



2022-2023

**TEACHERS'
FEEDBACK
ANALYSIS REPORT
(2022-2023)**



**CENTRE FOR INTERNAL QUALITY ASSURANCE
AND
NEP CELL**

**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
NEW DELHI: 110068**

CONTENTS

1. PREAMBLE

2. METHODOLOGY

2.1 Objectives

2.2 Target Group

2.3 Tools & Techniques

2.4 Data Collection

2.5 Data Analysis

3. MAJOR FINDINGS

3.1 Profile of the Respondents

3.2 Theme 1: Use and Promotion of digital skills;

3.3 Theme 2: Collaboration and Partnerships with industries, institutions, and communities;

3.4 Theme 3: Contribution toward Sustainable Development Goals and LiFE (Lifestyle for Environment)

4. SUGGESTIONS TO MAKE THE UNIVERSITY CAMPUS CLEAN AND GREEN

1. PREAMBLE

The G20 Presidency offers India the chance to make a significant contribution to global education. India currently holds the Presidency of the Group from 1 December 2022 to 30 November 2023. Having the vision to bring the world together for the common objective of creating a better future, the theme of India's G20 Presidency is "Vasudhaiva Kutumbakam", which translates into "One Earth, One Family, One Future".

In the framework of India's G20 presidency, the Education Working Group (EdWG) is working on various activities related to digital technology in education and TVET (Technical and Vocational Education and Training).

The Centre for Internal Quality Assurance (CIQA) of Indira Gandhi National Open University (IGNOU) developed new feedback tools for data collection for the academic year 2022-2023 from all stakeholders including the Teachers keeping the G-20 Agenda of the Government of India in mind. India sees its G20 presidency as a catalyst of change and global transformation that will have an impact on the educational processes of the University system. The UGC has prepared 'G20-A Primer-Background Note Prepared for G20 University Connect' for fast-tracking Sustainable Development Goals (SDGs) and leading the HEIs and its stakeholders to adopt eco-friendly sustainable lifestyles through LiFE (Life for Environment).

The feedback tools focus on three areas namely:

1. Promotion of digital skills in the learners
2. Collaboration and partnerships with industries and societies
3. Contribution of individuals towards Sustainable Development Goals and LiFE (Life for Environment)

2. METHODOLOGY

2.1 Objectives

The objectives of the study were:

- To identify gaps and the steps to be taken to implement the government's G-20 agenda with reference to higher education;
- To use the findings to take informed policy decisions for bringing about the required transformation in the teaching-learning process; and
- To facilitate in maintaining the grade of A++, as this is an important parameter for assessment and accreditation related to 'Curricular Aspects'.

2.2 Target Group

All the Teachers of the University namely the Professors, Associate Professors, and Assistant Professors formed the population of the study. There were 291 teachers in position as on 1st January 2023.

2.3 Tools and Techniques

A survey was conducted to find out the opinion of the Teachers. The data was collected through a structured questionnaire designed to obtain feedback from the Teachers of the University. The feedback questionnaire comprised three sections representing the following themes: Theme 1: Use and Promotion of digital skills; Theme 2: Collaboration and partnerships with industries and communities; Theme 3: Contribution towards Sustainable Development Goals and LiFE (Lifestyle for Environment); and a separate section on the profile of the teachers.

2.4 Data Collection

The CIQA administered the survey by developing an online Google form whose link was mailed to all the teachers of the University. The Teachers were requested to respond to the survey within a stipulated time frame.

2.5 Data Analysis

The data collected was analyzed using both qualitative and quantitative techniques. The findings are graphically presented in the next section.

3. MAJOR FINDINGS

3.1 Profile of the Respondents

Out of a total of 291 teachers, 162 responded. Thus, the response rate was 55.7%. Out of which 87 (53.7%) were females and 75 (46.3%) were males. 63 (38.9%) of the respondents were in the 46-55 years age group; 55 (34%) in the 36-45 years age group; 38 (23.5%) in the above 56 years age group; and 6 (3.7%) in the 25-35 years age group.

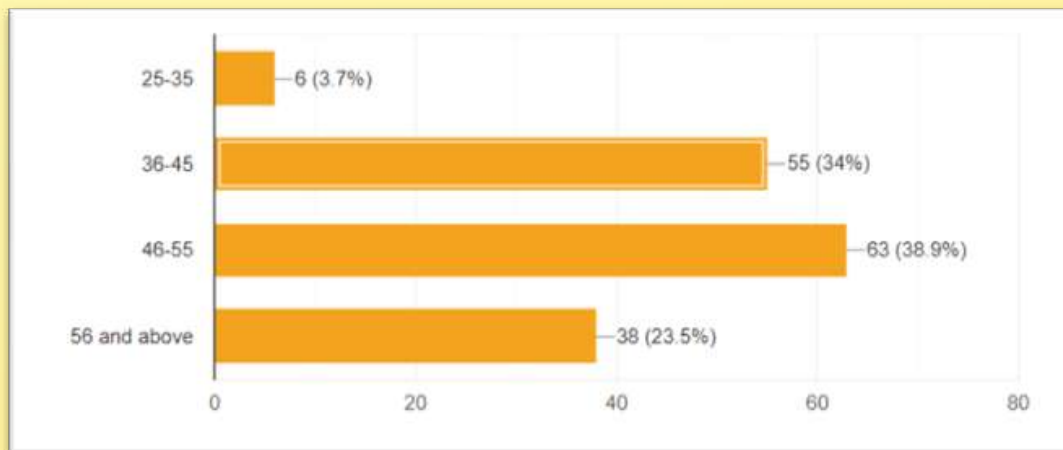


Figure1: Age Group of the respondents (in years)

3.2 THEME 1: USE AND PROMOTION OF DIGITAL SKILLS

The IGNOU was offering 254 ODL programmes and 41 Online programmes through 21 Schools of Studies, with 48 disciplines, in the July 2022 academic session. The University has taken several initiatives to promote and instil digital skills in the learners, which are detailed below.

The University has digitized the Self Learning Materials (SLMs) of all the programmes which are available to the learners on its web-based repository e-Gyankosh portal and there are more than 12 million users. The University has also made available its learning resource free to read on e-Gyankosh portal. This repository facilitates the learners to search and access the SLMs of more than 371 ODL programmes (including archived programmes) offered by IGNOU hosting more than 45000 learning materials which include SLM, videos, archived Facebook live sessions and SWAYAM course content.

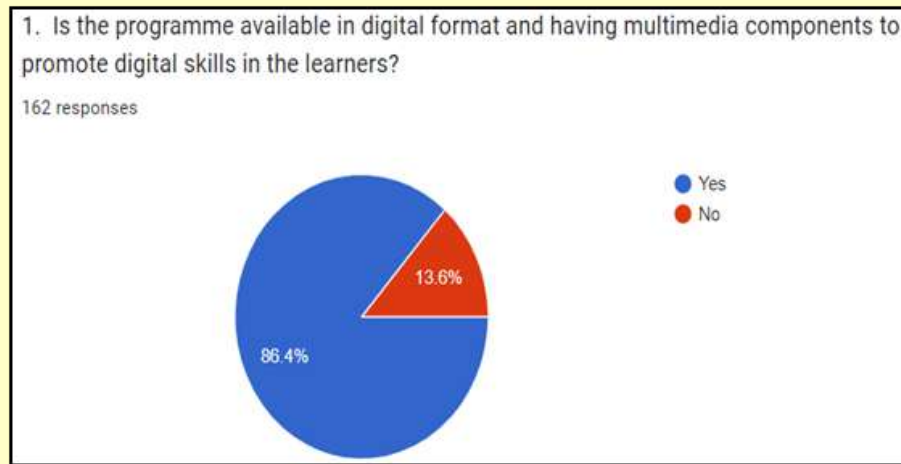
Also SLM in digital format is available on the IGNOU e-Content App available on the Google Play store in which around 20 lakh users have installed the APP to date.

That 41 online programmes are being offered on IGNOU's Learning Management System, following are the designed for online learners for accessing the e-Learning contents following the four quadrant approach.

There are 4711 audio and 6007 video programmes of various disciplines and subjects available on YouTube (e-Gyankosh) for the convenient viewing of learners and the public at large. Also, IGNOU has its own dedicated Gyan Darshan education TV Channel which telecasts educational programmes and conducts live teleconferencing sessions. Gyan Darshan conducts two hours of live sessions every day in interactive mode to build interactivity in the teaching-learning process. There is a dedicated FM radio channel GyanVani which broadcast programmes for 12 hours a day. Interactive Radio Counselling (IRC) facilities are provided through GyanVani stations to enable students (across the country/overseas) to interact with the Faculty, Academic counsellors and Student Support Staff. GyanDhara an internet audio counselling service is offered by IGNOU to internet users across the globe. Learners can interact with the teachers and experts through telephone, email and chat mode.

IGNOU is one of the national coordinators for SWAYAMPRAKHA, and is running four channels from January 2022 live classes of popular BA courses in 13 regional languages with the help of IGNOU Regional Centres. Every day 13 hours of live classes are being conducted across the 4 SWAYAMPRAKHA channels.

The teacher's response to question no. 1 is reproduced below:



IGNOU is the National Coordinator of SWAYAM and is currently offering 193 courses in different disciplines on the SWYAM platform. These courses are very popular as there were more than 2.5 lakh registrations in the July 2022 sessions.

IGNOU has launched a broadcast series based on the motto: "freedom to learn". To date, 23 audio lectures by eminent scholars, industrialists and policymakers on various themes have been posted. A total of 1.75 lakh user visits have been recorded.

The University has taken the initiative to offer its courses through audiobooks apart from the SLMs starting with Management courses uploaded on e-Gyankosh.

A web-based facility Web-Enabled Academic Support (WEAS) Portal has been created by the University with the aim to provide an interactive one-stop programme portal for IGNOU learners in getting academic support on the programme they are enrolled in. At present WEAS interface has been created in 45 courses/35 programmes.

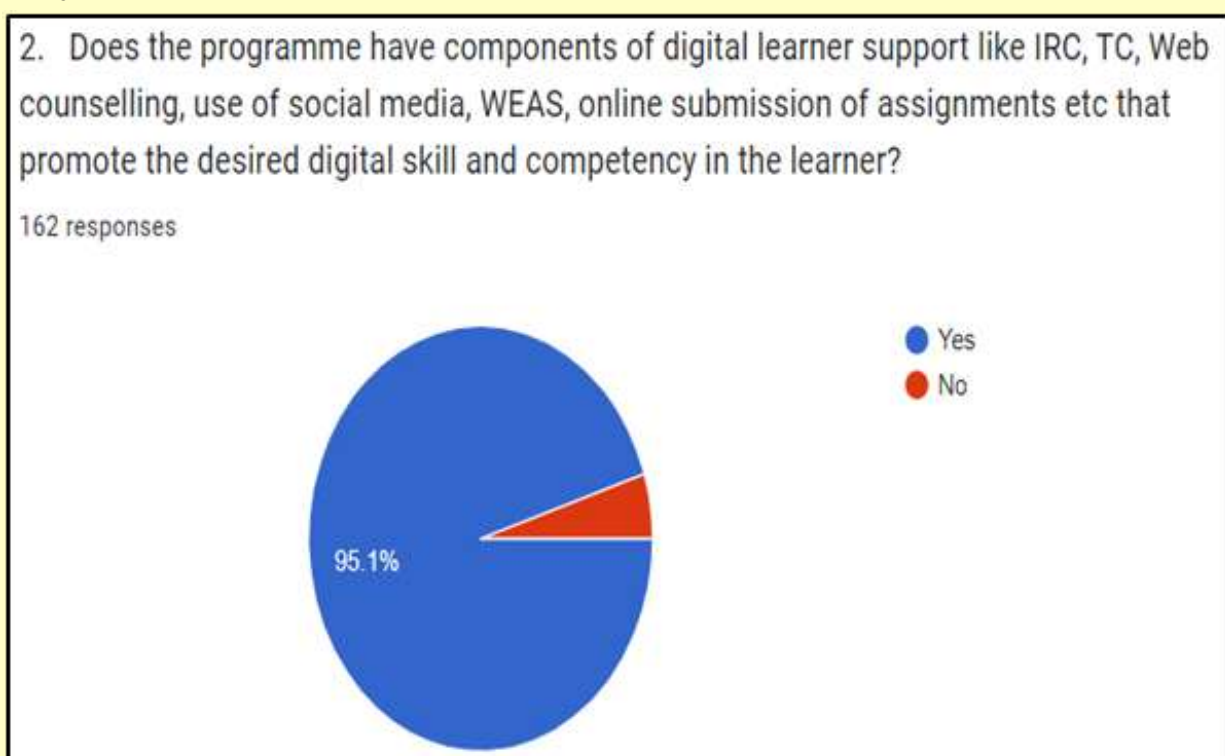
The Library of IGNOU has got the core membership of the Shodhganga Consortium through which access is provided to an estimated 7,900 e-journals and 1711 e-books through 9 databases.

The University has also collaborated with the National Digital Library, a project of MOE, which creates a knowledge base for students belonging to all areas and ages to access digitized education content on a common platform.

With the assistance of IIT Kanpur, the University awarded digital degrees and certificates based on Blockchain for the first time alongside traditional certificates and degrees to students who enrolled for the 35th Convocation. The digital degrees were digitally signed, unchangeable, globally verifiable, and accessible through the students' own wallets.

More than 60K graduating students, registered in the previous Convocation and more than 2 lakh students were awarded Blockchain-based digital degrees in the 36th Convocation held in April 2023.

The National Centre for Innovation in Distance Education (NCIDE) of IGNOU has been carrying out various activities to foster and encourage innovation amongst the students as well as the IGNOU faculty and academics.



Social Media channels of the University, i.e. Facebook (@OfficialPageIGNOU) with 85,284 followers, 111K on Twitter (@OfficialIGNOU), and 26.9K on Instagram (@Officialpageignou) respectively are also maintained and populated with relevant content (related to events, live coverage of events, student's related information, Live Lecture Sessions by IGNOU Faculty, etc.) for dissemination to larger audience.

The Twitter Handle of the University (@OfficialIGNOU) is on top in terms of followers vis-à-vis the other Central Universities.

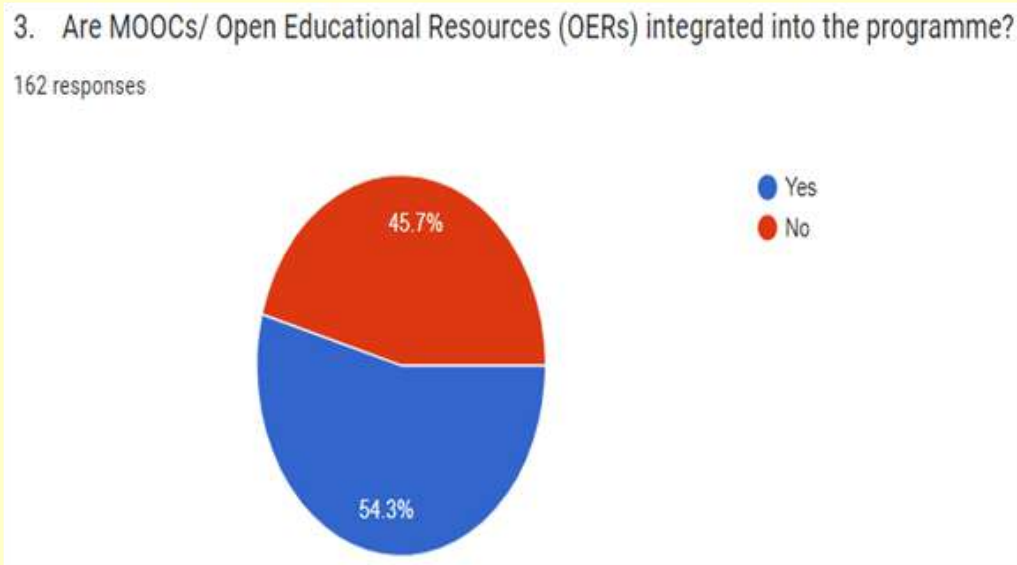
The University organizes live counseling and academic sessions on cloud-based platforms like Google Meet, Zoom, Facebook Live, etc. The efforts of the University in promoting desired digital skills and competencies in the learners, through multiple channels are reflected in the response to question No. 2, reproduced above.

IGNOU is one such University that has optimized the use of digital mode to impart education. It coordinates for SWAYAM PRABHA channels as part of the countrywide policy of using ICT for educational purposes and is also the National Coordinator for the Design and Delivery of MOOC courses at the Certificate and Diploma levels through the Government of India's SWAYAM portal.

Many of the IGNOU SWAYAM courses have been adopted by the higher education institutions like IIM Bangalore, University of Hyderabad, Pondicherry University, Tezpur University, and many other public and private universities in the country for credit transfer: 126 courses have been adopted by other institutions.

That the Teachers of the University have contributed immensely by developing MOOCs uploaded on the SWAYAM platform.

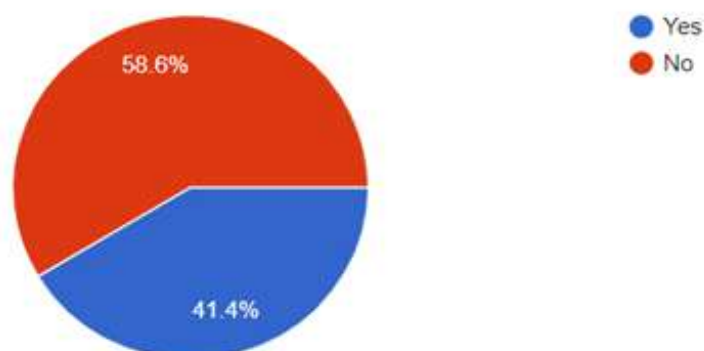
It is noteworthy 54.3% of the teachers have mentioned that MOOCs and OERs need to be integrated into the academic programmes which will facilitate the promotion and development of skills in the learners which are reflected in the response to question No.3 below.



The response to question No. 4 clearly indicates that most of the curriculum of the programmes do not cover digital age emerging topics/subject areas such as digital economy, digital finance, digital government, digital health, digital education, AI, robotics, analytics, IOT, GIS, drones, etc. This is evidenced in the responses of the teachers to question No. 4 reproduced below. Opinions of 58.6% of the teachers have recorded the same. However, 41.4% of the teachers which is not a small number have included emerging areas of the digital age in the curriculum.

4. Does the curriculum of programme you are/were involved covers digital age emerging topics/ subject areas such as digital economy, digital finance, digital government, digital health, digital education, AI, robotics, analytics, IOT, GIS, drones etc.?

162 responses



The IGNOU teachers are using digital technologies for teaching and learning activities; and assessment and evaluation processes, such as: (i) lecturing through SWAYAMPRAKHA channels, GyanDarshan, Facebook live, GoogleMeet, ZOOM, FM radio, web conferencing, teleconferencing, MOOC videos, etc; (ii) online assessment of assignments, practical and project work; conduct of viva voce, etc.; (iii) in curriculum designing and development of academic programmes like through design and development of e-content (e-SLMs, MOOCs), educational audios and videos, audiobooks, podcasts, etc. (iv) for providing learner support services like counselling sessions, IRC, TC, Web counselling, use of social media, WEAS, etc.; and (v) interacting with all the stakeholders including learners, academic counsellors, Regional Centres, communities, NGOs, other HEIs, industry for addressing their queries and redressing their grievances. Other uses of digital media were recorded in the promotion of courses and programmes, the transmission of knowledge, orientation and induction of programmes, Alumni meetings and obtaining their feedback (Refer to Figure 2).

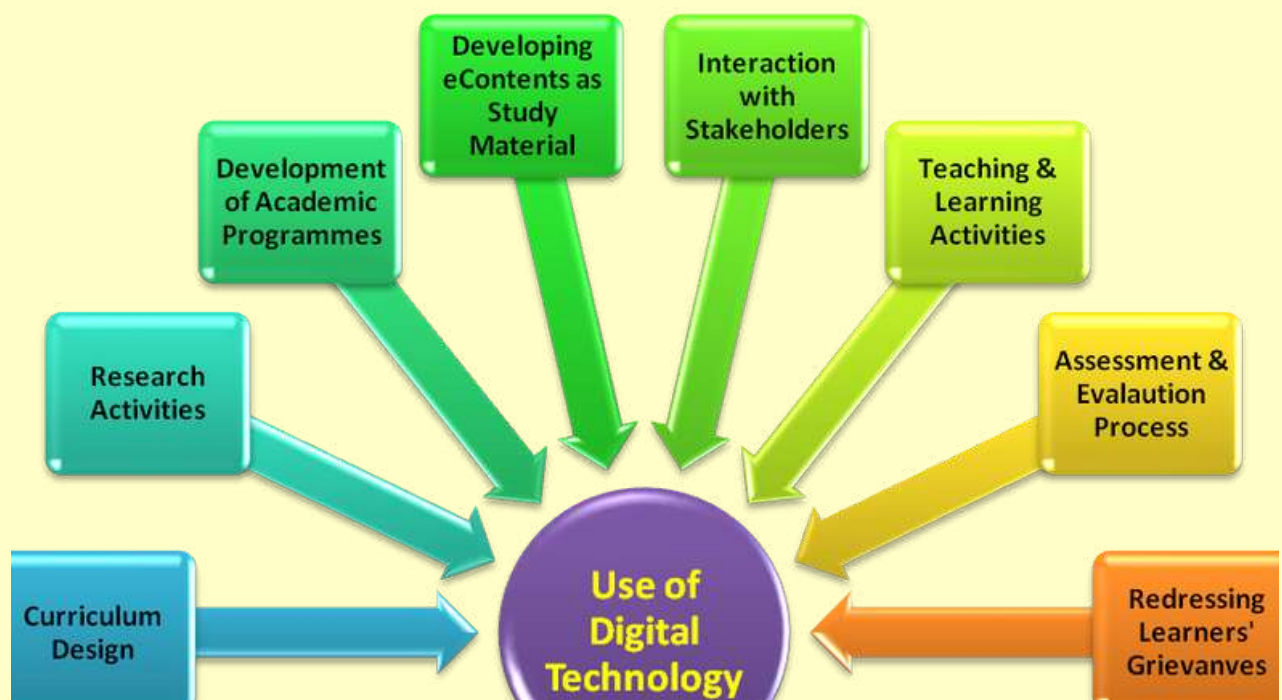


Figure2: IGNOU Teachers using Digital Technology in Teaching-Learning Process

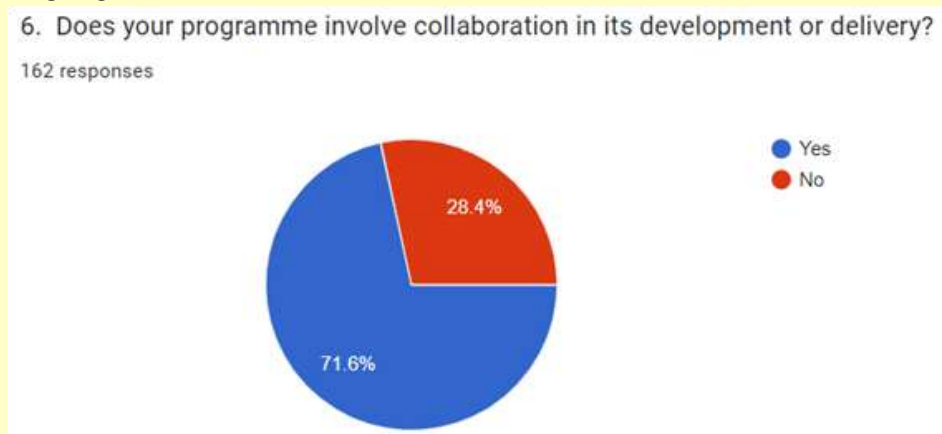
The IGNOU teachers are using digital technologies for teaching and learning activities; and assessment and evaluation processes, such as: (i) lecturing through SWAYAMPRAKHA channels, GyanDarshan, Facebook live, GoogleMeet, ZOOM, FM radio, web conferencing, teleconferencing, MOOC videos, etc; (ii) online assessment of assignments, practical and project work; conduct of viva voce, etc.; (iii) in curriculum designing and development of academic programmes like through design and development of e-content (e-SLMs, MOOCs), educational audios and videos, audiobooks, podcasts, etc. (iv) for providing learner support services like counselling sessions, IRC, TC, Web counselling, use of social media, WEAS, etc.; and (v) interacting with all the stakeholders including learners, academic counsellors, Regional Centres, communities, NGOs, other HEIs, industry for addressing their queries and redressing their grievances. Other uses of digital media were recorded in the promotion of courses and programmes, transmission of knowledge, orientation and induction of programmes, Alumni meetings and obtaining their feedback (Refer to Figure 2).

3.3 THEME 2: COLLABORATION AND PARTNERSHIPS WITH INDUSTRIES, INSTITUTIONS, AND COMMUNITIES;

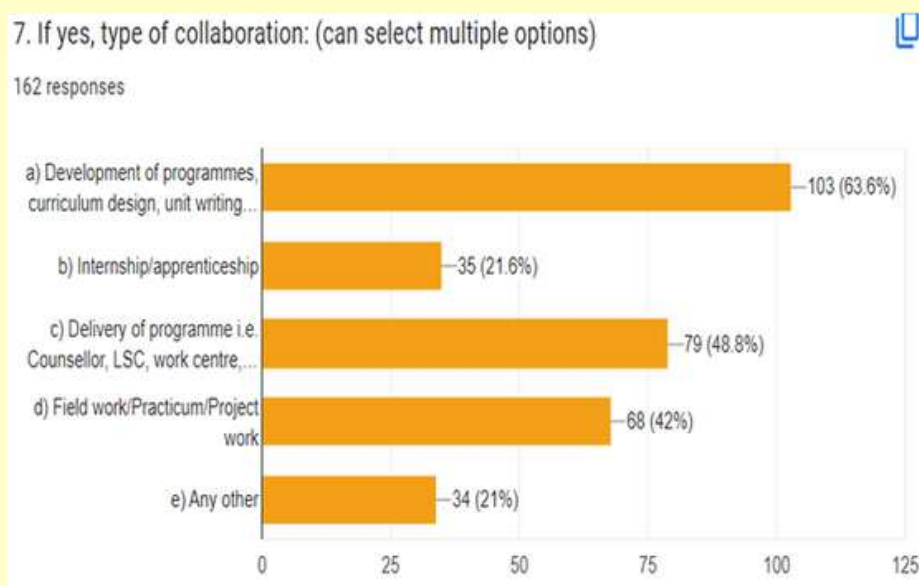
The University has earned recognition and credibility not only in India but across the globe too. A large number of Government organizations and International funding agencies have come forward to join hands with our University to benefit society at large. In 2022 the University has entered into different MoUs which focus on promoting Indian languages, Art and culture and enhancing skill-based education as envisaged in NEP 2020. Since the inception of the IGNOU entered into collaborations with other higher education institutions, and external faculty members for the design, development and delivery of its academic programmes.

To promote employable skills in his learner's internship, apprenticeship, project work, research skills etc. The University has signed MoU with MSDE under SANKALP Project for capacity building by declaring NSTIs, it is, PMKK & JSS as IGNOU Centres.

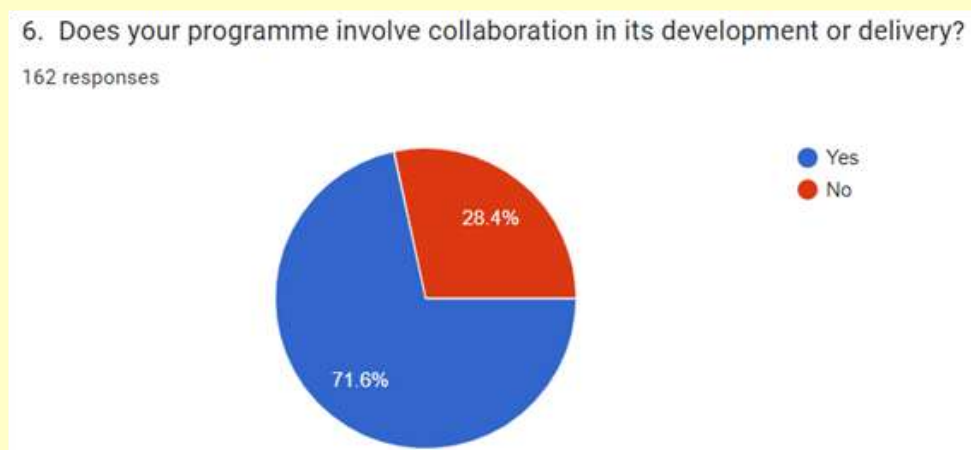
The majority of the teachers (71.6%) have opined that the programmes offered by them involved collaboration in the development and delivery which is reflected in the response to question No. 6.



The types of collaborations have been classified under question No. 7 as given below. The teachers have mentioned that collaborations are mainly for the development of programmes, curriculum design and unit writing (63.6%): followed by delivery of programmes (48.8%); conduct of fieldwork/ practicum/ project work etc. (42%) and for internship and apprenticeship (21.6%); and in other areas (21%) such as collaborations with NGOs, hospitals, industries, Ministries of Government of India, etc.



In fact, 53.7% of the teachers have mentioned that they are promoting the learners' participation with industry and communities which is given in their response to question No. 8.



3.4 THEME 3: CONTRIBUTION TOWARD SUSTAINABLE DEVELOPMENT GOALS AND LIFE (LIFESTYLE FOR ENVIRONMENT);




The United Nations' Sustainable Development Goals (SDGs) are a blueprint for achieving a better and more sustainable future for all. The G20 has recognized the importance of the SDGs and has incorporated them into its agenda. There are 17 SDGs, each addressing a specific area of sustainable development, including poverty reduction, access to education and healthcare, gender equality, clean energy, sustainable cities, and climate action, among others. The G20 has identified several areas of sustainable development that are particularly relevant to its mission, including infrastructure investment, energy transition, and climate change mitigation.

Infrastructure investment is critical for economic growth and development, but it must be done in a sustainable way. The G20 has made infrastructure investment a priority, with a focus on improving the quality and sustainability of infrastructure projects. This includes promoting investment in renewable energy and other sustainable infrastructure projects, as well as improving infrastructure resilience to natural disasters and climate change.

The G20 is also committed to the transition to a low-carbon economy and addressing the challenges of climate change. This includes efforts to reduce greenhouse gas emissions, promote energy efficiency, and accelerate the deployment of renewable energy technologies. The G20 recognizes the importance of international cooperation in addressing climate change and has pledged to work towards the goals of the Paris Agreement.

Finally, the G20 is committed to promoting sustainable and inclusive economic growth. This includes promoting access to education, healthcare, and other basic services, as well as reducing poverty and promoting gender equality. The G20 recognizes that sustainable development requires a focus on the needs of all people, including the most vulnerable and marginalized.

Recognizing the importance of these issues for global economic growth and development, the IGNOU teachers were asked to provide their valuable inputs with regard to the sustainable development goals incorporated in the IGNOU programmes developed by them which are presented below in Table-1.

Sustainable Development Goals (SDGs)		Number of respondents	%age
	End poverty in all its forms everywhere	46	28.4
	End hunger, achieve food security and improved nutrition and promote sustainable agriculture	36	22.2
	Ensure healthy lives and promote well-being for all at all ages	84	51.9
	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	128	79
	Achieve gender equality and empower all women and girls	86	53.1

	Ensure availability and sustainable management of water and sanitation for all	56	34.1
	Ensure access to affordable, reliable, sustainable and modern energy for all	46	28.4
	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	53	32.7
	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	52	32.1
	Reduce inequality within and among countries	52	32.1
	Make cities and human settlements inclusive, safe, resilient and sustainable	45	27.8
	Ensure sustainable consumption and production patterns	38	23.5
	Take urgent action to combat climate change and its impacts	44	27.2
	Conserve and sustainably use the oceans, seas and marine resources for sustainable development	22	13.6
	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	32	19.8
	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	37	22.8
	Strengthen the means of implementation and revitalize the global partnership for sustainable development	33	20.4

The responses received from the IGNOU teachers with respect to the lifestyle changes they have made in line with LiFE (Lifestyle for Environment) are presented below in Table-2.

Table-2: Lifestyle changes intended by IGNOU Teachers in line with “LiFE”

Lifestyle changes intended in line with “LiFE”	YES	NO
1. Carry a non-plastic water bottle while stepping out of home	92	08
2. Use cloth bags for shopping for groceries instead of plastic bags	98.1	1.9
3. Use stairs instead of an elevator, if possible	93.8	6.2
4. Donate old clothes and books	99.4	0.6
5. Practice segregation of dry and wet waste at homes	88.3	11.7
6. Switch off appliances from plug points when not in use	98.8	1.2
7. Use public transport wherever possible	89.5	10.5
8. Switch off vehicle engines at red lights and railway crossings	90.7	9.3
9. Plant trees to reduce the impact of pollution	94.4	5.6
10. Feed unused and uncooked vegetables leftovers to cattle/ pets/ street animals	79	21
11. Pre-soak heavy pots and pans before washing them	94.4	5.6
12. Use steel/ recyclable plastic lunch boxes and water bottles	96.3	3.7
13. Cut the packaging bags used for milk, buttermilk, etc. only partially to avoid plastic bits from mixing into biodegradable waste.	95.1	4.9
14. Defrost fridge or freezer regularly	85.8	14.2
15. Create kitchen gardens/ terrace gardens at homes/ schools/ offices	84	16
16. Reuse water drained out from AC/RO for cleaning utensils, watering plants and others	86.4	13.6
17. Set printer default to double-side printing	93.2	6.8
18. Encourage use of indigenous herbs and medicinal plants such as neem, tulsi, giloy, mint, curry leaves, ashwagandha, etc..	98.8	1.2
19. Initiate and/or join green clubs in your residential area/ school/ office	75.3	24.7
20. Participate in and mobilize participation for clean-up drives of cities and water bodies	76.5	23.5
21. Discard gadgets in nearest e-recycling units	75.9	24.1

Table-2: Lifestyle changes intended by IGNOU Teachers in line with “LiFE”

1. Minimize the use of air conditioners. Use coolers and pedestal fans instead.
2. Stop the use of firecrackers during festivals.
3. Create a pit in the garden to dispose of fruit and vegetable and horticulture waste to prepare manure.
4. Stop buying clothes unnecessarily.
5. Less use of packaged food and more use of freshly cooked food.

6. Creation of collection points for the donation of used clothes/ books/ toys/ furniture/ utensils, and such other utility items, which are in good condition and can be reused by others.
7. Crushing disposable glasses and bottles before disposing of them.
8. Switch off lights in common areas during day time and use stickers to save electricity in offices and homes.
9. Prefer walking to driving vehicles on campus.

4. SUGGESTIONS TO MAKE THE UNIVERSITY CAMPUS CLEAN AND GREEN

The teachers were asked to give their suggestions in order to make the IGNOU Campus both clean and green. The suggestions received are presented below.

- Conducting sensitization programmes to reduce the culture of 'use and dispose', Regular interaction with experts, to sensitize both academic and administrative staff members on the negative consequences of unchecked consumption.
- Organizing health awareness talks, cleanliness drives and observing clean days. Involvement of all employees for at least one day in a month for campus clean and green activity. Each staff can give "Shram Daan" (labour donation) such as: weeding the garden, watering the plants, etc. which would also be a healthy step for all as physical activity is involved. Teachers and administrators have desk jobs which leads to various physical posture issues. Thus, it would be good to encourage some kind of physical activity;
- Reduce plastic usage on the campus and banning of single plastics completely.
- Introducing e-rickshaw and cycles for internal mobility.
- All electricity consumption in the university should be by means of solar energy in offices as well as residential complex of IGNOU. Extra electricity generated should be sold to the government and revenue should be generated. As part of its extension activity, IGNOU should create awareness and run projects on clean and green energy for surrounding areas. Once successful, the same efforts should be replicated by all Regional Centres for a bigger impact.

- Increase awareness and cooperation for maintaining clean washrooms. Auto flush systems for all restrooms and cleaning it throughout the day, not just till 2.30 pm
- Making the campus buildings eco-friendly. Ways should be found to make the old structures more eco-friendly, like using sustainable materials for interiors, generating solar power, etc. The new structures should be constructed in a strictly eco-friendly manner. Sustainable and eco-friendly materials should be used in making the new structures. The material should be such that keeps the building less heated in the summer and warm in the winter.
- Drip-irrigation should be used in watering the campus plants/trees and more trees should be planted, which are less water-intensive but are of high economic value.
- Excess water flow from all the ROs can be drained and reused for cleaning and watering the trees.
- Replacing all taps and flush systems in the toilets as they are in bad shape and also leaking.
- The use of green energy should be encouraged.
- Segregation of waste should be done by placing at least two types of dustbins (Recyclable and non-recyclable waste) should be done at designated places on the campus.
- Preference should be given to building multi-storey buildings (following the proper technology to avoid any destruction due to earthquakes) in place of single/double-storey buildings, in order to make available more space for the plantation as per the local climatic conditions.

- Every School can adopt a garden as a rose garden, herb garden, etc., and maintain it as environmental activity. The best-maintained garden by School may be given an award or appreciation certificate on the foundation day of the University. All the employees should own at least one plant from the existing plants and take care of them. Plantation should be made as a practice.
- The residents of the IGNOU campus may segregate their daily domestic garbage as dry waste and wet waste. Wet waste can be collected and used for the production of manure for the various gardens of the Schools. Proper Waste Management and vermin composting for organic farming in horticulture should be practiced. Using garbage bins. Keeping track of one's own 'Swachch' behaviour on a daily basis is essential.

LiFE (Lifestyle for Environment) is a program that aims to reduce an individual's environmental impact through sustainable lifestyle changes. The program recognizes that the choices we make in our daily lives can have a significant impact on the environment and encourages individuals to adopt sustainable practices that can help reduce their environmental footprint. By incorporating these lifestyle changes, individuals can contribute to a more sustainable future and reduce their environmental impact. Here are some lifestyle changes that can be made in line with LiFE:

- Energy conservation: Use energy-efficient appliances, switch off lights when not in use, and unplug electronics when not in use.
- Water conservation: Take shorter showers, fix leaks, and use low-flow faucets and showerheads.

- Reduce waste: Reduce, reuse, and recycle. Compost food waste, avoid single-use plastics, and buy products with minimal packaging.
- Sustainable transportation: Walk, bike, carpool, or use public transportation instead of driving alone.
- Plant-based diet: Incorporate more plant-based meals into your diet and reduce meat consumption.
- Use environmentally-friendly products: Choose products made from sustainable materials, such as bamboo, and avoid products containing harmful chemicals.
- Support sustainable practices: Buy from companies that have a commitment to sustainability and support local, sustainable agriculture.
- Practice eco-friendly habits: Use reusable bags, bottles, and containers, and avoid disposable items whenever possible.

COMPILATION & DESIGN

- *Prof. Manjulika Srivastava, CIQA*
- *Dr. Shekhar Suman, CIQA*
- *Dr. Navita Abrol, CIQA*



Sources:

- 1: Data Collected from teachers through an online survey, Feb 2023
 2. VC Report of 36th Convocation, April 2023
 3. IGNOU Annual Report 2021-22
- 2:

Indira Gandhi National Open University
Maidan Garhi, New Delhi - 110068
web: www.ignou.ac.in
<https://www.facebook.com/OfficialPageIGNOU/>
<https://twitter.com/OfficialIGNOU>

**CENTRE FOR INTERNAL QUALITY ASSURANCE
AND
NEP CELL**

**INDIRA GANDHI NATIONAL OPEN
UNIVERSITY
NEW DELHI: 110068**