



**INDIRA GANDHI NATIONAL OPEN UNIVERSITY  
SCHOOL OF AGRICULTURE**

**REPORT ON THE FEEDBACK OF SUBJECT EXPERTS ON  
THE DESIGN AND DEVELOPMENT OF CURRICULUM**

**1.0: PREAMBLE**

Feedback is pivotal in success of any programme. Feedback from all the stakeholders helps in improving the development and delivery of any Open and Distance Learning (ODL) programme. Feedback not only helps in improving the teaching-learning process, but also helps in updating/restructuring the curriculum as per the needs and requirements of 21<sup>st</sup> century learner. Feedback analysis mechanism is an essential tool in ensuring the quality assurance of programmes and it has to be obtained from all the stakeholders in the system. One of the stakeholders is the Subject Experts who are involved in the designing and development of the curriculum. They are the link between field reality and the learners. Feedback from the Subject experts help in identifying the loopholes in the curriculum which are mostly based on the current trends and needs. It also helps in improving the process involved in designing and development of curriculum of new programmes and revision of the existing programmes. Keeping this in view, efforts were made to obtain the feedback from the Subject Experts who were involved in the designing of curriculum and development of Self Learning Materials (SLMs) of various programmes developed by the School of Agriculture, IGNOU.

**2.0: ABOUT THE SCHOOL AND EXPERTS INVOLVED**

The School of Agriculture which came into existence during the year 2005 has so far developed 21 programmes ranging from Awareness to Doctorate levels in Agriculture and Allied Areas. The programmes developed by the School till date include FOUR Awareness Programmes (Non-credit) in the areas of Dairy Farming, Value Added Products from Fruits and Vegetables, Betel Vine and Integrated Pest Management Technology in Potato Cultivation; FIVE Certificate Programmes in the areas of Organic Farming, Sericulture, Poultry Farming, Water Harvesting & Management and Bee Keeping; SIX Diplomas Programmes in the areas of Value Added Products from Fruits & Vegetables, Dairy Technology, Meat Technology, Production of Value Added Products from Cereals, Pulses & Oilseeds, Fish Products Technology and Watershed Management; ONE PG Certificate in Agriculture Policy; THREE PG Diploma Programmes in the areas of Plantation Management, Food Safety & Quality

Management and Food Science & Technology; and TWO Doctorate Programmes in the areas of Agriculture Education and Dairy Science & Technology. The Programmes were conceptualized and planned by the School's In-house Faculty and the curriculum were designed and developed with the support of outside experts from different parts of the country cutting across the disciplines. On an average, the programme design committee which finalized the Curriculum involved 8-10 external experts. The subject experts who are renowned in their specialization with vast experience in Teaching/Research/Extension mostly from Educational Institutions, ICAR Institutes, Universities/Colleges, Extension Organizations, Industry, Government/NGO Organizations etc. were involved in designing and development of curriculum.

### **3.0: METHODOLOGY**

For collecting the Feedback response from the Subject Experts, Feedback Questionnaire Form developed by the Centre for Internal Quality Assurance (CIQA) of the University was used. The Feedback form/Questionnaire included questions related to General Information of about the respondents *viz.* Age, Gender, Place of employment, nature of association and Subject/Discipline; and 10 statements having five-point Likert scale ranging from Strongly Agree to Strongly Disagree for measuring the respondents' agreement with various statements related to the design and development of curriculum. The statements in the feedback section include briefing about pedagogy, discussion on need analysis, review of curriculum of other universities, guidelines for development of curriculum, curriculum review process, feedback from alumni and industry, updating of curriculum, matching of curriculum with the level of programme, orientation of experts and learner-centric SLMs. The questionnaire also included an open-ended question on the areas that need attention to bring desired improvement in the system. An Online Feedback Questionnaire created in the Google Form platform along with the soft copy of the Feedback Proforma (Word format) was circulated among the faculty members who are coordinating different programmes. The Faculty members were requested to send the link and/or word document to the subject experts through email and social media for getting the response. A total of 33 responses were received from the Subject Experts with different specializations/disciplines who were involved in the designing and development of the curriculum of different programmes of School of Agriculture. The responses were collated, analyzed and presented below.

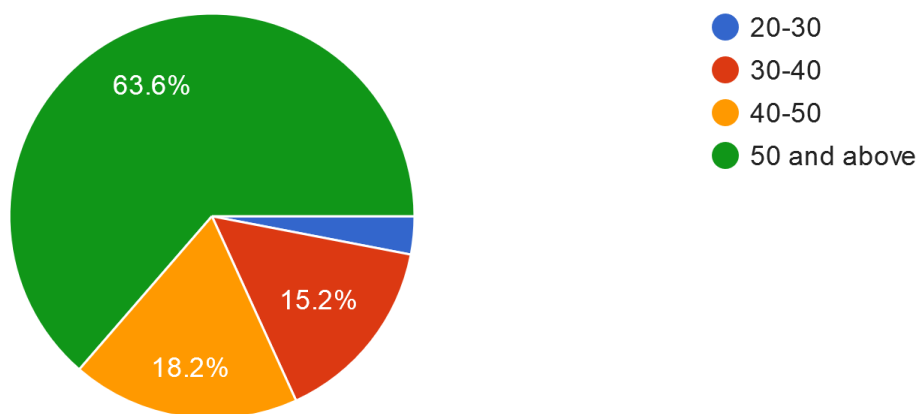
#### **4.0: FEEDBACK OF SUBJECT EXPERTS**

The feedback responses received from the Subject Experts are present in two parts: A) General Information of the respondents and B) Feedback on to the design and development of curriculum.

##### **A) GENERAL INFORMATION**

The feedback response regarding the general information of the respondents are presented below:

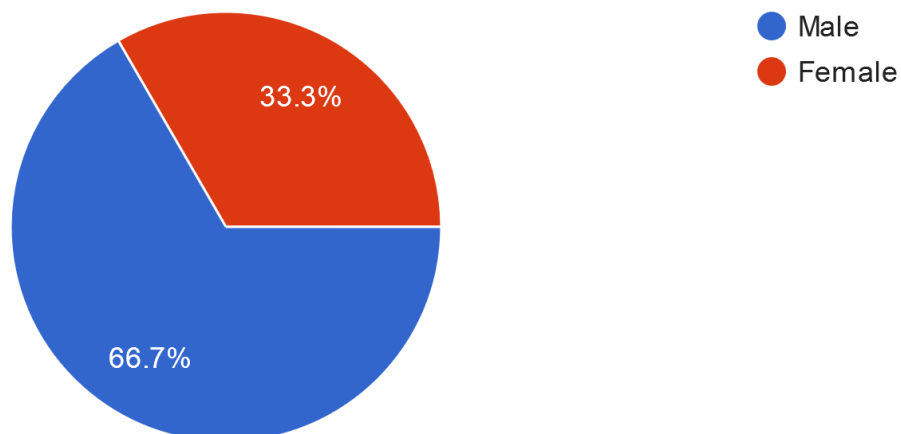
###### **a) Age Group of respondents:**



**Fig. 1: Age of the respondent**

Majority of the respondents (63.6%) belonged to the age group of 50 years and above (Fig. 1) followed 40-50 years (18.2 years) and 30-40 years (15.2%).

###### **b) Gender of the respondents**



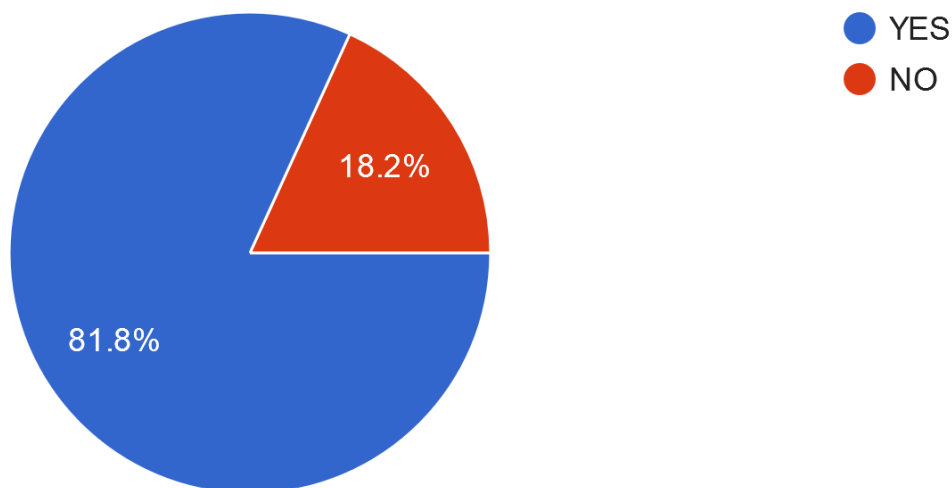
**Fig. 2: Gender of the respondents**

About two-third (66.7%) of the respondents were Male and only one-third respondents (33.3%) were Females (Fig. 2).

**c) Place of Employment:**

The place of employment of respondents were reputed educational/Research/Extension Institutes/Organizations, Industry professionals as well as Retired Personnel located in New Delhi, Karnal, Gujarat, Dehradun, Puducherry, Bhopal, Mysuru and Sonapat.

**d) Are you Associated with IGNOU?**



**Fig. 3: Association with IGNOU**

Majority of the respondents (81.8%) agreed that they were associated with IGNOU (Fig. 3).

**e) If, yes, in what capacity?**

The experts were involved in a variety of activities in different capacities like Subject Experts in Programme Design Committee, Unit Writers, Editors, Consultants, Study Centre Officials, members in Statutory Bodies like School Board, Evaluators/Paper-setters etc.

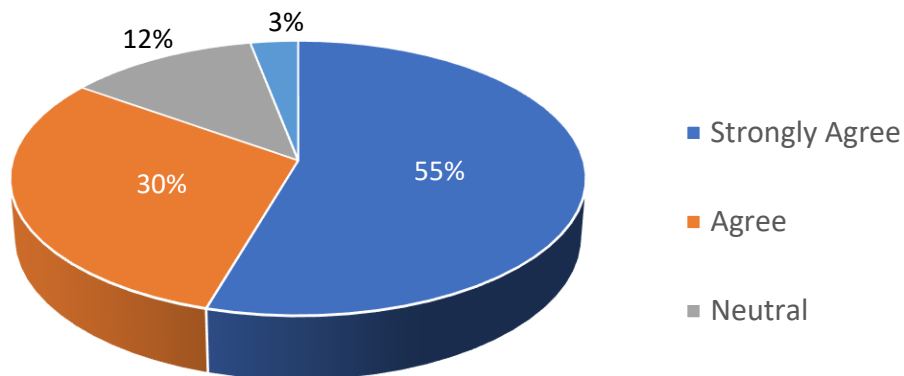
**f) Subject/Discipline:**

The respondents belonged to range of disciplines in Agriculture and Allied Sectors like Agriculture, Pot-Harvest Management, Food Processing/Technology, Agriculture Engineering, Dairy Technology, Meat Technology, Poultry Science, Soil & Water Conservation, Agriculture Extension, Food Safety & Quality Management etc.

## **B) FEEDBACK ON DESIGN AND DEVELOPMENT OF THE CURRICULUM**

Feedback received from the Subject Experts on the design and development of curriculum are depicted in graphical form:

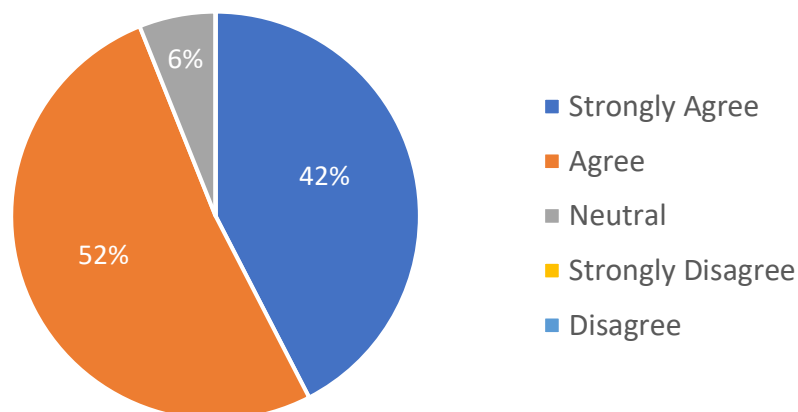
### **a) Briefing about the pedagogy of Curriculum design and development**



**Fig. 4: Briefing about the pedagogy**

Majority of the respondents (55%) Strongly Agreed (Fig. 4) that they were briefed about the pedagogy of Curriculum design and development.

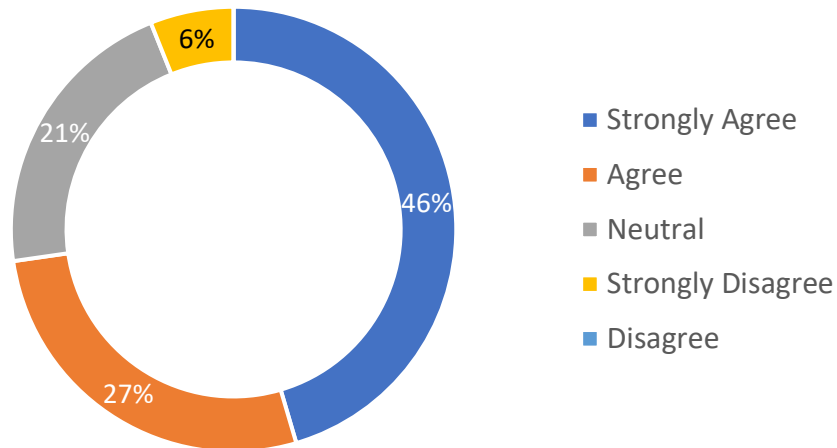
### **b) Need Analysis was discussed before finalizing the Curriculum**



**Fig. 5: Discussion on Need Analysis**

Just over half of the respondents (52%) Agreed and about 42% of respondents Strongly Agreed (Fig. 5) that Need Analysis was discussed before finalizing the Curriculum.

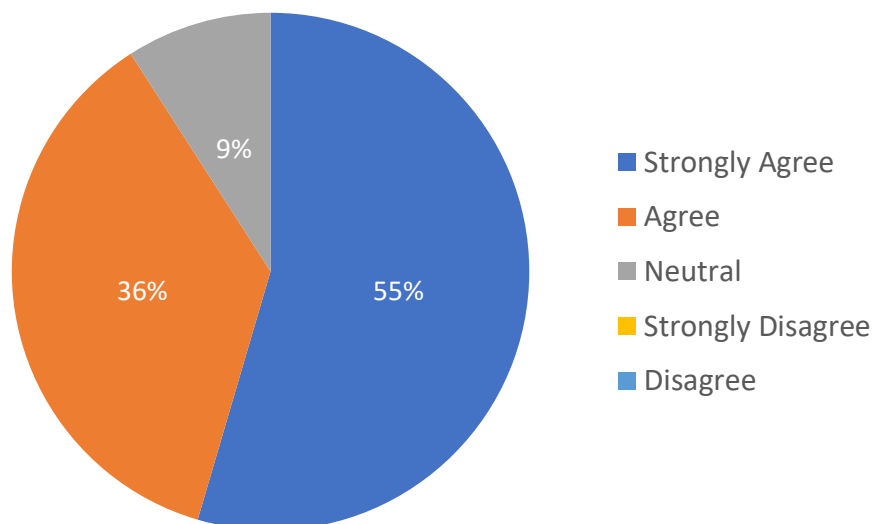
**c) Subject Expert Committees reviewed the curriculum of other universities**



**Fig. 6: Subject Expert Committees reviewed curriculum of other universities**

About 46% of the Subject Experts Strongly Agreed (Fig. 6) that Subject Expert Committees reviewed the curriculum of other universities while finalizing the curriculum of the programme.

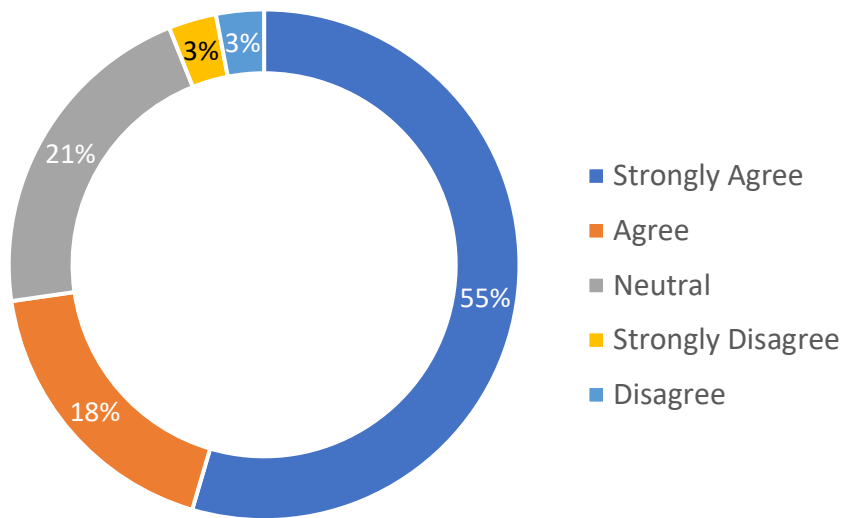
**d) Guidelines were provided for the development of the curriculum**



**Fig. 7: Guidelines provided for the development of the curriculum**

Majority of the respondents Agreed (55%) and Strongly Agreed (36%) that Guidelines were provided for the development of the curriculum (Fig. 7).

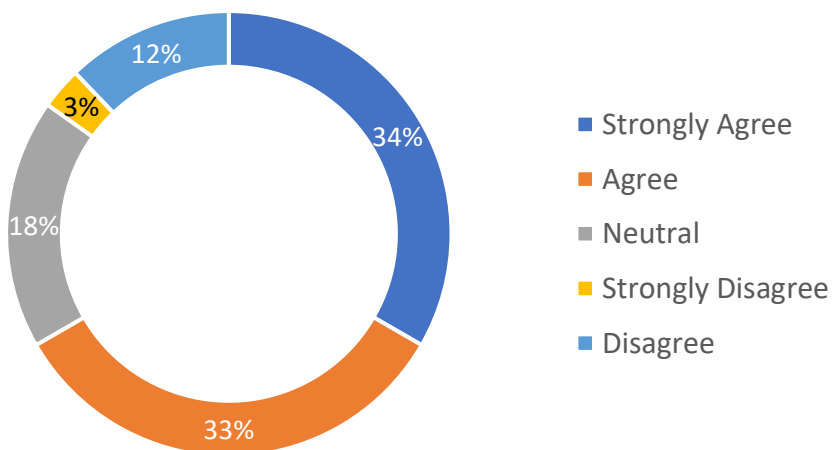
**e) As subject experts you were involved in the curriculum review process**



**Fig. 8: Involved in the curriculum review process**

About 55% of the Subject Experts Strongly Agreed (Fig. 8) that as subject experts, they were involved in the curriculum review process.

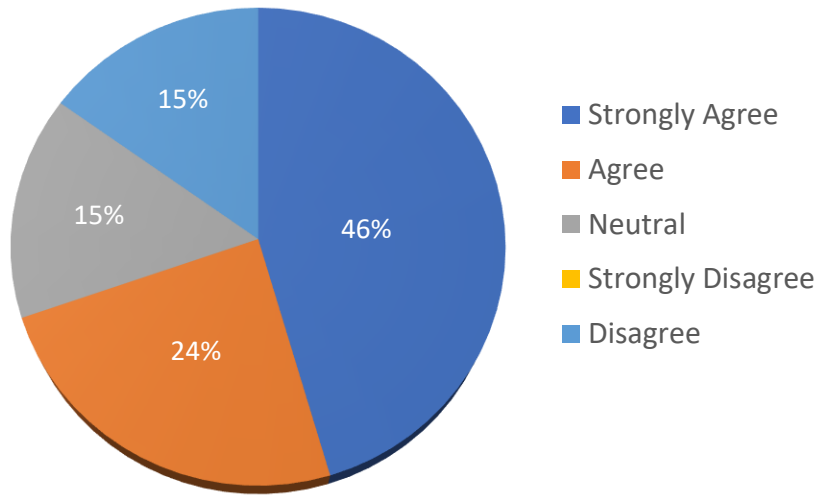
**f) Feedback from others like alumni and industry was discussed during the framing of curriculum**



**Fig. 9: Discussion about Feedback from others like alumni and industry**

Two-third of the respondents Strongly Agreed (34%) and the same number of the respondents Agreed (33%) to the fact that Feedback from others like alumni and industry was discussed during the framing of curriculum (Fig. 9).

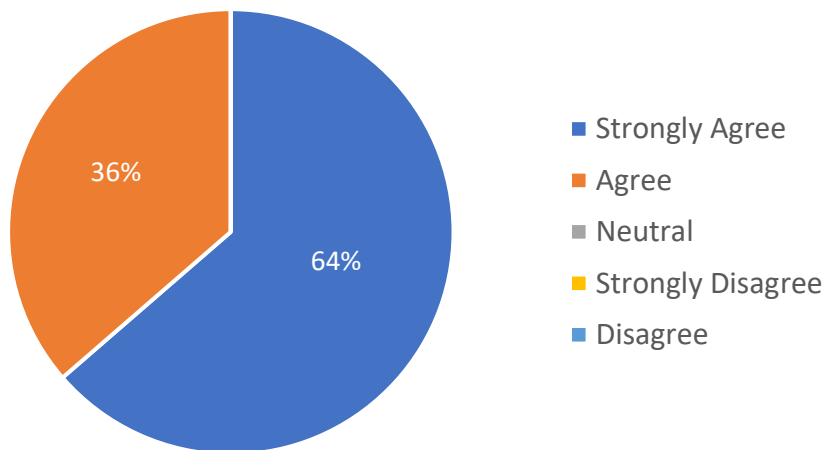
**g) Whether the Curriculum of your subject was updated**



**Fig. 10: Updating of Curriculum**

About 46% of the respondents Strongly Agreed (Fig. 10) that the Curriculum of their subject was updated.

**h) Curriculum matches with the level of the programme**

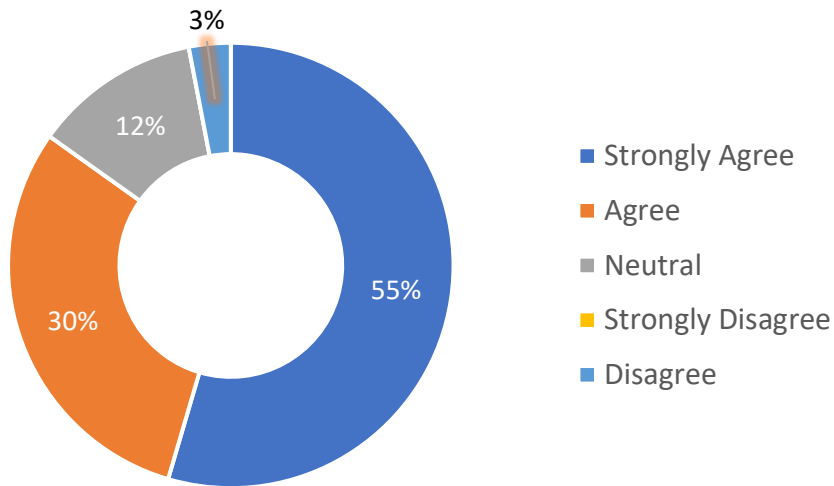


**Fig. 11: Matching of curriculum with the level of programme**

Majority of the Subject Experts (64%) Strongly Agreed (Fig. 11) that the Curriculum matches with the level of the programme.



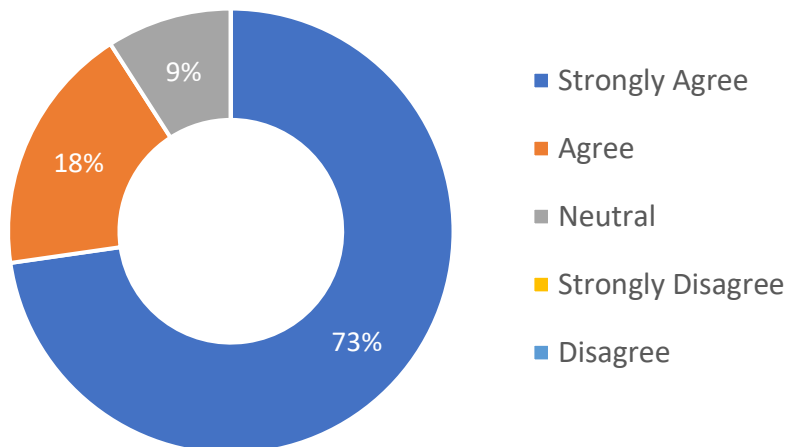
**i) Orientation was given in the development of Self- Learning Material**



**Fig. 12: Orientation on development of Self Learning Material**

Just over half of the respondents (55%) Strongly Agreed and about 30% of respondents Agreed (Fig. 12) that they were Oriented regarding the development of Self- Learning Material.

**j) Self-Learning Materials are Learner Centric**



**Fig. 13: Learner-centric Self Learning Material**

Nearly two-third of the Subject Experts (73%) felt and Strongly Agreed (Fig. 13) that the Self-Learning Materials designed and developed are Learner Centric.

## **5.0: ANALYSIS OF THE FEEDBACK RECEIVED**

The responses received from the Subject Experts on the General information revealed that majority of them were 50 years and above having vast teaching/industry experience in their respective fields. This indicates that the Subject Experts involved in designing and development of Curriculum were renowned/Senior Academicians/Professionals in different disciplines from reputed Institutions like NDRI, Karnal; IARI, New Delhi, Industry and other Central and State Government Institutions located throughout the country.

Analysis of the responses received from the Subject Experts regarding the “Feedback on the Design and Development of the Curriculum” reveal the following:

- a) **Briefing about the pedagogy of Curriculum design and development:** The Subject Experts were briefed about the pedagogy of Curriculum design and development while designing and development of the curriculum. The pedagogy of the Open and Distance Learning (ODL) System is presented by the expert from STRIDE, IGNOU or the School Faculty in the Expert Group Meeting.
- b) **Need Analysis was discussed before finalizing the Curriculum:** Responses reveal that need analysis was discussed in the Expert Group Meeting before finalizing the Curriculum.
- c) **Subject Expert Committees reviewed the curriculum of other universities:** Results reflect that the curriculum of other Universities/Institutions are reviewed in the Expert Group Meeting/Subject Expert Committees before finalizing the curriculum. Moreover, the faculty also consults the curriculum of other Universities/Institutions while preparing the draft curriculum which is presented in the Expert Group Meeting for designing the Curriculum.
- d) **Guidelines were provided for the development of the curriculum:** It is evident from the results that the guidelines regarding the development of curriculum were provided to the Subject Experts. Since, the pedagogy of ODL system is different from the conventional system, it is a common practice to provide the necessary guidelines regarding Credit System, Curriculum Design (Programme/Course/Block/Unit), Curriculum transaction and evaluation, multimedia integration etc.

- e) **As subject experts you were involved in the curriculum review process:** Majority (55%) Strongly Agreed that as subject experts, they were involved in the curriculum review process.
- f) **Feedback from others like alumni and industry was discussed during the framing of curriculum:** Nearly two-third Subject Experts Strongly Agreed and Agreed (combined) that the feedback from other like alumni and industry were discussed during framing of curriculum. Feedback received from industry expert, Study Centres, counsellors, pass-out students of other programmes, and experiences of in-house faculty are shared with the Experts in the Expert Group Meeting while designing the curriculum.
- g) **Whether the Curriculum of your subject was updated:** It is evident from the results that majority of the Subject Experts felt that the curriculum of their subject was updated.
- h) **Curriculum matches with the level of the programme:** The results revealed that majority of the Subject Experts Strongly Agreed that the curriculum of the programmes matches with the level of the programme and the target group. This signifies that Curriculum is designed and developed keeping in view the target group and level of the programme.
- i) **Orientation was given in the development of Self- Learning Material:** The responses clearly reflects that the Subject Experts, Units Writers and Editors are oriented regarding the pedagogy and the guidelines about the development of Self-learning materials. This clearly shows that the Unit Writers/Course Editors are given orientation about the guidelines for development of Self-learning materials by the expert from STRIDE, IGNOU or the School Faculty in the Unit Writers/Course Editors Meeting.
- j) **Self-Learning Materials are Learner Centric:** Majority of the respondents Strongly Agreed that Self-Learning Materials designed and developed are Learner Centric in nature. This reiterates that the ODL system relies on Learner-centric approach and teachers are built-in the self-learning materials.

### **Areas that need attention to bring desired improvement in the system**

The following are some of the areas the Subject Experts have suggested that need attention to bring improvement in the system:

- Involvement of learned and experienced people from Industry.
- Scaling up of some of the programmes like Certificate in Poultry Farming to PG Diploma in Poultry Farming
- Impact Assessment study of certain courses needs to be done before Revision or continuation of certain courses.
- Toning down the contents of some of the programmes/courses particularly at the Diploma level.
- Avoiding repetition of contents in some units which should be rectified during revision.
- Strengthening Student Support Services (both academic and administrative) particularly for lab-based programmes/courses
- Updating curriculum periodically or revision of blocks/courses/programmes and timely printing and distribution of revised contents.
- Experiential learning or Exposure of learners to more field experience.

#### **6.0: Conclusion and Recommendations**

Responses received from the Subject Experts clearly revealed that most of the respondents/Subject Experts either Strongly Agreed or Agreed to all the statements or parameters regarding the designing and development of curriculum. Analysis of the feedback responses revealed that the Subject Experts are having positive opinion on the design and development of curriculum practised in the School of Agriculture, IGNOU. It can be concluded that the School follows the Standard Operating Procedures or the Guidelines set by the University for designing and development of the programmes. Keeping in view the Feedback responses received from the Subject Experts, it is suggested to continue following the Guidelines prescribed by the University (Gold Standards) and Regulatory Bodies for designing and development of new programmes and revision of existing programmes. However, in order to ensure quality and improve the effectiveness of programme development and delivery, the suggestions prescribed by the Subject Experts may be implemented.

**7.0: Annexure**
**FEEDBACK FORM FOR SUBJECT EXPERTS**
**Background Information**

- 1) Name:
- 2) Age Group:        20-30                      30-40                      40-50                      50 and above
- 3) Male: Female:
- 4) Place of Employment:
- 5) Are You Associated with IGNOU: Yes No
- 6) If Yes, in what Capacity:
- 7) 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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