



NETAJI SUBHAS OPEN UNIVERSITY

Centre for Internal Quality Assurance

2022-23

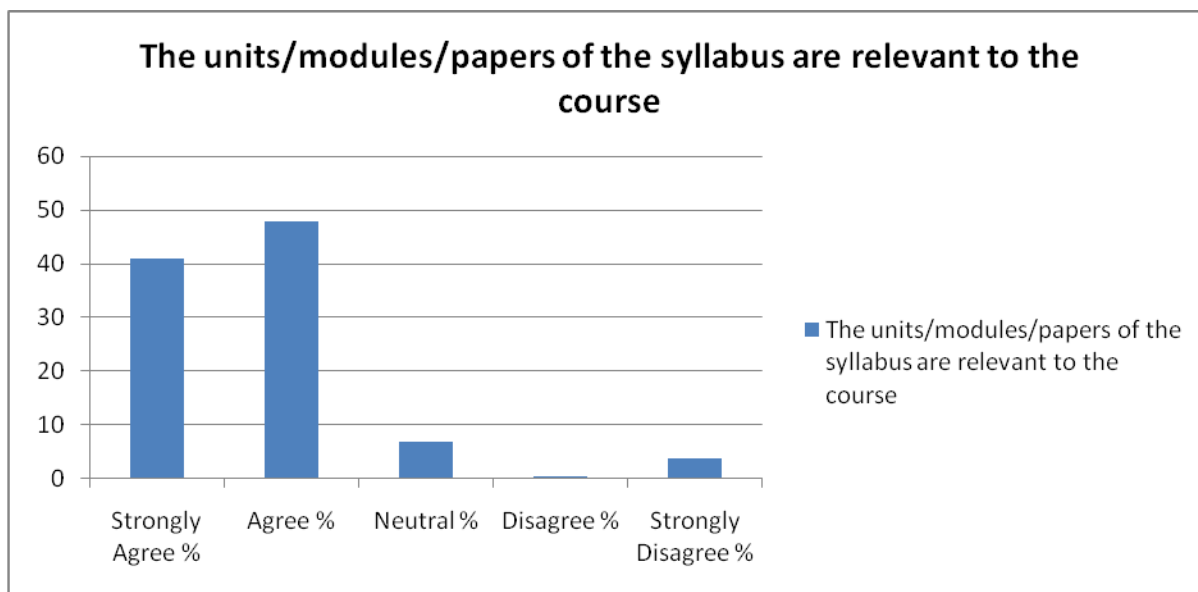
Feedback Analysis Report on Teaching-Learning

Learners
Academic Counsellors
Subject Experts
Alumni

LEARNER FEEDBACK ANALYSIS

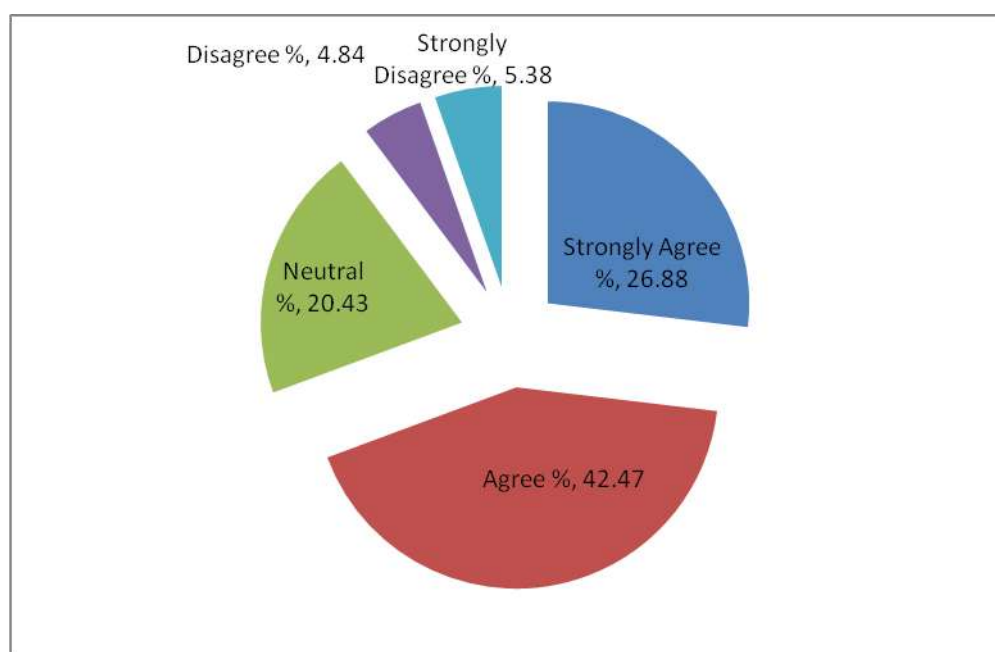
There are 16 parameters fixed for the learners for evaluation of the teaching-learning process of the university. The feedback has been received online.

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



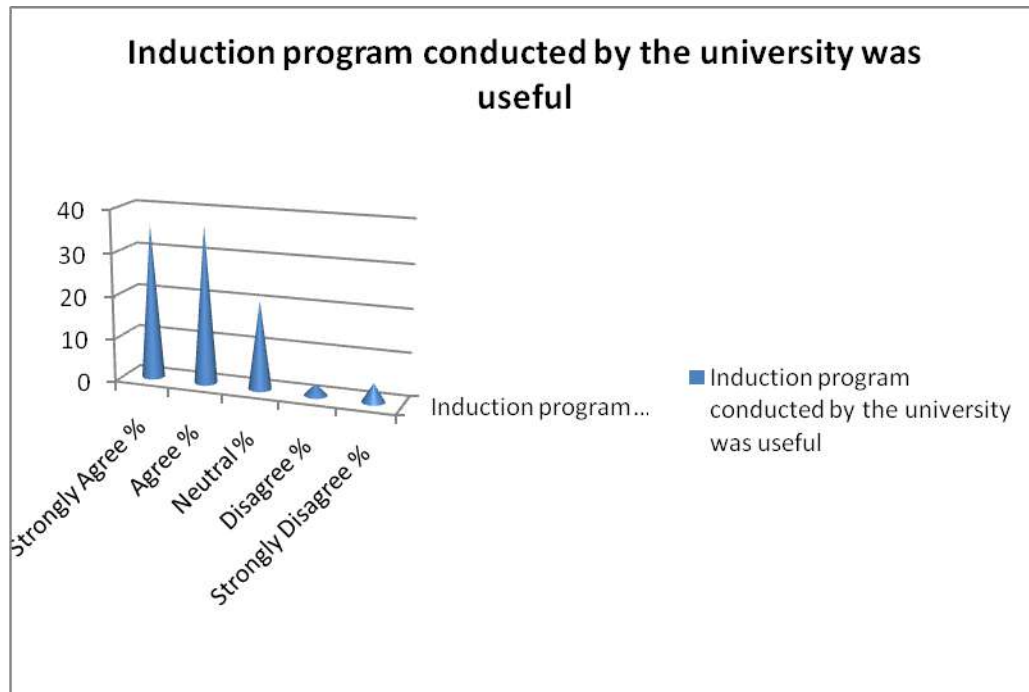
An overwhelmingly large majority (88%) has a positive view of the above.

2. Size of the syllabus in terms of load



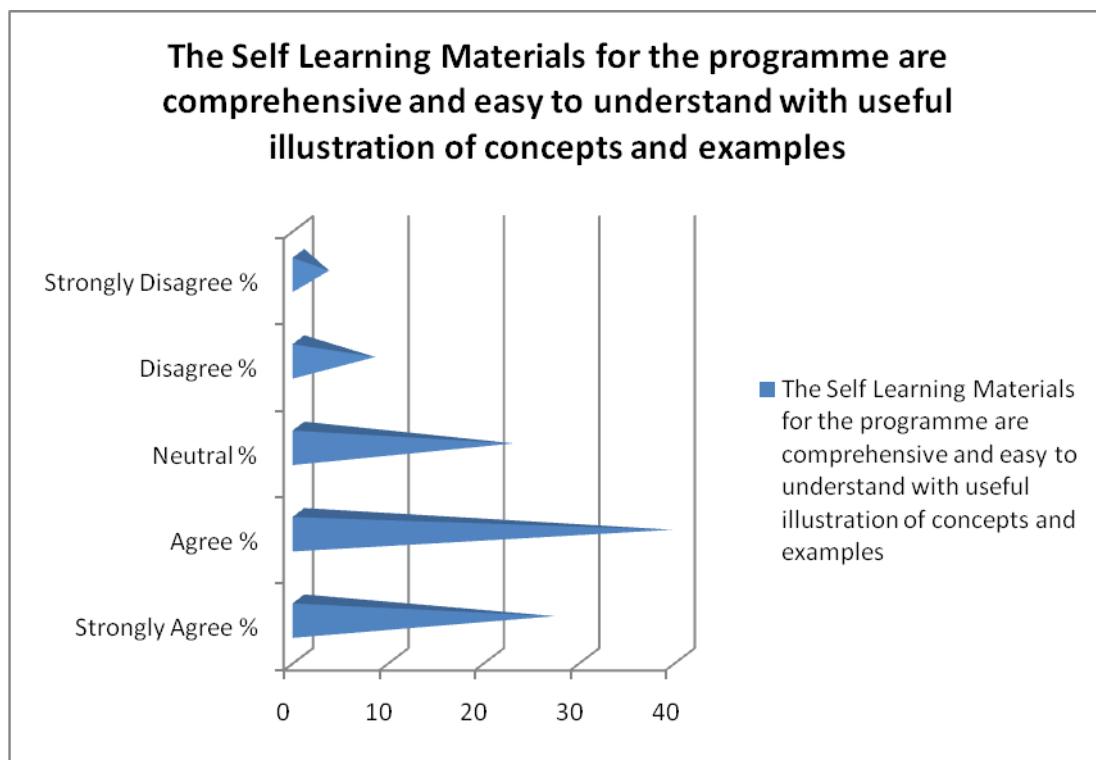
A large majority (69.35%) has a positive view of the above. However, a not-insignificant group (20.43%, more than one in every five respondents) has been neutral or in disagreement—it needs to be addressed.

3. The usefulness of the Induction programme



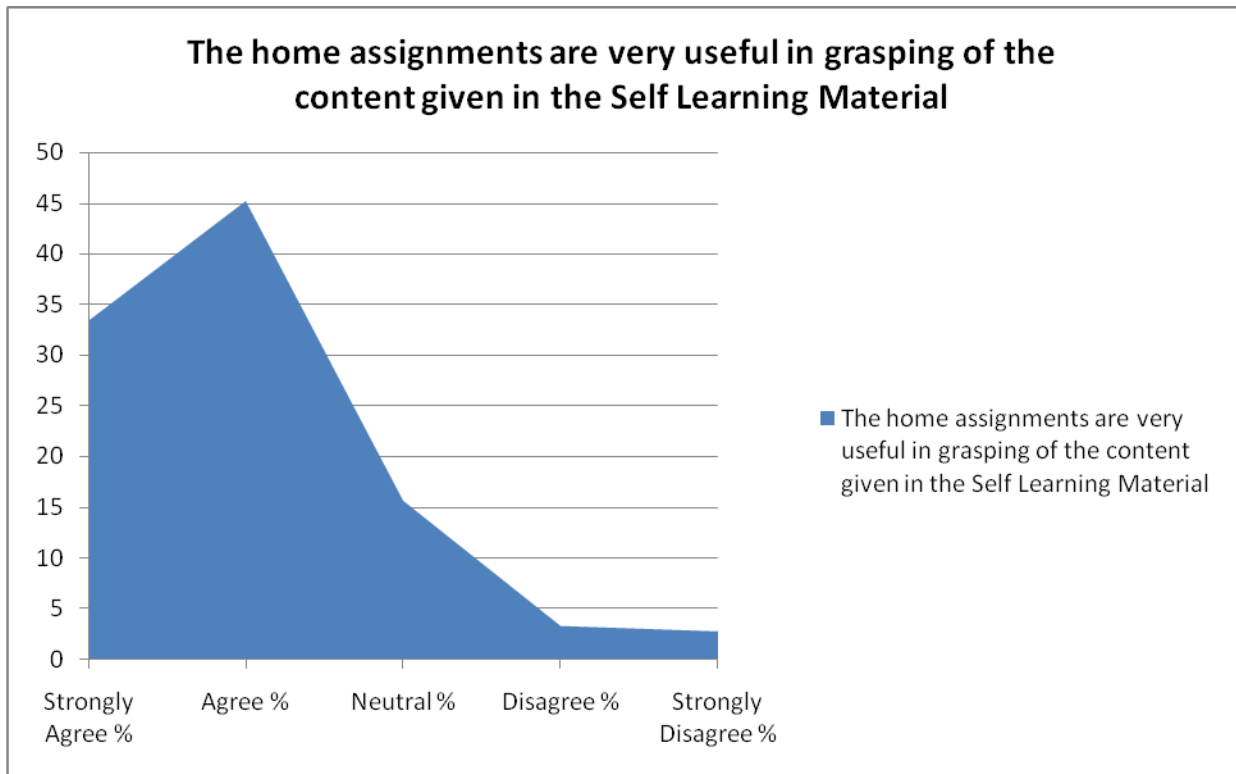
A majority (65%) has a positive view of the above.

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

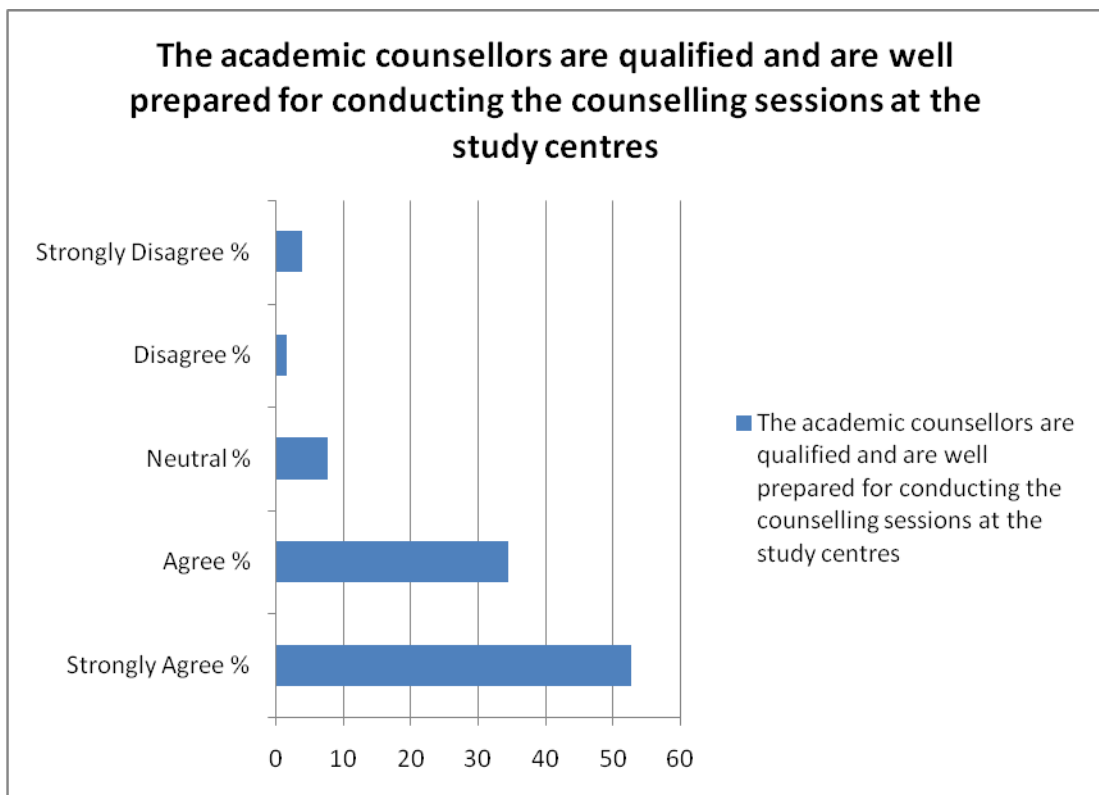


A large majority of the respondents (62%) has a positive view of SLM. But more than 20% are neutral or in disagreement.

5. The usefulness of home assignments

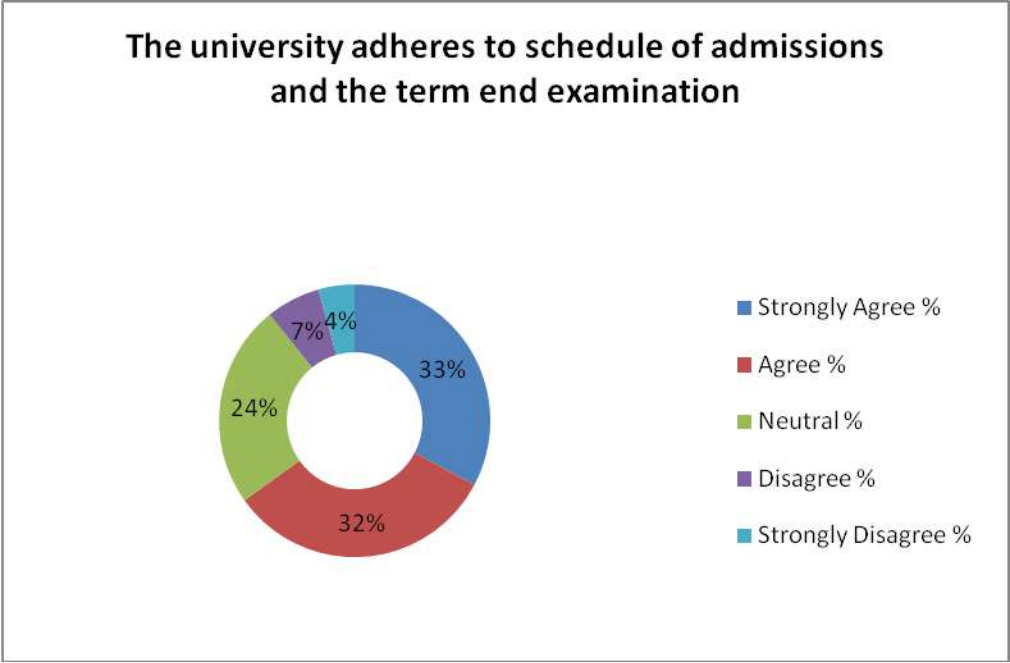


A large majority (77%) of the respondents has a positive view of the Home Assignments. But around 20% are neutral or in disagreement.



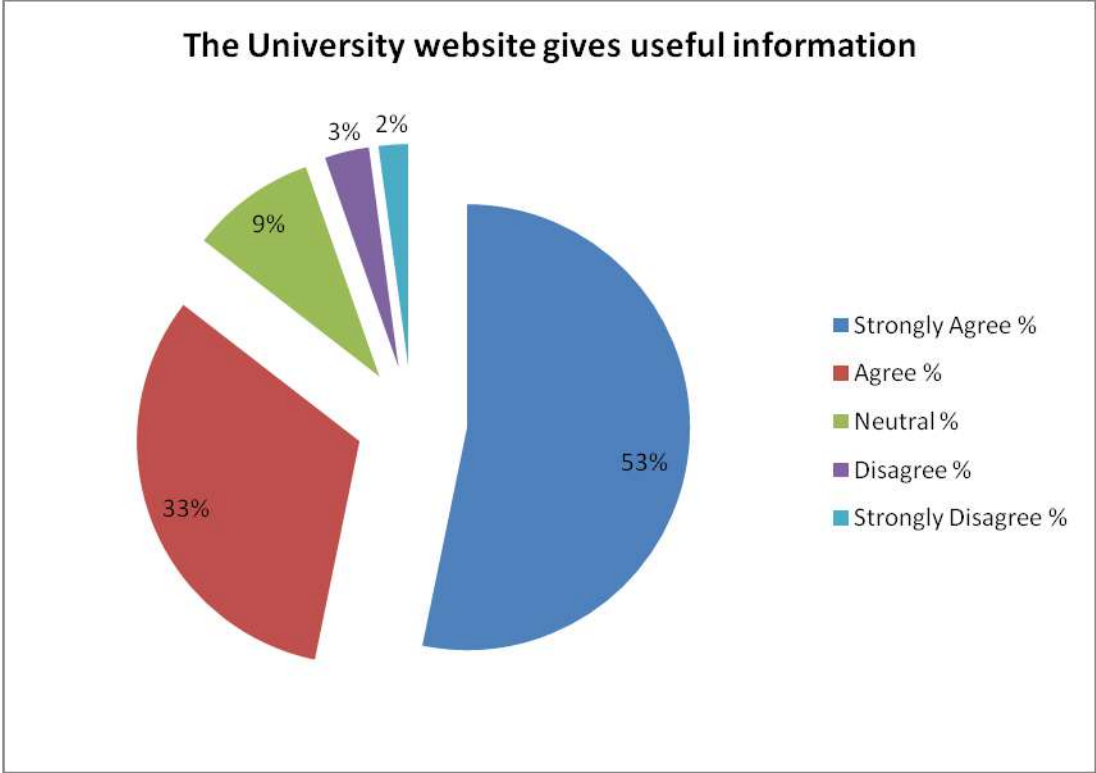
A large majority (77%) of the respondents has a positive.. But around 20% are neutral or in disagreement.

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



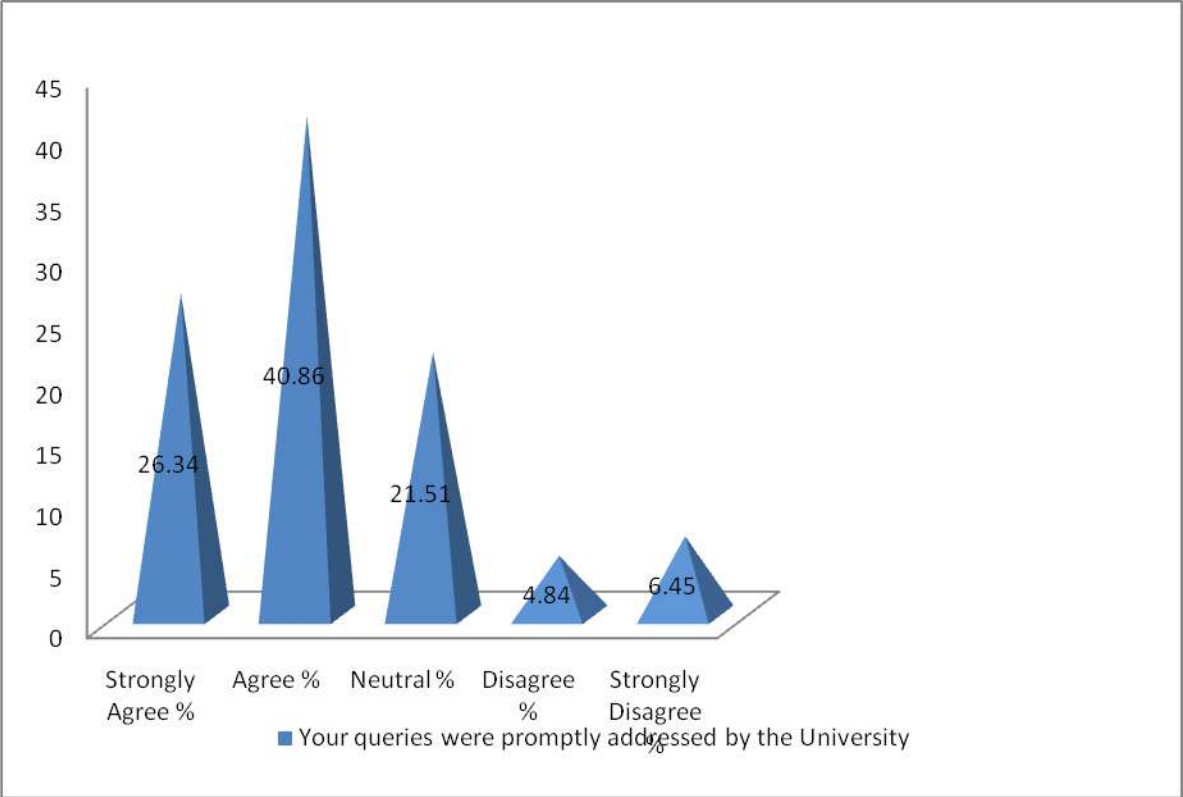
65% of the respondents are satisfied, leaving 35% neutral or in disagreement. Needs to be addressed.

7. The usefulness of university website for providing information



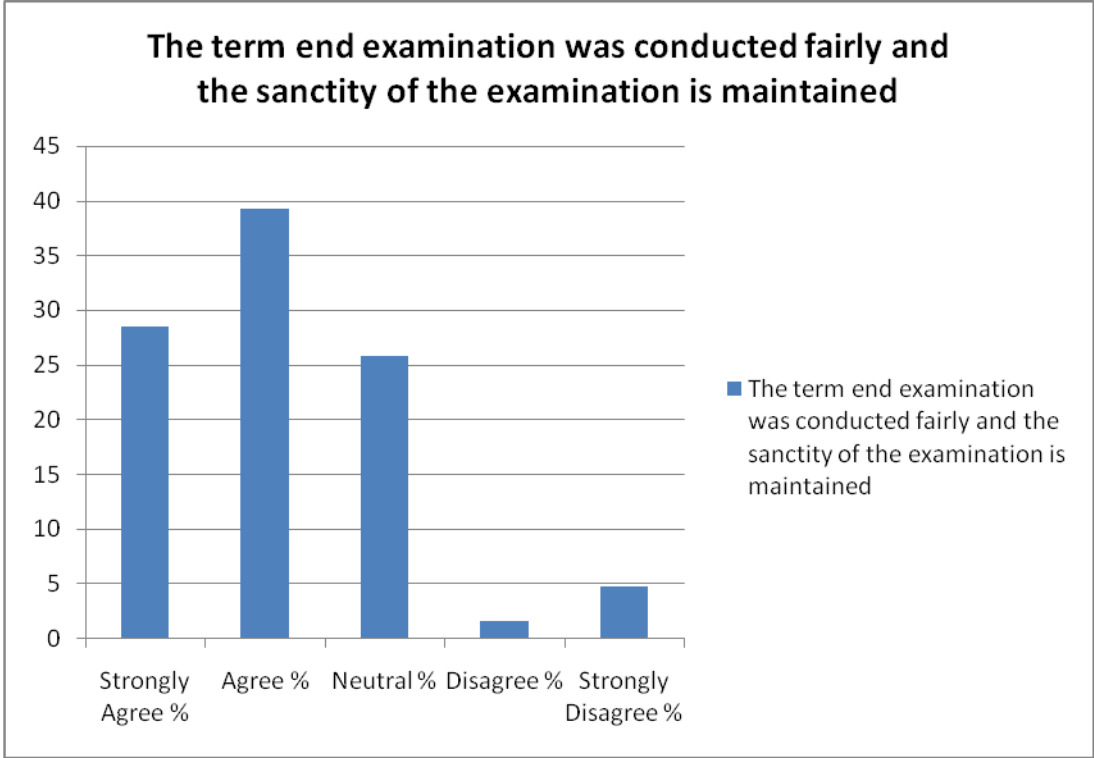
A large majority (86%) of the respondents has a positive view of the university website.

8. The promptness of addressing the student queries



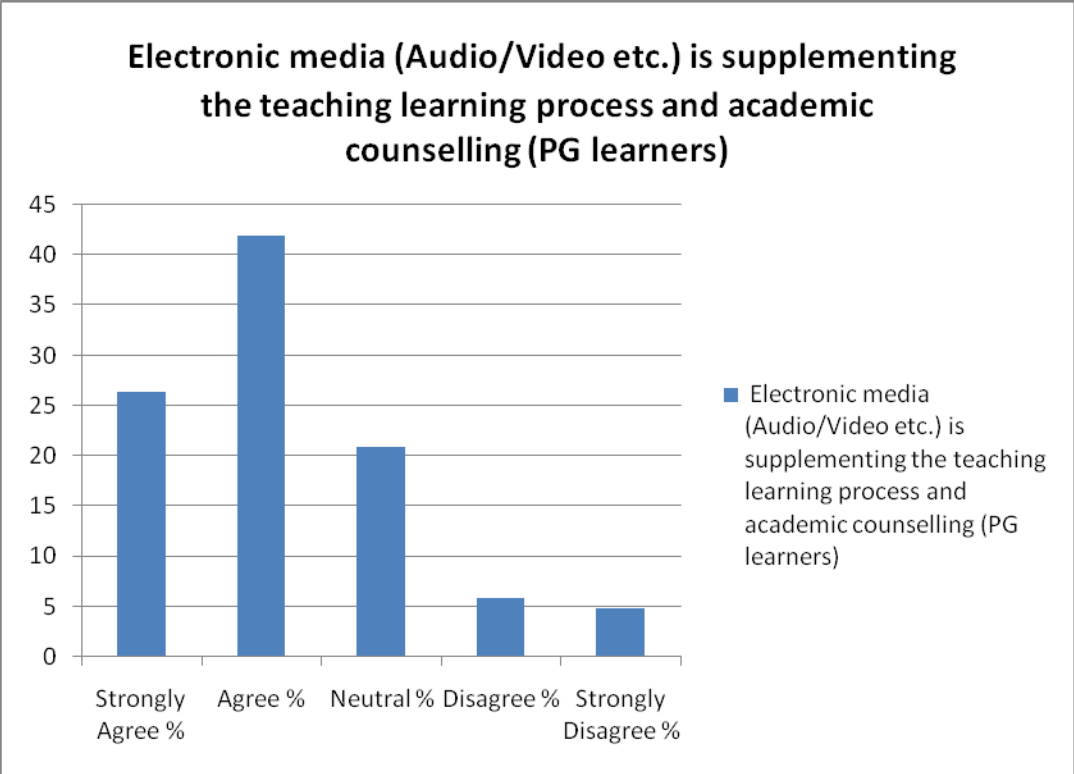
A significant majority (67.2%) has a positive view, but the neutrality and disagreement of around 30% has to be addressed.

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

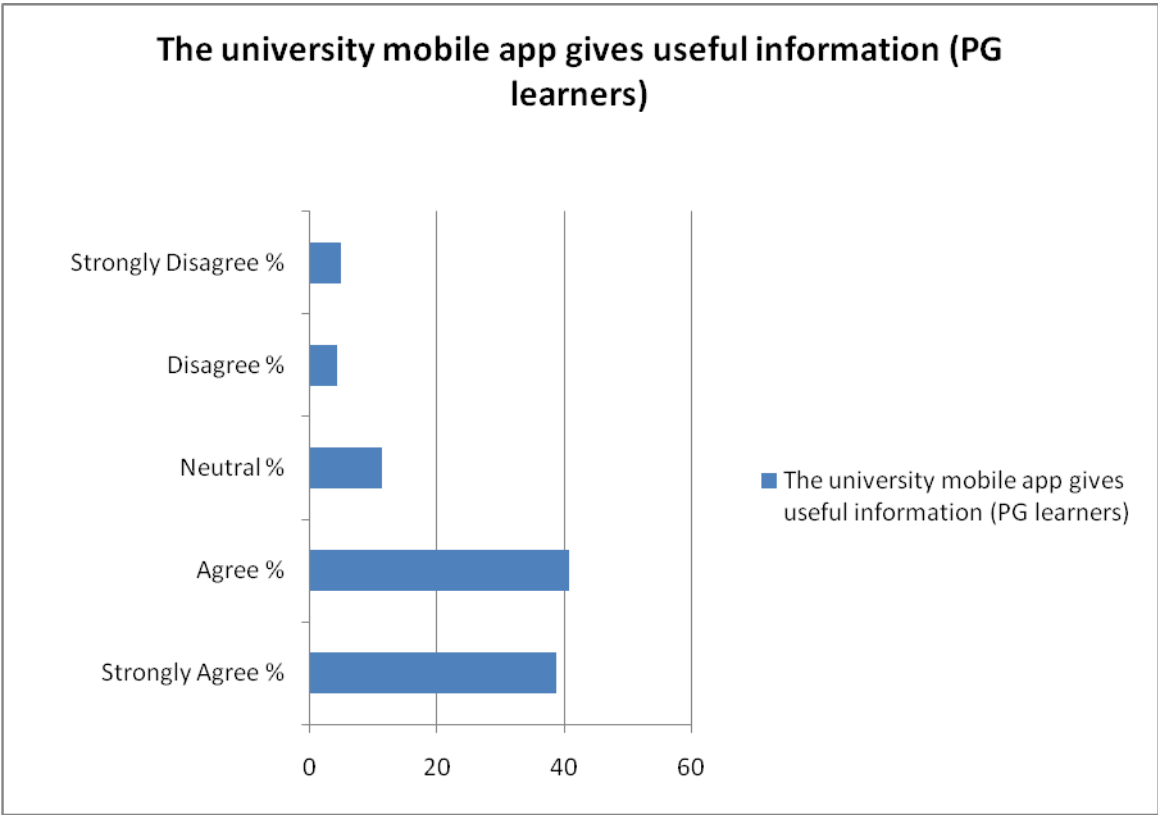


A large majority (69%) has a positive view about the fairness and sanctity of the TE Examinations.

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

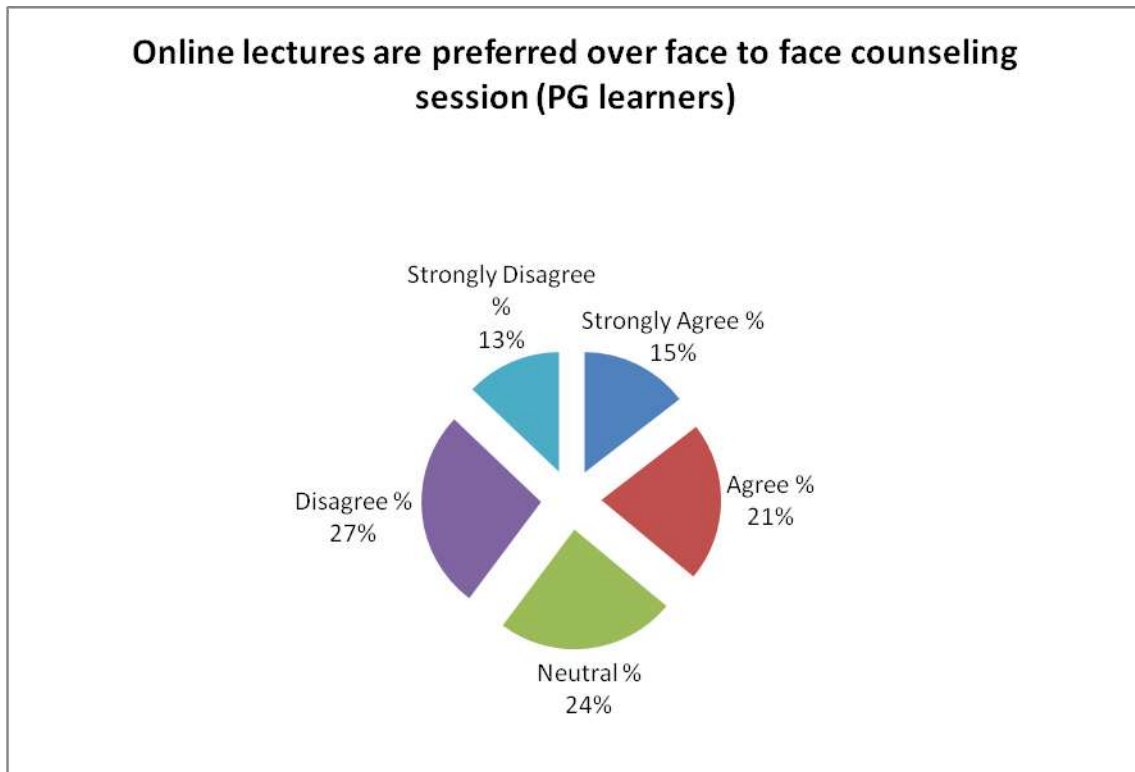


While 67% has expressed a positive view about the AV materials, a significant section has expressed neutrality and disagreement (around 30%), which needs to be looked into.



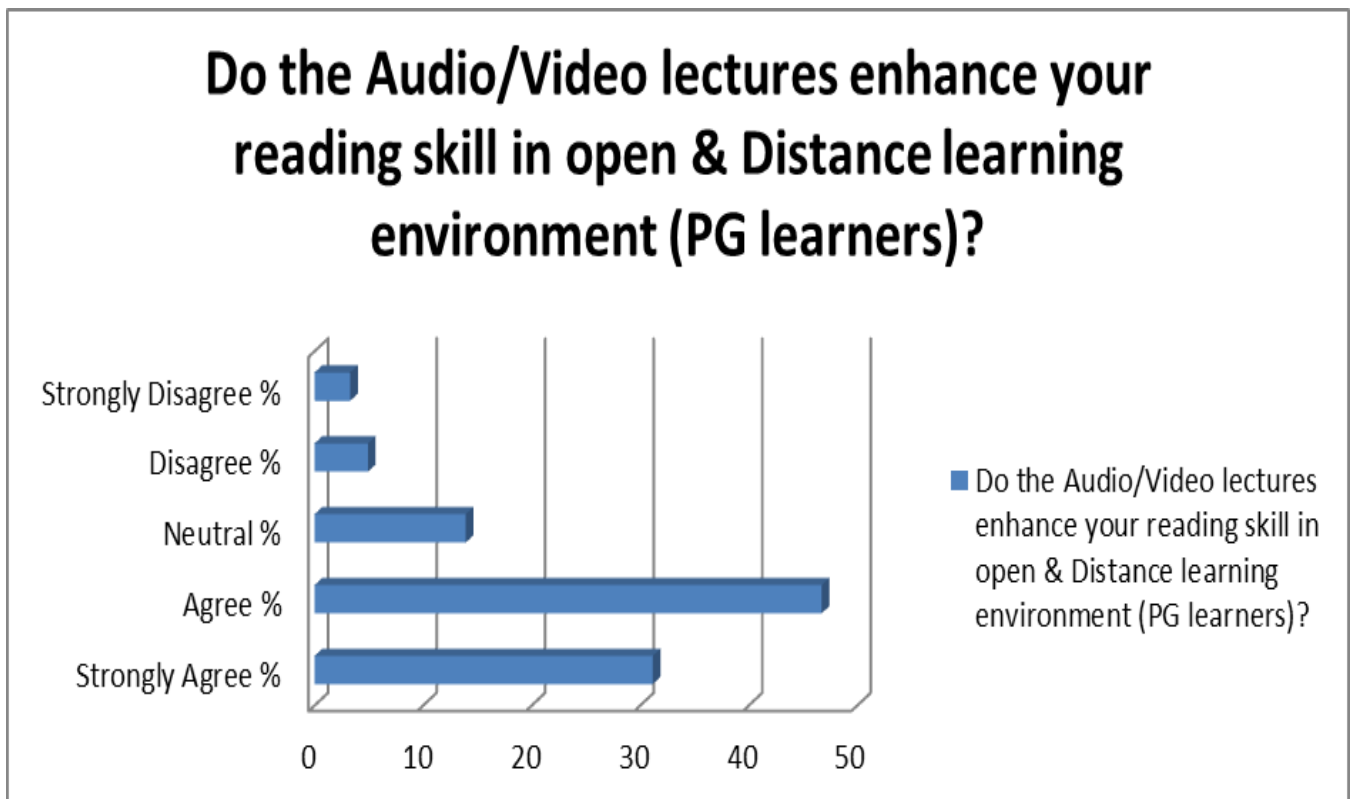
A large majority (78%) has expressed satisfaction about the Mobile App, but neutrality and disagreement of 18% is significant. So there is scope for improvement.

11. The effectiveness and preference of online learning over face to face.



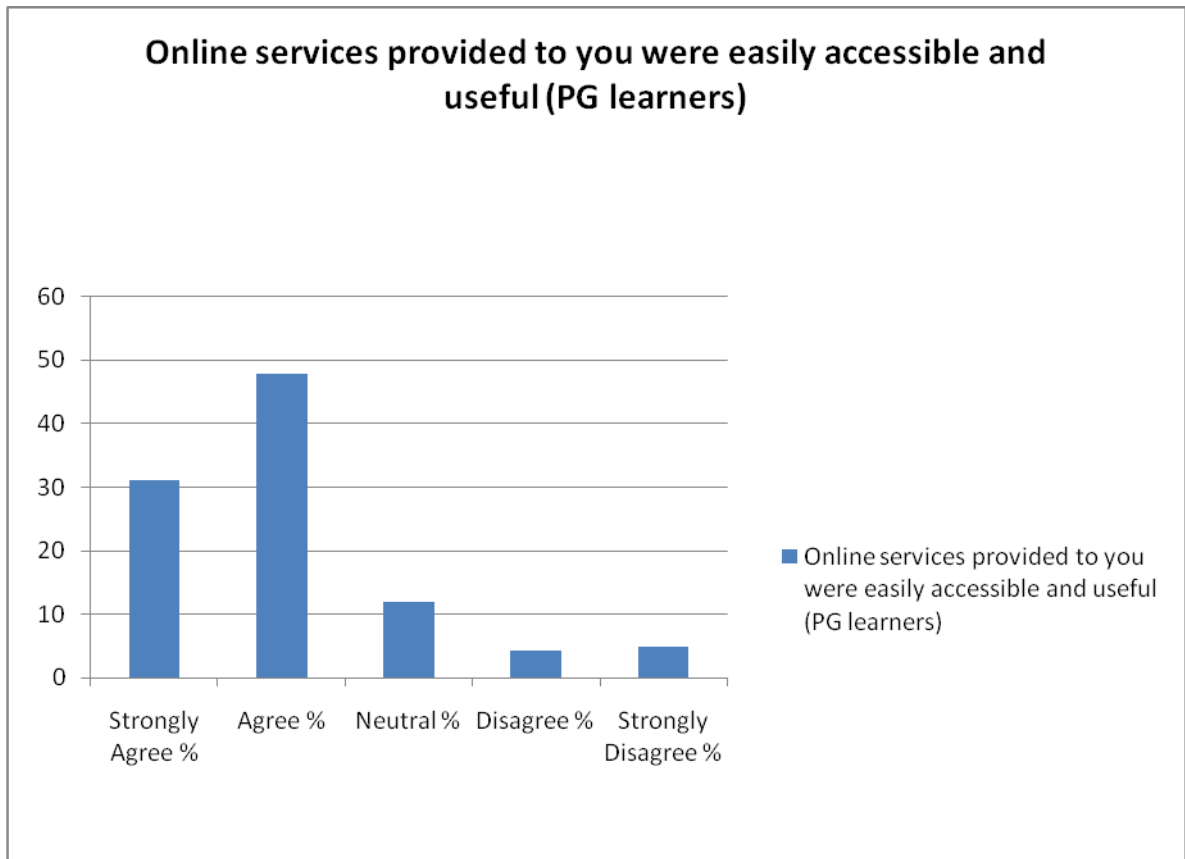
Only 36% have a positive view, the 24 % are in neutrality and disagreement of 28% needs to be addressed.

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



Positive view is high (nearly 75%) but neutrality and disagreement of around 20% is considered significant.

13. Easy Accessibility of online services



Overwhelming 78% positive view.

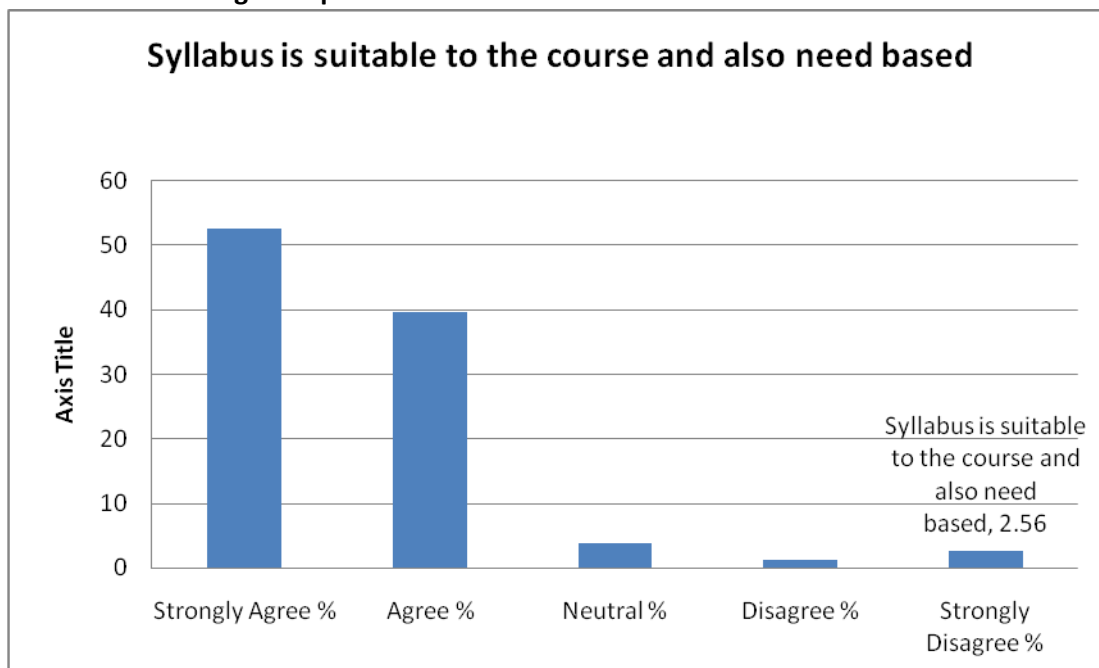
Conclusion/Interpretations:

- 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) Efficacy of AVL in enhancing reading skill in ODL environment, and (9) Easy accessibility of online services.

FEEDBACK FROM ACADEMIC COUNSELLORS

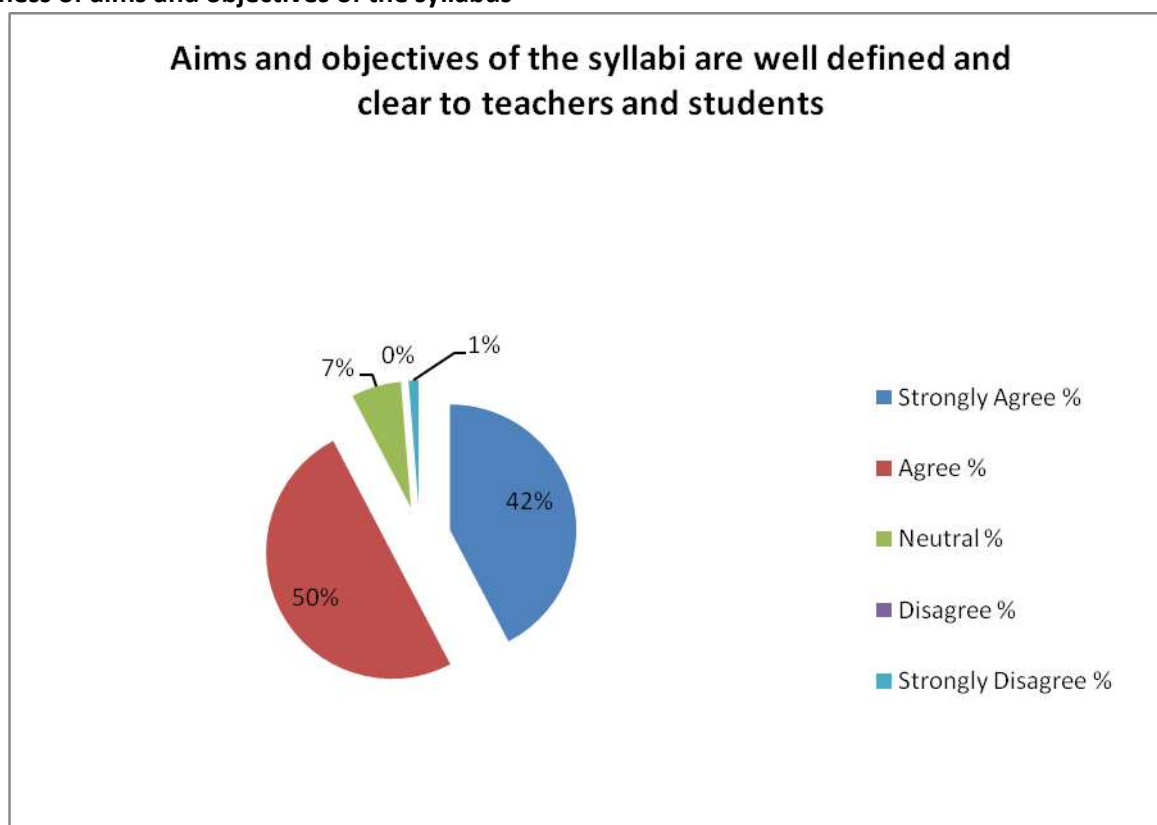
There are 14 parameters fixed for the Academic Counsellors for evaluation of teaching-learning process of the university

1. Suitability of course and meeting of requirements of learners



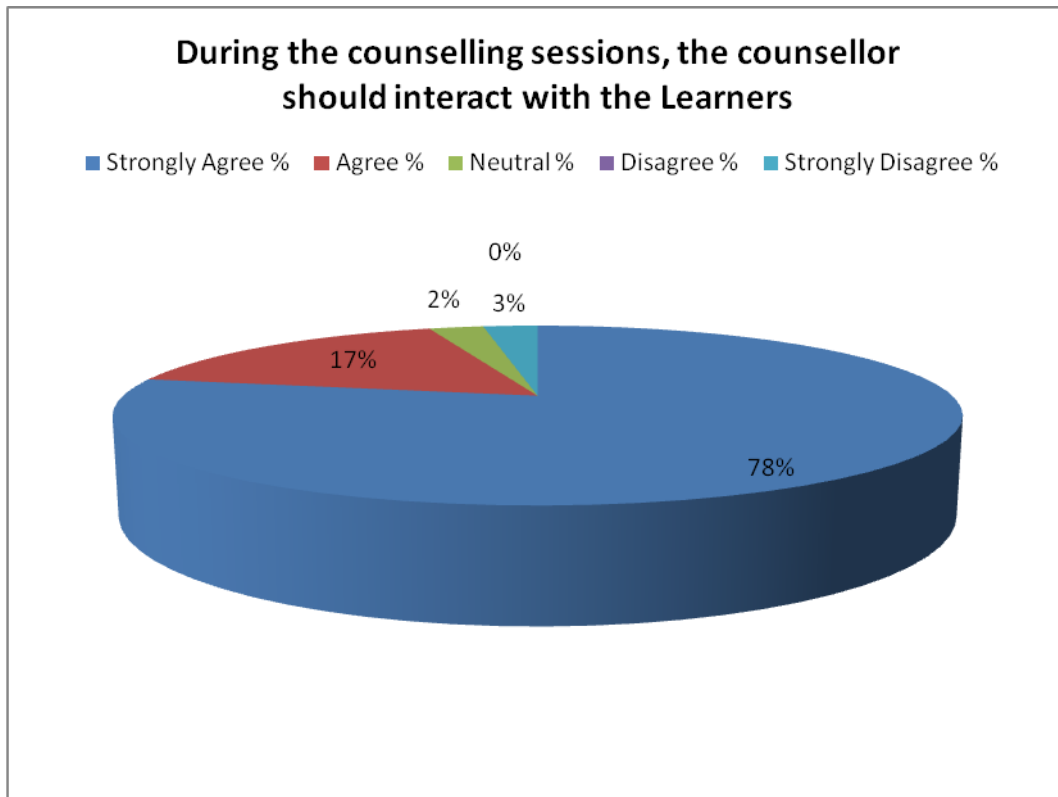
An overwhelming majority (90%) has expressed a positive view.

2. Definitiveness of aims and objectives of the syllabus



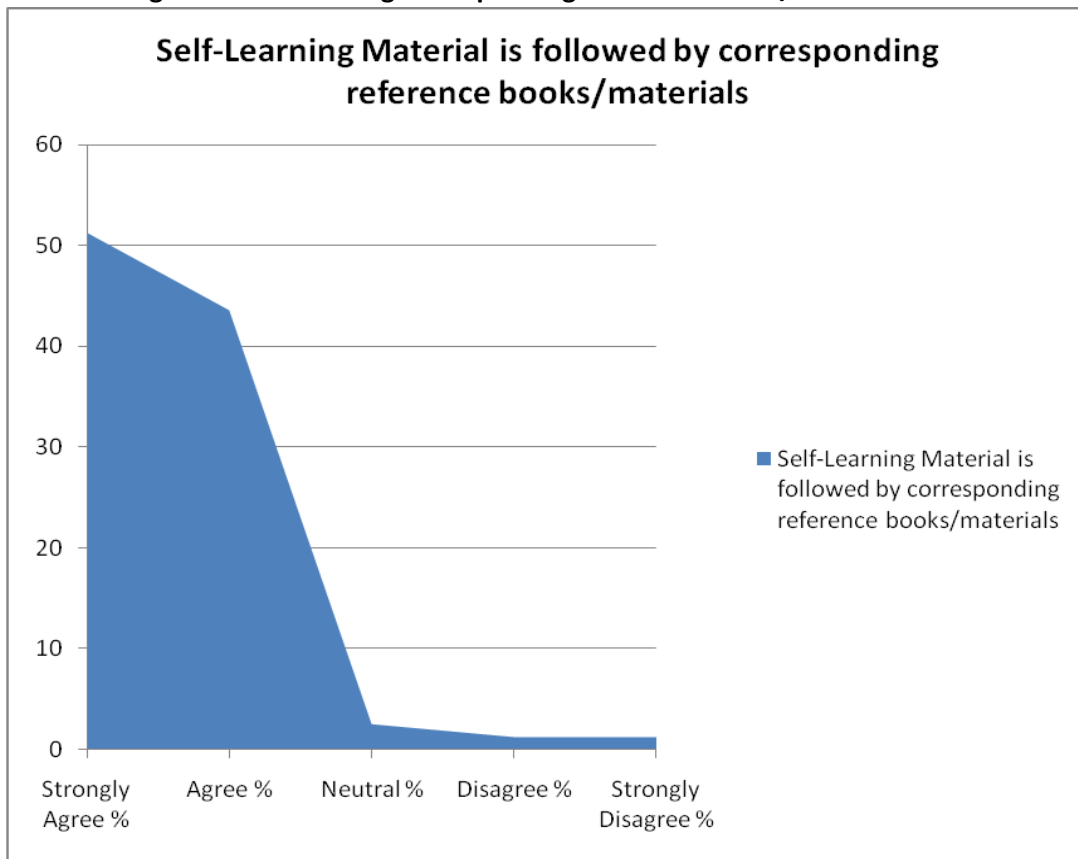
An overwhelming majority (92%) has expressed a positive view.

3. Usefulness of interactivity of learner with counselors



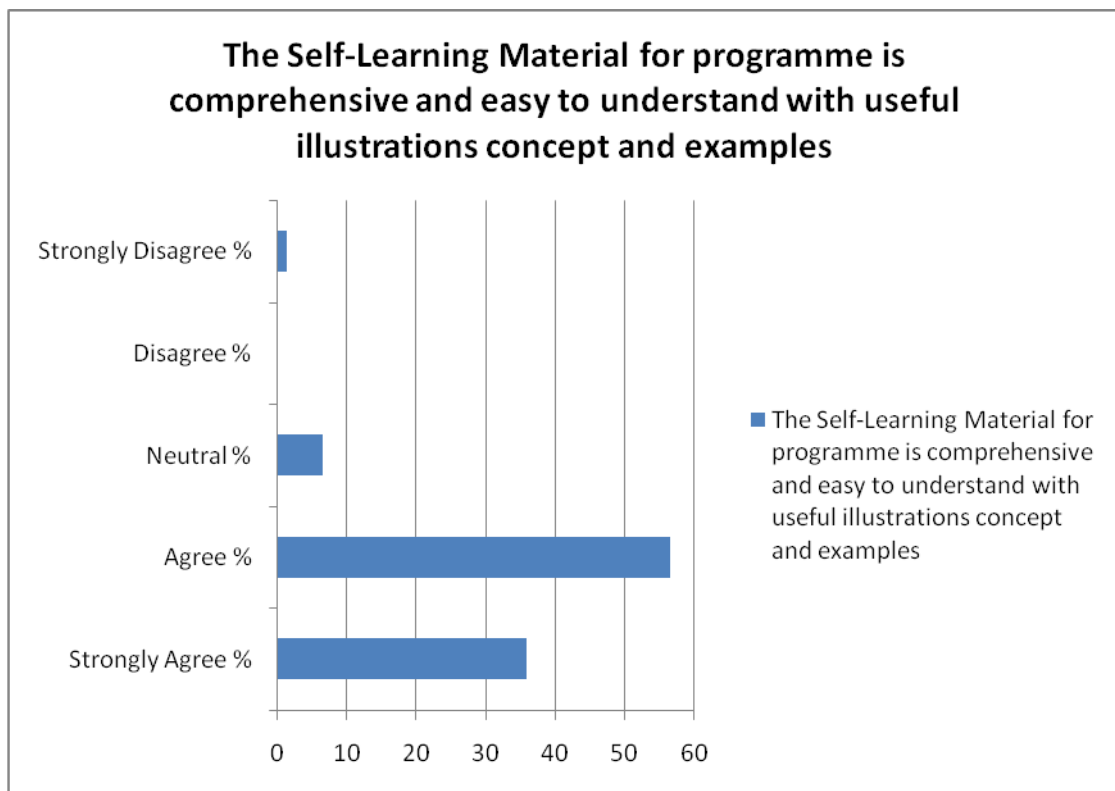
An overwhelming majority (95%) has expressed a positive view.

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

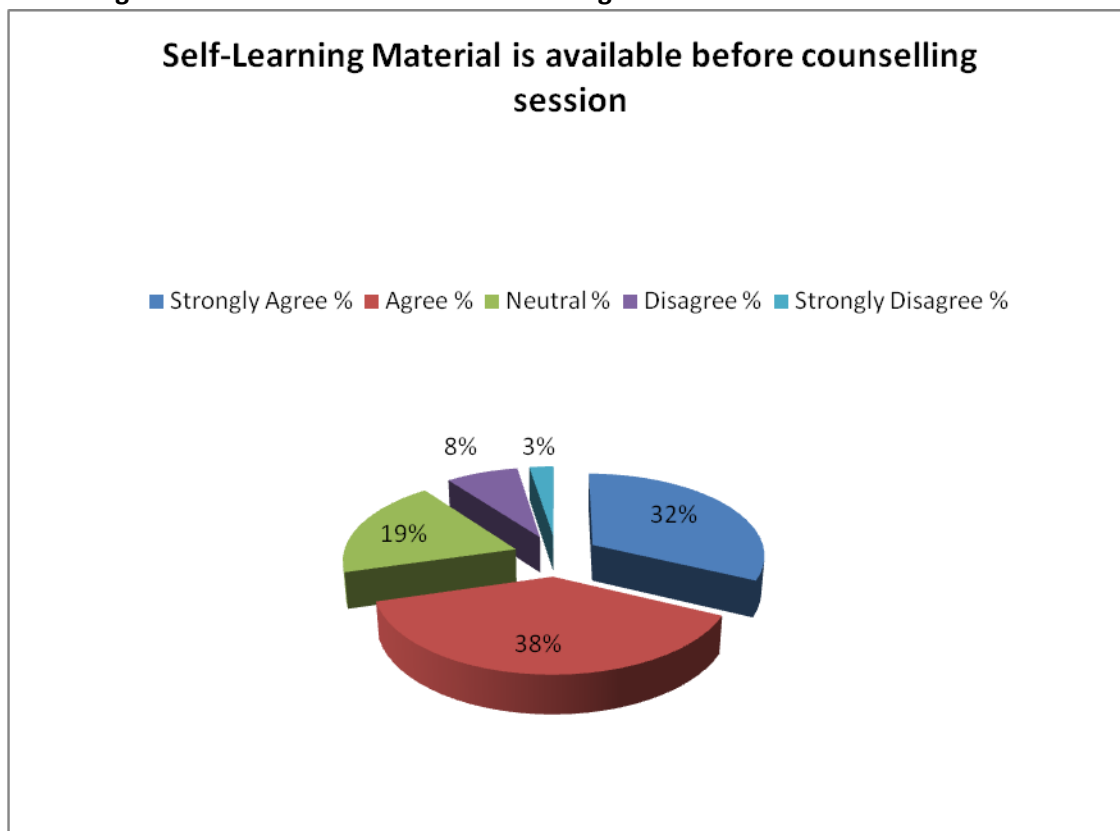


An overwhelming majority (92%) has expressed a positive view.

5. Comprehensiveness and understandability of SLMs.



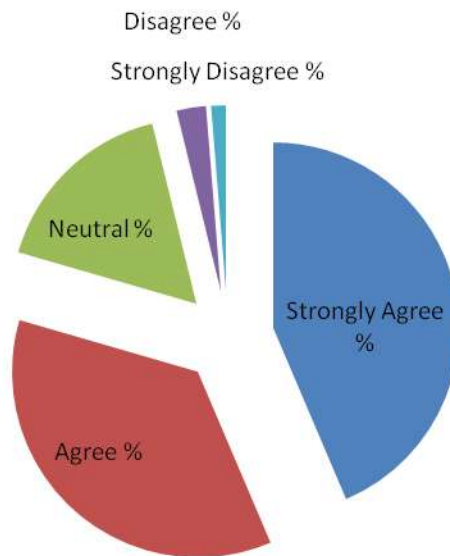
6. Whether Self Learning Material is available before counselling session?



70% positive response is offset by 30% neutrality and disagreement. Needs to be addressed.

7. Wellness of the lecture Rooms

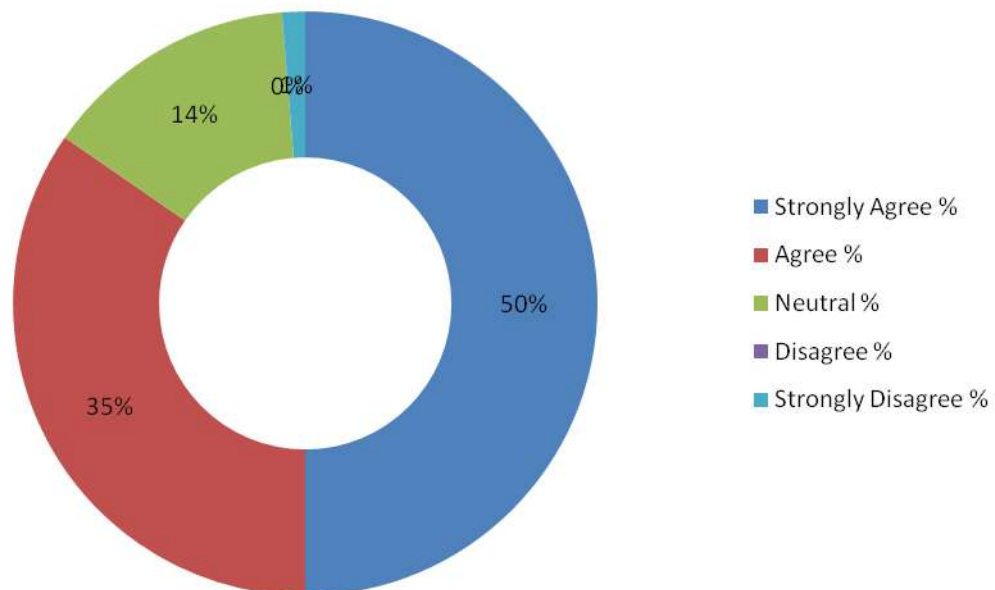
Lecture room for the programme is good



Around 78% positive responses is a good sign.

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

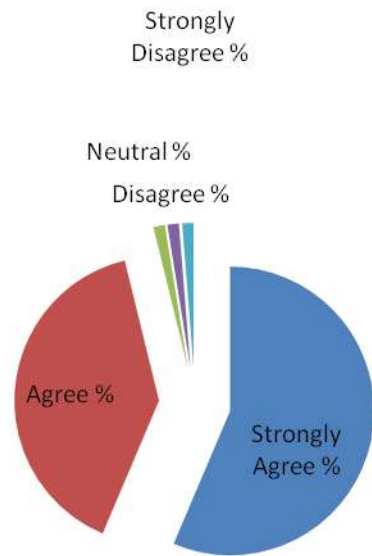
Lecture room had all the relevant teaching equipment (Black/White Board, Chalk/Pen, Duster, Dias etc.)



An overwhelmingly positive response (85%).

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

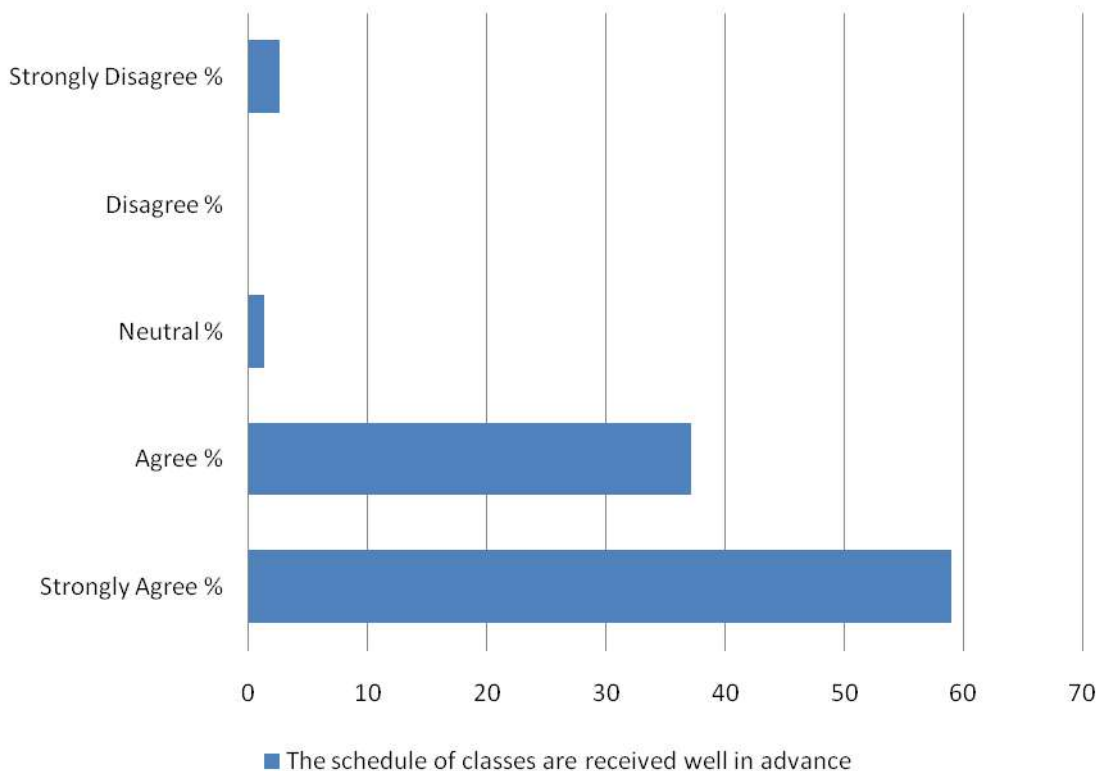
**The behavior and services provided by the support staff
in the study centre is cordial and adequate**



Almost complete satisfaction (93%).

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

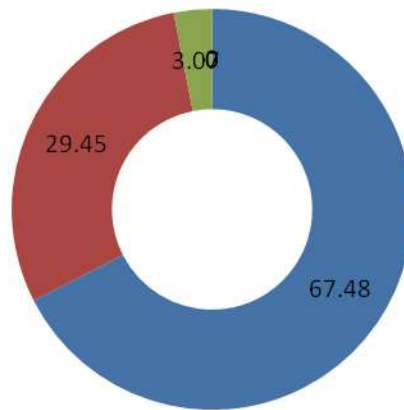
The schedule of classes are received well in advance



An overwhelmingly positive response (95%).

11. Whether the Counsellor inspires learners for ethical conduct?

Counsellor inspires learners for ethical conduct



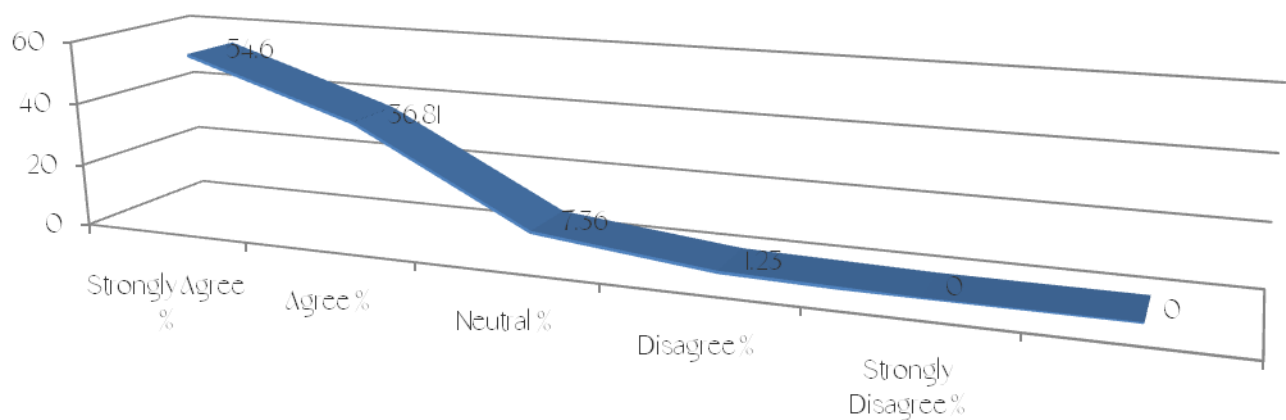
■ Strongly Agree %
 ■ Agree %
 ■ Neutral %
 ■ Disagree %
 ■ Strongly Disagree %
 ■

Almost complete satisfaction (97%).

12. Motivating students (PG) to access online resources through university LMS/OER Repository

(<http://nsouoer.krc.net.in>)

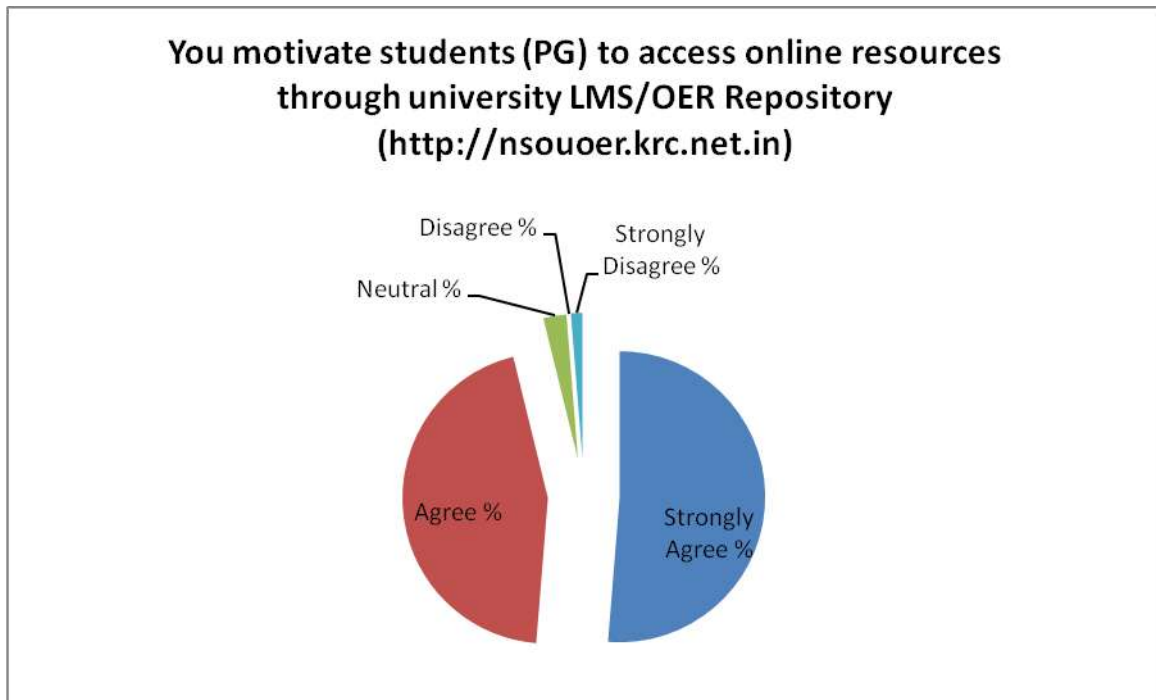
You motivate students (PG) to access online resources through university LMS/OER Repository (h



■ You motivate 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 ?



An overwhelmingly positive response (more than 90%).

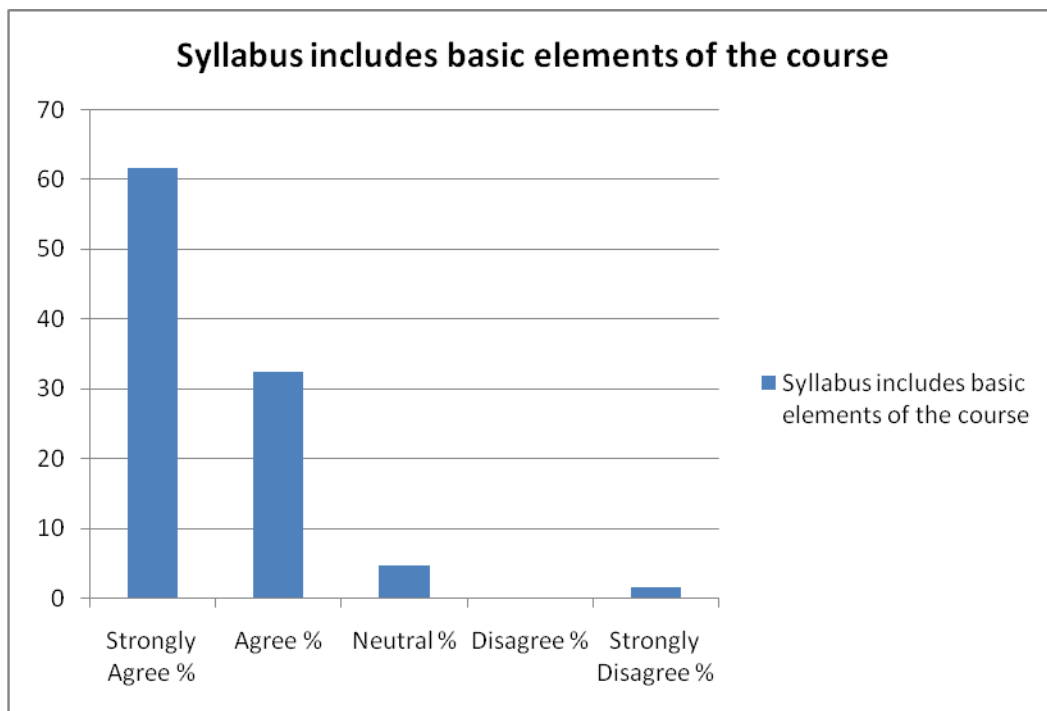
Conclusion/Interpretations:

- Almost every parameter has a POSITIVE response.

FEEDBACK FROM SUBJECT EXPERTS

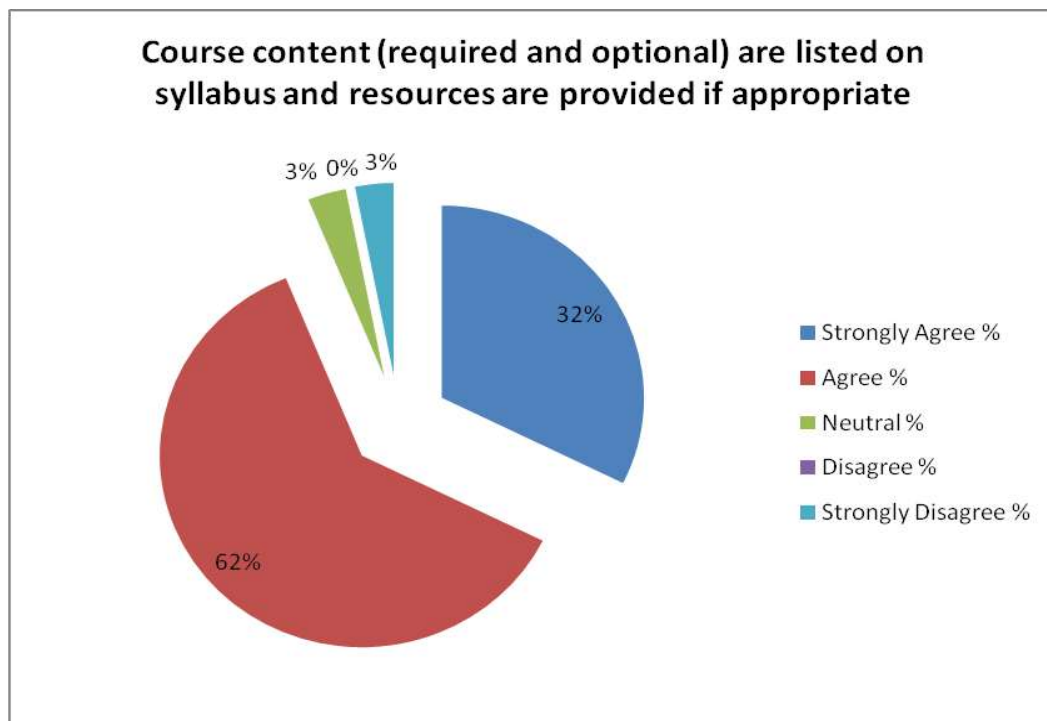
There are 10 parameters used to assess the quality of the syllabus and SLM. The feedback has been received through online feedback form meant for Subject Experts.

1. Whether Syllabus includes basic elements of the course



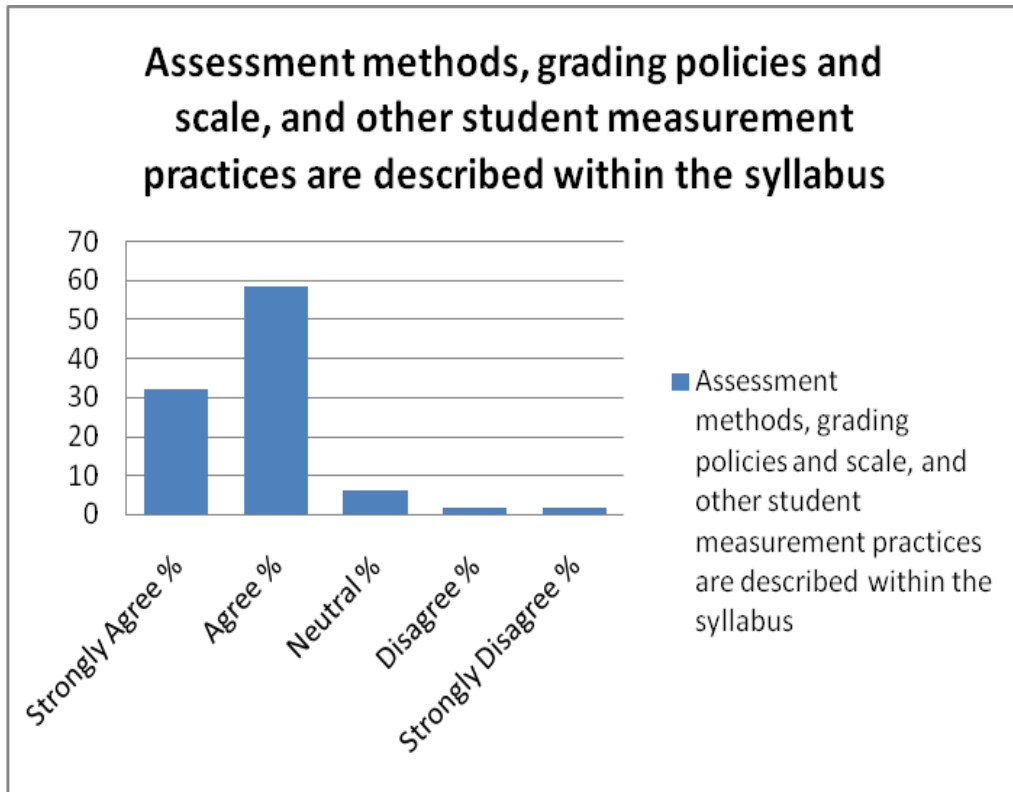
A positive response of (more than 80%).

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

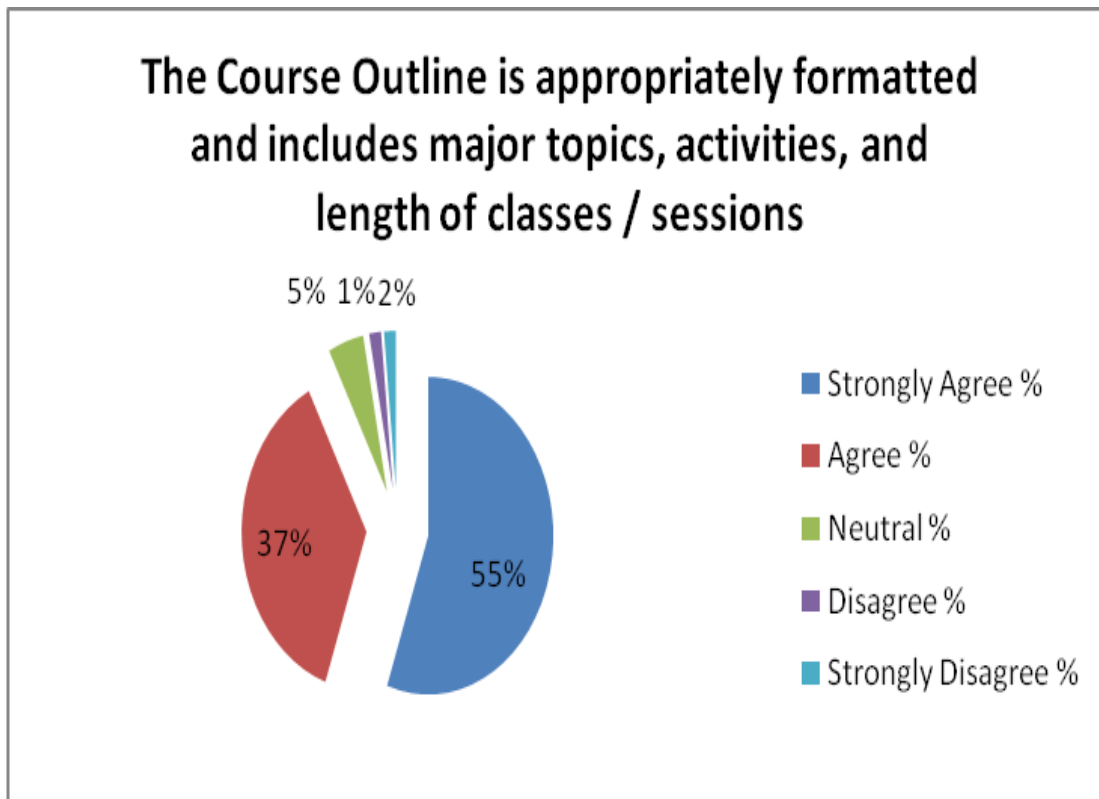


An overwhelmingly positive response (more than 94%).

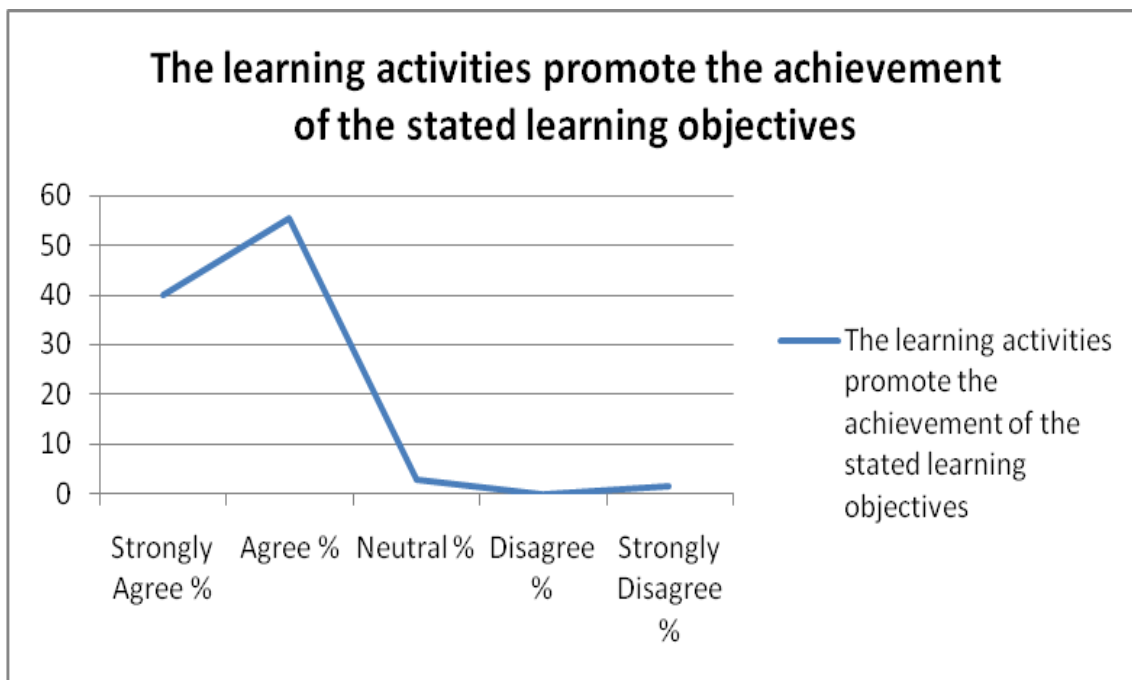
3. Whether Assessment methods, grading policies and scale, and other student measurement practices are described within the syllabus?



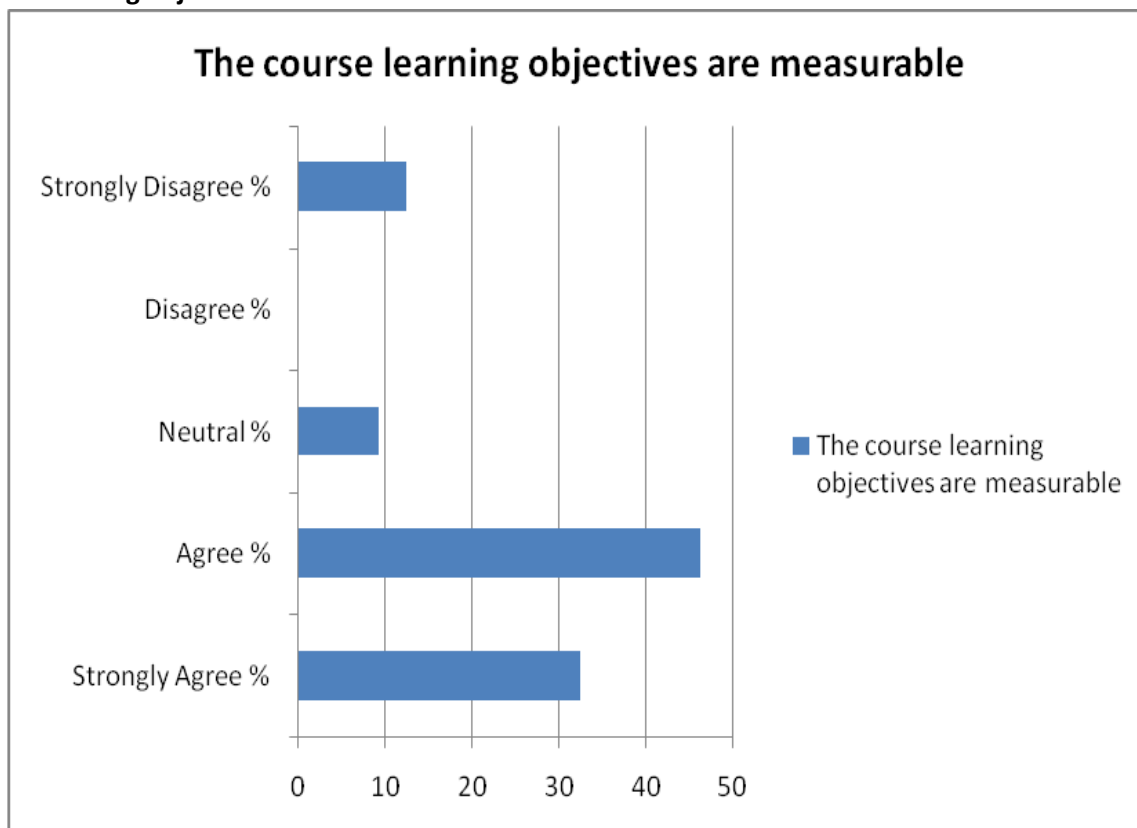
An overwhelmingly positive response (around 90%).



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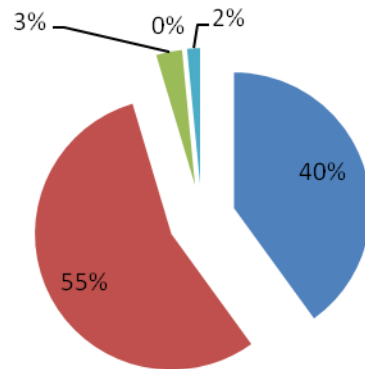
4. The course learning objectives are measurable



A positive response (around 75%).but 20% is neutral or disagreement.Needs to be addressed.

The learning activities promote the achievement of the stated learning objectives

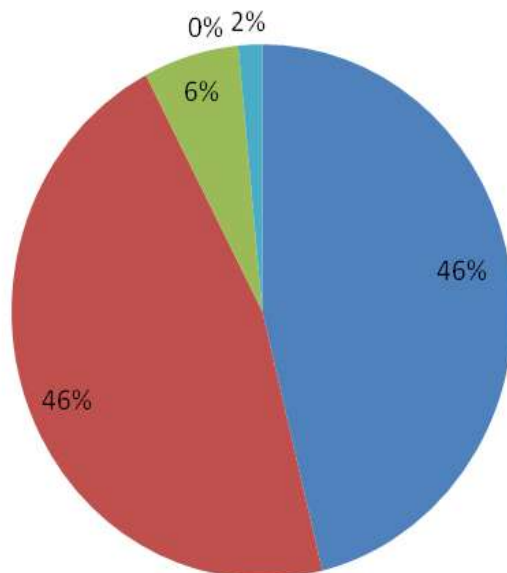
Strongly Agree % Agree % Neutral %
Disagree % Strongly Disagree %



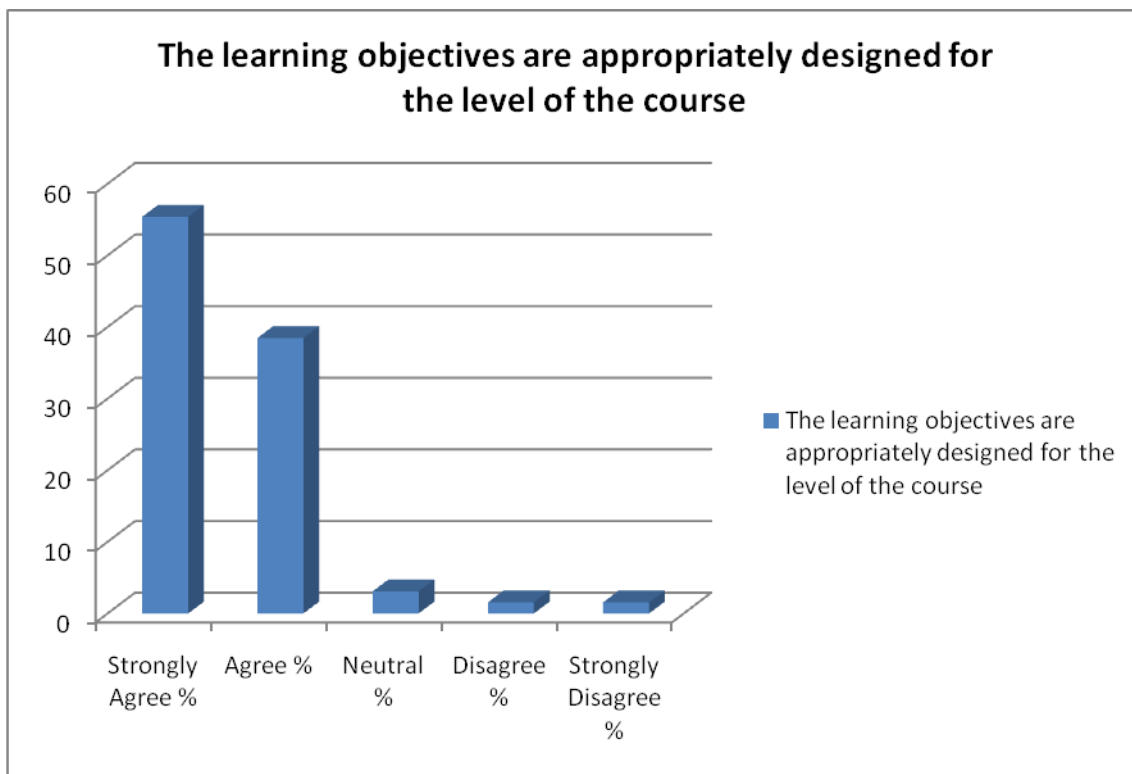
An overwhelmingly positive response (around 95%).

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

Strongly Agree %
Agree %
Neutral %
Disagree %
Strongly Disagree %

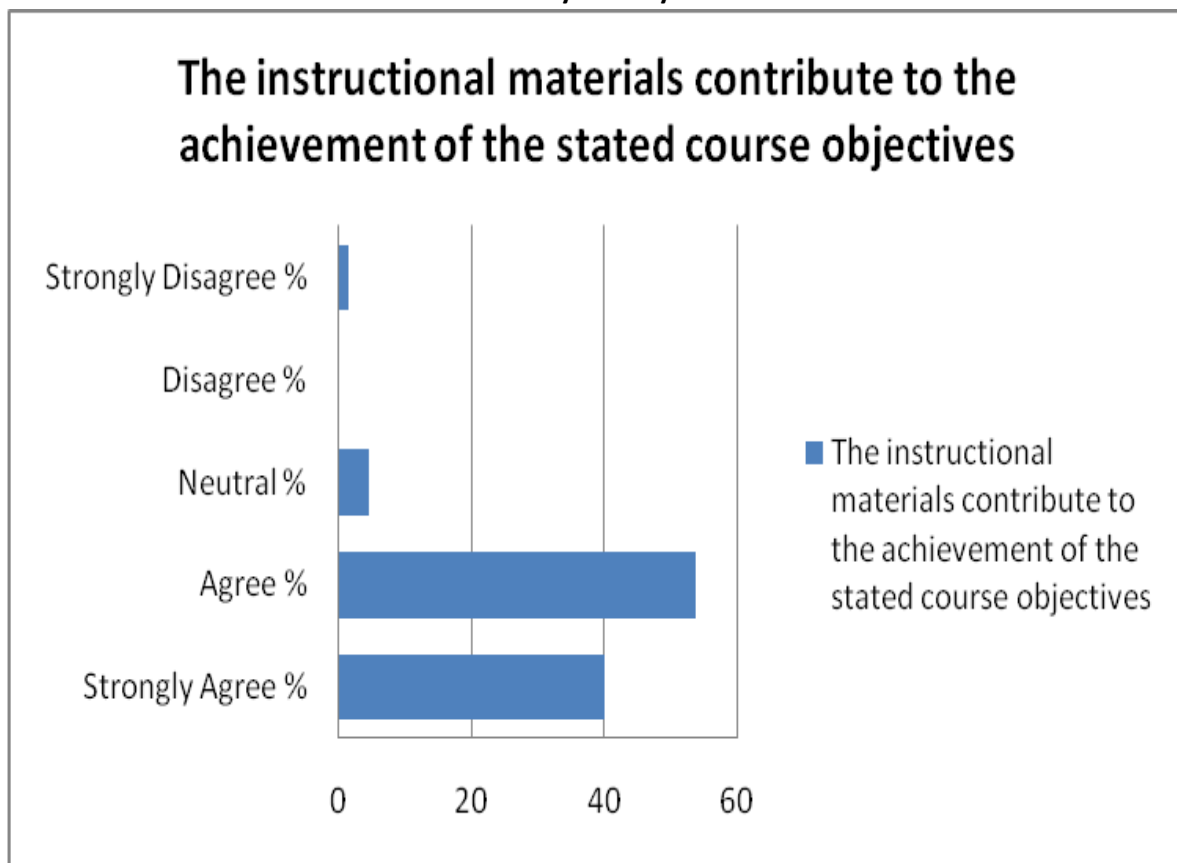


An overwhelmingly positive response (around 95%).



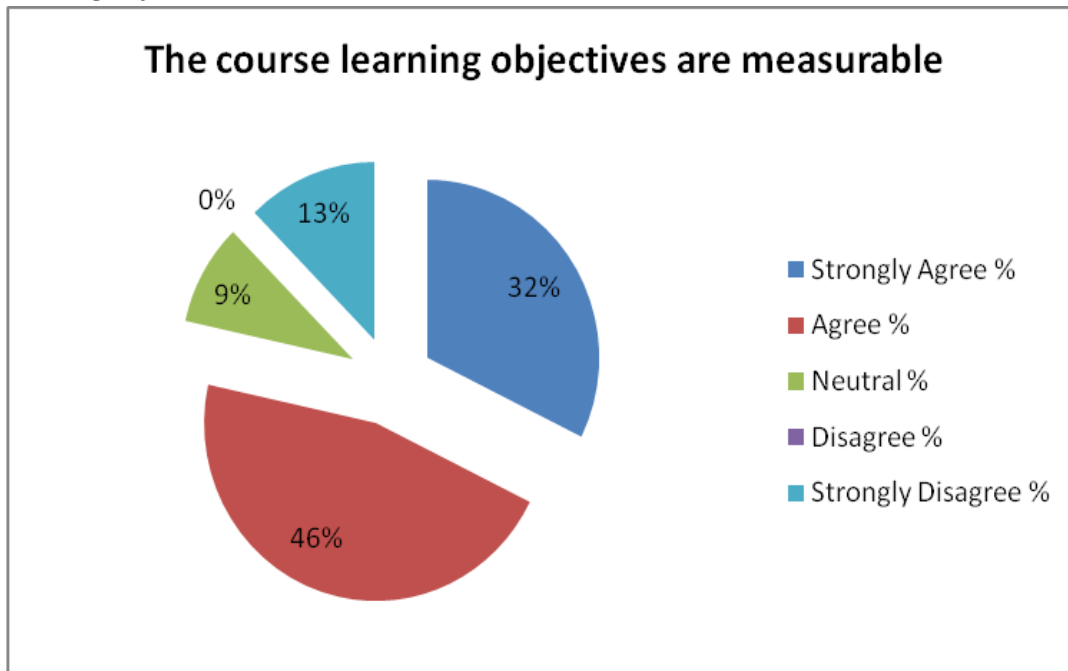
An overwhelmingly positive response (around 95%).

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



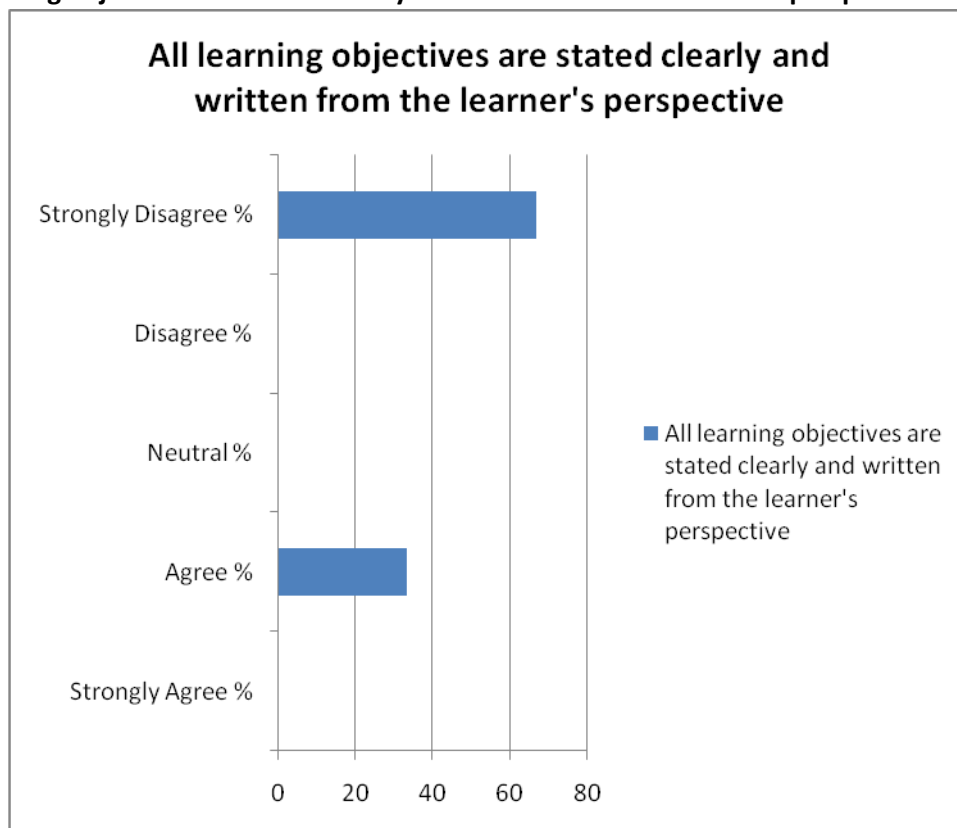
An overwhelmingly positive response (around 92%).

6. The course learning objectives are measurable



Positive response of (78%), 22% are on neutrality or disagree. Needs to be addressed.

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



Around 65% strongly disagree. Needs to be addressed immediately.

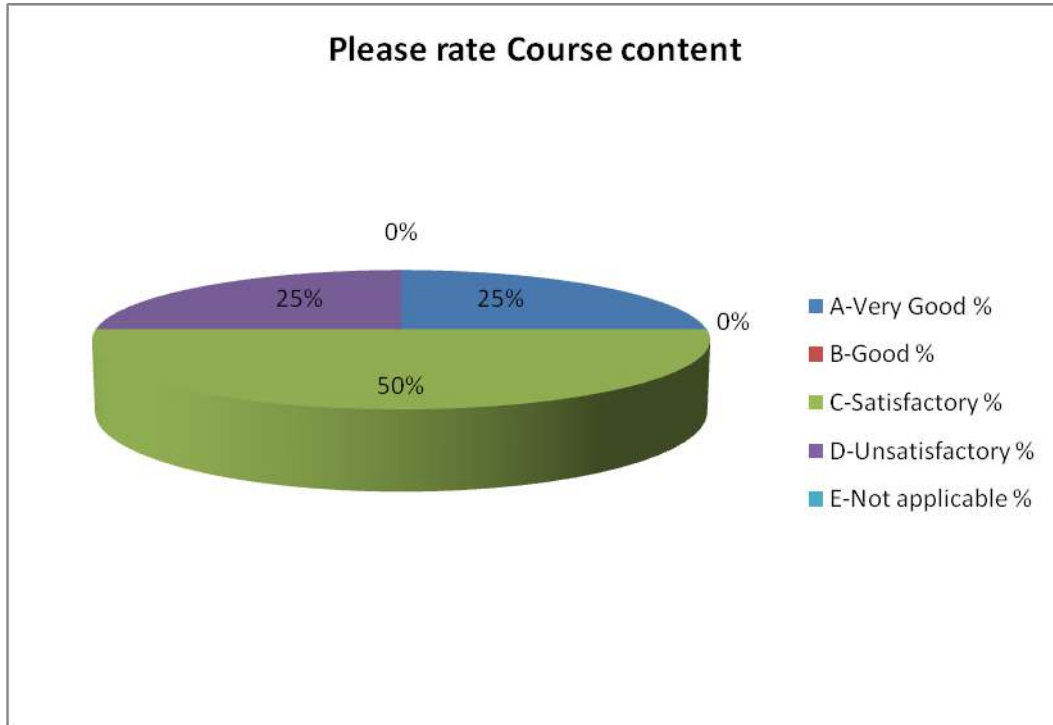
Conclusion/Interpretations:

- The issue of learning objectives to be stated from learners' perspective needs to be addressed immediately.

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



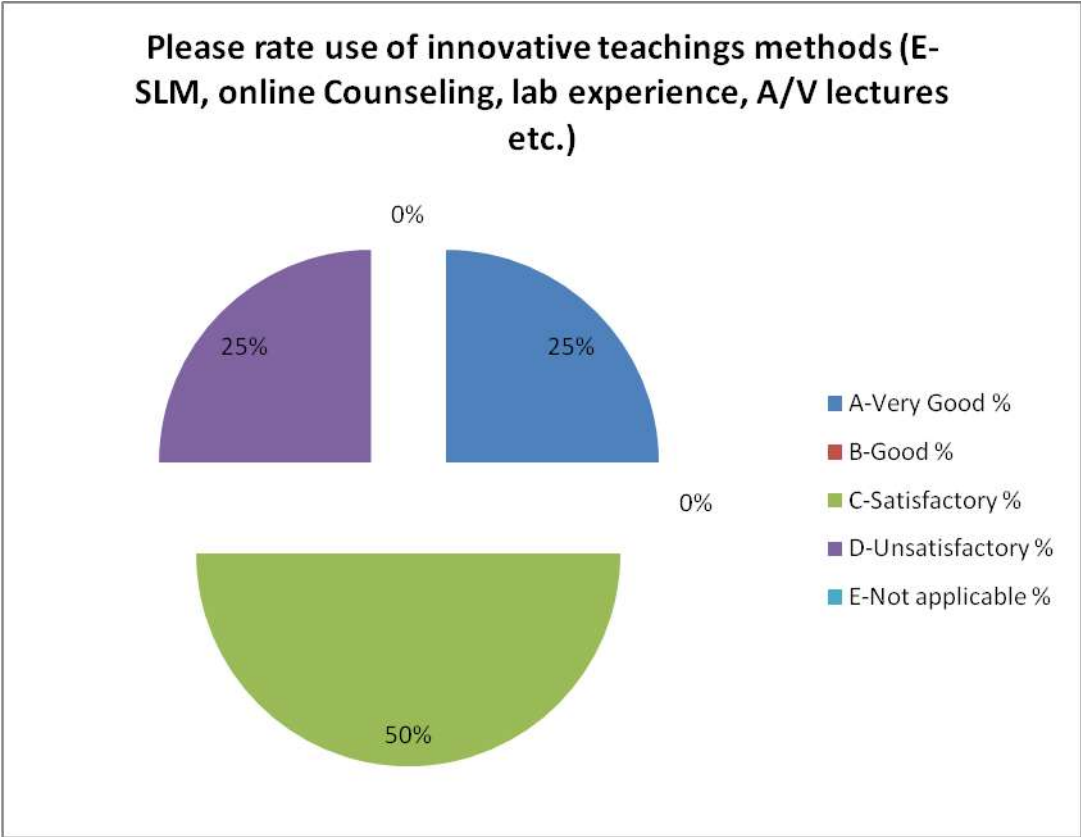
25% says very good, 50% are satisfied.

2. Availability of Self Learning Materials (SLM)



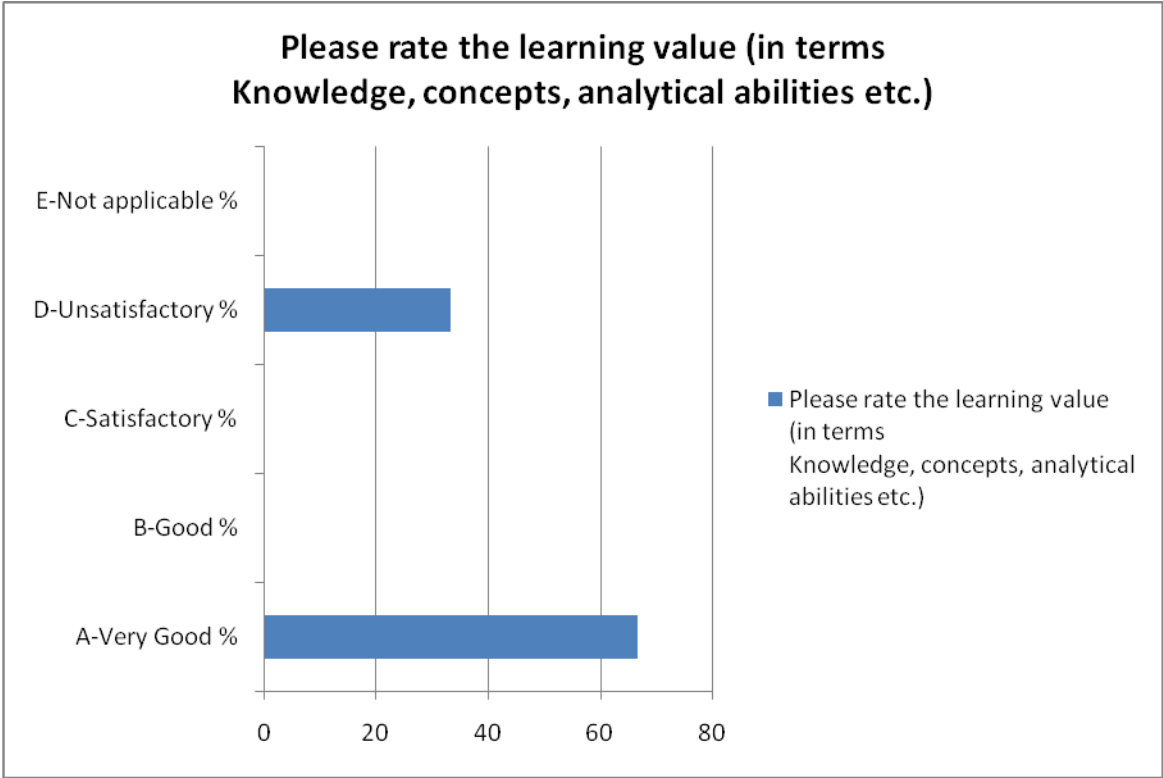
Around 23% considered it as unsatisfactory. Needs to be addressed.

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



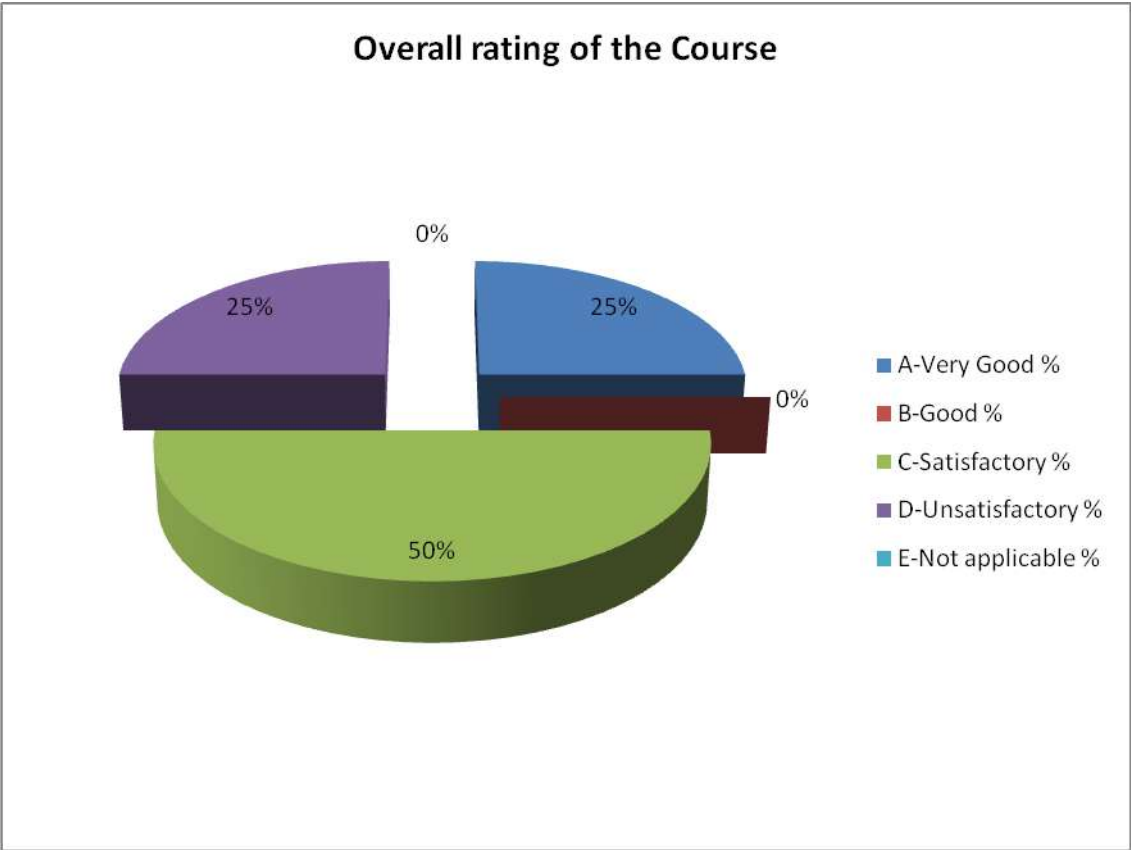
25% says unsatisfactory. Needs to be addressed.

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



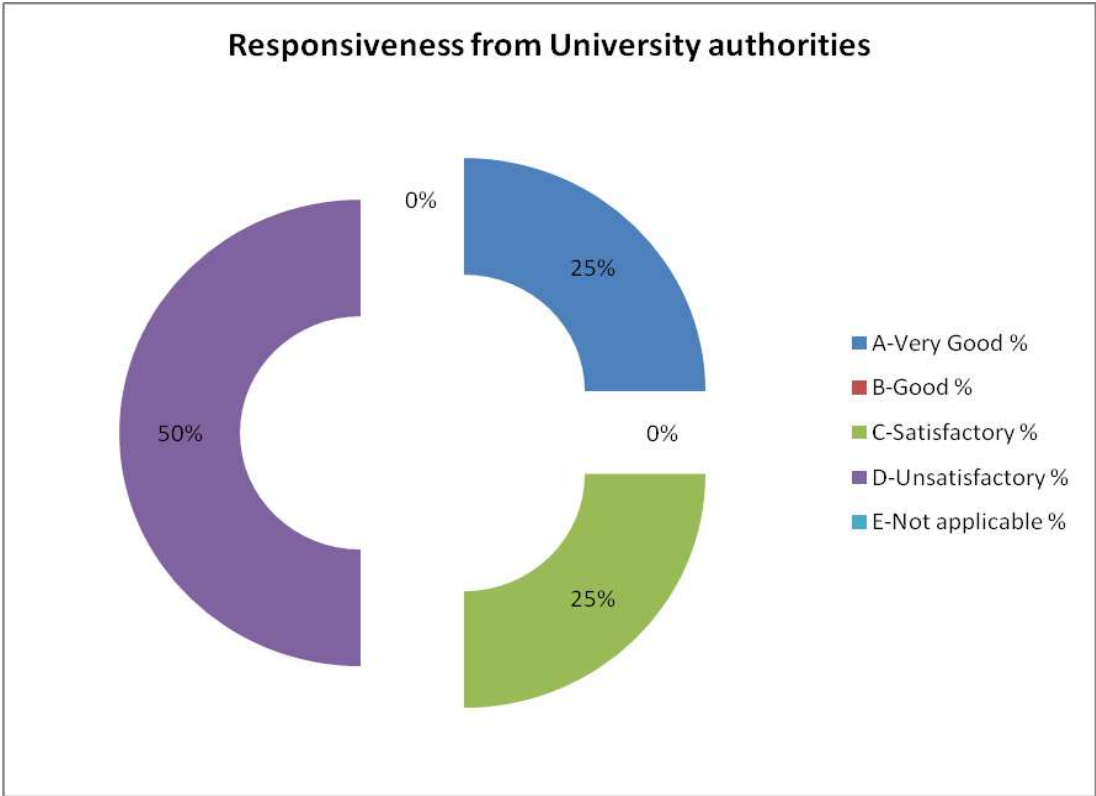
More than 25% says unsatisfactory. Needs to be addressed.

5. Overall rating of the Course



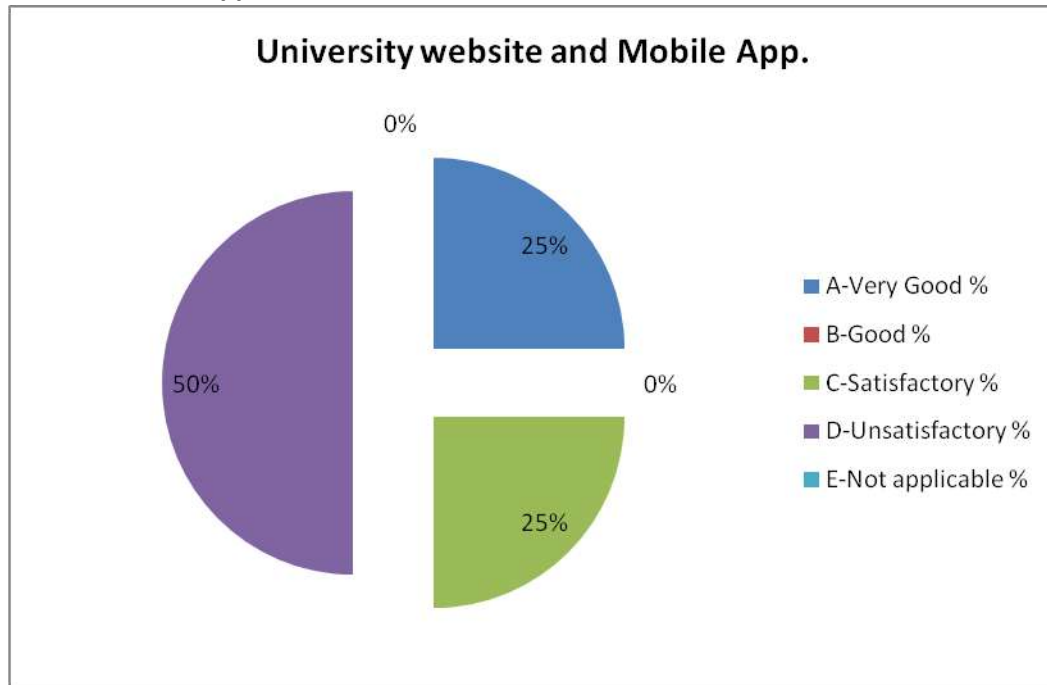
25% says unsatisfactory. Needs to be addressed

6. Responsiveness from University authorities



25% says unsatisfactory. Needs to be addressed, Needs to be Addressed seriously.

7. University website and Mobile App.



Needs to be Addressed as 50% are not satisfied.

Conclusion/Interpretation:

- Areas of concern, like (1) Availability of SLM, (2) Innovative teaching-learning methods, (3) Rating of Learning Value, and (4) Responsiveness of University Authorities, university website. Needs to be addressed.

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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