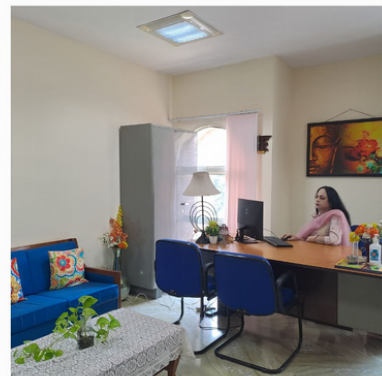


CIQA ACTIVITIES 2020 - 2022



Prepared For :
**AWARDS IN THE CATEGORIES OF
CENTRES/INSTITUTES/UNITS/CELLS**

A) MAJOR ACHIEVEMENTS

I) PREPARATION OF THE UNIVERSITY FOR THE FIRST CYCLE OF NAAC ACCREDITATION AND ACHIEVEMENT OF THE HIGHEST GRADING (A++)

The Centre for Internal Quality Assurance (CIQA) played a significant role in preparing the University for its Assessment and Accreditation (A&A) (First Cycle) by the National Assessment and Accreditation Council (NAAC) mainly during the period 2020-21:

- i. Preparing the Self Study Report (Finalizing and uploading of data for 130 metrics on NAAC portal between January- March 2020);
- ii. Proactively working for the Student Satisfaction Survey (June- August 2020);
- iii. Attending to the DVV queries (June- July 2020);
- iv. Preparing the University for the NAAC Peer Team visit of NAAC (October- December 2020); and
- v. Coordinating the NAAC Peer Team Visit (January 2021).

i) Preparation of the Self Study Report (SSR) of IGNOU: This was not only a humungous but also the most challenging task for CIQA. It involved collecting and compiling the data and collating it with the documentary proofs from the Schools of Studies, Divisions, Centres, Institute, Cells and Units of the University for 90 quantitative metrics and uploading the same in the NAAC portal. CIQA prepared the written content for the 40 qualitative metrics. The SSR was finally submitted on the NAAC Portal on 7th March 2020.

ii) Proactively working for the Student Satisfaction Survey: Increasing the IGNOU student responses in the Student Satisfaction Survey (SSS) conducted directly by NAAC on 19th March 2020, was also a daunting task. NAAC informed CIQA in June 2020 of the low response (i.e. 0.1232 %). Manifold efforts were made by CIQA with the support of PIU, EMPC, and RSD to contact the learners through different channels to apprise them about the NAAC SSS. The end result of the several follow-up emails/ letters was the response of 30,000 learners to the NAAC SSS, which was five- fold to the expected target.

iii) Attending to the DVV queries: The data/information submitted by IGNOU in its SSR was validated through the Data Validation and Verification (DVV) process by NAAC. Fifteen days were given to the University from 30th June 2020 onwards to give a final response to their queries. The CIQA submitted its response clarifying the 68 issues raised by the DVV team on 13th July 2020 during the lockdown period even though the University offices were closed and the data had to be procured from the Schools of Studies, Divisions, Centres, Institute, Units and Cells online through email and interaction through WhatsApp Chat.

iv) **Preparing the University for the NAAC Peer Team visit of NAAC:** Since this was the first cycle, the academic staff of CIQA accessed the information about the Peer Team visit of other Universities and HEIs to understand the process. They also attending attended a Webinar on Effective Strategies to Face NAAC PTV on 29th July 2020. The CIQA academic staff worked on the Vice-Chancellor's presentation to be made before the Peer Team of NAAC and also prepared the CIQA presentation. All Schools of Studies, Divisions, Centres, Institute, Cells and Units of the University were also given a template by CIQA to prepare a presentation for the NAAC Peer Team. The presentations submitted by them were reviewed by CIQA and specific comments were provided for their improvement. A Google meet was conducted with all the Regional Centres on 16th December 2020 regarding their preparation for the impending NAAC Peer Team Visit.

v) **Coordinating the NAAC Peer Team Visit:** The entire peer team visit starting with a visit to two Regional Centres outside Delhi/NCR (Kochi and Lucknow) along with selected Learners Support Centres; IGNOU headquarters, Delhi Regional Centres and selected Learner Support Centres of Delhi/NCR from 2nd January to 7th January 2021, was coordinated by the CIQA based on the plan submitted by the NAAC.

The efforts put in by the University resulted in IGNOU being awarded the highest grade (A++) by NAAC for the first cycle for a period of 1st cycle.

II) IGNOU AWARDED 'EXCELLENT' IN UGC DEB CIQA ASSESSMENT

The CIQA submitted the CIQA Annual Report of IGNOU for the year 2018-19 to the UGC DEB. IGNOU scored 348.9 out of 400 with 87.22%, as declared by the UGC DEB in January 2022. According to the grade correlation on the portal, the grade translates to 'Excellent'. The table shows the Criterion-wise Marks as declared by UGC DEB.

Sr No.	Domain	Marks	Percentage
1	LSC	32.57 out of 40	8.14 % out of 10%
2	Faculty	80 out of 80	20 % out of 20%
3	SLM + PPR	60 out of 60	15 % out of 15%
4	Website Info	35 out of 40	8.75 % out of 10%
5	CIQA functioning	34 out of 40	8.5 % out of 10%
6	Examination	53.33 out of 80	13.33 % out of 20%
7	Innovative Practices	18 out of 20	4.5 % out of 5%
8	Admission and Fees	18 out of 20	4.5 % out of 5%
9	Grievance	18 out of 20	4.5 % out of 5%
	Total	348.9 out of 400	87.22 % out of 100%

B) TECHNICAL INTERVENTIONS

The CIQA since its inception has adopted the practice of all the staff members working on the desktop emphasizing on minimum use of paper and avoidance of handwritten manuscripts. All communications with the Schools of Studies/ Institute/ Divisions/ Centres/ Units are made through electronic media and also responses/replies are also expected from them through emails and attachments. Hard copies of documents are discouraged from being submitted to CIQA.

All Note-sheets are typed and submitted to competent authority for obtaining directions/approval. Soft copies of data received from the Schools of Studies/ Institute/ Divisions/ Centres/ Units are systematically stored in the desktops using EXCEL sheets for easy retrieval and collation and graphical presentation of data.

The collection of data, administration of research based questionnaires, data analysis etc. are generally done through Google forms and Google sheets specially designed by CIQA for obtaining information and data from Schools of Studies/ Institute/ Divisions/ Centres/ Units.

Google docs are also extensively used for joint preparation of reports, qualitative metrics write-ups, and research papers, etc. Documents, Reports and presentations are made using advanced online tools for enhancing the quality of the presentation output.

All the minutes of the meetings of CIQA and documents are watermarked with IGNOU logo and details of NAAC accreditation. Reports and Minutes are embedded with geo-tagged photographs. These practices have been shared with all the Schools of Studies/ Institute/ Divisions/ Centres/ Units and nodal officers were oriented on these aspects.

CIQA conducts its committees meetings in hybrid mode (Online and Offline).

Questions Responses 12 Settings

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maiddan Garhi, New Delhi-110068
Centre for Internal Quality Assurance
TEACHERS
FEEDBACK FORM (YEAR 2021-2022)

Dear Teacher,
The Education system of our country is presently undergoing a major transformation consequent upon the implementation of the National Education Policy 2020, which focuses on multidisciplinary, holistic, multilingual, skill based, employable, global, inclusive, and outcome based learning. IGNOU has already begun working in this direction, keeping these objectives in mind.

In Open and Distance Learning (ODL), teachers are essential to the teaching-learning process, and they play a pivotal role in the system's success. Accordingly, the University would like to have your feedback on the teaching-learning process.

You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below.



1.1.4: Details of Courses being offered as MOOCs or using OERs.

Dear Sir/Madam,
You are requested to kindly share the details of courses being offered as MOOCs or using OERs to supplement the existing courses during July 2021 - June 2022.

Email *

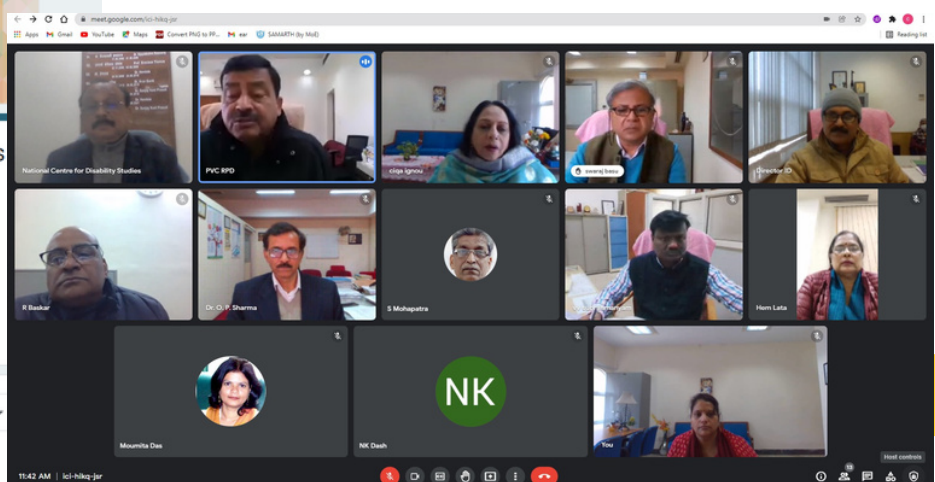
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Programme name

Short answer

Short answer text



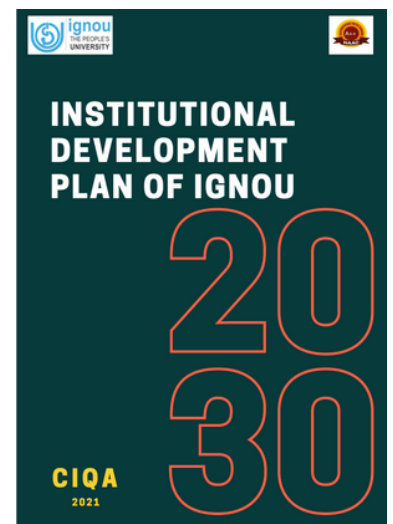
C) NEW INITIATIVES

I) NEP Cell @ CIQA

NEP Cell was notified and housed at CIQA vide notification dated 30th November 2021 as per the UGC guidelines. The CIQA has taken the following initiatives for the implementation of NEP 2020 at the University and guided Schools of Studies, Institute, Divisions, Centres, Cells and Units of the University for same:

1. Repositioning IGNOU in line with NEP 2020: CIQA was entrusted with the task of compiling the information pertaining to the implementation of NEP 2020 in the University. A meeting was convened by CIQA chaired by the Vice- Chancellor and attended by the Directors of Schools of Studies, Divisions, Centres on 1st October 2021 to present the report of activities undertaken by the University. A presentation was made before the Secretary, Higher Education on the “Repositioning of IGNOU in line with NEP 2020” on 16th October 2021. A Report on Best Practices of IGNOU in Implementing NEP 2020 was submitted to UGC on 22nd October 2021.

2. Institutional Development Plan of IGNOU 2030: The Board of Management in its 142nd meeting held on 31.05.2021 resolved for evolving an Institutional Development Plan (IDP) viz., Action Plan, Strategic, and Vision Plan, by CIQA in consultation with Planning Board as vision for youth, as is also envisaged in the National Education Policy of the country. The 145th meeting of the BOM held on 25th October 2021 vide resolution BM 145.8.4, after detailed deliberations, approved the Institutional Development Plan of the University. Further, on the suggestion of one of the BOM members, the IDP of IGNOU 2030 was printed in book form.



3. Monitoring of IDP of IGNOU 2030: In compliance to the decision taken in the 145th meeting of the BOM, the Vice-Chancellor constituted the Monitoring Committee within the University for monitoring the implementation of IDP at IGNOU. The Monitoring Committee was entrusted with the responsibility of detailing multiple parallel implementation steps/plans based on which the implementation of the plan can be monitored. The outcomes of interactions and the data submitted by the Directors of the Schools of Studies, Divisions, Centres and Institute to the CIQA which were compiled into Plan 1 and Plan 2 as Plans of Schools of Studies and Plans of Divisions, Centres and Institute, respectively for the implementation of the IDP of IGNOU 2030. The Plans have been approved by the Chairperson of the Monitoring Committee and then placed before the statutory body.

4. Revision of the existing Forms for Development of Academic Programmes of the University: CIQA also revised the existing Forms for Development of Academic Programmes 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 Division for necessary action.

5. Drafting of the Four-Year Undergraduate Programme (FYUP) Curriculum Framework as per the NEP 2020: As proposed in NEP 2020, the NEP Cell at CIQA through a Committee developed a draft document for the implementation of 4-Year UG and 1-Year PG degree 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.

6. Development of LOCF document for UG and PG Degree programmes: UGC notified (February, 2022) the National Higher Education Qualifications Framework (NHEQF) by which the expected Programme Learning Outcomes (PLOs) which were to be redefined in terms of the following parameters:

- i. Knowledge
- ii. Skills
- iii. Application of Knowledge & Skills
- iv. Generic Learning Outcomes
- v. Constitutional, Humanistic, Ethical, and Moral Values
- vi. Employability and Entrepreneurship Skills

7. To facilitate the preparation of LOCF documents by the Schools of Studies for the UG and PG degree programmes, the CIQA prepared a sample LOCF document for the MA (Distance Education) programme offered by the University. All the Schools of Studies were requested to revise and prepare the LOCF for all the UG and PG 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.

II) IGNOU Learner Charter

The Vice-Chancellor constituted a committee at CIQA to draft the IGNOU's Learner Charter. The CIQA developed the draft document and obtained inputs from the committee members and all the Directors/ Registrars of the Schools/ Divisions/ Institute/ Centres/ Unit/ Cells and Regional Centres of the University. Based on the inputs received, the CIQA prepared the final IGNOU Learner Charter document outlining the privileges entitled to a learner and also the duties and responsibilities of a learner towards the University. The IGNOU Learner Charter is approved by the Student Services Committee of the Board of Management in its 51st meeting held on 27th January 2022 which has been uploaded on IGNOU website(s).



III) Feedback Tools and Reports

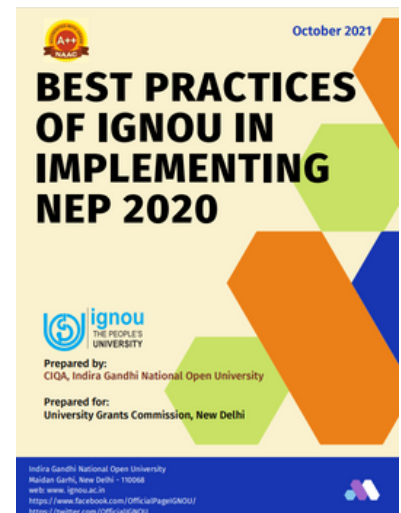
The CIQA has developed feedback tools to obtain feedback on the Teaching-Learning process of the University from all the stakeholders viz. teachers, academics, academic counsellors, learners, alumni and employers for academic years 2020-21 and 2021-2022. The feedback tools developed for the academic year 2020-21 focused on the paradigm shift from ODL to online teaching-learning processes that took place during the pandemic. The feedback tools for the academic year 2021-22 was revised with a focus on LOCF as emphasized in the NEP 2020. The feedback tools developed for the teachers and the academics of IGNOU for AY 2020-21 and revised feedback tools developed for the teachers of IGNOU for AY 2021-22 had been administered by the CIQA. The feedback analysis reports viz. Teachers' Feedback Analysis Report (2020-2021); Academics' Feedback Analysis Report (2020-2021) and Teachers' Feedback Analysis Report (2021-2022) were prepared and presented before the Academic Council Standing Committee (ACSC)/Academic Council (AC).

D) ANY OTHER ACHIEVEMENTS

I) Documentation of Best Practices

The CIQA documented the initiatives and activities undertaken by the University during the COVID-19 lockdown, to ensure the uninterrupted and smooth functioning of the academic and administrative activities of the University. This was documented as Initiatives of IGNOU during COVID-19 Pandemic. (<http://ignou.ac.in/userfiles/Lockdown%20Report.pdf>)

The CIQA also compiled a Report on Best Practices of IGNOU in Implementing NEP 2020 was submitted to UGC on 22nd October 2021 titled: Best Practices of IGNOU in Implementing NEP 2020.

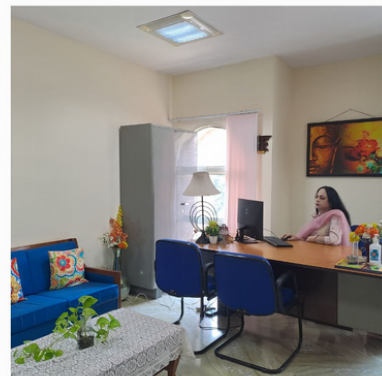


II) Research Papers published by CIQA Academic Staff in peer-reviewed/UGC-CARE listed Journals

During the period 2020-2022, the Academic Staff of CIQA was involved in the systemic research to further their academic knowledge, sharpen their research skills and academic competency. Their research output was published as research papers in peer-reviewed journals many of which are UGC-CARE listed journals. The details are given below:

SL.NO.	Title Of The Research Paper	Details of Publication
1.	Student Satisfaction as Reflection of Quality Education: A Case Study on Student Support System of Indira Gandhi National Open University (IGNOU)	International Multidisciplinary E-Journal. Vol-9, Issue-4, April-2020
2.	Online Mentoring Model for NAAC Accreditation Under Paramarsh Scheme in the Age of Social Distancing and Digital Era	EduTech- Journal of Education & Technology, 2020, May 2020
3.	Recognition of Prior Learning (RPL): Strategy For Increasing GER in India	University News, 58 (26), July 2020
4.	Accreditation of Higher Education Institutions offering Programmes through ODL Mode – An Appraisal	University News, 58 (31), August 2020
5.	Unlocking the Lockdown during the Pandemic: Setting a New Normal for Indira Gandhi National Open University Learners	University News, 58 (37), September 2020
6.	Going Digital in COVID Times: IGNOU's Experience	Indian Journal of Open Learning (IJOL). 29 (2) September 2020
7.	Online Tutoring and Counselling: Redefining Learner Support in the Digital Age	The Online Journal of Distance Education and E-Learning (TOJDEL) 8 (4) October 2020
8.	Recognition, Assessment, and Accreditation of Open Universities in India: A Critical Evaluation	Global and Lokal Distance Education (GLOKALDE), 6 (2), October 2020
9.	Recent Trends Of Research in Open and Distance Education in India- A Review	Asian Association of Open Universities Journal (AAOUJ) 15 (2) October 2020
10.	National Education Policy (2020): Proposed Implementation Strategy for Accreditation of Higher Education Institutions	University News, 58 (41), October 2020
11.	Attitude of Young Adults Towards Marriage	International Journal of Recent Scientific Research, 12 (03), March, 2021
12.	An Innovative Approach To Inclusion: A Case Study of the Tata Institute of Social Sciences	Asian Journal of Multidisciplinary Research & Review, 2(4). August - September 2021
13.	Online Evaluation: A Viable Alternative for Contemporary Times	The Online Journal of Distance Education and e-Learning (TOJDEL) 9 (4), October 2021
14.	Evolution of Teaching as A Profession in India: Post Independence (1947-2022)	Paper submitted to JEPA
15.	Online Teaching and Learning during Pandemic: Opinion of IGNOU Teachers, Academics and Academic Counsellors	Paper submitted to TOJDEL
16.	Women In Research Degree Programmes: An Exploratory Study of IGNOU Learners	Paper submitted to Journal Education India
Chapter in Book		
1	NEP: Equity and Inclusion in Higher Education	In National Education Policy 2020: Issues, Challenges and Reflections. (Eds.) Rajendra Prasad Das & Santosh Panda. IGNOU, New Delhi; June 20, 2021 (Pp 85-101); ISBN:978-93-91229-29-0

CIQA ACTIVITIES 2020 - 2022



Submitted By

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