

**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 TEACHERS ON THE DESIGN OF THE
CURRICULUM**

1.0: Preamble

The Indira Gandhi National Open University (IGNOU), established by an Act of Parliament in 1985, has continuously striven to build an inclusive knowledge society through inclusive education. It has tried to make a mark in the higher education scenario by offering high-quality teaching through the Open and Distance Learning (ODL) mode.

In this backdrop, the role of education and in particular 'Continuing Education' becomes a significant driver of the country's development. Continuing Education is required for learners and workers to build expertise in professional or vocational spheres, or to continuously upgrade themselves with the latest developments, knowledge and skills in their fields. The benefits are 'lifelong'. To meet these 'lifelong' learning needs, the School of Continuing Education was conceptualised at IGNOU and offers programmes in four major Disciplines – Rural Development, Nutritional Sciences, Child Development and Home Science.

Feedback from the faculty members of the School is important as it plays a key role in professionalizing teaching in the higher education level. Teacher's feedback in Continuing Education specially helps in ascertaining the developmental needs and industry needs based on which programmes are developed and updated, and generate employment opportunity for learners, thereby promoting lifelong learning. The teaching learning delivery mechanism, learning outcomes and assessment strategies are reviewed. The curriculum is enriched for Certificate / Diploma / Degree / Ph.D. programmes to strengthen educational standards and promote quality education based on the experience and knowledge of teachers in the system.

2.0: About the School

The School of Continuing Education (SOCE) was established in the light of the IGNOU Act which emphasizes the need for preparing and offering such courses and programmes that would provide access to higher education for the larger segment of the population and in particular the disadvantaged groups such as those living in remote and rural areas including those who wish to upgrade and acquire knowledge in vocational and professional spheres. SOCE initially developed and launched some programmes related to Rural Development and Women's Education. However, in the process of its growth, the School identified new important areas of concern and addressed them through a number of programmes in Rural Development, Child Development, Disability, Youth and Development Work, Journalism and Mass Communication, Nutrition, Food Safety and Dietetics. With the establishment of new Schools, Women's Education got housed in the School of Gender Studies and a separate School of Journalism and

Mass Communication was established. The Disciplines of Nutritional Sciences, Child Development and Home Science got created in SOCE. Today SOCE houses four disciplines: Rural Development, Nutritional Sciences, Child Development and Home Science. The discipline of Home Science houses two sub-disciplines - Community Resource Management & Extension, and Fabric & Apparel Sciences.

The School has currently on offer the following programmes:

- *Ph.D. Programmes in Three Discipline areas:* Ph.D. in Rural Development {PHD(RD)}; Ph.D. in Nutritional Sciences {PHD(FN)}; and Ph.D. in Home Science {PHD(HC)}
- *Three Master's Degree level Programmes:* 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 (DEVMT); 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 new initiatives/ 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

3.0: Methodology

Feedback is collected from the teachers to understand the areas of growth in curriculum of various disciplines and the various ways in which systems can be improved for greater effectiveness. For this a feedback form was received from CIQA for the purpose of NAAC and circulated amongst the faculty members. It consisted of ten value points, with responses to be elicited as 'Yes' or 'No'. As the feedback form was strictly meant for curriculum design, it was ensured that all aspects related to curriculum design were well covered in these points. The

feedback form also had an open-ended question to bring to light those areas that need greater attention in order to bring desired improvement in the system. The form was sent to all seven faculty members of the School, and the feedback was received from six faculty members. The feedback was obtained via e-mail and through discussions in face-to-face meetings. The responses were then analysed in detail.

4.0: Feedback of Teachers

The feedback forms received from the six faculty members were analysed quantitatively and qualitatively. These were faculty from all the four Disciplines of SOCE – Rural Development, Nutritional Sciences, Child Development and Home Science.

5.0: Analysis of the Feedback received

The first part of the form comprised of general information regarding the name of the respondent, gender, Subject/Discipline, whether coordinating the course / programme in the Discipline or not, the names of these courses / programmes and the period of service in the university. Most of the faculty members were female (04 nos), and 02 faculty members were male. Of all the faculty members, five were professors and one was associate professor. The work experience of the faculty members in the university ranged from 09 years to 30 years. All of them were programme coordinators and / or course coordinators of their own programmes. The names of the programmes and courses provided by the faculty of all four Disciplines are the same as those that have been listed in Section 2 of this analysis report, under the programmes on offer.

The second part of the form consisted of 10 value points. Analysis reveals that all the faculty members agreed by stating 'Yes' to eight out of ten value points that were mentioned in the feedback form. These have been listed below for ready reference:

- Need analysis has been done before finalizing the curriculum
- Instructional Activities align with the Learning Outcomes
- Curriculum is developed to enhance critical thinking
- Curriculum caters to the needs of all types of learners
- Curriculum matches with the level of the programme
- Assessments are developed based on the Learning Outcomes
- Learning Outcomes are framed to enhance the Employability Skills
- Integration of Technology in teaching learning will enhance the learning process and benefit the Learner

Analysis of the above points have been presented below:

Need analysis has been done before finalizing the curriculum

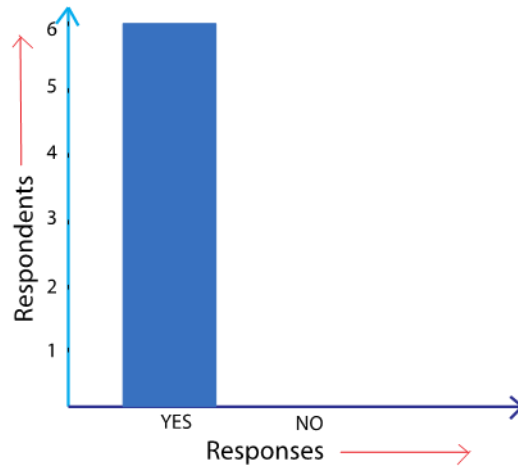


Fig 1.

It was stated by the faculty that need analysis sets the base for any new course to be introduced in the School and this has been done by all the faculty members (Fig 1). This suggests that the needs identified, be they industry, subject-specific or developmental needs, are taken into account while designing the curriculum for that particular course and this will help the course to reach its desired goals.

Instructional Activities align with the Learning Outcomes

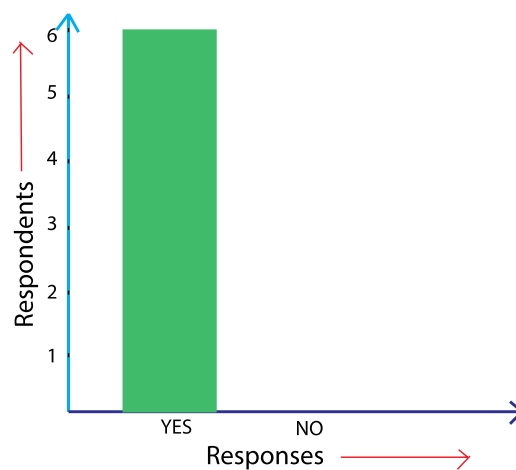


Fig 2.

For all the faculty members, the instructional activities aligned with the learning outcomes of their programmes (Fig 2). According to the faculty, alignment of instructional activities (that are learner-centric), with the learning outcomes ensures better learning, and enables what the faculty wants them to learn as per the subject requirement.

Curriculum is developed to enhance critical thinking

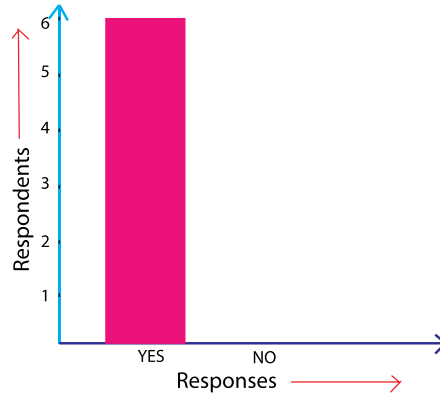


Fig 3.

Curriculum has been carefully developed for various disciplines to enhance critical thinking skills amongst the learners, as revealed in the analysis. Such a curriculum enables learners to become logical, develop problem solving abilities and enhance their academic performance.

Curriculum caters to the needs of all types of learners

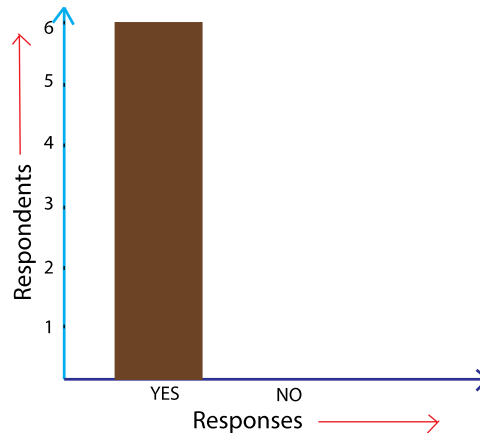


Fig 4.

All faculty members of the School have agreed that the curriculum that they developed / are developing caters to the needs of all types of learners i.e. curriculum is effective in meeting the needs of diverse learners.

Curriculum matches with the level of the programme

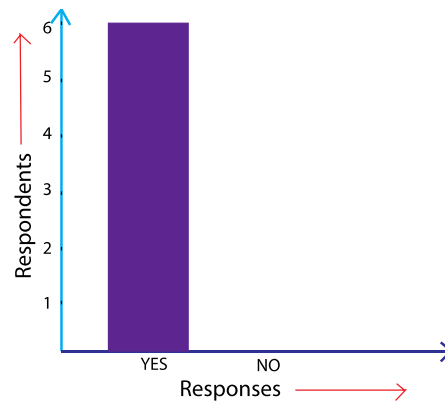


Fig 5.

According to all the faculty members, curriculum matches with the level of the programme. It is a critical factor in the success of any programme because only when a curriculum aligns with the programme level that it provides a level playing field for all students, for the next level of education or for employment.

Assessments are developed based on the Learning Outcomes

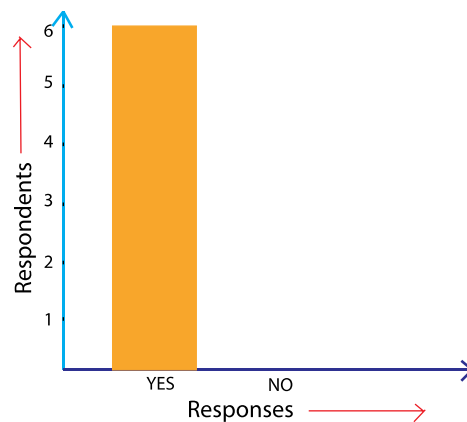


Fig 6.

Assessments are developed based on the Learning Outcomes. All the faculty members of the School agreed to this statement (Fig 6). The designing of curriculum is done in such a way that there is provision for self-evaluation, continuous evaluation and term-end evaluation. These modes of evaluation, along with teaching and learning lead to achievement of the intended learning outcomes at the end of the process (summative evaluation).

Learning Outcomes are framed to enhance the Employability Skills

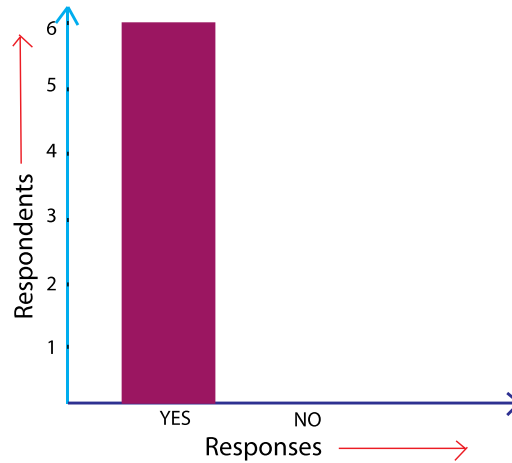


Fig 7.

All the teachers have agreed that learning outcomes are framed to enhance the employability skills of the students which is very crucial for getting into today's competitive workplace (Fig 7).

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

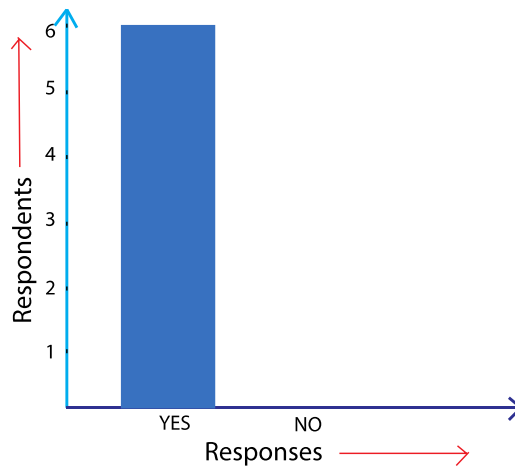


Fig 8.

Integration of technology in teaching learning will enhance the learning process and benefit the learner in the ODL system was agreed by all faculty members (Fig 8). This will help learners as a support mechanism as they are separated by distance, but need to be connected in one common digital environment.

Agreement of all the teachers to eight out of ten value points indicates that most of the aspects that lead to a good curriculum design have been taken care of while designing the curriculum of all four disciplines of the School - Nutritional Sciences, Home Science, Child Development and Rural Development.

Slight variation in responses from the teachers were seen in the following two value points which have been discussed below:

Curriculum is periodically modified and new concepts/topics are incorporated

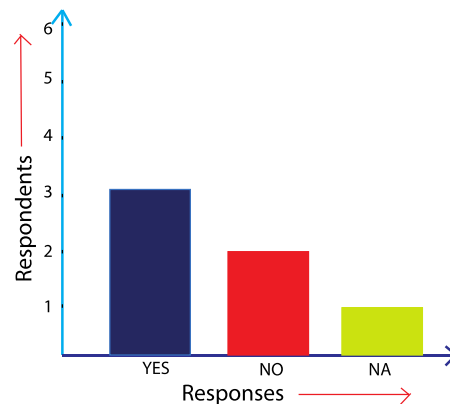


Fig 9.

Disciplines of Child Development and Nutritional Sciences have stated 'Yes' indicating that their curriculum has been modified and new concepts have been incorporated from time to time. In the case of discipline of Home Science, this was not applicable as the programmes have been newly launched, and in case of Rural Development discipline, faculty responded as 'No' and stated that they will start modifying their curriculum soon (Fig 9).

Curriculum of your subject is up to date

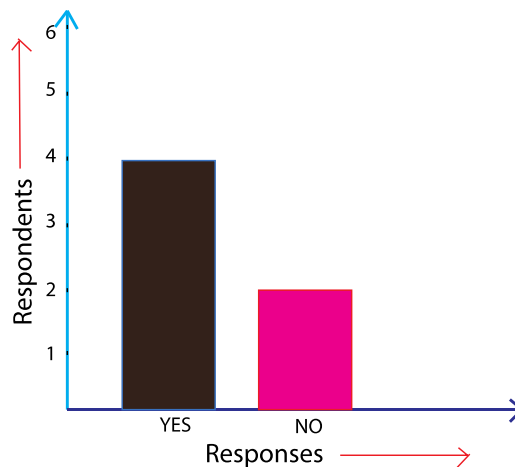


Fig 10.

It was found that except for the curriculum of Rural Development, the curriculum of other disciplines i.e. Child Development, Nutritional Sciences and Home Science is up to date as per the feedback of the faculty (Fig 10).

Areas that need attention to bring the desired improvement in the system

There was an open-ended question in the feedback form. These responses were qualitative in nature and have been discussed as follows:

- Need for active interface between Regional Centres, Programme Study centre/Study Centres and IGNOU Administrative divisions such as SRD, MPDD, SED etc. for resolving the students problems related to assignment, study material, result declaration etc.
- The design and development of the programmes already involves a robust process. Therefore their delivery, learner support, and marketing need to be strengthened. Greater use of ICT; particularly in the contemporary scenario, is warranted.
- The process of Programme Design and Development is well-thought out and rigorous. There is scope for an element of flexibility. Specifically, once a programme structure is approved, then any change requires it to be taken to the various approving bodies again. Often a new way of structuring the Units or naming them comes to the mind of the Programme Coordinator during the course writing process and syllabus can be structured better. Presently, if any change in the structure is to be done it requires the approval of the various bodies again. This process should be simplified, as it affects timelines, and the Programme Coordinator should be given the flexibility to change the units or their structure before the final programme is placed for approval before the statutory bodies for launch.
- Freedom to faculty to design innovative evaluation systems which enhance the credibility of the open distance education system.
- Online programmes designed and launched by the discipline of Nutritional Sciences have been put on hold since 2014. There is huge demand for these need based programmes by the students. Hence modalities to re-launch these programmes may be worked out. This indicates that programmes developed by the School are in great demand and should be encouraged.

- Programmes developed by a School should not be shifted out of School as suggested by the Discipline of Child Development. If a programme is developed in the School it is because of the expertise, and once shifted cannot be justified in another School. Such programmes also cater to the needs of the learners Discipline-wise and therefore should not be shifted.
- Activation of more Learner Study Centres by the Regional Centres to enable enthusiastic learners to enrol, and more interface between Regional Centres, Study Centres and Event Management Companies for identification of registered Event Management Companies to place students for internships; this can further lead to their absorption by the companies for jobs, as event management is highly skill driven and in demand. This feedback from the Discipline of Home Science, reveals the salience of Industry and Academic interface.
- Recent changes in matters of policy and programmes need to be incorporated in the programmes. In the Discipline of Rural Development due attention should be given to international rural development.
- Frequent meetings related to curriculum and content/course development to be held.

6.0: Conclusion and Recommendations

From the analysis and recommendations, it can be perceived that the design and delivery of programmes in SOCE already follows a robust mechanism, and the programmes as well as courses of SOCE are popular given their demand. A positive approach has been depicted towards good curriculum design and its importance; need assessment of programmes; curriculum based on critical thinking; updation of curriculum and incorporating new concepts; and learning outcomes in relationship to assessment, instructional activities and employability. The recommendations highlight flexibility in terms of programme design, development, launch and evaluation; greater use of technology and ICT; and towards strengthening learner support services.

In the light of the findings and overall analysis, following are the recommendations:

- An efficient learner support system with active interface between Schools, Centres and Divisions.
- The programme design and development process should be simplified.
- Progressive steps to be taken and all possibilities to be explored for the delivery of programmes through digital media, videos and online modes.

- Modification and updation of courses, programmes, practicals, project and internship work to be an ongoing process with the changing developments and industry needs
- Use of ICTs to be promoted for student support, such as creation of portals etc all across India and not just headquarters.
- Online programmes / courses once developed in the School should be encouraged.
- Programmes / courses once developed in the School to be housed in the School only and not shifted to other schools.
- Support to be given to Schools for the promotion of programmes.
- Frequent feedback from teachers of the School will help in strengthening inputs for curriculum design and development.
- The deficiency of faculty greatly signals at the urgent requirement of adequate faculty for all the four Disciplines of the School. This will further enable strengthening of existing programmes, and development of futuristic programmes, keeping with the vision of ‘Lifelong Learning’ of the School of Continuing Education in fulfilling the learning needs and aspirations of learners.

7.0: Annexure (Enclose Questionnaire format)

FEEDBACK FORM FOR TEACHERS
(Only on Design of Curriculum)

Name: Optional

Male: _____ Female: _____

Subject/Discipline: _____

Whether Programme/ 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:

S. No	Statement	YES	NO
1	Need analysis has been 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
