



**NETAJI SUBHAS OPEN UNIVERSITY**  
**Centre for Internal Quality Assurance**

**2021-22**

**Feedback Analysis Report on Teaching-Learning**

Learners  
Academic Counsellors  
Subject Experts  
Alumni

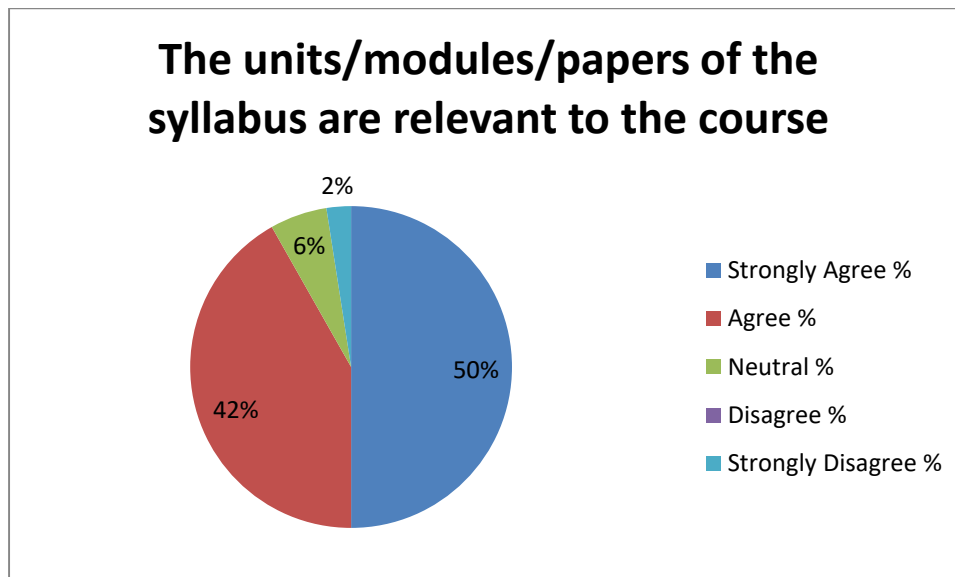
## Methodology for Feedback Analysis

- **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.

### **LEARNER FEEDBACK ANALYSIS**

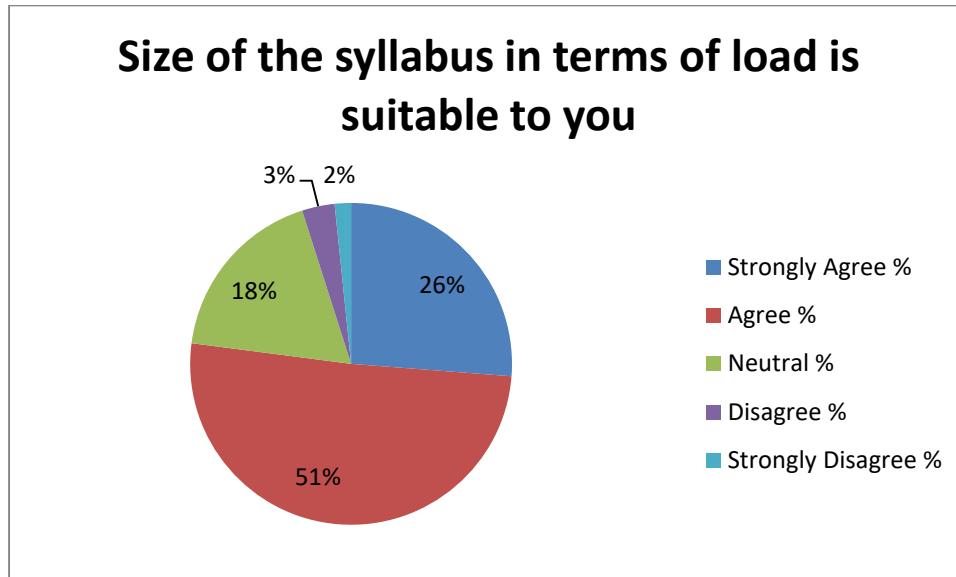
There are 16 parameters fixed for the learners for evaluation of teaching-learning process of the university. The feedback has been received through online.

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



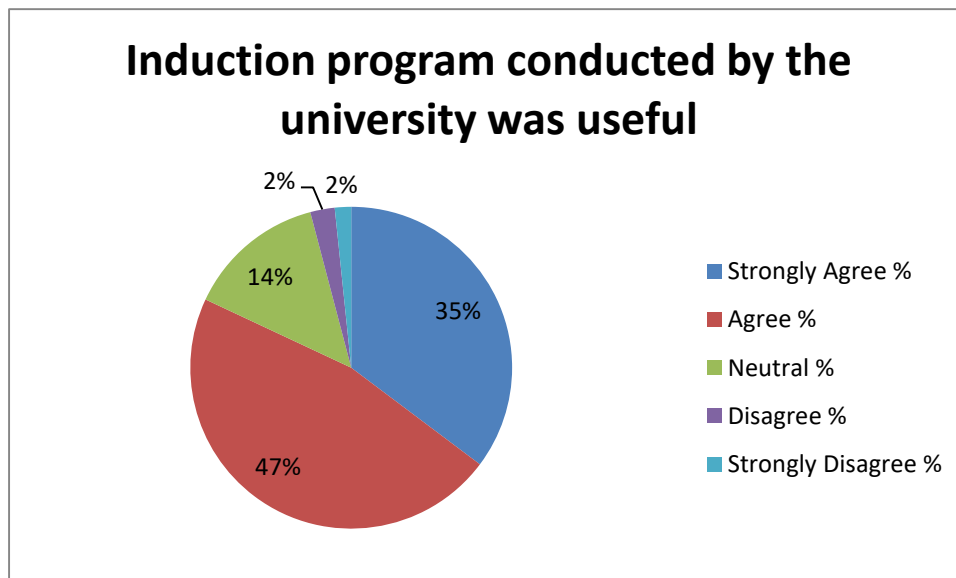
- **An overwhelmingly large majority (92%) has a positive view of the above.**

## 2. Size of the syllabus in terms of load



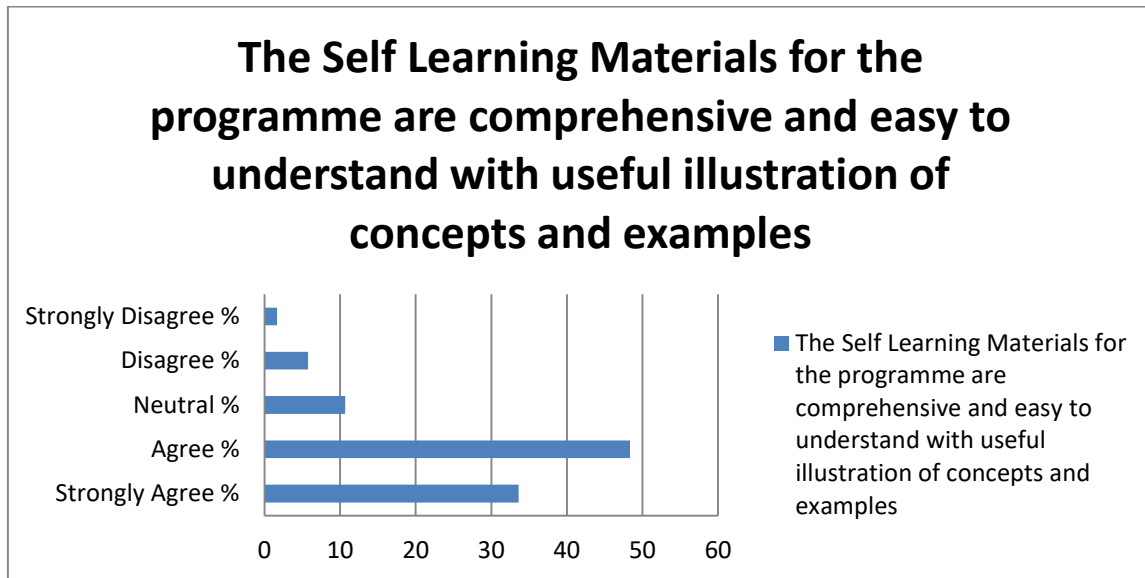
- A large majority (77%) has a positive view of the above. However, a not-insignificant group (23%, more than one in every five respondents) has been neutral or in disagreement—it needs to be addressed.

## 3. The usefulness of Induction programme



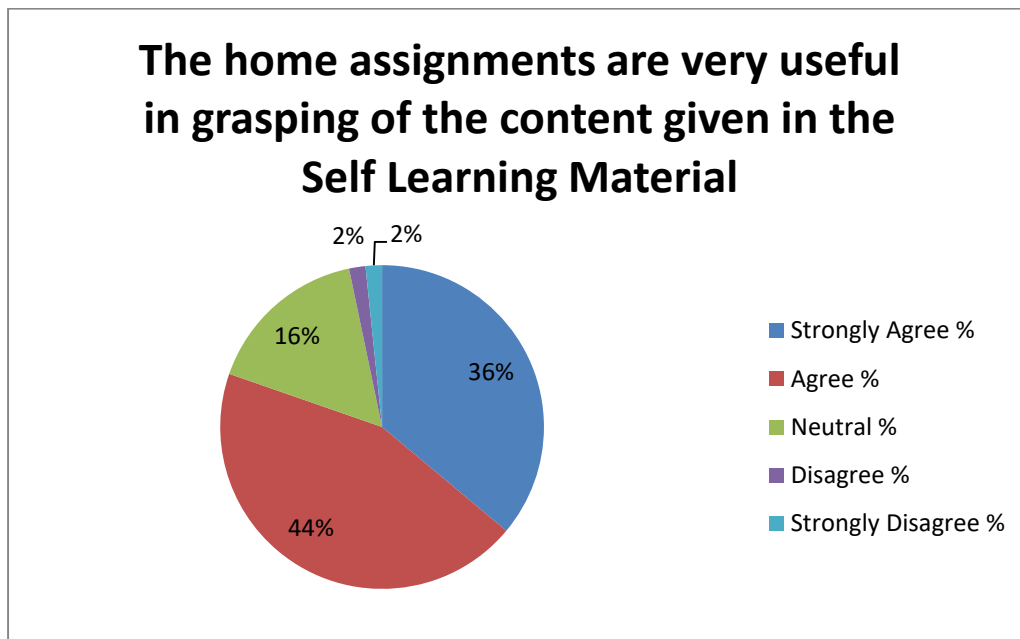
- A large majority (82%) has a positive view of the above.

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



- A large majority of the respondents (80%) has a positive view of SLM. But 20% are neutral or in disagreement.

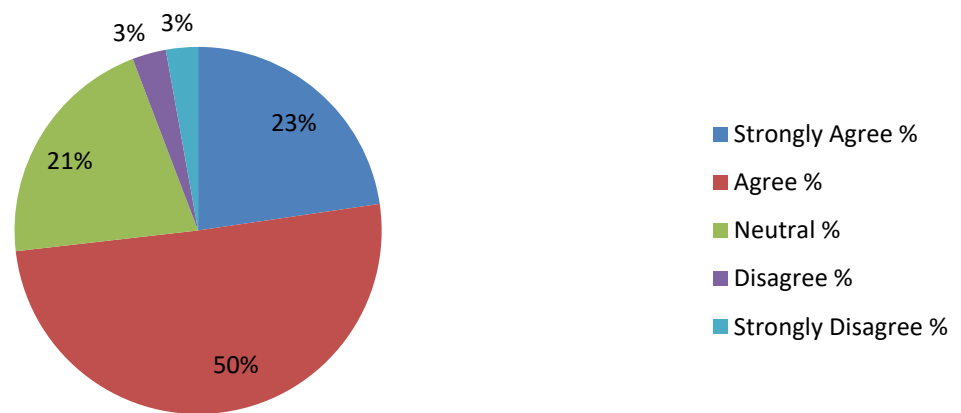
#### 5. The usefulness of home assignments



- A large majority (80%) of the respondents has a positive view of the Home Assignments. But 20% are neutral or in disagreement.

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

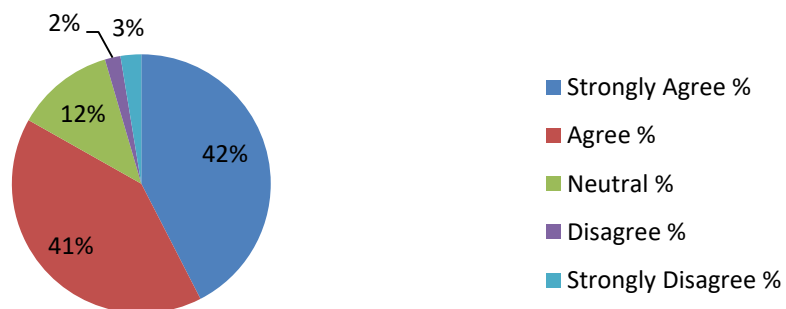
**Rating for the adherence of the schedules in conducting admissions and examination of the university.**



- 73% of the respondents are satisfied, leaving 27% neutral or in disagreement. Needs to be addressed.

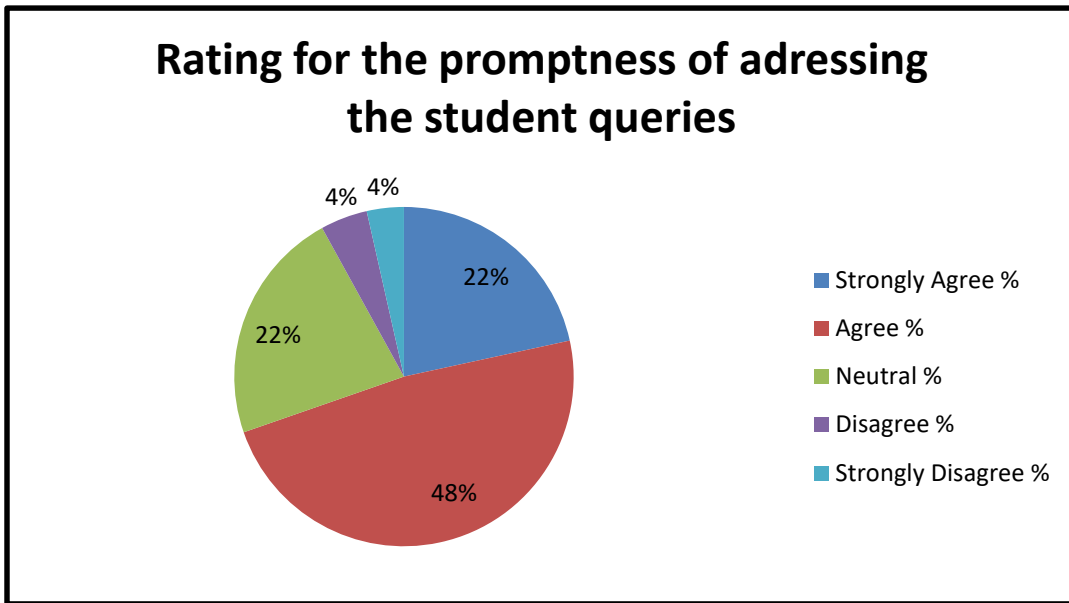
7. The usefulness of university website for providing information

**Rating for the usefulness of university website for providing information**



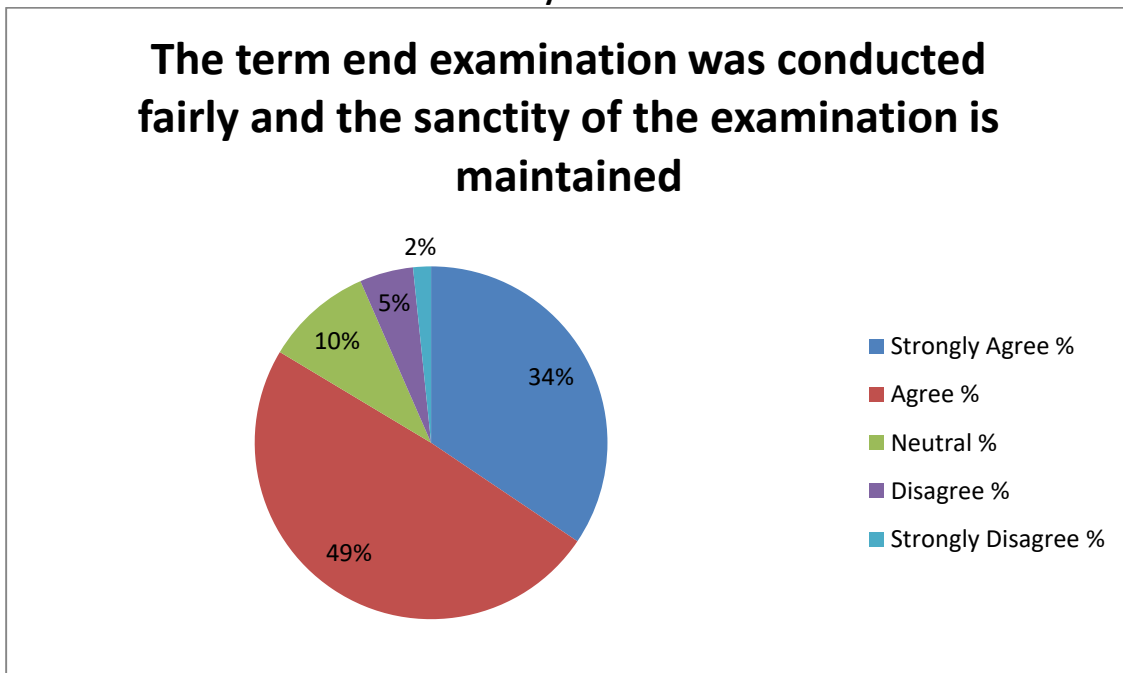
- A large majority (83%) of the respondents has a positive view of the university website.

### 8. The promptness of addressing the student queries



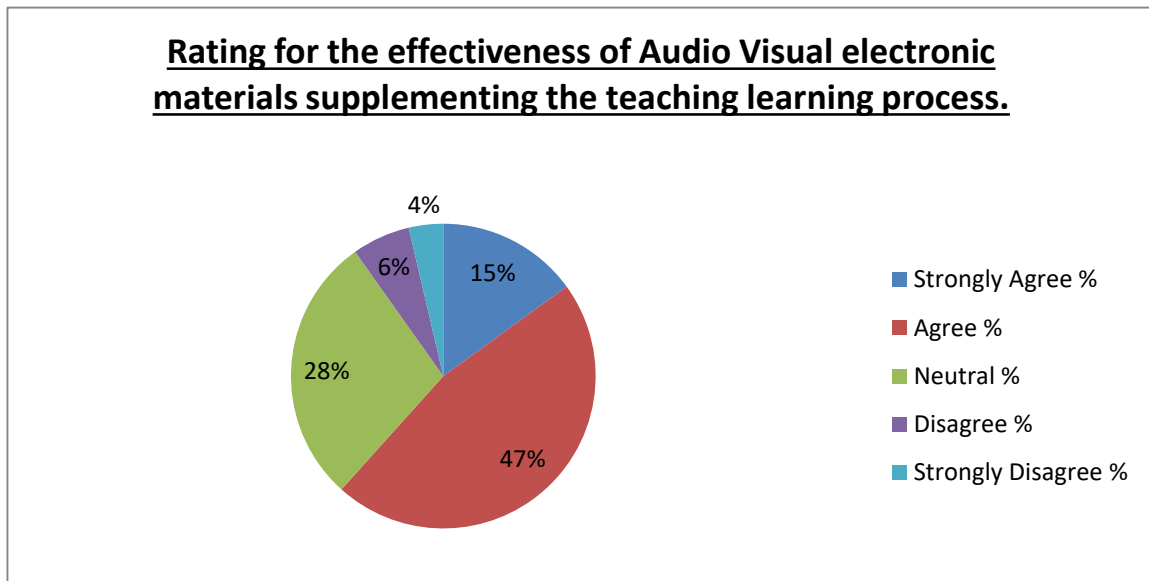
- A significant majority (70%) has a positive view, but the neutrality and disagreement of 30% has to be addressed.

### 9. The fairness and sanctity of the term end examinations



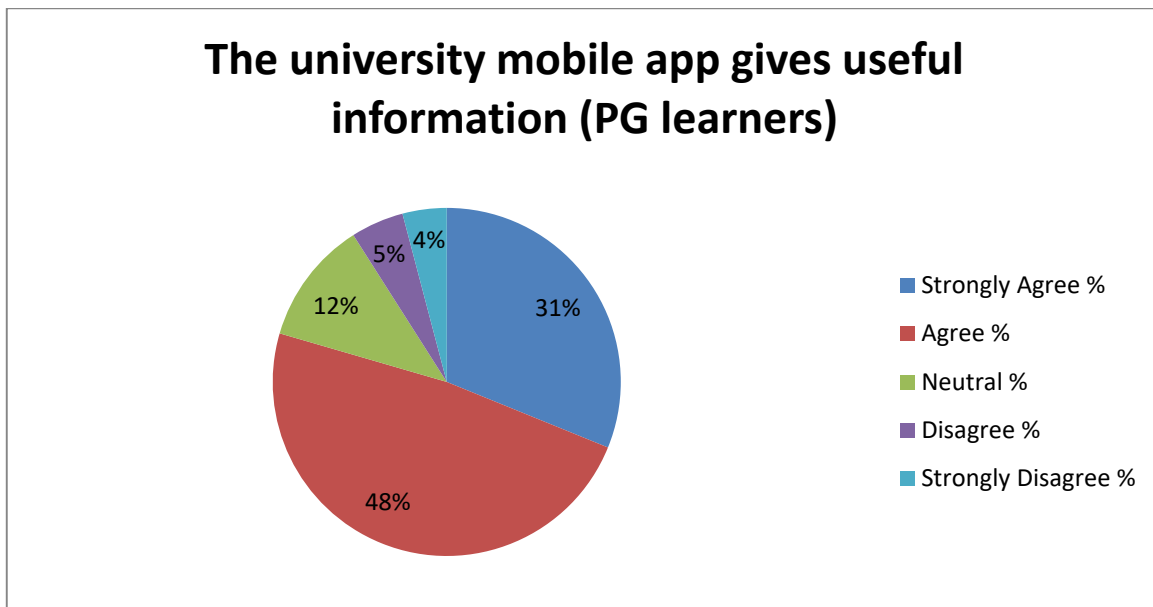
- A large majority (83%) has a positive view about the fairness and sanctity of the TE Examinations.

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



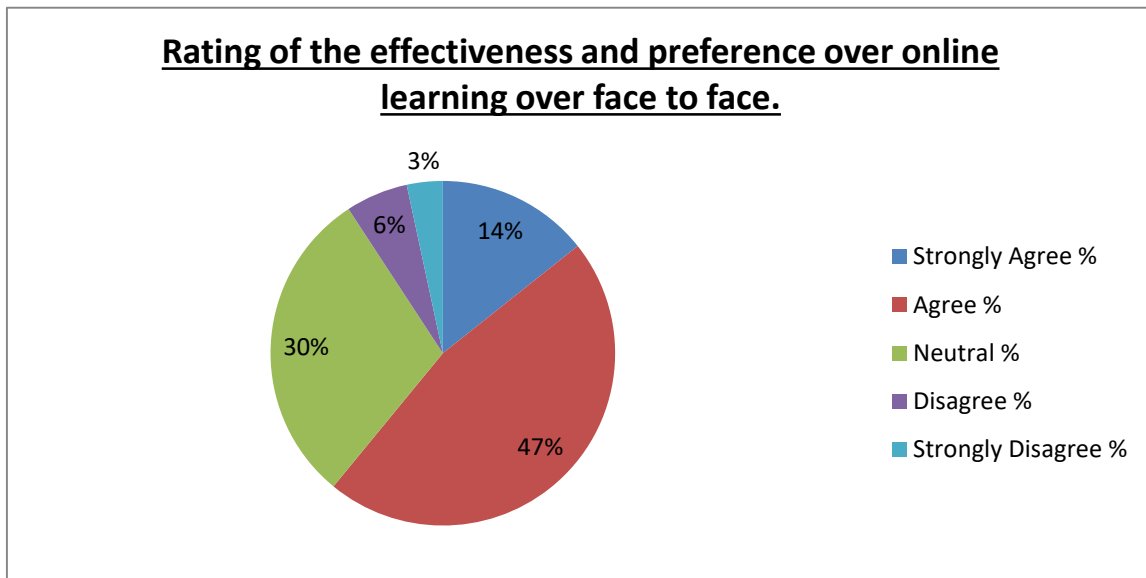
- While 62% has expressed a positive view about the AV materials, a significant section has expressed neutrality and disagreement (38%), which needs to be looked into.

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



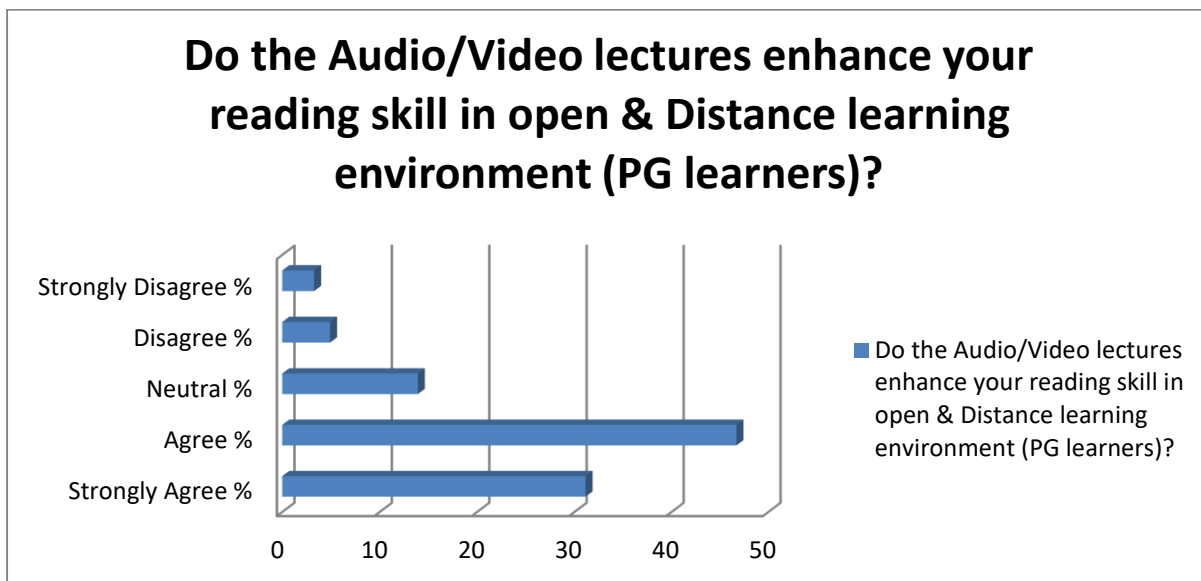
- A large majority (79%) has expressed satisfaction about the Mobile App, but neutrality and disagreement of 21% is significant. So there is scope for improvement.
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**12. The effectiveness and preference of online learning over face to face.**



- While 62% have a positive view, the neutrality and disagreement of 38% needs to be addressed.

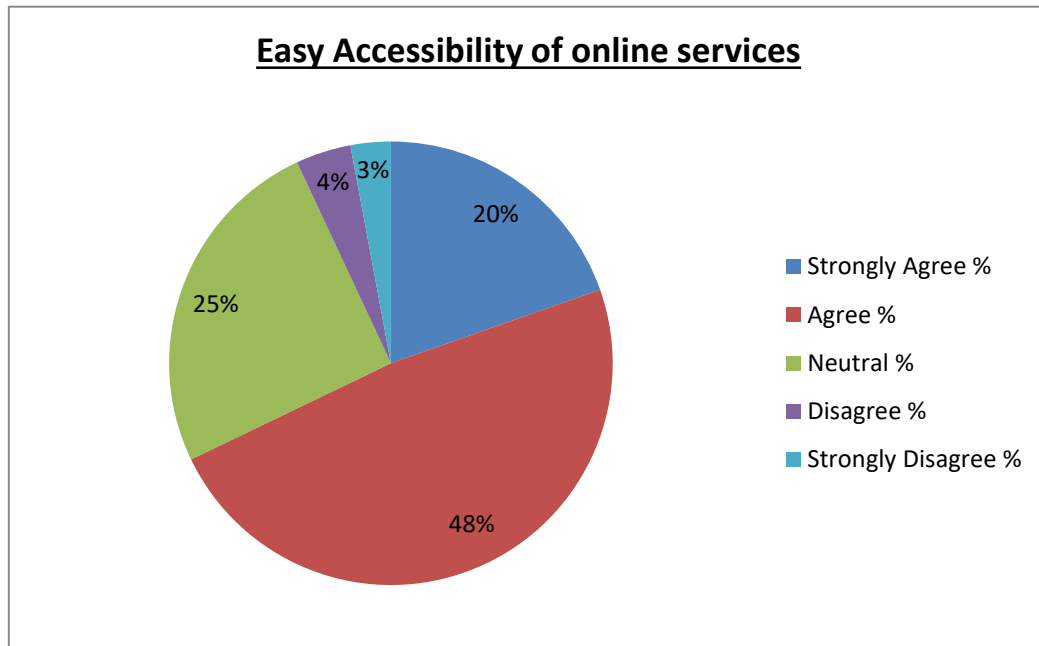
**13. Do AVL enhances the reading skills in AVL environment?**



- Positive view is high (nearly 80%) but neutrality and disagreement of around 20% is considered significant.



#### 14. Easy Accessibility of online services



- Against 68% positive view, neutrality and disagreement of one-in-three needs to be addressed.

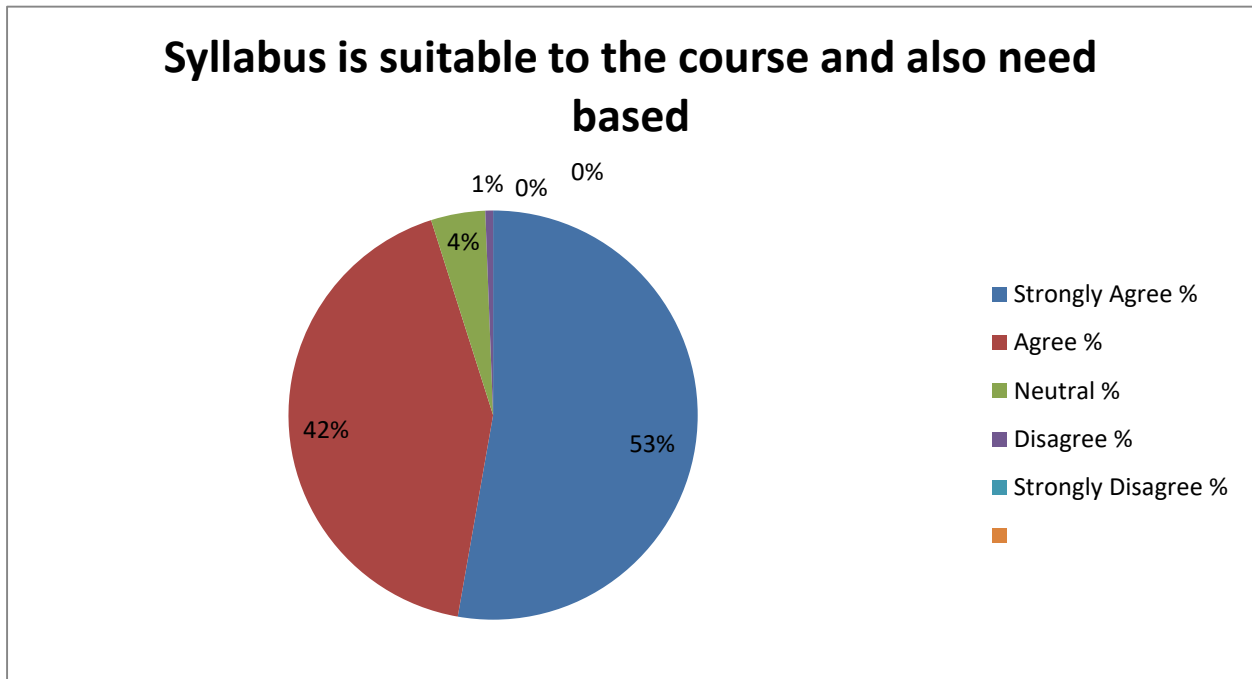
#### Conclusion/Interpretations:

- Learners have largely expressed POSITIVE views about their experience.
- However, at the same time they have pointed out 9 segments where the combined score of NEUTRALITY and DISAGREEMENT is 20% or above. Such high neutral and negative score is considered problematic and those need to be looked into, viz. (1) Size of Syllabus, (2) Comprehensibility of SLM, (3) Usefulness of Home Assignments, (4) Adherence to schedules for admission & examination, (5) Promptness in addressing Queries, (6) Effectiveness of Audio Visual electronic materials supplementing the teaching learning process, (7) Efficacy of University Mobile App., (8) Preference for Online Learning over F2F, (8) Efficacy of AVL in enhancing reading skill in ODL environment, and (9) Easy accessibility of online services.

## Feedback from Academic Counsellors

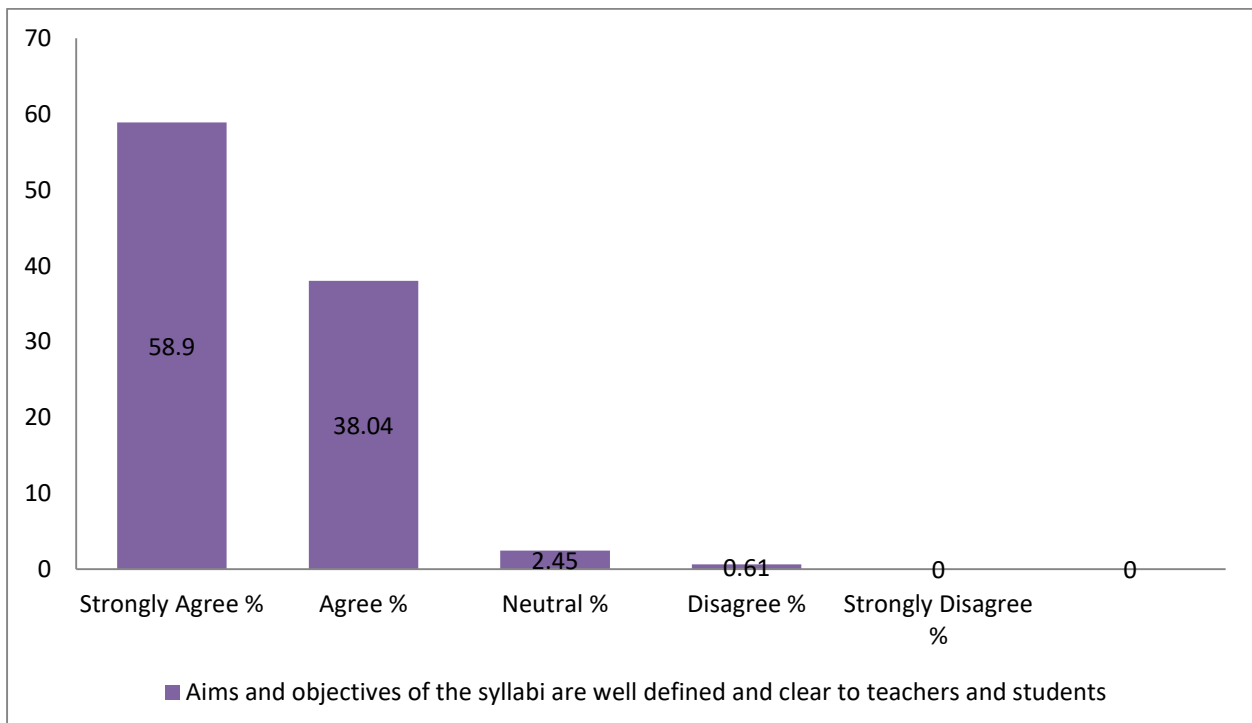
There are 14 parameters fixed for the Academic Counsellors for evaluation of teaching-learning process of the university

### 1. Suitability of course and meeting of requirements of learners



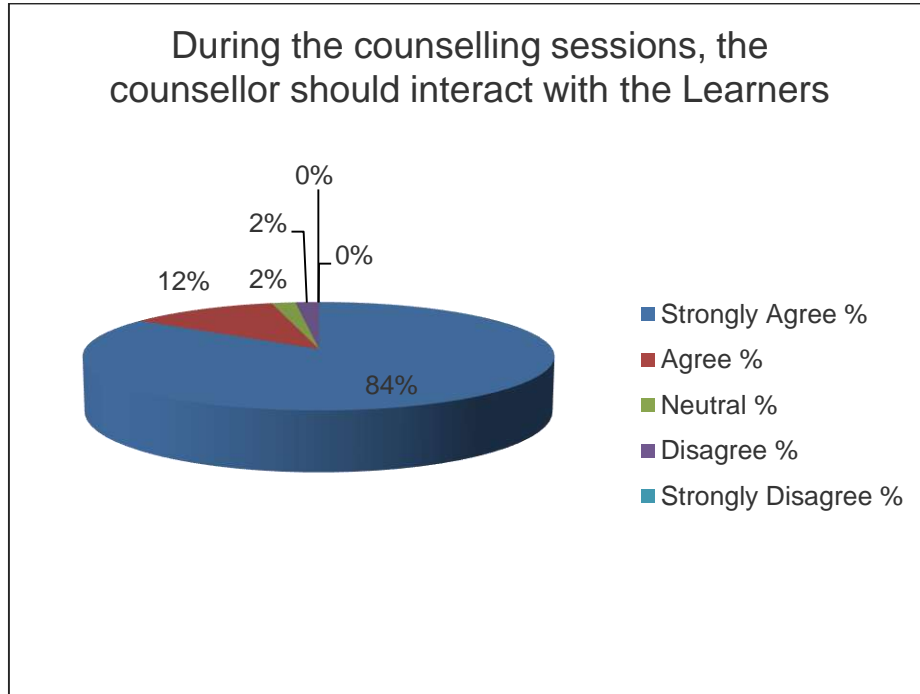
- An overwhelming majority (95%) has expressed a positive view.

### 2. Definitiveness of aims and objectives of the syllabus



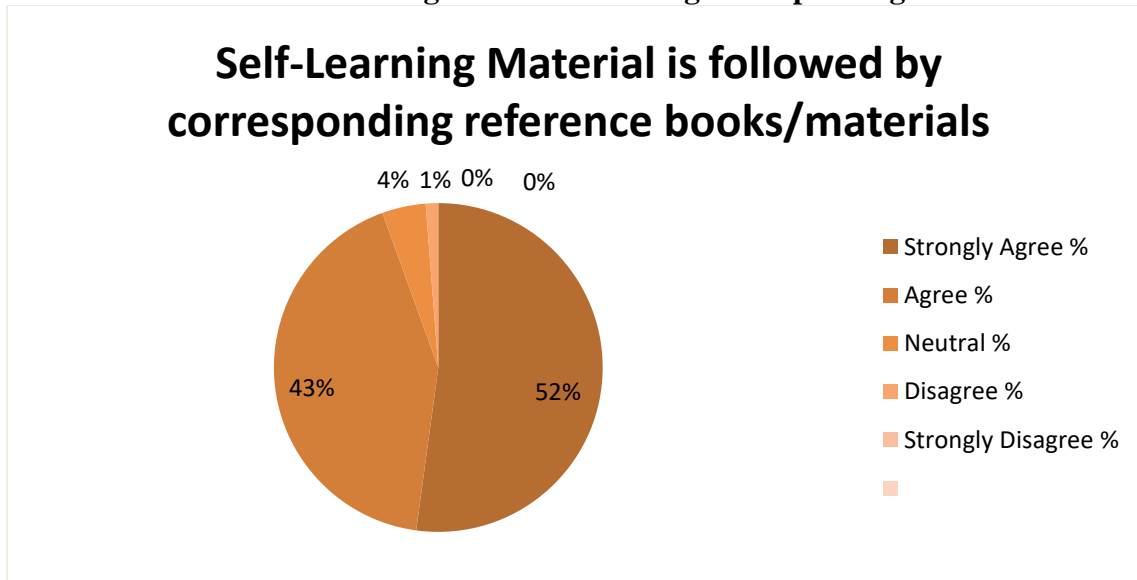
- An overwhelming majority (97%) has expressed a positive view.

### 3. Usefulness of interactivity of learner with counsellors



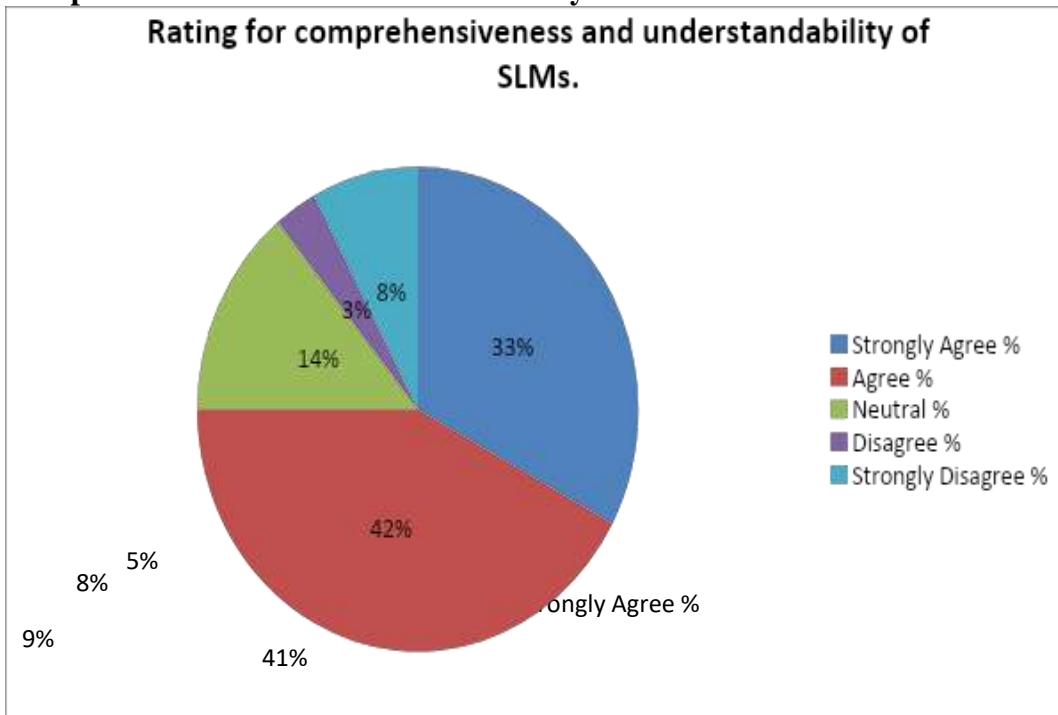
- An overwhelming majority (97%) has expressed a positive view.

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



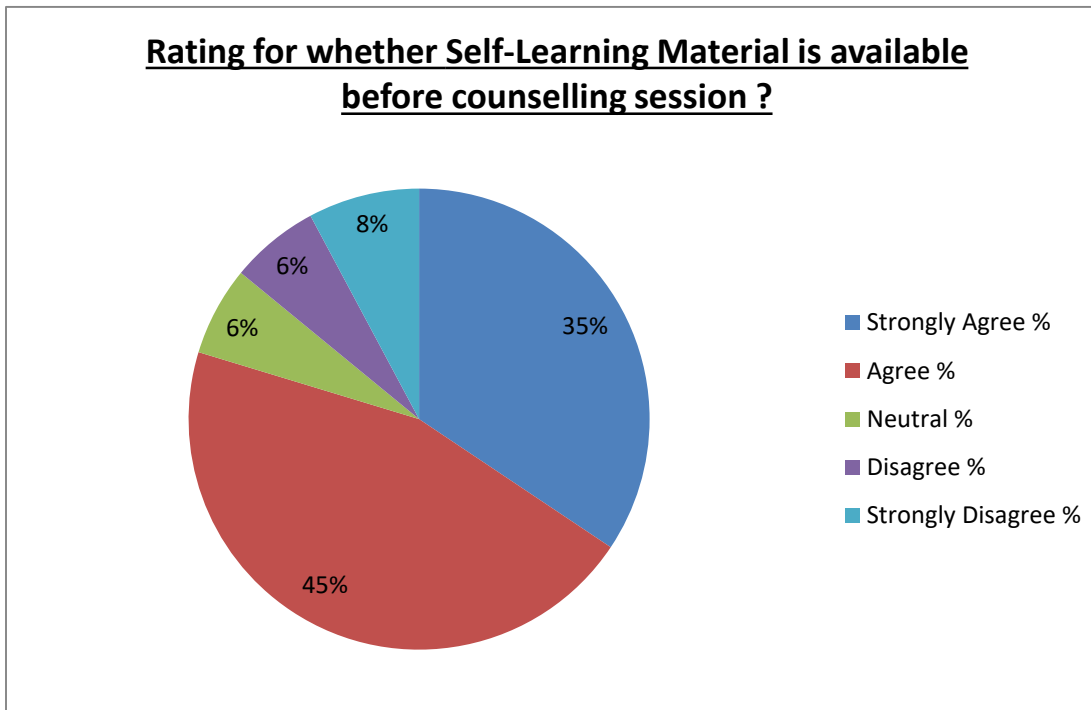
- An overwhelming majority (94%) has expressed a positive view.

**5. Comprehensiveness and understandability of SLMs.**



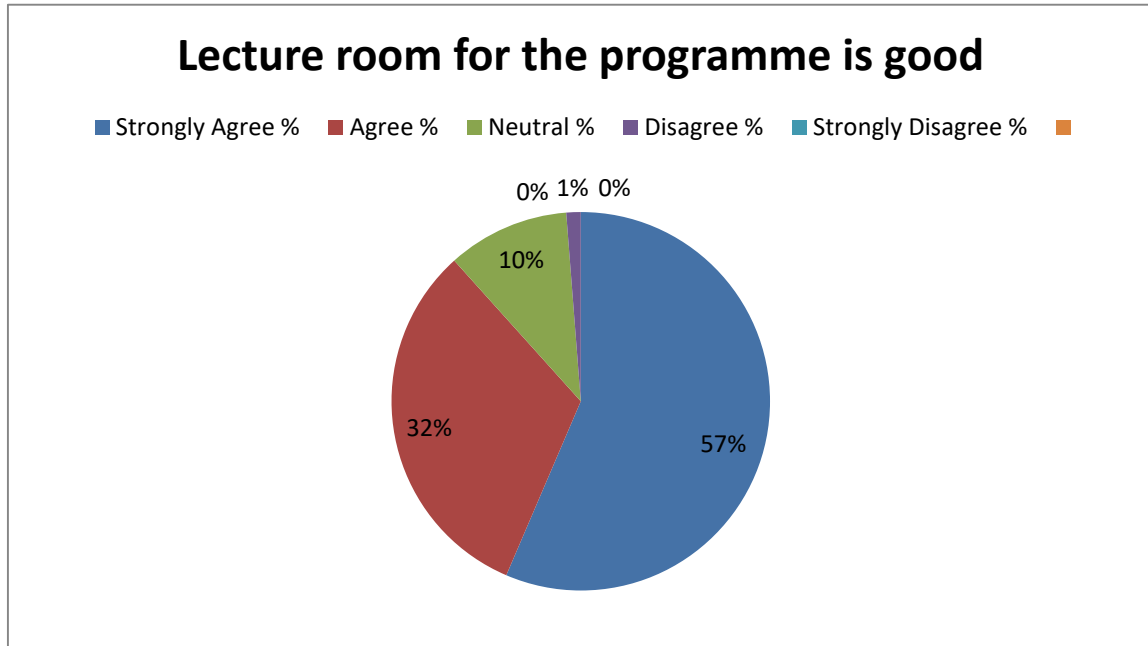
- **75% positive view is offset by 25% combining neutrality and disagreement. Needs to be addressed.**

**6. Whether Self Learning Material is available before counselling session?**



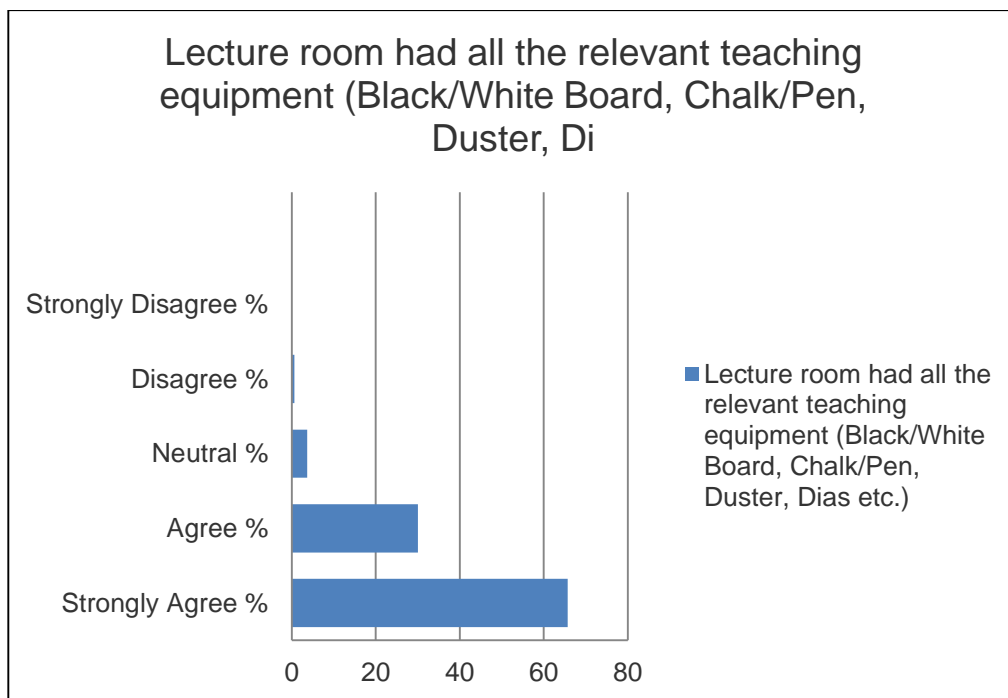
- **79% positive response is offset by 21% neutrality and disagreement. Needs to be addressed.**

## 7. Wellness of the lecture Rooms



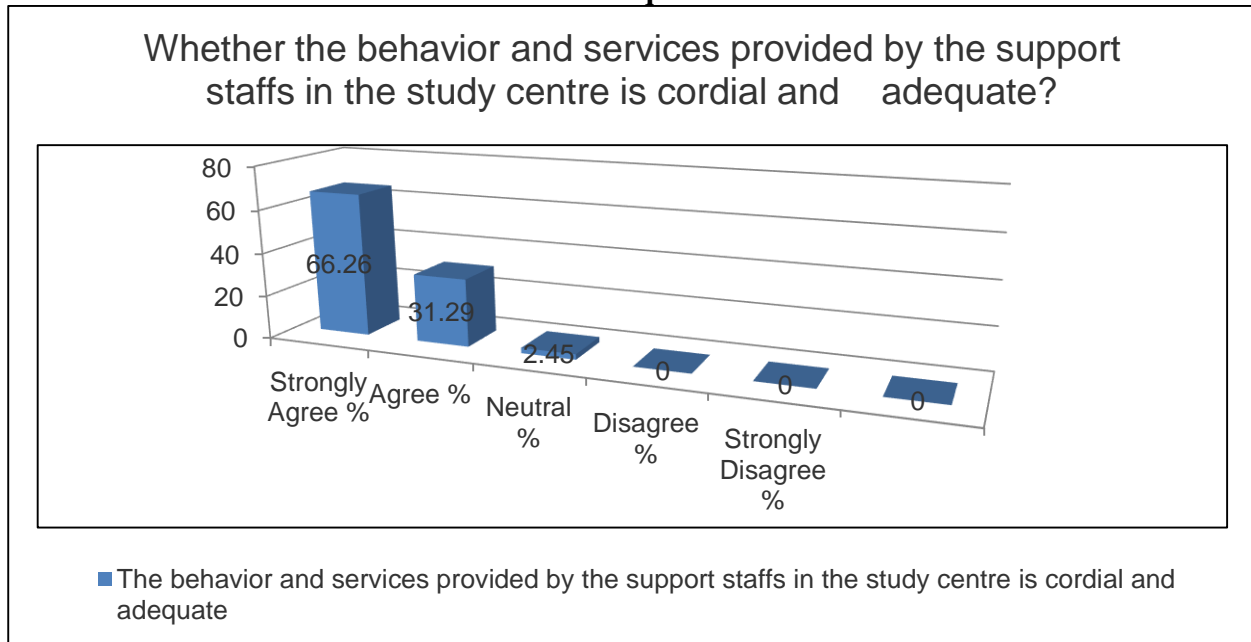
- **88% positive response is a good sign.**

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



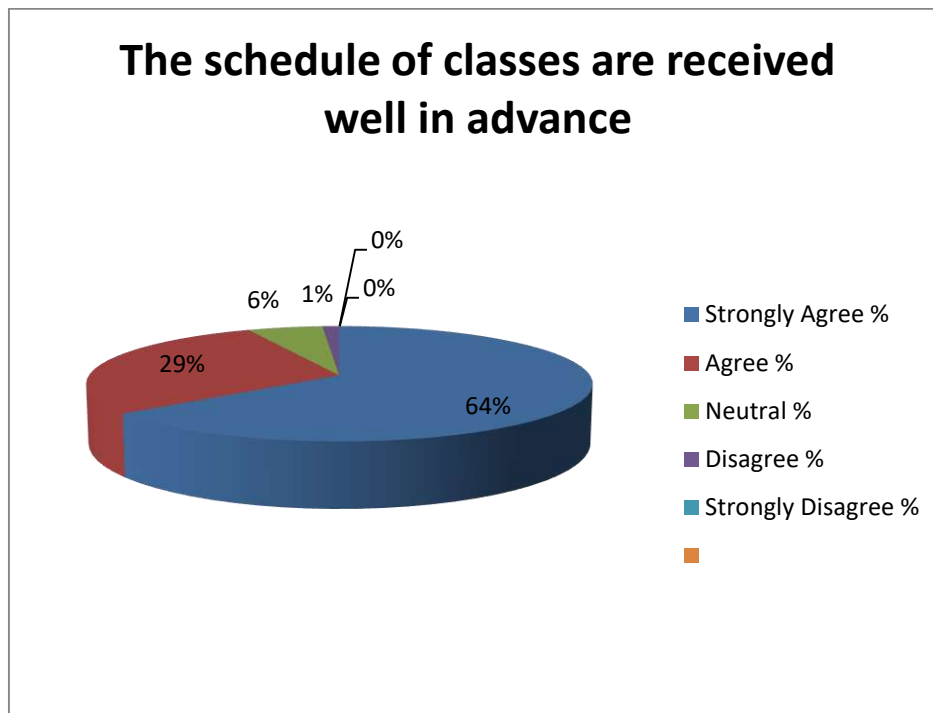
- **An overwhelmingly positive response (96%).**

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



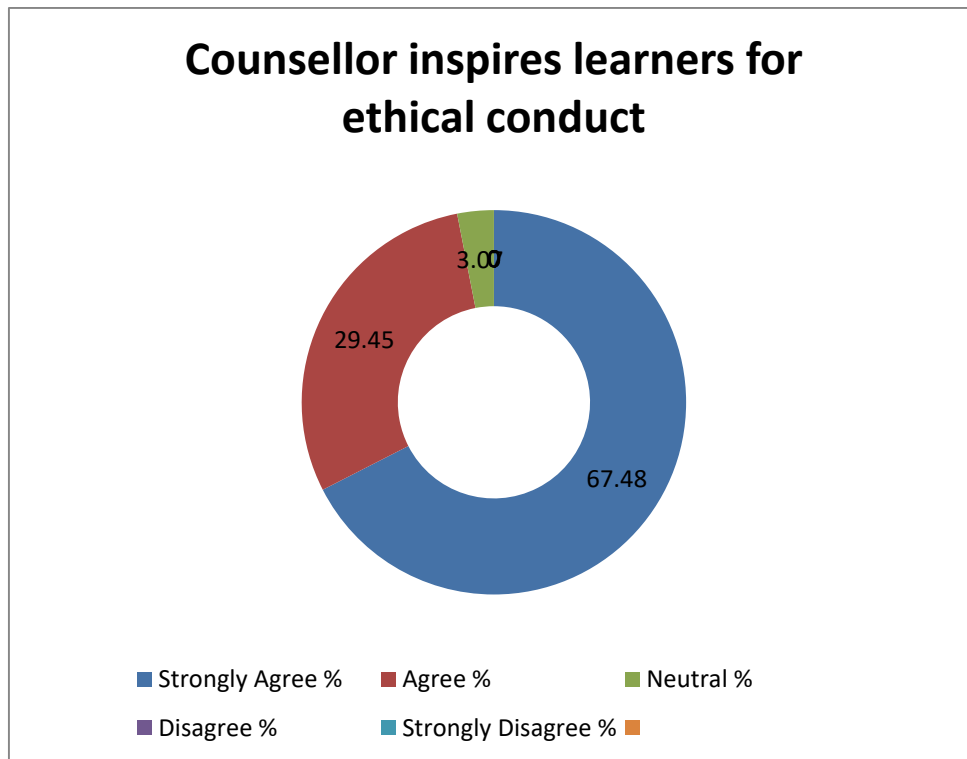
- **Almost complete satisfaction (98%).**

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



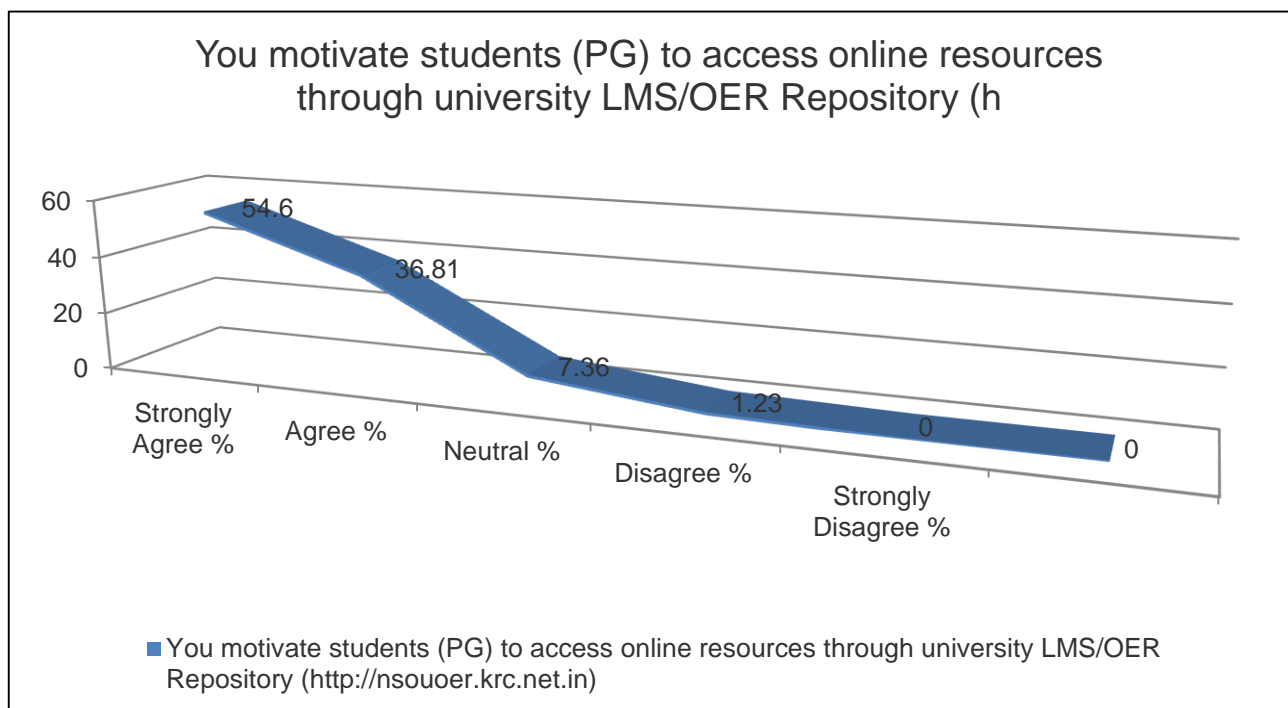
- **An overwhelmingly positive response (93%).**

11. Whether the Counsellor inspires learners for ethical conduct ?



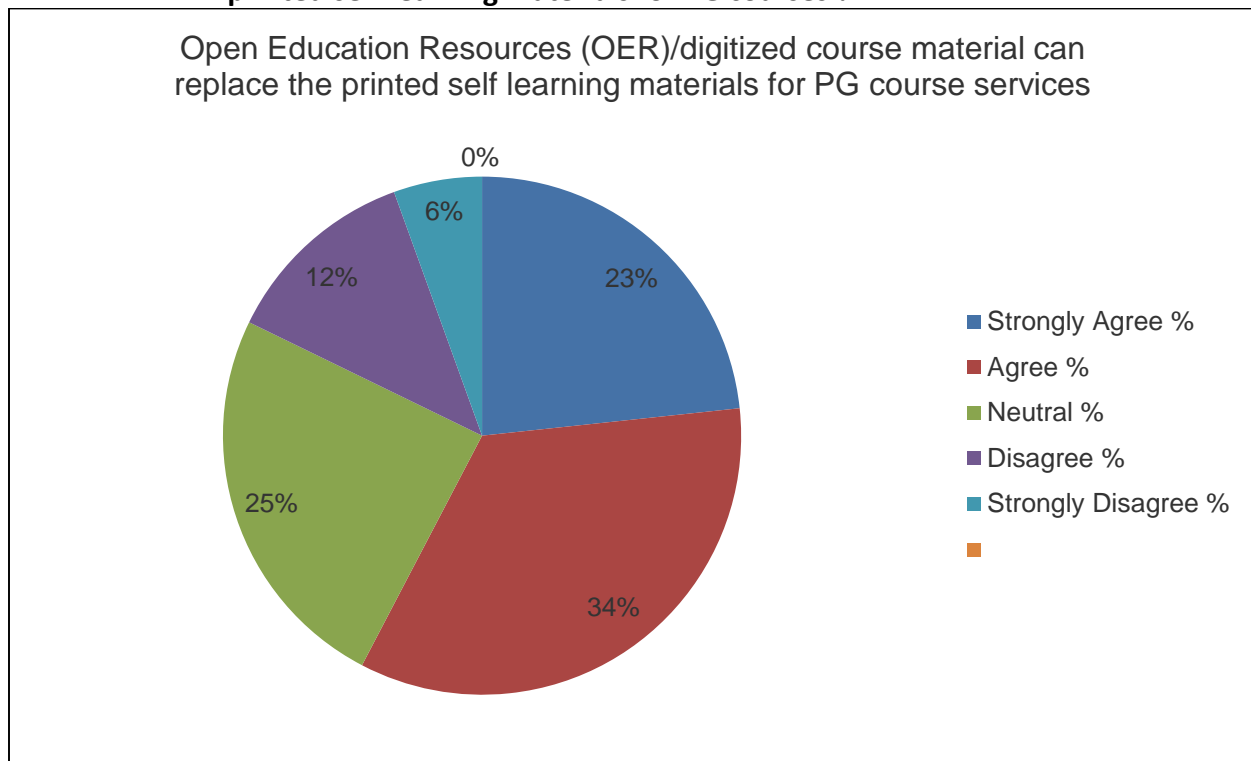
- **Almost complete satisfaction (97%).**

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



- **An overwhelmingly positive response (90%).**

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



• **57% positive response offset by 43% neutrality and disagreement. Needs to be addressed.**

**Conclusion/Interpretations:**

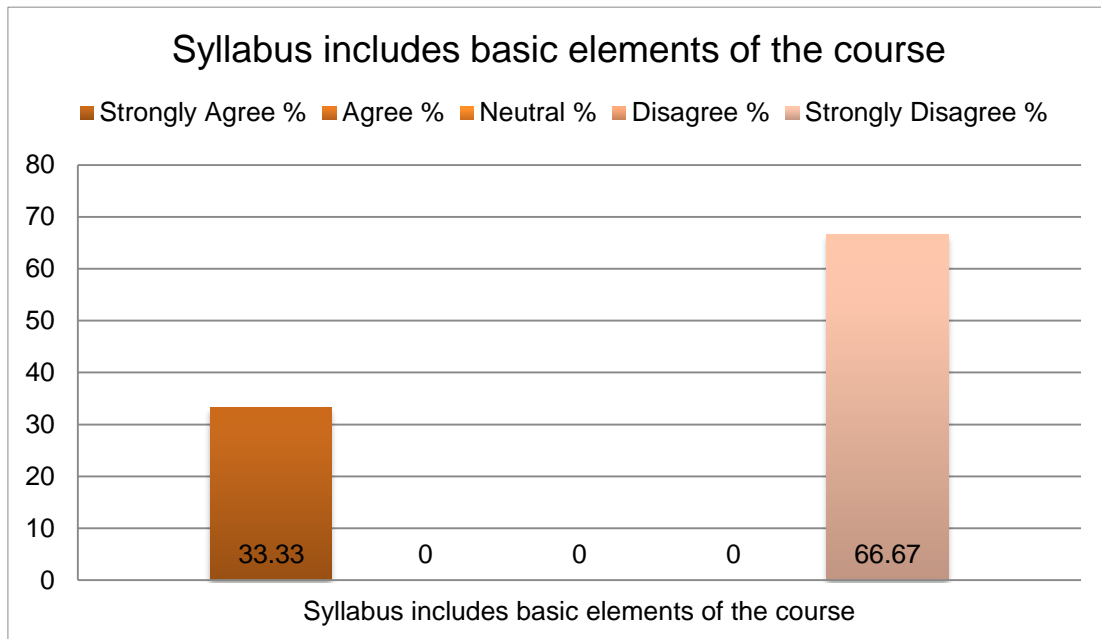
- **Almost every parameter has an overwhelmingly POSITIVE response, BUT...**
- **Concern areas are (1) Comprehensibility of SLM, (2) Timely availability of SLM, and (3) Efficacy of OER / Digitised course materials at PG level, where the combined score of NEUTRALITY and DISAGREEMENT is 20% and above.**



## Feedback from Subject Experts

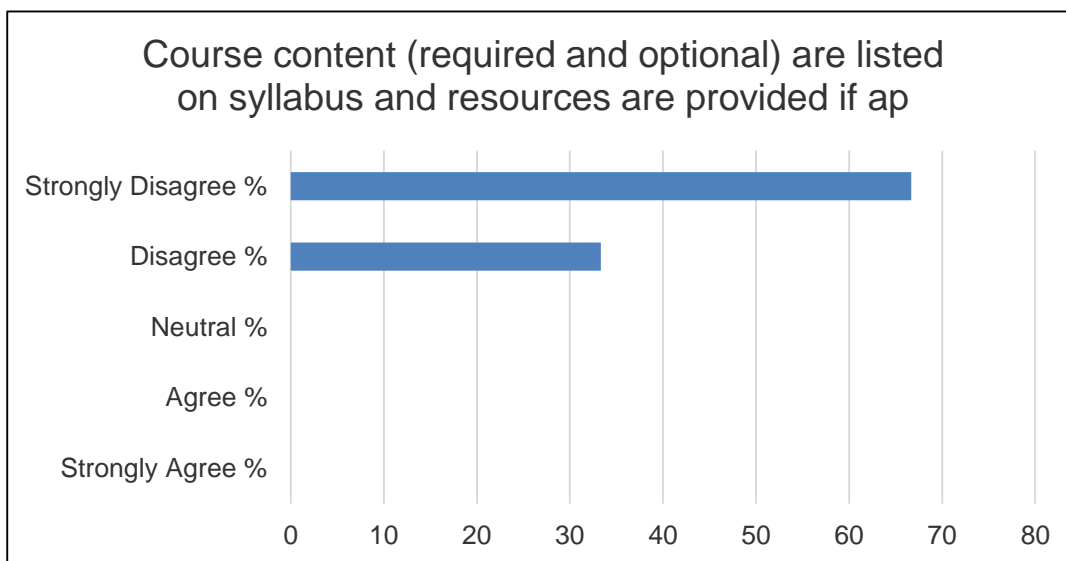
There are 10 parameters used to assess the quality of the syllabus and SLM. The feedback has been received through online feedback form meant for Subject Experts.

### 1. Whether Syllabus includes basic elements of the course



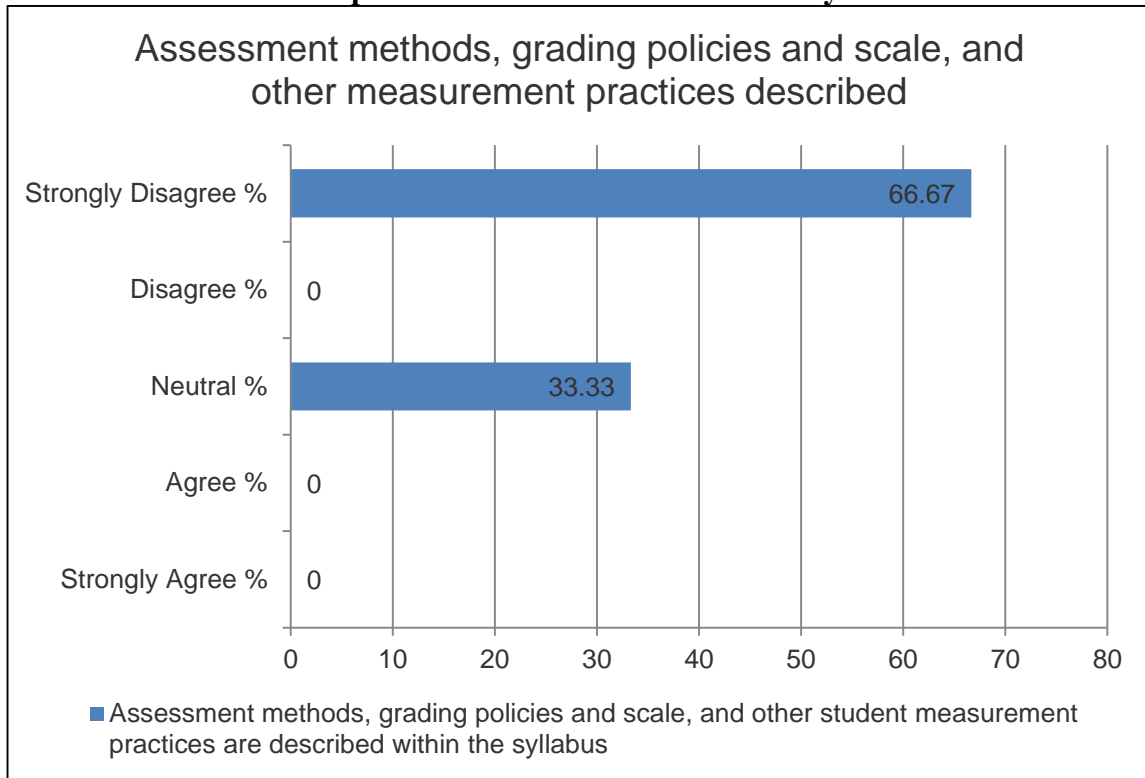
- **Strong reasons for concern as two-thirds of the respondents STRONGLY DISAGREE.**

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



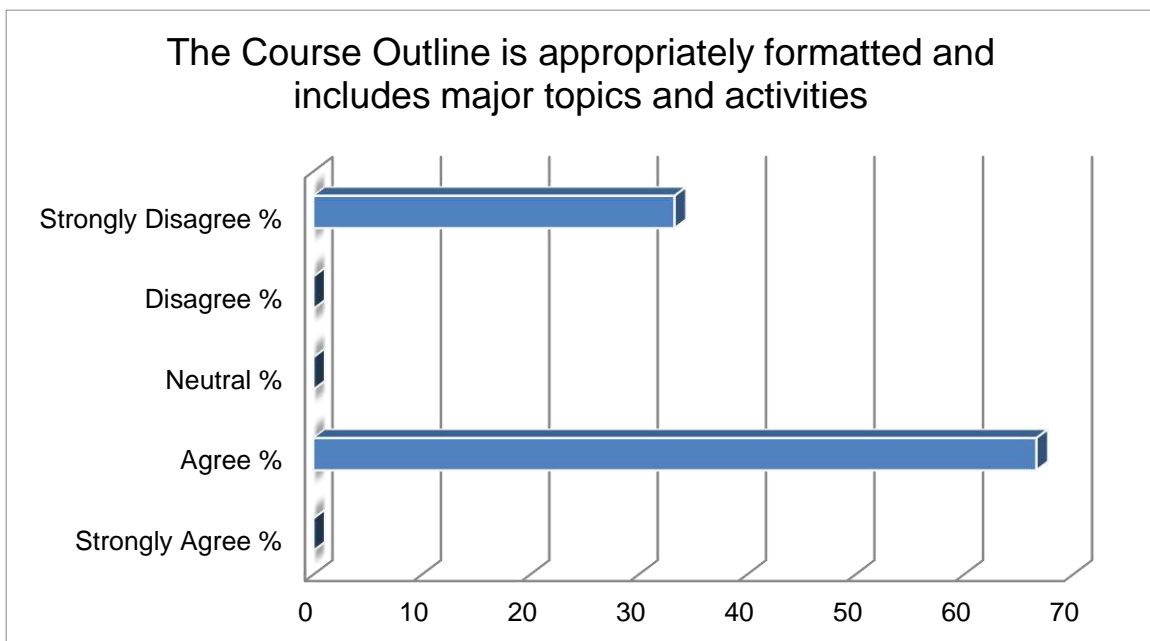
- **Very strong, in fact TOTAL, DISAGREEMENT of subject experts needs to be immediately addressed.**

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



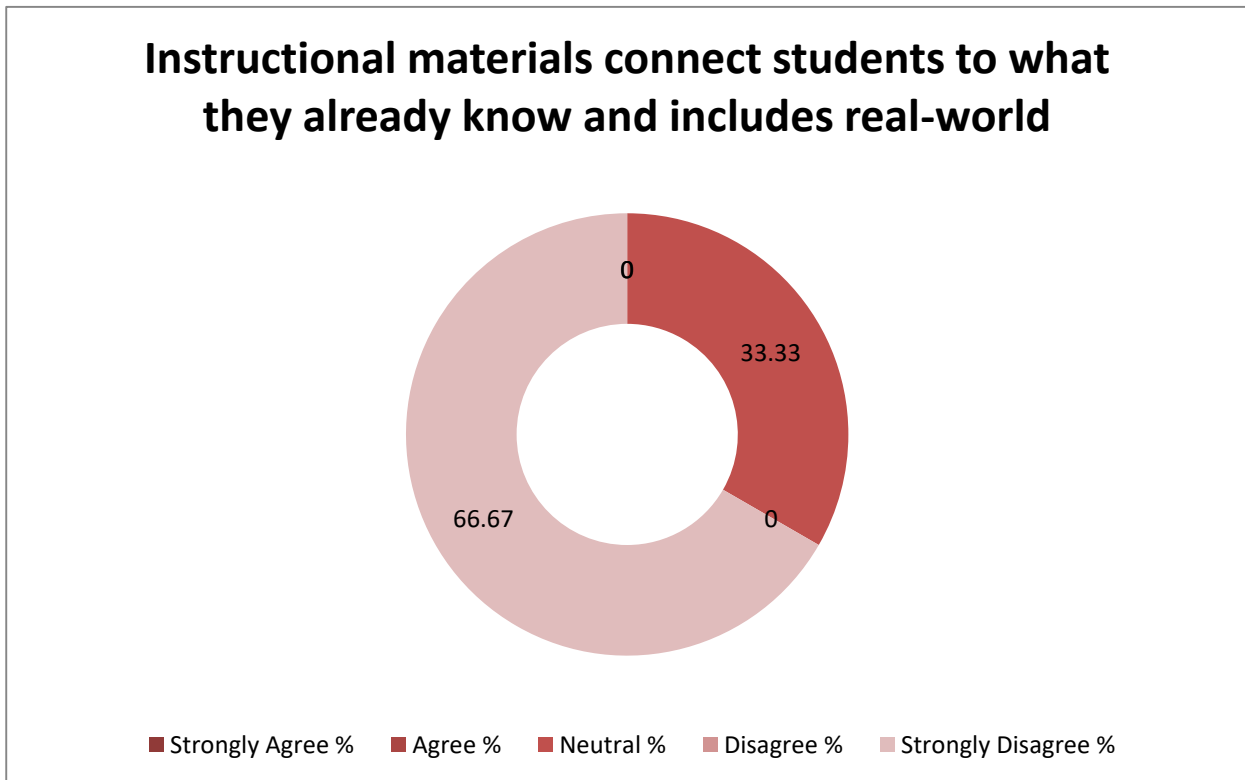
- **STRONG DISAGREEMENT** of 66.7%, combined with 33.3% **NEUTRALITY**, implies there is serious cause for concern.

**4. Course Outline is appropriately formatted and includes major topics and activities**



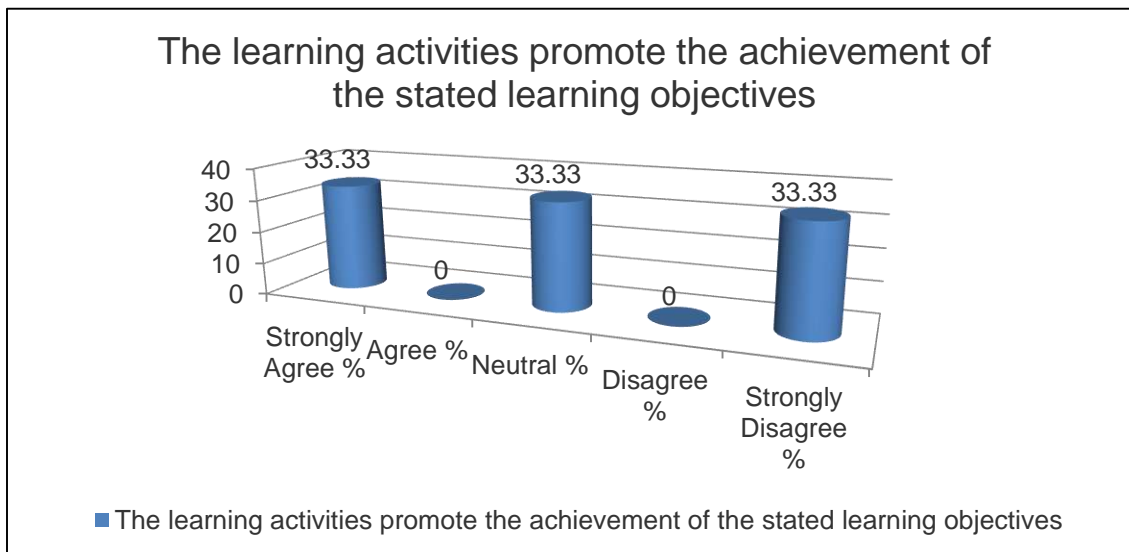
- **Against agreement** of 67% respondents, **STRONG DISAGREEMENT** of more than 33% needs to be immediately addressed.

5. Instructional materials connect students to what they already know and includes real-world



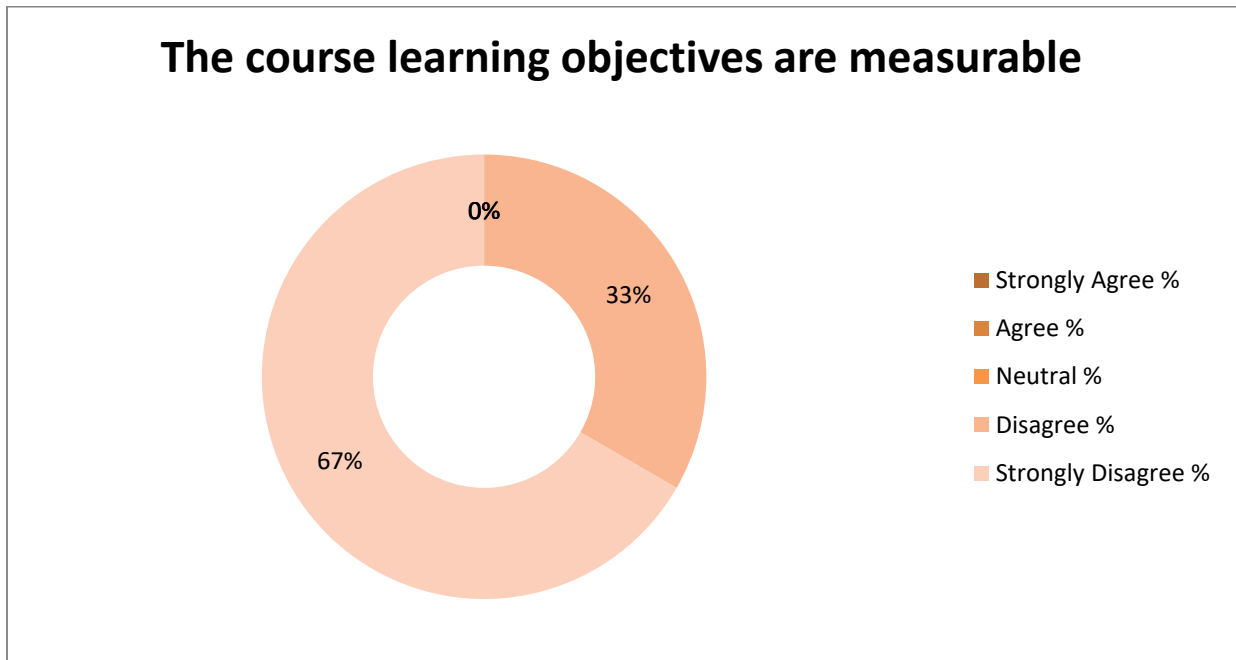
- While agreement of 67% is reassuring, neutrality of one-third of the respondents is an area of concern.

6. Whether the learning activities promote the achievement of the stated learning objectives?



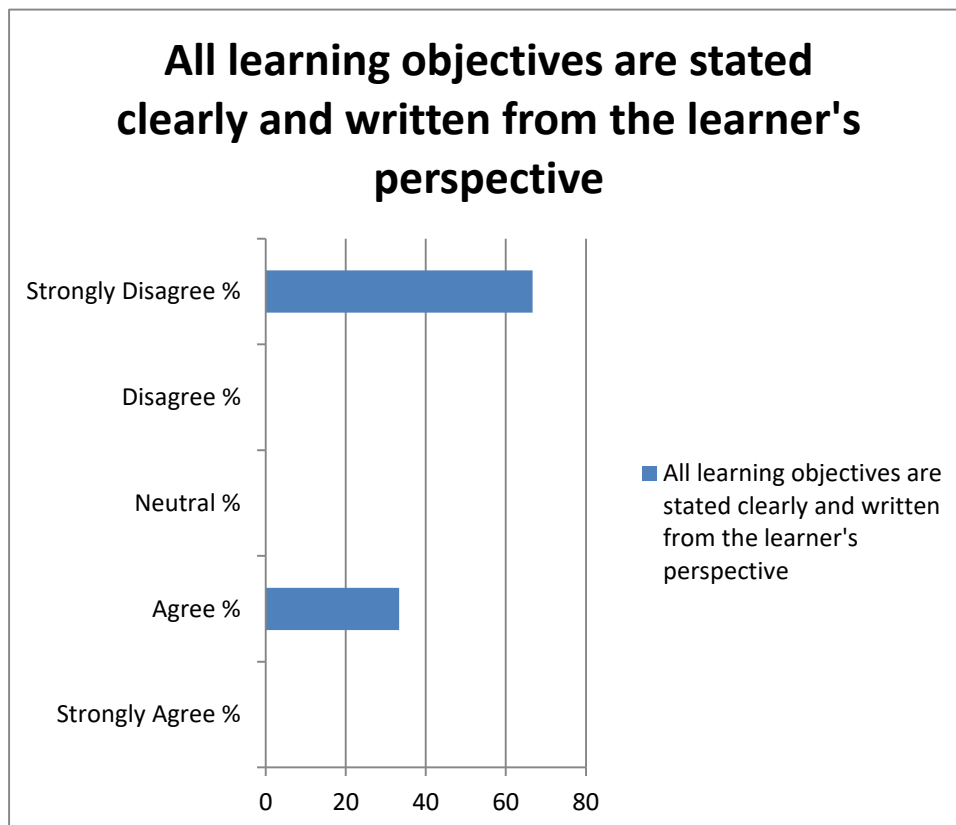
- Neutrality and strong disagreement of two-thirds of the respondents is a serious issue and needs to be addressed.

## 7. The course learning objectives are measurable



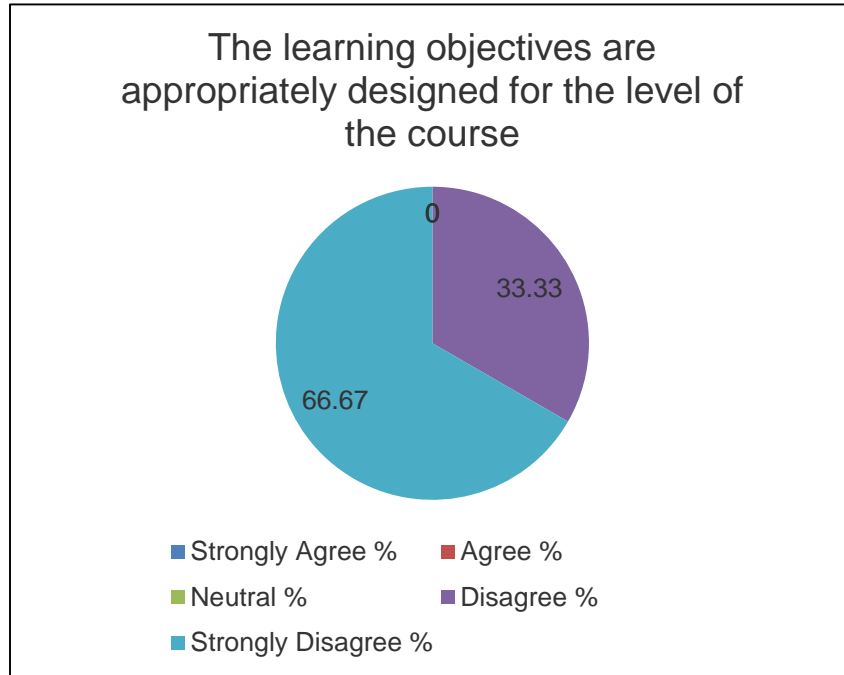
- **TOTAL disagreement, including Strong Disagreement of two-thirds of the respondents, is a very serious issue.**

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



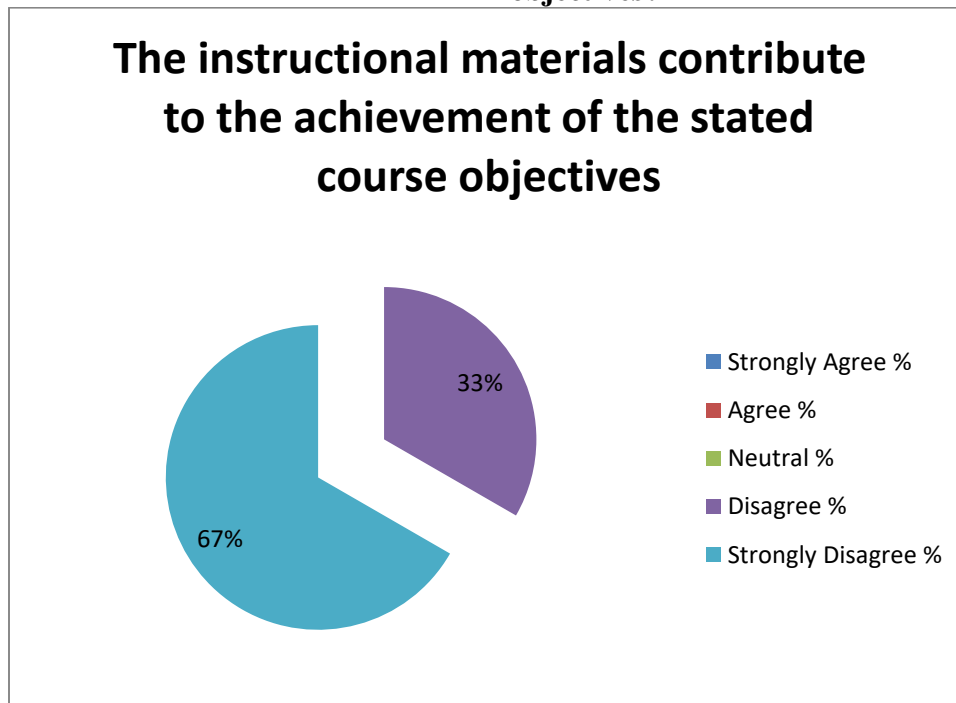
- **Strong disagreement of two-thirds of the respondents is a serious issue.**

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



- **TOTAL dissatisfaction, including Strong Disagreement of 67%, about designing learning objectives is a GRAVE issue.**

**10. Whether the instructional materials contribute to the achievement of the stated course objectives?**



- **TOTAL disagreement, including 67% strong disagreement, is a GRAVE issue.**

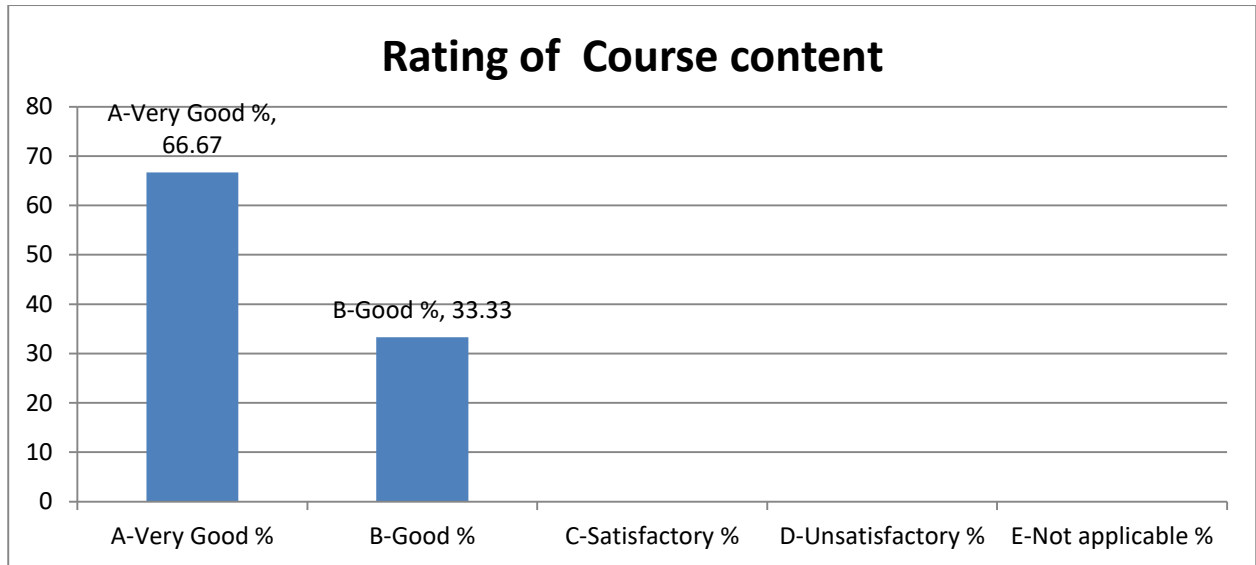
**Conclusion/Interpretations:**

- **The dissatisfaction of subject experts about all parameters needs to be addressed IMMEDIATELY through active engagement.**

## ALUMNI FEEDBACK ANALYSIS

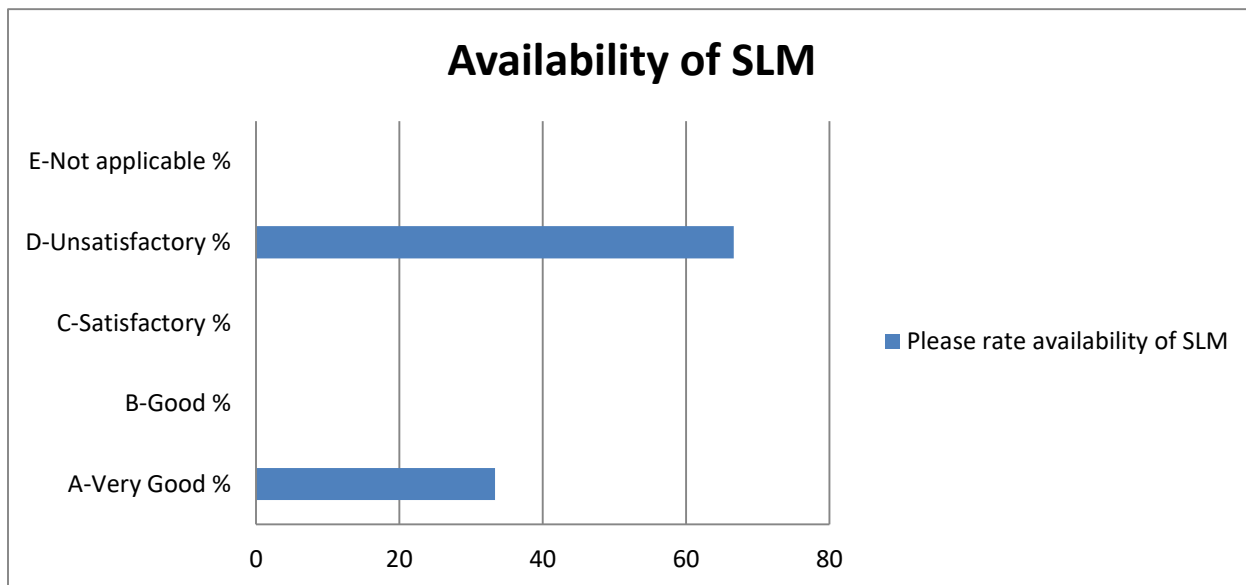
There 7 parameters fixed for the Alumni for evaluation of teaching-learning process of the university. The feedback has been received through online feedback form

### 1. Rating of Course content



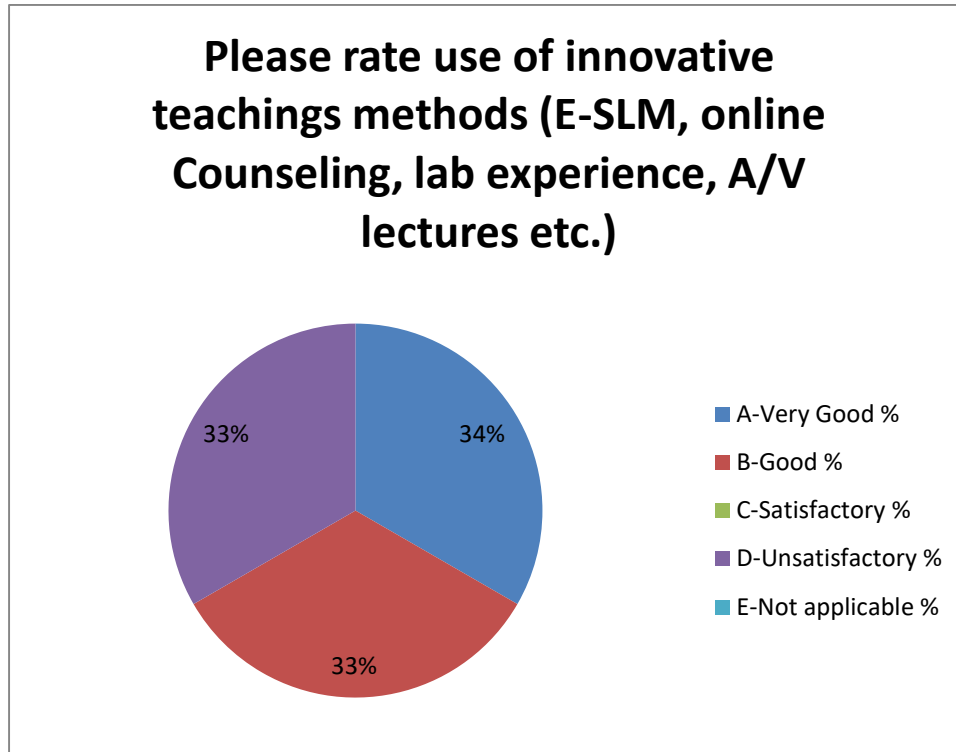
- The responses are confined within Very Good and Good, which is reassuring.

### 2. Availability of Self Learning Materials (SLM)



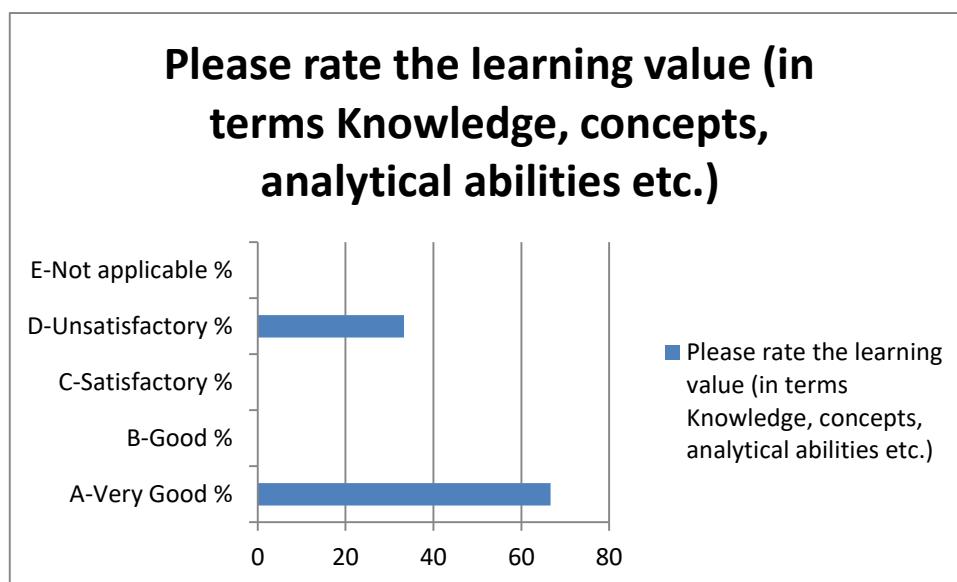
- 67% of the Ex-students expressing dissatisfaction is to be pondered for rectification from now onwards.

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



- **Dissatisfaction of 67% ex-students shows there is scope for substantial improvement.**

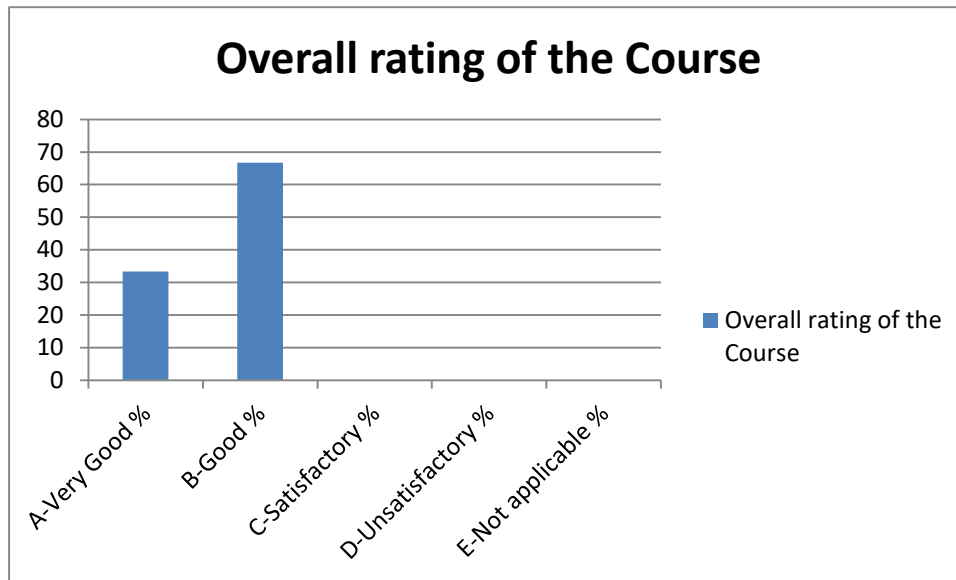
**4. Rating for the learning value (in terms Knowledge, concepts, analytical abilities etc.)**



- **Dissatisfaction of 67% ex-students shows there is scope for substantial improvement.**

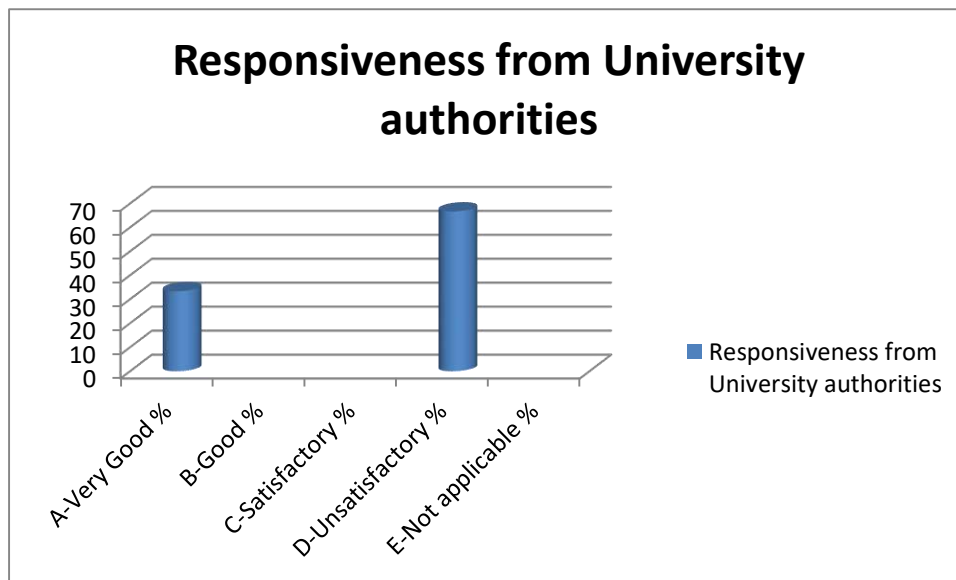


## 5. Overall rating of the Course



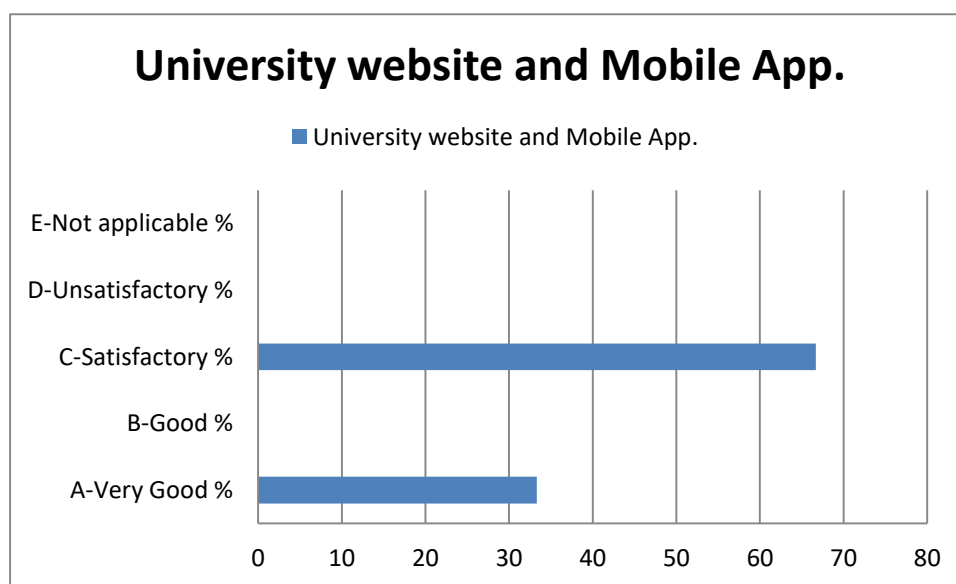
- **TOTALLY POSITIVE** response of the Ex-students about the courses is reassuring.

## 6. Responsiveness from University authorities



- **A significant majority (67%)** of ex-students' dissatisfaction needs to be addressed in future planning.

## 7. University website and Mobile App.



- Although there is overall satisfaction, the future demands and requirements of students need to be addressed for better perception.

### Conclusion/Interpretation:

- The ex-students have generally expressed positive views, but have also pointed out areas of concern, like (1) Availability of SLM, (2) Innovative teaching-learning methods, (3) Rating of Learning Value, and (4) Responsiveness of University Authorities, which need to be addressed in future planning and action.

### Overall Conclusion/Interpretation:

- Section-wise Conclusions/Interpretations need to be collated and cross-checked for future planning and action.
- Regular engagement with stakeholders, especially subject experts, with regard to academic matters (including design, development and delivery) should be an imperative.

### Report prepared by

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