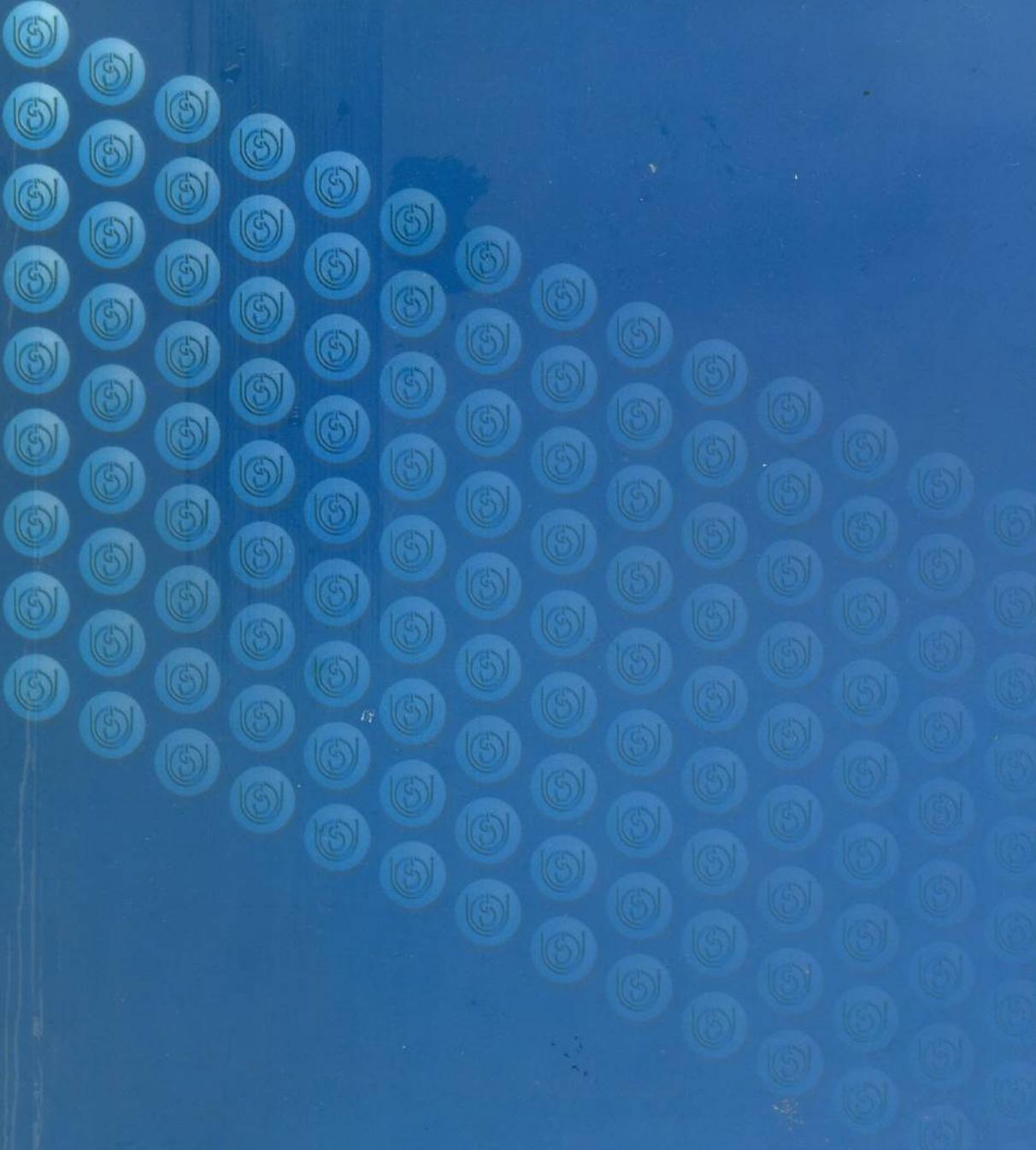


Annual Report

2006-2007



IGNOU



Indira Gandhi National Open University
Maidan Garhi, New Delhi - 110068

IGNOU at a Glance

Programmes on Offer	129
Students Registered (July 2006 and January 2007 Admission Cycles)	4,68,444
Regional Centres	59
Sub-regional Centres	5
Study Centres	1,468
Overseas Centres (Partner Institutes)	38
Academic Counsellors	25,000
Students Registered for Term-end Examinations (June and December 2006 Examinations)	5,49,736
Students Awarded Degrees/Diplomas/Certificates at the 18 th Convocation, March 17, 2007	1,11,699
Number of Gold Medals Presented	52
Blocks Printed (Student Study Material)	1,18,35,000

Annual Report

2006-2007



Indira Gandhi National Open University

Maidangarhi 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 upgradation 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

I have great pleasure in presenting the annual report of the Indira Gandhi National Open University for the fiscal year 2006-07. You will see from this report that the university has made significant strides in addressing the developmental requirements of the country through creating opportunities for affordable and relevant education to diverse sections of the society. It has widened the access to opportunities for learning and capacity building by making use of the potential offered by the technology-intensive open and distance learning system and by the application of communication technologies to education. Understanding that traditional teaching-learning methods cannot cope up with the scale and diversity of learning and training needs in the country, the university continues to focus on evolving information and communication technologies, media and satellite education for providing quality learning opportunities for the society.

While consolidating the continuing activities, the university has taken up a number of new initiatives for the overall enhancement of the quality of the teaching-learning process and quantity of education delivery. Identifying the type of knowledge and skills necessary for the development of the various regions of the country, new programmes, schools and chairs to offer these new programmes and activities have been recommended by expert committees constituted by the university for this purpose. To serve the disadvantaged sections of the society, the University has established 30 special study centres during the year totaling 217 such centres focusing on SC/ST, minorities, women, jail inmates, physically challenged, remote and rural areas and low literacy districts. The National Centre for Differently Abled (NCDA) was established to facilitate and promote education for the differently abled and make them productive citizens of the country. During the reporting year, out of the fresh students enrolled, 34.4% are women and 24.4% are SC/ST students, with this enrolment IGNOU has crossed the national target of 33% women and 22.5% SC/ST. I find these strengths are quite reassuring since one of the objectives of IGNOU is to provide opportunities for higher education to the disadvantaged segments of the society.

During the Tenth five year Plan (2002-2007) two new Schools of Studies, School of Agriculture and School of Law were established. Also three Centres, namely, Inter University Consortium (IUC), National Centre for Innovations in Distance Education (NCIDE) and National Centre for Differently Abled (NCDA) were established. The annual

student enrolment has gone upto 4.68 lakhs from 3.02 lakhs. The number of programmes has gone up to 129 from 74, the Regional Centres have increased to 59 from 46, and the number of Study Centres increased to 1438 from 1081.

IGNOU has dual responsibilities as a University and funding and quality assurance agency for other distance learning institutes in the country. The Distance Education Council (DEC) established under IGNOU Act provides support to all the State Open Universities (SOUs) and Distance Education Institutes (DEIs). During the reporting year there were 13 SOUs and 127 DEIs. During the Tenth five year plan period 4 new SOUs and 63 DEIs have been established. The DEC provides developmental grants to all the SOUs and DEIs.

A brainstorming session involving heads of Universities and institutes, experts and administrators was held in December 2006 on National Mission in Education through Distance Learning. A number of recommendations were made in order to expand and strengthen the Open and Distance Learning System (ODL) in the country. These recommendations will be implemented within a time frame of two years.

As part of the Eleventh five year Plan (2007-2012), a number of new initiatives are proposed during the reporting year. These include setting up new Schools of Study, new Chairs, strengthening of learner support system, ERP for automation of administrative operations, establishment of Village Knowledge Centres and the Research-Teaching Assistantship scheme. With active support of the Ministry for Human Resource Development we will be able to achieve these initiatives in the coming years. The Eleventh five year plan will chart IGNOU's course over the years to come and strategically position the University in the global higher education sector.

Overall, 2006-07 has been a fulfilling year for everyone at IGNOU in terms of surpassing achievements over the previous year. The University has the advantage of being flexible and innovative. I congratulate and appreciate the efforts of each and everyone in the University Community for their individual and collective efforts which made these achievements possible.



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

1

Indira Gandhi National Open University

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1.1 Introduction

Indira Gandhi National Open University (IGNOU), established in 1985 through an Act of Parliament, has emerged as a world leader in the field of open and distance learning in a short span of twenty years. It has kept pace in adapting itself to fast developments with time and 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 has been given dual responsibilities:

- widening equitable access to high quality education at an affordable cost to all, but with particular emphasis on the disadvantaged and unreached hitherto, by offering innovative and need-based programmes at different levels using contemporary tools and techniques; and
- as the apex authority to promote, coordinate and regulate the standard of higher education offered through 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 March 31, 2007, the University had an effective network of 59 Regional Centres, 5 Sub-regional Centres and about 1468 Study Centres all over the country. Besides these, the University had 38 overseas centres (Partner Institutions).

1.2 Objectives

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

- a) strengthen and diversify offerings of degree, diploma and certificate programmes related to the needs of employment as necessary for building the economy of the country;
- b) provide opportunities for higher education to a large cross-section of our people, in particular the disadvantaged segments of society;
- c) promote acquisition and upgradation of knowledge and offer opportunities for training and retraining in the contexts of innovation and research;
- 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 delivery of the programmes to encourage excellence;

- e) coordinate, 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.

- Use of latest information and communication technologies for effective student support services
- Credit based Modular programmes for seamless convergence with the conventional system and
- Resource sharing, collaboration and networking with State Open Universities and other national and international institutions.

1.3 Features

The unique features of IGNOU are

- National jurisdiction
- Cost-effective, need-based individualised education
- Flexibility in terms of place, pace, age and duration of study

1.4 Organisational Structure

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

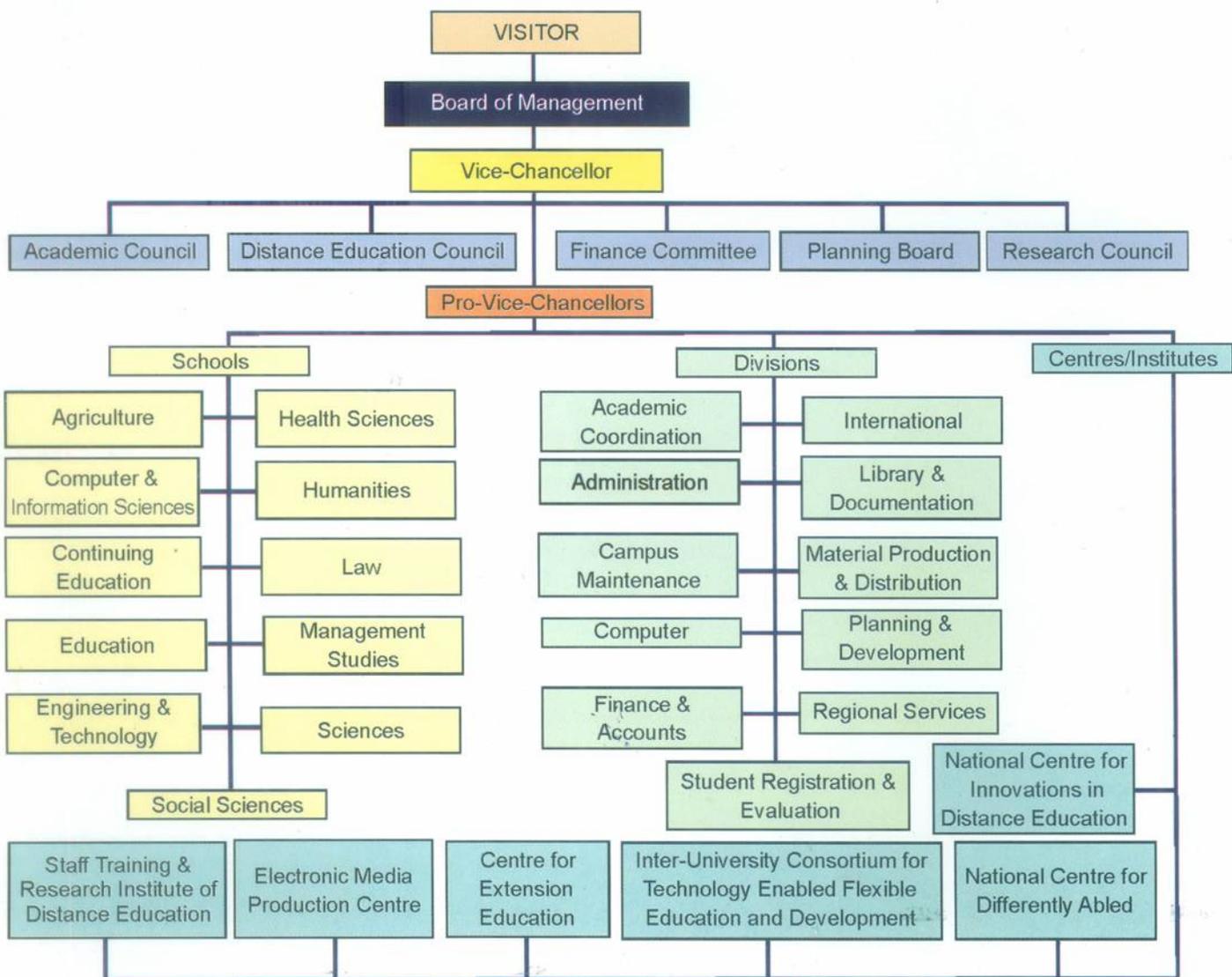


Fig.1.1: Organisational structure of IGNOU

1.5 The Authorities

The functioning of the University is managed by the 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 the 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 fulfilment of the objectives of the University.

1.5.4 The Schools of Studies are responsible for the design and development of academic programmes. Each School of Study has a Board to guide it in formulating academic policies as well as deciding the norms of delivery of programmes.

1.5.5 The Finance Committee advises the Board of Management on all matters concerning the financial management of the University. It is vested with the authority to examine the accounts and expenditure of the University.

1.5.6 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 of determining their standards.

1.5.7 Research Council is responsible for laying down the guidelines related to different aspects of research activities.

The Board of Management, Academic Council, Planning Board and Research Council are supported by standing committees. The Establishment Committee, Purchase Committee, Student Support Services Committee and Works Committee are the Standing Committees of the Board of Management. The Academic Programmes Committee is the standing committee of the Planning Board. These Standing Committees examine various issues within their respective domains in detail and make recommendations for consideration of the statutory authorities. The names of the members of the various Statutory Authorities for the year 2006-07 are given in Appendix I.

1.6 Academic Programmes

Presently in IGNOU there are 11 Schools of Studies covering different disciplines. These are:

1. School of Agriculture
2. School of Computer and Information Sciences
3. School of Continuing Education
4. School of Education
5. School of Engineering and Technology
6. School of Health Sciences
7. School of Humanities
8. School of Law
9. School of Management Studies
10. School of Sciences
11. School of Social Sciences

IGNOU offers academic, professional, vocational, awareness-generating and non-accredited extension and skill oriented programmes leading to certificates, diplomas and degrees (bachelors, masters and doctoral). The primary focus is on socio-economic development and serving the disadvantaged sections of the society. 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 students, the University has succeeded in raising the standards of higher education in the country.

1.7 Course Development

IGNOU follows a very rigorous procedure for course development to ensure the quality and effectiveness of its study materials. It draws on nation-wide talent and expertise to support the core academic staff. Fig 1.2 depicts different stages in the course development process. The progress of work is monitored by the Academic Programmes Committee as well as the Academic Council. Besides print material, development of multiple media instructional packages is aimed at transmitting knowledge effectively and efficiently. As a policy, all courses are revisited/ reviewed/ revised periodically. Every programme has a maximum lead time of two years. For delays beyond this, the programme is re-routed through various stages for review of relevance and contents.

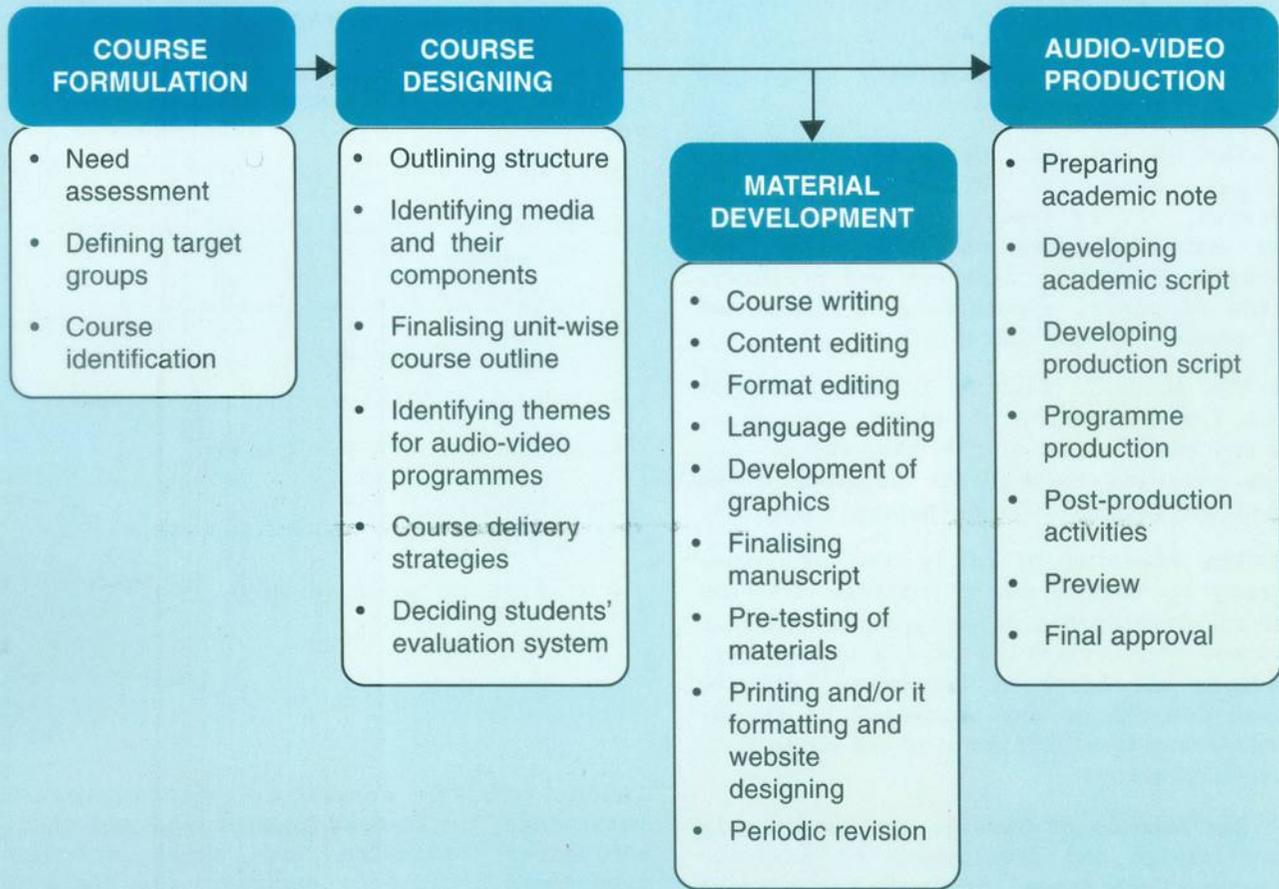


Fig.1.2: Process of course development

1.8 Instructional System

IGNOU has adopted a learner-centred 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. To promote convergence with the conventional mainstream system, the University has blended Face-to-Face (F2F) and distance education methodologies in a few customised programmes on a pilot basis.

Credit System: All academic programmes have been assigned credit weightage. (One-credit is equivalent to about 30 hour of student study time.) Since IGNOU practises intelligent flexible distance learning, considerable openness is observed in entry qualifications, place, pace, age and duration of study. IGNOU also allows students enrolled in another university to enrol in its programmes. Moreover, a student can enrol in a degree/diploma and a certificate programme of IGNOU simultaneously for some selected programmes. Credit transfer/exemption to students are also extended, on a case-to-case basis, for courses which they have successfully completed in some other university.

Flexibility is provided to students to pace their studies. For example, students can take up to six years to complete their

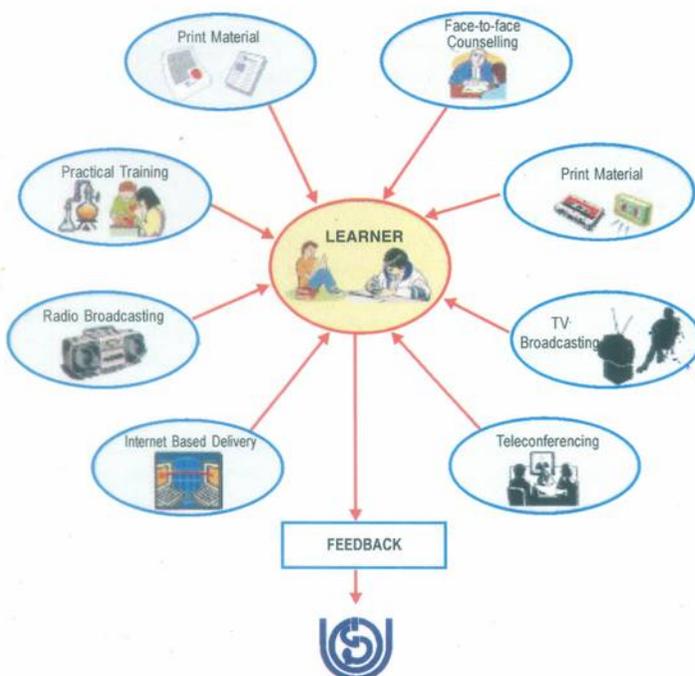


Fig.1.3: The learner-centred instructional system of IGNOU

three-year Bachelors Degree. If someone fails to complete the programme successfully within this period, the opportunity of re-registration up to a maximum of two years is provided by payment of a fee (on a pro-rata basis) for the courses not completed. Similarly, for diploma and certificate programmes, a student can re-register upto a maximum of one year and six months, respectively. Beyond the extended period, a learner has to seek fresh admission in the programme. However, he/she is eligible for credit transfer for courses completed earlier.

1.9 Admission

The University offers its programmes in two cycles: January and July. While admission to the Management, Nautical Science and certificate programmes is made twice a year, diploma programmes are offered in the January cycle only. The Bachelors and Master's Degree programmes, with the exception of the Post-Basic Bachelor of Science in Nursing (B.Sc. (N)), Bachelor of Education and Master in Computer Application (MCA), are offered in July cycle. The University advertises its programmes in the national and regional dailies, depending on the cycle and the last date for the submission of forms is decided as per the academic cycle. Students are informed of their enrolment by the Regional Centres and self-learning materials are despatched to them from the headquarters before the session begins.

The University has introduced a walk-in-admission facility for all certificate programmes of six month duration. The admission to these programmes remains open throughout the year.

The admission to the Management Programmes, Bachelor of Nautical Science, Bachelor of Hotel Administration, and Bachelor of Education (B.Ed.) is through entrance tests conducted at selected study centres in the country.

The University has a scheme of 'Associate Studentship', which provides for students to register for only a limited number of courses, subject to a minimum of 8 credits and a maximum of 32 credits to upgrade their knowledge and/or to acquire specialisation in a particular area.

1.10 Evaluation

IGNOU follows a two-tier system of evaluation: continuous assessment and term-end examination

for its students. For all degree and P.G. diploma programmes, the continuous assessment is done mainly through assignments which are tutor-marked. Assignments are compulsory and carry 25% to 30% weightage. The term-end examination is held twice a year, in June and December. For each degree/diploma programme, the student securing the highest score in the minimum prescribed duration of the programme is awarded a gold medal at the Convocation.

For various certificate, diploma and degree programmes, the University awards grades/divisions based on percentage of marks.

11.11 Student Support Services

IGNOU 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 government and non-government sectors, parents and home-makers, personnel of armed and paramilitary forces, the employers and the employed. The University has put 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 Sub-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 counselling, listening/viewing of A/V programmes, library facilities, tele-conferencing, 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 requirement, 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

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2.1 Achievements

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 two years, 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 the singular honour of Centre of Excellence of Commonwealth of Learning, Vancouver, Canada. In the year of report (2006-07), 4,68,444 students were enrolled, 218 video programmes (including Edusat based illustrated lectures) have available, 34 audio programmes have been produced at EMPC and over 3400 audio programme have been prepared by different Gyan Vani stations across the country, and 159 new Study Centres were activated.

The quantitative achievements of the University, for the year 2006-07 are summarised in Appendix V. In brief, the achievements of the University are shown in Table 2.1.

2.2 New Initiatives

The University continues to focus on innovative and emerging areas to be at par globally with the pace of changes. A number of new initiatives have been taken up to meet the new demands and strengthen the student support services.

2.2.1 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 are emerging. There is a pressing need to establish new Schools/Chairs of Study to develop courses, programmes, training manpower, research and manage knowledge resources in these areas of study. IGNOU is taking initiatives in establishing the following Schools/Chairs of Study during the Eleventh Plan period:

New Schools of Studies

1. School of Journalism and New Media Studies
2. School of Gender and Development Studies
3. School of Tourism, Hospitality and Services Sectors
4. School of Foreign Languages
5. School of Interdisciplinary Studies
6. School of Social Work
7. School of Translation Studies and Training
8. School of Vocational Studies and Training
9. School of Extension Development Studies
10. School of Performing and Visual Arts

Table 2.1: Achievements of the University during 2006-07

Head	2006-07	Head	2006-07
Students Enrolled	4,68,444	<i>Student Support Services</i>	
		IGNOU Regional Centres (RCs)	34
		IGNOU Sub-RCs	5
<i>Programmes on offer</i>		Army RCs	5
Certificate/PG Certificate	36	Air Force RCs	8
Diploma	17	Navy RCs	4
PG/Advanced Diploma	24	Assam Rifles RCs	1
Bachelor's Degree	13	CRPF RCs	7
Master's Degree	20	Regular Study Centres (SCs)	469
Ph.D.	16	Recognized SCs	25
Awareness	3	Sub SCs	1
Total	129	Programme SCs	670
		Special SCs (for disadvantaged)	217
		North Bihar Pattern	29
		Army SCs	23
		Navy SCs	4
		Assam Rifles SCs	30
		Partner Institutions Abroad	38
		Academic Counsellors	25000
<i>Staff Statistics (in position)</i>		<i>Expenditure (Plan)(In Rs.Crore)</i>	
Teachers	183	Revenue (Plan)	21.85
Academics	171	Capital	5.57
Technical/Professional	240	Advance	4.17
Administration	898	Assistance to SOUs/CCIs	46.15
Total	1492	Total	77.74

New Chairs of Studies

1. Tagore Chair for Indian Literature
2. Raman Chair for Science Education
3. Chair for Technology-Enabled Education
4. Chair for Industry-Academy Interfacing
5. Chair for Sustainable Development
6. MHRD Rajiv Gandhi Chair for Contemporary Studies
7. Chair for Panchayati Raj
8. Chair for Rural Empowerment
9. Chair for development and dissemination of information related to the freedom movement and National Integration

2.2.2 Research Teaching Assistance ship (RTA): The main objective of the RTA scheme is attract the best talents into teaching-cum-research in the areas of open and distance learning/teaching. The scheme will provide opportunities to the researchers who undertake advance studies and research and teaching in the field of open and distance learning. The candidates will be registered in the University for Ph.D. degree under the rules of the University/ a State Open University.

2.2.3 Institutional Reforms: For any organization the above reforms are essential. Also, reforms is a continuing process and essential

to meet the changes in the era of ICTs and empower the University and its people to deliver the tasks assigned to them in most desirable, efficient and effective way. In this context, IGNOU proposes a number of reforms/initiatives in the Eleventh Five Year Plan (2007-2012). Some of these initiatives are summarised below.

2.2.4 Decentralization of Regional Services: The University has made a provision for Student Support Services which are managed by the Regional Services Division through a countrywide network of Regional Centres and Study Centres. Over time, there is a phenomenal growth in student enrolment and regional & study centre network. There is a dire need for decentralization of activities. The creation of Zonal Centres will be a step towards that direction. The activities that can 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, finalization 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 learner support centres/study centres
- delegation of more activities could be thought of at a later stage depending on the progress in the decentralization process

During the Eleventh Five Year Plan, five Zonal Centres in North, East, South, West and North-east regions are proposed to be established

2.2.5 Introduction of Student Record Smart Cards (SRSC):

The university is moving towards total automation with regard to student support services. In the light of emerging trends and expectations of all the stakeholders, there is a need to use Information and Communication technology in the student record administration. If the student records are automated, different stakeholders can access them and the University can classify and control the data access. Otherwise, maintenance of such a large database is a huge task. Introduction of Smart Card technology may enhance the quality of delivery of student services. This Student Record Smart Card (SRSC) System may carry information on parameters like student admission, projects, assignments, counselling attendance, practical and semester results. The students shall get access to their records and avail other support services provided by the University through the SRSC system.

It is proposed to develop the SRSC system in the Eleventh Five Year Plan. Initially, the system shall be introduced in a few professional programmes on a pilot basis. The ultimate target is to cover all the programmes offered by the University.

2.2.6 Introduction of Optical Mark Recognition (OMR) System:

The university is also taking initiatives to switch from manual data processing system to Optic Machine Reading (OMR) system in a phased manner with respect to the Admission Forms, Re-registration Forms, Examination Forms, Award Lists pertaining to Assignments (both Tutor Marked and Computer Marked) and Term-end Examinations.

2.2.7 Automation of Administrative Operations of the University:

The University is taking steps for gradual automation of the core processes in office management, academic delivery and student support system like the administration of the entire Student Life Cycle from Registration to Award of Degree and Alumni Management, academic management, Materials Production and Distribution, Planning Regional Services, managing processes of pre-training, training and post-training, Digitizing Archives and Files, Financial Management and Creation of administrative, academic and financial data centres, etc.

The University is also evolving a mechanism for creating the necessary information and office management and ICT infrastructure for an effective Management Information System (MIS) and for continuous short term and long term training of administrative and technical staff in e-governance.

2.2.8 Development of Market Driven Courses/ Programmes:

Priority for academic programme development is reflection of the educational needs of the society as well as the market requirement. The ODL System should develop and launch value added tailor made courses, which have demand in the job market. There is a critical need to develop these courses to develop employable skills and entrepreneurship among the students. Therefore, the focus shall be to develop professional, vocational and career oriented programmes at certificate, diploma and degree levels. In conformity with its mandate, the system would like to retain its focus on skill development, vocational training and community development programmes.

Skill development programmes have been relatively new areas of development in Open and Distance Learning (ODL). The development of two way interactive platforms like Learning Management System (LMS) using computer networks and EduSat however have created a vast potential for instituting short term training in various trades and disciplines through open learning.

Continuing/life long education has become a necessity for the working population a highly competitive, globalizing marketing environment. ODL System is ideally placed to take care of the training/re-training. During the Eleventh Plan, one of the focused areas has to be the development of annual training calendar, development of training technologies and establishment of mechanism for accreditation of prior level and certification of the training based on such accreditation and the training outcomes. A national quality framework for such competency and skills would have to be a priority during the Eleventh Plan.

Keeping in mind the societal needs and market requirements to create growing number of employable human resources in the country, the Eleventh Plan proposals for the ODL system require a special thrust on development of vocational programmes. As a policy measure, at least 10 per cent of credits being developed in each school should be devoted to vocational, employment oriented programmes targeted at enabling self-employment or increase in employability of people.

2.2.9 Development of Online Courses/Programmes: With rapid developments in the ICTs, the online courses are gaining importance. The One Stop Education Portal is being established on a

large scale to provide access to digitalized knowledge resources to different clientele groups and provide a platform of LMS to learners. All the courses/programmes developed so far should be transformed into interactive digital format so that they can also be offered online. All the new courses/programmes should also be developed and made on offer to the students both in print and online formats.

Till now, largely the faculty in the ODL are developing Self Instructional Materials (SIM) in print media. Most of them may not be having expertise and knowledge in developing their courses into computer based interactive online courses/programmes. Therefore, there is a need to train the faculty on developing online courses/programmes.

2.2.10 Training Programmes for Academic Counsellors for the ODL System: It has been decided to have intensive training programmes for academic counsellors on all aspects of the Open and Distance Learning (ODL) system. The objective of this training is to develop a resource pool of academics for course development and delivery of academic programmes. Through this training the long felt need of trained human resources for academic delivery of programmes can be met. It will be a massive exercise with a target to train around 25,000 counsellors and coordinators of various learner support centres.

2.2.11 SAKSHAT: The Ministry of Human Resource Development has taken a major initiative in the form of the Educational Portal 'Sakshat'. The objective of this portal is to reach out to any person who wishes to educate herself/himself in any area, at any level. IGNOU is playing a key role in providing a platform for this portal and providing discipline based content in a range of subject areas at different levels of knowledge. The president of India, the Honourable Dr. A.P.J. Abdul Kalam, dedicated the portal to the nation on October 30, 2006.

2.2.12 Teleknowledge Centres at Block Resource Centres: Information is very vital for knowledge power. Majority of the population in India stay in rural areas and depend on agriculture and allied

activities for their livelihood. For sustainable socio-economic growth and development, the essential information should reach this population. IGNOU would facilitate the creation of Tele-Knowledge Centres (TKCs) at Block level ('Blocks' as classified under DEP-SSA initiative) at 8,000 places across the country. The TKCs will empower the rural citizens with information and advisory inputs pertaining civic services, agriculture, animal husbandry, human rights, legal literacy, consumer issues, HIV/AIDS awareness, family education, nutrition, etc. through the use of Information & Communication Technologies (ICTs) and distance learning methods. The TKC functionaries will be trained in the establishment & management of TKCs and also in community relations and in conducting needs assessment. A TKC will be fully equipped with ICT devices – Internet Kiosk, PC with broadband connectivity for online learning, EduSat/Gyan Darshan/ Gyan Vani reception equipment, etc.

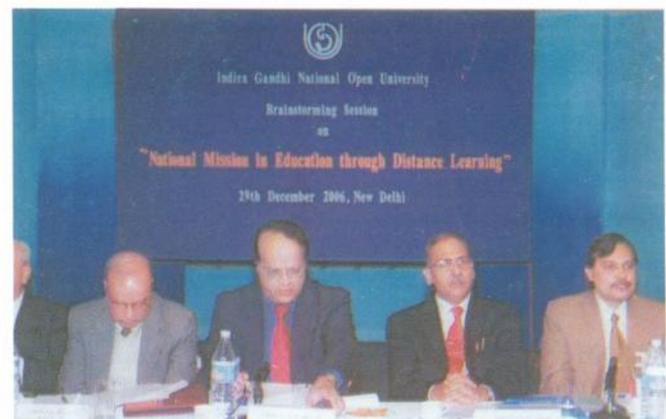
2.2.13 Significance and Impact of Great Historic Events: To create an awareness of the significance and impact of the great historic events in the country, IGNOU has formulated a three year action plan. An Advisory Committee has been constituted to undertake various activities from 2007 to 2009 with the cooperation and support of the Ministry of Culture and Ministry of HRD, Government of India.

2.2.14 Brainstorming Meeting on 'National Mission in Education': A Brainstorming meeting on National Mission in Education through Distance Learning was held on December 29, 2006, at the University. Some of the major recommendations of the meeting are:

- (a) Since our absorption capability and doing things of this magnitude is a big challenge for the University, there was a need to split the objects into short-term and long-term goals.
- (b) The Sakshat content should be interesting



H.E The President of India, Dr. A.P.J. Abdul Kalam, (centre) at the function to launch the Pilot Project of Sakshat, on October 30, 2006 at New Delhi. Also seen in the picture are Shri Arjun Singh, Minister of HRD (on his right) and Shri N.K. Sinha, Joint Secretary in the Ministry of HRD. (on his left)



Prof. S.K.Joshi, Planning Board Member, IGNOU, Prof. V.N.R. Pillai, Vice Chancellor, IGNOU, Shri R.P. Agrawal, Secretary, MHRD, Shri N.K. Sinha, Joint Secretary, MHRD interacting with the participants of the Brainstorming meeting on "National Mission in Education through Distance Learning"

and useful and the portal should not be understood as a Web-Site, nor a source of lot of information.

- (c) The portal should not be restricted to one nation only. International efforts should be welcomed and linked up subject to quality and price control.
- (d) The preliminary estimate of the budget on Sakshat for the eleventh five year plan comes to Rs.5,265 crores.
- (e) DEC as a regulatory body should ensure the maintenance of quality and standard in distance learning.
- (f) We must have collaborations across CSIR institutes, regular universities, IITs etc in the form of talented manpower.

2.2.15 National Open and Distance Learners' Library and Information Network (NODLINET): There has been concern for ensuring the equivalent delivery of information sources as of the conventional system to the millions of Open Learners-faculty, counsellors, researchers and students in remote setting of the country. Existing Library and Information set up has limitations in ODL system in regards to the library facilities, printed information resources, infrastructure, space, storage, ICT provisioning and staff. The use of information, communication and web based technology; the digital and virtual information systems hold great potential to meet this challenge.

An Expert Committee of external experts constituted had recommended the Establishment of a "National Open and Distance Learners' Library and Information Network (NODLINET)". A National Meet of the participating institutions- State Open Universities (SOUs), Directorates of Distance Education (DDEs), National Institute of Open Schooling (NIOS), and National experts of Library Science from working groups/committees of National Knowledge Commission, Consortia and others unanimously endorsed the recommendations of Expert Committee. During the was felt that formation of such a Network and Consortium shall be unique one without duplication of the library networks already available. Apart from e-resources access and digitization, NODLINET may also provide accredited standards and guidelines for the establishment of distance learning library facilities and assist in their set-up of automation, building digital libraries, etc. The Network would further guide to establish linkages with other national library networks so as to strengthen their physical resources by sharing mechanism.

2.3 New Programmes

The University offers academic programmes leading to certificates, diplomas and degrees in various educational, professional,

vocational and inter-disciplinary areas. 129 programmes, consisting of about 1100 courses, in different disciplines, were on offer as on March 31, 2007 (Appendix II).

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 diploma/ degree programmes to low-end competency certificates, and from more general awareness-building modules to front-ended professional development programmes. These programmes cater to the needs of a wide spectrum of society ranging from lay persons to professionals, from business managers to industrial workers and from unemployed youth to homemakers. The University added the following 4 new programmes during the year 2006-2007:

1. Ph. D. (Commerce)
2. Ph.D. (Management)
3. Post Graduate Certificate in Rural Surgery (PGCRS)
4. Appreciation Course in Dairy Farming

2.4 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 skill development, radio lectures, TV educational programmes and tele-counselling.

The Regional Services Division (RSD) is responsible for the expansion of 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 Centre Network comprises 34 Regional Centres and 5 Sub-Regional Centres of IGNOU. 25 Recognised Regional Centres (functioning under Single Window Operations) are also an integral component of student support services; these offer services to defence personnel through 5 Army Recognized Regional Centres, 8 Air-Force Recognised Regional Centres, 4 Navy Recognised Regional Centres, 1 Assam Rifles Recognised Regional Centre, and 7 CRPF Recognised Regional Centres. The study centre network comprises 469 regular, 25 recognised, one sub-centre, 670 programme study centres, 217 special study centres and 29 North-Bihar pattern study centres. In addition, services to defence personnel are provided by Recognised study centres of Army (23), Assam Rifles (30) and navy (4).

There are 38 Partner Institutions in 35 countries (Appendix-III). The list of Regional Centres, Recognised Regional Centres and Sub-regional Centres along with their jurisdictional

Table 2.2: Region-wise distribution of Learner Support Centres established in the Period of Report

(April 01, 2006 to March 31, 2007)

Sl. No.	Regional Centres	Regular SCs	Recognised SCs	Programme SCs	Disadvantaged Group SCs	Project Mode SCs	Total SCs
1.	Agartala	1		12	1		14
2.	Ahmedabad	1		4	6		11
3.	Aizwal	1		1			2
4.	Bangalore			5			5
5.	Bhopal			5	2		7
6.	Bhubaneswar	1			5	6	12
7.	Chennai			2	1		3
8.	Cochin	1		2			3
9.	Darbangha	2				4	6
10.	Delhi-1	2		7	1		10
11.	Delhi-2	1		4			5
12.	Gangtok			1			1
13.	Guwahati	1		3			4
14.	Hyderabad	1		4			5
15.	Imphal			2			2
16.	Itanagar			1			1
17.	Jabalpur	2		4	6		12
18.	Jaipur	2		2	1		5
19.	Jammu				1		1
20.	Karnal	1		1			2
21.	Khanna			2			2
22.	Kolkata			7	2		9
23.	Lucknow	2		3	2		7
24.	Patna	4	1	4		1	10
25.	Pune	1		8			9
26.	Raipur	3					3
27.	Ranchi			1	2		3
28.	Shillong			1		1	2
29.	Shimla			1			1
30.	Srinagar			2			2
	Total	27	1	89	30	12	159

areas is placed at Appendix-IV. The region-wise distribution of 159 newly created learner support centres established in India during the period April 1, 2006 to March 31, 2007 are given in Table 2.2.

At the study centre, 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 University has also activated a network of 134 Satellite Interactive Terminals (SITs) with a provision for multi-teaching ends which facilitate two-way audio, two-way video conferencing with the learners. 50 SITs are being commissioned in the North-East under the North-East Project.

The programme-wise and region-wise enrolments in the year 2006-2007 are given in Appendix VII.

2.5 Student Service Centre

The success of the Open Distance Learning System (ODL) depends to a large extent on the quality of services provided to the students. During the period of report our proactive efforts towards minimizing student's grievances pertaining to (a) non-receipt/wrong receipt/ of SIM, (b) updating/correction of Grade-cards and (c) non-confirmation of Admission details, was successfully attended using all mode of communication telephone/fax/e-mail/post and face-to-face (F2F).

2.5.1 The key strategy for speedy disposal of student's problems was identifying and deputing efficient staff at key positions/service counters, depending upon student rush at a particular time and the nature and urgency of the query. Judicious rotation of jobs/duties between different counters was done on a regular basis to achieve over all efficiency and productivity.

2.5.2 The Student Service Centre is linked to all the major service divisions of the University. During the reporting period about 50,000 students' queries were replied and several thousands of duplicate hall tickets were issued for both June 2006 and December 2006 exams. Many thousands of grade cards were issued to students. All those



Touch Screen Kiosk inaugurated at the campus by Prof. V.N. Rajasekharan Pillai, Vice Chancellor

students who did not receive the study material in time, were issued material dispatch status.

2.5.3 Touch Screen Kiosk: A Touch screen Kiosk for students of Indira Gandhi National Open University (IGNOU) was installed at the Student Service Centre in March 2007. Now students by entering their enrolment number can have information related to address, admission, registration, grade card, semester wise term end examination results etc. This web based support system is available through the internet "Swiss" (Single window information and student support) developed by Computer Division of IGNOU. IGNOU is planning to replicate such Kiosks at its all Regional Centres and Study Centres and even at public places like Railway Stations and Bus Stops based on feedback.

2.6 Eighteenth Convocation

The Eighteenth Convocation of the University was held on 17th March, 2007. Honourable Mr. Justice K.G. Balakrishnan, Chief Justice of India, delivered the Convocation address. Prof. M.S. Swaminathan, one of the world's leading agricultural scientists was the Guest of Honour. He was conferred the degree of Doctor of Science (*honoris causa*). A total of 1,11,699 students were awarded degrees, diplomas and certificates. The programme-wise break-up of the degrees awarded is given in Appendix VI.



Honorable Chief Justice of India, Shri. K G Balakrishnan, (left) Renowned Agricultural Scientist, Dr. M.S Swaminathan (right) and Prof. VNR Pillai, VC, IGNOU, (centre) on the occasion of the 18th Convocation of IGNOU on March 17, 2007.

Webcast Facility: The webcast facility through the internet has been successfully launched by the Indira Gandhi National Open University (IGNOU). The 18th Convocation of IGNOU that was held on March 17th, 2007 was webcast live for the first time. The live webcast was made available on <http://www.ignou.ac.in> and <http://webcast.gov.in>. This enabled people

20. Agreement with Directorate of Distance Education, Kurukshetra University
21. Agreement with Shanmugha Arts, Science, Technology & Research Academy (SASTRA), Thanjavur.
22. MOU with Central Institute of Indian Languages at Manasagangotri, Mysore.
23. MOC with Payame Noor University
24. MOC with Pt. Dwarka Prasad Mishra Indian Institute of Information Technology, Design & Manufacturing Jabalpur
25. Agreement with Fakir Mohan University, Balasore, Orissa.
26. Renewed MOU with Armed Force Medical Services (DFAFMS) Ministry of Defence M Block New Delhi.
27. MOU with Kerala CBSE School Management Association.
28. MOU with the Institute of Chartered Accountants of India ICAI
29. Agreement with Maharishi Mahesh Yogi Vedic Vishwavidyalaya, Gram Karondi, Madhya Pradesh
30. MOU with Telecommunications Consultants of Indian Ltd.

International Organizations

1. Agreement with International Computer Advice Pvt. Ltd. Nepal
2. Agreement with Wisdom Educational Institute, United Arab Emirates UAE, Dubai
3. MOU with University of South Africa (UNISA), Tshwane, South Africa
4. Agreement with St. Mary's University College (SMUC), Ethiopia.
5. License agreement with Commonwealth of Learning, Vancouver, Canada.
6. Agreement with East Africa School of Management, Kenya
7. MOU with Distance Education Modernization Project Ministry of Education, Sri Lanka.
8. Renewal of Agreement with Gulf Centre for University Education.
9. License Agreement with National Open University Nigeria (NOUN)
10. Agreement with Middle East Educational Services, Doha, Qatar
11. Renewal Agreement with Glory Institute for Technical & Applied Training LLC Oman, Muscat.

12. Agreement with Open Minds International, Singapore
13. MOU with The Florida State University, Talahassee, Florida, United States of America
14. Indemnity Bond in respect of agreement with ATEICO Communications
15. MOC with the Libyan Open University, Libyan
16. Agreement with Virtual Academy of the International University of Kyrgyzstan
17. Agreement with COL

2.9 Awards

To encourage research and efficiency in student support services, the University instituted awards for the best Research Paper and the best Regional Centre in 2003-04. For 2006-07, the award for the best Regional Centre was given to 5 Regional Centres viz. Aizawal, Bhubaneswar, Kolkata, Cochin and Delhi-2. The gold medal for the best Research Paper was awarded to Dr. Subhalakshmi Lamba was awarded the Gold Medal for the Best Research Paper at the 18th Convocation of the University for the paper entitled 'Role of defects in transport through a quantum dot single electron transistor', published in the Journal of Applied Physics, 99, 124503 (2006). The silver medal was awarded to Dr. B.K. Biswas and Ms G. Mythili for the paper entitled 'A Study of Student Attrition and Completion of Distance Education Programmes of IGNOU, Indian Journal of Open Learning, 15(2), 2006'. A 'Gold Medal' for Innovations in Distance Education was awarded to Dr. Ajit Kumar for developing an innovative instructional design mechanism for certificate course in craft and design (Pottery).

2.10 Workshops/Training Programmes

STRIDE, IGNOU organised 58 training programmes/workshops in areas of interactive multimedia, revision of learning materials and programme evaluation. EMPC organised five training workshops, orientation programmes and study visits in different areas of audio-visual production. The School of Agriculture organised 5 training programmes, Project Facilitation Unit organised one Brainstorming session, Library and Information Division organised one Brainstorming meeting and one training programme, Regional Services Division organised 2 training programmes, one seminar and one meeting of Regional Directors, Centre for Extension Education organised one training programme and one awareness programme, IUC-TEFED organised one meeting, NCIDE organised 2

training programmes and one workshop and DEP-SSA organised one training programme and 4 workshops. Besides, many Regional Centres also organised several training programmes/workshops. These are listed in Appendix VIII.

2.11 Research

It is said that teaching and research reinforce mutually and whither 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 IGNOU was offering Ph.D. programmes in 16 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.

2.12 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. A team from STOU, Thailand visited IGNOU on 14th September 2006 to study IGNOU's functioning and to explore possibilities of collaborations.
2. Libyan Higher Education Minister and other delegates visited IGNOU on 19th September 2006 to explore possibilities of partnership between IGNOU and Libyan Universities.
3. Delegation from Addis Ababa University and Alemaya University, Ethiopia under



Visit of HE Minister of State for Trade, Uganda

PAN-Africa Project visited IGNOU between 21st and 23rd September 2006 to understand the delivery mechanisms through EduSAT.

4. COL sponsored delegation from Africa and South Asia comprising 19 members visited IGNOU on 21st September 2006 to see the facilities of delivery of IGNOU programmes.
5. Four member delegations from Universitas Terbuka, Jakarta, Indonesia were attached on study visit to IGNOU between 25th and 29th September 2006. The group studied all the aspects of distance education from course development to delivery and management.
6. Vice President, Commonwealth of Learning visited IGNOU on 28th September to deliberate on the COL-RGF issues and also to explore possibilities of conducting training programme.
7. Minister of State for Trade, Uganda visited IGNOU on 11th October 2006.
8. Vice-Chancellors of three Universities of Kingdom of Saudi Arabia visited IGNOU on 7th November 2006 to understand higher education delivery through distance education.
9. Dr. Peggy Vidot, Adviser Health Section, Commonwealth Secretariat along with fifteen Steering Committee and Expert Committee Members of Commonwealth Secretariat visited IGNOU on 1st February 2007 for having a first hand experience of Open and Distance Learning Education.
10. A six member delegation headed by Mr. A.S. Mbegu, Director of Higher Education, Govt. of Tanzania visited IGNOU on 23rd February 2007 to understand the areas of education and science.
11. A delegation from National Open University, Nigeria visited IGNOU for understanding distance education delivery mechanism on 13th and 14th November, 2006.
12. Chinese delegation from State Ethnic Affairs Commission, China visited IGNOU on 6th December 2006 on study visit.
13. High level delegation from Common Market for Eastern and Southern Africa (COMESA) visited IGNOU on 6th October 2006. The delegation comprised of 13 members including four ministers from Rwanda, Mauritius, Zimbabwe and Uganda. The purpose of visit was to understand functioning of a mega university.

2.13 Educational Development in North-East and Sikkim

The NORTH EAST PROJECT (NEP) initially sanctioned in 2000 by MHRD out of the Prime Minister's non-lapsable funds has contributed significantly to the establishment of the network of open and distance learning in the North East Region. The North East Project was started by the IGNOU with the objectives of creating educational access in the North East region by establishing a network of learner support centres across the Region; using ICT to overcome geographical constraints; bridging physical distances in reaching out to remote and inaccessible areas and planning and implementing need based entrepreneurship development and training programmes to increase employment opportunities for the youth of the Region. At present, 10% of the Plan Grants of the University are allocated for carrying out developmental activities in the NE Region.

With the allocation of land by the local authorities in Tripura, Manipur and Meghalaya, steps were taken to initiate construction of permanent campuses for Regional Centres in these states.

During the year 2006-07, the network of Study Centres was expanded further with the total number of Study Centres increasing to 230 at the end of the year. Steps were taken to strengthen the infrastructure of these Study Centres by providing them furniture and networking facilities. An additional 50 sites at were identified in the States of NER for setting up of EduSat terminals for providing videoconferencing facilities. The student strength in various academic programmes of the University in the region also registered a growth of 31% from the previous year.

To increase the awareness of the people in the University's objectives, unique features and programmes, significant efforts were made by the Regional Centres of North East Region through distribution of leaflets, posters and release of advertisements in local dailies and regional magazines. A series of awareness campaigns were conducted during the year in the State of Manipur at Maram, Churachandpur, Chandel and Senapati. Publicity campaigns and on-the-spot admissions were also conducted in the State of Mizoram by the Regional Centre extending even to remote areas on the borders of India and Myanmar. During these campaigns, IGNOU was able to reach out to a large number of potential learners in its effort to increase enrolments in the coming years and to make the ideals and objectives of the University more comprehensible to the people in the Region. The assistance of students' conferences, village councils and non governmental organizations were sought in these endeavours.



To increase the employability of the youth in the region, to inculcate a spirit of self-reliance, to upgrade the skills of the workforce, several entrepreneurship and skill development training programmes were held at various locations in the Region.

- a) A five day training programme on Dairy Farming was held under Regional Centre, Imphal for the farmers of the State of Manipur. The main objectives of the training programme was to impart knowledge and technical proficiency in Dairy Farm management, practices, animal healthcare, fodder production and clean milk production together with development of the necessary human resource for dairy farming system on scientific lines and encouraging entrepreneurs among the youth for self-employment through dairy farming.
- b) Training programmes in Food Processing including pickle and jam making were conducted in the States of Meghalaya and Mizoram. These was undertaken to impart knowledge about value addition to fruit and vegetable products including procedure for FPO licensing and financial Assistance Schemes available to fruit processing industries.
- c) Training Programmes on development of entrepreneurial skills in the youth in Floriculture was undertaken by harnessing the capabilities of EduSat for the states of Meghalaya and Sikkim.
- d) In the state of Tripura, training programme in Watershed Management was held with the objectives of facilitating greater employment opportunities to the local people in various developmental activities by reducing run off losses and improving water conservation and benefiting the farmers through increased production and productivity.
- e) IT sector has been identified as one of potential growth and there is ample scope

for development of IT based entrepreneurship, especially in the field of Computer Hardware Maintenance and Repair. Regional Centre, Agartala undertook the task of providing training in this sector for the youth of Tripura.

- f) Regional Centre, Agartala also trained youth in entrepreneurial activities in Handicrafts (cane & bamboo) such as, design, production & marketing of items of handicraft using cane & bamboo which is abundantly available in the region.
- g) The objective of the training programme in Mushroom Cultivation conducted at Itanagar was to train and motivate the unemployed youth in developing entrepreneurship in mushroom cultivation. The University has already developed an agro-based entrepreneurial and vocational course in mushroom cultivation which is available in English & Hindi.
- h) In spite of abundant natural resources the pace of industrial and entrepreneurial development in NER is slow. Training programmes for the youth of Tripura and Mizoram through EduSat and face to face mode, were organized to sensitize the youth on Setting up of Small Scale Enterprises instead of depending on govt. jobs.
- i) For the state of Assam, a training programme in Marketing of Horticultural Produce was undertaken with the objective of exploring production possibilities and facilities for high value commercial crops in the region and to provide in-depth understanding of the various marketing activities of horticultural produces in the state .
- j) Workshops were organized under the initiative of the North East Media Focus (NEMFo) for imparting training to youth in Production and Presentation Techniques for Radio at Agartala and Shillong

The impact of the computer literacy programme continues to be encouraging with over 1500 candidates having been trained through this programme in the past year. The MoU with the Dept. of IT, Ministry of Communications and IT, Government of India for implementing the programme in the Community Information Centres of the North East Region has been extended for a further period of two years till 2009. While the Certificate in Primary Education programme (CPE) continued to be popular with the State Governments of NER for the purpose of training in-service teachers at the primary level, the Certificate in Elementary Teacher Education programme (CETE) was also launched in the State of Tripura in the year under report.

2.14 Chair for 'Education for Sustainable Development'



Renowned Agricultural Scientist, Dr. M.S Swaminathan (left) being presented a bouquet by the Honorable Vice Chancellor Prof. VNR Pillai (right) on the occasion of the National Core Committee Meeting

The Board of Management of IGNOU has approved the institution of the chair in sustainable development with Prof. M.S. Swaminathan, the eminent agriculture scientist as the honorary chair. Prof. M.S. Swaminathan has visited the university on 1st March, 2007 in connection with a meeting of the National Core Committee to delineate the activity of the chair and to chalk out the strategies, functions of the chair, design short terms courses and conduct seminars. The object is to bring about rural prosperity by looking at various issues to ensure that there are no negative effects of the technology in the country side and new technology can be harnessed for sustainable development of the rural areas.

2.15 Gyan Darshan Educational TV Channels

Gyan Darshan is a major milestone in the field of Educational Television in India. It is a joint venture of the Ministry of Human Resource Development (MHRD), Ministry of Information & Broadcasting (I&B Ministry), Prasar Bharati and IGNOU. IGNOU is the nodal agency for coordinating and up-linking the bouquet of four educational TV Channels under the banner of Gyan Darshan (GD). The channel uses C-Band transponder of INSAT-3C and is fully digitized.

GD-1 is a 24-hour exclusive national educational channel, which telecast educational programmes for target audience for different age groups. Hence programme of National Institute of Open Schooling (NIOS), IGNOU, NCERT/CIET, Rashtriya Sanskrit Sansthan, SIETs, National Literacy Mission and those of independent producers are telecast through this channel. GD-2 Channel is interactive channel used by the University

for tele-counselling, tele-training and tele-convocation. GD-3 known as Ekalavya Channel is exclusively devoted to technology education for the benefit of students of IITs and other engineering colleges in India. GD-4, called Vyas Channel, telecasts higher education programmes produced by EMMRCS under UGC's 'Country - wide classroom'.

2.16 Gyan Vani and Radio Counselling

Gyan Vani, a 'Radio Cooperative', is the only FM Radio channel in the country devoted exclusively to education and community development. Its main objective is to bridge the gap between educationally privileged and deprived. It has enlarged its operations by adding 9 more FM Radio stations during 2006-07. The new stations came up at Ahmedabad, Hyderabad, Jaipur, Patna, Panaji, Nagpur, Aurangabad, Indore, and Kanpur. The other seventeen FM Radio Stations are operating at Allahabad, Bangalore, Bhopal, Chennai, Coimbatore, Delhi, Guwahati, Jabalpur, Kolkata Lucknow, Mumbai, Mysore, Raipur, Rajkot, Shillong, Varanasi and Vishakhapatnam. Put together, 26 Gyan Vani FM Radio Stations were operational as on March 31, 2007. Gyan Vani stations of Raipur, Rajkot, Varanasi, Mysore, Ahmadabad, Patna, Panaji, and Jaipur came into existence on June 4, 2006 and while Gyan Vani stations of Kanpur and Indore started broadcasting on June 22, 2006.

IGNOU is in the process of setting up 11 more stations shortly at Agra, Chandigarh, Cochin, Cuttack, Jalandhar, Madurai, Pune, Srinagar, Trichi, Tirunelveli and Tiruvanthapuram.

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 empowerment, legal literacy capabilities in professional and science education. The programmes are designed by educational experts from NCERT, NIOS, and IGNOU. Science programmes are also contributed by "Vigyan Prasar" of the Ministry of Science and Technology. NGOs and various government departments also contribute programmes. Gyan Vani has crated a programme exchange unit and all the stations have access to the best productions of each radio stations. Interactive radio counselling was initiated to facilitate a direct dialogue between the learners and the academic experts.

2.17 The Rajiv Gandhi Project For EduSat Supported Elementary Education (RGPEEE)

The Rajiv Gandhi Project For EduSat Supported Elementary Education (RGPEEE) is a satellite-

based educational project, aimed at the development of elementary education in our country. It initially catered to the Sidhi district of Madhya Pradesh. Later on, its operational areas got extended to the status of Madhya Pradesh, Uttar Pradesh, Bihar, Jharkhand, Rajasthan, Chattisgarh and Uttarakhand. Recently the North East States have also come under its purview. It operates from the hub at PSM Jabalpur and beams educational programmes for school children vide the National Educational Satellite, EDUSAT. The programmes are prepared by School teachers who are periodically trained in the art of producing tele lessons. The programmes /telecast are conducted in Hindi.

The project was inaugurated on 17 December 2005 and become operational during April 2006. There are 1002 Receive Only Terminals. The break-up is as follows:

1. Sidhi, MP	-	200
2. Jabalpur, MP	-	24
3. Vaishali, Bihar	-	50
4. Sonbhadra, UP	-	50
5. Chattisgarh	-	50
6. Rajasthan	-	50
7. Jharkhand	-	36
8. Uttarakhand	-	30
9. North East	-	12

Also, the number of students block wise, for whom the lessons are geared towards amounts to three lakhs and forty thousand. Three hundred teachers at the Primary School level have been trained in the use of RoT equipment and one hundred and eleven have also been trained as resource persons so far.

The RGPEEE uses the "Training of Trainers" concept to generate trained school teachers, who will be adept at conceptualizing and delivering lessons for school children; in remote, underdeveloped and tribal areas; primarily in the Hindi speaking belts of our country.

2.18 Travel Grant

The University has formulated a Travel Grant Scheme under which teachers and academic staff are sanctioned financial support for participation in national and international conferences. For the reporting year the University sanctioned travel grant to 7 teachers/academics to participate in national conferences and 7 have been supported with the travel grant to participate in international conferences.

2.19 Sharing Study Material

IGNOU's study material is made available to SOUs, CCIs and other educational institutions through bulk purchase or by agreements for reproduction, adaptation and translation rights on the payment of a nominal license fee. During the reporting period agreements were signed with the following SOUs/CCIs.

State Open Universities

1. Uttaranchal Open University
2. Pt. Sundarlal Open University
3. Vardhaman Mahavir Open University

Correspondence Course Institutes (CCIs)/ Distance Education Institutes (DEIs)

1. Aligarh Muslim University
2. Magadh University
3. Maulana Azad National University
4. SASTRA
5. Kurukshetra University
6. Maharshi Mahesh Yogi Vedic Viswavidyalaya
7. Fakir Mohan University

2.20 Resource Generation

During the reporting period the revenue generated from the fees and the sale of application forms was Rs. 171.70 crores. A sum of Rs. 2.65 crores was generated through sale of study materials.

2.21 Meetings of University Authorities

4 meetings of the Board of Management were held during the reporting period. In respect of other authorities of the University, 5 meetings of the Academic Council, 1 meetings of the Planning Board, and 6 meetings of the Finance Committee were held. In addition, 2 meetings of the Establishment Committee, 3 meetings of the Purchase Committee, 1 meetings of the Grievance Redressal Committee, 3 meetings of the Works Committee, 25 meetings of the Student Support Services Committee, 2 meetings of the Academic Programme Committee, and 4 meetings of the Standing Committee of Academic Council were also held.

3

Schools of Studies

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The Schools of Studies are the statutory authorities of the University responsible for designing new academic programmes, deciding content details, developing print and non-print materials, apart from maintaining/revising existing ones. Each school has a School Board, which provides necessary guidance. A brief account of activities performed by 11 schools during 2006-07 is given below.

3.1 School of Agriculture

The School of Agriculture (SOA) was established with a mission to improve and sustain agricultural productivity and quality of human life, particularly in rural areas through open and distance learning. The school has six disciplines. The focus of the School has been on academic as well as extension activities. Programmes in Agriculture Policy, Post Harvest Management, Food Processing, Watershed Management, Food Technology, Sericulture, Organic Farming, Bamboo and Rattan are among the School programmes under development. The initiative is being supported by various Ministries/Institutions like the Ministry of Agriculture, Food Processing Industries, and Rural Development and the Central Silk Board. The School is collaborating with national and international organization such as Indian Council of Agricultural Research (ICAR), Agricultural Products Exports Development Authority (APEDA), Consultative Group on International Agricultural Research (CGIAR), International Food Policy Research Institute (IFPRI), Commonwealth of Learning (COL) and International Network on Bamboo and Rattan (INBAR).

3.1.1 The School has already put five programmes on offer: (i) Diploma in Production of Value Added Products from Fruits and Vegetables, (ii) Diploma in Dairy Technology, (iii) Diploma in Meat Technology, (iv) Awareness Programme on Dairy Farming for Rural Farmers; and (v) Awareness Programme in Value Added Products from Fruits & Vegetables.

3.1.2 In the period under review, the School has launched three new programmes: (i) Diploma in Dairy Technology, (ii) Diploma in Meat Technology, and (iii) Awareness Programme in Value Added Products from Fruits & Vegetables in 7 states viz. Karnataka, Kerala, Maharashtra, Madhya Pradesh, Rajasthan, Tamil Nadu, and Uttranchal. The Diploma in Production of Value Added Products from Fruits and Vegetables in Hindi medium also commenced from the academic session 2007. The Awareness Programme on Dairy Farming was launched in two states (Rajasthan and Bihar).

3.1.3 A three days course writers workshop on Bamboo and Rattan was held at IGNOU, on July 21-23, 2006. Bamboo and Rattan scientists and representatives of the partner organizations,