INDIRA GANDHI NATIONAL OPEN UNIVERSITY

SCHOOL OF AGRICULTURE

REPORT ON THE FEEDBACK OF SUBJECT EXPERTS (2022-23)

1.0: PREAMBLE

Feedback is an important tool for identification of constrains and solutions of teaching-leaning process in Open and Distance mode. The University obtains feedback from the learners, subject experts, teaching and non-teaching staff and other stakeholders every year to not only improve the development and delivery of its Open and Distance Learning (ODL) and online programmes, but also improve and sustain the quality of the system as a whole.

This year, 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". the present feedback tools are focussed on the implementation of the themes of G20 which are: inclusive, equitable, relevant, and quality education and lifelong learning opportunities for all. India proposes to build on and carry forward 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 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 for strengthening Research and promoting Innovation.

Attainment of Sustainable Development Goals (SDGs) by adopting eco-friendly lifestyles through LiFE (Lifestyle for Environment) is a major priority area. 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.

Keeping the importance of feedback, a questionnaire has been prepared for obtaining the views of the stakeholders on the themes namely inclusive, equitable, relevant and quality education and lifelong learning opportunities for all. The feedback shall also address how to implement the G20 themes effectivelythrough different programmes of the School of Agriculture.

ABOUT THE SCHOOL AND EXPERTS INVOLVED

The School of Agriculture has developed a number of programmes ranging from Awareness to Doctorate levels in Agriculture and Allied sectors. The programmes developed by the School till date include TWO Awareness Programmes (Non-credit) in the areas of Dairy Farming, Value Added Products from Fruits and Vegetables, FIVE Certificate Programmes in the areas of Organic Farming, Sericulture, Poultry Farming, Water Harvesting & Management and Bee Keeping; SEVEN Diploma Programmes in the areas of Horticulture, Value Added Products from Fruits & Vegetables, Dairy Technology, Meat Technology, Production of Value Added Products from Cereals, Pulses & Oilseeds, Fish Products Technology and Watershed Management; ONE PG Certificate in Agriculture Policy; THREE PG Diploma Programmes in the areas of Plantation Management, Food Safety & Quality Management, and Agribusiness; ONE M.Sc. programme in Food Safety & Quality Management and ONE Doctorate Programmes in the area of Dairy Science & Technology. These Programmes were conceptualized and planned by the School's In-house Faculty based on the feedback of different agencies such as ministries, mails from the stakeholders etc. The curriculum of each programmeswere designed and developed with the guidance of outside experts from different parts of the country cutting across the disciplines. The subject experts who are renowned in their specialization with vast experience in Teaching/Research/Extension mostly from Educational Institutions, ICAR Institutes, Universities/Colleges, Extension Organizations, Industry, Government/NGO Organizations etc. were involved in designing and development of curriculum.

METHODOLOGY

The Feedback Questionnaire Form for the Subject Experts developed by Centre for Internal Quality Assurance (CIQA), IGNOU was used to get the responses of the subject experts involved in conceptualization, planning, development and delivery of different academic programmes of the School of Agriculture. The Feedback form/Questionnaire included questions related to General Information about the respondents *viz.* age, educational qualification, institution they are working/affiliated with, name of the Programme involved in and number of years they are associated with IGNOU. Information related to the themes *viz.* Theme 1: Promotion on digital skills; Theme 2: Collaboration and partnerships with industries and communities; and Theme 3: Contribution towards Sustainable Development Goals and LiFE (Life for Environment). The questionnaire also included open-ended

questions on promoting digital skills to learners; learner's interaction/participation with industry/communities; and making the university campus Clean and Green. An Online Feedback Questionnaire created in the Google Form platform was circulated among the Subject Experts. A total of 25 responses were received from the Subject Experts with different specializations/disciplines. The responses were collated, analyzed and presented below:
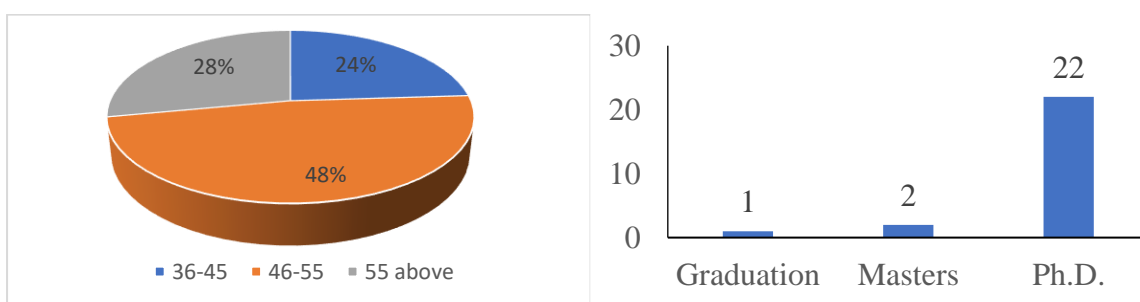
FEEDBACK OF THE SUBJECT EXPERTS

The feedback responses received from the Subject Experts are present in Four parts: I) General Information of the respondents and II) Promotion of Digital Skills III) Collaboration and partnerships with industries and communities and IV) Contribution towards Sustainable Development Goals and LiFE.

I) GENERAL INFORMATION OF THE RESPONDENTS

The feedback responses regarding the general information of the respondents are presented below:

All the respondents were above 36 years of age and majority (48%) belonged to the age group of 46-55 years (Fig. 1). More than three-fourth (87.5%) of the respondents were having Doctorate degree and 8% were post-graduates (Fig. 2).


Fig. 1: Age of the respondentFig. 2: Highest Educational Qualification

The subject experts were/are associated with various institutions like Indian Council for Agricultural Research (ICAR), Ministry of Agriculture and Farmers Welfare (MoAFW), Ministry of Food Processing Industries (MOFPI), NIFTEM (Kundli), Central Silk Board, Bhaskaracharya College of Applied Sciences (University of Delhi), Staff Training and Research Institute in Distance Education, School of Continuing Education, School of

Extension Education, School of Sciences (IGNOU), MGM University (Aurangabad), Indian Agricultural Research Institute (IARI), Central Avian Research Institute (CARI), National Dairy Research Institute (Bengaluru), Indira Gandhi Krishi Vishwavidyalaya (Raipur, CG), Jamia Hamdard University, PG Institute of Post Harvest Technology and Management, Roha-Raigad (Maharashtra), Jamia Hamdard (Delhi), Krishi Vigyan Kendra etc.

About one-third of the respondents (40.0%) were involved in Master's in Food Safety & Quality and Management (MSCFSQM)and PG Diploma in Food Safety & Quality and Management (PGDFSQM) programmes; followed by Diploma in Value Added Products from Fruits and Vegetables (DVAPFV) (33.4%), Diploma in Watershed Management (DWM) (16%); Dairy Technology (DDT) (14%), PG Diploma in Agribusiness (PGDAB) (12%) and Certificate in Poultry Farming (CPF) (8%); and Certificate in Sericulture (CIS) (4%) . Some of the experts were involved in more than one programme.

The association of the respondents with IGNOU ranges from 1 year to 33 years. **(Fig. 3)**
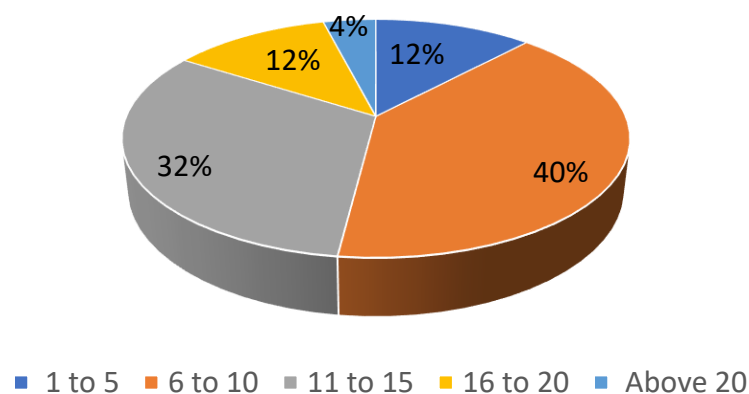
Fig. 3: **Number of years the experts are associated with IGNOU**

II) PROMOTION OF DIGITAL SKILLS

Feedback received from the Subject Experts on promotion of digital skillsare presented in Table 1. It is clearly evident from the Table 1 that more than two-third of subject experts reported that the programmes they were associated with involved the use of ICT components which facilitate in developing the desired digital skills and competencies among learners (80%) through integration of MOOCs/OERs (76%), use of digital multimedia tools like

Radio (Interactive Radio Counselling), Television (Teleconferencing), social media etc. (84%) which also helped in achieving the learning outcomes (100%).

Table 1: Feedback of the Subject Experts on Promotion of Digital Skills(n= 25)

Questions	Yes	No
Does the programme(s) you were/are involved in have components to develop the desired digital skills and competencies in the learner?	20 (80%)	5 (20%)
Are the existing MOOCs/ Open Educational Resources (OERs) integrated into the programme?	19 (76%)	6 (24%)
Does the programme(s) you were/are involved in 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 the learner?	21 (84%)	4 (16%)
Do the digital initiatives of the University facilitate the learners in achieving the expected learning outcomes?	25 (100%)	0 (0%)

The respondents also suggested the following ways to promote digital skills among learners:

- Developing online interactive module on different topics with quiz interface.
- Set up digital virtual labs for programmes related to Food Technology.
- Organizing regular Web counselling sessions.
- Online submission and evaluation of Assignments.
- Creating awareness among learners by organizing sensitization sessions for using the right resources available and how to use of various ICT tools.
- Use WEAS, YouTube channels etc.
- Integrating more MOOCs and project work based on digital usage in programmes like IoT, traceability using RFID and other means, using data, managing for risk assessment.
- Introduce basics of computer science in the programme.
- Field visits and case studies may be involved in the courses.
- Counselling by Video conferencing, Use of digital skills in preparing the content, and presentation by the learner students.
- Developing user-friendly interface to get connected to content like videos,exercise, quiz and simultaneously evaluation.

- QR codes in Units/blocks (digital repository) for easy access using digital devices like computer/laptop/table/mobile.

- Live online practical demonstration from identified laboratories.

- Use of social media.

III)COLLABORATION AND PARTNERSHIPS WITH INDUSTRIES AND COMMUNITIES

Question	Yes	No
Does your programme you were/are involved is involve collaboration in its development or delivery?	22 (88%)	3 (12%)
Does the programme you were/are involved in entail learner's interaction/participation with industry/communities?	20 (80%)	5 (20%)

Regarding collaboration and partnerships with industries and communities, majority of the subject experts(88%) opined that the programme(s)they were/are associated with involved collaboration with industries and communities with respect to Development of programmes, curriculum design, unit writing etc., Delivery of programme i.e. Counsellor, LSC, work centre, evaluator, exam centre etc. and Field work/Practicum/Project work.Further, they suggested that the School should explore possibility of collaboration with industry for improving the employability. It can also facilitate in learning by doing and conducting field demonstration. Majority (80%) also expressed that theprogramme they were associated with involve learner's interaction/participation with industry/communities. The programmes have activities such as project work, theory and practical counselling, farm/field/industry visits, interaction with experts from industry through online counselling etc. facilitate this interaction.

In order to bridge the gap between HEIs and industry/communities, the following suggestions were given by the subject experts:

- Regular interactive sessions and participation of Industry stakeholders.

- Interaction with alumni from industry

- Short term training's may be encouraged giving due credits for same

- Interactive sessions and webinars

- Involving industry experts/professionals in programme designing& development

- Promoting industry visit and student's project in industry
- While developing curriculum industry needs to be considered, also during execution of program the students should be encouraged to build their skills for industry ready
- Develop a PPP model for better integration.
- Establishing linkages/collaboration with the industries
- Promoting field work and hands-on experiences

IV) CONTRIBUTION TOWARDS SUSTAINABLE DEVELOPMENT GOALS AND LIFE (LIFE FOR ENVIRONMENT)

The important areas of Sustainable Development Goals incorporated in the Programme they were associated with include good health and well-being; Responsible consumption and Production; Industry Innovation and Infrastructure; Poverty alleviation; Gender Equality; Zero Hunger; Quality Education; Clean water and sanitation; climate change

In order tomake the University Campus Clean and Green, the following suggestions were given by the Subject Experts:
- Organizing Swachhata week every quarter
- Maximum digitization of official papers, ban of Plastic in Campus.
- Use cloth bags, use public transport, plant trees.
- Grow more trees like pipal, neem, amla etc.
- Garbage segregation at source, collection separately for biodegradable and non-biodegradable garbage, planting of trees and conservation of water.

- Conducting Awareness campaign during weekend for all stakeholders.

- Use of solar energy.

- Generate awareness and educate employees.

- Installing inverted cone of green nets to trees which shed the leaves and making its compost;automated watering system to avoid human dependency; planting high oxygen producing plants.

- Green waste management, management of water resources, litter free campus.

- Adopt a tree scheme, blue and green wastebin concept, NGO involvement.

The lifestyle changes the subject experts have made/or intend to make in line with LiFE (Lifestyle for Environment) are presented below:

Sl. No.	Question	Yes	No
1.	Carry a non-plastic water bottle while stepping out of home	23 (92%)	2 (8%)
2.	Use cloth bags for shopping for groceries instead of plastic bags	25 (100%)	-
3.	Use stairs instead of an elevator, if possible	24 (96%)	1 4%)
4.	Donate old clothes and books	25 (100%)	-
5.	Practice segregation of dry and wet waste at homes	23 (92%)	2 (8%)
6.	Switch off appliances from plug points when not in use	25 (100%)	-
7.	Use public transport wherever possible	21 (84%)	4 (16%)
8.	Switch off vehicle engines at red lights and railway crossings	24 (96%)	1 4%)
9.	Plant trees to reduce the impact of pollution	25 (100%)	
10.	Feed unused and uncooked vegetables leftovers to cattle/ pets/ street animals	21 (84%)	4 (16%)
11.	Pre-soak heavy pots and pans before washing them	24 (96%)	1 4%)
12.	Use steel/ recyclable plastic lunch boxes and water bottles	24 (96%)	1 4%)
13.	Cut the packaging bags used for milk, buttermilk, etc. only partially to avoid plastic bits from mixing into biodegradable waste.	23 (92%)	2 (8%)
14.	Defrost fridge or freezer regularly	23 (92%)	2 (8%)
15.	Create kitchen gardens/ terrace gardens at homes/ schools/ offices	24 (96%)	1 4%)
16.	Reuse water drained out from AC/RO for cleaning	20	5

		utensils, watering plants and others	(80%)	(20%)
17.	Set printer default to double-side printing	24 (96%)	1 4%)
18.	Encourage use of indigenous herbs and medicinal plants such as neem, tulsi, giloy, mint, curry leaves, ashwagandha, etc.	25 (100%)	-
19.	Initiate and/or join green clubs in your residential area/ school/ office	18 (72%)	7 (28%)
20.	Participate in and mobilise participation for clean-up drives of cities and water bodies	20 (80%)	5 (20%)
21.	Discard gadgets in nearest e-recycling units	18 (76%)	7 (24%)

It is clearly evident from the responses that majority of the subject experts are already made changes or intent to make changes in the lifestyle to protect the environment. The practices adopted by all the respondents includes donate old clothes and books;Plant trees to reduce the impact of pollution; and use of indigenous herbs and medicinal plants such as neem, tulsi, giloy, mint, curry leaves, ashwagandha, etc.;

In addition to the above practices, the experts also suggested the following:

- Encourage net zero food processing practices, by utilizing agro-processing waste.
- Use of solar energy driven gadgets and encourage water harvesting
- Avoid pollution
- No smoking on road-driving and traffic. No pet dogs allowed poo on street, parks
- Use of natural or minimal processed foods daily

FORMAT FOR SEEKING FEEDBACK FROM SUBJECT EXPERTS

Name of the Subject Expert:

Age (in years):

Highest Educational Qualification:

Institution you are working/affiliated with:

Name of the Programme(s) involved in:

Number of years you are associated with IGNOU:

Theme 1: Promotion of digital skills

Sl.No.	Question	Yes	No
1.	Does the programme(s) you were/are involved in have components to develop the desired digital skills and competencies in the learner?		
2.	Are the existing MOOCs/ Open Educational Resources (OERs) integrated into the programme?		
3.	Does the programme(s) you were/are involved in 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 the learner?		
4.	Do the digital initiatives of the University facilitate the learners in achieving the expected learning outcomes?		

5. What are your suggestions for promoting digital skills to learners enrolled in the programme?

Theme 2: Collaboration and partnerships with industries and communities. (Yes or No, Please √)

6. Does your programme you were/are involved in involve collaboration in its development or delivery?

If yes, type of collaboration: (can select multiple options)*

Sl. No.	Question	√
a.	Development of programmes, curriculum design, unit writing etc.	
b.	Internship/apprenticeship	
c.	Delivery of programme i.e. Counsellor, LSC, work centre, evaluator,	

	exam centre etc.	
d.	Field work/Practicum/Project work	

e) Any other,

8. Does the programme you were/are involved in entail learner's interaction/participation with industry/communities?

9. If yes, list the activity(ies):

10. How to bridge the gap between HEIs and industry/communities? Give your suggestions.

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

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

Your answer_____

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

13. What are lifestyle changes you have made/or intend to make in line with LiFE (Lifestylefor Environment)? (Specify Yes/ No)

Sl. No.	Question	Yes	No
1.	Carry a non-plastic water bottle while stepping out of home		
2.	Use cloth bags for shopping for groceries instead of plastic bags		
3.	Use stairs instead of an elevator, if possible		
4.	Donate old clothes and books		
5.	Practice segregation of dry and wet waste at homes		
6.	Switch off appliances from plug points when not in use		

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

Any other _____

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