



INDIRA GANDHI NATIONAL OPEN UNIVERSITY
SCHOOL OF AGRICULTURE

REPORT ON THE FEEDBACK OF TEACHERS ON THE DESIGN OF CURRICULUM

1.0: Preamble

The University has applied for NAAC certification. The feedback system and action taken on feedback reports are important metrics of NAAC's assessment of quality assurance. Among various stakeholders, teachers of the University are important group who are directly involved in designing the curriculum. As the University offers the academic programmes through ODL and Online mode, self learning study materials are strong component of any programme. The course curriculum for various general, skill based, vocational and research programmes needs to be designed keeping in mind the requirement of the UGC and relevant professional bodies and also the educational background of the target group and the mode of delivery of the programmes. The teachers of the University conceptualize the academic programmes as per the University mandate and do the need analysis of the proposed programme before designing the curriculum in consultation with various subject experts from different academic institutions. While designing the curriculum, they consider the need of the all types of learners, aligning the instructional activities with learning outcomes, enhancing the critical thinking and employability skills of the learners. Therefore, the feedback from the teachers will help in assessing the quality assurance practices followed in the University for curriculum designing.

2.0: About the School

The School of Agriculture (SOA) was established in 2005 with a mission to improve and sustain the quality of human life and productivity of Agriculture and Allied Sectors through ODL. It strives for a flagship role in turning the rural unemployed youth to agricultural entrepreneurs and agri-business managers of tomorrow. SOA has been focusing on academic, research and extension activities in agriculture at the national and international level. SOA has already developed two Ph D programmes in Agriculture Extension and Dairy Science and Technology; three PG Diploma programmes in Plantation management, Food safety and quality management and Food science and technology; One PG Certificate programme in Agriculture policy; six Diploma programmes in Dairy Technology, Meat technology, Fish technology, Value added products from fruits and vegetable, Watershed management, and Value added products from cereals, pulses and oilseeds ; five certificate programmes in Sericulture, Organic farming, Beekeeping, Poultry farming, Rain water harvesting; two awareness programmes on Dairy farming and Value added products from fruits and vegetables. Three programmes namely, Masters' in Agribusiness, Diploma in Horticulture and Diploma in Animal Husbandry are under development. Since the establishment of the school, seven faculty members from different disciplines of Agriculture were involved in the designing and development of the abovementioned programmes.

3.0: Methodology

The University has conducted the feedback study for assessment of quality assurance practices followed in design of curriculum of various programmes. The feedback study was done using mixed method for qualitative and quantitative items. The data were collected from all the teachers (six) of the School of Agriculture. The survey was done online using a google form prepared and uploaded by Centre for Internal Quality Assurance (CIQA) on its webpage on the University's website. The google form comprised of general information about the teachers like, their nature of association with the programme, their area of specialization and experience etc. The data were collected using questionnaire regarding the need analysis of the programme, alignment of instructional activities with learning outcomes, enhancement of critical thinking, enhancement of employability skills, learning outcomes based assessment, periodic modification of content, suitability of curriculum for all types of learners and as per the level of the programme, enhancement of learning process through integration of technology in teaching learning etc. The teachers were also asked to list the areas that need attention to bring desired improvement in the system. The School analysed the quantitative data statistically and expressed in percentages; and categorised the qualitative responses into different themes.

4.0: Feedback of Teachers

The profile information of the teachers are presented in the Figure 1, 2 and 3 and the responses of the teachers on the design of curriculum are presented in the Figure 4A and 4B.

Figure 1. Gender of the participants

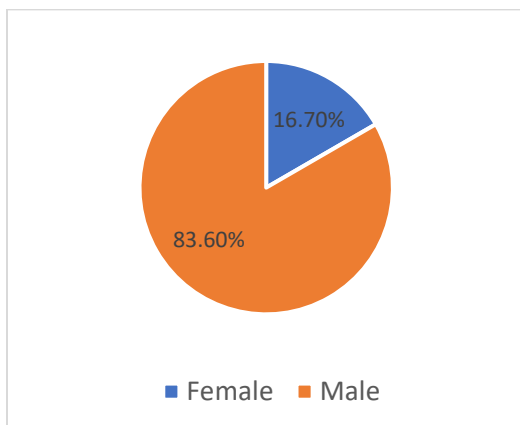


Figure 2: Experience of teachers in IGNOU

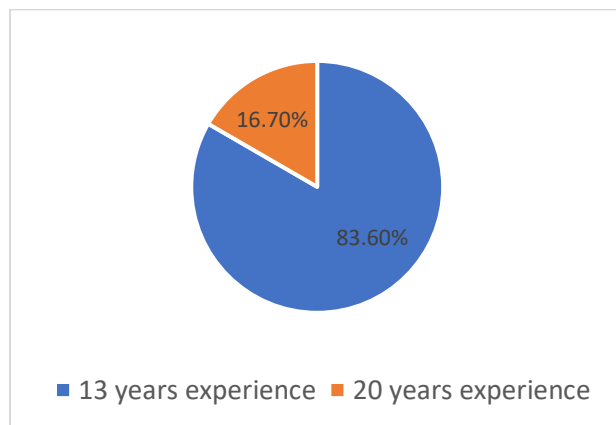


Figure 3: Subject/discipline of the teachers

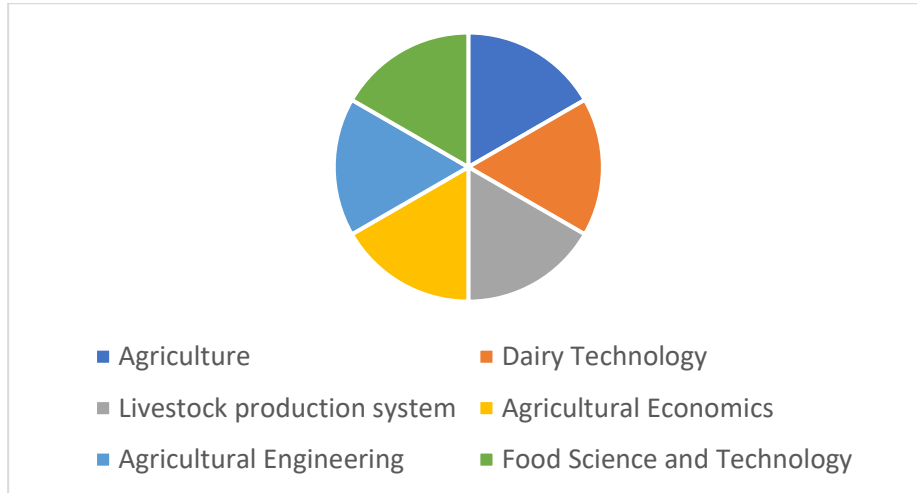


Figure 4 A: Responses of the participants on design of curriculum

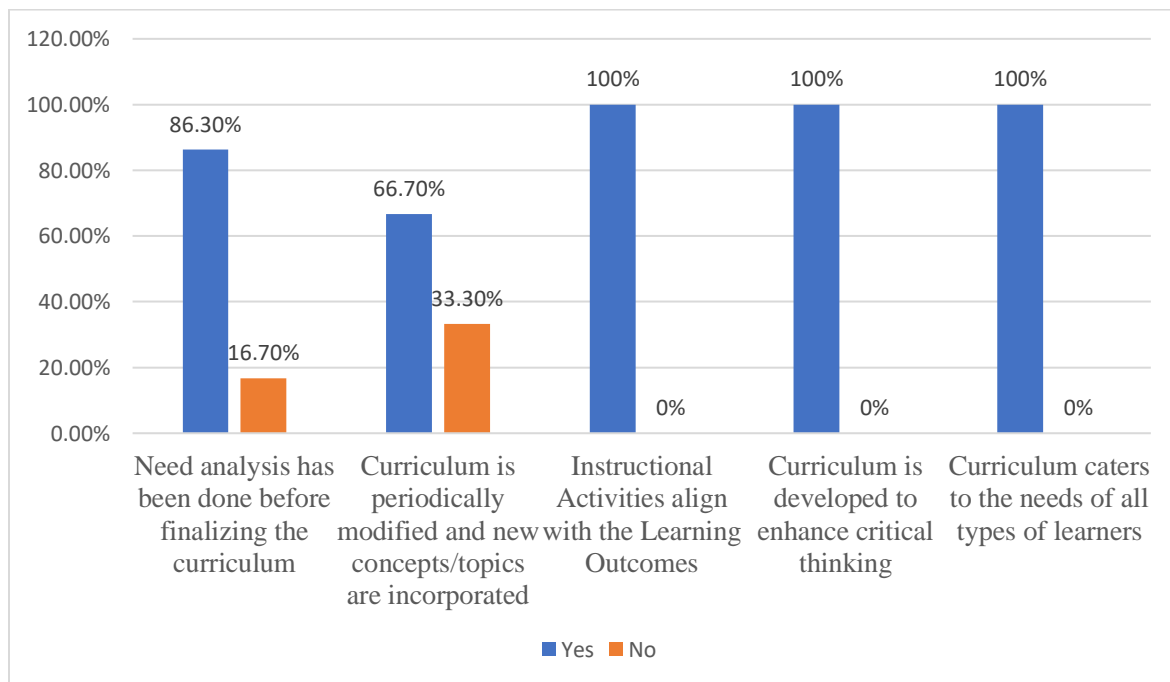
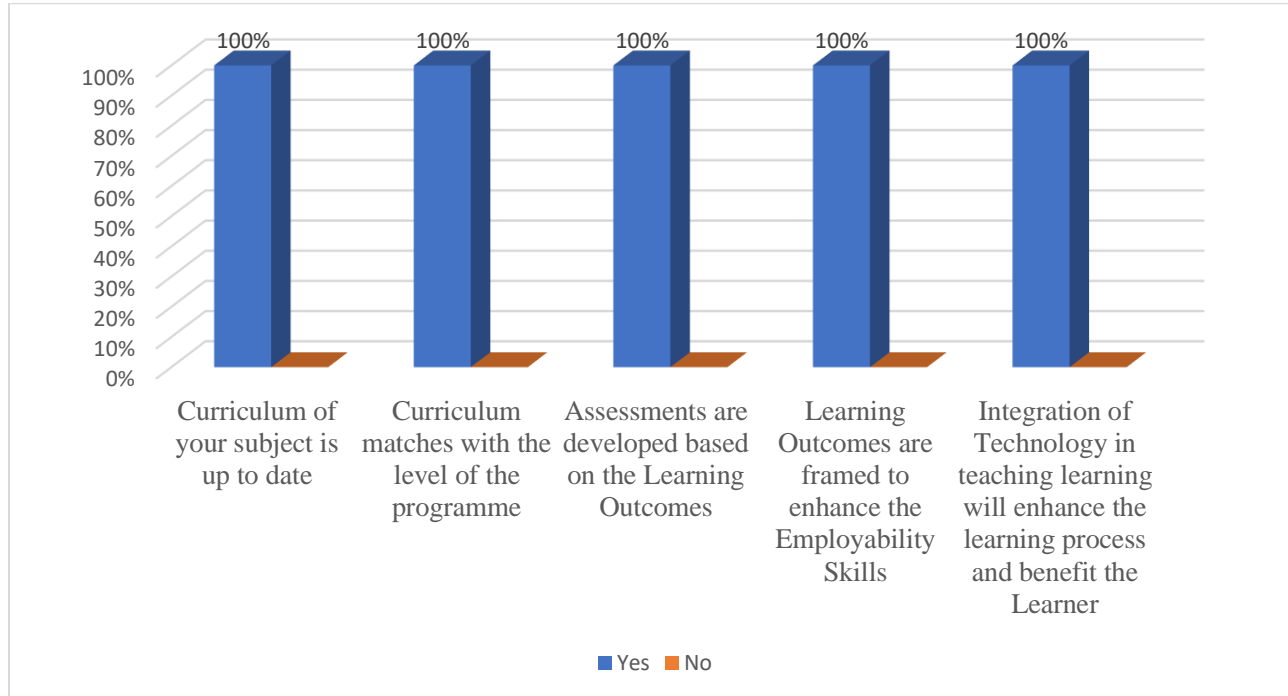


Figure 4 B: Responses of the participants on design of curriculum



5.0: Analysis of the Feedback received

Profile of the Teachers:

Total six teachers (83.3% male and 16.7% female) of the SOA participated in the feedback study on design of curriculum (Figure 1). Majority of the participants (83.3%) are having 13 years of experience in the University and 16.7% participants are having 20 years of experience (Figure 2). The teachers were from the following disciplines (Figure 3):

- Agricultural Economics
- Agriculture
- Agriculture Engineering
- Dairy Technology
- Food Science and Technology
- Livestock Production Management/Agriculture Production System

Programmes coordinated by the Teachers:

All the participants were associated with the programmes as programme coordinators and course coordinators. They were coordinating following programmes:

- Awareness Programme on Dairy Farming (APDF)
- Awareness Programme on Value Added Products from Fruits and Vegetables (APVPFV)

- Certificate in Organic farming (COF)
- Certificate in Beekeeping (CIB)
- Certificate in Sericulture (CIS)
- Certificate in Poultry Farming (CPF)
- Certificate in Water Harvesting and Management (CWHM)
- Diploma in Dairy Technology (DDT)
- Diploma in Meat Technology (DMT)
- Diploma in Fish Products Technology (DFPT)
- Diploma in Watershed Management (DWM)
- Diploma in Value Added Products from Fruits and Vegetables (DVAPFV)
- Diploma in Production of Value Added Products from Cereals, Pulses and Oilseeds (DPVCPO)
- PG Certificate in Agriculture Policy (PGCAP)
- PG Diploma in Plantation Management (PGDPM)
- PG Diploma in Food Safety and Quality Management (PGDFSQM)
- Ph.D. in Dairy Science and Technology (PHDDR)
- Diploma in Horticulture (to launched)

Design of curriculum:

- 1. Need analysis has been done before finalizing the curriculum:** 86.3% of the teachers said that they had done need analysis for the programmes they are coordinating (Figure 4A). Need analysis were not done by the University for few programmes as the need assessment was done by the external funding agency.
- 2. Curriculum is periodically modified and new concepts/topics are incorporated:** Curriculum of majority of the programmes (66.7%) were periodically modified and new contents added (Figure 4A). The supplementary study materials are provided to the learners whenever any new information comes in the relevant subject area.
- 3. Instructional Activities align with the Learning Outcomes:** All the teachers mentioned that the instructional activities in the curriculum had been aligned with the Learning Outcomes of the programmes (Figure 4A).
- 4. Curriculum is developed to enhance critical thinking:** All the teachers opined that curriculum was developed to enhance the critical thinking of the learners (Figure 4A).
- 5. Curriculum caters to the needs of all types of learners:** All the teachers expressed that the needs of the all types of learners were taken into consideration while designing the curriculum (Figure 4A).
- 6. Curriculum of your subject is up to date:** All the teachers confirmed that the programme curriculum is upto date (Figure 4B). The curriculum is updated to include the emerging areas of study.
- 7. Curriculum matches with the level of the programme:** During curriculum designing, the teachers had given utmost importance to match the level of the programme whether the

programme is targeted at Awareness level, Undergraduate certificate or diploma level or Post graduate certificate or diploma level or Ph D level (Figure 4B).

- 8. Assessments are developed based on the Learning Outcomes :** All the teachers followed the University norms and developed the assessment methodology for all the programmes on the basis of the learning outcomes(Figure 4B).
- 9. Learning Outcomes are framed to enhance the employability skills:** As the programmes in Agriculture and allied sectors are mainly skill based, vocational programmes, learning outcomes of all the programmes were framed to enhance the employability skills (Figure 4B).
- 10. Integration of Technology in teaching learning will enhance the learning process and benefit the Learner:** All the teachers opined that the integration of technology in teaching learning would enhance the learning process and benefit the Learners (Figure 4B). The University follows multimedia approach for programme delivery. The learners got benefited by the online access to the study materials through egyankosh, interactive radio counselling, teleconferencing (Gyandarshan), other audio video programmes and online academic counselling.

The areas that need attention to bring desired improvement in the system:

The teachers of the SOA suggested the following for bringing desired improvement in the system:

- Establishment of more study centres and regular monitoring of study centres for effective delivery of the programme. Special care needs to be taken to ensure the equality of the practical counselling sessions.
- Provision of field based case studies and practicals
- Timely availability of study materials and periodic revision of the content.
- Timely declaration of results
- Strengthening of placement and alumni activities. Collaboration with the industries for skill based certificate/diploma programmes.
- Feedback from learners and counsellors

6.0: Conclusion and recommendations

The present feedback study shows that the University follows set norms for designing the curriculum considering the guidelines prescribed by different professional bodies. All the programmes have been designed taking into consideration the needs of the learners, level of the programme, updated curriculum, enhancement of employability skills, and alignment of the instructional activities and assessment with the learning outcomes. The efforts have been made to incorporate the technology for enhancing the teaching learning. All these prove that the University maintains the standard for ensuring the quality of the programmes during designing the curriculum. The system can be further improved by ensuring the effective delivery of theory and practical components of the programme and strengthening the placement of the passouts.



It is recommended that the existing system for design of the curriculum may be continued in the University for the development of new programmes and revision of the existing programmes in the area of agriculture and allied sectors; and the effective delivery of the programmes may be ensured.

7.0: Annexure (Enclose Questionnaire format)

FEEDBACK FORM FOR TEACHERS

(Only on Design of Curriculum)

Name: Optional

Male: 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		

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