INDIRA GANDHI NATIONAL OPEN UNIVERSITY

SCHOOL OF EXTENSION AND DVELOPMENT STUDIES

FEEDBACK ANALYSIS REPORT OF TEACHERS ON THE DESIGN OF THE CURRICULUM

POST GRADUATE DIPLOMA IN URBAN PLANNING AND DVELOPMENT

(PGDUPDL)

1.0: Preamble

Without feedback systems in place, curriculum development would be a one-time process. For the curriculum to be effective and more responsive to the current needs, timely feedback from the teachers as well as students is very important. Giving feedback is an important skill for teachers in higher education and has a major influence on the quality of the students' learning process. Teachers feedback was crucial in designing a Programme keeping these in mind.

2.0: About the School

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 faculty involved in design of the curriculum are:.

Prof.B.K.Patatnaik,Prof N.A.Farooquee and Prof P.V.K.Sasidhar

3.0: Methodology

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

4.0: Feedback of Teachers

S. No	**Statement**	**Respondents in agreement with the statement**
1	Need analysis has been done before finalizing the curriculum	100%
2	Curriculum is periodically modified and new concepts/topics are incorporated	100%
3	Instructional Activities align with the Learning Outcomes	100%
4	Curriculum is developed to enhance critical thinking	100%
5	Curriculum caters to the needs of all types of learners	100%
6	Curriculum of your subject is up to date	100%
7	Curriculum matches with the level of the	100%

	programme	
8	Assessments are developed based on the Learning Outcomes	100%
9	Learning Outcomes are framed to enhance the Employability Skills	100%
10	Integration of Technology in teaching learning will enhance the learning process and benefit the Learner	100%

5.0: Analysis of the Feedback received

Without feedback systems in place, curriculum development would be a one-time process. For the curriculum to be effective and more responsive to the current needs, timely feedback from the teachers as well as students 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 teachers on the design of the curriculum. Curriculum development is the process by which a teacher decides what to teach and how. Teacher'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 teacher's feedback in designing of the curriculum, a total of 10 questions related to curriculum design were asked to the teachers. For the Post Graduate Diploma in Urban Planning and Development (PGDUPDL), we had a total of five respondents or teachers of PGDUPDL. Out of the five teachers, 40 percent of the respondents were female and 60 percent of the respondents were both programme and course coordinators. The analysis of the teacher's feedback has been divided into three phases. The first phase is related to the statements dealing with the pre-curriculum design phase, the second one is related to those of the curriculum design phase and the third one, the post curriculum design phase.

Phase 1(Pre-curriculum design): The first question related to need assessment can be placed in this phase. 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 you towards taking future action, by first focusing on the needs that are rated as the most important or have the most impact when corrected. Conducting need assessment study is a pre-

requisite for development of a new programme and hence a need assessment study was done for PGDUPDL as well. Hence 100 percent of the respondents confirmed that need assessment has been done before finalizing the curriculum. Need assessment, other than establishing the need of a programme, also specifies the topics that the stakeholders would like to see in the curricula.

Phase 2 (Curriculum Design): Curriculum design is a term used to describe the purposeful, deliberate, and systematic organization of curriculum (instructional blocks) within a class or course. In other words, it is a way for teachers to plan instruction. When teachers design curriculum, they identify what will be done, who will do it, and what schedule to follow (Schweitzer, 2019). Around eight questions on the feedback of teachers can be categorized as those related to curriculum design and development . Before designing, it is important to frame the learning outcomes. The question asked was if the learning outcomes are framed to enhance the employability skills. Hundred percent of the respondents were in agreement with this statement. Also, what is important in curriculum design is that the curriculum matches to the level of the programme, it caters to the needs of all types of learners, enhances critical thinking, the curriculum is up to date and is periodically modified. These questions were asked to the respondents and 100 percent of the respondents were in agreement to these statements indicating that the curriculum design is up to date and the process of curriculum design is continuous, incorporating the new concepts and topics related to the subject from time to time. However, as mentioned by one of the respondents who is also one of the Coordinators of the programme said that the programme is yet to complete five years since its launch. In IGNOU, the programme revision is initiated after five years of the launch of the programme and then every five years the programme is revised. All the respondents were in agreement to the questions related to aligning instructional activities with learning outcomes and Integration of Technology in teaching learning will enhance the learning process and benefit the Learner. In a bid to integrate technology in teaching learning, Gyandhara has been extensively used for this programme for audio counselling. Based on this experience, policy implications were suggested and Planning Board and Finance Committee of IGNOU.

Phase 3 (Post Curriculum Design): The third phase relates to post curriculum design phase and is related to assessment. Assessment criteria should be designed to ensure that learning takes place at a level appropriate to the assigned unit level (Brown, 2001). All the respondents were in agreement that Assessments are developed based on the Learning Outcomes.

References

Brown, G. 2001. *Assessment: A Guide for Lecturers. Learning & Teaching Support Network, 2001*

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. One of the respondents who is also one of the coordinators of the programme suggested that there was a need to enhance the student support services. It was also suggested that there is a need for timely delivery of study material to the learners.

7.0: Annexure (Enclose Questionnaire format)

FEEDBACK FORM FOR TEACHERS

(Only on Design of Curriculum)

Name:

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

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