

**Annual Report of Distance Learners' Feedback
2025-2026**

1. Introduction

The feedback of the Learners' and stakeholders plays a pivotal role in the development of an institution. Center for Distance and Online Education, University of Jammu has collected feedback on curricular aspects so that the corrective actions could be incorporated well on time. The feedback is obtained from Students. After the compilation of all responses the report is prepared and efforts are made to lay down the action strategies for improvement based on the suggestions given by Distance Learners.

2. Objectives of Feedback Process

- To determine the experience with the Online Admission Process.
- To ascertain the Responses regarding Personal Contact Programme.
- To determine the Responses regarding the faculty, content of SLM and Delivery Process.
- To assess the feedback regarding Internal Assessment Assignment, Library Services, Conduct of Examination, Declaration of Result and Grievance Redressal Mechanism.

3. Feedback Analysis

Feedback Committee of Center for Distance and Online Education, University of Jammu, Jammu has collected feedback of Term end Learners who appeared in term end Examination during June-July 2025. A total of 375 feedback were received from students, on different aspects of course objectives, course outcomes, study material, elective courses, and usefulness of curriculum towards research, innovation, skill development and employability. Analysis of the student' and Stakeholders feedback is depicted with the help of Tables and Figures enclosed (13 pages).



Convener,
Feedback Committee,
CDOE, University of Jammu



Director
CDOE, University of Jammu

FEEDBACK RESPONSES (TERM –END)-2023-25

The feedback was taken regarding different aspects of the courses pursued by the distance learners and their overall experience regarding course completion at CDOE. The responses were received from 26.06.2025 till 31.07.2025. as most of the PG students had appeared in term end exams during June-July, 2025. Total 375 responses were received, which have been analysed as follows:

The learners were taken from different UG and PG courses.

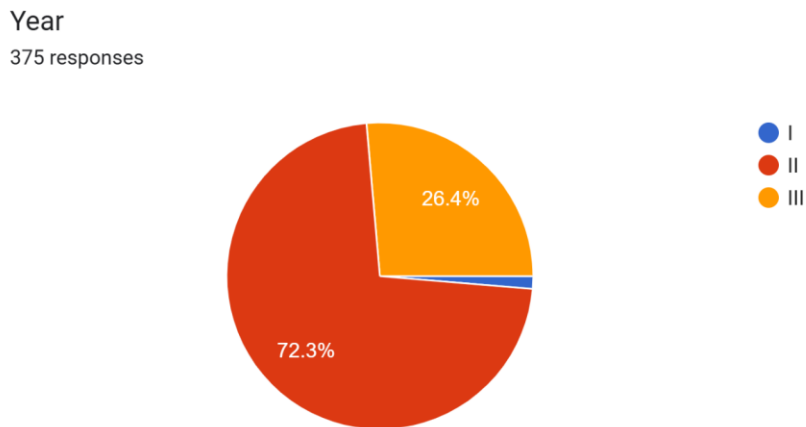


Fig. 1: Year of enrolment

Figure 1 highlights that most of the respondents (72.3%) are postgraduate learners at the term-end stage. A smaller group (26.4%) are undergraduate learners in their third year of study.

I. ONLINE ADMISSION AT CDOE a. Your overall experience with the online admission process at CDOE:

375 responses

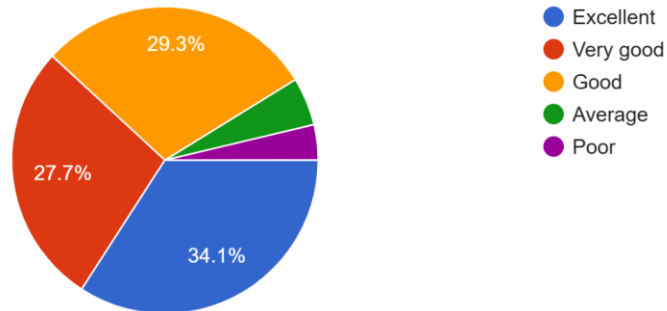


Fig. 2: Experience with online admission

Figure 2 reveals that more than one-third of the learners (34.1%) described their admission process as excellent. Another 27.7% felt it was very good, while 29.3% rated it as good. A smaller group shared that their experience was only average or poor.

b. The process of uploading documents during admission:

375 responses

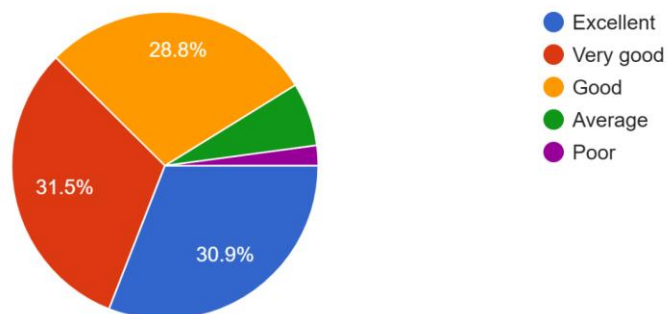


Fig. 3: Process of uploading documents

Figure 3 shows that 30.9% experienced their document-uploading experience as excellent. A similar share (31.5%) rated it very good, while 28.8% felt it was good. Only a small proportion reported that the process was average or poor.

c. Online fee payment process during the admission at CDOE:

375 responses

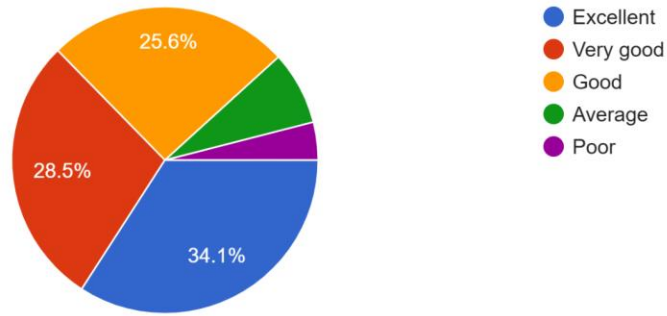


Fig. 4: Online fee payment

Figure 4 highlights learners' experiences with online fee payment. About one-third (34.1%) described the process as excellent, while 28.5% found it very good and 25.6% rated it as good. Only a small proportion shared that their experience was average or poor.

II. PROGRAMME/COURSE PURSUED/PURSUIING AT CDOE a. The aims and objectives of the programme:

375 responses

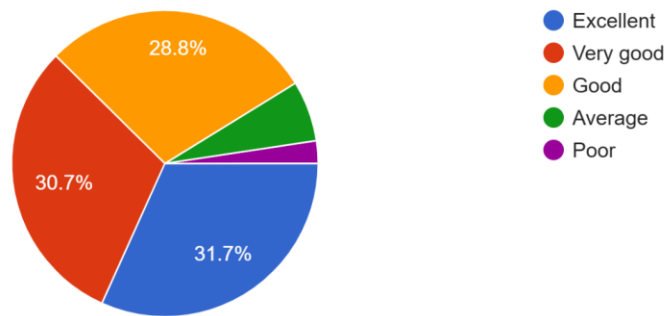


Fig. 5: Aims and objectives of the programme

Fig. 5 exhibits the views of the learners regarding aims and objectives of the courses pursued by them. The relative shares of excellent, very good and good are 31.7%,30.7% and 28.8%. Together, these categories make up over 90% of responses. Thus, most learners found the course aims and objectives meaningful and well-aligned with their expectations. Though less than 10 % perceived them to be average or poor, it shows that there is scope for improvement.

b. Programme/Course contribution towards enhancement of your knowledge and skill :

375 responses

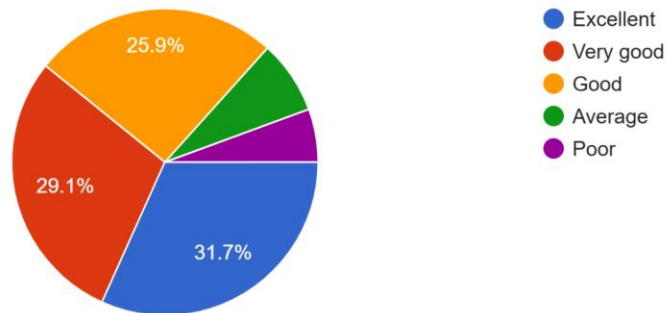


Fig. 6: Contribution of the course

Figure 6 illustrates how learners perceived the contribution of their courses in strengthening knowledge and skills. The response is overwhelmingly positive: 31.7 % rated this statement excellent, 29.1% reported very good and 25.9% reported good. However, a small percentage categorised their responses into average or poor category.

III. PERSONAL CONTACT PROGRAMME (PCP) a. The time schedule of the PCP sessions:

375 responses

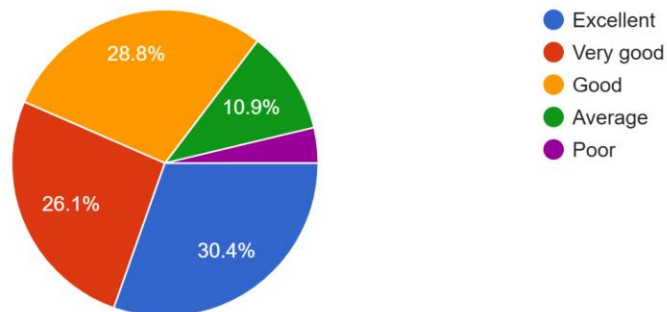


Fig. 7: Time of PCP

Learners' Reflections on PCP Timing (Fig. 7) show that they leaned strongly positive: 30.4% reported it to be excellent, 26.1% rated it as very good whereas 28.8% found it to be good. However, a smaller group (10.9%) considered the timing to be average, while only a very few marked it as poor. This suggests that while the majority found the PCP schedule supportive and convenient, there remains scope for fine-tuning to better accommodate diverse learner needs.

b. The faculty engaged for conducting PCP:

375 responses

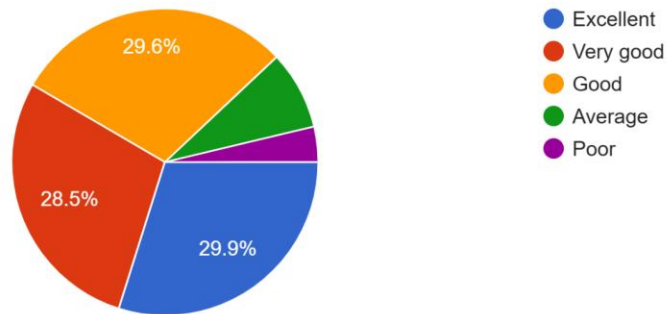


Fig. 8: Experience about the faculty

Figure 8 shows their views regarding the faculty engaged during PCP. The maximum percentage was of excellent (29.9), followed by good (29.6) and very good (28.5). This shows that the learners had a nice experience of the faculty engaged during the contact classes.

c. Your experience regarding the overall quality of the PCP session:

375 responses

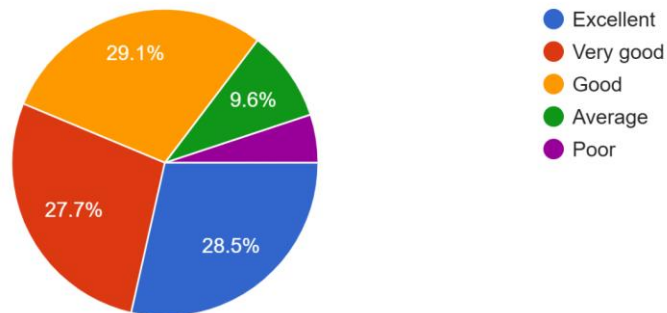


Fig. 9: Overall quality of the PCP session

Fig. 9 shows that 28.5% reported excellent when asked about the quality of PCP, 27.7% revealed they had a very good experience while 29.1% rated it as good. 9.6% found it to be average, while the rest reported poor.

IV. SELF LEARNING MATERIAL (SLM) a. The content of SLM with respect to syllabus:
375 responses

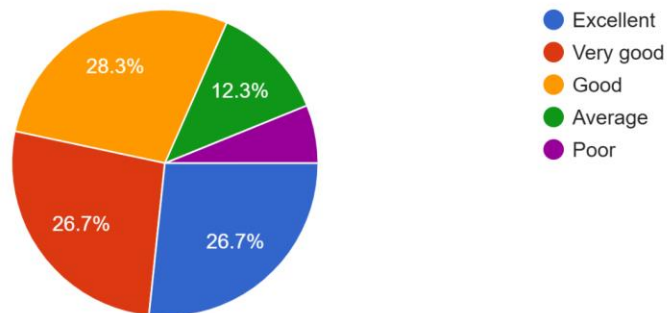


Fig. 10: Content of SLM

An equal percentage (26.7%) of the responding learners had excellent or very good experience regarding whether the content of SLM covered the prescribed syllabus of the course or not, while a little higher percentage (28.3%) had good experience. 12.3% also reported average, while the rest (6%) had poor experience. Although only 6% of the learners reported a poor experience, this feedback deserves careful attention. Even a small proportion signals that there is ample scope for improvement and every effort should be made to ensure that no learner feels dissatisfied with his journey.

b. The overall efficiency of the delivery process for SLM:

375 responses

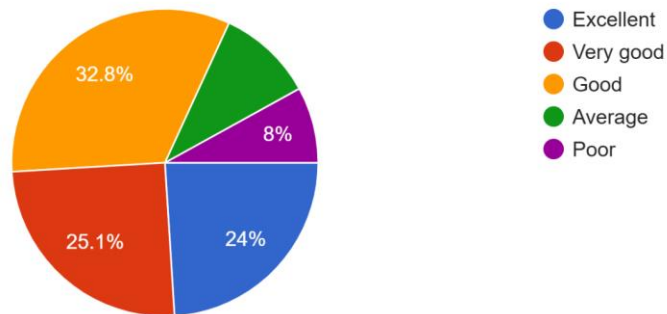


Fig. 11: Efficiency of delivery process

As far as learners' perspectives on the efficiency of delivery of SLM are concerned, it is evident from Fig. 11 that little less than a quarter found it excellent, a quarter found it very good and 32.8% rated it as good. This adds up to 81.9%. At the same time, a small group (8%) felt the delivery was poor, while the remaining learners placed it in the average category. There is still room to make the delivery of Self-Learning Material more effective and learners' feedback highlights the need for improvement in this area.

V. INTERNAL ASSESSMENT ASSIGNMENT (IAA) a. The pattern of Internal Assessment

Assignment:

375 responses

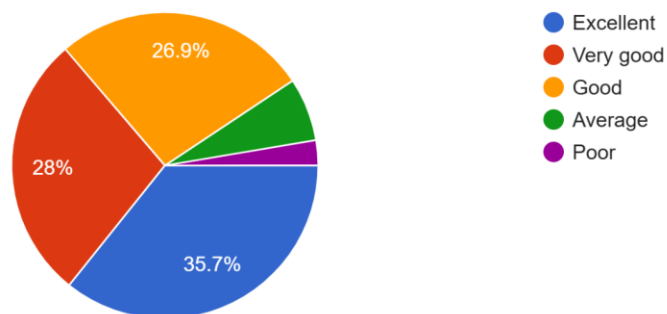


Fig. 12: Pattern of Internal assessment assignment

b. The instructions and time provided for submission of internal assignments:

375 responses

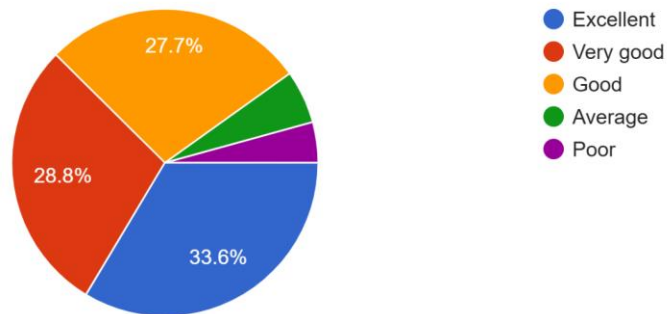


Fig.13: Instructions and time provided for assessment

c. The contribution of internal assignments towards your learning:

375 responses

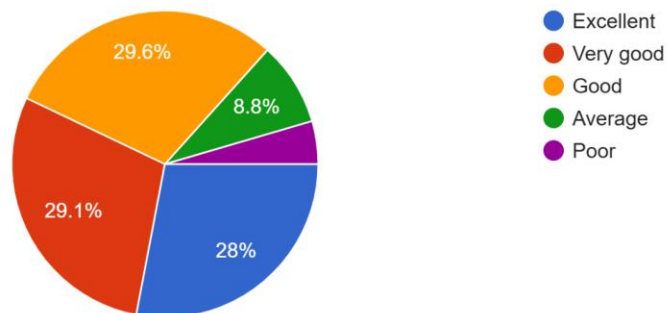


Fig. 14: contribution of internal assessment

Figures 12–14 highlight learners' views on different aspects of internal assessment or home assignments. The response patterns mirror those seen in earlier questions, pointing to a consistent trend. Overall, learners expressed a positive outlook, suggesting that internal assessment is generally perceived as supportive and effective across its various dimensions.

VI. LIBRARY FACILITIES a. The physical facilities in the library like seating space, ventilation and illumination:

375 responses

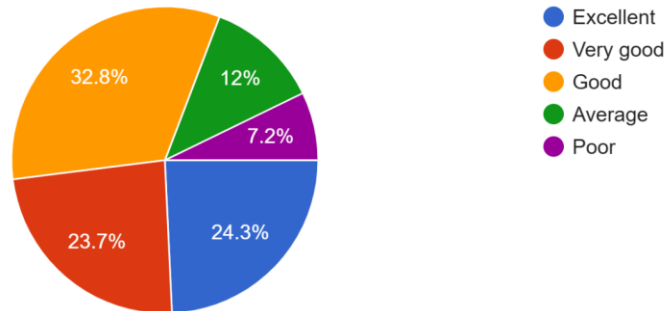


Fig. 15: Physical facilities in the library

Figure 15 reflects learners' experiences with the library's physical facilities. Most of those who used it shared positive feedback, highlighting its value in supporting their study needs. At the same time, a small proportion, around 7.2% felt the facilities were poor, while 12% described it as average.

b. The availability of number of books/copies of books:

375 responses

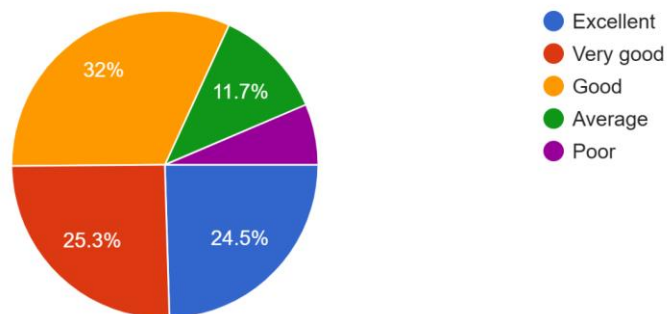


Fig. 16: Availability of books

Around half of the learners (Fig. 16) rated the availability of books very positively, with feedback almost equally divided between excellent and very good. Another 32% described it as good, showing that a clear majority felt satisfied with access to reading materials. A smaller group placed

their experience in the average or poor categories, pointing to areas where improvements could further strengthen support for learners.

c. The supporting services in the library:

375 responses

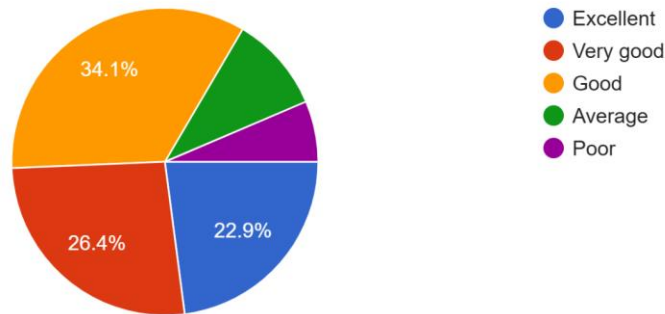


Fig. 17: Support services in the library

Figure 17 shows that learners' views on the library's support services followed a pattern similar to earlier findings. While many responses leaned positive, the feedback also highlights scope for improvement in these services to better meet learners' needs.

VII. EXAMINATION a. Your experience regarding the conduct of examinations by CDOE:

375 responses

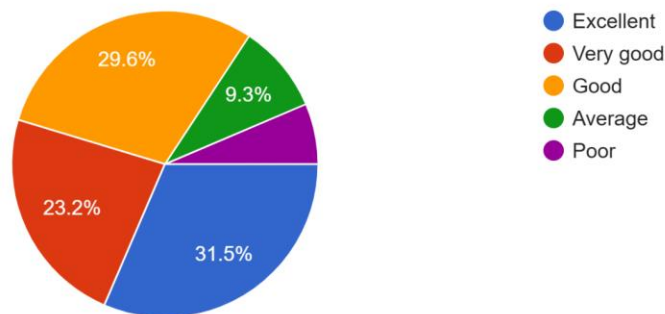


Fig. 18: Conduct of examinations

Though examinations are conducted by the controller of Examinations, the learners were asked one question regarding the conduct of examinations. Most of the learners (Fig. 18) showed a

positive feedback regarding the same, while a small proportion seem to have an average to poor experience.

b. The declaration of result (timeliness, clarity and overall process):

375 responses

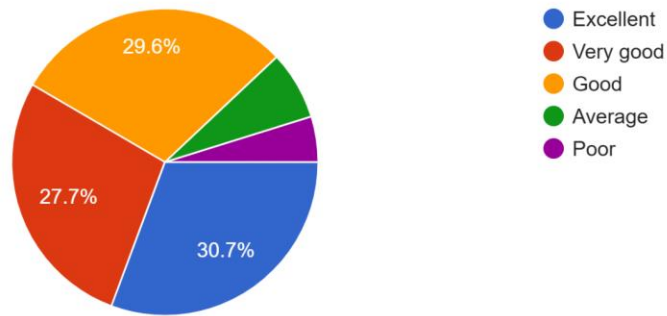


Fig. 19: Declaration of result

c. The experience of visiting CDOE in getting mark sheets, provisional certificates and degree certificates, etc.

375 responses

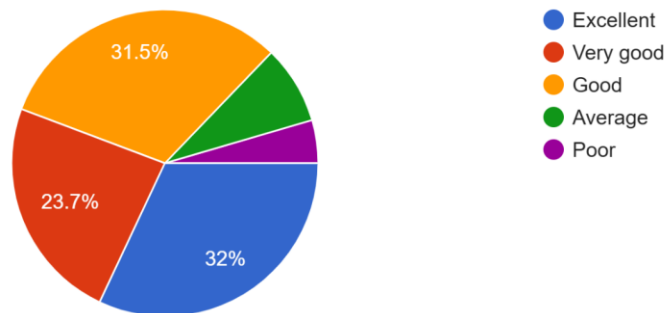


Fig. 20: Experience of getting certificates

Fig. 19 and 20 show their responses to other aspects of examination. These show a similar pattern.

VIII. INFRASTRUCTURE a. The drinking water facility available at CDOE:

375 responses

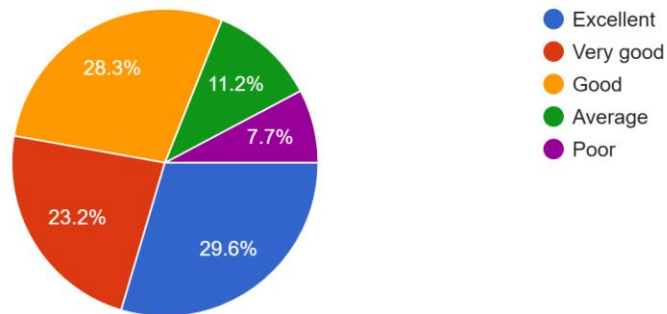


Fig. 21: Infrastructure: Drinking water

Fig. 21 shows that 29.6% of the responses could be classified as excellent, 23.2% as very good and 28.3% as good. However, about 20% could be categorised as poor or average (put together). It underlines the importance of strengthening this facility, since access to safe drinking water is not just a basic necessity but also an essential support service for learners.

b. The maintenance and functionality of the washroom facility:

375 responses

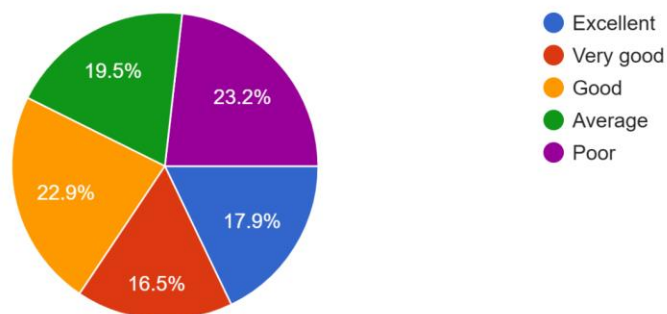


Fig. 22: Washroom facility

Figure 22 presents learners' feedback on the maintenance and functionality of washrooms. Unlike earlier questions/areas, here the largest share of responses (23.2%) rated this facility as poor, highlighting a significant concern. It points to the urgent need for improvement, since inadequate

hygiene and cleanliness can directly affect health and well-being. Clean washrooms support a safe and conducive learning environment.

c. The facilities available (like lift/ramps) for differently abled/special need distance learners:

375 responses

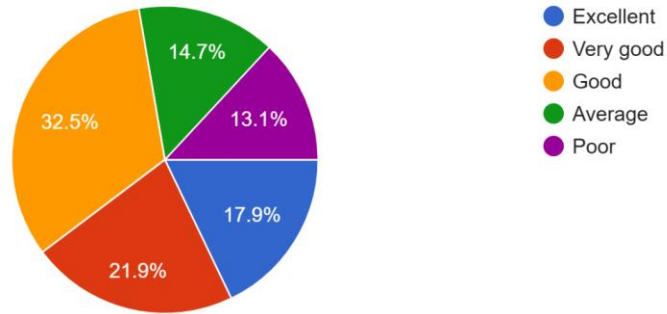


Fig. 23: Special facilities

Figure 23 reflects learners' feedback on facilities designed to meet special needs. More than a quarter of the responses placed these services in the poor or average categories, signaling clear gaps. This feedback highlights the importance of creating a truly inclusive learning environment, where buildings and classrooms are accessible and supportive for all learners, including those with special requirements.

d. The grievance redressal mechanism of the CDOE:

375 responses

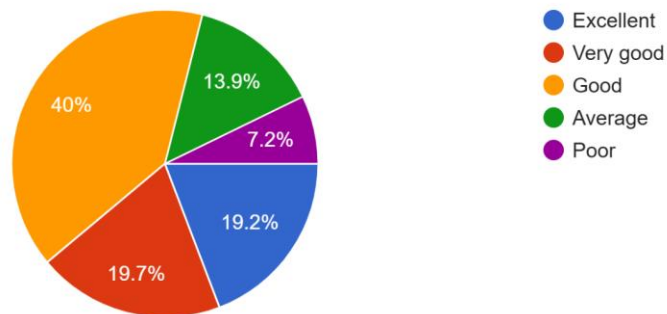


Fig. 24: Grievance redressal mechanism

About 80% of the responses were positive as far as learners' experience with grievance redressal was concerned. However, about 20% rated it otherwise (13.9% average, while 7.2% poor).

e. The physical infrastructure in the PCP/smart classroom physical infrastructure for your comfort and concentration:

375 responses

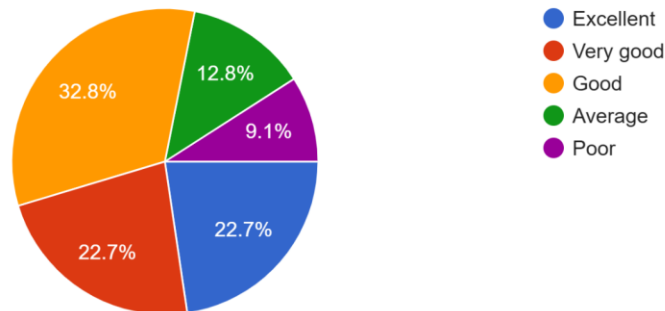


Fig.25: Overall experience with infrastructure

The overall experience regarding various facilities and support extended by CDOE:

375 responses

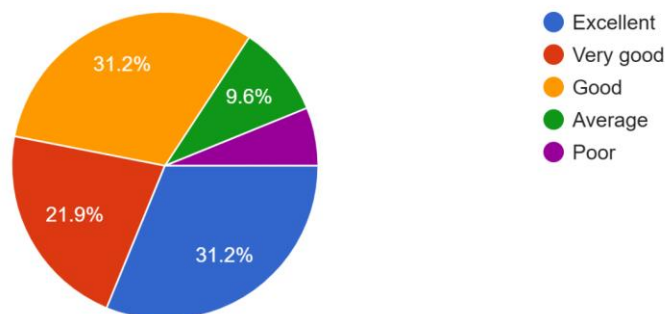


Fig. 26: Overall experience regarding facilities

A final opinion was sought regarding their overall experience with infrastructure (Fig. 25) and other facilities and support (Fig. 26). The results have been displayed above.

Conclusion: Learners' feedback across SLM delivery, internal assessment, library services and basic facilities reflects overall satisfaction, with most responses leaning positive. At the same time,

concerns about essentials like drinking water, washrooms and accessibility highlight clear areas where improvement is vital to ensure an inclusive and supportive learning environment.