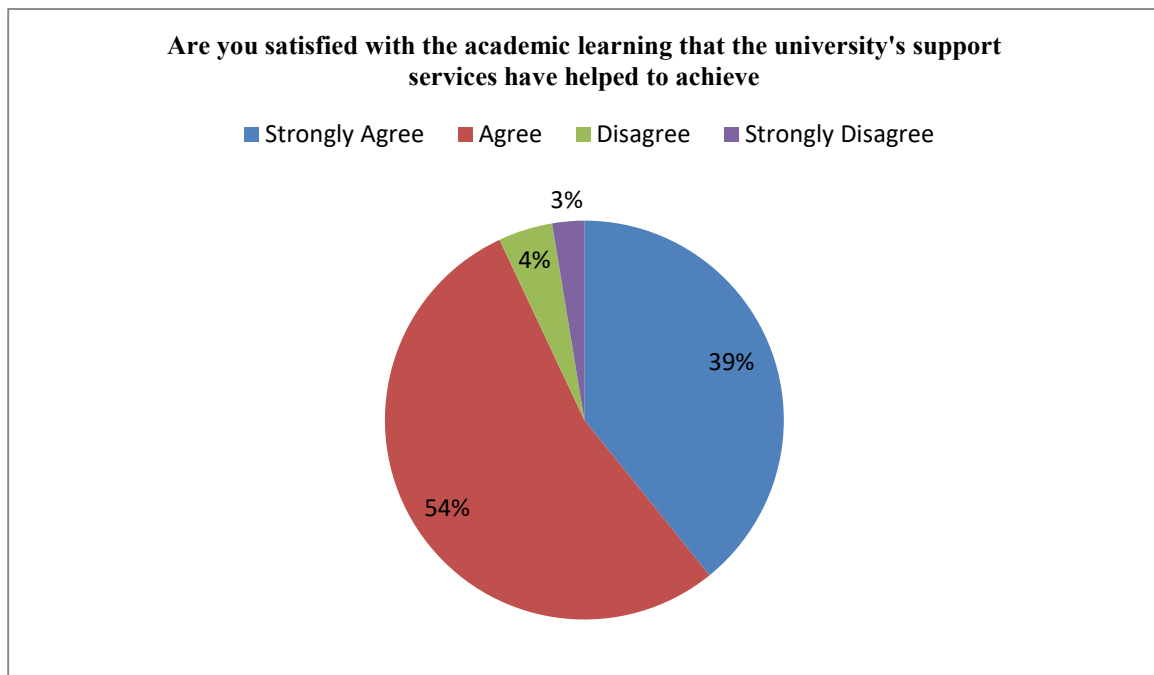


## Feedback Analysis of Learners

### Feedback collected during 2018-19

1. Are you satisfied with the academic learning that the university's support services have helped to achieve?

	Frequency	percent
Strongly Agree	196	39.2
Agree	269	53.8
Disagree	22	4.4
Strongly Disagree	13	2.6
Total	500	100.0



#### **Interpretation:**

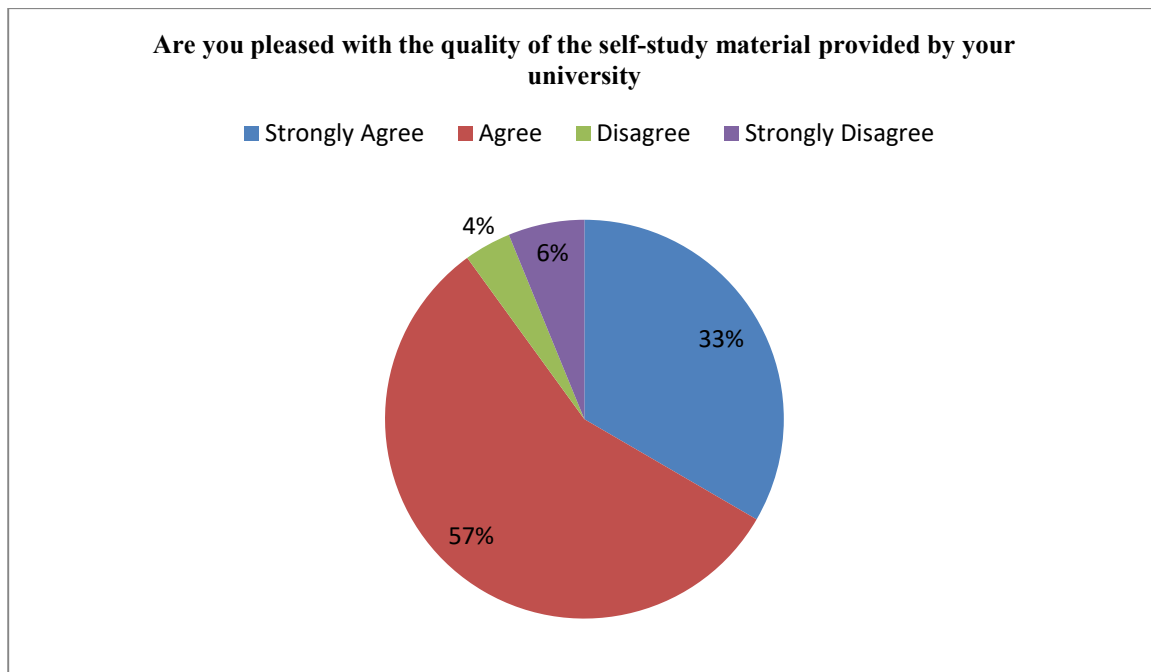
Learning is not passively absorbed; rather, it is generated by the learner via an active search for meaning. At UOU, we put a lot of emphasis on this strategy and actively consider the interests of our students. Numerous activities, including counselling, tutoring, workshops, and

seminars, are arranged from the perspective of the learner. Regarding the aforementioned, around 54% of the students appreciated the assistance provided by the institution's learner support services.

39% of the contented students in the area praised the university's approach to teaching and learning. These students expressed their opinion that this technique has helped to improve their problem-solving abilities, employability skills, etc., and has prepared them for the workplace. About 4% of people were not happy with the same. And 3% were highly disagree with the question.

2. Are you pleased with the quality of the self-study material provided by your university?

	Frequency	percent
Strongly Agree	167	33.4
Agree	283	56.6
Disagree	19	3.8
Strongly Disagree	31	6.2
Total	500	100.0



## Interpretation:

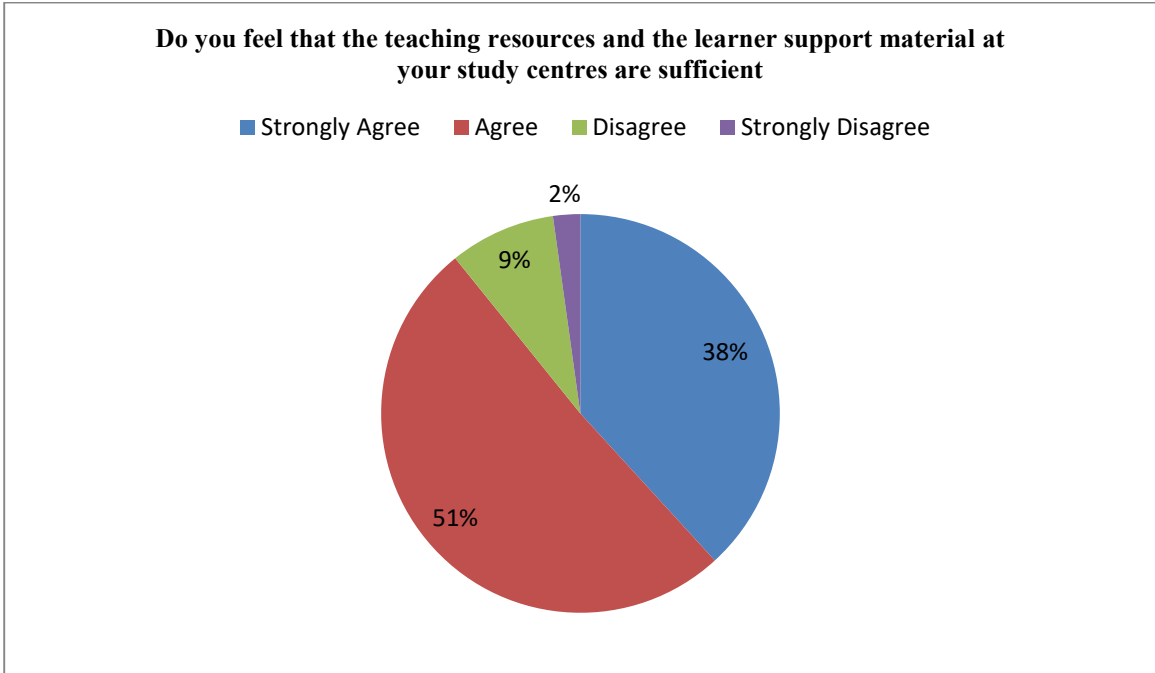
By providing a variety of courses using information and communication technology, accompanied by SLM and counselling sessions to match the requirements of the students, distance education promotes self-directed learning. Without a formal instructor or facilitator, students rely mainly on self-study materials (SLM). SLM should be created in a way that allows it to assume the role of a live instructor and give the learner all the experiences that the student may have had in a classroom context.

SLMs should thus contain all the information to encourage self-learning. In UOU, SLM is produced and particularly developed, often in print media. For them to assume the function of a live instructor, the emphasis is on making them extremely regimented. In UOU, SLMs are often created by internal and external subject- and course-specific specialists while taking into account the backgrounds, needs, and issues of the students. There are predetermined course outcomes for each course. There are several directions in the materials to aid the learner in navigating through it, and it is simple to read and comprehend.

In the case of UOU, the majority of students are happy with the course materials that the university provides. 33% of students said they were satisfied with the SLM that was given to them. They claimed that the course materials are quite organized and offer important contributions. Over 57% rated it as good or acceptable. Only 4% of students, or a tiny portion, has trouble comprehending the ideas while reading SLM. Only 6% of the students expressed dissatisfaction.

3. Do you feel that the teaching resources and the learner support material at your study centres are sufficient?

	Frequency	percent
Strongly Agree	191	38.2
Agree	255	51
Disagree	43	8.6
Strongly Disagree	11	2.2
Total	500	100.0



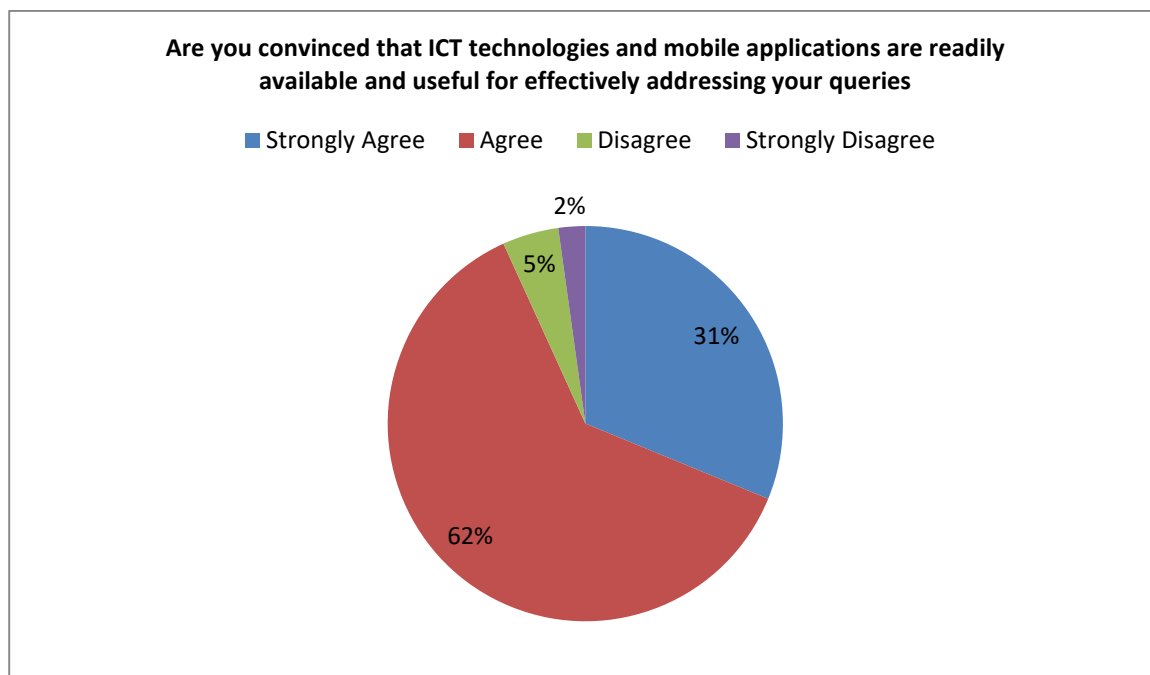
**Interpretation:**

ODL has developed into a highly potent, complex, and rich medium for transferring education, information, and skills that supplement traditional classroom instruction. Students who take classes online have different age ranges and levels of maturity than traditional students. As a result, individuals experience greater psychosocial issues that hinder their academic achievement. Therefore, it is even more crucial to offer counselling to ensure that students may continue their education without interference. The lack of time for learners in ODL mode makes it difficult for them to focus on the specifics of assignments.

As a result, the academic counsellor is expected to play a crucial role as a tutor and an advisor. Approximately 51% of students are extremely happy and 38% were satisfied with the counselling offered at different study centres. 9 % of students expressed dissatisfaction with the type of counselling they received at study centres. And 2% are completely dissatisfied.

4. Are you convinced that ICT technologies and mobile applications are readily available and useful for effectively addressing your queries?

	Frequency	percent
Strongly Agree	156	31.2
Agree	310	62
Disagree	23	4.6
Strongly Disagree	11	2.2
Total	500	100.0



### Interpretation:

In today's competitive environment, every institution, regardless of size, needs a website. Having a website is crucial for a number of reasons, including increasing exposure. Additionally, websites are accessible and available every day of the year, around-the-clock. In reality, students who are enrolled in remote education use the institution's website to search for information.

Since more than 90% of admissions are done online, having a user-friendly website is crucial. A website can assist in bridging the gap between the student and the institution by providing comprehensive information on academic activities. UOU recognizes the value of digital information and, with the aid of its effective ICT unit, keeps a user-friendly website up and running. The majority of respondents to the study expressed satisfaction with the university

website. They liked how easy the website was to use and how thorough it was. 62 % of people gave it a positive rating and agree also 31% learners are highly satisfied with the same and stated that it gives consumers relevant information. 5% of people don't think the information is useful. And 2% learners are highly dissatisfied with the same.

5. Are you satisfied with the quality of the self-study materials for refining and polishing your new methods of learning for the particular course?

	Frequency	percent
Yes	<b>268</b>	53.6
No	<b>115</b>	23
Somewhat	<b>177</b>	35.4
Total	<b>500</b>	100.0

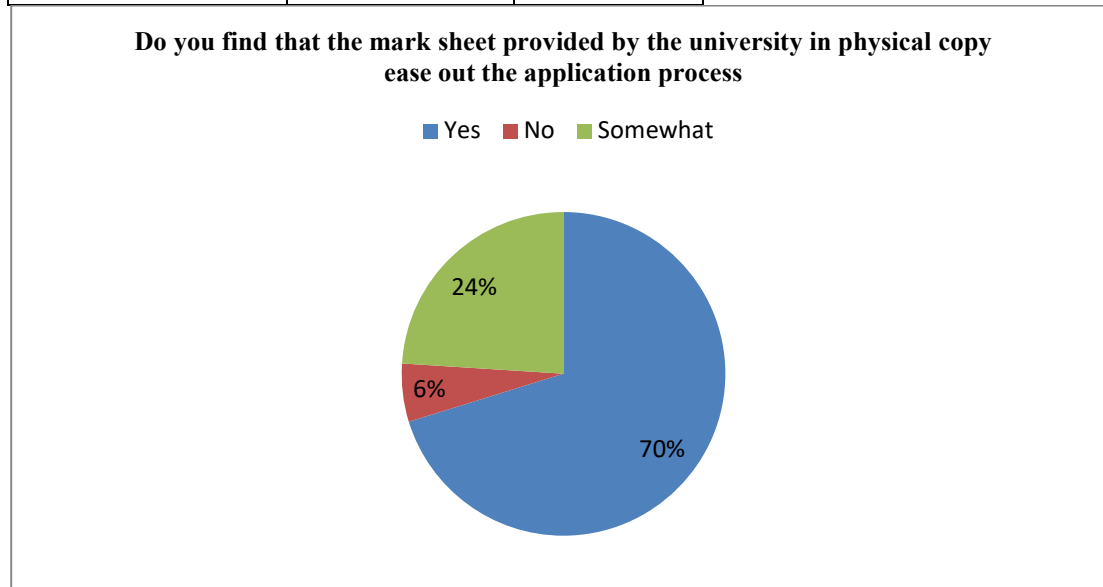


**Interpretation:**

When asked if they were pleased with the university's material quality and the SLM quality, 53.6% of students said they were. The remaining 34.5 percent remained indifferent, and 23% acknowledged that the quality was subpar.

6. Do you find that the mark sheet provided by the university in physical copy ease out the application process?

	Frequency	percent
Yes	<b>351</b>	70.2
No	<b>29</b>	5.8
Somewhat	<b>120</b>	24
Total	<b>500</b>	100.0

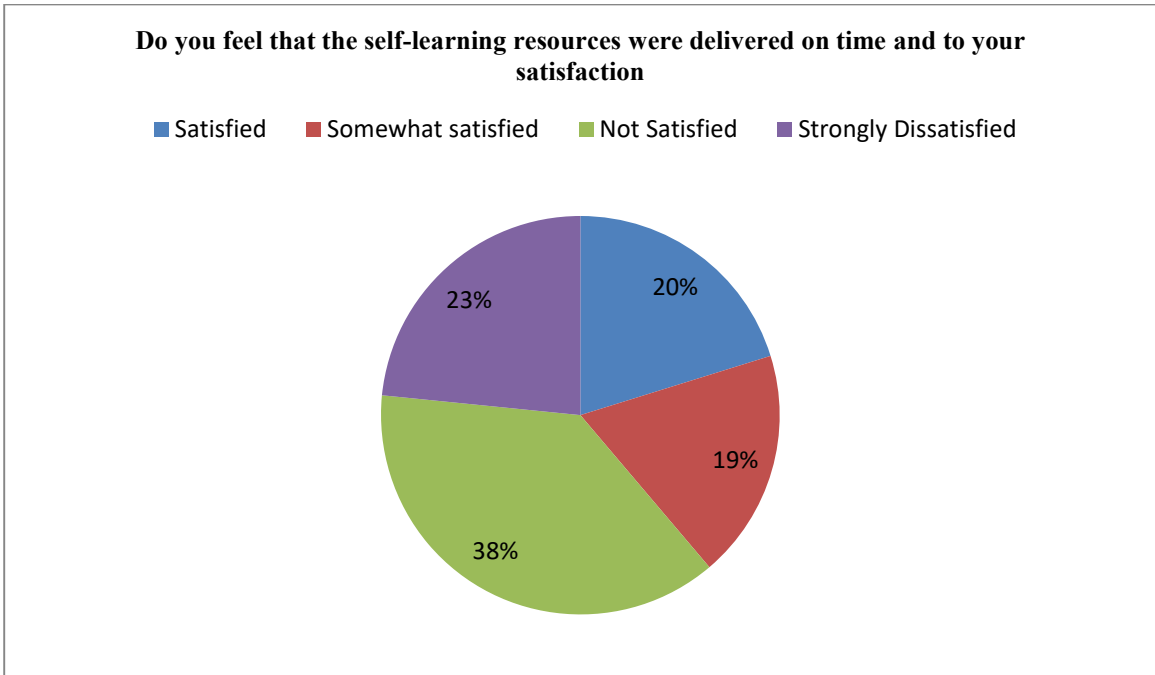


### Interpretation:

When questioned about how easy it was for students to register and submit applications after receiving hard copies of their mark sheets, it was discovered that 70.2% of students agreed with the university's method for doing so, while 24% expressed an unfavourable opinion and 5.8% disagreed.

7. Do you feel that the self-learning resources were delivered on time and to your satisfaction?

	Frequency	percent
agree	<b>101</b>	20.2
Strongly agree	<b>93</b>	18.6
disagree	<b>189</b>	37.8
Strongly disagree	<b>117</b>	23.4
Total	<b>500</b>	100.0



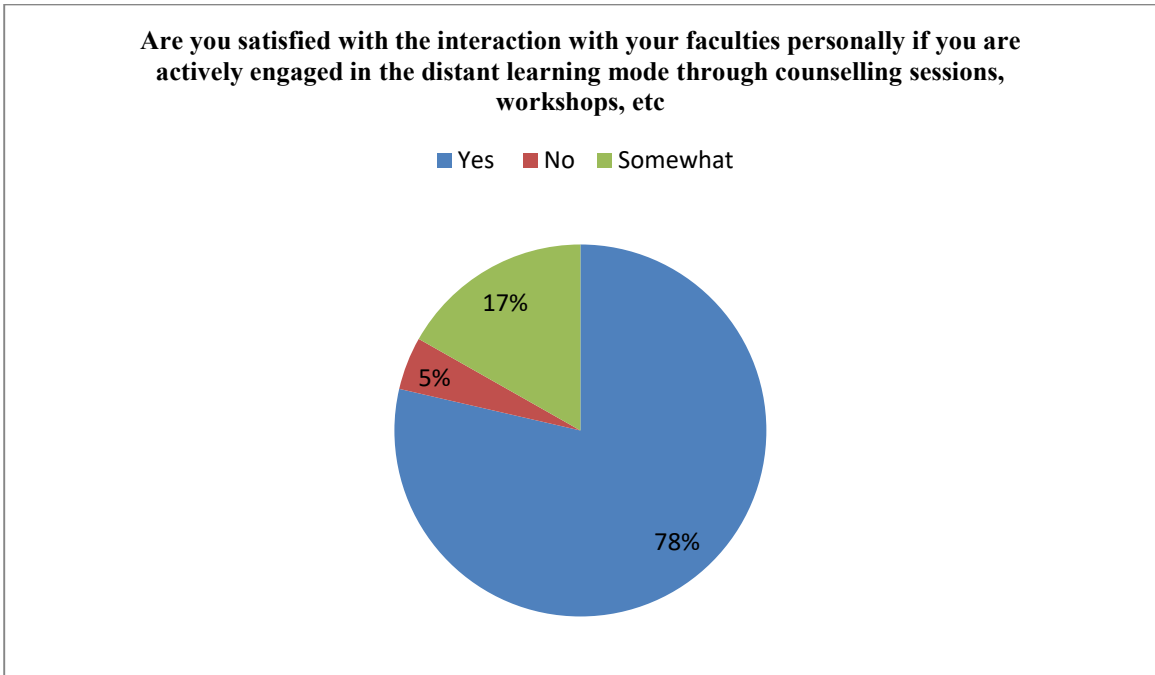
**Interpretation:**

Majority of the respondents accepted that they are not receiving a complete set of Self learning Material 20% respondents mentioned that they are receiving SLM and 19% respondents communicated that they are receiving. Further, 38% respondents conveyed that they are not receiving the Self Learning Material on time and 23% respondents conveyed that they are highly dissatisfied by not receiving the SLM on time.

8. Are you satisfied with the interaction with your faculties personally if you are actively engaged in the distant learning mode through counselling sessions, workshops, etc.?

	Frequency	percent
Yes	<b>393</b>	78.6
No	<b>23</b>	4.6
Somewhat	<b>84</b>	16.8
Total	<b>500</b>	100.0





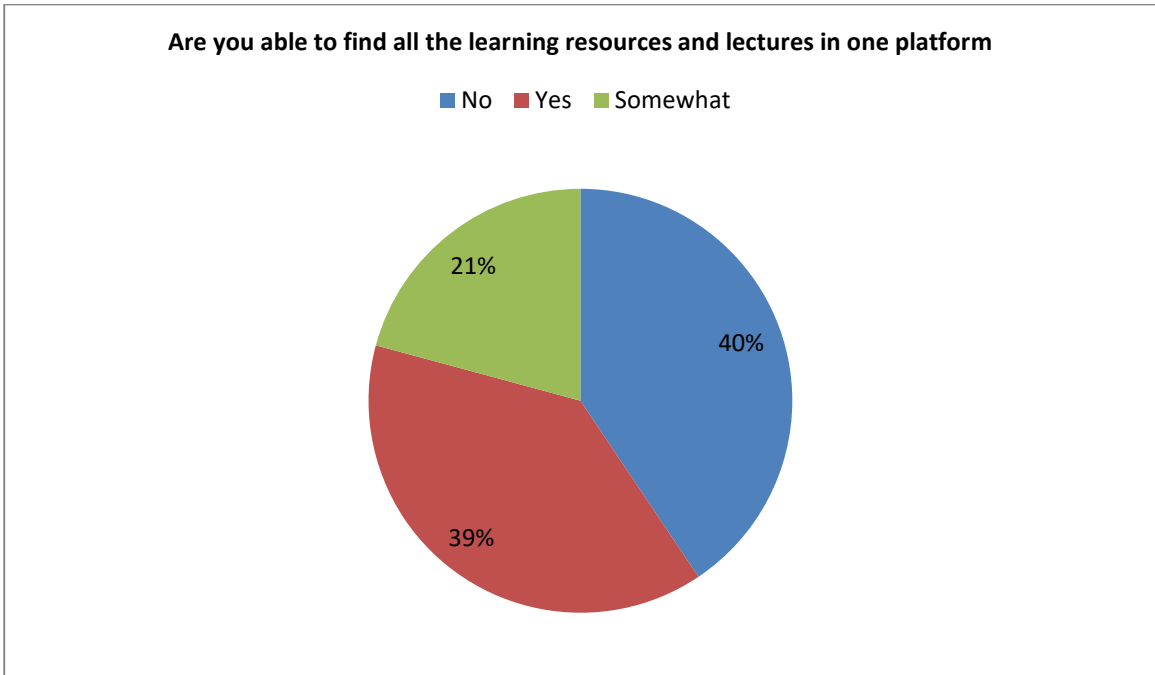
**Interpretation:**

The primary components of ODL are the physical separation of faculties and pupils. As a result, sometimes students encounter a variety of issues and difficulties from the time they enrol in a course until they have finished it. This issue was resolved after the counselling sessions that were being held every week by the faculties which maintained the interactions with the learners and were helpful in solving their queries. Faculties must respond to learners' and maintain the interaction during their course work in order to ensure that teaching and learning are gratifying.

UOU has also created a highly effective technique to deal with such problems. Several online and offline approaches are employed in UOU to accomplish this. In fact, 78% of students are happy with the way the university handles their questions through these online counselling sessions. 17% of these are somewhat satisfied. About 5% of students are dissatisfied with the same.

9. Are you able to find all the learning resources and lectures in one platform?

	Frequency	percent
Yes	<b>193</b>	38.6
No	<b>203</b>	40.6
Somewhat	<b>104</b>	20.8
Total	<b>500</b>	100.0



**Interpretation:**

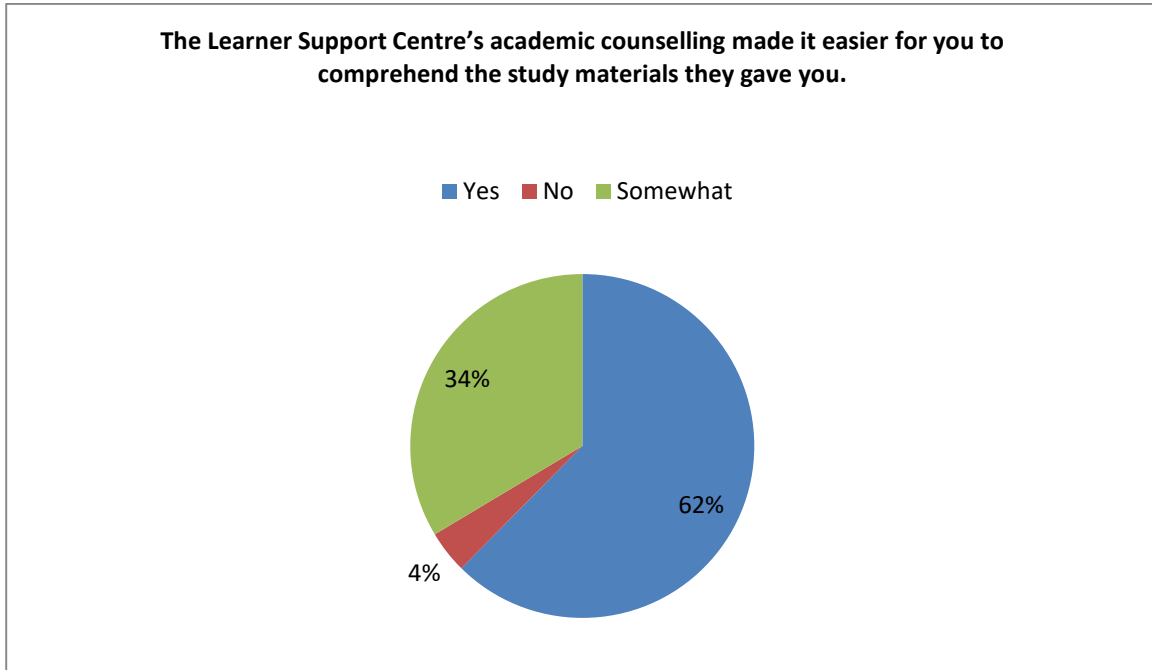
ODL has developed into a highly potent, complex, and rich medium for transferring education, information, and skills that supplements traditional classroom instruction. The distance learners are different from conventional students in terms of age and maturity level. As a result, individuals experience greater psychological issues that hinder their academic achievement. It is crucial that ODL develop into a platform that makes the learner management system easier. Thus, it is even more essential to offer proper counselling and academic resources to ensure that students may complete their studies without interruption and perform well academically.

Here, 40% of the users claim that they are unable to locate learning resources on a single platform, and 39% of users agree with the LMS. The remaining 21% are neutral.

- 10. The Learner Support Centre’s academic counselling made it easier for you to comprehend the study materials they gave you.

	Frequency	percent
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Yes	<b>312</b>	62.4
No	<b>20</b>	4
Somewhat	<b>168</b>	33.6
Total	<b>500</b>	100.0

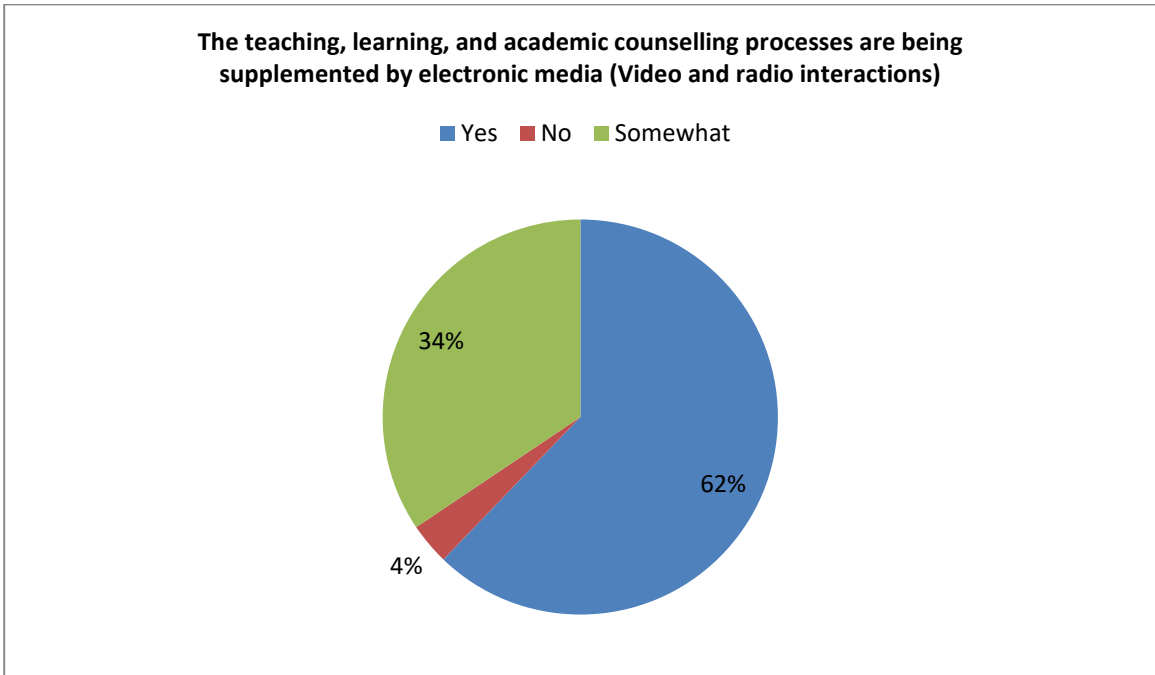


**Interpretation:**

Here, 62% of students reported that they were satisfied with the counselling sessions provided by the institution since they were beneficial in both the learning process and the process of answering questions. 34% of respondents exhibit no preference, while 4% express disagreement.

11. The teaching, learning, and academic counselling processes are being supplemented by electronic media (Video and radio interactions).

	Frequency	percent
Yes	<b>311</b>	62.2
No	<b>17</b>	3.4
Somewhat	<b>172</b>	34.4
Total	<b>500</b>	100.0



**Interpretation:**

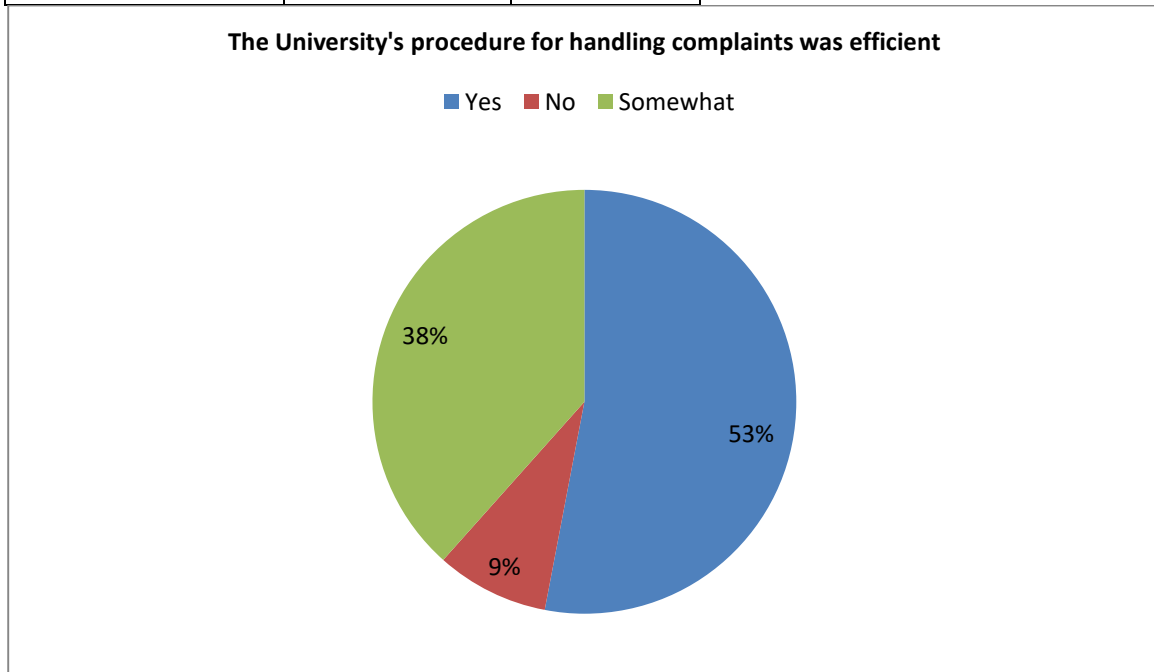
The use of educational technology in distant learning is significant. It is possible to guarantee the quality of distant education programmes by using innovative communication and educational technology. Distance education refers to instruction delivered via the use of technologies that drastically reduce or totally eliminate the conventional face-to-face interactions between instructor and students.

These new tools, which have developed throughout time and may be utilised to supplement teaching and learning, include audio lectures, web-based videos, virtual lectures, and radio programmes. With the use of ICT, UOU has also implemented these techniques in recent years to aid in learning.

A little over 62% of students agreed that audio, video, and radio interactions support learning. However, 34% of respondents expressed no opinion on whether audio-video material improves learning effectiveness. Additionally, 4% of respondents strongly disagreed with the claim that electronic media (audio and video, including radio encounters) supplements academic counselling and the teaching-learning process.

12. The University's procedure for handling complaints was efficient.

	Frequency	percent
Yes	<b>265</b>	53
No	<b>43</b>	8.6
Somewhat	<b>192</b>	38.4
Total	<b>500</b>	100.0



### **Interpretation**

In order to address student concerns, the university has a student grievance redressal unit in operation. The learner's community's grievances and issues are promptly addressed. This cell's goals include addressing student complaints, identifying quick solutions to complaints, and informing students of the outcomes of their complaints. The most common complaints involve issues like admission, reservation violations, gender discrimination, exam-related issues, sexual harassment, etc.

Majority of the learners appreciated the grievance redressal mechanism of the University and they also found it effective while redressing the learner's grievances. About 53% of the students either regard the mechanism to be satisfactory or delighted with it or effective. 38% of respondents are impartial, whereas 9% disagree with the fact and don't think it works.

