



INDIRA GANDHI NATIONAL OPEN UNIVERSITY

SCHOOL OF INTERDISCIPLINARY AND TRANSDISCIPLINARY STUDIES

FEEDBACK ANALYSIS REPORT OF SUBJECT EXPERTS ON THE DESIGN OF THE CURRICULUM

1.0: Preamble

Subject experts play a vital role in curriculum designing and programme development in open and distance education in particular. Essentially, curriculum designing is a significant component of programme development and it requires knowledge inputs from subject experts of various disciplines. In view of this, it is prudent to consider the inputs of experts for better planning and execution of academic activities of the School of Studies.

2.0: About the School

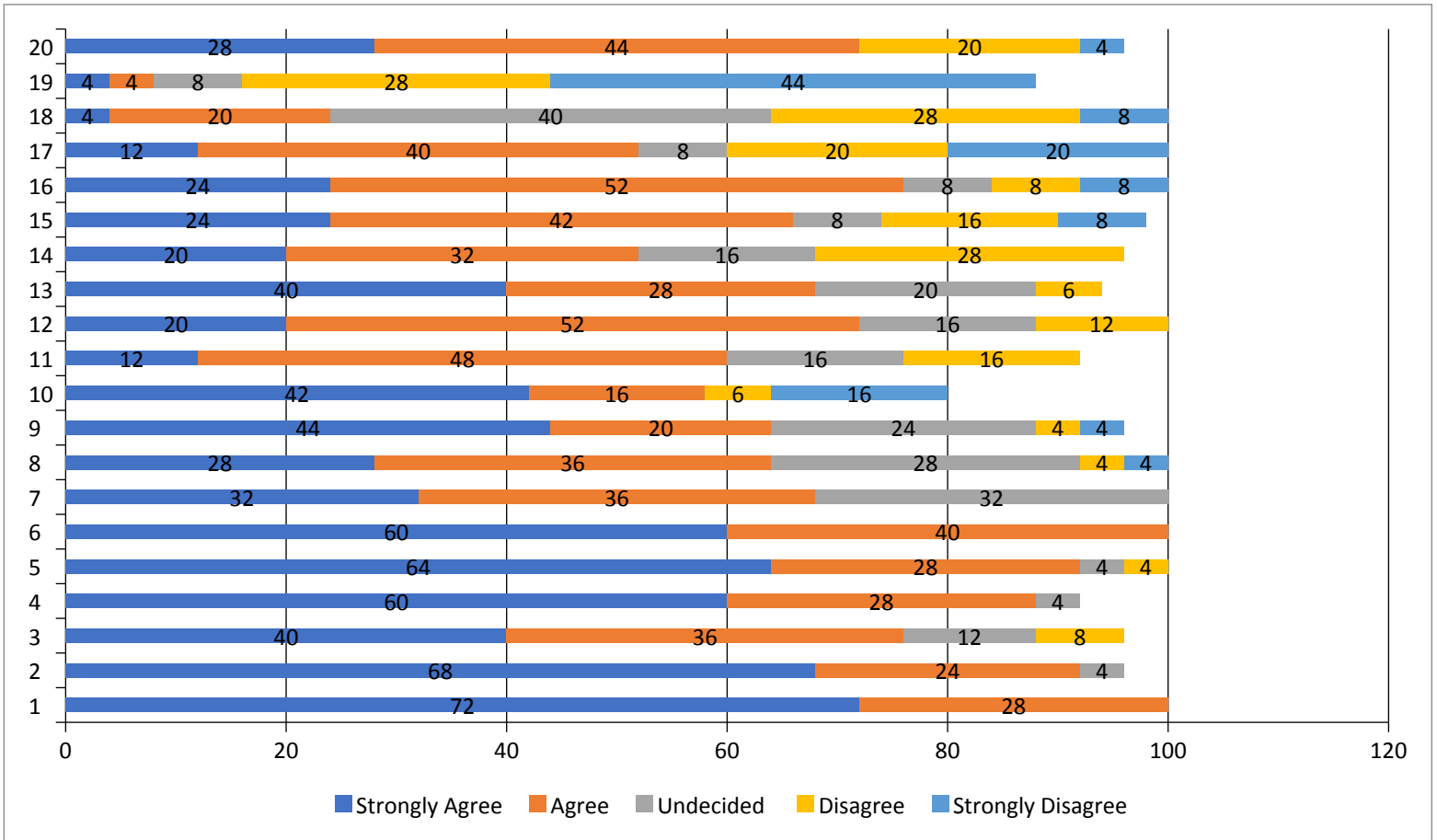
The school is offering and developing programmes that addresses the complex interdisciplinary and transdisciplinary issues. The programmes are in the interdisciplinary research areas such as Labour Studies, Diaspora Studies, Population Studies, Environmental Studies, Diversity and Inclusivity Studies, Studies of Marginalised Communities and Communities at Risk, Sustainability Sciences and Food Security. The school is offering 14 programmes viz. Doctor of Philosophy in Interdisciplinary Studies (PHDITS), Doctor of Philosophy in Environmental Science (PHDEV), Master of Environmental Science (MSCENV), Master of Arts (Philosophy) (MAPY), Master in Folklore and Culture Studies (MAFCS), Post Graduate Diploma in Sustainability Science (PGDSS), Post Graduate Diploma in Environmental and Occupational Health (PGDEOH), Post-Graduate Diploma in Folklore and Culture Studies (PGDFCS), Post Graduate Certificate in Climate Change (PGCCC), Post Graduate Diploma in Migration and Diaspora, Certificate in Solid Waste Management (CSWM) and Appreciation Course on Population and Sustainable Development (ACPSD). Further, the school is offering several MOOCs under Swayam initiative of MOE and online programmes viz. Post Graduate Diploma in Sustainability Science (PGDSS) and Post Graduate Diploma in Environmental and Occupational Health (PGDEOH). The faculty of the School is involved in the development and curriculum design of all the programmes and many more programmes are in the planning stage.

3.0: Methodology

The tool for eliciting the feedback/responses of experts regarding the design of curriculum was questionnaire method. The questionnaire was designed keeping in view the objectives of the feedback survey, the importance of the survey and the essentiality of the feedback survey for designing a holistic programme. The questionnaire aimed at knowing the responses of the subject experts regarding the “Need analysis”, designing of curriculum and learning outcomes, etc. The

questionnaires were distributed to the experts visiting the school at School Board Meetings, Expert Committee meetings and for teleconferencing and radio counselling session of SOITS.

4.0: Feedback of Experts and Analysis



5.0: Analysis of the Feedback received

The survey revealed that the experts strongly agreed and agreed that the level of the programme and curriculum should be as per the learner's and industry requirements. Most of them also felt that the curriculum includes the recent and the emerging ideas. However, there were diversified opinions on the replacement of SLM with e SLM as many experts had no clear idea whether use of eSLM (eGyankosh, IGNOU e Content App) can augment the updating and delivery of the SLM. More than 90 % of the experts believed that Use of web-based academic support can help in strengthening the pedagogy.

Most of the experts (100%) were in favour of online submission and assessment of Assignments. However, 32 % were not sure whether extensive use of technology (online counselling, use of social media etc.) will have positive impact on the learning outcome and were not in view of providing electronic gadgets to the learners. 6% experts disagreed and 16 % strongly disagreed that Self-Assessment Questions in the SLM should be thought provoking. Most of the experts agreed and around 60 % agreed that already existing OER can be adopted to replace the new programme/course development or updating the existing courses. 16 % of the respondents were not sure whether MOOCs can be adopted as replacement to the development of new course/revision of existing courses. Most of the experts agreed that all existing SLM should be converted to e Pub format and supported the idea of conducting online meetings for course design and development. The experts supported the idea of online training for course writing, editing, vetting and translation. When asked about the replacement of pen and paper based examination with Online and on-demand term-end examination, majority of the experts disagreed and strongly disagreed. Similarly, they were also not in favour of increasing the weightage of internal assessment to more than fifty percent.

6.0: Conclusion and recommendations

- The experts suggested alternative mode of evaluation for distance learners who do not have their own electronic device. Conducting tests at designated test centres and nearby study centres were some of the recommendations.
- For internal assessment of learners existing methods and systems may be continued.
- It should be made mandatory for all the IGNOU teachers to participate in the feedback exercise. IGNOU should also consider preparing a Students' Feedback Report based on a representative sample of students.
- Online mode of learning should not replace entirely traditional modes like contact hours, written examinations, assignments etc. which are already being providing to distance learners.



- Pen and paper exam even on demand should not be replaced as writing skills are necessary for all levels of education programmes and beyond. A written exam will, therefore, afford an opportunity to hone skills at writing, which are required both for advanced degree programmes as well as in professional work.
- MOOCs, videos available on the internet and copy of reading material (research papers) could be made available as add-ons to the regular course material (units) shared by the teachers. Link for all the online resources could form a part of the additional resources which can be cited at the end of each unit. This will not only enhance learning but also diversify the sources of learning.
- One of the experts remarked that IGNOU is doing a commendable service in bringing UG, PG and advanced learning programmes to millions of people who seek to enhance their learning but may not find an opportunity to enrol in regular programmes due to limited time and resources.

7.0: Annexure (Enclose Questionnaire format)