INTRODUCTION:

This research is being undertaken on behalf of the STRIDE, Indira Gandhi National Open University for the fulfillment of the degree of Ph.D in Distance Education. It investigates the design and development of self-learning materials for open schooling with particular emphasis on gender sensitivity for a case of Bangladesh Open University (BOU). Your answers will help us to better understand what learners themselves think about the use of new technologies to assist the learning process.

INFORMED CONSENT:

Please feel free to express what you really think when answering the questions below. Although the questionnaire asks you to give some information about your personal circumstances, this cannot be used to identify individual learner. You will not be penalized for the answers you give, nor will you suffer if you decide not to fill in the questionnaire.

If you continue filling in this questionnaire, this means that you have read and understood the above statement. It also means that you give permission for your answers to be used in this study.

DEFINITIONS:

For the purpose of this survey, ‘gender-sensitivity’ is defined as the ability to recognize gender issues and to recognize women’s different perceptions and interests arising from their different social position and gender roles.

INSTRUCTIONS:

In the questions below, please tick (√) the box the answer you have chosen.

Please answer all the questions.

Please tick (√) the appropriate box for each question.

If by chance you receive more than one invitation to take part in this study, you should fill in the questionnaire only once.

Sabina Yeasmin
SECTION A – Personal Information:

A.1 Gender

☐ Male
☐ Female

A.2 Age

☐ 15-20 years  ☐ 20-25 years  ☐ 25-30 years  ☐ 30-35 years  ☐ Above 35 years

A.3 Where do you live?

☐ City or Major Town
☐ Within 20 km of a city/town
☐ Small Town or Village
☐ Remote Area
☐ Overseas

SECTION B – Understanding Gender-Sensitivity:

INSTRUCTIONS:
For the questions below, please tick (√) the appropriate box for each question just below the answer that most closely matches your own view of the statement.

B.1 Do your view about gender sensitiveness in the contents bring interest to you?

   a. Yes ☐  b. No ☐  c. If No, Give the Details………………………………………………

B.2 Are the female and male members depicted in carrying out activities in the family same as portrayed in the SLMs?

   a. Yes ☐  b. No ☐  c. Don’t know ☐

B.3 Are the significant contributions of women and men shown in the SLMs?

   a. Yes ☐  b. No ☐  c. Don’t know ☐

B.4 Were the pictures gender sensitive with the combination of male-female?

   a. Yes ☐  b. No ☐  c. Don’t know ☐

B.5 Are both the genders well represented in the SLMs?

   a. Yes ☐  b. No ☐  Don’t know ☐

B.6 Do the gender sensitivity benefit the members of both the sexes?

Sabina Yeasmin

Page | 176
Study on Design and Development of Self Learning Materials of the Open Schooling with particular emphasis on Gender-Sensitivity: A Case of Bangladesh Open University

a. Yes  b. No  c. If No, Please Specify………………………………………………

B.7 Do the tutors allow learners to make friendship among boys and girls in the class?
   a. Yes  b. No

B.8 Do the tutors give an equal chance of participation to both the genders?
   a. Yes  b. No

B.9 Do the learners of both genders sit side by side mixing both of them in the tutorial centre?
   a. Yes  b. No

B.10 Are the groups are formed mixing both the genders by the tutors in the tutorial session while doing participatory work?
   a. Yes  b. No

B.11 Are the titles, language and pictures of the SLMs gender-neutral?
   a. Yes  b. No  c. Don’t know

B.12 Do the roles, responsibilities and activities of girls and boys in the SLMs reflect equal empowerment and decision making?
   a. Yes  b. No  c. Don’t know

B.13 Do the gender sensitivity in the class room and beyond exists in the SLM?
   a. Yes  b. No  c. Don’t know

B.14 Is there an appropriate gender balance (both men and women) among the authors?
   a. Yes  b. No  c. Don’t know

B.15 Do your partner in the peer group seemed to be interested in your ideas without considering gender discrimination?
   a. Yes  b. No  c. Don’t know

B.16 Are the experiences of females are valued in SLMs whether in traditional and non-traditional activities?
   a. Yes  b. No  c. Don’t know
B.17 Is equal attention paid to activities/work carried out by women as the activities performed by men?
   a. Yes  b. No  c. Don’t know

SECTION C – Challenges for Implementation of Gender-Sensitivity in SLMs:

INSTRUCTIONS:
For the questions below, please tick (✓) the appropriate box for each question just below the answer that most closely matches your own view of the statement.

C.1 Are different occupations pegged to male and female characters in the SLMs?
   a. Yes  b. No  c. Don’t know

C.2 Are the traditional occupational stereotypes upheld?
   a. Yes  b. No  c. Don’t know

C.3 Do men and women depicted differently in occupations?
   a. Yes  b. No  c. Don’t know

C.4 Are women who have played a part in history, politics or life of the country or community recognized?
   a. Yes  b. No  c. Don’t know

C.5 Do the authors of SLMs ignore women, their activities and achievements?
   a. Yes  b. No  c. Don’t know

C.6 Do the SLMs exclude the contributions and roles of women in the society?
   a. Yes  b. No  c. Don’t know

C.7 Do the authors use man’s interests and exploits to determine the content and structure of SLMs?
   a. Yes  b. No  c. Don’t know
C.8 Do the SLMs only represent women as relevant in traditional roles as wives, mothers, sisters and daughters?
   a. Yes ☐ b. No ☐ c. Don’t know ☐

C.9 Are gender neutral or gender specific titles for occupation not used rather using of male titles for occupations?
   a. Yes ☐ b. No ☐

C.10 Do the tutors allow equal opportunity to both genders while presenting group’s work?
   a. Yes ☐ b. No ☐

C.11 Do the content and illustrations depict the material statuses of both women and men equally?
   a. Yes ☐ b. No ☐ c. Don’t know ☐

C.12 Do the materials reinforce gender stereotypes?
   a. Yes ☐ b. No ☐ c. Don’t know ☐

C.13 Do the language perpetuate biases?
   a. Yes ☐ b. No ☐ c. Don’t know ☐

C.14 Were many of the SLMs seemed challenging to find out the gender related aspects?
   a. Yes ☐ b. No ☐ c. Don’t know ☐

SECTION D – Any Recommendations for Way Forward:

D.1 How can gender sensitiveness in SLM be improved?
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………

D.2 What improvement would you recommend for gender sensitiveness?
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………

D.3 How can the materials be changed to remove stereotypes?
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………

Sabina Yeasmin
Ph.D Research Survey

Study on Design and Development of Self-Learning Materials for Open Schooling with particular emphasis on Gender-Sensitivity: A Case of Bangladesh Open University

QUESTIONNAIRE INSTRUMENT USED BY GENDER & TEXTBOOK POLICYMAKERS

Note: Your responses to this survey will remain confidential.

INTRODUCTION:

This research is being undertaken on behalf of the STRIDE, Indira Gandhi National Open University for the fulfillment of the degree of Ph.D in Distance Education. It investigates the design and development of self-learning materials for open schooling with particular emphasis on gender sensitivity for a case of Bangladesh Open University (BOU). Your answers will help us to better understand what learners themselves think about the use of new technologies to assist the learning process.

INFORMED CONSENT:

Please feel free to express what you really think when answering the questions below. Although the questionnaire asks you to give some information about your personal circumstances, this cannot be used to identify individual learner. You will not be penalized for the answers you give, nor will you suffer if you decide not to fill in the questionnaire.

If you continue filling in this questionnaire, this means that you have read and understood the above statement. It also means that you give permission for your answers to be used in this study.

DEFINITIONS:

For the purpose of this survey, ‘gender-sensitivity’ is defined as the ability to recognize gender issues and to recognize women’s different perceptions and interests arising from their different social position and gender roles.

INSTRUCTIONS:

In the questions below, please tick (√) the box the answer you have chosen.

Please answer all the questions.

Please tick (√) the appropriate box for each question.

If by chance you receive more than one invitation to take part in this study, you should fill in the questionnaire only once.
(The content is a questionnaire on personal information, level of awareness on gender sensitivity, and challenges for implementation.)

SECTION A – Personal Information:

A.1 Gender

☐ Male ☐ Female

A.2 Age

☐ 25-30 years ☐ 30-35 years ☐ 35-40 years ☐ 40-45 years ☐ Above 45 years

A.3 Where do you live?

☐ City or Major Town ☐ Within 20 km of a city/town ☐ Small Town or Village ☐ Remote Area ☐ Overseas

SECTION B – Level of Awareness on Gender Sensitivity:

INSTRUCTIONS:

For the questions below, please tick (√) the appropriate box for each question just below the answer that most closely matches your own view of the statement.

B.1 Did you receive gender-awareness training?

a. Yes ☐ b. No ☐ c. If Yes, Give the Details of the Training…………………………

B.2 Did you assess the need of boys and girls equally to identify the need and interest of both?

a. Yes ☐ b. No ☐ c. If Yes, Give the Details of the Assessment…………………………

B.3 Did you enjoy doing the tasks in the content as it is gender-sensitive?

a. Yes ☐ b. No ☐ c. Don’t Know ☐

SECTION C – Challenges for Implementation:

C.1 What are the bottlenecks for successful implementation of gender sensitivity in your opinion?

a. Lack of awareness and knowledge ☐

b. Negative attitude and behavior ☐

c. Lack of resources/budget ☐

d. Others ☐ please specify…………………………
SECTION D – Any Recommendations for Way Forward:

D.1 How can gender sensitiveness in SLM be improved?

...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
..............

D.2 How can the materials be changed to remove stereotypes?

...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
..............

D.3 How could gender-sensitivity in SLMs be improved?

...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
..............
**INTRODUCTION:**

This research is being undertaken on behalf of the STRIDE, Indira Gandhi National Open University for the fulfillment of the degree of Ph.D in Distance Education. It investigates the design and development of self-learning materials for open schooling with particular emphasis on gender sensitivity for a case of Bangladesh Open University (BOU). Your answers will help us to better understand what learners themselves think about the use of new technologies to assist the learning process.

**INFORMED CONSENT:**

Please feel free to express what you really think when answering the questions below. Although the questionnaire asks you to give some information about your personal circumstances, this cannot be used to identify individual learner. You will not be penalized for the answers you give, nor will you suffer if you decide not to fill in the questionnaire.

If you continue filling in this questionnaire, this means that you have read and understood the above statement. It also means that you give permission for your answers to be used in this study.

**DEFINITIONS:**

For the purpose of this survey, ‘gender-sensitivity’ is defined as the ability to recognize gender issues and to recognize women’s different perceptions and interests arising from their different social position and gender roles.

**INSTRUCTIONS:**

In the questions below, please tick (√) the box the answer you have chosen.

Please answer all the questions.

Please tick (√) the appropriate box for each question.

If by chance you receive more than one invitation to take part in this study, you should fill in the questionnaire only once.
Study on Design and Development of Self Learning Materials of the Open Schooling with particular emphasis on Gender-Sensitivity: A Case of Bangladesh Open University

SECTION A – Personal Information:

A.1 Gender

☐ Male ☐ Female

A.2 Age

☐ 25-30 years ☐ 30-35 years ☐ 35-40 years ☐ 40-45 years ☐ Above 45 years

A.3 Where do you live?

☐ City or Major Town ☐ Within 20 km of a city/town ☐ Small Town or Village ☐ Remote Area ☐ Overseas

SECTION B – Level of Awareness about Pedagogy/SLMs:

INSTRUCTIONS:
For the questions below, please tick (√) the appropriate box for each question just below the answer that most closely matches your own view of the statement.

B.1 Did you receive gender-awareness training at the community level?

a. Yes ☐ b. No ☐ c. If Yes, Give the Details of the Training……………………………

B.2 Did the learners of both genders sit side by side with mixing up in the tutorial centre.

a. Yes ☐ b. No ☐ c. If No, Give the Reasons…………………………………………

B.3 Do you allow the learners to make friendship among boys and girls?

a. Yes ☐ b. No ☐ c. If No, Please Specify…………………………………………

SECTION C – Challenges for Implementation:

C.1 What are the bottlenecks for successful implementation of gender sensitivity in your opinion?

a. Lack of awareness and knowledge ☐

b. Negative attitude and behavior ☐

c. Lack of resources/budget ☐
d. Others □ Please Specify…………………………………………………………………
SECTION D – Any Recommendations for Way Forward:

D.1 What improvement would you recommend for gender sensitiveness?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………

D.2 How can the materials be changed to remove stereotypes?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………

D.3 How could gender-sensitivity in SLMs be improved?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………
13. ORDINARY ON RESEARCH DEGREE PROGRAMMES-IGNOU

Master of Philosophy (M.Phil)
Doctor of Philosophy (Ph.D.)

I. Management and Co-ordination

1. Preamble**

The Degree of Master of Philosophy (M.Phil) and the Degree of Doctor of Philosophy (Ph.D.) or such other degree may be awarded by the University to a registered student on his/her successfully completing the prescribed programme of research offered by the University in Integrated mode or otherwise.

2. Structure and the Roles

Research studies leading to the award of the Degree of Master of Philosophy (M.Phil) or Doctor of Philosophy (Ph.D.) or such other degree shall be organized and managed by the following bodies in accordance with their respective roles as specified here under.

2.1 Academic Council

The Research degree programmes of the University shall be in accordance with the Research Policy adopted by the Academic Council subject to the provision of the Act and the Statutes of the University.

2.2 Research Council

There shall be a Research Council which subject to the overall guidance and supervision of the Academic Council, shall be responsible for the planning, management, organization and monitoring of Research Programmes.

2.2.1 Subject to the provisions of the Act and Statutes, the Research Council shall perform the following functions:

(i) Management and administration of the research policy and programmes of the University.

(ii) Formalization of guidelines for registration, supervision, programme design, evaluation and awards of research degrees.

(iii) Monitoring of research indicators for such evaluation.

(iv) Determination of the criteria for purview of the research areas/themes/topics relevant to the School Board and / or the Area Committee.

(v) Advice on research priorities and allocation of resources for research.

* Approved by the Board of Management at its 47th meeting held on 17.5.96, by repealing the ordinance on Master of Philosophy. Notified under G.S.R. No. 135 in the Gazette of India dt. 18.3.95.

** Amendments to Clauses 1,3.2,3.3.1,3.5,3.6(iii),3.7,5.1,11.2,11.3 & 12 were approved by the Academic Council at its 32nd meeting and the Board of Management at its 81st meeting respectively. Notified under GSR No.23 in the Gazette of India dt. 4-10 June, 2005.
(vi) Delegation of any of these functions assigned to the Area Committee or the School Boards.
(vii) Preparation of the consolidated reports on research efforts of the University.
(viii) Any other work related to research development and co-ordination.

2.2.2 The composition of the Research Council shall be as follows:

(i) The Vice-Chancellor or a Pro-Vice-Chancellor nominated by the Vice-Chancellor shall be the Chairman of the Research Council.
(ii) Four experts (at least two from the Board of Management), who are not employees of the University, nominated by the Vice-Chancellor.
(iii) One representative each of the Planning Board and the Academic Council nominated by the Vice-Chancellor.
(iv) Two Pro-Vice-Chancellors nominated by the Vice-Chancellor.
(v) Three Directors of Schools/Heads of Divisions nominated by the Vice-Chancellor.
(vi) Five members, three from among teachers (two internal from IGNOU, one external) and two other academic staff nominated by the Vice-Chancellor.
(vii) Officer in charge for Research Development and Coordination shall be the Member Secretary of the Research Council.

2.2.3 The term of the office of the members will be three years from the date of nomination.

2.2.4 The Research Council shall meet at least twice a year. One third of the total membership shall form the quorum for the meeting.

2.3 School Board

The School Boards, as constituted under the provisions of Statute 10A, and with the guidance of the Research Council, shall operationalize the research degree programmes in the disciplines assigned to the concerned Schools in accordance with the policies and guidelines laid down by the Academic Council and the Research Council.

2.4 Area Committee

2.4.1 There shall be an Area Committee for the administration of the Research Programmes falling in the following categories:

(i) Developmental Studies – Inter-disciplinary
(ii) System-Based Areas
(iii) Any other area not covered by the Schools.

2.4.2 The Area Committee shall, subject to the overall supervision and guidance of the Research Council, perform all functions for operationalization of the research degree programmes in respect of the relevant research areas as specified in 2.4.1.
2.4.3 The Composition of the Area Committee shall be as follows:
   (i) A Pro-Vice-Chancellor nominated by the Vice-Chancellor shall be its Chairman.
   (ii) Director/Executive Director (STRIDE)
   (iii) Director (DEC)
   (iv) Three external experts nominated by the Vice-Chancellor
   (v) Three Directors of the Schools/Divisions nominated by the Vice-Chancellor

2.4.4 The Area Committee shall meet as and when necessary. Fifty percent of the membership shall form the quorum for the meeting.

2.4.5 The nominated members of the Area Committee shall hold office for three years from the date of appointment. A member can be re-nominated for another term.

2.5 School Boards shall be responsible for research topics covering the disciplines assigned to the Schools concerned. However, for topics of interdisciplinary nature, the decision shall be taken by the Area committee and reported to the Research Council.

II. REGISTRATION AND SUPERVISION

3. Registration

3.1 The process and schedule of registration shall be prepared and announced by the University in accordance with the guidelines given by the Research Council from time to time. Secretariat of the Research Council shall be responsible for the overall co-ordination of the research programmes leading to the award of M.Phil/Ph.D. degree etc.

3.2 A candidate will be eligible for admission and registration for the M.Phil/Ph.D. programme provided he/she qualified:
   (i) For the award of the Master’s Degree of any University or any other qualification recognized as equivalent thereto in such fields of study as notified for the purpose from time to time by the University securing at least 55% marks (50% in the case of SC/ST candidates); and
   (ii) Qualified in an entrance examination conducted by the University at the national level on the pattern of UGC/CSIR.
   (iii) Talented graduates in a discipline, through laid down procedures will be eligible for admission into a full-time Integrated Doctoral Programme offered in collaboration with Institutions of repute. However, candidates holding an M.Phil degree or those candidates who have cleared JEST of DAE or UGC-NET or GATE of IIT or those having at least five years of related teaching/practical/professional experience will be exempted from appearing in the Entrance Examination.

Provided further that candidates who are employees of the University shall have completed at least two years of service in the University on the date they submit the application for registration.
3.3 There shall be two categories of M.Phil/Ph.D. students: Full-time and Part-time.

3.3.1 All those who are offered a fellowship by the University or any other agency and registered with the University to pursue a research degree programme of the University on a full-time basis shall belong to the category of full-time students. In exceptional cases, the Research Council on the recommendation of the School Board or the Area Committee concerned, may allow registration on full-time projects either at the Headquarters or at any of the Regional Centres of the University or at any other institution recognized by the University for the purpose.

3.3.2 Students who are employed in any organization and desirous of pursuing a research degree programme may be permitted to register a part-time student. Ordinarily, Teachers and other academic staff of the IGNOU who are registered for the M.Phil/Ph.D. programme of the University while continuing on their jobs shall belong to this category. Other employees of the University may also be considered by the Research Council for registration to the M.Phil/Ph.D. programme. They shall, however, work on their research projects at their own places of employment, provided that they shall work at the Headquarters as and when needed for the purpose of their time to time.

3.4 All registrations to M.Phil/Ph.D. Programmes shall be provisional and the same shall be confirmed according to the procedures prescribed by the Research Council from time to time.

3.5 A candidate who has been offered registration, shall deposit the prescribed registration fee within a period of three months from the date of registration, failing which his/her registration may be treated as cancelled. However, under special circumstances, extension up to six months may be given.

3.6 The registration of a student may be cancelled for any of the following reasons:

   (i) Non-payment of fees
   (ii) Unsatisfactory progress
   (iii) Non-compliance with the provisions of the Ordinance and other Regulations of the University.
   (iv) Failure to submit the Dissertation/Thesis within the time limit prescribed.

3.7 The Research Council may consider request for re-registration from students whose registration is cancelled. An application for re-registration, if made within a period not exceeding six months from the cancellation of the student’s registration, may be considered only on the recommendation of the supervisor(s) and the Area Committee or the School Board concerned as the case may be.

3.8 The programme fees shall include registration fee, for the course work, evaluation fee and any other fees prescribed by the University from time to time, and shall always be charged on annual basis. All students re-registered under Clause 3.7 shall pay full fees on re-registration.

4. Supervision

4.1 Every student registered for a research degree programme shall be required to pursue the programme under the supervisor(s) recognized by the University. Supervision/Joint Supervision for students shall be assigned by the Area Committee or the School Board concerned in
All the Professors and the Readers of IGNOU shall be eligible to be research supervisors of the University. The School Board or the Area-Committee shall recommend to the Research Council, a panel of experts to be recognized as the Research supervisors who may or may not belong to the University.

An academic (includes teachers and other academic staff) with a Ph.D. degree and with at least five years post-doctoral research and/or teaching experience shall be eligible to be recognized as a Research supervisor.

At any time, a supervisor shall not guide more than 4/5 students out of whom 2/3 students may be M.Phil, and not more then 2 Ph.D. students.

Provisions may be made for payment of a suitable honorarium to the external supervisors for guiding students registered to M.Phil/Ph.D. programme.

III Programme Design

5. Structure

The M.Phil. programme shall consist of 64-68 credits and the Ph.D. programme shall consist of 96-100 credits of which 32-36 credits in each case shall involve course work.

6. Course – Work

The course-work may comprise of the courses related to the thrust areas of research and research methodologies.

The course work shall be prescribed by the respective Area Committee or the School Board concerned. Provided also that where such course work is deemed unnecessary, a prescription to that effect of exemption shall be made by the School Board or the Area Committee concerned to be approved by the Research Council.

A candidate may be exempted (partially or fully) from the requirement of the course work by the concerned School Board or the Area Committee and endorsed by the Research Council.

The course work in all cases may be completed within one year from the date of registration.

7. Dissertation/Thesis

For the M.Phil. Degree, a student shall be required to submit a dissertation. The dissertation work may take any of the forms such as field work, research study or exploratory/laboratory work or such other forms on a subject approved by the School Board or the Area Committee.

For Ph.D. degree, a student shall be required to submit a thesis in the format as may be prescribed by the School Board or the Area Committee concerned. The thesis must be a piece of original research work characterized either by the discovery of new facts or invention of new ideas or a new interpretation of theories among others.

8. Duration
8.1 The minimum and maximum time for completing the programme shall be 2 years to 4 years for M.Phil and 3 years to 5 years for Ph.D. respectively, counted from the date of registration to the programme. Provided that the period may be curtailed or extended with the approval of the Vice-Chancellor.

8.2 If a student fails to submit to dissertation/thesis within the extended period, his/her registration shall be cancelled.

9. Progress of Students

Commencing from the date of registration a student shall submit progress reports periodically (once in six months) in the prescribed format to the supervisor(s) who shall forward them along with his/her remarks about and assessment of the work done that far to the Research Council through the School Board or the Area Committee concerned for review.

IV. EVALUATION AND AWARDS

10. Course Work

10.1 The Area Committee or the School Board concerned, as the case may be, shall prescribe an evaluation scheme for the course work to be done by the students. Depending on the nature of the course and the specific needs, the evaluation methodologies may include:

(i) Evaluation system or a comprehensive examination as applicable to the prescribed credit-based courses.
(ii) A term paper on a theme or presentation of an assignment at a seminar.
(iv) Oral examination
(v) Any combination of these methods.

10.2 A student shall be deemed to have completed his/her course work successfully if he/she obtains at least ‘C’ Grade (measured on a five point scale) or 50% of the maximum score in the course work.

11. Dissertation/Thesis

11.1 On the successful completion of the course work under clause 10, a student shall be required to pursue his research work under the guidance of his supervisor(s) at the end of which he/she shall be required to write a dissertation/thesis in terms of the relevant clauses 7.1 to 7.2 as the case may be, in accordance with the format and the guidelines prescribed by the School Board or the Area Committee concerned and submit the same to the Registrar (SRED) within the prescribed period of time.

11.2 The pattern of the evaluation scheme shall be laid down by the Academic Council. This will include among others the number of examiners, both internal/external and weightage to be given each component of the programme.

11.3 The Research Council shall suggest such rules as may be necessary for acceptance/revision/rejection of dissertation/thesis for approval of the Academic Council.

12. Award of M.Phil/Ph.D. Degree
Study on Design and Development of Self Learning Materials of the Open Schooling with particular emphasis on Gender-Sensitivity: A Case of Bangladesh Open University

A student shall be awarded the M.Phil/Ph.D. Degree, with the approval of the Academic Council, provided that the corresponding evaluation report given by the Examiner is satisfactory.

V. GENERAL PROVISIONS

13. Alternative Awards

In case, a student, registered for the Ph.D. programme, is unable to complete that programme, he/she may, at his request, be considered for the award of M.Phil, degree provided he/she satisfies the requirements prescribed for the award of M.Phil degree.

14. Special Awards

The University may consider cases for the award of M.Phil/Ph.D. degree for any original or creative work or a patent or a product or such other extraordinary work on having received an application for a proposal from the claimant himself/herself or from any body on his/her behalf. In such a case, the Research Council, on preliminary screening by the School Board or the Area Committee concerned, may refer the work to the experts for evaluation in accordance with the procedures laid down under Clause 11 and to examine the suitability or otherwise of the claimed work for the award. The Research Council, in case it is satisfied that the work merits the award, may make an appropriate recommendation to the Academic Council for approval.

15. Removal of Difficulties

Notwithstanding anything contained in the above ordinance, the Vice-Chancellor may take such measures as may be necessary in respect of candidates for M.Phil/Ph.D. who are registered with the University.
Background

During the past decades, open and distance learning (ODL) has had tremendous developments all over the World. In Bangladesh too, ODL has been consistent growth during the last decade. The Bangladesh Open University (BOU) is the only distance teaching institution in this country which combines both university distance teaching with open schooling covering upper primary, secondary, and senior secondary courses. It is reported that BOU Open School runs programs maintaining the curriculum at par to the national curriculum. In addition, Government of Bangladesh (BOG) is the signatory of Millennium Developments Goals (MDGs) and already achieved the gender-parity in the enrolment in the secondary education. BOU OS also have the gender parity in the enrolment in its programs. Therefore, at BOU OS gender-issue is adequately taken care of. Though varieties of media are experimented and gradually deployed for distance teaching-learning, print media still dominates the mode of instruction and learning. Since the distance learners study at a distance by themselves, it is crucial that the self-learning materials (SLMs) are designed and developed keeping in view the needs, expectations, learning styles of the learners. Further, those materials need to be gender-sensitive and should address the issues involved in any kind of discrimination/disparity—caste, culture, religion, among others. It is, therefore, crucial to study the synchronization between learner variables, instructional design/principles of teaching-learning, and the attitude and professional development of self-learning materials developers with particular emphasis on gender-sensitivity. It is in this context that the present research study is undertaken for the secondary education courses of the Open School, Bangladesh Open University.

Review of Literature

Gender-sensitivity in open and distance learning (ODL) is less presented in the literature than conventional education. Hossain (2005) states that ensuring gender equality for girls
and boys in ODL means that girls and boys have equal access, as well as to participate in and benefit from the range of courses or other learning experiences that are offered in the Open School programs. Through gender-sensitive curricula, learning materials, and teaching-learning processes, girls and boys become equally equipped with the life skills and attitudes that they will need to achieve their fullest potential within and outside of the educational system regardless of their sex (UNESCO, 2008). In principles, Bangladesh is in the midst of one of the most profound social changes in its history: the gender integration of men and women throughout society. Systematic reforms across all sectors have been implemented with an emphasis on initiatives to increase women’s participation through laws, international conventions, and affirmative actions to meet quotas to ensure women’s participation (UNESCO, 2008). In response to these, GOB adopted new curriculum and textbooks in the formal school were screened for gender bias. By the end of the decade the gender gap in access to education seemed to have disappeared and equity was declared. Open School program curriculum and SLMs are at par to the formal system. The Commonwealth of Learning (COL), the international ODL stakeholder, (2008a) emphases on programmes; how to integrate gender at the initiative level and the challenges of working with partner agencies that may have different cultural beliefs and practices. In addition, it takes capacity-building initiatives for the members to prepare gender-sensitive SLMs for the programs. COL (2008b) emphases on the statement “Sensitivity to someone's gender is crucial, not only in life but also in learning.” Gender bias or discrimination is not easy to generalize about. The ways that various societies—both developed and developing—teach their children to become men and women varies from country to country and over time. In BOU OS, in a way requires a gender-neutral approach or an approach that is affirmative towards girls and women. COL (2008b) identifies some of the most important current challenges are: The growing need for gender-sensitive and relevant learning materials at the primary and secondary school levels as more girls move into education systems. Akhter (2008) conducts studies and research in different aspects of open learning, with emphasis on Gender, and on Women's development through education and in her recent interview with the Voice of America (VOA), said the Open Schooling materials should be gender sensitive and a comprehensive study is required.
As of today, various aspects of the distance education system have been studied by researchers at dissertation level (as part of obtaining degree(s) in distance education), as institutional and individual projects. However, studies at doctoral level are less in number in the area of distance education putting emphasis on gender-sensitivity. The studies at projects level and dissertation level mainly focussed on:

- Opinion surveys of learners/functionaries towards distance education;
- Effectiveness and utilisation of support services provided by DE institutions;
- Effectiveness and utilisation of various media used;
- Programme evaluation studies—where in a part is devoted to the effectiveness and other issues of self-learning print materials;
- Management of DE institutions.

As part of MADE programme offered by IGNOU may studies have been completed by distance learners in the above mentioned areas not only in the Indian context, but also in the situations of other developing countries – Bangladesh, Sri Lanka, Ethiopia, Nigeria, Liberia, The Caribbean Islands, etc. As an institutional project, Murthy and Ramanujam (1997) evaluated the PGDDE and MADE materials with focus on self-learning materials along with other operational aspects. Mishra and Gaba (1999) studied the use and effectiveness of activities in the SLMs. Gaba and Das’s (2002) study of course evaluation also brought out the effectiveness of SLMs along with various other aspects. Mishra (2004) studied the role of objectives and its use by learners in the SLMs. The above studies and others conducted by researchers in distance education, indicate that the relationship between learners’ needs, learning styles and self-learning materials design and development did not get priority focus except occasional peripheral reference. Keeping in view the significance of SLMs (print) in DE institutions in general and in Bangladesh in particular this study has been undertaken with the following objectives.

Objectives

The present study is proposed to be undertaken with the following objectives:

1. To analyse how the ministry policies related to gender that empowers girls and boys reflected in the BOU Open School learning materials;
2. To critically analyze the self-learning course materials (print) of secondary open schooling (especially the course materials of English, Mathematics, Home Science, and General Science) vis-à-vis the established/identified principles of instructional design with particular emphasis on gender-sensitivity;

3. To examine teaching-learning processes at the BOU OS under ODL methods are appropriate for male and female learners.

4. To examine the various variables like tagging occupations, feminine endings on words, generic term ‘man’ and consistency in names and titles in the BOU Open School SLMs;

5. To analyse the content of the courses of the BOU Open School to look the DE stakeholders see the value of each girl and each boy getting a quality education.

6. To evaluate OS SLM contents for recognition of advancing gender equality in positive and creative ways.

7. To suggest the ODL providers to strengthen their own policy on gender-sensitivity that is the ability to perceive existing gender differences, issues, and inequalities, and to incorporate these into strategies and actions in the SLMs.

Methodology

1. Research Method
The present research study shall deploy descriptive survey for data collection and analysis. In so far as data are concerned, both quantitative data through questionnaires and other documents and qualitative data through interviews shall be collected to meet the objectives of the study.
2. Population and Sample

Samples for this study shall be selected at two stages. First, the selection of courses – keeping in view the compulsory courses and where students find most difficult, four subjects out of ten subjects shall be selected for analysis of course materials, i.e. English, Mathematics, Home Science, and General Science. Second is the selection of students – keeping in view the number of students enrolled in the secondary courses and the sample size to be obtained for analysis, the questionnaires will be sent to about 8-10 thousands to obtain responses from about 1000 students. Of these, 20%, i.e. 200 students shall be selected randomly for conducting in-depth interviews. (The students will also be selected on the basis of gender and rural-urban status). Sex-disaggregated qualitative and quantitative data to be collected where Qualitative data explores gender disparities and data is to be broken down into pertinent data sub-sets (i.e. urban rural; key socio-cultural and economic subgroups) for the purpose of analysis

3. Tools and Techniques

Four types of tools and techniques shall be used in this study. An Instructional Design Schedule shall be designed to evaluate the existing self-learning materials. A Questionnaire shall be developed for the learner; and the Interview Schedule shall be used to elicit deep responses from the sampled learners. Further, a Gender Intervention Inventory shall also be developed by the user and be used after trying out on a selected sample from Bangladesh. A comprehensive check-list is to be prepared and identify the stereotypical adjectives and expressions.

4. Collections of Data/procedure

Data shall be collected at different levels. First, the selected modules in the four subject areas shall be examined for adequacy in Instructional design and teaching-learning. Data shall be collected from the existing/current secondary students on their learning styles and other variables. In house matching of student variables and self-learning materials shall be done by selected experts. Finally, a SLM ID framework for secondary schooling shall be developed by the researcher based on the findings of the study in the SLMs.

Analysis and Interpretation

Data shall be subjected to both quantitative and qualitative analysis. Questionnaire and learning style data shall be interpreted with the help of suitable statistical techniques.
Instructional design of SLMs and interview data shall be analyzed qualitatively (but, by using established parameters). The results shall be analyzed for interpretation and drawing conclusions.

Implications (for policy and practice)

This study has immense implications in the sense that the self learning materials developers shall be enlightened and be well informed through specially designed professional development/training programmers about developing SLMs appropriate to the level and needs of secondary school learners and a framework of instructional design-based material development shall be drawn up. This will have implications for policy in the Open University for developing good teaching-learning principles and methodologies for other levels of learners and courses too.

The framework can be useful to other distance learning institutions particularly at school level in other developing countries as well.

References


Hossain, M (2005) Key note address on Gender in Open and distance lerning seminar on women’s day; Bangladesh Open University


COL (2008b). Producing Gender-Sensitive Materials for Open and Distance Learning, COL, Vancouver, Canada

I request that Prof. C.R.K Murthy, in whose consultation I have developed the synopsis, may kindly be allocated to me as my supervisor.

(Sabina Yeasmin)
APPENDIX F: CONTENT ANALYSIS GUIDE AND CODING INSTRUMENTS

The content Analysis Guide has questions that lead to quantitative as well as qualitative analysis. The reliability coders coded the only the explicit quantitative content analysis. The researcher dealt with both the explicit/manifest and those leading to an in depth understanding of the portrayal of gender roles. The requirement of indicating the page number assisted in the discussion with reliability coders when there were differences in the coding.

Questions of Frequency of Appearance of Characters:
1. How many female and male characters are shown in a textbook?
2. How many times does the text mention female and male characters?

Tasks to be performed:
1. Count the number of times a male and female illustration appears. Indicate the page on which the illustration appears.
2. Count the number of times female and male characters are referred to in the text. Indicate the page of the textbook where the reference is made.
3. Compare the number of male and female characters in terms of:
   (a) Frequency of appearance;
   (b) Percentage of female and male characters; and
4. Fill in next Table the percentages in frequency of appearance of characters

Table: Coding instrument of frequency of appearance

<table>
<thead>
<tr>
<th>Textbook for:</th>
<th>Code r 1</th>
<th>Code r 2</th>
<th>Code r 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males%</td>
<td>Females%</td>
<td>Males%</td>
</tr>
<tr>
<td>English 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Science</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questions on reproductive of activities/roles:

1. How are female and male members depicted in carrying out activities in the family?
   (a) Who are carrying out domestic/housekeeping tasks in the home?
   (b) Are males and females presented at home in:
      i. Child-rearing activities/roles? and
      ii. Cooking roles?
   (c) Do all members of the family participate regularly and equally in household chores and child rearing responsibilities?

2. How is the adult relationship depicted in relation to:
   (a) Contact with children?
   (b) Emotional and material well being of children in such activities as feeding, washing, dressing, encouraging and comforting?
   (c) Authority by answering children’s questions?
   (d) Introducing children to new things?
   (e) Helping them solve problems?

3. Who is making contribution to the education of children?

4. Who are depicted in showing feelings of tenderness?

5. Are activities male and female characters engaged in stereotypical?

6. How many of the depicted activities are not traditional female and male?

7. Are traditional stereotypes upheld for female and male characters in terms of carrying out family roles/activities?

Tasks to be carried out:

1. List the reproductive activities/roles pegged to male and female characters at the reproductive.

2. Show how males and females are being depicted in carrying out the identified reproductive activities.

3. Fill in next Table the percentages of males and females in reproductive roles.
Table: Coding instrument of reproductive Roles

<table>
<thead>
<tr>
<th>Textbook for:</th>
<th>Coder 1</th>
<th>Coder 2</th>
<th>Coder 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females %</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions on representation of occupations

1. What occupations are pegged to male and female characters in illustrations and text?
2. Are traditional occupational stereotypes upheld?
   (b) Are women for instance portrayed as nurses and secretaries?
   (a) Are men for example, portrayed as soldiers and pilots?
   (b) Are women and men showed in occupations not traditionally taken by women and men respectively?
3. How are men and women depicted in occupations?
   (a) Are men and women with a profession shown at all levels including top levels?
   (b) Who are portrayed as earning a salary?
   (c) Who are shown to be earning more?
   (d) Are men portrayed in occupations usually reserved for females?
   (e) Are women portrayed in occupations usually reserved for males?
   (f) Are mothers shown with employment outside the home?
   (g) Are mothers employed outside the home presented favorably?
   (h) Are woman working outside the home holding administrative or technical jobs?
4. How are men and women differently presented in work employment roles?
5. Which of these differences have been emphasized?

6. How many of the jobs require educational qualifications?

Tasks to be accomplished:

1. List the depicted occupations for male and female characters in illustrations and text.
2. Indicate the page number in which the females and male character appears.
3. Present the percentages in the next Table.

Table: Coding instrument of occupations

<table>
<thead>
<tr>
<th>Textbook for</th>
<th>Code r 1</th>
<th>Code r 2</th>
<th>Code r 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males%</td>
<td>Females%</td>
<td>Males%</td>
</tr>
<tr>
<td>English 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Science</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions to depict power relations:

1. Who has power?
2. What is the source of power?
3. Who are described as leaders and followers?
4. Who are depicted as generators of power in carrying out activities?
5. Who are depicted as buyers and sellers?
6. What does each character depicted to purchase?
7. Are there general patterns on the items purchased or sold?
8. Who between males and females possess more and therefore buy or sell more?
9. Who are depicted as borrowers?
10. Who are depicted as borrowing more or borrowing nothing?
11. What are the depicted borrowing patterns?
12. Who are depicted as participants in investment and serving activities?
13. What is the pattern of investment and serving?
14. Who are depicted as more generous in terms of giving and sharing?
15. Who are given more responsibilities with large sums of money?

Tasks to be carried out:
1. List the pegging of leadership positions to male and female characters.
2. Show how males and females are being depicted in leadership positions.
3. Fill in Table 59 the percentages of males and females in leadership positions.

Table: Coding instrument of leadership positions

<table>
<thead>
<tr>
<th>Textbook for</th>
<th>Coder 1</th>
<th>Coder 2</th>
<th>Coder 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males %</td>
<td>Females %</td>
<td>Males %</td>
<td>Females %</td>
</tr>
<tr>
<td>English 1</td>
<td></td>
<td></td>
<td>English 1</td>
</tr>
<tr>
<td>English 2</td>
<td></td>
<td></td>
<td>English 2</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td>General Science</td>
<td></td>
<td></td>
<td>General Science</td>
</tr>
<tr>
<td>Home Science</td>
<td></td>
<td></td>
<td>Home Science</td>
</tr>
</tbody>
</table>

Use of technology in carrying out activities:
In carrying out different activities/roles in the productive and reproductive spheres the use of technology is depicted. The use of technology involves new skills and largely carrying out of a given activity easier when compared with carrying of activities without using a given technology.

Questions regarding the use of technology:
1. What is the nature of technology used?
2. Who is depicted as having the skills for using the technology and why?
3. Does the technology require special skills?
4. How are male and female characters depicted as regard use of technology involving new skills such as driving a car?
5. What implications are there for those who have acquired the skills?
6. Ultimately how does the impact portray gender relations?

Tasks to be performed:
1. List the depicted technology for male and female characters in illustrations and text.
2. Indicate the page number in which the females and male character appears.
3. Present the percentages in Table 60.

Table: Coding instrument associating characters to technology

<table>
<thead>
<tr>
<th></th>
<th>Code r 1</th>
<th>Code r 2</th>
<th>Code r 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males %</td>
<td>Females %</td>
<td>Males %</td>
</tr>
<tr>
<td>Textbook for:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 1</td>
<td></td>
<td></td>
<td>English 1</td>
</tr>
<tr>
<td>English 2</td>
<td></td>
<td></td>
<td>English 2</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td>General Science</td>
<td></td>
<td></td>
<td>General Science</td>
</tr>
<tr>
<td>Home Science</td>
<td></td>
<td></td>
<td>Home Science</td>
</tr>
</tbody>
</table>

Questions related to leisure and sports activities:
1. Are boys and girls being presented in illustrations and on text alike as being able to participate in so called ‘boys’ ‘games’ ‘girls’ games’?
2. How are the characters presented in games in terms of being daring, showing excitement, showing initiative as opposed to timidity, non-competitiveness, and lack of initiative and passivity?
3. Who are being portrayed as being active and creative as compared to being passive and lacking creativity?
4. Are the games the domain of females or males?
5. Who are being excluded from leisure activities?
6. How are males and females depicted in artistic activities such as singing, music, dance, and theatre arts?
7. How male and female characters are depicted in competitive sports activities?

Tasks to be performed:
1. List the different leisure and sports activities shown in textbooks:
   a) Show the number of frequencies of the leisure activities that have been pegged to male and female characteristics.
   b) Compare the pegging in percentages of male and female characters.

Table: Coding instrument of leisure and sports activities

<table>
<thead>
<tr>
<th>Textbook for:</th>
<th>Code r 1</th>
<th>Code r 2</th>
<th>Code r 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males%</td>
<td>Females%</td>
<td>Males%</td>
</tr>
<tr>
<td>English 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Science</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Supplementary questions on Social Studies textbooks on power relations:
1. Are women who have played a part in history, politics or life of the country or community recognized?
2. Are significant contributions of women and men show/omitted?
3. In the selection of content do the textbooks recount the history, geography or agriculture etc in a way that focuses on what women have done or are currently doing?
4. Do the authors of textbooks ignore women, their activities and achievements?
5. Do textbooks include/exclude the contributions and roles of women/men in the society?

6. Do authors use men’s interests and exploits to determine the content and structure of the textbooks (e.g. History told primarily in terms of war and political leadership)

7. Do textbooks only represent women as relevant in traditional roles as wives, mothers, sisters and daughters?

8. Are the experiences of females valued whether in traditional or non-traditional activities?

9. Is equal attention paid to activities/work carried out by women as the activities performed by men?

Questions on gender biased language:

1. Which are common nouns and pronouns used to refer to either male or female characters in the text?

2. Have pronouns been used appropriately when referring to females and males?

3. Are male pronouns used to refer to male and female persons?

4. Are generics used?

5. Are creative alternatives used to the verb ‘man’?

6. Are prefixes and suffixes properly used to male persons?

7. Is gender neutral or gender specific titles for occupations used rather than use of male titles for occupations?

8. Do textbooks use subsuming language to describe the hypothetical persons?

9. How is the language used throughout the text?

10. On the whole is the language used gender sensitive?

11. If not, in which situations is the language used?

12. Is it sexist or inclusive in nature?

Questions on loci where female and male actor operate:

The following questions have the aimed at assisting the researcher to have an in-depth meaning of the carrying out of reproductive, productive and community roles

1. Where do male and female characters operate?

2. What is the locus of activities as depicted to each sex?

3. Who between female and male characters are generally represented in interior or exterior locations/loci?
4. Which gender’s interest is placed in primarily territoriality (self, home and school) and secondary and extended territoriality (community and world)?

5. Who between females and males are generally portrayed in domestic or family settings?

6. What impact does the location of a particular activity/work have on the status of the action and the actor?

7. What is the impact of the locus on invisibility?

8. Which places signify importance and why?