

Indira Gandhi National Open University

School of Journalism and New Media Studies

Item No. 26-17(e)

Feedback Analysis Report of subject experts on the teaching-learning process

1.0: Preamble

Collecting and studying feedback from subject experts is of high importance as they are not only the subject matter experts they are also the point of contact with the industry and outside world for any educational institution. They are involved in the latest developments that are changing the way the world is absorbing media content today. Hence their feedback on programme design, content, its relevance in contemporary times as well as the pedagogy and the demands of the industry and the job force will not only help in shaping up academic programmes but also garner greater enrolment. This feedback is of due relevance in any progressive educational institution as it helps in revising the programmes to suit the market needs and add/replace the content that finds no takers in the job market or provides no enrichment to the learner.

They also get involved in course writing and are at times also academic counsellors. This is an added benefit as the students get to learn from practising media persons who are able to provide an industry perspective to the student.

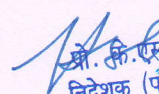
2.0: About the School and experts involved:

The subject experts involved in design and development of the programmes of the School came from all media fields like newspaper, radio, television, online and research organisations. Some of them had a long stint with the media industry and had then shifted into academics while a few others were pursuing their profession in the industry while also taking up teaching assignments side by side. Their involvement was in multiple capacities. While some were a part of the expert committees for designing the curriculum, others were involved with unit writing. Their inputs came during the broad designing of the programme as well as on specific topics that involved greater rigour and deliberation while keeping in mind two aspects – the ability of the learner to grasp the concepts and the latest developments in the academic world and industry to give them the necessary skill set. They gave contemporary, implementable ideas to take the courses forward.

3.0: Methodology:

In order to carry out the feedback study from the subject experts, a special customised questionnaire was developed on google form. This questionnaire had two parts.

Part 1) a brief general profile of the respondent-name, designation, age, gender, region/location, area of specialisation, educational qualification, work experience, contact details etc


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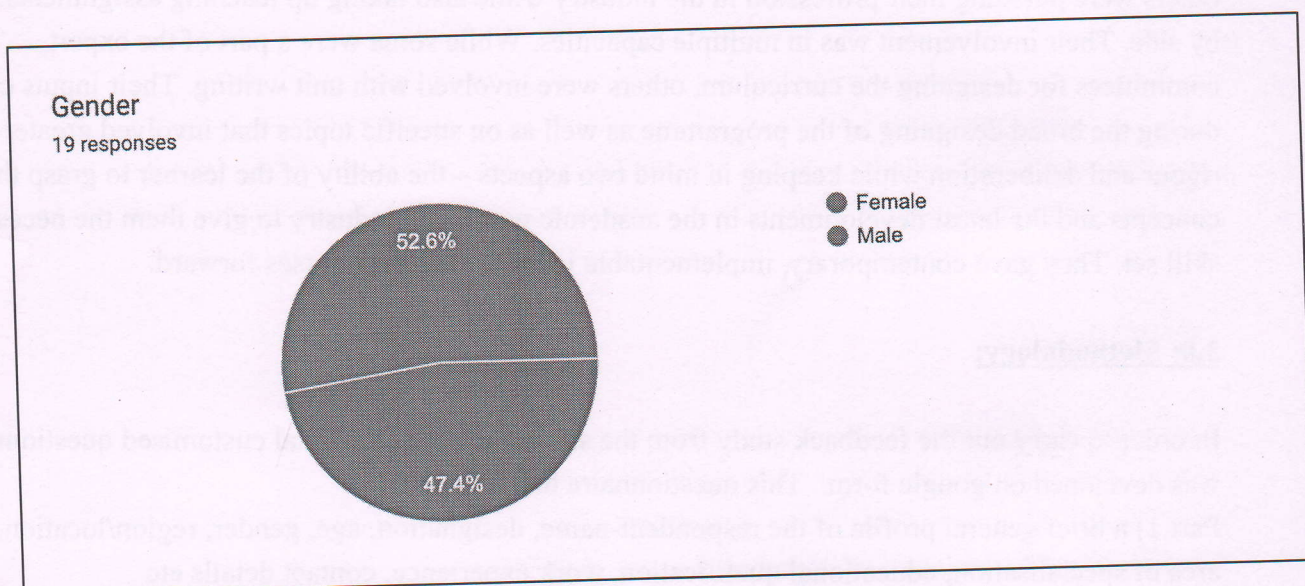
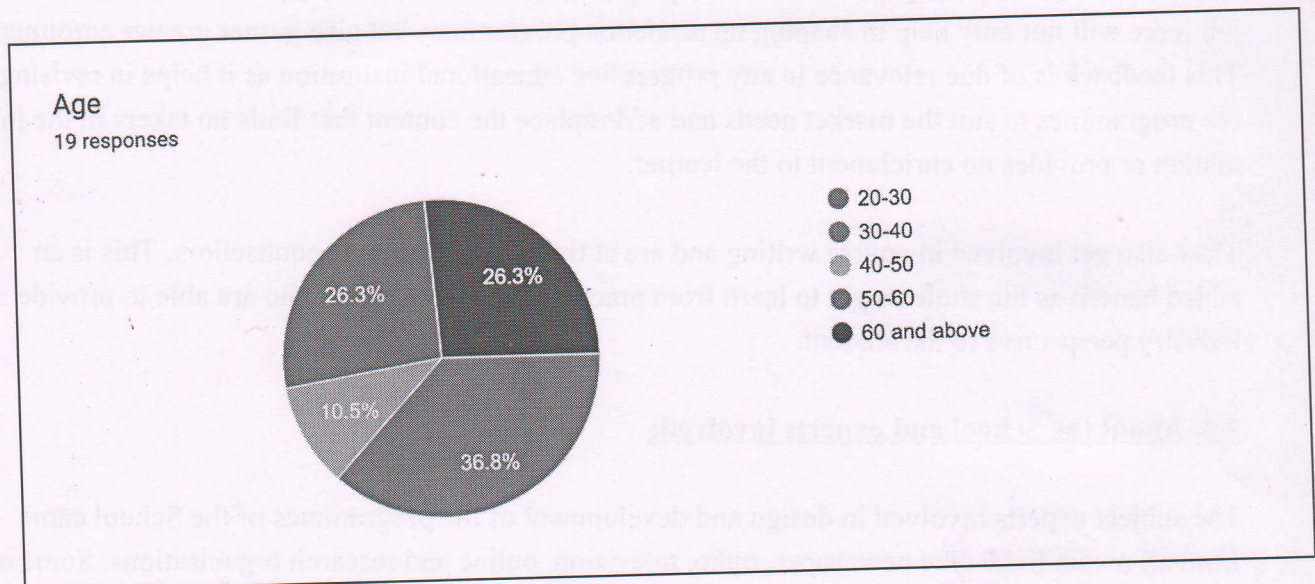
1b) A brief profile of their media technology and ICT habit, type, usage, frequency etc. for personal use and official/teaching use and also to elicit their opinion on the suitability of ICTs for teaching/counselling purposes.

Part.2) pertained to their involvement in curriculum design and development at SOJNMS, IGNOU.

After a round of pre-testing the tools, it was sent as a google form link to the list of experts associated with the school in the past 5 years as per the CIQA study requirement. Responses received over a week-long period were taken for data processing and analysis.

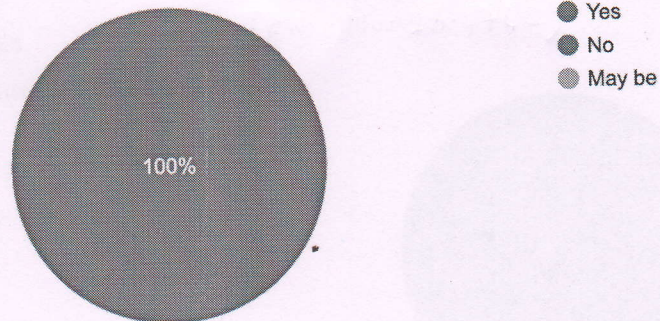
4.0: Feedback of subject Experts:

Response received from the subject experts on different terms/questions depicted pictorially in the form of pie/bar/line diagram



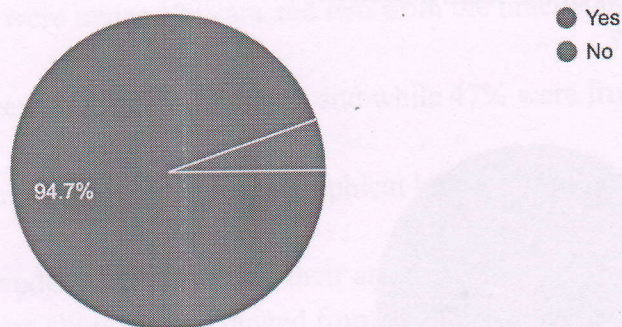
Are you comfortable using modern ICTs for teaching learning process?

19 responses



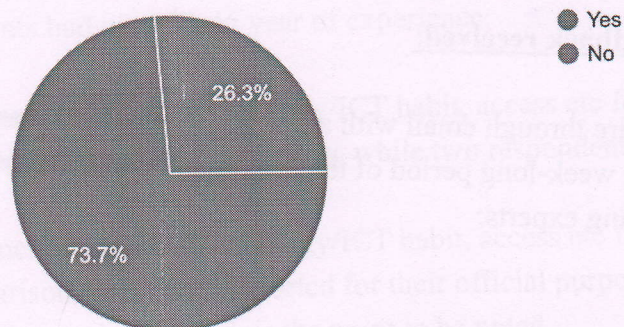
Was an attempt made during the review to compare with existing similar curriculum being offered in regular mode and by other distance mode institutions?

19 responses



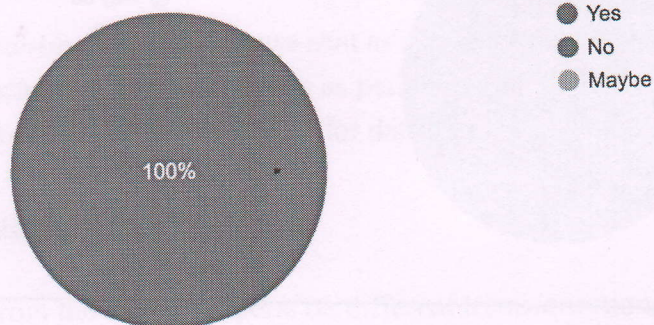
Was there any suggestion made to adopt or adapt from existing curriculum?

19 responses



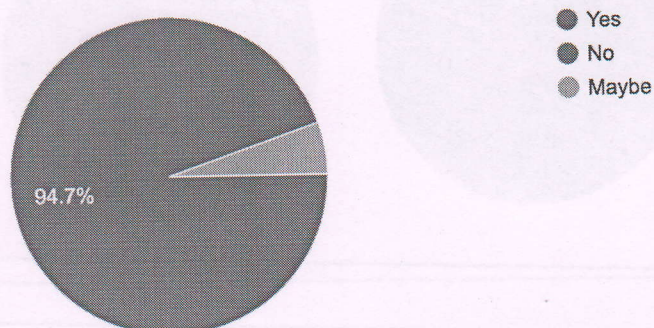
Do you think there is a need to revisit and revise the curriculum design in view of the rapid changes in the ICT and media scenario over the past several years?

19 responses



Would you like to be a part of the team if such a review and updation of the curriculum were to be undertaken in the future?

19 responses



5.0: Analyses of the feedback received:

The feedback questionnaire through email with a link of Google form was sent to totally 50 subject experts. At the end of the week-long period of the data collection, there were 19 valid responses received from the following experts:

Prof. Archna Kumar

Prof. C P Singh

Prof. Gita Bamezai

Prof. Pradeep Krishnatray

Prof. Pradeep Nair
Prof. Hemant Joshi
Dr. Radhika Khanna
Satyendra Ranjan
Prof. Usha Rani
Prof. Subhash Dhuliya
Prof. Nandini Lakshmikantha
Dr. Rachna Sharma
Dr. K S Kusuma
Dr. Sudarshan Yadav
Dr. Sujeet Kumar
Dr. Afsana Rashid
Dr. Kapu Malakar
Dr. Surhrita Basu

Of these nine were in the rank of Professor, three were in the Associate Professor rank and four were in the Assistant Professor rank while one was a Journalist.

Age-wise it was found that 26% were 60+ years, another 26% were from the 50-60 age group. Nearly 37% of them were under 40 years and two from the bracket of 40-50 years of age.

Gender-wise there were mostly (53%) males and while 47% were from females.

Responses were received from diverse geographical locations across India.

Majority of the respondents indicated that their areas of specialisation were mass communication, media research. Others choices were ranged from development communication, communication research and journalism.

Their educational qualification-wise, 17 respondents were PhD, one post graduate and one advanced diploma.

Their work experience indicated that 10 respondents were having upto 30 years of experience, while nine respondents had upto 30-45 year of experience.

On being asked to mention media/technology/ICT habit, access etc for personal usage - majority were seen to be using between 2-4 hours daily, while two respondents were reported as heavy users.

On being asked to mention media/technology/ICT habit, access etc for official and teaching purposes - in comparison their usage reported for their official purposes seem to be much higher, ranging from 4 - 10 hours daily, which is the point to be noted.

Majority (15 respondents) were of the opinion that online platforms - Viber, Googlemeet, Zoom, LMS, video conferencing - can be used for conducting virtual lecture based classes/counselling, while two respondents have endorsed mobile phone and Apps for teaching/counselling sessions.

When asked about ICT's least suited for teaching/counselling purposes, there was a mixed opinion with six respondents mentioning standalone systems, old ICTs, lecture mode without interaction as least effective ICT tools. While four respondents were not in favour of social media, (Twitter, Facebook and Whatsapp) and traditional online classes with talking heads were also less effective. Other respondents indicated that ICT is flexible.

On the question of the number of years of their association with the IGNOU/OU in course and programme design and development, it was found that 10 respondents have been associated between 8-25 years, while one respondent had been associated for three years.

To the question regarding their involvement in the same level of face to face programmes/courses, it was found that except for one respondent, all the rest (18 respondents) have already been involved.

To the question regarding whether they have linkage with the media industry, all the respondents replied affirmatively. Similarly all the respondents (100%) reported that they were comfortable in using modern ICT for teaching purposes.

ICTs mentioned by the respondents included Apps, Online technologies, Video conferencing software (Google Meet, Zoom, Webex etc), and smart boards.

To the question whether they have attended any pedagogy of curriculum design and development for OU system, except for four all the respondents (15) have attended workshops in places such as IGNOU, Lady Irwin College (Delhi University), and Uttarakhand Open University.

It was found that the majority have been involved as experts in programmes related to journalism and mass communication. While others involved in PhD programmes and Rural development and Home sciences.

To the question, whether a needs analysis study was conducted for the programmes they were involved in, only five respondents replied affirmative, while two respondents mentioned some kind of informal assessments, and from other four respondents answers were negative.

When asked whether an expert review was conducted after the finalisation of the curriculum, only four respondents gave a positive response. There was an unanimous opinion by the respondents that the expert committee was adequately represented by academia and industry.

To the question, whether an attempt was made during the review to compare with the existing and similar curriculum being offered in regular mode, and by other distance mode institutions. A majority of respondents (91%) responded affirmatively.

When questioned about the extent that the curriculum was similar to existing programmes offered in regular mode or other distance institutions, the responses ranged from 50 to 75% similarity by the five respondents. While the remaining respondents were not clear about it.

To the question, whether there was any suggestion made to adopt or adapt from the existing curriculum, the response was 54% yes and 46% no. Further there was not much clarity regarding this aspect from the respondents.

To the question, whether there was a special focus on integration of technology for the delivery of the curriculum for the OU learners, the majority (nine respondents) answered affirmatively.

There was also a unanimous (100%) agreement among the respondents for a need to revisit and revise the curriculum design in view of the rapid changes in ICT and media scenario over the past several years. And almost all of them agreed to be part of such a review and update team, if it were to be undertaken in future.

6.0. Conclusion and Recommendation:

The respondents were mostly senior experienced academics with many decades of association with the IGNOU/OU system. The significant point to note was that most of them were found using media/technology/ICTs extensively for teaching/counselling purposes. The number of hours they were using ICTs for personal use was comparatively less. The majority of respondents are familiar with many online platforms -viber, google meet, zoom, LMS, video conferencing etc. There was even endorsement for mobile phones and apps.

While there were some apprehensions regarding use of social media for teaching/counselling, there was also not much support for old ICTs, stand alone systems and video lectures without interactivity.

Almost all respondents seemed to be involved in similar programmes in F2F mode and with Industry linkage and comfortable with using modern digital ICT tools. They have already been involved with Journalism and Mass Communication programmes. Not all respondents, however, agreed that formal Needs Assessment Study were conducted prior to design and development of the programme. Similarly, it is not very clear whether a curriculum Review Committee met after finalisation of the curriculum in all cases.

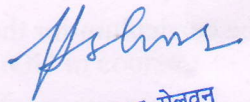
But during the expert committee meetings, it was felt that existing curriculum of similar programmes being offered through F2F and distance mode were compared and 50%-75% similarly found. There was around 50% agreement among respondents that suggestions for adoption/adaption of existing curriculum.

There was a majority agreement among respondents that special focus on integration of tech for the delivery of curriculum keeping OU learners in mind.

All respondents agreed that there was a need to revisit and revise the curriculum and agreed to be part of such a team.

It appears, however, that the Covid-19 pandemic backdrop to the present study period could have influenced the responses pertaining to technology.

7.0. Annexure (Enclose Questionnaire format)



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