NETAJI SUBHAS OPEN UNIVERSITY
Centre for Internal Quality Assurance
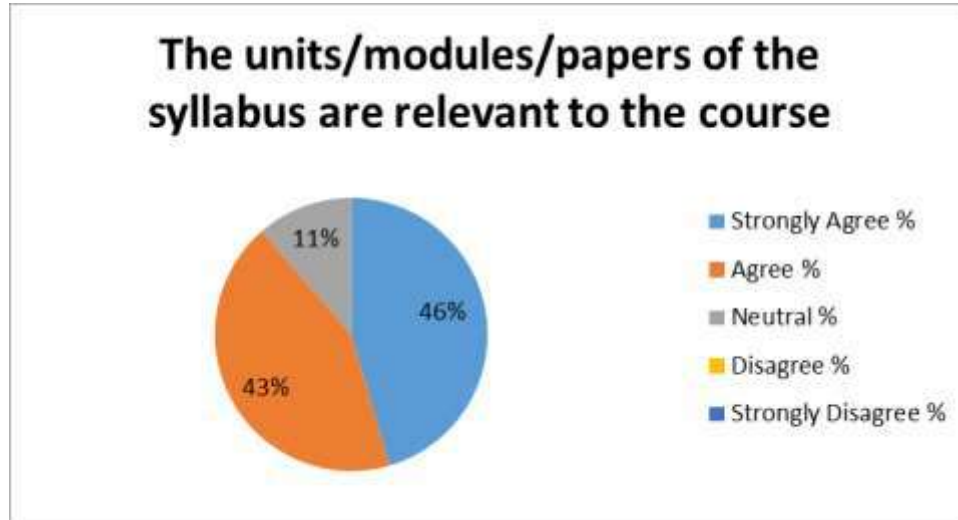
2023-24

Feedback Analysis Report on Teaching-Learning

Learners
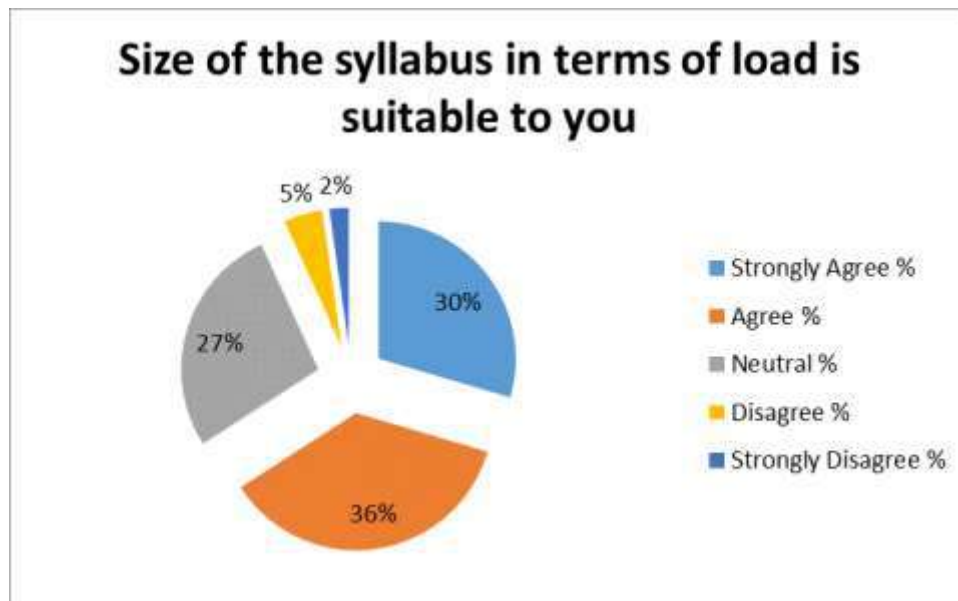Academic Counsellors
Subject Experts
Alumni

LEARNERS' FEEDBACK ANALYSIS

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

- **An overwhelmingly large majority (89%) has a positive view of the above.**
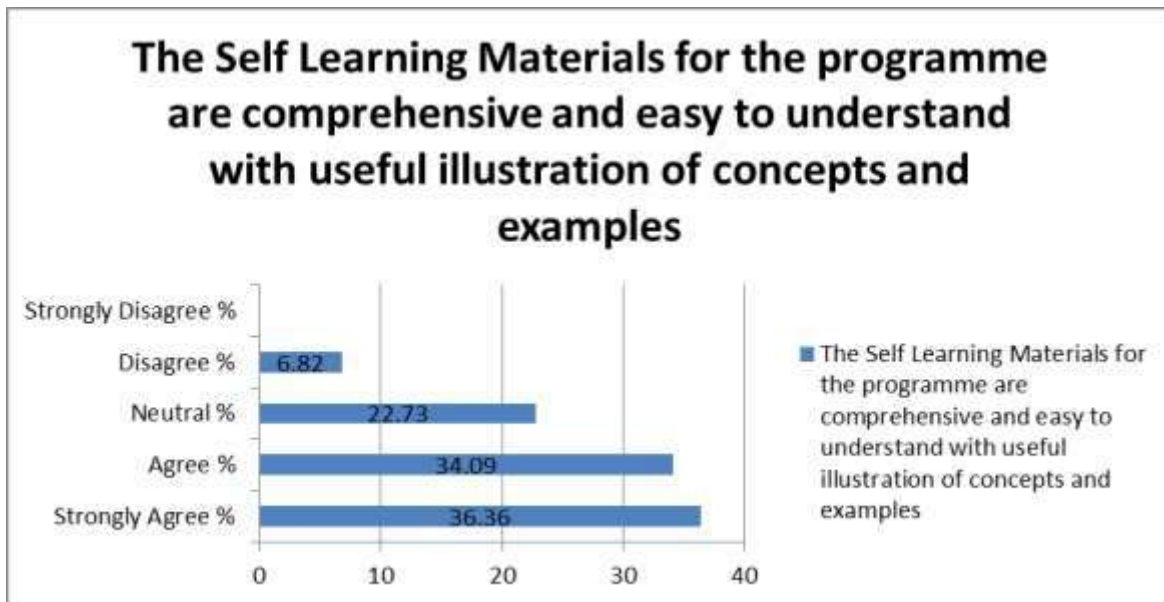
2. **Size of the syllabus in terms of load**

- **A large majority (66%) has a positive view of the above. However, a not-insignificant group (34%, more than one in every three respondents) has been neutral or in disagreement–it needs to be addressed.**

3. **Usefulness of Induction programme**

Induction program conducted by the university was useful
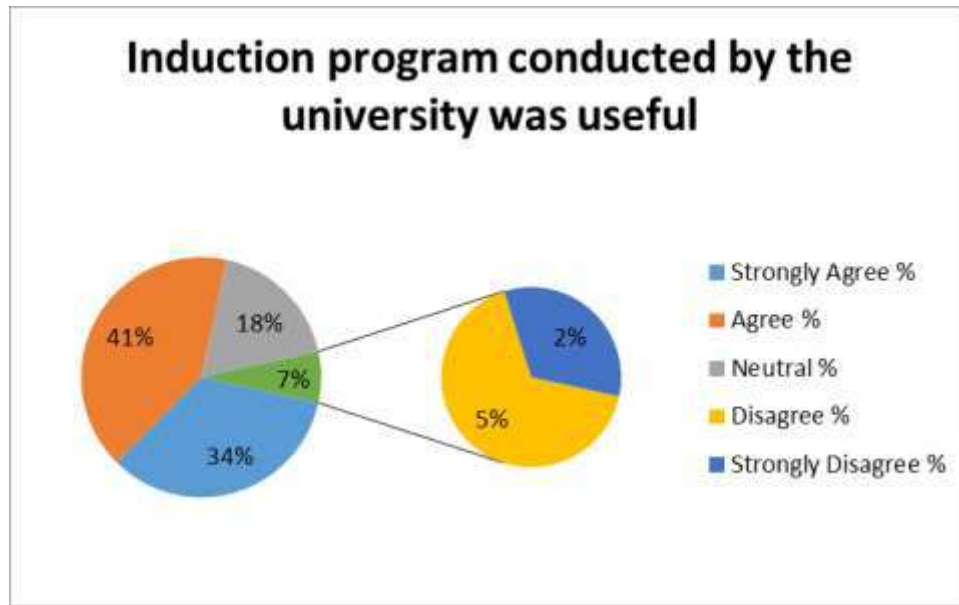
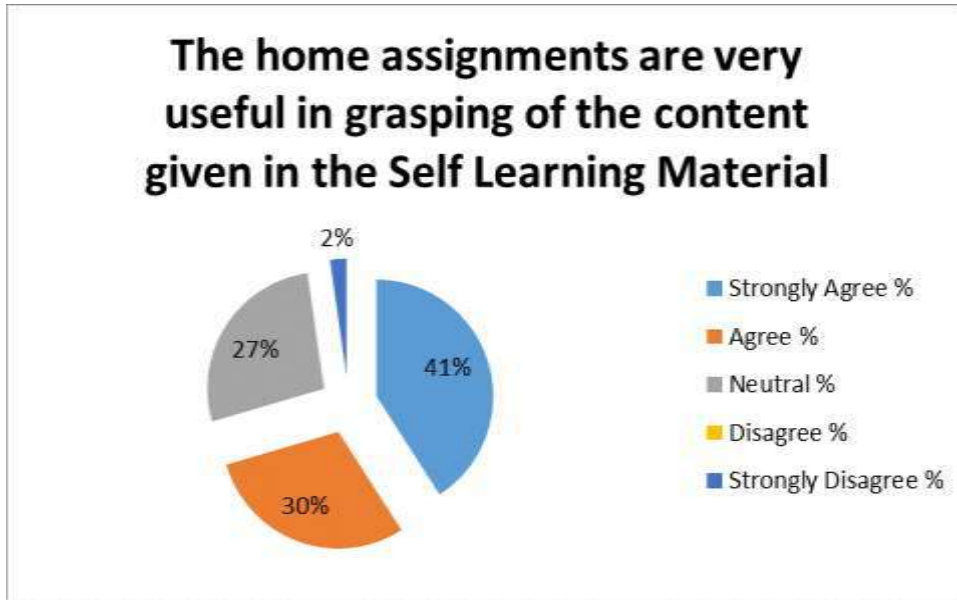- **A large majority (74%) has a positive view of the above.**

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

The Self Learning Materials for the programme are comprehensive and easy to understand with useful illustration of concepts and examples
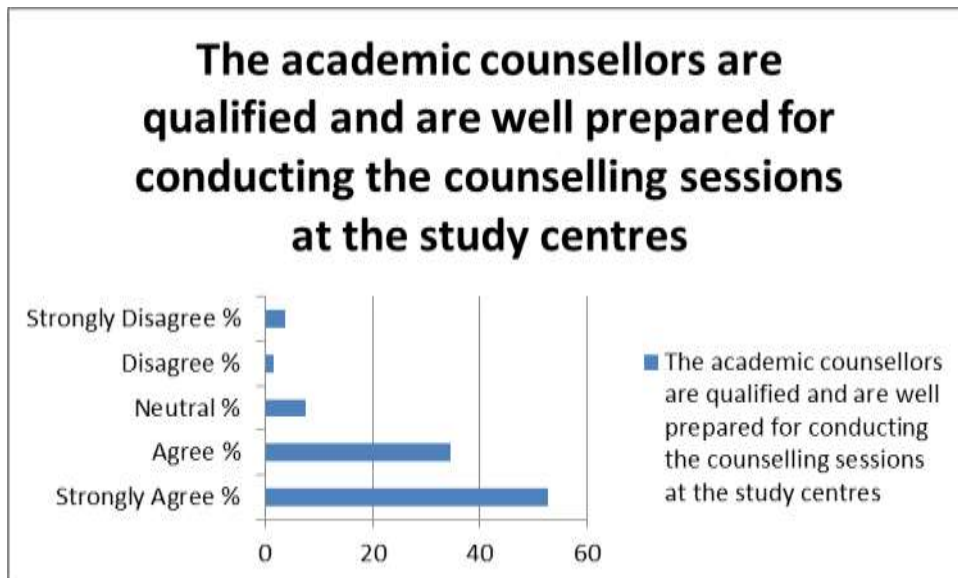
- **A large majority of the respondents (71%) has a positive view of SLM. But 29% are neutral or in disagreement.**

5. The usefulness of home assignments

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

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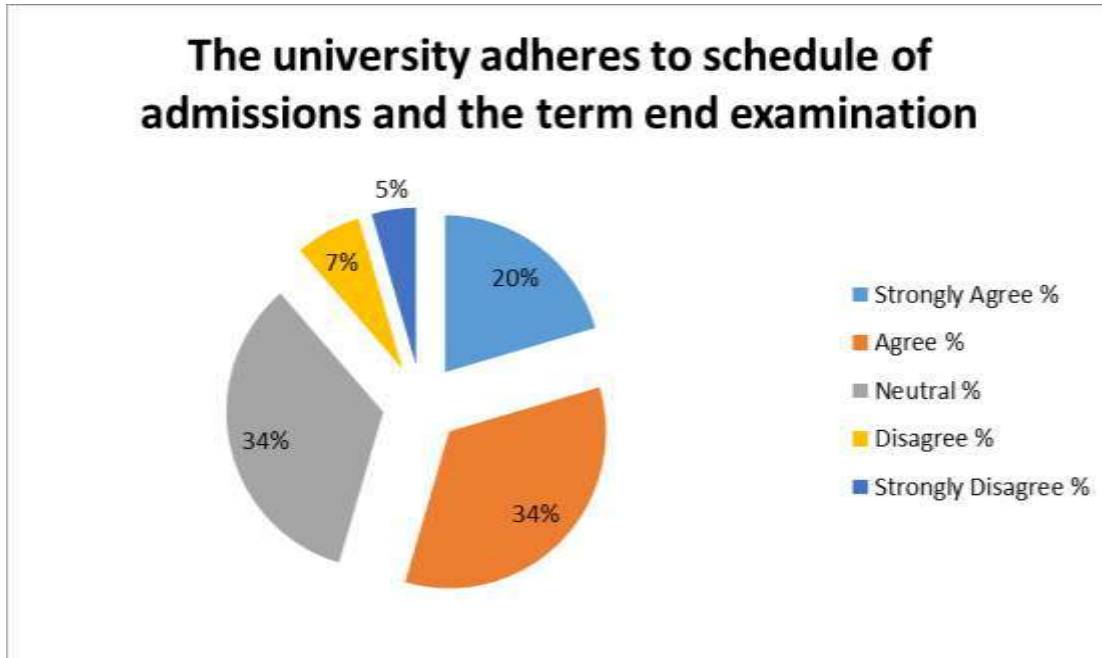- Strongly Disagree %

2%

27%

41%

30%

- **A large majority (71%) of the respondents has a positive view of the Home Assignments. But around 29% are neutral or in disagreement.**

6. Academic Counsellors' qualification & capability in conducting counselling sessions

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

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

0   20   40   60

- The academic counsellors are qualified and are well prepared for conducting the counselling sessions at the study centres
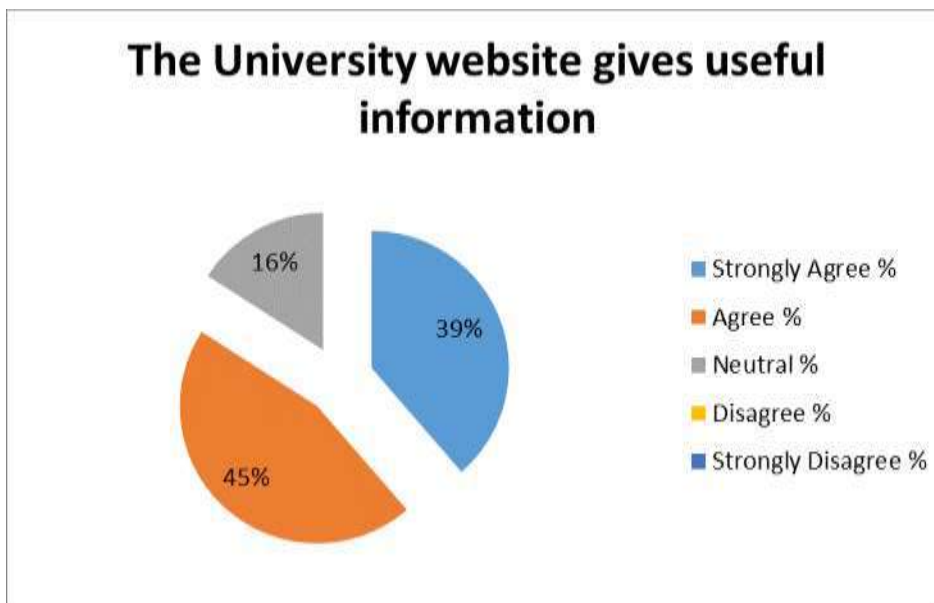
- **An overwhelming majority (90%) of the respondents has a positive. But around 10% are neutral or in disagreement.**

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

The university adheres to schedule of admissions and the term end examination

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

5%
7%
20%
34%
34%

- **54% of the respondents are satisfied, leaving 46% neutral or in disagreement. Needs to be addressed.**

8. The usefulness of university website for providing information

The University website gives useful information

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

16%
39%
45%

- **A large majority (84%) of the respondents has a positive view of the university website.**

**9. Your Queries were promptly addressed by the University**
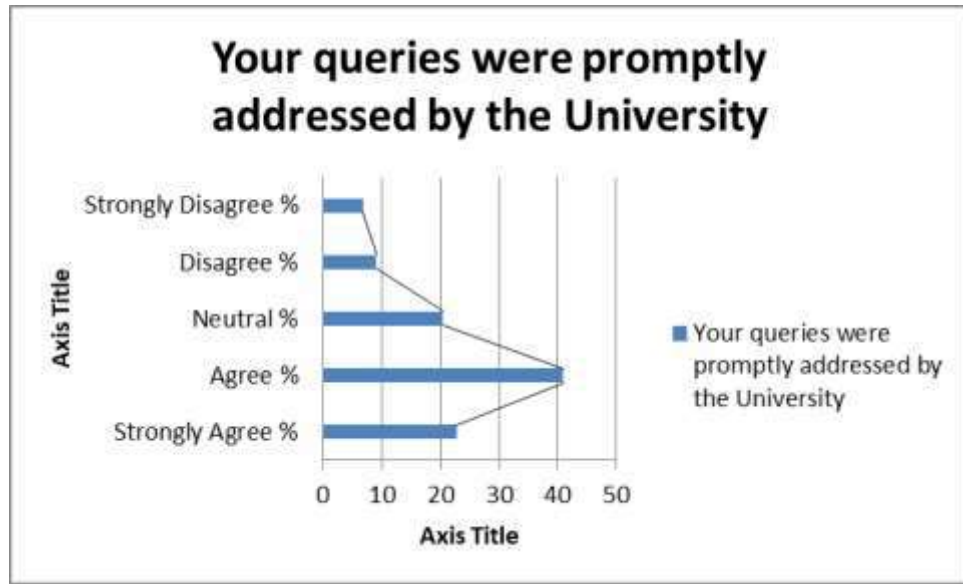
- **63% of learners are satisfied about the redressal of grievance, leaving 37%, i.e. about one in every three, dissatisfied. Needs to be addressed.**

**10. The term end examination was conducted fairly, and the sanctity of the examination is maintained**
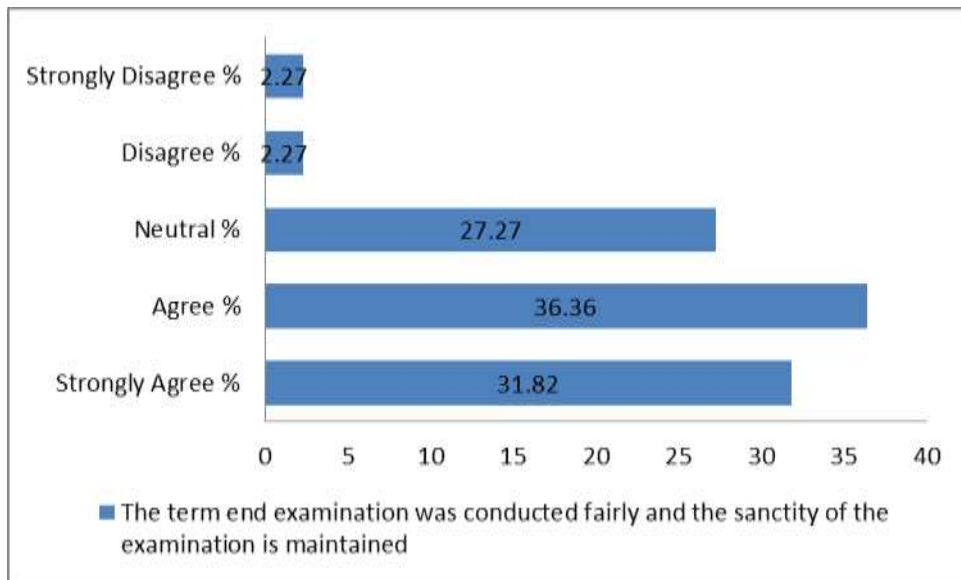
- **68% of learners are satisfied about fairness & sanctity of the examination, leaving 32%, dissatisfied. The percentage of dissatisfaction seems rather high.**

**11. The results of term end examination are declared timely**
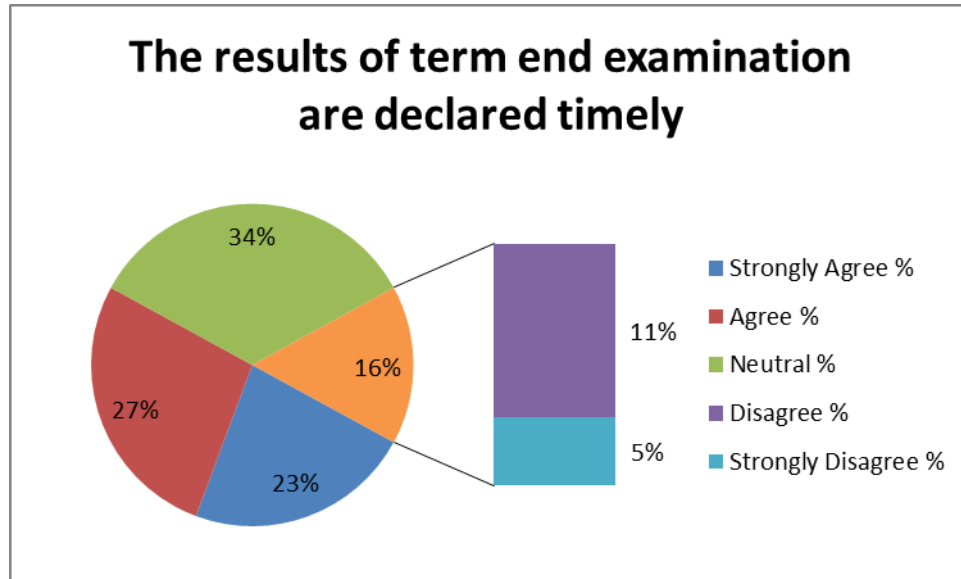
- **Only 50% of learners are happy about timely declaration of term-end examination results. Needs to be looked into seriously.**

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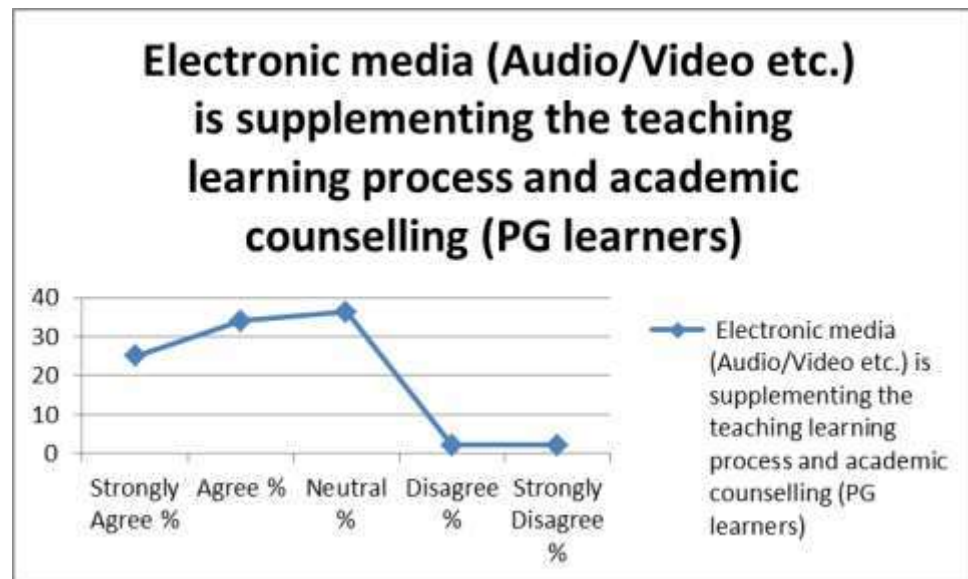

- **While 62% has expressed a positive view about the AV materials, a significant section has expressed neutrality and disagreement (around 38%), which needs to be addressed.**

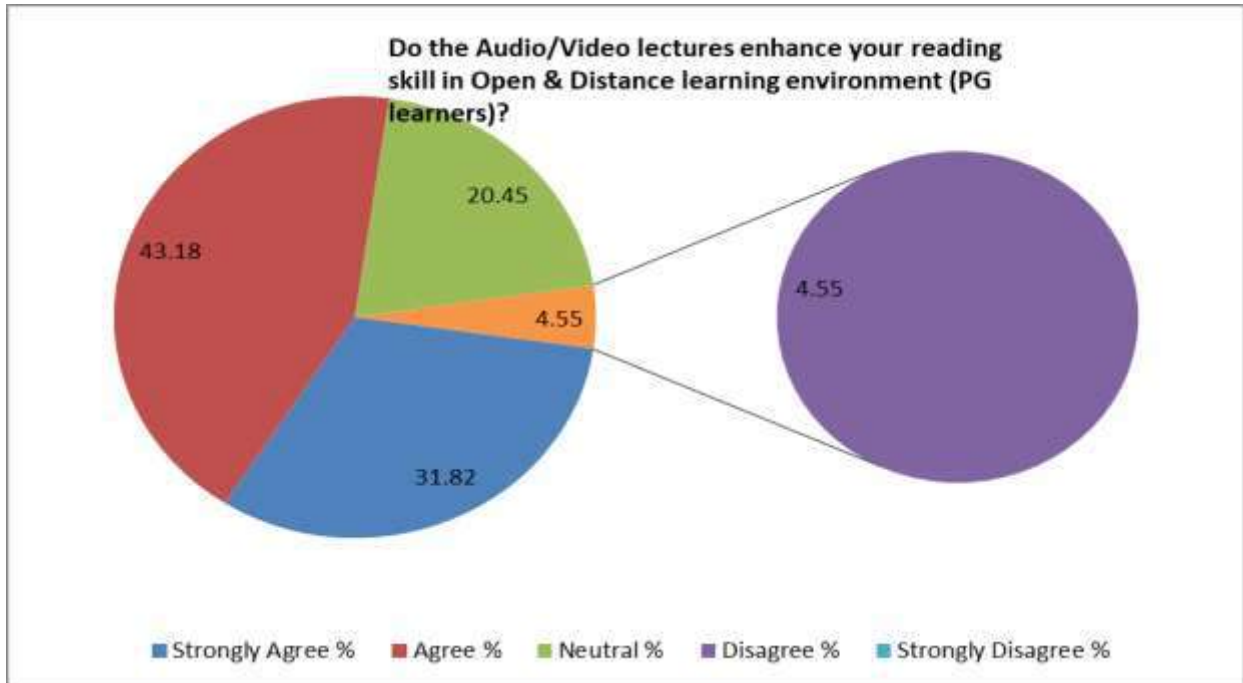**13. The university mobile app gives useful information**

The university mobile app gives useful information

- 2% 5%
- 32%
- 29%
- 32%

Strongly Agree %
Agree %
Neutral %
Disagree %
Strongly Disagree %
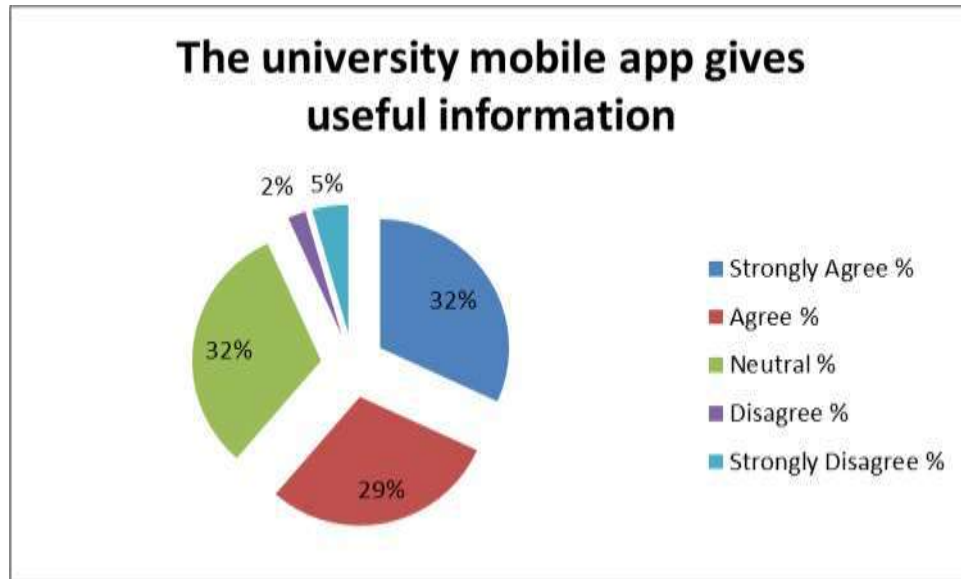
- **While 61% has expressed satisfaction about the Mobile App, neutrality and disagreement of 39% is very high. This is a cause for concern.**

14. Online lectures are preferred over face-to-face counselling session

Online lectures are preferred over face to face counselling session

- 5%
- 14%
- 27%
- 25%
- 29%

Strongly Agree %
Agree %
Neutral %
Disagree %
Strongly Disagree %
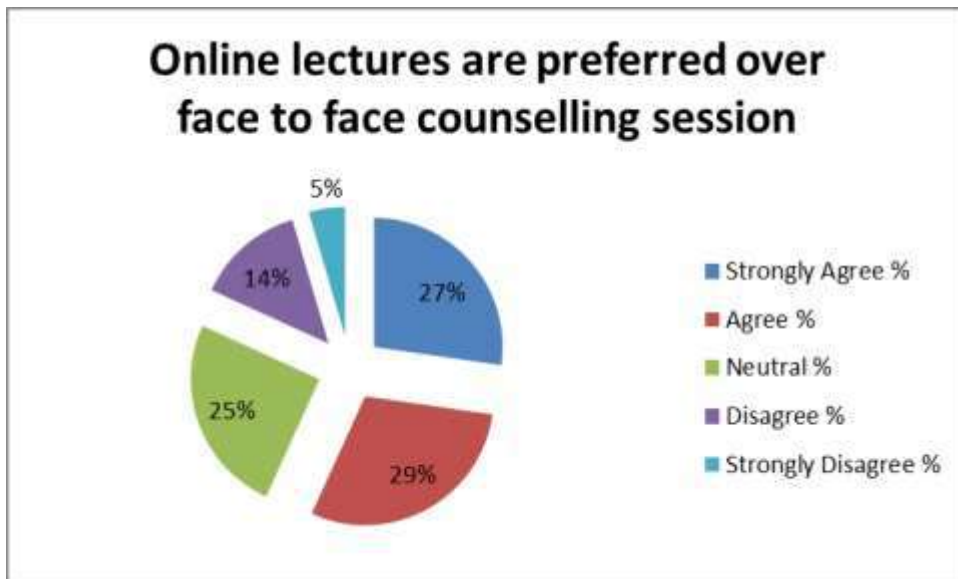
- **A slight majority (56%) have a positive view, 44 % are neutral or in disagreement. of 19 %. Needs to be addressed.**

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

Do the Audio/Video lectures enhance your reading skill in Open & Distance learning environment (PG learners)?

20.45

43.18

4.55

4.55

31.82

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

- **Positive view is high (75%) but neutrality and disagreement of around 25% is also significant.**

**16. Online services provided to you were easily accessible and useful**

Online services provided to you were easily accessible and useful

2% 2%

30%

30%

36%

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

- **Positive view is moderately high (66%) but neutrality and disagreement of around 34% is also significant.**

17. Is NSOU OER Repository/LMS useful?

Is NSOU OER Repository/LMS useful?
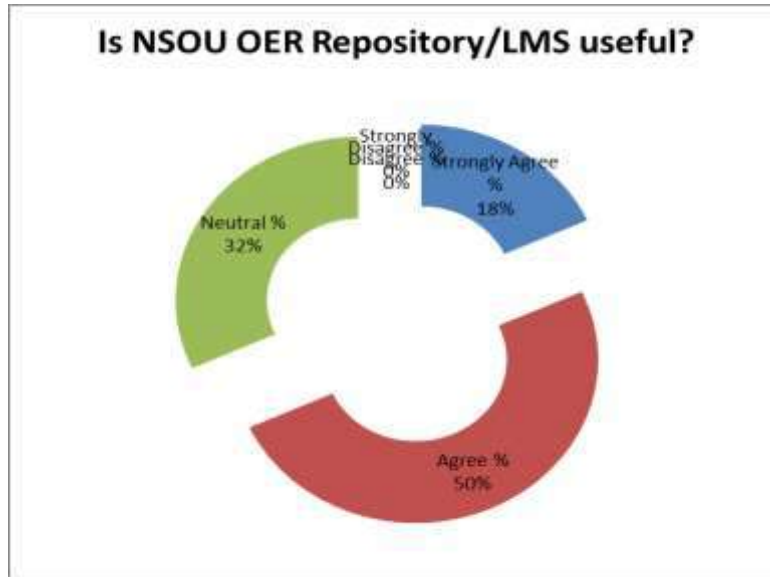
- **Positive view is moderately high (68%) but neutrality and disagreement of around 32% is also significant.**

18. Open Educational Resources (OER) Digitized course materials can replace printed Self Learning Materials (SLMs)

Open Educational Resources (OER) Degitized course materials can replace printed Self Learning Materials (SLMs)

- Strongly Agree %
- Agree %
- Neutral %
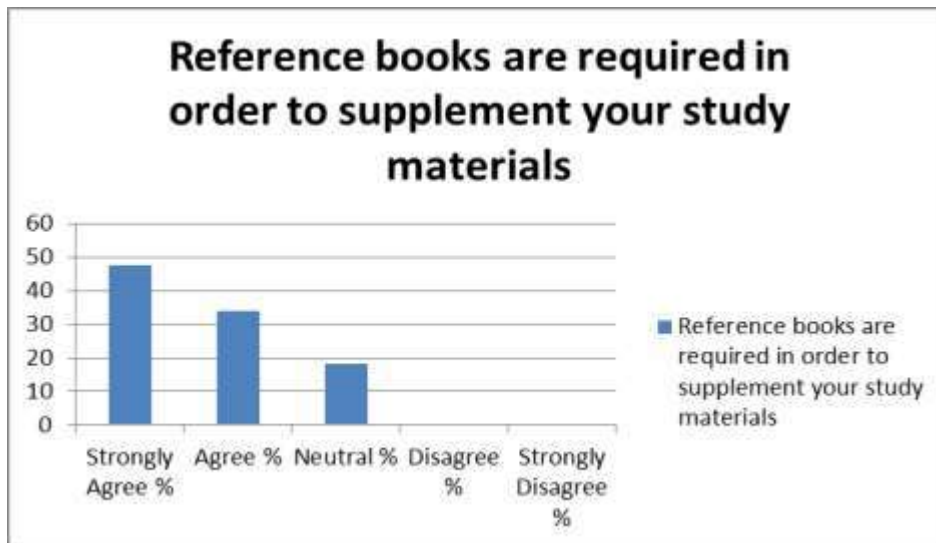- Disagree %
- Strongly Disagree %
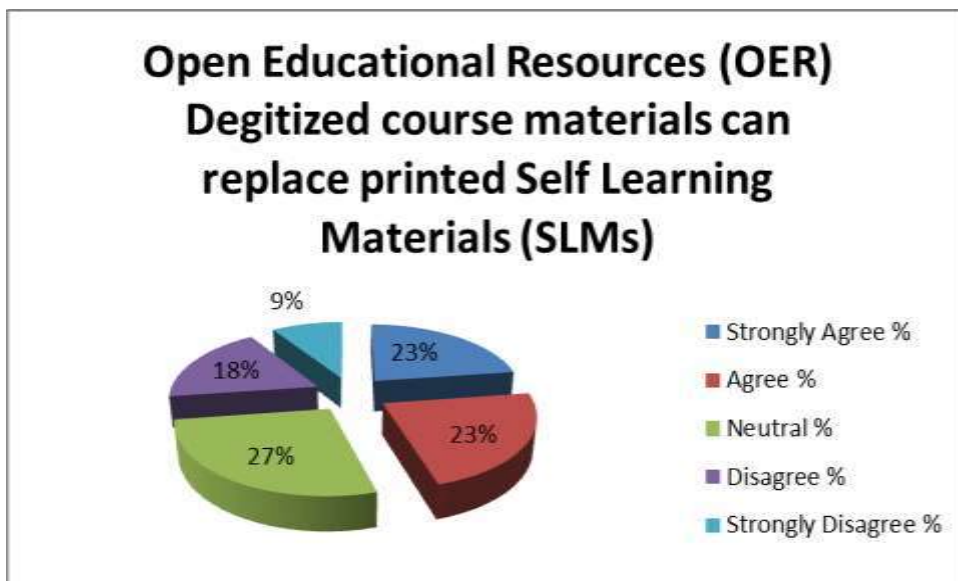
- **Positive view is rather low (46%) but neutrality and disagreement of around 54% is very high.**

**19.   Blended mode of learning can be useful to pursue courses**
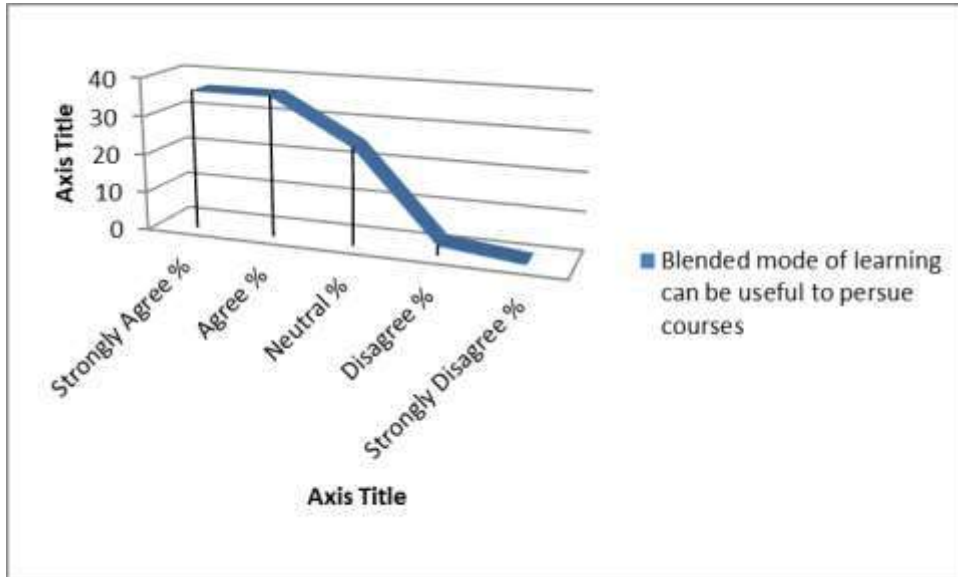
- **Positive view is high (60%) but neutrality and disagreement of around 40% is also significant.**

20.   Reference books are required in order to supplement your study materials

- **Positive view is rather high (83%) but neutrality and disagreement of around 17% needs to be looked into.**

21. The Study Materials were available in digital form
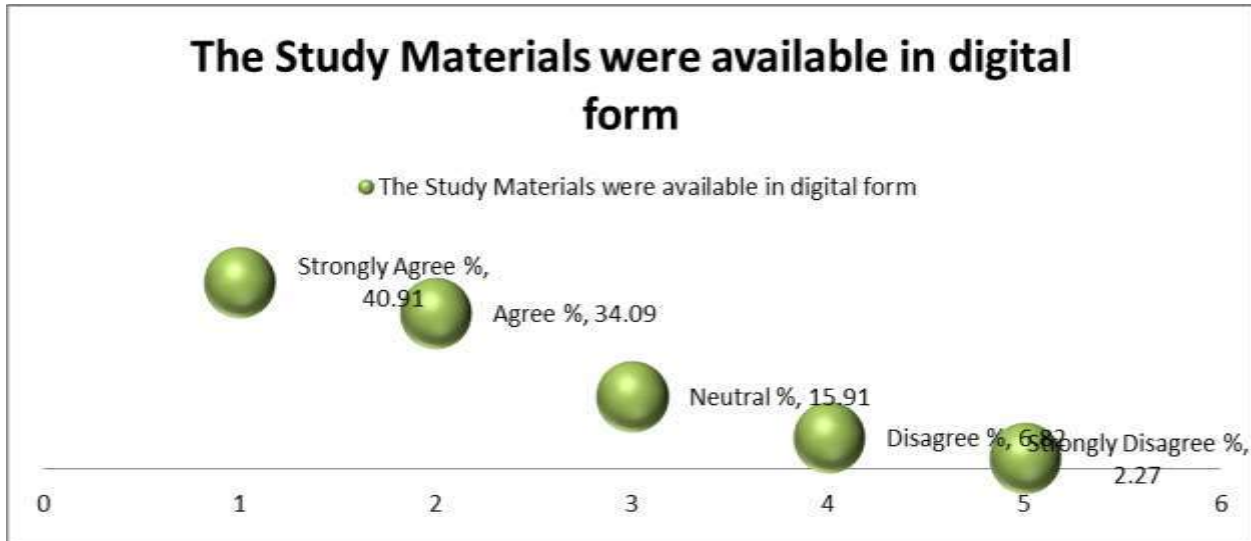
- **Positive view is high (75%) but neutrality and disagreement of around 25% is also significant.**
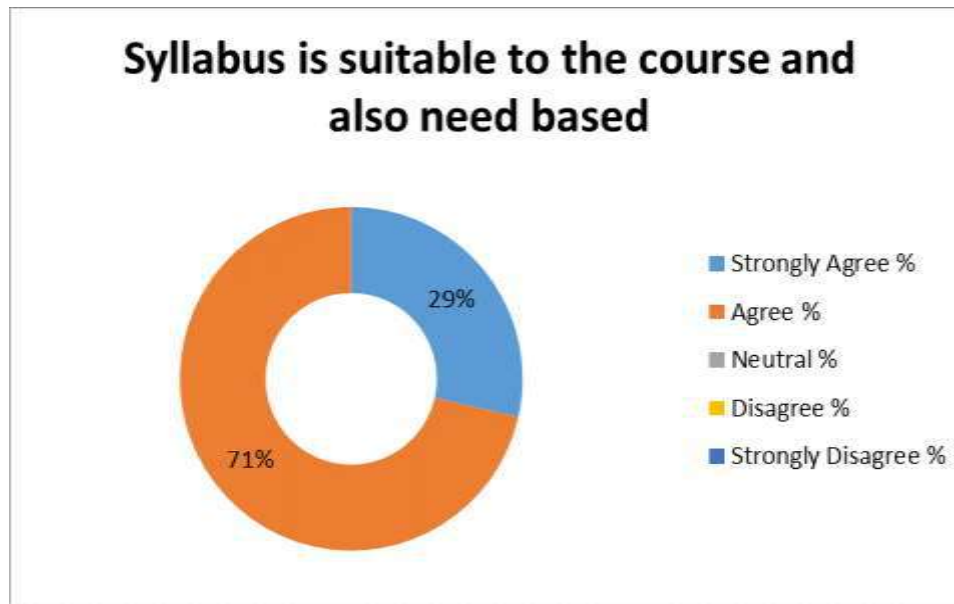
Conclusion/Interpretations:

- Learners have largely expressed POSITIVE views about their experience.
- However, at the same time they have pointed out 16 segments (out of a total of 21) 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), (2) Usefulness of Induction Programme (# 3), (3) Comprehensiveness and understandability of SLM (# 4), (4) Usefulness of Home Assignments (# 5), (5) Adherence to schedules for admission & examination (# 7), (6) Promptness in addressing Queries, including Grievances (# 9), (7) Fairness & Sanctity of TE & other examinations (# 10), (8) Delay in declaration of results (# 11), (9) Effectiveness of Audio Visual electronic materials supplementing the teaching learning process for PG learners (# 12), (9) Efficacy of University Mobile App (# 13), (10) Face-to-face counselling vs Online lecture (# 14), (11) Efficacy of AVL in enhancing reading skill in ODL environment for PG learners (# 15), (12) Online services provided by the university (# 16), (13) Usefulness of NSOU OER Repository/LMS (# 17), (14) Can Open Educational Resources (OER) Digitized course materials replace printed Self Learning Materials (SLMs) (# 18), (15) Usefulness of Blended mode of learning (# 19), and (16) Easy accessibility of digital study material (# 21).
  Especially notable:
- Almost half of the learners prefer face-to-face counselling over online classes (# 14).
- More than half of the learners feel that Open Educational Resources (OER) Digitized course materials cannot replace printed Self Learning Materials (SLMs) (# 18).
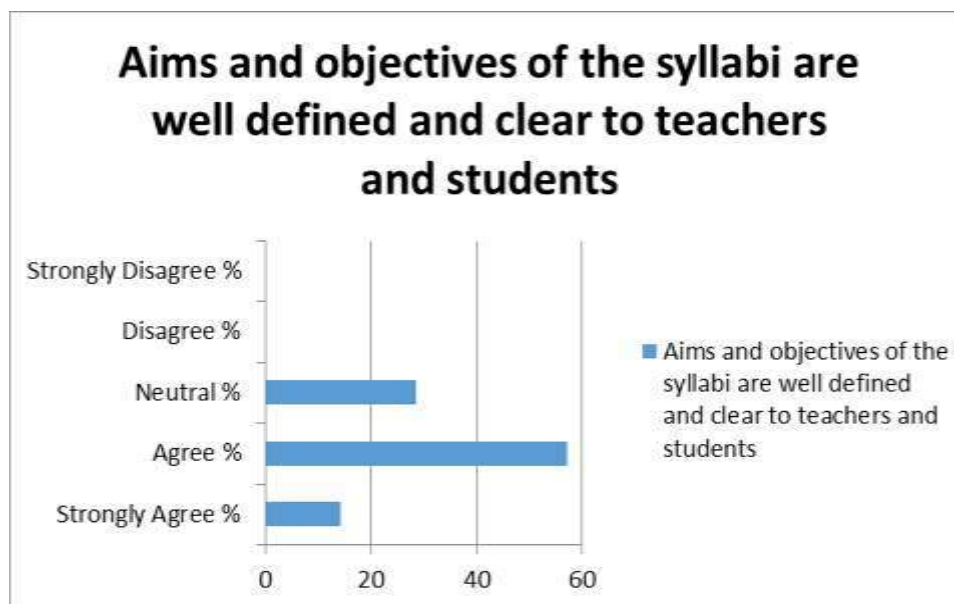
FEEDBACK FROM ACADEMIC COUNSELLORS
[Based on responses from 7 Academic Counsellors.]

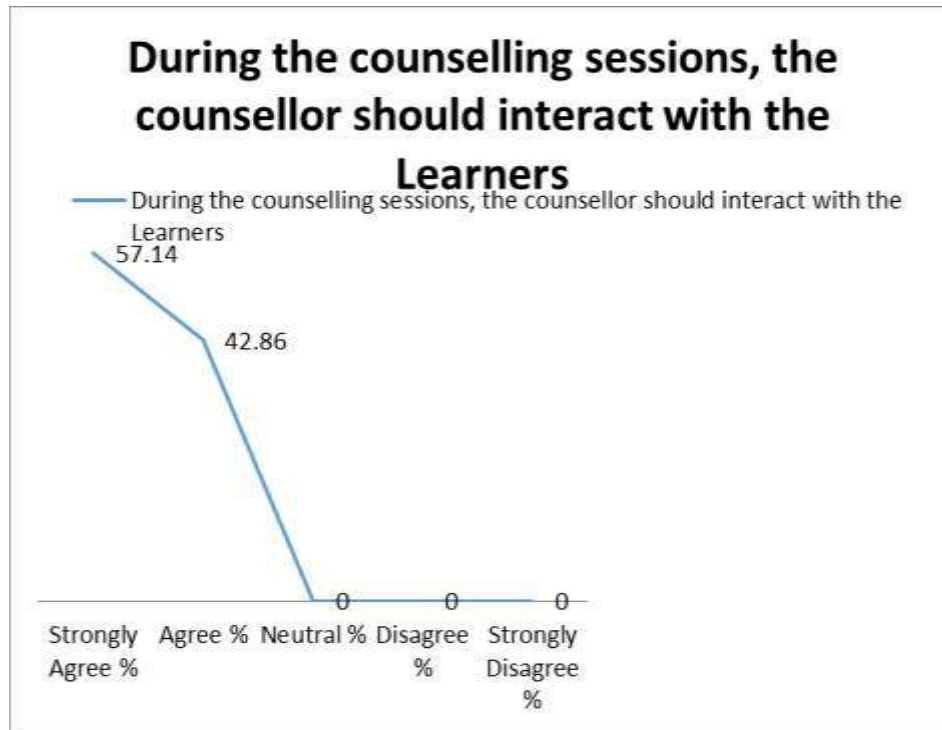**1. Suitability of course and meeting of requirements of learners**

Syllabus is suitable to the course and also need based

29%

71%

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

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

2. Definitiveness of aims and objectives of the syllabus

Aims and objectives of the syllabi are well defined and clear to teachers and students

Strongly Disagree %

Disagree %

Neutral %

Agree %

Strongly Agree %

0   20   40   60

- Aims and objectives of the syllabi are well defined and clear to teachers and students
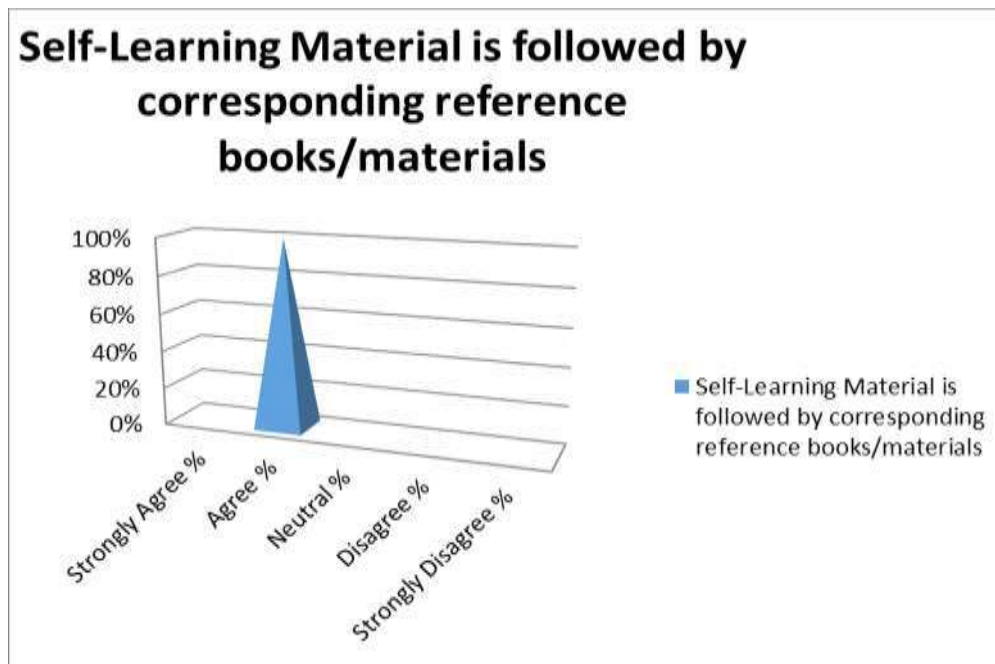
- **An overwhelming majority (92%) has expressed a positive view.**

3. Usefulness of interactivity of learner with counsellors

During the counselling sessions, the counsellor should interact with the Learners

— During the counselling sessions, the counsellor should interact with the Learners

57.14

42.86

0   0   0

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

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

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

Self-Learning Material is followed by corresponding reference books/materials

100%
80%
60%
40%
20%
0%

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

■ Self-Learning Material is followed by corresponding reference books/materials

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

5. **The course/syllabus has good balance between theory and Practical (If Applicable)**
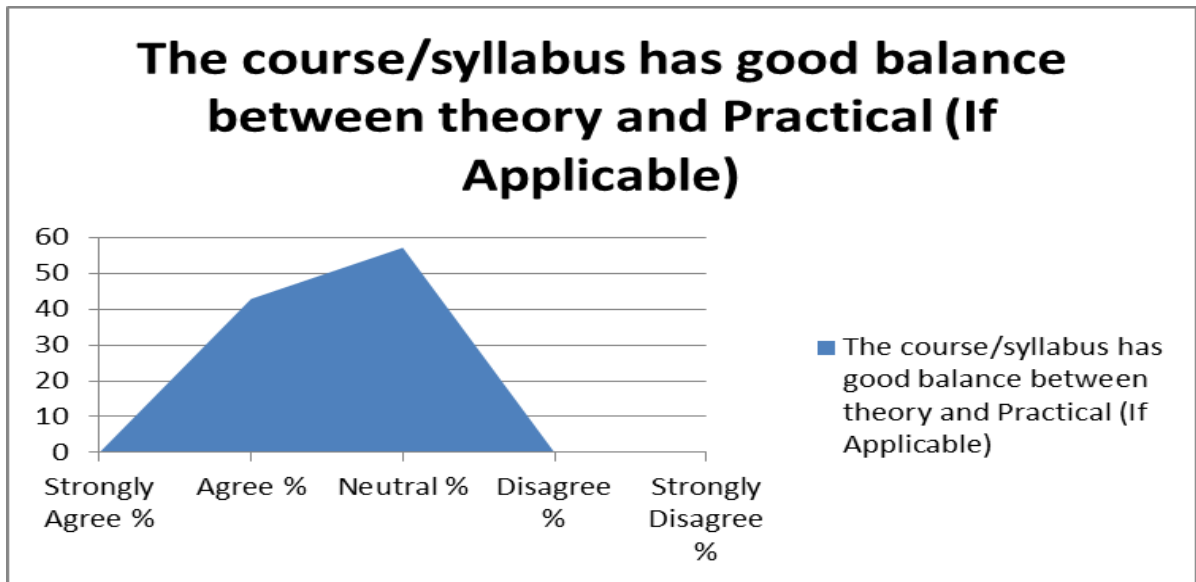

- **Less than half is convinced about the balance between theory & practical while more than half has chosen to be neutral.**

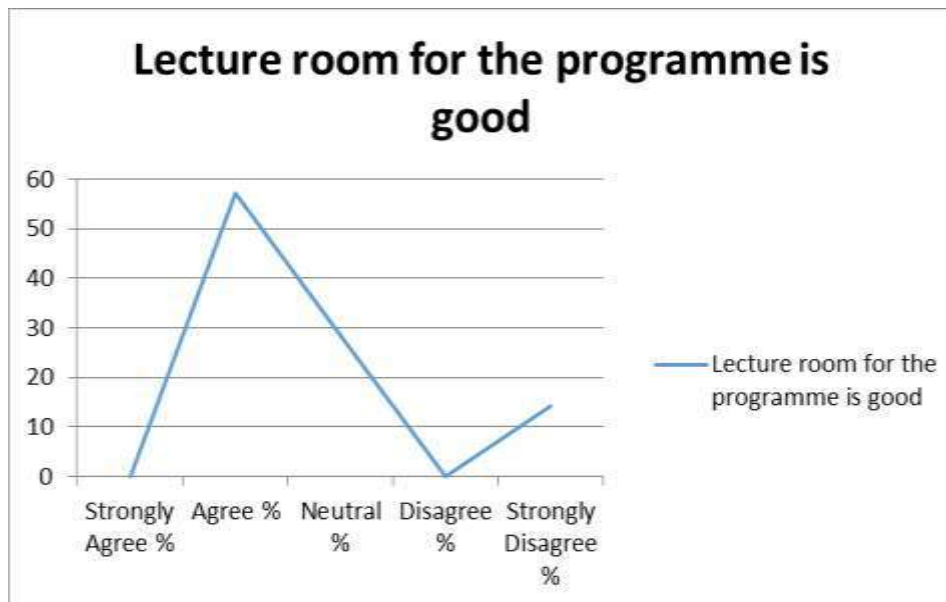**6.** **Comprehensiveness and understandability of SLMs.**
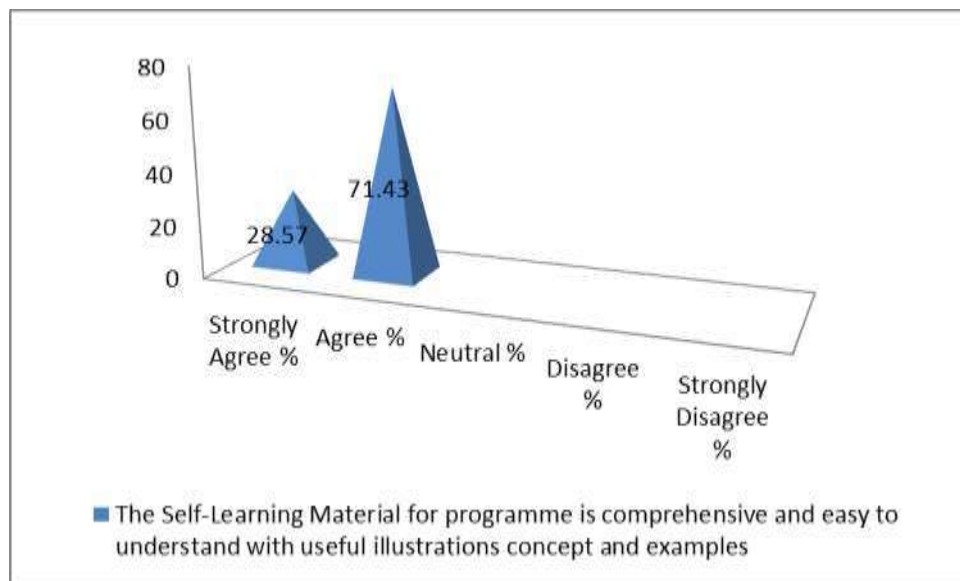
- **Almost everyone agrees that SLM is comprehensive and easy to understand.**

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

Self-Learning Material is available before counselling session

	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
Self-Learning Material is available before counselling session		71.43	14.29		14.29
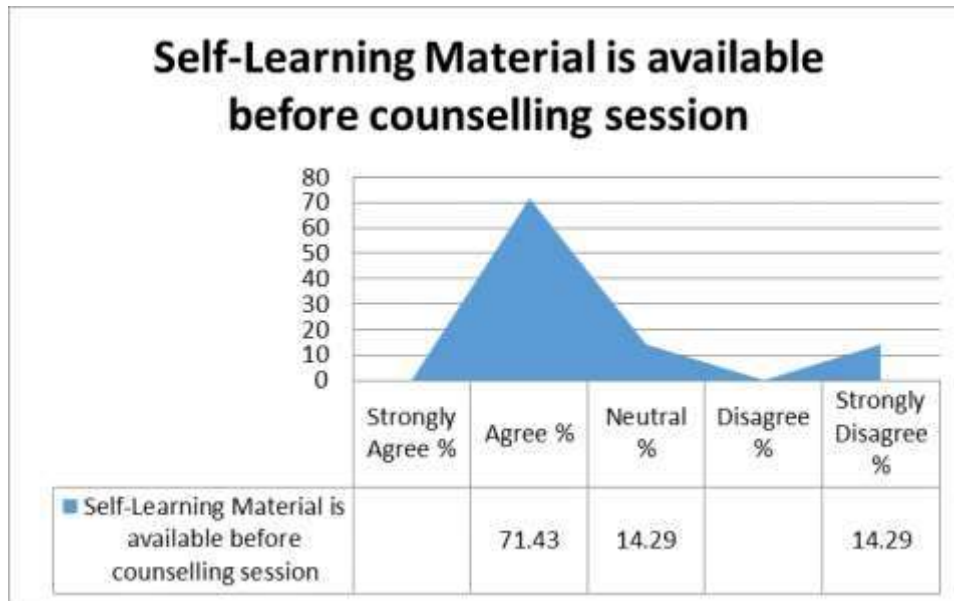
- **71% positive response is offset by 29% neutrality and disagreement. Needs to be addressed.**

8. Wellness of the lecture Rooms

Lecture room for the programme is good

(Line chart: Strongly Agree %, Agree %, Neutral %, Disagree %, Strongly Disagree %)

— Lecture room for the programme is good

- **Around 58% positive responses is not a good sign.**

9. 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.)

14%
29%
57%

- Strongly Agree %
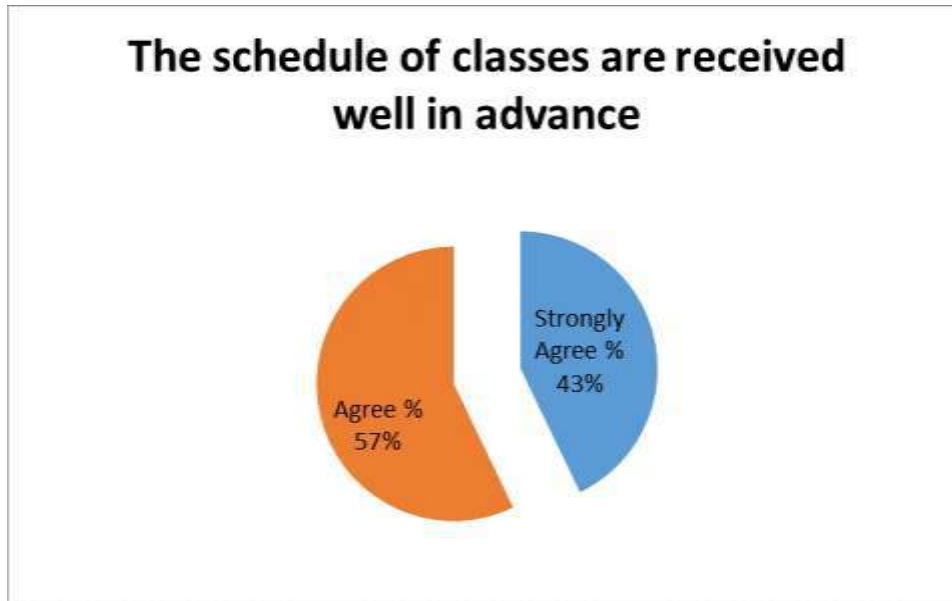- Agree %
- Neutral %
- Disagree %
- Strongly Disagree %
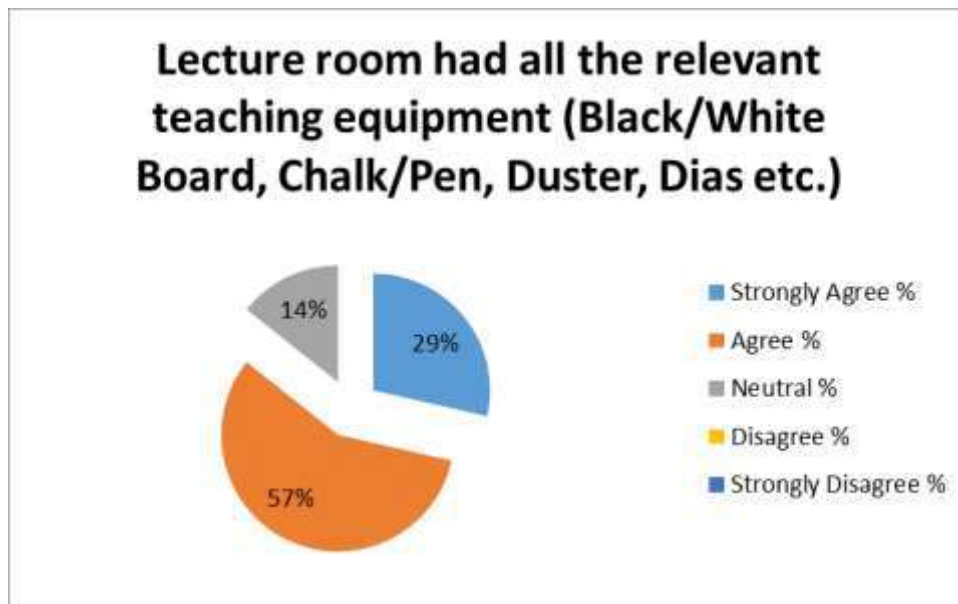
- **An overwhelmingly positive response (86%).**

10. 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 staffs in the study centre is cordial and adequate

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

0   20   40   60

- The behavior and services provided by the support staffs in the study centre is cordial and adequate
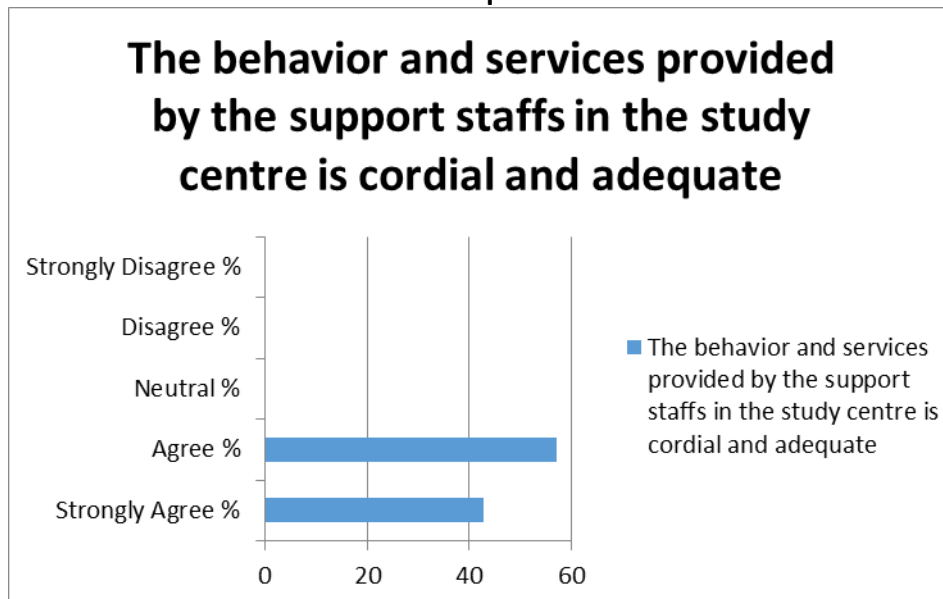
- **Almost complete satisfaction (93%).**

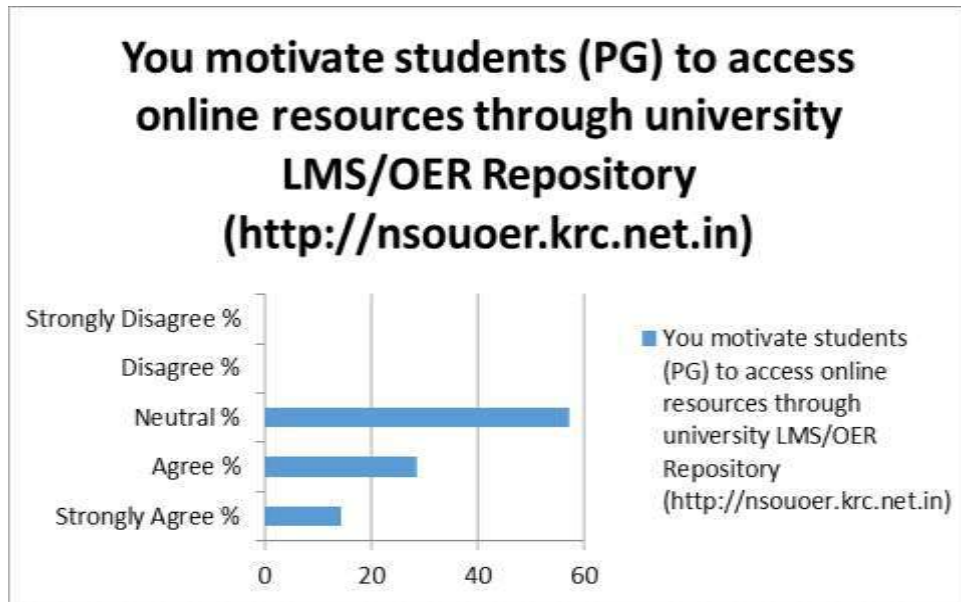**11. Whether the schedule of classes is received well in advance?**

- **Complete satisfaction.**

**12. Whether the Counsellor inspires learners for ethical conduct?**
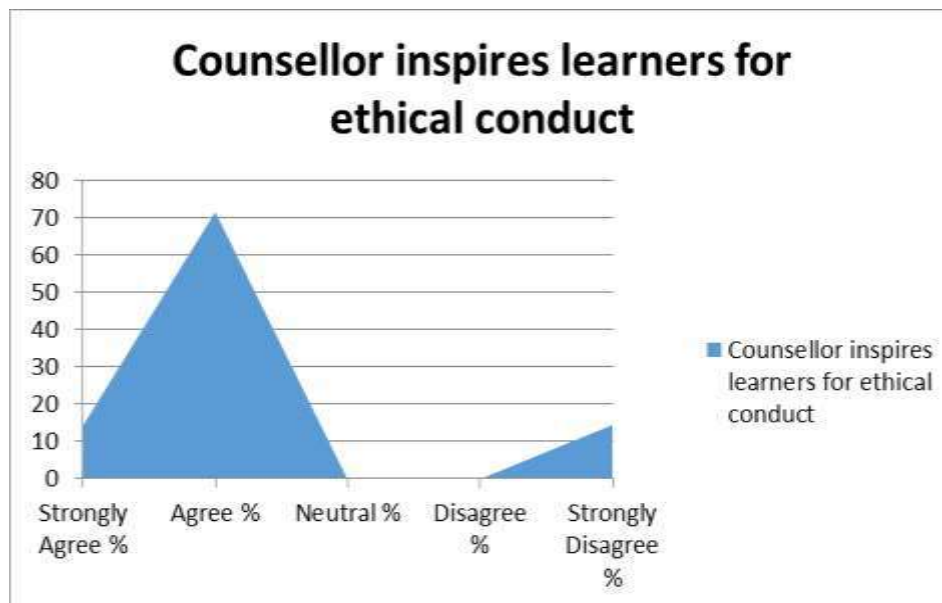
- **Satisfaction 85%, strong disagreement 15%.**

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

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

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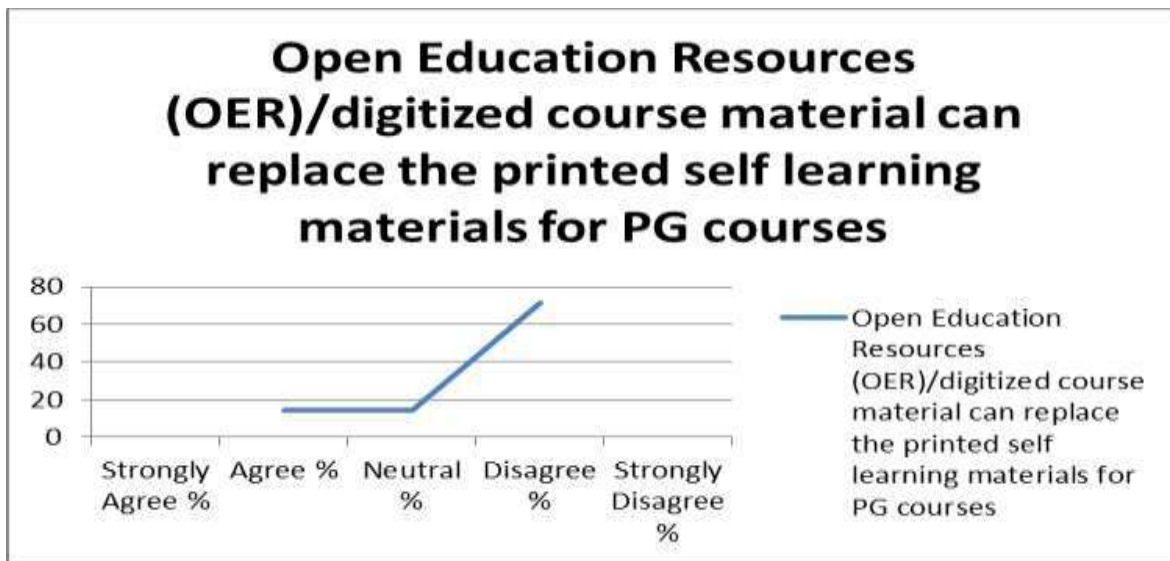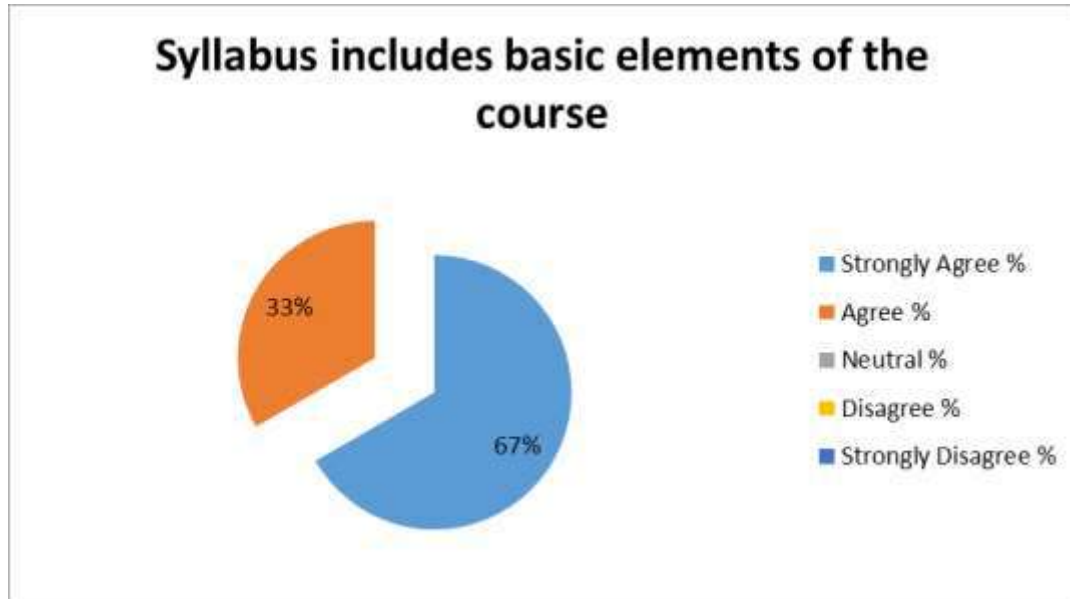

- **An overwhelmingly positive response (more than 90%).**

Conclusion/Interpretations:

- 11 out of 14 parameters have POSITIVE response. But # 5 (Balance between theory & practical in syllabus), # 7 (Availability of SLM before counselling session) and # 8 (Wellness of lecture rooms in study centres) need to be addressed.
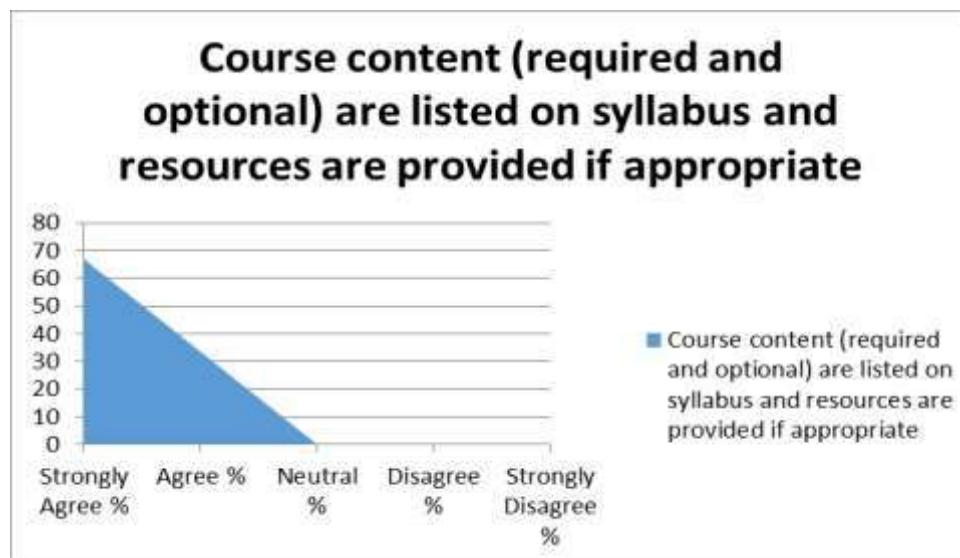
FEEDBACK FROM SUBJECT EXPERTS

1. Whether Syllabus includes basic elements of the course

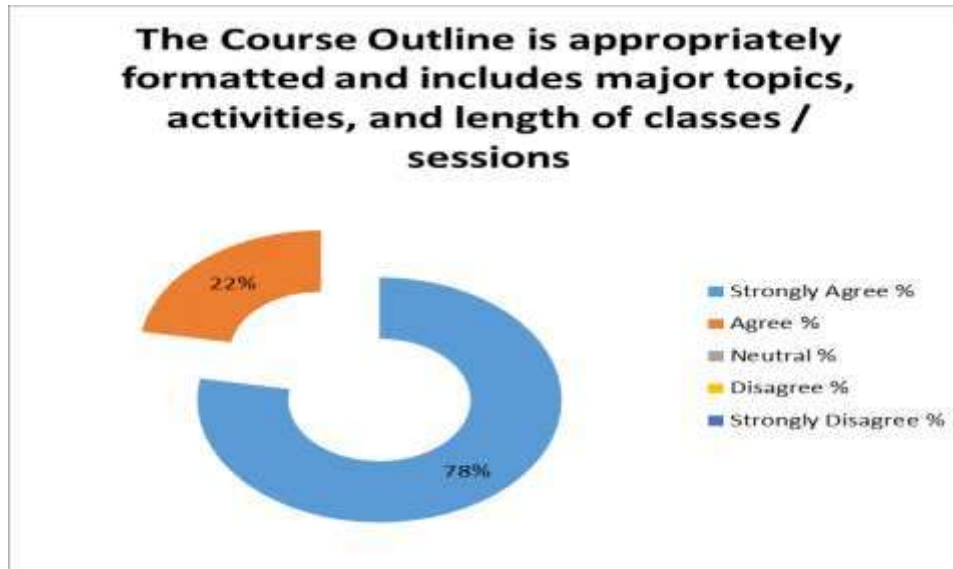- **An overwhelmingly positive response (100%).**

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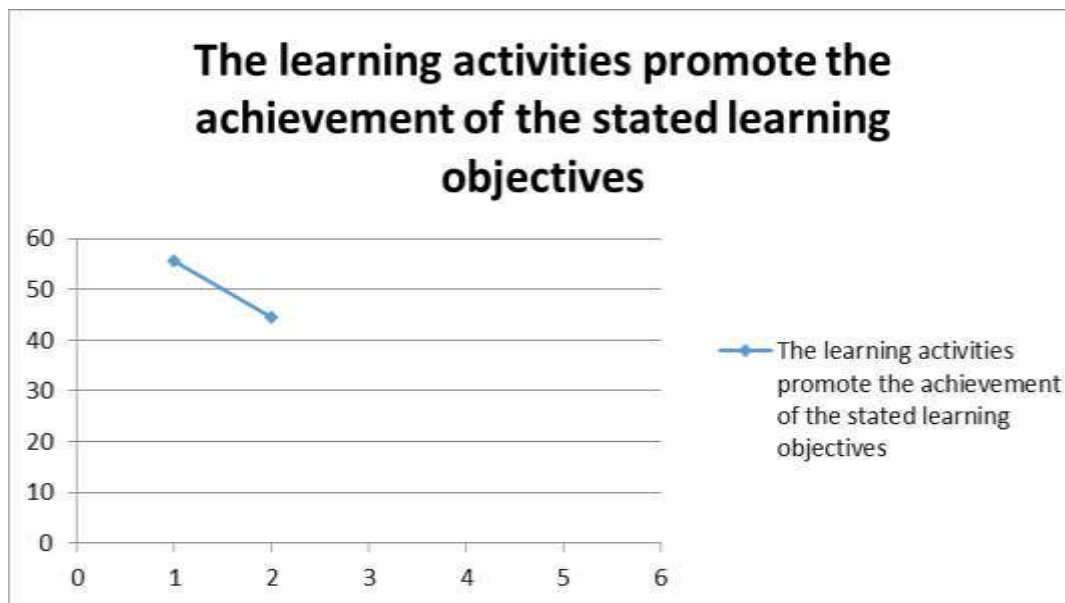

- **An overwhelmingly positive response.**

3. **The Course Outline is appropriately formatted and includes major topics, activities, and length of**

classes / sessions

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

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

22%

78%

- **An overwhelmingly positive response (100%).**

4. The learning activities promote the achievement of the stated learning objectives

The learning activities promote the achievement of the stated learning objectives

— The learning activities promote the achievement of the stated learning objectives
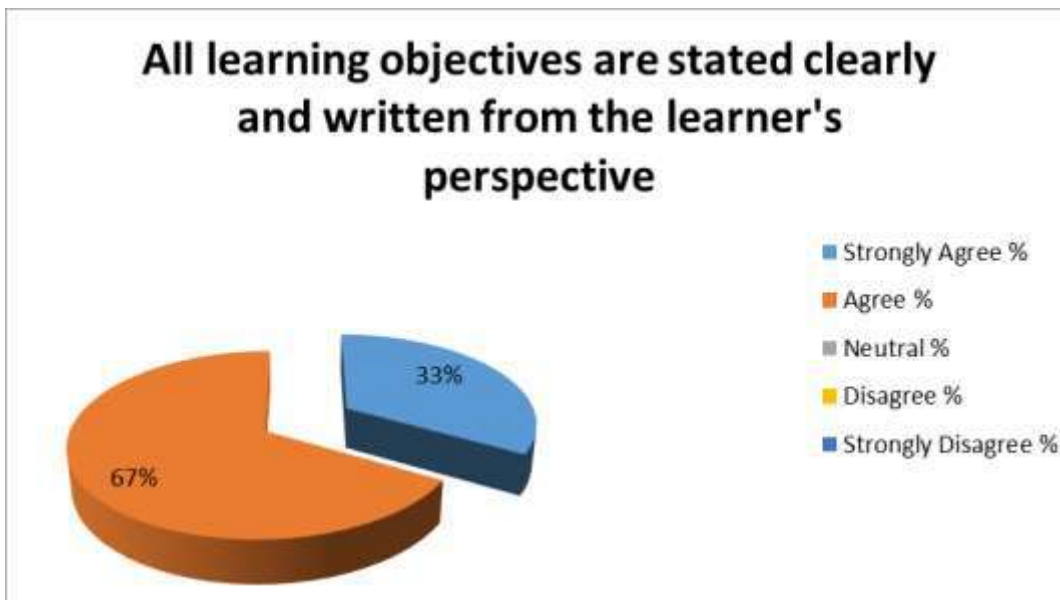
- **An overwhelmingly positive response.**

**5. The course learning objectives are measurable**
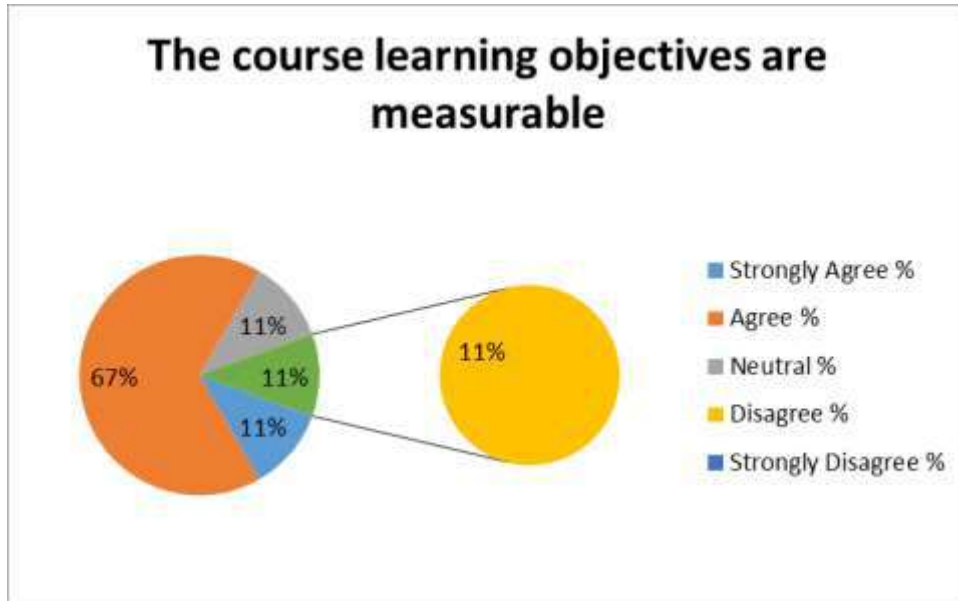
- **A positive response (around 78%) but 22% are neutral or disagreement. Needs to be addressed.**

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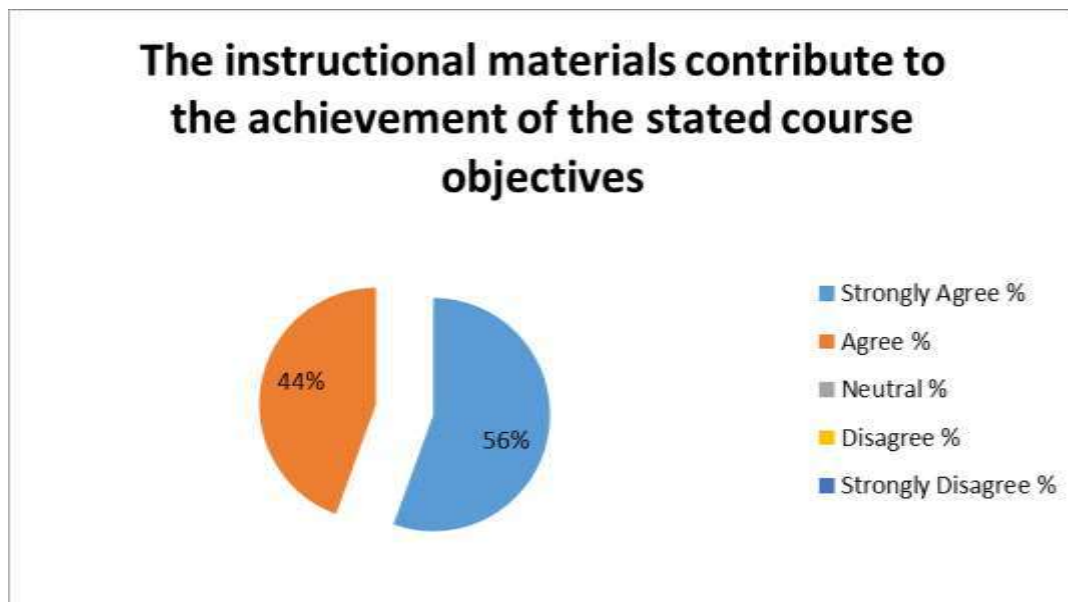

- **An overwhelmingly positive response (100 %).**

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

The learning objectives are appropriately designed for the level of the course
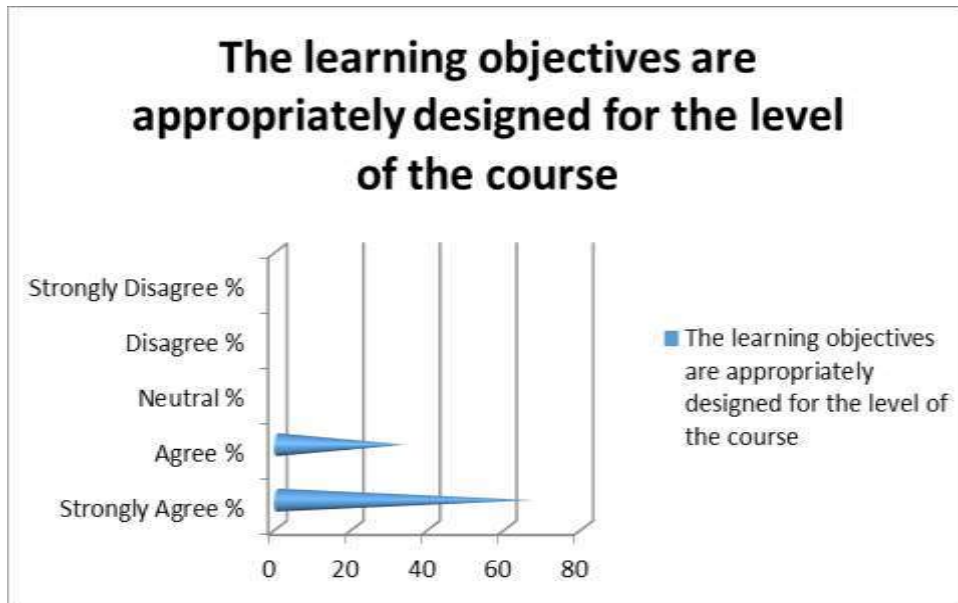
- **An overwhelmingly positive response (around 95%).**

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

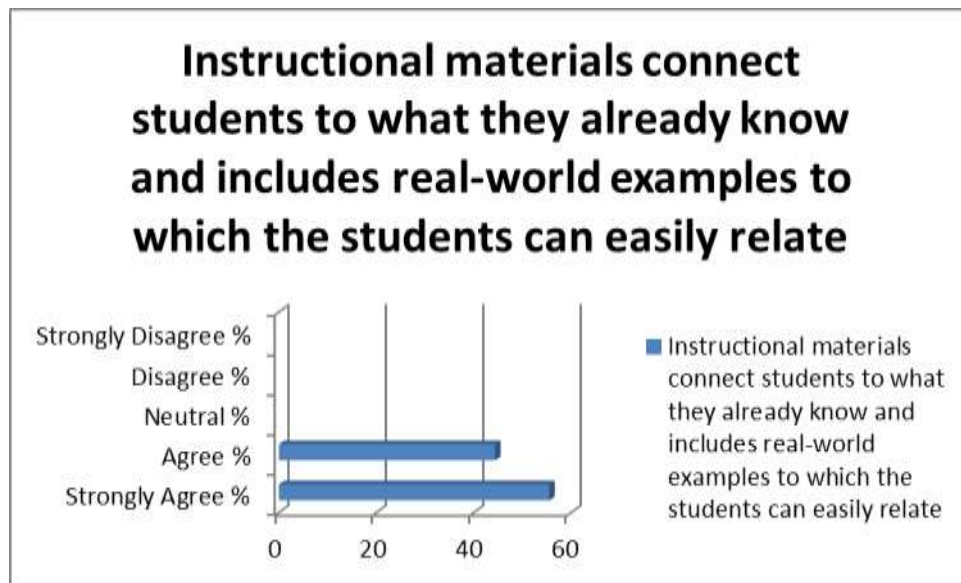The instructional materials contribute to the achievement of the stated course objectives

- **An overwhelmingly positive response (around 92%).**

9. **Instructional materials connect students to what they already know and includes real-world examples to which the students can easily relate**
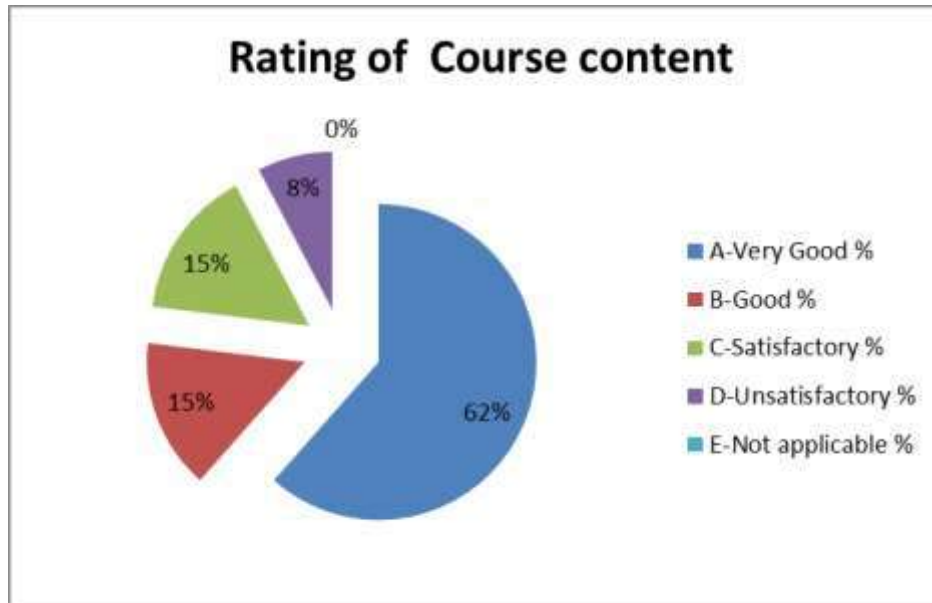

- **100% agreement.**

Conclusion/Interpretations:

- Against overwhelmingly positive response, the measurability of learning objectives (# 5) is a concern.
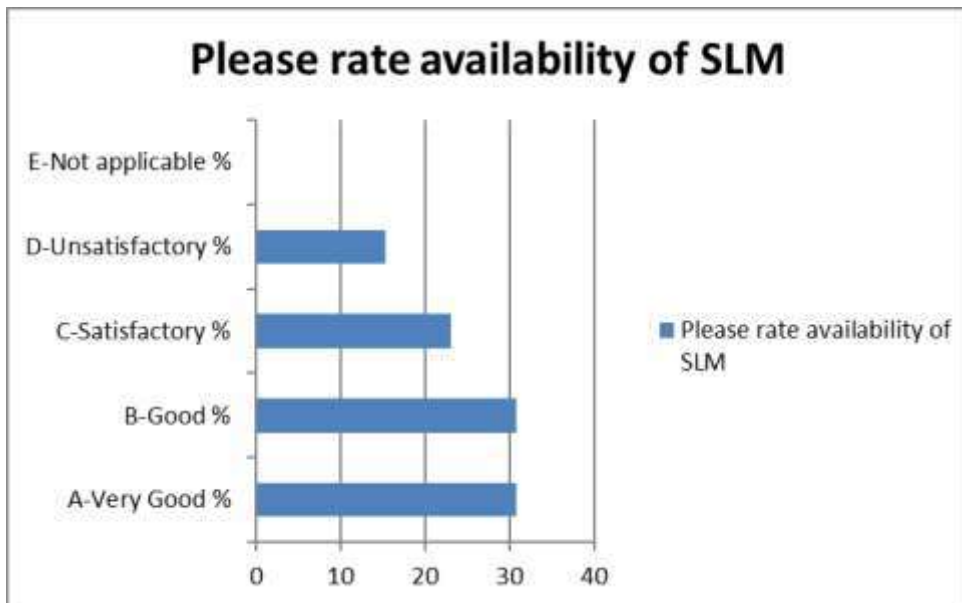
ALUMNI FEEDBACK ANALYSIS

1. Rating of Course content

Rating of Course content

- 77 % says either very good or good, 15% are satisfied.

2. Availability of Self Learning Materials (SLM)

**Please rate availability of SLM**

- While 78% have rated the parameter as either very good, good or satisfactory, 22% are unsatisfied. Needs to be addressed.

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

Rate of use of innovative teachings methods (E-SLM, online Counseling, lab experience, A/V lectures etc.)

Please rate use of innovative teachings methods (E-SLM, online Counseling, lab experience, A/V lectures etc.)
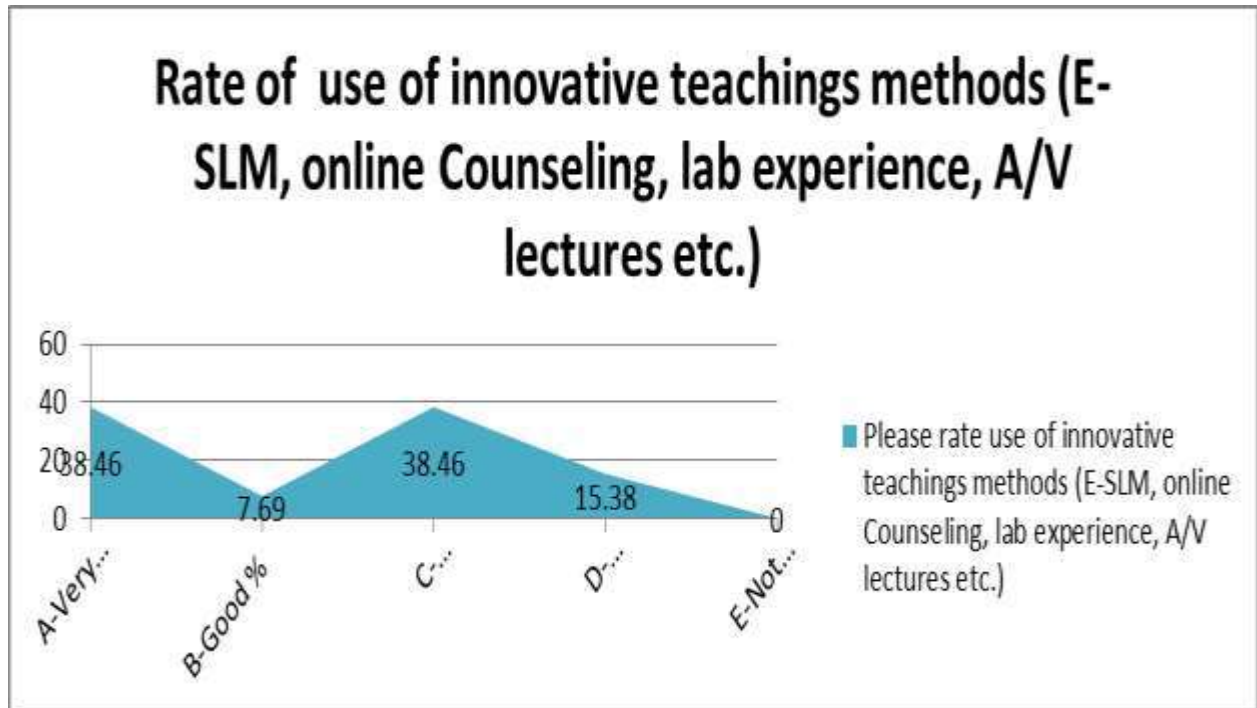
- **85% have rated it as either very good, good or satisfactory.**

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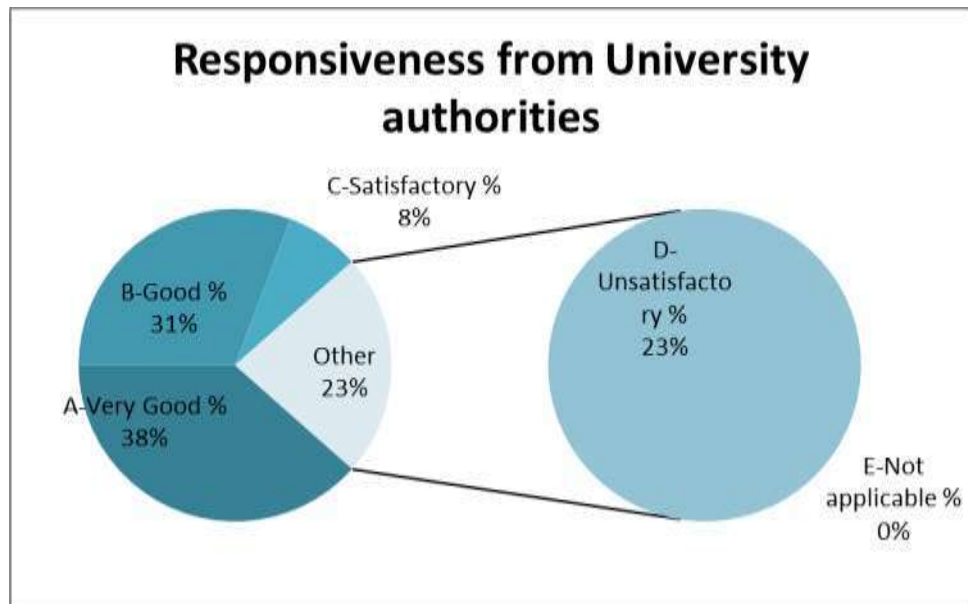
Please rate the learning value (in terms Knowledge, concepts, analytical abilities etc.)

Please rate the learning value (in terms Knowledge, concepts, analytical abilities etc.)
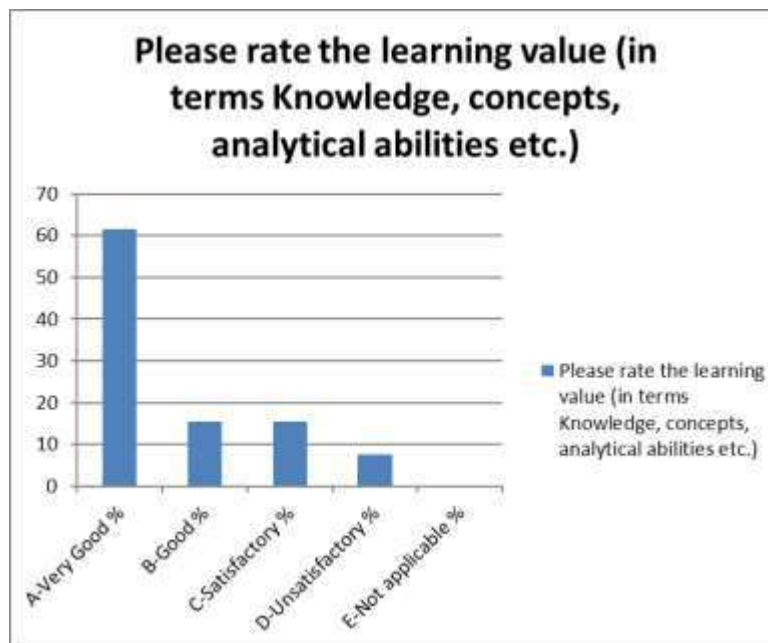
- **Overwhelmingly high satisfactory rating (92%).**
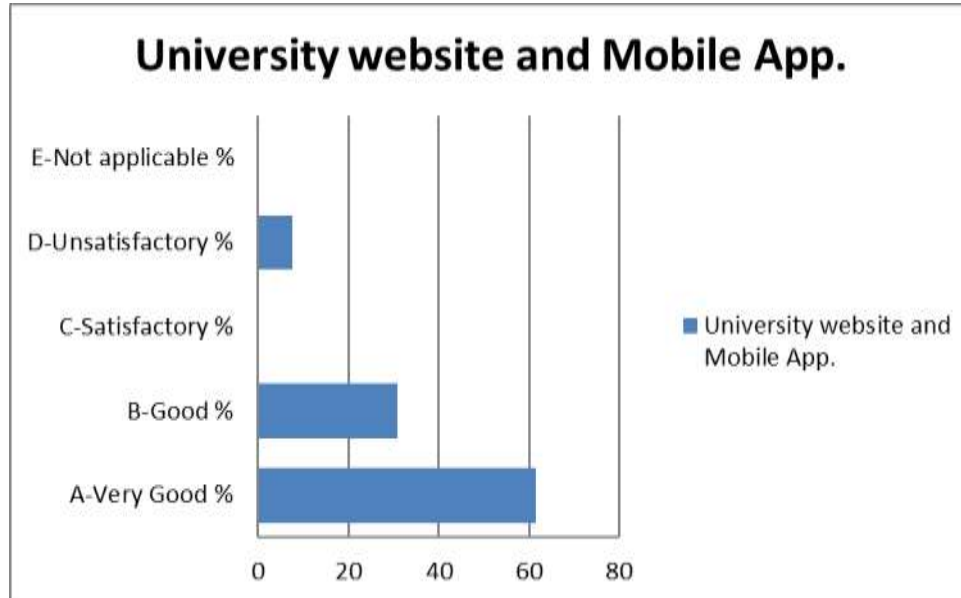
5. Overall rating of the Course
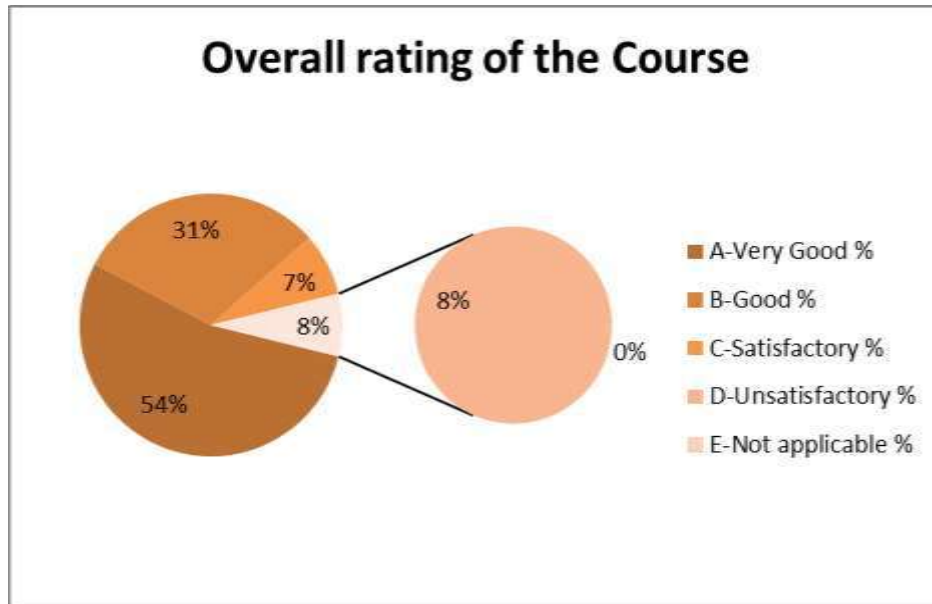
 • **Overwhelmingly high satisfactory rating (92%).**

6. Responsiveness from University authorities

 • **23% says unsatisfactory. Needs to be addressed.**

7. University website and Mobile App.

University website and Mobile App.

A bar chart titled "University website and Mobile App." with the following approximate values:
- E-Not applicable %: 0
- D-Unsatisfactory %: ~7
- C-Satisfactory %: 0
- B-Good %: ~30
- A-Very Good %: ~61

Legend: University website and Mobile App.
X-axis: 0, 20, 40, 60, 80

- **Appreciation level is very high.**

Conclusion/Interpretation:
- Out of 7 parameters, there are two areas of concern: a. availability of SLM (# 2) and b. Responsiveness from University authorities (# 6).

Overall Conclusion/Interpretation:

- No. of respondents too small for adequate analysis.
- 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 prioritized.

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