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# IGNOU

## ANNUAL REPORT

### 2002-2003

Indira Gandhi  
National Open University  
Maidan Garhi, New Delhi

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“शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतंत्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।”

— इन्दिरा गांधी

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गिरिजा शंकर / Girija Shankar  
सिस्टम अनुसंधान अधिकारी / Sr. Research Officer  
सोचना एवं विकास इकाई / PADD

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*“Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.”*

—Indira Gandhi

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**IGNOU**

Annual Report 2002-2003

# **ANNUAL REPORT 2002-2003**

## **2003**



**INDIRA GANDHI NATIONAL OPEN UNIVERSITY  
MAIDAN GARHI, NEW DELHI – 110 068**



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**FROM THE VICE-CHANCELLOR'S DESK**

In recent years, we have received overwhelming support from Policy makers, Educational Planners and Central and State Governments for expansion of ODL system. This has become possible essentially because of the credibility, capacity, and capability of the system to enhance access to quality education at affordable costs with greater flexibility and convenience to the learners. We have worked collectively to reach this milestone. However, we can't afford to relax; we have to now prepare ourselves for the demands likely to arise due to the path-breaking decision of the Indian Parliament in that education has become a fundamental right for every child in the age group of 6-14 years. Moreover, by June 2004, an educational satellite *EduSat* shall be put in space, opening immense possibilities for efficient and effective delivery of education through Radio and TV to our learner population spread all over the country. These developments pose formidable challenges.



The education system in our country is undergoing rapid transformation and expansion. We have to blend ODL system with conventional education for optimal utilisation of existing resources by fostering collaborations and partnerships. We have travelled a long distance from "Why" to "Why not" open-distance learning. Today IGNOU caters to educational needs of nearly 10% of the total number of students in higher education in the country and the projected growth is to double this number by the end of the 10<sup>th</sup> Plan. We are equipping ourselves with contemporary tools — ICTs in particular — to shoulder this tremendous responsibility and the crucial role as National Open University.

We have formulated the vision and mission statements of IGNOU and Distance Education Council, which outline our commitments and directions of our development. Other emerging dimensions which need our focussed attention are quality assurance, reaching the unreached and recognition of best programmes on offer by OUs and CCIs. While providing enough scope for diversity and innovative practices, we intend to create a common pool of best materials at National Resource Centre in Distance Education Council. We intend to take proactive, corrective and remedial measures and create a vibrant ODL system.

We have witnessed ever-growing popularity of our academic programmes. During the period 2002-03, IGNOU offered 80 programmes including two international programmes CEMBA/CEMPA, developed in collaboration with Open Universities in SAARC region under the umbrella of COL to 316547 new students through 1111 learning centres in India and abroad. We have strengthened Gyan Vani by adding five new FM radio stations and the initiative has become extremely popular. One TV Channel — Ekalavya was added to the existing network in Gyan Darshan. These are bound to grow further with the support of MHRD, Govt. of India.

A handwritten signature in black ink, appearing to read 'H.P. Dikshit'.

**(H.P. Dikshit)**  
Vice-Chancellor



## IGNOU AT A GLANCE

Programmes on Offer	80
Courses on Offer	818
Students Registered for 2003	3,16,547
Students on Rolls	10,13,631
Regional Centres	48
Study Centres	1081
Tele-Learning Centres	29
Overseas Centres	30
Study Centres Coordinators/Programme Incharges	607/278
Academic Counsellors	25,500
Students Registered for Term-End Examination, 2002	5,08,541
Students Awarded Degrees/Diplomas/Certificates till 2002	3,11,575
Students Awarded Degrees/Diplomas/Certificates in 2003	81,931
Blocks Printed (in 2002-03)	88,64,000
Packets Despatched in 2002-2003	10,22,614
Audio Programmes Produced	1,235
Video Programmes Produced	1,520

	Actual 2001-02 (in Crores)	BE 2002-03 (in Crores)	RE 2002-03 (in Crores)	BE 2003-04 (in Crores)
Budgetary Provision	279.16	307.00	212.38	241.55
a) Non-Plan (Grant-in-aid)	1.50	10.00	0	4.00
b) Plan (Grant in-aid)	52.56	180.00	67.00	103.55
c) Grant for educational development of North-Eastern Region	-	5.00	0.50	-
d) Fee and others	225.10	112.00	144.88	134.00



# 1. INDIRA GANDHI NATIONAL OPEN UNIVERSITY

## 1.1 Genesis

Indira Gandhi National Open University (IGNOU), established in 1985 through an Act of Parliament, has carved a niche for itself among the premier educational institutions globally within a short span of time. It was conferred the honour of 'Centre of Excellence in Distance Education' in 1993 by the Commonwealth of Learning (COL). The honour of "Award of Excellence of Distance Education Materials" was conferred on IGNOU by COL in 1999.

IGNOU is the apex authority mandated to promote standard of higher education through distance mode in the country. Access and equity are the basic guiding principles. Through Distance Education Council (DEC), a statutory authority of IGNOU, the University co-ordinates, monitors and regulates the open and distance learning systems in the country.

The headquarters of the University are located in New Delhi. Teaching, research, training and extension are the important academic activities of the University. As of 31.3.2003, the University had an effective network of 48 Regional Centres and 1081 Study Centres all over the country. Besides these, the University has 30 Partner Institutions abroad.

## 1.2 Objectives

As per the provisions of the IGNOU Act, the University works to

- a) strengthen and diversify the degree, certificate and diploma courses related to the needs of employment as necessary for building the economy of the country;
- b) provide opportunities for higher education to a large segment of the population, in particular the disadvantaged segments of society;
- c) promote acquisition of knowledge in a rapidly developing and changing society and continually offer opportunities for upgrading knowledge, training and skills in the contexts of innovation, research and discovery in all fields of human endeavours;
- d) encourage an innovative system of University level education, flexible and open with regard to methods and pace of learning, combination of courses, eligibility for enrolment, age of entry, conduct of examination and operation of the programmes with a view to promoting learning and encouraging excellence in new fields of knowledge;
- e) co-ordinate, promote, assess and accredit open and distance learning systems to determine the standards; and
- f) promote national integration and the integrated development of the human personality through convergence of all systems of education.

## 1.3 Features

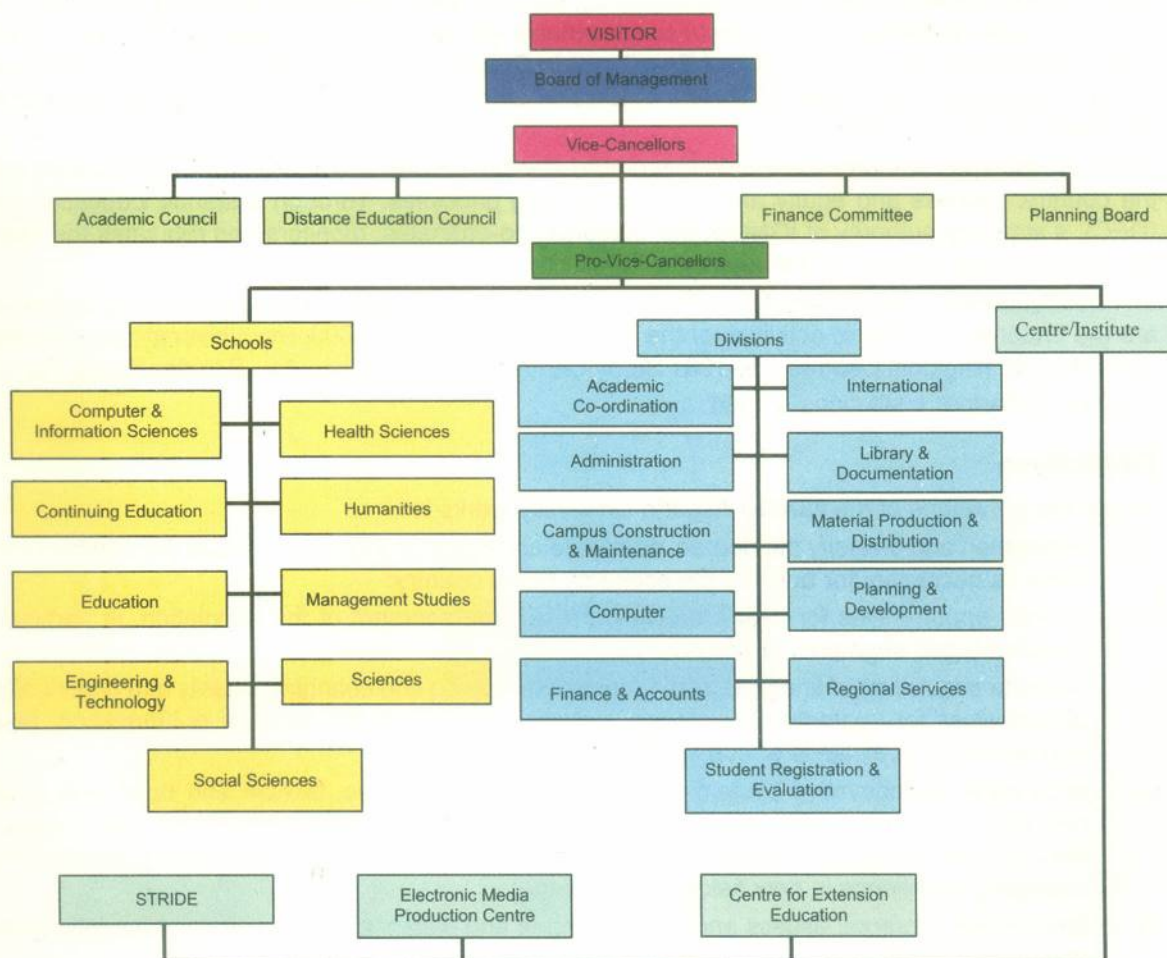
The unique features of IGNOU are

- \* National jurisdiction
- \* Cost-effective education
- \* Flexible admission rules
- \* Individualised study
- \* Flexibility in terms of place, pace, age and duration of study
- \* Use of latest information and communication technologies for effective student support services
- \* Modular programmes, and
- \* Resource sharing, collaboration and networking with State Open Universities and other institutions.



## 1.4 Organisational Structure

The President of India is the Visitor of the University. The University has set up nine Schools, eleven Divisions and two Centres and one Institute to perform its various functions. The organisational structure of the University is delineated in **Figure 1.1**.



**Fig. 1.1: Organisational structure of IGNOU**

## 1.5 The Authorities

The functioning of the University is managed by following authorities -

- 1.5.1 The Board of Management** is the principal executive authority of the University. It is vested with the power to manage and administer the affairs of the University, including finances and property, creation of posts, appointment of staff and other issues of the University.
- 1.5.2 The Academic Council** is the principal academic body responsible for academic policies, rules and regulations of the University. All matters relating to academic programmes and research are regulated by the Academic Council.
- 1.5.3 The Planning Board** is the principal authority to define new priorities for design and development of appropriate academic programmes and activities of the University. It advises



the Board of Management and the Academic Council on any matter which it may deem necessary for the fulfillment of the objects of the University.

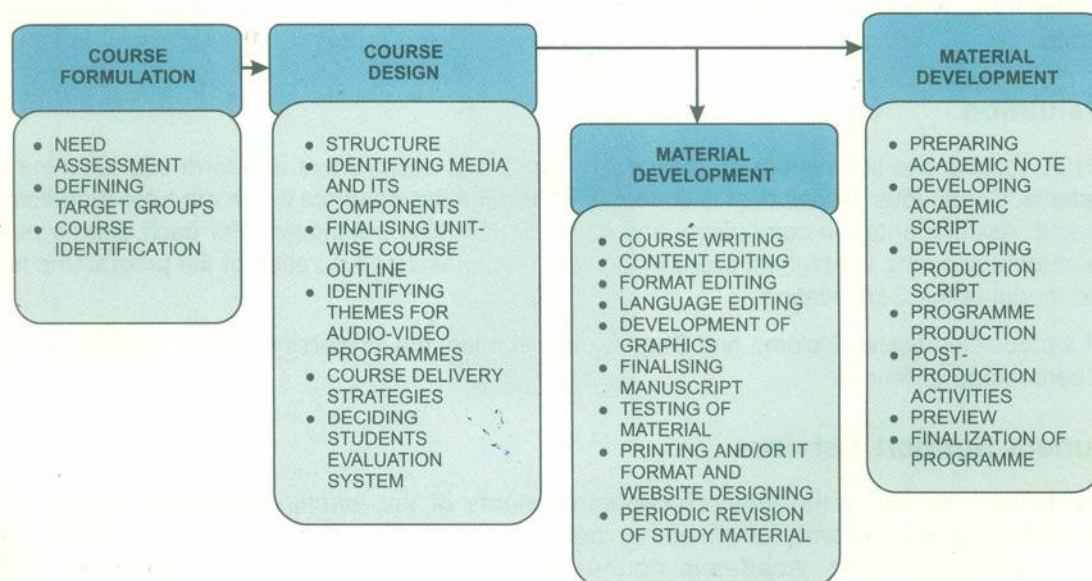
- 1.5.4 **The Finance Committee** advises the Board of Management on all matters concerning financial management of the University. It is vested with the authority to examine the accounts and expenditure of the University.
- 1.5.5 **The Distance Education Council** has been entrusted with the responsibility of promotion and coordination of the open and distance education systems in the country and determining their standards.
- 1.5.6 **The Schools of Studies** are responsible for design and development of academic programmes. Each School of Study has a Board to guide sustainable development of the School.
- 1.5.7 The Board of Management, Academic Council and Planning Board are supported by standing committees. Establishment Committee, Purchase Committee and Works Committee are the Standing Committees of the Board of Management. Standing Committee of Academic Council and Academic Programmes Committees are the standing committees of the Academic Council and the Planning Board respectively. These Standing Committees examine various issues within their respective domain in detail and make recommendation for consideration of statutory authorities. Research Council draws guidelines for supervision of research. The names of the members of the various Statutory Authorities for the year 2002-03 are given in **Appendix I**.

## 1.6 Academic Programmes

The University offers academic programmes leading to certificates, diplomas and degrees in various educational, professional, vocational as well as inter-disciplinary areas. Eighty programmes consisting of 818 courses in different disciplines were on offer as on 31.3.2003 **Appendix II**.

## 1.7 Course Development

IGNOU follows a well designed rigorous procedure of course development to ensure the quality and effectiveness of its study materials. It draws on nation-wide talent to support the core academic staff. **Fig 1.2** indicates the different stages in the course development process. Besides print material, the development of multimedia learning packages is aimed at maintaining the quality of learning and transmitting knowledge effectively and efficiently.



**Fig. 1.2: Process of course development**



## 1.8 Instructional System

IGNOU has adopted a multiple media approach to instruction. The different components used for teaching/learning include self-instructional study materials in print, audio/video cassettes/CD-ROMs, radio and television broadcasts, face-to-face counselling, teleconferencing, interactive radio-counselling and internet based learning. Some programmes have practical lab work/project work as part of their learning components.

**Flexible Credit System:** All academic programmes have been assigned credit weightage. Being an open and distance learning system, IGNOU provides considerable flexibility in entry qualifications, place, pace, age and duration of study. IGNOU allows enrolment in its programmes even to those students who may have simultaneously enrolled in another university. Moreover, a student can be enrolled in a degree, diploma and a certificate programme of IGNOU simultaneously.

Enough flexibility is provided to students to pace their studies. For example, students can take upto eight years to complete their three-year Bachelor's Degree. If someone fails to complete the programme successfully even then, the opportunity of re-registration has been made available.

## 1.9 Admission

The academic calendar of the University begins in January. However, admission to the management and certificate programmes is made twice in the months of January and July. Normally, the University advertises its programmes in the national and regional dailies in May every year and the last date for the submission of forms is end of the August. The forms are processed in September and October. Students are notified of their enrolment and materials are despatched to them in the months of November and December.

The University has introduced walk-in-admission facility, with effect from January, 2002 for all certificate programmes of six months duration. The admission for these programmes remains open round the year.

The admission to management programmes, Advanced Diploma in Information Technology (ADIT), Bachelor of Information Technology (BIT) and Bachelor of Education (B.Ed.) is through entrance tests conducted at selected study centres in the country.

The University has also introduced a scheme of 'Associate Studentship', which provides for a student to register for only a limited number of courses, subject to a minimum of 8 credits and maximum of 32 credits.

## 1.10 Evaluation

IGNOU follows two-tier system of evaluation: continuous assessment and term-end examination for its students. Continuous assessment is done mainly through assignments which are tutor-marked/computer-marked. Assignments are compulsory and carry 25% to 30% weightage. For each degree programme, the student securing the highest score in the minimum prescribed duration of the programme is awarded gold medal at the Convocation.

For various Certificate, Diploma and Degree programmes, the University awards grades/divisions based on percentage of marks.

## 1.11 Student Support Services

Programme delivery is one of the most crucial components of the teaching-learning process at IGNOU. It involves face-to-face academic counselling, assignment evaluation, information sharing, hands-on training, and tele-counselling. Academic counselling consists of tutoring and general counselling. The University has established a network of 30 Regional Centres, 18 Recognised Regional Centres (5 -



Army Regional Centres, 8 - Air Force Regional Centres, 4 - Navy Regional Centres and 1 – Assam Rifles Regional Centre) and 1111 Study Centres (including 17 Army, 4 Navy Recognised Study Centres and 30 Partner Institutions established abroad) all over the country and abroad (**Table 1.1 and Table 1.1a**). The details of Partner Institutions are given in **Appendix III**.

At a study centre, the facilities extended to students include: (a) subject-specific academic-counselling by part-time academic-counsellors (b) audio-listening, video-viewing and teleconferencing facilities (c) library consultation (d) submission and evaluation of assignments (e) information services, and (f) term-end examinations.

Where there are no study centres, the innovative concept of the Distance Learning Facilitators (DLFs) has been put in place. A DLF is an effective mechanism to harness educated and trained human resource to provide support to the students, motivate the unemployed youth and get the benefit of expertise of the experienced.

**Table 1.1: Details of Regional Centres and Study Centres as on 31.3.2003**

I IGNOU Regional Centres	:	22	Regular Study Centres	:	353
IGNOU Regional Centres in the North East	:	8	Recognised Study Centres	:	21
Recognised Regional Centres	:		Sub Study Centres	:	3
Army	:	5	Programme Study Centres	:	283
Air Force	:	8	Special Study Centres (D. GR.)	:	125
Navy	:	4	DLFs	:	96
Assam Rifles	:	1	Study Centres under North Bihar Project	:	17
					898
			CWDL Down-linking Centres	:	151
			Partner Institutions	:	5
			Partner Institutions established Abroad	:	30
			Centres under Institutional Collaboration at Chennai	:	6
			Army Recognised Study Centres	:	17
			Navy Recognised Study Centres	:	4
<b>Total</b>		<b>48</b>		:	<b>1111</b>



Sl. No.	Regional Centres	Total Regular Centres	Total Recog. Centres	Total Sub Study Centres	Total Prog. Centres	Total D.GR. SCs.	Total DLF SCs.	Total SCs in RCs
01.	AHMEDABAD	18	3	1	10	4	7	43
02.	BANGALORE	18	0	0	16	0	7	41
03.	BHOPAL	12	0	0	8	1	13	34
04.	BHUBANESWAR	20	0	0	6	3	7	36
05.	CHENNAI	25	2	1	33	16	0	77
06.	COCHIN	14	0	0	19	3	2	38
07.	DEHRADUN	13	0	0	3	6	3	25
08.	DELHI 1	16	3	0	19	4	0	42
09.	DELHI 2	15	1	0	22	3	0	41
10.	HYDERABAD	13	0	0	17	2	15	47
11.	JAIPUR	14	0	0	13	14	7	48
12.	JAMMU	7	0	0	11	2	2	22
13.	KARNAL	11	0	1	6	3	0	21
14.	KHANNA	9	0	0	8	2	0	19
15.	KOLKATA	16	0	0	5	11	6	38
16.	LUCKNOW	19	6	0	17	7	5	54
17.	PATNA	10	1	0	10	3	7	31
18.	PUNE	15	2	0	16	0	0	33
19.	RAIPUR	4	1	0	4	1	4	14
20.	RANCHI	15	2	0	3	1	2	23
21.	SHIMLA	14	0	0	9	4	1	28
22.	SRINAGAR	8	0	0	9	4	4	25
<b>North-Eastern States</b>								
23.	AGARTALA	2	0	0	2	1	0	5
24.	AIZAWL	8	0	0	2	4	0	14
25.	GANGTOK	3	0	0	1	1	0	5
26.	GUWAHATI	12	0	0	8	8	4	32
27.	IMPHAL	7	0	0	1	0	0	8
28.	ITANAGAR	4	0	0	0	0	0	4
29.	KOHIMA	3	0	0	3	5	0	11
30.	SHILLONG	8	0	0	1	12	0	21
31-48.	Army, Air force, Navy	21						21
<b>Sub-Total</b>		<b>353</b>	<b>42</b>	<b>3</b>	<b>283</b>	<b>125</b>	<b>96</b>	<b>902</b>
CWDL Down-linking Centres :								
								151
Partner Institutions :								5
Centres under Institutional Collaboration at Chennai :								6
North Bihar Project Study Centres :								17
<b>Total Centres In India</b> :								<b>1081</b>
Partner Institutions established abroad :								30
<b>Total IGNOU Study Centres</b> :								<b>1111</b>



## 2. AN OVERVIEW

### 2.1 Achievements

IGNOU is mandated to democratise higher education and provide access to education and training to large cross section of our people in the country and abroad. In the last one and a half decade, 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. It has been conferred singular honours as Centre of Excellence of Commonwealth of Learning, Vancouver, Canada. In the year 2002-03, 316547 students have been enrolled, 73 audio and 144 video programmes have been produced and 153 Study Centres have been activated.

The quantitative achievements of the University since its establishment are summarised in **Appendix IV**. In brief, the achievements of the University are shown in **Table 2.1**.

**Table 2.1: Achievements of the University during 1991-92 to 2002-03**

Head	1991-92	1996-97	1999-00	2000-01	2001-02	2002-03
I Students Enrolled	62375	162645	196650	304681	301724	316547
II Programmes on offer						
- Certificate/PG Certificate	2	9	13	20*	25*	25*
- Diploma	-	8	6	7	7	9
- PG/Advanced Diploma	10	10	13	15	15	16
- Bachelor's Degree	5	7	12	12**	12**	13**
- Master's Degree	1	4	6	7	8	10
- Ph.D.	-	-	-	1	7	7
TOTAL	17	38	50	62	7	80
III Courses on offer	248	482	604	673	854	818
IV No. of Audio Programmes (Cumulative)	425	659	1012	1109	1175	1235
V No. of Video Programmes (Cumulative)	325	626	1011	1246	1445	1520
VI Student Support Services						
IGNOU RCs	16	19	22	28	29	30
Army RCs	-	-	5	5	5	5
Air Force RCs	-	-	-	8	8	8
Navy RCs	-	-	-	4	4	4
Assam Rifles RCs	-	-	-	-	-	1
IGNOU SCs	20	315	521	633	777	930
Army SCs	-	-	17	17	17	17
Navy SCs	-	-	-	-	4	4
Academic Counsellors	-	16364	20000	20364	20500	26300
VII Staff Statistics***						
Teachers	120	-	151	151	148	145
Academics**	56	-	105	106	121	120
Technical/Professional	36	-	220	168	168	248
Administration	610	-	844	875	87	812
VIII Total Plan Expenditure						(Rs. in Crores)
- Revenue (Plan)	15.55	-	20.28	22.65	19.30	05.42*
- Capital	02.59	-	10.43	10.98	19.56	04.24*
- Advance	02.06	-	04.00	10.43	13.83	00.20*
Total	20.20	-	34.71	44.06	52.69	09.86*
- Assistance to SOUs/CCIs	-	-	14.11	19.03	11.07	-

\* Includes Preparatory Programme in Computing, \*\* Bachelor Preparatory Programme. \*\*\* These are staff in position and not sanctioned posts. + Provisional figure.

# 151 Down Linking Centres in low literacy regions and 30 Partner Institutions abroad are in addition.

\*\* The posts equivalent to Professors, Readers and Lecturers have been designated as Directors, Dy. Directors, Assistant Directors/Research Officer, respectively for academics.



## 2.2 New Initiatives

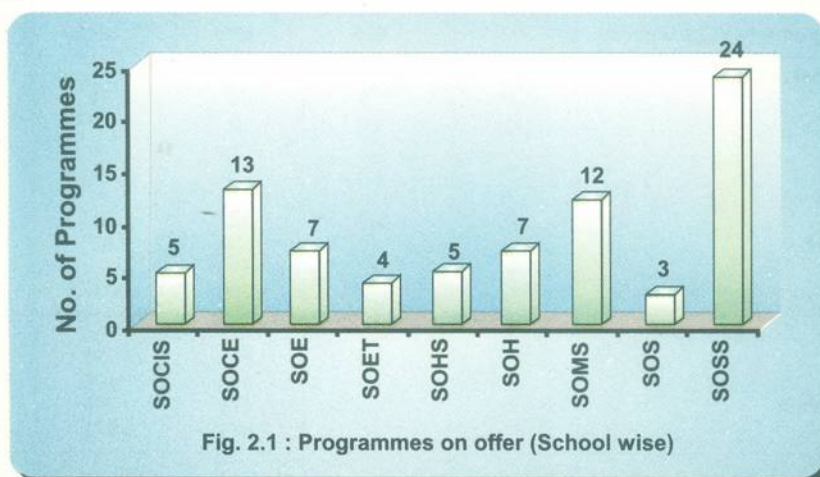
The University continues to focus on innovative and emerging areas to be at par globally with the pace of changes. Some of the major initiatives taken by the University to accelerate its expansion as an institution and a system leader of Open and Distance Learning are : (a) IGNOU's Vision and Mission Document (b) Peer review of the system (c) Grassroot evaluation of various components of delivery system (d) Teacher Training Programmes (e) Special package of Training for Untrained Primary School Teachers of the North-East States and Sikkim (f) Promoting the International Role of University and (g) Decentralisation of Student Support Services.

## 2.3 Programmes and Courses

In the last sixteen years, the University has developed a large number of programmes ranging from the purely academic to the predominantly vocational, from high-end Ph.D and Post Graduate diplomas/ degrees programmes to low-end competency certificates and from more general awareness-building modules to complex professional development programmes. These programmes cater to the needs of a wide spectrum of society ranging from laymen to professionals, from business managers to industrial workers and from unemployed youth to housewives. The University added the following new programmes during the year 2002-2003: (i) Commonwealth Executive Master of Business Administration (ii) Commonwealth Executive Master of Public Administration (iii) Bachelor of Science in Hotel Administration (iv) Diploma in HIV and Family Education (v) Diploma in Primary Education (vi) Diploma in Youth in Development Work (vii) Certificate in Primary Education, and (viii) Certificate in Labour in Development.

The 80 programmes (consisting of 818 courses) on offer, as on 31.3.2003, and their fee-structure, duration and eligibility for these programmes are given in **Appendix II**. The School/Division wise distribution of these 80 programmes is shown in **Figure 2.1**.

The Academic Programme Committee met three times during the period and approved the concept of 10 proposed programmes.



## 2.4 New Initiatives for Different Sectors

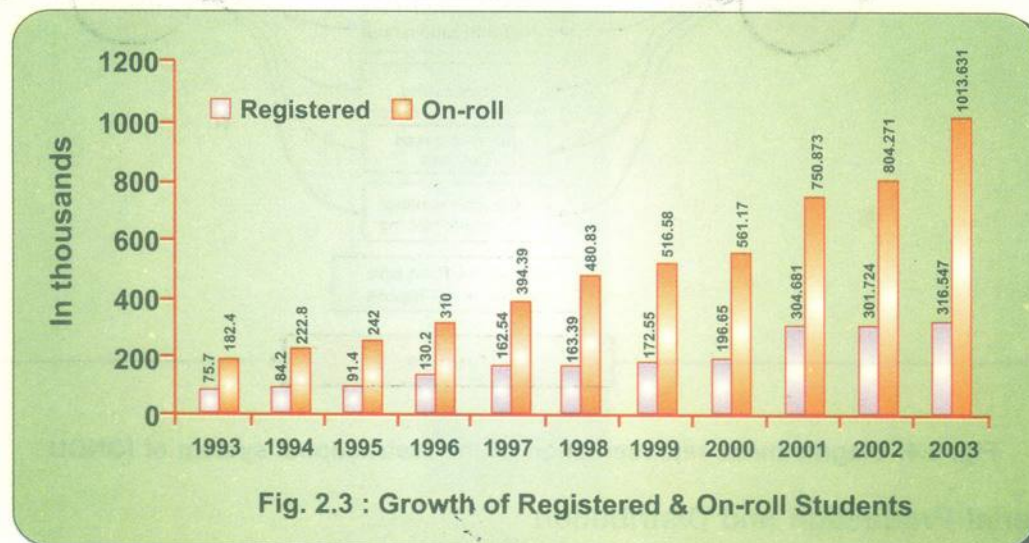
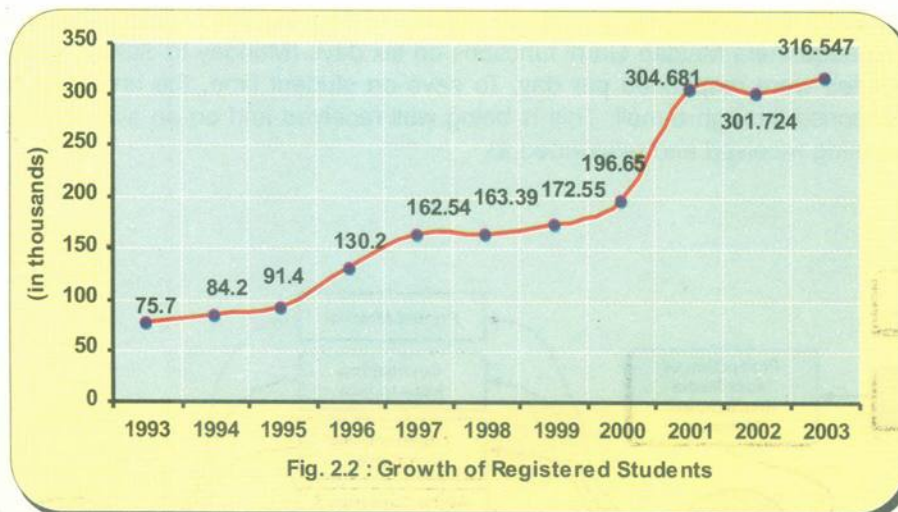
The benefit of education should accrue to society from the frontiers of knowledge, and hands-on experiences, so as to empower it and develop skilled, efficient, wiser and humane individuals. The University is offering short-term, self-contained knowledge/skill based capsule programmes/courses for different sectors of society. Besides the on-going programmes, the new initiatives have been taken during the year in the following areas:



1. HIV & Family Education
2. Health and Hospital Management
3. Professional Development of Teachers
4. Web based Training Programme on ISIS
5. Use of ICT for Empowering the Women and Marginalized People
6. Hospitality Services

## 2.5 Enrolment

The popularity of IGNOU programmes among all the sections of society is very high. In fact, today IGNOU caters to about 10% of total enrolment in higher education. The enrolment in various programmes in 2002-2003 was 3,16,547 and the total number of students on rolls was 10,13,631 (Fig. 2.2 and Fig. 2.3).



The total number of fresh registrations (excluding re-registered students) was 2,13,946. As compared to the last year (2001-2002), the enrolment has increased by about 5%. The female and rural students comprised 30% and 25.42% respectively of the total fresh registered students. The percentages of SC, ST, OBC and physically handicapped students enrolled during the year are given below:



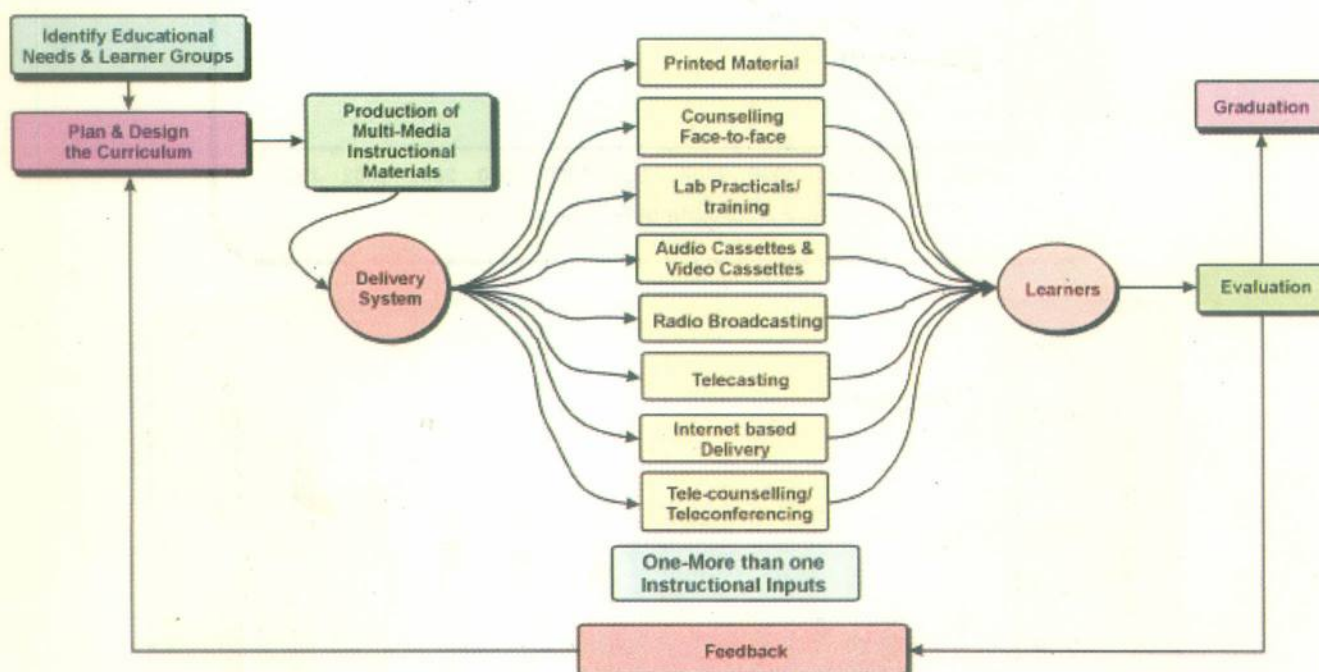
SC	ST	OBC	Physically Handicapped
10.88%	4.1%	15.9%	6.02%

The programme-wise and region-wise enrolments in the year 2002-2003 are given in **Appendix V**.

## 2.6 Student Support Services

The success of the Open-Distance Learning System (ODL) depends to a large extent on the quality of services provided to the students. A schematic presentation of the instructional system is given in **Figure 2.4**. 153 Study Centres were added to the student support network during the reporting period (**Appendix VI**).

The Student Services Centre (SSC) - a single window system to attend students' queries and grievances - at IGNOU Headquarters Maidan Garhi functions on six days (Monday to Saturday) of the week. Around 300-350 queries were responded per day. To save on student time, the university has introduced the facility of response through e-mail. This is being well received and on an average per day 35-75 email queries are being received and responded to.

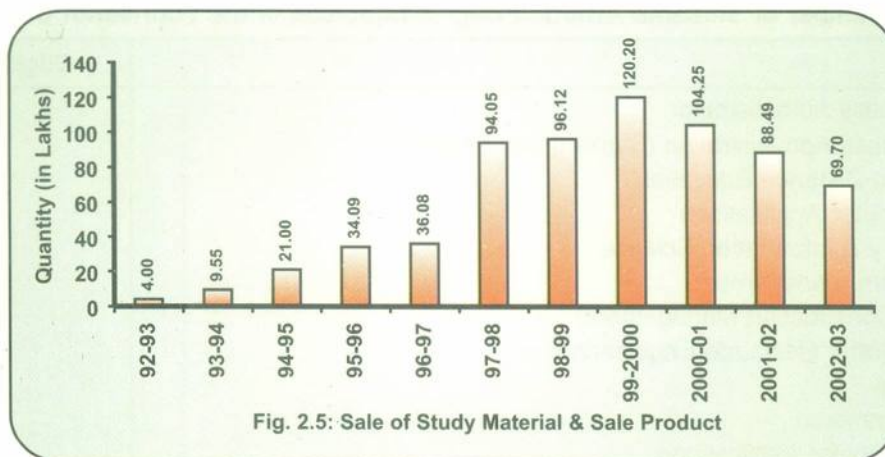


**Fig. 2.4: Diagrammatic representation of the instructional system of IGNOU**

## 2.7 Material Production and Distribution

During the year 2002-2003, 1,30,56,809 books, assignments, programme guides/prospectuses and other publications were printed. The Division despatched 10,22,614 packets to the students and more than 7,53,601 prospectus were despatched to Regional and Study Centres. The constant monitoring by the Task Force on Student Support Services ensured the despatch of material well before the commencement of the session.





## 2.8 Fourteenth Convocation

The Fourteenth Convocation was held on February 22, 2003. Sir John Daniel, Assistant Director General, UNESCO delivered the Convocation Address and the Guest of Honour was Padma Vibhushan Dr. K. Kasturirangan, Chairman, Indian Space Research Organisation (ISRO). At the Convocation, the University honoured Sir John Daniel with the Doctor of Letters Degree (Honoris Causa) and the Doctor of Science Degree (Honoris Causa) was conferred on Dr. K. Kasturirangan. During the year, 81,931 students qualified for the award of Degrees, Diplomas and certificates. The programme-wise break-up is given in **Table 2.2** and **2.2A**, respectively.





**Table 2.2: Number of Students Awarded Degree/Diplomas in the Fourteenth Convocation**

Programme	Eligible Students
Master of Business Administration	2853
Master of Business Administration (Banking and Finance)	74
Master of Arts in Distance Education	31
Master of Computer Applications	1740
Master in Library & Information Science	309
Master in Tourism Management	8
B. Tech. Civil (Construction Management)	63
B. Tech. Civil (Water Resource Engineering)	4
Bachelor of Arts	2286
Bachelor of Commerce	635
Bachelor of Computer Applications	1600
Bachelor of Education	1159
Bachelor of Information Technology	180
Bachelor of Library & Information Science	1143
Bachelor of Science	338
Bachelor of Science (Nursing)	224
Bachelor of Tourism Studies	147
PG Diploma in International Business Operations	76
PG Diploma in Computer Applications	4641
PG Diploma in Distance Education	118
PG Diploma in Higher Education	45
PG Diploma in Hospital and Health Management	139
PG Diploma in Journalism & Mass Communication	295
PG Diploma in Maternal and Child Health	312
PG Diploma in Translation	81
Diploma/PG Dip. in Financial Management	1062
Diploma/PG Dip. in HRM	1250
Diploma/PG Dip. in Marketing Management	1513
Diploma/PG Dip. in Operations Management	741
Diploma/PG Dip. in Rural Development	339
Advanced/PG Diploma in Management	4040
Advanced Diploma in Information Technology	217
Advanced Diploma in Tourism Studies	1
Advanced Diploma in Water Resource Engineering	10
Advanced Diploma in Computer Applications	3215
Advanced Diploma in Construction Management	92
Diploma in Computer in Office Management	204
Diploma in Creative Writing in English	43
Diploma in Creative Writing in Hindi	19
Diploma in Early Childhood Care and Education	181
Diploma in Management	6099
Diploma in Nutrition and Health Education	194
Diploma in tourism Studies	151
Diploma in Youth in Development Work	10
<b>Total</b>	<b>37882</b>



Table 2.2A: Number of Students Awarded Certificates in the Fourteenth Convocation

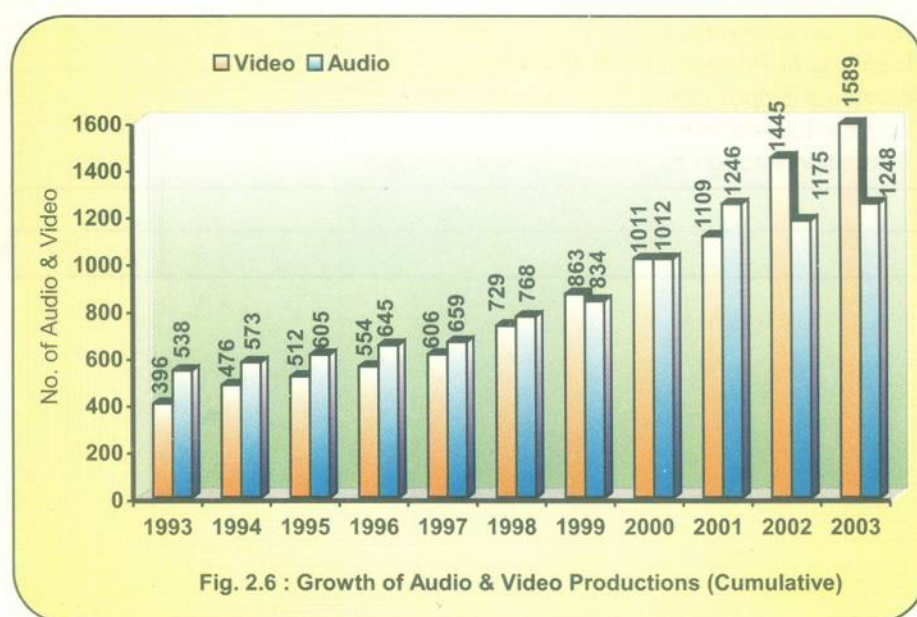
Programme	Eligible Students
PG Certificate in Radio Writing	13
Certificate Programme in Laboratory Techniques	39
Certificate in Tourism Studies	64
Certificate in Teaching of English	182
Certificate in Computing	42299
Certificate in Consumer Protection	6
Certificate in Disaster Management	168
Certificate in Empowering Women through Self Help Groups	165
Certificate in Environmental Studies	43
Certificate in Food and Nutrition	206
Certificate in Guidance	226
Certificate in Human Rights	56
Certificate in Labour in Development	6
Certificate in Network Oriented Computing	231
Certificate in Nutrition and Child Care	124
Certificate in Participatory Forest management	50
Certificate in Web Design and Management	91
Certificate in Rural Development	47
Certificate in Teaching of Primary School Mathematics	7
Certificate in Women's Empowerment and Development	9
Certificate in Youth in Development Work	15
Management Education through Interactive Delivery System	2
<b>Total</b>	<b>44049</b>
<b>Grand Total</b>	<b>81931</b>



## 2.9 Television for Education & Training Programmes

IGNOU is the nodal agency for the 24 hour exclusive National Educational TV channel 'Gyan Darshan' (GD) which telecast educational programmes from the school level to the tertiary level. Transmission of 12 hour each for curriculum-based and enrichment programmes is being done. The programmes of IGNOU and CIET-NCERT including NIOS were telecasts for four hours each, IITs programmes for three hours, CEC-UGC programmes for 2.5 hours and one hour each for TTTI and Adult Education. Simulcast (analog + digital) transmission of Gyan Darshan Programmes has commenced through INSAT 3C. A total of 539 programmes were acquired to meet the software requirements of the channel. Gyan Darshan became fully digital on 26 January, 2003 and now it has the potential to offer a bouquet of 6 channels. GD-1 caters to general educational programmes while GD-2 has been earmarked as the Interactive Distance Education Channel. The GD-3 'The Eklavya Technology Channel' has been exclusively devoted to technical education and benefits students of IITs and all engineering students in the country. It is coordinated by IIT, Delhi in association with all other IITs. The signals are sent through microwave to EMPC from where they are uplinked to the satellite.

During 2002-2003, 73 audio programmes and 144 video programmes have been produced, taking the cumulative total to 1248 audio and 1589 video programmes. In addition 230 hours of interactive teleconferencing sessions were also organised. The growth of audio - video programmes is given in Fig. 2.6.



## 2.10 Gyan Vani and Interactive Radio Counselling

The Electronic Media Production Centre (EMPC) of the University has been identified as the nodal agency for implementation of the Gyan Vani Project. Gyan Vani is a 'Radio Cooperative' devoted exclusively to education and community development. Its main objective is to bridge the gap between educationally privileged and deprived. Initially, IGNOU has been allotted 40 FM radio channels in 40 cities. During the reporting period, five FM Radio stations have been commissioned at Bhopal, Coimbatore, Vishakhapatnam, Lucknow and Mumbai.

As of 31.3.2003, seven FM radio stations were fully operational. These stations are interactive, participatory and educational aimed at greater empowerment of the people, particularly the disadvantaged.



Gyan Vani programmes include information relevant to students of pre-primary, primary, secondary and higher secondary classes, as well as enrichment programmes to build environmental awareness, women's empowerment, legal literacy, professional education and science education. The programmes are designed by educational experts from NCERT, NIOS, EMPC and IGNOU. Science programmes are contributed by "Vigyan Prasar" of the Ministry of Science and Technology. NGOs and various government departments also contribute programmes. Gyan Vani is building up a Programme Exchange Unit so that all the stations have access to the best productions of IGNOU.

Interactive radio counselling was initiated to develop a direct dialogue with the learners and broadcast is done for one hour from 186 radio stations every Sunday from IGNOU's EMPC Studio.



## 2.11 Virtual Campus Initiatives

The University provides education to its learners in the frontiers areas. We are now offering purely digital Internet and web-based learning environment for Advance Diploma in Information Technology (ADIT), Bachelor in Information Technology (BIT) and Post Graduate Certificate in Participatory Management of Displacement, Resettlement and Rehabilitation (PGCMRR). Eleven private Tele-Learning Centres (TLCs) and 18 Tele Learning Centres (including 8 in North-East States) at the Regional Centres of the University are functioning to train students in computer/management related programmes.

## 2.12 Serving the Disadvantaged Groups

To serve Disadvantaged Groups, IGNOU has established a network of Study Centres in the backward districts identified by the Government and development of programmes and incentives for increasing enrolment. The University has Special Study Centres for disadvantaged groups mainly focusing on SC/ST (13), minorities (5), women (24), jail inmates (17), the physically-challenged (4), visually impaired (4) and residents of remote and rural areas (56). The University has established a network of 151 Direct Satellite Receivers (equipped with dish antenna for communication) in low literacy areas having high SC/ST population. A special incentive scheme for the disadvantaged students (SC/ST and physically challenged) is under preparation for increasing their enrolment. These include fee-waiver, merit scholarships and development of specific programmes.



## 2.13 Memoranda of Understanding/Collaboration

The University has signed a number of MoUs and MoCs (Memoranda of Understanding and Collaboration) with national and international institutions and organisations during the reporting period. The more significant ones include

- MoU with National Council of Hotel Management and Catering Technology (NCHMCT), Ministry of Tourism to promote professional education in the area of Hospitality Services and Hotel Management.
- MoU with Assam Rifles to provide student support services to the personnel of the Assam Rifles through single window system.



- MoU with IDBI and Indian Bank for collection of fees through their branches.
- MoU with UNESCO to explore co-operation and joint action to support development of education and training in sub Saharan Africa.
- MoU with Directorate General of Supplies and Disposals (DGS&D) for regulating purchase of paper and art card.
- MoC with Harish Chandra Research Institute, Allahabad (a Centre of Excellence in Mathematics and Physics) for a joint initiative to offer Integrated Doctoral programme in Mathematics and Physics.

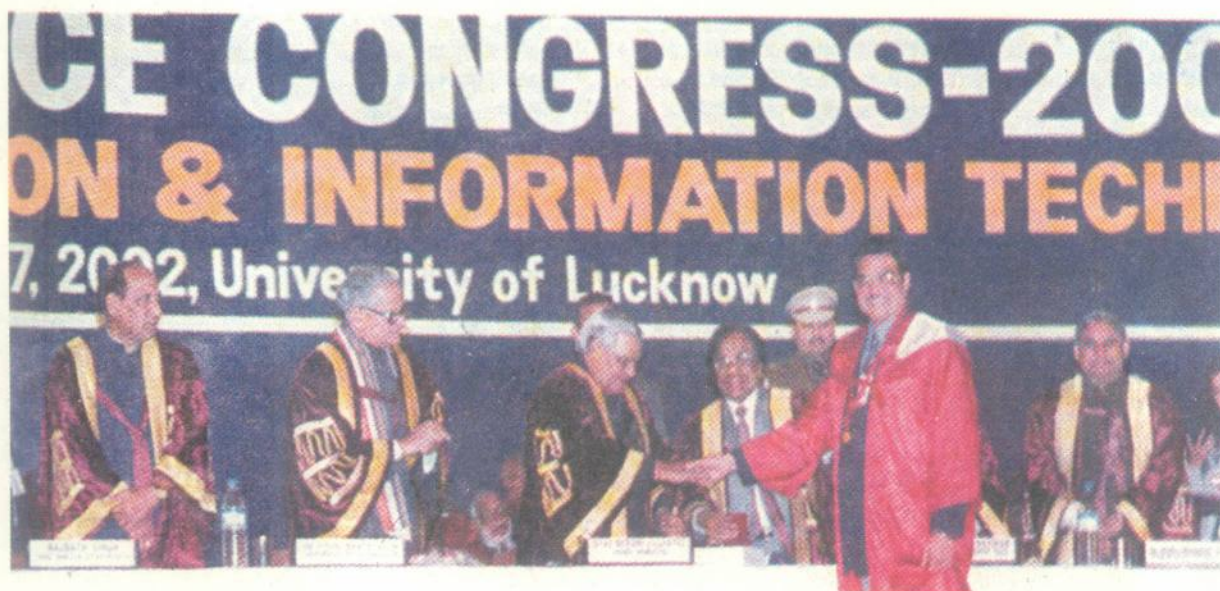
## 2.14 Awards

Prof. H.P. Dikshit, Vice-Chancellor, IGNOU, has been conferred the Degree of Doctor of Literature (*Honoris Causa*) by Patna University for his outstanding contributions as a brilliant mathematician, educationist and creative teacher. The Karnataka State Open University honoured Prof. Dikshit with the Degree of Doctor of Literature (*Honoris Causa*) in its 3<sup>rd</sup> Convocation held on March 24, 2003 at Mysore for his contributions in the field of distance education and community interventions through ICT enabled education.



At the 2<sup>nd</sup> meeting of Vice-Chancellors of Open Universities and Head of Distance Education Institutions of SAARC countries on the theme of 'Borderless Open and Flexible Learning' held on Dec. 2-3, 2002, Prof. H.P. Dikshit was elected the first Chairperson of the SAARC Consortium of Open and Distance Learning (SACODiL) for a period of 3 years.

One IGNOU video programme titled, 'On the Threshold of a New Century' was given the ICD Prize for the year 1999 by SONY Japan. A film titled 'ICANGCA' (Manipuri) produced under the North-East Project was awarded the best Programme in Social Science of the UGC-CEC video competition. The IGNOU film 'Where the Tallest Grass Grows: The Bamboo Culture of Assam' (Assamese) was given the best Cinematography Award in the same competition.



### 2.15 Workshops/Training Programmes

STRIDE organized several training programmes/ workshops in areas of interactive macromedia, strategies for revising student learning material and programme evaluation. EMPC organized nine training workshops, orientation programmes and study visits in different areas of audio-visual production in EMPC. 53 training/ orientation/workshops were organised by different Schools/ Divisions of the University during the reporting period. These are listed in **Appendix-VII**.

### 2.16 Foreign Delegations and other Dignitaries in IGNOU

IGNOU is one of the largest Open Universities in the world. It is destination of national/international delegations. The dignitaries who visited the University during the reporting period include (i) Dr. Christina Padolina, Commissioner of Higher Education, Govt. of Philippines (ii) His Excellency Dr. Kabede Yadete, President, Defence University, Ethiopia (iii) Mr R.B. Subba, Hon'ble Minister of Education and Law, Govt. of Sikkim (iv) A high level delegation led by H.E. Mr. Levon Mkrtchian, Hon'ble Minister of Education and Science, The Republic of Armenia (v) Mr. S.S. Gulonov, Hon'ble Minister of Higher and Secondary Specialised Education, Govt. of Uzbekistan along with senior Uzbek educationists (vi) Delegation from Mauritius (vii) Delegation from Afghanistan led by Mr. Abdul Jabbar Nadir, General President, Teachers Training, Ministry of Education, Afghanistan (viii) Mr. Lim Kheng Yaik, Hon'ble Minister for Primary Industries, Government of Malaysia (ix) Prof. G. Dhanarajan, President, Commonwealth of Learning (COL), Canada (x) Sir John Daniel, Asstt. Director General, UNESCO (xi) Smt. Sheila Dixit, Hon'ble Chief Minister of Delhi, (xii) Shri Sanjoy Taqkam, Hon'ble Minister of Education, Arunachal Pradesh.



Prof. Murli Manohar Joshi, Hon'ble Minister for HRD, S&T and Ocean Development, Govt. of India, and Smt. Sushma Swaraj, Hon'ble Minister I & B, Govt. of India encouraged the University by participating in several interactive sessions from time to time in the reporting period.



## 2.17 Educational Development in North-East and Sikkim

North-East Educational Development Project is an on-going project undertaken by IGNOU in collaboration with the Ministry of Human Resource Development, Government of India. The project is monitored by the Prime Minister's Office. The basic objective of the project is to promote higher and distance education in the North-East States and Sikkim. Currently 8 Regional Centres and 112 Study Centres in the North-East Region are covered under this project.

The major academic activities undertaken are as follows: (i) Strengthening the infrastructure for educational access by establishing Regional Centres and Study Centres of different types (ii) Activation of existing academic programmes and launching need-based new academic programmes specially designed for the North-East region (iii) Organising youth development activities and entrepreneurship development programmes for the young entrepreneurs in the North-East States, and (iv) Executing the academic activities in collaboration with various government and semi-government agencies. In the reporting period. The significant achievements of the Project were:

- The number of study Centres has increased from 78 to 112 and covers all major districts of all the North-East States.
- A special project in collaboration with DG, Assam Rifles for the benefit of the families of Assam Rifles has been made fully operational. Under this project, a Regional Centre at HQ Assam Rifles and more than 22 study centres have been established to offer various programmes of IGNOU.



- To provide down-linking facility to all the study centres of the North-East. In the first phase, dish antennas have been installed in Assam. Further installation of dish antennas in the remaining states of North-East is in progress.
- 8 Tele Learning Centres (TLCs) in the Regional Centres of North-East have been made operational during this year. TLCs are equipped with 15 – 30 computers to give computer access to the students and to provide hands-on practice to the students of CIC, BCA and MCA. Consultants have been appointed exclusively to look after these TLCs.
- To create IT awareness in the North-East, a Computer Literacy Programme has been specially developed and launched through TLCs and Community Information Centres. So far more than 1050 candidates have been trained.
- In collaboration with Ministry of Food Processing Industry and Central Food Technology Research Institute (CFTRI), Mysore, IGNOU has conducted two master trainer programmes to train 80 youths from the State of Mizoram in food processing. These master trainers will, in turn, train more than 1000 participants.
- In collaboration with the State Governments of North-East, IGNOU has initiated a specially designed training programme of the primary school teachers of the North-East States including Sikkim.

## 2.18 Travel Grant

The University sanctioned travel grants to 5 teachers/academics to participate in national conferences and to 8 teachers/academics to attend international conferences held abroad.

## 2.19 Sharing Study Material

The self-instructional study material is made available to SOUs and CCIs and other educational institutes for bulk purchase, reproduction, adaptation, and translation on nominal license fee with special discount on direct purchase. Some of the beneficiaries include: (i) Dr. Babasaheb Ambedkar Open University, Ahmedabad; (ii) SV University, Tirupati; (iii) Sri Krishnadevraya University, Andhra Pradesh and (iv) Uttar Pradesh Rajarshi Tandon Open University, Allahabad, for supply of study material of various programmes/courses of the University.

## 2.20 Approval to Plan Outlay

The Plan grant worth Rs.30.84 crores was released for the year 2002-2003 by the Department of Secondary and Higher Education, Ministry of Human Resources Development.

## 2.21 Resource Generation

The revenue generated from the fees and the sale of application forms was Rs. 40.94 crores. IGNOU study materials are very popular and during the period under review the University sold printed self-instructional materials worth about Rs.0.70 crores. A sum of Rs. 2.0 crores was earned by sales of audio/video cassettes, CDs and facilities hired services for programme production during the period. The University could generate Rs.0.16 crore through sharing IGNOU material by SOUs and other institutions.

## 2.22 Campus Development

The Guest House of the University and 73 residential quarters of different categories (Type V Flats - 10, Type III Flats - 33 and Type II Flats - 30) have been completed at the Maidan Garhi Residential Complex. The Academic Complex which can house 9 Schools, library, computer centre and labs is in the final stages of completion. Phase II of the project, comprising a convention centre with a seating capacity of



400 and 73 flats of Type II and Type III at the Maidan Garhi Residential Complex has been taken up. The architectural building plan of Administrative Block has been finalised.

The Horticulture Cell continues the work of landscaping and providing adequate tree cover. In the rainy season in 2002, more than 1500 saplings were planted in the University. A Cactus Hill has been developed in the residential area.



## 2.23 Enhanced Facilities for Academic Development

The University has a campus wide Local Area Network (LAN), which has 700 connections. Internet access has been given to almost every desktop through a proxy server. The central library procured 2743 books in the current year. Besides these, 513 journals and periodicals are subscribed by the University. For providing reading and reference services to distance learners and counsellors, 231550 books have been purchased for the libraries of the Regional Centres and Study Centres so far.

## 2.24 Meetings of University Authorities

Three meetings of the Board of Management were held during the reporting period. In respect of other authorities of the University, two meetings of Academic Council, one meeting of Planning Board, two meetings of Distance Education Council, and two meetings of Finance Committee were held. In addition, three meetings of Establishment Committee, three meetings of Academic Programme Committee and four of Standing Committee of Academic Council were also held.

## 2.25 SACODiL

Prof. H.P. Dikshit, Vice-Chancellor, Indira Gandhi National Open University (IGNOU) was elected as the first Chairperson of SAARC CONSORTIUM OF OPEN & DISTANCE LEARNING (SACODiL) for a period of 3 years in a meeting of Vice-Chancellors of Open Universities and Heads of Distance Education Institutions in the SAARC Region. SACODiL shall, however, become operational after



approval by SAARC Heads of States meeting. Its Secretariat shall be located at IGNOU campus. The meeting also recommended that "Mutual Recognition of Educational Degrees in the Region" may initially be started with open universities with possibilities for credit transfer/credit exemption. IGNOU will submit a paper to the SAARC Secretariat outlining the modalities to accord recognition of degrees and credit transfers.

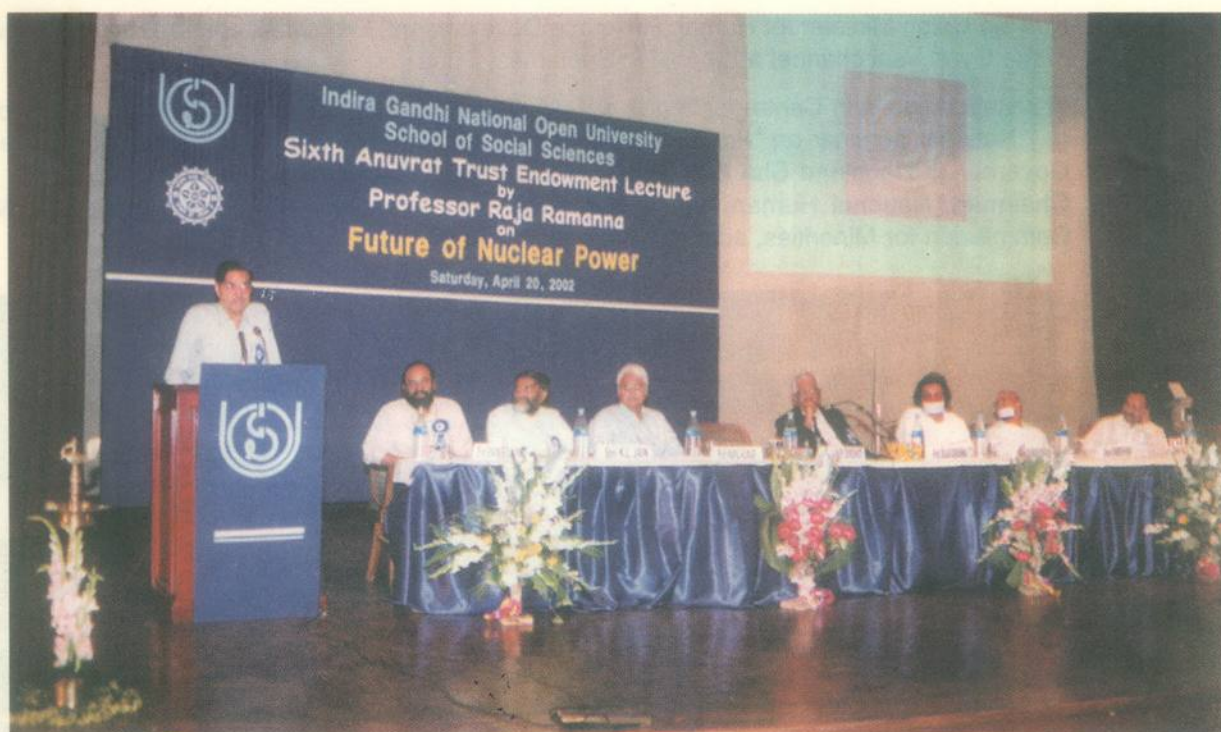
The Board of Governors of SACODiL includes, Vice-Chancellors/Heads of Open Universities of Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka and National Focal Points of SAARC in the Ministries of Foreign/External Affairs of member countries and SAARC Secretary General or his representative. The Board of Governors shall meet at least once in a calendar year.

SACODiL shall review and approve strategic plans and annual work programmes, monitor implementation and evaluation of the results. It will make administrative and financial regulations; propose annual budget and fund raising activities. SACODiL will also decide on new studies, new areas of cooperation, make recommendations to create new operational mechanisms and submit an annual report to the SAARC Secretariat.

## 2.26 Other Major Academic Activities

In brief, the major academic activities held in the University during the reported period were:

- Prof. Raja Ramanna, renowned Nuclear Scientist and Member of the Rajya Sabha, delivered the 6<sup>th</sup> Anuvrat Trust Endowment Lecture on 'Future of Nuclear Power' at FICCI Auditorium New Delhi on April 20, 2002.



- Dr. K. Kasturirangan, Chairman, Indian Space Research Organisation (ISRO) delivered the 7<sup>th</sup> Annual Prof. G. Ram Reddy Memorial Lecture on July 2, 2002. The topic of the lecture was "Connectivity through Space – A Boon for Developing India".





- Hon'ble Union Minister for Human Resource Development, Prof. M.M. Joshi inaugurated launching of the Gyan Vani channel at Bhopal in September 2002.
- In collaboration with Centre for Study of Society & Secularism, Mumbai, IGNOU organised a two-day National Seminar on "Police & Minorities: Lessons for Human Rights Education". The former Governor of Nagaland Shri O.P. Sharma inaugurated the Seminar. Hon'ble Justice J.S. Verma, Chairman, National Human Rights Commission and Lt. Gen. A.N. Sethna, member National Commission for Minorities, addressed the participants.





- On 25<sup>th</sup> November 2002, the University hosted a one-day seminar jointly with the Australia- India Council (AIC) on "*India-Australia Emerging Trends*". H.E. Ms. Penny Wensley A.O, Australian High Commissioner to India inaugurated the seminar.
- The Vice-Chancellors of Open Universities and Heads of Distance Education Institutions of the SAARC countries along with the SAARC desk (Ministry of External Affairs); MHRD, Govt. of India, SAARC secretariat participated in the conference on "*Borderless Open and Flexible Learning*" held on December 2-3, 2002.
- Nation-wide induction programme for learners through teleconferencing was held in January 2003.
- The Eklavya (Technology) Channel and four Gyan Vani FM Radio channels (Bangalore, Coimbatore, Lucknow and Vishakhapatnam) were inaugurated on 26.01.2003 at Delhi by Prof. M. M. Joshi, Hon'ble Minister for HRD, S&T and Ocean Development, Govt. of India. Mrs. Sushma Swaraj, Hon'ble Minister for Information & Broadcasting, Govt. of India, was Guest of Honour.



- A two-day National Seminar on February 6 - 7, 2003 was organised jointly by IGNOU & World Bank on "*Urgent Issues in Displacement, Resettlement & Rehabilitation*".
- The International Cell of the University was upgraded to International Division to cope with the increasing presence of the University outside India.
- Ministry of HRD (BP & Copyright Division) Govt. of India sanctioned Rs. 76.5 lakhs to establish a Distance Learning Resource Centre for Intellectual Property Rights (IPR) in the University.



## 3. SCHOOLS OF STUDIES

The Schools of Studies are the statutory authorities of the University responsible for designing programme structure, deciding content details, developing print and audio/video course materials and maintaining the programmes. Each school has a School Board, which is a statutory body. A brief account of activities performed by different schools during 2002-2003 is given below.

### 3.1 School of Computer and Information Sciences

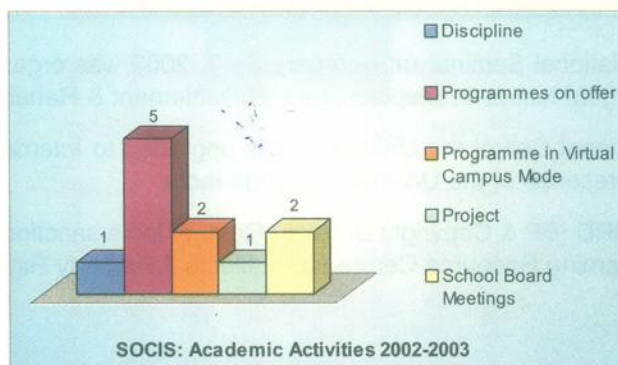
The School of Computer and Information Sciences (SOCIS) was established in 1991 to provide computer education at the doorsteps of the learners. The programmes developed by the school have succeeded in keeping a balance between catering to the development of fundamental concepts and understanding of the principles of computer science and the skills required in response to the needs of the market.

**3.1.1** SOCIS offers five computer programmes: (i) Certificate in Computing (CIC) (ii) Advance Diploma in Information Technology (ADIT) (iii) Bachelor in Information Technology (BIT) (iv) Bachelor in Computer Applications (BCA) and (v) Master in Computer Applications (MCA). ADIT and BIT are conducted in the Virtual Campus Mode and are delivered to the students through Tele-Learning Centres (TLCs). On successful completion of the programme, the first batch of BIT students has been awarded the degree of BIT in the 14<sup>th</sup> Convocation held on 22<sup>nd</sup> February, 2003. The modalities for these programmes are given below:

S.No.	Activity	Modalities
1	Admission	Online availability of prospectus, forms and declaration of entrance results
2	Electronic Courseware	Text-based material, Slide presentation Reference material : Electronic references, Websites, Web-based encyclopedia
3	Academic Support	Centralised Support: Starter kit, Gyan Darshan Channel, E-mail, Distributed support at TLCs
4	Evaluation	Continuous Evaluation through assignments, term-end-examinations

**3.1.2** New Course material worth eight credits was developed for the BCA Programme in the reporting period. The revision of existing course material for MCA Programme is under progress. Interactive Multimedia CDs and Lab Manuals for the practical courses of BIT and ADIT Programmes have also been prepared in the reporting period.

**3.1.3** During the year, two School Board Meetings were held.

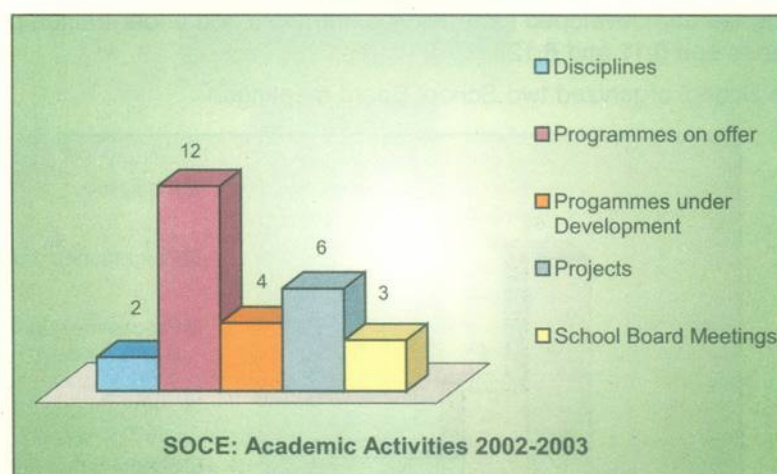




### 3.2 School of Continuing Education

The need for continuation of education beyond formal education, particularly in the professional and vocational spheres prompted the establishment of the School of Continuing Education (SOCE). The focus of the school is on the changing scenario of the country, amelioration of rural poverty, development of women and children. The School has identified certain important areas of concern and addresses them through programmes such as: Rural Development, Women's Education, Child Development, Disability, Youth in Development Work, Nutrition and Dietetics, HIV and Family Education, Journalism and Mass Communication and Social Work. It is envisaged that more areas of concern will become the focus of the School, as the activities of the School expand. The School consists of two disciplines namely Women Education and Rural Development.

- 3.2.1** The programmes currently on offer from SOCE are : (i) Post Graduate Diploma in Rural Development (PGDRD) (ii) Certificate Programme in Rural Development (CRD) (iii) Certificate in HIV and Family Education (CAFÉ) (iv) Diploma in Early Childhood Care and Education (DECE) (v) Diploma in Nutrition and Health Education (DNHE) (vi) Certificate Programme in Foods and Nutrition (CFN) (vii) Certificate Programme in Nutrition and Child Care (CNCC) (viii) Certificate Programme in Empowering Women through Self-Help Groups (CWDL) (ix) Certificate in Commonwealth Youth Programme (CYP) (x) Diploma in HIV and Family Education (DAFE) (xi) Diploma in Youth in Development Work (DCYP), and (xii) Post-Graduate Diploma in Journalism and Mass Communication (PGDJMC). The School also offers two Application-oriented courses, namely (i) Organizing Child Care Services (ACC), and (ii) Nutrition for the Community (ANC) and an Elective on Rural Development (ERD-01) for the Bachelor's Degree Programme. The School has developed and launched two elective courses for Post Graduate Diploma in Rural Development, namely, (i) Communication and Extension in Rural Development and (ii) Rural Health Care.



- 3.2.2** Besides the maintenance of on-going programmes, the School was involved in planning and designing new programmes. The new areas of intervention include (i) Master's Programme in Dietetics and Food Service Management with the provision of exit point for learners after one year in the form of a PG Diploma in Dietetics and Public Nutrition (ii) Awareness-cum-Training packages for parents/caregivers of persons with Disabilities (iii) Certificate/Diploma in Women's Development and Empowerment and "Stand Alone" Training Modules and (iv) Bachelor Degree in Social Work (BSW). The School is also involved in developing electives for the PGDRD/M.A. in Rural Development. The electives being developed include: (i) Voluntary Efforts in Rural Development (ii) Land Reforms and Rural Development (iii) Entrepreneurship and Rural Development (iv) Panchayati Raj and Rural Development and (v) Research Methodology in



Rural Development. The School has initiated the process for the revision of 4 courses in the PGDRD.

3.2.3 Three School Board and three School Council meetings were held during the period under report.

### 3.3 School of Education

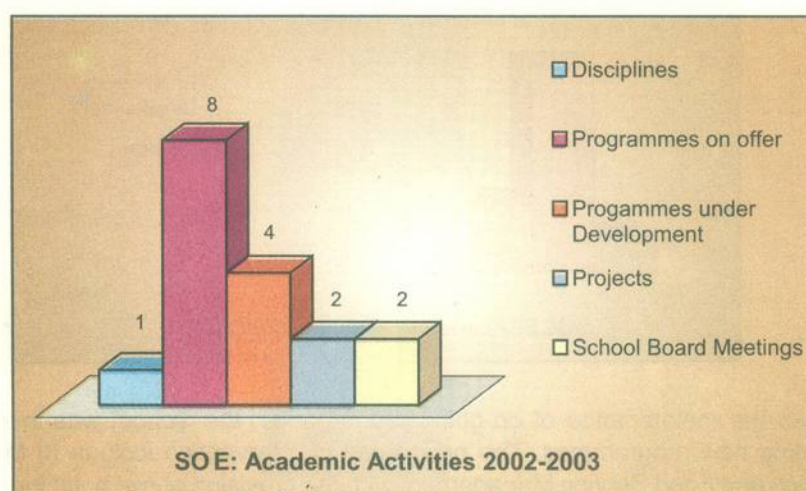
The School of Education (SOE) is mandated to organize academic programmes in education as an area of knowledge and as a field of professional practice. The Academic Council assigned four disciplines to the School, namely, Education, Distance Education, Educational Technology and Adult Education. The School has been undertaking three types of activities: development and offer of academic programmes, research and documentation and extension work. The academic programmes on offer are: (i) Doctor of Philosophy (Ph.D.) (ii) Master of Arts in Distance Education (iii) Post-graduate Diploma in Higher Education (PGDHE) (iv) Post-Graduate Diploma in Distance Education (v) Bachelor's Degree in Education (B.Ed.) (vi) Diploma in Primary Education (DPE) (vii) Certificate in Guidance (CIG) and (viii) Certificate in Primary Education (CPE).

3.3.1 The School has been engaged in developing materials for programmes such as certificate programme for professional development of functionaries in adult education, Masters in Educational Studies, Professional Development of Teachers (Navodaya Vidyalayas) (in collaboration with School of Humanities and School of Sciences) and in-service elementary/primary education teachers of North-Eastern states.

3.3.2 The School initiated the task of reviewing the PGDHE. The Certificate in Guidance programme has been revised (English & Hindi), DPE: Module 2 was launched and six students were enrolled in the Ph.D Programme in Education.

3.3.3 Two training projects initiated as Certificate Programme in Primary Education (CPE) have been designed and developed for in-service untrained and under-trained primary/elementary teachers (please see 6.11 and 6.12).

3.3.4 The School organized two School Board meetings.

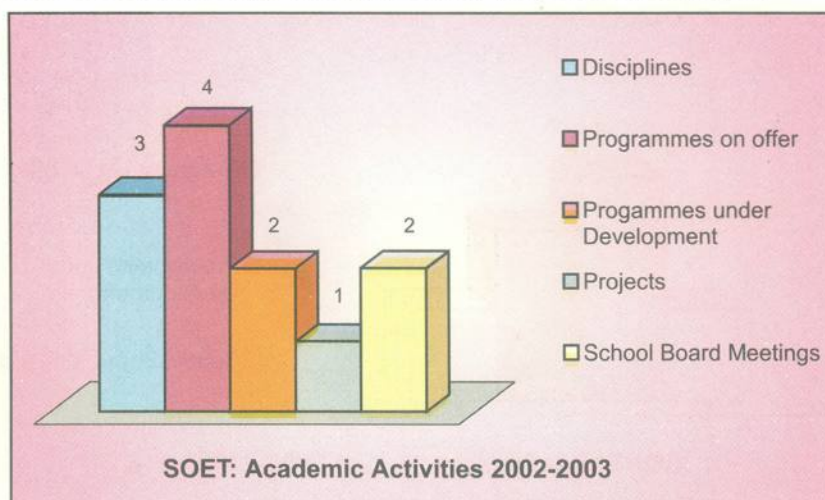


### 3.4 School of Engineering & Technology

The School of Engineering & Technology (SOET) has been established with the objective of developing employment-related continuing education programmes aimed at increasing job potential and economic advantage for diploma holders in different engineering branches but employed in the sectors of Construction and Water Resources Engineering. The School has three disciplines: Civil, Electrical and Mechanical Engineering.



- 3.4.1** At present, SOET has four programmes on offer: (i) Advanced Diploma in Construction Management (ADCM) (ii) Advanced Diploma in Water Resources Engineering (ADWRE) (iii) B.Tech. Civil (Construction Management) (BTCM) and (iv) B.Tech. Civil (Water Resources Engineering) (BTWRE). The B.Tech. Programmes have been designed with in-built modularity and flexibility. In this structure, after completion of courses of first two years of B.Tech. Programme, the student is awarded Advance Diploma with appropriate specialisation options.
- 3.4.2** The School has taken an important step in initiating its extension arm for training the marginalised. A "Competency-based Vocational Qualification System" has been developed for trades and supervisory level training, assessment and qualification for skill development of construction workers.
- 3.4.3** SOET pays attention to the feedback received from the students regarding course material, delivery system and academic counselling. Through Orientation Programmes and other informal meetings - academic counsellors, evaluators and course writers are requested to send their suggestions.
- 3.4.4** The SOET has initiated steps to develop Advance Diploma in Computer Integrated Manufacturing (ADCM) as first module of B. Tech. Mechanical Engineering Programme. The School finalized plans to revise first year courses of B.E.
- 3.4.5** Two School Board meetings were held during the period under report.



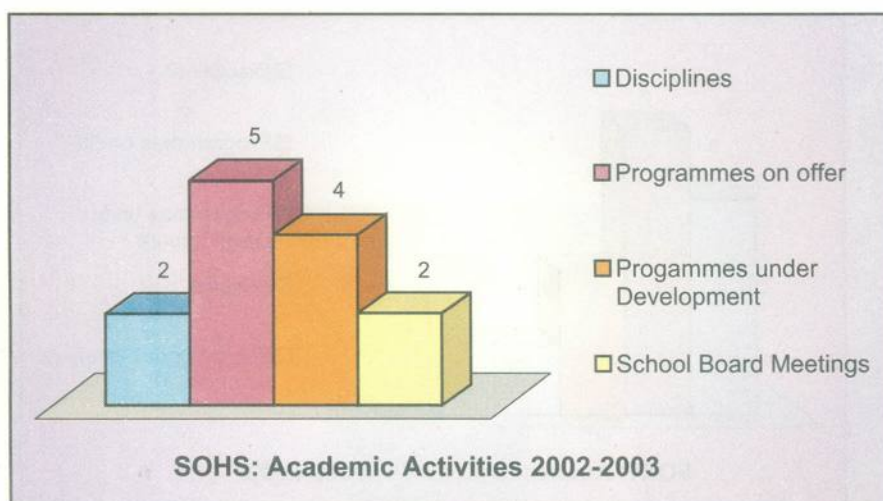
## 3.5 School of Health Sciences

The School of Health Sciences (SOHS) was set up in the year 1991 with the objective of augmenting educational avenues and in-service training for medical, nursing, paramedical and allied health professionals through distance education mode. The School is a pioneer in developing competency-based programmes in various disciplines of Health Sciences. The School employs an innovative approach in implementing its programmes in a three-tier system involving nursing and medical colleges (Programme Study Centre), district hospitals (Skill Development Centres) and the work places of enrolled students (Hands-on-Training Centres). The School consists of two disciplines namely Health Sciences and Nursing.

- 3.5.1** SOHS is collaborating with various national and international organizations like World Health Organization (WHO), United Nations International Children's Emergency Fund (UNICEF), Ministry of Health & Family Welfare (MOHFW), and Voluntary Organizations, Ministries, Associations of Rural Surgeon of India (ARSI) and Trained Nurses Associations of India. The Programmes offered by the School are (i) Post-Basic B.Sc. Nursing (ii) Post Graduate Diploma in Maternal & Child Health (PGDMCH) (iii) Post Graduate Diploma in Hospital & Health Management (PGDHHM) (iv) Certificate in Rural Surgery (CRS) (v) Certificate in Health and Environment (CHE).



- 3.5.2** Post-Basic B.Sc. Nursing is a three year Degree programme approved by Indian Nursing Council. Nursing Colleges, Hospitals, Community Health Centres and Work place of enrolled nurses are involved to provide hands-on-training to the learners. This programme is under revision. The Post Graduate Diploma in Maternal and Child Health has been revised and updated in the year 2003. The Integrated Management of Childhood Illness (IMCI) approach of WHO has been incorporated in the pediatric component of PGDMCH. The PGDMCH Programme is being monitored at three levels – at School level by the School faculty, at State level by Regional Health Sciences Advisory Committee (RHSAC) and at the peripheral level by Regional Consultants. PGDMCH Programme has been extended to 30 Programme Study Centres (PSC) from January, 2003. It has been developed in collaboration with The Academy of Hospital Administration. The State of Karnataka has mandated all the medical officers working in Taluka Hospitals and Primary Health Centres to enroll for the PGDHHM Programme.
- 3.5.3** The Post Graduate Diploma Programme in Geriatric Medicine (PGDGM) is under development.
- 3.5.4** The School is developing three new programmes proposed to be launched in January 2004: (i) Certificate in Competency Enhancement (ANM/FHW) (ii) Diploma in Nursing Administration. (iii) Certificate in Health and Care Waste Management (in collaboration with WHO). The School is also in the process of developing health awareness programmes on lifestyle related diseases.
- 3.5.5** During the reporting period the school organised two meetings of the School Board.



## 3.6 School of Humanities

The School of Humanities (SOH) includes the disciplines of English and Hindi, the Editorial Unit and the Translation Cell. The School offers BA Degree Programmes in English and Hindi, Post Graduate Diploma in Translation, Post Graduate Certificate in Radio Writing (Hindi), Diploma in Creative Writing in English, Diploma in Creative Writing in Hindi, Certificate in the Teaching of English, MA (English) and MA (Hindi).

- 3.6.1** The Programmes/Courses under preparation by the school are: (i) PG Certificate in Copy-editing and Proofreading (ii) Foundation Course in Sanskrit (iii) Training Course for Hindi and English Teachers of Navodaya Vidyalayas.
- 3.6.2** The School has been involved in revision of course materials of existing courses developed prior to 1998 and add new programmes.
- 3.6.3** The School has the responsibility of editing, translation, vetting of units, documents, reports and assignments prepared by various Schools and Divisions. The IGNOU Newsletter (Hindi) and Open Channel are also located in SOH. In addition, the School has edited occasional publications of the University including Annual IGNOU Profile 2003 and other related publications and articles for IJOL.



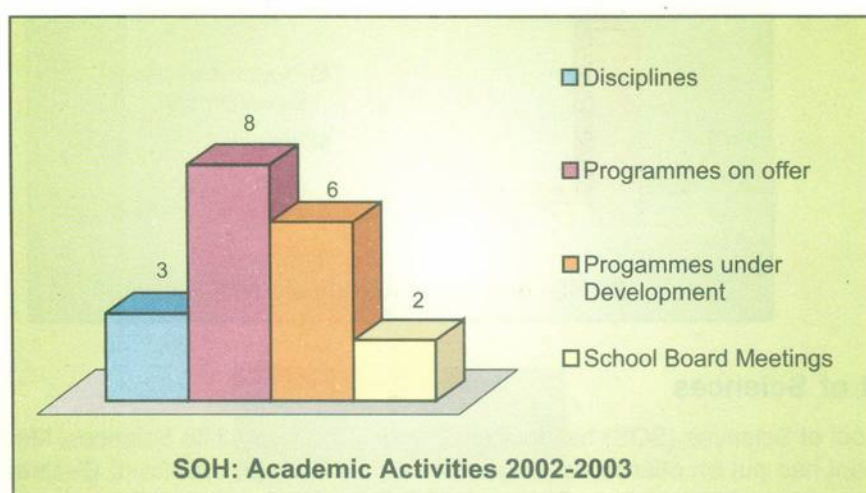
3.6.4 Two School Board meetings were held during the period.

3.6.5 The tasks undertaken by the Translation Cell of the School are summarized in Table 3.1.

Table 3.1: Activities of Translation Cell

S. No.	Task	Units	Assignments	Other Documents*
1.	Translation	1	47	102
2.	Vetting	74	39	44
3.	Comparison or Language Editing	29	—	36
4.	Proof Reading	36	—	2

\*Other documents include Press Releases, Programme Guides, Forms, Letters, Annual Report etc.



### 3.7 School of Management Studies

The School of Management Studies (SOMS) offers programmes in Management and Commerce disciplines. The programmes on offer are : i) Master of Business Administration (MBA) (ii) Masters of Business Administration (Banking & Finance) (iii) Commonwealth Executive MBA (CEMBA) programme (iv) Post Graduate Diploma in Management (PGDIM) (v) Post Graduate Diploma in Human Resource Management (PGDHRM) (vi) Post Graduate Diploma in Financial Management (PGDFM) (vii) Post Graduate Diploma in Operations Management (PGDOM) (viii) Post Graduate Diploma in Marketing Management (PGDMM) (ix) Diploma in Management (DIM) (x) Post Graduate Diploma in International Business Operations (PGDIBO) and (xi) Bachelor's Degree in Commerce (B.COM).

3.7.1 The Commonwealth Executive Master of Business Administration (CEMBA) was launched in July 2002. This programme has been developed in collaboration with the Commonwealth of Learning, Vancouver, Canada. The programme comprises learning materials licensed from premier open universities in South Asia. The programme has a multimedia approach, which includes self-instructional printed course material, internet-based mentoring, teleconferencing and audio/video programmes.

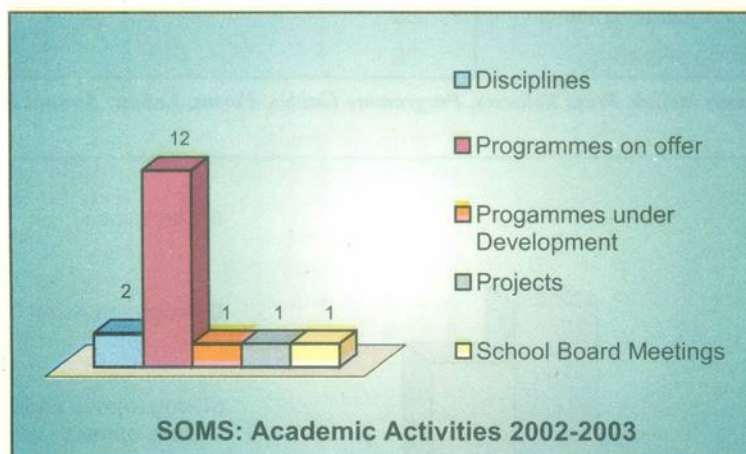
3.7.2 During the year a major initiative was taken for revision of 21 management courses. Revision activity for audio/video programmes was also initiated. Expert Committee meetings for course revision for the 7 courses e.g.: (a) MS-7: Information Management and Computers (b) MS-10: Organisational Design, Development and Change (c) MS-21: Social Processes and Behavioural Issues (d) MS-22: Human Resource Development (e) MS-23: Human Resource Planning



(f) MS-25: Managing Change in Organisation and (g) MS-92: Management of Public Enterprises were held. For M.Com Programme, Development of courses (MCO-01 to MCO-07) was undertaken. M.Com. Programme Expert Committee meeting and Course Writers Meetings were also conducted.

**3.7.3** The School made extensive use of teleconferencing for counselling, both in Management and Commerce disciplines. A total of around 100 hours of tele-conferencing was held during the reporting period. Apart from that, interactive radio counselling and web based mentoring for CEMBA programme were also organized.

**3.7.4** The School held one School Board meeting during this period.



## 3.8 School of Sciences

The School of Sciences (SOS) has four disciplines: Chemistry, Life Sciences, Mathematics and Physics. The School has put on offer three programmes: (i) B.Sc. with options of General and Major degrees in Botany, Chemistry, Mathematics, Physics and Zoology (ii) Certificate Programme in Teaching of Primary School Mathematics (CTPM) and (iii) Certificate Programme in Laboratory Techniques (CPLT). The School has also been contributing courses for various Programmes of the University, namely, (i) Bachelor's Preparatory Programme (BPP) (ii) Certificate programmes in Environmental Studies (CES) (iii) Preparatory Programme in Computing (PPC) and (iv) Bachelor in Computer Application (BCA). In the period of report, an Appreciation Course on Environment under a project sanctioned by the Ministry of Environment and Forests, 10 video programmes in English and Hindi for the B.Sc. and CPLT were developed.

**3.8.1** The School was working on the development of several new programmes, namely, (i) Post Graduate Diploma in Analytical Chemistry (ii) Diploma in Aquaculture and (iii) Certificate Programme in

