



MSCB UNIVERSITY

KNOWLEDGE EXCELLENCE SERVICE

FACULTY FEEDBACK ANALYSIS

**CENTRE FOR DISTANCE
AND ONLINE EDUCATION**

2025-2026

1. Introduction

The Faculty Feedback Analysis for 2025-26 presents the perceptions of 22 faculty members associated with the Centre for Distance and Online Education (CDOE). The feedback covered academic delivery, course structure, learning resources, digital teaching, student support, institutional facilities, professional development, teamwork and future areas of institutional development. The analysis is intended to support academic review and continuous quality improvement within CDOE.

2. Academic Delivery and Programme Quality

Indicator	Positive Response
Course objectives clearly defined	91%
Content aligned with learning objectives	91%
Course structure well organised	86%
Content suitable for ODL	86%
Learning outcomes achievable	91%
Study materials satisfactory	82%
Digital resources adequate	82%
LMS/platform usable	77%
Recorded lectures effective	86%
Online assignments effective	82%
Online assessments effective	77%
Timely student feedback	77%

The responses indicate a generally favourable assessment of the academic structure and its suitability for distance and online learning. Course objectives, curriculum alignment and achievable learning outcomes received particularly positive responses. LMS usability, online assessment and timely feedback remain areas for continued attention.

3. Digital Learning and Student Support

Component	Positive Response
Live online classes	86%
Recorded lectures	86%
Online assignments	82%

Component	Positive Response
Quizzes/online assessments	77%
Discussion forums	73%
Virtual activities	68%

Faculty responses indicate that live and recorded classes are the more effective components of digital delivery. Interactive activities and discussion-based learning received comparatively lower responses, suggesting scope for strengthening learner participation.

4. Institutional Support and Faculty Workload

Support Area	Adequate/Positive Response
Administrative support	86%
Digital teaching resources	82%
LMS/platform support	77%
Technical assistance	77%
Internet/connectivity support	73%
Online teaching training	73%

Faculty members identified further training needs in ODL pedagogy, LMS use, digital content development, online assessment, learner engagement and emerging digital/AI tools.

Faculty Workload

Workload Level	Response
Very Manageable	14%
Manageable	27%
Moderate	36%
Heavy	18%
Very Heavy	5%

The responses indicate that workload is generally manageable or moderate, although some faculty members reported comparatively higher academic and administrative responsibilities.

5. Teamwork, Outreach and Institutional Engagement

Area	Positive Response
Teamwork within CDOE	91%
Inter-departmental collaboration	86%
Academic event participation	86%
Institutional initiatives	86%
Outreach activities	82%
Community-oriented activities	82%
External institutional collaboration	73%
Leadership opportunities	73%
Professional growth opportunities	77%

The responses reflect a positive perception of teamwork and institutional participation. External collaboration and leadership opportunities received comparatively lower responses and may be considered for further development.

6. Research and Professional Development

Faculty members expressed interest in greater opportunities for research, project development and collaborative academic activities.

Indicator	Positive Response
Research/project opportunities	68%
Interest in collaborative research	73%
Scope for externally funded projects	64%
Institutional support for proposal development	73%

The findings suggest scope for strengthening research support, interdisciplinary collaboration, proposal development and engagement with external funding agencies.

7. Overall Faculty Assessment

Institutional Indicator	Positive Response
Achievement of intended learning outcomes	91%
Effectiveness of ODL model	86%

Institutional Indicator	Positive Response
Overall academic environment	86%
Institutional support	82%
Teamwork and collaboration	91%
Student-support mechanisms	82%
Professional development opportunities	77%
Overall faculty satisfaction	86%

Overall Faculty Rating: **4.18 / 5**

8. Major Strengths and Areas for Improvement

Major Strengths

- Clarity of academic objectives - 91%
- Alignment of curriculum with learning outcomes - 91%
- Achievement of intended learning outcomes - 91%
- Teamwork and coordination - 91%
- Suitability of courses for ODL - 86%
- Academic event and institutional participation - 86%

Areas Requiring Further Attention

- LMS usability and technical support
- Timely feedback and online assessment
- Interactive and collaborative online learning
- Faculty development and digital pedagogy
- Research and externally funded projects
- Leadership and external collaboration opportunities

9. Conclusion

The Faculty Feedback Analysis for 2025-26 indicates a generally positive assessment of CDOE's academic delivery, teamwork, institutional participation and ODL framework. The feedback also identifies specific areas for continuous improvement, particularly in digital support, online interaction, faculty development, research opportunities and external collaboration. The findings may be used by the CDOE administration and IQAC as an input for academic planning, the Action Taken Report and the Continuous Quality Improvement Plan for 2026-27.

The feedback provides a useful basis for consolidating existing strengths while progressively strengthening the academic and institutional systems of CDOE.