FEEDBACK REPORT

OPEN DISTANCE LEARNING

(2025-2026)

Center for Internal Quality Assurance

Introduction

Desh Bhagat University (DBU), Mandi Gobindgarh, Punjab, is a multidisciplinary institution committed to excellence in higher education, research, innovation, and community engagement. Accredited with an 'A+' Grade by the National Assessment and Accreditation Council (NAAC), the University is recognized for its commitment to academic quality, institutional governance, research, innovation, and student-centric education. The University offers a wide range of undergraduate, postgraduate, diploma, online learning and open distance learning programmes and doctoral programmes across diverse disciplines, preparing students to excel in an increasingly competitive global environment.

Guided by the principles of academic excellence, ethical values, and holistic development, Desh Bhagat University provides a dynamic learning environment supported by experienced faculty, modern infrastructure, advanced laboratories, digital learning resources, and well-equipped libraries. The University emphasizes innovation, critical thinking, and lifelong learning while nurturing responsible professionals and future leaders.

Aligned with the vision of the National Education Policy (NEP) 2020, the University follows an Outcome-Based Education (OBE) framework that integrates multidisciplinary learning, experiential education, skill enhancement, value-based education, internships, project-based learning, research, and entrepreneurship. This learner-centric approach equips students with the knowledge, skills, and professional competencies required to meet national and international industry expectations.

Desh Bhagat University actively promotes research, innovation, and entrepreneurship through dedicated research centres, innovation and incubation facilities, consultancy projects, faculty development programmes, and collaborations with industry and academic institutions. These initiatives encourage faculty members and students to contribute to knowledge creation, technological advancement, and sustainable societal development.

The University has established strong collaborations with industries, professional organizations, healthcare institutions, research bodies, and international academic partners to provide students with meaningful exposure through internships, industrial visits, collaborative research, skill development programmes, and placement opportunities. These partnerships bridge the gap between academia and industry, enhancing students' employability and career readiness.

The Center for Quality Assurance (CIQA) plays a pivotal role in institutionalizing quality assurance practices by promoting continuous improvement in academic and administrative processes. Through regular quality audits, feedback mechanisms, best practices, academic monitoring, and quality initiatives aligned with NAAC standards, CIQA ensures sustained institutional excellence and continuous quality enhancement.

The Centre for Internal Quality Assurance (CIQA) of the university has continuously been working on quality improvement and the betterment of learners' learning experiences. In order to analyse the lag areas of the university and scope for further improvement, feedback from learners have been received. This report focuses on the feedback of Learners on various teaching – learning and evaluation process.

The University's commitment to excellence is reflected in its transparent governance, outcome-based curriculum, fair evaluation system, robust student support services, vibrant campus life, emphasis on research and innovation, environmental sustainability initiatives, and strong culture of social responsibility. With a vision to emerge as a globally recognized centre of excellence, Desh Bhagat University continues to empower students with knowledge, skills, and values, enabling them to become competent professionals, innovative researchers, ethical leaders, and responsible global citizens.

Methodology for ODL Learner Feedback

Feedback from Open and Distance Learning (ODL) learners was collected through a structured online feedback questionnaire to evaluate the quality, effectiveness, accessibility, and overall learner experience of the ODL system. The questionnaire was designed to cover the major components of ODL, including course curriculum and content, Self-Learning Materials (SLMs), Personal Contact Programme (PCP), academic counselling, faculty support, Learning Management System (LMS), digital learning resources, learner–faculty interaction, assignments, assessment and evaluation, examination process, and technical support.

Particular emphasis was given to the Personal Contact Programme (PCP) to assess the regularity and usefulness of PCP sessions, effectiveness of academic counselling, clarity of explanations, interaction with learners, opportunities to resolve academic queries, and the overall support provided during PCP sessions. Learners were also asked to provide feedback on the availability, quality, organization, and usefulness of printed and digital self-learning materials.

The questionnaire further assessed the accessibility and flexibility of ODL, including ease of accessing study materials and digital resources. Feedback was also obtained regarding the LMS such as ease of navigation, availability of learning resources, communication, submission of assignments, and access to academic information. The assessment and examination process was evaluated in terms of clarity of instructions, timely conduct, transparency, feedback, and learner convenience.

A five-point Likert scale, ranging from *Strongly Agree* to *Strongly Disagree*, was used to record learners' responses. An option for suggestions and qualitative comments was also provided to enable learners to express their experiences and recommendations freely. The collected responses were systematically compiled, analyzed, and interpreted to identify strengths, gaps, learner expectations, and areas requiring improvement. The findings were intended to support continuous improvement in PCP delivery, self-learning resources, digital facilities, learner support services, academic counselling, assessment practices, and the overall quality of the ODL teaching-learning process.

The findings provide valuable inputs for curriculum revision, academic planning, and continuous quality enhancement in alignment with the quality assurance objectives of the CIQA.

Objectives of ODL Feedback

1. **To assess the effectiveness of the ODL teaching-learning process.**
2. **To evaluate the quality and usefulness of Self-Learning Materials (SLMs).**
3. **To assess the effectiveness of PCP sessions and academic counselling.**
4. **To evaluate learner support, digital resources, assessment, and examination services.**
5. **To identify learner satisfaction, challenges, and areas for improvement.**

Feedback Process:

The Feedback Process comprises of 3 stages

Stage I (Collection of Feedback): The feedback process is collected online through Google forms.

Stage II (Analysis of feedback): The detailed analysis of feedback is carried out afterward and the action taken report is prepared.

Stage III (Action Taken): The plan of action taken is decided on the basis of action taken report and necessary corrective measures are recommended for the further improvements.

Sample Feedback Form

The feedback is collected in form of online survey via google forms. Links to the respective feedback is shared with concerned learner.

Feedback Link shared with the learner - https://forms.gle/8G7kG2eYrWXERuJD8

Student Feedback Analysis Report – Open Distance Learning (ODL)

Introduction

The Student Feedback Survey on Open Distance Learning (ODL) was conducted to assess the effectiveness, accessibility, and quality of various components of the ODL teaching-learning process. The feedback focuses on important aspects of ODL, including the Programme Guide, Self-Learning Material (SLM), learning outcomes, assignments, Personal Contact Programme (PCP), academic support, accessibility of learning resources, examination and evaluation processes, and the overall learning experience of ODL learners. The feedback was collected using a five-point Likert scale comprising **Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree**. The responses provide useful evidence regarding learner satisfaction and identify areas for continuous improvement in the ODL system.

Analysis of Programme Guide and Learning Resources

The feedback indicates a highly positive perception of the Programme Guide among ODL learners. For the statement that the Programme Guide provides a clear understanding of the expected programme outcomes, **39.71% of learners strongly agreed and 54.41% agreed**, resulting in a combined positive response of **94.12%**. Only 4.41% of learners remained neutral and 1.47% disagreed. Similarly, **94.12%** of learners positively responded that the Programme Guide provides clear information about the programme structure, courses, scheme of study, and syllabus, with 39.71% strongly agreeing and 54.41% agreeing. These findings indicate that the Programme Guide is effectively communicating essential information required by learners to understand the structure and expectations of their programme.

The Self-Learning Material (SLM), which is a major component of ODL, also received a favourable response. Regarding whether the SLM is well-structured, easy to understand, and suitable for independent learning, **39.71% strongly agreed and 50.00% agreed**, giving a combined positive response of **89.71%**. A further 7.35% were neutral and only 2.94% disagreed. Similarly, **89.71%** of learners expressed positive views about the adequacy and comprehensiveness of the SLM in covering the prescribed course content. Although the overall response is positive.

The clarity of learning outcomes was also rated highly. **29.41% of learners strongly agreed and 64.71% agreed** that expected learning outcomes are clearly mentioned for each unit of the course, resulting in a combined positive response of **94.12%**. This indicates that learners generally understand what they are expected to achieve through individual course units. Clearly stated learning outcomes can further support independent learning and help learners connect course content with assignments and assessment activities.

Analysis of Assignments and Personal Contact Programme (PCP)

Assignments form an important mechanism for supporting self-learning and evaluating learners' understanding in ODL. The survey shows that **92.65%** of learners gave a positive response to the statement that assignments help them check and improve their understanding of the subject matter, with 39.71% strongly agreeing and 52.94% agreeing. Furthermore, **88.24%** of learners positively responded that assignments are relevant to topics covered in the SLM and encourage independent learning. Although the responses are strongly favourable, the second assignment-related parameter has a comparatively higher neutral response of **8.82%**.

The **Personal Contact Programme (PCP)** received a particularly strong response from ODL learners. **32.35% strongly agreed and 61.76% agreed**, resulting in a combined positive response of **94.12%**, that the PCP provides adequate opportunities to interact with teachers and clarify academic doubts. Only 4.41% of respondents were neutral and 1.47% disagreed. The result demonstrates the important role of PCP in reducing the limitations of physical separation in distance education. Regular and well-planned PCP sessions can therefore continue to be used as an important mechanism for academic interaction, clarification of concepts, learner engagement, and faculty support.

Academic Support, Accessibility and Learner Services

The feedback regarding academic support provided by teachers through available communication channels is highly encouraging. **38.24% strongly agreed and 55.88% agreed**, giving a combined positive response of **94.12%**. This indicates that learners generally consider the academic guidance and communication provided by teachers to be timely and helpful. Effective communication through appropriate channels is particularly important in ODL because learners may require academic assistance outside scheduled PCP sessions.

The accessibility of study material, academic resources, and other learning support was positively rated by **91.18%** of respondents. Specifically, 41.18% strongly agreed and 50.00% agreed that these resources are easily accessible to ODL learners. The finding suggests that the University has established reasonably effective mechanisms for providing learning resources.

Regarding guidance about assignment submission, examinations, academic schedules, and other important academic activities, **88.24%** of learners provided positive responses. While this remains a strong level of satisfaction, it is one of the comparatively lower positive responses in the survey. Moreover, 7.35% of learners were neutral and 4.41% disagreed. This indicates a possible area for improvement through timely notifications, academic calendars, clear instructions, reminders, learner handbooks, and systematic communication through available ODL platforms.

Examination and Evaluation

The examination and evaluation components received highly positive feedback. **92.65%** of learners agreed or strongly agreed that the pattern and level of questions in the End-Term Examination appropriately assess their knowledge and understanding of the course. The response

comprised **35.29% strongly agree and 57.35% agree**, while only 4.41% were neutral and 2.94% disagreed.

The examination and evaluation process was also positively rated, with **94.12%** of learners agreeing or strongly agreeing that the process is clearly communicated and convenient for ODL learners. This demonstrates that learners generally understand the assessment process and find it manageable. Nevertheless, the 4.41% disagreement response indicates that communication and convenience can be further strengthened through clear examination guidelines, advance communication of schedules, simple procedural instructions, and timely updates.

Overall Learner Satisfaction and Continuous Improvement

The overall satisfaction level of ODL learners is encouraging. For the overall programme statement covering learning resources, academic support, learner services, assessment, and the overall ODL experience, **42.65% of learners strongly agreed and 48.53% agreed**, resulting in a combined positive response of **91.18%**. Only 4.41% were neutral and 4.41% disagreed, with no strongly disagreeing responses recorded. This overall response indicates that learners have a favourable perception of the quality and effectiveness of the University's ODL programme.

Based on the feedback analysis, the ODL system demonstrates a strong learner-centred approach with effective programme communication, academic support, PCP interaction, assessment, and learning resources. For continuous quality improvement, the University may focus particularly on strengthening the **Self-Learning Material (SLM)** by incorporating more examples, illustrations, activities, simplified explanations, updated content, and learner-friendly presentation. Assignment design may also be reviewed to ensure stronger alignment with SLM content, learning outcomes, practical application, and independent learning. Communication regarding assignment submission, examination schedules, academic calendars, and other important activities can be further improved through timely notifications and multiple communication channels.

The effectiveness of PCP should be maintained and enhanced through structured academic sessions, opportunities for learner interaction, doubt clarification, and feedback collection. Similarly, academic support mechanisms may continue to be strengthened through timely faculty responses and accessible communication channels. Regular review of learner feedback should be integrated into the **Continuous Quality Improvement (CQI)** process so that identified concerns are converted into specific improvement actions and their effectiveness is reviewed in subsequent feedback cycles.

The Student Feedback Analysis demonstrates that the **Open Distance Learning programme is performing positively across its major academic and learner-support components**. The overall positive response of approximately **92.02%** reflects a high level of learner satisfaction with the Programme Guide, SLM, learning outcomes, assignments, PCP, academic support, accessibility of resources, examination, evaluation, and learner services. The very low average

negative response of approximately **2.84%** further indicates limited dissatisfaction among respondents.

Overall, the findings provide positive evidence for **CIQA and NAAC documentation** regarding learner satisfaction, technology-enabled teaching-learning, academic support, assessment effectiveness, and the institution's commitment to continuous improvement in ODL education.

Feedback from Learners (Overall Ratings in %)

DESH BHAGAT UNIVERSITY(Mandi Gobindgarh)

ODL Learners Feedback (2025-26)

	PARAMETERS(Overall Ratings in %)				
Assessment Elements	**Strongly Agree%**	**Agree%**	**Neutral%**	**Disagree%**	**Strongly Disagree%**
1. The Programme Guide provides a clear understanding of the expected outcomes of the programme.	39.71	54.41	4.41	1.47	0.00
2. The Programme Guide provides clear information about the programme structure, courses, scheme of study, and syllabus.	39.71	54.41	2.94	2.94	0.00
3. The Self-Learning Material (SLM) is well-structured, easy to understand, and suitable for independent learning.	39.71	50.00	7.35	2.94	0.00
4. The SLM provides sufficient and comprehensive coverage of the prescribed course content.	33.82	55.88	5.88	4.41	0.00
5. The expected learning outcomes are clearly mentioned for each unit of the course.	29.41	64.71	2.94	2.94	0.00
6. The assignments help me check and improve my understanding of the subject matter.	39.71	52.94	5.88	1.47	0.00
7. The assignments are relevant to the topics covered in the Self-Learning Material and encourage independent learning.	35.29	52.94	8.82	2.94	0.00

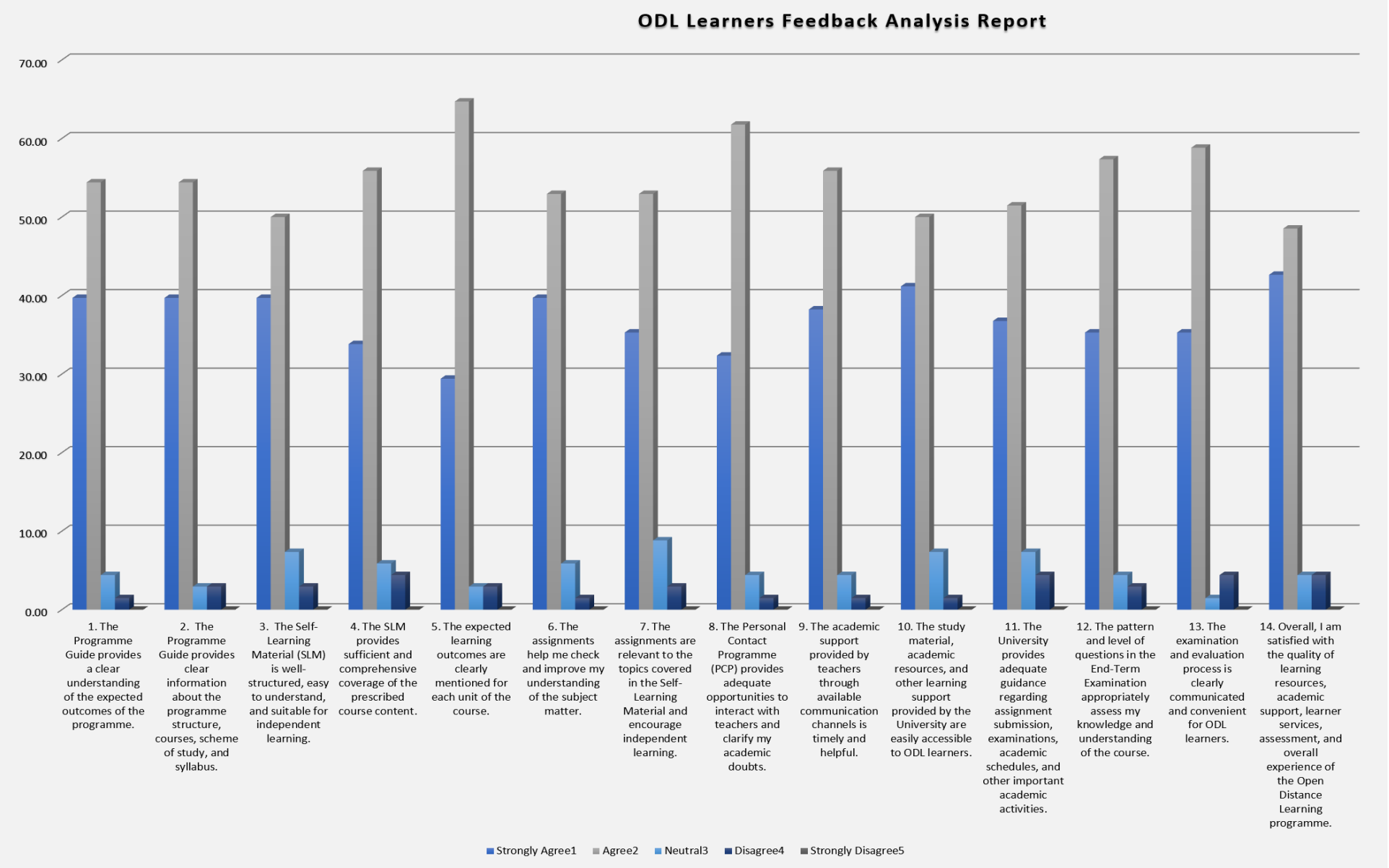
8. The Personal Contact Programme (PCP) provides adequate opportunities to interact with teachers and clarify my academic doubts.	32.35	61.76	4.41	1.47	0.00
9. The academic support provided by teachers through available communication channels is timely and helpful.	38.24	55.88	4.41	1.47	0.00
10. The study material, academic resources, and other learning support provided by the University are easily accessible to ODL learners.	41.18	50.00	7.35	1.47	0.00
11. The University provides adequate guidance regarding assignment submission, examinations, academic schedules, and other important academic activities.	36.76	51.47	7.35	4.41	0.00
12. The pattern and level of questions in the End-Term Examination appropriately assess my knowledge and understanding of the course.	35.29	57.35	4.41	2.94	0.00
13. The examination and evaluation process is clearly communicated and convenient for ODL learners.	35.29	58.82	1.47	4.41	0.00
14. Overall, I am satisfied with the quality of learning resources, academic support, learner services, assessment, and overall experience of the Open Distance Learning programme.	42.65	48.53	4.41	4.41	0.00

GRAPHICAL PRESENTATION

OF

ODL LEARNERS FEEDBACK ANALYSIS

2025-2026


ODL Learners Feedback Analysis Report
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
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2. The Programme Guide provides clear information about the programme structure, courses, scheme of study, and syllabus.
3. The Self-Learning Material (SLM) is well-structured, easy to understand, and suitable for independent learning.
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Strongly Agree1
Agree2
Neutral3
Disagree4
Strongly Disagree5

DESH BHAGAT UNIVERSITY,

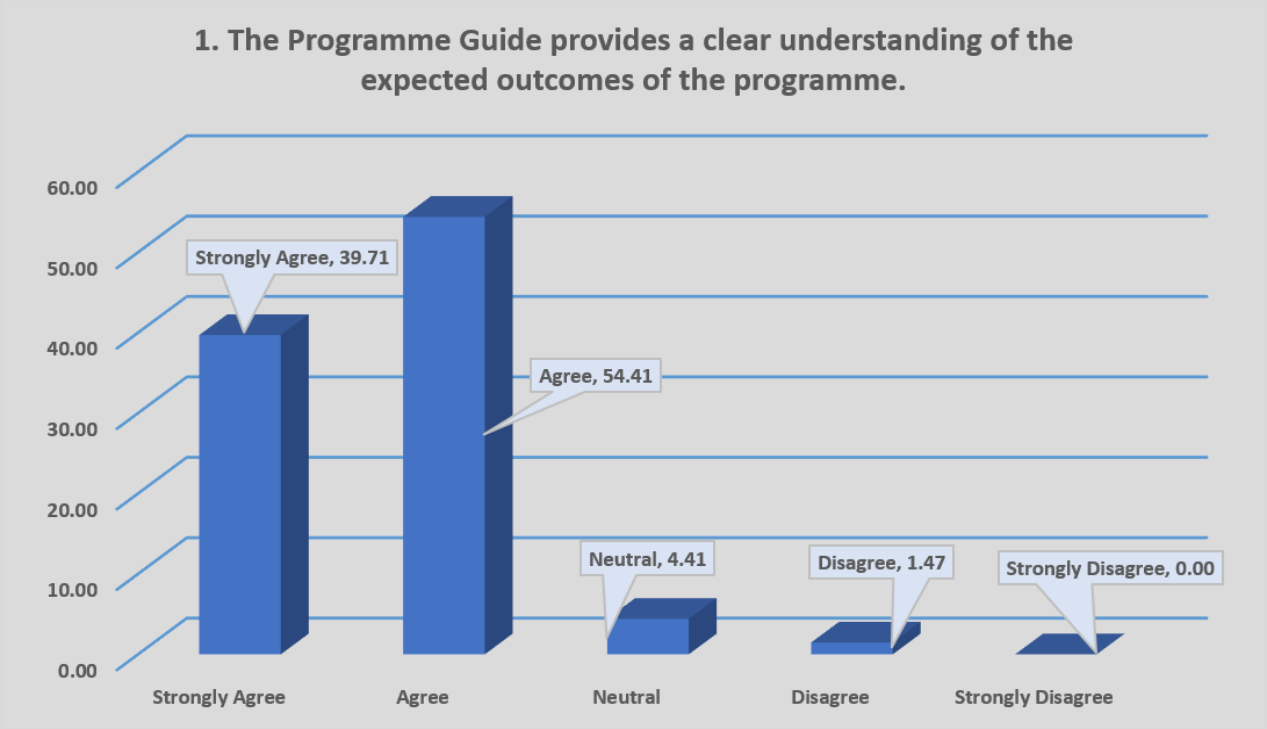
MANDI GOBINDGARH

ODL LEARNRS FEEDBACK - 2025-2026

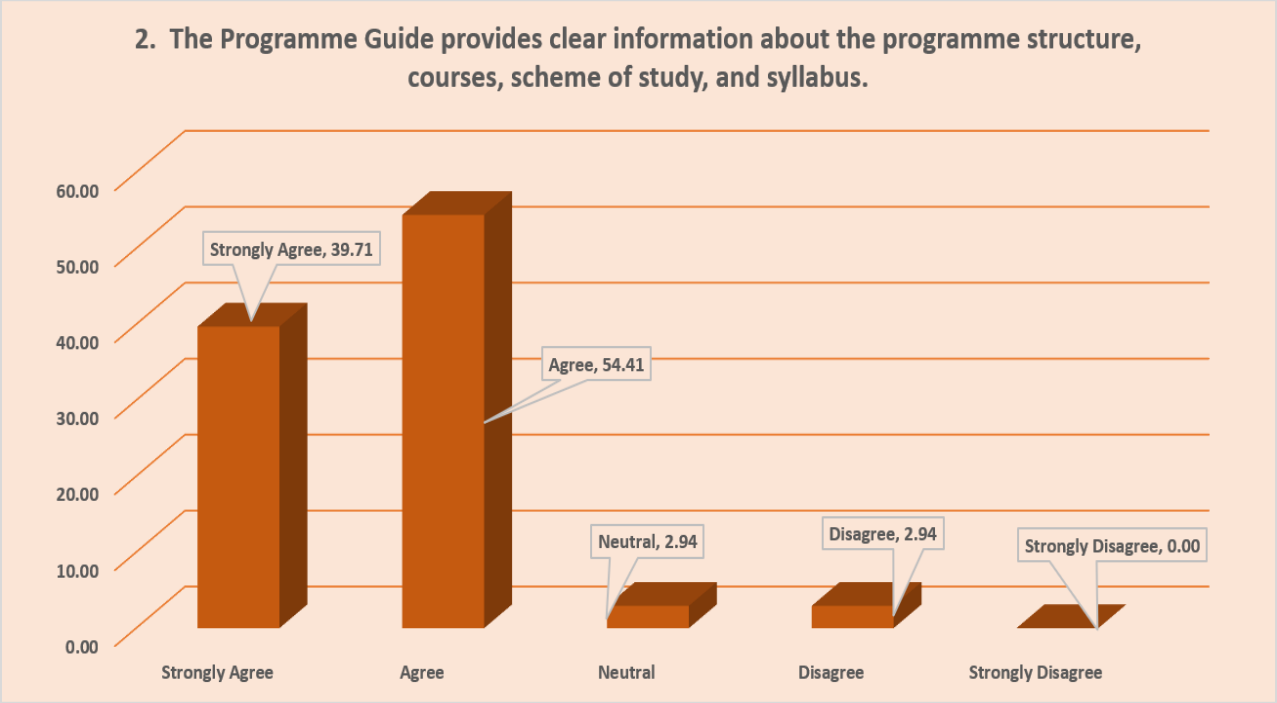
GRAPHICALPRESENTATION OF ODL LEARNERS FEEDBACK ANALYSIS

2025-2026

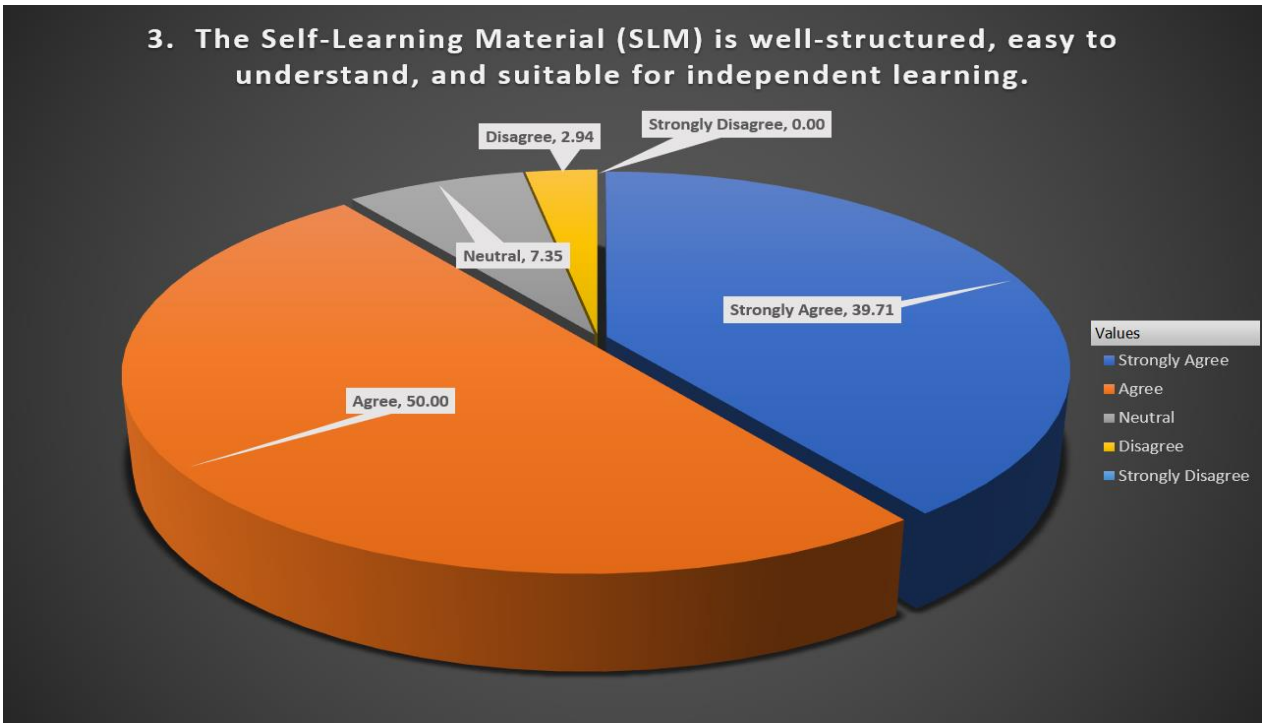
1. The Programme Guide provides a clear understanding of the expected outcomes of the programme.



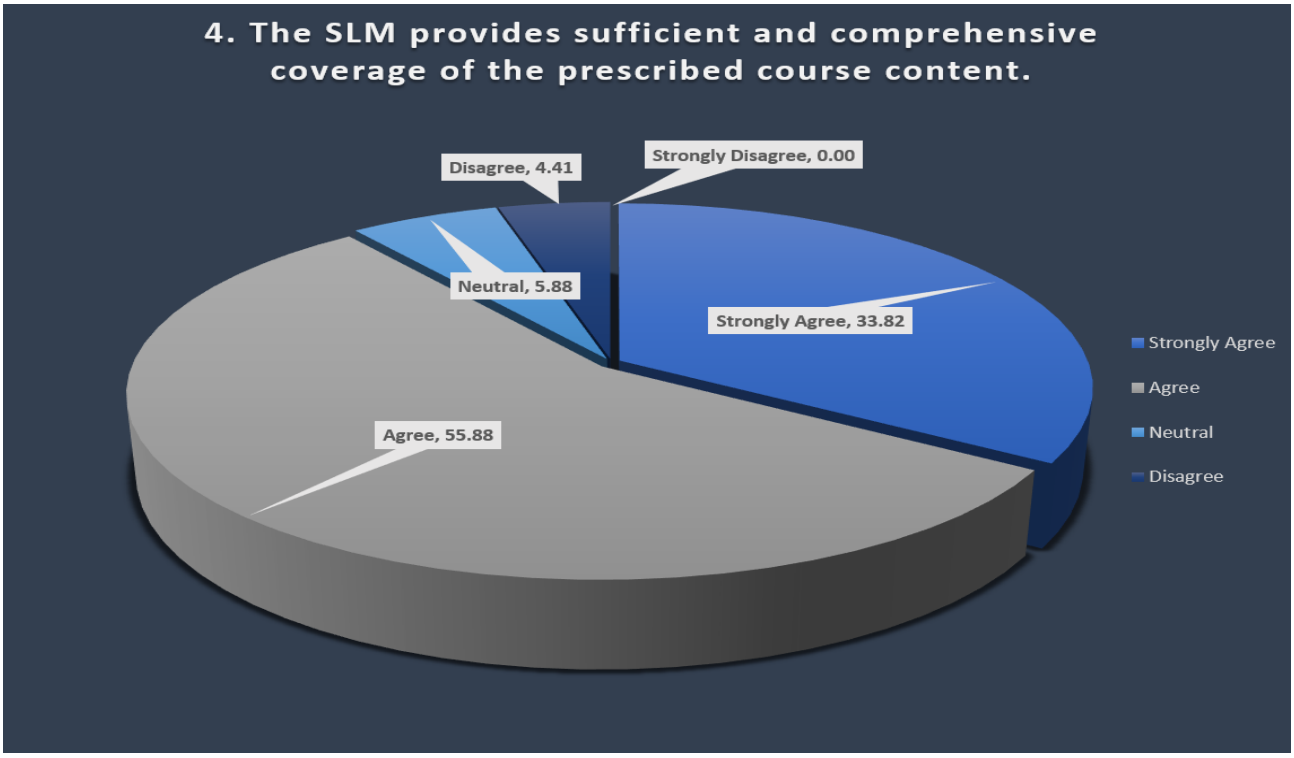
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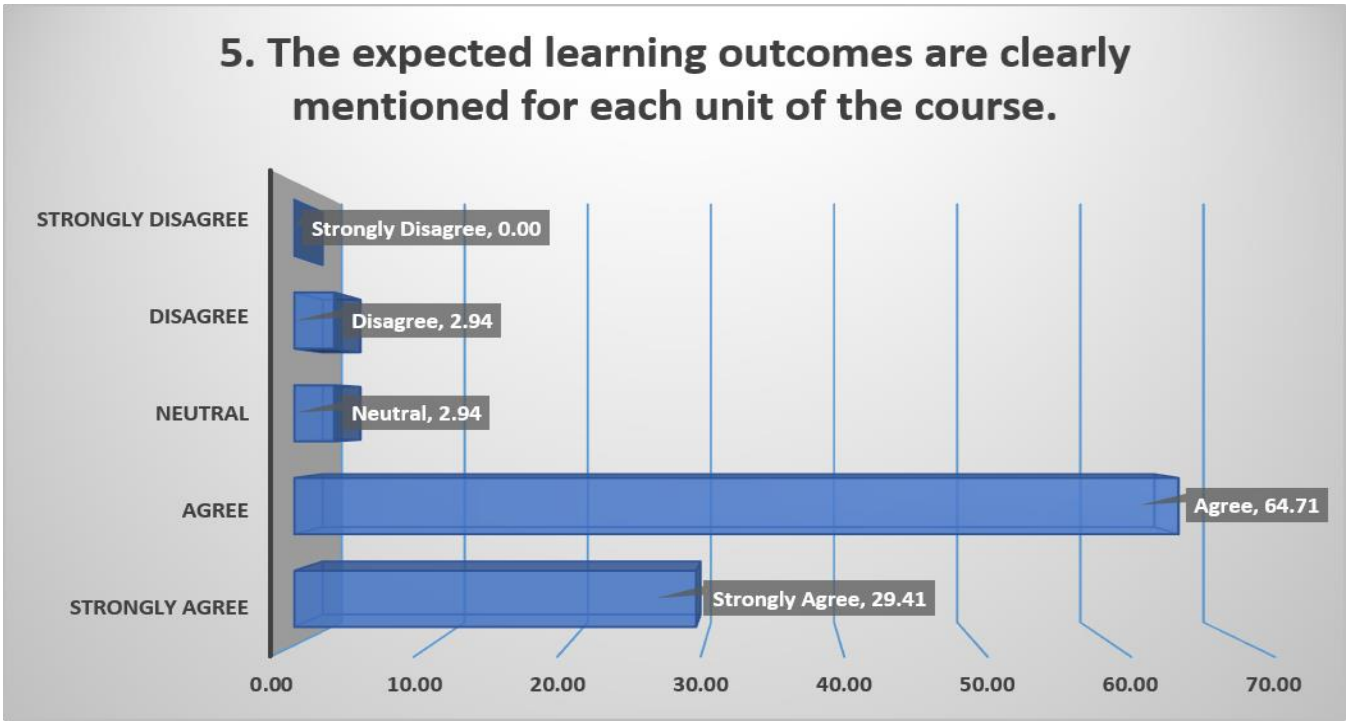
3. The Self-Learning Material (SLM) is well-structured, easy to understand, and suitable for independent learning.



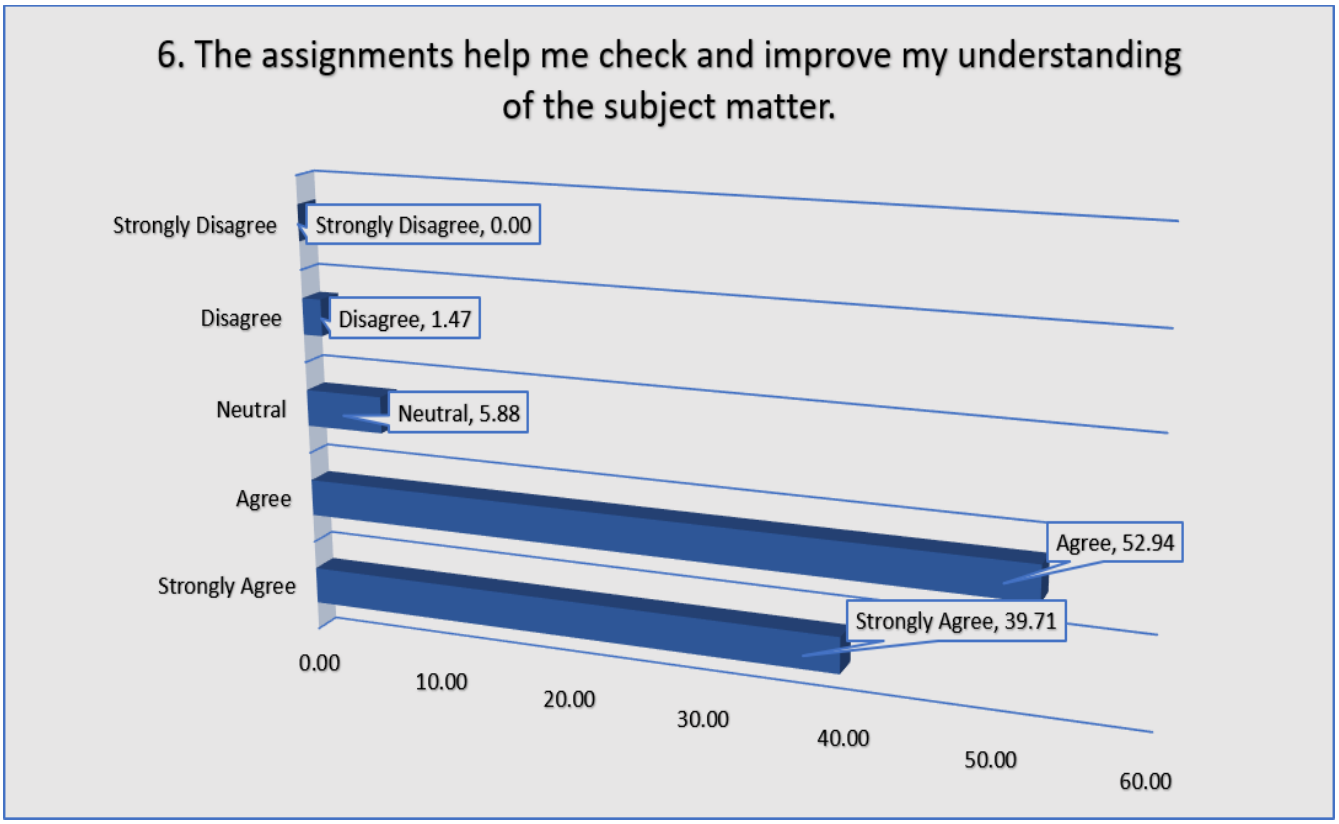
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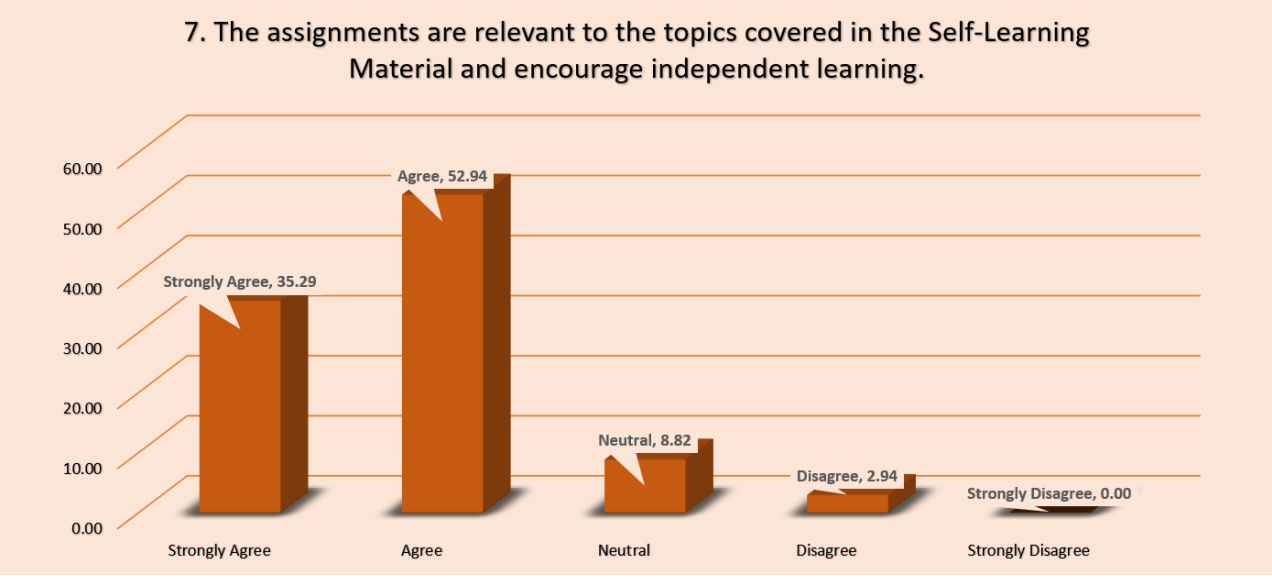
5. The expected learning outcomes are clearly mentioned for each unit of the course.



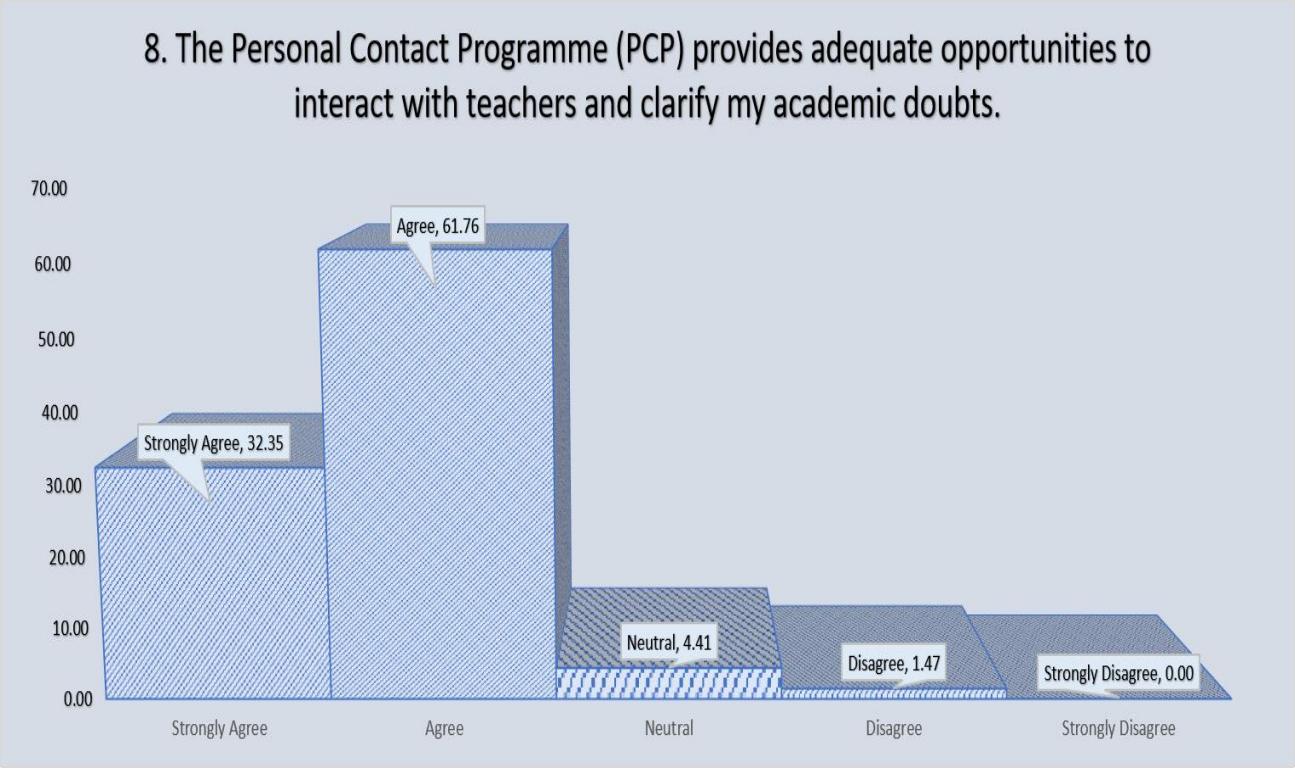
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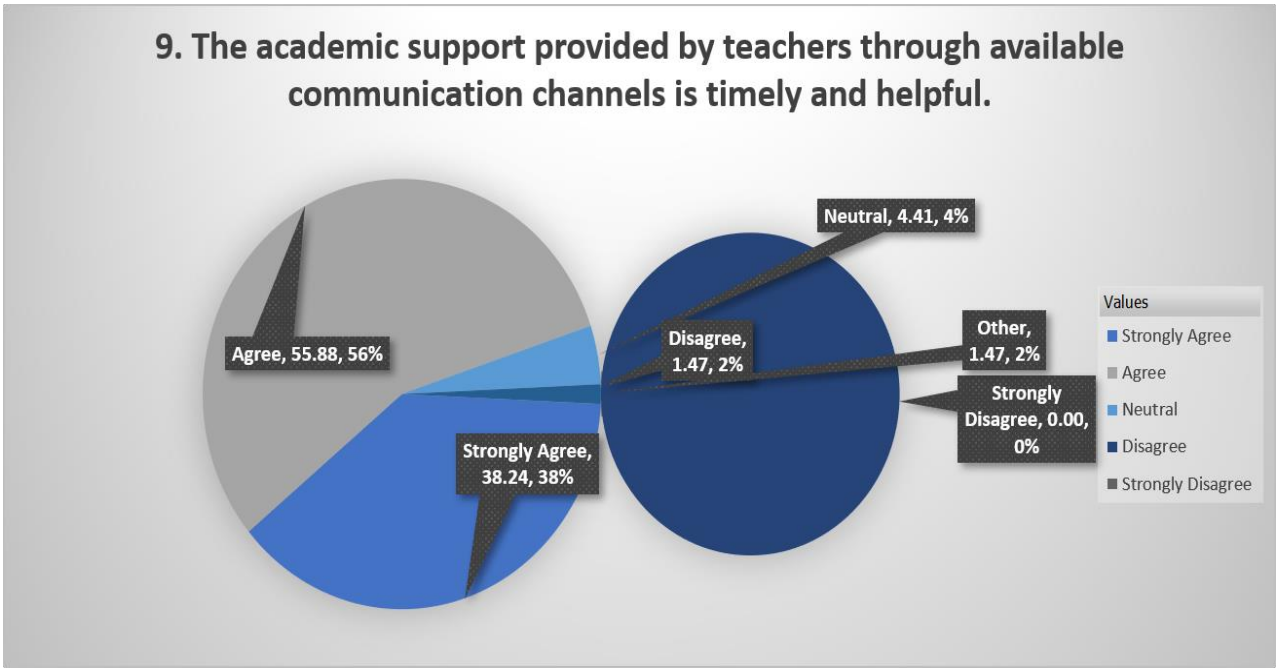
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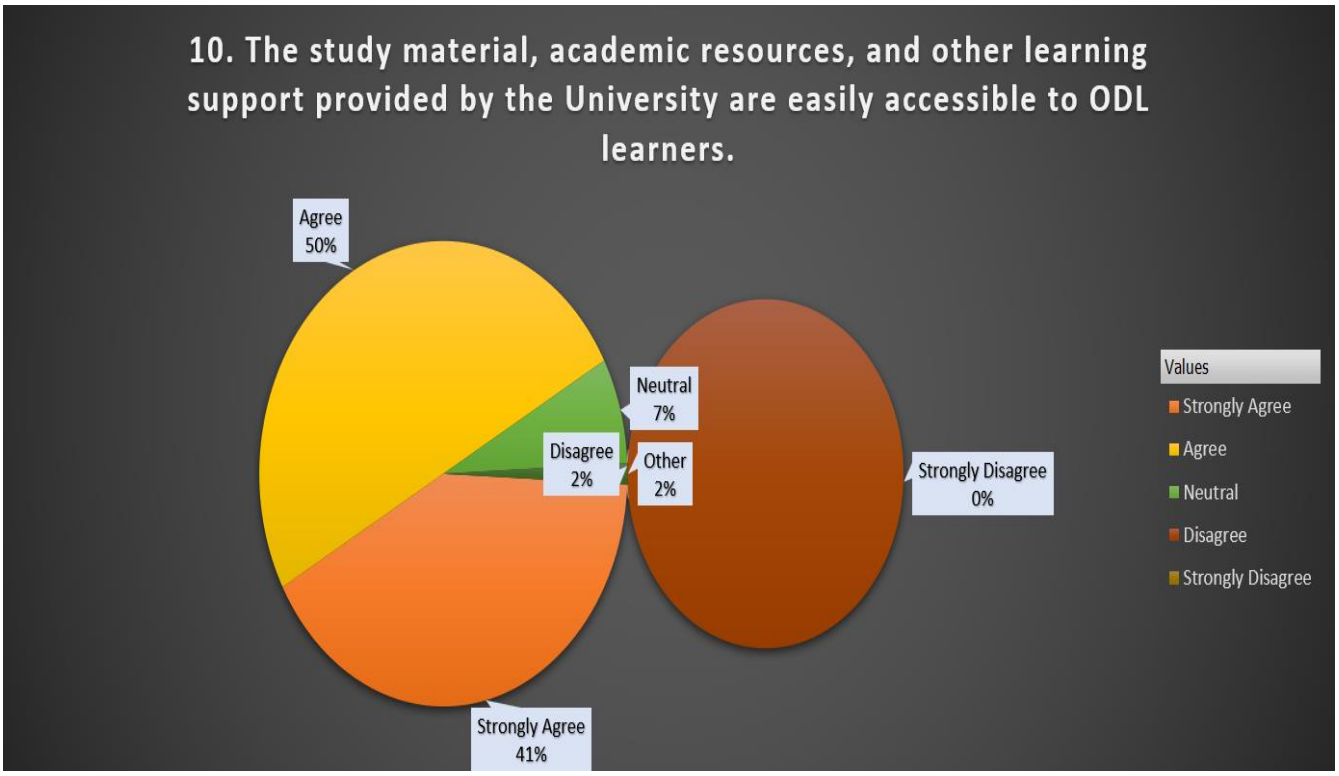
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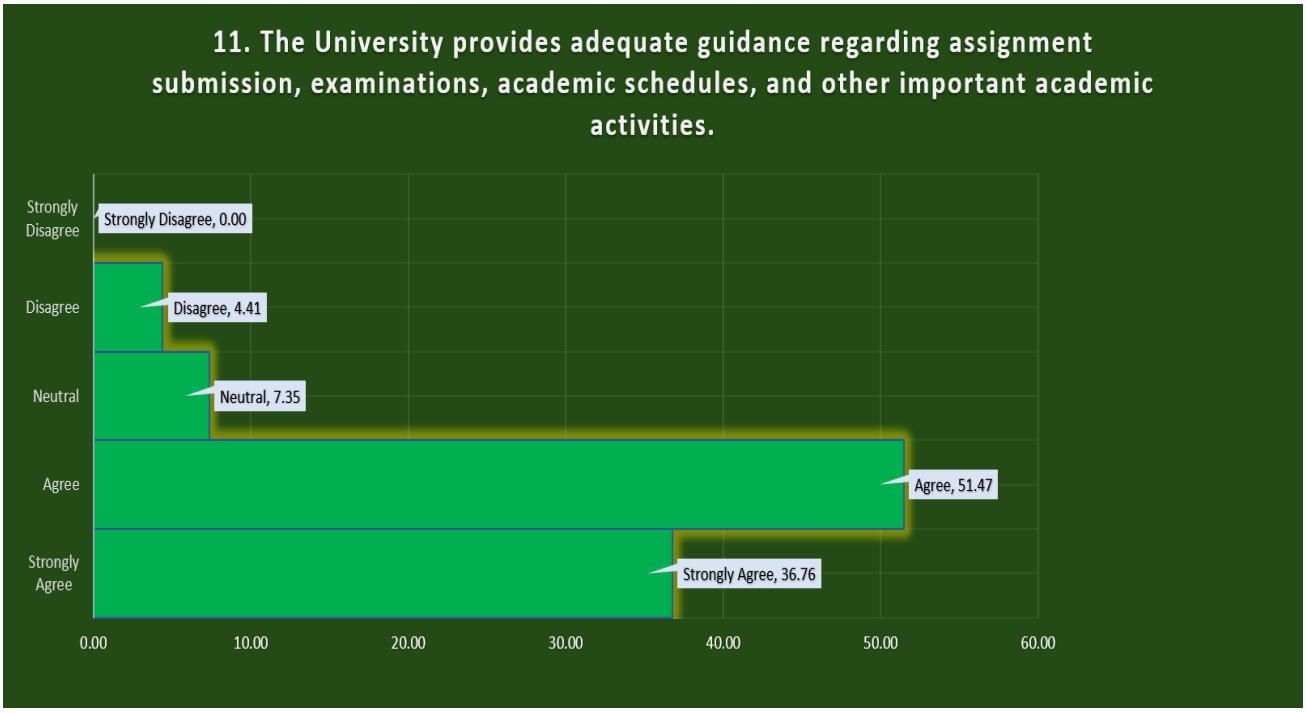
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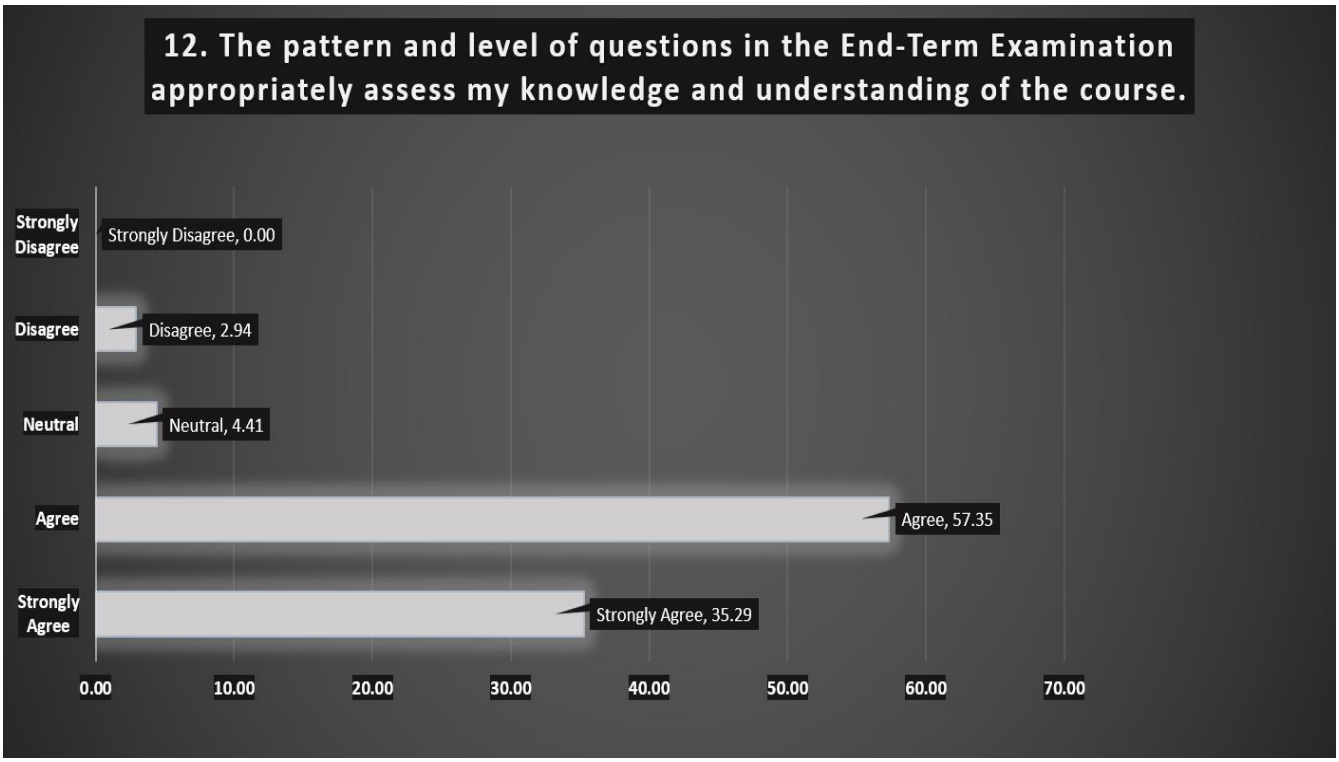
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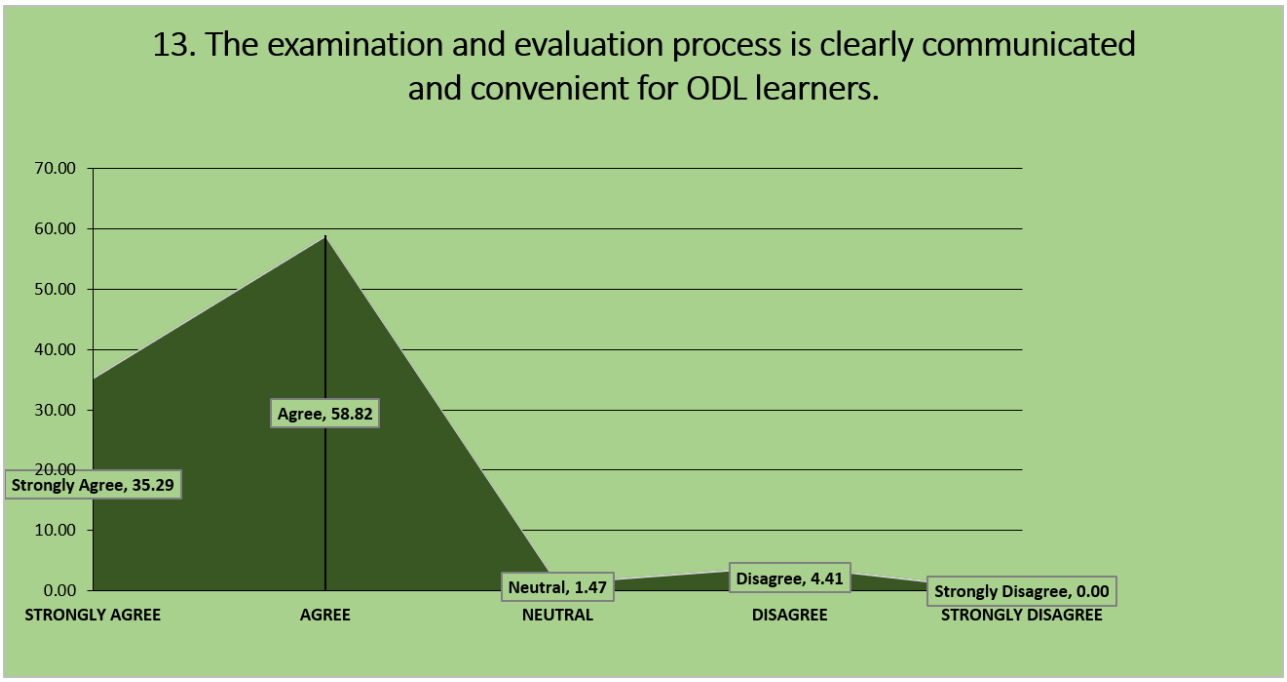
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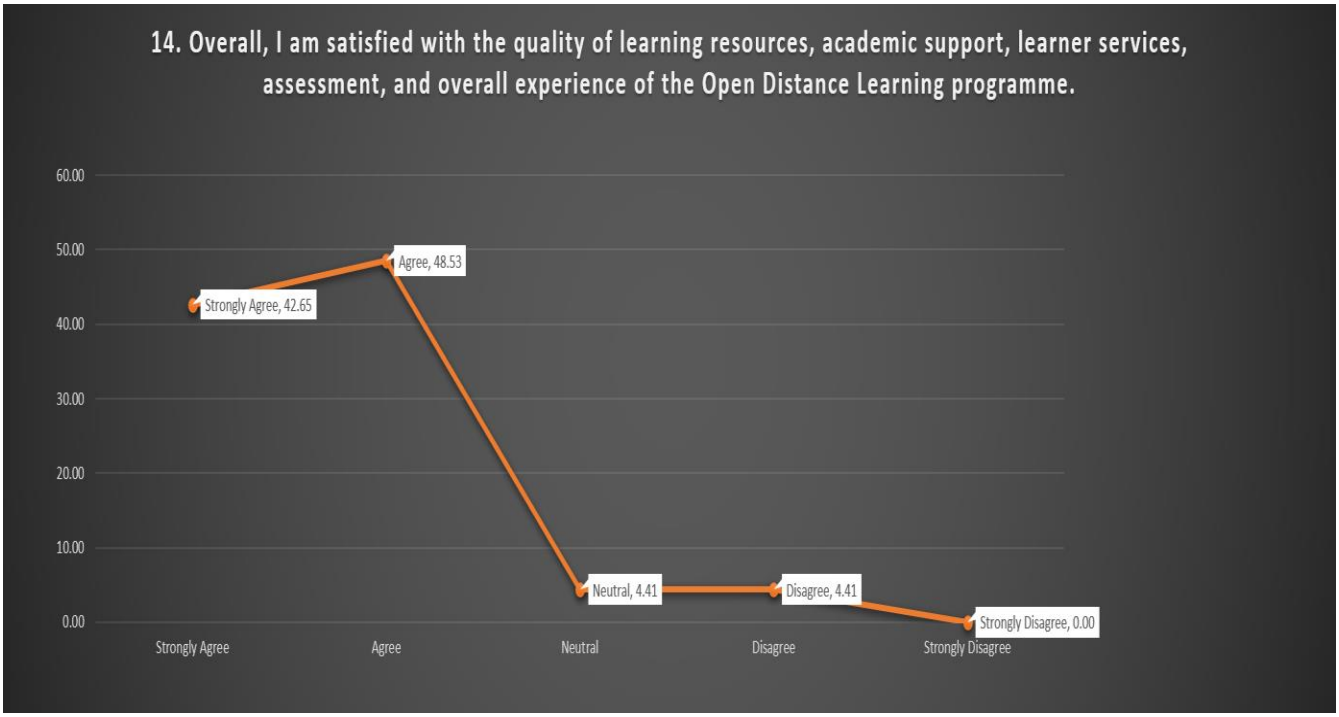
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13. The examination and evaluation process is clearly communicated and convenient for ODL learners.



14. Overall, I am satisfied with the quality of learning resources, academic support, learner services, assessment, and overall experience of the Open Distance Learning programme.


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60.00
50.00
40.00
30.00
20.00
10.00
0.00
Strongly Agree, 42.65
Agree, 48.53
Neutral, 4.41
Disagree, 4.41
Strongly Disagree, 0.00
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree