

Annual Report 2014-2015



Indira Gandhi National Open University

Maidan Garhi, New Delhi-110068

www.ignou.ac.in

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From the Vice-Chancellor's Desk

It gives me much pleasure to present the Annual Report of the Indira Gandhi National Open University for the Financial Year 2014-15. Hon'ble President of India as Visitor of Central Universities and Hon'ble Human Resource Development Minister, Government of India during the Conference of Vice-Chancellors of Central Universities held on 04-05th February, 2015 have laid stress on identification of courses and content development under MOOCs, implementation of Choice Based Credit System (CBCS), developing accreditation and quality assurance mechanism and strengthening initiatives under Unnat Bharat Abhiyan. The University has moved ahead on these lines to redefine its priorities. It is hoped that there will be immense opportunities for the Open and Distance Learning (ODL) System to meet diverse educational and training challenges. The ODL system is capable of taking knowledge and skills to each segment of society and make incremental contribution in the 'Skill India Mission' of the Government of India by offering education at the door steps of learners. For this purpose, the ODL system needs to establish linkages with industries, different Departments of the Government, Community Colleges and other Academic Institutions. The University has initiated the process of developing linkages with stakeholders to inculcate vocational education in the ODL system. IGNOU entered into collaboration with Hero Motocorp Limited for imparting skills to motorcycle technicians at their workplace.

Higher education should be a perfect blend of knowledge and skills, so that successful students are educated and trained to meet technical and professional requirements of industry, administration and society. The University decided to review the curriculum of its under-graduate programmes and to add new elective courses at the under-graduate level (B.A., B.Com, B.Sc., B.T.S., B.C.A., etc.) to impart vocational and skill based education in the fields of Disaster Management, Home Based Health Care, Health Care Waste Management, Functional English, Laboratory Techniques, Sericulture, Beekeeping and Organic farming. The Governments of Madhya Pradesh and Jharkhand have approached the University to develop academic programmes in Tourism and Hospitality Management disciplines. Thus, the University is directly involved in meeting the employment requirements of various sectors with strong support from state governments and industries. IGNOU made its special contribution in promotion and preservation of Indian languages. The University introduced foundation courses in 19 Modern Indian languages in its under-graduate programmes (B.A.; B.Com.; and B.Sc.). It is a unique contribution of the University for promotion of Indian languages. The University translates and offers selected academic programmes in Hindi medium on the basis of demand for offering programmes in Hindi. The National Council for Promotion of Sindhi Language acknowledged the contribution of the University by sponsoring the Sindhi Chair in the reported period.

During the Financial Year under report, the University has given special thrust for inclusive expansion of higher education with consolidation to fulfill agenda of reaching out to the masses. A special thrust was given to bring the marginalized segments of the society, women and minorities to the main stream of development by empowering them with higher education and skills. The University took special measures to improve enrollment of the marginalized segment of the society by establishing Special Study Centres in areas with high concentration of population from these segments of the society. The University enrolled 3,369 jail inmates in various academic programmes offered by the University through 111 Special Study Centres established within premises of jails across India in the reported period. In the reporting period, the university

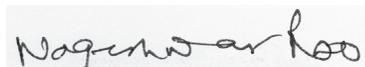
launched academic programmes in areas and disciplines, which are in great demand among women and established Special Study Centres for women to encourage their enrollment. Hard work and sensitivity toward gender equity resulted in improving enrollment of women. The strength of women students is above 50% of total strength in disciplines housed in School of Education; Gender and Development Studies; Humanities; Health Sciences; Continuing Education; Performing and Visual Arts; Social Work; and Translation and Training. Around 46% of fresh enrolled students were female and 41% of students were residents of rural areas in the reported period.

The University continues its efforts to ensure homogeneity in expansion of higher education by strengthening its Students Support Network: 67 Regional Centres and 2919 Learner Support Centres; out of which 314 Learner Support Centres including 52 Special Study Centres were established in the reported period. Regional Centres at Lucknow and Shillong will start functioning from newly constructed buildings soon. The University is making sincere efforts for acquisition of land for construction of buildings for Regional Centres with Governments of various States. Further, the University approached the Ministry of Human Resource Development for additional funds for construction of building of Regional Centre under the Central Sector Scheme as an initiative under the 12th plan period. The Ministry was kind enough to enhance our allocation from ₹ 46.3 Crore during 2013-14 to ₹ 100.0 Crore during 2014-15.

Teacher education is the major thrust area of the Government of India. The ODL system can play an important role in training of in-service teachers. IGNOU as a National Open University made significant contribution in training of in-service teachers. In addition to signing of MoU with Kendriya Vidyalaya Sangathan (KVS) and four State Governments in the North Eastern States in the previous financial year (2013-14), the University signed an MoC with the Government of Tripura for providing professional training to in-service teachers at the primary level. The University enrolled 7,928 teachers of Kendriya Vidyalaya Sangathan for in-service training in the reported period.

The Government of India advocated administrative reforms and e-Governance to improve effectiveness and efficiency of administration. The University examined its administrative procedure in the light of recommendation of the Government and introduced the Scheme of Self Certification wherever applicable. IGNOU is among the leading Universities which has introduced office automation. The University is committed to utilize the potential of ICT in delivery of learning and facilitating students to realize the mission of 'Digital India'. The University is planning to introduce Online Admission process on the pilot basis from July 2015 admission cycle.

The University is also strengthening its placement initiatives. The Central Campus Placement Cell at Headquarters had conducted three placement drives. In addition, the placement drives were also carried at Regional Centres. We are happy to note that our learners were accepted by the industry with great satisfaction. The University is in the process of adopting 47 villages for their educational development to strengthen 'Unnat Bharat Abhiyan' of the Government. The University also proposes to collaborate with social sectors. This will lead to immense opportunities of offering quality education and training at reduced cost in optimum time through resource sharing and pooling to meet specific needs of varied learners. The University is also in the process of drafting new scheme for offering education and training through community colleges.



(Prof. Nageshwar Rao)
Vice Chancellor (I/c)

Executive Summary

IGNOU was established by an Act of Parliament in 1985 to provide access to quality education to all segments of the society; offer high-quality, innovative and need-based programmes at different levels, to all those who require them; and reach out to the disadvantaged segments by offering programmes in all parts of the country and abroad through its Centres at affordable costs. IGNOU has been steadily expanding opportunities for life-long higher education and democratising education by making it inclusive. The University has adopted a flexible and innovative approach which encourages learners to move from education to work and vice versa, well suited to the diverse requirements of the country, and also needed to harness the human resources in full potential and leverage the demographic dividend.

The Hon'ble President of India as Visitor of Central Universities and Hon'ble Human Resource Development Minister, Government of India during the Conference of Vice-Chancellors of Central Universities held on 04-05th February, 2015 have mainly laid stress on identification of courses and content development under MOOCs, implementation of Choice Based Credit System (CBCS), developing accreditation and quality assurance mechanism and promoting initiatives under Unnat Bharat Abhiyan. The University has moved ahead on these lines to redefine its priorities. In November, 2014 the Govt. of India has established a separate Ministry of Skill Development and Entrepreneurship. It has started focusing on skill development in higher education. Accordingly, the University is in the process of restructuring its curricula to integrate skill components.

The University has an estimated cumulative student strength of about 2.8 million and a significant number of 7,42,426 students were added through fresh and re-registration during 2014-2015 admission cycles. An analysis of this data for 2014-15 reveals that 45.7% of them are women, 9.5% are ST, 10.1% are SC and 22.1% are OBC, thereby providing a significant social spread towards inclusive education. The University offered 228 academic programmes, encompassing a wide range of disciplines which cater to the diverse socio-economic needs, apart from unfolding new areas of study such as Translation Studies, Social Work, Urban Planning, Geoinformation, Applied Statistics, Assistive Technologies and Teacher Development etc. The University offered seven new academic programmes (two at Masters; three at PG Diploma; one at PG Certificate and one at Certificate levels). During the period of report, the 21 Schools of Study continued their regular activities of planning, designing and developing academic programmes, including coordinating curriculum development and undertaking research activities. The support services to students are extended by the Student Registration Division (SRD), Student Evaluation Division (SED), Material Production and Distribution Division (MPDD) Regional Service Division (RSD) and Electronic Media Production Centre (EMPC). The academic programmes are delivered through the vast student support network of 67 Regional Centres (RCs) and 2919 Learner Support Centres (LSCs). 43,785 part-time academic counsellors drawn mostly from the conventional system provide the human interactivity element for the learners at LSCs. In 2014-15, the student support network was expanded by establishing 314 new Learner Support Centres, of which 52 are Special Study Centres.

The University Published 189 lakh blocks of study material to meet the requirement of 7.42 lakh of students registered in 228 academic programmes during the reported period. A Task Force constituted for closely monitoring of production and distribution of printed materials has ensured timely delivery of study materials to students. The task of delivery of study materials was accomplished within the timeframe. In the December, 2014 Term End Examination, over 4.54 lakh students

appeared in 2,729 courses across 835 Examination Centres, which included 79 Centres in premises of jail and 34 International Centres. Similarly, 4.56 lakh students appeared in Term End Examination held in July, 2014. The total number of answer sheets evaluated stood at 30 lakh in the reported period. The university has closely monitored the conduct of Term End Examination through Web-Conferencing at selected Examination Centres.

The RCs took special initiatives for awareness and enhanced enrollment, including on-the-spot admission, road shows, using mobile vans, meeting the potential learners from all walks of life, particularly in the rural and remote areas during the period of the report. Job Melas were organised at several RCs to provide placement opportunities to successful students and a significant number of students have secured jobs through these placement drives. During the year, the University has further augmented the infrastructure of its Regional Centres through construction as well as extension of Regional Centre buildings at different locations. Regional Centres located in Lucknow and Shillong are about to move in permanent building in the coming financial year.

During the period of report, STRIDE's capacity building initiatives were focused on target groups, such as, teachers/academics at IGNOU and State Open Universities (SOUs), DDEs/DEIs and non-teaching/administrative staff of IGNOU. It also conducted need-based activities for capacity building of staff in other collaborative institutions. The Workshops/Training Programmes conducted by STRIDE during 2014-15 focused on Research Methodology in Distance Education, Financial and Administrative Aspects; Design of self learning material for Open and Distance Education; and Students Evaluation in Open and Distance Learning. The Central and State Governments envisage a major role for IGNOU in addressing the training needs of in-service teachers. During the period of report, IGNOU took up the task of training of in-service teachers for the Kendriya Vidyalaya Sangathan (KVS) and also for the Governments of North East States. The University signed MoC with Government of Tripura for training of in-service teachers.

The University hosted the fourth Conference of Vice-Chancellors of State Open Universities (SOUs) in the reported period. Vice-Chancellor/ Representatives from 14 State Open Universities and Directors of five Directorates of Distance Education Institutes participated in the Conference. SOUs expressed their desire to work with IGNOU on mutually agreed agenda for the strengthening of ODL and for taking the lead in formulation of policy, plans and procedures for implementing and monitoring the delivery of quality Open and Distance Learning. IGNOU has been given responsibility to develop a framework for accreditation of the ODL system.

The University continued to harness the potential of Information and Communication Technology (ICT) for enhancing the teaching-learning processes. During the reported period, the University initiated several steps to bring about a paradigm shift in ICT usage and deployment to improve access and achieve excellence in the quality of distance education. Technical staff, producers and other supportive staff of Electronic Media Production Centre (EMPC) was trained in using the High Definition (HD) studio. EMPC has contributed 72 video programmes to a total of 4,499 video programmes and 48 audio programmes to a cumulative of 2,334 audio programmes. Interactive Radio Counselling (IRC) sessions have been conducted by various Gyan Vani FM Radio Stations. Approximately 1,400 hours of Interactive Radio Counselling (IRC) were conducted in the reported period. Video programme 'Knowing Thyself' produced by EMPC in collaboration with School of Education (SOE) was shortlisted for screening at the 20th All India Children's Educational Audio Video Festival-2015 organized by Central Institute of Educational Technology, NCERT. EMPC in collaboration with SOE also produced eight academic programmes (five audio and three video) under the MoC signed with Kendriya Vidyalaya Sangathan for training of in-service teachers.

In keeping with the emphasis on research, the University has given impetus to research education. The University has a cumulative enrollment of 1,348 research scholars in various disciplines, of which 47 scholars were registered in various disciplines during the reported year. The University conferred 28 awards at Doctor of Philosophy (Ph.D) and 2 awards at Master of Philosophy (M.Phil) levels. The Central Library e-resources are accessible for all stakeholders of IGNOU through host website, Web-OPAC and Integrated search engines. The Central library purchased 5,687 books and received 353 books as gift apart from 18 books for RC libraries in the reported period. The University has additional internet broadband connectivity of 1 GB at the Headquarters under the National Knowledge Network (NKN). The University is in the process of integrating the additional internet link provided by NKN with existing internet link provided to the university under the NMEICT to ensure optimum utilization of both the broadband connectivity. The University has international presence. The cumulative enrollment of overseas learners through overseas Partner Institutions was 62,116 at the end of reported period. The University is also offering its academic programmes in the disciplines of Management Studies and Early Childhood Care in 31 countries of African continent under the Pan Africa E-Network.

During the period of report, the Administration Division carried out its routine activities through its functional units, such as, Governance, Establishment, Central Purchase Unit, General Administration, Security Unit, Public Relations Unit, Hindi Cell, Legal Cell, SC/ST Cell, CDN, Recruitment Cell and RTI Cell. The financial achievements of the University during the period of report with the expenditure being 93.4% (₹ 527.66 Crore) as against the total revenue of ₹ 564.79 Crore. Of the total revenue, the share of Central Plan funding by MHRD was 17.7% (₹ 100.0 Crore) and the remaining income was primarily through student fees and internal resources. There was decline in fee receipt from learners during the year on account of consolidation of various activities. IGNOU is implementing Enterprise Resource Planning (ERP) for its back office processes popularly known as “ODL Soft-ERP”. During the period of report, the IT Infrastructure and related services created for the ODL Soft-ERP, through the Data Centre have been operational 24x7 at about 2500 network nodes using OFC, CAT6, and Wi-Fi connectivity.

With the announcement of policy of Swachh Bharat Abhiyan by the Government of India, IGNOU has taken various measures to clean the campus. The Horticulture Cell of the University maintains greenery of the University campus spread in an area of 120 acres. The Horticulture Cell focused on massive plantation of fruit plant and beautification of official building with indoor plant in the reported period. The Cell developed two lawns (area covered 2.0 hectare) in the housing complex inside the University Campus. 3000 avenue trees, several fruit trees, 8,500 plant saplings, 3800 potted foliage plants and more that 12,000 pots of flowering plants were planted in the campus. The Cell planted Strawberry plants and continued production of Oyster Mushroom, winter and summer season vegetables without using hazardous chemicals.

In the process of consolidation, the University successfully faced the challenges given its size and operational dimension. Accordingly, necessary steps were taken to review, reflect, introspect and carry out appropriate action to enhance quality while maintaining and consolidating best practices. The main focus remained on a learner-centric approach suited to both individual requirements and composite needs of the Distance learners not only require quality study material but also its timely delivery combined with all other relevant academic support services, namely, conduct of counseling sessions, submission and evaluation of assignments, timely updation and issuance of grade cards.

CHAPTER-I

INDIRA GANDHI NATIONAL OPEN UNIVERSITY: A PROFILE

Indira Gandhi National Open University (IGNOU), the world's largest University, was established by an Act of Parliament in 1985 with objects as stated in the Indira Gandhi National Open University Act 1985 (No. 50 of 1985) [2nd September, 1985]:

The objects of the University shall be to advance and disseminate learning and knowledge by a diversity of means, including the use of any communication technology, to provide opportunities for higher education to a larger segment of the population and to promote the educational well being of the community generally, to encourage the Open University and distance education systems in the educational pattern of the country and to coordinate and determine the standards in such systems, and the University shall, in organizing its activities.

(Indira Gandhi National Open University Act 1985, p 2).

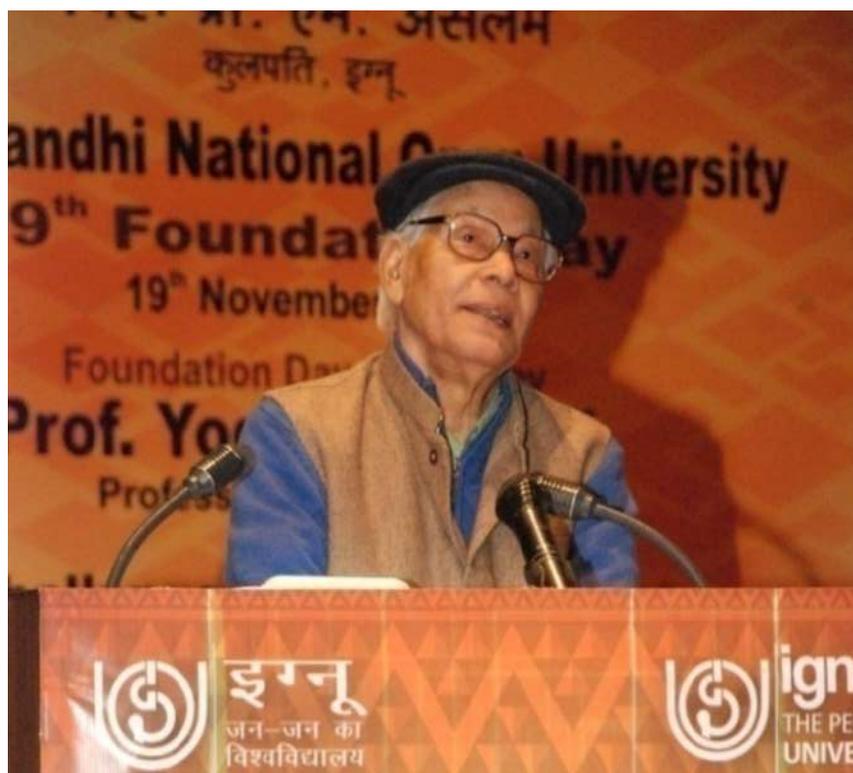
The University has contributed significantly to the higher education sector of the country by increasing equitable access to quality education through the Open and Distance Learning (ODL) mode. In 1987, the University commenced its academic operations by offering two Diploma programmes in Management and in Distance Education, with a modest enrollment of 4,528 students. From these humble beginnings, presently the University has recorded a mammoth growth with an estimated cumulative enrollment of 28.1 lakh. Student enrollment was significant in 2014-15 with 7,42,426 registered, out of which 4,18,598, constituting 56.4% of registration was fresh enrollment. This is higher as compared to the enrollment figure of 7,24,222 registered with fresh enrollment figure of 4,19,227 in the financial year 2013-14. Of the total fresh enrollment in 2014-15, women constitute 45.7%, STs are 9.5%, SCs are 10.1% and OBC are 22.1% thereby representing the diverse social canvas of the country.



19th Prof. G. Ram Reddy Memorial Lecture was delivered on 2nd July, 2014 by Prof. Asha S. Kanwar, President, Commonwealth of Learning, Canada

The University offered its academic programmes through its 21 Schools of Studies and a network of 67 Regional Centres, 2919 Learner Support Centres (LSCs), these include Special Study Centres (SSCs) to bring the disadvantaged sections into the mainstream/higher education.

IGNOU has helped the advancement and development of higher education, by offering a wide spectrum of academic programmes and courses for continued professional development and carrying out extension activities. As a world leader in distance education, it has been conferred with the Award of Excellence by the Commonwealth of Learning (COL), Canada. The University was ranked 50th in the Webometrics ranking of Indian Universities, based on the criterion of its presence on the internet. The University is committed to quality in teaching, research, training and extension activities, and acts as a National Resource Centre for expertise in the ODL system. Its various Centre/Institute namely, Staff Training and Research Institute in Distance Education (STRIDE), Inter-University Consortium (IUC), National Centre for Disability Studies (NCDS) and National Centre for Innovations in Distance Education (NCIDE) among others, focus on specific groups of learners, trainees, policymakers and stakeholders and enrich the distance learning system. The University has moved to a new era of technology-enabled education in the country with the establishment of the Technology Enabled Education Group (TEEG).



29th Foundation Day Lecture was delivered on 19th November, 2014 by Prof. Yogender Singh (Rtd.), Jawaharlal Nehru University

A large number of Regional Centres and high enrollment Study Centres have been provided with computer-based network connectivity to provide interaction with students. The emphasis is now being laid on developing interactive multimedia, online student support, and adding value to the

traditional distance education delivery mode with modern technology-enabled education within the framework of the ODL system. The University has gained considerable international presence through participation in seminars and conferences and regular visits of foreign scholars for lectures and interaction with faculty.



Cultural Programme on Foundation Day on 19th November, 2014

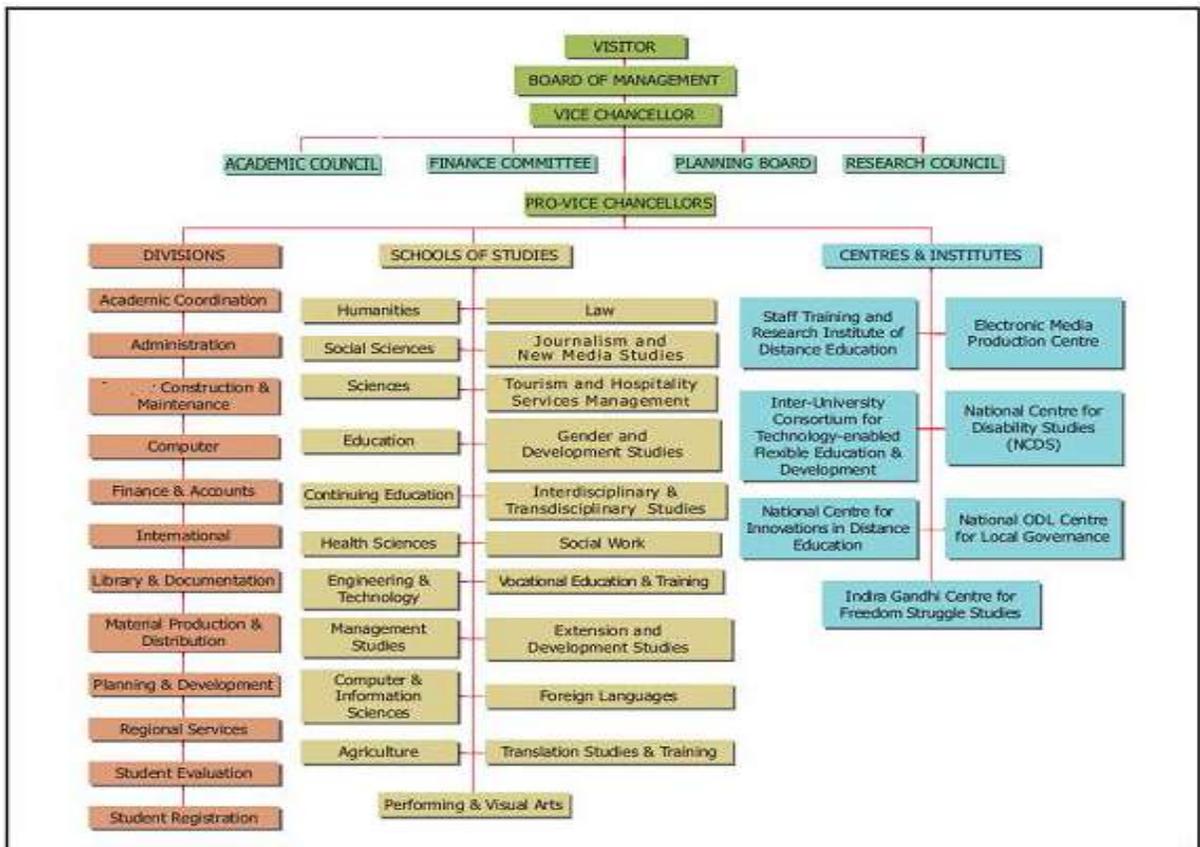
Authorities of the University

The President of India is the Visitor of the University and the Highest Authority of the University. The Board of Management is the chief executive body of the University. It is empowered by the Statutes of the University to look after the management and administration of the revenue, finances and property of the University as well as the conduct of all academic and administrative affairs. 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 and also provides guidance and supervision to research activities within the University. The Planning Board is responsible for the design, development and delivery of academic programmes and also formulation of priorities for academic programmes offered by the University. It also advises to 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. The Research Council is responsible for the planning, designing, organizing and monitoring of research programmes. The Schools of Studies are the basic academic units responsible for the conceptualization, design and development of academic programmes. Every School of Study has a School Board, chaired by the Director of the School that oversees its academic activities. The Finance Committee advises the University on all financial matters. It also fixes the limits for the recurring and non-recurring expenditure, on the basis of the aggregate of grants received from the Government and the income of the University. It also examines the accounts and scrutinizes the expenditure of the University.



Faculty & Officers of the University listening to Shri Pranab Mukharjee, Hon'ble President of India, Visitor of the University on 5th August, 2014

The officers of the University include the Vice-Chancellor, the Pro-Vice Chancellors, the Directors of Schools/Divisions/Centres/ Institute, the Registrars, the Finance Officer and the Librarian.



Organization Chart of Indira Gandhi National Open University

The Vice-Chancellor is the Chief Executive Officer of the University and is the ex-officio Chairperson of the Board of Management, the Academic Council, the Planning Board, the Research Council and the Finance Committee.

Academic Programmes

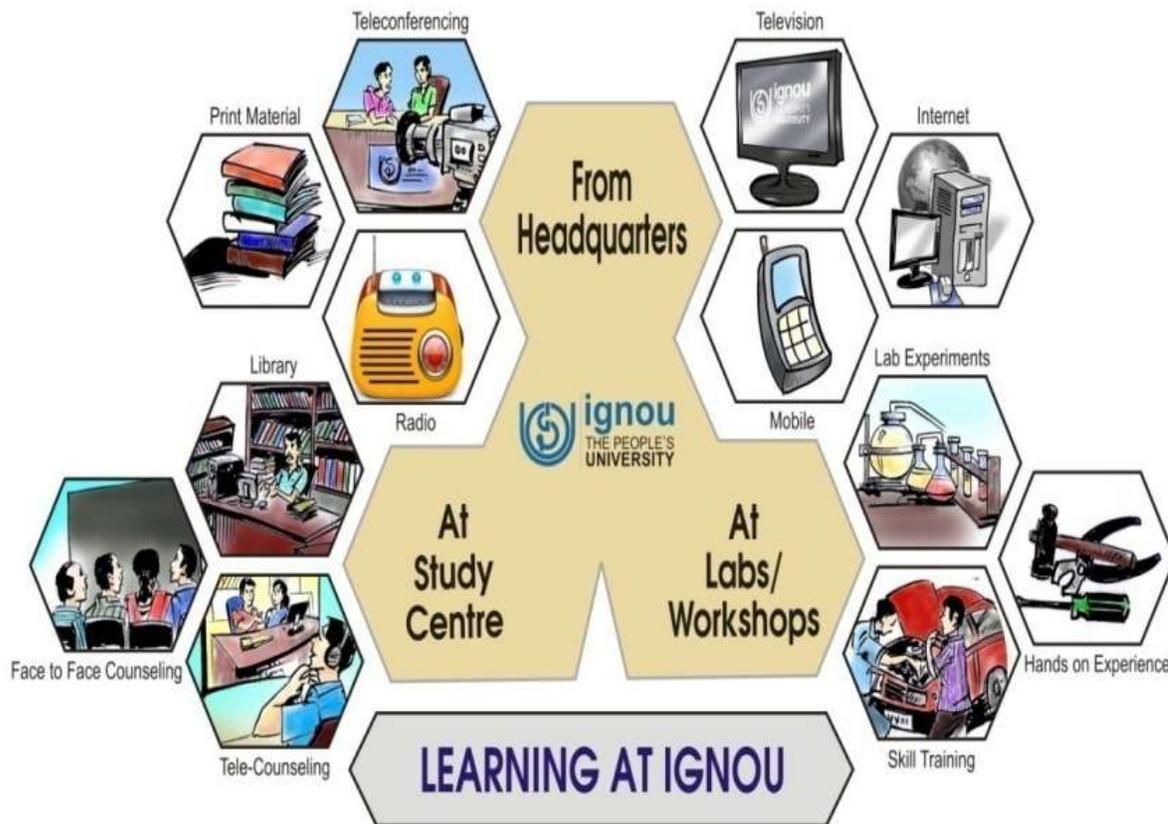
IGNOU has put on offer 228 academic, professional, vocational, awareness generating and skill-oriented programmes of study at the level of Certificate, Diploma, Bachelor's Degree, Master's Degree and Doctoral Degree. The focus of these programmes is to meet the diverse academic and employment needs of the people, especially of the disadvantaged sections of society. A number of programmes have been designed to meet the requirements of continuing education and training of in-service people for their professional growth. The academic programmes are designed and developed by the faculty in active collaboration with eminent experts from all over the country and in-house instructional designers and media specialists. By providing good quality learning materials to its learners, the University has succeeded in raising the standards of higher education in the country. The University, with its emphasis on learner-centred education, has introduced a number of modular programmes so as to provide a greater flexible learning environment.

Academic programmes, other than awareness/appreciation programmes, have been assigned credit weightage. In general, Master's Degree programmes are assigned 64 to 72 credits; Bachelor's Degree programmes are assigned 96 to 124 credits; Diploma Programmes are of 24 to 36 credits and Certificate Programmes are of 12 to 18 credits. A policy for granting credit exemption and credit transfer is also in place. Being an open learning institution, IGNOU provides considerable flexibility in entry qualifications, place, pace and duration of study. A major focus of IGNOU is on research in academic disciplines which are housed in the Schools of Studies and also on systemic research about the open and distance learning system. There are several ongoing Ph.D/M.Phil. programmes in different disciplines. The cumulative enrollment of research scholars till 31st March, 2015 is 1348 in 50 Disciplines. A total of 47 scholars were registered for M.Phil./Ph.D Programmes (23 Ph.D. & 24 M.Phil.) in various Disciplines during the period of report. Apart from externally funded projects for training, research and academic growth, the University collaborated with different organizations for design, development and delivery of academic programmes. The important one of these are Commonwealth of Learning (COL), World Health Organization (WHO), World Intellectual Property Rights Organization (WIPO), Kendriya Vidyalaya Sangathan (KVS), various Ministries of the Government of India, State Governments and the Indian Council of Agricultural Research (ICAR).

Instructional System

The University delivers its academic programmes through a multi-media instructional system, which includes self-instructional print material, audio-video material, face-to-face counselling, Radio, Television, Interactive Radio Counselling, Laboratory and Hands-on Experience, Web-Conferencing, Interactive Multimedia, CD-ROM, Internet based learning, and also Instant Messaging through mobile phones. For courses in streams like Sciences, Computer Sciences, Nursing, Medical Sciences, Education, Engineering and Technology, arrangements have been made for intensive practical classes/practice teaching at selected Study Centres/Work Centres/Programme Centres, while the traditional distance education delivery through print and study centre support has been strengthened by interactivity through Interactive Radio Counselling, face to face counselling at learner support centre,

Interactive Multimedia Content and Web-based Conference. The design of the instructional system as well as capacity building of teachers and counsellors is facilitated by the different Schools, Divisions, Institutes and Centres of the University.



Learning System of Indira Gandhi National Open University

Student Support Services

The University caters to a diverse range of learners from the rural, urban and tribal areas; the physically challenged, socially marginalized, sex workers, jail inmates; personnel from Government, non-government sectors, armed and paramilitary forces; employers and the employed from organized and unorganized sectors; parents and home makers. The University has an extensive nation-wide Student Support Network comprising Regional Centres and Learner Support Centres. IGNOU is able to reach out to aspirants of higher education in remote and marginalized areas of the country through its deeply rooted Student Support Network. This network facilitates access to a range of services to students and other stakeholders, such as, subject-specific academic counselling, listening/viewing of Audio/Video programmes, library facilities, teleconferencing, video conferencing, multimedia support, computer access, laboratory work and other practical work. Special attention is given to women, minority communities, socially and economically disadvantaged groups, jail inmates, the North-East Region and tribal areas by establishing Special Study Centres in identified areas across the country. Details about Special Study Centres are provided in Chapter-IV: 'Learner Support Activities'. Depending on the academic requirements, the University collaborates with outside agencies to provide work experience, practical and hands on training to its learners.

Administration and Finance

The general administration of the University is run by the Administration Division headed by the Registrar. It provides administrative support to all the Schools, Divisions, Centres and other Units of the University. Due to its learner centric structure, three other Registrars are functioning. They look after the activities of Students Registration; Material Production and Distribution; and Students Evaluation Divisions separately. The details of functioning of these divisions are covered separately in this report.

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

Enterprise Resource Planning

In an effort to computerize all operations of the University, various activities have been automated and integrated. Implementation of PeopleSoft ERP modules for Back Office integrated automation has been taken up. The Back Office Automation covers Finance and Accounts, Human Resource, Payroll, Administration and the Central Library. It is also planned to automate the processes in the Students Evaluation Division (SED), Material Production and Distribution Division (MPDD), Regional Services Division (RSD) and International Division (ID).



Flag Hosting on 68th Independence Day on 15th August, 2014

CHAPTER-II ACADEMIC ACTIVITIES

The academic activities of the University are mainly organized through the Schools of Studies. The research activities, housed under various Schools of Studies, are coordinated through a separate 'Research Unit'. A few Centres are also functioning to promote innovations, strengthen capacity building and supporting academic activities including research. This chapter provides information about Schools of Studies, Centres/Institute and other academic initiatives during the period of report. The academic programmes offered by the various Schools of Studies are provided at Appendix 4. The details of externally funded research projects, seminars, workshops, lectures and training organized by Schools of Studies, Staff Training Research Institute of Distance Education, Centres, and Inter-University Consortium are separately given in Appendices 5 and 6. A tabulated list and chart providing consolidated information about the number of academic programmes on offer is given at the end of this Chapter. The information relating to academic activities is divided into three sections – Schools of Studies, Centres/Institute and other academic activities.

A. SCHOOLS OF STUDIES

At present, there are 21 Schools of Studies, which are responsible for planning, designing, developing and coordinating academic programmes and courses offered by it. Each School of Study has the School Board that oversees the academic activities of the School, such as curriculum development, research and other major activities of the School. The details of academic programmes, eligibility criteria, duration, credit requirements and medium of instruction are available on IGNOU's website www.ignou.ac.in under the respective School's web-page.



Birth Centenary Celebration of Dr. B. R. Ambedkar on 14th April, 2014

School of Humanities

The mandate of the School is to develop and offer academic programmes in English, Hindi and other Indian languages. The School houses the disciplines of Hindi, English, Assamese, Bengali, Kannada, Malayalam, Gujarati, Marathi, Oriya, Punjabi, Tamil, Sanskrit, Telugu and Urdu. The School has been offering Certificate, Diploma, Under-Graduate and Post-Graduate level programmes/courses in Hindi, Urdu and English.

Research programmes are on offer in the disciplines of English and Hindi. Foundation Courses in 19 Modern Indian languages, including Bhojpuri and Maithili, were designed and coordinated by the School. Courses on 'English communication' prepared by the School is an integral component of curriculum of academic programmes housed in other school of studies. In addition, the faculty is also involved in editing of study materials and other publications of the University. The Translation Unit of the School takes care of translation in Hindi and vetting of learning materials and other publications.

School of Social Sciences

The School's mandate is to develop and offer academic programmes and conduct research in the major areas/streams of Social Sciences. The School has been assigned the disciplines of Economics, History, Library and Information Sciences, Political Science, Public Administration, Psychology, Sociology and Anthropology, in which it has designed and developed a variety of academic programmes / courses. Translation of study materials of 'Master in Anthropology' in Hindi is in progress and curriculum of 'Ph.D. in Anthropology' was finalized in the reported period.

The School houses two Centres:

a) **Centre for Gandhi and Peace Studies:** The main objective of the Centre is to train students to participate creatively in all aspects of peace studies—peace-building in conflict and post-conflict societies. Towards this objective, the Centre has evolved a rigorous academic curriculum developed by leading Indian scholars in the field that helps students to develop critical thinking and analytical skills as well as alternative methodologies for research.

b) **Indira Gandhi Centre for Freedom Struggle Studies:** The Centre was established in 2008. The Centre conducts research in the area of freedom movement of the country. The Centre has taken up the following areas of research and documentation:

1. Compilation of Persian records of 1857-58
2. Compilation of Nationalist Poetry in Urdu newspapers
3. Compilation of Nationalist Poetry in Hindi newspapers
4. Compilation of Reports and news items of Indentured Labour in Indian newspapers.

These collections will be compiled and published by the Centre to facilitate scholars and researchers in this area. The Centre also conduct research in collection and compiling of Persian and Urdu records on the First War of Independence 1857, and is soon going to publish two volumes in this regard along with their English translations. Similarly, the Nationalist Poetry in Hindi and Urdu newspapers is being collected and compiled for publication after translation. The first in this series is the poetry on Indian National Army and Subhash Chandra Bose in Hindi and Urdu. The Centre has also collected documents related to the indentured labour.

School of Sciences

The School's mandate is to develop and offer academic programmes and conduct research in different areas/ streams of Science and Mathematics. It covers the disciplines of Biochemistry, Chemistry, Geography, Geology, Life Sciences, Mathematics, Physics and Statistics. Some courses prepared by the School are integral components of academic programmes offered by other Schools, such as Bachelor Degree Programme (B.A. and B.Com.), 'Bachelor in Tourism Studies' (BTS), 'Bachelor of Computer Application' (BCA), Post basic B.Sc. (Nursing) 'Certificate in Environmental Studies' (CES), 'PG Diploma in Intellectual Property Rights' (PGDIPR) and Bachelor Preparatory Programme (BPP). The School offered two new academic programmes 'Post Graduate Diploma in Applied Statistics' and 'Post Graduate Certificate in Geo-information' in the reported period. The School added new courses on Aquaculture Practice, Fresh Water Aquaculture and Coastal Aquaculture under Bachelors' Degree Programme (BDP) and revised courses in Life Science, Physics and Mathematics disciplines. M.Sc. Physics, M.Sc. Chemistry, 'PG Diploma in Geospatial Modeling', 'PG Certificate in Nano Science' and courses in B.Sc. are under development in the reported period. The School conducted evaluation and feedback study to revise B.Sc., 'Post Graduate Diploma in Environment and Sustainable Development' and 'Certificate in Laboratory Techniques' in the reported period. The School developed video programmes for 'PG Certificate in Geo-informatics' and for Ph.D. programme in Geology in association with Electronic Media Production Centre (EMPC). The School celebrated the National Science Day on 27th February, 2015. It organized National level Poster Competition; Exhibition of Science toys, kits, teaching aids and displayed publications of various scientific organizations. The celebration culminated with a lecture by the Eminent Scientist Dr. Shailesh Nayak, Secretary, Government of India, Ministry of Earth Sciences on the topic 'Earth System Science and Society'.



Science Exhibition on National Science Day on 27th February, 2015

School of Education

The School's mandate is to develop and offer academic programmes and conduct research in Education as a field of knowledge and as an area of professional practice. The school has launched two new academic programmes i.e. 'PG Certificate in Information and Assistive Technologies for the Instructors of Visually Impaired' (PGCIATIVI) and 'Certificate Programme for Professional Development of Primary Teachers' (CPPDPT). The School has enrolled 7,928 teachers of Kendriya Vidyalayas for in-service training under the Memorandum of Collaboration (MoC) signed with Kendriya Vidyalaya Sangathan (KVS) in CPPDPT programme. The School organized orientation programmes for the Academic Counsellors and Programme In-charges in five Zonal Institute of Education and Training (ZIET) of KVS i.e. ZIET-Bhubaneswar, Chandigarh, Gwalior, Mumbai and Mysore. Similar type of orientation programmes were organized for Academic Counsellors & Programme In-charges of 'Diploma in Elementary Education' at Itanagar and Aizwal. Audio/video support (5 audio and 3 video programmes) were also developed for CPPDPT programme. The University signed an MoC with Government of Tripura on 20th June, 2014 for training of in-service teachers of Primary and Upper Primary levels through 'Diploma in Elementary Education' Programme of the University.



**Memorandum of Collaboration between IGNOU and Government of Tripura
for In-Service Training of Teachers signed on 20th June, 2014**

School of Continuing Education

The School's mandate is to provide opportunities for continuous updating and life-long learning so that individuals can keep pace with the rapid increase of knowledge, particularly in the professional and vocational spheres. The emphasis of the School is on sustainable development, including amelioration of rural poverty and empowerment of women and children. The School is assigned the disciplines of Rural Development, Nutritional Sciences, Child Development and Home Science.

The study materials of the academic programmes i.e. Diploma in Nutrition & Health Education (English Version) in the discipline of Nutritional Sciences and the Elective course in Rural Development discipline were revised in the reported period.

School of Engineering and Technology

The School's mandate is to develop and offer academic programmes and conduct research in various streams/areas of Engineering and Technology with a focus on employment and continuing education. The School undertook education and training project in collaboration with the Hero Motocorp Limited to enhance the quality and productivity of motorcycle technicians through competency based training in the period under report. A Memorandum of Collaboration (MoC) in this regard was signed with Hero Motocorp Limited on 30th September, 2014. Programme Centres for skill development training of the electrical technicians/equivalent level workforce were established in collaboration with BSES Rajdhani Power Limited, Delhi and BSES Yamuna Power Limited, Delhi.



Memorandum of Collaboration between IGNOU and Hero Motocorp Ltd. for Skill Development Programme in Motorcycle Service and Repair signed on 30th September, 2014

School of Management Studies

The School's mandate is to provide an avenue for working personnel and professionals to acquire management qualifications so as to upgrade their managerial skills and capabilities through academic courses/ programmes in the context of the developments taking place in the business world and society at large, and to collaborate with various apex institutions to develop programmes catering to the needs of specific target groups. The School also provides opportunity for people associated with accounts and company secretary areas to upgrade and refine their skills and capabilities with specialized degrees. The School includes the disciplines of Management and Commerce.

School of Health Sciences

This School's mandate is to augment educational avenues for medical, nursing and paramedical personnel through the ODL mode. The main function of the School is the planning, developing, and launching of degree, diploma and certificate level academic programmes for various categories of health professionals, offering health-related awareness courses for the general public and conducting research on health-related issues. The School has collaborated with various national and international organizations, such as, the World Health Organization (WHO), Ministry of Health and Family Welfare (MOH &FW), Dental Council of India (DCI), National Board of Examination (NBE), Indian Council of Medical Research (ICMR), Academy of Hospital Administration (AHA), Department of Ayush, Government of India, Population Health Research Network (PHRN) and Narayana Hrudayalayas for the development and dissemination of academic programmes. Redesigning of Curriculum of 'Post Graduate Diploma in Clinical Cardiology' and review of implementation of Post basic B.Sc. Nursing are the major activities of the School in the reported period. Three Programme Study Centres were established to offer Diploma in Critical Care Nursing (DCCN) in the reported period.



School of Health Sciences organised Lecture on International Cancer Day on 4th February, 2015

School of Computer and Information Sciences

The School's mandate is to provide academic programmes in the area of Computer and Information Sciences. The School has taken up the challenge to demonstrate that the Open and Distance Learning (ODL) approach in computer education is not only feasible but also preferable. The School ensures high quality computer education programmes at different levels through innovative multiple media teaching/learning packages to cater to the academic needs of diversified learner groups. The programme evaluation study of 'Master of Computer Application' (MCA) is in progress with collaboration of 'Staff Training Research Institute of Distance Education' (STRIDE) in the reported period.

School of Agriculture

The School's mandate is to address the need for education and knowledge management in agriculture for safe and sustainable resource utilization and nutritional food production/security. The vision of the School is to improve knowledge, skills and entrepreneurial capabilities of farmers and rural youth to create a force of trained human resources in consonance with national and regional policies and the market requirements. The School seeks to build the capacity of stakeholders on emerging issues, such as, climate change, declining productivity, etc. through competency-based education and training. Academic and extension activities are undertaken by the School with the aim of improving and sustaining the productivity and quality of human life in rural areas. The School has translated and printed study materials of 'Diploma in Dairy Technology' in Telugu language in the reported period. 'M.Sc. Environmental Science' and 'PG Diploma in Occupational & Environmental Health' are under development in the reported period.

School of Law

The School's mandate is to impart education and research in Legal disciplines both as a field of knowledge and as an area of professional practice under the ODL System. The School aims to create awareness about legal rights and responsibilities in the emerging world order and strives to ensure high-quality legal education and research through innovative, multimedia learning packages. The School gave emphasis on development of academic programmes in Para-legal Education, Court Administration, Law and Office Management, Legal Aid administration, occupation based and management oriented legal education for middle and top-level personnel in Government and industry. The Ministry of Home Affairs, Government of India appreciated the contribution of the University in offering 'Certificate programme in Anti Human Trafficking'. The School convened Phone-in interactive programmes, six sessions of 'Kanooni Salah' and four sessions of 'Legal Awareness for Common People' on various legal aspects in the reported period. The School is in the process of developing study material for academic programmes 'PG Diploma in Child Rights' and 'PG Diploma in Corporate Law' and also revising the curriculum of 'Certificate in Consumer Protection' programme in the reported period.



School of Law deliberating with Delegation from National Open University of Nigeria on 5-6th June, 2014

School of Journalism and New Media Studies

The School's mandate is to harness the potential of media revolution caused by massive expansion of mass media, particularly the News industry by education and training through the ODL mode. Journalism and new media are emerging as powerful tools of communication in reaching out to large sections of society and the media revolution has opened up tremendous professional opportunities resulting in the need for trained human resources in industry, academia and research. The School has been offering academic programmes to cater to the diversified needs of trained workforce in journalism and new media. Academic programmes i.e. 'MA in Journalism and Mass Communication'; 'BA in Journalism and New Media'; 'M.Phil in Communication Studies'; and 'Appreciation programme in Media Literacy' are under development in the reported period.

School of Gender and Development Studies

The School's mandate is to achieve gender equity and justice through education and research in the areas of Gender and Development Studies. The School addresses the issue of gender disparity, with the objective of strengthening individual and institutional efforts to enable women's empowerment. The School is engaged in conducting research, developing appropriate research methodology; formulating and implementing training programmes in the broad streams of Gender and Development Studies; and Women's and Gender Studies. Another focal area for the School is to address issue of Gender equity in the disciplines of Law, Science, Agriculture, Literature and Culture among others. Academic programmes 'M.Phil in Gender and Development Studies' and five Academic Programmes at Diploma and Certificate levels are under development in the reported period. This School has also translated study material of 'MA in Gender & Development Studies' programme in Hindi language. The School is also engaged in developing an Elective Course for Bachelor Degree Programme (BDP) on 'Gender Sensitization: Culture, Society and Change'.

School of Tourism and Hospitality Service Management

The School's mandate is to harness the growing potential in Tourism and Hospitality sectors through training and education. These sectors have provided increased impetus to the economic profile of the country. The hallmark of the School's academic programmes is to incorporate both regional diversities and international developments for the design and delivery of courses in a manner that is amenable to the remotely located and educationally marginalized students. The School revised the curriculum of 'MA in Tourism Management' and 'BA in Tourism Studies' programmes in the reported period.

School of Inter-disciplinary and Trans-disciplinary Studies

The School's mandate is to promote academic study and research within and across conventional and emerging disciplines by innovative courses and academic programmes in the areas of Social Anthropology; Labour and Development; Language and Linguistics; and Peace and Conflict among others. It has also promoted courses in the sphere of Folklore and Cultural Studies. Academic programmes i.e., 'PG Diploma in Migration and Diaspora'; 'Master in Labour & Development' and elective courses for the BDP programme were under development in the reported period.

School of Social Work

The School's mandate is to meet the educational and training requirements of lifelong learning, particularly in the areas of social work and other related areas of social intervention. The School

has addressed certain selected areas of concern such as, Social Work, HIV/AIDS Counselling, Family Studies and Tribal Studies by offering academic programmes leading to the award of Certificates, Diplomas and Degrees under the ODL mode.

The School has adopted the Tigri slum in South Delhi for its overall development. The main activities are geared towards community development which includes Balwadi, Promotion of Self Help Groups, Counselling Centre and Field Lab for 'Master of Social Work' (MSW) students and Research Scholars. The School initiated field work for the MSW students at the Tihar Jail wherein students were engaged in Field Lab and Counselling Clinic for the jail inmates. The School has initiated revision of 'Master of Social Work' (MSW) and 'Bachelor in Social Work' (BSW) in the period of the report.

The Catholic Bishops Conference of India - Indira Gandhi National Open University (CBCI-IGNOU) Chair under the School completed the preparation for launch of 'Master in Social Work (Counselling)' programme in the reported period. The Chair also contributed for developing study material for M.Phil. & Ph.D. in Social Work.

The School also houses Centre for Tibetan Studies. The objectives of the Centre are:

1. To help in preserving the endangered Tibetan culture in India and Nepal;
2. To contribute theoretical knowledge and practical training in Tibetan Buddhist scholarly traditions for international students, scholars and general public;
3. To develop and launch B.A./M.A./M.Phil/Ph.D. programmes of study on Tibetan studies, Buddhist Philosophy & Theology;
4. To offer authentic Tibetan Buddhist teachings in the context of a nonsectarian institute promoting dialogue between transnational scholars, clergy and Tibetan teachers;
5. To provide Tibetan teachers and scholars with opportunities to learn the English language as well as other academic, social and technical skills;
6. To provide facilities and programmes supportive of training in practice of Buddhist Dharma in the Tibetan tradition; and
7. To focus on providing cultural support to the local Tibetan community of India and also establishment of community colleges for Tibetan refugees.

School of Vocational Education and Training

The School's mandate is to provide education and training for development of skills to meet vocational and technical requirements of the country. Research for identifying societal and industrial needs in Vocational Education and Training is another priority. The School had organized 60 hrs of counselling sessions on Research Methodology and Statistical Methods for its Ph.D. scholars. The School is engaged in designing Academic Programmes such as B.Ed (VET), 'Diploma in Vocational Teacher Education', 'Diploma in Modern Office Practices', Ph.D. (VE) and 'Bachelor Degree in Vocational Education'.

School of Extension and Development Studies

The School's mandate is to offer quality education and training in various aspects of extension and development by offering academic programmes leading to award of Certificate, Diploma, Master and Doctoral degrees and research in the four thrust areas i.e. Extension Education, Development Studies, Livelihood Education, and Empowerment Studies. The School launched the new academic

programme ‘Post Graduate Diploma in Urban Planning and Development’ in the reported period. Academic programmes ‘MA in Development Studies’ and ‘PG Diploma in Animal Welfare’ are under development in the reported period.

School of Foreign Languages

The School’s mandate is to promote cross border communication across countries by delivering innovative, flexible and cost effective academic programmes to teach foreign languages through the Open and Distance Learning (ODL) mode. The School intends, on the one hand, to develop students’ communicative abilities in their chosen language(s), and on the other hand to inculcate cultural understanding and inter-cultural communication among the learners through the study of language, literature and culture. The research programmes aim at gaining greater insight in understanding of Arabic and French language, literature and culture. Presently, the School offers academic programmes in Arabic and French. The Certificate in Arabic Language is offered to capacitate the learners professionally in today’s job market, by offering education and training in Arabic. The School was in the process of re-launching of academic programme ‘Certificate in French Language’ and developing study material for ‘Certificate in Russian Language’ in the reported period. The School has identified new Study Centres to offer its certificate programmes.

School of Translation Studies and Training

The School’s mandate is to offer academic and training programmes in the field of translation. Its academic thrust includes various fields/areas such as Translation theory; Comparative Asian and Western Traditions of Translation; Applied Translation; Translation and Mass Communication; Translation and Inter-cultural studies; and Translation and Linguistics. In addition, the School also organizes training programmes to develop the required human resource in the field of translation.



Workshop on ‘Research Methodology’ by School of Translation Studies and Training on 21-22nd February, 2015

The School has initiated the 'Ultha' as an In-house Literary Forum, to discuss works of Art, Literature and Culture and provides space to young and established Artists and Authors to share their views. The School offered a new academic programme 'Master of Arts in Translation Studies' in the reported period. The Sindhi Chair, sponsored by National Council for Promotion of Sindhi Language, has been housed in the School since July 2014.

School of Performing and Visual Arts

The School's mandate is to develop and offer academic programmes and conduct research in the areas of Music, Dance, Theatre and Visual Arts. The School was in the process of revising its Certificate programmes on offer, besides developing curriculum and study material of Certificate programmes in areas such as Craft & Pottery Design, Art Appreciation, Folk Theatre, 'Diploma in Hindustani Music (Vocal)' and 'Bachelor of Performing Art- (Karnataka music)' in the reported period.

B. CENTRES/INSTITUTE

The University has established a few Centres and one institute to focus on research and development in specific areas of study. Their details are elaborated in the following sections:

National Centre for Innovations in Distance Education

The National Centre for Innovations in Distance Education (NCIDE) is aimed at nurturing, promoting, supporting, re-engineering and disseminating innovations in Open and Distance Learning System. Major achievements of the Centre in the reported period include creation of 'Innovation Club' to promote culture of Innovation among the faculty.



Dr. Rakhee Sharma receiving Award of Best Research Paper at 27th Convocation of IGNOU held on 16th April, 2014

The Centre contributed in designing of ICT policy of the University in collaboration with Technology Enabled Education Group (TEEG). The Centre also designed and developed, (i) Learning Management System: to automate administration of e-learning and allied services such as documentation, tracking, reporting and delivery of e-learning/ODL programmes; (ii) Innovation Management System: to collate and share ideas and innovation in the ODL system; and (iii) Content Management System: to automate design and development of learning contents for e-learning programmes. The Centre developed e-content for 12 units (one unit is equivalent to a lesson) of 'Post Graduate Diploma in Bio-ethics' programme housed in School of Health Sciences in the reported period.

National Centre for Disability Studies

The Centre's mandate is to develop human resources in various disability areas aimed at creating a disabled-friendly society and also for promoting interdisciplinary studies on disability with the goal of removing barriers in empowering persons with disabilities. The Centre provides and promotes research and extension activities in the area of disability studies through ODL mode. The Centre was in the process of compiling profile of students with disabilities enrolled in the University since 2012 and compiling and documenting published research abstracts in Disabilities Studies and allied fields conducted in India including findings at M.Phil and Ph.D. levels.

National ODL Centre for Local Governance

The National ODL Centre for Local Governance has been established to catalyze the process of democratic decentralization. The Centre facilitates in developing a clear vision and strategy to realize objectives of 73rd & 74th Amendments of the Constitution through appropriate educational and training intervention.

Staff Training and Research Institute of Distance Education

The University is committed to systemic research in Open and Distance Learning. The erstwhile Division of Distance Education was upgraded to the Staff Training and Research Institute of Distance Education (STRIDE) in 1993, with support received from Commonwealth of Learning (COL), Canada, as a nodal agency for training and research in Distance Education in the South Asia region. STRIDE is entrusted with the responsibility of capacity building of staff members associated with ODL, research and development, programme evaluation, and system development in Open and Distance Learning (ODL) and allied fields. STRIDE conducted a series of training programmes for teachers, academics, non-teaching staff of IGNOU, SOUs and DDEs during the reported period. Details of these training programmes are provided in Appendix-6. Programme evaluation studies for five academic programmes (Three Master(s) and two Diploma(s) levels) of the University were in progress in the reported period. The Division published three issues of Volume No. 22 of Indian Journal of Open Learning (IJOL) during the reported period.



Workshop on Self-Learning Materials Development: Alternative Models of Course Development in Changing Scenario of Open and Distance Learning on 23-27th February, 2015

C. OTHER ACADEMIC ACTIVITIES

In this section, a brief overview of research activity, Indian Journal of Open Learning (IJOL) and an analysis of academic programmes has been provided.

Research Degree Programmes

The Research Unit is the principal academic wing of IGNOU that manages Research Degree Programmes of the University under the guidance of the Academic Council and Research Council. Students are allowed to submit their theses in Hindi as well as in English. A Research Policy has been enunciated to guide research activities in the University. Accordingly, the Ordinance has been amended and approved by the Statutory Bodies of IGNOU and sent for approval of the Visitor. 47 students were registered for M.Phil/PhD Programmes across various Disciplines and 30 Research Scholars (28 Ph.D. and 2 M.Phil) have successfully completed their research degrees in various disciplines in the reported period.

Indian Journal of Open Learning

Since 1992, IGNOU has been publishing the *Indian Journal of Open Learning* (IJOL), a referred/peer reviewed international journal, to disseminate information about theory, practice and research in the field of Open and Distance Learning (ODL), including correspondence and multimedia education, educational technology and communication, independent and experiential learning, and other innovative forms of education. The Journal provides a forum to researchers across the world for debate on these areas of concern with specific reference to the developing nations. This quarterly

published journal is internationally contributed, subscribed and abstracted. From 1992 to 1996, IJOL was published twice a year; and from 1997 onwards, it is published three times a year, in January, May and September. In the reported period, the University published three Issues of Volume No. 22 of the IJOL. The issue 3 of volume 22 was a special issue on 'Need Assessment Study in ODL' as an effort to disseminate knowledge about research methodology and findings of recent need assessment studies. The issues of the Journal can be retrieved from <http://journal.ignouonline.ac.in/iojp/index.php/ijol/login>.

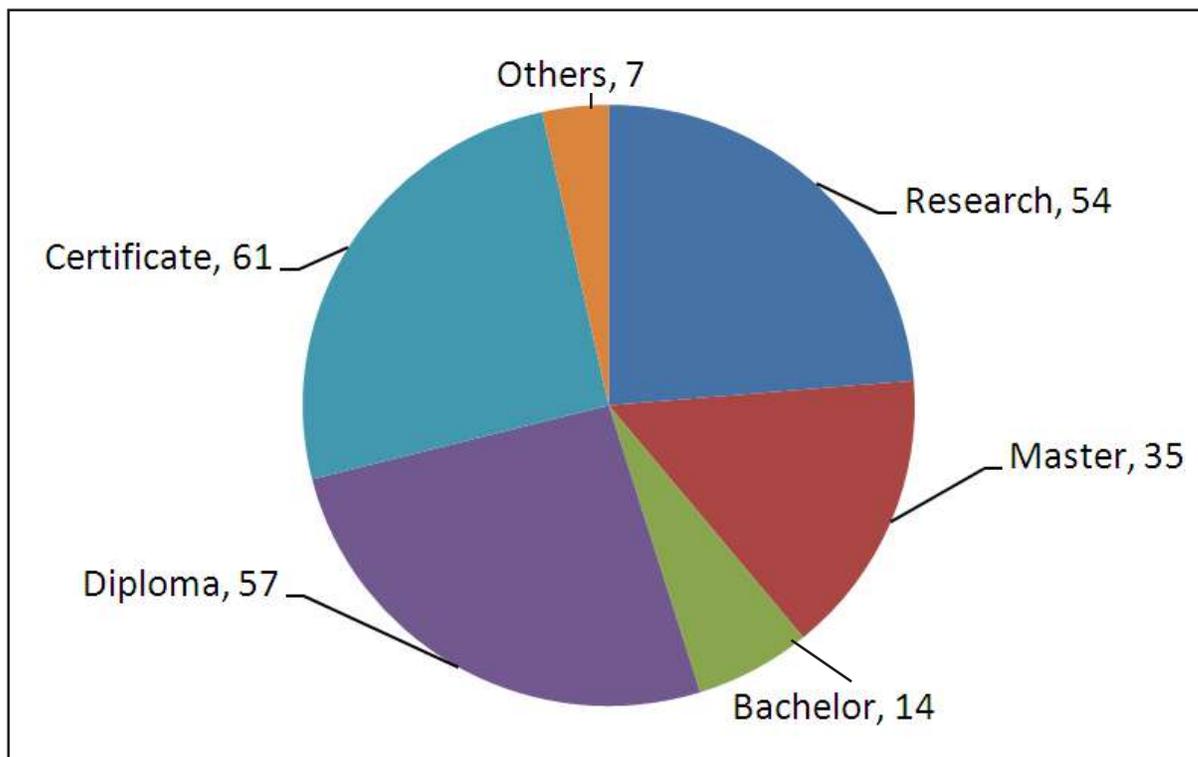
Academic Programmes – An analysis

Consolidated information about the number of academic programmes on offer is at Table 2.1, and is graphically depicted in Graph 2.1. The University offered 54, 35 and 14 academic programmes at Research, Masters and Bachelors level respectively, and 117 short-term academic programmes at Certificate and Diploma levels. Eight academic programmes listed under heading 'Others' are non-credit awareness courses meant for promoting understanding of social concerns.

Table 2.1: Level-wise and School-wise distribution of Academic Programmes 2014-15

| School | Research | Master | Bachelor | Diploma | Certificate | Others | Total |
|--------------|-----------|-----------|-----------|-----------|-------------|-----------|-------------|
| SOH | 2 | 2 | — | 3 | 3 | — | 10 |
| SOSS | 13 | 9 | 2 | 3 | 3 | 1 | 31 |
| SOS | 8 | 1 | 1 | 4 | 3 | 1 | 18 |
| SOE | 3 | 4 | 1 | 7 | 5 | — | 20 |
| SOCE | 3 | 3 | — | 5 | 3 | — | 14 |
| SOET | 2 | — | — | — | 3 | 1 | 6 |
| SOMS | 3 | 6 | 5 | 2 | 2 | — | 18 |
| SOHS | 1 | — | 1 | 8 | 5 | — | 15 |
| SOCIS | 1 | 1 | 1 | — | 1 | — | 4 |
| SOA | 2 | — | — | 8 | 7 | 3 | 20 |
| SOL | 1 | — | — | 3 | 7 | — | 11 |
| SOJNMS | 1 | — | — | 2 | 1 | — | 4 |
| SOGDS | 2 | 2 | — | 2 | — | — | 6 |
| SOTHSM | 1 | 2 | 2 | 1 | 1 | — | 7 |
| SOITDS | 1 | 1 | — | 1 | — | — | 3 |
| SOSW | 2 | 2 | 1 | 2 | 2 | — | 9 |
| SOVET | 1 | — | — | 3 | 2 | — | 6 |
| SOEDS | 1 | 1 | — | 2 | 2 | — | 6 |
| SOFL | 2 | — | — | — | 2 | — | 4 |
| SOTST | 2 | 1 | — | 1 | 2 | — | 6 |
| SOPVA | 2 | — | — | — | 7 | — | 9 |
| Total | 54 | 35 | 14 | 57 | 61 | 7* | 228* |

* Also includes Computer Literacy Programme (an awareness programme) offered by Regional Service Division (RSD).



Graph 2.1: Level-wise distribution of Academic programmes 2014-15

CHAPTER-III

ENROLLMENT AND LEARNER PROFILE

The University follows two annual academic cycles for its academic programmes, which are January to December and July to the following June. Regional Centres are the nodal points for admission. In general, admission to the academic programmes are subject to the fulfillment of minimum eligibility criteria. However, for some specific academic programmes, the admission is conducted through entrance test, such as Doctoral Programmes, Management Programmes, Master of Education (M. Ed), Bachelor of Education (B.Ed.) and Post-Basic B.Sc. Nursing. With a view to provide better student services, the prospectus and application forms for admission to various academic programmes are uploaded on the IGNOU website, (www.ignou.ac.in). It includes information about admission and re-registration, list of Regional Centres and Study Centres. The status of the admission for the last five admission cycles is also provided on the website. Each Regional Centre maintains its individual website to offer academic support to learners within its jurisdiction.

During the period of the report, the University employed innovative strategies for enhancing enrollment across the country, which include reaching out to secondary/senior secondary school pass outs through District, Block and Cluster Resource Centres under 'Sarva Shiksha Abhiyan' (SSA), other potential learners through the network of NIOS and NGO's and also corporate organizations. Innovative strategies applied by individual Regional Centres to enhance enrollments are provided in the Chapter IV: 'Learner Support Activities'. Other than these external strategies, regular webcasting with the Regional Centres is being conducted in order to have regular interaction with Regional Centres and to give impetus to fresh enrollment of students and encourage students to re-register. All these positive efforts have helped in achieving substantial growth in learner enrollment during the reported period. IGNOU is mandated to reach out to the marginalized sections of our society and special measures were initiated to attract learners from the disadvantaged groups. IGNOU established 616 Special Study Centres in areas highly populated with disadvantaged segment of population.

During the period of report, the University established Public Information Centre at the Headquarters to bridge the gap between the public and the University. Prospective and enrolled students were provided information and other services through single window concept at the Public Information Centre.

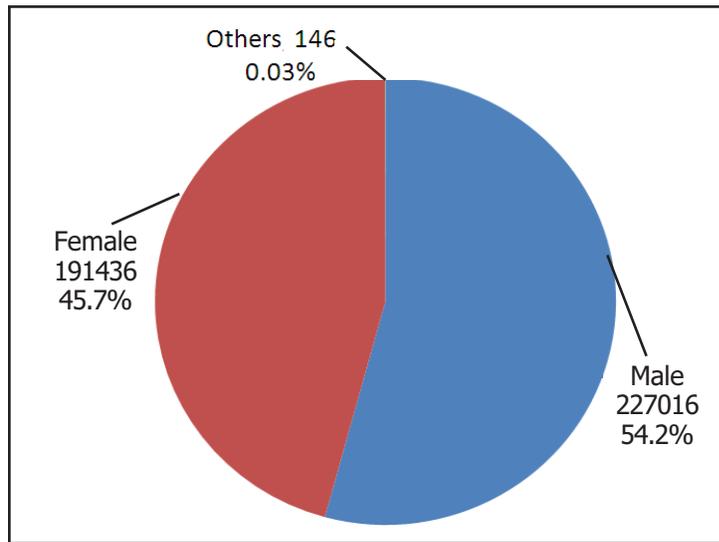
A. GENDER-WISE PROFILE OF LEARNERS

The profile of learners on the basis of gender, area of residence and social category is furnished in the following graphs and tables. Table 3.1 reflects that out of 4.19 lakh freshly enrolled students in 2014-15, 1.91 lakh were females constituting 45.7% of total enrollment during the period. This has increased from 44.8% of female learners during 2013-14. 146 students enrolled in different academic programmes, opted for 'Other' option in 'Gender' column in admission form. These students are either transgender or unwilling to express their gender. The strength of female students is more than 50% in the School of Education, Gender and Development Studies, Humanities, Health Sciences, Continuing Education, Performing and Visual Arts, Social Work and Translation Studies and Training, with the highest enrollment of female students being 82.7% from School of Gender and Development Studies. The gender-wise distribution of fresh enrollment is graphically presented at Graph 3.1.

Table 3.1: Gender-wise Distribution of Fresh Enrollment 2014-15

| Name of School | School Code | Male | | Female | | Other | | Total |
|--|-------------|---------------|-------------|---------------|-------------|------------|-------------|---------------|
| | | Number | % | Number | % | Number | % | |
| School of Translation Studies and Training | SOTST | 736 | 46.9 | 833 | 53.1 | - | - | 1569 |
| School of Tourism and - Hospitality Service Management | SOTHSM | 9457 | 78.9 | 2487 | 20.8 | 35 | 0.3 | 11979 |
| School of Social Work | SOSW | 2877 | 45.1 | 3496 | 54.8 | 2 | 0.03 | 6375 |
| School of Social Sciences | SOSS | 119885 | 57.1 | 89825 | 42.8 | 73 | 0.03 | 209783 |
| School of Sciences | SOS | 8604 | 63.9 | 4865 | 36.1 | 4 | 0.03 | 13473 |
| School of Performing and Visual Arts | SOPVA | 65 | 42.8 | 87 | 57.2 | - | - | 152 |
| School of Management Studies | SOMS | 26441 | 56.3 | 20546 | 43.7 | 7 | 0.01 | 46994 |
| School of Law | SOL | 1646 | 67.6 | 788 | 32.4 | - | - | 2434 |
| School of Journalism and New Media Studies | SOJNMS | 486 | 66.7 | 243 | 33.3 | - | - | 729 |
| School of Inter-disciplinary and Trans-disciplinary Studies | SOITS | 544 | 63.0 | 320 | 37.0 | - | - | 864 |
| School of Health Sciences | SOHS | 683 | 39.5 | 1043 | 60.4 | 1 | 0.06 | 1727 |
| School of Humanities | SOH | 10661 | 33.3 | 21316 | 66.6 | 8 | 0.03 | 31985 |
| School of Gender and Development Studies | SOGDS | 66 | 17.3 | 316 | 82.7 | - | - | 382 |
| School of Extension and Development Studies | SOEDS | 937 | 68.1 | 439 | 31.9 | - | - | 1376 |
| School of Education | SOE | 21502 | 44.1 | 27249 | 55.9 | 5 | 0.01 | 48756 |
| School of Computer and Information Sciences | SOCIS | 9892 | 68.3 | 4583 | 31.7 | 3 | 0.02 | 14478 |
| School of Continuing Education | SOCE | 10053 | 44.8 | 12358 | 55.1 | 6 | 0.03 | 22417 |
| School of Agriculture | SOA | 1805 | 81.8 | 400 | 18.1 | 2 | 0.09 | 2207 |
| School of Engineering & Technology | SOET | 238 | 89.8 | 27 | 10.2 | - | - | 265 |
| School of Foreign Language | SOFL | 107 | 74.3 | 37 | 25.7 | - | - | 144 |
| School of Vocational Education and Training | SOVET | 240 | 72.7 | 90 | 27.3 | - | - | 330 |
| Others : Include Admission in appreciation/awareness academic programmes managed by other than School of Studies | | 91 | 50.8 | 88 | 49.2 | - | - | 179 |
| Total | | 227016 | 54.2 | 191436 | 45.7 | 146 | 0.03 | 418598 |

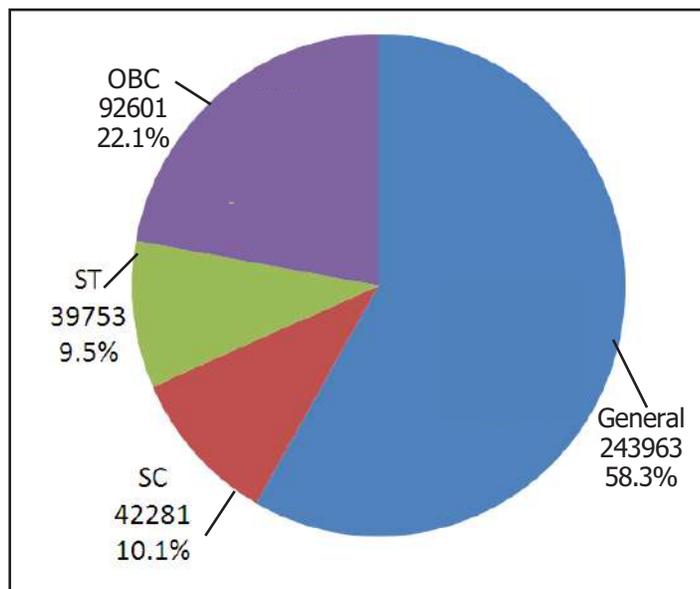
* 583 admission from International Division and 46 Research Scholars (Ph.D/M.Phil) Total No. of Students = 4,18,598 + 583+46 = 4,19,227



Graph 3.1: Fresh enrollment in 2014-15 on the basis of Gender of students

B. REPRESENTATION OF LEARNERS FROM SOCIALLY DISADVANTAGED AND MARGINALIZED SECTIONS OF SOCIETY

Table 3.2 shows that there is a sizeable representation of socially disadvantaged and marginalized sections of the society among students enrolled in the reported period. The strength of students from SC, ST and OBC category in fresh enrollment was 42,281 (10.1%); 39,753 (9.5%); and 92,601 (22.1%) respectively during the period of report. Further, the strength of socially disadvantaged groups is substantially good in Academic Programmes offered by Schools of Education, Translation Studies and Training, Health Sciences, Agriculture, Social Sciences, Continuing Education and Social Work. The distribution of fresh enrollment social category-wise is graphically depicted in Graph 3.2.



Graph 3.2: Fresh Enrollment 2014-15, on the basis of Social Category of Students

Table 3.2: Social Category-wise (General/SC/ST/OBC) Distribution of Fresh Enrollment 2014-15

| Name of School | School Code | General | | SC | | ST | | OBC | | Total |
|---|-------------|---------------|-------------|--------------|-------------|--------------|------------|--------------|-------------|---------------|
| | | Number | % | Number | % | Number | % | Number | % | |
| School of Translation Studies and Training | SOTST | 960 | 61.2 | 185 | 11.8 | 58 | 3.7 | 366 | 23.3 | 1569 |
| School of Tourism and Hospitality Service Management | SOTHSM | 9216 | 76.9 | 1030 | 8.6 | 605 | 5.1 | 1128 | 9.4 | 11979 |
| School of Social Work | SOSW | 3726 | 58.4 | 664 | 10.4 | 555 | 8.7 | 1430 | 22.4 | 6375 |
| School of Social Sciences | SOSS | 117308 | 55.9 | 22780 | 10.9 | 25225 | 12.0 | 44470 | 21.2 | 209783 |
| School of Sciences | SOS | 8055 | 59.8 | 1409 | 10.5 | 559 | 4.1 | 3450 | 25.6 | 13473 |
| School of Performing and Visual Arts | SOPVA | 108 | 71.1 | 13 | 8.6 | 3 | 2.0 | 28 | 18.4 | 152 |
| School of Management Studies | SOMS | 34112 | 72.6 | 3193 | 6.8 | 1770 | 3.8 | 7919 | 16.9 | 46994 |
| School of Law | SOL | 1587 | 65.2 | 235 | 9.7 | 100 | 4.1 | 512 | 21.0 | 2434 |
| School of Journalism and New Media Studies | SOJNMS | 566 | 77.6 | 53 | 7.3 | 16 | 2.2 | 94 | 12.9 | 729 |
| School of Inter-disciplinary and Trans-disciplinary Studies | SOITS | 620 | 71.8 | 41 | 4.7 | 103 | 11.9 | 100 | 11.6 | 864 |
| School of Health Sciences | SOHS | 946 | 54.8 | 233 | 13.5 | 102 | 5.9 | 446 | 25.8 | 1727 |
| School of Humanities | SOH | 20354 | 63.6 | 2991 | 9.4 | 2385 | 7.5 | 6255 | 19.6 | 31985 |
| School of Gender and Development Studies | SOGDS | 268 | 70.2 | 17 | 4.5 | 37 | 9.7 | 60 | 15.7 | 382 |
| School of Extension and Development Studies | SOEDS | 864 | 62.8 | 119 | 8.6 | 68 | 4.9 | 325 | 23.6 | 1376 |
| School of Education | SOE | 20520 | 42.1 | 5918 | 12.1 | 5763 | 11.8 | 16555 | 34.0 | 48756 |
| School of Computer and Information Sciences | SOCIS | 10320 | 71.3 | 1012 | 7.0 | 234 | 1.6 | 2912 | 20.1 | 14478 |
| School of Continuing Education | SOCE | 12728 | 56.8 | 2102 | 9.4 | 1938 | 8.6 | 5649 | 25.2 | 22417 |
| School of Agriculture | SOA | 1053 | 47.7 | 218 | 9.9 | 216 | 9.8 | 720 | 32.6 | 2207 |
| School of Engineering & Technology | SOET | 170 | 64.2 | 30 | 11.3 | 2 | 0.8 | 63 | 23.8 | 265 |
| School of Foreign Language | SOFL | 116 | 80.6 | 01 | 0.7 | 0 | 0.0 | 27 | 18.8 | 144 |
| School of Vocational Education and Training | SOVET | 251 | 76.1 | 22 | 6.7 | 3 | 0.9 | 54 | 16.4 | 330 |
| Others: Include Admission in appreciation/awareness academic programmes managed by other than School of Studies | | 115 | 64.2 | 15 | 8.4 | 11 | 6.1 | 38 | 21.2 | 179 |
| Total | | 243963 | 58.3 | 42281 | 10.1 | 39753 | 9.5 | 92601 | 22.1 | 418598 |

* 583 admission from International Division and 46 Research Scholars (Ph.D/M.Phil) Total No. of Students = 4,18,598 + 583+46 = 4,19,227

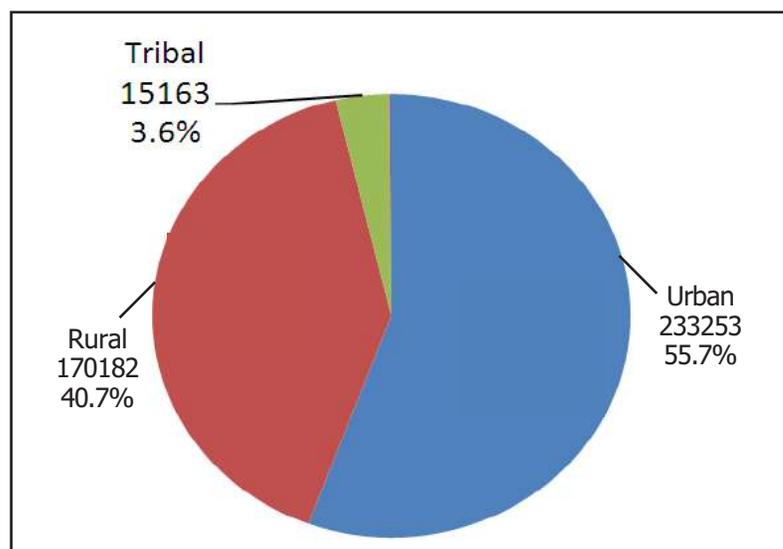
C. DISTRIBUTION OF LEARNERS ON THE BASIS OF LIVING AREA

Table 3.3 shows distribution of students on the basis of area of living i.e. urban, rural and tribal areas in fresh enrollment during the period of report. While there is a predominance of students from urban areas which is 2,33,253 lakh (55.7%), the combined enrollment from rural and tribal areas is 1,85,345 lakh (44.3%), which is considerable. Further, there is a substantial representation of students from rural areas in Academic Programmes offered by Schools of Agriculture, Continuing Education, Education, Social Work and Social Sciences. Similarly, there is a substantial representation of students from tribal areas in Academic Programmes offered by Schools of Education, Social Sciences, Gender and Development Studies, Inter-disciplinary and Trans-disciplinary Studies, Agriculture and Social Work. The distribution of students as per area of living of students is graphically presented in Graph 3.3.

Table 3.3: Area of Living (Rural/Urban/Tribal) Distribution of Fresh Enrollment 2014-15

| Name of School | School Code | Urban | | Rural | | Tribal | | Total |
|---|-------------|---------------|-------------|---------------|-------------|--------------|------------|---------------|
| | | Number | % | Number | % | Number | % | |
| School of Translation Studies and Training | SOTST | 1206 | 76.9 | 354 | 22.6 | 9 | 0.6 | 1569 |
| School of Tourism and Hospitality Service Management | SOTHSM | 9379 | 78.3 | 2369 | 19.8 | 231 | 1.9 | 11979 |
| School of Social Work | SOSW | 4074 | 63.9 | 2112 | 33.1 | 189 | 3.0 | 6375 |
| School of Social Sciences | SOSS | 103305 | 49.2 | 97518 | 46.5 | 8960 | 4.3 | 209783 |
| School of Sciences | SOS | 8446 | 62.7 | 4733 | 35.1 | 294 | 2.2 | 13473 |
| School of Performing and Visual Arts | SOPVA | 113 | 74.3 | 38 | 25.0 | 1 | 0.7 | 152 |
| School of Management Studies | SOMS | 35270 | 75.1 | 11102 | 23.6 | 622 | 1.3 | 46994 |
| School of Law | SOL | 1659 | 68.2 | 757 | 31.1 | 18 | 0.7 | 2434 |
| School of Journalism and New Media Studies | SOJNMS | 550 | 75.4 | 167 | 22.9 | 12 | 1.6 | 729 |
| School of Interdisciplinary and Trans-disciplinary Studies | SOITS | 517 | 59.8 | 321 | 37.2 | 26 | 3.0 | 864 |
| School of Humanities | SOH | 18938 | 59.2 | 12127 | 37.9 | 920 | 2.9 | 31985 |
| School of Health Sciences | SOHS | 1211 | 70.1 | 475 | 27.5 | 41 | 2.4 | 1727 |
| School of Gender and Development Studies | SOGDS | 294 | 77.0 | 74 | 19.4 | 14 | 3.7 | 382 |
| School of Extension and Development Studies | SOEDS | 1044 | 75.9 | 316 | 23.0 | 16 | 1.2 | 1376 |
| School of Education | SOE | 22692 | 46.5 | 23094 | 47.4 | 2970 | 6.1 | 48756 |
| School of Continuing Education | SOCE | 12142 | 54.2 | 9639 | 43.0 | 636 | 2.8 | 22417 |
| School of Computer and Information Sciences | SOCIS | 10810 | 74.7 | 3563 | 24.6 | 105 | 0.7 | 14478 |
| School of Agriculture | SOA | 865 | 39.2 | 1249 | 56.6 | 93 | 4.2 | 2207 |
| School of Engineering & Technology | SOET | 207 | 78.1 | 57 | 21.5 | 01 | 0.4 | 265 |
| School of Foreign Language | SOFL | 120 | 83.3 | 24 | 16.7 | - | - | 144 |
| School of Vocational Education and Training | SOVET | 266 | 80.6 | 64 | 19.4 | - | - | 330 |
| Others: Include Admission in appreciation/awareness academic programmes managed by other than School of Studies | | 145 | 81.0 | 29 | 16.2 | 5 | 2.8 | 179 |
| Total | | 233253 | 55.7 | 170182 | 40.7 | 15163 | 3.6 | 418598 |

* 583 admission from International Division and 46 Research Scholars (Ph.D/M.Phil) Total No. of Students = 4,18,598 + 583+46 = 4,19,227



Graph 3.3: Fresh Enrollment 2014-15, on the basis of area of living

D. LEVEL OF ACADEMIC PROGRAMMES AND DEMOGRAPHIC DETAILS OF FRESH LEARNERS

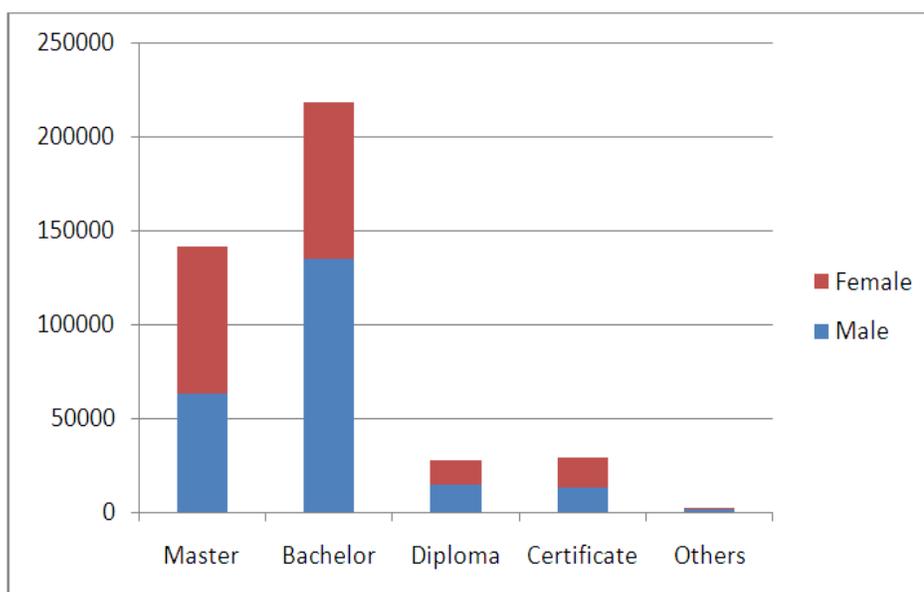
The University offers Academic programmes at the levels of Doctoral Degree, Master's Degree, Bachelor's Degree, Diploma, and Certificate to cater to academic and training needs of diversified groups at different levels/advancement of studies. The University also offers non-credit based Awareness /Appreciation/Training programmes, which are reflected by 'Other' category in following tables i.e. 3.4, 3.5 and 3.6. Table 3.4 reflects gender wise details of fresh enrollment, when classified on the basis of level of academic programmes.

Table 3.4: Gender-wise Details of Fresh Enrollment 2014-15 on the Basis by Level of Academic Programmes

| Level of Academic Programme | Male | | Female | | Other | | Total |
|-----------------------------|---------------|-------------|---------------|-------------|------------|------------|---------------|
| | Number | % | Number | % | Number | % | |
| Master | 62974 | 44.5 | 78610 | 55.5 | 32 | 0.02 | 141616 |
| Bachelor | 135003 | 61.9 | 82920 | 38.0 | 100 | 0.0 | 218023 |
| Diploma | 14586 | 52.6 | 13122 | 47.3 | 8 | 0.03 | 27715 |
| Certificate | 12685 | 44.1 | 16044 | 55.8 | 4 | 0.01 | 28733 |
| Others | 1769 | 70.4 | 740 | 29.5 | 2 | 0.1 | 2511 |
| Total | 227016 | 54.2 | 191436 | 45.7 | 146 | 0.1 | 418598 |

*583 admission from International Division and 46 Research Scholars (Ph.D/M.Phil. 25 Male and 21 Female) Total No. of Students = 4,18,598 + 583+46 = 4,19,227

Table 3.4 indicates that participation of female students was higher at the Master and Certificate levels. The participation of female students was more than 50 % at these levels. The gender-wise distribution of students is graphically presented in Graph 3.4.



Graph 3.4: Fresh enrollment in 2014-15 on the basis of Gender of students and level of academic programmes

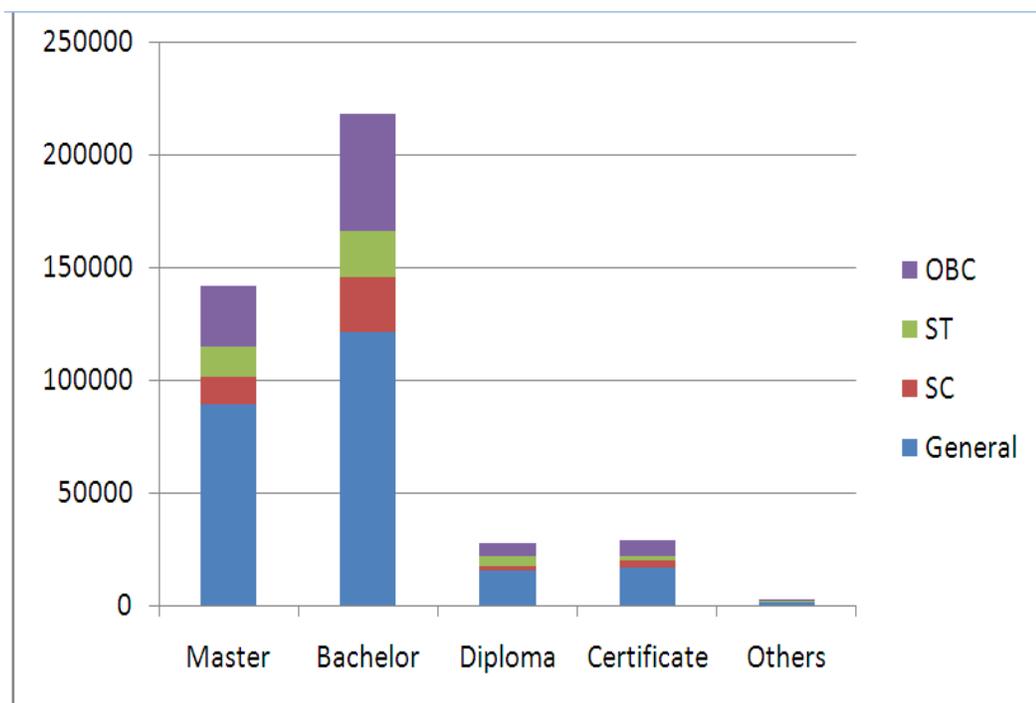
Table 3.5 shows distribution of students on the basis of Social Category i.e. General, SC, ST and OBC in fresh enrollment during the period of report.

Table 3.5: Social Category-wise (General/SC/ST/OBC)–level of programme wise Distribution of Fresh Enrollment 2014-15

| Level of Academic Programme | General | | SC | | ST | | OBC | | Total |
|-----------------------------|---------------|-------------|--------------|-------------|--------------|------------|--------------|-------------|---------------|
| | Number | % | Number | % | Number | % | Number | % | |
| Master | 89120 | 6.3 | 12071 | 8.5 | 13356 | 9.4 | 27069 | 19.1 | 141616 |
| Bachelor | 121195 | 55.7 | 24268 | 11.1 | 20878 | 9.6 | 51682 | 23.6 | 218023 |
| Diploma | 15309 | 55.3 | 2282 | 8.2 | 4069 | 14.6 | 6055 | 21.9 | 27715 |
| Certificate | 16790 | 58.5 | 3388 | 11.8 | 1317 | 4.5 | 7238 | 25.2 | 28733 |
| Others | 1549 | 61.5 | 272 | 10.8 | 133 | 5.3 | 557 | 22.3 | 2511 |
| Total | 243963 | 58.3 | 42281 | 10.1 | 39753 | 9.5 | 92601 | 22.1 | 418598 |

* 583 admission from International Division and 46 Research Scholars (Ph.D/M.Phil. 30 General, 7SC, 2 ST and 7 OBC) Total No. of Students = 4,18,598 + 583+46 = 4,19,227

Table 3.5 reflects that participation of students from ST was higher at the Diploma level; 14.6 % of students at the Diploma level belong to ST category. The participations of students from SC category at all the levels of academic programmes were around 10 % of the total strength of fresh enrollment at each level, except at the Research level. Similarly strength of students from OBC category was in narrow range of 21 to 25 % at all levels, except at Research level. The distribution of students on social category and level of academic programmes is graphically depicted in Graph 3.5.



Graph 3.5: Fresh Enrollment 2014-15, on the basis of Social Category and level of academic programmes of students

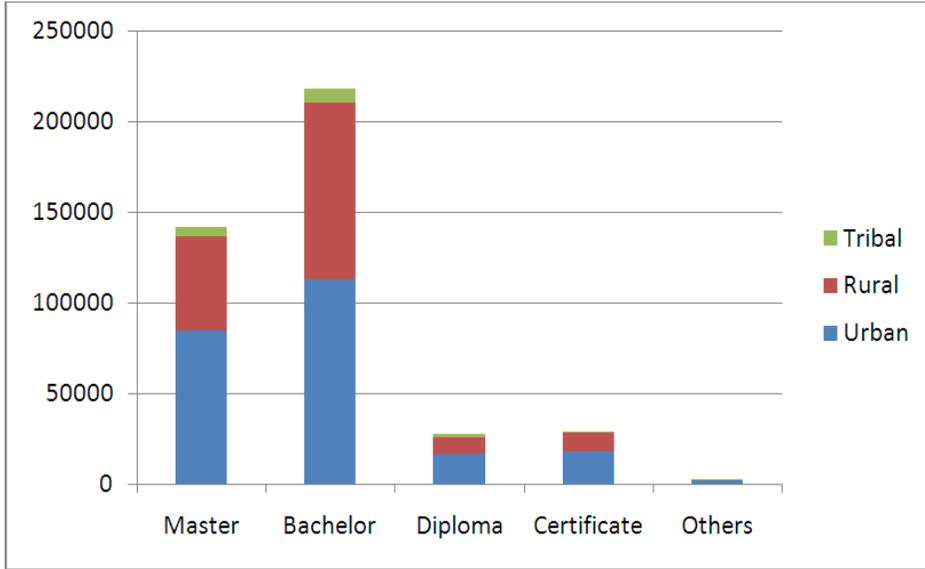
Table 3.6 shows distribution of students on the basis of area of living i.e. Urban, Rural and Tribal areas in fresh enrollment during the period of report.

Table 3.6 : Area of living-level of programme-wise (Rural/Urban/Tribal) Distribution of Fresh Enrollment 2014-15

| Level of Academic Programme | Urban | | Rural | | Tribal | | Total |
|-----------------------------|---------------|-------------|---------------|-------------|--------------|------------|---------------|
| | Number | % | Number | % | Number | % | |
| Master | 84535 | 59.7 | 52195 | 36.9 | 4886 | 3.5 | 141616 |
| Bachelor | 112784 | 51.7 | 97546 | 44.7 | 7693 | 3.5 | 218023 |
| Diploma | 16426 | 59.3 | 9233 | 33.3 | 2056 | 7.4 | 27715 |
| Certificate | 17884 | 62.2 | 10412 | 36.2 | 437 | 1.5 | 28733 |
| Others | 1624 | 64.7 | 796 | 31.7 | 91 | 3.6 | 2511 |
| Total | 233253 | 55.7 | 170182 | 40.7 | 15163 | 3.6 | 418598 |

* 583 admission from International Division and 46 Research Scholars (Ph.D/M.Phil. 33 Urban, 10 Rural, 2 Tribal) Total No. of Students = 4,18,598 + 583+46 = 4,19,227

Table 3.6 reflects that participation of students residing in rural areas was higher at the Bachelor level, 44.7 % of students at Bachelor level reside in rural areas. The participation of students residing in tribal areas was higher at the Diploma level, 7.4 % of students at the Diploma level reside in tribal areas. The distribution of students on area of residence and level of academic programmes-wise is graphically depicted in Graph 3.6.



Graph 3.6: Fresh Enrollment 2014-15, on the basis of area of living and level of academic programmes

CHAPTER-IV

LEARNER SUPPORT ACTIVITIES

Indira Gandhi National Open University has a nation-wide learner support network for providing student support services, including face-to-face counselling and technology enabled academic support. The support services to students are extended by certain operational Divisions at the Headquarters, such as, the Student Registration Division (SRD), Student Evaluation Division (SED), Material Production and Distribution Division (MPDD) and Electronic Media Production Centre (EMPC). Outside the Headquarters, support services to students across the country are provided by the Regional Centres (RCs) and Learner Support Centres (LSCs). The nodal unit for providing learner support within the country is the Regional Services Division (RSD), while learner support abroad is managed by the International Division (ID). The Chapter has shown the related details in various subheadings:

A. NETWORK OF STUDENT SUPPORT SERVICES

The Regional Services Division (RSD) was established in 1986 to operationalise the Regional Centres and Study Centres for providing student support services to the learners of the University across the length and breadth of the country. The responsibilities and functions assigned to RSD are as follows:

- a. To negotiate with Government Departments, educational institutions, other organizations including voluntary organizations for establishment of new Regional Services and Study Centre, and strengthening the facilities at such centers;
- b. To assess the availability of physical facilities and academic expertise and arrange the delivery of all academic programmes launched by the University;
- c. To workout, in consultation with respective Schools the required norms and procedures for appointment of counsellors and payment structure for conduct of counselling etc;
- d. To identify and appoint suitable resource persons for conduct of counselling and practical sessions, workshops, extended contact programmes and evaluation of assignments;
- e. To organize orientation programmes for all counsellors as well as other part-time functionaries at the study centre;
- f. To organize induction and in-service training programmes for full-time staff of Regional Centres;
- g. To regulate funding and exercise expenditure control at Regional and Study Centres;
- h. To provide necessary furniture and equipment to Regional and Study Centres; and
- i. To coordinate various matters related to Student Support Services between the Schools and Divisions in the Headquarters in general, and Regional Centres and Study Centres, in particular.

The focus of IGNOU's support services has been on giving learners opportunities for face-to-face interaction with academic counsellors and with peer groups. The support activities include establishing Learner Support Centres (LSCs); identifying, appointing, and training personnel at LSCs; providing and ensuring appropriate use of resources, monitoring, theory/practical counselling and feedback on learner-progress, identifying examination centres and conducting Term-End (theory and practical) Examinations.

To undertake these responsibilities, there are nine Regional Centres (RCs) in the North East region and 47 RCs in the rest of the country. Apart from these RCs, 11 Recognised Regional Centres (RRCs) are functional (six with Army, four with Navy and one of the Assam Rifles), thus taking the total number of RCs to 67. There are 4 Sub-Regional Centres at Darjeeling (under RC Siliguri), Kandhamal (under RC Bhubneswar), Tirupati (under RC Vijaawada), and Pithoragarh (under RC Dehradun). Table 4.1 shows the classified strength of Student Support Network comprising Regional Centres and Study Centres/Learner Support Centres.

Table 4.1 Strength of Students Support Network as on 31st March, 2015

| Regional Centres (RCs) | Numbers | Learners Support Centres (LSCs) | Numbers |
|-----------------------------------|-----------|---|--------------|
| RCs in North East | 9 | Regular LSCs | 711 |
| RCs in rest of India | 47 | Recognised LSCs | 10 |
| Sub-Total | 56 | Regular LSCs for women | 6 |
| Recognised Army RCs | 6 | Sub LSCs | 8 |
| Recognised Navy RCs | 4 | North Bihar Pattern LSCs | 14 |
| Recognised Assam Rifles RCs | 1 | Programme LSCs | 1,492 |
| Sub-Total (Recognised RCs) | 11 | Sub-Total | 2,411 |
| | | Special LSCs | |
| | | Rural Area | 158 |
| | | SC/ST | 60 |
| | | Jail Inmates | 111 |
| | | Women | 35 |
| | | Visually Challenged | 3 |
| | | Minority | 44 |
| | | Physically Challenged | 127 |
| | | Slum | 1 |
| | | Jan Shikshan Sanstha | 9 |
| | | Educationally and Economically Backward Blocks (EEBB) | 25 |
| | | Confederation of NGOs of Rural India (CNRI) | 43 |
| | | Sub -Total (Special LSCs) | 616 |
| | | Recognised Army LSCs | 28 |
| | | Recognised Navy LSCs | 4 |
| | | Recognised Assam LSCs | 30 |
| | | Sub -Total (Recognised LSCs) | 62 |
| Total RCs | 67 | Total LSCs | 2,919 |

During the period of the report, 43,785 academic counsellors were engaged for various academic programmes of the University across the country. The University established 314 new Learner Support Centres, of which 52 are special Study Centres in the reported period. The RCs have organized orientation programmes for academic counsellors and workshops for functionaries of the LSCs, through ODL and web conferencing modes, to provide training on administrative, academic and financial matters. Induction programmes were held for newly admitted students of various academic programmes at the beginning of the academic session. Some of the RCs have organized Seminars/Conferences and Students'/Coordinators' Meets on various important issues and conducted Short Term Training Programmes suited to the needs of the region. The RCs also organized and participated in book fairs, career counselling and guidance programmes and other promotional activities in their jurisdiction.

B. ADMISSION AND PROMOTIONAL ACTIVITIES

Student registration and promotion of academic programmes are prime activities of a Regional Centre. Accordingly, each RC had taken special initiatives for awareness generation and enhancing enrollment, including on-the-spot admission, road shows, using mobile vans, meeting the potential learners from all walks of life, particularly in the rural and remote areas. RCs also made additional efforts for promotion of non-conventional programmes and adopted innovative strategies to reach out to various segments of population. Banners, posters, leaflets, meetings and seminars at schools and colleges, meetings with NGOs, awareness camps in rural areas, press conferences, radio and television talks, were among the strategies used by the RCs.

RC Aligarh has made efforts to reach out to the Madarasas with a view to providing opportunities of higher education to the students enrolled there. The Regional Centre has also reached out to the personnel of Rapid Action Force (RAF) to motivate them for enhancing their knowledge and skills through ODL. Other disadvantaged communities like sex workers and jail inmates were also approached and motivated to take advantage of higher education.

RC Varanasi has established a Special Study Centre at Jeevan Deep Mahavidyalaya, Varanasi, to cater to the educational needs of people living in urban slums. Similarly, Institutions have been identified in Tribal and Naxal affected areas of Duddhi and Sonebhadra districts of Uttar Pradesh to establish Special Study Centre. Awareness camps to inform about the educational opportunities provided by IGNOU were organized in various villages like Parmanandpur, Rani Ki Sarai & Lohta by RC-Varanasi. An Education rally was taken out at IGNOU Study Centre, Arya Mahila PG College, Varanasi.

RC Aizwal has enrolled 1496 untrained government teachers of Mizoram State in Diploma in Elementary Education (D.El.Ed) Programme under an MoC signed between IGNOU and the Government of Mizoram.

RC Deoghar organized career counselling sessions on 31st July and 5th December, 2014 at the Regional Centre. A 'Samadhan' camp was also organized at the Regional Centre on 19th December 2014 to resolve the difficulties faced by the learners.

RC Shillong organized a lecture titled 'Education For All : Issues & Challenges' delivered by Prof. B.P. Sahu, Department of Adult & Continuing Education, NEHU at St. Marys College, Shillong on the National Education Day on 11th November, 2014. Another lecture titled 'IT as an Enabler for

'Good Governance' delivered by Dr. Malay Dey, Vice Principal, Shillong College, was organized on 23rd December, 2014.

RC Shimla organized a live phone-in programme on Akashvani Shimla to create awareness about educational opportunities available in IGNOU. Popularization of IGNOU Programmes was also done at Home Guard Training Centres, Nehru Yuva Kendra, Himachal Gyan Vigyan Samiti and village Panchayats.

RC Lucknow organized career counselling camps 'Paramarsh' and 'Naye Kshitiz' for 10+2 pass outs at the Regional Centre. A campaign 'Chalo Gaon Ki Aor' was launched by the RC for creating awareness among the rural masses about higher education. IGNOU team members went to villages and undertook 'Village Pheries' along with local villagers, making people aware about the importance of education. Special Motivational Camps were organized at IGNOU Jail Centres in the region. These programmes 'Parivartan' and 'Utsahvardhan Shivirs', were aimed not only at motivating jail-inmates to take admission but also as a counselling platform, where IGNOU officials directly interact with the IGNOU learners for solving their problems and queries. An awareness campaign under the banner 'Women Empowerment through Education' was organized at various Intermediate Girls Colleges. IGNOU Material were displayed during the Annual fair of the famous 'Awadh Girls Degree College', Lucknow.

For enrolling tribal women from the remote tribal settlements of Idukki district, RC Cochin is processing a special project with the support of Govt. of Kerala by which tuition fee can be paid in advance through the local self government by an order of Kerala State Social Welfare Department of Government. This proposal is under process through the Kerala Mahila Samakhya Society, Adimali Unit. Several meetings have been conducted among the Kudumbasree Units with the support of the District Kudumbasree Mission. As a result, a number of elderly women were enrolled in Bachelor Preparatory Programme (BPP), a bridge course for enrolling in Undergraduate programme of the University, for aspirants who do not have formal academic qualification under 10+2 system. The trend to apply innovative approach to promote admission is still continuing.

- RC Jodhpur has collaborated with the Government of Rajasthan for providing higher education to the tribal communities in five Tribal districts - Dungarpur, Banswara, Pratapgarh, Udaipur and Sirohi.
- RC Hyderabad organized a live programme on Television (HM-TV) on 7th June, 2014 to give wide publicity to IGNOU Programmes. Radio Recording was done at AIR Hyderabad to promote admissions for July, 2014 session.
- RC Delhi-1 organised a workshop for Educational Vocational Guidance (EVG) Counsellors on 'Transition from School to University' in collaboration with the State Council of Educational Research and Training (SCERT), New Delhi. A meeting with Sarpanches of various villages of Palwal District was organised to create awareness about IGNOU academic programmes.
- RC Koraput has organised 16 promotional meetings in remote localities in the region with active participation of public, students and other stakeholders. It has adopted 6 villages for outreach programmes. It has also organized sensitization programmes among Women Self Help Group and Anganwadi workers in Semiliguda Block of Koraput district.
- The construction work of Regional Centre buildings at Lucknow and Shillong is nearly completed; both the RCs are likely to start functioning from their new Campus in the coming financial year.

C. ICT AND ONLINE STUDENT SUPPORT SERVICES

Providing student support services to the learners in the form of academic counselling, practical sessions, feedback through assignments, information services, library and other services are the principal responsibilities of Regional Centres and Study Centres. All the Regional Centres have engaged themselves in providing support services to the learners. Special efforts made by some of the Regional Centres during the reporting period are highlighted below:

- RC-Delhi -3 provides status of delivery of printed instructional materials on its web site by providing a link to the Indian Post Tracking website. Students could track movement of materials dispatched to them. Similar type of arrangement is in place at RC-Delhi 2. The Regional Centre also designed software for inventory management of study materials and for monitoring of sale of admission prospectus. Web services are also being used in pre-admission process to facilitate and give quick updates to admission seekers. Admission seekers can check online confirmation of admission and fee receipt. This information is also sent through SMS to individual students. RC, Delhi-1 has made extensive use of SMS services to inform learners about commencement of new admission cycle, re-registration, schedule of distribution of printed instructional materials and schedule of Term End Examination (TEE).
- RC, Delhi-2 & 3 have also developed online mechanism for redressing the grievances of the learners. RC Jabalpur has started SMS/Missed Call Sewa as one of the unique initiatives of IGNOU, wherein a dedicated number was provided to learners for sending SMS/Missed Call and Regional Centres officials call back on that number to provide the required information to the callers.

D. EDUCATIONAL DEVELOPMENT OF THE NORTH EAST REGION

The educational development of the North Eastern Region (NER) is a priority area of the Government and Regional Service Division (RSD) performs its due role in reaching out to this region. The University has taken initiatives for the educational development of NE states, to create educational access and to equalize the opportunities of education and vocational training to the hitherto unreached in the NER, cutting across physical and geographical barriers. Student support network in the NER comprises nine Regional Centres with all the eight States in the region. It is creating educational accessibility in the region, for more than 40, 000 students, who desire to pursue higher education or enhance their skills in vocational and technical fields.

Students in the region have been benefited tremendously from the initiatives of the University particularly educating the unemployed youth and school dropouts, which has enhanced their self-reliance and employability. Several students have got placement and many have been guided and facilitated their development as entrepreneurs. Thus, the aim has been to empower the school dropouts and needy sections belonging to the backward classes, SCs, STs and other minority groups who form the major chunk of the North East population. The recent initiative of the University is the training of untrained, state-sponsored, elementary school teachers through Diploma in Elementary Education Programme of the University in ODL mode in the NE states. Thus IGNOU has been successfully providing need-based quality education in remote parts of the North East Region.

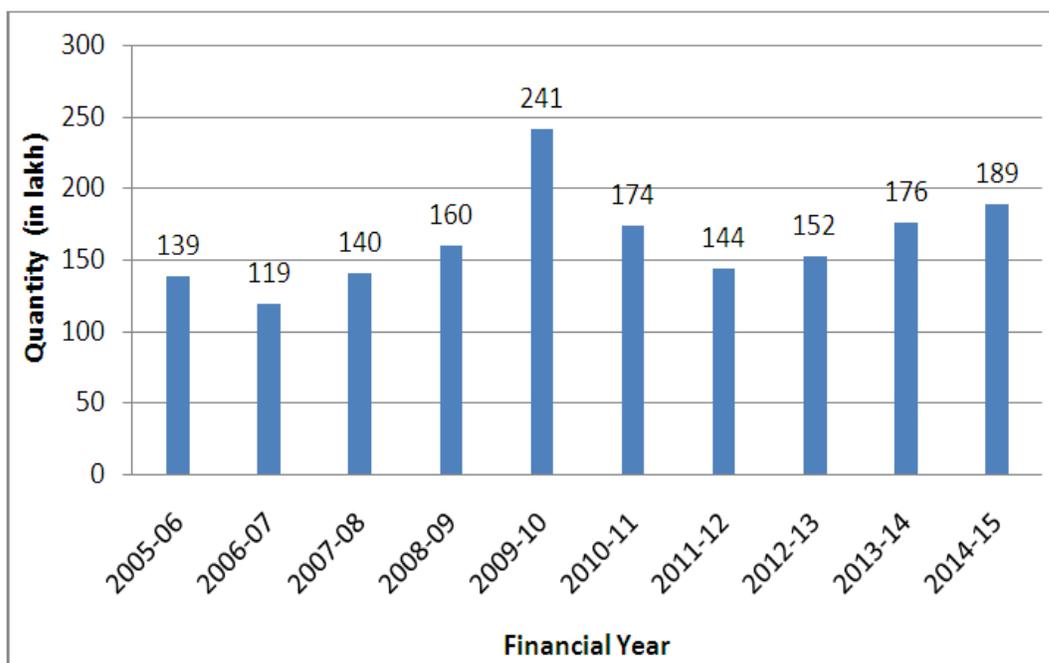
E. SKILL ENHANCEMENT OF JAIL INMATES

The University has been making concerted efforts to reach out to jail inmates so as to equip them with knowledge and skills while serving their jail term so that they can engage in gainful employment after completing their jail term. Regional Centres situated at Ahmedabad, Delhi-1, Delhi-3, Karnal, Lucknow, Ranchi, Aizwal, Raipur, Nagpur, Khanna, Bijapur, Jaipur and Port Blair have made special efforts in this direction during the period of report by establishing Special Learners Support Centres (LSCs) within the jail premises. All these RCs organized pre-admission counselling with prospective learners among jail inmates.

F. MATERIAL PRODUCTION AND DISTRIBUTION

Printed learning material is an integral component of delivery of academic programme under the ODL system. This makes production and distribution of study materials as one of the most important activities of the University. The Material Production and Distribution Division (MPDD) has been entrusted with the responsibility of coordinating printing of study materials of all the Schools of Studies and other printed materials of the Headquarters, Regional and Study Centres of the University. The printing of learning materials was decentralized to minimize the transportation cost and ensure timely printing and delivery of study materials to students. The University has set up a Printing Unit at Coimbatore to meet the requirements of Regional Centres in the Southern region. Special efforts were made in the reported period for timely delivery of study materials to students. A monitoring group closely monitors the production and distribution of study materials to ensure its timely delivery to students.

The following Graph 4.1 illustrates the volume of study materials printed by the MPDD over the last decade in terms of numbers of blocks (in lakh). The MPDD published 189 lakh Blocks of study materials to meet requirements of 7.42 lakh of students in 228 academic programmes during the period of the report.



Graph 4.1: Learning Materials (blocks and courses) printed in the last one decade (in lakh)

G. STUDENT SERVICE CENTRE

Student Service Centre (SSC) is an integral and essential component of ODL system, and serves as an interface between the University and learner. The Student Service Centre (SSC), located at IGNOU Headquarters, continued to provide a cluster of facilities and services to the diverse learner population. Queries and grievances were received at SSC through a multi-modal system including fax, post, in person, email/SMS and telephone. The SSC has devised mechanism for prompt reply of queries and grievances. The SSC promptly responded to enquiries/queries of students/stakeholders through 5,450 letters by post, 51,400 messages through e-mail, and 13,000 voice responses over telephone. The Centre also attended 39,600 students/ stakeholder visits to Headquarters in person and addressed their queries. Enquiries and grievances received at the SSC were immediately and satisfactorily responded under the single window concept. The frequently raised queries from students can be classified as:

- Pre-admission enquiry and advice to potential learners by providing information on academic programmes, admission procedures, fee details, guidance and counselling. Support services were also provided in the form of sale of handbook and prospectus, guidance in filling up and timely submission of admission form.
- Post-admission enquiry and redressal of grievances of enrolled students regarding schedule of counselling/contact classes, conduct of practical, submission of assignments; non-updating of marks, non-receipt of mark sheet/degree, non receipt of study materials and non-declaration of result.
- Post-programme enquiry by pass outs/alumni regarding convocation, career prospects, campus placement and re-entry into the system for advanced studies.



**Inauguration of the Public Information Centre at the Headquarters
by the Vice-Chancellor on 7th June, 2014**

H. CAPACITY BUILDING PROGRAMMES

Orientation Programmes for Academic Counsellors engaged at Learner Support Centres (LSCs) were organized at several RCs during the period of the report. The main objectives of these Orientation Programmes were to acquaint the Academic Counsellors with the principles and practices of open and distance learning; and also improve the quality of academic support by equipping them with the necessary knowledge and skills. Course-Specific Orientation Programmes for courses having practical components were organized at most of the Programme Study Centres (PSCs).

I. STUDENT MANAGEMENT SYSTEM

The Computer Division has developed an integrated system titled as ‘IGNOU Students Management System’ (ISMS) to support online delivery of information and services to students, RCs and others. Students are provided the following facilities through ISMS:

- Compilation of Admission and Re-Registration activities;
- Submission and Management of Assignment, Practical and Project
- Transfer of registration data of students from RCs to Headquarters;
- Submission of Examination forms for Term-End Examination(TEE);
- Management and monitoring of pre and post examination activities;
- Extending other support to ensure declaration of results of TEE within one-and-half months of conduct of the TEE.
- Dynamic dashboard facility.
- Student e-profile on demand.

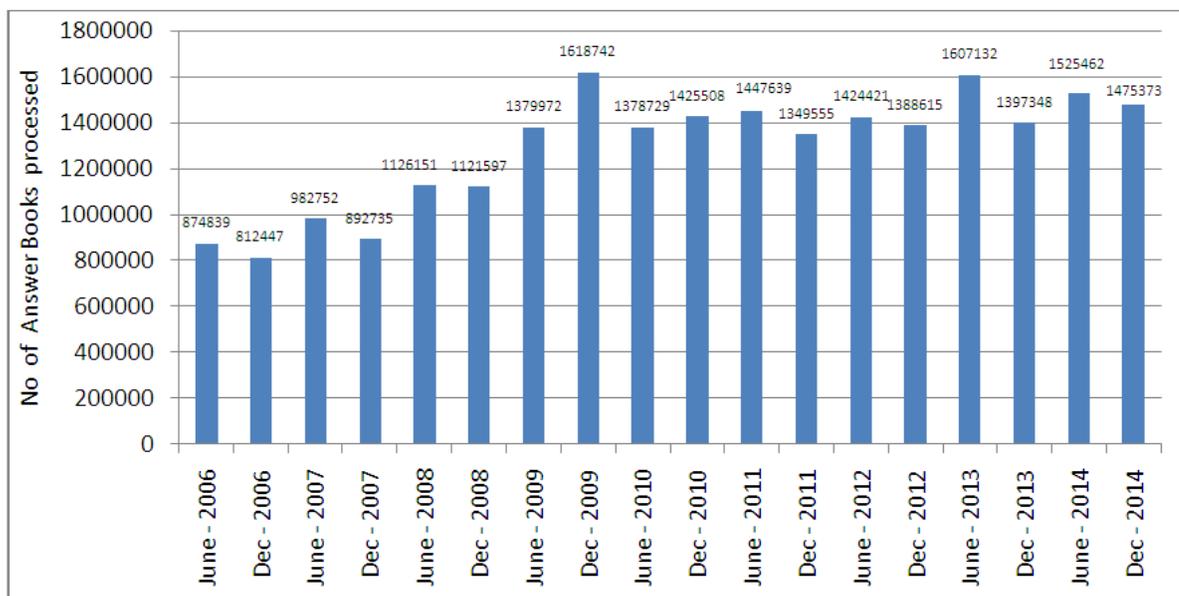
J. STUDENT ASSESSMENT AND EVALUATION

At IGNOU, a three-tier system of evaluation and assessment of performance of students is followed comprising built-in self-evaluation in study materials, continuous evaluation through combination of theory-based and practical assignments, and Term-End Evaluation through examinations, conducted twice a year, in June and December at a large number of centres all over the country and overseas. In case of Post- Graduate programmes with project component, the evaluation methodology also includes a viva-voce.

In the December, 2014 Term End Examination, over 4.54 lakh students appeared in 2729 courses across 835 Examination Centres, which included a striking number of 79 Jail Centres and 34 International Centres. Similarly 4.56 lakh students appeared in Term-End-Examination held in June, 2014.

With regard to Term End Examinations, decentralization of the evaluation of answer scripts to the seven Evaluation Centres situated at Delhi, Kolkata, Patna, Lucknow, Guwahati, Pune and Chennai had led to early declaration of results. Most of the RCs conducted practical examinations and organized evaluation of Project Proposals and Project Reports of the BCA, MCA, MA (Education) and M.Ed. programmes. The University closely monitors conduct of Term End Examination through Web-Conferencing at selected Examination Centres.

Graph 4.2 shows volume of Answer books of Term end Examinations (TEEs) handled by the University over a period of nine years from June, 2006 to December, 2014. The University evaluated 15.25 lakh answer books during the TEE-June, 2014 and 14.75 lakh Answer books in TEE-December, 2014 in the period of report.



Graph 4.2: Answer Books of Term-End Examination Processed in last nine years

K. CONVOCATION

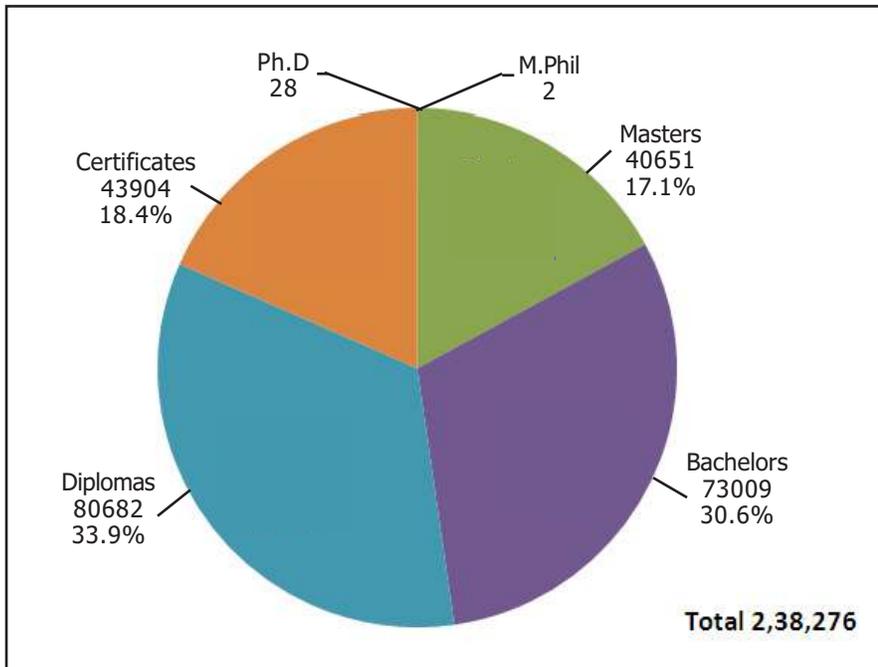
Learners, who successfully complete the prescribed number of credits in a particular academic programme, are awarded Certificates/Diplomas/Degrees at the Convocation, usually held in March/April of every year at the University Headquarters, and at selected Regional Centres simultaneously through the teleconferencing mode. Gold medals are awarded in all the academic programmes at Diploma and Degree levels to meritorious students during the Convocation.



Distribution of Akashdeep Grade Card/Provisional Certificate to Indian Air Force on 3rd December, 2014

The 27th Convocation was held on 16th April, 2014 in which the Secretary, Ministry of Human Resource Development, Govt. of India Shri Ashok Thakur delivered the Convocation Address. Dr. Vijitha Nanyakkara, Vice-Chancellor, Open University of Sri-Lanka, was the Guest of Honour. Various awards, apart from Degree/ Diploma/ Certificate were also conferred at the Convocation which included Prof. G. Ram Reddy Memorial Gold Medal, CEMCA Cash Award, Dr. APJ Abdul Kalam Cash Award, Mother Teresa Memorial Cash Award, Prof. Grover Cash Award and best service award to the Regional Centres. At this Convocation, a total of over two lakh thirty eight thousand students spread in all regions of India and overseas received Degrees/Diplomas and Certificates. A total of 28 students were awarded Doctoral degrees and 93 meritorious students received Gold Medals.

Graph 4.3 presents the level-wise distribution of awards conferred by the University in the 27th Convocation. Of the total number of 2,38,276 awardees, Diplomas constitute the largest number with 80,682 (33.9%), followed by Bachelors with 73,009 (30.6%), Certificates with 43,904 (18.4%), Masters with 40,651 (17.1%), 28 in Ph.D and 2 in M.Phil..

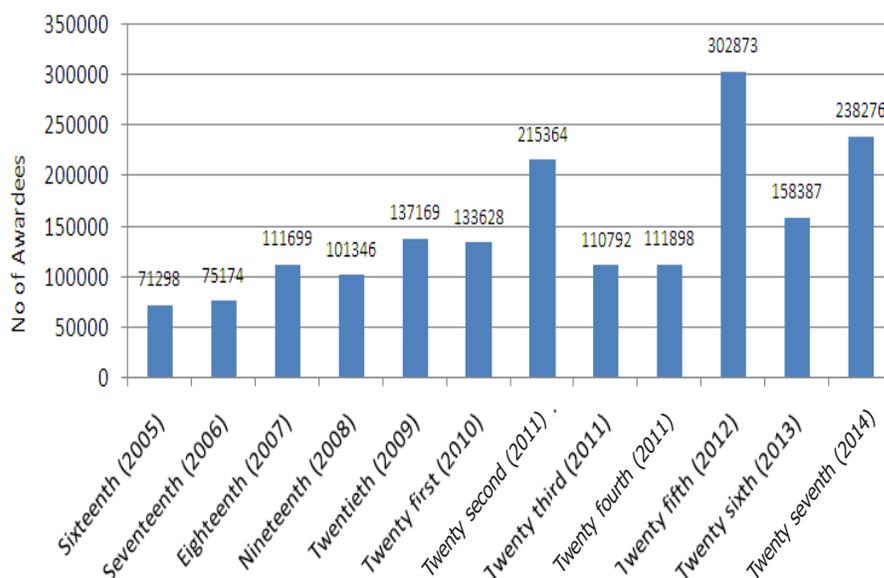


Graph 4.3: Students Eligible for award of Degree/Diploma/Certificate at the 27th Convocation



Shri Ashok Thakur, Secretary, MHRD delivered the Convocation Address. Dr. Vijitha Nanyakkara, Vice-Chancellor, Open University of Sri-Lanka, was the Guest of Honour at the 27th Convocation on 16th April, 2014

Graph 4.4 shows the growth in numbers of awards conferred by University in the last decade ranging from 2005 (16th Convocation) to 2014 (27th Convocation).



Graph 4.4: Degree/Diploma/Certificate Awardees (Convocation Wise) in the last decade

L. CAMPUS PLACEMENT

The objective of Campus Placement is to assist and facilitate the process of interaction between potential employers and successful students so that they can meet suitable employers. The nodal unit for placement is the Campus Placement Cell (CPC) at the Headquarters. During the period of the report, CPC conducted three Campus Placement Drives at the Headquarters; two at Regional

Centre –Noida and one each at Regional Centre Pune and Delhi-2. The details of students attended, shortlisted/finally selected along with the Companies /Agencies who had participated in respective drives is as under:

Table 4.2: Details of Placement Drives held at various locations

| Date of the Drive | Location | Coverage | Students attended | Students Shortlisted/ Selected | Agencies participated in the Drives |
|-----------------------------------|------------|--------------------------|-------------------|--------------------------------|---|
| 4-5 th July, 2014 | RC Delhi-2 | All RCs of Delhi NCR | 382 | 264 | BMA Wealth Creator, Noida |
| 13 th October, 2014 | RC Pune | RC Pune | 9 | 4 | Tata Business Support Services, Pune |
| 13 th October, 2014 | IGNOU HQ | All RCs of Delhi NCR | 62 | 8 | India City Walks, Gurgaon |
| 11 th November, 2014 | RC Noida | RC Noida | 17 | 3 | Tata Business Support Services, Noida |
| 12 th November, 2014 | RC Noida | RC Delhi-2 & RC Noida | 38 | 33 | BMA Wealth Creator, Noida |
| 30-31 st January, 2015 | IGNOU HQ | All RCs of Delhi NCR | 217 | 61 | BMA Wealth Creator, Noida |
| 13 March, 2015 | IGNOU HQ | RC Delhi-1 RC Delhi-2 | 252 | 75 | Optimum Careers, Gurgaon for Genpact India Pvt. Ltd. Enovik for Felicity Concept Pvt. Ltd. TenderNews.com |

Students placement initiatives taken by various Regional Centres are provided under Sub-section 'Admission and Promotional Activities' of this Chapter.



Students at Campus Placement Drive on 13th October, 2014

M. INTERNATIONAL ACTIVITIES

On the international front, IGNOU has focused on collaborations with foreign institutions, undertaking research projects and conducting capacity building workshops. Admission and student support overseas are managed by the International Division (ID). The International Division follows a four-fold approach for expanding the frontiers of IGNOU beyond India, through Collaboration, Cooperation, Coordination and Competition at the global platform. At present, IGNOU has its reach in 15 countries through 29 Partner Institutions (PIs) (excluding Learning Centres established under the Pan Africa e-Network Project). The detail of this Project is given in Chapter V: 'Technology for Education'. IGNOU's Academic Programmes are on offer in the United Arab Emirates (U.A.E) (Dubai, Abu Dhabi, Sharjah and Ras-Al-Khaimah), Qatar, Kuwait, Kingdom of Saudi Arabia (Jeddah, Riyadh and Dammam); Kingdom of Bahrain and Sultanate of Oman among the Cooperation Council for the Arab States of the Gulf (GCC) countries; Mauritius, Singapore, and Papua New Guinea among the Island nations; Ethiopia, Kenya and Ivory Coast in Africa; Afghanistan, Nepal and Sri Lanka in the South Asian Association for Regional Cooperation (SAARC), apart from additional countries in the African continent covered under the Pan Africa e-Network project. The cumulative enrollment of overseas learners was 62,116 enrolled through overseas Partner Institutions (PIs) at the end of period under report.

A delegation from the North-West University, South Africa and Afghanistan visited the University to explore the possibility of faculty exchange and joint research on ODL pedagogy having socio-cultural relevance across nations.



Afghanistan Delegation Interacting with Faculty and Senior Officials of the University on 17th February, 2015

CHAPTER-V TECHNOLOGY FOR EDUCATION

With the advent of newer technologies, particularly Information and Communication Technologies (ICTs), there has been a paradigm shift in the pedagogy and delivery of higher education. IGNOU as an apex Open and Distance Learning University in the country has been making significant contribution both in the generation and dissemination of knowledge with the use of newer technologies and ICTs.

Pan Africa E-Network

Pan Africa E-Network was started on 11th February, 2010 with ‘Master in Business Administration’ (MBA) and ‘Diploma in Early Childhood Care and Education’ (DECE) programmes being offered for the students of four African countries viz. Egypt, Rwanda, Botswana and Malawi. In July 2010, Ghana and Ethiopia also joined the project for MBA programme. Students from Botswana, Malawi and Rwanda also joined ‘Diploma in HIV and Family Education’ (DAFE) programme. IGNOU has signed MOUs with 32 Institutes/ Universities in 31 countries of the African continent viz., Benin, Botswana, Burkina Faso, Cameroon, Cape Verde, Congo, Democratic Republic of Congo, Ethiopia, Egypt, Eriteria, Gabon, Ghana, Guinea, Ivory Coast, Lesotho, Madagascar, Malawi, Mali, Mauritius, Mozambique, Nigeria, Rwanda, Seychelles, Senegal, Sierra Leone, Somalia, Sudan, Sao Tome, Tanzania, Uganda, and Zambia under the Pan African E- Network.



Web Counselling for African Students enrolled under Pan Africa E-Network

The project was extended for a period of two years till November 2015. 176 students from African countries were enrolled under the project in the reported period in various Diploma and Certificate programmes, with a cumulative strength of 2,656 students; so far 836 Degrees, Diploma and Certificate have been conferred to successful students under this project. 35 tele-conferencing sessions were organised to facilitate interaction of learners with subject experts at IGNOU’s Headquarters in the reported period.

Inter-University Consortium for Technology-enabled Flexible Education and Development

The Inter University Consortium (IUC) is a platform for collaborative efforts among the Institutions working for the growth and development of ODL system. The Consortium also works as a nodal point to undertake various collaborative activities involving ODL, e-learning, new knowledge creation and appropriate technologies. It aims to:

- facilitate convergence and sharing of knowledge through a judicious mix of media and technology;
- undertake research and development related to social and economic development;
- stimulate further thinking on development of education and employment of persons with disabilities, educationally backward and weaker sections;
- pool talent available in Open Universities, conventional universities, and NGOs; and
- Translate instructional material into Indian languages in collaboration with State Open Universities.

The Consortium strives to integrate technology for qualitative improvement in ODL system. The Consortium organizes training programmes and workshops to meet these aims. IUC convened the Fourth Conference of the Vice-Chancellors of the State Open Universities on 26th June, 2014 to deliberate on establishing a uniform nationwide accreditation system for Open and Distance (ODL) institutions. Vice-Chancellor/ Representatives from 14 State Open Universities and Directors of five Directorates/Institutes of Distance Education participated in the Conference. IGNOU has been given responsibility to develop a framework for accreditation of the ODL system.

The IUC being an integral component of the Technology Enabled Education Group (TEEG) contributed in activities of the Group in designing of online admission system and formulation of ICT policy of the University.

Electronic Media Production Centre

The responsibility for the development and dissemination of academic content through electronic media rests with the Electronic Media Production Centre (EMPC). Initially, the Centre produced audio and video programmes to supplement the SLMs (Self Learning Materials) of various academic programmes and courses of the University. Over a period of time, EMPC diversified its activities manifold including interactive transmissions through radio, television and web based teleconferencing. EMPC also served as the Nodal Centre for managing Gyan Darshan 1 and Gyan Darshan 2 Channels and 37 Gyan Vani, FM Radio Stations. IGNOU programmes were also being telecast on DD National Channel from 6:00 am to 6:30 am. Curriculum-based IGNOU audio programmes were broadcast on every Thursday and Saturday at 6.30 am on AIR Mumbai.

A total number of 4,499 video and 2,334 audio programmes have been produced by EMPC so far; including 72 video programmes and 48 audio programmes in the reported period. EMPC in collaboration with SOE also produced eight academic programmes (five audio and three video) under the MoC signed with Kendriya Vidyalaya Sangathan for training of in-service teachers. Video programme 'Knowing Thyself' produced by EMPC in collaboration with School of Education (SOE) was shortlisted for screening at the 20th All India Children's Educational Audio Video Festival-2015 organized by Central Institute of Educational Technology, NCERT.

Gyan Darshan-1

India's first Educational TV Channel, Gyan Darshan-1 (GD-1) has completed 14 years of its operations successfully. Programmes telecast on GD-1 were pooled from various educational institutions and organizations, like Central Institute of Educational Technology of NCERT, NIOS, Rashtriya Sanskrit Sansthan, CEC (UGC), DST, DAE (Directorate of Adult Education), NLM (National Literacy Mission), NITTTRs, BRAOU and Ministries of Government of India.

Gyan Darshan-2

In order to build interactivity in ODL, one-way video and two-way audio teleconferencing facilities are being offered through Gyan Darshan -2 (GD-2). Important nationwide programmes for IGNOU's learners, lectures by eminent experts/dignitaries, discussions with Regional Centre (RC) staff are being organized through this channel. In addition to IGNOU, many other institutions, such as, ICAI, NBE, DEP-SSA, DAU, ICAI and UNICEF also avail this facility for reaching out cost effectively to their target audiences spread across the country. Live Teleconferencing Sessions of IGNOU's Schools of Studies and various outside Agencies through GD-2 were around 114 hours during the period under report. The transmission of Gyan Darshan-1 and Gyan Darshan-2 has been temporarily discontinued.

Gyan Vani FM Radio

Gyan Vani (GV), an educational FM Radio Channel aims to enhance and supplement the teaching-learning process by reaching out to the learners through a low cost popular mass medium using interactive formats. Gyan Vani Stations operate as media broadcasting cooperatives. Gyan Vani has been operating through 37 FM radio stations from different cities in the country. Gyan Vani Academic Programmes contributed by various educational institutions, such as, NCERT, NIOS, IGNOU, State Open Universities, NGOs, GOI Ministries, Government organizations and foreign broadcasters are regularly being broadcast through Gyan Vani FM radio.

Interactive Radio Counselling (IRC) sessions have been conducted by various Gyan Vani FM Radio Stations. Approximately 1,400 hours of IRC were conducted in the reported period. The broadcast of Gyan Vani FM Radio Stations has been temporarily discontinued.

CHAPTER-VI

GOVERNANCE, RESOURCES AND INFRASTRUCTURE

In this chapter, a brief account of various bodies of governance, financial outlays and infrastructure of the University is being provided. The organizational structure and officers of the University have been covered in Chapter-I: IGNOU- a Profile and Appendix 1 (1.6: Directors of the School of Studies and 1.7: Directors/Head of the Division/Unit/Centre/Institute).

A. ADMINISTRATION

The day-to-day administration and governance of the University is looked after by the Administration Division in conjunction with other functional and operational Divisions. This Division provides support to all functional and operational Divisions, Centres, Units, Schools of Studies, Institute, and Regional Centres by providing logistic and administrative support to facilitate academic and non-academic activities. The security and safety of the University property at the University Headquarters and other locations in Delhi and Regional Centres is also managed by the Administration Division. To carry out its various functions, the Administration Division is divided into Sections on the basis of the nature of its duties and responsibilities.

The organization of the meetings of the Board of Management is dealt by the Governance Section. It also deals with amendment, addition and deletion in the Act and Statutes of the University, the Ordinance and Regulations framed under the Act, and ensures their compliance. The Governance Section gives inputs to other Sections/Divisions/Centres/Units/Cells/Schools by providing the key papers/minutes/decisions etc., to facilitate their work particularly in policy matters. Major activities coordinated by the Governance Section in the period of the report include one meeting of the Board of Management, one meeting of the Purchase Committee and two meetings of the Establishment Committee. The Purchase Committee and Establishment Committee are Standing Committees of the Board of Management. Further, it also coordinated sending replies to 87 Parliament Questions in the reported period.

Establishment

The service matters of non-academic employees (Administrative and Technical) of the University are looked after by the Establishment Section. Table 6.1 reflects the strength of the Administrative and Technical staff: it is 1,014 and 424 respectively. The strength of administrative staff is 2.4 times of the strength of technical staff. 28.8% of Administrative staff and 22.6% of Technical staff belong to SC/ST community.

Table 6.1: Administrative and Technical Staff Strength Sanctioned and in Position

| Category | Administrative staff | | | | Technical staff | | | | Total staff | | | |
|--------------------|----------------------|------------|--------------|------------|-----------------|-----------|--------------|------------|-------------|------------|--------------|-------------|
| | Sanc-tioned | SC/ST | Gene-ral OBC | Vac-ant | Sanc-tioned | SC/ST | Gene-ral OBC | Vac-ant | Sanc-tioned | SC/ST | Gene-ral OBC | Vac-ant |
| Group A | 203 | 30 | 115 | 58 | 81 | 3 | 53 | 25 | 284 | 33 | 168 | 83 |
| Group B | 527 | 81 | 351 | 95 | 345 | 53 | 174 | 118 | 872 | 134 | 525 | 213 |
| Group C | 1135 | 181 | 256 | 698 | 208 | 40 | 101 | 67 | 1343 | 221 | 357 | 765 |
| Grand Total | 1865 | 292 | 722 | 851 | 634 | 96 | 328 | 210 | 2499 | 388 | 1050 | 1061 |

Recruitment

During the period of report, the University advertised eight vacant administrative posts (unreserved/ deputation) under Group A in which no candidate was selected. Service matters related to Teachers and Academics are provided in ‘Academic Coordination’ sub-section of this chapter.



Induction Programme for Junior Assistant-Cum-Typist, Assistant Executive, and Stenographer on 21 – 23rd April, 2014

Welfare of SC/ST

The University has a separate Cell to look after the welfare of SC and ST. This Cell monitors the implementation of the reservation policy of the Government of India in the University. The Cell also facilitates welfare activities of staff and students belonging to SC/ST. Statistical data pertaining to SC/ST employees and students is collated and furnished to the MHRD, UGC and other outside agencies by the SC/ST Cell of the University.

Implementation of Official Language Policy

The Rajbhasha Cell looks after the implementation of the Official Language Policy of the Government of India and makes available necessary inputs/help to increase the use of Hindi in the day-to-day work of the University. The Cell translates administrative documents as per the Official Language Act and its requirements and organizes workshops and orientation programmes for capacity building of the staff members to train them in the use of Hindi in official work. The Cell also convenes meetings of Official Language Implementation Committee regularly under the Chairmanship of the Vice Chancellor. Four meetings of Official Language Implementation Committee were organized, and Hindi Diwas was celebrated by organizing Hindi competition in the reported period.



Prize Distribution for Hindi Competition organized during Hindi Pakhwada (14–30th September, 2014)

The Parliamentary Committee on Official Language conducted inspection of progressive use of Hindi in Regional Centre - Imphal in the reported period.

Right to Information

The University is prompt in providing timely replies to the queries raised under the Right to Information (RTI) Act 2005. There is a separate Cell for this purpose. The University designated Public Information Officers (PIOs) and Appellate Authorities at Headquarters and Regional Centres for strict compliance of RTI Act and for providing timely reply. The quarterly Report on RTI related issues, as per directions of the CIC, has been uploaded on the Chief Information Commission (CIC) website. The University responded to 1,156 queries received under the RTI Act, 2005 during the period under report.

Central Purchases

The Central Purchase Unit manages the tasks of purchase of items for the University. It is also responsible for the insurance of the assets and properties of the University as well as the maintenance of all the equipments/machines procured by this Unit.

Legal Matters

The Legal Cell takes care of all legal matters related to the University, including pending cases before the various courts located all over the country and their monitoring through the Regional Centres. The Cell also deals with the legal vetting of various documents referred to it by the University.



Vigilance Awareness Week (26th October – 2nd November 2014)

Vigilance Cell

The University has a separate Vigilance Cell exclusively to deal with the issues of vigilance. It also deals with complaints marked by Central Vigilance Cell of MHRD.

General Administration

The Section deals with matters relating to house allotment, space allocation to Schools/Divisions/Centres, receipt/payment of license fee, electricity bills, payment relating to property tax, employee welfare fund activities, maintenance of university vehicles and arranging vehicles for officers and for official visits, meetings etc. It also conducts meetings for allotment of quarters and makes logistic arrangements for other University meetings, conferences, convocation etc. Apart from this, the section looks after maintenance of telephone exchange, intercom lines, and liaisoning with Government Bodies/Agencies like MCD/DDA/DJB/BRPL etc.

Welfare of Employees

The Coordination Section deals with Personnel claims (Medical bills both indoor and outdoor, LTC, Transfer, TA and CEA) which are processed through the computerized ODL system. In addition, the Section processes employee's request for Personal Advances, Provident Fund, Advance withdrawals and Group Insurance. It also manages the two health centres of the University located in University Headquarters at Maidan Garhi and residential complex at Asiad Village, Khelgaon, New Delhi.

Prevention of Sexual Harassment

The University has developed rules and regulations for prevention of sexual harassment against women employees and students. The University has constituted three Committees each at the Regional Centre level (RSDCASH), Headquarters level (ICASH) and an Apex Committee (ACASH) as per Supreme Court directives for prevention of sexual harassment.

B. ACADEMIC COORDINATION

The University has a separate Division namely the Academic Coordination Division to deal with the service matters of teachers/academics. It also coordinates all the administrative and academic activities pertaining to recruitment, career advancement scheme, travel grants, study/ sabbatical leave, conduct of meetings of Academic Council and its Standing Committee. The Division deals with service matters of 287 teachers and 262 academic staff posted at the Headquarters and the Regional Centres. It convened one meeting of the Academic Council and one meeting of the Standing Committee of the Academic Council during the period of the report.

C. CONSTRUCTION AND MAINTENANCE ACTIVITIES

The construction and maintenance activities of the University estate are undertaken by the Construction and Maintenance Division (CMD). The University estate under the jurisdiction of the CMD includes temporary buildings, Academic Blocks, EMPC building, VC Office, Guest House, Convention Centre, Residential Complex at IGNOU Campus and Asian Games Village and the Regional Centres in Delhi. The maintenance activities include supply of water, electricity, air-conditioning system, maintenance of street lights, pump houses and tube wells at the IGNOU office complex are also managed by the CMD. The major achievements in the construction and maintenance of building in different Regional Centres are provided in Chapter IV: 'Learner Support Activities'.

D. PLANNING AND DEVELOPMENT

The Planning and Development Division is responsible for the overall planning and monitoring of the University. The responsibility of the Division is to design and formulate appropriate programmes and activities of the University.



In house discussion on compilation of inputs for Annual Report

The Division drafted the Standing Finance Committee (SFC) Memorandum and Detailed Project Report (DPR) for new schemes proposed during the 12th Plan period and also facilitated drafting of IPR Policy of the University. It convened one meeting of the Planning Board and two meetings of the Academic Programme Committee, which is a Standing Committee of the Planning Board in the reported period. The Division also coordinated finalization of policies on (i) e-governance; and (ii) design; and delivery of awareness/appreciation/training academic programmes in the reported period.

E. FINANCIAL RESOURCES

The University's finances are managed under the guidance of Board of Management, Finance Committee and are administered by the Finance and Accounts Division. The Division is responsible for preparation of budget estimates, review of receipt and expenditure to facilitate Management Information System (MIS), preparation of inputs for Standing Finance Committee (SFC) memorandum, monitoring of financial targets of development plans, rendering financial advice/concurrence, collection of revenue/ receipts, release of quarterly Grant under Plan and Non-Plan Funds to Regional Centres/Schools/ Units, processing and payment of Bills/Claims pertaining to Divisions/ Units/ Centres under the Plan/Non-Plan and EMF Funds, preparation of Annual Accounts of the University as well as Provident Fund and Pension Fund Accounts and Internal Audit of Regional/ Study Centres, Divisions and Schools.

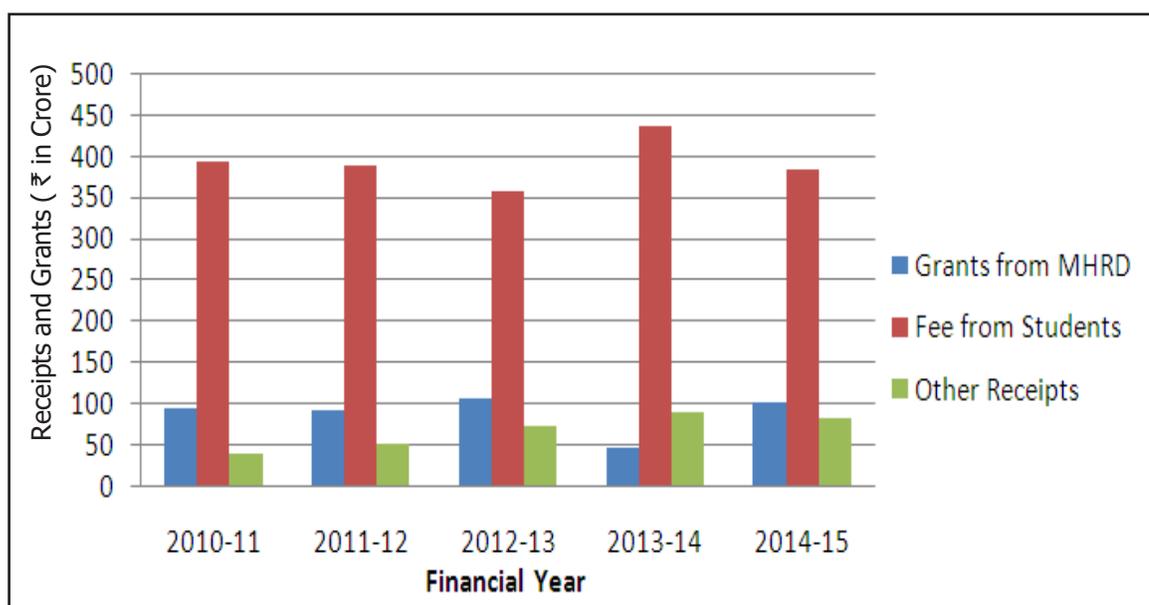
IGNOU is funded partly by grant-in-aid from Ministry of Human Resource Development in respect of its developmental activities. The expenditure relating to other than developmental activities of the University was mainly incurred through University's internally generated revenue collection. The details of receipts of the University and the Plan and Non-Plan expenditure during the last five years, including the year 2014-2015, are provided in Table 6.2 and Table 6.3 respectively. The total receipt of the University during the Financial Year 2014-15 was ₹ 564.8 Crore; include grant-in-aid received from MHRD which contributed 17.7 per cent of total receipt; receipts generated through fee from students contributed 67.7 per-cent and other income contributed 14.6 per-cent. Receipts under different sub-accounts is also graphically presented in Graph 6.1.

Table 6.2: Receipts of the University

(₹ in Crore)

| Nature of receipt | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------------------------|-------------|-------------|-------------|-------------|--------------|
| Total Receipts | 524.02 | 529.53 | 533.26 | 569.71 | 564.79 |
| Grants from MHRD | 93.21 | 91.00 | 105.06 | 46.25 | 100.00 |
| <i>% of total Receipts</i> | <i>17.8</i> | <i>17.2</i> | <i>19.7</i> | <i>8.1</i> | <i>17.7</i> |
| Fee from Students | 391.47 | 387.57 | 356.95 | 435.21 | 382.26 |
| <i>% of total Receipts</i> | <i>74.7</i> | <i>73.2</i> | <i>66.9</i> | <i>76.4</i> | <i>67.69</i> |
| Other Receipts * | 39.34 | 50.96 | 71.25 | 88.25 | 82.53 |
| <i>% of total Receipts</i> | <i>7.5</i> | <i>9.6</i> | <i>13.4</i> | <i>15.5</i> | <i>14.6</i> |

* It contains Sale of Application forms, Examination fees and other miscellaneous receipts etc.



Graph 6.1: Details of receipts of the University

Table 6.3 reflects the Plan and Non-Plan Expenditure of the University in the period of report, which is also graphically presented at Graph 6.2.

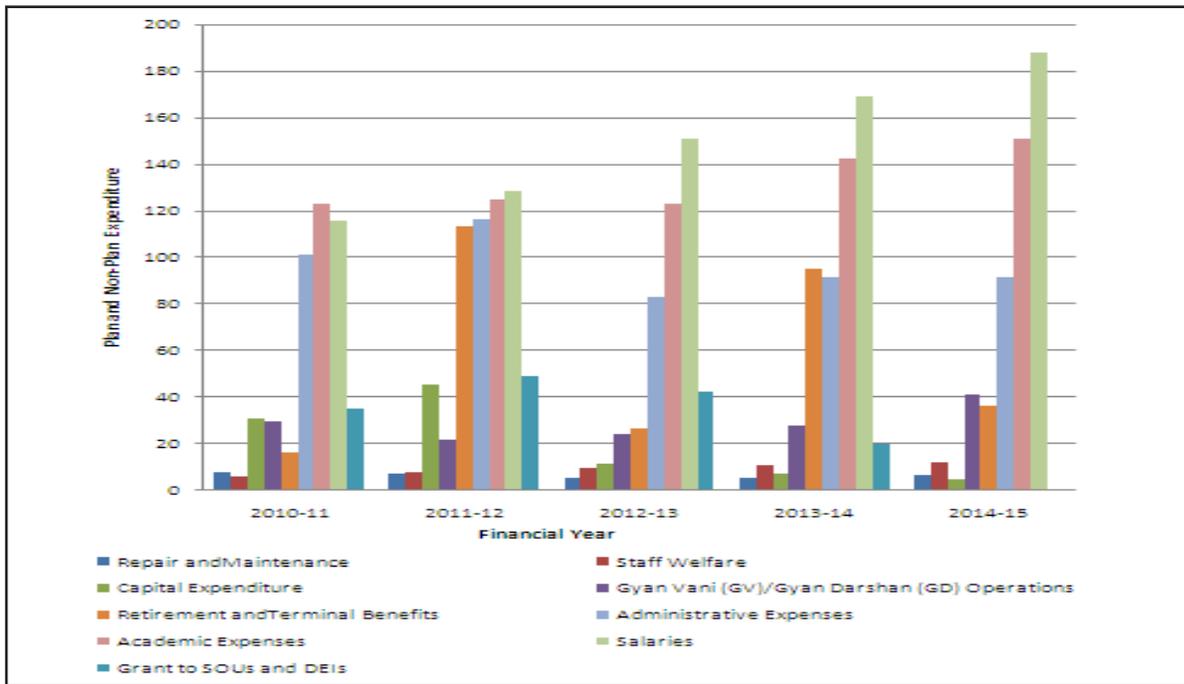
Table 6.3: Details of Plan and Non-Plan Expenditure

(₹ in Crore)

| Year | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---------|---------|---------|---------|---------|
| Total Expenditure | 461.47 | 610.82 | 473.05 | 565.65 | 527.66 |
| Salaries | 115.26 | 128.3 | 150.47 | 168.81 | 187.99 |
| % of total Expenditure | 25.0 | 21.0 | 31.8 | 29.9 | 35.6 |
| Staff Welfare | 5.17 | 7.08 | 9.28 | 10.48 | 11.47 |
| % of total Expenditure | 1.1 | 1.1 | 2.0 | 1.9 | 2.2 |
| Retirement and Terminal Benefits | 15.8 | 113.01 | 26.21 | 94.72 | 35.9 |
| % of total Expenditure | 3.4 | 18.5 | 5.5 | 16.7 | 6.8 |
| Academic Expenses | 122.96 | 124.68 | 122.67 | 142.53 | 150.67 |
| % of total Expenditure | 26.6 | 20.4 | 25.9 | 25.2 | 28.5 |
| Repair and Maintenance | 7.18 | 6.46 | 4.90 | 4.60 | 5.81 |
| % of total Expenditure | 1.6 | 1.1 | 1.0 | 0.8 | 1.1 |
| Administrative Expenses | 101.09 | 115.93 | 82.85 | 91.14 | 90.89 |
| % of total Expenditure | 21.9 | 19.0 | 17.5 | 16.1 | 17.2 |
| Gyan Vani (GV)/Gyan Darshan (GD) Operations | 28.97 | 21.29 | 23.57 | 27.18 | 40.93 |
| % of total Expenditure | 6.3 | 3.5 | 5.0 | 4.8 | 7.8 |
| Grant to SOUs and DEIs | 34.72 | 48.90 | 42.06 | *19.40 | 0.0 |
| % of total Expenditure | 7.5 | 8.0 | 9.0 | 3.4 | 0.0 |
| Capital Expenditure | 30.32 | 45.17 | 11.04 | 6.79 | 4.00 |
| % of total Expenditure | 6.6 | 7.4 | 2.3 | 1.2 | 0.8 |

* Include closing balance of DEC transferred to UGC amounting ₹ 19.37 Crore (2013-14)

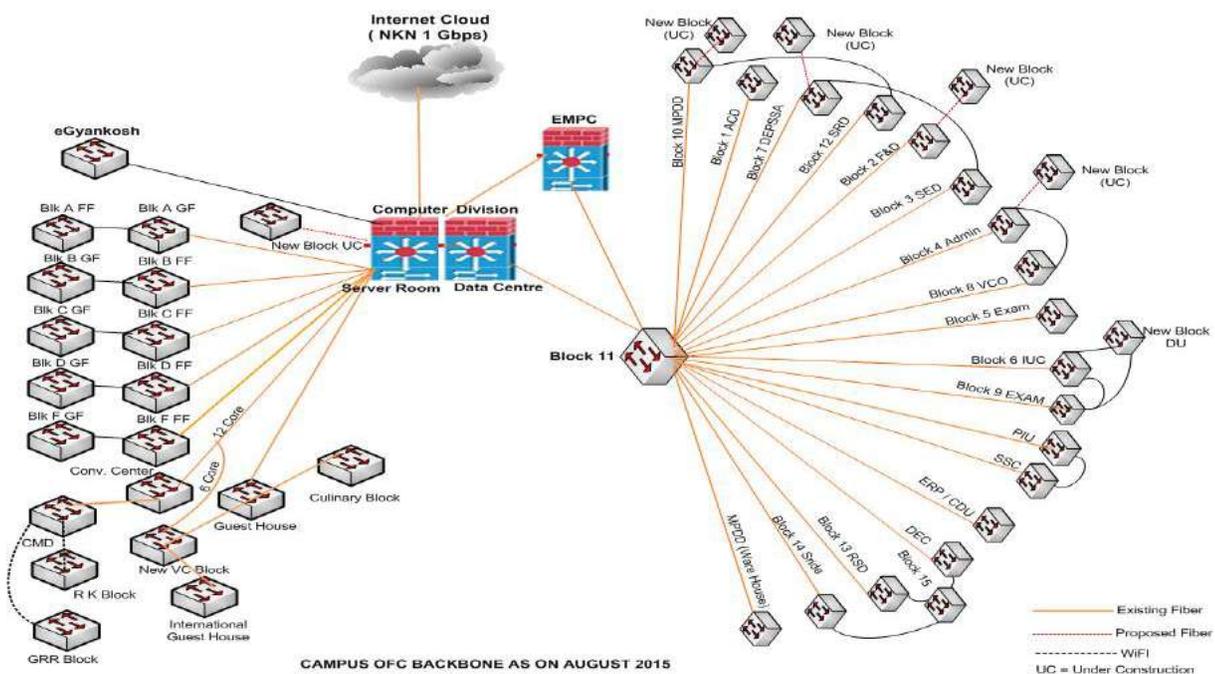
(₹ In Crore)



Graph 6.2: Details of Plan and Non-Plan Expenditure

E. INFORMATION AND COMMUNICATION TECHNOLOGY SERVICES

The Computer Division at the Headquarters is the prime service provider of the University in the IT sector. It is the backbone of the University, for providing various computing and network services through ICT. The services of the Division cater to the needs of learners, staff and faculty at the HQs,



ICT backbone of Headquarters

Regional Centres, Study Centres, and Partner Institutions across India and abroad. The website of IGNOU i.e. www.ignou.ac.in is managed by the Division which is extensively used for student support in virtual mode.

IGNOU is the first National level University with automated functionalities of the University by implementing the Enterprise Resources Planning (ERP) for its back office processes to improve effectiveness and management of the system. This process, popularly known as ‘ODL Soft-ERP’, was implemented by the University in 2008. The project has been successfully executed to automate the processes like Human Resource, Payroll, Purchasing, Finance and Accounting and Supply Chain Management to cater to the requirements of the Headquarters. The Computer Division has completely taken over this project from outside agency in 2014. LAN and Internet facilities have been extended to the newly constructed buildings. The Division has been facilitating conducting of Web-Conferencing with Regional Centres, on every Friday and also on demand.

The IT Infrastructure and related services created for the ODL Soft-ERP, through the Data Centre have been operational 24x7 at about 2500 network nodes using OFC, CAT6, and Wi-Fi connectivity. Necessary training and skill development on various operational modules of the ERP package of the ODL Soft was organized. The University has an additional internet broadband connectivity of 1Gbps at the Headquarters under the National Knowledge Network (NKN) in the reported period. This facility is used as the primary link for internet access and online support to stakeholders and others across the globe. The University is in the process of integrating the NKN broadband link with existing broadband link provided under the NMEICT for optimum utilization of integrated Internet bandwidth. The centralized online database of students’ profile and first module for online admission was implemented.

G. LIBRARY RESOURCES

The library services and documentation activities are undertaken by the Library and Documentation Division (L&DD). It is the most resourceful repository in the country in the field of ODL. This system operates in a three-tier structure having Central Library at the Headquarters and libraries at the Regional Centres (RCs) and Learner Support Centres (LSCs).



Reading Room, Central Library, IGNOU Headquarters

The Central Library caters to the needs of academic, administrative and supporting staff at the Headquarters, research scholars and visiting faculty. The libraries at Regional Centres take care of the library needs of the staff, academic counsellors, and coordinators in their respective region. The libraries at Study centres are primarily meant for students.

The L&DD has digitized IGNOU Term End Examination question papers of previous years and uploaded these on the website. The holdings of the library collection and e-resources can be remotely browsed and downloaded by members of the Central Library through Web-OPAC and Integrated Search Engines. Koha software provides similar services at libraries at RCs. The Library is a member of the UGC-INFONET, DELNET, NCERT, IIPA, and NISCAIR. DELNET provides services like browsing of Union Catalogues, Inter-Library Loan and Document Delivery facility to Central as well as RC libraries. All RCs' libraries have been provided with DELNET facilities. Remote access of e-resources has been extended to research scholars and faculty at Headquarters and RCs. This facility can also be availed by students from nearby Study Centres at the RC Library. Regional Centres have been permitted to recommend e-resources (e-journals/e-books) for their academic pursuit. There is also an initiative to strengthen Libraries in Special Study Centres situated in Jails in the period of report.

Table 6.4 presents the library holdings at Headquarters, Regional Centres and Learner Support Centres (LSCs). Overall, the collection of printed and electronic resources is quite good with 1.3 lakh printed books at Headquarters and 2.5 lakh printed books at RC and LSC Libraries. The University provides remote access of 75 thousand journals and 1.7 thousand books in Digital form to faculty, academic, other staff and research scholars. Currently, IGNOU Library has subscription of 300 journals and 30 newspapers. L&DD has also decentralized the procurement process of books to RCs & LSCs to enable them to purchase books as per their requirements. The Library purchased 5687 books and received 353 books as gift apart from 18 new books which have been added in RCs libraries in the reported period.

Table 6.4: Library Resources as on 31st March, 2015

| Nature of Resources | Volume in Numbers |
|--|--------------------------|
| Central Library | |
| a) Printed Books | 1,32,242 |
| b) Theses | 159 |
| c) Pamphlets | 94 |
| d) IGNOU Course Materials | 2,437 |
| e) Bound Journals | 13,751 |
| f) Microfiches | 17,558 |
| g) Microfilms | 199 |
| h) Journals | 300 |
| i) CD-ROMs | 4,122 |
| j) Newspapers | 30 |
| k) Magazines | 51 |
| l) Photograph albums | 207 |
| Libraries in RCs and LSCs | |
| a) Printed Books | 2,51,762 |
| E-resources accessible at Headquarters and Regional Centres | |
| a) E-books | 1,711 |
| b) E-journals | 75,000 |

The L&DD successfully organized the exhibition of the archival materials on the occasion of 19th Prof. G. Ram Reddy Memorial Lecture, held on 2nd July, 2014.

H. SWACHCHH BHARAT ABHIYAN

With the announcement of policy of Swachchh Bharat Abhiyan, IGNOU has taken various measures to clean the campus. The initiatives taken by Horticulture Cell are making the campus green also. The Horticulture Cell of the University maintains greenery of the University campus spread in an area of 120 acres. The Cell has been engaged in plantation of wide variety of avenue plants, ornamental plants, seasonal flowers; growing chemical free vegetables; development of lawns in the campus in order to make the campus environment friendly and to strengthen plant biodiversity of the campus. During the past few years, the Cell has focused on massive plantation of fruit crops in the campus and beautification of official buildings with indoor plants. The patches of vacant land areas are landscaped and developed as beautiful lawns or as recreational sites.

The Horticulture Cell started production of Hyacinth and Daffodil on a pilot basis. Two lawns (area covered 2.0 hectare) were developed in the housing complex inside the University campus; 3000 avenue trees, several fruit trees, 8,500 plant saplings, 3800 potted foliage plants and more than 12,000 pots of flowering plants were planted in the campus in the period of report. The Cell planted Strawberry plants and continued production of Oyster Mushroom, winter and summer season vegetables without using hazardous chemicals.



Swachchh Bharat Abhiyan on 2nd October, 2014 with Plantation