CIQA ANNUAL REPORT

2022

CENTRE FOR INTERNAL QUALITY ASSURANCE

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
NEW DELHI: 110068

CONTENTS

Coordination of Preparation of AQAR

The University was accredited by NAAC and was awarded an A++ grade in its First Cycle on 8th January 2021. The University was mandated to submit the AQAR (Online) for the academic year 2021-2022 before 31st December 2022. The information and data from the constituent units of the University were compiled by CIQA and wherever necessary modified/reworked. The compiled data and information was finalized and uploaded on the NAAC portal during November and December 2022. Subsequently, the Vice Chancellor constituted a Review Committee to review the data and information before its final submission.

Conduct of CIQA Committee Meeting

Centre for Internal Quality Assurance Committee (CIQAC) of CIQA was constituted within the University as per the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020; as a mandatory requirement of NAAC. The second meeting of the CIQA Committee was held on 15th February 2022 at IGNOU HQs New Delhi, in hybrid mode. The CIQA Committee members were apprised on the quality enhancement measures undertaken by the CIQA in the last one year post-accreditation and also the initiatives taken for the implementation of NEP 2020 at the University.

The third meeting of the CIQA Committee was held in December 2022 at IGNOU HQs New Delhi for the approval of the AQAR (2021-22) before its final submission to NAAC.

Development of CIQA Action Plan for 2022-23

The CIQA Action Plan for 2022-23 was prepared for the activities to be undertaken in the next academic year commencing from July 2022 till June 2023. The major broad areas have been listed In the Action Plan as given below.

Sl.No	PLAN OF ACTION (2022-2023)
1.	Development of Feedback Tools of Stakeholders and Preparation of Feedback Analysis Reports of all Stakeholders.
2.	Preparation of Action taken report on Feedback Analysis.
3.	Quality enhancement measures.
4.	Guiding Schools of Studies in preparation of PPRs.
5.	Initiative for System-based Research.
6.	Development of LOCF document for new/revised UG and PG Degree programmes in collaboration with Schools of Studies.
7.	Revision of the Proforma for Dossiers of Teachers and Academics and Uploading the revised and updated Dossiers on the IGNOU website.
8.	Implementation of NEP 2020 at IGNOU: Drafting of Policies & SOPs.
9.	Review of content on IGNOU websites and updating of websites.
10.	Organization and conduct of Workshops.
11.	Preparation and Submission of AQAR.

Revision of Feedback Tools for Stakeholders

The CIQA developed new tools for obtaining the feedback from all stakeholders namely: teachers, academic counsellors, subject experts, learners, alumni, and employers (http://ignou.ac.in/ignou/aboutignou/icc/ciqa/forms). The focus was on the Learning Outcome Based Curriculum Framework (LOCF); the use of online methods including Social Media for counselling the learners; and online tools for continuous assessment of the learners; in order to facilitate the achievement of expected learning outcomes.

Compilation of Feedback Analysis Reports

The revised feedback analysis tools were administered to the stakeholders by all the Schools of Studies, Divisions, and Centres through online Google forms. The stakeholders were requested to respond to the survey online within a stipulated time frame. The data collected was analyzed and reports were prepared. The finalized Reports (2021-2022) (LINK) were subsequently placed in the statutory body for their approval (http://ignou.ac.in/ignou/aboutignou/icc/ciqa/forms).

Action Taken Report on Feedback Analysis Reports of Stakeholders

The feedback analysis reports revealed that the stakeholders were of the opinion that LOCF is an important parameter as emphasized in NEP 2020. The teachers were of the view that IGNOU systematically follows LOCF as the learning outcomes (objectives) have been clearly spelt out in every Unit of the SLMs. They are also of the opinion that self-check exercises provided in the Units facilitate learning outcomes and questions for the term-end examination are based on the expected programme learning outcomes.

Academic Counsellors strongly agreed that Programme specific learning outcomes have been clearly spelt out in the programme guide and prospectus. The majority of the Academic Counsellors were of the opinion that Learners are aware of the learning outcomes.

The feedback analysis reports of the Learners also are in line with the opinion of the Academic Counsellors. The majority of the learners were also of the opinion that Project work/Fieldwork/ Internship/ Practicals (wherever applicable) have helped them in acquiring the desired skills and competencies.

CIQA prepared a comprehensive document on the LOCF as suggested in the National Higher Education Qualifications Framework (NHEQF) document of the UGC, as part of the implementation of NEP 2020 by HEIs (LINK).

Development of LOCF document for UG and PG Degree programmes

UGC notified the National Higher Education Qualifications Framework (NHEQF) (February, 2022) by which the expected Programme Learning Outcomes (PLOs) were to be defined in terms of the following parameters:
1.Knowledge:
2.Skills:
3.Application of Knowledge & Skills:
4.Generic Learning Outcomes:
5.Constitutional, Humanistic, Ethical, and Moral Values:
6. Employability & Entrepreneurship skills

To facilitate the preparation of LOCF documents by the Schools of Studies the CIQA prepared a Sample LOCF document for the MA (Distance Education) programme offered by the University. All the Schools of Studies were requested revise and prepare the LOCF for all the degree programmes offered by them. The LOCF documents received from the various Schools of Studies were examined in the light of the NHEQF guidelines by the CIQA and uploaded on the website (LINK).

The details of the degree programmes offered in 2021-22 are as follows

Schools	PG Degree		UG Degree	
	ODL	Online	ODL	Online
SOA				
SOCE	3			
SOCIS	1		1	
SOE	2		1	
SOEDS	1			
SOET				
SOFL				
SOGDS	2			
SOH	5	1	2	
SOHS			1	
SOITS	3			
SOJNMS	1			
SOL				
SOMS	6		6	1
SOPVA	1		1	
SOS	1		2	
SOSS	9	1	9	1
SOSW	2		1	
SOTHSM	1		2	1
SOTST	1	1		
SOVET	2			
STRIDE	1			
Total	42	3	26	3

Guiding Schools of Studies in preparation of PPRs

The CIQA guided the Schools in the preparation of the Programme Project Reports (PPRs) of PPRs of 4 UG and 15 PG Degree Programmes in 2021-2022. The list of the degree programmes launched in 2021-2022 is given below:

Sl. NO.	Prog Code	Programme Name	Level	School	Launched in
**LIST OF ODL DEGREE PROGRAMMES LAUNCHED IN JULY 2021- JANUARY 2022**					
1	BAPFHMH	Bachelor of Performing Arts (Hons) (Hindustani Music)	Bachelor	SOPVA	Jul-21
2	MADP	Master of Arts (Drawing and Painting)	Master	SOPVA	Jul-21
3	MAUD	Master of Arts (URDU)	Master	SOH	Jul-21
4	MSCENV	Master of Science (Environmental Science)	Master	SOITS	Jul-21
5	MAUS	Master of Arts (Urban Studies)	Master	SOEDS	Jan-22
6	MACSR	Master of Arts (Corporate Social Responsibility)	Master	SOEDS	Jan-22
7	MAEOH	Master of Arts (Environmental and Occupational Health)	Master	SOITS	Jan-22
8	BASKH	Bachelor of Arts (Hons) Sanskrit	Bachelor	SOH	Jan-22
9	BAUDH	Bachelor of Arts (Hons) Urdu	Bachelor	SOH	Jan-22
10	MASS	Master of Arts (Sustainability Science)	Master	SOITS	Jan-22
11	MSCRWEE	Master of Science (Renewable Energy and Environment)	Master	SOET	Jan-22

Sl. NO.	Prog Code	Prog Name	Level	School	Launched in
**LIST OF ONLINE DEGREE PROGRAMMES LAUNCHED IN JULY 2021- JANUARY 2022**					
**July 2021**					
1.	BCOMOL	Bachelor of Commerce	Bachelor	SOMS	July 2021
**January 2022**					
2.	BCAOL	Bachelor of Computer Applications	Bachelor	SOCIS	Jan 2022
3.	BSWGOL	Bachelor of Social Work	Bachelor	SOSW	Jan 2022
4.	MBAOL	Master of Business Administration	Master	SOMS	Jan 2022
5.	MCAOL	Master of Computer Applications	Master	SOCIS	Jan 2022
6.	MEGOL	Master of Arts (English)	Master	SOH	Jan 2022
7.	MARDOL	Master of Arts (Rural Development)	Master	SOCE	Jan 2022
8.	MAJMCOL	Masters of Arts (Journalism and Mass Communication)	Master	SOJNMS	Jan 2022

Monitoring of IDP of IGNOU 2030

In compliance with the decision taken by the Board of Management in its 145th meeting held on 25th October, 2021, the Vice-Chancellor has constituted the Monitoring Committee within the University for monitoring the implementation of IDP at IGNOU (http://ignou.ac.in/userfiles/IDP%20Monitoring%20Committee%20Notification%20(1).pdf). The Monitoring Committee was entrusted with the responsibility of detailing multiple parallel implementation steps based on which the implementation of the plan can be monitored. The Monitoring Committee circulated the IDP of IGNOU 2030 to all document on the targets to be achieved by 2025 to Divisions, Centres, and Institute. Two Meetings of the Monitoring Committee were conducted through Google Meet (6th and 7th January 2022) with the concerned Division, Centre, and Institute to discuss the targets they had achieved vis a vis the targets set for 2025 and their strategic plan of the next four academic years (year- wise). The outcomes of these interactions and the data submitted by the Directors were compiled into Plan 2: Plans of Divisions, Centres & Institute (LINK). Plan 2: Plans of Divisions, Centres and Institute was approved by the CIQA Committee in its second meeting held on 15th February 2022.

Organization of Workshops to orient Nodal Officers and filling up the QlMs for 1st AQAR

Eight days workshop was conducted from 07-16 Sept, 2022 to provide hands on training to the nodal officers of the Schools/ Institute/ Divisions/ Centres/ Units/ Cells in filling AQAR 2021-2022 as per the revised format introduced by NAAC. The workshop focused on systematic and effective documentation of the activities that the University undertakes in accordance with the NAAC requirement. The workshop also highlighted the roles and responsibilities of the Nodal Officers in ensuring the accuracy in collecting and compiling the data pertaining to their Schools/ Institute/ Divisions/ Centres/ Units/ Cells. (http://www.ignou.ac.in/userfiles/Report_compressed.pdf).

One week workshop was conducted from 6th- 14th October, 2022 to prepare the 42 QlMs for AQAR 2021-2022 and finalize the data for the QnMs and QlMs and uploading the same on the NAAC portal. The workshop focused on the six write ups on Institutional preparedness for NEP specifically on Multidisciplinary / interdisciplinary, Academic bank of credits (ABC), Skill development, integration of Indian Knowledge system (teaching in Indian Language, culture, using online course), Outcome based education (OBE), and Distance education/online education. During the workshop, data received from Schools, Divisions, Centres, Cells and Unit were systematically analyzed and deficiency in data collection and collation were noted. The deficiency was communicated to respective Schools, Divisions, Centres, Cells and Unit. The data has been uploaded for Part-A of the AQAR 2021-22 on NAAC portal.(LINK)

Initiatives Undertaken for System-based Research

The onset of the COVID-19 pandemic has affected functioning of Higher Education Institutions (HEIs) across the country. The IGNOU like other universities had to rethink about its operations related to governance, administration, finance, teaching learning process, learner support mechanisms, etc. CIQA) had documented the initiatives and activities undertaken by the University during the COVID-19 lockdown, to facilitate the smooth functioning of the academic and administrative activities of the University, viz. Initiatives of IGNOU during COVID-19 Pandemic: http://ignou.ac.in/userfiles/Lockdown%20Report.pdf

In view of the ongoing pandemic, feedback forms for obtaining feedback from stakeholders for the year 2020-21 were revised in view of the changed scenario that had a profound and sudden impact on the educational processes of the University and the functioning of its stakeholders. Many changes were introduced in the teaching - learning process by the University to cope with the pandemic. Based on the Feedback Analysis Reports of the Stakeholders (2020-21) CIQA had undertaken a study of the Counselling provided by Schools of Studies in the subsequent year i.e. 2021-2022 to find out whether the practices followed during the lockdown i.e. online counselling support provided by the teachers at Schools of Studies was still continuing in the same manner . This was documented in the following study undertaken by CIQA: Review of Counselling provided by Schools of Studies: http://www.ignou.ac.in/userfiles/FINAL%20REPORT%20Academic%20Counselling%20at%20IGNOU%20Headquarters%202021-2022%20(1).pdf

Drafting of Policies & SOPs for Implementation of NEP 2020

In order to translate the vision of NEP-2020 into reality, the University had notified the NEP Cell as required by the UGC, and housed it in CIQA, to make the NEP initiatives operational.

As proposed in NEP 2020, the CIQA through a Committee developed a draft document for the implementation of 4 - Year UG and 1- Year PG programmes in compliance with the latest UGC Guidelines. The proposed structure also ensures multidisciplinary approach with the combination of Ability Enhancement Courses, Skill Enhancement Courses drawn from courses across the Schools of Studies other than the discipline-specific Core and Elective Courses (LINK)

CIQA also revised the existing Programme Development Forms of the University viz. Programme Proposal Form (PPF), Programme Development Form (PDF), Programme Launch Form (PLF) , and Programme Revision Form (PRF) by incorporating the foundational principles of NEP 2020. The revised Forms were submitted to the Planning Divisiion for necessary action.

Development of LOCF document for UG and PG Degree programmes

UGC notified the National Higher Education Qualifications Framework (NHEQF) (February, 2022) by which the expected Programme Learning Outcomes (PLOs) were to be defined in terms of the following parameters:

1. Knowledge:
2. Skills:
3. Application of Knowledge & Skills:
4. Generic Learning Outcomes:
5. Constitutional, Humanistic, Ethical, and Moral Values:
6. Employability & Entrepreneurship skills

To facilitate the preparation of LOCF documents by the Schools of Studies the CIQA prepared a Sample LOCF document for the MA (Distance Education) programme offered by the University. All the Schools of Studies were requested revise and prepare the LOCF for all the degree programmes offered by them. The LOCF documents received from the various Schools of Studies were examined in the light of the NHEQF guidelines by the CIQA and uploaded on the website (LINK).

Updating of Dossiers of Teachers and Academics

The format for the dossiers was revised keeping in view the paradigm changes in the teaching-learning process i.e. from ODL to Online and blended learning. Updated dossiers of Teachers and Academics are uploaded on CIQA webpage under the link: http://www.ignou.ac.in/ignou/aboutignou/icc/ciqa/profiles

Updating of IGNOU Website

Updating the information/ data on the IGNOU website is mandatory for maintaining the quality of the University. CIQA undertook this task by randomly checking the web pages of the IGNOU websites namely that of its Headquarters and Regional Centres. The concerned Schools, Divisions, Centres, Cells, Units, and Regional Centres were informed of the anomalies noted by the academic staff of CIQA and were requested to take the necessary action by updating the information and data.
.

Preparation of Research Promotion and Incentive Policy

As envisaged in NEP 2020: Clause 17.6 *"Research and innovation at education institutions in India, particularly those that are engaged in higher education, is critical. Evidence from the world's best universities throughout history shows that the best teaching and learning processes at the higher education level occur in environments where there is also a strong culture of research and knowledge creation; conversely, much of the very best research in the world has occurred in multidisciplinary university settings."*

In the above context in order to encourage an environment of research in the University and to give due recognition to quality research, the **Research Promotion and Incentive Policy** has been drafted to incentivize research activities undertaken by the teachers and academics of the University. The draft policy on Research Promotion and Incentive Policy has been submitted for approval by the statutory bodies.

Submission of Proposal for best Centre Award

In response to the circular of 4th November 2022 vide F.NO.IG/PVC(SK)/2/2022. A detailed proposal was prepared and submitted by CIQA for consideration for the award under the category of Centres/Institute/ Units/Cells.

On IGNOU's 37th Foundation Day celebration held on 19th November 2022, CIQA was awarded the **Best Centre Award 2022.**

FDP/ STP Attended by Academic Staff of CIQA

Sl. No.	Types of Programme	Programme Details	Date	Organizer	Name of the Participant
1.	FDP	10-Day International Faculty Development Programme (FDP) on "Developing Your Research Project"	02 -11 March, 2022	North-Eastern Hill University (NEHU), Shillong, Meghalaya	Dr. Shekhar Suman
2.	STPDP	UGC-Approved Short-Term Professional Development Programme on 'Research in Distance and Online Learning'	14-21 July, 2022	STRIDE, IGNOU, New Delhi	Dr. Navita Abrol

2022/IG/PIU/DiNews/Oct/2441

इग्नू जन–जन का विश्वविद्यालय

IGNOU DIGI NEWS

आज़ादी का अमृत महोत्सव

19th November 2022

HQ

Best Centre Award

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

STAFF MEMBERS

Prof Manjulika Srivastava
Director

Dr Navita Abrol
Assistant Director

Dr Shekhar Suman
Assistant Director

Mr Arun Verma
Personal Secretary

Mr Rajesh Mohan
Asstt Executive (Data Processing)

Mr Shegal Dhaka
Multi Tasking Staff

Prepared & Designed by

Prof Manjulika Srivastava

Dr Navita Abrol

Dr Shekhar Suman

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maidan Garhi, New Delhi - 110068