



**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
SCHOOL OF EXTENSION AND DEVELOPMENT STUDIES**

**FEEDBACK ANALYSIS REPORT OF TEACHERS ON THE DESIGN OF THE
CURRICULUM**

CERTIFICATE IN VALUE EDUCATION(CPVE)

1.0: Preamble

Teachers feedback has been pertinent in designing a programme to inculcate the importance of value education in teaching learning process among teachers, teacher educators , graduates, NGO'S and professionals from the corporate and other sectors. Teachers feedback has helped in making the curriculum interesting, informative, convincing and to increase awareness in areas of value development as they are the ones to communicate it to the learners. Feedback helps in addressing the loopholes so that they can be corrected .

2.0: About the School

The School of Extension and Development Studies (SOEDS) was established in 2007 with an aim at providing quality education and training in various aspects of extension and development studies, i.e., economic, social and human development, by offering programmes leading to the award of Certificate, Diploma, Post Graduate Diploma and Post-Graduate Degrees in relevant subjects.

The programmes developed by the school are -

MAEDS(Masters in Extension and Development Studies)

PGDEDS (Post Graduate Diploma in Extension and Development Studies)

PGCEDS (Post Graduate Certificate in Extension and Development Studies)

CPVE (Certificate Programme in Value Education)

PGDUPDL (Post Graduate Diploma in Urban Planning and Development)

MADVS (Masters in Development Studies)

PGDDVS (Post Graduate Diploma in Development Studies)

PGDAW(Post Graduate Diploma in Animal Welfare)

The Programmes under developed are:

PGDCSR (Post Graduate Diploma in Corporate Social Responsibility)

DPVE (Diploma in Value Education)

The faculty involved in design of the programme are:

Prof.B.K.Pattanaik and Dr Grace Don Nemching

3.0: Methodology

The feedback tool is in the form of questionnaires which comprised of 10 questions on Curriculum Design.The questionnaires have been designed by CIQA,IGNOU. The questionnaires were sent to the respective schools, who in turn administered to the teachers who have and are involved in teaching the programmes.

4.0: Feedback of Teachers

Responses Related to Curriculum Design

S. No	Statement	Respondents in agreement with the statement
1	Need analysis has been done before finalizing the curriculum	100%
2	Curriculum is periodically modified and new concepts/topics are incorporated	100%
3	Instructional Activities align with the Learning Outcomes	100%
4	Curriculum is developed to enhance critical thinking	100%
5	Curriculum caters to the needs of all types of learners	100%
6	Curriculum of your subject is up to date	100%
7	Curriculum matches with the level of the programme	100%
8	Assessments are developed based on the Learning Outcomes	100%
9	Learning Outcomes are framed to enhance the Employability Skills	100%
10	Integration of Technology in teaching learning will enhance the learning process and benefit the Learner	100%

5.0: Analysis of the Feedback received

Without feedback systems in place, curriculum development would be a one-time process. For the curriculum to be effective and more responsive to the current needs, timely feedback from the teachers as well as students is very important. Giving feedback is an important skill for lecturers in higher education and has a major influence on the quality of the students' learning process (Hattie & Timperley, 2007). In this section, we will discuss about the feedback given by different teachers on the design of the curriculum. Curriculum development is the process by which a teacher decides what to teach and how. Teacher's feedback on the design of the curriculum helps in revising and redesigning the curriculum so as to remove the lacunae while holding on to the strengths of the existing curriculum.

In order to evaluate the teacher's feedback in designing of the curriculum, a total of 10 questions related to curriculum design were asked to the teachers. For the Certificate Programme in Value Education (CPVE), we had a total of three respondents who are teachers of CPVE. The analysis of the teacher's feedback has been divided into three phases. The first phase is the pre-curriculum design phase, the second one is related to the curriculum design phase and the third one, the post curriculum design phase.

Phase 1(Pre-curriculum design): The first question related to need assessment can be placed in this phase. A needs assessment is a process used by organizations to determine priorities, make organizational improvements, or allocate resources (Allison, 2015). A needs assessment survey is a way of identifying the most significant needs of the stakeholders. The results of the survey guide you towards taking future action, by first focusing on the needs that are rated as the most important or have the most impact when corrected. Hundred percent of the respondents confirmed that need assessment has been done before finalizing the curriculum.

Phase 2 (Curriculum Design): Curriculum design is a term used to describe the purposeful, deliberate, and systematic organization of curriculum (instructional blocks) within a class or course. In other words, it is a way for teachers to plan instruction. When teachers design curriculum, they identify what will be done, who will do it, and what schedule to follow

(Schweitzer, 2019). Around eight questions on the feedback of teachers can be categorized as those related to curriculum design and development. Before designing, it is important to frame the learning outcomes. The question asked was if the learning outcomes are framed to enhance the employability skills. Hundred percent of the respondents were in agreement with this statement. Also, what is important in curriculum design is that the curriculum matches to the level of the programme, it caters to the needs of all types of learners, enhances critical thinking, the curriculum is up to date and is periodically modified. These questions were asked to the respondents and 100 percent of the respondents were in agreement to these statements indicating that the curriculum design is up to date and the process of curriculum design is continuous, incorporating the new concepts and topics related to the subject from time to time. For example, in order to cater to the needs of all types of students, the programme was revised and a new Course BEDS 004 was added in 2017. All the respondents were in agreement to the questions related to aligning instructional activities with learning outcomes and Integration of Technology in teaching learning will enhance the learning process and benefit the Learner. In a bid to integrate technology in teaching learning, counselling for students is done through interactive radio counselling (IRC) and teleconferencing.

Phase 3 (Post Curriculum Design): The third phase relates to post curriculum design phase and is related to assessment. Assessment criteria should be designed to ensure that learning takes place at a level appropriate to the assigned unit level (Brown, 2001). All the respondents were in agreement that Assessments are developed based on the Learning Outcomes.

References

- Brown, G. 2001. *Assessment: A Guide for Lecturers. Learning & Teaching Support Network, 2001*
- Hattie, J. and Timperley, H. (2007) The power of feedback. *Review of Educational Research*, 77 (1), 81-112.
- Allison, J. 2015. "What Is Needs Assessment? - Definition & Examples." Study.com. December 25, 2015. <https://study.com/academy/lesson/what-is-needs-assessment-definition-examples-quiz.html>.

6.0: Conclusion and recommendations

Some of the recommendations of the teachers are -more content on integration of ICT and Experiential learning in Value Education can be incorporated. Values related to Gender, Community living, Environment sustainability, Life Skills can be given attention to bring the desired improvement . One of the respondents suggested that there was a need to add concepts related to Value Education in Gender, Extension and Corporate sector.

7.0: Annexure (Enclose Questionnaire format)

FEEDBACK FORM FOR TEACHERS

(Only on Design of Curriculum)

Name:

Female:

Subject/Discipline:

Whether Programme/ Course Coordinator: Yes No

If yes, Title of the Course:

Number of Years in University:

Feedback is very important for University to grow and to improve the system, kindly respond to the following statements:

S. No	Statement	YES	NO
1	Need analysis has been done before finalizing the curriculum		
2	Curriculum is periodically modified and new concepts/topics are incorporated		
3	Instructional Activities align with the Learning Outcomes		
4	Curriculum is developed to enhance critical thinking		
5	Curriculum caters to the needs of all types of learners		
6	Curriculum of your subject is up to date		
7	Curriculum matches with the level of the programme		
8	Assessments are developed based on the Learning Outcomes		
9	Learning Outcomes are framed to enhance the Employability Skills		

10	Integration of Technology in teaching learning will enhance the learning process and benefit the Learner		
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List the areas that need attention to bring desired improvement in the system
