



INDIRA GANDHI NATIONAL OPEN UNIVERSITY

SCHOOL OF LAW

FEEDBACK ANALYSIS REPORT OF SUBJECT EXPERTSON THE DESIGN & DEVELOPMENT OF CURRICULUM

1.0: Preamble

Teaching Learning is an important component in any Open University and requires the curriculum to be designed as learning centric taking in to account the general expectations of the learners catering the need of different target groups. The design and development of curriculum requires the identification of the learner's outcomes, level of the programme and feedback of the industry. For the curriculum to be effective it needs to fulfil parameters that aim to reflect learning objectives, philosophy and goal based on the professional and teaching experiences of the Subject experts, institutional resources and assessment methodology as per the specific subject requirements

The subject Experts feedback on curriculum design is very important in the context of the following: -

- i. To cater the need of the industry that value the programmes and generate employment opportunity for learners.
- ii. To gather the suggestions in context of identifying learning and assessment strategies.
- iii. To plan effective programme delivery mechanism specially in the ODL system.
- iv. To analyse the problems and identify solutions in the teaching learning delivery mechanism in ODL system
- v. To review the curriculum to determine the area that require content modification and updation.
- vi. To identify mechanisms to augment educational standards and quality education with the use of their knowledge and gathered experiences in service

Therefore, the feedback received from the various subject experts is important for successful and meaningful design, development and implementation of the curriculum.

2.0: About the School and experts involved

The School with the aim to create awareness about legal rights and responsibilities in the emerging world order and to ensure high quality legal education, skills and research 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). The various subject experts throughout India in the specified area of law along with all the five faculty members of Law discipline having expertise in the subject and pedagogy followed in ODL system have been involved in the design and development of the curriculum in various

programmes of the school developed/ under development / under revision (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

Curriculum design and development in an ODL system includes a variety of activities like the design and formulation of planned curriculum, pedagogy, self-instructional material, Audio videos and the delivery mode for the programmes on offer suitable to the prospective students.

The purpose of the study was to explore and describe the experiences of subject experts who have contributed in the design and development of the curriculum in an ODL context. The Feedback on various aspects of curriculum design and development was sought from subject experts in the area of law associated with IGNOU (both outside and inhouse) in designing and finalising course curriculum and the experts involved in development of Curriculum based self-learning material. The feedback is collected on the various programmes offered by School of Law on the following school of law, IGNOU on the programmes offered by school relating to the following aspects: Briefing on the pedagogy of Curriculum Design Development in an OU; discussion on Need Analysis before finalizing the Curriculum; review of curriculum of other universities by the Subject Expert Committees; Guidelines provided for the development of the curriculum; involvement as subject expert in the curriculum review process; discussion of Feedback from others like alumni and industry during the framing of curriculum; whether the Curriculum updated; Curriculum matches with the level of the programme and Orientation was given in the development of Self Learning Material; Self Learning Materials are Learner Centric.

The mixed-method approach (triangulation) 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 need improvement.

A combination of survey method (by use of structured questionnaire) and the narrative inquiry to explore their experiences in relation to various aspects of curriculum design and development as discussed above through one to two subject expert committee meetings and faculty discipline experts group meetings held from time to time for the revision of various programmes offered by School of Law was used.

A questionnaire (standardised teacher feedback Proforma developed by the university) consisting of 10 statements / close ended questions structured based on Likert scale deploying a five-point scale (e.g., strongly agree, agree, neutral, disagree, strongly disagree) and consisting of one open ended question to determine areas that need improvement in the system was used to collect the data. The questionnaire was distributed through email to members of curriculum design committee, unit writers, in hand in to various expert during the expert committee meetings/ course writer meetings. In programmes few responses on the questionnaire have been received telephonically, WhatsApp by the programme coordinators. The MS Excel is used as the tool for statistical data analysis.

4.0: Feedback of Subject Experts

The School of law is offering 11 programmes consisting of Ph.D. in Law, certificates, diplomas at the both UG and PG Level. The figure (1) highlights the biographic details of subject experts who have participated in the feedback study across all the programmes offered by school. The specific responses collected for each of the 11 programmes from the Subject experts on the 10 statements (questions) is depicted pictorially in the form of bar diagram below along with the piechart depicting overview of its alignment in all the school programmes taking School of law as the single unit. Since the feedback from subject experts were received for all the 11 programmes of school of law therefore for the purpose of analysis all the programmes were assigned codes as given below in table 1

Table 1

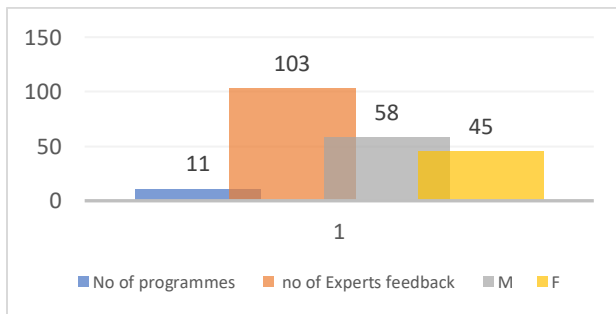
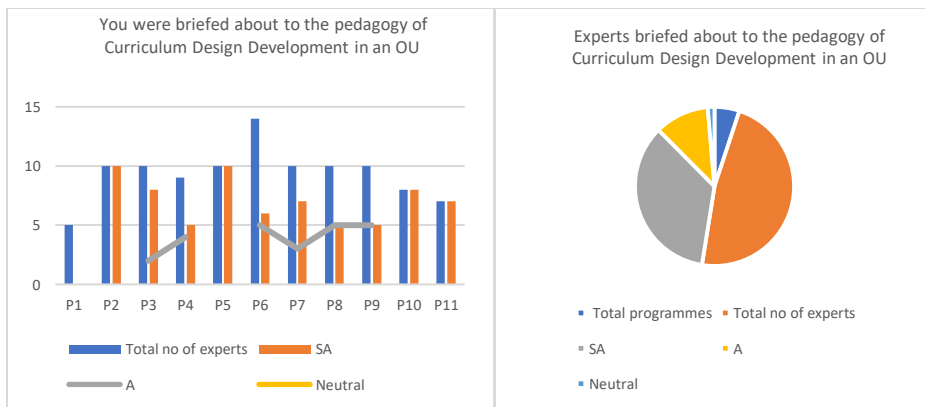
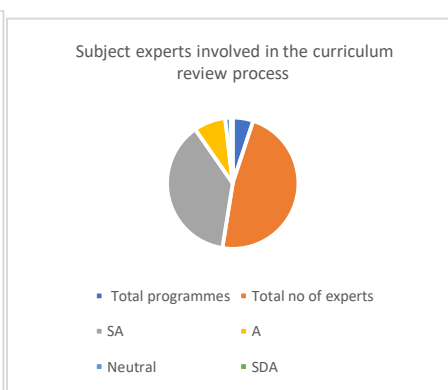
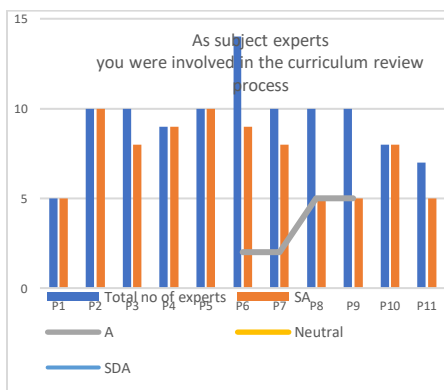
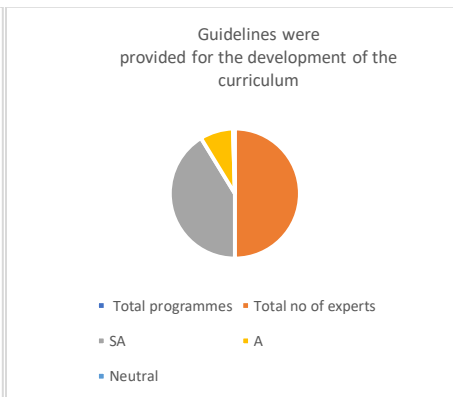
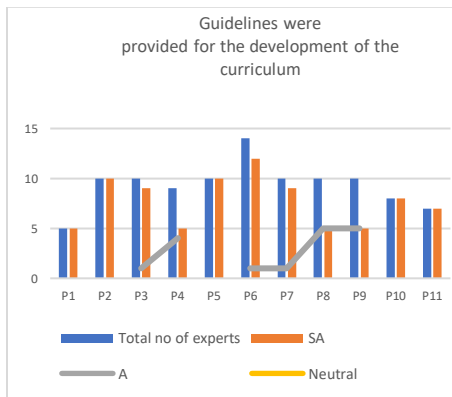
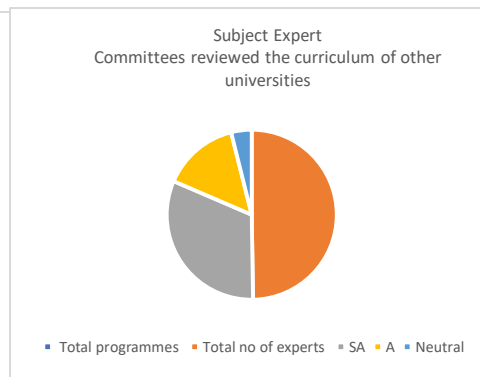
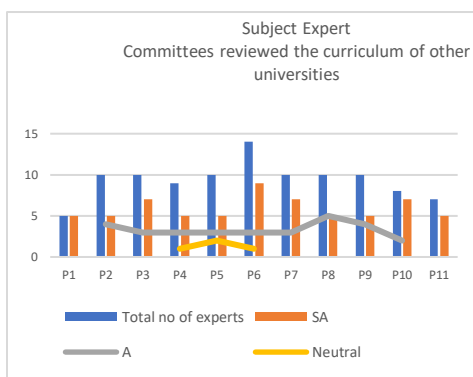
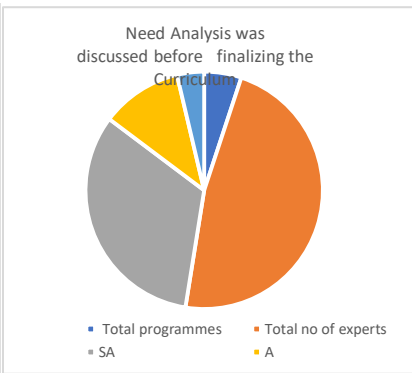
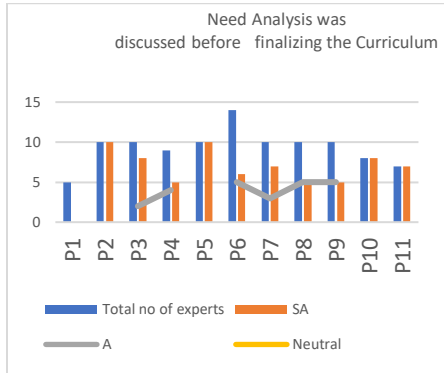
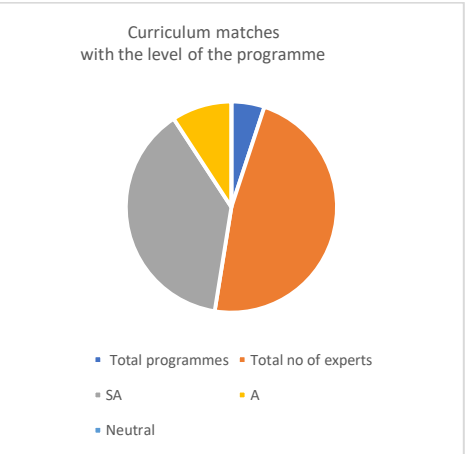
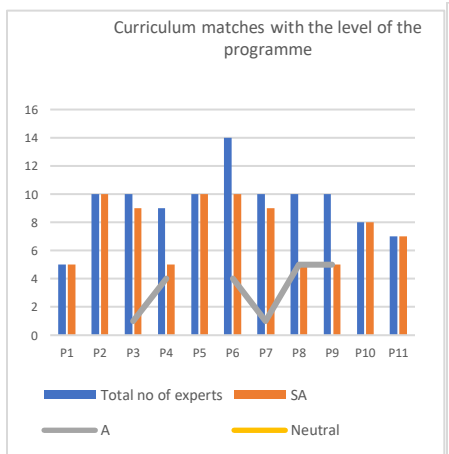
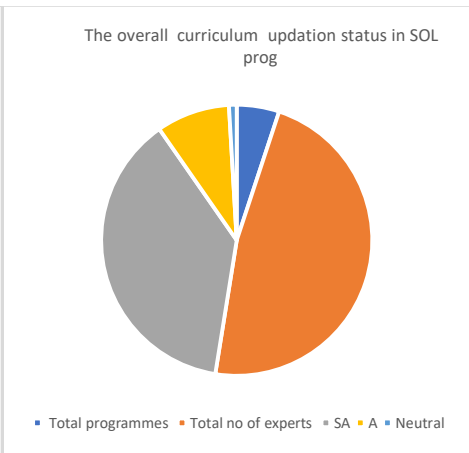
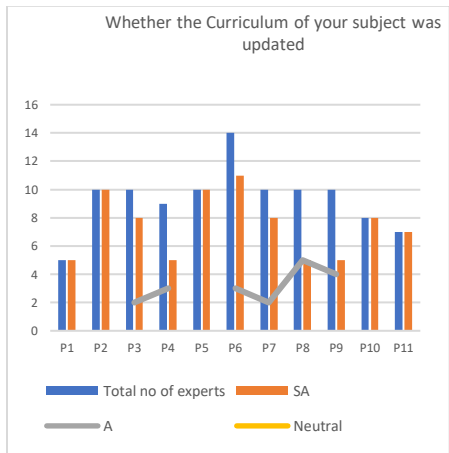
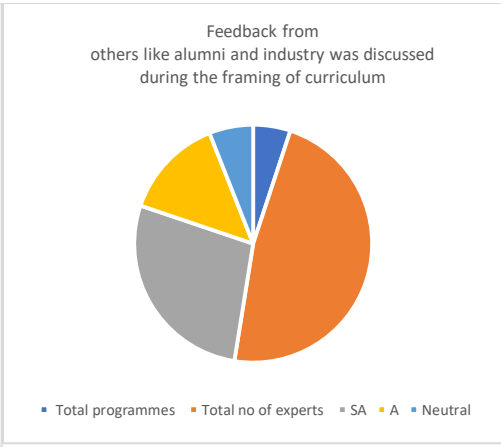
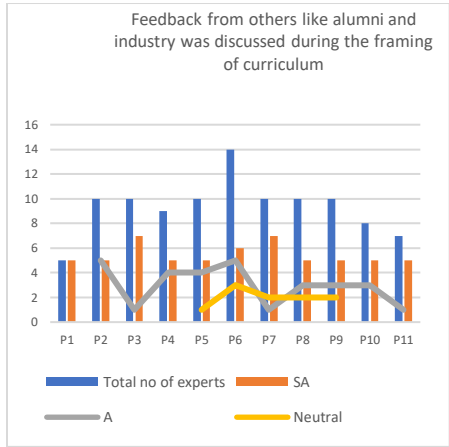


Fig.1









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

The report aims to present the interpretive analysis of the Subject Expert opinions / feedback on the design and development of curriculum of the 11 programmes of school of law coordinated by the respective teachers.

The Participants in total 103 across the various programmes (varies from 14 to 7 each in the programmes respectively) provided biographical information regarding age group, Gender, Place of Employment, Subject/Discipline, are they associated with IGNOU and if yes in what capacity. The majority of the participants (55%) were in the age group of 40-50 years, 41% falls in the age group 50 and above and 4% only were in the age group 30-40. The 56% respondents were male and 44% female. 100% respondents are associated with IGNOU School of law in capacity of subject expert member of the (i) curriculum design committee (ii) Course writers' group and consultants associated with development of programmes. The 90% of subject experts are from Delhi, 2% from Lucknow, 4% from Mumbai and 1% each from Pune, Kerala, Cuttack and Dehradun. The subject majority of experts belong to the discipline law and related areas as per the specific subject requirement.

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 descriptive analysis of responses received on five-point scale (e.g., strongly agree, agree, neutral, disagree, strongly

disagree) combining the narrative analysis of the suggestions received during subject expert committee/ course writers' meetings on the subject is presented below: -

- In all the programmes of school of law the subject experts were briefed about the pedagogy of Curriculum Design Development in an OU. The programmes p1,p2, p5, p10 and p11 shows that 100% respondents strongly agreed to the statement. The narrative discussion reflects that the subject curriculum expert committee should always follow the standards of practice that ensure the highest possible quality of the curriculum to be offered taking in to account the allocated resources and pedagogy developed so far in OU.
- The curriculum in the programmes of school are need based and as per the requirements of the learners. In all the programmes except p1, where need assessment was not carried out, being the regular, doctorate programme offered in parity with the UGC guidelines need analysis was discussed before finalizing the Curriculum and in programmes p2, p5, p10 and p11 100% respondent hold the view -strongly agree.
- The curriculum of other universities is generally agreed has been reviewed by Subject Expert Committees, In p1 100% strongly agree as depicted in the pie charts. It is observed that the programme coordinators being one of the subject experts reviews the curriculum of the other university and propose the draft curriculum and place the same before Subject Experts curriculum design committee for review before finalisation of curriculum.
- The study shows that guidelines were provided for the development of the curriculum as per the university norms. The experts were acquainted with credit system followed in university for programmes as per the level certificate/diploma/degree programmes, subject experts were also informed about the courses and the way they are structured in blocks and units. In p1,p2,p5,p10,p11, 100% responses show strong agreement.
- The subject experts were involved in the curriculum review process in all the programmes. In p1,p2,p4,p5 ,p10 the respondents show strong agreement. However single respondent shows strong disagreement in p11.
- While designing the curriculums of programmes offered by school the feedback from others like alumni and industry were discussed during the framing of curriculum.
- The Curriculum of all the programmes are updated. P1,p2,p5,p10 and p11 shows strong agreement of the respondents.
- The Curriculum of all the programmes matches with the level of the programme and is in accordance with the statutory guidelines framed by the university. P1,p2,p5,p10 and p11 shows strong agreement of the respondents.
- The development of the Self Learning Material Orientation was given in the development of Self Learning Material. In p1 since its regular course no SLM is developed and no responses were received. All the respondents in p11 strongly agree.
- The Self-Learning Materials are agreed to be Learner Centric. However, in p1 being regular degree programme no SLM is developed and no responses were received on the same. P15,p10 and p11 shows strong agreement of the respondents.
- The variations in the degree of agreement in some of the programmes is noticed and may be due to the respondent's association with the school in different capacity as member of expert design

committee or unit writer involved in development of SLM or subject Expert associated in both the capacities.

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 development, pedagogical considerations, the challenges related to curriculum development and development of self-learning material, delivery of the programmes, administrative requirements and support services required and is placed below:

- The curriculum in degree programmes should be updated from time to time in parity with the UGC guidelines on higher education.
- Curriculum should be reviewed and updated more regularly keeping in view the progressive environment of law subject as a discipline.
- ICT and multimedia should be used more intensively.
- Online Coordination between the divisions, schools and regional centres.
- Simplified and online facilities for learners.
- Use of technological interventions in simplifying the forms and submission of assignments and projects.
- Programme needs to be popularized at all levels.
- The SLM has been written well by the experts in the field but at some places, language used and the topics should be presented in simpler manner especially the programmes offered at certificate level.
- Option of online exams for the learners.
- Programme should be offered in Hindi languages too.
- More video recording be added to teaching module
- Course materials /Study material should be revised and updated frequently/regularly to incorporate updated laws
- Immense importance must be given to requirement of industry, need analysis of any programme must be in light of current requirements and realities.
- Currently the process being followed is mostly in keeping with the educational requirements of imparting long-distance education. However maybe with rapid advances in technology there could be requirements in updating the technology involved in the method of disseminating the courses
- The system is working really well. The University is providing Education to thousands of students. Some new / contemporary areas of study like Interplay between IPR and Competition Law etc shall also be introduced.
- Virtual Analysis Lab are mostly needed for Cyber Forensic investigation for practical purpose as now a days cyber security plays the central role for digitization
- There has to be a continuous process of engagement with different stakeholders to discuss about the pedagogy. The course has to be taught bringing in case studies, group discussion, exploring areas of contemporary relevance in giving topics to students for their projects. This can contribute to students getting exposed to the current developments in the field.

- The curriculum needs to integrate the economic, research and innovation and its implications for society at large. IGNOU can take a lead in this direction. Some of these aspects were discussed during curriculum preparation in IGNOU. Some elements have been introduced in the revised curriculum.
- Programmes should also be offered online
- Eligibility criteria for certificate programmes can be synchronized.
- Development of need based programmes in the upcoming new areas.
- There is a need to create linkages with Industry/Government Departments not only towards design and development of curriculum but also for placement of the successful learners.

6.0: Conclusion and recommendations

The feedback from the subject experts revealed that the curriculum is need based and as per the requirements of the learners shows the validity and adequacy of the curriculum design and development process. Instructional design and delivery mechanisms in the programmes should pace with the technological advancements including online platforms. The subject experts play an important role in the curriculum design and development that facilitate the course development team to prepare learner centric self-learning material. In the light of the above suggestions, the recommendations are placed below: -

The Cooperative and collective efforts of subject experts, school of studies, supporting divisions and statutory authorities can lead to emergence of effective and need based curriculum design, development and reviewal mechanisms which are dynamic and adaptive to changed needs of the learners.

More Audio-video programmes should be prepared to enhance the learning experience

The feedback on the curriculum should be regularly taken from the subject experts and the expert committee meetings should be held frequently to design curriculum keeping in view the changes in the technology and the updated laws.

The faculty should be trained aiming to develop skills to use technology and tools to develop and use online platforms to enhance online teaching and learning process.

7.0: Annexure (Enclose Questionnaire format)

Enclosed annexure B- Expert feedback form