Analysis of information collected through Student Feedback forms
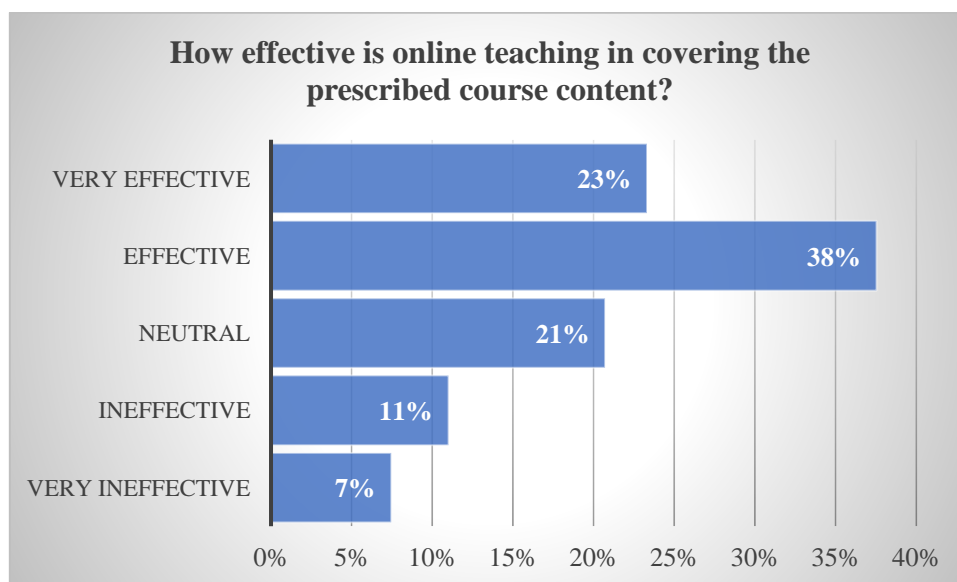
(October 2020 to January 2021)

The academic year 2020-21 was unique in the sense that all classes were held in the online mode for the first time. Thus, obtaining students' feedback on how they perceived the switch and the issues they faced in switching to online learning, became important. This year's student feedback form had questions specifically pertaining to the (i) effectiveness of the online mode and (ii) students' level of satisfaction with online teaching. The survey was conducted online between October 2020 and January 2021, where students were asked to rate the effectiveness and level of satisfaction on a scale of 1 to 10 (ranked in increasing order of effectiveness/ satisfaction). The scales were then combined to arrive at a 5-point Likert scale of (Very Effective, Effective, Neutral, Ineffective, Very Ineffective) and (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). The feedback from 309 students has been collated and analysed, and the results are presented below through bar charts for easier data visualisation.
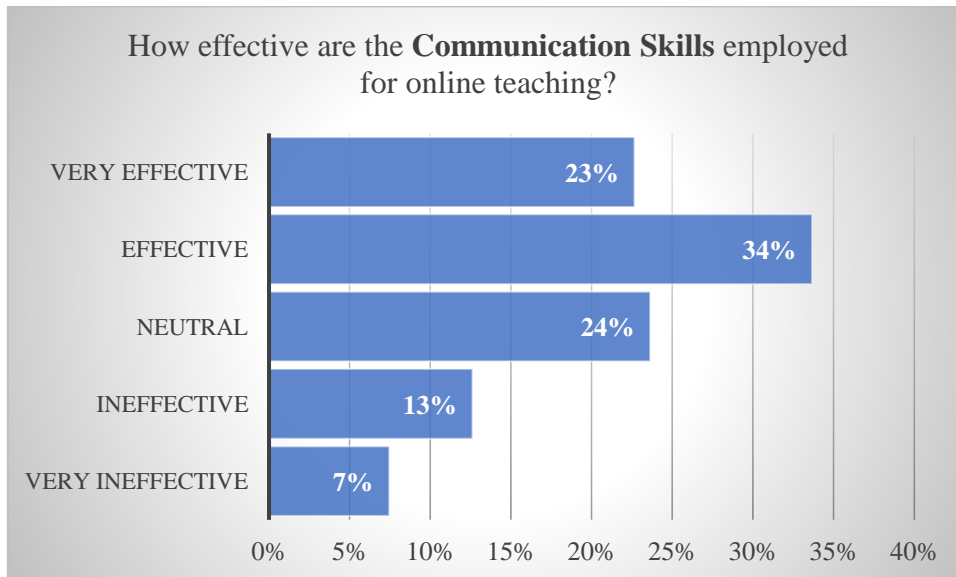
The link to the students' feedback (Google) form is https://forms.gle/1FrppSqKPEc9WAMFA.

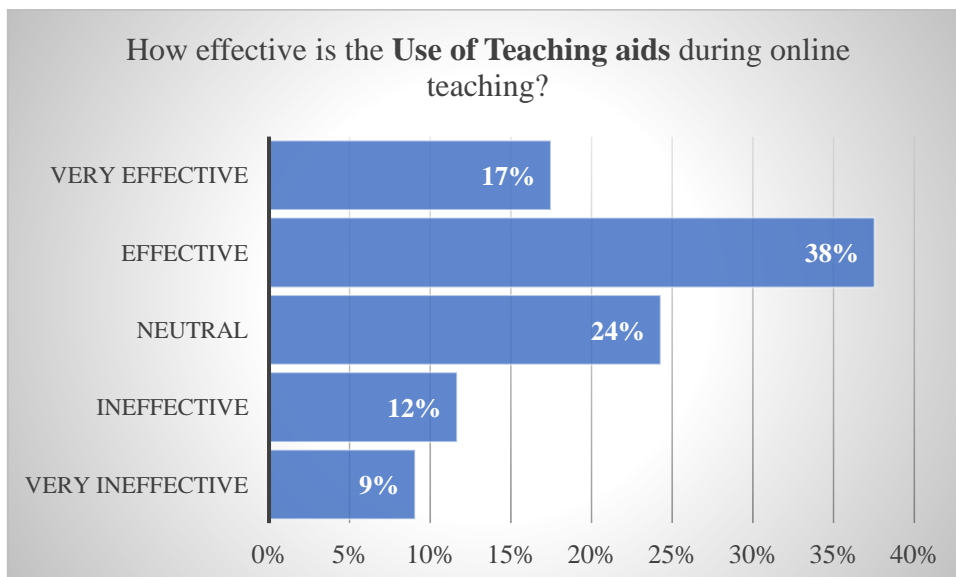**Analysing the level of Efficiency of Online Teaching**

1. On the question of how effective online teaching has been in covering the University's prescribed syllabus, 61% of the students rated it to be effective or very effective. 18% students who found the online teaching mode to be ineffective or very ineffective, were mostly those who stated poor internet connectivity as a prime hinderance.

How effective is online teaching in covering the prescribed course content?

- VERY EFFECTIVE: 23%
- EFFECTIVE: 38%
- NEUTRAL: 21%
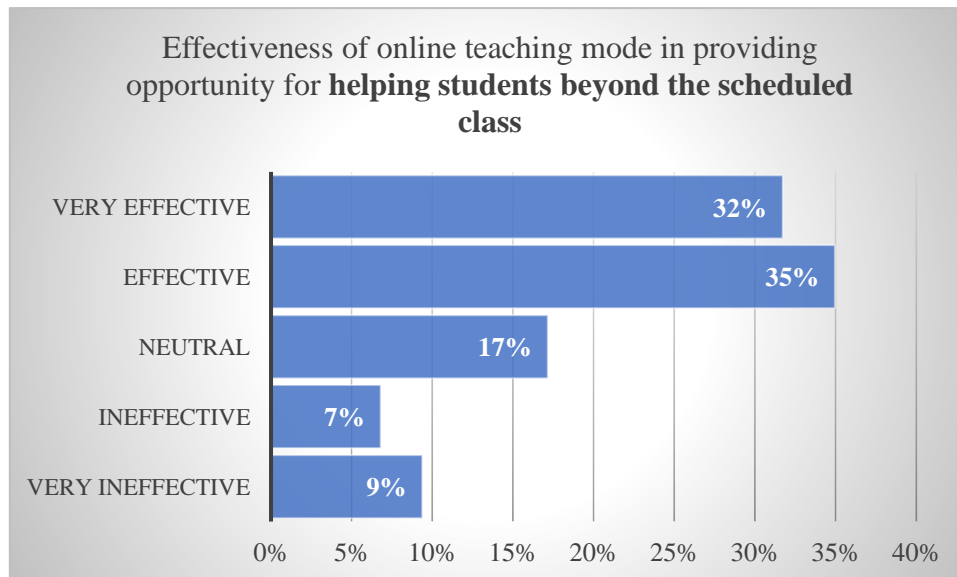- INEFFECTIVE: 11%
- VERY INEFFECTIVE: 7%

2. On the question pertaining to the effectiveness of various communication skills used for online teaching, again, a majority of the students (57%) found it to be effective or very effective.

How effective are the **Communication Skills** employed for online teaching?

Category	Percentage
VERY EFFECTIVE	23%
EFFECTIVE	34%
NEUTRAL	24%
INEFFECTIVE	13%
VERY INEFFECTIVE	7%

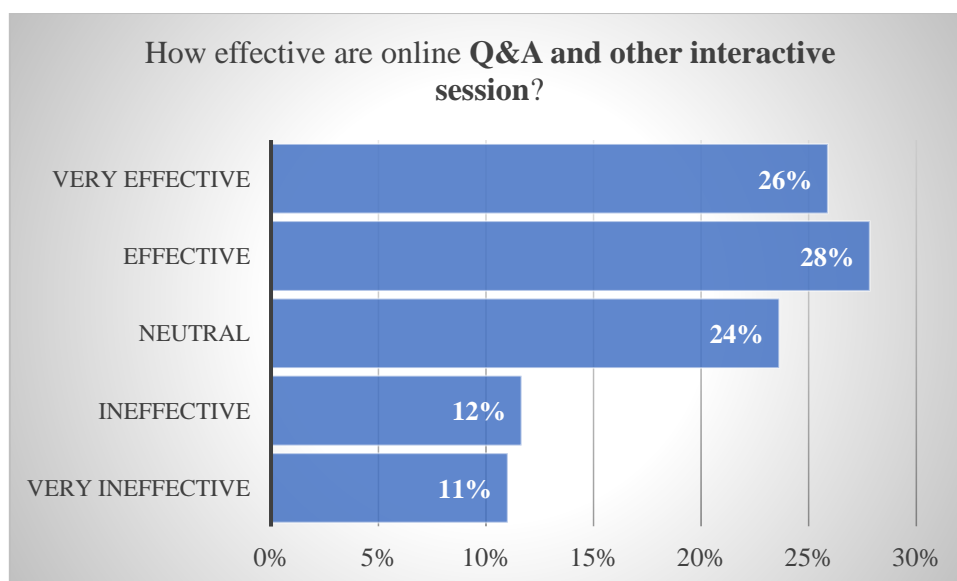3. Faculty members adopted various teaching aids such as digital writing pads, online jam-board and white-board etc. 55% students rated such teaching aids to be effective or very effective.

How effective is the **Use of Teaching aids** during online teaching?

Category	Percentage
VERY EFFECTIVE	17%
EFFECTIVE	38%
NEUTRAL	24%
INEFFECTIVE	12%
VERY INEFFECTIVE	9%

4. Online mode of teaching provided the opportunity to students to reach out to their teachers even after the usual scheduled class (as per the time table). Since classes were online, many faculty members pitched in to help students even after the usual office hours. 67% of the students found this possibility to be effective or very effective.

Effectiveness of online teaching mode in providing opportunity for helping students beyond the scheduled class

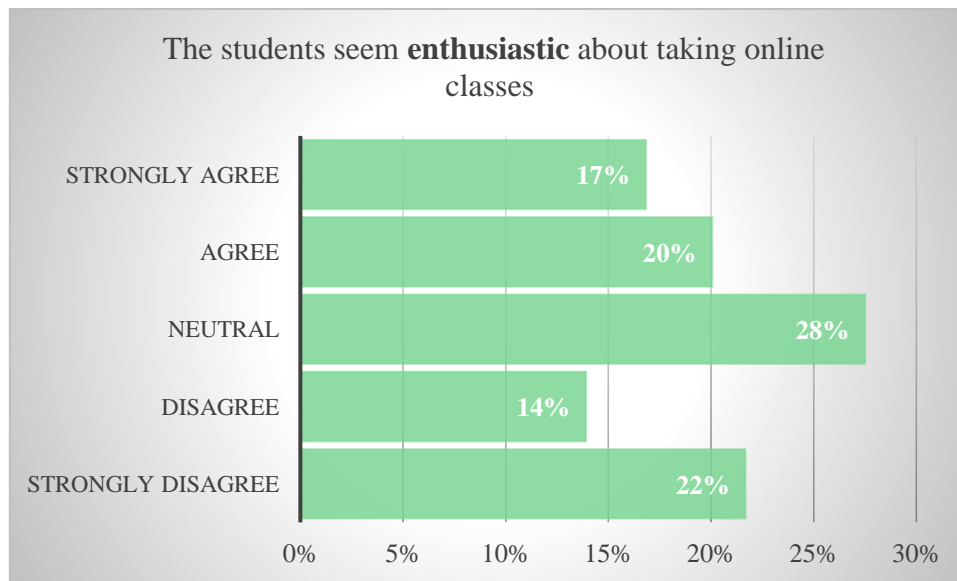| Category	Percentage
VERY EFFECTIVE	32%
EFFECTIVE	35%
NEUTRAL	17%
INEFFECTIVE	7%
VERY INEFFECTIVE	9%

5. Online teaching also gave teachers an opportunity to engage students more effectively by adopting various pedagogical methods that are more amenable to online teaching mode (such as showing relevant videos, articles, movies and interviews, conducting online quizzes etc.). This made the classes more engaging and interactive. 54% of the students found such sessions to be effective or very effective.
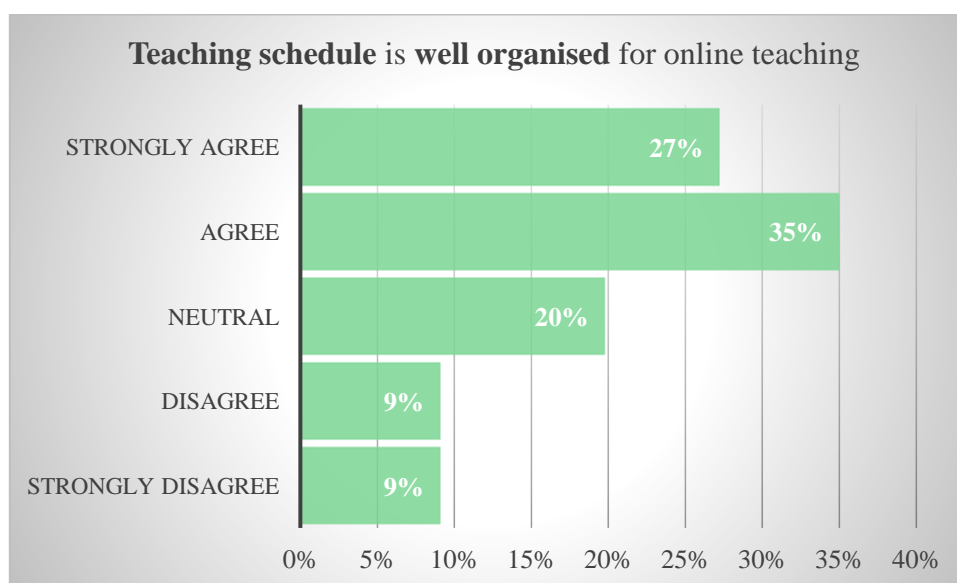
How effective are online Q&A and other interactive session?

Category	Percentage
VERY EFFECTIVE	26%
EFFECTIVE	28%
NEUTRAL	24%
INEFFECTIVE	12%
VERY INEFFECTIVE	11%

Analysing Students' level of satisfaction

Apart from assessing the effectiveness of online teaching mode, specific questions to assess the students' overall level of satisfaction were also included.
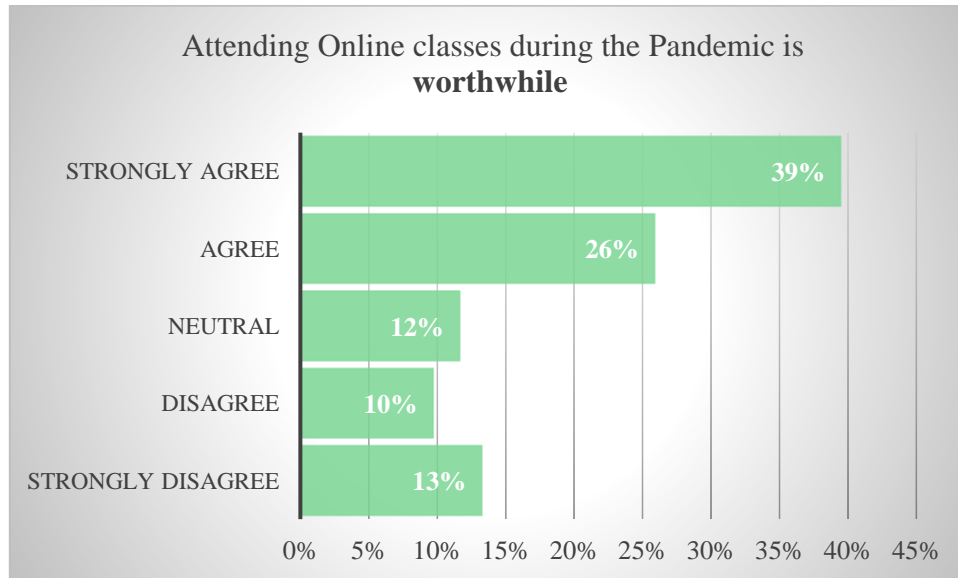
1. Getting students to respond freely over online sessions was a challenge for many teachers. This new mode of virtual teaching-learning did curb the enthusiasm of many students, most of whom were otherwise looking forward to a wholesome experience of college life. 64% of the students believed that there was lack of enthusiasm among students to attend online classes.

The students seem **enthusiastic** about taking online classes

Category	Percentage
STRONGLY AGREE	17%
AGREE	20%
NEUTRAL	28%
DISAGREE	14%
STRONGLY DISAGREE	22%

2. Students did appreciate efforts made by faculty members in managing to complete a course whose structure was otherwise designed for teaching in the usual physical mode. 62% students found the structure of teaching schedule to be well organised.

Teaching schedule is **well organised** for online teaching

Category	Percentage
STRONGLY AGREE	27%
AGREE	35%
NEUTRAL	20%
DISAGREE	9%
STRONGLY DISAGREE	9%

3. Even with all the issues of poor internet connectivity, lack of any personal interaction among class fellows and with teachers, etc., 65% students did agree that online teaching was the best option of continuing with their learning process during the pandemic.

Attending Online classes during the Pandemic is worthwhile

STRONGLY AGREE	39%
AGREE	26%
NEUTRAL	12%
DISAGREE	10%
STRONGLY DISAGREE	13%

4. Most students stated the difficulty they faced in spending long hours in front of the screen. 81% of them agreed that online classes were held on time and regularly.

The classes are being held with Punctuality and Regularity

STRONGLY AGREE	56%
AGREE	25%
NEUTRAL	8%
DISAGREE	4%
STRONGLY DISAGREE	6%