Report
on

Celebration of the 3rd Anniversary of National Education Policy (NEP) To Be held during 29th -30th July 2023

RSD

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A. Access to Quality education and Governance
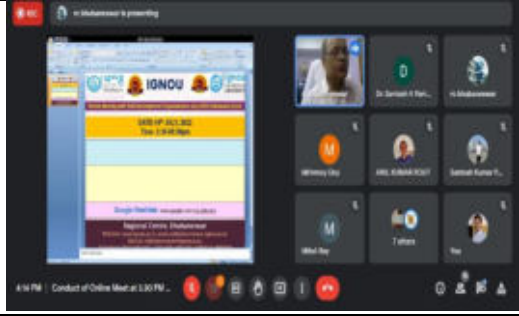
1) Aizawl

In order to provide access to quality education, every possible effort has been taken to reach out to the unreached section of the society by means of appointing the best and qualified Coordinators. Academic Counsellors is now applied through link of Online portal which is provided by the University.

2) Bhagalpur

IGNOU provides education at the doorstep of the learner. Quality education is supported by three main pillars: availability to qualified teachers, the utilization of quality learning resources and professional development, and the creation of safe and supportive learning environments which IGNOU is providing.

3) Bhubaneswar

IGNOU Regional Centre, Bhubaneswar has been constantly trying to improve the quality of education by providing quality counselling and quality support services at the learner support centres and Regional Centre. Therefore, all learner support centres have been established in Govt. colleges and universities. The senior faculties like Assistant Professors, Associate Professors and Professors having substantial experience are appointed as academic counselors to provide quality counselling to the learners. In order to provide relevant information to the learners and prospective learners information centres have been created in Govt. ITIs, Jan Shikshan Sansthans and Pradhan Mantri Koushal Kendras in the State. Constant monitoring of learner support centres is done by the academics physically as well as through digital platforms. Coordinators' meetings are also being organized from time to time in order to ascertain quality of education and good governance.

Student Information Centre at RC Bhubaneswar	Meeting with JSS & NSIT for establishment of IGNOU Extension Centres for Admission

4) Chennai

IGNOU Regional Centre, Chennai is enrolling learners by providing access to high quality education to all those who seek it irrespective of age, region, religion, and gender.

IGNOU RC-Chennai is conducting online counselling sessions to reach the learners even though they are far from the Study Centres. The counselling schedules are all uploaded in the RC-Chennai website.

The teleconference details, the counselling schedules through Swayam Prabha Channels are forwarded to the learners on day-to-day basis and monthly schedules uploaded in RC-Chennai website.

The live Video counselling sessions in Tamil language are telecasted through Swayam Prabha Free DTH TV Channel No. 17 from Regional Centre, Madurai are forwarded to learners and schedules uploaded in RC-Chennai website.

IGNOU Regional Centre, Chennai organized Student Grievance Redressal Meetings during the Vigilance Awareness Week – 2022 from 02-11-2022 to 04-11-2022 to address the grievances, if any being faced by the students in availing support services.

All academics and officers of the Regional Centre, Chennai participated and had interactions with around 30 learners who attended the Redressal Meeting in person at RC premises.

Dr K Panneerselvam, Senior Regional Director welcomed the students and encouraged learners to provide their feedback and issues if any they are facing in availing online/ offline support services. The learners sought clarifications on the following aspects and their queries/ grievances were addressed by the Senior Regional Director and other Academics instantaneously.

  i. Submission of Projects
  ii. Conducting Practicals
  iii. Submission of Assignments
  iv. Acknowledgement for Assignments
  v. Examination Form Submission
  vi. Receiving Study Material, etc.

Theme 1: Upon receipt of Eleven thematic sessions for Celebration of the 3rd Anniversary of National Education Policy (NEP) scheduled to be held during 29th -30th July 2023, the Regional Centre Cochin is providing inputs/activity report based on the Theme for Access to Quality education and Governance in this file:

5) Cochin

Admission is the first step for Access to Quality education and Governance. The admission awareness is created through Promotional meeting. In other words, Promotional meeting or Awareness creating session is mainly targeted to introduce a sector of programmes either level based ie., Certificate, Diploma, PG Diploma, Bachelor's degree, and Master's degree targeting the aspirants for each of the programme. In every Promotional meeting or Awareness creating session, life skill education, information about SWAYAM Portal where IGNOU courses are also available, the availability of NEP online course to students, Administrators and Teachers are shared.

Generally, the Promotional meeting or Awareness creating session is held in four languages namely English, Hindi, Malayalam and Tamil giving importance to National and Regional languages.

The video is recorded after the Facebook Live session and uploaded in the YouTube channel of IGNOU Regional Centre Cochin at the link

https://www.youtube.com/@IGNOURegionalCentreCochin/featured. Sh. Muhammad Ansar T.A, AE(DP), IGNOU Regional Centre Cochin rendered Technical Expertise for preparing this video. Back-office operations were coordinated by Ms. Reshma Suresh.

- Information that anyone can pursue IGNOU programmes along with their Conventional Educational System courses is also given the description.
- Follow up for free campus counseling/awareness on IGNOU programmes, the information that viewers can contact rccochin@ignou.ac.in is also provided.
- Information about Indira Gandhi National Open University (IGNOU) which has been established by an Act of Parliament in 1985 (Act No. 50 of 1985) is a NAAC A++ accredited Educational

Institution is also disseminated besides stating that, IGNOU Degrees/Diplomas/Certificates are recognized by all the member institutions of the Association of Indian Universities (AIU) and are at par with Degrees/Diplomas/Certificates of all Indian Universities/Deemed Universities/Institutions.

- IGNOU Regional Centre, Deoghar organized National Seminar on 8th and 9th May 2023 on National Education Policy 2020 in collaboration with Hindi Vidyapith, B.Ed College, Deoghar in which sub-theme was included "**Effective Governance and Leadership for Higher Education**".

6) Guwahati

IGNOU Regional Centre, Guwahati has made efforts to reach to the unreached and to make higher and quality education available to all sections of the society including the socially and economically disadvantaged groups (SEDGS), by establishing 18 Nos. of Regular Study Centres, 10 Nos. of programme Study Centres and one Special Study Centre for the jail Inmates in Central Jail Guwahati. Besides, we have established 14 Nos. of IGNOU-MSDE Extension Centres, 4 Nos. at Jan Shikshan Sansthan (JSS) and 10 Nos. at Pradhan Mantri Kaushal Kendra (PMKK) Centres in different districts of Assam under the jurisdiction of Regional Centre Guwahati.

7) Hyderabad

IGNOU Regional Centre, Hyderabad is making efforts to provide student support services in a blended mode the counselling sessions are organized through ONLINE and the practical sessions are brought organized through OFFLINE mode. Interactions with the Coordinator, Academic counsellors are being done through virtual mode.

The Academics of Regional Centre, Hyderabad is monitoring through OFFLINE and ONLINE mode and extending the logistic support to the part time academic functionaries. The student's queries and grievances are addressed expeditiously by arranging ONLINE grievance sessions.

ONLINE Monitoring of Academic Counselling sessions

8) Jaipur

- Translated and Coordinated 06 SWAYAM Course in Hindi language by the Regional Centre, Jaipur.

- Academic Officials of RC Jaipur completed Online Professional Development Programme on Implementation of NEP 2020 for University and College Teachers, organized by STRIDE, IGNOU in November 2022.

9) Jodhpur

Attend Webinar on Quality Assurance in Distance Education by Dr. Ajay Vardhan Acharya, RD RC Jodhpur on 28/05/2020 organized by Jain Vishva Bharati Institute.

10) Khanna

As an initiative to promote regional language through LIVE Counselling for Undergraduate Courses in Punjabi language, 354 counselling sessions in various disciplines viz. Political Science, Psychology, Economics & Sociology have been conducted through SWAYAMPRABHA Channel No.17 since January 2022.
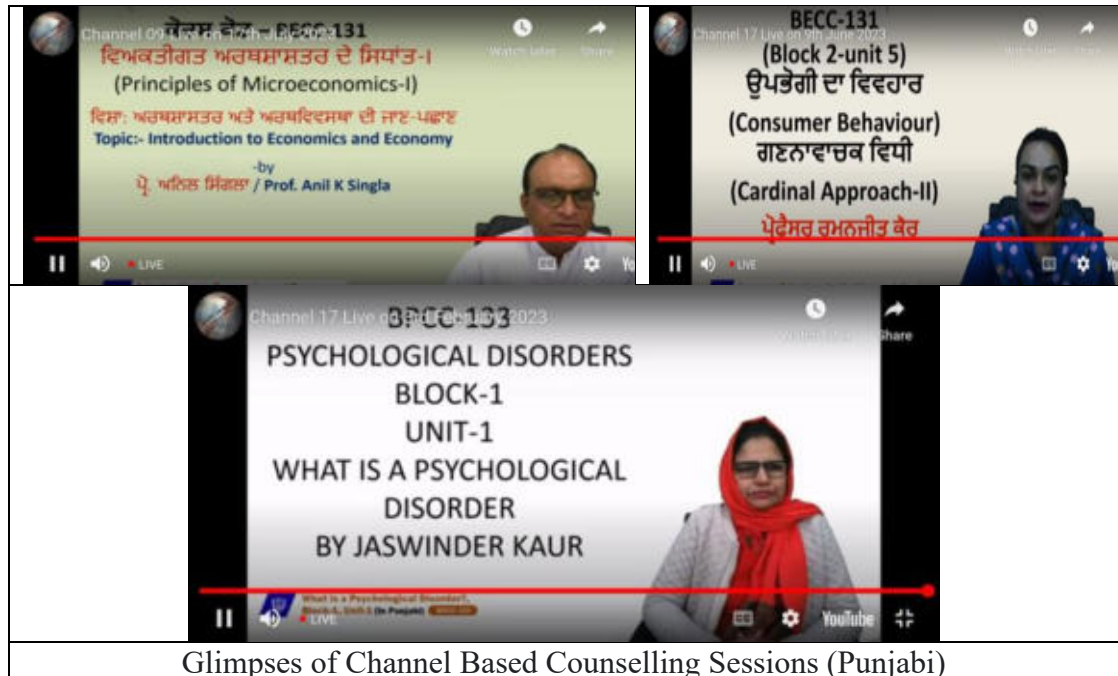
Glimpses of Channel Based Counselling Sessions (Punjabi)

11)   MADURAI

RC Madurai took all efforts to implement ODL regulations in maintaining the quality of LSCs. Accordingly, ODL non-compliance LSCs have been closed and "Standards of Excellence in the Design, Development and Delivery of ODL" notified by the University has been adopted for LSCs.

12)   Nagpur

Regional Webinar in association with Hislop College on "Access, Equity and Inclusion in National Education Policy-2020" Prof. K. Murugan & Prof. Rajshree Vaishnav as Experts on 21.08.20

13)   Raipur

IGNOU Regional Centre, Raipur has taken initiatives for uploading the information about different programmes offered by the University from time to time on the Regional Centre Website. Besides that the Regional Centre has shared information on study materials available in the Egyankosh for the benefit of the students of different programmes. The Regional Centre has maintained quality in the evaluation of assignments, conduction of practical Examination, viva voce of projects, internship, etc. The norms of the university is always adhered to maintain quality in the higher education. The Regional Centre has taken initiatives for the accessibility of the students to different programmes offered by the University through Regional Centre website, WhatsApp, Facebook, and twitter.

14)   Raghunathganj

The Regional Centre is situated in one of the remotest areas of the country is providing quality education to a large section of minorities in the area.

- *Equitable & Inclusive Education -Issues of Socio-Economically Disadvantaged Groups (SEDG)*:

  An equitable and inclusive education is provided to SEDG groups by establishment of Study Centres at Jails and Educationally and Economically Backward Blocks (EEBBs).

- *Research and Development*:

  No research has been taken place in this RC.

- Impact of Govt. initiatives on Innovation:

  Impact of government initiative on innovation is yet to be recorded in this RC.

- *Innovation and Entrepreneurship*:

  Under SANKALP initiative has been taken for training of master trainers under state government scheme " Utkarsh Bangla".

- *Indian Knowledge System*:

  This RC has taken initiative to enroll learners in programmes/courses developed by IGNOU keeping in minds India Knowledge System like Master in Arts in Sanskrit (MSK), Master in Arts in Jyotish (MAJY) Master in Arts in Vedic Studies (MAVS).

- *Digital Empowerment and Capacity Building*:

  Through the offer of 43 On Line (OL) programmes and counseling through Facebook live this RC has offered digital delivery platform to its learners. It has been providing e-Gyankosh, a repository of study materials, audios and videos produced by IGNOU to its learners for their use.

- *Holistic Education through Interaction of skilling, Industry Connect and Employability*:

  Skilling in the form of internship for BLIS, MLIS, MAPC and MSW learners have been carried out for quite some time. The professional programmes have high employability ratio.

- *Internationalization of Education*:

  Internationalization of education is taking place through projects like e-vidyabharati etc.

- *National Credit Framework, NHEQF and Academic Bank of Credit*:

  The facility of credit transfer under Academic Bank of Credits envisioned in the National Education Policy 2020 is also available. National Higher Education Qualifications Framework (NHEQF), the undergraduate programmes offered by the University follow a modular approach and multiple exists and multiply entries are allowed to facilitate the professional journey of the learners.

- *Creating Synergy between Education and Skilling the Future of Work*:

  Most of the professional programmes developed by IGNOU is recognized by the regulatory bodies like AICTE, NCTE etc that equips the learners for their professional growth.

15) Shillong

RC Shillong has taken many initiatives for the implementation of quality education as per the mandate provided by university.

i. Arrangement of online classes: After the pandemic, technology-mediated education becomes popular in every part of the world and Meghalaya. Online classes are arranged by engaging qualified faculty members available locally and outside the state under the direct monitoring of RC academics.

ii. Learner support services (LSS): Experiential learning is one of the key components of NEP-2020. From the 2021 academic session, IGNOU activated many programmes under RC Shillong which have experiential learning components such as projects, dissertations, internships, practical, seminars etc. RC has given special attention to those programmes which have experiential learning components (ELC). Most of the programmes with ELC are shifted to RC-LSC and RC academics are directly looking after these programmes with proper implementation at the ground levels. Arrangement of regular counselling in hybrid mode with the help of Academic Counsellors for proper guidance to the learners.

iii. Permanent infrastructure: In the year 2016 University constructed a permanent building for RC Shillong with a carpet area of approximately 25000 square feet. The land area is 5 acres and it is inside the NEHU campus. Both RC and REC are

operational from the same building to provide good Governance and better service to the people of Meghalaya and NE region of India.

iv. Staff engagement: Sufficient Academics and support staff are engaged at RC and REC levels for academic and timely provide support services to the disadvantaged and marginal sections of the society

16) Shimla

i. Promotion of IGNOU programmes through social media platforms by the Regional Centre as well as the Learners Support Centres (LSCs).

ii. Publicity initiatives taken in respect of the new academic programmes being launched by the IGNOU and facilitating the prospective learners about the programme details and the support services likely to be provided to them.

iii. Periodic online meetings with the Coordinators and the part-time functionaries of LSCs in order to bridge the communication gap, if any, as well as to keep them abreast of latest developments.

iv. Online students support in counseling and submission / evaluation of assignments as well as online monitoring of LSCs and Exam Centres

v. Use of online platform for redressal of student's grievances at the Regional Centre and LSC levels.

vi. Up dation of RC website and social media platforms about the various updates from the Regional Centre / IGNOU.

17) Vijayawada

The mandate of the University to provide access to higher education to all segments of society and to offer high quality, accessible and need-based programmes at different levels to all those who wish to pursue higher education is in tune with the fundamental principles of NEP 2020 i.e., to enable every student to get quality education irrespective of their socio-economic background, gender or disability. RC Vijayawada has Learner Support Centres covering most of the districts under its jurisdiction in order to provide opportunities for higher education to all those who aspire for it.

ANDHRA PRADESH
Regional Centre Vijayawada
Jurisdiction of Districts

Most of the Learner Support Centres are equipped with all facilities including ICT based infrastructure to provide quality education to learners

LSC 0103: KBN College, Vijayawada
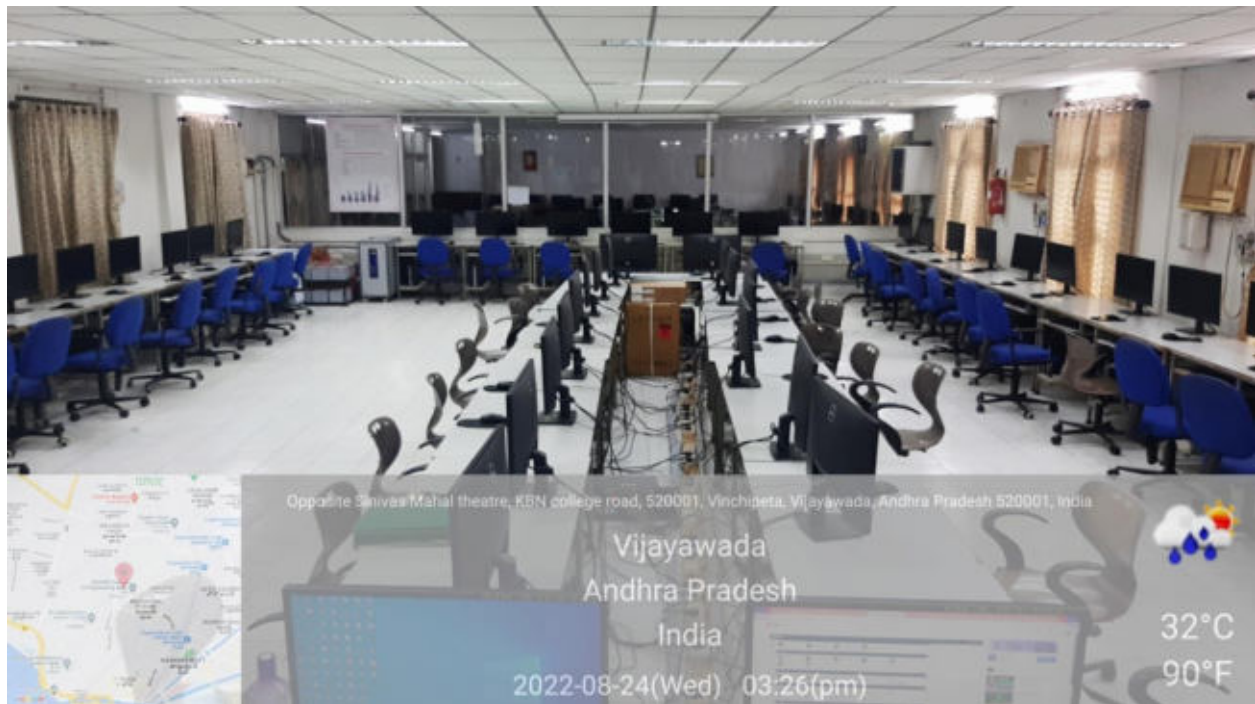
LSC 0108: Osmania College, Kurnool

Digital platforms including **RC Website** and Social media – **RC Facebook, Twitter and YouTube** are used to create and enhance awareness about various Programmes/Courses that are being offered at RC Vijayawada among the prospective learners. All the latest information/announcements given by the University is also shared with the learners through the RC digital platforms.

The learners are also informed about the availability of multimedia resources like eGyankosh, IGNOU e-Content App, GyanDarshan, Gyan Vani, Swayam Prabha Channels, etc

RC Vijayawada Website	*RC Vijayawada Facebook*
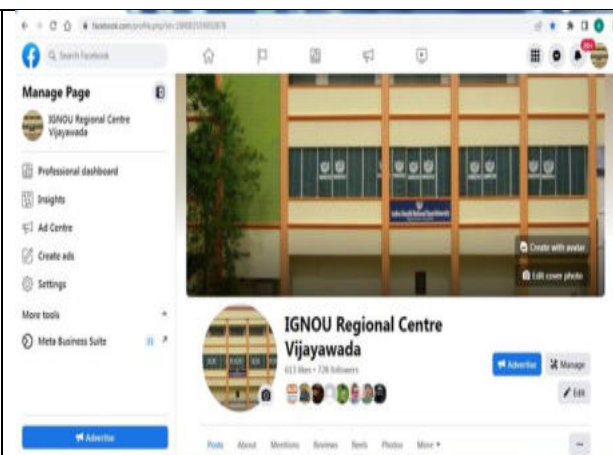
RC Vijayawada Twitter	RC Vijayawada YouTube
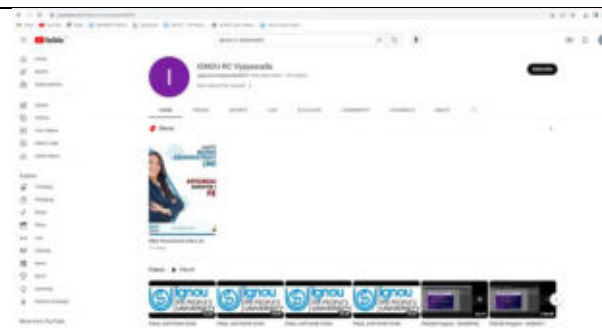
18)   Visakhapatnam

i.   Regional Centre has taken initiatives to strengthen the presence of Indira Gandhi National Open University by covering remote locations in the Region by involving premier Educational Institutions.

ii.   RC has forwarded a proposal to establish a Regular Study Centre at Visakha Govt. Degree College for Women, Visakhapatnam for enhancing the participation of Women in accessing the desired HE programmes

iii.   RC has also initiated establishing a Centre in Y.N. College in Narsapuram in the uncovered West Godavari District of Andhra Pradesh. This Centre, if established, would give access to many in the District of West Godavari.

iv.   RC has taken initiatives to activate Professional Skill based programmes like DAQ, CLIS, BLIS in Study Centres- 33018, 84019.

B. Equitable & Inclusive Education -Issues of Socio-Economically Disadvantaged Groups (SEDG)

1) Aizawl

Issues of Sicio-Economcally Disadvantaged Groups (SEDG) : Economically Disadvantaged Groups (SEDG) has an important place quality education scenario of the University. Likewise, IGNOU Regional Centre, Aizawl has also been imparting an affordable practices through its adopted Villages which is in the suburb of Aizawl City :

1) Mualpheng Village
2) Reiek Village
3) Muthi Village

2) Bhagalpur

IGNOU provides equity and inclusion with every student having equal access to learning, is treated equitably by the learning community, and feels valued and supported by their academic counsellors and peers.

IGNOU has taken into account the concerns of the Socio-Economically Disadvantaged Groups (SEDGs) which includes female and transgender individuals, Scheduled Castes, Scheduled Tribes, OBCs, minorities and students from villages, small towns, and inspirational districts. Fee waiver is offered for selected programmes for SC categories and Jail inmates.

3) Bhubaneswar

In order to provide opportunity of higher education to the socio-economically disadvantaged groups various scholarships are being provided by the State Govt. as well as the University. In some selected programmes the admission fee has been waived for the SC/ST learners. Differently abled learners are getting scholarships from various sources such as Commissioner for Persons with Disabilities, Govt. of India, and Welfare Department of Govt. of Odisha. In addition to the above, seat reservation in some professional programmes has also been given to the socio-economically disadvantaged groups. Disability Cell has been created at the Regional Centre to provide support to the physically challenged learners. Barrier free environment is also available both at the Regional Centre and learner support centres to enable the PH learners and visitors/officials to move freely.

Ramp Facility at RC Bhubaneswar

Lift Facility at Regional Centre, Bhubaneswar

Awareness of IGNOU programmes for Jail inmates(RC Bhubaneswar)

4) Chennai

IGNOU RC-Chennai issued Press Releases regarding Fee Exemption for SC/ST learners and admission in BAG, BCOMG and BSCG Programmes.

IGNOU RC-Chennai conducted promotional activities with self-help groups, SC/ST community areas, transgenders under equitable and inclusive education.
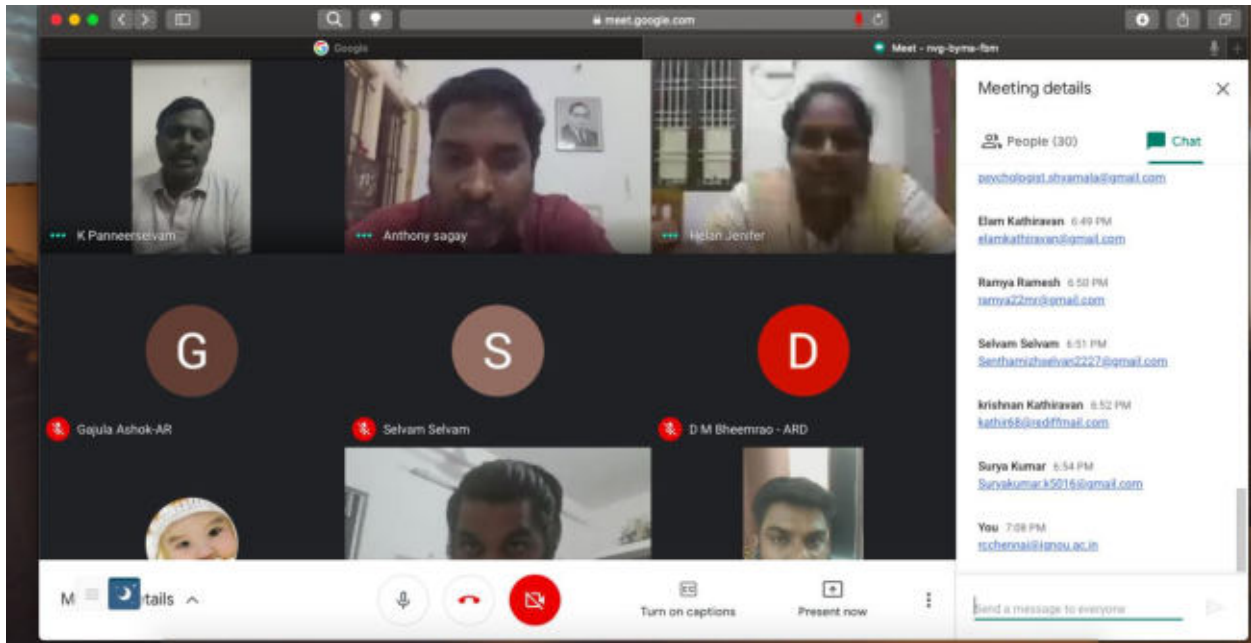
Google meet with the volunteers for conducting promotional activities in the villages and SC/ST hamlets held on 24-07-2020

Dr Sk Zareena, ARD, RC-Chennai addressing the Women Self-Help Groups of Tirupatthur District on 08-01-2020 about various IGNOU's Programmes on offer for Women Empowerment and Development.

Academics from RC Chennai visited the SAHOTHARAN (Transgender) office on   10-03-2021 to create the awareness on the Educational Opportunities available in IGNOU discussed about the programmes in details which is suitable for them.

5) Cochin

Upon receipt of Eleven thematic sessions for Celebration of the 3rd Anniversary of National Education Policy (NEP) scheduled to be held during 29th -30th July 2023, the Regional Centre

Cochin is providing inputs/activity report based on the Theme for Equitable & Inclusive Education -Issues of Socio-Economically Disadvantaged Groups (SEDG) in this file:

Equitable & Inclusive Education -Issues of Socio-Economically Disadvantaged Groups (SEDG)
Socially excluded groups are always included in IGNOU Regional Centre activities. Help Desk for Socially Excluded Groups and Differently abled prevails at IGNOU Regional Centre Cochin. Information related to Scholarship/privileges/life skill education are communicated verbally using Power Point during Induction meeting (*the recording of which are available in the IGNOU Regional Centre Cochin YouTube Channel* [*https://www.youtube.com/@IGNOURegionalCentreCochin/featured*](https://www.youtube.com/@IGNOURegionalCentreCochin/featured) *at the link* [*https://www.youtube.com/playlist?list=PL-du1gIra7HISqowc-BYmFAHpiuycJ2Aw*](https://www.youtube.com/playlist?list=PL-du1gIra7HISqowc-BYmFAHpiuycJ2Aw))and given in readable format in the Induction Guidelines (*available for public access in IGNOU Regional Centre Cochin website at the link http://rccochin.ignou.ac.in/Ignou-RC-Cochin/userfiles/file/Induction%20Guidelines%20January%202023.pdf*)

i. The details covered in the presentation are given below:

ii. Information about IGNOU encouraging the utilization of NSP portal https://nsp.gov.in/ for applying for scholarship, details of the scheme which are available at the link: http://rccochin.ignou.ac.in/Ignou-RC-Cochin/userfiles/file/Induction%20Guidelines%20January%202023.pdf

iii. Information that the learners enrolled in IGNOU are eligible for Government of India Scholarships with the advice to visit the National Scholarship Portal of the Government of India https://scholarships.gov.in/ for submitting the application online.

iv. Information about the availability of financial assistance under the Centrally Sponsored Scheme of Post Matric Scholarship for students belonging to the Scheduled Caste category besides giving details of the Scheme which are available at http://scholarships.gov.in/public/schemeGuidelines/Postmatric_SC.pdf

v. 4. Information about financial assistance under the Centrally Sponsored Scheme of Post Matric Scholarship for students belonging to the Scheduled Tribe category, besides details of the Scheme which are available at

- https://scholarships.gov.in/public/schemeGuidelines/Goa/Goa_3004_G.pdf
- https://scholarships.gov.in/public/schemeGuidelines/tribalfellowshipguideline.pdf

vi. Information about provision for reimbursing the course fee from Welfare Board of SC/ST Secretariat Kerala, Government of Kerala for SC/ST students who are enrolled for Post Graduate Programmes. The information about availability of forms at Regional Centre, Cochin or SC/ST Secretariat of the concerned District in the State of Kerala is also shared.

vii. The Scheme of Fee Support to SC/ST Students by IGNOU where the University provides exemption of programme fee to students from SC/ST category as per its policy is also disseminated.

viii. As preventive vigilance the non-eligibility for fee exemption for SC and ST students are also shared indicating that those who are employed OR who are availing of any kind of fellowship or fee exemption from other agencies, OR whose Parents'/ Guardians' income from all Sources exceeds Rs 2.5 lakhs during financial year as per Government of India norms are not eligible for fee exemption.

6) Delhi-2

i. RC Delhi-2 organised exclusive webinar on admission options for persons with disability especially Persons with Intellectual and Developmental disabilities in field of Higher Education through open and distance learning education.

ii. Regional Centre Delhi-2 facilitated a divyang learner for completing her MA Political Science and passing UGC-NET exam for lectureship
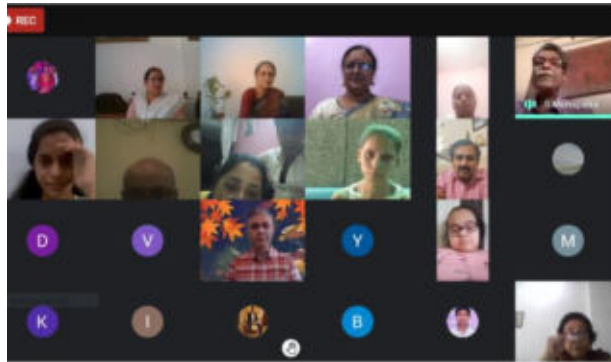
iii. Regional Centre Delhi-2 conducted a Webinar on "**Persons with disabilities and their Rights: IGNOU initiatives for students**" on **Thursday, May 27th, 2021, from 11.30 am - 12.45 pm** in order to sensitize the Learner Support Centre (LSC) functionaries and staff of Regional Centre towards providing the special and effective support to the students having disabilities.

iv. IGNOU Regional Centre, Deoghar organized National Seminar on 8th and 9th May 2023 on National Education Policy 2020 in collaboration with Hindi Vidyapith, B.Ed College, Deoghar in which sub-theme was included "**Equity and Inclusion in Higher Education**".

7) Hyderabad

Deaf and Dumb Learners

Regional Centre, Hyderabad reached an understanding with Deaf and Dumb to sponsor their eligible students to enrol for UG/PG programmes of IGNOU. In this regard Dr.PM Sowjanya,ARD addressed a meeting with this learners of the institute, the institute has sponsored 30 students for July 2022 session for UG programmes and for current session i.e. July 2023 session it is 60.

NGOs at Peoples Education Trust one prominent NGO at Siddipet working for the above cause, called "Sankalp"on our behest organized awareness meeting among the students of Vikas vocational training centre on employable programmes of IGNOU.

The primary objective of this awareness programme is that a fairly large number of students studying or getting trained in vocational courses do not have awareness of IGNOU programmes and their employability.

This created a sense of awareness among the students of the massive programems available

with IGNOU and the kind of learner support services that will be provided to them. An interesting target group we found in this promotional and awareness programme. These are those students who are undergoing vocational training at Vikas Centre for learning at Siddipet.

The training ranges from electrical fitters, lab technicians,machine tools, etc. It was intended that IGNOU porgrammes would be very use and more opportunities to enter work force with add on employable programmes of IGNOU.

This was in collaboration with a prominent NGO of the region called "Sankalp" at Siddipet.

Dr P.M. Sowjanya Assistant Regional Director Regional Center Hyderabad was resource person along with the Chairperson of the NGO.

A banner of IGNOU was displayed prominently in the Meeting Hall of Mandal Praishadh Development Office meeting hall, where all the participants were gathered.

IGNOUs pamphlets were distributed to all the participants and very graphically explained the programmes and its employability and the learner support services that will be provided to learners based on the porgrammes that they offer.

Photo clippings are attached alongside this report as proof of the work.

Cyber Crime Department

To promote the certificate in Cyber law we will be meeting the Assistant Commissioner of Police and discuss on the importance of having this programme among their staff for creating awareness on specific laws and technical issues related to Cyber crimes and ways and means of preventing them. Target group will be all the staff working in the Cyber crime and related crimes.

8) Itanagar

As the indigenous people of Arunachal Pradesh are cent percent tribal, the programmes/activities launched by the University have covered them all.

9) Jaipur

i. Issues of Socio- Economically Disadvantaged Groups (SEDGs)

A Doordarshan Talk on DD Rajasthan in the programme "बीच बहस" was organized on National Education Day topic 2020 on the "National Education Policy and Girl Education"

on 11.11.2022. Dr. Mamta Bhatia, Regional Director was invited to deliver this talk on the occasion.

ii.   Promotional Activities done in Govt. and Private Colleges for enrollment of Academics Teachers in Professional Development Programme on Implementation of NEP 2020 for University and College Teachers, organized by STRIDE, IGNOU in November 2022. Held meeting with HoI/ Principals of Colleges- Gyan Vihar University, Jaipur, Poornima College, Jaipur, JECRC University, Jaipur, Apex College, Jaipur on 30.09.2022.

iii.   Interacted with Principal and Teachers in B.Ed Colleges for enrollment in NEP-PDP 2020 on Implementation of NEP 2020 for University and College Teachers, organized by STRIDE, IGNOU in Saint Wilfred T.T. College, Jaipur on 30.09.2022.

iv.   Promotional activity for NEP-PDP 2020 on Implementation of NEP 2020 for Teachers in S.S. Jain T.T. College, Jaipur on 09.03.2023.

v.   Promotional activity for NEP-PDP 2020 on Implementation of NEP 2020 for Teachers in Staini Memorial B.Ed. College, Phagi on 07.09.2022.

vi. Promotional activity for NEP-PDP 2020 on Implementation of NEP 2020 for Teachers in S.S. G. Pareek College, Bani Park, Jaipur on 08.09.2022.

vii. Equitable & Inclusive Education -Issues of Socio-Economically Disadvantaged Groups (SEDG)

viii. Attend Webinar on Implementation of NEP in Higher Education" by Dr. Ajay Vardhan Acharya, RD RC Jodhpur on 14/06/2022.

10) Jorhat

i. Dr. Anil Ch. Borah, Sr. RD attended the Golden Jubilee celebration of **Amguri Haluwating Mazdur High School on 7th May 2023** as a Guest of Honour. The meeting was attended by students, guardians and the general public of the area (Amguri) besides dignitaries (educationists) from different parts of the state. In the meeting, I explained different programmes of IGNOU and the flexibility of the University along with different aspects of NEP 2020.

ii. Dr. Anil Ch. Borah, Sr. Regional Director of RC Jorhat was invited to attend the Golden Jubilee celebration of Asom Chah Karmachari Sangh on 26th March, 2023(Sunday). The Regional Director delivered a lecture on different programmes of IGNOU and explained the flexibility of the system, admission procedure and discussed the aspects of NEP 2020. The meeting was attended by more than 400 people from different tea gardens of Jorhat. Hon'ble Member of Parliament Sh. Kamakhya Prasad Tasa, President and General Secretary of All Assam Chah Karmachari Sangh were also present in the meeting.

11)   Khanna

IGNOU and MSDE (Ministry under GoI) signed an MoU for linking vocational education and training to higher education for trainees attached to National Skill Training Institutes (NSTI), Industrial Training Institutes (ITIs), Pradhan Mantri Kaushal Kendras (PMKK) and Jan Shikshan Sansthans (JSS). Under this MoU, 1 NSTI at Ludhiana and 4 PMKKs were opened as Work Centre at Ludhiana, Kapurthala, Pathankot & Moga. The following learners were enrolled at NSTI, Ludhiana:

S. No.	Session	Enrolment
1.	January 2022	08
2.	July 2022	56
3.	January 2023	19

| Meeting with NSTI officials | Orientation at NSTI, Ludhiana |

12)   Madurai

i.   In compliance of inclusive education to the disadvantaged segments of the population, RC has arranged many awareness programmes benefiting the differently abled category and socially disadvantaged people. RC has arranged a Workshop titled **"Siblings-The Supporting Pillars of Life"** benefitting the Parents, Brothers & Sisters of Special Children on 03.12.2022. The workshop was conducted at RC premises and around 40 family members of special children participated. Report is also attached.

ii.   There are three LSCs functioning in Central Jails of Madurai, Trichy, and Coimbatore. RC is providing all support to the inmates like arranging counselling, exam centres at these Jails. Around 150 inmates from the above three jails for each admission session are benefitted.

13)   Nagpur

Report on 11 themes in r/o NEP 2020 - Celebration of the 3rd Anniversary of National Education Policy (NEP)

18.12.20	National Webinar for "Rural & Remote Area Students" on "Understanding some Modern Chemistry Topics". Prof. Suvarn Kulkarni, Prof. Deepa Khushalani, Dr. D. V. Prabhu. 400 students of Wardha and Kurkheda also joined.
8.3.21	Women's Day Webinar on "Role of IGNOU Education in my Empowerment" – IGNOU women students experiences" Dr. Hema Pant and Dr. Jyotsna Dikshit and 16 students shared their experiences.
21.9.21	Chief Guest for DST sponsored Programme for Rural School Children at Khairi village, Hingna Taluk.
8.10.21	12th Foundation Day webinar ob the Theme "Online learning experiences of IGNOU Nagpur Tribal, Rural and Urban Students during Covid 19".
03.02.22	Letter to 63 Ashram School Principals to encourage their 12th pass students for IGNOU Admissions.
27.05.22	Gyan Ganga Awareness Meeting for women prisoners with Mr. Kumre, Jail Supdt. & Dr. Shakti Sharma.
14.02.23	Global Women's Breakfast GWB#23 Hybrid Webinar on "Breaking the Barriers in Science Education through Open University. Feedback from Teachers and Students of IGNOU at Hislop College. Their Principal, Prof. Sachi Shah, Prof. Lalita Kumar, Dr. O. P. Sharma, 6 students spoke.

i.   Access to Quality education and Governance:

   a. The Regional Centre is situated in one of the remotest areas of the country is providing quality education to a large section of minorities in the area.

ii.   Equitable & Inclusive Education -Issues of Socio-Economically Disadvantaged Groups (SEDG):

   a. An equitable and inclusive education is provided to SEDG groups by establishment of Study Centres at Jails and Educationally and Economically Backward Blocks (EEBBs).

   b. Research and Development:

   c. No research has been taken place in this RC.

iii. Impact of Govt. initiatives on Innovation:

   a. Impact of government initiative on innovation is yet to be recorded in this RC.

iv.   Innovation and Entrepreneurship:

a. Under SANKALP initiative has been taken for training of master trainers under state government scheme "Utkarsh Bangla".

v. Indian Knowledge System:

a. This RC has taken initiative to enroll learners in programmes/courses developed by IGNOU keeping in minds India Knowledge System like Master in Arts in Sanskrit (MSK), Master in Arts in Jyotish (MAJY) Master in Arts in Vedic Studies (MAVS).

vi. Digital Empowerment and Capacity Building:

a. Through the offer of 43 On Line (OL) programmes and counseling through Facebook live this RC has offered digital delivery platform to its learners. It has been providing e-gyankosh, a repository of study materials, audios and videos produced by IGNOU to its learners for their use.

vii. Holistic Education through Interaction of skilling, Industry Connect and Employability:

a. Skilling in the form of internship for BLIS, MLIS, MAPC and MSW learners have been carried out for quite some time. The professional programmes have high employability ratio.

viii. Internationalization of Education :

a. Internationalization of education is taking place through projects like e-vidyabharati etc.

ix. National Credit Framework, NHEQF and Academic Bank of Credit :

a. The facility of credit transfer under Academic Bank of Credits envisioned in the National Education Policy 2020 is also available. National Higher Education Qualifications Framework (NHEQF), the undergraduate programmes offered by the University follow a modular approach and multiple exists and multiply entries are allowed to facilitate the professional journey of the learners.

x. Creating Synergy between Education and Skilling the Future of Work:

a. Most of the professional programmes developed by IGNOU is recognized by the regulatory bodies like AICTE, NCTE etc that equips the learners for their professional growth.

14)   Raghunathganj

The Regional Centre has taken up various measures to address the issues of the Socio-Economically disadvantaged groups. In this regard the Regional Centre has apprised them about the scholarship, fees exemption and financial assistance through Higher Education and the UGC for pursuing the higher education under IGNOU. The main objective of IGNOU is to render equitable and inclusive Education to the marginalized section without any discrimination and differences. From time to time the notification and information has been shared to the students through digital media and other means of information.

15)   Shilong

The Open and Distance Learning (ODL) system was introduced in the northeastern region in 1986 when IGNOU established its first study center at the Gauhati University campus. Just after two years Regional Centers (RC) Shillong was established for catering to the learners of the northeastern region of India. bringing meaningful changes in the lives of disadvantaged people in hilly and remote border areas. The learner support centers were established keeping in mind that these centers are accessible to the disadvantaged learners of a diversified community. In the absence of higher education institutions in Meghalaya IGNOU Learners support services were provided by Higher Secondary schools, Government agencies and NGOs.

In Meghalaya, the only Higher Education affiliating body is the North Eastern Hill University (NEHU). The NEHU is preparing the syllabus and adjusting academic support for implementing NEP-2020, however, it will take time. On the contrary, IGNOU offered programmes in compliance with NEP-2020 and IGNOU has 21 LSC (11 regular LSC, 10 program LSC and 3 special LSC) in 10 districts of Meghalaya. IGNOU is one of the leading HE institutes in Meghalaya since its inception and continuously works for the hilly tribes of Khasi, Jaintia and Garo Hills regions. It provides a significant contribution in increasing the gross enrollment ratio in higher education (GER). Using the Mobile E-Learning Terminal (MeLT) van, Regional Centre Shillong has been creating awareness about IGNOU programmes in rural areas within Meghalaya. The RC Shillong has organised IGNOU popularisation programmes in collaboration with the Study Centres in different villages of Khasi Hills, Garo Hills and Jaintia Hills of Meghalaya.

16)   Shimla

i. The female populace of Dhari-Bagheri village in Shimla District were enlightened about the access of opportunity towards attainment of quality higher education created by the open learning system, whereby they can pursue the higher education within the bounds of their socio-cultural and economic constraints. They were briefed about the IGNOU programmes, support services available through the network of Learners Support Centres and use of social media as well as online platforms in reaching out to the learners. The most of the females addressed belong to the Scheduled Caste and they evince a great interest in IGNOU programme for furtherance of their academic qualifications. *[Date of Interaction: 28th June,2023].*

ii. The villagers, including females, of Kwalag – Majhar village in Shimla were motivated to join IGNOU programmes as per their qualification, employment aspirations and aptitude. A few of the programmes suggested to them includes those related to tourism, computers, Early Childhood Care & Education, Nutrition & Health, Organic Farming, Water Harvesting, etc. *[Date of Interaction: 6th October 2022].*

### 17)	Trivandrum

A study on the Stress, anxiety, and Depression among High School Students

Author(s): Sakthivel K, Venkatesan Siva Shankar, T.R.Satyakeerthy and Sunil Jacob

### 18)	Vijayawada

NEP 2020 emphasizes on full equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system. The same is reflected in the mandate of the University too i.e., to provide access to higher education to all segments of society.

Efforts are made by RC Vijayawada to reach out to socially and economically disadvantaged groups (SEDGs) *viz.* people living in rural/remote areas, women, SC/ST, learners with special needs etc.

The table given below gives a picture of the no. of learners belonging to socially and economically disadvantaged groups enrolled at RC Vijayawada from July 2020 to Jan 2023 session.

SESSION	TOTAL	SC	ST	OBC	EWS	PH
20 July	2387	566	75	360	84	12
21 Jan	1293	497	34	172	35	10
21 July	1721	436	64	327	63	13
22 Jan	993	281	25	160	34	4
22 July	2121	347	116	533	237	20
23 Jan	1334	554	26	200	35	3

Promotional meetings are conducted in girls/women colleges, in social welfare and residential colleges, in remote and rural areas etc to create awareness about programmes available at the Regional Centre.

| Promotional Meeting with Women teachers | |

19)   Visakhapatnam

i. Visakhapatnam Regional Centre has taken initiatives to promote Diploma Programmes in Aqua Culture (DAQ) and Dairy Technology (DDT) for the rural youth in the underdeveloped district of the Region.

ii. Visakhapatnam Regional Centre has developed an e-brochure on the Bachelor Degree Programmes with fee exemption for SC/ST candidates and promoted the information through all social media platforms.

iii. APDF programme is also promoted in large scale to attract rural youth who seek jobs in dairy sector.

iv. RC has also taken initiatives to promote DNHE, DECE programmes for the Anganwadi Teachers and Village volunteers. RC is sending the information through various social media platforms.

v. Regional Centre is disseminating the information on Academic Programmes of URDU language and Literature to the local Masjid Committees and Madarsas attached to them.

C. Research and Development

1) Bhubaneswar

Under the banner of Unnat Bharat Abhiyan of Govt. of India the University has undertaken a massive step of adopting villages by Regional Centres. Regional Centre, Bhubaneswar has adopted two villages in Odisha, namely, Boinchua and Khetrapal. Village survey has been conducted by the officials of the Regional Centre and reports have been submitted to the University. The academics of the Regional Centre are also undertaking various types of systematic research for the development of the system as well as their professional development.

RC Bhubaneswar Officials at the Gram Panchayat Office at Village Boinchua during the Basic Household Survey

2) Bhagalpur

IGNOU through it's NCIDE cell, Research Unit and Innovation clubs provides platform for gearing towards increasing innovation, including, developing incubators, helping innovators take their innovations to scale and fostering an innovation ecosystem within the organization. Various awards in the innovation sector have been awarded to IGNOU.

3) Cochin

i. NEP 2020 implementation at IGNOU Regional Centre Cochin has been documented in four languages mainly English, Hindi, Malayalam and Tamil based on the reports available at IGNOU Regional Centre Cochin. The videos are available at the link https://www.youtube.com/playlist?list=PL-du1gIra7HKCEjjQG8A4dahisCKXECOE

ii. The outcome of the Seminar/Workshop and Conference leads to Research and Development. The Academic have served as Resource Person on NEP 2020 related Theme on two occasions namely during the inaugural ceremony on October 1st 10 am of the National seminar on SCIENTIFIC BHARAT: PAST PRESENT &FUTURE Texts Perspectives ,Practice held on 1st and 2nd October 2022 at Bhaskareeyam,Elamakkara,Eranakulam and as Resource Person for NAAC sponsored Online seminar (28th and 29th Nov 2022) on ABC and Quality Enhancement Organised by St. Aloysius College Thrissur, Kerala 680611 https://staloysiuselt.edu.in/.

iii. The various activities at IGNOU Regional Centre Cochin serve as an avenue for Research and Development besides being a public information. The various activities at IGNOU Regional Centre Cochin have been documented since the year 2016 and the soft copy of the Newsletter is available at IGNOU Regional Centre Cochin website at the link http://rccochin.ignou.ac.in/aboutus/25

iv. The Academic of IGNOU Regional Centre Cochin served as the Resource Person in two occasions in Ek Bharat Shreshtha Bharat (EBSB) as part of Azadi Ka Amrit Mahotsav held together for 1. IGNOU Regional Centres, Cochin, Shimla, Trivandrum; Nodal Regional Centre Trivandrum on "Ethnic Food Varieties of Kerala and Himachal Pradesh-its Health Benefits" on 10th March, 2022 for the topic "Similarities in Food pattern across India with special reference to the State of Kerala and Himachal Pradesh". The video is available under Trivandrum Regional Centre at the link https://www.youtube.com/watch?v=XHbHh_AnPIE; 2. IGNOU Regional Centres, Cochin, Kolkata, Port Blair and Siliguri; Nodal Regional Centre Kolkata on "Historical

Tourism- Its impact on Nation building" on 13th March, 2022 for the "Similarity in Culture in Kolkata, Lakshadweep, Andaman and Siliguri and its impact on Tourism" discussed about the prevalent of common pattern of Culture in Kolkata, Lakshadweep, Andaman and Siliguri and its impact on Tourism in these places. The video is available under Kolkata Regional Centre at the link https://www.youtube.com/watch?v=ejaznX9a8w0&t=1296s

4) Delhi-2

Publication in Research Journal			
Author	Name of the Paper	Name of the Journal	ISSN number with year of publication
Dr.Shyni Duggal	IGNOU Sans Study Centre: An Exclusive ICT-based Futuristic Approach	Indian Journal of Open Learning	ISSN-0971-2690 Published in 2022
Dr.Shyni Duggal	An Exploratory Study of Dimensions of Involvement of Alumni of Higher Education Institutions of Distance Education	Indian Journal of Adult Education/	ISSN-0019-5006 Published in 2021
Dr. Shyni Duggal	Vidyalaya Netritva aur PrabandhanmeinSnatakottar Diploma Karyakram kiVistaritSamparkKaryakarm ka Mulyaankan	Bhartiya Adhunik Shiksha/	ISSN 0972-5636 Published in 2022
Dr. Meena Singh	Kushan Kal main kesh vinayas: Videshiprabhav ka purvilokan	Adhunik Sahitya	ISSN No.-2277-7083 October- December 2022
Dr. Meena Singh & Dr. Mukesh Kumar Singh	Prachin Bhartiya JapnadiyaevamJanjatiyasikkon ka Ithaslekhan	Ithas Darpan	ISSN No-0974-3065 2022

| Paper presented during Conferences			
Author	Name of the Paper	Theme of Conference	Date & Venue
Dr. D. P. Singh & Ms. Moni Sahay	Challenging Technologies and the Technologically Challenged: Assessing the User Acceptance of ODL Technologies in Geographical Spaces	10th Pan Commonwealth Forum 'Innovations for Education Resilience'	13th to 16th September 2022, Calgary, Canada Attended virtually
Dr. Ataur Rahman	Al Istinhaz fi Al Sher Abi Muslim Al Bahlani	Maseratul Al Adab Al Arabi Beajnasehi Al MukhtalifaAbralUsoor	29-30 November 2022 at JNU

FDP/Refresher Attended

Name of Academic	Title of FDP	Name of Organizing Institution	Duration	Mode (Online/F2F)
Dr. D. P. Singh	Six Days Short Term Programme on 'Skilling and Employability in Distance and Online Learning	Staff Training & Research Institute of Distance Education (STRIDE), IGNOU	18-23 July 2022	Online
Dr. D. P. Singh	Professional Development Programme on 'Implementation of NEP-2020 for University and College Teachers	Staff Training & Research Institute of Distance Education (STRIDE), IGNOU	27th October – 5th November 2022	Online
Dr. Shyni Duggal	PDP on STP on Artificial Intelligence in ICT-Application in Education and Research	Staff Training & Research Institute of Distance Education (STRIDE), IGNOU	16-23 November 2022	Online
Dr.S hyni Duggal	Professional Development Programme on 'Implementation of NEP-2020 for University and College Teachers	Staff Training & Research Institute of Distance Education (STRIDE), IGNOU	17-25 October 2022	Online
Dr. Shyni Duggal	Academic Administration	Teaching Learning Centre, Ramanujan College University of Delhi	7-13 May 2022	Online
Dr. Shyni Duggal	Workshop for Capacity Building of Faculty/ Academics of RCs	National Centre for Disability Studies (NCDS), IGNOU	24-25 February 2022	Online
Dr. Meena Singh	Professional Development Programme on 'Implementation of NEP-2020 for University and College Teachers	Staff Training & Research Institute of Distance Education (STRIDE), IGNOU	7-15 October 2022	Online
Dr. Rita Chauhan	Professional Development Programme on 'Implementation of NEP-2020 for University and College Teachers	Staff Training & Research Institute of Distance Education (STRIDE), IGNOU	21-29 September 2022	Online

5) Deoghar

IGNOU Regional Centre, Deoghar organized National Seminar on 8th and 9th May 2023 on National Education Policy 2020 in collaboration with Hindi Vidyapith, B.Ed College, Deoghar in which sub-theme was included "**Catalyzing reality Academic Research in all fields**".

Dr. K.Ramesh, Regional Director, IGNOU Regional Centre, Hyderabad has made a presentation in the National Conference on NEP 2020 at Woxsen University, Hyderabad on 23.09.2022. The following is link of the National Conference: https://woxsen.edu.in/events/

A few photographs of the National Conference on NEP-2020 is as follows :

Dr.K.Ramesh, RD, IGNOU, Hyderabad alongwith the Panel on NEP-2020 at Woxsen University, Hyderabad.	Dr.K.Ramesh, RD, IGNOU, Hyderabad during his presentation at NEP-2020 at Woxsen Univeristy, Hyderabad.

Dr.K.Ramesh, Regional Director, IGNOU Regional Centre, Hyderabad has contributed Article entitled Teachers in Digital Era through the HANS India National English Daily on 15.08.2022. The link of the article is :

https://epaper.thehansindia.com/Home/MIndex?eid=1&edate=15/08/2022&pgid=86786

Article clipping of Hans India on 15.08.2022

Dr.K.Ramesh, Regional Director, IGNOU Regional Centre, Hyderabad Interview on NEP-2020 is published in HANS India National English Daily on 28.06.2022. The link of the article is :

https://epaper.thehansindia.com/Home/MShareArticle?OrgId=28689161706&imageview=0
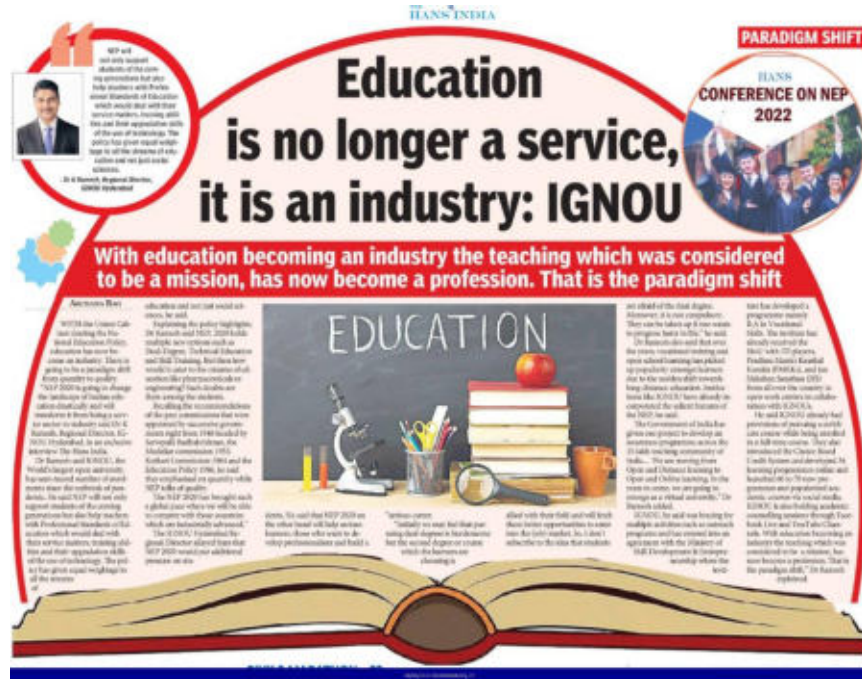
Dr.K.Ramesh, Regional Director, IGNOU Regional Centre, Hyderabad has given a addressed the participants at the Orientation programme for Faculty of Government degree colleges on NEP 2020 in Indira Priyadarsini Womens Degree & PG College, Hyderabad on 24.01.2023.

7) Jaipur

Under Regional Centre Jaipur 1792 Teachers, Professors, Associate Professors and Assistant Professor registered for NEP PDP and 1541 successfully completed NEP PDP programme.
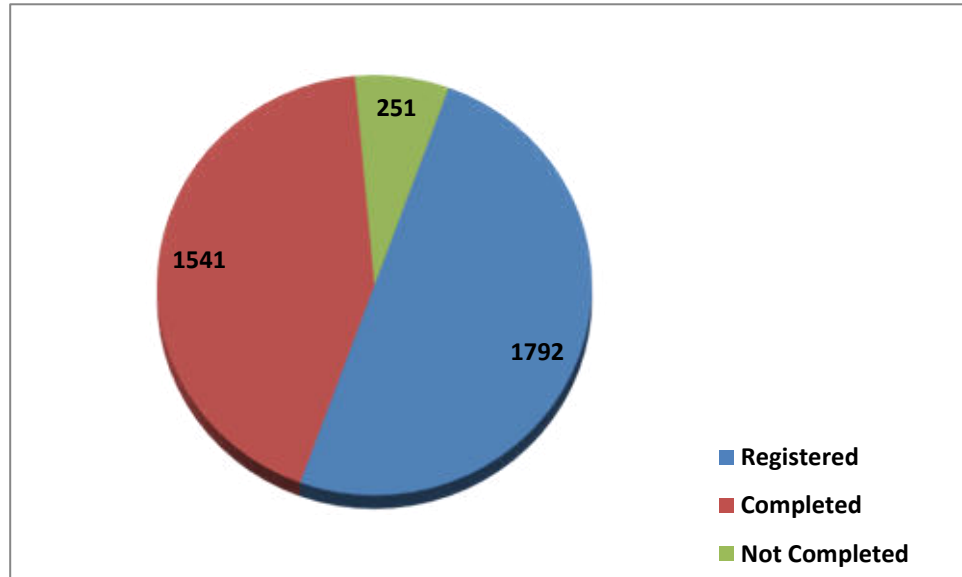
8) Jorhat

An article was published by Dr. Anil Ch. Borah, Sr. RD on NEP. The article was published in 2020 on "The draft National Education Policy -2019 and Higher Education" in the Journal of "Assam College Principals Council".
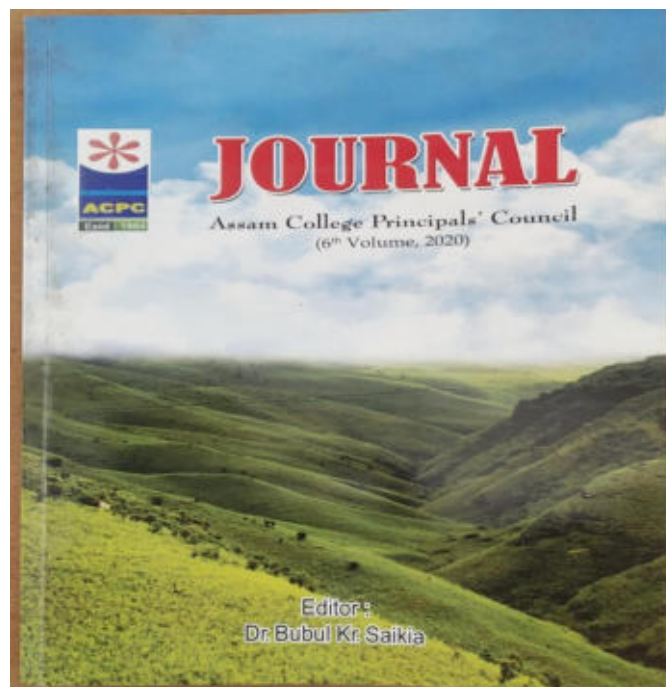
The draft National Education Policy –2019 and Higher Education

Dr. Anil Ch. Borah

Regional Director, IGNOU Regional Centre, Jorhat

The draft National Education Policy (NEP) –2019 was unveiled by the Ministry of Human Resource Development just days after Bharatiya Janata Party (BJP) secured a solid majority in national elections giving Prime Minister Narendra Modi a second term in office. The nine-member drafting committee was set up in 2017, led by the chairman and former head of the Indian Space Research Organisation, K. Kasturirangan, who submitted the draft report to the new minister on 31 May. A new national education policy was part of the BJP manifesto for the 2014 with the original delivery date set for the end of 2017, but drafting was postponed several times to include more stakeholder consultations. Inputs for the report began much earlier in 2016. The ministry of Human Resource Development had first initiated an unprecedented collaborative, multi-stakeholder, multi-pronged, bottom-up, people-centric, inclusive, participatory consultation process. The extensive consultations undertaken across multiple levels of online, expert and thematic, and from the grassroots, including the village, district, state and national level, provided an opportunity to every citizen to engage in this massive exercise, which led to a 2016 report that informed the committee set up in 2017.

The new education policy is separate from the Education Quality Upgradation and Inclusion Programme (EQUIP), a five-year project aimed at revamping higher education. Ten groups headed by experts have been set up under EQUIP. EQUIP is a more specialised scheme prepared by top experts to bring about sweeping changes in the country's higher education sector, while five-year educational policies are routinely prepared by governments to address various aspects of the education sector. While some of the objectives of the NEP and EQUIP appear similar, the two projects are different and will be implemented separately, according to officials of MHRD. Notably NEP is a project that will be implemented over several decades.

Higher Education:

The draft NEP-19 inter alia proposes a wide-ranging restructuring of higher education in the country and aims to promote a research culture in higher education with the creation of a new National Research Foundation. The draft NEP covers an ambitious plan of quantum changes in early childhood education, primary and secondary as well as higher education with special focus of access, equity, quality, affordability and accountability. According to a government statement the NEP-19 would be aligned with global Sustainable Development Goals.

One of the main goals of the government is to increase the Gross Enrolment Ratio (GER) in Higher Education which is currently at just 23%, to 50% by 2035. The 477-pages NEP draft document notably proposes an extension to Right to Education (RTE) Act to the age of 18, which is expected to significantly boost numbers continuing on to higher education. It would also cover early years of education from age three. The RTE Act currently covers the six to 14 age group.

The draft NEP-19 proposes restructuring of higher education institutions into three tiers. Type-1 institutions will focus on world-class research and high-quality teaching, and Type 2 on teaching across disciplines with an important contribution to research. Type 3 institutions will be mainly colleges offering high-quality teaching focused on undergraduate education. It is expected that there will be initially several hundred Type-2 universities, and another 1,000 to 2,000 such Universities will be created over a period of two decades. As they begin to achieve higher quality in research and the range of programmes offered, some of them may aim to join the ranks of Type-1 institutions. The draft policy advises a more liberal and comprehensive

education system that will allow students to pursue broad-based education in the first year of their undergraduate programme before specialising. Several institutions of higher studies across the world have implemented what the NEP proposes as liberal education through an array of different disciplines that include the arts, humanities, mathematics and sciences, suitably integrated with a deeper study of a special area of interest.

The report also recommends the creation of a National Higher Education Regulatory Authority (NHERA) as the sole regulator for higher education, including professional education, although previous governments have attempted and failed at such regulatory body reforms in the past. Some eye catching new policy initiatives envisaged by the draft includes internationalisation of higher education; improving the quality of open and distance learning; enhancing participation of under-represented groups, and eliminating gender, social category and regional gaps in education. The NEP-19 which is a key policy declaration of Modi Government is the first of its kind in education sector. There have been huge changes in India's demographics as well as the emergence of new technologies and Industry which is changing the work environment and the need for new knowledge and skills. This policy document is expected to be executed in the next 20-30 years and needs increase university access to all segments of population and upskilling for the new technology era. The draft says that education must build expertise that society will need over the next 25 years and beyond. Simply tailoring people into jobs that exist today but that are likely to change or disappear after some years is suboptimal and even counterproductive. The future workplace will demand critical thinking, communication, problem solving, creativity and multidisciplinary capability. Single-skill and single-discipline jobs are likely to become automated over time.

India being a country with full of youth energy must take the lead in preparing professionals in cutting-edge areas such as artificial intelligence and machine learning, 3-D machining, big data analysis and other areas such as technical education, genomic studies, biotechnology, nanotechnology and neuroscience. These and other cutting-edge sciences must be woven into undergraduate education, with support from the country's three national academies of sciences and the Indian National Academy of Engineering to devise appropriate curricula.

The policy draft proposes a new focus on postgraduate and doctoral education and a major push to improve the research environment in universities. The post graduate programmes will also have a strong research component to strengthen the appropriate professional competence in the domain area, and to prepare students for a research degree. The biggest lacuna in the present education system is the lack of a coherent direction for planning and implementation of research at the university level. It proposes for the very first time the idea of a new National Research Foundation (NRF) to focus on funding research within the higher education system and promote research through better funding mechanisms. The proposed NRF will grant competitive funding for outstanding research proposals across all disciplines, as determined by peer review and success of proposals. NRF will encompass the four broad areas of sciences, technology, social sciences, and arts and humanities. Besides strengthening the presently weak support that subjects such as the social sciences and the humanities receive, NRF will also bring in cohesion among the various research endeavours of multidisciplinary character. The NRF will also act as a liaison among researchers, ministries of government and industry, in order to ensure that the most relevant and societally useful research reaches the people as soon as possible. The draft proposes to address the process of strengthening the linkages between universities and their counterparts at the global level. An important mandate of the NRF will be to seed, grow and facilitate research at institutions where research is currently very limited. The NRF will be encouraged to support special schemes for offering research scholarships to talented international students from developing countries.

The NEP seeks a major overhaul of higher education and puts forward some brave but feasible new ideas. It makes bold propositions to make the universities and colleges the hubs of research. It is expected to create a strong research culture as the proposed NRF seeks to build research capacity across higher education. There are several new ideas for encouraging globalisation of higher education, technology integration at all levels of education, and initiatives to boost participation of under-represented groups, and end gender, social category and regional gaps in education outcomes. These are good ideas and must be implemented effectively. New measures for promoting the globalisation of higher education, encouraging quality, open and

distance learning, technology assimilation at all levels of education, and actions to improve participation of under-represented groups are encouraging features of the NEP.

The NEP proposes to reintroduce the four-year degrees alongside three-year programmes with multiple exit and entry points by restructuring the present under graduate programmes. The four-year programme will provide for "greater rigour" and allow students to conduct optional research. The masters and doctoral levels to be strengthened with at least three routes into the masters degree – a one-year degree, a two-year degree and the integrated five-year degrees.

In a special emphasis on teacher training, the NEP notes that teacher education has been beleaguered with mediocrity as well as rampant corruption due to commercialisation. It recommends the closure of substandard and 'dysfunctional' teacher education institutions. Departments of education in universities, in addition to teaching, will need to be strengthened and developed as spaces for research and innovation in education. The NEP document also notes that the postgraduate education in the professional streams needs to be strengthened considerably. The curriculum must ensure that postgraduates acquire knowledge, skills, self-confidence and entrepreneurship training, to enable them to contribute to social and national productivity.

According to the NEP, to mitigate the shortage of faculty across disciplines, universities and institutions will be encouraged to take measures to attract and retain faculty; engage with other institutions in the vicinity to share faculty; invite rolling faculty of eminent and superannuated scientists, professors or experts from industry; provision teaching assistantships for doctoral students; make use of talent from the private sector; and invite overseas researchers.

One of the most important issues that the NEP proposes is establishment of offshore campuses of Indian Universities in other countries. Public and private universities that meet specified eligibility criteria will be encouraged to set up campuses in select countries, particularly in the Global South. Both the central and state governments will take up the task of initiating amendments in the acts of the central and state universities to enable such initiatives. A legislative framework permitting the entry of universities from among the top 200 in the world will be

permitted to operate in India, contingent on such universities following the regulatory, governance and content norms applicable to Indian universities. An Inter-University Centre for International Education (IUCIE) will be set up along with an International Education Centre within selected Indian universities to support internationalisation of higher education in universities. Necessary budget provision will be made available. The NRF will provide funding support for the two-way movement of talented research students and post-doctoral fellows, as part of funding joint research projects, and offer services and support to international students – working with the proposed IUCIE.

Open and Distance Education:

To facilitate learning for all students, including Children with Special Needs (CWSN) or children of migrant workers, the draft NEP 2019 proposes to broaden the scope of school education to facilitate multiple pathways to learning involving formal and non-formal education modes. Innovative educational platforms involving the use of technology, including the development and sharing of e-resources and promotion of e-learning are to be developed and utilised with scope for assessment on demand. Open and Distance Learning (ODL) Programmes offered by the National Institute of Open Schooling (NIOS) need expansion and strengthening for meeting the learning needs of young people in India who are not able to attend a physical school. Keeping in view the diversified needs of the target groups, NIOS will be encouraged to continue to offer Open Basic Education for learners aged above 14 years, including adolescents and adults. In addition, the following programmes are proposed by NEP 2019 to be offered by NIOS: education at A, B and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system; secondary education programmes that are equivalent to Grades 10 and 12; vocational education courses/programmes; and adult literacy and life-enrichment programmes. The draft NEP 2019 encourages states to develop State analogues of these offerings in regional languages by establishing State Institutes of Open Schooling (SIOS). NIOS will develop high quality modules to teach Indian Sign Language (ISL), and to teach other basic subjects using ISL.

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All HEIs accredited to offer ODL will be allowed to offer ODL programmes in order to enhance their offerings, improve access, increase GER, and provide increased opportunities for lifelong learning. All ODL programmes (and their components) leading to any diploma or degree will be of a standard and quality equivalent to the highest quality programmes run by the HEIs on their campus. To ensure that truly high quality ODLs are developed and delivered, HEIs will use their best faculty, and will invest in adequate facilities and support staff. HEIs will also use the best possible materials, resources, and web-based platforms available throughout the world through technology and not remain limited to their own resources.

The NEP 2019 aims to make ODL programmes to be equivalent to the highest quality in-class programmes available at the institution by the highest quality faculty, programmes, courses, and resources available. The full potential of ODL as a curricular and pedagogical approach that can substantially expand access to higher education will be fully leveraged by ensuring that ODL programmes are of the highest quality. The highest student evaluations and peer reviews of courses/programmes and teachers at the institution will be nominated by a rigorous process and supported to be converted into ODL courses and programmes (in particular, MOOCs).

The draft NEP 2019 proposes to expand High quality ODL courses and programmes to enhance access to higher education, including professional and vocational education; and to promote life-long learning and certification through reaching out to people engaged in various livelihoods as well as those who wish to re-enter the formal education system. ODL will also support the continuous professional development of teachers in school and higher education. All Type 1 and Type 2 institutions will be encouraged to offer innovative ODL programmes with the help of the very best teachers at their institutions. Existing programmes of high quality may be used to develop ODL programmes with similar learning goals. These institutions may also offer programmes exclusively in the ODL mode – again when equivalence to standards of the highest quality in-class programmes at the institution can be ensured. Type 3 institutions may also offer ODL, based on receiving appropriate accreditation for the same.

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The draft NEP 2019 contains explicit directives to ensure the highest quality. To ensure the quality of ODL programs, HEIs have to use their highest-rated faculty, courses, and programmes, and invest in adequate facilities and support staff, amongst other such initiatives to produce the highest-quality content with innovative curricula and pedagogical practices. The quality of ODL programmes will be measured by their effectiveness in delivering learning outcomes relative to the best in-class programmes of a similar nature across HEIs. All institutions offering courses and programmes in ODL mode will develop and standardise programmes based on national as well as local needs. Norms, standards and guidelines for systemic development, regulation, and accreditation of ODL will be prepared by NHERA, and a framework for quality of ODL that will be recommendatory for all HEIs will be developed by the GEC. An internal nomination and review mechanism in all HEIs for the development and offering of ODL courses and programmes, in order to ensure high quality, promote innovation, and continually reshape and refresh ODL courses and programmes, will be put in place. ODL, at present occupies about 12% of GER and it must play a significant role in increasing GER to 50%. Innovation and expansion of ODL must be encouraged, while ensuring quality.

The draft policy has put forward the idea of an online digital repository to ensure efficient utilisation of resources and to avoid unnecessary duplication of effort. All content developed for ODL will be included in the online digital repository. An appropriate mechanism will be put in place for creating and continually reviewing content to ensure their quality. The content will be available freely to all students and faculty across the country. Adequate funding will be provided for research to continually improve the quality of ODL-specific pedagogy and assessments, student support services, models of ODL, and integration of technology.

Success of ODL programmes highly depends on its learner support services. The draft policy aims to institutionalised learner support services at all institutions offering ODL. These must be as effective and relevant as the ones on offer for fulltime students of the same HEI. Services will include Providing learning material (e.g. hosting courseware, repositories, Open

Educational Resources or OERs, MOOCs), support from help desk services, tutoring and counselling, conduct of classes (through webinars, discussion forums, webcasting), library facilities, virtual labs, e-learning modules, timely feedback on performance, online examinations, declaration of results, granting of certifications, redressal of grievances, etc. Type 1 HEIs will be funded specifically to devise and offer capacity development programmes for faculty for developing and transacting ODL courses and programmes. This will include training educators and writers for development of ODL materials and offering such learning resources widely. These programmes could be offered both fully in the in-class mode and in the ODL mode. A cadre of experts on ODL would thereby be developed though these programmes.

The new wings of ODL are undoubtedly is MOOCs. The demand for enrolment in high quality MOOCs continues to increase. Although MOOCs have not yet fulfilled the initial projections made about their usage, they continue to be a useful way to reach large numbers of students without boundaries, and are still being experimented with to improve their quality of engagement and learning outcomes. Presently, India enrols the second largest number of students in MOOCs after the USA. The SWAYAM (Study Web of Active Learning for Young Aspiring Minds) platform is a recently-launched Indian platform for offering MOOCs that will be used to help individual educators and HEIs to cater to this demand.

Since education policy and its implementation determine the future of a country it has to be infallible. India is still in the hangover of its colonial education system and therefore, an education policy which will match the rapidly changing world and dynamics of world education is a need of the hour. The draft policy 2019 is a holistic development plan for education. However, the process of implementation and fund required to rebuild the system will be the challenge in days to come.

9) Khanna

784 teachers/academics have enrolled for Professional Development Programme (NEP-PDP) & successfully completed their Programme.

10) Madurai

i.   Dr. G. Anbalagan, Assistant Regional Director, IGNOU RC Madurai has presented a paper on a case study of online counselling to Distance Learners of IGNOU during COVID19 Lockdown during the 24th IDEA National Conference (Online) on Emerging Perspectives of Open and Distance Learning organised by the Indian Distance Education Association (IDEA) in association with Mumbai University through Online Mode from 17-18, July 2020. He has also chaired a technical session during the conference.

ii. Dr. G. Anbalagan, Assistant Regional Director, IGNOU RC Madurai has presented a paper on Online counselling to Distance Learners during COVID19 Pandemic – Experience of IGNOU at the Two Days International Webinar on Online Programmes in Distance Education (OPDE 2020) Bharathidasan University, Trichy from 02-03 July 2020 through Online Mode.

iii. Dr. G. Anbalagan, Assistant Regional Director, IGNOU RC Madurai has completed the Online Faculty Development Programme (FDP) on **Online FDP** on National Education Policy – Teachers Role in NEP Implementation conducted by the IGNOU RC Panaji in association with ATAL Academy of AICTE from 22-26, November 2021.

iv. Dr. G. Anbalagan, Assistant Regional Director, IGNOU RC Madurai has participated in the Training cum workshop on "NEP 2020: Persons with Disabilities and Educational Opportunities" organised by the STRIDE, IGNOU from 14-16, March 2022.

v. Dr. G. Anbalagan, Assistant Regional Director, IGNOU RC Madurai has participated in the workshop on "NEP 2020: Learning Analytics in the Online Learning" organised by the STRIDE, IGNOU from 1-2, March 2022.

vi. Dr. G. Anbalagan, Assistant Regional Director, IGNOU RC Madurai has published a book chapter on the title "Transformations in the Open and Distance Learning (ODL) during COVID19 Pandemic – Experiences Of IGNOU" in the Book titled Covid19 and Lockdown in the world (Eurekha Publications, Pune, India, pp 267-273, Year 2020) ISBN No. 978-81-946666-1-5.

vii. Dr. G. Anbalagan, Assistant Regional Director, IGNOU RC Madurai has translated the following SWAYAM MOOC Courses of IGNOU (Video Contents into Tamil Language) during the year 2020.

viii. Certificate Course in Environmental Sustainability (9 Modules) Sustainable Management of Biodiversity (8 Modules)

ix. He has also coordinated with the experts under RC Madurai for translation of the video contents of the following MOOC Courses of IGNOU into Tamil Language during the year 2020,

- Indian Agricultural Development
- Certificate Course in Environmental Sustainability
- Sustainable Management of Biodiversity
- Sustainable Management of Biodiversity
- Awareness Programme on Solar water pumping
- Introduction to GST
- Design and Facilitation of e-Learning courses
- Foundation course in Tourism

x. Dr. G. Anbalagan, Assistant Regional Director, IGNOU RC Madurai has completed the NEP-PDP conducted by the STRIDE, IGNOU, New Delhi through Online mode.

11) Raipur

The Regional Centre has taken initiatives for creating awareness among the students regarding the research and promoted and motivated the students to be aspired of the current situation and

undertake research activities in the present situation. In this way the Regional Centre has promoted the research activities through digital and print media. The Regional Centre has provided information to the interested students about the research and its impact on the society in the long run.

12)   Shimla

Organized a Webinar on "NEP-2020 and Matribhashayen" on the occasion of 'Matribhasha Divas" on 21st February 2023.
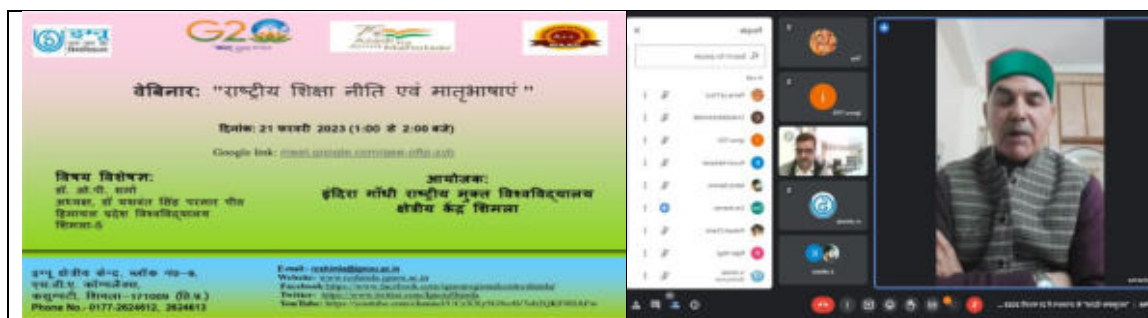
IGNOU represented by Regional Centre Official (Dr. Mohan Sharma) in the seminar titled 'Transforming and Empowering ODL System in Higher Education in context to NEP and DEB 2020" organized by the ICDEOL, Himachal Pradesh University on 15-16th March, 2023.

Training/Orientation of Teachers of Higher Education.

- Intervention sought from the HP Govt. (Secretary/Director Higher Education) and Advisory letters got issued.

- Principals of Govt. & Private Colleges/Heads of Universities/Institutions in HP requested to nominate teacher for IGNOU NEP-PDP from time to time.

- Meetings with the representatives of Teachers' Association regarding various aspects of NEP 2020 and need to orient faculty.

- 862 teachers nominated so far.

➢ Regional Centre is collaborating with Dr. Y.S. Parmar Chair of Himachal Pradesh University regarding conduct of a Workshop/Seminar on 'Indian Indigenous Knowledge and NEP 2020".

- Already held first round of meeting.

- Different aspects of seminar are being worked out for the seminar to be held in September, 2023.

13) Trivandrum

i. Chemical Synthesis of Modularly Modified Analogs of E2/NS1 Peptides on a Novel Chemically and Mechanically Stable Terpolymer of 1, 6 hexanediol Diacrylate, N-Vinylpyrrolidone on Styrene Support -
    a. Author(s): Sunil Jacob, Nissy Ann Harry, Kunju Kunju Binoj, Tharamma George Tharayil, Thonduparambil Ravindran Satyakeerthy, Sosamma John, 2023

ii. A new hotspot of macro-litter in the Rutland Island, South Andaman, India: Menace from IORC
    a. Author(s): Venkatesan Siva Shankar, NeelamPurti, Sivasankar Ramakrishnan, Thanamegam Kaviarasan, Thonduparambil Ravindaran Satyakeerthy, Sunil Jacob

iii. A Novel Chemically and Mechanically Stable Terpolymer for Acyl and Retro Acyl Carrier Protein Fragment Synthesis: A Comparative study with Memifield Resin
    a. Author(s): Nissy Ann Harry, Sunil Jacob, VimalDev S M, T.R.Satyakeerthy and Sosamma John.

14) Varanasi

Effectiveness of Online Grievance Redressal and Management System: A case study of IGNOU Learners

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Abstract

Online grievance redressal systems have a very crucial role in retention of learners in open and distance learning (ODL) systems where learners are geographically away from institution, teachers and peer group and they get very few opportunities otherwise to get their grievances resolved. At any given time IGNOU is having enrolment of more than 3 million and to address grievances of these large numbers of learners, an online grievance redressal and management mechanism has been developed. In this paper, effectiveness of IGNOU online grievance redressal and management System (iGRAM) in handling learners' grievances have been examined by carrying out a survey among the learners who have used iGRAM for their grievance redressal. A questionnaire was developed and administered online to iGRAM users. Apart from demographic questions the survey model consists of a set of statements regarding effectiveness of iGRAM portal in handling learners' grievances. Survey results show that majority of learners were satisfied with this online grievance redressal and management system of IGNOU, however, with few additions/changes like development of mobile app based iGRAM portal, by addressing issue of non-receipt of study material and by putting more efforts in its popularization, iGRAM can be made more effective.

Introduction

Grievance is generally defined as any communication that expresses dissatisfaction about an action or lack of action, about the standard of service/ deficiency of service of an institute and the complainant asks for remedial action. Grievance redress mechanism is part and parcel of the machinery of any academic institution. No academic institution can claim to be accountable, responsive and student-friendly unless it has established an efficient and effective grievance redress mechanism. In fact, the grievance redress mechanism of an academic institution is the gauge to measure its efficiency and effectiveness as it provides important feedback on

A research work was undertaken on Students' Feedback on IGOU's Online Grievance Redressal Portal at Regional Centre Varanasi.The Research Article was published in "Indian Journal of Educational Technology" a Research Journal of Central Institute of Educational Technology (NCERT).

Online grievance redressal systems have a very crucial role in retention of learners inOpen and distance learning (ODL) systems where learners are geographically away fromInstitution, teachers and peer group and they get very few opportunities otherwise toget their grievances resolved. At any given time IGNOU is having enrolment of morethan 3 million and to address grievances of these large numbers of learners, an onlinegrievance redressal and management mechanism has been developed. In this paper,effectiveness of IGNOU online grievance redressal and management System (iGRAM)in handling learners' grievances have been examined by carrying out a survey amongthe learners who have used iGRAM for their grievance redressal. A questionnaire wasdeveloped and administered online to iGRAM users. Apart from demographic questionsthe survey model consists of a set of statements regarding effectiveness of iGRAMportal in handling learners' grievances. Survey results show that majority of learnerswere satisfied with this online grievance redressal and management system of IGNOU.

The Research Article was published in "Indian Journal of Educational Technology"

दूरस्थ शिक्षाः ग्रामीण भारत में ज्ञानवान समाज निर्माण का नैतिक उपादान

डॉ० श्रवण कुमार पाण्डेय

दूरस्थ शिक्षा एक नई शिक्षण प्रणाली है जिसमें जिज्ञासु अपनी परिस्थितियों में तथा अपनी जरूरतों के अनुसार कार्यक्रमों / पाठ्यक्रमों में प्रवेश लेकर, पठन–पाठन कर सकता है। यह लचीली एवं छात्र हितैषी शिक्षक प्रणाली है जो समाज को ज्ञानवान समाज में बदलने के लिए परम्परागत शिक्षण प्रणाली की सीमाओं को खत्म कर बाधारहित शिक्षा जन–जन तक पहुँचाने में सक्षम है। इसमें छात्र एवं अध्यापक के बीच में कार्य निष्पादन को एक दूरी होती है जिस हेतु छात्र को विभिन्न सहायता सेवाएं दूरस्थ संस्थान द्वारा उपलब्ध करायी जाती है। इस प्रकार दूरस्थ छात्र बहुत कम लागत में अपने घर / कार्यक्षेत्र पर रहकर अपनी वांछित शिक्षा प्राप्त करता है। ग्रामीण भारत में शिक्षा जरूरतों को पूरा कर उच्च शिक्षा के जनतंत्रीकरण हेतु दूरस्थ शिक्षा एक नैतिक उपादान के अलावा भविष्य की शिक्षण विधा है।

ग्रामीण परिवेश में दूरस्थ शिक्षाः शिक्षा का जनतन्त्रीकरण

ग्रामीण परिवेश में दूरस्थ शिक्षा बहुत ही उपयोगी है। वे ग्रामीण नवयुवक, जो आर्थिक, सामाजिक व रोजगार सम्बन्धी विवशताओं के चलते किसी परंपरागत शिक्षण संस्थान में उपस्थित होकर शिक्षा ग्रहण नहीं कर पाते उनके लिए दूरस्थ शिक्षा सुनहरा अवसर उपलब्ध कराता है। इस विधा में छात्र अपने निकटतम अध्ययन केन्द्र पर नामांकित होकर समस्त छात्र सहायता सेवाएं जैसे परामर्शी कक्षाएं, सत्रीय कार्य एवं प्रशासनिक सुविधाएं प्राप्त कर सकते हैं।

ग्रामीण आबादी सालभर खेती–बारी के अलावा अपनी आय के अन्य स्रोत तलाशती रहती है। ऐसे में उपयुक्त कौशल एवं डिग्री के अभाव में उन्हें वांछित रोजगार काबिलियत रहते हुए भी नहीं मिल पाता। खेती के कार्यों, निम्नतम जीवन स्तर, पारिवारिक भरण–पोषण की जिम्मेदारी के चलते ग्रामीण नवयुवक और बच्चे संस्थागत संस्थानों में फेस–टू–फेस शिक्षा प्राप्त करने में असमर्थ हो जाते हैं। इसके अलावा लड़कियां एवं महिलाएं सामाजिक बंधनो के चलते

स्नातक कार्यक्रम

समाज कार्य में स्नातक – BSW

क) पर्यटन अध्ययन में स्नातक – BTS

ग) कम्प्यूटर अनुप्रयोग में स्नातक – BCA

घ) पुस्तकालय एवं सूचना विज्ञान में स्नातक – BLIS

ङ) B. A. / B. Sc. / B. Com.

4. परास्नातक कार्यक्रम

क) पर्यटन प्रबंधन – MTTM

ख) समाज कार्य – MSW

ग) ग्राम विकास – MARD के अलावा सामाजिक विषय जैसे हिन्दी, अंग्रेजी, राजनीति, इतिहास आदि सहित लगभग 25 कार्यक्रमों में परास्नातक कार्यक्रम उपलब्ध है।

दूरस्थ शिक्षा की प्रमुख विशेषताएं

1. लचीले प्रवेश नियम

2. व्यक्तिनिष्ठ अध्ययन

3. नवीनतम सूचना एवं संचार प्रौद्योगिकी का प्रयोग

4. विद्यार्थी सहायता सेवाओं का व्यापक नेटवर्क

5. मुक्त एवं परंपरागत शिक्षा पद्धतियों का समागम

शिक्षण प्रणाली

1. छात्रोन्मुखी शिक्षण प्रणाली

2. बहुआयामी कार्यक्रम वितरण – SLM, Audio-Visual Aid, Counseling, Teleconferencing एवं प्रैक्टिकल/प्रोजेक्ट कार्य

3. मूल्यांकन पद्धति

क) स्वमूल्यांकन अभ्यास – SAQ

ख) सत्रीय कार्य – Assignment

ग) सत्रांत परीक्षा

घ) परियोजना कार्य

ग्रामीण परिवेश में रहने वाले परिवारों के वे बच्चे जो किसी कारणवश स्कूल नहीं जा पा रहे हैं अथवा पढ़ाई अधूरी रह गई है के लिए शिक्षा आवश्यकताओं को पूरा करने हेतु दूरस्थ शिक्षा एक अनुपम अवसर देता है। कार्यरत लोग जो दक्षता में सुधार एवं अपनी व्यावसायिक योग्यता बढ़ाना चाहते हैं, अपने वर्तमान कार्य को करते हुए शिक्षा की जरूरतों को पूरा कर सकते

15)   Visakhapatnam

Visakhapatnam Regional Centre has conducted a survey on the Student Support Services as a part of Convocation Celebrations. The inputs of the Survey and discourses will be used to streamline the Activities targeting maximum participation of students.

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