**INDIRA GANDHI NATIONAL OPEN UNIVERSITY**
**SCHOOL OF GENDER AND DEVELOPMENT STUDIES**

## Action Taken Report

Recommendations received from Teachers and Subject Experts will be taken into consideration at the time of revision of the programmes as well as while dealing with the learners already enrolled with the School.

(Prof. Nilima Srivastava)
Director, SOGDS

**IGNOU**

**School of Gender and Development Studies**

**FEEDBACK ANALYSIS REPORT OF TEACHERS ON THE TEACHING LEARNING PROCESS**

## 1.0 Preamble

*(Write about the need and importance of feedback from teachers on design of curriculum in 150-200 words)*

The School of Gender & Development Studies has developed Open and Distance Learning programmes at PG Diploma and Master's levels under two broad streams: Women's and Gender Studies; and Gender and Development Studies. SOGDS faculty members have contributed to each of these two streams based on their academic background and individual areas of expertise. All the faculty of the School have been involved as Programme/Course Coordinators for different programmes developed at PG Diploma and Master's level. Faculty involvement extends from initial stages of need assessment, formal Phase form approvals, planning the design and development of programmes with the help of experts, course writing, editing, vetting, learner support, transaction of the curriculum and assessment activities. Faculty members also conduct learner feedback surveys and therefore they remain abreast of student responses, needs and difficulties. Thus, faculty feedback is extremely important to assess the success of academic programmes, identify gaps or limitations, sustain academic quality, improve learner experience and learning outcomes, and to strengthen and revise courses and programmes in line with student needs and employment opportunities.

## 2.0 About the School

*(Write about the number of programmes developed/under-development and the faculty involved in design of curriculum in 150-200 words)*

The School of Gender and Development Studies (SOGDS), established in 2007, aims for the attainment of a gender just, equitable society where all segments get full opportunity to realize their aspirations of self-development. Towards this end, Schoolfaculty are involved in relevant academic activities including teaching, research, training and advocacy in the areas of 'Gender

and Development Studies' and 'Women's and Gender Studies'. Faculty have developed academic programmesunder these two streamsto promote conceptual, analytical and critical understandings of gender issues within an intersectional framework of caste, class, ethnicity and religion in an effort to bring about affirmative social transformations. The School focuses on the attainment of a fair and equal society by promoting knowledge creation, knowledge dissemination and critical thinking, and by addressing existing gender disparity to strengthen individual and institutional efforts towards equity and social justice.

**Programmes on offer:**

**Master's Degree**

- MA in Gender and Development Studies (MAGD)
- Master of Arts in Women's and Gender Studies (MAWGS)

**PG and Advance Diploma**

- Post Graduate Diploma in Women's & Gender Studies (PGDWGS)

**Diploma**

- Diploma in Women's Empowerment and Development (DWED)

**Programmes under development (PG Certificate and Certificate levels):**

- PG Certificate in Gender, Agriculture and Sustainable Development
- Certificate in Gender and Science
- Certificate in Gender in Law

## 3.0 Methodology

*(Briefly write about the feedback tool and the methodology adopted in getting the response from the teachers in 150-200 words)*

*Feedback Tool*

The teachers' feedback survey was undertaken on the basis of primary data collected through a uniform 10 item structured questionnaire developed by CIQA. The tool consists primarily of questions related to design, development and delivery of curriculum in Open Universities. The

questionnaire included 10 'Yes/No' statementsand also invited open ended suggestions for listing areas of improvement.

*Data Collection Method*

The data was collected from the faculty who are currently part of the School of Gender and Development Studies. The structured questionnaire was sent to all the teachers of SOGDS. The sample size is 8 and the data was collected through email. A total of 7 responses was received from the faculty. Descriptive statistics have been used to analyse the responses. As the sample is small, qualitative analysis has been employed to interpret the statements/variables.

**4.0: Feedback of Teachers**

*(Responses received from the teachers on different items/questions depicted pictorially in the form of pie/bar/line diagram)*

1. Need analysis has been done before finalizing the curriculum

| **Yes** | **No** |
|---|---|
| **7 (100%)** | **-** |

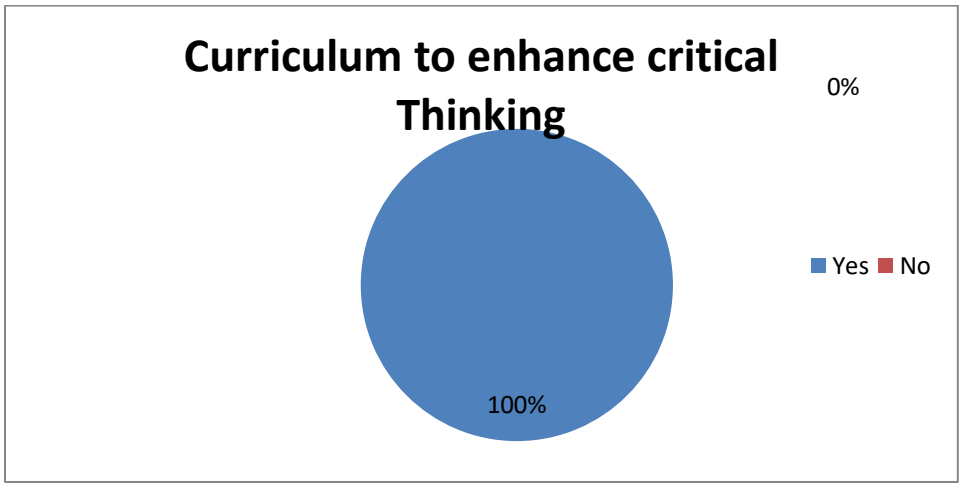
2. Curriculum is periodically modified and new concepts/topics are incorporated

| Ye s | No |
|---|---|
| 7 (100%) | - |

3. Instructional Activities align with the Learning Outcomes

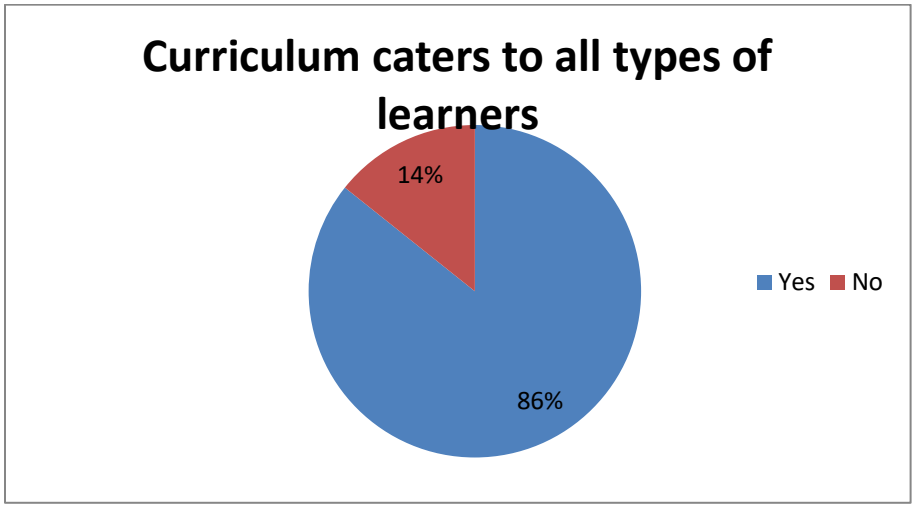
| Ye s | No |
|---|---|
| 7 (100%) | - |

4. Curriculum is developed to enhance critical thinking



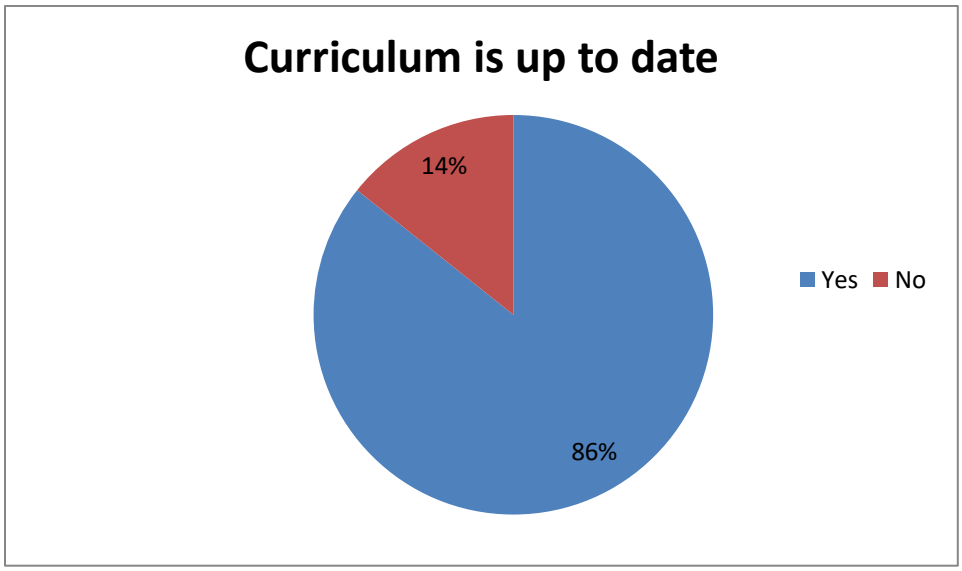

5. Curriculum caters to the needs of all types of learners

| Ye s | No |
|---|---|
| 6 (85.7%) | 1(14%) |

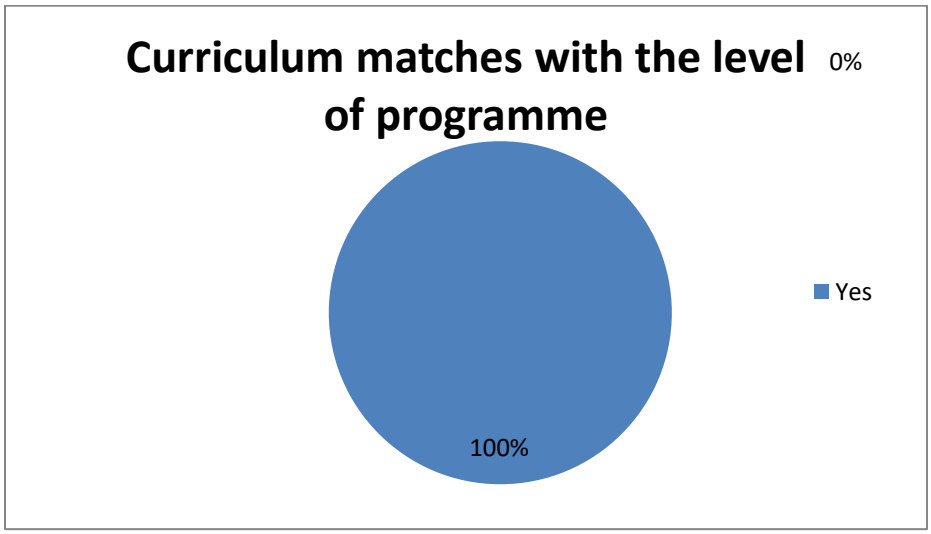


6. Curriculum of your subject is up to date

| Ye s | No |
|---|---|
| 6 (85.7%) | 1(14%) |

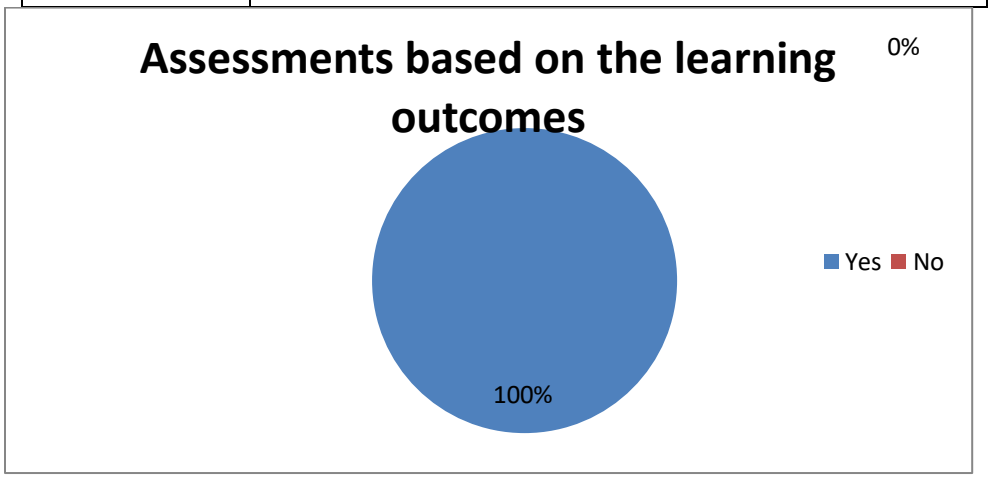



7. Curriculum matches with the level of the programme



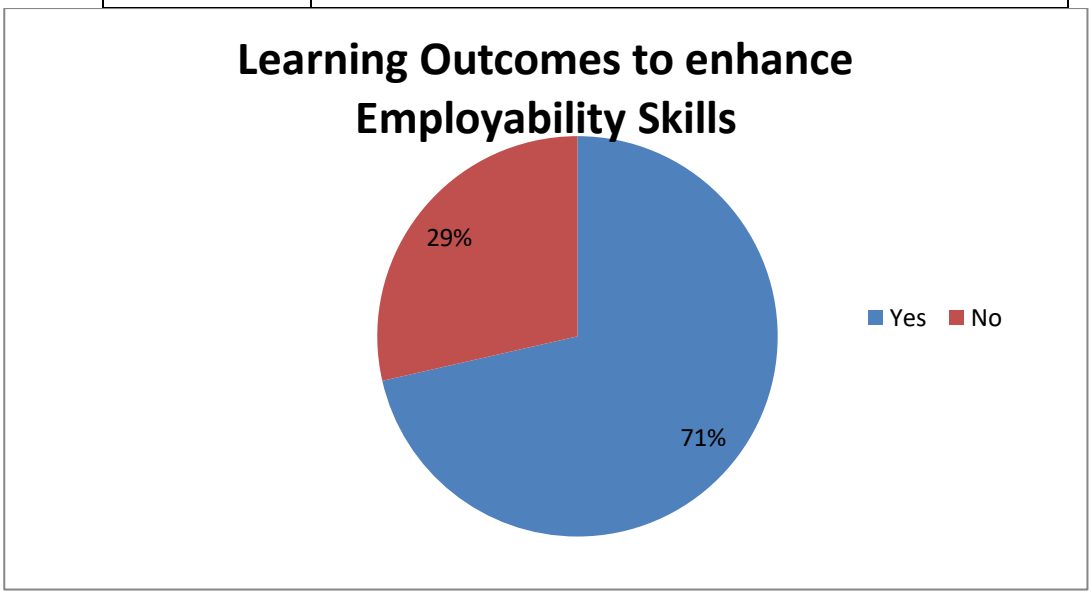
8. Assessments are developed based on the Learning Outcomes

| Ye s | No |
|---|---|
| 7 (100%) | - |



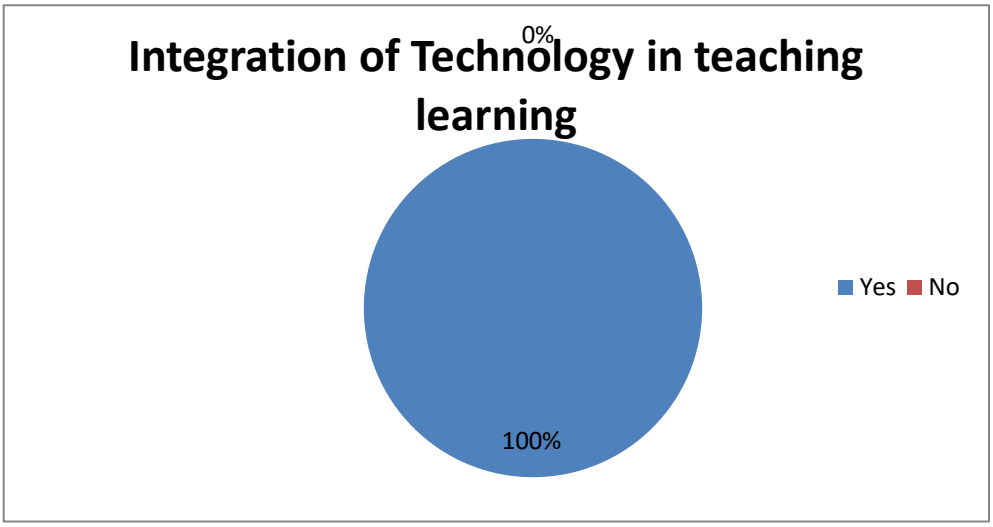

9. Learning Outcomes are framed to enhance the Employability Skills

| Ye s | No |
|---|---|
| 5 (71%) | 2 (28.5) |



10. Integration of Technology in teaching learning will enhance the learning process and benefit the Learner

| Ye s | No |
|---|---|
| 7 (100%) | - |




**5.0: Analysis of the Feedback received**
*(Discuss about the item-wise/question-wise feedback)*

Based on the data gathered and analysed, the following observations may be deduced regarding the programmes and courses developed by the School of Gender and Development Studies:

1. All the respondents (100%) agreed that need based analysis has been conducted for all the programmes before designing and conceptualisation of the programme structure.
2. All the respondents (100%) agreed that there is a regular updation of the curriculum and new concepts/ topics are introduced to the learners through various means.
3. All the respondents (100%) agreed that the instruction material is well aligned with positive learning outcomes.
4. All of the respondents (100%) agreed that the curriculum enhances critical thinking.

5. A majority of respondents(86%) observed that the curriculum caters to the needs of all types of learners from different backgrounds.
6. A majority of the respondents(86%) agreed that the content of the courses is contemporary and up to date.
7. All of the respondents (100%) agreed that the curriculum has been planned and organized to match the different structural levels of SOGDS programmes.
8. All of the respondents (100%) agreed that assessments tools (such as assignments and term end exams) are well aligned with learning outcomes.
9. A majority of the teachers (71%) expressed that learning outcomes of the curriculum have been framed keeping in mind employability skills.
10. All of the respondents (100%) agreed about the importance of the integration of technology in teaching-learning with the aim of enhancing the learning process for the benefit of distance learners.

**6.0: Conclusion and recommendations**

*Conclusion:*

Responses are collected on basic indicators of programme design and development within the Open University System. Therefore, the questionnaire statements are aimed at eliciting responses with regard to need based analysis of the academic programmes as well as different dimensions of course design.

SOGDS programmes are designed on the basis of societal needs in which gender plays an important role. Thus, these programmes attract committed learners from different backgrounds interested in engaging with the curriculum in order to develop critical thinking and to update knowledge in various fields of gender studies. The academic curriculum is designed to enhance learner's employability potential, and/or prepare them for research, capacity-building work, imparting training, and leadership roles.

Based on the feedback received, it may be observed that the need assessment undertaken by the school has ensured that the curriculum is pedagogically sound in content and useful in

terms of the objectives of individual programmes. The course curriculum has been modified to include new concepts/arguments and debates in various spheres of gender studies. The instructional material has been developed in a professional and well-considered manner and instructional activities are designed within various courses to match learning objectives of the courses. The curriculum is designed with an inbuilt criticality and sharpenslearners' critical thinking abilities and enhancesawareness. The curriculum of various SOGDS programmes has been designed keeping in view the diverse profile of learners, including their position in terms of identity, location, and subjectivities.Programmesin Gender and Development Studies and Women's and Gender Studies are designed to align with the level at which each programme is offered. Undergraduate programmes are generally aimed at creating gender awareness and sensitization whereas the postgraduate programmes and courses focus on knowledge enhancement and critical engagement. Assessment tools are well aligned with established learning outcomes.Programmes under development in the School are also being designed on the basis of learning outcomes as well as on the School's prior experiences of developing highly effective programmes and courses. Besides enhancing employability skills, the programmes and courses of the School are equally aimed at creating gender change agents through an increasing awareness of gender inequities, through intersectional knowledge creation, and through a promotion of critical thinking abilities to address these social inequities. This is in line with the mandate of the School to work towards gender equity and a gender just society.

Teachers also identified a few areas requiring attention and improvement for the purpose of enhancing support to a diverse group of learners. Recommendations listed below are based on these inputs.

***Recommendations***

**Recommendations made by the teachers may be grouped under the following four categories:**

**<u>i. Current limitations faced by faculty in providing learner support:</u>**

Certain limitations faced by the teachers in providing learner support need to be looked into for sustained growth of SOGDS programmes. These may be addressed at programme level by examining difficulties faced by faculty in offering learner support in growing programmes. Strategies for intervention may be explored in collaboration with inputs from concerned faculty. Some specific suggestions to address current limitations include increased technological support from the university to sustain some of the online/asynchronous initiatives undertaken for SOGDS programmes, and adoption of latest technological innovations by the university to help online dimensions of programmes/courses. It is recommended that these and other suggestions based on consultations with faculty may be addressed to enhance learner support mechanisms.

ii. Role of technology for enhancing online dimensions of programmes:

In the feedback received, an emphasis was laid on the university's role in providing latest technological facilities and support to strengthen the online aspects of SOGDS programmes/courses. It wassuggestedthatICT tools and web-based learning can be standardised even after COVID pandemic. A specific suggestion is that the current asynchronous Online WGS forum may be upgraded to synchronous platform so that the sustainability of these programmes may increase. Overall, the feedback suggests the important role of technology in reaching learners in an open university and the need for support from the university in this area.

iii. Overcoming digital divide and improving outreach to diverse learners:

While technology plays an important role in Open universities, SOGDS faculty noted that online education has to develop new strategies to overcome the digital divide that hampers the educational aspirations of the students. Thus, the University must assess whether learners have access to an internet connection and whether they possess smart phones or PC or Laptop. Data on access to internet must be collected in a gender segregated manner to know whether

girls/women learners possess ICT tools and internet connection. While the majority of respondents agreed that the curriculum addresses the needs of diverse learners, sustained efforts need to be made to increase outreach through appropriate measures, and by ensuring that the curriculum remains inclusive through timely updations.

iv. Assessment Design:

**Assignment questions may be framed to enhance learners' critical thinking and learners may draw examples from societal experiences to substantiate their arguments concerning theoretical understanding.**

**Cont….**

## 7.0: Annexure (Enclose Questionnaire format)

**FEEDBACK FORM FOR TEACHERS**

**(Only on Design of Curriculum)**

Name: Optional

Male: Female:

Subject/Discipline:

Whether Programme/CourseCoordinator: Yes No

If yes, Title of theCourse:

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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