

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
SCHOOL OF HEALTH SCIENCES
FEEDBACK ANALYSIS REPORT OF SUBJECT EXPERTS

Summary of the Feedback from Subject Experts is given below:

1. Total number of responses:

A total of 93 responses were received from the subject experts

2. Age:

Most of the experts were between the age group of 46-55 (i.e. 33%) followed by age group of 35-45 (i.e. 26%) (Fig. 1)

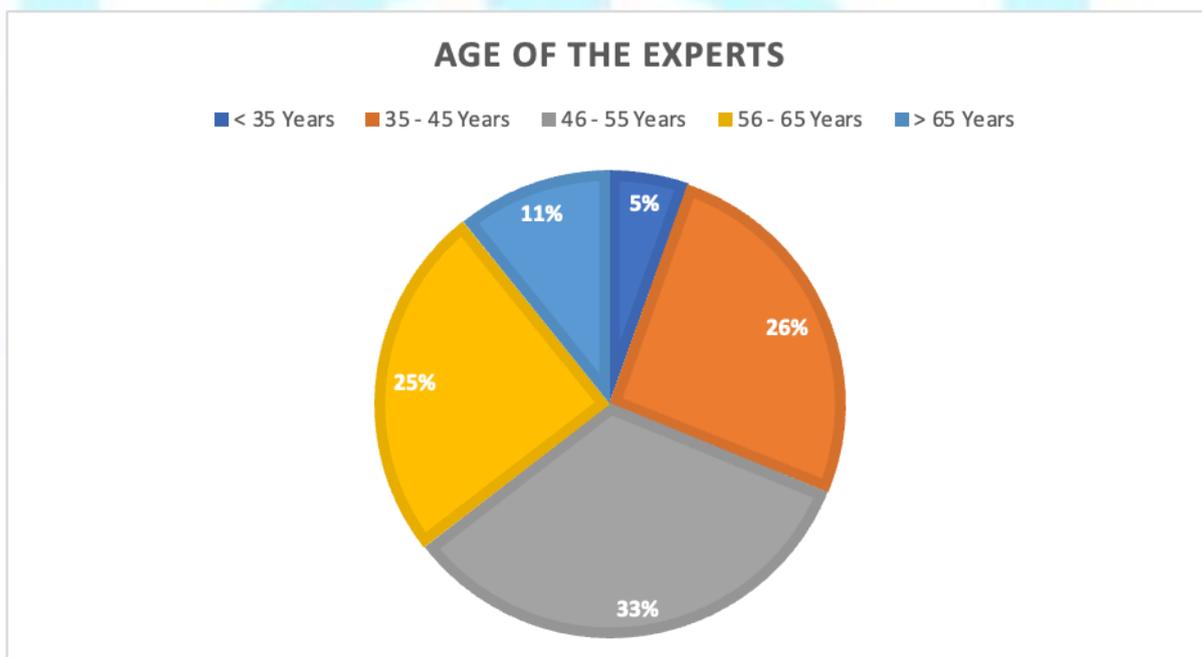


Fig 1: Pie-chart regarding age group of subject experts

3. Qualifications:

Among the experts, majority(38%) were having MD/MS/DNB and many of the experts were having PhD (36%) (Fig 2)

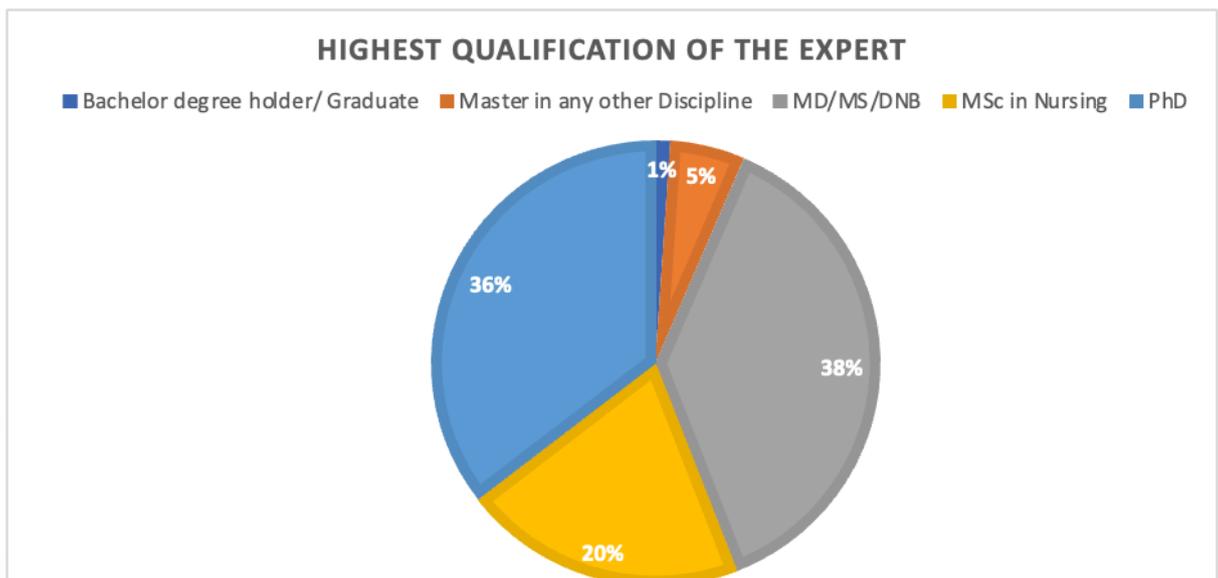


Fig 2: Pie-chart of qualification of experts

4. Institutions affiliated with:

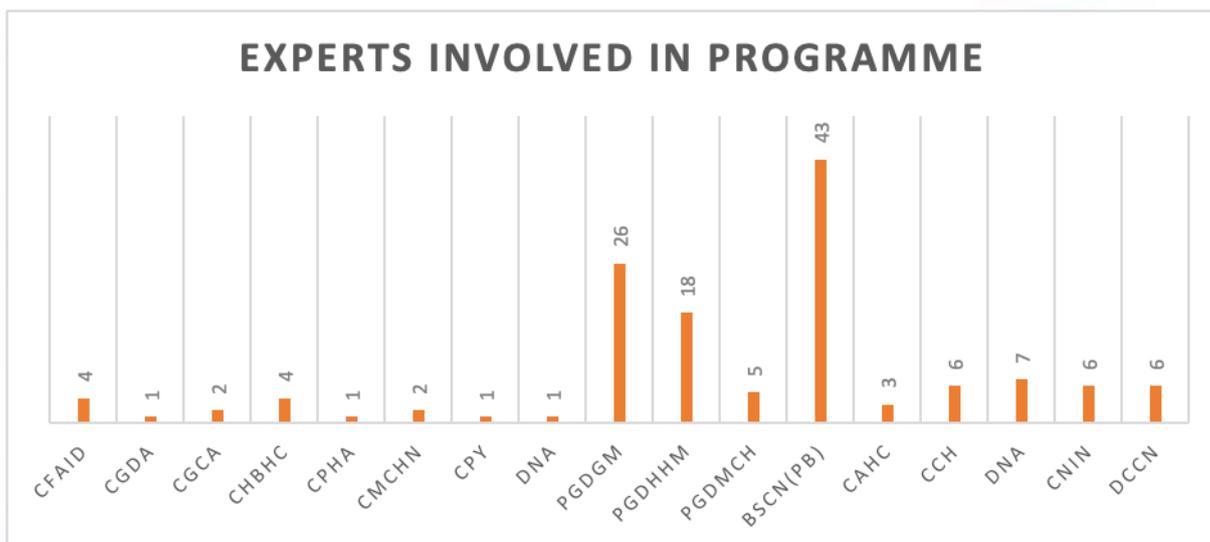
Mostly the experts were associated with hospitals and Medical colleges/teaching institute as listed below:

1. Adhiparasakthi College of Nursing
2. AHILYA BAI COLLEGE OF NURSING LOKNAYAKHOSPITAL,N.D.
3. AIIMS, New Delhi
4. AIIMS BHOPAL
5. AIIMS Kalyani
6. AIIMS Rishikesh
7. All India Institute of Medical Sciences Bhubaneswar
8. AMCN & MT IUST
9. Amity institute of physiotherapy Amity university Noida
10. Amrita institute of medical sciences & Research centre
11. Army hospital RR Delhi
12. Baba Farid University
13. BLDE DU Shri B M Patil Medical College Hospital and Research centre Vijayapura
14. College of nursing RIPANS
15. Cygnia Healthcare
16. Defence
17. Dharamshila Narayana Superspeciality Hospital
18. Dr S N Medical College
19. Fortis Hospital Mohali
20. GMF's Tehmi Grant Institute of Nursing Education
21. Government Mohan Kumaramangalam Medical College, Salem
22. Govt college of nursing Jaipur Rajasthan
23. Govt College of Nursing, SSKM hospital campus
24. Govt nursing college of GMC Baramulla

25. Govt of India
26. Govt. College of Nursing, Jaipur
27. HelpAge India
28. HN Bahuguna Medical University, Dehradun
29. Holy Family College of Nursing
30. College of Nursing, CMC Ludhiana
31. IIHMR Jaipur
32. IIHMR DELHI
33. Indian Council of Medical Research
34. Institute of Liver and Biliary sciences, vasant kunj, delhi
35. JIPMER, Puducherry
36. Karpaga vinayaga college of nursing. Chengalpattu Dt
37. Kauvery hospitals, Chennai
38. Kle university
39. Kurji Holy Family Hospital, College of Nursing, Patna, Bihar.
40. LOKMANYA TILAK MUNICIPAL MEDICAL COLLEGE
41. M S Ramaiah Medical College, Bangalore
42. Madras Medical College & RGGGH
43. Maulana Azad Medical College, New Delhi
44. MM College of Nursing
45. Narayana Hrudayalaya College of Nursing, Affiliated with RGUHS.
46. National Institute of Health & Family Welfare
47. NIINS college of nursing
48. Nursing college DDU hospital New Delhi 110064
49. Octavo Solutions Pvt Ltd
50. Pal College of Nursing & Medical Sciences
51. PGIMER, Chandigarh
52. Rajkumari Amrit Kaur College of Nursing
53. Regional College of Nursing Guwahati Assam
54. MCHFW and HOD CHA and ex Dean
55. RAK College of Nursing University of Delhi
56. RML Hospital, New Delhi
57. Rufaida College of Nursing, Jamia Hamdard, New Delhi-110062
58. S K NAVALE MEDICAL COLLEGE PUNE
59. SGT Medical College and Hospital
60. Sharda university greater noida, U.P.
61. SMS Medical College Jaipur
62. SPD, IGNOU
63. St Stephen's Hospital, Delhi
64. The National Institute of Health & Family welfare
65. The Tamilnadu Dr.M.G.R Medical University, Chennai
66. Tripura University
67. Uttarakhand Open University
68. VHS- M. A. Chidambaram College of Nursing
69. VMMC & SAFDARJANG HOSPITAL, NEW DELHI

5. Name of the programme involved with:

Those subject experts who are presently working with SOHS in revising or writing programme were approached for feedback hence most of the responses collected were subject experts involved in Post Basic BSc Nursing programme (43), PG Diploma in Geriatric Health (26) & PG Diploma of Hospital and health management programme (18) of SOHS. (Fig 3)



Note: One expert may be involved in more than one programme.

Fig 3: Bar graph of programme in which experts are involved

6. Duration of Association with the SOHS programmes:

Most of the experts had up to 5 years' experience and associated with SOHS (32%) followed by 6-10 years' experience (25%). (Fig 4)

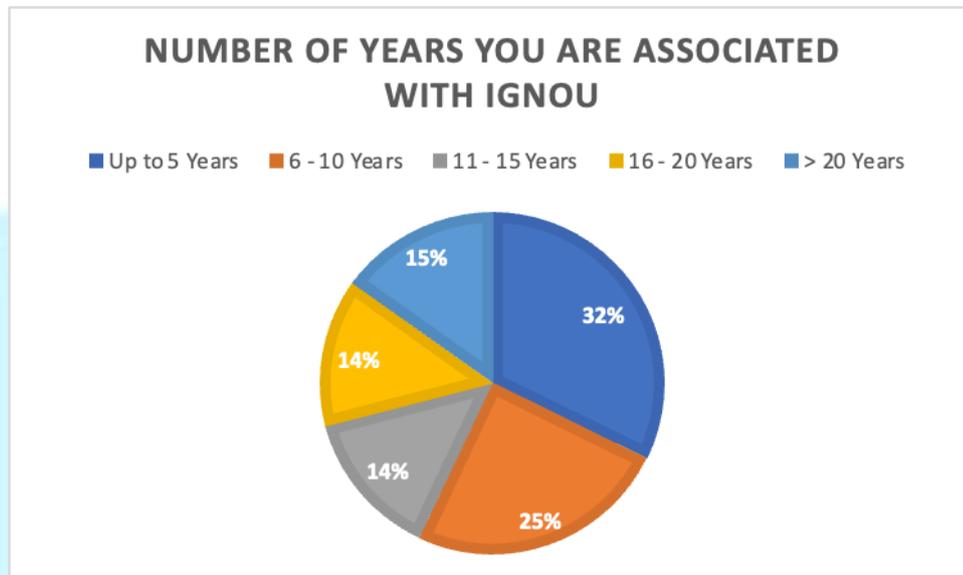


Fig 4: Pie chart of duration of association with SOHS programmes of Health discipline

7. Comprehensive Feedback on improvement of pedagogy:

The comprehensive feedback is as shown in Fig 5

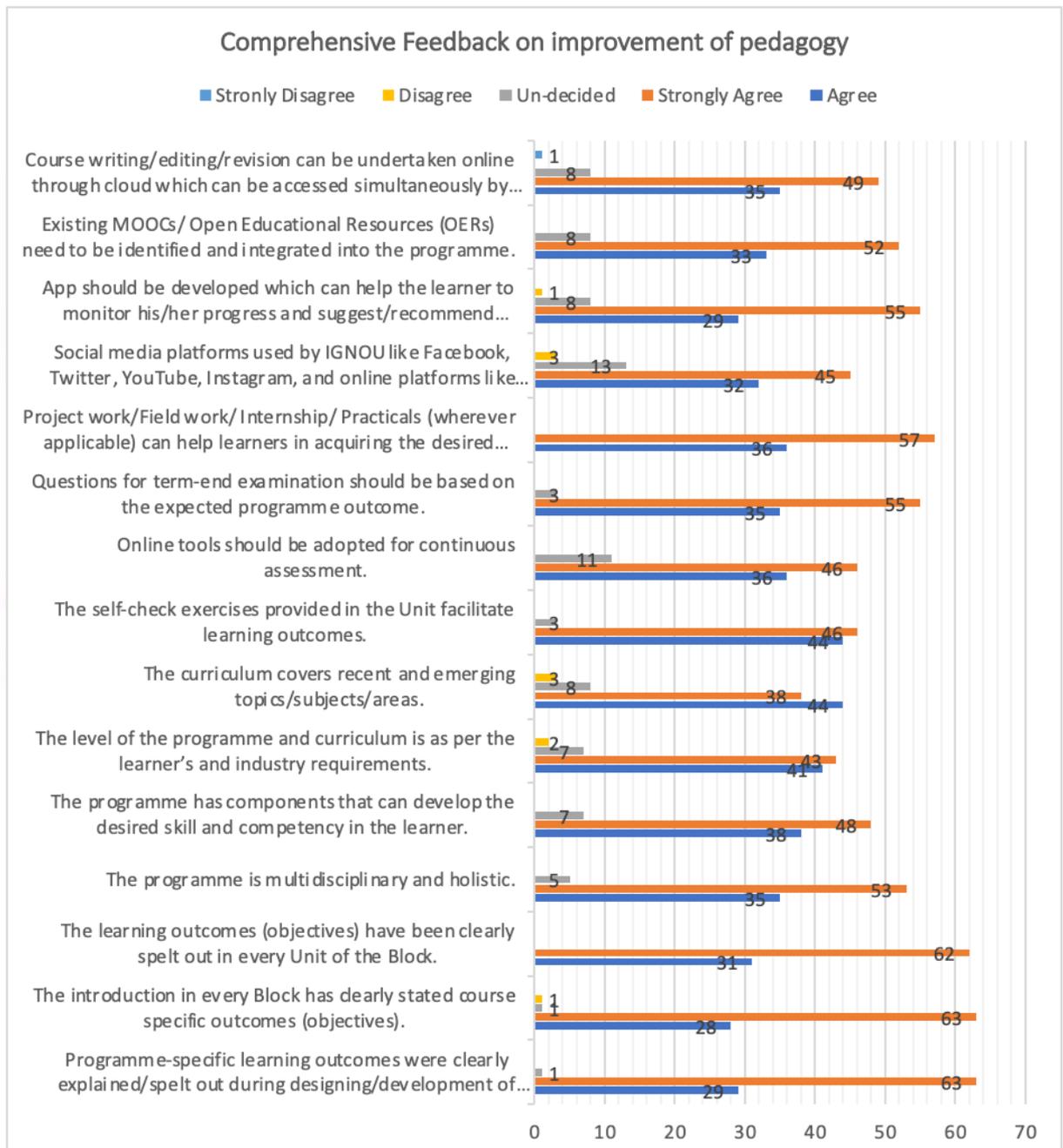


Fig 5: Bar graph regarding feedback on pedagogy

8. Statement wise feedback

Statement 1:

Programme-specific learning outcomes were clearly explained/spelt out during designing/development of the programme.

Analysis: Majority strongly agreed (63) with the statement. (Fig 6)

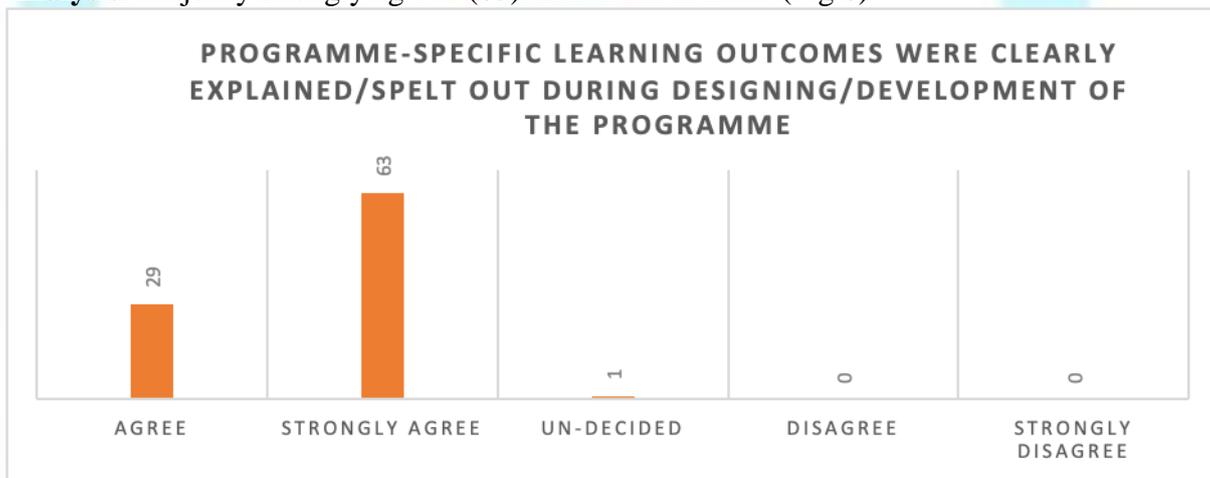


Fig 6: Bar graph regarding feedback on statement -Programme-specific learning outcomes were clearly explained/spelt out during designing/development of the programme.

Statement 2:

The introduction in every Block has clearly stated course specific outcomes (objectives).

Analysis: The majority strongly agreed (63) while 28 agreed and 1 disagreed (Fig 7)

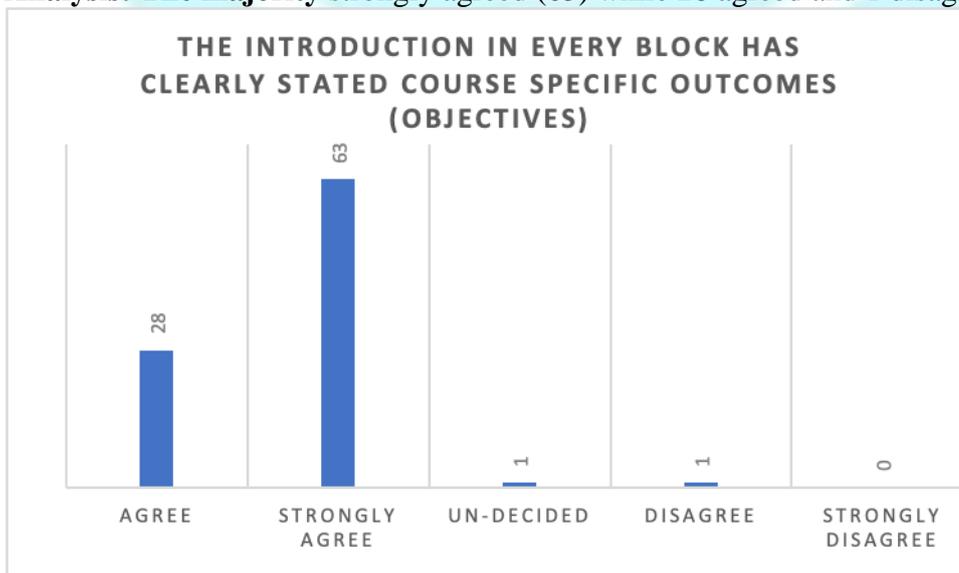


Fig 7: Bar graph regarding feedback on statement-The introduction in every Block has clearly stated course specific outcomes (objectives).

Statement 3:

The learning outcomes (objectives) have been clearly spelt out in every Unit of the Block.

Analysis: Majority strongly agreed (62) while 31 agreed (Fig 8)

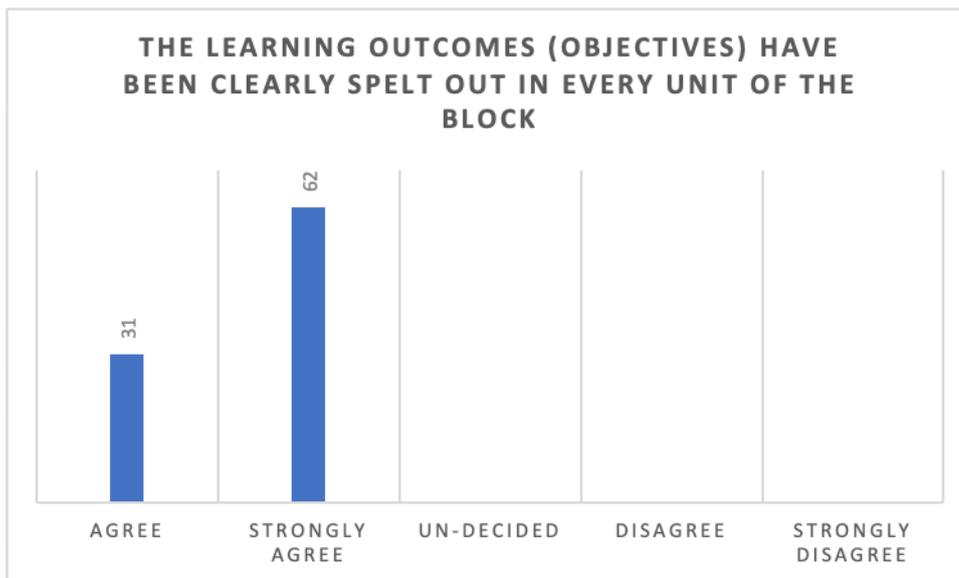


Fig 8: Bar graph regarding feedback on statement-The learning outcomes (objectives) have been clearly spelt out in every Unit of the Block.

Statement 4:

The programme is multidisciplinary and holistic.

Analysis: Most experts strongly agreed (53) while 35 agreed and 5 were undecided (Fig 9)

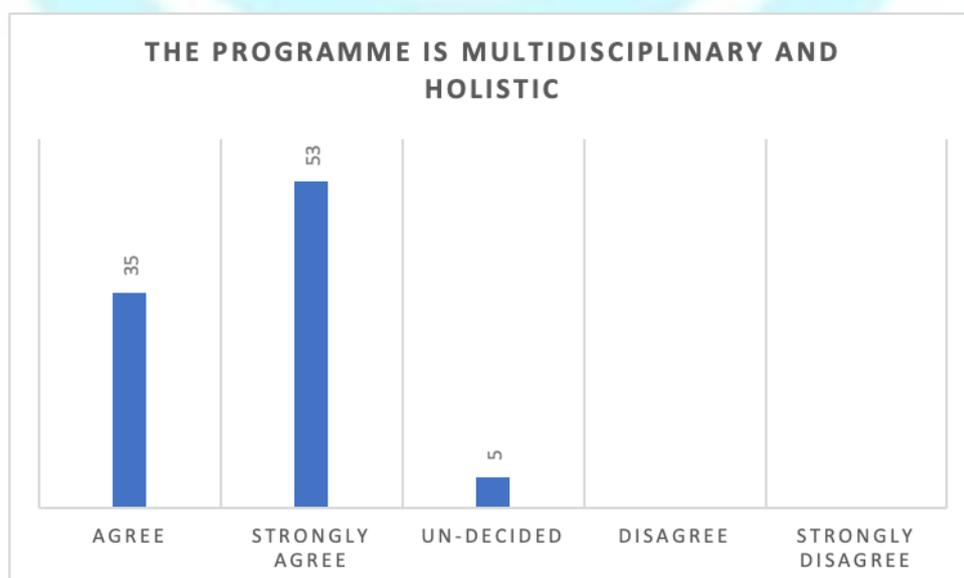


Fig 9: Bar graph regarding feedback on statement-The programme is multidisciplinary and holistic.

Statement 5:

The programme has components that can develop the desired skill and competency in the learner.

Analysis: Most experts strongly agreed (48) while 38 agreed and 7 were undecided (Fig 10)

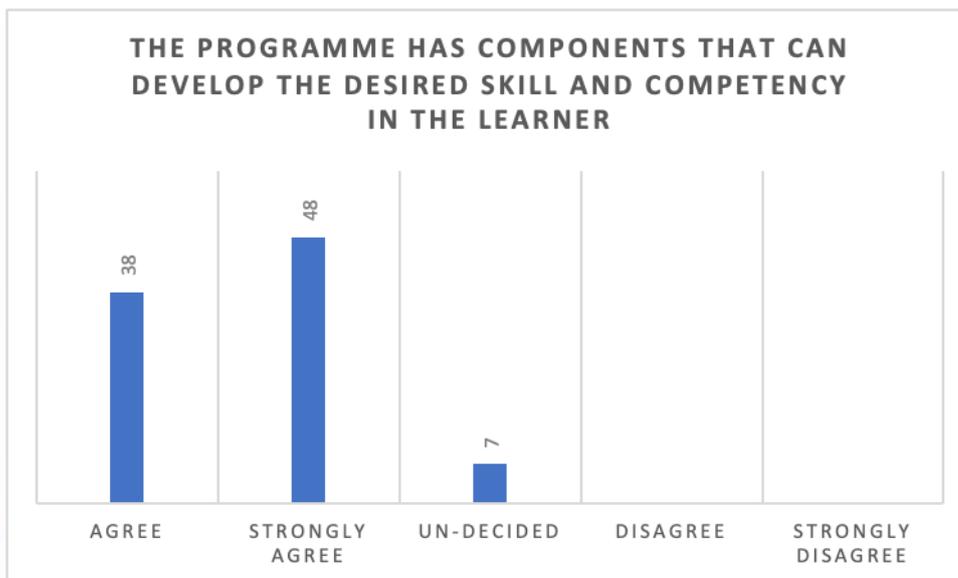


Fig10: Bar graph regarding feedback on statement- The programme has components that can develop the desired skill and competency in the learner.

Statement 6:

The level of the programme and curriculum is as per the learner's and industry requirements.

Analysis: Most experts strongly agreed (43) while 12 agreed and 2 were undecided while 1 disagreed with the statement (Fig 11)

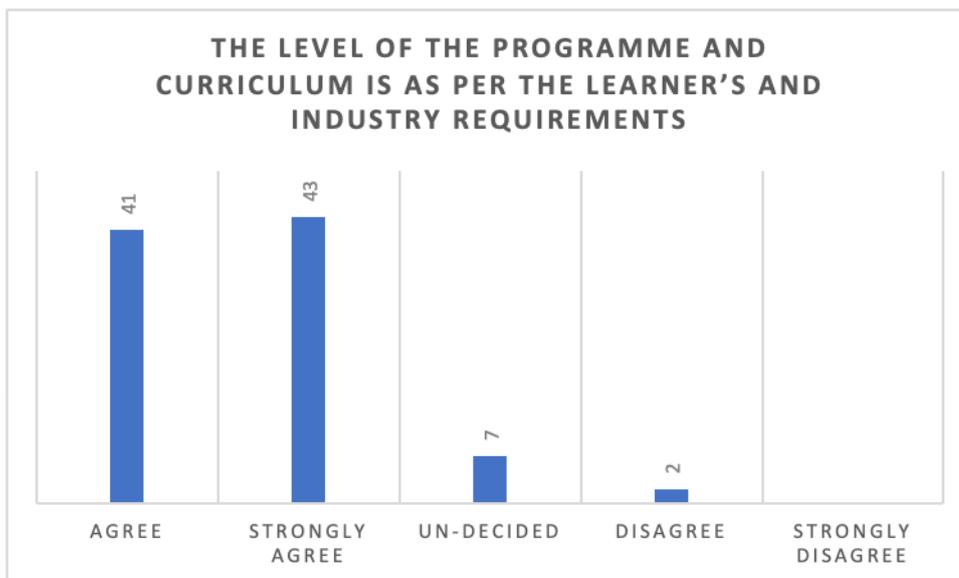


Fig 11: Bar graph regarding feedback on the statement- The level of the programme and curriculum is as per the learner's and industry requirements

Statement 7:

The curriculum covers recent and emerging topics/subjects/areas

Analysis: Some experts agreed (44) while many (38) strongly agreed and 8 were undecided while 3 disagreed to the statement (Fig 12)

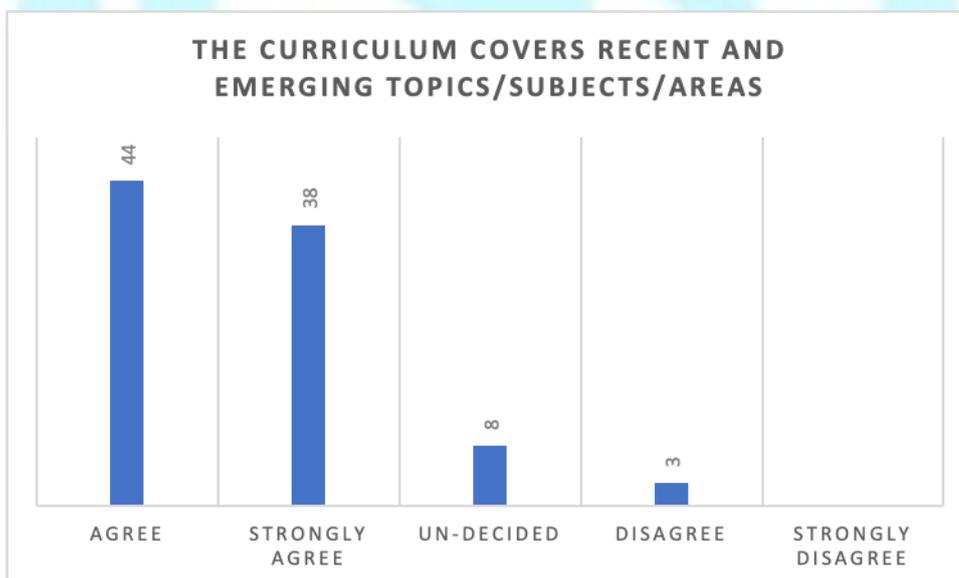


Fig 12: Bar graph regarding feedback on statement- The curriculum covers recent and emerging topics/subjects/areas

Statement 8:

The self-check exercises provided in the Unit facilitate learning outcomes.

Analysis: Most experts strongly agreed (46) while 36 agreed and 11 were undecided (Fig 13)

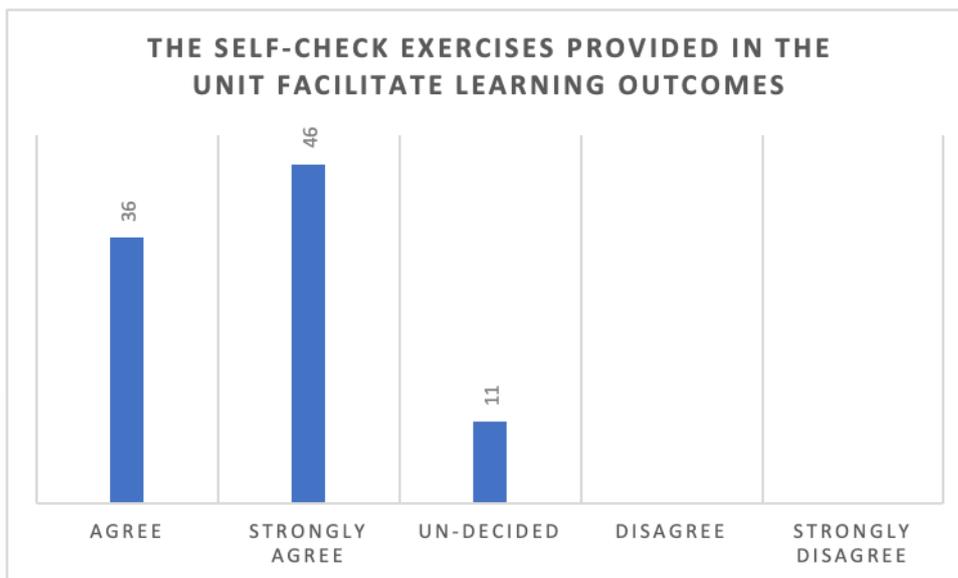


Fig 13: Bar graph regarding feedback on statement- The self-check exercises provided in the Unit facilitate learning outcomes

Statement 9:

Online tools should be adopted for continuous assessment

Analysis: Most experts strongly agreed (46) while 36 agreed and 11 were undecided (Fig 14)

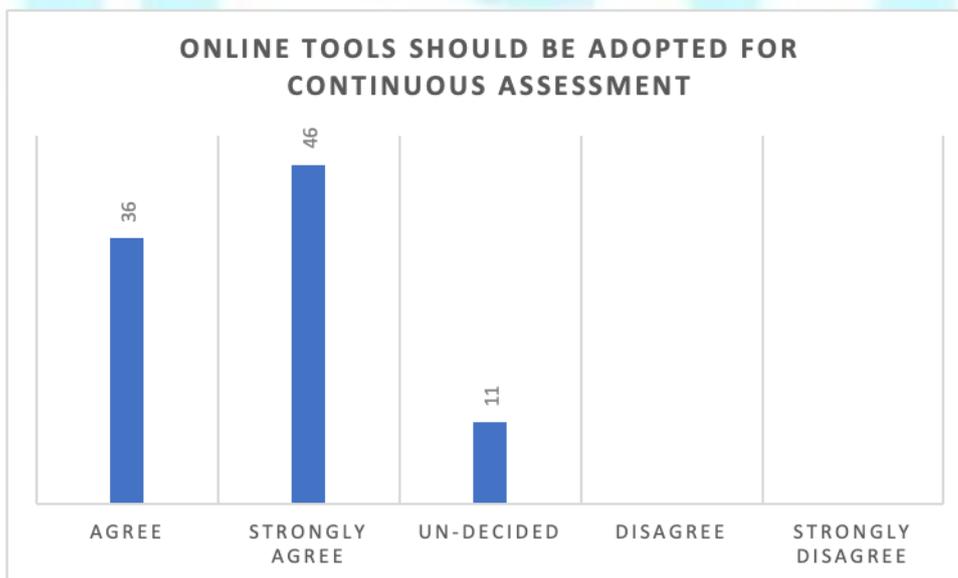


Fig 14: Bar graph regarding feedback on statement- Online tools should be adopted for continuous assessment

Statement 10:

Questions for term-end examination should be based on the expected programme outcome.

Analysis: Most experts strongly agreed (55) while 35 agreed and 3 were undecided (Fig 15)

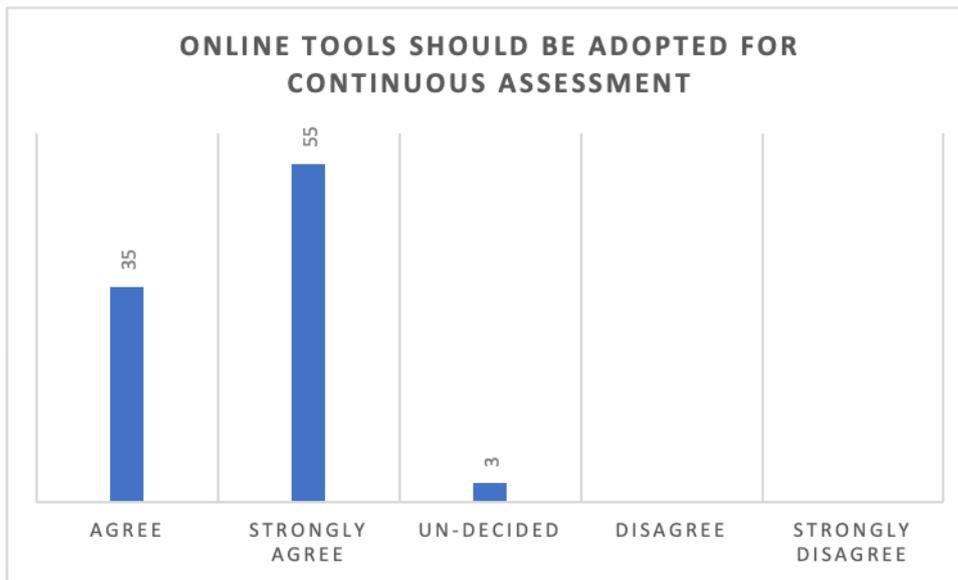


Fig 15: Bar graph regarding feedback on statement- Questions for term-end examination should be based on the expected programme outcome.

Statement 11:

Project work/Field work/ Internship/ Practical's (wherever applicable) can help learners in acquiring the desired skills and competencies.

Analysis: Most experts strongly agreed (57) while 36 agreed. (Fig 16)

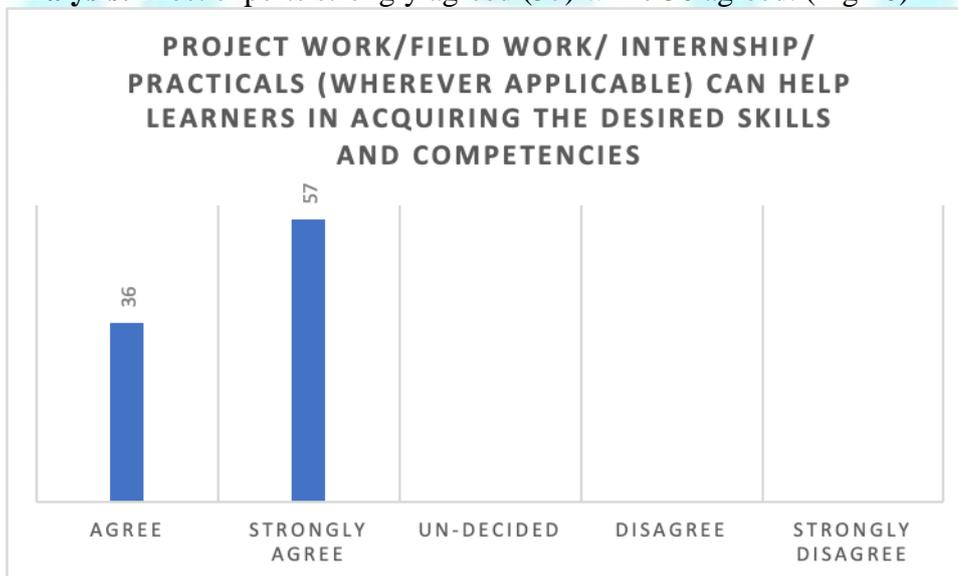


Fig 16 : Bar graph regarding feedback on statement- Project work/Field work/ Internship/ Practical's (wherever applicable) can help learners in acquiring the desired skills and competencies.

Statement 12:

Social media platforms used by IGNOU like Facebook, Twitter, YouTube, Instagram, and online platforms like Zoom, WebEx, Google Meet, MS Teams etc. facilitate in achieving the learning outcomes.

Analysis: Most experts strongly agreed (45) while 32 agreed and 13 were undecided (Fig 17)

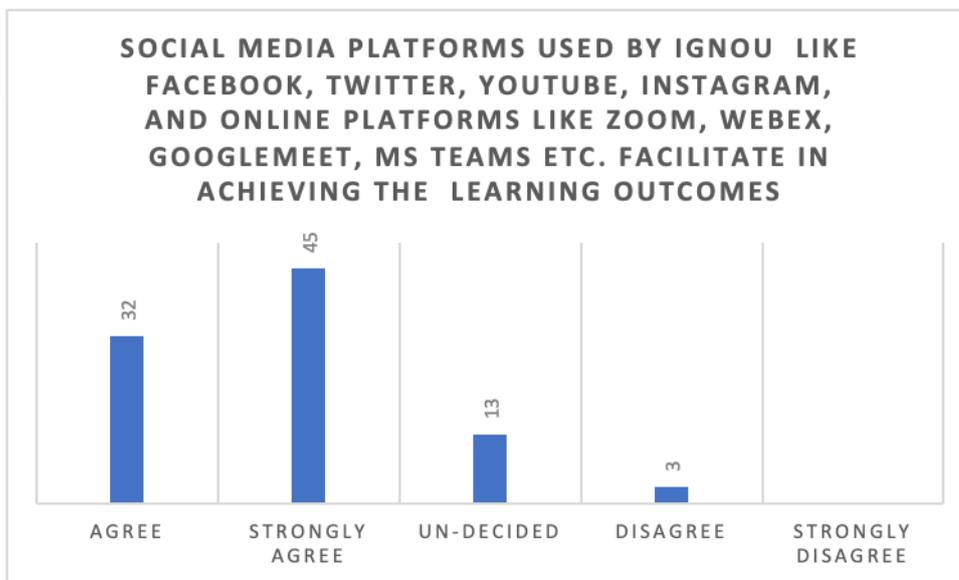


Fig 17: Bar graph regarding feedback on statement- Social media platforms used by IGNOU like Facebook, Twitter, YouTube, Instagram, and online platforms like Zoom, WebEx, Google Meet, MS Teams etc. facilitate in achieving the learning outcomes.

Statement 13:

App should be developed which can help the learner to monitor his/her progress and suggest/recommend corrective measures.

Analysis: Most experts strongly agreed (55) while 29 agreed and 8 were undecided to the statement (Fig 18)

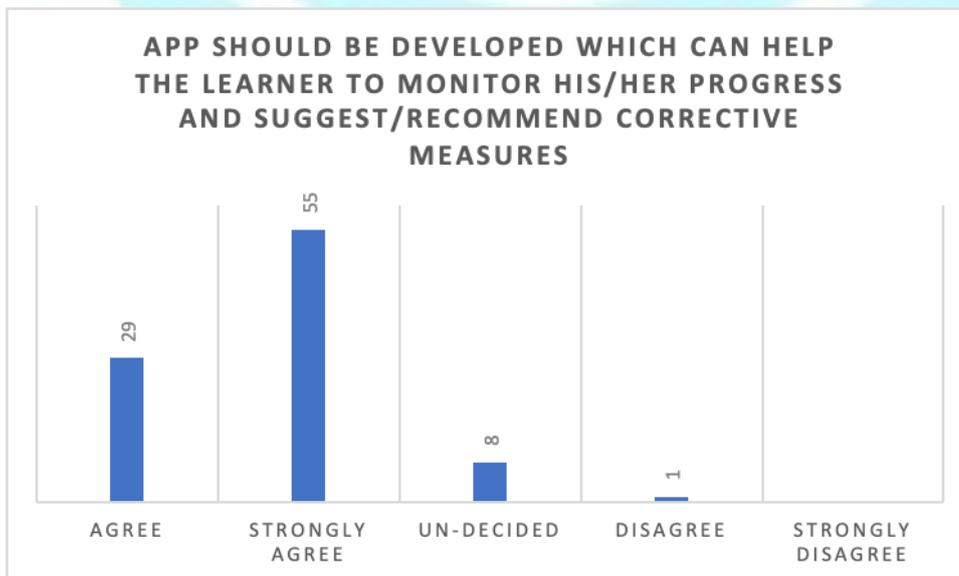


Fig 18: Bar graph regarding feedback on statement- App should be developed which can help the learner to monitor his/her progress and suggest/recommend corrective measures.

Statement 14:

Existing MOOCs/ Open Educational Resources (OERs) need to be identified and integrated into the programme.

Analysis: Most experts strongly agreed (52) while 33 agreed and 8 were undecided (Fig 19)

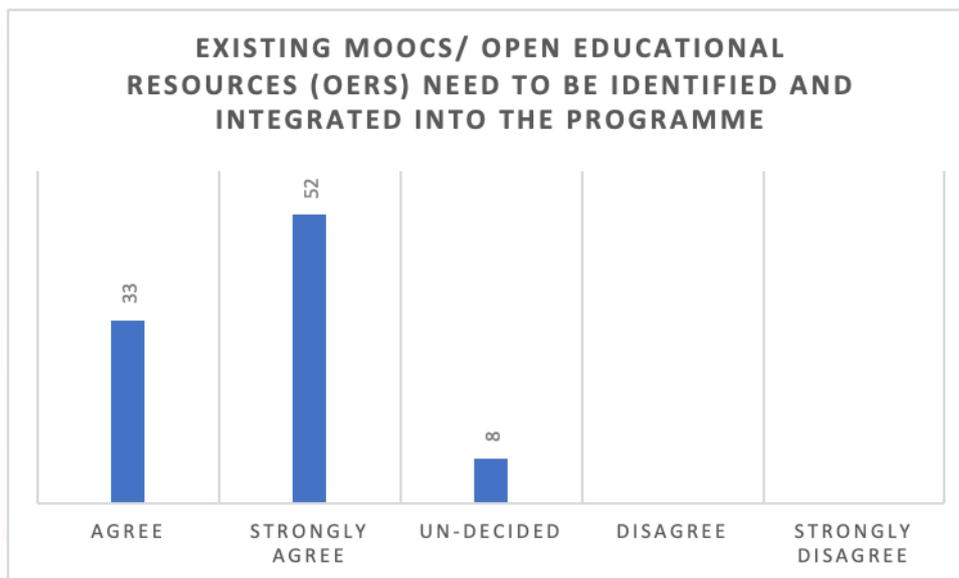


Fig 19: Bar graph regarding feedback on statement- Existing MOOCs/ Open Educational Resources (OERs) need to be identified and integrated into the programme.

Statement 15:

Course writing/editing/revision can be undertaken online through cloud which can be accessed simultaneously by different experts.

Analysis: Most experts strongly agreed (49) while 35 agreed and 8 were undecided to the statement. (Fig 20)

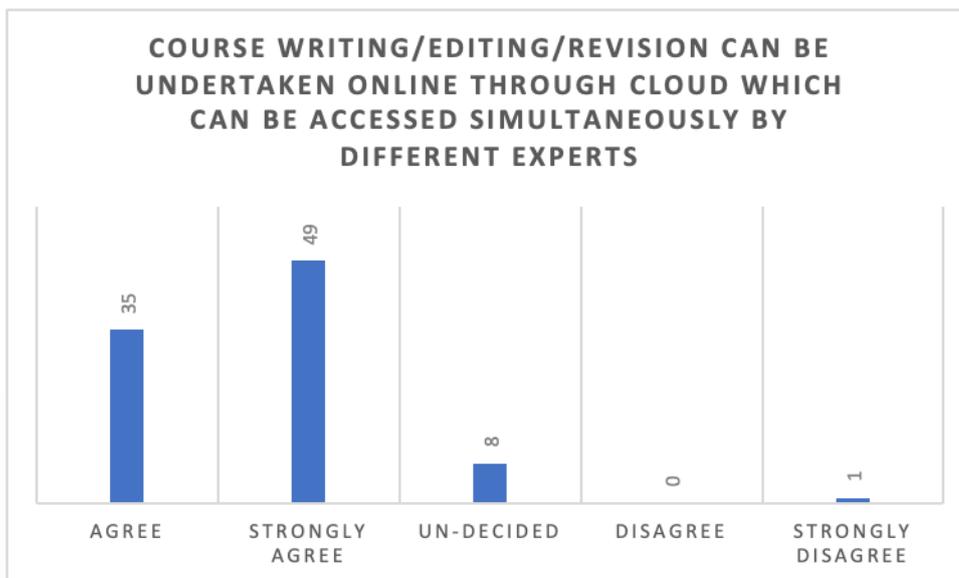


Fig 20: Bar graph regarding feedback on statement- Course writing/editing/revision can be undertaken online through cloud which can be accessed simultaneously by different experts