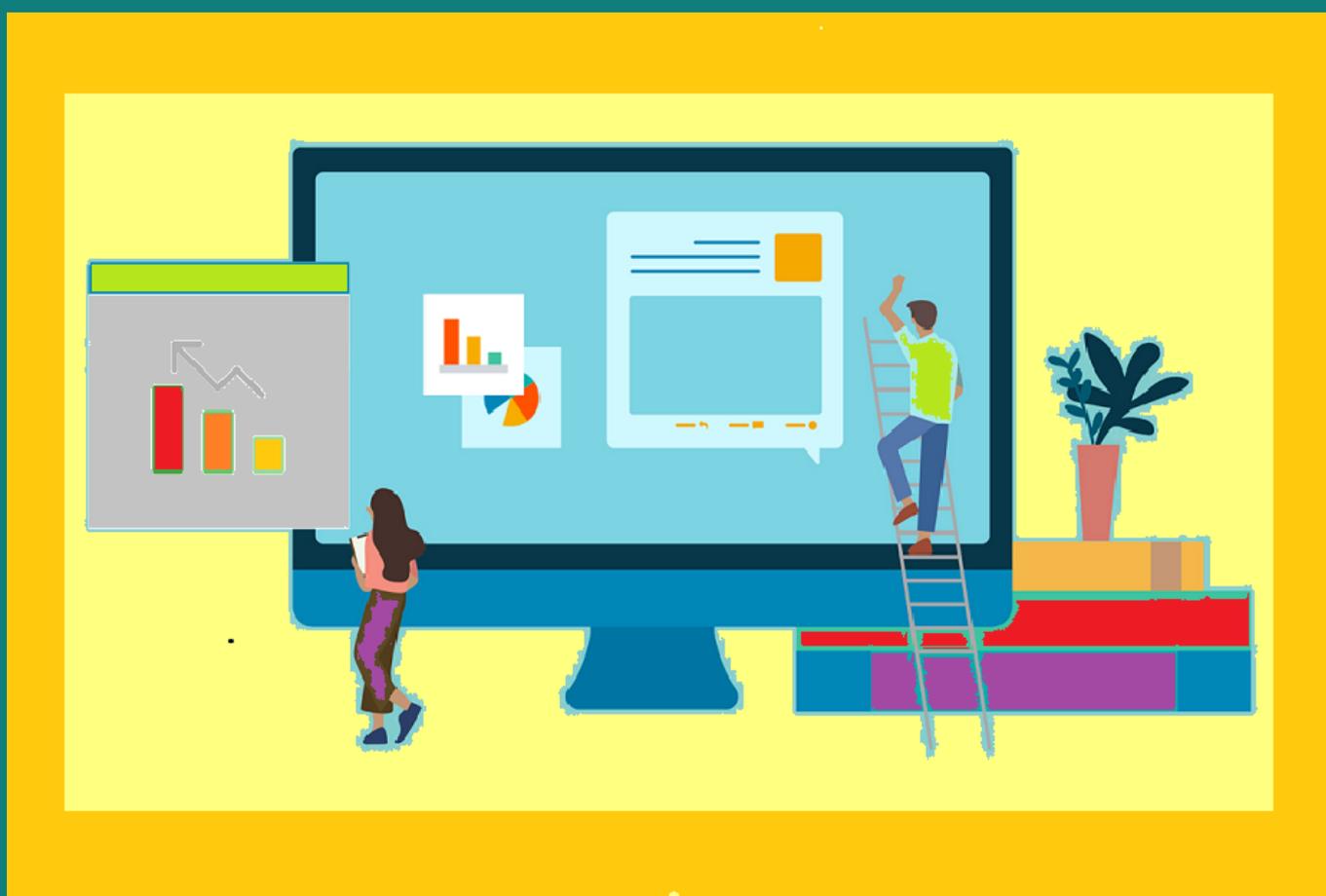




PLAN 2

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)

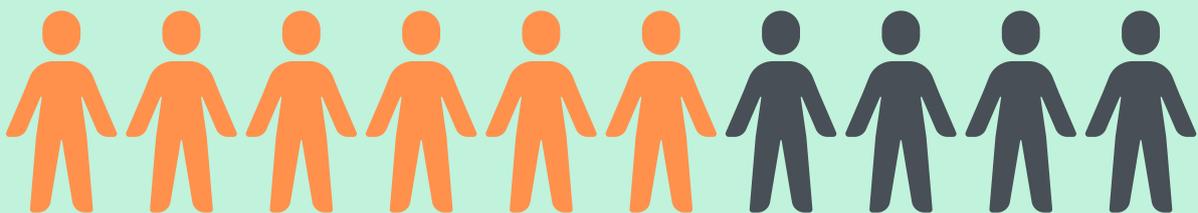
Prof Manjulika Srivastava (Director) CIQA

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.	Learner 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 2025) Contribution of STRIDE

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.	Programmes in ODL Mode	1	2	PGDDE, MADE (Separate Programmes to be offered from July 2022 Offline)	3	1. PGDEL Jan 2023 (GM & SF) 36 Credits. 2. Certificate in Distance and Online Learning, Jan 2023, (AA) 16 Credits 3. PGD in Instructional Design and Development, Jan 2023 (AP) 36 Credits.	3	1. PG Certificate in Learner Support in Blended Learning (TR) 18 Credits 2. MA in E-Learning (GM) 2nd Year of PGDEL 3. PG Certificate in Blended Learning (AR)	2	1. PG Certificate in Research in Blended Learning (AR) 2. PG Certificate in Governance and Leadership in DOL (AA)	11
2.	Multiple Entry Exit Programmes	-	1	MADE	-		-		-		1
3.	Skill Enhancement Courses in CBCS/ Degree programmes	-	1	1. Curriculum Development in Distance Education under CBCS at PG level. (AR)	3	1. Academic Counselling for Online and Blended Learning (TR, GM) 2. Open Educational Resources (GM, PL) 3. Research Methods in Distance Education under CBCS at PG level. (AR)	1	1. Course on Blended Learning (AR)	1	1. Assessment and Evaluation in BL (TR)	6
4.	Online Programmes	-	2	PGDDE, MADE	-		3	1. Post Graduate Diploma in E-Learning (SP, GM)	2	1. PG Certificate in Blended Learning (AR)	7
5.	Multidisciplinary Programmes on offer	-	-		-		-		-		0
6.	MOOCs on offer (SWAYAM Courses)			1. Enhancing Study Skills for Learners (PL & GM) 2. MDE-411: Growth and Development of Distance Education (AA) 3. MDE-412: Instructional Design (AP) 4. MDE-413: Learner Support Services and System (TR) 5. MDE-414: Management of Distance Education (AA)	6	1. MDE-415 2. MDE-416 3. MDE-417 4. MDE-419 5. Academic Counselling for Online and Blended Learning (TR, GM) 6. Open Educational Resources (GM, PL)	5	1. PGDEL Courses (GM)	5	1. MA in E-Learning Courses (GM)	23
7.	Translation of Popular IGNOU Programmes into Regional Languages	0	2	PGDDE, MADE	-		-		-		2
8.	Capacity Building Workshops	14	6		22		22		22		86
9.	Professional Development Programmes for Teachers	3	8		38		38		37		124
Note: 1 SP: Santosh Fando, CRK: CRK Murthy, MS: Manjulika Srivastava, AP: Anita Priyadarshini, GM: G. Mythili, AR: Amiteshwar Ratna, TR: Tata Ramakrishna, AA: Ali Asgar, PL: Pujita Lakshmi, HB: Hemlata Baghel, RC: Ram Chandra, GK: Gloria Kuzur											
Note: 2 Infrastructure and Human Resource Requirements attached in Separate File. (Budget Rs. 8 Lakhs)											

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

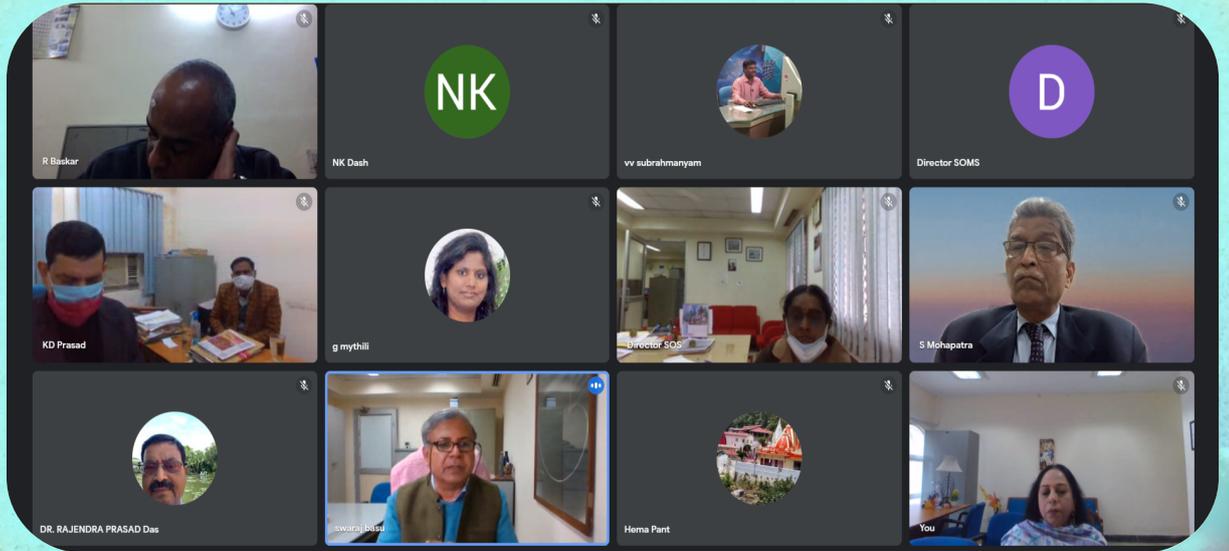
Sl. No.	Targets to be accomplished	Present (only total number)	By July 2022 (only total number)	Details of Actions taken/ to be taken for Achieving the Targets	By July 2023 (only total number)	Details of Actions taken/ to be taken for Achieving the Targets	By July 2024 (only total number)	Details of 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.	4

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/counsellor 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/counsellor 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/counsellor 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/counsellor for curriculum adaptation, inclusive material development and teaching learning process for students with disabilities.	8

GLIMPSES OF MEETING



GLIMPSES OF MEETING



ACKNOWLEDGEMENTS



Prepared & Designed by

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