

IGNOU'S INSTITUTIONAL DEVELOPMENT PLAN:



DEVELOPMENT AND IMPLEMENTATION

**CENTRE FOR INTERNAL QUALITY ASSURANCE
INDIRA GANDHI NATIONAL OPEN UNIVERSITY
NEW DELHI
2024**

Prepared & Designed by:



**Prof. Manjulika Srivastava
Director CIQA and NEP Cell**

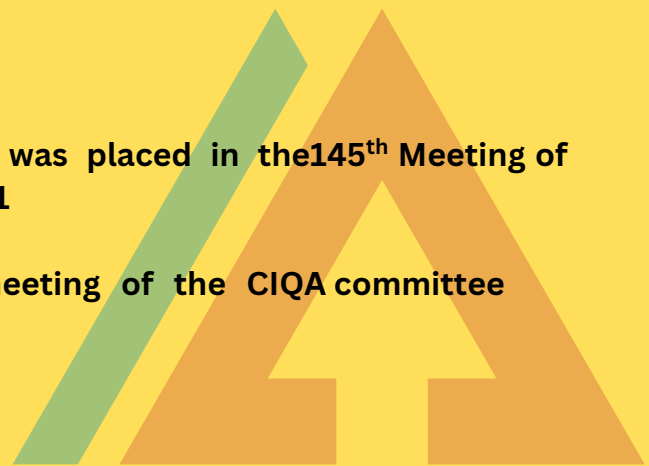
**Dr. Navita Abrol
Assistant Director , CIQA**

**Dr. Shekhar Suman
Assistant Director , CIQA**

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***The IGNOU's Institution Development Plan 2030 was placed in the 145th Meeting of the Board of Management Held on 25th October, 2021**

***Plan 1 and Plan 2 were placed in the second meeting of the CIQA committee held on 6th February, 2023**



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VICE CHANCELLOR'S MESSAGE



The National Education Policy 2020 (NEP) envisions an Institutional Development Plan (IDP) that will serve as a vision document to guide institutional transformation. The Institutional Plan should align with the goals outlined in NEP to achieve the intended objectives. Therefore, it is imperative for all institutions to prepare an effective plan.

The Indira Gandhi National Open University (IGNOU) has developed its Institutional Development Plan (IDP) for the year 2030. This plan will guide the University in achieving its goals and vision over the next decade, in accordance with the National Education Policy (NEP) 2020. The IDP covers nine major areas that will help the University to expand its academic reach, extend its outreach in India and abroad, and provide more skilled and employable learners. The University has outlined both short-term goals for the period 2020-2025, as well as long-term goals to be achieved by 2030.

The IDP of IGNOU 2030 underwent a review in 2022. The review was based on the guidelines issued by the University Grants Commission (UGC). The document was modified to consider the recent developments at the University, particularly regarding the implementation of NEP 2020.

An internal committee has monitored the IDP of IGNOU 2030. This Monitoring Committee was responsible for detailing the Multiple Parallel Implementation Steps for all the Schools of Studies, Divisions, Centres, and Units. The outcomes were recorded as Plan 1 pertaining to Schools of Studies and Plan 2 to the University's Divisions, Centres, and Units. Each School, Division, Centre, and Unit has spelt out the targets they have already achieved and their strategic plan vis-a-vis the targets set forth in the IDP document.

It is my firm belief, that the Institutional Development Plan (IDP) of IGNOU will pave the way for the University to emerge as the most preferred academic institution in both India and around the globe by the year 2030. The IDP will play a significant role in enhancing the University's academic excellence, research capabilities, and infrastructure, ensuring that it remains at the forefront of innovative and transformative education.



Prof. Nageshwar Rao

Vice-Chancellor

Indira Gandhi National Open University

New Delhi



विश्वविद्यालय का कुलगीत

I
ये है जन जन का विश्वविद्यालय
ये है जन जन का विश्वविद्यालय
सरल सुगम शिक्षा का आलय
जन जन का विश्वविद्यालय
जन जन का विश्वविद्यालय

II
जोत जलाए ज्ञान की, स्वाध्याय की, अनुसंधान की
राह दिखाए बच्चों को शिक्षा के अधिकार की
ना उग्र का कोई बंधन, ना बंदिश परिधि की
घर घर है बना शिक्षा का देवालय
ये है जन जन का विश्वविद्यालय
जन जन का विश्वविद्यालय

III
जन जन का मान है, सम्मान है, पहचान है
जन जन का मान, सम्मान, पहचान है
राष्ट्र का आह्वान है, वरदान है, अभिमान है
राष्ट्र का आह्वान, वरदान, अभिमान है
सर्वसुलभ, सर्वोत्तम शिक्षा का है वादा
मुक्त और दूरस्थ शिक्षा का महालय
ये है जन जन का विश्वविद्यालय
जन जन का विश्वविद्यालय

IV
देश – विदेश पटल पर भूषित
नवाचार से सज्जित, गुणवत्ता से परिपूरित
ज्ञान वाणी, ज्ञान दर्शन, ज्ञान कोष से सज्जित
ज्ञान कोष से सज्जित
सर्वगुण सम्पन्न शिक्षा का हिमालय
शिक्षा का हिमालय
ये है जन जन का विश्वविद्यालय
जन जन का विश्वविद्यालय

Vishwavidyaalay Ka Kulageet

I
Ye hai jan jan ka vishwavidyalay
Ye hai jan jan ka vishwavidyalay
Saral Sugam Shiksha Ka Aalay
Jan Jan Ka Vishwavidyaalay
Jan Jan Ka Vishwavidyaalay

II
Jot Jalaye Gyaan Kee, Svaadhyaya kee, Anusandhaan kee
Raah dikhaye Vanchiton ko Shiksha ke Adhikaar kee
naa umra ka koe bandhan, na bandish paridhi kee
ghar ghar hai bana shiksha ka devaalay
Ye hai jan jan ka vishwavidyalay
Jan Jan Ka vishwavidyaalay

III
Jan Jan Ka Maan Hai, Sammaan Hai, Pehachaan Hai
Jan Jan Ka Maan, Sammaan, Pahachaan Hai
Raashtra Ka Aahvaan Hai, Varadaan Hai, Abhimaan Hai
Raashtra Ka Aahvaan, Varadaan, Abhimaan Hai
Sarvasulabh, Sarvottam Shiksha Ka Hai Vaada
Mukt Aur Doorasth Shiksha Ka Mahaalay
Ye hai jan jan ka vishwavidyalay
Jan Jan Ka vishwavidyaalay

IV
Desh - Videsh Patal Par Bhooshit
Navaachaar Se Sajjit, Gunavatta Se Paripoorit
Gyaan Vani, Gyaan Darshan, Gyaan Kosh Se Sanchit
Gyaan Kosh Se Sanchit
Sarvagun Sampann Shiksha Ka Himaalay
Shiksha Ka Himaalay
Ye hai jan jan ka vishwavidyalay
Jan Jan Ka vishwavidyaalay



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मैदान गढ़ी, नई दिल्ली 110068

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ignou
THE PEOPLE'S
UNIVERSITY



INSTITUTIONAL DEVELOPMENT PLAN OF IGNOU 2030



INSTITUTIONAL DEVELOPMENT PLAN OF IGNOU 2030

CENTRE FOR INTERNAL QUALITY (CIQA)
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ANNUAL REPORT 2021-22

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

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

Indira Gandhi



INSTITUTIONAL DEVELOPMENT PLAN OF IGNOU 2030

**CIQA
2021**

**CENTRE FOR INTERNAL QUALITY ASSURANCE
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Vice Chancellor's Message

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.

A handwritten signature in blue ink, which appears to read 'Nageshwar Rao', written over a horizontal line.

(Prof Nageshwar Rao)

Vice Chancellor

Indira Gandhi National Open University
New Delhi

Acknowledgements

IGNOU was established by an Act of Parliament in 1985 to provide access to quality higher

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.

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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.

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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.

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.
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

- 1.1 Review of the University
- 1.2 Vision and Mission of the University-2030

1. 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;
- ◆ 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.

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.

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.;
- ◆ 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.

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.

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;
- ◆ 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.

2.6 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

The University adopts multi-channel, multi-media teaching/learning, approach that includes printed self-instructional material, audio-video materials, radio and television broadcasts, face-to-face counseling/tutoring, laboratory and hands-on experience, teleconferencing, video conferencing, interactive radio counseling, interactive multimedia, CD-ROM and Internet based resources, mobile phones for instant messaging. For courses in streams like Sciences, Computer Sciences, Nursing, Medical Sciences, Education and Engineering & Technology, arrangements have been made to enable learners to attend intensive practical classes/practice teaching at select Learner Support Centres. The University is flexible in terms of entry qualification.

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.

3.2 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.

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
- ◆ 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 Regional Centres 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);

- ◆ 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.

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;
- ◆ 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;
- ◆ 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.
- ◆ 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.

7.4 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.

8.2 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

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- 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 (2020-2030)

10.1 Expected Outcomes

10.2 Detailed Strategic Plan

10. STRATEGIC ACTION 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.
- ◆ 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
- ◆ 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	310
2	Multiple Entry Exit Programmes	21	75
3	Skill Enhancement Courses in CBCS	15	50
4	Online Programmes	18	226
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	3500
10	Overseas Study Centres	23	40
11	Translation of Popular IGNOU Programmes into Regional Languages	20	120
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	<ul style="list-style-type: none"> Revamping the existing UG and PG degree programmes by integrating a bouquet of multidisciplinary skill- based courses Revising and strengthening programmes by adopting available resources: OERs/ MOOCs; 	<ul style="list-style-type: none"> Regrouping of existing disciplines and creation of new disciplines in emerging areas. Restructuring of Schools of Studies. Introducing 4-year UG degree programmes. 	Schools of Studies Staff Training & Research Institute of Distance Education Student Registration Division

EXPECTED OUTCOMES	STRATEGIC PLAN		RESPONSIBILITY
	Short Term Goals (2021-2025)	Long- Term Goals (2030)	
	<ul style="list-style-type: none"> • 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 		
Inculcating Human Values and Professional Ethics	<ul style="list-style-type: none"> • Integrating the values of social responsibility, human values, and sustainability into the curricula • Revising the existing programme to make them multidisciplinary and focus on the development of professional skills, soft skills, employability and value-based education 	<ul style="list-style-type: none"> • 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
Promoting Multilingualism, Indian Languages, Knowledge and Culture	<ul style="list-style-type: none"> • Offering stand-alone courses aimed at promoting Indian languages, arts and culture • Translating programmes/courses into regional languages • Promoting multilingualism by offering programmes on Indian and foreign languages 	<ul style="list-style-type: none"> • Launching more programmes enriched with Indian knowledge, arts and culture. • Offering majority programmes/courses in regional languages 	Schools of Studies

EXPECTED OUTCOMES	STRATEGIC PLAN		RESPONSIBILITY
	Short Term Goals (2021-2025)	Long- Term Goals (2030)	
Skill Development for Employability, Entrepreneurship and Community Development	<ul style="list-style-type: none"> Ensuring active learner engagement through mandatory lab-based practical/hand-on training/internships/fieldwork/project work/etc. in the UG and PG programmes Establishment of skill lab/virtual labs in collaboration with other Higher Education Institutions Working on sponsorships by Central and state governments, public and private enterprises and international organizations Collaboration with national and international and professional bodies and councils/commissions wherever necessary Including the components of innovation and entrepreneurship in each UG/PG level programme focusing on possibilities of entrepreneurship in that area 	<ul style="list-style-type: none"> Strengthening the UG degree programmes by integrating the vocational component in alignment with the NSQF levels in collaboration with the respective Sector Skill Councils. Conducting State-level Skills Gap Analysis and Mapping the Sector-wise trained human resource requirements through State governments. 	Schools of Studies Regional Services Division
Linkage with Industry and Community	<ul style="list-style-type: none"> Creating a separate Industry Linkage Unit (ILU) in the Planning and Development Division to facilitate academic arrangements in the relevant industry through internship/ 	<ul style="list-style-type: none"> 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

EXPECTED OUTCOMES	STRATEGIC PLAN		RESPONSIBILITY
	Short Term Goals (2021-2025)	Long- Term Goals (2030)	
	apprenticeship; community attachment; collaborative research works; etc. and encouraging earning while learning to make learners job and industry-ready. <ul style="list-style-type: none"> • Networking and collaboration with industry and incubators for pre-incubation of the innovators and entrepreneurs 		Regional Centres National Centre for Innovation in Distance Education
Teacher Education	<ul style="list-style-type: none"> • Strengthening existing two-year Bachelor of Education (B.Ed.) programme by introducing new pedagogy courses for specialization for senior-secondary level teacher preparation. • Offering CPD programmes/MOOCs for school teachers/ principals for upskilling • Offering teacher education/specialized pedagogy courses for research scholars • Developing a cadre of Innovation Ambassadors from amongst the teachers of all levels and upskilling them in the field of innovation, entrepreneurship and start-ups 	<ul style="list-style-type: none"> • 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

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	<ul style="list-style-type: none"> • Having a comprehensive Research Policy • Having a Innovation and Start-up Policy • Incentivizing research activities • Single window operation of project based research • Incentivizing faculty for their innovation, entrepreneurship and start-ups, etc. for career advancement • Allocate the specific percentage of the budget of IGNOU for the research purposes • Identifying, recognizing and awarding the innovators and entrepreneurs 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Setting up Incubation Centres (labs with gadgets used in industry) at the Headquarters and all Regional Centres • Setting up Virtual Incubator • Making internships and apprenticeships as compulsory components in programmes • Mentoring of the learners for Innovation, Entrepreneurship and Start-ups. 	<ul style="list-style-type: none"> • Certifying the specific skill earned with a digital badge and providing open badge passports to learners • 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

EXPECTED OUTCOMES	STRATEGIC PLAN		RESPONSIBILITY
	Short Term Goals (2021-2025)	Long- Term Goals (2030)	
Capacity Building	<ul style="list-style-type: none"> • Conducting training programmes/ Faculty Development Programmes (FDP) to keep teachers and academics updated with the requirements of the new age learners and the new teaching – learning pedagogy, etc. • Encouraging professional achievements of teachers, academics, and learners by way of instituting awards • Sponsoring teachers and academics for participation in conferences, exchange programmes, study tours, etc. • Mapping of curricula with MOOCs and OERs • Capacity building of learners and faculty for Innovation, start- ups and entrepreneurship 	<ul style="list-style-type: none"> • Providing opportunities for collaboration with renowned national and international institutions • Using AI for translating the existing courses into regional languages 	Staff Training & Research Institute of Distance Education Research Unit Academic Coordination Division 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	<ul style="list-style-type: none"> • Offering more online programmes • Creation of comprehensive Learning Management System (LMS) for all types of theory based and practical based programmes 	<ul style="list-style-type: none"> • 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

EXPECTED OUTCOMES	STRATEGIC PLAN		RESPONSIBILITY
	Short Term Goals (2021-2025)	Long- Term Goals (2030)	
	<ul style="list-style-type: none"> Using cloud-based teaching platforms, social media and e-resources including virtual labs Translating e-Content/ e-SLM into regional languages using AI Embedding of digital skills or as a compulsory course in all UG programmes 		
Addressing the Digital Divide	<ul style="list-style-type: none"> Providing e-Content/ eSLM in tablets/ smartphones Addressing accessibility issues for PwD Orientating the learners to facilitate their entry into the new online/digital learning environment 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Setting up of Digital Learning Hubs and Learner Facilitation Centres at Regional Centres Setting up of Incubation Centres with laboratories equipped with industry gadgets Setting up Virtual Learner Support System 	<ul style="list-style-type: none"> 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

EXPECTED OUTCOMES	STRATEGIC PLAN		RESPONSIBILITY
	Short Term Goals (2021-2025)	Long- Term Goals (2030)	
Online Learning Environments for Learner Engagement	<ul style="list-style-type: none"> • Providing online induction for fresh learners • Strengthening the websites; upgrading Student Management System • Extending the provision of Web-Enabled Academic Support (WEAS) to all programmes • Providing online counselling support through a national resource pool • Providing digital and online learner support; Organizing online seminars/webinars on cross-cutting issues and co-curricular aspects • Engaging learners in active learning • Setting up of Virtual Labs 	<ul style="list-style-type: none"> • Designing activity-based online collaborative learning environment for the learners by adopting the Four-Quadrant-based Support • Tracking the progress of the learners using artificial intelligence (AI) • Identifying the learning styles of the learners including PwD through AI-based learning analytics 	Centre for Online Education Schools of Studies Regional Services Division Regional Centres Computer Division National Centre for Innovation in Distance Education National Centre for Disability Studies
Learner Assessment and Evaluation	<ul style="list-style-type: none"> • Providing facility for e-tutorial in the eSLM • Providing learners facility for online submission of assessment tools • Facilitating online continuous assessment and evaluation • Developing digital question banks for different programmes • Developing the scheme of On-demand Exam 	<ul style="list-style-type: none"> • 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

EXPECTED OUTCOMES	STRATEGIC PLAN		RESPONSIBILITY
	Short Term Goals (2021-2025)	Long- Term Goals (2030)	
Extension Activities and Community Engagement	<ul style="list-style-type: none"> Engaging the learners in extension activities Conducting outreach programmes Engaging learners in innovation, entrepreneurship and start-ups related activities 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Strengthening Campus Placement Cell and Alumni Cell Establishing Placement Cell in Regional Centres Organizing periodic placement drives and Industry-academic Meets Engaging alumni in different activities of the University Engaging Alumni entrepreneurs and Innovators for inspiring, mentoring, funding and other support to the budding innovators and entrepreneurs Forming a network of Alumni entrepreneurs and Innovators and organize regular Meets 	<ul style="list-style-type: none"> Extending Industry-linkage for facilitating Placement drives Honouring distinguished alumni 	Placement Cell Regional Services Division Regional Centres National Centre for Innovation in Distance Education

REACHING OUT TO THE UNREACHED

EXPECTED OUTCOMES	STRATEGIC PLAN		RESPONSIBILITY
	Short Term Goals (2021-2025)	Long- Term Goals (2030)	
Multiple Entry and Exit	<ul style="list-style-type: none"> Creating multiple entry and exit provisions in the structure of the degree programmes 	<ul style="list-style-type: none"> Developing a comprehensive credit transfer policy encompassing the 	Schools of Studies Staff Training & Research Institute of Distance

EXPECTED OUTCOMES	STRATEGIC PLAN		RESPONSIBILITY
	Short Term Goals (2021-2025)	Long- Term Goals (2030)	
	<ul style="list-style-type: none"> • Providing the option to pre-exit and accumulation of credits, provision of lateral entry and complete the degree • Extending course-wise registration and certification scheme to programmes at all levels • Awarding of Certificate/ Diploma/Degree based on the accumulation of the prescribed number of credits and redemption of credits to obtain the same 	transfer of credits earned, accumulated and thereafter redeemed	Education Student Registration Division Student Evaluation Division
Tapping the Unreached and Unserved Target Groups	<ul style="list-style-type: none"> • Offering fee waiver to all marginalized persons • Earmarking and utilization of Government funds and conducting outreach programmes in districts dominant with SEDGs • Establishing linkages with industry/world of work, implementing the concept of 'earn while you learn' • Encouraging innovation and incentivizing individuals/ institutions as mentor institution • Establishing more Learner Support Centres in underserved regions • Translating SLMs into local/Indian languages 	<ul style="list-style-type: none"> • 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

EXPECTED OUTCOMES	STRATEGIC PLAN		RESPONSIBILITY
	Short Term Goals (2021-2025)	Long- Term Goals (2030)	
	<ul style="list-style-type: none"> • Providing 24x7 mentoring and support services through digital media • Providing accessible e-SLMs to PwD 		
Recognition of Prior Learning (RPL)	<ul style="list-style-type: none"> • Framing scheme for RPL in line with government policy and aligning curriculum with NSQF competency • Certifying the acquired skills, embedding a model apprenticeship into the RPL scheme 	<ul style="list-style-type: none"> • Integration of RPL into the mainstream 	Schools of Studies Student Registration Division Student Evaluation Division Regional Services Division Regional Centres
Inter-nationalization through Cross-border Education	<ul style="list-style-type: none"> • Extending the outreach through setting up of more Overseas Study Centres • Promoting linkages with foreign governments, collaboration with foreign HEIs for twinning of programmes/research, faculty exchange; collaborating with foreign alumni • Attracting international learners by offering courses wise registration • Engaging international students for promotion and support of innovation, entrepreneurship and start-ups by the IGNOU students, 	<ul style="list-style-type: none"> • Increasing the enrolment of international students in IGNOU programmes and making it a major educational hub • Developing a global mindset in IGNOU learners 	International Division Student Registration Division Schools of Studies National Centre for Innovation in Distance Education

EXPECTED OUTCOMES	STRATEGIC PLAN		RESPONSIBILITY
	Short Term Goals (2021-2025)	Long- Term Goals (2030)	
	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Strengthening the technological infrastructure for online education Networking between different constituent units Equipping learners with hand-held/ portable digital devices 	<ul style="list-style-type: none"> Augmenting and updating the existing infrastructure of the University 	Administration Division Centre for Online Education Computer Division Finance & Accounts Division
Centralized Database Management System	<ul style="list-style-type: none"> Creating a Centralized Database System; Upgrading and supporting the whole architecture by training of human resource Adopting state-of-art hardware and software Having a repository of all its students with competency indicators Conducting Learner Analytics for tracking the learners 	<ul style="list-style-type: none"> Framing an Information Security Policy Moving towards Distributed Ledger Technology (DLT) 	Centre for Online Education Computer Division Staff Training and Research Institute of Distance Education Student Registration Division
State-of-art Digital Infrastructure Security Systems	<ul style="list-style-type: none"> Establishing state-of-art digital infrastructure security systems Building robust cybersecurity solutions 	<ul style="list-style-type: none"> Establishing powerful solutions to protect student, staff, and institutional data and provide a safe environment 	Centre for Online Education Computer Division Finance & Accounts Division

EXPECTED OUTCOMES	STRATEGIC PLAN		RESPONSIBILITY
	Short Term Goals (2021-2025)	Long- Term Goals (2030)	
Eco-friendly and Sustainable Campus	<ul style="list-style-type: none"> • Reducing carbon footprint • Going digital and reducing printing • Creating awareness about green and sustainable practices and promoting smart transportation solutions • Augmenting rainwater harvesting and reducing water consumption • Encouraging faculty, staff and learners to take innovative initiatives towards eco-friendly and sustainable campus. 	<ul style="list-style-type: none"> • Strengthening of e-Office management • 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	<ul style="list-style-type: none"> • Revamping Regional Centres and Learner Support Centres; • Expanding e-governance; and • Decentralization of powers 	<ul style="list-style-type: none"> • Restructuring of different constituents of the University 	Regional Services Division Administration Division
Transparency and Standard Operating Procedures	<ul style="list-style-type: none"> • Developing and Updating/Revisiting of policies, SOPs and Manuals for all major operations • Ensuring effective record keeping and transparency in all operations • Defining workload norms for all staff 	<ul style="list-style-type: none"> • Developing and implementing action-oriented policies and SOPs for all major operations in line with the IDP 	Centre for Internal Quality Assurance Divisions/Units/Centres/Cells Administration Division Academic Coordination Division

EXPECTED OUTCOMES	STRATEGIC PLAN		RESPONSIBILITY
	Short Term Goals (2021-2025)	Long- Term Goals (2030)	
Mobilization of Resources	<ul style="list-style-type: none"> Developing a Resource Mobilization Framework and adopting Fee Rationalization Strategies Generating income from different sources Rationalizing the workforce 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Organizing health camps and awareness programmes Migrating from the current health scheme to Cash-less Scheme Organizing awareness programmes on disability 	<ul style="list-style-type: none"> Upgrading the Health Centre into a mini-Hospital; Upgrading to the state-of-art canteen, guest house and crèche facilities 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	<ul style="list-style-type: none"> Encouraging programme evaluation as a part of the programme revision scheme Strengthen monitoring of existing programmes with involvement of faculty from Schools of Studies along with Regional Centres 	<ul style="list-style-type: none"> 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

EXPECTED OUTCOMES	STRATEGIC PLAN		RESPONSIBILITY
	Short Term Goals (2021-2025)	Long- Term Goals (2030)	
	<ul style="list-style-type: none"> • Liaising with apex and other professional bodies • Obtaining and assessing the feedback from all stakeholders undertaking self-audit • Ensuring compliance with norms of regulatory bodies • Following the practice of self-disclosures and declarations 		
Best Practices	<ul style="list-style-type: none"> • Documenting best practices/innovative practices of the University • Initiating external audit and ISO 9000 certification 	<ul style="list-style-type: none"> • 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

गणित

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

.. शिक्षा मानव को बन्धन को तोड़ करती है।
 मानव को जहाँ तक की मानवता का आभार है।
 वहाँ तक उसे उन्नत करने के लिए प्रेरित करने का
 काम करता है।



विश्वविद्यालय का कुलगीत

- I
ये हैं जन जन का विश्वविद्यालय
ये हैं जन जन का विश्वविद्यालय
सरल सुगम शिक्षा का आलय
जन जन का विश्वविद्यालय
जन जन का विश्वविद्यालय
- II
जोत जलाए ज्ञान की, स्वाध्याय की, अनुसंधान की
साह दिखाए संघर्षों को शिक्षा के अधिकार की
ना उम्र का कोई बंधन, ना बंदिश परिधि की
घर घर है बना शिक्षा का देवालय
ये हैं जन जन का विश्वविद्यालय
जन जन का विश्वविद्यालय
- III
जन जन का मान है, सम्मान है, पहचान है
जन जन का मान, सम्मान, पहचान है
राष्ट्र का आदरान है, बरदान है, अविमान है
राष्ट्र का आदरान, बरदान, अविमान है
सर्वसुलभ, सर्वोत्तम शिक्षा का है वादा
मुक्त और दूरस्थ शिक्षा का महालय
ये हैं जन जन का विश्वविद्यालय
जन जन का विश्वविद्यालय
- IV
देश - विदेश पटल पर भूषित
नवाचार से सज्जित, गुणवत्ता से परिपूरित
ज्ञान वाणी, ज्ञान दर्शन, ज्ञान कोष से संचित
ज्ञान कोष से संचित
सर्वगुण सम्पन्न शिक्षा का हिमालय
शिक्षा का हिमालय
ये हैं जन जन का विश्वविद्यालय
जन जन का विश्वविद्यालय

Vishvavidyaalay Ka Kulageet

- I
Ye hai Jan Jan ka vishvavidyalay
Ye hai Jan Jan ka vishvavidyalay
Saral Sugam Shiksha Ka Aalay
Jan Jan Ka Vishvavidyaalay
Jan Jan Ka Vishvavidyaalay
- II
Jot Jalaye Gyaan Kee, Svadhyay kee, Anusandhaan kee
Raah dikhaye Vanchiton ko Shiksha ke Adhikaar kee
naa umra ka kooe bandhan, na bandish paridhi kee
ghar ghar hai bana shiksha ka devaalay
Ye hai Jan Jan ka vishvavidyalay
Jan Jan Ka vishvavidyaalay
- III
Jan Jan Ka Maan Hai, Sammaan Hai, Pehachaan Hai
Jan Jan Ka Maan, Sammaan, Pehachaan Hai
Raashtra Ka Aahvaan Hai, Varadaan Hai, Abhimaan Hai
Raashtra Ka Aahvaan, Varadaan, Abhimaan Hai
Sarvasulabh, Sarvottam Shiksha Ka Hai Vaada
Mukt Aur Doorasth Shiksha Ka Mahaalay
Ye hai Jan Jan ka vishvavidyalay
Jan Jan Ka vishvavidyaalay
- IV
Desh - Videsh Patal Par Bhooshit
Navaachaar Se Sajjit, Gunavatta Se Paripoorit
Gyaan Vani, Gyaan Darshan, Gyaan Kosh Se Sanchit
Gyaan Kosh Se Sanchit
Sarvagun Sampann Shiksha Ka Himaalay
Shiksha Ka Himaalay
Ye hai Jan Jan ka vishvavidyalay
Jan Jan Ka vishvavidyaalay

ANNUAL REPORT 2021-22



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

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इग्नू/INDIRA GANDHI NATIONAL OPEN UNIVERSITY
(NAAC Accredited A++ Grade)
Centre for Internal Quality Assurance (CIQA)

F. No.: IG/CIQA/IDP/21/ 53
Date: 29/06/2021

NOTIFICATION

The Board of Management in its 142nd meeting held on 31.05.2021 resolved for evolving an Institutional Development Plan (IDP) viz., Action Plan, Strategic, and Vision Plan, which may be developed by the CIQA of the University in consultation with Planning Board as vision for youth, as is also envisaged in the Nation Education Policy of the country.

In compliance of the resolution a Committee has been constituted by the Vice Chancellor comprising of the following members:

- | | | | |
|----|---|---|-------------------|
| 1. | Prof. Swaraj Basu, SOSS | - | Chairperson |
| 2. | Dr. Srikant Mohapatra, Director (RSD) | - | Member |
| 3. | Dr. Pankaj Khare, Director (P&DD) | - | Member |
| 4. | Prof. S R Jha, SOS | - | Member |
| 5. | Dr. Vijay Kumar, SOA | - | Member |
| 6. | Prof. Manjulika Srivastava, Director (CIQA) | - | Member & Convener |

The committee shall meet and develop the Institutional Development Plan as envisaged in the National Education Policy, 2020 which reads as:

Each institution will integrate its academic plans ranging from curricular improvement to quality classroom transaction – into its larger Institutional Development Plan (IDP). Each institution will be committed to the holistic development of students and create strong internal systems for supporting diverse student cohorts in academic and social domains both inside and outside formal academic interactions in the classroom.

This issues with the approval of the Vice Chancellor.


(Prof. Manjulika Srivastava)

Distribution:

1. Members of the Committee
2. VCO for information of Vice Chancellor
3. Directors/Registrars of Schools/Divisions/Institute/Centre/Cells/Units
4. PS to PVC(s)
5. Notification File and Office Copy

प्रो. मन्जुलिका श्रीवास्तव
Prof. Manjulika Srivastava
निदेशिका (सी.आई.क्यू.ए.)
Director (C.I.Q.A.)



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**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
MAIDAN GARHI, NEW DELHI-110 068**

**MINUTES OF THE 1st MEETING of THE COMMITTEE FOR EVOLVING
INSTITUTIONAL DEVELOPMENT PLAN (IDP) OF IGNOU HELD ON 1ST
JULY 2021 AT 11.30 AM IN THE CONFERENCE ROOM, CIQA, IGNOU,
MAIDAN GARHI, NEW DELHI-110 068.**

Following attended the meeting:

1.	Prof Swaraj Basu, SOSS	Chairperson
2.	Prof Srikant Mohapatra, Director RSD	Member
3.	Dr. Pankaj Khare, Director (P&DD)	Member
4.	Prof S R Jha, SOS	Member
5.	Dr. Vijaya Kumar, Associate Professor, SOA	Member
6.	Prof. Manjulika Srivastava, Director CIQA	Member and Convener

Dr Shekhar Suman, Asstt. Director, CIQA was present to provide the academic inputs to Member & Convener, Director CIQA.

Prof Swaraj Basu, Chairperson of the Committee welcomed the members, and expressed his gratitude to the Vice-Chancellor, Prof. Nageshwar Rao, for reposing his confidence on the Committee members for preparing this important document of the University. He highlighted that, the National Education Policy 2020 (NEP 2020) envisages an Institutional Development Plan (IDP) which will guide the Institution regarding academic programmes, human resource management and resource mobilization leading to institutional transformation. It will also ensure transparency; effective governance; quality enhancement; learner participation and support; better access to higher education; equity and inclusiveness for ensuring the participation of socially and economically disadvantaged groups.

The following Agenda Items were discussed in the meeting and the resolutions taken thereof:

ITEM NO. 1	Development of Action Plan, Strategic, and Vision Plan of IGNOU in a time-bound manner.
IDPC 1.1.1	The Chairperson stated that the Institutional Development Plan of the University should be the journey that IGNOU has to take in the upcoming 20 years and needs to be aligned with the NEP 2020, as envisaged by the Board of Management. He also mentioned that while preparing this document, it is not only the vision of the youth but vision of the University that should be projected.

	<p>It was also discussed by the members that the vision, mission and objects of the IGNOU Act should be synchronized with the NEP 2020. Also, an implementation plan, to achieve the goals, was needed, outlining the short term and long term goals. There was a need to reposition IGNOU and chalk out a framework that would also include the global outreach, global presence and branding of the University.</p> <p>A reference was made to a recent research publication of the Vice Chancellor, wherein he had given valuable inputs regarding the future of OUs. The Director CIQA shared a draft document on the suggested components to be referred by the members while preparing the Institutional Development Plan (Refer Annex. 1). Dr. Srikant Mohapatra also shared the vision and IDP document of Odisha State Open University submitted to the World Bank, which could be referred to by the committee members. Dr. Pankaj Khare, Director, P&DD also informed the committee that P&DD has prepared draft Vision 2020 of the University which would be shared with committee members. Each member in the committee in course of discussion gave valuable suggestions towards making IDP.</p> <p>The committee was of the view that the draft IDP document needs to be placed before all the stakeholders for their feedback and inputs, before it is placed before the statutory bodies for approval, if approved by the competent authority.</p>
IDPC 1.1.2	Resolution: The above referred documents would be shared with all the committee members for their perusal and reference.
ITEM NO. 2	Plan of work for developing the Institutional Development Plan.
IDPC 2.1.1	The Committee discussed the components of the proposed IDP document and distributed the various components among the members.
IDPC 2.1.2	<p>Resolution: The work distribution, as decided by the Chairperson, was as follows:</p> <ol style="list-style-type: none"> 1. Prof. Swaraj Basu: Analysis of IGNOU's past performance-An appraisal. 2. Dr. Pankaj Khare: Governance; Management; Leadership; Financial Mobilization; and Digitisation. 3. Dr. S K Mohapatra: Learners Support; Services to Learners; and Digital Divide. 4. Prof. Manjulika Srivastava: Systemic Research; Online Technology enabled learning; and Quality enhancement measures. 5. Prof. S. R. Jha: Academic restructuring of programmes; and academic research.

	6. Dr. Vijayakumar: Professional and vocational programmes and employability. The members were asked to prepare the draft on the areas assigned to them for discussion in the next meeting.
ITEM NO. 3	Decide on the Timeline of activities for finalizing the IDP Plan.
IDPC 3.1.1	It was decided by the members that the Committee will meet after 10 days with the draft documents as per the work distribution.
IDPC 3.1.2	Resolution: The members agreed to complete the task within the timeline.

The meeting ended with a vote of thanks to the committee members by the Director, CIQA.

Manjulika Srivastava
Manjulika Srivastava 2/7/21
Director, CIQA

Glimpses of IDPC meeting:



IDP: Suggested Components

Prof Manjulika Srivastava
Director, CIQA

IGNOU will develop the IDP through a participative process in which management; faculty, administration as well as students have important roles. The IDP may have following Components:

1. Setting targets

Focus on positioning the University to remain as the torchbearer national OU of the country; extending outreach to unserved target groups: special efforts to identify areas with large populations of socially and economically disadvantaged groups (SEDGs); sustained efforts to be made to reach out to potential learners in villages; global outreach and global presence, branding; etc.

2. Evolving strategies

For promoting excellence through enhanced teaching – learning processes; efforts to provide virtual campus and learning experience to the learners; extensive digitization to be incorporated in functioning of the University-academic and administrative, etc.

3. Governance and planning

To ensure autonomy and transparency in all operations through self disclosure; development of Standard Operating Procedures for all activities; gradual shift towards a complete paperless office; conduct of Green Audit, Energy Audit, Environment Audit, Academic and Administrative audits of the University for promoting good governance, etc.

4. Academic programmes

Propose changes in degree structures; enhance the multidisciplinary nature of the degree programmes; introduce more courses/ integrate existing vocational and skill enhancement courses into the degree programmes to focus on employability, entrepreneurship and skill development; promote outcome based learning; enhancing the career opportunities through introducing research and internships and skill development, innovative and incubational activities; promote start-ups by the students as an entrepreneurial activity; existing credit transfer scheme to be revisited to accommodate the credits earned by a learner through Course wise Registration and Certification Scheme; increase weightage of internal assessment; introduce innovative tools of assessment; digitization of evaluation processes; introduction of on demand examination system; etc.

5. Human resource management

Focus on filling up of vacant positions; timely promotions with due transparency in the process; human resource utilization and staff development and orientation; encouraging research output of faculty by incentivizing research; etc.

6. Learner support system

Wider choice to learners through multidisciplinary environment; special focus on SEGDs' mentoring and academic support to achieve learning outcomes; empowerment of marginalized and weaker sections annually through special schemes; special efforts to be made to seek Corporate Social Responsibility (CSR) funding from Business and Industrial Houses and PSUs to provide fee exemption, scholarships; automation of learner support services; etc.

7. Physical and technological infrastructure

Infrastructure augmentation and maintenance of infrastructure and buildings to achieve global standards; optimum utilization of infrastructure; updating of automation system (Hardware and software); adoption of renewable energy and green practices; etc.

8. Financial planning and mobilization

Mobilization and utilization of resources; regular internal and external audits; revenue generation through various methods such as consultancy, training, donations from alumni, sponsorships; etc.

9. Monitoring, Quality Assurance and review

Activities to be undertaken annually for quality enhancement and quality assurance through proper monitoring mechanisms; ensuring compliance with latest regulations issued by various apex bodies; etc

The above Components and Parameters are only suggestive and are subject to change.



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**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
MAIDAN GARHI, NEW DELHI-110 068**

MINUTES OF THE 2nd MEETING OF THE COMMITTEE FOR EVOLVING INSTITUTIONAL DEVELOPMENT PLAN (IDP) OF IGNOU HELD ON 12th JULY 2021 AT 11.30 AM IN THE CONFERENCE ROOM, CIQA, IGNOU, MAIDAN GARHI, NEW DELHI-110 068.

Following attended the meeting:

1.	Prof.Swaraj Basu, SOSS	Chairperson
2.	Dr.Srikant Mohapatra, Director RSD	Member
3.	Prof.S R Jha, SOS	Member
4.	Dr. P. Vijayakumar, SOA	Member
5.	Prof. Manjulika Srivastava, Director CIQA	Member and Convener

Dr. Pankaj Khare, Director (P&DD) Member of the committee could not attend the meeting as he was on leave. Dr. Shekhar Suman, Asstt Director, CIQA was present to provide the academic inputs to Member & Convener, Director CIQA.

Prof Swaraj Basu, Chairperson of the Committee welcomed the members, and expressed his gratitude to the Director CIQA, for the smooth conduct of the meeting and timely circulation of the minutes. He appreciated the efforts put in by the members in submitting their Drafts before the meeting.

The members unanimously agreed to complete the First Draft of the IDP document by 31st July, 2021.

The following Agenda Items were discussed in the meeting and the resolutions taken thereof:

ITEM NO. 1	To review the draft documents as per the work distribution submitted by the members.
IDPC 1.1.1	The preliminary drafts were submitted by the following members: Prof. Swaraj Basu, SOSS Dr. Srikant Mohapatra, Director RSD Prof. S R Jha, SOS Dr. P. Vijayakumar, SOA Prof. Manjulika Srivastava, Director CIQA The Draft from Dr. P. Khare was not received.
IDPC 1.1.2	Resolution: The members discussed the documents in detail. It was decided that Dr. P. Khare will be requested to submit his draft document before the next meeting.

ITEM NO. 2	Preparation of Template for IDP.
IDPC 2.1.1	The Committee discussed the components of the proposed IDP document and prepared the Template for drafting the blue print of IDP. The Template is annexed as Annexure-I.
IDPC 2.1.2	Resolution: The committee was in agreement to follow the template while drafting the blue print of IDP. It was also decided by the committee to submit the Template to the Vice Chancellor for his kind perusal, directions and suggestions for further improvement.

The meeting ended with a vote of thanks to the committee members by the Director, CIQA.

Manjulika Srivastava
Director, CIQA

IDP: TEMPLATE

IGNOU will develop the IDP through a participative process in which management, faculty, academics, administration as well as students have important roles. The IDP may have following Components:

1. Prelude (Swaraj Basu)

- Background about the University
- Rationale
- Mission
- Objects
- Vision
- Core Values
- Extending outreach to unserved target groups
- Global outreach and global presence, branding; etc.

2. Appraisal of existing system (Swaraj Basu)

- SWOC Analysis
- Future Goals in line with NEP 2020

3. Academic programmes (S R Jha)

- Revisiting existing degree structures
- Thinking on the multidisciplinary nature of the degree programmes
- Integration of vocational and skill enhancement courses into the degree programmes to focus on employability, entrepreneurship and skill development
- Promote outcome based learning
- Enhancing the career opportunities through internships and skill development, innovative and incubational activities
- Encouragement of earning while learning
- Reorganization of schools of studies keeping in view the changing needs
- Promoting e start-ups by the students as an entrepreneurial activity
- Existing credit transfer scheme to be revisited to accommodate the credits earned by a learner through Course wise Registration and Certification Scheme
- Increase weightage of internal assessment
- Introduce innovative tools of assessment
- Digitization of evaluation processes
- Introduction of on-demand examination system; etc.

4. Research and Faculty Development (SR Jha)

- Developing a culture of research through Policy on Systemic Research, Discipline based research and Action research
- Encouraging e national and international collaborative research projects
- Encouraging research output of faculty by incentivizing research through various scheme
- Research ethics
- Filling up of vacant positions
- Timely promotions with due transparency in the process
- Human resource utilization
- Organize capacity building programmes in emerging areas
- Recognize professional achievements of Faculty
- Revisit consultancy policy

5. Technology Enabled Teaching Learning (Manjulika & Vijaykumar)

- Promoting Heutagogy and lifelong learning
- Addressing the digital divide

- Catapulting learners into the realm of virtual learning
- Artificial Intelligence-based machine learning
- Building digital infrastructure
- Developing globally competitive learners
- Skill development for employability and entrepreneurship
- Setting up of incubation centres and start-ups
- Reaching out to unserved target groups through RPL

6. Centralized Database Management (Vijaykumar)

- Strong and robust centralized databases
- Updating and maintenance of databases, hardware, software
- Data security, backup and authorized access to the databases
- Integrated database of learners from admission to certification

7. Learner support system (SK Mohapatra)

- Redefining the role and functions of RCs and LSC
- Online and Channel based counselling support from headquarters and regional centres
- Networking headquarters with Regional Centres and LSCs
- Wider choice to learners through multidisciplinary environment
- Special focus on SEGD's mentoring and academic support to achieve learning outcomes
- Empowerment of marginalized and weaker sections annually through special schemes
- Special efforts to be made to seek Corporate Social Responsibility (CSR)
- Funding from Business and Industrial Houses and PSUs to provide fee exemption, scholarships; automation of learner support services; etc.
- Special efforts to identify areas with large populations of socially and economically disadvantaged groups (SEDGs)
- Vertical and horizontal integration of the Learner Support System through technology intervention shall be ensured.
- Development of appropriate software for managing operations at Regional Centres and LSCs
- Policies on all operational areas of student support
- Call Centre approach in information dissemination and study related problem resolution
- Learner Charter

8. Physical and Technological Infrastructure (P Khare)

- Infrastructure augmentation and maintenance of infrastructure and buildings to achieve global standards
- Optimum utilization of infrastructure
- Updating of automation system (Hardware and software)
- Gradual shift towards a complete paperless office
- Adoption of renewable energy and green practices etc.
- Conduct of Green Audit, Energy Audit, Environment Audit, etc.

9. Governance, Planning and Resource Mobilization (P Khare)

- Automation and digitization of operations
- Decentralized Participatory Management
- Representation of stakeholders in statutory bodies
- Periodic planning, monitoring and assessment
- Autonomy in all operations
- Self disclosure and transparency

- Development of Policies and SOPs for major operations
- Periodic Academic and Administrative audits
- Mobilization and utilization of resources
- Monitoring and Assessment of deliverables
- Regular internal and external audits
- Revenue generation
- Donations and Sponsorships
- Welfare measures for IGNOU community
- Professional ethics
- Celebration of national festivals

10.Linkage with Industry and Community (SR Jha & SK Mohapatra)

- Curriculum development
- Programme development
- Programme Delivery
- Apprenticeship, Freeship, Scholarship, Internship
- Job opportunities
- Research
- Extension and outreach
- Community development and Social Outreach
- Identifying SEDGs, promoting social inclusion, bridging digital divide
- Empowerment of marginalized and weaker sections including PwD

11.Placement and Alumni Engagement (SK Mohapatra)

- Regular Placement drives at Headquarters
- Introduction of Placement drives in Regional Centres
- Networking amongst alumni members
- Enrolment, Fee collection, donation from alumni
- Organizing Alumni related activities like alumni meet, lectures

12.Monitoring, Quality Assurance and review (Manjulika)

- Annual Activities for quality enhancement
- Quality assurance through monitoring mechanisms
- Compliance with latest regulations of Apex Bodies
- Inculcating a culture of quality through documentation, training etc.
- Recognition and accreditation of the institution



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**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
MAIDAN GARHI, NEW DELHI-110 068**

MINUTES OF THE 3rd MEETING OF THE COMMITTEE FOR EVOLVING INSTITUTIONAL DEVELOPMENT PLAN (IDP) OF IGNOU HELD ON 30th JULY 2021 AT 11.30 AM IN THE CONFERENCE ROOM, CIQA, IGNOU, MAIDAN GARHI, NEW DELHI-110 068.

Following attended the meeting:

1.	Prof. Swaraj Basu, SOSS	Chairperson
2.	Dr. Srikant Mohapatra, Director RSD	Member
3.	Dr. Pankaj Khare, Director P&DD	Member
4.	Prof. S R Jha, SOS	Member
5.	Dr. P. Vijayakumar, SOA	Member
6.	Prof. Manjulika Srivastava, Director CIQA	Member and Convener

Dr. Shekhar Suman, Asstt Director, CIQA was present to provide the academic inputs to Member & Convener, Director CIQA.

Prof. Swaraj Basu, Chairperson of the Committee welcomed the members and appreciated the efforts made by the Director CIQA Prof. Manjulika Srivastava along with her team comprising Dr. Vijayakumar and Dr. Shekhar Suman, in giving a final shape to the draft Institutional Development Plan (IDP) document. He also thanked the members for submitting their inputs in the form of written drafts on the areas assigned to them.

The following Agenda Items were discussed in the meeting and the resolutions taken thereof:

ITEM NO.	To review the draft IDP document prepared by CIQA
1	
IDPC 1.1.1	The members deliberated on the structure and contents of the draft IDP Document. The entire document was skimmed through page by page. The members gave their suggestions and inputs to be included in the document. The members were of the opinion that the draft IDP document should be circulated among the stakeholders for their feedback for wider acceptability. However, the decision of the Vice-Chancellor would be final in this regard.
IDPC 1.1.2	Resolution: Dr. Srikant Mohapatra would develop the sub-themes for Learner Support and prepare the draft write-ups for the same with the help of Prof. Manjulika Srivastava at the earliest. Dr. Pankaj Khare would further develop the section on Planning and Resource

	<p>Mobilization and submit the same to CIQA at the earliest.</p> <p>Prof Manjulika Srivastava with her team would develop the section on Governance and Leadership at the earliest.</p> <p>The completed draft should be circulated to all the members by Director CIQA by Wednesday, 4th August 2021.</p> <p>The members would give their comments to the Director CIQA in writing on the Draft document in track change mode by 6th August 2021.</p> <p>By 9th August 2021, the finalized IDP document should be submitted to the Vice-Chancellor.</p>
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The meeting ended with a vote of thanks to the committee members by the Director, CIQA.

Manjulika Srivastava

Director, CIQA



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INDIRA GANDHI NATIONAL OPEN UNIVERSITY
CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
MAIDAN GARHI, NEW DELHI-110 068

MINUTES OF THE MEETING TO DISCUSS AND OBTAIN SUGGESTIONS ON "IDP of IGNOU 2030" AND IMPLEMENTATION OF NEP AT IGNOU, HELD ON 1st OCTOBER, 2021 AT 11:30 AM IN THE CONFERENCE ROOM, DR. RADHA KRISHNAN, BLOCK-17, IGNOU, MAIDAN GARHI, NEW DELHI-110 068.

The meeting was attended by the following:

1.	Prof. Nageshwar Rao	Vice Chancellor- Chairperson
2.	Prof. R.P. Das	Pro Vice-Chancellor and Chairperson of Task force on NEP
3.	Prof.(Ms) Sumitra Kukreti	Pro Vice-Chancellor
4.	Prof. Uma Kanjilal	Pro Vice-Chancellor
5.	Prof. Malati Mathur	Director SOH
6.	Prof. Rashmi Sinha	Director SOSS and and Member of Task force on NEP
7.	Prof. D. Venkateshwarlu	Director SOE
8.	Prof. R.P. Singh	Director SOCE
9.	Dr. Ashish Agarwal	Director SOET
10.	Prof. K. Ravi Sankar	Director SOMS
11.	Prof. Pity Koul	Director SOHS
12.	Dr. P.V. Suresh	Director SOCIS
13.	Prof. S.K. Yadav	Director SOA and BOM Member
14.	Prof. K. Elumalai	Director SOL
15.	Prof. A.K. Gaba	Director SOVET
16.	Dr. Shachi Shah	Director SOITDS
17.	Prof. Himadri Roy	Director SOGDS
18.	Dr. R.P. Pandey	Director SOTST
19.	Dr. G. Bharadwaja	Director SOPVA
20.	Dr. P. Suklabaidya	Director SOTHSM
21.	Dr. O.P. Dewal	Director SOJNMS
22.	Prof. Sunil Kr. Gupta	Director SOFL
23.	Prof. B.K. Pattanaik	Director SOEDS
24.	Dr. Rose Nembiakkim	Director SOSW
25.	Prof. J.K. Srivastava	Director ID and BOM Member
26.	Dr. Bharat Bhushan	Director SSC and BOM Member
27.	Prof. Manjulika Srivastava	Director CIQA and member of IDP Committee and Task force on NEP
28.	Dr. Dev Kant Rao	Director ACD
29.	Dr. V. V. Subramanyam	Director COE
30.	Dr. Srikant Mohapatra	Director RSD & EMPC- Member of IDP Committee and Task force on NEP
31.	Dr. H.K. Bose	Registrar, SRD
32.	Dr. A. Murlu M. Rao	Head, CD
33.	Prof. S. Panda	Director STRIDE and Member of Task force on NEP
34.	Prof. Swaraj Basu	Professor SOSS and IDP Committee Chairperson
35.	Prof. Vijayshri	Professor SOS
36.	Prof. Sunita Malhotra	Professor SOS
37.	Prof. S.R. Jha	Professor SOS and IDP Committee Member
38.	Prof. C.B. Sharma	Professor SOE and Member of Task force on NEP
39.	Dr. Vijayakumar	Associate Professor SOA and IDP Committee Member
40.	Dr. Anita Priyadarshini	Associate Professor STRIDE and Member of Task force on NEP

Prof. Satyakam, PVC; Prof. Sujatha Varma, Director, SOS; Prof. M S Senam Raju, Registrar, MPDD; Dr. V.B. Negi, Registrar (Admn.); Sh. J. D. Gangwar, Finance Officer; Prof. Nawal

Kishore, SOMS and Member of Task force on NEP; and Dr. Pankaj Khare, Director, P&DD could not attend the meeting. Dr. Pankaj Khanna was deputed by PVC Prof Satyakam to represent P&DD and provide inputs. Dr. Shekhar Suman, Asstt Director, CIQA was present to assist Director CIQA and provide academic inputs to the meeting.

Prof. Manjulika Srivastava, Director, CIQA welcomed Vice-Chancellor, Pro Vice-Chancellors, BOM members, Directors, Registrars, IDP Committee Members, Task force members and Senior Professors of the University.

The Vice Chancellor in his opening remarks lauded the efforts of the IDP Committee members and CIQA in preparing the draft IDP of IGNOU 2030. He also appreciated the efforts of CIQA in preparing a comprehensive presentation on the implementation of NEP.

Prof Manjulika Srivastava, Director CIQA briefly outlined the role assigned to CIQA in drafting the Implementation of NEP 2020 at IGNOU and the IDP of IGNOU 2030 on the directions of the Vice Chancellor and the Board of Management respectively. She also acknowledged the efforts made by the Chairperson Prof Swaraj Basu and members of the Committee constituted by the VC in drafting the IDP of IGNOU 2030. She also acknowledged the Chairperson PVC Prof RP Das and members of the Task Force on NEP for collecting and compiling the data from the Schools; and Dr VP Rupam for providing the data pertaining to student enrolment and profile of learners.

She mentioned that the draft IDP of IGNOU 2030, was circulated to the members of the Planning Board (PB) and the Board of Management (BOM) and all teachers, academics and non academic staff of the University for their valuable inputs/ suggestions. The suggestions received from the BOM member Prof VS Prasad, Planning Board members- Ms Sujata Dass, and Prof V. Venkaiah, and other stakeholders were incorporated in the document.

The following Agenda Item was discussed in the meeting and the resolutions taken thereof:

ITEM NO. 1	TO DISCUSS AND OBTAIN SUGGESTIONS ON "IDP of IGNOU 2030" AND IMPLEMENTATION OF NEP AT IGNOU
1.1.1	<p>A power point presentation on both the documents was made by Prof Manjulika Srivastava, Director CIQA in the meeting.</p> <p>The members deliberated on the structure and contents of the draft "IDP of IGNOU 2030" And Implementation of NEP at IGNOU and gave their suggestions and inputs to be included in the document. The suggestions that emerged during the discussion are as follows:</p> <ul style="list-style-type: none"> • Development of strategic plan by Schools of Studies/ Divisions/ Units/ Cell/ Institute for the next five years which will be incorporated into the Final IDP document • Development of OER, IPR, ICT and RPL policies • Nodal Agency for implementation of NEP through IDP at IGNOU • Major thrust on promotion of research in order to reach global ranking • Resource Mobilization through CSR and Research Projects • Digital skills to be extended to all programmes of the University • Development of new courses in life skills such as social and emotional learning, technology enabled communication, culture and everyday life • Restructuring of UG and PG programmes in line with NEP • Translation of more programmes in regional languages to increase GER • Programmes should be embedded with Apprenticeship/Internship • Establishment of Call center and IVRS for automated response system for handling student queries • Skill enhancement courses related to Agriculture, Law, Health care, waste management, environment and sustainability development should be introduced in the UG degree programmes • Establishment of centralized Grievance Redressal Cell for direct handling of the grievances instead of forwarding the grievances to other cells/units/divisions/schools

	<ul style="list-style-type: none"> • Knowledge creation in local arts and crafts need to be explored to promote local employment opportunities • Vocational education should be brought into the mainstream of higher education • Emphasis on training/faculty development programmes • Central research Lab should be set up at IGNOU to service as an Incubation centre for developing entrepreneurship and innovation.
1.1.2	<p>Resolution: It was decided in the meeting that CIQA will invite strategic plans for the next five years from all Schools/ Divisions/ Centres/ Cell/ Unit/ institute and incorporate them into the IDP document before submission for statutory approval.</p>

The meeting concluded with a vote of thanks by Dr. Shekhar Suman to the Chair and members.

Prof. Manjulika Srivastava
Director CIQA
& Convenor of the meeting

2021/10/PMU/DIGI News/Oct/1977



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जन-जन का
विश्वविद्यालय

IGNOU DIGI NEWS

1st October 2021

CIQA

Meeting on Implementation of NEP & IDP of IGNOU



— खुद रहें सुरक्षित, दूसरों को रखें सुरक्षित —



इग्नू
जन-जन का
विश्वविद्यालय

IGNOU DIGI NEWS

2021/10/PIU/DiNews/Oct/1978

1st October 2021

CIQA



— खुद रहें सुरक्षित, दूसरों को रखें सुरक्षित —

2021/10/PIU/DiNews/Oct/1979



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जन-जन का
विश्वविद्यालय

IGNOU DIGI NEWS

1st October 2021

CIQA



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CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
MAIDAN GARHI, NEW DELHI-110 068**

MINUTES OF THE 4th MEETING of THE COMMITTEE FOR EVOLVING INSTITUTIONAL DEVELOPMENT PLAN (IDP) OF IGNOU HELD ON 18th OCTOBER 2021 AT 02:30 PM IN THE DIRECTOR'S ROOM, CIQA, IGNOU, MAIDAN GARHI, NEW DELHI-110 068.

Following attended the meeting:

1.	Prof. Swaraj Basu, SOSS	Chairperson
2.	Prof. S R Jha, SOS	Member
3.	Dr. P. Vijayakumar, SOA	Member
4.	Prof. Manjulika Srivastava, Director CIQA	Member and Convener

Dr. Srikant Mohapatra, Director RSD, couldn't attend the meeting as he was on leave. Dr Pankaj Khare, Director P&DD couldn't attend the meeting due to preoccupation. Dr. Navita Abrol and Dr. Shekhar Suman, Asstt Director, CIQA were present to provide the academic inputs to Member & Convener, Director CIQA.

Prof. Manjulika Srivastava, Director, CIQA; Member and Convener of the Committee welcomed the members and briefed them about the efforts made by the CIQA in finalizing the document. She gave reference to the meeting held on 1st October, 2021, with the BOM internal members, Directors, Registrars, IDP Committee Members and Senior Professors of the University to discuss and obtain suggestions on "IDP of IGNOU 2030". It was resolved in the meeting that "CIQA will invite strategic plans for the next five years from all Schools/ Divisions/ Centres/ Cell/ Unit/ institute and incorporate them into the IDP document before submission for statutory approval". Accordingly, CIQA invited strategic plans for the next five years from all Schools/ Divisions/ Centres/ Cell/ Unit/ institute through email on 1st Oct 2021 to submit the plan by 8th October 2021. Till date 14 Schools of Studies and 04 Divisions have submitted the same.

Prof. Manjulika briefed the members about the meeting with MoE officials with the Hon'ble Vice Chancellor held on 16th October 2021 regarding the implementation of NEP at IGNOU. The inputs received from the MoE officials were shared with the members.

The following Agenda Item was discussed in the meeting and the resolution taken thereof:

ITEM NO. 1	To review the draft IDP document prepared by CIQA and strategic plans received from all Schools/ Divisions/ Centres/ Cell/ Unit/ institute.
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IDPC 1.1.1	<p>The members deliberated on the inputs received from the Schools/ Divisions/ Centres/ Cell/ Unit/ institute and MoE officials. Since the strategic plan from the Schools and Divisions were specific to them and no additional inputs were provided. Hence, the strategic plans of the Schools/ Divisions may not be included in the IDP document.</p> <p>Based on the inputs from MoE officials, the expected outcomes have been explicitly documented under the strategic plan. IDP document was finalized for its placing before the BoM.</p>
IDPC 1.1.2	<p>Resolution: The finalized IDP document may be submitted to Hon'ble Vice Chancellor for his kind perusal and placing before the forthcoming BoM.</p>

The meeting ended with a vote of thanks to the committee members by the Director, CIQA.

Manjulika Srivastava
Director, CIQA

IGNOU

EXTRACT OF THE MINUTES OF 145th MEETING OF THE BOARD OF MANAGEMENT HELD ON 25.10.2021

ITEM NO. 8 TO CONSIDER THE INSTITUTIONAL DEVELOPMENT PLAN OF THE INDIRA GANDHI NATIONAL OPEN UNIVERSITY 2030

BM 145.8.1

The Item was taken up for consideration. It was informed that 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 Institutional Plan needs to be aligned with the goals set forth in the NEP 2020 to achieve the intended objectives. 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.

It was further informed that the Board of Management in its 142nd meeting held on 31.05.2021 resolved for evolving an Institutional Development Plan (IDP) viz., Action Plan, Strategic, and Vision Plan, which may be developed by the CIQA of the University in consultation with Planning Board as vision for youth, as is also envisaged in the NEP. Accordingly, a Committee was constituted by the Vice Chancellor. The inputs received from the Committee members were compiled by CIQA and a draft IDP of IGNOU 2030 was prepared, which was circulated to the members of the Board of Management and Planning Board; academic and administrative staff of the University for their valuable inputs/suggestions. The suggestions that were received from Prof. VS Prasad, BOM member and other stakeholders were incorporated in the document. Further, in accordance with the resolution of the 49th meeting of the Planning Board, the draft 'Institutional Development Plan of IGNOU 2030' was again vetted. A meeting was also held on 01.10.2021, under Chairpersonship of the Vice- Chancellor to discuss and obtain suggestions on "IDP of IGNOU 2030". As per the resolution of the meeting CIQA invited strategic plans for the next five years from all Schools/Divisions/Centres/Cell/Unit/Institute and relevant suggestions were incorporated in the IDP document after discussion with the IDP committee members. The plan has also included the inputs received from Secretary, Higher Education, MOE, when the plan was presented before the Secretary on 16th October 2021.

BM 145.8.2

Prof. Manjulika Srivastava, Director (CIQA) was invited to present the Power-Point Presentation on the Institutional Development Plan 2030 of the University.

BM 145.8.3

After the presentation, Prof. V.S. Prasad appreciated the efforts being made by the University for preparing IDP 2030 for the overall development of the University. He observed that measures should be taken to enhance admission to meet the goals envisaged in the IDP 2030 and emphasized on mobilization of infrastructure, physical resources and human resources. He said that plan is dynamic in nature and university should ensure mechanisms for having its strategies in the light of the thrust of NEP. He stressed to put in place the Monitoring System for implementation of IDP and suggest the Multiple Parallel Implementation Steps in this regard.

While endorsing the observations of Prof. V.S. Prasad, Prof. K.K. Aggarwal was of the view that the IDP 2030 documents should also be presented in book shape for academic purpose. It may also be used as a case study for other Universities. Dr. P. Prakash also emphasized that IDP format should be designed to have sustainable development for reaching the un-reached. Hard copies of the plan were also sent to the members to get their additional comments, if any.

BM 145.8.4

After detailed deliberations, the Board approved the Institutional Development Plan of the University.



**NAAC Accredited A++ Grade
INDIRA GANDHI NATIONAL OPEN UNIVERSITY
CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
MAIDAN GARHI, NEW DELHI-110 068**

MINUTES OF THE MEETING TO DISCUSS AND REVIEW "IDP of IGNOU 2030" IN REFERENCE TO UGC GUIDELINES ON IDP AND RECENT DEVELOPMENTS IN LINE WITH NEP 2020 HELD ON 9TH SEPTEMBER, 2022 AT 02:30 AM IN THE OFFICE OF DIRECTOR CIQA, IGNOU, MAIDAN GARHI, NEW DELHI-110 068.

The meeting was attended by the following:

1	Dr. Srikant Mohapatra	Pro Vice- Chancellor
2	Prof. Swaraj Basu	Professor SOSS and IDP Committee Chairperson
3	Prof. Manjulika Srivastava	Director CIQA & NEP Cell
4	Prof. S.R. Jha	Professor SOS
5	Prof. S.R. Jha	Professor SOS
6	Dr. Vijayakumar	Associate Professor SOA
7	Dr. Navita Abrol	Assistant Director CIQA
8	Dr. Shekhar Suman	Assistant Director CIQA

Prof. Manjulika Srivastava, Director, CIQA welcomed Pro-Vice-Chancellor, IDP Committee Members. She briefly outlined the purpose of this meeting and shared the comparative study done at CIQA of the IGNOU'S IDP with the UGC GUIDELINES ON IDP. To advise the committee on how to proceed, she requested guidance from the Pro-Vice-Chancellor. The Pro-Vice-Chancellor briefed the committee members that the document needs to be reprinted and before this task is carried out the documents needs to be reviewed and updated wherever required specially w.r.t projected targets.

The members deliberated on the present structure and contents of the "IDP of IGNOU 2030" and the projections outlined therein for achieving the targets in 2025. It was suggested that the targets outlined in the strategic plan 2030 should be circulated to the Schools of Studies / Institute/ Divisions/ Centers/ Units and Cells to provide their inputs in view of the current developments and revisit the data provided in the table of the IDP Document and to submit the revised targets for 2025 (based on the current i.e. 2022) and the projected targets for 2030. Further, Schools of Studies / Institute/ Divisions/ Centers/ Units and Cells may be requested to provide the details of recent developments and initiatives with regard to programme development, collaborations/MoU, ICT initiatives, measures for reaching to unreached, resource mobilization, research innovation and capacity building, technology enabled teaching-learner support, augmentation of infrastructure.

Inputs received will be incorporated by CIQA into the IDP document and a draft will be circulated to members for further discussion.

The meeting concluded with a vote of thanks to the Pro-Vice-Chancellor and the members.

**Prof. Manjulika Srivastava
Director CIQA
& Convenor of the meeting**



**NAAC Accredited A++ Grade
INDIRA GANDHI NATIONAL OPEN UNIVERSITY
CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
MAIDAN GARHI, NEW DELHI-110 068**

**MINUTES OF THE FINAL MEETING TO DISCUSS AND REVIEW "IDP of IGNOU 2030"
IN REFERENCE TO UGC GUIDELINES ON IDP AND RECENT DEVELOPMENTS IN LINE
WITH NEP 2020 HELD ON 07TH NOVEMBER, 2022 AT 11:30 AM IN THE OFFICE OF
DIRECTOR CIQA, IGNOU, MAIDAN GARHI, NEW DELHI-110 068.**

The meeting was attended by the following:

1.	Dr. Srikant Mohapatra	Pro Vice- Chancellor
2.	Prof. Swaraj Basu	Professor, SOSS and IDP Committee Chairperson
3.	Prof. Manjulika Srivastava	Director, CIQA & NEP Cell
4.	Prof. S.R. Jha	Professor, SOS
5.	Dr. Vijayakumar	Associate Professor, SOA
6.	Dr. Navita Abrol	Assistant Director, CIQA
7.	Dr. Shekhar Suman	Assistant Director, CIQA

Prof. Manjulika Srivastava, Director, CIQA welcomed Pro-Vice-Chancellor, IDP Committee Members and briefed the members that CIQA had requested the Schools of Studies and the concerned Divisions, Centres, and Institute to provide their revised inputs *vide* emails dated 9-9-2022 followed by three reminders. The academic staff of CIQA had combed through entire IDP document and made the necessary modifications. All the latest developments undertaken by the University for the implementation of NEP 2020 have been reflected in the document. The information received regarding the projections was compiled and the same was circulated.

The members deliberated on the projections outlined in the compiled table presented before the committee for achieving the targets in 2025 and 2030. It was suggested that the targets outlined in the strategic plan 2030 should not be included in the IDP document and the revised projections should be only up to 2025.

The inputs will be incorporated by CIQA into the IDP document and the revised document will be submitted for approval of the competent authority.

The meeting concluded with a vote of thanks to the Pro-Vice-Chancellor and the members.

**Prof. Manjulika Srivastava
Director CIQA
Convenor of the meeting**

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
(NAAC Accredited A++ Grade)
CENTRE FOR INTERNAL QUALITY ASSURANCE

F. No. IG/CIQA/ NEP/IDP/ 21/106

Dated: 23/11/2021

NOTIFICATION

The *Institutional Development Plan of IGNOU 2030* has been approved in the 145th meeting of the Board of Management held on 25th October 2021. The Vice-Chancellor is pleased to constitute a Monitoring Committee within the University for monitoring the implementation of the Institutional Development Plan (IDP) at IGNOU. The Monitoring Committee is entrusted with the responsibility of detailing the Multiple Parallel Implementation Steps. Through this, the Committee will monitor the implementation of the IDP of IGNOU 2030.

- | | | | |
|-----|-----------------------------------|---|-------------|
| 1. | Prof R P Das, Pro Vice-Chancellor | - | Chairperson |
| 2. | Director, (SOSS) | - | Member |
| 3. | Director, (SOMS) | - | Member |
| 4. | Director, (SOH) | - | Member |
| 5. | Director, (SOS) | - | Member |
| 6. | Director, (RSD) | - | Member |
| 7. | Director, (COE) | - | Member |
| 8. | Prof Swaraj Basu (SOSS) | - | Member |
| 9. | Prof N K Dash (SOE) | - | Member |
| 10. | Prof R Baskar (SOS) | - | Member |
| 11. | Prof. Manjulika Srivastava (CIQA) | - | Member |
| 12. | Dr. Navita Abrol (CIQA) | - | Convener |

This notification is issued with approval of competent authority.


Dr Navita Abrol 23/11/21
Convener & Asstt Director
CIQA

Copy to:

1. All Members of the Committee
2. All PVCs
3. Directors/ Registrars of Schools/ Divisions/ Centres/ Institute/ Units/ Cells & Regional Director
4. VCO
5. Office Copy



NAAC Accredited A++ Grade

**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
MAIDAN GARHI, NEW DELHI-110 068**

**MINUTES OF THE 1st MEETING of THE MONITORING COMMITTEE TO
MONITOR THE IMPLEMENTATION OF IDP of IGNOU 2030 HELD ON
1ST DECEMBER 2021 AT 11.30 AM IN THE CONFERENCE ROOM, CIQA, IGNOU,
MAIDAN GARHI, NEW DELHI-110 068.**

Following attended the meeting:

1.	Prof R P Das, Pro Vice-Chancellor	Chairperson
2.	Prof. Rashmi Sinha, Director (SOSS)	Member
3.	Prof. K Ravi Sankar, Director (SOMS)	Member
4.	Prof. Sujatha Varma, Director (SOS)	Member
5.	Dr. S. K. Mohapatra, Director (RSD)	Member
6.	Prof. V. V. Subrahmanyam, Director (COE)	Member
7.	Prof Swaraj Basu (SOSS)	Member
8.	Prof R. Bhaskar (SOS)	Member
9.	Prof. Manjulika Srivastava, Director(CIQA)	Member
10.	Dr. Navita Abrol, Asst. Director (CIQA)	Convener

Prof. Malati Mathur, Director (SOH) and Prof. N K Dash (SOE) could not attend the meeting. However, Director in charge of SOH Prof. Smita Chaturvedi attended the meeting. Dr Shekhar Suman, Asstt Director, CIQA was present to provide the academic inputs to committee &, Director CIQA.

Prof. Manjulika Srivastava, Director, CIQA welcomed Prof Rajendra Prasad Das, Pro Vice-Chancellor & Chairperson of the Monitoring Committee on Implementation of IDP of IGNOU2030 and other members of the Committee Members. She briefly outlined the role assigned to the committee and purpose of this meeting. She further made a reference to the 145th meeting of the BOM held on 25th October 2021 which approved the IDP of IGNOU 2030. As per the resolution of the BOM:145.8.4- the Hon'ble Vice-Chancellor has constituted the Monitoring Committee under the Chairpersonship of Prof Rajendra Prasad Das, Pro Vice-Chancellor, for monitoring the implementation of IDP at IGNOU. The Monitoring Committee is entrusted with the responsibility of detailing multiple implementation steps in parallel manner by which the implementation plan can be monitored.

Prof. Rajendra Prasad Das, Chairperson of the Committee welcomed the members, and expressed his gratitude to the Vice-Chancellor, Prof. Nageshwar Rao, for reposing his confidence on the Committee members for preparing multiple parallel implementation steps based on which the implementation of the plan can be monitored. He highlighted that, IDP is an offshoot of the National Education Policy 2020 (NEP 2020) which will guide the

Institution regarding academic programmes, human resource management and resource mobilization leading to institutional transformation. He further asked the committee members to come forward with the plans/ ideas on detailing multiple parallel implementation steps based on which the implementation of the plan can be monitored.

The following Agenda Items was discussed in the meeting and the resolutions taken thereof:

ITEM NO. 1	Suggestions/plans to initiate the task assigned to the Committee on detailing the Multiple Parallel Implementation Steps to monitor the implementation of the IDP of IGNOU 2030.
IDPMC 1.1.1	<p>The Committee members deliberated on the briefs of the IDP of IGNOU 2030, circulated by the Director CIQA and discussed the targets to be achieved by 2025 and the short term goals outlined in the IDP document. The following matters were flagged by the members:</p> <ul style="list-style-type: none"> ✓ The short term targets that have been fixed in-line with the next NAAC assessment cycle of IGNOU should be achieved by 2025 before the 2nd cycle of NAAC assessment of the University, as NAAC would focus on the implementation of NEP 2020 at the University; ✓ The Schools of Studies will need to consider revamping of the existing UG and PG degree programmes and launching of new degree programmes as per the guidelines in NEP – 2020, hence the University needs to give direction with regard to converting the 3-year (TYP) undergraduate programmes into 4-year (FYP) undergraduate programmes by deciding on the component(s) of the 4th year which should be linked with the Master’s degree programme that should have a research component and the projects/ internship/ apprenticeship/ community engagement and service in the Bachelor’s degree programme as proposed in the UGC Guidelines on Multiple Entry & Exit; ✓ The existing UG degree programmes will need to have a compulsory component of projects/internship/apprenticeship/community engagement and service (24-32 credits) for which policy directions need to be given to all the Schools of Studies; ✓ There is a need to retain 3-year (TYP) undergraduate programmes in view of the learners on-roll and also to cater to the clientele who had done 3 year UG degree programmes years ago and decided to pursue higher education after a gap; ✓ The skill basket needs to be further expanded in the degree programmes of the University; for which efforts are going on for its implementation from Jan 2022 session onwards; ✓ The infrastructure requirements for research facilities and innovations by IGNOU learners and faculty need immediate attention through the setting up of incubation centres and laboratories, etc.; ✓ The Schools of Studies are required to implement multiple entry and exit in the UG and PG degree programmes as per the UGC guidelines which will automatically lead to more number of PG Diploma,

	<p>Diploma and Certificate programmes. However the constraints pertaining to credit distributions (as per UGC notification), programme outcome, etc, needs to be addressed simultaneously;</p> <ul style="list-style-type: none"> ✓ All the goals as detailed in the Strategic Plan of the IDP document need to be complied by all the Schools of Studies, Divisions, Centres, Units and Cells since this document has been approved by the BOM and accordingly the actions should be initiated for the administrative and academic approval wherever required; ✓ The infrastructure requirement needs to be reviewed starting from the programme development, dispatch and delivery including learner support to facilitate the smooth implementation of IDP of IGNOU 2030; and ✓ The monitoring of implementation of IDP at IGNOU could be achieved by making annual plans based on the identified strategic parameters to ensure proper implementation of the IDP of IGNOU. <p>The Chairperson opined that the University will not leave any stone unturned to implement IDP of IGNOU 2030 in the best possible manner in order to achieve the targets set forth in NEP 2020. He informed the Committee that the University has already taken measures for the recruitment of teachers and administrative staff at various levels.</p>
IDPMC 1.1.2	<p>Resolution:</p> <p>The Committee decided to adopt a bottom- up approach. The document on the targets to be achieved by 2025 shall be circulated to all the Schools of Studies and Divisions, Centres, STRIDE, Units and Cells. The 21 Schools shall be divided into four groups. Each School and the concerned Division, Centre, STRIDE, Unit and Cell, shall be asked to present before the Monitoring Committee what targets they have already achieved vis a vis the targets set for 2025 and their strategic plan of the next four academic years (year- wise). The Schools, Divisions, Centres, STRIDE, Units and Cells shall spell out their requirements of infrastructure and human resources in this context as per their need.</p>

The meeting ended with a vote of thanks to the Chair and members of the committee by the convener of the committee.

Rajendra P Das

Prof Rajendra Prasad Das
Pro Vice-Chancellor &
Chairperson of the Monitoring Committee

GLIMPSES OF THE FIRST MEETING







PLAN 1

Plans of the Schools of Studies for the Implementation of the Institutional Development Plan of IGNOU 2030



Prepared by:
CIQA, Indira Gandhi National Open University

THE INSTITUTIONAL DEVELOPMENT PLAN

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 Institutional Plan needs to be aligned with the goals set forth in the NEP 2020 to achieve the intended objectives. Therefore, it is imperative for all institutions to prepare an effective plan.

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, students, and staff”. (Part II Section 19 (19.5) (p.50)).



About IDP of IGNOU 2030

About IDP and its approval

The Board of Management in its 142 meeting held on 31.05.2021 resolved for evolving an Institutional Development Plan (IDP) viz., Action Plan, Strategic, and Vision Plan, which may be developed by the CIOA of the University in consultation with Planning Board.

The 145th meeting of the BOM held on 25th October 2021 vide resolution BM 145.8.4, after detailed deliberations, approved the Institutional Development Plan of the University..

Action on IDP

As per the resolution of the BOM:145.8.4 the Vice-Chancellor constituted the Monitoring Committee under the Chairpersonship of Prof Rajendra Prasad Das, Pro Vice-Chancellor, for monitoring the implementation of the IDP at IGNOU.

The Monitoring Committee is entrusted with the responsibility of detailing multiple implementation steps in parallel manner by which the implementation plan can be monitored.

THE COMMITTEE ON MONITORING OF THE INSTITUTIONAL DEVELOPMENT PLAN OF IGNOU 2030

CHAIRPERSON

Prof R P Das, Pro-Vice-Chancellor

MEMBERS

Director (SOSS)

Director (SOMS)

Director (SOS)

Director (RSD)

Director (SOH)

Director (COE)

Prof Swaraj Basu (SOSS)

Prof Manjulika Srivastava (Director) CIQA

Prof N K Dash (SOE)

Prof R. Bhaskar (SOS)

CONVENER

Dr Navita Abrol (Assistant Director) CIQA

THE TARGETED GOALS-AT A GLANCE

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	50
12.	Capacity Building Workshops	10	100
13.	Professional Development Programmes for Teachers and Academics	15	150

INTRODUCTION

The Committee members deliberated on the briefs of the IDP of IGNOU 2030, circulated by the Director CIQA and discussed the targets to be achieved by 2025 and the short term goals outlined in the IDP document.

The following matters were flagged by the members:

- The short term targets that have been fixed in-line with the next NAAC assessment cycle of IGNOU should be achieved by 2025 before the 2nd cycle of NAAC assessment of the University, as NAAC would focus on the implementation of NEP 2020 at the University;
- The Schools of Studies will need to consider revamping of the existing UG and PG degree programmes and launching of new degree programmes as per the guidelines in NEP – 2020, hence the University needs to give direction with regard to converting the 3-year (TYP) undergraduate programmes into 4-year (FYP) undergraduate programmes by deciding on the component(s) of the 4th year which should be linked with the Master's degree programme that should have a research component and the projects/ internship/ apprenticeship/ community engagement and service in the Bachelor's degree programme as proposed in the UGC Guidelines on Multiple Entry & Exit;
- The existing UG degree programmes will need to have a compulsory component of projects/internship/apprenticeship/community engagement and service (24-32 credits) for which policy directions need to be given to all the Schools of Studies;
- There is a need to retain 3-year (TYP) undergraduate programmes in view of the learners on-roll and also to cater to the clientele who had done 3 year UG degree programmes years ago and decided to pursue higher education after a gap;
- The skill basket needs to be further expanded in the degree programmes of the University; for which efforts are going on for its implementation from Jan 2022 session onwards;
- The infrastructure requirements for research facilities and innovations by IGNOU learners and faculty need immediate attention through the setting up of incubation centres and laboratories, etc.;

- The Schools of Studies are required to implement multiple entry and exit in the UG and PG degree programmes as per the UGC guidelines which will automatically lead to more number of PG Diploma, Diploma and Certificate programmes. However the constraints pertaining to credit distributions (as per UGC notification), programme outcome, etc, needs to be addressed simultaneously;
- All the goals as detailed in the Strategic Plan of the IDP document need to be complied by all the Schools of Studies, Divisions, Centres, Units and Cells since this document has been approved by the BOM and accordingly the actions should be initiated for the administrative and academic approval wherever required;
- The infrastructure requirement needs to be reviewed starting from the programme development, dispatch and delivery including learner support to facilitate the smooth implementation of IDP of IGNOU 2030; and
- The monitoring of implementation of IDP at IGNOU could be achieved by making annual plans based on the identified strategic parameters to ensure proper implementation of the IDP of IGNOU.

The Chairperson opined that the University will not leave any stone unturned to implement IDP of IGNOU 2030 in the best possible manner in order to achieve the targets set forth in NEP 2020. He informed the Committee that the University has already taken measures for the recruitment of teachers and administrative staff at various levels.

The Committee decided to adopt a bottom- up approach. The document on the targets to be achieved by 2025 shall be circulated to all the Schools of Studies and Divisions, Centres, STRIDE, Units and Cells. The 21 Schools shall be divided into four groups. Each School and the concerned Division, Centre, STRIDE, Unit and Cell, shall be asked to present before the Monitoring Committee what targets they have already achieved vis a vis the targets set for 2025 and their strategic plan of the next four academic years (year- wise). The Schools, Divisions, Centres, STRIDE, Units and Cells shall spell out their requirements of infrastructure and human resources in this context as per their need.

SCHEDULE

The IDP Monitoring Committee (IDPMC) interacted with the Schools of Studies to discuss the Plan of Action (POA) (2021-2025) of their School.

Interaction of the Schools of Studies with the Committee

Date	School of Studies	Presentation by	Designation
13-12-21	School of Education	Prof. D.Venkateshwarlu	Director
13-12-21	School of Extension and Development Studies	Prof. B. K. Pattanaik,	Director
13-12-21	School of Computer and Information Sciences	Prof. P. V. Suresh	Director
13-12-21	School of Gender and Development Studies	Prof. Himadri Roy	Director
14-12-21	School of Health Studies	Prof. Pity Koul & Prof T K Jena	Director & Faculty Member
14-12-21	School of Vocational Education and Training	Dr RSP Singh	Representative of Director
14-12-21	School of Social Work	Prof. Rose Nembiakkim	Director
14-12-21	School of Performing and Visual Arts	Dr. Mallika Bannerjee	Representative of Director
20-12-21	School of Translation Studies and Training	Prof RP Pandey	Director
20-12-21	School of Engineering and Technology	Prof Ashish Agarwal	Director
20-12-21	School of Social Sciences	Prof Rashmi Sinha	Director
20-12-21	School of Sciences	Prof Sujatha Varma	Director
21-12-21	School of Humanities	Prof Jitendra Kr. Srivastava	Director
21-12-21	School of Journalism and New Media Studies	Dr Shikha Rai	Representative of Director
21-12-21	School of Law	Dr Suneet Srivastava	Director
21-12-21	School of Agriculture	Prof S K Yadav	Director
21-12-21	School of Interdisciplinary and Transdisciplinary Studies	Prof Shachi Shah	Director
22-12-21	School of Management Studies	Prof Nayantara Padhi & Dr Subodh Kesharwani	Representatives of Director
22-12-21	School of Foreign Languages	Prof Sunil Kumar Gupta	Director
22-12-21	School of Continuing Education	Prof R P Singh & Prof. Rekha S Sen	Director & Faculty Member
22-12-21	School of Tourism and Hospitality Service Management	Prof Paramita Suklabaidya	Director

*Dr Shekhar Suman, Asstt Director, CIQA was present on 13th&14th-12-21 to provide the academic inputs to the Committee.

SUGGESTIONS

The Committee members interacted with the Schools of Studies and suggested the following:

- The latest UGC Guidelines on Multiple Entry and Exit has defined the Credit Weightage of the programmes and the levels of the programmes.. The Schools of the Studies will be required to revamp the existing 2- year PG degree programme to 72-80 Credits and existing 3-year (TYP) UG Degree programme to 108- 120 credits (36-40 per year).
- There is a need to revamp the existing 3- year UG Honours Degree programme to make it a 4-year UG Honours Degree/ UG Research Degree programme of 144- 160 credits and make provision for offering both one year and two years PG Degree programmes to provide PG Degree programmes for both TYP as well as FYP learners.
- Multiple exit options should be adopted only where there is the relevance of the programme in the context of the expected outcome as a PG Diploma.
- Machine translation of only popular programmes in regional languages.
- Mandatory course on Human Values and Professional Ethics should be included in the degree programmes.
- A separate course on Disability Studies should be introduced on all degree programmes.
- To make UG and PG Degree programmes multidisciplinary and interdisciplinary adopt relevant existing courses of other disciplines. This will also help to match the credit weightage as prescribed in the UGC guidelines for UG and PG programmes. It will be a time saving and cost-effective instead of developing new courses.

- It is mandatory to add Skill Enhancement Courses (SECs) as per the NEP 2020 and according to the demand and need of the programme. The SECs can be adopted from the existing SECs offered under various programmes of the University.
- The new programmes should be developed and existing programmes should be revamped in compliance with the policies on Academic Bank of Credits and Multiple Entry and Exit.
- Online programmes need to be introduced by the Schools so as to expand the outreach of the IGNOU programmes , specially to the Indian diaspora overseas. This will enhance the number of international learners without having to increase the number of Overseas Study Centres.
- There is a need to adopt the IGNOU MOOCs in the existing programmes so that the learner can get benefit of credit transfer and the provision will become more meaningful. Similarly, MOOCs approved by the SWAYAM Board, which are ready to be adopted in UG and PG programmes should be considered in order to promote and encourage the usage of MOOCs courses made other Universities. It will offer more flexibility and extra exposure to our learners. Integration of MOOCs in UG and PG programmes will also enhance the credibility of IGNOU's Degree Certificate. Expenditure on design and development of similar/ identical courses can be avoided. Expenditure on delivery of such courses can also be saved as these courses are managed by SWAYAM Board. Even the expenditure on conducting examinations for these courses can be saved as the examination is conducted by host institution and National Testing Agency (NTA).
- Capacity building workshops can be organized not only for the faculty and staff of the University but also for the IGNOU Academic Counsellors and IGNOU learners.
- MOOCs proposed by the School should be made a part of UG and PG Programmes.

TARGETS AS PROPOSED BY SCHOOLS OF STUDIES

Sl. No.	Areas of Development	Present Status	Target by 2025	As proposed by Schools of Studies	Target by 2025- As per the Plan of Schools
1.	Programmes in ODL Mode	226	250	113	339
2.	Multiple Entry Exit Programmes	21	75	55	76
3.	Skill Enhancement Courses in CBCS/Degree programmes	15	50	56	71
4.	Online Programmes	18	50	49	67
5.	Multidisciplinary Programmes	8	50	23	<u>31</u>
6.	MOOCs on offer (SWAYAM Courses)	122	300	104	<u>226</u>
7.	Translation of Popular IGNOU Programmes into Regional Languages	20	50	8	<u>28</u>
8.	Capacity Building Workshops	10	100	39	<u>49</u>

PLANS OF THE SCHOOLS OF STUDIES TO ACHIEVE THE TARGETS -2025

Sr.No.	Name of the School	Programmes in ODL Mode	Multiple Entry Exit Programmes	Skill Enhancement Courses in CBCS/ Degree programmes	Online Programmes	Multidisciplinary Programmes on offer	MOCs on offer (SWAYAM Courses)	Translation of Popular IGNOU Programmes into Regional Languages	Capacity Building Workshops
1.	SOA	4	1	4	1	2	0	0	1
2.	SOCE	10	7	4	10	3	7	0	0
3.	SOCIS	0	1	0	2	0	2	1	4
4.	SOE	5	1	1	2	1	4	0	2
5.	SOEDS	3	2	2	0	2	0	0	0
6.	SOET	3	1	0	1	2	2	0	4
7.	SOFL	11	4	4	4	1	5	0	1
8.	SOGDS	3	1	3	1	2	2	0	3
9.	SOH	15	9	10	6	0	16	2	0
10.	SOHS	4	0	2	3	0	0	4	3
11.	SOITS	7	3	0	3	0	1	0	0
12.	SOJNMS	3	2	1	5	1	4	1	0
13.	SOL	3	0	4	1	0	0	0	0
14.	SOMS	6	6	0	2	0	29	0	2
15.	SOPVA	6	1	2	0	0	0	0	4
16.	SOS	4	4	5	0	0	0	0	0
17.	SOSS	15	3	11	4	5	24	0	11
18.	SOSW	2	0	1	2	0	0	0	4
19.	SOTHSM	4	2	0	1	3	4	0	0
20.	SOTST	3	4	1	0	0	1	0	0
21.	SOVET	2	3	1	1	1	3	0	0
TOTAL		113	55	56	49	23	104	8	39

PLAN OF ACTION CONTRIBUTION OF SOA

Sl. No.	Targets to be accomplished	Present (only total number)	In July 2022 (only total number)	Name(s) of the Proposed Programmes/ Courses	In July 2023 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2024 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2025 (total number)	SoA (TOTAL)
1.	Programmes in ODL Mode	13	2	PG Diploma in agri-business, MSc Food Safety and quality Management	2	BSc. In Food Safety and Quality Management, Diploma in animal Husbandry	0		0	04
2.	Multiple Entry Exit Programmes	0	1	MSc Food Safety and quality Management	0		0		0	1
3.	Skill Enhancement Courses in CBCS/ Degree programmes	0	3	Inspection and Certification of Organic produce, Economics and Marketing of organic produce, basics of Hydrology	0		1	Vedic Agriculture	0	4
4.	Online Programmes	1	1	PG Certificate in Agri-policy	0		0		0	1
5.	Multidisciplinary Programmes on offer	0	2	PG Diploma in agri-business, MSc Food Safety and quality Management	0		0		0	2
6.	MOOCs on offer (SWAYAM Courses)	8	0		0		0		0	0
7.	Translation of Popular IGNOU Programmes into Regional Languages	3	0		0		0		0	0
8.	Capacity Building Workshops	0	0		0		0		1	1

workshop on capacity building in food safety

PLAN OF ACTION CONTRIBUTION OF SOCIS

Sl. No.	Targets to be accomplished	Present (only total number)	In July 2022 (only total number)	Name(s) of the Proposed Programmes/ Courses	In July 2023 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2024 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2025 (total number)	Name(s) of the Proposed Programmes/ Courses	SOCIS (TOTAL)
1.	Programmes in ODL Mode	5	0		0		0		0		0
2.	Multiple Entry Exit Programmes	0	0		1	Post Graduate Certificate in Computer Applications (An exit after first 6 months of 1 year PGDCA of SOCIS)	1	0	0		1
3.	Skill Enhancement Courses in CBCS/ Degree programmes	7	0		0		0		0		0
4.	Online Programmes	1	2	Bachelor of Computer Applications Master of Computer Applications	0		0		0		2
5.	Multidisciplinary Programmes on offer	2	0		0		0		0		0
6.	MOOCs on offer (SWAYAM Courses)	3	0		1	Any one of the courses of SOCIS programmes	1	Any two of the courses of SOCIS programmes	0		2
7.	Translation of Popular IGNOU Programmes into Regional Languages	0	0		0		0		1	Any one of the SOCIS programmes	1
8.	Capacity Building Workshops	0	1	Workshop on Technology Enabled Learning / Emerging Technologies	1	Workshop on Technology Enabled Learning / Emerging Technologies	1	Workshop on Technology Enabled Learning / Emerging Technologies	1	Workshop on Technology Enabled Learning / Emerging Technologies	4

PLAN OF ACTION CONTRIBUTION OF SOE

Sl No.	Targets to be accomplished	Present (total number)	In July 2022 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2023 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2024 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2025 (total number)	Name(s) of the Proposed Programmes/ Courses	SOE (TOTAL)
1	Programmes in ODL Mode	13	2	Certificate in Inclusive Education, Certificate in Professional Development of Teachers	1	Diploma in Pedagogy of Mathematics	0		2	Master of Arts in Lifelong Learning Master of Arts in Educational Entrepreneurship and Management	5
2	Multiple Entry Exit Programmes	1	0		0		0		1	Master of Arts in Lifelong Learning	1
3	Skill Enhancement Courses in CBCS/ Degree programmes	0	0		1	Diploma in Pedagogy of Mathematics	0		0		1
4	Online Programmes	0	0		1	Diploma in Pedagogy of Mathematics	1	PGDET	0		2
5	Multidisciplinary Programmes on offer	8	0		0		0		1	Master of Arts in Lifelong Learning	1
6	MOOCs on offer (SWAYAM Courses)	5	3	Childhood and Growing Up Structure and Management of Education Research Ethics and Plagiarism	1	Pedagogy of Mathematics	0		0		4
7	Translation of Popular IGNOU Programmes into Regional Languages										0
8	Capacity Building Workshops	1	1	Certificate programme in Professional Development of Teachers	1	Diploma in Pedagogy of Mathematics	0		0		2

SOEDS

PLAN OF ACTION CONTRIBUTION OF SOEDS

Sl. No.	Targets to be accomplished	Present (total number)	In July 2022 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2023 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2024 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2025 (total number)	Name(s) of the Proposed Program	SOEDS (TOTAL)
1.	Programmes in ODL Mode/Revision	7	0	-	2	MA in Urban Studies MA in Corporate Social Responsibility	1	PG Diploma in Population and Family Health Studies	0		3
2.	Multiple Entry Exit Programmes	1	0		2	MA in Urban Studies MA in Corporate Social Responsibility	0		0		2
3.	Skill Enhancement Courses in CBCS/ Degree programmes	2	2	Pedagogy of Value Application & Support skill & Aesthetics	0		0		0		2
4.	Online Programmes	0	0		0		0		0		0
5.	Multidisciplinary Programmes on offer	7	0		2	MA in Urban Studies MA in Corporate Social Responsibility	0		0		2
6.	MOOCs on offer (SWAYAM Courses)	0	0		0		0		0		0
7.	Transition of Popular IGNOU Programmes into Regional Languages	0	0		0		0		0		0
8.	Capacity Building Workshops	0	0		0		0		0		0

PLAN OF ACTION CONTRIBUTION OF SOET

Sl. No.	Targets to be accomplished	Present (total number)	In July 2022 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2023 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2024 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2025 (total number)	Name(s) of the Proposed Programmes/ Courses	SOET (TOTAL)
1.	Programmes in ODL Mode	7	2	M.Sc. Renewable Energy and Environment PG Certificate in Condition Monitoring	0		1	B.Sc Building Services	0		3
2.	Multiple Entry Exit Programmes	0	1	M.Sc. Renewable Energy and Environment	0		0		0		1
3.	Skill Enhancement Courses in CBCS/ Degree programmes	0	0		0		0		0		0
4.	Online Programmes	0	1	Certificate in Energy Technology and Management	0		0		0		1
5.	Multidisciplinary Programmes on offer	2	2	M.Sc. Renewable Energy and Environment. PG Certificate in Condition Monitoring	0		0		0		2
6.	MOOCs on offer (SWAYAM Courses)	15	0		1	Course on CIVIL Engineering	1	Course on CIVIL Engineering	0		2
7.	Translation of Popular IGNOU Programmes into Regional Languages	0	0		0		0		0		0
8.	Capacity Building Workshops	1	1	FDP on Energy Management	1	FDP and Conference on Energy Management	1	FDP and Conference on Energy Management	1	FDP on Energy Management	4

PLAN OF ACTION CONTRIBUTION OF SOFL

Sl. No.	Targets to be accomplished	Present (only total number)	In July 2022 (only total number)	Name(s) of the Proposed Programmes/ Courses	In July 2023 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2024 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2025 (total number)	Name(s) of the Proposed Programmes/ Courses	SOFL (TOTAL)
1	Programmes in ODL Mode	9	5	M.A. in Arabic, Diploma in Modern Arabic, Dip. in Spanish Language and Culture, Dip. in French Language and Culture, Certificate in Foreign Language	2	MA French, MA Spanish	0		4	MA teaching German, MA in Russian, Dip. in Russian, PG Dip. in Russian	11
2	Multiple Entry Exit Programmes	0	0		2	MA French, MA Spanish	1	PG Dip. Teaching German	1	MA French	4
3	Skill Enhancement Courses in CBCS/ Degree programmes	0	2	CBCS (Arabic), BSL183 Elementary Spanish	1	CBCS French	1	Basic Spanish Language	0		4
4	Online Programmes	2	0		3	Certificate in Spanish Language and Culture, Certificate Mandarin Language, CFL	0		1	Dip. in Spanish Language and Culture,	4
5	Multidisciplinary Programmes on offer	0	0		0		1	French for Tourism	0		1
6	MOOCs on offer (SWAYAM Courses)	6	1	Basics of Spanish Language and Culture-I	1	Intermediate Spanish-I	1	Intermediate Spanish-II	2	Dip. in French, Basic of Russian-I & II	5
7	Translation of Popular IGNOU Programmes into Regional Languages	0	0		0		0		0		0
8	Capacity Building Workshops	0	1	Teacher Training French Certificate	0		0		0		1

PLAN OF ACTION CONTRIBUTION OF SOGDS

Sl. No.	Targets to be accomplished	Present (total number)	In July 2025 (total number)	Name(s) of the Proposed Programmes/Courses	SOGDS (TOTAL)
1.	Programmes in ODL Mode	5	3	Certificate in Gender in Law, Certificate in Gender and Science, BA in Gender Studies	3
2.	Multiple Entry Exit Programmes	2	1	BA in Gender Studies	1
3.	Skill Enhancement Courses in CBCS/ Degree programmes	1	3	BWEEF002: Gender Training Perspectives, BWEE006: Organisation and Leadership, BWEE007: Work and Entrepreneurship, BWEE008: Credit and Finance	3
4.	Online Programmes	None	1		1
5.	Multidisciplinary Programmes on offer	7(ODL & Regular)	2	Certificate in Gender in Law, Certificate in Gender and Science	2
6.	MOOCs on offer (SWAYAM Courses)	1	2		2
8.	Capacity Building Workshops		3	Academic Workshops	3

PLAN OF ACTION CONTRIBUTION OF SCHOOL OF HEALTH SCIENCES (SOHS)

Sl. No.	Targets to be accomplished	Present (total number)	In July 2022 (total number)	Name(s) of the Proposed Programmes/Courses	In July 2023 (total number)	Name(s) of the Proposed Programmes/Courses	In July 2024 (total number)	Name(s) of the Proposed Programmes/Courses	In July 2025 (total number)	Name(s) of the Proposed Programmes/Courses	SOHS (TOTAL)
1.	Programmes in ODL Mode	20	0		1	PG Diploma in Yoga	1	Diploma in Mental Health & Psychiatric Nursing (DMHPN)	2	Master in Public Health M.Sc. In Nursing	4
2.	Multiple Entry Exit Programmes	0	0		0		0		0		0
3.	Skill Enhancement Courses in CBCS/ Degree programmes	0	1	CHBHC Course Code - CNSHC 001	1	CFAID Course Code - BNSO-40	0		0		2
4.	Online Programmes	0	1	PGDEOH programme to be offered as Online programme in coordination with SOITS	1	CME Programmes	1	CFAID	1	CAHC	3
5.	Multidisciplinary Programmes on offer	1	0		0		0		0		0
6.	MOOCs on offer (SWAYAM Courses)	0	0		0		0		0		0
7.	Translation of Popular IGNOU Programmes into Regional Languages	1	3	CHBHC CFAID Cpy	0	-	1	PG Diploma in Yoga programme to be translated			4
8.	Capacity Building Workshops				1	CNE workshop will be conducted for Nurses	1	CNE workshop will be conducted for Nurses	1	CNE workshop will be conducted for Nurses	3

PLAN OF ACTION CONTRIBUTION OF SOJNMS

Sl. No.	Targets to be accomplished	Present (total number)	In July 2022 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2023 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2024 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2025 (total number)	Name(s) of the Proposed Programmes/ Courses	SOJNMS (TOTAL)
1.	Programmes in ODL Mode	6	2	1. PG Diploma in Electronic Media. 2. PG Diploma in Integrated Marketing Communication.	1	1. Proposed BA programme	0		0		3
2.	Multiple Entry Exit Programmes	1	1	PG Diploma in Integrated Marketing Communication	0		1	Proposed BA programme	0		2
3.	Skill Enhancement Courses in CBCS/ Degree programmes	0	0		1	Proposed BA programme	0		0		1
4.	Online Programmes	0	1	MA in Journalism and Mass Communication	2	PG Diploma in Development Communication. PG Diploma in Digital Media	2	PG Diploma in Electronic Media. PG Diploma in Integrated Marketing Communication	0		5
5.	Multidisciplinary Programmes on offer	0	0		1	Proposed BA programme	0		0		1
6.	MOCs on offer (SWAYAM Courses)	3	0		2	Media and Information Literacy for Teachers I. Media and Information Literacy for Teachers II	2	Two courses from BA will be offered	0		4
7.	Translation of Popular IGNOU Programmes into Regional Languages	0	0				1	MA programme will be offered in regional languages	0		1
8.	Capacity Building Workshops	0	0				0		0		0

PLAN OF ACTION CONTRIBUTION OF SOL

Sl. No.	Targets to be accomplished	Present (total number)	In July 2022 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2023 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2024 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2025 (total number)	SOVET (TOTAL)
1.	Programmes in ODL Mode	10	1	BA Legal Studies	2	MA Human Rights, PG diploma in Labour Law	0		0	3
2.	Multiple Entry Exit Programmes	0	0		0		0		0	0
3.	Skill Enhancement Courses in CBCS/ Degree programmes	0	0		4	Cyber Law, Copyright and related rights, Criminal Law, Consumer Laws	0		0	4
4.	Online Programmes	0	1	Awareness Programme on Constitution	0		0		0	1
5.	Multidisciplinary Programmes on offer	0	0		0		0		0	0
6.	MOCs on offer (SWAYAM Courses)	0	0		0		0		0	0
7.	Translation of Popular IGNOU Programmes into Regional Languages	0	0		0		0		0	0
8.	Capacity Building Workshops	0	0		0		0		0	0

SOMS

Plan of Action SOMS										
Sl. No.	Targets to be accomplished	Present (only total number)	In July 2022 (only total)	Name(s) of the Proposed Programmes /Courses	In July 2023 (total number)	Name(s) of the Proposed Programmes/Courses	In July 2024 (total number)	Name(s) of the Proposed Programmes/Courses	In July 2025 (total number)	SOMS (TOTAL)
1.	Programmes in ODL Mode	25	0		1	BBA Retailing (New)	4		5	6
2.	Multiple Entry Exit Programmes	3	0		1	MBA (Online)	5	Masters of Business Administration in Human Resource Management Masters of Business Administration in Marketing Management Masters of Business Administration in Operations Management Masters of Business Administration in Financial Management MBA (Banking & Finance) (MBF)	0	6
3.	Skill Enhancement Courses in CBCS/ Degree programmes	14	0		0		4		0	0
4.	Online Programmes	1	0		2	M.Com (Online) MBA (Online)	0		0	2
5.	Multidisciplinary Programmes on offer	0	0		0		0		0	0
6.	MOCs on offer (SWAYAM Courses)	11	0		11		11		7	29
7.	Translation of Popular IGNOU Programmes into Regional Languages	0	0		0		0		0	0
8.	Capacity Building Workshops	0	0		0		1		1	2

SOPVA

PLAN OF ACTION CONTRIBUTION OF SOPVA

Sl. No.	Targets to be accomplished	Present (total number)	In July 2022 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2023 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2024 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2025 (total number)	SOPVA (TOTAL)
1.	Programmes in ODL Mode	9	1	B.A Theatre Arts (Hons.)	2	Diploma in Drawing & Painting Diploma in Dance	1	B.A in Dance (Hons.)	2	6
2.	Multiple Entry Exit Programmes	0	0		1	P.G Diploma in Drawing & Painting				1
3.	Skill Enhancement Courses in CBCS/ Degree programmes	0	2	Fundamentals of Bharatnatyam An Introduction to Indian Art- Painting						2
4.	Online Programmes									
5.	Multidisciplinary Programmes on offer									
6.	MOOCs on offer (SWAYAM Courses)									
7.	Translation of Popular IGNOU Programmes into Regional Languages									
8.	Capacity Building Workshops		1	Workshop in Performing and Visual Arts	1	Workshop in Performing and Visual Arts	1	Workshop in Performing and Visual Arts	1	4

PLAN OF ACTION CONTRIBUTION OF SCHOOL OF SCIENCES

Sl. No.	Targets to be accomplished	Present (total number)	By July 2022 (total number)	Name(s) of the Proposed Programmes/ Courses	By July 2023 (only total number)	Name(s) of the Proposed Programmes/ Courses	By July 2024 (only total number)	Name(s) of the Proposed Programmes/ Courses	By July 2025 (only total number)	Name(s) of the Proposed Programmes/ Courses	SOS (Total)
1	Programmes in ODL Mode	15	1	M.Sc. In Geography	1	M.Sc. Physics	2	M.Sc. Chemistry, M.Sc. Zoology Jan. 2024)	0		4
2	Multiple Entry Exit Programmes	0	0		3	M.Sc. in Applied Statistics, M.Sc. Geoinformatics, PG Diploma in Geoinformatics	1	Four year UG programmes	0		4
3	Skill Enhancement Courses in CBCS/ Degree programmes	0	4	Chemistry (2) Bio-chemistry (2)	1	Bio-Chemistry			0		5
4	Online Programmes	0	0		0		0		0		0
5	Multidisciplinary Programmes on offer	7	0		0		0		0		0
6	MOCs on offer (SWAYAM Courses)	0	0		0		0		0		0
7	Translation of Popular IGNOU Programmes into Regional Languages	0	0		0		0		0		0
8	Capacity Building Workshops	0	0		0		0		0		0

PLAN OF ACTION CONTRIBUTION OF SCHOOL OF SOCIAL SCIENCES

Sl. No.	Targets to be accomplished	Present (total number)	By July 2022 (total number)	Name(s) of the Proposed Programmes/ Courses	By July 2023 (total number)	Name(s) of the Proposed Programmes/ Courses	By July 2024 (total number)	Name(s) of the Proposed Programmes/ Courses	By July 2025 (total number)	Name(s) of the Proposed Programmes/ Courses	Total Proposed
1.	Programmes in ODL Mode	29	1	MIGPS	5	MA (History), PGD in Rehabilitation Psychological.	5	MSC (Forensic Science), PGD in Game Theory, PGD in Behavioural Economics, PGD in Disaster Management,	4	PGD in Developmental Economics, Certificate in Heritage Studies, PGD in Governance, PGD in Counselling and Guidance	15
2.	Multiple Entry Exit Programmes	1	1	Master in Arts (Pol. Sc)	0	MA (History),	2		0		3
3.	Skill Enhancement Courses in CBCS/ Degree programmes	13	2	Behavioural Economics, Information Source and Services	5	Bharaliya Hest kala ki parampara, Skill enhancement in game theory, Information literacy, Qualitative Research, Design and methods.	3	Effective leadership, Financial Economics, Communication Skills,	1	Development Economics	11
4.	Online Programmes	3	0		1	MA (Environmental Studies) 1 year	0		3	MPA, MSO, PGD in Behavioural Economics	4
5.	Multidisciplinary Programmes on offer.	23	1		1		1		2		5
6.	MOOCs on offer (SWAYAM Courses)	16	2	BANC-131, MPSE-001	11	4 courses in MPS, 2 Courses in MSO, Archeological Anthrology, 2 courses in History, 2 courses in MPA,	6	Research methods in Anthrology and ethics, 1 in Economics, 1 in Public Ad, Introduction in Psychology, 1 course in psychology, 2 courses	5	1 in Anthro, 1 in history, 1 in Public Ad, 2 in Psychology	24
11.	Translation of Popular IGNOU Programmes into Regional Languages	Bilingual mostly	0		0		0		0		0
12.	Capacity Building Workshops	0	2	Anthro, LIS	3	Anthro, LIS, Eco	3	Anthro, LIS, Pub Ad	3	Anthro, LIS, Sociology	11

PLAN OF ACTION CONTRIBUTION OF SOSW

Sl. No.	Targets to be accomplished	Present (total number)	In July 2022 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2023 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2024 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2025 (total number)	Name(s) of the Proposed Programmes/ Courses	SOSW (TOTAL)
1.	Programmes in ODL Mode	7	0		0		1	Certificate in fund raising	1	Certificate course on prevention of sexual harassment at workplace	2
2.	Multiple Entry Exit Programmes	0	0		0		0		0		0
3.	Skill Enhancement Courses in CBCS/ Degree programmes	0	1	Professional Social Work	0		0		0		1
4.	Online Programmes	1	1	BSW ONLINE	1	Certificate Programme on Suicide Prevention	0		0		2
5.	Multidisciplinary Programmes on offer	0	0		0		0		0		0
6.	MOOCs on offer (SWAYAM Courses)	4 Courses	0		0		0		0		0
7.	Translation of Popular IGNOU Programmes into Regional Languages	0	0		0		0		0		0
8.	Capacity Building Workshops	0	1	Orientation to the academic counsellor/supervisors to social work programme	1	Empowerment of women in regard to financial opportunity	1	Gender roles in work place	1	Orientation to the academic counsellor/supervisors to social work programme	4
9.	Professional Development Programmes for Teachers and Academics	0	0		0		0		0		0

PLAN OF ACTION CONTRIBUTION OF SOTHSM

Sl. No.	Targets to be accomplished	Present (total number)	In July 2022 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2023 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2024 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2025 (total number)	Name(s) of the Proposed Programmes/ Courses	SOTHSM (TOTAL)
1.	Programmes in ODL Mode	11	1	P.G. Diploma in Revenue Management	1	Certificate in Facility Management	1	Diploma in Facility Management	1	Bachelor in Facility Management	4
2.	Multiple Entry Exit Programmes	0	0		0		1	Master in Travel and Tourism Management (Revised)	1	Bachelor in Facility Management	2
3.	Skill Enhancement Courses in CBCS/ Degree programmes	1	0		0		0		0		0
4.	Online Programmes	3	0		0		0		1	Certificate in Facility Management	1
5.	Multidisciplinary Programmes on offer	2	0		1	Certificate in Facility Management	1	Diploma in Facility Management	1	Bachelor in Facility Management	3
6.	MOOCs on offer (SWAYAM Courses)	6	1	TS 7 Human Resource Management	1	Tour Escorting and Guiding	1	Basics in Revenue Management	1	Advanced Revenue Management	4
7.	Translation of Popular IGNOU Programmes into Regional Languages	0	0								0
8.	Capacity Building Workshops	0	0		0		0		0		0

PLAN OF ACTION CONTRIBUTION OF SOTST

Sl. No.	Targets to be accomplished	Present (total number)	In July 2022 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2023 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2024 (total number)	Name(s) of the Proposed Programmes/ Courses	In July 2025 (total number)	Name(s) of the Proposed Programmes/ Courses	SOTST (TOTAL)
1.	Programmes in ODL Mode	4	1	PGCAR	1	PG Diploma in Sindhi-Hindi-Sindhi Translation (PGDSHST)	0	PG Diploma in Computational Linguistics	1	PG Diploma in Computational Linguistics	3
2.	Multiple Entry Exit Programmes	0	0		1	PGDSHST providing exit option with PGCSHT	2	MA (Translation Studies) Programme will be revised providing exit option with 'PG Diploma in Translation Studies' MA Translation Studies (Online) Programme will be revised providing exit option with 'PG Diploma in Translation Studies (Online)'	1	PG Diploma in Computational Linguistics providing exit option with 'PG Certificate in Computational Linguistics'	4
3.	Skill Enhancement Courses in CBCS/ Degree programmes	0	0		1	Machine Translation: An Introduction with focus on Indian Languages	0		0		1
4.	Online Programmes	1	0		0		0		0		0
5.	Multidisciplinary Programmes on offer	0	0		0		0		0		0
6.	MOOCs on offer (SWAYAM Courses)	1	0		1	Online course for Learning Sindhi Language	0		0		1
11.	Translation of Popular IGNOU Programmes into Regional Languages	0	0		0		0		0		0
12.	Capacity Building Workshops	0	0		0		0		0		0

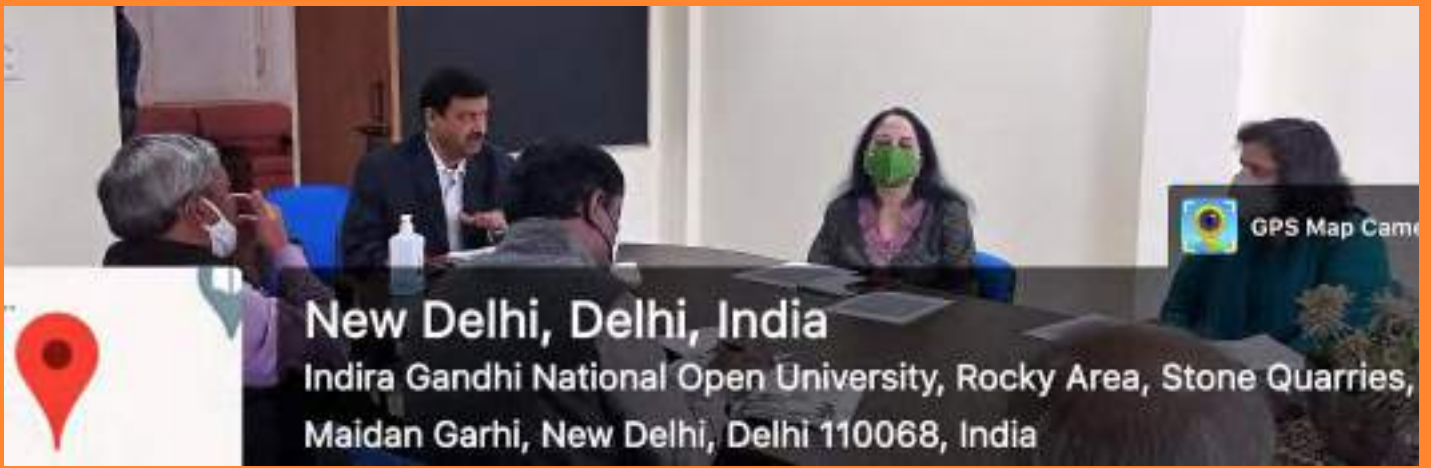
GLIMPSES OF MEETING



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- **Dr. Navita Abrol, CIQA**





PLAN 2

Plans of Divisions, Centres & Institute for the Implementation of the Institutional Development Plan of IGNOU 2030



Prepared by:
CIQA, Indira Gandhi National Open University

THE INSTITUTIONAL DEVELOPMENT PLAN

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 Institutional Plan needs to be aligned with the goals set forth in the NEP 2020 to achieve the intended objectives. Therefore, it is imperative for all institutions to prepare an effective plan.

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, students, and staff”. (Part II Section 19 (19.5) (p.50)).



ABOUT IDP OF IGNOU 2030

About IDP and its approval

The Board of Management in its 142 meeting held on 31.05.2021 resolved for evolving an Institutional Development Plan (IDP) viz., Action Plan, Strategic, and Vision Plan, which may be developed by the CIOA of the University in consultation with Planning Board. The 145th meeting of the BOM held on 25th October 2021 vide resolution BM 145.8.4, after detailed deliberations, approved the Institutional Development Pan of the University.

Action on IDP

As per the resolution of the BOM:145.8.4 the Vice-Chancellor constituted the Monitoring Committee under the Chairpersonship of Prof Rajendra Prasad Das, Pro Vice-Chancellor, for monitoring the implementation of the IDP at IGNOU.

The Monitoring Committee is entrusted with the responsibility of detailing multiple implementation steps in parallel manner by which the implementation plan can be monitored.

THE COMMITTEE ON MONITORING OF THE INSTITUTIONAL DEVELOPMENT PLAN OF IGNOU 2030

CHAIRPERSON

Prof R P Das, Pro-Vice-Chancellor

MEMBERS

Director (SOSS)

Director (SOMS)

Director (SOS)

Director (RSD)

Director (SOH)

Director (COE)

Prof Swaraj Basu (SOSS)

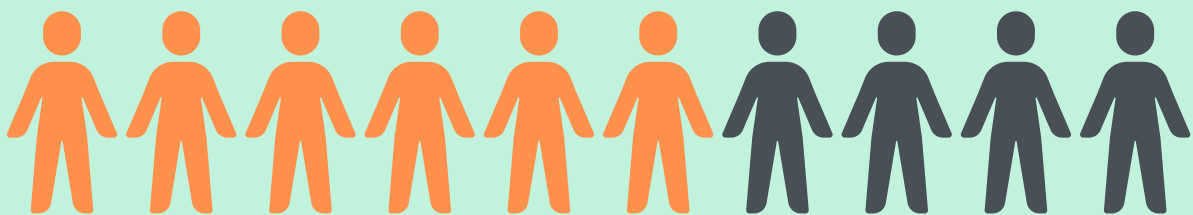
Prof Manjulika Srivastava (Director) CIQA

Prof N K Dash (SOE)

Prof R. Bhaskar (SOS)

CONVENER

Dr Navita Abrol (Assistant Director) CIQA



THE TARGETED GOALS-AT A GLANCE

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	50
12.	Capacity Building Workshops	10	100
13.	Professional Development Programmes for Teachers and Academics	15	150



INTRODUCTION

The Committee members deliberated on the briefs of the IDP of IGNOU 2030, circulated by the Director CIQA and discussed the targets to be achieved by 2025 and the short term goals outlined in the IDP document.

The following matters were flagged by the members:

- The short term targets that have been fixed in-line with the next NAAC assessment cycle of IGNOU should be achieved by 2025 before the 2nd cycle of NAAC assessment of the University, as NAAC would focus on the implementation of NEP 2020 at the University;
- The Schools of Studies will need to consider revamping of the existing UG and PG degree programmes and launching of new degree programmes as per the guidelines in NEP – 2020, hence the University needs to give direction with regard to converting the 3-year (TYP) undergraduate programmes into 4-year (FYP) undergraduate programmes by deciding on the component(s) of the 4th year which should be linked with the Master's degree programme that should have a research component and the projects/ internship/ apprenticeship/ community engagement and service in the Bachelor's degree programme as proposed in the UGC Guidelines on Multiple Entry & Exit;
- The existing UG degree programmes will need to have a compulsory component of projects/ internship/ apprenticeship/community engagement and service (24–32 credits) for which policy directions need to be given to all the Schools of Studies;
- There is a need to retain 3-year (TYP) undergraduate programmes in view of the learners on-roll and also to cater to the clientele who had done 3 year UG degree programmes years ago and decided to pursue higher education after a gap;
- The skill basket needs to be further expanded in the degree programmes of the University; for which efforts are going on for its implementation from Jan 2022 session onwards;
- The infrastructure requirements for research facilities and innovations by IGNOU learners and faculty need immediate attention through the setting up of incubation centres and laboratories, etc.;

INTRODUCTION

- The Schools of Studies are required to implement multiple entry and exit in the UG and PG degree programmes as per the UGC guidelines which will automatically lead to more number of PG Diploma, Diploma and Certificate programmes. However the constraints pertaining to credit distributions (as per UGC notification), programme outcome, etc, needs to be addressed simultaneously;
- All the goals as detailed in the Strategic Plan of the IDP document need to be complied by all the Schools of Studies, Divisions, Centres, Units and Cells since this document has been approved by the BOM and accordingly the actions should be initiated for the administrative and academic approval wherever required;
- The infrastructure requirement needs to be reviewed starting from the programme development, dispatch and delivery including learner support to facilitate the smooth implementation of IDP of IGNOU 2030; and
- The monitoring of implementation of IDP at IGNOU could be achieved by making annual plans based on the identified strategic parameters to ensure proper implementation of the IDP of IGNOU.

The Chairperson opined that the University will not leave any stone unturned to implement IDP of IGNOU 2030 in the best possible manner in order to achieve the targets set forth in NEP 2020. He informed the Committee that the University has already taken measures for the recruitment of teachers and administrative staff at various levels.

The Committee decided to adopt a bottom- up approach. The document on the targets to be achieved by 2025 shall be circulated to all the Schools of Studies and Divisions, Centres, STRIDE, Units and Cells. The 21 Schools shall be divided into four groups. Each School and the concerned Division, Centre, STRIDE, Unit and Cell, shall be asked to present before the Monitoring Committee what targets they have already achieved vis a vis the targets set for 2025 and their strategic plan of the next four academic years (year- wise). The Schools, Divisions, Centres, STRIDE, Units and Cells shall spell out their requirements of infrastructure and human resources in this context as per their need.

SCHEDULE

The IDP Monitoring Committee (IDPMC) interacted with the Regional Services Division (RSD), International Division (ID), Staff Training and Research Institute of Distance Education (STRIDE), National Centre for Innovation in Distance Education (NCIDE), and National Centre for Disability Studies (NCDS) to discuss the Plan of Action (POA) (2021-2025) of their Division/ Institute/ Centre. The schedule interactions were conducted through Google meet in accordance with the CoVID-19 protocol.

Date	Division/ Institute/ Centre	Presentation By	Designation
6-01-2022	International Division	Prof J K Srivastava	Director
6-01-2022	National Centre for Disability Studies	Dr S K Prasad	Director
6-01-2022	National Centre for Innovation in Distance Education	Dr O P Sharma	Director
7-01-2022	Regional Services Division	Dr S K Mohapatra	Director
7-01-2022	Staff Training and Research Institute of Distance Education	Prof Santosh Panda	Director

SUGGESTIONS

The Committee members interacted with the Divisions, Institute and Centres and suggested the following:

- IGNOU persons with disabilities (PWD) learners should be served by the NCDS in a proactive manner. The PwD learners in each Regional Centre (RC) need to be identified by RC concerned and contacted to determine their specific needs and requirements, so that they can be better served.
- Documenting innovations by IGNOU students and faculty can be done through a separate publication, "Stories of Innovation" by the NCIDE.
- It is imperative that internships and apprenticeships are integrated into all degree programs to promote innovation and entrepreneurship.
- Twinning with reputed foreign institutions of higher learning will help IGNOU learners gain international exposure and develop global competencies through cross-border education.
- There should be a proper mechanism in place to handle the number of assignments submitted online.
- The Online Assignment Monitoring System (OAMS) needs to be strengthened so that the result can be processed in a time bound manner.
- Regional Centers must play a proactive role in resolving learners' grievances, even if they pertain directly to Headquarters as RCs are best placed to handle the matter.
- A grievance tracking system must be implemented by the IGNOU Grievance Redressal and Management (iGRAM) in order to deal with grievances more effectively through a proper follow up system within a defined period.
- The STRIDE will be required to revamp the existing 2- year PG degree programme to 72-80 Credits. The latest UGC Guidelines on Multiple Entry and Exit has defined the Credit Weightage of the programmes and the levels of the programmes.

SUGGESTIONS

- The new programmes should be developed and existing programmes should be revamped in compliance with the policies on Multiple Entry and Exit for the smooth operation of the Academic Bank of Credits
- Multiple exit options should be adopted only where there is the relevance of the programme in the context of the expected outcome as a PG Diploma.
- STRIDE should introduce online programmes so that the IGNOU's reach can be expanded, especially to the Indian diaspora overseas. As a result, the number of foreign students will increase without having to increase the number of Overseas Study Centers.
- The MOOCs offered/ proposed by STRIDE should be incorporated into the degree programmes of the University.
- Similarly, MOOCs approved by the SWAYAM Board, which are ready to be adopted in the degree programmes should be considered if relevant, in order to promote and encourage the usage of MOOCs courses made other Universities. It will offer more flexibility and extra exposure to our learners. Integration of MOOCs in UG and PG programmes will also enhance the credibility of IGNOU's Degree Certificate. Expenditure on design and development of similar/ identical courses can be avoided. Expenditure on delivery of such courses can also be saved as these courses are managed by SWAYAM Board. Even the expenditure on conducting examinations for these courses can be saved as the examination is conducted by host institution and National Testing Agency (NTA).
- Machine translation of only popular programmes in regional languages should be undertaken.
- By converting the relevant courses into four-credit courses, STRIDE can contribute to the Skill Enhancement Course (SEC) basket, thus making the degree programmes more multidisciplinary.
- STRIDE should maintain a separate ledger for revenue generated by its capacity building and professional development programmes.

TARGETS AS PROPOSED BY DIVISION/ INSTITUTE/ CENTRE

Sl. No	Areas of Development	Present Status	By 2025	As proposed by STRIDE, RSD, ID, NCIDE & NCDS	Target by 2025. As per Plan of STRIDE, RSD, ID, NCIDE & NCDS (+ Schools)	Grand Total
		A		B	A+B=C	C+ Schools
1.	Programmes in ODL Mode	226	250	11	237(+113)	350
2.	Multiple Entry Exit Programmes	21	75	1	22(+55)	77
3.	Skill Enhancement Courses in CBCS/ Degree programmes	15	50	6	21(+56)	77
4.	Online Programmes	18	50	7	25(+49)	74
5.	Multidisciplinary Programmes	8	50	0	0 (+23)	23
6.	MOOCs on offer (SWAYAM Courses)	122	300	23	145 (+104)	249
7.	Fresh Enrolment	8 lakhs	10 lakhs	1.8 lakhs	9.8 lakhs	9.8 lakhs
8.	International learner Enrolment	2000	6000	4200	6200	6200
9.	Leamer Support Centres	2047	2700	653	2700	2700
10.	Overseas Study Centres	23	40	14	37	37
11.	Translation of Popular IGNOU Programmes into Regional Languages	20	50	2	22 (+8)	30
12.	Capacity Building Workshops	10	100	113	123 (+39)	162
13.	Professional Development Programmes for Teachers and Academics	15	150	124	139 (+39)	178

PLAN OF ACTION (July 2021- July 2022) Contribution of RSD

Sl. No.	Targets to be accomplished	Present (only total number)	By July 2022 (only total number)	Details of Actions taken/ to be taken for Achieving the Targets	By July 2023 (only total number)	Details of Actions taken/ to be taken for Achieving the Targets	By July 2024 (only total number)	Details of Actions taken/ to be taken for Achieving the Targets	By July 2025 (only total number)	Total
1	Fresh Enrolment	8,00,000	8,30,000		8,80,000		9,30,000		9,80,000	9,80,000
2	Learner Support Centres	2047	2100	This includes LSCs/Work Centres/Special Centres under MoU with Ministry of Skill Development & Entrepreneurship (MSDE)	2300	This includes LSCs/Work Centres/Special Centres under MoU with Ministry of Skill Development & Entrepreneurship (MSDE)	2500	This includes LSCs/Work Centres/Special Centres under MoU with Ministry of Skill Development & Entrepreneurship (MSDE)	2700	2700

PLAN OF ACTION (July 2021- July 2022) Contribution of International Division

Sl. No.	Targets to be accomplished	Present (only total number)	By July 2022 (only total number)	By July 2023 (only total number)	By July 2024 (only total number)	By July 2025 (only total number)	Total
1	International learner Enrolment	3000	3500	4500	5500	6200	6200
2	Overseas Study Centres	23	27	30	33	37	37
3	Capacity Building Workshops	<i>Nil</i>	1	1	1	1	1

PLAN OF ACTION (July 2021- July 2025) Contribution of NCIDE

Sl. No.	Targets to be accomplished	Present (only total number)	By July 2022 (only total number)	Details of Actions taken/ to be taken for Achieving the Targets	By July 2023 (only total number)	Details of Actions taken/ to be taken for Achieving the Targets	By July 2024 (only total number)	Details of Actions taken/ to be taken for Achieving the Targets	By July 2025 (only total number)	Details of Actions taken/ to be taken for Achieving the Targets	Total
1	Capacity Building Workshops	03	3 + 7 = 10	1.Capacity Building Workshop for Staff and Faculty on Innovative Use of ICT Tools and other Technologies for Teaching-Learning and Support to the Learners. 2. Capacity Building and Faculty Staff Empowerment towards Creativity, Innovation, Entrepreneurship and Startups, etc. 3.Capacity Building and Student Empowerment Workshops in the Field of Innovation, Creativity, Entrepreneurship and Startups, etc.	10 + 10 = 20	1. Capacity Building Workshop for Staff and Faculty on Innovative Use of ICT Tools and other Technologies for Teaching-Learning and Support to the Learners. 2. Capacity Building and Faculty Staff Empowerment towards Creativity, Innovation, Entrepreneurship and Startups, etc. 3. Capacity Building and Student Empowerment Workshops in the Field of Innovation, Creativity, Entrepreneurship and Startups, etc.	20 + 10 = 30	1. Capacity Building Workshop for Staff and Faculty on Innovative Use of ICT Tools and other Technologies for Teaching-Learning and Support to the Learners. 2. Capacity Building and Faculty Staff Empowerment towards Creativity, Innovation, Entrepreneurship and Startups, etc. 3. Capacity Building and Student Empowerment Workshops in the Field of Innovation, Creativity, Entrepreneurship and Startups, etc.	30 + 10 = 40	1. Capacity Building Workshop for Staff and Faculty on Innovative Use of ICT Tools and other Technologies for Teaching-Learning and Support to the Learners. 2. Capacity Building and Faculty Staff Empowerment towards Creativity, Innovation, Entrepreneurship and Startups, etc. 3. Capacity Building and Student Empowerment Workshops in the Field of Innovation, Creativity, Entrepreneurship and Startups, etc.	

NCDS PLAN OF ACTION (July 2021-July 2022)

Sl. No.	Targets to be accomplished	Present (only total number)	By July 2022 (only total number)	Details of Actions taken/ to be taken for Achieving the Targets	By July 2023 (only total number)	Details of Actions taken/ to be taken for Achieving the Targets	By July 2024 (only total number)	Details of Actions taken/ to be taken for Achieving the Targets	By July 2025 (only total number)	Details of Actions taken/ to be taken for Achieving the Targets	Total
1	Capacity Building Workshops	0	2 (01 in February, 2022 and 01 in May, 2022)	Capacity Building of faculty/counselor for curriculum adaptation, inclusive material development and teaching learning process for students with disabilities	2 (01 in November, 2022 and 01 in April, 2023)	Capacity Building of faculty/counselor for universal design and its importance for the study of students with disabilities.	2 (01 in November, 2023 and 01 in May, 2024)	Capacity Building of faculty/counselor for curriculum adaptation, inclusive material development and teaching learning process for students with disabilities.	2 (01 in November, 2024 and 01 in May, 2025)	Capacity Building of faculty/counselor for curriculum adaptation, inclusive material development and teaching learning process for students with disabilities.	8

GLIMPSES OF MEETING



GLIMPSES OF MEETING



IGNOU'S INSTITUTIONAL DEVELOPMENT PLAN:



**DEVELOPMENT
AND
IMPLEMENTATION**

