FEEDBACK REPORT

COVID 19 AND STUDENTS AND TEACHERS' RESPONSE TO EDUCATION

**Feedbacks were taken via a structured online (Google Docs) Questionnaires to mark
The National Education Day – November 11, 2020**

To commemorate **The National Education Day** observed on November 11, 2020 a **Survey on Education Responses to COVID-19** was conducted. In light of the current education crisis, the Internal Quality Assurance Cell of Loreto College took the initiative to reach out to two of its valuable stakeholders, viz., students and teachers. Their response to the effectiveness of the teaching – learning process on a virtual platform deemed cause for reflection.

The objective of this survey was to collect information on education responses to college closure due to the COVID-19 pandemic.

The Questionnaire comprised of the following components:

SECTION A: Online Education Delivery Systems
SECTION B: Emotional /Mental Health
SECTION C: Progress Towards Higher Education

This survey by the IQAC was a humble effort to collect the opinion and feedback on six months of **Virtual Online Classes** from students and teachers. Analysis of results would allow for relevant and meaningful intervention in order to improve and facilitate the process of imparting higher education. The valuable feedback has helped identify areas of concern and chartered a path to resolve certain issues under the given uncertain circumstances. These mechanisms have proved to be effective and will help to prepare for the reopening of the college.

FEEDBACK

STUDENTS

- **Infrastructure Issues**

    Very effective for those who have smooth internet connection and personal computers/laptops. However, many students who do not have a computer at home faced difficulty especially in attending classes from their phones, where the screen is small, and many features are not functional.

    Internet and good Wi Fi network are fundamental for conducting online classes smoothly. 75% of the students faced connectivity issues. Due to network glitches the students were either unable to sign in to classes or due to weak connectivity missed out on crucial information explained by the teachers.

- **Effectiveness**

  Although the teachers tried their best to make this as easy and efficient for the students, it was not as effective as offline in-person classes. But it was the best that could be done given the situation.

  The computer practical classes were a little difficult to follow, although the teachers were accommodating. The online classes are exhausting at times. Attending five classes, each of a duration of an hour was taxing physically and mentally and a strain on the eyes.

  Despite the challenges, the online mode of teaching was much appreciated that some students expressed that they did not miss classroom or on-campus teaching. Since a structured timetable was being followed student-feedback indicated that they were satisfied as far as the online learning experience was concerned.

  The survey revealed that the students were able to concentrate more and because of virtual mode of teaching-learning as they were exposed to visual teaching aids like PPT and YouTube videos which made the process of learning more effective and interesting, helping them to relate and retain the content better.

- **Access to study material**

  One of the major concerns of the online mode of learning expressed by the students was the lack of access to the Library. The Loreto College Library is a storehouse of reference books, journals and periodicals across all the disciples; this played an indispensable role in the academic life of every student of the college. A common grievance of most of the students was that they missed access to books. The pdf versions of many books were not readily available online and they did get access to the Model / Question Paper Bank of the previous University examinations. However, many responses from students also indicated that teachers tried their best to send relevant online materials and books. Teachers also uploaded their presentations, which helped tremendously in framing answers.

- **Assessments**

  Varied modes of assessments were adopted by the teachers; this was appreciated by the students. Group discussions, debates, presentations, and interactive discussions were the methods widely used. Most of the students were appreciative of novel methods of assessments like crosswords, quiz and online activity sheets.

  Students expressed their gratitude to the teachers who evaluated their submissions and encouraged them to submit answers which would help them prepare for the forthcoming University examinations.

- **Activities / Programmes**

95% of the students were very happy that the college had organized motivational interactions with eminent personalities during these uncertain times. These resource persons from all across the globe connected with students and shared their experiences. These real time virtual interactions encouraged students to verbalize their queries and apprehensions, all of which were addressed by the motivators. The opportunity of interaction with such personalities in a normal situation would not have been possible.

Important days like Rabindra Jayanti, Independence Day, Gandhi Jayanti and Mary Ward day were observed virtually and have been uploaded in the College Website.

The tradition of celebrating the Human Rights Day, Legal Awareness, Heritage Course etc was maintained as of the Pandemic calendar. Several societies like Games Society, W.E. Nature Society, AICUF Society, History Society, Psychology Society, NSS and Women's Study Society organized varied competitions and programmes in the virtual mode. Active participation in these activities demonstrated team spirit and the grit to keep up the custom of Loreto College even under the pandemic conditions.

- **Emotional Response**

Mobility had been restricted to a large extent and too much of screen time caused mental exhaustion; this was a common concern for majority of the students. The students were appreciative that the teachers made efforts to periodically ask about their well-being; there were online conferences where they interacted with the students individually to wish them on special occasions, cheer and encourage them to face the turmoil in academic, social and emotional spheres of their lives. Survey results reflected that 86% of the students wanted mentoring to resume. Under normal circumstances, each student was mentored by a Mentor, wherein one-to-one interaction was facilitated. This helped build a relationship of trust between the mentee and the mentor and enabled the mentee to grow both personally and professionally.

TEACHERS

30% and 64% of the teachers who took the survey were of the opinion that the online teaching strategies were highly to moderately effective, respectively.

The following were the challenges faced by teachers; hands-on-teaching was not possible, absence of instruments to teach specific topics in curriculum, slow learners lost interest, exposure to software packages was challenging and there was lack of personal motivation.

Post-pandemic, 18% of the teachers were in favour of contact/ physical teaching where as 64% preferred a combination of online and physical contact-mode as a teaching– learning strategy.

97% were in favour of mentoring as this would help students to express their concerns.

The survey revealed that all the teachers were satisfied with the experience while organising Online Competitions/Webinars/Workshops.

ACTION TAKEN

The following actions were taken on the basis of the feedback:

1. In response of the feedback from students regarding online classes being strenuous the teachers were requested to teach for 45 minutes.
2. In response to the access to reading material, several steps were taken by the College Library to enable students as well as teachers to gain access to library resources during the Pandemic. They are as follows:

   - Library Orientation was conducted online to acquaint users with the method of accessing e-resources offered by NLIST and e-books and e-journals procured by the College
   - Detailed User Manual Guidelines for accessing all e-resources (NLIST, e-books and e-journals procured by College) were uploaded in college website
   - PG and UG members registered for NLIST
   - Question papers uploaded in college website
   - Book chapters according to requirements of teachers and students were scanned and uploaded in College website

     (Log-in Dialogue Box created under E-resources where all information related to the Library, Manual of E-Resources, Question papers and scanned book chapters according to needs of teachers and students were uploaded. To access this Dialogue Box the students were required to use the User ID and Password given by College)

3. Mentoring for all semesters has resumed. This was important as it addressed the alarming rise in the cases pertaining to the mental health of the students.
4. Remedial sessions for both slow and fast learners were conducted regularly.
5. A second counsellor was appointed to address the grievances of both students and teaching faculty.

Owing to the global disruption especially in the education sector by the Covid 19 pandemic, this survey has helped to access the online teaching-learning method adopted by Loreto College. This strategy has helped gauge the effectiveness of teaching remotely, a technique with which both the students and teachers were not initially comfortable nor were they technically competent. Over a period of time the teachers have accepted this method and with constantly updating themselves ensured that their teaching was effective and meaningful.

The Internal Quality Assurance Cell of Loreto College plans to conduct similar surveys on relevant issues on a regular basis to ensure that the responses were appropriately captured.