

**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
SCHOOL OF CONTINUING EDUCATION**

Action Taken Report on the Minutes of the School Board Agenda Item through Circulation, circulated on 27th August 2020.

Title of the Item:

To consider and approve The Experts' Feedback Analysis Report and Teachers' Feedback Analysis Report of the School of Continuing Education.

Action Taken by the School:

Experts' Feedback Analysis Report: The School has undertaken revision of courses / programmes in the Disciplines of Nutritional Sciences and Child Development through updation, upgradation, new concepts, advancements and modification as per the changing needs of the curriculum and learner. New Programmes have been developed in the Discipline of Home Science. Few new programmes are under development in the School. The desired skill requirements, industry needs and practical inputs, have been considered while incorporating in the curriculum, and shall be considered in the designing of future programmes, keeping in mind the learning needs of the target groups of learners.

Teachers' Feedback Analysis Report: The Faculty has conducted need assessment before finalizing curriculum, added instructional activities, considered assessments based on learning outcomes and curriculum updation for enhancing critical thinking and employability. The School will further consider integration of technology in teaching learning, for enhancing the learning process and benefit of the learner.



Director SOCE

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INDIRA GANDHI NATIONAL OPEN UNIVERSITY

SCHOOL OF CONTINUING EDUCATION

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

Preamble

Curriculum Design and Development is an integral aspect of higher educational institutes. An effective course curriculum holds the potential of producing well-equipped professionals with global competencies. This is all the more imperative for professional / skill-based courses that are development based or industry driven such as Counselling and Family Therapy, Nutrition, Health Education, Early Childhood Care and Development, Rural Development, Community Resource Management, Event Management, Fabric and Apparel Sciences, and Extension. These sectors establish new trends frequently to capture large segments of consumer markets and thus, demand a highly competent workforce. In the face of the above-stated requirement, the University has a continuous and periodic system of evaluation process based on feedback responses from subject experts and field experts.

Feedback by Subject Experts on curriculum design contributes significantly to institutional growth and quality in the context of (i) helping to plan an effective delivery system of programmes (ii) establishing learner's outcomes, level of the programme, and learner's learning and assessment strategies, (iii) catering to the needs of the industry, by providing the relevant thrusts in programme development and generating employment opportunities, (iv) constant updation, upgradation and modification of programmes keeping the target group of learners in mind, through expert insights and curriculum review, and (vi) establishing and strengthening educational standards and promoting quality education.

Further, programmes with practical components which have many challenges for operationalizing at the field level can be benefitted from the guidance and suggestions of experts. IGNOU programmes are open source and used by many people from different backgrounds, including teachers in universities and researchers. Hence to establish benchmarks in quality, feedback from experts is a major contributing factor.

About the School and Experts Involved

The vision of the School of Continuing Education is 'Lifelong Learning.' The benefits of continuing education are 'lifelong' as it continuously strives to fulfil the educational, professional and vocational needs of learners. The School's mission is to build professional competencies by focusing on a unique basket of skill based programmes for promoting inclusiveness and sustainable development. The School is in the constant process of identifying emerging needs in the professional world and developing programmes / courses to meet these needs. SOCE offers programmes under four disciplines - Rural Development, Nutritional Sciences, Child Development and Home Science.

The Discipline of Rural Development is one of the oldest disciplines of the school. In a developing country like India where majority of the population resides in rural areas, the programmes of study in rural development cater to needs of learners capable of working at grassroots levels for strengthening rural areas as sustainable developed communities. Besides this, the programmes focus on planning, formulation, monitoring and evaluation of rural development projects and programmes, and strengthening local democracy and decentralised planning.

The Discipline of Nutritional Sciences has been involved in the design and development of various nutrition based professional programmes – targeted towards capacity building, vocational training and skill development for individuals who function as field-level workers in Government and Non-Government Organizations working for the welfare of children and women in the area of nutrition and child care, and advanced level programmes to create nutrition counsellors, and dieticians in community or hospital settings. The discipline provides expertise in areas like public, clinical and therapeutic nutrition, institution food service management, food sciences and technology, food safety and quality control.

The Discipline of Child Development has been designing and developing programmes from social, psychological and employment perspectives (i) to fulfil the demand for professional support in terms of counselling, parenting, family therapy, to help train professional cadres, with focussed education for strengthening family ties, positive parenting, addressing individuals in vulnerable situations, with socio-psychological problems, declining mental health, and psychosomatic disorders; and (ii) to provide early childhood care and education for equipping the learner to work with young children in child care settings like creches and in early childhood education centres like preschools and pre-primary sections in school; and also to focus on education / training for parents and family members of persons with disabilities through early childhood special education.

The Discipline of Home Science, a comparatively new discipline of SOCE, was established with the aim of producing a skilled workforce with the modern trends in Home Science seeing an emerging class of professionals in the field of community sciences. Under its two sub-disciplines - Community Resource Management & Extension, and Fabric & Apparel Sciences, the discipline addresses potential career paths to build professional skills through Diploma in Event



Management, Ph.D. in community resource management and extension, and is developing a need based programme in apparel merchandising.

The School has currently the following programmes on offer under the above four disciplines:

- *Ph.D. Programmes in Three Discipline areas:* Ph.D. in Rural Development { PH D(RD)} ; Ph.D. in Nutritional Sciences { PHD(FN)}; and Ph.D. in Home Science { PH D(HC)}
- *TKfeRO aliffs i lfffeHØFHIErogrammes:* Master of Arts (Rural Development) (MARD); Master of Science (Food and Nutrition) (MSCDFSM); and Master of Science (Counselling and Family Therapy) (MSCCFT)
- *Two Post Graduate Diploma Programmes:* Post Graduate Diploma in Rural Development (PGDRD); and Post Graduate Diploma in Counselling and Family Therapy (PGDCFT)
- *Four Diploma Programmes:* Diploma in Event Management (DEV MT) ; Diploma in Early Childhood Care and Education (DECE); Diploma in Nutrition and Health Education (DNHE); and Diploma in Panchayat Level Administration & Development (DPLAD)
- *Three Certificate Programmes:* Certificate in Nutrition and Child Care (CNCC); Certificate in Food and Nutrition (CFN); and Certificate in Rural Development (CRD)
- *Three Elective and Application Oriented Courses:* Elective in Rural Development; Nutrition for the Community; Organising Child Care Services
- *Three Online Courses:* Basics of Event Management; Event Planning; and Event Coordination and Control.

The School currently has the following programmes under development:

- Advanced Diploma in Early Childhood Development and Education
- Diploma in Apparel Merchandising
- Certificate in Food Safety
- Awareness Courses on Persons with Disabilities and Rights
- PG Diploma and Master's in Rural Entrepreneurship and Management

The subject experts involved in the curriculum design and development of the various Certificate, Diploma, Master's Degree and PhD programmes of SOCE were drawn from other Universities, Academic Institutions, Government and Non-Government Organizations working in the concerned fields, Industries, Retired faculty, Consultants and Counsellors of IGNOU who were involved in programme development.

Methodology

As part of the curriculum design and development, subject experts and experts from the industries are in constant interface for consultations, need-based inputs, reviews, revisions and

appropriations. Feedback is obtained through evaluation studies, routine feedback proforma, face-to-face meetings or through email and written communication. Moreover, the process of curriculum design and development has been institutionalised by 'Expert Committee Meetings' and 'School Board Meetings' at the university level. Based on the expert feedback the course content and other components are designed or revised and updated for various programmes of study in the school.

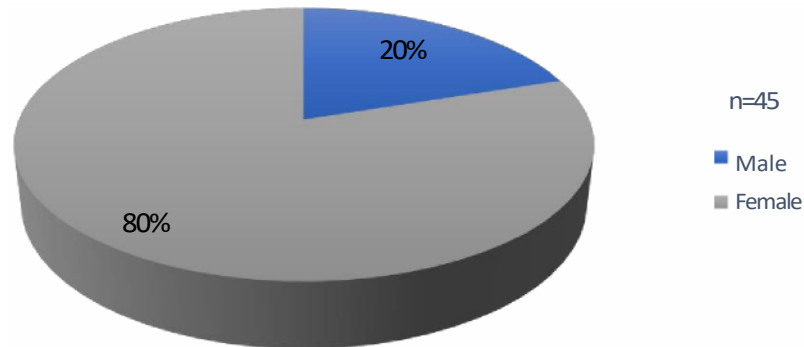
A standard feedback form provided by CIQA was used across all disciplines to maintain uniformity in the evaluation process. The feedback form was a one-page form in Word format that was sent to experts in different disciplines via e-mails. The form was divided into three sections. The first section comprised of details for eliciting the background information of the experts including their name, age, gender, current job placement etc. The second section comprised of details on feedback for various aspects pertaining to curriculum design and development. The feedback for these questions was obtained on a 5-point Likert scale. These points were 'Strongly Agree' (SA), 'Agree' (A), 'Neutral' (N), 'Strongly Disagree' (SDA), and 'Disagree' (DA). The third and last section of the feedback form had an open-ended question that sought suggestions for improvement in the system.

The experts were followed up through phone calls for further explaining the purpose of feedback form, the value of their responses and timely returning of completed forms. The forms were sent to 52 experts, and response received from 45 experts. The feedback from the 45 experts was received regarding course development, study material, teaching-learning strategy adopted in the counselling sessions, student support services, assignments and evaluation strategies. The Programme Coordinators who received feedback forms from experts individually analysed the data for their group of experts, and this was further collated and analysed at the School level. The data was organised and categorised for analysis. The analysis was done using graphical formats, charts and grouping of qualitative data.

Feedback of Subject Experts

The subject experts were from the following Universities, Institutes, and Organisations :
University of Delhi; Benares Hindu University; Assam University; Nagpur University; University of Jammu; AIIMS; CCSHAU; SNDT Women's University Mumbai; JD Institute of Fashion Technology; NIFT; MS University of Baroda; Ambedkar University, Delhi; Azim Premji University; CEO's of Companies; Counsellors / Consultants / Faculty and ex-Consultants at IGNOU who are Experts, and Experts from Government and Non-Government Organisations. Some experts were involved in designing and development of more than one programme of the School.

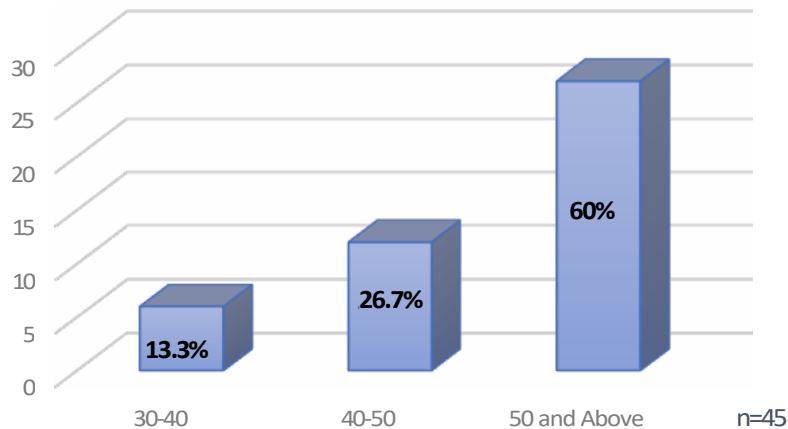
Fig. A- Gender-wise Distribution of Experts



Majority i.e. 80% of subject experts involved in the feedback exercise were females. The remaining 20% were males (Fig. A).

Fig. B- Age-wise Distribution of Experts

The age-wise distribution of experts reveals that out of 60% (27 respondents) were in the age group



of 50 years and above, 26.7% (12 respondents) were in the age group of 40-50 years and the remaining 13.3% (06 respondents) were in the age group of 30-40 years (Fig. B).

The feedback analysis of subject experts on various aspects of curriculum design and development for all the four disciplines of the School are as follows:

Analysis of the Feedback received

1. Experts were briefed about the pedagogy of Curriculum Design Development in an OU

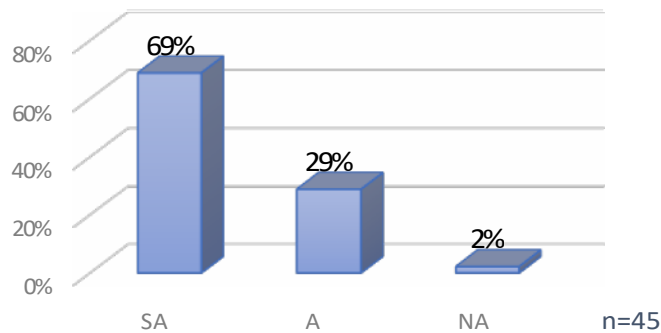


Fig. 1

Analysis reveals that majority of the subject experts (98%) were briefed about pedagogy of curriculum design development in an Open University, out of which 69% of experts Strongly agreed and 29% of experts Agreed (Fig. 1). Discipline-wise feedback analysis revealed that similar to the overall analysis, for the disciplines of Home Science, Child Development and Rural Development majority of the responses were for Strongly Agree followed by the responses for Agree. Also 2% of the experts stated that it was not applicable to them.

2. Need Analysis was discussed before finalizing the Curriculum

Majority (98%) of subject experts revealed that need analysis was discussed with them before finalizing the curriculum. 69% of subject experts Strongly Agreed and 29% of subject experts Agreed (Fig. 2). 2% of subject experts stated that it was not applicable to them.

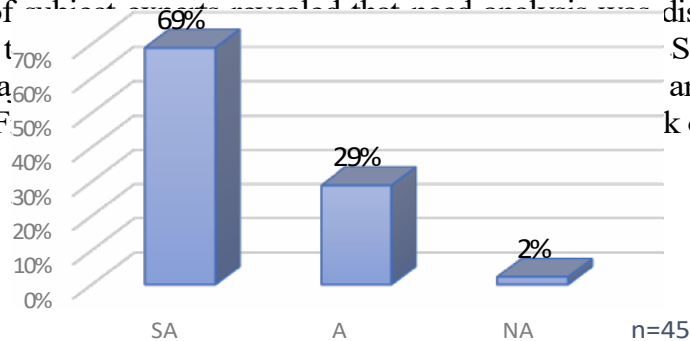


Fig. 2

for their involvement in need analysis also revealed a similar pattern for ‘Strongly Agree’ in the case of majority of the experts for all the four disciplines. Also 2% of the experts stated that it was not applicable to them.

3. *Subject Expert Committees reviewed the curriculum of other*

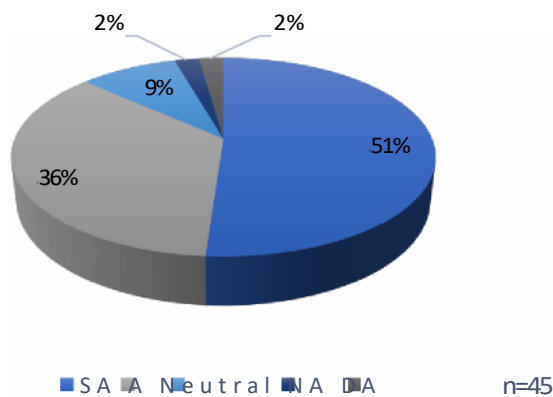


Fig. 3

Analysis reveals that 87% of subject experts strongly agreed / agreed that Subject Expert Committees reviewed the curriculum of other universities while designing curriculum. Of these 51% of the experts ‘Strongly Agreed’ and 36% of the experts ‘Agreed’ (Fig. 3). Also, another 9% of subject experts responded as ‘Neutral’, 2% ‘Disagreed’ and another 2% found it not applicable. This could be attributed to the fact as stated by the experts that for few programmes of the School like counselling and family therapy, and event management, there was neither any conventional/ ODL university that was offering that kind of programme or that kind of programme structure at the time of development. Hence there was no curriculum that could be reviewed at that point of time and allied programmes of study were considered for reviewing.

4. *Guidelines were provided for the development of the curriculum*

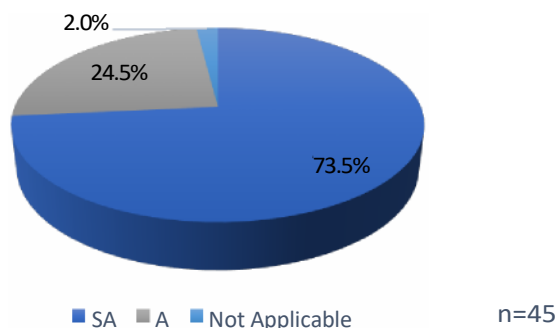


Fig. 4

Majority of the Subject experts (98%) stated that guidelines were provided to them for the development of the curriculum. Of these 73.5% experts 'Strongly Agreed' and 24.5% 'Agreed' to this (Fig. 4). Analysis of discipline-wise feedback also revealed similar results with majority of Subject Experts from all the four disciplines responding to 'Strongly Agree'. Few experts (2%) stated that it was not applicable to them.

5. As subject experts you were involved in the curriculum review process

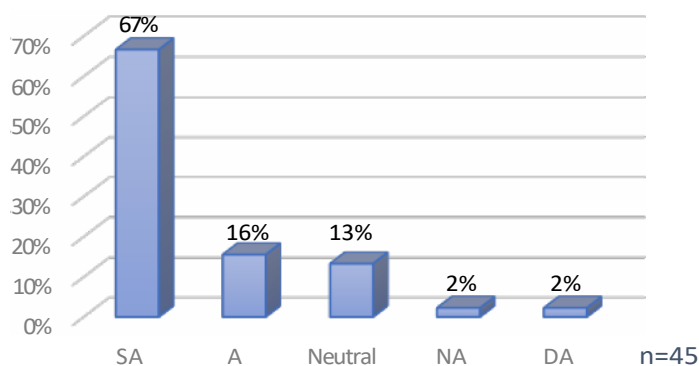


Fig. 5

Most of the subject experts (83%) stated that they were involved in the curriculum review process, of which 67% 'Strongly Agreed' to their involvement in this and 16% of subject experts 'Agreed' (Fig.5). Of the remaining experts, 13% responded to this as 'Neutral,' 2% 'Disagreed' and 2% found it not applicable to them. All the four disciplines showed similar results with the majority of subject experts strongly agreeing to this.

6. Feedback from others like alumni and industry was discussed during the framing of curriculum

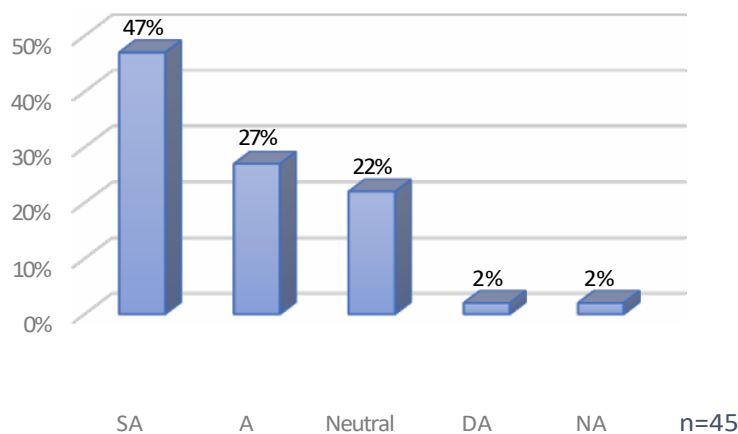


Fig. 6

In order to design, develop and upgrade curriculum keeping with current demands for employment, industry insights play a significant role. Previous researches have shown that alumnae involvement is also a critical factor in curriculum quality. Many of the experts (74%) revealed that feedback from alumni and industry was discussed during the framing of curriculum, of which 47% of subject experts ‘Strongly Agreed’ and 27% of subject experts ‘Agreed’ to this (Fig 6.). It was found that 22% of subject responded to this as ‘Neutral,’ 2% ‘Disagreed’ and 2% found it not applicable. The discipline-wise feedback analysis also showed similar trend, indicating the need to involve more of alumni and industry experts in each discipline while designing curriculum.

7. Whether the Curriculum of your subject was updated

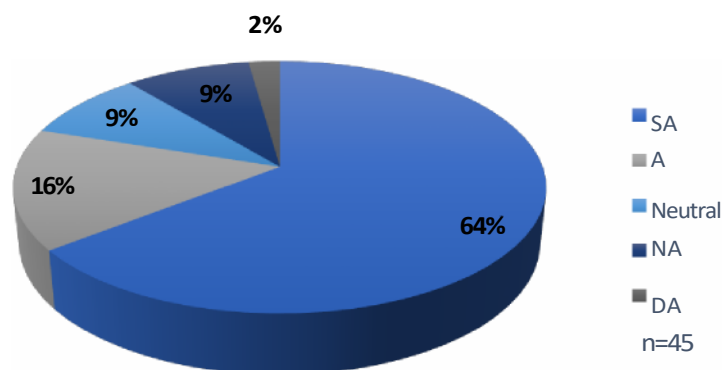


Fig. 7

A majority (80%) of the experts responded that curriculum of their subject was upgraded. Of these, 64% of the experts expressed ‘Strong Agreement’ and 16% of the experts ‘Agreed’ (Fig. 7). From the remaining experts, 9% expressed ‘Neutral’ towards the evaluating parameter and 2% ‘Disagreed.’ Few experts (9%) found it not applicable to them of which most were associated with the discipline of Home Science, which had new programmes developing and launched during the assessment period, and hence curriculum updation was not applicable in this case. The discipline-wise feedback analysis also corresponded with the School analysis, revealing that majority of the experts expressed ‘Strongly Agree’ followed by ‘Agree’ and ‘Neutral’.

8. Curriculum matches with the level of the programme

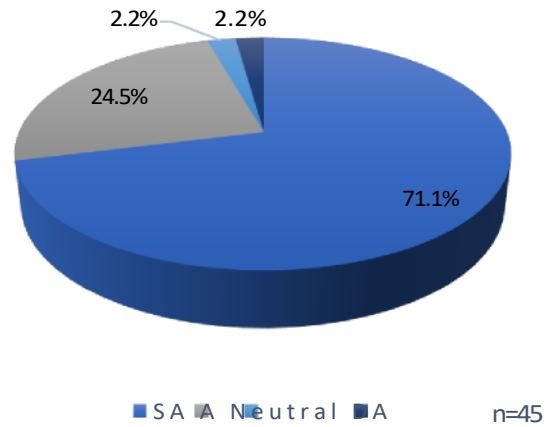
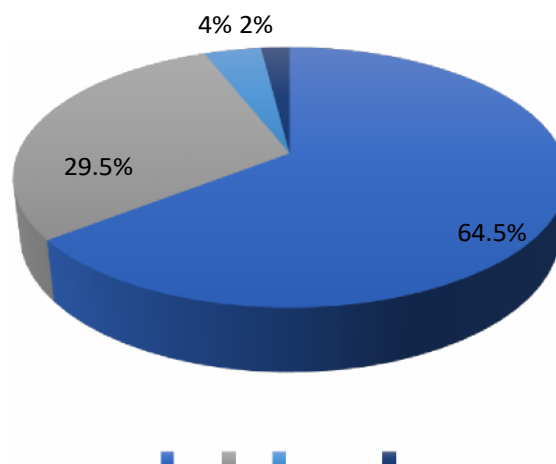


Fig. 8

From the analysis it was found that majority (95.6%) of subject experts found the curriculum matching with the level of programme. Most of the experts (71.1%) 'Strongly Agreed' to this, and 24.5% of subject experts 'Agreed' (Fig. 8). Of the remaining experts, 2.2% expressed 'Neutral' and 2.2 % expressed 'Disagree' to this. The feedback data analysis of discipline-wise evaluation revealed similar results with the majority of subject experts expressing 'Strong Agreement' followed by 'Agree'.

9. Orientation was given in the development of Self Learning Material



The analysis revealed that the majority of subject experts i.e. 94% of them responded that orientation was provided for the development of Self-Learning Material, of which 64.5% of subject experts 'Strongly Agreed' and 29.5% 'Agreed' (Fig. 9). From the remaining experts, 4% expressed 'Neutral' and 2 % 'Disagreed' to this. This finding corresponded with the discipline-wise feedback analysis which revealed that for majority of the disciplines i.e. Rural Development, Child Development and Home Science, responses fell under the category of 'Strong agreement'.

10. *Self-Learning Materials are Learner Centric*

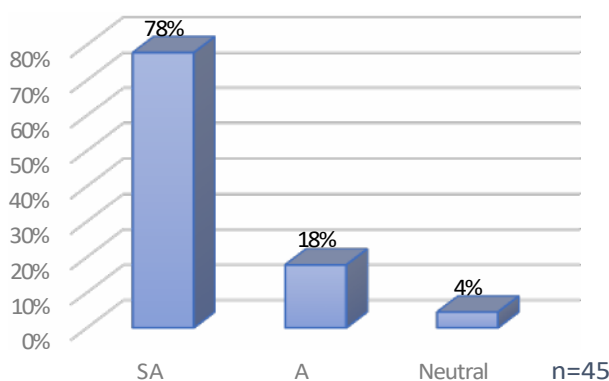


Fig. 10

According to majority (96%) of subject experts Self-learning materials of the programmes are learner-centric, from which 78% of subject experts 'Strongly Agreed' and 18% of subject experts 'Agreed' to this (Fig. 10). Remaining 4% of subject experts expressed 'Neutral' as their response. Further, the examination of feedbacks at the disciplines level indicated similar results with majority of experts 'Strongly Agreeing' to this followed by the responses 'Agree' and 'Neutral'.

Areas that need Attention to bring desired Improvement in the System

The last section of the Expert's Feedback Form comprised of an open-ended question pertaining to the areas that need attention to bring desired improvement in the system. The responses received were related to improvements in curriculum design and development, strengthening of existing programmes, students' support, delivery of the programmes, addressing operational issues to enhance quality, and enhancing course outreach. These are presented below:

Curriculum Design and Development

Many experts were honoured to be associated with IGNOU. They found the course development process and the faculty very organized and committed. Suggestions / recommendations by the experts for curriculum development are as follows:

- The various schools of IGNOU involved in developing a programme / course should agree to a basic structure before organizing Expert Committee meetings to optimize the output of the meeting.
- The timeline of the entire curriculum design and development process should be made short.
- Course writers should be given sufficient time to write the actual chapters.
- More inputs needed from industries and private sectors. Frequent review with subject experts can be conducted to keep track of the recent developments in the Industry.
- For practical inputs, industry collaboration can be made for related programmes and scaled up to make the program more effective.
- Promote more skill-based and industry based curriculum in different disciplines which facilitates employment.
- More technology-based courses can be included in the curriculum.
- The curriculum should be pitched to match varying entry-level understanding of students.
- Some additional resource blocks comprising of chapters/articles from the textbooks and journal articles related to the subject course material should be included in the study material as additional supplementary readings (not as essential readings) for the students who want to study more in-depth.
- To include recent government development initiatives in related curriculum for example in rural development.
- Inclusion of transdisciplinary contents and best practices from developed and developing countries in related curriculum, especially for rural development.
- Components/ modules should be India-centric, contextualized in terms of the place and time of the Indian nation at the time of its implementation, as in rural development programmes.
- While revising programmes, adding recent laws and legislations is imperative, as in the case of counselling and family therapy in child development.
- Curriculum needs to be updated frequently due to the changing needs in that particular sector. For example, in nutritional sciences for clinical nutrition, as the therapeutic computation of many nutrients has now been updated and changed. Also, prevalence of many disorders has increased many folds. Therefore, they need to be incorporated in the curriculum to give exposure to the students and empower them to deal with them in their hospitals and clinics.

- To make curriculum meaningful as per contemporary needs, Internship / Practicum can be adjusted, for example, in the Master's programme in nutritional sciences, Internship in the catering industry can be included in the first year.
- Some programmes which have been withdrawn from the School or put on hold (6 programmes in the area of disability), and which are now needed by the industry/ institutes for employment, should be revived.

Student Support

- Students need to be supported constantly while they are enrolled with the programmes, more effectively at different levels, specifically with regards to project work and practical work component
- The duration of practical sessions may be extended, with only one session being held in a day instead of two sessions.
- Videos related to the subject matter should be developed and included in the study material or the list of already available videos be prepared for each course to be handed over to the study centres. The academic staff of the regional centres may also develop these videos as per the socio-cultural contexts of their regions.
- Expertise of subject experts may be extended to Regional Centres / local/ IGNOU study centre levels to provide a hands-on, and guidance to help students learn the concepts better and apply it to their work.

Addressing Operational Issues to enhance Quality

- The selection of students/candidates could be based on an entrance exam, especially for the Master degree programmes.
- A common platform is required to bring together the staff of the study centres, regional centres and the university at regular intervals for sharing of the knowledge, experiences and feedback for improving the courses.
- Orientation and Training of academic counsellors in conducting contact classes/ practicals may be conducted on a regular basis.
- Identification of more centres by Study Centres to do practical / internship work, for example, in case of child development, pre-primary centres/ pre-schools, and in case of home science (resource management), event management companies for doing internship and practical work.
- Timelines for projects and other research work needs to be looked upon to make students more dedicated to them.
- Involving ICT for delivery of programmes and advertising them aggressively for promotion.

Expanding Course Outreach

- *Teaching in regional languages:* To enhance reachability of the courses to the masses, the university needs to enhance the institutional capacities of its Regional Centres to act as translation hubs for the courses in the regional languages.
- *Online teaching of the courses:* There is an urgent need to increase academic staff at the university level and in Regional Centres and also start online teaching of the courses.
- *Support post programme completion:* There is a need to support students once they complete the course, by getting the course recognised by schools, and government set ups, such as ICDS, in child development.

Increase Faculty Strength

- SOCE has many programmes with high enrolments and very less Faculty strength of seven members. More Faculty need to be recruited in this School to design and develop new Certificate/ Diploma/ UG/ PG programmes, as well as for revising existing programmes, to meet the ever-increasing human resource demands of the industry and to fulfil the life-long needs of learners.

Conclusion and Recommendations

The overall Feedback Analysis of Experts from the School of Continuing Education shows that majority of the subject experts are in agreement with the course design and development processes. They have expressed that they found it to be rigorous and involved wide ranging consultations. They revealed that they were briefed and oriented regarding pedagogy, guidelines were provided for curriculum development, that the course was based on needs analysis, curriculum of other universities was reviewed, the curriculum is at appropriate level and is learner centric. In some cases, the experts opined that the programmes were innovative, progressive, were a multi-disciplinary initiative, state of the art and that they felt pride and satisfaction in working / contributing for course development in SOCE, IGNOU. The School has made attempts earlier too, to carry out regular feedback from the experts and counsellors so as to improve the teacher and student satisfaction.

The following are recommended:

- (1) Although in the feedback majority of experts from the various disciplines of SOCE have stated that course development process is largely satisfactory and appropriate, the analysis reveals a need to step up inputs from alumnae and industries during the curriculum designing and development process, though inputs from the industry have consistently been incorporated.
- (2) Despite the practices in place already, there needs to be an increased focus on curriculum review process and review of curriculum of other universities. New methods can be adopted for the same.
- (3) The practice of curriculum updation and its upgradation, as per requirement, has to be an ongoing process. This builds quality and reputation of the institution.
- (4) Use of ICT in delivery of programmes such as online platforms and initiation of more online courses / programmes can be done.
- (5) Learner-centric aspects in each programme need to be re-looked in the light of the suggestions provided by experts, be it for theory, project, internship, or practicum.
- (6) Student support has to be enhanced in the system to bring more transparency.
- (7) The method of course design and development in the university should be simplified for ease in programme development.



Annexure

FEEDBACK FORM FOR SUBJECT EXPERTS

Background Information

Name:

Age Group: 20-30 30-40 40-50 50 and above

Male: Female:

Place of Employment:

Are You Associated with IGNOU: Yes No

If Yes, in what Capacity:

Subject /Discipline: Business Communication, Costing, Apparel Quality Control, Apparel Merchandising
Teaching Learning is an important component in any Open University. Feedback is very important for University to grow. You have contributed in the design and development of the curriculum. To improve the system, kindly respond to the following statements.

SA: Strongly Agree, A: Agree, DA: Disagree, SDA: Strongly Disagree

S. No	Statement	SA	A	Neutral	SDA	DA
1	You were briefed about to the pedagogy of Curriculum Design Development in an OU					
2	Need Analysis was discussed before finalizing the Curriculum					
3	Subject Expert Committees reviewed the curriculum of other universities					
4	Guidelines were provided for the development of the curriculum					
5	As subject experts you were involved in the curriculum review process					
6	Feedback from others like alumni and industry was discussed during the framing of curriculum					
7	Whether the Curriculum of your subject was updated					
8	Curriculum matches with the level of the programme					
9	Orientation was given in the development of Self Learning Material					
10	Self-Learning Materials are Learner Centric					

List the areas that need attention to bring desired improvement in the system
