



Reconstructing the syllabus of english for specific purposes at nursing faculty of universitas Katolik De La Salle Manado; A needs analysis

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Abstract

Needs Analysis has a vital role in reconstructing an English for Specific Purposes (ESP) Syllabus. In Needs Analysis, it is important to verify whose needs we are interested in so that we need to involve inputs of not just one perspective but multiple perspectives. The purposes of this research are 1) to reconstruct the English in Nursing Syllabus by using Needs Analysis and 2) to explain the changes in the syllabus. In collecting the data, through Focus Group Discussion (FGDs), Questionnaire and Depth Interview, the researcher classified the findings from the stakeholders into Target Needs (Learner's Wants & Learner's Lacks) and Learning Needs as the framework to reconstruct the syllabus by using Hutchinson and Waters Needs Analysis Model. The conclusion is made in this research, 1) Using the Needs Analysis framework can help reconstruct the English in Nursing Syllabus. Needs Analysis discover what the learners know already and what they need to know? Needs Analysis makes sure that the course will contain relevant and useful things to learn; 2) the syllabus changes have been presented well to the Faculty officials. It has been approved to be used in the odd semester Academic Year 2021/2022. The changes consist of a comprehensive list of learning outcomes of graduates charged on courses, the final ability that is planned for each stage of learning to meet the learning outcomes of graduates, selected materials and related to the abilities to be achieved, learning methods, the time provided to achieve the ability at each stage of learning, student learning experience which is manifested in tasks that must be done by students for one semester, criteria, indicators, weight of assessment, and list of references used.

Keywords: needs analysis, ESP, syllabus

Introduction

English plays a special role in the world today. It is often referred to as "English as a lingua franca (ELF)", as it is frequently used as a means of communication between non-native speakers of English. English is also the language of communication of business, professions, and academia. Language skills are an essential aspect of self-support in this digital era. With language skills, communication can work well.

ESP courses are focused on the needs of the learners and other stakeholders, such as employers and universities. ESP may be considered as an approach to course design and teaching that targets groups of learners who have a common goal or purpose in learning English. This may be an educational or occupational focus. The single most defining feature of ESP courses is that they are based on the analysis of learner needs.

Dudley-Evans and St. John (1998) ^[2] refer to the absolute and variable characteristics of ESP. the absolute characteristics of ESP courses are

1. Designed to meet the needs of the learner.
2. Make use of the methodology and activities of the disciplines it serves.
3. Centered on the language, skills, and genres appropriate to these disciplines.

ESP is sometimes contrasted with to English for general purposes (EGP). Below are the differences between ESP and EGP.

Table 1

ESP	EGP
Adult learners	Any age learners
Learners have a common goal	Learners have a wide range of goals
Learners have high external motivation	Learners have a range of motivation
Are short term	Are long term
Based on Needs Analysis	May not bear in mind student needs
Have an academic, professional or workplace focus	Have no specific focus
Have specific content	Have general content
Are based on specific target communication.	May include limited exposure to target communicative events
Learners usually have a basic command of English	Learners may be at all levels, including absolute beginners
Focus on specific lexis	A full range of lexis is included
May have a limited focus on grammar.	Usually incorporates the full grammatical system. This may be the central organizational strand in the syllabus
A limited range of skills taught - for example, writing and speaking	All four skills are taught with equal focus.
ESP courses may be taught with methodologies relevant to the content field	Methodology tends to be similar across courses adopting current thinking in English-language

Generally, ESP courses tend to be for adult learners as they are more likely to have specific needs related to their study

or occupation. ESP learners tend to have more focused goals. For example, an English for business purposes course focuses on the needs of business professionals in terms of a specific range of knowledge and skills, whereas an EGP course seeks to cover the whole range of grammar and lexis in the language with the goal of general language proficiency.

English for Specific Purposes (ESP), namely English in Nursing, is an essential subject in Nursing Faculty of Universitas Katolik De La Salle Manado. Therefore, it is included in the curriculum. The focus of this subject is on communication, more on the conversation in a hospital. Nurses are required to be able to explain actions or procedures, educate patients, give instructions, and know what is felt by patients, meaning that they must develop the relationship of trust with the patients.

Today, the scope of goals of nursing students studying English in Nursing must be expanded with the advances in technology and science. There are many other goals of learning English in Nursing other than those mentioned above, including nurses are expected to participate and collaborate in international level seminars or workshops, read, and understand international journals about health to increase knowledge, and many others.

Despite these reasons, the researcher is willing to reconstruct the syllabus of English in Nursing by using Needs Analysis (NA). The researcher did a Needs Analysis because it is a key feature of ESP. It is the most typical ESP characteristic that is formerly focused rather exclusively on target or end of a course requirement, and it is usually to take the learners' initial needs, including learning needs. As criteria of ESP, Needs Analysis serves three primary purposes; first, it provides a means of obtaining more comprehensive input into the content, design, and implementation of a language program. Second, it can be used in developing goals, objectives, and contents. Third, it serves as a means of evaluating an existing program (Richards. 1996). Needs Analysis is defined as a set of procedures for specifying the course of study (Nunan, 1988)^[8]. Broadly defined, Needs Analysis is a procedure to collect information about learners' needs.

Needs Analysis (NA)

Needs Analysis is the backbone of ESP course design. Needs Analysis is the first step in the course-design cycle in ESP and refers to the systematic analysis of what learners need to operate in the target communicative situation. This is contrasted with the learner's current communicative ability. The ESP course is usually based on the gap between these two. A present-situation analysis may be conducted to discover the learners' immediate needs. These are likely to differ from target needs. Brown (2016, 4) defines Needs Analysis in ESP very succinctly as "the systematic collection and analysis of all information necessary for defining and validating a defensible curriculum".

Hutchinson and Waters (1987) were the first to focus on the learner rather than exclusively on the discourse of the target situation, making ESP more relevant to the individual.

In addition to considering the end goal—the target communicative situation – it is necessary to consider where the learners are currently in terms of language competence. This is referred to as 'present situation' analysis (Robinson, 1991). Further considerations include the analysis of 'lacks' (Hutchinson & Waters, 1987); this focuses on the difference

in skills between the current situation and the target situation. The final part of this puzzle is consideration of 'constraints' (Hutchinson and Waters, 1987), also referred to as 'means analysis' (Holliday, 1994). This refers to possible resources, such as staff, materials, and classrooms.

The Faculty of Nursing does not yet have an English in nursing syllabus that matches the criteria set out in the Faculty document. Several important parts do not fit. The syllabus used so far is the existing one in the Teacher's Book of English in Nursing Subjects which EPN published. In other words, the syllabus has not fully met the criteria and standards set by the Faculty of Nursing.

The questions in this research were: 1) how can need analysis help in reconstructing the English in nursing syllabus? and 2) What changes in the syllabus do the researcher does based on a Needs Analysis? The objectives of this research are reconstructing the English in Nursing Syllabus by using Needs Analysis and explaining the changes in the syllabus.

Research Method

This research is about reconstructing the ESP Syllabus of English in Nursing Subject by using Needs Analysis. The researcher is intended to reconstruct the existing syllabus by using qualitative and quantitative methods. The participants in this research are Faculty Officials, English lecturers, Stakeholder (Alumni Users), Alumni of Nursing Students and Active Students.

Data Collection

The researcher used two methods of collecting data:

Collection of primary data

Focus Group Discussion (FGD). In this method, the researcher collected the information in a structured way. The researcher chose data collection through FGD because this data collection technique is widely used to explore data with unique characteristics and research with specific objectives. The researcher involved several stakeholders who influenced this study; namely, the first group was the faculty officials who have the authority in making decisions about courses, expertise, and syllabus for students. All faculty leaders attended the FGD.

The second group is Alumni who work as health workers in several hospitals, as nursing educators, and education personnel whose jobs are related to nursing administration. Twelve people attended the FGD.

The third group is English in nursing teachers. All English in nursing teachers attended the FGD. All of them have nursing education backgrounds who have studied abroad and can speak English so that they are allowed by the Faculty to teach English in Nursing.

The fourth group is active students who have contracted English in Nursing Subject. Seven people attended and participated in the FGD. The researcher involved this group in research because the researcher needed their views and inputs about the learning process of English in Nursing Subject. In the implementation of the FGD, the researcher carried out each group separately. This was done to avoid answers or responses that could mutually influence the thoughts or answers of other FGD groups.

Questionnaires. One stakeholder group is also essential in this research, but it is not through FGD in obtaining the information. This group is the alumni user stakeholder. It is

important to involve this group because the researcher wants to know the benefits of English in Nursing Subject in the world of work and the inputs for reconstructing the syllabus of English in Nursing Subject. The researcher used *Google Form* for this questionnaire to reach all stakeholder alumni users, and they can freely fill out the questionnaire with sufficient flexibility. The researcher used existing data in the Faculty related to alumni user stakeholders. From a total of 32 data in the Faculty, the researcher can reach 25 participants. The questionnaire consisted of three main aspects, i.e., the identity of the participants (Name, Position, Name of the institution), questions about the usage of English in Nursing Subject in their working area, opportunity to choose 14 suitable or appropriate learning materials, and inputs regarding the reconstructing English in Nursing Subject Syllabus. The questionnaire was also given to the Faculty Officials to input suitable modules and input for reconstructing the syllabus. To have a valid and reliable questionnaire, the researcher proposed to Dean of the Nursing Faculty to have validation. (Attached).

Depth interviews. The researcher used this method to make sure and to explore more information from several participants.

Collection of secondary data

In this research, the secondary data used is in the literature review, Chapter II, Faculty Documents such as *Kurikulum Inti Pendidikan Ners Indonesia* by *Asosiasi Institusi Pendidikan Ners Indonesia (AIPNI)*, Faculty Strategic Plan, Textbook of English for Professional Nurse 1 & 2 and Pedoman Pengembangan Kurikulum Tahun 2017 which issued by Universitas Katolik De La Salle Manado.

Procedures

The procedures for this research are as follows:

1. Determined the stakeholders and divided them into several groups for FGD, i.e.:
 - FGD for Faculty Officials
 - FGD for Alumni
 - FGD for Active Students
 - FGD for English Teachers
2. Conducted FGDs separately and gave questions related to the types of need analysis to discover *Target Needs* (what the learners need to do in the target situation) and *Learning Needs* (what the learner needs to do in order to learn) considering lacks, wants, and needs according to Hutchinson and Waters.
3. Gave a questionnaire to the stakeholder alumni user to have information about the benefits of the Subject English in Nursing in the world of work and inputs for the reconstruction of the syllabus.
4. Read the whole transcript of FGDs and the result of the questionnaire carefully, classified them into Target Needs and Learning Needs.
5. Identified and summarized the findings in FGDs and questionnaire into several main points.
6. Classified the significant points into Target Needs (Learner's Wants and Learner's Lacks) and Learning Needs by using Hutchinson and Waters' Need Analysis Model.
7. Analyzed the data of point 5 by using the criteria/standard of the school about syllabus.
8. Presented a reconstructed syllabus to the Faculty Officials to have a consent or approval.

Results and Discussion

Result

FGD of Faculty Officials

In this FGD, several significant findings were found related to the need's analysis framework, namely as follows:

First, the importance of this course in the Faculty curriculum; The second is some evaluation notes about this subject in the teaching and learning process that has been running so far; The third is the Faculty officials strongly approves of the reconstruction of the syllabus of this subject.

FGD of Alumni

In this FGD, several significant findings were found related to the need's analysis framework, namely as follows:

First, the importance of English in Nursing Subject; The second is that the benefits of this course are associated with their work; Third, the input or suggestions, for the development/reconstruction of English courses in Nursing.

FGD of Active Students

In this FGD, several significant findings were found related to the need's analysis framework, namely as follows:

First, the importance of this Subject; The second is input/suggestions for the development/reconstruction of the syllabus in English in Nursing.

FGD for English Teachers

In this FGD, several significant findings were found related to the need's analysis framework, namely as follows:

First, the experiences in teaching English in Nursing Subject; The second is opinions about the teaching materials/materials provided; The third is the learning model needed/desired; The fourth is the need to reconstruct the syllabus in English in Nursing.

Questionnaires

The questionnaire consisted of three main aspects, i.e., the identity of the participants (Name, Position, Name of the institution), questions about the usage of English in Nursing Subject in their working area, opportunity to choose 14 suitable or appropriate learning materials, and inputs regarding the reconstructing English in Nursing Subject syllabus. In this questionnaire, several significant findings were found related to the need's analysis framework, namely as follows: The first, the usage of English in Nursing Subject in their working area. The pie chart showed that 100% of the stakeholders of alumni users agreed about the usage of English in Nursing Subject in their working area.



Fig 1: The Percentage of the usage of English in Nursing Subject
The second, inputs for the development or reconstruction of English in Nursing Syllabus. The third, the 14 suitable materials to be put in the syllabus of English in Nursing Subject, as follows:

Table 2

No	Module (s)
1	Establishing A Relationship
2	Nurses Duty in Wards
3	Medical Equipment
4	Parts of the Body and Health Problem (1)
5	Asking-Reporting Health Problem and Diagnosing
6	Questions to Fill in Pain Assessment
7	Giving Injection
8	Checking Vital Signs
9	Applying An Infusion
10	Explaining Medication
11	Starting An Intervention
12	Asking and Telling About Measurements
13	General Assessment
14	Asking and Showing Rooms in A Hospital

Table 3

No	Module (s)
1	Admission to a Hospital
2	Nurses Duty in Wards
3	Medical Equipment
4	Telling Time, Date and Doctor's Schedule
5	Establishing A Relationship
6	Starting An Intervention
7	Checking Vital Signs
8	Parts of the Body and Health Problem (1)
9	Asking-Reporting Health Problem and Diagnosing
10	Questions to Fill in Pain Assessment
11	General Assessment
12	Explaining Medication
13	Reinforcing A Dietary Program
14	Discharge Instruction

The researcher also gave opportunity to the Faculty Officials to choose 14 modules/materials which suitable to be put in the syllabus. This is because the Faculty Officials have also the authority in determining the materials. Below are the fourteen materials that chosen by the Faculty Officials.

Discussion

Based on the findings above, the researcher identified the essential points that gained in FGDs and questionnaire's findings, and classified them into Target Needs (Learner's Wants and Learner's Lacks) and Learning Needs by using Hutchinson and Waters' Need Analysis Model (1987).

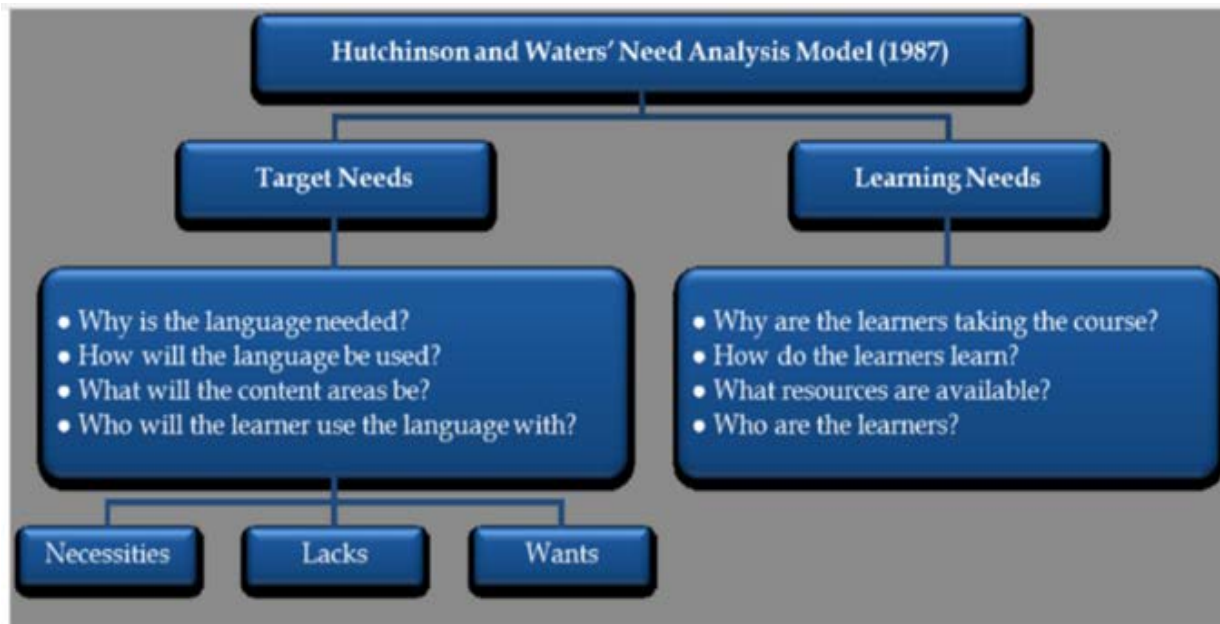


Fig 2

Table 4: Target Needs (Learner's Wants and Learner's Lacks)

Learner's Wants	<ul style="list-style-type: none"> ▪ As professional nurses, we must communicate with patients of foreign nationalities and must understand medical terms in English (M2). ▪ Need to master English to provide nursing actions in English (M6). ▪ This course needs to be accompanied by practice, for example, practice with patients in nursing laboratories (M7). ▪ The form of teaching is more varied (M3). ▪ The way lecturers teach to be more active and creative will attract students to study this course (M2). ▪ The need to memorize vocabulary and make reports such as nursing care in hospitals (M4). ▪ In learning, it does not only emphasize on communication, but other things are given to students, including the learning methods (P3). ▪ The use of textbooks in this course needs to be made more specific to differentiate between topics/modules in each subject of English in Nursing I, II, and III. Do not get impressed repeatedly (P3). ▪ The teaching materials for this course can be adjusted to the needs of the job. (P3). ▪ It is necessary to have plenty of practice in the conversation and writing of nursing care. For example, how to study, build trusting relationships, provide nursing interventions, evaluate, and document (P2). ▪ It will be beneficial when we understand research results or study the video tutorials published in English. (A7). ▪ Identify equipment/instruments in hospitals that use English instructions. (A10). ▪ If possible, students should be asked to practice one of the laboratory procedures in English. Besides, students can also be
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	<p>asked to memorize several instruments in English, including providing therapeutic communication in English. (A10).</p> <ul style="list-style-type: none"> ▪ Develop a role-play method or create a group to discuss an actual topic in the world of nursing. (A12). ▪ Introduce medical/nursing terms or teach students how to use keywords to find references in English. (A1). ▪ Students can introduce English in nursing in the field of tourism or promote health (in the form of health education) to foreign nationals visiting Indonesia, such as how to avoid accidents, first handling when there are an injury and others. ▪ It can also be taught about discharge planning, such as how to discharge patients properly. (A3). ▪ If you look at current developments, it is better to teach students how to determine the right keywords to get references to scientific evidence-based nursing practice to be used as input in implementing nursing care. Also, students should be taught to compile or develop SOPs for nursing practice in English. (A5). ▪ Taught about therapeutic communication in English. (A6). ▪ The need for conversation and communication related to nursing practice and providing patient education. (A8). ▪ There are practices in the nursing laboratory to train communication, and students can feel the situation like in a hospital. Students may be given assignments to do and write nursing care (assessment to evaluation and documentation) in English. (A9). ▪ More practice is role-playing about explaining procedures/actions, giving instructions, or conducting assessments. (A11).
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Based on the data of the Learner's Wants which are Learner's personal view about the needs or lack he has, it can be concluded that several main points are essential to consider in reconstructing the syllabus of English in Nursing.

1. As a professional nurse, the students should have mastered English, especially English in Nursing. In the learning process, several important things are needed to be given in the lecture process, such as:
2. More practices in the laboratory.
3. Get plenty of practice in making the nursing care that usually applies in the hospital.
4. The learning method is more varied.
5. The modules used in the learning of this course are arranged and adapted to the needs.
6. Deepen the material on therapeutic communication between nurses and patients.
7. Studying SOP-SOPs that already exist in the Faculty makes it easier for students to learn Nursing English.
8. More on role-play.

The things above are beneficial in the process of reconstructing the syllabus because the ESP syllabus content should be carefully justified in terms of relevance and motivational potential for the learners.

In this section, other finding is the desires of student, which is considered necessary by researcher, namely, introducing nursing in the world of tourism to promote health education to foreigners, for example, how to avoid accidents, first handling when there are an injury and others. Besides, the inputs from alumni and teacher about reading journals, articles and books about Nursing in English are important thing because the most up to date information distributed internationally in journals, articles, and books. Those things are really help the students in developing their knowledge and as their references.

Table 5

Learner's Lacks	<ul style="list-style-type: none"> ▪ Most students have weaknesses in speaking and tenses, so I must remind myself of the material about tenses, then practice speaking. In my experience, even though they have received basic/general English courses, many of them do not master basic/general English (D1). ▪ Most students have difficulty having conversations in front of the class and take a long time to do them. Another difficulty is that many students in one class and the students' low mastery of Basic English. (D3).
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In this section, there is a gap between the target proficiency

and the current proficiency of the learners. For instance, most students have weaknesses in speaking, tenses and lack knowledge of General English. To learn Nursing English, students must master General English because it is an absolute requirement when learning nursing English.

Learning Needs

In this part, the researcher used the inputs from Faculty Officials, English Lecturers, and alumni users' stakeholders to fulfill the target needs, as follows:

Table 6

<ul style="list-style-type: none"> ▪ The syllabus needs to be modified (P1). ▪ To revise the syllabus, please use the standards from the government and faculties. (P1). ▪ The syllabus needs to be adjusted to the needs of the job (P3). ▪ Teaching materials must have learning objectives. (D3). ▪ Get more practice on accents and conversations (D3). ▪ More practicing conversations with strangers (D1). ▪ It is necessary to revise the syllabus to suit students' needs and learning outcomes (D2). ▪ Please also pay attention to the 2015 Indonesian Nurse Education Institution Association (AIPNI) curriculum. (P1). ▪ You can still use the current book from EPN, but the material should not be repeated. Choose whichever is appropriate. (P3). ▪ More emphasis on communication and learning methods that suit student needs (P3).

From alumni users' stakeholders

<ul style="list-style-type: none"> ▪ Create a learning session that involves health workers working in the hospital to gain experience sharing in the field. ▪ The topic in the syllabus has more to do with nurses' main duties in the hospital. ▪ What often happens in the hospital is what nursing students are taught. ▪ Field practice for English In Nursing. ▪ More about implementation. ▪ The English learning method is made as attractive as possible to understand and learn English quickly. ▪ Practice speaking more. ▪ Hopefully, the existing syllabus can be expanded in the future so that the knowledge taught will increase again. ▪ Improve your speaking practice. ▪ Further develop the practice of speaking English. ▪ The syllabus will be revised so that it is made more relevant to the situations that are used daily in the hospital.

Learning needs are more about learning, for example, learning objectives, learning materials, learning media, and appropriate learning methods. Based on input from

stakeholders, it can be concluded that the following are essential as learning needs:

- Revise the syllabus using standards from the government and the Faculty of Nursing, the AIPNI curriculum, and suit the students' needs and learning outcomes.
- The material must have learning objectives.
- Increase conversational exercises and provide students with learning sessions that involve hospital workers that can be carried out in nursing laboratories.
- Select the appropriate materials/modules carefully based on the target needs.

Selected materials

The researcher presented the result of selected materials from the questionnaire to the Faculty Officials. There are several materials chosen by alumni user stakeholders that do not match with the choices of faculty officials. Therefore, the researcher conducted a depth interview with faculty officials in analyzing some of the material so that the material selected by alumni user stakeholders could be included in the material chosen by faculty officials. The solution is to find suitable material to be mixed and matched as described below.

Table 7

No	Module (s)	Mixed and Matched Materials (From Alumni User Stakeholder)
1	Admission to a Hospital	
2	Nurses Duty in Wards	Asking and Showing Rooms in A Hospital
3	Medical Equipment	
4	Telling Time, Date and Doctor's Schedule	
5	Establishing A Relationship	
6	Starting An Intervention	
7	Checking Vital Signs	Giving Injection, Applying An Infusion
8	Parts of the Body and Health Problem (1)	
9	Asking-Reporting Health Problem and Diagnosing	Asking and Telling about Measurements
10	Questions to Fill in Pain Assessment	
11	General Assessment	
12	Explaining Medication	
13	Reinforcing A Dietary Program	
14	Discharge Instruction	

As the problem statements showed above, two research questions can be answered: 1) Needs Analysis can help in reconstructing the English in nursing syllabus; 2) the changes in the syllabus based on Needs Analysis. For the first research question, the researcher identified that by using the framework of Needs Analysis it can help in reconstructing the English in Nursing Syllabus. Needs Analysis discover what the learners know already and what they need to know. Needs Analysis makes sure that the course will contain relevant and useful things to learn. For the second research question, after analyzing the items in the Needs Analysis, the researcher identified the changes in the syllabus by using the 13 syllabus criteria based on the Faculty's document that is, Pedomam Pengembangan

Kurikulum Tahun 2017, as follows:

Table 8

No	Criteria
1.	Study Program Learning Outcomes
2.	Learning Outcomes of the Subject
3.	Brief description of course
4.	References
5.	Learning Media
6.	Sub Subject Learning Outcomes
7.	Indicator
8.	Criteria and Forms of Assessment
9.	Learning methods
10.	Learning materials
11.	Rating Weight
13.	Grading System

Based on the Faculty Document criteria (*Pedomam Pengembangan Kurikulum Tahun 2017 page 20-24*), it can be concluded that there are significant changes in the reconstructed syllabus, as seen in the percentage below.

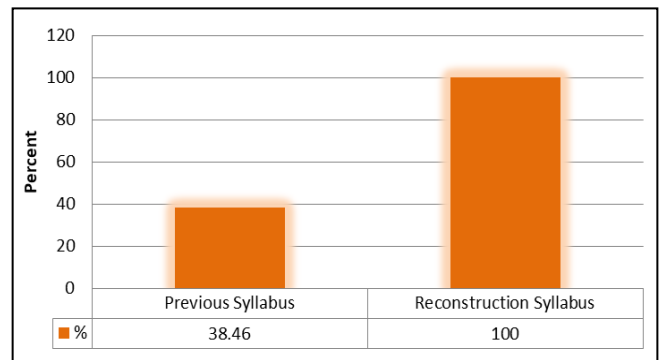


Fig 3: The percentage of achievements of the previous syllabus and the reconstructed one against the Faculty's syllabus criteria

Table 9

Previous Syllabus	Reconstructed Syllabus
	1. Study Program Learning Outcomes
	2. Learning Outcomes of the Subject
	3. Brief description of course
1. Brief description of course	4. References
2. References	5. Learning Media
3. Learning Methods	6. Sub Subject Learning Outcomes
4. Learning Materials	7. Indicator
5. Rating Weight	8. Criteria and Forms of Assessment
	9. Criteria and Forms of Assessment
	10. Learning Methods
	11. Learning Materials
	12. Rating Weight
	13. Grading System

The previous syllabus only covered 38.46% of the Faculty syllabus criteria.

The researcher presented the reconstructed syllabus to the Faculty Officials to have a consent or approval. The reconstructed syllabus was well received and approved by the Faculty for use in the Odd Semester of the 2020-2021 Academic Year. This can be seen in the syllabus that has been signed by the Head of the Nursing Study Program and the Dean of the Faculty of Nursing.

However, there were some valuable inputs and suggestions from the Faculty Officials about the reconstructed syllabus,

as follows:

1. Add Standard Operational Procedures (SOPs) that apply in the Nursing Faculty laboratory to make it easier for students to learn English in Nursing.
2. In the teaching method at the first meeting, it is recommended to add orientation to the hospital to know the hospital's procedures.
3. There is no need to add journals as reference material in this course because they are assigned to read international journals in each competency course.

Conclusion

It is hoped that the result of this research will be usefully contributed to the process of teaching and learning of English in Nursing Subject at Nursing Faculty and more widely to the learners of English in Nursing. The findings and discussions show that in reconstructing a syllabus with a Needs Analysis framework, stakeholders' role is also crucial. Two points as the conclusion in this research are as follows:

- Using the framework of Needs Analysis can help in reconstructing the English in Nursing Syllabus. Needs Analysis discover what the learners know already and what they need to know. Needs Analysis makes sure that the course will contain relevant and useful things to learn.
- The changes in the syllabus have been presented well to the Faculty officials. It has been approved to be used in the odd semester Academic Year 2021/2022.

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