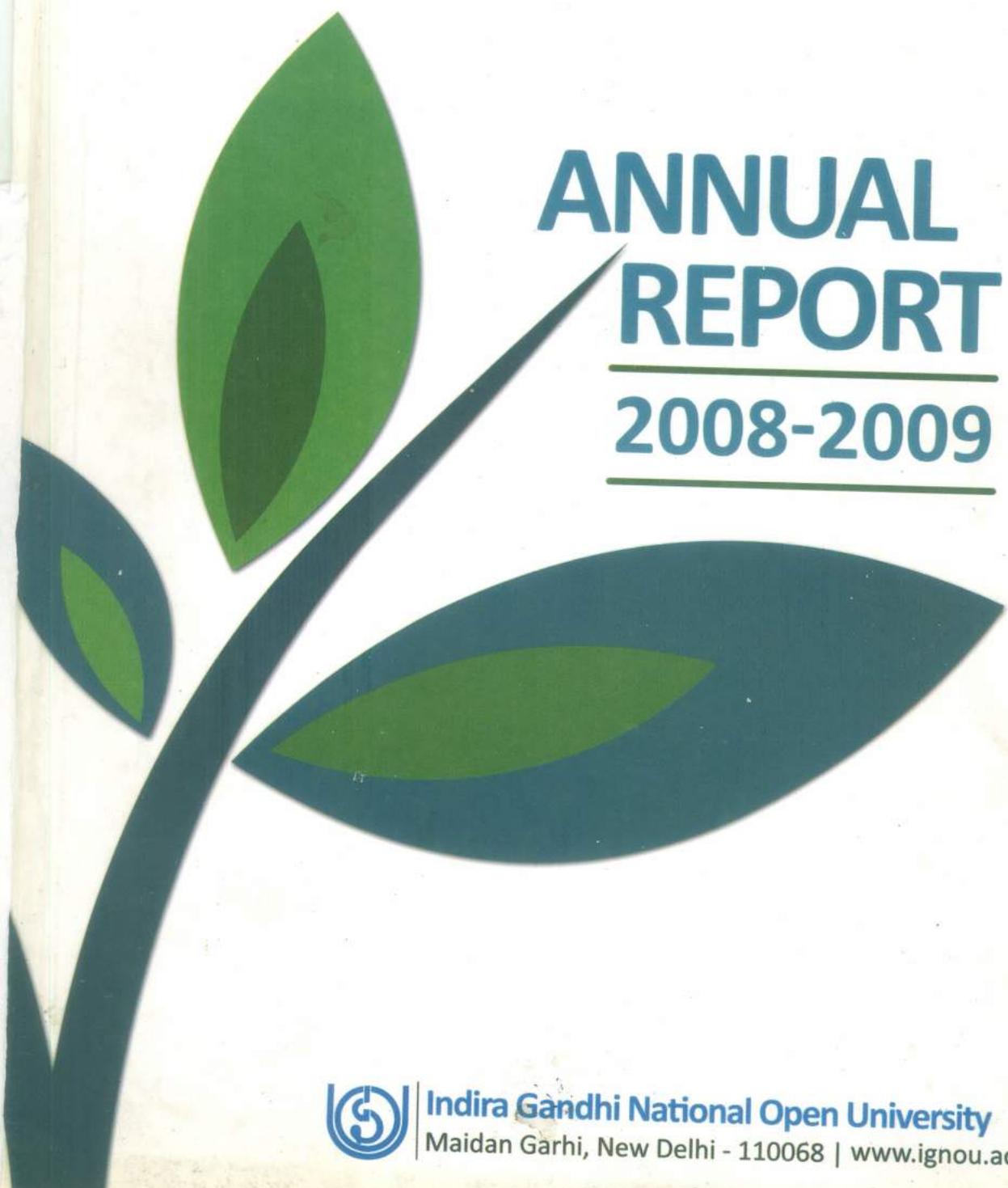


**INCLUSIVE GROWTH  
THROUGH INCLUSIVE EDUCATION**



# **ANNUAL REPORT**

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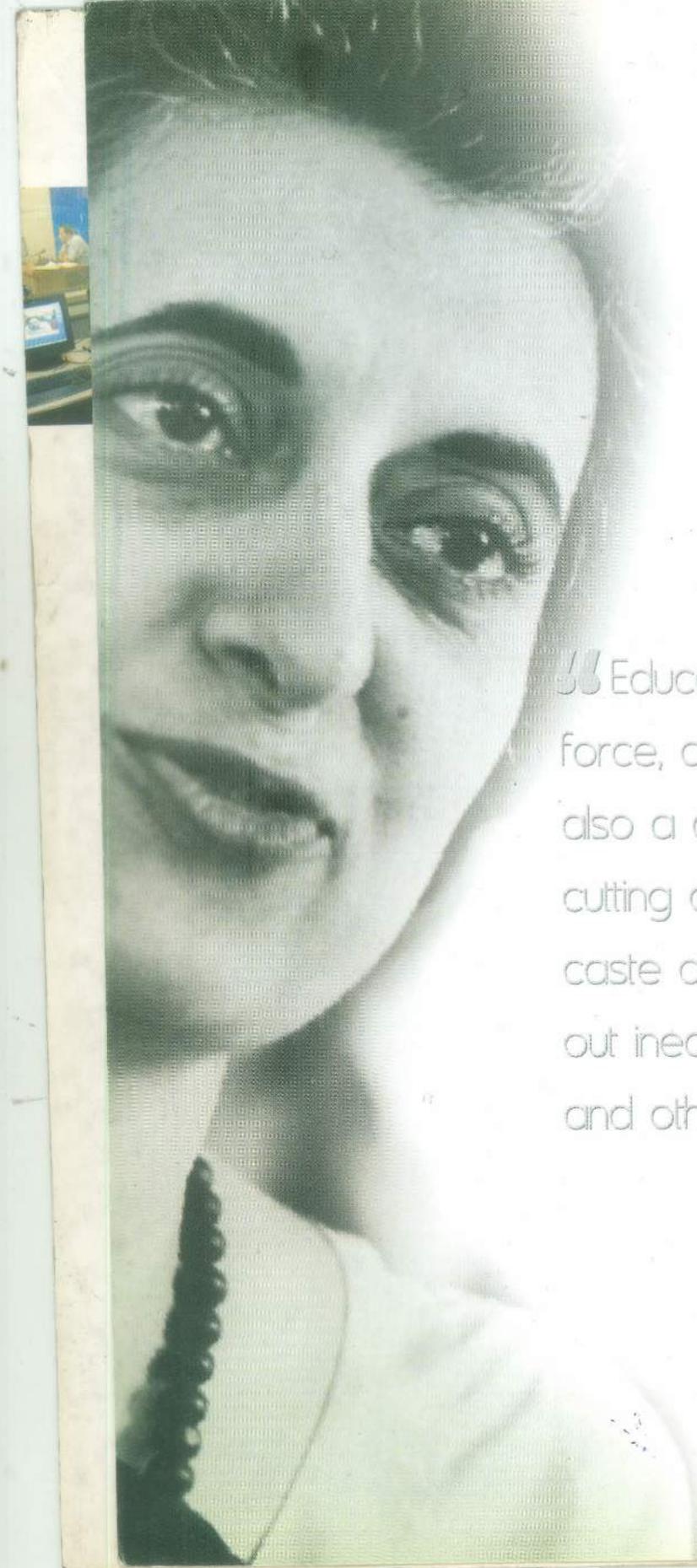
## **2008-2009**

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**Indira Gandhi National Open University**

Maidan Garhi, New Delhi - 110068 | [www.ignou.ac.in](http://www.ignou.ac.in)



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

*Indira Gandhi*

# ANNUAL REPORT 2008-09



INDIRA GANDHI NATIONAL OPEN UNIVERSITY  
Maidan Garhi, New Delhi - 110068



# Vision

Indira Gandhi National Open University, the national resource centre for open and distance learning, with international recognition and presence, shall provide seamless access for sustainable and learner-centric quality education, skill-upgradation and training to all by using innovative technologies and methodologies, and shall ensure convergence of existing higher educational systems for developing the massive human resource required for promoting integrated national development and global understanding.

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## FROM THE VICE CHANCELLOR'S DESK



These are dynamic times for us in the field of education, especially in the open and distance learning (ODL) system. More and more people look towards us to give them tailor-made programmes of international quality to meet their greatly diverse needs, ranging from a desire to go deeper into a subject to basic skill development programmes. A glance at the offerings of IGNOU in the pages of this document will indicate the unique mix of academic, professional, continuing education, extension and training programmes with an appropriate use of technology for delivery. In the year under report itself IGNOU has launched collaborations with a wide variety of institutions of repute to meet these needs, and to give greater access to a greater number of people, rural and urban, female and male, across barriers of caste, class and creed.

Indira Gandhi National Open University, just over 23 years old, had an annual fresh enrollment crossing five lakhs, and a cumulative student strength over two million in the year of report. This was approximately 15 percent of the total student population in the universities in India. Over 300 new learner support centres of the University and 350 partner institutions under the Convergence Scheme of the University were also started in this period. Our educational programmes reach over eight million homes through the Gyan Darshan Channels, via the DTH (Direct-To-Home) platform and webcasting.

The University also continues as a national resource centre for expertise and infrastructure for the ODL system. It has further developed e-GyanKosh, a unique digital repository, giving open access to all its materials. Steps toward strengthening research in the area of ODL and enhancement of the domain knowledge in all the core disciplines of humanities, social sciences, arts and basic sciences, using the technology intensive ODL, were given top priority. The introduction of research schemes for teachers and practitioners of

open and distance learning and the Research and Teaching Assistantship (RTA) scheme for bright, young post-graduate students are significant initiatives, which have had an impact on the conventional system too.

Another major initiative of IGNOU with a great impact on the conventional system is the Convergence Scheme mentioned earlier. This brings together the strengths of technology-augmented conventional face-to-face education and open and distance learning to enhance the quality of the teaching-learning process and to expand the reach of education with social inclusivity. The response to this scheme has been enormous.

New schemes related to improving educational access through strengthening other available rural and urban resources, creating special study centres and mobile study centres for education for the socially deprived sections of our society, training and certification of several thousands of in-service school teachers, courses on school leadership management for senior- and middle-level teachers in schools, short-term orientation and training programmes based on regional needs offered independently by the regional centres are some of the significant highlights of the activities initiated during 2008-09.

The University has developed a new scheme of two-year Associate Degree Programme, through the Community Colleges, through a credit accumulation process. The Convergence Scheme, which involves collaboration between the conventional collegiate education system and the ODL system of IGNOU, has been extended to about 400 institutions.

The University has also created several new centres towards fulfilling its role as a capacity-builder for the nation. These centres are the IGNOU Institute for Vocational Education and Training, North East Centre for Research and Development, IGNOU Institute for Professional Competency Advancement of Teachers through ODL, IGNOU Centre for ODL in Research and Training in Agriculture, the Advanced Centre for Informatics and Innovative Learning and the Centre for Corporate Education, Training and Consultancy.

The University will continue its efforts to strengthen its quality assurance at the systemic levels of teaching, learning and governance. It will continue to strive towards providing for all the learning needs of the people of India, primarily with the broad/overarching aim of achieving inclusive growth through inclusive education.



(V.N. Rajasekharan Pillai)  
Vice-Chancellor

# EXECUTIVE SUMMARY

Indira Gandhi National Open University was established by an Act of Parliament (No. 50 of 1985) in 1985. The objectives of the University are:

- To democratise higher education by taking it to the doorsteps of the learners.
- To promote the open university and distance education systems in the country.
- To provide access to high quality education to all those who seek it, irrespective of age, region, religion and gender.
- To offer need-based academic programmes by giving professional and vocational orientation to the courses.
- To enhance the level of skilled workforce in the country.
- To set and maintain the standards of distance education in the country as an apex body.

As in previous years, the University has continued to push forward in its pursuit for meeting its objectives fully, and in helping India increase the Gross Enrollment Ratio (GER) at the tertiary level. The major points of action during the year of report are summarised below:

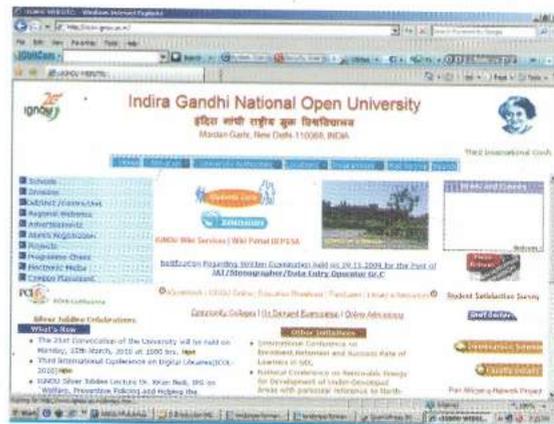
- The University had 175 academic programmes on offer. These encompass a whole range of programmes, catering to the diverse needs of the people of India. In this year, 59 new programmes were launched, including seven online programmes, comprising a total of 1,350 courses.
- A major new initiative is the academic involvement of several regional centres, leading to the launch of new programmes addressing specific regional needs, translation of the existing programmes into regional languages, and offering short-term face-to-face training programmes to meet specific skill requirements.



*Learners at the Student Service Centre on the IGNOU campus at Maidan Garhi, New Delhi.*

- The fresh student enrollment recorded a further growth of 6,08,614 across programmes, which is a 10.54 percent increase from the previous year. The cumulative enrolment increased to 22,44,294.
- During its 20th Convocation, the University awarded 1,38,434 degrees/diplomas/certificates, which is an increase of 35.5 percent from the previous year.
- The increase in the revenue was by 6 percent, largely generated from student fees. The University also received Rs. 79.9 crores as Plan grant from the MHRD.
- The total Plan expenditure was Rs. 116.76 crores (revenue and capital), and under Non-plan it was Rs. 225.62 crores.
- The University organised 11 lectures by eminent scholars, three conferences, seven seminars, 14 workshops, 14 training programmes for the in-house faculty and for the faculty from the ODL system in the country.
- The faculty members of the University contributed towards 200 conferences/seminars/workshops, and published 140 books/research papers/articles.
- The TV channels, Gyan Darshan – 1 and 2, witnessed a tremendous growth in reach after

- these channels were placed on DTH platforms.
- IGNOU produced 30 audio and 204 video programmes, and 114 audio programmes were acquired from Deutsche Welle, Radio Australia, Radio Canada and some other organisations, free of cost.
  - eGyanKosh, a National Digital Repository, was launched in June 2008. This is the world's largest educational resource repository.
  - The University established five new regional centres, and a City Centre in New Delhi, with an addition of 368 learner support centres, which is a 21.7 percent increase over the previous year.
  - The Convergence Scheme has been extended to 398 partner institutions by the end of the reporting year.
  - Two-year Associate Degree Programme for offer through Community Colleges by a credit accumulation process has been developed.
  - On the international front, four partner institutes were added to the international network of the University, in Nepal, Saudi Arabia, Kyrgyzstan and Ras-al-Khaimah.
  - For the development and quality assurance of the ODL system in the country, the Distance Education Council has sanctioned a development grant of Rs. 33.5 crores to the State Open University (SOU) and Distance Education Institutes (DEIs) in the North-East, Rs. 30.98 crores to the other 12 SOUs and an amount of Rs. 14.3 crores as development grant to directorates of conventional universities during this year.
  - The DEC has also provided financial assistance to various universities for organising conferences/seminars/workshops pertaining to distance education for strengthening the academic capabilities of the ODL system.
  - The IUC-TEFED initiated Research Fellowships



The home page of the IGNOU website, [www.ignou.ac.in](http://www.ignou.ac.in)

- under its Research and Development Programme. Twelve fellowships were awarded, of which nine projects were completed in the year of report.
- To make growth inclusive, IGNOU has given emphasis to the empowerment of women, empowerment of the backward classes, and empowerment of the differently abled. For women empowerment, IGNOU established 26 women-specific study centres across the country and also launched four academic programmes.
  - The Central Library has been equipped with a cumulative collection of 1,06,416 books, and access to 185 e-books is also provided to the regional centres.
  - The construction of the compound wall at the Bangalore Regional Centre is under progress; whereas at the Imphal, Cochin, Madurai and Shillong Regional Centres, the extension of buildings is under progress.
  - 118 MoUs were signed with national and international organisations for providing academic programmes and support for learners.

# CHAPTER-1

## Indira Gandhi National Open University

### 1.1

#### INTRODUCTION

The Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 with the following objectives:

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

The University is headquartered on a sprawling 112-acre campus in Delhi. Today, it serves the educational aspirations of nearly two million students in India and 33 other countries through its 21 Schools of Studies and a network of 62 regional centres, more than 2,300 study centres/tele-learning centres and around 52 overseas centres. IGNOU has, in a relatively short time, contributed significantly to higher education, community education and continual professional development. As a world leader in distance education, it was conferred the Centre of Excellence Award in Distance Education in 1993 and the Award of Excellence for Distance Education Materials in 1999 by the Commonwealth of Learning (COL), Canada. The University is committed to quality in teaching, research, training and extension activities, and acts as a national resource centre for expertise and

infrastructure in the ODL system. The Distance Education Council (DEC) of the University helps in regulating and maintaining the ODL system in the country. As the mandate of IGNOU is to reach out to the disadvantaged by offering programmes in all parts of the country at affordable costs, the University provides a second chance to those left out of the mainstream, and promotes education of minorities and rural people. The University has established a Centre for Extension Education, National Centre for Disability Studies and National Centre for Innovations in Distance Education, to focus on specific learner groups and enrich the distance learning system.

The University offers 175 certificate, diploma, degree and doctoral programmes. It has 380 faculty members and academic staff at the headquarters and regional centres, and about 37,000 counsellors from conventional institutions of higher learning, professionals from various organisations, among others. 145 programmes have been finalised during the reporting year with the involvement of over 2,400 experts from universities and other scientific and research establishments working over a period of two years.

With the launch of EduSat (a satellite dedicated only to education) on 20th September, 2004, the University has ushered in a new era of technology-enabled education in the country. Today, there are 134 two-way video-conferencing centres; all regional centres, and high enrollment study centres have been connected, and it has become possible to transact interactive digital content. Emphasis is now being laid on developing interactive multimedia and online learning, and adding value to the traditional distance education delivery mode with modern technology-enabled education within the framework of blended learning.

The University also attaches high priority to research activities at the headquarters as well as at the regional centres. Research on learners and the ODL system, active Ph.D. programmes in various disciplines, encouraging the participation of its faculty and staff in national and international conferences and seminars, and regular visits of eminent scholars from other institutions of higher learning of various countries for delivering lectures or to interact with faculty are also taken seriously by the University. The tremendous growth of the University since its inception is graphically represented in Appendix-I.

The University also observes two special days every year. The first is July 2nd, when a special lecture is organised in memory of the founding Vice-Chancellor of IGNOU, Prof. G. Ram Reddy. In 2008, this lecture was delivered by Shri Montek Singh Ahluwalia, Deputy Chairman, Planning Commission of India, on 'Challenges of Inclusive Growth'.

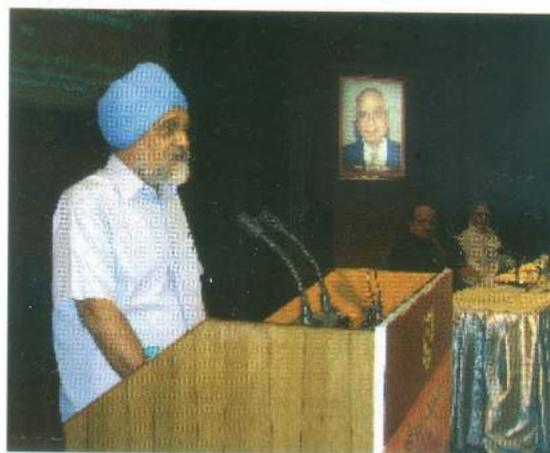
The second day observed by the University every year is its Foundation Day, November 19th. In 2008, Prof. Abid Hussain and Prof. M.S. Swaminathan, the IGNOU Chair Professor on Sustainable Development, delivered the Foundation Day lectures on 'Liberal Education, Pluralism and Diversity' and 'Sustainable Agriculture Leading to an Evergreen Revolution', respectively.

## 1.2

### PROMINENT FEATURES

IGNOU has certain unique features such as:

- International jurisdiction
- Flexible admission rules



*Montek Singh Ahluwalia, Deputy Chairman of the Planning Commission, delivering the Prof. G. Ram Reddy Memorial Lecture.*

- Individualised study: Flexibility in terms of place, pace and duration of study
- Use of latest information and communication technologies
- Nationwide student support services network
- Cost-effective programmes
- Modular approach to programmes
- Resource sharing, collaboration and networking with conventional universities, open universities and other institutions /organisations
- Socially and academically relevant programmes based on students' need analysis
- Convergence of open and conventional education systems

## 1.3

### IGNOU AUTHORITIES

The Visitor of the University is the President of India. The other authorities of the University include the Board of Management, Academic Council, Research Council, Finance Committee, Planning Board, Distance Education Council and the School Boards. The overall functioning of the University is managed by these statutory authorities, and takes place through the 21 Schools of Studies, 12 Divisions, and the other Centres/Institutes/Units. Appendix-II provides list of members of the authorities and directors/heads of IGNOU.

1. The Board of Management is the highest executive body of the University. It is empowered by the Statutes to look after the management and administration of the revenue, finances and property of the University as well as the conducting of all academic and administrative affairs.
2. The Academic Council is the apex academic authority, which decides the academic policies of the University and gives directions on methods of instruction, evaluation and improvement in academic standards. It also provides guidance and supervision to the research activities of the University.
3. The Finance Committee advises the University on all financial matters, fixing the limits for the total recurring and non-recurring expenditure for the year, based on the income and resources of the University. It also examines the accounts and scrutinises the expenditure of the University.
4. The Planning Board is responsible for the design and formulation of priorities for academic programmes offered by the University. It also has the right to advise the Board of Management and the Academic Council on any matter that it may deem necessary for the fulfillment of the objectives of the University.
5. The Research Council is responsible for the planning, design, management, organisation and monitoring of Research Programmes.
6. The Distance Education Council has been entrusted with the primary responsibility of promoting, coordinating, monitoring and determining the standards of the open learning and distance education system in the country. It is the apex body that regulates funds and provides infrastructural support to State Open Universities (SOUs) and Correspondence Course Institutions (CCIs).
7. The Schools of Studies are the basic academic

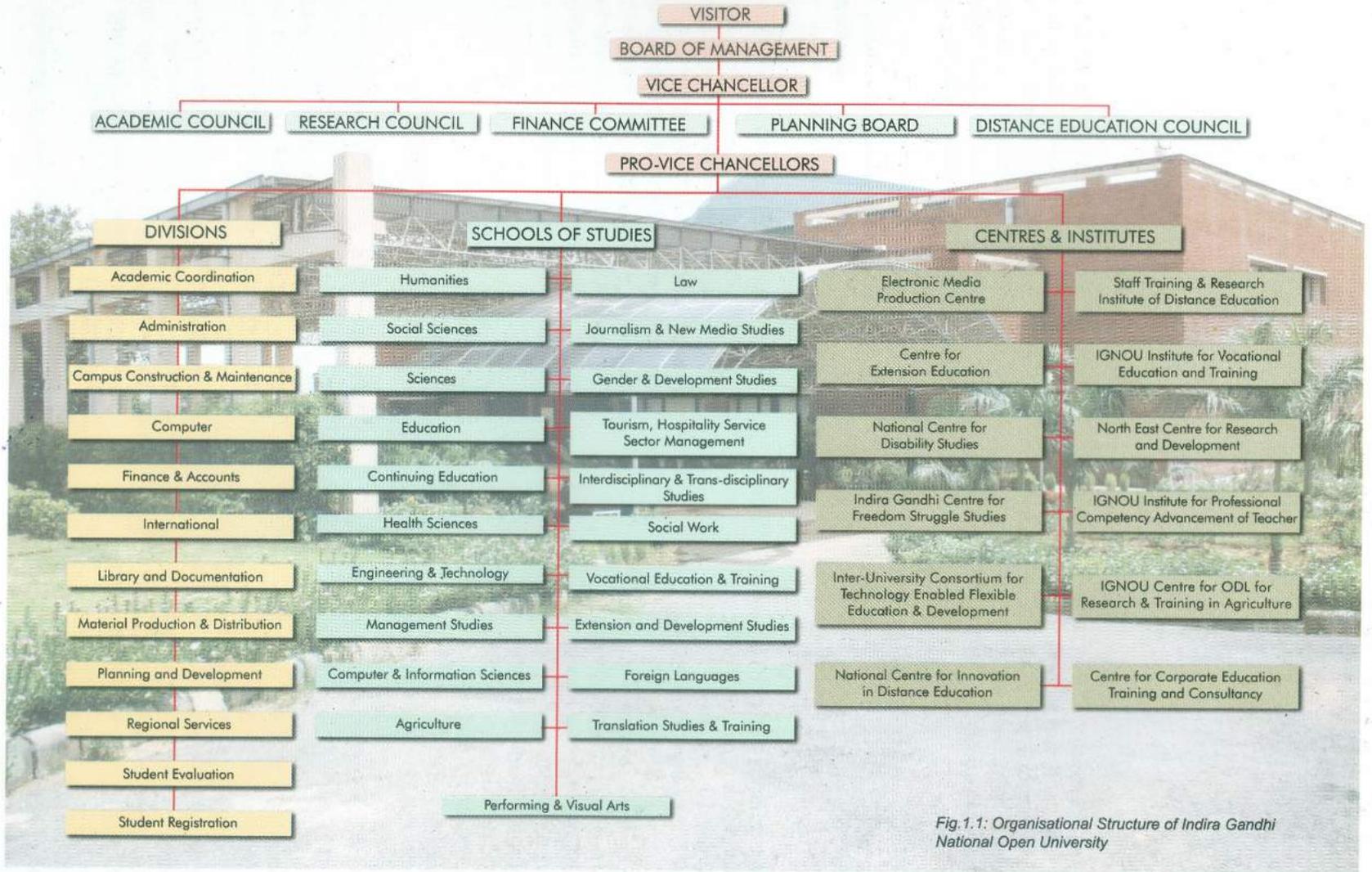


Fig.1.1: Organisational Structure of Indira Gandhi National Open University

units responsible for the conceptualisation, design and development of academic programmes. Every School of Studies has a board that oversees the development, research work and academic activities of the School.

## 1.4 SCHOOLS OF STUDIES

IGNOU currently has 21 Schools of Studies covering different disciplines. These are:

1. School of Humanities
2. School of Social Sciences
3. School of Sciences
4. School of Education
5. School of Continuing Education
6. School of Engineering and Technology
7. School of Management Studies
8. School of Health Sciences
9. School of Computer and Information Sciences
10. School of Agriculture
11. School of Law
12. School of Journalism and New Media Studies
13. School of Gender and Development Studies
14. School of Tourism Hospitality Service Sectoral Management
15. School of Interdisciplinary and Trans-disciplinary Studies
16. School of Social Work
17. School of Vocational Education and Training
18. School of Extension and Development Studies
19. School of Foreign Languages
20. School of Translation Studies and Training
21. School of Performing and Visual Arts

In the admission cycles during the year under report (July 2008 and January 2009), IGNOU

offered 175 short-term and long-term programmes, leading to certificates, diplomas and degrees. Most of these programmes have been developed after an initial survey of the demand for such programmes. They have been launched with the aim of fulfilling the learner's needs for:

- Certification
- Improvement of skills
- Acquisition of professional qualifications
- Continuing education and professional development at the work place
- Self-enrichment
- Diversification and updating knowledge/skills, and empowerment

Thus, the foci of the programmes are to meet the various academic and employment needs of the people, especially those of the disadvantaged sections of society. A number of programmes have been designed to meet the requirements of continuing education and training of employed people for professional growth.

## 1.5 INSTRUCTIONAL SYSTEM

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.

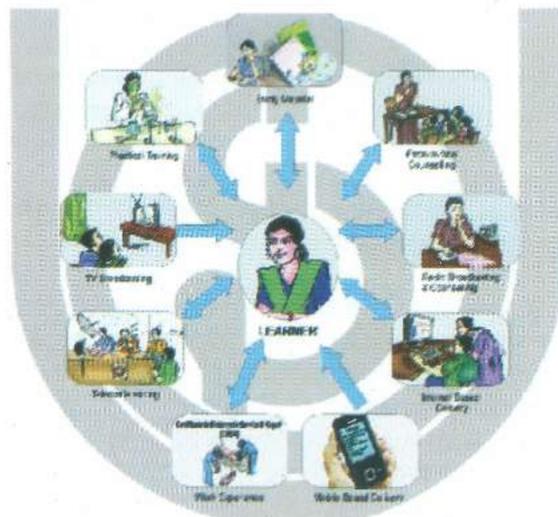
The learning material thus prepared, has inputs from experts and specialised institutions in the field spread throughout the country. The in-house faculty, trained in the discipline concerned and ODL pedagogy, finalise the contents.

Similarly, audio and video programmes are

produced in consultation with the course writers, in-house faculty and media producers. The material is previewed and reviewed by the faculty as well as outside experts and edited/modified, wherever necessary, before they are finally despatched to the students, study centres and telecast through Doordarshan and Gyan Darshan.

The University follows the "Credit System" for most of its programmes. Each credit in the system is equivalent to 30 hours of student study time, comprising all learning activities (i.e., reading and comprehending the print material, listening to audios, watching videos, attending counselling sessions, teleconferences and writing assignment responses). Completion of an academic programme (degree or diploma) requires successful completion of the assignments, practical projects and the term-end examination of each course in a programme.

The University provides multi-channel, multiple media teaching-learning packages for instruction and self-learning. The different components used for teaching/learning include self-instructional print and audio-video materials, radio and television broadcasts, face-to-face counselling/tutoring, laboratory and hands-on experience, teleconferencing, video conferencing, interactive radio counseling, interactive multimedia CD-ROMs and internet-based learning, and the use of mobile phones for instant messaging. For courses in the sciences, computers, nursing, medical sciences, teacher training, and engineering and technology, arrangements have been made to enable students to undertake practical classes/practice teaching at select study centers/work centers/programme centers.



*A graphic representation of the instructional modes available to IGNOU learners.*

## 1.6 ADMISSIONS

During the year under report, the total number of students registered was 6,08,614 with a cumulative enrollment of 22,44,294. The University admits students in two academic cycles: One begins in January and the second starts in July. Most of the programmes are offered in both the cycles.

IGNOU offers "Round the Year Admission" to its programmes under the "Walk-in-Admission" scheme and Online Admissions. With the Walk-in-Admission scheme, candidates can avail of the application forms from the regional centre/study centre, headquarters or can download the Common Prospectus and application forms from the University website and submit the same at the regional centre concerned either through post or in person. Detailed information on admissions and application forms are also available on the University website, [www.ignou.ac.in](http://www.ignou.ac.in).

## 1.7 EVALUATION

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

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

component, the evaluation methodology also includes a viva-voce. Learners who successfully complete the prescribed credits in a particular programme are awarded certificates/diplomas/degrees at the Convocation, which is held in February/March of every year at the University campus, and at select regional centres simultaneously through teleconferencing mode. Some of the overseas partner institutions conduct degree award ceremonies separately. Gold medals are also awarded for the Diploma and Degree programmes of the University during the annual Convocation.

## 1.8 STUDENT SUPPORT SYSTEM

The University caters to learners from all regions and all strata of society, viz, those from rural, urban and tribal areas, the physically challenged, jail inmates, those from government and non-government sectors, parents and home-makers, personnel of armed and paramilitary forces, employers and employees, the young and the old. The University has specially focused on educating women, minority communities, socially and economically disadvantaged groups, the north-east region, and other remote and low literacy areas of the country. Special study centres are opened exclusively for these groups of learners.

The University has an extensive network of regional centres, study centres and partner institutions through which it reaches out to its learners located in different parts of the country and overseas. At these centres, learners are provided services in respect of subject-specific academic counselling, listening/viewing of A/V programmes, library facilities, teleconferencing,

assignment submission, term-end examination, computer access, laboratory work and other practical work.

For online programmes, the University reaches out through its website and a learning platform available through a bandwidth of 48 Mbps.

## 1.9 FINANCES

The University finances are maintained by the Finance and Accounts Division, which deals with the collection of revenue receipts, and all expenditure of the University. As such, the division is responsible for preparation of budget estimates, review of receipts and expenditures, investment and overall upkeep of the financial health of the University, under the guidance of the Finance Committee.

The University submits details of its finances separately through an audited finance statement. During the year of report, the University received Rs. 79.9 crores as Plan grant from the Ministry of Human Resource Development (MHRD), whereas from its own resources (student fees, bank interest, etc.), the income generated was Rs. 414.27 crores. The total expenditure under Plan was Rs. 116.76 crores (revenue and capital), and under Non-plan Rs. 225.62 crores (total Rs. 414.17 crores including advances and closing balance).

## 1.10 FUTURE PLANS

Towards helping the nation cross the GER of 15 percent in the higher education sector, IGNOU is planning course-wise registration to support the



*Students of M.Sc. (DSFM) of the IGNOU Study Centre at IT College, Lucknow, under Regional Centre, Lucknow, during their practical examination with internal and external examiners.*

upgrading of skills. Actions toward accreditation of prior learning and transfer of learnt skills to a formal degree are being done in IGNOU. Moreover, efforts have been made to address low literary districts by adopting diversified and flexible strategies for courses/programmes on offer and student support services through the following Schemes.

1. Convergence of ODL and Conventional Systems of Education
2. IGNOU Community Colleges
3. Skill Development Mission
4. Tele-knowledge Centres at Block Level
5. Multimedia Labs

## CHAPTER-2

# Academic Activities

The academic activities of the University have three main dimensions, viz., teaching, research and extension and training. In this chapter, we will focus on the programmes launched in these areas, research initiatives taken, conferences, seminars, workshops and training programmes organised.

## 2.1

### ADMISSIONS

The admissions to the programmes of the University are subject to the fulfillment of minimum eligibility. This is decided through entrance tests for admission to certain programmes, viz., management programmes, Bachelor of Education (B.Ed.), B.Sc. (Nautical Science), Diploma in Civil/Electrical/Mechanical Engineering for Army personnel, Post Graduate Certificate in Oral Implantology and Post Graduate Certificate in Endodontics.

During the period of report, the University admitted students to 175 academic programmes. Admissions are handled at the regional centres. Towards its aim of providing greater access to its programmes, the University took some new initiatives in the process of admissions, of which the following are significant.

#### 2.1.1 Walk-in-Admission

The University has introduced "Walk-in-Admission" in all the academic programmes. Under this scheme, the student handbook and prospectus would be on sale round the year and a prospective student can walk in, any time, to the regional center concerned along with

credentials and requisite programme fee and submit his/her admission form. The application form will be scrutinised and admission confirmed by the regional directors, if it is found in order. The learner's admission would be confirmed for the next academic cycle, beginning in January or July.

#### 2.1.2 Online Admission

The University has also introduced "Online Admission" for all programmes from November, 2008. In order to streamline and facilitate handling of voluminous data, the Student Registration Division has developed in-house software for error-detection in admission and re-registration data, and the same has been provided to all the regional centers of the University.

#### 2.1.3 Website-Based Student Services

With a view to providing better student services, crucial information for students is uploaded on the IGNOU website, which includes the admission and re-registration details, study centres opted, prospectus and application forms for various programmes and address checking. The current status of the admissions for the three latest cycles are also provided on the website. The total enrollment during 2008-09 is as tabulated below:

No. of Students Registered (July 2008 and January 2009):	6,08,614
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No. of Students on Rolls (Cumulative) as on 31st March, 2009:	22,44,294
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The programme-wise break-up of enrollment is given in Appendix-III.

## 2.2 SCHOOLS OF STUDIES

At present there are 21 Schools of Studies. These schools are responsible for all academic programmes and courses. The details of these programmes and courses are given under each School of Studies. The eligibility criteria, duration, credit requirements and medium of instruction for different programmes of study are listed in Appendix-IV.

### 2.2.1 School of Humanities

The School of Humanities includes the disciplines of Hindi, English, Linguistics, Assamese, Bengali, Kannada, Malayalam, Gujarati, Marathi, Oriya, Punjabi, Tamil, Telugu, Urdu and Philosophy, an Editorial Unit and a Translation Unit. Apart from certificate, diploma and degree programmes in Hindi and English, the School has also developed Foundation Courses in Sanskrit and 11 modern Indian languages.

### 2.2.2 School of Social Sciences

The School of Social Sciences has been assigned the disciplines of Economics, History, Library and Information Science, Political Science, Public Administration and Sociology. It has planned, developed and launched academic programmes at the degree, diploma and certificate levels in some of these areas, as well as a Foundation Course in Humanities and Social Sciences and a Preparatory Course in Social Sciences.

### 2.2.3 School of Sciences

The School of Sciences comprises the disciplines of Chemistry, Life Sciences, Mathematics and



*The Third International Conference of Latin American Studies of Council of Asia and Oceania, jointly organised by IGNOU and JNU, on 3rd-5th December, 2008.*

Physics. The School has planned, developed and launched programmes at the doctorate, master's, bachelor's, diploma and certificate level in some of these disciplines. Some courses prepared by the school are also on offer in the academic programmes of other schools.

#### **2.2.4 School of Education**

The School of Education's mandate is to plan, develop and launch academic programmes in Education as a field of knowledge and an area of professional practice. The school has developed programmes in diverse areas such as, Higher Education, Teacher Education, Guidance and Counselling, and Educational Technology.

#### **2.2.5 School of Continuing Education**

It is widely realised that there is an increase in knowledge in every area of specialisation, particularly in the professional and vocational spheres. Therefore, there is a need for continuous updating and lifelong learning for every individual. To meet these emerging needs, the University established the School of Continuing Education. The School has the disciplines of Rural Development, Women's Empowerment, Child Development, Disability Studies, Nutrition and Dietetics, in which it has developed academic programmes at different levels.

#### **2.2.6 School of Engineering and Technology**

The School has developed several academic programmes in the areas of Civil, Mechanical and Electrical Engineering. The School has also developed programmes in collaboration with Footwear Design and Development Institute (FDDI), Construction Industry Development Council (CIDC), Khadi Village Industries

Commission (KVIC), Directorate General of Shipping (DGS), Project Management Associates (PMA), Ministry of Power (MoP), Aeronautical Engineering and Research Organisation (AERO) and Hero Honda Motors Ltd. (HHML) to cater to the customised needs of industry. Under some of these projects, the School has also launched extension education programmes for training, skill development and certification of trade-level human resource engaged in various trades in the industry.

#### **2.2.7 School of Management Studies**

The School was established to provide an avenue to working personnel and professionals for acquiring management qualifications to upgrade their managerial skills, capabilities and orientation. Over the years, the School has been offering various certificate, diploma and degree programmes in Management and Commerce which are useful to the corporate and business world.

#### **2.2.8 School of Health Sciences**

This School was set up in 1991 with the objective of augmenting educational avenues for medical, nursing and paramedical personnel through the distance mode. The main function of the School is the planning, development and launching of degree, diploma and certificate programmes for various categories of health professionals, developing health-related awareness courses for the public, and conducting research on health-related issues.

The School has also collaborated with various national and international organisations such as the World Health Organisation (WHO), Ministry of Health and Family Welfare (MoHFW), Dental Council of India (DCI), National Board of Examination (NBE), the Indian Council of Medical

Research (ICMR), Academy of Hospital Administration (AHA), and Narayana Hrudyalaya for the development and dissemination of programmes.

### **2.2.9 School of Computer and Information Sciences**

The School of Computer and Information Sciences was established in 1991 to provide high quality computer education at different levels through the open and distance learning system.

### **2.2.10 School of Agriculture**

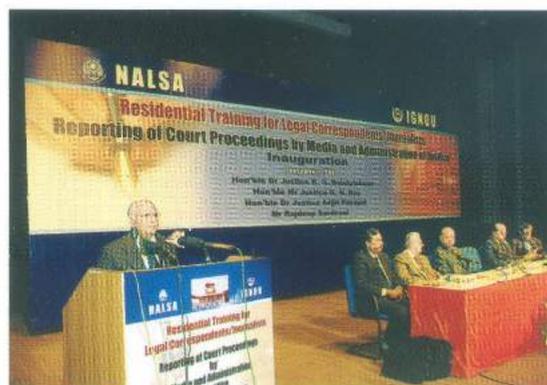
The School of Agriculture, established in January 2005, strives for a flagship role in the development and delivery of educational programmes in agriculture through the open and distance learning system. The School has been focusing on academic and extension activities in agriculture at the national and international level with the mission to improve and sustain productivity and the quality of human life in rural areas.

### **2.2.11 School of Law**

The School of Law was established in 2005 with the objective of imparting legal education at different levels through the open and distance learning system. The School aims to create awareness about legal rights and responsibilities and to focus on learning practical aspects of Law, acquiring legal skills and scholarship.

### **2.2.12 School of Journalism and New Media Studies**

With the rapid development in information and communication technology, journalism and new media are emerging as powerful tools of communication (information and knowledge) to reach large sections of society. Accordingly, the



*Inauguration of a residential training programme for legal correspondents and journalists on 'Reporting Court Proceedings', jointly organised by IGNOU and the National Legal Services Authority.*

University established the School of Journalism and New Media Studies in 2007. This school is presently offering programmes in the areas of Journalism and Communication and Media Management, Electronic and Online Media.

#### **2.2.13 School of Gender and Development Studies**

This School, established in 2007, aims at developing and launching programmes in the areas of Women's Studies, Gender Studies and Development Studies.

#### **2.2.14 School of Tourism and Hospitality Service Sectoral Management**

The tourism and hospitality sector has been growing at a rapid pace, and generating a lot of employment opportunities. There is a tremendous demand for courses in these sectors with further specialisation in areas such as high quality escorts, guides and trade personnel for handling transport and cargo. Accordingly, the School offers programmes at different levels independently, as well as in collaboration with international and national institutions/organisations.

#### **2.2.15 School of Interdisciplinary and Trans-disciplinary Studies**

The School, established in 2007, aims at meeting the educational and training requirements pertaining to interdisciplinary, trans-disciplinary and inter-sectoral issues.

#### **2.2.16 School of Social Work**

The School of Social Work was established in 2007. It aims at providing quality education and training in the area of social work, HIV/AIDS and related subjects. It offers programmes in these

areas leading to the award of certificates, diplomas and degrees.

#### **2.2.17 School of Vocational Education and Training**

This School, established in 2007, aims at providing educational training for skills development, to meet the vocational as well as technical requirements for the economic development of the country. Demand-driven and value-addition courses/programmes will be offered through the School, targeting the formal and informal sectors.

#### **2.2.18 School of Extension and Development Studies**

This School was established in 2007. It aims at offering programmes ranging from awareness courses, certificates, diplomas and degrees in the areas of Extension Education, Livelihood Education, Sustainable Development Studies and Empowerment Studies.

#### **2.2.19 School of Foreign Languages**

This School was established in 2007 to promote communication across borders and countries. It has already initiated the launch of certificate-level programmes in German, Spanish and Japanese. French, Persian and Arabic certificate programmes are under development for the distance mode.

#### **2.2.20 School of Translation Studies and Training**

This School was established in 2007. The priority areas are various aspects of translation studies. The emphasis of the School is also on providing training to translators through workshops and projects. The School has on offer, at present, a Post Graduate Diploma in Translation.

### 2.2.21 School of Performing and Visual Arts

The School of Performing and Visual Arts was established in 2007. This school aims at developing and offering programmes, in collaboration with different specialised institutes, leading to certificates, diplomas and degrees in the areas of music, dance, theatre and the visual arts.

## 2.3

### NEW ACADEMIC PROGRAMMES

The 21 Schools of Studies launched a large number of academic programmes at various levels, including doctorate degree programmes.

During the year of report, the University also expanded the list of programmes offered to international students. Another significant achievement in the area of academic programmes is the launch of online programmes.

As part of a new initiative, several RCs have engaged themselves in activities leading to the launch of a number of new programmes in their respective regions, and across regions. These activities have been along three distinct lines:

- (i) Designing and developing new programmes addressing specific regional needs
- (ii) Translating the existing programmes into regional languages
- (iii) Offering short-term face-to-face training programmes to meet specific job-skill requirements



*A meeting of the Programme Design Expert Committee underway at IGNOU's Regional Centre, Hyderabad.*

In these activities the academics of the RCs have collaborated with qualified experts in the field. In some cases, MoUs have been entered into with local institutions/organisations for collaboration to meet the purposes of the activities concerned.

A list of the programmes launched during the reporting period is given below.

#### **Research Degree Programmes:**

Ph.D. in English, Hindi, Tamil, Malayalam, Gujarati, Sanskrit, History, Sociology, Political Science, Public Administration, Economics, Library and Information Sciences, Life Sciences, Rural Development, Nutritional Sciences, Child Development, Nursing, Computer Science, Agriculture Extension, Women's Studies, Gender and Development Studies, Sri Aurobindo Studies, Social Work and an integrated M.Sc.- Ph.D. in Astrophysics.

M.Phil. in English, Hindi, Tamil, Malayalam, Sanskrit, Economics, Women's Studies, Gender and Development Studies, and Sri Aurobindo Studies.

#### **Master's and Bachelor's Degree Programmes:**

Master's Degree Programme in Sri Aurobindo Studies, Labour and Development, Gandhi and Peace Studies and Social Work.

Bachelor's Degree Programmes in Architecture, Fashion Design, Textile Design and Fashion Merchandising and Production.

#### **Diploma Programmes:**

Post-graduate Diploma in Food Safety and Quality Management, Plantation Management, Industrial Safety, Health and Environment Management, Pharmaceutical Sales Management, Security

Operations, Disability Management for Medical Practitioners, and Diploma in Business Process Outsourcing, Finance and Accounting.

#### **Certificate Programmes:**

Post-graduate Certificate in Project Management, Agriculture Policy and Security Operations; Certificate in Japanese, Persian, German, French (F2F mode), Leather Goods Making, Power Distribution, Community Radio, Front Office Operations, House Keeping Operations, and Food and Beverage Services.

#### **Online Programmes:**

Master's Degree Programme in Library and Information Science, PG Diploma in Participatory Management of Displacement, Resettlement and Rehabilitation, PG Diploma in Legal Process Outsourcing, PG Certificate in Project Management, Post Graduate Certificate in Cyber Law, Certificate in Spanish, and Certificate Course in Sanskrit.

#### **Programmes Newly Extended to International Students:**

Master's Degree Programme in Economics, Sociology, Political Science, Library and Information Science, Public Administration, Intellectual Property, Bachelor of Library and Information Science and P.G. Diploma in Disaster Management.

#### **Regional Need-Based Programmes developed by the Regional Centres:**

RC Agartala– Certificate in Leather Goods Making.  
RC Aizawl– Certificate in Poultry Farming (in Mizo, English and Hindi languages).  
RC Cochin – Post-graduate Diploma in Plantation Management.  
RC Delhi 1 – Diploma in Retail Marketing.

Translation of existing programmes undertaken by Regional Centres:

RC Madurai – Computer Literacy Programme into Tamil.

The academic programmes in face-to-face mode offered by the various Regional Centres:

RC Cochin – MBA (Aviation Management), Advanced Diploma in Airport Management, Security Management, Air Cargo Management, Rescue, Fire fighting and Safety Management, Retail Management and Relationship Management, Certificate in Airport Ramp Handling, Rescue and Fire fighting, and Security and Intelligence.

RC Jabalpur – Personality Development.

## 2.4

### EVALUATION AND CERTIFICATION

The assessment of performance of students is an integral part of the learning process. At present, the following forms are followed for assessment:

- (a) Continuous assessment through assignments and practical laboratory work.
- (b) Term-end examination (TEE).
- (c) Project work (wherever required), with viva for post-graduate programmes.
- (d). Extended contact programmes (ECP), seminar and field work (wherever required).



*IGNOU students at a practical training session.*

The statistical account of assessment work done during 2008-09 is given below:

No. of Assignments Evaluated (mostly by academic counsellors at the study centres)	37,26,991
No. of Examination Centers (including practical centres)	1,984
No. of Students Registered for Term End Exams (June-December, 2008)	6,01,166
No. of Students Registered for Entrance Test (February and August, 2008)	1,67,133
No. of Answer Sheets Evaluated (TEE) (June and December, 2008)	23,44,124
No. of Project Reports Evaluated	17,946

The University initiated several important steps to improve the methods and systems followed for student assessment, which are briefly noted below:

- (i) Provision for improving marks: For students short by 2 percent of securing 2nd Division or 1st Division in bachelor's and master's degrees, or 55 percent in the master's degree. (minimum marks required for lectureship and UGCNET).
- (ii) Scheme of re-evaluation: In place of re-checking, to mitigate the grievances of the students regarding unfair and unreasonable evaluation.
- (iii) Scheme of providing photocopy of the evaluated answer scripts to the students.
- (iv) Early declaration of term-end results: For those students who are selected for higher studies or employment on a provisional basis and are required to produce the marksheet before the prescribed date of the declaration of results.

- (v) New software developed to monitor the timely evaluation of projects submitted by the students: The evaluation of the projects is done at headquarters and the regional centres. The student record for practical/laboratory work, seminars, workshops, etc., are assessed at the study centres and the marks obtained by the students are incorporated in the students' record at headquarters.
- (vi) Provision of evaluation of a large volume of answer scripts: The University has introduced evaluation at the regional centres and by the Schools of Studies. Spot evaluation is also arranged in certain disciplines.
- (vii) On-demand Examination in two programmes, i.e., Certificate in Guidance and Certificate in Organic Farming, on a pilot basis at two regional centres. The scheme will be expanded to cover all the programmes at all regional centres in a phased manner.
- (viii) Online examination in Post-graduate Diploma Programme in Project Management, Master of Library and Information Science and PG Certificate in Cyber Law programmes are in the pipeline.

## 2.5 20TH CONVOCATION

The University's 20th Convocation was held at the headquarters and at all RCs simultaneously on 28th February, 2009. The chief guest was Prof. R. Natarajan, former chairman, AICTE, and former director, IIT Madras. As many as 1,38,434 students were awarded degrees/diplomas/certificates. Sixty-four toppers, who completed their programmes of study in the minimum period, were also awarded gold medals (Appendix-V).



*An IGNOU learner being honoured at the 20th convocation.*

## 2.6 RESEARCH ACTIVITIES AND CHAIRS

The Research Cell prepared the following report during the years.

- (a) Analysis of performance of students awarded degrees in the 20th Convocation.
- (b) Pass-out rate in each programme.
- (c) Students' performance across the regional centers, programmes and across Schools of Studies.

Research is an integral activity of the University. All the Schools of Studies offer Ph.D. programmes in various disciplines. The University has appointed around 100 Research and Teaching Assistants (RTAs). Besides these, various Chairs of Study have been set up. The University has also been organising national and international conferences, seminars and workshops for sharing knowledge globally (Appendix-VI).

The faculty members of IGNOU have received academic distinctions, to the credit of IGNOU. They also participated in various conferences, seminars, symposia and workshops as resource persons or presenters. A comprehensive faculty-wise list of awards and contributions is listed in Appendix-VII.

### **2.6.1 Inter-University Consortium**

The consortium organised three workshops and training programmes as follows:

1. A training programme on Development of Interactive Multimedia Course Materials was organised on 1-12 December, 2008. Thirteen faculty members from IGNOU participated in this 10-day programme. Fourteen interactive multimedia units have been developed. This will lead to conversion/creation of 14 courses in the multimedia format in a few months time.
2. A one-day workshop on Disability Sensitisation was organised on 28 January, 2009, for IGNOU security staff and other employees.
3. A Teacher Training Programme on Technology-Enhanced Learning was organised at the instance of MHRD on 9-20 February, 2009. It was hosted at the Multi Media Lab of IUC, IGNOU. Twenty-three faculty members and RTAs from IGNOU participated in this 10-day programme.

### **2.6.2 Chair on Sustainable Development**

Under this chair, several Action Research Projects have been taken up since it started. During the period of review, the chair initiated activities to develop an Appreciation Programme based on its first Action Research Project on the Coastal Ecosystem at Kuttanad Wetland Ecosystem in the Southern part of Kerala, with an objective to



*Teacher Training Programme organised by IUC, sponsored by the Ministry of Human Resource Development.*