

Feedback Analysis Report of Learners on The Teaching-Learning Process



THE PEOPLE'S
UNIVERSITY



JULY 1, 2022

RSD

IGNOU HQRS NEW DELHI - 110068

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1. Introduction

The Open and Distance Learning (ODL) is learner-centered and cost-effective approach of education and more flexible in teaching-learning process. It has enhanced the access of Open Universities and extended the educational opportunities to all sections of the society. Every society and system develop organically. However, thanks to technical advancements, progress is taking place at an astonishing rate nowadays. The University has adopted a multi-pronged approach to enrich the academic experience of learners by effective use of online and digital technologies for teaching-learning purpose.

Making education more relevant to the capacities and skills needed to prepare students of all ages and throughout their lives for the digital era is important. India suggests expanding on and moving the conversation forward in order to change the present educational system

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The 17 SDGs are integrated—they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. <https://www.undp.org/sustainable-development-goals> The key components of sustainable living are how sensibly we perceive our lifestyle as minimally affecting the quality of the environment and figuring out ways for everyone to live better, lighter lives. The Sustainable Development Goals include sustainable living and lifestyles for the first time. There is a need of the hours for the individual, community, and even society to adapt their daily lifestyles to significantly contribute to LiFE.

Encourage collaboration and partnerships between higher education institutions and industries, engagement with society, and spreading awareness about key environmental issues as well as the SDGs. Strengthen curriculum, research, and support innovation in the pursuit of expanding the boundaries of knowledge and applying it for the benefit of humanity. In line with the facts, the University has obtained the feedback of learners to assess their perception of key environmental issues as well as to develop an attitude to serve and save the earth-environment by learning, adopting and changing their day-to-day lifestyle.

IGNOU learners who have enrolled in various programmes i.e., Certificate, Diploma, Bachelor, Master Degree, and other programmes participated in the feedback survey.

2. About the learner support services

Student Support Services are the most integral part of the Open and Distance Learning. It can be defined as a range of support services to the learners. The support services fall into two broad areas; academic and non-academic.

- i. **Academic Support** – It deals with supporting learners with cognitive issues pertaining to specific course chosen by the learners. It is provided to learners through counselling sessions, practical and feedback on the assignments etc.
- ii. **Non-academic Support**- It support services such as informing, advising, and counselling them on personal matters that are hindering their study.

In conventional system, class room transactions, peer team interactions and library facility are components of learning. On the other hand, in ODL, multimedia, print, audio, video, radio, TV, teleconferencing and other recent modes of ICTs are important tools for teaching and learning.

3. Methodology

The questionnaire was drafted at CIQA. The Questionnaire was divided into three parts. The *first* part comprised of the basic or demographic information of the learners and the *second* part was related to the feedback of learners asked to respond the given statements either **Yes** or **No**. These statements were based on three different themes –

- Theme 1: Promotion of digital skills
- Theme 2: Collaboration and partnerships with industries and societies
- Theme 3: Contribution towards Sustainable Development Goals and LiFE (Lifestyle for Environment)

The *third* part of the questionnaire was based on the theme in line with LiFE (Lifestyle for Environment).

The questionnaire was converted into Google Form at RSD and the link of Google Form was shared with all 57 Regional Centres of IGNOU - The Link: <https://forms.gle/SLM2W5VcBfbyeK8v8>. The Regional Centres further shared the link with their Learners through SMS, and emails. The QR code

of the Google questionnaire was also created to ease the accessibility of the questionnaire to the learners.



In the present study the survey method was used to collect primary data through the questionnaire. Through this Google form, a total of 4995 learners have submitted their feedback. The data was analysed at RSD, IGNOU New Delhi. The descriptive analysis of the data is presented below.

4. Result and Discussion

Basic information of the learners'

Gender, age, category of the learners, the programme in which they are enrolled, and employment status were the information, that was asked under this section. A query related to having IT devices was also asked in this section.

Gender wise distribution of participants is given in the Table 1. Results show that the participants of male learners were on higher side (54.5%) than the females (45.4%).

Table 1

Gender	No. (%)	
Female	2270 (45.4)	
Male	2724 (54.5)	
Third gender	1	

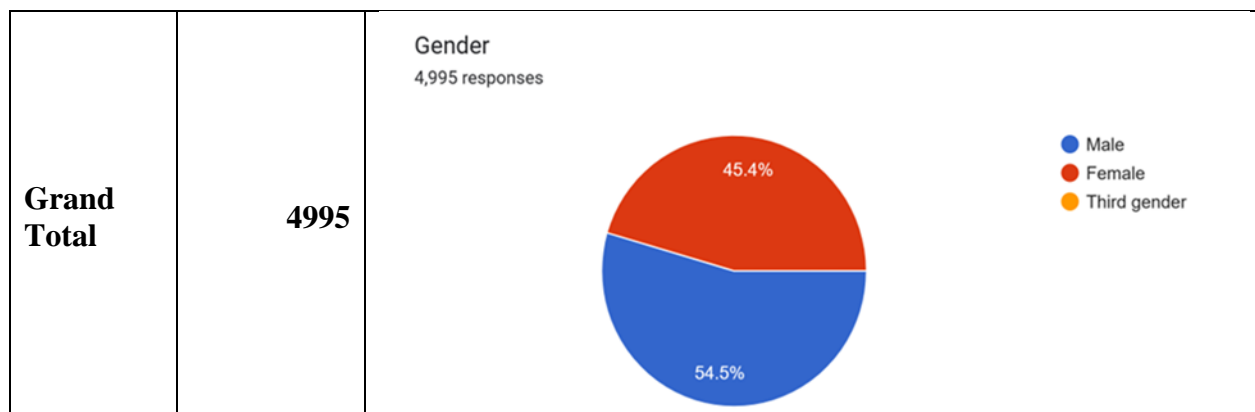
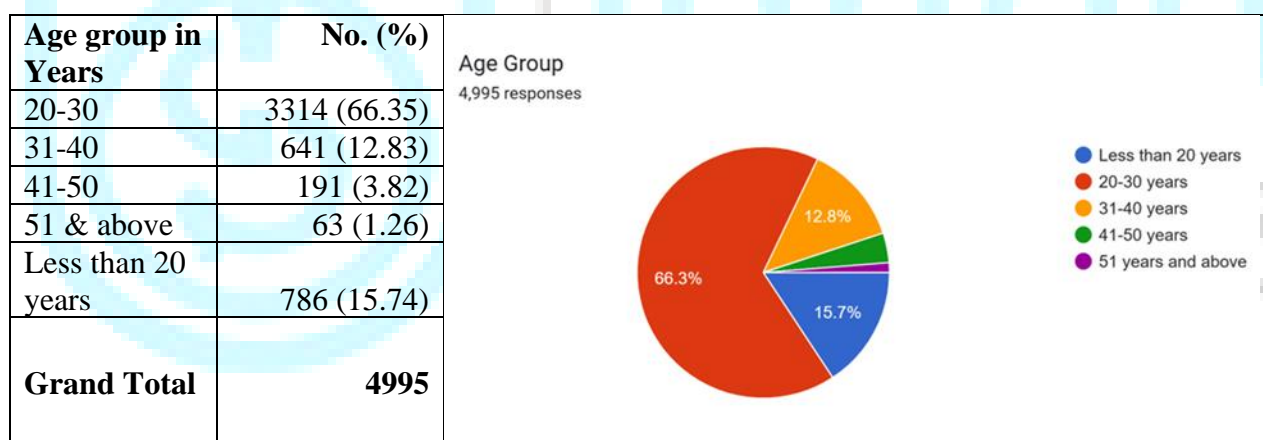


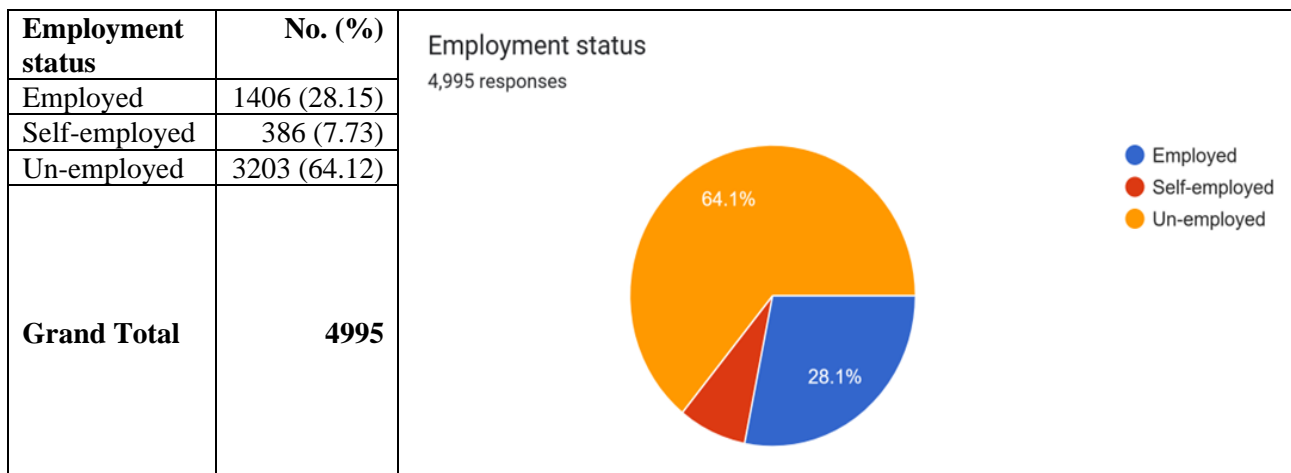
Table 2 shows the Age-group wise participations of the learners in the survey. Majority of the students were from 20-30 age groups, whereas as more than 5% of the learners were from 40 years and above age bracket.

Table 2



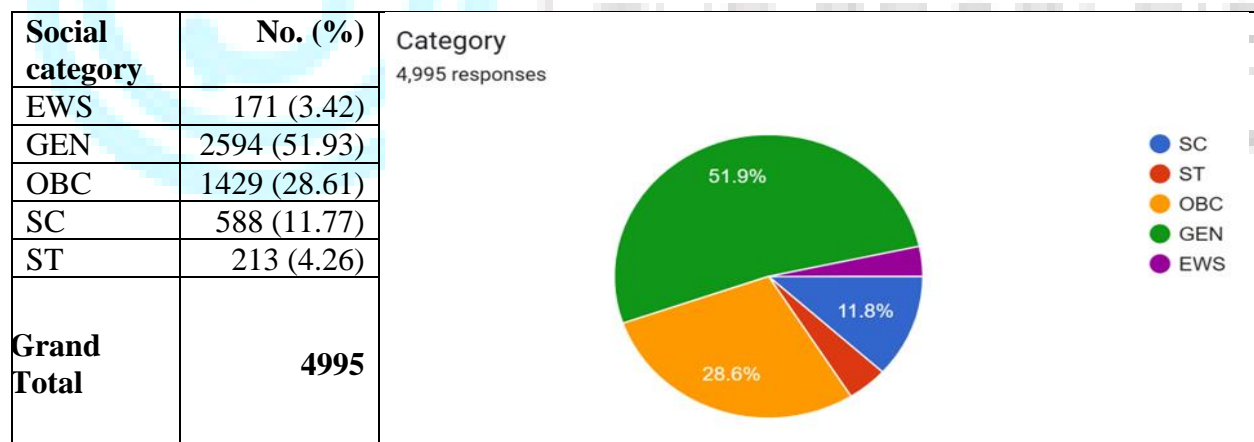
Employment status is another parameter that has been included in the basic information section. Analysis of responses reveals that most of the learners were unemployed (64.12%); nevertheless, >34% of the total learners who responded were employed or involved in self-employment activities (Table 3).

Table 3



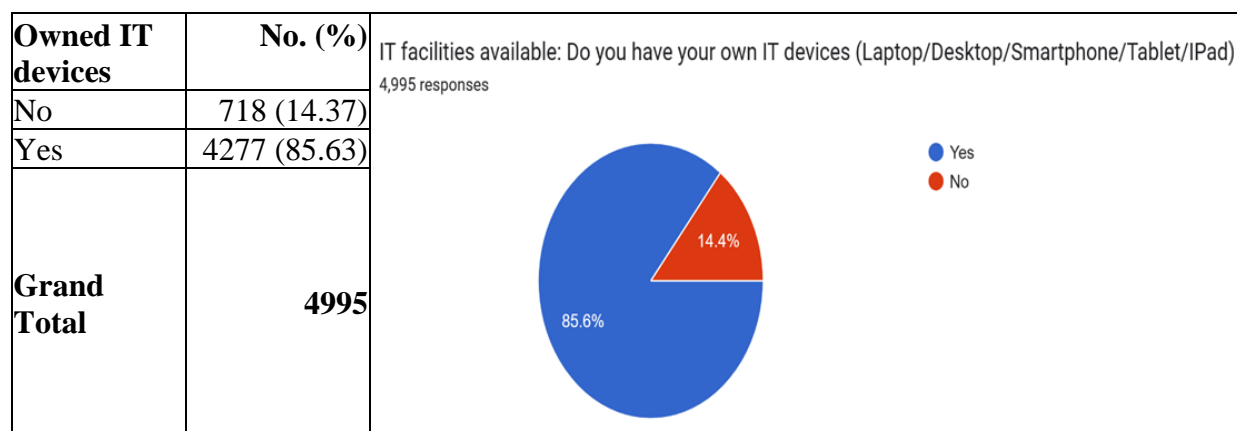
Social-category wise participation of learners have been provided in the Table 4. Out of 4995 respondents, 51.93% of the learners were belong general category, followed by 28.61% OBC class and remaining were from SC, St and EWS category.

Table 4



In addition to their basic demographic data, learners were also asked if they owned any IT devices, such as a laptop, desktop, smartphone, tablet, or iPad. The students gave a yes/no response for this query. A total 85.63% (4277) of the learners were having their own IT device (Table 5).

Table 5



Theme 1: Promotion of digital skills

Use and inclusiveness of technology in the study, way of improving digital skills in using technologies for academic activities are the aim to include this theme in the survey.

Learners were asked to give their feedback on some of the statements as Yes or NO –

- i. Inclusiveness of digital learner support in the programme such as - IRC, TC, Web counselling, use of social media, WEAS, online submission of assignments etc which promote the desired digital skill and competency.
- ii. Integration of existing MOOCs/ Open Educational Resources (OERs) integrated into the programme in which they are have enrolled?
- iii. Comprehensiveness of 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 in the curriculum of the programme, in which they enrolled.
- iv. The areas in which digital methods are being used by them.
- v. Feedback and suggestions for promoting digital skills required for learning.

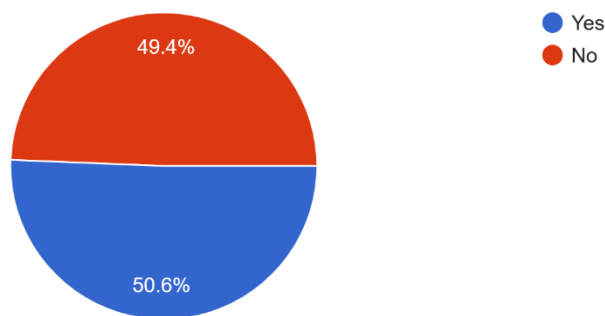
- i. *Item - Does the programme have components of digital learner support like IRC, TC, Web counselling, use of social media, WEAS, online submission of assignments etc which promote the desired digital skill and competency in you?*

In response to this item, 1291 (49.4%) of the total learners who participated in the survey responded no, whereas a total of 3704 learners agreed with the item (Table 6).

Table 6

3. Does the curriculum of your programme cover digital age emerging topics/ subject areas such as digital economy, digital finance, digital government, d...ion, AI, robotics, analytics, IOT, GIS, drones etc.?

4,995 responses



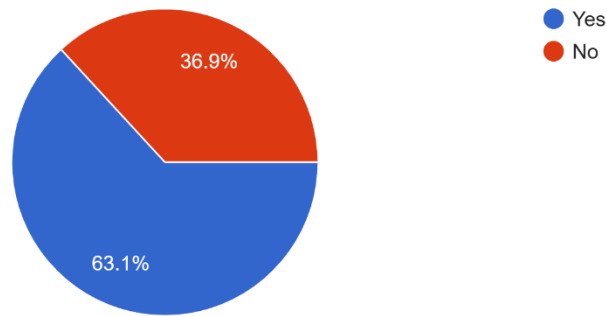
- ii. *Item - Are the existing MOOCs/ Open Educational Resources (OERs) have been integrated into the programme you have enrolled?*

A total of 3154 (63.1%) learners found their course integrated with MOOSs or other OER materials for this item. 36.9% of learners did not find these elements included in their academic programme. (Table 7).

Table 7

2. Are the existing MOOCs/ Open Educational Resources (OERs) have been integrated into the programme you have enrolled?

4,995 responses



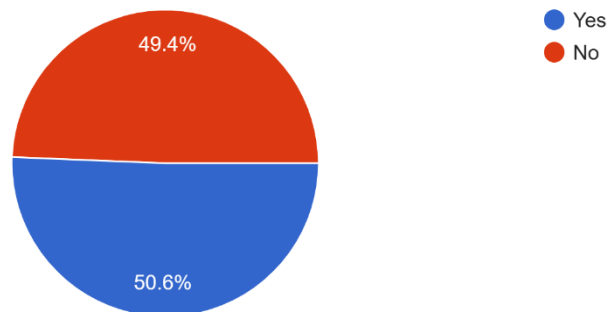
iii. *Item - Does the curriculum of your programme cover digital age emerging topics/ subject areas such as digital economy, digital finance, digital government, digital health, digital education, AI, robotics, analytics, IOT, GIS, drones etc.?*

In response to this statement, 50.6% of respondents provided confirmation that the topics specified in the statement had been covered in their curriculum, while 49.4% did not (Table 8).

Table 8

3. Does the curriculum of your programme cover digital age emerging topics/ subject areas such as digital economy, digital finance, digital government, d...ion, AI, robotics, analytics, IOT, GIS, drones etc.?

4,995 responses



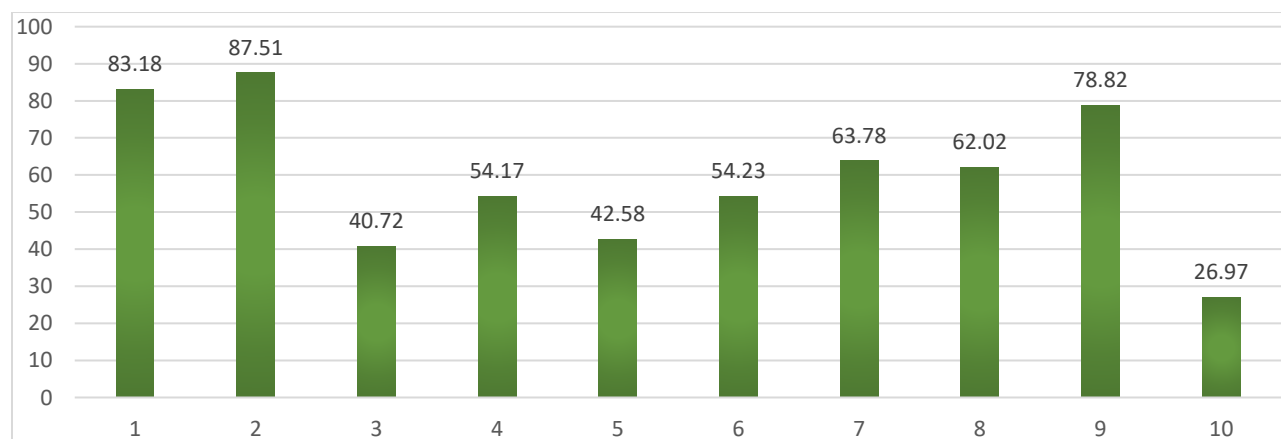
iv. *Item - What are the areas in which you have used digital methods?*

Table 9 contains the student responses to this item such as *Submission of online grievances, Submission of assignments/projects; Attending counselling sessions; Accessing study material, video/audio programmes; Accessing information about your programme; Accessing previous years question papers; Registration for exams; Any other*. Nearly 60% of learners made use of digital technologies for various activities, according to an analysis of the items. An average of 60% of the total learners used digital methods for their study purposes, as listed in Table 9. Among all the listed items, Payment of fees through digital mode was the method most commonly used (Table 10).

Table 9

What are the areas in which you have used digital methods?	No. of responses	% of total
1. Programme Registration	4155	83.18
2. Payment of fee	4371	87.51
3. Submission of grievances	2034	40.72
4. Submission of assignments/projects	2706	54.17
5. Attending counselling sessions	2127	42.58
6. Accessing study material, video/audio programmes	2709	54.23
7. Accessing information about your programme	3186	63.78
8. Accessing previous years question papers	3098	62.02
9. Registration for exams	3937	78.82
10. Any other	1347	26.97

Table 10



v. *What are your suggestions for promoting digital skills required for learning?*

Learners provided a variety of answers to this open-ended question. Below are some of the responses:

- Better connectivity in all India.
- Incorporating AI, Digital learning
- Direct link for live classes
- Taking a class and demonstrating about the digital skill, that is required in education
- I think every student should try to do learning activities by using digital mode. If University or school colleges should make it compulsory.
- Provide opportunities for students to code, create digital games, etc. Ensure access to robotics through classes or after-school/weekend clubs. Create summer programs that focus entirely on digital skills.
- The institution must encourage their students by making them participate in online digital completions.
- Offering learner specific online mentor session; creating online communities to analyse the core subject.
- Video Lectures of each and every unit of the study materials should be available via platforms like YouTube.
- Keep online classes or recorded who are not available to listen classes.
- Digital content such as Programme Guide is not updated to the current year, that creates confusion. If mobile apps are in working condition with updated information, students benefit and it creates a positive impression on the university commitment.

Responses of individual responses can be accessed through the link - https://docs.google.com/spreadsheets/d/1InvIqBUYoCCQutPBT_nwznJRja5c5Lmd/edit?usp=drive_link&ouid=100852025187147869571&rtpof=true&sd=true or through scanning QR code (T1 Q5)



Theme 2: Collaboration and partnerships with industries and societies

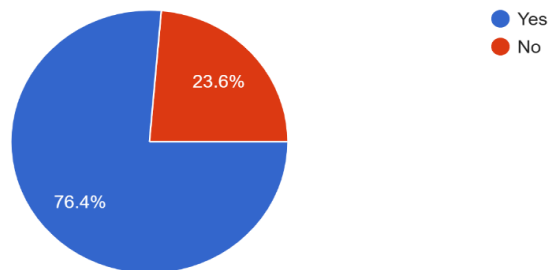
Under this theme, the learners were asked to specify the features or topics from their respective curriculum that were associated to working with industries and societies. This theme comprises the items related to –

- i. The programme has been designed to cover recent and emerging topics/subjects/areas relevant to industries and societies requirements.
- ii. The programme entails your participation in extensions activities / engagement with society.
- iii. If (Above), Yes explain the nature of the activity.
 - i. *Do you think the programme has been designed to cover recent and emerging topics/subjects/areas relevant to industries and societies requirements? (Yes/NO)*

Based on the data, it appears that 76.4% of the learners found their programme incorporated with items needed by recent industries and societies. Only 23.6% of the learners at IGNOU disagreed with the statement (Table 11).

Table 11

6. Do you think the programme has been designed to cover recent and emerging topics/subjects/areas relevant to industries and societies requirements? (Yes/NO)
4,995 responses



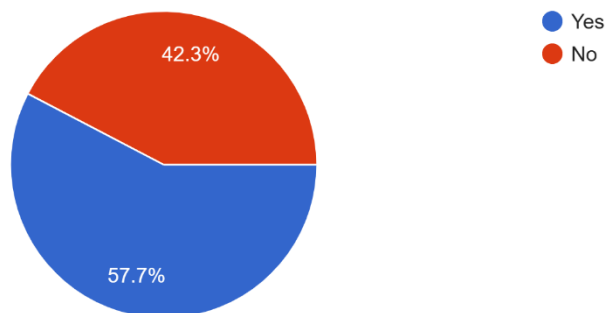
ii. *Does your programme entail your participation in extensions activities / engagement with society (Yes/NO)*

It is evident from the results that 2880 (57.7%) of learners agreed with the statement and 2115 (42.3%) disagreed (Table 12).

Table 12

7. Does your programme entail your participation in extensions activities / engagement with society (Yes/NO)

4,995 responses



iii. *If (Above), Yes explain the nature of the activity(ies):*

Mixed and diverse responses were provided by the learners for this statement, which is associated with the point no. ii of Theme 2. Some of the responses are given below -

- In My course curriculum there including awareness, understanding the value to tree, plants, and wildlife to conserve them.
- Program covers the necessity of rural development
- To understand the society with sociological point of view.
- Programme put emphasis on areas related to relevant industries and societies requirements.
- I would say that the subjects which i took up are the most relevant and everyday life issues to one's personal life and to the society in general.it helps students to gain more knowledge and wisdom which is directly or indirectly benefits for all in future.

- As my programme Title is MTTM which purely Tourism Management Based and the nature of tourism is to connect with various people through which we get to engage with society and get to know their likes and dislikes and what they demand from us thus this kind of activities results in extensions of various ideas and development.
- The core essence of the subject is to understand the society and humans' behaviour around it.

Responses of individual responses can be accessed through the link - https://docs.google.com/spreadsheets/d/1InvIqBUYoCCQutPBT_nwznJRja5c5Lmd/edit?usp=drive_link&ouid=100852025187147869571&rtpof=true&sd=true or through scanning QR code (*Sheet No. 2 – T2 Qiii*)



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

India is critical in determining the success of the Sustainable Development Goals (SDGs), globally. At the UN Sustainable Development Summit in 2015, Prime Minister Narendra Modi noted, “Sustainable development of one-sixth of humanity will be of great consequence to the world and our beautiful planet. It will be a world of fewer challenges and greater hope; and, more confident of its success”. [Sustainable Development Goals | United Nations in India](#). The items placed under theme were related to the SDGs and green and clean environment.

- Specify the areas of Sustainable Development Goals (From the pictures) incorporated in your Programme?*

In this feedback study, the learners were asked to submit their opinion on 17 SDGs. Because the students' answers to this question have been so varied and diversified, it is challenging to quantify their feedback. To arrive at a meaningful interpretation, an analysis and subsequent quantification of

each individual answer are required. Nevertheless, item wise responses can be accessed through the link –

https://docs.google.com/spreadsheets/d/1InvIqBUYoCCQutPBT_nwznJRja5c5Lmd/edit?usp=drive_link&ouid=100852025187147869571&rtpof=true&sd=true or through scanning QR code (Sheet No. 3 – T3 Q9)



ii. Give your three suggestions to make the University Campus Clean and Green.

Responses of individual learners can be viewed through the link –

https://docs.google.com/spreadsheets/d/1InvIqBUYoCCQutPBT_nwznJRja5c5Lmd/edit?usp=drive_link&ouid=100852025187147869571&rtpof=true&sd=true or through scanning QR code (Sheet No. 3 – T3 Q10)



Though, suggestions of some the respondents are as –

A.	1. परिसर में सिंगल यूज प्लास्टिक को प्रतिबंधित करना चाहिए। 2. परिसर में प्रवेश को सही तरीके से अधिनियमित व सीमित किया जाना चाहिए। 3. वर्षा जल संरक्षण के विविध उपाय का जागरूकता से पालन करना चाहिए।
B.	1. Sustainable Goals No.13 i.e., more, and rapid growth towards climate action. 2. Complete Sustainable buildings all over campus and most important cleanliness of roads, air, and greenery in and outside the campus. (Outside within at least its 500m-1km campus attaching areas because this promotes university's face value of education and cleanliness combination towards all nearby people living & walking by).

	3. Clean and Sustainable energy innovation promotion for their own students to be used in university as a responsibility to them towards University Image in Nation building.
C.	1. Provide basic cleanliness knowledge. 2. Teach basic cleanliness habits. 3. Support the thinking of cleaning.
D.	1. Small fine if caught littering. 2. Inspection officers to daily inspect cleanliness in the campus. 3. Cleanliness programmes for awareness generation.
E.	1. energy supply 2. good old recycling 3. creating ecofriendly rules in a campus "
F.	1. Plastic should ban from university campus. 2. Everyone needs to take part in cleaning process on a routine program. 3. Need to plant useful trees in campus empty places.
G.	1. Recycle paper, glass, and plastic. 2. Having a place for refilling a water bottle 3. Plant trees reduce the impact of pollution.

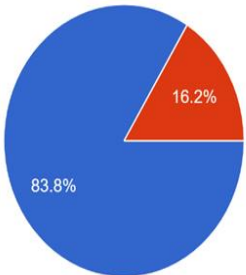
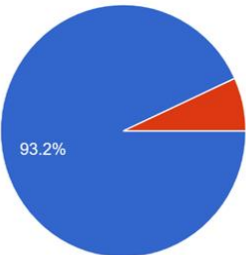
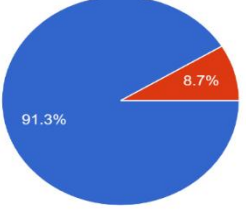
Results indicate that the major emphasis of the responses was on avoiding the use of plastic, recycling, cleanliness, awareness, and planting trees etc.

LiFE (Lifestyle for Environment)

At the 2021 UN Climate Change Conference (UNFCCC COP26), Hon'ble Prime Minister of India Shri Narendra Modi announced Mission LiFE, to bring individual behaviours at the forefront of the global climate action narrative. LiFE plans to leverage the strength of social networks to influence social norms surrounding climate. The Mission plans to create and nurture a global network of individuals, namely 'Pro-Planet People' (P3), who will have a shared commitment to adopt and promote environmentally friendly lifestyles [Life | NITI Aayog](#) . Keeping in view the aim of the mission, dimensions related to Lifestyle and Environment have been taken into consideration in this feedback. The feedback obtained was in yes-and No form. Item-wise analysis is as -

What is lifestyle changes you have made/or intend to make in line with LiFE (Lifestyle for Environment)? (Specify Yes/ No). The item-wise responses of the learners have been provided in the Table 13.

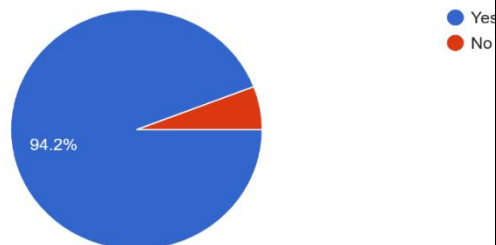
Table 13

LiFE items		% of responses	
<i>i) Carry a non-plastic water bottle while stepping out of home</i>		i) Carry a non-plastic water bottle while stepping out of home 4,995 responses	
Response	i) Carry a non-plastic water bottle while stepping out of home	 <div> ● Yes ● No </div>	
No	809		
Yes	4186		
Grand Total	4995		
<i>ii) Use cloth bags for shopping for groceries instead of plastic bags.</i>		ii) Use cloth bags for shopping for groceries instead of plastic bags 4,995 responses	
Response	ii) Use cloth bags for shopping for groceries instead of plastic bags	 <div> ● Yes ● No </div>	
No	342		
Yes	4653		
Grand Total	4995		
<i>iii) Use stairs instead of an elevator, if possible</i>		iii) Use stairs instead of an elevator, if possible 4,995 responses	
Response	iii) Use stairs instead of an elevator, if possible	 <div> ● Yes ● No </div>	
No			
Yes			
Grand Total			

iv) *Donate old clothes and books.*

Response	iv) Donate old clothes and books
No	292
Yes	4703
Grand Total	4995

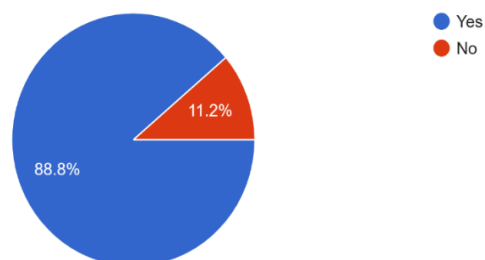
vi) *Donate old clothes and books*
4,995 responses



v) *Practice segregation of dry and wet waste at homes.*

Response	v) Practice segregation of dry and wet waste at homes
No	561
Yes	4434
Grand Total	4995

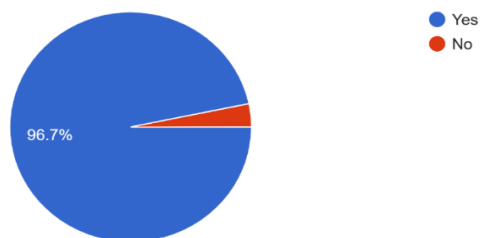
v) *Practice segregation of dry and wet waste at homes*
4,995 responses



vi) *Switch off appliances from plug points when not in use.*

Response	vi) Switch off appliances from plug points when not in use
No	163
Yes	4832
Grand Total	4995

vi) *Switch off appliances from plug points when not in use*
4,995 responses

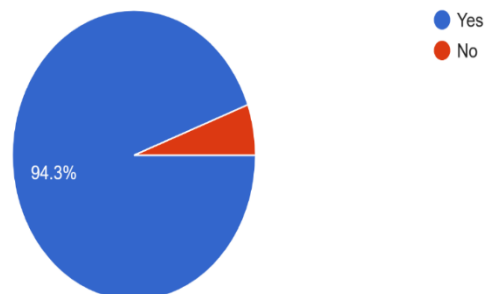


vii) Use public transport wherever possible

Response	vii) Use public transport wherever possible
No	283
Yes	4712
Grand Total	4995

vii) Use public transport wherever possible

4,995 responses

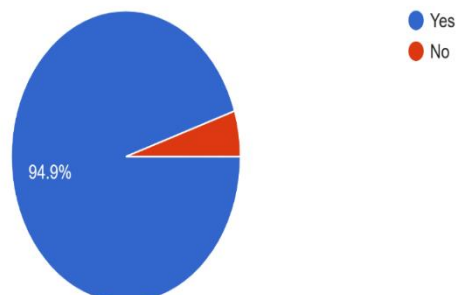


viii) Switch off vehicle engines at red lights and railway crossings.

Response	viii) Switch off vehicle engines at red lights and railway crossings
No	253
Yes	4742
Grand Total	4995

viii) Switch off vehicle engines at red lights and railway crossings

4,995 responses

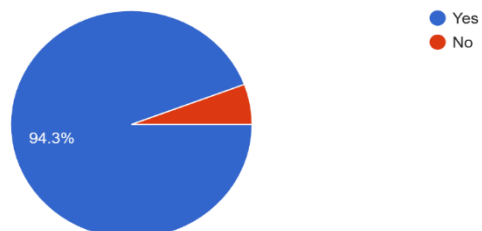


ix) Plant trees to reduce the impact of pollution.

Response	ix) Plant trees to reduce the impact of pollution
No	286
Yes	4709
Grand Total	4995

ix) Plant trees to reduce the impact of pollution

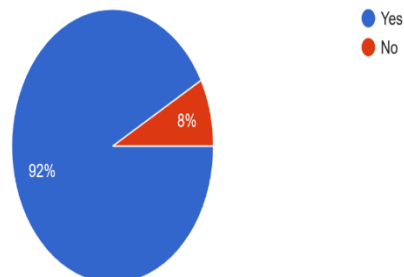
4,995 responses



x) Feed unused and uncooked vegetables leftovers to cattle/ pets/ street animals.

Response	x) Feed unused and uncooked vegetables leftovers to cattle/ pets/ street animals
No	399
Yes	4596
Grand Total	4995

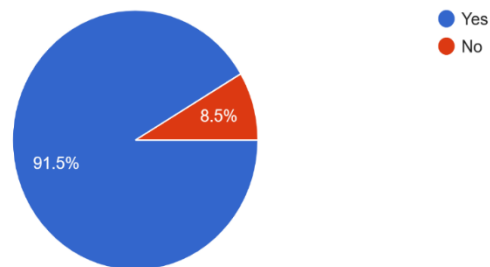
x) Feed unused and uncooked vegetables leftovers to cattle/ pets/ street animals
4,995 responses



xi) Pre-soak heavy pots and pans before washing them.

Response	xi) Pre-soak heavy pots and pans before washing them
No	426
Yes	4569
Grand Total	4995

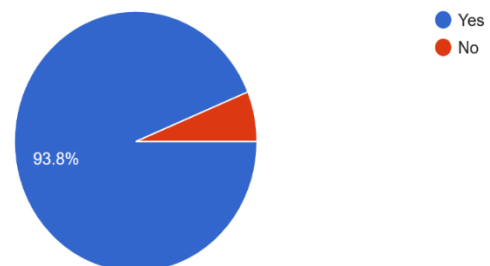
xi) Pre-soak heavy pots and pans before washing them
4,995 responses



xii) Use steel/ recyclable plastic lunch boxes and water bottles.

Response	xii) Use steel/ recyclable plastic lunch boxes and water bottles
No	311
Yes	4684
Grand Total	4995

xii) Use steel/ recyclable plastic lunch boxes and water bottles
4,995 responses

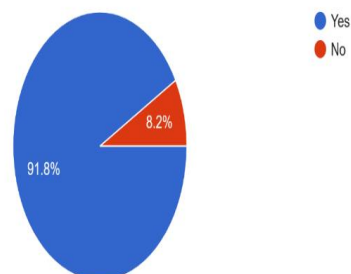


xiii) Cut the packaging bags used for milk, buttermilk, etc. only partially to avoid plastic bits from mixing into biodegradable waste.

Response	xiii) Cut the packaging bags used for milk, buttermilk, etc. only partially to avoid plastic bits from mixing into biodegradable waste.
No	408
Yes	4587
Grand Total	4995

xiii) Cut the packaging bags used for milk, buttermilk, etc. only partially to avoid plastic bits from mixing into biodegradable waste.

4,995 responses

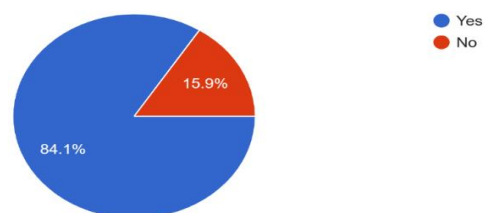


xiv) Defrost fridge or freezer regularly.

Response	xiv) Defrost fridge or freezer regularly
No	796
Yes	4199
Grand Total	4995

xiv) Defrost fridge or freezer regularly

4,995 responses

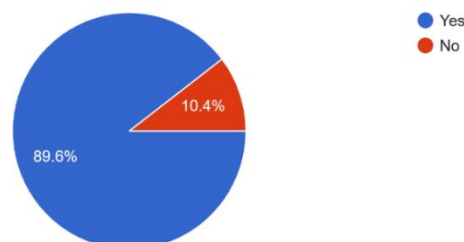


xv) Create kitchen gardens/ terrace gardens at homes/ schools/ offices

Response	xv) Create kitchen gardens/ terrace gardens at homes/ schools/ offices
No	519
Yes	4476
Grand Total	4995

xv) Create kitchen gardens/ terrace gardens at homes/ schools/ offices

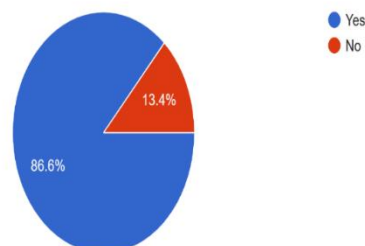
4,995 responses



xvi) Reuse water drained out from AC/RO for cleaning utensils, watering plants and others

Response	Count of xvi) Reuse water drained out from AC/RO for cleaning utensils, watering plants and others
No	667
Yes	4328
Grand Total	4995

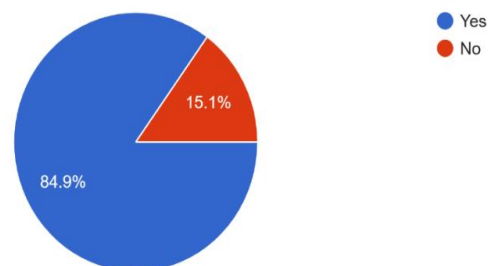
xvi) Reuse water drained out from AC/RO for cleaning utensils, watering plants and others
4,995 responses



xvii) Set printer default to double-side printing

Response	xvii) Set printer default to double-side printing
No	752
Yes	4243
(blank)	
Grand Total	4995

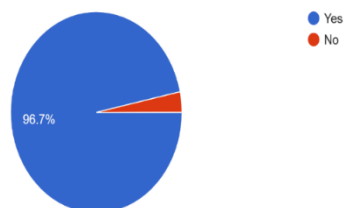
xvii) Set printer default to double-side printing
4,995 responses



xviii) Encourage use of indigenous herbs and medicinal plants such as neem, tulsi, giloy, mint, curry leaves, ashwagandha, etc.

Response	xviii) Encourage use of indigenous herbs and medicinal plants such as neem, tulsi, giloy, mint, curry leaves, ashwagandha, etc.
No	165
Yes	4830
Grand Total	4995

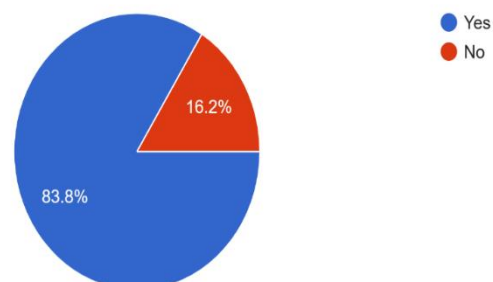
xviii) Encourage use of indigenous herbs and medicinal plants such as neem, tulsi, giloy, mint, curry leaves, ashwagandha, etc..
4,995 responses



xix) Initiate and/or join green clubs in your residential area/ school/ office

Response	xix) Initiate and/or join green clubs in your residential area/ school/ office.
No	807
Yes	4188
Grand Total	4995

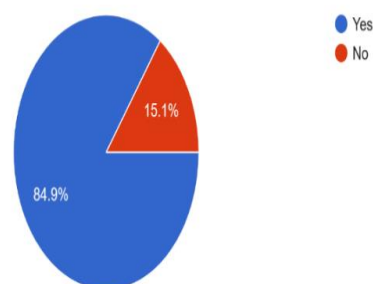
xix) Initiate and/or join green clubs in your residential area/ school/ 4,995 responses



xx) Participate in and mobilize participation for clean-up drives of cities and water bodies

Response	Count of xx) Participate in and mobilize participation for clean-up drives of cities and water bodies.
No	754
Yes	4241
Grand Total	4995

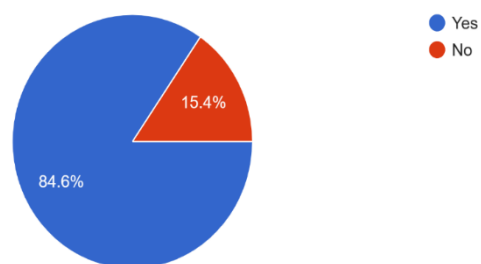
xx) Participate in and mobilize participation for clean-up drives of cities and water bodies 4,995 responses



xxi) Discard gadgets in nearest e-recycling units

Response	xxi) Discard gadgets in nearest e-recycling units.
No	771
Yes	4224
Grand Total	4995

xxi) Discard gadgets in nearest e-recycling units. 4,995 responses



There has been a total of 21 items featuring the LIFE-changing environment. Regarding changing one's attitude towards the environment, these 21 items all demonstrate an optimistic mindset when we consider their nature. The data clearly illustrates participants' favourable attitudes towards

environmental protection and a sustainable strategy. Students' yes and no responses to these 21 questions were added separately (Table 14).

Table 14

Type of responses	Sum of all twenty-one items	% of total
Yes	97242	88.49
No	12648	11.51
Total	109890	

4. Conclusion

Analysis of feedback of learners on various parameters has been provided with each and every items. The overall analysis elucidates that the gender-wise participation of male learners were on higher side (54.5%), whereas majority of learners were from 20-40 years of age groups (>75%) and unemployed (64.12%). There were >50% learners from general category. Out of total learners who have participated in the study, >85% were equipped with digital devices. Study of data of under three themes have also been provided. Whenever a question was put forward during the survey, learners also expressed their views through open-ended queries. Nevertheless, a thorough analysis of the data is required for the information that has been provided in response to the numerous open-ended questions. For the ease of the users, QR codes have been provided to have detail access of those items that cannot be provided/summarised in the report.

It is time for individuals to change their way of thinking about uneven economic development and take a fresh approach. One thing that would help them achieve that is to set sustainable development goals. The primary step towards reaching the Sustainable Development Goals (SDGs), which should be the objective of each one, is the adaptability of utilising certain standards and guidelines towards environmental stewardship.

The above findings prove that nearly >60% of IGNOU learners have a positive attitude towards teaching learning process in Open and Distance Learning, inclusion of digital methods for different academic pursuits such admission, payment of fee, study material, counselling, assignments, examination, raising grievances and other student support services. Thus, it can be concluded that

there is significant and positive attitude among the learners in respect of different parameters of Open and Distance Education.

According to learner feedback on the SDGs and LiFE (Life changing environment), a substantial majority of participants agreed or favourably consented to integrate these life-changing parameters to boost environmental quality and contributing to the achievement of SDGs. Overall, it can be said that the items related to digital methods used for academic purposes during the study or saving environment have received favourable comments from the students.



5. Annexure (Enclose Questionnaire format)

**INDIRA GANDHI NATIONAL OPEN UNIVERSITY**
Maidan Garhi, New Delhi-110068
Centre for Internal Quality Assurance
Learner's Feedback Form (2022-2023)**Dear Learner,**

As you are aware that G20 focuses on inclusive, equitable, relevant, and quality education and lifelong learning opportunities for all, within the theme of “One Earth, One Family, One Future”.

India proposes to build on and carry forward the past deliberations so as to transform the current educational system. There is a need to make education more relevant for the capacities and skills required to prepare the learners of all ages and throughout life in the digital era; encourage collaboration and partnerships between Higher Educational Institutions and industries and engagement with societies: strengthening Research, promoting Innovation for the quest of widening the horizons of knowledge and using it for the good of humankind.

Attainment of Sustainable Development Goals by adopting eco-friendly lifestyles through LiFE (Lifestyle for Environment) is a major priority in the days to come. With LiFE, the prevalent 'use-and-dispose' economy will be replaced with a circular economy, characterized by responsible consumption. In order to contribute significantly to LiFE, individuals will be encouraged to make lifestyle changes in day-to-day living.

Against this backdrop, the feedback tool has been prepared so as to obtain your views on the issues flagged above. You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

1. Name: _____
2. Gender: (Please ✓) 1). Male ☐ 2) Female ☐ 3) Third gender ☐
3. Age Group: (Please ✓) 1) 18 to ☐ 2) 23 to ☐ 3) 31 to 40 ☐ 4) 41 to ☐ 5) 51 and above ☐
4. Category: (Please ✓) 1) SC ☐ 2) ST ☐ 3) Gen ☐ 4) EWS ☐ 5) OBC ☐
5. Name of the Programme enrolled: _____
6. Year of Enrolment: _____
7. Employment status: (Please ✓) 1) Employed/ Self-employed ☐ 2) Unemployed ☐
8. Do you have your own IT devices (Laptop/Desktop/Smartphone/Tablet/IPad): _____

Yes / No

Please give your feedback on following statements:

S. No	Statement	Yes	No
Theme 1: Promotion of digital skills			
1.	Does the programme have components of digital learner support like IRC, TC, Web counselling, use of social media, WEAS, online submission of assignments etc which promote the desired digital skill and competency in you?		
2.	Are the existing MOOCs/ Open Educational Resources (OERs) have been integrated into the programme you have enrolled?		
3.	Does the curriculum of your programme 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.?		
4.	What are the areas in which you have used digital methods? 1) Programme Registration 2) Payment of fees 3) submission of online grievances, Submission of assignments/projects 4) Attending counselling sessions 5) Submission of grievances 6) Accessing study material, video/audio programmes and 7) Accessing information about your programme, 8) Accessing previous years question papers 9) Registration for exams 10) Any other		
5.	What are your suggestions for promoting digital skills required for learning?		
Theme 2: Collaboration and partnerships with industries and societies			
6.	Do you think the programme has been designed to cover recent and emerging topics/subjects/areas relevant to industries and societies requirements?		

7.	Does your programme entail your participation in extensions activities / engagement with society?		
8.	If, Yes explain the nature of the activity(ies):		

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

Specify the areas of Sustainable Development Goals incorporated in your Programme?



Give your three suggestions to make the University Campus Clean and Green.

1.....

 2.....

 3.....

 4.....

What are lifestyle changes you have made/or intend to make in line with **LiFE** (Lifestyle for Environment)? (Specify Yes/ No)

Carry a non-plastic water bottle while stepping out of home	
Use cloth bags for shopping for groceries instead of plastic bags	
Use stairs instead of an elevator, if possible	
Donate old clothes and books	
Practice segregation of dry and wet waste at homes	
Switch off appliances from plug points when not in use	

Use public transport wherever possible		
Switch off vehicle engines at red lights and railway crossings		
Plant trees to reduce the impact of pollution		
Feed unused and uncooked vegetables leftovers to cattle/ pets/ street animals		
Pre-soak heavy pots and pans before washing them		
Use steel/ recyclable plastic lunch boxes and water bottles		
Cut the packaging bags used for milk, buttermilk, etc. only partially to avoid plastic bits from mixing into biodegradable waste.		
Defrost fridge or freezer regularly		
Create kitchen gardens/ terrace gardens at homes/ schools/ offices		
Reuse water drained out from AC/RO for cleaning utensils, watering plants and others		
Set printer default to double-side printing		
Encourage use of indigenous herbs and medicinal plants such as neem, tulsi, giloy, mint, curry leaves, ashwagandha, etc..		
Initiate and/or join green clubs in your residential area/ school/ office		
Participate in and mobilise participation for clean-up drives of cities and water bodies		
Discard gadgets in nearest e-recycling units		
Any other		

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