# INSTITUTIONAL DEVELOPMENT PLAN OF IGNOU

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इस नीति का विज़न
"इस राष्ट्रीय शिक्षा का विज़न भारतीय मूल्यों से विकसित शिक्षा प्रणाली है जो सभी को उच्चतर गुणवत्ता शिक्षा उपलब्ध कराके और भारत को वैश्विक ज्ञान महाशक्ति बनाकर भारत को एक जीवंत और न्यायसंगत ज्ञान समाज में बदलने के लिए प्रत्यक्ष रूप से योगदान करेगी। नीति में परिकल्पित है कि हमारे संस्थानों की पाठयचर्या और शिक्षाविधि छात्रों में अपने मौलिक दायित्वों और संवैधानिक मूल्यों, देश के साथ जुड़ाव और बदलते विश्व में नागरिक की भूमिका और उतरदायित्वों की जागरूकता उत्पन्न करे।"

- (राष्ट्रीय शिक्षा नीति 2020, पृष्ठ संख्या-६)

The Vision of this Policy
"This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world."
-(National Education Policy 2020, Page No. 6)

# INSTITUTIONAL DEVELOPMENT PLAN OF IGNOU

# 2030

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# MESSAGE FROM THE VICE CHANCELLOR

The Indira Gandhi National Open University has attained many milestones in its journey of the last 35 years as envisaged in the National Education Policy (1986) and Programme of Action (1992). The University has put in sustained efforts to create brand equity and offer leadership by way of distinction in all its academic pursuits. It has emerged as a prominent higher educational institution achieving the highest grading of A++ accredited by the National Assessment & Accreditation Council. The University has provided opportunities for higher education to more than three million learners to date.

The Institutional Development Plan (IDP) of the Indira Gandhi National Open University 2030 provides the roadmap for guiding the University to achieve its vision and mission over the next 10 years aligned with the goals set forth in the National Education Policy (NEP) 2020. The purpose of this document is to give a new direction to the University in the context of changing demands of the learners and society at large in an increasingly interconnected global world. The IDP covers nine major areas which will drive the University to venture into newer domains like widening the academic canvas; extending its outreach in India and abroad; providing more skilled and employable learners; among others.

I am sure that the University's human resources and management will implement this plan in its true spirit. I am also confident that the IDP of IGNOU 2030 will pave the way for the University to march ahead towards becoming the most preferred institution in India and abroad.

Prof. Nageshwar Rao
Vice-Chancellor
Indira Gandhi National Open University
New Delhi

November 2021

# ACKNOWLEDGEMENTS

The National Education Policy 2020 (NEP 2020) envisages an Institutional Development Plan (IDP) that will serve as a vision document to guide the institutional transformation. The NEP 2020 notes that "Each institution will make a Strategic Institutional Development Plan on the basis of which institutions will develop initiatives, assess their own progress, and reach the goals set therein, which could then become the basis for further public funding. The IDP will be prepared with the joint participation of Board members, institutional leaders, faculty …" (NEP, 2020: Part II Section 19 (19.5) (p.50)).

The Board of Management (BOM) in its 142nd meeting held on 31.05.2021 entrusted the responsibility for evolving an Institutional Development Plan (IDP) viz., Action Plan, Strategic, and Vision Plan, to the Centre for Internal Quality Assurance (CIQA) of the University in consultation with Planning Board. In compliance with the resolution, a Committee was constituted by the Vice-Chancellor.

We are deeply indebted to Prof. Nageshwar Rao, Vice-Chancellor, IGNOU for reposing his confidence in CIQA in preparing this important document of the University and his constant support and encouragement that helped us in giving the document its final shape.

The task before the committee members was not easy and we gratefully acknowledge the support and contribution of the committee members for their inputs in preparing the draft plan document. In the course of preparation of the IDP document and the conduct of the meetings of the committees and review meetings held on the drafts; contributions and academic inputs provided by Dr. Shekhar Suman, and Dr. Navita Abrol, Assistant Directors, CIQA, is duly acknowledged.

The valuable inputs/suggestions received from the honourable BOM member Prof. VS Prasad and other stakeholders including teachers, academics and administrative staff of IGNOU, were incorporated in the document. Encouraging feedback was also received from the Planning Board members, Ms. Sujata Dass and Prof V. Venkaiah.

We gratefully acknowledge the review and appreciation received from the members of the Board of Management and Planning Board; to the Board members for giving the final approval to the IDP of IGNOU 2030 in the 145th meeting of the BOM held on 25th October 2021.

**Manjulika Srivastava**
Professor & Director
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IGNOU, New Delhi

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# PRELUDE

The concept of education limited in time and confined in space needs to be replaced by more seamless, flexible, and diversified models. The recent experience of the pandemic all over the world has further strengthened this idea. The time has come to rethink the concept of education which we are familiar with, and acceptance of an alternative approach to make education an effective instrument for fulfilling our national goals. Today's society demands the adoption of diverse approaches to meet the aspirations of new-age learners, where flexibility and technology will play a significant role. It would be appropriate and economical to tap the potential of technology-enabled learning to improve education both qualitatively and quantitatively. It would be fascinating to visualize the picture that higher education, particularly, Open and Distance Learning (ODL) system would present in the coming years with the changing contour of demands for learning. Our task is to put up a road map for IGNOU's journey in the years to come.

An assessment of the progress made by the University in conformity with its vision and mandate and of its achievements and shortcomings is important to decide the future course of the journey of the University. The National Education Policy (NEP) 2020 envisages that "... with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experimental, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner" (NEP 2020). This guiding philosophy as enunciated in NEP makes it imperative on the part of the University to review its strengths and weaknesses and strategize the future direction and vision of the University. An appraisal of the University's performance taking into account its structures, functions, academic programmes, learner support system and operations will help in deciding its future developmental goals and strategy.

# PRELUDE...

IGNOU being established by an Act of Parliament in 1985, having jurisdiction over the whole of India and also in countries outside India, has the national responsibility of promoting and setting benchmarks for ODL. IGNOU is mandated to make quality education accessible to all cutting across, geographical/ physical, social and economic barriers and also to provide opportunities for lifelong learning. The objects of the University as elaborated in the First Schedule of the IGNOU Act, highlight the following aims and objects:

1."The University shall endeavour through education, research, training and extension to play a positive role in the development of the country, and, based on the rich heritage of the country, to promote and advance the culture of the people of India and its human resources. Towards this end, it shall:
(a) strengthen and diversify the degree, certificate and diploma courses related to the needs of employment and necessary for building the economy of the country on the basis of its natural and human resources;
(b) provide access to higher education for larger segments of the population, and in particular, the disadvantaged groups such as those living in remote and rural areas including working people, housewives and other adults who wish to upgrade or acquire knowledge through studies in various fields;
(c) promote the acquisition of knowledge in a rapidly developing and changing society and to continually offer opportunities for upgrading knowledge, training and skills in the context of innovations, research and discovery in all fields of human endeavours;
(d) provide an innovative system of University-level education, flexible and open methods and pace of learning, a combination of courses, eligibility for enrolment, age of entry, the conduct of examination and operation of the programmes with a view to promote learning and encourage excellence in new fields of knowledge;
(e) Contribute to the improvement of the educational system in India by providing a non-formal channel complementary to the formal system and encouraging the transfer of credits and exchange of teaching staff by making wide use of texts and other software developed by the University;
(f) provide education and training in the various arts, crafts and skills of the country, raising their quality and improving their availability to the people; and
(g) promote national integration and the integrated development of the human personality through its policies and programmes.

# PRELUDE...

2. The University shall strive to fulfill the above objects by a diversity of means of distance and continuing education, and shall function in cooperation with the existing Universities and Institutions of higher learning and make full use of the latest scientific knowledge and new educational technology to offer a high quality of education which matches contemporary needs" (IGNOU Act).

The above stated objects of the University as stipulated in the IGNOU Act very clearly reflect the special and distinguishing features of the University and the social philosophy of democratization of higher education through the ODL system. The above objects give the University a very wide mandate and mission as a national university to establish a credible system of ODL outside the conventional mode of education for lifelong learning. It is important to refer to the objects as laid down in the Act because that has a bearing on the priorities that the University has accorded to its various academic programmes and operations. The objective of an Open University is not primarily to replicate the conventional programmes but to cater to far wider sections of the catchment area of education. The dominant thinking behind the idea of Open University was to meet the diverse aspirations of learning cutting across different barriers and not necessarily connected with conventional pedagogical concerns. The phenomenon of globalization, new knowledge society and economy calls for open learning systems to address the sectors like employment generation, diversification of skills and capabilities in all traditionally neglected sectors. ODL was expected to dismantle the walls created by the conventional mode of education by focusing on functional, vocational and continuous education needs in a broader context. In an age where information has gained priority over wisdom, Open University was expected to prioritize conferment of competencies and to meet market demands without overlooking social and human values.

**The University was expected to bring about new ideas and processes in the mode of learning; the mode of teaching; the subject matter of learning; and the nature and extent of its implications on the learning community.**

# 1. APPRAISAL OF THE EXISTING SYSTEM AND THE ROAD AHEAD

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**1.1**     **Review of the University**

**1.2**     **Vision and Mission of the University - 2030**

# APPRAISAL OF THE EXISTING SYSTEM AND THE ROAD AHEAD

IGNOU has successfully completed 35 years of its journey. An appraisal of the existing system will give an understanding of the University's strengths and help in developing the road map in the context of the changing paradigm of higher education. The University since its establishment has adopted the principles of access, equity, affordability and quality and made phenomenal progress in terms of the number of learners, academic programmes, Schools of Studies, Regional Centres, Learner Support Centres, faculty, academics and administrative staff. Having acquired national and international visibility, the University has established its academic standing. IGNOU's significant contribution to the national target of increasing the Gross Enrolment Ratio (GER) and providing opportunities for higher education to a large number of heterogeneous diverse learners is widely acknowledged. This is further certified by the National Assessment and Accreditation Council (NAAC) awarding A++ Grade to IGNOU, that too for the first time in the history of the ODL system of the country. It is also noteworthy that IGNOU has been exempted from the UGC ODL Regulations and Online Regulations because of the mandate entrusted to IGNOU in its Act. The IGNOU, through the power vested in its Act, has strived in setting the benchmarks for the ODL system in the country which is also recognized nationally and internationally.

## 1.1 Review of the University

An analysis of the Strengths, Weaknesses, Opportunities and Challenges of the University has been documented below:

a) **Institutional Strengths**
- Meeting the educational aspirations of 3 million learners from diverse geographies, socio-cultural settings and economic strata;
- Providing technology-enabled education through ICT enabled quality enhanced learning at the doorsteps of the learners;
- Extending Outreach in the remotest corners of the country;
- Offering a large bouquet of over 250 academic programmes of UG, PG, Diploma, Certificate and Research programmes in diverse areas to meet the varied educational needs of the country;
- Internationally acclaimed quality Self-Learning Materials (SLM);
- Promoting life-long learning and continuous professional development;
- Pan-India network of Regional Centres and Learner Support Centres as well as footprints in 13 other countries through 21 Overseas Study Centres;

# APPRAISAL OF THE EXISTING SYSTEM AND THE ROAD AHEAD...

- A sprawling campus with a green environment;
- Having a wide media and digital network and providing interactive learning environment through GyanVani Radio Stations, GyanDarshan TV channel, GyanDhara Internet radio;
- Having a Repository of digital learning resources through eGyanKosh and IGNOU eContent App;
- Recognized as Centre of Excellence in Distance Education by Commonwealth of Learning in the year 1993 and Award of Excellence for Distance Education material by Commonwealth of Learning in 1999;
- National Coordinator for SWAYAM MOOCs and SWAYAM PRABHA DTH Channels; Active engagement in social and educational upliftment of rural communities by way of adopting villages under Unnat Bharat Abhiyan;
- Ranked Second in 2019 amongst the cleanest Higher Educational Institutions in the country in the University (Non-Residential) category by the Ministry of Education;
- Has the distinction of having unique centres like Centre for Online Education, Electronic Media Production Centre, Staff Training and Research Institute of Distance Education (STRIDE), National Centre for Innovations in Distance Education (NCIDE), and National Centre for Disability Studies (NCDS); and
- Awarded a Five Star Rating by MOE's Innovation Cell for promoting the Innovation and Startups at IGNOU.

b) **Institutional Weaknesses**
- Provision for more engagement and time for learners through distance learning is always a challenge;
- Need for tracer studies on learners and quality research studies on the system;
- Professional development of teachers and academic staff and emphasis on research; and
- Improvement of learner support mechanism and feedback analysis for better learner support and providing placement opportunities to learners.

# APPRAISAL OF THE EXISTING SYSTEM AND THE ROAD AHEAD...

## c) Institutional Opportunities

- Being located in the capital region of the country, having great scope for further growth in view of the recent trends in higher education;
- Rapidly growing demand for higher education;
- Scope for improvement of more advanced courses and skill-based courses as per the need and demand of the society;
- Scope for reaching more people through the introduction of more online services, Learner Support Centres and need-based courses, particularly to fulfill the needs of the disadvantaged groups of the society;
- Emphasis on further quality improvement through accreditations and collaborations, so that the courses are accepted globally;
- Convergence between the open and conventional university systems (and other educational and training organizations) to enhance sustainable access; and
- Improvement of research skills and analysis of faculty and academic staff through systematic research approach and exchange of faculty with internationally reputed institutes for greater exposure.

## d) Institutional Challenges

- Developing a mechanism for convincing the people, employers and educational institutions for wider acceptance of ODL degrees at par with conventional degrees;
- Need to have exclusive and dedicated technology support and services to learners instead of depending on part-time services;
- Continuous educational and professional development of faculty and staff, especially in technology-enabled education and training, to meet diverse learner needs;
- Need to extend the reach into the remote and rural areas for educational and vocational development and to cater to the needs of the rural and socio-economically disadvantaged groups (SEDGs);
- Dependence on part-time structures (Learner Support Centres) for extending support services;
- Need to develop a robust and sophisticated e-office management system for catering to the needs of connectivity between Headquarters, Regional Centres, Learner Support Centres within the country; and Overseas Study Centres outside the country;
- Developing better strategies for offering skill-based and practical-based education to a large learner community; and
- To implement the programmes of the Unnat Bharat Abhiyan (UBA) and Atmanirbhar Bharat.

# APPRAISAL OF THE EXISTING SYSTEM AND THE ROAD AHEAD...

## 1.2 Vision and Mission of the University – 2030

In the context of contemporary developments, the changing needs of society and the challenges and opportunities offered by new technologies, there are areas where the University has to venture to keep pace with the demands of the new-age learners and make the University a world-class institution of higher education and research.

### Vision

"To be a premier Open and Online University of the country with national and international recognition for its technology-driven quality higher education catering to the needs of learners and society guided by the core values of openness, flexibility, affordability, inclusiveness, lifelong learning and excellence".

### Mission

- Expanding the reach of the University to achieve the targeted GER and include the unserved target groups including the SEDGs into the fold of higher education;
- Strengthening the University's international presence;
- Rethinking the processes of designing, developing and delivering an enhanced learning experience through technology-enabled teaching-learning methods;
- Offering market-driven professional programmes of global standards for preparing the youth for global competitiveness and employability;
- Promoting the development of holistic and multidisciplinary programmes and courses embedded with skills in all degree programmes to enhance environment sensitivity, human values, professional ethics, and employability quotient of the youth;
- Developing academic programmes catering to the need of neglected regions and communities and engaging them in socially productive activities;
- Strengthening industry-institution interaction for design and development of curricula relevant to the higher education ecosystem for the mutual benefit and growth of industries and the University;
- Fostering collaboration with the government/non-governmental organizations/research institutions to strengthen the learners' engagement with community development, research, skill development, employability, etc.;

# APPRAISAL OF THE EXISTING SYSTEM AND THE ROAD AHEAD...

- Updating and globalizing the curriculum to keep pace with the changing requirements and relevance in global scenario;
- Monitoring and maintaining strict schedules in the development, delivery and revision of programmes;
- Enabling mechanism for lateral entry and flexible exit options in the majority of the UG/PG programmes;
- Providing a high quality teaching-learning environment to independent learners capable of using online technologies with the required skills and competencies of a knowledge society;
- Increasing the output of graduates with employable skills in both research and professional fields;
- Incentivizing research both academic and systemic for quality improvement and better academic visibility;
- Enhancing the quality of academic and sponsored research by promoting applied research, innovation, incubation and entrepreneurship;
- Redesigning of learner support services at all levels and strengthening online support services to learners;
- Introducing e-Office management and automation of human resource and financial management in the University to reduce human intervention;
- Providing continuous professional development and self-empowerment of academic and non-academic staff by inculcating motivation, teamwork and leadership;
- Sensitizing and engaging the academic and non-academic staff with issues such as gender, environment and sustainability, social cohesion, national integration, human values and professional ethics, etc.;
- Attracting and retaining qualified and competent teachers, academics and non-academic staff and boosting their morale to provide better services;
- Institutionalizing quality assurance through monitoring and review the functioning of the University to promote outcome-based practices;
- Encouraging alumni for contributing/giving back to the institution; and
- Developing international visibility and recognition by increasing the University's ranking at the global level.

# APPRAISAL OF THE EXISTING SYSTEM AND THE ROAD AHEAD...

We have to move with time to remain relevant, time will not move with us. The shift of emphasis should be more towards learners' new aspirations driven by knowledge society and digital learning. Orientation of higher education towards socio-economic development of the society as well as towards strengthening the functional and employable capabilities of the learners has come to be the reigning paradigm. Access, equity, affordability, quality, global outreach with optimum utilization of technology is going to determine the University's future course of the journey. NEP 2020 has allowed us to cast the University in such a manner that we can play a significant role in the process of transformation of higher education and in nation-building in the coming years. In the process of deciding our plan, we have to keep our focus on the special character and objects of the University as laid down in IGNOU Act. The Institutional Development Plan should be ambitious, futuristic and realistic. The University should not confine itself in the narrow walls of expertise, it should be a place where creative minds converge, interact and create visions of new realities

# 2. ACADEMIC PROGRAMME DEVELOPMENT

**2.1**    **Moving Forward with Multidisciplinary and Holistic Approaches**

**2.2**    **Inculcating Human Values and Professional Ethics**

**2.3**    **Promoting Multilingualism, Indian Languages, Knowledge & Culture**

**2.4**    **Skill Development for Employability, Entrepreneurship and Community Development**

**2.5**    **Linkage with Industry and Community**

**2.6**    **Teacher Education**

# 2. ACADEMIC PROGRAMME DEVELOPMENT...

To fulfill its mission and goal, IGNOU offers high quality learner-centric quality general and professional education, knowledge, and skill by integrating the latest trends, researches, data, resources and perspectives in each subject area. The structure and content of curricula of programmes in all these areas are designed by experts of national and international eminence. The statutory authorities of the University ensure that the curricula have local, regional, national and/or international relevance. Being a multidisciplinary University having Schools of Studies in conventional and professional areas, IGNOU is in an advantageous position to undertake restructuring of its academic programmes to meet the desired national goals.

However, with the changing times and needs of the target groups, as envisaged in the NEP 2020, IGNOU has to make its academic programmes more futuristic and need oriented. The NEP puts a greater emphasis on restructuring the academic programmes to make them multidisciplinary and holistic. More pertinent is to accord priority to the developmental needs of diverse social groups. Academic programmes should focus not only on the creation of new knowledge but also to acquire skills required for the job markets. Given the 'demographic dividend', India is blessed with the world's youngest workforce, which makes the process of skill development crucial in enhancing production possibilities. At the same time, the nature of employment and job patterns are changing. The educational system should create a favourable environment that enables the youth to change their outlook from job seekers to becoming job creators/ entrepreneurs. India needs young graduates with creative thinking to develop and manufacture new products to address the challenges faced by the industry and society.

The employability of graduates from technical, professional as well as general streams is a major concern for the industries and the graduates themselves. It is a general concern to strengthen the industry-academia interface for the achievement of certain mutually inclusive goals. The industry-education relationship is important not only for producing graduates suitable for the industry but also for developing an ecosystem of innovation and entrepreneurship. In the fast-changing job market and demands for specific skills, the priority should be to equip students with essential employability skills which include communication skills, personality development, soft skills, computer literacy, and problem-solving aptitude to provide value-added knowledge. The industry is expected to be closely involved in the identification of skill requirements at all levels; national, regional and local. IGNOU being an Open University where classroom teaching is not imparted on regular basis and our learners are from diverse backgrounds with diverse needs, we have to adopt the policy of academia-industry linkage in a much more innovative way.

# 2. ACADEMIC PROGRAMME DEVELOPMENT...

In a globally interconnected world, the learners are exposed to global culture as well as educational resources. In such a scenario, the University needs to instill in them a global outlook. The learners need to be globally knowledgeable to become job-ready to seamlessly enter the globalized workforce to remain relevant in the job market.

This can be achieved by taking the following measures:

## 2.1 Moving Forward with Multidisciplinary and Holistic Approaches
- Restructuring of existing Schools of Studies, regrouping of existing disciplines and creation of new disciplines in emerging areas for better utilization of existing expertise and resources;
- Giving more options to learners in various degree programmes offered by the different Schools of Studies across various disciplines including STEAM to enhance the multidisciplinary nature and skill component of these programmes;
- Enhancing the holistic nature of the programmes, by developing and integrating courses in the areas of waste management, environmental education, climate change, sustainable development, conflict management and peace studies, agriculture, health care, law, etc. in the existing/ new programmes;
- Making the course content more engaging by increasing emphasis on communication, discussion, debate, research, and opportunities for inculcating multidisciplinary, cross-disciplinary and interdisciplinary thinking;
- Revising the existing programmes to make them multidisciplinary and focus on the development of professional skills, soft skills, employability and value-based education; and
- Giving priority to learning outcomes by making appropriate changes in the pedagogies and updating the contents.

## 2.2 Inculcating Human Values and Professional Ethics
- Integrating the values of social responsibility and sustainability by exposing the learners to cross-cutting areas such as gender, social justice, environment and sustainable development, stress management, occupational health, climate change, information security, entrepreneurship, human values, inclusion and disability studies, including emerging issues related to demographic changes like urbanization and migration, ethical and moral concerns in society, etc. in the curricula; and
- Inculcating professional ethics through appropriate content in all the degree programmes.

## 2.3 Promoting Multilingualism, Indian Languages, Knowledge and Culture

- Launching more programmes that are rich in Indian knowledge, different art forms and culture;
- Offering courses on Indian Culture, Arts and heritage;
- Launching programmes from certificate to degree levels, including research degree programmes, in different Indian and foreign languages;
- Translating programmes/courses into regional languages;
- Incorporating multilingualism in the curriculum design of the degree programmes by offering foreign languages to understand the different cultures and value systems and develop a global outlook; and
- Offering stand-alone courses aimed at promoting Indian languages, arts and culture under Course-wise Registration and Certification Scheme.

## 2.4 Skill Development for Employability, Entrepreneurship and Community Development

- Introducing the concept of "Earn while you learn" in the professional and vocational programmes;
- Focusing on the professional education through collaboration with industry and organizations both public and private to develop specific skill-oriented programmes;
- Integrating vocational education into the undergraduate curriculum by offering Bachelor in Vocation (BVoC) and Master in Vocation (MVoC) programmes that are aligned to NSQF levels 5-7 and 8-10, respectively by collaborating with the Sector Skill Councils;
- Revising the curriculum to keep pace with the changing requirements and to inculcate in the learners' essential professional skills such as soft skills, innovation, critical thinking; and promote entrepreneurship/employment/ community development skills;
- Collaborating with State governments through the conduct of State-level Skills Gap Analysis and Mappings of requirements of trained personnel in different vocations, in different regions of the States to identify skill-based bridge courses for the degree programmes in the required emerging professional/vocational areas or adopted from the existing National Occupational Standards (NOS) which can be implemented with the support of respective Sector Skill Councils;
- Ensuring that the learners actively engage with the practical side of their learning by making lab-based practicals/hand-on training/internships/ fieldwork/project work/training and skill development centres/start-ups/incubation centres with local industry, businesses, artists, craftspersons, villages and local communities, etc., as well as research internships with faculty and researchers at their own or other higher educational institutions or research-institutions, mandatory;

# 2. ACADEMIC PROGRAMME DEVELOPMENT...

- Integrating the components of innovation, entrepreneurship and startups in the UG and PG curriculum and study materials; and
- Giving opportunities to the learners to improve their employability options, by exposing them to research, internships, hands-on training, consultancy, live projects, guest lectures, etc. which can be built into the curriculum design of the courses/programmes.

## 2.5 Linkage with Industry and Community

- Initiating new programmes with a focus on the needs of the job market and requirements of the industry;
- Involving the community and industry representatives in curriculum planning and design;
- Training faculty members in applied instructional design and instructional skills which would equip them to experiment with more interactive and practical learning experiences;
- Existing certificate/diploma programmes in the areas like Retail, Tourism/Hospitality, Information Technology, Healthcare including Yoga and Ayurveda, Agriculture including Horticulture, Animal Husbandry, Food Technology etc. should be made more need-based on requirements of the industry as well as community knowledge;
- Delivering all practical courses in the local language;
- Encouraging learners pursuing general Bachelor degree programmes, to get training opportunities in various organizations through Regional Centres, depending on their aptitude, so that relevant applications of knowledge and skills are provided as value-added knowledge;
- Setting up of Incubation Centres and promoting Innovation and Start-ups at Regional Centres should be taken up by the University to foster in the learners' opportunities for practical and hands-on training and development; and
- Creating a separate Industry Linkage Unit (ILU) in the Planning and Development Division to facilitate getting academic arrangements in the relevant industry through internship/ apprenticeship; community-based practical training; community attachment; collaborative research works; fieldwork; and projects for encouraging earning while learning to make learners job-ready.

# 2. ACADEMIC PROGRAMME DEVELOPMENT...

## 2.6 Teacher Education

- Strengthening existing two-year Bachelor of Education (B.Ed.) programme by introducing new pedagogy courses for specialization catering to the senior-secondary level teachers;
- Offering stand-alone pedagogy courses for upskilling to already trained working teachers;
- Introducing four-year Teacher professional programmes leading to an undergraduate degree both with reference to specialization and level of education;
- Blending Multi-disciplinary and Inter-disciplinary courses in the curriculum of the integrated Bachelor of Education degree programme;
- Creating pathways through innovative professional development programmes for entry into Bachelor of Education degree programme;
- Offering CPD programmes/MOOCs for school teachers/heads/principals as per the mandate given by NEP-2020 in various emerging areas/practices in School Education; and
- Offering pedagogy-based courses for research scholars under the overall guidelines of UGC for Research Degree Programmes.

# 3. RESEARCH, INNOVATION, AND CAPACITY BUILDING

**3.1** Promoting a Research and Innovation Culture and Research Ethics

**3.2** Promoting Incubation and Entrepreneurship

**3.3** Capacity Building

# 3. RESEARCH, INNOVATION, AND CAPACITY BUILDING

Recognizing the importance of knowledge creation through research to meet the desired goals of a vibrant economy and uplifting society, NEP 2020 focuses on a comprehensive approach for transforming the quality of research in India. NEP has reiterated that quality research and teaching are interlinked and any University, for creating a teaching-learning ecosystem of high standard, has to promote research culture in the institution and the teachers and academics must be encouraged to undertake quality research for the improvement of teaching-learning process. Institutional recognition is closely connected to research productivity. Both at the institutional and faculty levels, there should be defined research goals and the same should be communicated effectively. The research output should be bound by the code of conduct as notified by the University including anti-plagiarism measures, ethical considerations in research, etc.

Continuous professional development of the teachers, academics and non-teaching staff of the University should be the focus of all staff development initiatives, to keep them abreast of the latest developments in teaching-learning through the ODL and Online/Digital systems. The University should create a favourable environment that enables the youth to change their outlook from job seekers to becoming job creators/entrepreneurs. India needs young graduates with creative thinking to develop and manufacture new products to address the challenges faced by the industry and society. At a time when societal challenges are demanding discoveries at the intersections of diverse disciplines, fostering a culture of entrepreneurship is one of the most powerful ways that the University needs to adopt and act as an accelerator. This will not only foster entrepreneurship among the learners, but in the University's faculty, who can engage in startups and incubation centres.

The following research, innovation and training related initiatives need to be taken by the University which is evidence-based to improve the system and thereby enhancing its credibility:

## 3.1 Promoting a Research and Innovation Culture and Research Ethics

- Having a comprehensive Research Policy for the promotion of Systemic and Academic Research in the University;
- Incentivizing research activities in the University;
- Giving recognition to outstanding research;
- Encouraging national and international collaborative research projects;
- Encouraging research scholars to undertake innovative and socially relevant researches;
- Facilitating internal mechanism by creating single-window operation through Research Unit for undertaking research projects;
- Revising the consultancy guidelines;
- Encouraging teachers and academics to take up consultancy; and
- Promoting academic integrity through the use of anti-plagiarism software.

# 3. RESEARCH, INNOVATION, AND CAPACITY BUILDING...

## 3.2 Promoting Incubation and Entrepreneurship

- Promoting the culture of innovation, entrepreneurship and start-up;
- Encouraging faculty to engage in incubation centres for promoting start-up among learners;
- Setting up Incubation centres at the Headquarters and all Regional Centres, by establishing laboratories equipped with the latest gadgets that are used in the industry. The learners should be given open-ended experiments which are design/algorithm-based, and product development must be part of the curriculum;
- Making internships and apprenticeships as compulsory components in most of the practical based programmes to provide the learners not only exposure to the world of work but also opportunities for practical and hands-on training;
- Certifying the specific skill earned through this environment with a digital badge rather than the existing certifications. Multiple badges can be assembled into an open badge passport that learners can share with prospective employers; and
- Developing and implementing an Innovation and Startup Policy of the University.

## 3.3 Capacity Building

- Offering Online professional development programmes and MOOCs for teachers, academics, non-teaching staff, research scholars, etc.;
- Conducting training programmes and Faculty Development Programmes (FDP) to keep teachers and academics abreast with the latest developments in teaching-learning through the ODL and Online systems;
- Providing appropriate skills and knowledge through capacity building programmes for creating eContent/eSLM/eLearning courseware and its effective delivery;
- Providing funding and opportunities for participation in Training, Orientation, FDP and Refresher programmes in Discipline-based areas organized by various HEIs;
- Providing opportunities for participation in conferences, faculty exchange programmes; sponsoring faculty study tours; research and teaching collaboration with renowned national and international institutions;
- Encouraging professional achievements of teachers, academics, learners, etc. by way of instituting awards for the best programme, best digital educator, best digital courseware, best researcher, best teacher/academic/learner for innovation; and
- Organizing awareness and empowerment programmes on innovation, entrepreneurship, start-ups etc. for the faculty and the learners.

# 4. TECHNOLOGY-ENABLED TEACHING- LEARNING

**4.1** **Online Programmes for Promoting Virtual Learning**

**4.2** **Addressing the Digital Divide**

# 4. TECHNOLOGY-ENABLED TEACHING-LEARNING

In this Digital Age, all activities depend heavily on the use of technology. All learners irrespective of their age and status of employment are required to use digital skills in day-to-day transactions to cope up with the new environment in which they are living. Pedagogical, even andragogical, educational methods are no longer fully sufficient in preparing learners for thriving in the workplace, and a more self-directed and self-determined approach is needed. Heutagogy is a term that has recently resurfaced that defines this self-directed and self-determined approach, which can serve as a framework for digital age teaching and learning. In a heutagogical approach to teaching and learning, learners are highly autonomous and self-determined with emphasis on the development of learner capacity and capability, i.e., the development of learner competencies as well as focusing on their skills of reflection upon what is learned. The new generation learners also learn differently because of their exposure to the plethora of educational resources available on the World Wide Web and their interactive presence on social media.

The University needs to rethink and remodel its operations to provide an enriched learning experience for the contemporary generation of learners by introducing more Massive Open Online Courses (MOOCs) and online programmes/courses. Further, the development of online programmes should be contextualized to local and regional requirements by developing them in regional languages.

There are noticeable changes in the job infrastructure requirements, the present workforce is required to work collaboratively in a work environment impacted by Artificial Intelligence, Cloud, Automation Vision Language, Augmented and Virtual Reality, Cybersecurity etc. which requires technical skills like digital, cloud, data management, as well as soft skills to work in collaboration. There is a high demand for reskilling and upskilling initiatives to be undertaken by employers to address this major gap that is emerging. Heutagogy can support the new-age learners and equip them with the competencies for handling the complexities of today's workplace. Another transformational change in the workplace is work in the form of 'Gig' workers who are hired to deliver specific outcomes and get paid for them. A gig worker can therefore be engaged in multiple places. The focus is again on having the skill/talent. Globally, this trend is emerging rapidly.

Since the University caters to the educational needs of a huge number of heterogeneous learners who may or may not have the ease of access to technology or adeptness to use it either, it is necessary to reduce the digital divide by equipping the have-nots with digital devices and affordable alternatives to facilitate their participation in technology-enabled learning.

# 4. TECHNOLOGY-ENABLED TEACHING-LEARNING...

This can be achieved by taking the following measures:

## 4.1 Online Programmes for Promoting Virtual Learning

- Disrupting the system and helping the learners migrate from print-based medium to digital medium of self-directed learning by offering online programmes;
- Using cloud-based teaching platforms, social media and e-resources including virtual labs to completely transform the teaching-learning process to catapult the learners into the realm of virtual learning;
- Converting the existing printed SLM into e-SLM using 4-quadrant approach and Unicode/ePub (electronic publication) formats that can be easily downloaded into tablets/smartphones customized for learners, to comply with national and international accessibility standards to address the needs of all types of learners;
- Transforming the existing SLM into digital e-Content/e-SLM, comprising text, tables, diagrams, visuals, audio, video, simulations, gaming, etc. and self-assessment components for augmenting the learning experience of the learners and exposing them to the environment of virtual learning;
- Translating e-Content/e-SLM into regional languages;
- Mapping of curricula with MOOCs and OERs, which need to be integrated into the course/programmes for enriching the learning experience;
- Adopting a cloud-based teaching-learning environment will also develop the learners' skills of cloud computing, analytical reasoning and finding cyber solutions;
- Embedding of digital skills or digital literacy as a compulsory course in all the undergraduate programmes; and
- Using AI for translating the existing courses into regional languages to facilitate the learning of diverse learners.

## 4.2 Addressing the Digital Divide

- Providing e-Content/eSLM in tablets/smartphones customized for serving learners with no access to digital devices of their own. These loaded devices could be provided to them and their costs could be included in the programme fees;
- Orientating the learners to facilitate their entry into the new online/digital learning environment; and

# 4. TECHNOLOGY-ENABLED TEACHING-LEARNING...

- Providing a more affordable alternative for the learners who may not have access to digital media or internet connectivity or afford it, by converting the existing Regional Centres (RCs) and Learner Support Centres (LSCs) into Digital Learning Hubs (DLHs) where the learners can have access to computers with internet connections to access the learning resources, study online, participates in online collaborative activities, online assessment, access tutoring and mentoring services, among other services. The design of the DLH should be a space that promotes informal learning and provides sufficient opportunities for the learners to interact with the academic counsellors and peers and engages in online collaborative learning activities including conducting practical through virtual labs, workshops, webinar etc. to support their academic endeavour and sustain their motivation and rigour.

# 5. TECHNOLOGY-ENABLED LEARNER SUPPORT

**5.1** Reimagining Regional Centres and Learner Support Centres

**5.2** Online Learning Environments for Learner Engagement

**5.3** Learner Assessment and Evaluation

**5.4** Extension Activities and Community Engagement

**5.5** Placement Services and Alumni Engagement

# 5. TECHNOLOGY-ENABLED LEARNER SUPPORT

Many educational experts believe that quality education can be delivered to the masses cost-effectively by leveraging digital and mobile technology which is getting smarter day by day. The adoption of digital technologies will remove the distance between the learner and the institution and also among peers and make the whole learning experience more effective, vicarious and rewarding for the learners. The Four-Quadrant-based Support (e-tutorial, e-content, web resources and self-assessment) needs to be adopted by the University to usher in technology- enabled learner support across all academic programmes.

In this context, the role of Regional Centres and Learner Support Centres needs to be reimagined. The Regional Centres should be optimally utilized for providing technology- enabled learner support by augmenting the existing infrastructure into smart virtual spaces for learning equipped with Internet of Things (IOT), and Incubation Centres. Thus, setting up of Digital Learning Hubs and Learner Facilitation Centres at Regional Centres should be given priority. Systematic efforts need to be initiated in consultation with the host institutions to convert the existing Learner Support Centres infrastructure in line with the Regional Centres and converting them into Smart LSCs. However, conventional Learner Support Centres may continue at all those far flung and difficult areas where digital connectivity is a major constraint.

Key technological interventions like Artificial Intelligence (AI) need to be used for the benefit of the learners and to further their learning. AI algorithms will bring in more transparency and help in data mining and data analytics. This gives better insight with regard to learner behaviour and close monitoring of learning. AI-based learning helps the learners to accurately assess their learning progress by providing instant feedback and allowing them to pace their learning accordingly. This will also ensure accuracy, swiftness and efficiency in the quality of the learner support services provided to the learners without any human intervention thereby reducing the cost. This will facilitate the learners to get personalized services. This will also lead to student retention and completion of the programmes and a reduction in drop-outs.

The following initiatives are necessary to move in this direction:

## 5.1 Reimagining Learner Support and Learner Support Centres
- Adopting Four-Quadrant-based Approach in Teaching-Learning and Learners Support: e-tutorial, e-content, web resources and self-assessment;
- Setting up of Digital Learning Hubs and Learner Facilitation Centres at Regional Centres with state-of-art infrastructure (smart classrooms and labs with broadband connectivity, smart TV, digital board and other technological tools);

# 5. TECHNOLOGY-ENABLED LEARNER SUPPORT...

- Converting Learner Support Centres into Smart LSCs by upgrading them to smart classrooms and labs with broadband connectivity, smart TV, digital board and other technological tools; and
- Setting up of Incubation Centres for handholding of learners, conducting practicals, research, developing innovative projects and promoting startups.

### 5.2 Online Learning Environments for Learner Engagement

- Providing online induction for fresh learners across all programmes;
- Strengthening the websites by integrating important information/circulars as hyperlinks in student zone;
- Upgrading Student Management System into a dynamic portal integrating the different activities in a learner's life cycle to be reflected: from pre-enrollment through retention and learner engagement, programme completion and post-completion achievement;
- Extending the provision of Web-Enabled Academic Support (WEAS) (Portal for the individual programme and online counselling) to all the programmes of the University;
- Providing online counselling support through a national resource pool of technology savvy academic counsellors;
- Designing activity-based online collaborative learning environment for the learners by adopting the Four-Quadrant-based Support (e-tutorial, e-content, web resources and self-assessment) to:
  - engage the learners in online/digital collaborative learning, in which the learners are encouraged and supported to work together to construct knowledge through social discourse;
  - invent and innovate through crowdsourcing new ideas based on their self-learning;
  - help the learners to develop the skills of processing information; critical and analytical thinking skills or problem-solving skills; innovation or out of the box thinking; multimedia communication skills; etc.;
- Providing digital and online learner support through multiple media platforms (TV, radio, smartphones) including social media to facilitate learner participation;
- Organizing online seminars/webinars on cross-cutting issues and co-curricular aspects;
- Engaging learners in active learning in courses with lab/field/skill components through virtual modes;
- Creating Virtual Labs for the practical oriented and other programmes wherever applicable;
- Extending Library facilities to learners through access to digital library resources which are accessible 24x7;

- Tracking the progress of the learners using artificial intelligence and providing instant solutions to overcome the barriers/hurdles hampering their learning endeavour; and
- Identifying the learning styles of the learners through AI-based learning analytics, and customizing the learner support services such as remedial classes; one-to-one counselling; etc. to cater to their individual needs.

## 5.3 Learner Assessment and Evaluation

- Providing facility for e-tutorial in the eSLM for self-testing by the learners to assess their learning outcomes;
- Providing learners facility for online submission of assignments, project synopsis, project report, fieldwork report, internship files etc.;
- Embedding the component of innovation as part of the project work or assignments for different programmes;
- Facilitating online continuous assessment and evaluation through assignments, projects, viva-voce, e-portfolio, journal writing, term papers, workbook, logbook etc.;
- Developing Question banks and auto-generation of question papers; and
- Moving towards an On-Demand Examination system and the online term-end evaluation through CBT based examination, Open-book/Open-web examination.

## 5.4 Extension Activities and Community Engagement

- Engaging the learners in extension activities with government organizations and non- government organizations;
- Undertaking activities for engaging the learners in social and sustainable development issues;
- Conducting outreach programmes in collaboration with Community Based organizations; and
- Providing credit weightage to extension and community engagement activities in the curriculum design.

## 5.5 Placement Services and Alumni Engagement

- Strengthening Campus Placement Cell's and Alumni Cell's administration and activities;
- Establishing Placement Cell in Regional Centres;
- Organizing periodic placement drives and Industry-academic Meets at Headquarters and Regional Centres;
- Seeking support of alumni in placement services of IGNOU Learners;

- Organizing training programmes and workshops to train learners in the areas of reasoning, aptitude, communication skills, facing an interview, resume writing etc.;
- Extending Industry-linkage for facilitating Placement drives at Headquarters and Regional Centres;
- Obtaining feedback from alumni about University's programmes and learner support services;
- Enrolling learners in the alumni associations through various activities at Headquarters and Regional Centres;
- Updating alumni database by collecting useful information about alumni;
- Sharing the University's initiatives with the alumni;
- Organizing periodic events for connecting virtually with the alumni through networking get-togethers;
- Encouraging participation of alumni in University's workshops, seminars, webinars etc. through online mode;
- Involving Alumni entrepreneurs and Innovators for inspiring and mentoring the budding innovators and entrepreneurs;
- Forming a network of Alumni entrepreneurs and Innovators and organize regular Meets;
- Engaging alumni in online counselling, community service activity and Unnat Bharat activities;
- Honouring distinguished alumni for brand building;
- Organising lectures of distinguished alumni for motivating the IGNOU learners; and
- Encouraging alumni for donations and financial support to IGNOU learners.

# 6. REACHING OUT TO THE UNREACHED

**6.1** **Multiple Entry and Exit**

**6.2** **Tapping the Unreached and Unserved Target Groups**

**6.3** **Recognition of Prior Learning (RPL)**

**6.4** **Internationalization through Cross-border Education**

# 6. REACHING OUT TO THE UNREACHED

The University's mandate is envisioning and ensuring equitable access to quality education to all i.e., to provide access to higher education to all segments of society and to offer high quality, innovative, accessible and need-based programmes at different levels to all those who aspire to attain higher education irrespective of age, gender, caste, creed and geographical location. The University needs to develop strategies to attract such students into the fold of higher education to play a transformative role and remove the disciplinary imbalance that exists in the SEDGs and fulfil the national need by providing equal opportunities to all.

The curricula need to be revamped to make it inclusive, holistic and multidisciplinary with the integration of vocational education which should be region-specific based on an analysis of the jobs available in those regions. The focus should be on the development of practical skills and the adoption of the scheme of recognition of prior learning (RPL), as notified by the Government, through which many persons could be brought into the fold of higher education. RPL assessment mechanism could be used to evaluate the skills of the persons gained outside formal learning and to provide Recognition of Prior Learning (RPL) certification and thereafter to facilitate seamless transfer into higher education. The HEIs will have the autonomy to introduce bridge courses to facilitate the horizontal or vertical mobility of such learners. RPL would benefit organizations and industries where these unskilled and semi-skilled workforces are working. Also, the personnel working in the Armed Forces, Indian Police, Indian Railways, Paramilitary forces who are already trained on the job by the government, but are not empowered for a second career in the absence of a civilian degree should be covered under this scheme. Another target group are the personnel below officer's rank as well as junior officers of the Indian Armed forces and paramilitary forces who retire at the young age of about forty years or in their mid- lives. Such a scheme would also promote knowledge-based livelihood opportunities and income generation opportunities for the marginalized sections, particularly women and the poor living in rural areas. Such a provision could also foster community learning and knowledge sharing that can help communities to develop networks and formally share their knowledge and skills.

The promotion of academic flexibility by providing horizontal and vertical mobility to the learners is one of the main thrust areas of the University to meet the national target of increasing the GER to 50 percent by 2030.In designing and developing programmes, an inter-disciplinary framework of mind, methodology and adoption of modular system across the disciplines is the immediate concern.

# 6. REACHING OUT TO THE UNREACHED...

The University is expected to customize its programmes in such a way that the fixed structure of the academic programmes does not restrict the mobility of the learners in any way. The option to change a programme is provided to the learners as part of horizontal mobility.

To fulfill these objectives the University would need to take the following initiatives:

## 6.1 Multiple Entry and Exit
- Creating multiple entry and exit provisions in the structure of the degree programmes offered at different levels through a modular approach in the pedagogical design;
- Providing the learners with the option to pre-exit after completion of the courses and accumulation of credits by awarding a certificate/diploma;
- Allowing such certificate/diploma awardees to enroll in the degree programme under the provision of lateral entry and complete the degree;
- Extending course-wise registration and certification scheme to programmes at all levels to facilitate knowledge up-gradation and lifelong learning;
- Developing a comprehensive credit transfer policy encompassing the transfer of credits earned by a learner from different modes to facilitate the operationalization of the Academic Bank of Credits (ABC) scheme for credit accumulation, credit transfers, and credit redemption to promote distributed and flexible teaching-learning; and
- Awarding of Certificate/Diploma/Degree based on the accumulation of the prescribed number of credits by the learners, earning credits (as per UGC guidelines) from different higher education institutions or modes like SWAYAM courses, etc.

## 6.2 Tapping the Unreached and Unserved Target Groups
- Facilitating upward mobility from school education to higher education through proper pathways with exit points after attainment at every level;
- Earmarking and utilization of Government funds for the welfare of SEDGs like offering freeships/scholarships;
- Offering fee waiver to all marginalized persons (to be determined by income levels)/ST/SC/PwD/EWS/women students pursuing higher education by waiving 50 percent at the time of admission and reimbursing the balance on successful completion of the programme;
- Conducting outreach programmes in districts dominant with SEDGs to offer higher education opportunities to them;
- Establishing linkages with industry/world of work to implement the concept of 'earn while you learn' to encourage students to join higher education;

# 6. REACHING OUT TO THE UNREACHED...

- Offering bridge courses on soft skills, IT skills, and mathematical skills, to facilitate the mobility and retention of learners from rural and backward areas;
- Making all infrastructure and learning materials accessible and available to learners with disabilities;
- Establishing more Learner Support Centres in underserved regions to ensure full access, equity, and inclusion;
- Translating SLMs into local/Indian languages;
- Enforcing and monitoring all no-discrimination and anti-harassment rules;
- Developing support technology tools for better participation and learning outcomes of all including SEDGs;
- Organizing special classes/summer camps to facilitate the weaker students pursuing higher education programmes;
- Encouraging innovation and incentivizing individuals/institutions to address issues of learner diversity; delivery of courses; learner support, etc.; and
- Provide 24x7 mentoring and support services through digital media to facilitate student retention and student tracking.

## 6.3 Recognition of Prior Learning (RPL)

- Adopting the scheme for RPL in which the curriculum is aligned with NSQF competency levels and is combined with the RPL assessment mechanism to evaluate the skills of the persons desirous to receive appropriate RPL certification;
- Certifying the acquired skills and also provision for equivalence in terms of credits earned and based on the accumulation of credits to be given lateral entry into the degree programmes offered by the University; and
- Embedding a model apprenticeship into the RPL scheme to improve the employability quotient of the learners.

## 6.4 Internationalization through Cross-border Education

- Increasing the enrolment of international students in IGNOU programmes and making the University a major educational hub;
- Extending the outreach through setting up of more Overseas Study Centres;
- Developing a Global mindset in IGNOU learners with deep-rooted pride in being Indian by offering courses in foreign languages as well as Indian art and culture at the undergraduate level;
- Promoting linkages with foreign governments/accredited higher educational institutions;
- Building capacity of IGNOU teachers, academics and non-teaching staff in handling international operations and learners;

# 6. REACHING OUT TO THE UNREACHED...

- Introducing internship/apprenticeship to attract foreign learners;
- Attracting International learners by offering courses wise registration in courses related to Indian art; culture, history, yoga, Indian languages, etc.;
- Providing certification to international learners through MOOCs and Online programmes;
- Collaboration with foreign HEIs for offering programmes under twinning arrangements and offering international exposure to Indian learners;
- Awarding IGNOU degree through twinning arrangements;
- Exploring possibilities for learners and faculty exchange;
- Partnering with foreign experts in conducting workshops, seminars, and webinars etc. through online mode;
- Collaborating with foreign alumni for brand building exercises;
- Encouraging participation of IGNOU stakeholders in international events; and
- Setting up innovation Clubs at Overseas Study Centres for creating a culture of innovation and start-ups.

# 7. AUGMENTATION OF INFRASTRUCTURE

**7.1** Building Digital Infrastructure

**7.2** Centralized Database Management System

**7.3** State-of-art Digital Infrastructure Security Systems

**7.4** Eco-friendly and Sustainable Campus

# 7. AUGMENTATION OF INFRASTRUCTURE

For the education of tomorrow, the brick-and-mortar infrastructure has become inadequate and irrelevant for the new-age learners who are looking for more options of flexible and customized/personalized learning instead of the rigid and structured classroom-based experience which needs to be replaced with technology-enabled learning. Augmenting the digital infrastructure at the Headquarters, Regional Centers, Learner Support Centres as well as the learner's end is the need of the hour. A Centralized Database is the backbone of any system whether Educational or Commercial. All Higher Educational Institutions (HEIs) need to manage huge data of learners and its stakeholders for managing the University's affairs systematically. Having a Centralized Database Management System is a necessity today to transform data into information; information into knowledge resources; and finally, knowledge should be reflected in action.

The Centre for Online Education through the MOE's SAMARTH portal has already taken the initiative to transfer the data/information/resources of the University into a Centralized Database. All existing databases should be systematically transferred to the University's Centralized Database. However, there is a need for the University to set up its own Centralized Database Management System. Linked with the Database is the issue of cybersecurity of keeping the data secure and safe from hackers or getting corrupted.

In keeping with the times, it is equally important to focus on the development of an eco-friendly and sustainable campus. The global concern about climate change requires consistent efforts to be made by the University, focusing on energy-efficient and green practices to fulfil its "clean energy mission" and reduce carbon footprint simultaneously.

The following initiatives are necessary to move in this direction:

## 7.1 Building Digital Infrastructure
- Providing a seamless digital learning experience, by augmenting and updating the existing infrastructure relating to uninterrupted and ubiquitous high-speed Internet, LMS/e-platform, media labs/virtual labs, hardware and software;
- Strengthening the technological infrastructure for online education by merging the Electronic Media Production Centre (EMPC) and the Centre for Online Education (COE);
- Networking between different constituent units (Headquarters, Regional Centres and Learner Support Centres) of the University through Enterprise-oriented cloud-based WAN solutions will enable the University to bring network operations and management into one console. There should be provision for dynamic bandwidth and robust security.

# 7. AUGMENTATION OF INFRASTRUCTURE...

- Creating the infrastructure to provide remote access to library resources to the scattered learners; and
- Equipping learners with hand-held/portable digital devices embedded with Bluetooth, 4G/5G or alternative arrangements for digital access to eContent/ eSLM, online services, online activities, online counselling, etc. with uninterrupted internet connectivity.

## 7.2 Centralized Database Management System

- Creating a Centralized Database System by integrating all the existing databases into the Centralized Database;
- Upgrading and supporting the whole architecture, training and orienting the human resource regularly by Master Trainers;
- Adopting state-of-art hardware and software for security and integrity of the data;
- Framing an Information Security Policy to maintain the security, backup and retrieval of the data;
- Having a repository of all its students with competency indicators, including academic records, badges, certificates, citations, letters of recommendation, which should be with immutable, updatable and verifiable e-portfolio based to facilitate all learners;
- Conducting Learner Analytics for tracking the learners and their learning and enable the University to devise strategies to help the learners for overcoming barriers to their study;
- Moving towards Distributed Ledger Technology (DLT) that represents an effective record capturing and record-keeping platform where learners can download and validate individual non-alterable ledgers for streamlining verification procedures and reduction of fraudulent claims of unearned educational credits; and
- Updating of user information from a single location and thereby minimizing errors in the Database.

## 7.3 State-of-art Digital Infrastructure Security Systems

- The University needs to establish state-of-art digital infrastructure security systems to protect its networks from hackers and tamper-proof ledgers for sharing security data across device networks.
- The University needs powerful solutions to protect student, staff, and institutional data and provide a safe environment which addresses physical and cybersecurity threats and reduce risk.
- There is a need for robust cybersecurity solutions to provide end-to-end, integrated security solutions and threat protection of identities, access control systems, and institutional data.

# 7. AUGMENTATION OF INFRASTRUCTURE...

**7.4 Eco-friendly and Sustainable Campus**

- Reducing carbon footprint by enhancing the use of renewal energy sources as well as energy-saving devices and practices;
- Developing and adopting a policy for refuse, reduce, reuse, re-purpose and recycle waste and e-waste;
- Going digital and reducing printing of SLMs, Reports, Brochures, Agenda papers, and other documents;
- Strengthening of e-Office management and moving towards paperless office;
- Creating awareness about green and sustainable practices among stakeholders;
- Promoting smart transportation solutions in the campus like e-cycle, e-rickshaw, e-scooter etc.;
- Reducing water consumption and introducing sustainable development by converting existing toilets into bio-toilets/green toilets;
- Augmenting rainwater harvesting through the building of water bodies;
- Converting Horticulture Cell to Centre for Sustainable Development for promoting Eco-friendly and Sustainable Campus including training and research; and
- Encouraging faculty, staff and learners to take innovative initiatives towards eco-friendly and sustainable campus.

# 8. GOVERNANCE, LEADERSHIP, AND RESOURCE MOBILIZATION

## 8.1 Restructuring and Decentralization

## 8.2 Transparency and Standard Operating Procedures

## 8.3 Mobilization of Resources

## 8.4 Welfare Measures for Stakeholders

# 8. GOVERNANCE, LEADERSHIP AND RESOURCE MOBILIZATION...

To work in the direction of transforming higher education as envisaged in the NEP, the University needs to adapt to the expectations that have changed dramatically. Governance of the University not only demands visionary leadership but also adoption of new technology and a culture of professional accountability in the face of challenges from the competitive market of higher education. The University has to develop a creative balance between academic mission, core values, objectives of the University and financial viability. The challenge is to balance the encouragement of excellence with the promotion of equity and quality. Without compromising institutional autonomy and not deviating from the University's social commitment, the University has to consider changes in inefficacy and effectiveness and for this; institutional leadership has a significant role. As competition increases, leadership is expected to develop better linkages with wider society and to find ways for resource mobilization. The international dimension with the growing demand for e-learning across national borders is posing new challenges for devising an appropriate strategy. We can no longer take our market dominance for granted and have to work hard to remain in a leadership position in ODL.

In such a demanding environment, the internal governance of the University has to be reviewed and strengthened. There has to be a synergy between academic mission and executive capacity. To keep our academic leadership in the domain of ODL nationally and internationally, the University has to develop a strategy to strengthen governance focusing on dynamic leadership, effective planning and efficient mechanism for resource mobilization. After all, good governance assures good performance which will help in meeting the aspirations of all stakeholders.

To achieve this, the University should take the following initiatives:

## 8.1 Restructuring and Decentralization
- Restructuring of different constituents of the University for optimal resource mobilization and utilization;
- Revamping of Regional Centres and Learner Support Centres to make them relevant to the changing environment;
- Re-engineering the existing processes and procedures of the University in view of the changing needs and technological developments;
- Expanding e-governance for better office management; and
- Decentralizing and delegating the powers to various Heads of Divisions/Directors of Schools of Studies for participatory decision making, better resource and time management.

# 8. GOVERNANCE, LEADERSHIP AND RESOURCE MOBILIZATION...

## 8.2 Transparency and Standard Operating Procedures
- Developing policies in the emerging areas like OER, IPR etc.;
- Updating/Revisiting of policies and SOPs for all major operations in line with the IDP;
- Making implementation policies more action-oriented;
- Ensuring effective record keeping and documentation for good governance;
- Ensuring transparency in all operations through self-disclosure; and
- Defining workload norms for all categories of staff: academic and non-academic.

## 8.3 Mobilization of Resources
- Developing a Resource Mobilization Framework based on fee collection and income from the other sources;
- Adopting Fee Rationalization Strategies for periodic review of the different components of the fee and revision in the fee (increase/decrease);
- Generating income from consultancy services; training and capacity building programmes; collaborative projects with Central Government/State Government/NGOs/Industry/ national/international agencies etc.;
- Maintaining the self-financed status by reducing dependencies and creating avenues for income generation and marketing of University's souvenirs, sponsorships/grants/aids through collaborations and contracts; and
- Rationalizing the workforce and proper utilization of human resources.

## 8.4 Welfare Measures for Stakeholders
- Upgrading the Health Centre into a mini- Hospital with basic facilities like qualified full time staff, beds, pharmacy, ambulance, oxygen cylinders etc.;
- Organizing health camps and awareness programmes on various health-related issues;
- Migrating from the current health scheme to Cash-less Scheme;
- Extending the health centre facility to learners and other stakeholders;
- Establishing a Wellness centre with facilities of Gym, Meditation, Yoga etc.;
- Establishing Outdoor and Indoor Sports complexes with facilities for football, cricket, badminton, table tennis, carrom, chess etc.;
- Organizing awareness programmes on disability;
- Upgrading to the state-of-art canteen, guest house and crèche facilities; and
- Providing pay and use e-rickshaw facility to learners and stakeholders within the campus.

# 9. QUALITY ASSURANCE AND ENHANCEMENT

**9.1** **Continuous Quality Improvement Mechanisms**

**9.2** **Innovation and Best Practices**

# 9. QUALITY ASSURANCE AND ENHANCEMENT

Quality assurance within a University is a holistic process of meta-evaluation covering all the processes in a higher education institution, to serve the learners and other stakeholders as per expected quality standards. Through measuring-monitoring mechanisms, the University has the enabling facility to introspect and evaluate its strategic plans and existing policies and practices (processes) to bring in continuous improvement in its overall functioning. This produces assessable information about the University which is useful for the institutional evaluation by an external agency. The success of a quality assurance system depends on the support of the management. Such activities support the development of a quality culture in which all internal stakeholders engage in quality assurance at all levels of the institution.

The following measures need to be undertaken for enhancing the quality of the University:

## 9.1 Continuous Quality Improvement Mechanisms
- Shouldering the responsibilities of generating and promoting awareness for quality assurance;
- Monitoring and assessing of the  deliverables to enhance the productivity of academic and non-academic staff;
- Undertaking self-evaluative and reflective exercises for continuous improvement in all the systems and operations of the University;
- Obtaining and assessing the feedback from all stakeholders viz., teachers, academics, subject experts, learners, employers and alumni, as inputs for quality enhancement;
- Ensuring compliance with norms and guidelines prescribed by apex/ regulatory bodies;
- Working for seeking recognition/approvals and accreditation from various apex bodies for IGNOU and its programmes;
- Following the procedure of self-disclosures and declarations; and
- Embedding procedures of academic audit, performance audit, capacity audit, along with financial audit into the system.

## 9.2 Innovation and Best Practices
- Documenting best practices/innovative practices of the Schools/Divisions/ Centres/ Units/Cells of the University;
- Initiating ISO 9000 certification for all Divisions of the University;
- Conducting periodic external academic, administrative, and financial audits including energy, green and access audits for promoting excellence; and
- Ensuring the University's international presence by figuring in the World University rankings.

# 10. STRATEGIC ACTION PLAN

**10.1** Expected Outcomes

**10.2** Detailed Strategic Plan

# STRATEGIC PLAN (2020-2030)

**10. 1 Expected Outcomes:**

The targeted goals set forth in the NEP 2020 will be achieved by the University as given below:

- Increase the GER in higher education by doubling the annual enrolment through:
  - Developing and offering high-quality online programmes and MOOCs;
  - Implementing multiple entry-exit in UG and PG degree programmes;
  - Promoting course-wise registration and certification and credit transfer;
  - Translation of all programmes into regional languages using artificial intelligence;
  - Special efforts to attract and enroll learners from Socially and Economically Disadvantaged Groups (SEDGs); and
  - Expanding the outreach of IGNOU programmes in foreign countries through linkages with foreign governments, collaboration with foreign HEIs and enhancing the enrolment and making IGNOU a global educational hub.

- Strengthening the programmes of the University by making them multidisciplinary and holistic in nature through:
  - Introducing Indian languages, arts and culture, human values and professional ethics in all degree programmes of the University as a compulsory component;
  - Offering skill-based courses related to Agriculture, Law, Education, Environmental Sciences, Health Education, Performing Arts, Indian Languages, Culture etc. embedded with apprenticeship/internship compliant with NSQF framework will be incorporated in the programmes;
  - Ensuring at least 50% of learners have exposure to vocational education;
  - Offering 4-year Bachelor's degree and One-year Master's degree; and
  - Offering 4-year integrated B.Ed. for school teachers.

# STRATEGIC PLAN (2020-2030)

- **Promoting an Outstanding Research and Innovation Culture among learners and faculty through:**
  - Encouraging national and international collaborative research projects focusing on innovation ;
  - Promoting and incentivizing research and innovation among teachers, academics and learners;
  - Setting up of incubation centres at Headquarters and all Regional Centres; and
  - Offering online faculty development programmes.

- **Promoting Online and Digital Education through:**
  - Extensive use of cloud-based teaching platforms, social media and e-resources including virtual labs;
  - Providing e-Content/ eSLM in tablets/smartphones;
  - Providing programmes in regional languages by using AI for translation of programmes;
  - Embedding of digital skills or as a compulsory course in all UG programmes;
  - Setting up of Digital Learning Hubs and Learner Facilitation Centres at Regional Centres for learners without their own devices;
  - Providing online counselling support and digital/online learner support; and
  - Facilitating online continuous assessment and term-end evaluation.

- **Promoting Extension and Community Engagement through:**
  - Engaging the learners in extension activities, innovation, entrepreneurship, start-up, social and sustainable development activities;
  - Extending Industry-linkage for facilitating Placement drives and Honouring distinguished alumni;
  - Strengthening the technological infrastructure for online education; and
  - Equipping learners with hand-held/portable digital devices

# STRATEGIC PLAN (2020-2030)

- **Ensuring Effective Governance, Leadership and Quality through:**
  - Developing and implementing action-oriented policies and SOPs for all major operations in line with the IDP;
  - Maintaining the self-financed status by reducing dependencies and creating avenues for income generation;
  - Embedding procedures of academic audit, performance audit, capacity audit, along with financial audit into the system;
  - Documenting and disseminating the best practices/innovative practices of the University among different stakeholders; and
  - Ensuring the University's international presence by figuring in the World University rankings.

| Sl. No. | Targets to be accomplished | Present | 2025 |
|---|---|---|---|
| 1. | Programmes in ODL Mode | 226 | 250 |
| 2. | Multiple Entry Exit Programmes | 21 | 75 |
| 3. | Skill Enhancement Courses in CBCS | 15 | 50 |
| 4. | Online Programmes | 18 | 50 |
| 5. | Multidisciplinary Programmes | 8 | 50 |
| 6. | MOOCs on offer (SWAYAM Courses) | 122 | 300 |
| 7. | Fresh Enrolment | 8 lakhs | 10 lakhs |
| 8. | International learner Enrolment | 2000 | 6000 |
| 9. | Learner Support Centres | 2047 | 2700 |
| 10. | Overseas Study Centres | 23 | 40 |
| 11. | Translation of Popular IGNOU Programmes into Regional Languages | 20 | 100 |
| 12. | Capacity Building Workshops | 10 | 100 |
| 13. | Professional Development Programmes for Teachers and Academics | 15 | 150 |

## 10.2 Detailed Strategic Plan

The detailed Strategic Plan is as follows:

### ACADEMIC PROGRAMME DEVELOPMENT

| EXPECTED OUTCOMES | STRATEGIC PLAN | | RESPONSIBILITY |
| --- | --- | --- | --- |
| | Short-Term Goals (2021-2025) | Long-Term Goals (2030) | |
| **Moving Forward with Multidisciplinary & Holistic Approaches** | • Revamping the existing UG and PG degree programmes by integrating a bouquet of multidisciplinary skill-based courses<br>• Revising and strengthening programmes by adopting available resources: OERs/ MOOCs<br>• Making the course content more engaging by increasing emphasis on case scenarios, problem based learning analytical and critical thinking, discussion, debate, research, and opportunities for multidisciplinary, cross-disciplinary and interdisciplinary thinking. | • Regrouping of existing disciplines and creation of new disciplines in emerging areas<br>• Restructuring of Schools of Studies.<br>• Introducing 4-year UG degree programmes. | Schools of Studies, Staff Training & Research Institute of Distance Education, Student Registration Division |
| **Inculcating Human Values and Professional Ethics** | • Integrating the values of social responsibility, human values, and sustainability into the curricula<br>• Revising the existing programmes to make them multidisciplinary and focus on the development of professional skills, soft skills, employability and value-based education | • Strengthening the existing programmes by introducing courses in the areas of waste management, environmental education, climate change, conflict management and peace studies, sustainable development, health care, law, etc. | Schools of Studies, Staff Training & Research Institute of Distance Education, |

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|---|---|---|---|
| **Promoting Multilingualism, Indian Languages, Knowledge and Culture** | • Offering stand-alone courses aimed at promoting Indian languages, arts and culture<br>• Translating programmes/courses into regional languages<br>• Promoting multilingualism by offering programmes on Indian and foreign languages. | • Launching more programmes enriched with Indian knowledge, arts and culture<br>• Offering majority programmes/courses in regional languages. | Schools of Studies |
| **Skill Development for Employability, Entrepreneurship and Community Development** | • Ensuring active learner engagement through mandatory lab-based practical/hand-on training/ internships/ fieldwork/project work/ etc. in the UG and PG programmes<br>• Establishment of skill lab/ virtual labs in collaboration with other Higher Education Institutions<br>• Working on sponsorships by Central and state governments, public and private enterprises and international organizations<br>• Collaboration with national and international and professional bodies and councils / commissions wherever necessary<br>• Including the components of innovation and entrepreneurship in each UG/PG level programme focusing on possibilities of entrepreneurship in that area. | • Strengthening the UG degree programmes by integrating the vocational component in alignment with the NSQF levels in collaboration with the respective Sector Skill Councils<br>• Conducting State-level Skills Gap Analysis and Mapping the Sector-wise trained human resource requirements through State governments. | Schools of Studies, Regional Services Division |

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|---|---|---|---|
| **Linkage with Industry and Community** | • Creating a separate Industry Linkage Unit (ILU) in the Planning and Development Division to facilitate academic arrangements in the relevant industry through internship/ apprenticeship; community attachment; collaborative research works; etc. and encouraging earning while learning to make learners job and industry-ready.<br>• Networking and collaboration with industry and incubators for pre-incubation of the innovators and entrepreneurs. | • Setting up of Incubation Centres and promoting Start-ups at Headquarters and Regional Centres to foster Skill and Entrepreneurship development among learners. | Planning and Development Division, Schools of Studies, Regional Services Division, Regional Centres, National Centre for Innovation in Distance Education |
| **Teacher Education** | • Strengthening existing two-year Bachelor of Education (B.Ed.) programme by introducing new pedagogy courses for specialization for senior-secondary level teacher preparation.<br>• Offering CPD programmes/ MOOCs for school teachers/ principals for upskilling<br>• Offering teacher education/specialized pedagogy courses for research scholars<br>• Developing a cadre of Innovation Ambassadors from amongst the teachers of all levels and up-skilling them in the field of innovation, entrepreneurship and start-ups. | • Introduction of four-year integrated teacher training programmes for all the four levels (foundational, preparatory, middle and secondary) as per the regulations to be prescribed by the regulator. | School of Education, Centre for Online Education, National Centre for Innovation in Distance Education |

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## RESEARCH, INNOVATION AND CAPACITY BUILDING

| EXPECTED OUTCOMES | STRATEGIC PLAN | | RESPONSIBILITY |
| --- | --- | --- | --- |
| | Short-Term Goals (2021-2025) | Long-Term Goals (2030) | |
| **Promoting a Research and Innovation Culture and Research Ethics** | • Having a comprehensive Research Policy<br>• Having a Innovation and Start-up Policy<br>• Incentivizing research activities<br>• Single window operation of project based research<br>• Incentivizing faculty for their innovation, entrepreneurship and start- ups, etc. for career advancement<br>• Allocate the specific percentage of the budget of IGNOU for the research purposes<br>• Identifying, recognizing and awarding the innovators and entrepreneurs. | • Encouraging national and international collaborative research projects focusing on innovation. | Staff Training & Research Institute of Distance Education, Research Unit, Planning & Development Division, Academic Coordination Division, International Division, Schools of Studies |
| **Setting up of Incubation Centres and Promoting Start-ups** | • Setting up Incubation Centres (labs with gadgets used in industry) at the Headquarters and all Regional Centres<br>• Setting up Virtual Incubator<br>• Making internships and apprenticeships as compulsory components in programmes<br>• **Mentoring of the learners for Innovation, Entrepreneurship and Start-ups.** | • Certifying the specific skill earned with a digital badge and providing open badge passports to learners<br>• Incentivizing the learners for the work done in the field of innovation, entrepreneurship and start-ups by giving them academic credit in the UG/PG programmes. | Construction and Maintenance Division, Regional Services Division, National Centre for Innovation in Distance Education, Schools of Studies, Student Evaluation Division |
| **Capacity Building** | • Conducting training programmes/Faculty Development Programmes (FDP) to keep teachers and academics updated with the requirements of the | • Providing opportunities for collaboration with renowned national and international institutions<br>• Using AI for translating the existing courses into regional languages. | Staff Training & Research Institute of Distance Education, Research Unit, Academic Coordination Division, |

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| | new age learners and the new teaching – learning pedagogy, etc.<br>• Offering online professional development programmes and MOOCs for teachers, academics, non-teaching staff, research scholars, etc.<br>• Encouraging professional achievements of teachers, academics, and learners by way of instituting awards<br>• Sponsoring teachers and academics for participation in conferences, exchange programmes, study tours, etc.<br>• Mapping of curricula with MOOCs and OERs<br>• Capacity building of learners and faculty for Innovation, start- ups and entrepreneurship. | | International Division, National Centre for Innovation in Distance Education, National Centre for Disability Studies |

## TECHNOLOGY-ENABLED TEACHING- LEARNING

| EXPECTED OUTCOMES | STRATEGIC PLAN | | RESPONSIBILITY |
|---|---|---|---|
| | Short-Term Goals (2021-2025) | Long-Term Goals (2030) | |
| **Online Programmes for Promoting Virtual Learning** | • Offering more online programmes<br>• Creation of comprehensive Learning Management System (LMS) for all types of theory based and practical based) programmes<br>• Using cloud-based teaching platforms, social media and e-resources including | • Converting the existing printed SLM into e-SLM using 4-quadrant approach and Unicode/ ePub formats. | Centre for Online Education, Schools of Studies, Staff Training & Research Institute of Distance Education, National Centre for Disability Studies |

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| | virtual labs<br>• Translating e-Content/ e-SLM into regional languages using AI<br>• Embedding of digital skills or as a compulsory course in all UG programmes. | | |
| **Addressing the Digital Divide** | • Providing e-Content/ eSLM in tablets/smart phones<br>• Addressing accessibility issues for PwD<br>• Orientating the learners to facilitate their entry into the new online/ digital learning environment. | • Providing a more affordable alternative for the learners who may not have access to digital media or internet connectivity. | Centre for Online Education, Schools of Studies, Regional Services Division, National Centre for Disability Studies, National Centre for Innovation in Distance Education |

## TECHNOLOGY-ENABLED LEARNER SUPPORT

| EXPECTED OUTCOMES | STRATEGIC PLAN | | RESPONSIBILITY |
|---|---|---|---|
| | **Short-Term Goals (2021-2025)** | **Long-Term Goals (2030)** | |
| **Reimagining Regional Centres and Learner Support Centres** | • Setting up of Digital Learning Hubs and Learner Facilitation Centres at Regional Centres<br>• Setting up of Incubation Centres with laboratories equipped with industry gadgets<br>• Setting up Virtual Learner Support System. | • Converting Learner Support Centres into Smart LSCs. | Schools of Studies, Regional Services Division, Regional Centres, National Centre for Innovation in Distance Education, Centre for Online Education |
| **Online Learning Environments for Learner Engagement** | • Providing online induction for fresh learners<br>• Strengthening the websites; upgrading Student Management System<br>• Extending the provision | • Designing activity-based online collaborative learning environment for the learners by adopting the Four-Quadrant-based Support<br>• Tracking the progress | Centre for Online Education, Schools of Studies, Regional Services Division , Regional Centres , Computer Division , National Centre for |

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| | of Web-Enabled Academic Support (WEAS) to all programmes <br> • Providing online counselling support through a national resource pool <br> • Providing digital and online learner support; Organizing online seminars/webinars on cross-cutting issues and co-curricular aspects <br> • Engaging learners in active learning <br> • Setting up of Virtual Labs. | of the learners using artificial intelligence (AI) <br> • Identifying the learning styles of the learners including PwD through AI-based learning analytics. | Innovation in Distance Education , National Centre for Disability Studies |
| **Learner Assessment and Evaluation** | • Providing facility for e-tutorial in the eSLM <br> • Providing learners facility for online submission of assessment tools <br> • Facilitating online continuous assessment and evaluation <br> • Developing digital question banks for different programmes <br> • Developing the scheme of On-demand Exam. | • Moving towards an online term-end evaluation. | Centre for Online Education, Schools of Studies, Staff Training & Research Institute of Distance Education, Regional Services Division, Regional Centres, Student Evaluation Division, National Centre for Innovation in Distance Education |
| **Extension Activities and Community Engagement** | • Engaging the learners in extension activities <br> • Conducting outreach programmes <br> • Engaging learners in innovation, entrepreneurship and start- ups related activities. | • Engaging the learners in social and sustainable development activities. | Schools of Studies, Regional Services Division, Regional Centres, National Centre for Innovation in Distance Education |
| **Placement Services and Alumni Engagement** | • Strengthening Campus Placement Cell and Alumni Cell <br> • Establishing Placement Cell in Regional Centres <br> • Organizing periodic | • Extending Industry-linkage for facilitating Placement drives <br> • Honouring distinguished alumni | Campus Placement Cell , Regional Services Division , Regional Centres, National Centre for Innovation in Distance Education |

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| | placement drives and Industry-academic Meets<br>• Engaging alumni in different activities of the University<br>• Engaging Alumni entrepreneurs and Innovators for inspiring, mentoring, funding and other support to the budding innovators and entrepreneurs<br>• Forming a network of Alumni entrepreneurs and Innovators and organize regular Meets. | | |

## REACHING OUT TO THE UNREACHED

| EXPECTED OUTCOMES | STRATEGIC PLAN | | RESPONSIBILITY |
|---|---|---|---|
| | Short-Term Goals (2021-2025) | Long-Term Goals (2030) | |
| **Multiple Entry and Exit** | • Creating multiple entry and exit provisions in the structure of the degree programmes<br>• Providing the option to pre-exit and accumulation of credits, provision of lateral entry and complete the degree<br>• Extending course-wise registration and certification scheme to programmes at all levels<br>• Awarding of Certificate/ Diploma/ Degree based on the accumulation of the prescribed number of credits and redemption of credits to obtain the same. | • Developing a comprehensive credit transfer policy encompassing the transfer of credits earned, accumulated and thereafter redeemed. | Schools of Studies, Staff Training & Research Institute of Distance Education, Student Registration Division, Student Evaluation Division |

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| **Tapping the Unreached and Unserved Target Groups** | • Offering fee waiver to all marginalized persons<br>• Earmarking and utilization of Government funds and conducting outreach programmes in districts dominant with SEDGs<br>• Establishing linkages with industry/ world of work, implementing the concept of 'earn while you learn'<br>• Encouraging innovation and incentivizing individuals/ institutions as mentor institution<br>• Establishing more Learner Support Centres in underserved regions<br>• Translating SLMs into local/Indian languages<br>• Providing 24x7 mentoring and support services through digital media<br>• Providing accessible e-SLMs to PwD. | • Developing support technology tools for better participation and learning outcomes of all learners including SEDGs. | Schools of Studies, Student Registration Division , Student Evaluation Division , Regional Services Division, National Centre for Innovation in Distance Education, National Centre for Disability Studies |
| **Recognition of Prior Learning (RPL)** | • Framing scheme for RPL in line with government policy and aligning curriculum with NSQF competency<br>• Certifying the acquired skills, embedding a model apprenticeship into the RPL scheme. | • Integration of RPL into the mainstream. | Schools of Studies, Student Registration Division, Student Evaluation Division, Regional Services Division, Regional Centres |
| **Internationalization through Cross-border Education** | • Extending the outreach through setting up of more Overseas Study Centres<br>• Promoting linkages with foreign governments, collaboration with | • Increasing the enrolment of international students in IGNOU programmes and making it a major educational hub<br>• Developing a global mindset in IGNOU learners. | International Division, Student Registration Division , Schools of Studies, National Centre for Innovation in Distance Education |

| | | | |
|---|---|---|---|
| | foreign HEIs for twinning of programmes/ research, faculty exchange; collaborating with foreign alumni<br>• Attracting international learners by offering courses wise registration<br>• Engaging international students for promotion and support of innovation, entrepreneurship and start-ups by the IGNOU students,<br>• Setting up innovation Clubs at Overseas Study Centres for creating a culture of innovation and start-ups. | | |

## AUGMENTATION OF INFRASTRUCTURE

| EXPECTED OUTCOMES | STRATEGIC PLAN | | RESPONSIBILITY |
|---|---|---|---|
| | **Short-Term Goals (2021-2025)** | **Long-Term Goals (2030)** | |
| **Building Digital Infrastructure** | • Strengthening the technological infrastructure for online education<br>• Networking between different constituent units<br>• Equipping learners with hand-held/portable digital devices. | • Augmenting and updating the existing infrastructure of the University. | Administration Division, Centre for Online Education, Computer Division, Finance & Accounts Division |
| **Centralized Database Management System** | • Creating a Centralized Database System; Upgrading and supporting the whole architecture by training of human resource<br>• Adopting state-of-art | • Framing an Information Security Policy<br>• Moving towards Distributed Ledger Technology (DLT). | Centre for Online Education, Computer Division, Staff Training and Research Institute of Distance Education, Student Registration Division |

**CENTRE FOR QUALITY ASSURANCE (CIQA), IGNOU**

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| | hardware and software<br>• Having a repository of all its students with competency indicators<br>• Conducting Learner Analytics for tracking the learners. | | |
| **State-of-art Digital Infrastructure Security Systems** | • Establishing state-of-art digital infrastructure security systems<br>• Building robust cybersecurity solutions. | • Establishing powerful solutions to protect student, staff, and institutional data and provide a safe environment. | Centre for Online Education, Computer Division, Finance & Accounts Division |
| **Eco-friendly and Sustainable Campus** | • Reducing carbon footprint<br>• Going digital and reducing printing<br>• Creating awareness about green and sustainable practices and promoting smart transportation solutions<br>• Augmenting rainwater harvesting and reducing water consumption<br>• Encouraging faculty, staff and learners to take innovative initiatives towards eco-friendly and sustainable campus. | • Strengthening of e-Office management<br>• Converting Horticulture Cell to Centre for Sustainable Development. | Administration Division, Horticulture Cell, National Centre for Innovation in Distance Education |

## GOVERNANCE, LEADERSHIP, AND RESOURCE MOBILIZATION

| EXPECTED OUTCOMES | STRATEGIC PLAN | | RESPONSIBILITY |
|---|---|---|---|
| | **Short-Term Goals (2021-2025)** | **Long-Term Goals (2030)** | |
| **Restructuring and Decentralization** | • Revamping Regional Centres and Learner Support Centres;<br>• Expanding e-governance; and<br>• Decentralization of powers. | • Restructuring of different constituents of the University. | Regional Services Division, Administration Division |
| **Transparency and Standard Operating** | • Developing and Updating/Revisiting of policies, SOPs and Manuals | • Developing and implementing action-oriented policies and | Centre for Internal Quality Assurance/ Divisions/Units/ |

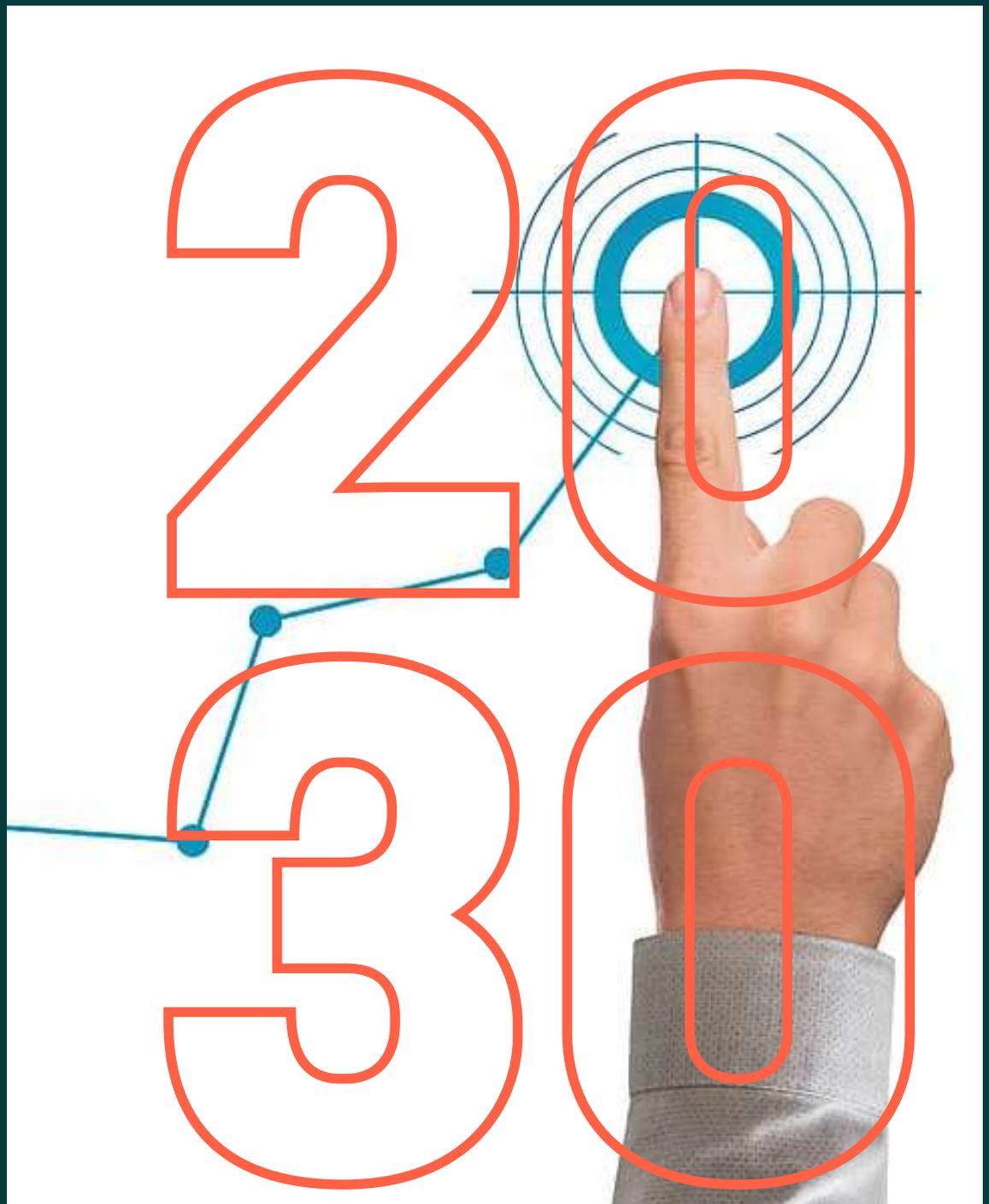| Procedures | for all major operations<br>• Ensuring effective record keeping and transparency in all operations<br>• Defining workload norms for all staff. | SOPs for all major operations in line with the IDP. | Centres/Cells Administration Division, Academic Coordination Division |
| --- | --- | --- | --- |
| Mobilization of Resources | • Developing a Resource Mobilization Framework and adopting Fee Rationalization Strategies<br>• Generating income from different sources<br>• Rationalizing the workforce. | • Maintaining the self-financed status by reducing dependencies and creating avenues for income generation. | Finance & accounts Division, Planning & Development Division, Administration Division, Academic Coordination Division, Schools of Studies, Regional Services Division, STRIDE |
| Welfare Measures for Stakeholders | • Organizing health camps and awareness programmes<br>• Migrating from the current health scheme to Cash-less Scheme<br>• Organizing awareness programmes on disability. | • Upgrading the Health Centre into a mini-Hospital<br>• Upgrading to the state-of-art canteen, guest house and crèche facilities<br>• Establishing Wellness centre, Outdoor and Indoor Sports complexes. | Administration Division, Finance and Accounts Division, School of Health Sciences, National Centre for Disability Studies |

## QUALITY ASSURANCE AND ENHANCEMENT

| EXPECTED OUTCOMES | STRATEGIC PLAN | | RESPONSIBILITY |
| --- | --- | --- | --- |
| | Short-Term Goals (2021-2025) | Long-Term Goals (2030) | |
| Continuous Quality Improvement Mechanisms | • Encouraging programme evaluation as a part of the programme revision scheme<br>• Strengthen monitoring of existing programmes with involvement of faculty from Schools of | • Embedding procedures of academic audit, performance audit, capacity audit, along with financial audit into the system. | Centre for Internal Quality Assurance, Schools of Studies, Divisions, Regional Centres, Units, Cells, Centres, Institute, All stakeholders |

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|  |  |  |  |
|---|---|---|---|
|  | Studies along with Regional Centres<br>• Liaising with apex and other professional bodies<br>• Obtaining and assessing the feedback from all stakeholders undertaking self-audit<br>• Ensuring compliance with norms of regulatory bodies<br>• Following the practice of self-disclosures and declarations. |  |  |
| **Best Practices** | • Documenting best practices/innovative practices of the University<br>• Initiating external audit and ISO 9000 certification. | • Ensuring the University's international presence by figuring in the World University rankings. | Centre for Internal Quality Assurance, Administration Division, Schools/Divisions/ Units/Cell/Institute All stakeholders |

# INSTITUTIONAL DEVELOPMENT PLAN OF IGNOU