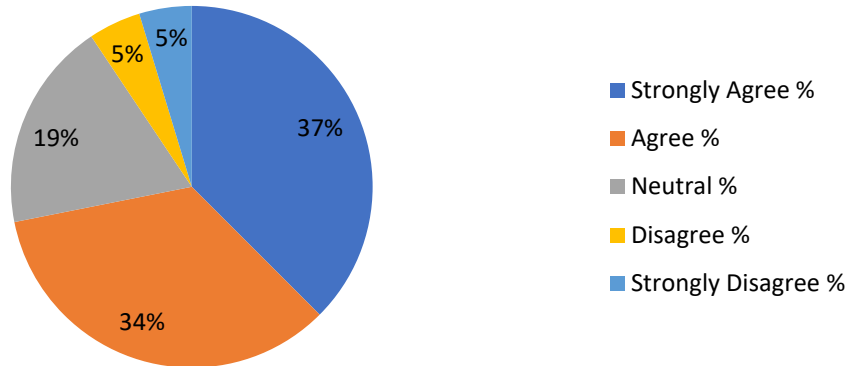


4. Usefulness of Self-Learning Material following corresponding reference books/materials



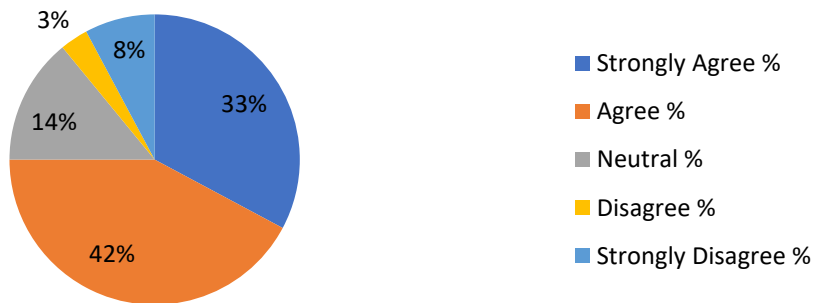
5. Balance of SLM in theory and Practical (If Applicable)

Balance of SLM in theory and Practical (If Applicable)



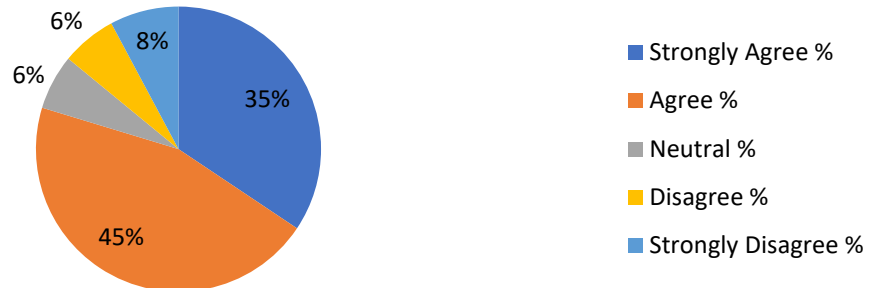
6. Comprehensiveness and understandability of SLMs.

Rating for comprehensiveness and understandability of SLMs.



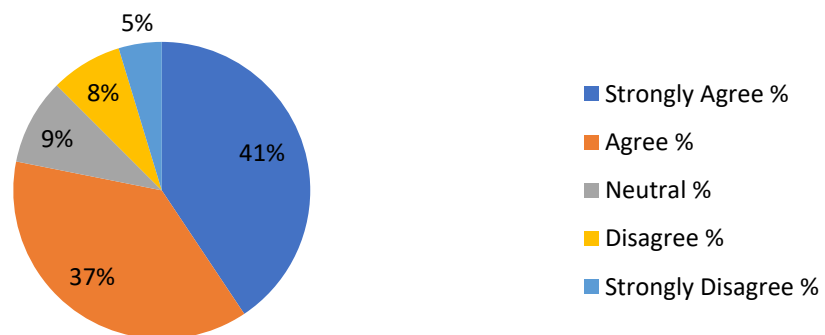
7. Whether Self Learning Material is available before counselling session ?

Rating for whether Self-Learning Material is available before counselling session ?

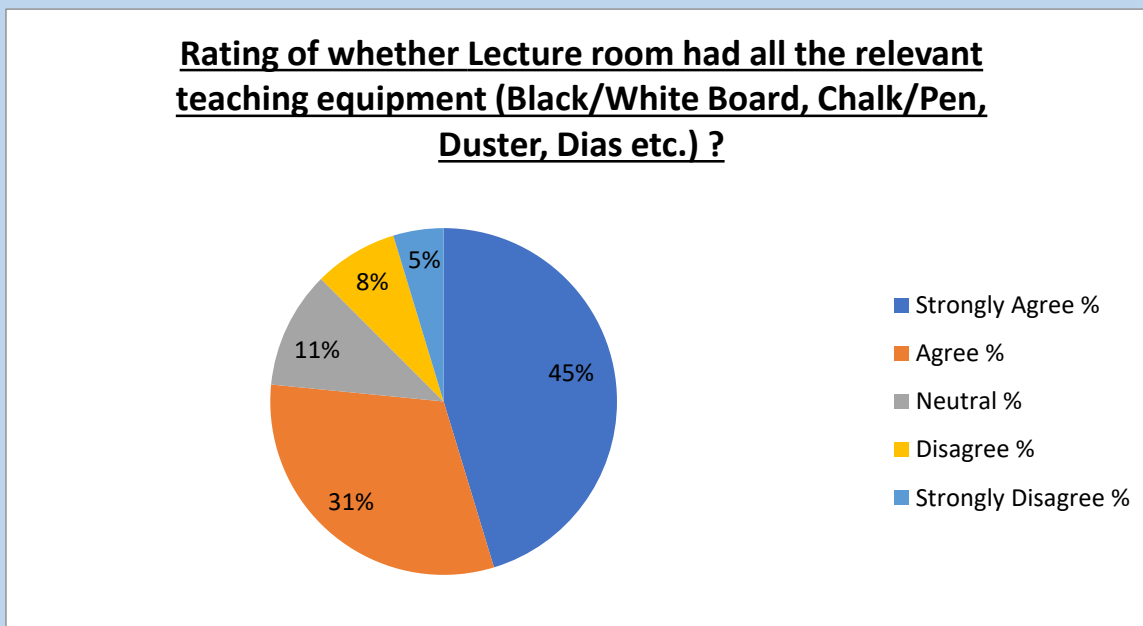


8. Wellness of Lecture room of the programme

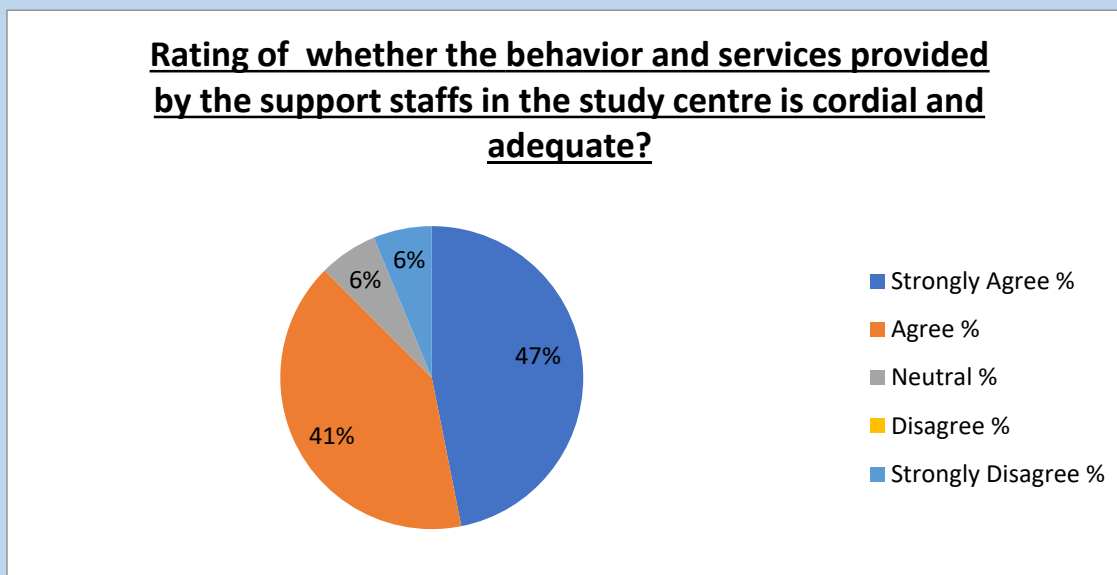
Rating of wellness of Lecture room of the programme



9. Whether Lecture room had all the relevant teaching equipment (Black/White Board, Chalk/Pen, Duster,Dias etc.) ?



10. Whether the behavior and services provided by the support staffs in the study centre is cordial andadequate?



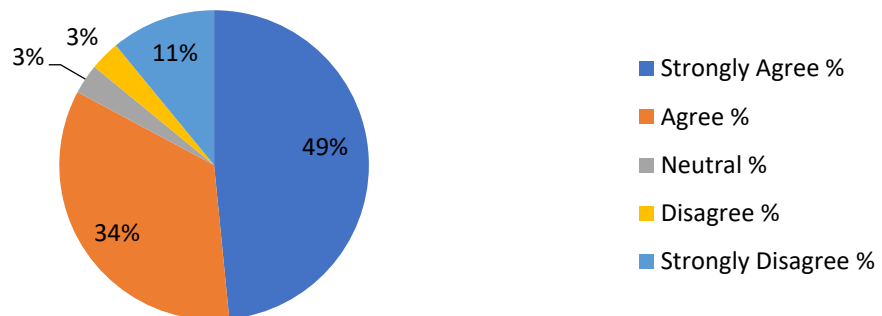
11. Whether the schedule of classes are received well in advance ?

Rating of whether the schedule of classes are received well in advance ?



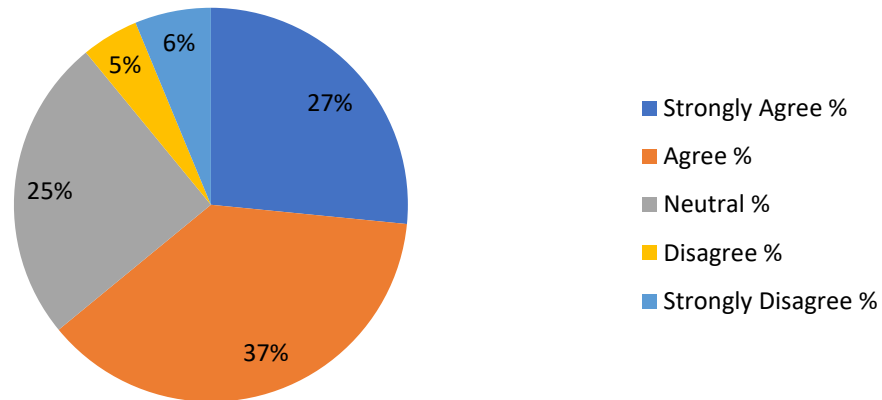
12. Whether the Counsellor inspires learners for ethical conduct ?

Rating of whether the Counsellor inspires learners for ethical conduct ?



13. Motivating students(PG) to access online resources through university LMS/OER Repository (<http://nsouoer.krc.net.in>)

Rating of motivating students (PG) to access online resources through university LMS/OER Repository (<http://nsouoer.krc.net.in>)



14. Whether Open Education Resources (OER)/digitized course material can replace the printed self learning materials for PG courses ?

Rating of motivating students (PG) to access online resources through university LMS/OER Repository (<http://nsouoer.krc.net.in>)



Important Findings –

- i) 61% respondents strongly agree that there is a significant importance regarding interaction of learners and counsellors during counseling sessions.
- ii) Only 25% strongly agree that Open Educational Resources/Digitized Course Materials can replace printed self learning materials for PG course.
- iii) 78.47% participants “Strongly Agree” or “Agree” across all 14 parameters. So, there is a sense of satisfaction among the learners across all parameters.

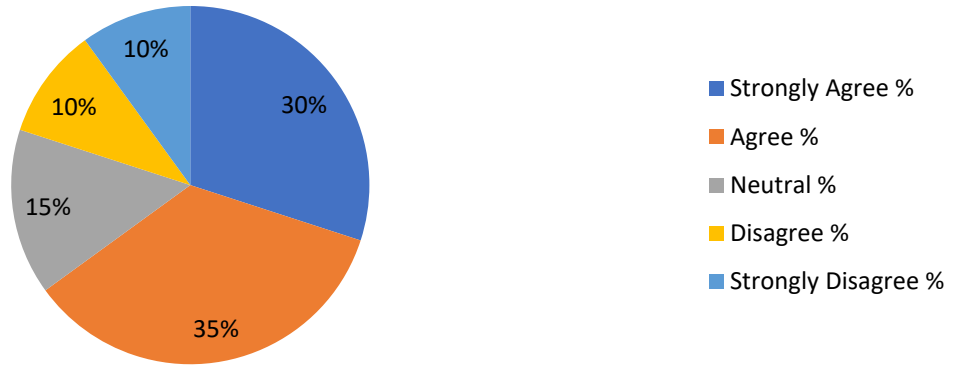
Feedback from Subject Experts

Total respondents:60

There are 10 parameters used to assess the quality of the syllabus and SLM. The feedback has been received through online feedback form meant for Subject Experts.

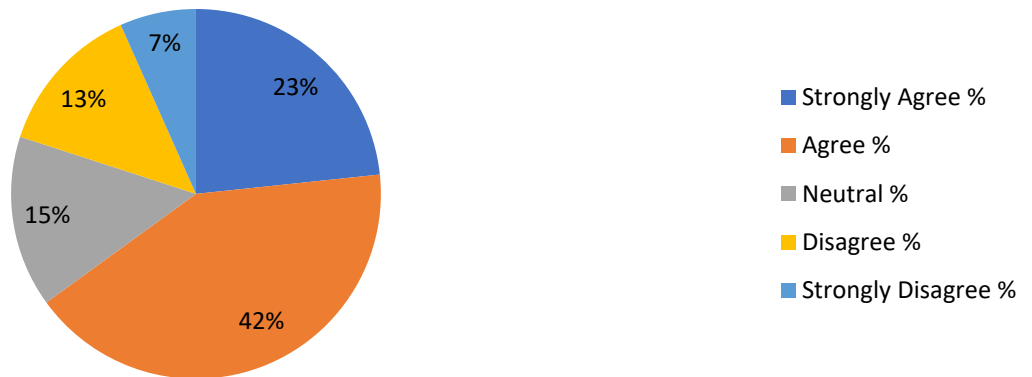
1. Whether Syllabus includes basic elements of the course

Whether Syllabus includes basic elements of the course



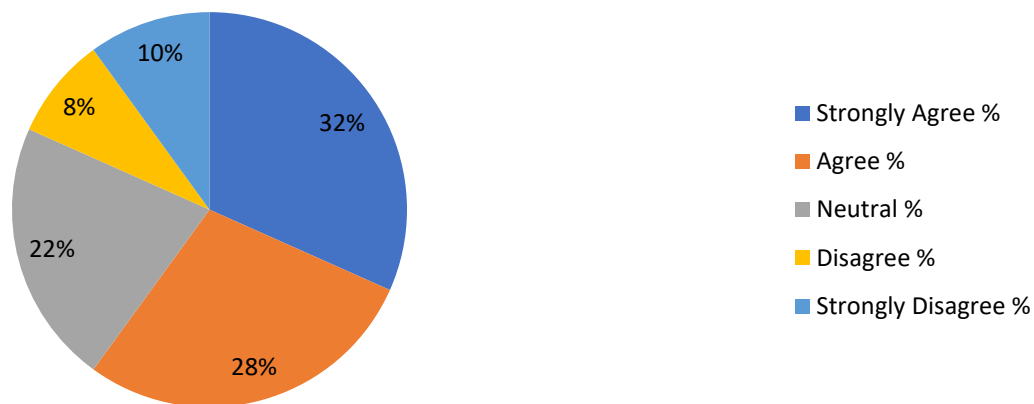
2. Whether Course content (required and optional) are listed on syllabus and resources are provided if appropriate

Rating for whether Course content (required and optional) are listed on syllabus and resources are provided if appropriate



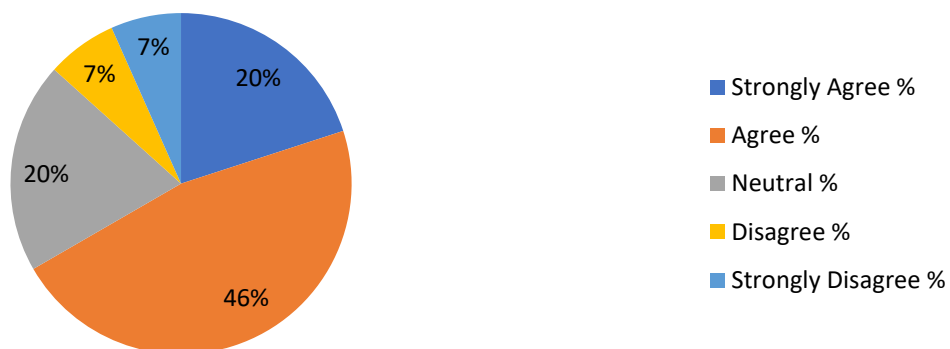
3. **Whether Assessment methods, grading policies and scale, and other student measurement practices are described within the syllabus**

Rating for Assessment methods, grading policies and scale, and other student measurement practices are described within the syllabus



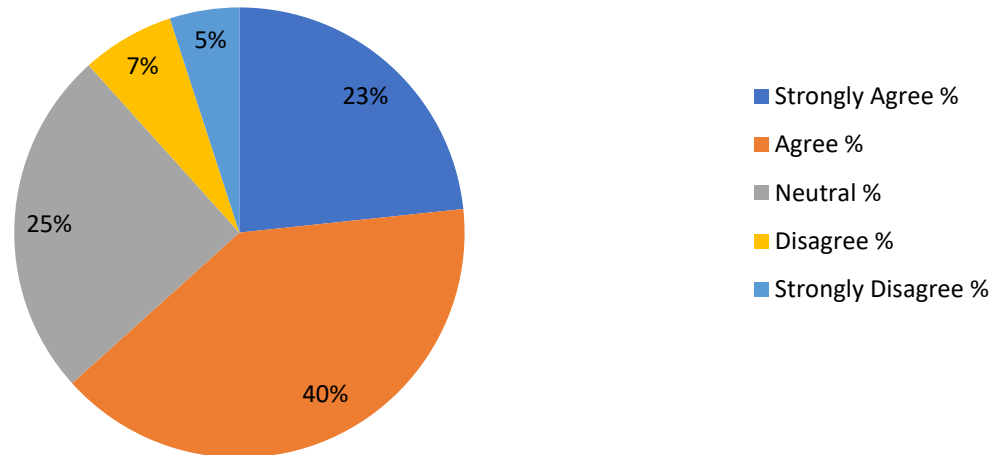
4. **Whether the course outline is actually formatted and includes major topics, activities and length of classes and sessions**

Rating for Whether Course Outline is appropriately formatted and includes major topics, activities, and length of classes / sessions



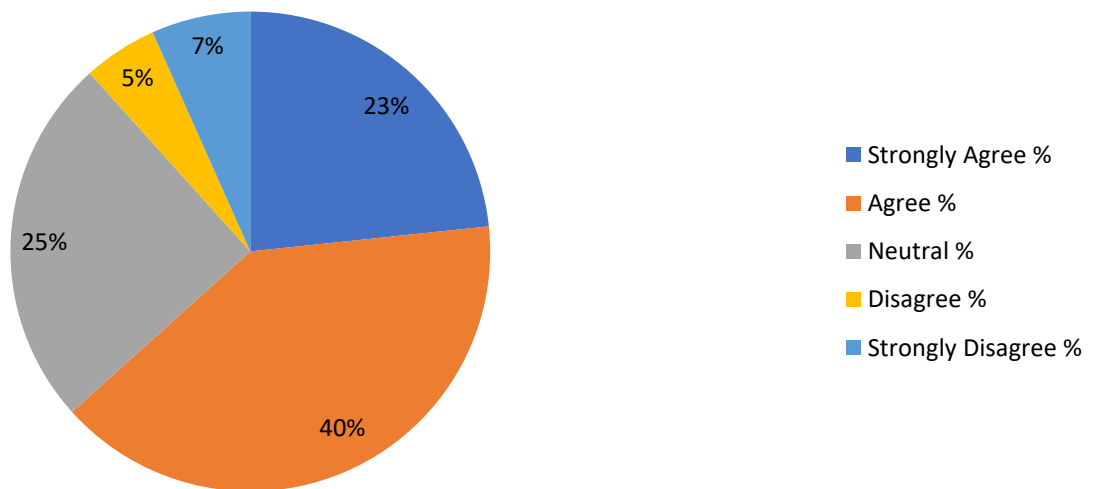
5. Whether the learning activities promote the achievement of the stated learning objectives

Rating of The learning activities promote the achievement of the stated learning objectives



6. The measurability of course learning objectives

Measurability of course learning objectives



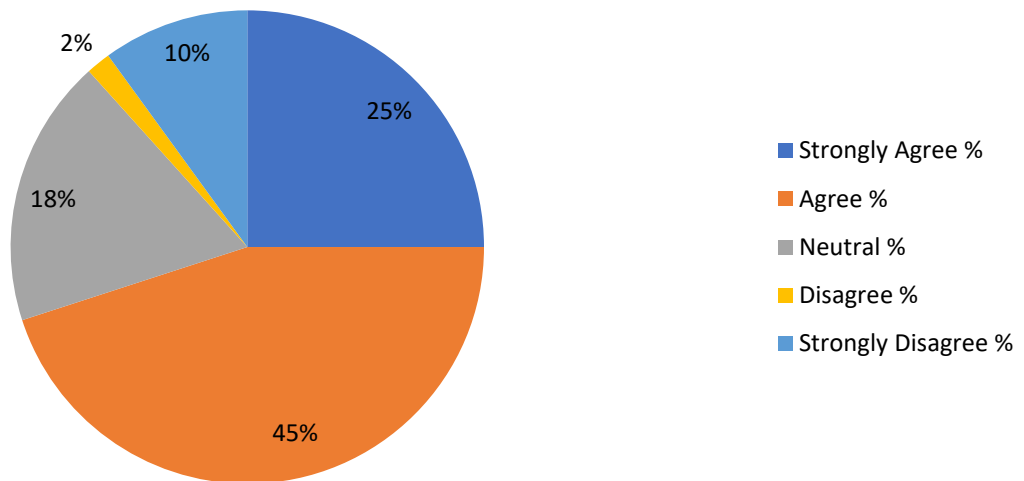
7. Whether All learning objectives are stated clearly and written from the learner's perspective

Rating of whether All learning objectives are stated clearly and written from the learner's perspective



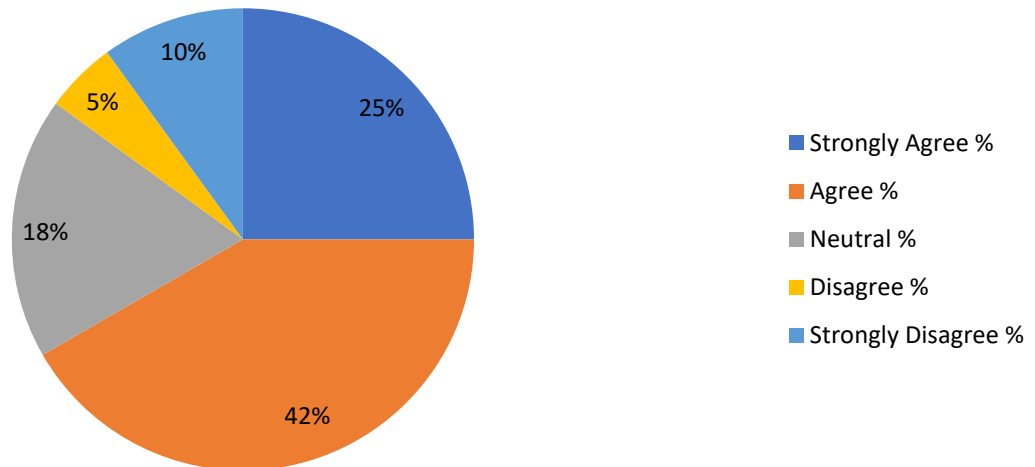
8. Whether The learning objectives are appropriately designed for the level of the course

Rating for whether the learning objectives are appropriately designed for the level of the course



9. Whether the instructional materials contribute to the achievement of the stated course objectives

Rating for whether the instructional materials contribute to the achievement of the stated course objectives



10. Whether instruction materials connect students to what they already know and includes real-world examples to which students can easily relate?

Rating for whether Instructional materials connect students to what they already know and includes real-world examples to which the students can easily relate



Important Findings :

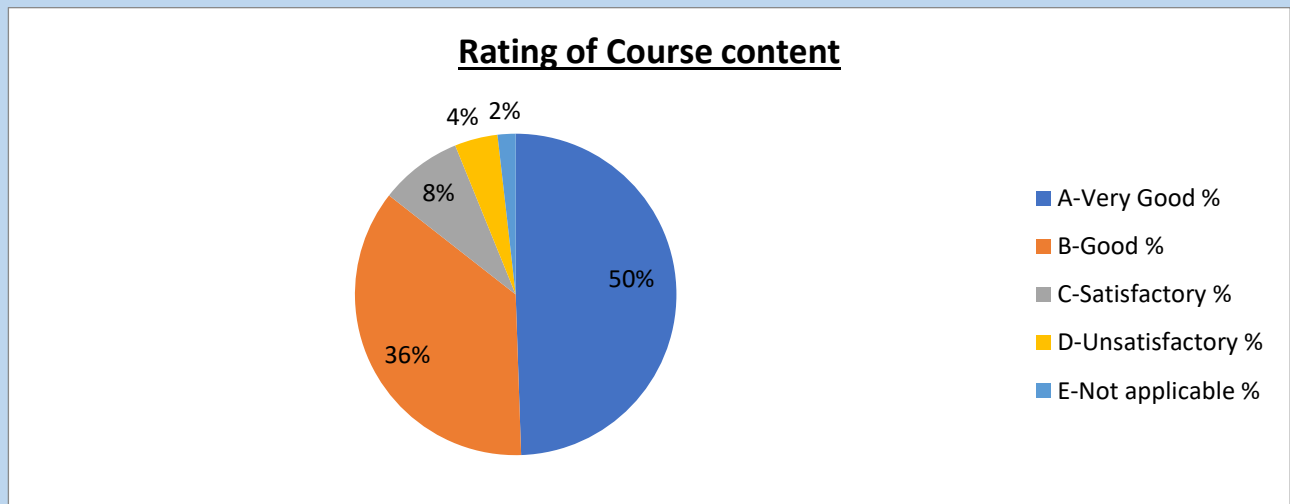
1. Only 20% participants strongly agree that the Course Outline is appropriately formatted and includes major topics, activities. 30% participants strongly agree that, syllabus includes basic elements of the course.
2. 66.66% strongly agree or agree across all parameters concerned with the feedback of Subject Experts. Hence, there is a scope of improvement across all the parameters concerned.
3. 63.33% strongly agree or agree (23.33 %,40%) that learning objectives are measurable.

ALUMNI FEEDBACK ANALYSIS

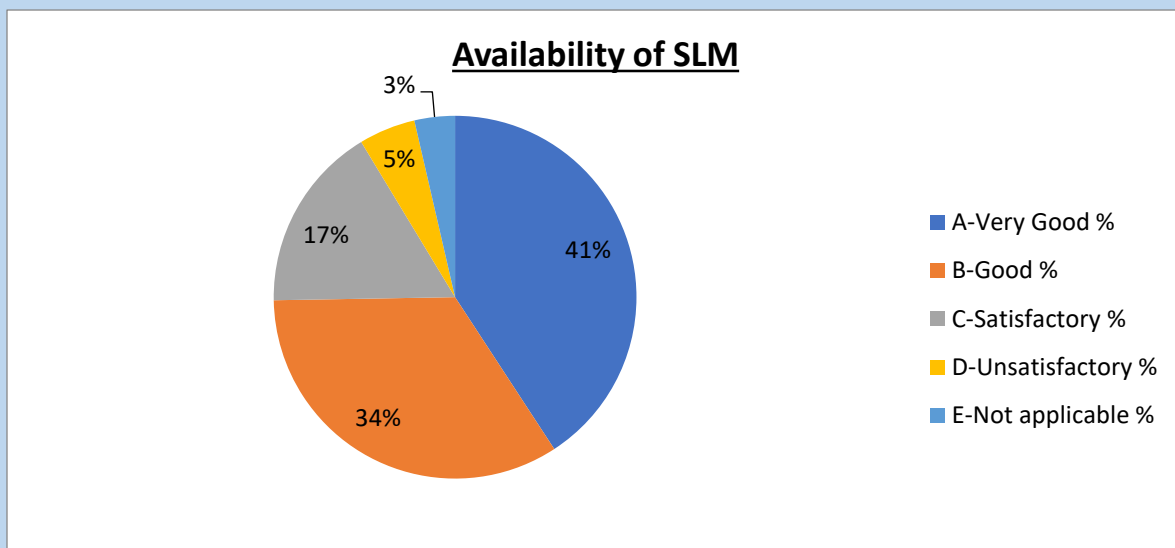
Total Feedback: 277

There 7 parameters fixed for the Alumni for evaluation of teaching-learning process of the university. The feedback has been received through online feedback form

1. Rating of Course content

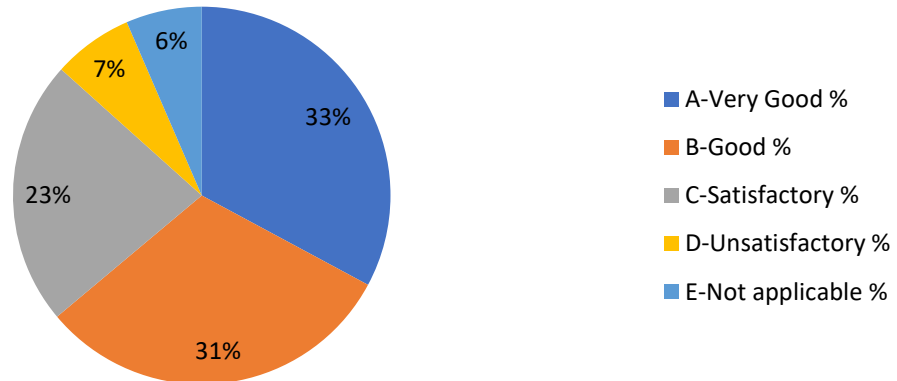


2. Availability of Self Learning Materials (SLM)



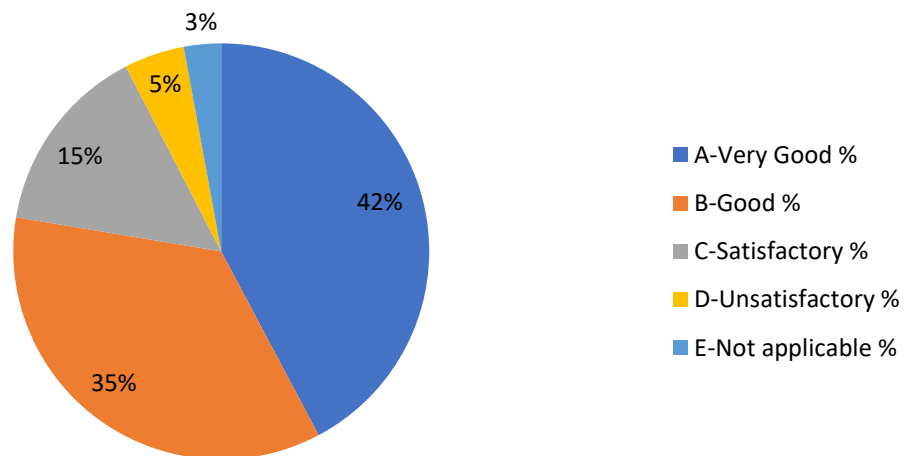
**3. Innovative teachings methods
(E-SLM, online Counseling, lab experience, A/V lectures etc.)**

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(E-SLM, online Counseling, lab experience, A/V lectures
etc.)**



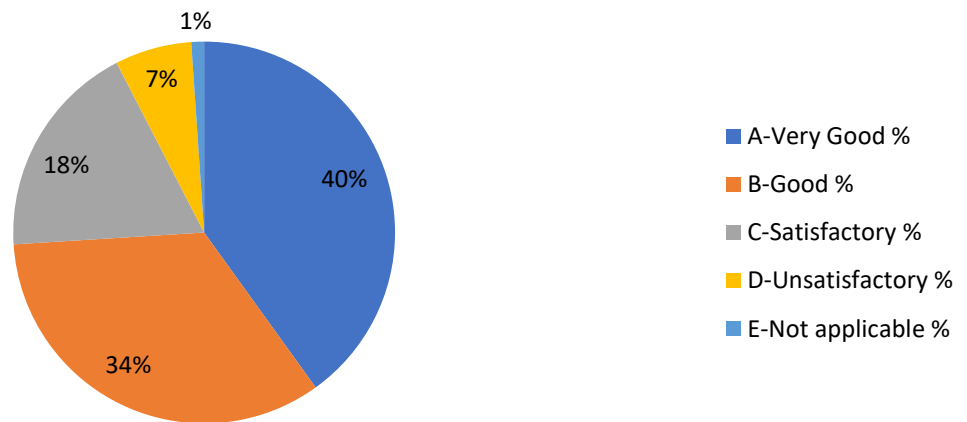
4. Rating for the learning value (in terms Knowledge, concepts, analytical abilities etc.)

**Rating for the learning value (in terms Knowledge,
concepts, analytical abilities etc.)**



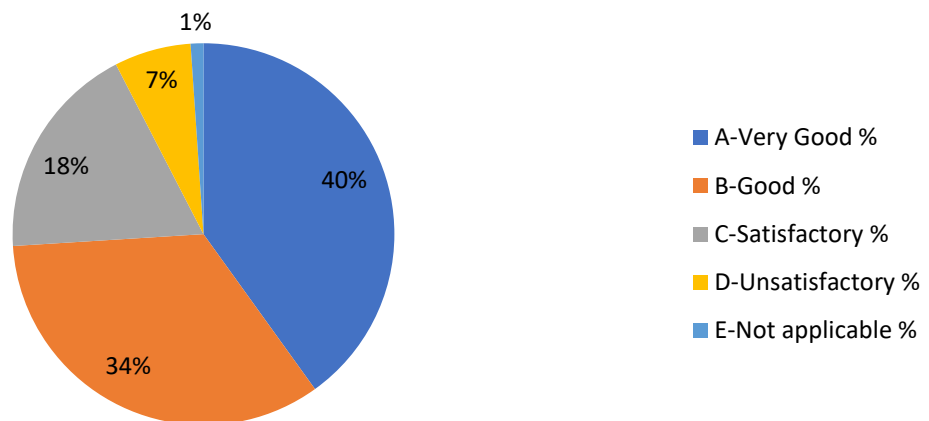
5. Overall rating of the Course

Responsiveness from University authorities

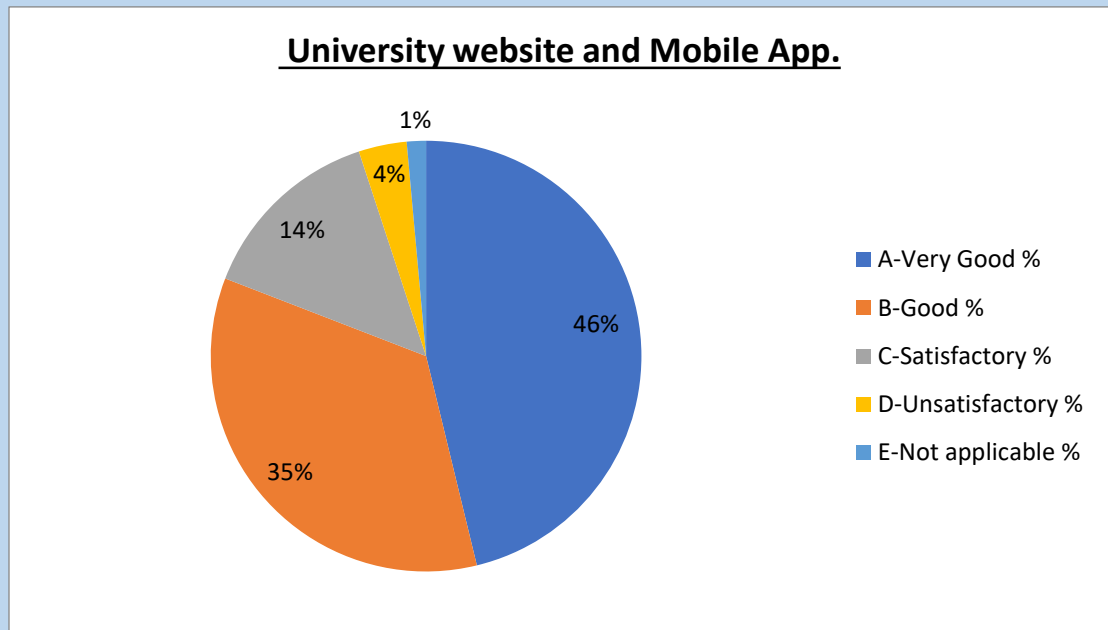


6. Responsiveness from University authorities

Responsiveness from University authorities



7. University website and Mobile App.



Important Findings:

- i) Nearly 50% participants rated their course content as “Very Good”.
- ii) 80.87% participants rated university website and mobile app as Very Good or Good.
- iii) On Average, 41.51% rated “Very Good” and 35.79% rated “Good” across all parameters.

Conclusion- The parameters of feedback analysis are carefully chosen keeping in view every aspects concerned. More parameters may be added to analyze more precisely the requirements of stakeholders concerned. The analysis will be shared with all members of CIQA and uploaded in the university website for public viewing. In the future, necessary measures will be taken for participation in the survey in greater numbers.

Report prepared by Director, CIQA & ITO, NSOU