



INDIRA GANDHI NATIONAL OPEN UNIVERSITY
CIQA
MAIDAN GARHI, NEW DELHI-110 068

**PREPARATION & SUBMISSION OF IGNOU AQAR-2021-2022 AND
IGNOU AQAR 2020-21**

1) Submission of IGNOU AQAR for the assessment period 2021-22

IGNOU prepared the Annual Quality Assessment Report (AQAR) for the year 2021-2022 as per the directions received from the NAAC vide their communication dated 09/12/2021, that the University has to submit **AQAR 2021-2022** to NAAC by 31st December, 2022.

The following preparatory activities were undertaken by CIQA:

- The CIQA informed all the Schools of Studies, Divisions, Centres, Institute, and Units to compile the data for the AQAR 2021-2022 in August 2022.
- A workshop was conducted from 07-16 Sept, 2022 to provide hands on training to the nodal officers of the Schools of Studies/ Institute/ Divisions/ Centres/ Units/ Cells regarding preparation of data as per the data template along with the uploads (documentary evidence) for filling the AQAR 2021-2022 as per the format of NAAC.
- A one-week workshop was conducted from 6th-14th October, 2022 with the CIQA Working Group members to prepare the qualitative metrics (QIMs) and finalize the data received for the quantitative metrics (QnMs) from the Schools of Studies, Institute, Divisions, Centres, Units, and Cells.
- All Schools of Studies, Institute, Divisions, Centres, Units, and Cells, were requested to update their web pages before 31st December 2022.
- Teachers and Academics were asked to submit their updated dossiers to CIQA.
- Data templates were circulated to all Schools of Studies, Institute, Divisions, Centres, Units, and Cells for submitting the data along with authenticated documents.
- Google forms for different metrics were prepared by CIQA to collect the data for metrics common to all.

The NAAC portal for filling up of AQAR for Open Universities was opened during November 2022 and the following activities were undertaken thereafter:

- The data received were compiled, collated, corroborated and finalized.
- The discrepancies in the data received as well as the incomplete data templates were returned back to the concerned for rectification.
- Several reminders were sent to all Schools of Studies, Institute, Divisions, Centres, Units, and Cells for non-receipt of data in the prescribed templates as well as documentary proofs.
- Documents, Policies, SOPs, Reports were prepared by the CIQA Working Group members.
- Documentary evidences related to filling of AQAR were uploaded on the IGNOU website.
- The finalized data (data template, uploads, write-ups) were uploaded on the NAAC portal by CIQA Working Group members.
- There were technical glitches in the NAAC portal which were pointed out from time to time for rectification.

A Review Committee was constituted by the competent authority for reviewing the content uploaded on the NAAC portal for IGNOU AQAR 2021-2022. The review committee met on 16th and 19th December 2022 and reviewed all the uploaded metrics and their proofs. The report is placed at **Annexure 1**.

It is mandatory for the University to submit its AQAR approved by a statutory body of the University. Hence the IGNOU AQAR 2021-2022 was placed in the 79th meeting of the Academic Council held on 20th December 2022. The same was finally submitted on the NAAC portal on 30th December 2022.

2) Submission of IGNOU AQAR for the assessment period 2020-21

The NAAC portal required the University to also submit the **AQAR for the previous year 2020-2021**. This decision of NAAC is based on their recent notification to all HEIs issued on 17th October 2022. In accordance, with this notification, IGNOU was accredited in the first cycle in January 2021, hence as per NAAC notification IGNOU has to submit AQAR for the both the years 2020-2021 and 2021-2022.

Since, we were in the process of uploading the data for the AQAR A.Y. 2021-2022, we informed NAAC that filling up the AQAR for two academic years was not possible within the given time frame (i.e. 31st December 2021) and the same may be suitably extended for submission of AQAR 2020-2021 by three months. The process of filling up of AQAR 2020-21 was taken up from 1st January 2023 and the final AQAR 2020-21.

The following activities were undertaken thereafter:

- The data received were compiled, collated, corroborated and finalized.
- The discrepancies in the data received as well as the incomplete data templates were returned back to the concerned for rectification.
- Several reminders were sent to all Schools of Studies, Institute, Divisions, Centres, Units, and Cells for non-receipt of data in the prescribed templates as well as documentary proofs.
- Documents, Policies, SOPs, Reports were prepared by the CIQA Working Group members.
- Documentary evidences related to filling of AQAR were uploaded on the IGNOU website.
- The finalized data (data template, uploads, write-ups) were uploaded on the NAAC portal by CIQA Working Group members.

The IGNOU AQAR 2020-2021 agenda was placed in the CIQA Committee meeting held on 6th February 2023 whose minutes were subsequently approved in the 154th meeting of the Board of Management meeting held on 27th February 2023. The same was finally submitted on the NAAC portal on 6th March 2023.

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**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
CENTRE FOR INTERNAL QUALITY ASSURANCE
MAIDAN GARHI, NEW DELHI-110 068**

**REPORT
OF
THE REVIEW COMMITTEE
ON
DRAFT IGNOU AQAR-2021-2022**

IGNOU has to submit the Annual Quality Assessment Report (AQAR) for the year 2021-2022 as per the directions received from the NAAC vide their communication dated 09/12/2021, by 31stDecember 2022.

The CIQA prepared the AQAR by compiling, collating, corroborating and finalizing the data received from the Schools of Studies/ Institute/ Divisions/ Centres/ Units/ Cells of IGNOU. The discrepancies in the data received as well as the incomplete data templates were returned to the concerned for rectification. Documents, Policies, SOPs, Reports were prepared by the CIQA Working Group members for the uploads of the metrics and also documentary evidences related to filling of AQAR, were uploaded on the IGNOU website. The finalized data (data template, uploads, write-ups) were uploaded on the NAAC portal by CIQA Working Group members.

The review committee met on 16th and 19th December 2022 and reviewed all the uploaded metrics and their proofs. The observations of the committee are as follows:

1. Data of some of the metrics need to be revisited like:
 - 1.1.2 New Programmes introduced,
 - 1.1.3 Revision of Programmes,
 - 2.2.6 Learners from Special Target Group: prison inmates,
 - 2.2.7 Learners from Defense and Security Forces, etc
2. Committee was informed that following QnMs are pending as data/ information has not been received or received incomplete from the Schools/ Divisions/ Centers/ Institute/Cell.

Sl no.	Metrics pending	From where	Remarks
1.	1.1.2 - New Programmes introduced - Percentage of programmes newly introduced by the institution during the year	PDD	SRD informed on 16 th Dec 2022 after 4 months that this data will be provided by PDD
2.	1.1.5 - Electronic media and other digital components in the curriculum - Percentage of the Courses on offer that have incorporated electronic/digital media and other digital components in their curriculum delivery during the year	Schools	Incomplete data received.
3.	1.2.3 - Enabling provision for lateral entry for learners - Percentage of learners admitted in the Institution through lateral entry during the year	SRD	
4.	1.3.3 - Learners undertaking fieldwork/ projects/ etc	SED	
5.	2.1.1 - Average variation in enrolment of the learners in the institution during the year	SRD	Current year's enrolment i.e. of July 2022
6.	2.2.3 - Reaching out to Persons with Disabilities (PwD) - Percentage of PwD learners enrolled during the year	SRD	
7.	2.2.7 - Learners from Defense and Security Forces - Average number of persons from Defense and Security Forces background namely: Defense / Security Personnel, Ex Service men/ War widows enrolled as learners during the year	SRD	
8.	2.3.2 - Use of Radio for providing instruction - Percentage of programmes where radio has been used for providing instruction in the latest completed academic year	EMPC	
9.	2.3.3 - Use of telecast / webcast for providing instruction - Percentage of programmes where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the latest completed academic year	EMPC	
10.	2.3.4 - Availability of digitized SLMs for the learners - Percentage of programs having access to online SLMs	COE	
11.	2.4.2 - Full-time teachers and other academics with Ph.D. - Percentage of full-time teachers and other academics with Ph.D. degree	ACD	

12.	2.4.3 - Programmes on offer through Collaboration - Programmes offered which are developed through collaboration with Government / other agencies	Schools and Admin	Incomplete data received.
13.	2.4.4 - Percentage of in-house faculty involved in design and development of SLMs during the year	Schools	Incomplete data received.
14.	2.4.6 - Learner : Academic Counselor ratio	RSD	
15.	2.5.4 - Status of automation of Examination/ Evaluation processes Status of automation of examination / evaluation processes is represented by:	SED	
16.	2.5.5 - Involvement of external subject experts in evaluation process Extent of involvement of external subject experts and other academics in the evaluation related activities in the preceding academic year: 1. Evaluation of Assignments 2. Evaluation of Projects 3. Preparation of Term End question papers 4. Moderation of Term End question papers 5. Evaluation of answer scripts 6. Examination related duties as invigilator, observer etc.	SED	
17.	2.6.2 - Percentage of completion status of UG and PG degree programmes with in specified period	SED	
18.	2.7.1 - Online Learner Satisfaction Survey regarding teaching-learning process	SRD	
19.	3.2.1 & 3.2.2 - Govt an Non-Govt grants for research	PDD	Incomplete data
20.	3.5.2 Revenue from consultancy – Revenue generated by the Institution from consultancy	ACD and F&AD	
21.	3.5.3 Revenue from training/ seminars/ conferences/ etc. –Revenue generated by the Institution from training / seminars/ conferences/ etc. through sponsorship during the year (INR in lakhs)	STRIDE and F&AD	
22.	3.7.1 - Collaborative activities with Institutions	Schools and Admin	
23.	3.7.2 - Collaborations with industries	Schools	
24.	4.1.2 - Expenditure incurred for infrastructure augmentation –Percentage of expenditure incurred for infrastructure augmentation	F&AD	
25.	4.1.3 Percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities	F&AD	
26.	4.2.1 - ICT enabled facilities at HQs – Percentage of IT enabled rooms and seminar halls of the Institution	CD	

	for academic support at Headquarters.		
27.	4.2.2 - ICT enabled facilities at RCs – Percentage of IT enabled rooms and seminar halls of the Institution for academic support in Regional Centres (RCs)	RSD	
28.	4.2.3 - ICT enabled facilities at LSCs – Percentage of IT enabled rooms and seminar Halls of the Institution for academic support in learner support centres (LSCs)	RSD	
29.	4.2.5 - Internet Bandwidth at the HQs and RCs – Available bandwidth of the internet facility at the Headquarters and Regional Centres of the Institution	CD	
30.	4.2.6 - Facilities for media production	COE	Incomplete data received.
31.	4.2.7 - Percentage of viewers (learners) to Transmission facilities of the Institution	EMPC	
32.	4.3.2 - Average number of Learners attached to LSCs	SRD and RSD	
33.	5.1.6 - Academic counselling services Modes employed by the Institution to provide academic counseling services to its learners include: 1. Face to face counselling sessions 2. Interactive radio counselling 3. Online LMS based counselling 4. Teleconferencing 5. Web-conferencing 6. Laboratory based counselling 7. Internship 8. Workshops 9. Field study 10. Seminar 11. Extended Contact Programme (ECP) 12. Enhancement of Professional Competency (EPC)	RSD	
34.	5.2.1 - Submission of assignments - Percentage of learners submitting assignments	SED	
35.	5.2.2 - Percentage of Newly enrolled learners registered for term end examination	SED	
36.	5.2.3 - Percentage of learners appeared for term end exam	SED	
37.	5.2.4 - Percentage of learners passed out term end examination	SED	
38.	6.3.2 - Percentage of Financial support for faculty development	ACD	
39.	6.3.5 - Non- academic staff attending administrative training Programmes - Percentage of full time non-academic staff attended training Programmes, during the year	Admin	

40.	6.4.3- Percentage of expenditure on Learner Support	F&AD	
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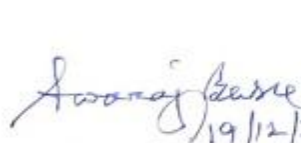
The above metrics have not been reviewed by the committee.


The committee also noted the following uploads are missing:

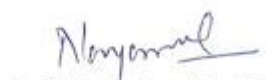
S I. N O	Metric	Division/Institute/Unit/School
1	<ul style="list-style-type: none"> 1.1.1 Relevance of programmes 	11 Schools Of Studies
2	1.1.4 <ul style="list-style-type: none"> Minutes of School Board/Academic Council pertaining to approval of MOOCs, Curriculum/ Syllabus of the MOOCs. List of MOOCs approved by National Coordinator 	COE
3	1.4.1 <ul style="list-style-type: none"> Sample Feedback forms of Learners & Academic counsellors 	RSD
4	2.5.4 <ul style="list-style-type: none"> Examination Reports of 2020-21 and 2021-22 	SED
5	6.3.3 <ul style="list-style-type: none"> Schedules of programmes organized between (July 2021- July 2022) Reports of programmes organized between (July 2021- July 2022) 	STRIDE
6	6.4.1 <ul style="list-style-type: none"> Financial audit reports 2020-21 and 2021-2022 	F&AD
7	7.1.1 <ul style="list-style-type: none"> Geo-tagged Photos of national and international events and festivals 	PIU

The committee suggested to send urgent reminder emails to all the concerned Schools of Studies/ Institute/ Divisions/ Centres to submit the complete and final data of above-mentioned metrics on or before 22nd December 2022 so the final submission on the NAAC portal could be done on or before 31st December 2022.

The Committee members appreciated the efforts and work done by the CIQA and its Working Group members.


 Prof. Swaraj Basu
 (Chairperson)


 Prof. Bharat Inder Fozdar
 (Member)


 Prof. Nayantara Padhi
 (Member)


 Prof. Manjulika Srivastava
 (Convener and Member)