

**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

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
SCHOOL OF GENDER AND DEVELOPMENT STUDIES

FEEDBACK ANALYSIS REPORT OF SUBJECT EXPERTSON THE TEACHING- LEARNING PROCESS

1.0: Preamble

(Write about the need and importance of feedback from subject experts on the design and development of curriculum in 150-200 words)

Since the School's inception, SOGDS 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. To ensure academic excellence, the programme and course design for the curriculum of all programmes was finalized with the help of established experts in the relevant fields. Many of these subject experts continued their valuable contribution to the School as course writers and editors. Additionally, the School has called on the expertise of eminent subject experts for planned programme and course revisions from time to time. As subject experts are very well acquainted with comparable programmes nationally and internationally, their feedback is much needed to sustain the academic quality of the curriculum. Subject experts also bring an awareness of vanguard trends in gender studies scholarship in India and internationally. Thus, their feedback is crucial for identifying any gaps in the curriculum that may be addressed in future revisions and for designing new programmes of the School in the future.

2.0: About the School and Experts Involved

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

Established in 2007, the School of Gender and Development Studies (SOGDS) 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. In keeping with this mandate, the School has developed academic programmes in the areas of 'Gender and Development Studies' and 'Women's and Gender Studies'. Along with SOGDS faculty who are directly responsible for coordination and curricular development, eminent subject experts from reputed universities and institutions, as well as experts from other Schools of the university, play an important role in the process of curriculum planning and implementation. Subject experts are invited and involved at all stages of programme and course development from brainstorming to design, course writing and editing, as well as at the time of planned curricular revisions.

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 subject experts in 150-200 words)

Feedback Tool

The feedback survey was undertaken on the basis of primary data collected through a 15 item structured questionnaire developed by SOGDS. The questionnaire included 15 statements with responses on a 5 point Likert scale ranging from "Strongly Agree" to "Strongly Disagree". The questions were tailored to elicit responses from subject experts on various aspects of their involvement with curricular design and development, and their assessment of the quality of the curriculum. The feedback tool also attempts to assess the success of the curriculum and its effectiveness from the perspective of learner outcomes. To this end, the questionnaire included an open ended question at the end for listing areas of improvement.

Sample and Data Collection Method

The data was collected by sending out the questionnaires to subject experts who were associated with programme design and development as Expert Committee Members and/or Course Writers and Editors. Programme and Course Coordinators sent the

questionnaires through email to 137 Subject Experts after ensuring that there were no overlaps in respondent names. A total of 51 responses were received. Descriptive statistics have been used to analyse the responses. Both quantitative and qualitative analysis has been employed to analyse and interpret the statements/variables.

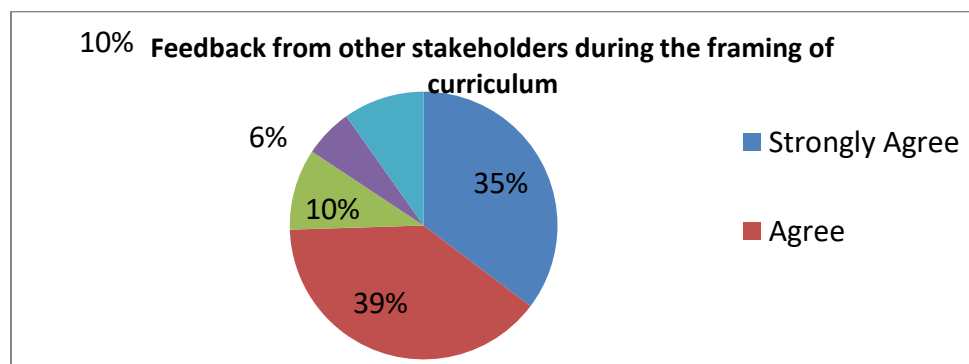
4.0: Feedback of Subject Experts

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

The feedback received from 51 subject experts on 15 questions is represented below in the form of pie diagrams. The corresponding questionnaire is placed in the Annexure at the end of this document.

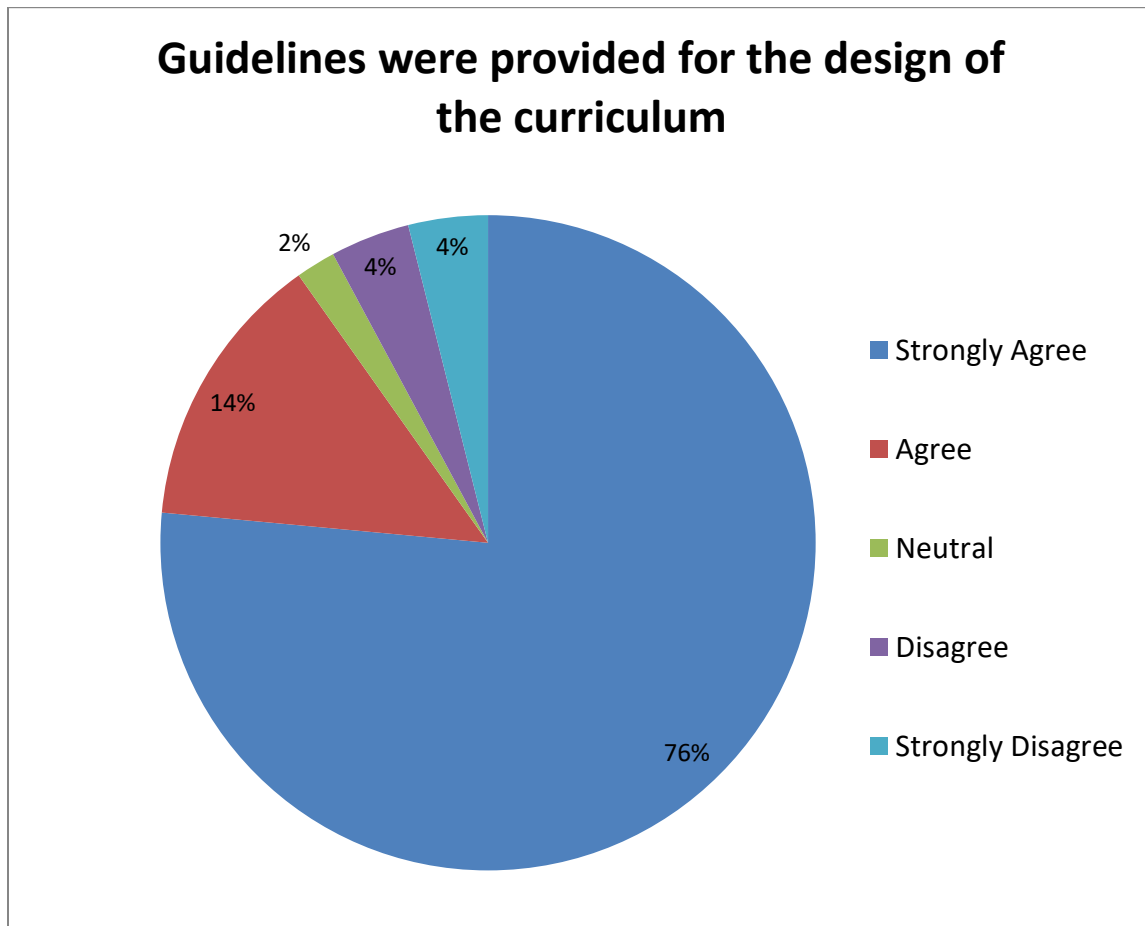
1. Feedback from other stakeholders (students/ experts/others) was discussed during the framing of curriculum

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
18 (35%)	20 (39%)	5 (9.8%)	3 (5.8%)	5 (9.8%)



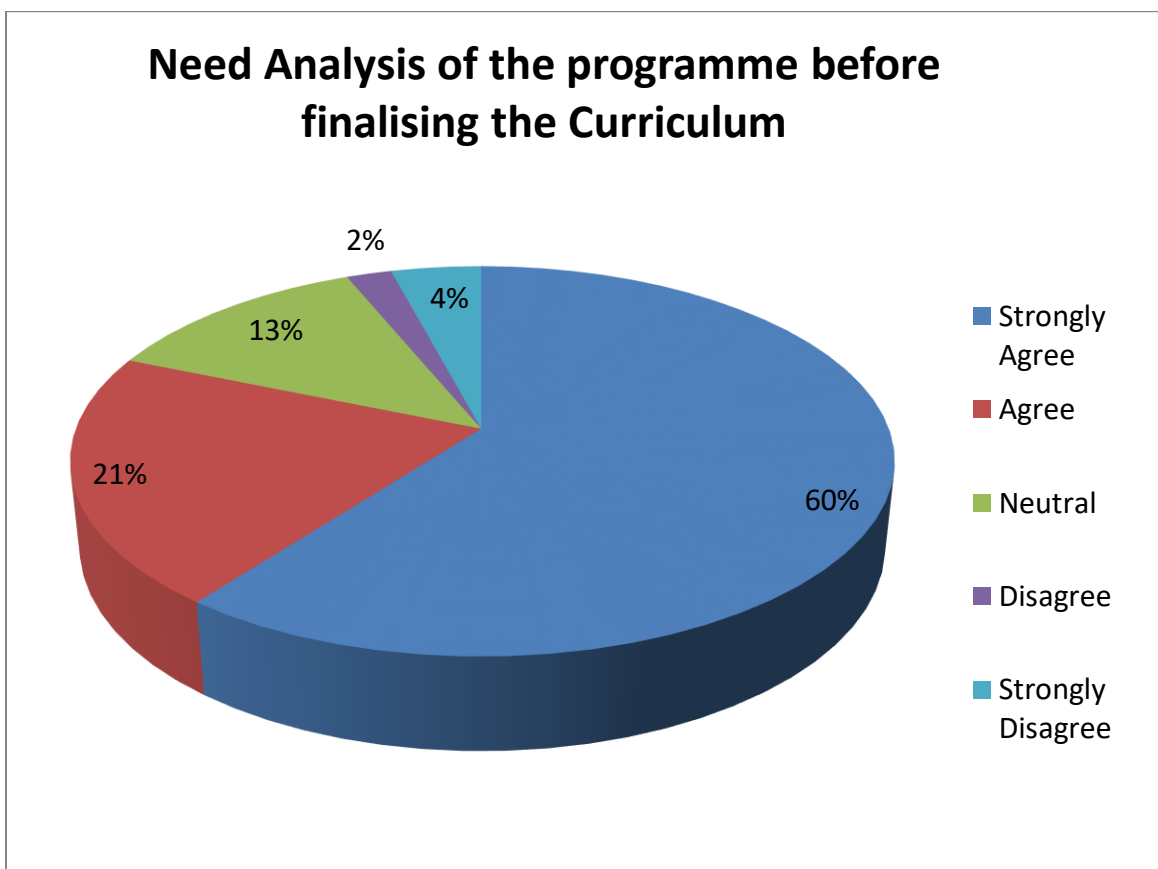
2. Guidelines were provided for the design of the curriculum in the light of Open and Distance Education pedagogy

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
39 (76%)	7 (13.7%)	1 (1.9%)	2 (3.9%)	2 (3.9%)



3. Need Analysis of the programme was discussed in the relevant committee before finalising the Curriculum

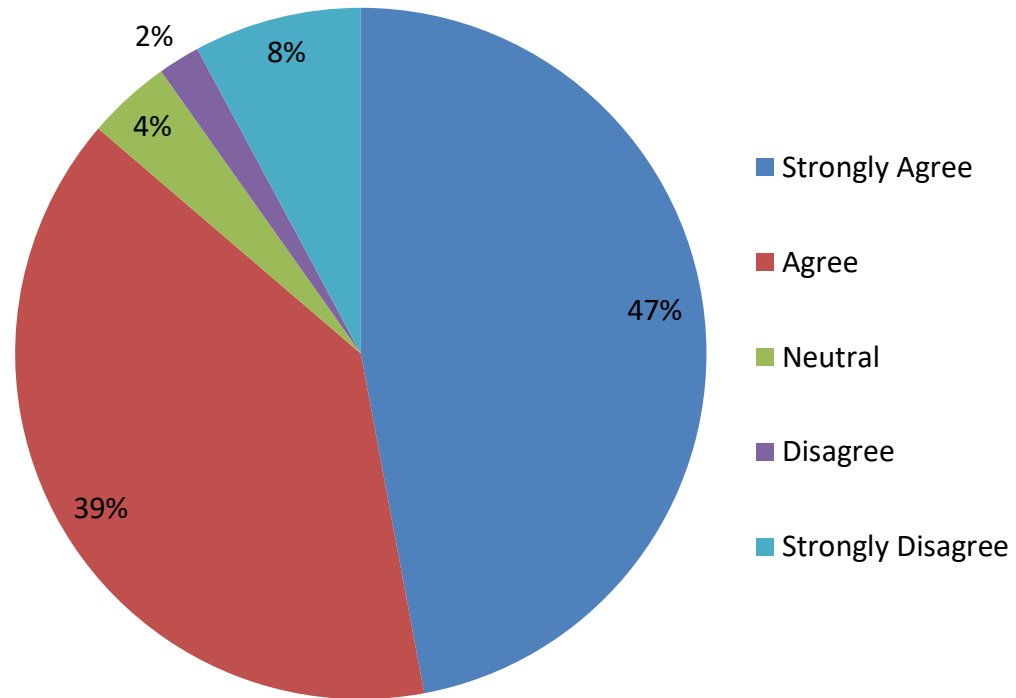
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
29 (56.8%)	10 (19.6%)	6 (11.7%)	1 (1.9%)	2 (3.9%)



4. Orientation was given in the development/review of Self Learning Material

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24 (47%)	20 (39%)	2 (3.9%)	1(1.9%)	4 (7.8%)

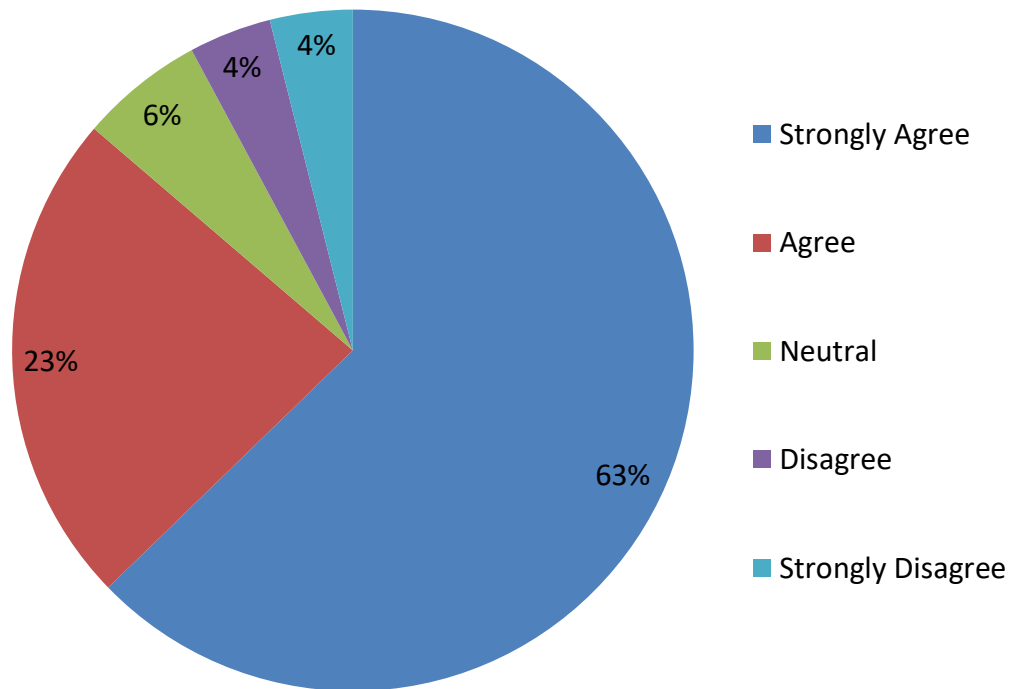
Orientation was given in the development/review of Self Learning Material



5. Concept note of the programme or course was discussed before finalising the curriculum

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
32 (62.7%)	12 (23%)	3 (5.8%)	2(3.9%)	2(3.9%)

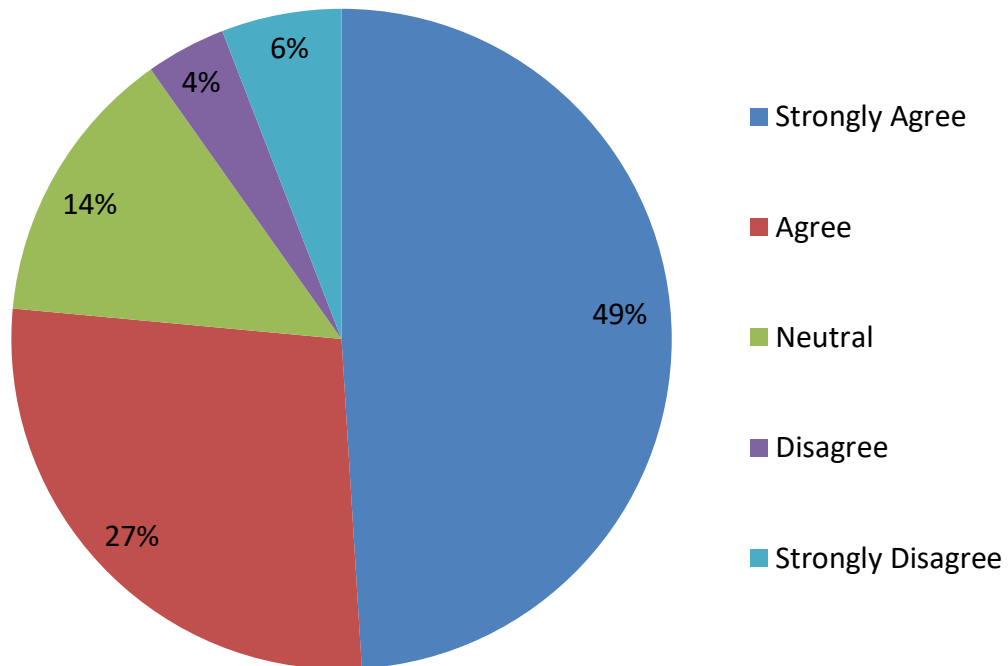
**Concept note of the programme was discussed
before finalising the curriculum**



6. Guidelines with regard to credit structure/ counselling sessions/ incorporation of Audio-video materials (as applicable) were discussed

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
25 (49%)	14 (27%)	7 (13.7)	2 (3.9%)	3 (5.8%)

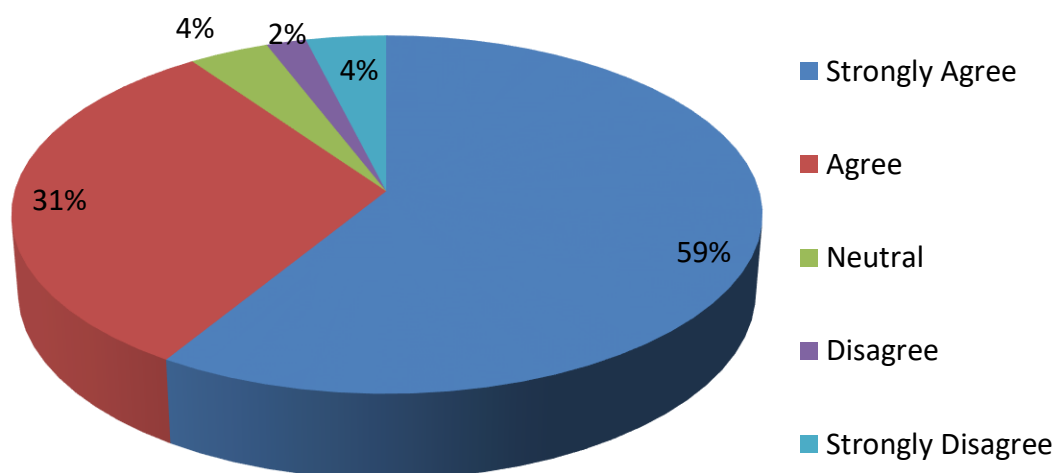
**Guidelines with regard to credit structure/
counselling sessions/ incorporation of Audio-
video materials (as applicable) were discussed**



7. Design/development of the programme/course clearly shows the involvement of diverse perspectives leading to a balanced curriculum

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
30 (58.8%)	16 (31%)	2 (3.9%)	1 (1.9)	2 (3.9%)

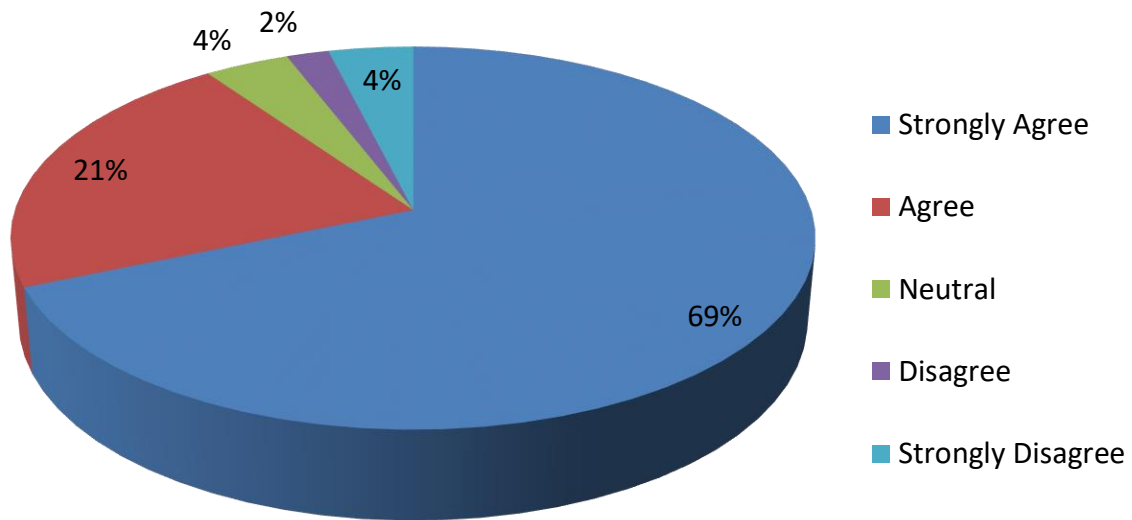
Design clearly shows the involvement of diverse perspectives leading to a balanced curriculum



8. The curriculum is relevant in contemporary situation and adequately covers Indian as well as global perspectives

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
35 (68.6%)	11 (21.5%)	2 (3.9%)	1 (1.9%)	2 (3.9%)

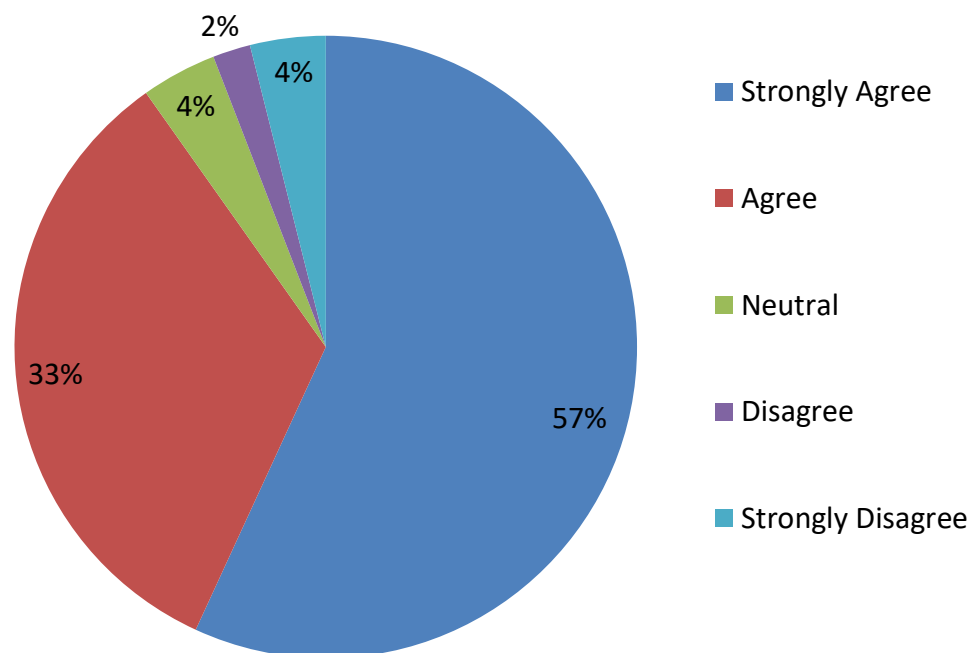
The curriculum is relevant in contemporary situation and adequately covers Indian as well as global perspective



9. Self-Learning Materials are learner centric in nature

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
29 (56.8%)	17 (33%)	2 (3.9%)	1 (1.9%)	2 (3.9%)

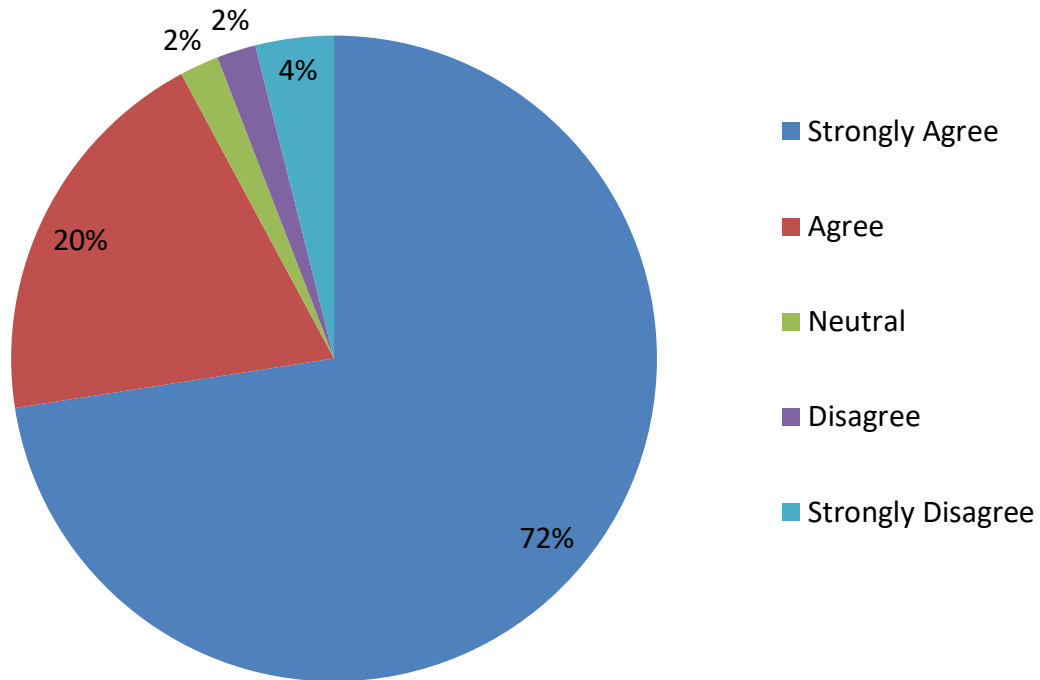
Self-Learning Materials are learner centric in nature



10. Objectives and concepts are clearly presented in the Self Learning material

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
37 (72.5%)	10 (19.6%)	1 (1.9%)	1 (1.9%)	2 (3.9%)

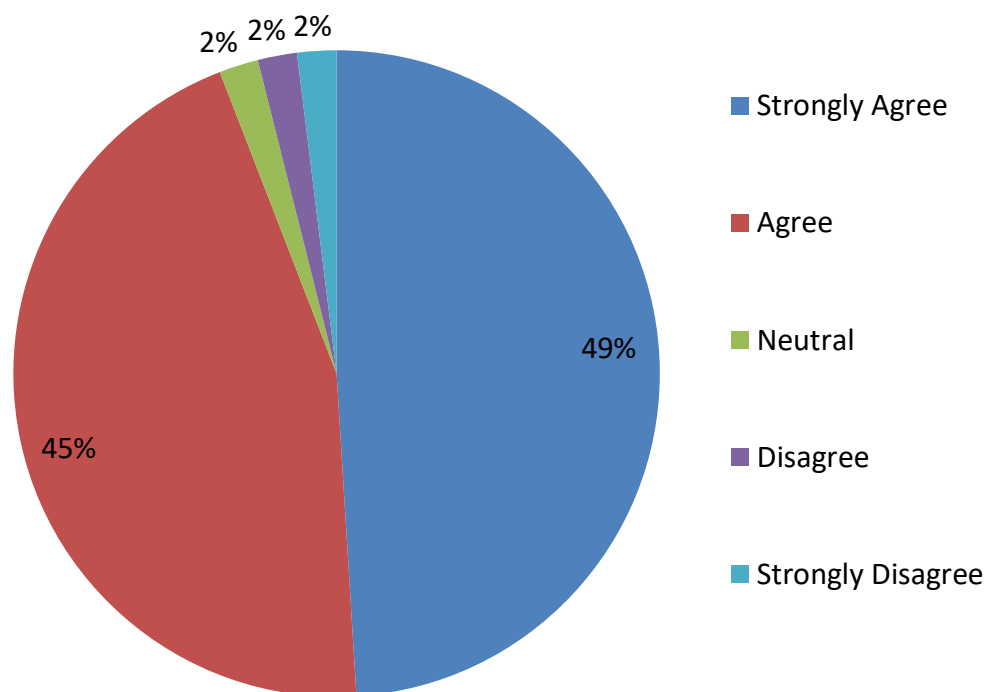
Objectives and concepts are clearly presented in the Self Learning material



11. The curriculum is presented in a way that enhances knowledge, interest and critical ability of learners in the subject area

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
25 (49%)	23 (45%)	1 (1.9%)	1 (1.9%)	1 (1.9%)

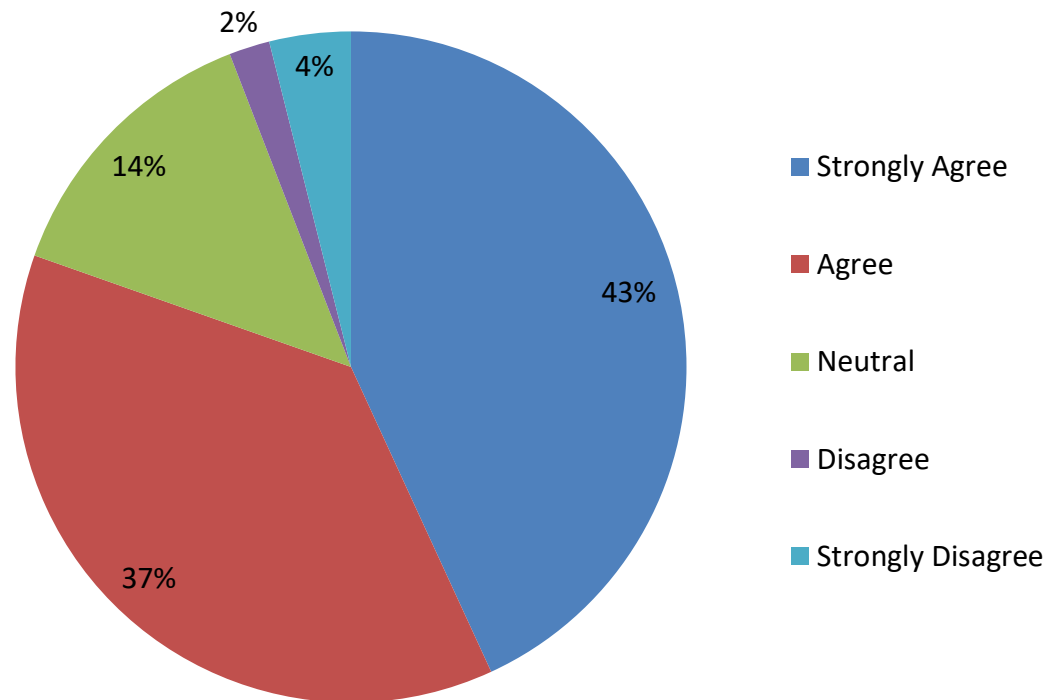
The curriculum is presented in a way that enhances knowledge, interest and critical ability of learners in the subject area



12. Difficulty level of the curriculum you were involved in is appropriate to the level at which the programme is offered

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
22 (43%)	19 (37%)	7 (13.7%)	1 (1.9%)	2 (3.9%)

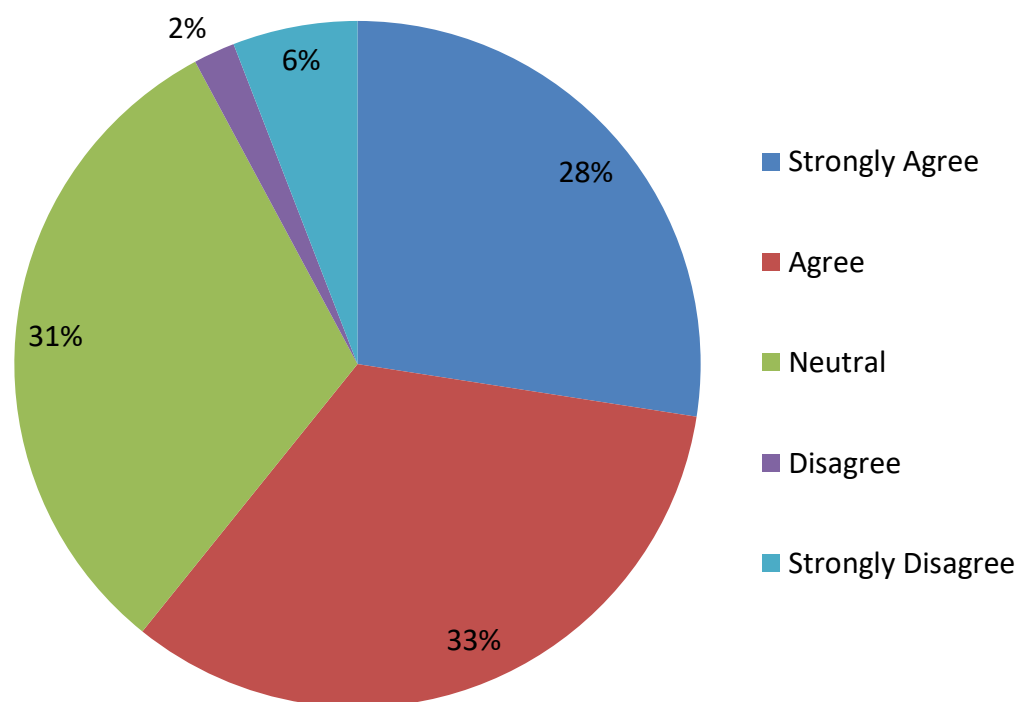
Difficulty level of the curriculum is appropriate to the level at which the programme is offered



13. The programme curriculum will lead to employment opportunities for its learners

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
14 (27%)	17 (33%)	16 (31%)	1 (1.9%)	3 (5.8%)

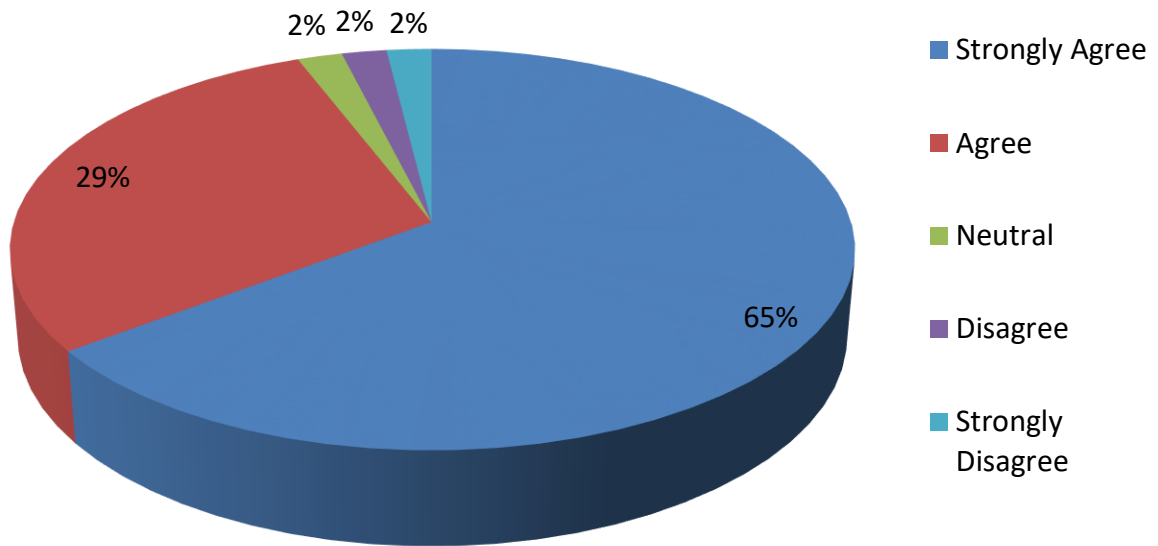
The programme curriculum will lead to employment opportunities for its learners



14. The curriculum provides scope for research or specialisation in the areas under study

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
33 (64.7%)	15 (29%)	1 (1.9%)	1 (1.9%)	1 (1.9%)

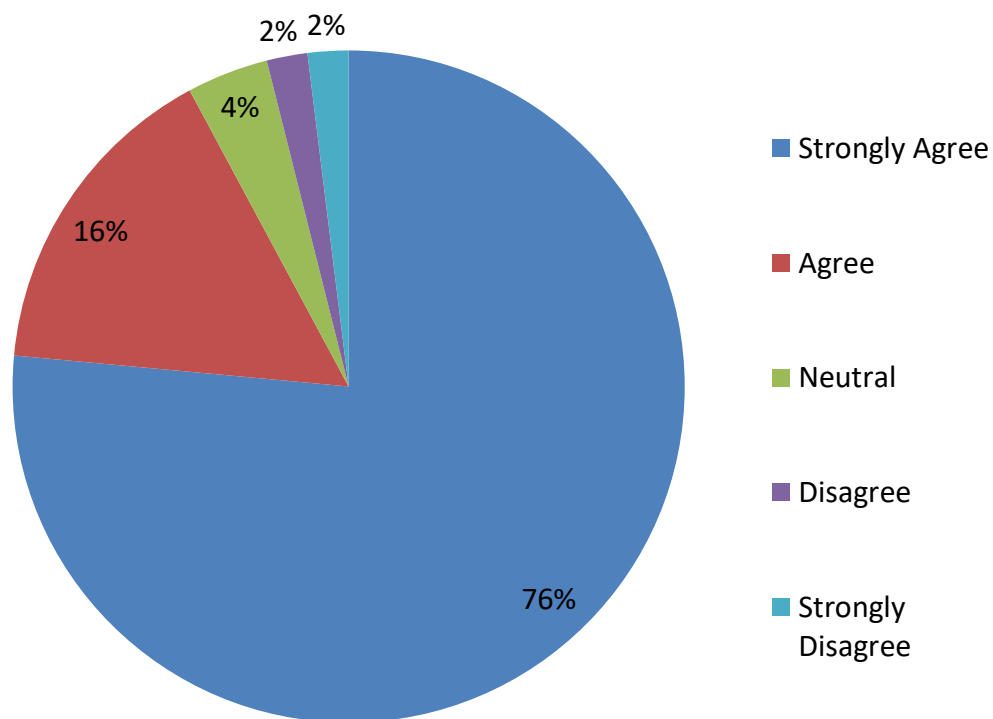
The curriculum provides scope for research or specialisation in the areas under study



15. The curriculum of the programme requires updating in regular intervals

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
39 (76%)	8 (15.6%)	2 (3.9%)	1 (1.9%)	1 (1.9%)

The curriculum of the programme requires updating in regular intervals



5.0: Analysis of the Feedback Received

(Discuss about the item-wise/question-wise feedback.)

Primary Data Analysis

Analysis of Background Variables

The following are some of the key indicators to understand the profile of the research participants covered under the study.

- **Gender Component:**

The gender component indicates 19.6% of male and 70.6% of female participants. Five research participants did not indicate the variable of gender.

- **Age Component:**

The age cohort suggests that 30.4% of respondents fall in the 50 - 60 age bracket and 26% of respondents belong to the 40 – 50 age bracket. Approximately 20% of respondents are above the age of 60 and around 22% are below 40 years. Five respondents have not indicated the age component.

- **Occupational Component:**

The occupational variable shows that the majority of respondents (82.3 %) are from academia, i.e, they were employed as Professors/ Associate professors/ Assistant professors and/or College Principals at the time of their participation in SOGDS programme and course design. 7.8% of respondents were from international organisations and civil society organisations and the same percentage of respondents were working as independent researchers. Thus, the occupational data indicates a representative sample ranging from varied professions including gender activists, researchers, academics, employees of development and of civil society organisations.

- **Area of Studies/Discipline Component:**

The area of studies/discipline variable indicates that 39.2% of respondents were from women's and gender studies, 23.5 % from social sciences, and 9.8 % from literature disciplines. The sample also indicates a representation from other interdisciplinary fields including performance studies, theatre, queer studies, development studies, agriculture, architecture, media and communication.

The observations of subject experts reflecting their experiences with programme and course design and development undertaken by the School of Gender and Development Studies are represented below in tabular format:

Table 1.1: Programme Design within Open and Distance Learning System

S.No of questions	Variables	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	Feedback from stakeholders	18 (35)	20 (39)	5 (9.8)	3 (5.8)	5 (9.8)
2	Guidelines shared about design of the curriculum	39 (76)	7(13.7)	1(1.9)	2(3.9)	2(3.9)
3	Discussion of Need analysis	29 (56.8)	10(9.6)	6 (11.7)	1(1.9)	2(3.9)

N= 51, Source: Computed

Table 1.1 discusses the indicators related to conceptualisation and design of the academic programme in the open distance university system. Three variables are included in this table: feedback survey, guidelines about design of the curriculum for distance learning, and the need based study for developing any academic programme. 74% of research participants agree and strongly opined that the feedback from other stakeholders like students and experts was discussed during the framing of the syllabus. 76% of respondents strongly agreed and 13.7%agreed that guidelines related to open and distance education pedagogy were provided to subject experts while designing different academic programmes of the school. The last row of the table indicates that 66.4% of the sample significantly agreed that need analysis report of various academic programmes was discussed in relevant committees before finalising the

curriculum for PGD/MA in Women's and Gender Studies (PGD/MAWGS) and MA in Gender and Development Studies (MAGD).

Table 1.2: Indicators related to Course Development

S. No of Questions	Variables	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
4	Orientation about development of SLM	24 (47)	20 (39)	2 (3.9)	1(1.9)	4 (7.8)
5	Discussion on the concept note	32 (62.7)	12 (23)	3 (5.8)	2(3.9)	2(3.9)
6	Guidelines about credit structure and counselling	25 (49)	14 (27)	7 (13.7)	2 (3.9)	3 (5.8)

N= 51, Source: computed

The above table reflects the primary data on different indicators for developing and reviewing the course with regard to Self Learning Materials. 47 % of research participants strongly agreed that orientation session was conducted in the process of developing and reviewing Self Learning Materials. 39 % of respondents under the study agreed that orientation was provided to the subject experts for developing course materials. Significantly, 85.7 % of subject experts agreed that the concept note of different courses was deliberated and discussed before finalising the curriculum of academic programmes. Similar data trend (76 %) is observed in statement no 6, i.e., norms or guidelines pertaining to credit structure, counselling sessions and

incorporation of audio-video components were discussed while developing self-learning materials for various courses of PGD/MAWGS and MAGD programmes.

Table 1.3: Significance and Scope of the Programmes and Courses

S.No. of statements	Variables	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
7	Inclusion of diverse perspectives	30 (58.8)	16 (31)	2 (3.9)	1 (1.9)	2 (3.9)
8	Relevance of the content	35 (68.6)	11 (21.5)	2 (3.9)	1 (1.9)	2 (3.9)
9	Learner-centric in nature	29 (56.8)	17 (33)	2 (3.9)	1 (1.9)	2 (3.9)

N=51, Source: Computed

The table 1.3 describes the significance and scope of course content developed under different programmes of SOGDS. Three variables have been analysed in this table that include inclusion of multiple perspectives, relevance of the content and the learner-centric nature of self-learning materials. Around 90 % of research participants covered under this study strongly feel and agree that diverse perspectives have been included in course content to make the programmes more balanced and inclusive in nature. 68.6 % strongly agree and 21.5 % agree that the curriculum is relevant in contemporary contexts and also that the course content appropriately covers both global and local situations. Majority of the respondents (56.8 % strongly agree and 33 % agree) opined that Self Learning Materials are learner centric in nature.

Table 1.4: Self Learning Materials and Learning Outcomes

S.No. of statements	Variables	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree
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						(%)
10	Objectives & concepts	37 (72.5)	10 (19.6)	1 (1.9)	1 (1.9)	2 (3.9)
11	Knowledge and other abilities	25 (49)	23 (45)	1 (1.9)	1 (1.9)	1 (1.9)
12	Level of the programme	22 (43)	19 (37)	7 (13.7)	1 (1.9)	2 (3.9)

N= 51, Source: Computed

Table 1.4 clearly indicates the nature of learning outcomes of self-learning materials developed under various programmes of gender and development studies. Three variables are combined in the above table: objectives and concepts explained in SLMs, capacity building of learners and the difficulty level of SLMs. 72.5 % of subject experts strongly agree that objectives and concepts are clearly presented in the Self Learning Materials of different academic programmes of SOGDS. However, a very minimal percentage of respondents (3.9 %) strongly disagree with this statement. With regard to the component of knowledge enhancement and developing critical ability, the data shows 49 % strongly agree and 45 % of respondents agree that curriculum of academic programmes helps in knowledge enhancement of learners and also generates interest and develops critical ability among learners. A similar trend is observed for the statement – difficulty level of the curriculum is appropriately created in relation to the level of the programme. In this regard, 43 % are in strong agreement and 37 % agree that the difficulty level of the content matches the level of academic programmes. About 13.7 % of respondents have taken a neutral position in this regard.

Table 1.5: Programme Learning Outcomes

S.No of statemen	Variables	Strongly Agree (%)	Agree (%)	Neutral(%)	Disagree(%)	Strongly Disagree
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ts						(%)
13	Employability	14 (27)	17 (33)	16 (31)	1 (1.9)	3 (5.8)
14	Specialisation	33 (64.7)	15 (29)	1 (1.9)	1 (1.9)	1 (1.9)
15	Updating the curriculum	39 (76)	8 (15.6)	2 (3.9)	1 (1.9)	1 (1.9)

N=51, Source: computed

Table 1.5 shows the data trend with regard to broad indicators of programme learning outcomes. It can be inferred that 33 % of subject experts agree that the curriculum could create employment opportunities for learners and 27 % strongly agree to this statement. 64.7 % and 29 % respondents strongly agree and agree, respectively, to the statement that the present curriculum provides scope for research or specialisation in the areas of women's and gender studies, and gender and development studies. With regard to need for updation of the curriculum under regular interval, 76 % of subject experts are in strong agreement and 15.6 % agree to this statement.

6.0: Conclusion and Recommendations

Conclusion

Overall, the feedback received from subject experts indicates that the respondents had very positive experiences in the SOGDS programme and course planning and design process. A majority acknowledged that the planning process included feedback from other stakeholders, discussion of concept note and need assessment, provision of guidelines and orientation for various aspects of curricular development. Similarly, regarding the quality of the curriculum, the feedback shows a very positive trend in terms of subject experts' assessment of a diverse and balanced curriculum that is relevant today, and that adequately covers Indian as well as global perspectives. SOGDS Self Learning Materials were recognized as being learner centric with clearly presented objectives and concepts, appropriate difficulty levels matching the programme levels, and leading to enhancement of knowledge, interest and critical ability of learners. A majority of subject experts also agreed that the programmes opened future avenues

and scope for research and specialization in related areas of study. A majority of respondents agreed that the curriculum requires regular updating.

In drawing conclusions from the feedback, it is important to keep in mind that SOGDS has a mandate to work towards gender equity and social justice by promoting knowledge creation, knowledge dissemination and critical thinking. Thus, the School's programmes are designed on the basis of societal needs and social relevance. SOGDS learners often bring with them a serious commitment to these issues and expect to engage with the academic curriculum in a critical way in order to enhance their knowledge in various aspects of gender studies. The feedback received from subject experts acknowledges this inbuilt criticality and intellectual breadth and depth. The feedback also shows that the curriculum is contemporary in scope and inclusive of diversity as well as national and international perspectives. Employability is an important factor in designing gender studies curriculum along with responding to societal needs and learner expectations related to a pedagogically sound curriculum that enhances their awareness of gender inequities through intersectional, vanguard knowledge creation. SOGDS can continue to work on strengthening both of these facets simultaneously.

Recommendations

In response to an open ended question at the end of the feedback tool, subject experts identified a few areas that may be considered for improvement. The recommendations listed below are based on these inputs. As various suggestions overlapped in their focus, they have been grouped together under five categories. A few of the points raised cut across categories and this has been indicated. It may be noted that the School has already initiated/ is in the process of initiating some of the recommendations such as incorporation of webinars on contemporary topics, regular learner feedback, incorporating international perspectives, and curricular revision and updating. Other important recommendations offer important guiding posts to the School for the future.

A. Strengthening of online/technology support:

- More audio-visual material, internet-based online resources and video films on the subject matter should be included in the current context where access to local libraries

is not possible. Audio visuals could be improved and made more interactive in online presentations, and there may be more audio-visual material suitable for students who are digital natives.

- Given the current shift to distance learning for vast swathes of higher education institutions globally, this is a very important opportunity for an open university to rethink its modalities and for exploring teaching/learning interfaces not possible or imagined earlier. It was also suggested that there is a need to get online qualifications equated with face to face modes to ensure recognition and value for the former.
- University may look into publicizing these socially relevant programmes widely, and providing increased technological support to the faculty in order to enhance student experience.

B. Pedagogical improvements through self learning materials and webinars:

- New course modules focusing on gender and sustainability, gender and climate change adaptation may be introduced for students.
- There may be monthly online seminars on current topics concerning women and gender issues in India. Some of the suggested topics included the impact of the pandemic on women in India: employment, domestic violence, gender roles, work-home balance, elder and child care, mental health; the status, rights and roles of transgender in India; spiritual universe of Women; women in public spheres.
- Some experts also suggested the need for an ongoing contextualization of the curriculum with what is offered globally. It was recommended that the courses of Masters in Women's and Gender Studies should be focused on theory with the aim of orienting students to critically engage with contemporary debates. The theoretical component was highly appreciated while emphasizing practical, project oriented components such as field work and internships, keeping in view employment potential.
- A few observed that the Self Learning material could be made more learner centric by focusing on learners at different levels and incorporation of simpler tasks and material for learners at beginner levels and more advanced readings for students at higher levels.

C. Strengthening interface between learners and course writers:

- The importance of learner involvement and an interface between learner and course writers was emphasized by some of the subject experts. Suggestions included student involvement during the process of course writing through surveys and workshops; feedback from students on materials to course writers so that they understand what was good what areas they need to improve; provision of updates to course writers on the response from students, from time to time; as well as webinar interactions of

course writers with students once in each course. Course writers and subject experts could be informed periodically as to how the course is faring, in terms of various relevant parameters.

- Continuous learner feedback may be encouraged from currently registered students as well as alumni.

D. Regular upgrading/revision of Courses:

- Subject experts highlighted the importance of periodic re-visiting, revision and updating of courses to incorporate recent changes, research and innovations, and regular upgrading of the theory papers.

E. Strengthening of School and its resources:

- Respondents were generally positive in their attitude towards their interface with the School of Gender and Development Studies, and acknowledged that their association with the university over the years has been productive, meaningful and pleasant. At the same time, some of the respondents advocated for a further strengthening of the School. For instance, it was opined that faculty strength should be increased to cater to the academic needs of the students as programmes under development when put on offer will make it difficult to maintain quality support to the learners.
- Increased technological support to the faculty from the university was also indicated, as mentioned in category 1 above. It was felt that the School may benefit from an engagement with practitioners and field researchers to elicit their feedback on the course material, since gender as an independent discipline is going to shape the future of cross-disciplinary studies.
- Strengthening of SOGDS programmes through wider publicity was suggested given the socially relevant nature of SOGDS programmes. It was recommended that these may be popularised by advertising both through the centralised campaign as well as vernacular languages, and by informing learners about the technological support provided.

7.0: Annexure (Enclose Questionnaire format)

Questionnaire enclosed below.

Indira Gandhi National Open University, New Delhi

Feedback form for Subject Expert

Name of the Programme:

Background Information

Name (Optional):

Gender: (Optional)

Age: (Optional)

**Place of Employment: (1) when you participated in Expert Committee Meeting
(2) At present**

**Designation: (1) when you participated in Expert Committee Meeting
(2) At present**

Discipline/Area of Studies:

Are You Associated with IGNOU: Yes/ No (If yes which School/Division)

**In what Capacity you were/ are associated with the School: Subject Expert /Course
Writer/Course Editor (Put a tick mark to indicate your association. You may choose more
than one option)**

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 and to update the academic programme, kindly respond to the following statements. The responses have been categorized as

SA: Strongly Agree, A: Agree, DA: Disagree, SDA: Strongly Disagree, N: Neutral

S.No	Statement	SA	A	N	DA	SDA
1	Feedback from other stakeholders (students/ experts/others) was discussed during the framing of curriculum					
2	Guidelines were provided for the design of the curriculum in the light of Open and Distance Education pedagogy					

3	Need Analysis of the programme was discussed in the relevant committee before finalising the Curriculum					
4	Orientation was given in the development/review of Self Learning Material					
5	Concept note of the programme or course was discussed before finalising the curriculum					
6	Guidelines with regard to credit structure/ counselling sessions/ incorporation of Audio-video materials (as applicable) were discussed					
7	Design/development of the programme/course clearly shows the involvement of diverse perspectives leading to a balanced curriculum					
8	The curriculum is relevant in contemporary situation and adequately covers Indian as well as global perspectives					
9	Self-Learning Materials are learner centric in nature					
10	Objectives and concepts are clearly presented in the Self Learning material					
11	The curriculum is presented in a way that enhances knowledge, interest and critical ability of learners in the subject area					
12	Difficulty level of the curriculum you were involved in is appropriate to the level at which the programme is offered					
13	The programme curriculum will lead to					

	employment opportunities for its learners					
14	The curriculum provides scope for research or specialisation in the areas under study					
15	The curriculum of the programme requires updating in regular intervals					

List the areas/aspects that need attention to bring appropriate improvement in the design and development of the Programme/course for Open Universities and learning outcomes for the learners.

Any other comment/suggestion:

Thank you for your valuable inputs and time for filling up this form.

Indira Gandhi National Open University, New Delhi

Feedback form for Subject Expert

Name of the Programme:

Background Information

Name (Optional):

Gender: (Optional)

Age: (Optional)

Place of Employment: (1) when you participated in Expert Committee Meeting

(2) At present

Designation: (1) when you participated in Expert Committee Meeting

(2) At present

Discipline/Area of Studies:

Are You Associated with IGNOU: Yes/ No (If yes which School/Division)

In what Capacity you were/ are associated with the School: Subject Expert /Course Writer/Course Editor (Put a tick mark to indicate your association. You may choose more than one option)

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 and to update the academic programme, kindly respond to the following statements. The responses have been categorized as

SA: Strongly Agree, A: Agree, DA: Disagree, SDA: Strongly Disagree, N: Neutral

S.No	Statement	SA	A	N	DA	SDA
1	Feedback from other stakeholders (students/ experts/others) was discussed during the framing of curriculum					
2	Guidelines were provided for the design of the curriculum in the light of Open and Distance Education pedagogy					
3	Need Analysis of the programme was discussed in the relevant committee before finalising the Curriculum					
4	Orientation was given in the development/review of Self Learning Material					
5	Concept note of the programme or course was discussed before finalising the curriculum					
6	Guidelines with regard to credit structure/ counselling sessions/ incorporation of Audio-video materials (as applicable) were discussed					
7	Design/development of the programme/course clearly shows the involvement of diverse perspectives leading to a balanced curriculum					
8	The curriculum is relevant in contemporary situation and adequately covers Indian as well as global perspectives					
9	Self-Learning Materials are learner centric in nature					

10	Objectives and concepts are clearly presented in the Self Learning material					
11	The curriculum is presented in a way that enhances knowledge, interest and critical ability of learners in the subject area					
12	Difficulty level of the curriculum you were involved in is appropriate to the level at which the programme is offered					
13	The programme curriculum will lead to employment opportunities for its learners					
14	The curriculum provides scope for research or specialisation in the areas under study					
15	The curriculum of the programme requires updating in regular intervals					

List the areas/aspects that need attention to bring appropriate improvement in the design and development of the Programme/course for Open Universities and learning outcomes for the learners.

Any other comment/suggestion:

Thank you for your valuable inputs and time for filling up this form.
