



NETAJI SUBHAS OPEN UNIVERSITY
Centre for Internal Quality Assurance

Feedback Analysis Report on Teaching-Learning

Learner
Academic Counsellors
Subject Experts
Alumni

2020-21
(1st July,2020 to 30th June,2021)

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

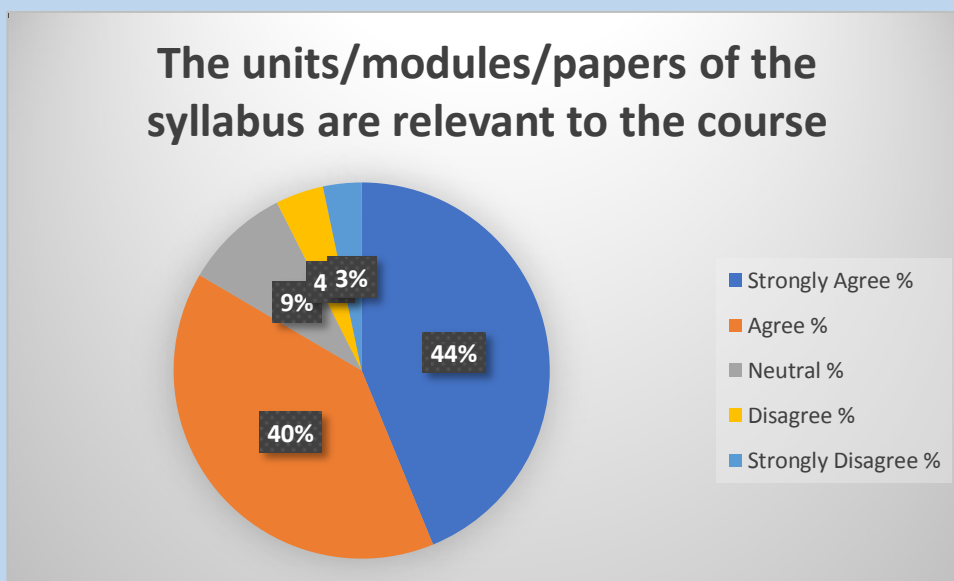
- i) **Excellent** ii) **Very Good** iii) **Good** iv) **Satisfactory** v) **Unsatisfactory** vi) **Not Applicable**

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

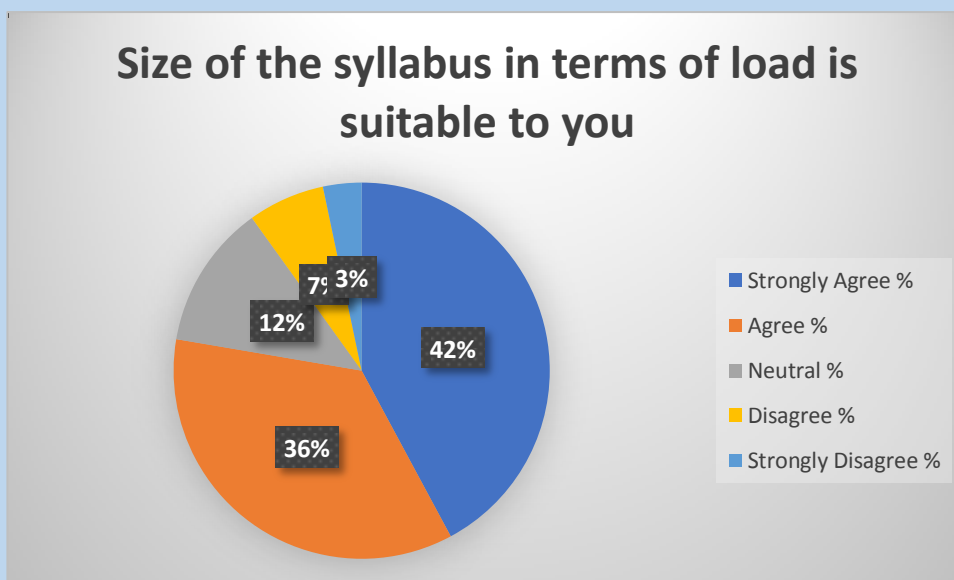
LEARNER FEEDBACK ANALYSIS

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

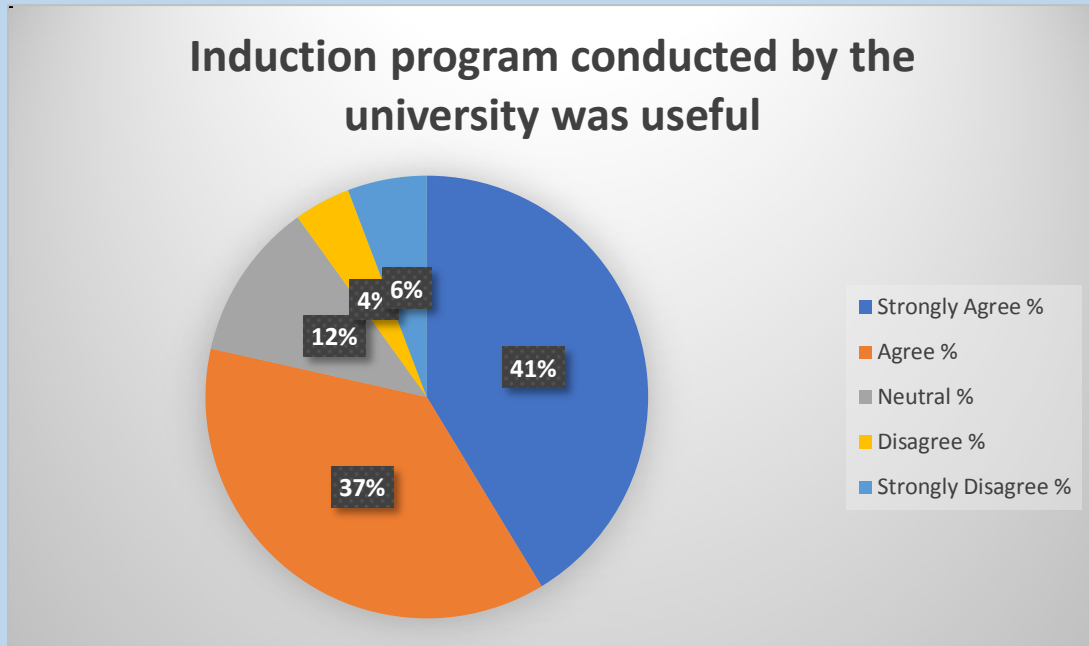
1. Whether the units/modules/papers of the syllabus are relevant to the course



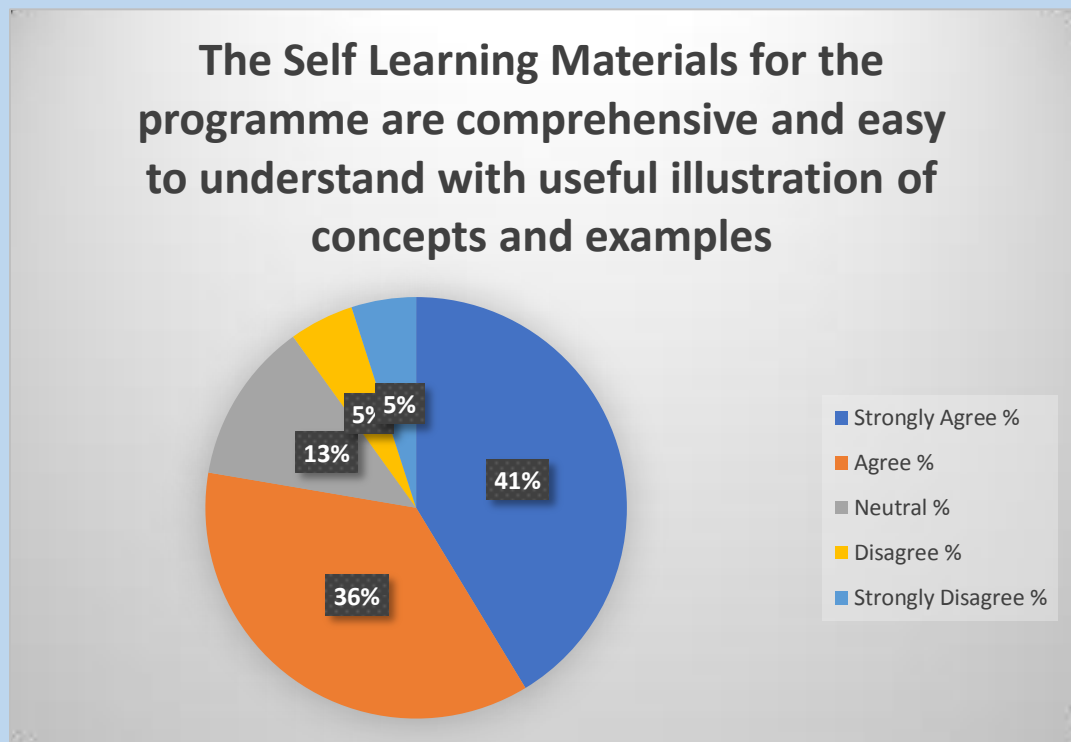
2. Size of the syllabus in terms of load



3. The usefulness of Induction programme

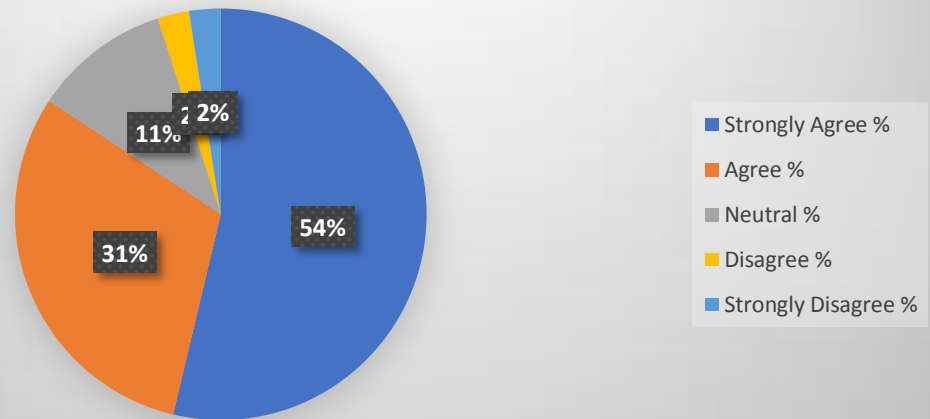


4. Comprehensiveness and understandability of Self Learning Materials (SLM)



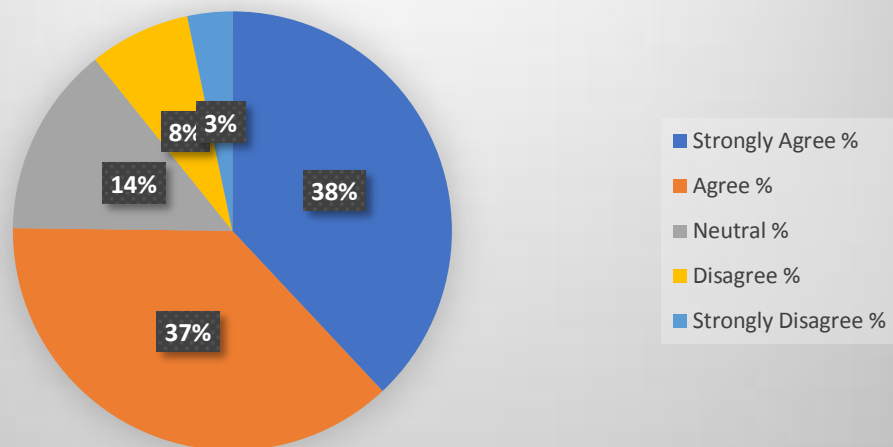
5. The usefulness of home assignments

The home assignments are very useful in grasping of the content given in the Self Learning Material

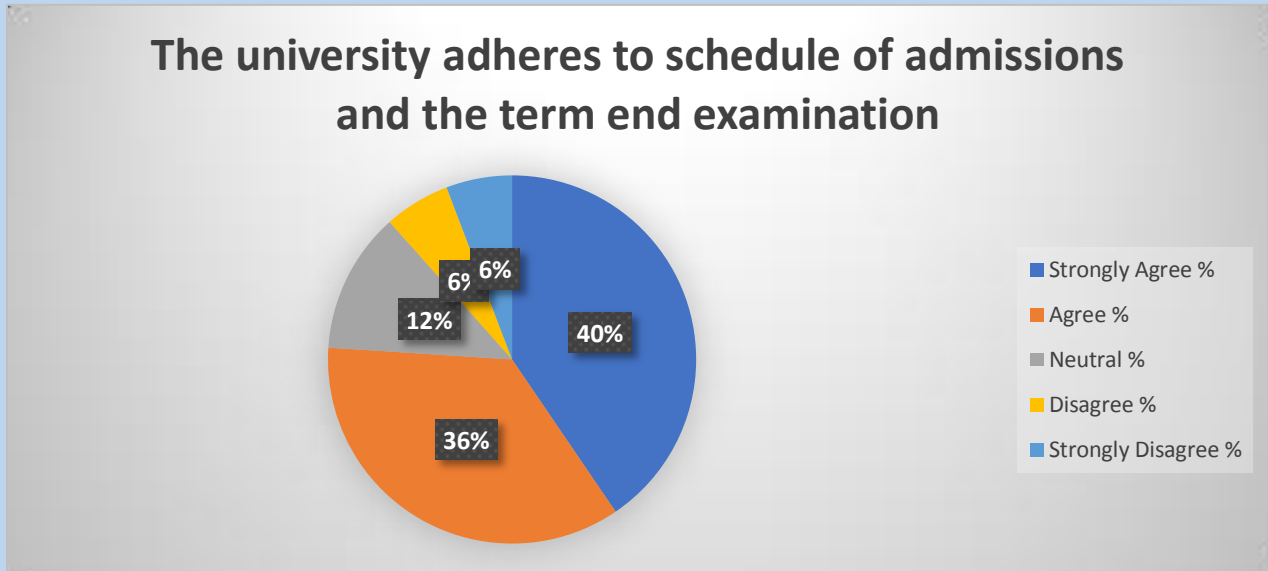


6. Rating for the qualification & preparedness of Academic Counsellors

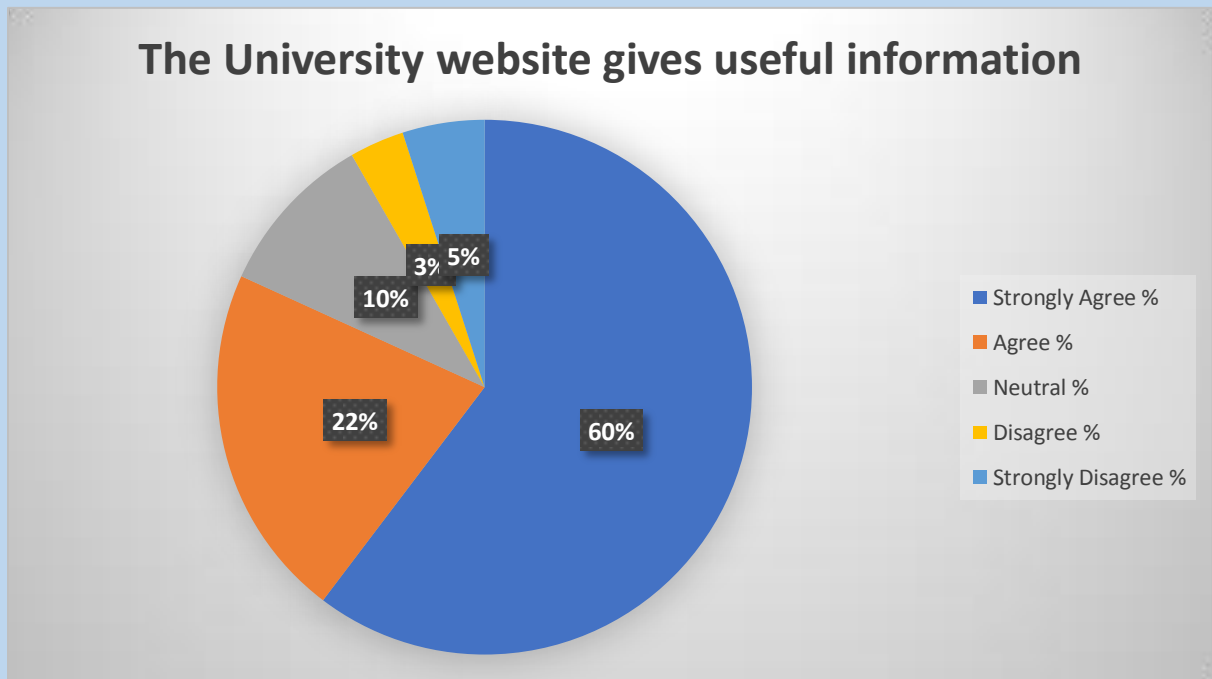
The academic counsellors are qualified and are well prepared for conducting the counselling sessions at the study centres



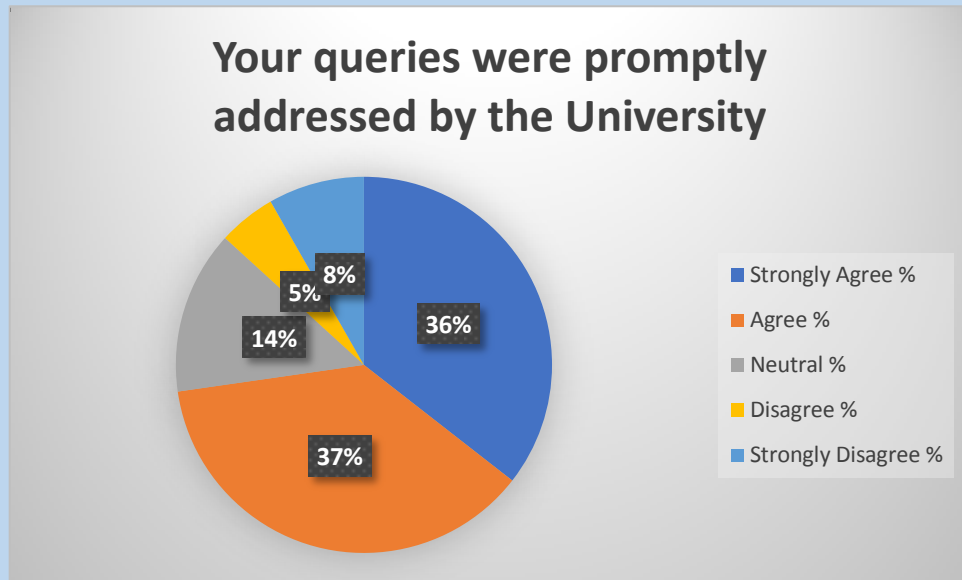
7. The adherence of the schedules in conducting admissions and examination of the university



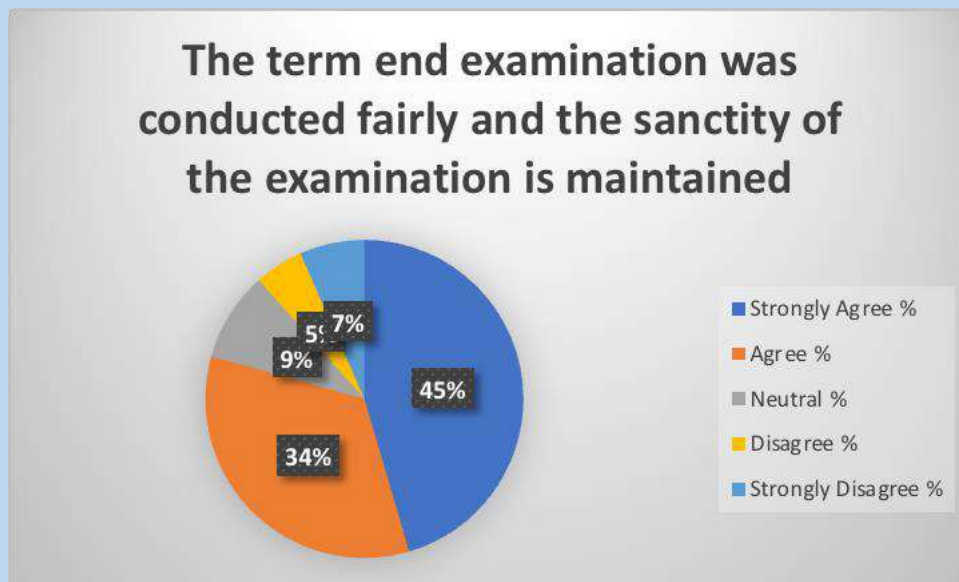
8. The usefulness of university website for providing information



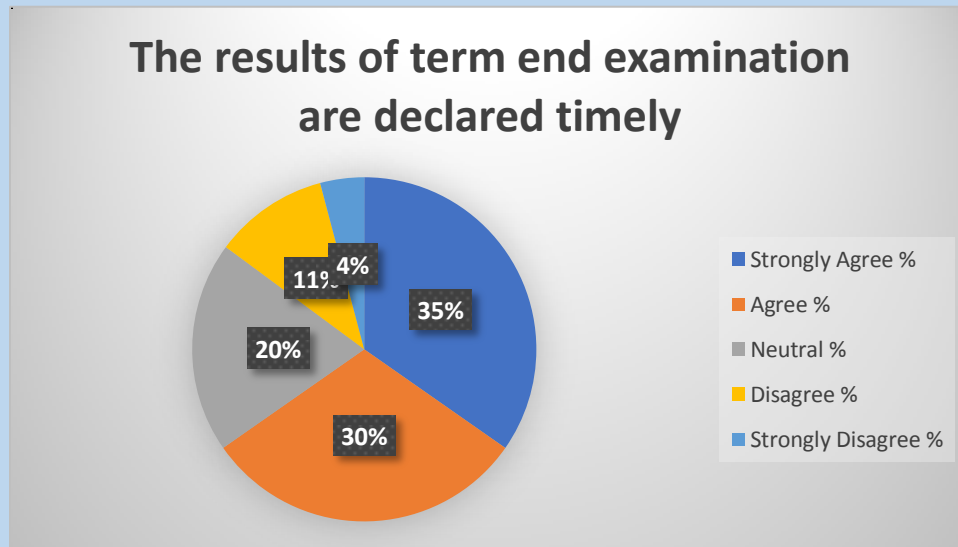
9. Promptness of Addressing student queries



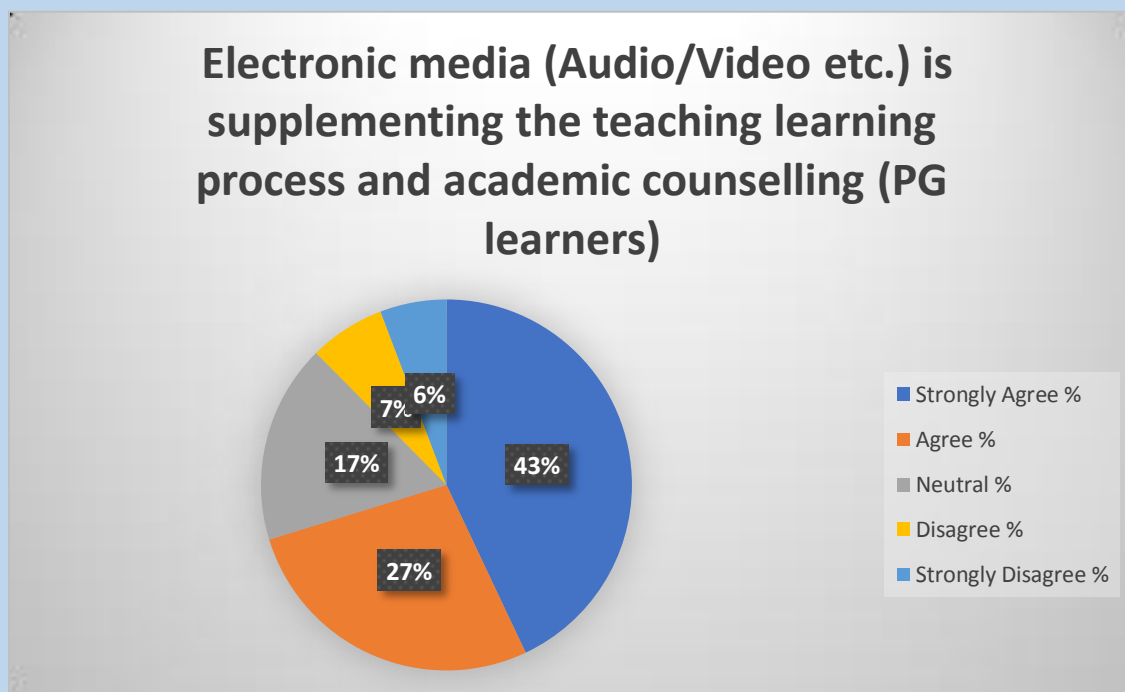
10. The fairness and sanctity of the term end examinations



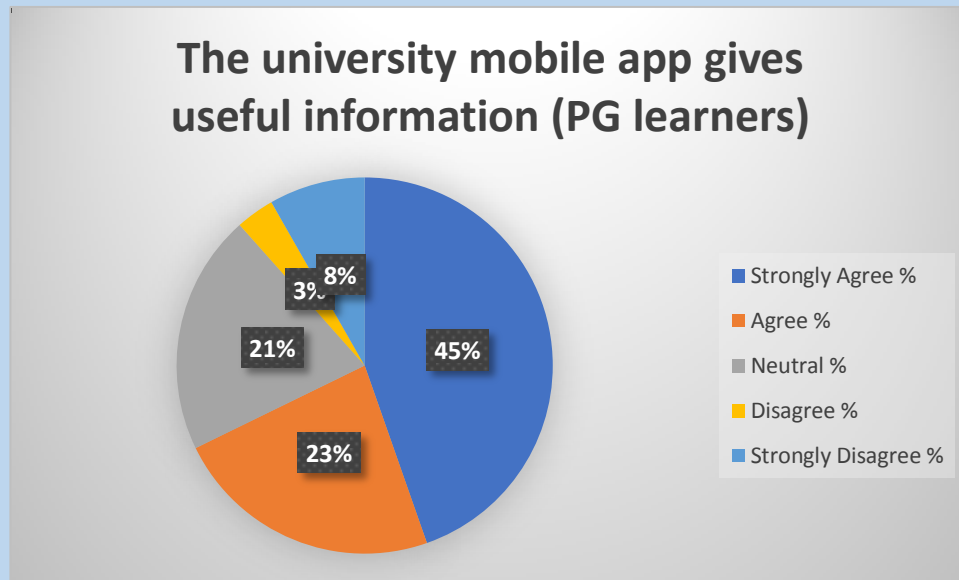
11. Rating for timely publishing of the term end examinations



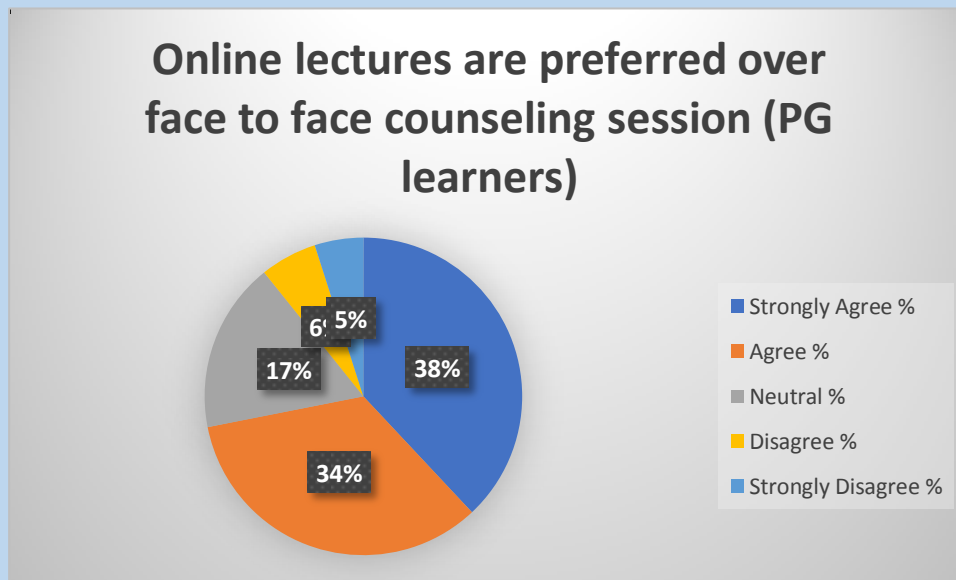
12. The effectiveness of Audio Visual electronic materials supplementing the teaching learning process.



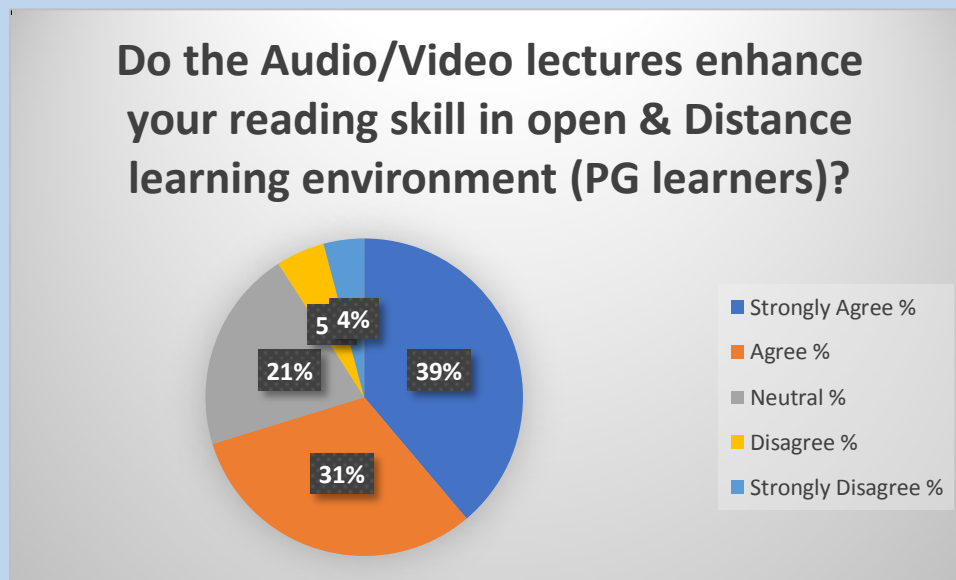
13. Usefulness of Mobile App for providing useful information (for PG learner)



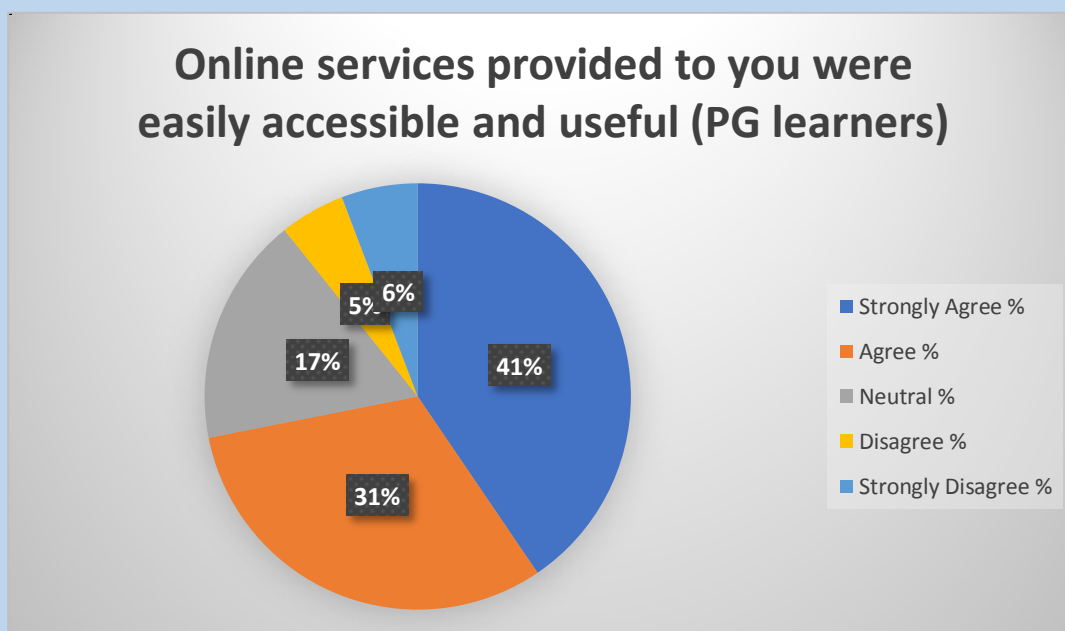
14. The effectiveness and preference over online learning over face to face.



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



16. Easy Accessibility of online services



Important Findings –

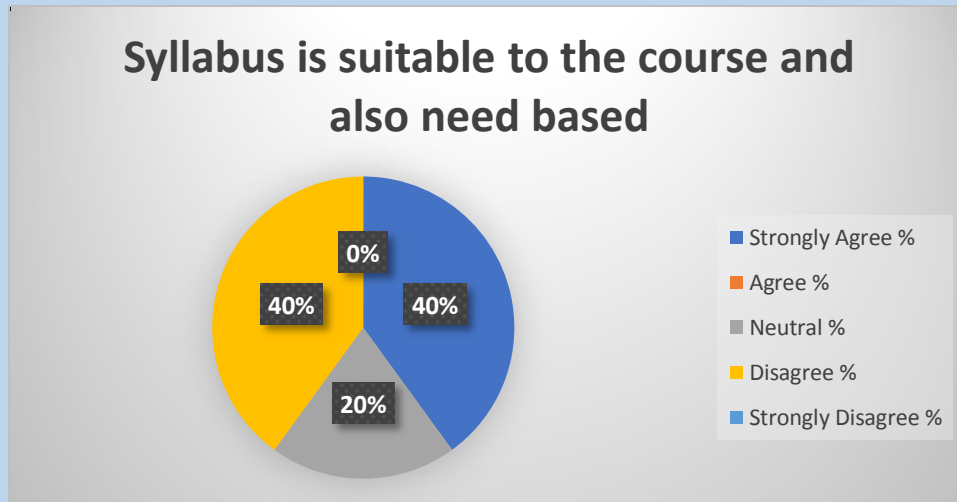
- i) **38 % as compared with 14.31% in 2019-20 strongly agrees that online lectures are preferred over face to face counselling sessions (for PG Learners).**
- ii) **45% participants strongly agrees that university Mobile App provides useful information to**

the learners (for PG).

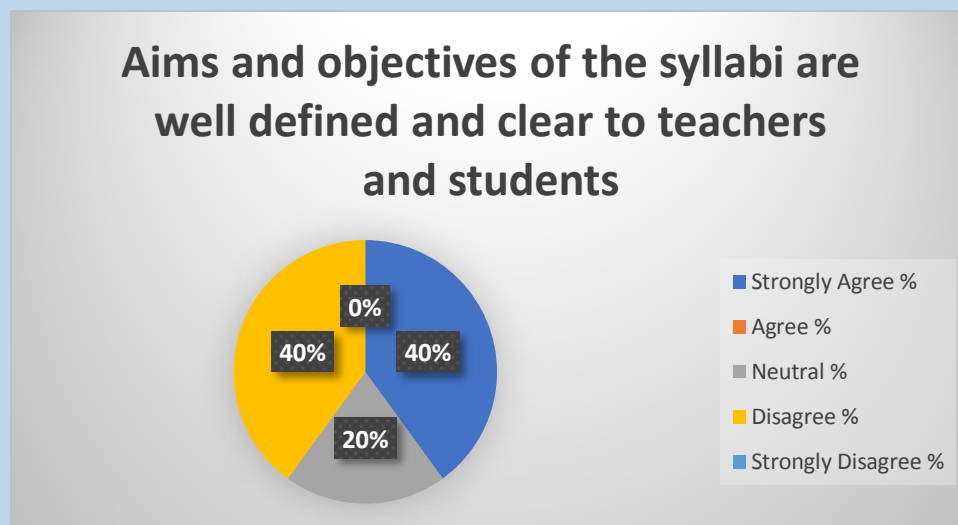
Feedback from Academic Counsellors

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

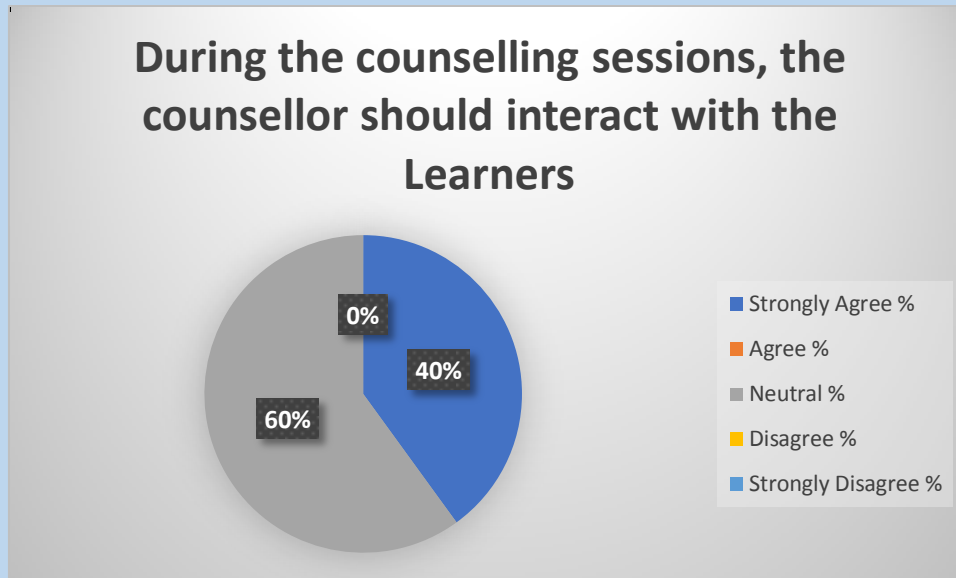
1. Suitability of course and meeting of requirements of learners



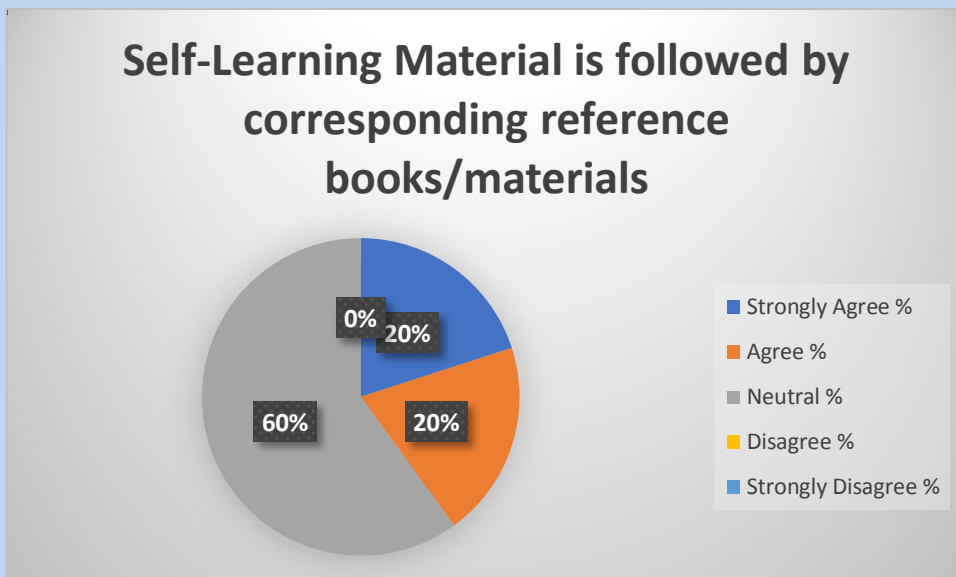
2. Definitiveness of aims and objectives of the syllabus



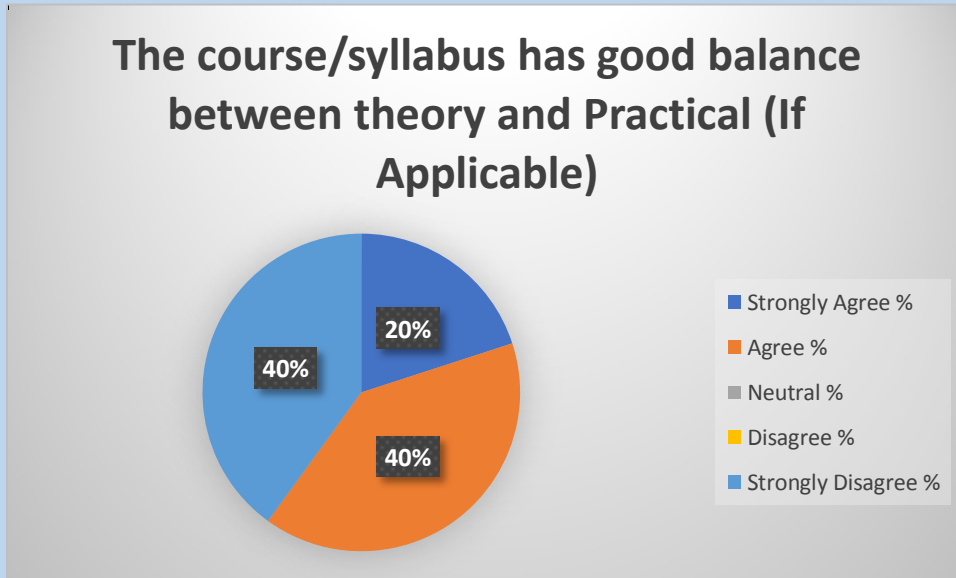
3. Usefulness of interactivity of learner with counsellors



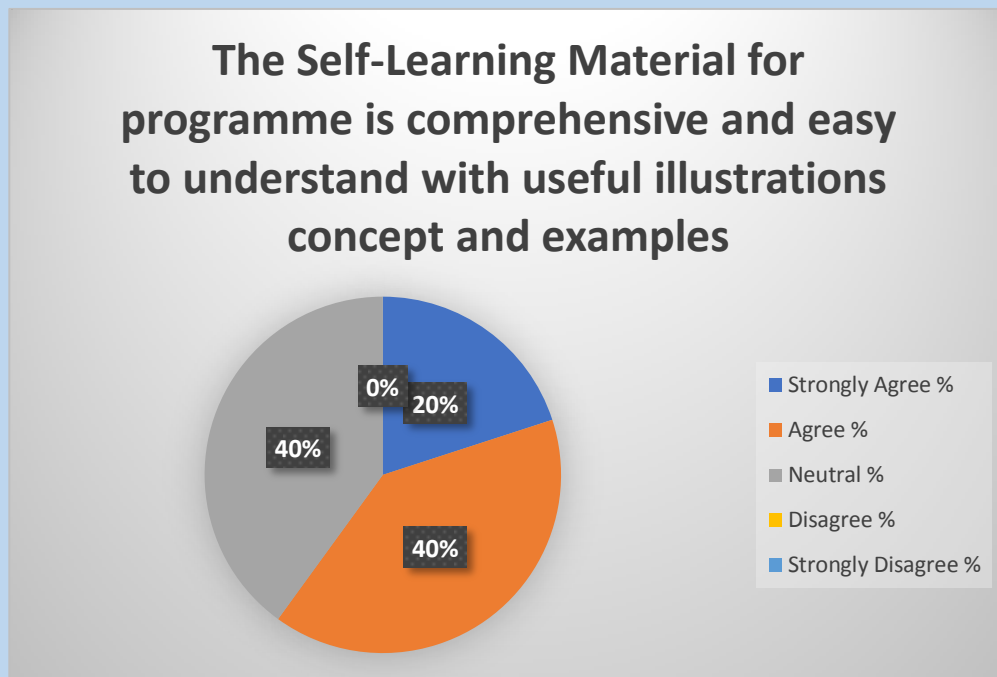
4. Usefulness of Self-Learning Material following corresponding reference books/materials



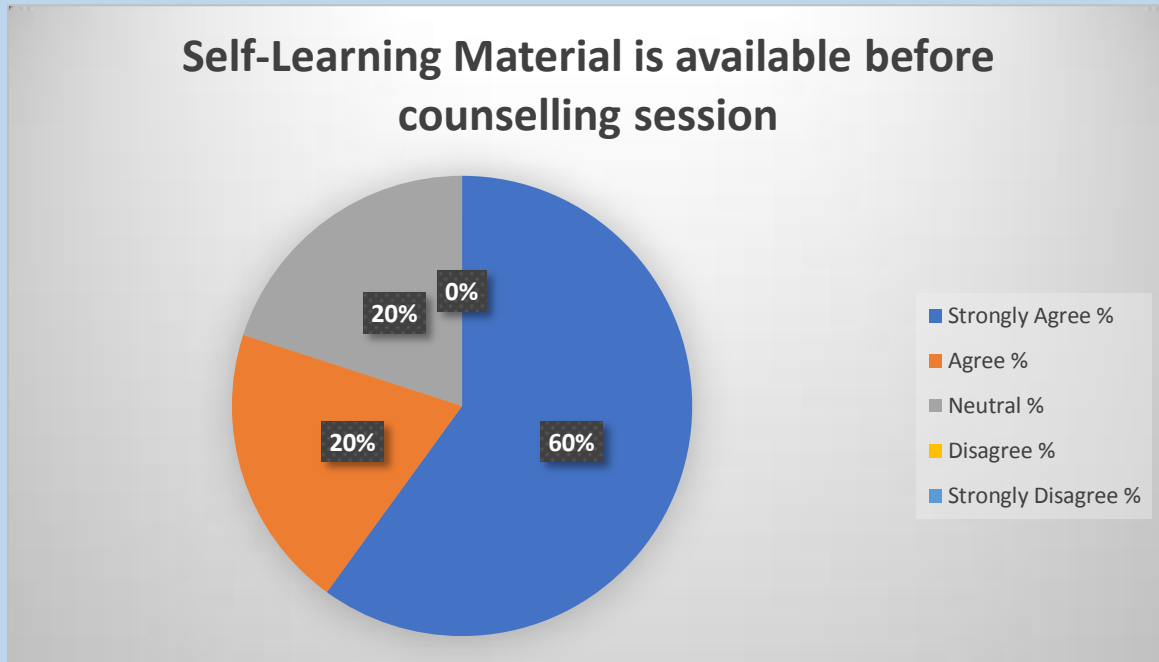
5. Balance of SLM in theory and Practical (If Applicable)



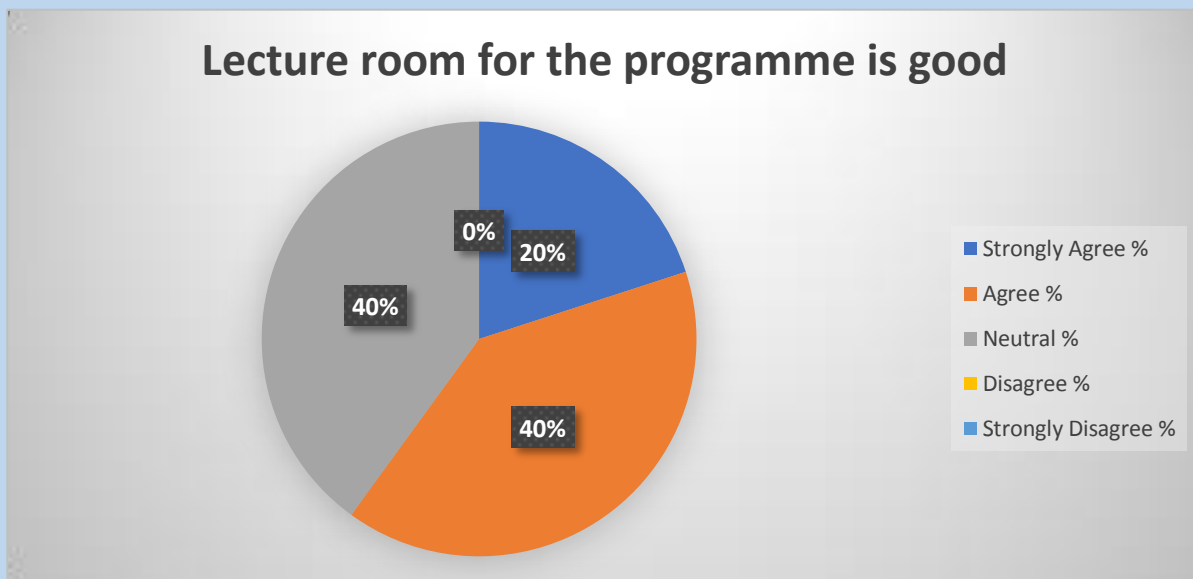
6. Comprehensiveness and understandability of SLMs.



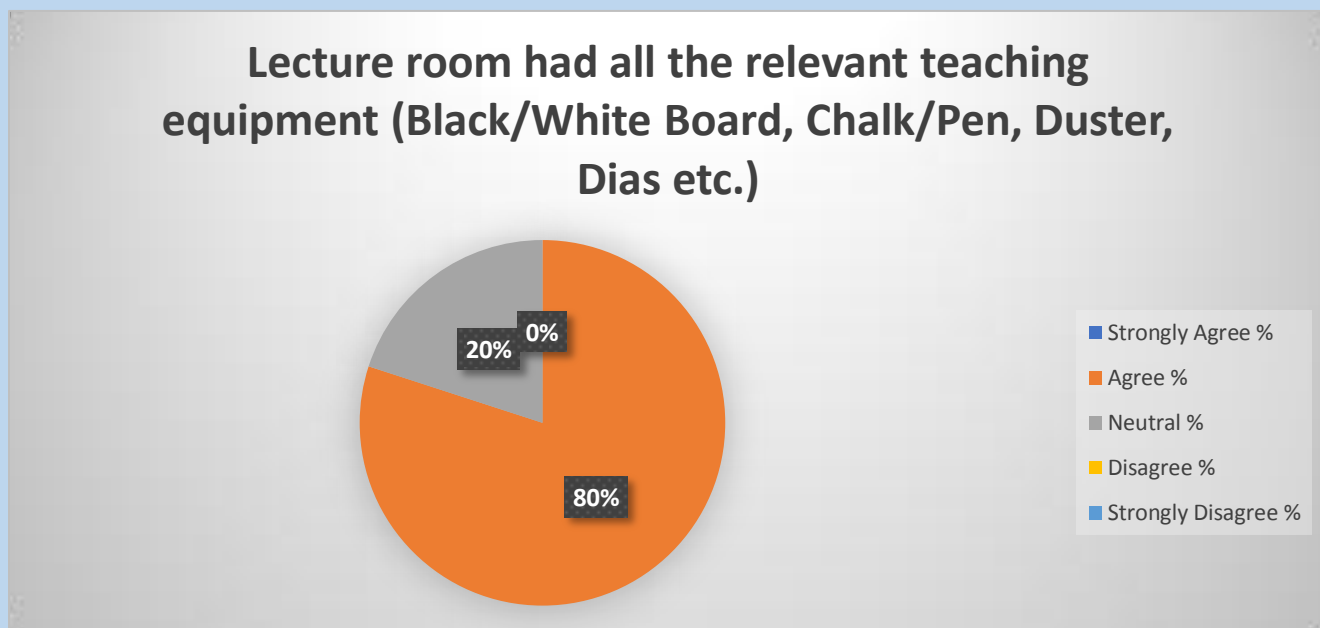
7. Whether Self Learning Material is available before counselling session ?



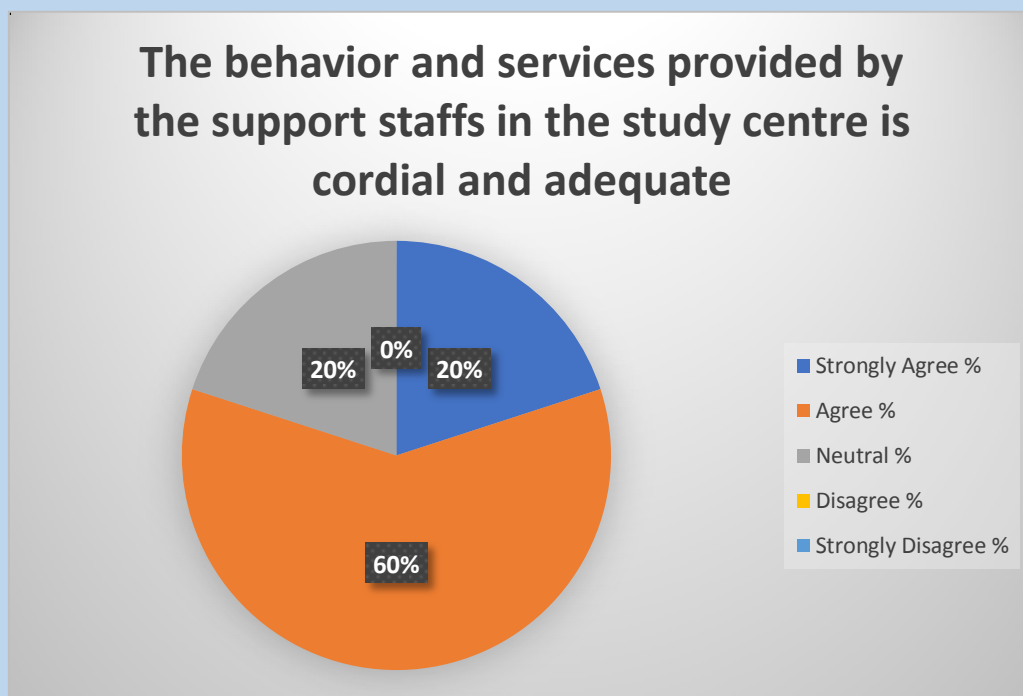
8. Wellness of the lecture Room



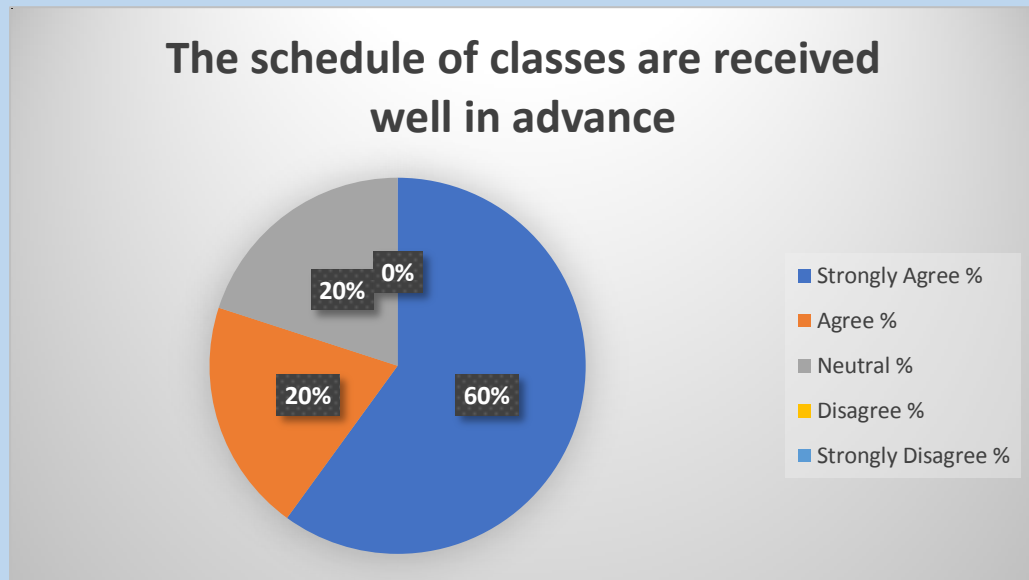
9. Whether Lecture room had all the relevant teaching equipment (Black/White Board, Chalk/Pen, Duster,Dias etc.) ?



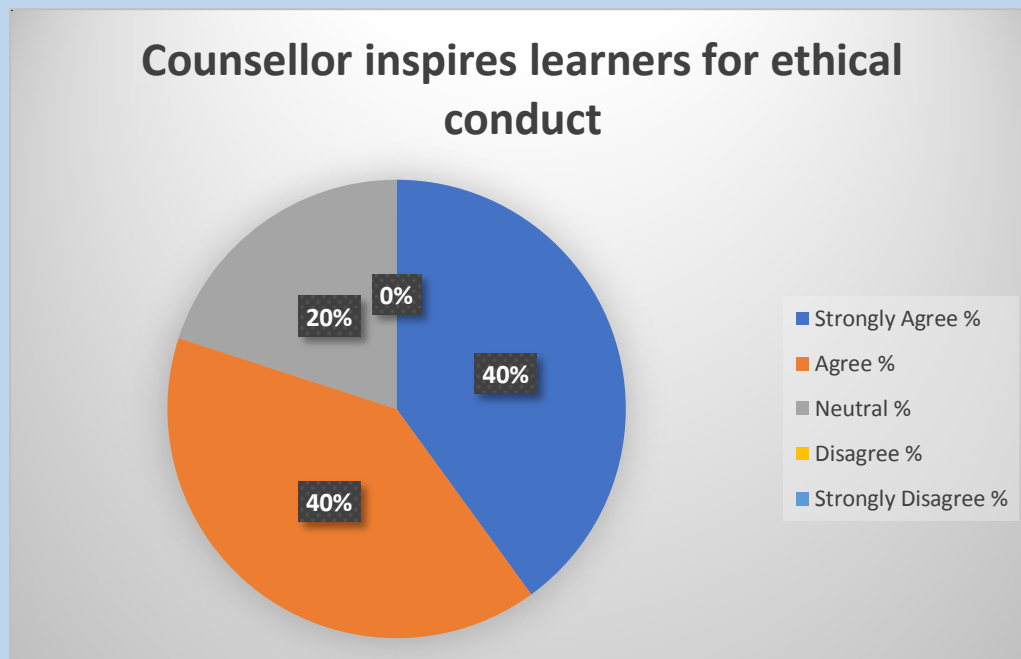
10. Whether the behavior and services provided by the support staffs in the study centre is cordial andadequate?



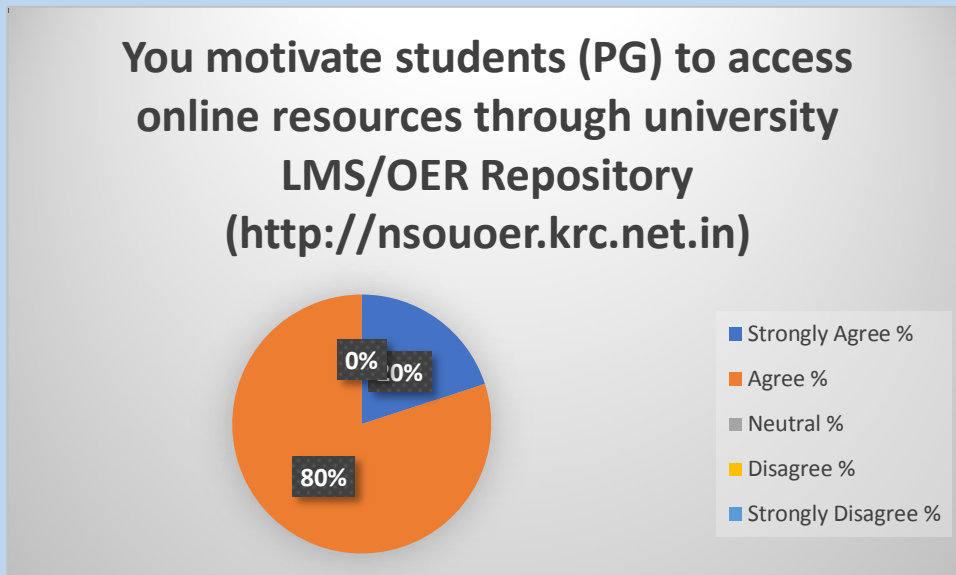
11. Whether the schedule of classes are received well in advance ?



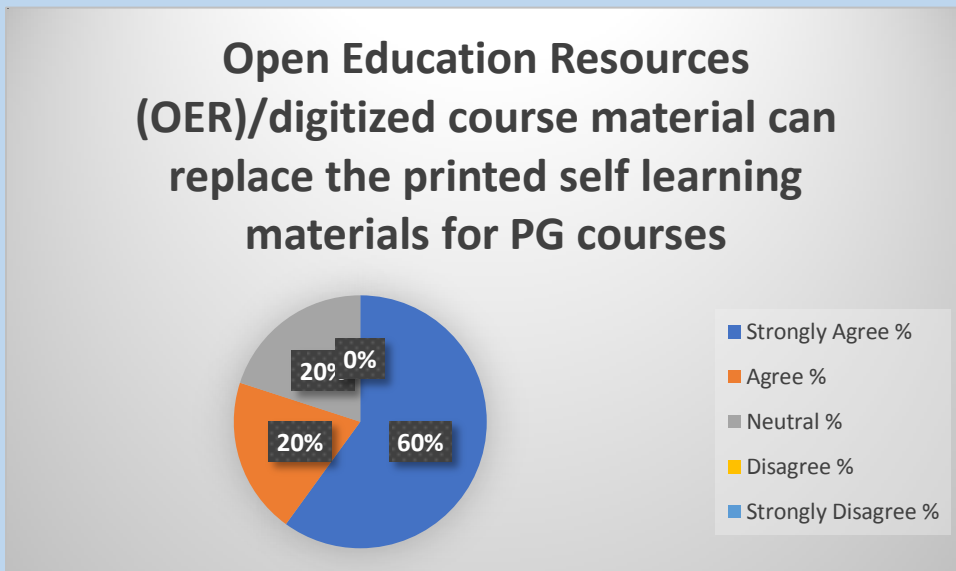
12. Whether the Counsellor inspires learners for ethical conduct ?



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



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



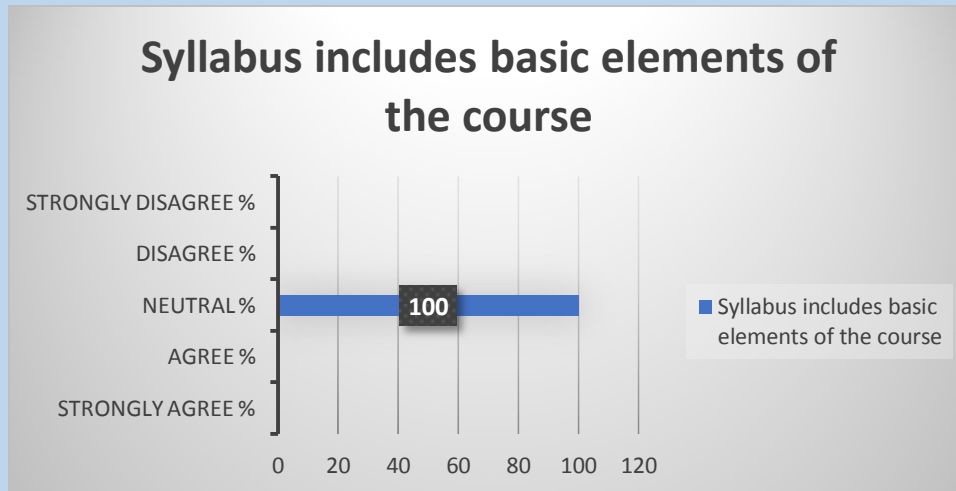
Important Findings –

- i) 20 % strongly agree and 40% respondents agree that SLMs are comprehensive and provide useful information to them with good examples.
- ii) 60% compared with 25% in 2019-20/strongly agrees that Open Educational Resources/Digitized Course Materials can replace printed self learning materials for PG course.

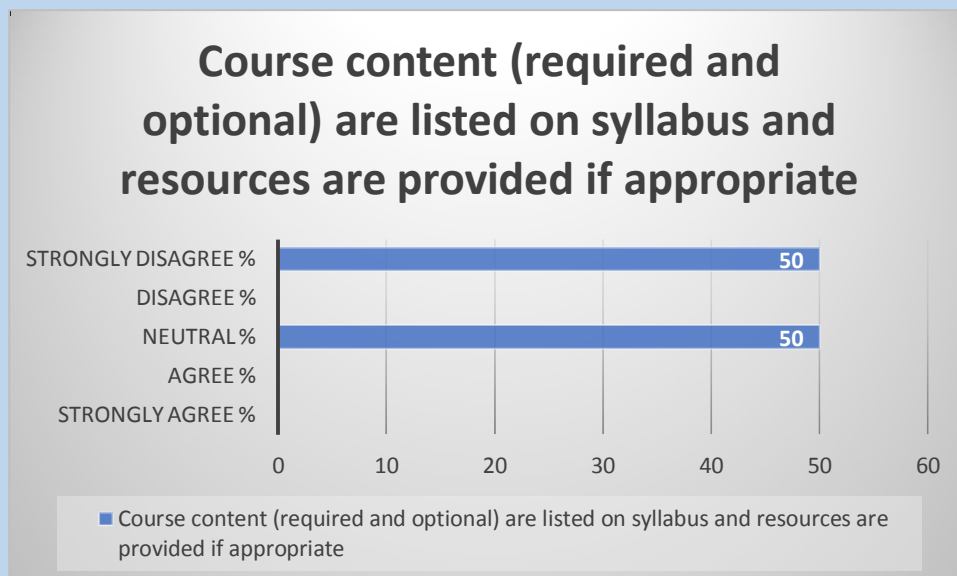
Feedback from Subject Experts

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.

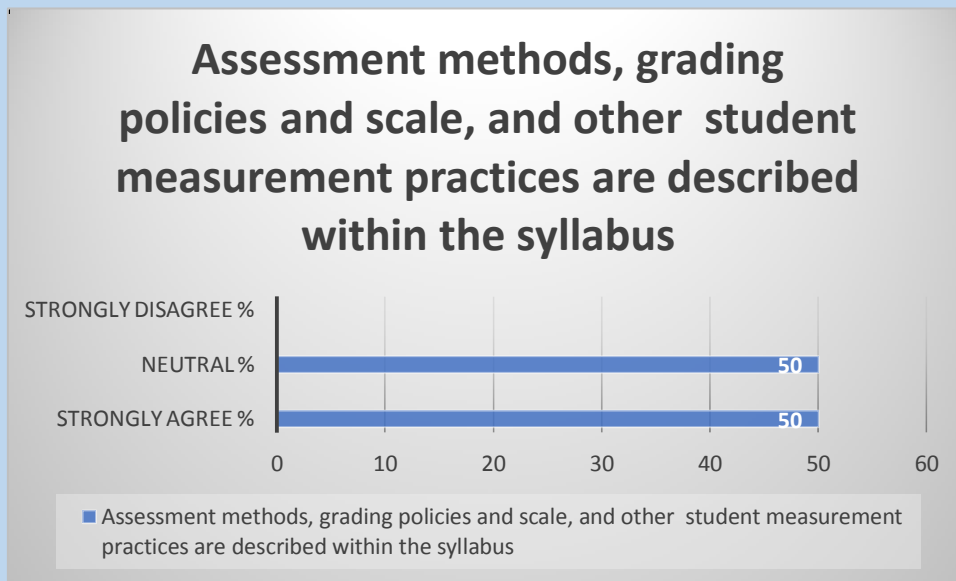
1. Whether Syllabus includes basic elements of the course



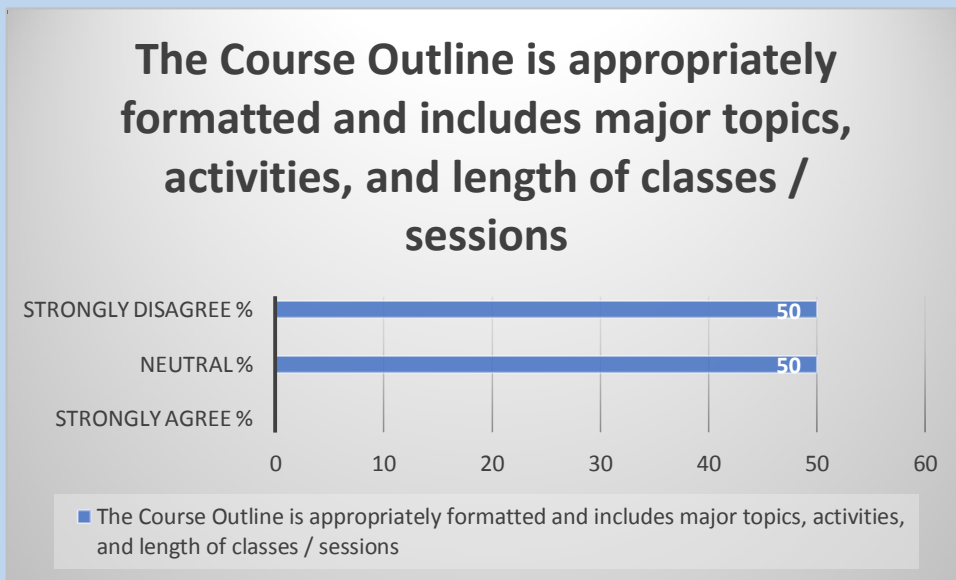
Whether Course content (required and optional) are listed on syllabus and resources are provided if appropriate



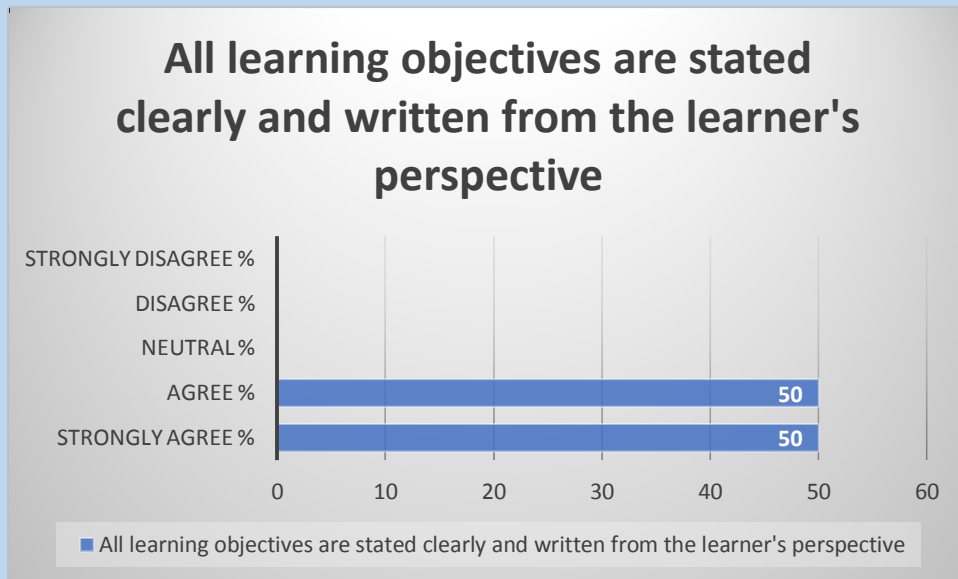
Whether Assessment methods, grading policies and scale, and other student measurement practices are described within the syllabus



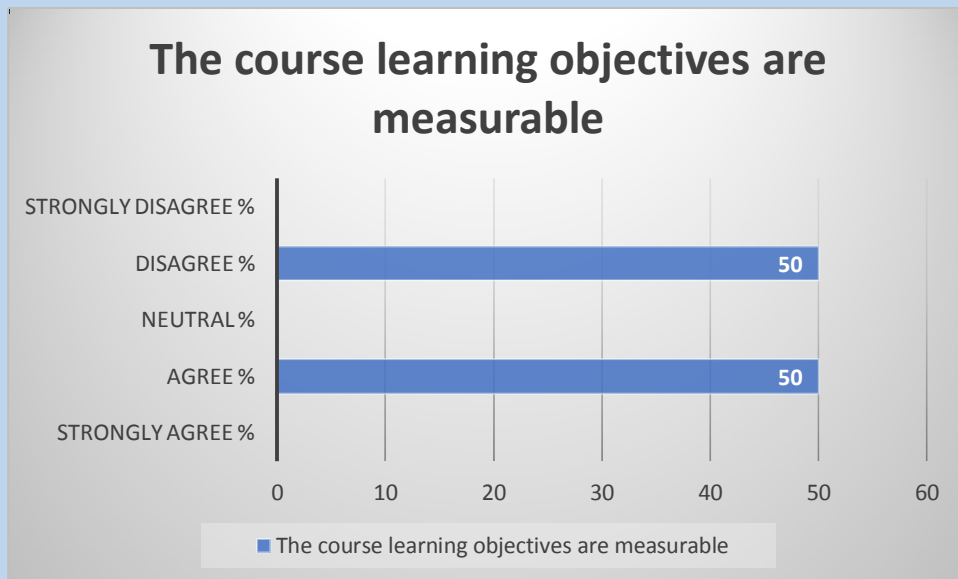
2. Whether the course outline is actually formatted and includes major topics, activities and length of classes and sessions



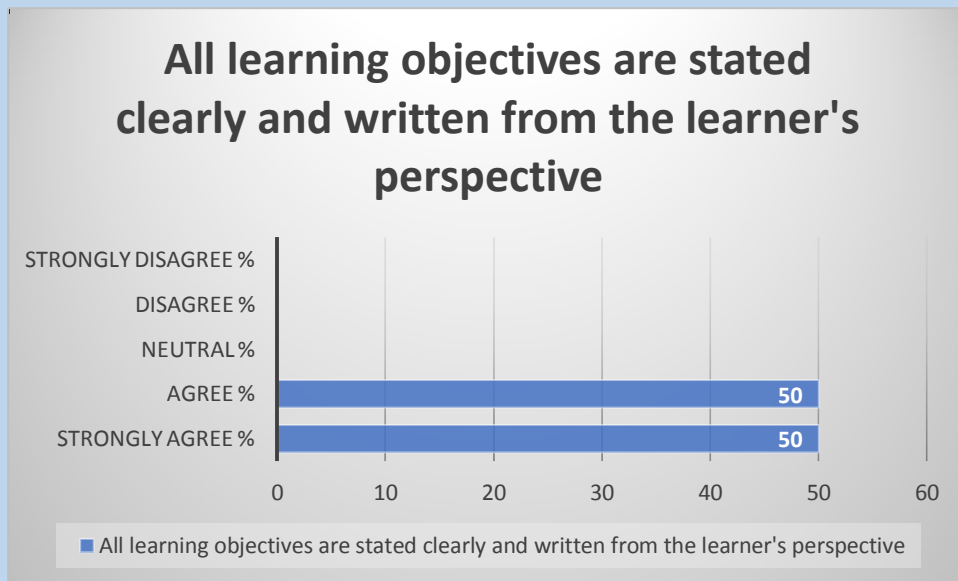
3. Whether the learning activities promote the achievement of the stated learning objectives



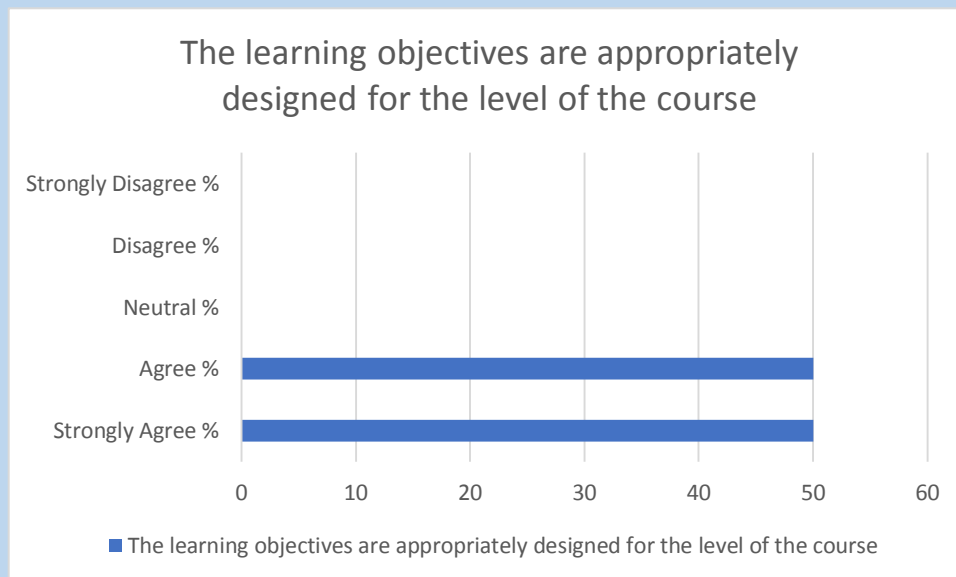
4. The measurability of course learning objectives



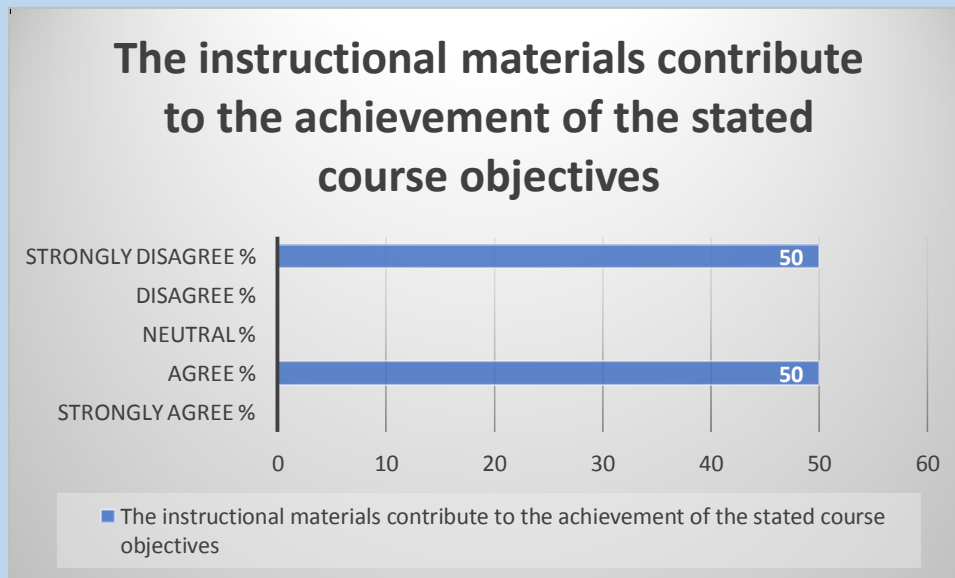
5. Whether All learning objectives are stated clearly and written from the learner's perspective



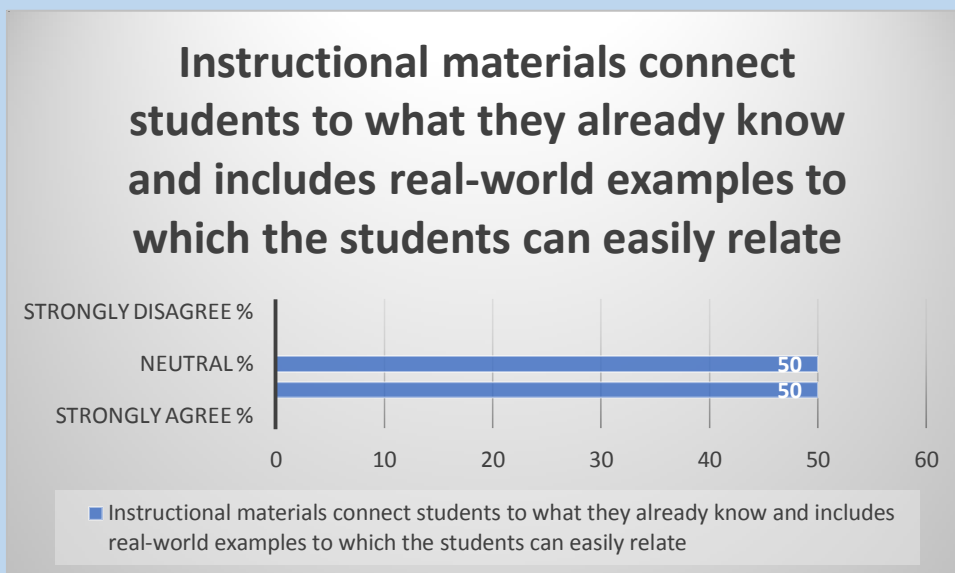
8. Whether The learning objectives are appropriately designed for the level of the course



9. 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?



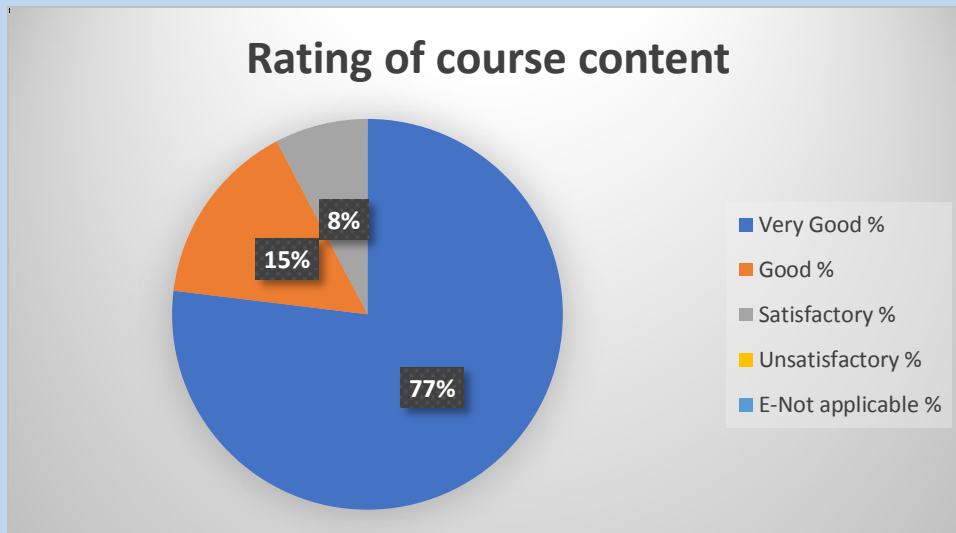
Important Findings :

1. 50% participants are neutral that the Course Outline is appropriately formatted and includes major topics, activities.
2. 50% strongly agree that instructional materials provided to them includes real world examples.

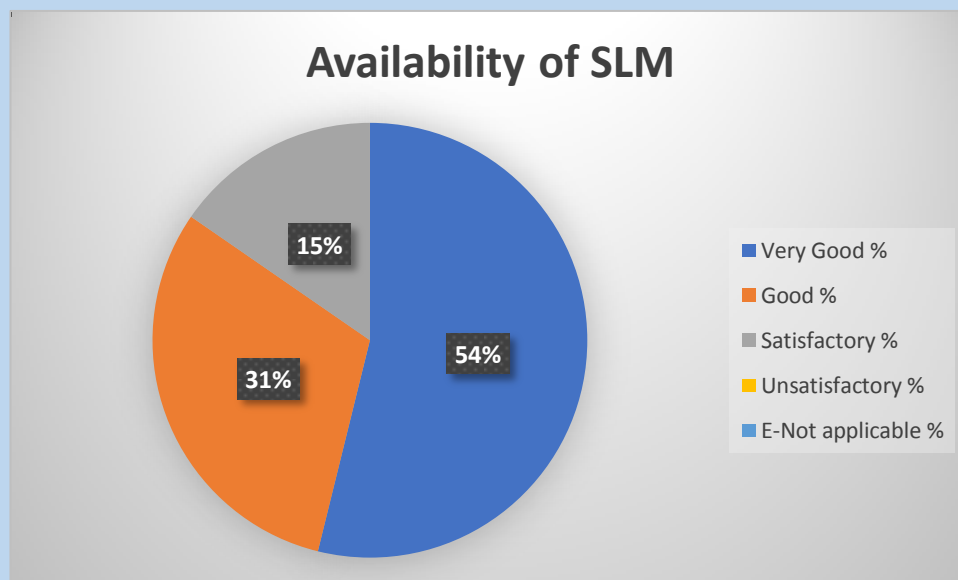
ALUMNI FEEDBACK ANALYSIS

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

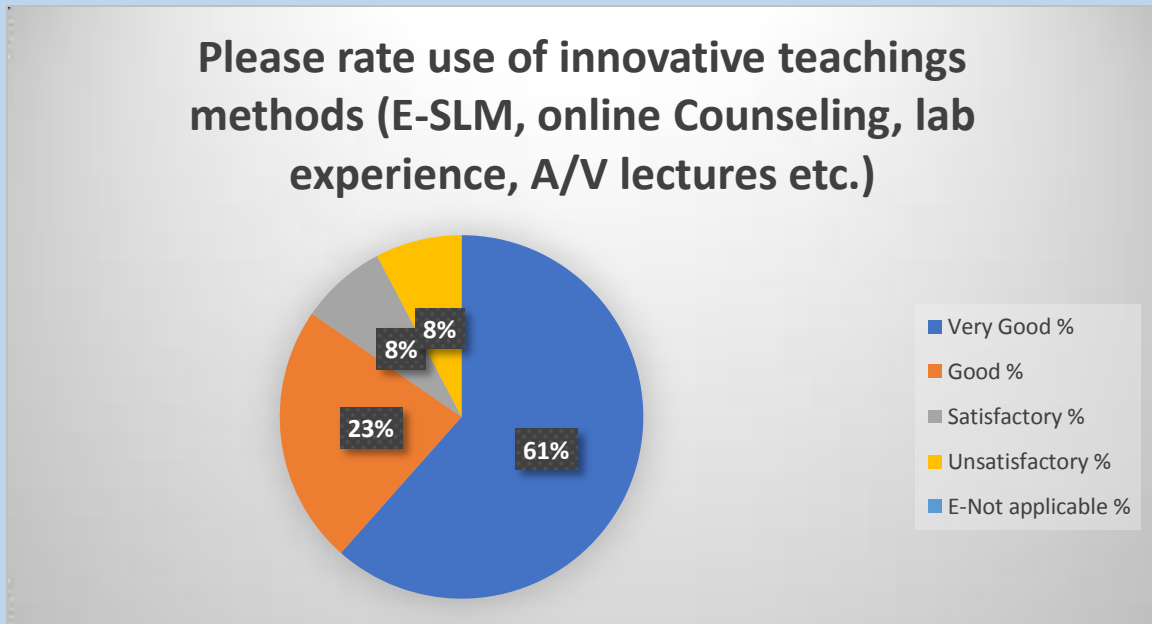
1. Rating of Course content



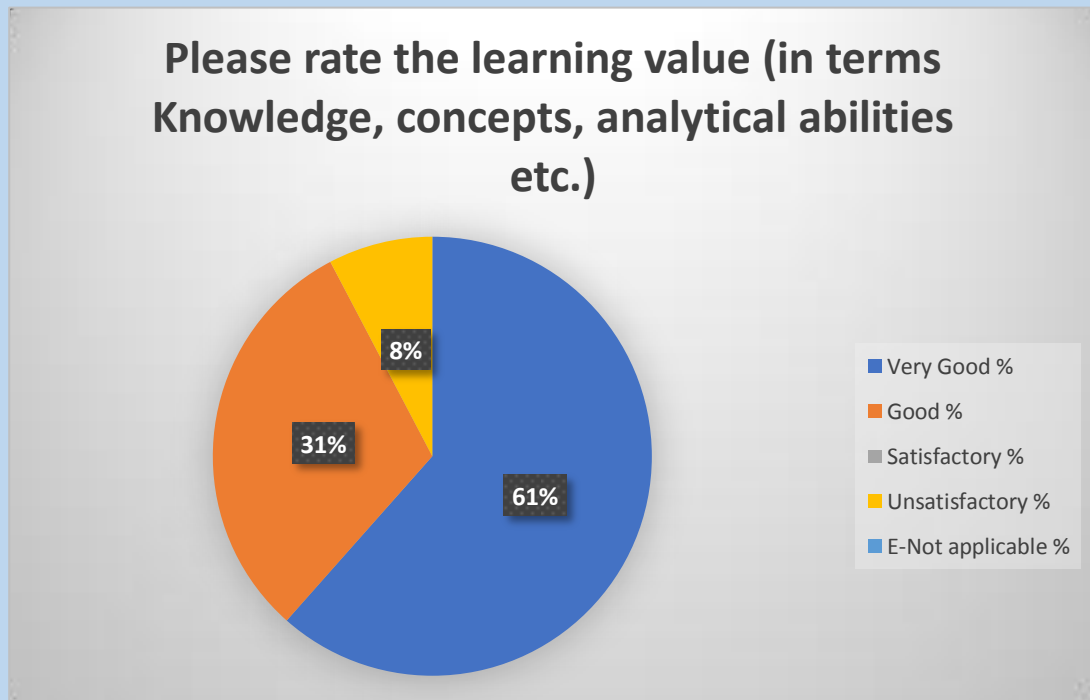
2. Availability of Self Learning Materials (SLM)



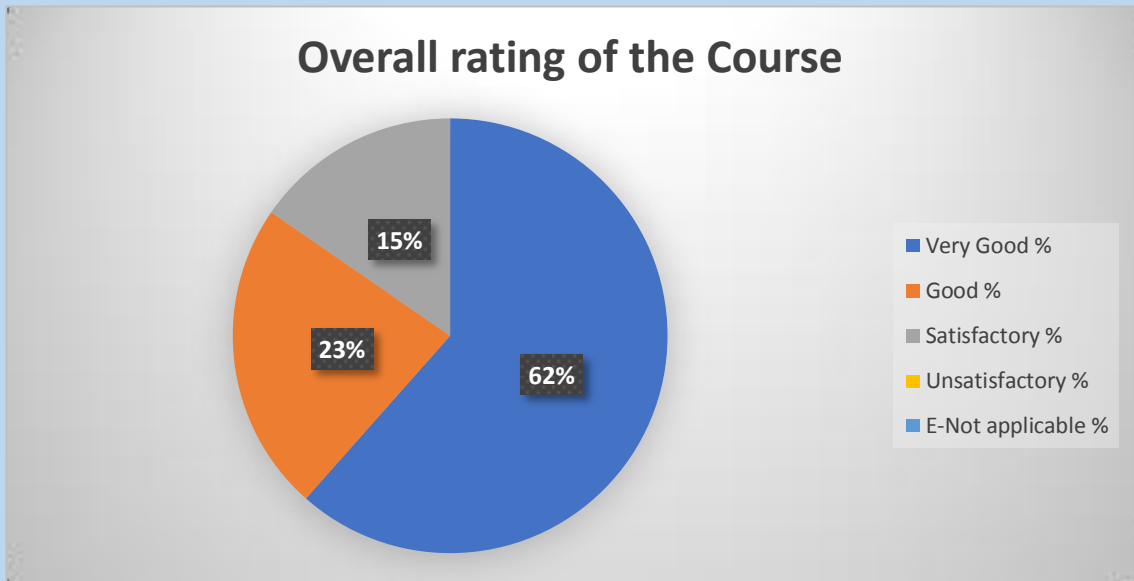
**3. Innovative teachings methods
(E-SLM, online Counseling, lab experience, A/V lectures etc.)**



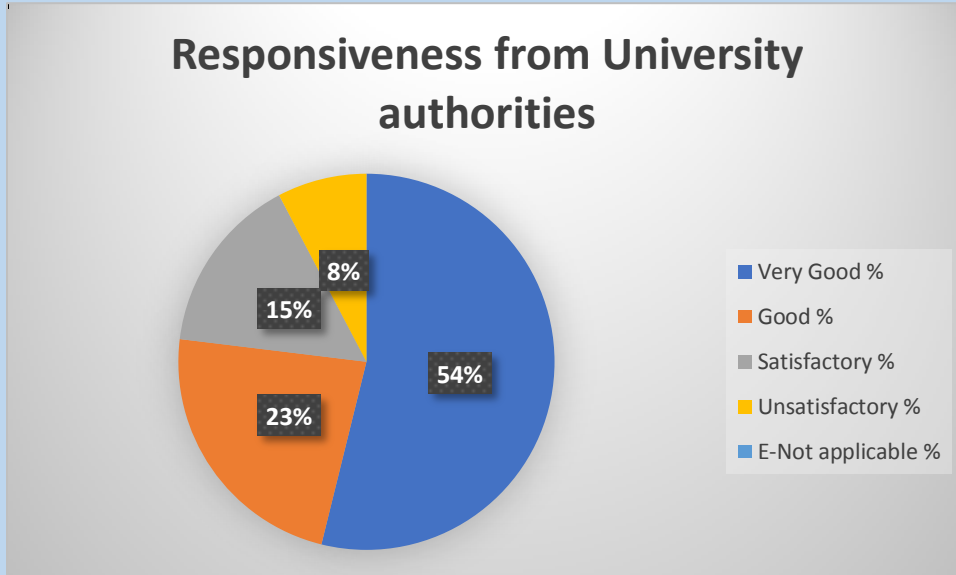
4. Rating for the learning value (in terms Knowledge, concepts, analytical abilities etc.)



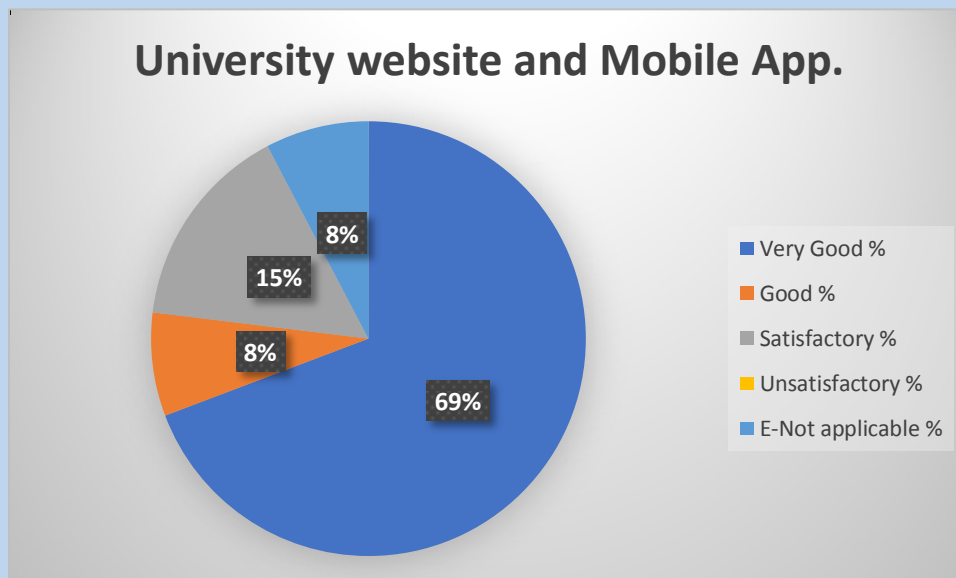
5. Overall rating of the Course



6. Responsiveness from University authorities



7. University website and Mobile App.



Important Findings:

- i) Nearly 60% participants rated their course content as “Very Good”.
- ii) Nearly 70% participants rated university website and mobile app as Very Good or Good.

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 Shri Hillol Ghosh, ITO