



**SCHOOL OF INTERDISCIPLINARY AND TRANS-DISCIPLINARY STUDIES  
INDIRA GANDHI NATIONAL OPEN UNIVERSITY  
MAIDAN GARHI, NEW DELHI – 110068.**

**MINUTES OF AGENDA ITEM THROUGH CIRCULATION**

**Item No. 1**

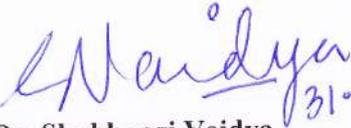
**1.1 To consider and approve the Feedback Analysis Reports of 'Subject Experts' and 'Teachers' on the curriculum of programmes of SOITS.**

1.2 IGNOU has initiated the process of seeking accreditation from the National Assessment and Accreditation Council (NAAC). For this purpose, Feedback survey reports from the Teachers of the University and the Subject Experts involved in the curriculum and course development processes of the university were obtained. Based on the feedback received, the following two reports were prepared and placed for the consideration of the School Board.

1. Feedback analysis report of the Subject Experts on the design of the curriculum
2. Feedback analysis report of Teachers on the design and development of curriculum

The same were circulated to the Members via e-mail, and approval sought through circulation on account of the prevailing Pandemic situation.

**1.2 The School Board considered and approved the Feedback Analysis Report of the Subject Experts on the design of the Curriculum, and the Feedback Analysis Report of Teachers on the design and development of the Curriculum.**

  
31.8.2020

**Dr. Shubhangi Vaidya**

**Director, SOITS, IGNOU**

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**Dr. SHUBHANGI VAIDYA**  
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## INDIRA GANDHI NATIONAL OPEN UNIVERSITY

### SCHOOL OF INTERDISCIPLINARY AND TRANSDISCIPLINARY STUDIES

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

### **1.0: Preamble**

Teachers' play a vital role in curriculum designing. Essentially, curriculum designing is a significant component of programme development. Further, the approach to curriculum designing can be greatly improved with inputs from the teachers' involved in the design of programmes. In this regard, there is a need to solicit feedback from the teachers on the designing of curriculum. The feedback form is structured in such a manner that the teachers' views on need assessment and the need for periodically modifying the curriculum to meet the learning needs of the learners are collected. The response of the teachers with regard to instructional activities and designing learning outcomes will greatly help in designing a curriculum which is up to date and has immense potential to enhance the critical thinking skills of the learners. The responses pertaining to the technology integration will help to develop a strategy to enhance the learning process. In effect, the feedback from the teachers will help in the institution development.

### **2.0: About the School**

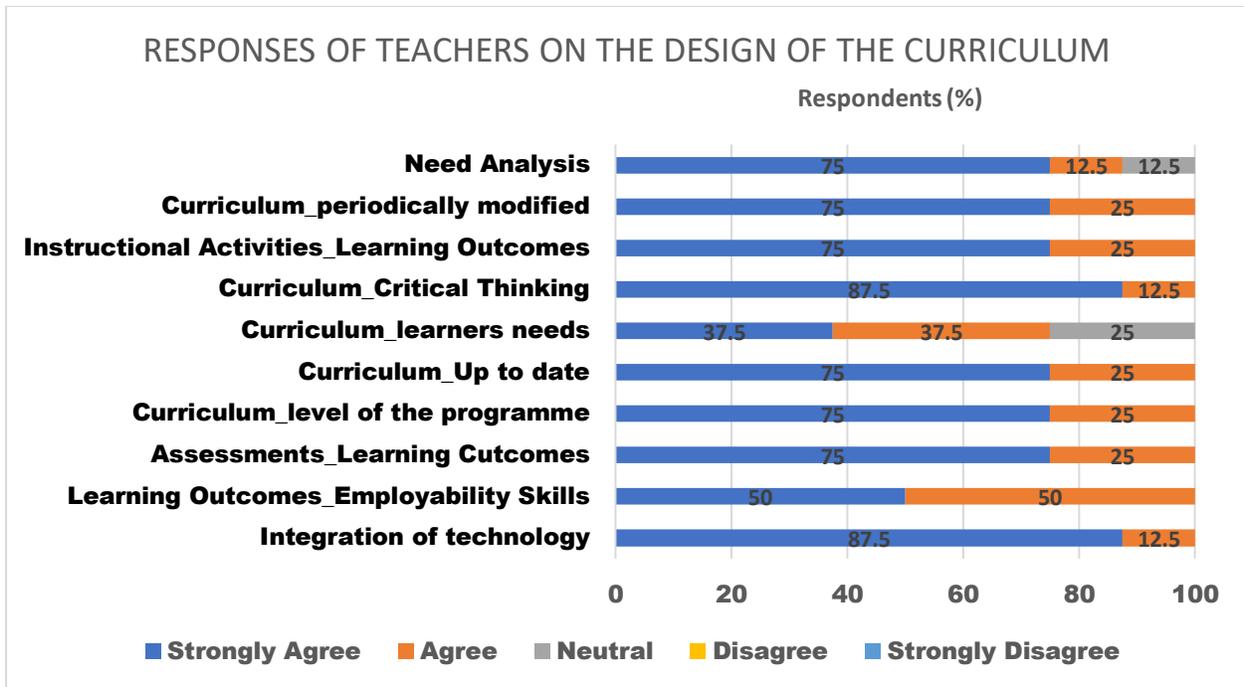
The school is offering and developing programmes that addresses the complex interdisciplinary and transdisciplinary issues. The school is offering 9 programmes viz. PhD in Interdisciplinary and Trans-disciplinary Studies, PhD in Environmental Sciences, Master of Arts (Philosophy) (MAPY), Post Graduate Diploma in Sustainability Science (PGDSS), Post Graduate Diploma in Environmental and Occupational Health (PGDEOH), Post-Graduate Diploma in Folklore and Culture Studies (PGDFCS), Post Graduate Certificate in Climate Change (PGCCC), Certificate in Solid Waste Management (CSWM) and Appreciation Course on Population and Sustainable Development (ACPSD). Further, the school is developing MSc Environmental Science, Post Graduate Diploma in Labour and Development and Post Graduate Diploma in Migration and Diaspora. The School faculty are involved in the development and curriculum design of all the programmes.

### **3.0: Methodology**

The tool for eliciting the feedback/responses of teachers regarding the design of curriculum was questionnaire method. The questionnaire was designed keeping in view the objectives of the feedback survey, the importance of the survey and the essentiality of the feedback survey for designing a holistic programme. The questionnaire aimed at knowing the responses of the teachers' regarding the "Need analysis", designing of curriculum and learning outcomes, etc. The

questionnaires were distributed to the teachers of SOITS. In total, 8 responses from the teachers were received.

#### 4.0: Feedback of Teachers



#### 5.0: Analysis of the Feedback received

The responses of the teachers on the design of the curriculum was analysed. 87% of the respondents opined that the need analysis is required before finalizing the curriculum. The outcome of the need analysis can be suitably incorporated into the curriculum. The curriculum developed after the need analysis also demands periodic modification to incorporate the latest topics. 75% of the respondents were of the opinion that their curriculum is up to date. While 75 % of the teachers strongly agreed that the curriculum meets the learners needs, 87 % of the teachers strongly agreed that the curriculum aids in enhancing the critical skills of the learners. 100% of the respondents agreed that the instructional activities must align with learning outcome. Further, 75 % of the respondents strongly agreed that the assessments are developed based on the Learning Outcomes. However, only 50 % of the respondents opined that learning outcomes are framed to enhance the employability skills. 100% of the respondents agreed that technology integration in teaching learning will enhance the learning process and immensely benefit the learner.

## **6.0: Conclusion and recommendations**

- 87% of the respondents agreed that the need analysis is required before finalizing the curriculum.
- The curriculum should be up to date and should meet the learners' needs.
- A well-designed curriculum aids in enhancing the critical skills of the learners.
- 100% of the respondents agreed that the instructional activities must align with learning outcome.
- 100% of the respondents agreed upon the importance of technology integration in teaching learning.
- As the programmes of the school are multi-disciplinary, it is suggested that the once in 2 years, the programme may be revised so that the learners are provided with updated information.
- It is suggested that the self-learning materials (print) should be dispatched to students within 1-2 months of registration/admission.
- Further, it is suggested that measures to strengthen the coordination between Schools of study and Regional Centres must be taken on priority basis.
- As regards the learners support, the learners may be provided with 24X7 support through social media support system.

## **7.0: Annexure (Enclose Questionnaire format)**