School Board Meeting of SOSS
(through email circulation – 17th August 2020)

ACTION TAKEN REPORT (ATR)

Sl. No.	Agenda item	Minutes of School Board	Action taken by the School
1	Feedback Report received from the Stakeholders (Subject Experts and Teachers) based on the questionnaire provided by CIQA	The Report on the Feedback received from Stakeholders was circulated through e-mail to School Board Members of School of Social Sciences. On the basis of the responses received through email, the agenda stands as approved by the School Board.	The Feedback Analysis Report was shared with all the eight Disciplines of the School to take necessary steps based on the Report.

Indira Gandhi National Open University

School of Social Sciences

FEEDBACK ANALYSIS REPORT OF TEACHERS ON THE TEACHING LEARNING PROCESS

1.0: Preamble

(Write about the need and importance of feedback from teachers on design of curriculum in 150-200 words)

The design of the curriculum forms the backbone of a strong up to date curriculum of any programme. The curriculum needs to be developed in such a way as to include the various aspects related to effective learning and enhancing critical and creative thinking among the learners. It also needs to include the new topics in the subject area. It needs to aim at skill development and enhancing employability skills of the learners. Hence the feedback from the teachers will help in improving the curriculum. It will help meet the needs of the learners and benefit the learners.

2.0: About the School

(Write about the number of programmes developed/under-development and the faculty involved in design of curriculum in 150-200 words)

School of Social Sciences is one of the largest schools in IGNOU which caters to eight disciplines having Master's Degree, Bachelor's degree, Diploma and Certificate courses including MPhil and PhD programmes also. There are eight disciplines, namely, Anthropology, Economics, History, Library & Information Sciences, Political Science, Psychology, Public Administration and Sociology. Currently, the faculty are engaged in the development of Bachelor's degree programme in various disciplines as per CBCS pattern. The School offers BA General and BA Honours programmes in various subjects. The courses are under-development for the 3rd year of BAG and 2nd year of BA Hons and BSc (Anthropology) Hons. Courses.

3.0: Methodology

(Briefly write about the feedback tool and the methodology adopted in getting the response from the teachers in 150-200 words)

The feedback tool given to the teachers has been provided by CIQA. It is a 10-item questionnaire with regard to Curriculum Design and Development on a five-point rating scale ranging from Strongly agree, Agree, Neutral, Disagree to Strongly disagree. The questionnaire also included an Open-ended question on suggestions regarding the areas that need attention to bring about desired improvement in the system.

4.0: Feedback of Teachers

(Response received from the teachers on different items/questions depicted pictorially in the form of pie/bar/line diagram)

Feedback from 21 teachers including Professors, Associate Professors and Assistant Professors from various Disciplines of SOSS were analysed and represented in the form of pie diagram. Their work experience in the university ranged from minimum 9 years to 32 years. The sheet depicting the pie diagram for each of the 10 questions in the Feedback questionnaire is enclosed.

5.0: Analysis of the Feedback received

(Discuss about the item-wise/question-wise feedback)

Q 1. Need analysis is done before finalizing the curriculum:

Out of 21 teachers, 8 teachers (38%) strongly agreed and 10 teachers (48%) agreed on the need analysis being done. However, 9% were neutral and 5% expressed disagreement on this item.

Q 2. Curriculum periodically modified and new concepts/topics incorporated:

A majority of the teachers (47% strongly agree and 48% agree) expressed agreement on this.

Q 3. Instructional activities align with learning outcome:

A majority of the teachers (43% strongly agree and 52% agree) expressed agreement on this.

Q 4. Curriculum enhances critical thinking:

A majority of the teachers have expressed agreement on this (47% strongly agree and 48% agree).

Q 5. Curriculum caters to needs of all types of learners:

50% of the teachers agree on this, 30% have expressed strong agreement and 20% are neutral.

Q 6. Curriculum is up to date:

86% of the teachers have agreed on this (43% strongly agree and 43% agree) while 14% are neutral.

Q 7. Curriculum matches with the level of the programme:

All the teachers have expressed agreement on this (67% strongly agree and 33% agree).

Q 8. Assessments are developed based on the Learning Outcomes:

Majority of the teachers have agreed on this (43% strongly agree and 48% agree), whereas 9% are neutral.

Q 9. Learning outcomes are framed to enhance employability skills:

47% of the teachers have agreed on this. However, it may be noted that an equal number of teachers have expressed both strongly agree (24%) and neutral (24%). 5% of the teachers have expressed disagreement that employability skills are highlighted.

Q 10. Integration of technology in teaching-learning will enhance the learning process and benefit the learner:

All the teachers (65% strongly agree and 35% agree) have expressed agreement on this.

OPEN-ENDED QUESTION: (suggestions regarding the areas that need attention to bring about desired improvement in the system)

With regard to the above open-ended question, teachers provided 28 suggestions which were analysed and categorized into **six major groups**. These are described below. The categories are listed in decreasing order in terms of number of responses received, that is, maximum number of responses received for the first category and then in decreasing order.

Self Learning Material (SLM):

(a) needs to be updated and of high standard, in terms of content and print quality
(b) integration of audio-video and digital resources in the SLM
(c) HD quality videos need to be made mandatory and placed in a designated online portal like NPTEL
(d) orientation of translators and vettors
(e) illustrations be developed by professionals
(f) applied aspects be highlighted in the SLM
(g) automated plagiarism check
(h) timely despatch of SLM

Learner Support System:

(a) assignment questions/activities
(b) assignment assessment and feedback
(c) assignment dateline needs to be strict
(d) strengthening of study centres
(e) orientation of academic counsellors in ODL system
(f) use of ICT and online teaching-learning
(g) counselling and peer learning needs to be strengthened
(h) counselling sessions be held on time
(i) faculty involvement in counselling sessions through online and teleconferencing

Courses:

(a) team work in developing courses
(b) revision of courses need to be time bound
(c) practical, internship and project courses/components need to be strengthened
(d) skill development and employability skills need to be highlighted
(e) Online self assessment portal for all courses to enhance problem solving abilities of learners

Faculty strength:

(a) since the faculty are engaged in developing so many courses, the number of faculty need to be increased to maintain quality in the SLM

Curriculum:

(a) ICT based curriculum

6.0: Conclusion and recommendations

Teachers unanimously have agreed that the curriculum matches the level of the programmes. However, responses of the teachers highlight the need to keep it updated and the need for the curriculum to cater to the needs of all types of learners. Responses also focused on the conduction of need analysis of the programmes. Assessments need to match the learning outcomes. The findings also emphasized the need to relate the learning outcomes to employability skills. The use of ICT was emphasized in the teaching-learning process.

Analysis of responses of the teachers with regard to the open ended question on improving the system, six major categories highlighted were the Self Learning material (SLM), Learner support system, Courses, Faculty strength and the curriculum.

Thus, based on the overall responses of the teachers, the following recommendations can be made:

- SLM needs to be of high quality with integration of audio-video and online resources
- Learner support system needs to be strengthened with focus on orientation of academic counsellors, assignment assessment and feedback, use of ICT and online teaching-learning and faculty involvement in counselling
- Time bound revision of courses
- Practical, internship and project courses/components need to be strengthened
- Skill development and employability skills need to be highlighted
- Faculty strength need to be increased to facilitate the course development and implementation

7.0: Annexure (Enclose Questionnaire format)

Indira Gandhi National Open University
New Delhi

FEEDBACK FORM FOR TEACHERS

Name: Optional

Male: Female:

Subject/Discipline:

Whether Course Coordinator: Yes   No If yes, Title of the Course:

Number of Years in University:

Feedback is very important for University to grow and 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	Need analysis is done before finalizing the curriculum					
2	Curriculum is periodically modified and new concepts/topics are incorporated					
3	Instructional Activities align with the Learning Outcomes					
4	Curriculum is developed to enhance critical thinking					
5	Curriculum caters to the needs of all types of learners					
6	Curriculum of your subject is up to date					
7	Curriculum matches with the level of the programme					
8	Assessments are developed based on the Learning Outcomes					
9	Learning Outcomes are framed to enhance the Employability Skills					

| 10	Integration of Technology in teaching learning will enhance the learning process and benefit the Learner					

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

_____
_____
_____

Indira Gandhi National Open University
School of Social Sciences, New Delhi

FEEDBACK FORM FROM 21 TEACHERS

1. Need analysis is done before finalizing the curriculum

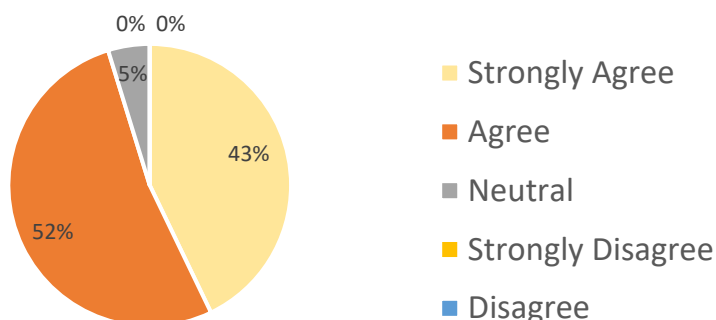| Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
8	10	2	0	1
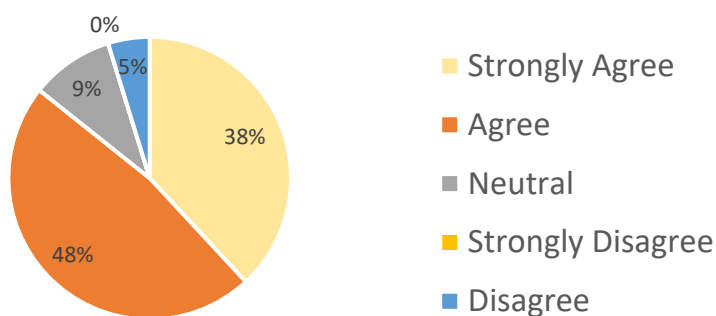
2. Curriculum is periodically modified and new concepts/topics are incorporated

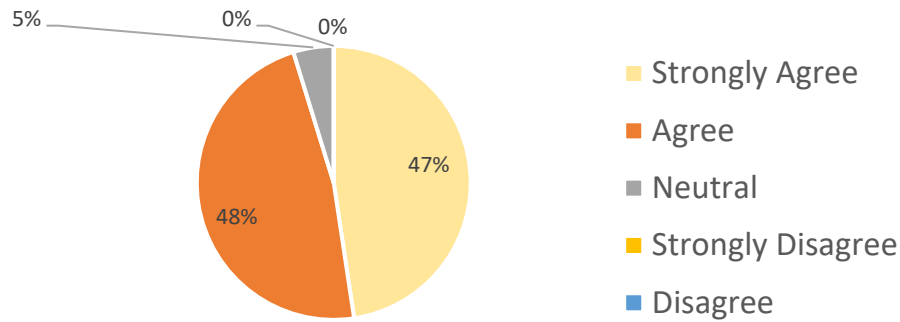| Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
10	10	1	0	0
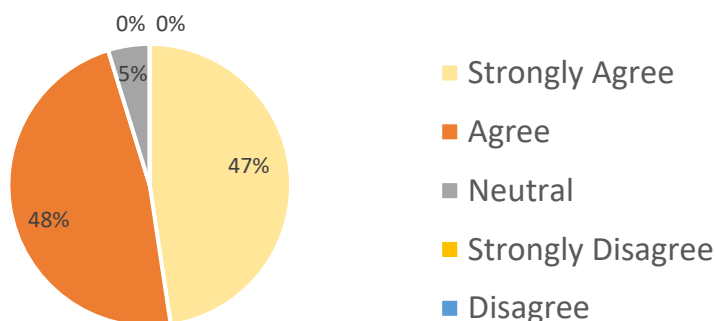
3. Instructional Activities align with the Learning Outcomes

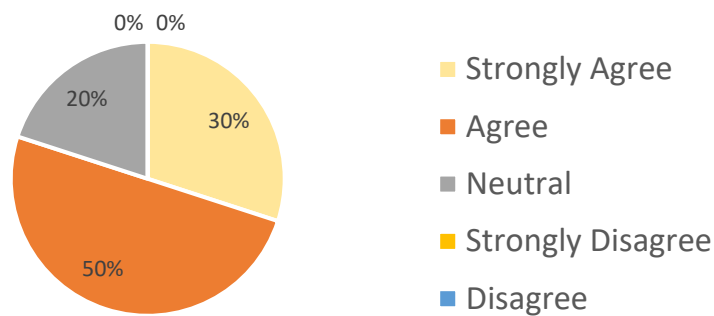| Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
9	11	1	0	0

4. Curriculum is developed to enhance critical thinking

Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
10	10	1	0	0

5% — 0% — 0%

- Strongly Agree
- Agree
- Neutral
- Strongly Disagree
- Disagree

47%
48%

5. Curriculum caters to the needs of all types of learners

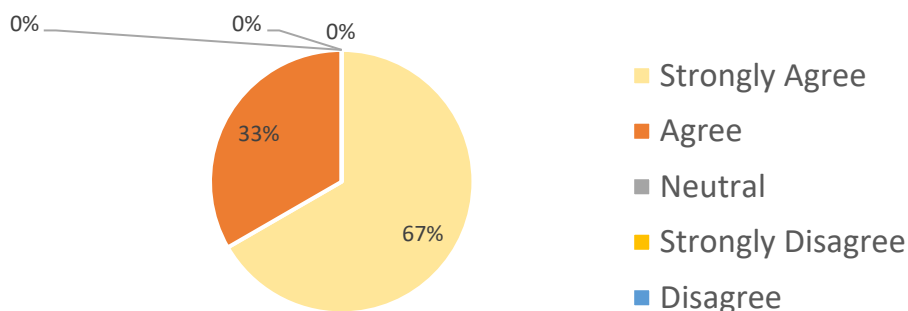| Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
6	10	4	0	0

0% 0%

- Strongly Agree
- Agree
- Neutral
- Strongly Disagree
- Disagree

20%
30%
50%

6. Curriculum of your subject is up to date

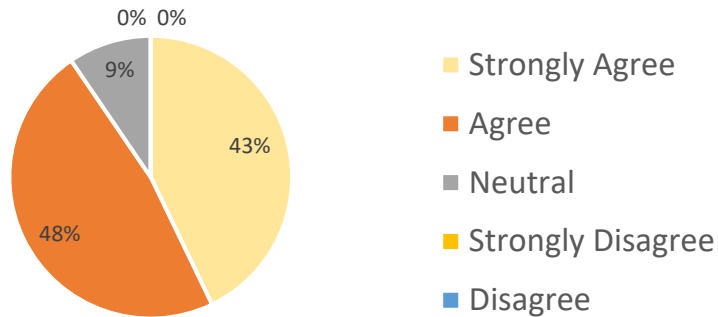| Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
9	9	3	0	0

0% 0%

- Strongly Agree
- Agree
- Neutral
- Strongly Disagree
- Disagree

14%
43%
43%
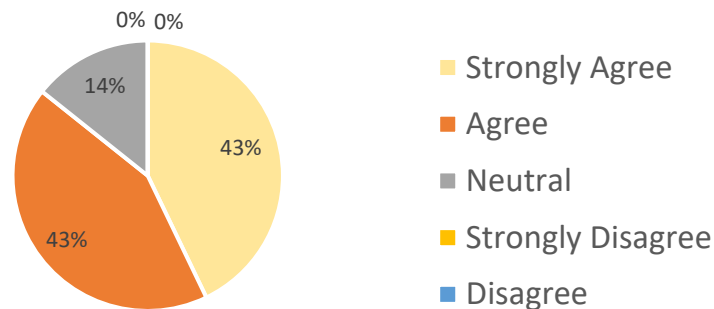
7. Curriculum matches with the level of the programme

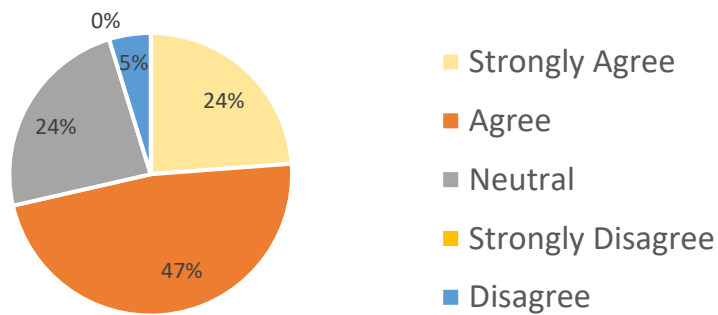| Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
14	7	0	0	0

0% — 0% — 0%

- Strongly Agree
- Agree
- Neutral
- Strongly Disagree
- Disagree

33%
67%

8. Assessments are developed based on the Learning Outcomes

Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
9	10	2	0	0

9. Learning Outcomes are framed to enhance the Employability Skills

Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
5	10	5	0	1

10. Integration of Technology in teaching learning will enhance the learning process and benefit the Learner

Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
13	7	0	0	0