IGNOU

# Annual Report

## 2007-08

Indira Gandhi National Open University

# IGNOU at a Glance

| | |
|---|---|
| Programmes on Offer | 138 |
| Students Registered July 2007- January 2008 | 5,50,600 |
| Students on Rolls | 17,06,072 |
| Schools of Studies | 21 |
| Regional Centres | 62 |
| Study Centres | 1728 |
| No. of Overseas Centres (in 32 Countries) | 46 |
| Study Centre Coordinators and Programme In charges | 1584 |
| Academic Counsellors | 27,377 |
| Students who Appeared for Term-End Examination Dec. 06 and June 07 | 5,76,622 |
| Students Awarded Degrees/Diplomas/Certificates till 2007 | 7,31,765 |
| Students Awarded Degrees / Diplomas / Certificates at 19th Convocation in 2008 | 101,346 |
| Blocks Titles Printed | 140,00,000 |
| Audio/Video Programmes produced till date | 27906 / 2996 |
| IGNOU Staff Strength (Sanctioned / In position) | |
| (a) Teachers and Academics | 543 / 356 |
| (b) Administrative (including Group-D Staff) | 2028 / 1170 |
| Recognised State Open Universities / Dual Mode Universities and Institutes by Distance Education Council | 13 / 130 |

# Annual Report

## 2007-2008

Indira Gandhi National Open University

Maidan Garhi, New-Delhi-110068

# VISION

Indira Gandhi National Open University, the National Resource Centre for Open and Distance Learning with international recognition and presence, shall provide seamless access to sustainable and learner centric quality education, skill upgradition and training to all by using innovative technologies and methodologies and ensure convergence of existing systems for massive human resource required for promoting integrated national development and global understanding.

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# From the Vice Chancellor's Desk

It gives me immense pleasure to present the Annual Report of the Indira Gandhi National Open University (IGNOU) for the financial year 2007-08.

In its 23-year journey towards social and economic development of the nation , the IGNOU contributed avidly, so much that today it has effected a silent revoution at education delivery at the doorstep of the learners by means of Open and Distance Learning (ODL) systems. The ODL systems together have spearheaded a single-goal move to create a knowledge-based society.

During the financial year under report, the IGNOU effected a special thrust for consolidation, and expansion of the need-and-demand based education, skill enhancement and training modules in most programmes. This move played a major role in qualitative and quantitative expansion of the higher education system through the IGNOU.

Fresh enrolment crossed 5.5 lakhs in the last fiscal year, and our cumulative student strength has gone up to 1.8 million. This amounts to about 15% of the total student population in the universities in India. About 300 new study centres and eight (8) additional regional centres were added into the education delivery system.

The challenges of this rapid expansion were not a few. Appreciating that, several measures have been taken during the year to strengthen the learner support systems. With the 11th Plan (2007-2012) in operation, we have entered into a new era in education, particularly post-school higher education. The 11th plan has proposed a 10-fold increase in outlay for higher education and seeks to achieve the ambitious target of increasing the higher education access rate to 15% by 2012 from the current 10%.

Once the enhanced access achieved, the plan is mulling much emphasis on skill, capacity building, training, employability, life-long education and continuing education. The ODL has naturally been recognised and accepted as an important mode for achieving most of these targets.

Changes which are sweeping education systems all over the world are clearly reflected in the dynamic profile of the IGNOU. The academic programmes and courses, in their contents, structures, designs and delivery, address the variety of demands from a diverse population of learners. The programmes reflect both local and global concerns of contemporary developing worlds.

The IGNOU is also a national resource centre for expertise and infrastructure for the ODL system. The Distance Education Council (DEC), an integral part of the IGNOU, is mandated as a national apex body to promote, coordinate and maintain standards of distance education in the country. Steps toward strengthening research in the area of the ODL and enhancement of the domain knowledge in the core disciplines of humanities, social sciences, arts and basic sciences, using technology-intensive methods are at present being given top priority. Introduction of minor and major research schemes for teachers and practitioners of the ODL and the Research and Teaching Assistantship (RTA) scheme for bright, young post-graduate students, were two significant initiatives taken during the year under report.

Considering the significant role of technology-augmented conventional face-to-face education, the ODL, satellite and online education systems have enhanced the quality of the teaching-learning process. These have expanded the reach of education with social inclusivity. A new scheme on Convergence of the ODL systems with the Conventional education in the traditional Universities and affiliated colleges was launched by the IGNOU and the DEC, on November 19, 2007, the University's 22nd Foundation Day, Union Minister for Human Resource Development, Mr. Arjun Singh launched the Convergence Scheme which is enormous by its nature of value.

A number of new schemes were taken up, during the year under report, which relate to rural development, knowledge connectivity to villages, sustainable development, collaboration with the Confederation of NGOs in Rural India (CNRI) for setting up of Village Knowledge Centres (VLCs), Village Resource Centres (VRCs) and Tele-Learning Centres (TLCs), creation of our Special Study Centres and Mobile Study Centres (with a view to reaching out to minority groups, women and

socially deprived sections of the society).

The new schemes also targeted training and certification of several thousands of inservice school teachers, courses on school leadership management for senior and middle level teachers, short-term orientation and training programmes offered independently by the our Regional Centres, participation in the Central Government-sponsored scheme of offering coaching classes for minority and SC/ST students. These are some of the significant highlights of the activities initiated in 2007.

Responding nostalgically to the 150th year of the India's First War of Independence (1857), the University instituted a new centre, Indira Gandhi Centre for Freedom Struggle Studies, with the objective of documentation and research in the historical and political developments which led to the independence of the country. Activities of the Dr. B.R. Ambedkar Chair for Social Change were also initiated during the year under report.

While consolidating activities of existing 11 schools of study, 10 new schools were started towards the end of 2007. For the purpose, extensive deliberations were carried out by the expert committees which took into purview the reports from the Planning Commission, the National Knowledge Commission and other global sectors in education, technology, development and training. Expertise and inputs from the faculty members of the existing schools contributed significantly to the formation of these new schools of studies.

During the last financial year, while enjoying the privilege to work with faculty and academic members, administrators and others in the IGNOU family, I think we have been able to create the IGNOU as a magnificent community and an outstanding world leader in Distance and Open learning. The Pro-Vice-Chancellors, the members of the Board of Management, the Planning Board, the Academic Councils and other statutory authorities of the University took pro-active role in these developmental activities. The teaching and non-teaching staff of the University, the Directors of the Schools and Heads of Divisions and the large number of experts from the higher education system in the country provided the necessary insights and inputs for these achievements. I take this opportunity to appreciate their efforts and thank all of them most sincerely for their customized support.

(Prof. V. N. Rajasekharan Pillai)
Vice-Chancellor

# 1

# Indira Gandhi National Open University

## 1.1 Introduction

The Indira Gandhi National Open University (IGNOU), established by an Act of Parliament in 1985, has emerged as the largest mega University in the democratic world. It began by offering two academic programmes in 1987 i.e. Diploma in Management and Diploma in Distance Education with a strength of 4,528 students. Today, it serves the educational aspirations of nearly 1.8 million students in India and 32 other countries through its 21 Schools of Studies and a network of 62 regional centres, more than 1,728 study centres/tele-learning centres and around 46 overseas centres. The University offers 138 Certificate, Diploma, Degree and Doctoral programmes comprising around 1,300 courses, with strength of 356 faculty members and academic staff at the Headquarters and Regional Centres and about 27,000 counsellors from conventional institutions of higher learning, professionals from various organisations, among others. The mandate of the University is:

- to provide access to higher education to all segments of society;
- to offer high quality, innovative and need-based programmes at different levels, to all those who require them;
- to reach out to the disadvantaged by offering programmes in all parts of the country at affordable costs; and
- to promote, coordinate and regulate the standards of education offered through open and distance learning in the country.

To achieve the objectives of widening access to all sections of society and to provide continual professional development and training in all sectors of the economy, the University, uses a variety of media and latest technology in imparting education. The IGNOU has reformulated its vision keeping its objectives in focus. Today the Vision reads:

**"Indira Gandhi National Open University, the National Resource Centre for Open and Distance Learning with international recognition and presence, shall provide seamless access to sustainable and learner-centric quality education, skill upgradation and training to all by using innovative technologies and methodologies and ensuring convergence of existing systems for massive human resource required for promoting integrated national development and global understanding."**

The University has, in a relatively short time, contributed significantly to higher education, community education and continual professional development. As a world leader in distance education, it was conferred the Centre of Excellence Award in Distance Education in 1993 and the Award of Excellence for Distance Education Materials in 1999 by the Commonwealth of Learning (COL), Canada. The University is committed to quality in teaching, research, training and extension activities, and acts as a national resource centre for expertise and infrastructure in the ODL system. The University has established a Centre for Extension Education, National Centre for Differently Abled and National Centre for Innovations in Distance Education, to focus on specific learner groups and enrich the distance learning system.

The Distance Education Council of the University helps in regulating and maintaining the ODL system in the country. With the launch of EduSat (a satellite dedicated only to education) on 20th September, 2004, and the establishment of the Inter- University Consortium, the University has ushered in a new era of technology-enabled education in the country. Today, there are 134 two-way video-conferencing centres; all Regional Centres, and high enrolment Study Centres have been connected, and it has become possible to transact interactive digital content. Emphasis is now being laid on developing interactive multimedia and online learning, and adding value to the traditional distance education delivery mode with modern technology-enabled education within the framework of blended learning.

The University is associated with global academic activities and developments through various channels. It encourages and funds the participation of its faculty and staff in international conferences and seminars. There are regular visits of scholars, for delivering lectures or to interact with faculty, from institutions of higher learning from various countries. The University:

- Organises regular international conferences/ seminars
- Allows faculty to go as visiting faculty or avail short term /long term assignments in foreign universities and institutions of repute
- Has given copyright or permission to many institutions to adapt/adopt/use our learning materials
- Offers its academic programmes in around 32 countries through partnership arrangements.
- Encourages innovative moves and ideas in the realm of education course development, study materials development, education delivery, application of the ICT in the systems and work culture.

## 1.2 Objectives

The Indira Gandhi National Open University was established by an Act of Parliament in 1985 to achieve the following objectives:

- democratising higher education by taking it to the doorsteps of the learners.
- providing access to high quality education to all those who seek it irrespective of age, region, religion and gender
- offering need-based academic programmes by giving professional and vocational orientation to the courses.
- promoting and developing distance education in India
- setting and maintaining standards in distance education in the country as an apex body.

## 1.3 Prominent Features

IGNOU has certain unique features such as:

- international jurisdiction
- flexible admission rules
- individualised study: flexibility in terms of place, pace and duration of study
- use of latest information and communication technologies
- nationwide student support services network
- cost-effective programmes
- modular approach to programmes
- resource sharing, collaboration and networking with conventional Universities, Open Universities and other Institutions/Organisations
- socially and academically relevant programmes based on students' need analysis
- convergence of open and conventional education systems

## 1.4 Organisational Structure

The President of India is the Visitor of the University. The Board of Management (BoM) is the highest decision making body of the University. A flow diagram depicting the organisational structure of the University is given in the **Exhibit 1.1.**

The authorities of the University include the Board of Management, Academic Council, Research Council, Finance Committee, Planning Board, Distance Education Council and School Boards. The overall functioning of the University is managed by these statutory authorities, the 11 Divisions, 7 Centres and Institutes and the 21 Schools.

## 1.5 The Authorities

*1.5.1* ***The Board of Management*** is the highest executive body of the University. It is empowered by the Statutes to look after the management and administration of the revenue, finances and property of the University as well as the conducting of all academic and administrative affairs.

*1.5.2* ***The Academic Council*** is the apex academic authority, which decides the academic policies of the University and gives directions on methods of instruction, evaluation and improvement in academic standards. It also provides guidance and supervision to research activities in the University.

*1.5.3* ***The Finance Committee*** advises the University on all financial matters, fixing the limits for the total recurring and non-recurring expenditure for the year, based on the income and resources of the University. It also examines the accounts and scrutinises the expenditure of the University.

*1.5.4* ***The Planning Board*** is responsible for the design and formulation of priorities for academic programmes offered by the University. It also, has the right to advise the Board of Management and the Academic Council on any matter that it may deem necessary for the fulfilment of the objectives of the University.

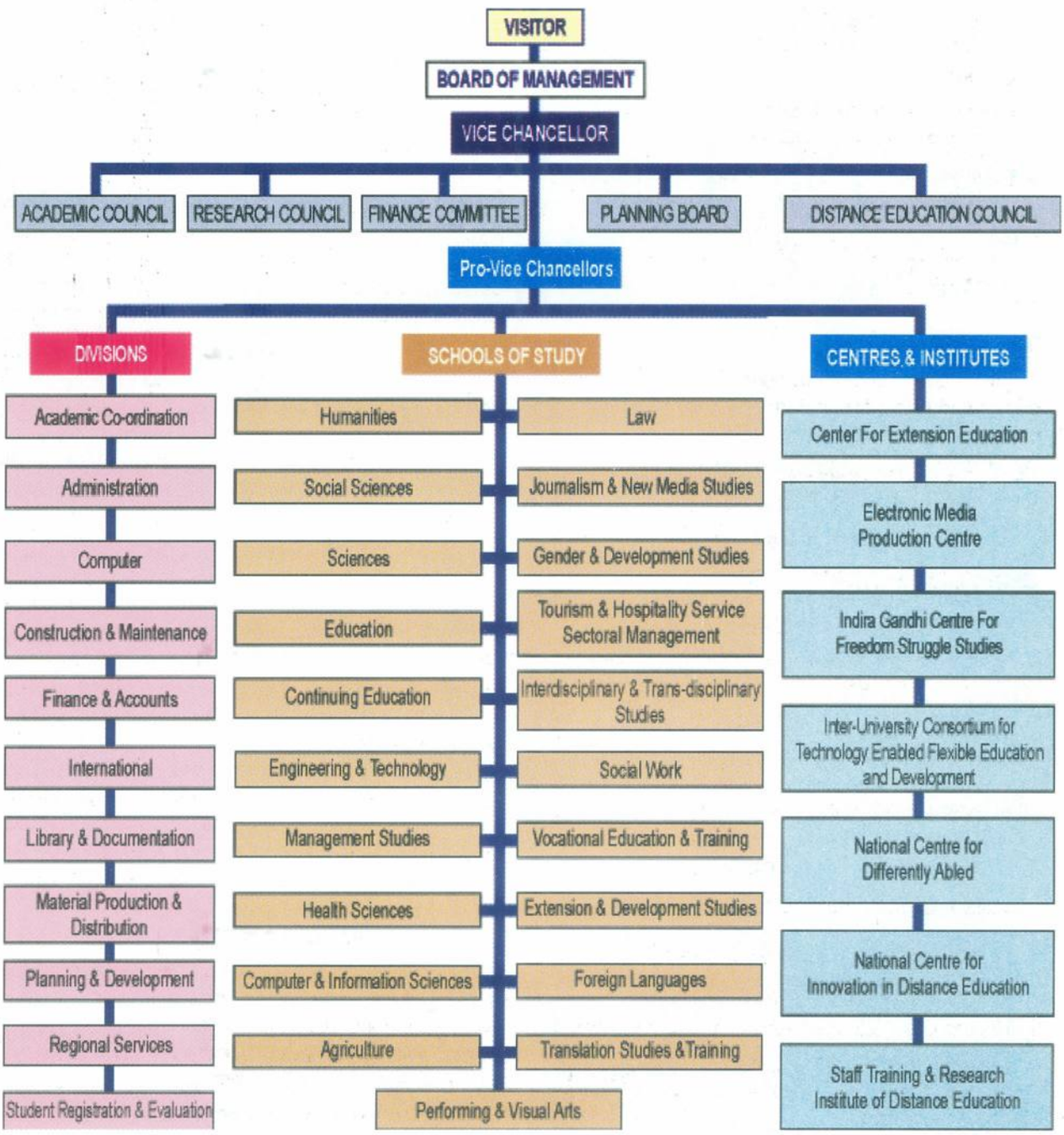
*1.5.5* ***The Research Council*** is responsible for the

planning, design, management, organisation and monitoring of Research Programmes.

*1.5.6 The Distance Education Council* has been entrusted with the primary responsibility of promoting, coordinating, monitoring and determining the standards of the open learning and distance education systems in the country. It is the apex body that regulates, funds and provides infrastructural support to State Open Universities (SOUs) and Correspondence Course Institutions (CCIs).

*1.5.7 The Schools of Studies* are the basic academic units responsible for the conceptualisation, design and development of academic programmes. Every School of Study has a Board that oversees the development, research work and academic activities of the School.

**Exhibit 1.1: Organisational Structure of IGNOU**



## 1.6 Academic Programmes

Presently in IGNOU there are 21 Schools of Studies covering different disciplines. These are:

1. School of Humanities (SOH)
2. School of Social Sciences (SOSS)
3. School of Sciences (SOS)
4. School of Education (SOE)
5. School of Continuing Education (SOCE)
6. School of Engineering and Technology (SOET)
7. School of Management Studies (SOMS)
8. School of Health Sciences (SOHS)
9. School of Computer and Information Sciences (SOCIS)
10. School of Agriculture (SOA)
11. School of Law (SOL)
12. School of Journalism and New Media Studies (SOJNMS)
13. School of Gender and Development Studies (SOGDS)
14. School of Tourism Hospitality Service Sectoral Management (SOTHSSM)
15. School of Interdisciplinary and Trans-disciplinary Studies (SOITDS)
16. School of Social Work (SOSW)
17. School of Vocational Education and Training (SOVET)
18. School of Extension and Development Studies (SOEDS)
19. School of Foreign Languages (SOFL)
20. School of Translation and Training (SOTT)
21. School of Performing and Visual Arts (SOPVA)

IGNOU offers 138 short-term and long-term programmes leading to Certificates, Diplomas and Degrees, which are conventional as well as innovative. Most of these programmes have been developed after an initial survey of the demand for such Programmes. They are launched with a view to fulfil the learner's needs for:

- Certification,
- improvement of skills,
- acquisition of professional qualifications,
- continuing education and professional development at work place,
- self-enrichment,
- diversification and updation of knowledge, and
- empowerment.

The focii of the programmes are to meet the various academic and employment needs of the people, especially those of the disadvantaged sections of society. A number of programmes have been designed to meet the requirements of continuing education and training of employed people for professional growth. The academic programmes are designed and developed by the faculty in active collaboration with eminent experts from all over the country, NGOs, international organisations, and in-house instructional designers and media specialists. By providing good quality study materials (based on sound instructional design) to learners, the University has succeeded in raising the standards of higher education in the country. The University has introduced a number of modular programmes in order to provide a greater and more flexible learning environment.

## 1.7 Course Development

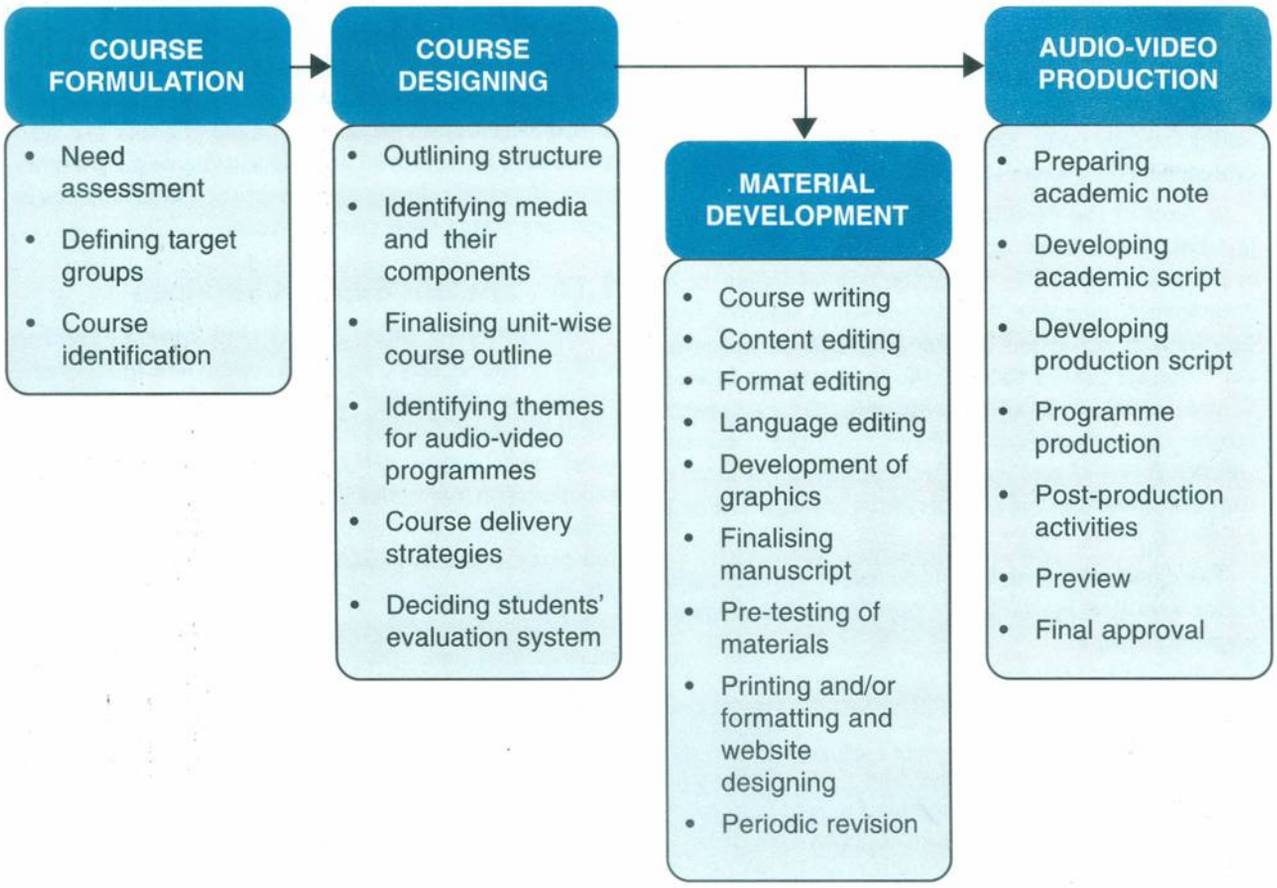
Learning material is specially prepared by teams of experts drawn from different Universities and specialized Institutions in the area spread throughout the country as well as inhouse faculty. This materials are scrutinised by the content experts, supervised by the instructors / unit designers and edited by the language experts at the IGNOU before they are finally sent for printing. Similarly, audio and video cassettes are produced in consultation with the course writers, inhouse faculty and producers. The material is previewed and reviewed by the faculty as well as outside experts and edited / modified, wherever necessary, before they are finally despatched to the students, Study Centres and Telecast through Gyan Darshan.

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listening to audios, watching videos, attending counselling sessions, teleconferences and writing assignment responses). Thus, a 4-credit course involves 120 hours of study. This helps the learner to know the academic effort he / she has to put in, to successfully complete a course. Completion of an academic programme (Degree or Diploma) requires successful completion of the assignments, practical projects and the term-end examination of each course in a programme.

## 1.8 Instructional System

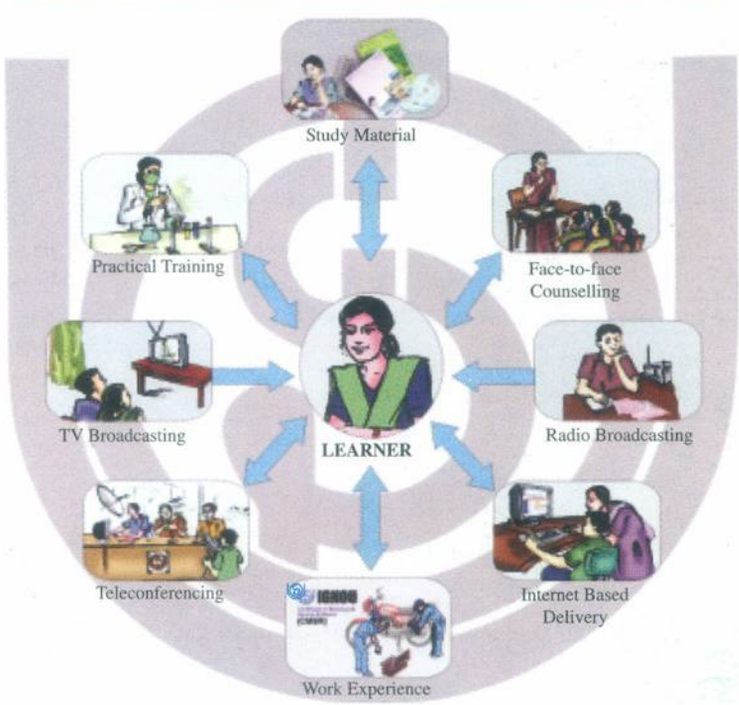
The University provides multi-channel, multiple media teaching-learning packages for instruction and self-learning. The different components used for teaching/ learning include self-instructional print and audio-video materials, radio and television broadcasts, face-to-face counselling/tutoring, laboratory and hands-on experience,

Exhibit 1.2: Process of course development




teleconferencing, video conferencing, interactive radio counselling, interactive multimedia CD-ROM and internet-based learning. For courses in Sciences, Computers, Nursing, Medical Sciences, Teacher Training and Engineering Technology, arrangements have been made to enable students to undertake practical classes/practice teaching at select study centres/work centres/programme centres. While the traditional distance education delivery through print and study centre support is being strengthened, the University is, gearing towards the development of interactive multimedia content and learner support through video-conferencing and web-based platforms, by utilising both the EduSat and the Internet. The design of the instructional system, as well as teacher and learner capacity building, are facilitated by the different Schools, Divisions and Centres of the University. The Learner-centric Instructional System of IGNOU is given in **Exhibit 1.3.**

Exhibit 1.3: The learner-centred instructional system of IGNOU



## 1.9 Admission

The University follows two academic cycles: one begins in January and ends the following December; the second starts in July and ends in the following June. Most of the Bachelor's and Master's Degree programmes are offered during the July cycle. Almost all the Diplomas and a few professional programmes are offered in the January cycle.

In most of the Certificate Programmes of six months duration, learners can apply through the year. The IGNOU is in process of offering 'Round the Year Admission' to its Programmes under the Walk-in-Admission Scheme. With the Walk-in-Admission Scheme, candidates can avail admission application forms at the Regional Centre/Study Centre, Headquarters and also can download the Common Prospectus and application forms from the university website at **www.ignou.ac.in** and can submit the same at the concerned Regional Centres either through Post on in Person.

The detailed information on admissions and application forms are also available on the University website, **www.ignou.ac.in**.

## 1.10 Evaluation

At IGNOU, a three-tier system of evaluation is followed:

- Self evaluation, through devices built into the course material;
- Continuous evaluation, through any combination of theory-based assignments, practical assignments, log books and contact programmes;
- Term-end evaluation, through examinations, which are conducted at more than 500 centres all over the country and overseas twice a year, in June and December. In the case of programmes with a project component, the evaluation methodology also includes a viva-voce.

Proportionate weightage is given to various components for calculation of the final grade. Learners who successfully complete the prescribed credits in a particular programme are awarded Certificates/Diplomas/Degrees at the Convocation, which is held every year at the University Campus, and at a number of select Regional Centres simultaneously through teleconferencing mode. Some of the overseas partner institutions conduct degree award ceremonies separately. Gold medals are also awarded to toppers in all diploma and degree programmes of the University during the Convocation held annually in February/March each calendar year.

## 1.11 Student Support Services

The University caters to learners from all possible strata of the society , viz, rural, urban and tribal areas, the physically challenged and jail inmates, from rehabilitation houses, and governments and non-government sectors, parents and home-makers, personnel of armed and paramilitary forces, the employers and the employed. The University lays special focus on women, minority communities, socially and economically disadvantaged groups, the North-East region, and other tribal and low literacy areas of the country. Special study centres have been opened exclusively for most of these groups of learners.

The University has an extensive network of Regional Centres, Study Centres and Partner Institutions through which it reaches out to its learners located in different parts of the country and overseas. At these Centres, learners are provided services in respect of subject specific academic counseling, listening, viewing of audio-visual programmes, library facilities, teleconferencing, video conferencing, CD-ROMs, services related to rules, regulations, counselling and examination schedules of the university, assignment submission, evaluation and feedback, term-end examination, computer access, laboratory work and other practical work.

For online programmes, the university has established Tele-learning Centres at its Regional Centres. Depending on requirements, the University is collaborating with private entrepreneurs to provide tele-learning facilities to its learners. Interactive Radio Counselling is provided from the university studio as well as from FM radio stations.

# 2

# An Overview

## 2.1 Achievements

The IGNOU is mandated to democratise higher education and provide equal access to education and training to a large cross-section of our people in the country and abroad. In the past twenty-three years, the IGNOU has made significant strides towards the accomplishment of its objectives. It is now widely accepted as a system leader in the field of Open and Distance Learning the world over.

In the year of report (2007-08), 5,50,600 students were enrolled, a total of 318 video programmes were produced which includes Edusat based programmes, non-Edusat Course-oriented programmes, 101 other enrichment programmes (including 8 Urdu, 10 open channels, 11 Infocus, 40 Promos & Fillers and 32 other coverages) and 10 Live programmes.

In addition to these, about 11,783 audio programmes were also produced and Interactive Radio Counselling of 26 hrs. per week was done at the EMPC. The University has established 10 new schools, 285 new study centres and 8 more regional centres of the University during the year of report.

Realising the challenges of this rapid expansion, several measures have been taken during the year to strengthen the learner support systems. In addition to ensuring the minimum necessary infrastructural facilities, steps are being taken to provide broadband connectivity to all study centres.

On the technology side of course delivery, supplementing the self-learning materials and academic counselling, our educational programmes are reaching over 5 million homes through the Gyan Darshan Channels, via the DTH (Direct-To-Home) platform. All these classes, lectures and special functions of the University are also webcast through the Internet with the help of the National Informatics Centre.

The quantitative achievements of the University, for the year 2007-08 are summarized in Appendix V. In brief, the achievements of the University are shown in **Exhibit 2.1.**

## 2.2 New Initiatives

The IGNOU continues to focus on innovative and emerging areas to be at par globally with the pace of changes. Taking cognizance of the national and global challenges for Distance Education in the areas of vocational education, teacher education and capacity building, alternate education, media education, arts and crafts and in the interdisciplinary and transdisciplinary areas of knowledge and skills, the University has taken up a number of new initiatives reinforcing its basic principles, mandate and objectives.

## 2.3 Establishment of New Schools / Chairs of Studies

The Schools of Studies are responsible for designing new academic programmes, deciding content details, developing print and non-print materials, apart from maintaining/revising existing programmes/courses. A number of new areas of study has emerged and last year it was felt that there is a pressing need to establish new Schools/Chairs of Study to develop courses, programmes, training manpower, research and manage knowledge resources in emerging areas of study. During the year of report, The President in her capacity as Visitor of the University has approved the establishment of the following ten (10) new Schools:

**New Schools of Studies**

1) School of Journalism and New Media Studies;
2) School of Gender and Development Studies;
3) School of Tourism Hospitality Service Sectoral Management;
4) School of Interdisciplinary and Trans-disciplinary Studies;
5) School of Social Work;
6) School of Vocational Education and Training;
7) School of Extension and Development Studies;
8) School of Foreign Languages;
9) School of Translation Studies and Training; and
10) School of Performing and Visual Arts

Exhibit 2.1: Achievements of the University during 2007-08

| Head | 2007-08 | Head | 2007-08 |
|---|---|---|---|
| **Students Enrolled** | **5,50,600** | **Students Support Services** | **62** |
| | | IGNOU Regional Centres (RCs) | 35 |
| | | IGNOU North-East RCs | 8 |
| ***Programmes on offer*** | **138** | Recognised Army RCs | 6 |
| Ph.D. | 21 | Recognised Airforce RCs | 8 |
| Master's Degree | 21 | Recognised Navy RCs | 4 |
| Bachelor's Degree | 17 | Recognised Assam Rifles RCs | 1 |
| PG/Advanced Diploma | 26 | Regular Study Centre (SCs) | 508 |
| Diploma | 19 | Recognized SCs | 26 |
| Awareness/Certificate/PG Certificate | 34 | Sub SCs | 1 |
| | | Programme SCs | 845 |
| | | Special SCs (For disadvantaged) | 259 |
| | | Poverty Index Pattern SCs | 31 |
| | | Army SCs | 24 |
| | | Navy SCs | 4 |
| | | Assam Rifles SCs | 30 |
| | | Partner Institutions | 5 |
| | | Academic Counsellors | 27,377 |
| ***Staff Statistics (in position)*** | | ***Expenditure (Plan) (In Rs. Crore)*** | |
| Teachers | 185 | Revenue (Plan) | 234.00 |
| Academics | 171 | Capital | 10.00 |
| Technical/Professional | 322 | Advance | 79.00 |
| Administration | 848 | Assistance to SOUs/CCIs | 67.00 |
| **Total** | **1526** | **Total** | **390.00** |

### New Chairs of Studies

During the year, two Chairs of Studies were also established:

1) Chair for Sustainable Development
2) Dr. B.R. Ambedkar Chair for Social Change

Further, initiatives have been taken for establishing the following Chairs of Study during the Eleventh Plan period:

- Tagore Chair for Indian Literature
- Raman Chair for Science Education
- Chair for Technology-enabled Education
- Chair for Industry-Academy Interfacing
- MHRD Rajiv Gandhi Chair for Contemporary Studies
- Chair for Panchayati Raj
- Chair for Rural Empowerment
- Visveswarayya Chair for Work Education Linkages
- Bahadur Shah Zafar Chair for Studies on Freedom Movement and National Integration (MHRD sponsored)
- ISRO Chair on Satellite Communication Education

## 2.4 New Programmes and Courses

The University has developed a large number of programmes ranging from the purely academic to predominantly vocational, from the high-level postgraduate degrees to the lower-end competence certificates, and from complex professional development programmes to the more general awareness-building modules in the last sixteen years. These programmes cater to the needs of a wide spectrum of society ranging from the professionally qualified to ordinary members of the public, from business managers to industrial workers and from unemployed youth to housewives. The University has developed 13 new programmes during the financial year. These are :

1. Master of Arts in Education
2. Master of Commerce in Finance and Taxation
3. M.Ed.
4. Master in Social Work
5. Bachelors of Commerce with major in Accountancy and Finance
6. B.A. in International Hospitality Administration
7. Post Graduate Diploma for Participatory Management of Displacement, Resettlement and Rehabilitation

Exhibit 2.2: Region-wise distribution of Learner Support Centres established in the Period of Report
(April 01, 2007 to March 31, 2008)

| Sl. No. | Regional Centres | Regular SCs | Programme SCs | Dis. Adv. SCs | Project Mode SCs | Total SCs |
|---|---|---|---|---|---|---|
| 1 | Ahmedabad | 0 | 4 | 2 | 0 | 6 |
| 2 | Aizwal | 2 | 0 | 1 | 0 | 3 |
| 3 | Aligarh | 1 | 1 | 0 | 0 | 2 |
| 4 | Bangalore | 0 | 3 | 0 | 0 | 3 |
| 5 | Bhopal | 0 | 6 | 1 | 0 | 7 |
| 6 | Bhubaneshwar | 2 | 6 | 5 | 1 | 14 |
| 7 | Chennai | 0 | 7 | 1 | 0 | 8 |
| 8 | Cochin | 4 | 7 | 6 | 0 | 17 |
| 9 | Darbhanga | 0 | 3 | 0 | 0 | 3 |
| 10 | Dehradun | 1 | 0 | 0 | 0 | 1 |
| 11 | Delhi - 1 | 5 | 5 | 2 | 0 | 12 |
| 12 | Delhi - 2 | 1 | 9 | 0 | 0 | 10 |
| 13 | Gangtok | 1 | 0 | 0 | 0 | 1 |
| 14 | Guwahati | 0 | 12 | 0 | 0 | 12 |
| 15 | Hyderabad | 0 | 6 | 0 | 0 | 6 |
| 16 | Imphal | 2 | 0 | 0 | 0 | 2 |
| 17 | Jaipur | 2 | 2 | 1 | 0 | 5 |
| 18 | Jammu | 3 | 5 | 1 | 0 | 9 |
| 19 | Karnal | 0 | 1 | 1 | 0 | 2 |
| 20 | Khanna | 0 | 5 | 0 | 0 | 5 |
| 21 | Kohima | 0 | 1 | 0 | 0 | 1 |
| 22 | Kolkata | 6 | 8 | 3 | 0 | 17 |
| 23 | Koraput | 0 | 1 | 0 | 0 | 1 |
| 24 | Lucknow | 4 | 5 | 3 | 1 | 13 |
| 25 | Madurai | 0 | 25 | 1 | 0 | 26 |
| 26 | Patna | 3 | 44 | 3 | 0 | 50 |
| 27 | Port Blair | 1 | 1 | 0 | 0 | 2 |
| 28 | Pune | 1 | 13 | 1 | 0 | 15 |
| 29 | Rajkot | 0 | 0 | 1 | 0 | 1 |
| 30 | Ranchi | 0 | 7 | 1 | 0 | 8 |
| 31 | Shillong | 0 | 5 | 0 | 1 | 6 |
| 32 | Shimla | 3 | 7 | 1 | 0 | 11 |
| 33 | Siliguri | 0 | 2 | 2 | 0 | 4 |
| 34 | Varanasi | 2 | 0 | 0 | 0 | 2 |
| | **Total** | **44** | **201** | **37** | **3** | **285** |

8. Diploma in Production of Value-Added Products from Cereals, Pulses and Oil Seeds
9. Diploma in Civil Engineering
10. Post Graduate Certificate in Oral Implantology
11. Post Graduate Certificate in Endodontics
12. Post Graduate Certificate in Cyber Law
13. Certificate in Organic Farming

Admissions to various programmes of the University are open as per the academic calendar. The admission announcements are widely publicised through national and regional media. The University has published Academic Programme Booklet and Prospectus having details related to eligibility, fee, duration of study, admission cycle and availability of programmes. A list of 138 programmes that were on offer in different disciplines is placed at **Appendix-II.**

## 2.5 Student Support Services

Programme delivery is one of the most crucial components of the teaching-learning process at the IGNOU. It involves face-to face academic counselling, assignment evaluation, information sharing, hands-on training and skill development, radio lectures, TV educational programmes and tele-counselling.

The Regional Services Division (RSD) is responsible for the expansion and maintenance of the student support services network of the University all over the country. The services are delivered through the network of Regional Centres and Study Centres. The Regional Centres Network comprises 43 Regional Centres of IGNOU. Nineteen (19) Recognised Regional Centres (RRCs) (functioning under Single Window Operations) are also an integral component of student support services; these offer services to defense personnel through six (6) Army RRCs, eight (8) Air-Force Regional Centres, four (4) Navy Recognised Regional Centres, and one (1) Assam Rifles Recognised Regional Centre .

The study centre network comprises 508 Regular, 26 Recognised, one Sub-centre, 845 Programme Study Centres, and 259 Special Study Centres. In addition to these services to defence personnel are provided by RSCs of Army (24), Assam Rifles (30) and Navy (4).

The list of Regional Centres, and Recognised Regional Centres along with their jurisdictional areas is placed at Appendix -IV.

Details of the region-wise distribution of 284 newly created learner support centres established in India during the period April 1, 2007 to March 31, 2008 are shown in **Exhibit 2.2.**

At the study centres, the facilities extended to students generally include: (a) subject specific academic counselling, (b) audio, video and teleconferencing, (c) library consultation, (d) submission and evaluation of assignments, (e) information services, and (f) provision for appearing for term-end examinations.

The **Student Services Centre in the IGNOU Campus** was created in 1999 to provide a platform to the learners to spell out their problems and grievances. These are heard through face-to-face mode at the centre during working days as well as on holidays and also through telephone, e-mail, fax and post. Efforts are made to respond to the learners directly. Otherwise they are directed to the different service related divisions such as RSD, SRED and MPDD depending on the nature of the query. In case they require academic support they are directed to the Schools of Studies.

A Touch Screen Kiosk has been kept at the Centre which is being used by the learners themselves to gather information about the university in general and also about their programmes of study in particular.

In order to facilitate the learners the Centre extended support to the Branch of PNB in IGNOU Campus, Maidan Garhi in respect of collection of examination fees. The number of students handled during the weeks before the last date of submission of fee was on an average 2000 per day.

## 2.6 "Convergence Scheme of Conventional and Distance Modes of Education"

In order to meet the projected XIth Plan access rates for tertiary education: clustering of institutions, optimal utilization of existing resources, credit transfer and mutual recognition of programmes (ODL and Conventional systems), a "Scheme on Convergence of Open & Distance Learning (ODL) and Conventional Systems" was launched on November 19, 2007 by Honourable Union Minister for HRD Shri Arjun Singh on the Foundation day of the IGNOU.

*Shri Arjun Singh, Union Minister of Human Resource Development, inaugurating the Foundation Day function at IGNOU and launched the Convergence Scheme*

The objective of the Scheme is to achieve the projected targets to access and equity in Higher Education during

*Ms. D. Purandeswari, Honourable Minister of State for Education with MHRD and IGNOU officials at the launch of 'Convergence of Conventional and Distance Modes of Education" and national launch of "Training of Academic Counsellors for the ODL System"*

the XIth plan. A Convergence between the Conventional University system and the Open and Distance Learning (ODL) system through enhanced and optimal utilization of the physical facilities, intellectual and knowledge resources in colleges is an integral part of this Scheme.

A "National Seminar cum Workshop on "Convergence of Conventional and Distance Modes of Education" and National launch of "Training of Academic Counsellors for the Open & Distance Learning (ODL) System" from May 12-26, 2007 was inaugurated by Ms. D. Purandeswari, Honourable Minister of State for Education.

In this national seminar it was unanimously agreed that it is essential to converge the conventional tools of education with the information and communication technology of Open and Distance Learning where, cost can be minimised and quality enhanced. The seminar was attended by Secretary, Ministry of Human Resource Development, Chairman University Grants Commission, Vice-Chancellor IGNOU, Delhi University, Vice-Chancellors of State Open Universities, Conventional Universities and Directors of Distance Education Institutions.

## 2.7 Restructuring on Major Scale and Establishment of Five (5) Zonal Centres

The Indira Gandhi National Open University (IGNOU) is being restructured on major scale and 5-Zonal Centres in North, East, South, West and North-East regions are being established. This decentralization process of IGNOU is being undertaken in a phased manner during the 11th Plan period. The university, since inception in 1985, has been functioning under a three-tier structure viz. Headquarters, Regional Centres and Study Centres. Soon, Zonal Centres shall be established for autonomy and decentralisation.

The University has made a provision for students support services which are managed by the Regional Services Division through a countrywide network of Regional Centres and Study Centres. The activities to be decentralized and delegated to the proposed Zonal centres are as under:

- To offer contextualized, local specific courses / programmes in regional languages,
- To have functional autonomy on various regional services,
- Delegation of Regional Services Division functions to Zonal Centres,
- Processing student admission forms, finalisation of admission and evaluation of answer scripts of term-end examination by making use of the scheme of spot evaluation,
- Appointment of part-time functionaries at the learners' support centres / Study Centres.

During the year, activities like distribution of Study material to students, development of specific courses/ programmes as per region requirement and in regional languages have been initiated by the University.

## 2.8 The 19th Convocation of IGNOU

The 19th Convocation of the IGNOU was held on February 16, 2008. Shri. M. Hamid Ansari, Honourable Vice-President of India, delivered the Convocation Address. Guest of Honour Professor C.N.R. Rao, Professor M.S. Valiathan, Dr. Anil Kakodkar, Professor Indira Goswami, Pandit Shiv Kumar Sharma and Professor Rahman Rahi were conferred with the honorary doctorates of the University. In all, 1,01,346 students including 58 gold medalists, were awarded degrees and diplomas at this Convocation which was held simultaneously at 32 Regional Centres of IGNOU via teleconferencing. Six international students registered with different Partner Institutions at Kuwait, Saudi Arabia, Muscat and Sri Lanka also received

*Honourable Vice President of India Shri Hamid Ansari presenting a Gold Medal to a Student at the 19th Convocation at IGNOU campus*

*His Excellency Vice President of India Sh. M. Hamid Ansari, Honourable Vice Chancellor Professor VN Rajasekharan Pillai and other distinguished dignitaries on the dias pose for students, academics and other guest during the 19th Convocation of the IGNOU held on February 16, 2008 in the Campus (standing from: Left to Right - Professor Indira Goswami, Pandit Ravi Shankar, Dr. Anil Kakodkar, Honourable M. Hamid Ansari, Professor V.N .Rajasekharan. Pillai, Professor M.S.Valiathan and Professor Rahman Rahi)*

*Eminent Scientist Professor CN R Rao (second from right) and Vice Chancellor Professor VN Rajasekharan Pillai facing the camera along with Pro-Vice Chancellors of the IGNOU (from left) Dr DK Choudhry, Professor Basir Ahmad Khan, Dr Latha Pillai, Professor Omprakash Mishra and Professor Parvin Sinclair.*

Gold Medals at the Convocation for their meritorious performances.

The programme-wise and regional centre-wise break-up of degrees awarded is given at **Appendix-VI.**

## 2.9 Pan-African *e*-Network Pilot Project

His Excellency President of India Dr. A.P.J. Abdul Kalam had launched the Project last year at IGNOU which aims to connect all the 53 nations of the African Union by a Satellite and Fiber-Optic Network that would provide effective communication and connectivity among the Nations.

Shri Pranab Mukherjee, Honourable Minister of External Affairs, Government of India inaugurated Pan Africa E-Network Pilot Project on July 6, 2007 at Addis Ababa University in Ethiopia. The Honourable Minister had visited Tele-Education Centre of IGNOU located in Addis Ababa University established under Tele-Education project launched by Government of India and saw live session taking place between IGNOU and Addis Ababa University and Haramaya University of Ethiopia from the Tele-Education Centre in Addis from the studio of the IGNOU established by TCIL at the Maidan Garhi Campus of the IGNOU.

## 2.10 "ODLSoft" - Enterprise Resource Planning (ERP) Project

To enhance individual competencies and strengthen institutional capabilities, the Indira Gandhi National Open University (IGNOU) has embarked upon an initiative of Enterprise Resource Planning (ERP) of its Back Office processes. This will facilitate availability of consistent and integrated data to all concerned as integrated solution. Further it will be extended to cover all related functionalities starting from Study Centres, Regional Centres and concerned Service Divisions and Schools at the Headquarters.

During the year M/s TCS has been appointed for a revamp of IT infrastructure, through use of ICT (Information and Communication Technologies), Document Management System and Infrastructure Development to improve the effectiveness and the management of education in India. The name "ODLSoft" has been selected after conducting a university-wide contest to name the ERP initiative within the IGNOU. The selected name "ODLSoft" name stands for "Smart Solution for Open Distance Learning" and the logo which signify that ERP supports the whole organisation and pervades the organisation. A Steering Committee chaired by Honourable Vice Chancellor to overview the progress of ERP solution and a team of individuals, hand-picked from various divisions was formed during the year. This core team has been assigned to spend the bulk of its time ensuring the success of the ERP implementation. With the assistance of TCS, the project team is responsible for the successful implementation of ODLSoft Project.

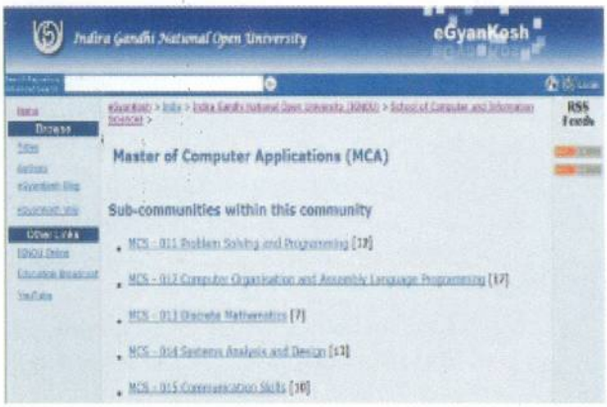
## 2.11 Webcast Facility, *ePraangan* and 48 mbps Internet Link

The webcast facility through the internet has been successfully launched last year. The live webcast of programmes held at the university during the year was

made available on **http://www.ignou.ac.in** and **http://webcast.gov.in.** This enabled people across the world to view the convocation live and other seminars / programmes on Internet. *ePraangan* was created in the main campus. The facility was made available after its inauguration on February 14, 2008, prior to the 19th Convocation of IGNOU. The university was also provided with 48 Mbps Internet link for better connectivity.

## 2.12 *eGyankosh*

During the year, students were also facilitated through a digital repository of web resources, *eGyankosh*, comprising print, audio, and video programmes. *eGyankosh* is a national digital repository to store, index, preserve, distribute and share the digital learning resources developed by the Open and Distance Learning Institutions in the country. The facilitation also extends to the use of IPTV for select programmes.

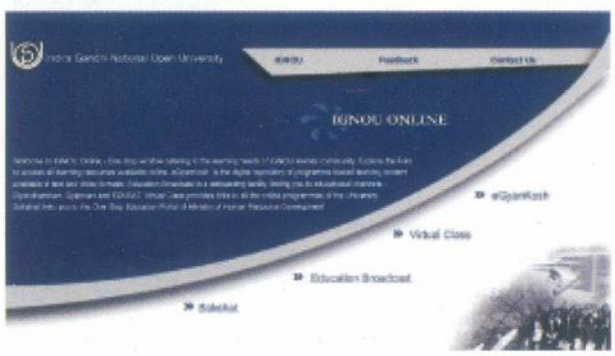



## 2.13 Sakshat

The IGNOU has designed and developed the national digital repository and interactive web portal *Sakshat* of the Government of India.

## 2.14 Technology-enabled Education System

IGNOU's technology-enabled education system has provided for online learning platform, Webcast of teleconferencing programmes and availability of video programmes through YouTube.




## 2.15 E-books for the National Open and Distance Learners' Library and Information Network (NODLINET)

The IGNOU during the year launched e-books for the National Open and Distance Learners' Library and Information Network (NODLINET), a new planned activity undertaken by IGNOU. To start with, 185 e-books (includes one audio book) in the areas of Sciences, Computer Sciences, Humanities, and Management have been subscribed to form Netlibrary aggregator which has a collection of more than 1.5 lakh e-books from over 400 of world's best publishers and add nearly 2000 books per month. The e-books are accessible to IGNOU Headquarters and its users at Regional Centres spread all over India. The e-resources shall be made available to other participating institutions of Open & Distance Learning (ODL) system.

With this activity IGNOU is making concerted efforts to widen the array of information resources in electronic format and take them to distance learners of ODL system spread along the length and breadth of the country.

## 2.16 The 4th Convention of the National Alliance for Mission 2007 and the 5th Convocation of Jamsetji Tata National Virtual Academy (NVA).

The 4th Convention of the National Alliance for Mission 2007, 'Every Village a Knowledge Centre' and the 5th Convocation of Jamsetji Tata National Virtual Academy (NVA) Fellows were held at the IGNOU from August 1-3, 2007.

**2.16.1 The 4th Convention of the National Alliance for Mission 2007 :** During the programme reviewing of the current status of Mission 2007, a Road Map for Mission 2007 for the next five years and to redesign Mission 2007 as a "Rural Knowledge Movement" was done. Various organizations collaborating in this venture are IGNOU, MS Swaminathan Research Foundation (MSSRF), Microsoft, Space Development Corporation (SDC), International Development Research Centre (IDRC), Telecentre.org, Tata Education Trust Mumbai, Qualcomm, Media Lab Asia. The programme Mission 2007 will become Grameen Gyaan Abhiyan from August 15, 2007, a National Movement for knowledge empowerment of rural families.

Honourable Minister of State of Human Resource Development, Smt. D. Purandeswari during the programme, called for a joint effort from all stakeholders across the spectrum- villagers, service providers, policy makers, technologists to make a concerted effort to bring about a revolution in the education sector. It was hoped that by 2010, Grameen Gyaan Abhiyaan will cover every village in the country. Prof. A.W. Khan, Assistant Director

General for Communication and Information, UNESCO informed that the United Nations Educational Scientific and Cultural Organisation (UNESCO) is keen to work with the MS Swaminathan Foundation, India to learn from their experiences and to share them with others worldwide.

**2.16.2 The 5th Convocation of Jamsetji Tata National Virtual Academy for Rural Prosperity (NVA) at IGNOU Campus:** At the 5th Convocation of Jamsetji Tata National Virtual Academy for Rural Prosperity (NVA) at IGNOU Campus today, 527 Fellows from 19 states and for the first time fellows from Afghanistan, Nepal, Philippines, Sri Lanka, Kenya and Nigeria, numbering 25, were selected. A Directory of NVA Fellows was released by Professor M. S. Swaminathan, President of the NVA. He emphasized that rural women and men are rich in traditional knowledge and wisdom derived from experience by working with nature and natural resources. The main aim of the programme from August 1-3, 2007 was to empower unskilled, resource-poor rural farming and fishing families to make better control of their own development by building skills and capacity for enhancing their livelihood opportunities.

## 2.17 Foreign Delegations and other Dignitaries in IGNOU

IGNOU is one of the largest open universities in the world. It is a destination of national / international delegations. Several dignitaries visited the University during the reporting period:

1) Ms. Francis Ferrira, COL on 18 May 2007 to explore possibilities for initiating various activities in collaboration with IGNOU and to strengthen RGF-COL Scheme.
2) Visit of Advisor to President of Sri Lanka on 21 August 2007 to explore possibilities of using IGNOU's content Software for spoken English programmes using media technologies.
3) Ms. Anne Munt-Davies, Cambridge Foundation on September 5, 2007 to explore possibilities of collaboration with IGNOU for capacity building of school teachers in South East Asia.
4) High Commissioner, Ethiopia High Commission, Delhi on October 10, 2007 seeking IGNOU's collaboration with six Ethiopian Universities to offer Political Science and Ph.D Programmes in Science.
5) Delegation from Ministry of Education, Afghanistan on October 29, 2007 to visit the systems of ODL in India.
6) Faculty from Salt Lake University, USA on October 30, 2007 to study the ODL systems at the IGNOU.
7) Prof. William Lee Kengmun of Lingnan University, Hong Kong, visited the IGNOU on November 19, 2007 for having the first hand experience of Open and Distance Learning education and fellowship scheme.
8) Director General, Mauritius Broadcasting Corporation on December 28, 2008 for collaboration to share media contents of IGNOU to start knowledge channel in Mauritius.
9) Director, MIE, Mauritius, 28-29 December 2007 with reference to IGNOU-MIE collaboration activities.
10) The High Commissioner of Colombian Embassy visited IGNOU on January 10, 2008 to explore possibilities of academic cooperation with Colombian Universities.
11) Prof. Berry from Kansas University, USA, on January 17, 2008 to explore possible areas of collaboration activities.
12) Visit of Mr. Toshio Kobayasi from Japan to IGNOU on January 23, 2008 & October 9, 2007 to study ODL systems at the IGNOU.
13) Delegation from PNU, Tehran visited the IGNOU on January 31, 2008 to explore possibilities of various collaboration after visit of the VC, PNU on August 24 , 2007.
14) Delegation from Open University of Sudan visited the IGNOU on February 21 , 2008 regarding licensing of the IGNOU course materials after the visit of VC during 19-23, April 07.
15) A delegation comprising 16 members including Foreign Minister Antipas Mbusa Nyamwisi from Democratic Republic of Congo visited IGNOU on March 13, 2008 to see the facilities of delivery of the IGNOU programmes.
16) Dr. P. Ananda Jayasekeram, International Livestock Research Institute, Addis Ababa visited the IGNOU on March 17, 2008.

## 2.18 Research

It is said that teaching and research reinforce each other mutually and wither in isolation. Since the University laid greater focus on post-graduate teaching, it was considered necessary to provide ambience for research. During the reporting period the IGNOU offered Ph.D. programmes in 19 disciplines.

The faculty and academic staff of the University are actively engaged in research relevant to the ODL system as well as in their respective disciplines. Details of the research publications and participations in conferences/ workshops/seminars/symposia are given in **Appendix IX.**

## 2.19 Dr. B.R. Ambedkar Chair on Social Change and Development

The Board of Management of the IGNOU has approved institution of the Dr. B. R. Ambedkar Chair on Social Change and Development. Dr. Vimal Thorat, Reader in Hindi of the Indira Gandhi National Open University (IGNOU) has been appointed as the coordinator. The broad objective of the Chair is to work towards dissemination of ideas and thoughts of Dr. B. R. Ambedkar on issues of concern and areas of administration, constitutional studies, human rights, religion, philosophy including the studies in economic, history, political science, arts, culture, gender and literature. This Chair shall also undertake research and development programmes in these areas of benefit of the society and on developing appropriate methodologies for paving the way for Dr. Ambedkar's idea as policy instrument. Another aim of the Chair is to develop exclusive courses to be offered at undergraduate and postgraduate levels highlighting the commandments of Dr. Ambedkar in order to sensitize the society in general about the ideas cherished by him.

## 2.20 Chair for Sustainable Development

In keeping with its mandate and vision for ensuring convergence of existing systems for the massive human resources required for promoting integrated national development and global understanding, the university has established last year a Chair on Sustainable Development to promote research and education in the field of Sustainable Science. Eminent scientist Prof. M. S. Swaminathan is the Hony. Chair for Sustainable Development, IGNOU. It would undertake Action Education Programmes in five major eco-systems in the country, in order to build training material based on field studies. The five agro-economic regions include Hill, Arid, Semi-Arid, Coastal and Irrigated areas. Besides the Action Research Sustainable Development Projects, which would focus on pro-nature, pro-poor, pro-women and pro-employment aspects.

*Professor M.S. Swaminathan, who has accepted the Chair for Sustainable Development at IGNOU, speaking on the occasion of the inauguration of the office of the Chair*

*Professor Swaminathan giving presidential remarks on Global Conscience and Sustainable Development in the public lecture held on March 17, 2008*

The Chair organised a lecture series on March 17, 2008 at India Habitat Centre on Global Conscience and Sustainable Development by Senator Douglas Roche from Canada.

During the International Conference on "Issues in Public Policy and Sustainable Development" March 26-28 , 2008, Professor M S. Swaminathan stressed the need for Sustainability Science as an independent subject in all Universities in India. The development of research projects and course material shall be in the key areas of energy, health, agriculture, bio-diversity, industry and transport. A National Policy on Sustainable Development with particular emphasis on mainstreaming gender consideration in development projects is the need of the hour.

The Chair for Sustainable Development is undertaking various activities :

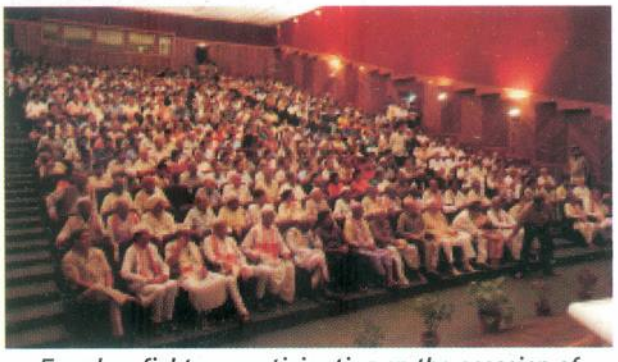
i) Action Research Projects on Sustainable Development in seven Agro Climatic regions of the country viz. Hill, Arid, Semi Arid, Coastal, Irrigated, Mountains and Islands, in collaboration with selected institutions in the respective regions. The Chair shall focus on pro nature, pro poor, pro women and pro employment based Sustainable Development.

ii) Action Research Projects will focus on restoration of ecology, strengthening of cultivation, productivity, profitability and sustainability in small farm conditions and income generation and enhanced livelihood for small farmers and landless labourers.

## 2.21 Indira Gandhi Centre for Studies on Freedom Struggle

The Centre was inaugurated on August 9, 2007 by Honourable Minister for HRD Shri Arjun Singh in presence

of His Excellency Governor of Haryana Dr AR Kidwai and Ex-MP and Freedom Fighter Sh. Shashi Bhushan.



*Freedom fighters participating on the occasion of setting up the Indira Gandhi Centre for Freedom Struggle Studies*

An Encyclopedia of the Indian Freedom Movement including all revolts, rebellions, satyagraha, movements, campaigns and agitations as also the role of revolutionaries, sacrifices of martyrs both in British India and the erstwhile Indian States beginning from the Battle of Plassey onwards would be prepared by the new Indira Gandhi Centre for Studies on Freedom Struggle in the IGNOU Campus. Other activities to be performed by the Centre are as follows:-

1) Compilation of a National Register of Martyrs of the Freedom Struggle.
2) Collection of photographs, sketches, portraits, paintings etc. of the Martyrs of the Freedom Movement and contemporaneous posters, handbills, periodicals etc. giving historical background of the events in which numerous lives were sacrificed with particular reference to the revolutionary actions in India and abroad.
3) Mapping of the entire freedom movement, highlighting places where the movements were launched.
4) Collection of material on all movements, campaigns, agitations, satyagrahas etc. by conducting an in-depth study and research in cooperation with living freedom fighters and senior citizens who witnessed these events.

## 2.22 Webometrics Ranking of World Universities

During the year, the Indira Gandhi National Open University (IGNOU) was been ranked 17 out of top 100 in the Indian Subcontinent Region in "Webometrics Ranking of World Universities", a leading international website *www.webometrics.info*. The University has competed with conventional institutions like IIMs, IITs, Anna University, University of Pune, University of Delhi, AIIMS, B.H.U. and Open University of Sri Lanka, Virtual University of Pakistan, North South University, Bangladesh, University of Dhaka etc.

## 2.23 Lectures/Brainstorming Meetings/ International Seminars

During the year, various Lectures, brainstorming sessions, International workshops and exhibitions organised are as follows:-

**2.23.1 12th Prof. G.Ram Reddy Memorial Lecture:** Dr. T.Ramasami, Secretary to the Government of India, Department of Science and Technology, had delivered the 12th Prof. G.Ram Reddy Memorial Lecture on July 2, 2007 at the Convention Centre in the IGNOU campus. The Topic of the lecture was "Science Education: At the Core of National Development".

*Dr. T. Ramasamy, Secretary, Ministry of Science and Technology delivering the 12th Professor G. Ram Reddy Memorial Lecture*

**2.23.2 Brainstorming Sessions at IGNOU**

i) Linked to the 12th Prof. G.Ram Reddy Memorial Lecture on "Science Education", by Dr. T Ramasami, Secretary, Dept. of Science and Technology on July 2, 2007, a Brainstorming session on "Science Education: Future Directions for IGNOU" was organised on July 3, 2007, in the University campus.

ii) A Brainstorming session was organised in September 2007 in collaboration with Media Lab Asia on use of the ICT in Vocational Education.

iii) A Brainstorming session on "Open Education System for the benefit of NGOs and the target groups of NGOs" in collaboration of CNRI (Council of NGOs of Rural India) organised on September 6, 2007 for the establishment of Village Knowledge Centres across the country. Shri L.V. Saptarishi, Co-Chairman, CNRI presided over the session and stated that 5,000 Non-Government Organisations (NGOs)/Self Help Groups (SHGs) with 33 State Chapters and 510 District Chapters engaged in multiple tasks in the service of the society. Another Brainstorming meeting was organised on November 15, 2007 for offering IGNOU courses through a

network of various NGOs in the country. Further, from November 25, 2007,

*Professor Omprakash Mishra, Pro Vice Chancellor, speaking at the meeting of the confederation of NGOs*

The IGNOU and the CNRI are jointly organizing Bharat Vikas Yatra travelling across the country for fulfilment of the supreme objective of uniting people for the progress of all sections of society and the emergence of an inclusive society. Meeting with the State Chiefs of the CNRI and Regional Services Division was organised on March 25, 2008.

iv) A Brainstorming session on "Reaching the Unreached : Agriculture Education" through ODL was organised on February 24, 2008. The broad recommendation of brainstorming session included development of programmes for in-service and continuing education, certification of farmers, development of need-based vocational and awareness programmes and the pedagogy should try to use the traditional knowledge available with the farmers during the content preparation for various programmes. The distance education mode should play a significant role in providing education to drop-out at 10th standard.

*Meeting of Regional Directors and State Chiefs of the CNRI was held on March 25, 2008 (In Chair from left- PVC Prof. Parvin Sinclair, VC, Prof. V N R Pillai and Shri L V Saptharishi)*

**2.23.3 International Partner Institution's Meet at IGNOU on 29-31st August 2007:** In order to strengthen the delivery of IGNOU programmes, to provide exposure to new academic programmes and new dimensions attained by the University last year, IGNOU organized an "International Partner Institution's Meet" in the capital. University having its presence in 35 countries with 38 partners, the meet marked by the presence of delegates from Kingdom of Saudi Arabia, Doha-Qatar, Bahrain, Kenya, Ethiopia, Nepal, Sri Lanka, Oman and UAE.

**2.23.4** The IGNOU celebrated International Literacy Day on September 8, 2007. Professional development programmes for the large number adult educational functionaries scattered in different parts of country can be offered in an effective and economic manner and within a short duration through ODL mode. It was proposed to launch two separate Professional Development Programmes for the Adult Education functionaries

i) A Post Graduate Diploma Programme for the Professional Development of Adult Educators working in State Resource Centres, Government and Non-Governmental Organizations and Universities.

ii) Certificate Programme for the Professional Development of Grassroots level functionaries (Preraks) working in Continuing Education Centres.

**2.23.5** The IGNOU and the Institute of Marketing Management (IMM) has jointly organized a "2007 Education Summit" on "Marketing of India's Higher Education Worldwide" from November12-14, 2007. The summit covered various areas such as Management Education; IT & ITES: Distance Education; Agriculture; Medical & Pharmaceuticals; Travel & Tourism; Fine Arts / Performing Arts and Engineering & Technology.

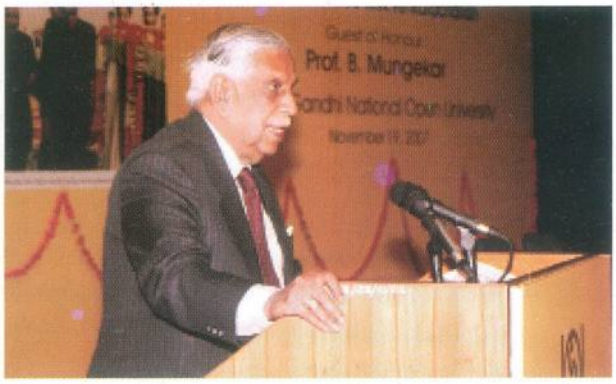
**2.23.6 The Eighth Anuvrat Trust Endowment Lecture** was delivered by Padma Shri E. Sreedharan, Managing Director, Delhi Metro Rail Corporation on November 21, 2007 at the FICCI auditorium. The programme was presided over by Muni Shri Udit Kumar, Shri K. L. Jain, Mg. Trustee, A. B. Anuvrat Nyas, Prof. V. N. Rajasekharan

*Shri E. Sreedharan delivering the 8th Anuvrat Trust Endowment Lecture*

Pillai, Vice-Chancellor, IGNOU, Shri S. M. Nahata Jt. Mg. Trustee, A. B. Anuvrat Nyas, Shri K. C. Jain, (IRS) Trustee, A. B. Anuvrat Nyas, Sh. K. Laxman, Registrar, IGNOU.

**2.23.7 The 22nd Foundation Day on November 19, 2007 was inaugurated by Shri Arjun Singh, Union Minister.** The Foundation Day Lecture on "Education, Democracy and Development" was delivered by Justice M. N. Venkatachaliah, Former Chief Justice of India, and Former Chairman National Human Rights Commission. Prof. B. Mungekar, Member, Planning Commission was the guest of honour.

**2.23.8 A Two-day International Workshop on Disability Related Research :** Cross Disability Concerns of the Developing Countries in Asia was jointly organised on December 3 & 4, 2007 by Inter-University Consortium of the IGNOU and the Commonwealth Educational Media Centre for Asia, COL. The workshop focused on the current needs and status of disability related research and the role of educational and social institutions. The Workshop also debated on the strengths and the weaknesses of the current research and evolved an agenda for the future research to be undertaken by higher educational institutions, especially institutions of open and distance learning in Asia and across the Commonwealth.




*Justice MN Venkatachaliah delivering lecture on the IGNOU Foundation Day*

**2.23.9 An International Conference on Social Development, Social Movements and the Marginalized:** Perspectives and Concerns was held in the capital on February 16-19, 2008. Over 250 delegates from India and other countries such as China, Brazil, Iran, Czech Republic,France, Poland, Australia, Pakistan, Bangladesh, Sri Lanka, UK, Canada, Russia, New Zealand, South Africa, Switzerland attended this conference. The conference focused on the composite interface of social development, empowerment, marginalization, discontents and social movements of the marginalized sections of the population in the globalized world.

**2.23.10 An International seminar on "Diasporic Writing:** The Dynamics of Belonging" was organised on February 21st-22 2008. Hon'ble Shri Vayalar Ravi, Minister for Overseas Indian Affairs inaugrated the seminar and emphasized the need for launching a course on "Diaspora Writing".

**2.23.11 A three-day International Conference on "Issues in Public Policy and Sustainable Development"** from March 26-28, 2008 was organised by the IGNOU in the University campus. Professor M. S. Swaminathan, Chair, Sustainable Development, IGNOU and M.P. Rajya Sabha, in the conference stressed the need for Sustainability Science as an independent subject in all universities in India. A National policy on Sustainable Development with particular emphasis on mainstreaming gender consideration in development projects is the need of the hour he mentioned at the inaugural function.

## 2.24 Awards

**2.24.1** During the year, two awards — ***the Presidential Gold Medal and the Prof. M. V. Pylee Award for the Distinguished Academician of India-2006*** — were conferred on Prof. V. N. Rajasekharan Pillai, Vice-Chancellor of the University. The Presidential Gold Medal was awarded by the Honourable Prime Minister of India at the 95th Indian Science Congress 2008 on January 3, 2008 at Visakhapatanam to Professor Pillai for his key role in the development of Science and Technology. The 5th Professor M.V.Pylee Award for the Distinguished Academician of India-2006 was awarded on June 17, 2007 at Cochin University of Science and Technology (CUSAT).

*Professor V. N. Rajasekharan Pillai receiving the Presidential Gold Medal Award at the Science Congress from Honourable Prime Minister of India Dr Manmohan Singh*

**2.24.2** Professor Basir Ahmad Khan Pro Vice Chancellor was felicitated by Jamia Hamdard University at a largely attended function held at Hamdard University Convention Centre.

**2.24.3** Dr. Manoj Kulsreshtha was awarded the Gold Medal in the Nineteenth Convocation of the IGNOU held on February 26-28, 2008 for Innovative Programme Design of Certificate in Motorcycle Service & Repair (CMSR) launched under IGNOU - Hero Honda Project for "Innovation in Open and Distance Learning".

**2.24.4** Dr. Bharat Inder Fozdar and Dr. Lalita S. Kumar

were awarded a Gold Medal each for the Best Research Paper sponsored by the Bank of India in 19th Convocation of IGNOU held in March for the paper entitled 'Mobile Learning and Student Retention'. Bharat Inder Fozdar and Lalita S. Kumar. International Review of Research in Open and Distance Learning. Vol.8, No. 2 (2007).

**2.24.5** Prof. Pushplata Tripathi was awarded the Indian Bank sponsored Silver medal for the paper "Mechanism to combat cobalt toxicity in cobalt resistant mutants of Aspergillus nidulans" Indian J. Microbiology 47. 336-344 (2007).

## 2.25 Educational Development in North-East and Sikkim

The erstwhile North East Project (NEP) initially sanctioned in the 2000 by MHRD out of the Prime Minister's non-lapsable funds was renamed as Educational Development of North East Region Unit (EDNERU) in the year 2007 with the main objectives of creating educational access in the North East Region cutting across physical and geographical barriers. The inherent flexibility of the ODL helps in equalizing opportunities of education to the hitherto 'unreached' in the NE Region. While consolidating its ongoing activities, the Unit also undertook new initiatives to further strengthen its set up in the North East Region.

Foremost among the initiatives of this Unit, was the decision to establish three new institutes by identifying the type of knowledge and skills necessary for the development of the Region. These institutes are-

i) **National Institute for Vocational Education and Training (NIVET) :** The main objective of the National Institute for Vocational Education and Training is to identify and develop the need-based relevant vocational programmes and to train the educated youth of the North East Region in various skills.

ii) **North East Centre for Research and Development (NECRD) :** The main objective of the proposed centre is to undertake and promote research and development activities in the region. The centre will be responsible for organizing conferences/ workshops, conduct research, and assist in outreach and dissemination activities of the University in the region. It will also collaborate with local policy, education and development centres, NGOs, other research organizations, institutes and Universities. The Centre will offer schemes such as Research and Teaching Assistantships (RTAs) and Major / Minor Research Projects which will provide opportunities to researchers who would undertake advance studies and research and teaching on issues pertaining to the North East Region.

iii) **Institute for Professional Competency Advancement of Teachers (IPCAT) through the ODL:** The main objectives of the institute is to provide training for the untrained teachers and continuous training for the in-service teachers of NE Region through the ODL mode by using the multi-media technology.

Besides the existing 08 Regional Centres of the University in the Region, an additional Regional Centre at Jorhat will be set up. This need has been felt due to the expansion of academic and extension activities in the State during the last few years and to provide better support services to learners in the area.

During the year 2007, the Unit has continuously strived to achieve its objectives by establishing a wider network of Learner Support Centres (LSCs) across the region, bringing the number of LSCs to 253. This year also witnessed an increase in the enrolment with about 25,000 students being enrolled in the Region for the various academic programmes of the University.

Training and continuing professional development of distance education functionaries are very important for the development and success of the distance learning systems. Orientation programmes for academic counsellors, training programmes for officials and supporting staff and induction programmes for students were conducted during the course of the year. Realizing its social responsibilities, the Unit organized a National Seminar on HIV/AIDS at Guwahati during November 16-19, 2007.

In addition to the regular academic programmes, the University also conducted several extension activities, skill / entrepreneurship development programmes in different states of the N-E region to enhance the employability skills and self-reliance among the youth of N-E region. To mention a few here, training programmes to encourage small business ventures, mushroom cultivation, dairy farming, sericulture, tea plantation, dairy and meat technology and aquaculture were conducted in agriculture and allied areas.

Further, to motivate and promote the entrepreneurial skills, programmes on value-added products in fruits and vegetables and marketing of horticulture produces were successfully conducted. The IGNOU also successfully collaborated with state / regional institutions, such as, Assam Agricultural University and Krishi Vigyan Kendras of the region to organize training programmes on water harvesting, and integrated farming system. An MoU was signed between the IGNOU and the Ministry of Micro, Small and Medium Enterprises (MSMEs) on July 5, 2007 for conducting Skill Development Programmes (SDPs), such as, Conventional Lathe, Milling and Grinding, Cellphone