Indira Gandhi National Open University

School of Gender and Development Studies (SOGDS)

SUBJECT EXPERT'S FEEDBACK REPORT

2.0 Vision/Aim

The Centre for Internal Quality Assurance (CIQA) developed new tools for data collection from all stakeholders including the Subject Experts by incorporating the systemic changes that had occurred during the pandemic.

2.1 Objectives

The objectives of the study were:

To find out the opinion of subject experts on the practices adopted by the University for teaching- learning, development and delivery of its programmes at SOGDS; and

To suggest measures/mechanisms for the improvement/enrichment of the existing teaching-learning process of the University.

2.2 Population

Various subject experts who have been associated with different programmes of the School as expert committee members, course writers and editors constitute the population of the study.

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2.3 Tools and Techniques

A survey was conducted to find out the opinion of the subject experts. The data was collected through a structured questionnaire tool designed to obtain feedback from the subject experts across disciplines. The feedback tool comprised 25 close ended questions and 2 open ended questions. The questions were in the form of statements and the subject experts had to express their extent of agreement on these statements on a five- point (Likert) scale. The 2 open ended questions sought suggestions from the experts to be able to bring about change in the teaching-learning process.

2.4 Data Collection

The School administered the survey tool which was developed by CIQA through Google form and the subject experts were requested to respond to the survey through online mode within a stipulated time frame.

2.5 Data Analysis

The data collected was analysed using both qualitative and quantitative methods. Analysis of the results is given in the following sections.

3. FEEDBACK ANALYSIS

3.1 Profile of the Respondents

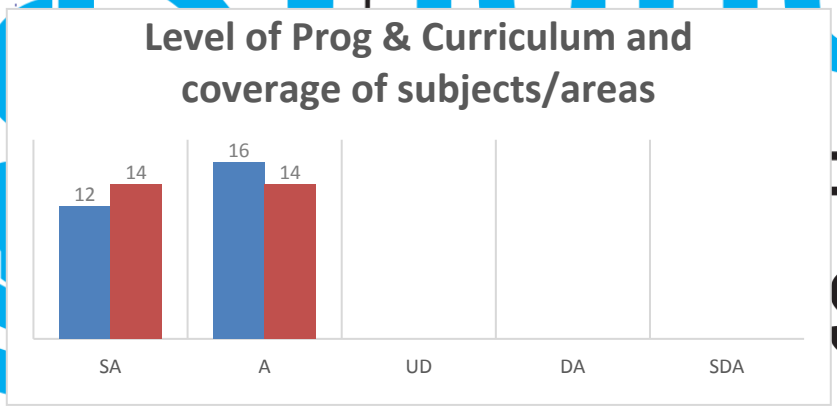
Out of total 57 subject experts 28 responded. Thus, the response rate is 50%. The total number of N is coming out to be 28.

- Out of which were 12.2 % are males and 97.8 % are females;
- 58.2% of respondents fall under the 41-51 age group; 22.1% of the 31-40 age group, 12.6% come under 51 and above age group.

Key to the abbreviations used in the diagram is as follows:

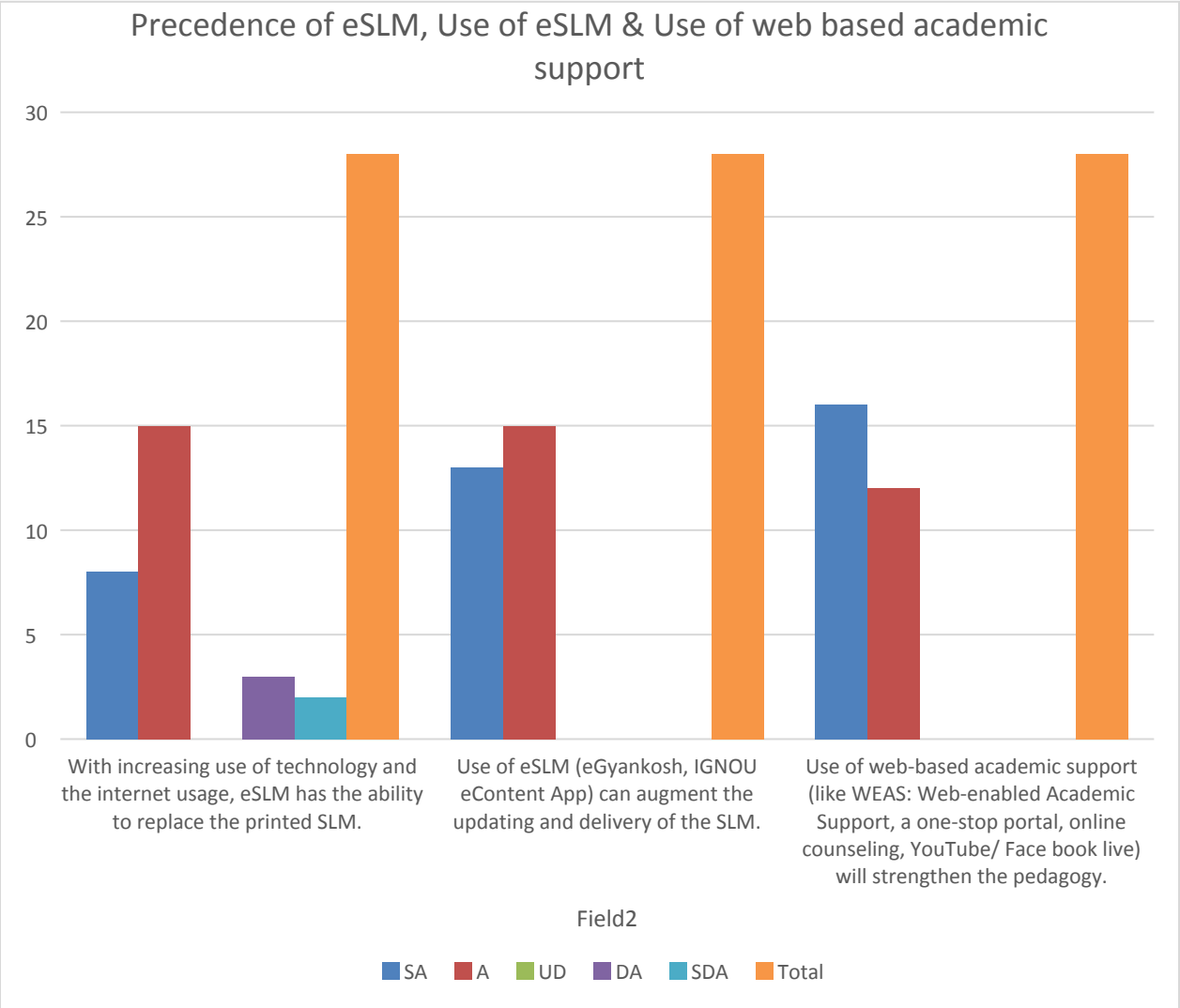
Strongly Agree	SA
Agree	A
Undecided	UD
Disagree	D
Strongly Disagree	SD

3.2.1 Level of Programme and Curriculum Outreach



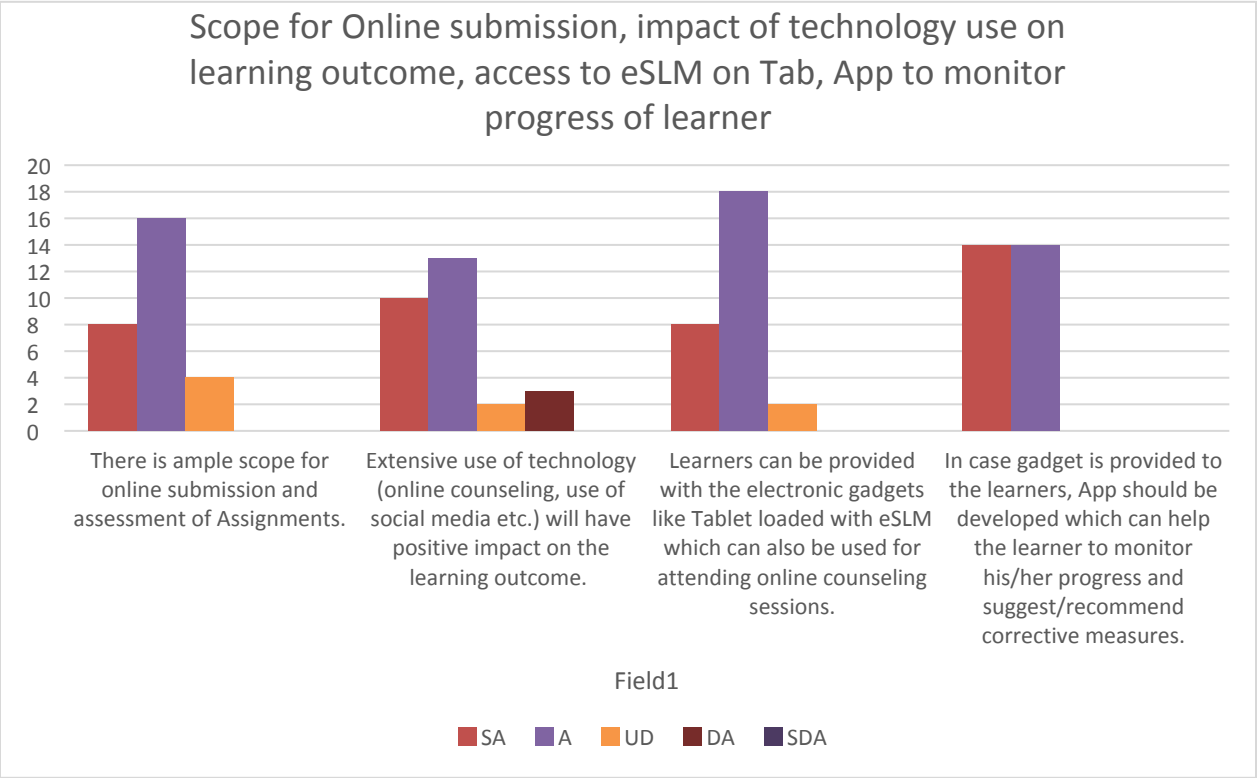
The above bar diagram depicts the indicators such as: level of programme, appropriateness of the curriculum and the subject area coverage. 28 of the respondents have opted for either strongly agree and agree for the statement which explains the relevance of the level of the programmes as per the requirements of learners and the market. With regard to the statement on the appropriateness of curriculum/subject coverage of all the academic programmes, all of the respondents have opted for Strognly agree or agree.

3.2: Precedence of eSLM and its use for effective teaching learning



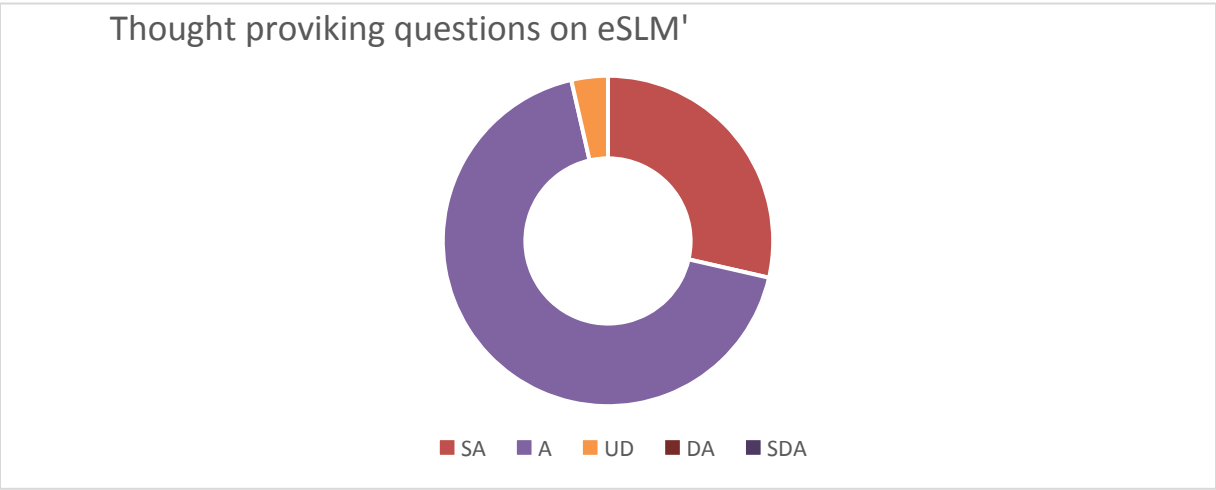
The figure 3.2 indicates the statements including the use eSLM and web based academic support for improving the experiences of teaching-learning through ODL platform. Majority of experts (15 in no) have expressed agree when it comes to replacing of the printed material through the use of eSLM. The graph indicated that more than 15 respondents have opted for strongly disagree when it comes to use of web-based academic support for strengthening pedagogy in ODL institutions of higher learning.

3.3: Access and Use of Technology for Online Teaching Learning



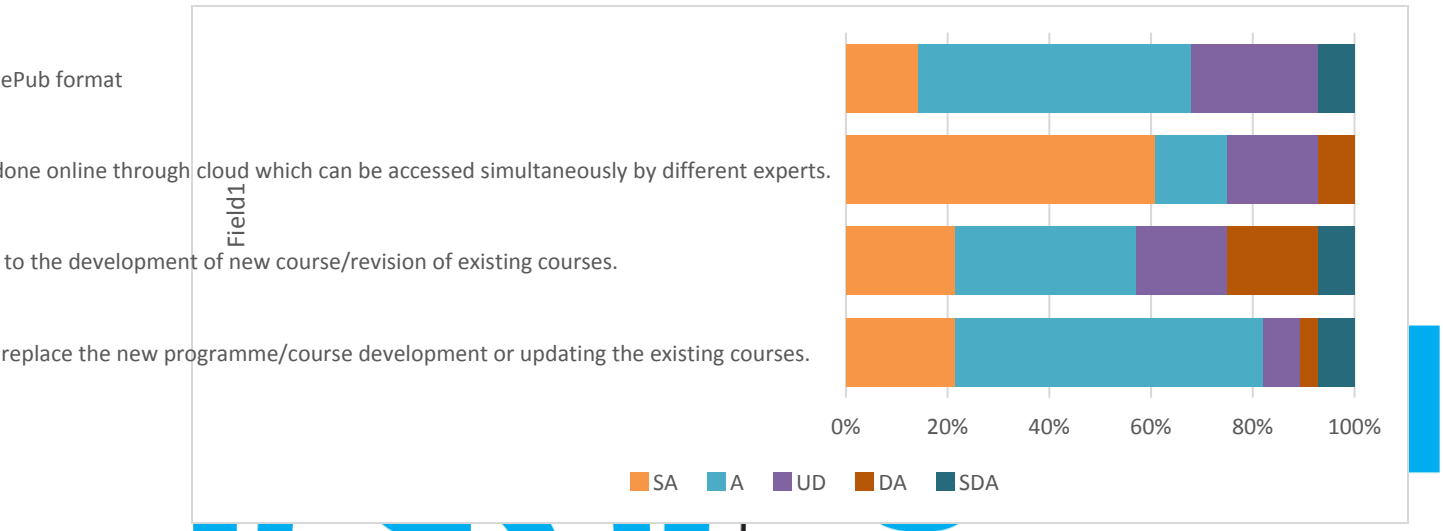
The bar diagram 3.3 reflects data on access and use of new technology for online assignment submission and its assessment, learner's access to online counseling sessions and its impact on their outcome. Majority of respondents (16 in no) have agreed that there is wide scope for online submission and evaluation of assignment through online platform. Similarly majority of respondents (around 24) have expressed strongly agree and agree for extensive use of technology and its effective impact on learning outcome of the students. With regard to the indicator design and development of App through which learners can monitor their individual progress, for which majority of the respondents have expressed disagreement.

3.4: Development of Critical Thinking (Thought Provoking)



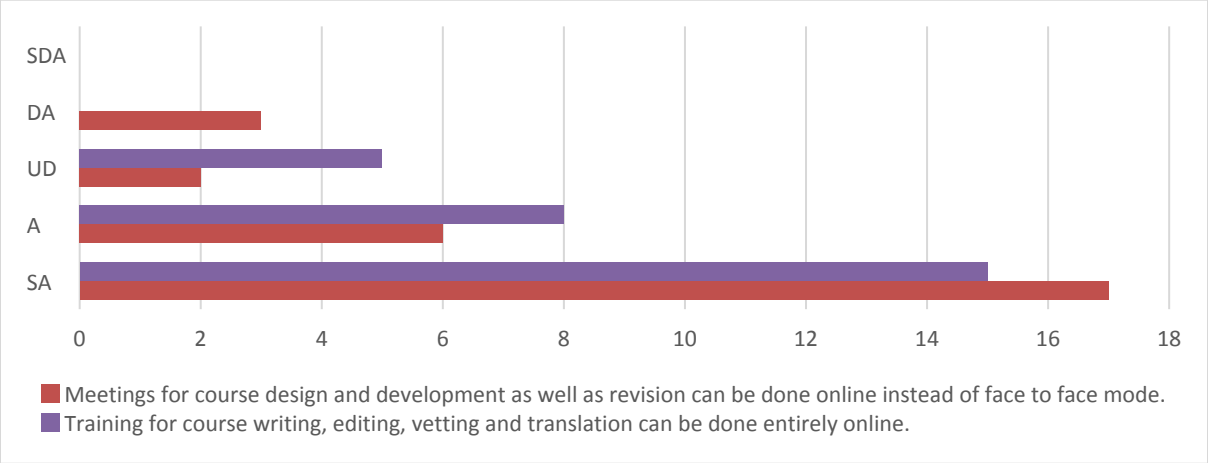
The above Pie chart depicts data on inclusion of thought provoking questions in eSLM. Majority of the respondents (27) have expressed strongly agree and agree for including thought provoking questions in eSLM to receive better learning outcomes.

3.5: Use of online technology for course development



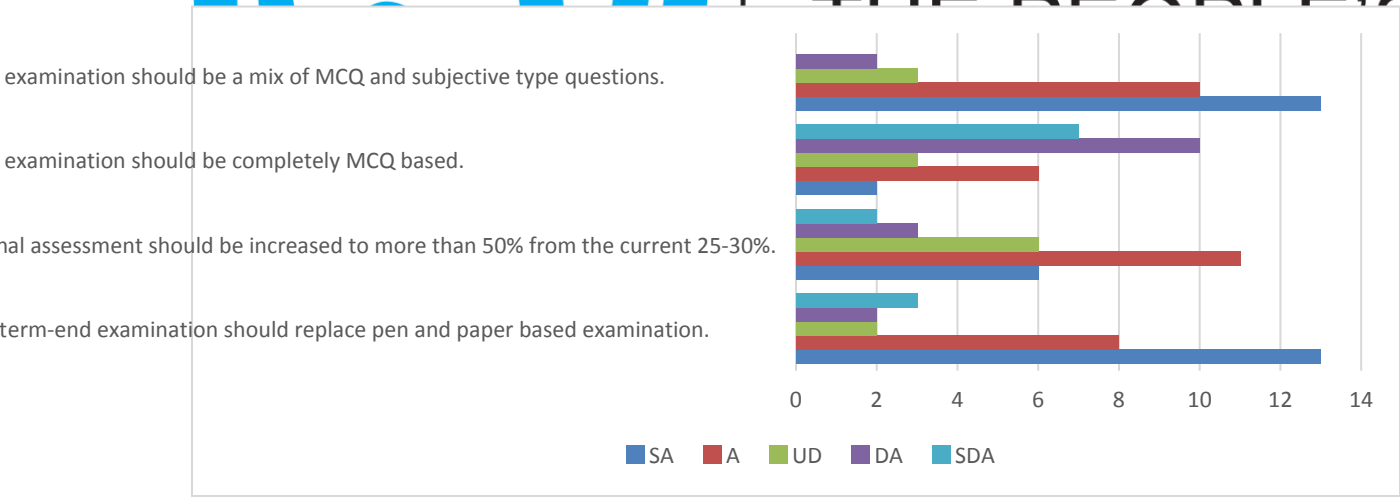
The indicator 3.5 includes statements such as use of cloud for undertaking course writing, editing and revision, adoption of MOOC as a replacement for the development and revision of courses, and use of OER for development of new course and updating of existing courses. In these three indicators, around 80 percent of respondents have opted for agree and strongly agree responses for adopting existing OER as self-learning materials while developing new programmes/courses or when one is revising the existing course. Similarly, the respondents are also in favour of using cloud as online platform to carry out course development activities related to course writing/editing and course revision. With regard to the item— MOOCs can be adopted as replacement to the development of new course/revision of existing courses, 50 % of responses have come in favour of the statement however 50 % of respondents have opted for undecided, disagree and strongly disagree response categories.

3.6: Use of online mode for course design and development



The graph 3.6 explains the dimensions with regard to use of online mode for conducting course writers' workshop and undertaking training for course development activities which include writing, editing and translation of study material . Total 23 respondents have expressed their opinion under strongly agree and agree categories for imparting training for course writing, editing, vetting and translation through online mode, however 5 respondents have given undecided on the same item. Similar number of responses received in favour of holding meetings for course design and development in online mode.

3.7: Evaluation Mechanisms



The above chart explains the evaluation mechanisms which can be adopted by the university in future. With respect to the statement, i.e., the weightage of internal assessment, it should be increased to more than 50 percent from 30 percent, majority of research participants (less than 12) have agreed and 6 respondents are strongly agreeing to this statement. In response to the statement on MCQ based term-end examinations has been disagreed and strongly disagree by 18 respondents.

Discussions:

With regard to the open ended questions, responses were received as follows:

- Learners should be encouraged to send in their assignments through post which can be accepted as handwritten documents;
- The provision for submission of hard-copy of the assignment can help students who have internet issues or do not possess their own electronic device;
- Face to Face learning with some online content at the local/regional offices need to be promoted for effective learning;
- Possibility of opening Kiosk Centres for Counseling, teaching and assignment submission may be explored; and
- Study centres should organise contact lectures.

With regard to the tools for internal assessment of learners and Term end examination (MCQ based), the following suggestions were received :

- Adding mini/minor project component as part of the internal assessment criteria; and
- Report or portfolio submission can be proposed. For example, learners may be asked to write field visit reports, narration reports, reflection reports or their industrial visit reports as part of the internal assessment.