



Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

FEEDBACK	
1. Name: Don Vancestore Josepho Prof. Ann A	neja
2. Gender: (Please √) 1). Male 2) Female 3) Other	
3. Age Group: (Please √) 1) 25 to 35 2) 36 to 45 3) 46 to 55 4) 56 and above	
4. Name of School of Studies/ Institute:	
5. Academic Discipline: Public Adumstration	
6. Total experience in IGNOU (In years): 15 years	
7. Name of the Programme you are handling: MAWG	
8. Number of courses you are handling: 3 y Courses	

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.	1				
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.					
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.					
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.		/			
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.					
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.					
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.					
8.	Digital technologies are effective for engaging students in teaching- learning.					
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.				/-	

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.					
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.					
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM			/		
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.					
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.				35	
15.	There is scope for online assessment of assignments.					-
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.	a				
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.					المع
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.				-	-
19.	All existing SLM should be converted to ePub format					
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.					
21.	Training for course writing, editing, vetting and translation can be done entirely online.		×			~
22.	Online and on-demand term-end examination should replace pen and paper based examination.			/		
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.			/		
24.	Questions for term-end examination should be completely MCQ based.			/		V-A
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.					

Ĉ.	In your opinion what are innovative methods that the University needs to adopt to reach the learners?
	What initiatives the University should take to shift from ODL to Virtual mode?
	3. What are the tools you suggest for internal assessment of learners in case the Term end examination are MCQ based?

4. Alternative mode of evaluation for distance learners who do not have their own electronic device.5. Any other suggestion/s that you would like to give to improve the teaching – learning process.





Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

FEEDBA	CK
1. Name: Prof. N. Sural: ana	
2. Gender: (Please √) 1). Male 2) Fernale 3) Other	
3. Age Group: (Please √) 1) 25 to 35 2) 36 to 45 3) 46 to 55	4) 56 and above
4. Name of School of Studies/ Institute: General EV	
5. Academic Discipline: Carol Warly	
6. Total experience in IGNOU (In years):	
7. Name of the Programme you are handling:	
8. Number of courses you are handling:	

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.					
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.					
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.					
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.					
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.					
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.		~			
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.					,
8.	Digital technologies are effective for engaging students in teaching- learning.					
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.					

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.		_			
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.	~	/			
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM		V	Est.		
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.					
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.		V		18	
15.	There is scope for online assessment of assignments.					
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.					
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.					
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.					
19.	All existing SLM should be converted to ePub format	2				
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.					
21.	Training for course writing, editing, vetting and translation can be done entirely online.					
22.	Online and on-demand term-end examination should replace pen and paper based examination.					
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.					
24.	Questions for term-end examination should be completely MCQ based.				en en	
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.					

1.	In your opinion what are innovative methods that the University needs to adopt to re	ach the learners?
2.	What initiatives the University should take to shift from ODL to Virtual mode?	
	3. What are the tools you suggest for internal assessment of learners in case the Term	end examination are MCQ based?

^{4.} Alternative mode of evaluation for distance learners who do not have their own electronic device.
5. Any other suggestion/s that you would like to give to improve the teaching – learning process.





Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

FEEDBACK	
1. Name: Prof. Debal Sigh ray	
2. Gender: (Please √) 1). Male 2) Female 3) Other	
3. Age Group: (Please \checkmark) 1) 25 to 35 2) 36 to 45 3) 46 to 55 4) 56 and above	
4. Name of School of Studies/ Institute: & School of Suical	Sievees
5. Academic Discipline: Social of 4	
6. Total experience in IGNOU (In years):	
7. Name of the Programme you are handling: Dw E I	
8. Number of courses you are handling: 100 Lourses	
of Hamber of courses you are Hamaning.	

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.					
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.)			
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.					
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.					-
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.		~			
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.					
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.					
8.	Digital technologies are effective for engaging students in teaching- learning.				~	
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.					

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.				
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.	-	_		
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM				
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.				
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.			相	
15.	There is scope for online assessment of assignments.				
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.				
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.				
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.				
19.	All existing SLM should be converted to ePub format				
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.				
21.	Training for course writing, editing, vetting and translation can be done entirely online.				
22.	Online and on-demand term-end examination should replace pen and paper based examination.				
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.				
24.	Questions for term-end examination should be completely MCQ based.				8
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.	/			

What initiatives the University should take to shift from ODL to Virtual mode?	

^{4.} Alternative mode of evaluation for distance learners who do not have their own electronic device.5. Any other suggestion/s that you would like to give to improve the teaching – learning process.



Dear Teacher,

INDIRA GANDHI NATIONAL OPEN UNIVERSITY Maidan Garhi, New Delhi-110068 Centre for internal Quality Assurance Teachers Feedback Form (2020-21) (Please send filled feedback form to directoracd@ignou.ac.in)



The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

FEEDBACK

1. Name::	
2. Gender: (Please √) 1). Male 2) Female 3) Other	
3. Age Group: (Please $\sqrt{\ }$) 1) 25 to 35 2) 36 to 45 3) 46 to 55	4) 56 and above
4. Name of School of Studies/ Institute: Sagus	
5. Academic Discipline:	
6. Total experience in IGNOU (In years):	
7. Name of the Programme you are handling: MACID	
8. Number of courses you are handling: 16 + Courses	

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.					
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.					
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.					
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.					
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.				~	
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.					
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.					
8.	Digital technologies are effective for engaging students in teaching- learning.			1		
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.					

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.		_			
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.			/		
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM		V	/		
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.					
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.					
15.	There is scope for online assessment of assignments.		V	_		
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.					
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.					
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.	=				
19.	All existing SLM should be converted to ePub format					
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.					
21.	Training for course writing, editing, vetting and translation can be done entirely online.			-	صوع	
22.	Online and on-demand term-end examination should replace pen and paper based examination.			-		
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.				-	
24.	Questions for term-end examination should be completely MCQ based.					
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.					-

	In your opinion what are innovative methods that the University needs to adopt to re	-
	What initiatives the University should take to shift from ODL to Virtual mode?	
2	3. What are the tools you suggest for internal assessment of learners in case the Term	end examination are MCO basec

4. Alternative mode of evaluation for distance learners who do not have their own electronic device. 5. Any other suggestion/s that you would like to give to improve the teaching – learning process.





Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

FEEDBACK
1. Name: Sunti Dha:
2. Gender: (Please √) 1). Male 2) Female 3) Other
3. Age Group: (Please √) 1) 25 to 35 2) 36 to 45 3) 46 to 55 4) 56 and above
Name of School of Studies/ Institute: COLIDS
5. Academic Discipline: Creme ev
5. Total experience in IGNOU (In years):
7. Name of the Programme you are handling:CGSCI
3. Number of courses you are handling:

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.					
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.				/	
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.					
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.					
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.				/	
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.					
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.		/			
8.	Digital technologies are effective for engaging students in teaching- learning.		/			
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.					/

Knowledge and skills about the use of digital technologies needs					
professional development.					V.
Development of 'hands-on' skills for disciplines which require practice is not possible through technology.					2
With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM $$					
Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.		1			
Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.				-	
There is scope for online assessment of assignments.					
Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.	0		7.0		
MOOCs can be adopted as replacement to the development of new course/revision of existing courses.					
Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.				-	
All existing SLM should be converted to ePub format					
Meetings for course design and development as well as revision can be done online instead of face to face mode.				-	
Training for course writing, editing, vetting and translation can be done entirely online.					
Online and on-demand term-end examination should replace pen and paper based examination.					
The weightage of internal assessment should be increased to more than 50% from the current 25-30%.	~				
Questions for term-end examination should be completely MCQ based.					
Questions for term-end examination should be a mix of MCQ and subjective type questions.					
	to be augmented through professional development. Development of 'hands-on' skills for disciplines which require practice is not possible through technology. With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions. Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content. There is scope for online assessment of assignments. Already existing OER can be adopted to replace the new programme/course development or updating the existing courses. MOOCs can be adopted as replacement to the development of new course/revision of existing courses. Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts. All existing SLM should be converted to ePub format Meetings for course design and development as well as revision can be done online instead of face to face mode. Training for course writing, editing, vetting and translation can be done entirely online. Online and on-demand term-end examination should replace pen and paper based examination. The weightage of internal assessment should be increased to more than 50% from the current 25-30%. Questions for term-end examination should be completely MCQ based.	to be augmented through professional development. Development of 'hands-on' skills for disciplines which require practice is not possible through technology. With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions. Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content. There is scope for online assessment of assignments. Already existing OER can be adopted to replace the new programme/course development or updating the existing courses. MOOCs can be adopted as replacement to the development of new course/revision of existing courses. Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts. All existing SLM should be converted to ePub format Meetings for course design and development as well as revision can be done online instead of face to face mode. Training for course writing, editing, vetting and translation can be done entirely online. Online and on-demand term-end examination should replace pen and paper based examination. The weightage of internal assessment should be increased to more than 50% from the current 25-30%. Questions for term-end examination should be a mix of MCQ and	to be augmented through professional development. Development of 'hands-on' skills for disciplines which require practice is not possible through technology. With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions. Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content. There is scope for online assessment of assignments. Already existing OER can be adopted to replace the new programme/course development or updating the existing courses. MOOCs can be adopted as replacement to the development of new course/revision of existing courses. Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts. All existing SLM should be converted to ePub format Meetings for course design and development as well as revision can be done online instead of face to face mode. Training for course writing, editing, vetting and translation can be done entirely online. Online and on-demand term-end examination should replace pen and paper based examination. The weightage of internal assessment should be increased to more than 50% from the current 25-30%. Questions for term-end examination should be completely MCQ based.	to be augmented through professional development. Development of 'hands-on' skills for disciplines which require practice is not possible through technology. With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions. Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content. There is scope for online assessment of assignments. Already existing OER can be adopted to replace the new programme/course development or updating the existing courses. MOOCs can be adopted as replacement to the development of new course/revision of existing courses. Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts. All existing SLM should be converted to ePub format Meetings for course design and development as well as revision can be done online instead of face to face mode. Training for course writing, editing, vetting and translation can be done entirely online. Online and on-demand term-end examination should replace pen and paper based examination. The weightage of internal assessment should be increased to more than 50% from the current 25-30%. Questions for term-end examination should be completely MCQ based.	to be augmented through professional development. Development of 'hands-on' skills for disciplines which require practice is not possible through technology. With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions. Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content. There is scope for online assessment of assignments. Already existing OER can be adopted to replace the new programme/course development or updating the existing courses. MOOCs can be adopted as replacement to the development of new course/revision of existing courses. Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts. All existing SLM should be converted to ePub format Meetings for course design and development as well as revision can be done online instead of face to face mode. Training for course writing, editing, vetting and translation can be done entirely online. Online and on-demand term-end examination should replace pen and paper based examination. The weightage of internal assessment should be increased to more than 50% from the current 25-30%. Questions for term-end examination should be completely MCQ based.

In your opinion what are innovative methods that the University needs to adopt to reach the learners?
What initiatives the University should take to shift from ODL to Virtual mode?
3. What are the tools you suggest for internal assessment of learners in case the Term end examination are MCQ based?

4. Alternative mode of evaluation for distance learners who do not have their own electronic device.5. Any other suggestion/s that you would like to give to improve the teaching – learning process.





Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

of.	= - 12	FEEDB	ACK
1. Name: Polyanich	Trived:		
2. Gender: (Please √)	1). Male 2) Female	3) Other	
Age Group: (Please √) 1) 25 to 35 2) 36 to 45	3) 46 to 55	4) 56 and above
4. Name of School of Studi	es/ Institute:	IGNOU.	
5. Academic Discipline:	Science.		
6. Total experience in IGNO	OU (In years):		
7. Name of the Programme	e you are handling:	SC	
8. Number of courses you	are handling:	_	

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.	V				
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.	/				
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.			V		
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.			~		
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.			/		
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.			/		
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.		V			
8.	Digital technologies are effective for engaging students in teaching- learning.		1			
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.		~			

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.	/				
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.				~	
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM	V				
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.			3		
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.	~				
15.	There is scope for online assessment of assignments.	V				
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.		V			
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.		\checkmark			
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.		V			
19.	All existing SLM should be converted to ePub format	V				
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.	V	8			
21.	Training for course writing, editing, vetting and translation can be done entirely online.		V			
22.	Online and on-demand term-end examination should replace pen and paper based examination.	V				
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.		/			
24.	Questions for term-end examination should be completely MCQ based.	1				W
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.	/				

ers?
tion are MCQ based?

4. Alternative mode of evaluation for distance learners who do not have their own electronic device.
5. Any other suggestion/s that you would like to give to improve the teaching – learning process.





Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

atiPatra .	FEEDB	ACK
	3) Other	
2) 25 to 35 2) 36 to 45	3) 46 to 55	4) 56 and above
es/ Institute:SOSS	3	
Psychology		
0 11.		
e you are handling: BA	Psycholog	py (Hons)
are handling:3		
	2) 25 to 35 2) 36 to 45 es/ Institute: SOSS Psychology DU (In years): 10	1). Male 2)(Pemale 3) Other 2) 25 to 35 2) 36 to 45 3) 46 to 55 es/ Institute: SOSS Psychology OU (In years): 10 e you are handling: BA Psychology

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.	V	1			
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.		1			
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.					
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.	·V				
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.					
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.	V	1	185		
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.	~				
8.	Digital technologies are effective for engaging students in teaching- learning.	0				
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.	/		-		

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.	~			
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.	/			y:
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM	/			
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.	/			
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.				
15.	There is scope for online assessment of assignments.				
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.	~			
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.	V			
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.	V			
19.	All existing SLM should be converted to ePub format	1/			
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.				
21.	Training for course writing, editing, vetting and translation can be done entirely online.				
22.	Online and on-demand term-end examination should replace pen and paper based examination.				
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.		1	•	
24.	Questions for term-end examination should be completely MCQ based.	(40)			
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.			1	

1.	In your opinion what are innovative methods that the University needs to adopt to reach the learners? Convert all operations into online mode
2.	What initiatives the University should take to shift from ODL to Virtual mode?
	3. What are the tools you suggest for internal assessment of learners in case the Term end examination are MCQ based?
4	Alternative mode of evaluation for distance learners who do not have their own electronic device. Notice Any other suggestion/s that you would like to give to improve the teaching – learning process.





Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

FEEDBACK
1. Name: Dr. Kose Nembiakkim
2. Gender: (Please √) 1). Male 2) ale 3) Other ○
3. Age Group: (Please √) 1) 25 to 35 2) 36 to 4 3) 46 to 55 6 and above ○
4. Name of School of Studies/ Institute: SOSW
5. Academic Discipline: SOCIAL WORK
6. Total experience in IGNOU (In years):
7. Name of the Programme you are handling: BSW, MSW
8. Number of courses you are handling:

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.					
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.	/				Ī
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.				/	
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.				/	
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.					
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.					
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.					
8.	Digital technologies are effective for engaging students in teaching- learning.					
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.	V				

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.	
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.	
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM	
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.	
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.	
15.	There is scope for online assessment of assignments.	
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.	
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.	
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.	
19.	All existing SLM should be converted to ePub format	
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.	
21.	Training for course writing, editing, vetting and translation can be done entirely online.	
22.	Online and on-demand term-end examination should replace pen and paper based examination.	
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.	
24.	Questions for term-end examination should be completely MCQ based.	
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.	

1.	In your opinion what are innovative methods that the University needs to adopt to reach the learners? The University should shift to all online methods	of seading	and
2.	What initiatives the University should take to shift from ODL to Virtual mode?		

3. What are the tools you suggest for internal assessment of learners in case the Term end examination are MCQ based?

Term Papers, Project Work, Frek work etc.

4. Alternative mode of evaluation for distance learners who do not have their own electronic device.

5. Any other suggestion/s that you would like to give to improve the teaching - learning process.





Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

FEEDBACK	
1. Name: Dr. Rose Nembiakkim	
2. Gender: (Please √) 1). Male 2) Female 3) Other	
3. Age Group: (Please \checkmark) 1) 25 to 35 2) 36 to 45 3) 46 to 55 4) 56 and at	ove
4. Name of School of Studies/ Institute: SOSW	
5. Academic Discipline: Social Nork	
6. Total experience in IGNOU (In years):	
7. Name of the Programme you are handling: BSW, Ms W	
8. Number of courses you are handling:	

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.					
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.					
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.					
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.					
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.				V	
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.				V	
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.	V			,	
8.	Digital technologies are effective for engaging students in teaching- learning.		/			
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.	1				

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.	
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.	
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM	
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.	
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.	
15.	There is scope for online assessment of assignments.	
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.	
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.	V
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.	
19.	All existing SLM should be converted to ePub format	N
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.	V
21.	Training for course writing, editing, vetting and translation can be done entirely online.	
22.	Online and on-demand term-end examination should replace pen and paper based examination.	
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.	
24.	Questions for term-end examination should be completely MCQ based.	
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.	

In your opinion what are innovative methods that the University needs to adopt to reach the learners?
The University should shift to all online methods of vacching at
What initiatives the University should take to shift from ODL to Virtual mode?
2. What are the tools you suggest for internal assessment of learners in case the Term and examination are MCO based?

4. Alternative mode of evaluation for distance learners who do not have their own electronic device.

5. Any other suggestion/s that you would like to give to improve the teaching - learning process.



INDIRA GANDHI NATIONAL OPEN UNIVERSITY Maidan Garhi, New Delhi-110068 Centre for internal Quality Assurance



Teachers Feedback Form (2020-21)
(Please send filled feedback form to directoracd@ignou.ac.in)

Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

	FEEDBACK
1. Name: Poof, Savita Singh	
2. Gender: (Please √) 1). Male .2) Female 3) Other
3. Age Group: (Please √) 1) 25 to 35 2) 36 to 45	3) 46 to 55 4) 56 and above
4. Name of School of Studies/ Institute:	2
5. Academic Discipline: Gender Developm	ent
6. Total experience in IGNOU (In years):	
7. Name of the Programme you are handling: MAC	DS
8 Number of courses you are handling.	

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.	/				
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.					
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.				/	
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.				/	
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.					
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.				/	
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.	/	6			
8.	Digital technologies are effective for engaging students in teaching- learning.	/				
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.					

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.	
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.	/
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM	
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.	
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.	
15.	There is scope for online assessment of assignments.	
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.	/
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.	
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.	/
19.	All existing SLM should be converted to ePub format	
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.	
21.	Training for course writing, editing, vetting and translation can be done entirely online.	
22.	Online and on-demand term-end examination should replace pen and paper based examination.	
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.	
24.	Questions for term-end examination should be completely MCQ based.	
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.	

1.	In your opinion what are innovative methods that the University needs to adopt to reach the learners? The University Should Shift to all online methods of reading and learning
2.	What initiatives the University should take to shift from ODL to Virtual mode?
	3. What are the tools you suggest for internal assessment of learners in case the Term end examination are MCQ based? Term Papers, Project work, field work etc.

4. Alternative mode of evaluation for distance learners who do not have their own electronic device.5. Any other suggestion/s that you would like to give to improve the teaching – learning process.



INDIRA GANDHI NATIONAL OPEN UNIVERSITY Maidan Garhi, New Delhi-110068 Centre for internal Quality Assurance Teachers Feedback Form (2020-21)



Teachers Feedback Form (2020-21)
(Please send filled feedback form to directoracd@ignou.ac.in)

Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

Rof PK Brana	1	FEEDE	BACK
2. Gender: (Please √) 1 Male	2) Female	3) Other	
3. Age Group: (Please √) 1) 25 to 35	2) 36 to 45	3) 46 to 55	4) 56 and above
4. Name of School of Studies/ Institute:			
5. Academic Discipline: Disla	nce Ed	encato	_
6. Total experience in IGNOU (In years)	: 28		
7. Name of the Programme you are han	ndling: M	ATE	
8. Number of courses you are handling:	2	_	

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.	/				
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.	/	V			
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.					
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.					
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.	1				
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.	V				
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.	V				
8.	Digital technologies are effective for engaging students in teaching- learning.		/		7243	
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.					

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.	~			
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.	/			
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM				
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.	V	*		
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.	V			
15.	There is scope for online assessment of assignments.	/			
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.		V		
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.		V	/	
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.		し	/	
19.	All existing SLM should be converted to ePub format		1		
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.	~			
21.	Training for course writing, editing, vetting and translation can be done entirely online.	~	/	=	
22.	Online and on-demand term-end examination should replace pen and paper based examination.		V	/	
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.		V		
24.	Questions for term-end examination should be completely MCQ based.		~		
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.		V		

0.40	case give your suggestions, it any, on the following.	
1.	In your opinion what are innovative methods that the University needs to adopt to reach the learners?	
	go dillet in allaspeets of programmedeline	4c
2.	What initiatives the University should take to shift from ODL to Virtual mode. 3. What are the tools you suggest for internal assessment of learners in case the Term end examination are MCO based?	/
-	Agree	
0.0	Alternative mode of evaluation for distance learners who do not have their own electronic device. Any other suggestion/s that you would like to give to improve the teaching – learning process. Learners to the learning process.	

Thanks for providing your valuable feedback. Your responses will be kept confidential.



INDIRA GANDHI NATIONAL OPEN UNIVERSITY Maidan Garhi, New Delhi-110068 Centre for internal Quality Assurance Teachers Feedback Form (2020-21)



(Please send filled feedback form to directoracd@ignou.ac.in)

Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

	FEEDBACK	
1. Name: hof BB Klour	nu	
2. Gender: (Please √) 1) Male 2)		
3. Age Group: (Please √) 1) 25 to 35 2	2) 36 to 45 3) 46 to 55 4) 56 and a	above
4. Name of School of Studies/ Institute:	SOMS	
5. Academic Discipline: Manage	ment Studies	
6. Total experience in IGNOU (In years): _	30+ years.	
7. Name of the Programme you are handling	ng: M 13 A	
8. Number of courses you are handling:	5	

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.					
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.					
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.					
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.		~			
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.					
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.					
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.		~			
8.	Digital technologies are effective for engaging students in teaching- learning.		~			
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.					

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.					
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.		1			
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM		/			
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.		/			
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.		1			
15.	There is scope for online assessment of assignments.			1	=	
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.		/			
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.		1			
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.			/		
19.	All existing SLM should be converted to ePub format		/			
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.					
21.	Training for course writing, editing, vetting and translation can be done entirely online.			1		
22.	Online and on-demand term-end examination should replace pen and paper based examination.		X	>		
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.			V		
24.	Questions for term-end examination should be completely MCQ based.	2		t	V	
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.		~			

Please give you	r Suggestions, if a	ny, on the followin	g:				
1. In your opinior	what are innovative	methods that the Univers	sity needs	to adopt to reac	h the learners?	8	
Vie of	soual	nedia	L	Ollin	dy tal	Put	Prom
Tracu	-1 of &	d take to shift from ODI	fa	cully	In JCT d examination are M	ICQ based?	
	NA	*					
		ance learners who do no like to give to improve			ic device. Use	of sha	my Tas





Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

1. Name: Dr Gopal Ja	FEEDBACK
2. Gender: (Please √) 1) Male	2) Female 3) Other
3. Age Group: (Please √) 1) 25 to 35	2) 36 to 45 3) 46 to 55 19756 and above : SOMS (Mangement Studies)
4. Name of School of Studies/ Institute	: SOMS (Mangement Studies)
5. Academic Discipline:	perent
6. Total experience in IGNOU (In years): 20+ years
7. Name of the Programme you are ha	
8. Number of courses you are handling	

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.			じ	.,	
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.					
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.					i :
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.					Ľ
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.			V		
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.			1/		
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.			V		
8.	Digital technologies are effective for engaging students in teaching- learning.			/		
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.					

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.		V	/		
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.		•			
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM				1	
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.					
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.					-
15.	There is scope for online assessment of assignments.				1	
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.					
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.	4				
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.				V	
19.	All existing SLM should be converted to ePub format					,
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.					•
21.	Training for course writing, editing, vetting and translation can be done entirely online.				1	
22.	Online and on-demand term-end examination should replace pen and paper based examination.					
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.				V	
24.	Questions for term-end examination should be completely MCQ based.				/	/
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.					

	And lace to base method, to be adopted a
	Only face to face methods to be adopted a what initiatives the University should take to shift from ODL to Virtual mode?
2.	What initiatives the University should take to shift from ODL to Virtual mode?

4. Alternative mode of evaluation for distance learners who do not have their own electronic device.5. Any other suggestion/s that you would like to give to improve the teaching – learning process.



INDIRA GANDHI NATIONAL OPEN UNIVERSITY Maidan Garhi, New Delhi-110068 Centre for internal Quality Assurance Teachers Feedback Form (2020-21)



(Please send filled feedback form to directoracd@ignou.ac.in)

Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

Name: Rof Pardeep Sahni
Name: Marclep Sahm
2. Gender: (Please √) 1). Male 2) Female 3) Other
3. Age Group: (Please √) 1) 25 to 35 2) 36 to 45 3) 46 to 55 √4) 56 and above
Name of School of Studies/ Institute:
. Academic Discipline: Public Admin
7. Name of the Programme you are handling: MA (Put. 4d)
. Name of the Programme you are handling: MA (Put. Ad)
8. Number of courses you are handling:

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.		V			
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.			V		
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.					
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.		/			
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.		/			
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.				~	
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.		~			
8.	Digital technologies are effective for engaging students in teaching- learning.		/			
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.		/			

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.	/	5			
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.	/				
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM	V				
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.		/			
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.		/			
15.	There is scope for online assessment of assignments.		/			
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.		V			
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.		V			
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.			/		
19.	All existing SLM should be converted to ePub format		~		9	
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.		V			
21.	Training for course writing, editing, vetting and translation can be done entirely online.			/		
22.	Online and on-demand term-end examination should replace pen and paper based examination.			~		
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.				/	
24.	Questions for term-end examination should be completely MCQ based.				1	
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.		/			

	11	00	difital	Meles	Korns
	Use	+	agian	pu co	
	93	(1	C	/
. What i	initiatives the	University	should take to shift from	ODL to Virtual n	node?
		1	Mako, avai	lebb the	node? y years kuelu
					1
3 What	are the tools	VAII SIIGGE	st for internal assessment	of learners in case	the Term end examination are MCQ ba
J. William	t are the tools	you sugge	st for internal assessment	or realiters in ease	the remi end examination are wied by
			NA		

1. In your opinion what are innovative methods that the University needs to adopt to reach the learners?

4. Alternative mode of evaluation for distance learners who do not have their own electronic device.

5. Any other suggestion/s that you would like to give to improve the teaching – learning process.

Two way interaction should be encouraged





Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

FEEDBACK
1. Name: al Sadanand sahor
2. Gender: (Please √) 1). Male 2) Female 3) Other
3. Age Group: (Please √) 1) 25 to 35 2) 36 to 45 3) 46 to 55 4) 56 and above
4. Name of School of Studies/ Institute:SUTS'
5. Academic Discipline: Sourlagy
6. Total experience in IGNOU (In years): 15 years .
7. Name of the Programme you are handling: PGDMIDI
8. Number of courses you are handling:

S. No	Statement	SA	Α	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.					
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.					
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.					
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.		V	1		
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.					
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.					1
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.					
8.	Digital technologies are effective for engaging students in teaching- learning.					
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.			*		

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.		,			
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.		~			
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM					
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.		/			
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.		/		8	
15.	There is scope for online assessment of assignments.	/				
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.			1		
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.		/	1		
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.					
19.	All existing SLM should be converted to ePub format					
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.					
21.	Training for course writing, editing, vetting and translation can be done entirely online.		2			1
22.	Online and on-demand term-end examination should replace pen and paper based examination.			-		
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.					
24.	Questions for term-end examination should be completely MCQ based.		/			
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.	93				

What initiatives the University should take to shift from ODL to Virtual mode?	
3. What are the tools you suggest for internal assessment of learners in case the Term end examination are MCQ ba	sed?

Alternative mode of evaluation for distance learners who do not have their own electronic device.
 Any other suggestion/s that you would like to give to improve the teaching – learning process.



INDIRA GANDHI NATIONAL OPEN UNIVERSITY Maidan Garhi, New Delhi-110068 Centre for internal Quality Assurance Teachers Feedback Form (2020-21)



(Please send filled feedback form to directoracd@ignou.ac.in)

Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below;

1. Name: Prof. slachistah	
2. Gender: (Please √) 1). Male 2) Female 3) Other	
3. Age Group: (Please √) 1) 25 to 35 2) 36 to 45 3) 46 to 55 4)	56 and above
4. Name of School of Studies/ Institute:	
5. Academic Discipline: Of Word 14 44	
6. Total experience in IGNOU (In years):	
7. Name of the Programme you are handling: MSCENV	
8. Number of courses you are handling:	

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.			1		
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.			/		
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.			100		
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.					
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.					
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.					
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.					
8.	Digital technologies are effective for engaging students in teaching- learning.					
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.		~			

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.			
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.			
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM			
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.		/ *	
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.			
15.	There is scope for online assessment of assignments.		1	
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.			
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.			
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.			18
19.	All existing SLM should be converted to ePub format		20	
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.			-1
21.	Training for course writing, editing, vetting and translation can be done entirely online.			
22.	Online and on-demand term-end examination should replace pen and paper based examination.			
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.	/	1	0
24.	Questions for term-end examination should be completely MCQ based.			
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.		2	

	In your opinion what are innovative methods that the University needs to adopt to reach the	earners?
901	What initiatives the University should take to shift from ODL to Virtual mode?	
	What are the tools you suggest for internal assessment of learners in case the Term end example.	mination are MCO based

^{4.} Alternative mode of evaluation for distance learners who do not have their own electronic device.
5. Any other suggestion/s that you would like to give to improve the teaching – learning process.



INDIRA GANDHI NATIONAL OPEN UNIVERSITY Maidan Garhi, New Delhi-110068 Centre for internal Quality Assurance Teachers Feedback Form (2020-21)



Teachers Feedback Form (2020-21)
(Please send filled feedback form to directoracd@ignou.ac.in)

Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

Red Co	FEEDBACK
1. Name: Saryana	eyonar
2. Gender: (Please √) 1). Male 2) Female 3) Other
3. Age Group: (Please √) 1) 25 to 35	2) 36 to 45 3) 46 to 55 14) 56 and above
4. Name of School of Studies/ Institute: _	STRIDE
5. Academic Discipline: DE	
6. Total experience in IGNOU (In years): _	27
7. Name of the Programme you are handli	ng: MADE
8. Number of courses you are handling: _	1

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.				V	-
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.				V	
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.	V				
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.	V				
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.	V				
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.	V				
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.					
8.	Digital technologies are effective for engaging students in teaching- learning.					
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.				V	

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.		•	Ξ.	1.	
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.	V				
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM			/		
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.				-	
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.			1		
15.	There is scope for online assessment of assignments.			1		
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.			1		
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.			1		2
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.				1	
19.	All existing SLM should be converted to ePub format			V		
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.			1	1	
21.	Training for course writing, editing, vetting and translation can be done entirely online.					/
22.	Online and on-demand term-end examination should replace pen and paper based examination.					1
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.				,	
24.	Questions for term-end examination should be completely MCQ based.				1	/
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.	251			1	~

i de	In your opinion what are innovative methods that the University needs to adopt to reach the learners?
2.	What initiatives the University should take to shift from ODL to Virtual mode?
	3. What are the tools you suggest for internal assessment of learners in case the Term end examination are MCQ based?
_	
	Alternative mode of evaluation for distance learners who do not have their own electronic device. Any other suggestion/s that you would like to give to improve the teaching – learning process.





Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

1. Name Post. 71. K. Dash.		FEEDB	ACK
2. Gender: (Please √) 1). Male 2		3) Other	
3. Age Group: (Please √) 1) 25 to 35	2) 36 to 45	3) 46 to 55	14) 56 and above
4. Name of School of Studies/ Institute: _	302	IGNOU	é
5. Academic Discipline: Rduce	hon.		
5. Total experience in IGNOU (In years):	30		
7. Name of the Programme you are handl	ling:	Ed. M. Pa	lucation
B. Number of courses you are handling: _	05		

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.	V				
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.	~				
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.			~		
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.					
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.					
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.				/	
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.			/		
8.	Digital technologies are effective for engaging students in teaching- learning.		~			
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.		V			

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.	/				
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.					
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM	~		, i		
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.	V			180	
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.	/			(2)	
. 15.	There is scope for online assessment of assignments.	V				
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.	II			A	
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.					=
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.		V	×		10
19.	All existing SLM should be converted to ePub format			/		
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.		V			
21.	Training for course writing, editing, vetting and translation can be done entirely online.			/		
22.	Online and on-demand term-end examination should replace pen and paper based examination.		V			
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.			/		
24.	Questions for term-end examination should be completely MCQ based.		/			
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.		/			

1.	In your opinion what are innovative methods that the University needs to adopt to reach the learners?
	Virtual learning
2.	What initiatives the University should take to shift from ODL to Virtual mode?
	3. What are the tools you suggest for internal assessment of learners in case the Term end examination are MCQ based?

4. Alternative mode of evaluation for distance learners who do not have their own electronic device.5. Any other suggestion/s that you would like to give to improve the teaching – learning process.



INDIRA GANDHI NATIONAL OPEN UNIVERSITY Maidan Garhi, New Delhi-110068 Centre for internal Quality Assurance Teachers Feedback Form (2020-21)



(Please send filled feedback form to directoracd@ignou.ac.in)

Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

01 1 1 0 0		FEEDB	ACK
1. Name: De Deeksla D	ave		
2. Gender: (Please √) 1). Male	2) Female	3) Other	
3. Age Group: (Please √) 1) 25 to 35	61	3) 46 to 55	4) 56 and above
4. Name of School of Studies/ Institute	5017		
5. Academic Discipline:	mental	Studie	L
6. Total experience in IGNOU (In years): Ilyee	LS -	
7. Name of the Programme you are ha	ndling:	SWM.	
8. Number of courses you are handling	:_12.		

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.			1		
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.					
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.					
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.	/				
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.					-
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.		/			
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.					
8.	Digital technologies are effective for engaging students in teaching- learning.		/	,		
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.		/			

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.	1	1	901		
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.	E	1	i a		
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM	00				~
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.			0		
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.				-	
15.	There is scope for online assessment of assignments.					
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.					
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.			/		-
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.					
19.	All existing SLM should be converted to ePub format					
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.					
21.	Training for course writing, editing, vetting and translation can be done entirely online.	745				
22.	Online and on-demand term-end examination should replace pen and paper based examination.			9		~
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.			#1		1
24.	Questions for term-end examination should be completely MCQ based.			1		
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.		/			

1,	In your opinion what are innovative methods that the University needs to adopt to reach the learners?
2.	What initiatives the University should take to shift from ODL to Virtual mode?
	3. What are the tools you suggest for internal assessment of learners in case the Term end examination are MCQ based?
	Alternative mode of evaluation for distance learners who do not have their own electronic device. Any other suggestion/s that you would like to give to improve the teaching — learning process.



INDIRA GANDHI NATIONAL OPEN UNIVERSITY Maidan Garhi, New Delhi-110068 Centre for internal Quality Assurance Teachers Feedback Form (2020-21)



Teachers Feedback Form (2020-21)
(Please send filled feedback form to directoracd@ignou.ac.in)

Dear Teacher,

The unprecedented Pandemic has impacted the teaching- learning process, the world over. Consequently, the University has been trying different alternatives to enrich the academic experience of its learners. Since the lockdown conditions had restricted delivery of the self-learning material (SLM) to the doorsteps of the learners, the University provided soft copy of the SLM through IGNOU eContent Mobile App, eGyankosh and lectures on the YouTube wherever feasible. For providing counselling services, electronic communication channels namely Gyan Darshan, GyanVani, GyanDhara, and Web-enabled Academic Support (WEAS) were used to reach out to the learners in an effective and best possible effective way. Efforts were made to restore academic counselling by making use of Facebook live, Google Meet, WebEx, Zoom and YouTube. The University seeks your valuable feedback on how best it can eliminate the potential barriers between the learner and institution by designing, developing/revising and delivering the updated course content. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

	FEEDBACK
1. Name: Brof Vibba Noshi	
2. Gender: (Please √) 1). Male 2) Female	3) Other
3. Age Group: (Please \checkmark) 1) 25 to 35	3) 46 to 55 4) 56 and above
4. Name of School of Studies/ Institute:	
5. Academic Discipline: Education	
6. Total experience in IGNOU (In years):	Pycas
7. Name of the Programme you are handling:	5
8. Number of courses you are handling:	

S. No	Statement	SA	A	UD	DA	SDA
1.	You are comfortable with providing online counselling through Google Meet/ Zoom etc. for interacting with the learners.			~		
2.	You like to provide live counselling through sessions on social media platforms like YouTube / Face book etc.			7	1	
3.	Counselling sessions through YouTube/Facebook has limitation of not being able to interact with the teacher except through chat.					
4.	Teachers while teaching through online modes are not able to connect with the students at emotional level.		V			ľ
5.	To clarify concepts through online counselling is more difficult than in F2F counselling sessions.					
6.	Learners keep on discussing their own issues simultaneously which makes the online counselling ineffective.			V		
7.	Developing a rapport online with the learners is better compared to pre- pandemic time.		~	=-		
8.	Digital technologies are effective for engaging students in teaching- learning.					
9.	Most digital technologies are effective for transaction of content: knowledge building and skill development.					

10.	Knowledge and skills about the use of digital technologies needs to be augmented through professional development.					
11.	Development of 'hands-on' skills for disciplines which require practice is not possible through technology.	~				
12.	With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM	401		~		
13.	Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counselling sessions.				-	
14.	Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective questions which only help in recalling the content.		Ãv.	T .	~	
15.	There is scope for online assessment of assignments.			•	1	
16.	Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.	, a		20 6		-
17.	MOOCs can be adopted as replacement to the development of new course/revision of existing courses.			- 4	~	
18.	Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.	H 10			~	
19.	All existing SLM should be converted to ePub format	1			3.	
20.	Meetings for course design and development as well as revision can be done online instead of face to face mode.					
21.	Training for course writing, editing, vetting and translation can be done entirely online.					is .
22.	Online and on-demand term-end examination should replace pen and paper based examination.					
23.	The weightage of internal assessment should be increased to more than 50% from the current 25-30%.				1	
24.	Questions for term-end examination should be completely MCQ based.					
25.	Questions for term-end examination should be a mix of MCQ and subjective type questions.					/

	NI
2.	What initiatives the University should take to shift from ODL to Virtual mode?
	3. What are the tools you suggest for internal assessment of learners in case the Term end examination are MCQ based?

4. Alternative mode of evaluation for distance learners who do not have their own electronic device.5. Any other suggestion/s that you would like to give to improve the teaching – learning process.