



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

**FEEDBACK ANALYSIS REPORT OF SUBJECT EXPERTS ON THE DESIGN &  
DEVELOPMENT OF CURRICULUM**

**CERTIFICATE PROGRAMME IN VALUE EDUCATION(CPVE)**

**1.0: Preamble**

Subject experts feedback has been pertinent in designing the academic 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. Subject experts feedback has helped in making the curriculum interesting, informative. The experts have given valuable inputs to make the programme as it stands today. Feedback helps in addressing the loopholes so that they may be corrected.

**2.0: About the School and experts involved**

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 experts involved in Programme Design are:

Prof. N.K. Ambasht  
Ex-Chairman NIOS

Prof. C.R.K. Murthy Professor  
STRIDE Block-14, IGNOU

Prof. Somdutt Dikshit  
Director and Executive Secretary General (WAVE),  
New Delhi-24

Mr.J.N. Sharina  
Educational Consultant  
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Associate Professor  
Department of Elementary Education,  
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Ms. Indu Goswamy  
Principal, Kendriya Vidyalaya  
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Dr. Shefali Srivastava  
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Dr.Silima Nanda  
Deputy Director, International Division  
Block-14 IGNOU, New Delhi

Dr.Sutapa Bose  
Assistant Professor  
School of Education IGNOU.

The experts involved in design and development of BLOCK 3 (ACTIVITIES) which was modified are :

Prof B. K. Pattanaik ,Director  
SOEDS ,IGNOU, New Delhi

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International Division  
IGNOU, New Delhi

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SOEDS, IGNOU

Mary Bini A  
Consultant,SOEDS,IGNOU

### **3.0: Methodology**

The feedback tool was in the form of questionnaires which comprised of 10 questions . The questionnaires have been designed by CIQA,IGNOU. The questionnaires were sent to the respective schools, who in turn administered to the subject experts who have and are involved in designing the programmes.

#### 4.0: Feedback of Subject Experts

SA: Strongly Agree, A: Agree, DA: Disagree, SDA: Strongly Disagree

S. No	Statement	SA	A	Neutral	SDA	DA
1	You were briefed about to the pedagogy of Curriculum Design Development in an OU	66.66%	33.34%			
2	Need Analysis was discussed before finalizing the Curriculum	66.66%	33.34%			
3	Subject Expert Committees reviewed the curriculum of other universities	66.66%	33.34%			
4	Guidelines were provided for the development of the curriculum	66.66%	33.34%			
5	As subject experts you were involved in the curriculum review process	66.66%	33.34%			
6	Feedback from others like alumni and industry was discussed during the framing of curriculum	66.66%	33.34%			
7	Whether the Curriculum of your subject was updated	66.66%	33.34%			
8	Curriculum matches with the level of the programme	66.66%	33.34%			
9	Orientation was given in the development of Self Learning Material	66.66%	33.34%			
10	Self Learning Materials are Learner Centric	100%				

#### 5.0: Analysis of the Feedback received

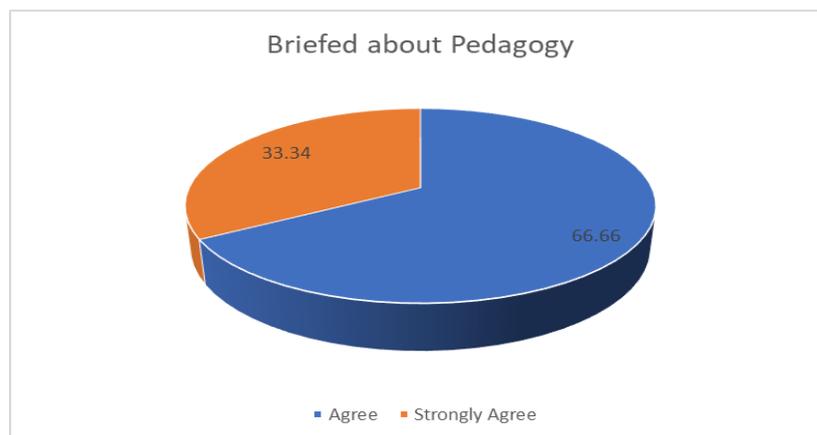
Obtaining feedback from subject experts is a critical part of the content transformation process. Providing effective feedback ensures that during revision of the content, the missing links can be filled in and the review workflow is efficient. Without feedback systems in place, curriculum development would be a one-time process. The term 'feedback' is used to describe information or criticism about prior action or behavior from an individual, communicated to another individual (or a group) who can use that information to adjust and improve current and future actions and behaviours. For the curriculum to be effective and more responsive to the current needs, timely feedback from the subject experts 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 subject experts on the design of the curriculum. Expert'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 expert's feedback in designing of the curriculum, a total of 10 questions related to curriculum design were asked to the experts. For the Certificate Programme in Value Education (CPVE), we had a total of three respondents who are experts of CPVE.

IGNOU being an open and distance learning University, has different pedagogical characteristics as compared to the face to face learning. It is important that the experts, specially those who are not familiar with open and distance learning systems are briefed about the pedagogy before the designing of the syllabus. Hence the first question was if the experts were briefed about the pedagogy and 67 percent of the respondents agreed and 34 percent strongly agreed that they were briefed about the pedagogy (Figure 1).

**Figure 1: Percentage of Respondents Briefed About the Pedagogy**



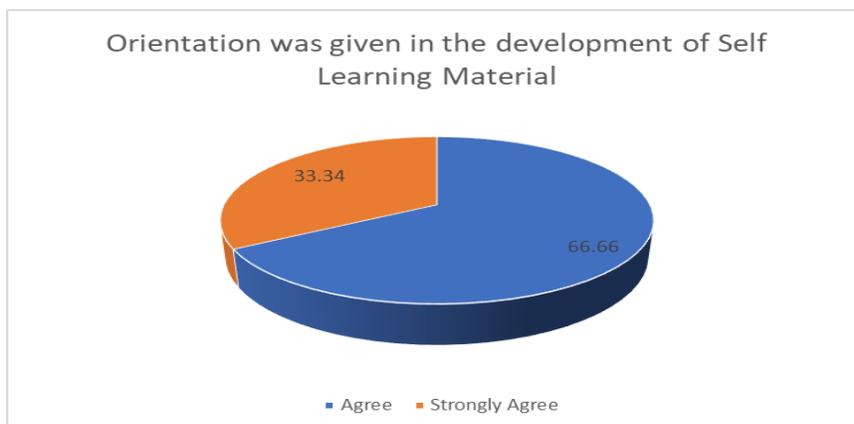
Another question asked to the respondents were, if need analysis was discussed before finalizing the curriculum. A needs assessment is a process used by organizations to determine priorities, make organizational improvements, or allocate resources (Allison, 2015). A needs assessment survey is a way of identifying the most significant needs of the stakeholders. The results of the survey guide the experts in what content they need to incorporate in the syllabus based on what the learners want to learn. Another important step is to review the curriculum of other

universities. Hence it was asked if the subject expert committees reviewed the curriculum of other universities and also if as subject expert, the respondent was involved in curriculum review process. The respondents were also asked if feedback from others like alumni and industry was discussed during the framing of curriculum. Around 67 percent of the respondents confirmed to these four statements .

In designing the curriculum for distance learning programmes, it is important that proper guidelines are provided to the experts for the development of the curriculum so that their expertise is utilized fully. It is also important that the curriculum developed is updated and all recent and new concepts are included in the curriculum. Also, the curriculum should match the level of the programme. Around 67 percent of the respondents agreed to these statements. All the respondents agreed that the self-learning materials were learner centric.

Open and distance learning is different from face to face in that it does not have direct and face to face interaction of the teachers and the learners. Hence, when the distance learning materials are developed, it is important that the writing style and pattern should be such that the teacher is embedded in the study material. Hence, it is important that orientation is given to the unit writers in the development of self-learning materials. Around 67 percent of the respondents agreed that orientation was given in the development of self-learning material (Figure 2).

**Figure 2: Percentage of Respondents to Whom Orientation was Given in Development of Self Learning Material**



## References

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

The teachers were also asked to list the areas that need attention to bring desired improvement in the system. The respondents suggested that there was a need to integrate the technology and to improve the learner support services for the programme and to include courses like Life Skills and Family Life Education in the programme.

## 7.0: Annexure (Enclose Questionnaire format)

### FEEDBACK FORM FOR SUBJECT EXPERTS

#### Background Information

Name: Age Group: 20-30 30-40 40-50 50 and above

Male: Female:

Place of Employment:

Are You Associated with IGNOU: Yes No

If Yes, in what Capacity:

Subject /Discipline:

**Teaching Learning is an important component in any Open University. Feedback is very important for University to grow. You have contributed in the design and development of the curriculum.**

**To improve the system, kindly respond to the following statements.**

SA: Strongly Agree, A: Agree, DA: Disagree, SDA: Strongly Disagree

S. No	Statement	SA	A	Neutral	SDA	DA
1	You were briefed about to the pedagogy of Curriculum Design Development in an OU					
2	Need Analysis was discussed before finalizing the Curriculum					

3	Subject Expert Committees reviewed the curriculum of other universities					
4	Guidelines were provided for the development of the curriculum					
5	As subject experts you were involved in the curriculum review process					
6	Feedback from others like alumni and industry was discussed during the framing of curriculum					
7	Whether the Curriculum of your subject was updated					
8	Curriculum matches with the level of the programme					
9	Orientation was given in the development of Self Learning Material					
10	Self Learning Materials are Learner Centric					

**List the areas that need attention to bring desired improvement in the system**

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