



**SUBJECT EXPERTS' FEEDBACK ANALYSIS REPORT ON
IMPLEMENTATION OF THE THEMES OF G20
"ONE EARTH, ONE FAMILY, ONE FUTURE" (CIQA Feedback Form 2022-2023)
(Approved in 66th School Board meeting)**

1.0: PREAMBLE

Providing frequent feedback is a significant means of improving the teaching-learning process and the system as a whole. The University must obtain feedback from the stakeholders every year to maintain the quality of the system.

This year's feedback tools are focused on the implementation of the themes of G20 which are: 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 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 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.

Against this backdrop, the views of the Subject Experts on the issues flagged above were obtained. IGNOU programmes are open source and used by many people from different backgrounds, including teachers in universities and researchers. Hence, to establish benchmarks in quality, feedback from experts is a major contributing factor.

2.0: ABOUT THE SCHOOL

The vision of the School of Continuing Education is 'Lifelong Learning'. The benefits of continuing education are 'lifelong' and the School continuously strives to fulfill the

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educational, professional and vocational needs of learners. The School's mission is to build professional competencies by focusing on a unique basket of knowledge-cum-skill-based programmes for promoting inclusiveness and sustainable development. The School is in the constant process of identifying emerging needs in the professional world and developing programmes / courses to meet these needs. SOCE offers programmes under four disciplines – Rural Development, Nutritional Sciences, Child Development and Home Science.

In a developing country like India where the majority of the population resides in rural areas, the Discipline of Rural Development is of great significance. Programmes of study in rural development cater to the needs of learners capable of working at grassroots levels for strengthening rural areas as sustainable communities. Besides this, the programmes focus on planning, formulation, monitoring and evaluation of rural development projects and programmes, strengthening local democracy and decentralized planning.

The Discipline of Nutritional Sciences has been involved in the design and development of various nutrition-based professional programmes – targeted towards capacity building, vocational training and skill development for individuals who function as field-level workers in Government and Non-Government Organizations working for the welfare of children and women in the area of nutrition and child care, and advanced level programmes to create nutrition counselors, and dieticians in community or hospital settings. The Discipline provides expertise in areas like public, clinical and therapeutic nutrition, institution food service management, food sciences and technology.

The Discipline of Child Development has been designing and developing programmes from educational, social, psychological and employment perspectives with the objectives of equipping the learner to provide early childhood care and education and by work with young children in child care settings like crèches and in early childhood education centers like preschools and pre-primary sections in schools; fulfilling the demand for professional support in terms of counseling, parenting, family therapy, to help train professional cadres, with focused education for strengthening family ties, positive parenting, addressing individuals in vulnerable situations, with socio-psychological problems, declining mental health, and



psychosomatic disorders; providing education and training to professionals for providing early childhood special education enabling inclusion of children with disabilities in early childhood settings; and training for parents and family members of persons with disabilities to foster the holistic development of their child.

The Discipline of Home Science in the School of Continuing Education, IGNOU has two sub-specializations (i) Community Resource Management & Extension, and (ii) Fabric & Apparel Sciences. The Discipline was established with the aim of producing a skilled work force and an emerging class of professionals that cater to the development needs of the country. The thrust areas of this discipline include resource management, event management, community development, development communication and extension, product design, fabric construction, apparel designing, apparel merchandising and production. The above areas open up potential career paths that are niche and demand driven, while at the same time addressing the career aspirations of learners across the country.

The School has currently the following programmes on offer:

- **Ph.D. Programmes:** Ph.D. in Rural Development {PH D(RD)}; Ph.D. in Nutritional Sciences {PH D(FN)}; Ph.D. in Home Science {PH D(HC)}; and Ph.D. in Child Development {PH D(CD)}
- **Master's Programmes:** Master of Arts (Rural Development) (MARD); Master of Science (Food and Nutrition) (MSCDFSM); and Master of Science (Counseling and Family Therapy) (MSCCFT)
- **Post Graduate Diploma Programmes:** Post Graduate Diploma in Rural Development (PGDRD); and Post Graduate Diploma in Counseling and Family Therapy (PGDCFT); Post Graduate Diploma in Early Childhood and Foundational Stage Education (PGDECFE)
- **Diploma Programmes:** Diploma in Early Childhood Care and Education (DECE); Diploma in Nutrition and Health Education (DNHE); and Diploma in Panchayat Level Administration & Development (DPLAD); Diploma in Event Management (DEVMT)

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- **Certificate Programmes:** Certificate in Food and Nutrition (CFN); Certificate in Nutrition and Child Care (CNCC); Certificate in Rural Development (CRD); and Certificate in Apparel Merchandising (CAPMER)
- **Elective and Application Oriented Courses:** Elective in Rural Development; Nutrition for the Community; Organizing Child Care Services
- **SWAYAM (MOOCs):** Basics of Event Management; Event Planning; Event Coordination and Control; Communication and Extension for Sustainable Development ; You and Your Food; Your Food and its Utilization; Economics of food
- **Online Courses (India):** Certificate in Rural Development (CRDOL), Post Graduate Diploma in Rural Development (PGDRDOL), Master of Arts (Rural Development) (MARDOL), Certificate in Food and Nutrition (CFNOL), Diploma in Nutrition and Health Education (DNHEOL)
- **Online (GOAL-Guyana):** Post Graduate Diploma in Rural Development, Certificate in Food and Nutrition, Diploma in Early Childhood Care and Education, Certificate in Nutrition and Child Care, Certificate in Food and Nutrition, Diploma in Nutrition and Health Education
- **Online(=e-Vidyabharti):** Certificate in Rural Development, Post Graduate Diploma in Rural Development, Master of Arts (Rural Development), Certificate in Food and Nutrition, Diploma in Early Childhood Care and Education

The School has the following programmes under development:

- M. Sc. in Early Childhood Care and Education
- M. Sc. in Community Development and Extension Management
- Two skill-based programmes in nutrition under the Bachelor's Degree Programme
- Diploma in Apparel Merchandising (DAPMER)
- Certificate Programme in Event Management
- Certificate Programme in Early Childhood Care and Education
- Four Certificate programmes in Early Childhood Special Education Enabling Inclusion (Visual Impairment, Hearing Impairment, Intellectual Impairment, Cerebral Palsy)



- Four Awareness-cum-training Packages for Parents and Family Members of Persons with Disabilities (Visual Impairment, Hearing Impairment, Intellectual Impairment, Cerebral Palsy)

The Subject Experts associated with design & development of various programmes of the four Disciplines of the School were drawn from Universities, Academic Institutions, Government and Non-Government organizations working in the concerned fields, Industries, Retired faculty, Consultants and Counselors of IGNOU.

3.0: Methodology

For collecting the Feedback Response from the Subject Experts, a Feedback Questionnaire Form was used which was developed by the Centre for Internal Quality Assurance (CIQA) of the University. The form/Questionnaire was divided into two sections:

- ❖ The first section included questions related to General Information about the respondents, viz. name, age, gender, educational qualification, institution working/affiliated with, name of the programme involved in, and number of years associated with IGNOU.
 - The second section comprised of details on feedback focused on the implementation of the themes of G 20 in the programmes of IGNOU: Theme 1: Promotion of digital skills
 - Theme 2: Collaboration and partnerships with industries and communities
 - Theme 3: Contribution towards Sustainable Development Goals and Life for Environment
- ❖ The second section consisted of feedback as Yes/No as well as open-ended questions that sought suggestions for promoting digital skills in the learners, bridging the gap between HEI's and Industry/Communities, making the University clean and green.

The form was of three pages in word format that was emailed by the CIQA Discipline Coordinators and other faculty members to Subject Experts in different disciplines. The Subject Experts were followed up through phone calls for further explanation regarding the purpose of the feedback form, the value of their responses and timely returning of completed

forms. The forms were sent to 40 Subject Experts., Upon receiving the feedback from Subject Experts, the CIQA Discipline Coordinators and faculty members scrutinized the forms, clarified the doubts and sent it to School CIQA Nodal Officers, who further collated and analyzed the data at the School level. The data was organized and entered into Excel sheets and categorized for analysis. The analysis was represented using graphs, charts and grouping of qualitative data. A total of **30 responses** were received from the Subject Experts associated with different Disciplines of the School. The analysis of responses is presented in this Report.

4.0: Analysis of Subject Experts' Feedback

The feedback responses received from the Subject Experts are presented in two parts:

SECTION-A: Profile of the Subject Experts

Gender

Majority, i.e., 70 % of the respondents, involved in the feedback exercise were females. The remaining 30% were males (Fig. A).

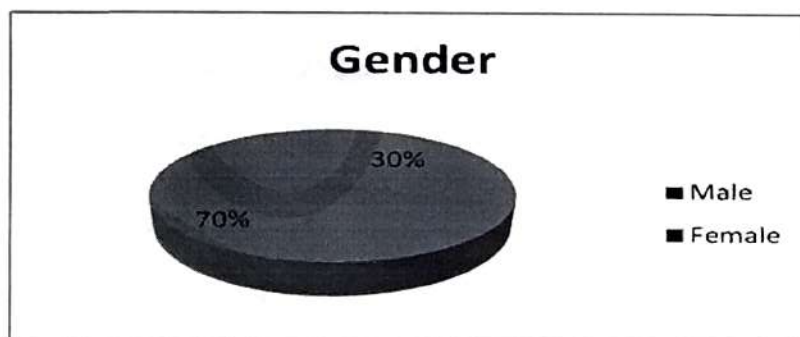


Fig. A: Gender wise Distribution of Subject Experts

Age

The age-wise distribution of Subject Experts revealed that half of the respondents were in the age range of 36-45years, followed by 46-55yrs, then >55yrs. The percent of the respondents were in the age group 25-35 years (Fig. B).

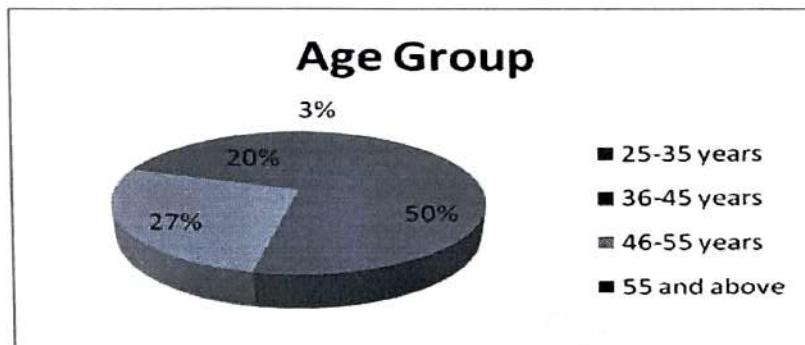


Fig. B: Age wise Distribution of Subject Experts

Highest Educational Qualification

For a majority, i.e., 80 % of the respondents, involved in the feedback exercise the highest qualification possessed was a Ph.D. degree, followed by 17% respondents with a Master's degree and 3% with Post Doctorate degree (Fig. C).

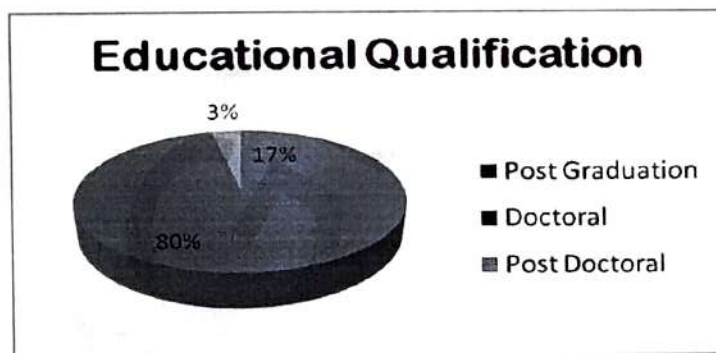


Fig. C: Distribution of Subject Experts based on highest educational qualification

Affiliations of Subject Experts

The Subject Experts were from central/state/private universities/college/regional and national institutes, non-governmental organization, multinational company and freelancer.

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Table 1: Affiliations of Subject Experts

S. No	Type of Institution	Name of Institution
1	Multinational Company	Ernst & Young
2	School	Step By Step School
3	Private Colleges	FORE School of Management, New Delhi
4	Central University	Jamia Millia Islamia, New Delhi
		University of Delhi
		Central Agricultural University, Imphal
		Ishwar Saran Degree College, University of Allahabad
		IGNOU
5	Private University	Azim Premji University
6	State University/Institute/college	The M.S. University of Baroda
		National Institute of Fashion Technology (NIFT), Kangra
		Dr. B. R. Ambedkar University, Delhi
		JVMGRR College, Charkhi Dadri, Haryana
		Regional Institute of Panchayati Raj & Community Development, Bhiwani
7	NGO	Mobile Crèches, New Delhi
8	Freelancer	-----

Name of the Programme with which Subject Experts were involved

Table 2 shows the Discipline and Programme-wise involvement of Subject Experts. This report is based on the programmes mentioned in Table 2, though there are other programmes offered by the School also (as mentioned in Section 2.0).

Table 2: Discipline wise and Programme wise Subject Experts

S.N.	Discipline	Programme	No. of Experts*
1.	Rural Development	Master's in Rural Development	6
2.	Nutritional Sciences	Master's in Dietetics and Food Service Management	6
		Diploma in Nutrition and Health Education	5
		Certificate in Foods and Nutrition	3
3.	Child Development	PG Diploma in Early Childhood and Foundational Stage Education	8
		Diploma in Early Childhood Care and Education	2
4.	Home Science	Diploma in Event Management	6
		Certificate in Apparel Merchandizing	3

*One expert could be involved with more than one programme

Number of Years of Association of Subject Experts with IGNOU

Majority, i.e., 67 %, of the respondents involved in the feedback exercise had an association with IGNOU of < 10 years. Only 6% had an association with IGNOU of > 21years. (Fig. D). It is worth noting that the Subject Experts were very experienced in their areas of specialization but their association with IGNOU was of a shorter duration.

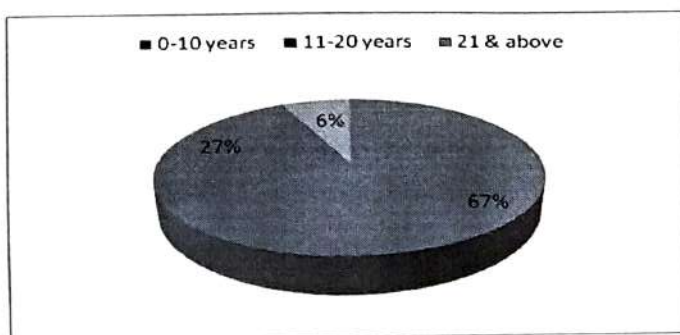


Fig. D: Number of years of association with IGNOU of experts

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SECTION-B

Feedback on the Promotion of Digital Skills, Collaboration and partnerships with industries and communities, Contribution towards Sustainable Development Goals and Life for Environment.

THEME 1: PROMOTION OF DIGITAL SKILLS

- 1. Does the programme have components to develop the desired digital skills and competencies in the learner?**

All the programmes covered in this report 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?**

Five MOOCs are offered by the School:

- **Discipline of Home Science:** Basics of Event Management; Event Planning; Event Coordination and Control; Communication and Extension for Sustainable Development
- **Discipline of Nutritional Science:** You and Your Food; Your Food and its Utilization; Economics of food

OERs are not integrated into any programme.

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

All the programmes of the School have components of IRC, TC and online submission of assignments incorporated in them. One programme (CAPMER) is also offered through WEAS (Table 3). There is no use of social media for counseling or web counseling support in any programme.

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Table 3: Digital learner support in programmes of SOCE

Name of the Programme	IRC	TC	Web counseling, Use of social media	WEAS	Online submission of assignments
MARD	Yes	Yes	-	-	Yes
MSCDFSM	Yes	Yes	-	-	Yes
DNHE	Yes	Yes	-	-	Yes
CFN	Yes	Yes	-	-	Yes
PGDECFE	Yes	Yes	-	-	Yes
DECE	Yes	Yes	-	-	Yes
DEVMT	Yes	Yes	-	-	Yes
CAPMER	Yes	Yes	-	Yes	Yes

4. Do the digital initiatives of the University facilitate the learners in achieving the expected learning outcomes?

All the Subject Experts agreed that the digital initiatives of the University facilitate in achieving the expected learning outcomes.

5. Suggestions for promoting digital skills to learners enrolled in the programme. (The responses of all the Experts have been compiled)

✓ **Use of Online learning content/e-resources by learners**

- ✚ Provide students with links to YouTube videos and other online resources
- ✚ Creating online resource guide (verified e-learning videos and content) for learners
- ✚ Encouraging learner generated e-learning content and video-based resources



✓ **Use and creation of online learning platform**

- ✚ Provide advertisements through social media to reach out to the maximum level of students for dissemination of the programmes offered in IGNOU
- ✚ Host subject-based online live events followed by group discussions with learners
- ✚ Learners can join and participate in online educational networks
- ✚ Promote use of online platforms e.g., zoom, Google Meet by learners to discuss and present their assignment/ project work
- ✚ Encourage learners to make connections with online learning communities
- ✚ IGNOU can provide online learning platforms
- ✚ The teachers/Academic counselors can respond to learner's academic queries on the digital platform.

✓ **Making digital technology accessible by provision of hardware to learners**

- ✚ To improve digital skills in learners they should have access to computers or smart phones. For needy learners, along with the course material, loaning out laptops/ smart phones would help. This could be done by tying up with technology corporations that basically dump laptops because they are old or outdated. These could be collected at regional centers, cleaned, repaired and loaned out. These could be returned to the centers by the learners once they complete their programme of study.
- ✚ Digital competence skills should be imparted at the Learning Support Centers for working on laptops and smart phones before counseling sessions for subject matter are introduced.
- ✚ In cases of non-availability of devices to learners, study centre should provide them with the computers etc.

✓ **Inclusion of digital skills in course content**

- ✚ Teaching computer aided designing to learners
- ✚ Familiarizing learners with online search engines
- ✚ Encouraging online communication e.g., email

- ✚ Encourage to develop and use online resources e.g., PowerPoint or video presentations, or online documents
 - ✚ Motivate learner to research information online
 - ✚ Supporting learners to use Google account services like classroom, docs, sheets, slides etc. to maintain their records
 - ✚ Encouraging learners to make assignments/projects/ presentations using their digital skills.
 - ✚ Incorporate digital skills in curriculum which ensures that students have dedicated time to learn and practice digital skills
 - ✚ Organizing sessions to teach students about using freeware available for referencing, statistical tools etc.
- ✓ **Use of digital technology for submission of Assignment and Project work**
Encourage electronic submission of assignments and project work.
- ✓ **Technology-integrated assignments**
- ✚ Learners can be encouraged to develop short videos to demonstrate practical work and activities conducted by them towards course completion
 - ✚ Instead of submitting subjective type of assignments, some assignment options can include making PowerPoint presentations and preparation of short videos on some relevant topics or devising Google form
- ✓ **Technology-integrated Evaluation**
- ✚ Learners can be equipped to critically evaluate online content/resources/websites/videos
 - ✚ During online counseling sessions multiple choice questions can be shared through a Google Form or any other platform by Academic Counselors after the counseling sessions. This can act as an instant version of 'Check Your Progress'
 - ✚ There can be online assessment of student presentations, online exams

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THEME 2: COLLABORATION AND PARTNERSHIPS WITH INDUSTRIES AND COMMUNITIES

6. Programme involving collaboration in development or delivery

The School has two MOUs:

- ↓ Between IGNOU and UNICEF for Certificate Programme in Early Childhood Care Education aimed at 10+2 learners
- ↓ Between IGNOU and RCI for
 - Four Certificate programmes in Early Childhood Special Education Enabling Inclusion (Visual Impairment, Hearing Impairment, Intellectual Impairment, Cerebral Palsy)
 - Four Awareness-cum-training packages for parents and family members of Persons with Disabilities (Visual Impairment, Hearing Impairment, Intellectual Impairment, Cerebral Palsy)

7. Type of collaboration:

- MOU between IGNOU and UNICEF is for:

Development of programmes, curriculum design, unit writing etc.: Apart from participation in curriculum design meetings UNICEF will provide 21 e-learning videos which will be integrated into the course content.

Delivery of programme i.e., Counselor, LSC, work centre, evaluator, exam centre etc: UNICEF will support in identification of Learner Support Centers and work centers.

- MOU between IGNOU and RCI is for

Delivery of programme i.e., Field work/Practicum/Project work: The RCI-recognized training institutions will be identified as Learner Support Centers and they will provide support for counseling, evaluation and conduct of project work.



8. Does your programme entail learner's interaction/participation with industry/communities?

All Subject Experts agreed that there was a component of practical/project work/internship in the programmes which entails learner's interaction /participation with industry/community.

9. If yes, list the activities:

Project Work:

- **Child Development:** Activities involve observation of the teacher's planning of the day's schedule of activities. Activities involve engaging with children in pre-primary and primary classrooms and planning and implementing play-based learning activities, including theme-based planning.
- **Nutritional Sciences:** Project work is done in the communities – where the student interacts with community members and knows their issues, problems and possible solutions to their problems.

Internship:

- **Nutritional Sciences:** Internship is done in Hospitals where students work with patients and doctors in a hospital setting.
- **Home science:** Internship in event management covers all the processes that are used to create and sustain an event

Practical:

- **Child Development:** The Practical Activities are related to the theory syllabus of Courses. Visits to organizations and *anganwadis* to know about their services and programmes for children; Observations of preprimary and primary classroom to observe curriculum, pedagogy and use of space for children's learning; Observations of children in their natural surroundings to know about their development; planning balanced diets; managing and communicating relevant information and messages the communities.
- **Nutritional Sciences:** The learners translate the theoretical knowledge into practicals. The practicals are an integral part of the programme.
- **Home science:** Developed for practical based understanding of event management.



Field work:

- **Rural Development:** The field work is to familiarize the learner with the rural setting in our country. The theory studied will help the learner in understanding the rural situation.

10. Suggestions to bridge the gap between HEIs and industry/communities

✚ **Projects/Practical/Internships**

- Provide students with hands-on learning experiences through internships, cooperative education programs, or project-based courses.
- Learners can go to community, Companies, hospitals, industry and other organizations for internship. This provides practical experience and exposure to real-world work environments.
- IGNOU can tie up with ECCE programmes / schools/ large companies/ industries for internships so that students can get hands-on skills that are marketable. This will enhance the visibility of the field in terms of employability and foster experiential learning opportunities.

✚ **Interdisciplinary and Intersectoral collaboration and Networking**

- Invite industry experts for Lectures, Workshops, Seminars, Conferences, etc/
- Involve industry professionals in academic counseling.
- HEIs can offer customized training programs, workshops, and short courses tailored to the needs of industry professionals.
- Organizing regular events, conferences, and seminars that bring together researchers, industry experts, and community members can facilitate networking, knowledge sharing, and collaborative discussions.
- There is need to collaborate with leading Institutes and big corporate houses that are involved in organizing mega Event like EXPO, Extravaganza Events Organizers, Sports Events, Eiesta etc, Book fairs, etc
- HEIs can establish partnerships with industries and communities to work on joint projects, research, and development activities.

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- HEIs can facilitate networking events where students, faculty, and industry professionals can interact and exchange ideas.
- A coordinator for ECCE program to only work to build relations with schools and communities to get responsive collaborators
- Develop skill-based programs in consultation and collaboration with the industry.
- HEIs can establish industry advisory boards comprising of industry experts to provide feedback on curriculum design, research, and development activities.

✚ Career Opportunities

- Task force consisting of people from the industry to advise the HEIs on their requirements so that programme content is in line with the demand thus improving the employability of the students.
- Incorporate industry needs in curriculum: HEIs can incorporate industry needs and trends into their curricula to ensure that graduates are equipped with relevant and practical skills that are in demand in the job market.
- IGNOU can hold regional level employment fairs where their students can attend and connect with employers. Regional Centers can hold placement interviews and tests for students who are keen to have campus placements. Advertisements for these can be on websites of IGNOU or other social media platforms.
- Support entrepreneurship and innovation.
- Focusing on rural development schemes related to skill training and their placement.

✚ Enhanced research opportunities

- HEIs can conduct research that addresses the needs of industries and communities and examine ground realities

✚ Social Responsibility

- There can be a component of rural community service for students in UG and PG programmes.

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- The students can be given some compulsory community work as part of their curriculum.
- Some community work should become a mandatory component of a Master's programme.
- Collaboration between HEIs and NGOs/Government for schemes such as ICDS, PM-POSHAN etc. can help the students get an opportunity to work at the ground level along with the front-line workers. In this manner, students can get a hands-on experience of the ground realities in implementation of programmes.
- Engagement with the community to resolve local issues can be made a part of the educational curriculum.
- Engage in community outreach.
- Focus on rural areas development by CSR policies of industry.

THEME 3: CONTRIBUTION TOWARDS SUSTAINABLE DEVELOPMENT GOALS AND LIFE (LIFE FOR ENVIRONMENT)

11. Areas of Sustainable Development Goals incorporated in the Programmes offered by SOCE

- Taken together, the programmes of SOCE address 10 out of the 18 **Sustainable Development Goals**.
- Table 4 shows that the goals related to 'Quality education', 'Gender equality', 'Clean water and sanitation', 'Decent work and economic growth' and 'Partnerships for the goals' are incorporated in all the programmes of the four disciplines.
- 'Zero hunger', 'Good Health and Well Being' are incorporated in the programmes of three disciplines.
- The goals on 'No Poverty', 'Reduce Inequalities', 'Responsible Consumption and Protection' are covered in the programmes offered by two disciplines.

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Table 4: Sustainable Development Goals incorporated in the School's Programmes

S/N	GOAL	Home Science	Child Development	Nutritional Sciences	Rural Development
		DEVMT, CAPMER	DECE, PGDECFE	MSCDFSM, DNHE, CFN	MARD
1	No poverty	-	Yes	-	Yes
2	Zero hunger	-	Yes	Yes	Yes
3	Good health and well-being	-	Yes	Yes	Yes
4	Quality education	Yes	Yes	Yes	Yes
5	Gender equality	Yes	Yes	Yes	Yes
6	Clean water and sanitation	Yes	Yes	Yes	Yes
7	Decent work and economic growth	Yes	Yes	Yes	Yes
8	Reduce inequalities	-	Yes	-	Yes
9	Responsible consumption and protection	Yes	-	Yes	-
10	Partnerships for the goals	Yes	Yes	Yes	Yes

12. Suggestions to make the University Campus Clean and Green

➤ Tree Plantation drives

Plant trees each year and ensure that these are cared for. Assign one plan to each faculty to nurture. Grow more trees and other vegetation. Enhance green spaces. IGNOU is already very green - initiate measures to maintain that.

➤ Keeping the campus clean

Keep dustbins at regular intervals for easy access. Fine levied on individuals for littering. Practice segregation of waste at source.

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➤ **Organize awareness programmes for cleanliness**

Organize a 'Campus Clean and Green Drive' to sensitize students and faculty. Create competition within departments /buildings to get involved and promote green environments. The learners can be involved in activities like cycle run, marathon etc. to spread awareness about making the campus clean and green. Implement sustainable landscaping practices.

➤ **Recycle resources/Waste management**

Promote waste reduction and recycling/better waste management; Collaborate with NGOs to recycle paper/ Plastic. Ban use of plastics. Encourage paperless transactions and paper cups and plates on campus. Use paper on both sides and thereafter, give it for recycling. Set up comprehensive recycling programs throughout the campus to encourage learners, students, faculty, and staff to recycle their waste. Sanitary napkin incinerators with female washrooms.

➤ **Avoid wastage of water/electricity**

Use sensors for all water taps and lights. The Save Water campaign can be promoted in the campus. Use recycled water for plants. Use Rainwater harvesting technique. Switch off lights, fans and other appliances when not in use.

➤ **Use of solar energy**

Focus on renewable energy sources. Solar Power Generation to be increased. Use solar panels for green energy. The campus can be made to run on electricity generated through solar energy.

➤ **Use of eco-friendly process/methods**

IGNOU is probably one of the few universities requesting for paper bills/ receipts/ cheques and not digital transfers. Administration needs upgrading. Paper use for correspondence may be reduced by focusing on the e file system. All handouts in soft copies. Use of eco-friendly materials.

➤ **Sustainable/Eco-friendly transportation**

Encourage use of university transport/van, so that lesser personal vehicles are used. Use bicycles/ e-bikes/ electric vehicles on campus. Better access to the Metro station. Increase



frequency of campus van. Carpooling methods may be promoted, and a particular mobile app may be formed. Encourage sustainable transportation.

➤ **Plantation of medicinal herbs**

Develop available spaces to grow medicinal herbs and oriental plants and generate income through sale of these to be used for campaigns and maintenance of campus.

13. Lifestyle changes made/or intend to make in line with Lifestyle for Environment (Specify Yes/ No)

As is evident from the Fig. E, out of the 21 lifestyle sustainable changes, 18 of the changes were being followed by 75% of the Subject Experts. All the Subject Experts switched off appliances from plug point when not in use. The suggestion “to initiate and/or join green clubs” was the least followed Lifestyle for environment by the Experts followed by “clean-up drives of cities and water bodies” and “use public transport”.

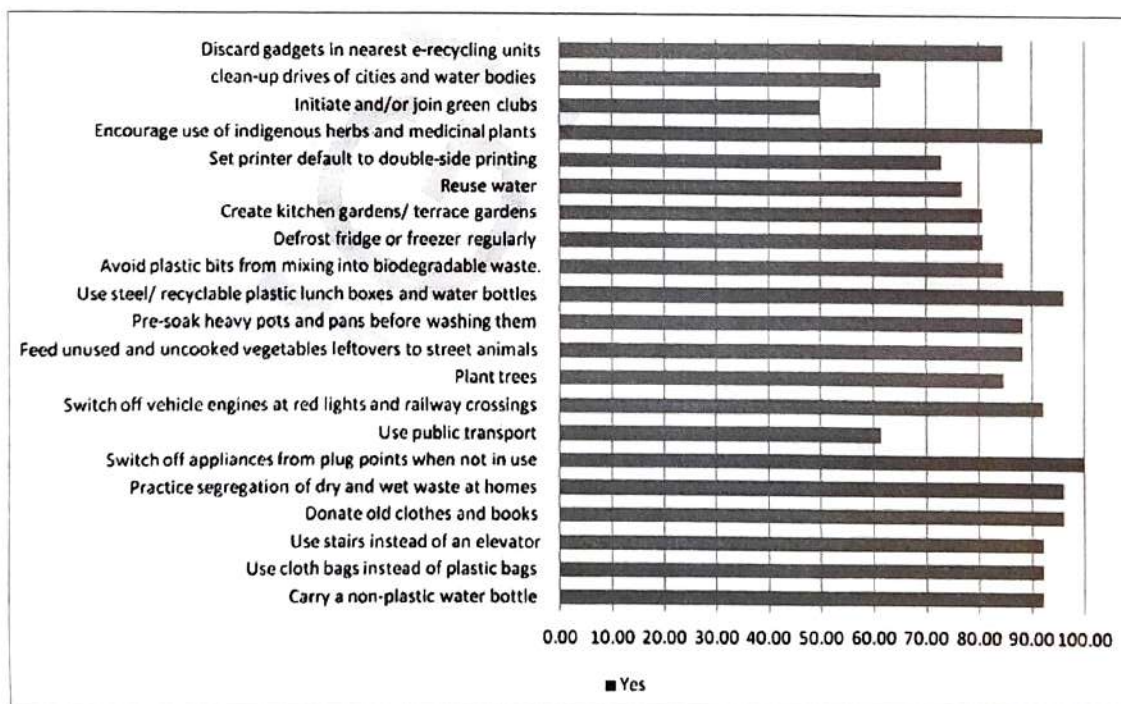


Fig. E. Percent distribution of experts on the Lifestyle changes made/or intend to make in line with Lifestyle for Environment

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5.0: Conclusion and Recommendations

This feedback tool was focused on the implementation of the themes of G20 which are: inclusive, equitable, relevant, and quality education and lifelong learning opportunities for all.

The overall feedback analysis of responses of Subject Experts from the four disciplines of the School of Continuing Education shows that all the programmes covered in this report have components to develop the desired digital skills and competencies in the learners. Two disciplines have also developed MOOCs. All the programmes of the School have components of IRC, TC and online submission of assignments incorporated in them. The programmes promote 10 out of the 18 **Sustainable Development Goals**. Specifically, Sustainable Development Goals related to "Quality education", "Gender equality", "Clean water and sanitation", "Decent work and economic growth" and "Partnerships for the goals" are incorporated in all the programmes of all the four disciplines. Out of the 21 lifestyle sustainable changes for environment, 18 of the changes were being followed by 75% of the experts. Majority of the programmes of School have practical/project work/internship in which the learners interact / participate with industry/community. The Experts gave various suggestions for promoting digital skills in learners, maintaining university campus clean and green, and bridging the gap between higher education institutions and industry/community

To implement G20 themes in Higher Education Institutions the following are recommended

1. Encourage international collaborations, joint research projects, faculty and student exchanges between institutions across G20 countries
2. Incorporate G20 themes into the curriculum
3. Establish entrepreneurship and innovation centers within higher education institutions to support the startups and cultivate an entrepreneurial mindset among students.
4. Emphasize inclusivity and diversity within higher education institutions by promoting equal access to education to all.
5. Encourage research and policy development that meet the G20 priorities and global challenges.
6. Promote ethical and sustainable practices within higher education institutions.



7. Encourage higher education institutions to engage with local communities and contribute to sustainable development

By implementing these recommendations, higher education institutions can play an important role in following G20 principles, encouraging international cooperation, and preparing students to become global citizens.

7

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