

**A Comprehensive Programme Status-cum-in-depth
Students' Tracer Study of "Adult Education" programmes –
MAAE, PGDAE and PGCAE: *A Model for Critical Analysis
of ODL Programme(s)***

By

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Preface

Sustaining an academic programme offered through ODL mode by an Open University (OU) or Open and Distance Education Institution (ODEI) is not an easy task as it involves many issues and problems. If the programme on offer is one of non-conventional type having very limited presence in contemporary traditional universities in the country, it becomes all the more difficult to sustain it. Most crucial issues involved in sustaining a non-conventional type of academic programme on offer through ODL mode with persistent low student enrolment over the years, may be a decade, include firstly sustaining its low enrolment at least at the current level, and then follow a systematic, rationalised approach to meaningfully pace-up the promotion or enhance the enrolment. It also necessitates effective systemic adjustments in the broader institutional context to further the march of the programme towards wider geographical coverage aimed at reaching the unreached areas while simultaneously consolidating the enrolment in the already reached areas. What becomes essential is not to un-reach the reached geographical areas -- be they the Regional Centres (RCs) or the Learner Support Centres (LSCs) -- which have contributed to the present enrolment of the programme. Otherwise, sustainability of an academic programme, and more so of a non-conventional type, will be endangered. In other words, any approach, be it cost-benefit analysis or economic viability or otherwise, that attempts to restrict the geographical coverage of the programme may render the slogans of '*reaching the unreached*' or '*reaching the students at their doors*' into sloganeering only, as such restrictions will be practically tantamount to "*un-reaching the reached*". Therefore, sustaining low enrolment and furthering the reach of programmes call for very systematic approach ingrained on sound institutional data-base, amongst other things, covering wide range of aspects, issues and problems relevant to both promotion of interests of the enrolled students and expansion of reach of the programme to all other possible areas. Ultimate target should be to reach all the unreached areas and target groups within the geographical jurisdiction of an OU or ODEI in general and under each of its RCs in particular.

Undisputed fact is that the number of students enrolled for an ODL programme varies from single digit to a few tens, hundreds or even thousands. However, irrespective of the number of students enrolled, what is more important is the sustainability of the programme contribution to

fulfillment of human resource needs of the economy of a country in particular, and of the world at large. This is possible only through gradual and irreversible increase in its access across different RCs and LSCs of relevant OU/ODEI, and at the same time ensuring the smooth progress of the active students towards completion of the programme. Nevertheless, bare facts are that, some students do remain as non-starters (initial dropouts) for any compelling reasons, while others will be active students out of whom only some will be able to successfully complete (pass out) the programme and others might turn out to be unsuccessful or non-completers of the programme. Therefore, a comprehensive programme status-cum-in-depth students' tracer study of an ODL programme, be it of low or high enrolment, with critical analysis of the above mentioned aspects becomes more relevant and meaningful for understanding the true contribution of the programme as well as for improving its success. Nevertheless, in the case of programme(s) with low enrolment of students such a study assumes greater significance. The study here is thus an attempt in this direction with special reference to three "Adult Education" Programmes (AEPs), viz. Post-Graduate Diploma in Adult Education (PGDAE), Post-Graduate Certificate in Adult Education (PGCAE) and Master of Arts in Adult Education (MAAE) which have been continuing as low student enrolment programmes of Indira Gandhi National Open University (IGNOU).

The study is in fact the transformed and evolved outcome of an intensive and extensive monitoring and feedback of the aforementioned programmes for about a decade since their respective launch years intermingled with critical analysis of their geographical coverage or spread across the country and tracer of their students' progress status. The findings of the study throw enough light on the crucial aspects and issues having impeccable relevance to: (a) understanding the comprehensive status of these programmes and of their students' tracer of progress and status including the alumni / alumnae, (b) reviewing the institutional approaches on rational basis aimed at furthering the sustainable interests of the programmes and their students, and (c) enhancing the effective-reach of these programmes along with qualitative improvement in their implementation. Further, the tracer of students' progress and final status accomplished herein also has great relevance to fill-in the internationally well established

research gaps in Open and Distance Education with special reference to the unfulfilled mandates of the ODL institutions.

It is strongly believed that this study will be a trend-setter of its kind towards measuring the true accomplishments of programmes on offer through ODL mode. The findings of the study are therefore expected to be providing sound basis for addressing the persistent issues and problems that require serious attention by all the concerned for making concerted attempt to systematic advancement of the contribution of ‘adult education’. Further, National Education Policy 2020 has placed ‘Adult Education and Life Long Learning’ under one of the *Other Key Areas of Focus* (Part-III). This report, on ‘adult education’ programmes of IGNOU on offer through ODL mode, coincidentally completed and coming out at a time when serious efforts for implementation of National Education Policy 2020 are underway, has crucial implications for strengthening nation-building efforts through ‘adult education’ in the so visualized context of multi-disciplinary institutional framework that is expected to emerge in near future.

It can be categorically stated that the study is an unprecedented one of its kind not only within the institutional context of IGNOU but also in ‘the world of OUs and ODEIs’. I therefore strongly believe that the study is most likely to serve as a sound model for emulation by all OUs or ODEIs across the globe with reference to all of their ODL programmes. Without being ambitious, such emulation can be reasonably expected to pave the way for not only systematic stock-taking of the status of all the programmes but also in understanding their true contribution to human resource development needs of economy of their respective countries and the world as a whole.

While the preparation of decadal report of these programmes in this form has been underway, the invisible vicious undercurrent of COVID-19 exploded as the most serious pandemic of unprecedented magnitude all over the world forcing India to take a lead in unprecedented precautionary step of national lockdown on 23rd March 2020. It has thus forced a small chunk of white-collar workforce of the world to work from home, while the rest of vast valiant workforce continued with their salutary service as frontline warriors; themselves toiling with the

unexpected hurdles in the crisis-driven period -- all to help the entire world tide over the situation smoothly to the extent possible. For me, it is this period that has added momentum toward accomplishing this work while working from home; that enabled me to fruitfully spend even the daily commuting time on and with computers on full-time basis. This period has really facilitated me to spend more time required for bringing this report to completion with persistent effort and commitment till now, when the 'work from home' is almost coming to an end. In addition, this period has enabled me to become more active lifelong learner too to pursue certain online courses such as MOOCs, viz. 'Technology-enabled Learning' and 'Blended-learning Practice', from Commonwealth of Learning (COL), amongst other things. Thus, I tried to convert the crisis period into an excellent opportunity to learn more, along with accomplishing this most fruitful work.

In accomplishing this work in this COVID-19 crisis period with such comfort, by staying safe at home, I am truly indebted to the entire brave workforce of frontline warriors who comforted the whole nation from within and at the borders. It is this opportunity of working from home that led me to bringing out this report, which otherwise would not have been possible during normal working days, daily involving about three hours on to-and-fro commuting between home and office.

I also wish to express my sincere acknowledgements to all those staff of IGNOU who have been maintaining the excellent institutional website (www.ignou.ac.in) making it always accessible. This study became possible primarily because of all time access available all through the decade (2010-2019) to the said institutional website that accommodates various database systems in it. The website has thus been of immense use in effectively monitoring the students' progress or knowing the status of students and of these programmes as a whole. Without effective access to this institutional website, it is undoubtedly impossible to accomplish a study of this nature, rigour, quality and time span.

Any criticism and meaningful suggestions from the readers of this report are most welcome for improving the work of this nature and kind in future by me as the coordinator of the three programmes, namely PGDAE, PGCAE and MAAE.

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LIST OF ACRONYMS

AEP	Adult Education Programme
ALADIN	Adult Learning, Documentation and Information Networking
ASEM	Asia Europe Meet
BA	Bachelor of Arts
BCom	Bachelor of Commerce
BCPM	Biology, Physics, Chemistry and Mathematics
BE	Bachelor of Engineering
BEd/BED	Bachelor of Education
BLIS	Bachelor of Library and Information Sciences
BSc	Bachelor of Science
BTech	Bachelro of Technology
BZC	Botany, Zoology and Chemistry
CE	Continuing Education
CIG	Certificate in Guidance and Counselling
CMLD	Certificate in Management of Learning Disability
COL	Commonwealth of Learning
COVID-19	Novel Corona Virus Disease – 2019
CTE	Certificate in Teaching of English
DAE	Directorate of Adult Education
DACEE	Departments of Adult, Continuing Education and Extension
DEEd	Diploma in Elementary Education
DELT	Diploma in English Language Teaching
DEM	Diploma in Export Management
DLLE	Department of Lifelong Learning and Extension
DTEd	Diploma in Teacher Education
DTH	Direct to Home
F2F	Face-to-face
FICCI	Federation of Indian Chambers of Commerce and Industry

HDC	Higher Diploma in Co-operation
HDCM	Higher Diploma in Co-operative Management
HRD	Human Resource Development
IAEA	Indian Adult Education Association
IGNOU	Indira Gandhi National Open University
IIALE	International Institute of Adult and Lifelong Education
IRC	Interactive Radio Counselling
JMC	Journalism and Mass Communication
JNU	Jawaharlal Nehru University
KANFED	Kerala Association for Non-Formal Education and Development
LLB	Bachelor of Laws
LLE	Lifelong Education
LSC	Learner Support Centre
MA	Master of Arts
MAAE	Master of Arts in Adult Education
MADE	Master of Arts in Distance Education
MAEDU	Master of Arts in Education
MAPC	Master of Arts in Psychology
MARD	Master of Arts in Rural Development
MBA	Master of Business Administration
MCom	Master of Commerce
MEd/MED	Master of Education
MHRD	Ministry of Human Resource Development
MLIS	Master of Library and Information Sciences
MoU	Memorandum of Understanding
MPhil	Master of Philosophy
MSc	Master of Science
NFE	Non-Formal Education
ODE	Open and Distance Education
ODEI	Open and Distance Education Institution

ODL	Open and Distance Learning
OER	Open Education Resource
OMSP	Office Management and Secretarial Practice
OU	Open University
PALDIN	Participatory Adult Learning, Documentation and Information Networking
PCM	Physics, Chemistry and Mathematics
PGCAE	Post-Graduate Certificate in Adult Education
PGDAE	Post-Graduate Diploma in Adult Education
PGDCA	Post-Graduate Diploma in Computer Applications
PGDDE	Post-Graduate Diploma in Distance Education
PGDDM	Post-Graduate Diploma in Disaster Management
PGDEC	Post-Graduate Diploma in English for Communication
PGDESD	Post-Graduate Diploma in Environment and Sustainable Development
PGDGD	Post-Graduate Diploma in Gender and Development
PGDHE	Post-Graduate Diploma in Higher Education
PGDIT	Post-Graduate Diploma in Information Technology
PGDPRJ	Post-Graduate Diploma in Public Relations and Journalism
PhD	Doctor of Philosophy
PSC	Programme Study Centre
RC	Regional Centre
RSD	Regional Services Division
SC	Study Centre
SIM	Self-instructional Material
SLMs	Self-Learning Material
SOE	School of Education
SOEDS	School of Extension and Development Studies
SRC	State Resource Centres
SRD	Students Registration Division
TEE	Term-End Examination
TLC	Teaching Learning Centre

UGC-NET	University Grants Commission – National Eligibility Test
UIL	UNESCO Institute of Lifelong Learning
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund

Chapter 1

INTRODUCTION

1.1 Background

In India, the first ever Department of Adult Education was established in 1964 in the University of Rajasthan. Thereafter, the efforts of establishment of Departments of Adult, Continuing Education and Extension (DACEEs) in conventional universities intensified from early 1970s to late 1990s (Shah, 1999), and gradually their number reached to 103 (Vandana, 2004). However, the efforts of professional development and capacity building in “adult education” by these DACEEs met with limited success only (Shah, 1997; Reddy, 2006). In this backdrop, the professional development and capacity building programmes in the discipline of “adult education” launched by Indira Gandhi National Open University (IGNOU) in the form of Post-Graduate Diploma in Adult Education (PGDAE) launched in July 2009, and Post-Graduate Certificate in Adult Education (PGCAE) as well as Master of Arts in Adult Education (MAAE) both simultaneously launched in July 2011 through open and distance learning (ODL) mode assume great relevance (Lakshmi Reddy, 2020, pp. 5-6).

By offering 511 academic programmes supported by 67 Regional Centres and 3,252 Learner Support Centres (IGNOU, 2011) the IGNOU then reached its historical peak. However, these three programmes (i.e. PGDAE, PGCAE and MAAE) continued as part of 237 programmes (IGNOU, 2018) also of 241 programmes on offer in 2019 (IGNOU, 2019).

A few words about IGNOU’s practice in general are relevant in the context here. Since its inception in 1985, IGNOU has been promoting educational opportunities through ODL mode by collaborating with different types of formal and non-formal institutions at different levels – local, state, national, and international – and by judiciously exploiting information and communication technologies to reach the unreached and the disadvantaged at large. IGNOU designs and develops self-instructional/self-learning materials (SIMs/SLMs) of its own in print medium,

which is the major medium of instruction of its programmes. These SIMs / SLMs available in print are, of late, also called the self-learning print materials (SLPMs). The supplementary media include, among other things, audio programmes, video programmes, Radio programmes in the form of Interactive Radio Counselling (IRC), TV broadcast (including DTH services), personal face-to-face tutoring and counselling sessions, personal contact programmes, workshops in face-to-face mode, live teleconference and occasionally web-conferencing. Each academic *Programme* is divided into a few *Courses*, each course into a few *Blocks* and each block into a few *Units*, which cover different themes. Each Programme and Course is weighted in terms of credits, and *each credit* is equated with 30 hours of study and other related activities to be performed by the students. While there is a Programme Coordinator for each programme, there are Coordinators for the courses under each programme. However, Programme Coordinator could also be the coordinator of all or a few of the courses under the programme. The programme and course coordinators together are responsible for planning, development and delivery or implementation of the academic programmes. Normally, face-to-face orientation programmes are organized by the course/programme coordinators for the chosen group of course writers who are basically the teachers/academics identified from different universities, colleges and other institutions all over the country, including faculty members of IGNOU. The units written by the course writers are subjected to format, content, language and copy editing before the SLMs/SIMs are printed. However, successful delivery or implementation of ODL programmes essentially depends on the nature, magnitude and quality of student support structure established at the third tier which is in the form of Learner Support Centres called Study Centres (SCs) or Programme Study Centres (PSCs) or Work Centres (WCs) under the control of Regional Centres (RCs), which constitute the second tier of the system, with the first tier being the Headquarters, located at New Delhi. Assignments and Term-End Examinations (TEE) constitute the essential components of the continuous and comprehensive evaluation of the students. In addition, there could be any other specific components such as practical activities, project work or dissertation in some programmes, depending upon the need, as the case may be (Lakshmi Reddy, 2015, pp. 23-24). Of course, once limited web-conferencing that used to be occasional and confined to certain events institutionally managed or controlled from headquarters of IGNOU, has now become a global phenomenon covering various unprecedented

dimensions spread across diverse social media platforms initiated and organised at different levels -- headquarters, RCs and even LSCs for various academic, administrative/managerial and learner support purposes as frequented or witnessed during the COVID-19 crisis period.

1.1.1 IGNOU's Initiatives for Professional Development and Capacity Building in 'Adult Education' through ODL Mode

“As far as ‘adult education’ discipline is concerned, IGNOU presents a different picture. It has accepted ‘adult education’ as one of the disciplines of School of Education (SOE), and has appointed professionally qualified person holding master’s and doctoral degrees in ‘adult education’ (i.e. the author here) as a faculty member of that discipline. Unfortunately, due to the then prevalent academic culture characterized by blatant domination of mediocrity aimed at sabotaging the meritocracy and professionalism of the discipline among other nasty reasons, which will be out of context to mention here, the professionally qualified faculty member concerned could not (be allowed or facilitated to) develop the professional development programmes in ‘adult education’ for about four years during 2001-2005 in SOE. Nevertheless, finally, the development and launch of three programmes -- Post-Graduate Diploma in Adult Education (PGDAE) in July 2009, and subsequently both Post-Graduate Certificate in Adult Education (PGCAE) as well as Master of Arts in Adult Education (MAAE) in 2011 simultaneously – through open and distance learning mode became a reality under School of Extension and Development Studies (SOEDS) of IGNOU itself, that too within a short period of four years during 2008-2011. Thus, fortunately and as a boon in disguise, when proper opportunity and support was given to the concerned professionally qualified faculty member, he could develop and launch the above three programmes through SOEDS in the shortest possible period, the pace of which has even compensated the time lost by him in SOE. Subsequently, ‘Adult Education’ has also been introduced as a specialization area under Master of Arts in Education (MAEDU) programme which was already on offer through ODL mode under SOE. Further, the three programmes (i.e. PGDAE, PGCAE and MAAE) have also been transferred from SOEDS to SOE of IGNOU, to restore them to their rightful discipline, ‘adult education’ of SOE. This is how adult educationists have (or sometimes made) to perform ‘somersaults’ to push

forward even their just professional mission with lot of hard work, and to show the sabotaging, non-professional, mediocre, cynical, non-performing academic thugs their place in the system” (Lakshmi Reddy, 2015, pp. 22-23). All this has, of course, become a reality, only after the author here had lost all the battles during 2001-2005, finally to get the desired, just, peaceful and facilitative environment with positive and competitive work culture since his reinstatement in service in October 2007, thus winning the war to advance the interests of ‘adult education’ discipline as a part the institutional drive. It is really immaterial that such a conducive, facilitative and competitive work environment / culture became possible for him only after his reinstatement in service in October 2007 with retrospective effect from the date of his removal from service that happened in March 2005 only through or in SOEDS (not in SOE) all through. The author here could really enjoy the divine kind of opportunity he got for doing such intended hard work for the discipline with full devotion, pace and commitment which he considers as a lifetime kind of contribution that he could make to the discipline of ‘adult education’ in particular and to academic programmes of IGNOU in general. This report, in fact, caps it all -- imbued with all relevant colourful feathers.

Here, it is also important to elaborate the point that IGNOU presents a different picture, of course, not only in India but also in the world, as far as inclusion of ‘adult education’ as one of the disciplines of SOE, with the three other being ‘education’, ‘distance education’ and ‘educational technology’. Salutes to the visionary decision of the then educational leadership! It is so because the academic programmes in the discipline of “Education” are targeted to cater to professional development and capacity building of teachers for formal system of education ranging from pre-primary to elementary to secondary to senior secondary education and beyond. These programmes mainly aim at preparing the pre-service and in-service teachers for different levels of school system including the educational researchers and the educationists at higher level. Whereas the academic programmes in the discipline of “Adult Education” cater to professional development of various sections of people in different sectors (social, economic, political, cultural and so on) who are outside the educational system plus the personnel of adult education programmes and also the diverse categories of adults in formal, non-formal and informal systems of education so as to develop them as adult educators and adult educationists;

who can at any time and any place play very qualified and courageous role to cater to educational needs of adults of the entire nation and the world. *Departments of Education / Schools of Education in universities (be they so called Conventional or Open) perform their comprehensive role and acquire full meaning of 'education' in their functional context only when they cater to the training and education of not only teachers of the conventional school system or education system at any level but also the qualified and eligible adults 'outside the walls of the education system' so as to enable them to become adult educators or adult educationists, as the case may be.* Towards advancement of this cause only, in the discipline of "Adult Education", the undersigned had coordinated, developed and launched three programmes namely Post-Graduate Diploma in Adult Education (PGDAE) w.e.f. July 2009, and Post-Graduate Certificate in Adult Education (PGCAE) as well as Master of Arts in Adult Education (MAAE) both w.e.f. July 2011. And, as ordained and explained above, such endeavour became fruitful only under School of Extension and Development Studies (SOEDS) through ODL mode. Further, four courses of these 'adult education' programmes have been included under MA (Education) programme (MAEDU) as a specialization area 'Adult Education' w.e.f. July 2013. Subsequently, in 2014, the Academic Council of IGNOU had decided to transfer the three programmes, viz. PGDAE, PGCAE and MAAE from SOEDS to SOE. Accordingly, the transfer of these programmes had been effected in January 2015, restoring them to their rightful discipline of 'adult education' under SOE, which thus continue till date.

Designing, Development and Delivery/Implementation of PGDAE, PGCAE and MAAE programmes: Innovative Practices, Experiences, Problems, Requirements and Prospects

Launching of these programmes has been preceded by systematic efforts of IGNOU since 2007. Prior to entry of IGNOU in this endeavour, there were efforts made by certain other institutions such as Jawaharlal Nehru University (JNU) and UNESCO Institute of Lifelong Learning (UIL) in collaboration with other institutions in India. A brief description of the initiatives by IGNOU and the background journey prior to its entry is given below.

In view of the established need for promotion of professional development and capacity building

in adult education at global level and more so in the developing countries, UNESCO, in collaboration and co-operation with various institutions involved in adult education in different countries, has been making some consistent efforts since the beginning of the 21st century. As a part of its established global network called Adult Learning, Documentation and Information Networking (ALADIN) a country network called ALADIN-India has come into existence in India. The collaborative efforts undertaken by UNESCO Institute of Lifelong Learning (UIL) in 2006 in co-operation and collaboration with ALADIN-India had resulted in development of preliminary draft material, called Participatory Adult Learning, Documentation and Information Networking (PALDIN), in the form of *two spiral bound volumes as draft courses* together containing **31 draft units**, the soft copies of which were also put on the UNESCO website -- <http://www.unesco.org/education/aladin/paldin/> -- for comments and criticism by the global academic community (Lakshmi Reddy, 2015, p.25).

It is at this juncture, in 2007, ALADIN-India sought involvement and cooperation of IGNOU to promote capacity building and professional development of adult education in India through open and distance learning (ODL) mode. Then, IGNOU, in collaboration with UIL and JNU, had organized a National Workshop from 11-14 December 2007 to review the said PALDIN draft material, amongst other things, and to consider feasibility of further developing the same and launching it as an academic programme in 'adult education'. The author who was put as a member on the organizing committee of this workshop in 2007 had subsequently (in January 2008) been assigned the task of coordinating, developing and launching suitable academic programme. After considering the report of the said review workshop along with said PALDIN draft units, the Programme Coordinator with the help of a Programme Design-cum-Expert Committee specially constituted in 2008 for the purpose had *identified and intermixed* **17 new units (titles)** covering various complementary themes and *reorganized them as a whole* (*31 PALDIN draft Units condensed into 30 Units +17 new units*) **into 47 units** divided under three theory courses forming a programme called Post-Graduate Diploma in Adult Education (PGDAE) -- consisting of three theory courses plus a practical course specially added as well. It was approved by the Academic Council of IGNOU in 2008. As an afterthought, one course (consisting of 23 Units) from an on-going Master of Arts in Education (MAEDU) programme of

IGNOU had been considered for adding to it, finally upgrading PGDAE into a 34 credits programme with four theory courses (together having 70 Units) and a practical course having three different practical components, which was further approved by the Academic Council in 2009 for its launch. PGDAE was thus launched in July 2009. It continued to be an independent programme. Later, by taking first two theory courses of PGDAE and one (first) component of its practical course out of it, a short-term programme of six months duration namely Post-Graduate Certificate in Adult Education (PGCAE) was constituted to meet short-term needs of the interested target group. Meanwhile, another Programme Design-cum-Expert Committee was specially constituted for designing Master of Arts in Adult Education (MAAE) programme. In its meeting held in 2010, the committee considered to constitute all the courses of PGDAE into first year of MAAE programme, and appropriate course structures for its second year courses were formulated to make it (i.e. MAAE) a two-year programme of 68 credits. In addition, two courses of Master of Education (MEd) programme already on offer by IGNOU were also considered for their inclusion among other optional courses of second year of MAAE. Consequently, both MAAE and PGCAE were approved by the statutory bodies for their simultaneous launch effective from July 2011 session. Accordingly, both MAAE and PGCAE were simultaneously launched in July 2011. Thus, in the process, the four theory courses together consisting of 68 Units, and a dissertation course have been developed and added for second year of MAAE.

Innovative practices followed in development and delivery of these programmes

In the process of development and delivery of these three programmes, some innovative practices were followed without which such quick development of SLMs was impossible in the normal process that the university used to follow till then. These practices are summed-up below (See Lakshmi Reddy, 2015, pp. 28-30).

- i) *Collaborative efforts of national and international institutions in development of PGDAE programme:* There were collaborative efforts by JNU and UIL initially and later by IGNOU in designing and development of PGDAE material which were already highlighted elsewhere above.

ii) *Extensive use of e-mail for orientation of course writers and for course development:* E-mail has been used extensively in a manner unprecedented at IGNOU for the following activities:

- *Orientation and training of course-writers through E-mail:* Use of E-mail for conducting orientation and training of the chosen course writers is the major innovative practice followed by the programme coordinator of these programmes. *It helped in saving a few hundred thousands of Indian Rupees per theory course*, which is otherwise required, as per earlier practice, for conducting a face-to-face orientation programme for the concerned course writers of different courses of these programmes. Their further training when they were actually involved in writing/developing the course units was also coordinated and monitored through E-mail only to facilitate their timely contribution of the units.

- *Coordination of development of entire course material by single coordinator:* Coordination of development of entire course material for the said three programmes has been done by the programme coordinator alone (i.e. the author here). This became possible only because of extensive use of E-mail by him at all stages of development of course material with full devotion and commitment including spending of most of his private time at home during week-days, week-ends and holidays as well. His basic computer literacy skills and reasonably good typing skill together served as added advantage in these efforts.

- *Coordination of Development of Cover Designs:* In normal practice, any graphic designer on the relevant panel of IGNOU is called by the concerned programme/course coordinator for personal discussion to explain the intended design to the graphic designer. Later, the designer brings the hard copies of the draft designs at different stages of cover design development. But, the coordinator here used a combination of two distance modes, namely E-mail and telephone, in an effective manner to mutually facilitate the discussion between the graphic designer and the coordinator all through the process from beginning till completion of development of the cover designs for relevant courses, programme guides and handbooks.

- iii) *Uploading of complete soft copies of course materials, programme guides and handbooks on IGNOU website as soon as launching of the programmes:* All soft copies (scanned versions) of the entire print material (SLPMs) of these programmes including related handbooks plus the video programmes were uploaded under ‘eGyankosh’ link of IGNOU’s institutional website: www.ignou.ac.in
- iv) *Inter-programme adaptation of courses:* It has been done between courses of MAEDU and MAAE programmes. While one course (MES-016) of MAEDU has been adopted as a course in PGDAE (which is also the first year of MAAE) programme, four courses (MAE-001, MAE-002, MAE-003 and MAE-004) of MAAE have been constituted as ‘adult education’ specialization area and introduced it under second year of MAEDU programme. Further, two courses of MEd programme of IGNOU have been adopted as optional courses in the second year of MAAE, while no ‘adult education’ course has been adopted for MEd programme.
- v) *Inclusion of practical components:* Practical course of PGDAE / MAAE contained three practical components to provide experience of community-based activities, workshop-based activities and adult education training centre/institution-based activities, while the practical course of PGCAE programme contained one practical component providing for experience of community-based activities only.
- vi) *Independent offer with flexibility:* PGCAE, PGDAE and MAAE are offered as independent programmes with flexibility to enable students to seek credit transfer facility for the relevant courses of the lower level programme completed by them, when they get admission into higher level programme. Further, since PGDAE is constituted as first year of MAAE, those who complete first year courses of MAAE become qualified for award of PGDAE.
- vii) *Cost-cutting initiative in choosing LSCs:* As a cost-cutting initiative, only existing SCs/PSCs of MAEDU, MEd and BED, programmes of IGNOU have been provisionally allowed to be the SCs/PSCs for PGDAE, PGCAE and MAAE programmes as well. If there is

reasonably good enrolment of students for these programmes under any RC, only then the Departments/Centres of ACEE / LLE in conventional Universities and/or the State Resource Centres (SRCs) for Adult Education existing in different states of India are considered as second option for their establishment as PSCs specially for these programmes. Otherwise, *the option of establishing PSCs specially for these programmes is considered to be costlier and unviable by the university, though qualitatively it is more desirable, effective, progressive and sustainable in the long-term interests of these programmes.*

In addition to the above, as a rare case, even the titles and other details of video programmes developed to supplement the SLPMs of these programmes are also mentioned in the respective Programme Guides of these programmes.

1.2 Basic Aspects of PGDAE, PGCAE and MAAE programmes

In the context of a comprehensive status-cum-in-depth students' tracer study of these programmes, it is appropriate to present here some important information about basic aspects of these programmes.

- i) PGDAE is of 34 credits programme with minimum duration of one year and maximum duration of four years. It consists of 5 courses – 4 theory courses each of 6 credits, and one practical course of 10 credits.
- ii) PGCAE is of 15 credits programme with minimum duration of six months and maximum duration of two years. It consists of 3 courses – 2 theory courses each of six credits, and one practical course of 3 credits.
- iii) MAAE is of 68 credits programme with minimum duration of two years and maximum duration of five years and these credits are equally distributed with 34 credits each in its first and second years. It consists of 10 courses – 8 theory courses each of 6 credits (out of which two are optional courses in the second year), one practical course of 10 credits in the first year and one dissertation course of 10 credits in the second year.

A summary of basic details of these programmes is presented, in brief, in Table 1.

Table 1.1: Basic Aspects of PGDAE, PGCAE and MAAE programmes

Sl. No.	Aspect	PGDAE	PGCAE	MAAE
1	Eligibility	Any Graduate	Any Graduate	Any Graduate
2	Medium of instruction	English	English	English
3	Duration	Minimum	1 year	6 months
		Maximum	4 years	2 years
4	Launch Year and Session	July 2009	July 2011	July 2011
5	Fee	In the launch year	Rs.5000	Rs.2,500
		1st Revised fee	Rs.6,000	Rs.3,000
		2nd Revised fee	Rs.7,200	Rs.3,600
		Current fee (in July 2020)	Rs.6,400	Rs.3,200
6	Frequency of offer	Once a year, i.e. in July session only	Twice a year, i.e. in January and July sessions	Once a year, i.e. in July session only
7	Total No. of Credits	34	15	68
8	No. of Courses (and Credits of each Course)	Theory	4 (6)	2 (6)
		Practical	1 (10)	1 (3)
		Dissertation	Nil	Nil

Note: * The amount is divided into equal parts and the student pays the first half at the time of initial admission into first year, and the other half at the time of re-registration into second year.

The details of the codes and the titles of the courses of PGCAE, PGDAE and MAAE are given below.

PGCAE (Launched w.e.f. July 2011): Courses of this programme include the following.

- MAE-001 Understanding Adult Education
- MAE-002 Policy Planning and Implementation of Adult Education in India
- MAEL-002 Practical Work: Community-based Practical Activities

PGDAE (Launched w.e.f. July 2009): Courses of this programme include MAE-001 & MAE-002 mentioned above, plus the following.

- MAE-003 Knowledge Management, Information Dissemination and Networking in Adult Education
- MES-016 Educational Research
- MAEL-001 Practical Work Components
 - Community-based Practical Activities
 - Workshop-based Practical Activities
 - Adult Education Training Centre / Institution-based Practical Activities

MAAE (Launched w.e.f. July 2011): Courses of this programme include the following.

1st Year Courses include all PGDAE courses mentioned above (i.e. PGDAE forms first year of MAAE).

2nd Year Courses include the following.

- MAE-004 Extension Education and Development
- MAE-005 Population and Development Education
- MAEE-001 Sustainable Development (Optional/Elective*)
- MESE-061 Open and Distance Learning Systems (Optional/Elective*)
- MAEE-002 Basics of Legal Awareness (Optional/Elective**)
- MESE-062 Vocational Education (Optional/Elective**)
- MAEP-001 Dissertation Work.

Notes: * Indicates that only one of the given two courses should be opted.

** Also indicates that only one of the given two courses should be opted.

Complete programme-frameworks and course-structures of PGCAE, PGDAE and MAAE programmes can be found in **Appendix-I**.

As per IGNOU's offer of academic programmes, though there are two admission cycles/sessions -- January and July -- in every calendar year, some of its programmes are offered in any one cycle/session only while some other programmes are offered in both the cycles/sessions.

Accordingly, PGDAE and MAAE are offered in July session only, whereas PGCAE is offered in both January and July sessions.

Further, it is very relevant to mention a *few additional aspects regarding offer of PGDAE as an independent programme and its modular relationship with MAAE programme*. *One*, MAAE programme is structured into two years and the students who are initially admitted into its first year have to re-register themselves for the second year towards the end of the first year of that particular session (during April-June) or in that period of the subsequent sessions of the later years. It means, *movement of the students from first year to second year of MAAE is not automatic and the students of its first year have to re-register themselves for the second year of the programme as per their convenience, interest and commitment*. *Two*, PGDAE is offered as an independent programme, and the admitted students who complete all the courses of it are awarded with PGDAE. Further, PGDAE is also constituted as first year of MAAE programme. Thus, PGDAE also forms a module (first year) of MAAE. It means, the students of MAAE first year who complete all courses of first year are also awarded with PGDAE, irrespective of whether they have re-registered for second year of MAAE or not. Hence, admission seekers are free to choose as to whether they want to enroll for PGDAE as an independent programme or they want to enroll for MAAE and complete all its first year courses to get awarded with PGDAE. *Three*, provision has also been made for the graduates of PGDAE (i.e. who completed it as independent programme) to seek direct entry into 2nd year of MAAE through a process called lateral entry admission (LEA).

However, successful delivery of these ODL programmes inter alia depends on the nature, size and quality of its Learner Support Centres (LSCs) established in the form of Study Centres (SCs), Programme Study Centres (PSCs), Special Study Centres (SSCs), and Work Centres (WCs), amongst others, as may be relevant for the programmes. Each Regional Centre (RC) exercises control over all the concerned LSCs falling under its geographical jurisdiction. These three “Adult Education” programmes, viz. MAAE, PGDAE and PGCAE are no exception to such dependence on these LSCs not only for their successful delivery but also for their systematic expansion across different geographical regions of the country for their extensive and

effective reach to large number of the target groups of learners. The LSCs become a matter of major concern vis-à-vis the quality and quantity of success of the programmes. Thus, the RCs and the LSCs assume utmost relevance in the context of a comprehensive programme status-cum-in-depth students' tracer study aimed at effective addressing of the problems and issues of progress of both the students and the programmes.

Chapter 2

WHY A COMPREHENSIVE PROGRAMME STATUS-CUM-IN-DEPTH STUDENTS' TRACER STUDY

2.1 A Brief Review of Related Research

Due to close proximity between the teachers and students, regular contact between the teachers and the students, face-to-face mode of teaching and learning and less complex nature of institutional organization in the case of conventional institutions, it is easy to know the exact status of any particular campus-based academic programme, including the progress status of each and every student pursuing it. Unlike this situation, due to the distance between the distance learners and the ODL institutions, absence of regular contact between distance learners and teachers and also among the learner group, distance mode of teaching and learning, and very complex nature of institutional organization based on division of labour, among other things in the case of OUs/ODEIs, knowing the exact status of an ODL programme and progress of its students becomes an extremely difficult task. Moreover, due to diverse nature and characteristics of distance learners, the extent of drop outs is generally more in the case of students of ODL programmes.

The review here attempts to highlight certain relevant studies. Studies touching upon rate of dropouts and successful completers (pass outs) of students of ODL programmes are *sin qua non* for knowing the tracer of students and also the contribution of the programmes. However, there is no unanimity on the definition of the term 'dropouts' in different studies. "Peters (1992) defines dropout as a student who does not sit for examination. Eisenberg and Dowsett (1990) define dropouts as finally registered students who have withdrawn from the course before the final examination. According to Fan and Chan (1997) the dropouts are those who did decide not to continue and did not submit any work since then and did not take their examination. They also distinguish these dropouts from initial dropouts. They define initial dropouts as those students who do not submit any work to the institution" (Lakshmi Reddy, 2001, pp.49-50). In addition,

some researchers have used certain other terms too, such as ‘attrition’ (Siquera de Freitas and Lynch, 1986) and ‘withdrawals’ (Brandt, 1956). Lakshmi Reddy (2001, p.50) attempted to encompass all these into one comprehensive definition: “the dropout is a properly registered student who has either withdrawn himself from the course or a programme of study at any point of time either by informing or not informing the institution of his intention to withdraw, or has been prevented by the institution for not satisfying the institutional regulations at any point during the course of the programme”. However, what is important is the holistic picture of the progress of all the enrolled students and their spread across the entire duration of the programme. Hence, subsequently, this definition too has been considered inadequate (Lakshmi Reddy, (2020, p.8) because *the status of the duly enrolled students is required to be located on a continuum of the duration of the programme irrespective of whether the students have or have not informed the institution of their withdrawal from pursuance of the programme at any point of time since their enrolment.*

Raza and Allsop (2006, p.38, quoted in Lakshmi Reddy, 2020, p.8) rightly point out as follows:

“Despite their mandates, most of the South Asian ODL institutions are not able to trace the path of their students over time to see how many complete and dropout. Most studies that exist have focused on looking at these issues at the course level because this data is easier to acquire. These data limitations are problematic across most ODL institutions whether in industrialised or low-income countries”.

“Researchers have pieced together completion rates on selected programmes across institutions where data is available. A recent study completed by Reddy (2002) on IGNOU completion rates (or as the author calls them, pass rates) is a rarity. Also extremely rare are institutional studies that systematically examine characteristics of students who complete. What is common are studies that examine characteristics based on surveyed samples ...”.

“ODL institutions have large numbers of students enrolled but little is known about what contribution they make to the human resource needs of the economy. ...”.

Above points speak volumes about the dearth of relevant research and thus reminds the ODL institutions of their responsibility to undertake or promote suitable studies so as to fulfill their institutional mandates vis-à-vis all programmes on offer.

2.2 Contextualising the Research Base for Systematic Study

Above brief review of related research do suggest a huge gap in research that is to be filled by ODL institutions. Though Lakshmi Reddy (2002, cited as Reddy, 2002 by Raza and Allsop, 2006 above) studied the students’ pass rates of all the programmes of IGNOU by taking into account the cohorts of enrolments and corresponding cohorts of pass outs of each programme since launch year, it is totally silent about the dropouts of these programmes and the reasons thereof. While Lakshmi Reddy (2015) makes partial attempt to trace the path of students of the three programmes (i.e. PGDAE, PGCAE and MAAE), the study confined to pass outs and dropouts of the initial years of enrolments only. However, it is also silent about the actual stage at which the students dropped out and the exact course-wise progress status of non-completers and their reasons thereof.

The reports of IGNOU (2016a, 2016b and 2017) present only the enrolment trends of all the programmes of IGNOU, and also the data is not comprehensive, complete and accurate. These reports do not cover the rates of successful completers (pass outs), dropout rates and non-completers of each programme. Further, these reports are totally silent about the alumni / alumnae status.

As a part of very serious effort to trace the progress path of all the students of ODL programmes on a continuum of their respective durations, Lakshmi Reddy (2020) studied in detail the rates of non-starters (initial dropouts), active students, pass outs and non-completers in respect of PGDAE, PGCAE and MAAE along with their own reasons for their own status. Thus, the study tracked or traced the complete path of all the students of PGDAE, PGCAE and MAAE

programmes on their permitted time periods or durations, both maximum and minimum till 2018. However, the study is silent about the status of alumni / alumnae of these programmes, which is also essential to understand their place in and contribution to fulfilling human resource needs of the economy. In view of the above, particularly in a country like India where DACEEs in about 100 conventional universities met with little success in offering and/or sustaining the professional development programmes in ‘adult education’ during the past five decades (i.e. about half a century), what MAAE, PGDAE and PGCAE programmes offered through ODL mode by IGNOU could achieve till 2018 since their respective launch years is no doubt worth according due recognition at this crucial stage. Crucial, because these three programmes have spread across good number of RCs and LSCs (including many non-SCs/PSCs) and their contribution is set to rise at an impressive rate.

In this context, ***it is very important to note the following points as far as their progress in enrolment front, in nutshell, is concerned.***

- i) *PGDAE launched in July 2009 academic session (and offered in only July session and not in January session) of IGNOU, did begin its journey with just 6 students enrolled under single Regional Centre under single LSC. In spite of fluctuations within the low enrolment, its highest annual enrolment could rise up to 18 only. Here one important factor which needs to be noted is that PGDAE is on offer as an independent programme but its modular relationship by being integral part (first year) of two-year MAAE programme launched in 2011 can always be a cause of fluctuations in mutual enrolments of PGDAE and MAAE.*
- ii) *PGCAE was launched in July 2011 academic session (and offered in both January and July sessions) of IGNOU and there were no takers to start with, in the launch session. However, with 7 students enrolled in the January session of 2012, its enrolment in 2019 rose to 43, which is the highest annual enrolment for the programme till date.*
- iii) *MAAE. launched in July 2011 academic session (offered in only July session and not in January session) of IGNOU, began its journey with just one student enrolled under a Regional Centre, without an LSC which is a non-SC/PSC thereof. In spite of negligible fluctuations in its growth in annual enrolment, its highest annual enrolment could reach to 140 in 2017 and remained above hundred in the subsequent two years also.*

iv) *The cumulative enrolment of these three programmes since their launch years till July 2019 session is 725, with their geographical coverage spread across 52 Regional Centres and 119 LSCs (includes SCs/PSCs and non-SCs/PSCs) across the country. Even with low annual enrolments, registering students' presence in so many RCs and LSCs across the country by itself is a significant achievement or development as far as these programmes are concerned.*

Therefore, what is required at this crucial stage is consolidation of these programmes for a huge take-off -- to boost the student enrolment in a dramatic manner -- which requires certain most-desired systemic changes in operational aspects at the level of RCs and LSCs. These changes need to be based on sound and in-depth feedback data through a comprehensive status study, including that of all the students enrolled hitherto into these programmes. In view of the above, a comprehensive programme status-cum-in-depth tracer study of students of these three programmes is the most desired attempt to fill the well-identified existing research gaps on one hand, and to trace the comprehensive status of these programmes across different RCs and LSCs on the other. Hence, sincere and systematic effort is felt essential to trace the path of the journey that these programmes made including all the students enrolled since the respective launch years of these programmes till December 2019 TEE so as to know how many of them have successfully completed (passed out), how many are non-starters or initial dropouts and how many of them are non-completers along with their reasons for their own status. If the tracer of all the students enrolled till now since the launch of these programmes is to be complete and comprehensive it is also essential to study the status of the alumni / alumnae, and their place in fulfilling the human resource needs of the economy of the nation.

The study of this nature is of immense need and significance as it serves dual purposes of filling the research gaps particularly linked to the mandates of ODL institutions and taking stock of the overall status of these programmes and tracer of their enrolled students as a whole. *This study of extraordinary nature, purpose and type aims at seeking answers to serious, pertinent and persistent questions in most systematic manner,* and the same are highlighted in Chapter 3 that follows.

Chapter 3

NATURE, PURPOSE AND SCOPE OF THE STUDY

The beginning of the present study has its roots in the efforts of monitoring of PGDAE, PGCAE and MAAE Programmes by the author from their respective launch years onwards. Over the years, keeping in view their low student enrolment, the expanding geographical coverage or spread of these programmes across different RCs and LSCs as well as progress of students enrolled for these programmes have gradually moved the author towards turning into a continuous study aimed at taking stock of the students' progress and coverage of the programmes as a whole on annual basis. It thus turned out to be a longitudinal study till date having its beginning in 2009.

Having taken note of low student enrolment from the beginning, the programme coordinator's (here, the author's) interest and commitment also got focused on sustaining the enrolment of these programmes. Accordingly, along with due focus on monitoring the progress of already enrolled students of preceding sessions, equal emphasis was given to monitoring of admission process during every admission cycle vis-à-vis addressing the problems and issues faced by potential/interested admission-seekers and applicants. The efforts have thus continued from year to year till 2019 including the results of December 2019 TEE, all of which have become part of the study.

As a result of constant monitoring, plus annual stock-taking of the status of students as well as geographical spread of these programmes in terms of students presence under different RCs and LSCs, the efforts have gradually turned out to be an interesting tracer study of progress of both the students and the geographical spread or coverage of these programmes, amongst other things. Thus, it assumed the character of a comprehensive programme status-cum-in-depth students' tracer study of these programmes, which is simultaneously filling the well-established research gaps related to ODL institutional mandates.

Beyond the above, as a part of close monitoring of active students who have successfully completed (passed out) these programmes, the author here used to entertain even the queries about their further academic and career prospects as well, as and when they sought any informal guidance, advice or counselling.

3.1 Concerns for a Comprehensive and in-depth Study of PGDAE, PGCAE and MAAE Programmes

As stated elsewhere above, since their respective launch years, PGDAE, PGCAE and MAAE programmes have been facing the problem of low enrolment of less than a hundred students per year. Student enrolment in MAAE has, of course, crossed a hundred each in three years -- 2017, 2018 and 2019 -- albeit with trivial fall in 2018 and 2019 in comparison with that of 2017. Yet, *unless there is consistent enrolment of more than a hundred students per year for at least five consecutive years or more, the author feels, it will remain a matter of concern. Thus, it is prudent to treat MAAE also as a low enrolment programme along with the other two programmes.* It is this low enrolment concern during the past decade (2009-2019) that has been calling for a sustained, systematic and comprehensive in-depth stock-taking of the situation of these programmes in terms of their reach or coverage across different Regional Centres (RCs) and Learner Support Centres (SCs/PSCs) plus overall status of all the enrolled students -- non-starters (initial dropouts), active students, pass outs and non-completers. It has thus been done periodically, on annual-basis which was useful in drawing out meaningful conclusions for taking up appropriate steps with regard to strengthening of these programmes. That's how their status has been sustained by the author with all possible and timely steps taken thereof.

Since these programmes have started with and are continuing with low enrolment till date, the periodical findings based on monitoring-cum-annual stock-taking efforts have enabled the author here (the coordinator of these programmes) to visualize a long-term plan for sustaining the reach of these programmes along with an in-depth tracer study of the students for promoting their interests. With this perspective in mind, and by infusing author's reflections on his experiences

over a decade in respect of these programmes, the study attempts to find answers to the following questions.

- i) What is the current status of enrolment in these programmes (i.e. PGDAE, PGCAE and MAAE) since their respective launch years?
- ii) What is the spread of enrolment of these programmes in terms of geographical coverage across different Regional Centres and Learner Support Centres?
- iii) What is the financial contribution of these programmes in terms of revenue generated in the form of student fee?
- iv) What is the progress and final status of the students enrolled for these programmes in terms of how many of them are non-starters, how many of them are active, how many of them are pass outs and how many remained as non-completers?
- v) What is the pass rate of total enrolled students and the pass rate of the active students of these programmes when their prescribed *maximum durations* of the programmes are over?
- vi) What is the pass rate of PGDAE graduates who got lateral entry admission into second year of MAAE programme in comparison with those who got direct admission into MAAE?
- vii) What is the percentage of non-starters, active students, pass outs and non-completers from among those whose prescribed *minimum duration* of the relevant programme only is over and not their respective maximum durations?
- viii) What is the average pass rate of students of each of these programmes and the overall average pass rate of students of these three programmes taken together in comparison with the average pass rate of students of all the programmes of IGNOU taken together?
- ix) What is the status of successfully completed alumni /alumnae of these three programmes?
- x) What have been the pressing problems and unresolved issues of these programmes that pertain to enhancing the student enrolment vis-à-vis sustaining the reach and also reaching the unreached geographical areas for meeting effective demand from the admission seekers?
- xi) What is the international recognition that these programmes are accorded with and the exposure of the students to international events of foreign universities?

xii) Do the programmes have demand from overseas students, and if yes, is there unmet demand in this regard?

In the light of the above, the nature, type, objectives, scope, limitations and implications of the study are described, in brief, below. Here, *it is essential to highlight that the nature, objectives and scope of this study have evolved as a part of above-stated efforts of longitudinal study of these programmes over the years.*

3.2 Nature and Type of the Study

As mentioned above, it is a comprehensive programme status-cum-in-depth longitudinal tracer study that has integrally combined monitoring and stock-taking efforts pertaining to PGDAE, PGCAE and MAAE programmes spread over a decade from 2009-2019. The study is an attempt to understand not only the overall status of these programmes in terms of their geographical coverage but also an in-depth tracer study of all the students of these programmes with a view to addressing the needs, issues and problems related to progress of the students and promotion of the programmes. This is intended to obtain an insight into the comprehensive status of these programmes particularly in terms of the student enrolment since their launch years, the growth, spread or coverage of enrolment across different RCs and LSCs, and the progress and the final status of students in terms of non-starters, active students, pass outs and non-completers of these programmes. Besides tracing the progress and final status of all enrolled students, it also explores their reasons for their status thereof. Further, it attempts to ascertain the profile and the present status of the alumni / alumnae of these programmes so as to know the range and level of their status in fulfilling the human resource needs of the economy of the nation. It is thus a unique, comprehensive and programmes-specific study of its kind that draws out systematic solutions to their persistent problems and issues; thus indirectly serves the purposes of an action research as well in addressing the problems and issues pertaining to sustaining and enhancing the reach of programmes on one hand, and in enabling provision of measures for effective progress of students in the larger institutional context of these programmes.

3.3 Objectives of the Study

In view of the above, the objectives of the study which have gradually increased in number and also transformed over the years in the process of this study are stated as follows.

- i) To find out the exact status of student enrolment in PGDAE, PGCAE and MAAE programmes since their respective launch years;
- ii) To analyse the extent of growth, spread or geographical coverage of these programmes across different Regional Centres and Learner Support Centres;
- iii) To take stock of the revenue generated through these programmes in terms of fee received from the students enrolled for these programmes over the years;
- iv) To identify the range of participation of the students in the activities of the respective programmes so as to categorise them as non-starters and active students as well as the active students into successful completers (pass outs) and non-completers of the relevant programme;
- v) To ascertain the exact progress and the final status of the students enrolled for these programmes in relation to the respective prescribed durations of the programmes;
- vi) To find out the pass rate of the total enrolled students and also the pass rate of the active students of these programmes when their prescribed *maximum durations* of the programmes are over;
- vii) To compare the pass rate of the PGDAE graduates who got lateral entry admission into second year of MAAE programme with that of those who got direct admission into MAAE;
- viii) To study the percentage of non-starters, active students, pass outs and non-completers from among those whose prescribed *minimum duration* of the relevant programme only is over and not their respective maximum duration.
- ix) To analyse the shared problems and experiences of the students of these programmes and other stakeholders to understand in-depth the issues affecting the progress of the students and prospects of the programmes;
- x) To trace the profile and the present status of alumni / alumnae (successful completers/pass outs) of the three programmes;

- xi) To compare the relative contribution of these programmes in terms of fulfilling the human resource needs of the economy of the nation vis-à-vis certain other programmes of IGNOU;
- xii) To ascertain the recognition accorded to the alumni / alumnae (successful completers / pass outs) of these programmes by the international agencies, if any;
- xiii) To know about the opportunities availed by the students and the faculty of MAAE programme in international programmes;
- xiv) To ascertain the unmet demand of overseas students for PGDAE, PGCAE and MAAE programmes; and
- xv) To evolve or set the present study as a model study for emulation by the Open Universities and ODEIs vis-à-vis any ODL programme.

3.4 Certain Terms Defined or Explained

For the purpose of the study, and to address the issues related to definition of certain terms used such as low enrolment, non-starters, active students, successful completers/pass outs and non-completers, amongst others, their definitions and/or explanations as given by Lakshmi Reddy (2020, pp. 10-12) have been followed/adapted herein, and are reproduced below.

Low enrolment programme: A programme is considered to be suffering from low enrolment if it has:

- a) the student enrolment of less than one hundred in every year since its launch year through subsequent years till date; or
- b) the average enrolment of less than one hundred students per year taken for all the years since its launch year; or
- c) more than one hundred students enrolled per year for each of the five consecutive years including the current / latest year.

Active students: The students enrolled for a particular programme are considered to be *active students* if they have performed at least any one, more than one or all of the following components as applicable to the relevant programme by the time their prescribed maximum duration of that programme is over:

- i) submitted the assignment response(s) and the relevant Grades are reflected in their Grade cards;
- ii) appeared in the term-end examination (TEE) and the relevant Grades are reflected in their Grade cards;
- iii) performed the practical activities and submitted the report(s) thereof pertaining to the practical course and the relevant Grades are reflected in their Grade cards;
- iv) submitted dissertation and attended viva-voce examination and relevant Grades are reflected in their Grade cards.

Similarly, the students are considered to be 'active students' on the same criteria with reference to their completion of minimum duration of the relevant programme.

Non-starters: If the students enrolled for a particular programme have not done at least any one of the activities mentioned above, as applicable to any course of that programme before their prescribed maximum duration of the programme is over, they are considered to be the *non-starters* of that programme.

Similarly, the students are considered to be 'non-starters' on the same criteria with reference to minimum duration of the relevant programme.

Pass outs (successful completers) and non-completers: If the students enrolled for any particular programme have successfully completed all the courses of that programme within the prescribed minimum or maximum duration of the programme they are called the *pass outs* or *successful completers* of that programme. Those active students who are unsuccessful in completing or passing the programme by the end of respective durations are called the *non-completers*.

Explanation of Learner Support Centre (LSC): Each Regional Centre (RC) of IGNOU is assigned with specific code having two numerals, which are of particular state or region code as per institutional policy. Under each RC, there are Learner Support Centres (LSCs) in the form of

Study Centres (SCs) established for delivery of general programmes, and Programme Study Centres (PSCs) established for delivery of professional and capacity building programmes in particular discipline. These SCs and PSCs are also allotted specific codes. Every SC/PSC is thus assigned with a specific/particular code, with its first two digits being the code of the concerned RC or of particular state within its geographical jurisdictional region and suffixed by a few more numerals or alphanumeric code. While the established SCs are activated for some other general programmes as well, the PSCs are also activated for other professional development and capacity building programmes in related disciplines. Generally, the specific codes of SCs/PSCs are entered in the admission data while allocating the SCs/PSCs as learner support centres for the purpose of enabling the enrolled students to avail the support services related to delivery of the relevant programme into which they are enrolled. Nevertheless, fact is that, in addition to these specific codes of SCs and PSCs, some other arbitrary codes are also assigned / entered as tentative codes under ‘Study Centre’ (i.e. LSC) column of the student admission database. These tentative or arbitrary codes are so assigned / entered by an RC when there is no SC or PSC established/activated for the relevant programme(s) under particular RC; and these codes thus are meant to indicate a tentative centre in place of an SC/PSC code in the data. Such an arbitrary code is assigned/entered under ‘SC’ code column of the database either to indicate the RC itself as a tentative centre (with letters RC-plus its numeric code or by prefixing or suffixing code ‘00’ to RC code or to its region / state code), or the letter code ‘HQ’ to indicate the Headquarters itself as ‘SC’ (indirectly the particular School of Studies at HQ) or code ‘999’ is suffixed to RC code or its region / state code. And, sometimes, code ‘NA’ is assigned indicating that the student is not even allotted to any tentative centre. Thus, ***‘LSC’ used in the analysis and interpretation of data under relevant sections in the study represents all the codes, i.e. specific codes of SCs/PSCs as well as all the ‘arbitrary’ codes of tentative centres or non-SCs/PSCs.***

LSCs therefore include codes of SCs/PSCs and of non-SCs/PSCs as well. Non-SCs/PSCs are indicated by certain type of arbitrary codes and indicate the respective RCs or Concerned Schools of Studies at the Headquarters or none such as NA (in lieu of non-SC/PSC codes), when there is no SC/PSC activated or considered for any particular programme under any RC.

3.5 Scope of the Study

The study covers the following.

- All students enrolled into PGDAE, PGCAE and MAAE programmes under various LSCs of different RCs.
- All LSCs and Regional Centres which have students enrolled for any one, two or all the three programmes under them.
- All the students enrolled for these three programmes from their respective launch year/session to July 2019 session of these programmes.
- The revenue generated by these programmes since their launch sessions/years till July 2019 session, programme-wise, RC-wise, LSC-wise and in total, covering fresh admission as well as re-registration.
- The status of non-starters, active students, successful completers/pass outs, and non-completers out of the students enrolled from initial years through the results of December, 2019 Term-End Examination (TEE) conducted by the University.
- The status of alumni / alumnae of these programmes.

The study also shares the comprehensive experiences of different stakeholders such as the students, the academic counselors, the coordinators of LSCs and the investigator himself as the coordinator of these programmes, which collectively provide panoramic picture of the problems and issues that continue to confront these programmes as well as the mosaic of possible prospects that await these programmes in the near and the far future.

3.6 Limitations of the Study

The study is limited to only the three programmes (i.e. PGDAE, PGCAE and MAAE) which have been facing the problem of low enrolment. The study thus covers only 725 students enrolled for these programmes since their launch years till date spread across 52 RCs and 119 LSCs. The enrolment data collected spans from July 2009 through July 2019 sessions, while the students' tracer status covers their exact progress and final status till the results of December 2019 TEE only.

Chapter 4

METHODOLOGY OF THE STUDY

As stated in the preceding chapter, the nature, the purpose and the objectives of the study have evolved over the years. So, it is very essential and also relevant here to highlight how its design and methodology have also changed accordingly. In this regard, *it is very important to note that the study did not have any pre-formulated rigid design or research proposal*. It began as a simple programme-monitoring effort concerned with low enrolment and gradually emerged as unique study of its kind here over a decade from 2009 onwards, transforming itself from programme monitoring to annual stock-taking of the fluctuating low student enrolment situation in terms of their geographical distribution or spread on year-to-year basis to continuous monitoring of the progress status of the students of these programmes.

4.1 Design of the Study

The design of the study has evolved over the years by taking into account the relevant findings based on both quantitative and qualitative data during a decade from 2009 through 2019. Concurrent and consequential mixed methods research design has been followed in this longitudinal study.

4.2 Sources of Data

The sources of data used in the study included both primary and secondary sources.

The institutional database systems of IGNOU formed sources of secondary data for the study. These sources included both offline and online databases. It is essentially the secondary data that has actually formed crucial basis for beginning of the study.

Students enrolled for the three programmes and other stakeholders including the alumni / alumnae of these programmes (PGDAE, PGCAE and MAE) of IGNOU formed the important sources of primary data/information. Means such as telephone, e-mail and personal interactions, among other things, have been used to collect primary data. This has been basically used to check or validate the status of quantitative data as a part of monitoring of the progress of students or addressing the relevant issues, problems, etc related to their progress from time to time.

4.3 Methodology of the Study

Quantitative data has been collected periodically from the database sources of the institutional systems of IGNOU. Beginning with July 2009 session, the enrolment data has been collected every year till July 2019 session, immediately after the admission process was over for each session. To start with, the enrolment data for July 2009 session of PGDAE, which was essentially available from offline sources only was collected from the relevant offline sources. Thereafter, from 2010 onwards, the enrolment data which became available online from IGNOU website (www.ignou.ac.in) has been systematically retrieved by the author at the end of every admission cycle. The data related to student enrolment, except for one session, has thus been collected from the relevant link of the said institutional website. Based on this data, the students' progress has been tracked after every Term-End Examination (TEE) of the respective programmes, This has been done so as a part of continuous monitoring of both, the enrolment of students and also their progress status over time in these programmes. In addition, the qualitative information as received from the students since the time of enrolment process and thereafter during the duration of the programme has been collated periodically to corroborate and validate the findings of quantitative data and vice-versa. This has even enabled the author (the programme coordinator) not only to track the students' progress path but also to facilitate their progress and feedback thereof.

Based on the enrolment data of these programmes, specific data pertaining to progress of the students year by year and their final status has been collected periodically from their online Grade Card status. Thus, the relevant quantitative data from authentic data-base sources of the institutional systems has been used for studying the students' progress. It is needless to say that,

such a long-term and in-depth exercise over the years has not only been felt very essential but has also become possible because of low enrolment of these programmes. As a part of it, and to study the reasons for low enrolment since the launch years, qualitative feedback has been compiled based on the problems faced by the admission seekers in different years regarding the issues of admission process, and applied it to corroborate the reasons for low enrolment, among other things.

Further, based on the findings of the quantitative data and in order to ascertain the reasons of the concerned students, i.e. non-starters, active students, pass outs and non-completers, about their existing status, an attempt has also been made to collect qualitative information from them in the middle of December 2018 through telephonic conversation with the following samples of students selected at random from these relevant groups of students: i) four students each from among the non-starters of each of these programmes whose prescribed maximum duration of the programme was over, ii) five students each from among those who have successfully completed or passed out respective programmes when their maximum duration of the programme was over; iii) four students each from among those who have been active but could not complete the respective programme when their maximum duration of the programme was over (**Note:** Out of these 39 selected sample students, just four students whose mobile phones were either switched off, or not reachable or found to be incorrect, and those who did not receive / respond to even the second/third telephonic call from the author, nor have they called back later have been left out). (Lakshmi Reddy, 2020).

In addition, the information collected during personal and telephonic interactions / discussions the author had on different official occasions with two Programme In-charges of two PSCs of these programmes and four academic counselors of one PSC has also been collated to cross validate the findings based on the qualitative data collected from the students. Furthermore, one student of PGDAE and three students of MAAE from among those who attended the workshop as a part of their practical course activities at a PSC in October 2018 have also been personally interviewed by the author in unstructured manner to understand in-depth their problems, if any, in pursuing the relevant programme (Ibid).

Since the monitoring of the students' progress is an ongoing process, there have been continuous efforts by the author to take stock of the latest, holistic picture of these three programmes as a part of decadal stock-taking of the status of these programmes including the in-depth tracer study of the students of different sessions from the respective launch years till the end result of December 2019 TEE. A draft report of this decadal study has been prepared by the end of July 2020. At this stage, as an afterthought, the author thought of covering or including the status of alumni / alumnae also in it so as to make the tracer study more in-depth and comprehensive. Therefore, at this stage, with a view to enhance the scope of the study, additional attempt has been made from 20th August 2020 to middle of September 2020 to collect qualitative data from the alumni / alumnae of the these programmes as well to ascertain their profile and present status.

The process followed for collecting relevant information from the alumni / alumnae is described in brief below:

- a) **46** alumni / alumnae whose emails and telephone numbers are readily available from the database have been contacted through email *on priority basis*. They have been sent a common email on 20th August 2020 in the form of BCC to each of them explaining the purpose and sought information, in a prescribed soft copy format, regarding their personal details, educational qualifications, experience in different positions, if any held, the present position, and how qualification(s) in 'adult education' acquired from IGNOU has/have been useful to them in their academic career and job front, amongst other things. Very few emails have bounced back as they were found to be incorrect. Leaving these few aside, all others have been contacted on their telephones in next couple of days, just to remind them of the e-mails sent to them and thus personally requested them to send brief profile/CV in the given format as a soft copy, as an attachment to email.
- b) To **6** of them whose *e-mails only are available*, were sent e-mails only. *They were sent reminders through emails only.*
- c) Later, to **16** alumni / alumnae whose mobile numbers only are available an SMS has been sent asking for their e-mail IDs for a stated purpose. They were later called over their telephones to explain them the purpose for which their e-mails were sought. In the process,

a few telephone numbers were found to be non-existing or switched off or not reachable. To each of those who sent their e-mail IDs through SMS, a special individual e-mail was sent seeking soft copy of brief profile / CV, in the given format, as an attachment to e-mail.

d) Only 2 alumni whose telephone number and e-mail IDs both were not available have been *left out*.

(Note: 5 alumni / alumnae of Lateral Entry admission pass outs of MAAE have already formed part of PGDAE alumni / alumnae).

However, the following limitations /problems were also experienced in the process of contacting them: (i) There was no response at all from one alumna and one alumnus, either to the telephone call or to the email; (ii) From five of them whose e-mails only are available, there was no response at all even after repeated reminders; and (iii) Two alumni were found facing health issues, one personally and the other to the spouse, while one alumna expressed about an unfortunate event happened in the family and sought some time – these three have not been given any further reminder.

Positive side of the experience is that, some have responded promptly, without any reminder. Some responded to the first reminder, some others to the second and others to the third reminder. Reminder e-mails were sent after a gap of two to four days after each previous mail. Some have been sent reminders through SMS also while some others have been reminded through personal telephonic conversation. All this has been done to have quick follow-up reminders to expedite the process of getting as many responses as possible at the earliest. Two alumni who were in their villages, were available for contact through telephone only, and expressed their lack of access to computers and internet in the vicinity due to COVID-19-driven crisis situation and thus expressed their inability to send soft copy as attachment through e-mail. Nevertheless, one alumnus has sent the CV through WhatsApp. The other alumnus has, however, readily given his brief profile information orally during telephonic conversation itself, as sought by the author. Further, one alumnus in his response has expressed the hesitation/reservation to send the profile. On the other hand, interestingly, one alumna who had sent very impressive brief profile / CV,

expressed her reservation that it should be treated as private and not to be made public through the report.

On the whole, the responses from the alumni /alumnae were quite cheering and satisfying; it was really a delightful experience as well. Brief profiles / CVs have thus been received through different means like e-mail attachments, WhatsApp docs and other forms/means. The information so received from 52 (74%) alumni / alumnae (19 of PGCAE, 15 of PGDAE and 18 of MAAE, in which 5 PGDAE alumni / alumnae of lateral entry admission into MAAE also got included) has been consolidated to include it as appendix to the report. Added to it are also responses from 4 *students who are not actually the alumni / alumnae but are those who have successfully completed first year of MAAE (i.e. qualified PGDAE) out of those who have completed their minimum duration of MAAE programme only* and whose maximum duration still exist to complete it.

An exhaustive mix of both quantitative and qualitative data collected in parallel/concurrent and sequential/consequential manner and the analyses done of the same are presented along with the results and discussion thereof in Chapter 5.

Chapter 5

ANALYSIS AND INTERPRETATION OF DATA, FINDINGS AND DISCUSSION

As specified in Chapter 3, it is a longitudinal and comprehensive programme status-cum-in-depth students' tracer study. Chapter 4 explained in detail the design and methodology followed, which was spread over a period of decade. This has helped in the triangulation of data done by way of collating and validating the quantitative findings with those of the analysis based on the qualitative information. Thus, the longitudinal quantitative data collected from the database systems of institution and the occasionally and purposively collected qualitative data have been systematically analyzed, collated and cross-validated. The substantial analyses and findings related to the three programmes are presented and discussed under the following Sections 5.1 to 5.10.

- 5.1 Overall Status of Student Enrolment in PGDAE, PGCAE and MAAE programmes
- 5.2 Extent of Spread of the three Programmes across different Regional Centres (RCs) and Learner Support Centres (LSCs) of IGNOU
- 5.3 Revenue Generated through Fee from Students of PGDAE, PGCAE and MAAE programmes
- 5.4 Tracer of Students' Progress and Final Status through the allowed Durations of the Programmes
- 5.5 Shared Problems and Experiences of the Students of the programmes and other Stakeholders
- 5.6 Tracer of Profile and Present Status of Alumni / Alumnae (Successful Completers/Pass outs) of the three Programmes
- 5.7 International Recognition: Award of UNESCO Scholarship to some Successful Completers (Pass outs) of PGDAE
- 5.8 International Exposure to Students and Programme Coordinator of MAAE programme
- 5.9 Unmet Demand of Overseas Students for PGDAE, PGCAE and MAAE programmes
- 5.10 A Model Study for Emulation by the Open Universities and ODEIs for an ODL programme

To be more specific, each section covers the specific objective(s) mentioned thereof below.

- Section ‘5.1 Overall Status of Student Enrolment in PGDAE, PGCAE and MAAE programmes’ present the analyses and the findings related to *objective i)* of the study (for all objectives of the study, see Chapter 3).
- Section ‘5.2 Extent of Spread of the three Programmes across different Regional Centres (RCs) and Learner Support Centres (LSCs) of IGNOU’ covers those pertaining to *objective ii)* of the study.
- Section ‘5.3 Revenue Generated through Fee from Students of PGDAE, PGCAE and MAAE programmes’ present those related to *objective iii)* of the study.
- Section ‘5.4 Tracer of Students’ Progress and Final Status through the allowed Durations of the Programmes’ realizes *objectives iv) to viii)* and *objective xi)* of the study.
- Section ‘5.5 Shared Problems and Experiences of the Students of the Programmes and other Stakeholders’ pertain to *objective ix)* of the study.
- Section ‘5.6 Tracer of Profile and Present Status of Alumni / Alumnae (Successful Completers/Pass outs) of the three Programmes’ present the findings related to *objective x)* of the study.
- Section ‘5.7 International Recognition: Award of UNESCO Scholarship to some Successful Completers (Pass outs) of PGDAE’ highlights the findings related to *objective xii)* of the study.
- Section ‘5.8 International Exposure to Students and Programme Coordinator of MAAE programme’ pertains to *objective xiii)* of the study.
- Section ‘5.9 Unmet Demand of Overseas Students for PGDAE, PGCAE and MAAE programmes’ covers about *objective xiv)* of the study.
- Section ‘5.10 A Model Study for Emulation by the Open Universities and ODEIs for an ODL programme’ realizes *objective xv)* of the study.

The above mentioned sections are presented in the same order below.

5.1 Overall Status of Student Enrolment in PGDAE, PGCAE and MAAE Programmes

Analysis and presentation of data plus the results and discussion pertaining to status of student enrolment in PGDAE, PGCAE and MAAE programmes are as follows.

To begin with, the status of student enrolment since the respective launch years of the three programmes is presented here. Table 5.1 presents the enrolment details of PGDAE programme from its launch year/session (i.e. July 2009) onwards and of PGCAE and MAAE programmes from their launch year/session (i.e. July 2011) onwards till July 2019 session.

Table 5.1: Students Enrolled for PGDAE, PGCAE and MAAE programmes: Year-wise

Academic Year	Number of Students Enrolled			Total Enrolment
	PGDAE	PGCAE	MAAE	
2009	6	NA	NA	6
2010	12	NA	NA	12
2011	7	0	1	8
2012	3	7 (4+3)*	4	14
2013	0 [#]	9 (2+7)*	13	22
2014	3	12 (7+5)*	11	26
2015	12	9 (5+4)*	33	54
2016	18	13 (6+7)*	35	66
2017	8	36 (14+22)*	140	184
2018	16	19 (12+7)*	137	172
2019	14	43 (24+19)*	104	161
Total	99	148 (74+74)*	478^{\$}	725
%age to Total Enrolment	(13.66%)**	(20.41%)**	(65.93%)**	(100%)
Average Enrolment per year	9[@]	16[@]	53[@]	66^{##}

Note: NA = Not Applicable, since PGCAE and MAAE have been launched in July 2011 session.

The students who were interested to do PGDAE were given pre-admission counseling to take admission into MAAE, as it was considered more advantageous to them because 1st year of MAAE is integrally constituted as PGDAE, and also they were not pursuing any other Degree programme simultaneously from any University.

\$ Excludes the students of lateral entry admission into second year of MAAE.

- * Figures in parentheses indicate the break-up of respective enrolment for January and July sessions of PGCAE programme.
- ** Indicates the percentage of student enrolment in the programme to the total enrolment of the three programmes taken together.
- @ Average enrolment of each programme is calculated by taking the respective launch year of each programme as first year,
- ## The average enrolment for all these programmes is calculated by taking into account 2009 as the first year.

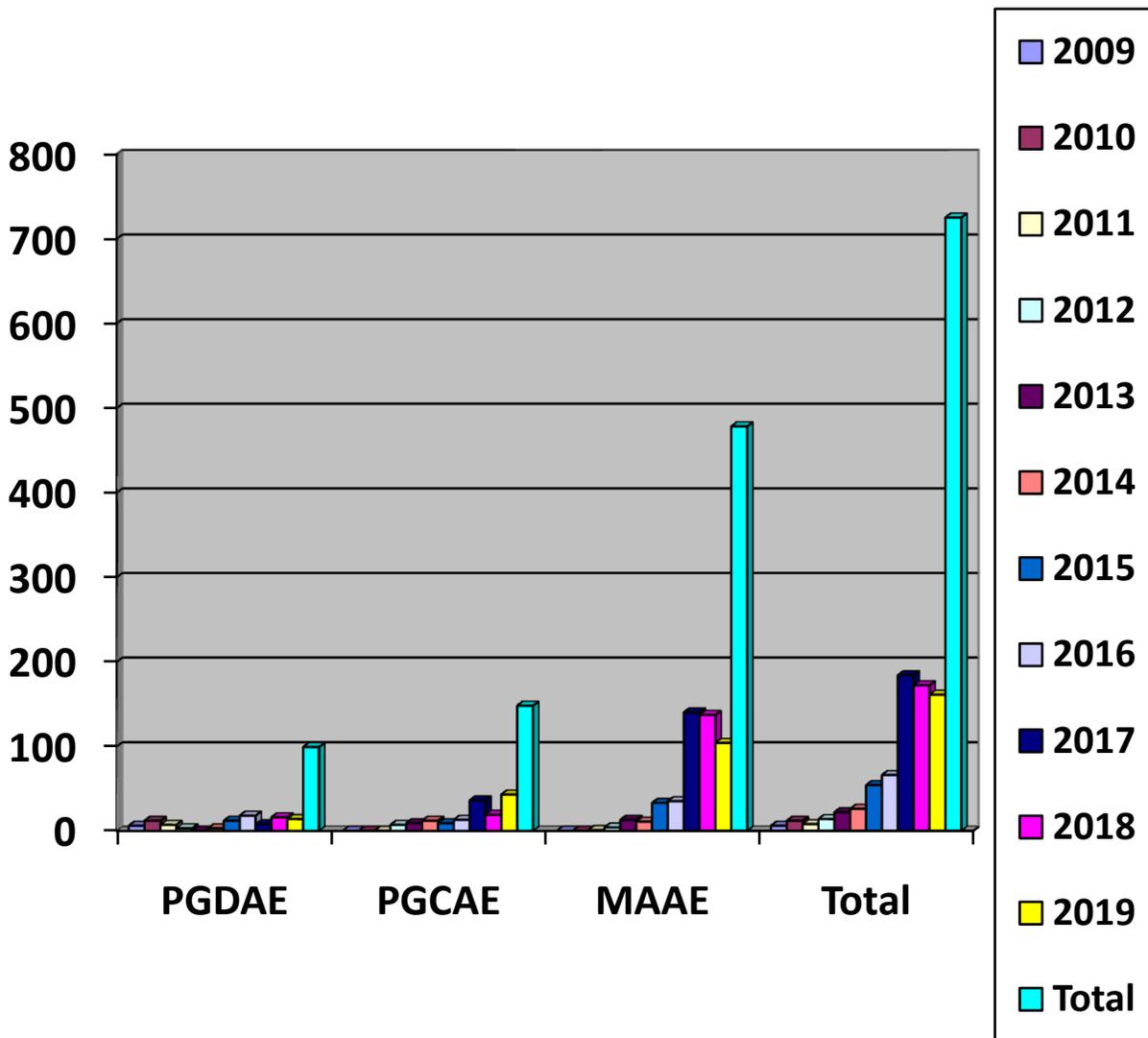


Figure 5.1: Student Enrolment in PGDAE, PGCAE and MAAE: Year-wise

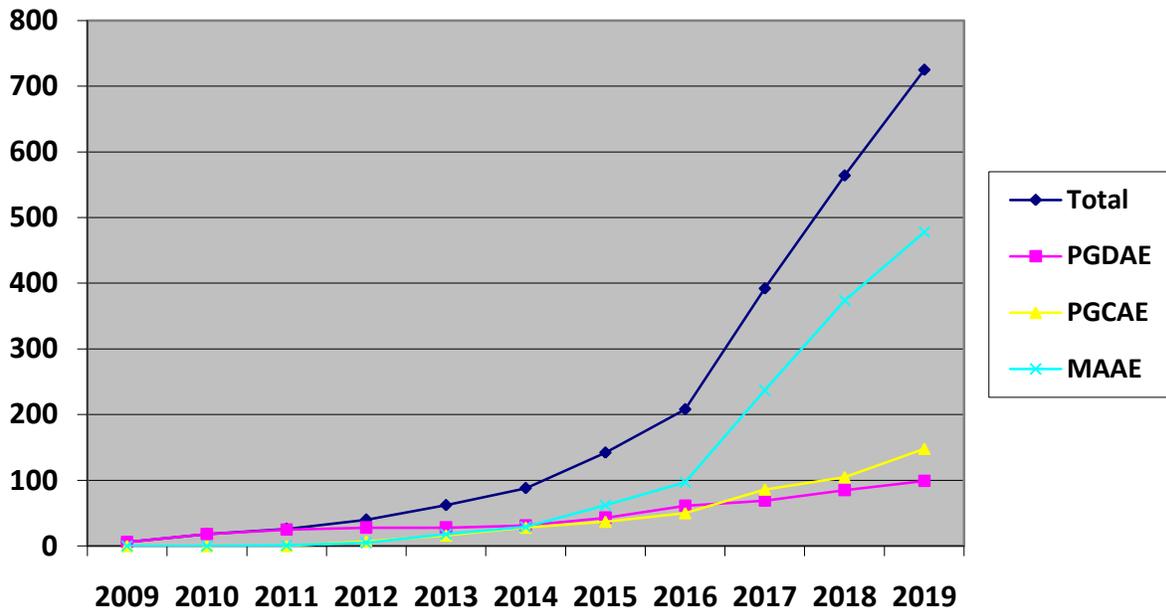


Figure 5.2: Cumulative Enrolment: PGDAE, PGCAE, MAAE and Total

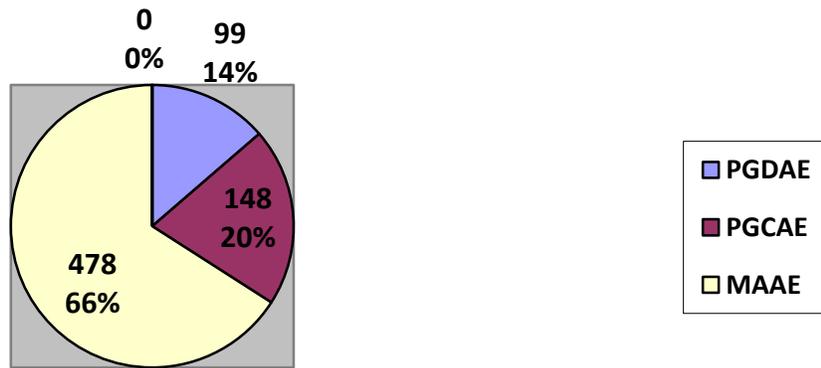


Figure 5.3: Total Students Enrolment of PGDAE, PGCAE and MAAE programmes

From Table 5.1, it is clear that:

- i) The total enrolment of all the three programmes taken together is **725**. Total annual enrolment of these programmes has been increasing every year except for three years (2011, 2018 and 2019), with minor fall in these years compared to that of their corresponding previous years;
- ii) The enrolment of MAAE (478), PGCAE (148) and PGDAE (99) respectively account for 65.93%, 20.41% and 13.66% of the total enrolment of these programmes;
- iii) While the annual enrolment of PGDAE and PGCAE programmes in any particular year has not crossed double digit, the growth in enrolment of MAAE jumped forward from single digit to double digit to triple digit, albeit the ignorable fall in 2014 and 2018, but somewhat noteworthy fall in 2019 compared to that of their corresponding previous years;
- iv) Average enrolment per year of PGDAE (9) is low in comparison with that of PGCAE (16) and of MAAE (53); and
- v) Overall average enrolment for the three programmes taken together is 66.

Regarding certain fluctuations in enrolment of PGDAE and MAAE, it is important to recall one common feature of PGDAE and MAAE, that is, the modular relationship between them as explained elsewhere above. Therefore, with proper pre-admission counseling by the programme coordinator explaining to the concerned admission seekers about the relative advantages, the applicants interested to apply for PGDAE could be averted and diverted to apply for MAAE, as it has been done in 2013 and 2019. Yet, some interested candidates such as those already pursuing a Master Degree programme from IGNOU or any other university, have preferred to seek admission into PGDAE only; they did so, expressly to avoid problems related to violation of official policy of pursuing double degrees simultaneously.

As explained in Chapter 1, the students initially enrolled into first year of MAAE have to re-register themselves into second year of MAAE. This is essential for their movement from 1st year to 2nd year, irrespective of whether they have completed any or all the courses of 1st year. And, those students who have successfully completed PGDAE as an independent programme can also join 2nd year of MAAE through lateral entry admission, since 1st year of MAAE is constituted as

PGDAE. The data pertaining to re-registration and lateral entry admission into 2nd year of MAAE is presented in Table 2.

Table 5.2: Number of Students who got Re-registration and Lateral Entry Admission into 2nd Year of MAAE

Year	Number of Students initially admitted into 1 st year of MAAE	Students Re-registered or Laterally Admitted into 2 nd year of MAAE		
		Re-registration of MAAE 1 st year students into 2 nd year of MAAE	Lateral Entry Admission of PGDAE graduates into 2 nd year of MAAE*	Total
2011	1	NA	NA	NA
2012	4	0	7@	7
2013	13	5	3	8
2014	11	4 #	0+	4
2015	33	5 ##	0+	5
2016	35	17 ###	0+	17
2017	140	15 ####	0+	15
2018	137	50 #####	0+	50
2019	104@@	47#####	0+	47
Total	478	143 (38%)\$	10	153

Notes: NA = Not Applicable.

* Lateral entry admission is allowed only for those students who have enrolled for and completed PGDAE programme offered by IGNOU.

All those re-registered are from among those initially enrolled for MAAE 1st year of July 2013 session.

All those re-registered are from among those initially enrolled for MAAE 1st year of July 2014 session.

Includes 1 from those initially enrolled for MAAE 1st year of July 2014 session and 16 from those of MAAE 1st year of July 2015 session.

Includes 3 from those initially enrolled for MAAE 1st year of July 2015 session and 12 from those enrolled for MAAE 1st year of July 2016 session.

Includes 1 from those initially enrolled for MAAE 1st year of July 2014 session, 1 from those of MAAE 1st year of 2016 session and 48 from those of MAAE 1st year of July 2017 admission.

Includes 7 from those initially enrolled for MAAE 1st year of July 2017 session and 40 are from those of MAAE 1st year of July 2018 session.

+ Indicates that data could not be collected for the years 2014, 2015, 2016, 2017, 2018 and 2019.

@ Includes 4 PGDAE Graduates from July 2009 session and 3 PGDAE Graduates from those of July 2010 session. They were allowed LEA into 2nd year of MAAE, when the 2nd year began in July 2012.

@@ These students are eligible for re-registration into second year in July 2020 session only.

\$ Indicates percentage of re-registered students to those eligible for re-registration. Those admitted in 2019 for MAAE 1st year do not form part of students eligible for re-registration.

An in-depth examination of the relevant data of re-registration of MAAE 1st year students to its 2nd year revealed that, out of total 374 students enrolled for MAAE 1st year (up to July 2018 session) who were/are eligible to re-register into 2nd year of MAAE, only 143 (38%) have re-registered into 2nd year of MAAE. In addition, there were 10 students (PGDAE graduates) who got lateral entry admission into 2nd year of MAAE. Further, from no one admission session/cycle all the students enrolled in 1st year have re-registered into 2nd year either in the immediately following year or in the later years. The students are thus aware of the flexibility provided thereof and have accordingly used the provision as per their convenience, commitment and interest. This observation is very clear from the data pertaining to cohort of students who got re-registration in the year 2016 and in the later years (See the notes under Table 5.2). On the whole, *only 38% of those enrolled in 1st year have re-registered themselves for 2nd year of MAAE means, there is initial attrition or drop out of 62% by the end of the first year itself.* This supports, if not to the full extent, the findings by James and Wedemeyer (1959) that 93% of students have withdrawn or dropped out before completing a quarter of the programme.

5.2 Extent of Spread of the three Programmes across different Regional Centres (RCs) and Learner Support Centres (LSCs) of IGNOU

The distribution of enrolled students from 2009 to 2019 for these programmes taken together under different Regional Centres (RCs) and Learner Support Centres (LSCs) including those non-SCs/PSCs all over the country is given in Table 5.3.

Table 5.3, given below, presents the wholesome spread of students across different Regional Centres (RCs) and LSCs (SCs/PSCs plus non-SCs/PSCs). It reveals that while some RCs/LSCs have students enrolled for any one programme only, some other RCs/LSCs have enrolment for any two programmes only and yet others have enrolment for all the three programmes. However,

these RCs/LSCs are not mutually exclusive in terms of their coverage of enrolment of these programmes. It clearly shows that the total number of RCs having presence of student enrolment for any one, two or all the three programmes is 52, while the total number of LSCs there under is 119. Out of these 119 LSCs (both SCs/PSCs and non-SCs/PSCs), 49 non-SCs/PSCs have effectively facilitated reaching 200 interested candidates in their admission to these programmes under different RCs.

Table 5.3: Spread of Student Enrolment of MAAE, PGDAE and PGCAE programmes across different Regional Centres and Learner Support Centres (LSCs): July 2009 to July 2019 taken together

Sl. No.	RC (Code)	LSC (Code of SC/ PSC and non-SC/PSC)	Students Enrolment in			Total Enrolment under	
			MAAE	PGDAE	PGCAE	LSC (Rank)	RC (Rank)
1	AGARTALA (26)	26999*	9	-----	-----	9 (16)	9 (22)
2	AHMEDABAD (09)	09999*	8	-----	1	9 (16)	10 (19)
		0902	-----	1	-----	1 (95)	
3	AIZWAL (19)	19999*	1	-----	-----	1 (95)	1 (47)
4	ALIGARH (47)	2713	-----	-----	3	3 (44)	4 (33.5)
		47037	-----	1	-----	1 (95)	
5	BANGALORE (13)	1323	-----	4	-----	4 (33.5)	4 (33.5)
6	BHAGALPUR (82)	82999*	1	-----	-----	1 (95)	1 (47)
7	BHOPAL (15)	1500*	1	-----	2	3 (44)	4 (33.5)
		1501	-----	-----	1	1 (95)	
8	BHUBANESWAR (21)	2100 *	-----	-----	2	2 (61)	22 (9)
		NA *	-----	-----	1	1 (95)	
		21000*	-----	-----	2	2 (61)	
		21119	-----	2	-----	2 (61)	
		2111	-----	1	-----	1 (95)	
		21211P	3	-----	-----	3 (44)	
21999*	11	-----	-----	11 (13.5)			
9	CHANDIGARH (06)	06019P	1	-----	-----	1 (95)	1 (47)
10	CHENNAI (25)	NA*	-----	-----	1	1 (95)	19 (10)
		2566	7	1	7	15 (10)	
		2501	-----	-----	1	1 (95)	
		3102	-----	2	-----	2 (61)	
11	COCHIN (14)	1400*	-----	3	3	6 (23)	15 (13)
		09999*	8	-----	-----	8 (18)	

		14999*	1	-----	-----	1 (95)	
12	DEHRADUN (31)	2752	1	1	-----	2 (61)	12 (16)
		2705	1	1	1	3 (44)	
		37999*	7	-----	-----	7 (19.5)	
13	DELHI-1 (07)	NA*	8	-----	9	17 (9)	84 (2)
		0757	38	16	13	67 (3)	
14	DELHI-2 (29)	NA*	1	2	-----	3 (44)	93 (1)
		0736P	-----	3	-----	3 (44)	
		29049P	60	7	13	80 (1)	
		2900*	5	-----	2	7 (19.5)	
15	DELHI-3 (38)	0781	-----	3	-----	3 (44)	7 (26)
		RC-38*	2	-----	-----	2 (61)	
		38026	1	-----	1	2 (61)	
16	DEOGHAR (87)	3612P	1	-----	-----	1 (95)	1 (47)
17	GANGTAK (24)	2401	-----	-----	3	3 (44)	3 (37.5)
18	GUWAHATI (04)	0401	-----	1	-----	1 (95)	5 (30.5)
		0412	-----	-----	4	4 (33.5)	
19	HYDERABAD (01)	0100*	-----	-----	1	1 (95)	24 (8)
		0153 P	-----	1	-----	1 (95)	
		0158	8	3	11	22 (8)	
20	IAEP- UDHAMPUR (55)	5504	1	-----	-----	1 (95)	1 (47)
21	IAEP – PUNE (54)	5404	-----	-----	1	1 (95)	1 (47)
22	IMPHAL (17)	1701	58	1	-----	59 (4)	62 (4)
		17999*	3	-----	-----	3 (44)	
23	ITANAGAR (03)	0301	1	-----	1	2 (61)	29 (7)
		03999*	26	-----	-----	26 (7)	
		HQ*	1	-----	-----	1 (95)	
24	JABALPUR (41)	1599*	-----	-----	2	2 (61)	7 (26)
		1502	-----	1	-----	1 (95)	
		15115	-----	1	-----	1 (95)	
		1530P	-----	3	-----	3 (44)	
25	JAMMU (12)	1201	-----	1	3	4 (33.5)	12 (16)
		1272 P	1	-----	-----	1 (95)	
		12999*	1	-----	-----	1 (95)	
		09999*	6	-----	-----	6 (23)	
26	JODHPUR (88)	HQ*	-----	1	-----	1 (95)	2 (40.5)
		2380	1	-----	-----	1 (95)	
27	JORHAT (37)	04999*	6	-----	-----	6 (23)	6 (29)
28	KARNAL (10)	1014	-----	-----	2	2 (61)	6 (29)
		1052 P	-----	-----	1	1 (95)	
		1055	-----	-----	1	1 (95)	
		1064	-----	-----	2	2 (61)	

29	KHANNA (22)	2212	-----	-----	1	1 (95)	7 (26)
		NA*	-----	-----	1	1 (95)	
		2206	-----	-----	1	1 (95)	
		2260	1	1	1	3 (44)	
		22999*	1	-----	-----	1 (95)	
30	KOHIMA (20)	20999*	9	-----	-----	9 (16)	9 (22)
31	KOLKATA (28)	2896	30	1	-----	31 (5)	32 (6)
		2801	1	-----	-----	1 (95)	
32	KORAPUT (44)	44999*	5	-----	-----	5 (28)	5 (30.5)
33	LUCKNOW (27)	2790	-----	-----	5	5 (28)	9 (22)
		2701	-----	-----	1	1 (95)	
		27195	2	-----	1	3 (44)	
34	MADURAI (43)	25999*	1	-----	-----	1 (95)	1 (47)
35	MUMBAI (49)	NA*	1	1	-----	2 (61)	13 (14)
		0049*	-----	-----	1	1 (95)	
		1623	-----	-----	6	6 (23)	
		1688	-----	2	-----	2 (61)	
		09999*	2	-----	-----	2 (61)	
36	NAGAPUR (36)	36999*	1	-----	-----	1 (95)	2 (40.5)
		1622P	-----	1	-----	1 (95)	
37	NOIDA (39)	2728	-----	2	-----	2 (61)	3 (37.5)
		39010	-----	-----	1	1 (95)	
38	PATNA (05)	05999*	12	-----	-----	12 (11.5)	12 (16)
39	PORT BLAIR (02)	0201	-----	2	-----	2 (61)	3 (37.5)
		02999*	1	-----	-----	1 (95)	
40	PUNE (16)	1645	9	3	-----	12 (11.5)	18 (11)
		1630p	-----	1	3	4 (33.5)	
		1684	-----	1	-----	1 (95)	
		16999*	1	-----	-----	1 (95)	
41	RAGHUNATHGAN J (50)	50999*	1	-----	-----	1 (95)	1 (47)
42	RAJKOT (42)	42999*	1	-----	-----	1 (95)	1 (47)
43	RANCHI (32)	36999*	1	-----	-----	1 (95)	1 (47)
44	SAHARSA (86)	86999*	1	-----	-----	1 (95)	1 (47)
45	SHILLONG (18)	18999*	6	-----	-----	6 (23)	36 (5)
		1801	30	-----	-----	30 (6)	
46	SHIMLA (11)	1101	-----	-----	2	2 (61)	6 (29)
		1117	-----	1	-----	1 (95)	
		1129	2	1	-----	3 (44)	
47	SILIGURI (45)	2805	-----	-----	4	4 (33.5)	10 (19)
		45014	-----	1	-----	1 (95)	
		45999*	5	-----	-----	5 (28)	
48	SRINAGAR (30)	1202	4	1	6	11 (13.5)	17 (12)
		1211	1	-----	-----	1 (95)	

		12999*	5	-----	-----	5 (28)	
49	TRIVANDURM (40)	1441	-----	1	1	2 (61)	76 (3)
		1404	-----	-----	2	2 (61)	
		40009	44	16	12	72 (2)	
50	VARANASI (48)	48028	-----	-----	4	4 (33.5)	10 (19)
		27999*	1	-----	-----	1 (95)	
		2709	5	-----	-----	5 (28)	
51	VATAKARA (83)	14999*	3	-----	-----	3 (44)	3 (37.5)
52	VISAKHAPATNAM (84)	0109	1	2	-----	3 (44)	4 (33.5)
		84999*	1	-----	-----	1 (95)	
Total (52 RCs/119 LSCs)			478 [@] [Under 44 RCs and 66 LSCs (27 SCs/ PSCs and 39 non-SCs/ PSCs)]	99 [Under 28 RCs and 41 LSCs (37 SCs/ PSCs) and 4 non-SCs/ PSCs]	148 [Under 28 RCs and 47 LSCs (34 SCs/ PSCs) and 13 non-SCs/ PSCs]	725 [Under 52 RCs and 119 LSCs (70 SCs/ PSCs and 49 non-SCs/ PSCs)]	725 [Under 52 RCs and 119 LSCs (70 SCs/ PSCs) and 49 non-SCs/ PSCs]
Total of those under non-SCs/PSCs under all the RCs			165** (34.5%)	7** (7.1%)	28** (18.9%)	200** (27.6%)	200** (27.6%)

Note: * These are non-SC/PSC codes (49 in number). These are rather arbitrary codes assigned by RSD/SRD to facilitate admission of the students under relevant RCs.

** These figures pertain to student enrolment under non-SC/PSC codes.

@ 10 students who got lateral entry admission are not included or reflected in it.

Figures in the parentheses in columns 7 and 8 indicate the corresponding ranks based on enrolment data of the respective LSC / RC.

In order to have clear understanding of the relative contribution of the RCs, all the RCs are arranged in the rank order of their total student enrollment for these programmes till date and the same are presented in Table 5.4.

From Table 5.4 given below, it can be noticed that the top two RCs account to nearly 25% of the total enrolment, while the top 6 RCs cover more than 50% of the total enrolment and top 14 RCs cover about 75% of the total enrolment for the three programmes for all the years/sessions taken together till July 2019. Those RCs which are in the top order can be considered as more potential regions and suitable steps need to be taken to strengthen further expansion of the reach under those regions. At the same time, there is need to put more focus on the other regions for

consolidating and enhancing their potential too. Further, there is need to expand the reach to additional RCs where there is no enrollment till date at all.

Table 5.4: Rank Order of Regional Centres based on Total Student Enrolment for PGDAE, PGCAE and MAAE: July 2009 through July 2019 sessions taken together

Sl. No.	RC (Code)	Students Enrolled under RC	Programme(s) Covered by Enrolment	Rank of RC based on Student Enrolment	Cumulative Enrolment
1	DELHI-2 (29)	93	MAAE, PGDAE & PGCAE	1	93 (13.8%)
2	DELHI-1 (07)	84	MAAE, PGDAE & PGCAE	2	177 (24.4%)
3	TRIVANDURM (40)	76	MAAE, PGDAE & PGCAE	3	253 (34.9%)
4	IMPHAL (17)	62	MAAE & PGDAE only	4	315 (43.4%)
5	SHILLONG (18)	36	MAAE only	5	351 (48.4%)
6	KOLKATA (28)	32	MAAE & PGDAE only	6	383 (52.8%)
7	ITANAGAR (03)	29	MAAE & PGCAE only	7	412 (56.8%)
8	HYDERABAD (01)	24	MAAE, PGDAE & PGCAE	8	436 (60.1%)
9	BHUBANESWAR (21)	22	MAAE, PGDAE & PGCAE	9	458 (63.2%)
10	CHENNAI (25)	19	MAAE, PGDAE & PGCAE	10	477 (65.8%)
11	PUNE (16)	18	MAAE, PGDAE & PGCAE	11	495 (68.3%)
12	SRINAGAR (30)	17	MAAE, PGDAE & PGCAE	12	512 (70.6%)
13	COCHIN (14)	15	MAAE, PGDAE & PGCAE	13	527 (72.7%)
14	MUMBAI (49)	13	MAAE, PGDAE & PGCAE	14	540 (74.5%)
15	DEHRADUN (31)	12	MAAE, PGDAE & PGCAE	16	552 (76.1%)
16	JAMMU (12)	12	MAAE, PGDAE & PGCAE	16	564 (77.8%)
17	PATNA (05)	12	MAAE only	16	576 (79.4%)
18	AHMEDABAD (09)	10	MAAE, PGDAE & PGCAE	19	586 (80.8%)
19	SILIGURI (45)	10	MAAE, PGDAE & PGCAE	19	596 (82.2%)
20	VARANASI (48)	10	MAAE & PGCAE only	19	606 (83.6%)
21	AGARTALA (26)	9	MAAE only	22	615 (84.8%)
22	KOHIMA (20)	9	MAAE only	22	624 (86.1%)
23	LUCKNOW (27)	9	MAAE & PGCAE only	22	633 (87.3%)
24	DELHI-3 (38)	7	MAAE, PGDAE & PGCAE	25	640 (88.3%)
25	JABALPUR (41)	7	PGDAE & PGCAE only	25	647 (89.2%)
26	KHANNA (22)	7	MAAE, PGDAE & PGCAE	25	654 (90.2%)
27	JORHAT (37)	6	MAAE only	28	660 (91%)
28	KARNAL (10)	6	PGCAE only	28	666 (91.9%)
29	SHIMLA (11)	6	MAAE, PGDAE & PGCAE	28	672 (92.7%)

30	GUWAHATI (04)	5	PGDAE & PGCAE only	30.5	677 (93.4%)
31	KORAPUT (44)	5	MAAE only	30.5	682 (94.1%)
32	ALIGARH (47)	4	PGDAE & PGCAE only	33.5	686 (94.6%)
33	BANGALORE (13)	4	PGDAE only	33.5	690 (95.2%)
34	BHOPAL (15)	4	MAAE & PGCAE only	33.5	694 (95.7%)
35	VISAKHAPATNAM (84)	4	MAAE & PGDAE only	33.5	698 (96.3%)
36	GANGTAK (24)	3	PGCAE only	37.5	701 (96.7%)
37	NOIDA (39)	3	PGDAE & PGCAE only	37.5	704 (97.1%)
38	PORT BLAIR (02)	3	MAAE & PGDAE only	37.5	707 (97.5%)
39	VATAKARA (83)	3	MAAE only	37.5	710 (97.9%)
40	JODHPUR (88)	2	MAAE & PGDAE only	40.5	712 (98.2%)
41	NAGAPUR (36)	2	MAAE & PGDAE only	40.5	714 (98.5%)
42	AIZWAL (19)	1	MAAE only	47	715 (98.6%)
43	BHAGALPUR (82)	1	MAAE only	47	716 (98.8%)
44	CHANDIGARH (06)	1	MAAE only	47	717 (98.9%)
45	DEOGHAR (87)	1	MAAE only	47	718 (99%)
46	IAEP- UDHAMPUR (55)	1	MAAE only	47	719 (99.2%)
47	IAEP – PUNE (54)	1	PGCAE only	47	720 (99.3%)
48	MADURAI (43)	1	MAAE only	47	721 (99.4%)
49	RAGHUNATHGANJ (50)	1	MAAE only	47	722 (99.6%)
50	RAJKOT (42)	1	MAAE only	47	723 (99.7%)
51	RANCHI (32)	1	MAAE only	47	724 (99.9%)
52	SAHARSA (86)	1	MAAE only	47	725 (100%)
Total		725			

Like the RCs, LSC are also arranged according to their ranks in terms of students enrolled under or allotted to them, and are presented in Table 5.5.

Table 5.5 below reveals that the top 7 LSCs together got the student enrolment or allotment accounting to 50% of the total enrolment, while the top 25 LSCs cover 75% of the total enrolment for the three programmes for all the years/sessions taken together till July 2019. ***Interestingly, in the top 25 LSCs there are 14 non-SC/PSC codes which together have 139 students accounting for 19% of the total enrolment, and nearly 26% of the enrolment of the top 25 LSCs.*** Those LSCs which are in the top order can no doubt be considered as more potential ones and they need to be further strengthened to enable them to provide more qualitative support services to the enrolled students, besides expanding the reach to more of the target group under those regions. However, ***what is more important is to establish or activate at***

least one SC/PSC under each of those RCs which have students allotted with non-SC/PSC codes, if the students are to get effective support services through proper SC/PSC. Further, there is need to expand the reach to other LSCs in the lower order too besides adding new LSCs under other RCs that are yet to register students presence under their regions.

Table 5.5: Rank Order of LSCs based on Total Student Enrolment for PGDAE, PGCAE and MAAE: July 2009 through July 2019 sessions taken together

Sl. No.	LSC Code	RC (Code) under which LSC falls	Students Enrolled / Allotted	Program(s) Covered by Enrolment	Rank of LSC based on Enrolment	Cumulative Enrolment
1	29049P	DELHI-2 (29)	80	MAAE, PGDAE & PGCAE	1	80 (11%)
2	40009	TRIVANDURM (40)	72	MAAE, PGDAE & PGCAE	2	152 (21%)
3	0757	DELHI-1 (07)	67	MAAE, PGDAE & PGCAE	3	219 (30.2%)
4	1701	IMPHAL (17)	59	MAAE & PGDAE only	4	278 (38.3%)
5	2896	KOLKATA (28)	31	MAAE & PGDAE only	5	309 (42.6%)
6	1801	SHILLONG (18)	30	MAAE only	6	339 (46.8%)
7	03999*	ITANAGAR (03)	26	MAAE only	7	365 (50.3%)
8	0158	HYDERABAD (01)	22	MAAE, PGDAE & PGCAE	8	387 (53.4%)
9	NA*	DELHI-1 (07)	17	MAAE & PGCAE only	9	404 (55.7%)
10	2566	CHENNAI (25)	15	MAAE, PGDAE & PGCAE	10	419 (57.8%)
11	1645	PUNE (16)	12	MAAE & PGDAE only	11.5	431 (59.4%)
12	05999*	PATNA (05)	12	MAAE only	11.5	443 (61.1%)
13	21999*	BHUBANESWAR (21)	11	MAAE only	13.5	454 (62.6%)
14	1202	SRINAGAR (30)	11	MAAE, PGDAE & PGCAE	13.5	465 (64.1%)
15	26999*	AGARTALA (26)	9	MAAE only	16	474 (65.4%)
16	09999*	AHMEDABAD (09)	9	MAAE & PGCAE only	16	483 (66.6%)
17	20999*	KOHIMA (20)	9	MAAE only	16	492 (67.9%)
18	09999*	COCHIN (14)	8	MAAE only	18	500 (69%)
19	37999*	DEHRADUN (31)	7	MAAE only	19.5	507 (70%)
20	2900*	DELHI-2 (29)	7	MAAE & PGCAE only	19.5	514 (70.9%)
21	1400*	COCHIN (14)	6	PGDAE & PGCAE only	23	520 (71.7%)
22	09999*	JAMMU (12)	6	MAAE only	23	526 (72.6%)
23	04999*	JORHAT (37)	6	MAAE only	23	532 (73.4%)
24	1623	MUMBAI (49)	6	PGCAE only	23	538 (74.2%)
25	18999*	SHILLONG (18)	6	MAAE only	23	544 (75%)
26	44999*	KORAPUT (44)	5	MAAE only	28	549 (75.7%)
27	2790	LUCKNOW (27)	5	PGCAE only	28	554 (76.4%)
28	45999*	SILIGURI (45)	5	MAAE only	28	559 (77.1%)
29	12999*	SRINAGAR (30)	5	MAAE only	28	564 (77.8%)
30	2709	VARANASI (48)	5	MAAE only	28	569 (78.5%)
31	1323	BANGALORE (13)	4	PGDAE only	33.5	573 (79%)
32	0412	GUWAHATI (04)	4	PGCAE only	33.5	577 (79.6%)
33	1201	JAMMU (12)	4	PGDAE & PGCAE only	33.5	581 (80.1%)
34	1630p	PUNE (16)	4	PGDAE & PGCAE only	33.5	585 (80.7%)
35	2805	SILIGURI (45)	4	PGCAE only	33.5	589 (81.2%)

36	48028	VARANASI (48)	4	PGCAE only	33.5	593 (81.8%)
37	2713	ALIGARH (47)	3	PGCAE only	44	596 (82.2%)
38	1500*	BHOPAL (15)	3	MAAE & PGCAE only	44	599 (82.6%)
39	21211P	BHUBANESWAR (21)	3	MAAE only	44	602 (83%)
40	2705	DEHRADUN (31)	3	MAAE, PGDAE & PGCAE	44	605 (83.4%)
41	NA*	DELHI-2 (29)	3	MAAE & PGDAE only	44	608 (83.9%)
42	0736P	DELHI-2 (29)	3	PGDAE only	44	611 (84.3%)
43	0781	DELHI-3 (38)	3	PGDAE only	44	614 (84.7%)
44	2401	GANGTAK (24)	3	PGCAE only	44	617 (85.1%)
45	17999*	IMPHAL (17)	3	MAAE only	44	620 (85.5%)
46	1530P	JABALPUR (41)	3	PGDAE only	44	623 (85.9%)
47	2260	KHANNA (22)	3	MAAE, PGDAE & PGCAE	44	626 (86.3%)
48	27195	LUCKNOW (27)	3	MAAE & PGCAE only	44	629 (86.8%)
49	1129	SHIMLA (11)	3	MAAE & PGDAE only	44	632 (87.2%)
50	14999*	VATAKARA (83)	3	MAAE only	44	635 (87.6%)
51	0109	VISAKHAPATNAM (84)	3	MAAE & PGDAE only	44	638 (88%)
52	2100 *	BHUBANESWAR (21)	2	PGCAE only	61	640 (88.3%)
53	21000*	BHUBANESWAR (21)	2	PGCAE only	61	642 (88.6%)
54	21119	BHUBANESWAR (21)	2	PGDAE only	61	644 (88.8%)
55	3102	CHENNAI (25)	2	PGDAE only	61	646 (89.1%)
56	2752	DEHRADUN (31)	2	MAAE & PGDAE only	61	648 (89.4%)
57	RC-38*	DELHI-3 (38)	2	MAAE only	61	650 (89.7%)
58	38026	DELHI-3 (38)	2	MAAE & PGCAE only	61	652 (89.9%)
59	0301	ITANAGAR (03)	2	MAAE & PGCAE only	61	654 (90.2%)
60	1599*	JABALPUR (41)	2	PGCAE only	61	656 (90.5%)
61	1014	KARNAL (10)	2	PGCAE only	61	658 (90.8%)
62	1064	KARNAL (10)	2	PGCAE only	61	660 (91%)
63	NA*	MUMBAI (49)	2	MAAE & PGDAE only	61	662 (91.3%)
64	1688	MUMBAI (49)	2	PGDAE only	61	664 (91.6%)
65	09999*	MUMBAI (49)	2	MAAE only	61	666 (92%)
66	2728	NOIDA (39)	2	PGDAE only	61	668 (92.1%)
67	0201	PORT BLAIR (02)	2	PGDAE only	61	670 (92.4%)
68	1101	SHIMLA (11)	2	PGCAE only	61	672 (92.7%)
69	1441	TRIVANDURM (40)	2	PGDAE & PGCAE only	61	674 (93%)
70	1404	TRIVANDURM (40)	2	PGCAE only	61	676 (93.2%)
71	0902	AHMEDABAD (09)	1	PGDAE only	95	677 (93.4%)
72	19999*	AIZWAL (19)	1	MAAE only	95	678 (93.5%)
73	47037	ALIGARH (47)	1	PGDAE only	95	679 (93.7%)
74	82999*	BHAGALPUR (82)	1	MAAE only	95	680 (93.8%)
75	1501	BHOPAL (15)	1	PGCAE only	95	681 (94%)
76	NA *	BHUBANESWAR (21)	1	PGCAE only	95	682 (94.1%)
77	2111	BHUBANESWAR (21)	1	PGDAE only	95	683 (94.2%)
78	06019P	CHANDIGARH (06)	1	MAAE only	95	684 (94.3%)
79	NA*	CHENNAI (25)	1	PGCAE only	95	685 (94.5%)
80	2501	CHENNAI (25)	1	PGCAE only	95	686 (94.6%)
81	14999*	COCHIN (14)	1	MAAE only	95	687 (94.8%)
82	3612P	DEOGHAR (87)	1	MAAE only	95	688 (94.9%)
83	0401	GUWAHATI (04)	1	PGDAE only	95	689 (95%)
84	0100*	HYDERABAD (01)	1	PGCAE only	95	690 (95.2%)
85	0153 P	HYDERABAD (01)	1	PGDAE only	95	691 (95.3%)
86	5504	IAEP- UDHAMPUR (55)	1	MAAE only	95	692 (95.4%)
87	5404	IAEP – PUNE (54)	1	PGCAE only	95	693 (95.6%)

88	HQ*	ITANAGAR (03)	1	MAAE only	95	694 (95.7%)
89	1502	JABALPUR (41)	1	PGDAE only	95	695 (95.9%)
90	15115	JABALPUR (41)	1	PGDAE only	95	696 (96%)
91	1272 P	JAMMU (12)	1	MAAE only	95	697 (96.1%)
92	12999*	JAMMU (12)	1	MAAE only	95	698 (96.3%)
93	HQ*	JODHPUR (88)	1	PGDAE only	95	699 (96.4%)
94	2380	JODHPUR (88)	1	MAAE only	95	700 (96.6%)
95	1052 P	KARNAL (10)	1	PGCAE only	95	701 (96.7%)
96	1055	KARNAL (10)	1	PGCAE only	95	702 (96.8%)
97	2212	KHANNA (22)	1	PGCAE only	95	703 (97%)
98	NA*	KHANNA (22)	1	PGCAE only	95	704 (97.1%)
99	2206	KHANNA (22)	1	PGCAE only	95	705 (97.2%)
100	22999*	KHANNA (22)	1	MAAE only	95	706 (97.4%)
101	2801	KOLKATA (28)	1	MAAE only	95	707 (97.5%)
102	2701	LUCKNOW (27)	1	PGCAE only	95	708 (97.6%)
103	25999*	MADURAI (43)	1	MAAE only	95	709 (97.8%)
104	0049*	MUMBAI (49)	1	PGCAE only	95	710 (97.9%)
105	36999*	NAGAPUR (36)	1	MAAE only	95	711 (98%)
106	1622P	NAGAPUR (36)	1	PGDAE only	95	712 (98.2%)
107	39010	NOIDA (39)	1	PGCAE only	95	713 (98.3%)
108	02999*	PORT BLAIR (02)	1	MAAE only	95	714 (98.5%)
109	1684	PUNE (16)	1	PGDAE only	95	715 (98.6%)
110	16999*	PUNE (16)	1	MAAE only	95	716 (98.8%)
111	50999*	RAGHUNATHGANJ (50)	1	MAAE only	95	717 (98.9%)
112	42999*	RAJKOT (42)	1	MAAE only	95	718 (99%)
113	36999*	RANCHI (32)	1	MAAE only	95	719 (99.2%)
114	86999*	SAHARSA (86)	1	MAAE only	95	720 (99.3%)
115	1117	SHIMLA (11)	1	PGDAE only	95	721 (99.4%)
116	45014	SILIGURI (45)	1	PGDAE only	95	722 (99.6%)
117	1211	SRINAGAR (30)	1	MAAE only	95	723 (99.7%)
118	27999*	VARANASI (48)	1	MAAE only	95	724 (99.9%)
119	84999*	VISAKHAPATNAM (84)	1	MAAE only	95	725 (100%)
Total			725			

Note: * The codes with asterisk mark are *not the codes of SCs/PSCs, and are called non-SC/PSC codes.*

Further, from Table 5.5, it can also be observed that *top 25 (21%) LSCs have contributed 544 (75%) students while 94 LSCs (79%) could contribute only 181 (25%) students of total 725 students. The very fact that, out of the top 25 LSCs, 14 (56%) are non-LSCs contributing 139 (19%) students of the total enrolment, by itself indicates the nature of demand from the students, i.e. even without proper SC/PSCs the students are enrolling for these programmes.*

Moreover, the trend in the annual enrolment data reveals that the major push in enrolment happened between 2017 and 2019, more so through expansion of enrolment of students for MAAE programme to additional 27 RCs and 42 additional LSCs as against just 17 RCs and 24

LSCs from 2011 to 2016. This can be mainly attributed to enhanced access through online admission process as adapted for IGNOU programmes.

However, an attempt has been made below to take stock of increase in the number of RCs and LSCs from year to year as covered by the programmes with presence of students enrolled from 2009 (or their respective launch years) to 2019, irrespective of whether the number of students enrolled is big or small. The data pertaining to such status of coverage is presented in Table 5.6.

Table 5.6: Growth in Number of Regional Centres and Learner Support Centres covered by PGDAE, PGCAE and MAAE programmes: Year-wise

Academic Year	No. of RCs and LSCs* Covered by the programme with presence of students					
	PGDAE		PGCAE		MAAE	
	No. of RCs	No. of LSCs	No. of RCs	No. of LSCs	No. of RCs	No. of LSCs
2009	1	1	NA	NA	NA	NA
2010	8 (+7)	9 (+8)	NA	NA	NA	NA
2011	10 (+2)	12 (+3)	0	0	1	1
2012	11 (+1)	14 (+2)	5	6	4 (+3)	4 (+3)
2013	11 (+0)	14 (+0)	8 (+3)	11 (+5)	7 (+3)	7 (+3)
2014	13 (+2)	16 (+2)	15 (+7)	19 (+8)	9 (+2)	10 (+3)
2015	18 (+5)	24 (+8)	19 (+4)	23 (+4)	14 (+5)	20 (+10)
2016	20 (+2)	29 (+5)	22 (+3)	30 (+7)	17 (+3)	24 (+4)
2017	23 (+3)	34 (+5)	24 (+2)	36 (+6)	28 (+11)	43 (+19)
2018	25 (+2)	38 (+4)	24 (+0)	40 (+4)	38 (+10)	58 (+15)
2019	28 (+3)	41 (+3)	28 (+4)	47 (+7)	44 (+6)	66 (+8)
Total	28	41	28	47	44	66

Note: * LSCs include SCs/PSCs and non-SCs/PSCs.

NA = Not Applicable, since PGCAE and MAAE were launched in July 2011 session.

Figures in the parentheses indicate the number of additional RCs / LSCs under which student enrolment began afresh, thus adding to those existing in the immediately preceding year.

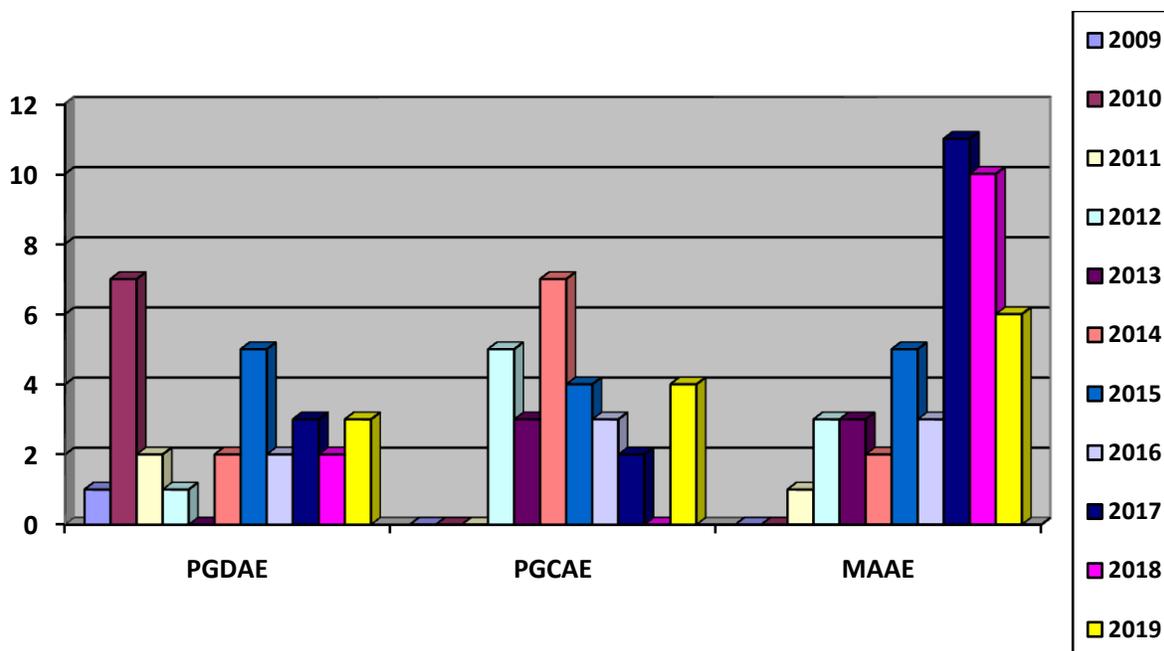


Figure 5.4: Year-wise Spread of each Programme to additional RCs (Since respective launch year onwards)

Table 5.6 presents the growth, spread or coverage of the three programmes since their respective launch years across different RCs. More number of RCs (44) have students enrolled for MAAE followed by 28 RCs each having students enrolled for PGDAE and PGCAE. It can be clearly noticed that while PGDAE and MAAE began with only one RC and one LSC in their respective launch years, PGCAE started with zero enrolment in the launch year. Further, *it is clear that, except in the year 2013 for PGDAE and in the year 2018 for PGCAE, the growth in number of RCs having enrolment has spread by one or more additional RCs every year, and thus added to those of the preceding year in the case of each of the three programmes.* However, the number of RCs so added for a programme or across these programmes every year is not uniform. It is also clear that the spread of students beyond those RCs covered in the previous year(s) is not uniform or consistent for any one or all the three programmes.

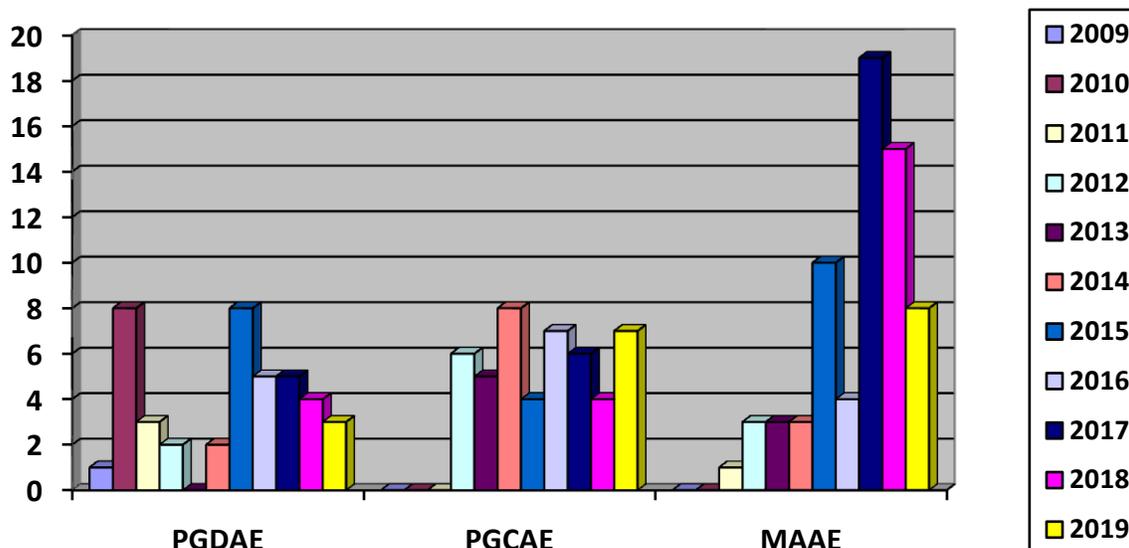


Figure 5.5: Year-wise Spread of each Programme to additional LSCs (Since respective launch year onwards)

Further examination of minute details of the nature/type of codes of LSCs as allotted to students revealed that there are specific codes which pertain to SCs/PSCs and certain other codes that reveal non-SC/PSC codes. Thus, the number of RCs and LSCs (both SCs/PSCs and non-SCs/PSCs) and the number of students enrolled for the three programmes under them are summed up and presented in Table 5.7.

Table 5.7: Students' Spread/Distribution under different RCs (N=52) and LSCs (N=119): Programme-wise

Sl. No.	Prog.	No. of RCs and No. of Students Enrolled		No. of LSCs (SCs/PSCs and non-SCs/PSCs) and No. of Students Enrolled / Allotted					
		RCs	Students Enrolled	SCs/PSCs		Non-SCs/PSCs		Total	
				No. of SCs/PSCs	No. of Students Enrolled	No. of Non-SCs/PSCs	No. of Students Enrolled	No. of LSCs	No. of Students Enrolled
1	MAAE	44	478	27	313	39	165 [@]	66	478
2	PGDAE	28	99	37	92	4	7 [@]	41	99
3	PGCAE	28	148	34	120	13	28 [@]	47	148
Total		52*	725	70**	525	49***	200[@]	119[#]	725

Note: * 52 RCs have students enrolled for any one programme only, or for any two programmes only or for all the three programmes, thus indicating that all RCs do not have students enrolled for all the three programmes.
 ** 70 LSCs (with SCs/PSCs codes) have students enrolled for any one programme only, or for any two programmes only, or for all the three programmes, thus indicating that all of them do not have students enrolled for all the three programmes.
 *** 49 LSCs (with non-SCs/PSCs codes) students enrolled for any one programme only, or for any two programmes only, or for all the three programmes, thus indicating that all of them do not have students enrolled for all the three programmes.
 @ Indicates the students enrolled under non-SC/PSC codes only.
 # Indicates that all 119 LSCs do not have students for all the three programmes, and they have students enrolled for any one programme only or for any two programmes only or for all the three programmes.

Out of total of 119 LSCs having total enrolment of 725 students, 70 (58.82%) of LSCs (SCs/PSCs) have 525 (72.41%) students attached to them, while 49 (41.18%) LSCs (non-SCs/PSCs) have 200 (27.59%) students attached to them. It means, *in spite of about a decade from the respective launch years of these programmes, they do not have proper LSCs (SCs/PSCs) under each RC* (See Table 5.7). ***Yet, there has been an increase in the total annual enrollment for these programmes taken together, albeit with minor fluctuations in just three years*** (See Table 5.1).

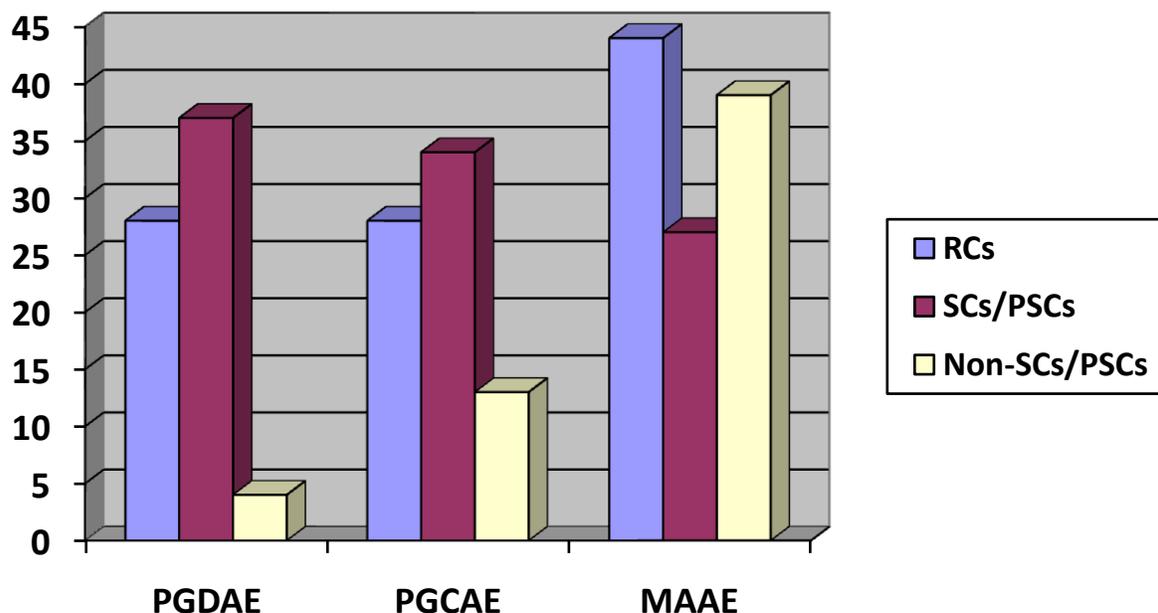


Figure 5.6: Programme-wise No. of RCs and LSCs (SCs/PSCs and non-SCs/PSCs)

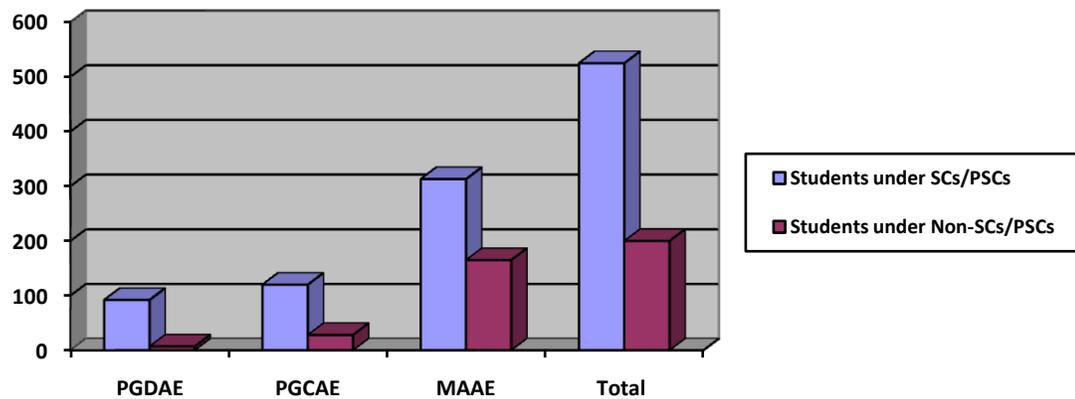


Figure 5.7: Number of Students under LSCs (SCs/PSCs and non-SCs/PSCs)

Figures 5.6 and 5.7 reveal interesting findings. *While the number of SCs/PSCs of PGDAE, PGCAE and MAAE is in the decreasing order, the number of non-SCs/PSCs is in the reverse (increasing) order (See Figure 5.6). It means, **there is growing trend of students taking admission even under non-SCs/PSCs, which can be taken as very positive sign of increasing demand and prospects for these programme.** As against these findings, Figure 5.7 reveals that there is increase in the student enrolment under both SC/PSCs and non-PSCs in all the three programmes. This shows increasing demand across all LSCs.*

As can be noticed from Table 5.3, and as mentioned under notes of Table 5.7, all RCs do not have students enrolled for all the three programmes. In other words, close examination of data in Table 5.3 indicates that the RCs have students enrolled for any one programme only or for any two programmes only or for all the three programmes. The overall status of such coverage of all students of these programmes taken together under 52 RCs is reflected in Table 5.8.

From Table 5.8, it is clear that out of total 52 RCs having student enrolment for these programmes taken together, 17 (32.7%) RCs have enrolment of 90 (12.4%) students for MAAE only, one RC has enrolment of 4 students for PGDAE only, and 3 RCs (5.8%) have enrolment of 10 (1.4%) students for PGCAE only. At the same time, from Table 5.3 and Table 5.7, we can also notice that there are 8 RCs with zero (0) enrolment for MAAE, 24 RCs with zero enrolment for PGDAE and 24 RCs with zero enrolment for PGCAE, though they have enrolment

for any one or both of the other two programmes, as the case may be. While 17 (32.7%) RCs have students enrolled for all the three programmes, they together have 445 students enrolled under them amounting to 61.4% of the total enrolment. There are 14 RCs having students for any two programmes only (i.e. MAAE & PGDAE; or MAAE & PGCAE; or PGDAE & PGCAE) which together account to 176 (24.3%). It means, just 17 RCs having enrolment for all the three programmes account to more than 61% of student enrolment as against remaining 35 RCs having enrolment for any one or two of these programmes. *In other words, these 17 RCs need to be encouraged or included with proper LSCs (SCs/PSCs) under them in the online admission process for these three programmes on priority basis.*

Table 5.8: Number of Regional Centres having Enrolment for MAAE, PGDAE and PGCAE programmes: Independent Programme-wise and in Combination with other two programmes (N=52)

Sl. No.	Programme(s)	Number of RCs	No. of Students Enrolled under RCs
1.	MAAE only	17 (32.7%)	90 (12.4%)
2.	PGDAE only	1 (1.9%)	4 (0.6%)
3.	PGCAE only	3 (5.8%)	10 (1.4%)
4.	Both MAAE & PGDAE only	6 (11.5%)	105 (14.5%)
5.	Both MAAE & PGCAE only	4 (7.7%)	52 (7.2%)
6.	Both PGDAE & PGCAE only	4 (7.7%)	19 (2.6%)
7.	MAAE, PGDAE & PGCAE	17 (32.7%)	445 (61.4%)
	Total	52 (100%)	725 (100%)

Nevertheless, from Table 5.8 read with Table 5.3 the following important conclusions can be drawn that have implications for promotion of these programmes across the country and also to keep up the interest and motivation of the target group of students in the region:

- i) Those 17 RCs having enrolment for all the three programmes need to be included in the dropdown list of RCs in their online application forms for all the three programmes (MAAE, PGDAE and PGCAE) with proper LSCs (SCs/PSCs or non-SCs/PSCs) listed there under, **on first priority order;**
- ii) **in the second priority order,** those 17 RCs, one RC and 3 RCs having enrolment respectively for MAAE, PGDAE and PGCAE only, need to be added to the dropdown list of RCs in the online application for the respective programmes;

iii) As **third priority order**, (a) **those 6 RCs** having enrolment for both MAAE and PGDAE only are also to be added in the dropdown list of RCs in the online applications for both MAAE and PGDAE, (b) **those 4 RCs** having enrolment for both MAAE and PGCAE only are also to be added further in the dropdown list of RCs in the online applications for both MAAE and PGCAE, and (c) **those 4 other RCs** having enrolment for PGDAE and PGCAE are also to be added in the dropdown list of RCs of the online application of PGDAE and PGCAE programmes.

The priority order indicated above is useful as just one criterion, if the university authorities intend to accord any priority in deciding upon restricting the number of RCs to be allowed to offer these programmes on rational ground. Otherwise, if all of them are to be allowed, irrespective of the existing number of students under them, or the number of programmes (one, two or all the three) these RCs are covering, then simply putting them all in alphabetical order at the relevant link in the online application would be more appropriate for easy ordering of them.

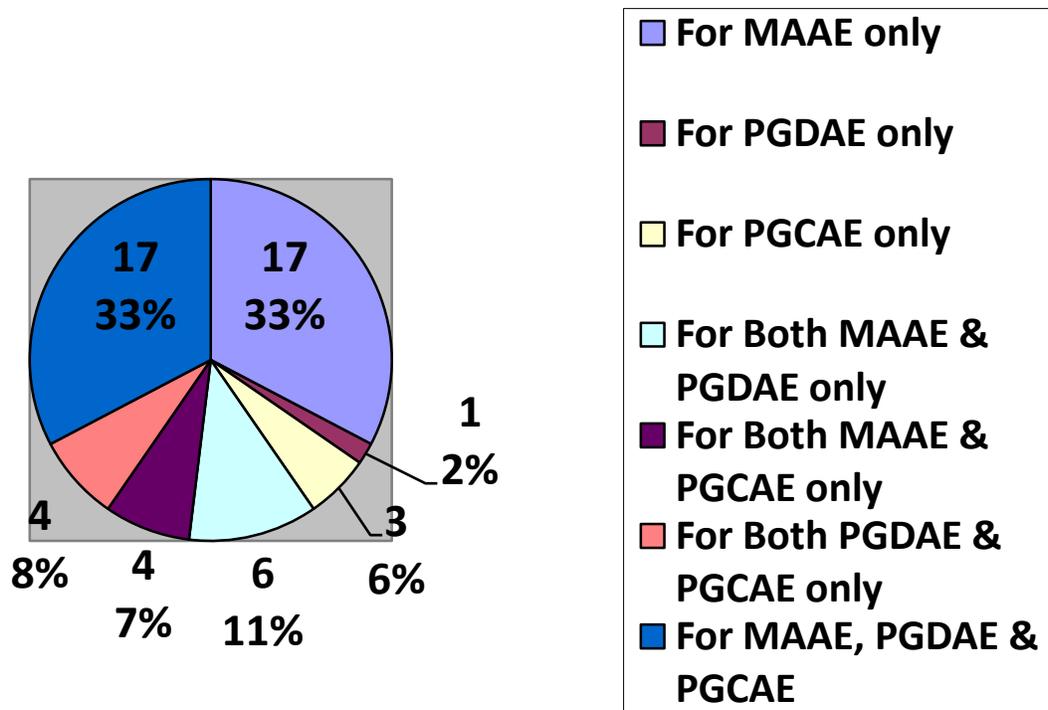


Figure 5.8: No. of RCs having Student Enrolment for Particular Programme(s) only

Like the case of spread of students of these programmes under RCs, it can also be noticed from Table 5.3 read with notes under Table 5.7 that all LSCs do not have students enrolled for all the three programmes. In other words, further minute examination of data in Table 5.3 indicates that they have students enrolled for any one programme only or for any two programmes only or for all the three programmes. The overall status of spread of students of these programmes under 119 LSCs is reflected in Table 5.9.

Table 5.9: Number of LSCs having enrolment for MAAE, PGDAE and PGCAE programmes: Independent Programme-wise and in combination with other two programmes (N=119)

Sl. No.	Programme(s)	Number of LSCs*	No. of Students Enrolled / Allotted
1.	MAAE only	43 (36.1%)	186 (25.7%)
2.	PGDAE only	21 (17.6%)	35 (4.8%)
3.	PGCAE only	28 (23.5%)	57 (7.9%)
4.	Both MAAE & PGDAE only	8 (6.7%)	115 (15.9%)
5.	Both MAAE & PGCAE only	7 (5.9%)	43 (5.9%)
6.	Both PGDAE & PGCAE only	4 (3.4%)	16 (2.2%)
7.	MAAE, PGDAE & PGCAE	8 (6.7%)	273 (37.7%)
Total		119 (100%)	725 (100%)

Note: * Includes both SCs/PSCs and non-SCs/PSCs

Out of total 119 LSCs, 43 (36.1%) LSCs have student enrolment for MAAE only, 21 (17.6%) LSCs have enrolment for PGDAE only and 28 (23.5%) LSCs have enrolment for PGCAE only (Table 5.9). In other words, the collective enrolment of these 92 (77.3%) LSCs is 186, which is just 25.7% of the total enrolment. As against this, and surprisingly, though only 8 LSCs have students enrolled for all the three programmes, they have 273 students attached to or enrolled under them amounting to 37.7% of total students enrolled for all the programmes taken together. Also, 19 (16%) LSCs having enrolment for any two of the three programmes (i.e. MAAE & PGDAE; or MAAE & PGCAE; or PGDAE & PGCAE) together have student enrolment of 174 (24%) of the total enrolment of the three programmes. At the same time, from collective reading of Table 5.3 and Table 5.9, we can also notice that out of 119 LSCs (includes SCs/PSCs and non-SCs/PSCs) there are 53 LSCs with zero enrolment for MAAE, 78 LSCs with zero enrolment for PGDAE and 72 LSCs with zero enrolment for PGCAE, though they have enrolment for any one or both of the other two programmes, as the case may be.

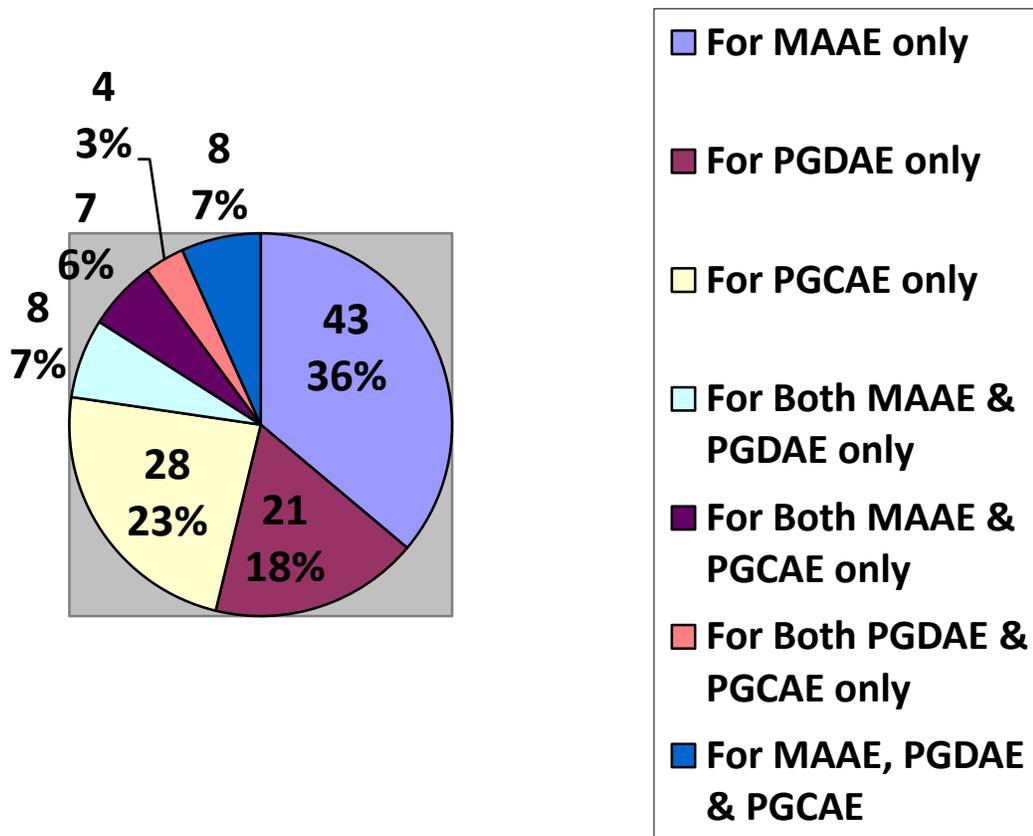


Figure 5.9: No. of LSCs having Student Enrolment for Particular Programme(s)

Nevertheless, from Table 5.9 read with Table 5.3 the following important conclusions can be drawn which have implications for promotion of these programmes across the country and sustaining the coverage of geographical regions as well as keeping up the interest and motivation of the target group under the respective LSCs:

- i) On first priority, those 8 LSCs* having enrolment for all the three programmes need to be included in the dropdown list of LSCs of the online applications for all the three programmes (MAAE, PGDAE and PGCAE) under respective RCs.
- ii) As second priority, those 43 LSCs, 21 LSCs and 28 LSCs* having enrolment respectively for MAAE, PGDAE and PGCAE only, need to be added accordingly in the dropdown list of LSCs under relevant RCs in the online applications of the respective programmes.

iii) *As third priority, (a) those 8 LSCs* having enrolment for both MAAE and PGDAE only are also to be added in the dropdown list of LSCs under relevant RCs in the online applications for both MAAE and PGDAE, *(b) those 7 LSCs* having enrolment for both MAAE and PGCAE only are also to be added in the dropdown list of LSCs under relevant RCs in the online applications for both MAAE and PGCAE, and *(c) those 4 other LSCs* having enrolment for PGDAE and PGCAE are also to be added to in the dropdown list of LSCs under relevant RCs in the online applications of both PGDAE and PGCAE programmes.

The priority order, as indicated above, is useful if the university authorities intend to accord any priority in deciding upon restricting the number of LSCs to be allowed to offer these programmes on any rational ground. Otherwise, if all of them are to be allowed, irrespective of the existing number of students under them or the number of programmes (one, two or all the three) these LSCs are covering, then simply putting them at the relevant link in the online application dropdown list in alphabetical order would be more appropriate for easy ordering of them.

The spread or coverage of actual student enrolment across 52 RCs (Table 5.8) and 119 LSCs (Table 5.9) with special reference to each of the three programmes independently as well as in combination of one with the other two programmes are summed up and the same is presented in Table 5.10 along with average enrolment per RC and per LSC.

Table 5.10: Number of Regional Centres and LSCs having enrolment for PGDAE, PGCAE and MAAE programmes and Average Enrolment: Independent Programme-wise and in combination of one with other two programmes

Sl. No.	Programme(s)	Number of RCs and LSCs Covered by Programme(s)		No. of Students Enrolled under		Average enrolment of students per	
		RCs	LSCs*	RCs	LSCs	RC	LSC
1.	MAAE only	17 (32.7%)	43 (36.1%)	90 (12.4%)	186 (25.7%)	5.3	4.3
2.	PGDAE only	1 (1.9%)	21 (17.6%)	4 (0.6%)	35 (4.8%)	4.0	1.7
3.	PGCAE only	3 (5.8%)	28 (23.5%)	10 (1.4%)	57 (7.9%)	3.3	2.0

4.	Both MAAE & PGDAE only	6 (11.5%)	8 (6.7%)	105 (14.5%)	115 (15.9%)	17.5	14.4
5.	Both MAAE & PGCAE only	4 (7.7%)	7 (5.9%)	52 (7.2%)	43 (5.9%)	13	6.1
6.	Both PGDAE & PGCAE only	4 (7.7%)	4 (3.4%)	19 (2.6%)	16 (2.2%)	4.8	4
7.	MAAE, PGDAE & PGCAE	17 (32.7%)	8 (6.7%)	445 (61.4%)	273 (37.7%)	26.2	34.1
Total		52 (100%)	119 (100%)	725 (100%)	725 (100%)	13.9	6.1

Note: * Includes both SCs/PSCs and non-SCs/PSCs

Altogether 52 RCs have students enrolled for one or two or all the three programmes and their distribution is as follows (See Table 5.10):

- i) 17 RCs have 90 students enrolled for MAAE only, 1 other RC has 4 students enrolled for PGDAE only, 3 other RCs have 10 students enrolled for PGCAE only. Thus, *21 (40%) RCs have covered only one of the three programmes with 104 students enrolled under them accounting to only 14.34% of the total enrolment of the three programmes;*
- ii) 6 RCs have 105 students enrolled for both MAAE and PGDAE, 4 other RCs have 52 students enrolled for both MAAE and PGCAE, and yet other 4 RCs have 19 students enrolled for both PGDAE and PGCAE. Thus, *14 (27%) RCs have covered the combination of any two of the three programmes with 176 students enrolled under them together accounting to 24.28% of the total enrolment of the three programmes;* and
- iii) remaining *17 (33%) RCs have 445 students enrolled under them for all the three programmes (i.e. MAAE, PGDAE and PGCAE) whose contribution is 61.38% of the total enrolment of the three programmes.*

By taking into account the number of RCs against Sl. Nos. 1, 4, 5 and 7 it is clear that the *students of MAAE are spread under 44 RCs*. Similarly, the RCs against Sl. Nos. 2, 4, 6 and 7 indicate that the *students of PGDAE are spread across 28 RCs*, whereas those against Sl. Nos. 3, 5, 6 and 7 reveal that the *students of PGCAE are spread across 28 RCs*. This also cross validates the data in Table 5.3 read with Table 5.8 in terms of the number of RCs covering programme-wise enrolment of students.

While the average enrolment per RC for all the three programmes taken together is 13.9, the highest average enrolment of 26.2 is for RCs having enrolment for all the three programmes, followed by 17.5 of RCs having enrolment for both PGDAE and MAAE programmes and 13 of RCs having enrolment for both MAAE and PGCAE programmes. An important implication of these findings is that ***all these RCs having the average enrolment of 13 and above should receive suitable priority accordingly for including them in the dropdown lists of the RCs in the online admission application forms for the respective programmes.***

Further, 725 students enrolled for PGDAE, PGCAE and MAAE programmes are found to be allotted to 119 LSCs (which also include non-SC/PSC codes) as follows:

- i) 43 LSCs have 186 students of MAAE programme only, 21 other LSCs have 35 students of PGDAE only and 28 other LSCs have 57 students of PGCAE programme only. Thus, these ***92 (77%) LSCs together have 278 students which account to only 38.34% of the total enrolment of all the three programmes;***
- ii) 8 other LSCs have 115 students of both MAAE and PGDAE only, 7 other LSCs have 43 students of MAAE and PGCAE only, and 4 other LSCs have 16 students for both PGDAE and PGCAE only. Thus, these ***19 LSCs accounting to 16% of the total LSCs have 174 students which account to 24% of the total enrolment of all the three programmes;*** and
- iii) remaining ***8 LSCs accounting to just 6.72% of the total LSCs have 273 students which account to 37.66% of the total enrolment of all the three programmes.***

From the number of LSCs against Sl. Nos. 1, 4, 5 and 7 it is clear that the *students of MAAE are allotted to 66 LSCs*. Likewise, those LSCs against Sl. Nos. 2, 4, 6 and 7 indicate that the *students of PGDAE are allotted to 41 LSCs*, whereas those against Sl. Nos. 3, 5, 6 and 7 reveal that the *students of PGCAE are spread under 47 LSCs*. This also cross validates the data in Table 5.3 and Table 5.9 read together in terms of the number of LSCs covering programme-wise enrolment of students.

Average enrolment per LSC (including non-LSCs) for all the three programmes taken together is 6.1, while the highest average enrolment of 34.1 is for LSCs having enrolment for all the three

programmes, followed by 14.4 for LSCs having enrolment for MAAE and PGDAE programmes only and 6.1 for LSCs having enrolment for MAAE and PGCAE programmes only. An important implication of these findings is that *all the LSCs having the average enrolment of 6 and above should receive suitable priority accordingly for including them in the dropdown lists of LSCs under relevant RCs in the online admission application forms for the respective programmes, as a part of any rationale that may be followed.*

Tables 5.11 to 5.16 lay special emphasis on the spread of students of the three programmes (MAAE, PGDAE and PGCAE) by the ranges of student enrolment and the corresponding frequencies of the Regional Centres and the Learner Support Centres.

Table 5.11 reveals that out of total number of 725 students of the three programmes spread under 52 RCs, 23 (44.2%) RCs with students in the range of 1-5 have only 53 (7.3%) students, while just 6 (11.5%) RCs with students in the range of '31 and above' have 383 (52.8%) students. Further examination of the enrolment of students under these six RCs in the range of '31 and above' revealed the specific enrolment figures being 32, 36, 62, 76, 84 and 93.

Table 5.11: Ranges of Students Enrolment and Frequency of Regional Centres: Based on Total Enrolment of the three programmes taken together

Range of Students' Enrolment	Frequency of Regional Centres within the range	Total No. of Students Enrolled under the RCs within the range
1-5	23 (44.2%)	53 (7.3%)
6-10	12 (23.1%)	96 (13.2%)
11-15	5 (9.6%)	64 (8.8%)
16-20	3 (5.8%)	54 (7.4%)
21-25	2 (3.8%)	46 (6.3%)
26-30	1 (1.9%)	29 (4.0%)
31 and Above	6 * (11.5%)	383 (52.8%)
Total	52 (100%)	725 (100%)

Note: * Range of students' enrolment under these 6 RCs is between 32 and 93. The exact enrolment figures are: RC, Delhi-1 with 84 students, RC, Delhi-2 with 93 students, RC, Imphal with 62 students, RC, Kolkata with 32 students, RC, Shillong with 36 students and RC, Trivandrum with 76 students.

As mentioned elsewhere above, out of 52 RCs, 8 RCs do not have students enrolled for MAAE, 24 RCs do not have students enrolled for PGDAE, and 24 RCs do not have students enrolled for PGCAE. These RCs however are not mutually exclusive. Table 5.12 presents the data about the ranges of student enrolment and the corresponding frequencies of RCs having the enrolment within the relevant ranges for each of these programmes.

Table 5.12: Ranges of Students Enrolment and Corresponding Frequencies of Regional Centres: Programme-wise (N=52)

Range of Students' Enrolment	Frequencies of Regional Centres within the range			
	MAAE	PGDAE	PGCAE	All the programmes taken together
1-5	23 (41)	25 (54)	19 (49)	23 (53)
6-10	12 (99)	0 (0)	5 (35)	12 (96)
11-15	2 (26)	1 (12)	3 (42)	5 (64)
16-20	0 (0)	2 (33)	0 (0)	3 (54)
21-25	0 (0)	0 (0)	1 (22)	2 (46)
26-30	1 (28)	0 (0)	0 (0)	1 (29)
31 and Above	6 [@] (284)	0 (0)	0 (0)	6 (383)
Total	44* (478)	28** (99)	28*** (148)	52 (725)

Note: Figures in parentheses indicate the total number of students under those RCs.

- * Remaining 8 RCs out of 52 RCs have students enrolled for any one or both of the other two programmes, i.e. excluding MAAE.
- ** Remaining 24 RCs out of 52 RCs have students enrolled for any one or both of the other two programmes, i.e. excluding PGDAE.
- *** Remaining 24 RCs out of 52 RCs have students enrolled for any one or both of the other two programmes, i.e. excluding PGCAE.
- @ These 6 RCs are: Delhi-1 with 46 students; Delhi-2 with 66 students; RC, Imphal with 61 students; RC, Kolkata with 31 students; RC, Shillong with 36 students; and RC, Trivandrum with 44 students.

It can be noticed from Table 5.12 that, out of 28 RCs having student enrolment for PGDAE, 25 (89%) RCs have the enrolment within the range of 1-5, while 1 RC has 12 students falling in 10-15 range, and only 2 RCs have their student enrolment falling in the range of 16-20. And, there are no RCs having students in other ranges for PGDAE programme. As against this, out of 44 RCs having enrolment for MAAE programme, though there are 23 RCs having student enrolment in the range of 1-5, there are only 6 RCs having enrolment in the range of '31 and above', with their specific enrolment figures being 31, 36, 44, 46, 61 and 66 (See notes below Table 5.12). Thus, the figures 32, 36, 62, 76, 84 and 93 in this range for all the programmes

taken together (See notes below Table 5.11), is vividly the major contribution of MAAE programme in these 6 RCs as far as taking their total within this range ('31 and above') is concerned.

Like the case of RCs, it is also important to take similar look at LSCs from the point of view of ranges of student enrolment of all these programmes taken together and an attempt is made in this regard in Tables 5.13 to 5.15.

Table 5.13 shows that out of total number of 725 students of the three programmes spread under 119 LSCs, 94 (79%) LSCs have only 181 (25%) students falling within the range of 1-5, while just 5 (4.2%) LSCs have 309 (42.6%) students falling in range of '31 and above'. Further examination of the specific enrolment of students under these five LSCs reveals the figures being 31, 59, 67, 72 and 80. Whereas, the rest of 20 LSCs having student enrolment in other ranges together account for 235 (32.4%) students of total enrolment for these programmes.

Table 5.13: Ranges of Students Enrolment and Corresponding Frequencies of LSCs: Total Enrolment of the three programmes taken together

Range of Students' Enrolment	Frequency of LSCs within the range	Total No. Students under the LSCs within the range
1-5	94 (79%)	181 (25%)
6-10	11 (9.2%)	79 (10.9%)
11-15	5 (4.2%)	61 (8.4%)
16-20	1 (0.8%)	17 (2.3%)
21-25	1 (0.8%)	22 (3%)
26-30	2 (1.7%)	56 (7.7%)
31 and Above	5* (4.2%)	309 (42.6%)
Total	119 (100%)	725 (100%)

Note: * Range of students' enrolment under these 5 LSCs is between 31 and 80. The exact enrolment figures are: an LSC under RC, Delhi-1 with 67 students, an LSC under RC, Delhi-2 with 80 students, an LSC under RC, Imphal with 59 students, an LSC under RC, Kolkata with 31 students, and an LSC under RC, Trivandrum with 72 students.

As has been mentioned elsewhere above, it may be noted that out of 119 LSCs, 53 LSCs do not have students enrolled for MAAE, 78 LSCs do not have students enrolled for PGDAE, and 72

LSCs do not have students enrolled for PGCAE. These LSCs however are not mutually exclusive.

Table 5.14 presents the data about the ranges of student enrolment and the corresponding frequencies of LSCs having the enrolment within the relevant ranges for each of these programmes.

Table 5.14 below shows that, out of 41 LSCs having student enrolment for PGDAE, 38 ((92.7%) LSCs have the enrolment in the range of 1-5, while 1 LSC has 7 students in 6-10 range, and 2 LSCs have their student enrolment in the range of 16-20. And, there are no LSCs having students in other ranges for PGDAE programme. Similarly, out of 47 LSCs having student enrolment for PGCAE programme, 39 (83%) LSCs have the enrolment in the range of 1-5, while 4 LSCs (8.5%) have students in the range of 6-10 and another 4 LSCs have their student enrolment in the range of 11-15. And, there are no LSCs having students in other ranges for PGCAE programme. Whereas, in the case of MAAE programme, out of 66 LSCs having student enrolment, 45 (68%) LSCs have student enrolment in the range of 1-5, 12 (18%) LSCs have student enrolment in the range of 6-10, and 2 (3%) LSCs have student enrolment in the range of 11-15. On the other extreme, 4 LSCs of MAAE programme have student enrolment in the range of ‘31 and above’. The specific enrolment figures of these 4 LSCs are 38, 44, 58 and 60, taking the actual range between 38 and 60.

Table 5.14: Ranges of Students Enrolment and Corresponding Frequencies of LSCs: Programme-wise (N=119)

Range of Students' Enrolment	Frequencies of LSCs within the range			
	MAAE	PGDAE	PGCAE	All the programmes taken together
1-5	45 (78)	38 (60)	39 (71)	94 (181)
6-10	12 (91)	1 (7)	4 (28)	11 (79)
11-15	2 (23)	0 (0)	4 (49)	5 (61)
16-20	0 (0)	2 (32)	0 (0)	1 (17)
21-25	0 (0)	0 (0)	0 (0)	1 (22)
26-30	3 (86)	0 (0)	0 (0)	2 (56)
31 and Above	4 [@] (200)	0 (0)	0 (0)	5 (309)
Total	66 * (478)	41** (99)	47*** (148)	119 (725)

Note: Figures in parentheses indicate the total number of students under those LSCs.

* Remaining 53 LSCs out of 119 LSCs have students enrolled for any one or both of the other two programmes, i.e. excluding MAAE.

** Remaining 78 LSCs out of 119 LSCs have students enrolled for any one or both of the other two programmes, i.e. excluding PGDAE.

*** Remaining 72 LSCs out of 119 LSCs have students enrolled for any one or both of the other two programmes, i.e. excluding PGCAE.

@ These 4 LSCs are: an LSC under RC Delhi-1 with 38 students, an LSC under RC, Delhi-2 with 60 students, an LSC under RC, Imphal with 58 students, and an LSC under RC, Trivandrum with 44 students.

In order to have deeper understanding and also comparative picture of the student enrolment in different ranges and the corresponding frequencies of the two categories of LSCs (i.e. SCs/PSCs and non-SCs/PSCs), programme-wise are presented in Table 5.15.

Table 5.15: Ranges of Students Enrolment and Corresponding Frequencies of LSCs (N=119): Programme-wise, SCs/PSCs-wise (N = 70) and Non-SCs/PSCs-wise (N = 49)

Range of Students Enrolment	Frequency of SCs/PSCs within the range (N=70)			Frequency of non-SCs/PSCs within the range (N=49)			Frequency of LSCs (SCs/PSCs and non-SCs/PSCs together) within the range (N=119)		
	MAAE	PGDAE	PGCAE	MAAE	PGDAE	PGCAE	MAAE	PGDAE	PGCAE
1-5	18 (29)	34 (53)	27 (52)	27 (49)	4 (7)	12 (19)	45 (78)	38 (60)	39 (71)
6-10	3 (24)	1 (7)	3 (19)	9 (67)	0 (0)	1 (9)	12 (91)	1 (7)	4 (28)
11-15	0 (0)	0 (0)	4 (49)	2 (23)	0 (0)	0 (0)	2 (23)	0 (0)	4 (49)
16-20	0 (0)	2 (32)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (32)	0 (0)
21-25	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
26-30	2 (60)	0 (0)	0 (0)	1 (26)	0 (0)	0 (0)	3 (86)	0 (0)	0 (0)
31 and Above	4 (200)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	4 (200)	0 (0)	0 (0)
Total	27 (41%) (313) (65.5%)	37 (90%) (92) (93%)	34 (72%) (120) (81%)	39 (59%) (165) (34.5%)	4 (10%) (7) (7%)	13 (28%) (28) (19%)	66 (478)	41 (99)	47 (148)

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Note: Figures in parentheses include the respective numbers of students enrolled under those LSCs (includes SC/PSCs and non-SCs/PSCs)

From Table 5.15, some crucial findings can be noted. Not a single non-SC/PSC has student enrolment above 30, thus finding no place in the range of ‘31 and above’, though there are 4 SCs/PSCs falling in this range. *It means, it is an established fact that for the low enrolment programmes like these three, having more than 30 students under any non-SC/PSC could not become a possibility even in a decade under any RC* because the students know pretty well that they have to depend directly on special efforts of the concerned academics and other staff of RC and the faculty of concerned School of Studies at the Headquarters for their support services. **In other words, for having high enrolment for these programmes, it is essential to have proper SC/PSCs activated/established for these programmes under each RC.**

Year-wise growth and spread of these programmes over the years across different Regional Centres as well as SCs/PSCs and non-SCs/PSCs is summarized in Table 5.16.

Table 5.16: Ranges of Students Enrolment and Corresponding Frequencies of RCs and LSCs for PGDAE, PGCAE and MAAE programmes taken together

Range of Students' Enrolment	Frequency of RCs / LSCs falling within the range		Total Number of students enrolled under RCs and LSCs within the range	
	RCs	LSCs	RCs	LSCs
1-5	23 (44.2%)	94 (79%)	53 (7.3%)	181 (25%)
6-10	12 (23.1%)	11 (9.2%)	96 (13.2%)	79 (10.9%)
11-15	5 (9.6%)	5 (4.2%)	64 (8.8%)	61 (8.4%)
16-20	3 (5.8%)	1 (0.8%)	54 (7.4%)	17 (2.3%)
21-25	2 (3.8%)	1 (0.8%)	46 (6.3%)	22 (3%)
26-30	1 (1.9%)	2 (1.7%)	29 (4.0%)	56 (7.7%)
31 and Above	6* (11.5%)	5** (4.2%)	383 (52.8%)	309 (42.6%)
Total	52 (100%)	119 (100%)	725 (100%)	725 (100%)

Note: * Minor details showed the actual student enrolment figures of these 6 RCs as 32, 36, 62, 76, 84 and 93.

** Minor details showed the actual student enrolment figures of these 5 LSCs as 31, 59, 67, 72 and 80.

Table 5.16 reveals that the students enrolled for the three programmes taken together are spread across 52 RCs and 119 LSCs. Out of these RCs, while 23 (44.2%) RCs have student enrolment in the range of 1-5, together account to only 53 (7.3%) of total enrolment, just 6 RCs (11.5%), have student enrolment in the range of ‘31 and above’ together account to 309 (42.6%) of total enrolment. And, student enrolments of rest of the RCs fall in other ranges. It is thus important to note that though the total enrolment of these programmes is low, the spread of enrolment is across 52 RCs. Similarly, out of 119 LSCs, while 94 LSCs having student enrolment in the range of 1-5 together account to 181 (25%) of the total students, just 5 LSCs having the student enrolment in the range of ‘31 and above’ together have 309 (42.6%) students of the total enrolment of these programmes. Further, a look at the minute details revealed that all these 5 LSCs do not have single non-SC/PSC in them, thus indicating that *only proper SCs/PSCs can play crucial role in enhancing the enrolment for these programmes, as has been highlighted elsewhere above.*

Table 5.17: Students Allotted to or Enrolled under LSCs (N=119; SCs/PSCs = 70 & Non-SCs/PSCs = 49)

Programme	Number of Students Allotted to or Enrolled under LSCs (N=119)		Total
	SCs/PSCs (with 70 proper LSC Codes)	Non-SCs/PSCs* (with 49 arbitrary SC Codes)	
PGCAE	120 (81.1%)# (16.6%)@	28** (18.9%)# (3.9%)@	148 (20.4%)@
PGDAE	92 (92.9%)# (12.7%)@	7** (7.1%)# (0.9%)@	99 (13.7%)@
MAAE	313 (65.5%)# (43.2%)@	165** (34.5%)# (22.8%)@	478 (65.9%)@
Total	525 (72.4%)@	200** (27.6%)@	725 (100%)

Note: * Indicates non-SC/PSC codes (49 in number) which are arbitrary codes assigned by SRD to facilitate admission of the students under relevant RCs.

** These figures pertain to enrolment of students under non-SC/PSC codes.

Indicates percentage to the total student enrolment of a particular programme.

@ Indicates percentage to the total enrolment of all the three programmes taken together.

From Table 5.17 it is clear that out of 725 students enrolled for all the three programmes, 72.4% of them have been allotted to LSCs which are proper SCs/PSCs with specific codes, while 27.6% of them have been allotted to such LSCs which are non-SCs/PSCs with tentative or arbitrary codes. *It means, support services to more than 27% of enrolled students who are not allotted to proper SCs/PSCs are supposed to be provided by concerned RCs and/or concerned School of Studies at HQ directly with their mutual cooperation and support through the involvement of the programme coordinator and other concerned faculty at the Headquarters, as well as others as may be available at the concerned RCs.*

5.3 Revenue Generated through Fee from Students of PGDAE, PGCAE and MAAE programmes

In this section, an attempt is made to present the data related to revenue generated in the form of students' fee in respect of the three programmes. Tables 5.18, 5.19 and 5.20 present the session-wise, year-wise, Regional Centre-wise and LSC-wise details of revenue generated in the form of fee received from students.

Table 5.18: Revenue Generated through Students' Fee for PGCAE, PGDAE and MAAE Programmes (Fresh Admission and Re-Registration)

Year	Session	Fee Received for Fresh Admission (in Rs.)			Total Fee Received in the session (in Rs.)	Total Annual Fee Received (in Rs.)
		PGDAE	PGCAE	MAAE		
2009	January	-----	-----	-----	-----	30,000
	July	30,000	-----	-----	30,000	
2010	January	NA	-----	-----	-----	60,400
	July	60,400	-----	-----	60,400	
2011	January	NA	-----	-----	NA	40,700
	July	35,700	Nil	5,000	40,700	
2012	January	NA	10,500	NA	10,500	53,600
	July	15,000	7,500	20,600	43,100	
2013	January	NA	5,000	NA	5,000	100,500
	July	Nil	21,000	74,500	95,500	
2014	January	NA	23,000	NA	23,000	123,200
	July	18,600	15,000	66,600	100,200	
2015	January	NA	15,600	NA	15,600	304,357
	July	74,738	12,000	202,019	288,757	

2016	January	NA	18,900	NA	18,900	369,700
	July	111,800	21,900	217,100	350,800	
2017	January	NA	43,400	NA	43,400	1,014,400
	July	48,800	68,200	854,000	971,000	
2018	January	NA	42,000	NA	42,000	1,182,400
	July	111,000	26,600	1,002,800	1,140,400	
2019	January	NA	95,520	NA	95,520	976,770
	July	74,920	68,510	737,820	881,250	
Total		580,958 (13.7%) [@]	494,630 (11.6%) [@]	3,180,439 (74.7%) [@]	4,256,027 (100%)	4,256,027
Re-Registration (RR for MAAE second year, i.e. MAAE2)						
2013	July	-----	-----	33,500	33,500	33,500
2014	July	-----	-----	24,500	24,500	24,500
2015	July	-----	-----	30,500	30,500	30,500
2016	July	-----	-----	104,900	104,900	104,900
2017	July	-----	-----	75,000	75,000	75,000
2018	July	-----	-----	360,000	360,000	360,000
2019	July	-----	-----	335,160	335,160	335,160
Total		-----	-----	963,560	963,560	963,560
Grand Total		580,958 (11.1%) ^{@@}	494,630 (9.5%) ^{@@}	4,143,999 (79.4%) ^{@@}	5,219,587	5,219,587*

Note: NA = Not Applicable, because the programme is not offered in January session.

* It excludes the fee received from students admitted under lateral entry admission (LEA) about which the data could not be collected. It also excludes re-admission fee, if any, received for any particular course of PGDAE, PGCAE and/or MAAE. (Re-admission facility is extended to only those students who could not complete any particular course(s) of a programme when the maximum allowed duration of the programme is already over, and are permitted to complete the remaining/incomplete course within the extended time as a final opportunity. This facility is available for PGCAE, PGDAE and MAAE on par with all other programmes of IGNOU, on the basis of pro-rata fee collected as per credits of a course).

@ Indicates percentage share of programme contribution to total fee generated under fresh admission.

@@ Indicates percentage share of MAAE's contribution to total fee generated under fresh admission of all the three programmes and under re-registration for MAAE second year.

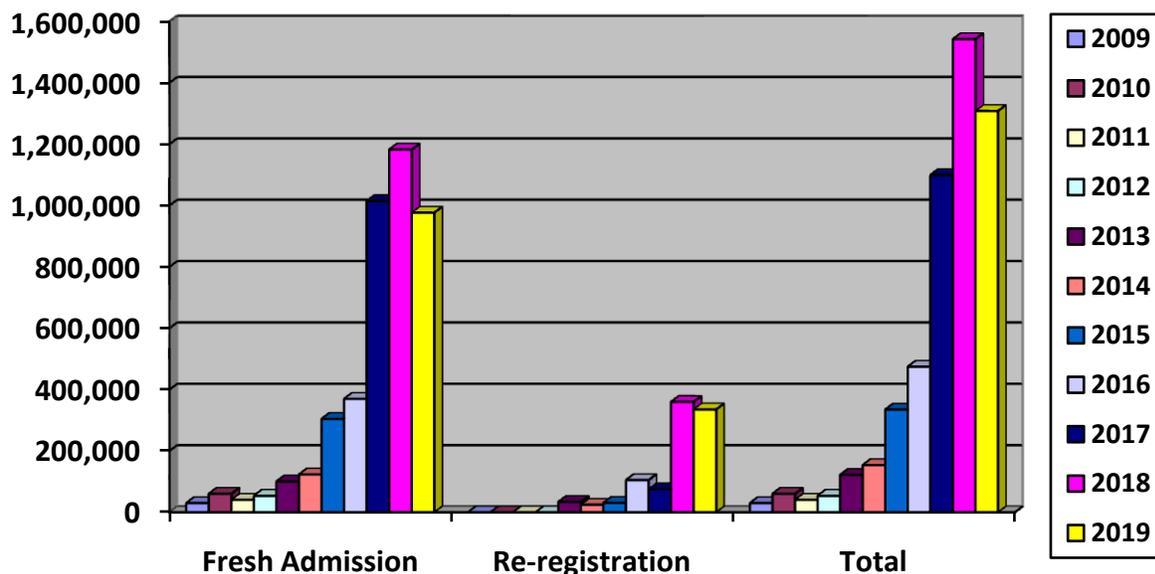


Figure 5.10: Revenue Generated through Students Fee for PGDAE, PGCAE and MAAE taken together: Year-wise (in Rs.)

While the revenue generated through fee is not consistent for the sessions, years or programmes nor there is any particular trend, there was however downward fluctuation in the years 2011 and 2012 in comparison with 2010, and in the year 2019 in comparison with 2018 fresh admission. So far, since 2009 an amount of Rs. 5,219,587 has been generated through student fee which includes fresh admission fee of Rs. 4,256,027 and Rs. 963,560 of re-registration. Out of this total fee, the contribution of MAAE is about 80%. As far as only fresh admission fee is concerned, MAAE's contribution is about 75% in comparison with that of PGDAE (13.7%), and of PGCAE (11.6%). Further, the fee contribution of these programmes is highest (Rs. 1,182,400) in the year 2018, followed by that of 2017 (Rs. 1,024,400) and of 2019 (Rs. 973,070).

An attempt has been also made to present a very comprehensive or holistic picture of distribution of student enrolment as well as revenue generated by each RC, and each LSC (includes both SC/PSC and non-SC/PSC) under the RC concerned. A broad spread or distribution of student enrolment of MAAE, PGDAE and PGCAE programmes taken as a collective from July 2009 through July 2019 sessions under the RCs and the LSCs along with break-up figures of student fee generated under fresh admission and re-registration is given in **Appendix-II**. Further, total

revenue generated through student fee for all the sessions taken together by each of the RCs and the LSCs along with their corresponding ranks are given in **Appendix-III**. These details will help the concerned authorities in taking the well-informed / rational decisions related to promotion of student enrolment for these programmes under various RCs and LSCs as the same will have implications for generation of revenue for the university, among other things.

Based on **Appendix-III**, the Regional Centres are arranged according to their ranks in terms of the amount of revenue generated through fee, and are presented in Table 5.19.

Table 5.19: Rank Order of Regional Centres based on Revenue Generated through Student Fee: July 2009 through July 2019 sessions taken together

Sl. No.	RC (Code)	Total Revenue generated through student fee under RC	Rank of RC	Cumulative Revenue
1	DELHI-2 (29)	725480	1	725480 (13.9%)
2	TRIVANDURM (40)	608384	2	1333864 (25.6%)
3	DELHI-1 (07)	576067	3	1909931 (36.6%)
4	IMPHAL (17)	567720	4	2477651 (47.5%)
5	SHILLONG (18)	312400	5	2790051 (53.5%)
6	KOLKATA (28)	310240	6	3100291 (59.4%)
7	ITANAGAR (03)	199620	7	3299911 (63.2%)
8	BHUBANESWAR (21)	147420	8	3447331 (66%)
9	HYDERABAD (01)	121520	9	3568851 (68.4%)
10	PUNE (16)	119108	10	3687959 (70.2%)
11	SRINAGAR (30)	102450	11	3790409 (72.6%)
12	CHENNAI (25)	98467	12	3888876 (74.5%)
13	COCHIN (14)	97840	13	3986716 (76.4%)
14	PATNA (05)	87360	14	4074076 (78.1%)
15	DEHRADUN (31)	82440	15	4156516 (79.6%)
16	KOHIMA (20)	81000	16	4237516 (81.2%)
17	JAMMU (12)	70800	17	4308316 (82.5%)
18	AGARTALA (26)	68600	18	4376916 (83.9%)
19	AHMEDABAD (09)	66900	19	4443816 (85.1%)
20	MUMBAI (49)	66300	20	4510116 (86.4%)
21	VARANASI (48)	63300	21	4573416 (87.6%)
22	SILIGURI (45)	62990	22	4636406 (88.8%)
23	JORHAT (37)	45100	23	4681506 (89.7%)
24	SHIMLA (11)	40100	24	4721606 (90.5%)
25	DELHI-3 (38)	38311	25	4759917 (91.2%)

26	JABALPUR (41)	37100	26	4797017 (91.9%)
27	KORAPUT (44)	35920	27	4832937 (92.6%)
28	LUCKNOW (27)	33910	28	4866847 (93.2%)
29	KHANNA (22)	33800	29	4900647 (93.9%)
30	VISAKHAPATNAM (84)	26300	30	4926947 (94.4%)
31	BANGALORE (13)	26140	31	4953087 (94.9%)
32	BHOPAL (15)	23900	32	4976987 (95.4%)
33	GUWAHATI (04)	22060	33	4999047 (95.8%)
34	VATAKARA (83)	21120	34	5020167 (96.2%)
35	KARNAL (10)	20310	35	5040477 (96.6%)
36	PORT BLAIR (02)	19400	36	5059877 (96.9%)
37	ALIGARH (47)	17300	37	5077177 (97.3%)
38	NOIDA (39)	17210	38	5094387 (97.6%)
39	MADURAI (43)	14600	39	5108987 (97.9%)
40	JODHPUR (88)	13700	40	5122687 (98.1%)
41	IAEP- UDHAMPUR (55)	13300	41.5	5135987 (98.4%)
42	NAGAPUR (36)	13300	41.5	5149287 (98.7%)
43	CHANDIGARH (06)	12000	43	5161287 (98.9%)
44	GANGTAK (24)	9000	44	5170287 (99.1%)
45	RAGHUNATHGANJ (50)	7400	46.5	5177687 (99.2%)
46	RAJKOT (42)	7400	46.5	5185087 (99.3%)
47	RANCHI (32)	7400	46.5	5192487 (99.5%)
48	SAHARSA (86)	7400	46.5	5199887 (99.6%)
49	AIZWAL (19)	6100	49.5	5205987 (99.7%)
50	BHAGALPUR (82)	6100	49.5	5212087 (99.8%)
51	IAEP – PUNE (54)	3800	51	5215887 (99.9%)
52	DEOGHAR (87)	3700	52	5219587 (100%)
Total		5219587		

From Table 5.19, it can be noticed that the top two RCs contributed to more than 25% of the total revenue from fee, while the top 5 RCs contributed to more than 53% of the total revenue from fee and top 12 RCs contributed to about 75% of the total revenue from fee of these programmes for all the years/sessions taken together since their launch sessions till July 2019. Those RCs which are in the top order can accordingly be considered as more potential regions for increasing student enrolment and for revenue generation as well. At the same time, as far as further expansion of potential under all other regions is concerned, there is need to put more focus on the other regions in the lower order for consolidating and enhancing their potential too, and also on those RCs which could not contribute so far to either the student enrolment or to revenue generation at all.

Like the RCs, LSCs are also arranged according to their ranks in terms of revenue generated through fee under them, and are presented in Table 5.20.

Table 5.20: Rank Order of LSCs based on Revenue Generated through Student fee: July 2009 through July 2019 sessions taken together

Sl. No.	LSC Code	RC (Code) under which LSC falls	Revenue generated under the LSC (in Rs.)	Rank of LSC	Cumulative Revenue
1	29049P	DELHI-2 (29)	658730	1	658730 (12.62%)
2	40009	TRIVANDURM (40)	592424	2	1251154 (23.97%)
3	1701	IMPHAL (17)	548120	3	1799274 (34.47%)
4	0757	DELHI-1 (07)	482767	4	2282041 (43.72%)
5	2896	KOLKATA (28)	310240	5	2592281 (49.66%)
6	1801	SHILLONG (18)	254800	6	2847081 (54.54%)
7	03999*	ITANAGAR (03)	178320	7	3025401 (57.96%)
8	0158	HYDERABAD (01)	114020	8	3139421 (60.15%)
9	21999*	BHUBANESWAR (21)	97800	9	3237221 (62.02%)
10	NA*	DELHI-1 (07)	93300	10	3330521 (63.81%)
11	05999*	PATNA (05)	87360	11	3417881 (65.48%)
12	20999*	KOHIMA (20)	81000	12	3498881 (67.03%)
13	1645	PUNE (16)	80767	13	3579648 (68.58%)
14	2566	CHENNAI (25)	79700	14	3659348 (70.11%)
15	26999*	AGARTALA (26)	68600	15	3727948 (71.42%)
16	09999*	COCHIN (14)	64240	16	3792188 (72.65%)
17	1202	SRINAGAR (30)	62050	17	3854238 (73.84%)
18	09999*	AHMEDABAD (09)	60900	18	3915138 (75.01%)
19	18999*	SHILLONG (18)	57600	19	3972738 (76.11%)
20	37999*	DEHRADUN (31)	54240	20	4026978 (77.15%)
21	04999*	JORHAT (37)	45100	21	4072078 (78.02%)
22	09999*	JAMMU (12)	44400	22	4116478 (78.87%)
23	2709	VARANASI (48)	44200	23	4160678 (79.71%)
24	45999*	SILIGURI (45)	42040	24	4202718 (80.52%)
25	2900*	DELHI-2 (29)	41450	25	4244168 (81.31%)
26	44999*	KORAPUT (44)	35920	26	4280088 (82%)
27	12999*	SRINAGAR (30)	34400	27	4314488 (82.66%)
28	1129	SHIMLA (11)	28100	28	4342588 (83.20%)
29	1400*	COCHIN (14)	27500	29	4370088 (83.72%)
30	1323	BANGALORE (13)	26140	30	4396228 (84.22%)
31	21211P	BHUBANESWAR (21)	21120	31.5	4417348 (84.63%)

32	14999*	VATAKARA (83)	21120	31.5	4438468 (85.03%)
33	1500*	BHOPAL (15)	20700	33	4459168 (85.43%)
34	1530P	JABALPUR (41)	19800	34	4478968 (85.81%)
35	17999*	IMPHAL (17)	19600	35	4498568 (86.19%)
36	1623	MUMBAI (49)	18600	36	4517168 (86.54%)
37	27195	LUCKNOW (27)	18510	37	4535678 (86.90%)
38	0781	DELHI-3 (38)	17611	38	4553289 (87.23%)
39	1630p	PUNE (16)	17430	39	4570719 (87.57%)
40	NA*	MUMBAI (49)	17300	40	4588019 (87.90%)
41	2260	KHANNA (22)	16600	41	4604619 (88.22%)
42	2705	DEHRADUN (31)	15600	42	4620219 (88.52%)
43	0412	GUWAHATI (04)	15560	43	4635779 (88.82%)
44	2790	LUCKNOW (27)	15400	44	4651179 (89.11%)
45	1201	JAMMU (12)	15300	45	4666479 (89.40%)
46	0736P	DELHI-2 (29)	15000	46	4681479 (89.69%)
47	2805	SILIGURI (45)	14850	47	4696329 (89.98%)
48	09999*	MUMBAI (49)	14800	48	4711129 (90.26%)
49	25999*	MADURAI (43)	14600	49	4725729 (90.54%)
50	16999*	PUNE (16)	13511	50	4739240 (90.80%)
51	2728	NOIDA (39)	13500	51	4752740 (91.06%)
52	5504	IAEP- UDHAMPUR (55)	13300	53	4766040 (91.31%)
53	36999*	NAGAPUR (36)	13300	53	4779340 (91.57%)
54	84999*	VISAKHAPATNAM (84)	13300	53	4792640 (91.82%)
55	48028	VARANASI (48)	13000	55.5	4805640 (92.07%)
56	0109	VISAKHAPATNAM (84)	13000	55.5	4818640 (92.32%)
57	2752	DEHRADUN (31)	12600	57	4831240 (92.56%)
58	1688	MUMBAI (49)	12500	58	4843740 (92.80%)
59	3102	CHENNAI (25)	12367	59	4856107 (93.04%)
60	21119	BHUBANESWAR (21)	12200	60	4868307 (93.27%)
61	HQ*	ITANAGAR (03)	12000	62	4880307 (93.50%)
62	06019P	CHANDIGARH (06)	12000	62	4892307 (93.73%)
63	0201	PORT BLAIR (02)	12000	62	4904307 (94.96%)
64	RC-38*	DELHI-3 (38)	11700	64	4916007 (94.18%)
65	NA*	DELHI-2 (29)	10300	65	4926307 (94.38%)
66	2713	ALIGARH (47)	9900	66	4936207 (94.57%)
67	0301	ITANAGAR (03)	9300	67	4945507 (94.75%)
68	38026	DELHI-3 (38)	9000	68.5	4954507 (94.92%)
69	2401	GANGTAK (24)	9000	68.5	4963507 (95.09%)
70	1441	TRIVANDURM (40)	8900	70	4972407 (95.26%)
71	21000*	BHUBANESWAR (21)	7600	71.5	4980007 (95.41%)
72	1064	KARNAL (10)	7600	71.5	4987607 (95.56%)
73	1684	PUNE (16)	7400	77	4995007 (95.70%)
74	02999*	PORT BLAIR (02)	7400	77	5002407 (95.84%)
75	2380	JODHPUR (88)	7400	77	5009807 (95.98%)

76	47037	ALIGARH (47)	7400	77	5017207 (96.12%)
77	22999*	KHANNA (22)	7400	77	5024607 (96.26%)
78	50999*	RAGHUNATHGANJ (50)	7400	77	5032007 (96.41%)
79	42999*	RAJKOT (42)	7400	77	5039407 (96.55%)
80	36999*	RANCHI (32)	7400	77	5046807 (96.69%)
81	86999*	SAHARSA (86)	7400	77	5054207 (96.83%)
82	1599*	JABALPUR (41)	7300	82	5061507 (96.97%)
83	1404	TRIVANDURM (40)	7060	83	5068567 (97.11%)
84	1101	SHIMLA (11)	7000	84	5075567 (97.24%)
85	0401	GUWAHATI (04)	6500	85	5082067 (97.37%)
86	HQ*	JODHPUR (88)	6300	86	5088367 (97.49%)
87	19999*	AIZWAL (19)	6100	89.5	5094467 (97.60%)
88	82999*	BHAGALPUR (82)	6100	89.5	5100567 (97.72%)
89	14999*	COCHIN (14)	6100	89.5	5106667 (97.84%)
90	12999*	JAMMU (12)	6100	89.5	5112767 (97.95%)
91	45014	SILIGURI (45)	6100	89.5	5118867 (98.07%)
92	27999*	VARANASI (48)	6100	89.5	5124967 (98.19%)
93	0902	AHMEDABAD (09)	6000	94.5	5130967 (98.30%)
94	2100 *	BHUBANESWAR (21)	6000	94.5	5136967 (98.42%)
95	1014	KARNAL (10)	6000	94.5	5142967 (98.53%)
96	1211	SRINAGAR (30)	6000	94.5	5148967 (98.65%)
97	0153 P	HYDERABAD (01)	5000	99	5153967 (98.74%)
98	1502	JABALPUR (41)	5000	99	5158967 (98.84%)
99	15115	JABALPUR (41)	5000	99	5163967 (98.93%)
100	1117	SHIMLA (11)	5000	99	5168967 (99.03%)
101	1272 P	JAMMU (12)	5000	99	5173967 (99.13%)
102	5404	IAEP – PUNE (54)	3800	102.5	5177767 (99.20%)
103	2206	KHANNA (22)	3800	102.5	5181567 (99.27%)
104	1055	KARNAL (10)	3710	104.5	5185277 (99.34%)
105	39010	NOIDA (39)	3710	104.5	5188987 (99.41%)
106	3612P	DEOGHAR (87)	3700	106	5192687 (99.48%)
107	NA*	CHENNAI (25)	3300	107	5195987 (99.55%)
108	1501	BHOPAL (15)	3200	108	5199187 (99.61%)
109	2501	CHENNAI (25)	3100	109.5	5202287 (99.67%)
110	0049*	MUMBAI (49)	3100	109.5	5205387 (99.73%)
111	1052 P	KARNAL (10)	3000	112	5208387 (99.78%)
112	2212	KHANNA (22)	3000	112	5211387 (99.84%)
113	NA*	KHANNA (22)	3000	112	5214387 (99.90%)
114	NA *	BHUBANESWAR (21)	2700	114	5217087 (99.95%)
115	0100*	HYDERABAD (01)	2500	115	5219587 (100%)
116	2111	BHUBANESWAR (21)	0 [@]	117.5	5219587 (100%)
117	2801	KOLKATA (28)	0 [@]	117.5	5219587 (100%)
118	2701	LUCKNOW (27)	0 [@]	117.5	5219587 (100%)

119	1622P	NAGAPUR (36)	0 [@]	117.5	5219587 (100%)
Total			5219587		

Note: * The are non-SC/PSC codes.

@ Zero could be due to enrolment of such category of students who are exempted from paying the fees.

From Table 5.20, it can be observed that just *top 2 LSCs together have contributed roughly 25% of revenue from student fee while top 5 LSCs together could contribute to about 50% of the fee revenue, and top 18 LSCs have together contributed to 75% of revenue from fee. Out of these 18 LSCs, 7 are non-SCs/PSCs which together contributed Rs.670,620 accounting to nearly 13% of the total revenue, or to more than 17% of the revenue generated by top 18 LSCs.* This can be mainly attributed to enhanced access through online admission process as adapted for IGNOU programmes by providing access through non-SCs/PSCs under different RCs not having proper SCs/PSCs for these programmes, and also in addition to having an SC/PSC under them. Therefore, suitable steps need to be taken to strengthen further contribution of LSCs (including non-SCs/PSCs) under various RCs for enhancing their potential under them.

Tables 5.19 and Table 5.20 respectively present the rank orders of RCs and LSCs (SC/PSC and non-SC/PSC) along with the specific details of the amount of revenue generated by them in the form of student fee. From these two tables it can be noticed that the amount of revenue so generated by the RCs ranged from as small an amount as Rs.3,700 to ***Rs.725,480, the highest by an RC.*** Also, an important finding to be noted is that ***even the highest amount of revenue generated by a single LSC (PSC) is as high as Rs.658730, which actually is second in its rank even in comparison with RCs, as only one RC has generated higher than that of the LSC (PSC),*** while the rest of 51 RCs fall behind it.

5.4 Tracer of Students' Progress and Final Status through the allowed Durations of the Programmes

Journey of enrolled students through an academic programme starts from the date of admission or the commencement of the respective admission session, and continues during the period permitted / allowed for completion of particular programme. As stated elsewhere above in

Chapter 1, these three ODL programmes – PGDAE, PGCAE and MAAE -- have different minimum and maximum durations (vide Table 1.1). Since the progress of the students in an ODL programme essentially depends on their interest, commitment and perseverance with which they do the activities of the programme. Some of them may be able to complete the programme within minimum duration, while some others may complete it by the end of maximum duration allowed for its completion. Nevertheless, there may be some students who might have been active, if not so committed to complete the programme, and they may remain as non-completers. And, some students may remain as non-starters or initial dropouts from the very beginning of their admission for various reasons best known to them, which could be personal, familial and social, among others.

As explained in Chapter 3, the tracer of students' progress and their final status are studied by taking into account all the enrolled students of the programme by the end of maximum duration -- those who remained as non-starters (initial dropouts or dropouts all through the maximum duration), those who have been active, and out of them those who have completed the programme (pass outs) within the maximum duration. It is also equally important to have a tracer of students' progress even within the minimum duration of the programme to ascertain the magnitude of non-starters and active students – and from active students those who have successfully completed the programme and who still have their left over time within the maximum duration to complete the programme which gives a clear picture of their likelihood of completing or otherwise of the particular programme. It is from these perspectives the analyses and presentation of data is done in this section to arrive at meaningful findings for discussion. While tracing the students' progress, in order to have comprehensive picture of the status of all students, an attempt has been made to take into account all the enrolled students of the three programmes since their respective launch years till December 2019 TEE results. (Here, it may be noted that June 2020 TEE have been postponed due to COVID-19 crisis period, and rescheduled from 17th September 2020 onwards).

5.4.1 Non-starters, active students, pass outs and non-completers from among those whose respective maximum durations of the programmes are over

Details of non-starters, active students, pass outs and non-completers from among those enrolled for the three programmes since their respective launch years/sessions whose prescribed maximum durations of the programmes are over, are presented in Table 5.21.

Table 5.21: Non-starters, Active Students, Pass outs and Non-completers from among those students whose prescribed maximum durations of the sessions of programmes are over: Programme-wise

Programme	Sessions for which the prescribed maximum duration is over	Total Number of Students			No. of Active Students who are	
		Enrolled	Non-Starters (Dropouts from the beginning)	Active Students	Non-completers	Successful completers (pass outs)
PGDAE	July 2009 to July 2015	43	20 (46.5%)	23 (53.5%)	9 (39.1%) [@]	14 (60.9%)* (32.6%)**
PGCAE	July 2011 to January 2018	98	45 (45.9%)	53 (54.1%)	32 (60.4%) [@]	21 (39.6%)* (21.4%)**
MAAE	July 2011 to July 2014	29	12 (41.4%)	17 (58.6%)	14 ^{##} (82.4%) [@]	3 [#] (17.6%)* (10.3%)**
Total		170	77 (45.3%)	93 (54.7%)	55 (59.1%)^{@@}	38 (40.9%)* (22.3%)^{\$\$}

Note: * Indicates pass rate of active students of the programme.

** Indicates pass rate of the total students enrolled for the programme.

@ Percentage of non-completers of active students of the programme.

@@ Percentage of non-completers of active students of the three programmes taken together.

When they successfully complete all first year courses of MAAE, they qualify for award of PGDAE and when they successfully complete second year also they get MAAE.

2 of them (of July 2014 session could successfully complete only 1st year of MAAE only, i.e. PGDAE. That is, out of MAAE students total 5 (3+2) also qualified for PGDAE.

\$ Indicates the pass rate of active students of all the three programmes taken together.

\$\$ Indicates the pass rate of total students of all the three programmes taken together.

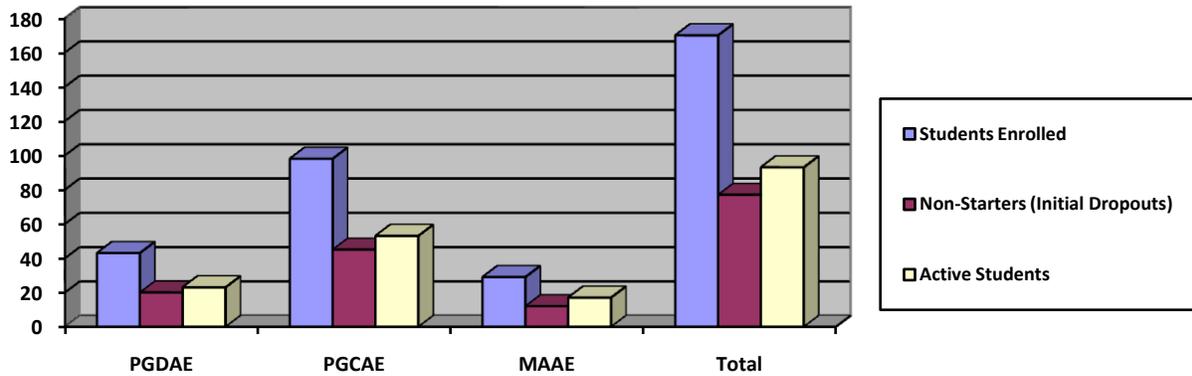


Figure 5.11: Tracer of Students who Completed their Maximum Durations of the respective sessions of the programmes

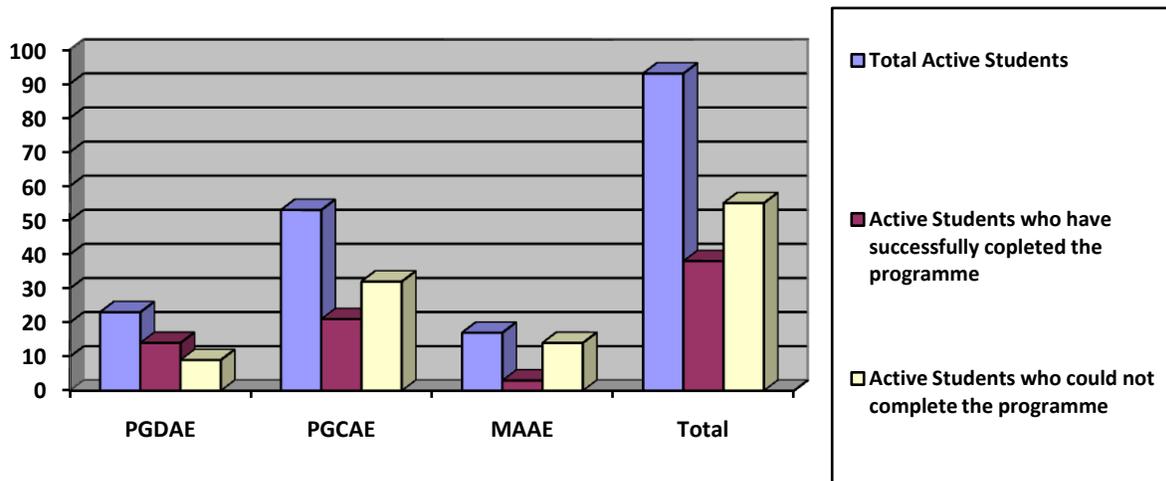


Figure 5.12: Status of Active Students who have Successfully Completed and those who have Not Completed the programme by the end of respective Maximum Durations

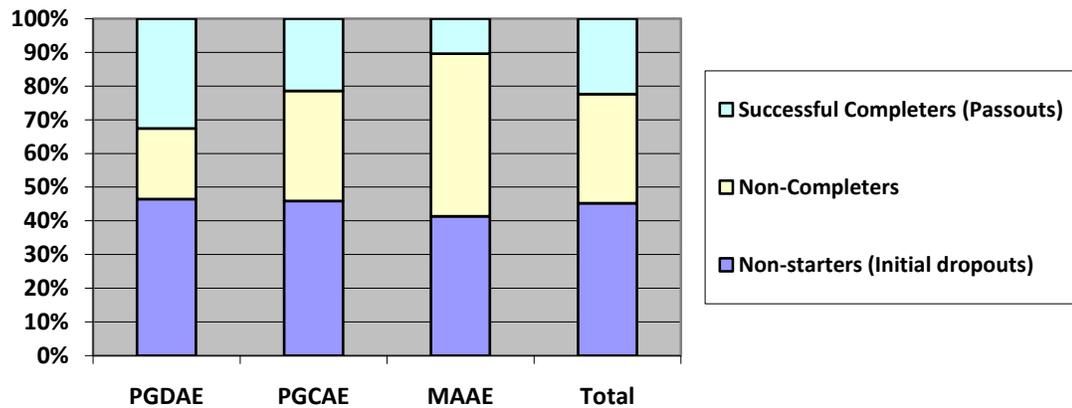


Figure 5.13: Overall Tracer of Status of Enrolled Students by the time they completed their respective maximum durations of the programmes

Table 5.21 reveals that out of 170 students whose prescribed maximum durations of the respective sessions of the programmes since their respective launch sessions/years are over:

- i) ***45.3% of them remained as non-starters (initial dropouts) while 54.7% of them have been active.*** This is slightly better in comparison with Manohar (1994, p.77) who found that the dropout rate in Dr.BRAPOU was 50% of the total enrolment, and much better when compared with McIntosh (1972) who found that 58.5% of total number of students of British Open University had withdrawn from the programme;
- ii) ***out of active students of these programmes, only 40.9% have successfully completed or passed out the programmes, and 59.1% could not complete the programmes.*** The pass rate of the active students of PGDAE, PGCAE and MAAE stand at 60.9%, 39.6% and 17.6% respectively; and
- iii) ***average pass rate of the students of the three programmes taken together is 22.3%,*** which is two and a half time higher than 8.85% average pass rate of all the students of IGNOU programmes taken together as found by Lakshmi Reddy (2002). Whereas the programme-wise pass rates indicate that, while the pass rate of PGDAE students is 32.6%, and the same is 21.4% and 10.3% for PGCAE and MAAE students respectively.

5.4.2 Non-starters, active students, pass outs and non-completers from among those who took lateral entry admission into 2nd year of MAAE whose prescribed maximum duration was over

The PGDAE graduates who get lateral entry admission into 2nd year of MAAE are allowed maximum duration of three years to complete second year of MAAE. Since the launch of PGDAE in July 2009 to July 2015 session (i.e. the six sessions whose prescribed maximum duration was over), there were 14 pass outs in all – 5 from 2009 session, 4 from 2010 session, 3 from 2011 session and 2 from 2015 session. Only ten out of them took lateral entry admission into 2nd year of MAAE during 2012 and 2013 sessions and have completed their prescribed maximum duration of it. The details of their status are presented in Table 5.22.

From Table 5.22, it is clear that all the ten students of lateral entry admission were active. However, only five of them have passed out MAAE programme. Thus, the pass rate of the students of lateral entry admission into MAAE is 50%, which is much higher than 10.3% students' pass rate of MAAE (See Table 5.21). Minor details of course-wise progress status of the remaining five active students who could not complete the programme when their prescribed maximum duration for completion of 2nd year of the programme was over, revealed that, though they all have completed all the theory courses of it, they have not attempted to complete the dissertation course. It means, only dissertation course alone has remained as their unfinished task to complete the programme.

Table 5.22: Active students, pass outs and non-completers of MAAE from among the students of Lateral Entry Admission whose prescribed maximum duration was over (N=10)

Year	No. of students (PGDAE graduates) who got Lateral Entry admission into 2 nd year of MAAE	No. of Non-starters	No. of Active students	No. of Active students who are	
				Non-completers	Successful completer (pass outs)
2012	7@	0 (0%)	7 (100%)	3 (42.86%)	4 (57.14%)
2013	3*	0 (0%)	3 (100%)	2 (66.67%)	1 (33.33%)
Total	10	0 (0%)	10 (100%)	5 (50%)	5 (50%)

Note: @ Indicates that PGDAE graduates who got lateral entry admission includes 4 from those of its July 2009 session and 3 from those of its July 2010 session.

* These PGDAE graduates who got lateral entry admission are all from its 2011 session only.

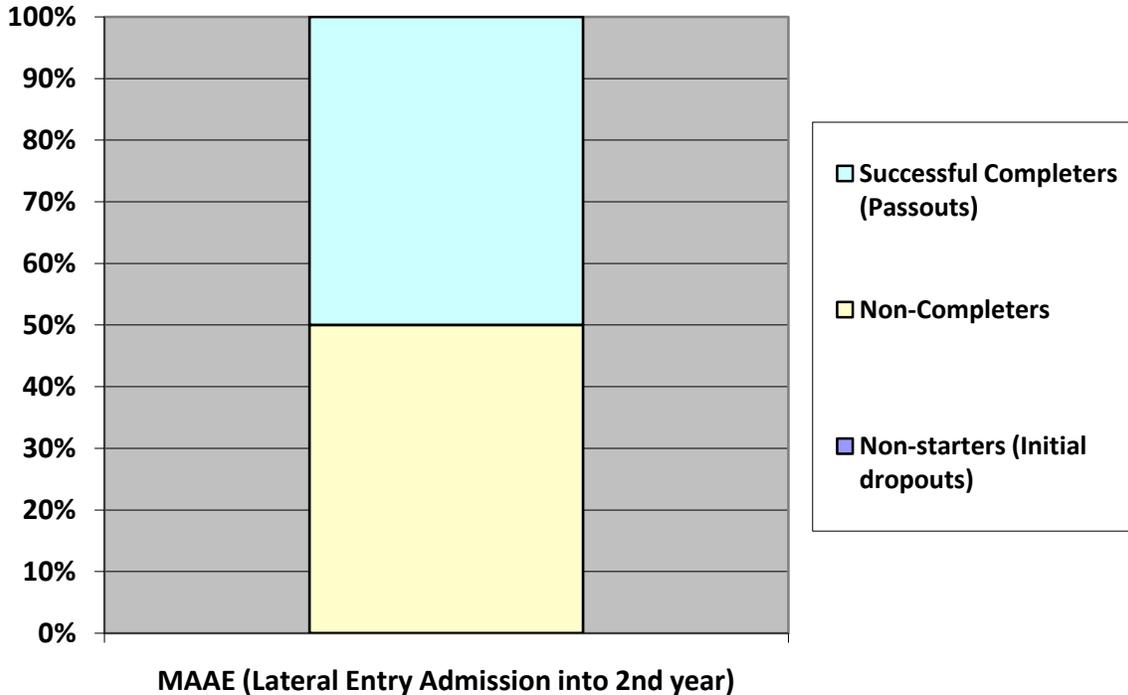


Figure 5.14: Tracer of Status of Students who got Lateral Entry Admission into 2nd year of MAAE

5.4.3 Non-starters, active students, pass outs and those who are yet to complete the programmes from among those whose prescribed minimum durations only are over, but not their prescribed maximum durations

Tables 5.21 and 5.22 above have presented the details of non-starters, active students, pass outs from the active students, and those who have been active but could not complete the programmes by the time their prescribed maximum durations of the respective programmes are over.

Nevertheless, it will be equally interesting to take into account the non-starters, active students, pass outs and those who are yet to complete the programmes *even from among those students whose minimum durations only are over, but not their maximum durations*. Data presented in Table 5.23 is an attempt in this direction.

Table 5.23: Non-starters, Active Students, Pass outs and those yet to complete the programmes from among those whose prescribed minimum durations of the sessions only are over but not their maximum durations: Programme-wise

Programme	Sessions that completed only minimum durations and still have the maximum durations	Total Number of Students			No. of Active Students who are	
		Enrolled	Non-Starters (Drop outs)	Active Students	Non-Completers	Successful Completers (pass outs)
PGDAE	July 2016 to July 2018	42	20# (47.6%)	22 (52.4%)	15* (68.2%)	7 (31.8%)\$ (16.7%)\$\$
PGCAE	July 2018 to July 2019	50	30## (60%)	20 (40%)	12** (60%)	8 (40%)\$ (16%)\$\$
MAAE	July 2015 to July 2017	208	99### (47.6%)	109 (52.4%)	92***@@ (84.4%)	17@ (15.6%)\$ (8.2%)\$\$
Total		300	149 (49.7%)	151 (50.3%)	119 (78.8%)	32 (21.2%)+ (10.7%)++

Note: @ When they successfully complete all first year courses of MAAE, they become qualified for award of PGDAE and when they successfully complete second year also they qualify MAAE.

@@ 10 of them (3 each of July 2015 and July 2016 sessions, and 4 of July 2017 session) successfully completed only 1st year of MAAE, i.e. PGDAE.

(@+@) together indicates that 27 (i.e.17+10) students from among those of MAAE also qualified PGDAE. That is, in fact, totally **34** (7+17+10) qualified PGDAE.

Minute details indicate that 6 of them have only one year more and 8 of them have two years more to become active, and their potential and chances of completing the programme before their respective maximum duration of the programme is over cannot be ruled out.

Minute details indicate that 4 of them have six months more, 13 of them have one year more and another 13 of them have one and a half year more to become active, and their chances and potential of becoming active and completing the programme before their respective maximum durations of the programme is over cannot be ruled out.

Minute details indicate that 18 of them have two years more and 70 of them have three years more to become active and their potential and chances of becoming active to complete the programme before their respective maximum duration of the programme is over cannot be ruled out.

* Minute details indicate that 7 of them have six months more, 2 of them have one more year, 6 of them have two more years and one has three more years to complete their

respective maximum duration of the programme and their respective possibility of successfully completing the remaining courses of the programme is relatively higher in that order.

** Minute details indicate that one of them have six months more, 6 of them have one year more and 5 of them have one and a half year more to complete their respective maximum duration of the programme and their respective possibility of successfully completing the remaining courses of the programme is relatively higher in that order.

*** Minute details indicate that 15 of them have six months more, 13 of them have one more year, 64 of them have two more years to complete their respective maximum duration of the programme and their respective possibility of successfully completing the remaining courses of the programme is relatively higher in that order.

\$ Indicates the pass rate of active students of the programme.

\$\$ Indicates the pass rate of the total students enrolled for the programme.

+ Indicates the pass rate of active students of all the three programmes taken together.

++ Indicates the pass rate of students of all the three programmes taken together.

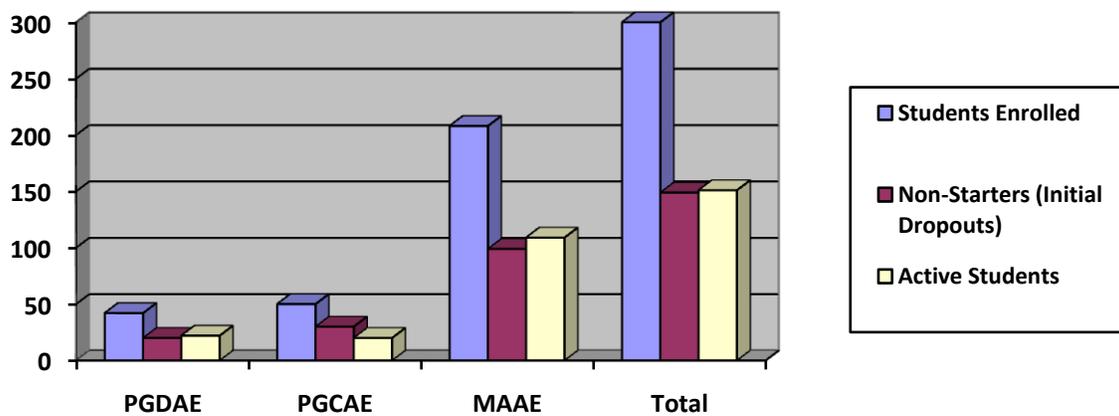


Figure 5.15: Tracer of Students who Completed their minimum durations only of the respective sessions of programmes but maximum durations yet remain

It can be noticed from Table 5.23 that there are 300 students of the three programmes *whose prescribed minimum durations only are over, and still have varying time periods to complete their maximum durations*. Out of them, 149 (49.7%) remained as non-starters and 151 (50.3%) students have been active, and out of the active students only 32 (21.2%) could successfully complete (pass out) these programmes. *It means, almost half of these total students are non-starters*, though they have varying time periods to become active. *The percentage of active students in PGDAE and MAAE is equal (i.e. 52.4% each), which is greater than that of PGCAE*

((40%). But, contrary to or just reverse of it, the pass rate of the active students is more in PGCAE (40%) than that in PGDAE (31.8%) and in MAAE (15%).

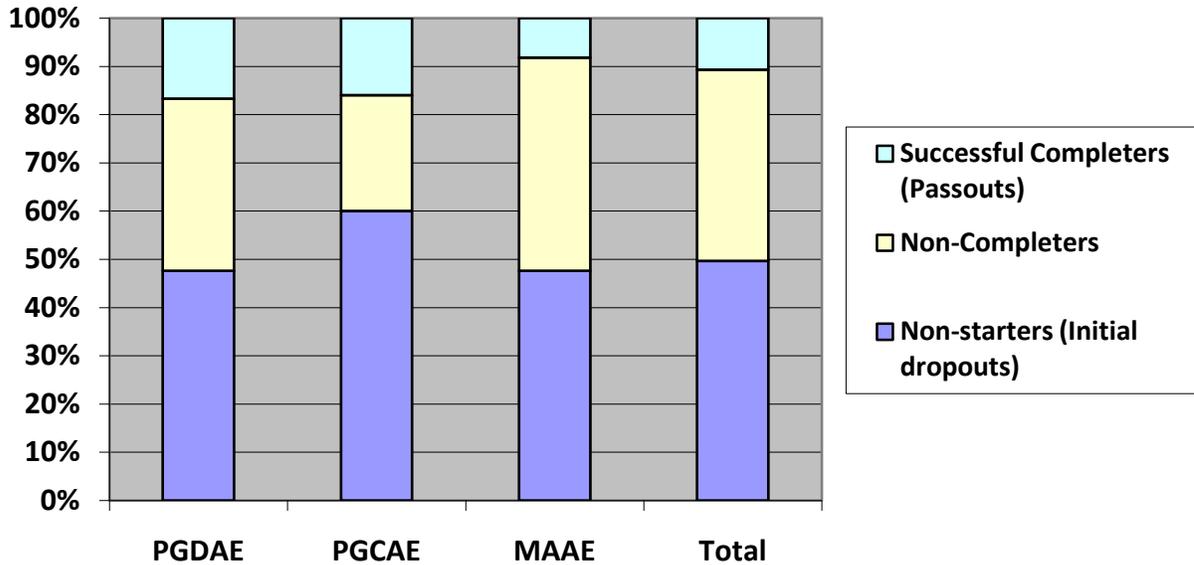


Figure 5.16: Over all Tracer of Status of Enrolled Students when they completed their respective minimum durations of the programme and their maximum durations still remain

The remaining active students (i.e. 15 of PGDAE, 12 of PGCAE and 92 of MAAE) are the potential students who can be expected to complete their respective programmes as they still have varying time periods for completion of their maximum durations of the programmes. In addition, as mentioned in the notes under Table 5.23, the potential and possibility of some non-starters whose remaining time period of maximum duration is equal to or more than that of the prescribed minimum durations of the respective programmes to become active and even complete the programmes cannot be ignored, undermined or ruled out at all.

Further, by reading Tables 5.21 and 5.23 together it is clear that in all: (a) **19** (i.e. 14+3+2 from Table 5.21) plus **34** (i.e. 7+17+10 from Table 5.23) together account to **53** successful completers (pass outs) of PGDAE from among those enrolled for PGDAE as an independent programme and of MAAE first year (i.e. PGDAE) till date as a whole; and (b) **29** (21+8) students have successfully completed PGCAE till date. Likewise, by collective reading of Tables

5.21, 5.22 and 5.23 it is clear that totally **25** (3+5+17) students have successfully completed MAAE till date. Thus, out of all those enrolled for these programmes since their respective launch years who have completed their maximum or minimum durations, as the case may be, ***in all 107 (i.e. 53 of PGDAE, 29 of PGCAE and 25 of MAAE) students have successfully completed these programmes.*** Further examination of minute details of the data of MAAE students further revealed that out of those who have not completed their minimum duration of two years (i.e. those enrolled in 2018 session), **5** of them have successfully completed all the courses of 1st year of MAAE (i.e. PGDAE) and they get added to the 53 successful completers of PGDAE taking the total PGDAE qualified students till date to **58**. Overall, the number of successful completers of these programmes sum up to **112** (58+29+25). **However, only 75 (i.e. 29 successful completers of PGCAE, 21 successful completer of PGDAE and 25 completers of MAAE only) can be considered as alumni / alumnae, as the rest of PGDAE qualified are from MAAE who still have their maximum duration to complete it.**

The average pass rate of students of these three programmes who completed their prescribed minimum durations only but not the maximum durations is 10.7% (See Table 5.23) as against average pass rate of 22.3% of those students whose maximum durations of the programme are over (See Table 5.21). The combined average pass rate of these two average pass rates is 16.5%. This average pass rate arrived at through an alternative methodology followed herein taking the maximum and minimum durations of the particular programmes is exactly comparable with the pass rates arrived at through methodology followed by Lakshmi Reddy (2002) using the cohorts of pass outs of each year and the cohorts of enrolments of each year for calculating average pass rate of students of IGNOU programmes. Thus, comparing the average pass rate of 16.5 of these three programmes is almost double that of 8.85% average pass rate of students of IGNOU programmes as found by Lakshmi Reddy (2002). It means, the average pass rate of these three programmes taken together is nearly twice that of all the IGNOU programmes.

Tables 5.24 to 5.26 present comprehensive details about tracer of students' progress status in respect of each of these three programmes taken separately. These details rather present the

break-up of the tracer of students' progress/status year-wise and/or session-wise in each of the programmes, as against the wholesome or holistic pictures presented in Tables 5.21 to 5.23.

Table 5.24: Tracer of Students' Progress Status in PGDAE programme: Session/Year-wise

Sl. No.	Session/ Year	Number of Students				
		Enrolled	Non-Starters (Drop outs)	Active Students	Active Students who are	
					Non-completers	Successful Completers (Pass outs)
I.	Sessions that completed maximum duration of the programme					
1.	July 2009	6	0 (0%)	6 (100%)	1 (16.7%)	5 (83.3%)* (83.3%)**
2.	July 2010	12	7 (58.3%)	5 (41.7%)	1 (20%)	4 (80%)* (33.3%)**
3.	July 2011	7	3 (42.9%)	4 (57.1%)	1 (25%)	3 (75%)* (42.9%)**
4.	July 2012	3	2 (66.7%)	1 (33.3%)	1 (100%)	0 (0%)* (0%)**
5.	July 2013	0	0 (0%)	0 (0%)	0 (0%)	0 (0%)
6.	July 2014	3	3 (100%)	0 (0%)	0 (0%)	0 (0%)* (0%)**
7.	July 2015	12	5 (41.7%)	7 (58.3%)	5 (71.4%)	2 (28.6%)* (16.7%)**
Total		43	20 (46.5%)	23 (53.5%)	9 (39.1%)	14 (60.9%)* (32.6%)**@
II	Sessions that completed only minimum duration of the programme					
8.	July 2016	18	7 (38.9%)	11 (61.1%)	7 (63.6%)	4 (36.4%)* (22.2%)**
9.	July 2017	8	6 (75%)	2 (25%)	2 (100%)	0 (0%)* (0%)**
10.	July 2018	16	7 (43.8%)	9 (56.2%)	6 (66.7%)	3 (33.3%)* (18.8%)**

Total	42	20 (47.6%)	22 (52.4%)	15 (68.2%)	7 (31.8%)# (16.7%)##
Grand Total	85	40 (47.1%)	45 (52.9%)	24 (53.3%)	21 (46.7%)\$ (24.7%)\$\$

- Note:** * Indicates the students' pass rate of the active students of the corresponding sessions.
 ** Indicate the students' pass rate of the total students enrolled in the corresponding sessions.
 @ Indicates the students' pass rate of the active students of all the sessions that completed prescribed maximum duration of the programme.
 @@ Indicates the students' pass rate of total students of all the sessions that completed prescribed maximum duration of the programme.
 # Indicates the students' pass rate of the active students of all the sessions that completed prescribed minimum duration of the programme.
 ## Indicates the students' pass rate of total students of all the sessions that completed prescribed minimum duration of the programme.
 \$ Indicates the students' pass rate of the active students of all the sessions that completed prescribed maximum duration of the programme and of those sessions that completed only minimum duration and still have their maximum duration taken together.
 \$\$ Indicates the students' pass rate of total students of all the sessions that completed prescribed maximum duration of the programme and of those sessions that completed only minimum duration and still have their maximum duration taken together.

From Table 5.24, the following findings can be noticed. (a) The pass rates of active students and also the pass rates of the students of different sessions/years of PGDAE which completed maximum duration ranged from 0% to 83.3%. However, the average pass rate of total active students of these sessions is 60.9% and that of the total enrolled students of these sessions is 32.6%. These findings cross validate the findings about PGDAE from Table 5.21. (b) The pass rates of active students of different sessions/years of PGDAE which completed minimum duration only and still have maximum duration ranged from 0% to 36.4% and the average pass rate of active students is 31.8%. While the pass rates of students of each of these sessions ranged from 0% to 22.2%, the average pass rate of students of these sessions is 16.7%. These findings thus cross validate the findings about PGDAE from Table 5.23. (c) ***Overall pass rate of active students of all the sessions of PGDAE which completed maximum duration and those which completed the minimum durations only and their maximum duration still remains is 46.7%, where as the overall pass rate of students of all these sessions is 24.7%.***

Table 5.25: Tracer of Students' Progress Status in PGCAE programme: Session/Year-wise

Sl. No.	Year	January Session					July Session					Total				
		Number of Students					Number of Students					Number of Students				
		Enrolled	Non-starters	Active Students	Active Students		Enrolled	Non-starters	Active Students	Active Students		Enrolled	Non-starters	Active Students	Active Students	
Non-Completers	Pass outs				Non-Completers	Pass outs				Non-Completers	Pass outs					
I.	Sessions that completed maximum duration of the programme															
1.	2011	NA	NA	NA	NA	NA	0	0	0	0	0	0	0	0	0	0
2.	2012	4	1 (25%)	3 (75%)	1 (33%)	2 (67%)* (50%)**	3	3 (100%)	0 (0%)	0 (0%)	0 (0%)* (0%)**	7	4 (57%)	3 (43%)	1 (33%)	2 (66.7%)* (28.6%)**
3.	2013	2	0 (0%)	2 (100%)	1 (50%)	1 (50%)* (50%)**	7	3 (43%)	4 (57%)	3 (75%)	1 (25%)* (14%)**	9	3 (33%)	6 (67%)	4 (67%)	2 (33.3%)* (22.2%)**
4.	2014	7	2 (29%)	5 (71.4%)	2 (40%)	3 (60%)* (43%)**	5	4 (80%)	1 (20%)	1 (100%)	0 (0%)* (0%)**	12	6 (50%)	6 (50%)	3 (50%)	3 (50%)* (25%)**
5.	2015	5	2 (40%)	3 (60%)	1 (33%)	2 (67%)* (40%)**	4	1 (25%)	3 (75%)	3 (100%)	0 (0%)* (0%)**	9	3 (33%)	6 (67%)	4 (67%)	2 (33.3%)* (22.2%)**
6.	2016	6	5 (83%)	1 (16.7%)	1 (100%)	0 (0%)* (0%)**	7	2 (29%)	5 (71%)	5 (100%)	0 (0%)* (0%)**	13	7 (54%)	6 (46%)	6 (100%)	0 (0%)* (0%)**
7.	2017	14	10 (71%)	4 (29%)	3 (75%)	1 (25%)* (7%)**	22	9 (41%)	13 (59%)	6 (46%)	7 (54%)* (32%)**	36	19 (53%)	17 (47%)	9 (53%)	8 (47.1%)* (22.2%)**
8.	2018#	12	3 (25%)	9 (75%)	5 (56%)	4 (44%)* (33%)**	NA+	NA+	NA+	NA+	NA+	12	3 (25%)	9 (75%)	5 (56%)	4 (44.4%)* (33.3%)**
Total		50	23 (46%)	27 (54%)	14 (52%)	13 (48%)* (26%)**	48	22 (46%)	26 (54%)	18 (69%)	8 (31%)* (17%)**	98	45 (46%)	53 (54%)	32 (60%)	21 (39.6%)* (21.4%)**
II	Sessions that completed only minimum duration of the programme															
8.	2018#	#	#	#	#	#	7	4 (57%)	3 (43%)	1 (33%)	2 (67%)* (29%)**	7	4 (57%)	3 (43%)	1 (33%)	2 (66.7%)* (28.6%)

9	2019	24	13 (54%)	11 (46%)	6 (55%)	5 (45%)* (21%)**	19	13 (68%)	6 (31.6%)	5 (83%)	1 (17%)* (5%)**	43	26 (60%)	17 (40%)	11 (65%)	6 (35.3%)* (14%)**
Total		24	13 (54%)	11 (46%)	6 (55%)	5 (45%)* (21%)**	26	17 (65%)	9 (35%)	6 (67%)	3 (33%)* (12%)**	50	30 (60%)	20 (40%)	12 (60%)	8 (40%)## (16%)###
Grand Total		74	36 (49%)	38 (51%)	20 (53%)	18 (47%)* (24%)**	64	39 (61%)	35 (55%)	24 (69%)* (17%)**	11 (31%)*	148	75 (51%)	73 (49%)	44 (60%)	29 (39.7%)* (19.6%)\$\$

Note: NA = Not Applicable, because the launch started in July 2011 session.

NA+ = Not Applicable, because maximum duration was not over by December 2019 TEE.

* Indicates the students' pass rate of the active students of the corresponding sessions.

** Indicate the students' pass rate of the total students enrolled in the corresponding sessions.

@ Indicates the students' pass rate of the active students of all the sessions that completed prescribed maximum duration of the programme.

@@ Indicates the students' pass rate of total students of all the sessions that completed prescribed maximum duration of the programme.

Only January 2018 session completed maximum duration by December 2019 TEE and not July 2018 session because due to COVID-2019 June 2020 TEE has been postponed and rescheduled in September only.

Indicates the students' pass rate of the active students of all the sessions that completed prescribed minimum duration of the programme.

Indicates the students' pass rate of total students of all the sessions that completed prescribed minimum duration of the programme.

\$ Indicates the students' pass rate of the active students of all the sessions that completed prescribed maximum duration of the programme and of those sessions that completed only minimum duration and still have their maximum duration taken together.

\$\$ Indicates the students' pass rate of total students of all the sessions that completed prescribed maximum duration of the programme and of those sessions that completed only minimum duration and still have their maximum duration taken together.

Table 5.25 reveals the following main findings. (i) The pass rates of active students of different sessions of PGCAE which completed their maximum duration ranged from 0% to 67% and the average pass rate of active students of all these sessions is 39.6%. And, the pass rate of students of these sessions ranged from 0% to 50%, the overall pass rate of students of these sessions is 21.4%. These findings cross validate the findings about PGCAE from Table 5.21. (ii) The pass rates of active students of different sessions of PGCAE which completed minimum duration only and still have maximum duration ranged from 17% to 67% and the average pass rate of active students of these sessions is 40%. While the pass rates of students of these sessions ranged from 5% to 29%, the average pass rate of students of these sessions is 16%. These findings cross validate the findings about PGCAE from Table 5.23. (iii) **Overall pass rate of active students of all the sessions of PGCAE which completed maximum duration and those which completed the minimum durations only and their maximum durations still remain is 39.7%, whereas the overall pass rate of students of all these sessions taken together is 19.6%.**

Table 5.26: Tracer of Students' Progress Status in MAAE programme: Session/Year-wise

Sl. No.	Session	Number of Students				
		Enrolled	Non-Starters (Drop outs)	Active Students	Active Students who are	
					Non-completers	Successful Completers (Pass outs)
I. Sessions that completed maximum duration of the programme						
1.	July 2011	1	0 (0%)	1 (100%)	1 (100%)	0 (0%)* (0%)**
2.	July 2012	4	1 (25%)	3 (75%)	1 (33.3%)	2 (66.7%)* (50%)**
3.	July 2013	13	8 (61.5%)	5 (38.5%)	5 (100%)	0 (0%)* (0%)**
4.	July 2014	11	3 (27.3%)	8 (72.7%)	7 (87.5%)	1 (12.5%)* (9.1%)**
Total		29	12 (41.4%)	17 (58.6)	14@ (82.4%)	3 (17.6%)+ (10.3%)++
II. Sessions that completed only minimum duration of the programme						
5	July 2015	33	11 (33.3%)	22 (66.7%)	15 (68.2%)	7 (31.8%)* (21.2%)**
6	July 2016	35	18 (51.4%)	17 (48.6%)	13 (76.5%)	4 (23.5%)* (11.4%)**
7	July 2017	140	70 (50%)	70 (50%)	64 (91.4%)	6 (8.6%)* (4.3%)**
Total		208	99 (47.6%)	109 (52.4%)	92@@ (84.4%)	17 (15.6%)* (8.2%)**
Total of I+II		237	111 (45.8%)	126 (53.2%)	106 (84.1%)	20 (15.9%)# (8.4%)##
III. Those of Lateral Entry Admission of PGDAE Graduates into 2nd year of MAAE who completed their prescribed (maximum) duration						
8	July 2012	7	0 (0%)	7 (100%)	3 (42.9%)	4 (57.1%)* (57.1%)**
9	July 2013	3	0 (0%)	3 (100%)	2 (66.7%)	1 (33.3%)* (33.3%)**
Total		10	0 (0%)	10 (100%)	5 (50%)	5 (50%)* (50%)**
Total of I+III		39	12 (30.8%)	27 (69%)	19 (70.4%)	8 (29.6%)+ (20.5%)++
Grand Total (I+II+III)		247	111 (44.9%)	136 (55.1%)	111 (81.6%)	25 (18.4%)\$ (10.1%)\$\$

Note: * Indicates the students' pass rate of the active students of the corresponding sessions.

** Indicate the students' pass rate of the total students enrolled in the corresponding sessions.

@ Indicates that 2 of them (of July 2014 session could successfully complete 1st year of MAAE only, i.e. PGDAE.

- @@ Indicates that 10 of them (3 each of July 2015 and July 2016 sessions, and 4 of July 2017 session) could successfully complete 1st year of MAAE only, i.e. PGDAE.
- + Indicates the students' pass rate of the active students of all the sessions that completed prescribed maximum duration of the programme.
- ++ Indicates the students' pass rate of total students of all the sessions that completed prescribed maximum duration of the programme.
- # Indicates the students' pass rate of the active students of all the sessions that completed prescribed minimum duration of the programme.
- ## Indicates the students' pass rate of total students of all the sessions that completed prescribed minimum duration of the programme.
- \$ Indicates the students' pass rate of the active students of all the sessions that completed prescribed maximum duration of the programme and of those sessions that completed only minimum duration and still have their maximum duration taken together.
- \$\$ Indicates the students' pass rate of total students of all the sessions that completed prescribed maximum duration of the programme and of those sessions that completed only minimum duration and still have their maximum duration taken together.

From Table 5.26, following findings can be noted.

- i) The pass rates of active students of different sessions of MAAE which completed their respective maximum duration ranged from 0% to 66.7% and ***the average pass rate of active students of all these sessions is 17.6%***. And, the pass rates of students of these sessions ranged from 0% to 50%, while ***the overall pass rate of students of these sessions is 10.3%***. These findings cross validate the findings about MAAE from Table 5.21.
- ii) The pass rates of active students of different sessions of MAAE which completed minimum duration only and still have maximum duration ranged from 8.6% to 31.8% and the ***average pass rate of active students of these sessions is 15.6%***. While the pass rates of students of these sessions ranged from 4.3% to 21.2%, ***the average pass rate of students of these sessions is 8.2%***. These findings cross validate the findings about MAAE from Table 5.23.
- iii) ***Overall pass rate of active students of all the sessions of MAAE which completed maximum duration and those which completed the minimum durations only and their maximum durations still remain is 15.9%, whereas the overall pass rate of students of all these sessions taken together is 8.4%***.

5.4.4 Overall Tracer of Progress and Final Status of all Students of PGDAE, PGCAE and MAAE Programmes: Session-cum-duration-wise

An overall view of Tables 5.24, 5.25 and 5.26 is presented in Table 5.27.

Table 5.27: Overall Tracer of Students' Progress Status in PGDAE, PGCAE and MAAE Programmes: Session-cum-duration-wise

Program	Sessions	Tracer Status of all Students					Total	Grand Total
		Non-Starters	Active Students	Active Students who are				
				Non-completers	Successful Completers (Pass Outs)			
PGDAE	Whose Maximum Duration is over (July 2009 to July 2015)	20 (46.5%)	23 (53.5%)	9 (39.1%)*	14 (60.9%)# (32.6%)##	43	85	
	Whose Minimum Duration only is over (July 2016 to July 2018)	20 (47.6%)	22 (52.4%)	15 (68.2%)*	7 (31.8%)# (16.7%)##	42		
	Total	40 (47.1%)	45 (52.9%)	24 (53.3%)*	21 (46.7%)# (24.7%)##	85		
PGCAE	Whose Maximum Duration is over (July 2011 to January 2018)	45 (45.9%)	53 (54.1%)	32 (60.4%)*	21 (39.6%)* (21.4%)**	98	148	
	Whose Minimum Duration only is over (July 2018 to July 2019)	30 (60%)	20 (40%)	12 (60%)*	8 (40%)# (16%)##	50		
	Total	75 (50.7%)	73 (49.3%)	44 (60.3%)*	29 (39.7%)# (19.6%)##	148		
MAAE	Whose Maximum Duration is over (July 2011 to July 2014)	12 (41.4%)	17 (58.6%)	14@ (82.4%)*	3 ^s (17.6%)# (10.3%)##	29	247	
	Whose Minimum Duration only is over (July 2015 to July 2017)	99 (47.6%)	109 (52.4%)	92@@) (84.4%)*	17 ^s (15.6%)# (8.2%)##	208		
	Total	111 (46.8%)	126 (53.2%)	106 (84.1%)*	20 (15.9%)# (8.4%)##	237		
	Lateral Entry Admission of	0 (0%)	10 (100%)	5 (50%)*	5 (50%)#	10		

	PGDAE Graduates into 2 nd year of MAAE (July 2012 and July 2013)				(50%)##		
	Total (Including LEA)	111 (45%)	136 (55%)	111 (81.6%)*	25 (18.4%)# (10.1%)	247	
	Grand Total	226 (47.1%)	254 (52.9%)	179 (70.5%)*	75 (29.5%)# (15.6%)##	480	480

Note: * Indicates percentage of non-completers of the active students

Indicates pass rate of the active students.

Indicates pass rate of total enrolled students of the programme.

\$ When they successfully complete 1st year of MAAE they are awarded with PGDAE, and MAAE students when they successfully complete second year also they get MAAE.

@ 2 of them (of July 2014 session have successfully completed 1st year of MAAE only, i.e. PGDAE.

@@ 10 of them (3 each of July 2015 and July 2016 sessions and 4 of July 2017 session have successfully completed 1st year of MAAE only, i.e. PGDAE.

Special note: Till the end of December 2019 TEE, minute details revealed that from July 2018 session of MAAE, 5 students have *successfully completed 1st year of MAAE, i.e. PGDAE.*

From Table 5.27, three major conclusions that can be drawn are:

- i) *Out of total 254 active students of these three programmes, including those of lateral entry admission into 2nd year of MAAE, only 75 (29.5%) have successfully completed (passed out) these programmes, while 70.5% of them remained as non-completers of the programmes;*
- ii) *Out of 480 total enrolled students of all the three programmes, including those of lateral entry admission into 2nd year of MAAE, only 15.6% are successful completers of these programmes, while 37.3% are non-completers of these programmes, and 47.1% of them are initial dropouts of these programmes.*
- iii) *Out of 480 students, the actual alumni / alumnae are 75 only, the number of successful completers in the true sense of having qualified for these programmes sum up to 112 (58 of PGDAE including those completers of 1st year of MAAE + 29 of PGCAE+25 of MAAE).*

From the special note under Table 5.27, additional 5 students who completed MAAE first year (i.e. PGDAE) from among July 2018 session and have practically not completed their minimum

duration of the programme (because of postponement of June 2020 TEE) can also be added to those who qualified PGDAE. Thus, sum total of PGDAE qualified students can be taken as 63, instead of 58 as above.

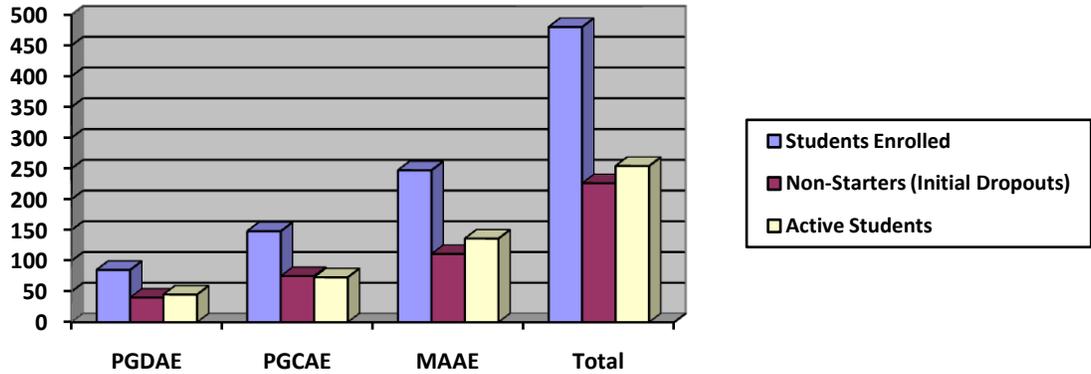


Figure 5.17: Tracer of Status of all Students of all the sessions since respective launch years of the programmes

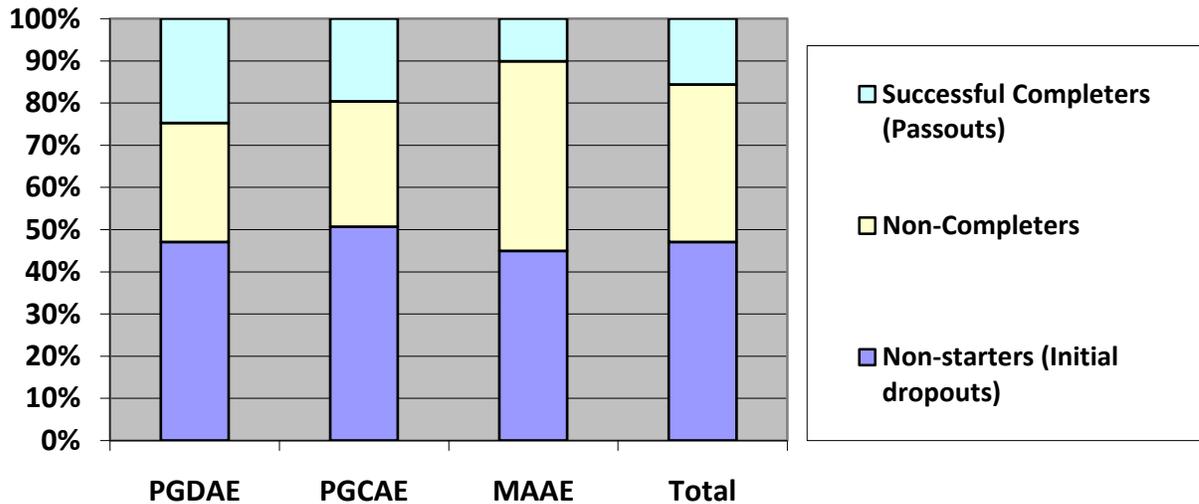


Figure 5.18: Overall Tracer of Status of all Students of all sessions whose minimum or maximum durations are over since the respective launch years of the programmes

A summary view or overall tracer of students' progress status in PGDAE, PGCAE and MAAE programmes covering the minor session-specific details having basis for Tables 5.21, 5.22, 5.23, 5.24, 5.25 and 5.26 can be found in [Appendix-IV](#).

Distribution of Successfully Completed Students of PGCAE, PGDAE and MAAE programmes across Regional Centres and LSCs

Table 5.28 presents details of distribution or spread of successful completers (pass outs) of these programmes across different Regional Centres and LSCs.

Table 5.28: Distribution of Successfully Completed Students of MAAE, PGDAE and PGCAE programmes across Regional Centres and LSCs

Sl. No.	Programme	No. of RCs and Pass outs (Successful Completers)		No. of LSCs (include SC/PSCs non-SCs/PSCs) and Pass outs (Successfully Completed)					
		RCs	Pass outs	SCs/PSCs	Pass outs	Non-SCs/PSCs	Pass outs	Total LSCs	Total Pass outs
1	MAAE	9	20 +5 ^{\$}	7	19 +4 ^{\$}	2	1 (+1 ^{\$})	9	25 (20+5 ^{\$})
2	PGDAE++	12	21 +12 [#] +5 [@]	11	20 +12 [@] +5 [#]	1	1	12	38 (21+12 [@] +5 [#])
3	PGCAE	14	29	15	26	3	3	18	29
Total		21*	92 (70+5^{\$}+12[#]+5[@])	24**	86 (65+4^{\$}+12[@]+5[#])	5***	6 (5 +1^{\$})	31****	92 (70+5^{\$}+12[#]+5[@])

Note: \$ These are the pass outs from those of Lateral Entry admission into 2nd year of MAAE.

These are those who could complete all the courses of first year of MAAE only, i.e. PGDAE, from among those who have completed their maximum durations of MAAE, but remained as non-completers of MAAE.

@ Though the students of July 2018 session have completed two years of minimum duration technically, they have not completed their minimum duration by June 2020, since their June 2020 TEE have not been held due to Covid-19 crisis. However, till date 5 of them have completed all the courses of first year of MAAE, i.e. PGDAE

* RCs of these programmes are not mutually exclusive. Each RC has not produced pass out covering all the three programmes. Or, all RCs do not cover pass outs from each of the three programmes.

** SCs/PSCs of programmes are not mutually exclusive. Each SC/PSC has not produced pass outs covering all the three programmes. Or, all these SCs/PSCs do not cover pass outs from each of the three programmes.

*** Non-SCs/PSCs are not mutually exclusive. One non-SC/PSC produced two pass outs covering two of the three programmes and got double count.

**** These are not mutually exclusive.

++ 20 pass outs of MAAE who also qualified PGDAE when they completed 1st year of MAAE are not included in it separately as they automatically belonged to those RCs/LSCs that produced them.

From Table 5.6 elsewhere above, we have noted that students of MAAE are spread across 44 RCs, and those of PGDAE and PGCAE are spread across 28 RCs each and these RCs are not mutually exclusive. As against these, from Table 5.28 above, we can notice that only **9 (20%) RCs of MAAE**, only **12 (43%) RCs of PGDAE** and only **14 (50%) RCs of PGCAE** have produced pass outs as of date. Here, there are certain riders or exceptions that need to be taken into account based on what can be noticed from Table 5.6. These include the following:

- i) There are 16 RCs which include 10 RCs that enrolled students for MAAE in 2018 only and 6 RCs that enrolled students for MAAE in 2019 only and these need to be exempted, excluded or discounted from the count of 35 RCs which have not produced any pass out of MAAE. This is so because these RCs cannot be expected to produce a pass out as the students enrolled in 2018 and 2019 under them did not complete even the minimum duration of the programme.
- ii) There are 3 RCs which enrolled students for PGDAE in 2019 only and these need to be exempted, excluded or discounted from the count of 16 RCs which have not produced any pass out of PGDAE. This is so because these RCs cannot be expected to produce a pass out as the students enrolled in 2019 under them did not complete even the minimum duration of the programme.
- iii) There are 4 RCs which enrolled students for PGCAE in 2019 only and these need to be exempted, excluded or discounted from the count of 14 RCs which have not produced any pass out of PGCAE. This is so because these RCs cannot be expected to produce a pass out as the students enrolled in 2019 under them did not complete even the minimum duration of the programme.

In other words, by reading Table 5.28 with Table 5.6, it can be re-interpreted as follows:

- a) Out of 44 RCs having student enrolment for MAAE, **19 RCs have not produced any pass out for the programme;**
- b) Out of 28 RCs having student enrolment for PGDAE, **13 RCs have not produced any pass out for the programme;** and
- c) Out of 28 RCs having student enrolment for PGCAE, **10 RCs have not produced any pass out for the programme.**

However, the potential pass outs are in the pipeline as can be seen from the enrolment that has sharp rise from 2017 onwards, especially for MAAE.

The details of distribution or spread of the pass outs of these three programmes along with specific Regional Centres and LSCs under which the students have successfully completed the respective programmes are indicated in **Appendix-V**.

Status of Non-completers of PGDAE, PGCAE and MAAE, who completed their maximum prescribed duration of the respective programmes

Information about the exact status of the non-completers of these programmes will help in understanding certain crucial factors which contributed to their non-completion of the relevant programmes. Tables 5.29, 5.30 and 5.31 highlight these factors with special reference to the courses or their particular components that remained incomplete as far as the non-completers are concerned.

Table 5.29: Status of Non-completers in respect of different Courses of PGDAE: July 2009 to July 2018 Sessions (N=24)

Sl. No.	Status of progress	Course-wise Status of Non-Completers				
		Theory Courses				Practical Course
		MAE-1	MAE-2	MAE-3	MES-16	MAEL-1
1.	Not Attempted	1 (4.2%)	1 (4.2%)	1 (4.2%)	4 (16.7%)	20 (83.3%)
2.	Attempted & Completed	9 (37.5%)	9 (37.5%)	9 (37.5%)	8 (33.3%)	3* (12.5%)
3.	Attempted but Not Completed	14 (58.3%)	14 (58.3%)	14 (58.3%)	12 (50%)	1 (4.2%)
	i) Only Assignment Completed	11 (78.6%)	11 (78.6%)	11 (78.6%)	8 (66.7%)	NA
	ii) Only Term-End Examination Completed	2 (14.3%)	2 (14.3%)	2 (14.3%)	2 (16.7%)	NA
	iii) Assignment Not Completed Successfully	0	0	0	0	NA
	iv) Term-End Examination Not Completed Successfully	1 (7.1%)	1 (7.1%)	1 (7.1%)	2 (16.7%)	NA
	Total	24	24	24	24	24

Note: NA = Not Applicable, as the practical course does not have these components.

* Indicate that these students are not from those who have successfully completed the four theory courses.

By combined reading of Tables 5.21 and 5.23, or by reading of either Table 5.24 or Table 5.27 alone, it can be noticed that there are 24 students who are non-completers from among those who have completed their maximum duration and from those who have completed only minimum durations of corresponding sessions of PGDAE programme taken together. An in-depth examination of the minute details of relevant data pertaining to course-wise progress status of these 24 active students further revealed that (Table 5.29):

- a) 1 (4.2%) to 4 (16.7%) of them have not at all attempted any component of theory course, be it assignment or TEE component, while 20 (83.3%) of them have not attempted practical course at all.
- b) 8 (33.3%) to 9 (37.5%) of them have attempted and completed all the theory courses, whereas only 3 (12.5%) of them have attempted and completed the practical course.
- c) 12 (50%) to 14 (58.3%) of them have attempted theory courses, but majority of them (66.7% to 78.6%) could complete only assignment component of the theory courses, while 14.3% to 16.7% of them could complete only TEE component of it. And one of them though attempted the practical course could not complete it also.

Table 5.30: Status of Non-completers in respect of different Courses of PGCAE: July 2011 to July 2019 sessions (N=44)

Sl. No.	Status of progress	Course-wise Status of non-completers		
		Theory Courses		Practical Course
		MAE-1	MAE-2	MAEL-2
1.	Not Attempted	0 (0%)	0 (0%)	42 (95.5%)
2.	Attempted & Completed	19 (43.2%)	17 (38.6%)	1* (2.3%)
3.	Attempted but Not Completed	25 (56.8%)	27 (61.4%)	1 (2.3%)
	i) Only Assignment Completed	12 (48%)	13 (48.1%)	NA
	ii) Only Term-End Examination Completed	10 (40%)	11 (40.7%)	NA
	iii) Assignment Not Completed Successfully	1 (4%)	1 (3.7%)	NA

	iv) Term-End Examination Not Completed Successfully	2 (8%)	2 (7.4%)	NA
Total		44	44	44

Note: * Indicates that the student is not from among those who have completed both the theory courses.

NA = Not Applicable, as the practical course does not have these components.

By combined reading of Tables 5.21 and 5.23, or by reading of either Table 5.25 or Table 5.27 alone, it can be noticed that there are 44 students who are non-completers from among those who have completed their maximum duration and from among those who have completed only minimum duration of corresponding sessions of PGCAE programme taken together. An in-depth examination of the minute details of relevant data pertaining to course-wise progress status of these 44 active students further revealed the following (Table 5.30).

- a) While all of them have attempted both the theory courses, only 19 (43.2%) of them could complete one theory course, 17 (38.6%) of them could complete the other theory course. Rest of them could complete either the Assignment only or the TEE only.
- b) While 42 (95.5%) of them have not attempted the practical course at all, one has attempted and completed it, while the remaining one although attempted could not complete it.

By combined reading of Tables 5.21 and 5.23, or by reading of either Table 5.26 or Table 5.27 alone, it can be noticed that there are 106 students who are non-completers from among those who have completed their maximum duration and from among those who have completed only minimum duration of corresponding sessions of MAAE programme taken together. An in-depth examination of the minute details of relevant data pertaining to course-wise progress status of these 106 active students further revealed the following (Table 5.31 on p.105).

- a) While 1 (0.9%) to 3 (2.8%) of them have not attempted the theory courses of 1st year of MAAE, 46 (43.4%) to 51 (48.1%) of them have not attempted the theory courses of 2nd year of MAAE.
- b) While 68 (64.2%) to 75 (70.8%) of them have completed the theory courses of 1st year, only 41 (38.7%) to 48 (45.3%) of them could complete the 2nd year courses.
- c) Out of 28 (26.4%) to 37 (34.9%) of those who attempted first year theory courses but could not complete, majority of them (67.6% to 75%) could complete only the assignment component while the rest of them could complete only TEE component of the respective courses. Similarly, out of 8 (7.5%) to 17 (16%) of those who attempted second year theory courses but could not complete,

majority of them (58.9% to 76.9%) could complete only the assignment component while the rest of them could complete only TEE component of the respective courses.

- d) Regarding the practical course 70 (66%) of them have not attempted it at all, 16 (15.1%) of them could complete it, while 20 (18.9%) of them, though have attempted, could not complete it also.
- e) About dissertation course in 2nd year, 103 (97.2%) of them have not attempted it at all, while 3 (2.8%) of them could complete it. There is no one who has attempted it but could not complete.

One major finding pertaining to non-completion of the programme is that 66% of them have not attempted practical course in the first year and more than 97% of them have not attempted dissertation course in the second year. It means, these two courses are crucial problematic ones for them to complete MAAE first year and second year respectively.

Table 5.31: Status of Non-completers in respect of different Courses of MAAE: July 2011 to July 2017 Sessions (N = 106)

Sl. No.	Status of progress	Course-wise Status of Non-Completers									
		First Year					Second Year				
		Theory Courses				Practical Course	Theory Courses				Dissertation Course
		MAE1	MAE2	MAE3	MES16		MAE4	MAE5	MAEE1/MESE61	MAEE2/MESE62	
1.	Not Attempted	1 (0.9%)	1 (0.9%)	3 (2.8%)	1 (0.9%)	70 (66%)	46 (43.4%)	50 (47.2%)	51 (48.1%)	49 (46.2%)	103 (97.2%)
2.	Attempted & Completed	73 (68.9%)	75 (70.8%)	75 (70.8%)	68 (64.2%)	16* (15.1%)	43 (40.6%)	48 (45.3%)	42 (39.6%)	41 (38.7%)	3** (2.8%)
3.	Attempted but Not Completed	32 (30.2%)	30 (28.3%)	28 (26.4%)	37 (34.9%)	20 (18.9%)	17 (16%)	8 (7.5%)	13 (12.3%)	16 (15.1%)	0 (0%)
	i) Only Assignment Completed	22 (68.8%)	21 (70%)	21 (75%)	25 (67.6%)	NA	10 (58.9%)	5 (62.5%)	10 (76.9%)	12 (75%)	NA
	ii) Only Term-End Examination Completed	4 (12.5%)	4 (13.3%)	4 (14.3%)	4 (10.8%)	NA	3 (17.6%)	2 (25%)	3 (23.1%)	4 (25%)	NA
	iii) Assignment Not Completed Successfully	0 (0%)	0 (0%)	0 (0%)	0 (0%)	NA	0 (0%)	0 (0%)	0 (0%)	0 (0%)	NA
	iv) Term-End Examination Not Completed Successfully	6 (18.8%)	5 (16.7%)	3 (10.7%)	8 (21.6%)	NA	4 (23.5%)	1 (12.5%)	0 (0%)	0 (0%)	NA
	Total	106	106	106	106	106	106	106	106	106	106

Note: * Indicates that these students are not from those who have completed all other courses of first year.

** Indicates that these students are not from those who have completed all other courses of second year.

5.5 Shared Problems and Experiences of the Students of the three programmes and other Stakeholders

The findings based on the analysis of the quantitative data done in 2018 were triangulated with the qualitative information collected then from the concerned students and others, and these are summed up as follows (Lakshmi Reddy, 2020, pp. 22-27).

- i) Reasons for low enrolment:* Some of the important reasons for low enrolment of the programmes as found out from the feedback of the admission seekers during the offline and online processes of admission included the following.
- a) Specific reasons noticed when the admission of students was being done offline for the programmes:
- The response of certain RCs to the admission seekers who approached them was that these programmes were not offered in the concerned regions. Several such instances have been reported to the programme coordinator through telephonic calls and e-mails by such discouraged, dissuaded and disappointed students. Of course, the Headquarters had duly intervened to facilitate their admission. Further, the standing instructions were given by the Headquarters to all the RCs that no RC should dissuade / discourage the admission seekers or deny admission to the eligible applicants. Yet, the change in response of some RCs was not so encouraging over the years.
 - Surprisingly, there were certain instances too where an RC had even taken an undertaking from a serious and very interested applicant to the effect that he took admission into the programme in spite of the concerned RC informing him the fact that the RC was not activated for the programme, that there will not be any study support, counseling sessions or project support provided by the RC. It speaks volumes about the nature and intensity of the demand by certain students for these programmes, in spite of negative response from particular RC(s) regarding their admission.
 - Some rare instances were that the admission seekers who enquired about the medium of instruction used to express their displeasure at non-availability of the instructional material in Hindi medium.

- In certain instances, the programme coordinator had assured the concerned RCs that he would put in best efforts to facilitate provision of academic support services if students are admitted under those RCs which do not have an SC/PSC activated/established for these programmes.

b) Specific reasons for problems when the online admission process started for the programmes

- When the online admission was started by IGNOU, in every admission cycle of admission, some applicants started complaining that in the RCs dropdown list of online application, some RCs' names and codes were missing under which the admission seekers wanted to apply. When the programme coordinator brought the issue to the notice of the concerned Division with a request to do the needful to facilitate submission of their online application by the interested applicants, only then the suitable link was provided in certain cases, and, of course, not done in time in certain other cases, when the admission deadline was over.

ii) *Reasons of those enrolled students who remained as non-starters when their maximum duration of the programme was over:* Some reasons as given by the enrolled students who remained as non-starters of PGCAE, PGDAE and MAAE are more interesting and are specified below.

a) Reasons given by non-starters of PGCAE

- “Purely because of my personal problems I could not start working even on an assignment”.
- “I was doing my PhD from a central university and looking for relevant material on adult education. After seeing the course titles of PGCAE from IGNOU prospectus, I simply enrolled for it with the main purpose of getting the course material and with little hope that if my time permits I may do it also. I got the desired material, but I could not spare any time for doing the programme”.
- “I got admission into a Master’s programme in a conventional university and could not find time to pursue PGCAE”.
- “It was an afterthought that instead of doing PGCAE better I enroll for MAAE and do it. I thus enrolled for MAAE and gave up PGCAE. Fortunately, I found the course material

of MAAE very interesting and useful for me. I have completed all courses of MAAE except dissertation, which I am doing now. Of course, I already have two master degrees and a PhD in Extension and doing my post-doctoral work as well”.

b) Reasons given by non-starters of PGDAE

- “I got appointment as a Lecturer in a college, became busy thereafter and could not devote any time for the programme”
- “Due to some important personal works that I began subsequent to my admission, I got fully involved with them only”.
- “I had health problem due to miscarriage and could not show any interest in the programme”.

c) Reasons given by non-starters of MAAE

- “I have already been involved in literacy mission work, thus developed interest to do MAAE and took admission. Meanwhile, I got engaged in some important personal and familial works, which did not allow me to do anything else”
- “Both myself and my daughter together decided to do MAAE simultaneously and thus both of us enrolled for the programme. In fact, my daughter so prompted me to enroll for the programme along with her, as I was already having Post-Master’s Diploma in Adult Education and also working as a prerak in a programme under SRC Kerala. Soon, my daughter became busy with Company Secretary course work and I too got busy with something else. Thus, both myself and my daughter could not even begin any activity of the programme”
- “I got a job in a private firm and could not find time to do the programme at all”.

iii) *Impressions of those who have successfully completed the programme*

- The pass outs of PGCAE have expressed that the content of all the courses is excellent, well organised and very interesting to read and work upon. However, they felt that proper mentoring at a duly activated SC/PSC would be a great advantage in more effectively performing the practical activities.

- The pass outs of PGDAE programme have expressed that the load of practical activities has been felt to be somewhat heavy, though the activities are found to be very involving, relevant, essential and useful for maintaining high standard of the programme.
- The pass outs of MAAE expressed that the entire programme is beautifully structured and it provided good quality experiences required at Master's level programme of its kind. The activities of the three components of practical course are very methodically organized to provide sound field experience, useful interactions and activities in the workshop as well as relevant institution-based experience. Yet, attending the 12 days workshop was felt to be very difficult task for the in-service or employed students in terms of getting leave and sparing such a long time at a stretch. But, after completing the full duration of the workshop, their reported impression was that they could realize the significance, relevance and usefulness of the activities provided for maintaining the high quality of the programme. Completion of dissertation work was very difficult task, which they could complete only because of their commitment and interest to do it seriously.

iv) *Reasons of those who could not complete the programme:* Some reasons given by those who could not complete PGCAE, PGDAE and MAAE, when their maximum durations were over, are as given below.

a) Reasons given by those who could not complete PGCAE

- “Meanwhile I started working with an institution and the busy schedule did not allow me any time to go ahead with PGCAE work”
- “Completion of assignments requires devoted work and I could not spare time to do the same because of my personal engagements and difficulties”.
- “I could not attempt term-end examinations because of clash of examination schedule with some important familial functions”.
- “I live in hilly terrain and faced serious problems in performing community-based practical activities and also in finding a mentor”.

b) Reasons given by those who could not complete PGDAE

- “I got involved in many projects later, became very busy with them and could not get time for doing the programme any more”.

- “The course material is in English medium. I could complete even the assignments with difficulty, and I was not confident to give TEE in English. So, I left it at that stage”. (Translated version of conversation in Hindi).
- “Later, I enrolled for PhD programme as a regular scholar and could not find time to appear even for TEE. Now I am holding my PhD in Sociology.”
- “I got admitted into MSW regular programme and completed it also. Thus, I could not complete PGDAE.”

c) Reasons given by those who could not complete MAAE

- “I was already having a master’s degree and based on that I got admission into PhD regular programme.”
- “It was because of my personal and familial problems I lost interest in the programme”
- “I realised that the dissertation work requires sustained devotion and hard work. I was not in a position to put in adequate efforts to complete it”.
- “Doing practical course was a problem for me. I wish to suggest you that it is better to remove it from the courses of MAAE by replacing it with one or two more theory courses only”.

d) Reasons of lateral entry admission students who could not complete MAAE

- “The dissertation course was much demanding in terms of time and efforts. I could not cope up with it”.
- “Though I completed all the theory courses, I could not devote required time for dissertation work. Also, I felt that it was a difficult task for me”.

The above reasons, confirm partly the barriers to completion of the programme as cited by Camacho Carr, et al (1996), partly the causes of student dropout as found by Fan and Chan (1997), partly the reasons for high attrition as found by (Siquera de Freitas and Lynch (1986) and partly the reasons for dropout as found by Khan (1989).

v) *Opinion of academic counselors about the programmes*

- The counselors expressed that some students reported their genuine feelings, concerns, problems and difficulties related to the practical course in PGDAE and dissertation

course in MAAE. And, they said they agree with the students' suggestions that if these two courses (Practical and Dissertation) are replaced with theory courses only that would be more comfortable to complete the programmes with little discomfort by many students.

vi) *Experiences shared by Programme In-charges of PSCs*

- There is felt need expressed by the participant-students to reduce 12-day workshop of PGDAE into a 5-day workshop. The employed students in particular expressed their extreme difficulty in attending the 12-day workshop.
- “As a PIC, I agree with the difficulties they are facing in this regard and share their feelings and even empathise with their problems”.
- ***It is better if practical course from PGDAE and dissertation from MAAE are replaced with a few theory courses. Then, there would be more takers for these programmes.***

When the students of PGDAE and MAAE who were participating in the workshop component of practical course were personally interviewed in unstructured manner by the author they expressed similar views as those mentioned at point vi) above. But, from the point of view of the quality of experience they gained from whatever the component part of practical course they did by then, they all said that the practical course is really required for maintaining the standard of the programme. However, ***they expressed that the activity load and duration of workshop needs to be reduced to ease their related problems and difficulties in doing the course.***

The above qualitative findings have thus validated, corroborated and confirmed the findings of quantitative data.

5.6 Tracer of Profile and Present Status of Alumni / Alumnae (Successful Completers/Pass outs) of PGCAE, PGDAE and MAAE Programmes

In section 5.4, from Tables 5.21 to 5.27, it has been shown that there are 29 students who have successfully completed (passed out) PGCAE, 21 students who have successfully completed of PGDAE and 25 students who have successfully completed MAAE, including 5 LEA students.

Further, there are 12 students of MAAE who have completed only first year of MAAE (i.e. PGDAE) and are yet to complete second year as their maximum duration is yet to over. Thus, these 12 students who are actually not alumni/alumnae, but have completed PGDAE (i.e. 1st year of MAAE) only and not MAAE have also been considered for collecting information about their present status. The methodology followed in collecting the information from them has already been explained in Chapter 4. The information received from these alumni / alumnae respondents has been combined into a consolidated profile of alumni / alumnae of these programmes and is appended as **Appendix-VI**.

By browsing through Appendix-VI, it can be noticed that the alumni /alumnae have very wide-ranging and impressive profiles, with some of them possessing very high academic qualifications and holding very high positions. Important profile findings about the alumni / alumnae status are as follows.

Educational qualifications profile

The educational qualifications profile of the alumni / alumnae reflects the following.

- Except two alumni of PGCAE and four alumni of MAAE, all others were already holding at least one Master's Degree.
- The bachelor degrees they held covered various disciplines such as Arts, Science, Commerce, Engineering, Technology, Electronics, Management, Bio-medical engineering, Computer science, Education, Laws, Library and Information Science, and Office Management and Secretarial Practice, amongst other things.
- The disciplines of their Master Degrees include: Management / Business Administration, Education, English, Psychology, Public Administration, Mass Communication, Chemistry, Mathematics, Economics, Commerce, Geography, Environmental Education, Computer Science, Zoology, Rural Development, Physics, Journalism and Mass Communication, Distance Education, Malayalam, History, Political Science, Community Development and youth work, Sociology, and Botany.

- *Twelve of them are already Doctorate Degree holders.* While one of them has PhD in Chemistry, another in Economics, the rest of them have it in Education, Adult Education, and Continuing Education.
- Out of the respondent-alumni / alumnae of PGCAE, 7 possess two Master Degrees each, 2 possess three Master Degrees each, and one possesses four Master Degrees and *one possesses as many as 11 Master Degrees to his credit along with PhD too.* Surprisingly, three of them hold PhD degrees, including two possessing it in Education. Two of them have qualified UGC-NET, one each in Economics and Environmental Science.
- Out of the respondent-alumni / alumnae of PGDAE, 4 possess two Master Degrees each, 2 possess three Master Degrees each, one possesses four Master Degrees, and one possesses MPhil Degree. Surprisingly, *three possess PhD in Education,* of whom two did even MPhil before doing PhD, and one has PhD in Economics. Two of them qualified UGC-NET, one in Adult Education and the other in Commerce. One more has qualified SLET in Education.
- Out of respondent-alumni / alumnae of MAAE, 6 possess two Master Degrees each, 3 possess three Master Degrees each, one possesses five Master Degrees, and one possesses highest number of 6 Master Degrees, excluding MAAE, and is without PhD. *There are, of course, 7 alumni /alumnae who possess PhD.* In addition, prior to doing PGDAE and MAAE, one alumnus also possessed both MPhil and PhD in Education. While two of them qualified UGC-NET, another one has qualified SLET prior to qualifying UGC-NET.

Age and Job Experience

With the date of births of the alumni / alumnae ranging between 9th April, 1957 and 1st April 1995, their age range is between 25 and 63 years. The age group of alumni / alumnae of PGCAE is 25-63 years, while that of PGDAE is 26-54 years and that of MAAE is 24-60 years. It represents the age of 24 of young adult students in their continuing education through those of 63 years plus representing truly lifelong learners.

Their *job experience* ranges from 0, which includes un-employed and students, to as long as 33 years of service representing wide range of positions in different sectors -- private, public and government – thus contributing to human resource needs of national economy and development.

Present Positions held by the alumni /alumnae

For convenience, wide range of positions presently held by the alumni /alumnae of these three programmes are put under different categories, as follows.

Studentship/un-employed

- Students pursuing any course
- Those pursuing second year of a Master's programme
- Research Scholars in Departments of Adult Education, Lifelong Learning & Extension
- PhD student (research scholar) in other disciplines
- Post-Doctoral Fellow, Centre for Adult & Continuing Education
- Un-employee, currently looking for a job in a good educational organization.

Self-employed

- Co-Founder of a firm
- Founder & Director / Head of own firm
- Founder & Head of a Study Centre
- Advocate, Ludhiana, Punjab.

Teacher or other positions at different levels of educational system

- Assistant Teacher in a School
- Assistant Teacher (PGT)
- Teacher in a school
- Primary Teacher
- TGT (NM), Department of Education
- TGT (ISSE), Govt. Upper Primary School

- Science Consultant in a school
- Principal of a school
- Coordinator, National Senior Secondary School
- Lecturer, DIET
- Senior Store Keeper in a University
- Assistant Professor / Lecturer in a college / University
- Principal, Centre for Professional and Advanced Studies, College of Teacher Education
- Professor, University Department of Education
- Director, Institute of Research in Learning Disabilities in a University

Various positions under district and state literacy missions and State Resource Centres

- Office Assistant, District Literacy Mission
- Asst. District Coordinator, District Literacy Mission
- Asst. District Project Coordinator, State Literacy Mission Authority
- District Project Coordinator, State Literacy Mission Authority
- Assistant Project Coordinator, SLMA
- Special Coordinator, Migrant Labourers Literacy Programme
- Coordinator, Total Tribal Literacy programme
- Associate Programme Coordinator, State Resource Centre
- Director, State Resource Centre

Positions in MHRD, now Ministry of Education

- Secretarial Assistant (Contract Basis), Department of Education, MHRD
- Deputy Secretary, National Commission for Minority Educational Institutions, Department of Higher Education, Ministry of Education, Govt. of India

Positions in Public / Private Sector

- Conductor, State Road Transport Corporation
- Technical Support Specialist, Thermo Fisher Scientific Middle East, Dubai, UAE
- Senior Trainer, Tech Mahindra

- Media Professional at FICCI

Further, there is one alumna who is retired from service, aged above 60 as on date.

One alumna requested that, though she had given all information, the information should be kept as private and confidential and not to be made public, hence not mentioned herein above.

The present positions thus held by the alumni / alumnae include unemployed, studentship, self-employed positions, teachers and others at different levels in various institutions in educational system, different positions in district and state literacy missions, government department such as Department of Education under Ministry of Education, and other important positions in public and private sector organisations including industry such as Tech Mahindra as well as media professional in FICCI.

Usefulness of PGCAE/PGDAE/MAAE to alumni / alumnae, as felt or experienced by them

Regarding one specific question as to “How was adult education qualification acquired by them from IGNOU useful in their life and career?” has elicited diverse responses such as the following.

Responses from alumni / alumnae of PGCAE

Their responses are as follows.

- I am a professional trainer and facilitator. PGCAE gave me the solid foundation in principles of adult learning and helped me to develop effective curriculum for adult learners. The world class study material helped me understand the andragogical instructional strategies and helped me to become an effective trainer.
- PGCAE helps to teach dropout persons/illiterate persons in village.
- PGCAE helps me in my career to understand the behavior of the parents of the students. It also helps me to cope-up with the students problems and to resolve them.

- For all adults who aspire for education and jobs in adult education and to communicate with rural adults, PGCAE will be very beneficial.
- IGNOU is certainly a best platform for people who really are interested in such programme for gaining knowledge and skills for better future.
- Helps me in imparting teacher training at DIET, Shimla.
- PGCAE helped in enhancing my knowledge about adult education.
- It widens the horizon of knowledge.
- It helped me to develop valuable skills to improve career prospects and expand my professional knowledge.
- PGCAE has helped me:
 - to gain an insight into adult learning and to implement this knowledge in training sessions.
 - to learn about ideologies of educators across the globe.
 - to grow as an individual and develop a broader sense of empathy towards the people and my participants in my training sessions.
 - to gain many personal traits like patience and compassion and to be a better trainer than before.
- Practical work done during the programme has helped me in acquiring training skills which I am currently using in my current job as a Technical Trainer. I also help the people in my village with training on education during my yearly vacation trip every December when I visit India to meet my friends and relatives. I am very interested in pursuing the MAAE (Master of Arts degree) also. However, due to my current working situation outside India, I have not been able to pursue this Master's degree.
- It has helped me gain insight into the status of adult education in our country.
- I'm able to approach adults and understand them better.
- It influenced my teaching methodology, and helps me in learning new skills.
- I am a communication trainer in the BPS sector, hence I have to deal with training and handling of adults every day. The complex nature of my job made me think of this course, and after this course it gave me a broader prospective of dealing with adult training.

- Very helpful as I am working in rural area. Helps to understand the needs of the society specially adults including college students.
- Programme coordinator has been very much helpful and is a good humble gentleman. Please also take action to improve the quality of marks sheet.
- PGCAE helped me to know how important an education is for the adults for their reformation and awakening.
- I did these courses to help charities and adult education institutes in teaching children and adults who didn't get chance to get formal education. I volunteered at Aruna Asif Ali memorial trust but nothing after that. Right now making an App where I could provide elementary education to all and provide guidance sessions to children who due to COVID can't get access to quality education. I want to see if that works.

One who did his graduation and all other qualifications thereafter from IGNOU only has expressed that IGNOU alone helped him in his career: In his words, "It played a vital role in my life because it provided me an opportunity to complete my desires regarding education and to get promotion in my life. My qualifications are enabling me to apply for a principal post. So I am very grateful to IGNOU".

Responses from alumni / alumnae of PGDAE

Their responses are as follows.

- It helps: (a) to improve the knowledge level and in preparation of new project proposal in the work; and (b) to work as academic counselor for adult education programmes of IGNOU.
- It improves my confidence level while doing programmes or activities in the field of Adult and Continuing Education.
- It provides professional orientation to me as an adult educator while working in the field.
- Helped me to acquire more positive knowledge in adult education field.
- It enables me to spread education in my students and also in society.

- I have recently applied for the post of Assistant Professor in the Department of Lifelong Learning in a University, which is the part of Adult and Continuing Education. Hope PGDAE will provide me better opportunity to serve in Higher Education.
- I have been working among illiterate people for 16 years. I did both PGDAE & MAAE which help me as a guide through my field and impact my working in the field with theoretical grounding.
- Helps me in carrying out/ organizing Adult Education related surveys/programmes.
- It may be helpful to get higher level posts in Govt.
- It helps in enhancement of knowledge regarding adult education. It has widened my views also.
- PGDAE helped me to get professional qualification in my field as I wanted to do my PhD in Lifelong learning. I then started my MAAE studies also but my dissertation was pending. Yet I wanted to make my international move. So I completed my Masters in UK and now I am starting my PhD from University of Strathclyde in October 2020.
- It helped in my career as Lecturer in DRU Faculty.
- PGDAE Programme has been very fulfilling as it has guided me towards what I really wanted to do. It gave me knowledge about the psychological understanding of adults, and led to recognisable development in me.

Responses from alumni / alumnae of MAAE

The responses of alumni / alumnae of MAAE are as follows.

- It helped me to get promotion from Associate Programme Coordinator to Programme Coordinator
- After completion of MAAE, I was not working under KSLMA. So, I didn't get any opportunity to apply the knowledge acquired through MAAE.
- It helped in providing health awareness and literacy to villagers.
- I got knowledge of Adult Education, Distance Education and research. With the help of this knowledge I am able to do research and publish papers in journals.
- As IGNOU study material is very informative, I really got good knowledge, and could easily qualify NET Exam also.

- I am effectively working in State Resource Centre, Kerala which is a principal agency for providing academic and technical resource support to Non-formal, Adult, Continuing and Lifelong Education.
- PGDAE and MAAE helped me in my career. I got awarded UNESCO Scholarship for the successful completion of Post-Graduate Diploma in Adult Education from IGNOU.
- PGDAE & MAAE helped me in my teaching and research activities. The knowledge and experiences obtained during the above programmes facilitated me in extension activities of the Department. These have enhanced my confidence level to offer various courses to adult learners under the University.
- I have more than 5 years experience in University adult education department. I am very interested in the adult education field. My ambition is to do PhD in Adult Education.
- Career-wise 'None.' I studied MAAE out of sheer interest in the subject. Academically and personally, MAAE helps me gain greater clarity and perception on issues of my personal and work interests like open learning, vocational education, population education and others like NIOS and Continuing education, both of which are my core subjects of interest and PhD topics of my choice.
- I am personally enriched by this course, likewise, enriched knowledge-base.
- MAAE is very helpful in research work.
- Using the qualification I am looking for a job for my carrier.
- Hoping to get into Higher Education as Asst. Professor. As I have already cleared NET in AE twice. But there is very narrow scope as there is no Bachelor's Degree in Adult Education and very few Universities have AE and LLL departments.
- It has helped me in understanding not only the concept but also to provide positive inputs in policy making. This is one of the most lovely programmes so far I have completed. Further, this programme has increased my research acumen to the level I needed in my career.
- PGDAE and MAAE help: (a) to improve the knowledge level and to prepare new project proposal in the work; (b) to work as academic counselor for adult education programmes of IGNOU.
- Helped me to acquire more positive knowledge in the adult education field.

5.7 International Recognition: Award of UNESCO Scholarship to some Successful Completers (Pass outs) of PGDAE

Some students of PGDAE who have successfully completed PGDAE have been given the scholarship by UNESCO. As a part of a function held on February 21, 2017 for ‘Inauguration of Technical Course on Search Engine Optimization’, Hon’ble Governor of Kerala, Shri Justice P. Sathasivam has distributed scholarships to the concerned students.



Lighting the ceremonial lamp. [From L-R] Dr. N.B.Suresh Kumar, Dr. Usha Titus, Justice P. Sathasivam, Shri Shahir Esmail, Shri Hrishikesh Nair

“In this function the Hon’ble Governor also released a set of study materials for the Certificate Course in Community Development, a joint initiative of State Resource Centre and Commonwealth of Learning and distributed UNESCO Scholarship including Certificate from International Institute of Adult and Lifelong Education (IIALE), New Delhi to *four students* who have successfully completed Post-Graduate Diploma in Adult Education offered by IGNOU.” (IAEA Newsletter, 2017).

These students are: 1. Dr. S. Vidhyathan, 2. Ms. T. K. Saritha, 3. Dr. K. Thamizhiniyan, and 4. Shri K. Jayachandran.



Dr. S. Vidhyanathan



Saritha T. K



Dr. K. Thamizhiniyan



Jayachandran K.

5.8 International Exposure to Students and Coordinator of MAAE programme

As per the Memorandum of Understanding (MoU) between International Institute of Adult and Lifelong Education (IIALE) and Julius Maximilian University, Würzburg, Germany, students and faculty of adult education from India have been attending Winter School at Julius Maximilian University, Würzburg, Germany. It may be noted that IIALE is the Programme Study Centre (PSC Code: 29049) for PGDAE, PGCAE and MAAE programmes of IGNOU. As a part of said MoU between IIALE and Julius Maximilian University the students of MAAE have been given opportunity to participate in the Winter Schools since 2018. Accordingly, so far, three students of MAAE participated in three different Winter Schools as follows. (1) Mr. Himanshu Goswami, *a student of MAAE programme of IGNOU* attended the Winter School from February 5-16, 2018 followed by attending the conference of ASEM (Asia Europe Meet) on February 16-17, 2018. (2) Ms. Sheetal James *another student of MAAE programme of IGNOU* attended the Winter School from February 4-16, 2019. (3) Ms. Kalpana Kaushik, another student of MAAE programme of IGNOU, attended a Winter School from 3rd to 14th February 2020.

In addition, the author here (Dr. M. V. Lakshmi Reddy), who is the Coordinator of PGDAE, PGCAE and MAAE programmes also attended a Winter School from 6–17 February, 2017 in Julius Maximilian University, Würzburg, Germany as a Visiting Professor. He also delivered a lecture on “Cosmicism: Basic Cosmic Education for Global Adults”. Master Degree students, Research Scholars and invited faculty from different Universities spread across more than 30 countries of different continents participated in each of these Winter Schools at Julius Maximilian University, Würzburg.

**Select Photographs from Winter Schools of Julius Maximilian University,
Wurzburg, Germany**



Winter School 2017



Winter School 2019



Winter School 2020

5.9 Unmet Demand of Overseas Students for PGDAE, PGCAE and MAAE programmes

There has been demand, though low, from the overseas students also through e-mails to the programme coordinator during different years from different parts of the world. The details of the programme-specific demand or requests from interested candidates from various countries of different continents – Asia, Europe, Australia, America and Africa -- are specified below.

Table 5.32: Requests/Demand from Overseas aspirants for ‘Adult Education’ programmes

Sl. No.	Name of the Aspirant	Date of request	From which country	Demand for which programme
1	Antony Loyola	21 January 2010	Saudi Arabia	PGDAE
2	Honorata Mystek Palka	17 November 2010	Poland	PGDAE
3	Ugyen Tshomo	31 July 2012	Bhutan	MAAE
4	Phan Quang Vinh	2 July 2014	Vietnam	MAAE
5	Md. Rahamat Ullah	30 September 2015	Bangladesh	MAAE
6	Rod McDonald	2 January 2016	Australia	Generic (all)
7	Charith	21 May 2016	Sri Lanka	MAAE
8	Carolann Philips	3 April 2017	Sultanate of Oman	MAAE
9	Mark	7 July 2017	USA	MAAE
10	Magesh Munuswamy	27 December 2017	Dubai	PGDAE
11	Debarati Roy	17 January 2018	USA	MAAE
12	Mohamed Fawzy	6 February 2018	Kuwait	PGDAE
13	Dil Bahadur Tamang	19 June 2018	Nepal	MAAE
14	Daman Rana	14 October 2018	South Australia	PGCAE
15	Jack	28 November 2018	United Kingdom	PGCAE
16	Smitha Balika	1 April 2019	Botswana	MAAE
17	Vidya	15 July 2019	Abu Dhabi	MAAE

From Table 5.32 , it can be noticed that the demand or requests came from 17 overseas aspirants: (i) 4 aspirants for PGDAE (one each from Saudi Arabia, Poland, Dubai, and Kuwait), of which 2 came in 2010, one in 2017 and another one in 2018; (ii) 10 aspirants for MAAE (one each from Bhutan, Vietnam, Bangladesh, Sri Lanka, Sultanate of Oman, Nepal, Botswana and Abu Dhabi, and 2 from the USA), of which one each came in 2012, 2014, 2015 and 2016, 2 each in 2017 and 2018, and two in 2019; and (iii) 2 aspirants for PGCAE (one each from South Australia and the United Kingdom), both came in 2018 itself. In addition, there was also one generic request in 2016. It can be noted that 10 out of 17 requests, excluding the generic one, came for MAAE. *It means about 60% of demand so came from overseas aspirants is for MAAE programme followed by PGDAE.*

The programme coordinator however had no option except sending regret messages to them stating that the overseas candidates cannot pursue these programmes from their countries due lack of Learner Support Centres or Partner Institutions (PIs) duly activated for these programmes for providing support services to the students in the respective countries. At the same time, such demand for the programme(s) has also been communicated to the concerned officers of the University by way of forwarding the relevant emails to them for appropriate consideration. *Though 17 overseas requests between 2010 and 2019 appear to be negligible and rare, taking the low enrolment of 725 students during a decade since the launch of the respective programmes into account, these 17 serious requests account to 2.3% of the national demand till date.* However, these requests among other things ***require serious consideration for overseas offer of these programmes, particularly MAAE which subsumes in it PGDAE as well.***

Further, these programmes have low student enrolment in India itself and the efforts are being focused more on enhancing the enrolment within the country. Moreover, as the MAAE programmes has practical components and dissertation course as well, it involves issues of cost-effectiveness and viability vis-à-vis having MoUs with partner institutions abroad for ensuring provision of effective student support services. Nevertheless, country-specific demand survey for MAAE programme may be a rational approach for serious consideration of offering it overseas

along with ways of addressing the problems and issues of operationalising partner institutions (PIs) for viability and sustainability of it.

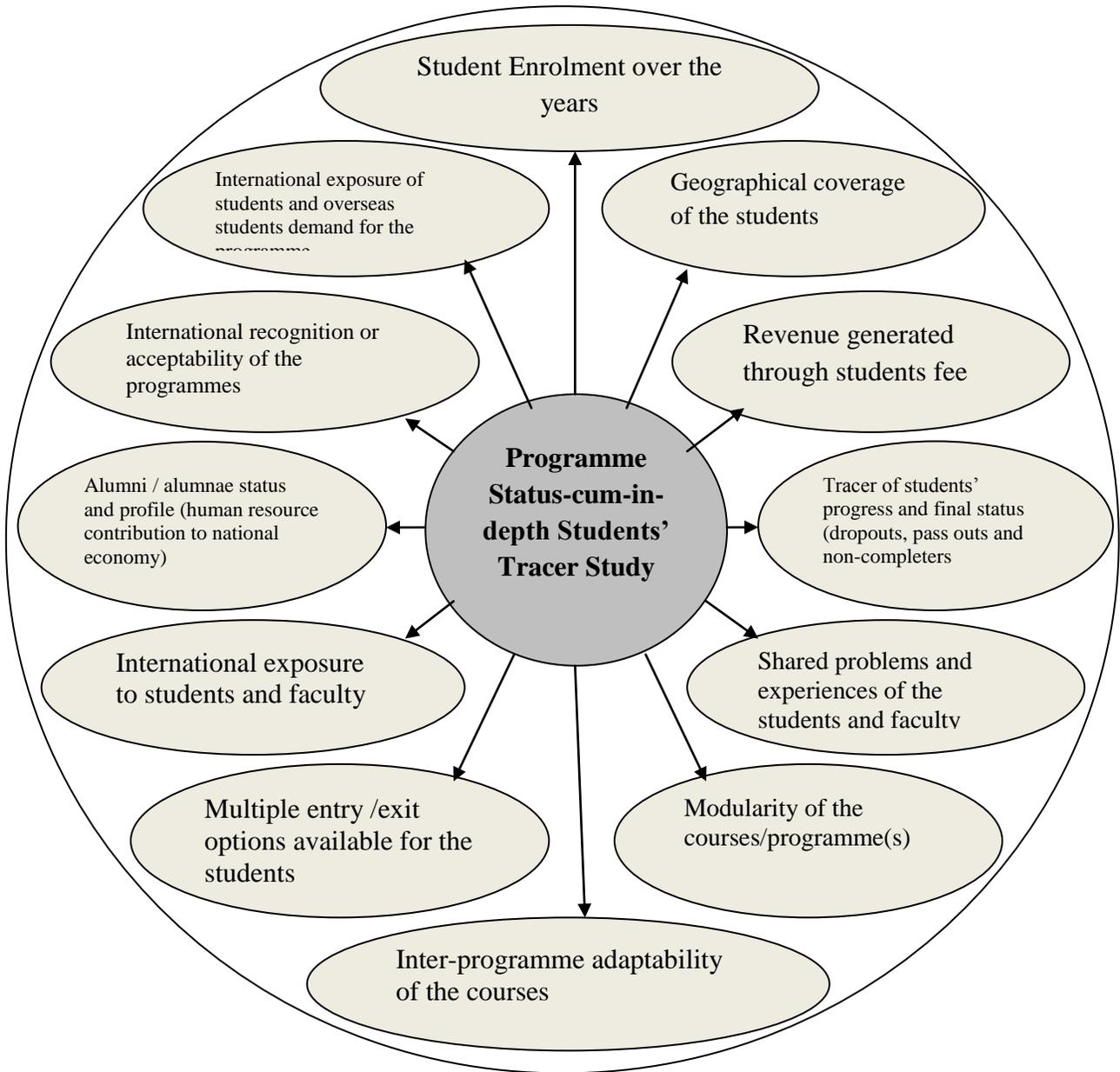
5.10 A Model Study for Emulation by the Open Universities and ODEIs for any ODL programme

All the above aspects / factors / issues considered in the analyses done in the preceding sections together provide a sound basis for evolving a comprehensive model that is amenable for easy and effective emulation by the Open Universities and ODEIs in respect of each of their ODL programmes. The essential components that emerged from this study for formulation of such a model include the following.

- a) Status of student enrolment for a programme over the years
- b) Growth, distribution or geographical coverage of the students
- c) Multiple entry and exit options made available for the students
- d) Modularity of the courses / programmes
- e) Inter-programme adaptability of the courses
- f) Revenue generated in terms of fee received from students
- g) Tracer of students' progress and final status covering rate of dropouts, pass outs and non-completers
- h) Shared problems and experiences of the students, faculty and other stakeholders
- i) Alumni / alumnae status and human resource contribution to national economy
- j) International recognition or acceptability of the programmes
- k) International exposure to students and faculty of the programme
- l) International demand for the programme

By incorporating all the above components of this study, an attempt has been made to develop a model that can be emulated with respect to any ODL programme of OUs or ODEIs in any part of the world. The model so developed is depicted in Figure 5.18. If more of these components are covered in a study of an ODL programme, it will accordingly be more comprehensive and in-depth.

Figure 5.19: A Model of Comprehensive Programme Status-cum-in-depth Students' Tracer Study of an ODL programme



This model is suitable for adoption/adaption for studying any ODL programme of OUs and ODEIs. All the objectives as stated in Chapter 3 can accordingly be used with suitable modifications thereof, as may be required. It serves as an effective guide to undertake very comprehensive programme status-cum-in-depth tracer study of students' progress and final status including the successfully completed alumni or alumnae of the concerned programme. If an ODL institution adopts/adapts this model, it would promote generation of institutionally directed research studies capable of enormously contributing to most wanted research for filling the internationally identified research gaps vis-à-vis fulfilling the mandates of ODL institutions. Since the studies of this kind will be using very sound data from impeccable institutional database(s) the reports will serve as everlasting, monumental documents pertaining to all ODL programmes. Further, if the OUs and ODEIs adopt/adapt such a model with respect to all of their ODL programmes that will lead to most desired institutional drives at global level for much needed research to fill the well-established research gaps in all the institutional contexts. Such drive would also help in building rich repertoire of research literature of invaluable quality and quantity. Above all, the findings of such studies, inter alia, will be very useful for inter-programme comparability of various ODL programmes within and across OUs/ODEIs.

Chapter 6

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

The sum and substance of the study highlights the comprehensive programme status and in-depth tracer of students' progress and final status in respect of the three programmes. The findings of the study have serious implication for: (a) promotion of student enrolment for these programmes through scientific approach based on valid criteria arrived at in this systematic study along with basic minimum support required to promote certain effective, positive and facilitative practices that can help in a big take off of these programmes, (b) more effective implementation of these programmes in India aimed at increasing the pace of progression of students; and (c) consideration of offer of MAAE programme to overseas students in selected countries. Conclusions and implications of the findings of the study and the suggestions based thereupon for strengthening the three programmes are concretised in this Chapter.

Here, it will be more meaningful to have a glance at the gist of some of the major findings of the study for drawing effective conclusions that have implications for promotion of these programmes.

1) The study covering 725 students enrolled for the three programmes (i.e. PGDAE, PGCAE and MAAE) spread across 52 RCs and 119 LSCs reveal that:

- i) 17 (32.7%) RCs having students enrolled for all the three programmes together have 445 students enrolled under them i.e. 61.4% of the total enrolment, and the rest of 35 RCs have enrolment for any one or two of these programmes only;
- ii) 70 (58.82%) of LSCs (proper SCs/PSCs) have 525 (72.41%) students attached to them, while 49 (41.18%) LSCs (arbitrary/tentative non-SCs/PSCs) have 200 (27.59%) students attached to them;
- iii) 339 (47%) students are attached to or under just 6 LSCs which are proper SCs/PSCs specially established or duly activated for these three programmes.
- iv) about 47%, 46% and 41% of those students enrolled for PGDAE, PGCAE and MAAE respectively whose prescribed maximum durations of the programmes are over have been

the non-starters, and the rest of them (i.e. 53%, 54% and 59% respectively) have been active students.

- v) the pass rates of active students of PGDAE, PGCAE and MAAE are 61%, 40% and 18% respectively, while the pass rates of total students of these programmes are 33%, 21% and 10% respectively;
- vi) majority of those who have been active but could not complete PGDAE, PGCAE and MAAE programmes when their maximum durations of the programmes are over could not complete the respective practical course and while those of 2nd year of MAAE could not complete the dissertation course; and
- vii) in all 112 students (i.e. PGDAE – 58; PGCAE – 29; and MAAE - 25) can be duly considered to have successfully completed or passed out or qualified these programmes till date and, **except four, all of them are from those students who have been allotted to PSC specially established or SC duly activated for these programmes.**

One important conclusion that can be drawn based on the above findings is that **it will be a great push for successful implementation of these programmes if every RC takes an initiative to activate/establish at least one SC/PSC for these programmes under its region.** *Implication of this conclusion is that such initiative by all RCs of IGNOU with preference given to those which are: (a) the existing PSCs of MAEDU/MEd/BEEd programme of IGNOU, or (b) the State Resource Centres (SRC) for Adult Education as may be existing, if any, in each state, or (c) any state level institute seriously involved in promoting adult education and lifelong learning, or (d) Departments of Adult, Continuing Education and Extension (DACEEs) or the Departments of Lifelong Learning and Extension (DLLEs) in conventional universities, in that order will be a big boost not only to muster big enrolment for these programmes but also to contribute qualitatively to the cause of professional development and capacity building in 'adult education' in India as well as for revenue generation for IGNOU. It can therefore be suggested that all the RCs should take effective step in that direction at the earliest.*

- 2) Till such effective step as suggested above is taken, the following findings need to be taken seriously as they emerged out of a decade of at least sustained enrolment of these programmes

with gradual expansion across different RCs and LSCs which have conclusively shown the following pattern:

- i) All MAAE students are spread under 44 RCs and 66 LSCs (27 SCs/PSCs and 39 non-SCs/PSCs)
- ii) All PGDAE students are spread under 28 RCs and 41 LSCs (37 SCs/PSCs and 4 non-SCs/PSCs)
- iii) All PGCAE students are spread under 28 RCs and 47 LSCs (34 SCs/PSCs and 13 non-SCs/PSCs).

Implication of these patterns of growing expansion and spread of enrolment of these programmes is that the respective RCs and LSCs of these programmes need to be continued at least for sustaining the enrolment and effective steps should also be taken for consolidation of enrolment along with enhancement of quality of implementation of the programmes. Therefore, ***firstly*** for sustaining enrolment, it can be ***suggested that all those RCs and LSCs of these programmes which have contributed to their enrolment till date should be included in the relevant dropdown lists of RCs and LSCs in the respective online applications.*** For effective inclusion of the relevant RCs and LSCs in the relevant online applications accordingly, the following Appendices showing relevant details can be considered for prompt action.

- **Appendix-VII(A)** in respect of online application of MAAE programme (44 RCs with 66 LSCs)
- **Appendix-VII(B)** in respect of online application of PGDAE programme (28 RCs with 41 LSCs)
- **Appendix-VII(C)** in respect of online application of PGCAE programme (28 RCs with 47 LSCs)

Alternatively and as a more comprehensive unified suggestion, **Appendix-VII-D)** can be considered uniformly for the online applications of all the three programmes for more effective and wider reach across all 52 RCs and 119 LSCs.

*For effective promotion of enrolment for these programmes, the above specified lists of RCs and LSCs as presented in **Appendices-VII(A)** to **Appendix-VII(D)** are suggested for expeditious*

inclusion in the relevant online applications of these programmes. And, **secondly and most importantly**, subsequent effort essentially required for effective consolidation is **to activate at least one SC/PSC under each of the concerned RCs and allot to that activated SC/PSC all the students currently admitted under non-SC/PSC codes**. The above suggestions constitute the most rational approach not only to sustain and promote enrolment under each of these RCs but also to consolidate provision of effective support services to all those students admitted under arbitrary non-SC/PSC codes.

3) Other important findings based on more in-depth examination of the minute details of the data are that:

- i) out of 52 RCs, just 6 RCs (12%) which have one PSC/SC established/activated under each of them together account to 53% of the total enrolled students;
- ii) even though these three ‘adult education’ programmes continued with low enrolment, the increasing and steady spread of their enrolment to additional RCs across the country every year till date presents very positive sign of growing demand for the programmes and their expanding reach; and
- iii) average pass rate of above 15.6% of the total students enrolled for the three programmes taken together for all the sessions till date should be seen as a quite encouraging trend, though 47% of the enrolled students remained as non-starters (initial dropouts).

Important conclusion, ***a more critical one***, that can thus be drawn is by relating 15.6% average pass rate of students of the three programmes with very critical note referring to an internationally acknowledged study (Lakshmi Reddy, 2002) on the students’ pass rates of IGNOU programmes; according to which the average pass rate of students of all programmes taken together was 8.85, that of BA/BSc/BCom programmes or of MBA was just around one percent only and that of MCA was 2.34%, though thousands of students got enrolled for these programmes every year, and that of PGDHE was 2.36% though few hundred students got enrolled every year. In this respect, it is very important to note that the students’ pass rates of 24.7% for PGDAE, 19.6% for PGCAE and 10.1% for MAAE programmes are all above 8.85%

average pass rate of total students of all IGNOU programmes. *It implies that there is very encouraging trend, in terms of students' pass rates of these three programmes.*

4) In view of the above conclusion under point 3) above, one very interesting and rather *a most critical conclusion* that can be drawn, on the ground of parity of generation or contribution of qualified human resources useful for the economy needs and not mere enrolment of students in huge numbers, is as follows:

- (a) Each pass out of MAAE can be treated as equal to **100** students enrolled for MBA or BA/BSc/BCom programmes. In other words, in such comparative terms of enrolments and pass rates of MAAE and those of BA/BSc/BCom or MBA programmes *just the 25 pass outs of MAAE programmes can be considered as 2500 students enrolled for it till date, if only enrolment is the yardstick for comparison.*
- (b) Each pass out of PGDAE can be treated as equal to **42** students enrolled for PGDHE. In other words, in such comparative terms of enrolments and pass rates of PGDAE and PGDHE, *just the 21 pass outs of PGDAE programmes can be considered as 890 students enrolled for it till date, if only enrolment is the yardstick for comparison.*

It means, putting the comparable figures of MAAE and PGDAE together it is as good as **3390** (2500 + 890) students enrolled for these two programmes till date. Let alone the comparable figures of PGACE, as the author could not access any published data of pass rate of any PG Certificate programme of IGNOU.

The *final implication* of this in-depth study is that it *serves as an effective model for undertaking similar studies with reference to all ODL programmes* – with low or high enrolment -- of IGNOU to have critical understanding of the actual status of all the enrolled students as well as the true contribution of the programmes to fulfillment of the human resource needs of the economy. Of course, on the whole and to conclude, the study also serves as an effective model for emulation by the Open Universities and ODEIs across the globe, in respect of their ODL programmes, irrespective of the size of their student enrolments.

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APPENDICES

Appendix-I

Programme Framework and Course-structure of PGCAE, PGDAE and MAAE Programmes

A) FRAMEWORKS / STRUCTURES OF PROGRAMMES

All the five courses of PGDAE together constitute first year of MAAE programme. Whereas two of the four theory courses of PGDAE and one component of its Practical course are together constituted as PGCAE. Simplified presentation of programme frameworks and course structures these programmes is given below.

Programme Framework: PGDAE, PGCAE and MAAE

1st Year courses of MAAE (= PGDAE)			
(All the five courses below are compulsory) - 34 credits			
Course Code	Course Title	Nature of Course	Credits
MAE-001	Understanding Adult Education	Theory (Compulsory)	6
MAE-002	Policy Planning and Implementation of Adult Education in India	Theory (Compulsory)	6
MAE-003	Knowledge Management, Information Dissemination and Networking in Adult Education	Theory (Compulsory)	6
MES-016	Educational Research	Theory (Compulsory)	6
MAEL-001	Practical Work Components I. Community-based Practical Activities*	Practical (Compulsory)	10 (3)

	II. Workshop-based Practical Activities		(2)
	III. Adult Education Training Centre / Institution-based Practical Activities		(5)
Total			34
<p>Note: * This component of 3 credits of course MAEL-001 is taken out and constituted as a separate compulsory Practical Course MAEL-002 (3 Credits) under PGCAE.</p> <p>PGCAE programme framework (15 Credits) thus includes above mentioned two theory courses MAE-001 and MAE-002, plus a practical course MAEL-002.</p>			
<p>2nd Year courses of MAAE (Three courses are compulsory and others are optional as indicated against each course below) - 34 credits</p>			
Course Code	Course Title	Nature of Course	Credits
MAE-004	Extension Education and Development	Theory (Compulsory)	6
MAE-005	Population and Development Education	Theory (Compulsory)	6
MAEE-001	Sustainable Development	Theory (Optional)*	6
MESE-061	Open and Distance Learning Systems	Theory (Optional)*	6
MAEE-002	Basics of Legal Awareness	Theory (Optional)**	6
MESE-062	Vocational Education	Theory (Optional)**	6
MAEP-001	Dissertation Work	Thesis (Compulsory)	10
Total			34
<p>Notes: * indicates that only one course is to be opted out of MAEE-001 and MESE-061 Courses.</p>			

** indicates that only one course is to be opted out of MAEE-002 and MESE-062 Courses.

B) STRUCTURES OF COURSES

The structures of different courses of these programmes are given below.

Course MAE-001: UNDERSTANDING ADULT EDUCATION

Block 1: Development of Adult Education

- Unit 1: Adult Education: The Basic Concept, Terms, Features and Objectives
- Unit 2: Indian Adult Education: A Historical Perspective
- Unit 3: Global, Regional and National Scenarios on Literacy
- Unit 4: Policy on Adult and Lifelong Learning: International and National Perspectives

Block 2: Foundations of Adult Education

- Unit 5: Adult and Lifelong Learning: An Overview of Philosophical Foundations
- Unit 6: Trends in Philosophical Foundations of Adult Education
- Unit 7: Psychology of Adult Learning and Motivation
- Unit 8: Sociological Background of Adult and Lifelong Learning

Block 3: Curriculum Development, Transaction and Evaluation

- Unit 9: Curriculum Development in Adult Education
- Unit 10: Community Participation in Curriculum Development and Transaction
- Unit 11: Teaching and Training Methods and Techniques in Adult Education
- Unit 12: Curriculum Transaction: Basics of Communication in Adult Learning
- Unit 13: Curriculum Transaction: Communication Media, Systems and Strategy
- Unit 14: Curriculum Transaction: Role of Information and Communication Technologies
- Unit 15: Curriculum Evaluation in Adult Education

Course MAE-002: POLICY PLANNING AND IMPLEMENTATION OF ADULT EDUCATION IN INDIA

Block 1: Five Year Plans and Adult Education

Unit 1: Current Adult Education Policy and Programmes: An Overview

Unit 2: Adult Education Administration

Unit 3: Resource Support Structures of Adult Education

Unit 4: New Initiatives and Emerging Challenges

Block 2: Implementing Agencies

Unit 5: Role of Government Departments

Unit 6: Role of Universities, Colleges and Students

Unit 7: Role of Non-Governmental Organisations

Unit 8: Role of Local Bodies, Community and Individuals

Block 3: Participatory Training and Research in Adult Education

Unit 9: Participatory Training: Concept and Process

Unit 10: Participatory Training: Methodology and Materials

Unit 11: Learning Environment of Participatory Training

Unit 12: Participatory Research

Block 4: Towards Lifelong Learning: Creating a Literate Environment

Unit 13 Post-Literacy and Continuing Education

Unit 14 Institutionalisation of Continuing Education

Unit 15 Reading Materials for Neo-literates and Semi-literates

Unit 16 Role of Libraries in Post-literacy and Continuing Education

Course MAE-003: KNOWLEDGE MANAGEMENT, INFORMATION

DISSEMINATION AND NETWORKING IN ADULT EDUCATION

Block 1: Knowledge and Documentation

Unit 1: Knowledge: Concept, Types and Management

Unit 2: Knowledge Management in an Adult Learning Setup

Unit 3: Documentation: Concept, Systems, Services and Evaluation

Unit 4: Adult Learning Setup: Role of Process Documentation

Block 2: Information Management and Dissemination

Unit 5: Information Dissemination: Basics

- Unit 6: Information Dissemination: Services
- Unit 7: Standards for Information Management and Dissemination
- Unit 8: Managing a Library in an Adult Learning Setup
- Unit 9: Building Library Resources and Services

Block 3: Networking and Adult Learning

- Unit 10: Networking in Social and Professional life
- Unit 11: Understanding Networking in Adult Learning
- Unit 12: Computer Networks: Information Networking, Production and
Dissemination
- Unit 13: ALADIN: Case Study of a Network of Networks

Block 4: Network Management for Learning Society Networking

- Unit 14: Organisational Behaviour
- Unit 15: Dynamics of Working Together
- Unit 16: Expansion of ALADIN-India: Marching Towards Learning Society

Course MES-016: EDUCATIONAL RESEARCH

Block 1: Perspective of Knowledge

- Unit 1: Introduction to Educational Research
- Unit 2: Knowledge Generation: Historical Perspective-I
- Unit 3: Knowledge Generation: Historical Perspective-II
- Unit 4: Approaches to Educational Research: Assumptions, Scope and Limitations

Block 2: Different Types of Studies in Educational Research

- Unit 5: Descriptive Research
- Unit 6: Experimental Research-I
- Unit 7: Experimental Research-II
- Unit 8: Qualitative Research
- Unit 9: Philosophical and Historical Studies

Block 3: Research Design

- Unit 10: Identification of Problem and Formulation of Research Questions
- Unit 11: Hypotheses: Nature of Formulation

Unit 12: Sampling

Unit 13: Tools and Techniques of Data Collection

Block 4: Data Analysis and Interpretation

Unit 14: Analysis of Quantitative Data (Descriptive Statistical Measure: Selection and Application)

Unit 15: Analysis of Quantitative Data: Inferential Statistics Based on Parametric Tests

Unit 16: Analysis of Quantitative Data: Inferential Statistics Based on Non-Parametric Tests

Unit 17: Analysis of Qualitative Data

Unit 18: Data Analysis Techniques in Qualitative Research

Unit 19: Computer Data Analysis

Block 5: Research Reports and Applications

Unit 20: Writing Proposal/Synopsis

Unit 21: Method of Literature Search/Review

Unit 22: Research Report: Various Components and Structure

Unit 23: Scheme of Chapterisation and Referencing Structure

**Course MAEL-001: PRACTICAL WORK COMPONENTS: STUDENT'S HANDBOOK
FOR PRACTICAL WORK**

- 1) Community-based Practical Activities
- 2) Workshop-based Practical Activities
- 3) Adult Education Training Centre/Institution-based Practical Activities

Course MAE-004: EXTENSION EDUCATION AND DEVELOPMENT

Block 1: Introduction to Extension Education and Development

Unit 1: Extension Education: Concept, Principles and Philosophy

Unit 2: Development of Extension Education in India

Unit 3: Extension Methods and Media

Unit 4: Development: Concept, Dimensions and Factors

Unit 5: Current trends and policies in adult and extension education in India

Block 2: Dynamics of Extension and Development

Unit 6: Evolution of Extension Models

Unit 7: Dynamics of Development

Unit 8: Developmental Disparities: Marginalisation

Block 3: Problems and Issues in Development

Unit 9: Basic Issues in Development

Unit 10: Sectoral Issues in Development

Unit 11: Social Issues in Development

Unit 12: Issues and Problems of Governance in Development

Block 4: Extension and Development: Planning, Management and Evaluation

Unit 13: Planning and Developing Extension Programme

Unit 14: Concepts and Theories of Management

Unit 15: Manpower Planning and Personnel Management in Extension and
Development

Unit 16: Monitoring and Evaluation

Course MAE-005: POPULATION AND DEVELOPMENT EDUCATION

Block 1: Population and Development Education: An Overview

Unit 1: Population Education: Concept and Development

Unit 2: Demographic Concepts

Unit 3: Determinants of Population Change

Unit 4: Consequences of Population Change

Unit 5: Population and Development Education: Relevant Terms,
Misconceptions and Clarifications

Block 2: Family Life Education and Quality of Life

Unit 6: Family Life

Unit 7: Adolescence Education

Unit 8: Sex Education

Unit 9: Family Welfare, Gender Equality and Equity

Block 3: Population Control Measures: Individual, National and International

Unit 10: Individual Measures

Unit 11: National Measures

Unit 12: International Measures

Course MAEE-001: SUSTAINABLE DEVELOPMENT

Block 1: Introduction to Sustainable Development

Unit 1: Sustainable Development: Concept and Scope

Unit 2: Sustainable Development: Approaches and Strategies

Unit 3: Challenges to Sustainable Development

Block 2: Rural Development

Unit 4: Rural Development: Indian Context

Unit 5: Rural Development Administration

Unit 6: Rural Development Programmes - I

Unit 7: Rural Development Programmes - II

Block 3: Tribal Development

Unit 8: Scheduled Areas and Tribes

Unit 9: Tribal Development Policy and Programmes

Unit 10: Tribal Welfare: Planning and Management

Block 4: Urban Development

Unit 11: Introduction to Urban Development

Unit 12: Urban Development: Issues and Challenges

Unit 13: Urban Development Policies and Programmes

Unit 14: Urban Planning, Governance and Management

Course MESE-061: OPEN AND DISTANCE LEARNING SYSTEMS

Block 1: Open and Distance Learning: Concepts and Developments

Unit 1: ODL: Concept and Philosophy

Unit 2: ODL: Historical Development and Policy Implementation

Unit 3: Organisation and Delivery

Block 2: Instructional Inputs

Unit 1: Self-learning Materials

Unit 2: Methods and Media

Unit 3: Design and Preparation of Materials

Unit 4: E-Learning: Concept and Design

Block 3: Instructional Transaction and Delivery

Unit 1: Learning from Self-Learning Materials

Unit 2: Learning Support Services: Resources and Delivery

Unit 3: Tutoring and Counselling

Unit 4: Delivery through E-Learning/Virtual Environment

Block 4: Evaluation and Research in ODL

Unit 1: Assessment in ODL

Unit 2: Programme Evaluation

Unit 3: Research and Development

Unit 4: Recent Trends in Evaluation and Research

Block 5: Recent Trends and Developments in ODL: National and International Perspective

Unit 1: Paradigm Shift in ODL

Unit 2: National and International Agencies in Distance Education

Unit 3: Globalisation and the ODL System

Course MAEE-002: BASICS OF LEGAL AWARENESS

Block 1: Essentials of Indian Legal System

Unit1: Concept and Basic Principles of Law

Unit 2: Substantive Law and Procedural Law

Unit 3: Justice Delivery System

Unit 4: Implementation of Law

Block 2: Empowering Laws

Unit 5: The Constitution of India

Unit 6: Right to Information - Right to Information Act, 2005

Unit 7: Protection of Women Against Domestic Violence Act, 2005

Unit 8: Right to Education - Right of Children to Free and Compulsory
Education Act, 2009

Unit 9: Right to Work - National Rural Employment Guarantee Act, 2005

Block 3: Liability Creating Laws

Unit 10: Indian Penal Code

Unit 11: Tort Law

Unit 12: Contract Law

Unit 13: Family Law

Block 4: Legal Remedies Law

Unit 14: Writs

Unit 15: Specific Performance

Unit 16: Compensation

Unit 17: Legal aid

Unit 18: Protection of Human Rights

Unit 19: Panchayat Raj Law

Block 5: Special Rights Law

Unit 20: Children

Unit 21: Women

Unit 22: Workers

Unit 23: Dalits and Tribals

Unit 24: Land Holders

Unit 25: Persons with Disabilities

Unit 26: Parents and Senior Citizens

Course MESE-062: VOCATIONAL EDUCATION

Block 1: Vocational Education for Sustainable National Development

Unit 1: Emergence of Vocational Education: A Historical Perspective

Unit 2: Policy Dimensions and Perspectives

Unit 3: Vocational Education and National Development

Unit 4: Support Systems

Block 2: The National Scenario

Unit 1: Context and Coverage

Unit 2: Issues and Concerns

Unit 3: Curricular Design and Implementation Strategies

Unit 4: Innovations and Case Studies/Success Stories

Block 3: The Global Perspective

Unit 1: The Dual Model: Germany

Unit 2: Vocational Education System of China

Unit 3: Vocational Education System of Australia

Block 4: Recent Trends in Vocational Education

Unit 1: Work-Centred Education as Foundation of Vocational Education

Unit 2: The Changing Society and the Consequence of Vocational Education
and Training

Unit 3: Vocational Education and Training: Partnership Model

Unit 4: Entrepreneurship and Vocational Education

Block 5: Futuristic Approach

Unit 1: Vocational Education for All

Unit 2: Traditional Vocational Education and Reforms in the Current Context

Unit 3: Vocational Education and Human Development

Unit 4: Life-long Learning: Vocational Education and Training

Course MAEP 001: DISSERTATION WORK

Appendix-II

Spread of Student Enrolment of MAAE, PGDAE and PGCAE programmes and Revenue Generated through Student Fee -- Taken as a Collective from July 2009 through July 2019 sessions: Regional Centre-wise and LSC-wise

Sl. No.	RC (Code)	LSC Code (includes SC/ PSC and non-SC/PSC codes)	Enrolment			Total Enrolment and Revenue from Fee under LSC		Total Enrolment and Revenue from Fee under each RC	
			MAAE	PGDAE	PGCAE	Enrolment	Fee	Enrolment	Fee
1	AGARTALA (26)	26999*	9	-----	-----	9	61400 (+7200)	9	61400 (+7200)
2	AHMEDABAD (09)	09999*	8	-----	1	9	53700 (+7200)	10	59700 (+7200)
		0902	-----	1	-----	1	6000		
3	AIZWAL (19)	19999*	1	-----	-----	1	6100	1	6100
4	ALIGARH (47)	2713	-----	-----	3	3	9900	4	17300
		47037	-----	1	-----	1	7400		
5	BANGALORE (13)	1323	-----	4	-----	4	26140	4	26140
6	BHAGALPUR (82)	82999*	1	-----	-----	1	6100	1	6100
7	BHOPAL (15)	1500*	1	-----	2	3	13500 (+7200)	4	16700 (+7200)
		1501	-----	-----	1	1	3200		
8	BHUBANESWAR (21)	2100 *	-----	-----	2	2	6000	22	125820 (+21600)
		NA *	-----	-----	1	1	2700		

		21000*	-----	-----	2	2	7600		
		21119	-----	2	-----	2	12200		
		2111	-----	1	-----	1	0		
		21211P	3	-----	-----	3	21120		
		21999*	11	-----	-----	11	76200 (+21600)		
9	CHANDIGARH (06)	06019P	1	-----	-----	1	6000 (+6000)	1	6000 (+6000)
10	CHENNAI (25)	NA*	-----	-----	1	1	3300	19	98467
		2566	7	1	7	15	79700		
		2501	-----	-----	1	1	3100		
		3102	-----	2	-----	2	12367		
11	COCHIN (14)	1400*	-----	3	3	6	27500	15	90640 (+7200)
		09999*	8	-----	-----	8	57040 (+7200)		
		14999*	1	-----	-----	1	6100		
12	DEHRADUN (31)	2752	1	1	-----	2	12600	12	75240 (+7200)
		2705	1	1	1	3	15600		
		37999*	7	-----	-----	7	47040 (+7200)		
13	DELHI-1 (07)	NA*	8	-----	9	17	75300 (+18000)	84	468567 (+107500)
		0757	38	16	13	67	393267 (+89500)		
14	DELHI-2 (29)	NA*	1	2	-----	3	10300	93	565360 (+160120)
		0736P	-----	3	-----	3	15000		
		29049P	60	7	13	80	498610 (+160120)		
		2900*	5	-----	2	7	41450		
15	DELHI-3 (38)	0781	-----	3	-----	3	17611	7	38311
		RC-38*	2	-----	-----	2	11700		

		38026	1	-----	1	2	9000		
16	DEOGHAR (87)	3612P	1	-----	-----	1	3700	1	3700
17	GANGTAK (24)	2401	-----	-----	3	3	9000	3	9000
18	GUWAHATI (04)	0401	-----	1	-----	1	6500	5	22060
		0412	-----	-----	4	4	15560		
19	HYDERABAD (01)	0100*	-----	-----	1	1	2500	24	115520 (+6000)
		0153 P	-----	1	-----	1	5000		
		0158	8	3	11	22	108020 (+6000)		
20	IAEP- UDHAMPUR (55)	5504	1	-----	-----	1	6100 (+7200)	1	6100 (+7200)
21	IAEP – PUNE (54)	5404	-----	-----	1	1	3800	1	3800
22	IMPHAL (17)	1701	58	1	-----	59	390920 (+157200)	62	410520 (+157200)
		17999*	3	-----	-----	3	19600		
23	ITANAGAR (03)	0301	1	-----	1	2	9300	29	193620 (+6000)
		03999*	26	-----	-----	26	178320		
		HQ*	1	-----	-----	1	6000 (+6000)		
24	JABALPUR (41)	1599*	-----	-----	2	2	7300	7	37100
		1502	-----	1	-----	1	5000		
		15115	-----	1	-----	1	5000		
		1530P	-----	3	-----	3	19800		
25	JAMMU (12)	1201	-----	1	3	4	15300	12	70800
		1272 P	1	-----	-----	1	5000		
		12999*	1	-----	-----	1	6100		
		09999*	6	-----	-----	6	44400		
26	JODHPUR (88)	HQ*	-----	1	-----	1	6300	2	13700
		2380	1	-----	-----	1	7400		
27	JORHAT (37)	04999*	6	-----	-----	6	37900 (+7200)	6	37900 (+7200)

28	KARNAL (10)	1014	-----	-----	2	2	6000	6	20310
		1052 P	-----	-----	1	1	3000		
		1055	-----	-----	1	1	3710		
		1064	-----	-----	2	2	7600		
29	KHANNA (22)	2212	-----	-----	1	1	3000	7	33800
		NA*	-----	-----	1	1	3000		
		2206	-----	-----	1	1	3800		
		2260	1	1	1	3	16600		
		22999*	1	-----	-----	1	7400		
30	KOHIMA (20)	20999*	9	-----	-----	9	66600 (+14400)	9	66600 (+14400)
31	KOLKATA (28)	2896	30	1	-----	31	206640 (+103600)	32	206640 (+103600)
		2801	1	-----	-----	1	0		
32	KORAPUT (44)	44999*	5	-----	-----	5	35920	5	35920
33	LUCKNOW (27)	2790	-----	-----	5	5	15400	9	33910
		2701	-----	-----	1	1	0		
		27195	2	-----	1	3	18510		
34	MADURAI (43)	25999*	1	-----	-----	1	7400 (+7200)	1	7400 (+7200)
35	MUMBAI (49)	NA*	1	1	-----	2	11300 (+6000)	13	60300 (+6000)
		0049*	-----	-----	1	1	3100		
		1623	-----	-----	6	6	18600		
		1688	-----	2	-----	2	12500		
		09999*	2	-----	-----	2	14800		
36	NAGAPUR (36)	36999*	1	-----	-----	1	6100 (+7200)	2	6100 (+7200)
		1622P	-----	1	-----	1	0		
37	NOIDA (39)	2728	-----	2	-----	2	13500	3	17210
		39010	-----	-----	1	1	3710		

38	PATNA (05)	05999*	12	-----	-----	12	81240 (+6120)	12	81240 (+6120)
39	PORT BLAIR (02)	0201	-----	2	-----	2	12000	3	19400
		02999*	1	-----	-----	1	7400		
40	PUNE (16)	1645	9	3	-----	12	75767 (+5000)	18	107108 (+12000)
		1630p	-----	1	3	4	17430		
		1684	-----	1	-----	1	7400		
		16999*	1	-----	-----	1	6511 (+7000)		
41	RAGHUNATHGANJ (50)	50999*	1	-----	-----	1	7400	1	7400
42	RAJKOT (42)	42999*	1	-----	-----	1	7400	1	7400
43	RANCHI (32)	36999*	1	-----	-----	1	7400	1	7400
44	SAHARSA (86)	86999*	1	-----	-----	1	7400	1	7400
45	SHILLONG (18)	18999*	6	-----	-----	6	38200 (+19400)	36	249800 (+62600)
		1801	30	-----	-----	30	211600 (+43200)		
46	SHIMLA (11)	1101	-----	-----	2	2	7000	6	32900 (+7200)
		1117	-----	1	-----	1	5000		
		1129	2	1	-----	3	20900 (+7200)		
47	SILIGURI (45)	2805	-----	-----	4	4	14850	10	56870 (+6120)
		45014	-----	1	-----	1	6100		
		45999*	5	-----	-----	5	35920 (+6120)		
48	SRINAGAR (30)	1202	4	1	6	11	49850 (+12200)	17	90250 (+12200)
		1211	1	-----	-----	1	6000		
		12999*	5	-----	-----	5	34400		

49	TRIVANDURM (40)	1441	-----	1	1	2	8900	76	425184 (+183200)
		1404	-----	-----	2	2	7060		
		40009	44	16	12	72	409224 (+183200)		
50	VARANASI (48)	48028	-----	-----	4	4	13000	10	56100 (+7200)
		27999*	1	-----	-----	1	6100		
		2709	5	-----	-----	5	37000 (+7200)		
51	VATAKARA (83)	14999*	3	-----	-----	3	21120	3	21120
52	VISAKHAPATNAM (84)	0109	1	2	-----	3	6500 (+6500)	4	12600 (+13700)
		84999*	1	-----	-----	1	6100 (+7200)		
Total			478	99	148	725	4256027 (+963560)	725	4256027** (+963560)
Total of those without proper SC/PSC under all the RCs			165 (34.5%)	7 (7.1%)	28 (18.9%)	200 (27.6%)	1243661 (+169440) (29.2%)		5219587[@]

Note: * It indicates non-SC/PSC code.

** This excludes the Re-Registration fee of Rs.9,63,560

@ It includes Re-registration fee also.

Figures with +sign before them in the parentheses indicate fee generated through re-registration.

Ranks of Regional Centres and Learner Support Centres based on the Total Revenue Generated by them through Student fee from July 2009 through July 2019 sessions taken together

Sl. No.	RC (Code)	Code of LSC (includes non-SC/PSC codes)*	Revenue (Fee) generated under the LSC (Rank)	Total Revenue generated under each RC (Rank)
1	AGARTALA (26)	26999*	68600 (15)	68600 (18)
2	AHMEDABAD (09)	09999*	60900 (18)	66900 (19)
		0902	6000 (94.5)	
3	AIZWAL (19)	19999*	6100 (89.5)	6100 (49.5)
4	ALIGARH (47)	2713	9900 (66)	17300 (37)
		47037	7400 (77)	
5	BANGALORE (13)	1323	26140 (30)	26140 (31)
6	BHAGALPUR (82)	82999*	6100 (89.5)	6100 (49.5)
7	BHOPAL (15)	1500*	20700 (33)	23900 (32)
		1501	3200 (108)	
8	BHUBANESWAR (21)	2100 *	6000 (94.5)	147420 (8)
		NA *	2700 (114)	
		21000*	7600 (71.5)	
		21119	12200 (60)	
		2111	0 (117.5)	
		21211P	21120 (31.5)	
		21999*	97800 (9)	
9	CHANDIGARH (06)	06019P	12000 (62)	12000 (43)
10	CHENNAI (25)	NA*	3300 (107)	98467 (12)
		2566	79700 (14)	
		2501	3100 (109.5)	
		3102	12367 (59)	
11	COCHIN (14)	1400*	27500 (29)	97840 (13)
		09999*	64240 (16)	
		14999*	6100 (89.5)	
12	DEHRADUN (31)	2752	12600 (57)	82440 (15)
		2705	15600 (42)	
		37999*	54240 (20)	
13	DELHI-1 (07)	NA*	93300 (10)	576067 (3)
		0757	482767 (4)	
14	DELHI-2 (29)	NA*	10300 (65)	725480 (1)
		0736P	15000 (46)	
		29049P	658730 (1)	
		2900*	41450 (25)	
15	DELHI-3 (38)	0781	17611 (38)	38311 (25)

		RC-38*	11700 (64)	
		38026	9000 (68.5)	
16	DEOGHAR (87)	3612P	3700 (106)	3700 (52)
17	GANGTAK (24)	2401	9000 (68.5)	9000 (44)
18	GUWAHATI (04)	0401	6500 (85)	22060 (33)
		0412	15560 (43)	
19	HYDERABAD (01)	0100*	2500 (115)	121520 (9)
		0153 P	5000 (99)	
		0158	114020 (8)	
20	IAEP- UDHAMPUR (55)	5504	13300 (53)	13300 (41.5)
21	IAEP – PUNE (54)	5404	3800 (102.5)	3800 (51)
22	IMPHAL (17)	1701	548120 (3)	567720 (4)
		17999*	19600 (35)	
23	ITANAGAR (03)	0301	9300 (67)	199620 (7)
		03999*	178320 (7)	
		HQ*	12000 (62)	
24	JABALPUR (41)	1599*	7300 (82)	37100 (29)
		1502	5000 (99)	
		15115	5000 (99)	
		1530P	19800 (34)	
25	JAMMU (12)	1201	15300 (45)	70800 (17)
		1272 P	5000 (99)	
		12999*	6100 (89.5)	
		09999*	44400 (22)	
26	JODHPUR (88)	HQ*	6300 (86)	13700 (40)
		2380	7400 (77)	
27	JORHAT (37)	04999*	45100 (21)	45100 (23)
28	KARNAL (10)	1014	6000 (94.5)	20310 (35)
		1052 P	3000 (112)	
		1055	3710 (104.5)	
		1064	7600 (71.5)	
29	KHANNA (22)	2212	3000 (112)	33800 (28)
		NA*	3000 (112)	
		2206	3800 (102.5)	
		2260	16600 (41)	
		22999*	7400 (77)	
30	KOHIMA (20)	20999*	81000 (12)	81000 (16)
31	KOLKATA (28)	2896	310240 (5)	310240 (6)
		2801	0 (117.5)	
32	KORAPUT (44)	44999*	35920 (26)	35920 (26)
33	LUCKNOW (27)	2790	15400 (44)	33910 (27)
		2701	0 (117.5)	
		27195	18510 (37)	
34	MADURAI (43)	25999*	14600 (49)	14600 (39)
35	MUMBAI (49)	NA*	17300 (40)	66300 (20)
		0049*	3100 (109.5)	
		1623	18600 (36)	

		1688	12500 (58)	
		09999*	14800 (48)	
36	NAGAPUR (36)	36999*	13300 (53)	13300 (41.5)
		1622P	0 (117.5)	
37	NOIDA (39)	2728	13500 (51)	17210 (38)
		39010	3710 (104.5)	
38	PATNA (05)	05999*	87360 (11)	87360 (14)
39	PORT BLAIR (02)	0201	12000 (62)	19400 (36)
		02999*	7400 (77)	
40	PUNE (16)	1645	80767 (13)	119108 (10)
		1630p	17430 (39)	
		1684	7400 (77)	
		16999*	13511 (50)	
41	RAGHUNATHGANJ (50)	50999*	7400 (77)	7400 (46.5)
42	RAJKOT (42)	42999*	7400 (77)	7400 (46.5)
43	RANCHI (32)	36999*	7400 (77)	7400 (46.5)
44	SAHARSA (86)	86999*	7400 (77)	7400 (46.5)
45	SHILLONG (18)	18999*	57600 (19)	312400 (5)
		1801	254800 (6)	
46	SHIMLA (11)	1101	7000 (84)	40100 (24)
		1117	5000 (99)	
		1129	28100 (28)	
47	SILIGURI (45)	2805	14850 (47)	62990 (22)
		45014	6100 (89.5)	
		45999*	42040 (24)	
48	SRINAGAR (30)	1202	62050 (17)	102450 (11)
		1211	6000 (94.5)	
		12999*	34400 (27)	
49	TRIVANDURM (40)	1441	8900 (70)	608384 (2)
		1404	7060 (83)	
		40009	592424 (2)	
50	VARANASI (48)	48028	13000 (55.5)	63300 (21)
		27999*	6100 (89.5)	
		2709	44200 (23)	
51	VATAKARA (83)	14999*	21120 (31.5)	21120 (34)
52	VISAKHAPATNAM (84)	0109	13000 (55.5)	26300 (30)
		84999*	13300 (53)	
Total			5219587	5219587

Note: * It indicates non-SC/PSC code.

Figures in parentheses are the ranks assigned in terms of revenue generated under those respective LSCs / RCs

A Summary View of Students' Progress Status in PGDAE, PGCAE and MAAE Programmes for all the sessions which completed their maximum or minimum durations since their respective launch years

Program	Sessions	Tracer Status of Students				Grand Total
		Non- Starters	Active Students who are		Total	
			Non-completers	Successful Completers (Pass Outs)		
PGDAE	Whose Maximum Duration is over (July 2009 to July 2015)®	20 (0+7+3+2+0+3+5)	9 (1+1+1+1+0+0+5)	14 (5+4+3+0+0+0+2)	43 (20+9+14)	85 (40+24+21)
	Whose Minimum Duration only is over (July 2016 to July 2018)	20 (7+6+7)	15 (7+2+6)	7 (4+0+3)	42 (20+15+7)	
	Total	40 (20+20)	24 (9+15)	21 (14+7)	85 (40+24+21)	
PGCAE	Whose Maximum Duration is over (July 2011 2012 to January 2018)®	45 (0+1+3+0+3+2+4+2+1+5+2+10+9+3)	32 (0+1+0+1+3+2+1+1+3+1+5+3+6+5)	21 (0+2+0+1+1+3+0+2+0+0+0+1+7+4)	98 (45+32=21)	148 (75+44+29)
	Whose Minimum Duration only is over (July 2018 to July 2019)	30 (4+13+13)	12 (1+6+5)	8 (2+5+1)	50 (30+12+8)	
	Total	75 (45+30)	44 (32+12)	29 (21+8)	148 (75+44+29)	

MAAE	Whose Maximum Duration is over (July 2011 to 2014)	12 (0+1+8+3)	14* (1+1+5+7)	3# (0+2+0+1)	29 (12+14+3)	237 (111+106+20)
	Whose Minimum Duration only is over (July 2015 to 2017)	99 (11+18+70)	92** (15+13+64)	17# (7+4+6)	208 (99+92+17)	
	Total	111 (12+99)	106 (14+ 92)	20 (3+17)	237 (111+106+20)	
	Lateral Entry Admission of PGDAE Graduates into 2 nd year of MAAE (July 2012 and July 2013)	0 (0+0)	5 (3+2)	5 (4+1)	10 (0+5+5)	10 (0+5+5)
	Grand Total	226 (40+75+111+0)	179 (24+44+106+5)	75 (21+29+20+5)	480 (226+179+75)	480 (85+148+237+10)

Note: @ For PGDAE there was zero enrolment for July 2013 session. Also, for PGCAE there was zero enrolment in July 2011 session, which was the launch session.

* 2 of them (of July 2014 session have successfully completed 1st year of MAAE only, i.e. PGDAE.

** 10 of them (3 each of July 2015 and July 2016 sessions, and 4 of July 2017 session have successfully completed 1st year of MAAE only, i.e. PGDAE.

When they successfully completed 1st year of MAAE they qualified PGDAE.

Special note:

- Figures in parentheses indicate respective break-up representing corresponding sessions of the respective programme.
- Figures in parentheses below the grand total numbers in the last vertical column indicate respective break-up representing corresponding non-starters, non-completers and pass-outs and those in the last row indicate the break-up figures representing PGDAE, PGCAE and MAAE programmes respectively.

- Those batches of PGDAE, PGCAE and MAAE who have notionally completed the respective maximum/minimum duration by 2020 have been treated as technically not completed the respective periods, since their June 2020 TEE has not been held and postponed due to Covid-19 crisis and rescheduled in September 2020 only. However, 5 of July 2018 session of MAAE have successfully completed 1st year of MAAE, i.e. PGDAE.
- MAAE students qualify PGDAE when they successfully complete first year of MAAE, and when they successfully complete second year also they qualify MAAE.

Appendix-V

Distribution of Successfully Completed Students of PGCAE, PGDAE and MAAE programmes across different Regional Centres and LSCs of IGNOU

Sl. No.	RC (Code)	LSC Code (includes SC/ PSC Code and Non-SC/ PSC Code)	Successful Completers (Pass outs)			Total Pass outs under LSC	Total pass outs under RC
			MAAE	PGDAE	PGCAE		
1	BHUBANESWAR (21)	NA*	----	----	1	1	1
2	CHENNAI (25)	NA*	----	----	1	1	4
		2566	----	----	3	3	
3	COCHIN (14)	1400*	(1)**	1	----	1(+1)**	2
4	DELHI-1 (07)	0757	1	2	1	4	4
5	DELHI-2 (29)	29049P	1	----	6	7	7
6	DELHI-3 (38)	0781	----	1	----	1	1
7	HYDERABAD (01)	0100*	----	----	1	1	1
8	ITANAGAR (03)	0301	1	----	----	1	1
9	JAMMU (12)	1201	----	1	1	2	2
10	KARNAL (10)	1014	----	----	1	1	3
		1055	----	----	1	1	
		1064	----	----	1	1	
11	KHANNA (22)	2212	----	----	1	1	3
		2206	----	----	1	1	
		2260	----	1	----	1	
12	KOLKATA (28)	2896	6	----	----	6	6
13	LUCKNOW (27)	2790	----	----	1	1	1
14	MUMBAI (49)	1623	----	----	1	1	3
		1688	----	2	----	2	
15	PUNE (16)	1645	1	----	----	1	1
16	SHILLONG (18)	18999*	1	----	----	1	1
17	SHIMLA (11)	1101	----	----	2	2	4
		1117	----	1	----	1	
		1129	(1)**			(1)**	
18	SILIGURI (45)	2805	----	----	1	1	1
19	SRINAGAR (30)	1202	----	----	1	1	1
20	TRIVANDURM (40)	1441	----	1	----	1	28
		40009	9 (+3)**	11	4	24 (+3)**	
Total pass outs under 20 RCs and 29 LSCs			20(+5)** (Under 9 RCs and 9 LSCs -	21 (Under 8 RCs and 9 LSCs -	29 (Under 14 RCs and 18 LSCs --	70 (+5)** (Under 20 RCs and 29 LSCs -	75@

	7 SCs/ PSCs and 2 non-SCs/ PSCs)	- 8 SCs/ PSCs and 1 non-SCs/ PSC)	15 SCs/ PSCs and 3 non- SCs/PSCs)	- 24 SCs/ PSCs and 5 non- SCs/ PSCs	
--	---	---	--	--	--

Note: * These codes indicate non-SC/PSC codes.

** Figures in parentheses indicate pass outs from Lateral Entry admission into 2nd year of MAAE.

@ This figure is total pass outs (successful completers) from among those who have completed the maximum durations of the respective sessions of MAAE, PGDAE and PGCAE programmes. This excludes 12 students of MAAE who have successfully completed only 1st year of MAAE and thus qualified PGDAE since the launch year till December 2019 TEE from out of those who completed their maximum or minimum durations of the programme, as the case may be. It also excludes those 5 of July 2018 session of MAAE who have successfully completed 1st year of MAAE, i.e. PGDAE, though they have not completed their minimum duration of MAAE.

Appendix-VI

Consolidated Profile of Alumni / Alumnae of PGCAE, PGDAE and MAAE programmes of IGNOU

Sl. No.	Name	DOB/Age, Sex / Marital Status	Educational Qualifications	Total Job Experience in different positios	Present /Latest Position & any other information	How was adult education qualification useful?
I. PGCAE Alumni / Alumnae						
1	VENKATA NARESH KUMAR MADIREDDY 	07-02-1969 Male Married	<ul style="list-style-type: none"> • BE (Electronics) • MBA (Operations) • PGCAE • MA (Education) 	10 years as Founder & Director, Qualiti Consulting	Founder & Director, Qualiti Consulting	I am a professional trainer and facilitator. PGCAE gave me the solid foundation in principles of adult learning and helped me to develop effective curriculum for adult learners. The world class study material helped me understand the andragogical instructional strategies and helped me to become an effective trainer.
2	BISHNU PRASAD ROUT	06-04-1972 Male Married	<ul style="list-style-type: none"> • BSc (PCM) • PGCAE 	18 years as a teacher from 2002 to 2020	Teacher	PGCAE helps to teach dropout person/illiterate person in village.

3	RAGJIT SINGH	12-09-1974 Male Married	<ul style="list-style-type: none"> • BSc (BCPM) • BEd • MA (English) • MA (Psychology) • CIG • PGCAE (All from IGNOU) 	17 years <ul style="list-style-type: none"> • Primary Teacher (15 yrs) • Science Teacher since 2017 	Science teacher at GSSS, MODEL HOUSE Jalandhar City, Punjab Other information: IGNOU has played a vital role in my life. It provided me an opportunity to fulfill my educational desires, and progress in my life. I am very grateful to IGNOU.	PGCAE helps me in my career to understand the behavior of the parents of the students. It also helps me to cope with the students problems and to resolve them.
4	VIJAY MOHAN 	01-10-1969 Male Married	<ul style="list-style-type: none"> • B.SC, • B.Ed. • M.A (English) • M.A. (Public Administration). • PGDMJM • M.A (Mass Communication) • PGCAE 	24 years	Science Master, Haryana Education Department Other information: IGNOU is certainly a best platform for people who really are interested in gaining knowledge and skill for better future.	<ul style="list-style-type: none"> • PGCAE will be very beneficial for all adults who aspire for education and jobs in adult education. It enables them to communicate better with rural adults.
5	SUNIL KUMAR 	08/ 1/1974 Male Married	<ul style="list-style-type: none"> • BSc (PCM) • BEd • MSc (Chemistry) • PhD (Chemistry) • MA (Education) • PGCAE 	<ul style="list-style-type: none"> • 19 years as Lecturer Chemistry, Directorate of Higher Education HP • IGNOU Counsellor of FST and CHE for BSc 	Science Consultant (Lecturer, Chemistry) Directorate of Higher Education Himachal Pradesh Shimla HP	It helps me in imparting teacher training at DIET, Shimla.

				course since May 2018		
6	KHEM RAJ BHANDARI	20-5-1968 Male Married	<ul style="list-style-type: none"> • MA (Maths) • MA (English) • MA (Public Administration) • MA (Education) • BEd • PGCAE 	<p>30 years</p> <ul style="list-style-type: none"> • Lecturer, English, DIET Shimla • Principal, Govt. Higher Secondary School 	Principal, Gharech Govt. Higher Secondary School	PGCAE helped in enhancing my knowledge about adult education.
7	NIMMI MARIA OOMMEN	07.01.1974 Female Single	<ul style="list-style-type: none"> • MSc (Chemistry) • MEd. • MPhil (Education) • PGDHE • CIG • MA (Education) • PhD (Education) • PGCAE • Certificate Course in Lessons from Ebola: Preventing the Next Pandemic • Certificate Course in Leaders of Learning 	<ul style="list-style-type: none"> • 6 years as Guest Lecturer (under FIP vacancy) Titus II Teachers College, SCS Campus, Tiruvalla • Assistant Professor since 2006 in the same College. 	Assistant Professor Titus II Teachers College, SCS Campus, Tiruvalla, Pathanamthitta, Kerala State Other information: Academic/Administrative Recognitions: International Advisory Board Member: International Institute of Engineers and Researchers International Advisory Board Member: International Society for Engineering Research and Development	It widens the horizon of knowledge.

8	JYOTSNA P	04.02.1987 Female Married	<ul style="list-style-type: none"> • M.A. (Economics) • MEd • Qualified UGC-NET in Economics in 2014 	More than 4 years as Assistant Professor in Economics since 2015	Assistant Professor in Economics in The Zamorin's Guruvayurappan College, Calicut, Kerala	It helped me to develop valuable skills to improve career prospects and expand my professional knowledge.
9	AMAN GUPTA 	16-07-1987 Male Married	<ul style="list-style-type: none"> • B.Sc. in Hospitality and Hotel Administration • PGCAE • MAPC (to appear in TEE) 	12 years in different positions <ul style="list-style-type: none"> • Avoc Trainer, Walchand People First Pvt. Ltd. • Capacity Building Trainer, Litchi Knowledge Center/ Sri Aurobindo Society • Change Management Trainer (U.P. Police) • Ikon Head Hunt; • Lecturer, Lucknow College of Technology and Management • Asst. Manager, McDonalds/ CPRL 	Founder, E3 Consultancy and Services & Ops Head, E3 Wellness	PGCAE has helped me <ul style="list-style-type: none"> • to gain an insight into what is adult learning and to implement this knowledge in training sessions. • to learn about ideologies of educators across the globes • to grow as an individual and develop a broader sense of empathy towards the people and my participants in my training sessions. • to gain many personal traits like patience and compassion and to be a better trainer than before.
10	PEREIRA EDMOND	12/04/1979 Male Married	<ul style="list-style-type: none"> • BTech (Biomedical Engg.) • MBA • PGCAE 	17 years in different positions <ul style="list-style-type: none"> • Sales and Service, Medex India Pvt Ltd (3 yrs) 	Technical Support Specialist, Thermo Fisher Scientific Middle East, Dubai, UAE	Practical work done has helped me in acquiring training skills which I am currently using in my current job as a Technical

				<ul style="list-style-type: none"> • Service Engineer, Gulf & World Traders (7 yrs) • Biomedical Engineer, Seychelles Hospital (5 yrs) • Technical Support Specialist, Thermo Fisher Scienti (2 yrs) 	Other Information: I am very interested in pursuing the MAAE (Master of Arts degree). However, due to my current working situation outside India, I have not been able to pursue this Master's degree.	Trainer. I also help the people in my village with training on education during my yearly vacation trip every December when I visit India to meet my friends and relatives.
11	PAVIKA DELORY	27/03/1994 Female Unmarried	<ul style="list-style-type: none"> • BCom • MCom • BEd • PGCAE 	Nil	Nil	It has helped me gain insight into the status of adult education in our country. I'm able to approach adults and understand them better.
12	KANUPRIYA	09/10/1985 Female Married	<ul style="list-style-type: none"> • MA (English) • MEd • PGCAE 	Nil	Nil	It changes my teaching methodology, and helps me in learning new skills.
13	KAVNEET KAUR CHADHA	10-06-1982 Female Single	<ul style="list-style-type: none"> • BA (English) • MBA • PGCAE 	<ul style="list-style-type: none"> • More than one year as Trainer, EXL • About two years as Freelance Trainer, Shradha HRD • 2 years as Senior Trainer Tech Mahindra since 2018 	Senior Trainer Tech Mahindra A-20, Noida sector 60	I am a communication trainer in the BPS sector, hence have to deal with training and adults every day. The complex nature of my job made me think of this course, and after this course it gave me a broader prospective of dealing with adult

						training.
14	ASHOK KUMAR 	22/09/1985 Male Married	<ul style="list-style-type: none"> • MSc (Geography) • PG Diploma in Environmental Education • MA in Environmental Education • PG Certificate In Adult Education • PG Diploma In Disaster Management • Qualified UGC-NET in Environmental Science 	<ul style="list-style-type: none"> • About 2 years as GS Faculty, Paramount, Rohtak & GS Faculty, Delhi Campus, Jind • Coordinator, National Sr. Sec. School, Baghru Kalan (Jind) for about an year 	Coordinator National Sr. Sec. School, Baghru Kalan (Jind)	-----
15	AFA DUL MUJIABA	16-02-1984 Male Unmarried	<ul style="list-style-type: none"> • BA (Education) • MA (Education) • BEd • PhD • PGCAE 	<ul style="list-style-type: none"> • About 4 years for short periods with breaks in service in different Colleges as Asst. Professor /Lecturer. • Conferred upon Degree of Doctor of Letters (Honorary) by University of Asia, North Korea. 	Lecturer in Education, Govt. Degree College Kala Kote, Rajouri (J & K)	----
16	MANDEEP YADAV	DOB and marital status not	<ul style="list-style-type: none"> • RTV (Radio and TV) from IIMC Delhi. 	Research Associate, FICCI since 2018	Media Professional at FICCI	----

		given Male	<ul style="list-style-type: none"> • MA Mass Communication (Media and Journalism) from GJU Hissar 			
17	BIPLAB DEY	23-11-1981 Male Married	<ul style="list-style-type: none"> • BSc (Computer Science) • MSc (Computer Science.) • MA (Education) • PGCAE 	<ul style="list-style-type: none"> • Private Company Job for 5 years • Assistant Teacher (Science) Sadiya Govt. H.S. School, Assam since 2017 	Assistant Teacher (Science) Sadiya Govt. H.S. School, Assam Other information: My PGCAE programme coordinator was very much helpful and good humble gentleman. Please improve the quality of marks sheet.	It is very helpful to me as I am working in rural area. It helps to understand the needs of the society specially adults including college students.
18	BHUPINDER SINGH BEDI 	09-04-1957 Male Married	<ul style="list-style-type: none"> • MA (English) • MA (History) • MA (Political Science) • MA (Gandhian & Peace Studies) • LLB • PhD (Gandhian & Peace Studies) • MA (Sociology) • MA (Psychology) • MA (Philosophy) • MA (Education) 	35 years from December 1981 to April 2017 as Superintendent of Customs, Ministry of Finance.	Advocate, Ludhiana, Punjab.	PGCAE helped me to know how important an education is for the adults for their reformation & awakening.

			<ul style="list-style-type: none"> • MCom • MBA (RM & Finance) • MA (Economics) • PGCAE 			
19	APARNA SOOD	01-04-1995 Female Unmarried	<ul style="list-style-type: none"> • BTech • MA English (Literature) • Diploma in Psychology • Misc Project Management • PGCAE 	Nil	<p>Student pursuing PGDEMA from IGNOU</p> <p>Other information: Right now I am making on an App whereby I could provide elementary education to all and provide guidance sessions to children who due to COVID can't get access to quality education. I want to see if that works.</p>	I did these courses to help charities and adult education institutes in teaching children and adults who didn't get chance to get formal education. I volunteered at Aruna Asif Ali memorial trust but nothing after that.
II.	PGDAE Alumni / Alumnae					
1	S.HARISH KUMAR	25.05.1962 Male Married	<ul style="list-style-type: none"> • MA (Sociology) • MPhil (Sociology) • Diploma in Public Relations & Journalism 	<p>About 41 years in different positions</p> <ul style="list-style-type: none"> • Photojournalist (for Regional media and PTI) • State level 	<p>Technical-cum – Media Officer, State Resource Centre Kerala.</p> <p>Other information:</p> <ul style="list-style-type: none"> • Published books and 	<ul style="list-style-type: none"> • It helped me gain a structured knowledge about the adult and continuing education. • It helped me motivate fellow functionaries in

			<ul style="list-style-type: none"> • PGDAE • Certificate Programmes (in Radio, Engineering, Photography, Communication, DTP, Computer Hardware, Typewriting, Hindi Language) 	<p>coordinator for breakthrough activities – Leadership for Results</p> <ul style="list-style-type: none"> • Electronic Technician • Technical-cum-Media Officer 	<p>articles in English & Malayalam</p> <ul style="list-style-type: none"> • Actively participated in activities of AE, CE, Lifelong Education and Library movement • Participated in training programmes of Universities, DAE, UNDP, UNESCO, COL, UNICEF, IAEA, SRCs, KANFED, etc 	<p>adult education to attain the academic qualification for future career prospects</p> <ul style="list-style-type: none"> • To make the qualification more useful all those with PGCAE / PGDAE / MAAE (or those with specialisation in this subject) should be given proper incentives / preference in career opportunities.
2	<p>N.B.SURESH KUMAR</p> 	<p>30.05.1965 Male Married</p>	<ul style="list-style-type: none"> • BSc (Maths) • MSc (Geography) • MPhil (Geography) • PhD (Geography) • MSc (Psychology) • PGDET • PGDAE 	<p>25 years in different positions</p> <ul style="list-style-type: none"> -- Programme Associate -- Programme Coordinator -- Director, SRC and SRC-Community College 	<p>Director, State Resource Centre, Nandavanam Vikas Bhavan P.O., Thiruvananthapuram–695033</p> <p>Other information: Published many papers and books. Member of Editorial Board of many books. Coordinated production of many non-print materials.</p>	<p>Helped in coordinating many programmes and provide resource support in effective manner.</p>
3	<p>RAMESH KUMAR R</p>	<p>31-5-1972 Male</p>	<ul style="list-style-type: none"> • MSc (Zoology) • BEd 	<ul style="list-style-type: none"> • Asst, District Coordinator, 	<p>Asst. District Coordinator, District</p>	<p>PGDAE and MAAE help (a) to improve the</p>

		Married	<ul style="list-style-type: none"> • PGDCA • MARD • PGDDM • PGDAE • MAAE 	KSLMA	Literacy Mission. Also doing PhD	knowledge level and in preparation of new project proposal; (b) to work as academic counselor for adult education programmes of IGNOU.
4	C.SWARAJ 	30/05/1971 Male Married	<ul style="list-style-type: none"> • BA (Economics) • MA (Economics) • MPhil (Economics) • PhD (Economics) • PGDAE • MAAE 	18 years in different positions at SRC, Kerala <ul style="list-style-type: none"> • Research Fellow (7 yrs) • Programme Associate (5 yrs) • Associate Programme Coordinator (since 2014) 	Associate Programme Coordinator, State Resource Centre, Kerala, Nandavanam, Vikas Bhavan P. O., Thiruvananthapuram Pin-695033	It improves my confidence level while doing programmes or activities in the field of Adult and Continuing Education. It provides professional orientation to me as an adult educator working in the field.

5	<p>AJAY KUMAR ATTRI</p> 	<p>24/02/1976 Male Married</p>	<ul style="list-style-type: none"> • BSc (Non-Medical) • MSc (Physics) • BEd • MEd • MPhil (Education) • PhD (Education) • PGDDE • PGDAE • MAAE • Qualified SLET in Education 	<p>About 16 years of continuous services in different positions</p> <ul style="list-style-type: none"> • 3 years Lecturer in SVN P.G. College of Education, Tarkwari, Hamirpur (HP) • 5 ½ years as Lecturer (Education), MLSM College Sundernagar , Mandi (HP) • 3 years as Assistant Professor, 3 years as Associate Professor & 2 years as Professor (Education) ICDEOL, HPU 	<p>Professor (Education) ICDEOL, Himachal Pradesh University Summerhill, Shimla (H P) since 01-02-18.</p> <p>Other information:</p> <ul style="list-style-type: none"> -- Supervised 5 PhDs and 5 MPhils. -- Published 4 books, 25 Chapters in different books, 55 articles in different journals and -- Presented 39 papers in different conferences, seminars and other forums. -- Possesses vast experience in academic administration, corporate life of university / colleges, among other things. 	<p>----</p>
6	<p>SIRAJU P P</p> 	<p>31-5-1975 Male Married</p>	<ul style="list-style-type: none"> • BSc • PGDAE • MAAE 	<p>15 years as Assistant Project Coordinator, KSLMA</p>	<p>Research Scholar</p>	<p>Helped me to acquire more positive knowledge in the adult education field.</p>

7	<p>JUSTIN JOSEPH</p> 	22-05-1966 Male	<ul style="list-style-type: none"> • M.A (JMC) • PGDPRJ • PGDEC • MCom • HDCM • DEM • MBA • PGDAE 	<ul style="list-style-type: none"> • Supervisor for the IVth Economic Census • More than five years experience in Administration & Management in a Private firm 	Asst. District Project Coordinator of Kerala State Literacy Mission Authority since 1 st August 2003	---
8	<p>PARDEEP KUMAR</p> 	20-05-1978 Male Married	<ul style="list-style-type: none"> • M.Sc (Physics) • M.Ed • M.Phil (Education) • PGDAE • Qualified UGC-NET in Adult and Continuing Education. • PGDHE • PGDDE • MADE • CIG, • MA (Psychology) • PG Diploma In G&C • PGDIT. • PhD in Education 	<p>14 years in different positions</p> <ul style="list-style-type: none"> • Lecturer, Kawa College of Education, Jammu • Lecturer, Shri Sai College of Education • Lecturer, Nalanda College of Education Hamirpur 	<p>TGT (NM) Department of Education, Govt. of Himachal Pradesh</p> <p>Other information:</p> <ul style="list-style-type: none"> • Evaluator of IGNOU having IG 99013049, and part time faculty member from 05.11.2011 to 14.07.2011 in Nalanda college of Education, Hamirpur, H.P. 	<p>PGDAE enabled me to spread education in my students and also in society.</p> <p>I have recently applied for the post of Assistant professor in the Department of Life Long Learning in HP University Shimla, which is the part of Adult and continuing Education. Hope PGDAE will provide me better opportunity to serve in Higher Education.</p>

9	SREEJAN T.V.	15/5/1973 Male Married	<ul style="list-style-type: none"> • BA (History) • MA (Malayalam) • HDC • PGDAE 	<p>Worked as</p> <ul style="list-style-type: none"> • Instructor, Total Literacy Campaign, Kerala (1990-91) • Tribal Literacy Instructor (1990-95) • Nodel Prerak under Iritty Block Panchayath Literacy Mission 1998-2008 	<ul style="list-style-type: none"> • Assistant Project Coordinator, in KSLMA since 2008 & • Assist Project Coordinator, Total Primary Education Campaign in Kannur & Kasargod districts 	I have been working among illiterate people for 16 years. PGDAE & MAAE help me as a guide through my field and impact my working in the field with theoretical grounding.
10	BAIJU E.B. 	31-5-1973 Female Married	<ul style="list-style-type: none"> • BA (Philosophy) • MA (Philosophy) • Qualified UGC-NET • BEd • MPhil (Philosophy) • PhD (Philosophy) • PGDAE • MAAE • Qualified UGC-NET 	18 years of experience as Research Fellow, Programme Associate, and Associate Programme Coordinator at State Resource Centre, Kerala Trivandrum, Kerala, India	Associate Programme Coordinator (core academic staff) State Resource Centre, Kerala. Other information: Edited one book, & 4 books of course material related to NFE, CE, HRD and community development.	---
11	SURESH G	12/05/1981 Male Married	<ul style="list-style-type: none"> • MA (History) • MPhil (History) • Dip. T.Ed 	16 years as Primary Teacher/Block Resource Centre	Primary Teacher/Block Resource Centre Coordinator	It helps in carrying out/organizing Adult Education related

			<ul style="list-style-type: none"> • PGDAE • MAAE 	Coordinator (BRCC)	(BRCC). Also, pursuing Ph.D. in Adult & Continuing Education since July 2019. Other information: a) published 4 research articles; b) presented 4 papers in National & International Conferences.	surveys/ programmes. It may be helpful to get higher level posts in Govt.
12	SONA YADAV	10-12-1974 Female Married	<ul style="list-style-type: none"> • BA • BEd • MA (English) • MA (Political Science) • MA (Education) • PGDAE • PGDESD 	About 15 years as Lecturer	Lecturer, Govt. of Haryana	It enhanced my knowledge regarding adult education. It has also widened my views.
13	VIJAYITA HARISH PANJWANI	19/09/1981 Female Married	<ul style="list-style-type: none"> • PGDAE • MEd (Adult Education, Community Development & Youth Work) 	4 years as Head Career Development Cell	PhD Student University of Strathclyde 43 Bank Street Glasgow G128NE	PGDAE helped me to get professional qualification in my field. As I wanted to do my PhD in Lifelong learning I then started my MAAE but my dissertation was pending. Yet I wanted to make an international move. So I completed my Masters in UK and now I am starting my PhD from University

						of Strathclyde in October 2020.
14	SATHEESH CHANDRA BABU S 	20/05/1970 Male Married	<ul style="list-style-type: none"> • BSc (Mathematics) • MA (English) • CMLD (Learning Disability) • MEd • PGDAE • MAPC (Psychology) 	About 28 years as -- Teacher, Govt. of Kerala (about 26 yrs) -- Lecturer, DIET, Govt. of Kerala since 2018 (about 2 years)	Lecturer, DIET, Govt. of Kerala	Helped in my career as Lecturer in DRU Faculty.
15	SONAL NAYYAR	26-7-1994 Unmarried	<ul style="list-style-type: none"> • BCom • MCom • PGDAE • Qualified National Eligibility Test (NET) for Assistant Professor in December 2019. 	----	-----	PGDAE Programme has been fulfilling as it has guided me towards what I really wanted to do. It gives knowledge about the psychological understanding, and it lead to recognisable development in me.
III	MAAE Alumni / Alumnae					
1	SATHIKUMAR I S	5-01-1960 Female Married	<ul style="list-style-type: none"> • BCom • MCom • PGDAE • MAAE 	33 years in different positions at SRC, Kerala only from 1987 to 2020 <ul style="list-style-type: none"> • Office Assistant • Accountant • Programme Associate 	Retired from service (State Resource Centre, Kerala)	It helped me to get promotion from Associate Programme Coordinator to Programme Coordinator

				<ul style="list-style-type: none"> • Associate Programme Coordinator • Programme Coordinator 		
2	ANVAR, K. 	29-05-1974 Male Married	<ul style="list-style-type: none"> • MA (Political Science) • MA (Sociology) • MA (Public Administration) • MSc • MEd • PhD • PGDAE • MAAE 	<ul style="list-style-type: none"> • About one year as Lecturer in Sree Sankaracharya University of Sanskrit, Thiruvananthapuram. • More than 12 years as Lecturer in Mahatma Gandhi University 	Principal, Centre for Professional and Advanced Studies, College of Teacher Education, Kudamaloor, Kottayam, Kerala.	---
3	JAYACHANDRAN K	31-05-1966 Male Married	<ul style="list-style-type: none"> • BA (Philosophy, Politics and Sociology) • PGDAE • MAAE 	<ul style="list-style-type: none"> • 26 years as Nodal Prerak, KSLMA • Conductor, KSRTC since 2004 	Conductor in Kerala State Road Transport Corporation, Kerala	After completion of MAAE, I did not work under KSLMA. So, I didn't get an opportunity to apply the knowledge acquired through MAAE in the field.
4	VIDHYANATHAN S	11/11/1983 Male Single	<ul style="list-style-type: none"> • BA (English) • BEd • MA (English) • MEd • PGDAE • PhD (Adult 	About 3 years as Assistant Professor	Assistant Professor, Nehru College of Education	Helped in providing health awareness and literacy to villagers.

			Education) • MAAE			
5	SIDDHARTH SUDHAKARR AO HOWAL 	15-06-1984 Male Married	• BSc (Physics, Maths & Computer Science) • BEd • MEd • PhD • PGDAE • MAAE • PGDGD (Gender & Development) • Qualified UGC- NET in Education and Adult Education	About 6 years as Assistant Professor, Dr. S. S. M. Pratishthan's College of Education, Ahmedpur	Assistant Professor, Dr. S. S. M. Pratishthan's College of Education, Ahmedpur, Dist. Latur -- 413515	I got knowledge of Adult Education, Distance Education and research. With the help of this knowledge I am able to do research and publish papers in journals. As IGNOU study material is very informative, I really got good knowledge, and could easily qualify NET Exam.
6	THANKAM K G	01-04-1969 Female Married	• MAAE	21 years as Office Assistant	Office Assistant, Dist Literacy Mission, Kottayam	----
7	SARITHA T K 	26/12/1988 Female Unmarried	• BA (Psychology) • MA (Psychology) • PGDAE • MAAE	Nil	Programme Assistant, State Resource Centre, Kerala Nandavanam, Vikasbhavan PO, Thiruvananthapuram – 695033 Other information: Awarded with UNESCO	I am effectively working in State Resource Centre, Kerala which is a principal agency for providing academic & technical resource support to Non-formal, Adult Continuing & Lifelong Education.

					Scholarship after successful completion of PGDAE from IGNOU.	
8	HEAVEN DAHIYA	23-06-1990 Female Married	<ul style="list-style-type: none"> • BSc (Nursing) • MAAE • MPhil (Adult Education - Result Awaited) 	Nursing Lecturer, BMU University from 26-6-2012 to 18-02-2017	Research Scholar, Department of Adult Continuing Education and Extension, University of Delhi.	It was a great experience to learn a new subject totally different from the background studies. It inspired me to go for higher education and during my M.Phil I got an opportunity at the International level @ Winter School 2019 which helped me to interact, explore, learn and work with heterogenous learner groups and compare adult education policies, programmes, etc at international level.
9	KIPA TAGUNG 	04/04/1987 Male Married	<ul style="list-style-type: none"> • BA (Political Science) • DEIEd • MAAE (All from IGNOU) 	----	TGT (ISSE) Govt. Upper Primary School, Upper Nyapin, Kurung Kumey (Distt) Arunachal Pradesh	-----

10	MUHAMAD MUSTAFFA	14/11/1963 Male Married	<ul style="list-style-type: none"> • BEd (Special Education) • BEd • MA (English) • MEd • MPhil (Education) • PhD (Education) • PGDAE • MAAE 	<p>About 33 years in different positions</p> <ul style="list-style-type: none"> • Special Educator and HSST, CHS • Asst. professor, MGU • Director, Institute of Research in Learning Disabilities (IRLD) since 2013 	<p>Director, IRLD, Mahatma Gandhi University, Kottayam, KERALA-686560</p> <p>Other Information: IGNOU should encourage lifelong learning to bring out the potential of the individuals to foster the nation building process.</p>	<p>PGDAE & MAAE helped me in my teaching, research and extension activities at my Department. These have enhanced my confidence level to offer various courses to adult learners under the University.</p>
11	SAFVAN C T	02/01/1988 Male Married	<ul style="list-style-type: none"> • BCom • MBA • PGDAE • MAAE 	<p>About 8 years on Contract Basis</p> <ul style="list-style-type: none"> • 5 years as Project Co-ordinator, DLLE University of Calicut, Kerala, • 3 yrs as Secretarial Assistant, MHRD-TLC, Department of Education, University of Calicut, Kerala 	<p>Secretarial Assistant (Contract Basis), MHRD-Teaching Learning Centre (TLC), Department of Education, University of Calicut, Kerala</p>	<p>I have about 8 years experience in the field of adult education department in the university of Calicut. I am very interested in the adult education field. MAAE may fulfill my ambition of doing PhD in Adult Education.</p>
12	On request Names is not made public	----	<ul style="list-style-type: none"> • MSc (Botany) • BEd • LLB • PhD (Adult & Continuing Education) • MAAE 	----	<p>On request Designations is also not made public</p>	<p>Career-wise 'None.' I studied MAAE out of sheer interest in the subject. Academically & personally, enriched knowledge-base helps me gain greater clarity and</p>

						perception on issues of my personal and work interests like open learning, vocational education, population education, among other things.
13	SUDIP BHATTACHARYA	06/02/1979 Male Married	<ul style="list-style-type: none"> • BSc • BLIS • MLIS • PGDCA • MAAE 	16 years as Senior Store Keeper, University of Kalyani, West Bengal	Senior Store Keeper, University of Kalyani, West Bengal	MAAE is very helpful in research work.
14	MD YEOSUF AKHTER	12/12/1983 Male Married	<ul style="list-style-type: none"> • BA (English Literature, Geography and Education) • MLIS • PGDAE • MAAE 	Nil	Research Scholar, DLLE, University of Kalyani, Nadia, West Bengal-741235	Using the qualification I am looking for a job for my carrier.
15	SHYAMASREE SUR 	10-3-1983 Female	<ul style="list-style-type: none"> • BA (Hons in English) • MA (English) • MA (Education) • BEd • MEd • DELT • PhD (Education) • MAAE • Qualified UGC-NET in Education in 2012 and 	<p>About 7 years as</p> <ul style="list-style-type: none"> • Asst. Teacher (PGT in English) at Kumarpur Jaharpur Kanailal Vidyaniketan (Govt. Sponsored) through WBSSC from 14/07/2011 to 02/02/2017 • Teacher in Charge at Siddhinath 	Asst. Prof. and Head, Dept. of Education , Siddhinath Mahavidyalaya (Govt. Aided) through WBCSC from 03/02/2017 till date Other information: 34 publications include Chapters in books, & Articles in reputed journals.	-----

			WBCSC-SET in Education in 2011.	Mahavidyalaya (Govt. Aided) from 29/06/2017 to 30/09/2018 (1 year 3 months)	28 papers presented in international seminars/conferences etc. and 43 papers in national conferences/seminars.	
16	SIDRA SALAM	10.03.1996 Female Unmarried	<ul style="list-style-type: none"> • BA (Hons) – Education • MAAE 	Nil	Currently looking for a job in a good educational organization.	----
17	SRIMOYEE BHATTACHA RJEE	04/05/1982 Female Single	<ul style="list-style-type: none"> • BSc (Hons-BZC) • MSc (Botany) • BEd • MEd • MA (Education) • MAAE • Qualified NET in Education in 2013 and in Adult Education in 2018 	<p>More than 7 years in different positions</p> <ul style="list-style-type: none"> • About 3 years as Assistant Professor, S.E.T B.Ed College, Kalyani • About 2 years as JRF • About 2 years as Asst. Teacher 	Asst. Teacher (PGT), Garulia Mill Higher Secondary School since Sept.2018	As I have already cleared NET in AE twice I am hoping to get into Higher Education as Asst. Professor. But there is very narrow scope as there is no Bachelor's Degree in Adult Education and very few Universities have AE and LLL departments.
18	JAGDISH SINGH	07-05-1972 Male Married	<ul style="list-style-type: none"> • BSc. (BZC) • BEd • MSc (Zoology) • MA (Education) • MSc (Chemistry) • MSc (Botany) • MA (Economics) • MA (Sociology) • PGDAE • MAAE 	<p>21 years in different positions</p> <ul style="list-style-type: none"> • More than 13 years as Lecturer, Education Dept. Haryana • More than 7 years as Senior Research Officer, Educational 	Deputy Secretary, National Commission for Minority Educational Institutions, Department of Higher Education, Ministry of Education, Jeevan Tara Building, Gate No. 4, First Floor,	It has helped me not only in understanding the concept but also in providing positive inputs into policy making. This is one of the lovely programmes so far I have completed. Further, this programme has increased my research acumen to

				Planning & Deputy Adviser, NITI Aayog (Erstwhile Planning Commission)	Sansad Marg, New Delhi-110001	the level I need in my career.
III(a) MAAE (Lateral Entry Admission - MAAE2) – Alumni / Alumnae						
1	RAMESH KUMAR R 	31-5-1972 Male Married	<ul style="list-style-type: none"> • MSc (Zoology) • BEd • PGDCA • MARD • PGDDM • PGDAE • MAAE 	<ul style="list-style-type: none"> • Asst, District Coordinator, KSLMA 	Asst. District Coordinator, District Literacy Mission. Also doing PhD	PGDAE and MAAE help (a) to improve the knowledge level and in preparation of new project proposal; (b) to work as academic counselor for adult education programmes of IGNOU.
2	AJAY KUMAR ATTRI 	24/02/1976 Male Married	<ul style="list-style-type: none"> • BSc (Non-Medical) • MSc (Physics) • BEd • MEd • MPhil (Education) • PhD (Education) • PGDDE • PGDAE • MAAE • Qualified SLET in Education 	<p>About 16 years of continuous services in different positions</p> <ul style="list-style-type: none"> • 3 years Lecturer in SVN P.G. College of Education, Tarkwari, Hamirpur (HP) • 5 ½ years as Lecturer (Education), MLSM College Sundernagar , Mandi (HP) • 3 years as Assistant Professor, 3 years 	<p>Professor (Education)</p> <p>ICDEOL, Himachal Pradesh University</p> <p>Summerhill, Shimla (H P) since 01-02-18.</p> <p>Other information:</p> <p>-- Supervised 5 PhDs and 5 MPhils.</p> <p>-- Published 4 books, 25 Chapters in different books, 55 articles in different journals and</p>	----

				as Associate Professor & 2 years as Professor (Education) ICDEOL, HPU	-- Presented 39 papers in different conferences, seminars and other forums. -- Possesses vast experience in academic administration, corporate life of university / colleges, among other things.	
3	SIRAJU P P 	31-5-1975 Male Married	<ul style="list-style-type: none"> • BSc • PGDAE • MAAE 	15 years as Assistant Project Coordinator, KSLMA	Research Scholar	Helped me to acquire more positive knowledge in the adult education field.
4	JUSTIN JOSEPH 	22-05-1966 Male	<ul style="list-style-type: none"> • M.A (JMC) • PGDPRJ • PGDEC • MCom • HDCM • DEM • MBA • PGDAE 	<ul style="list-style-type: none"> • Supervisor for the IVth Economic Census • More than five years experience in Administration & Management in a Private firm 	Asst. District Project Coordinator of Kerala State Literacy Mission Authority since 1 st August 2003	---

5	<p>BAIJU E.B.</p> 	<p>31-5-1973</p> <p>Female Married</p>	<ul style="list-style-type: none"> • BA (Philosophy) • MA (Philosophy) • Qualified UGC-NET • BEd • MPhil (Philosophy) • PhD (Philosophy) • PGDAE • MAAE • Qualified UGC-NET 	<p>18 years of experience as Research Fellow, Programme Associate, and Associate Programme Coordinator at State Resource Centre, Kerala Trivandrum, Kerala, India</p>	<p>Associate Programme Coordinator (core academic staff) State Resource Centre, Kerala.</p> <p>Other information: Edited one book, & 4 books of course material related to NFE, CE, HRD and community development.</p>	---
III(b) MAAE Students (<u>Not</u> Alumni / Alumnae) – Those who completed only 1st Year of MAAE (i.e. PGDAE only)						
1	<p>THAMIZHINIYAN K</p> 	<p>18.06.1983</p> <p>Male Unmarried</p>	<ul style="list-style-type: none"> • BA (English) • MA (English) • BEd • MEd • PhD (Adult & Continuing Education) • PGDAE • Qualified UGC-JRF/NET in Adult Education in 2012/2013, in Women's Studies in June 2015 and in Education in December 2015. 	<p>One year each as</p> <ul style="list-style-type: none"> • Resource Person in English, Pondicherry University Community College • Lecturer in English Alpha College of Education • Lecturer in English Education, Sourashtra Teacher Training Institute, Tamilnadu 	<p>Post-Doctoral Fellow at Centre for Adult & Continuing Education, Pondicherry University.</p> <p>Other information: As a research scholar MAAE helped me to refine my attitude and research practices during my research at Ph.D. and Post-Doctoral levels.</p>	<p>MAAE material enhanced my confidence and helped to clear UGC-NET twice in Adult Education subject. The guidelines on research process included in the dissertation course, systematically guided me to know the adult education research areas. Overall, the courses acted as the windows for me not only to know about various international agencies working on Adult Education and Lifelong Learning all over</p>

						world but also to widen my knowledge on history of Adult Education and current scenario of it.
2	<p>HIMANSHU GOSWAMI</p> 	31-08-1993 Male Single	<ul style="list-style-type: none"> • B.A. (Honours) (Political Science) • PGDAE 	One year as Co-Founder, Higross Insulation	Co-Founder, Higross Insulation	It has actually provided a detailed journey of Education over decades and important future steps. Viewing education as the greatest opportunity for all, it teaches us Education for different people through different means at different times.
3	<p>SYED MOHD ANAS</p>	04-04-1994 Male Unmarried	<ul style="list-style-type: none"> • BCom • MCom • PGDAE 	<p>About 3 years</p> <ul style="list-style-type: none"> • PGT-Economics, in Indraprastha Public School, Morna, Muzaffarnagar, U.P. (about 2 yrs) • PGT-Economics, Mansarovar Public School, Babri, Shamli, U.P. (1 yr) 	Running Own Institute -- Wisdom Study Centre – since July 2020	I could know broad perspective of education which is helping me in guiding my students.
4	<p>SHEETAL JAMES</p>	06/10/1995 Female Unmarried	<ul style="list-style-type: none"> • BA (with OMSP) – Office Management and Secretarial Practice • PGDAE 	Nil	Pursuing second year of Masters of Arts in Adult Education (MAAE) from IGNOU	It helps one grow as a person and broaden the way of thinking. It connects us to the outer world through field survey and many other

						activities where one can get to know the ground reality. I even got a chance to participate in an international youth exchange in Germany through this course which made me more confident as a person.
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Appendix-VII(A)

List of RCs and LSCs required to be included in the respective Dropdown Lists at relevant links in the Online Application of MAAE Programme

Sl.No.	RC (Code)	LSC Code
1	AGARTALA (26)	26999*
2	AHMEDABAD (09)	09999*
3	AIZWAL (19)	19999*
4	BHAGALPUR (82)	82999*
5	BHOPAL (15)	1500*
6	BHUBANESWAR (21)	21211P
		21999*
7	CHANDIGARH (06)	06019P
8	CHENNAI (25)	2566
9	COCHIN (14)	09999*
		14999*
10	DEHRADUN (31)	2752
		2705
		37999*
11	DELHI-1 (07)	NA*
		0757
12	DELHI-2 (29)	NA*
		29049P
		2900*
13	DELHI-3 (38)	RC-38*
		38026
14	DEOGHAR (87)	3612P
15	HYDERABAD (01)	0158
16	IAEP- UDHAMPUR (55)	5504
17	IMPHAL (17)	1701
		17999*
18	ITANAGAR (03)	0301
		03999*
		HQ*
19	JAMMU (12)	1272 P
		12999*
		09999*
20	JODHPUR (88)	2380
21	JORHAT (37)	04999*
22	KHANNA (22)	2260
		22999*

23	KOHIMA (20)	20999*
24	KOLKATA (28)	2896
		2801
25	KORAPUT (44)	44999*
26	LUCKNOW (27)	27195
27	MADURAI (43)	25999*
28	MUMBAI (49)	NA*
		09999*
29	NAGAPUR (36)	36999*
30	PATNA (05)	05999*
31	PORT BLAIR (02)	02999*
32	PUNE (16)	1645
		16999*
33	RAGHUNATHGANJ (50)	50999*
34	RAJKOT (42)	42999*
35	RANCHI (32)	36999*
36	SAHARSA (86)	86999*
37	SHILLONG (18)	18999*
		1801
38	SHIMLA (11)	1129
39	SILIGURI (45)	45999*
40	SRINAGAR (30)	1202
		1211
		12999*
41	TRIVANDURM (40)	40009
42	VARANASI (48)	27999*
		2709
43	VATAKARA (83)	14999*
44	VISAKHAPATNAM (84)	0109
		84999*

Note: * These are non-SC/PSC codes.

Appendix-VII(B)

List of RCs and LSCs required to be included in the respective Dropdown Lists at relevant links in the Online Application of PGDAE Programme

Sl.No.	RC (Code)	LSC Code
1	AHMEDABAD (09)	0902
2	ALIGARH (47)	47037
3	BANGALORE (13)	1323
4	BHUBANESWAR (21)	21119
		2111
5	CHENNAI (25)	2566
		3102
6	COCHIN (14)	1400*
7	DEHRADUN (31)	2752
		2705
8	DELHI-1 (07)	0757
9	DELHI-2 (29)	NA*
		0736P
		29049P
10	DELHI-3 (38)	0781
11	GUWAHATI (04)	0401
12	HYDERABAD (01)	0153 P
		0158
13	IMPHAL (17)	1701
14	JABALPUR (41)	1502
		15115
		1530P
15	JAMMU (12)	1201
16	JODHPUR (88)	HQ*
17	KHANNA (22)	2260
18	KOLKATA (28)	2896
19	MUMBAI (49)	NA*
		1688
20	NAGAPUR (36)	1622P
21	NOIDA (39)	2728
22	PORT BLAIR (02)	0201
23	PUNE (16)	1645
		1630p
		1684
24	SHIMLA (11)	1117
		1129
25	SILIGURI (45)	45014

26	SRINAGAR (30)	1202
27	TRIVANDURM (40)	1441
		40009
28	VISAKHAPATNAM (84)	0109

Note: * These are non-SC/PSC codes.

Appendix-VII(C)

List of RCs and LSCs required to be included in the respective Dropdown Lists at relevant links in the Online Application of PGCAE Programme

Sl.No.	RC (Code)	LSC Code
1	AHMEDABAD (09)	09999*
2	ALIGARH (47)	2713
3	BHOPAL (15)	1500*
		1501
4	BHUBANESWAR (21)	2100 *
		NA *
		21000*
5	CHENNAI (25)	NA*
		2566
		2501
6	COCHIN (14)	1400*
7	DEHRADUN (31)	2705
8	DELHI-1 (07)	NA*
		0757
9	DELHI-2 (29)	29049P
		2900*
10	DELHI-3 (38)	38026
11	GANGTAK (24)	2401
12	GUWAHATI (04)	0412
13	HYDERABAD (01)	0100*
		0158
14	IAEP – PUNE (54)	5404
15	ITANAGAR (03)	0301
16	JABALPUR (41)	1599*
17	JAMMU (12)	1201
18	KARNAL (10)	1014
		1052 P
		1055
		1064
19	KHANNA (22)	2212
		NA*
		2206
		2260
20	LUCKNOW (27)	2790
		2701
		27195
21	MUMBAI (49)	0049*

		1623
22	NOIDA (39)	39010
23	PUNE (16)	1630p
24	SHIMLA (11)	1101
25	SILIGURI (45)	2805
26	SRINAGAR (30)	1202
27	TRIVANDURM (40)	1441
		1404
		40009
28	VARANASI (48)	48028

Note: * These are non-SC/PSC codes.

Appendix-VII(D)

List of RCs and LSCs required to be uniformly included in the Dropdown Lists at relevant links in the Online Applications of MAAE, PGDAE and PGCAE Programmes

Sl.No.	RC (Code)	LSC Code
1	AGARTALA (26)	26999*
2	AHMEDABAD (09)	09999* 0902
3	AIZWAL (19)	19999*
4	ALIGARH (47)	2713 47037
5	BANGALORE (13)	1323
6	BHAGALPUR (82)	82999*
7	BHOPAL (15)	1500* 1501
8	BHUBANESWAR (21)	2100 * NA * 21000* 21119 2111 21211P 21999*
9	CHANDIGARH (06)	06019P
10	CHENNAI (25)	NA* 2566 2501 3102
11	COCHIN (14)	1400* 09999* 14999*
12	DEHRADUN (31)	2752 2705 37999*
13	DELHI-1 (07)	NA* 0757
14	DELHI-2 (29)	NA* 0736P 29049P 2900*
15	DELHI-3 (38)	0781 RC-38*

		38026
16	DEOGHAR (87)	3612P
17	GANGTAK (24)	2401
18	GUWAHATI (04)	0401
		0412
19	HYDERABAD (01)	0100*
		0153 P
		0158
20	IAEP- UDHAMPUR (55)	5504
21	IAEP – PUNE (54)	5404
22	IMPHAL (17)	1701
		17999*
23	ITANAGAR (03)	0301
		03999*
		HQ*
24	JABALPUR (41)	1599*
		1502
		15115
		1530P
25	JAMMU (12)	1201
		1272 P
		12999*
		09999*
26	JODHPUR (88)	HQ*
		2380
27	JORHAT (37)	04999*
28	KARNAL (10)	1014
		1052 P
		1055
		1064
29	KHANNA (22)	2212
		NA*
		2206
		2260
		22999*
30	KOHIMA (20)	20999*
31	KOLKATA (28)	2896
		2801
32	KORAPUT (44)	44999*
33	LUCKNOW (27)	2790
		2701
		27195
34	MADURAI (43)	25999*

35	MUMBAI (49)	NA*
		0049*
		1623
		1688
36	NAGAPUR (36)	09999*
		36999*
		1622P
		2728
37	NOIDA (39)	39010
		05999*
38	PATNA (05)	0201
39	PORT BLAIR (02)	02999*
		1645
40	PUNE (16)	1630p
		1684
		16999*
		50999*
41	RAGHUNATHGANJ (50)	42999*
42	RAJKOT (42)	36999*
43	RANCHI (32)	86999*
44	SAHARSA (86)	18999*
45	SHILLONG (18)	1801
		1101
46	SHIMLA (11)	1117
		1129
		2805
47	SILIGURI (45)	45014
		45999*
		1202
48	SRINAGAR (30)	1211
		12999*
		1441
49	TRIVANDURM (40)	1404
		40009
		48028
50	VARANASI (48)	27999*
		2709
		14999*
51	VATAKARA (83)	0109
52	VISAKHAPATNAM (84)	84999*

Note: * These are non-SC/PSC codes.