



INDIRA GANDHI NATIONAL OPEN UNIVERSITY

SCHOOL OF LAW

FEEDBACK ANALYSIS REPORT OF SUBJECT EXPERT'S (2022-2023)

1.0: Preamble

G20 focuses on inclusive, equitable, relevant and quality education and lifelong learning opportunities for all, within the theme of “One Earth, One Family, One Future”.

India proposes to build on and carry forward the past deliberations so as to transform the current educational system. There is a need to make education more relevant for the capacities and skills required to prepare the learners of all ages and throughout life in the digital era; encourage collaboration and partnerships between Higher Educational Institutions and industries and engagement with societies: strengthening Research, promoting Innovation for the quest of widening the horizons of knowledge and using it for the good of humankind.

Attainment of Sustainable Development Goals by adopting eco-friendly lifestyles through LiFE (Lifestyle for Environment) is a major priority in the days to come. With LiFE, the prevalent 'use-and-dispose' economy will be replaced with a circular economy, characterized by responsible consumption. In order to contribute significantly to LiFE, individuals will be encouraged to make lifestyle changes in day-to-day living.

Teaching and learning, course content, curriculum, pedagogy and assessment are important components of education, especially in an open university which requires that Curriculum should be taking into account the holistic expectations of learners, meet the needs of different audiences. For the curriculum to be effective in his 21st century, it must be more relevant to the skills and competencies needed in the technological age. Its aim should be to promote cooperation between people, industry and society in order to broaden the horizons of knowledge.

Curriculum design and development should identify learner outcomes, program levels, and gather feedback from subject matter experts and industry. Feedback is an important tool for improving teaching and learning processes and for the successful and meaningful design, development and implementation of curricula and entire

educational systems. Each year, the university solicits feedback from learners, subject matter experts, faculty, academics, and other industry stakeholders, gathers suggestions for curriculum revisions, and leverages knowledge and cumulative services to improve educational standards and quality teaching in order to plan effective program delivery by identifying mechanisms that can improve especially the mechanism of the ODL system.

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 the following 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 the 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

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 with special reference to G20 focus on inclusive, equitable, relevant and quality education and lifelong learning Information related to the following themes:

Theme 1: Promotion on digital skills;

Theme 2: Collaboration and partnerships with industries and communities and

Theme 3: Contribution towards Sustainable Development Goals and LiFE (Life for Environment).

The Feedback Questionnaire Form for the Subject Experts developed by Centre for Internal Quality Assurance (CIQA) was used to get the collect the data responses from the subject experts involved in conceptualization, planning, development, delivery and other associated activities of different academic programmes offered by the School of Law, IGNOU to identify the effective implementation of G20 themes through different programmes of the school of Law.

The questionnaire was initially distributed through email to the subject experts and also an Online Google Feedback Form was created and circulated among the Subject Experts to gather the responses.

The Feedback form/Questionnaire consist of question based on three themes as specified above. The first part of questionnaire is related to General Information about the respondent's viz. name, age, Gender, educational qualification, institutions they are working/affiliated with, name of the Programme involved in and number of years they are associated with IGNOU.

The other part of questionnaire is related to the gather information as per the themes viz. 1: Promotion on digital skills; 2: Collaboration and partnerships with industries and communities; and 3: Contribution towards Sustainable Development Goals and LiFE (Life for Environment).

The questionnaire also included open-ended questions to gather suggestions for promoting digital skills to learners; learner's interaction/participation with industry/communities; bridging the gap between HEIs and industry/communities and making the university campus Clean and Green.

An Online Feedback Questionnaire created in the Google Form platform was circulated among the Subject Experts. A total of 20 responses were received from the Subject Experts with specializations in Law. The MS Excel is used as the tool for statistical data analysis. The responses were collated, analysed and presented below:

4.0: Feedback of Subject Experts

The report aims to present the interpretive analysis of the Subject Expert opinions / feedback on programmes of school of law coordinated by the respective teachers. The feedback responses received from the Subject Experts are present in two parts: I) General Information of the respondents and II) 3 themes: I) Promotion of Digital Skills II) Collaboration and partnerships with industries and communities and III) Contribution towards Sustainable Development Goals and LiFE.

I) GENERAL INFORMATION OF THE RESPONDENTS

The responses are collected for all the programmes from the Subject experts and is analysed depicting overview of its alignment in the all the school programmes taking School of law as the single unit.

The **figure (1 to 4)** highlights the biographic details of subject experts who have participated in the feedback study across all the programmes offered by school.

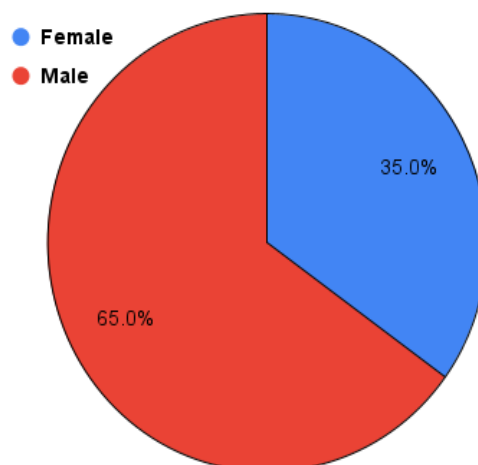


Figure1: Gender of Respondents

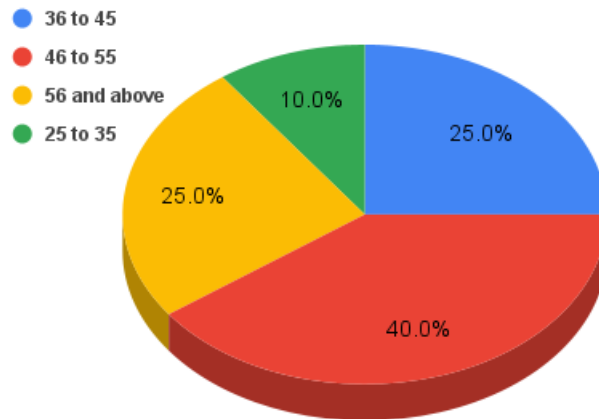


Figure 2: Age Group (in years)

Number of years of association vs. Total no of Experts associated with IGNOU

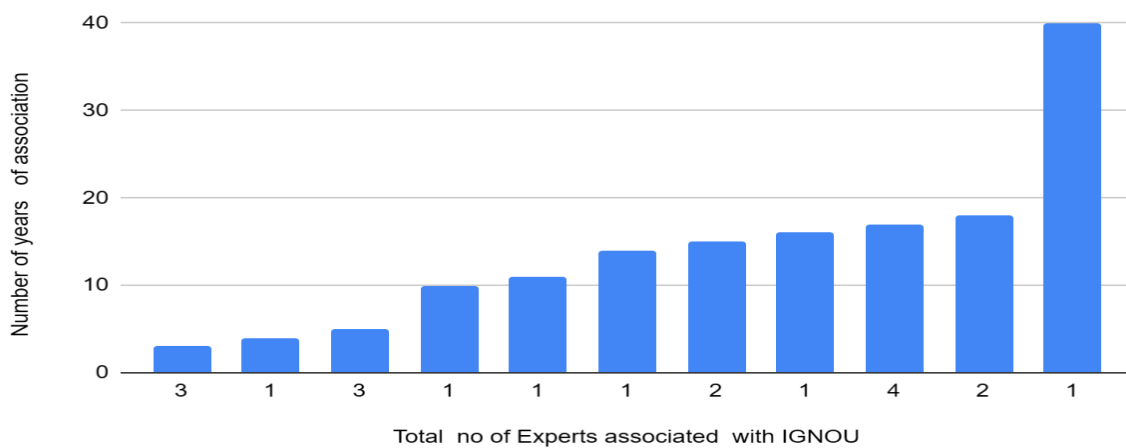


Figure-3

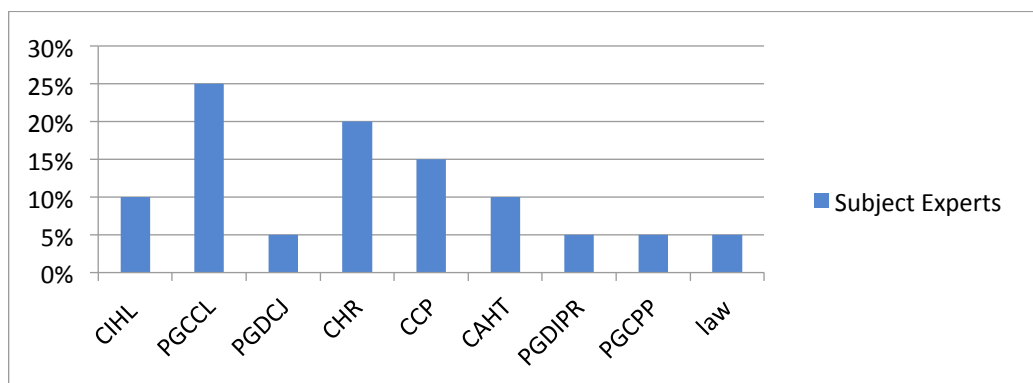


Figure-4 Name of the Programme(s) involved in:

The Participants in total 20 across the various programmes provided biographical information regarding, Gender, age group, Place of Employment, Subject/Discipline and their association with IGNOU. The majority of the participants (40%) were in the age group of 46-55 years, 25% falls in the age group 36 to 56 and above and 10% only were in the age group 25-35. The 65% respondents were male and 35% female. The subject experts are associated with various programme offered by IGNOU School of law in capacity of subject expert member of the (i) curriculum design committee(ii) Course writers' group and various other academic activities of the School. The majority of experts belong to the discipline law and related areas as per the specific subject requirement and all have the highest degree Ph.D. The subject experts are from the various central and state university and national law school throughout India viz; Dr Ram Manohar Lohiya National Law University Lucknow; University of Delhi; School of Law, NCU, Gurugram; School of Law, Rights and Constitutional Governance, Tata Institute of Social Sciences, Mumbai; Campus Law Centre, Faculty Of Law , University Of Delhi; GGS IP University; Dibrugarh University, CJS, Assam; Lucknow University and IGNOU.

II) FEEDBACK SPECIFIC TO THEMES

Theme 1: Promotion of digital skills

As per the Table 1: Feedback of the Subject Experts on Promotion of Digital Skills is represented in **figure (5) below:**

Sl. no.	Question
1.	Does the programme(s) you were/are involved in have components to develop the desired digital skills and competencies in the learner?
2.	Are the existing MOOCs/ Open Educational Resources (OERs) integrated into the programme?
3.	Does the programme(s) you were/are involved in have components of digital learner support like IRC, TC, Web counselling, use of social media, WEAS, online submission of assignments etc. which promote the desired digital skill and competency in the learner?
4.	Do the digital initiatives of the University facilitate the learners in achieving the expected learning outcomes?
Table 1: Feedback of the Subject Experts on Promotion of Digital Skills	

Please give your feedback on following statements: Theme 1: Promotion of digital skills

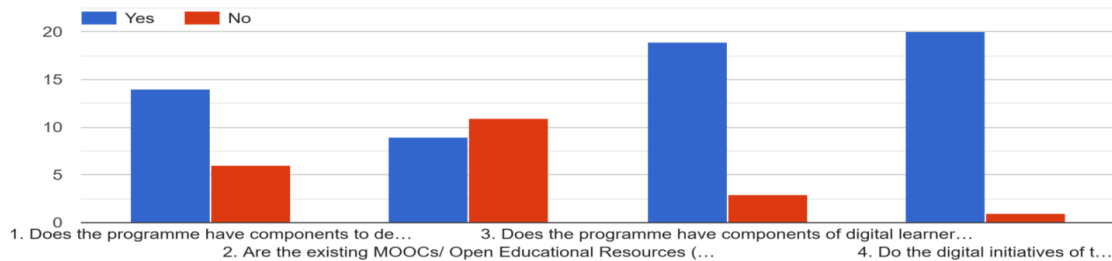


Figure-5

5. What are your suggestions for promoting digital skills to learners enrolled in the programme?

20 responses

- Online interactive module to be developed
- Increasing interactivity between the learners and learners and teachers, short capsule videos explaining the complex things.
- We should spread basic computing awareness in vernacular languages
- posting educational content regularly on IGNOU website/You tube
- Give the students online assignments. Have conversations with them. Make the students watch relevant videos and provide study material online.
- The learners shall be given an orientation for accessing digital resources from time to time.
- More Moocs can be added
- Participatory learning and consistent efforts by the system to improve the learning outcomes
- In SLM, some interactive videos should be provided by IGNOU with code content and supplementary content.
- Increasing online interaction between teacher and learner.
- Online interaction
- Interaction with learners digitally.
- Regular interaction

- Digital platforms should be easy to navigate
- Accessible digital interface
- Strong technical support team to help learners.
- Use social media, YouTube
- Counselling by webcasting /video conferencing
- use of social media platforms , create online resource guide
- Real-time individual chats

Theme 2: Collaboration and partnerships with industries and communities.

S.No.	Question	Yes	No
6.	Does your programme you were/are involved in involve collaboration in its development or delivery?	10	10

Theme 2: Collaboration and partnerships with industries and communities

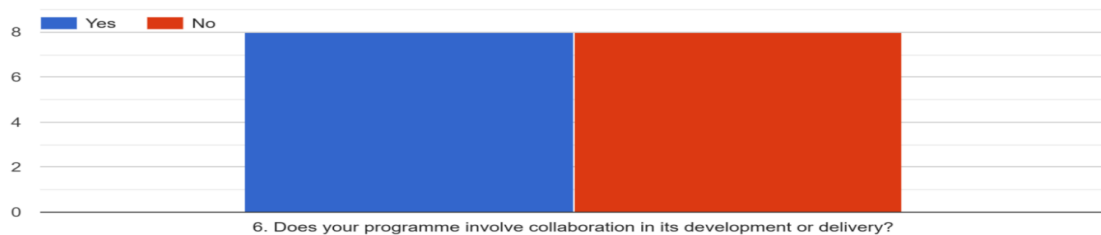


Figure 6

7. If yes, type of collaboration: (can select multiple options)

12 responses

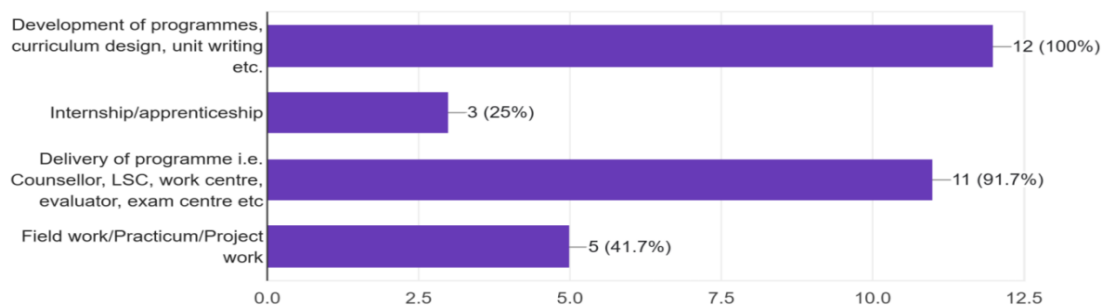
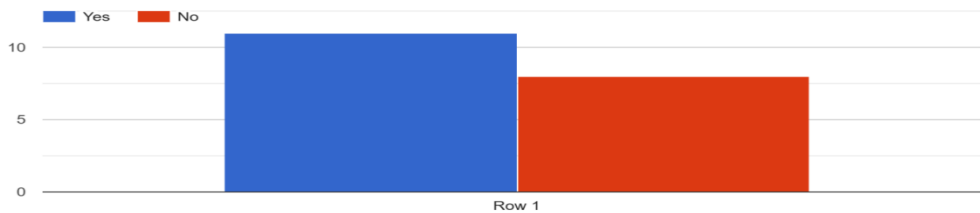


Figure 7

e) Any other: None

S.no.	Question	Yes	No
8	Does your programme entail learner's interaction/participation with industry/communities?	12	8

8. Does your programme entail learner's interaction/participation with industry/communities?



9. If yes, list the activity(ies):

10 responses:

- Through Gyan vani and Gyan Darshan
- Visiting District Consumer Forum, State Consumer Forum, meeting consumers
- There are interactive sessions with students.
- Students take exams online.
- Students' queries are resolved properly.
- Project Work gives them the opportunity to do internships in the NGOs and Law firms.
- Regular interaction in the classes with teacher and Peer Group.
- The learners also have opportunity to interact with the industry while collecting data for the project work.
- The learners also interact with different stakeholders.
- Clinical learning.
- Participatory learning.
- SLM motivates Learners to do internships to serve society. It provides help to learners regarding interaction. The learner also gets basic knowledge to raise questions relating to the Criminal Justice System.
- Students submit project reports
- Term end paper submitted by student

10. How to bridge the gap between HEIs and industry/communities? Give your suggestions.

20 responses:

- Internship with industry
- Collaboration with industry in R and D.
- By establishing community clubs involving industries and institutes
- By continuous engagement of HEIs and industry/community
- One way of bridging the gap is to make people from the industry to deliver talks to the students and secondly involve the students in doing internship programmes with industries.
- Collaborative programmes. Joint development of need based courses. Continuous interaction with stakeholders and pilot testing.
- Promote more awareness through Legal Writings
- Collaborative programs with the industry experts, professionals and people working in the field.
- Academic Collaboration.
- Collaboration with police and Prisons authorities.
- Direct interaction with learners with state machineries.
- Feedback with regard to the requirement of industry should be sought while developing the curriculum. Industry should be involved in R and D.
- Involvement in R&D
- involvement in course development and R&D
- Open dialogue with industry
- R&D collaboration
- More interaction with industry.
- Involvement of industry in R&D
- Short term training
- University establish means to add linkages with the industry
- By consulting the private sector in designing curriculum
- Bridge the gap between HEIs and industry/communities

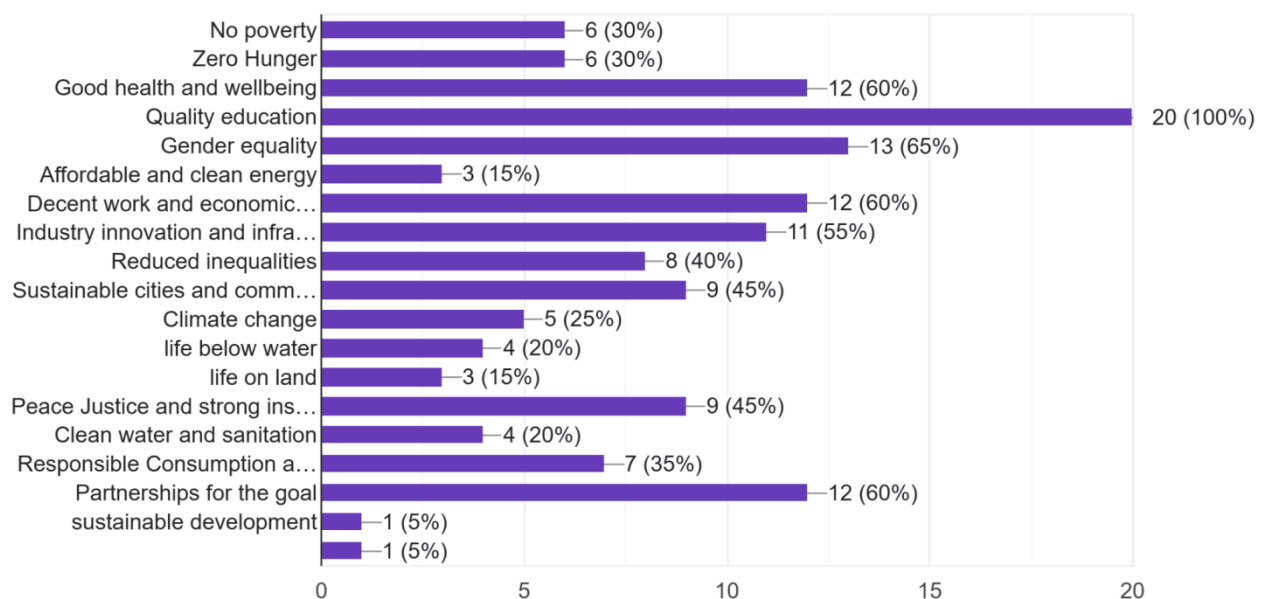
Theme 3: Contribution towards Sustainable Development Goals and LiFE (Life for Environment)

11. Specify the areas of Sustainable Development Goals incorporated in your Programme?



11. Specify the areas of Sustainable Development Goals incorporated in your Programme?

20 responses



12. Give your three suggestions to make the University Campus Clean and Green.

- Use of solar energy
- Periodical cleanliness drive
- Regular cleanliness drive.
- Creating awareness about the issue.
- Promotion of clean energy such as solar energy.
- Green Clubs, Regular Workshops and Cleanliness drives
- Solid waste should be processed in the University, compost making activities should be provided, plastic use should be banned
- Plant more saplings, see that no waste is thrown about and while disposing of garbage care should be taken towards segregation of the waste to prevent harm to the environment.
- Optimum utilization of resources.
- Waste management System.
- Use of organic products.
- Simple life style with minimum gadgets
- Planting more trees
- Involvement of student's bodies in management of the campus
- Incentivizing environmentally friendly behaviour
- Plastic ban
- We should dispose of our trash in the dustbin.
- Awareness raising campaigns on cleanliness regularly. We must inform the University fraternity of the advantages of cleanliness and nature.
- Plantation, clean energy and waste management.
- Plantation, energy conservation, waste management
- Waste management.
- Creating awareness about clean environment, saving energy.
- Plantation, waste management, encouragement to use public transport.
- Plantation, green energy, use of public transport.
- Plantation, green energy, waste management.
- Use cloth bags .

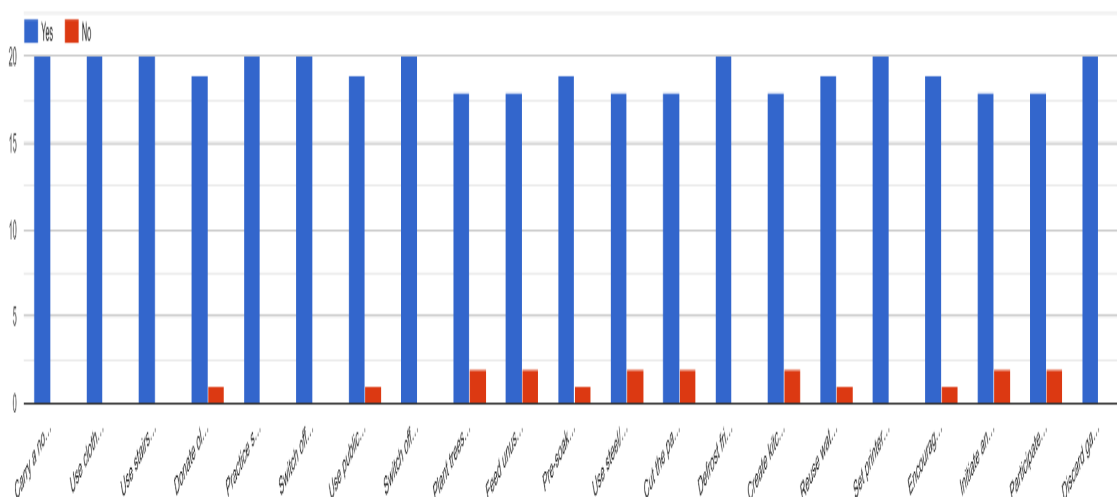
- Throw garbage in dustbin
- Awareness drive , plantation of trees
- Use eco-friendly cleaning products.
- Stop using disposable items

13. What are lifestyle changes you have made/or intend to make in line with LiFE (Lifestyle for Environment)? (Specify Yes/ No)

Sl. No.	Question	Yes (in percentage)	No (in percentage)
1.	Carry a non-plastic water bottle while stepping out of home	100%	-
2.	Use cloth bags for shopping for groceries instead of plastic bags	100%	-
3.	Use stairs instead of an elevator, if possible	100%	-
4.	Donate old clothes and books	95%	5%
5.	Practice segregation of dry and wet waste at homes	100%	-
6.	Switch off appliances from plug points when not in use	100%	-
7.	Use public transport wherever possible	95%	5%
8.	Switch off vehicle engines at red lights and railway crossings	100%	-
9.	Plant trees to reduce the impact of pollution	90%	10%
10.	Feed unused and uncooked vegetables leftovers to cattle/ pets/ street animals	90%	10%
11.	Pre-soak heavy pots and pans before washing them	95%	5%
12.	Use steel/ recyclable plastic lunch boxes and water bottles	90%	10%
13.	Cut the packaging bags used for milk, buttermilk, etc. only partially to avoid plastic bits from mixing into biodegradable waste.	90%	10%
14.	Defrost fridge or freezer regularly	100%	-

15.	Create kitchen gardens/ terrace gardens at homes/ schools/ offices	90%	10%
16.	Reuse water drained out from AC/RO for cleaning utensils, watering plants and others	95%	5%
17.	Set printer default to double-side printing	100%	-
18.	Encourage use of indigenous herbs and medicinal plants such as neem, tulsi, giloy, mint, curry leaves, ashwagandha, etc..	95%	5%
19.	Initiate and/or join green clubs in your residential area/ school/ office	90%	10%
20.	Participate in and mobilise participation for clean-up drives of cities and water bodies	90%	10%
21.	Discard gadgets in nearest e-recycling units	100%	-

13. What are lifestyle changes you have made/or intend to make in line with LIFE (Lifestyle for Environment)? (Specify Yes/ No)



Any other

1 response:

- The University should provide drinking water for the birds in the campus

5.0: Analysis of feedback on the specific themes

The Feedback of the Subject Experts on Promotion of Digital Skills shows that the majority of law programmes achieve the expected learner's outcome having components to develop the desired digital skills and competencies in the learner. The programme(s) have components of digital learner support like IRC, TC, Web counselling, use of social media, WEAS, online submission of assignments etc to promote the desired digital skill and competency in the learner. The MOOCs/ Open Educational Resources (OERs) are also integrated into some of the programmes like certificate in consumer protection and Anti Human Trafficking.

On the theme Collaboration and partnerships with industries, the responses were Fifty- fifty. The major collaboration in programmes offered by school is seen in the development of programmes, curriculum design, unit writing etc; Internship/apprenticeship/ Field work/ Project work and in delivery of programme i.e., Counsellor, LSC, work centre, evaluator, exam centre etc.

The 3rd theme pertains to Contribution towards Sustainable Development Goals and LiFE (Life for Environment). The aim is to Specify the areas of Sustainable Development Goals incorporated in the various Programmes offered by School of Laws. The programmes achieve 100 % the aim of Quality education followed by Gender equality(65%); Decent work and economic growth, Good health and wellbeing and Partnerships for the goal (60%); Industry innovation and infrastructure(55%); Sustainable cities and communities (45%); Reduced inequalities (40%); No poverty, Zero Hunger(30%) and also to some extent achieve other goals affordable and clean energy, Climate change, life below water, life on land, Peace Justice and strong institutions, Clean water and sanitation, Responsible Consumption and production, and sustainable development

6.0 Conclusion.

In this study, we have analysed the subject expert's opinions aiming to unravel the relationship between learners expected outcome and collaborative curriculum design, the pedagogical structure of legal education and its contribution towards promotion of digital skills and Sustainable Development Goals and LiFE (Life for Environment). The aim of education is not only the cognitive development, but also to equip the learners with digital

skills aligning with the 21st century key skills emphasising on inclusive, equitable, relevant and quality education and lifelong learning opportunities for all, within the theme of “One Earth, One Family, One Future. The outcomes we have described here supports the notion that the programmes offered by School of Law to some extent achieves these critical goals however many suggestions have been also received to improve the system thereby to bridge the gap between HEIs and industry/communities and sustainable development.

Annexure (Enclose Questionnaire format)