

FEEDBACK ANALYSIS REPORT OF INTERNATIONAL STUDENTS ON THE TEACHING- LEARNING PROCESS

1.0: Preamble

The Open and Distance Learning (ODL) system is recognized with features like geographical separation of learner from the teacher, flexible and lifelong learning, and self-paced learning at the convenience of learner. These features of the ODL encourage adults to pursue their goals without any isolation from their social, personal and public life. Learner centric approach in ODL makes it distinct from conventional system; therefore special stress is made on obtaining feedback and opinion of target group. The Ministry of Human Resource Development (MHRD) document titled 'Guidelines for Assessment and Accreditation' also stresses on obtaining feedback from learners on teaching, learning and support services.

2.0: About the learner support services

The Division was established on 16th October 1997 as a Cell and was upgraded to the status of a full-fledged Division in 2000 to meet its objectives. This Division has adopted a four-fold approach viz; collaboration, coordination, cooperation and competition for expanding IGNOU's reach in the International arena. The International Division is the nodal agency to cater to the needs of Overseas Students as well as Foreign Students Residing in India (FSRI). It has its reach to South Asian, Middle East and African nations. The University offers about 125 academic programmes to its Overseas and 193 programmes to FSRI students.

Learner Support Service is a life-line in Open and Distance Learning System; it plays a crucial role in delivery of education to the learners at the ground level. These are established to offer "a kit of communication channels" to the students and supplement the content of the course to enable them to interact with academic counsellors and peer group and to provide access to technological support. Learner Support Centre seeks to help the students in independent learning by means of appropriate forms of educational technologies.

The whole education system has been impacted adversely due to spread of COVID-19, the student support services have also been affected equally however, due to emergences of online education, and efforts are being made to reach to the learner through blending learning by using social media platform. The examination pattern has also seen a major change during this pandemic. The feedback of learners on blended learning by using ICT and social media platform may change the future of open and distance learning.

3.0: Methodology

The objective of obtaining feedback from the international learners is to improve the teaching-learning process of the University among international students of Indira Gandhi National Open University.

The feedback questionnaire comprises 23 close ended questions, these questions are in the form of statements and learners have to express the extent of agreement on these statements on a five point scale. There are two open-ended question seeking suggestions from the learners for improvement in the teaching-learning process. A questionnaire for this purpose has been provided by Centre for Internal Quality Assurance (CIQA) for obtaining feedback from the learners of Overseas Study Centres (OSC). The analyses are based on the responses of 112 learners.

4.0: Feedback of Learners

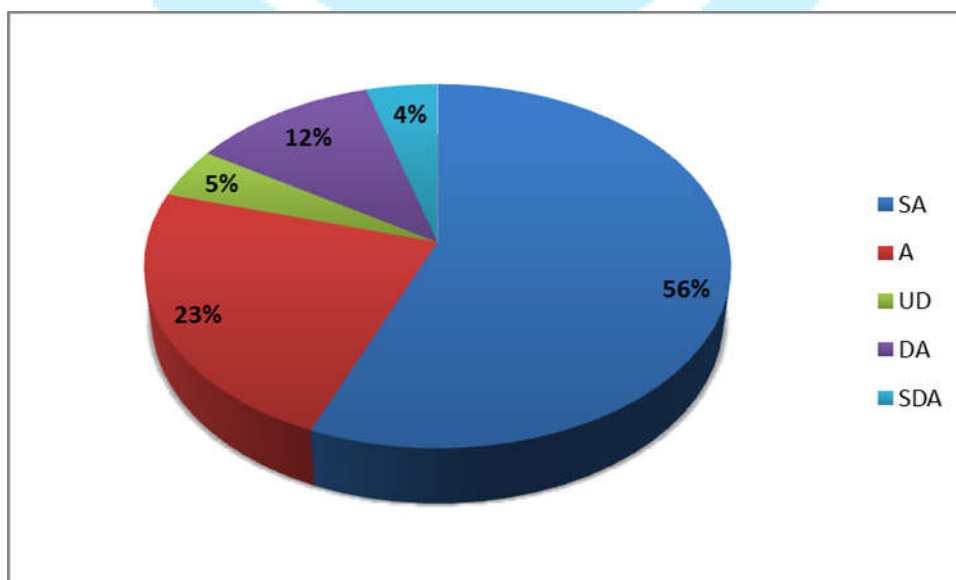
1. Prefer to study from the printed study material only

Table 1

SA	A	UD	DA	SDA
63	26	5	13	5

SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree

The majority of distance learner i.e. 56% strongly agree and 23% agree with the statement that they prefer to study from the printed study material only. The response indicate that learners are comfortable in their study with printed study material only

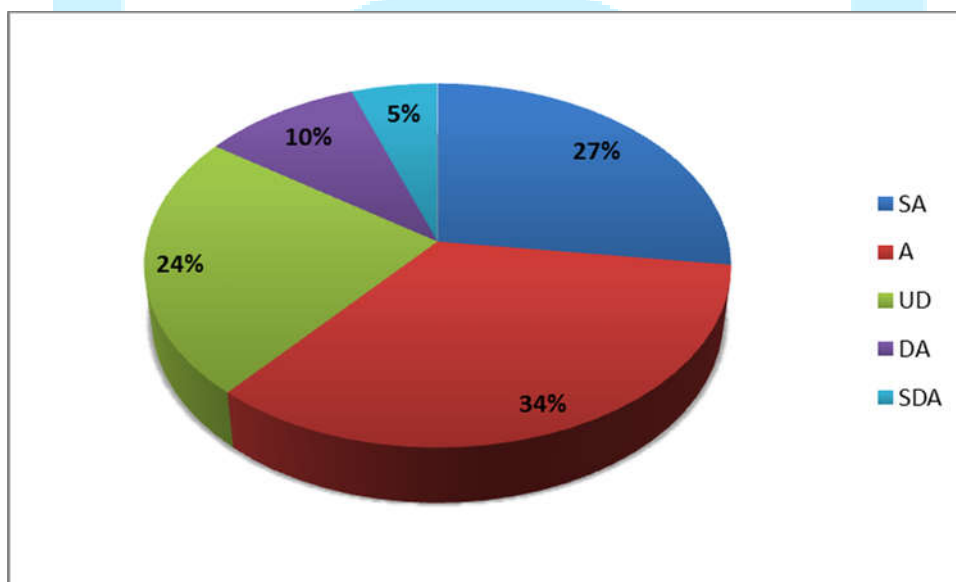


2. Prefer to study through e-Content App

Table 2

SA	A	UD	DA	SDA
30	38	27	11	6
SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree				

In contradiction to above on the issue of preference their study through e-content app, 61% students agree with the statement that they prefer to study with the e-Content App instead of printed study material. The response is bit confusing looking into the response of the learners in response to the s.no.1 above.

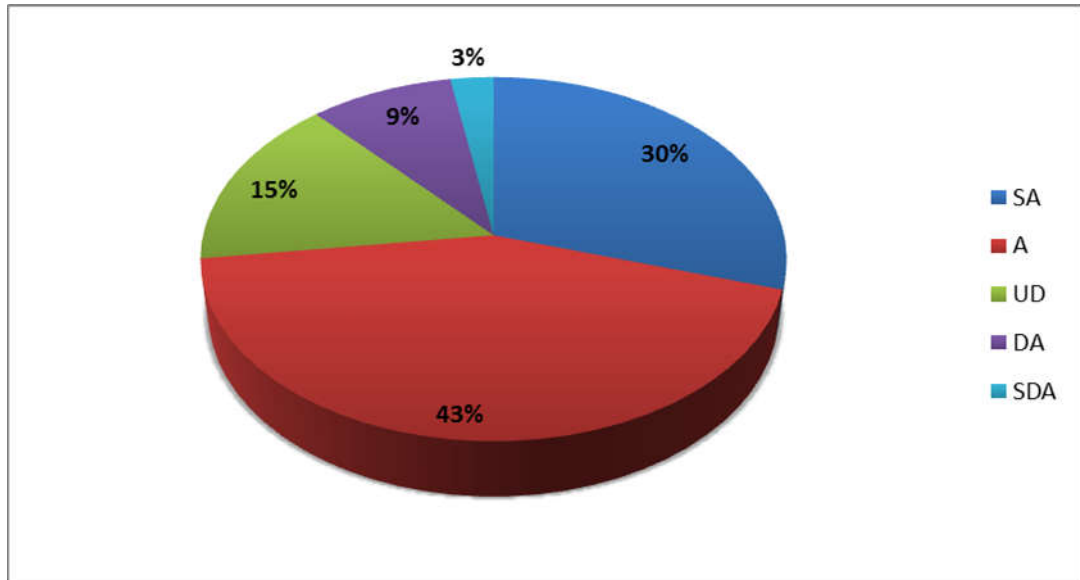


3. Prefer to use the study material available online on e-Gyankosh

Table 3

SA	A	UD	DA	SDA
33	48	17	10	3
SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree				

Once again the response of learners with majority of 73% in support of the statement that they prefer to use the study material available online on e-Gyankosh. They seems to be some issue in understanding the statement regarding their preference of study either through printed study material, through e-Content and e-Gyankosh. The questions at S.no. 2 & 3 are almost similar and the response as well.



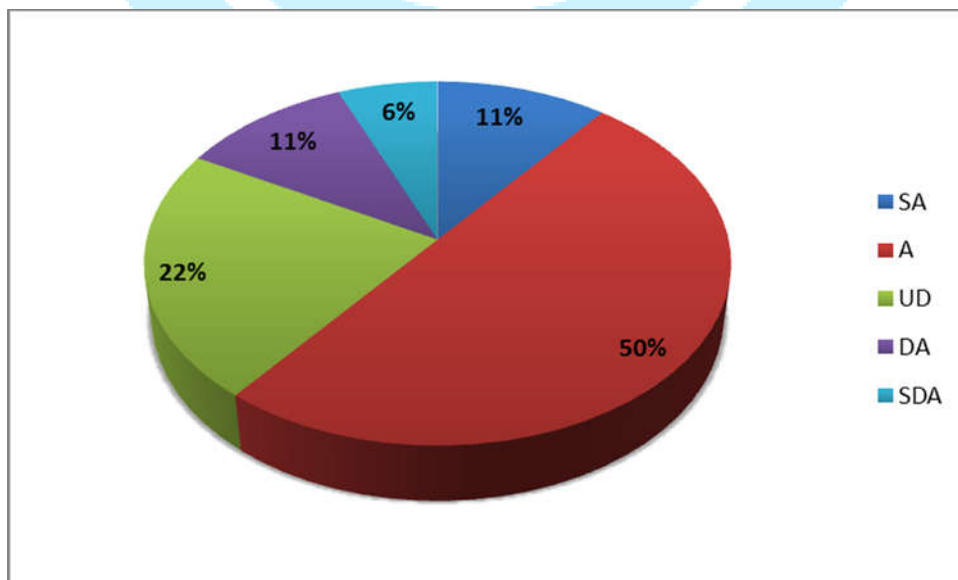
4. Prefer to download the e-Content/ SLM from the e-Gyankosh/e-Content App

Table 4

SA	A	UD	DA	SDA
12	56	25	12	7

SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree

On the issue of their preference to download the e-Content/SLM from the e-Gyankosh/e-Content the majority of distance learners have agreed to the statement but no conclusion can be drawn out of it.

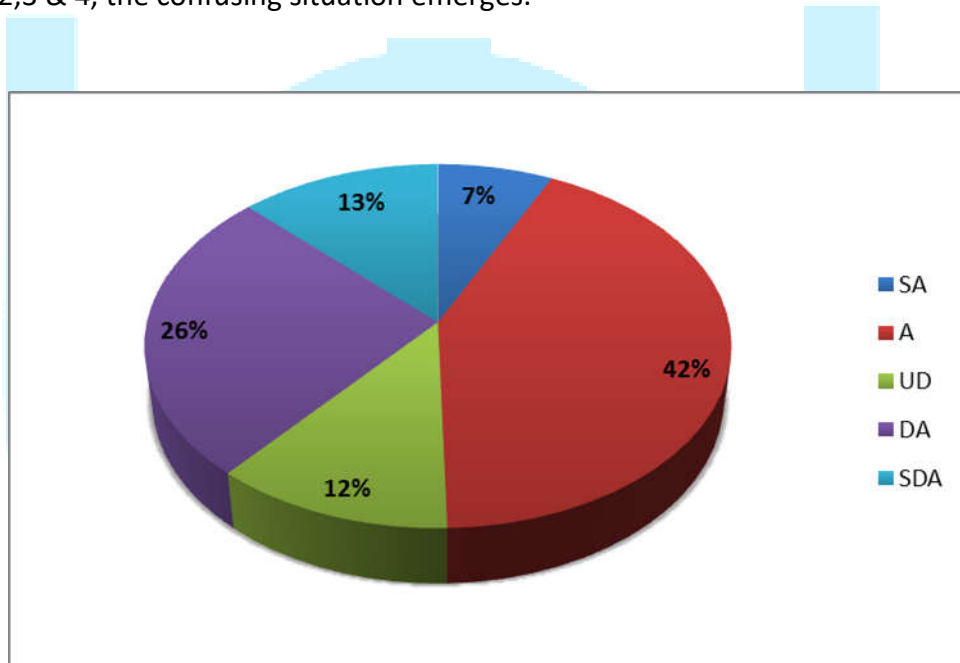


5. Online study material can replace the printed SLM.

Table 5

SA	A	UD	DA	SDA
8	47	13	29	14
SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree				

49% students either strongly agree or agree that online study material can replace the printed SLM whereas 39% students do not agree to it. The number of students un-decided on this issue is 12%. If this response is correlated with the response of s.no.2,3 & 4, the confusing situation emerges.

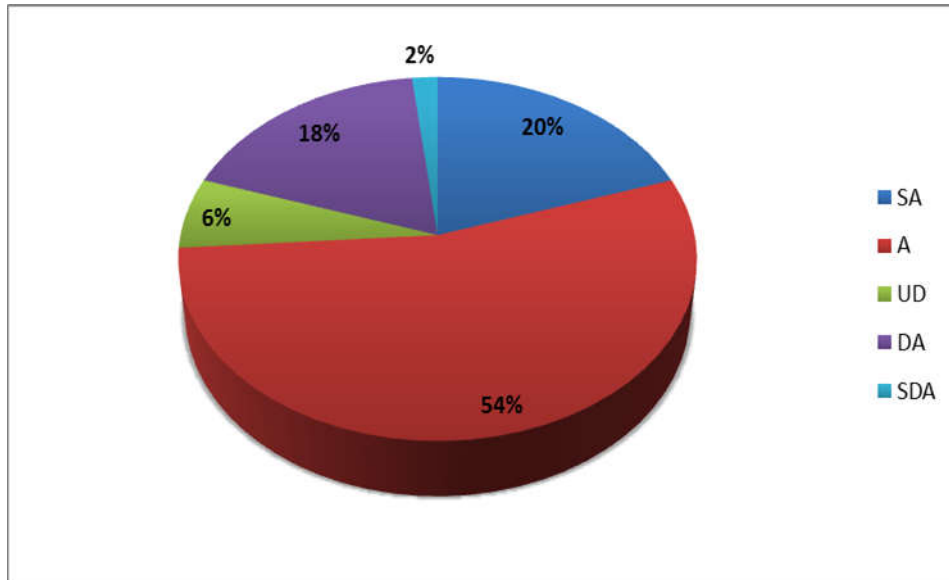


6. Prefer to attend the face to face counselling at your Study Centre

Table 6

SA	A	UD	DA	SDA
22	60	7	20	2
SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree				

74% students i.e (20% strongly agree and 54% agree) with the statement that they prefer to attend the face to face counselling at Study Centre whereas 20% do not agree with the statement and 6% are un-decided.



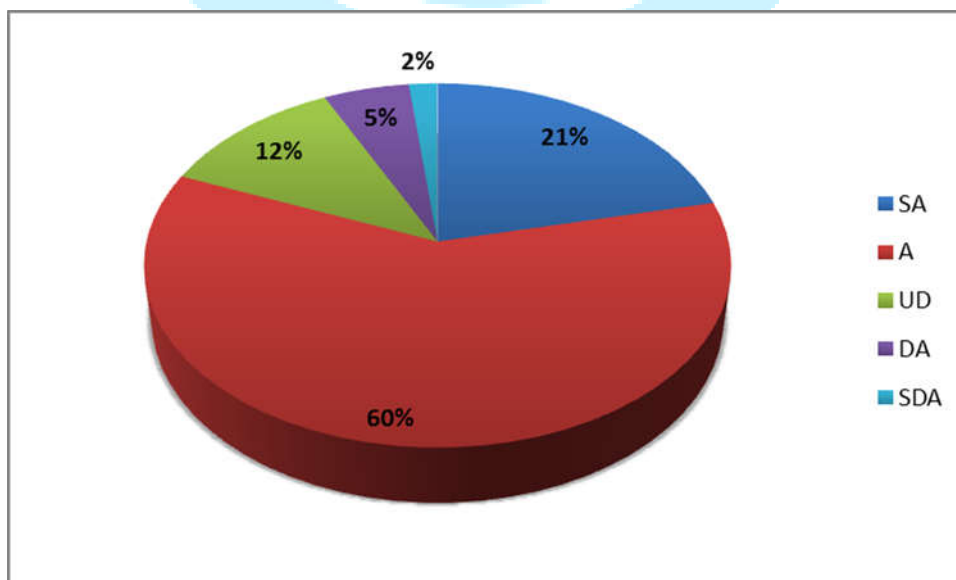
7. Comfortable with the counselling through GoogleMeet/ Zoom/Webex since you can interact with your teacher

Table 7

SA	A	UD	DA	SDA
24	67	13	6	2

SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree

81% students with great majority feel comfortable with the counselling through GoogleMeet/ Zoom/Webex since you can interact with your teacher. The response is one again contrary to the response of learners against question no. 6 where 74% learners prefer to attend the face to face counselling at Study Centre

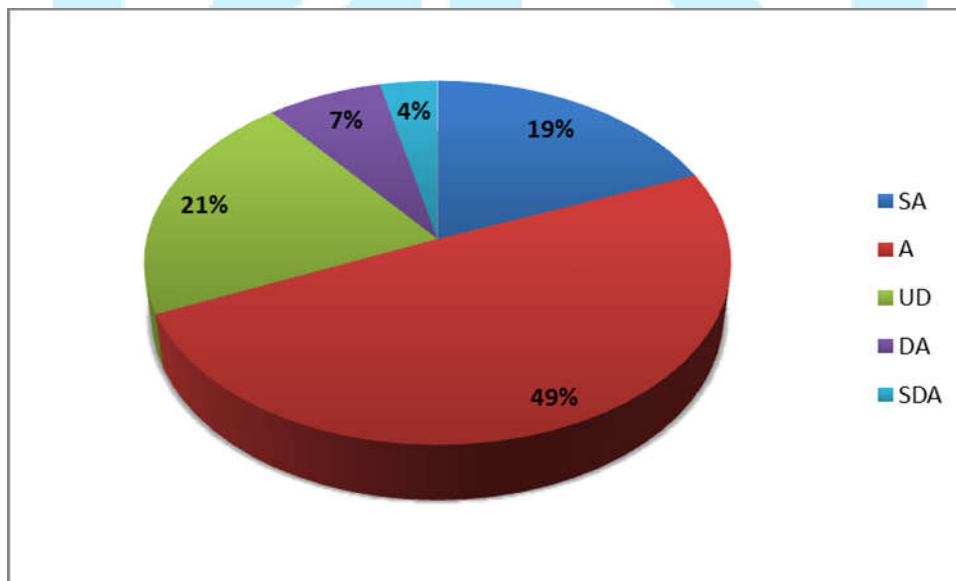


8. Like to attend the lecture sessions through YouTube / Facebook live

Table 8

SA	A	UD	DA	SDA
21	55	23	8	4
SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree				

68% students either strongly agree or agree that they like to attend the lecture sessions through YouTube / Facebook live. Response to S.No. 6,7 & 8 indicates that majority of distance learner are comfortable whatever option is available to them for completing their studies or the response is confusing may be because the students are not careful while attempting the questionnaire.

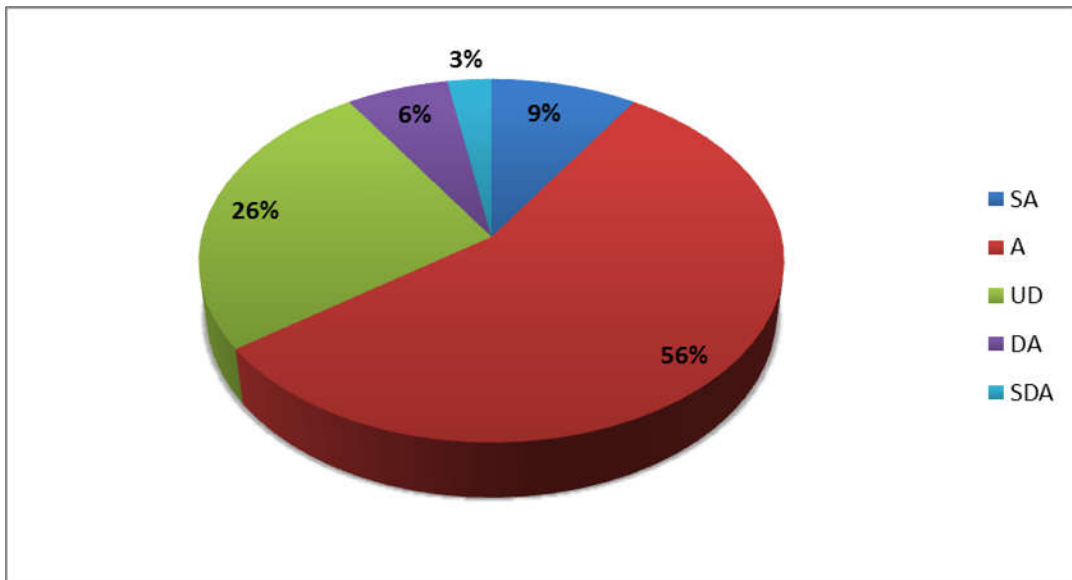


9. In live session of YouTube/Facebook, interactions through Chats with your teacher were helpful

Table 9

SA	A	UD	DA	SDA
10	61	28	7	3
SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree				

The majority (9% strongly agree & 56% agree) of distance learners have agree with the statement that in live session of YouTube/Facebook, interactions through Chats with your teacher were helpful whereas 26% are un-decided on this issues and 9% have not agreed with the statement



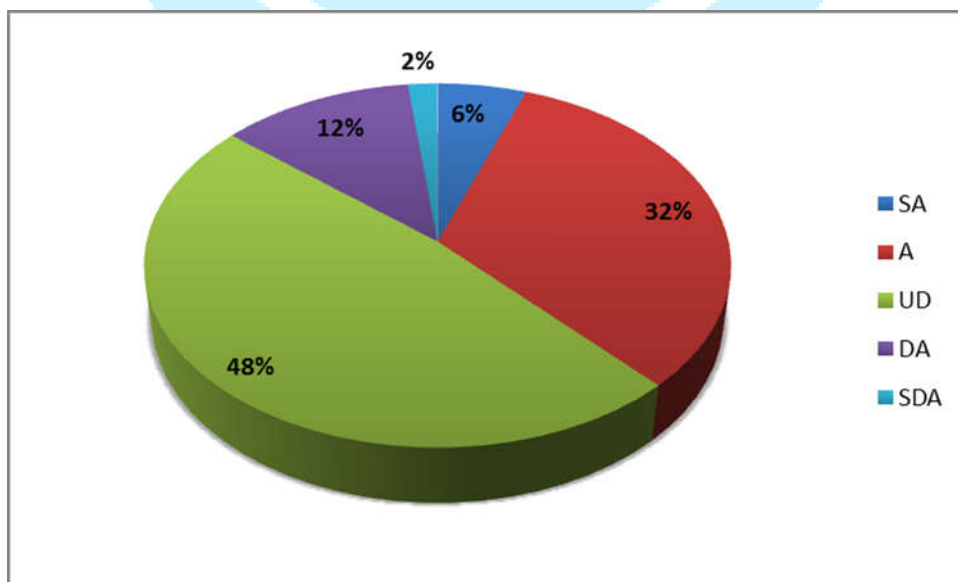
10. Online counselling gave you the opportunity to have interactions with IGNOU faculty (HQ) besides your Counsellors (at Study Centre)

Table 10

SA	A	UD	DA	SDA
6	35	52	13	2

SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree

On the issues of whether online counselling gave you the opportunity to have interactions with IGNOU faculty (HQ) besides your Counsellors (at Study Centre), 48% are un-decided whereas 38% agree with the statement and 14% do not agree to it. It appears that distance learners have not understood the issue properly.

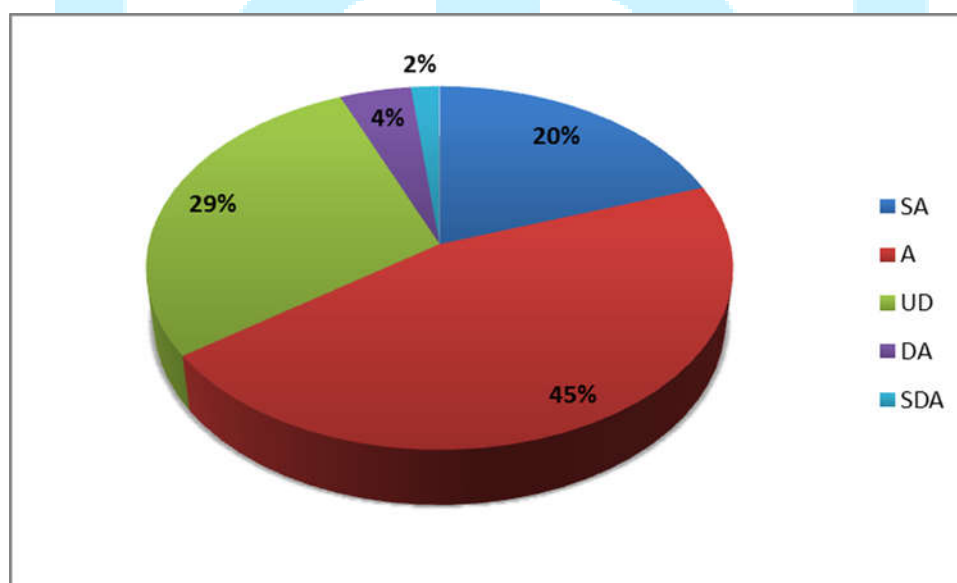


11. The University Website is interactive and informative for learners

Table 11

SA	A	UD	DA	SDA
22	51	32	5	2
SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree				

The majority of distance learners (20% strongly agree and 45% agree) that the university website is interactive and informative for learners whereas 29% are un-decided on the issue. The response is encouraging however look at the percentage of un-decided it says that further improvement can be made on this issue by making the website more informative.

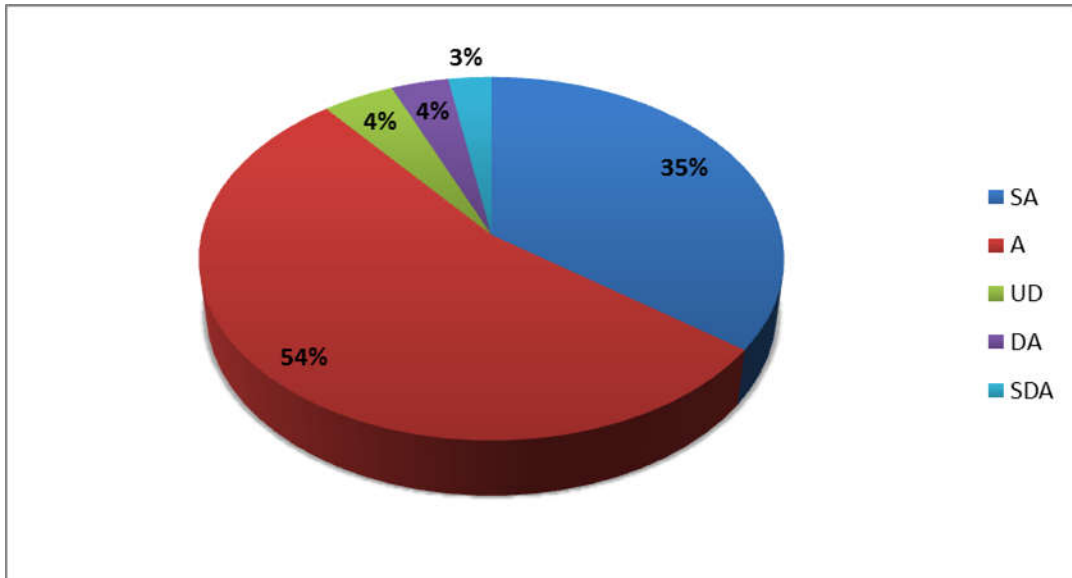


12. The Regional Centres and Study Centres are able to give information on different academic activities through websites/ Facebook/ whatsapp/email/ Twitter/Instagram etc.

Table 12

SA	A	UD	DA	SDA
39	60	5	4	3
SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree				

A great majority of distance learner agreed that the Regional Centres and Study Centres are able to give information on different academic activities through websites/ Facebook/ whatsapp/email/ Twitter/Instagram etc. however few have un-decided and not in agreement with the statement. The response from the learner of the overseas study centres may be correct as overseas study centres are using all the mode of social media for this purpose.



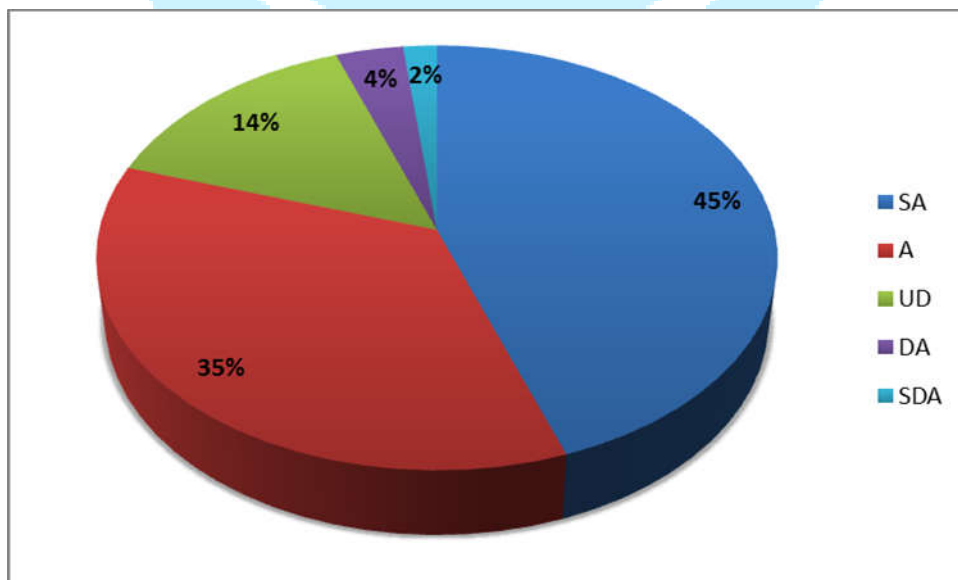
13. The counselling schedule was provided well in advance

Table 13

SA	A	UD	DA	SDA
49	39	16	4	2

SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree

80% students agree that the counselling schedule was provided well in advance. The response of 14% is beyond understanding whereas 6% do not agree to it.

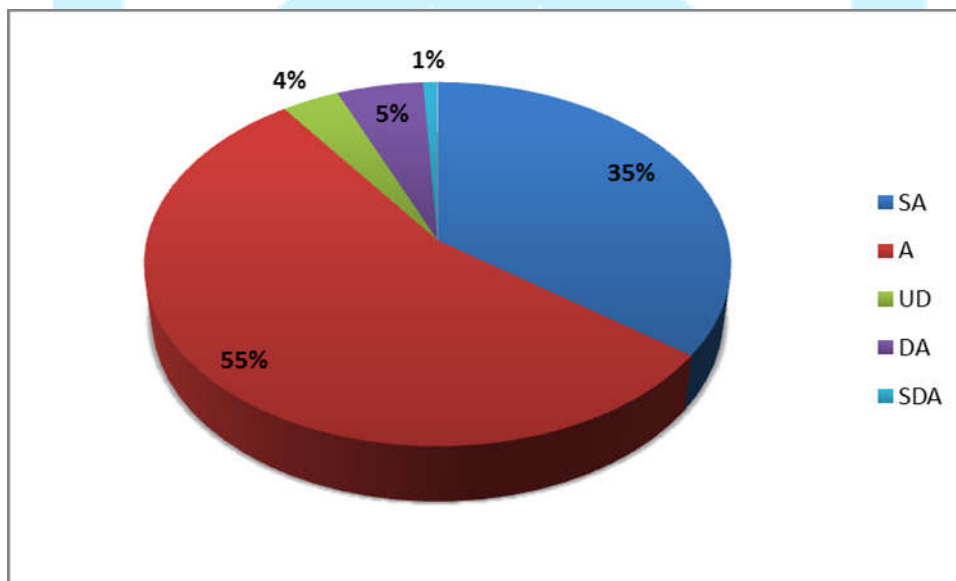


14. The information pertaining to submission of projects/assignments/exam form etc. were made available to you in time

Table 14

SA	A	UD	DA	SDA
39	61	4	6	1
SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree				

A huge 90% of distance learners feel that the information pertaining to submission of projects/assignments/exam form etc. were made available to you in time. The response is very encouraging for the university on this front.

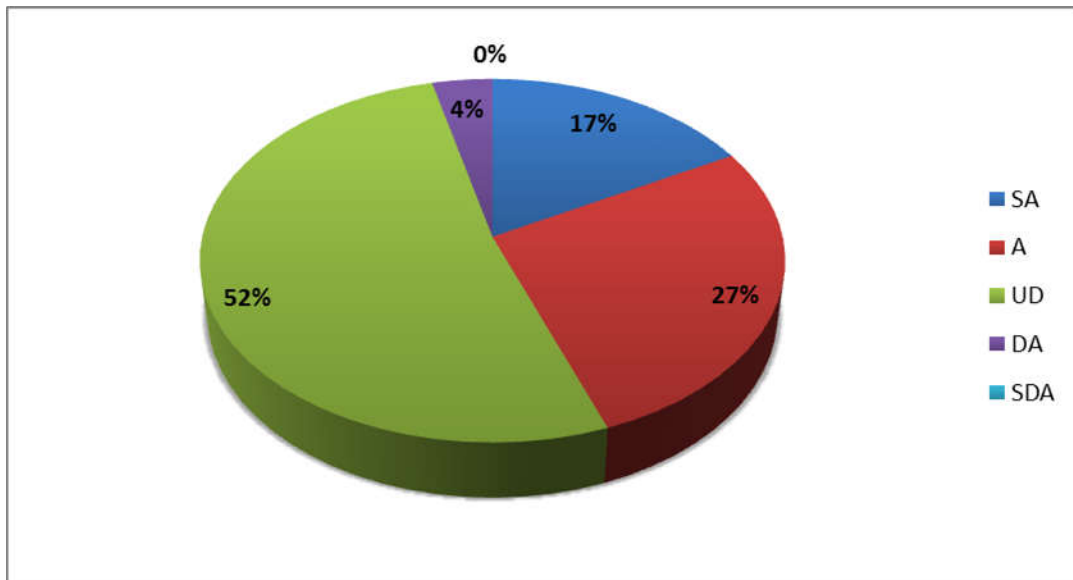


15. It was easy to submit project/internship report/ field report through the web link given by the University.

Table 15

SA	A	UD	DA	SDA
18	29	55	4	0
SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree				

44% students feel that It was easy to submit project/internship report/ field report through the web link given by the University whereas 52% are un-decided on this issue. It is because all the programmes offered by the University is not having project etc.



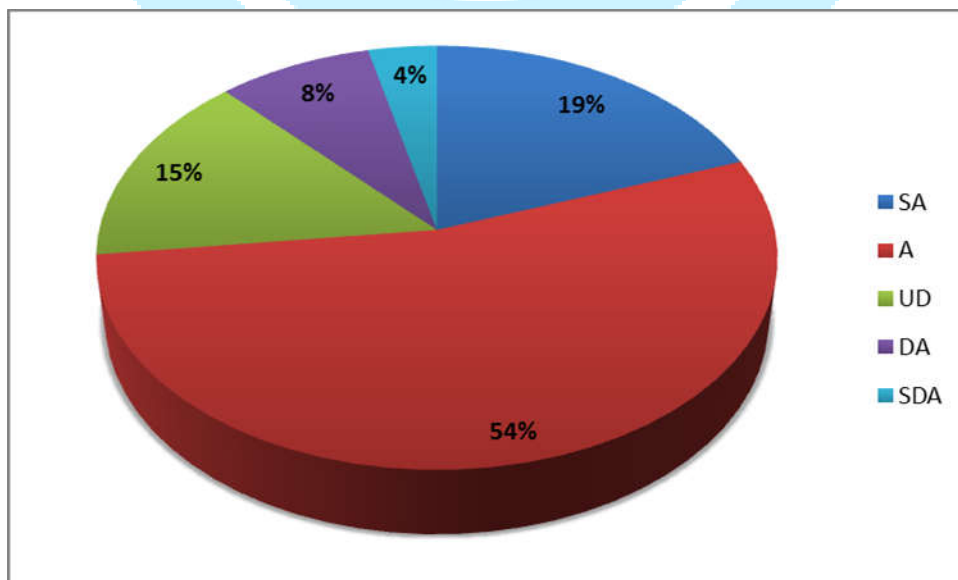
16. The assignment grades were uploaded on the website on time.

Table 16

SA	A	UD	DA	SDA
21	58	16	9	4

SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree

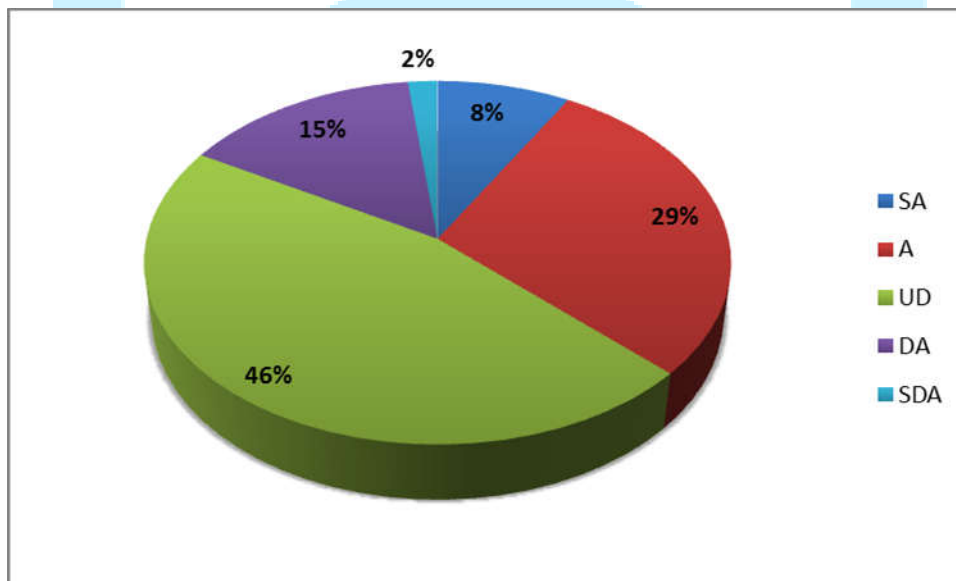
73% distance learners have agreed to the statement that the assignment grades were uploaded on the website on time whereas 15% are un-decided and 12% do not agree to the statement. Still the response encouraging as far as this part of the student support is concern.



17. The TEE results/ grades were uploaded on the website on time.
Table 17

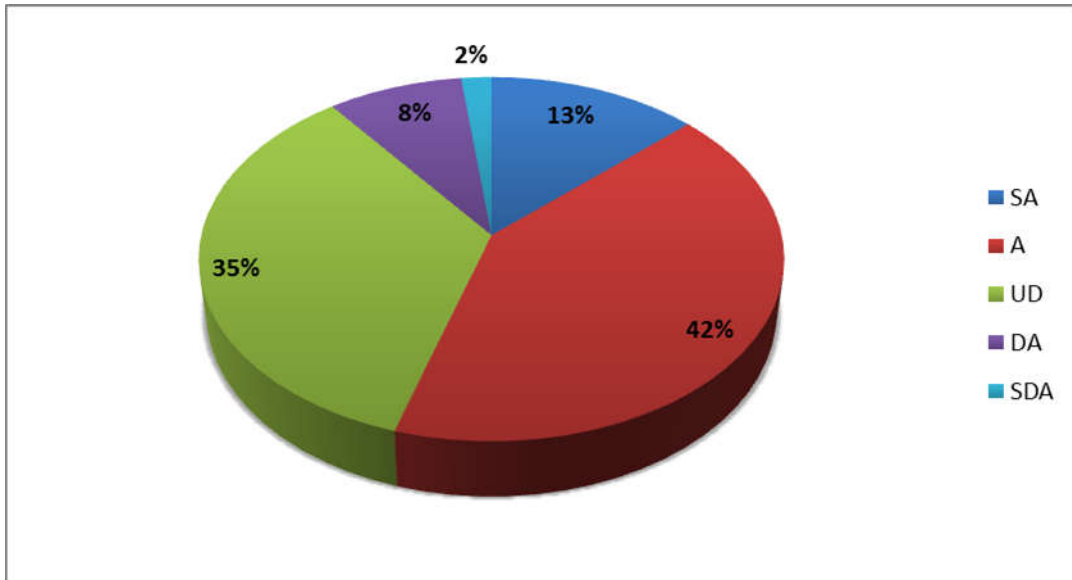
SA	A	UD	DA	SDA
9	31	50	16	2
SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree				

The 46% distance learners are un-decided on this subject whereas 37% agree with the statement and remaining 17% disagree with the statement. This shows that a lot of effort are needed on the part of University to change opinion of distance learner on the issue.


18. The Practical/Project grades were uploaded on the website on time.
Table 18

SA	A	UD	DA	SDA
14	44	37	9	2
SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree				

55% distance learners are off the view that the Practical/Project grades were uploaded on the website on time whereas 35% are un-decided and 10% disagree with the statement. A lot of effort are needed on the part of the university as almost equal number are not in agreement in the statement if 35% un-decided against the agreement



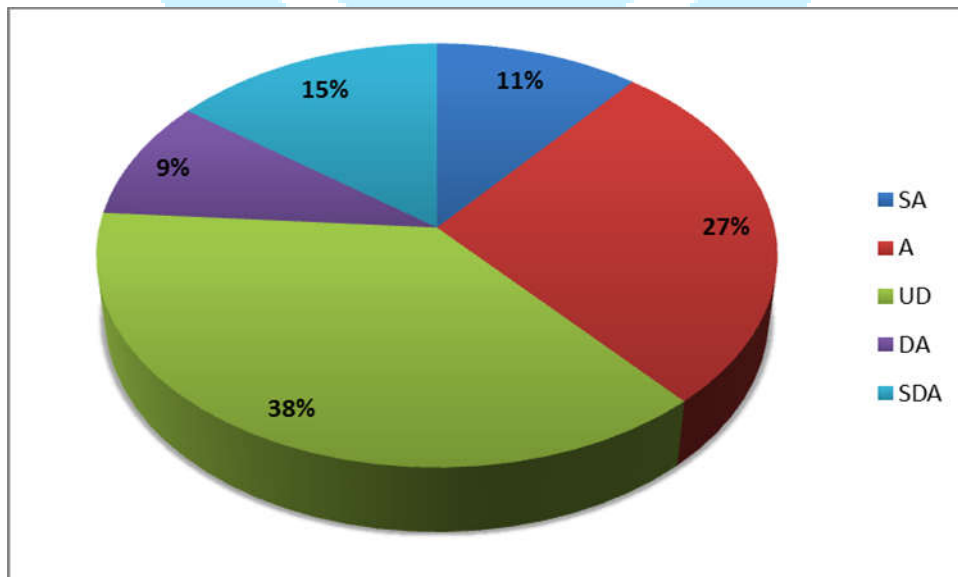
19. You preferred pen and paper based Term End Examination during the Pandemic after relaxation in lockdown.

Table 19

SA	A	UD	DA	SDA
12	30	41	10	16

SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree

The opinion of distance learners are divided on the issue of having pen and paper based Term End Examination during the Pandemic after relaxation in lockdown as 38% are in agreement and equal number are un-decided whereas 24% do not agree with the statement

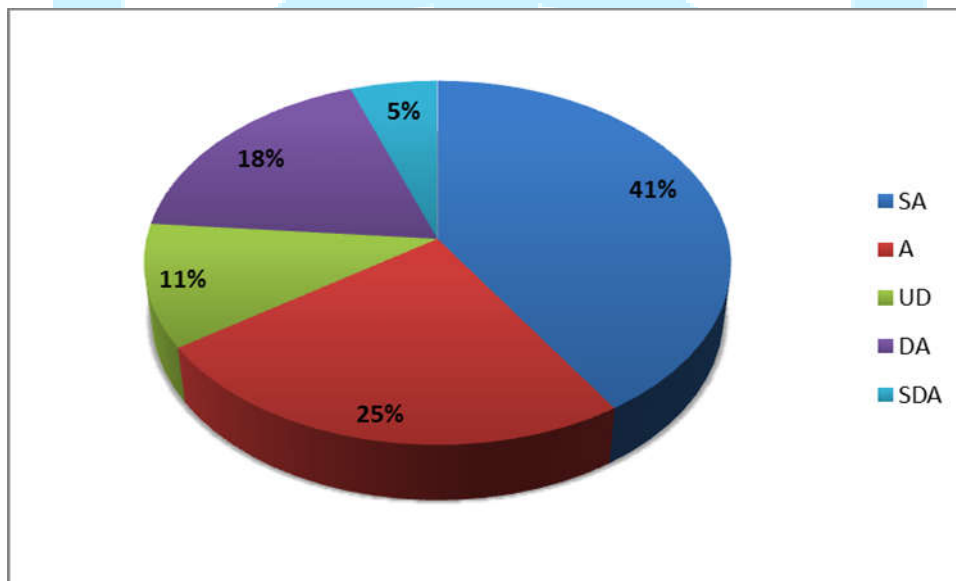


20. Online and on-demand term-end should replace pen and paper based examinations..

Table 20

SA	A	UD	DA	SDA
45	27	12	20	6
SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree				

66% students are in agreement with having Online and on-demand term-end should replace pen and paper based examinations whereas 23% disagree with the statement and 11% are un-decided.

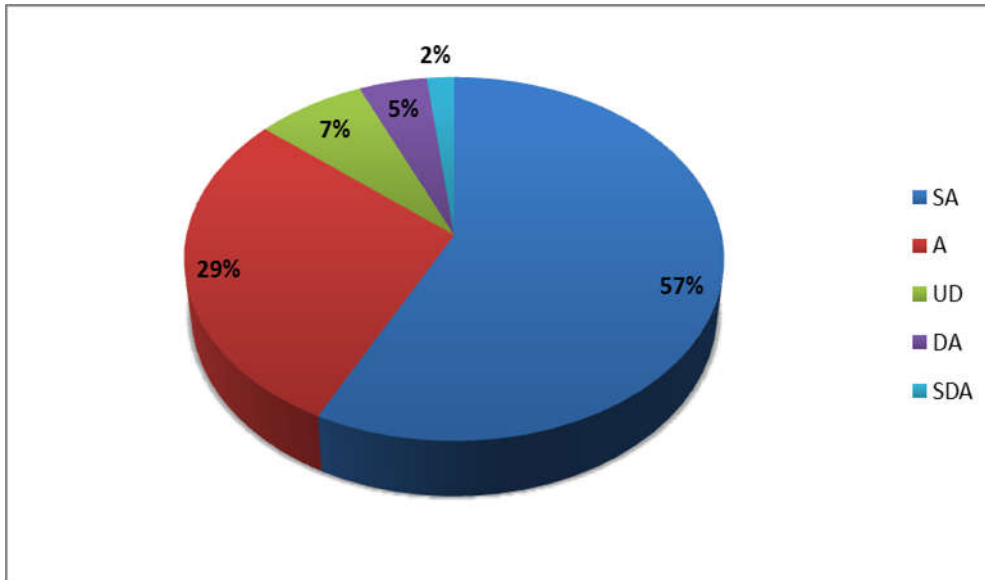


21. The weightage of internal assessment be increased to more than 50% from the current 25-30%.

Table 21

SA	A	UD	DA	SDA
62	31	8	5	2
SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree				

86% distance learners are in agreement with the statement that the weightage of internal assessment be increased to more than 50% from the current 25-30% whereas 7% do not agree to it and equal number are un-decided on this issues.



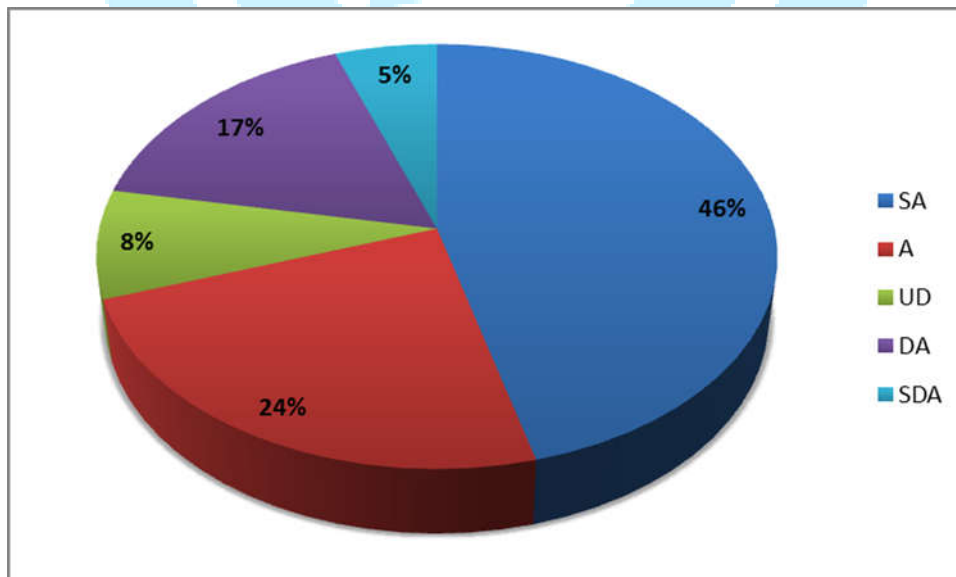
22. Questions for term-end examination should be completely MCQ based.

Table 22

SA	A	UD	DA	SDA
50	26	9	18	6

SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree

70% students strongly agree and agree with having complete MCQ based term-end examination and 22% disagree with the statement whereas 8% are un-decided.

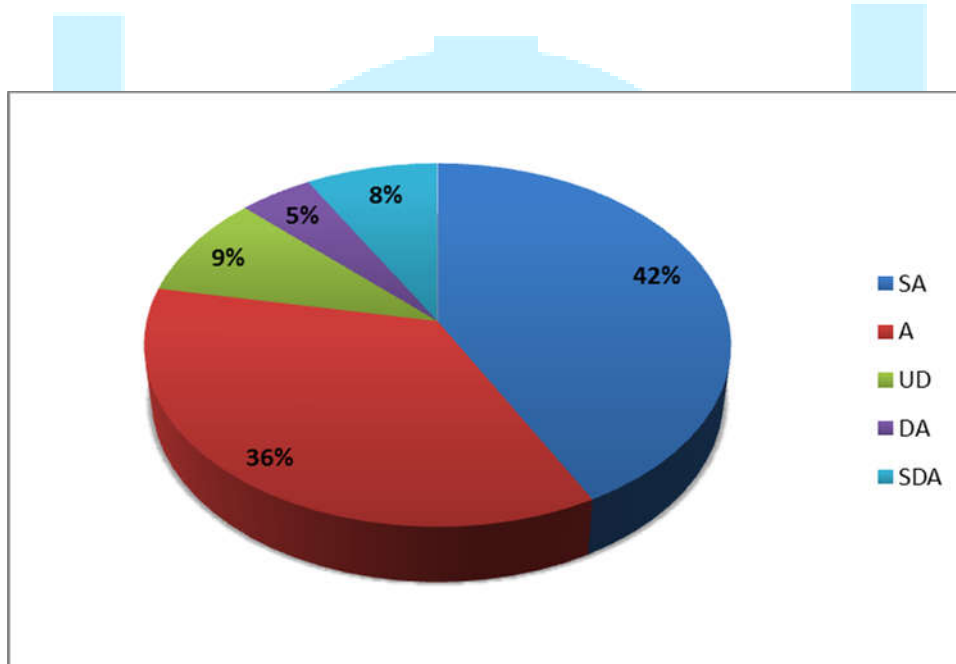


23. Questions for term-end examination should be a mix of MCQ and subjective type questions..

Table 23

SA	A	UD	DA	SDA
46	39	10	5	9
SA: Strongly Agree, A: Agree, UD: Un-Decided DA: Disagree, SDA: Strongly Disagree				

42% distance learner strongly agree and 36% agree with the idea of having a mix of MCQ and subjective type questions during term-end examination but 13% do not agree to it and 9% are un-decided



Kindly give your suggestion on the following

1. If University adopts online MCQ based evaluation, what type of difficulties you might face, in case you do not possess smartphone/laptop/computer etc.

The majority of distance learners feel that they foresee difficulties of internet connection, technological illiteracy, despite the fact that some of them are for MCQ based evaluation system. One third of the learners do not find any problem if university adopt online examination and evaluation. There are distance learners who do not have any issue with MCQ based examination/evaluation but they feel that MCQ is not a proper way to evaluate the proper achievement of learner from studies. Even some do not possess these gadgets and it would be difficult for them.

2. What are the tools you suggest for your internal assessment (besides assignments) in case the Term end examinations are Multiple Choice Question (MCQ) based?

As an alternate to assignment for internal assessment, the student have suggested for MCQ based assignment, interview, group discussion, internships, field work, practicum whereas some have no idea. It is observed that no sound suggestions have come forward from the distance learner on this issue.

