SUBJECT EXPERT'S FEEDBACK ANALYSIS REPORT

(2020 - 2021)

SCHOOL OF HEALTH SCIENCES
INDIRA GANDHI NATIONAL OPEN UNIVERSITY
New Delhi 110068

Introduction

School of Health Sciences (SOHS) was established in 1991 with disciplines of "Nursing" & "Health Sciences" to materialize the mandates of IGNOU in Health sector. Since then SOHS has pioneered various programmes in the areas of Nursing , Medicine, Surgery, Nursing, Dentistry, Allied Health Sciences, AYUSH etc. in collaboration with professional Councils, Ministries, governmental and non-governmental organizations of National & International repute. It is also striving towards improving the health care of disadvantaged groups specially living in remote and rural areas to realize the objectives of IGNOU.

Programmes developed by SOHS are given below:

Doctoral Degree Programme

Ph.D in Nursing

PG and Advance Diploma Programme

Post-Graduate Diploma in HIV Medicine (PGDHIVM)
Post-Graduate Diploma in Hospital and Health Management (PGDHHM)
Post-Graduate Diploma in Maternal and Child Health (PGDMCH)
Post-Graduate Diploma in Geriatric Medicine (PGDGM)

Bachelor's Degree Programme

BSc Nursing (Post Basic) (BScN(PB))

Diploma Programme

Diploma in Nursing Administration (DNA)
Diploma in Critical Care Nursing (DCCN)

Certificate Programme

Certificate in First Aid (CFAID)
Certificate in Community Health (CCH)
Certificate in Maternal and Child Health Nursing (CMCHN)
Certificate in Newborn & Infant Nursing (CNIN)
Certificate in Home Based Health Care (CHBHC)
Certificate in Health Care Waste Management (CHCWM)
Certificate in General Duty Assistance (CGDA)
Certificate in Phlebotomy Assistance (CPHA)
Certificate in Home Health Assistance (CHHA)
Certificate in Geriatric Care Assistance (CGCA)
Certificate Programme in YOGA (CPY)
Certificate in Adolescent Health and Counselling (CAHC)

PG Certificate Programme

Post Graduate Certificate in Medical Management of CBRNE Disasters (PGCMDM)

A number of subject experts from various areas of Health sciences and Nursing discipline   were involved in design and development of curriculum in expert committee meeting, core committee meeting, orientation programme of course writing and editing including revision meeting.

3. Methodology

Feedback form developed was by the Centre for Internal Quality Assurance (CIQA) as feedback from the stakeholders is essential for the improvement and development of any system.In the educational system, it not only helps in improving the teaching-learning process, but also helps in updating/restructuring the curriculum as per the needs and requirements of the learners. Further Feedback analysis mechanism is an essential tool in ensuring the quality assurance of the programmes. School of Health Sciences (SOHS) with disciplines of "Nursing" & "Health Sciences" obtained feedback from experts who were involved in design and development of curriculum in expert committee meeting, core committee meeting, orientation programme of course writing ,editing and course revision meeting .The Proforma of feedback developed by CIQA was used to obtained feedback .The methodology is outlined below:

All points of the feedback form were listed in the google form and sent   to the 241 experts involved in the curriculum design and development process in the programme of SOHS .Only 37 Subject experts involved in all programmes filled the feedback form online and submitted. The feedback was automatically analysed by google and the report was prepared for the SOHS.

4. Feedback of Subject Experts

Summary of the Feedback from Subject Experts are given below:

- A total 72 response was received from the subject experts
- More than 85% of the experts were from the age group more than 40 years
- 33.3% experts having PhD, 38.9% having MD, and 26% having MSc in Nursing as higher qualification. Highlighted below in figure-1

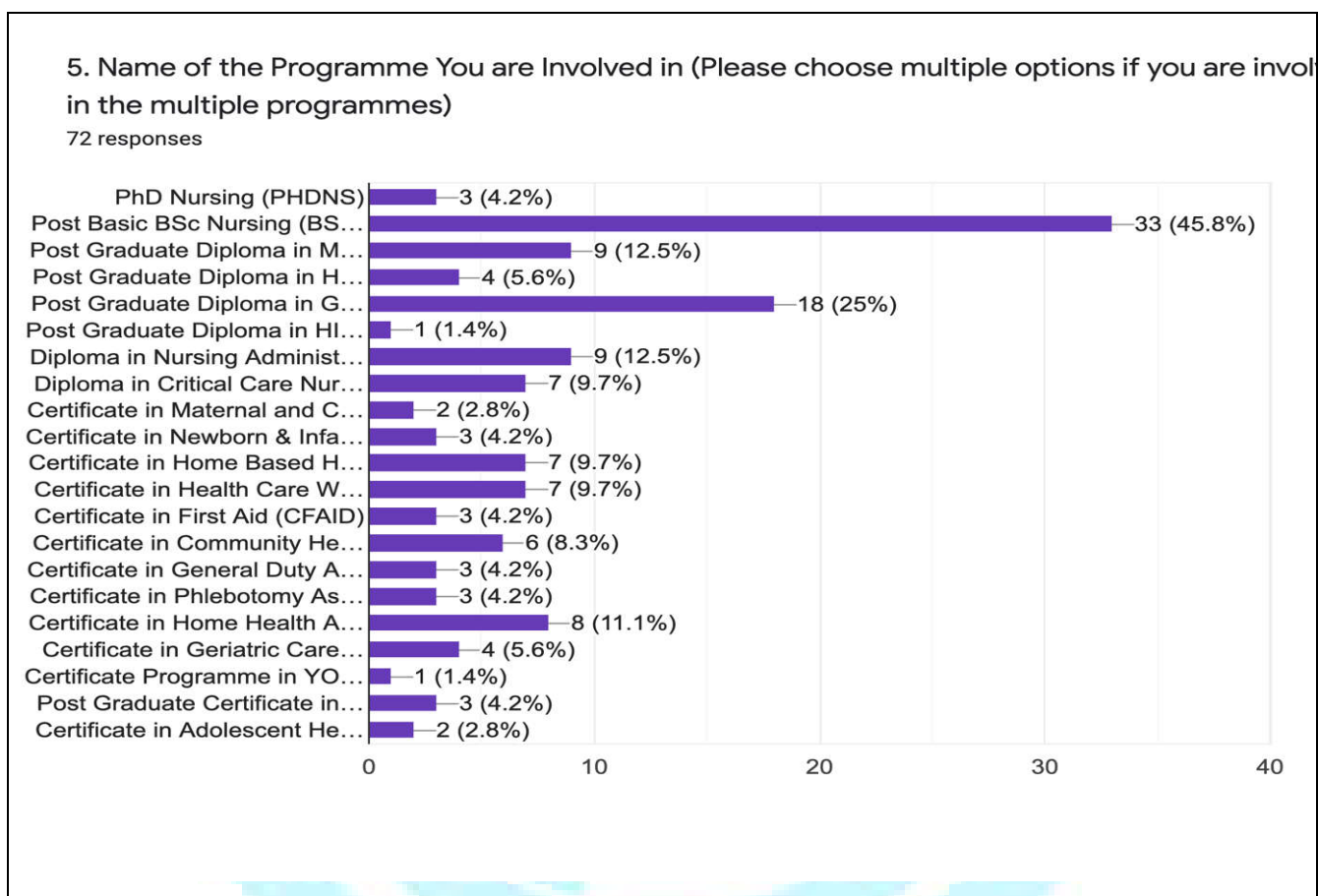3. Highest Educational Qualification
72 responses
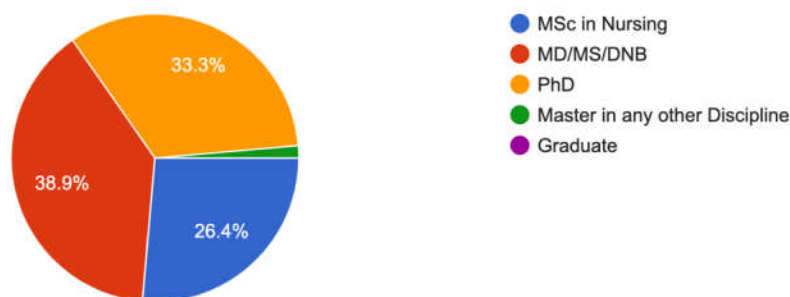
- The experts associated with hospitals and teaching institute as listed below:

ABVIMS & Dr. RML Hospital, New Delhi
AHILYA BAI COLLEGE OF NURSING, LOK NAYAK HOSPITAL, NEW DELHI-2
AIIMS, DELHI
All India Institute of Medical Sciences Bhopal
Amity College of Nursing, Amity University Haryana
Amity Institute of Occupational Therapy, Amity University, Noida
BRIT, DAE, Delhi
College of Nursing Kanpur
College of nursing RIPANS (Min of H&FW)Aizawl Mizoram
College of Nursing, CMC Hospital. Ludhiana/BFUHS
Delhi Nursing Council
Delhi state cancer institute Dilshad garden Delhi 95
Dharamshila Narayana Super speciality hospital
Dr RML Hospital
Dr S N Medical College, jodhpur
GMC Jammu
GMF Tehmi Grant institute of nursing education pune
GNCT Delhi
Government Mohan Kumaramangalam Medical college, Salem
Govt College of Nursing,Fort,Bangalore-2
Govt. College of Nursing, Jaipur
Indian Council of Medical Research
INMAS
INMAS, DRDO, Delhi
Institute of Liver and Biliary Sciences
Jamia Hamdard
KIMS College of Nursing, Secunderabad
KIMS college of nursing/knruhs
KLEUNIVERSITY
Kurji Holy Family Hospital, College of Nursing, Patna, Bihar affiliated to Aryabhatta Knowledge University.
Lady Harding Medical College, Delhi University
LOKMANYA TILAK MUNICIPAL MEDICAL COLLEGE
M S Ramaiah Medical College and Hospitals, Bangalore
Maharshtra university of health science Nashik
Mahatma Gandhi Institute of Medical Sciences, Sevagram
Maulana Azad Medical College, New Delhi
Narayana Hruydayalaya college of nursing, Bangalore
National institute of health and family welfare Munirka New Delhi
NHM,ODISHA AS COORDINATOR CENTRE OF EXCELLENCE ,MATERNAL HEALTH, SCBMCH
Ramaiah Medical College
Rufaida College of Nursing, Jamia Hamdard (deemed to be university), New Delhi-110062
S M S Medical College, Jaipur
S. K. Navale medical college, NARHE, Pune 411041
Salokaya college of nursing
St Stephen's hospital Delhi

| |
|---|
| St. Ann's College of nursing, Vijayawada |
| The Tamilnadu Dr.M.G.R Medical University, Chennai |
| Uttarakhand Open University, Haldwani |
| Vardhman Mahavir Medical College & Safdarjung Hospital, New Delhi |

- Mostly the experts were associated with all the programme as highlighted below in figure :

5. Name of the Programme You are Involved in (Please choose multiple options if you are invol
in the multiple programmes)

72 responses

Programme	Count (%)
PhD Nursing (PHDNS)	3 (4.2%)
Post Basic BSc Nursing (BS…	33 (45.8%)
Post Graduate Diploma in M…	9 (12.5%)
Post Graduate Diploma in H…	4 (5.6%)
Post Graduate Diploma in G…	18 (25%)
Post Graduate Diploma in HI…	1 (1.4%)
Diploma in Nursing Administ…	9 (12.5%)
Diploma in Critical Care Nur…	7 (9.7%)
Certificate in Maternal and C…	2 (2.8%)
Certificate in Newborn & Infa…	3 (4.2%)
Certificate in Home Based H…	7 (9.7%)
Certificate in Health Care W…	7 (9.7%)
Certificate in First Aid (CFAID)	3 (4.2%)
Certificate in Community He…	6 (8.3%)
Certificate in General Duty A…	3 (4.2%)
Certificate in Phlebotomy As…	3 (4.2%)
Certificate in Home Health A…	8 (11.1%)
Certificate in Geriatric Care…	4 (5.6%)
Certificate Programme in YO…	1 (1.4%)
Post Graduate Certificate in…	3 (4.2%)
Certificate in Adolescent He…	2 (2.8%)

o Number of years you are associated with IGNOU: The mean duration experts associated with IGNOU was 9 Years .

6. Number of Years you are associated with IGNOU
72 responses
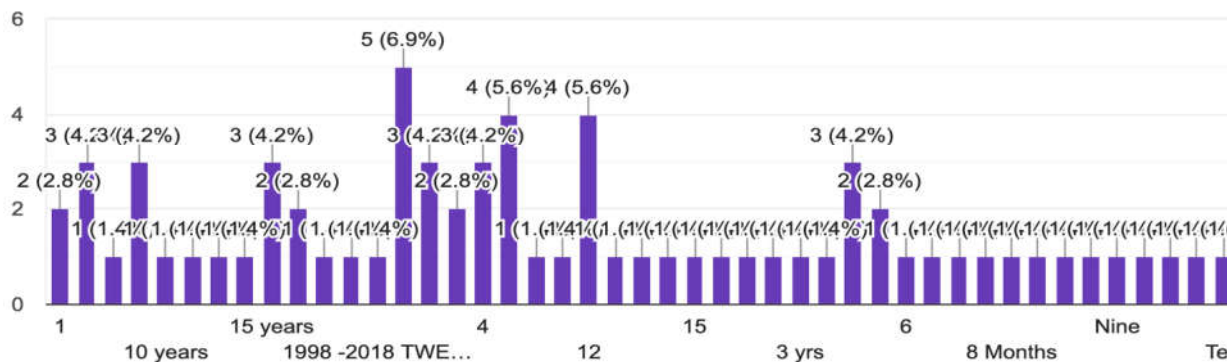
Statements wise Experts feedback was collected to improve the pedagogy on the following 20 statements to rate each statement as : SA: Strongly Agree, A: Agree, UD: Un-Decided, DA: Disagree, SDA: Strongly Disagree


7. 1 Your Feedback is important to improve the pedagogy. Kindly given your feedback on the following statements: [The level of the programme and curriculum are as per the learner's and industry requirements.]
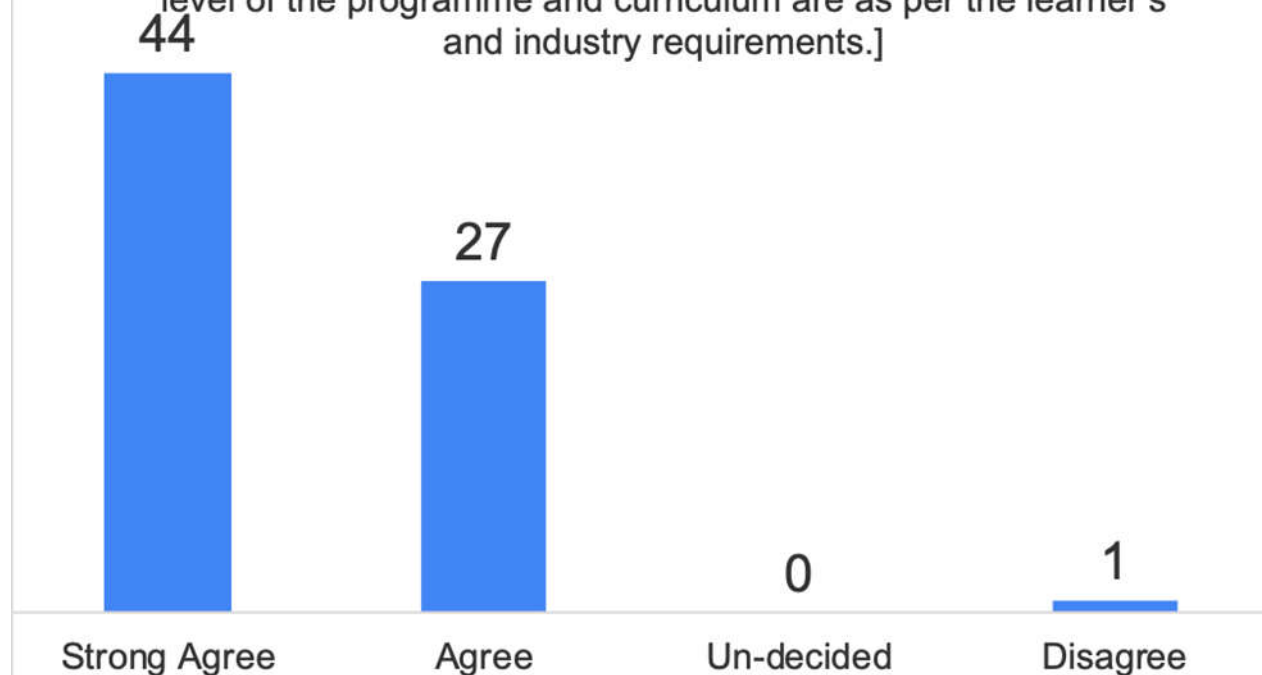
For the statement -1 majority of experts (65%) strongly agreed and 38% agreed on the level of the programme and curriculum are as per the learner's and industry requirements

7. 2 Your Feedback is important to improve the pedagogy. Kindly given your feedback on the following statements: [The curriculum covers recent and emerging topics/subjects/areas.]
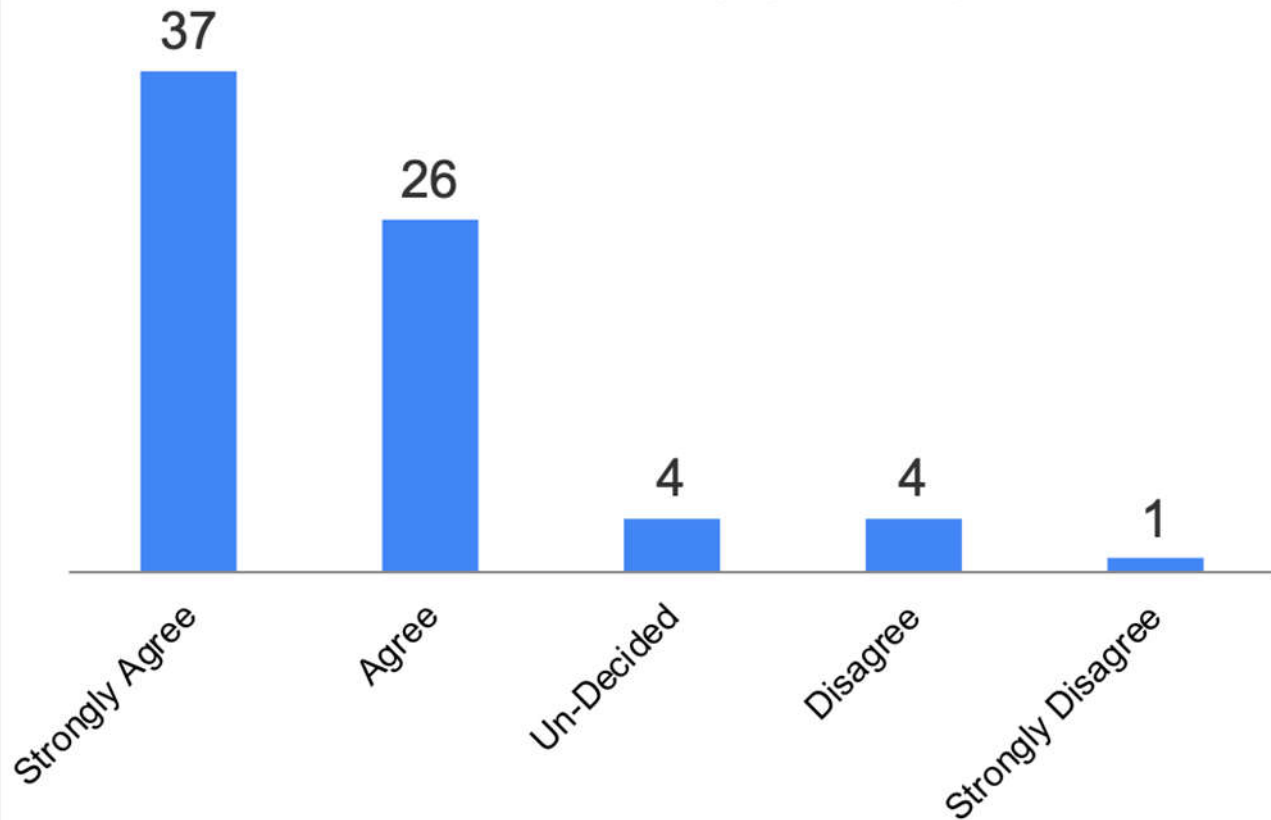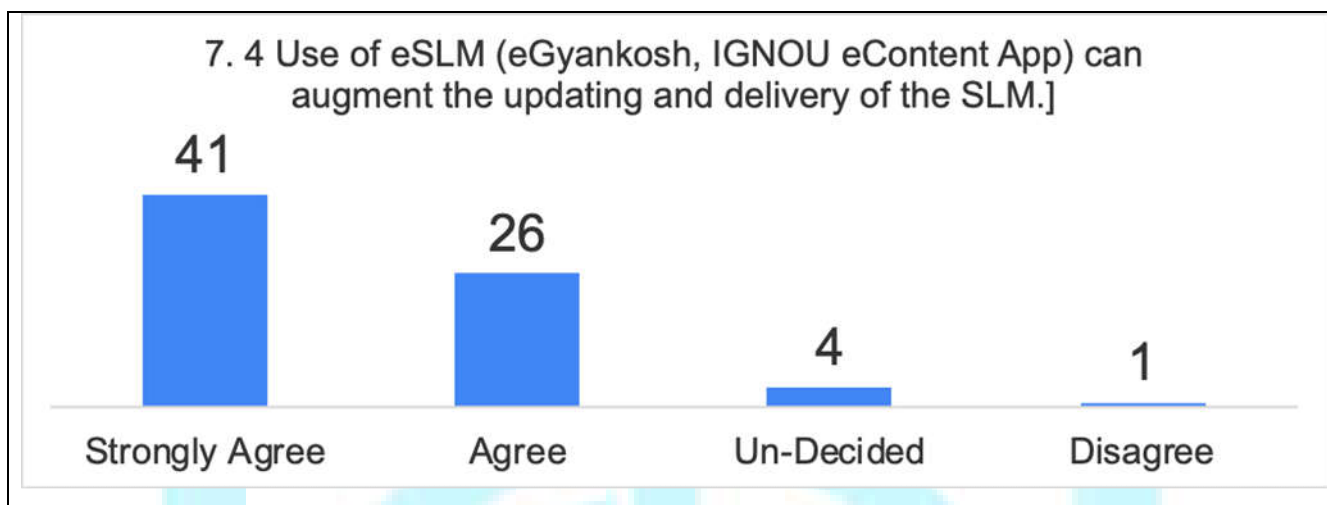
For the statement -2 Majority of experts (51%) strongly agreed and 36% experts agreed and on the curriculum covers recent and emerging topics/subjects/areas.
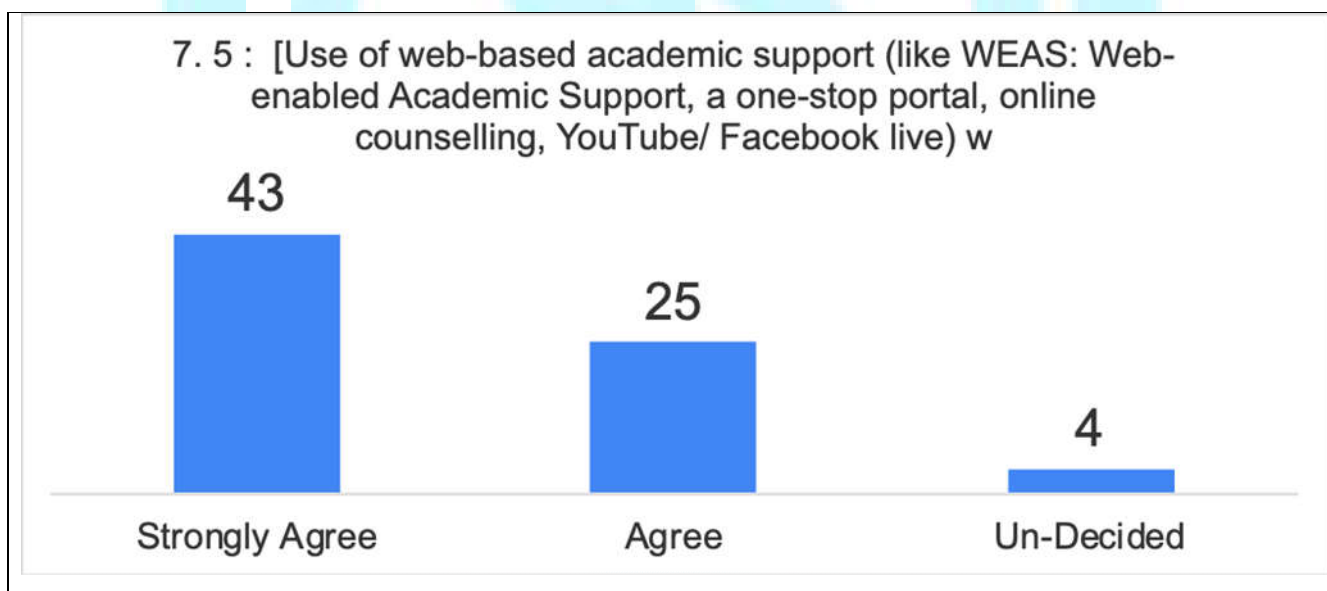

7. 3 With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM.]
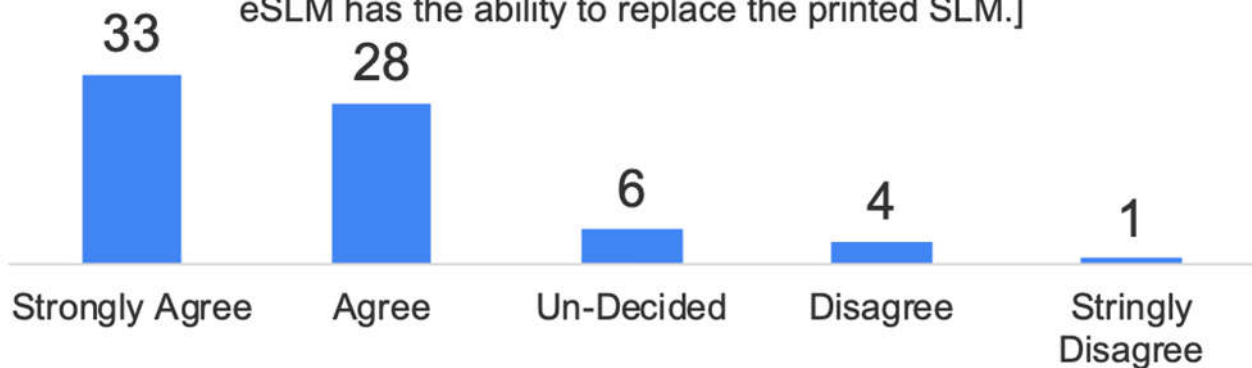
For the statement -3 majority of experts (46%) strongly agreed and 39% experts agreed on increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM

7. 4 Use of eSLM (eGyankosh, IGNOU eContent App) can augment the updating and delivery of the SLM.]

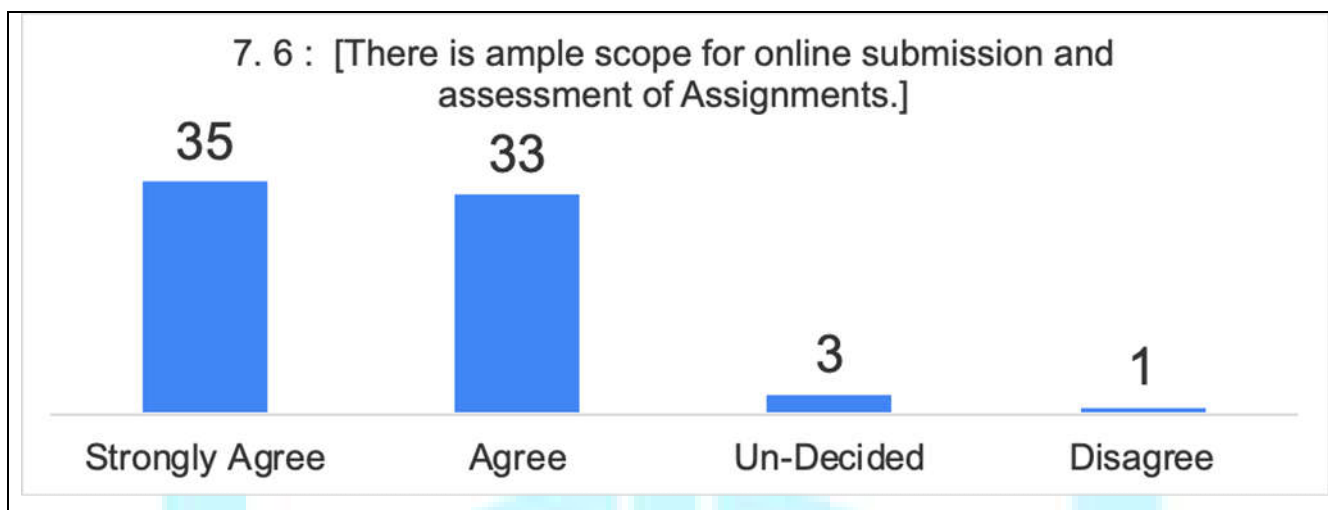|			
41	26	4	1
Strongly Agree	Agree	Un-Decided	Disagree

For the statement -4 . Majority of experts (57%) strongly agreed and 36% agreed on Use of eSLM (eGyankosh, IGNOU e-Content App) can augment the updating and delivery of the SLM.

7. 5 : [Use of web-based academic support (like WEAS: Web-enabled Academic Support, a one-stop portal, online counselling, YouTube/ Facebook live) w

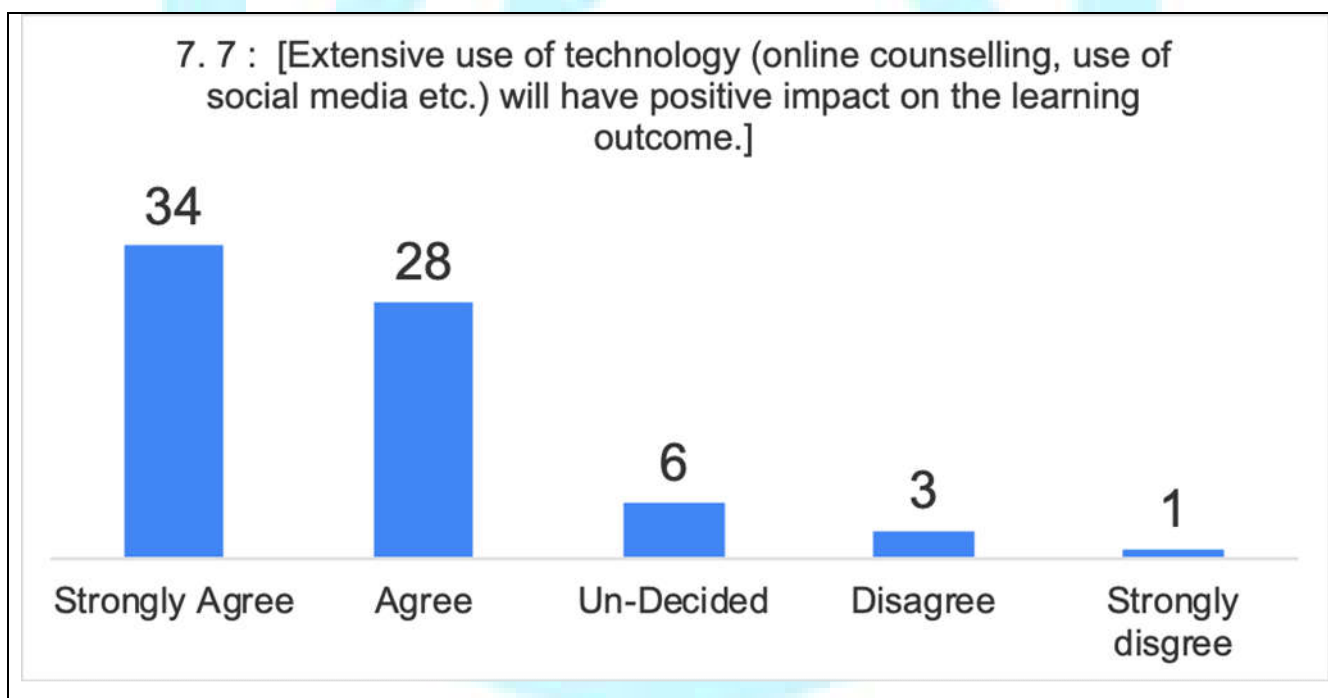|		
43	25	4
Strongly Agree	Agree	Un-Decided

For the statement -5 . Majority of experts (60%) strongly agreed and 35% experts agreed on Use of web-based academic support (like WEAS: Web-enabled Academic Support, a one-stop portal, online counselling, YouTube/ Facebook live) will strengthen the pedagogy.

7. 6 : [There is ample scope for online submission and assessment of Assignments.]

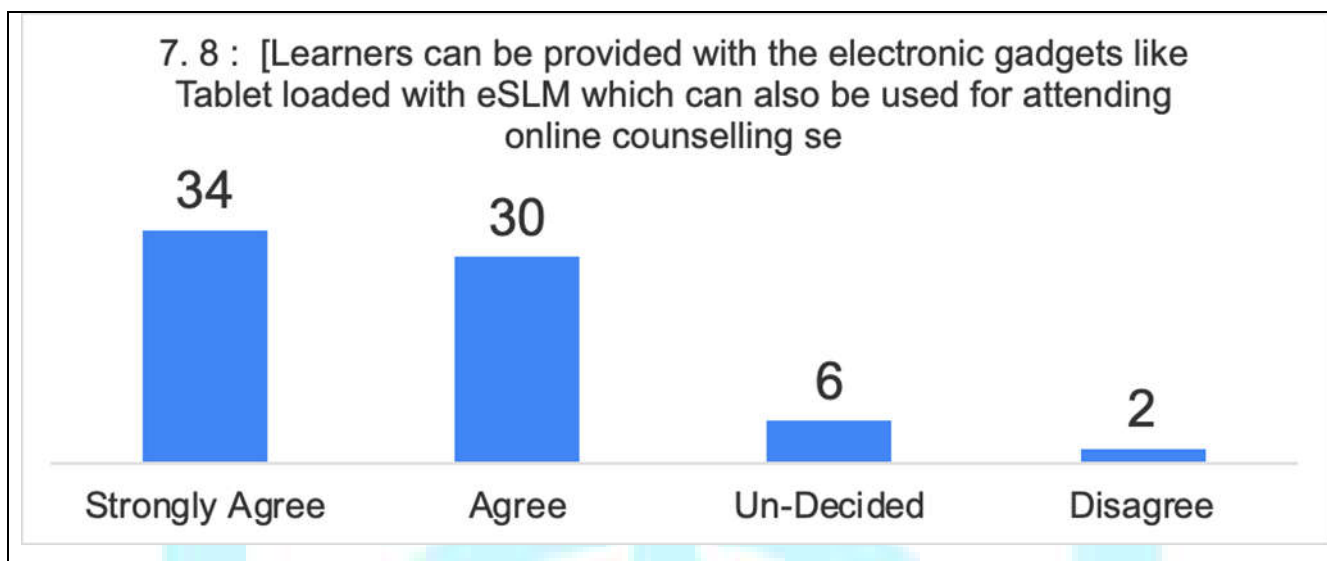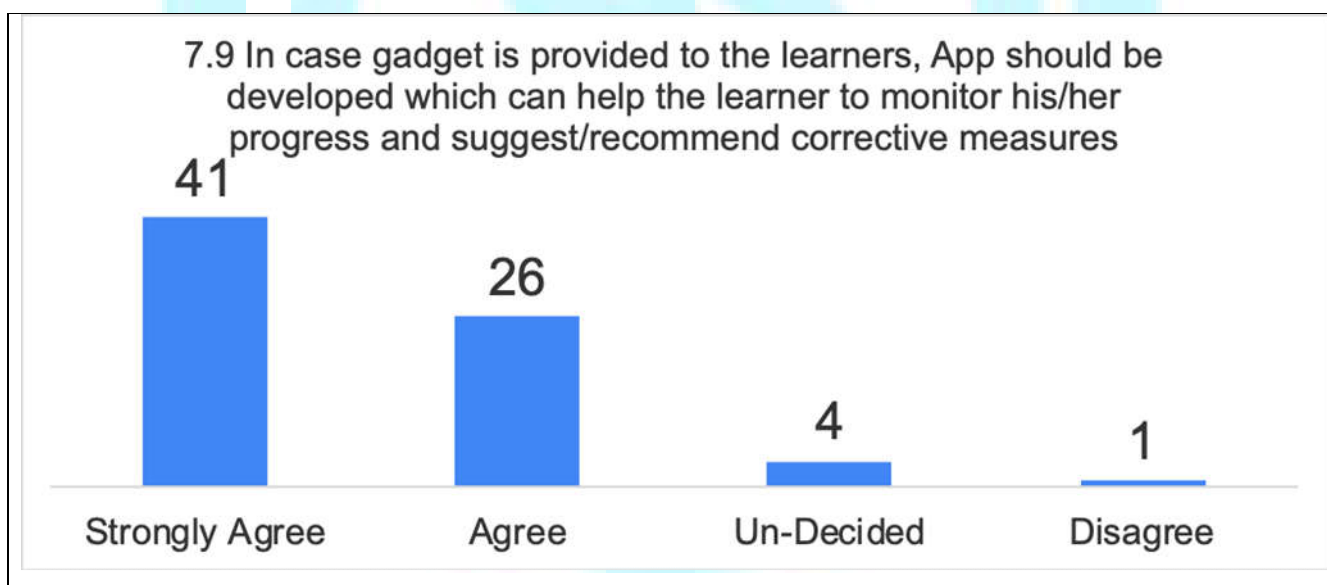| Strongly Agree	Agree	Un-Decided	Disagree
35	33	3	1

For the statement -6 . Majority of experts (49%) strongly agreed and 46% agreed on There is ample scope for online submission and assessment of Assignments

7. 7 : [Extensive use of technology (online counselling, use of social media etc.) will have positive impact on the learning outcome.]

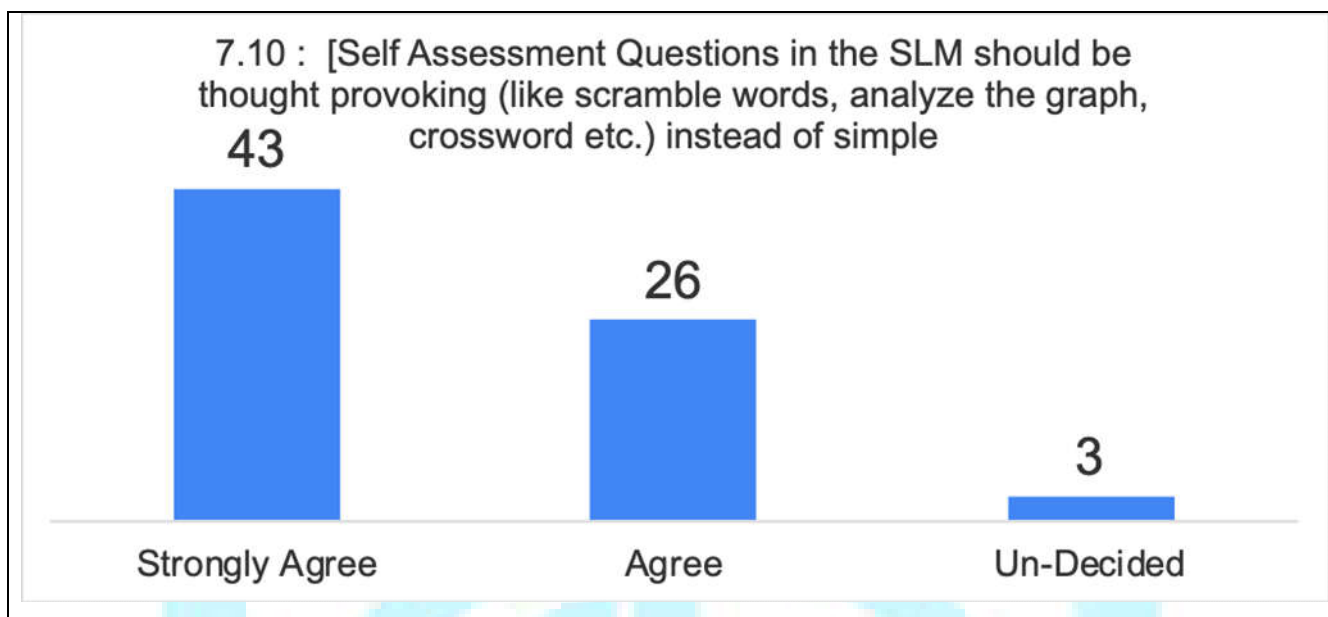| Strongly Agree	Agree	Un-Decided	Disagree	Strongly disgree
34	28	6	3	1

For the statement -7 . Most of experts (47%) strongly agreed and 36% experts agreed on Extensive use of technology (online counselling, use of social media etc.) will have positive impact on the learning outcome.
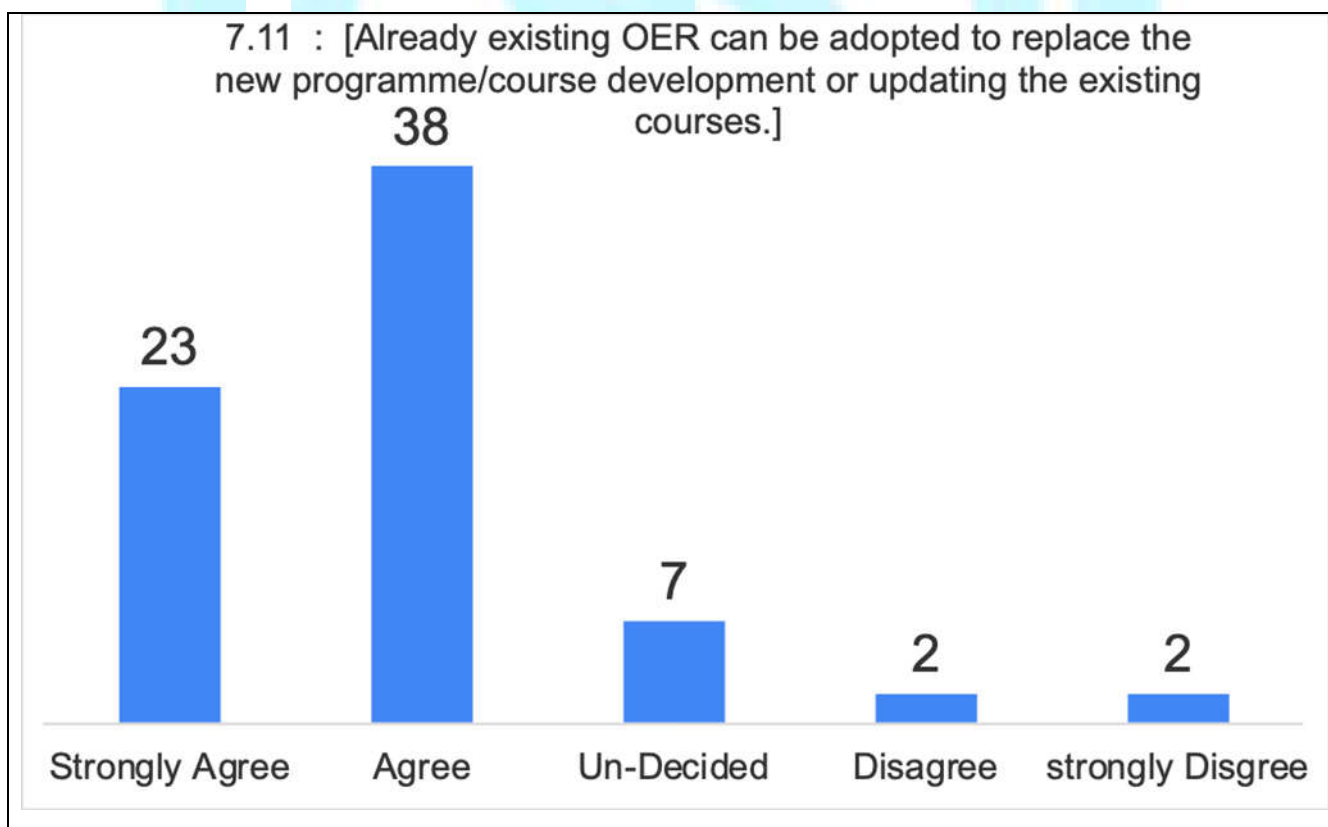
7. 8 : [Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling se

Strongly Agree	Agree	Un-Decided	Disagree
34	30	6	2

For the statement -8 . Most of experts (47%) strongly agreed and 42% experts agreed on Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions .

7.9 In case gadget is provided to the learners, App should be developed which can help the learner to monitor his/her progress and suggest/recommend corrective measures

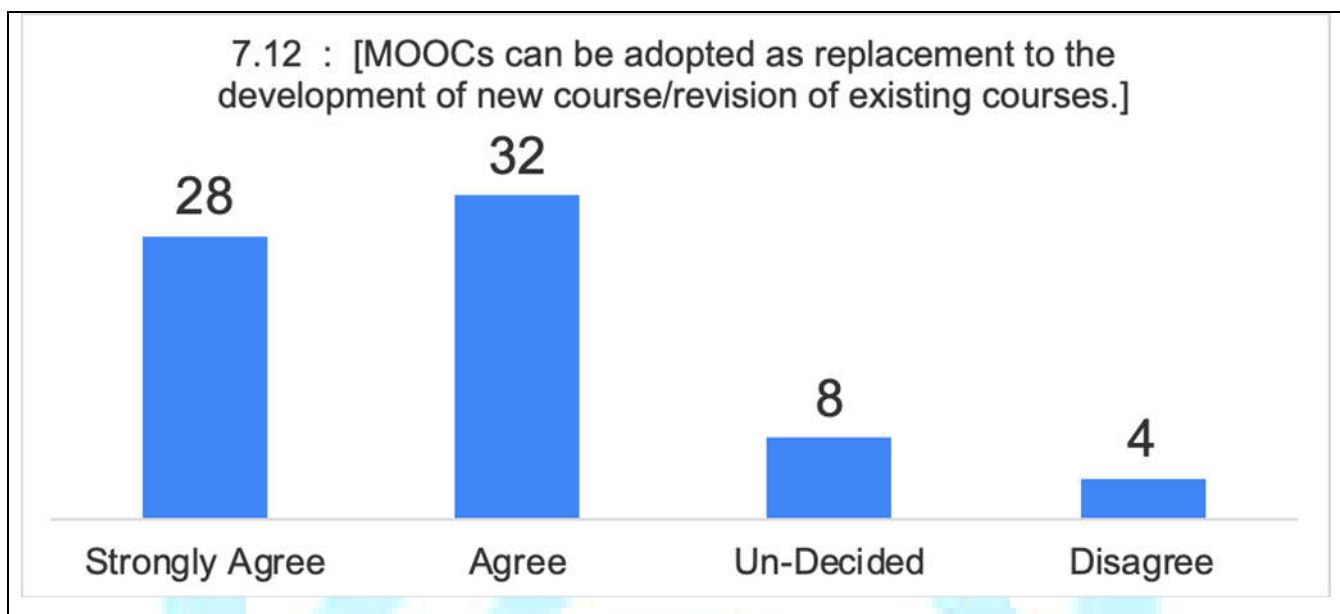| Strongly Agree	Agree	Un-Decided	Disagree
41	26	4	1

For the statement – 9 Majority of experts (57%) strongly agreed and 36% experts agreed on gadget is provided to the learners, App should be developed which can help the learner to monitor his/her progress and suggest/recommend corrective measures.

7.10 : [Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple

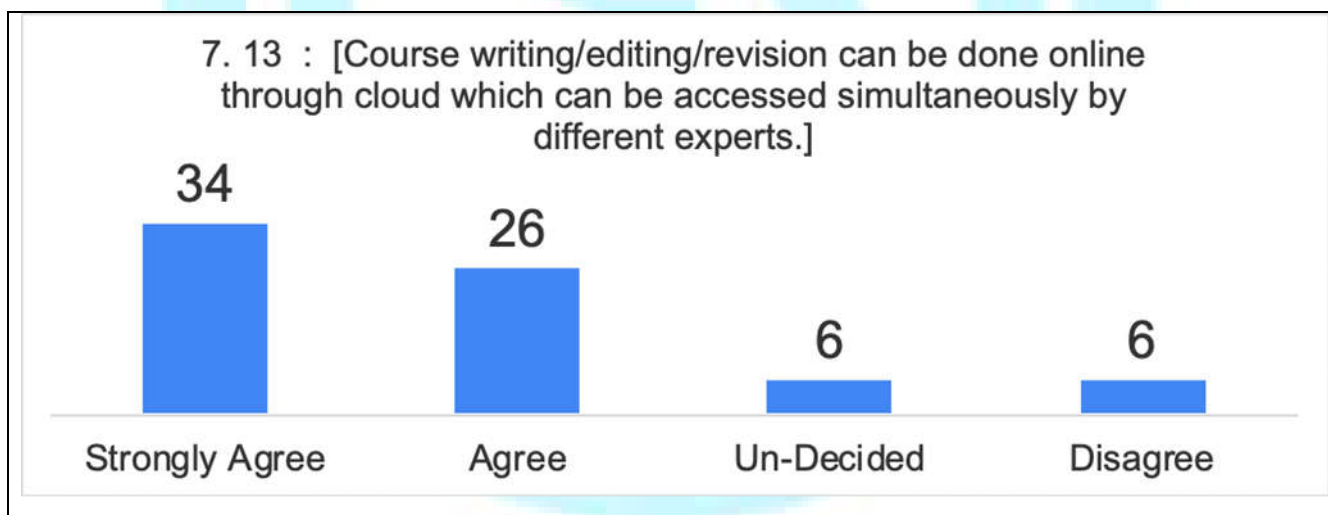|	Strongly Agree	Agree	Un-Decided
	43	26	3

For the statement – 10 . Majority of experts (60%) strongly agreed and 36% experts agreed on Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.

7.11 : [Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.]

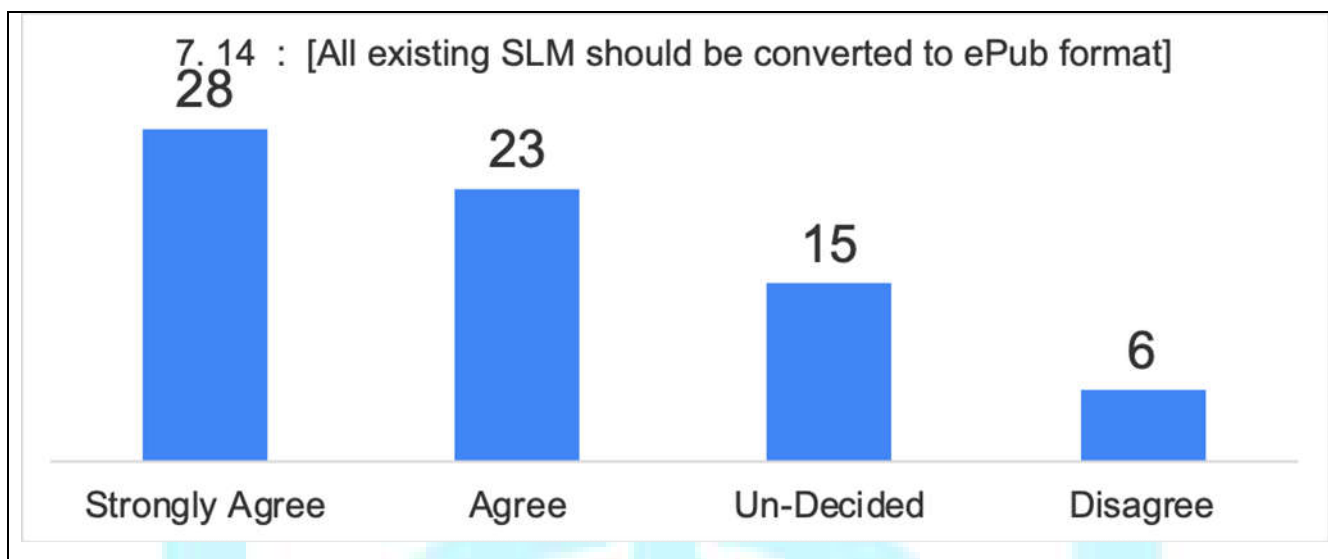|	Strongly Agree	Agree	Un-Decided	Disagree	strongly Disgree
	23	38	7	2	2

For the statement – 11 . Most of experts (53%) agreed and however 32% experts strongly agreed on Already existing OER can be adopted to replace the new programme/course development or updating the existing courses

7.12 : [MOOCs can be adopted as replacement to the development of new course/revision of existing courses.]

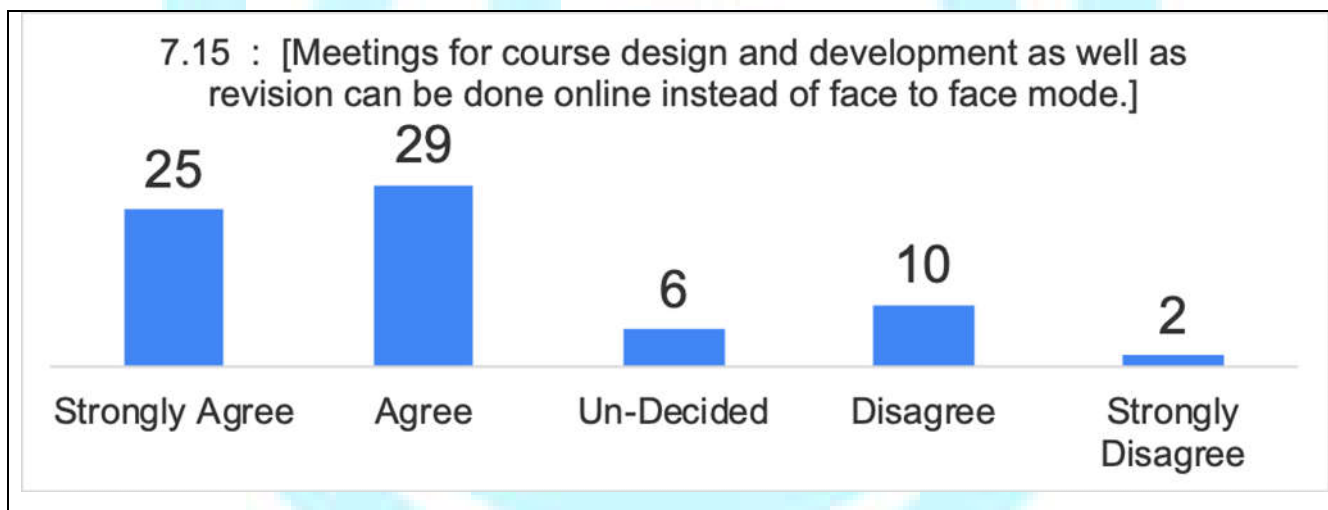| Strongly Agree	Agree	Un-Decided	Disagree
28	32	8	4

For the statement -12. Most of experts (44%) agreed and 39% experts strongly agreed on 12   MOOCs can be adopted as replacement to the development of new course/revision of existing courses.

7. 13 : [Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.]

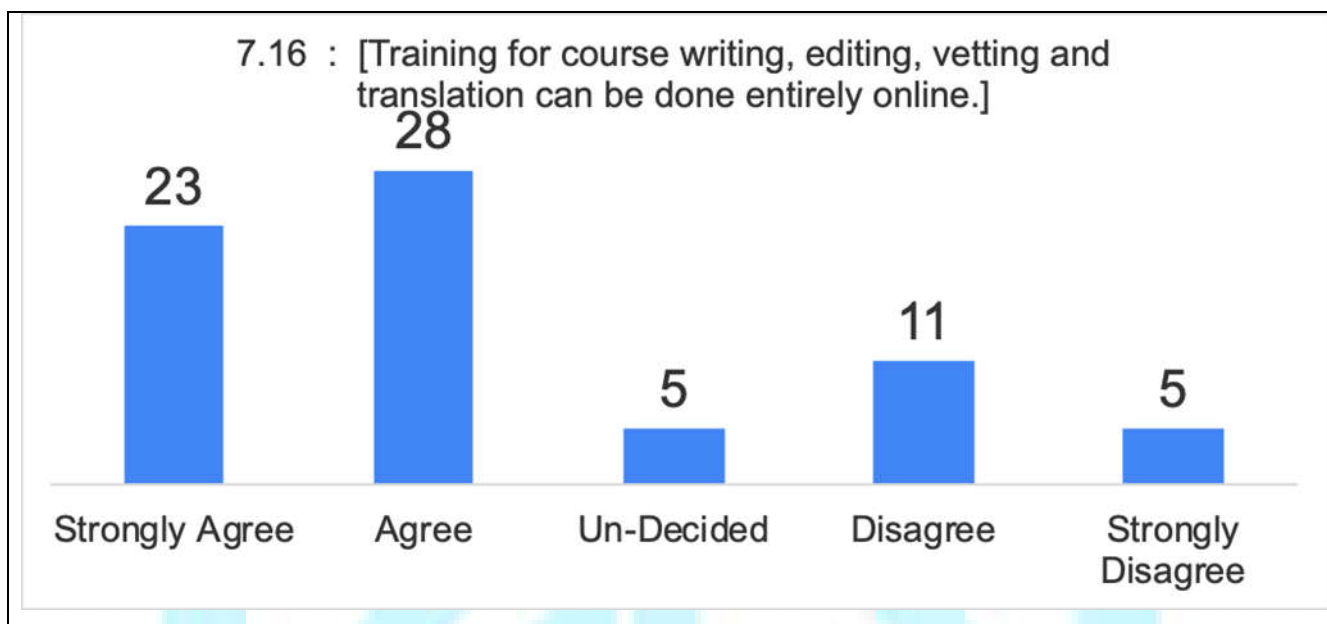| Strongly Agree	Agree	Un-Decided	Disagree
34	26	6	6

For the statement – 13   . Most of experts (47%) strongly agreed and 36 % experts agreed on Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.
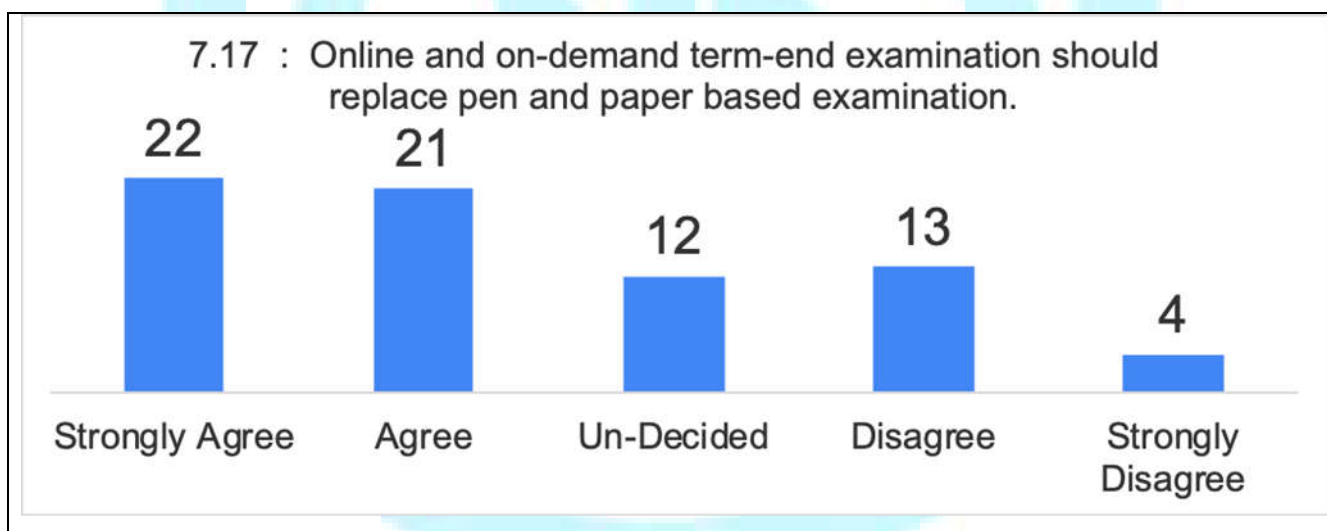
7. 14 : [All existing SLM should be converted to ePub format]

| Strongly Agree | Agree | Un-Decided | Disagree |
| 28 | 23 | 15 | 6 |

For the statement – 14 . Most of experts (39%) strongly agreed and 32% agreed on All existing SLM should be converted to ePub format

7.15 : [Meetings for course design and development as well as revision can be done online instead of face to face mode.]

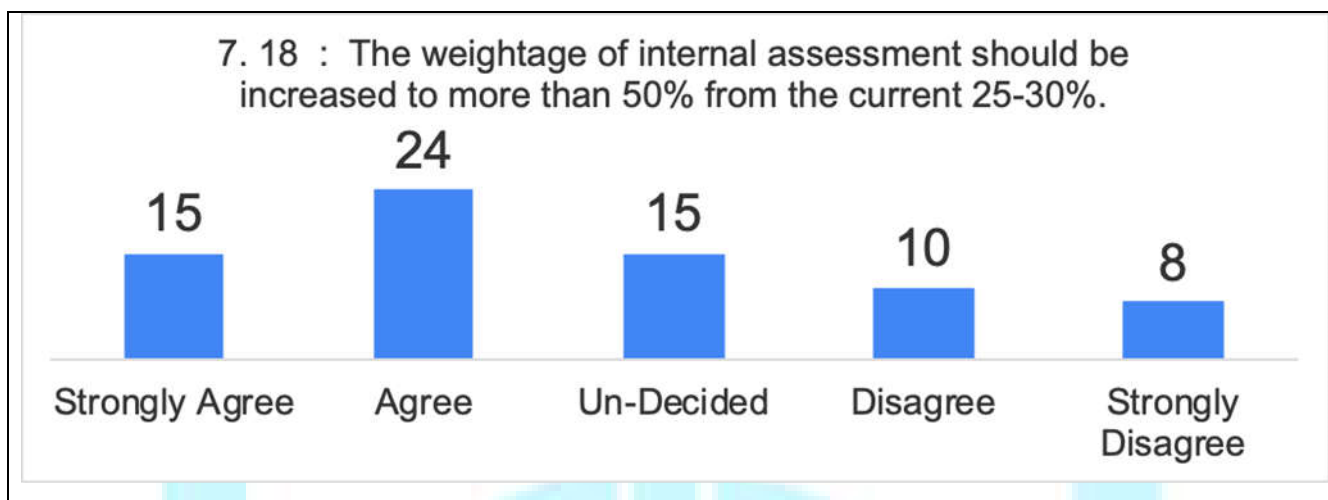| Strongly Agree | Agree | Un-Decided | Disagree | Strongly Disagree |
| 25 | 29 | 6 | 10 | 2 |

For the statement – 15 .. Most of experts (35%) strongly agreed and 40% experts agreed on Meetings for course design and development as well as revision can be done online instead of face to face mode

7.16 : [Training for course writing, editing, vetting and translation can be done entirely online.]

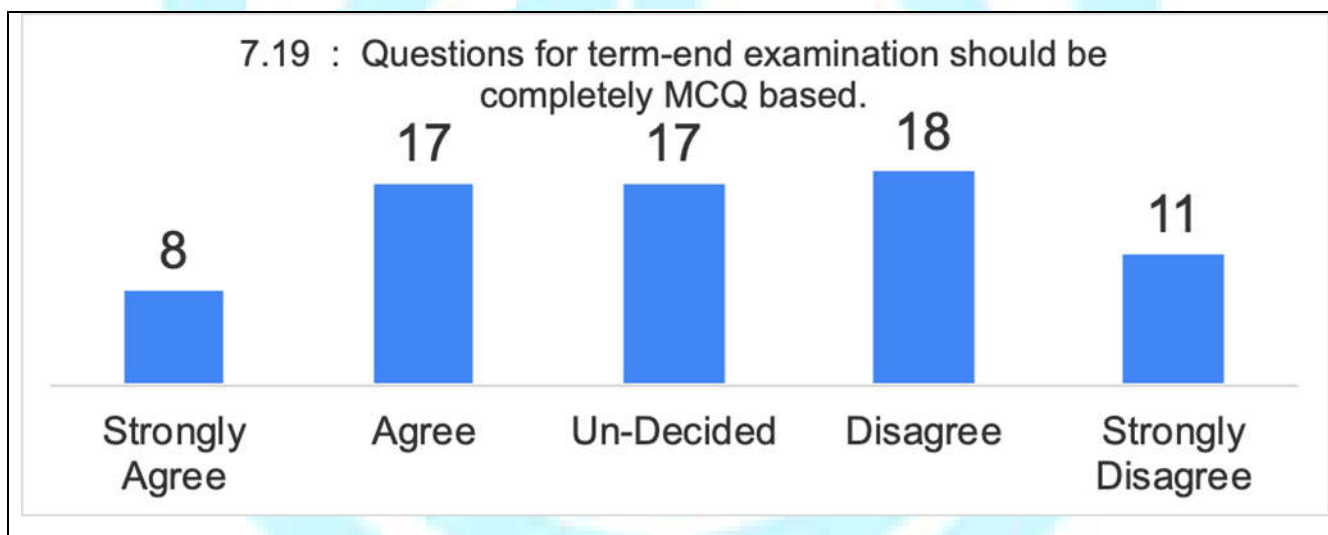| Strongly Agree	Agree	Un-Decided	Disagree	Strongly Disagree
23	28	5	11	5

For the statement 16 –Most of experts (39%) agreed and 32% strongly agreed on Training for course writing, editing, vetting and translation can be done entirely online.

7.17 : Online and on-demand term-end examination should replace pen and paper based examination.

Strongly Agree	Agree	Un-Decided	Disagree	Strongly Disagree
22	21	12	13	4

For the statement – 17 Most of experts (29%) agreed and 31% experts strongly agreed and on Online and on-demand term-end examination should replace pen and paper based examination.

7. 18 : The weightage of internal assessment should be increased to more than 50% from the current 25-30%.

| Category	Value
Strongly Agree	15
Agree	24
Un-Decided	15
Disagree	10
Strongly Disagree	8

For the statement – 18 Only 33% experts   agreed 21% strongly agreed on The weightage of internal assessment should be increased to more than 50% from the current 25-30%

7.19 : Questions for term-end examination should be completely MCQ based.

Category	Value
Strongly Agree	8
Agree	17
Un-Decided	17
Disagree	18
Strongly Disagree	11

For the statement – 19 Only   11% experts strongly agreed and 24% experts agreed   and 24% experts undecided, on Questions for term-end examination should be completely MCQ based.

7.20 : Questions for term-end examination should be a mix of MCQ and subjective type questions.

Strongly Agree	Agree	Un-Decided	Disagree
38	30	2	2
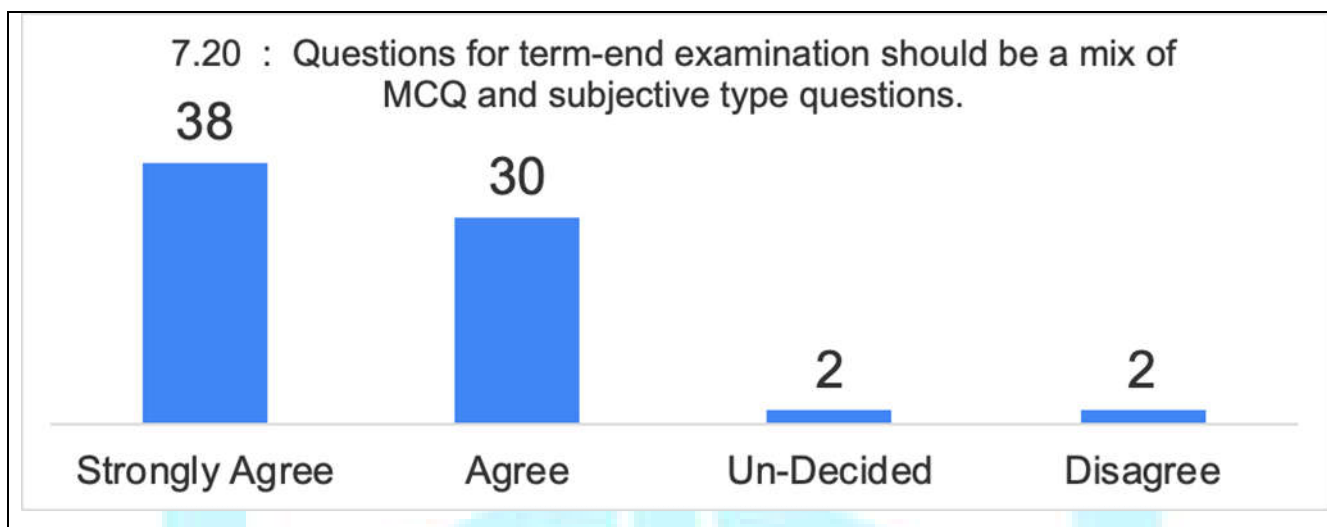
For the statement – 20. Majority of experts (53%) strongly agreed and 42% experts strongly agreed on Questions for term-end examination should be a mix of MCQ and subjective type questions

Following are the suggestions In response to experts suggestions on Alternative mode of evaluation for distance learners who do not have their own electronic device,

- Offline mode
- The assignment can be sent by the speed post to the regional centre
- Through satellite based IT centers
- Paper as earlier
- They need to buy they can afford as they are working. Any center in their state
- Online quiz or written examination
- Projects assessment
- Correspondence and short contact
- Can be done offline if in the same city
- centralized exam which can be taken under CCTV recording through a public network
- Common centre for online examination to be set up for them
- Assignment
- MOBILE PHONE
- Oral or written - physically , term assignment based assessment
- Project reports can be asked which should have pictures or videos of them doing procedure
- by offline exam only
- They can visit cyber cafe, regional centre or IGNOU
- One on one viva-voce at a predetermined time so to enable the learner to access the nearest electronic device for the same.
- Send hard copy
- Physical mode
- E valuation

- Physical Examination
- No person evaluation in nearby centres
- Traditional methods
- Pen Paper test
- Oral test and google forms with fixed timings
- They can send hard copies
- RESPONSE CAN BE SENT BY POST
- Contact sessions
- Term exams in online test centers (District level/based on population and availability of test centers)
- Arrange centres where they can use common devices.
- Centre-based examination
- Paper based evaluation in the form of Assessments.
- Appear for next academic year
- Computer based examination centre
- Offline exam
- submission of assignments by post.
- Writing assignments and submission ,whatsapp chats
- Thesis/project based assessment , interview
- by offline written test only
- Parallel run of online and offline teaching, smart phone based curriculum development, cloud based download access for study
- Regional centers can develop or outsource examination centers that can equipped to help such learners.
- When eSLM is promoted, they must have the device. Device can be provided by IGNOU as a package of the course. It can be optional. If they want or don't want.
- Worksheet
- Near by IGNOU study centers can take this responsibility
- face to face written and oral evaluation at examination centres
- Uploading in site for evaluation
- Written assignments
- By submitting assignment in hard copy
- Offline
- ONLINE EVALUATION
- google form send via watsapp
- SUBMISSION OF RESPONSE THROUGH POST
- Needs deliberation.
- Community/society based organization evaluation
- Time bond written assignments and separate task for each learner to avoid copy
- Cyber cafe or computer available at community centre
- paper and pencil test
- Print material and questionnaire
- Offline evaluation
- task based performance
- conventional pen and paper
- One to one
- Students can be sent printed learning materials and related videos can be uploaded on the IGNOU website.
- Need to provide online examination center's information to students so that students can book their slots and finish exams and give immediate results after completion of exam.
- Internet cloud server

- Assignments and examinations
- I think we have no choice except alternative if they don't have electronic device .
- Print based material
- They can be examined ar the designated sites with computer facilities like medical colleges etc

Following are the suggestions regarding What are the tools you suggest for internal assessment of learners in case the Term end examination are MCQ based?

- Google sheet can be used
- Application based questions from theory.
- Internal assessment usually mimics term end assessment, therefore we may have to have MCQ only
- Annotated bibliography online seminar or symposium peer or teaching PBLOs and lot of case scenRios
- Quiz
- Amplitude test is a must
- guide comments
- Flexiquiz,though Iam not familiar
- Assignments which should include some self-directed learning opportunities, narrative write up on a small topic, Summary from a recent journal article on one the topics in that semester
- Periodically subjective assignments should be given as graded
- OMR
- MOBILE PHONE, OFFLINE MODE SUBMISION
- Quiz maker, Google forms
- video collections shared by any media
- written answers to assessment questions
- Items need to be prepared carefully to include all syllabus.
- QUIZLET, BOOK WIDGETS,KAHOOT, GOOGLE CLASS ROOM.
- No Complete MCQ based exam
- observation checklists, rating scales for attitude assessment, assignments requiring critical thinking
- Assignment, presentation,
- Assignments
- Short answers assignment submission
- Google forms, MS teams
- Comprehensive and applied type
- OSCE/OSPE, Subjective questions in Assignments
- Subject oriented
- We do not agree with complete MCQ based examination
- USE OF ARTIFICIAL INTELLIGENCE
- Objective type questions, check list
- Negative marking, case based questions, increased number of questions to assess in depth knowledge and application of knowledge, which will reduce probability of candidate qualifying by chance/luck
- Check list, Rating scale etc.
- Disagree
- Provision of projects and assessments to the learners to hone their skills and knowledge.
- Questionnaire in Google forms
- Activities and applied questions
- Scenario based practical mcq
- assignments, peer group presentations, observation check lists to evaluate skill sets.

- Clinical based scenario assignments and writing and submission , oral questioning and answers
- Google forms, quiz, discussion, group activity
- Feasibility based
- can be web based within time limit
- Question bank in multiple of 10 at least with computer based random selection for examinee. Difficulty level to match for all.
- Observation of learners during field visits, presentations by learners, Project work, Report-writing, visit reports etc.
- Like Google forms, any tool that is user friendly
- Paper setters should be trained
- In my opinion, the term exams should be subjective in order to evaluate the learning and comprehension of learners.
- Assignments, projects
- Term end exam with MCQ will not meet complete criteria of evaluation for nursing subjects
- Projects (application of skills learnt), internship
- By writing short answer
- Questionnaire
- GOOGLE CLASSROOM ASSIGNMENTS
- vignettes, problem based questions
- BY ARTIFICIAL INTELLIGENCE TECHNOLOGY
- Needs deliberation.
- artificial intelligence based software
- Questionnaire
- Should be mixed MCQ and short answer
- Remote proctoring, more questions and less time
- videos to assess the skill component of the learner
- Assignment
- Short and long answers. Practical based questions
- e assignments
- The nursing exam should not be completely mcq type
- online assessment through video conferencing of individual candidates can be carried out.
- Scoring or grading
- explanations should be given for the choice chosen by the candidate, it should not end up just like a blind shot answer. Online viva can be arranged to clarify and encourage learning.
- Multiple choice questions and match the following
- Assignment based assessment or online or offline attendance
- Short answer questions, true false etc
- In my opinion part of the assessment be MCQ and part in the form of short questions