

Programme Project Report- PPR
Name of the School : School of Gender and Development Studies

Name of the Programme : Master of Arts (Gender and Development Studies) [MAGD]

S.No.	Name of Programme	Master of Arts (Gender and Development Studies) [MAGD]
a.	Programme mission & objectives:	<p>This programme seeks to contribute to building a gender-sensitive rubric of development, recasting development theory and action in the “direction of improved living standards, socially responsible management and use of resources, elimination of gender subordination and socioeconomic inequality as well as to promote the organizational restructuring required to bring about desirable change”.</p> <p>The programme seeks to enable learners to:</p> <ul style="list-style-type: none"> • Analyze extent of gender sensitivity of development interventions; • Conduct gender analysis; • Critically analyze gender differentials in selected development sectors; • Identify appropriate research designs and methodologies for a range of research problems; • Suggest positive affirmative action in development planning and practice to promote gender equity and equality
b.	Relevance of program with HEI's Mission & Goals:	<p>Highly relevant in respect of mission and goals of the University to provide opportunities of higher education to larger segments of the society particularly to the disadvantaged sections to pursue a post graduate level programme in the area of Gender and Development Studies. The MA programme would make an excellent foundation for analyzing, critically assessing existing development interventions and promoting gender-sensitive/ gender-based research and action. The strong focus envisaged on positive affirmative action would be of considerable significance.</p>
c.	Nature of prospective target group of learners:	<p>Bachelor's degree in any discipline. Suitable for trainers, facilitators, supervisors; staff of organizations working in the area of gender and development; government personnel; personnel working in banks/ financial</p>

		institutions.
d.	Appropriateness of program to be conducted in open & distance learning mode to acquire specific skills & competence:	Highly appropriate programme for ODL mode as it provides a unique opportunity for pursuing higher education in the discipline of Gender and Development Studies, to persons living in geographically remote areas of the country and also to those who are desirous to pursue a post graduate degree in this particular area. Since there are very few programmes of this nature available in conventional mode, this ODL programme provides opportunities to large segments of the population across the country to develop skills and competencies in gender analysis of development interventions and agencies through field-based research/ internship components.
e.	Instructional Design:	The University has adopted a multiple-media approach for imparting instruction to its learners for its various programmes of study. The University follows the Systems approach to instructional design. The programme was designed after undertaking need analysis; identifying and defining the target group; selection of appropriate media; course design and development; pilot testing and launch of the programme; and periodic revision. The self instructional format is used for developing Self Learning Material (SLM) in print and multiple media. Print is the predominant mode of instruction supplemented with audio and video programmes; face to face counselling sessions; interactive radio counselling (IRC) (Gyan Vani); educational TV broadcasts (Gyan Darshan) and web based counselling (Gyan Dhara); field-based research/ internship components which is mandatory.
f.	Procedure for admissions, curriculum transaction and evaluation:	Admissions: Admission is mainly done online. To fulfill the mandate of inclusiveness there is a provision for submission of application offline as well. Curriculum Transaction: Curriculum is transacted mainly through printed Self Learning Materials (SLMs), Face to face counselling sessions (theory/ practical), audio and video programmes, interactive radio counselling (IRC) (Gyan Vani), educational TV broadcasts (Gyan Darshan) and web based

		<p>counselling (Gyan Dhara).</p> <p>Evaluation: The University uses formative/continuous and summative/ term end evaluation for assessing the progress of its learners and evaluation of their performance. Formative/ Continuous evaluation is conducted at two levels i.e. through self check exercises in-built into the SLMs; formative assessment through tutor marked assignments and field-based research/ internship components which is mandatory. Summative / term end evaluation is through term end examinations.</p>
g.	Requirement of the laboratory support and library recourses:	<p>Lab support: Nil</p> <p>Library resources: Library facility is available at all Learner Support Centres; Regional Centres and Headquarters of the University.</p>
h.	Cost estimate of the program and the provisions:	<p>Programme development is an ongoing process and the programme is already on offer. However, before development of the programme, cost analysis was done at the level of the School in coordination with Planning and Development Division (there is a dedicated full fledged Planning and Development Division for the policy planning of the University). The University has dedicated budgetary provisions for programme development at the level of School, Material Production and Distribution (there is a dedicated full- fledged Material Production and Distribution Division for material production and distribution) and Electronic Media Production Centre (there is a dedicated full-fledged Electronic Media Production Centre for electronic media production). Digital media production (there is a dedicated full- fledged Inter University Consortium for production of MOOCs and digital media)and delivery of the program through its dedicated Divisions namely Regional Services Division which oversees the operations of all Regional Centres and LSCs; E support Unit, Student Registration Division, Student Evaluation Division and</p>

		Student Service Centre at the HQs.
i.	Quality assurance mechanism and expected program outcomes:	<p>Quality Assurance mechanism:</p> <p>University has:</p> <ul style="list-style-type: none"> • Standard norms and procedures for course design and development; • Standard norms and procedures for establishment of LSCs, • Standard norms for appointment of academic counsellors and evaluators; • Involving external experts in maintaining quality of curriculum design and development , including student evaluation; • All activities of LSCs and examination centers are monitored by University. • 2% assignments are being monitored by faculty of School to ensure the quality of continuous evaluation <p>The University has standardized its courseware based on the credit system. To further standardize its courses it has developed its own house style. There is a mechanism in place for continuous quality assessment for design, development and delivery of its academic programmes. The quality is assured at different phases by statutory bodies of the University namely: School Board of Studies, Academic Programme Committee, Planning Board and Academic Council. Programme evaluation is the norm before undertaking revision of the programme. The above mechanism has been followed for this programme also.</p> <p>Expected Programme Outcomes: A well-informed post-graduate ready to take up research, teaching in the area of Gender and Development Studies. The programme is expected to equip learners to promote positive</p>

		affirmative action in key development sectors and institutions in addressing gender gaps and formulating and implementing gender-sensitive plans, policies and actions.
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