

REPORT
of
CIQA FEEDBACK FORM SENT TO
EXPERTS & PROFESSIONALS OF SOJNMS
(Oct.-Nov.2021)

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Background:

In order to reach out to a large number of learners through the open and distance learning (ODL) mode, while undertaking academic activities at IGNOU, the Schools of IGNOU take the help of numerous subject experts. And since the field of Journalism & Mass Communication is a rapidly changing skill based application oriented discipline, in addition to academic experts various in-service professionals are also consulted. They are empanelled under various categories and at different stages of Programme Development- Feasibility Study, Needs Assessment, Curriculum Design, Unit Writing, Course Content Editing, Academic Counselling, Evaluation and so on. In fact, they constitute a very substantial and significant part of the School's teaching -learning process as well as policy making process as they are even co-opted into the School Board which oversees all academic activities of the School.

Hence, feedback from this category of stakeholders - the extended academic community of Experts and Professionals is extremely important while attempting to assess and improve the quality of the academic programmes offered.

Methodology:

A customized feedback questionnaire was designed addressed towards Experts and Professionals to elicit their opinion and experience with digital online media, social media and related technologies in transacting educational content.

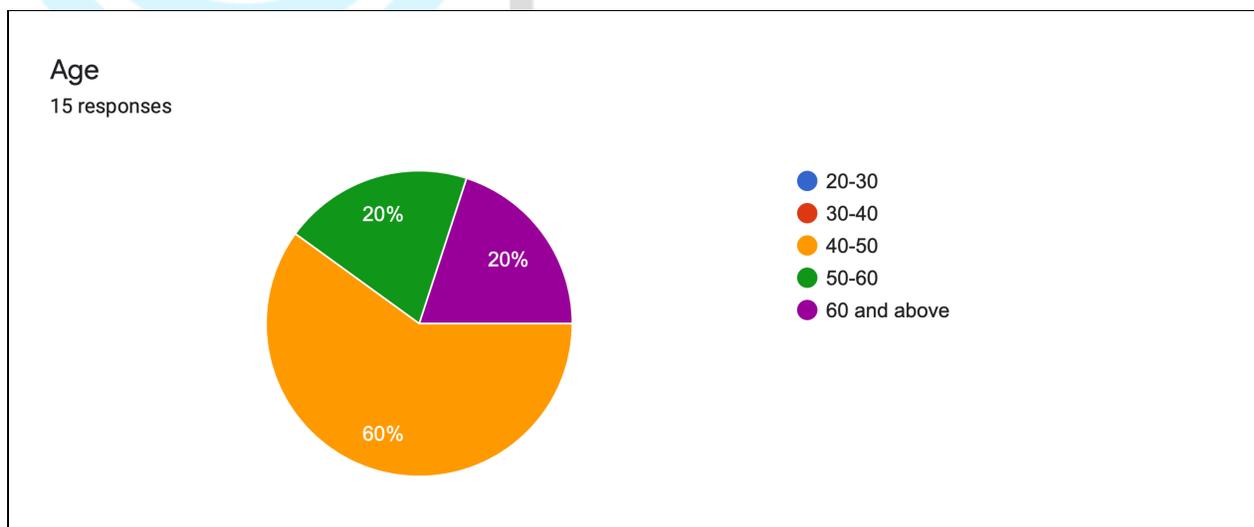
The questionnaire comprised a total of 30 questions out of which 11 were to gather the profile details of the respondents. There was a mix of open and closed ended questions.

The questionnaire was designed and developed on Google Drive in consultation with Dr.Arul Selvan, Associate Professor, SOJNMS. This questionnaire was developed after referring to the CIQA Analysis Reports (2020-2021) of Feedback from Teachers & Academics. It was administered to 15 empanelled Experts and Professionals of the School. They were sent a link <https://forms.gle/TTJVVuXNTpnW6P4Q9>. through email with a request to click and fill in. All the faculty members of the School were further requested to follow up with them.

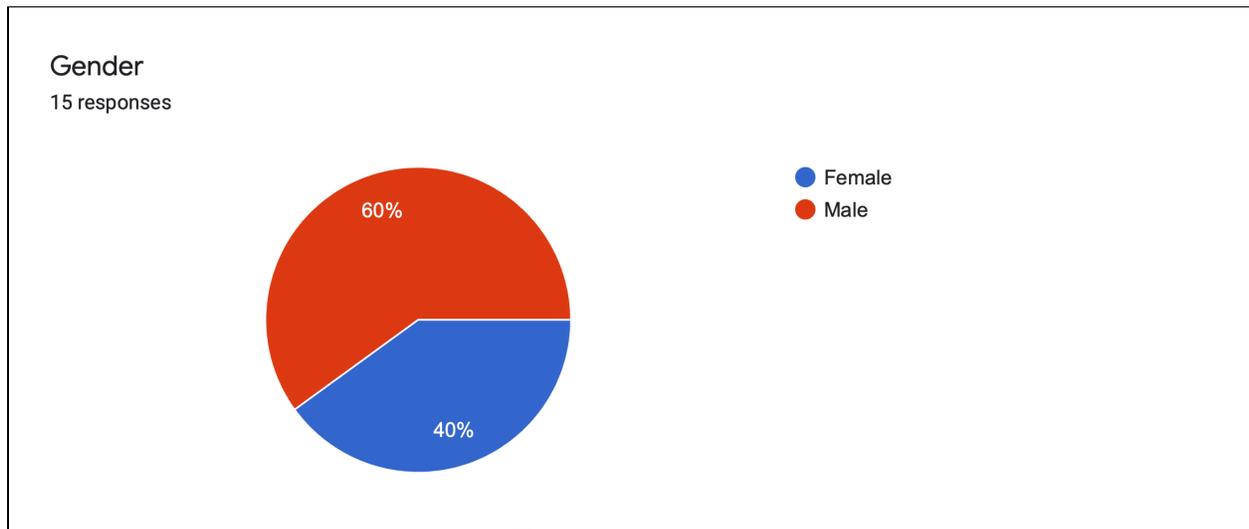
Profile of Respondents:

In all, 15 responses were received. All of them were from Academics.

Age: 60% of the respondents were in the 40-50 age group, and 20% were in the 50-60 age group while the remaining 20% were beyond 60 years of age.



Gender: 60% of the respondents were males.



Region and location: Respondents hailed from various parts of India- Chandigarh, Himachal Pradesh, Jammu & Kashmir, Andhra Pradesh, Karnataka, Uttar Pradesh (NOIDA-NCR), West Bengal.

Area of specialization: A majority of the respondents had mentioned Communication and Media Research as their area of specialization.

Educational Qualification: Almost all except two of the respondents had PhD as their highest educational qualification.

Work Experience: Work experience of the respondents varied from 10 to 50 years in their field.

Media/ technology - habit, access, ownership and use of ICT (for personal usage): When asked about their media/ technology - habit, access, ownership and use of ICTs (for personal usage) the response was quite varied ranging from one hour daily to sporadic usage all day; from 14 hours a week to 48 hours a week; to regular use for the past 20 years.

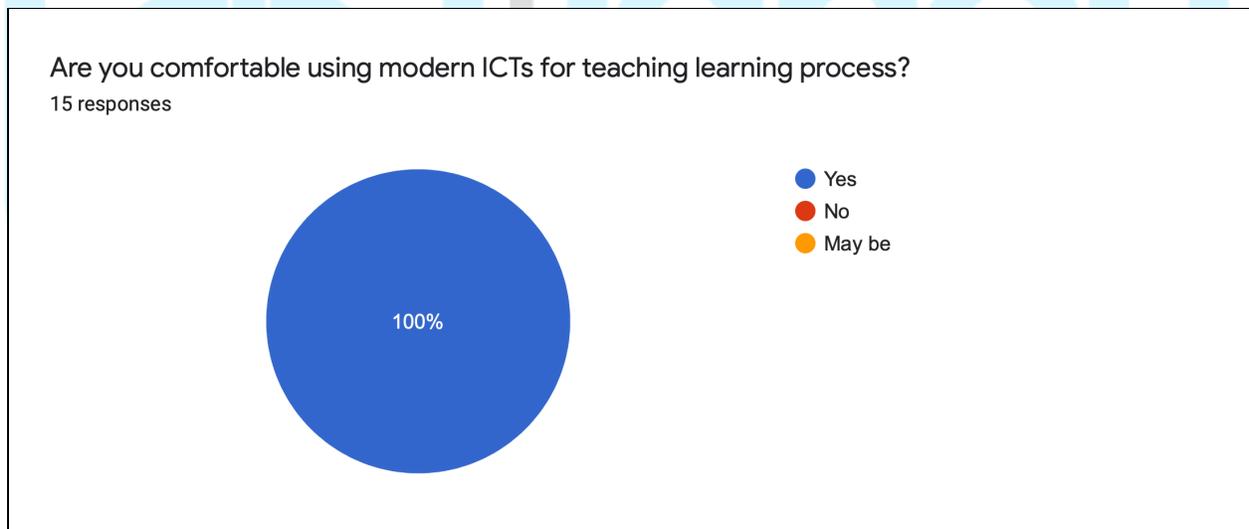
Best suited ICT platform for teaching /counseling purposes: On their opinion of best suited ICT platform for teaching /counseling purposes, Google Meet, Zoom besides elearning, elibrary, electronic textbooks, MOOCs were mentioned.

Least suited ICT platform for teaching /counseling purposes: On their opinion on least suited ICT platform for teaching /counseling purposes, online counseling, hybrid teaching, WhatsApp, audio, social media tools were mentioned.

On their participation in curriculum design and development (teaching learning process)

14. On the duration of their association with IGNOU while one-third of respondents had been associated for less 10 years, the remaining respondents had been associated for nearly 10-30 years range.

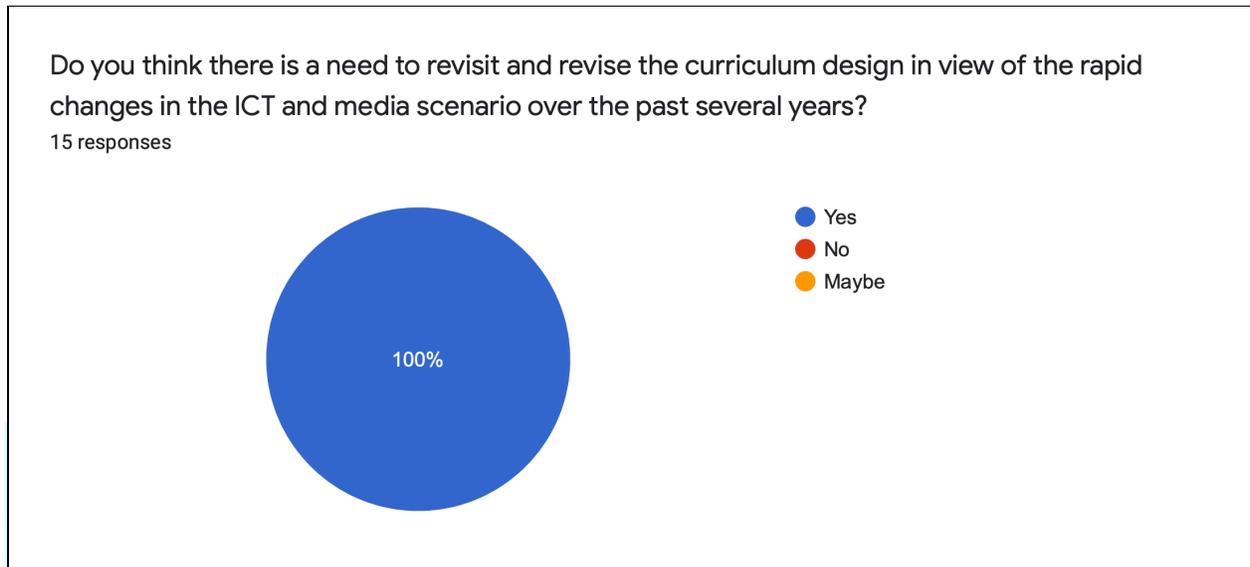
To the question whether they were comfortable using modern ICTs for teaching learning process, there was total agreement and unanimous in favour of the same. They have mentioned Google Meet, Zoom, Webex, LMS, all online teaching learning platforms.



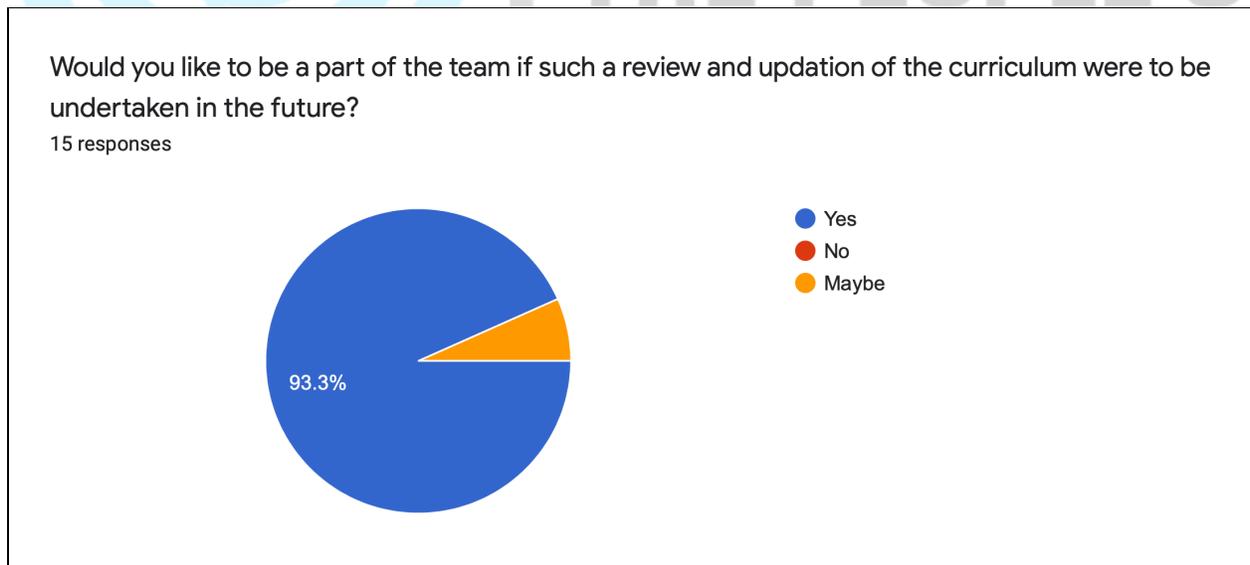
17. & 18. When questioned whether they have attended any training workshop on the pedagogy of curriculum design and development for the open university (OU) system, one-third of the respondents mentioned in the affirmative. (one respondent had undergone the training in the USA, one from Harvard MOOC while others had undergone from Mumbai, NOIDA, Assam and one from STRIDE -IGNOU).

The respondents mentioned as having been involved at IGNOU and other OUs in programmes/ courses related to New Media, Journalism, Mass Communication and Communication Research.

To a question in this regard, while all the respondents (100%) agreed that there was a need to revisit and revise the curriculum design in view of the rapid changes in the ICT and media scenario over the past several years.

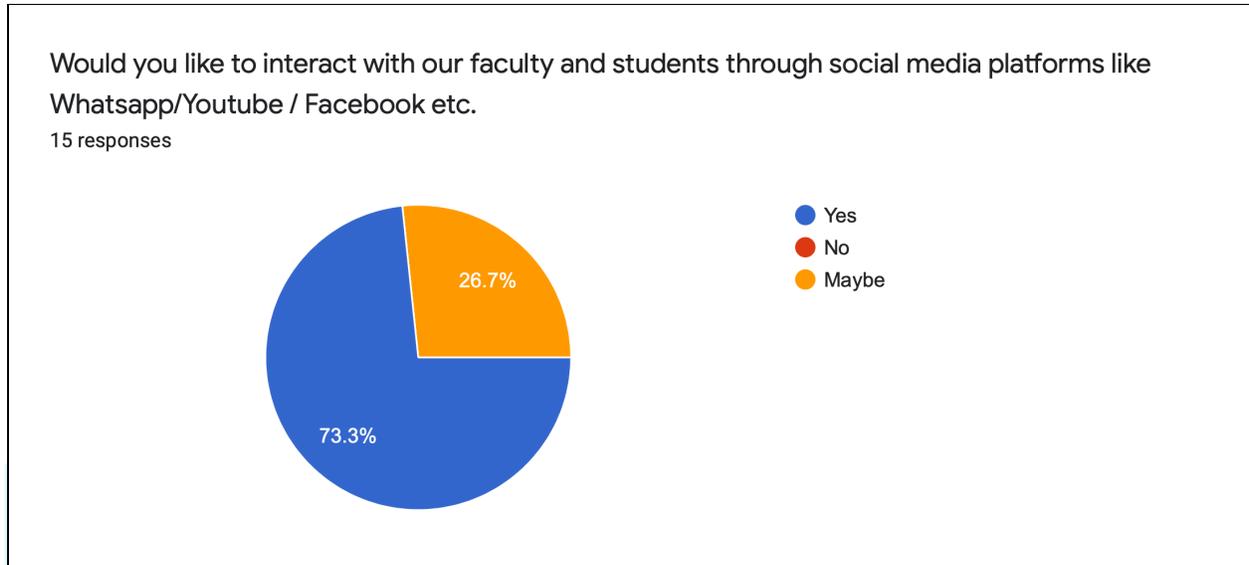


93% of the respondents agreed to be part of any team likely to be set up to review and update the curriculum in the future.

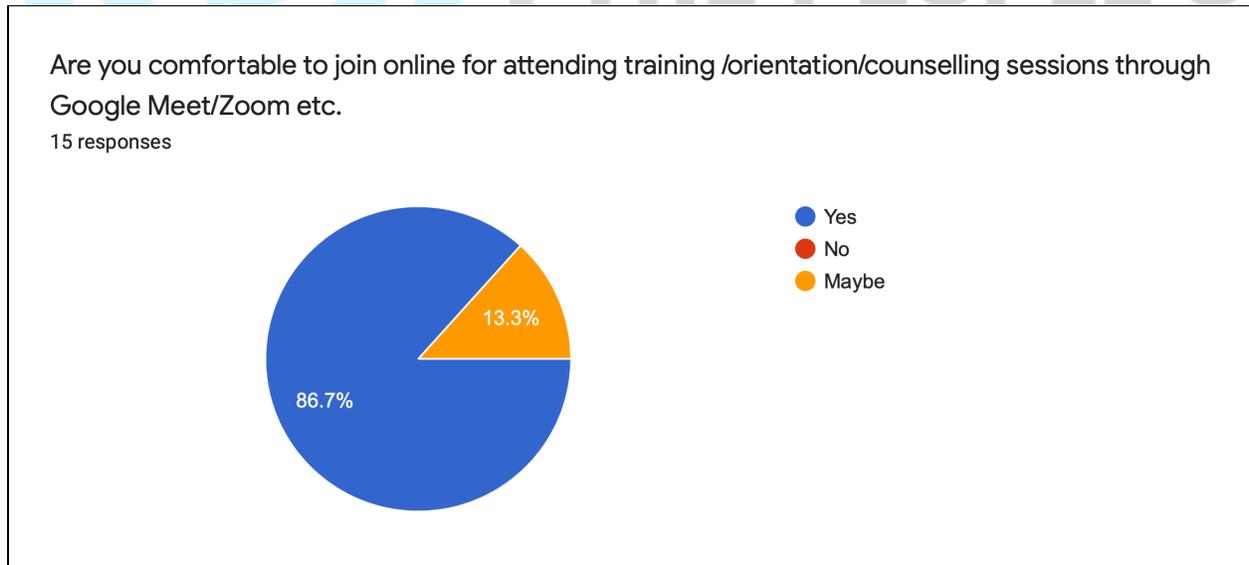


On using social media for the teaching and learning process:

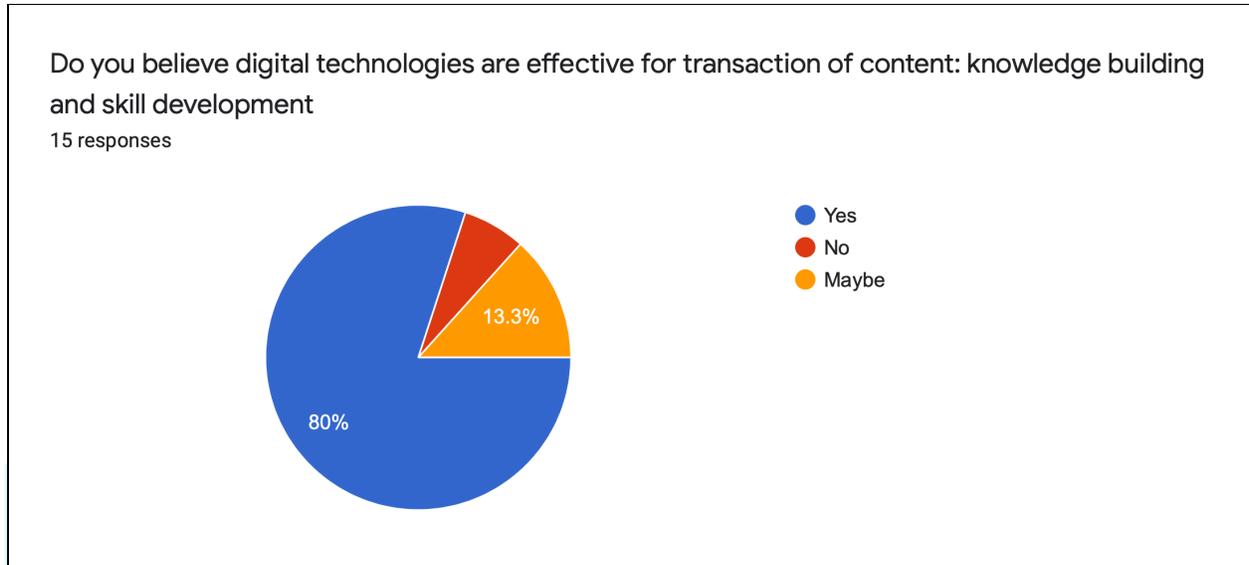
Around 73% of the respondents were ready to interact with our faculty and students through social media platforms such as WhatsApp, Youtube, Facebook etc.



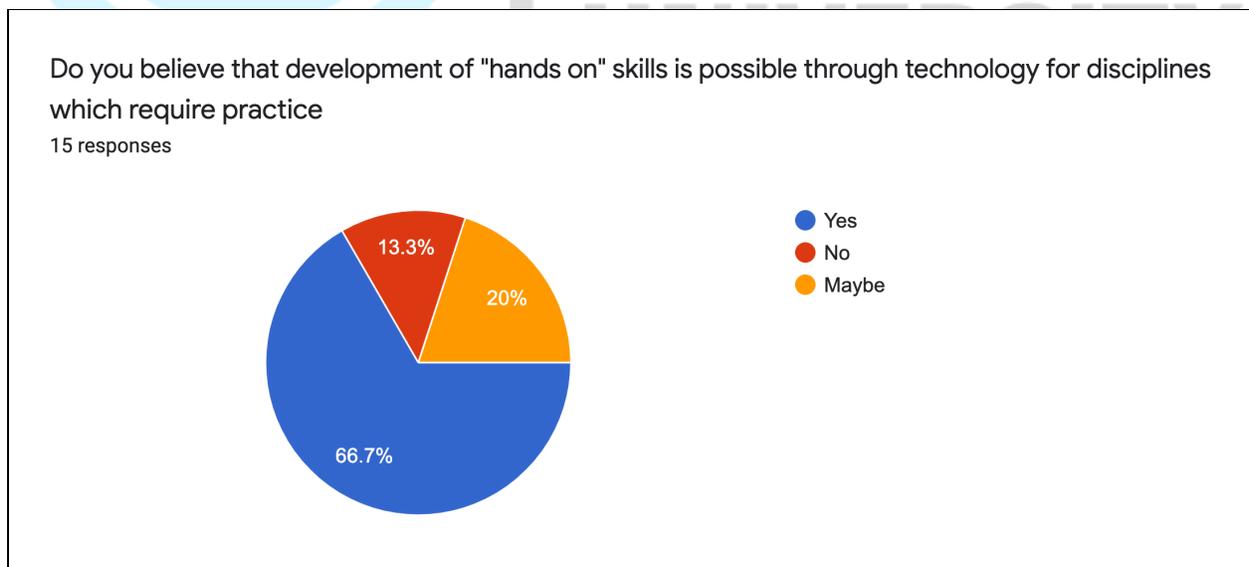
Around 87% of the respondents were comfortable to join online for attending training/orientation/ counseling sessions through Google Meet/ Zoom etc.



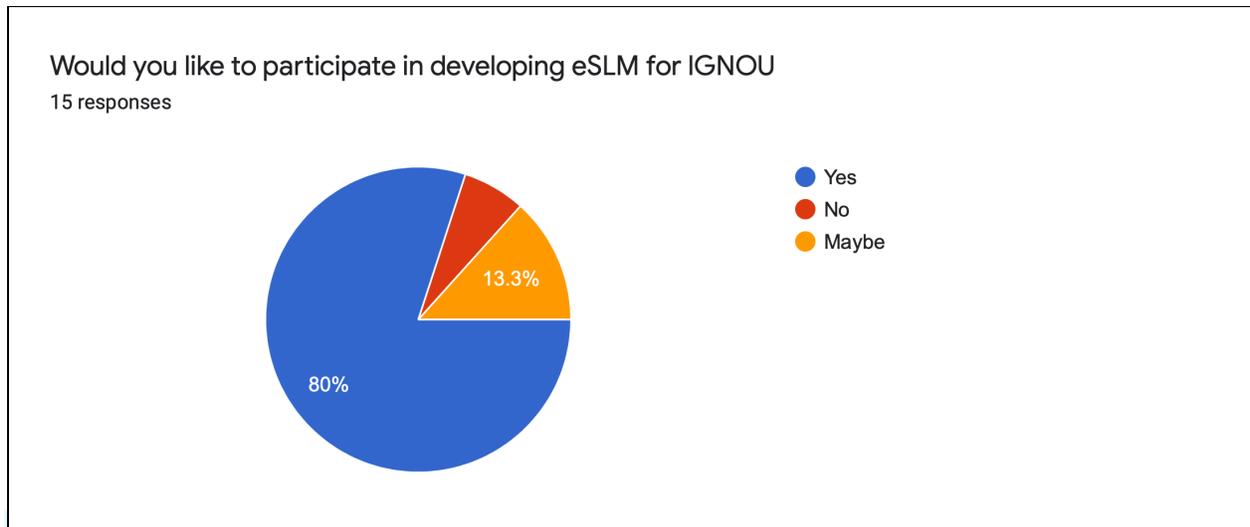
To a question whether they believed that digital technologies are effective for transaction of content : knowledge and skill building, only 80% agreed, while 13% said ‘maybe’, and nearly 7% disagreed.



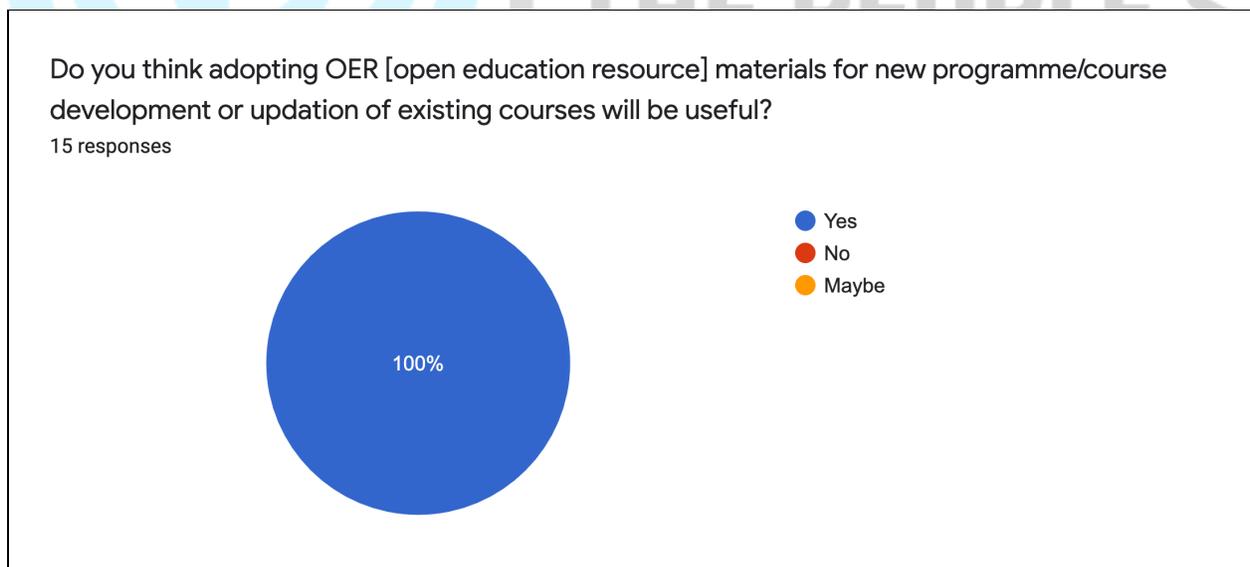
To the question whether they believe that development of ‘hands on’ skills is possible through technologies for disciplines which require practice, 67% said ‘yes’, while 20% said ‘maybe’, and 13% said ‘no’.



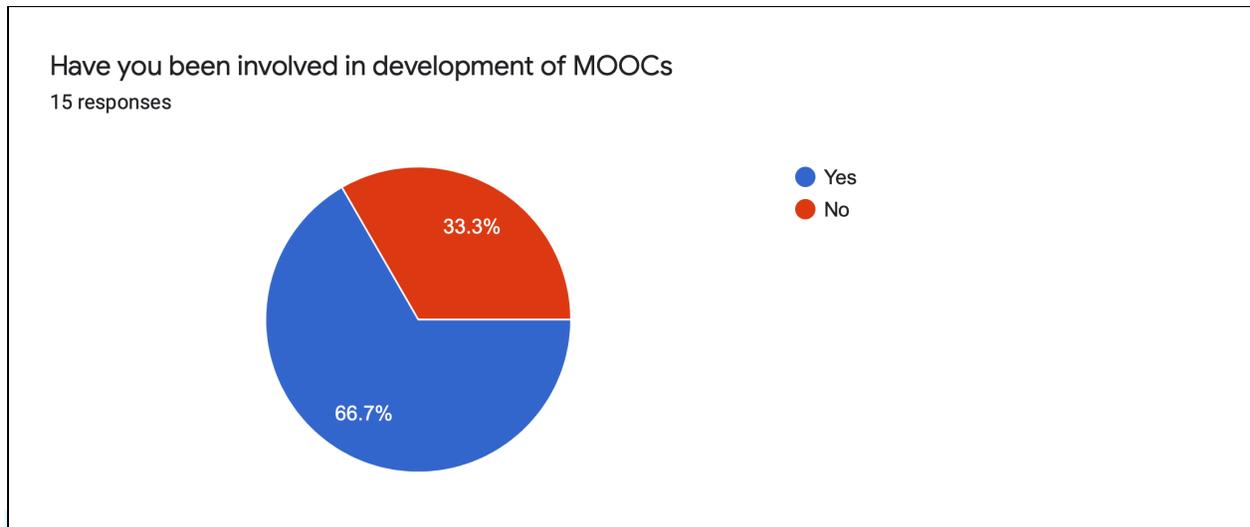
To the question whether they would be willing to participate in developing eSLM for IGNOU, only 80% said 'yes', while 13% said 'maybe', and 7% said 'no'.



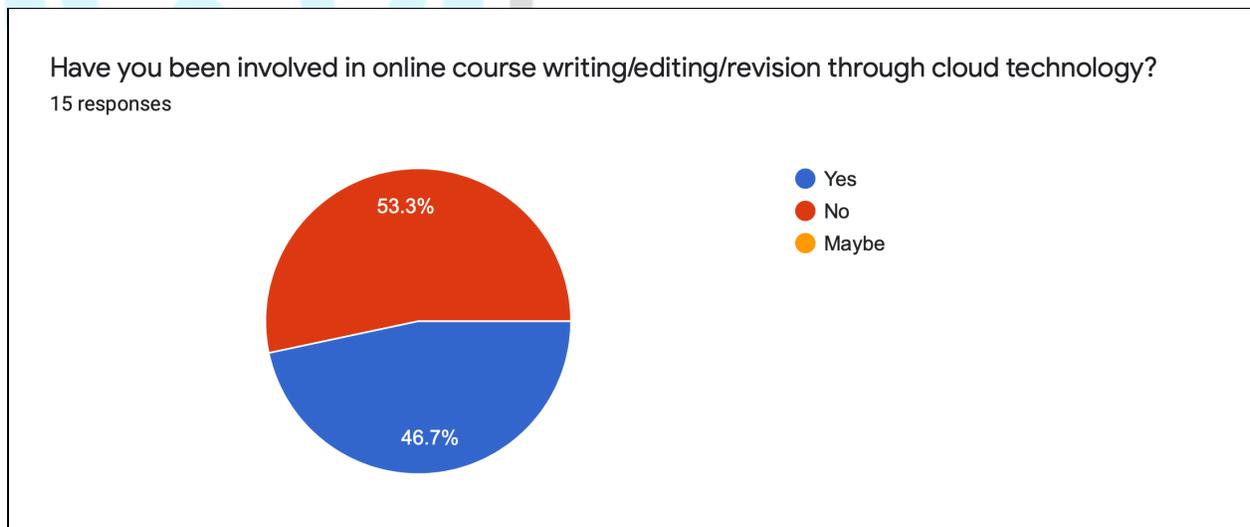
However, when asked if adopting OER (open educational resources) materials will be useful for developing new course/ programme or updation of existing materials will be useful, all respondents agreed that it would be.



When asked if they have been involved in development of MOOCs, 67% of the respondents mentioned that they had been involved.



When asked if they had been involved in online course writing/ editing/revision through Cloud technology, 47% said 'yes'.



Other Comments/Suggestions received were:

- There is a need to include data journalism, citizen journalism, case studies;
- Online programs need to be interactive and participatory;
- Student's engagement is lacking in online education and this needs to be addressed.