

CDOE, DAVV, Indore

Feedback analysis of feedback received from Learners (Students)

Academic Session 2023-24

MBA/ MCA (Sem-I, 2023-2025 Batch) and MBA/ MCA (Sem III, 2022-2024 Batch)

INTRODUCTION

Centre for Distance and Online Education (CDOE) is an integral part of Devi Ahilya Vishwavidyalaya (State Public University, Indore, MP). Adopting flexible and innovative methods of education to ensure 'independent learning' to anyone, anytime and anywhere, the Centre offers programs of the study that are customized to meet the learning requirements of knowledge seekers as well as to ensure that they learn at their own pace and convenience. Open and Distance Learning (ODL) programs giving an opportunity to study at home supported with self-learning study materials. By taking advantage of the advances in information and communication technologies to widen the reach of education and to enhance quality of education through the use of multi-media methods of teaching and learning, the Centre aims at giving the students an opportunity to learn and appear for the examination of the program which will be conducted by the University.

DATA COLLECTION AND ANALYSIS

The data for this report was gathered through a survey conducted using Google Form among students. The survey garnered a significant response, providing feedback on curriculum, curriculum delivery, learning process, study material and assessment process. The survey consisted of 14 questions. The participants were asked to choose one of the following options: excellent, very good, good, average, or poor. The responses were then analyzed to determine the distribution of ratings. To ensure thorough and insightful results, statistical tools such as percentages were employed. Moreover, the data was effectively presented as pie charts.

Summary is given below-

- Scale** : The feedback was taken on 5 pointer scale i.e., excellent, very good, good, average and poor.
- Questions** : Total 14 questions were asked from the learners based on curriculum, curriculum delivery, learning material and assessment process.
- No. of Learners** : Total 52 learners from MBA (ODL) and MCA (ODL) were participated in the feedback process
- Gender Ratio** : Male - 31 (59.62%) learners, Female – 21 (40.31%) learners

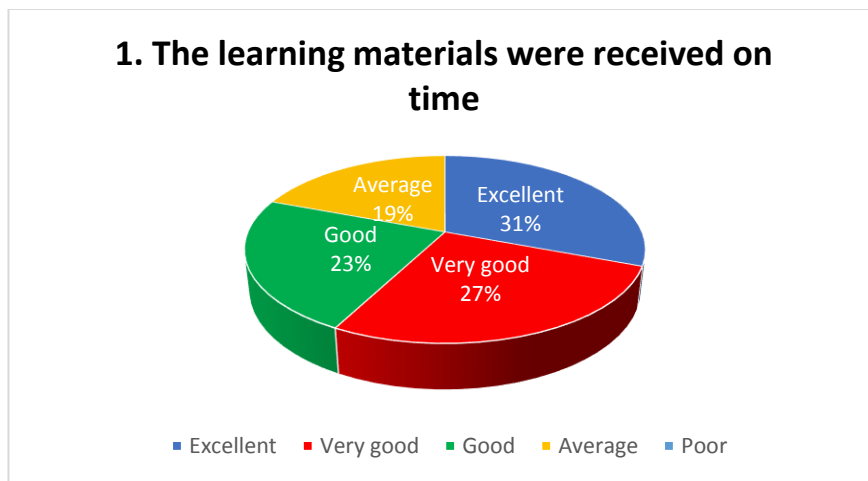
Analysis of feedback responses (Report):

Question wise statistics of responses is given as under:

Q1. The learning materials were received on time.

Positive feedback: 80.77% (42 out of 52)

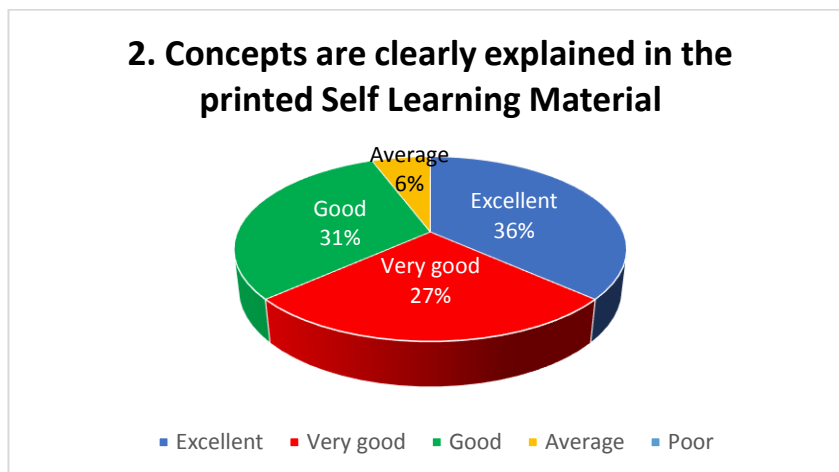
Overall, the feedback is positive, with a large majority of respondents rating the learning materials as excellent or very good. This suggests that the learning materials are meeting the needs of the learners. However, there is some room for improvement, as 10 respondents rated it as average.



Q.2. Concepts are clearly explained in the printed Self Learning Material.

Positive feedback: 94.23% (49 out of 52)

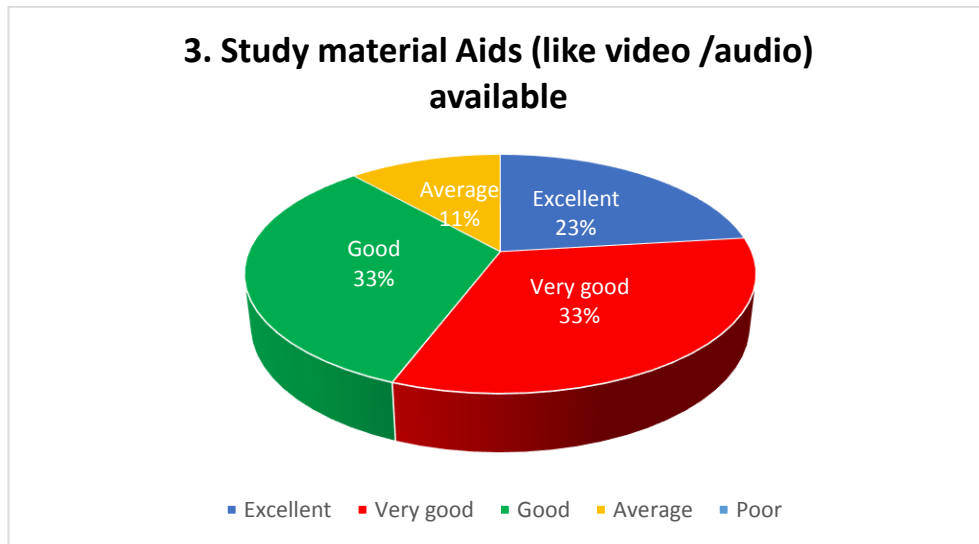
Overall, the feedback is very positive, with a large majority of respondents rating the clarity of the concepts in the printed Self Learning Material as excellent or very good with no poor ratings. This suggests that the material is well-written and easy to understand.



Q.3. Study material Aids (like video /audio) available.

Positive feedback: 88.46% (46 out of 52)

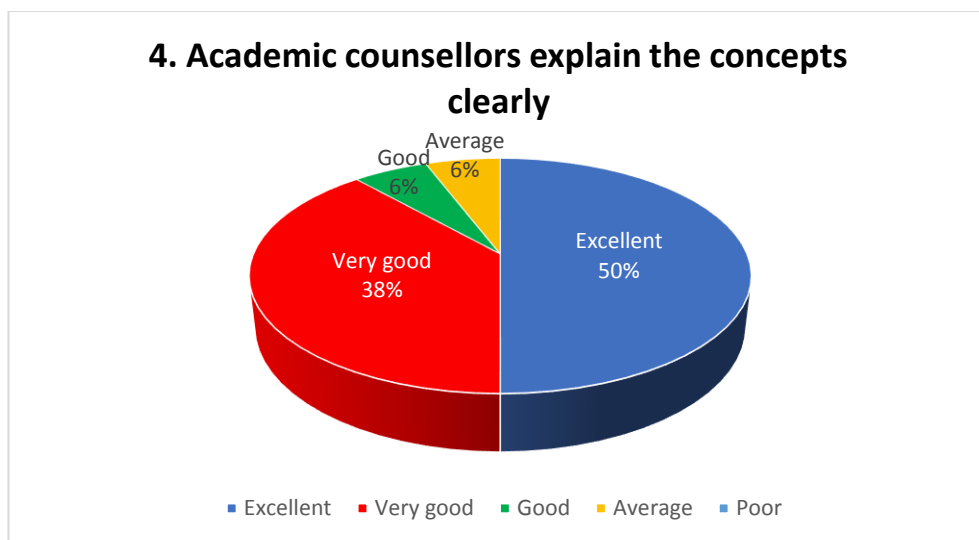
Overall, the feedback is very positive, with a large majority of respondents rating the availability of study material aids (like video/audio) as excellent, very good, or good. This suggests that the learners find the aids helpful in their learning process. However, there are some respondents who rated it as average, indicating potential areas for improvement in ensuring broader accessibility or quality of these aids.



Q.4. Academic counsellors explain the concepts clearly.

Positive feedback: 94.23% (49 out of 52)

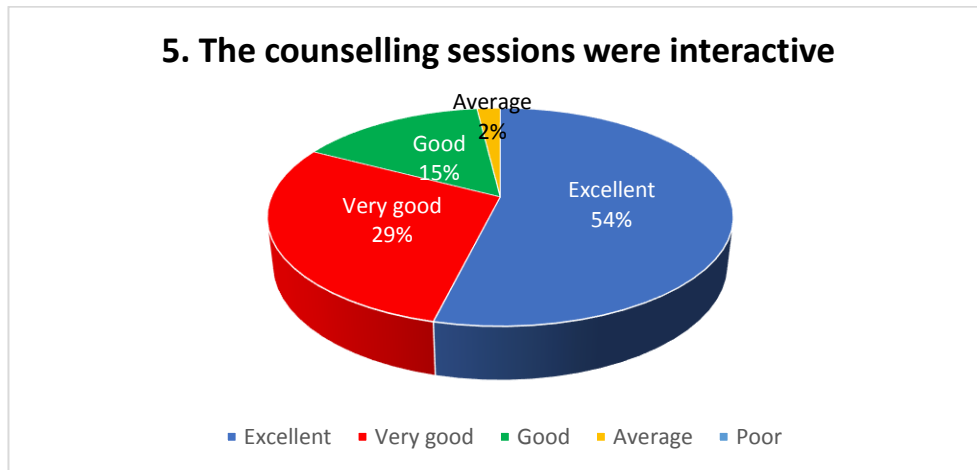
The majority of respondents rated the clarity of concepts explained by academic counselors highly positively, with no poor ratings. However, there are a few respondents who rated it as average, suggesting there may be some areas for improvement in ensuring consistent and clear explanations across all interactions with academic counselors.



Q.5. The counselling sessions were interactive.

Positive feedback: 98.08% (51 out of 52)

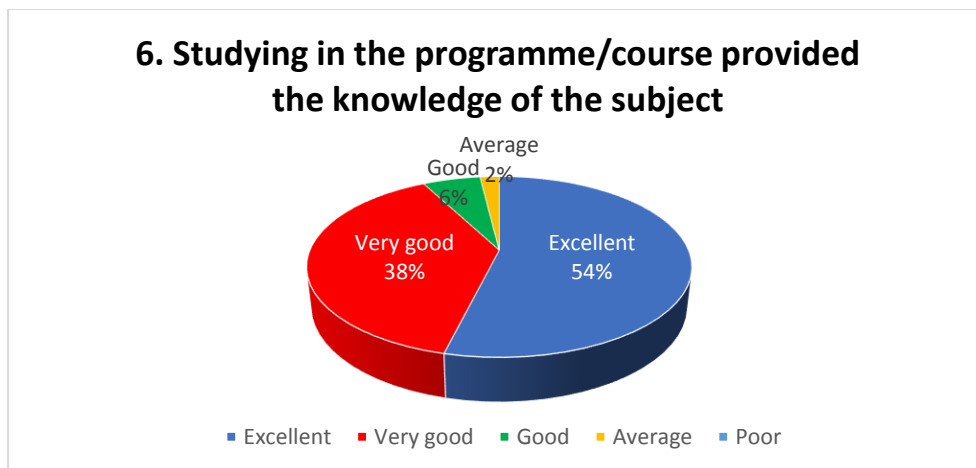
The overwhelming majority of respondents rated the counseling sessions as highly interactive, with no poor ratings and only a single average rating. This indicates that the counseling sessions were generally effective in fostering interaction between counselors and participants, contributing to a positive learning experience. The counsellors are creating an engaging learning environment for the students.



Q.6. Studying in the programme/course provided the knowledge of the subject

Positive feedback: 98.08% (51 out of 52)

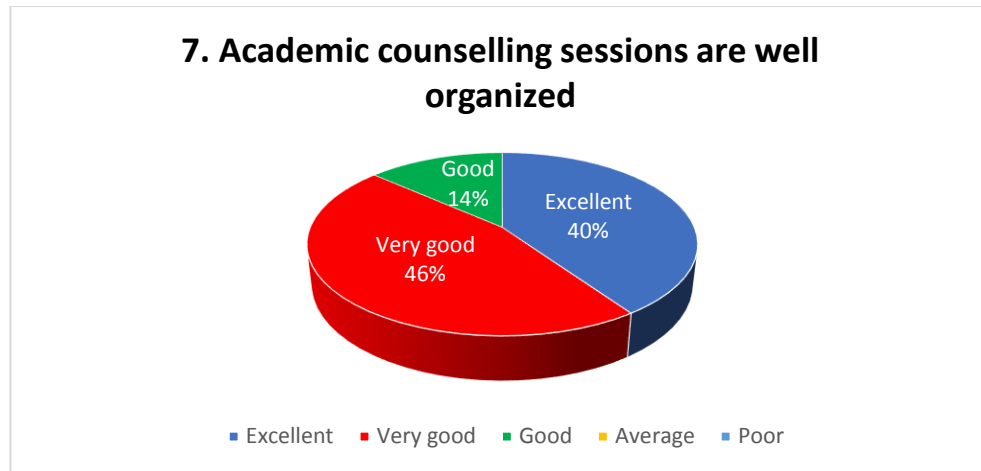
Overall, the feedback is very positive, with a large majority of respondents rating that studying in the programme/course provided them with the knowledge of the subject. This suggests that the program/course was successful in delivering the intended knowledge effectively, contributing to a positive learning experience for the participants.



Q.7. Academic counselling sessions are well organized.

Positive feedback: 100.00% (52 out of 52)

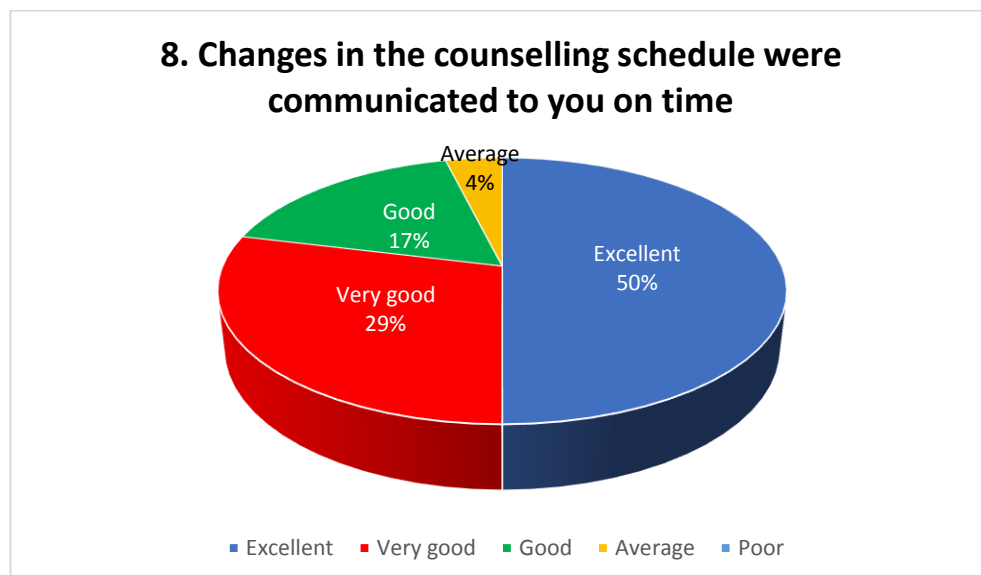
Overall, the feedback is very positive, with all respondents rating the organization of academic counselling sessions as excellent, very good, or good with no average or poor ratings. This indicates that the sessions were well-structured and efficiently managed, contributing to a positive experience for participants.



Q.8. Changes in the counselling schedule were communicated to you on time

Positive feedback: 96.15% (50 out of 52)

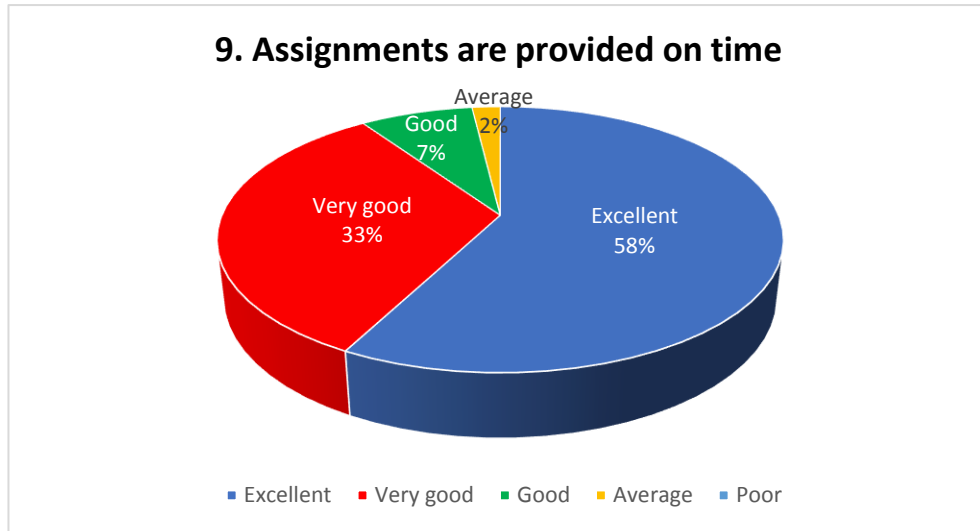
Overall, the feedback is very positive. The majority of respondents rated the communication of changes in counseling schedules positively, with no poor ratings. However, there are a few respondents who rated it as average, suggesting there may be room for improvement in ensuring timely and effective communication of schedule changes to all participants.



Q.9. Assignments are provided on time.

Positive feedback: 98.08% (51 out of 52)

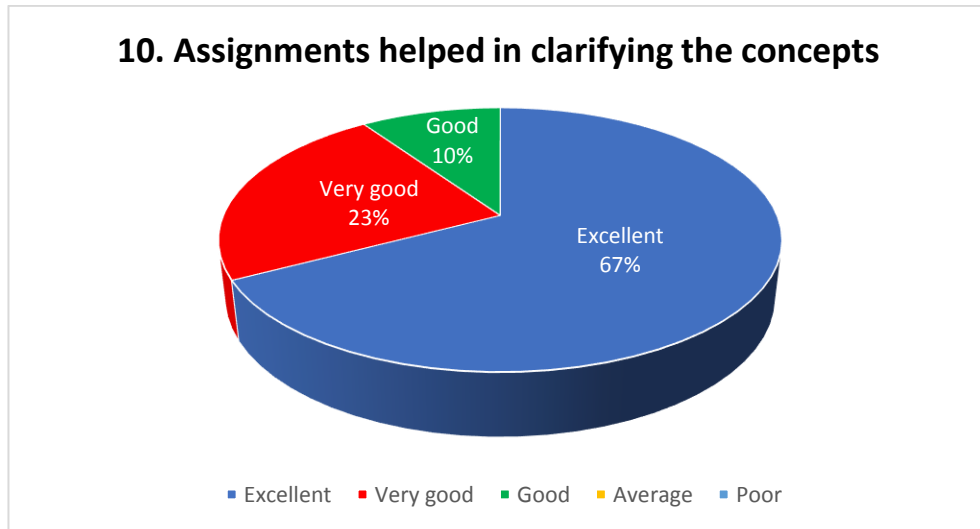
The overwhelming majority of respondents rated the provision of assignments highly positively, with no poor ratings and only a single average rating. This suggests that assignments were consistently provided on time, contributing to a positive learning experience for participants.



Q.10. Assignments helped in clarifying the concepts.

Positive feedback: 100.00% (52 out of 52)

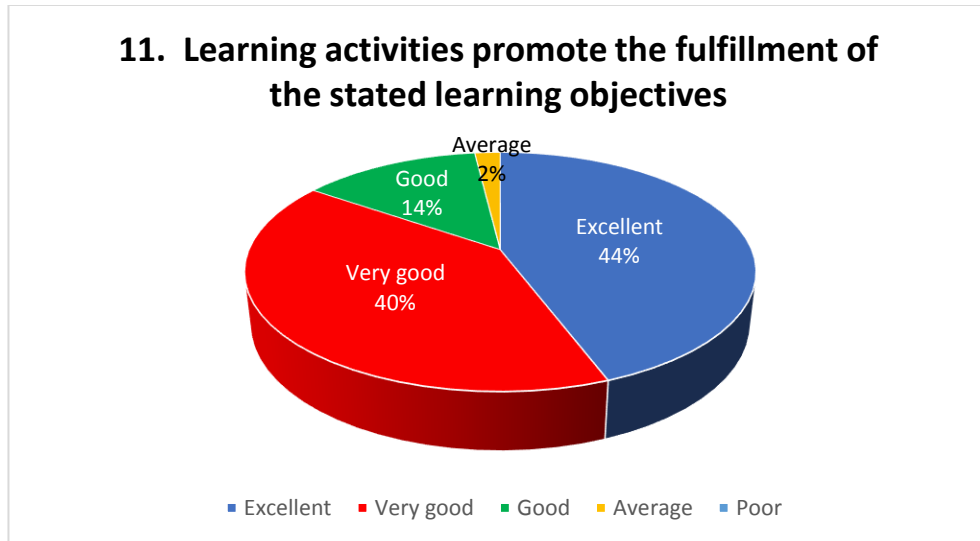
The overwhelming majority of respondents rated assignments as highly effective in clarifying concepts, with no average or poor ratings. This indicates that assignments were successful in reinforcing understanding and enhancing clarity of concepts, contributing positively to the learning experience.



Q.11. Learning activities promote the fulfillment of the stated learning objectives

Positive feedback: 98.08% (51 out of 52)

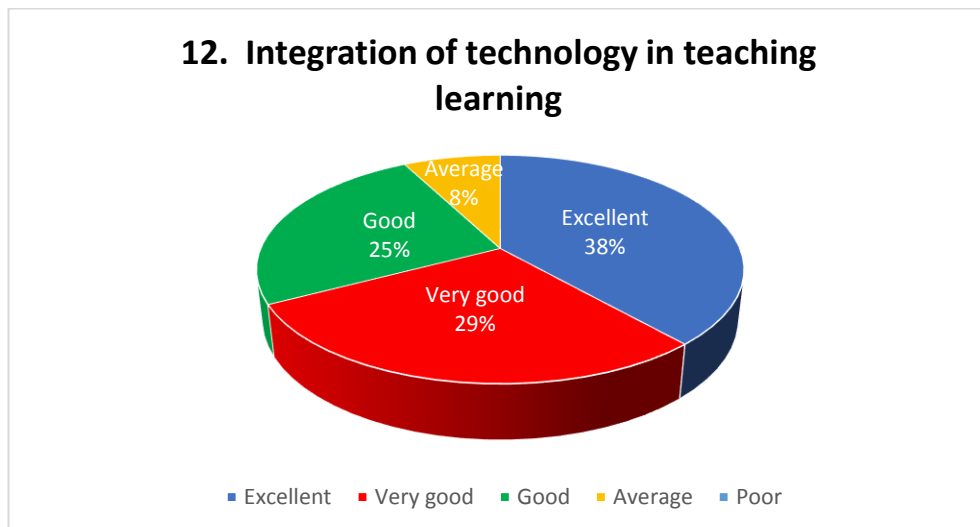
The majority of respondents rated the promotion of learning objectives positively, with no poor ratings. However, there is a small portion who rated it as average, suggesting there may be some room for improvement in ensuring alignment between learning activities and stated objectives for all participants.



Q.12. Integration of technology in teaching learning-

Positive feedback: 92.31% (48 out of 52)

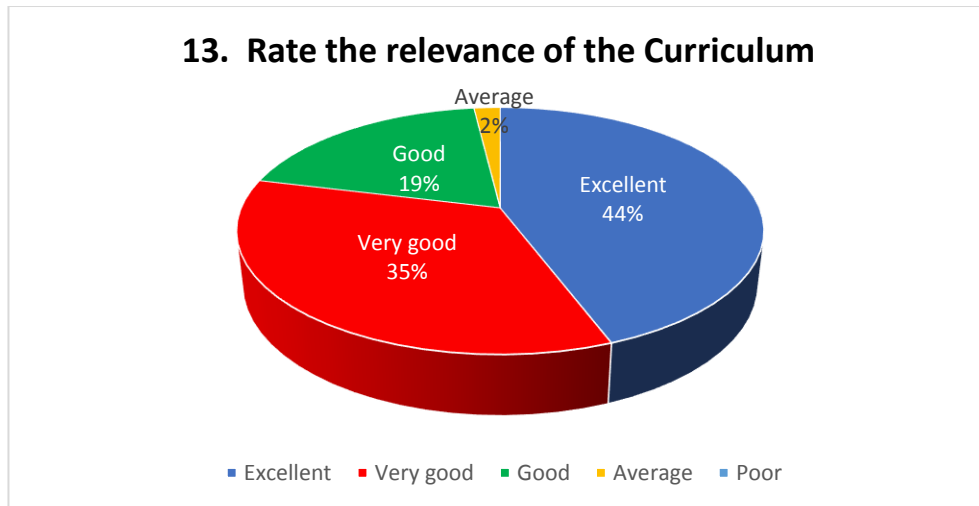
Overall, the feedback is positive, with a large majority of respondents rating the integration of technology in teaching and learning positively., with no poor ratings. However, there are some respondents who rated it as average, suggesting there may be areas for improvement in utilizing technology to enhance the teaching and learning experience for all participants.



Q.13. Rate the relevance of the Curriculum

Positive feedback: 98.08% (51 out of 52)

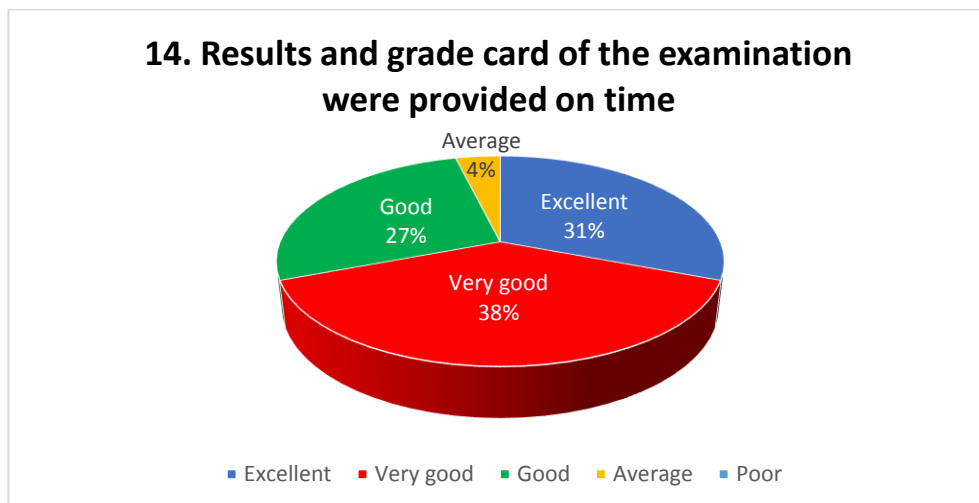
The majority of respondents rated the relevance of the curriculum positively, with no poor ratings. However, there is a small portion who rated it as average, indicating there may be some areas where improvements or adjustments could be made to better meet the needs and expectations of all participants.



Q.14. Results and grade card of the examination were provided on time

Positive feedback: 96.15% (50 out of 52)

The majority of respondents rated the provision of examination results and grade cards positively, with no poor ratings. However, there are a few respondents who rated it as average, suggesting there may be room for improvement in ensuring consistent and timely delivery of these important documents to all participants. Overall, the feedback is very positive, with all respondents indicating that results and grade cards were provided on time.



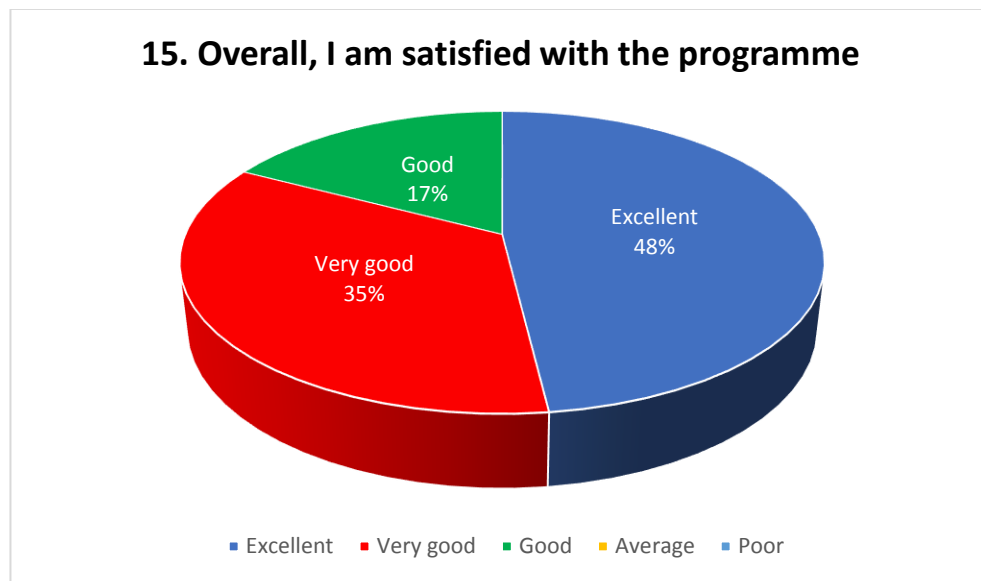
Q 15. Overall, I am satisfied with the programme.

Positive feedback: 100.00% (52 out of 52)

This is an outstanding result, indicating a very high level of satisfaction among program participants. The feedback reveals a high level of satisfaction among respondents with the program. The majority of participants rated their satisfaction as excellent, indicating a very positive experience overall.

Additionally, a significant number of respondents rated their satisfaction as very good, further reinforcing the positive sentiment towards the program. The absence of any poor ratings suggests that there are no significant issues or concerns detracting from participants' overall satisfaction.

Overall, this feedback reflects a successful program that has met or exceeded the expectations of the majority of participants, contributing to a positive learning experience. This suggests that the program is meeting the needs of its participants and that they are finding it to be a valuable experience.



MAJOR OBSERVATIONS AND RECOMMENDATIONS

Based on the overall feedback provided across the 15 points, we can identify both strong and weak points:

Strong Points:

1. **Timeliness:** The program excels in providing learning materials, assignments, and examination results on time, as evidenced by the high ratings in these areas.
2. **Clarity and Effectiveness:** The concepts are well-explained in the learning materials and academic counseling sessions, contributing to participants' understanding and satisfaction.
3. **Interactivity:** Counseling sessions and learning activities are highly interactive, enhancing engagement and learning outcomes.
4. **Satisfaction:** A significant majority of respondents express high satisfaction with the overall program, indicating its success in meeting participants' needs and expectations.
5. **Integration of Technology:** The program effectively integrates technology into teaching and learning, as indicated by the positive feedback in this aspect.

Weak Points:

1. **Communication:** While changes in counseling schedules are generally communicated well, there is room for improvement in ensuring timely communication, as suggested by a few average ratings.
2. **Relevance of Curriculum:** Although rated positively overall, there are some respondents who perceive the curriculum's relevance as average, indicating potential areas for improvement to better meet participants' needs.
3. **Consistency:** While the majority of respondents are satisfied with the program, there are a few areas, such as the provision of assignments and learning activities, where consistency could be improved to ensure an optimal experience for all participants.
4. **Utilization of Learning Aids:** While study material aids are generally rated positively, there is some room for improvement in making these aids more accessible or enhancing their quality, as suggested by a few average ratings.
5. **Alignment with Objectives:** While learning activities generally promote the fulfillment of learning objectives, there is room for improvement in ensuring alignment between activities and objectives, as indicated by a few average ratings.



2022-23
MBA
Batch-A

MBA, 22-24

only admins can send messages



6

March 15, 2024



Bansal Sir DAVV

Feedback from Learners (Students)

CDOE, DAVV, Indore

Session 2023-24

<https://forms.gle/naTnvxBpeFSCakyt7>

All learners of CDOE are hereby requested to provide valuable **feedback**.

Regards.

2:35 PM



Bansal Sir DAVV

Batch A

Center for Distance and Online Education
Devi Ahilya Vishwavidyalaya, Indore
MBA (ODL) and MCA (ODL) Programs

Academic Calendar

Session 23-24

Semester – IV (Batch 2022-2024) and Semester – II (Batch 2023-2025)

Starting from 31st March' 2024

S. No.	Activities	Tentative Dates
1	Learners Counselling Sessions	31 st March to 30 th August 2024

Sem- II & IV Academic Calendar.pdf

1 page • 145 kB • PDF

9:55 PM

4

