INDIRA GANDHI NATIONAL OPEN UNIVERSITY
SCHOOL OF EXTENSION AND DEVELOPMENT STUDIES

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

MASTERS IN DEVELOPMENT STUDIES(MADVS)

1.0: Preamble

The subject experts feedback has been very helpful in developing an academic programme on Masters in Development Studies which was revised and modified from MAEDS (Masters in Extension and Development Studies.

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 in Programme design are:

Prof. T.S. Papola
Institute for Studies in Industrial Development
New Delhi

 Prof. Nadeem Mohsin (Rtd)
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Prof. Nadeem Mohsin (Rtd)
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Prof. Rajesh
 University of Delhi, New Delhi

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

Prof.Nehal A. Farooquee,. IGN OU, New Delhi.

Prof. P.V. K. Sasidhar, IGNOU, New Delhi

Dr Nisha Varghese, IGNOU, New Delhi

Dr Pradeep Kumar, IGNOU, New Delhi.

Dr Grace Don Nemching, IGNOU, New Delhi.

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	20%	80%			
2	Need Analysis was discussed before finalizing the Curriculum	60%	40%			
3	Subject Expert Committees reviewed the curriculum of other universities	40%	60%			
4	Guidelines were provided for the development of the curriculum	40%	60%			
5	As subject experts you were involved in the curriculum review process	40%	60%			
6	Feedback from others like alumni and industry was discussed during the framing of curriculum	20%	80%			
7	Whether the Curriculum of your subject was updated	60	40%			
8	Curriculum matches with the level of the programme	60%	40%			
9	Orientation was given in the development of Self Learning Material	40%	60%			
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 Masters in Development Studies (MADVS), we had a total of five respondents who are experts of MADVS.

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 80 percent of the respondents agreed and 20 percent strongly agreed that they were briefed about the pedagogy (Figure 1).

**Figure 1: Percentage of RespondentsBriefed About the Pedagogy**
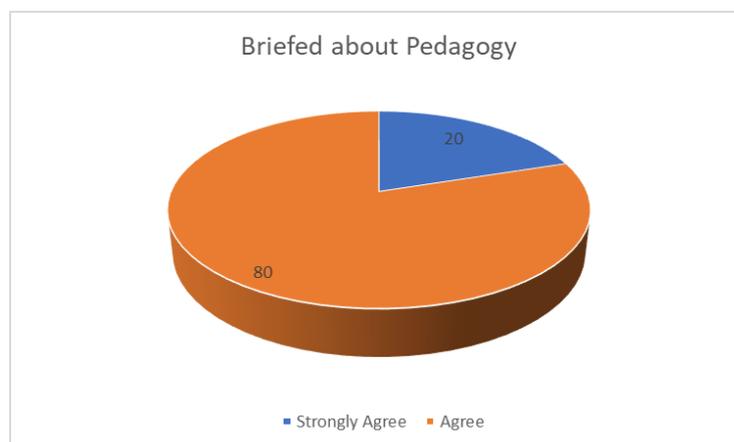
Another question asked to the respondents were, if need analysis was discussed before finalizing the curriculum. A needs assessment is a process used by organizations to determine priorities, make organizational improvements, or allocate resources (Allison, 2015). A needs assessment survey is a way of 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.Sixty percent of the respondents strongly agreed and

40 percent agreed that need analysis was discussed before finalizing the curriculum. 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. In designing the curriculum for distance learning programmes, it is also important that proper guidelines are provided to the experts for the development of the curriculum so that their expertise is utilized fully. Sixty percent of the respondents agreed and 40 percent of the respondents strongly agreed to these statements

The respondents were also asked if feedback from others like alumni and industry was discussed during the framing of curriculum. 80 percent of the respondents agreed 20 percent strongly agreed to this statement. 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 60 percent of the respondents strongly agreed and 40 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 60 percent of the respondents agreed and 40 percent strongly 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

Orientation Given in the Development of Self Learning Materials

40

60

Strongly Agree   Agree
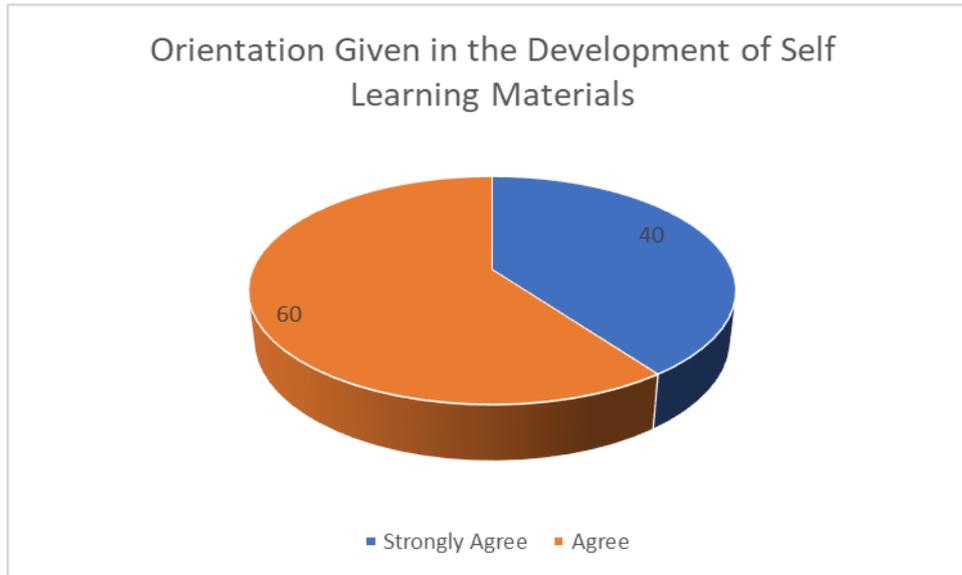
References

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 experts 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 improve the learner support services for the programme and to ensure timely delivery of study materials to the learners.

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

_____
_____
_____