



INDIRA GANDHI NATIONAL OPEN UNIVERSITY

SCHOOL OF EDUCATION

FEEDBACK ANALYSIS REPORT OF TEACHERS ON DEVELOPMENT OF CURRICULUM AND TEACHING- LEARNING PROCESS

1.0: Preamble

Teaching-learning process is the backbone of any educational institution. IGNOU, as an open and distance learning institution, also considered teaching-learning process as an essential component of instructional system in distance education. The self-learning materials of IGNOU reflect distance teacher inbuilt in the teaching-learning process. The SLMs of IGNOU are developed with the support of in-house faculty and outside experts identified from across the country. Feedback analysis mechanism is an essential tool adopted by the School to ensure the quality assurance of different academic and professional programmes offered by it. For this purpose, the School collected feedback from various stakeholders like teachers, students and subject experts with regard to the quality of self learning materials.

2.0: About the School

The School of Education is one of the first Schools of study established in IGNOU in the year 1987. The School develops different programmes and delivers them through Open Distance Learning System (ODLS). The School has revised B. Ed. programme as per NCTE, 2014 ODL regulations during the period 2016- '17. The faculty members of the school are involved in design and development of the programme as in the role of invitees in expert committee, unit writers, editors and translators. The Bachelor of Education (B.Ed.) programme is designed with the aim to develop an understanding of teaching-learning process at upper primary/secondary and senior secondary level among student teachers. It focuses on enabling student-teachers to reflect critically on perspectives of education and integrate holistically the theory and practices to facilitate active engagement of learners for knowledge creation. The programme is a judicious mix of theory and practical courses to facilitate student-teachers in acquiring skills and competencies necessary for teaching-learning at secondary/senior secondary level. The present analysis is done for B.Ed. programme.

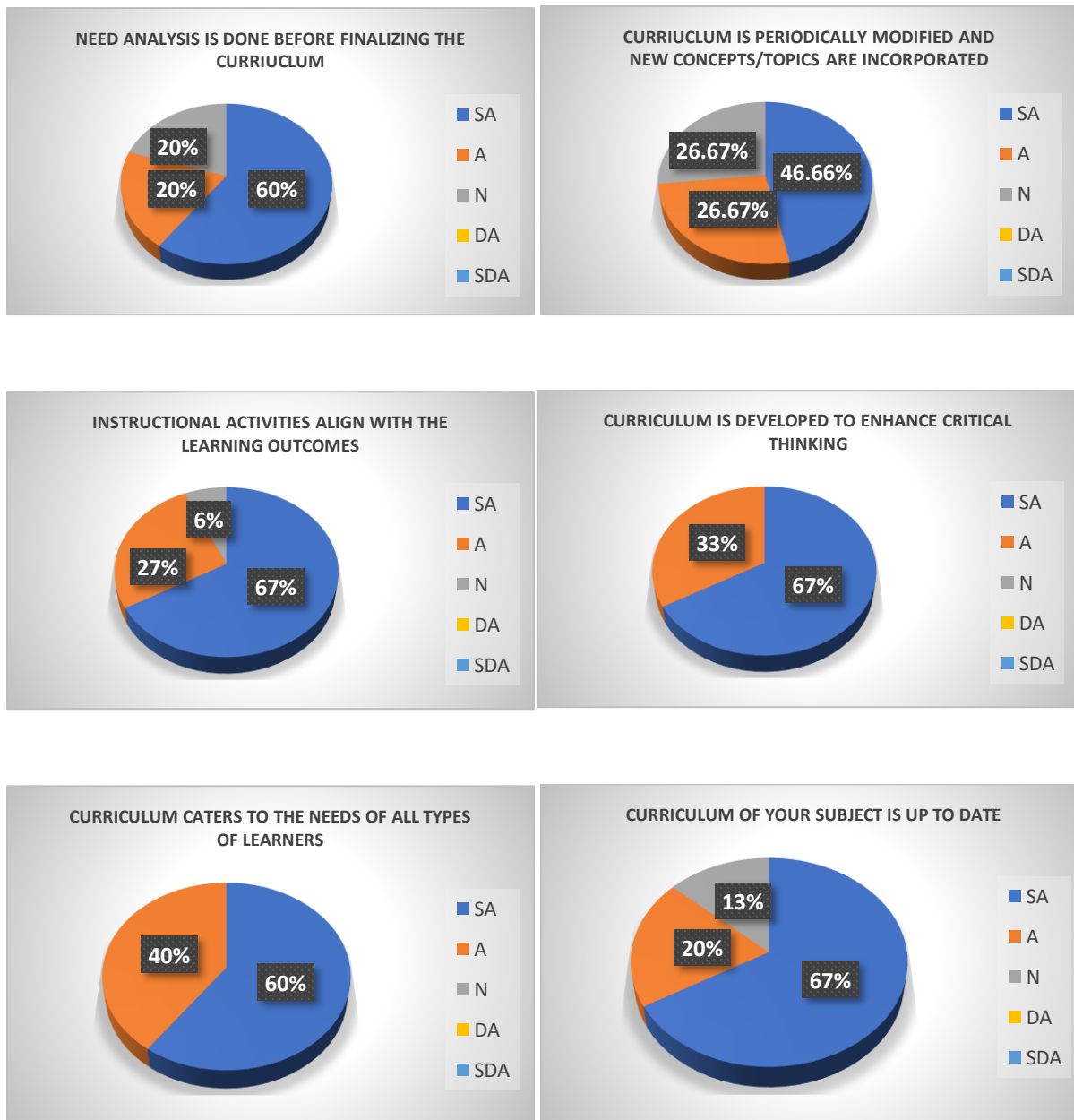
3.0: Methodology

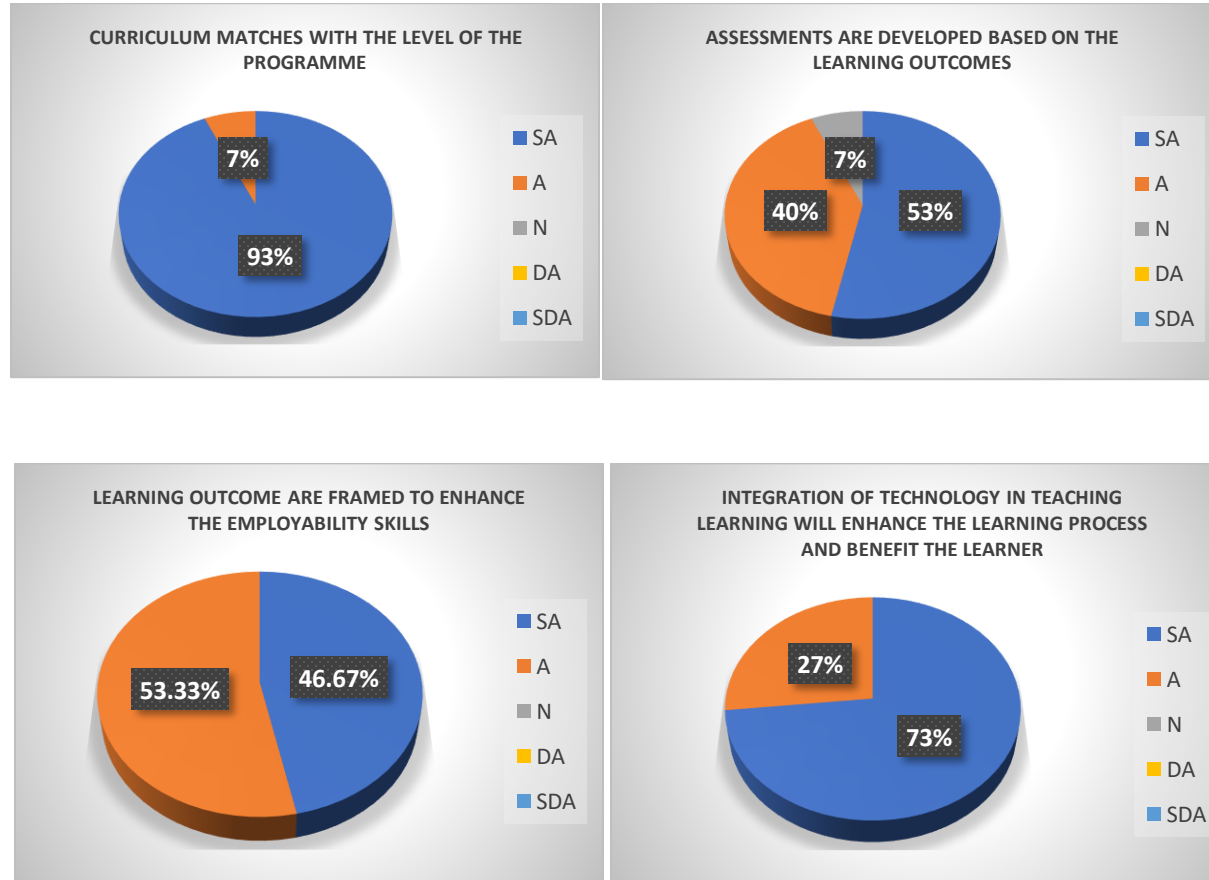
The IQAC of IGNOU has developed a feedback mechanism and framework for the analysis of the response received from various stakeholders. Feedback forms were developed as per the guidelines of IQAC and responses were collected from teachers online and offline. The feedback form comprised ten items related to the design and development of curriculum, and teaching-learning process. Data obtained from respondents were analyzed using a five point scale ranging from strongly agreed to strongly disagree. A total of **15** feedback forms were collected from

teachers who contributed to the development of Self- Learning Materials of Bachelor of Education (B.Ed.) programme.

4.0: Feedback of Teachers

The feedbacks of teachers are represented in the format of pie- diagram as follows:





5.0: Analysis of the Feedback received

The item-wise analysis of the feedback is represented in the following table:

S. No	Statement	SA	A	Neutral	DA	SDA
1	Need analysis is done before finalizing the curriculum	09 (60%)	03 (20%)	03 (20%)	-	-
2	Curriculum is periodically modified, and new concepts/topics are incorporated	07 (46.66%)	04 (26.67%)	04 (26.67%)	-	-
3	Instructional Activities align with the Learning Outcomes	10 (67%)	04 (27%)	01 (06%)	-	-

4	Curriculum is developed to enhance critical thinking	10 (67%)	05 (33%)	-	-	-
5	Curriculum caters to the needs of all types of learners	09 (60%)	06 (40%)	-	-	-
6	Curriculum of your subject is up to date	10 (67%)	03 (20%)	02 (13%)	-	-
7	Curriculum matches with the level of the programme	14 (93%)	01 (7%)	-	-	-
8	Assessments are developed based on the Learning Outcomes	08 (53%)	06 (40%)	01 (07%)	-	-
9	Learning Outcomes are framed to enhance the Employability Skills	07 (46.67%)	08 (53.33%)	-	-	-
10	Integration of Technology in teaching learning will enhance the learning process and benefit the learner	11 (73%)	04 (27%)	-	-	-

From the above most of the teachers agree with the statements, but few teachers have neutral opinion regarding periodic revision of curriculum and need analysis.

6.0: Conclusion and recommendations

From the above analysis it can be concluded that 94% of teachers strongly agreed that curriculum matches with the level of the programme. The second highest rating item (73%) was the integration of technology in SLMs which leads to enhancement of the learning process as well as benefits to the learners. More than 80% of faculty members agreed that the curriculum of their programmes is up-to-date, but 26.67% of teachers have neutral opinion regarding periodic revision of curriculum and 20% teachers have neutral opinion regarding need analysis.

Recommendations

The following are the recommendations proposed by the faculty members:

- Distance learning courses need to be integrated with ICTs and latest evaluation methodology.
- Faculty members need to be oriented to different approaches to curriculum/course development.
- Faculty members need to be trained in developing online materials.
- Faculty members need to be oriented on latest developments in their areas of expertise.

- Blended learning should be encouraged.
- Integration of technology in curriculum.
- Interaction with learners for learner support.
- Support service system should be strengthened for effective delivery of programmes.
- Systematic need assessment should be done like face-to-face and focus group discussion with the different stakeholders like academic counsellors, programme in-charge, learners both ongoing and alumnae.
- Comprehensive feedback mechanism is needed from different stakeholders.
- Feedback form should be a part of SLM.
- Job-oriented courses should be introduced.

7.0: Annexure

FEEDBACK FORM FOR TEACHERS

Feedback is important for a University to grow and 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	DA	SDA
1	Need analysis is 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
