



i. INDIRA GANDHI NATIONAL OPEN UNIVERSITY

SCHOOL OF LAW

FEEDBACK ANALYSIS REPORT OF TEACHERS ON THE DESIGN OF THE CURRICULUM

1.0: Preamble

The design and development of curriculum, inter-alia, require. the identification of the (i) level of prospective learners as a target group, (ii) level of the programme (i.e Certificate including PG Certificate, Diploma including PG Diploma etc) and (iii) expected outcome at the level of learners after successful completion of the programme etc. The curriculum to be very effective, require fulfilment of parameters that aim to reflect learning objectives, philosophy and goal based on the teachers learning experiences, institutional resources and the assessment methodology adopted etc. and also take in to account the general expectations of the learner.

The teacher's feedback on curriculum design and development is very important in the context of the following: -

- i. To cater to the needs of the industry that value the programmes and generate employment opportunity for learners.
- ii. To gather the suggestions in the context of identification of learning outcomes and assessment strategies.
- iii. To identify solutions in the teaching learning delivery mechanism.
- iv. To identify mechanisms to augment educational standards and quality education with the use of their knowledge and experiences gained while in service.
- v. To plan programme delivery mechanism specially through the ODL mode.
- vi. To determine the area that require content modification and updation to the society requirement and expectation of learners in the growing knowledge economy?

Hence, it can be said that teacher involvement very is important for successful and meaningful design, development delivery, assessment and award of Certificate/Diploma degree etc.

2.0: About the School

The School of Law (SOL) was established in 2005 with an objective to imparting legal education through Open and Distance Learning (ODL) system. The School aims to create awareness about legal rights and responsibilities in the emerging world order. The School strives to ensure high quality education through ODL and research through innovative, multi-media learning and teaching packages with a focus on learning practical aspects of law, acquiring legal skills and scholarship.

The School as on date offers 11 programmes Viz. Doctor of Philosophy in Law (PHDLE); Post Graduate Diploma in Intellectual Property Law (PGDIPR); Post Graduate Diploma in Criminal Justice (PGDCJ);Diploma in Paralegal Practice (DIPP);Post Graduate Certificate in Patent Practice

(PGCPP); Post Graduate Certificate in Cyber Law (PGCCL); Certificate in Anti Human Trafficking (CAHT); Certificate in Humanitarian Law (CIHL); Certificate in Human Rights (CHR); Certificate in Consumer Protection (CCP); Certificate in Cooperation, Cooperative and Business Law (CCLBL). All the five faculty members along with various subject experts in the specified area of law have been involved in the design of curriculum for various programmes developed by the school.

As on date, the School has taken the responsibility to revise 6 programmes i.e Post Graduate Diploma in Criminal Justice (PGDCJ); Diploma in Paralegal Practice (DIPP); Post Graduate Certificate in Patent Practice (PGCPP); Post Graduate Certificate in Cyber Law (PGCCL); Certificate in Anti Human Trafficking (CAHT); Certificate in Human Rights (CHR).

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 design and development of Curriculum in the ODL system has different stages such as the (i) design and formulation of planned curriculum with the help of subject matter experts, (ii) development of Self Learning Material by a combination of in house faculty and outside experts as course writers and editors (iii) production of Audio/ video learning materials (iv) the delivery mechanism (face to face) by competent academic Counsellors as well as delivery by radio and television, (Often live and interactive) mostly by in house faculty (distance mode), (v) extension of student support services through dedicated Regional Centres at different parts of the country and also through electronic mode by in house faculty to the prospective learners.

The purpose of the study was to (i) explore and share the experiences of law teachers with regard to curriculum design and development in the ODL format, (ii) seek feedback on various aspects of curriculum design and development from in-house faculty members (teachers) of school of law, IGNOU on the programmes offered by school relating to the need analysis; updation, modification of the curriculum and incorporation of new concepts/topics; alignment of activities with the learning outcomes; (iii) identify as to whether the curriculum developed is in fact to enhance critical thinking skill and caters to the needs of all type of learners taking in to account that curriculum matches with the level of the programme and (iv) evaluate whether assessments developed are based on the learning outcomes; (v) whether feedback was taken in to consideration to evaluate the learning outcomes that are framed to enhance the employability skills and their views on integration of technology in teaching learning process etc.

The mixed-method approach was found to be appropriate for the study as it helps in getting responses to the questions that cannot be answered by qualitative or quantitative methods alone and to identify the challenges faced by student teachers in an ODL system and the areas that needs improvement.

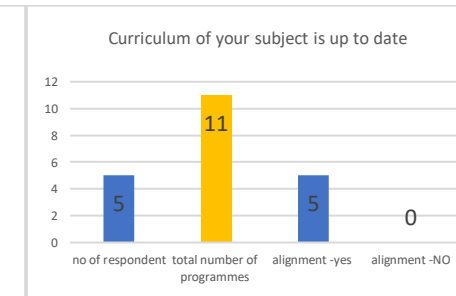
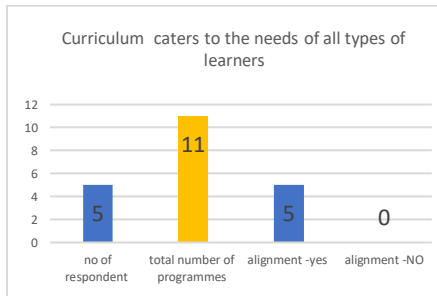
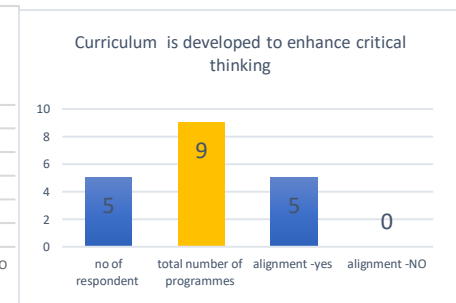
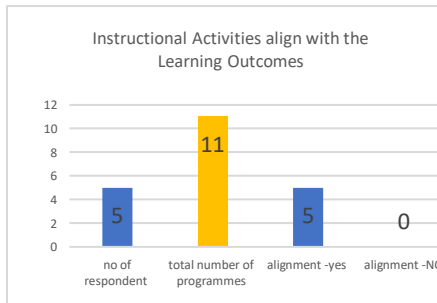
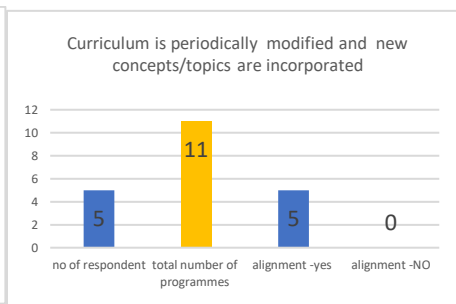
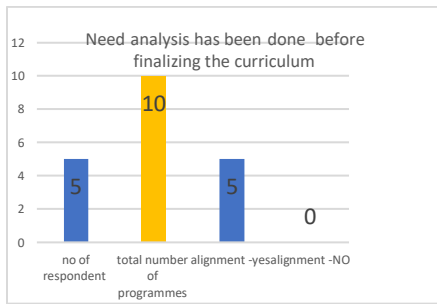
A combination of questionnaire and the narrative inquiry through two faculty discussions/meetings for about two hours each to explore their experiences in relation to curriculum design, development and maintenance of the programmes, were used to collect quantitative and qualitative data respectively. A questionnaire (standardised teacher feedback proforma developed by the university)

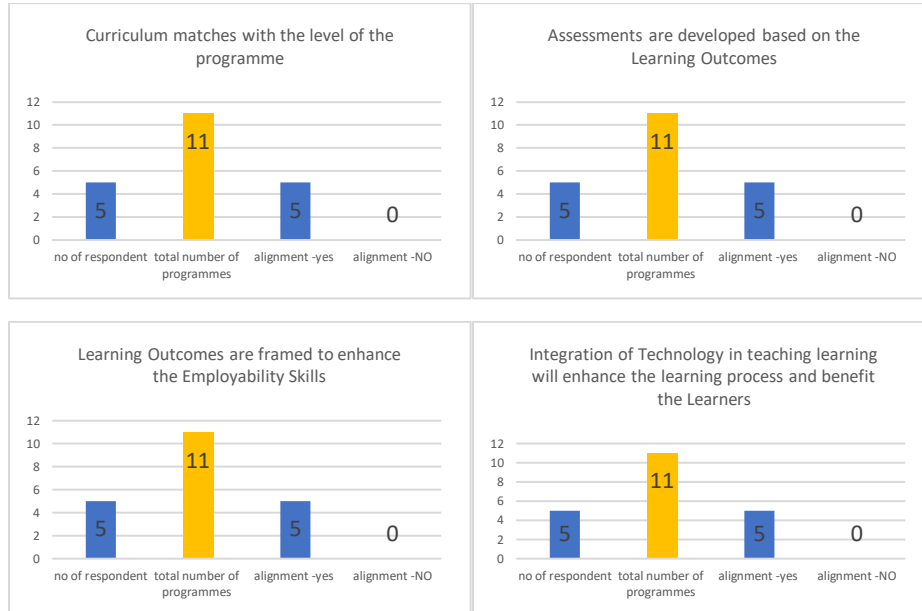
consisting of 10 statements / close ended questions structured to a **yes/no** format and one open ended question to determine areas that need improvement in the system was used to collect the data.

4.0: Feedback of Teachers

The School of law as on date is offering **11 programmes** consisting of a **Ph.d in Law**, two **PG Diplomas**, **PG Certificates**, one **Diploma** and five **Certificate programmes**. The consolidated responses pertaining to all programmes offered by school as received from the teachers on the 10 statements (questions) is depicted pictorially in the form of bar diagram below:

FEEDBACK OF TEACHERS ON THE DESIGN OF THE CURRICULUM





5.0: Analysis of the Feedback received (item-wise/question-wise feedback)

The report aims to present the interpretive analysis of the Teachers' experiences (five) on the curriculum design, development, delivery and maintenance of the 11 programmes of school of law coordinated by the respective teachers.

The first part of questionnaire consists of general information relating to the name of the respondent (optional), Subject/Discipline, whether or not coordinating the course/programme etc and the period of service in the university etc.

The respondents are the teachers from the discipline Law with serving experience in the university ranging from 11 to 15 years and are also coordinating several programmes offered by school of law (total 11 programmes).

The second part of questionnaire consist of 10 statements to determine the degree of alignment /agreement with the statements presented for the purpose of the study The responses received from them on most of the questions were found to be same on the various aspects as to ordinal scale of **yes and No** but combining the narrative analysis of the faculty discussions/ meeting on the subject, the descriptive analysis are presented below: -

- In all the programmes of School of Law, need analysis has been done before finalizing the curriculum except for the Ph.D. Programme. The curriculum was prepared and modified from time to time in accordance with the UGC guidelines.
- Curriculum is periodically modified and new concepts/topics are being incorporated in all the programmes. The availability of teaching-learning facilities with the aid of multi-media viz., self-Learning Material, Audio video Programmes, Interactive Radio counselling sessions and Teleconference sessions often live and interactive through Gyan Vani and Gyan Darshan channels and webcasting enables regular updation on the new concepts and topics.

- All the respondents have strongly agreed that the Self Learning Material and the assignments aligns with the learning outcomes.
- In 9 out of 11 programmes, the curriculum is developed to enhance critical thinking.
- The programmes of the School are designed in such a manner to cater to the needs of all types of learners i.e generally is heterogeneous target group in all the programmes.
- The programmes have been designed and developed in accordance with levels assigned viz, UG, PG professional, non-professional etc. taking in to account the needs of learners.
- Assessments are developed based on the learning outcomes of the programmes. Apart from this, the Self Learning Material in all the programmes have self-assessment questions/ reflective exercises with the answer keys provided as the ready reckoner in the middle as well as at the end of unit/ lesson which is found beneficial for increasing self-awareness, creating self -regulated skills and development of creative thinking and better understanding on the subject.
- All the programmes are designed with a view to enhancing the learners prospective of getting better employment opportunity and are offered as Certificate including PG Certificate programme with the duration of six months with maximum duration allowed for completion extended upto 2years Similarly, the Diploma programme including PG Diploma programme are offered with the duration of minimum one year to maximum of 3 years. This flexibility provided to learners enable them to complete their course with their own need and requirement.
- All the respondents are of the view that integration of technology in blended mode will further benefit the learner by providing more flexible learning outcomes.

The last part of questionnaire for the feedback study consist of open-ended question to determine the areas that need attention to bring desired improvement in the system. The narrative inquiry and the responses given in questionnaire pertains to their experiences on curriculum design and development, pedagogical considerations, administrative requirements, the challenges related to curriculum development and delivery of the programmes and support services to the learners are placed below:

- Language in the SLM can be more simplified for a few UG level programmes.
- Simplified and flexible revision process for the programmes will further enhance the quality of the Self Learning Material.
- Improvement in Teacher -learner and Teacher- Counselor interaction needs to be strengthened.
- Expeditious resolution of the problems faced by learners in context of supply of print study material.
- University /School should focus more on publicizing low enrolment programmes.
- Programme delivery mechanism should be further improvised.
- Needs more Focus on use of online technology/ delivery.

6.0: Conclusion and recommendations

The focus of teacher feedback was on the fundamental issue of design, development and delivery of the curriculum and various aspects relating to updation of programmes in accordance with the learning outcomes, level of the programmes, creation of employment opportunities for the learners. The analysis of the teachers' feedback though reflects the adequacy of programmes offered through ODL system following need analysis but at the same time it was expressed that to revise or develop a new curriculum



they must be well equipped with knowledge, capacity and resources, as well as clear procedures to follow. The following suggestions and recommendations were made

- Inbuilt Information Technology-mediated pedagogy/learning process in the system will be beneficial for learners.
- Learners should be regularly updated about the new development in the subject through webcast/telecast/radio tele-counselling sessions. Other social media can also be used for the purpose.
- Regular promotional and monitoring activities should be allowed to be carried by the school.
- The use of Interactive Multi-media in all programmes.
- The use of Multi-media approach will enable the learner to focus on the subject.
- Teacher learner and teacher counselor interaction should be increased so to cater to the needs and problems faced by learners.
- The University /School should focus more on publicizing low enrolment programmes.
- Focus to be made on online delivery and evaluation mechanisms for low enrollment programmes.
- Focus on publicizing low enrollment programmes through social media.
- Programmes should also be publicized amongst the prospective employers in specialized areas for the purpose of increasing the employability.
- More focus on expansion in e-book's, journals and other resources.

7.0: Annexure (Enclose Questionnaire format)

Enclosed Annexure A