

REPORT OF IMPACT ANALYSIS AND QUALITY IMPROVEMENT MEASURES BASED ON FEEDBACK FROM STAKEHOLDERS YEAR: 2020-2021



CENTRE FOR INTERNAL QUALITY ASSURANCE

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

REPORT OF IMPACT ANALYSIS AND QUALITY IMPROVEMENT MEASURES BASED ON FEEDBACK FROM STAKEHOLDERS

The whole world was affected by the sudden break-out of COVID 19 pandemic. The life of the people came to a complete halt. The whole gamut of personal, social, economic, and cultural activities got a worst setback during this period. This unprecedented seizure caught the education system at a very vulnerable position. Consequently, the educational institutions were forced to handle the disruptions in spite of their unpreparedness. The academic and support activities for the learners among others were the most hit. As part of stock taking of the state of affairs and giving a boost to the educational transaction, the Ministry of Education issued directives from time to time impressing upon the University to take all possible measures to continue performing teaching and learning activities seamlessly and submit reports periodically on the measures taken in this regard. In compliance, the Academic Coordination Division of the University coordinated the activities of the by seeking weekly Reports of the activities undertaken by Schools, Divisions, Centres, Cells and Units at the HQs and from all the Regional Centres. A consolidated report was being submitted every week to the Ministry.

Being the premier institution of open and distance learning with a jurisdiction covering national and international territories, it was a major challenge for the University to ensure uninterrupted teaching-learning activities for the learners unfettered by infrastructural and geographical limitations and constraints. However, IGNOU rose to the occasion and geared up its systems to effectively meet the challenges posed by the disruptions caused by the pandemic. IGNOU initiated ICT enabled seamless teaching and learning activities. Online mode was adopted in all the aspects of programme delivery starting from design, development, delivery and backend support services.

The optimal use of social media by the IGNOU headquarters, Regional Centres and Learner Support Centres became ubiquitous which was the important part of different modes adopted by the University to enrich the academic experience of its learners.

Some of the measures taken by the University and their impact visible on the performance of the different academic and administrative support systems of the University are discussed below:

➤ **Governance and Administrative Activities of the University**

A core and continuous aspect of University life is policy, planning, and governance. The University ensures that the meetings of the statutory bodies namely the Board of Management, Academic Council, Planning Board, Academic Programmes Committee, Academic Council's Standing Committee, Research Council and Establishment Committee, Student Support Services Committee, etc. were conducted as per their statutory schedules. Statutory Meetings and Meetings for various academic activities to a large extent were conducted through virtual mode which was cost effective ensuring greater participation of the members. The hybrid use of technology became a new normal for the University.

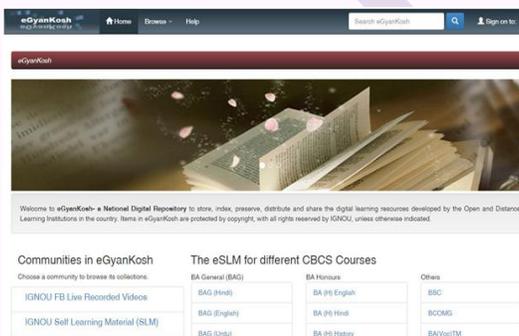
The University also constituted a Task Force to identify priority areas of work and suggest a Plan of Action to be followed during the lockdown period. The Task Force identified eight priority areas namely: Admissions, Study Material, Finance, Examinations, Grievance redressal, Regional Centre Activities, e-Content/Online Activities, and Electronic Media Production Centre (EMPC) activities and drew a Plan of Action for implementation. The various initiatives taken by the University were directed towards enabling online teaching-learning.

The University had set new norms through use of hybrid use of technology. This not only widened the reach of the University but enabled it to increase work out put both in academic and administrative domains. The academic and non-academic staff were better equipped to deal with eventualities as experienced during the COVID- Pandemic period.

➤ **ICT Intervention**

The University focused extensively on integrating ICT in all its operations including teaching-learning, administrative, students support services and grievance redressal activities. The availability of academic

content was further strengthened through IGNOU e-Content App and IGNOU's web-based repository eGyankosh that hosts the Self Learning Materials (SLMs) of all the programmes and video links of the video programmes through YouTube. As part of the update to the repository,



IGNOU uploaded different courses on the IGNOU e-Content App and eGyankosh.

The learners from the SWAYAM platform could also access content of the online programmes and Massive Open Online Courses (MOOCs).

The learners were motivated through regular radio broadcasts on IGNOU's FM radio channel GyanVani and internet radio channel GyanDhara; regular telecasts through GyanDarshan and SWAYAM PRABHA channels.



➤ **Staff development**

The lockdown period propelled the university to find newer ways at capacitating the teachers and other staff members. The STRIDE conducted Faculty Development Programme on Open, Distance and Online Learning: 'Emerging new realities: Bridging the Gap of Regular and ODL Mode' through Virtual and face to face mode. During the Pandemic time, the staff development activities were conducted by STRIDE through online mode using different web conferencing applications. Now the conduct of the staff training and development activities through online mode has become a regular feature in the University. How to use different technologies for online learning has become one of the prominent areas of training. The faculty development programmes conducted by STRIDE were as per UGC guidelines. The programmes with duration of 7 days and above are considered for career advancement scheme for teachers.

➤ **Fulfilling the quality mandate**

Consequent upon the extensive use of ICT in different areas of University management, the information management system and document management of the University were strengthened. The updated information on different activities undertaken by the Schools, Divisions, Centres, Cells, and Units is provided to the Centre for Quality Assurance were documented on a weekly basis and submitted to the Ministry of Education. The vital information was uploaded on IGNOU website as part of the self-disclosure. The transparency and eGovernance best practices have positively impacted the quality efficiency and effectiveness of conduct of administrative and academic service related activities. The University is now contemplating for undertaking green audit and other measures for making the campus environment and student friendly ensuring safe working space for all.

➤ **Academic programme development**

The teaching-learning activities of the University have taken a paradigm shift post-COVID. The



teachers were more enthusiastic in using ICT in developing e content, editing and final preparation of self-learning material. The work related to preparation and sharing of draft material and related activities were done online and shared with the Unit writers, content editors, instructional designers, subject-matter experts and audio- video editors.

Experiential learning acquired during COVID period helped teachers infuse their insight to different activities related to programme development.

➤ Conduct of admissions

The admissions for different programmes of the University through ODL Mode were done through the online admission portal. A dedicated Portal was developed for admission to online programmes. The activities related to the Merit-based programmes also shifted to the online portal. The Admission Portal is now able to cater to the admission activities for the international students also. The Centralized Student Registration Cell (CSRC) team processed all admissions of the learners as a single window mechanism. Thus, most of the procedural activities were handled online without any hassle.

➤ Academic Counselling

The academic counselling for different academic programmes was an important component of curricular transactions. The University in order to ensure smooth teaching-learning activities made use of ICT in counselling. Web conferencing was used for academic counselling through web-based applications such as Zoom, Cisco WebEx, Google Classroom, Google Meet, Google Hangouts, Skype, YouTube, Facebook Live, etc. Further, email, WhatsApp, Telegram App, and telephones were also used as interactive media.



The impact of this ICT intervention was visible on different accounts. Teachers were more comfortable by using ICT for online teaching. Regional Centres (RCs), Regional Services Division (RSD) and other Academic Divisions made extensive use of electronic media and digital resources. This benefitted the

Indian learners and their international counterparts and abroad. This resulted in seamless conduct of practical through online labs. Resources developed by the University further facilitated conduct of lab



activities in a standard environment without compromising quality. Creation of online arrangement for receipt of internship/ dissertation/ projects from the students, resulted in timely submission of these mandatory academic components and their evaluation leading to declaration of result as per schedule. The impact of ICT intervention was visible. The RCs had ensured that all LSCs had web links to facilitate the processing of documents submitted by IGNOU learners.

➤ **Conduct of Term-End Examinations**

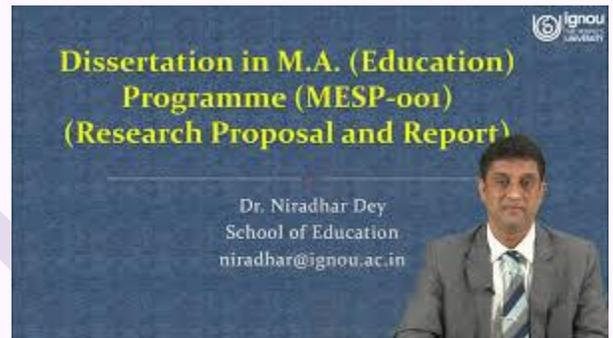
The University made use of ICT/Web based technology extensively for conducting the Term-end Examinations (TEE). The use of web-based technology further facilitated the university in handling TEE related activities smoothly. The Question Papers for different academic programmes were sent to the Examination Centres through Secured online Distribution System to all the examination centres spread across the country. This eliminated the University's dependence on Indian Post for physical dispatch of Question papers.

➤ **Evaluation of assignments**

The submission and evaluation of assignments also took a sharp turn. The Online system facilitated the teachers and academic counselors for evaluation of assignments in an impressive manner as compared to offline evaluation. The links of the Google Drive were provided to all LSCs for downloading the assignments and other documents submitted by the learners for further evaluation.

➤ **Conduct of Research**

In compliance with UGC guidelines issued from time to time to ensure uninterrupted research activities, the University facilitated the research students by extending the extension of time for submission of thesis, online submission of thesis, evaluation and conduct of online VIVA etc. research being a face-to-face programme, the students were facilitated to pay their fees online. The fellowship holders availing fellowship from different funding agencies like ICSSR, UGC, CSIR, without any disruption. The statutory meetings of Research Council and Research Council Standing Committees were held regularly to take decisions on important matters related to research activities of the University. Student grievances, RTIs and other institutional queries were being attended by the Research Unit staff regularly. The online facility available in different aspects helped the staff to become more technology friendly in dealing with student queries and other assignments more effectively.



➤ **Learner Support & Grievance Redressal**

Schools of Studies had to gear up addressing uninterrupted teaching-learning through the intervention of ICT such as live IRC, Face book sessions, webinar series, and other social media. In order to facilitate their fieldwork, projects and research activities, interim guidelines were prepared by the Schools having practical components to ensure smooth conduct of the programme. This was in compliance with the UGC guidelines issued from time to time. The impact of this helped to address several queries which was related to the completion of the programme. Dual mode of submitting assignments, projects, fieldwork, journals, etc. now as become a new norm.



The Student Service Centre (SSC) which is the Nodal Unit for handling the grievances and general queries from the learners through the portals namely: RTIMS, PGPORTAL, IGRAM, INGRAM,

National Scholarship Portal, SSC official email, telephone calls, SMS and WhatsApp Messages was further strengthened to handle the task effectively, as the Grievance Redressal Mechanism post-COVID was made more effective through the use of ICT.

➤ **Conclusion**

The CIQA obtained feedback from all the stakeholders of the University *viz.* Teachers, Academics, Academic Counsellors, Learners, Subject Experts to find out their opinion on the paradigm shifted in the teaching-learning process with respect to use of new technological interventions. The response and suggestions received from the stakeholders were analyzed and the findings have been presented in the feedback analysis reports of the stakeholders 2020-21 which have been approved by the statutory body and are available on the IGNOU website (<http://ignou.ac.in/ignou/aboutignou/icc/ciqa/forms>).

COMPILATION & DESIGN

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

Indira Gandhi National Open University (IGNOU)

Maidan Garhi, New Delhi - 110068, India

Website: www.ignou.ac.in

Facebook: <https://www.facebook.com/OfficialPageIGNOU/>

Twitter: <https://twitter.com/OfficialIGNOU>

CENTRE FOR INTERNAL QUALITY ASSURANCE

**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
NEW DELHI - 110068, INDIA**